



Republika e Kosovës
Republika Kosova-Republic of Kosovo
Qeveria -Vlada-Government

*Ministria e Arsimit, e Shkencës dhe e Teknologjisë - Ministarstva Obrazovanja Nauke i
Tehnologije -Ministry of Education Science &Technology*

**INDEPENDENT COMMISSION FOR THE REVIEW OF SERBIAN
LANGUAGE TEACHING MATERIALS**

Comprehensive Report
24 June 2010
Pristina, Kosovo

Introduction

Background

On the basis of the Comprehensive Proposal for the Kosovo Status Settlement¹ (the CSP), and as reflected in the Constitution of the Republic of Kosovo², members of communities have the right to receive public education in one of the official languages of Kosovo of their choice at all levels. In addition, members of communities have the right to receive pre-school, primary and secondary public education in their own language to the extent prescribed by law. The official languages of the Republic of Kosovo are Albanian and Serbian.³ This report is concerned exclusively with the situation of public education at primary and secondary schools where the Serbian language is the language of instruction.

At present, public primary and secondary schools in the Republic of Kosovo which teach in the Serbian language utilise the curriculum and textbooks produced and approved by the Ministry of Education of the Republic of Serbia. The Ministry of Education, Science and Technology (MEST) of the Republic of Kosovo does not currently have available a Serbian-language curriculum or textbooks for use in primary and secondary schools of the Republic of Kosovo. MEST is currently engaged in a comprehensive programme of renewal and reform of the primary and secondary school curriculum and textbooks. Work towards this end is progressing on the basis of the draft Kosovo Curriculum Framework (KCF). It is expected that the approval and introduction of the KCF will lead to the

¹ CSP Annex II, the Rights of Communities and Their Members, Article 3, paragraphs (b) and (c).

² Constitution Article 59 [Rights of Communities and Their Members], paragraphs (2) and (3).

³ Constitution Article 1 [General Principles], paragraph 1.6. There is also limited provision for the official use of Turkish, Bosnian and Roma languages in Kosovo, but that is outside the scope of this report.

development of curriculum and textbooks for use in primary and secondary schools in Kosovo for the benefit of teaching in each of the recognised languages of instruction. This includes a full Serbian language version.

In the interim, pending the completion of the new Serbian language curriculum and textbooks on the basis of the KCF, the use of the Serbian language curriculum and textbooks produced by the Republic of Serbia will continue to be necessary. In order to forestall any objections to the use of this educational curriculum and teaching materials, provision was made to review this curriculum and teaching materials for compliance with the Republic of Kosovo Constitution and legislation.

Legal Basis

The Comprehensive Proposal for the Kosovo Status Settlement (CSP), in its Annex III on Decentralisation, addressed the question of the use of the educational curriculum of the Republic of Serbia. Article 7 of this Annex makes the following substantive provisions:

7.1 With respect to educational curricula in Kosovo taught in the Serbian language:

7.1.1 Schools that teach in the Serbian language may apply curricula or textbooks developed by the Ministry of Education of the Republic of Serbia upon notification to the Kosovo Ministry of Education, Science and Technology.

7.1.2 In the event of an objection by the Kosovo Ministry of Education, Science and Technology to the application of a particular curriculum or textbook, the matter shall be referred to an independent commission to review the said curriculum or textbook to ensure conformity with the Constitution of Kosovo and legislation adopted in accordance with this Settlement.

This article goes on to provide certain details regarding the membership and organisation of the mentioned independent commission.⁴

The CSP was incorporated into the Constitution of the Republic of Kosovo by its Article 143. As such, the abovementioned provisions form part of the constitutional order of Kosovo.

In the first quarter of 2009, the International Civilian Representative, established under the CSP, in his authority as final interpreter of the provisions of the CSP,⁵ determined that it was necessary to establish this Independent Commission in order to actively review the entire Serbian language curriculum and textbooks in use in Kosovo for compliance with the Constitution of Kosovo. This decision was based on the recognition that, in the absence of a Serbian language curriculum

⁴ The further organisational provisions of Article 7 of Annex III state:

7.1.3 The independent commission shall be comprised of three (3) representatives selected by members of the Assembly of Kosovo holding seats reserved or guaranteed for the Kosovo Serb Community, three (3) representatives selected by the Kosovo Ministry of Education, Science and Technology, and one (1) international member selected by and representing the International Civilian Representative.

7.1.4 The commission shall take all decisions by a majority vote, and its Chairmanship shall rotate between a representative selected by Members of the Assembly of Kosovo holding seats reserved or guaranteed for the Kosovo Serb Community and a representative selected by the Kosovo Ministry of Education, Science and technology every year.

⁵ CSP Annex IX International Civilian Representative, Article 2, Mandate and Powers of the International Civilian Representative, paragraph 2.1 under (a)

developed in Kosovo, and pending the development of a reformed curriculum and textbooks under the KCF process, it would be necessary to reach consensus in Kosovo on the continued use of the curriculum and textbooks developed by the Ministry of Education of the Republic of Serbia to ensure the right to education for all children whose education takes place in the Serbian language.

In April 2009, the Minister of Education, Science and Technology, jointly with the International Civilian Representative, publically announced the establishment of the Independent Commission. Members were nominated in accordance with Article 7.1.3 of Annex III of the CSP. For a variety of reasons, the commencement of the Commission's work was delayed. As a result of these delays, a number of the persons initially nominated to become members of the Commission were no longer available and new members needed to be identified.

