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Axes of the colonial educational policy in the Belgian Congo (1908-1960)

Before the Congo's independence his ancient colonial power, Belgium, developed an educative policy bases on the next hinges: concessions for the catholic missionaries, emphasis to primary school, preference to the autochthonous open languages, and paternalism like pedagogical base. These foundations will be surpassed quickly before the independence, about 1950 and next years.

Key words: Colonialism, education, Belgium, Congo.

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School, society and policy on the island of Reunion. Residual of a French colony to a European outermost region

This paper analyze the evolution of the colonialist French school policy in the island of Reunion, Indic Ocean, with a slave structure from the I Empire. Studies the first official efforts for the people schooling with the contribution of the religious congregations. Their proposal was the cultural assimilation. Later, the French Third Republic encreases secular assimilation policy. Finally, from 1946, the Reunion Island remains one of the first French empire, and begins to be administrative department of

France, and remoteness becomes European territory. It concludes by studying the progress made in the first school, secondary and higher education, in the island of Reunion.

Key words: Island of Reunion, France, colonialism, school system, cultural assimilation.

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Gabon education system, from independence to our days (1960-2010)

The implementation of the education system in Gabon, as in other African countries, born of the school intervention of the missionaries, with religiously oriented educational projects and assimilation into Western culture of the colonial power itself. France is the dominant reference for this West Central African country. Since independence in 1960 Gabon's educational model is still adopting the French in all its structures, from primary school to university, despite the different adaptations undertaken, especially since they Généraux États de l'Éducation, 1983.

Key words: Gabon, Africa, education system, colonialism.

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Women's literacy and social development in Mozambique: the experience in Munhava of St. Joseph's adult school

Although literacy is a key to poverty reduction, this right is still denied to the majority of the Mozambican adult population. Gender inequity is an important dimension to be considered. The situation is precarious in slums, where women fight every day for a better life for themselves and their children. In this text, after a summary of the history of literacy in Mozambique, we show the more important events in St. Joseph's Adult School. Located in the slum of Munhava (Beira), it is an example of option for women's promotion. Teachers and students tell us their views, needs and wishes. This experience shows the weakness of adult education in Mozambique, but also

its potential when women are heard. Slowly, women in Munhava are gaining life skills and discovering their dignity and rights.

Key words: Literacy, gender inequity, Mozambique, dignity.

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Conformation and control of Moroccan education system: from French Protectorate to Independence

The running and organization of the education system of a country are a reflection of the social system which is immersed. That is one of the most useful tools used by the society and the established power to transmit their values and maintain its status quo, favoring its cohesion, continuity and permanence.

Through the Protectorate, the French government tried to seize the Moroccan people controlling the economy, society, education, etc. To achieve this purpose he used various means, including the education system. It imposed a series of reforms tending to perpetuate its rule, strengthening their power and hegemony. With the independence, the power changes and, therefore, their interests and aims. It is introduced a new dynamic school, which is not beyond the previous system. Some aspects are taken as reference, to imitate or eliminate, to build the new school system. On this basis, the newly established monarchy exercised their power taking into account the new balance of forces, and incorporating as emerging element a nationalist perspective, based on an ideology rooted in Arab-Islamic traditions.

Key words: Educative system, Moroc, Protectorate, power, control.

Fecha de aceptación de originales: 6 de octubre de 2010

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What does remain in Equatorial Guinea of the Spanish education? From the colonial education to the current reality

This article has for object indicate, from a perspective historical-educational, what it remains at present in Equatorial Guinea of the educational Spanish influence, specially during the historical pro-Franco period, moment of maximum economic development

that it finished with the independence of the colony. For it, first, there are mentioned the characteristics of the educational Spanish model during the colonial epoch and his principal results; secondly, is commented the collapse of the education of European sign by the restoration of the regime of terror of the president Macías Nguema and the later dictatorship of his nephew Teodoro Obiang Nguema; it finishes this contribution indicating the most significant of the current educational panorama of Equatorial Guinea and what stays of the influence of the Spanish education.

Key words: Spanish Guinea, Equatorial Guinea, Spain, colonial education, Educational System guineoecuatoriano.

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The trip as formation: examples from the European literature of the 18th century

The importance that the literature of trips acquired in the 18th century is one of the reasons that they have led us to investigating in the instructive facet that these works had in the society of the moment. Adopting the premise of «travelling to know», the trip turned not only into an exercise of individual formation but into an instrument of formation and information of the first magnitude. Governments, institutions and individuals did of the trips some of his more important sources of information. Expeditions that were taken soon to the press, completing the pedagogic and didactic character of the same ones, on never having been accompanied of engravings places, men and customs till now known. This end, of learning to instruct, we cross some of the emblematic works of the literature of trips of the Enlightenment.

Key words: Trip, formation, Enlightenment, Cavanilles, Juan Bautista Muñoz.

