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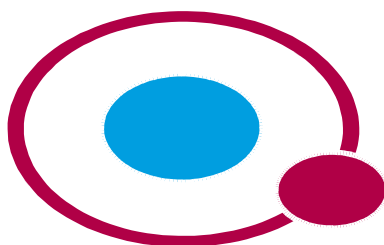
Research Paper

“History textbooks between reality and ideology – Albanian view”

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Abstract

History textbooks between reality and ideology – Albanian view

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The paper will revolve around the burning issue of school history textbooks in Macedonia and their tendency to produce images of ‘enemies’ when referring to communities with different ethnic and religious backgrounds. It will provide suggestions for updating the books with a proposed list of events from the past.

The paper will begin by giving a theoretical outline of the ongoing public debate on current activities and processes among state and non-state institutions in relation to the revision of history textbooks. We will report the findings of desktop research on available documents (state policies, strategies, reports etc.), history books and researches, which will constitute a thorough analysis of the content of, and omissions from, textbooks as well as their discussion of events in which different communities cooperated in order to achieve social or cultural change. The list of activities that are not represented in textbooks but which we consider worth being presented as joint initiatives by all communities in Macedonia will be drawn from analysis of research materials from the archives of Macedonia and of specific cases. The paper will also argue the opposing needs of interculturalism from one side as reality, and the new identity building process of Macedonian ethnic community group, as new ideology.

The paper will conclude by outlining the different discourses that have appeared in the educational and political sphere in relation to the revision of history books: from analysis of the moratorium on this issue, to fear of tackling it and the simultaneous necessity of working on it in order to aid the process of inter-community reconciliation in Macedonia.

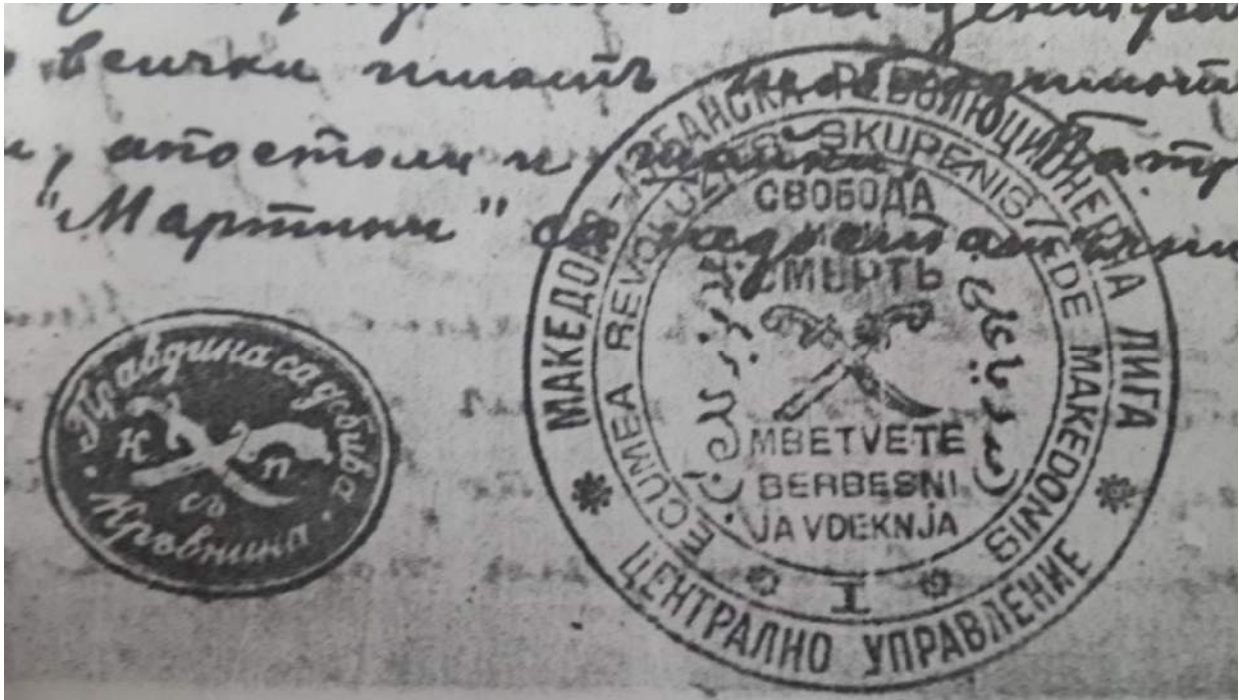
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Picture. 1. Stamp of Macedonian Albanian Revolutionary in document: “Call to the people” Ligue, 1887, Archive of Republic of Macedonia, 2015

