
Aleksandar Saša Zeković, MA



**MONTENEGRIN EDUCATIONAL POLICY
AND SEXUAL ORIENTATION:**

**REPRESENTATION OF LGBT
TOPICS IN SCHOOL
CURRICULA AND TEXTBOOKS**

Podgorica, 2013

Dedicated to all participants of the first Montenegrin Pride Parade, held in Budva on 23 July 2013, who have shown exceptional civic courage and solidarity, to all of those who have on that same day, with strong hatred and violence, fought against establishment of equality in our country, as well as to the police officers who have through professional use of their powers prevented lynching the participants of the Pride Parade.

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I – Scope, objectives and methodology of the analyses

The analysis focuses on treatment of LGBT (Lesbian, Gay, Bisexual and Transgender) phenomenon in Montenegrin course curricula and textbooks for primary and secondary schools.

Objectives of the analysis:

1. Quantitatively and qualitatively, through the method of content analysis, determine treatment of LGBT phenomena in established and approved course curricula and textbooks.
2. Examine democratic features of the educational system through an overview of strategic regulations and documents governing education and textbook policy.
3. Provide additional support to integration and importance of human rights in public education.
4. Improve the quality and practice of the teaching process through identification of possible controversial contents and creation of specific recommendations.
5. Encourage the development of school culture that should be based on democracy, human rights respect and acceptance of diversity and social culture of human rights in general.

Methodological categories:

- a. Analysis of the content of course programs.
- b. Analysis of the content of the basic texts in all teaching units.
- c. Methodical mechanisms the textbooks are equipped with from the aspect of the subject matter, and
- d. Analysis of the content of the regulations governing education and textbook policy.

Sampling:

The analysis included, apart from the regulations governing education and textbook policy, relevant course curricula and textbooks, established and approved for the use in primary schools, general grammar schools and vocational secondary schools.

A total of 16 compulsory and elective course curricula for primary schools, general grammar schools and vocational secondary schools have been analyzed.

Additionally, a total of 17 course textbooks have been analyzed- and of this number seven textbooks for primary schools, nine for general grammar school and one for vocational secondary schools.

II - Introduction

Education represents a key sector for the development and advancement of any society. In Montenegrin political and economic discourses, education dominates as a key resource of the overall development. In this context, in the last decade, substantial efforts have been made, as well as significant resources allocated, in order to improve and modernize the national education system. The permanent intention of the education system is to uphold further development of Montenegro as a civic, democratic and social justice state, based on the rule of law and to provide a key contribution to economic and social development of the country, especially through fostering and further advancement of human rights and fundamental freedoms.

The textbooks still represent the main teaching tool, through which students gain adequate knowledge and skills. The importance and power of the textbooks is great indeed, because they legitimately provide for the transfer of socially desirable knowledge, values and behavior patterns to young generations. For that reason, it is important that equality, tolerance and social acceptance of LGBT persons are to be found in them. Teaching communication is realized through textbooks. It is gradually complemented by other means and achievements of information technology. We can conclude that in the last decade Montenegrin textbooks have undergone significant qualitative development in terms of the content, structure, graphic and visual equipment and total visual identity.

Every textbook is based on the course curriculum. Even though the educational system is mainly centralized, and a relatively limited number of people is involved in the creation of educational policy and preparation of textbooks, it can be said with full certainty that Montenegrin course curricula are mainly widely set and that they provide to the authors of textbooks enough creative freedom and space for affirmation of gender and sex education and topics necessary for the development of flexible personality, willing to understand and accept students different from themselves.

The fact that not all authors have used in a reasonable and professional manner the given freedom is another issue. It is certain that all of them, in a given moment, gave their best. However, we should take into consideration their limitations, limited knowledge and experiences, gained to a large extent in an undemocratic and closed political and educational system.

Education and textbook policy in Montenegrin circumstances cannot

be viewed separate from the overall political, social and economic context. That is why we can say that curricula and especially accompanying course textbooks are not neutral. The topic of interest of this analysis is ignored and not mentioned in the overall political context. It is a topic that falls into the category “secondary”, “other” and “less important”. This approach is continued and manifested in the education system as well. If the textbooks were completely neutral and professional they would, without reservations, be equally oriented, with appropriate contents, to adoption and respect of all human rights and freedoms. In that manner the textbooks would in much more concrete and efficient way work on prevention of misunderstanding, intolerance, discrimination and creation of future social cohesion. .

“Keeping quiet” approach that is mainly present in our textbooks when it comes to LGBT phenomenon is not in accordance with proclaimed objectives of public education. However, it is fully in line with the existing political milieu and public opinion, projected by decades’ long unfounded treatment of different sexual orientations, existence and inclusion of LGBT persons. In that context, the textbook is recognized as an instrument aimed at “internalizing partial positive social values, facts or norms of social life, which proceeds from the specific interests of those who initiate and organize educational process, and neglects or only seemingly advocates the interest of students”.¹

Content analysis of the textbooks has shown that Montenegrin textbooks in general promote human rights and provide, relatively successfully, basic guidelines for the development of the democratic political culture of the young. However, the textbooks mostly neglect presentations and discussion about numerous socially sensitive topics, such as, among other, the rights of persons belonging to sexual minorities, different sexual orientations, same-sex communities and families.

Montenegrin textbooks do not have negative contents regarding sexual orientation, but are mainly ignoring this issue. Thus, Montenegro is a more positive example in this context as compared to some regional examples, such as Croatia, Bosnia and Herzegovina and Serbia where there are registered examples of inappropriate and openly discriminatory and scientifically unfounded opinions.

Transition and European integration of the country put additional responsibility before the textbook policy and approaches. This is indeed a chance to remove some of perceived inadequacies.

¹ Branko Rafajac, PhD “Education as the Autonomous Value Consciousness Development” PKZ, Croatian Pedagogical Association, Zagreb, Pedagogical society, Rijeka, 1991

When there is political and professional will, the existing institutional framework, and this is very important and commendable, enables fast and efficient completion of the teaching process, more substantial involvement of LGBT topics and full integration of LGBT issues in all relevant, already approved, textbooks through their new reprint editions.

The Government of Montenegro has announced that all approved textbooks will in the reprint editions be adapted to linguistic spelling and grammar of the Montenegrin language.² This is, maybe, quite realistic, operational and financially viable opportunity for adequate integration of LGBT phenomenon in textbook contents discussed in this analysis.

² Interview with Minister of Education and Sports Slavoljub Stijepovic: “Next school year textbooks in Montenegrin language”, author: S.I.R; section „Aktuelnosti“, page 2, daily Pobjeda from 3.2.2011; ASZ Documentation.

III – Education and textbook policy in Montenegro

3.1 AIMS OF EDUCATION

According to the General Law on Education, education in Montenegro is aimed to, among other things: provide the possibility for complete individual development regardless of the sex, age, social and cultural background, national and religious affiliations and of physical and psychological structure; to develop the awareness, the need and the capabilities for maintenance and improvement of human rights, legal state, of natural and social environment, of multiethnic and diversity; to enable individuals the involvement and participation in all levels of work and activities in line with their capacities, as well as to facilitate the involvement into the process of European integration.

The aims of the primary education in Montenegro, as recognized by the Law, among other are: providing of primary education to all the citizens; the development of creative personalities; development of critical thinking, self-determination and the interest for new knowledge; grounding for self-reliable reasoning and participation in social life; gaining of general knowledge that enables independent, efficient and creative application in practice; facilitation of the development of students personalities in line with their capabilities and with the development dispositions; education for respect toward the national, historical and cultural values, as well as for recognizing cultural and other characteristics of other nations; education for mutual tolerance, respect for differences, cooperation with others, respect of human rights and fundamental freedoms, and along with that the development of the abilities for life within a democratic society; the development of democratic attitudes, tolerance and cooperation (in and out of school) and the respect for the rights of others.³

Education in gymnasias, amongst other, has the following objectives: development of critical thinking and judgments; development of communication skills; development of a responsible approach towards working and living environment; development of abilities for life in a pluralistic and democratic society and fostering of understanding, tolerance and solidarity.⁴

Modernization and adapting the process of vocational education to the demands of modern, democratically and economically developed society and labor market is the key aim of the vocational education in Montenegro.⁵

3 Article 2 of the Law on Primary Education; „Official Gazette of Montenegro” No 39/13

4 Article 2 of the Law on Gymnasium; „Official Gazette of Montenegro“ No 39/13

5 Article 2 of the Law on Vocational Education; „Official Gazette of Montenegro“ No 39/13

Education is the activity of public interest.⁶ In a public institution the education is of secular character. Religious activity is forbidden in public education institutions.⁷

All people shall be equal in the exercising of the right to education, regardless of the national affiliation, race, gender, language, religion, social background or other personal characteristics. Physical, psychological and social violence, abuse and maltreatment of children and students, corporal punishment and emotional abuse, sexual abuse of children and students or employees or any other form of discrimination shall be forbidden.⁸

3.2 TEXTBOOK POLICY

According to the legal definition, textbook is a book that is a basic teaching tool for use in schools whose contents are defined in line with the curricula.⁹ The institutions that apply publicly valid educational programs exclusively use approved textbooks and teaching aids. The procedure for supplying, assessment, approval and preparation of textbooks and teaching materials is done in line with the regulation of the Ministry of Education.¹⁰

Educational curriculum is a program based on which education is accomplished. The curriculum becomes publicly approved upon being adopted, i.e. approved by the Ministry of Education.¹¹ The curriculum consists of general and special part. The general part includes, among other things, the title (name) of the educational curriculum, teaching program, aims and objectives of education and training. The special part includes inter alia course syllabus i.e. catalogue of knowledge.¹²

The general part of the curriculum is defined by the Ministry, at the

6 Article 4 of the General Law on Education; „Official Gazette of Montenegro” No 39/13

7 Article 5; Ibid

8 Article 9 and Article 9a; Ibid

9 Article 3 of the Law on Publishing; “Official Gazette of Montenegro” No 20/95, 22/95, 64/02

10 Article 13 of the General Law on Education; The Law also prescribes a fine for an institution which does not use approved textbooks and teaching aids or does not accomplish the prescribed educational curricula, Article 146; Ibid.

11 Articles 19 and 20 of the General Law on Education; “Official Gazette of Montenegro” No 39/13

12 Contents and aims of the courses, standards of knowledge, teaching aids, framework list of literature, material conditions for the execution of teaching, correlation between the courses; Article 21 of the General Law on Education.

proposal of the National Education Council (NEC).¹³ The special part of the curriculum is defined by the NEC, separately for preschool education, primary education, general secondary education, vocational education, education of adults and education within the student dormitories. The Ministry cannot change the special part of the publicly valid educational curriculum defined by the Council, but it may return it to the Council for further deliberation and reconsideration. Ministry of Education publically announces valid curricula at least three months prior to their application. Prior to application of the new educational curricula and textbooks their experimental assessment is conducted.¹⁴

NEC, among other things, adopts examination catalogues to test national professional qualifications; standards for preparations of textbooks for primary education, secondary education and vocational education and guidelines for development of educational curriculum. NEC also defines, among other, the special part of the educational curriculum for primary education, general secondary education and vocational education. NEC proposes general part of the educational curriculum for primary education, secondary education and vocational education, as well as a list of elective courses for primary school and gymnasium. Also, the NEC approves, among other, textbook and teaching aids for primary education, secondary general education, vocational education and education of children with special needs. Finally, the NEC gives opinions on general issues relating to education, compatibility of our education system with the education systems of developed democratic countries and on the status and development of education and training.¹⁵

Members of the National Education Council are proposed in the following manner: by the Ministry of Education and the Bureau for Educational Services out of the rank of teachers from the area of preschool education, primary education, secondary general and vocational education, adult education, student dormitories, as well as out of the representatives of national and ethnic groups (one third); by University units for education of teachers out of the rank of teachers with academic degrees and scientific workers (one third); and by representative associations of employers, Centre for Vocational Education, Human Resources Management Authority of Montenegro, representative

13 National Education Council (NEC) was established by the Government of Montenegro for deciding on professional issues and providing technical assistance in the decision making process and preparation of regulations from the field of education. Instead of this body, by the end of July 2010, the Law recognized existence of the General Education Council, Council for Vocational Education and Council for Adult Education. By adoption of the amendments and changes to the General Law on Education these bodies ceased to exist, but they continued operating until final constitution of the NEC. Today, the Law defines permanent working bodies of the NEC. And these are: Board for General Education, Board for Vocational Education and Board for Adult Education.

14 Articles 22, 25 and 26; *Ibid*

15 Article 31; *Ibid*

teachers union, professional associations of teachers and student parliament (also one third).

Administrative and technical support for the work of the National Education Council is provided by the Bureau for Educational Services and Centre for Vocational Education, which will be presented at the end of this chapter.

A special ordinance prescribes the procedure for supplying, assessment, approval and preparation of textbooks and teaching aids used in educational institutions.¹⁶ According to the definition from the Rulebook, the textbook is a basic teaching tool, available in printed or other multimedia format, which allows for achieving of educational goals and standards of knowledge determined by educational curriculum, i.e. catalogue of knowledge. The textbook and teaching aids must meet scientific, pedagogical, psychological, methodological, ethical, linguistic, artistic, graphic and technical requirements prescribed by specified standards.

According to the Rulebook, in addition to the textbook, other teaching aids are: student workbook, manual for teachers, collection of problems, World Atlas, non-text materials and other non-print resources. Manual for teachers contains information about scientific and theoretical foundation of the textbook and methodological guidelines for practical appliance of textbooks in work with students. Other non-print aids are: audio and video tapes, CDs and records in other media.

For achievement of publicly valid educational curriculum, and on the proposal of the relevant council, Ministry of Education determines necessary textbooks and teaching aids to be used in a specific field of education.

The procedure of supplying and preparation of textbooks for general education and general courses in vocational education is conducted by the Bureau for Textbooks and Teaching Aids, and for vocational education, i.e. specific vocational coursed by the Centre for Vocational Education. The procedure is carried out on the basis of the educational, pedagogical and methodological standards established by the relevant Council, at the proposal of the Bureau for Educational Services, i.e. Centre for Vocational Education.

The textbook is prepared based on the manuscript. The manuscript for

¹⁶ Rulebook of the Ministry of Education on the procedure for supplying, assessment, approval and preparation of textbooks and teaching aids; "Official Gazette of Montenegro", 31/04 from 14.5.2004

the textbook is acquired on the basis of the public competition.¹⁷.

Eligible for participation in the competition for acquiring manuscripts for textbook are nationals of Montenegro, as well as foreign nationals if they are a part of the team of authors with a national of Montenegro. Persons who are employed with the publisher, as well as persons who are involved in the work of bodies in charge for approving textbooks are not eligible to apply for competition for acquiring manuscripts. The manuscripts for textbooks are submitted anonymously, under a code.¹⁸

Every manuscript for textbook is a subject of expert evaluation- review. The review is done by the Reviewing Committee, determined by the publisher, and on the basis of the list of potential reviewers determined by the competent Council. The Committee consists from 5 to 7 members, of which at least two are academics, one pedagogue, one psychologist and one teacher working in school teaching the course or the subject area the textbook is being prepared for. The Committee submits its decision to the publisher and the author¹⁹. The manuscript needs to be amended or corrected in accordance with the given recommendations. The publisher gives final decision on the complaint.

Publisher of the textbook submits a request for approval of the textbook to the Commission formed by the NEC. The Commission consists of academics and teachers of certain course or area for which the textbook is approved. When the Commission is approving a textbook on some of the minority languages, it is required that at least one teacher who is teaching in that minority language is a member of the Commission.

NEC issues a decision on approval of the textbook for use which contains a title of the textbook, name of the author/s, course of study, grade, and type of school for which the textbook is approved. The textbook is approved, in principle to four years, and to a maximum of six years. The second and any subsequent editions of the approved textbooks are not subject to the process of re-approval, if the amendments and changes done in these editions pertain to correcting errors in names, titles and numbers, or to changes of regulations-when new units of measurements or some other notations are introduced, or if due to innovations in the educational curriculum amendments and changes

17 The manuscript for textbook can be obtained by direct selection of the author or by direct offer of the author in cases when on the competition none of the textbooks was selected or in case when educational curriculum begins to be applied in less than 18 months from the day of its adoption, Article 5 of the Rulebook; "Official Gazette of Montenegro", 31/04 from 14.5.2004

18 Article 7; Ibid

19 The decision contains a brief overview of the manuscript and opinion of the reviewing committee if the manuscript is in compliance with established standards and criteria for the development of textbooks, paragraph 3, Article 9 of the Rulebook

are introduced which do not exceed 30% of the total content.²⁰ NEC may approve the use of the textbook which was published abroad, if it fulfills the prescribed criteria and standards applicable to publications issued in Montenegro. If a textbook for a specific course or field of study does not exist, the NEC can approve use of the translated or modified foreign textbook, so that it corresponds to publicly valid educational curriculum in the country.

NEC can withdraw from use already approved textbook, based on the opinion of the same commission which recommends approval of textbooks. The initiative for withdrawal from use of the textbook, may be submitted, as a rule, after three years of use: a teacher, professional team of teachers, school, Centre for Vocational Education, Bureau for Educational Services, Bureau for Textbooks and Teaching Aids or Ministry of Education.²¹

3.3 EDUCATIONAL INSTITUTIONAL FRAMEWORK

Bureau for Educational Services is a government institution which, among other things, establishes and provides the quality of educational work in institutions and conducts developmental, advisory, research and other professional affairs in the field of: preschool education, basic education, secondary general education, vocational education and adult education, education of children with special needs and education in student dormitories. Bureau for Educational Services, independently and in cooperation with educational institutions, assesses the quality of standards achievement in the area of education, works on improvement of educational work in institutions, executes the professional work of monitoring, analyzing and development of the educational system, carries out preparation of professional tasks on the issues that the Council and Ministry of education and sport decide on, prepare the educational and pedagogical and methodical standards of textbooks and handbooks for general secondary education and general education courses for vocational education, execute the professional work in preparation of: educational curricula, the catalogues and standards of knowledge, the scale of norms and the standards of teaching aids and equipment.

Vocational Education Centre (VEC) is a public institution established by the Government, together with Montenegrin Employers Federation, trade union and Employment Agency of Montenegro. It conducts development, consulting, research and professional activities in the field of vocational education and adult education. In the field of vocational and adult education VEC has competencies already presented in the case of the Bureau for

²⁰ Article 16 of the Rulebook; Ibid

²¹ Article 19; Ibid

Educational Services.

Examination Centre (EC) is a public Governmental institution, which carries out external assessment of knowledge and skills of students, i.e. participants. EC prepares the tasks, organizes and conducts the exams, prepares the institution for conducting of external exams, advises and provides services for external assessment of knowledge, researches and develops external assessment of knowledge of students and participants, conducts international comparability of the quality of the education system, performs international testing.

Bureau for Textbooks and Teaching Aids is a public institution whose basic duty is to prepare and publish textbooks and other teaching aids for preschool education, primary schools, gymnasiums and vocational schools, educational teaching resources and additional reading materials for students and teachers.

The role of the Ministry of Education is to carry out the supervision of the application of the provisions of the Law, whereas the competent educational inspection carries out the supervision of the work of institutions.

Teachers have professional freedom in the organization of teachers, application of the teaching methods and in the selection of tasks they give to their students, all within the framework of the established educational curriculum.²²

3.4 NATIONAL LGBT POLICY

On its session held on 9 May 2013, the Government of Montenegro has adopted the Strategy for improving the quality of life of LGBT persons in Montenegro for the period from 2013 to 2018. The Strategy was developed as a systematic response of the Government of Montenegro to decisively fight against all forms of discrimination.

In drafting and adoption of the first national LGBT policy, the Government started from the fact that the position of LGBT persons is effected by dominant social perception that their existence represents violation of moral and values of desirable lifestyle, and that there is a considerable number of citizens who are for their actual or presumed sexual orientation or gender identity exposed to various forms of exclusion, violence and discrimination.

²² Article 99; Ibid

The Government noted that this is happening within their families as well as in the society as a whole.²³

In the defining of the Strategy the best experiences from Netherlands, Norway, Sweden, United Kingdom of Great Britain and Northern Ireland and Canada have been used, as well as valuable results of the efforts and initiatives undertaken in the past years by the Government and especially by the CSO sector in Montenegro, which has basically set this topic on the social and political agenda.²⁴

Adopted LGBT Strategy has become an integral and inseparable part of the national educational policy and overall educational efforts. In the field of education the following strategic aims have been defined: to improve human rights dimension in the education system; to improve the quality and practice of the teaching process in relation to LGBT issues and to enhance the democratic culture in schools and respect and acceptance of diversity.

The Strategy states that Montenegrin educational system will not utilize means in teaching process which encourage discrimination on any grounds, including discrimination based on gender identity and sexual orientation. In this document the Government has strongly stated that educational process will be developed in such a manner as to “affirm understanding, tolerance, social inclusion and cohesion”.²⁵ The document also specifies that in creation of educational environment, the school authorities will be guided by the legal provisions and key values of the constitutional law as leading preconditions. It is also stated that attention should be paid to treat LGBT issues in a meaningful and factual manners. “School authorities should be aware of the presence of non-acceptance of homosexuality, indicated by the findings of public opinion polls on homophobia, and should, therefore, avoid risks deriving from this situation”.

23 Introductory speeches of Jovan Kojičić, PhD and Aleksandar Saša Zeković, MA; Strategy for improving the quality of life of LGBT persons in Montenegro 2013-2018; Available in this publication and on www.gov.me

24 The first contribution to creation of national LGBT policy was provided by NGO Coalition “Together for LGBT Rights”, non-governmental organizations Juventas, LGBT Forum Progress, Centre for Civic Education (CCE), and later by the expert working team for development of the programme document for fight against homophobia formed by the Vice President of the Government of Montenegro, after the process of negotiations of the Government and civil society, which I successfully coordinated on behalf of the civil society. In the practice of protection of human rights, and in the capacity of the Researcher of violation of human rights in Montenegro, from 2004 to 2012, LGBT issues were ranked highly in my agenda, including the field of advocacy and promotion of human rights of LGBT persons.

25 Strategy of the Government of Montenegro for improving the quality of life of LGBT persons in Montenegro for the period 2013-2018; Chapter: Sexual orientation and gender identity in education; See annex.

„The Government is determined to make schools in Montenegro safe for all students, regardless of their differences. Safe school environment is a necessary condition for quality education. For that reason, the Government will develop a concept that entails safe and supporting environment for students and employees, whereat homophobic/trans-phobic behavior in all shapes and forms is identified and resolved. LGBT adolescents and teachers should feel safe when communicating their identity and all students should feel protected from sexual harassment and violence” was specified in the chapter of the Strategy pertaining to education. Further in the text it is stated that the Government will “make efforts to increase the knowledge of all in the school network about the violence related to sexual orientation and gender identity and expression of this violence, including social networks as a new means of communication”. In the long term, it is estimated in the Government’s strategic document, that all of this should contribute to more tolerant society.

LGBT Strategy, in the field of education, has recognized the following policy measures: to provide support to teaching staff in integration of LGBT topics in educational process in order to gradually change the society into accepting the diversity; to encourage cooperation between the schools and parents, local authorities, police, social services and civil society sector; to develop a dialogue of professional public and civil society organizations from the field of human rights of LGBT community; to analyze legal and strategic documents in accordance with the vision statement of the Strategy , as well as educational curricula and textbooks in the context of representation of LGBT issues; with the development of dialogue on all levels, to propose measures and ways to innovate new editions of textbooks, through textual and illustrative contents which would bring closer to the young human rights of LGBT persons, strengthen the capacities of professional services in secondary schools for assistance and support to LGBT persons, and consequently to prepare a manual on LGBT perspective and prevention and fight against violence based on sexual orientation and gender identity; to develop school initiatives of non-violence at all levels, through the campaigns on the new social networks include information about LGBT perspective and prevention of any type of violence, to explore the needs, rights and position of youth, including LGBT young people and to promote, in primary and secondary schools, elective courses which are of more importance for democratic and civic education and which support elimination of traditionalism and stereotypes and acknowledge the European perspective of Montenegro.

3.5 LGBT ISSUES IN EDUCATIONAL CURRICULA AND TEXTBOOKS – OPINIONS OF EDUCATIONAL AUTHORITIES

At the beginning of drafting of this analysis (2009) I have addressed Montenegrin educational authorities as I estimated our communication and cooperation regarding this issue to be of vital importance. I can say with great pleasure that the attitude of all institutions was extremely professional and timely and in this respect I owe gratitude to responsible persons from the Bureau for educational Services, Bureau for Textbooks and Teaching Aids and to Ministry of Education, i.e. Ministry of Education and Science, or Ministry of Education and Sport, as this institution was called earlier.²⁶

Minister of Education and Science of Montenegro has in connection to my interest to the official position of the Ministry about the content of school textbooks in connection to sexual education, sexual orientation and treatment of LGBT issues, requested the opinion from the Bureau for Textbooks and Teaching Aids as “relevant institutions for textbooks and teaching aids which are in daily use, and therefore are checked in teaching process”.²⁷

To the same request, the Bureau for Educational Services has replied by indicating the programs with the goal to treat the contents connected to the topics I have shown interest in. Those are the following course programs: “Biology” for IX grade of primary school and III grade of gymnasium, “Nature” for VI grade of primary school,²⁸ „Sociology“ for IV grade of gymnasium, elective course “Healthy lifestyles” for VIII and IX grade of primary school, elective course “European Union” for VIII and IX grade of primary school.²⁹ The Bureau for Educational Services has shown willingness to provide me with these respective programs.

From the Bureau for Textbooks and Teaching Aids, and based on the address from the Minister of Education and Sports, I received the following response: “In preparation of the textbooks and manuals for teachers we took into consideration appropriateness of the content trying to avoid pitfalls of any

26 I am especially grateful to Dragan Bogojević, PhD, Nada Durković and prof Sreten Škuletić, PhD.

27 Response of the Minister of Education and Science prof. Sreten Škuletić, PhD No.01-4628/4 from 29.10.2009; ASZ Documentation

28 Analysis of set of books for students for the course „Nature“ for VI grade of primary school has shown that the textbook and workbook are not relevant from the aspect of my analysis. The authors of the set of student’s books are Danka Caković, PhD, Radovan Sredanović and Desanka Malidžan. Publisher is Bureau for Textbooks and Teaching Aids Podgorica, 2013, 64 pages, illustrated, Cobiss.CG-ID 20517904;

29 Response of the Director of the Bureau for Educational Services, Dragana Bogojević, PhD No. 01-2289/2 from 21.10.2009; ASZ Documentation

stereotypes and we believe that our publications are politically, religiously and gender correct“.³⁰

Curricula for „Biology“ for IX grade of primary school and III grade of general gymnasium treats reproductive system and in that part of educational curriculum sexually transmitted diseases and possibilities of protection are mentioned. Elective course “Healthy lifestyles” deals with, among other things, the development of sexuality, risk factors for sexually transmitted diseases and safe sexual behavior. In cooperation with the Bureau for Educational Services and UNDP teachers from schools that will offer this course as an elective to their students have been trained. Textbooks from the Bureau for Textbooks and Teaching Aids are checked daily in the classroom, so we all fully open to all suggestions. At the same time, we are not against the possibility to have teams of experts analyze our textbooks, according to well thought out methodology.”³¹

Communication with the Bureau for Textbooks and Teaching Aids continued. In the following letter from the editor in chief it is stated that as publishers of textbooks they are directed and guided by the educational curricula. The Bureau also made clear that “in the program of naturalistic group of compulsory courses there are no operational objectives regarding sexual orientation, sexual orientation between same sex persons, sexual behavior and responsibilities of parents in the development of sexual identity. Elective course Healthy lifestyles for VIII and IX grade of primary schools deals with, among other things, the development of sexuality”. Finally, it was concluded that in their opinion “there are no discriminatory or inappropriate content in our textbooks”.³² Also, the Bureau for Textbooks and Teaching Aids, have provided me with a number of textbooks they mentioned in our communication. I purchased a number of books, and a part, the newest editions (from 2012) was bought by Centre for Civic Education (CCE).

I have fully accepted all the views of the key state bodies and institutions and started the analysis with recommended course curricula and textbooks. Later on, I expanded it with some other contents, which, I assessed, had an appropriate correlation.

This analysis was first publically presented at the panel: “On the road to the EU: Education against discrimination of LGBT population” organized in mid-December 2010 in Podgorica by Centre for Civic Education (CCE).

30 Response of the Editor in chief Nada Durković and Editor for natural sciences and mathematics Snežane Martinović, from 20.10.2009; ASZ Documentation

31 Ibid

32 Response of the Editor in chief from the Bureau for Textbooks and Teaching Aids Nada Durković No 337/U from 5.11.2009; ASZ Documentation

This event represents a continuation of communication with Montenegrin educational authorities. After the presentation of the analysis of course curricula and textbook, Mr. Radovan Popović, Head of the Quality Control Department in the Bureau for Educational Services made a comment. He praised the analysis and emphasizes that it represents a good overview of educational opportunities, that it was very detailed and that it shows a good knowledge of the national education system. He reminded that the General Law on Education promotes education free of discrimination and that this “is binding for all participants in the education process”.³³

Work on the analysis continued after the first public presentation (initial findings). The analysis was used as a basic material for the work of the Expert Working Group of the Government of Montenegro tasked with analyzing the curricula and textbooks from the aspect of human rights of LGBT persons (see annexes). Work on the analysis continued during the creation of the first national LGBT policy (also see annexes), and later, after its adoption, when I took into account several other textbooks that have started to be used during the school year 2012/13.

3.6 OPEN PART OF THE CURRICULUM

Considerable number of authors of the course curricula and textbooks and representatives of educational authorities emphasized the possibility of inclusion of LGBT issues in the so-called open part of the curriculum (15-20% of the content of the curriculum).

Existence of the open part of the curriculum, which is defined by the teacher in collaboration with the students and the local community, is a commendable solution. Especially, because it encourages professional autonomy of schools and teaching staff and recognizes specificities of the local community.

It seems as a considerable number of contacted authors found an “alibi” for the shortcomings of their textbooks in relation to LGBT issues through the reference to the so-called open part of the program and autonomy of teachers to supplement it “with what they want”, and even with LGBT issues. Therefore, for the completeness of this analysis, it is important to point out to some limitations and dilemmas regarding this solution.

