

Ideological biased indoctrination in the textbooks of Catalonia of the subject "Knowledge of the environment" (Geography and History, Social Sciences) of 5th and 6th of Primary⁽¹⁾ for the course 2016/2017

Preamble

This is a translation of

Adoctrinamiento ideológico partidista en los libros de texto de Cataluña, de la materia "Conocimiento del medio" (Geografía e Historia, Ciencias Sociales) de 5º y 6º de Primaria⁽¹⁾, del curso 2016/2017

into English. It is a document of the Spanish teachers' union AMES of April 2017.

The original can be found at: www.ames-fps.com

I am not an interpreter and have worked to the best of my knowledge and belief. Accordingly, I am sure that my translation would not withstand a professional examination in every respect, but I am equally sure that the meaning of the text has been preserved as far as possible. If you know better, please send me a correction.

The annex to the original document quotes Royal Decree 126/2014 of 28.02. (BOE 1.03.2014) and Decree 119/2015 of 23.06. (DOGC 26.06.2015). I have not translated this annex because I do not think it is absolutely necessary for understanding the present study.

The footnotes are from me to explain untranslatable Spanish terms and circumstances. They are not part of the original document.

Helmut Jutzi

1. INTRODUCTION

For some years, comments and partial information with varying dissemination success have come to light on the biased and more or less openly unconstitutional content in certain books for the subjects of "environmental knowledge" (geography and history). However, it required a methodological study that verified, on the one hand, during a pedagogical phase, the partiality of texts by various publishers providing material for Catalonia, and on the other hand a comparative study with texts from books of the same subject and the same levels used in some autonomous communities not subjected to nationalistic leanings. This is the study that our organization has performed, with the technical data and results presented below.

Of course, a realization of this study would be lacking in the realities of the classrooms, but that would be a task which other competences and resources would be entitled to, such as the "Inspección de Educación Autónoma" and the "Alta Inspección de Educación".

Syndicate AMES

2. REVISED BOOKS

In this study the textbooks of the subject "Environmental Knowledge" of the second cycle of Primary, that is to say, of the 5th and 6th years of Primary, of the seven main publishers that operate in Catalonia, have been reviewed. In order to analyze the differences to books of other autonomous communities, we also examined those of three publishers with broad dissemination of the Autonomous Community of Madrid. It can now be said **that politically biased ideological approaches have been found, that is, proposals that are defended only by certain political parties, that do so, even though they are not proposals in line with our constitution, so that they should not be taught in educational centers of a constitutional state.** The textbooks of this topic reviewed in this paper are listed alphabetically by publisher's name, are the following:

A) REVISED BOOKS OF CATALONIA

- 2.1.- Editorial Barcanova. Libro de 5º de Primaria en Cataluña
- 2.2.- Editorial Barcanova. Libro de 6º de Primaria en Cataluña

- 2.3.- Editorial Baula. Libro de 5º de Primaria en Cataluña
- 2.4.- Editorial Baula. Libro de 6º de Primaria en Cataluña

- 2.5.- Editorial Cruilla. Libro de 5º de Primaria en Cataluña
- 2.6.- Editorial Cruilla. Libro de 6º de Primaria en Cataluña

- 2.7.- Editorial Edebé. Libro de 5º de Primaria en Cataluña
- 2.8.- Editorial Edebé. Libro de 6º de Primaria en Cataluña

- 2.9.- Editorial La Galera. Libro de 5º de Primaria en Cataluña
- 2.10.- Editorial La Galera. Libro de 6º de Primaria en Cataluña

- 2.11.- Editorial Santillana. Libro de 5º de Primaria en Cataluña
- 2.12.- Editorial Santillana. Libro de 6º de Primaria en Cataluña

- 2.13.- Editorial Vicens Vives. Libro de 5º de Primaria en Cataluña
- 2.14.- Editorial Vicens Vives. Libros de 6º de Primaria en Cataluña

A) REVISED BOOKS OF THE COMUNIDAD OF MADRID

- 2.15.- Editorial Edelvives. Libro de 6º de Primaria en Comunidad de Madrid

- 2.16.- Editorial Santillana. Libro de 5º de Primaria en Comunidad de Madrid
- 2.17.- Editorial Santillana. Libro de 6º de Primaria en Comunidad de Madrid

- 2.18.- Editorial SM. Libro de 5º de Primaria en Comunidad de Madrid
- 2.19.- Editorial SM. Libro de 6º de Primaria en Comunidad de Madrid

None of these books has suffered, as far as we know, any explicit intervention or disapproval of the Administration on its specific content, either on its adjustment to the provisions of the common state curriculum, or on its respect for the principles of the Constitution of 1978. In this regard, the obligation of textbooks to comply with the regulations on the curricula, it should be remembered that from the LOCE, the law that was approved on December 23, 2002 (BOE of 12/24/2002), established that textbooks would no longer require prior authorization from the Administration. Specifically, in its third additional provision, it says: "*The didactic coordination bodies of public schools will choose textbooks and other curricular materials, whose editing and adoption will not require the prior authorization of the educational Administration.*" Although this law was repealed, this same criterion was maintained in the following education law, the LOE, which was approved on May 3, 2006 (BOE of 5/4/2006). Thus, in the second point of its fourth additional provision it says: "*The edition and adoption of textbooks and other materials will not require the prior authorization of the educational Administration.*" The requirement of prior administrative authorization of teaching materials and textbooks, in force during the Franco era, was therefore duly decentralized and transferred to the Autonomous Communities, which regulated and applied it rigorously, until the end of 2002. Anyway, before and after, the State reserved a certain degree of intervention through the "Alta Inspección"⁽²⁾ that, among its competences, has as its own the one of "*checking that [...] the text books and other didactic material are adapted to the minimum teachings and that these are taught in compliance with the provisions of the state law on basic compulsory subjects of the respective curricula*", as established in the third article, first, Royal Decree 480/1981, of March 6 (BOE of 3/3/1981). On the other hand, the autonomic Llei 12/2009, of July 10, of education (LEC) (DOGC of 16/7/2009), assigns to the inspectors of education the attribution of "*Examine and check the adequacy of educational projects or the rest of the academic, pedagogical and administrative documentation of the centers*", as established in article 179, 1. c).

The valid criterion of trust in good faith and democratic sense of those involved - Educational and editorial administrations - has not been removed by the current LOMCE, a law that was approved on December 10, 2013 (BOE of 12/10/2013). In our opinion, given the abuses and breaches of good faith that are stated and shown below, this criterion should be removed and **redemand the prior authorization by the educational Administration of any textbook and any teaching material that is used in the educational centers.**

On who has the competence to define the curricula of the textbooks and the obligation to enforce them, in section 6.1.e of Article 6 of the LOMCE it is said that it corresponds to the Government "*The design of the basic curriculum, in relation to the objectives, competences, contents, criteria, standards and learning results, with the goal to ensure common training and the official nature and validity throughout the national territory of the degrees referred to in this Organic Law.*" And in article 6.1.d of the same legal norm it is said that it is the Government's responsibility to use "*the „alta inspección“ (high inspection) ... to ensure compliance with the obligations of public authorities.*

In Annex 1 you can consult the contents for the six courses of Social Sciences, established first, in Royal Decree 126/2014, of February 28 (BOE of 3/31/2014 and, later, in DECREE 119/2015 , of June 23, on the teaching of primary education in Catalonia (DOGC of 26/6/2015).

Regarding the language in which they are written, this study is limited to observing **that all the texts are analyzed and used in Catalonia are written exclusively in the Catalan language, while all the texts analyzed and used in the Community of Madrid are in Spanish or Castellano.** Therefore, they would rely on the provisions of section 2 of the LEC article, on the language of the didactic material and the textbooks, although, going further than the law itself, which, in order to respect constitutional doctrine, establishes its mandate not exclusively but "normally", that is, not always or with exclusion. Legal or not, or the social suitability or not of this exclusivist linguistic option, are aspects that would merit other specific studies that go beyond the scope of this work, although, **it does not escape anyone that the exclusive use of the Catalan language in these textbooks -and, presumably, in the classrooms-, all of which will have been examined and verified by the Autonomous Community Educational Inspectorate (and, apparently, approved and accepted), is already a minor component in the delivery and establishment of an openly partisan and exclusivist country model, alien to the constitutional model.**

Some examples with clear intent of partisan ideological indoctrination found in each of the books, are detailed next.

A) REVISED BOOKS OF CATALONIA

2.1.- Editorial Barcanova. Cicle Superior 1 de Primària. 2015. Medi natural, social i cultural. (ISBN: 978-84-489-2401-0).



The most criticizable aspect of this book is that history focuses solely on the history of Catalonia, from prehistory to the Middle Ages (units 12 to 15). Spain as such is not dedicated a page. All the text is dedicated to what happened in Catalonia in terms of symbols, ways of life and progress of art. Due to this, the text transmits a vision of history in which Spain, as a nation, has very little relevance and its interventions regarding Catalonia are confrontational.

On page 170, when referring to the political organization of Catalonia, the concept of "provinces" is not cited as it is done in Spain, but that of counties (comarcas). Specifically, it is said that it is constituted by 41 counties that comprise 946 municipalities. Reality is denied, and students are deceived.