“Schools are executing teaching of history that is ethnocentric and it is focused on ethnic communities depending on which language the lesson it is presented, where’s the content for the other communities that exist in the books are ignored. The school staff considers that they are not a factor that can influence the interethnic relations”¹

¹ Концепција за деветгодишни основно воспитание и образование , 2007 Published by Ministry of education and science an the Byro for development of education [pg.58]

1. Entry remarks

History is the voice of the state. History text books are speeches of the state officials !

How would you feel if your state, since you are just a kid, tells you how unwanted you are? How would you feel if your state, in every corner, constantly reminds you on how big enemy of the state you are? Imagine if you were a History teacher how would you feel if you preach your students something that is offending you and your students? What would you do?

These books here on front of me you and me are subject of our joint research with Dr. Skender Asani. These are the main cause of bitterness and fights among students in school yards and busses. These are the books that by keeping the past as hostage, they create twisted dreams in minds of frustrated individuals, which than forget that they are not alone in this world. One would never know how heavy they are to be hold in the shoulders of young innocent kids that just want happiness, if that one, is not part of the words in these books.

This is how, I as Albanians are projected my Macedonian peers. One would not even know how bad it is when being a kid, particularly if y education system does not allow to even hear History teaching in mother tongue, forget about teaching history ones nation. Than we know more about the others than for us. Trying to understand would mean to knowing from the beginning that History can start a war, but it can also bring peace², therefore this research raises the voice against the future of our Macedonia that does stop channels of communication among all communities, by not taking in consideration the others past, by offending that past of the others, and by taking the ownership of that past of the others.

Macedonia is in a identity and state building process, and it is understandable that it is producing more history than it can consume³, it is understandable that it is in need to glorify the Macedonian nation by emphasizing the past, even very far ancient past, but where lies the guild of the past of the others?

Exclusive history narratives that are ethnocentric go against the existence of this multiethnic country. Nowadays one cannot change so easy the structure of diversified societies. Seeing History is just about the same, short term political benefit that has long term negative effect on healthy relationship among humans from different backgrounds. I am not historian but I am sure that history is about discovering the unknown which, if left alone will create fear, it is not about widening the gap of unknown just because historians hesitate to ask the others.

² H.E. Ambassador Paul D. Wohlers, Remarks at Joint Conference of History and Heritage Institutes: Thursday, Sept. 11, 2014 "Some people would like to pretend conflict doesn't exist. When studying history, you cannot ignore conflict. However, it is vital that we prevent history from becoming a source of bitterness and division. Rather, we should work to see how we can learn from the conflict of the past. With this knowledge, we can respond by working together to create a more peaceful, harmonious future. Source: <http://macedonia.usembassy.gov/speeches/speeches2014/09112014amb-speech.html> [seen on 30.05.2015]

³ Quote, Winston Churchill: "The Balkans produce more history than they can consume"

2. Aim of the research:

Contribute towards releasing the burden of stereotypes and prejudices in History text books by that, providing opportunities to eliminate enemy images among future generations, through encouraging the main stakeholders to focus more on positive matching points in the past among different communities, rather than divisive and ethnocentric elements that pose a serious threat to peace and stability of multicultural Macedonia.