³³ Audio recording from the panel held on 14.12.2010 and transcript of the recording; CCE Documentation

Firstly, it is important to make a clear distinction between what is required and defined by the program, and included in the textbook from what is optional, elective or local.³⁴

LGBT topic is extremely serious issue and should not be treated solely through open topics. In addition, it is also a sensitive issue whose treatment should not be left to anyone's good will.

Open topics, as special classes, are recorded in the annual work plan. The annual work plan is prepared by the school director who proposes it to the Panel of Teachers, and it is adopted by the School Board.³⁵ The decision if topics dedicated to LGBT issues be included in the program should not be made by voting on it in meetings of teachers and school bodies.

The content of the open part of the curriculum is discussed in the meetings of the Panel of Teachers. The Bureau for Educational Services has announced in the eve of 2009 that it is concerning that even 50% of gymnasiums do not respect legal provision and do not discuss open part of the curriculum, as an integral part of the annual work plan, during the sessions of the Panel of Teachers. In the same report it was stated that in preparation of this part of the curriculum when it comes to gymnasiums the teachers in 80% of cases consult with students, teachers of with relevant local institutions. About two-thirds of primary schools in preparation of this part of the curriculum consult students and their parents. This information is questionable because it does not correspond to findings and reports of relevant services.³⁶ In primary schools some specific problems have been identified in planning of the open part of the curriculum: inadequate understanding of teaching staff and the school, lack of involvement of the local community, lack of experience and interest. In the case of gymnasiums, it was obvious that local community and parents show lack of interest for this part of curriculum.

The objectives of the open part of the curriculum are mainly tied to specificities of the local environment in terms of the course content. For example, from history course a part of curriculum can be devoted to important

34 Basic guidelines for work of Committees for school courses, Ministry of Education and Science, Podgorica 2003, page 9.

35 The School Board of the institutions of primary education and secondary general education shall be composed of: three representatives of the Ministry of Education and Science, i.e. three representatives of municipality for institutions whose founder is municipality (which is not the case in Montenegro), one representative of employees and one representative of parents; School Board of the institutions from the field of vocational education shall be composed of: one representative of employees, four representatives of the Ministry of Education and Science, i.e. four representatives of municipality for institutions whose founder is municipality (irrelevant for Montenegrin circumstances), representative of social partners and representative of parents; Article 73 of the General Law on Education; „Official Gazette of Montenegro“ 45/10.

36 Page 24; Ibid

events, persons or cultural monuments of local community; from Montenegrin language or native language course to folk literature from that region, specific dialect or some important local author; from music appreciation course to music from that area; from biology and science course to diversities of flora and fauna, land, etc. This part of the curriculum also provides an opportunity for greater representation of contents relevant for history and culture of national minorities. For given reasons and examples LGBT phenomenon can hardly be considered as a part of the content.

Finally, these classes can partially be dedicated to operational objectives defined by central course curriculum - „If the teacher considers this to be the most meaningful way of using this fund of classes and bears in mind the fact that primary purpose of these classes is not repetition and systematization of the material. These are primarily classes during which the teachers should focus on wishes of students and their creativity, in order to encourage students for more in-depth and comprehensive study of the course or some of its components“.³⁷

Experiences of educational authorities and of the authors of textbooks say that teachers of courses have still not fully recognized their field of autonomy in the process. Their capacities are not yet developed for adequate treatment of LGBT phenomenon, and therefore additional training and support is deemed necessary.³⁸

The aims of the public education in Montenegro have been defined by the Constitution, a number of national legal solutions and international convention our country acceded to. Treatment of LGBT issues only through so called open part of the educational curriculum can be risky and ineffective. In addition to all aforementioned limitation, there is a legitimate risk that LGBT issues initiate senseless discussions in local community, school and parent structures. When thinking about this, one should have in mind public opinion research on homophobia and dominant wrongful treating of homosexuality as

37 Page 25; Ibid

38 „In our experience the teachers still do not fully recognize their field of autonomy and therefore additional education is required (especially seminars, round tables, lectures, publications, brochures on specific issues, etc) so that these problems would be adequately treated and find a proper place in the system“; This is the opinion of the professor Momir Dragičević, co-author of a number of curricula and textbooks; from 15.12.2010; ASZ Documentation. Non-governmental organization LGBT Forum Progress has urged the educational authorities and non-governmental organizations working on the development of the capacity of teachers, such as Centre for Civic Education (CCE), to focus their trainings on recognized needs and shortcomings of the school textbooks. This is particularly important for LGBT issues, since the same are, especially in the textbooks for civic education, ignored and neglected. Communication with management of CCE, August 2013; LGBT FP Documentation

a disease.³⁹ Not only parents, but teachers as well can resort to this through resisting the declared goals of public education. School authorities should do whatever it takes to avoid these risks entirely. Governmental LGBT Strategy additionally obliges them for such an action.

3.7 PERFORMANCE EVALUATION OF TEACHING STAFF

Practical quality of course curricula and accompanying textbooks largely depend on the approach of the teachers. Bureau for Educational Services has invested a lot of work in development of the system of performance evaluation of the teaching staff.

Performance evaluation of the teachers (PET) enables the teachers to have a clear picture of his work, to know where he is at now in comparison to the previous period, as well as the further course of development needed for improvement of his/her work. Performance evaluation also provides support to teachers in acquiring appropriate skills, knowledge and experience that will enable them to further develop and respond to the challenges brought forth by changes, the director to identify the needs and define plan of development of the school and finally in enables identification, recognizing and encouraging good practice.⁴⁰ Also PET is arranged in such a way so as to register the examples of bad practice and encourage appropriate corrective measures. However, some examples from practice make timeliness of this approach questionable.

Performance evaluation of teachers is conducted, inter alia, based on observation of the classes,⁴¹ examination of teacher's documentation, which includes work plan and preparation, examination the professional portfolio⁴² and is based on structured interview. Participants in the process are the director (who conducts the assessment) and teacher (who participates in the assessment of his/her own work). Questionable is also tolerance, for various reasons, towards teaching staff who received final grades of "unsatisfactory" or "satisfactory" as well as professional tolerating of those teachers who

39 Relevant public opinion polls conducted by the non-governmental organizations Human Rights Action (2009), Center for Monitoring and Juventas" (from 2010), Centre for Civic Education and LGBT Forum Progress (2011). See: www.hraction.org, www.cemi.org.me, www.juventas.co.me, www.ggo-ccc.org, www.lgbtprogres.me

40 Group of authors, „Performance Evaluation of the Teachers– a Manual for Schools“, Page 7, Bureau for Educational Services, Podgorica, 2009

41 Four lessons in two years of which one should be remedial or extra teaching lesson, Ibid, page 13

42 „Collection of evidence of the teacher's work: compilation of things done in the classroom or somewhere else, and which testify to the talents and strengths, skills and knowledge“; Ibid, Page 11

publically convey the views which are contrary to the mission and goals of formal education, course curriculum and goals of the course they teach.

Probably we should to wait some time in order to be able to form sufficiently grounded conclusions about the effectiveness of established evaluation mechanisms, and to contribution evaluation is making to “providing quality education for all children” , as it was promoted by its authors. In this regard, and for professional development of teachers who implement the programs related to LGBT topics, adequate training should be organized, and these trainings should be supported and lead by the Bureau for Educational Services.

With this assessment agrees one of the authors of textbooks for secondary schools analyzed in this study, Ms. Zorica Kotri, expert working in the Bureau for Educational Services. She is of the opinion that the textbook represents only one of the tools in the hands of the teachers, and that the path to more open and grounded treatment of LGBT issue leads through quality education and sensitization of teachers about this issue.⁴³

Bureau for Educational Services is continuously undertaking targeted research which should show the extent to which the most important planned solutions foreseen by the concept of educational reform are (or are not) applied. At the end of 2009, the results of the research connected to implementation of the Civic education classes have been announced. Significant number of teachers thinks that one lesson per week is insufficient to cover the curriculum. 14% of the teachers have not been professionally trained. Most of the teachers teaching this course are teachers of Russian language, history and geography. Some minor problems have been identified in realization of the Civic education classes. It was recommended that schools should pay more attention to teaching civic education, emphasizing that training of teachers is of vital importance as well as adequate conditions for realization of the program. Recommendation is that the teaching should be done only by teachers who have undergone adequate training, as it was foreseen by the programme.⁴⁴

43 Response from Ms. Zorica Kotri, from 17.11.2010, on the questions about the quality of treatment and presence of LGBT phenomenon in the textbook “Sociology” for IV grade of gymnasium; ASZ Documentation

44 Main problems listed are: learning materials, visits to various bodies of local self-government which are not easy to organize, lack of classrooms designed for these classes; inadequate furniture and classroom set up; Page 64; Our school- Research: Application of reforms in primary and secondary schools and gymnasiums in Montenegro, analysis of the results with recommendations, Editor: Dragan Bogojević, PhD, Bureau for Educational Services, Podgorica, December 2009.

3.8 KNOWLEDGE OF STUDENTS ABOUT SEXUAL ORIENTATION

Non-governmental organization Juventas from Podgorica implemented a project “We Teach No Discrimination”, which was dedicated to creating a safe environment for all students, and especially to respect of diversity and building of tolerance in relation to sexual orientation and gender identity.⁴⁵

The research, conducted within this project, from April to May 2013, involved 1,599 students of all grades from 32 secondary schools. It was reported that 44.2% students would not accept the friend from class if they found out that he/she was lesbian/gay/bisexual or transgender. Members of the family of different sexual orientation would not be accepted by 54% of the students. A quarter of community of students, among which this research was conducted, thinks that children who have contact with LGBT people become a part of that population themselves.⁴⁶ Slightly less than 50% of students said that they can freely discuss their sexuality, sexual orientation and partner relationships in school, whereas 39.3% of the students stated that they were not satisfied with information they receive in school about this topics. It is interesting that 61.4% of students would not be interested in participating in workshops and seminars about sexuality.

This, valuable and useful research has shown how unsafe all students feel in our schools: 57.3% of high school students stated that it happens every day or often that students of their school are exposed to derision/humiliation by other students, 53.3% stated that it happens every day or often that students from their school are exposed to insults, given mocking names, 27,6% are exposed to threats and 16,7% stated that it happens every day or often for students of their school to be physically assaulted by other students. Additionally, 63% of high school students stated that they have heard that a young person has been ridiculed for presumably being member of PGBT population, 53.5% heard that such a person has been exposed to insults, 22.7% to physical assault and 29.8%/ had heard that such a person had been exposed to threats.⁴⁷

Additional warning indicator for necessity of changes for those

45 See: <http://www.juventas.co.me/index.php/2012-03-20-15-23-23/mi-ucimo-ne-diskriminaciju/pres-konferencija>

46 Ibid

47 “Juventas”, „Research among secondary school students on attitudes connected to sexuality, sexual orientation and partnership”, May 2013. For more information see: <http://www.juventas.co.me/images/dokumenta/jUVENTAS%20ISTRAZIVANJE%20SREDNJOSKOLCI%20final.pdf>

who create and implement national education policy is information about acceptance of LGBT persons. The information that more than 44% of high school students would not accept their friend from the class if he/she was lesbian/gay/bisexual or transgender, over 54% wouldn't accept a close family member, more than 39% a teacher, 46.1% a friend, over 40% a neighbor, and over 53% a person on a leading position in a country, is extremely worrying and in long term socially dangerous. This clearly indicates how successful public education is in acceptance of tolerance and human rights and how the model and attitude towards education, especially in primary school, should be changed.

3.9. EDUCATIONAL PRACTICE WITHOUT DISCRIMINATION

LGBT Forum Progress, has on the occasion of beginning of the school year 2013/14 presented a programme of continuous monitoring of the national educational practice to continuously monitor the position and status of LGBT students and teaching staff, as well as treatment of LGBT issues and human rights in the classroom and school life (primary and secondary schools) in general. As explained, the programme directly contributes to implementation of the Strategy for improving the quality of life of LGBT persons that was adopted by the Government of Montenegro on 9 May 2013. LGBT Forum Progress wants, through established monitoring, to assist “further development of educational system and school environment that is inclusive and motivating for all students and entire teaching staff, regardless of their differences”. “We would like to help establish a safe school environment and positive atmosphere where everyone is respected and accepted”, stated this CSO.

This NGO asked Montenegrin Minister of Education to approve and uphold implementation of this program in all primary and secondary schools, as well as the training of teaching staff.⁴⁸ On this occasion, an invitation was created which was supposed to be made available to all in school, named “Lets prevent together discrimination in education”. With this, LGBT Forum Progress invited all students, teachers and parents to help identify and register cases of discrimination, humiliation, unjust treatment and practices which put LGBT persons in humiliating and inappropriate position. It was emphasized that communication with LGBT Forum Progress staff would be strictly confidential and discreet.

⁴⁸ Letter to the Minister of Education Slavoljub Stijepović, August 2013; LGBT FP Documentation

They were all invited to share the experience and knowledge from teaching practice, content of textbooks, implementation of course curricula, attitudes of teaching staff towards LGBT issues and problems, attitudes of school management and teaching staff towards LGBT persons, regardless if they are students or other teachers, as well as on discrimination, mobbing and violence because of different sexual orientation and gender identity. The contact with this CSO regarding the aforementioned issues can be established via anti-discrimination phone (067 916 44 25) or electronic mail (info@lgbtprogres.me).

3.10 DISCRIMINATORY TEXTBOOKS: COMPLAINTS OF LGBT COMMUNITY AND CIVIL SOCIETY ORGANIZATIONS

NGOs Center for Anti-Discrimination “Ekvista” and LGBT Forum Progress, both based in Podgorica, have submitted to the Protector of human rights and freedoms of Montenegro (Ombudsman) in June 2011 a complaint for violation of rights of LGBT persons in Montenegrin textbooks for primary and secondary schools.

The textbooks issued by the Bureau for Textbooks and Teaching Aids, whose use was approved by the Council for General Education, current National Council for Education, according to these CSOs are not in line with the objectives of education in Montenegro, adopted subject curricula and completely neglect and ignore LGBT rights and existence of LGBT persons in Montenegro. These CSOs claim that in this manner nothing is being said through the system of public education about the rights and rights of persons who belong to minority LGBT community, thus further contributing to their stigmatization and social exclusion and to development of long term intolerance and discrimination.

These NGOs have recommended to take into consideration the constitutional guarantees in the field of human rights, the Anti-Discrimination Law, positive regulations from the field of education, content of approved subject curricula and content of the following subject textbooks which accompany them: “Sociology”, a textbook for general gymnasium, “Civic education”, a textbook for elective subject in gymnasium, “Individual in the group”, a textbook for elective course for III and IV grade of gymnasium, “Philosophy”, a textbook for IV grade of gymnasium, “Biology”, textbook for gymnasium and “Civic education” a textbook for primary school.

Protector of Human Rights and Freedoms of Montenegro has requested and received an opinion from the National Council for Education,

which on this concrete occasion sought opinions from Bureau for Educational Services and Bureau for Textbooks and Teaching Aids.

The Bureau for Textbooks and Teaching Aids assessed that complaint coming from civil society organizations “Centre for Anti-Discrimination-Ekvista” and LGBT Forum Progress was rather general and vague, but expressed willingness and openness for cooperation. The Protector of Human Rights and Freedoms was informed that new generation of textbooks is being developed and that all types of stereotypes will be avoided in them. Additionally, in connection to the complaint, he was informed that in the meanwhile the Government of Montenegro has by the Decision No. 10-10621 from 25 October 2011, formed an Expert Working Group for preparation of the analysis of LGBT rights in the textbooks. It was mentioned that Ms. Nadja Durkovic was appointed a member of the group, who was at the time editor in chief of the Bureau for Textbooks and Teaching Aids and “that they hope that systematic approach to this problem will provide that new generation of textbooks adequately deals with the issues discussed in the complaint“.

Protector of Human Rights and Freedoms assessed in the Act No. 01 - 536/11 from 31 December 2011 that relevant state institutions have systematic approach to improving these issues and that in new generation of textbooks all types of stereotypes will be avoided, including those against LGBT persons. He concluded that the Government of Montenegro has formed an expert working group tasked with preparation of analysis of human LGBT rights in the national education system and that there is a considerable willingness to cooperate with everyone on this issue.⁴⁹

The work of the expert group was completed in late September 2012 and the analysis was submitted to the Government who has initiated its work. The analysis⁵⁰ showed which content of the textbooks for primary and secondary school should be amended or supplemented. Analysis, conclusions and recommendations of the expert team were examined by the Council of the Government of Montenegro for protection against discrimination, chaired by the Prime Minister Igor Luksic, PhD in early November 2012.⁵¹

Protector of Human Rights and Freedoms of Montenegro, unlike similar institutions in the region (Croatia and Serbia) did not deal with the

49 Page 70, Marijana Laković and Aleksandar Saša Zeković, M.A.: „Representation of cases of discrimination based on sexual orientation in Montenegro: From principles to practice“, LGBT Forum Progress, Podgorica, 2012.

50 See Annex 1

51 The Council was familiarized with the analysis of the Expert Working Group and assessed that it is necessary to take the analysis into account during preparation of the Strategy for improving quality of life of LGBT persons; The Expert Group stopped further work; Minutes from the meeting of the Council from 7 November 2012, CCE Documentation.

analysis of the textbook content, nor has issued an assessment regarding the specific complaint. Certainly, this institution has strengthened communication between education authorities and civil society.

Certain university professors who have been sued for discrimination based on sexual orientation and gender identity before the domestic courts, have according to information of LGBT Forum Progress and Center for Anti-Discrimination “Ekvista” during the court procedure called upon the contents of some textbooks.⁵²

3.11. INTERNATIONAL EXPERIENCE: CURICULA AND LGBT RIGHTS

International experiences show that approach towards LGBT phenomenon in primary and secondary schools is gradually being innovated in accordance with the modern concept and practice of human rights.

Great attention of the public in the Netherlands in 2000 aroused publication of illustrated children’s book about same-sex love with the title “King & King” (originally in Dutch “Koning en Koning”) from the authors and illustrators Linda de Haan and Stern Nijland. The book was written in a clear way to normalize homosexual romance and marriage in the minds of young children. A fairy tale begins with the Queen Mother who wants her son, the heir to the throne, to get married. However, he rejects all the girls offered for marriage. One princess, interested in marriage, was accompanied by her brother. When the prince saw him he immediately fell in love („It was love at first sight“). The book illustrates these scenes and confusion of the princess. The story ends with the illustration of a kiss being exchanged between the two princes, i.e. two kings and this also sends a clear message to children. The book was later translated into English and several other languages.

In late March of 2006, in primary school „Joseph Estabrook“⁵³, Lexington, state of Massachusetts, United States of America, the teacher decided to read to the second graders aforementioned children’s book “King and king” during the class when they discussed the topic of weddings and marriages. The existence of so called homosexual agenda in public primary schools has previously provoked a reaction of traditionalist circles and some

52 Minutes and reports from the court hearings; Documents of the Center for Anti-Discrimination „Ekvista“ and LGBT Forum Progress.

53 <http://teacherweb.com/MA/JosephEstabrook/SchoolHomepage/sdhp1.aspx>

parents.⁵⁴ The book is still present in public primary schools in this area. The administrations of these institutions, believing that the problem is that parents do not want to accept the diversity, have tried to solve this problem by referring them to attend some interactive workshops on the topic “How and why should I talk with my children about diversity” led by persons qualified by GLSEN.⁵⁵ Dissatisfied with the way they were treated and with alleged dismissal of traditional family and parental values there have been several cases of parents removing their children from public schools and moving out of this county.⁵⁶ These parents were convinced that the teachers forgot they are only temporarily taking care of the children, and that there are parents of different profiles, coming from different environments and lifestyles that also had to be respected.⁵⁷

In late March of 2006, in primary school „Joseph Estabrook“⁵⁸, Lexington, state of Massachusetts, United States of America, the teacher decided to read to the second graders aforementioned children’s book “King and king” during the class when they discussed the topic of weddings and marriages. The existence of so called homosexual agenda in public primary schools has previously provoked a reaction of traditionalist circles and some parents.⁵⁹ The book is still present in public primary schools in this area. The administrations of these institutions, believing that the problem is that parents do not want to accept the diversity, have tried to solve this problem by referring them to attend some interactive workshops on the topic “How and why should I talk with my children about diversity” led by persons qualified by GLSEN.⁶⁰ Dissatisfied with the way they were treated and with alleged dismissal of traditional family and parental values there have been several

54 Parent David Parker was refused the request he submitted to allow his child to leave the class when homosexuality is discussed. The case ended up in the Supreme Court, which refused to intervene, thus allowing schools to develop educational programs about homosexuality without parental consent or permission.

55 Gay, Lesbian and Straight Education Network is a non-profit organization established in 1990 with the mission to contribute to having each member of every school community be valued and respected as a person, regardless of sexual orientation or gender identity, i.e. sexual expression. www.glsen.org

56 Case of families Wambolt and Montalvo; See <http://www.massresistance.org/docs/parker/montalvo.html>

57 Public protest of Gerry Wambolt’s parents; <http://www.massresistance.org/docs/parker/montalvo.html>

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The book „Mommy, mama and me” by Leslea Newman also has an interesting approach to children of young age. Through rhythmic text and illustrations the book shows a toddler spending the day with its mommies and represents an exchange of love between the same sex parents and their children. .

In 2009 in Croatia, a first children’s book was published which affirmatively treats gender and sexual minorities. The title of the book is „Zvijeri plišane“(in English: Stuffed beasts) and it was published by groups „Kontra” and „Lori“.⁶³

The focus of European efforts in the coming years will be to present same sex communities and homosexual families through visual communication with children in classroom, to provide more print content for children with stronger presence of the phenomenon of homosexuality, and that the teacher works more on initiating and encouraging debates which will lead to children accepting homosexuality.

It is necessary to work on strengthening of Montenegrin educational institutional framework in order to monitor the practice of human rights, observe key social challenges and threats to the development of democracy and tolerance, which at the same time present fundamental, legal and developmental premise of the educational system, and to reduce individual resistance of persons in educational system who work on creation and adoption of subject curricula and textbooks.

In the United States there are numerous court rulings in connection to the treatment of homosexuality in the education system and relationship of “traditional” values and rights of sexual minorities. The message of court rulings/decisions is that, for example, religion and religious beliefs must be maximally respected and honored, but not on the expense of other secular,

61 Case of families Wambolt and Montalvo; See <http://www.massresistance.org/docs/parker/montalvo.html>

62 Public protest of Gerry Wambolt’s parents; <http://www.massresistance.org/docs/parker/montalvo.html>

63 Publication of the book has sparked considerable public attention and negative comments, especially from the right-wing politicians. The book entails stories about lives and relationships between stuffed animals, promoting diversity and breaks the concept of traditional stories and fairy tales.

civil values and beliefs. They promote “equal status and equal reputation”.

IV – Course curricula and textbooks - primary school

A total of five course curricula for primary school and seven course textbooks have been analyzed.

The following course curricula have been analyzed: „Nature“, „Civic education“, „Healthy lifestyles“, „Biology“ and „European Union“. Also, the following accompanying textbooks have been analyzed: „Nature“ for VI grade, „Civic education“ for VI grade, „Civic education“ for VII grade, „Healthy lifestyles“ for VIII and IX grade, „Biology“ for VIII grade, „Biology“ for IX grade and „European Union“ for VIII and IX grade.

In the following part we will present the most important of the analyzed curricula and textbooks for primary school.

4.1. CIVIC EDUCATION

„Civic education“ is a compulsory school course in Montenegrin schools, which places Montenegro on a democratic map in the region and Europe. While a considerable number of countries, some of which are members of the European Union, have neglected education for democracy or have just introduced it, Montenegrin educational system almost for a decade is committed to its development and continuous improvement.

Montenegrin model is set up in such a way to integrate the topics of political and democratic culture, human rights and freedoms (promoting the society which cherishes the culture of human rights), multicultural education and education for life with differences, policies and practice of peace and non-violence, peaceful resolution of conflicts, sustainable development policies, social psychology, good communication, etc.

We can all proudly state that in Montenegro political and educational authorities do not neglect education for democratic citizenship.

However, through careful reading of some of the textbooks gives a strong impression that these content may create with younger population even more conservative and traditionalist attitudes than are those of older generations. For that reason, a compulsory course Civic education and elective course for secondary schools Civic education, with all other courses and textbooks from social field of study should be used to build stronger civic

democratic competencies.

When analyzing „Civic education“ in correlation with course textbooks for „Civic education“, „Individual in the group“, „Psychology“ one can get an impression that through deliberate silence on LGBT topics actually education in the “correct” way and “conservative modernization” of the textbook and educational policy is being promoted. Silence on LGBT topics and hiding of LGBT communities represents clear, but “hidden” effects, which are often not easy to identify. However, they are very important.⁶⁴

The course Civic education has a historical significance and role. Therefore, all efforts undertaken in terms of its introduction in the educational system and its preservation should be maximally respected and honored. After all, it has confirmed, in contrast to the experiences of countries in the region, along with some other courses of study and textbooks, a concept of secular state. In Montenegro, the authorities did not give in to the pressure of religious and populist structures, and insisting to school “immaculate reading” of holy books, nor to the return of the traditional pedagogy based on traditional authorities and total control.

On all levels, LGBT issues receive strong resistance and this indicates a need for further innovation of textbooks, additional education of teachers both in teaching of the content and in the field of methodological and didactical preparation for school work. This is the only, in long run sustainable manner to improve the tolerance and social acceptance of LGBT persons in Montenegro who are exposed to and suffer from devastating effects of discriminatory policies and practices.

4.1.1. Course curriculum

Civic education is a compulsory school course for VI and VII grade of the nine-year primary school. It can be said, by the overall importance and promotion of this course, that it represents one of the pillars of the overall reforms of primary and further education. The team of authors decided on such a setting (and the name of the course) which will, according to their vision, contribute to “faster democratization of the society and encourage students and teachers to be more responsible, tolerant and active participants in the social changes“.

64 Analysis of the new hegemonic relationships is done by the author Michael W. Apple, in his book: *Ideology and curriculum*, translated from English language: Đorđe Tomić, Fabrika knjiga, Belgrade, 2012.

The curriculum for the course Civic education, from 2004, for nine-year primary school, was produced by the Commission composed of: prof. Rade Delibašić, PhD, President and the members: prof. Radovan Radonjić, PhD, Anđa Backović and Vidosava Kaščelan. The changes of this curriculum were done in 2011 by the Commission composed of: Zoran Lalović, MA, President and members: Nadežda Vujašković, Snježana Bošković and Anđa Backović as a consultant. National Education Council has on its 11 session, held on 27 December 2011 confirmed the changes of the curriculum for “Civic education” course for VI and VII grade of primary school.

The overall objective of Civic education course is to adopt knowledge, skills and values necessary for young people for active and responsible participation in democratic society.⁶⁵

Civic education curriculum comprises of: (1) mandatory objectives and contents of the program (this part is the same and obligatory for all students in the country);⁶⁶ (2) objectives and content of the program planned by the teacher in cooperation with students,⁶⁷ and (3) objectives and contents of the program planned by the school with local community.⁶⁸

For VI grade of primary school the following elective topics are foreseen: Etiquette- good manners; Gender equality (gender sensitive language); Children with special needs in school- mutual assistance and respect; Leisure time; Proper use of the Internet; Solidarity in action; Promotion of the right of children in school; Child abuse and neglect; Other cultures; Customs in my town then and now.

For the VII grade of primary schools the curriculum foresees the following elective topics: Peaceful resolution of conflicts; Empathy and active listening; Non-violent communication; Role models and values of young people; Minority groups; Stereotypes and prejudice; Violence among young

65 Page 7: Course curriculum „Civic Education“, Bureau for Educational Services, Podgorica, 2012.

66 „Topics from the compulsory part of the curriculum encourage students to understand the basic social groups in which they live, to develop consciousness about belonging to them, and the skills and attitudes which will help them to actively participate in the social life“; Page 8; Ibid

67 „Elective topics offer a space to open and understand personal and social phenomena for which the students show particular interest, which are current and contemporary and for which answers cannot be found in other places. Elective topics also provide a chance for students to freely express their needs and choose them together with their teachers. Of course, they should be selected in such a way as to complement the compulsory topics. Some specific elective topics can be realized through cooperation with professionals in the community, competent non-governmental organizations, institutions, etc.“; Page 8; Ibid

68 „Within the part of the curriculum the school plans with local community the teacher is encouraged to plan and carry out various forms of community service, humanitarian and voluntary work (actions and activities) in school/local community“; Page 8; Ibid

people; Mental health of the children and young; Puberty and adolescence; Human trafficking; Attitude towards authorities then and now- research; Who are the role models for young people today- research.

The curriculum for the VI grade of primary school sets the following operational objectives for each student: to analyze the role of the citizen and importance of learning Civic education course; to understand the importance of politics and equal right for participation of citizens in social life of the community; to understand social importance of family and its relations with other social groups and organizations; to analyze the roles of the individual family members and relationship between the members (to learn how to differentiate between: democratic from non-democratic relations in the family; equalities from inequalities in the family; adequate upbringing of children from neglecting and abusing of children in the family); to analyze potential sources of misunderstanding and conflict in the family as well as the manners in which to overcome those conflicts; to get familiarized with the role of the school and understands its importance for the development of children (to learn the right to education); to learn organization of school, his/her position and the role of other individuals and groups in school; to learn the importance of rules, rights and obligations of the students and procedures for adoption of the rules; to get introduced to the Convention on the Rights of the Child, its content and importance; to understand the school as a community of different individuals and importance of cooperation, agreement and mutual understanding; to know the possibilities and importance of personal engagement in the life of school; to get to know the local community (specificities and characteristics of people in local community), to get to know the most important human activities (economic, culture, social and sports activities of people in local community); to know the organization of government in the local community.⁶⁹

For students of VII grade the following objectives have been set: to get introduced to the concept of the people (nation) and importance if equality, mutual tolerance; to understand the importance of respecting the diversities for harmonious life in multiethnic communities (multiculturalism); to get to know the basic features of the state and mutual relations between the state and the citizens, and to differentiate the democratic from undemocratic government; to differentiate between the genuine, proper authorities- role models from the fake ones (learning to oppose to the authority which exceeds or abuses its powers) and to analyze different influences on the choice of role model (influences: parents, school, peers, media...); to analyze and understand the role of various authorities in their environment (family, school,

⁶⁹ The curriculum does not mention sexual orientation and gender equality as a possible source for misunderstanding, both in family and in society. In addition, the curriculum provides a lot of space for discussion and definition of the rules of conduct in the school that could be used for development of more tolerant relations towards all differences students manifest or express.

local community, state); to get familiarized with cultural, religious, political and generation differences and examples from life is assured that these should not be a reason for separation; to analyze cultural specificities, understand that no culture is homogenous and that in every culture there are differences (subcultures), analyze interpersonal relationships in multiethnic communities and understand the importance of tolerance and mutual connection; to analyze characteristic of people in certain periods of life (their needs, attitudes, values, etc.), to understand generation differences and importance of mutual respect and tolerance; to analyze specificities of young generation (subculture of the young) and the dangers that accompany a period of growing up, learn how to recognize and distinguishes what is fair and what is unfair; to understand the importance of social justice for dignity of every men; to analyze: inalienability, indivisibility and universality of human rights and understand the role of Declaration of Human Rights; to analyze the examples of violations of human rights and understand the importance of Declaration in the life of every men; to analyze social position of children and understand the role of the Convention on the Rights of the Child in everyday lie; to analyze the violation of rights of children; to understand the role of legal norms and the law for preservation of freedom and justice for every men; to analyze their role in the protection and enhancement of social justice and rights of men; to get to know the democracy as a value and procedure; to understand what is civil society; to get to know the basic characteristics of authoritarian government and learn to differentiate it from the democratic government; to learn how citizens protect and promote the democracy in their community (responsibility for democracy); to understand that the world is interconnected and that what is happening in other parts of the world has effect on us as well (globalization and interdependence).