On page 172, it is said that the Statute of Catalonia is the most important law in Catalonia, which is not true because, above this, is the Spanish Constitution. This deception will generate difficulties in the student's opinion in cases of confrontation between both laws. Below it is said that in culture, tourism, fishing and transport only the Parliament and the government of Catalonia intervene, since they are exclusive competences. This text is not adjusted to reality, since the transmediterranean corridor is a historical claim of Catalonia against Spain and affects several CCAA⁽³⁾ as well as the Catalan, the Transversal⁽⁴⁾ is fully paid by the Ministry of Transport, as well as the AVE Madrid Barcelona, etc. It is evident that Spain as an entity is required to disappear, an entity that invests part of its resources in Catalonia.

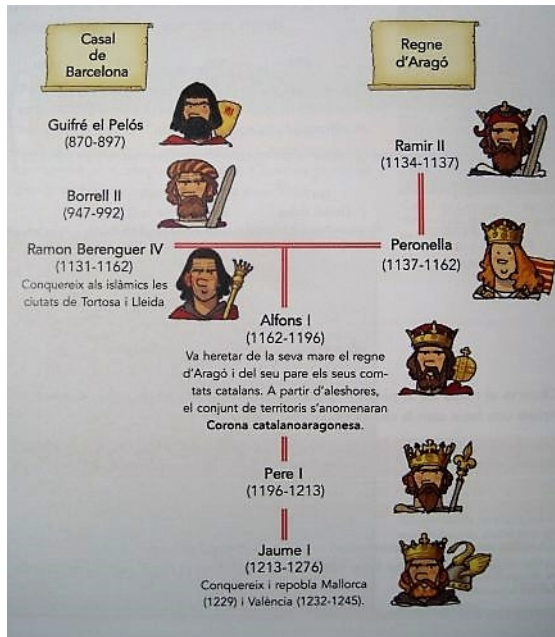
On page 176, to refer to Spain, it is called "the State", while to refer to Catalonia it is said "Catalonia". With this way of referring to Spain, what is being pursued is that the student may not know that there is a reality called Spain, that is, that his State is Spain and he is a Spanish citizen, except for students without Spanish nationality. And, if in addition one exposes the things that we have done together and those that we can do if we stay together as good friends, it surely would generate in the students the feeling of feeling Spanish.

On page 196, it is said that the first inhabitants of Catalonia were the Iberians and that they were "independent" tribes until the Roman occupation of the third century BC. It would be more correct to say that they were "free" or "isolated" tribes, not to say that they were "independent", since "independent" implies that they had relations with their neighbors, each maintaining their sovereignty, and at that time what predominated was the lack of relationships with the other tribes. It seems that one wants to introduce the idea that Catalonia already existed in the time of the Iberians, the current Catalans are its descendants and, therefore, we have the right to recover the independence that our Iberian predecessors had.

On page 199, it is said that the Romans entered Catalan territory in 218 BC. and they occupied it militarily, little by little. This favors the idea that Catalonia already existed and was invaded, when in reality at that time there was no concept at all of Catalonia

Els romans van entrar al territori català l'any 218 aC i el van anar ocupant militarment a poc a poc.
A partir del segle I aC tot el territori català estava romanitzat. S'hi van anar instal·lant molts soldats llicenciats de l'exèrcit i colons romans als quals donaven terres per cultivar. L'ús de la llengua llatina es va anar generalitzant.

On page 216, one talks about the Catalan-Aragonese Crown, which, as has been said previously, is an invention of some independence historians, since what existed was the Kingdom of Aragon, which is what all the writings are about of that time



2.2.- Editorial Barcanova. Cicle Superior 2 de Primària. 2014. Medi natural, social i cultural. (ISBN: 978-84-489-2405-8)

In this book only two lessons are devoted to the geography of Spain (number 9, dedicated to physical geography, and number 10, dedicated to population, economy and a single page dedicated to its political organization). In contrast, in the previous book, the 5th year of Primary, three units are dedicated to the geography of Catalonia (number 9 dedicated to climate and relief, number 10 dedicated to population and economy, and number 11, dedicated to political administration). The logical thing would be that Spain, which has a greater extension and a political structure that encompasses the political structure of Catalonia, will be dedicated at least three lessons as well.

Regarding history, as in the previous book, the most criticizable aspect is that it focuses almost solely on the history of Catalonia. Only the page 205 is dedicated to the kings of Spain in the Modern Age; to the absolutism of kings, page 209; to the kings of Spain in the Contemporary Age, only six pages (from 240 to 245) are dedicated to them, and to the civil war, the Francoism and the later democracy, only four pages (from 246 to 249). The rest of the book focuses on what happened in Catalonia, its confrontations with the governments of Spain and events of agricultural, scientific and industrial progress, with examples basically from Catalonia. Because of this the text conveys a vision of history in which Spain, as a nation, is very little relevant, its interventions with respect to Catalonia are always negative, monarchies in general are harmful, while Catalan rulers are always presented as good, that is, as heroic defenders of their people

On page 205, instead of saying kingdom of Aragón it is said "catalanaragonese crown". In addition, instead of saying Carlos I of Spain and V of Germany they say Carlos I of Castile and of Catalonia-Aragon. This, in addition to inventing a new political entity called "Catalonia-Aragón", is one more example of the enormous efforts made by the authors not to say "Spain" and thus prevent anyone from knowing its existence.



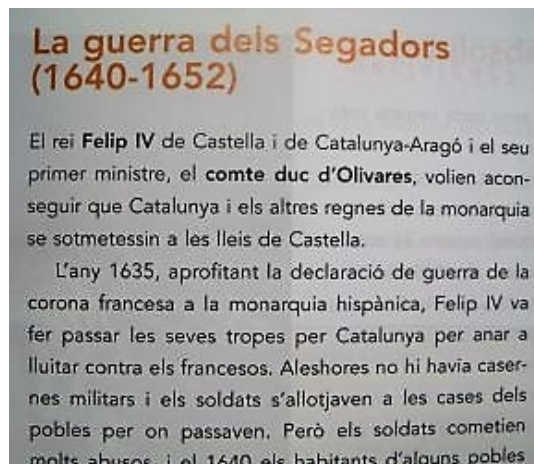
On page 209, it is said that the Spanish kings had imposed absolutism in Castile, where they could collect taxes and recruit citizens to make them soldiers, but they had not been able to do so in Catalonia, where the Generalitat and the Catalan courts shared power with the monarch. Once again some are presented as bad and others as good. The reality is that the military defense of any part of a State corresponds to the army of that State, that its constitution and economic maintenance must be shared by all citizens of that State and that it can not be accepted that a party does not want to do so.

Els reis hispànics havien aconseguit imposar l'absolutisme a Castella, on podien cobrar impostos i mobilitzar soldats. Però no ho havien pogut fer a Catalunya, on la Generalitat i les Corts compartien el poder amb el monarca.

D'acord amb les lleis de Catalunya, els reis no podien cobrar impostos sense l'autorització de les Corts. Els catalans tampoc no podien ser reclutats per l'exèrcit si no era per defensar la pròpia terra.

On page 210, there is no mention again of the kings of Spain, but of the kings of "Castella i Catalunya-Aragó", with which the authors manage to make the name of "Spain" disappear and as no one can appreciate what one does not know, one prevents a feeling of Spanish identity arising. In addition, it is said that Philip IV wanted to impose the laws of Castile to Catalonia, when what they wanted was to end the privileges of the rulers of Catalonia, who did not want to contribute men and economic resources to the formation of the army, as did the other provinces and regions.

On page 210, when talking about the war "dels Segadors", it is not said that if Catalonia had supported Felipe IV before the French declaration of war in 1635, instead of allying with the French and after doing that, to declare the King of France Count of Barcelona, the war that ended with the peace of the Pyrenees and the loss of Roussillon and half Cerdanya, two territories that belonged to Catalonia, would certainly not have been lost. Once again, neither the betrayal of the Catalan rulers to their king nor the damage that this entailed for the integrity of their territory is recognized.



On page 211, it is said that in the War of Succession (1702-1714) the Catalans sided with Charles of Austria because they wanted to defend their right to self-govern, without saying that this was a betrayal of their king, since Carlos II had proclaimed Felipe de Borbón as his successor. Nor is it said that, if Carlos of Austria had won, that would not have meant that they already had self-government. Likewise, it is not said that many Catalans were in favor of accepting Felipe de Borbón, that is, Felipe V.

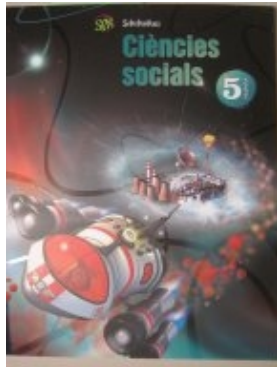
On page 246, a photo of Macià⁽⁵⁾ is shown on the balcony of the Palace of the Generalidad addressing the citizens, and it is omitted that at that moment, on April 14, 1931, what Macià is doing is proclaiming the Catalan Republic, thus failing to comply with the laws in force, given that it was not until December 9, 1931 that the Spanish Constitution of 1931, in which Spain was established as a Republic, would be approved.



On page 246, in the last section, which has 12 half lines, the Esquerra Republicana de Catalunya party is named three times, while when referring to other politicians of that time, it does not mention which political party they belonged to.