3. Objectives:

1. To provide **concrete recommendations** to relevant Education institution and by that to encourage them **unblock the moratorium on revision of History text books**, free them from the burden of stereotypes;
2. To provide bases for further more detailed research and opportunity for better understanding of the negative elements of the exclusive history narratives to academic world, by throwing a critical look on the current state of the content of the texts;

4. Methodology

Our research is focused on analyzing history text books used in education system. We believe we are contributing towards the process of conciencisation of the main stakeholders, by presenting the bottlenecks and by providing recommendations how to overcome. Unfortunately other text books of other subject also carry similar burden i.e. Geography⁴, Ethics, history of religions, Civil society etc. but these at the moment are not subject of our research. This time the research had a special focus on the way how history of Albanians is presented in history school books in Macedonia, hopefully in continuation to this research we will be focusing also on treatment of the past of other communities in our school books.

In the research we analyzed all school books on subject of History, both in Macedonian and Albanian. We had access to some of the reports from the Commissions of the ministry of education and science - responsible for revision of History books, and municipalities that were triggered to make analyses. In addition we research archive files, History books and focused on finding some important events as examples that were not used in the History school books. Results from Questionnaire detailed analyses of the results from external tests in 2013, 2014 and 2015 will come in the final version of this research paper.

1. **Analyses of the teaching materials**, text books of history from 1st to 9th grade in Primary school and from 1st to 4th grade in Secondary schools; focus of the scope of reaches towards information for the events from the past that are related to other communities living in Macedonia

⁴⁴⁴ E.g. The map of Kosovo is Presented as Greece one or Macedonia is bordered as with Bulgaria, Albania, Greece and Serbia, but NOT with Kosovo.

2. **Analyses of available official documentation**, different **Reports** for revision of text books in primary and secondary schools by the Working commissions of the Ministry of Education and Science and reports of the Municipality of Tetovo;
3. **Analyses of the results from the External tests** that show how much Albanians know about Macedonian History and vice versa
4. **Questionnaire for students** on how much they know about the history of others.
5. **Research of archive documents** and academic History Books that related to some unmentioned events of the past in the history textbooks, that show the strong link among the communities that live here;
6. **Research of Newspaper articles** that refer to the process of the revision of the text books in Macedonia;

5. Chronology of important relevant events connected to History text books in Macedonia

- 2004 - Two academic working groups are formed by MoES that are supposed to agree on the Teaching modules (curriculum). After announcement of the call for Authors (writers) of the books, teaching modules that poses serious offenses and misinterpretations were accepted and books were published.
- 2007 – the government realized and admitted that the teaching of history is ethnocentric and they mention it as serious problem in the Teaching Concept for the primary schools: *“Schools are executing teaching of history that is ethnocentric and it is focused on ethnic communities depending on which language the lesson it is presented, wheres the content for the other communities that exist in the books are ignored. The school staff considers that they are not a factor that can influence the interethnic relations”*⁵
- 2009 – as result of this text books the Macedonian Encyclopedia was written and it was strongly opposed by Albanian community because the content of it was to offensive for Albanians;
- 2013 - International community has been firm in their repeated statements that emphasized the importance of dialogue among historians, something that we at forumZFD have started with the process of bringing closer together the Main Macedonian and Albanian History institutes and association⁶.
- 2014 – the state authorities became aware about the importance of this topic and therefore they are already working on revision of the Law for textbooks and trying to find a sustainable, systematic and long term solution to the problem⁷.

⁵ Концепција за деветгодишни основно воспитание и образование , 2007 Published by Ministry of education and science an the Byro for development of education, Skopje, 2007 [pg.58]

⁶ Focus Western Balkans: 02.2013, Bonn, Germany. Source: http://www.ziviler-friedensdienst.org/sites/ziviler-friedensdienst.org/files/anhang/publikation/zfd-kosovo-die-erforschung-des-unerforschten-vergangenheitserzaehlungen-zwischen-fakten-und_0.pdf “Both ambassadors (German and USA) acknowl edged the occasion as a sign of hope,calling for the historians’ example to be followed and for political dialogue to be engaged in”.