The curriculum for VII grade is particularly good and widely set. Despite the fact that there is no mention of human rights of LGBT persons, LGBT community as a minority group (subculture) or homophobia as a social phenomenon, the curriculum for Civic education provides all requirements and opportunities to include and recognize these topics (LGBT) in the teaching process and textbooks.

4.1.2. Course textbook for VI grade of primary school

The authors of the “Civic education” textbook for VI grade of primary school are Čedomir Čupić, PhD and Zoran Lalović, MA, and the textbook was approved for use in nine-year primary school by the Decision of the Council for General Education No. 01-346 from 17 October 2005. The publisher is the Bureau for Textbooks and Teaching Aids, 140 pages, illustrated. Cobiss.CG-

The textbook consists of seven sections: „Introduction“, „Civic education“, „Family“, „School“, „Local community“, „People“ and „State“. The textbook contains, as annexes, „Small school of etiquette“ and „Glossary“. In the annexes and in the textbook there are no contents that talk about gender identity and sexual orientation. The textbook is not gender sensitive.

In the chapter „Introduction“ the authors emphasize that for every student before they start the study of this course “it is important to know: that a person is an individual, but also a social being that lives in a (non)material world. It is emphasized that we do not live alone, but together with others, and that we have a sense of community and belonging to others. In addition to the material world, as the authors explains, “a world of things that surround us”, there is a nonmaterial world as well - “the world of rules, roles, traditions, conventions, laws and similar”. “Nonmaterial world is a product of human life in the community and is not made up of material things but of ideas, words, speech and agreements”, stress the two authors.

From the chapter “Civic education” the students will find out what is politics, what is the citizen and why is it important that everyone should have the same right to participate in social life of their community. The importance of the role of the citizen in the society is emphasized, as well as what is expected from them and why it is important to be trained for the role. Finally, the students are advised on how to apply civic education in everyday life. „Civic education” is defined as a course which teaches the students how to participate in social life of the community. In doing so, family, school and city are defined as the most important communities. Politics is defined as participation in making of decisions of importance for the entire community, whereat the citizens are “decision-makers”. The citizen is defined as an “individual who takes active part in social life of their community, who seeks to improve the community life and make it better for all people”. It was mentioned that the course Civic education should help them learn how to live with others and how to make joint decisions, and to develop their civic behavior. This implies that the citizen should be, among other things, just (fight for their rights and rights of the others) and peaceful (not to cause, but to resolve the problems in the community). There is also a list of values which citizens should uphold: equality of all people, equal rights for all, freedom for all people, responsibility, humanity, justice and fairness. In defining and clarifying of these values, in an age appropriate manner, the authors did not point out to extremely important problem of intolerance that generally exists in Montenegro, or to the problem of homophobia and social equality of LGBT persons with others. This shortcoming is even more visible because the students are advised to read, analyze and use lessons from textbook, but “before all to

observe real life and in life verify the things they learn in school". Teachers and the textbooks are there to help better understand what is happening in the family, school, city and state, claim the authors. Human rights of LGBT persons are very important issue, as LGBT community is certainly the most discriminated against and socially rejected group.

The chapter „Family” explains why people live in communities and importance of family as the primary community. “Every person needs to belong to someone and to be loved by others. He/she needs love, respect, support and appreciation of other people”. Among the characteristics of family relations, the following have been listed: boundless trust and support of all members, free expression of feelings and thoughts and uninhibited behavior. When talking about the members of the family, the authors use neutral term “parent”, but there is no mention of the fact that at least in the world the same sex families equally exist. The authors talk about children without parents in a very correct and acceptable manner and stress the need for special social protection of these children. Marriage is defined as a term “usually associated with the word family” and as a community of “man and woman which is exercised for living together and raising children”. However, the authors immediately point out to the difference between the marriage and family, and stress that there are families without marriage – a common-law marriage. This type of family is again exclusively reserved for a man and a woman. The authors add, thereby manifesting their opinion, that from the earliest time, because of the importance the family had, the society tried to provide support the natural connection and common life of, again emphasized, the man and woman. The marriage is defined as socially acknowledged connection between the two adults, but again it is stressed of different sex- a man and a woman. When explaining the marriage ritual the authors once again point out that “the marriage can be concluded only with the free consent of the man and woman”. Next, they present different roles of the family and different family relations. There is no possibility, even in terminology, to recognize that in the world there are same sex families and parents. A distinction is made between autocratic (traditional) and democratic (modern) family. Promotion of democratic family contributes to better understanding and status of LGBT persons in them. The authors devote considerable attention to family violence. They recognize forms of unacceptable behavior in it. Children are usually faced with most forms of violence because of their real or perceived sexuality and gender identity (beatings, insults and name-calling of children, punishing of the child by water and food deprivation and the like, locking of a child in the room, basement, etc.). One gets the impression that the Montenegrin textbooks, in general, promote the importance of the traditional concept of family, which in the world has begun to fade away and that feminist vision of marriage and family is insufficiently treated, which, in various fields, are fully actual. This issue is neglected, which is the most important, in the secondary

schools.

In the chapter “School” students learn about the importance and essence of the school, its organization, rules of conduct, rights of the child, learning, interpersonal relationships and participation of students in the school life. Authors here reiterate the goals of public education in Montenegro. In the part about the rules the ones that apply to all schools have been mentioned. In this context, among others, the right of every student to be protected from all forms of violence in schools has been recognized. The authors and publisher of textbooks need to review the terminology used in relation to children and young people with disabilities. Next, the authors talk about understanding and conflict in the school community and the school as a whole, as well as participation in school life, wherein they affirm proactive approach and interest of students.

Thanks to the chapter “Local community” students will learn about the life and meeting the needs in the local community, the differences between city and country, communication between citizens and decision-making. The chapter also describes the organization and association of citizens (gives examples of fishermen, women, tenants, pensioners), education, health and social protection, local government authorities.

In the chapter “People”, among other things, the terms people / nation, ethnicity and tolerance (inter-ethnic) are defined.

In the chapter “State” students will learn what is the state and about the relationship between the state and citizens. The authors say, among other things, that the state provides to citizens (role of government): security, order and safety, conditions for life and work and equal rights and equal opportunities for all (“by preventing injustices the state preserves and guarantees justice”).⁷⁰

4.1.3. Textbook for VII grade of primary school

The authors of the “Civic education” textbook for VII grade of primary school are Zoran Lalović, MA and Čedomir Ćupić, PhD and the textbook was approved for use in nine-year primary school by the Decision of the Council for General Education No. 01-144/1 from 25 August 2006. The publisher is the Bureau for Textbooks and Teaching Aids, Podgorica, 188 pages, illustrated. Cobiss.CG-ID 11608336

70 Page 130; „Civic education“, Authors: Čedomir Ćupić, PhD and Zoran Lalović, textbook for VI grade of primary school, Bureau for Textbooks and Teaching Aids, Podgorica, 2013.

Communication with the Author of the textbook

On the occasion of the analysis of the textbooks I contacted one of the authors-Zoran Lalovic as I was interested in his professional opinion on the content and treatment of LGBT rights in the curriculum and textbook. I was particularly interested to know, and with a certain distance from writing the textbook, how pleased was he with presenting of LGBT themes, homosexuality and gender identity. I wanted to know if it is possible to innovate and supplement the textbook, if the topic for which I have shown interest had enough illustrative examples presented in the textbook, have the authors experienced that created professional content, particularly the one related to the LGBT phenomenon, did not pass through certain procedures during the final acceptance and approval of curricula or textbooks, and finally to what extent will subject teachers have the freedom and opportunity to add in the teaching process the contents which talk affirmatively about homosexual orientation, gender identity, same sex partners and families.⁷¹ Since Mr. Lalovic is a (co)author of a number of the curricula and textbooks, which are the subject of this analysis, I will give there his whole response, as it is, among other things, also relevant when considering the analysis of the content of other school curricula/textbooks such as “Individual in the group” and “Psychology”:

„I have participated in drafting of a number of documents (curricula and textbooks), which, among other things, deal with in my opinion very important topics such as: human and minority rights, stigmatization and discrimination, existence of victims of stereotypes and prejudices, as well as various social deviant behaviors as are, for example, intolerance and aggression, etc.

In some of these documents (curricula or textbooks), human and minority rights (for example: children’s rights) appear as separate topics (for example: children’s rights in the textbook “Civil education”, or attitudes, prejudices and stereotypes in the textbook “ Individual in the group”), but it is more common and for school more appropriate approach to deal with these issues as a part of other, more general topics (for example: about gender equality, the rights and status of women is talked through the topic on families, or the position of certain minority groups is dealt with through the topic stereotyping, etc.).

Regardless if we have used one or the other approach there was always an open intention to make visible to children and young people certain “vulnerable groups” (children, women, the poor, the sick, persons

71 Address to the author of the textbook “Civic education”, Zoran Lalević, M.A. November 2010, January and February 2011; ASZ Documentation

with HIV, members of certain ethnic and religious groups, homosexuals etc.), and to point out to the real danger that is present – the danger of their marginalization, labeling and denial of their human rights. Thus, for example, a group “homosexuals” appears at least two times (as I recall) in the textbook “Individual in the group,” and both times in the context to stress the possibility of the real threat of denial of their human rights and social isolation. (I’m not sure, but I think this is the first case this term was used in our textbooks). In a similar manner were treated many other groups (for example: the poor, persons with disabilities, the sick, the elderly, persons with HIV ...).

It is difficult to assess the level of satisfaction with what was done, but it is important to understand that there has always been clear and open intent to show to young people some specific social problems, as well as the intention to, if nothing else, at least do not endorse the existing prejudices and not to support social exclusion and denial of human rights. Of course, it is always possible that there are some stereotypes erroneously left in the document, but if it is a case, there was no intent. However, these are just documents. What happens in classrooms is much more important. You asked if teachers have the possibility and freedom to speak about these topics. You probably know that all curricula in the primary school and gymnasium are open and that teachers have about 15% of the time (out of the total number of hours) to deal with the topics and content students are interested in (of course, these issues must be within the scope of a particular science). This is, for example, the case with civic education in primary school, with psychology or sociology in gymnasium and with every other course in primary and secondary school (for example: with biology, history, etc.).

In addition to compulsory subjects, the students in our schools have the opportunity to choose and learn elective courses. For example, in the primary school students are offered 37 elective courses, and in gymnasium even 39 elective courses. Among the elective courses in primary school and gymnasium there are those which are more or less directly related to the topics we are discussing, such as: Researching humanitarian law, History of religion, European Union, Healthy lifestyles (in primary school), Individual in the group, Sociology of Culture, Civic education, European integration, Media literacy (in gymnasium). Therefore, all of these courses, each in its own way, provide room and opportunities for discussion about topics connected to human rights, discussion about the position of minority groups, about the issues of sexuality, etc.

It is difficult to say if these topics are discussed openly and to what extent in schools. Some recent research (Influence of the elective course “Healthy lifestyles” on knowledge, values and life skills of primary school students) show that teaching of this course, among other things, contributed to: reduction of social distance towards people with HIV; better understanding of types of psychological violence; choosing the appropriate ways of reacting to situations of exposure to violence, whether by peers or adult; a better understanding of

effective methods to prevent violence in schools, etc.

Similar results have been received through independent evaluation of the teaching of “Civil education” course in primary school. It turned out that teachers within this course openly discuss with students various social issues, that children have the opportunity and feel free to ask questions and express their views, thoughts and dilemmas. The fact that there is such a course and that it is compulsory in our schools is of great importance (for example: this is not the case in any of the neighboring countries). What is the situation with other courses, I am not really familiar, and I think it depends mostly on the teachers themselves, and their readiness and their knowledge on the specific topics.

If you look a few years back, I think that the situation is now much better than it used to be and that it is constantly changing for the better,” Lalović concludes in his reply.⁷²

Analysis and comments of the thematic content

The textbook: “Civic education” for VII grade has five sections - chapters: “Authority and role models,” “Life with differences”, “My rights, my responsibility”, “Democracy” and “Future society”. The textbook contains the following annexes: “Universal Declaration of Human Rights,” “Small school of peaceful resolution of conflicts in the community,” a very useful and interesting annex, and “Glossary”, in which there is no explanation regarding the human rights of LGBT people, their identity, and hatred, violence, stereotypes and prejudice towards them.

In the chapter “Authority and role models,” the authors speak about authority and power, as its key characteristic. They talk about distinguishing real from false authority and authoritative people. Then, they present the authorities in the family. It is said that the authority in the family are parents, adding that it may be a grandfather, grandmother and others. “In some families, older children may be authority to younger children, and somewhere male children to female children.”⁷³ Additionally, it is stated that the patriarchal (traditional) and contemporary family have different authorities. Students are invited to consider the fairness of the relationship in a traditional family. Gender equality is promoted and it is insisted that the authority must be earned. It is commendable that they used photos that partially represent growing up in different families (living only with mother). Later in the chapter, the authority

72 Response from Zoran Lalović, MA, coauthor of the textbooks for „Civic education“ (VI and VII grade of primary school), „European Union“, „European integration“, „Individual in the group“, „Psychology“; 2011; ASZ Documentation

73 Page 12; textbook „Civic education for VII grade of primary school“, authors: Zoran Lalović, MA and Čedomir Čupić, PhD; Bureau for Textbooks and Teaching Aids, Podgorica, 2008.

in the school is represented, in professional (work) organizations, political authorities. It is commendable that the authors have such an approach which does not promote obedience and submission to the authority, but insist on questioning and the merits of each of them. Some of the authorities mentioned are defenders of human rights, scientists, athletes. All of them are represented in photographs. Out of seven photographs, on five of them are male role models.

The chapter “Life with differences” talks about differences between people, how to perceive them, about cultural differences and how to live together. They also talk about labeling, but did not list the most common examples from school. This chapter could have been better used to present the differences, among others, between the young, on the basis of sexual orientation and gender identity. However, there is no mentioning of that or of tolerance towards LGBT community. This chapter, both in illustrations and content, is not utilized enough to promote social acceptance of Roma, as the only minority that is, among others, different by the color of their skin. Next they talk about multiculturalism, as well as about ethnic diversity and tolerance in a very interesting and illustrative manner. Significant attention in the textbook is dedicated to the definition of stereotypes and prejudice, as well as to the need to overcome them. The content offered, at least in the textbook, is not linked to LGBT people in any way. Content covering multiculturalism, without mentioning of LGBT and other issues, are contradictory. LGBT community, sexual orientation, gender identity are also not mentioned in defining and explaining discrimination. It is interesting that the authors talk about the consequences of discrimination in an accessible and understandable manner, with sensibility of teaching staff LGBT community can be mentioned in this context. For example, when talking about the challenges (barriers) the nation (community) is facing, in a populist way is stressed the guilt of those “we already have a negative opinion of”.⁷⁴ It often happens in our country when it comes to unemployment, corruption and crime, poverty. In these circumstances, the most dominant majority has extremely negative reactions towards the protection of human rights of LGBT people. A minimum of solidarity is absent. The authors talk about intolerance in a clear and understandable manner. It also provides the opportunity to talk about discrimination and exclusion of LGBT people. “Intolerance can mean rejection of another person because he/she is different. Thus, it can happen that people are abandoned, isolated, and even insulted and attacked because of their different opinions, different hair styles, different ways of life”.⁷⁵ After that, the chapter talks about differences in generation, about the young, the adults, the elderly...

74 Page 47; Ibid.

75 Page 49; Ibid

The third chapter has the title: “My rights, my responsibility.” Students here have the opportunity to learn to distinguish fair from unfair (among other “to be forced”, “not having the right to say who you are”, “have fewer rights than others”). Also, students learn about justice as “value, inviting people not to do anything to others that would hurt them.” The definition of “dignity,” offered in the textbook, provides a lot to teaching staff that is educated and sensitive towards these issues, - especially the possibility to draw attention of the students to the status and position of LGBT people. “Dignity is best understood by people who found themselves in a position to lose their dignity: when they had nothing to eat, when they were ridiculed or humiliated, when they were persecuted or unjustly imprisoned, when no one wanted to hear what they were saying. Then one can think that his life is unworthy of human life.”⁷⁶ It is also said: “A person does not need much. He/she needs food, safety, love and respect and it is just that every person should have that. It is unfair to prevent a person from it.”⁷⁷ Unfortunately, these examples have not been developed in the respective manuals for teachers, and they also do not mention directly human rights of LGBT people. Sexual orientation and gender identity are not mentioned as possible grounds for “making unfair distinctions between people.” The chapter, then, talks about human rights, their universality and respect and children’s rights. Especially, and correctly so, are emphasized the rights of women. When it comes to violence among children, Internet violence is mentioned as well as abuse via e-mail and text messages.

The following, fourth chapter, is dedicated to “Democracy.” From the available content the students will learn about the democratic procedure, rule, division of powers, civil society. Civic activism and non-governmental organizations are mentioned in an affirmative manner. Interestingly, the authors of the textbook recommend to young people of this age to read George Orwell’s “1984” and the book insists on avoiding to clearly mention homophobia, LGBT community as a minority and marginalized groups, discrimination LGBT people are faced with...⁷⁸

The fifth chapter has the title “Future society,” and it speaks about interdependence and globalization, changes in the world and sustainable development, literacy and knowledge.

76 Page 70; Ibid

77 Ibid

78 Pages 120-122 talk about authoritarian rule and authoritarian people; Ibid

4.2. HEALTHY LIFESTYLES

4.2.1. *Course curriculum*

The curriculum for the course Healthy lifestyles, elective course for VIII and IX grade of primary school was prepared by Dragan Laušević, PhD, Anđa Backović and Slavica Vujović.

The curriculum starts from the premise that the period of early adolescence (11-15 years) is characterized by sudden changes in physical, cognitive, emotional and social development of children, and for these reasons various types of support should be provided to their healthy development. The assumption behind the curriculum is that maintenance and promotion of health are inseparable from education. In the curriculum the school is seen as one of the key places where the young acquire the necessary knowledge, develop and practice skills and build attitudes that will help them preserve and continually improve the overall health.⁷⁹

The intention of the curriculum is that students, through understanding of the important issues of their health and acquiring of certain skills and positive attitudes, improve their physical, emotional and social health. Overall objective, as stated in the curriculum, is to provide a good awareness of children, develop positive – pro-social attitudes and values, promote responsible behavior and healthy lifestyle so that every child would, to some extent, develop skills for positive, constructive and adaptive behavior, which will enable them to cope with the demands and challenges of everyday life in an efficient and effective way. Among others, the following specific objectives have been presented: to get informed (implies the adoption of basic knowledge about the functioning of the human body, health, causes and ways to prevent common diseases and the importance of their own responsibility for their health and the environment); to encourage the development of positive attitudes towards healthy lifestyles, as preconditions for sustaining and improving of their own health, the health of others and the environment; to develop communication skills, introspection, skills and techniques for making responsible decisions, analytical skills and the potential to choose their own life values and skills and techniques for coping with stressful situations and providing resistance to pressure of the society and peers, to enable the students to apply the acquired knowledge and skills in the school environment.

Through the second topic entitled “Anatomical-physiological bases of

⁷⁹ „Healthy lifestyles“, elective course, curriculum, Bureau for Educational Services, Podgorica, 2008, Page 5.

the human body,” the students receive, among other things, information that should help them get familiarized with and understand the basic functions of individual organ systems and basic human instincts.

The topic “Personal hygiene of the body and culture of clothing”, among other things, should help understand the health, aesthetic, cultural, psychological, financial and other reasons for maintaining personal hygiene and way of clothing.

Within the topic “Immune system, infectious diseases and AIDS,” the students acquire information about the basics of the functioning of the immune system of the human body, which infectious diseases exist, how do they contracted and how are they spread, the basic principles of preventing and controlling the spread of infectious disease, methods of transmission and prevention of HIV, testing on the virus and social inclusion of people with HIV/AIDS. There is correlation with civic education courses in terms of content dedicated to children and human rights, solidarity, tolerance and communication. Special attention, which is commendable, is given to concepts such as stigma, discrimination, segregation and social isolation.

Through the topic “Reproductive health with sex education and prevention of sexually transmitted diseases” the students should learn how to describe the changes that occur in the body of boys and girls during puberty, the changes in physical and social development, the basic structure and function of the reproductive organs of men and women , how pregnancy occurs and ways to prevent unwanted pregnancies, to explain the concept of sexuality, to explain why, besides biological, there must be an emotional, social and intellectual maturity to enter into sexual relationships, to name and describe sexually transmitted diseases and risk factors, the ways to prevent transmission of sexually transmitted diseases and to explain the types of sexual violence and the ways of fight against sexual violence. Recommended activities, among others, should be to analyze different aspects of sexuality, such as tenderness, bonding, love and trust. Planned concepts and contents are, among others, are falling in love, attraction, love and sexuality. The concept of homosexuality, in the curriculum, is referred to in one place, on the equal footing with other sexual orientations. Connection of content with civic education courses is foreseen in terms of children’s and human rights, and with the study of Montenegrin official or mother language as regards topics such as love, affection and the relationship between young men and women in poetry and prose⁸⁰. The last should be amended with relevant literary content which represent same-sex relations as well, and the attention should be paid

80 Elective course “Healthy lifestyles”, Topic 7 “Reproductive health with sexual education...”, terms and contents, correlation, Page 53, Bureau for Educational Services, Editor in chief Dragan Bojović, PhD, Podgorica 2008.

for heterosexual relationships not to be perceived as the only possible, morally and socially acceptable.

Through the course topic “Mental and emotional health, and improving of interpersonal relationships with communication skills” the students acquire knowledge required to: explain the impact of mental and emotional health in the formation of a “healthy and mature person”, list the basic types of emotions, explain the role of relationships within the family for the formation of a healthy personality, describe the psychological changes and needs of young people during puberty, use one of the techniques to resist peer pressure, use creative methods to solve problems and make proper decisions, know the reasons why conflicts appear, and apply techniques for overcoming stress. Correlation of the topics with other courses is foreseen, such as with Biology (family and society) and Civic education (also through the topic: family), which may represent a good basis for treatment of LGBT phenomenon.

Within the topic “Prevention of physical and mental violence” is planned to acquire knowledge about the importance of the problem of physical and psychological violence, protection of human and children’s rights, identification and description of the factors that influence violent behavior, types of resistance to physical and psychological violence, as well as about entities which deal with protection from violence. There is correlation of the thematic content with Civic education course as regards human and children’s rights.

This course curriculum also treats the following topics: “Healthy diet”, “Physical activity”, “The influence of psychoactive substances on human health”, “Prevention of injuries”, “Ecology and health with communal hygiene.”

When it comes to methods of assessment in the curriculum of the course of ethics teachers are encouraged to pay attention to the level and quality of the acquired knowledge of the students. Team of authors recommend using Blooms taxonomy of knowledge according to which the student is expected to recognize and understand the information, apply the knowledge in new situations and contexts, solve problems by using acquired knowledge, connect, try out, demonstrate, analyze and synthesize newly acquired knowledge, and finally form opinions distinguishing between facts and values, compare and make a selection of theories, standpoints, facts, judge, select, recommend and make decisions based on arguments. Evaluating students should be in a function of adoption of attitudes and accepting of healthy lifestyle and in this respect good and useful methods are recommended to the teaching staff.

4.2.2. Course textbook

Authors of the textbook “Healthy lifestyles” are: Dragan Laušević, PhD, Slavica Vujovic, Andja Backović and Tatjana Vujovic. The textbook is approved for use in the nine-year primary schools by the Decision of the Council for General Education No. 04-3-152 from 31 August 2009. Publisher is the Bureau for Textbooks and Teaching Aids, 122 pages, illustrated. Cobiss. CG ID 14370320.

In the opening address to the students, teaching staff and parents the team of authors state that, through the study of a specific course and textbook, the main objective is to contribute to the advancement of children’s health and their environment. The team of authors stress that “only textbook is not enough to do so” and that it is necessary that “students feel support from the teachers to critically think about the information, to seek new information and freely express their experiences.” It is commendable that the authors invited them to contact them directly and give comments and suggestions, or feel free to ask about information related to the subject matter⁸¹. It is commendable that the entire textbook was written in gender sensitive manner.

On pages 121-125 there is a glossary of terms in which, inter alia, the term “sexual orientation,” is defined as “a decision which persons we are sexually attracted to: the opposite sex - heterosexuality, same sex - homosexuality, both sexes - bisexuality” . It is at the same time the only place where homosexuality is directly mentioned.

Communication with the authors of the textbook

While working on the content analysis of this textbook I contacted the team of authors, since I was interested in their professional opinion on the content and treatment of LGBT rights in the course curriculum and textbook. I was particularly interested in their satisfaction, from a certain time distance from writing of the textbook, with presenting of LGBT themes, homosexuality and gender identity in the content, do they think the textbook can be innovated and supplemented, and if the topic for which I have shown interest had enough illustrative examples presented in the textbook, have the authors experienced that created professional content, particularly the one related to the LGBT phenomenon, did not pass through certain procedures during the final acceptance and approval of curricula or textbooks. Finally, I was interested to what extent will teachers have the freedom and opportunity to add in the

⁸¹ Introductory address of the team of authors, textbook „Healthy lifestyles“ for VIII and IX grade of primary school, Page 3, Bureau for Textbooks and Teaching Aids, Podgorica, 2009

teaching process the contents which talk affirmatively about homosexual orientation, gender identity, same sex partners and families.⁸²

One of the first to respond was one of the authors, psychologist Andja Backović. She noted that the team of authors was led by a strong desire that the topics presented reflect contemporary life and scientifically based attitudes towards different aspects of health and health behavior. She added that no textbook, not even this, the first textbook for Healthy lifestyles, could cover all the things they wanted to include in it and all the things that complexity of modern life set before us - as questions that require understanding and answers. She expressed confidence that the next editions would surmount shortcomings of this textbook. She expressed satisfaction that the textbook provides a basis for research and further improvement. Ms. Backović ended the letter with “Your questions are very stimulating both for our professional and, in general, civic dialogue”.⁸³

I communicated with two other co-authors of the textbook – Ms. Slavica Vujović and Ms. Tatijana Vujović. In a joint response to questions regarding the treatment of LGBT phenomenon they emphasized that one of the main objectives of introducing the course Healthy lifestyles in primary schools was forming of positive attitudes and values. They reminded that, just in an effort to achieve the goal, appropriate seminars have been organized for teachers who would be teaching this course. These activities were aimed to help teaching staff understands the importance and ways of forming of life skills and positive attitudes and values. “The intention to foster empathy and tolerance through teaching of this course, to encourage the students to respect themselves and others, to respect diversity, to use the language of acceptance, etc seemed as equally important aspect of the course as its contents. It would certainly represent, at least a small contribution, to creating a basis for understanding the topics you are interested in, and which can certainly be contributed to through the contents from a variety of subjects.”⁸⁴ “Developing affirmative relations and tolerance towards LGBT rights are the goals that led the team of authors in drafting of curricula and textbooks, as well as in training of teachers.”⁸⁵

Analysis and comments of the thematic content

In the first chapter, entitled „Opt for health“, health is defined as well as components of health. In addition to the physical, mental and emotional health, there is also a social health, which includes, among other things, peace,

82 Address to the authors of the course textbook: Dragan Laušević, PhD, Slavica Vujović, Andja Backović and Tatijana Vujović, November 2010; ASZ Documentation

83 Electronic reply from the Psychologist Backović, from 13.11.2010; ASZ Documentation

84 Electronic reply from the Psychologist Backović, from 13.11.2010; ASZ Documentation

85 Electronic reply from the Psychologist Backović, from 13.11.2010; ASZ Documentation.

security and the absence of any violence. As a unique component of health is the health of the environment.

Novelty and improvement compared to earlier Montenegrin textbooks, represents open recognition of sexual and reproductive health. This lists Montenegro among the countries that have sex education in public schools. Among other things, it is said that “sexually healthy person has a positive attitude towards sexuality and his/her sexual partner”.⁸⁶ There is no doubt that this is the case of terminologically sensitized approach towards LGBT and gender identity.

However, it is evident that an opportunity was missed to enumerate and speak openly about all sexual and reproductive rights. In brackets only mentioned are the right to decide about the birth of the child and the right to a protection from sexual abuse. I will remind you the sexual rights apply to all people and imply that persons, among other things, are entitled to a satisfying and safe sex life as long as it does not endanger others, and the right to love and have sex with whomever they choose, regardless of the sex and gender identity of that person. Adolescents have the right to enjoy the sexuality they selected, have the right to accept / refuse sex and to marry whom they want when they are of appropriate age to do so. Also, adolescents, which is from the aspect of the textbook very important to clearly say, have a right to clear and accurate information about sexuality, to express, discover and explore their own sexuality as long as it does not endanger others, to a sexual pleasure and not be judged or criticized for their sexuality.