On page 246, in the last two lines, it is said that Lluís Companys was appointed president of the Generalitat, without saying that, in breach of the laws in force, he unilaterally proclaimed the "Catalan State", which led to the suspension of Catalan autonomy in 1934 by the government of Spain, with a police confrontation that involved more than 40 deaths.

2.3.- Editorial Baula. 5è de Primària. 2014. Ciències socials 5 Primària. SuPerPixèPolis. (Grupo Editorial Luis Vives). (ISBN: 978-84-479-2786-9).



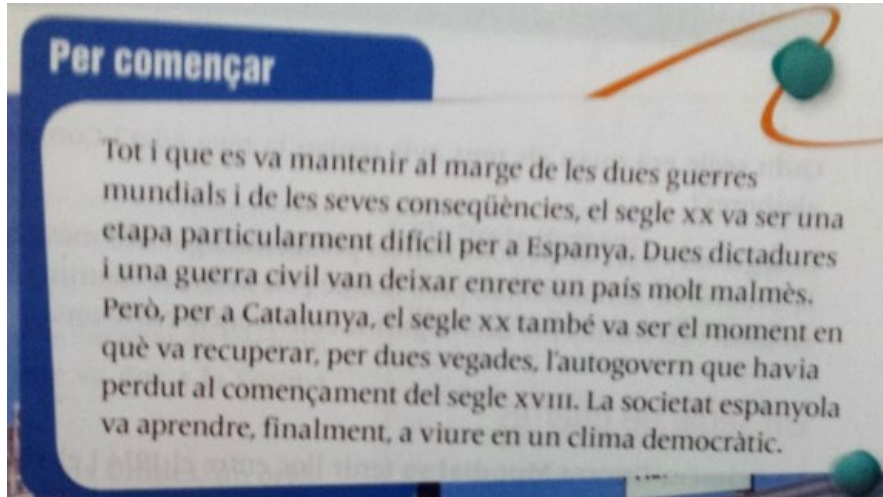
On page 124, a correct explanation of the "dels Segadors" war is made. But, in the "Wide" sidebar, it could have been explained that what Philip IV asked for was that Catalonia contribute resources and men for war, in the same way that the rest of the provinces did (the so-called Union of Weapons). The Catalan courts rejected it in 1626 and even in 1635, when Louis XIII of France declared war on Spain. Following this rejection of Philip IV, the Catalan leaders came to name the French King Count of Barcelona. This led to Catalonia, first, to be occupied by the French army, which exerted great abuses on the population, and, second, to lose the Roussillon and half Cerdanya.

All was not lost in the end because Felipe IV recovered Monzón and Lérida. In short, not wanting to cooperate in the defense of Spain led Catalonia to the definitive loss of part of its territory. None of this is said in the text.

On page 125, a correct explanation of the war of the succession is made, but it could have been added that not all the Catalans were supporters of Carlos of Austria, nor that not all the citizens of the rest of Spain were supporters of Felipe V.

2.4.- Editorial Baula. 6è de Primària. 2015. Ciències socials 6 Primària. SuPerPixèPolis. (Grupo Editorial Luis Vives). (ISBN: 978-84-479-2953-5).

On page 113, it is said that in the twentieth century Catalonia regained its self-government twice, which it had lost in 1714, and that finally Spanish society learned to live in a democratic climate. That is to say, it is understood that the Catalan autonomous government always behaved well and that it was the rest of Spanish society that had to learn to behave democratically, when it was President Lluís Companys who, instead of accepting the result of the elections, in October of 1934 proclaimed unilaterally the Catalan State, which led to Catalonia losing its Statute of Autonomy.



2.5.- Editorial Cruïlla de 5è de Primària. 2014. Coneixement del medi. Ciències socials i ciències naturals. Construïm. Cicle superior. 5è Primària. (ISBN: 978-84-661-3579-5).i

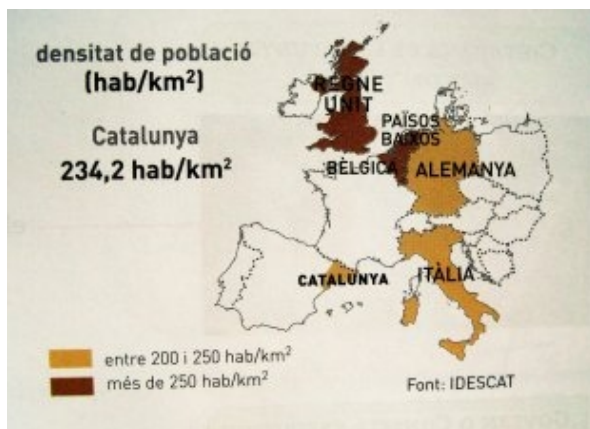


On page 135, the organization of Catalonia with its identity characteristics is presented without any reference to Spain or the Spanish language. When referring to the government institutions, only reference is made to the "Parlament", the "President of the Government" and the "Govern", without any reference to the Congress of Deputies, neither to the King nor to the Government of Spain. Surprisingly, it is said that Barcelona is the capital of Catalonia, in the same way that Paris could be said to be the capital of France



On page 136, the "war dels segadors" is presented as a war between Catalans against Spaniards, specifically against the troops of Philip IV, instead of presenting it as a conflict between the King of Spain and a part of the local powers of a territory, which did not want to contribute to the maintenance of the army, as the authorities of the other territories did, an attitude that they maintained even when France declared war on Spain.

On page 137, Catalonia is compared not with other European regions, but with other European countries such as Italy, Germany, Belgium and the United Kingdom. It is said that Catalonia is a European region and defines "European region" as a territory that "may have its own government". It is said that Catalonia's own language is only Catalan and that its culture, symbols and parties are only those that are not common with the rest of the regions of Spain.

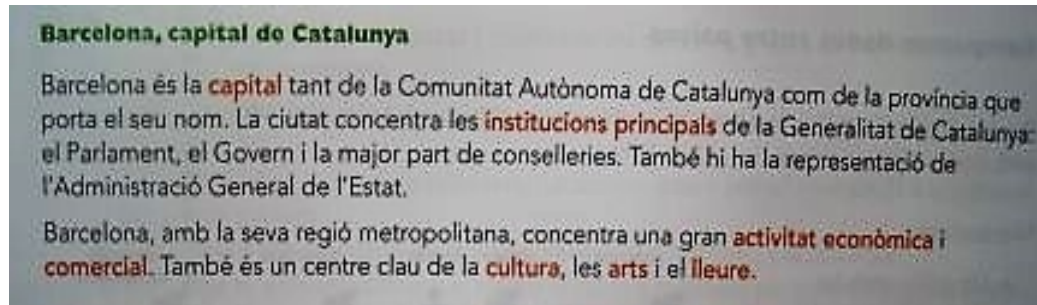


On page 138, when talking about the political organization of Catalonia, again any reference to Spanish institutions (Congress of Deputies, Senate, Superior Court of Justice, Monarchy, etc.) is omitted..

On page 139, it is said that the main law of Catalonia is the "Estatut", without making any reference to the Spanish Constitution. In addition, it is said that the Government of Catalonia is the institution that organizes the self-government of Catalonia, without any reference to its obligation to comply with and enforce the laws of Spain.

On page 143, it is said that the Generalitat applies the laws approved by the Parliament of Catalonia, also without any reference to its obligation to comply with and enforce the laws of Spain.

On pages 144 and 145, the city of Barcelona is presented as the capital of Catalonia, as if it were the capital of a State, not as a city of a State that has another city that is its capital.



On page 146, an activity is proposed based on a table of different European countries with data on the number of inhabitants and areas, in which Spain appears with its 47 million inhabitants, and Catalonia appears with its 7.5 million inhabitants, as if they were two different States. They are asked to compare their population densities, which is not very didactic since one includes the other, thus showing the intentionality of inducing the idea that they are two different states.

On page 148, reference is again made to the symbols of Catalonia and its cultural customs, without making any reference to the political and administrative institutions of the State, its symbols, the Spanish language and all cultural aspects (customs, food, parties, etc.) that we share with the other autonomous communities.



2.6.- Editorial Cruïlla de 6è de Primària. 2014. Coneixement del medi. Ciències socials i ciències naturals. Construïm. Cicle superior. 6º Primària. (ISBN: 978-84-661-3825-3).



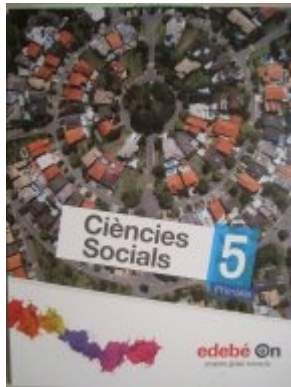
Page 59 is the only page that is dedicated to the government of Spain in the upper cycle of Primary, which, as usual, is called "Spanish State", while in the previous book, the 5th of Primary, 20 pages are devoted to explain the government of Catalonia. On the other hand, on this page 59 there is no reference to the fact that the Government of Spain also belongs to Catalonia.

On page 189, it is said that the Spanish King Philip V promulgated the Nueva Planta ⁽³⁾ and that he suppressed many laws and institutions of Catalonia, without saying why, so this king of Spain is presented as an unjust person that hated Catalonia. Again and again, books indoctrinate not only with what they say and is partisan, but with what they do not say and should say.