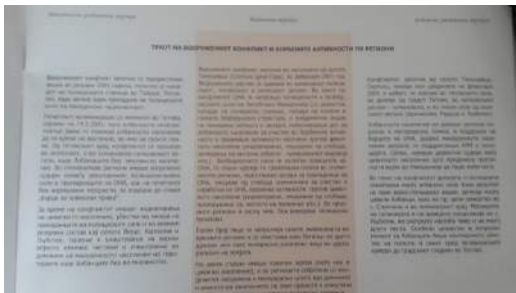
⁷ Transcripts from the Skype interview for Albanian TV Top Channel, with Minister of Education and Science of Macedonia, Mr. Abdilaqim Ademi. Source: <http://top-channel.tv/lajme/artikull.php?id=287878> [seen on:15.05.2015]

- 2014 – started the process of unification of text books of Albanian language and History text books as result of the moratorium of the start engaging on revision of the history text books⁸.

6. Proposed approaches to working methodology of Didactical materials

The didactical materials in History books are not reflecting the multicultural character of the society that we live today. They are exclusive and offending for other communities. Many projects have been tending to overcome this gap by realizing the damage that these books can cause to future generations of Macedonia.

- (1) **Exclusive and ethnocentric History narratives** that focus on glorifying one nation and avoiding or neglecting any relevant fact or event connected to the others. Usually Violent and centered in violent events. Full with ideological terminologies and offences for other communities. Our History Narratives are the same. Historians hesitate to write history of “other” communities.



Pict. 2. Cover page of “Armed conflict in territory of republic of Macedonia in 20012” Published by Helsinki Committee, Skopje 2005

- (2) Some researchers propose **inclusive didactic materials** so called **Parallel Narratives** (based on Israeli an experience) by placing from one side Macedonian history, as seen through the lances of Macedonian community, and from the other side, in the same page Albanian History as seen from the lances of the Albanian Community, where’s in the middle of the page they either leave an empty page (e.g. American text books) or they propose alternative (More inclusive) text in the of the page⁹. The “Middle text” that proposes inclusive contents

is hard process for historians because it pushes them to make concession in the process of negotiation with other historian and by that places the historians in a threatening position, i.e. to be labeled as traitors or spies of the nation. *That is why this type of methodology was never accepted by Macedonian authorities or education institutions schools.*

⁸ <http://almakos.com/lajme/magedoni/66531-abdilaqim-ademi-nuk-lejon-abetaren-e-unifikuar.html>

⁹ Вооружениот конфликт на територијата на Република Македонија во 2001 година, Скопје 2005, Објавено од Хелсиншки комитет

- (3) Our proposal is, **The positive example** one, that means in the history textbooks to include as much as it is possible content from the past where communities cooperated in reaching some cause. This can be done if: first at all Historians, mainly the academics, free their mind from the burden of stereotypes as well as high influence of the daily politics, and by that they start to refine the existing texts in such a direction that the presented events of the past do not conflict with other perceptions; and secondly they refuse to use stereotypical and ethnocentric wording.

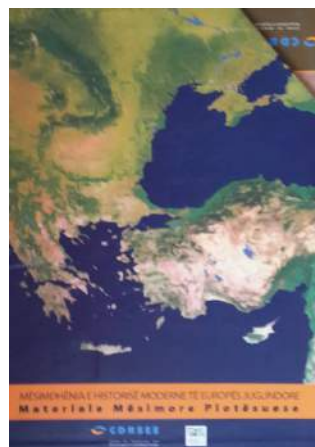
From the other side the conflicting parts where interests of the communities clash could be overcome if historians themselves interpret events in such a way that they at least show that there are other interpretations from other historians that oppose their thesis.

And lastly we believe in such a complex circumstances historians should be more factographic than taking freedom to interpret events from the past that usually tend to become a pure propaganda. Avoid labeling of others and usage of ideological terminologies



Pict. 3. Cover page of “September revolution” Published by INI and ITKSH, Skopje 2015

- (4) **Un-interpreted history text books** that make a collection of documents, important for some events of the past, and give freedom to the reader to bring its own conclusion. The problem in this approach is that, from one side it is **hard to make a balance** of the presented documents (Some appear to be larger), and from the other side **selection of the documentation to be presented is harder process** for historians.