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The studies of economy in Spain: the chair of Political Economy of Sevilla's University, 1807-1936

The institutionalization of the studies of Political Economy in the Spanish University took place for Real Cédula of July 12, 1807, which arranged that it was giving in the Faculty of Laws in the ninth year of her study plan. In the general context of what

happened in all the Universities of the Kingdom, in this work there is studied how this subject was taught in the Faculty of Law of the University of Seville in the period 1807-1936: teachers who gave it, programme and books of text that were in use and intellectual environment in the one that developed their educational and investigative labor.

Key words: Institutionalization, Political Economy, University, Spain, Seville.

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Scientific instrument collections in nineteenth-century Spanish secondary schools

This paper provides an overview on the history of scientific instrument collections in Spanish secondary schools, focusing especially on the period around their establishment in the mid-nineteenth century. It describes their most important features as well as their promoters and main users. Attention is also paid to the teaching practices which encouraged different uses of scientific instruments in nineteenth-century classrooms and the reasons that lead to the progressive abandonment of nineteenth-century collections along with the advent of new pedagogical ideas. First, we briefly describe the collections created at the end of the 18th century. Then we evaluate the mid nineteenth-century situation, when the Spanish Government supported several projects to provide the new secondary schools with comprehensive physics and chemistry cabinets. Finally, we offer a general overview of the current state of the collections and of several projects and proposals aimed at their use as historical sources, pedagogical tools and objects with great patrimonial and museum value.

Key words: Scientific instruments, history of science, material culture, secondary schools, XIX-XXth centuries.

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Historic notes of Spanish Guiding (1929-2009)

The eight decades of Spanish Guidism that came true in 2009 invite us to revise their historic trayectory. This essay is a homage to the person that iniciated it and also remembers other important educators and at the same time their respective apportations to the world of education are described. As a prospective, it is obvious their big importance as a model of education for our children and our young members of the 21st Century.

Key words: Girl Guiding, education style, leisure time education.

Fecha de aceptación de originales: 27 de enero de 2010

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The teaching of Religion in the National Institute of female secondary education «Isabel la Católica» during the Franco's regime

This article tries to show the importance of religion in the National Institute of female secondary education «Isabel la Católica», from the aspect of education to their influence on the life of the school by conducting various activities, such as the daily mass, etc. It is the study of religion teachers, their appointment, academic preparation and participation in educational and organizational work, to continue with an examination of religious education through the secondary education curriculum and formal questionnaires.

Key words: Religion, teachers, female education, Secondary School, Secondary Education, Franco's regime.

Fecha de aceptación de originales: 18 de octubre de 2010

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The teaching reforms on the Casa Pia of Lisbon or the first image of the modern primary school (years of 1860-1870)

This article analyse the series of the teaching reforms introduced on the Casa Pia of Lisbon starting from the school year of 1866-1867. The school model which is taking its roots in that context –the model which I'm speaking about draws up and spreads to a worldwide level; remains unchangeable till our days and represents the school concept itself– is largely responsible for a contemporary conception of efficiency and control. It's about the pedagogical integration of childhood, concerning to an integral education project. The graduated school model is still defended as the one that better corresponds to the social integration project conceived by the ombudsman José Maria Eugénio de Almeida.

Key words: Graduated school, Portugal, popular education, intuitive teaching.

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Native teaching in Mozambique: educative reports of Sebastião Soares de Resende, a catholic bishop before Portuguese (1950-1966)

In this article we present the results of the Educative Reports written by D. Sebastião Soares de Resende, the Bishop from Beira, Mozambique. Viewing education like a factor of civilization and development, he insisted the need of integral formation for the black population, beyond the mere instruction *rudimentar*. As an implementation of Missionary Agreement, every year he should present an informative report of all the activities done by the diocese to the General Governor. The analysis he does about the socioeducative reality turn them into an essential source of knowing the priorities that promoted native teaching and his critics of colonial politics showed to the leader of the Government.

These reports highlight that the expansion of the native teaching in Beira is due to his initiative and personal interest and not to the educative governmental authorities, presenting opposing actions to the legitimacy function assigned to missionary teaching. We offer some significative extracts, focusing fundamentally in primary school teaching,

so that the reader can better understand, from official documents, the thinking and the role played by the bishop in the educative and social development of his diocese and his heritage to the final complex moment of the Portuguese presence.

Key words: Missionary teaching, social justice, colonial education, right to citizenship, Mozambique.

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The History of Pedagogy at the University of Barcelona: a program of the subject, for the year 1958-59, that Joaquín Carreras Artau taught

The History of the Pedagogy of teacher Carreras Artau, at the University of Barcelona, as explained in 1958, meets the key criteria in Franco's Spain, and idealistic positions in close dependence on the philosophy and history.

Key words: History of Pedagogy, educational thought, University of Barcelona.

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