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# History of Education in the Iberian Peninsula (2014-2019). Societies, Journals and Conferences in Spain and Portugal

*L'histoire de l'éducation dans la péninsule ibérique (2014-2019) : associations savantes, revues et colloques en France et en Espagne*

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# **History of Education in the Iberian Peninsula (2014-2019). Societies, Journals and Conferences in Spain and Portugal**

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The mid-1950s saw the emergence of the first channels of academic communication and tentative attempts to organise the then-nascent community of historians of education. Since then, a broad, active and global network of researchers has come together, united by their focus on education from a historical point of view. This network includes at least 31 academic societies, 47 surviving specialist journals<sup>1</sup> and innumerable seminars, symposiums and conferences at local, regional, national and international levels. While, for the most part, these societies limit their activities to the nation states where they were founded, a number of transnational organisations have emerged; examples include the Baltic Association of Historians of Pedagogy, or the decidedly global International Standing Conference for the History of Education (ISCHE). Typically, these international organisations have a publication to communicate with their members, they have established academic events for them to come together and hold discussions on topics of interest in history of education, and, in most cases (22), they also publish a specialised periodical for academic communication. The focus for both the specialist journals and the academic societies

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1 José Luis Hernández Huerta, Andrés Payà Rico, Carmen Sanchicrián Blanco, "Global territory and the international map of History of Education journals. Profiles and Behaviour", *International Journal for the Historiography of Education*, no. 9 (2), 2019, p. 206-226.

is the history of education, in the broadest sense. However, certain journals focus on specific aspects within that field, such as the history of universities, history of children and young people, history of the teaching of mathematics, historical-educational heritage and the work of J. Dewey. The same is true of the societies – some specialise in the history of teaching, the history of children, the history of pedagogical thinking or historical-educational heritage.

The aim of this article is to delve into the networks for communicating the advances made in History of Education and the arenas for communication, representation and social construction of academic communities<sup>2</sup>. More specifically, three tools are investigated: specialist journals, academic societies and conferences organised by those societies in the area of History of Education. The study centres on the cases of Spain and Portugal, between 2014 and 2019. Our focus is on aspects relating to the means and methods employed by the academic community in weaving together their shared existences, the spaces set up (conferences, symposiums and/or talks) for participation and collective construction of the work, transnational collaborations and influences, the avenues of academic interest expressed at academic conferences and in monographs in periodicals, as well as the channels for academic communication (journals and newsletters) developed in Spain and Portugal. We begin with an overview of the process whereby academic communities of historians of education in Spain and Portugal were established and came together, the main forums in which these academics congregated, and a number of methods of contact and collaboration between them and with other, larger bodies, such as the ISCHE, the *Congresso Luso-Brasileiro de História da Educação* (COLUBHE) and the *Congreso Iberoamericano de Historia de la Educación Latinoamericana* (CIHELA). Subsequently, we analyse the specialist journals published in that geographical region (eight in total), and the results – published in the form of proceedings or books – of the events organised directly by the academic societies. The article closes with a number of conclusions and critical reflections. This work, which is part of the activity of the Connecting History of Education Working Group, is intended to contribute to the efforts made over the past several years by the

2 This article is part of a series of works ongoing since 2014, conducted by the *Connecting History of Education Working Group* (<https://fahrenheit.com/blog/connecting-history-of-education-working-group/>). This work is also part of the research project *Connecting History of Education. Redes internacionales, producción científica y difusión global (CHE)/Connecting History of Education. International networks, scientific production and global dissemination (CHE)* (Ref.: PID2019-105328GB-I00. Convocatoria 2019 - «Proyectos de I+D+i». Ministerio de Ciencia e Innovación. Spain).

international community of historians of education to construct a global map of the state of the art in History of Education<sup>3</sup>.

## **I. Setting up the arena for academic exchanges in History of Education in the Iberian Peninsula: specialist societies and journals**

During the 1970s, Spain experienced the first steps in bringing together the emerging community of academics working in History of Education. This was forged in the Sociedad Española de Pedagogía (SEP), where teachers and researchers specialising in History of Education gradually created open forums for their own use. The process culminated in 1979 with the official establishment of the History of Education Division of the SEP, whose aim was to “establish contacts and exchanges” between scientists and other academics. In October 1980, the *Boletín de la Sección de Historia de la Educación* ran its first ever edition; this publication was intended to serve as a “shared space for work in history of education in Spain” and as a “means of promulgating information and disseminating our work amongst Spanish researchers, and also with researchers abroad”<sup>4</sup>. Shortly afterwards, in 1982, the aforementioned Division showed signs of a certain degree of maturity and operating capacity. Thus, that year saw the publication of the second edition of the *Boletín*, and the organisation of the I Coloquio de Historia de la Educación, in Alcalá de Henares (6-9 October 1982). The first volume of *Historia de la Educación. Revista Interuniversitaria* (Ediciones Universidad de Salamanca) was also published, having been founded because of the need for a specialist academic journal to “channel and bring together” the work of researchers in that field, which had, until that point, been “disseminated in a range of pedagogical periodicals, where it was not given due attention as it was overshadowed by the other material”. Both the conferences and the journal were clear indications that “in recent times, studies in the history of education [were] experiencing a major upswing,

3 José Luis Hernández Huerta, Antonella Cagnolati, Alfonso Diestro Fernández (eds.), *Connecting History of Education. Scientific Journals as International Tools for a Global World*, Salamanca: FahrenHouse, 2015; Rita Hofstetter, Alexandre Fontaine, Solenn Huitric, Emmanuelle Picard, “Mapping the discipline history of education”, *Paedagogica Historica*, no. 50 (6), 2014. See also “Connecting History of Education Working Group” (created in 2014): <<https://www.connectinghistoryofeducation.com/>>.

4 Isabel Gutiérrez Zuluaga, “Presentación”, *Sociedad Española de Pedagogía. Boletín de la Sección de Historia de la Educación*, no. 1, 1980, p. 1-2.

and the diffuse group of teachers and researchers driving this area of academia forward [had] taken the first step towards institutional collaboration, which [was] undoubtedly indicative of the academic and scientific maturity of the discipline"<sup>5</sup>. Finally, in 1989, those efforts led to the founding of the Sociedad Española de Historia de la Educación (SEDHE), which included 130 researchers and had the following five stated goals:

"a) to foster and spread research and the study of History of Education; b) to contribute to research projects approved by the International Standing Conference for the History of Education; c) to establish links and academic collaboration between those working in this discipline in Spain, whether individually or in groups; d) to encourage relationships and academic exchanges of its members with individuals or groups of specialists from abroad; and e) to promote the teaching of History of Education on teacher training courses and other education-related courses of study"<sup>6</sup>.

The following means of achieving these goals were deemed to be appropriate: collaboration with other academic societies in History of Education, working in different parts of the world; staging various types of academic meetings; and having a body for academic communication and another for disseminating information primarily aimed at members. Thus, the Coloquio held in Alcalá de Henares was followed by a further 19 such events (i.e. 20 in total). Initially, they took place annually (in 1982, 1983 and 1984); subsequently, they were changed to biannual events, except for those in 1993 and 2001, held after a three-year hiatus, and the 1994 event, held only one year after the last. At each of these events, there was an overarching theme selected on the basis of important anniversaries, for dealing with the issues of the day from a historical perspective, or for their manifest interest from a historiographical standpoint. The talks and discussions hinged around those themes. For its part, the *Boletín de la Sección de Historia de la Educación*, which was renamed *Boletín de Historia de la Educación* in 1983, came to be the mouthpiece of the SEDHE for internal communications. The frequency of its publications was not uniform; it oscillated between one and two editions per year, sometimes published in a double issue, until 2004, when it began being published yearly. Subsequently, in 2016, it became a six-monthly publication. It carried information about the activities of the SEDHE; the con-

5 Agustín Escolano Benito, "Presentación", *Historia de la Educación. Revista Interuniversitaria*, no. 1, 1982, p. 5-7.

6 "Estatutos de la Sociedad Española de Historia de la Educación", *Boletín de Historia de la Educación*, no. 15, 1989, p. 13-21.

ferences and other activities supported by the society, and other national and international groups and institutions; notice of publications of new books in the field; for a long time, doctoral theses defended in Spain in the area of History of Education; and the activity of Spain's university departments that encompassed that area of knowledge. Where appropriate, other sections were also included occasionally. The publication *Historia de la Educación. Revista Interuniversitaria* was considered to be the "academic mouthpiece" of the SEDHE<sup>7</sup>, until 2010, when disagreements between the journal and the university publisher, Ediciones Universidad de Salamanca (EUSAL), reached the point of being irreconcilable. The root of the conflict was the ownership of the journal – whether it was the property of EUSAL or of SEDHE. Aside from the technical issues of its publication or its editorial policy, what was at stake was the day-to-day management of the publication: who could be its directors; how those directors were to be elected, and by whom; and who would select the other members of the editorial team. The situation was resolved, at the General Assemblies in 2011 and 2012, in the following way: EUSAL would keep ownership of *Historia de la Educación Revista Interuniversitaria*, but it would not be connected to the SEDHE; meanwhile, the SEDHE would start up a new publication which, after some years of maturing, eventually became the journal *Historia y Memoria de la Educación*, as we shall see. This parting of the ways was recorded in the proceedings of the general assemblies and meetings of the Junta Directiva between 2008 and 2012, published in the corresponding editions of the *Boletín de Historia de la Educación*.

