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## **Preface**

### **Abstract**

Since higher education is one of the most important segments of social life, it is reasonable that through a retrospective of events and development of education in the Albanian language to offer the public a real insight on this issue. Legitimate right to higher education in native language is guaranteed by international acts; however, journey to the practical realization of this right within the public system in RM has been difficult and in this direction within the paper will be added to concrete activities that are undertaken, ranging from civic to formalize higher education in native language. This research contains theoretical explanations for the connection of higher education in Albanian in Macedonia, this paper has considerable theoretical significance and represents a significant contribution to higher education in Albanian language in Macedonia, given the fact that here all the activities examined, the circumstances and political environment on the matter that is the subject of research. Practical importance of this research lies in the fact that the results achieved, will serve the wider public, for more concrete knowledge about the situation that has to do with the development of formal and informal activities in realizing the right to higher education in Albanian in Macedonia. **Daily politics an obstacle for the successful development in FYROM.** The educational system in Macedonia has been and is still a factor that contributes for the segregation of the ethnic groups and reinforcing the interethnic pressure. Such a situation is as a result of several characteristics of the educational system: 1. linguistic/ethnic paralelism; 2. ethnocentric orientation; 3. and the traditional access. In primary and high schools learning is realised in macedonian, albanian, turkish and serbian. Thi is the reason that the lingyistic segregation in a big mass is consisted even with th e ethnic one. In schools (even there where they are mixed learning is proceeded in two or three languages) there aren't offered any activities through which communication and the coperation among students of different ethnic groups would be provided.

On the contrary, in the name of interethnic conflicts obstruction the students that follow the learning in different languages are separated in shifts or in separate buildings. Lack of coperation exists among teachers who are teaching in different languages and often they belong to different ethnic groups.

The students that are following the learning in any pedagogical faculty, have no opportunity to communicate and exchange experiences with students of other ethnic groups. Such a segregation of the future teachers makes the students less capable to overtake the stereotypes and the negative prejudices for the members of the other communions.

The curriculums of history and Literature are mainly ethnocentric- or there is a lack of contents for 'the others' or the raise of personal ethnic group in account of "the

others". Students that follow the learning in Macedonian learn a little bit from the History and Literature of the "others". The less students that learn in this way mainly contribute for negative stereotypes and prejudice for the "others". Students that follow the learning in other languages are foreseen more contents for History and their Literature. But as an addition of the curriculums in Macedonian that very often makes non official additions with which personal ethnicum is raised.

Ethnocentrism in the content of History and Literature, without considering the language in which it is continuing, is continual spring of nationalism in a very radical meaning. Traditional approach Simultaneously, in schools in Macedonia reigns authoritative atmosphere with the lack of real democracy. The fact that all decisions are taken from the school management (sometimes in cooperation with teachers) prevents students to participate in taking decisions. In this way the self-respect of students is fallen and this is a precondition for respecting "the others".

The educational system in Macedonia is not capable to educate for life in multicultural-multiethnic society The teachers were part of that system while they were students themselves and these students became teachers. For being part of the traditional access in education while studying and avoiding their colloques of other ethnicums they still continue to take care for the stereotypes and prejudices they already got. They deepen the personal obedience, ready to transmit the same values and attitudes to their future students. So the consequences from the bad preparation of the educational system to make able the students and teachers for multicultural life and society feel all the citizens of Republic of Macedonia without national or religious differences. As much as the high education is concerned in FYROM the universities should make new educational programs that will fulfill the need of the job market.

This was what 556 (or 88%) respondents students said. Unfortunately, in our universities we have got the same directions. By opening the new directions there would be opened new paths, not like as a tradition is made, all the universities have got jurisprudence, philology, economy, and so on.

Unfortunately 72 (or 12%) of respondents students said that there is no need to be opened new directions by the universities. The students of such level are escaping the responsibilities for sure while thinking that these directions are known by them so there is no need for new directions.

I think that the ministry of education of FYROM should develop criteria through which will be determined qualifications for the appointment of the rector leaders of universities.

This criteria should be objective:

-membership/the link with political parties should not be concerned as a criteria for the election;

-The ministry of education should be transparent with the procedures of the new employments ;

- The prosperity of the employees and retiring them from work;
- The state inspectorate of education to be reinforced;
- To be established a state center for research;
- The FYROM universities should take responsibility for developing and leading the exercises for directors.