On 10 September 2009, the Government of Kosovo adopted a Decision on the Independent Commission.⁶ This decision established the Independent Commission, outlined its duties and responsibilities, and provided it with financial support.

On 11 November 2009, the Minister of Education, Science and Technology adopted an Administrative Instruction on the Independent Commission for Reviewing of Serbian Language Teaching Materials.⁷ This Administrative Instruction established the Terms of Reference and basic organization of the Independent Commission. Based on this Administrative Instruction, new members for the Independent Commission were identified to replace those who were no longer available. By Decision of 28 December 2009, the Minister of Education, Science and Technology formally appointed the revised membership of the Independent Commission.

On 30 December 2009, the Independent Commission held its inaugural meeting. Subsequently, two working groups were established to develop an Action Plan and Rules of Procedure. On 29 January 2010, the Action Plan⁸ was adopted. On 19 February 2010, the Independent Commission adopted its Rules of Procedure,⁹ and on 25 February 2010, it adopted its Operating Modalities and Criteria for Review.¹⁰

Scope of this report

This report is intended to provide a full reflection of the work of the Independent Commission.

Firstly, the working methodology is explained. Then the findings of Commission are set out in detail. The findings first discuss the general framework of primary and secondary education under the curriculum of the Republic of Serbia and its relationship with the existing Kosovo curriculum. Subsequently, specific findings are discussed in detail according to subject and grade. In reviewing the Serbian language curriculum, the Commission found that a certain number of subjects exhibited similar or identical concerns. Therefore the detailed findings are organised according to these similar concerns. Each type of issue is then detailed by grade, curriculum item and relevant textbooks.

⁶ Decision of the Government of Kosovo on the Independent Commission, Nr. 08/81, dated 10 September 2009.

⁷ Administrative Instruction Nr. 37/2009, on the Independent Commission for Reviewing of Serbian Language Teaching Materials. Note that the final text of this Administrative Instruction dates from 20 January 2010.

⁸ See Annex _____ to this report.

⁹ See Annex _____ to this report.

¹⁰ See Annex _____ to this report.

The detailed findings are broken down into the following categories:

- Technical and other subject textbooks
- Serbian Language and Literature textbooks
- Music and Arts textbooks
- History textbooks
- Geography textbooks

The objective behind this breakdown is that each type of concern would merit a similar type of response or resolution.

The final portion of the report provides details of measures and actions to be taken by the Ministry of Education, Science and Technology to ensure reasonable conformity of the Serbian language curriculum and textbooks with the Constitution of Kosovo and relevant legislation. The Independent Commission expects that through the implementation of these measures and actions, the continued use in Kosovo of the educational curriculum and textbooks developed by the Ministry of Education of the Republic of Serbia can be assured. This will allow that all children following their education in the Serbian language in Kosovo will continue to be able to pursue their primary and secondary education without hindrance pending the development of a fully compliant Serbian language curriculum and textbooks based on the new Kosovo Curriculum Framework.

The basic documents which formed the basis of the work of the Independent Commission are attached in the various annexes to this report. These are the Action Plan, the Rules of Procedure, the Operating Modalities or Review Criteria, and the list of all books reviewed.

Methodology

The overall methodology of the Independent Commission

The Independent Commission for the Review of Serbian Language Teaching Materials (“the Commission”) had its first meeting with the new membership on 30 December 2009. Since that meeting, the Commission has met 6 (six) times. In addition, on 19 February 2010, a sub-commission was appointed to prepare the materials and organization necessary for the implementation of the actual review process. The actual review was conducted during a workshop held in Budva, Montenegro. The Commission finalized the comprehensive report on the review of the Serbian language teaching materials at its seventh meeting on 24 June 2010.

All decisions of the Commission were reached in full consensus. Furthermore, throughout the work of the Commission a positive climate prevailed, with constructive debates and a cooperative approach to the work of the Commission. The first chairperson of the Commission was elected from among the representatives selected by Members of the Assembly of Kosovo holding seats reserved or guaranteed for the Kosovo Serb Community. All meetings were chaired by the Commission chair and each meeting followed an agreed agenda. Due to linguistic diversity in the Commission, Albanian, Serbian and English were the working languages during the meetings, and all materials were translated as needed in all three languages.

The methodology adopted for the review of teaching materials

The Commission gathered all curriculum documents and all textbooks used in primary and secondary Serbian language education in Kosovo. These materials were gathered by members of the

Commission and their assistants, supported by the European Centre for Minority Issues (ECMI). All curriculum documents and textbooks were gathered from sources in Kosovo.

The Commission reviewed the majority of Serbian language teaching materials, i.e. curricula and textbooks, during the workshop held in Budva, Montenegro, on 25-28 March 2010. During its work, the Commission members were assisted by staff members of the European Center for Minority Issues (ECMI) as well as a small number of experts agreed upon by the full Commission. The Commission completed a grade-by-grade review of the Serbian language curriculum and textbooks on the basis of the provisions of the approved Operating Modalities and relevant provisions of the Constitution of the Republic of Kosovo.

During the workshop, four working groups were established which each reflected the diversity of the full Commission. This allowed for the review task to be divided up according to grade. Each working group was assigned a selection of grades, and tasked to review all curriculum and textbooks used in those grades. The working groups produced individual reports for each textbook and curriculum which presented concerns with respect to the agreed review criteria (Constitutional Provisions) and operating modalities.