Over time, in addition to these projects, others emerged that are particularly notable. The first such noteworthy contribution to the field was the collection *Clásicos de la Educación*, whose first edition was published in 2001. The purpose was to publish singularly impactful texts in history of education and, more broadly, education. The articles were prefaced by a study or critical commentary about the authors, their life and times, and their work, written by recognised specialists in the subject. Until 2018, the SEDHE enjoyed a collaboration with the publisher Biblioteca Nueva, which included the collection in its catalogue, totalling 37 editions. In 2019, the collection was acquired by the publisher Morata; at the time of writing, Morata has published two editions. Another project was the publication *Cuadernos de Historia de la Educación*,

7 Julio Ruiz Berrio, "La Sociedad Española de Historia de la Educación", *Boletín de Historia de la Educación*, no. 15, 1989, p.9-11.

which ran between 2002 and 2009, and was devoted to the results of specialist seminars on matters closely linked to the teaching of history of education and published in the form of monographs. The third initiative was the journal *Historia y Memoria de la Educación*, born out of the Sociedad's need for a new tool for academic communication and expression. The project began life in 2011 and, after several years of work by committees and working groups, and raising the cost of members' subscriptions to cover the foreseeable costs of publication, the first edition was printed in 2015. The new publication had a "European dimension and a focus on the Iberian and Ibero-American aspects"<sup>8</sup>, with the aim of disseminating the results of teaching seminars which had, until 2009, been published in *Cuadernos de Historia de la Educación*.

In the late 1970s, in parallel with the formation of the SEDHE, a group of researchers based in Catalonia came together to form a small nucleus. Initially, they were organised informally, staging conferences and other academic events – the first *Jornades sobre Història de l'Educació als Països Catalans* were held in Barcelona in 1977 – to exchange ideas, experiences and projects connected with the History of Education, primarily in relation to Catalonia. Shortly afterwards, in 1982, during the fifth such *Jornades*, the decision was made to begin proceedings to set the group up as a formal entity. The next year saw the official registration of the *Societat d'Història de l'Educació dels Països de Llengua Catalana* (SHEPLC), which had been operating since 1979. In 2001, the *Societat* was incorporated into the Institut d'Estudis Catalans, entailing the statutory and financial reform of the SHEPLC.

In addition to the *Jornades*, which have been held at different locations in Catalonia, generally every two years (now totalling some 23 events), during the 1990s, the SHEPLC launched two further projects of particular interest. One of these was the *Butlletí Informatiu d'història de l'educació*, which appeared to herald the dawn of a new era in 2005, until the publication of what was apparently its last edition in 2009. This publication is simple in structure. It begins with brief notes/summary studies on a given topic relating to the history of education. This is followed by a section on recent notable events in that area, reporting on, for example, the holding of conferences, seminars, activity days, conference cycles, commemorative activities or exhibitions, introduction to books, pedagogical activities to do with pupils, the existence of documentary

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8 Antonio Viñao Frago, "Presentación", *Historia y Memoria de la Educación*, no. 1, 2015, p.9-22.

sources of interest to researchers, or the overhaul of the governing bodies of other sister societies. The next section disseminates interesting information, with a particular focus on announcing activities and academic events that are to be held in the near future. Only in a very few of the editions is there a section giving direct news about the society itself. Another of the main sections, normally ending the edition, is devoted to books, including the reference, a brief summary and a picture of the front cover. Fairly often, this section also includes editions of journals specialising in History of Education. The other project was *Educació i Història: Revista d'Història de l'Educació*, which, when it was founded in 1994, became the academic voice of the SHEPLC.

Between the late 1990s and the mid-2000s, two further academic societies were set up in Spain, and two new publications saw the light of day. 1997 marked the beginning of *Sarmiento, Anuario Galego de Historia da Educación*, published by the Universities of A Coruña, Santiago and Vigo. Initially, this project was set up as the means of expression of the community of historians of education whose work focused, mainly, on topics relating to the region of Galicia. Later, its focal area expanded, most notably to include Portugal, which was reflected in the change of name to *Sarmiento, Revista Galego-Portuguesa de Historia da Educación*, in 2017. 1998 saw the publication of the first edition of *Cuadernos del Instituto Antonio de Nebrija de estudios sobre la Universidad (CIAN)* (Universidad Carlos III de Madrid), later renamed *CIAN-Revista de Historia de las Universidades*, specialising in the history of higher educational institutions in Europe and the Americas, with a particular focus on Spanish-language institutions, and on news relating to them.

The first of the societies was the Sociedad Castellano-Leonesa de Historia de la Educación (SCLHE), founded in 1998, whose activities centred on the study of education from a historical standpoint in the region of Castilla y León. Though it continued to operate at least until 2011, the publicly available documentation shows that it was not highly active beyond the initial push. At that early stage, the bulk of its activities took place: in 1999, it held the I Seminario de la SCLHE, and the next year, the I Congreso for the same society.

2003 saw the birth of the other project, named the Sociedad Española para el Estudio del Patrimonio Histórico-Educativo (SEPHE), which was constituted legally in 2004. Its aims were to study and investigate, protect and conserve historical-educational heritage – in particular, educational museums, memory and school culture. In pursuit of these goals, the society launched a number of projects.



The first of these was an academic conference, entitled *Jornadas Científicas de la Sociedad Española para el Estudio del Patrimonio Histórico-Educativo (SEPHE)*, which has been held biannually from 2005 onwards, (apart from in 2008, which was one year after the previous one). To date, eight such conferences have taken place. The second project was the *Boletín Informativo SEPHE*, launched in 2006, intended to serve as “a faithful and valuable mouthpiece for the [...] (SEPHE), and to offer top-quality assistance for studies in history of education and educational ethnography and for educational museums”<sup>9</sup>. This publication disseminated news about the society’s activities, conferences and academic events relating to historical-educational heritage, school-related exhibitions, pedagogical museums, critiques of books and films, specialist reading materials and, more recently, the Premio Manuel Bartolomé Cossío. This prize is another of the noteworthy initiatives of the SEPHE, set up in 2014 in collaboration with the Instituto del Patrimonio Cultural de España, with the aim of “driving forward and giving exposure to initiatives and work devoted to the protection, conservation, study of and research into historical-educational heritage, and the promotion of actions which advance these tasks. [...] and at the same time, paying homage to the first Director of the Museo Pedagógico Nacional (1882-1941) and first Chair of Pedagogy at a Spanish university, the “institucionista” [disciple of the *Institución Libre de Enseñanza*] Manuel Bartolomé Cossío (Haro, La Rioja, 1857 – Collado Mediano, Madrid, 1935)”<sup>10</sup>. More recently, the society has established the Red MeinPHE network, approved at the 2017 general assembly and implemented in 2018, whose purpose is to “help expose, support, impel and lend visibility to the diversity of museum-related projects, entities and initiatives pertaining to the different aspects of the historical-educational heritage”<sup>11</sup> in Spain.

As part of the same wave of historiographical interest, but independently of the SEPHE, the journal *Cabás* was born. It is published by the Centro de Recursos, Interpretación y Estudios de la Escuela (CRIEME), and its first edition went to press in 2009. From the outset, the journal’s main focus has been to study and disseminate historical-educational heritage – primarily, though not exclusively, in Spain – and to foster the transfer of knowledge into educational settings at all levels.

9 Julio Ruiz Berrio, “Presentación”, *Boletín Informativo SEPHE*, no. 1, 2006, p. 1-6.

10 “Génesis de la SEPHE”, Sociedad Española para el Estudio del Patrimonio Histórico-Educativo (SEPHE): <<https://sephe.org/quienes-somos/>>.

11 “Plan de actividades para 2018”, *Boletín Informativo SEPHE*, no. 13, 2018, p. 15.

In the mid-2000s, a group of researchers in the fields of history, philosophy and politics as they relate to education, who had, for a number of years, been publishing work in the journal *Foro de Educación* (FahrenHouse), spearheaded a project to bring together a community of young researchers, mainly in Spain, to provide cohesion in these areas of knowledge. The initiative took shape in 2007, with the founding of the Asociación de Jóvenes Investigadores de Teoría e Historia de la Educación (AJITHE). The objective was to “promote and drive forward an organisation to channel the energies and creative instincts of its members, to give an outlet to the initiatives and research those members carry out, and to facilitate cooperative, inter-university work, exchanges and mutual stimulation”. The principles on which its activities were based were “Responsible labour and freedom for science, communication and collaboration, merit and solidarity in efforts”<sup>12</sup>. This society was active until 2013, when the majority of its members ceased to be young researchers, and it was not possible to bring in a new generation behind them, owing mainly to the effects of neoliberal university policies and the financial crisis. Nevertheless, during this period, AJITHE set up a news bulletin in the form of a blog, organised three conferences (in 2009, 2011 and 2013), launched a series of books, entitled *Temas y perspectivas sobre educación*, comprising three volumes, published by Globalia, Ediciones Anthema and Hergar Ediciones. AJITHE also collaborated with *Foro de Educación*, which acted as the instrument of academic communication, and also worked shoulder to shoulder with the Asociación de Jóvenes Historiadores (AJHIS) in staging the II Congreso Interdisciplinar (2011).

