



History of the Cuban school. A first attempt at synthesis (1959 - 2000)

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Introduction

The doctoral research has as its object the history of the Cuban revolutionary school starting from the day after the revolutionary victory (1959), up to the so-called Special Period (the nineties), a decade of undoubted interest and great changes for the Caribbean island.

The objective was to reconstruct a history of the Cuban school from a political-legislative point of view in the 40 years following the triumph of the Revolution.

Research question and aims

The three-year doctoral research had as its object the history of the Cuban school starting from the aftermath of the revolutionary victory (1959), up to the so-called Period Especial. The work I completed reconstructed the history of the Cuban school from a political-legislative point of view in the 40 years following the triumph of the Revolution.

Transversal objectives:

- explore the integration between education and the socialist political system established by Castro and the rebels after '59;
- establish how much the education system has taken into account the socio-economic conditions of the country during the following decades;
- verify whether the education and training system has remained faithful or not to the revolutionary line over the decades;
- examine how much education and training have influenced the survival of the communist ideology on the island and the economic self-sufficiency imposed by the US embargo;
- move within the context of that debate on Marxist pedagogy, which saw its most flourishing period in Italy between the 1960s and 1980s.



Method

After a timely historiography review on international sources about Cuban education and pedagogy, I proceeded to research on archives and libraries in La Habana where, specifically, I examined first-hand sources - such as laws, newspaper articles and statistics - and scientific literature on historiography preserved exclusively in the libraries of the capital. I have therefore adopted the historical approach that has privileged the archival research.

References

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- MINED research and statistics.
- UNESCO and World Bank research, statistics and database.

Results and future perspectives

The results of the research could offer contributions in the field of educational sciences and historical one:

1. could probably contribute for the first time to provide a more detailed and comprehensive view of the revolutionary Cuban school from a political-legislative point of view;
2. could allow other scholars and researchers, historians and pedagogists, to rethink, update and integrate what we know about the history of Cuba, given the very profound link between the socioeconomic policies of the revolutionary Government and the educational ones.