The first chapter also talks about risk factors endangering the health, healthy lifestyles and improving of health. In this segment, in a separate box titled “How to navigate the sea of information”, there is a list of very useful links in English language. One of them is www.kidshealth.org, a portal that offers to parents, children and teenagers, a 24-hour access to “honest and accurate information and advice about health, emotions and life.”⁸⁷ On this recommended link people openly and properly talk about homosexuality. Despite the fact that the content is in English language, it is noticeable that the authors had a positive intention to offer in an indirect, less transparent way, to teaching staff, young people and parents some contents which treat, in a very good and established way, LGBT phenomenon. It is the responsibility of teachers to use the offered resources during class. The failure is that the target

86 Textbook „Healthy lifestyles“ for VIII and IX grade of primary school, Page 13, Bureau for Textbooks and Teaching Aids, Podgorica, 2009

87 Portal has been repeatedly recognized and awarded as one of the best family and parental website, the best health website, the best website according to the teachers, and the best educational media for students. It was launched by Nemours Center for Children's Health Media, a part of [Nemours Foundation](http://www.nemours.org), which was established in 1936 by a philanthropist Alfred I. du Pont and is dedicated to improving of children's health.

groups, primarily teachers and students should get specific suggestions of possible content available on the recommended site. The same remarks apply to another recommended site www.cyh.sa.gov.au. It is a health service of the Government of South Australia for children, youth and women (CYWHS) that provides a range of services and programs for parents, children and young people in South Australia. Visiting this site will enable you to find a range of information about the topic that is the subject of this paper. Particularly interesting may be section on same-sex families. Among other things, it says that the traditional view of “family” in Australia talked about parents who are heterosexual. However, the idea of the family today is much broader than that. It includes single parents, same sex parents or parents who are transgender persons. The conclusion is that for the family most important is presence of love, care, consistency and support for the people in it, especially for children. Various options of same sex family are presented - two gay men may choose to have a child with the help of a friend who is willing to carry the pregnancy, two lesbians can decide to have children using artificial insemination with the sperm of an unknown donor or some friend. There is also a family in which more than two people share the parental childcare (co-parenting - a gay man with a pair of lesbians). Finally, there are families in which the mother and father have children together, get separated or divorced and then one or both start relationship as gay or lesbian. The answer to the question, “will my own sexuality be endangered in the same-sex family”, is that sexual orientation of parents does not affect sexual orientation of a child. It is also mentioned that research shows that there are no significant differences between children with same-sex parents and straight parents, in various psychological measures, including gender roles, self-esteem and the like. It is interesting that the web site offers true stories of young people who come from same sex families. There are some very accurate and helpful information for young people and their parents connected to sexuality, common misapprehensions about GLBTIQ persons⁸⁸ (which might be interesting for a group discussion in several course curricula) and some specific advice regarding providing support to social integration of GLBTIQ persons.

The second chapter, entitled “Body is a treasure,” talks about the importance of physical activity and meeting the needs. It is said that meeting of the needs is necessary for functioning of the individual, but also society as a whole. Maslow’s hierarchy of needs is illustrated, in which at the bottom of the pyramid are physiological needs, then just above them is the need for security (among others, listed are family safety, safety from violence, health), then the need for love and belonging (friendship, harmonious family relationships and sexual intimacy are listed), the need for recognition and on the top of the

88 Gay, Lesbian, Bisexual, Transgender, Intersex and Queer

pyramid is the need for self-actualization.⁸⁹

The third chapter is entitled “Know yourself, control yourself.” It discusses the relevant aspects of mental and emotional health, relations with the environment, stress and how to overcome it, and how to successfully resolve conflicts. In listing of the characteristics of mental health the importance of social development, connecting with people, belonging to the group, respect for diversity and responsible attitude toward all people is emphasized.⁹⁰ The importance of family for the development of mental health is stressed as well as the issue of security (children need help to overcome fears that hinder their happy and normal life, to be free from all forms of violence and dangers in the family, school, schoolyard, in the street). Almost four pages of this chapter are dedicated to emotional health. Complete content is very useful and convenient for children and youth. Especially useful are advice on developing skills for good emotional health. The part devoted to developing relationships with the environment recognizes, among other things, negative peer influence (the influence of a person or group in terms of behavior, demeanor, socializing, dressing)⁹¹. After that part, there are some good advice for overcoming stress and resolving conflict situations. The lesson, in defining love and types of love, avoids the usual stereotypes. Also, selected illustrations are mostly neutral.

„More hygiene, less dangerous” is the fourth chapter in the textbook. It talks about skin, body hygiene and protection of environment.

The fifth chapter, “How to eat healthy,” talks about the importance of food, proper nutrition, eating disorders and diseases that accompany them.

The sixth chapter is entitled “Smart love.” It deals with issues of sexuality and reproduction, sexual characteristics, health risks and personality development in terms of sexuality and reproduction. When listing physical changes, sexual and reproductive maturation, it talks in a neutral way, about emerging of new feelings: “you like someone, think about her/him all the time; you are falling in love or feel sexual excitement.”⁹² A good opportunity to represent same-sex emotional relationship at least through an illustration was missed here. None of the photographs used in this lesson relates to the topic. Development of sexuality includes content that is neutral and can equally relate to LGBT persons⁹³. However, the following content can be questionable and prone to manipulation, especially by persons who are not sensitive

89 Group of authors, Healthy lifestyles, page 22, Bureau for Textbooks and Teaching Aids, Podgorica.

90 Ibid, page 31

91 Ibid, page 36.

92 Ibid; page 68.

93 „When you talk with a person you are in love with, you hold her/his hand and feel happy or excited- your sexuality is manifested. Sometimes it is enough just to think about that person, to her voice or to thing about her, and you get overwhelmed by emotions. Or: you like your body or you find a body of some other person attractive, even though you may be confused by the changes you notice... All of this, and many similar feelings, desires, behaviors, thoughts, experiences make sexuality“; Ibid, Page 72.

towards the issue: “The development of sexuality and how it manifests is influenced by, besides biological, many other factors: ... psychological, social and cultural (for example: how a society refers to different forms of sexuality, what is acceptable, what is not) ...”⁹⁴ There is no mention of how to overcome any traditionalist mentality and resistance, and how to encourage, or at least provide qualified help to forming of sexual identity. In the part of the textbook which talks about it, it is said, quite correctly, that it is manifested in a way that some people like persons of opposite sex and have sexual feelings towards them, and some people feel that they are attracted to both sexes.⁹⁵ When talking about the risks to sexual health, there is no mention of the risk of concealment and dispersion of sexual identity⁹⁶. The chapter ends with sexually transmitted diseases and the prevention of disease through safer sexual behavior.

The seventh chapter is entitled “Saying NO is not enough” and treats the issues of dependency, using of drugs, alcohol and tobacco.

“The immune system - foundation of health” is the eighth chapter in the textbook, which talks about the resistance of the organism, infectious diseases and AIDS. Inclusion of infected or affected individuals in society is encouraged and concepts such as stigma and discrimination are explained in detail.

The title of the ninth chapter is “Violence and how to resist it.” A very good approach was used in terms of recognition of the violence - aggressive or violent behavior, physical violence, verbal violence, and psychological violence, overt or covert violence. In a separate box there is an address to students talking that violence is punishable law when individuals or groups are verbally insulted or attacked because they are of a different race, nationality or religion. With regard to regional and local experiences, and the role of the course it could be important to mention violence based on sexual identity/orientation. Position of LGBT persons is not recognized when talking about the causes of violence, especially when the cause is explained as “inadequate system of values in society.”

The title of the last chapter in the textbook is „Prevention is better than cure“. It talks about the risks and injuries, first aid, and social and individual responsibility.

94 Ibid, page 73.

95 Ibid, page 75.

96 On the recommended website www.kidshealth.org, it is stated that parents who refuse to acknowledge the fact that their children are LGBT may increase the health risks. According to one research parents who are intolerant towards their lesbian, gay or bisexual (LGB) teens may increase the risk that their children suffer from health problems during adulthood, as for example: risks of suicide is increased, as well as risks of depression, drug abuse and unsafe sex.

4.3. BIOLOGY

4.3.1. Course curriculum

Biology is the general course, which is taught in VII, VIII and IX grade. The curriculum for the nine-year primary school was produced a Commission composed of: prof. Vukić Pulević, PhD (Chair), Gligor Rončević, MA, Stanka Vučinić, Danica Popović, Sonja Krivokapić and Stana Sanja Kaluđerović.

Through the teaching of biology students will, among other things, discover functioning of the human body as a complex system and its integration with the living world. This biological knowledge encourages development of responsibility for their own health. The contents provided by this curriculum are the basis for continuation of secondary education and intellectual and professional advancement of students.⁹⁷

The general objectives of biology, according to this curriculum are, among others, for the students to understand the importance and role of biology for the progress of mankind, as well as for everyday life, to understand the position and role of the humans in nature, develop responsibility for seeking solutions to conflict situations, develop critical relationship to substance abuse (alcohol, nicotine, drugs), to develop responsibility for their own health and to develop awareness of gender equality.⁹⁸

Within the topic “Reproductive system” students should, among other things, know the role and structure of sex organs, become familiar with the hormonal changes, understand the importance of hygiene, sex organs, most common sexually transmitted diseases, stages of embryonic development and give an opinion on importance of contraception.

U sklopu teme „Porodica i društvo“ kao operativni cilj je navedno da učenik/ca treba da zna koja je uloga porodice u podizanju i vaspitanju potomstva, zna što se podrazumijeva pod pojmom delinkvencija. U tu svrhu navedene su sljedeće aktivnosti: izrada referata na temu „Porodica i društvo“ i analiziranje značaja zdrave i kompaktne familije za razvoj ličnosti.⁹⁹

Stated operational goal of the topic “Family and Society” is that

⁹⁷ Page 27.; Course curricula for nine-year primary school, Editor in chief Dragan Bogojević, MA, Bureau for Educational Services, Podgorica, 2005

⁹⁸ Page 28; Ibid.

⁹⁹ Strana 42.;Isto.

the student should know what the role of the family is in the upbringing and education of their children, know what is meant by the term delinquency. For this purpose, the following activities are listed: preparation of essay on the topic: “Family and Society” and analyzing the importance of healthy and compact family for development of personality.¹⁰⁰

Teaching staff is advised, in the didactic recommendations, to familiarize the students with the problems and consequences of racial discrimination (on the basis of skin color), to encourage students to adopt attitudes about gender equality, to point to ways of transmission of sexual diseases etc.¹⁰¹

It is noted that the LGBT phenomenon in this curriculum is completely neglected and in this context is has limited the content of the course textbook.

4.3.2. Course textbooks

The content of Biology textbook for VIII grade of primary school has been analyzed. The authors of biology textbook for eighth grade nine-year primary school are: Desanka Malidžan, Danka Petrović and Marijana Ojdanić. The textbook is approved for use in the nine-year primary schools by the Decision of the Council for General Education No.04-3-147 from 6 July 2010. Publisher is Bureau for Textbooks and Teaching Aids Podgorica, 2010, 188 pages, illustrated, Cobiss.CG-ID 15516944. This textbook was interesting from the point of this analysis because through its content the students study the diversity of living world and there is no mention of sexual orientation in the textbook.

The authors of biology textbook for IX grade of primary school are: Danka Petrović and Desanka Malidžan. The textbook is approved for use in the nine-year primary schools by the Decision of the Council for General Education No. 04-3-173 from 29 August 2008. Publisher is Bureau for Textbooks and Teaching Aids Podgorica, 180 pages, illustrated. Cobiss, CG-ID 13965840.

Analysis and comments of the thematic content

The textbook consists of the following chapters: “The organization of body” (A), “The exchange of matter and energy” (B), “Movement and support” (C), “Regulation” (D), “How we perceive the world around us” (E) “Genders are different “(F). At the end of the textbook, pages 167-170, there

100 Page 42.;Ibid.

101 Page 43; Ibid

is a glossary, which does not contain any terms connected to gender and sexual identity and orientation. Pages 171-178 provide answers and solutions to the tests from the end of each chapter, used to assess the knowledge. Bibliography is not presented.

The chapter “Genders are different” does not mention different forms of sexual orientation and possible same-sex relationships. These issues are completely ignored, which can have effect on creation of prejudice and unfounded views. Same-sex families are not mentioned either. An opportunity was missed to get, through an important and compulsory school course, young people prepared and trained for understanding and cherishing of human rights and for accepting differences in themselves and others. I am not just saying this in the context of LGBT phenomena, but also in context of treating the physical appearance of any girl or boy and acceptance of persons with disabilities. In the chapter titled “Growing and aging,” one of the headings is “Puberty and adolescence.” LGBT phenomenon/issues are not present either in text or illustration. Unabridged contents can be found below:

Puberty and adolescence¹⁰²

Puberty (early adolescence), starts at around the age of ten, and it lasts for several years. This is a period in which there is physical and mental maturation of boys and girls. On puberty, due to the influence of sex hormones, clear differences between the sexes become noticeable. During this period, young people change their relationship to their parents, they are often bothered by advice from adults, they want to manage their own lives and to make decisions for themselves; they seek friendship among their peers because they understand each other well. Psychological maturation causes frequent mood swings - hypersensitivity, irritability, uncertainty, stubbornness, apathy ... During this time, for young people it is very important to have stable family, understanding and support of parents. In the absence of support of parents, young people often find a solution to their problems in delinquent behavior; they become aggressive, start to smoke, drink alcohol ... After puberty, growth is gradually ending, this period is referred to as late adolescence and it lasts until the ages 20-23. Feelings of adolescents in this period are becoming stabilized, family relationships are better than during puberty, personal world of values is formed. Young people usually in this period decide what their future profession should be; and become capable of having mature love relationship.

Attraction to the same sex is certainly one of the more serious issues adolescents and their parents encounter, and it deserves to be treated in a school

102 Page 158, „Biology“, textbook for IX grade of nine-year primary school, Authors: D. Petrović and D. Malidžan, Bureau for Textbooks and Teaching Aids, Podgorica, 2009.

textbook. This issue is important from the aspect of mental and emotional health and family stability, and authors of the textbook rightly mention family stability as something that is important. Also, there is no mention of sexual relationships among peers, regardless of gender. One of the interviewed teachers of biology, of the younger generation, says that with the exception to the content on the use of contraceptives, which he commends, it could be concluded that the observed section is to a large extent set in an anti-sexual manner.¹⁰³

As the textbooks completely ignores sex during adolescence, which is not appropriate for a modern biology textbook, one gets the impression, through the next topic, “The formation of the family,” that sex is advocated only in adult life, when in function of formation of family and that contraception is used when there are no conditions for the birth of a child.¹⁰⁴ It should be noted that there is a complete lack of all necessary information about sexual and reproductive health of students. The chapter ends with a part dedicated to artificial insemination. An opportunity was missed here to point out to the fact that same-sex couples often resort to it, as well as individuals who want to be parents regardless of the existence of a partner and regardless of their marital status.

Along with the textbook, the content of the Biology workbook for IX grade for nine-year primary school of the same authors was analyzed. We also considered textbook from 2012, COBISS.CG-ID 17877008 and not changes were registered in comparison with the edition of the textbook from 2009.

It is worrying that all perceived deficiencies are addressed through the elective course Healthy lifestyles, and that core and compulsory courses are not used more to achieve the defined goals of public education in Montenegro.

103 Notes from the interview with biology teacher, Podgorica, from 7.12.2010; ASZ Documentation

104 „After a period of adolescence starts adulthood which lasts for about 40 years. This is a period when we become socially responsible people, ready to form families and when our work productivity is at its peak. Forming of family requires providing financial conditions for giving birth and raising children. Family planning is important. If there are no conditions for children, we should use birth control to protect ourselves against unwanted pregnancy, i.e. use contraceptives“; page 159; an unabridged version; Ibid.

4.4. EUROPEAN UNION

4.4.1. Course curriculum

One of the more important goals of education reform in Montenegro is to prepare young people for life and work in a multicultural Europe. The study of topics related to the European Union (EU) and the European integration process of the country, within the regular educational curriculum, will significantly contribute to the knowledge and adoption of the EU values and facilitate the involvement of its citizens in the EU.¹⁰⁵ Country's membership in the EU is the key strategic objective.

Studying the topics connected to EU aims to enable the students to adopt the necessary knowledge about this important supranational organization, its member states, citizens and common European values it cherishes. The acquired knowledge on EU will help the students to: understand ongoing process of European integration, build a vision of a democratic European society and facilitate their involvement and communication with peers and schools within the Union. Informing young people about the EU and the European integration process will enable them to better understand its functioning and get familiarized with the values of European democratic multicultural society.

The course curriculum was developed by Prof. Gordana Djurovic, PhD and Cazim Fetahovic, MA.

4.4.2. Course textbook for VIII and IX grade

Authors of the textbook "European Union" for VIII and IX grade of nine-year primary schools are: prof. Gordana Djurovic, PhD, Asst. Prof. Danijela Jaćimović, PhD, Asst. Prof. Maja Kostic-Mandic, PhD, Dragan Djuric, Aleksandar Sasa Zeković, MA, Čazim Fetahović, MA, and Zoran Lalovic, MA. The textbook is approved for use in the nine-year primary school by the Decision of the Council for General Education No. 03/10/04 from 28 January 2010. Publisher is Bureau for Textbooks and Teaching Aids - Podgorica, 2010, 138 pages, illustrated, Cobiss.CG-ID 15174928

The textbook contains 10 lessons: „The European Union“, „EU

¹⁰⁵ Status, nature and purpose of the course curriculum, page 5, „European Union“ elective course for VIII or IX grade of primary school, Editor in chief Dragan Bogojević, PhD, Bureau for Educational Services, Podgorica, 2009.

Institutions“, „EU Single market“, „Protection of Environment in EU“, „EU and human rights“, „European Union – union of diversities“, „European Union- knowledge-based society“, „Accession criteria and enlargement policy of EU“, „EU enlargement policy and Montenegro“ and „Future of European Union“. At the end of every lesson there is a very functional reminder about information learned, and review questions and materials for reflection.

In the Introduction it is emphasized that through this course the students will acquire knowledge and information about the European Union (EU), which will “enable the students to find the answers to current social issues, broaden their horizons and enable them to independently participate in social life” and “build awareness on European values and the need for European integration.”¹⁰⁶

The lesson, “European Union” presents EU today, and its members, the symbols of EU, the reasons for its establishment, competencies and objectives of the EU, the principles EU is based upon (liberty, democracy, respect for human rights and fundamental freedoms and the rule of law), and the *acquis communautaire*.

In the lesson “EU Institutions” presented are the key bodies, institutions and EU agencies.

The lesson, “EU single market”, presents, among other things, EU on the world stage and the benefits of the Union: a high level of democracy and protection of human and minority rights, better standard due to benefit from large scale economy, more employment opportunities within the EU framework, a high level of social protection and European solidarity in encouraging harmonious regional development, and access to quality education.

Through the lesson “Protection of environment in EU” students will have an opportunity to find out what is sustainable development, which EU regulations relate to the environment, and the basic principles of the environmental protection.

Through the lesson, “EU and Human Rights” the students learn more about the importance of democracy and human rights for the EU, as well as that it is of utmost importance for any country that wants to enter the EU, to have stable institutions guaranteeing democracy, the rule of law, human rights and respect for and protection minorities. Special attention in the lesson is devoted to children’s rights. The Convention on the Rights of the Child is explained

¹⁰⁶ Page 9.; „European Union“, textbook for IX grade of primary school, group of authors lead by prof. Gordana Đurović, PhD; Bureau for Textbooks and Teaching Aids, Podgorica, 2010.

in detailed and practically explained, as well as every right it promotes and what it practically means for every child.¹⁰⁷ It is recommended to visit the website www.crin.org, Child Rights Information Network, on which a lot of interesting information and case studies regarding LGBT rights can be found, as well as useful resources for the advocacy of LGBT rights. Also, there are tips how to search www.youtube.com and reach many interesting, in terms of human rights, video and music contents. The lessons also presented some interesting songs on Human Rights.¹⁰⁸ The project “Stories on Human Rights” (www.arttheworld.net) has also been presented, which offered movies and stories of famous directors and writers from around the world. Thematically, the movies are divided into six categories - participation, development, dignity and justice, culture, gender and environment. Movies send a message of universal situations of violations of human rights and providing resistance to the policies and examples of violations. There is also a Catalogue of some constitutional guarantees of human rights in Montenegro.¹⁰⁹

Within the content of “Gender Equality” an interesting definition is provided - gender equality assumes that in a society, community or organization there are equal opportunities for women, men and people of different gender identities to contribute to the cultural, political, economic and social progress, as well as to have equal opportunity to enjoy all the benefits of progress and well-being of a community. UN Convention on the Elimination of All Forms of Discrimination against Women has also been presented, whereby, among other things, it is said that “the essence of the document is that women, whether married or unmarried, should have and enjoy the same human rights as men”¹¹⁰. The importance of gender equality policy in the life and politics of the EU is stressed, which is treated through various directives and programs. Also, the key indicators of improving women’s human rights have been provided.¹¹¹ It is recommended that after learning the indicators the students should check the level of women’s rights in their communities. Also,

107 Pages 64 and 65 „European Union“, textbook for IX grade of primary school, group of authors lead by prof. Gordana Đurović, PhD; Bureau for Textbooks and Teaching Aids, Podgorica, 2010.

108 „Musicians around the world promote peace, tolerance and human rights in their songs. Some of the songs are: „They Dance Alone“, and „Zimbabwe“ by Sting and still widely listened song „Get Up, Stand Up“ by Bob Marley. Among those who support human rights in their songs are legendary band U2, with songs „Seconds“, „One“, „Sunday Bloody Sunday“, „The Refugee“, and band The Clash with the song „Know Your Rights“, as well as Dead Kennedys who dedicated his song „Holiday in Cambodia“ to the Kingdom of Cambodia, which was a scene of serious human rights violations and serious crimes against humanity“; Page 62; Ibid.

109 It is emphasized that causing or inciting hatred or intolerance is prohibited, and any discrimination, on any basis and at the same time equality before the law regardless of any special or personal property is emphasized as well; Page 67; Ibid.

110 Page 68.; Ibid.

111 Prevention and punishment of any kind of violence against women, quality health care for women, education of women, employment and economic independence of women and participation of women in decision-making; Page 68; Ibid.

it is recommended to visit the link of the Department for Gender Equality of the Ministry for Human and Minority Rights, site of one of the leading local women's groups "SOS Phone for Women and Children Victims of Violence Niksic" (www.sosnk.org) and the site of the European Women's Lobby (www.womenlobby.org) where can be found a series of reports, statements and publications connected to the protection of women against discrimination and contemporary feminism. To follow is the content on work of the EU and Montenegrin Protector of Human Rights and Freedoms.

The lesson, "European Union - union of diversities" talks about why is important in EU that every citizen can use their own language, how is quality of life for citizens ensured, meaning of the slogan "Europe of citizens", and how is European identity built. EU commitment to civic, social, economic and cultural rights of citizens has been confirmed by the EU Charter on Fundamental Rights, which, among other things, talks about the special rights of children and the elderly, the right to compliance of family life with professional responsibilities, equality between women and men and the right to good administration.¹¹²

The lesson, "European Union - knowledge-based society" talks about the importance of education in the EU and the single educational space, defines the term "knowledge society" and presents a concrete EU mobility programs which can be used by young people. One of the strategic objectives of the EU is presented- to become the most competitive and dynamic economy in the world based on knowledge. The program "Youth" is certainly interesting, under which, among other things, the European Voluntary Service has been developed which includes a lot of LGBT organizations registered for hosting / sending volunteers from all over Europe.

Through the lesson, "EU enlargement policy and Montenegro" students will have the opportunity to find out what is a regional approach, which does stabilization and association process of our region to the EU entail, heretofore Montenegrin achievements and what is the purpose of the Communication strategy for informing the public about the process of integration.

The last lesson, entitled "The Future of the European Union", talks about the benefits of the European integration process, expected demographic changes, content of the Lisbon Treaty and the challenges of globalization.

112 Page 79.; Ibid.

V – Course curricula and textbooks - secondary school

A total of 11 course curricula for secondary school and 10 course textbooks, i.e. textbook sets have been analyzed.

The following course curricula have been analyzed: „Civic Education”, “Sociology” for gymnasium, “Sociology” for secondary vocational schools, “Sociology of Culture”, “European integration”, “Psychology”, “Individual in the group”, “Healthy lifestyles”, “Philosophy”, “Ethics” and “Biology”.

Also, the following course textbooks and textbook sets have been analyzed: “Sociology” for general gymnasium, ‘Sociology’ by the author Entoni Gidents (for secondary vocational schools), “European integration for III or IV grade,” “The Psychology for II grade,” “Individual in the group for III or IV grade”, “Healthy lifestyles for I or II grade”, “Philosophy for IV grade”, “Biology for I grade”, “Biology for II grade”, “Biology for III grade” with a student’s workbook.

In the following part we will present the most important of the analyzed curricula and textbooks for secondary school.

5.1. CIVIC EDUCATION

5.1.1. *Course curriculum*

Civic education is an elective course for I, II, III and IV grade of gymnasium, as determined by the Council for General Education at the meeting held on 31 March 2009. Authors are Zoran Lalović, MA and Momir Dragičević. It is pointed out that the course of Civic Education has an important role in training young people for active and responsible participation in a democratic society. The curriculum corresponds to the “needs of the government of Montenegro in an effort to, after several decades long crisis in almost all aspects of social life, have the education give its contribution to more rapid democratization of the society and inclusion of Montenegro in the contemporary trends of international connectivity.”¹¹³

113 Page 5; Course curriculum “Civic education“, elective course for I, II, III and IV grade of gymnasium, editor in chief Dragan Bogojević, PhD, Bureau for Educational Services, Podgorica, 2009.

It is also said that Civic education course “may be the basis and impetus for the ongoing process of democratization and modernization of the education and democratization of the society as a whole and development of the culture of justice, rights, responsibility, pluralism and other civic values.” It adds that in this way Civic Education, as a course, “is strongly connected with the general goals of education reform and the efforts of the Montenegrin society in general.”¹¹⁴

The curriculum also provides a kind of a definition of civic education: civic education “comprehends a set of teaching and educational measures, actions and activities, which have as the final outcome competent and responsible young people ready for an active role in the social life of their communities.”¹¹⁵

General objectives of the programme are defined: to provide acquiring knowledge and information about the society that will enable young people to develop autonomous responses to social and ethical issues, and provide them with independent participation in the social life of the community (1) through dialogue, discussion, problem solving, research and the like, to enable young people to develop skills, abilities and competencies which represent the basis for independent and responsible practice of democracy and participation in various fields of social life (2) to build awareness on the rights and responsibilities, values, standards, codes of conduct and ethical and moral issues of social community so that young people would view critically and direct their activities in the community (3).¹¹⁶

Cognitive dimension of the aims of civic education include: knowledge about (basic forms of social organization and the basic institutions of civil society and democracy); knowledge on how (are for example decisions or agreements made in the community, etc.); as well as the ability and skills to act competently in the community.

Value or effective dimension of the objectives of Civic education course entails: developed awareness of rights and responsibilities, standards of behavior and values of civil society, as well as of the ethical and moral issues of the community. In the curriculum it is expected that the key democratic and civic values such as freedom, equality, solidarity among people, dignity, personality, and respect for diversity become a part of the value system of students and the basis of their future work in the community.

Social-action dimension describes readiness of an individual to act and

114 Ibid.

115 Ibid.

116 Page 6; Ibid.

to be committed to civil society and democracy.

Within the part on resources for teaching there is a general list of literature and other sources. These are profuse and quality recommendations of national and international literature, which include LGBT themes.

The fact that the curriculum does not directly mention LGBT issues, which are the topic of interest for this analysis, does not decrease its quality. On the contrary, the course curriculum for “Civic education” for high school is wide set and provides sufficient opportunity to include topics of interest for the social acceptance of LGBT people and their equality in the textbook and teaching process.

The course Civic education is an elective course for III grade of secondary vocational schools. It plays an important role in training young people for active and responsible participation in a democratic society.¹¹⁷ It was adapted for use by the Commission consisting of the following members: Momir Dragičević, Zorica Kotri and Zoran Lalović, MA. The defined specific program goals are identical to those presented in the curriculum for general gymnasium (see above), so we will not repeat them here.

The following mandatory topics have are included: Introduction to the course, My role in the community, Democracy, the State, Political system of my country, Human Rights - universality - standards and protection, Occupation, Work and profession, Cultures and religions.

Within the topic “Occupation, work and profession” the operational goal is that students identify, and using examples from everyday life perceive, “types of abuse in the field of labor: exploitation, forced labor, discrimination in labor: gender, ethnic, racial, generational ..., trafficking, slavery.”¹¹⁸

The main objective of teaching of civic education is to prepare young people for the role of active citizens, which includes: knowledge of the roles of the citizen (informative role of the school); skills the citizens need (formative role of the school); values citizen have (socialization role of the school). Starting from this defined goals of the curriculum, it is said, the subject of evaluation in teaching civic education are: knowledge, skills and values required through the standards of the curriculum.¹¹⁹

117 Page 2; Catalogue of knowledge- course curriculum for “Civic education” elective course for III grade of secondary vocational schools, Ministry of Education and Science and Bureau for Educational Services, Podgorica, 2009

118 Page 18; Ibid.

119 Ibid.

Good and abundant framework for teaching literature is provided, and the curriculum, in general, provides a stimulating and solid basis for inclusion of LGBT topics. Respect for the human rights of LGBT persons is an integral part of the core civic values on which this course curriculum insists.

5.2. SOCIOLOGY

5.2.1. Course textbook for general gymnasium

The authors of the textbook “Sociology” are Zorica Kotri and Momir Dragičević. The textbook has been approved for use in the general gymnasiums by the Decision of the Council for General Education No.04-3-151 from 31 August 2009. Publisher is Bureau for Textbooks and Teaching Aids, 254 pages, illustrated, Cobiss. CG-ID 14358544

In the opening address the authors state that they have tried to share their extensive teaching experience through a textbook worth of student interest that encourages debate. They stress that in textbooks they mostly refer to the two great authorities - Anthony Giddens, “who has the most modern approach in sociology” and Đuro Šušnjić “whose style and language is the most acceptable.” I am emphasizing this because I will later provide a review of the relation the first author has towards the issues deliberated in this analysis.¹²⁰

The textbook consists of the following chapters: “Introduction to sociology”, “Man, society and culture”, “Stratification and social inequality”, “Work, social groups and institutions” and “Social changes and development.” Bibliography, which is presented at the end of the textbook, says that mainly contemporary sources have been used and only literature available in Montenegrin, Croatian and Serbian languages. Language in the textbook is not gender sensitive.