In the 2010s, three further initiatives took shape, which extended and enriched the possibilities for participation and academic communication in Spain and Portugal’s communities of historians of education. The first initiative worthy of note is the founding of the journals *Historia Social y de la Educación* (2012) and *Espacio, Tiempo y Educación* (2014), both backed by small commercial publishers – Hipatia Press and FahrenHouse, respectively. These journals were free of the influence of specific academic societies, and were wholeheartedly committed to bringing History of Education onto a global stage. Before long, they became cornerstones of the global community in this field.

12 Junta Directiva de AJITHE, “La Asociación de Jóvenes Investigadores de Teoría e Historia de la Educación ya es una realidad,” *Foro de Educación*, no. 5 (9), 2007, p. 347-348.

Secondly, the efforts to organise and bring together the Portuguese community of historians of education, ongoing over the past quarter century, finally bore fruit. Indeed, during the 1990s, within the Sociedade Portuguesa de Ciências da Educação (SPCE), founded in 1990, a section specialising in History of Education was set up: Secção de História da Educação da Sociedade Portuguesa de Ciências da Educação (SHE-SPCE). This department's main activity was in establishing spaces for researchers to come together for academic debate, resulting in both national and international seminars and conferences. Also, in November 2014, the bulletin published by the Secção de História da Educação, simply entitled *Newsletter*, was born. A few months later, in February 2015, the subsection of the SPCE was set up as an academic society in its own right, under the name Associação de História da Educação de Portugal (HISTEDUP). Its general purpose is "to promote and disseminate research in the field of History of Education"<sup>13</sup>; more specifically, it aims to "Contribute to the growth of research in History of Education; to encourage debate and the sharing of experience between researchers; to disseminate the results of research that is carried out; [and] to encourage exchanges with similar international associations"<sup>14</sup>. The recently established society has since continued to publish two editions of *Newsletter* per year, except in 2015, when three editions were brought out. This publication has provided news relating to the growth of the society, its activities, academic events in the area of History of Education, publications specialising in that area, book reviews and other information of interest to members. In addition to the newsletter, HISTEDUP has a publishing wing focusing on non-periodical publications, serving as lead publisher or co-publisher.

The communities of historians of education in Spain and Portugal have established channels through which to collaborate with one another and with other researchers, mainly (though not solely) in Ibero-American countries. The following examples illustrate the point well. To begin with, they have created international forums for specific exchanges, entitled *Encontro Ibérico de História da Educação*, which represents clear evidence of the willingness and ability to cooperate between the academic societies in Portugal (HISTEDUP) and Spain (SEDHE). In addition, these meetings served – and indeed continue to serve

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13 Constituição de Associação. Associação de História da Educação de Portugal (HISTEDUP): <<https://histedup.com/wp-content/uploads/2019/02/histedup-estatutos.pdf>>.

14 Regulamento Interno. Associação de História da Educação de Portugal (HISTEDUP): <<https://histedup.com/wp-content/uploads/2019/02/histedup-regulamento.pdf>>.

– to “take the temperature” of the position of History of Education among the Iberian Peninsula’s various political and academic groups. Since 1992, these events have taken place generally every three years except for a seven-year hiatus in the 2010s and then restarting in 2016 – in one of these two countries each time. The chosen themes have established contacts, drawn comparisons, highlighted tensions and other aspects that are of interest in History of Education. These topics have attracted interest from researchers both in Spain and in Portugal, and helped build bridges of shared academic interests. The results of this research have been published in collective volumes. Particular mention must be made of the 2016 *Encontro*, held in Lugo (Spain). The event was spearheaded by young researchers, among whose aims was to chart the current avenues of investigation being pursued in History of Education and, indirectly, perhaps, to elucidate the possible academic future of this field in Iberian academic circles.

“Our aim was to update, discover and exchange information about the underlying hypotheses, findings and topical innovations in research at the time. The goal of the event was to encourage debate about nascent areas of study, traditional and novel sources, research methodologies and problems that had arisen in recent years. (...) The doctoral theses presented, and the theses read and commented upon recently, represent a set of work focusing on events, ideas and institutions which – with the occasional exception – were still developing in the late 19<sup>th</sup> and throughout the 20<sup>th</sup> century”<sup>15</sup>.

Along the same lines, the Portuguese society – first as a branch of SPCE, and later as HISTEDUP – has worked closely with the community of historians of education in Brazil – formalised as the Sociedade Brasileira de História da Educação (SBHE) in 1999 – to set up a new arena for international academic socialising, resulting in a series of events, held every two years, alternating between Portugal and Brazil, entitled *Congresso Luso-Brasileiro de História da Educação* (COLUMBE), which launched in 1996. In addition, from the outset, the communities in Spain and Portugal have worked hand in hand, actively participating on circuits of events and international networks. Of these initiatives, two are particularly noteworthy: the *International Standing Conference for the History of Education* (ISCHE), of which the SEDHE and HISTEDUP are part, and the *Congreso Iberoamericano de Historia de la Educación Latinoamericana*

15 Xosé Manuel Malheiro, Eugenio Otero Urtaza (eds.), *La Historia de la Educación hoy. Retos, interrogantes, respuestas*, Santiago de Compostela: Universidade de Santiago de Compostela, 2018.

(CIHELA), where representatives from both societies participate in assemblies of Ibero-American academic societies. Both countries have hosted the events, and have organised some of the events held – Spain has hosted three ISCHE rounds (1985, 1992 and 2000) and one CIHELA (2012); Portugal has hosted two ISCHE rounds (1993 and 2018) and one CIHELA (2019).

## **II. Behaviour of Iberian historians of education. Specialist journals (2014-2018)**

The map of History of Education journals in the Iberian Peninsula includes eight publications, all published in Spain, representing 16.3% of all HE publications worldwide (49 today). By a process similar to that of other academic communities, the advent of specialist academic journals and increase in article production is due to the combination of three factors: 1) the maturation, strengthening and expansion of History of Education as a recognised field; 2) the dawn of e-publishing in the media, which has considerably reduced publication and distribution costs; and 3) the extension of systems to accredit, qualify and promote university professors. In addition to being unique in terms of the total number of publication projects undertaken, this academic community is a representative case because of its specific weight on the worldwide scene of journals meeting international standards in editorial management: it boasts three (25%) of the twelve internationally accredited journals – indexed in Scopus and/or the Web of Science<sup>16</sup>. In total, between 2014 and 2018, Spain saw the publication of 62 editions, 41 monographs and 575 articles – 70 in 2014, 122 in 2015, 135 in 2016, 126 in 2017 and 122 in 2018.

A relatively broad range of editorial management models are adopted by the different journals. For the most part, they are published by state institutions (6) – be it a research hub (1) or a university (5) – which are involved in the production of five, either alone (3) or in cooperation with academic societies (2). Commercial publishers, in spite of their lesser presence, stand out because

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16 Hernández Huerta, Payà Rico, Sanchicrián Blanco, "Global territory and the international map of History of Education journals...", *op. cit.* Two factors which may account for the absence of Portuguese academic journals specializing in History of Education are: 1) Portugal's cultural, academic and linguistic closeness to other communities, such as Spain and Brazil, where publications of this type have been in existence for nearly twenty-five years; and 2) the total number of historians of education has not yet reached the critical point for viability – creation and long-term survival – of a publication project that is costly in terms of both energy and funds.

they have launched competitive publication projects, tailored to the international standards, with a definitive intent for international applicability. Of the three journals indexed in Scopus (Elsevier) and/or Web of Science (Clarivate Analytics), two are indexed by this type of publisher. It should be noted that the three journals included in these databases were founded during the first half of the 2010s. All these publications subscribe to the open-access philosophy, providing access to their products free of charge, and making them freely distributable (see Table 1).

| Journal  | Founded | Publisher   | Languages accepted                                     | Open access/<br>Paying access | Indexed in<br>Scopus/<br>Web of Science | Mono-<br>graphs | Editions<br>per year |
|--|---------|---|--|-------------------------------|---|-----------------|----------------------|
| <i>Cabás</i>   | 2009    | Centro de Recursos, Interpretación y Estudios de la Escuela (CRIEME)  | Spanish  | Open access                   |   | No              | 2                    |
| <i>CIAN-Revista de Historia de las Universidades</i>                       | 1998    | Universidad Carlos III de Madrid  | Spanish, English                                       | Open access                   |   | Yes             | 2                    |
| <i>Educació i Història: Revista d'Història de l'Educació</i>               | 1994    | Edicions Universitat de les Illes Balears + Societat d'Història de l'Educació dels Països de Llengua Catalana - Institut d'Estudis Catalans | Catalan, Spanish, French, English, Italian, Portuguese | Open access                   |   | Yes             | 2                    |
| <i>Espacio, Tiempo y Educación</i>   | 2014    | FahrenHouse   | Spanish, French, English, Italian, Portuguese          | Open access                   | Scopus/<br>Web of Science               | Yes             | 2                    |
| <i>Historia de la Educación. Revista Interuniversitaria</i>                | 1982    | Ediciones Universidad de Salamanca  | Spanish, French, English, Italian, Portuguese          | Open access                   |   | Yes             | 1                    |
| <i>Historia Social y de la Educación/<br/>Social and Education History</i> | 2012    | Hipatia Press   | Catalan, Spanish, Basque, French, Galician, English    | Open access                   | Scopus/<br>Web of Science               | No              | 3                    |

|   |      |  |   |             |                        |     |   |
|---|------|--|---|-------------|------------------------|-----|---|
| <i>Historia y Memoria de la Educación</i>                         | 2015 | Universidad Nacional de Educación a Distancia (UNED) + Sociedad Española de Historia de la Educación | Spanish, French, English, Italian, Portuguese | Open access | Scopus/ Web of Science | Yes | 2 |
| <i>Sarmiento. Anuario Galego de Historia da Educación</i> (Spain) | 1997 | Universidad de A Coruña  | Spanish, Galician                             | Open access |                        | No  | 1 |

Table 1: Profile of existing academic journals in History of Education published in Spain (2014-2020)

Source: compiled by authors.