Pict. 4. Cover page: Teaching modern History of South-Eastern Europe – CDRSEE, Center for Democracy and Reconciliation in SEE¹

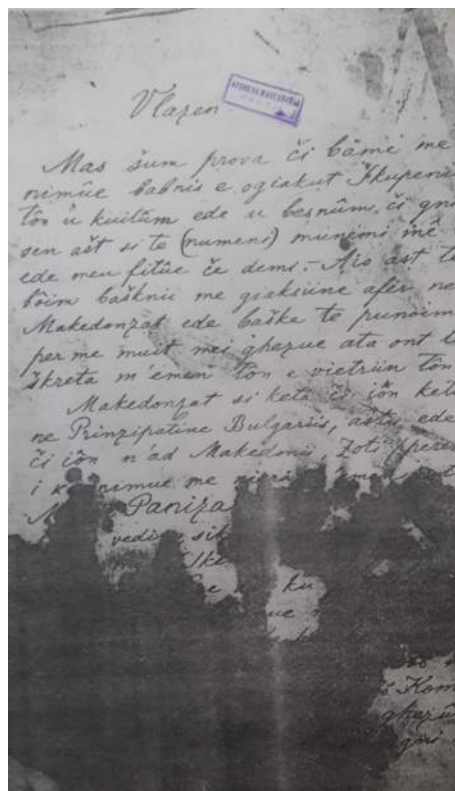
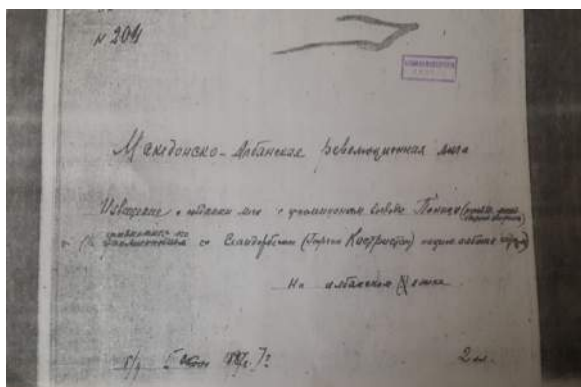


Pict. 4. Cover page of workbook 2: Teaching modern History of South-Eastern Europe – CDRSEE, “ Nations and states in SEE” Center for Democracy and Reconciliation in SEE¹

7. Matching points

1. Aleksandar Matovski – wrote a book on the Upraise of Dervish Cara.
2. 1887 - Revolutionary Albanian-Macedonian organization, formed to oppose the Ottoman empire and its “Call to the people” is calling Albanians and Macedonian to work jointly in the name of Skanderbeg and Alexander the great, to start a revolution against the ottoman empire.
3. *Petar Caulev* as link between Macedonian Revolution organization and National Albanian Movement (Comity of Kosovo) 1912. Author of the book *Shqzpnia* (Albania). Caulev jointly with *Dervish Hima* created links among Albanian an Macedonian revolutionaries against Xhonturk politicks. And against Serbian and Greek hegemony.
4. “The September revolution” – Result of a fruitful cooperation among Institute for National History and the Albanian Institute for Cultural and spiritual heritage in Macedonia, facilitated by ForumZFD and the training Center for Management of Conflicts (i.e. Stated in Joint memorandum of understanding)
5. The Revolution of Ilinden – strangely enough this revolution is excluding the involvement of the Albanian community in the uprisal as stated even in the manifest of Krushevo.
6. Alexander the great and its link to Illyrians. He was son of Filip the 2nd and Queen Olimpia (daughter of Illyrian tribe Epir Neptolem)

IT IS ISTORIANS DUTY TO RESAERCH FOR MORE !



8. Current Situation of the text books

In general History text books for primary schools are closely linked to text a book on Geography for which there is even an official request to by the Municipality of Tetovo take them out of use, after having a full report on the situation of all text books in primary schools. Their findings show that Most of the texts in the books are written by Macedonian authors, they are wrongly translated, (E.g. The history of world religions from 21 chapter's talks only in 5 chapters on Islam¹⁰).