It seems that the authors have managed to achieve significant communication with students through giving lots of different tasks within each chapter. Certain tasks may have not fully adapted. It is questionable, to what extent the course of sociology is brought closer to students in some of them. It is noticeable that the textbook could have had more relaxed and fun approach. However, a significant number of examples and tasks which, among other things, treat the problems and issues that are of importance and interest to the daily lives of young people. However, none of them explicitly

¹²⁰ See the chapter in the Analysis entitled: Sociology for secondary vocational schools- course textbook.

treats LGBT issues. Criticism is that they do not offer some internet sources students and teaching staff could consult and thus complement and deepen their interest, discussion, and the organization of the class. On pages 242-249 there is a glossary of terms that does not provide any terms referring to the issues of sexual identity and orientation. In defining of the concept of discrimination no grounds for possible discriminatory treatment have been specified.

Gender and sexual identity is minimally integrated into the content of textbooks. It is necessary to remove these deficiencies through the creation of additional, open and clear, separate content dedicated to gender, sex and sexual identity or through the greater presence of these phenomena in the content which deal with family and marriage, social inclusion, culture and subcultures.¹²¹

Communication with the Authors of the textbook

I consulted with the authors about LGBT issues in this textbook. I asked clear and precise questions about the content and the specific treatment of LGBT rights. Namely, I was interested in LGBT issues, homosexuality and gender identity and their representation in the textbook. I was interested to learn is it possible to amend the textbook with the aforementioned topics in the following editions and in what way would this be done, as well as if some proposed topics have been removed from the textbook during the procedure of adoption and verification of the textbook. Finally, I have asked the authors of the textbooks if the teachers have freedom and possibility to independently add in the teaching process and through application of the textbook some additional content which affirmatively and groundedly talk about homosexual orientation, gender identity, same-sex partners and families.¹²²

Bellow is the response received from Ms. Zorica Kotri:

“The new concept of curriculum which allows for 15 to 20 percent of open content, gives teachers the freedom to together with students and following their interests and the needs incorporate certain themes and content. In accordance with this concept, a textbook was prepared which is set in such a way to leave room for discussion about any social phenomenon. Following the implementation of the textbook, I found out that there was a lot of discussion on this topic in the period when they studied marriage and family. Since the textbook is only one of the tools in the hands of teachers I think that in this concept the way to a more open and grounded discussion about LGBT

121 Authors of the course curriculum and textbook stressed that “during the analysis of the draft curriculum by the NGO sector, as regards the treatment of gender equality and identity, the curriculum received positive opinion and praises“. ASZ Documentation

122 Letter to the authors of the course textbook Zorica Kotri and Momir Dragičević, November 2010; ASZ Documentation

population is led through quality education, including sensitization of teachers to this issue. “

The response from Mr. Momir Dragičević, coauthor of the textbooks, which refers to some of the questions connected to this course textbook, is also presented below:

“In the curriculum, and then in the textbook that had to be based on the curriculum, through a variety of chapters and lessons issues such as homosexual orientation, gender identity and same sex partners are discussed. In the topics: community groups, families, marriage, identity, modern mythology, youth culture, interaction and social segregation in culture, antisocial behaviors and alienation in modern society, cultural disintegration, etc these issues are emphasized as an integral part of the issues of social life.”¹²³

The author Dragičević adds that “from a certain distance, as far as the treatment of LGBT rights, gender identity, etc., there is always the possibility for innovation and additions.” He believes, when we consider the whole set of subjects: Sociology, Sociology of Culture and Civic Education, “the openness of the curricula provides a space for full autonomy of teachers to treat these issues in greater detail through elective materials, interest in students, parents and the community“.¹²⁴

Analysis and comments of the thematic contents

We will start with analysis of the thematic content, which is in my opinion relevant for the observed phenomenon:

The first chapter, “Introduction to Sociology”, talks about the definition of the course, content and interest, the method of sociological research, the purpose of sociology and the most important theoretical approaches.

The second chapter, “Man, society and culture”, is divided into several subsections. In a segment devoted to the anthropological and sociological definition of human, types of the society, forms of social phenomena and laws, social role, status and forms of social groups, social institutions and organizations, and social systems there is no mentioning of the LGBT phenomenon, sexual and gender identity. Subsection “Culture, norms and values,” s interesting to processed and encourages reflection. When talking about values and norms it is said that “Accepting of the expected behavior, or

123 Response of the professor Momir Dragičević, coauthor of the textbook „Sociology for IV grade of gymnasium“; from 15.12.2010; ASZ Documentation

124 Ibid.

functioning with standard produces (for individuals, social groups, community) positive reactions in the form of praise, approval, appreciation. A violation of norms produces negative sanctions, such as: ridicule, avoidance, gossip, and even boycott, depending on the type of standards that are not respected. Sanctions range from a mild reprimand when it comes to customary norms, through condemnation, and even boycott when it comes to moral standards, and restrictions when it comes to the taboo.”¹²⁵ After that, traditionalism and modernism are discussed, but there aren't any examples of negative traditional heritage and influence.

After that cultural diversity is discussed, within which there are tasks for reflection and discussion. Among other things, the students are required to specify the forms of intolerance, prejudice and discrimination between members of different cultural groups.¹²⁶ There aren't any examples from the local community or social life that talks about good examples and challenges of multiculturalism and acceptance of different social groups.

The issues of overall social environment treated with in the sub-sections: “Mass culture”, “Kitsch and palp”, “Subculture”¹²⁷, “Youth subcultures”¹²⁸, “Subculture and art.” are very interesting, but are maybe too short. The authors did not use an opportunity to at least mention LGBT phenomenon in this section, and even the subcultures they form.

The chapter continues with the topic “Religion,” which begins by an apology to students “because it will certainly remain somewhat sketchy, somewhat misunderstood, and a lot of things just opened and left to wait for the answers.”

¹²⁹ There is no question about how different religions view gender and sexual identity.

When speaking about socialization, socialization factors are stressed: family, school, peers, the media, and religious communities. When deviant behavior and social control are discussed, social response and prevention are mentioned and listed are domestic groups who are working on fight against violence in the family, against women and children. It is important that homosexuality, unlike in some other textbooks in the region, is not presented as deviant and negative effect. Ignoring LGBT phenomenon is unacceptable for a serious

125 Zorica Kotri and Momir Dragičević, *Sociology for IV grade of general gymnasium*, Bureau for Textbooks and Teaching Aids, Podgorica 2009, Page 91.

126 *Ibid*, Page 95.

127 Gender is recognized as one of the bases for the subculture that “operates as a separate cell in the tissue of culture”. The students had a task to analyze a difference between the audience, supporters and fans; *Ibid*, Page 101.

128 In defining of youth subculture there is no mention of differences between young people based on sexual or gender identity, but only based on gender, position in labor market, residence, education, etc. After that part, socialization of is mentioned „in the official culture that adheres to prevailing social and cultural circumstances” by “fitting into the given social and cultural circumstances”. By contrast, „in anti-cultural sense we are talking about young offenders, mostly men (so called tough guys) who demonstrate their toughness through thefts, machoism, drug addiction, alcoholism and bullying“. *Ibid*, Page 101.

129 *Ibid*, Page 103.

school textbook, but it is still a better solution than presenting it in a negative context and or in an unfounded manner.

Nothing specifically was said about violence in schools, violence on the streets and factors, which from that side could limit the socialization and inclusion.¹³⁰ One of the leading NGOs Action for Human Rights conducted a survey, the first of its kind in the country, about homosexuality and the rights of homosexuals. The research results have been presented in the panel discussion “Homophobia and transphobia in the Balkans and the experience in other countries,” during the conference “Justice in the Balkans - equality for sexual minorities”, which was held in Podgorica in late October 2009. The research results provide hope that a dignified life for members of the LGBT population can be provided through relevant awareness raising and education of the population who mostly live in reasonable fear of physical and psychological violence of the community. A separate research of experiences of 30 members of this population suggests that most of them experienced some form of physical violence and have been a victim of discrimination by teachers, university professors, the police, and that none of these cases have been reported because of fear of the reaction of the community on their sexual orientation.

The third chapter, “Social Stratification and Inequality,” examines the phenomenon of poverty and in the category of the poor includes: “unemployed, the elderly, the sick, those who do not have a full time job, the disabled, single parent families, members of marginalized groups, migrants, etc”¹³¹. It is noted that “the term inequality is nowadays changing,” and that position of women, ethnic minorities, etc is increasingly taken into account. Inequality based on gender is recognized as a special form of “social stratification”.¹³² It is further stated that sociology examines gender inequality and a special kind of inequalities that occur on various grounds, but inequality based on gender identity and orientation are not mentioned.¹³³ It is commendable that in theoretical explanations of inequality attention is given, in a brief but fair manner, to explaining of gender inequality through different theoretical approaches. Particularly important and commendable are stressing of feminist theory (gender inequality is not natural but is a product of social and cultural attitudes, stereotypes, discrimination, sexism, responsibilities of

130 The information from for example schools in Britain says that 65% LGBT students have suffered some sort of abuse. This problem is receiving full attention from their school authorities and non-governmental organizations. See: http://www.youngstonewall.org.uk/know_your_rights/your_rights_at_school/;

131 Use of politically and socially incorrect terms for some social group has also been observed. Ibid, Page 126.

132 I am not sure that full correlation has been achieved with other course curricula as regards defining and understanding of gender identity.

133 Mentioned bases for inequality: economic position, gender, age, ethnical origin, religion, race; Ibid; Page 127

men for an unequal position of women in society, the patriarchal patterns of thinking and behavior, racial and ethnic belonging of women).¹³⁴ Roma are recognized as the underclass, marginalized or group that is excluded “from the way of life led by majority of the population.” It is extremely important that poverty is defined beyond the usual approach. Namely, it is not treated merely as material deprivation but also includes other dimensions, such as education, health, housing, consumption, leisure, social networks.¹³⁵ In such a way the awareness of the students is raised about the poverty of women, children, and marginalized groups. It points to a different perspective of poverty in terms of theoretical approaches (cultural theory). Culture of poverty is determined by weak integration of the poor in the most important institutions of society, inadequate housing conditions, authoritarianism, domestic violence, early sexual relations, open marriage, missing of childhood. The students were tasked to give a comparative overview of raising children in poor and families of the middle class.¹³⁶ It is also commendable that this Montenegrin textbook promotes European integration and broadens knowledge about the institutions and policies of the European Union. European social model and social exclusion are mentioned as well. However, again an opportunity was missed to emphasize the importance of non-discrimination on the basis of gender identity and sexual orientation in the context of social cohesion, which is certainly one of the core European values. When it comes to the status and role it is emphasized that status is usually obtained by birth and largely determines the fate of an individual who is born as a member of a particular family whose origin and status become a part of his identity, i.e., whose class, race, religion and ethnicity are automatically transferred to him¹³⁷. It is also stated that “almost all societies attribute positions on the basis of sex and age.”¹³⁸ In the way it was presented, the content does not make a clear difference in the understanding of gender and sex, which is very much important for students to understand. Without a clear distinction it is possible to unintentionally continue further fostering and spreading of prejudices and stereotypes. After that, there was maybe a missed opportunity, to complete the picture about gender and sexual identity, especially in light of explaining transgender, intersex and transgender identity, which are never mentioned in the textbook in explaining of those social constructs that are the foundation

134 Some of the used terms have not been explained to students; Ibid; Page 128.

135 Zdravko Cimbalević and Đurđica Čorić, Human capital- contribution of FSR 2005-2010“, OSCE Mission to Montenegro and Institute of Social Inclusion, Podgorica, 2010, Page 25.

136 Zorica Kotri and Momir Dragičević, Sociology for IV grade of general gymnasium, Bureau for Textbooks and Teaching Aids, Podgorica 2009, Page 138.

137 Ibid; Page 143.

138 „If we take gender into consideration, we can see that there are different expectation from male and female children in different societies, and thus children from the youngest age learn different patterns of behavior. In that way, the gender can be used as a point of orientation based on which each individual can determine his/her place in the importance aspects of the social life (family, school, work organization, church...)“; Ibid, Page 143.

of discrimination and inequality. However, a separate section is devoted to gender and stratification. Already in the beginning it is pointed out, that the study of social stratification have not been gender sensitive and “were written in such a way as if women did not or couldn’t be counted on.”¹³⁹ All those theories that assign a subordinate role to women were criticized. Among other things, mentioned sources and forms of social power are “gender or other affiliation.”

“Work, social groups and institutions” is the title of the fourth chapter of the textbook. Special attention is given to the issue of women and work, and the importance that young people realize that “the equal division of labor is a winning combination for both men and women” which especially encourages professional visibility of women.

The family is a key segment of our interest. It is specially treated, within this chapter, in totally five pages, without illustrations. The definition of family rejected idyllic stories and earlier textbook stereotypical and conventional approaches that are based on “false and petty-bourgeois morality.” The chapter openly talks about the changes in the modern family as well as about the violence which is “threatening and disturbing”. Some of the key concepts have been defined. The family is, in a neutral way, treated as a relatively permanent group linked by kinship, marriage or adoption, whose members live together, cooperate economically and take care of the offspring. Marriage is said to be “socially acceptable union of two or more persons.” It is further stated that in most societies it involves a community of people of different sex, “but that some cultures allow marriage between persons of the same sex.” Unlike the examples from the region, Montenegrin textbook at least mentions this fact and possibility, however in the “other cultures.” Power relations in the family are determined by custom and law. Patriarchal, matriarchal and egalitarian family have been identified and explained. The basic functions of the family are, in addition to economic and emotional function, socialization and reproduction. They are further explained in a relatively neutral manner. It is important to note that the authors completely refrained from harsh and negative value judgments, which is rare if we take into consideration similar textbooks in the region. Alternatives to marriage are cited cohabitation, single-person households and communes, according to the textbook. Unfortunately, the authors take a step back here. Namely, they see cohabitation as a partnership or cohabitation of men and women without formal marriages. They are completely ignoring the fact that there is same-sex cohabitation that is also the subject of sociological research and that should have been elaborated further. Nation is covered on 11 pages.

It is followed by a sub-section on state, the concept of the political state and organization, bureaucracy, politics. Political parties as well as trade unions,

¹³⁹ Ibid; Page 150

lobbying groups (mostly negatively represented), the media and social movements are treated in detail. There is no mention of the groups and movements of sexual minorities, which are very developed and influential in the world.

“Social change and development” is the last (fifth) chapter in the textbook and it talks about pre-industrial, industrial, post-industrial society, the character of social change, transition and globalization.

5.3. SOCIOLOGY OF CULTURE

5.3.1. Couse curriculum

“Sociology of Culture” is defined as a compulsory elective course and addition to secondary school diploma standard for Sociology course. The present curriculum was written by a Committee composed of two members: Zorica Kotri (Chair) and Momir Dragičević (member).

Status, nature and purpose of this course are defined by the position, nature and purpose of sociology as a compulsory subject, which we have already presented.

Through this course students are introduced to scientific knowledge about the phenomenon of culture and sociological explanations of social phenomena. The course is focused on the fundamental concepts within a specific sociological discipline: culture, forms and types of culture, functions of culture, games, symbols, civilization, art, leisure, popular culture, young people in the world of contemporary culture and multiculturalism.

In the education process, sociology, sociology of culture and civic education, as a whole, have a special significance, not only in providing requirements within the curriculum for gymnasium – high school diploma standard, but primarily in the need and importance of the analysis of the Montenegrin society, concepts and categories expressing its cultural essentiality, by which the abstract level of study becomes concrete and alive.

The course Sociology of culture, among other things, includes acquiring of knowledge about the basic concepts of culture and their use in understanding and explaining social phenomena in the field of culture, acquiring of knowledge about basic procedures and methodology of sociology and the sociology of culture and their use; developing the ability for critical thinking and evaluation of cultural phenomena, events, processes in private

and public life, a contribution for the overall development of personality, self-understanding, positive identification and development of responsibilities, developing a positive attitude towards the values, norms, functions of culture, cultural awareness, cultural affirmation of argument based dialogue, the ability to understand the different types of cultural structures, shapes, types of cultural activities and their uniqueness, value system of their own community, developing the ability to eliminate bias, the effect of common-sense explanations, liberation from intolerance, exclusion, xenophobia, cultural narcissism, ethno-nationalisation and localism, the ability of a positive affirmation of their own culture (cultural and personal identity), its values, training for participation in cultural events in the school, local community in cultural actions (individually and collectively), project development, and implementation of research in the field of culture in the local environment, fostering cultural and historical heritage through them, linking of their activities with current issues of interest for young people and the community.

Obligatory topics are: “Introduction to the Sociology of Culture,” “The concept and definition of culture”, “Cultural anthropology”, “The functions of culture”, “Games”, “Mass culture”, “Culture and personality”, “Culture and Youth,” “Sociology of art “and” Culture and modernity. “

While existence of such course is commendable for Montenegro and its public education system, it is still a fact that, judging from the adopted curriculum, it does not treat LGBT phenomenon. Its existence has not yet been sufficiently exploited to really familiarize Montenegrin students with sociology of culture. LGBT phenomenon is also completely neglected in the proposed optional topics that follow mandatory content. There is no mention of the issues of sexual and gender identity, queer culture and the like.

The intentions of educational authorities and probably the authors of the curriculum were to eventually initiate the adoption of special textbooks for this elective course, or at least appropriate scripts. It is also a chance for the Bureau for Textbooks and Teaching Aids to include in the team of authors several experts out of their institution and the Bureau for Educational Services, with the practice in the area of LGBT rights, sexual and gender identity, who would help create a modern and complete textbook.¹⁴⁰ Course committee has proposed a specific list of books, periodicals and works for use, as a possible solution until the textbook or scripts are prepared

140 Majority of the authors of Montenegrin textbooks are professionally engaged in these institutions and have been involved in writing of more course programmes and textbooks.

5.3.2. Course textbook

See already presented textbook for „Sociology“.¹⁴¹

5.4. SOCIOLOGY

5.4.1. Course curriculum for secondary vocational schools

As a part of the social sciences in the curriculum for the four-year vocational school Sociology is defined as a compulsory course. Catalogue of knowledge for the curriculum “Sociology” for the III and IV grade of secondary vocational schools was adapted by the Commission composed of Zorica Kotri, Momir Dragičević and Slavica Radusinović.¹⁴² Authors of the curriculum point out that the study of sociology should be “liberating endeavor.”¹⁴³

According to the presented general objectives, Sociology for secondary vocational schools should enable the student to develop a positive attitude towards the principles of democracy, pluralism, justice, social communication, freedom and cultural awareness, the ability to understand the different political, cultural, and other structures, the ability to integrate an active life in civil democratic society, assessment and critical evaluation of policy initiatives, political decisions and actions, to develop expressed relation to social justice, recognizing inequalities and commitment to an active relationship to the

141 Also, the authors of the curriculum have suggested for reading around 50 different textbooks and books, of which between 30-40% dates back 25 years.

142 Council for General Education has at its session held on 25 June 2008 adopted a Catalogue of knowledge for „Sociology” with two classes per week for III and IV grade of secondary vocational school.

143 „The openness of the curriculum, based on the need to study basic civic ideas and their grounding in the social reality, should include a complex of phenomena which have particular importance in the modern society (political, economic, cultural...) with special reference to the Montenegrin society. The dynamics of social change, through the process of transition, represents a new quality in the development of the individual and the society in general. Orientation of the society towards international integrations, development of the civic model, openness, rule of law and democracy, multiculturalism and multi-religiousness are new national values which have an important place with the curriculum, particularly in the open part of the curriculum... Openness of the curriculum implies inclusion of topics from the field of civic education which are missing in the education, and are important, necessary, interesting and current. This part of the curriculum gives an opportunity to create and supplement the topics which are important for local community, as well as for strategic orientations of the society“; Catalogue of knowledge- course curriculum for “Sociology” for III and IV grade of secondary vocational school, Editor in chief Dragan Bogojević, Bureau for Educational Services, Podgorica, 2009, Page 7.

causes. It is particularly important that, according to the defined objectives, the course should “develop the ability to eliminate social prejudice, the effect of the opinion and commonsense explanations of their own society and social phenomena in general, the release from intolerance, exclusion, nationalist ideals, xenophobia and gender inequality.”¹⁴⁴

The content of the curriculum is divided into mandatory and optional content. Required contents include “Introduction to Sociology” (definition of the course and methods of research, the purpose of Sociology and the most important theoretical approaches), “Man, Society, Culture (norms and values, pluralism of cultures, subcultures, socialization, social interaction and everyday life), “Stratification and Social Equality “(social inequality and social differences), “Work, Social Groups and Institutions “(family) and “Social Change and Development” (traditional and modern society, forms of social change, ecology).

Pleasantly surprising and encouraging is the fact that within compulsory topic “Family” and planned activities students, among other things, analyze the qualitative properties of modern and traditional family and “reveal the proper attitudes toward gay family.”¹⁴⁵ At the same place, under the terms and content “building a relationship with the gay family” is mentioned.

5.4.2. Course textbook for secondary vocational schools

The authors of the curriculum think that the existing sociology textbook does not match the requirements of the curriculum. They recommended that until the new textbook is prepared, students should use textbook “Sociology” by Anthony Giddens (CID, Podgorica, 1998), while the teaching staff was recommended to read 24 titles and given full freedom to access other possible sources.

I have contacted one of the authors of the course curriculum and praised the content of the aforementioned curriculum. Below is a part of the answer I received from Mr. Momir Dragičević that is relevant to the observed curriculum “Sociology for secondary vocational schools”:

“I assume the curriculum for Sociology for secondary vocational schools was praised because of elective topics it contains. I want to stress that these topics have been introduced from the curriculum for Civic education for III and IV grade of gymnasium, which is an elective subject. For the previous

144 Catalogue of knowledge- course curriculum for “Sociology” for III and IV grade of secondary vocational school, Editor in chief Dragan Bogojević, Bureau for Educational Services, Podgorica, 2009, Page 9

145 Ibid, Page 29.

five years students select this course in the highest percentage from all elective courses. Since the secondary vocational schools do not have this course, and since the curriculum did not leave room to elect this course, a part of the open curriculum (20%) was complemented with the topics from Civic education. I would like to mention that together with Mr. Zoran Lalovic, I am a coauthor of this curriculum”¹⁴⁶

Anthony Giddens, „Sociology“, the second edition, CID Podgorica and Romanov Banja Luka, 2001, page 397:

The chapter on “Gender and Sexuality” Giddens begins by highlighting examples of transgender people, Jenny Morris, famous women travel writer who was once a man. Through an excerpt from Morris book, in which she talks about her feelings of a woman in a man’s body, Giddens in fact attempts to provide a good insight into the “different worlds men and women live in” and to what extent do really gender differences affect our lives¹⁴⁷. Also, Giddens gives considerable attention to the gender socialization and learning gender roles through social factors such as family and the media. He offered interesting examples of gender differences as a result of social influence¹⁴⁸. There is an interesting example of learning of behavior related to gender, and the example of analysis of toys in Italy and the Netherlands.¹⁴⁹ Giddens sends a clear message that gender is “constantly learnt” and the same is “reproduce and build through thousands of small actions during the day.” In a remarkable way Giddens speaks of criticism, especially from the aspect of feminist theory, of the Freud’s theory of gender development.¹⁵⁰ In the social influence on sexual behavior Giddens points out that the majority of people in all societies are heterosexual and heterosexuality in every society is the foundation of marriage and family. However, immediately afterwards, he points out that there are many “minority sexual tastes and preferences.” He gives an example of Judith Lorber who distinguishes “even ten specific sexual identities of human beings.”¹⁵¹ The content devoted to sexuality in Western culture emphasizes the two millennia long period of shaping the attitudes of people in the West under the dominant influence of Christianity, according to which every sexually behavior is suspicious unless it is the function of reproduction.

Considerable attention is devoted to homosexuality, the history, and treatment in Western and other cultures and the existence of a specific

146 Response from the professor Momir Dragičević, co-author of the curriculum „Sociology for secondary vocational schools“; from 15.12.2010; ASZ Documentation

147 Anthony Giddens, „Sociology“, CID, Podgorica, 2001, Page 76.

148 The example of a child dressed in different clothes and different approaches of five young mothers; Page 79; Ibid.

149 Very interesting is a portrayal of the role of fender in preschool and school literature, which is completely dominated by men in comparison to women. It is similar when it comes to cartoons for children. In most movies shown the leading and more attractive roles are played by men; Page 80; Ibid.

150 Finding out the gender differences based on presence or absence of a penis.

151 Page 84.; Ibid.

subculture in this context. Giddens points out that for many people coming out is “a difficult process.” “Parents, relatives, friends and children must be told the truth. It is something that is worth to try because it can lead to a great relief, and a witness to this is a shocking book by Lorelee MacPic “There’s something I’ve been meaning to tell you¹⁵²”. In his book, Giddens clearly states that homosexuality is not a disease nor is it particularly associated with any form of mental disorder, and that hostility expressed in the past, is now being overcome as this is something that is normally understood and accepted as a part of “everyday life.” Giddens notes that a number of groups are opposed to gay rights. Nevertheless, says Giddens, most gays just want to be understood as all the others. “They point to their need for economic and emotional security – and in this are no different from other people.”¹⁵³ He mentions, as a positive example, the book “Virtually Normal” by Andrew Michael Sullivan, who is an open homosexual Catholic, who advocates for equal recognition of the right to marriage to homosexuals and heterosexuals. He says that homosexuals, if we do not want them to become an alienated minority should be allowed the right to marry. In the chapter “The family, marriage and personal life,” Giddens talks about same-sex families.

5.5. EUROPEAN INTEGRATION

5.5.1. Course textbook for III and IV grade

Authors of the textbook “European Integration” for III and IV grade of secondary schools are, as follows: Prof. Gordana Đurović, PhD; Dragan Đurić, PhD; Asst. Prof. Danijela Jaćimović; Asst. Prof. Maja Kostić-Mandić; Aleksandar Saša Zeković, MA; Čazim Fetahović, MA and Zoran Lalović, MA. The textbook was approved for use in secondary schools with the General Education Council Decision No. 04-3-31 of 19 March 2010. Publisher – the Bureau for Textbooks and Teaching Aids-Podgorica, 2010, 152 pages, illustrated, Cobiss. CG-ID 15644176

In addition to the Introduction presenting the significance and objectives of the course, the textbooks contains 10 units in total, as follows: “The European Union”, “The European Union Institutions”, “The European Union Single Market”, “Environmental Protection in the European Union”, “Human Rights in the European Union”, “The European Union – Unity in Diversity”, “The European Union – Knowledge-Based Society”, “The European Union Accession Criteria and Enlargement Policy”, “The European Union Enlargement Policy and Montenegro” and “The European Union’s Future”.

This textbook, as well as the one for primary schools, in addition to

152 Page 90.; Ibid.

153 Page 91.; Ibid.

basic texts includes also interesting and comprehensive supplemental and working texts, a compass accompanied by interesting Internet sources and a summary of the unit learned, together with questions to test the knowledge and encourage thinking.

The unit “The European Union” presents what is the EU today, which are its Member States, which are the EU symbols, the reasons for establishing, the EU competences and objectives and EU founding principles (freedom, democracy, observance of human rights and fundamental freedoms and the rule of law), as well as the EU legislation (*acquis communautaire*).

The unit “The European Union Institutions” presents the European Council, the EU Council, the European Parliament, the European Commission, the European Court of Justice, the European Court of Auditors and other EU institutions and agencies.

The unit “The European Union Single Market” presents, among others, the EU in the world and its advantages: high level of democracy and human and minority rights protection, better standard resulting from economy, more opportunities for employment within the EU, high level of social protection and European solidarity in encouraging a more balanced regional development and access to a higher-quality education. It also highlights the importance of the EU in promoting human rights, both within and beyond the EU borders. The elements ensuring the observance of human rights are inherent to the EU cooperation with its partners and a part of requirements to be met by those who want to join the Union.

The unit “Environmental Protection in the European Union” presents information on what sustainable development is, the EU environmental legislation, the EU joint institutions in the field of environmental protection and on the vision *Montenegro – Ecological State*.

The focus of attention is laid on the unit “Human Rights in the European Union” due to its main topic. Human rights are underlined as a leading EU dimension, while breach of human rights and fundamental freedoms and existence of discrimination on any grounds is recognized as a risk to reaching the founding objectives of the EU, in particular the achieving of the high employment and social protection level, improvement of the standard of living and quality of life, as well as economic and social cohesion and solidarity.¹⁵⁴ It addresses clearly and understandably human rights that are defined as a “balance between the government’s authority over individuals, the guarantee

154 Page 72; “European Integration”, textbook for III and IV grades of secondary schools, a group of authors headed by Prof. Gordana Đurović; Bureau for Textbooks and Teaching Aids Podgorica, 2010.

of freedom of individuals as compared to the government and meeting of basic human needs”. It insists on inalienability, equality and indivisibility of human rights. Protected and integrated various minority groups, including the LGBT persons, is the proof of the functional democracy and human rights observance. It is stated further that human rights are important as they “free humans from the limitations of the past and provide foundation to change and well-being in the future”.¹⁵⁵ A recommendation is given to visit the Amnesty International’s YouTube Channel and the web site of one of the leading national human rights organizations – the Centre for Civic Education (CCE), which present a lot of information on human rights education and LGBT rights.¹⁵⁶

Students also get information on what criteria need to be met to join the EU. Highlight is placed on direct dependence of the European integrations on the democratic reforms process and democratic stability of the society that aspires for the EU membership. Existence of discrimination, as stated, poses a risk to the EU as an area of freedom, security and justice and it is particularly challenging for “young democracies developed from authoritarian systems”.¹⁵⁷

The European Convention on Human Rights is presented as “the most efficient tool for human rights protection that, as a result of mechanisms put in place, confirms the universal dimension of human rights”.

Information on music on human rights may be particularly interesting to students. They present, among others, the global Make Some Noise campaign of the Amnesty International, starting point of which is that “human rights are a precondition for music – we would not be able to make it, listen or dance to it without the freedom of speech, expression and assembly”. A link is given the page where parts of remixed songs of John Lennon may be listened to, and students can sign online petitions against human rights violations.¹⁵⁸

The Charter of Fundamental Rights of the European Union, affirming also the LGBT rights, is presented in detail. In the presentation of the Chapter III of the Charter, prohibition of any kind of discrimination based also on sexual orientation is presented in detail. Absolute equality of men and women in all areas, including employment, work and pay is presented. It addresses the persons with disabilities who are provided with independence, social and occupational integration and participation in the life of the community.