During the review exercise, a number of textbooks were found to be missing. As a result the work was not fully completed. The missing curricula and textbooks were identified and acquired, and these were subsequently reviewed by the sub-commission during May 2010. The sub-commission prepared a first draft of this comprehensive report which was submitted to the full Commission for final amendment and to reach agreement on the further measures and actions to be taken.

Findings – per issue

Curriculum – Overall issues

The Commission reviewed the curriculum of the Republic of Serbia from grade 1 to grade 12 and found two general issues which required special attention: the structural differences with the existing Kosovo curriculum and the subject of religious education. These two issues are addressed specifically below.

In terms of the content of the Serbian curriculum, the Commission found it difficult to make direct references to specific lessons and to track specific aspects of lessons that were not in compliance with the Constitution of the Republic of Kosovo. Usually, the topics in the curriculum were defined broadly and the expected learning outcomes were described in general statements. Only when looking through the textbooks of a given curriculum for a specific grade, was the Commission able to identify and make direct references to concerns about the compatibility with Kosovo's Constitution. For this reason, this report addresses curriculum issues in general and not specifically grade-by-grade. That is done for the textbook issues presented below.

Curriculum - Structural issues

An initial note concerns the structural distinction between the educational systems of Kosovo and Serbia. The division of schooling in primary and secondary education in Kosovo follows a 5+4+3 model, whereas the model applied in Serbia is structured according to a 4+4+4 model.

Kosovo's education system: As of August 2000 the new 5+4+3 model of the education system replaced the 4+4+4 structure, starting at the age of 6. At the same time compulsory education was extended from 8 to 9 years, consistent with European and international trends in education. Special attention is given to grade 9 as an orientation grade, in which students have the chance to consolidate their acquired knowledge and skills, by combining theoretical and practical courses and activities. The diversity of new compulsory subjects and optional courses at lower secondary level are meant to provide a valuable background for students' career aspirations and to expose them to different learning experiences and challenges.

Secondary education is provided in upper secondary schools including:

- **General (gymnasium) schools** – with a duration of three/four years and provide a basis for a wider, deeper and more specialized process of learning, including student orientation towards future fields of interest and specialization.
- **Vocational schools** - with a duration of 3 years that provide vocational education to a medium level of certification, which allows graduate students to enter the labour market immediately after graduation, but do not automatically provide the basis for admission to higher education.

At the end of upper secondary education, all students must take the standardized state “matura” exam if they want to continue their studies in higher education. The state matura exam is a 100 multiple-choice question test that takes place twice a year, usually in June and August, and students must achieve a score of correct answers to 50% of the questions to successfully pass the exam.

Serbia's education system: Primary (compulsory) education lasts for eight years, starting at age 7, and is divided into two cycles, each one lasting four years. Prior to these cycles, a preparatory educational period of one year is mandatory. The 4+4+4 model is applied in Serbia. Secondary education is provided in high schools including:

- **General (gymnasium) school** - an academic school where students take a cross section of subjects, from science to humanities. On completion of the course, they take the Matura Examination which leads to the secondary school leaving certificate.
- **Technical and vocational schools** - that offer two, three or four year courses with a certificate awarded at each of these levels. Subjects embrace general educational subjects as well as specific vocational training.

In Serbian-curriculum schools in Kosovo, the Serbian curriculum for primary education (grades 1-4) includes 20 classes a week of which 9 are devoted to the study of the Serbian language, literature, art, music and religion. The teaching of history is introduced in grade 5. The number of teaching hours increases from 27 to 30 in the grades 5-8 and approximately one third of the classes remains devoted to community-specific “national” subjects. This curriculum is applied Serbia-wide, with no special reference to Kosovo Serbs. Textbooks do not present a history of Kosovo, but rather of the Serbian nation as a whole, and stay clear of contemporary history (period from 1998 to present) or cover it only through a general presentation of facts and dates lacking analysis. Kosovo Serb students learn mainly about Albanians and their history only from World War II onward. As for geography, children are taught that Kosovo is the southern province of Serbia where most of the Albanian minority lives¹¹.

¹¹ OSCE report on Kosovo non-majority communities within the primary and secondary educational systems, 2009

The reform of Serbia's education system began in 2001 and it opened a possibility of integration of inclusive education into the curriculum structure by offering the possibility for schools to adjust 30% of the compulsory primary school curriculum to local needs and the specific needs of their pupils. This reform also became focused on educational outcomes, abandoning the earlier exclusive and legally binding focus on implementation of prescribed curriculum. With the halting of reform from 2004 onwards, the curriculum reform was also stalled, and the implementation of uniform, previously decreed curriculum was reinstated as a legal obligation. Educational outcomes are no longer declared to be an instrument of adjusting the education process to specificities of learning of various students.

There is no mandatory external standardized matura exam applied for students following Serbian curriculum in Kosovo.

Curriculum - Religious education

In 2001, Serbia opted for a confessional, segregated, multi-denominational model of religious education to be taught in the public education system by seven "traditional" or "historical" religious communities: The Serbian Orthodox Church (SCO), the Roman Catholic Church, the Islamic Community, the Jewish Community, the Slovak Evangelical Church, the Christian Reformed Church and the Evangelical Christian Church in Serbia-Vojvodina. Religious Education was initially offered as an optional subject, with the alternative choice of Religious Education or Civic Education or neither of the two subjects in the first grades of primary and secondary schools. However, in 2002-2003, a new regulation made the choice of one of the two subjects compulsory.