La Guerra de Successió

El 1700 el rei espanyol Carles II va morir sense fills. Carles d'Àustria i Felip de Borbó eren els dos candidats al tron. Els dos bàndols es van enfrontar en la **Guerra de Successió** (1702-1714), que va guanyar Felip. Tot seguit, Felip V va promulgar com a nou rei el **Decret de Nova Planta** (1716), que suprimia les lleis i les institucions de Catalunya, prohibia l'ús del català i imposava les lleis de Castella.

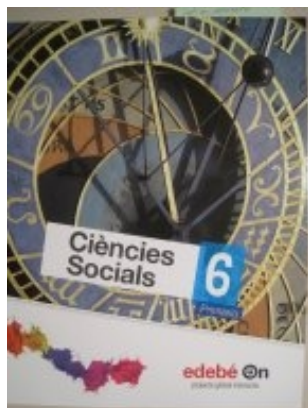
2.7.- Editorial Edebé. 5è de Primària. 2014. Ciències socials 5 Primària. Projecte global interactiu. (ISBN: 978-84-683-1468-6).



On page 73, it is asked what is the official language of Catalonia, when the social and legal right would be to ask what are the two official languages of Catalonia.

On page 73, it is asked what are the national symbols of Catalonia, when one should ask what are the symbols of the Autonomous Community of Catalonia, where a large part of the citizens, individually, have as symbols those of the rest of Spain, of which the text says nothing.

2.8.- Editorial Edebé. 6è de Primària. 2015. Ciències socials 6 Primària. Projecte global interactiu. (ISBN: 978-84-683-2078-6).



There is no criticism to make. Everything seems to be correct.

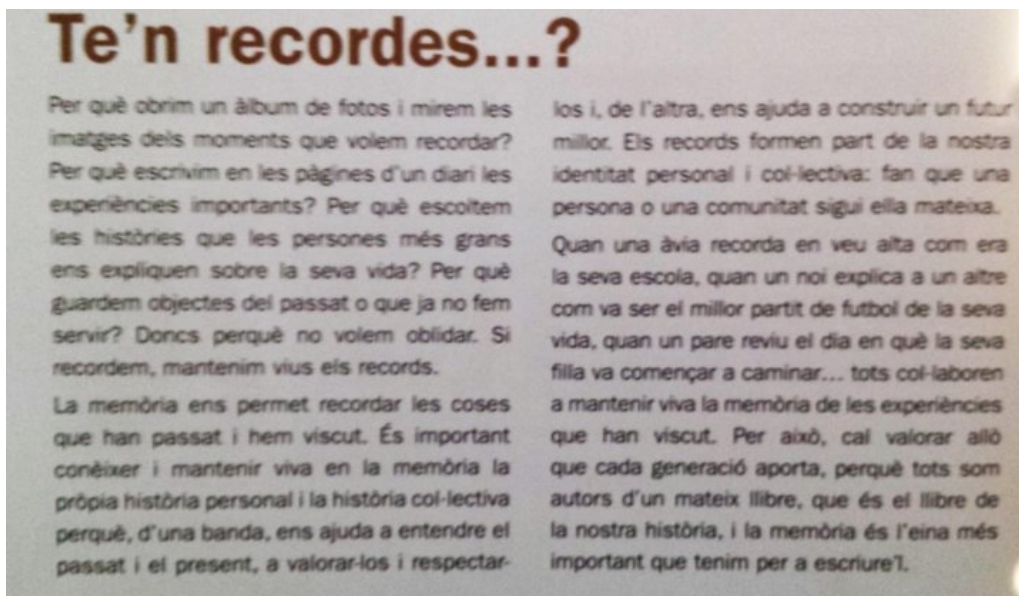
2.9.- Editorial La Galera. 2014. Coneixement del medi. Projecte Tram 2.0. Cicle superior. 5è Primària. (ISBN: 978-84-412-2203-8).



On page 23, a map of Europe is presented, in which the Iberian Peninsula is shown with the same color as Europe, because it is part of it, and in which Portugal and Spain are distinguished, without any change in color between them, while Catalonia differs from the rest of Spain with a different color. Therefore, the idea that Catalonia is a unique and different territory is transmitted.



On page 266, the importance of the study of history to define the collective identity in the form of "community" and not of "society" in the modern sense is highlighted, as if they were ahistorical concepts and, therefore, permanent and essentialist, from which is deduced the duty to defend it. This is using history as an identity alibi for identity.



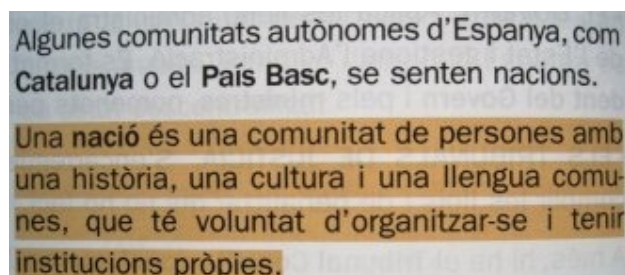
2.10.- Editorial La Galera. 2014. Coneixement del medi. Projecte Tram 2.0. Cicle superior. 6è Primària. (ISBN: 978-84-412-2205-2).



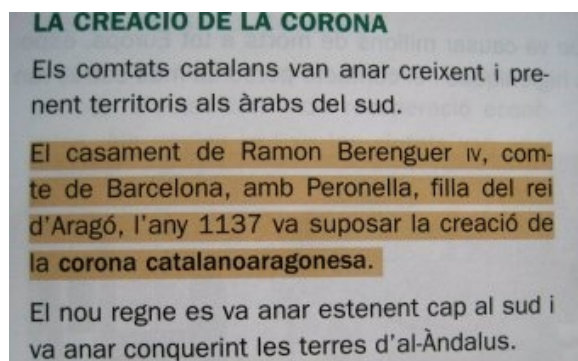
On page 172, it is said that the main law of Catalonia is the Statute of Autonomy. It is not said or given to understand that the main law of Catalonia is the Spanish Constitution and, only in second place, is the Statute of Autonomy.

On page 178, it is said that Catalonia and the Basque Country feel like nations. This implies accepting that communities or peoples are subject to rights that constitutionally do not correspond to them. Many citizens feel that their nation is Spain and that Catalonia is only an autonomy. In this case, as in others, metonymy, the part for the whole, is used, which is a partisan fallacy, since the feeling of part of the citizens of Catalonia is presented as that of its entire population.

On the other hand, the insistence on "a" history, "a" culture and "a" language in defining what the nation is, discards proven facts such as that the Spanish nation (and other nations of the world) admits within itself various forms of culture and diverse languages. In addition, if that definition is true, Catalonia would not be a nation, since several cultures and several languages coexist in it (Castilian, Catalan, Aranese ...), apart from its really common language (spoken by almost 100% of its inhabitants) is Spanish.



On page 202, the talk is about the Catalan-Aragonese crown instead of talking about the kingdom of Aragon, which is the right thing to do and what appears in all historical writings, and as was logically always used, since the Aragonese Petronila was the daughter of a King, while Ramón Berenguer IV was only Count of Barcelona. The tendentiousness of that denomination is evident, since it pretends to make believe that, at that time, Catalonia was an independent kingdom.



On page 203, it is said that three representatives of each kingdom of the Catalan-Aragonese crown -Cataluña, Valencia and Aragón- met in the city of Caspe. This is incorrect, since Catalonia was never a kingdom, but part of the kingdom of Aragon. The tendency of that denomination is evident, since it pretends to make believe that previously Catalonia had been an independent kingdom.

L'any 1410, el rei **Martí I** va morir sense descendència. Aleshores tres representants de cada regne de la corona catalanoaragonesa —Catalunya, València i Aragó— es van reunir a la ciutat de Casp per a resoldre el problema. I es va acordar un successor en l'anomenat **compromís de Casp**: era **Ferran I**, de la dinastia castellana dels **Trastàmara**.

On page 218, it is said that Colón's trip was financed by the Catholic Monarchs, when the reality is that it was financed only by Isabel, the Queen of Castile. This is important since it explains why the later trade with America was led from Castile and not from Aragon.

On pages 220 et seq., Reference is made to Castile, and not to Spain, as an example of absolute monarchy. This suggests that absolutism was unique to Castile, as if it did not affect the whole of the Hispanic territories, including Catalonia⁽⁴⁾. In addition, the war "dels Segadors" and the War of Succession are presented as cases of defeat of the Catalans by the Castilians. It is unfortunate that the war "dels Segadors" is not presented as a conflict because Catalonia did not want to contribute to the defense of all of Spain, as the other territories did, and the war of the Succession as confrontation between two royal houses, each with supporters in all national territories. To present these wars to the children as clashes between Castilians and Catalans is biased, it is to indoctrinate the children, it is to arouse hatred towards a part of their compatriots.

On page 221, it is said that Philip V abolished the laws and institutions of Catalonia without saying a single word about the alignment of a part of Catalonia, in particular of Barcelona, against Philip V, and of having continued his confrontation even when England had abandoned the alliance. The tendentiousness of the text is evident in showing Catalan rulers as innocent victims of Spanish kings.

• **LA GUERRA DE SUCESSIÓ.** L'any 1700, la mort del rei sense hereu va provocar l'enfrontament entre dos candidats al tron en la **guerra de Successió**. En va sortir victoriós, l'any 1714, **Felip V**, de la dinastia dels **Borbó**, que amb els **decrets de Nova Planta** va abolir les lleis i les institucions de Catalunya i del conjunt de la corona catalanoaragonesa.