The structure of the journals always includes a section devoted to a variety of studies and investigations, accompanied, in the majority of the projects (5), by a monograph-type presentation. On occasion, other sections are included, such as interviews, documents, book reviews and news. The topics covered by the monographs published vary enormously, spanning a multitude of interests, sources and historical figures (see Table 2). In some editions, the journals reflect commemorative occasions, such as the 800-year anniversary of the foundation of the University of Salamanca, or the 700<sup>th</sup> anniversary of Ramon Llull's death. In such cases, History of Education makes its occasional forays beyond the modern age – in particular by giving voice to modernist historians, in their work on the history of universities. There are no studies on education in Antiquity. This is to be expected as, generally speaking, History of Education in Spain and Portugal (and globally as well) means Modern History of Education. Thus, it is unsurprising that particular attention is paid to sources and topics found in other areas of Modern History, such as photographs, newspapers, textbooks, legislation, works of cinema, study of urban development, heritage, educational spaces, etc. One can see a manifest interest in the relationships between education and religion, the rural environment, social movements and politics, authoritarianism and democracy, war and peace, and so forth. In geographic terms, alongside a focus on national perspectives, there is an appreciable interest in international ones, centred in Europe (mainly the Mediterranean region) and America (particularly Ibero-America). An entire edition is devoted to transnational connections in Asia, while other areas of the world, such as Africa and Oceania, are completely untouched. We must also note the publi-

cation of certain monographs on major figures in History of Education on the international scene, such as John Dewey and Célestin Freinet; however, to a degree, the inclusion of these works does highlight the scarcity – at least, in the selection of monographs for publication – of gender studies, with only one edition having been devoted to women and education.

| Monograph title  | Journal   |
|--|---|
| Aproximaciones a la arquitectura y el urbanismo de la Universidad: memoria, realidad y criterios de proyección<br>[Impressions of architecture and urban planning in Universities: memory, reality and expansion criteria] | <i>CIAN-Revista de Historia de las Universidades</i> (2014)         |
| Autobiography, Women and Education in Mediterranean Europe (XIX-XX centuries)  | <i>Espacio, Tiempo y Educación</i> (2014)                           |
| Bolonia hora cero: un balance sobre la situación actual de la universidad española<br>[Bologna, Zero hour: a sit-rep on the current state of universities in Spain]  | <i>CIAN-Revista de Historia de las Universidades</i> (2015)         |
| Curriculum History. New Directions and Perspectives  | <i>Espacio, Tiempo y Educación</i> (2017)                           |
| Democràcia i educació al segle XX<br>[Democracy and education in the 20 <sup>th</sup> Century]   | <i>Educació i Història: Revista d'Història de l'Educació</i> (2015) |
| Depuración do maxisterio<br>[School teacher purge]   | <i>Sarmiento. Anuario Galego de Historia da Educación</i> (2017)    |
| Dismantling Authoritarianism: Changes in Education across the Transition from the 1960s to 1970s   | <i>Espacio, Tiempo y Educación</i> (2018)                           |
| Diversity and Trans-national Connections in the History of Modern Education in Asia  | <i>Espacio, Tiempo y Educación</i> (2018)                           |
| Educación y mundo rural<br>[Education and the rural world]   | <i>Historia y Memoria de la Educación</i> (2018)                    |
| Educación y religión católica en la Europa moderna y contemporánea<br>[Education and Catholicism in modern and contemporary Europe]  | <i>Historia y Memoria de la Educación</i> (2016)                    |
| Education in Southeastern Europe: From Empires to Nation-States  | <i>Espacio, Tiempo y Educación</i> (2017)                           |
| El profesorado. Homenaje a Julio Ruiz Berrio<br>[The Teaching Profession: a homage to Julio Ruiz Berrio]   | <i>Historia y Memoria de la Educación</i> (2015)                    |
| Elementos artísticos en la historia de la educación: las prácticas artísticas en los espacios educativos<br>[Artistic elements in history of education: artistic practices in educational arenas]                          | <i>Historia y Memoria de la Educación</i> (2017)                    |
| Enseñanza de la historia, análisis de libros de texto y construcción de identidades colectivas<br>[Teaching of history, analysis of textbooks and building of collective identities]                                       | <i>Historia y Memoria de la Educación</i> (2017)                    |
| Espacios e intersecciones: religión y educación en escenarios canadienses y europeos<br>[Spaces and their overlap: religion and education in Canada and in Europe]   | <i>Historia de la Educación. Revista Interuniversitaria</i> (2016)  |



|   |   |
|---|---|
| Espacios y tiempos de modernización educativa en Iberoamérica<br>[Spaces and times for educational modernisation in Ibero-America]  | <i>Historia de la Educación. Revista Interuniversitaria</i> (2017)  |
| Fotografía, propaganda y educación<br>[Photography, propaganda and education]   | <i>Historia y Memoria de la Educación</i> (2018)                    |
| HÉLOÏSE - Red europea de bases de datos históricos sobre universidades<br>[HÉLOÏSE – European network of historical databases on universities]  | <i>CIAN-Revista de Historia de las Universidades</i> (2016)         |
| Historia política de la educación<br>[Political history of education]   | <i>Educació i Història: Revista d'Història de l'Educació</i> (2018) |
| In Memoriam do escritor e profesor Agustín Fernández Paz<br>[In memoriam of the writer and teacher Agustín Fernández Paz]   | <i>Sarmiento. Anuario Galego de Historia da Educación</i> (2016)    |
| Innovació docent, didàctica i ensenyament de la història de l'educació<br>[Teaching innovations, didactics and teaching of history of education]  | <i>Educació i Història: Revista d'Història de l'Educació</i> (2015) |
| John Dewey's Reception and Influence in Europe and America  | <i>Espacio, Tiempo y Educación</i> (2016)                           |
| La construcció històrica del dret a l'educació en contextos de transició política democràtica<br>[Historical construction of the right to education against the backdrop of political transitions to democracy] | <i>Educació i Història: Revista d'Història de l'Educació</i> (2016) |
| La construcción histórica de la formación profesional. Una mirada internacional<br>[Historical construction of professional training. An international perspective]   | <i>Historia de la Educación. Revista Interuniversitaria</i> (2014)  |
| La història de l'educació a través dels films: una mirada des de la contemporaneïtat pedagògica<br>[History of education through film: from the POV of modern teaching]   | <i>Educació i Història: Revista d'Història de l'Educació</i> (2018) |
| La transmisión de emociones y sentimientos. Subjetividad y socialización<br>[The conveyance of emotions and feelings. Subjectivity and socialisation]   | <i>Historia y Memoria de la Educación</i> (2015)                    |
| Las leyes educativas de la democracia en España a examen (1978-2013)<br>[An examination of democratic Spain's educational laws (1978-2013)]   | <i>Historia y Memoria de la Educación</i> (2016)                    |
| Movimientos sociales y educación [Social movements and education]   | <i>Historia de la Educación. Revista Interuniversitaria</i> (2018)  |
| Concellos e educación<br>[Municipalities and education]   | <i>Sarmiento. Anuario Galego de Historia da Educación</i> (2019)    |
| Natureza e educación<br>[Nature and education]  | <i>Sarmiento. Anuario Galego de Historia da Educación</i> (2018)    |
| Nos 25 anos da creación das novas universidades galegas<br>[The 25th anniversary of the creation of the new Galician universities]  | <i>Sarmiento. Anuario Galego de Historia da Educación</i> (2015)    |

|  |   |
|--|---|
| Passat i present de Célestin Freinet<br>[Célestin Freinet: past and present]                                     | <i>Educació i Història: Revista d'Història de l'Educació</i> (2017) |
| Pedagogies i tradicions religioses i culturals<br>[Pedagogical strategies and religious and cultural traditions] | <i>Educació i Història: Revista d'Història de l'Educació</i> (2014) |
| Prensa periòdica i història de l'educació<br>[The press and history of education]                                | <i>Educació i Història: Revista d'Història de l'Educació</i> (2014) |
| Ramon Llull: savi, educador i reformador<br>[Ramon Llull: sage, educator and reformer]                           | <i>Educació i Història: Revista d'Història de l'Educació</i> (2016) |
| Textbooks and Societies: Didactics, Politics, Culture and the Market   | <i>Espacio, Tiempo y Educación</i> (2015)                           |
| The Foundation of the University of Salamanca and the Rise of European Universities in the 13th Century          | <i>CIAN-Revista de Historia de las Universidades</i> (2018)         |
| The History of Education Looking at Itself   | <i>Espacio, Tiempo y Educación</i> (2016)                           |
| Universidad: sentidos, transformaciones y desafíos<br>[University: directions, transformations and challenges]   | <i>Historia de la Educación. Revista Interuniversitaria</i> (2015)  |
| University and Transitions to Democracy in Mediterranean Europe and Latin America (1970-1980)                    | <i>Espacio, Tiempo y Educación</i> (2015)                           |
| University Historiography: a Look at European Research and Results   | <i>CIAN-Revista de Historia de las Universidades</i> (2017)         |

**Table 2: Breakdown of monographs published in History of Education journals published in Spain (2014-2018)**

Source: compiled by authors.