A separate working text provides a good definition of discrimination, taken from one of the EU Council Directives: “Direct discrimination shall be taken to occur where one person is treated less favorably than another is, has been or would be treated in a comparable situation on grounds of racial, ethnic or religious origin, political affiliation, sex, gender, sexual orientation,

155 Ibid.

156 www.cgo-cce.org

157 Page 72; Ibid.

158 www.amnesty.org/noise and www.instantkarma.org.

disability or any other personal feature. Indirect discrimination shall be taken to occur where an apparently neutral provision, criterion or practice would put persons of a certain racial or ethnic origin at a particular disadvantage compared to other persons”.¹⁵⁹

It also presents the work of the European Union Agency for Fundamental Rights.¹⁶⁰ It is stated, among others that “the FRA pays particular attention to public information and presents various thematic reports on the status of fundamental rights, such as the reports on child trafficking in the EU, status of ethnic and religious minorities and homophobia”. A visit to the web site www.fra.europa.eu is recommended, from where the reports can be downloaded.

It also states the link to www.diversityday.eu where a lot of information is provided on the fight against homophobia and protection against discrimination based on sexual orientation. It is clearly stated that diversity based on sexual orientation is the same as diversity based on race, religion or ethnic origin. Numerous positive examples are stated, such as those of Ireland and Portugal, developing the concept of schools free from homophobic violence and children’s school textbooks on sexual diversity and deconstruction of stereotypes and prejudice against LGBT persons and families.

In this unit, significant attention is paid to the gender equality issues and challenges of multiple discrimination against women. It is interesting to note the definition stating the equal opportunities for “women, men and persons of different gender identities”. It also highlights the importance of the UN Convention on elimination of all forms of discrimination against women, essence of which is that “women, either married or single, enjoy their human rights to the same extent as men do”.

Balanced participation in decision-making in political, economic and cultural field is seen as a key precondition for equality of men and women. In order to provide a proper overview, encourage thinking and discussion, the unit provides key indicators of promotion of women’s human rights: women’s participation in decision-making process (in the government), employment and economic independence, education level, proper health care and prevention and penalizing of any violence against women.

It provides links and recommends visiting the web page of the Gender Equality Department of the Ministry for Human and Minority Rights, the web site of one of the leading regional and national feminist groups – the Centre for Women and Peace Education Anima (www.animakotor.org) and the web site of the European Women’s Lobby (www.womenlobby.org) providing plenty of information on protection of all women against discrimination and contemporary feminism. The Anima’s website provides valuable material on gender education, research and documents on women’s human rights in Montenegro. Such documents may be particularly useful to teachers.

¹⁵⁹ Page 76; Ibid.

¹⁶⁰ The European Union Agency for Fundamental Rights (FRA).

Human rights guaranteed and protected by the Constitution of Montenegro are presented. The students will learn from this text that it is prohibited to propagate or incite hatred or intolerance, discrimination on any grounds, inhuman or degrading treatment. They learn that basic values of the country are freedom of entrepreneurship, freedom of expression and the media, gender equality and special protection for persons with disabilities.¹⁶¹ Further, institutions of the EU Ombudsman and Montenegro's Protector of Human Rights and Freedoms are presented, together with links to web pages recommended.

Protection of minority rights makes a separate part of the unit. Obligations arising from the Council of Europe's Framework Convention for the Protection of National Minorities are highlighted. Importance of respecting cultural diversity is pointed at. "A pluralistic and truly democratic society should respect the ethnic, linguistic and religious identity of every member of a national minority, but also create favorable conditions for them to express, protect and develop such identity".

Detailed definitions of homophobia, racism and xenophobia are presented. "Homophobia is a social problem; it is a way to degrade humans for their sexual orientation and the choice of emotions, which arises from the belief that emotions and sexual contacts between same-sex persons are sick and immoral".¹⁶²

A number of EU acts and programs for youth, fostering mobility, European affiliation and identity, social cohesion and overall tolerance among youth are presented. It is stated that one of priorities of the Youth in Action program is to include young people with fewer opportunities (young people facing discrimination based on ethnic origin, religion or belief, gender, sexual orientation or disability).

The unit "The European Union – Unity in Diversity" presents the EU multilingualism, quality of life and contemporary capitalism models, promoting the model of the social market economy, numerous benefits of the common market, on the Europe for Citizens and the European identity.

The unit "The European Union – Knowledge-Based Society" describes the "Europe of Knowledge" – "We must strengthen and build upon the intellectual, cultural, social and technical dimensions of our continent".¹⁶³ The objective of European education development is to prepare youth for life and work in a multicultural Europe. Key competences, level of education of EU residents, single education area and students' mobility, the European Qualifications Framework, the Europass and the EU programs in the field of education are presented.

¹⁶¹ Page 79; Ibid.

¹⁶² Page 82; Ibid.

¹⁶³ Quote from the Sorbonne Declaration 1998; page 99; Ibid.

The unit “The European Union Accession Criteria and Enlargement Policy” presents the accession criteria, enlargement policy and time frame.

In the unit “The European Union Enlargement Policy and Montenegro” the students have the opportunity to learn about Montenegro’s European path, what regional approach is, what is the Western Balkans EU Stabilization and Association Process, what is the purpose of the Communications Strategy for public information on the integration process.

The last unit, titled “The European Union’s Future”, provides, among others, the information on benefits of the European integration process, of Montenegro’s economic benefits from the EU integration, the benefits for youth and students, on changed traditional role of family and women in the society, the contents of the Lisbon Treaty and globalization challenges.

5.5.2. Personal experience as a textbook author

Aware of the risk of being subjective, considering that I am the co-author of two of the textbooks (primary and secondary schools) under full responsibility I can say that the textbook “European Integrations” is overall one of the most contemporary and most appropriate textbooks for secondary schools in Montenegro. Among others, the textbook clearly recognizes the LGBT phenomenon and speaks affirmatively of the rights of LGBT persons. I am convinced that with this and also other textbooks and curricula, Montenegro’s education system is making a democratic, reform and affirmative step forward in regional and European context.

Also, this is an opportunity to share my personal experience. The final version of the text for the unit “The European Union and Human Rights”, that I am the author of, had a separate paragraph dedicated to LGBT rights that was not included in the final version of the textbook. I am presenting it here in entirety with the note to the publisher of textbooks to include it into the contents of the unit for the next issue of the book. I was given no explanation for this omission. However, I am convinced that this text, the recommended illustration and the link, would bring additional quality and topicality to this textbook

Equality for LGBT persons in Europe

In the EU, particular attention is paid to the prohibition of discrimination and affirmation of rights of sexual minorities. That is why, in the European integrations process, the status and treatment of lesbian, gay, bisexual and transgender persons (LGBT) is followed, particularly when it comes to adoption and implementation of antidiscrimination laws and practice. It is

important that you contribute, with your own example, without homophobia, to the establishing of a more tolerant and safe environment for a normal life and work of such persons. Thus, thanks to you, Montenegro would become a country with a developed human rights culture and social inclusion of different social groups. Throughout the EU, Pride Parades are organized and these events, in addition to carnival atmosphere, also send a message of support to the right to a different sexual orientation are organized throughout the EU.¹⁶⁴

5.6. PSYCHOLOGY

5.6.1. Course curriculum

At its 9th sitting held on 9 July 2010, the General Education Council adopted the course curriculum “Psychology” for general gymnasium. The course curriculum, “improved version”, was written by a three-member commission comprising Zoran Lalović, MA (Chair), Sanida Salemović and Danijela Rakočević-Medojević (members).

The course curriculum includes scientific knowledge in general psychology and personality psychology; it is taught in the second grade of the gymnasium with two lessons per week – in total, 70 lessons per year. The curriculum covers about 80% of lessons (compulsory part of the curriculum), while the rest is planned by the school in line with the specific needs of its students.

The general objectives of the course curriculum is to have students learn and understand: the course, objectives and methods of research in psychology, organic basis and development of psychical life, basic psychical process and their role, personality structure and traits, psychical health and psychical health disorders.

The main compulsory topics include: “Subject Matter and Methods of Psychology”, “Basis of Psychical Life and Development”, “Psychical Processes” and “Personality and Psychical Health”. There are also three elective topics in the field of social psychology: “Communication”, “Mass and Group Psychology” and “Attitudes, Prejudices and Values”.

¹⁶⁴ The text proposes the reference to the link www.ilga-europe.org and publishing of a photograph from a Pride Parade.

5.6.2. Course textbook for II grade

Authors of the textbook “Psychology” for II grade of the general gymnasium are Prof. Žarko Trebješanić and Zoran Lalović, MA. The textbook was approved for use in general gymnasiums with the General Education Council Decision No. 04-3-150 of July 6, 2007. Publisher: the Bureau for Textbooks and Teaching Aids- Podgorica, 2008, 264 pages, illustrated, Cobiss. CG-ID 11717904. ISBN 978-86-303-1163-5.

The textbook consists of the following chapters: “Subject Matter and Methods of Psychology”, “Organic Basis and Psychological Life Development”, “Psychical Processes”, “Personality” and “Individual in Social Environment”.

Pages 256-263 accommodate a Dictionary that does not contain any terms related to the sexual orientation and gender identity.¹⁶⁵ There are no references to papers or internet sources. It is unacceptable that a psychology textbook thus extremely neglects the issues of sexual orientation and gender identity.

Homosexuality is mentioned directly only once, as a part of the unit 21, “Mass and Group Psychology”, where social movements are mentioned. It is, however, mentioned affirmatively. It reads: “Many problems in the society remain unresolved as competent institutions and organizations are either not able or do not want to resolve them... Many classical social movements (for laborers’ women or black people’s rights) were actually citizens’ response to inefficiency or indolence of government institutions in resolving the burning social issues (war issues, human rights, needs of persons with disabilities, rights of homosexuals, etc.)”.¹⁶⁶ From the viewpoint of this analysis, it is commendable that authors of the textbook recognize, before students, the rights of LGBT persons as a “burning social issue”.

Further in the text, new social movements are mentioned, among them, the feminist movement, concretely mentioning their importance, social influence and effects of activities related to “the protection of “political freedoms, fundamental human rights, rights of ethnic minorities, children, women, refugees and other groups”.¹⁶⁷

165 The stereotype is defined as “conventional, simplified, firm and widespread conception about members of an ethnic, religious or racial group”; “Prejudice, attitude, not based on any valid experience or rational arguments, affective and very resistant to changes.”; “Phobia, irrational, strong fear from some phenomena, not commensurate with the actual risk”; pages 262, 261, 257; “Psychology” textbook for Grade 2 of the general gymnasium, authors Ž. Trebješanić and Z. Lalović, The Bureau for Textbooks and Teaching Aids- Podgorica, 2008.

166 Page 236; Ibid.

167 Page 237; Ibid.

In the unit “Attitudes, Prejudices and Values” LGBT phenomenon is not mentioned at all. In the part on attitudes, it is stated among others: “Many institutions and groups are interested in opinion making and changing. Through the media, we are continuously exposed to explicit, but more frequently, hidden messages about how we should behave, what we should like, what to think on many issues (AIDS, drug addiction, politics). It is important that we are aware of the influence and critically review the information we are exposed to”.¹⁶⁸

LGBT persons are not recognized even in the text on prejudices. A good definition of the prejudice is accompanied – as it usually is the case with school textbooks – with the focus on studying racial and ethnic prejudices in social psychology. In examples related to prejudice, Roma - community towards which negative prejudices are most pronounced - are mentioned only once. It is stated further – which can create the platform for discussion on LGBT persons - that prejudices include unjustified negative opinion and hatred, discrimination, segregation, persecution of socially marginalized, minority and unprotected groups. The unit does not state what these marginalized groups might be. Importance of education (authors say: “democratic upbringing”) good laws and media in fighting prejudices is recognized. When it comes to stereotypes, several racial, ethnic, occupation and gender stereotypes are mentioned.¹⁶⁹

With regard to values, it is underlined that freedom, justice, equality are some of the highest human values in our (Montenegrin) values. Also, Gordon Allport’s definition of value is given: “core attitudes or sentiments that set priorities among one’s preferences”.¹⁷⁰ It is stated further that in psychology, value is the “most general belief on what is valid, desirable, beneficial and should be the objective of human effort (positive value) and what is undesirable and impermissible (negative value).¹⁷¹ I deem that the opportunity to present more concrete examples and thus bring psychology closer to students has been missed.

Unlike numerous examples in the region, this Montenegrin textbook neither treats homosexuality as a deviation nor directly as a disorder.

Dysfunction of certain glands is mentioned in the part on endocrine system. It is stated that the dysfunction is manifested with reduced or increased hormone secretion resulting in many organic disorders and “often disorders in experiences and behavior”.¹⁷² Since authors have not given any concrete examples of disorders, particularly in behavior, the risk of mentioning deviations from normal sexual behavior (androgen - estrogen) and equalizing

168 Page 247; Ibid.

169 On Roma, police officers, women and men; page 249.;Ibid.

170 Page 250; Ibid.

171 Ibid.

172 Page 39; Ibid.

homosexuality, transexuality and transgenderism in lectures exists.¹⁷³ In the chapter on communications, the authors of the textbook themselves recognize the possibility of confusion and misunderstandings in case the sender fails to formulate the message precisely and clearly.¹⁷⁴

When it comes to motivation, biological, social and personal motives are identified. Sex drive is presented, but variations of sex drive are not mentioned.¹⁷⁵

Physical and social environmental development factors are recognized. It is stated, among others, that psychological development depends also on influence of parents, family and eventually wider social and cultural environment. The text is accompanied by an illustration of a traditional family (with heterosexual parents).¹⁷⁶ In the context of cultural-social environment, the textbook often underlines the influence of the church which does not respect in entirety the actual situation when it comes to religion in Montenegrin society and leads to a conclusion on the textbook's authors attitude from the viewpoint of religious group that they themselves may be members of.¹⁷⁷

The unit No. 17, "Personality Dynamics", addresses personal motives. Among others, the need for love is mentioned. It is done in a neutral and objective manner. The term "other person" is mentioned (love for other person). It is interesting and commendable to note that love and partnership are not mentioned in the context of heterosexual relations.

The unit 18 is about personality development. Culture ("personality is not just a creation, but a holder, beneficiary and creator of culture") and society (through its agents "desirable social character is formed") are seen as socialization sources.¹⁷⁸ The socialization sources determine the socialization contents. There is an impression that almost nothing is said about how culture, sub-cultures, political system, social structure and social groups contribute to it.

Further, agents are addressed as transmitters and mediators in socialization. Main, primary and secondary, (non)institutionalized agents are mentioned: family, kindergarten, school, same age groups, church (again),

173 Page 27; Nikola Rot MD and Slavoljub Radonjić, "Psychology", textbook for gymnasium Grade 2, the Bureau for Textbooks and Teaching Aids, Beograd, 2005.

174 "If a sender fails to formulate the message precisely and clearly, he/she can cause confusion and misunderstanding with an ambiguous message. In some cases, the ambiguous message is sent unintentionally, causing confusion and difficulties to the recipient"; page 230. Psychology" textbook for Grade 2 of the general gymnasium, authors Ž. Trebješanin and Z. Lalović, the Bureau for Textbooks and Teaching Aids Podgorica, 2008.

175 Page 141; "Psychology" textbook for grade 2 of the general gymnasium, authors Ž. Trebješanin and Z. Lalović, the Bureau for Textbooks and Teaching Aids Podgorica, 2008.

176 Page 48;Ibid.

177 A more appropriate term would be religious communities as it includes the Islamic community and acknowledges the fact that about one-fifth of Montenegrin citizens belong to Islam.

178 Page 205;Ibid.

social organizations and the media. It is underlined that they do not create the system of values, paragons and norms, but act as mediators, transferring them to the child.¹⁷⁹

It is stated that the family is the most important socialization agent as it “sets the foundations of the personality”. It is added that Freud, with his understanding of the role of parents in identification and development of superego, pointed to the importance of family in personality development.¹⁸⁰ The influence of the family on development of the child’s personality is addressed in a way that could include equally the heterosexual and homosexual approach.

School is mentioned as important in socialization “as it influences a student over a long period of time and in an organized way to accept the prescribed and eliminate undesirable behavior”. The system of values and social ideals, it says, are incorporated into the curricula, the regime of the school life and in behavior of teachers. It states further that socialization objectives are set by the school program, “however, the process and actual effects of socialization are determined by the teacher, who is important in the extent to which he/she has become a role model for the student”.¹⁸¹ “At school, in addition to knowledge, the student gains ethical and social stances that facilitate his/her integration in the society”.¹⁸² To conclude: school, as one of the first socialization agents is given significant attention. It is important as all attend schools at some period in life, because it represents the official system of values and has an influence on choice of other agents. It is also one of the first non-familial authorities and in it teachers are recognized as professional socializers. Taking all what has been said above into account, the principles that Montenegro is based on and the level of homophobia¹⁸³ in the society we can say, from the viewpoint of LGBT phenomenon, that the school system does not contribute, in the extent expected and needed, to socialization of students’ personalities. Education is still not provided properly. A lot of information, such, for example, on sexuality, are based on tradition, not on facts and knowledge. As such, they are either transferred further or important facts on sexuality are just ignored.

179 Ibid.

180 Ibid.

181 In this context, please note the presented example of psychologist, Mrs. Biljana Babović, teacher in the Gymnasium Slobodan Škerović in Podgorica.

182 Page 206; Ibid.

183 In this textbook, social distance is not mentioned as a part of social psychology and its methods. The author of the textbook, Mr. Lalović, under the course “Business Socio-Psychology” at the Faculty for Mediterranean Business Studies in Tivat, recognizes the importance of studying social distance and points to the interest of contemporary researchers to establish the level of social distance towards certain social groups, among others, homosexuals; See http://fms-tivat.me/predavanjalgod/1-SEM-2010/Poslovna_sociopsihologija_1_1.pdf

Same age groups¹⁸⁴ and media as socialization agents are mentioned further in the text.

Maslow's personality theory is given as well. A psychological profile of a mature person is given, mentioning, among others, the following characteristics: acceptance of oneself and others as they are, autonomy and independence from other people's opinions, the feeling of unity, democratic structure of the character (tolerance, respect for others and their beliefs), ethical certainty and resistance to enculturation.¹⁸⁵

The unit 19 addresses normality, psychical changes, disorders and treatments. It is stated that statistical criterion is one of ways of determining normality. However, which is commendable, immediately after it is stated that that criterion, from the aspect of psychology is imprecise and insufficient.¹⁸⁶ Also, understanding the normality from one culture to another is clearly stated.

It can also be noted that homosexuality is not addressed in a pathological context in any part of the textbook.

It is commendable that authors, throughout the textbook, have abstained as much as possible of expressing their own stances that could be understood by students as generally accepted facts. Such approach dominates among course textbooks in the region. That is why, despite the deficiencies noted, we can say that the textbook in Montenegrin education system is more objective than textbooks for the same course in use in the region.

Sexual minorities' rights are becoming increasingly topical in Montenegrin society. It is a pity, in occupational and social terms, that a unique chance of speaking on the issue more concretely while studying Psychology is wasted. For that reason, the recommendation is to generally improve the presence of gender identity and sexual orientation issues with all their components in this textbook. Furthermore, it is necessary to incorporate in more detail the LGBT phenomenon, particularly in those units that address the issues of social movements, marginalized and discriminated groups, stereotypes and prejudices, socialization of personality and sexuality.

The course curriculum and textbook in psychology would thus considerably contribute to the increase of general social information on LGBT phenomenon, visibility of the LGBT population and reduction of

184 "Coevals play an important role in the way of dressing, behavior, shaping of attitudes, values, role models and interests. This group is of particular importance for socialization of the role of sex, i.e. for sexual identity. Whether a young person will be insecure or would, on the contrary, be proud, depends to a large extent on the status in the same age group and their (non)acceptance", page 206.;"Psychology" textbook for grade 2 of the general gymnasium, authors Ž. Trebješanin and Z. Lalović, the Bureau for Textbooks and Teaching Aids Podgorica, 2008.

185 Page 207; Ibid.

186 See: Maša Karleuša, "Revealing One's Own Sexuality to Others (the Coming Out Process) and Mental Health of Homosexuals", graduation thesis, Faculty of Philosophy in Belgrade – Clinical Psychology Department, Belgrade, 2005.

ignorance, prejudice and stigmatization and improvement of mental health of the general population. Adequate and justified positioning of LGBT phenomenon in this textbook would provide assistance to LGBT persons, particularly those in crisis, families and surroundings they belong to, of self-realization and be accepted and supported. This textbook can play an important role in eliminating the consequences of multigenerational growing up in a homophobic (heterosexual) society.

5.6.3. *The case of Professor Babović*

TV show “Glamour Noir”, dedicated to Pride Parade held in Belgrade (Serbia), on RTV Atlas from Podgorica, was broadcasted on October 11, 2010. Editors and hosts of the TV show were Olivera Čolović, Milica Marković and Jelena Filipović. In addition to students, guests in the studio were psychologist Biljana Babović, a professor in the gymnasium “Slobodan Škerović” in Podgorica and Ivana Vojvodić-Vujović, President of the Board of Directors of NGO Juventas, based in Podgorica.¹⁸⁷

This show can serve as a good example of the dominant public opinion on homosexuality and LGBT persons in general. Also, all of us who deal with the analysis and monitoring of educational reforms and human rights practice should be grateful that in this show was revealed openly, although it was not the intention of the editors of the show, the true relationship and treatment of LGBT phenomenon in Montenegrin education system. Gymnasium “Slobodan Škerović” is one of the elite secondary schools in Montenegro. The show has also pointed to the capacities of the course teachers and the challenges faced by the educational authorities and the modern concept of human rights.

The show is presented below:

After the initial report about the parade in Belgrade the professor of psychology in the Gymnasium “Slobodan Škerović” in Podgorica Biljana Babović gives a comment: “Well I would like to start from the title, as a professor. Why is it called a gay parade ... Gay parade and pride parade. First, what are these people proud of and why are they parading? We know that sexuality is personal, intimate thing of a man, why then parade? I’d just like to build on (says the student’s name), please help me with this ... When it comes to pride when it comes to the parade. What, do you ... Say, please go on...”¹⁸⁸

A student from Podgorica gymnasium starts talking after being called out by his teacher: “Well, it goes like this. I believe that homosexuality is a

187 We are deliberately not mentioning the names of the students from gymnasium „Slobodan Škerović“ in Podgorica in order to avoid any further (mis)use.

188 Comment from Ms. Babovic, Transcript of the show „Glamur Noar” from 11.10.2010; Documentation of NGO Juventas.

disorder. Everyone should do what they please in the privacy of their own home, but I do not see why parade, which make it public. So why wouldn't other people with deviant behavior, why wouldn't drug addicts have their parade, alcoholics or any others who are in some manner disturbed."¹⁸⁹

The host of the show interrupts by stressing that it actually a question if homosexuality is a deviant behavior or not.¹⁹⁰

Civil society activist Ivana Vojvodić-Vujović protested the setting and flow of the show, warning that prejudice and unfounded information are being spread.¹⁹¹

Psychology professor from the Gymnasium "Slobodan Škerović" in Podgorica Biljana Babović reacts and says, "Yes ... First, if we look at history, until 90ies in the official registers of mental illness, psychological and physical, homosexuality was marked as a disorder of sexual behavior. So, not a personality disorder, but a disorder of one segment of behavior, sexual behavior. Next, after that the World Health Organization decided to amend this, so, since they did not have adequate physiological or psychological evidence, then they have decided that it is not a disorder, but a sexual preference. I personally think that this is a ... We know that the homosexual lobby in the world is very strong and that they entered the World Health Organization and that they are bothered by the word disorder."¹⁹²

Professor Babovic says further: "Just a moment, if we were to say ... Since I come from, say, a seminar held in May, where the latest research from the world of physiology was present that found that among gay men there is a genetic anomaly, and that now they will be again classifying it, but it probably has not yet become active in the registers, as a disorder of sexual behavior."¹⁹³

Please take into consideration the analysis of the course textbook for "Psychology". Professor of psychology in Podgorica gymnasium fully and publicly confirms the risk to which I pointed out.

One of the hosts of the show, Jelena Filipović, among other things, says: "Every sexual identity is unstable. Gender is a regulatory ideal ... And

189 Comment from a student, Transcript of the show „Glamur Noar” from 11.10.2010; Documentation of NGO Juventas.

190 „This is a real question for tonight, is it a deviant behavior or not, and if you are wondering why pride then yesterday we received a clear picture from Belgrade. We had alpha males and beta males who are oppressing omega males. They are actually oppressed by all, in this hierarchy. So, we had pride of alpha males and we had a gay pride.” Comment from the journalist Jelena Filipović; Transcript of the show „Glamur Noar” from 11.10.2010; Documentation of NGO Juventas.

191 She was interrupted several times.

192 Transcript of the show „Glamur Noar” from 11.10.2010; Documentation of NGO Juventas.

193 Ibid.

part of the regulatory practices. What do you think about that? ¹⁹⁴

At that question, psychology professor from Gymnasium “Slobodan Škerović” in Podgorica Biljana Babovic says, “So what? Do we need to stimulate heterosexual or to stimulate ... If it is already so unstable ... Do you..., than what do we need to stimulate? What should social environment, society, stimulate? Let’s ask the viewers. What should be stimulated? Do we need to stimulate heterosexuality and to continue our kind, or to stimulate homosexuality?”¹⁹⁵

Schoolgirl from Podgorica gymnasium: “Well, my opinion in connection to the gay parade and in general with everything that happened yesterday, I think personally that it is very bad, and I really think we should all have freedom of opinion and speech, and that we all have our own rights, but again I think that should not be personally involved in something that was not given by God. So I generally do not agree with that their orientation and that’s it.”¹⁹⁶

Schoolboy from Podgorica gymnasium: “I have nothing against homosexuals. As far as I am concerned, anyone who wants to be gay can. I have nothing against them. I have against this parade because it gives a bad example to young people, children. Instead, as the professor said that we stimulate heterosexuality, some stimulate homosexuality. However, I do not identify with hooligans, I even condemn them even more because they attack ... For all I care, they can go through my street, I would never attack them. That’s my attitude, I’m against the parade, but I would never be able to attack.”¹⁹⁷

Schoolgirl from Podgorica gymnasium: (giving an answer to the question „whether promotion of acceptance of homosexuality is prohibited in schools” says): „Of course it cannot be prohibited, because no one has the right to prohibit you to like someone. Whether a person you like is a male, female, a member of another race or ethnic group, so I think it is completely... I think it must not be done “.¹⁹⁸

Schoolboy from Podgorica gymnasium: (giving an answer to the question „if he knows any homosexuals” says): „I know even two. I even have a friend with whom... I know he is a homosexual, but we do not talk about it, or does he impose something. However, I have a girl friend who constantly pushes the issue, and that bothers me. I gave a good relationship with this first friend, and everything is OK with him. However, there is one question... All of us here have expressed an opinion, but what would happen if someone who is really close to you would tell you one day that he is gay“.¹⁹⁹

194 Ibid.

195 Ibid.

196 Ibid.

197 Ibid.

198 Ibid.

199 Ibid.

Schoolboy from Podgorica gymnasium: (giving an answer to the question “would only observing of LGBT persons change their sexual orientation says):” I do not think it would, but it is not natural to watch something like that and it can often be bothering, especially if someone is imposing it on you. For example, someone who tells me that I am gay. Many homosexuals tell to those who disagree with them that they are in fact homophobes, that they actually are, at heart, gay.²⁰⁰

After the block with statements of students and reading of incoming e-mails and phone messages professor of psychology in the Gymnasium “Slobodan Škerović” in Podgorica Biljana Babovic says: “From the messages we can see that people are bothered with parade and parading, and that what gay population is doing, is that they really want to attract attention and to provoke in this way, and sexuality is personal, intimate thing, and I do not see the need for parading. And especially do not see the need for pride. Thus, when it comes to them, as a colleague said it is a disease or ... what says psychology, science... Homosexuality is a disorder of sexual behavior. This does not mean that it is a personality disorder. Homosexuals are normal persons, in the sense that they have normal intelligence, they are able to work, to normally behave socially, they do not have other disorders, such as aggression, delinquency, and so on. These have normal personality, but only in their behavior, in one part of their behavior they have what is called sexual selection or disorder of sexual behavior. It is also significant that realized homosexuals are successful, creative, but have healthy personality and unrealized homosexuals have a number of psychological issues like anxiety, depression. We need to make a line, precisely define, that they are actually normal persons. Only if they are not realized and have a problem with themselves, when I say type of depression, some go into drug addiction, alcoholism, trying to repress it, because they are not (...) repressing their homosexuality. For this reason, repressing sexuality, for that reason they have a personality disorder, as I have already stated.²⁰¹

The hosts of the show ask the professor of psychology at the Gymnasium “Slobodan Škerović” in Podgorica if someone from the students came to consult with her and how did she help them, i.e. how did she direct them. She replies: “Yes, yes ... (...) that three or four people just changed their orientation. Because they could not, because of the environment, because they have not managed to be realized as gay and function normally and they have succeeded. Also, statistics of psychological research says that homosexuality is treated, but only if you want to be healed. Out of a hundred, 30 percent of gay men are cured, in the sense that they changed their orientation, and others are not simply because they did not want to be changed.”²⁰²

Professor of psychology in the Gymnasium “Slobodan Škerović” in Podgorica Biljana Babovic reflects on Parade in Belgrade and structure of injured in the riots, “And how do you know these were right-wing groups.

200 Ibid.

201 Ibid.

202 Ibid.

Why wouldn't we, given that none of the homosexuals, the gay participants, was injured, but they were just injured others say police how do you know ... How do you know ... There is a doubt that it was organized by very members of the gay parade. I have the right ... I have a suspicion, as the fact is that none of the participants, what a coincidence, was injured, and that only policemen were injured.”²⁰³

Professor Babovic further comments the statement from NGO representative: “Just to say that is not true... when it comes... as the lady said it was not true... that the science is not sure what is inherited and what is taught. When it comes to personality, we know what is inherited. Inherited is physical appearance, the composition of the internal organs and predisposition to certain diseases. In psychological terms inherited is capacity for intelligence, speech and so on. Will these diseases and predispositions and abilities... whether they will develop depends on the environment and depends on learning. So, homosexuality is something that is the result of environmental influences and of the learning and that is why I emphasize the influence of the environment... Thus, the environment and learning are something that is very important for a person to become homosexual. That's one thing. Secondly, I wanted to say that our relation ... Our attitude toward homosexuals is the attitude towards diversity. You know, diversity scares people. Different religion, different skin color, religion frightens us. How are we going to deal with it? We can ask ourselves to what extent do we feel threatened by something that is different from us, whether it fully threatens us or we do not even feel threatened... and what kind of stand should we take, this is simply to say as a way of thinking. To what extent do we feel frightened by something that is different? That's one thing. Secondly, we can also ask ourselves how would we ... how would we react if our sister, brother, son or daughter said they are homosexuals. Would we kill them, would we disown them, or try to understand?”²⁰⁴

Here, the host asks the professor of psychology at the Gymnasium “Slobodan Škerović” Podgorica “What would you do of the three,” and “I suspect the third, even though you have been very harsh professor,” to which she replies: “We should try to understand, but not stimulate and teach young people to be gay.”²⁰⁵

Host Jelena Filipović asks: “Tell me, tolerance is not acceptance? But, again, non-acceptance does not automatically imply aggression. What do we do with that? “.