On page 223, bandits, like Joan de Serrallonga, are presented as people desperate for their economic situation, who only assailed the rich and who were highly valued by rural society. It is a little instructive message for children, since this justifies acting outside the law and live a life of crime. Perhaps, with this text we try to justify the current breach of laws by certain governments.

• **EL BANDOLERISME.** Les partides de **bandolers**, formades sobretot per camperols desesperats o, fins i tot, per nobles arruïnats, assaltaven i robaven els rics als camins.

Els bandolers actuaven al marge de la llei, però, en canvi, molts cops eren considerats uns herois i uns representants de la justícia per part de la societat rural, que sovint els donava suport.

El bandolerisme va aconseguir una forta implantació a Catalunya per ser un país muntanyós, molt castigat per la crisi i fronterer.

On page 235, the War of Succession is presented as something that would have affected only the "Catalan-Aragonese crown", when in reality it was the consequence of a Spanish and international conflict.

On page 243, Catalonia is presented as a nation similar to the Spanish ex-colonies in America, which later declared their independence. Then it is said that already in the nineteenth century the Bases de Manresa⁽⁸⁾ were promulgated as a

draft for the Statute of Autonomy. This approach encourages children to think that what is expected and good is that Catalonia ceases to be a colony and achieve its independence.

ments nacionalistes, lligats als ideals liberals, que defensaven la llibertat per als pobles i les nacions sotmesos a altres pobles o estats.

Les idees nacionalistes i les revolucionàries van arribar a les colònies d'Amèrica, que van decidir proclamar la seva independència de les potències europees.

A Catalunya, el nacionalisme es va consolidar a finals de segle XIX, quan es van promulgar les Bases de Manresa, un projecte d'estatut

On page 246, it is said that the war of 1936 was initiated by the Conservatives because they did not accept losing their privileges. It is said that these were supported by the Catholic Church and Nazi Germany, but nothing is said of the burning of convents a few days after proclaiming the Second Republic, between May 10 and 13, 1931, nor of non-acceptance on the part of the left nor of the right-wing government that had clearly won the 1934 elections, it does not say anything about the challenges to legality on the part of nationalists and anarchists. At the same time, it is presented as a mere conflict of interests between good and bad. It is a biased view and not a balanced one.

This is the subjective vision of history that defends some leftist parties, but it does not include everything that happened. Raising the history of Spain by presenting some as good and others as bad is to indoctrinate. Not including a brief reflection on the need to respect the norms of democracy and the dangers that can arise from not doing so is also indoctrination.

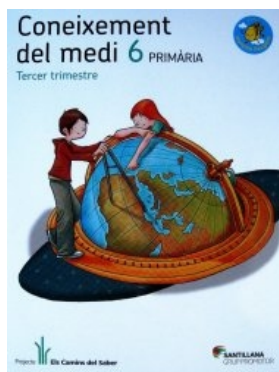
• **ELS FRANQUISTES** defensaven un sistema polític autoritari. Reben aquest nom com a seguidors del general **Francisco Franco**, el principal cap colpista. Van comptar amb el suport dels sectors més conservadors de la societat espanyola i també de l'Església i l'Alemanya nazi.

2.11.- Editorial Santillana. 2014. Coneixement del medi. 5 Primària. (ISBN: 978-84-9047-417-4)



This book, 5th grade of Primaria, dedicates 34 pages, from 108 to 141, to the geography of Catalonia, while it only devotes 4 pages to the geography of Spain, from 128 to 131, in the next book, the one of the 6th grade of Primary. This disproportion is, objectively, excessive, since you can not desire what you don't know.

2.12.- Editorial Santillana. 2014. Coneixement del medi. 6 Primària. Tercer trimestre. (ISBN: 978-84-9047-419-8)



On page 172, when referring to the administrative division of the territory of Catalonia, it says: “Comunidades e Comarcas y Provincias”, when it should be said: “Comunidades y Provincias y Comarcas”.⁽⁵⁾ This gives a different view of the territorial division into provinces of the whole of Spain, a division that is based on the 1978 Constitution (articles 138 and 141). Instead, the emphasis is placed on a particular division of Catalonia, derived from various laws of the Parliament of Catalonia (“Llei 6/1987, of 4 d'abril, de l'Organització Comarcal de Catalunya (DOGC of 04/04/1987 "And the" Llei 22/1987, of 16 de desembre, for which s'estableixen the Divisió i l'Organització Comarcals de Catalunya i ... l'Elecció dels Consells Comarcals (DOGC of 17/01/1990 ")), none of which puts into question the division into provinces and does not establish that the “comarcas” have a higher administrative rank than the provinces. The textbook, however, opts to give greater rank to the “comarcas” than to the provinces, it can be assumed that those are territorial organization’s “proper”

On page 174, instead of saying that Catalonia is one of the seventeen autonomous communities in Spain, it is said to be one of the seventeen communities of the Spanish state. This contributes to the creation of the image that Spain does not exist, that instead of a nation, there is a State constituted by different nations. Terminologically - and effectively -, Spanish State is to the Autonomous Community of Catalonia what Spain is to Catalonia, that should not be mixed, and less, in a partisan way, the two denominations of each entity. The wording of the text should read: "The Autonomous Community of Catalonia is one of the autonomous communities of the Spanish State", more appropriate, in this case, than any other possible wording: "Catalonia is one of the 17 autonomous communities of Spain". In any case, both alternative wording would maintain the terminological relationship State-autonomous community, Spain-Catalonia, something that is not achieved by the textbook.

Catalunya és una de les disset comunitats autònomes de l'Estat espanyol i està formada per quaranta-una comarques agrupades en quatre províncies.

L'**Estatut d'Autonomia** de Catalunya n'és la norma institucional bàsica i estableix que la **Generalitat de Catalunya** està integrada, entre altres institucions, pel **Parlament**, la **Presidència** i el **Govern de la Generalitat**. Els seus poders s'exerceixen d'acord amb l'Estatut d'Autonomia i la Constitució espanyola.

On the same page 174, when speaking about the rights of the citizens of Catalonia, it refers them to the Statute, and not to the Spanish Constitution, which, in reality, is the authentic basic institutional norm, from which the Statute of Catalonia derives. In addition, it does not speak of the competences of the Government of Spain and it is done, instead, of those of the Generalitat.

L'Estatut d'Autonomia també defineix la **Generalitat de Catalunya** com el sistema institucional en què s'organitza l'autogovern de Catalunya dins l'Estat espanyol.

L'actual Estatut és vigent des de l'any 2006.

On page 174, referring to Catalonia, it is said about its symbols, that is, we speak about the flag, the anthem, the blazon and the national holiday of Catalonia. The same is done when speaking of Europe, on page 180. On the other hand, when speaking of Spain there is no reference to its symbols, it is as if it were an entity that lacks a flag, anthem,

blazon and national holiday. Thus, it is difficult, first, for the child to learn that Spain really exists and, secondly, and above all, to awaken in him a sense of Spanish identity.

On page 190, instead of talking about "Reino de Aragón", which is what really existed, it is said "catalanoaragonesan crown"; This introduces the concept that Catalonia was in the past a single and larger kingdom, with a single crown, in hierarchical equality with Castile, which was a crown.

> Quan el 1516 Carles I va rebre les corones catalanoaragonesa i castellana, en desconeixia les llengües i els costums. Es va envoltar de consellers estrangers perquè l'ajudessin a governar, els quals van apujar els impostos. Aquests fets van provocar el 1520 dues revoltes: la de les **Comunitats**, per part de les principals ciutats de Castella, i la de les **Germanies**, per part de pagesos i artesans, a València, Mallorca i algunes zones de Catalunya. Va aconseguir sufocar-les totes dues, però des d'aleshores va nomenar consellers castellans.

On page 191, it is indicated that the Castilian crown benefited a lot from the "exploitation" of the American continent, it is written in a way that suggests in this context, two partisan messages: first, that the "exploitation" (condemnable action) was the work of Castilla, and, second, that the "Catalan-Aragonese crown" (insists on the concept) did not benefit from America as Castile (also condemnable discrimination). It is not said that in those times, the American territories were of the Crown of Castile, not of the Crown of Aragon, until the decrees of Nueva Planta⁽³⁾, when the political and administrative union of the two crowns was made. This is recognized by the authors on page 188, but then presented as a grievance.

Durant el regnat de Felip II, igual com en el de Carles I, la **corona catalanoaragonesa** va anar perdent poder polític i econòmic en favor de la **corona castellana**. Castella, on els reis van establir-se amb la seva cort, es va beneficiar molt de l'explotació del continent americà. 5

On page 194, it is said that Philip V promulgated the decree Nueva Planta⁽⁷⁾ that abolished the laws and institutions of Aragon, Catalonia, Valencia and the Balearic Islands, and that, instead, the fueros⁽⁹⁾ and institutions of Navarre were respected as were the Basque Country. By not saying that Navarre and the Basque Country (in reality, then, the lordship of Vizcaya, Álava and Guipúzcoa) remained faithful to the Bourbon cause, it seems as if the King of Spain, Felipe V, acted, in equal behavior, unfairly with some and not with others. This may give rise to feelings of animosity towards Spain due to this unjust discrimination and the consequent desire for reparation.