Given that Kosovo's Constitution defines Kosovo as a secular state,¹² the Commission decided to reject the curriculum and textbooks altogether and as a result it is not addressed as a separate subject in the rest of the document for specific textbook-by-textbook non-compliance with Kosovo's Constitution.

Findings – per issue and grade

Technical and other subject textbooks

- Grade: III Primary School - Nature and Society
 - Book: Nature and Society, text for grade three primary school, Biljana Trebjesanin, Biljana Gacanovic, Ljiljana Novkovic (2009), Belgrade: Zavod za udjbenike/Institute for Textbooks.
 - Pages no. 82, 86 and 87: The problematic content is related to the Maps used in the Textbook "Nature and Society". The State of Kosovo is presented as part of the Republic of Serbia.
 - Book: Nature and Society – Workbook 1, Biljana Trebjesanin, Biljana Gacanovic, Ljiljana Novkovic (2009).
 - Pages no. 50 and 70: The problematic content is related to the Maps used in the Textbook "Nature and Society". The State of Kosovo is presented as part of the Republic of Serbia.

¹² Constitution of the Republic of Kosovo: Article 8 – *The Republic of Kosovo is a secular state and is neutral in matters of religious beliefs.*

- Book: Moj prvi atlas/My first atlas. Nature and Society – Workbook 3. Jovan Ilic, Milan Danilovic, Milan Savic. (2004). Belgrade: Zavod za udjbenike/Institute for Textbooks.
 - Pages no. 40-47, 49, 52-57: The problematic content is related to the Maps used in the Textbook “Nature and Society”. The State of Kosovo is presented as part of the Republic of Serbia.
- Grade: IV Primary School – Mathematics
 - Book: Radni Listovi iz Matematike za 4 razred- Milosav Marianovic, Branislav Popovic, Mariana Zelic, Alexandra mandic, 2006, zavod za Ucbenike Beograd.
 - Page no. 103: The geographical area in square kilometers of Serbia includes the territory of Kosovo - 88 361 km square.
- Grade: IV Primary School – Nature and Society
 - Book: Priroda I Drustvo- Uz 4 rad OS- Vinko Kovacevic, Branka Becanovic, 2008, KLETT.
 - Pages no. 6, 10, 11, 13, 18, 19, 28, 30, 33, 34, 36, 38, 40, 56, 64: Maps, contents and descriptions include the territory of the Republic of Kosovo as a part of Serbia.
 - Book: Proverenka – Kontrollna Sveska za Prirodu I Drustvu za 4 raz Os. Bilana Gacanovic, Bilana Trebjesanin, Lilana Novkovic, 2006, ZUB, 2006.
 - Pages no. 20-32; 40-46: Maps, contents and descriptions include the territory of the Republic of Kosovo as a part of Serbia.
 - Book: Istrazivanka- Radna Sveska uz Ucbenik Priroda I Drustva za 4 raz OS, Bilana Gacanovic, Bilana Trebjesanin, Lilana Novkovic, 2006, ZUB.
 - Pages no. 32, 33, 34, 35, 36, 37, 38, 39, 40, 41: Maps, contents and descriptions include the territory of the Republic of Kosovo as a part of Serbia.
- Grade: VI Primary School – Informatics and Computers
 - Book: Informatics and Computers, Dragoljub Vasic, Dragan Marincic and Miodrag Stojanovic. Zavod, 2008, Belgrade.
 - Page no. 69: The map of Serbia used as illustration does not indicate Kosovo as a separate state.
- Grade: VIII Primary School – French Language
 - Book: Hier at Demain – Francuski Jezik - Vesna Fila, Milica Golubovic-Tasevska, 2007, ZUB.
 - Pages no. 36-3: the maps of Europe and of the Republic of Serbia include the territory of the Republic of Kosovo, without indicating Kosovo as a separate state.
- Grade: III Secondary School – Constitution and Civic Rights
 - Book: Ustav I Prava Gracana- Stevan Lilic, Svetislava, Bulaic, 2006/2008 ZUB.
 - Pages no. 9-16: there is no reference to the Kosovo constitutional status;
 - Page no. 130: within the context of an explanation of the concept of a unitary state in paragraph 3 it is said that the Republic of Serbia is a unitary state with two provinces, that of Vojvodina and that of Kosovo and Metohija. This includes an additional explanation about Kosovo being under

special military rule of KFOR and civilian rule of UNMIK under UN Security Council Resolution 1244, thus the text fails to recognize the Independence of Kosovo since 2008;

- Page no. 136: within the context of presentation of territorial autonomies in Serbia, Kosovo's territory is referred to as being an autonomous province, within the Republic of Serbia;
- Pages no. 137 and 138 a chapter on "Kosovo and Metohija" has been provided, thus considering the territory of Kosovo as being part of the Republic of Serbia;
- Page no. 164: within the presentation of Serbia, section on territorial autonomies, with reference to the Republic of Serbia, the territory of the Republic of Kosovo is referred to as being part of the Republic of Serbia, thus in violation with article 1 of the Constitution.