Albanian Media grasped this controversial topic of revision of history books and started to problematize it, so it can push the state authorities to thing thoroughly for serious changes that will eliminate all the problems in history text books (In one of the Articles of radio Free Europe it is mentioned that "Macedonians count Albanians are newcomers on this territory that came down from the mountains"¹¹),

The Minister of education of Macedonia Mr. Abdilqim Ademi (2014) states for Top Channel TV in Albania that by the end of 2014 the Ministry will bring a new Law on text books (Whatever that means/there is no such law available) that will open doors for revision of the contested texts ¹² This shows that the MoES is seriously considering to close the Moratorium on this issue and start working on this highly sensitive issue. Perhaps it is because the minister is Albanian, but if this issue is personalized it can never be sustainable and applicable in practice.

9. Selection of some Identified problems in the History text books of primary and secondary schools

a) History school books for secondary schools/ gymnasium

History Books for Gymnasium (students of 14-18 years): In general these history books have confusing, racist and stereotypical statements, to much unnecessary facts that do not correspond with the age of the students. They have a mono-ethnic approach and according to Albanian historians they have twisted facts on history events. Many texts in history books are not translated in to Albanian¹³ or wrongly translated as using Google translate. In most of the maps presented in the books, Albania is avoided o be marked along the other presented countries¹⁴.

¹⁰ <http://www.tvkoha.tv/5086/gjendje-katastrofale-me-tekstet-shkollore.html>

¹¹ Radio Evropa e Lirë: <http://www.evropaelire.org/content/article/24695663.html>

¹² Interview with Minister Ademi on the History Text books: <http://almakos.com/lajme/magedoni/65824-skandali-me-tekstet-ne-magedoni.html>

¹³ Milan B. Nebi D. and others, History book of 1st grade in Secondary school (Gymnazium), 2009, published by Prosvetno delo 3rd Eddition, Skopje [pages 18-19 and 22-23]

¹⁴ Same: [pg. 33]

In general in most of the contents where the territory of Macedonia is mentioned it is explained and presented as if in this territory did not exist any other nation rather the Macedonian one¹⁵.

Many problems are identified with illustrations (Pictures) are inadequate (don't relay to the content) and that project indirectly racist messages, e.g. "*Happiness of the Muslims in islamisation of the Christians, engraver from the XVII century*"¹⁶ as well as contradictory comments like "*Macedonians that opposed the Islamic religion (did not accept it) were killed by Turks*"¹⁷.

The ownership of the country is presented with statements such are: "... in the abandoned territories (after the Karposh upraise) Albanians from Northern Albania massively settled in Macedonia"¹⁸ or "...big threat for them (meaning Balkan countries) posed the forming of Albanian country under Austro-Hungarian protectorate"¹⁹. Some of the title of the chapters such as "Life and culture in Balkan countries and Macedonia"²⁰ talk only about Macedonian culture and life, not about the others. On the top when talking about the Ilinden upraise historians do not use as a positive example of cooperation among Albanians and Macedonians, as stated in the Krushevo Manifest, they completely avoid this wide known information that could be a nice connector²¹.

The ethnocentric approach to writing history narratives and usage of **ideological terminologies** (e.g. revisionistic and antirevisionistic states)²² is particularly emphasized in the History book for the 3rd grade. The Jews are not mentioned at all where's Holocaust is only in a short paragraph²³.

The given **tasks for students** in text books of history are sometimes weird and ridiculous, e.g. "*Task: Talk to somebody participating or seeing the attack at the Lojane mine*". The tasks are with stereotypical and suggestive questions "*Think: (1) why Albanians at the beginning of II world were not interested to fight against the occupators? (2) Research who and why formed the SS Division of Skenderbeg?, (3) With help of your teacher try to number nationalistic organizations in Albania, Macedonia and Kosovo*".