- Va promulgar els **Decrets de Nova Planta** (1707-1716), que suprimien les lleis i les institucions pròpies dels territoris que conformaven la corona d'Aragó, és a dir, Aragó, Catalunya, València i les illes Balears. En canvi, va respectar els furs i les institucions de Navarra i el País Basc.
- Va crear nous òrgans de govern, com les secretaries d'estat.

On pages 194 and 195, in relation to the War of Succession, there is talk of a civil war instead of putting the accent between two aspirants to the throne in the dynastic conflict of power at European level. In addition, when speaking of the Decrees of Nueva Planta⁽³⁾, it is omitted to say how beneficial it was for the territories of the old crown of Aragon to open Levantine ports to trade with the former colonies of Castile in America.

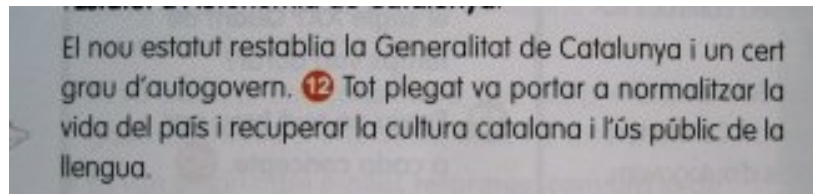
On page 204, the war of the French is mentioned, and there is no mention of the other denomination: "War of Independence" of Spain in respect to France.

On page 205, in the box with a green background, there is no mention of the importance of protectionism in favor of the Catalan industry during this period and others, at the expense of the Spanish market and that of the colonies.⁽¹⁰⁾

On page 210, it is said that the Statute of Autonomy of Catalonia of 1979 recovered the public use of the Catalan language, implying that it was previously forbidden to speak in Catalan, when in reality, some twenty years after the war, outside the official scope, people spoke in Catalan and in Spanish normally. That lamentation, which should have

served to reaffirm a bilingual schooling as the most normal, is used for the same thing that is criticized, as it serves to establish compulsory linguistic immersion⁽⁸⁾ in Catalan, without it the Spanish-speaking child, given his age, is unable to appreciate it as an unfair situation, but as a reality that must be admitted to be accepted by their teachers and classmates.

There is also talk that the Statute only provided a certain degree of self-government, with the clear intention of making believe that it was scarce and insufficient, when in reality the degree of autonomy achieved, administratively and culturally, with the transfer of competencies in almost all sectors, was already far superior to that of other regions of Europe.



On page 216, in the summary of the unit, Catalonia and Spain are presented, as if they were two different nations.

2.13.- Editorial Vicens Vives. 2015. Educació Primària. 5.1. MEDI. Ciències Socials.. (ISBN: 978-84-682-1479-5).



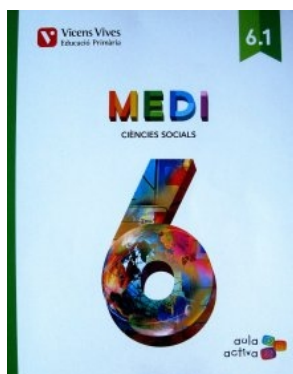
On page 112, when talking about the formation of the Crown of Aragon, it is said that with the conquest of Lérida (Lleida) and Tortosa, Ramón Berenguer IV completed the conquest of the territory of present-day Catalonia. This may make the child think that Aragón should also be part of the current Catalonia, since at that time they were together.

La unió dels dos territoris va donar més força militar a Ramon Berenguer IV, que va ocupar militarment els regnes islàmics de **Lleida i Tortosa**.

Amb aquestes incorporacions es va completar la conquesta del territori de la Catalunya actual.

1. Com es va formar el regne de la Corona d'Aragó? Fixa't en l'arbre genealògic i identifica els tres personatges que el formen.

2.14.- Editorial Vicens Vives. 2015. Educació Primària. 6.1. MEDI. Ciències Socials. (ISBN: 978-84-682-1584-6).

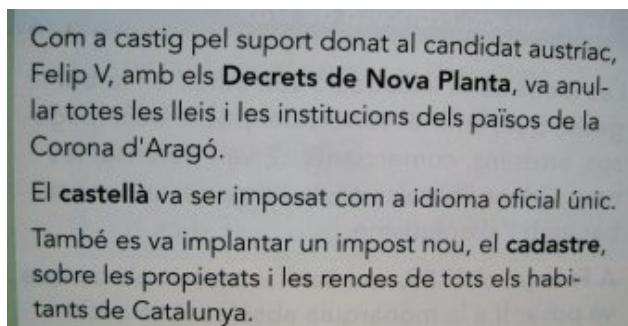


On page 63, when talking about the decree of Nueva Planta⁽³⁾, it is said that a new tax was introduced, the cadastre, on the properties and income of all the inhabitants of Catalonia and that Castilian was imposed as the only official language. All this is an exaggerated and decontextualized simplification:

1.- The cadastre aspired to be a single tax similar to the one applied in Aragon and Valencia (in those territories it existed but had another name: the Valencian equivalent, the Mallorcan General Size and the Aragonese Unique Contribution) and that equaled the fiscal charges with those of Castilla. It is, in general, admitted that this fiscal simplification had beneficial effects at an economic level (although not everything was wonderful because the old fiscal charges did not disappear over night for the common people).

2.- Regarding the language, if you consider that the official language of the government agencies and practically in the audiences imposed was Castilian, we must bear in mind that before, the official language was Latin, so that the imposition of Castilian was a great progress by which the Catalans could better understand the judges and their sentences. Catalan authors tell this fact that the use of the Catalan language in the courts of law was forbidden, which is not entirely accurate.

On the other hand, the book does not say that Catalonia kept its currency, the exemption of the fifths and the use of Catalan in primary school.



On page 67, the nationalism of the "Renaixença" is not related to romanticism and antiliberal Carlism, typical of that period, ally of the Church of Rome (confiscation of Mendizábal), and supported by it, which idealizes the forms of life and the power of feudalism owned to the Old Regime.

On page 76, when speaking of the "Renaixença", it is said that "the political centralism of the Bourbon monarchy did not take into account the social, economic and cultural diversity of Catalonia". On this page, as on page 67, nationalist sentiment is presented as the natural and spontaneous response to the overwhelming and unjust Bourbon centralism. This instills in children the desire to free themselves from a yoke that undoubtedly harms those who live in Catalonia and, on the other hand, justifies the action of any government in Catalonia that acts without respecting the diversity of its citizens in terms of language, culture and tradition. With this, it is blocked or, at least, very difficult, that the children, that is, the future voters, can critically assess that Catalan society could perfectly be bilingual, as well as the damages that in the future may be caused by the fact that it is not

EL CATALANISME I LA RENAIXENÇA

El centralisme polític de la monarquia borbònica no va tenir en compte la diversitat social, econòmica i cultural de Catalunya.

Això va donar lloc a un sentiment nacionalista, que afirmava la personalitat pròpia de Catalunya i reclamava una descentralització de l'Estat. Això va originar el naixement del **catalanisme polític**.

A partir de mitjan segle XIX, lligat al sentiment catalanista, es va produir un moviment cultural i literari de recuperació de la llengua i dels símbols de la identitat catalana. És la **Renaixença**, que té en la celebració d'uns certàmens literaris anomenats **Jocs Florals** una de les seves expressions més conegudes.

On page 86, the Second Republic, which was proclaimed on April 14, 1931, is presented in an excessively favorable manner. On page 87, it is said that in 1934 the right won the elections and that they stopped the reforms undertaken before by the left, that in 1934 there were protests that were radicalized in Asturias and Catalonia, and that in 1936 a left coalition won again the elections and continued the republican reform process. Nothing is said of the burning of convents a few days after the proclamation of the Second Republic, between May 10 and 13, 1931, nor of the non-acceptance of the right-wing government by the left, who had clearly won the elections of 1934. Raising the history of Spain by presenting some as good and others as bad, is not to educate but to indoctrinate. On the other hand, it is neither educating nor teaching not to include a brief reflection on the need to respect the norms of democracy and the dangers of not doing so.

Tot això va comportar **tensions polítiques** i un augment de la **conflictivitat social**.

El 1933, les dretes van guanyar les eleccions i van paraitzar les reformes. L'any següent, el 1934, hi va haver protestes arreu del país, que es van radicalitzar a Astúries i a Catalunya.

L'any 1936, una coalició d'esquerres (**Front d'Esqueres**) va guanyar les eleccions i es va proposar continuar amb el procés reformista republicà.

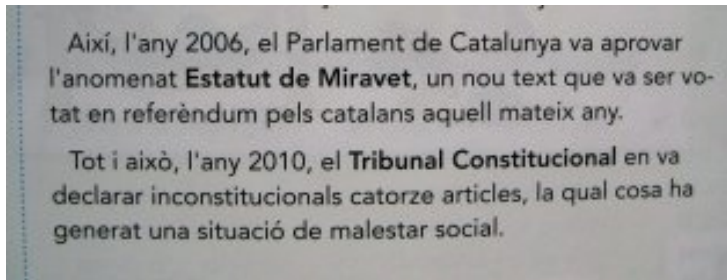
On page 110, when referring to the individual rights guaranteed by the Constitution, religious practice is ridiculed by showing a man, with a hat with a feather (Andean Indian), kneeling in the middle of the street before an idol of wood (primitivism of the religious man against the modernism of the character and the buildings in the background). It is evident that it is a lack of respect for religious practice.