Professor Babović answered: “Look, here we have ... We do have a selection of who will watch the parade, you know. We talk about tolerance of adults, and we forget that we have the children at home, we have young people who are developing and for them learning is important, they learn, and this what the lady (Vojvodić-Vujović) said what is normal sexuality, and what

203 Ibid.

204 Ibid.

205 Ibid.

is not ... Be sure, we all know that the main carriers of HIV virus are gay men, then the drug users ... The only carriers HIV virus as homosexuals and drug addicts ... I agree that this is an artificial virus (comment from the host of the show), but why is it just transmitted by homosexuals and drug addicts?"²⁰⁶

Finally, the psychology professor Babović says: "It does not threaten. Well, I interrupt you. I have to (...) If something threatens us and how much we feel threaten by it, we will act accordingly. If we (...) and we have a tolerant attitude or mild attitude towards it."²⁰⁷

A complaint was submitted to Montenegrin Protector of Human Rights and Freedoms because of the TV show "Glamour Noir", in which it was stated that in the show hate speech and discrimination against the LGBT population was expressed, especially by Biljana Babovic, a professor of psychology at the Gymnasium "Slobodan Škerović" in Podgorica. The Protector of Human Rights and Freedoms has asked the Agency for Electronic Communications (formerly the Agency for Broadcasting), to take appropriate measures and actions, as a supervisory body²⁰⁸. The Agency responded to the Protector of Human Rights and Freedoms that "imposition of restrictive and punitive measures" could have "discouraging effect" through complete avoidance of LGBT issues. Therefore, the Agency considers "sufficient to refer the recommendation RTV Atlas and other electronic media to devote maximum attention to professional and expert treatment of all aspects of sensitive issues related to the realization of human rights and to avoid the risk of promoting of intolerance or hate speech."²⁰⁹ The Protector of Human Rights and Freedoms received an explanation from the gymnasium "Slobodan Škerović". In response of the director of the school it was said that Mrs. Babovic was a guest at the show in her personal capacity, as a psychologist, not as a professor at the Gymnasium. Thereat she expressed her personal attitudes, which do not reflect general attitude of the institution²¹⁰. The school administration, which is particularly interesting from the point of this analysis, concluded that "the topic of the show is not in the curriculum of the psychology course and that so far they had no objections from the students that this teacher imposes her personal views and discusses topics outside of the plan". It further states that "psychological and pedagogical service of the school has conducted a survey, based on which they have gained knowledge that the said teacher does not deviate from his professional engagements and that in any case she does not engage in discussion of topics that are beyond the planned curriculum of the course she teaches."²¹¹ Despite the fact that the school has confirmed the alleged full professionalism professor Babovic and relieved her of any kind of responsibility, the school board argued that "in a way," her statements

206 Ibid.

207 Ibid.

208 Letter from the Protector of Human Rights and Freedoms to NGO Juventas No. 01-359/10,360/10 from 24.12.2010; Documentation of NGO Juventas

209 Ibid.

210 Ibid.

211 Ibid.

in this TV show “undermined the reputation of the school and the teaching profession” and therefore “a decision was made to conduct a disciplinary procedure against her, “which ended with fining her with 20% of salary.”²¹²

Due to media appearance of a psychology professor from the Gymnasium “Slobodan Škerović” National Coordination Body for HIV/AIDS asked Education inspection to pay attention to the quality of teaching and the accuracy of the information she presents in classroom.²¹³

5.7. INDIVIDUAL IN A GROUP

5.7.1. *Course curriculum*

Elective course „Individual in a group” comprehends scientific knowledge from social psychology with intent to link and synthesize contents of courses psychology, sociology, communication and civic education.²⁰⁹. It is intended for students of III and IV grade of gymnasium and provides addendum to high school degree standard for psychology. Course curriculum was developed by a three members committee involving Zoran Lalović, MA (Chair), Anđa Backović and Radiša Šćekić.

General goals of the course ²¹⁴, among others, are to acquaint students with the process, sources, agents and effects of socialization of a person, ways to form and change social attitudes, prejudices and stereotypes, development and the role of moral and values in the way an individual behaves in the basic groups, their characteristics and functioning. It was envisaged that students would, through learning from this course, develop among other abilities and skills of creative and critical thinking, tolerance and civilized dialogue, moral awareness, democratic values and principles. Within the general topic “socialization of a person”, topics such as social attitudes, prejudices and stereotypes are also addressed. Program comprehends mandatory and elective part of the program, planned by each school individually and basing the decision on the needs of their students.

Although gender and sexual identity are not mentioned anywhere specifically this course curricula may provide plenty of possibilities for good education about LGBT phenomenon, improving its acceptance, understanding of LGBT population as a special social group and phenomenon of it being

212 Ibid.

213 Letter from the Vice-president of the National Coordination Board for HIV/AIDS M.D. Boban Muškoša; Documentation of NGO NVO Juventas

214 Basic course topics are: „Introduction“, “Socialization of a person”, “Group psychology”, “Communication in a group”, “Leadership and decision making”, “Chosen chapters from social psychology”; Ibid, page 4.

socially marginalized.

Planned resources for realization of course include list of literature and other sources. The list included four titles; with some of them published over 40 years ago.²¹⁰ At the later stage a separate textbook for this course was published.

5.7.2. Course textbook for III and IV grade

Authors of a textbook “Individual in a group” for III and IV grade of a grammar school are Žarko Trebješanin and Zoran Lalević. Textbook was approved for usage in grammar school by decision of the Council for general education no 04-3-4 adopted on 8 February 2011. Publisher is Institute for textbook publishing and teaching aids, Podgorica, 2011, 228 pages, illustrated, Cobiss.CG-ID 17506576. There is a glossary at the end of the textbook. It contains no terms directly or indirectly relating to LGBT topic. Textbook is not gender sensitive. It is a very significant textbook of social psychology and relations between an individual and a group.

Communication with the co-author of the textbook

Communication with the co-author of the textbook Zoran Lalević, MA was already presented within the analysis of textbook “Civic Education”, see the page ??

Other author, Žarko Trebješanin, PhD on their webpage claims that textbook addresses the most significant problems and themes of social psychology.²¹⁵

Analysis and comment to the thematic content

Subject and method of social psychology was presented in the first chapter. It says, among other things, that “social psychology explores ways in which social actors (other people, groups and overall social situation) affects opinions, feelings and behavior of people.”²¹¹ When speaking about the method of social distance, it is being explained that “for example, contemporary researchers want to determine the level of social distance towards specific social groups such as: mentally ill persons, handicapped, HIV positive, drug addicts, homosexuals etc.”²¹¹

The second chapter titled “Socialization of a person” speaks about

²¹⁵ Visit www.trebjesanin.info

socialization, sources of socialization, agents of socialization, fundamentals of social learning and how socialization happens, and also which roles determine behavior of an individual. It says that sources of socialization are culture and society, because they set norms, standards, values and beliefs a child will adopt as it grows up. It further says that culture, explained as totality of human material and intellectual products, consists of explicit culture, which includes tools, customs, rituals, way of living, fashion, standard models of behavior, social institutions etc, and implicit culture, consisting of moral norms, values, needs, ideals, beliefs, perspective from which we look at the world and ideas of those that belong to that culture.²¹¹ From the aspect of content analysis, it is interesting to notice that authors are emphasizing importance of implicit culture which “parents, teachers and others convey to children in process of socialization”²¹¹ For society it says it is a “big, organized and stable human community that has a specific way of commercial activities, system of social relations, ideology and system of values”. It, it is said in further text, “defines desirable social character in line with its structure and ideology, and through educational institutions, rewarding and punishing, imposing of role models, ideals and social roles”. For agents of socialization it is said that they are social factors that present “representatives of society and culture” that directly affect process of socialization. Authors recognize social organizations as agents of socialization, together with family, kindergarten, school, people from same age group, religion, and media. Their specific influence is discussed further in the chapter, but social influence of non-governmental organizations is completely neglected and hardly even mentioned. It is positive that way of upbringing in the family is recognized as important for development of a personality of a child.²¹⁶ School is recognized as crucially important intermediary of socialization because it “exercises strong and comprehensive influence on intellectual, emotional, moral and social development of student in organized, deliberate and long-term manner.” It motivates them to “adopt numerous cultural and social postulates, norms and habits in thinking, as well as it teaches them to accept desirable and eliminate undesirable ways of behavior”.²¹⁷ Chapter is ended with a conclusion, regarding social learning about the role of genders, that roles defined by the society are slowly changed in time, just like the society itself changes.

Title of the third chapter is “Group psychology”. Thanks to its content students learn what is group, what is characteristic for groups with structure, what makes small groups different and what is organization. It is said that by defining a term group social psychology emphasizes criteria of psychological closeness (connection and mutual influence of group members).²¹⁸ When

216 „Psychological studies reveal that in families with rigid hierarchy of power, strict upbringing, insisting on total obedience, accompanied by severe physical punishment an authoritarian personality type is formed (worship of power, rigid opinions, repressed sadism, etc.). And in the families with warm atmosphere, mutual respect and cooperation, where the upbringing encourages autonomy and creativity of children a self-conscious and tolerant democratic personality is formed. Ibid. page 31.

217 Page 31; Ibid

218 Page 96; Ibid

speaking about reference groups – role models, authors of the textbook say to students that “through textbooks and selection of what is learned school show who are the people worth of attention and desirable role models”²¹⁹ When speaking about group norms, it is said that for violation of common and moral norms usual punishment is condemnation, contempt and rejection. Traditionalism is not mentioned nor the need to rethink these norms, nor the influence such social norms have on specific groups such as LGBT community.

Title of the fourth chapter is “Communication within the group”. Terms interpersonal communication, communicology, types and forms of communication are defined.²²⁰ Very useful practical advices about how to improve communication are given.

Fifth chapter, titled “Leadership” speaks about qualities and psychosocial tasks a leader should have, about types of leadership, characteristics of group decision making and relations between leaders and followers. Sycophants are strongly criticized in this chapter.

The last, sixth chapter, speaks about examples of social psychology – psychology of advertising and propaganda. It is explained which forms of advertising are forbidden by laws in Montenegro. Rumors and behavior of masses is discussed at length. Psychology of mass is characterized by uniformity, impulsivity, suggestibility, lack of criticism and maneuverability. It is emphasized that mass may become “aggressive mob that attacks, persecutes and lynch”. LGBT community, although it is all over the world and also in Montenegro subjected to such persecutions, is not mentioned in this chapter. Feminist movement is mentioned and its role recognized, which is commendable.

5.8. HEALTHY LIFESTYLES

5.8.1. Course textbook for I or II grade

Authors of textbook “Healthy life styles” for I and II grade of grammar school are Dragan, PhD Laušević, Anđa Backović, Rajko Stahinja, Boban Mugoša, Slavica Vujović and Tatjana Vujović. Textbook was approved for use in gymnasium by Decision of the Council for General Education No. 16-4983 on 20 September 2012. Publisher is Bureau for Textbooks and Teaching Aids, Podgorica 2012, 130 pages, illustrated Cobiss.CG-ID 20725264.

²¹⁹ This confirms importance of integration of LGBT topics in school textbooks; page 102; Ibid.
²²⁰ (de)centralized, horizontal/vertical, (non)verbal communication; pages 150-152; Ibid.

Team of authors, in introduction emphasize that textbook will help students to learn more about health, to analyze, to question their habits and attitudes, to make responsible choice in life finally to behave in such a way to guard and improve their health.²²¹

Glossary is on pages 125-130 and it contains many terms related to LGBTIQ topics. It is evident that glossary is lot richer in the textbook for grammar school than the one for primary school, which is to be expected having in mind age and social changes that took place in our society in the meantime.

Textbook defines, among others, the following terms: “homosexuality” (sexual attraction to persons of the same sex), “bisexuality” (sexual attraction to persons of both sexes; sexual intercourse with persons of both sexes), “individual identity” (it consists of a number of individual identities, among others, gender and sexual), “intersex person” (a person who is born with undefined genitalia, in the past labeled as a hermaphrodite, hermaphroditism), LGBTQ (abbreviation that stands for a variety of sexual and gender groups, with further defining the term queer, which, according to the authors, means “people whose sexual and gender identity goes outside of the established standards and norms in a society”), “sexual orientation” is defined as “a decision on what is sexually appealing: the opposite sex - heterosexual, same sex – homosexuality, both sexes - bisexuality.” It also defines the concepts of gender, gender equality, gender roles, gender identity and gender stereotypes.

What was left out, and it seems that this is relatively serious omission, is sexual orientation and gender identity as terms related to discrimination and stigmatization.

Analysis and comment to the thematic content

The first chapter “Catcher in the Rye” is dedicated to the development in adolescence. This is done in an appealing and appropriate way. Development of sexuality, emotions, partner relationships are addressed in a neutral manner acceptable to all identities. Team of authors makes a great effort to help students understand identity development. It discusses sexual and gender identity without reservations. It is particularly commendable that when speaking about characteristic issues and dilemmas of adolescence, the textbook recognizes difficulties connected with forming of identity of young people who because of their gender or sexual identity or nationality feel different. Development of gender and sexual identity is treated separately in this chapter. Transgender persons, and this is commendable, are discussed here. It is said that gender can be changed through medical procedures. It is added that transgender persons who change their gender, and authors call them transsexual persons,

221 Textbook “Healthy lifestyles” for I and II grade of gymnasium; page 6, Bureau for Textbooks and Teaching Aids, Podgorica 2012.

do not possess the ability to reproduce. It is a pity that authors did not use the contacts they had with civil society. This could have as a result better understanding and explaining of transgender persons. Non-governmental organization LGBT Forum Progress stated that they would facilitate meeting of authors with transgender persons and relevant experts so that, in the next editions, certain flaws in this textbook can be amended. Institute for textbooks and teaching did not involve experts in human rights in the review committee, which will continue to affect the quality of textbooks.

Very carefully and correctly it deals with the development of sexual identity. Authors say that during the puberty “occasional dilemmas or crisis are normal, but in the end sexual orientation is defined - our emotional and erotic focus on different people (persons of the same sex, the opposite sex or persons of both sexes).”²²² It goes on to say that “asexuality is also personal choice” and it provides its definition. Experiences of centers for psycho-social help and support to LGBT persons, which function in framework of different non-governmental organizations, as well as LGBT persons themselves who have used these services, say that “the crisis and dilemmas” usually occur because of the dominant social rejection of homosexuality or gender identity that is different, and that a strong personal sense of belonging to that identity is actually present and clear from an early age. It speaks in detail about the risks of growing and risk factors. We believe that the course teachers are given sufficient autonomy, though it is not directly discussed in this chapter, to facilitate discussion during classes about hiding of true sexual identity (if different from the heterosexual) as a potential health risk, reducing the likelihood of successful development and increased peer pressure and fear that students will be seen as different.²²³

The chapter is followed with 18 illustrations or photos. None of them speaks directly or affirmatively about LGBT persons or homosexual orientation.

The textbook speaks, in a very good way, and with examples about gender stereotypes and sexuality in media. This chapter is also followed with small glossary of sexuality. Since it speaks about identity, this or the sixth chapter could have been good places to present local persons that have publicly declared themselves regarding their sexual orientation and gender identity, and also to present the first group that started to publicly advocate rights and interests of Montenegrin LGBT community.²²⁴

List of questions named “Continue forward” is mostly commendable. Its intention is to instigate further interest of students and their debate in groups.

222 Ibid, page 16.

223 Ibid, pages 20 and 21.

224 That is Forum Progress LGBT, the first transparent LGBT group, Zdravko Cimbalević, the first publically declared homosexual in Montenegro, as well as others younger persons, some of which belong to ethnic and racial minorities, which students may find very interesting.

Out of five questions for further discussion and debate two directly relate to LGBT persons; “What are the problems of persons who do not behave in “typical” male or female way in your community (4) and “What do you think, which development tasks (from 1 to 10) are very hard and difficult for youth that: lives in poverty, without parents and guardians; have learning disabilities; living with a disability; are exposed to discrimination (because of their origin, skin color, sexual orientation) or has left school” (5) ²²⁵

Useful literature and web pages are recommended. None of them is a domestic source, domestic institution or non-governmental organization that works with youth, parents or LGBT community. Students should have been offered/recommended possibilities to visit some domestic resources. It is definitely worth recommending web pages of NGOs Juventas and LGBT Forum Progress. ²²⁶

Title of the second chapter is “Fast life and slow food”. It is dedicated to diet and physical activity. As it is not directly linked with our topic we will not analyze it in depth.

The third chapter “Mirror, mirror on the wall” is dedicated to body care. Content of this chapter is accompanied with photos and examples that promote heterosexual social domination.

The fourth chapter “Some walk in rain, the others are only getting wet” is dedicated to mental health and development of emotions in adolescence. It is commendable, and very important that Montenegrin education system dedicates precious attention to nourishing of mental health. However, team of authors missed unique chance to, at least briefly, points out to the importance of mental health in context of sexual orientation and gender identity and dominant social and family non-acceptance of LGBT persons. No relevant domestic addresses were mentioned, especially NGOs that are working hard in the field of emotional and mental health, such as “Anima” and psychosocial services of other groups.

Title of the fifth chapter is “Nothing begins with the end”, and the chapter is dedicated to abuse of psychoactive substances. Team of authors did not mention any domestic sources not even here, even though there is a lot of social attention dedicated to the problem of drug addiction. Contact with former drug addicts would be especially interesting for young people, because

225 Ibid, page 22. It is recommended to authors to stop mentioning persons with disabilities (PWD) in such a way. PWD when not facing discrimination achieve excellent results both professionally and in all spheres of life, and manage to achieve full social inclusion. It is recommended to authors to expand causes of discrimination to include disabilities.

226 It is interesting that in the second chapter, dedicated to healthy food and physical activity, it is recommended to visit web page of Montenegrin non-governmental organization “Centre for Protection of Consumers of Montenegro” which is not updated regularly and does not have a content adjusted for young population as a special group of consumers. Authors only later, in sixth chapter, and this is done non-selectively, recommend a number of portals of Montenegrin and international organizations.

they could help them a lot by sharing their experience. Recommendation to authors would be to involve domestic NGOs and their experience, both in development of textbooks and practical exercises. Experience and educational approach of Centre for Civic Education (CCE) and NGO “4Life” could be especially useful.

Sixth chapter “Sex, the city and you” speaks about sexual and reproductive health. Very dynamic and meaningful chapter helps the youth to deal with its own sexuality, enjoy in it and, as authors say, protect their overall health by doing so. Exceptional sensitivity towards LGBT topics is demonstrated. Unfortunately, its visual representation is missing. It is said that: “sexual health contributes to joy of living, strengthening of relations with partner and personal development”. It means, as authors say, enjoying in sexuality “without guilt, fear or shame”. Experience and exercise of sexuality depends on many factors – age, physiological processes, the environment in which we live, tradition, ethnicity, gender identity, sexual orientation, perception of their own bodies, value system.²²⁷ Importance of respect and recognition of sexual and reproductive rights is discussed in detail. Following rights of young people are emphasized: to get clear and accurate information about their sexuality, that their sexuality is not subject to judgment or evaluation of others, to be respected as a person because of who they really are.²²⁸ Terms gender and sex are explained in the textbook in a correct and understandable way. It is explain, and this contributes to better social understanding and long-term solving of consequences of discrimination, that “people who are not behaving in line with their gender roles may face with rejection”.²²⁹ It could have been more examples in the textbook, but does invite students to think about examples they know.²³⁰ Part that speaks about gender roles also speaks about LGBT persons. This issue is addressed in part that defines sexual norms as socially expected rules of sexual behavior. It is emphasized that “some persons may be discriminated or humiliated by others because their behavior is not in line with prevailing sexual norms”. Textbook lists as examples cases of persons in relationship with persons of the same sex, sexually active single women that have more than one partner and person who lives with AIDS. Also it is said that sexual norms “often reflect and strengthen biased or discriminatory attitudes related to sexuality of others”. It is said, and examples given that such attitudes may be directed towards “elderly, poor or members of specific ethnic and racial groups, persons with handicap or homosexuals²³¹ Team of authors again misses the chance to more determinedly and transparently speak about human rights of LGBT persons, very present homophobia in the society, atmosphere in school and culture related to this issue, to visually present LGBT community in Montenegro. Page 82 of the textbook talks about sexual orientation. Different sexual orientations/identities

227 Ibid, page 78.

228 Ibid, page 79.

229 Ibid, page 80.

230 Example mentioned was “women who are not married or men who do house chores and are dedicated to their family and children often are labeled and mocked”; Ibid, page 80.

231 Ibid, page 81.

are presented with appropriate graphical symbols (page 82). Photo on the next page of the textbook confirms heterosexual visual domination in the textbook. All different sexual orientation are equally represented.

When explaining heterosexual orientation it is said: “If you feel sexual attraction towards opposite sex, your sexual orientation is heterosexual. You belong to majority and you will not have to face with problems of social discrimination toward sexual minorities. However, you should know that heterosexuality is not the only “normal” orientation and that it is important to promote understanding and tolerance for people who feel differently”.²³² This explanation, even though it is inviting tolerance, may support conformity with young people.

About homosexual orientation it is said: “If you are a man attracted by other men, your orientation is homosexual. Through history, there was a lot of literature claiming that love between two men is equal to all other kinds of love, but regardless, homosexuals even today have to go through difficult period of life when they reveal their sexual preference to their family and friends. Homosexuality in the period of puberty may be only a phase you are going through, but if you are sure that you don’t like women, be brave and faithful to yourself paying no heed to the pressure of the community”.²³³

“If you are a girl attracted to other girls and women, your orientation is also homosexual – lesbian. Lesbians have done a lot for emancipation and freedom of all women, so they are seen as brave, just and persons that demonstrate sharp intellect and solidarity. Have this on your mind if it happens that your family and friends have difficulties to accept your sexual orientation. Homosexuality in puberty may only be a phase you are going through, but if you are sure you are not attracted to men, stay faithful to yourself paying no heed to the pressure of the community”.²³⁴

About bisexual orientation it is said: “If you are attracted by both sexes, your orientation is bisexual. In puberty this may only be a phase you are going through, but you should know that many psychologists believe that most of people are bisexual. It is the culture that forces us to choose at some point between homosexual or heterosexual relations. Good thing about bisexuals is that they like the whole world and that they don’t separate people based on their gender but based on their inner (and outer) qualities.”²³⁵

It is commendable, first of all, how much space was given in the textbook and in this chapter to presenting of different sexual orientations. What is important is that the whole text is well meaning and tolerant. However, I believe that offered explanations as a whole should be reconsidered and, in future editions of the textbook changed and some of them even left out

232 Ibid, page 82.

233 Ibid, page 82.

234 Ibid, page 82.

235 Ibid, page 82.

completely. Thanks to understanding and support of non-governmental organization LGBT Forum Progress I was able to meet, in format of focus group, a group of young LGBT persons, age of 18 to 24 who were, among other, asked to take a look at definitions of sexual orientations. Besides already noticed conformity when presenting heterosexual orientation, one of the issues that was mentioned was the possibility that many young people would give up on expressing of their identity because of fear of being judged, rejected or discriminated, and also because belonging to dominant majority offers safety. Also, almost all of participants in the focus group emphasized their experience which was, contrary to described concept in the textbook, heterosexual. In case of LGBT persons it is heterosexuality that is temporary in puberty, because they choose it because they believe that it is "only correct and normal orientation". Recommendation is to give up completely from this content or that temporary character of heterosexuality for some should be also mentioned. Focus group found that some terms related to homosexual orientation should be adapted and changed into more correct ones (liking to attraction). Textbook emphasize need for consistency in nourishing and expressing one's identity. However, there are not enough information on how to deal with and overcome challenges that occur when one admits their sexual orientation. Part of this should have been information meant for parents, and also about engaging of other school capacities, and especially those that contribute to better mental health and general school culture. Conclusion of LGBT focus group was also that when speaking about lesbians there are ungrounded generalizations which may serve as a basis for developing other stereotype and prejudices about them. Finally, regarding how the textbook presents bisexuality, participants of LGBT focus group did not understand just how the culture makes a person, at some point of their life, as it was said, to choose between homosexual or heterosexual orientation. This was not their experience. This issue should be better presented to students and this could be achieved through strengthening of capacities of teaching staff. Participants in the LGBT focus group, several of them being bisexual, do not agree with authors that it is a good thing about bisexuals is that they like the whole world and that they don't separate people based on their gender but based on their inner (and outer) qualities. Their opinion was that this conclusion is questionable and unsustainable and that it should be deleted.

This chapter also speaks, in an objective and neutral way, about love and being in love, first sexual experiences and emotional relations. Separately it speaks about sexuality of young people with handicap. Then it speaks about responsible sexual conduct, importance of gynecological examinations, pregnancy and contraception, using of pills and condoms, sexually transmitted diseases. Useful advices and instructions were offered when speaking about young people and internet and sex. Special attention was also given to pornography and sexual violence. At the end of the chapter there are recommendation concerning several interesting domestic and foreign publications about sexual and reproductive health as well as web pages of number of non-governmental organizations in Montenegro, the region and

world.²³⁶

Seventh chapter titled “Red ribbon” is dedicated to HIV and AIDS. It is extremely important and commendable that the textbook names all clinics in Montenegro for HIV testing with full addresses and contact details. Textbook clearly promotes protection from discrimination and support to persons who live with HIV/AIDS. Several clinics and organizations are recommended. Among domestic groups CAZAS was recognized as one of them.

Eight chapter “Smarter one (does not) yield (s)” speaks about prevention of injuries and violence. Forms of bullying and causes of violence are very thoroughly discusses, but the problem of discrimination, bullying and violence in schools that caused because of real or perceived sexual orientation or gender identity was not mentioned. I recommended that in the next editions of the textbook photos from the first Montenegrin Pride parade held in July 2013 in Budva are also included, because on that event mostly young people manifested lot of hate and violence against LGBT persons. Advices provided here about how to help to a person that is victim of violence are very good and useful.

5.9. PHYLOSOPHY

5.9.1. *Course textbook*

Authors of textbook “Philosophy” for IV grade of grammar school are Višnja Kosović and Savo Laušević. Textbook was approved for usage in gymnasiums by the Decision of the Council for General Education No. 04-3-150 on 31 August 2009. Publisher is Bureau for Textbooks and Teaching Aids, Podgorica 2012, 130 pages, illustrated Cobiss.CG-ID 15707664.

In the chapter “Talking into philosophy” the authors tell students that they should try to “meet with thoughts of philosophers to “dia-logos” with them. “Only then you will understand that philosophy is....necessary for our cultural, historical and personal identification”.²³⁷

Textbook contains the following chapters: “Introduction to philosophy”, “Ontological pursuit of being”, “What can I know: Theory of learning”, “Practical philosophy” and “Chosen topic: Philosophy of Spot”. Glossary of philosophical terms is on pages 187-210 and it does not contain any term

236 Among recommended web pages are official pages of LGBT Forum Progress, first national Montenegrin LGBT organization, Juventas from Podgorica, Contra from Zagreb, Montenegro gay portal and many others.

237 Page 7; Philosophy for IV grade of gymnasium; Savo Laušević and Višnja Kosović. Bureau for Textbooks and Teaching Aids, Podgorica, second edition, Podgorica, 2010.

related to sexual identity and orientation. Recommended literature is at the end of the textbook. These are sources available on Serbian and Croatian language. The textbook is illustrated in a modern way and it gives an impression that authors tried to, at least visually, make philosophy closer to young generation. However, I am not sure that there was a progress in terms of improving of quality of education about philosophy, at least in programmatic sense. The textbook is still too big and not gender sensitive.

Analysis and comment to the content

Sexuality and homosexuality are not treated by the textbook. There is no mention about how the philosophical thought treats homosexuality, although key philosophers portrayed in the textbook thought about it and wrote about it. There is no mention about how contemporary philosophy looks at LGBT phenomenon and about current debates in contemporary philosophy about these issues.²³⁸ When speaking about existentialism and phenomenology existentialistic comprehension of human sexuality that is contrary to conventional theories (Sartre, Merleau-Ponty, de Beauvoir, Russel) is not mention, neither are arguments for liberalization of institution of marriage and sexual moral. Not enough space is given, and this could have been interesting for young people, debate about sexuality in twentieth century, complexity and broadness of this topic (liberalization and democratization of society, youth movements, hippie movement, sexual revolution, feminism, gay rights movements). Perhaps it could discuss more openly about Kant's opinion about marriage as moral sexual framework and his moral motivation as primary, sexual desire that is not directed at achieving of orgasm (Freud, Kinsey) but at achieving unity with other person, about satisfying sexual desire without love (real phenomenon), about sex as communication form... It would be interesting to include in this secondary school textbook works of liberal analytical philosopher Igor Primorac, give more space to philosophy of sexuality, feminism (radical and liberal), queer culture...

A number of international professional associations had achieved, it can be said, philosophical consensus about these issues. Philosophers still inspired by their religious beliefs are the ones that are still disagreeing.

²³⁸ For example in literature from philosophy issue of homosexual marriage and same sex relationship falls into area of applied ethics or sexual ethics. Textbook states that applied ethics is a characteristic of modern ethics "which deals with application of moral principles on specific areas of human life". Authors mention following moral issues: abortion, euthanasia, prostitution, human trafficking and ecology. They conclude with a statement that there are no fields of human activities that is not of interest for applied ethic, but they do not mention them specifically, and this might have instigated interest in students, especially if the discussed issue of contraception, natural or artificial, page 147; Ibid

5.10. ETHICS

5.10.1. *Course curricula*

Elective course Ethics, set as compulsory elective course and addition to secondary school diploma standard for philosophy, has a special goal to indicate link between philosophy and everyday life and community, teaching students to “recognize and apply abstract ethical principles in specific situations”. It is very important that this course with its concept is supposed to facilitate development of inner moral qualities of students, closeness with social values and readiness to align personal values with those of the community. As it was envisaged in course curricula “Ethics should affect awareness about the need to, through continuous self-improvement, develop personal moral beliefs and values”. Course curriculum was developed by Jasminka Milošević and Živko Kekić.

