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**Report on Level of Concordance of Historia 4, 6, 7 and  
9 School Textbooks, Published by Albas (Presevo)  
with the Primary School History Educational  
Programme in the Republic of Serbia**

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#### **Historia 4, Sonila Boçi, Albas, Tirana, 20115**

The Historia 4 textbook by Sonila Boçi contains four chapters totalling 56 pages. The topics featured in the textbook and its overall approach to the subject matter make it well suited for use at primary level.

The first chapter in the textbook is the Introduction to the Subject of History (pp. 5 – 20), consisting of the following subsections: 1. What is History?; 2. Keeping Time in History; 3. How We Study History; 4. Oral History; 5. Historical Maps; 6. The Family in History and Today. This introductory chapter explains basic topics of history as a discipline, such as the calendar and its history, historical sources, oral history, and historical maps and family and its development through the history of patriarchal society. The chapter regards the family as the most important social and historical unit, one which must be empowered and supported for the security of all of society. The heteronormative nuclear family is represented as the only type of family unit.

The textbook's second chapter is The Beginnings of Human Life on Earth (pp. 21 – 37), containing the following sections: 1. The Emergence of People on Earth; 2. People Mastering Nature; 3. The Birth of Civilisations; 4. Ancient Egyptian Civilisation; 5. Coastal Civilisations; 6. The Development of Society Today and in the Future. The chapter analyses the basic characteristics of prehistoric human communities in the Paleolithic and Neolithic eras and the development of civilisations in Mesopotamia, the Nile Valley, and the eastern Mediterranean (Phoenician and Greek civilisations). It also discusses the technological and informational development of modern society, stressing the need to protect the environment and noting possible dangers inherent in civilisation's progress.

The third chapter, entitled Beginnings of Human Habitation in Our Country (pg. 38 – 44), consists of three subsections: 1. Ancient Inhabitants of Our Country; 2. The Illyrian Way of Life; 3. Illyrian Art and Culture. These subsections deal with the earliest (Pelagian) populations located in the south-western Balkans, the earlier Illyrian tribes and kingdoms, and the industrial, societal and spiritual culture of Illyrian communities. The chapter closes with an overview of shared characteristics and differences between the Illyrians and contemporary Albanian people. The social changes which have taken place during the ages are noted, as are the legacies of historical continuity, such as language and the tradition of polyphonic singing.

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The fourth chapter is entitled Albania, Our Homeland (pp. 45 – 55) and contains five sections: 1. National Symbols; 2. National Holidays; 3. Important Institutions of the Albanian State; 4. Language and Populations in Albania; 5. Culture, Art and Science. This chapter deals with Albanian national and state symbols throughout history, Albanian holidays and institutions, the demographic structure of Albania, the history of the Albanian language, and art, culture and science in Albania.

Based on all of the above and considering the choice and range of topics and topical sections, the manner in which they are presented and the approach used in dealing with the subject matter – which has been adapted to children – we conclude that the Historia 4 textbook published by Albas does not completely conform to any educational programme for history in years 5 to 8 of schooling in the Republic of Serbia.

**Historia 6, Dr Tomi Treska and Menduh Dërguti, Albas, Tirana, 20128**

The Historia 6 textbook by Dr Tomi Treska and Menduh Dërguti contains fourteen chapters totalling 135 pages. Chronologically it encompasses prehistory, ancient history and the Middle Ages, in line with the curriculum for history in the fifth and sixth years of schooling in the Republic of Serbia.

The first lessons in the Historia 6 textbook deal with the subject of history as a discipline and chronology, which is in accordance with the content called for in introductory lessons in the fifth-year history curriculum in the Republic of Serbia. The textbook's first chapter analyses the basic characteristics of prehistory (pp. 13 – 16), and is in accordance with that segment of the fifth-year history programme in the Republic of Serbia. However, the chapter does not discuss the prehistoric excavation sites of the Central Balkans. The third chapter (pp. 25 – 26) deals specifically with prehistoric ancient Balkan tribes.