In most cases (87.5%) the policy is to accept articles for publication in a range of languages. Castilian Spanish is the principal language in all the journals, usually one or more languages commonly accepted by the international community for academic communication are also present: French, English, Italian and Portuguese, respectively, in 62.5%, 75%, 50% and 50% of publications; the regional languages of Spain – Catalan, Basque and Galician – are, apart from in one case, reserved for journals set up by the academic communities in those regions. Consequently, between 2014 and 2018, Spanish was the language with the greatest weight, representing 56.7% of articles published, followed by English (21.2%), Catalan (8%), Portuguese (5.7%), Galician (3.3%), Italian (3.1%), French (1.4%) and German (0.5%)<sup>17</sup>. It should be noted that, since 2016, English has become increasingly present, and by 2018, it had come to represent approximately one third (27.9% – see Table 3).

<sup>17</sup> German is included in this sample, though it is not one of the languages accepted by the journals, because it *was* accepted in *Espacio, Tiempo y Educación* prior to 2016.

| Year  | German % | Spanish % | French % | English % | Italian % | Portuguese % | Catalan % | Galician % | N = |
|-------|----------|-----------|----------|-----------|-----------|--------------|-----------|------------|-----|
| 2018  | 0.0%     | 61.5%     | 0.0%     | 27.9%     | 2.5%      | 2.5%         | 4.9%      | 0.8%       | 122 |
| 2017  | 0.0%     | 50.8%     | 0.8%     | 27.8%     | 2.4%      | 6.4%         | 7.9%      | 4.0%       | 126 |
| 2016  | 2.2%     | 51.1%     | 2.2%     | 21.5%     | 3.0%      | 7.4%         | 8.9%      | 3.7%       | 135 |
| 2015  | 0.0%     | 59.0%     | 2.5%     | 11.5%     | 4.9%      | 8.2%         | 7.4%      | 6.5%       | 122 |
| 2014  | 0.0%     | 65.7%     | 1.4%     | 14.3%     | 14.3%     | 2.9%         | 12.9%     | 0.0%       | 70  |
| Total | 0.5%     | 56.7%     | 1.4%     | 21.2%     | 3.1%      | 5.7%         | 8.0%      | 3.3%       | 575 |

**Table 3: Breakdown by language of articles published in History of Education journals published in Spain (2014-2018).**

Source: compiled by authors.

The authors of the articles published in Spain are, by and large, from Spain themselves (58.4%). The remaining 41.6% are from a broad and widely varied range of countries (41 in total), from all continents, but mainly from Europe and Ibero-America. Of particular note are Italy (6.0%), Portugal (4.2%), Argentina (3.8%), Brazil (3.7%), France (3.1%), the United States (2.3%), Mexico (2.3%), the United Kingdom (1.8%) and Chile (1.5%). All of these countries, apart from the UK, have been represented continuously, though at a low level, during the years analysed here (see Table 4).

| Country        | 2018 % | 2017 % | 2016 % | 2015 % | 2014 % | Totals % |
|----------------|--------|--------|--------|--------|--------|----------|
| Argentina      | 4.7%   | 0.7%   | 3.3%   | 5.7%   | 5.6%   | 3.8%     |
| Australia      | 1.2%   | 0.0%   | 0.6%   | 0.0%   | 1.4%   | 0.5%     |
| Belgium        | 0.6%   | 2.0%   | 0.6%   | 0.0%   | 0.0%   | 0.7%     |
| Brazil         | 1.2%   | 3.3%   | 3.9%   | 5.1%   | 7.0%   | 3.7%     |
| Bulgaria       | 0.0%   | 1.3%   | 0.0%   | 0.0%   | 0.0%   | 0.3%     |
| Canada         | 0.0%   | 1.3%   | 2.8%   | 0.0%   | 0.0%   | 1.0%     |
| Chile          | 2.9%   | 0.7%   | 0.6%   | 1.9%   | 1.4%   | 1.5%     |
| China          | 0.6%   | 0.0%   | 0.0%   | 0.0%   | 0.0%   | 0.1%     |
| Colombia       | 0.6%   | 0.0%   | 0.6%   | 3.8%   | 0.0%   | 1.1%     |
| Cuba           | 0.6%   | 0.0%   | 0.6%   | 0.0%   | 0.0%   | 0.3%     |
| Czech Republic | 0.0%   | 1.3%   | 1.1%   | 0.0%   | 0.0%   | 0.5%     |
| Denmark        | 0.0%   | 0.0%   | 0.0%   | 0.0%   | 1.4%   | 0.1%     |
| Ecuador        | 0.0%   | 0.7%   | 0.6%   | 0.0%   | 0.0%   | 0.3%     |
| France         | 2.3%   | 1.3%   | 5.0%   | 3.8%   | 2.8%   | 3.1%     |
| Germany        | 1.2%   | 0.7%   | 1.7%   | 0.6%   | 0.0%   | 1.0%     |
| Greece         | 0.6%   | 1.3%   | 1.1%   | 0.6%   | 0.0%   | 0.8%     |

|                      |       |       |       |       |       |       |
|----------------------|-------|-------|-------|-------|-------|-------|
| Guatemala            | 0.0%  | 0.0%  | 0.6%  | 0.0%  | 0.0%  | 0.1%  |
| Hungary              | 1.2%  | 1.3%  | 2.2%  | 0.0%  | 0.0%  | 1.1%  |
| Iran                 | 0.6%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.1%  |
| Italy                | 5.8%  | 3.3%  | 7.2%  | 5.7%  | 9.9%  | 6.0%  |
| Japan                | 2.9%  | 0.7%  | 0.0%  | 0.0%  | 0.0%  | 0.8%  |
| Lithuania            | 0.0%  | 0.0%  | 0.0%  | 0.6%  | 0.0%  | 0.1%  |
| Luxembourg           | 0.6%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.1%  |
| Macedonia            | 0.0%  | 0.0%  | 0.6%  | 0.0%  | 0.0%  | 0.1%  |
| Malaysia             | 1.2%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.3%  |
| Mexico               | 2.3%  | 3.9%  | 2.2%  | 1.3%  | 1.4%  | 2.3%  |
| Montenegro           | 0.0%  | 0.0%  | 0.6%  | 0.0%  | 0.0%  | 0.1%  |
| N/A (no institution) | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 1.4%  | 0.1%  |
| Netherlands          | 0.6%  | 1.3%  | 0.0%  | 0.0%  | 0.0%  | 0.4%  |
| No data              | 0.0%  | 0.0%  | 0.6%  | 0.0%  | 0.0%  | 0.1%  |
| Poland               | 0.0%  | 0.7%  | 0.6%  | 0.6%  | 0.0%  | 0.4%  |
| Portugal             | 2.3%  | 3.9%  | 6.6%  | 3.2%  | 5.6%  | 4.2%  |
| Romania              | 0.0%  | 0.7%  | 0.0%  | 0.0%  | 0.0%  | 0.1%  |
| Russia               | 0.6%  | 0.0%  | 0.6%  | 0.0%  | 0.0%  | 0.3%  |
| Saudi Arabia         | 0.6%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.1%  |
| Serbia               | 0.0%  | 1.3%  | 0.0%  | 0.0%  | 0.0%  | 0.3%  |
| Slovakia             | 0.0%  | 0.0%  | 0.6%  | 0.0%  | 0.0%  | 0.1%  |
| Slovenia             | 0.0%  | 0.6%  | 0.0%  | 0.0%  | 0.0%  | 0.1%  |
| Spain                | 59.9% | 59.1% | 52.5% | 63.1% | 57.8% | 58.4% |
| Sweden               | 0.6%  | 1.3%  | 0.6%  | 0.0%  | 0.0%  | 0.5%  |
| Taiwan               | 0.6%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.1%  |
| Turkey               | 0.0%  | 0.7%  | 0.0%  | 0.0%  | 0.0%  | 0.1%  |
| United Kingdom       | 3.5%  | 1.3%  | 0.0%  | 1.9%  | 2.8%  | 1.8%  |
| United States        | 0.6%  | 5.8%  | 2.8%  | 0.6%  | 1.4%  | 2.3%  |
| Venezuela            | 0.0%  | 0.0%  | 0.0%  | 1.3%  | 0.0%  | 0.3%  |
| N =                  | 172   | 154   | 181   | 157   | 71    | 735   |

**Table 4: Country of origin of authors of the articles published in Spain's History of Education journals (2014-2018)**

Source: compiled by authors.