Serbian Language and Literature textbooks

- Grade: VII Primary School
 - Book: Readings, Milkna Andric, 2009, Belgrade: Institute for Textbooks.
 - Page no. 88: The problematic content is related to a poem that uses violent language in the context of Gracanica Monastery *fresco* – The language does not promote principles of freedom and democracy. It does not invoke peace and tolerance.
 - Pages no. 83-87: The problematic content is related to a poem that uses violent language in the context of the Battle of Kosovo - The language does not promote principles of freedom and democracy. It does not invoke peace and tolerance.

Music and Arts textbooks

- Grade: VI Primary School
 - Book: Musical Culture, Olivera Djuric, 2008, Zavod, Belgrade.
 - Page no. 5: the Serbian national anthem is included but not the Kosovo Republican anthem.
- Grade: VII Primary School
 - Book: Musical Culture, Gordana Stojanovic, Milica Rajcevic, 2009, Belgrade: Institute for Textbooks.
 - Page no. 4: The anthem taught to students is the one from the Republic of Serbia.

History textbooks

- Grade: V Primary School
 - Book: Istorija 5, S. Ferjančić , D. Stefanović , Z. Nedeljković , 2007, udžbenik, odobreno.
 - Page no. 57: The chapter "Roman occupation of the Balkan Peninsula" does not provide sufficient information about the Illyrian culture in the Balkans, nor accommodate the specific histories of other (non-Serb) communities. The only reference to Illyrians refers to them as "Robbers".

- Pages. No. 76 and 77: In the chapter “Supplement for the curious” the text makes a reference to the Christian religion as the foremost religion.
- Grade: V Primary School
 - Book: Istorija čitanka sa radnom sveskom ,S.Ferjančić ,D.Stefanović ,Z.Nedeljković , 2007, odobreno.
 - The content of this book remains devoted to community-specific “national” subjects. This book is applied Serbia-wide, with no special reference to Kosovo Serbs.
 - Illustrations used in the book do not promote peace and tolerance.
 - The book contains religious references.
- Grade: VI Primary School
 - Book: Historija for 6th grade, Rade Mihaljcic, Zavod, 2008-2009 Belgrade.
 - Lack of any references to the pre-existing Illyrian/Albanian population in Kosovo, nor to the relations between Serb tribes and Albanian tribes throughout the Middle Ages.
 - Page no. 43: Chapter on Slavic peoples and their neighbouring peoples references many groups (Greek, Romanian, Avari, Langobards, Bavarians, Franks, Hungarians) but not Illyrian/Albanian.
 - The content of the textbook reflects an exclusively Serbian perspective.
 - Page no. 119: piece on Kosovo battle only references Serbs who ran the battle against the “Turks”, and does not mention all the peoples who were part of the “Christian coalition” battling the Ottoman (Muslim) encroachment.
- Grade: VII Primary School
 - Book: Istorija za sedmi razred osnovne skole, Dusan Batakovic, 2009, Zavod za udjbenike, Belgrade.
 - Page no. 68: The text says that there was a great expulsion of Serbian people from Kosovo and Metohija in 1690 and that subsequently Albanians from northern and middle Albanian settled in Kosovo.
 - Pages no. 122 and 123: It mentions that Albanians are divided into Muslims and Christians and that, together with Bosniak Muslims, they were defenders of the Ottoman Empire in the Balkans. It also noted that they started to change after the influence from their patriots from abroad. The text also mentions the role of Serbia and Montenegro in the Balkan wars.
 - Page no. 174: It refers to “Old Serbia” and it refers to Albanians as Arbanasa and describes them as Muslims who settled into Kosovo and Metohija after 1690 from Northern Albanian.
 - Moreover, the text says that Albanians were constantly attacking Serbs in order to expel them from Kosovo. Albanians are described as looters of churches. The reference for this description is made from Serafin Ristic’s book (title “Plac stare Srbije” printed in Zemun in 1864).
 - Pages no. 174 and 175: continues to portray Albanians as people who exercised violence against Serbs.
 - The content of the textbook reflects an exclusively Serbian perspective.
- Grade: VIII Primary School
 - Book: Istorija , Suzana Rajic, Kosta Nikolic, Nebojsa Jovanivic, 2005, ZUB.