The textbook's second chapter (pp. 17 – 24) analyses the emergence of the first civilisations in the Nile Valley and in Mesopotamia, as well as civilisations of ancient India and China in the fourth and third millenniums BC. The fourth chapter (pp. 27 – 34) continues where the second left off and discusses the earlier civilisations of the ancient East (third millennium BC): the Egyptian, Sumerian, Assyrian and Babylonian states, Persia, India and China. For

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the most part, the content here is in accordance with segments of the fifth-year history programme relating to basic characteristics and cultures of ancient Eastern peoples.

The textbook's fifth chapter (pp. 35 – 51) details the history of ancient Greece all the way up to the Peloponnesian Wars. It analyses the Minoan and Mycenaean civilisations up to the Doric migrations and the Trojan War, as well as Greek poleis and colonisation, relations between Athens and Sparta, the Greco-Persian War, the age of Pericles in Athens, the Peloponnesian War and Greek culture. This chapter of the textbook completely conforms to segments of the fifth-year programme for history pertaining to Greek history up to the fifth century BC. In the same manner, the following chapter (pp. 52 – 55) discusses the history of ancient Macedonia and the Hellenistic era, and also completely conforms to that segment of the fifth-year history curriculum.

The seventh chapter (pp. 56 – 69), which revolves around Roman history, analyses the Etruscan civilisation and the beginnings of Rome, Roman conquests in Italy and the western Mediterranean, the Roman military, Rome's administration and provinces, the Roman Empire, political struggles, the division of the empire, the emergence of Christianity and Roman culture. This chapter is almost completely in line with the fifth-year history curriculum where it pertains to ancient Rome. However, the history curriculum emphasises Trajan's wars on the Danube, while the textbook does not.

The textbook's eighth chapter (pp. 70 – 73) goes into greater detail on the Balkan Illyrians, and for the most part is in line with the fifth-year history programme with reference to the Central Balkans in ancient times. This chapter deals with Illyrian tribes, states and culture in the Central and Southern Balkans (Epirus).

The section of the fifth-year history curriculum in the Republic of Serbia which deals with the Western Roman Empire and the Great Migrations is treated at the beginning of the textbook's ninth chapter (pp. 74 – 75), which revolves around the early Middle Ages.

From all of the above we may conclude that the first part of the Historia 6 textbook published by Albas (pp. 8 – 79) almost completely conforms to the educational programme for history in the fifth year of schooling in the Republic of Serbia.

The Historia 6 textbook does not specifically deal with the curricular content of introductory lessons in history in the sixth year of schooling in the Republic of Serbia pertaining to the basic characteristics of the Middle Ages and basic sources around its history. The textbook's ninth chapter, after a lesson on the fall of the Western Roman Empire (pp. 76 – 91), deals

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with the general history of the early Middle Ages, largely in accordance with the thematic segment of the sixth-year history curriculum pertaining to Europe and the Mediterranean in the early Middle Ages. The chapter analyses Byzantium, the emergence and spread of Islam, the Arab caliphates, the era and legacy of Charlemagne, the role of the Vikings, England from the fifth to the eleventh centuries, Slav migrations and states in Eastern Europe and the Balkans, and the Investiture Controversy. The textbook's next, tenth, chapter (pp. 92 – 101) continues where the ninth left off and adds onto it with topics related to the organisation of society in feudalism. It discusses the emergence of crafts and guilds, the development of medieval towns, the establishment of banks and the development of international trade, rural society and the emergence of feudal social structures based on strict hierarchies and vassal relationships, and the Crusades. Therefore this chapter partially conforms to the educational programme for sixth-year history in the Republic of Serbia where it pertains to Europe and the Mediterranean in the early Middle Ages (establishment of feudal society, etc.), and partially to segments of the sixth-year history programme pertaining to Europe in the late Middle Ages (the Crusades, the establishment and development of Middle Age towns, everyday life in the Middle Ages, etc.). The next segment prescribed by the curriculum, which deals with national history in the early Middle Ages, i.e. with the Serbs and their environment in the early medieval period, is not covered in the textbook.