The articles stemming from collaboration between two or more researchers take up a not-insignificant amount of page space (26.4%). Primarily, such collaborations have been between authors from the same country. Indeed, international collaboration between historians of education from different geopolitical regions represents only 7.8% of this type of contribution and 2.1% of the total articles published. When this occurred, it was between authors from China and Malaysia, Japan and the United Kingdom, Australia and Iran,

the United States and Luxembourg and Sweden, France and Germany and Portugal, Germany and Chile, Brazil and Argentina and Spain, and Spain, the Netherlands and the United Kingdom. In this respect, it is worth pointing out that, despite its relative rarity, we can see a certain trend toward international collaboration: in 2014 and 2015, no texts at all of this type were published; in 2016, 2017 and 2018, though three, two and seven international collaborations, respectively, were published.

As can be seen from Table 5, the countries and/or regions upon which the studies focus are in rough proportion to, and correspond to, the origins of the authors of the articles in question, published in Spain's journals. The range of geopolitical regions that have been investigated by researchers is broad, and demonstrates significant variation (42 countries). The vast majority of studies focused on Spain (44.4%). Italy comes in a distant second place (6.0%), followed by Portugal (5.1%), Brazil (3.3%), Argentina (2.8%), the United States (2.5%), Mexico (2.2%), France (1.7%), Germany (1.6%), Greece (1.4%), the United Kingdom (1.4%), Chile (1.2%) and Hungary (1.2%). There are three more noteworthy points to be made on the researchers' interests. The first is that there is a significant group of articles, under "N/A" (Not applicable), representing 13.1% of the total, focusing on methodological, historiographical or conceptual matters. The second is the rarity of studies whose focus surpasses the boundaries of nation states – Africa (0.2%), America (0.2%), Latin America (1.1%), Asia (0.2%), Europe (0.6%), Mediterranean Europe (0.2%), the British Empire (0.3%), the Habsburg Empire (0.2%), the Black Sea region (0.2%), Arab Countries (0.2%), Great Britain (0.5%), and the Soviet Union (0.2%) – or which are written from an international, transnational or comparative point of view. These represent only 2.9% of the total. Where this type of study has occurred, they have looked at the following analysis units: Japan and the United Kingdom; Australia, the United States and the United Kingdom; Latin America, Europe, Japan and Russia; Macedonia and the Black Sea region; Colombia and Spain; Spain and Portugal; Brazil and Portugal; America and Spain; Brazil and Spain; Spain, France and the United Kingdom; Italy and the Soviet Union. The third aspect is that only 7.0% of authors have focused on countries other than those where they themselves were born or work.

| Countries                        | 2018% | 2017% | 2016% | 2015% | 2014% | Totals % |
|----------------------------------|-------|-------|-------|-------|-------|----------|
| Africa                           | 0.8%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.2%     |
| America                          | 0.0%  | 0.5%  | 0.0%  | 0.0%  | 0.0%  | 0.2%     |
| Arab countries                   | 0.0%  | 0.5%  | 0.0%  | 0.0%  | 0.0%  | 0.2%     |
| Argentina                        | 4.1%  | 1.0%  | 2.2%  | 3.2%  | 5.8%  | 2.8%     |
| Asia                             | 0.8%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.2%     |
| Australia                        | 0.8%  | 0.0%  | 0.7%  | 0.0%  | 0.0%  | 0.3%     |
| Belgian Congo                    | 0.0%  | 0.0%  | 0.7%  | 0.0%  | 0.0%  | 0.2%     |
| Belgium                          | 1.6%  | 1.0%  | 0.7%  | 0.0%  | 0.0%  | 0.8%     |
| Black Sea Region                 | 0.0%  | 0.0%  | 0.7%  | 0.0%  | 0.0%  | 0.2%     |
| Brazil                           | 1.6%  | 3.1%  | 5.1%  | 3.2%  | 2.9%  | 3.3%     |
| British Empire                   | 0.0%  | 0.5%  | 0.0%  | 0.0%  | 1.5%  | 0.3%     |
| Bulgaria                         | 0.0%  | 1.0%  | 0.0%  | 0.0%  | 0.0%  | 0.3%     |
| Canada                           | 0.0%  | 0.0%  | 2.2%  | 0.0%  | 0.0%  | 0.5%     |
| Chile                            | 2.4%  | 0.0%  | 0.7%  | 2.4%  | 1.5%  | 1.2%     |
| Colombia                         | 0.0%  | 0.0%  | 0.7%  | 2.4%  | 0.0%  | 0.6%     |
| Cuba                             | 0.8%  | 0.0%  | 0.7%  | 0.0%  | 0.0%  | 0.3%     |
| Czech Republic                   | 0.0%  | 0.5%  | 0.0%  | 0.0%  | 0.0%  | 0.2%     |
| Democratic Republic of the Congo | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 1.5%  | 0.2%     |
| Denmark                          | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 1.5%  | 0.2%     |
| Dominican Republic               | 0.8%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.2%     |
| Ecuador                          | 0.0%  | 0.5%  | 0.0%  | 0.0%  | 0.0%  | 0.2%     |
| Egypt                            | 0.8%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.2%     |
| Europe                           | 1.6%  | 0.5%  | 0.7%  | 0.0%  | 0.0%  | 0.6%     |
| France                           | 0.8%  | 1.6%  | 1.5%  | 3.2%  | 1.5%  | 1.7%     |
| Germany                          | 0.8%  | 1.6%  | 2.2%  | 1.6%  | 1.5%  | 1.6%     |
| Great Britain                    | 0.0%  | 1.0%  | 0.0%  | 0.8%  | 0.0%  | 0.5%     |
| Greece                           | 1.6%  | 2.6%  | 0.7%  | 0.8%  | 0.0%  | 1.4%     |
| Guatemala                        | 0.0%  | 0.0%  | 0.7%  | 0.0%  | 0.0%  | 0.2%     |
| Habsburg Empire                  | 0.0%  | 0.0%  | 0.7%  | 0.0%  | 0.0%  | 0.2%     |
| Hungary                          | 0.8%  | 1.0%  | 3.7%  | 0.0%  | 0.0%  | 1.2%     |
| Italy                            | 8.1%  | 3.1%  | 7.3%  | 5.7%  | 8.7%  | 6.0%     |
| Japan                            | 3.3%  | 0.5%  | 0.7%  | 0.0%  | 0.0%  | 0.9%     |
| Latin America                    | 0.8%  | 0.5%  | 1.5%  | 2.4%  | 0.0%  | 1.1%     |
| Lithuania                        | 0.0%  | 0.0%  | 0.0%  | 0.8%  | 0.0%  | 0.2%     |
| Macedonia                        | 0.0%  | 0.0%  | 1.5%  | 0.0%  | 0.0%  | 0.3%     |
| Malaysia                         | 0.8%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.2%     |
| Mediterranean Europe             | 0.0%  | 0.0%  | 0.0%  | 0.8%  | 0.0%  | 0.2%     |
| Mexico                           | 2.4%  | 3.1%  | 1.5%  | 1.6%  | 1.5%  | 2.2%     |
| Mozambique                       | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 1.5%  | 0.2%     |

|                          |       |       |       |       |       |       |
|--------------------------|-------|-------|-------|-------|-------|-------|
| Netherlands              | 0.0%  | 1.0%  | 0.0%  | 0.0%  | 0.0%  | 0.3%  |
| Philippines              | 0.8%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.2%  |
| Poland                   | 0.0%  | 1.0%  | 0.0%  | 0.8%  | 0.0%  | 0.5%  |
| Portugal                 | 1.6%  | 7.2%  | 5.8%  | 5.7%  | 2.9%  | 5.1%  |
| Romania                  | 0.0%  | 1.0%  | 0.0%  | 0.0%  | 0.0%  | 0.3%  |
| Russia                   | 0.0%  | 0.0%  | 0.7%  | 0.0%  | 1.5%  | 0.3%  |
| Serbia                   | 0.0%  | 1.0%  | 0.0%  | 0.0%  | 0.0%  | 0.3%  |
| Slovakia                 | 0.0%  | 0.0%  | 0.7%  | 0.0%  | 0.0%  | 0.2%  |
| Slovenia                 | 0.0%  | 1.0%  | 0.0%  | 0.0%  | 0.0%  | 0.3%  |
| Soviet Union             | 0.0%  | 0.0%  | 0.0%  | 0.8%  | 0.0%  | 0.2%  |
| Spain                    | 45.5% | 46.4% | 40.9% | 45.7% | 42.0% | 44.4% |
| Sweden                   | 0.0%  | 1.0%  | 0.0%  | 0.0%  | 0.0%  | 0.3%  |
| Turkey                   | 0.0%  | 0.5%  | 0.0%  | 0.0%  | 0.0%  | 0.2%  |
| United Kingdom (England) | 4.1%  | 0.0%  | 0.0%  | 2.4%  | 1.5%  | 1.4%  |
| United States            | 2.4%  | 4.1%  | 2.2%  | 0.0%  | 2.9%  | 2.5%  |
| Not Applicable           | 9.8%  | 11.3% | 12.4% | 16.1% | 20.3% | 13.1% |
| N =                      | 123   | 194   | 137   | 124   | 69    | 647   |

**Table 5: Country or region upon which the articles published in Spain's History of Education journals focus (2014-2018).**

Source: compiled by authors.