✓ Llibertat per poder elegir una religió i practicar-la.



On page 112, referring to the cut by the Constitutional Court of 14 articles of the Statute of Autonomy of Catalonia drafted in Miravet, it is said that this has generated a situation of discomfort. This assessment is partisan since many citizens, who feel Catalan and also Spaniards, have seen that with this cut they have defended their rights. In addition, these articles violated the laws that had to be respected, so the responsibility of the discomfort corresponds to those who, knowing their illegality, introduced unconstitutional articles in the text of the Statute. Nor is it said that, in the

democratic process, any norm approved by the different parliaments, even if they have the favorable vote of a referendum, is subject to the supervision and ruling of the Constitutional Court to be definitely legal. Nothing of this is said and it is not taken into account that in the compulsory education of any country, that is, the one directed to the children, in the textbooks their institutions must be respected, as a first step to teach the children to respect them .



On page 114, a poster is shown that refers to Catalonia within the European Union. This poster is biased because Catalonia is within the European Union because it is part of Spain. In fact and by law, the European Union is only made up of states. Ignoring it, implying another thing, is a falsifying practice of reality.



On page 125, for an exercise of simple ordering of documents, one of those offered, among five more that look like quotidian, is the announcement of the proclamation of the Republic by Macià⁽¹⁰⁾ and, subsequently, by Companys⁽¹¹⁾ on behalf of the Catalan State.⁽⁹⁾ Such initiatives are presented as correct and it is omitted to say that they were an illegal challenge to the institutions of the democratic State that existed at that time, which made the repression of their leaders by the legitimately constituted power.



A) REVISED BOOKS OF THE COMUNIDAD OF MADRID

2.15.- Editorial Edelvives. 6º de Primaria. Ciencias sociales 6 Primaria. SuPerPixèPolis. 2015. (Grupo Editorial Luis Vives). (ISBN: 978-84-263-9662-4).

The signature of the publisher Edelvives in Catalonia is the Baula publishing house. Their covers are identical but instead the contents are very different, as shown below:

Index of the book, that Baula sells for Cataluña. 2015. ISBN: 978-84-479-2953-5	Index of book, that Edelvives sells for the Community of Madrid. 2015. ISBN: 978-84-263-9662-4
0. Everybody learns from everybody	0. Everybody learns from everybody
1. Mountains, valleys and the climate	1. Geography of Spaein
2. The landscape	2. Geography of Europe
3. The first and second sector	3. The beginning of the contemporary age in Spain
4. The third sector. The enterprise	4. The modernisation of Spain
5. Contemporary age: The 19th century	5. Spaein from the 20 th century today
6. Contemporary age: The 20 th and 21 st century.	6. The political and territorial organization of Spain

It should be noted that the book for the Community of Madrid only has 111 pages while in the text for Catalonia it has 151 pages. This is due to the fact that in the text for Madrid, only 43 pages are devoted to geography, while in Catalonia, 55 pages are devoted to it. On the other hand, the book for Catalonia includes two lessons dedicated to the Primary, Secondary and Tertiary sectors. Likewise, in History, lessons 5 and 6, 10 fewer pages are dedicated in the book for Madrid than in the book for Catalonia. In summary, the two texts are very different, although they share some paragraphs and many photographs, since they adapt to the curricular designs of two different autonomous communities. Thus, those of one community can not be used in the other. This means that in Catalonia, where the "normal" vehicular language, according to its Ministry of Education, is only Catalan, the Spanish version of the same publisher can not be used. Maybe this is why the Ministry of Education has established so many curricular differences.

On page 79 the talk is about the phases of the Second Republic. When referring to the reforming biennium it would have been opportune that, just as it is done when describing the Popular Front, it was explained that the right that had won an election could not finish its mandate due to the rebellion in the streets of the anarchists who did not accept those results or the decisions that the government made.

2.16.- Editorial Santillana. 2014. Ciencias Sociales. 5 Primaria. Aprender es crecer. Comunidad de Madrid. (ISBN: 978-84-678-6324-6)

This book presents the physical and economic geography of Spain as a whole, without a special section for the Community of Madrid, which reinforces the existence of a State called Spain and thus can awaken in the student the sense of identity of being a Spanish citizen.

On page 85 a map showing the existence of Spain as a unit in the sixth century is presented, citing the capital of Toledo in 589 with King Recaredo. Long before the Catalan counties became reality in the tenth century, what some Catalan authors deny for clear political partisan interests.

On page 86 another map is presented that again shows the existence of Spain as a unit in the tenth century, citing the capital of Cordoba in 929 with the Emir Abderraman III.

On page 90 the Camino de Santiago is explained and three activities are proposed that help to highlight the union that exists between the Autonomous Communities through which it runs.

On page 118 it is said that Philip V suppressed many laws in the territories of Aragon and Catalonia without explaining the reason, which is none other than their rulers allied themselves with Charles of Austria against Philip V.

2.17.- Editorial Santillana. 2015. Ciencias Sociales. 5 Primaria. Aprender es crecer. Comunidad de Madrid. (ISBN: 978-84-678-3333-1)

On page 78 it is clearly stated that although the statute of autonomy is the most important law of each autonomous community, it is after the Constitution. Affirmation that does not appear with this clarity in most of the textbooks of Catalonia.

On page 86 there is a whole unit dedicated to awakening the feeling of European identity, an essential aspect that is lacking in enough books to get to consolidate the European Union.

2.18.- Editorial SM. 5º Primaria. Savia. 2014. Ciencias sociales. Comunidad de Madrid. (ISBN: 978-84-675-7431-9).



The main aspect to highlight in this book is that its content is different from the contents of the books of Catalonia. The reason for this is that each Autonomous Community can adapt to its territory the curricula that appears in the Royal Decree that determines them, which is Royal Decree 126/2014, of February 28 (BOE of 03/1/2014). In practice, this leads to 17 different curricula in Spain and that of the aforementioned Royal Decree is only followed in the autonomous cities of Ceuta and Melilla, which are the only two cities where competences in education have not been transferred. This situation means that small publishers can not make books for all the Autonomous Communities and that the large ones offer three to seven different versions so that all the Communities find one that, more or less, adapts to what they have established. As they also have to serve them in several languages (Castilian, Catalan, Basque and Galician), and have even thought of offering them in several dialects (Andalusian, Aragonese, Leonese, etc.), the profitability of publishing companies is not assured. Many have stopped offering their books in some communities and only do so in some languages, and many of the small ones only do so in their own and in one language, all of which increases the price of books. It is another example of how the desire to govern in its autonomous community on the part of the autonomous political parties, precedes the possibility of survival of their own companies.

By way of example, the numerous content differences that SM publishers offer for the Community of Valencia and for the Community of Madrid in the 5th year of Primary School are shown below. (For Catalonia it does not offer a version in Catalan, so it does not adapt to its current regulations and, administratively, it can not be used in class).

Editorial SM. Ciencias sociales. 5 Primaria. Savia.

Index of the book sold to the Comunidad Valenciana only in castellano. 2015. ISBN: 9788467578249	Índex of the book sold to the Comunidad de Madrid. 2014. ISBN: 9788467574319
<ol style="list-style-type: none"> 1. From the universe to the earth 2. The climate 3. We are citizens 4. We are European citizens 5. The middle ages 6. The modern times 	<ol style="list-style-type: none"> 0. The Iberian peninsula 1. The beginning of the middle ages 2. The middle ages in the christian kingdoms 3. The modern times 4. The spanish people 5. The economic sectors 6. The money and the consume
The attached atlas is partly different to that for the Comunidad de Madrid.	The attached atlas is partly different to that for the Comunidad Valenciana

On page 14, it is very clear that in the sixth century the Visigoths already occupied almost the entire Iberian Peninsula, constituting a country, the so-called "Hispania", the name from which the name "Spain" derives. It is said that his people spoke in Latin, that they were Christians and that they had customs similar to those of the Romans. This point is highlighted given that in some texts in Catalonia it is insisted that Catalonia is older than Spain.



On page 16, the Islamic occupation of the Iberian Peninsula is shown on a map and on page 20 it is said that in 929 Emir Abderraman III founded the Caliphate of Cordoba, whose capital was Cordoba, thus corroborating what has been said before about the greater age of Spain over Catalonia.



2.19.- Editorial SM. 6º Primaria. Savia. 2015. Ciencias sociales. Comunidad de Madrid. (ISBN: 978-84-675-7582-8).



As an example of the diversity of the curricula, the contents that SM publishers offer for the Community of Valencia and for the Community of Madrid in the 6th Primary are shown below. (For Catalonia it does not offer a version in Catalan, so it does not adapt to its current regulations).

Editorial SM. Ciencias sociales. 6 Primaria. Savia.

Index of the book sold to the Comunidad Valencia (valenciano). 2015 ISBN: 9788467579062	Index of the book sold to the Comunidad de Madrid . 2015 ISBN: 978-84-675-7582-8
<ul style="list-style-type: none"> 0. The universe and the earth 1. The landscapes of Spain 2. The landscapes of Europe 3. The beginning of the modern times 4. Our recent history 5. The economic sectors 6. Money and consume 	<ul style="list-style-type: none"> 1. The landscapes of Spain 2. The landscapes of Europe 3. The beginning of the modern times 4. The conflict rich 20th century 5. Towards today's Spain 6. The European citizenship
The attached atlas is partly different from the one for the Comunidad de Madrid.	The attached atlas is partly different from the one for the Comunidad Valenciana

On page 74, referring to the Second Republic, it is not said that after the progressive period of Azaña (1931-1933), there followed a period of right-wing government (1933-1935) led by Lerroux, during which there was a serious anarchist insurrection that prevented his term from ending, this forced a new election that the Popular Front won. This should not be omitted, since it is a reference to the fact that in our country, in full democracy, the results of democratic elections have not always been respected.