The textbook's eleventh chapter (pp. 102 – 114) deals with the establishment of European monarchies from the eleventh to the fifteenth centuries; for the most part, it conforms to the segments of the sixth-year history curriculum pertaining to Europe in the late Middle Ages (the development and structure of feudal states). The chapter analyses the French and English monarchies, the Iberian Peninsula, Germany and Italy from the twelfth to the fifteenth centuries, their establishment and structure. The twelfth chapter continues on with these themes (pp. 115 – 119), and additionally discusses the creation of the empires in the East (Mongolian and Ottoman Empires), the Ottoman conquest of the Balkans and the fall of Constantinople, there by partially complying with segments of the sixth-year history curriculum pertaining to Serbian lands and their environments at the time of the Ottoman conquests. The textbook does not cover curricular content relating to national history of the late Middle Ages, i.e. of Serbs and their environment in the late Middle Ages. The textbook's thirteenth chapter (pp. 120 – 126) deals with Albania from the eleventh to the fifteenth

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centuries, as provided for in the sixth-year history curriculum: “Schools which use one of the minority languages may, aside from content relating to medieval history as given in the national programme, analyse lesson content from an expanded educational programme pertaining to the past of that people”.

The Textbook’s fourteenth and final chapter (pp. 127 – 135) discusses humanism and the Renaissance in Europe and in Albania. Therefore it partially covers segments of the expanded educational programme for history relating to the history of the Albanian national minority, and is also partially in line with segments of the sixth-year history curriculum pertaining to medieval culture (religious calendars, etc.) and to the emergence of humanism and the Renaissance, which topic provides the conclusion to a general overview of the European Middle Ages. From all of the above we may conclude that the second half of the Historia 6 textbook published by Albas (pp. 76 – 135) partially conforms to the educational programme for history in the sixth year of schooling in the Republic of Serbia.

**Historia 7, Menduh Dërguti and Dr Tomi Treska, Albas, Tirana, 20127**

The Historia 7 textbook, by Menduh Dërguti and Dr Tomi Treska, covers modern history, and contains ten chapters covering a total of 136 pages. The textbook’s subject matter, in those segments that focus on general modern history, partially conforms to the educational programme in history for the seventh year of schooling in the Republic of Serbia.

The textbook’s first chapter (pp. 7 – 22) deals with European society at the outset of the modern age; following this, the second chapter (pp. 23 – 38) discusses the European absolutist monarchies and conflicts of those times. These two chapters are completely in line with the overall thematic segment of the year 7 history curriculum which focuses on European history from the end of the fifteenth century to the end of the eighteenth century, and as such it can be used to cover part of the year 7 educational programme for history in the Republic of Serbia. The chapters focus on humanism and the Renaissance, the Reformation and Counter-Reformation, religious wars in Europe, on great geographical discoveries and the colonisation of the New World, and the establishment of modern European monarchies in England (1558–1603, 1603–1689), Spain, France under Louis XIV (1648–1715), Prussia and Russia.

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The textbook's third chapter (pp. 39 – 44) is dedicated to the Industrial Revolution, while the fourth chapter (pp. 45 – 65) discusses the Enlightenment, the foundation of the USA and the French Revolution, Napoleon, and South American struggles for independence. The fifth chapter (pp. 66 – 77) analyses European history from 1815 to 1850, including the Congress of Vienna, the economic, cultural and scientific development of Europe, the bourgeois revolutions of the 1830s and European revolutions in 1848/49. Chapter six (pg. 78 – 88) deals with the epochs of nationalism and Romanticism (1850 – 1871), covering the unifications of Germany and Italy as well as national issues faced by the Habsburg monarchy and the formation of the Austro-Hungarian empire, and civil war in the United States. The seventh chapter (pp. 89 – 105) deals with the Ottoman Empire and the Balkans from the sixteenth to the nineteenth century, and focuses on Ottoman conquests and society under Suleiman the Magnificent, progressive movements within the Ottoman Empire in the nineteenth century, struggles for Greek independence and the establishment of Greece, Serbia (the First and Second Uprisings and Milos Obrenovic's government; in this place we find that instead of Karadjordje the textbook uses the last name of Karadjordjevic), Bulgaria and Romania, as well as independence movements in Albania, Montenegro, Macedonia and Bosnia and Herzegovina. These chapters (pp. 39 – 105) are completely in line with the thematic section entitled "the age of revolutions" in the seventh-year history curriculum in the Republic of Serbia, which revolves around European history and world history from the end of the eighteenth century up to the 1870s.