Finally, it is worth noting that the bulk of articles published in Spanish History of Education journals, between 2014 and 2018, focus on the modern era. Over half (54.0%) focus on the 20<sup>th</sup> century; 17.7% and 10.8%, respectively, examine practices in the 19<sup>th</sup> and 21<sup>st</sup> centuries – in this case, they are generally connected to the teaching of History of Education. Earlier periods, apart from the 18<sup>th</sup> century (5.5%), are touched upon only for reference purposes, or are omitted entirely.

Studies on the medieval era are very few and far between; where they do occur, it is usually in monograph form, in tribute to notable anniversaries, such as that of the founding of the University of Salamanca and the rise of European universities in the 13<sup>th</sup> century (CIAN, 21-1, 2018), or the death of Ramon Llull (*Educació i història: Revista d'història de l'educació*, 28, 2016) – topics covered largely by medievalist and modernist historians. Studies focusing on Ancient Times are rarer still (0.26%), limited to a single article that refutes a myth about women in teaching in Hispania in Roman times<sup>18</sup>, and one about Clement of

18 J. J. Seguí Marco, "La docencia femenina en la Hispania romana. Una infundada conjetura," *Historia de la Educación. Revista Interuniversitaria*, no. 34, 2015, p. 191-205.

Alexandria<sup>19</sup>. It should be pointed out that the authors of both these articles are connected with the area of Ancient History. Ancient Greece, ancient societies in the Middle East, Egypt and Prehistory represent major gaps in periodical publications in the field of History of Education.

In addition, though many articles straddle the divide between the 19<sup>th</sup> and 20<sup>th</sup> centuries, or between the 20<sup>th</sup> and 21<sup>st</sup>, generally speaking, the majority of studies focus on specific periods; studies spanning extensive lengths of time are rare.

### **III. Behaviour of Iberian historians of education. Conferences run by academic societies (2014-2019)**

Between 2014 and 2019, nine conferences were held by academic societies – all of them Spanish. Three were held by the SEDHE in 2015 (Vic), 2017 (El Escorial) and 2019 (Monforte de Lemos). Another three were run by the SHEPLC in 2014 (Palma de Mallorca), 2016 (Valencia) and 2018 (Lleida). Several more were organised by the SEPHE in 2014 (Madrid), 2016 (Donostia-San Sebastián), which combined the *V Simposium Iberoamericano* and the *V Simposium de la Rede Iberoamericano para a Investigação e a Difusão do Patrimônio Histórico Educativo – RIDPHE-L*, and 2018 (Palma de Mallorca), jointly with the *I Congresso Nazionale della Società Italiana per lo Studio del Patrimonio Storico-Educativo* (SIPSE)<sup>20</sup>.

While at all these conferences space was allowed for other areas of interest for the academic community, there was a specific theme connected with historical-educational matters, upon which the discussions hinged and about which the different sections of the events were organised. The concerns we see in the monographs of the journals are also reflected in the topics chosen for the conferences organised by the different academic societies. Such topics deal with very general themes, though they are always centred in the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, examining issues such as the rural environment, internationalism, war, peace, educational heritage, methodology in relation to the use of images and texts, etc. (see table 6).

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19 R. Soaje de Elías, "Educate in the Ancient World: Clement of Alexandria's 'The Pedagogue' and the Rules of Civility", *Espacio, Tiempo y Educación*, vol. 4, no. 2, 2017, p. 353-372.

20 The proceedings of these conferences served as the sources in compiling this summary.



| Theme of event  | Society and year |
|---|------------------|
| Art, literature and education   | SEDHE, 2015      |
| Education and rural development in the 19 <sup>th</sup> -to-21 <sup>st</sup> centuries                | SHEPLC, 2018     |
| Education in wartime/XXII Conference in History of Education  | SHEPLC, 2016     |
| Spaces and historical-educational heritage  | SEPHE, 2016      |
| Identities, internationalism, pacifism and education. 19 <sup>th</sup> and 20 <sup>th</sup> centuries | SEDHE, 2019      |
| Images, discourse and texts in History of Education. Current methodological challenges                | SEDHE, 2017      |
| Images of school, and images of education   | SHEPLC, 2014     |
| Educational practice. History, memory and heritage  | SEPHE, 2018      |
| Museums and education. Practices, didactic uses and research into educational heritage                | SEPHE, 2014      |

**Table 6: Themes of events run by the various academic societies (2014-2019)**

Source: compiled by authors.

720 talks have been delivered, distributed as follows: 329 (45.7%) at SEDHE conferences, 264 (36.7%) at the academic events organised by the SEPHE, and 127 (17.6%) at SHEPLC events. In this regard, there are two things worthy of note: the irregularity of the flow of contributions received at the SEDHE events (78 in 2015, 142 in 2017 and 109 in 2019); and the steady increase in those presented at conferences organised by the SEPHE (62 in 2014, 90 in 2016 and 112 in 2018). This increase may be due, in part, to the fact that, as we have seen, researchers from other networks and academic societies participated actively in the last two conferences.

As these events were organised by Spanish academic societies, and designed primarily for the benefit of the members of such communities, the authors in attendance have been mainly from Spain (62.7%), and the common language Castilian Spanish. However, these academic gatherings reflect their organisers' desire for collaboration, openness and internationalisation. This can be seen in two aspects. Firstly, we can look at the variety of languages used for the academic discourse – Spanish, French (only at the SEPHE events), English, Italian, Portuguese, Catalan and Galician. Logically, Spanish was the most widely used language, occupying 60.3% of the page space, followed by Portuguese (14.1%), Catalan (13.1%), Italian (6.4%), English (3.5%), Galician (1.5%) and French (1.0%). It should be pointed out that the bulk (89.4%) of work delivered in Catalan is found at the SHEPLC conferences. Secondly, look at the number of countries represented: 25, in total (see Table 7). With two exceptions (Canada and China), all are European (particularly Mediterranean) and Ibero-American. The range of countries from which participants came

was relatively broad. Nevertheless, except in the cases of Brazil (16.2%), Italy (10.1%), Portugal (2.8%), Argentina (2.2%), Mexico (1.5%), Chile (1.0%) and France (0.9%) – irrespective of the percentage of the total they made up, these countries were almost always represented at the SEDHE and SEPHE events – the participation of researchers from other countries may be thought to be due to conditions of possibility, particular sets of circumstances or individual contacts, rather than to the existence of consolidated networks for communication and collaboration.

| Country                         | Attendance at events organised by the SEDHE + SEPHE + SHEPLC | Attendance at events organised by the SEDHE | Attendance at events organised by the SEPHE | Attendance at events organised by the SHEPLC |
|---------------------------------|--|---|---|--|
| Andorra                         | 0.3%   | 0.0%  | 0.0%  | 1.6%   |
| Argentina                       | 2.2%   | 4.2%  | 0.8%  | 0.0%   |
| Austria                         | 0.1%   | 0.0%  | 0.3%  | 0.0%   |
| Belgium                         | 0.2%   | 0.0%  | 0.5%  | 0.0%   |
| Brazil                          | 16.2%  | 21.1%                                       | 17.9%                                       | 0.0%   |
| Canada                          | 0.1%   | 0.0%  | 0.3%  | 0.0%   |
| Chile                           | 1.0%   | 1.7%  | 0.5%  | 0.0%   |
| China                           | 0.1%   | 0.2%  | 0.0%  | 0.0%   |
| Colombia                        | 0.1%   | 0.2%  | 0.0%  | 0.0%   |
| Dominican Republic              | 0.1%   | 0.0%  | 0.3%  | 0.0%   |
| Ecuador                         | 0.1%   | 0.2%  | 0.0%  | 0.0%   |
| France                          | 0.9%   | 0.4%  | 1.8%  | 0.0%   |
| Germany                         | 0.1%   | 0.0%  | 0.3%  | 0.0%   |
| Greece                          | 0.4%   | 0.0%  | 1.0%  | 0.0%   |
| Italy                           | 10.1%  | 6.1%  | 15.9%                                       | 7.6%   |
| Mexico                          | 1.5%   | 3.7%  | 0.3%  | 0.0%   |
| Netherlands                     | 0.1%   | 0.2%  | 0.0%  | 0.0%   |
| Not applicable (no institution) | 0.2%   | 0.4%  | 0.0%  | 0.0%   |
| Paraguay                        | 0.2%   | 0.4%  | 0.0%  | 0.0%   |
| Portugal                        | 2.8%   | 3.2%  | 3.3%  | 0.5%   |
| Romania                         | 0.1%   | 0.0%  | 0.3%  | 0.0%   |
| Spain                           | 62.7%  | 58.2%                                       | 55.6%                                       | 89.7%  |
| Sweden                          | 0.1%   | 0.0%  | 0.0%  | 0.5%   |
| Switzerland                     | 0.5%   | 0.0%  | 1.3%  | 0.0%   |
| United Kingdom                  | 0.1%   | 0.2%  | 0.0%  | 0.0%   |
| N =                             | 1054   | 474   | 396   | 184  |

Table 7: Origin of the participants at the events organised by the academic societies (2014-2019)

Source: compiled by authors.

Cooperation in the writing and presentation of papers at the conferences reflects the reality in the journals: papers authored by two or more researchers account for 37.2% of the total (720). This type of contributions represented 30.4% of those presented at SEDHE events, 41.3% of those at SEPHE events, and almost half (46.5%) of those at SHEPLC events. However, we see very little collaboration between researchers from different countries, which represents only 1.7% of the total. What international collaboration there was took place between Spain and Brazil, between Italy, the Netherlands and the United Kingdom, and between Brazil, Italy and Portugal.