3. RESULTS

To make an assessment on the degree of partisan ideological indoctrination that appears in the books reviewed, the contents established in the Royal Decree 126/2014, of February 28 and DECRET 119/2015, of 23 December, have been taken into account. June, which were already specified in the introduction. The results are shown in the following table.

Contents of partisan ideological indoctrination in the textbooks of the subject "Environmental knowledge (Geography and History)" of 5th and 6th grade of Primary Education of Catalonia, during the academic year 2016/2017..

	Political structures							History										Independent State Identity										Su ms									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27		28	29	30	31	32	33	34	35	
2.1 Baranova. 5° Cataluña	1	1	1	1				1		1																										6	
2.2 Baranova. 6° Cataluña	1									1		1		1		1	1	1														1					8
2.3 Baula. 5° Cataluña																																				0	
2.4 Baula. 6° Cataluña																			1																	1	
2.5 Cruïlla. 5° Cataluña				1	1	1								1									1	1	1	1				1						9	
2.6 Cruïlla. 6° Cataluña	1		1														1	1							1											5	
2.7 Edebé. 5° Cataluña					1																				1											2	
2.8 Edebé. 6° Cataluña																																				0	
2.9 La Galera. 5° Cataluña							1																										1			2	
2.10 La Galera. 6° Cataluña				1						1		1		1	1	1	1	1	1		1	1											1			11	
2.11 Santillana. 5° Cataluña	1																																			1	
2.12 Santillana. 6° Cataluña		1	1	1	1	1				1								1	1																	8	
2.13 Vicens Vives. 5° Cataluña											1																									1	
2.14 Vicens Vives. 6° Cataluña																		1	1	1	1		1					1	1	1				1	1	10	

19. The proclamation by Macià of the Estatut or / and by Companys of Catalan state is presented as a positive event.
20. In the Second Republic the right appears as bad and the left as good.
21. The independence of ex-colonies is related to the Bases de Manresa and then to the Statute of Autonomy.
22. It is made beliefg that before the Franco regime, in Catalonia everyone spoke in Catalan and nobody in Spanish.
23. It is said that the proper language of Catalonia is only Catalan and not also Castilian.
24. Catalonia is presented without any reference to Spain, nor to the Spanish language.
25. No reference is made to the obligation to comply with and enforce the laws of Spain.
26. There is talk of the Parliament and the President of the (catalan) Government and not of the Congress, the King and the Government of Spain.
27. Religious practice is ridiculed, as something inherent in superstitious attitudes.
28. The Constitutional Court is criticized and it is not taught that the laws have to be fulfilled even if you don't like them.
29. Catalonia is shown as part of the EU, without mentioning that this is a consequence of being part of Spain.
30. It is said that Barcelona is the capital of Catalonia, just as Paris is the capital of France.
31. Predominately citing a certain current political party, ignoring the others.
32. The term "community" is used instead of "society", to reinforce the collective unity of identity.
33. It is said that Catalonia and the Basque Country feel like nations, as if all its inhabitants think the same.
34. The Catalan uniformitarianism (catalanism) is presented as good and Spanish (Spanishism) as bad.
35. Catalan nationalist sentiment is presented as good and Spanish sentiment as bad.

As can be seen in the table, the **main global results** are

a) The books with the highest content of ideological indoctrination are:

1. Book of 6th grade of the publishing house "La Galera" (11 points)
2. Book of 6º of Primary of the publishing house Vicens Vives (10 points)
3. 5th grade book of the Cruïlla publishing house (9 points)
4. Book of 6th Primary of Barcanova (8 points)
5. Book of 6th Primary of Santillana Catalonia (8 points)

b) Second place for two books with 6 or 5 contents with doctrinal load. These are:

6. Book of 5th of Primary of Barcanova (6 points)
7. Book of 6 of Primary of Cruïlla (5 points)

c) Third place for the other texts, which are those that only contain 2, 1 or no content charged with partisan ideological indoctrination. These are those of the publishers Edebé and Baula in Catalonia and the three consulted from outside Catalonia that are: SM, Edelvives and Santillana.

- 1.- Barcanova and Cruïlla (14 points)
- 2.- La Galera (13 points)
- 3.- Vicens Vives (11 points)
- 4.- Santillana - Catalonia (9 points)
- 5.- Edebé (2 points)
- 5.- Baula (1 point)

e) It has been observed that the same publisher can do, for the same subject, an ideologically neutral book in one autonomy and, at the same time, another with a lot of partisan ideological load in another autonomy.

CONCLUSIONS

1.) **In the books for Catalonia of the publishers Barcanova, Cruilla, La Galera, Vicens Vives and Santillana one has reduced both the contents established by Royal Decree 126/2014 on the Geography and History of Spain of 5th and 6th of Primary, that the students will hardly be able to acquire them,** while they will receive the contents established by the Ministry of Education of Catalonia, on the Geography and History of Catalonia.

2.) **In many of the topics discussed in the aforementioned books, the differences between Catalans and citizens of the rest of Spain are greatly extolled, while what unites them is reduced or ignored.** History is presented as a constant confrontation between Spain and Catalonia, in which Spain always acts by coercing the freedoms, customs, traditions and language of Catalonia. In these interterritorial relations, we never talk about positive actions, common projects, joint successes, etc.

3.) **Many of the approaches contained in these books, encourage that, in large part of the students studying in Catalonia, different feelings are generated to those who study in the rest of Spain, who use other texts.** The sum of grievances and injustices, most likely arouse rejection, if not hatred, of the Spanish and aversion to being able to share the same project for the future.

4.) The lack of references to institutions, entities and shared norms (monarchy, constitution, government of Spain, state structures, educational, health, research, sports, defense, etc.) will induce **that Catalan students do not acquire the Spanish identity, meaning that they do not feel Spanish, but only Catalans.**

5.) **The Ministry of Education does not have the necessary mechanisms to control that in the educational centers, to which so much money is dedicated from all Spaniards, is taught only what is established by the Constitution and the general laws of formation and education, and not other things,** what they frequently cause is, that many students of certain Autonomous Communities wish to become independent from the rest of Spain. Up to this moment the High Inspection has been slowed down by the Ministry of Education itself in its action against partisan ideological indoctrination, and without any significant action on the part of the Ministry of Education itself.

6.) **The result of the current situation is an incessant growth in the number of outraged young people, for the messages they have received on the relations between Catalonia and the government of Spain, which are eager to end this situation.** At the same time, students who do not have independence feelings, do not dare to say it publicly in their centers, due to the atmosphere in them.

7.) **The best solution to straighten this situation, surely the only one, would be the establishment of external evaluations with academic effect at the end of Primary and at the end of ESO⁽¹²⁾, which should be the same for all the Autonomous Communities, applied and corrected by officials directly dependent on the Ministry of Education.** This would allow assessing if the students are receiving adequate knowledge about the structure of the State, the competencies of each Administration, the history and geography of Spain, the Spanish Constitution, etc.

The effectiveness of these tests is that students who did not know the established knowledge, would lose points in these tests, so there would be a change of ideological orientation of teachers in schools that were not doing well, in order that their students could obtain good results in these evaluations. Thus, in a few years, despite the fact that in its Autonomous Community other intentions were proposed, **the current partisan school ideological indoctrination on the part of the secessionist parties would end.**

Footnotes

(1)	Infantil	Kindergargen	3-5 years
	Primaria	Primary	6-11 years
	ESO	Sencondary	12-16 Jahre (Educación Secundaria Obligatoria)

(2) Alta Inspección = Senior Supervision

(3) CCAA = Autonomous regions

(4) Transversal is the Catalan motorway from Gerona to Lérida

(5) Francesc Macià i Llussà, a.o. President of the Generalidad of Catalonia

(6) Lluís Companys, successor of Francesc Macià i Llussà as President of the Generalidad of Catalonia

(7) Nueva Planta is a collection of decrees issued between 1707 and 1716 by king Felipe V of Bourbon, victor of the Spanish war of succession, by which laws and institutions of the kingdom Valencia, Aragon, Mallorca and the principality of Catalonia have been abolished, they all were members of the crown of Aragon, who had decided to side with the arch-duke Charles of the Habsburg monarchy.

(8) Bases of Manresa is a document from 1892, which has been presented as a project of the Catalan regional constitution by the Unió Catalanista before the council of the representatives of the Catalan organizations.

(9) The Fueros of Navarra are a collection of rules and privileges granted by the Spanish state for centuries to facilitate the integration into Spain since the 15. century.

(10) It is a reference to the fact, that for products originating from other countries, in particular from France and England, tax should be levied to protect the Catalan textile industry, Catalan agricultural products and other industrial products like machines.

(11) Immersion means, kids should be immersed into the Catalan language, ignoring that Catalonia is bilingual, whereby the majority speaks Castilian (Spanish)