Chapter eight (pp. 106 – 123) discusses the development of liberal democratic societies from 1871 to 1900, and focuses on the Industrial Revolution, the growth of modern cities and emergent of social issues, the global market, the Victorian era in Great Britain, the Third French Republic, Bismarck's Germany, the further democratisation of the United States, and the development of Russia from 1861 to 1903. The textbook's ninth chapter (pp. 124 – 132) discusses African and Asian countries in the modern era, specifically India, China and Japan, i.e. the European colonisation of Asia and Africa. The tenth chapter (pp. 132 – 136), the textbook's final chapter, deals with social movements at the beginning of the twentieth century, the development of new ideas and movements, and the emerging repercussions of imperialism and nationalism in the modern world. These chapters (pp. 106 – 136) do not fully conform to the topics specified in the history curriculum for year 7 of schooling in the Republic of Serbia, but they do represent a sensible and logical addition to the educational

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content of previous parts of the curriculum. Together, all the chapters discussed above (pp. 39 – 136) form a coherent whole following the overall development of societies during the “long nineteenth century”.

The Historia 7 textbook published by Albas does not deal with parts of the year 7 history programme in the Republic of Serbia pertaining to national history (Serbs under foreign rule from the sixteenth to the eighteenth centuries, Serbia and Montenegro up to international recognition in 1878, Serbs under foreign rule from the end of the eighteenth century to the 1870s). From all of the above we may conclude that the Historia 7 textbook partially conforms to the educational programme for year 7 history in the Republic of Serbia.

**Historia 9, Menduh Dërguti, Sonila Boçi and Ledia Dushku, Albas, Tirana, 20113**

The Historia 9 textbook, by Menduh Dërguti, Sonila Boçi and Ledia Dushku, discusses the complete national history of Albania – from prehistory to modern times– on a total of 144 pages. The subject matter the textbook analyses does not completely conform to any part of the history curriculum for years 5 to 8 of schooling in the Republic of Serbia. However, when viewed as educational material for additional courses which teach national history in schools where the curriculum is implemented in a national minority language, then we may conclude that this textbook does cover segments of the educational programme in history in all higher primary grades.

The textbook’s first and second chapters (pp. 6 – 11 and 12 – 18) deal with the Illyrians in prehistory and ancient times. Chapter three (pp. 19 – 26) discusses Albanian territories as part of the Byzantine Empire, while the fourth chapter (pp. 37 – 43) looks at Albanian lands during the Ottoman Empire (15th – 19th centuries). Chapter six (pp. 44 – 61) deals with the Albanian national revival, and the following chapter (pp. 62 – 68) discusses the Albanian national movement leading up to the Albanian declaration of independence in 1912. Chapter eight (pp. 69 – 87) discusses Albania and its neighbouring states from 1912 to 1924, including the Balkan wars, the First World War and the Vlora War. The ninth chapter (pg. 88 – 94) deals with Albania from 1925 to 1939 (the period of the republic, 1925 – 1928, and the monarchy, 1928 – 1939). Chapter ten (pp. 95 – 99) discusses the position of Albanians in Yugoslavia and Greece from 1925 to 1941. The eleventh chapter (pp. 100 – 116) deals with

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Albania and its neighbouring regions, including Kosovo, during the Second World War. The events of the National Liberation War are analysed in a revisionist manner. The twelfth chapter in the textbook (pp. 117 – 129) discusses Albania from 1944 to 1985, i.e. until the proclamation of democratic rule in Albania and the death of Enver Hoxha. The textbook refers to this period in history as the “communist regime”. The following, thirteenth, chapter (pp. 130 – 138) looks at the Albanian people in Yugoslavia and the Albanian diaspora after World War Two. The textbook approaches the history of the Socialist Federal Republic of Yugoslavia in a revisionist manner. The fourteenth chapter (pp. 139 – 144) discusses the history of contemporary Albania, presenting what is essentially an apologia of Albanian society in its transitional period.

From all of the above, we conclude that the Historia 9 textbook published by Albas conforms to the Serbian history curriculum in all higher grades of the first stage of education, in relation to those segments of the curriculum which deal with the extended lesson content on national history in schools where the curriculum is implemented in a national minority language, and in accordance with the recommendations of the history curriculum in the Republic of Serbia.