The countries and/or regions to which the studies pertain follow a similar pattern, corresponding to the origins of the authors presenting the papers. The majority (58.5%) of work focuses on Spain – and this percentage is higher still in the case of the SHEPLC (80.3%) – (see Table 8). Next come Brazil (14.0%), Italy (9.9%), Argentina (2.8%), Portugal (2.5%), France (2.2%), Mexico (1.4%) and Chile (0.8%), which were present at practically all the academic events run by the SEDHE and SEPHE. Note that there is a small but significant group of contributions (2.9%), in the “Not applicable” category, which focus on conceptual, methodological or historiographical aspects. Also note the scarcity of broader analysis units – Latin America (0.1%), Europe (0.6%), Great Britain (0.3%), the Soviet Union (0.1%) – going beyond the boundaries of nation states or regions. Indeed, in looking at these academic events, we find that the research is not, for the most part, international. This is reflected in two further statistics: only 3.3% of contributions look at matters in countries other than those of their authors’ origins, and comparative, transnational or internationally influenced studies represent only 3.0% of the total.

| Country   | Coverage at events organised by the SEDHE + SEPHE + SHEPLC | Coverage at events organised by the SEDHE | Coverage at events organised by the SEPHE | Coverage at events organised by the SHEPLC |
|-----------|--|---|---|--|
| Argentina | 2.8%   | 5.1%                                      | 1.1%                                      | 0.0%                                       |
| Austria   | 0.1%   | 0.0%                                      | 0.4%                                      | 0.0%                                       |
| Belgium   | 0.3%   | 0.0%                                      | 0.4%                                      | 0.8%                                       |
| Brazil    | 14.0%  | 17.8%                                     | 15.9%                                     | 0.0%                                       |
| Canada    | 0.1%   | 0.0%                                      | 0.4%                                      | 0.0%                                       |
| Chile     | 0.8%   | 1.5%                                      | 0.4%                                      | 0.0%                                       |
| Colombia  | 0.3%   | 0.6%                                      | 0.0%                                      | 0.0%                                       |
| Denmark   | 0.1%   | 0.0%                                      | 0.4%                                      | 0.0%                                       |

|                    |        |        |        |        |
|--------------------|--------|--------|--------|--------|
| Dominican Republic | 0.1 %  | 0.0 %  | 0.4 %  | 0.0 %  |
| Ecuador            | 0.1 %  | 0.3 %  | 0.0 %  | 0.0 %  |
| Europe             | 0.6 %  | 0.0 %  | 0.7 %  | 1.6 %  |
| France             | 2.2 %  | 1.5 %  | 3.3 %  | 1.6 %  |
| Germany            | 0.6 %  | 0.3 %  | 0.7 %  | 0.8 %  |
| Great Britain      | 0.3 %  | 0.6 %  | 0.0 %  | 0.0 %  |
| Greece             | 0.3 %  | 0.0 %  | 0.7 %  | 0.0 %  |
| Italy              | 9.9 %  | 6.3 %  | 15.6 % | 7.1 %  |
| Latin America      | 0.1 %  | 0.0 %  | 0.4 %  | 0.0 %  |
| Mexico             | 1.4 %  | 2.4 %  | 0.7 %  | 0.0 %  |
| Paraguay           | 0.3 %  | 0.6 %  | 0.0 %  | 0.0 %  |
| Poland             | 0.1 %  | 0.3 %  | 0.0 %  | 0.0 %  |
| Portugal           | 2.5 %  | 3.3 %  | 2.2 %  | 0.8 %  |
| Romania            | 0.1 %  | 0.0 %  | 0.4 %  | 0.0 %  |
| Soviet Union       | 0.1 %  | 0.3 %  | 0.0 %  | 0.0 %  |
| Spain              | 58.5 % | 53.8 % | 54.1 % | 80.3 % |
| Sweden             | 0.3 %  | 0.0 %  | 0.0 %  | 1.6 %  |
| Switzerland        | 0.1 %  | 0.0 %  | 0.4 %  | 0.0 %  |
| United Kingdom     | 0.4 %  | 0.3 %  | 0.0 %  | 1.6 %  |
| United States      | 0.4 %  | 0.6 %  | 0.0 %  | 0.8 %  |
| Uruguay            | 0.1 %  | 0.3 %  | 0.0 %  | 0.0 %  |
| Not Applicable     | 2.9 %  | 3.9 %  | 1.5 %  | 3.2 %  |
| N =                | 728    | 331    | 270    | 127    |

**Table 8: Country or region covered by the papers presented at the events run by academic societies (2014-2019)**

Source: compiled by authors.

Finally, it should be noted that the studies and investigations focus on the 19<sup>th</sup> century (13.3%) and, in particular, on the 20<sup>th</sup> (67.9%). This is especially true in the case of the SHEPLC (82.7%), where there was some scant coverage of earlier periods (1.2% in the case of the 18<sup>th</sup> century, 0.4% in the 17<sup>th</sup> and 16<sup>th</sup>, and 0.1% in the 15<sup>th</sup>). No periods earlier than this were ever touched upon. In addition, there were a significant number of works presented which focus on the 21<sup>st</sup> century (16.2%) – typically, in relation to matters relating to the teaching of History of Education and/or the management and exploitation of historical-educational heritage. These proportions are largely reflected in the proceedings published by the SEDHE, SHEPLC and SEPHE; in the latter case, there are more studies relating to the current century (25.5%), and fewer relating to the last (57.1%).

## Conclusion

The national communities of historians of education in Spain and Portugal sprang up within the ranks of general education-related academic societies – in the SEP and the SPCE, respectively. In both cases, academic and associative spaces were gradually conquered (in “sections”), specific informational and collaborative networks were established, and spaces were created for social exchanges and discussion between academics, leading to the formation of independent, specialised bodies: the SEDHE (1989) and HISTEDUP (2015). In the case of Spain, in parallel to this process, other projects were instigated to bring together various regional academic communities, such as the groundbreaking SHEPLC and the now defunct SCLHE, defined by the researchers’ situation, and having a decidedly interdisciplinary bent, such as the disbanded AJITHE, or with a topical speciality, such as the SEPHE.

Communication, cooperation, collaboration and collective decision-making appear to be the guiding principles followed by all these academic societies. They all share: the democratic way of working (the best example of this being the members’ general assemblies); the creation of purpose-specific arenas (conferences and similar events held periodically) for academic debate, the exchange of ideas and impressions, cementing the community together; the development – except in case of the SCLHE – of internal mechanisms to disseminate information in the form of newsletters, and the willingness to stretch beyond their own national borders, connecting with researchers and historians of education from around the world (ISCHE). In a number of cases, where possible in view of the operating capacity and where it was collectively felt to be necessary, the organisations developed other tools for academic communication, such as book series and academic journals.

From the data obtained from the analysis of the events staged by academic societies between 2014 and 2019 (all of them in Spain) and of the editions of specialist journals published between 2014 and 2018 (again, all published in Spain), several pieces of information can be gleaned. This is an essentially Spanish circuit, attracting participation from historians of education mainly from that geopolitical region, whose studies focus on that same area. Consequently, in general, Spanish is the prevailing language for academic communication; Catalan also has a noteworthy presence, but is restricted mainly to events

and publications taking place within the Catalan community. These forums and communication networks discuss mainly modern History of Education, and in most cases, what could be termed History of Education in the present era. Although there is a significant group of contributions to conferences and articles devised, developed and presented cooperatively by two or more researchers, individual authors are predominant. Comparative, transnational and international studies, or those whose political, geocultural or socio-historical analysis units are broader than those of a nation state are notable for their rarity in media in the world of history of education. The same is true of international cooperation between authors and with those studying the reality of a country other than the one they are from or where they work. However, the data also indicate a healthy, steady and markedly varied network of international connections – especially, with European and Ibero-American countries – that was prominent on the Spanish circuit, in which the Portuguese community has always played a leading role; this observation, in combination with the *Encontros Ibéricos de História da Educação*, the CIHELA and COLUBHE, indicates that there is, indeed, a constant and close relationship between the communities in Spain and Portugal, and between the Iberian countries and others further afield, in Latin America.

Finally, Spain represents a very special case, given that, as we have seen, it accounts for 16.3% of known specialist academic journals and 9.7% of academic societies focusing on History of Education, surviving in the world today. This is, undeniably, indicative of the vitality of Spain's community of historians of education, the open-mindedness and capacity to integrate different initiatives with varying directions of focus, perspectives and goals. However, it also demonstrates the possibility that, without fluid communication, collaboration and cooperation, the community may become fragmented, and thus become weaker as a player on the academic scene, and consequently on the political scene as well. Looking at this situation in combination with the progressive and disquieting decline of History of Education in curricula at all levels of education, and the resulting drop in numbers of researchers at universities<sup>21</sup>, one must ask: how long will it be possible to sustain the variety of initiatives

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21 Antonio Francisco Canales Serrano, Yasmina Álvarez González, María José Tacoronte Domínguez, "La Historia de la Educación tras Bolonia: ¿hacia la extinción?", *Revista española de educación comparada*, no. 29, 2017, p. 240-261.

to bring together the academic community, and to streamline production in the area of History of Education?

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