- The content of the textbook reflects an exclusively Serbian perspective on late 19th and early 20th Century history.
 - Page no. 58: The war of Albanians for liberation and survival in their homes in Kosovo is portrayed as pressure directed towards Serb people in Kosovo, which, according to the textbook, triggered the Big Serbian Exodus, from 1876-1912. Rather than pressure and ethnic cleansing of Albanians towards the Serbs, this phenomenon, according to impartial historical sources, is assigned more to the displacement of Christian populations from certain territories within the Ottoman Empire.
 - Page no. 183: when the crises of 1981 are presented, the Kosovo Albanian demonstrations of 1981 in Kosovo for equal status of Albanians and the Status of Republic within the Yugoslav Federation, is presented as a movement for the separation of Kosovo from Yugoslavia. Moreover, Albanians are referred to as a minority, whereas in reality they enjoyed the Status of nationality, according to the Constitution of Yugoslavia of 1974.
The period from 1981 till 1989, and the crack-down on Albanian intellectuals and discrimination against Albanians is not represented.
Unconstitutional suspension of the Autonomy of Kosovo and the annexation of Kosovo by Serbia in 1989 are not mentioned in the history book.
This period and the demonstrations of 1989 are represented with one inappropriate sentence, “as a reaction to constitutional changes in Serbia”.
 - Page no. 188: The content of the textbook reflects an exclusively Serbian perspective on the developments in Kosovo during 1998-1999.
 - Page no. 189: The political map of the Republic of Serbia includes the territory of the Republic of Kosovo.
- Grade: VIII Primary School
 - Book: Istorijaska Citanka, Branka Becanovic, Biljana Stojanovic, 1993, ZUB.
 - Page no. 135: Autonomous Provinces are explained as being part of Serbia as a federal unit of Yugoslavia, whereas Autonomous provinces had direct representation to the Federation of Yugoslavia and to that of the Republic of Serbia.
 - Page no. 137: Major events from the history of Kosovo are left out and the history is presented in a one-sided way thus violating the Constitution of Kosovo, Article 3.1.
- Grade: VIII Primary School
 - Book: Istorija, Radna Sveska- Zuzana Rajic, Kosta Nikolic, Nebojsa Jovanovic, 2006, ZUB.
 - The Workbook does not include any exercises from the history of Kosovo covering the period from 1878 until post World War Two and modern history.
 - Pages no. 55, 56 and 62: The maps of the Republic of Serbia include the territory of the Republic of Kosovo.
- Grade: II Secondary School

- Book: History, 2nd year natural sciences and mathematics. Sima Cirkovic, 2005, Zavod Belgrade.
 - Pages no. 75-77, 235, ... : The title states this is the history of Balkan people, whereas the content only discusses the history of the Serbian people on the Balkans. About the Kosovo battle of 1389: this is presented as a battle between exclusively Serbs and Turks – no indication of participation of other peoples of the Balkans including Albanians. Discussing St Stefan Treaty and Congress of Berlin 1878 this book claims that Serb delegation wished to gain control over “Old Serbia”, inter alia referring to Kosovo, which supports the problem throughout the book of ignoring the population composition of these areas or the contributions of Albanians to the eventual break-up of the Ottoman Empire, whereas various other peoples are mentioned by name (Montenegrins, Bosnians, Bulgarians).
 - Does not promote harmony between the people of Kosovo, and does not generate understanding between the people in Kosovo.

- Grade: II Secondary School
 - Book: History, 2nd year gymnasium and socio-linguistic school. Smilja Marjanovic-Dusanic and Marko Suica, 2005, Zavod Belgrade.
 - Pages no. 55, 198-204, 217: The content of the textbook reflects an exclusively Serbian perspective on the history of the 6th to 15th centuries.
 - Pages no. 198-204: About the Kosovo battle of 1389: this is presented as a battle between exclusively Serbs and Turks – no indication of participation of other peoples of the Balkans including Albanians.

- Grade: III Secondary School
 - Book: History for grade three and four of secondary schools. Kosta Nikolic, Nikola Zutic, Momcilo Pavlovic, Zorica Spadier, 2009, Belgrade: Institute of Textbooks.
 - Page no. 41: The text states: “Life for Serbs became unbearable, with the daily exodus to Serbia becoming a constant occurrence, especially between 1878 and 1881, when Albanian terror was rising [...]”. The rest of the chapter claims that Serbs and Bulgarians were being expelled and Kosovo and Macedonia became inhabited by Muslims. The text states, “Only at this age was there a destruction of ethnic balance between Serbs and “Shiptari” (i.e. Albanians) on the territory of Kosovo and Metohija and Northern Macedonia.”
 - Page 186: again the term “Shiptari” is used to indicate Albanians.
 - The content of this book only represents the Serbian perspective on the history of this period.

Geography textbooks

- Grade: V Primary School
 - Book: Geografija za peti razred, Milovan Milivojevic i Jelana Calic, 2007
 - Page no. 27: Illustration, Using the map of Serbia, Kosovo is not bordered.
 - Page no. 29: Meridians and parallels in the territory of Serbia
 - Pages no. 37 and 49: Illustrations

- Grade: VI Primary School

- Book: Geography workbook Grade 6, Rada Sitarica, Milutin Tadic, Institution for Education Books, 2008, Belgrade.
 - In general, the use of the name Kosovo and Metohija, which implies that Kosovo is a part of Serbia in accordance with the Serbian Constitution, and as also indicated on various maps.
 - Page no. 50: “Serbia (in Kosovo and Metohija)”. The reference on page 50 clearly implies that Kosovo is a part of Serbia.
 - Pages no. 61, 63, 64, 65: maps indicate Serbia with Kosovo included.

- Grade: VI Primary School
 - Book: Geography Grade 6, Rada Sitarica, Milutin Tadic – (Zavod) Institution for Education Books, 2009, Belgrade.
 - Use of the name Kosovo and Metihija, which implies that Kosovo is a part of Serbia in accordance with the Serbian Constitution, and as also indicated on various maps.
 - Page no. 90: in referring to the estimate of the population of Kosovo in 2001, it is referred to as Kosovo and Metohija. The map of Serbia includes Kosovo as a part.