When talking about the Albanian and Bulgarian propaganda in page 148 of 3rd Grade book, it is projected as Albanians and Bulgarians had a strategy for greater Albania and greater Bulgaria by working on **de-nationalization** and **assimilation** programs, where's when the explanation of greater Macedonia in page 169 (in the same book), is elaborated in such a way that it is presented as **natural right of unification**, Quote: "... Macedonian nation in all three parts was strongly connected to the idea of forming Unified Macedonia along its natural, geographic and ethnic borders...". Here, the interpretation of facts goes in such a twisted direction that even mentions the Kvensling Albania in 1941 (Probably meaning Kvensling government) "... when entering these territories (western Macedonia) they introduced Albanian language in administration and schools and they changed the

¹⁵ Same: Macedonia in first half of the XIV century [44]

¹⁶ Same: [59 and 60]

¹⁷ Same: [61]

¹⁸ Same: Upraise of Karposh [83]

¹⁹ Same: Balkan Wars [148]

²⁰ Same: [87]

²¹ Same: [184]

²² Novica V. Sonja C, Gorgana P. I Shuqeri XH. 2009, History Book for the 3rd Grade of secondary school(Gymnasium), published by Prosvtno 2009 [48] or [102] "monocapitalistic capitalism" "Zogists" [138]

²³ Same: [117]

form of the names of non-Albanian population"²⁴. The text even continues to talk how Albanians were terrorizing and replacing the non-Albanian population.

b) History school books for primary schools (9 year system)

Concerning the History books for primary schools, we concluded from the beginning that they are controversial and create enemy images that pose a great threat to the memories of the students for the other communities. The books do not correspond to the agreed teaching programs (curriculums) and many chapters are missing.

(1) Strangely enough, from the start in these books when different civilizations are mentioned they (authors) **try to avoid Illyrians**²⁵ but they mention all others. When talking about Illyrians in page 50, historians state that they, "... the Illyrians, were based in eastern part of the coast of Adriatic Sea"²⁶, probably to avoid any connection to the reality that they were based in western part of Balkan Peninsula as stated by Herodotus in 5th Century. (2) When talking about the Illyrian states they **do not locate** where they were. In the book of 7 graders, again it is mentioned "*Macedonians that opposed to convert to Islam were killed*"²⁷ and that Albanians came massively settled in Northwestern part of Macedonia²⁸ as well as mentioning Albania as part of Slavic State²⁹. Interestingly when talking about rebellions and thief's the texts directly and indirectly imply that they are Albanians, authors even number names, personalities, cities and regions in order to use the space to promote something positive and connecting as element of tolerance³⁰. (3) **When Numbering the Illyrian tribes, many are presented as Macedonian tribes.** The History book of 6th grade presents the Illyrians as thief's and pirates that robbed the population on Balkans, or the presented Maps of Illyrians in our history books are not mapping the Illyrian tribes that lived in this territory (Dardans, Penests, Pajons, Linkests and Elkeleids). Some of these tribes (Pajons, Linkests, Orests and Desarets) are presented as Macedonian tribes, that is against to what is widely known in World history. (4) In the History book of the 8th grade students (practically 9th, in the 9 year system of primary schools, Albanians are projected mostly as pro-fashists, thesis that is reconfirmed with illustrations³¹.

²⁴ Same [144]

²⁵ Kosta A., Darinka P., Vanco G., Violeta A., Voislav S. 2011, History text book for 6th grade (primary schools) Published by Ministry of Education and science of Republic of Macedonia, Skopje 2011 [3]

²⁶ Енциклопедијски лексикон, Београд, 1970, стр. 257.

²⁷ Milan B., Jordan I., Nebi D. History book for 6th grade (8 year school) – practically the book for 7th grade. Published by Prosvetno delo 2009 [pg. 101]

²⁸ Same [pg.118]

²⁹ Same [Pg.3] Entry remarks.

³⁰ Violeta A., Vanco G., Fejzula Sh., Dalibor J. History text book for 7th grade (in 9 year schoolin system, practically 8 grade) Published by Tabernakul, Skopje 2009 [pg.80]

³¹ Vlado V., Halit S., Arian A., Dimka R., Gorgi P. 2009, History text books for 8th grade, Published by: Prosvetno delo, Skopje 2009