- Grade: VIII Primary School
 - Book: Geography, Srbolub Dj. Stamenkovic, Dragica R. Gataric, 2007, ZUB.
 - Pages no. 1, 6, 7, 8, 9, 14, 29, 39, 48, 65, 100, 122, 124, 128, 148: The map of the Republic of Serbia includes the territory of the Republic of Kosovo.
 - Page no. 9: bordering countries include Albania and do not include Kosovo. The geographical area in square meters of the Republic of Serbia includes the territory of Kosovo.
 - Page no. 13: Within the context of geological changes it includes information on Kosovo, which is indicated as being a part of Serbia.
 - Page no. 14: within the context of natural valleys it includes the valley of Kosovo and that of Dukagjin area as being part of Serbia. In the text it is referred to as Kosovska i Metohijska Kotlina.
 - Pages no. 29-34: The information on the valley of Kosovo (Kosovska I Metohijska Kotlina) is provided within the context of Kosovo being a province of Serbia.
 - Page no. 61: within the context of mountain ranges of Serbia, the Sharr mountains are represented as being the part of the Republic of Serbia.
 - Page no. 100: in discussing energetic sources the book includes the Kosovo power plants as being part of the Republic of Serbia energetic system.
 - Page no. 103: within the context of presentation of mineral resources of the Republic of Serbia, the mines of Mitrovica and Kishnica are mentioned.
 - Page no. 108: within the context of heavy industry of Serbia, the Battery Factory in Gjilan/Gnjilane has been evidenced as being part of the industry of the Republic of Serbia.
 - Page no. 114: within the context of presentation of the rail network of the Republic of Serbia, Kosovo railways are presented as being part of the network of the Republic of Serbia.
 - Page no. 139: within the context of geographical districts of the Republic of Serbia, the districts of the Republic of Kosovo are represented as being part of the Republic of Serbia.

- Grade: VIII Primary School
 - Book: Geografija, Radna Sveska, ZUB, Srbolub Dj. Stamenkovic, Dragica R. Gataric, 2008, ZUB.
 - Pages no. 12-14: Serb Monasteries in the territory of Kosovo are presented as being part of the territory of the Republic of Serbia.
 - Page no. 51: within the context of the presentation of Natural Parks, the Natural Park of Sharr Mountain is presented as being part of the territory of the Republic of Serbia.
 - Pages no. 92-94: within the context of the presentation of Gracanica Monastery and Gazimestan monument, these are presented as being part of the territory of the Republic of Serbia.

- Grade: VIII Primary School
 - Book: Geografska Citanka, Stevan M. Stankovic, 2005, ZUB.
 - Pages no. 5, 9, 13, 15, 18, 20, 22, 24, 27, 30, 33, 36, 38, 45, 52, 53, 56, 58, 59, 62, 64, 71, 74, 75, 78, 79, 80, 81, 82, 83, 84, 85, 86, and 87: they contain maps of the Republic of Serbia that include the territory of the Republic of Kosovo.
 - Page no. 17: within the context of exercises for calculation of the area in square meters of valleys, the exercise of calculation of the valley of Kosovo is provided as being part of the Republic of Serbia.

- Grade: II Secondary School
 - Book: Geography, 2nd year gymnasium. Vladimir Djuric, 2007 Zavod Belgrade.
 - Page no. 50, 124, 126, 136, ... : all maps and geographic references with regard to Kosovo are political with Kosovo indicated as a part of Serbia.
 - After the NATO bombing of 1999 the book claims that more than 230,000 Serbs and other non-Albanians left Kosovo.
 - When mentioning numbers of minorities, all people living in Kosovo are counted as part of Serbia.

- Grade: III Secondary School
 - Book: Geography for Gymnasium, Mirko Grcic, Stevan Stankovic, Liljana Gavriloic, Svetlana Radovanovic, Milomir Stepic, Snezana Djurdjic, 2008, Belgrade: Institute of Textbooks.
 - Pages no. 8 and 9: When it describes Kosovo, the textbook considers Kosovo still as part of the Republic of Serbia. Moreover, it talks about the KLA as an illegal organization. The picture there shows people proclaiming that Kosovo belongs to Serbia (Slogan: "Kosovo stays ours").
 - Pages no. 11, 20 and 21: Map of Serbia includes Kosovo. The text of this section includes Kosovo as part of Serbia.
 - Page no. 12: Mentions greater Kosovo and Metohija.
 - Page no. 14: Map of Serbia includes Kosovo.
 - Page no. 15: the paragraph referring to Kosovo and Metohija implies that major international powers had an interest in issues within Serbia to support the independence of the Albanian Minority in Kosovo and Metohija.
 - Pages no. 17, 18 and 19: Paragraph referring to borders does not include Kosovo borders.

- Page no. 19: The paragraph recognizes that Kosovo was under international administration after 1999 but it mentions that the international community failed in their goal to bring peace and guarantee border control.
- Page no. 36: mentions Kosovo as part of Serbia.
- Pages no. 40, 41, 44, 62 and 72: Maps - Serbia includes Kosovo.
- Pages no. 48, 50, 53-57, 60, 61, 68, 69: the descriptions of Kosovo rivers, lakes and mountains, vegetation and other geographic elements indicate Kosovo as being a part of Serbia.
- Note: The textbook was fully reviewed up to page 80, but the rest of the text is also full of references to Kosovo as part of Serbia in terms of content and maps.

Measures and actions to be taken

Curriculum issues

Structural issues

The Commission considers that it is essential to have one single educational system valid for all communities in Kosovo.

The Commission did not find many problematic areas regarding the content of the curriculum, but the main concern remains the structure of the curriculum and completely different models applied in Kosovo and Serbia (5+4+3 model in Kosovo and 4+4+4 model in Serbia). As Kosovo's Government cannot affect any change to the education system of the Republic of Serbia, the Commission proposes that the Kosovo Ministry of Education, Science and Technology (MEST) develops a complete Serbian-language curriculum that is in line with Kosovo's Constitution and Kosovo Curriculum Framework.

Pending the development of a Kosovo Serbian language curriculum MEST must prepare a standardized matura exam after grade 12 in Serbian language for students whose language of instruction in Kosovo is Serbian. This interim matura exam shall be based on the existing curriculum in use in Serbian language education, while avoiding the contentious issues identified by this Commission.

Religious education

This subject is not in compliance with Article 8 of the Constitution of the Republic of Kosovo which defines Kosovo as a secular state. Therefore, the teaching of this subject in public schools in Kosovo is rejected completely by the Commission. The solution will be part of the whole curriculum development process that MEST has to undertake. The Serbian-language curriculum and textbooks to be developed by MEST will not include Religious Education as part of public education system in the Republic of Kosovo.

Pending the development of a Kosovo Serbian language curriculum MEST should decide not to pay for the teaching of religious education by teachers working in schools in Kosovo.

Textbook issues

Technical and other textbooks

As noted in the findings-per issue section, the main problematic issues in these books are maps indicating Kosovo being still part of Serbia. Considering that it is not feasible to address textbook producers in Serbia to publish revised versions of the existing books, the Commission proposes that the MEST distributes and instructs schools to visibly place maps of Kosovo in all schools and classrooms where students are taught with Serbian curriculum and textbooks brought in from Serbia.

Given the lack of educational materials on the constitutional system and rights of Kosovo citizens in the Serbian language civic education curriculum, the Commission proposes that the MEST develops and distributes Serbian language teaching material on the Constitution of the Republic of Kosovo, as well as instructs schools and teachers in the use of this material.

Serbian language and literature textbooks

The two problematic issues identified by the Commission in the Grade 7 textbook concern two poems included in the literature textbook. The Commission proposes that MEST instructs school teachers of Grade 7 not to use these two poems¹³ when teaching Serbian literature to students in Kosovo.

Music and arts textbooks

The only finding of the Commission in the textbooks for music and arts concerns the textbooks used in grades 6 and 7 which both include the National Anthem of the Republic of Serbia. Given that Kosovo Serbs are entitled to double citizenship, the Commission proposes that MEST prepares and distributes a lesson on the Kosovo National Anthem to teachers of music in grades 6 and 7, for use when teaching music to students in Kosovo following the Serbian language curriculum and textbooks.

History textbooks

The primary finding of the Commission concerns the representation of the various communities that make up the population present on the territory of Kosovo during the past. This finding concerns

¹³ The poems in question are (1) "Battle of Kosovo" by Ljubomir Simović , pages 83-87, and (2) "Simonida" by Milan Rakić , page 88.

textbooks used from grade 5 of primary school through grade 4 of secondary schools. The principle cause of this finding is that the textbooks developed by the Republic of Serbia describe a history of the Serbian people, rather than a history of the territory of modern day Serbia and Kosovo. As a result, a variety of contentious issues arise regarding the interpretation of historical events as seen from the perspective of the various communities living in Kosovo today.

Given the importance of developing harmonious and peaceful relations among the various communities living in Kosovo, the Commission considers it essential that a history curriculum is developed that reflects the cultural diversity of Kosovo. Therefore, the Commission proposes that MEST develops a complete Serbian-language curriculum and textbooks that treat historical topics in a manner that is in line with Kosovo's Constitution and Kosovo Curriculum Framework.

The Commission notes that breadth and depth of this issue must be balanced against the need to ensure that children in Kosovo who follow their schooling in the Serbian language continue to be provided with public education pending the development of appropriate solutions.

To this end, the Commission proposes that MEST engage in constructive dialogue with educators and pedagogues of the Kosovo Albanian, Kosovo Serbian and other communities in Kosovo in order to generate ideas and momentum towards the development of the curriculum and textbooks on historical topics.

As an interim measure pending the development of the fully compliant new Serbian language curriculum and textbooks, the Commission proposes that MEST instructs history teachers using the Serbian curriculum and textbooks for grades 5, 6, 7, 8 of primary school and grades 2 and 3 of secondary school to take into account the findings of the Commission per textbook when preparing and delivering their lessons.

Geography textbooks

The primary findings of the Commission regarding the Geography textbooks used throughout primary and secondary education concerns the maps used and the descriptions of geographical features which represent Kosovo as a part of the Republic of Serbia. Considering that it is not feasible to address textbook producers in Serbia to publish revised versions of the existing books, the Commission proposes that the MEST distributes and instructs schools to visibly place maps of Kosovo in all schools and classrooms where students are taught with Serbian curriculum and textbooks brought in from Serbia.

The Commission notes that it has also found that the Geography textbooks do not display a balanced representation of facts and figures when it comes to describing Kosovo. The Commission proposes that MEST take into account the need to provide a balanced representation of geographical facts and figures when developing a complete Serbian language curriculum that is in line with Kosovo's Constitution and Kosovo Curriculum Framework.

Publication of the Report

The Commission proposes that the Minister of Education, Science and Technology makes this comprehensive report publically available in all three of its language versions, English, Albanian and Serbian.