10. General identified problems in history text books

1. Exclusive, ethnocentric, divisive, offensive and violent presentation of one community in multiethnic society poses a serious threat to peace and stability of the country, because it opposes the main principles of: agreed provisions in peace accord (OFA), Constitution of Macedonia³², Penal law³³ and the Strategy for integrated education³⁴;
2. The reflected exclusive Macedonian ownership of the country in the content of the History text books, by emphasizing the history of Albania and not Albanians in Macedonia, indirectly implies that Albanian community in Macedonia is “Unwanted guest”;
3. Lack and reduction of equitable representation of the contents (topics) related to other communities. History text books do not refer to the past of other smaller communities, particularly the Jewish and Roma community;
4. The process of revision of the text books do not take in to consideration the so called “Badinters principle” (Double majority principle) when bringing decisions within the commissions for revision of the text books;
5. The research methodology of Historians in Macedonia looks more as political propaganda that glorifies ones nation and it does not take in consideration of other scientifically proven facts, particularly the ones from other minority communities;
6. There are NO matching points in the past, or positive examples where different communities worked together for a certain joint cause (The reality is different);
7. Numerous of offences directed towards Albanian community produce a serious anger and frustration;
8. In reality History teachers avoid lecturing to students the content of the other communities.
9. Translation is exclusively bad. Some parts are not even translated where as some parts even lose the meaning of the content in different direction (particularly when translating from Macedonian to Albanian);
10. Illustrations in texts are misused;
11. Overuse of ideological terminologies show clearly how indoctrinated are the historians that took the responsibility to produce teaching materials for our future generations;
12. Books are not applicable: Albanian History teacher will hardly say something to students that they consider is not a fact and something that is interpreted in offensive way;
13. The content of the books does not correspond to the age of the students. Many lessons are factographic and too complicated to be understood; and
14. Macedonia has the highest amount of teaching hours in History 7.69 % and Geography 6.73 % for obligatory subjects, where’s all European Countries have no more than 5%³⁵.

³² Constitution of Macedonia: Устав на Република Македонија, 17.11.2001, Собрание на Република Македонија, член 20 [Програмите и дејствувањето на здруженијата на граѓаните и политичките партии не можат да бидат насочени кон насилно уривање на уставниот поредок на Републиката и кон поттикнување или повикување на воена агресија или разгорување на национална, расна или верска омраза или нетрпеливост].

³³ Penal Law/ Кривичен законик: Службен весник на Р. Македонија, бр. 27 од 05.02.2014 година членот 319 [Crimes against the state: Предизвикување омраза, раздор или нетрпеливост врз национална, расна, верска и друга дискриминаторска основа]

³⁴ Steps towards integrated education: Thematic chapter No.3, Ministry of Education and science

³⁵ Концепција за деветгодишно основно воспитание и образование, 2007 Published by Ministry of education and science and the Byro for development of education [pg.21]

11. Analyses of the official External test performed by MoES

The external tests show **catastrophic results for knowledge of the history of the other communities**. This problem partly happened because the questions were automatically generated to the students, and the computer generated questions apparently went in a wrong community (Albanian students got questions for Macedonian History and vice-versa for Macedonian community). At the moment these results are not available to us but they will be part of the full research.

This research tends to get results from a questionnaire that is supposed to be given to the students and it will be focused only on one issue “How much students know on the history of the other communities living in Macedonia”.

Questions of the external tests are un-proportional with the content delivered: In one of the test of History, there were only 2 questions in the field of Macedonian history, where’s for Albanian history were posed 6 questions, that does not correspond to the material that the students were learning. There are doubts that this was a political and not decision of educational character.³⁶

In one of the public results of the External tests of Secondary school in Vrapchishte the average mark on the subject of History is 1.6

12. Recommendations

1. State authorities must urgently unblock the Moratorium on revision of History text books and urgently stop widening the gap of unknown and offer students possibilities to break down the enemy images by revising the text books in such a way that they are more tolerant, inclusive and bring in to more understanding about the others culture and past;
2. Politicks must free the History academics from the pressure and encourage them to urgently open a fruitful dialogue by analyzing each event with the logic and concept of “Do not harm”.
3. The process of revision of the text books should not be personalized and dependable on who is the minister of education but it should be sustainable and long term process lead by academic historians (not by teachers) that are freed from stereotypes and prejudices from the others. This process should be seen as state interest.

³⁶ NGO MOF: *Анализа и препораки (Ревидирана верзија), Екстерно тестирање во училиштата во Македонија јули 2013 [pg. 10]*

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