Educational role of this course is specially emphasized because “ethics develops moral consciousness, and does not impose ready solutions”, by encouraging rethinking of one’s own opinions as well as opinions of others, thinking about one’s actions and work on personal spiritual development. This comprehends moral, individual, aesthetic and work related dimension of education. When defining course curricula, in other words defining of position, nature and intent of course curricula, it is emphasized that ethics raises awareness about the fact that meaning of life of individual, his/her self-accomplishment and personal happiness is in their own hands, and that it depends first of all on the readiness to be true to oneself and take responsibility for one’s actions. Course curricula emphasizes that students should learn to make a difference between moral thinking and moralizing, critical thinking and criticizing, became aware of one’s own prejudices, develops tolerance and respect differences.

Course curriculum, and this is especially important having in mind the fact that students are meeting with this subject for the first time, has no illusions that it is necessary to acquire wider theoretical knowledge. However, it has clear ambition for students to acquire knowledge towards developing skills that would allow them to “competently contemplate about moral issues and develop their own moral character”.

General aims of ethics are: to adopt knowledge about basic ethic terms and ideas, problems and opinions, understanding of fundamental ethical principles and their recognition and application in different contexts, developing of awareness about importance of respect of moral norms, adopting universal ethical values – freedom, dignity, justice, tolerance, developing of critical and tolerant thinking, improving moral character, stimulating of moral self-education, developing of abilities for competent assessment and self-

assessment, developing of self-criticism and self-confidence, improving of abilities necessary for better social integration, improving of awareness about other people, their needs, opinions and values, with developing of solidarity and responsibility for others, promoting of respect for differences, promoting of readiness for nonviolent conflict solving, developing of abilities for rational and impulsive solving of ethical dilemmas, developing of abilities and skills for communication, promotion of initiative and activism and developing of intellectual individuality and tolerance.

Content of the program defines six compulsory (defining of ethics, fundamental ethical issues, ethical opinions, ethical-religious opinions, applied ethics) and one elective topic.

The first topic – defining of ethics – names following operational objectives: students are introduced with ethics as practical philosophical discipline, understand and are able to explain idea of action as key idea of ethics (self-aware approach towards oneself and others), know fundamental anthropological preconditions for human action (socialization, role of speech, difference between good and evil, just and unjust), understand significance of ethics for personal development and development of society as a whole.

The second topic – basic ethical issues – students are, among others, acquainted with basic ethical issues, are explained connection between issue about the source of moral with the issue of freedom, idea of free will and its structure and connection between moral principles and human rights.

The third topic – ethical opinions – should introduce students with some of criteria for classification of ethical opinions, acquaint them with some interpretations of freedom in ethical theories, explain idea of immorality, and to interpret the relation between morality and happiness.

The fourth topic – ethical-religious opinions – has objective to: introduce and explain idea of religion, its components and functions, introduce characteristics of four most dominant monotheistic religious-ethical systems: Judaism, Christianity, Islam and Buddhism, introduce some of the most important ethical-religious principles such as truthfulness, compassion, chastity and purity.

Applied ethics, as the fifth compulsory topic of the course, teaches students about subjective and objective character of morality and its implications, explains significant of appropriate ethical regulation of different fields of human activities, recognizes differences between justice and fairness and, what is very important from the aspect of this analysis, identifies and analyses most significant problems in closer and wider community and our environment.

The sixth topic – ethical dilemmas – has objective to enable students to apply and to argumentatively defend learned moral principles, explain moral

dilemmas on specific examples, to know and apply principle for solving of moral dilemmas, to make difference between legal and moral, to understand and be able to explain process of making of ethical decisions and explain actuality of ethics.

Didactical recommendations given in course curriculum, facilitate good and interesting realization, encourage interaction and students involvement. Envisaged learning styles especially may facilitate dynamical exercise – active learning, experiential learning, learning through interaction, co-operative activity, model learning, divergent and convergent learning, problem solving etc. It is commendable that the program recommends using of different teaching methods. Beside traditional lecturing and discussion, there are also group discussion, brainstorming, role plays and different interesting games, research papers and writing of essays that especially stimulate students' independence. As one of the recommended methods there is also “artificially created moral dilemma”, of open type, with many problematic issues and “without simple solutions”.²³⁹ Teaching of ethics may become additionally open with including of classes reserved for elective contents determined by teachers and students together.

When it comes to the ways to assess the knowledge of students, teachers of ethics are recommended to pay attention to the level and quality of acquired knowledge of students. Authors of the program recommend Bloom's taxonomy of knowledge where the students are expected to recognize and understand the information, to use the knowledge in new situations and contexts, solve problems by applying acquired knowledge, connect, probe, demonstrate, analyze and synthesize their knowledge, make difference between values and facts, compares and differentiate between theories, opinions and facts, judge, select and recommends arguments and make decisions based on arguments. It is noted that the assessment of a group work is a great opportunity to develop responsibility and critical self-evaluation of students, as well as critical evaluation of other participants in the group. It is recommended that teachers in the assessment of papers and essays, among other things, pay attention to understanding and critical examination of the facts, concepts, ideas, theories and their interrelationships - the quality of the arguments and appropriate and critical use of relevant literature. The program goes on to state that “the level of development and adoption of moral principles and skills that are included in the affective domain is not advisable to assess, but it still cannot be completely neglected, because of the nature and objectives of this course.”²⁴⁰ Teachers, as it is said, “monitor and evaluate only the level of development of moral principles, interest, critical attitude and commitment of students but not their content. The moral principle is, in itself, positive, or not a moral principle.”²⁴¹ It is concluded that the evaluation should be objective, reliable, public, and

239 Course curriculum Ethics, general elective course for IV grade of gymnasium, authors Živko Kekić and Jasminka Milošević, Ministry of Education and Science and Bureau for Educational Services, page 13.

240 Ibid, page 17.

241 Ibid

continuous and serve to further development of the students.

Course curriculum recommends primary literature, three titles, and secondary, ten titles in total.

Course textbook “Philosophy” has already been presented.

5.11. BIOLOGY

5.11.1. Course curriculum

Based on public general part of educational curriculum for general gymnasium adopted by the Decision of Ministry of Education and Sport on 3 March 2004, No. 01-1584/2, the Council for General Education adopted course curriculum for “Biology” for general gymnasium on its 23rd session held on 18 November 2004.

Contents envisaged for the study of biology in three years of gymnasium represent essential knowledge necessary for an understanding of nature and life. They are part of the general culture and are essential for forming of personality of students. It is built on the knowledge acquired in primary school, in a way that already acquired knowledge is refreshed, complemented, built and deepened. Students who wish to deepen their knowledge of biology will be able to do so through elective courses²⁴².

Envisaged operational objectives within compulsory thematic content “Sex organs” are to acquaint students with build of male and female genitalia, to teach them about the role of male and female hormones in creating of primary and secondary sexual characters, to teach them about monthly sexual cycle of women, and also about types and ways to use contraceptives.

Envisaged operational objectives for topic “Human evolution” are to acquaint students with biological evolution and to enable them to make difference from cultural evolution.

When it comes to the recommended didactic approach it says that “human biology, human evolution and human genetics are topics that students always find interesting and attractive.” That’s why “teachers should direct this interest and encourage students to adopt meaningful, interrelated content, useful for further education and everyday life.”²⁴³ It is interesting that the computers, the Internet and multimedia discs are not among the defined teaching aids for biology in general gymnasium (technical tools and measuring equipment,

242 Page 50; Course curriculum for general gymnasium; editor Dragan Bogojević, MA Ministry of Education and Science and Bureau for Educational Services, Podgorica, 2005

243 Page 71; Ibid

accessories, supplies).

„Knowledge from the field of biology are a part of the general culture, and represent a base for further education from the field of natural sciences and for that reason we should insist on understanding and the quality of acquired knowledge“.²⁴⁴

5.11.2. Course textbooks for I and II grade of gymnasium

Title of textbook for I grade of general gymnasium is “From molecule to cell”. Authors of the textbook are Marina Dermastia, Tom Turk and Blaženka Petričević. Textbook set (consisting of the textbook and workbook) has been approved for use in general gymnasium by the Decision of the Council for General Education No. 01-155/1 adopted on 25 August 2006. Publisher is Bureau for Textbooks and Teaching Aids, Podgorica, 2008, 188 pages, illustrated, Cobiss.CG-ID 11615760. Analysis of the textbook has shown that it is not relevant from the aspect of this analysis. The same conclusion applies for workbook.

Authors of textbook for II grade of general gymnasium are Blaženka Petričević, Marko Karaman and Katarina Todorović. Textbook set (consisting of the textbook and workbook) has been approved for use in general gymnasium by the Decision of the Council for General Education No. 04-3-193 adopted on 24 August 2007. Publisher is Bureau for Textbooks and Teaching Aids, Podgorica, 2007, 196 pages, illustrated, Cobiss.CG-ID 11781904. Analysis of the textbook has shown that it is not relevant from the aspect of this analysis. The same conclusion applies for the workbook.

5.11.3. Course textbook for III grade of gymnasium

Title of textbook of biology for III grade of general gymnasium is “From cell to organism 3”. Authors of the textbook are Nikola Grujić, Danica Obradović and Blaženka Peričević. Textbook set (consisting of the textbook and workbook that will be presented in further text) has been approved for use in general gymnasium by the Decision of the Council for General Education No. 04-3-178 from 29 August 2008. Publisher is Bureau for Textbooks and Teaching Aids, 196 pages, illustrated Cobiss.CG-ID 12952592.

Textbook has the following chapters: “Molecular biology”, “From cell to organism”, “What is endocrine system”, “Nerve system”, “Skeleton and muscles”, “Hearts and blood vessels”, “Blood and lymph”, “Respiratory system”, “Digestion system”, “System of organs for excretion”, “Genitalia”,

244 Page 72.;|bid

“Human genetics” and “Human evolution”. Textbook contains “Small glossary of important terms” from all chapters (pages 179-189) which has a number of terms related to sexual education and reproductive system, but there are none related to sexual identity and orientation. At the end of every chapter there are interesting questions meant to encourage students to think. Answers to these questions are at the end of the textbook on pages 189-194. Bibliography used was not presented.

Analysis and comment to thematic content

During analysis of this textbook I consulted several teachers of the course who have a significant experience. They believe that this is a modern textbook, written in professional and objective way.²⁴⁵ They also believe that relevant chapters could be expanded with certain topics from the field of sexual education because “it is natural that biology should be connected with it”. In that case the textbook would become additionally useful and more interesting for young people. It is true that there could be an argument that this is covered through other courses. However, this field is neglected in secondary schools. Therefore I believe that “Biology” would be a right place for it, to provide education about specific knowledge and skills that are necessary and applicable in everyday life. One should not forget the fact that a number of school courses correlate with each other, so it should not be disputed that teaching could be made more complete with these topics, and especially from the field of socio-biology.

It should be noted and authors should be commended because of the fact that course textbook does not include any openly discriminatory content. Although issues of gender, sex, sexuality and sex education are neglected, it is the fact that the Montenegrin textbook, unlike many examples of neighboring countries, does not promote conservative views, not spreading open prejudice and stereotypes, does not link sexually transmitted disease to specific sexual orientation, does not speak about sex as the sole act of reproduction, does not promote heterosexual intercourse as the only normal, does not treat openly homosexuality as a deviation etc.

However, chapter “human genetics”, subtitle “Genes and behavior” says, among other things, following: “And deviant characteristics, ones that deviate from normal behavior, are showing polygenetic control and occur more often with monozygots (alcoholism, suicidal or criminal tendencies etc.). Dean Hammer found a gene in 1993 that has a strong influence on sexual orientation (i.e. homosexuality). Later researches have shown that it is transmitted through mother line, which focused current researches on studying of X chromosome.”²⁴¹

245 Minutes from interview with teachers of course „Biology“, February and March 2010; ASZ Documentation

This is the only place in the book which mentions homosexuality. I think that the place is not well chosen because it is being mentioned just below discussion about deviations. Even if it does not say that homosexuality is a deviation, there is a possibility because of the place and the context that teachers and students will recognize and treat homosexuality in a negative light. It is recommended that these contents should be deleted in the next edition of the textbook.²⁴⁶

It is important to mention that the textbook, although insufficiently, speaks openly about pregnancy and contraception, promotes use of contraceptives, and speaks about sexually transmitted diseases in an objective and neutral way.²⁴⁷

Also, opportunity to speak about transgender and transgender persons has been missed in this chapter.²⁴⁸

Last chapter, “Human evolution” recognizes importance of evolution and coevolution of biology and culture.

We can conclude that this textbook, if given recommendations were followed, can be used in Montenegrin education system as objective and non-discriminatory, which is in line with domestic regulations, educational goals, and international recommendations and commitments.

5.11.4. Biology workbook for III grade of general gymnasium

Title of biology workbook for III grade of general gymnasium is “From cell to organism 3” and it is an integral part of a textbook set. Author is Blaženka Petričević. Publisher Bureau for Textbooks and Teaching Aids Podgorica, 96 pages, illustrated. Cobiss.CG-ID 12939536.

Chapters in the workbook complement content of the textbook. Its intent is, in the words of the author, to enable students through practical work to affirm and confirm their knowledge and at the same time give them possibility to check their ideas.²⁴⁹

Workbook is written in gender sensitive language. Every chapter in

246 Also result of work of American scientist Dean Hammer PhD, about existence of genetic component that sets sexual orientation is still an object of professional debate, confirmation and disputes. In behavior field in genetics there are many discoveries that are later disputed. Therefore, one should wait for final test of science and of time before including it in school textbooks.

247 Pages 150 and 151; Ibid.

248 And point out to scientific results in correcting of “nature’s mistake”, and also mention Montenegrin experiences with transgender; Aleksandar Saša Zeković, MA, “Transgender in Montenegro”, Podgorica, 2010.

249 Introduction “Welcome to biology laboratory”, page 4, Biology workbook, Blaženka Petričević, Bureau for Textbooks and Teaching Aids.

workbook is followed with tasks that involve observation, practical assignments and specific researches students are expected to realize by themselves or with the assistance of teachers.

In chapter “Genitalia” students are tasked to find out more about contraceptives and their use, about PAPA test, and to say how fertile days of a women can be determined.²⁵⁰

In chapter “Human genetics” students are given a creative task to create their family tree and apply biostatistics method on their own family by using symbols.

In the chapter “Human evolution” students are recommended to gather scientific evidences to prove their opinions which would enable them to defend them better. Quotes and press clips are provided that could serve as an example.²⁵¹

Very interesting texts were recommended: “Evolution in art does not exist because classicism is not better than gothic” of Branka Bogavac, “Prehistoric humans were much smarter than we assumed” from New Scientist magazine, interview of Pope Benedict XVII to Radio Vatican, defense of Darwinism by American Academy of Sciences. Also, students are on one whole page recommended to read the book *The God Delusion* by Richard Dawkins who send a very clear message on how he sees religion as well as the text taken from BBC News in English “Human Evolution is Speeding Up” by Anna-Marie Lever.

250 Pages 68 and 69.; Ibid.

251 It is interesting that children are not recommended any Internet search engines and specific web pages.

VI - ANNEXES

Annex 1: Extract from the report of the Expert Working Group for preparation of the analysis of LGBT rights in the textbooks (2012)

Introductory remarks

The Expert Working Group for preparation of the analysis of LGBT rights in the textbooks was established by the Decision of the Deputy Prime Minister for political system, foreign and interior policy, Duško Marković, No. 10-10621 from October 25, 2011.

The formation of this and other work groups are the outcome of many months of discussion and negotiation of civil society organizations dedicated to protecting the human rights of LGBT people and the Government of Montenegro, in relation to the status and insufficient protection of the rights of the LGBT community.

Let's recall that in addition to the expert group for the analysis of curricula and textbooks, the Government has also formed the Expert Working Group for preparation of analysis of legislation in terms of LGBT rights and the Working Team for the development of the program document for the fight against homophobia including the action plan.

In all formed bodies the appropriate participation of experts from the government and public institutions and civil society was provided. Additional confirmation of the established partnership is the fact that civil society representatives were assigned the responsibility to coordinate the work of two expert working groups²⁵².

Expert Working Group of the Government for the analysis of curricula and textbooks

The Deputy Prime Minister for political system, foreign and interior policy Duško Marković formed a Expert Working Group tasked with preparation of the analysis of LGBT rights in textbooks, which was composed of the following members: Aleksandar Sasa Zeković, MA, Researcher of

252 The representatives of civil society organizations coordinated the work of the Expert Working Group for preparation of the analysis of LGBT rights in textbooks and Expert Working Group for preparation of analysis of legislation in terms of LGBT rights, whereas a representative of the civil society was the Deputy Coordinator of the Working Team for the development of the program document for the fight against homophobia.

human rights violation, Sabahudin Delić, Assistant Minister for Human and Minority Rights, Blanka Radošević-Marović, Assistant Minister for Human and Minority Rights, Nađa Durković, at that time Editor in chief of the Bureau for Textbooks and Teaching Aids and nowadays Adviser for publishing²⁵³ and Radoje Novović, Head of the Department for research and development of the educational system in the Bureau for Educational Services. By the adopted decision, Aleksandar Sasa Zekovic, MA, the Researcher of human rights violation, was appointed for the Coordinator of the Expert Working Group.

The constitutive session of the Expert Working Group was held on December 1, 2011. At that meeting, the dynamics, methodology of work and program content, as well as the scope of work of the Expert Working Group was adopted. It was agreed that the base of the work of the group will be expert program document entitled “Representation of LGBT issues in the Montenegrin school curricula and textbooks” by Aleksandar Sasa Zeković, which was prepared for the needs of the non-governmental organizations Centre for Civic Education and LGBT Forum Progress. In addition, it was agreed that the analysis should be performed through two dimensions - the presence of LGBT issues in the school curricula and textbooks.

Sample

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A total of 14 compulsory and elective course curricula for primary schools, general gymnasiums and vocational secondary schools have been analyzed.

Additionally, a total of 13 course textbooks have been analyzed - and of this number 4 textbooks for primary schools, 8 for general gymnasium and one for vocational secondary schools.

Montenegrin education today

Education represents a key sector for the development and advancement of any society. In Montenegrin political and economic discus education dominates as a key resource of the overall development. In this context, in the last decade, substantial efforts have been made, as well as significant resources allocated, in order to improve and modernize national education system.

Education reform that has been implemented in Montenegro since 2003 is based on the strategic documents that guide the process. These are the following: The Book of Changes (2001) and Principles of Development of

²⁵³ Ms. Durković occupied the position of Editor in chief until the March 1, 2012.

Curricula (2002).

In these reform documents it is clear that the goal of education reform is not only change of the content, but rather the manner of education. This orientation is primarily related to the change of learning manner and has a significant impact on the philosophy of the educational process. The meaning of that philosophy of education is in provision of autonomy, but also in transfer of responsibility for the quality of education to the school, teacher and the local community. At the national level so called framework curriculum, as well as the open curriculum are adopted, and each school makes their own school curriculum. At the national level it is provided what is common to all the schools and at school level what is specific to each individual school. In the practical implementation that means that each school within their school curriculum have the freedom (15-20%) to create a program according to the specificities of the social environment, ethnicity and religion of students with respect to their previous knowledge and personal life experiences, interests, customs, languages, traditions, and the like.

The new curriculum represents the target and process - development planning. Target planning is based on the learning objectives (“Why learn?”) And process - development planning is based on the teaching methods (“How to learn?”). It assumes that the teacher defines the learning objectives based on general objectives of the program, and taking into account the structure of classes or individual characteristics of students, their capabilities, styles and pace of learning of students, their previous and extracurricular knowledge and skills.

Learning activities are the key to achieving the goals of the educational process and they will determine the quality of teaching / learning in school. Respective course curricula define activities that develop skills and abilities of students to develop tolerance and acceptable communication, including: active listening of others, explaining your position and checking other person’s position; challenging attitude, not another person; clearly expressing of own desires and taking into account the wishes of others and showing openness to difference and diversity.

One of the most important issues of modern society is the issue of coexistence of different cultures. More than ever, education must now take into account the multicultural character of the society. Taking into consideration the fact that Montenegrin society is multicultural, in the school system students will acquire knowledge and skills from the field of human rights and multiculturalism during studying of both required and elective courses. The content analysis of the course curricula has shown that Montenegrin course

curricula promote human rights and successfully provide the basic guidelines for the development of democratic culture of the young.

Quality education for every student is provided through organization of educational practice that is based on the realization of modern curriculums, methods of planning and preparation for teaching, learning/ teaching methods, interaction, stimulating environment for students, respect of individual needs of students, family involvement, active and meaningful learning and the like..

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Course curricula and textbooks, and prescribed procedures

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New (reformed) curriculum tends to answer four basic questions:

1. What are the goals of learning a particular course?
2. What is the learning content? (themes and concepts of the program)
3. How to learn the course?
4. What are the expected outcomes of learning?

Each of the basic elements of the new curriculum is of special importance and purpose in the process of planning and preparation for teaching. The curriculum provides an answer to the key issues a teacher should ask him/herself when preparing for lesson. The answer to the question, what is the objective of the class, can be found in the general goals and objectives of the program. The answer to the question about the learning content can be found in the appropriate themes and concepts of the program. The answer to the question what do students already know about the topic learned can be found in the correlation of programs. The answer to the question of the method of learning can be found in the activities of appropriate program. And finally, the answer to the question how do we know that the goals of the lesson are achieved can be found in the standards, i.e. program outcomes.

Logical and content related in the curriculum, objectives and outcomes are one of the main organizers of the teaching process. While the objectives are the starting point for the planning and implementation of the educational process, the outcomes allow monitoring and evaluation of the achievement of educational process. The standards define the minimum - what each student is expected to know and do at the end of the learning. The main role of knowledge standards is that the outcomes determine what knowledge, skills and abilities student should develop during the learning activities at school.

Standards of knowledge are guided by the following principles:

“Standard” - by definition means the minimum that is required in a product or process; standards define what students should achieve at a certain level of education and they include the essential, basic knowledge; also knowledge should have transferable and generative quality; standards are adjusted with the age and developmental characteristics of students and they are measurable.

Recommendations of the Expert Working Group:

- Consider the possibility that regulations governing textbook policy clearly state textbooks and other teaching aids, in their content and form, should promote gender equality and to not encourage any discriminatory behavior or treatment of any group or individual based on: race, ethnic, linguistic, religious, gender identity and sexual orientation, disability, age, social background and status. Expert Working Group believes we can further generalize the provision concerning the content of textbooks in the Standards for Textbooks and Teaching Aids since it now reads: “The content of textbooks should be in line with the democratic and civic values that are defined in the applicable regulations.”
- Consider the possibility to include non-governmental human rights organizations in the list of entities that can directly submit to the National Education Council (NEC) the proposal for the withdrawal of a textbook from use.
- Consider the possibility that the relevant regulations provide for the possibility that a textbook, which is debatable in terms of the modern concept of human rights, can be withdrawn from use, and within less than three years of its use²⁵⁴.
- Consider the possibility to include independent professional with proven experience in the field of human rights and freedoms and with high professional stature in the review NEC Commission for approval of textbooks from a group of social sciences and textbooks related to gender education, sex education and reproductive health.

The course curricula:

The Expert Working Group took into account the content of the 14 course curricula in total, and these are: Biology, for the general gymnasium, Sociology (for general gymnasium and secondary vocational school),

²⁵⁴ Expert Working Group was informed that the preparation of amendments to the Rulebook governing the issues we have point out to in the second and third recommendation is in process.

Sociology of Culture, Civic Education, European Integration, Psychology, Philosophy, Ethics, Individual in the group, Healthy Lifestyles, Biology, Civic Education and the European Union.

The course curricula - the general conclusion

Although the Book of Changes, which serves as a foundation of the Montenegrin education reform, foresees as the most important principle the principle of decentralization, and a relatively limited number of people was included in creation of educational policy it can be said, with full responsibility, that the Montenegrin course curricula are mostly widely set and that the authors of textbooks are provided with enough creative freedom and space for affirmation of topics needed to develop a flexible personality, willing to understand and accept students different from themselves.

The content analysis of the course curricula showed that Montenegrin course curricula as a whole generally promote human rights and provide relatively successfully, the basic guidelines for the development of a democratic political culture of the young.

Compliments to the content of some course curricula:

The Expert Working Group commends in particular the content of the course curriculum for Sociology for secondary vocational schools. Sociology as part of the social sciences in the curriculum for a four-year secondary vocational school is defined as a compulsory course. The Catalogue of Knowledge for the course curriculum for “Sociology” for the third or fourth grade of secondary vocational school was adapted the Committee comprised of: Zorica Kotri, Momir Dragicevic and Slavica Radusinović. Within the compulsory topic “Family” and planned activities, students, among other things, analyze qualitative properties of modern and traditional family and “reveal positive attitudes toward homosexual family”. At the same place, under the terms or contents “building a relationship with the gay family” is mentioned.

The Expert Working Group especially commends the course curriculum for “Healthy Lifestyles”, an elective course for VIII or IX grade of primary school and the I or II grade of gymnasium, also the curricular program for Healthy lifestyles for secondary vocational schools and the curriculum for “The European Union “and “The European integration”, elective courses for primary and secondary school.

The Expert Working Group believes that with these course curricula,

especially the curriculum for “Healthy lifestyles” and “The European integration”, the Montenegrin educational system is a more positive and democratic in this context in relation to a number of regional and European experiences.

Course textbooks

The expert working group considered a total of 13 course textbooks, and these are: Sociology – textbook for the IV grade of the gymnasium, the “Sociology” of the author Anthony Giddens which is used instead of the textbook Sociology for secondary vocational school, Sociology of culture, European integration, Sociology of culture, European integration, Psychology - textbook for II grade for general gymnasium, Philosophy - a textbook for IV grade of gymnasium, Ethics, Individual in the group, Healthy lifestyles, Biology - textbook for III grade of general gymnasium and workbook for Biology for III grade of general gymnasium, Biology - textbook for IX grade of primary school and workbook for IX grade of primary school, Civic education and European Union.

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Recommendations for specific textbooks

Expert Working Group gives the following recommendations:

Sociology of general gymnasium²⁵⁵

- Consider the possibility of integrating gender and sexual identity in the content of this textbook. It may be possible through the creation of additional, open and clear, separate contents related to sex, gender and sexual identity and the increased presence of these phenomena in the contents that talk about family and marriage, social inclusion, culture and subcultures.
- In the chapter “Human, society and culture” to consider the possibility of integration in the appropriate subsections of LGBT phenomenon, sexual and gender identity. It is possible to do when discussing values and norms as well as traditionalism and modernism with reference to the appropriate historical examples of negative, traditionalist heritage and influence.
- Consider the possibility that when discussing cultural diversity, forms of intolerance, prejudice and discrimination, to provide examples from the environment and social life which talk about the good examples and the challenges of multiculturalism and acceptance of

255 The authors of the textbook for “Sociology” are Zorica Kotri and Momir Dragičević.

different social groups.

- In the part covering deviant behavior and social control, social response and prevention are discussed and mentioned are some domestic groups that fight against violence in the family, women and children. It is important that homosexuality is not presented as deviant and negative phenomenon, unlike in some of the other textbooks in the region. It is the mainly ignored within the complete textbook.
- Consider the possibility to speak more concretely about violence in schools, family and the streets and factors, which can limit socialization and inclusion. One of the leading domestic organizations “Human Rights Action” conducted a survey, the first of its kind in the country, about homosexuality and the rights of gay people. The research results have been presented in the panel discussion “Homophobia and transphobia in the Balkans and the experience in other countries,” on the conference “Justice in the Balkans - Equality for Sexual Minorities”, which took place in Podgorica in late October 2009. The research results provide hope that a dignified life for members of the LGBT population can be provided through relevant awareness raising and education of the population who mostly live in reasonable fear of physical and psychological violence of the community. A separate research of experiences of 30 members of this population suggests that most of them experienced some form of physical violence and have been a victim of discrimination by teachers, university professors, the police, and that none of these cases have been reported because of fear of the reaction of the community to their sexual orientation.²⁵⁶
- Consider the possibility that in the third chapter, “Stratification and social inequality” LGBT community is, along with others which are very well represented, recognized as a marginalized or excluded group.
- The chapter on family according to the Expert Working Group may perhaps be a good opportunity for more visible presentation and better understanding of the concept of same-sex partnerships, communities and families.
- In sub-section which details the political parties as well as trade unions, lobbying groups, the media and social movements consider the possibility to mention groups and movements of sexual minorities which are very developed and influential in the world.

256 At the end of 2010, for the first time in Montenegro a person, Zdravo Cimbalevic rose against violence, abuse and discrimination suffered from a citizen Vukosav Raonic from Podgorica before national judicial authorities, the police, Ombudsman and non-governmental organizations. Several civil and criminal charges have been initiated later against Raonic.

The philosophy for the general gymnasium²⁵⁷

- Consider the possibility that through the treatment of homosexuality and gender identity, which are not present in the book, the philosophy additionally gets perceived as being necessary for “cultural, historical and persona identification.”
- Consider the possibility to include some specific citations on how philosophical thought treats homosexuality, because the fact is that the key philosophers, presented in the textbook, dealt with this phenomenon and wrote about it, regardless of their actual position.
- Consider the possibility to include in the contents how contemporary philosophy perceives the LGBT phenomenon, what are current debates in contemporary philosophy on this issue, especially in the field of practical ethics or sexual ethics.
- Consider the possibility that in the areas of existentialism and phenomenology something may be said about the existential view of human sexuality that is contrary to conventional theories of sexuality (Sartre, Merleau-Ponty, de Beauvoir, Russesll) as well as the arguments offered in favor of the liberalization of the institution of marriage and sexual morality. Young people could find interesting discussion about sexuality in the twentieth century, and the wideness and complexity of this issue (liberalization and democratization of the society, movements among young people, the hippie movement, the sexual revolution, feminism, the gay rights movement).
- Consider the possibility to include a liberal philosophical analytic philosopher Igor Primorac in a high school philosophy textbook and to give more attention in the textbook to the philosophy of sexuality, feminism (both radical and liberal) and queer culture and demonstrate to the society that authors of local philosophy textbooks are not only inspired by religious beliefs.

Psychology for II grade of gymnasium²⁵⁸

- Expert Working Group believes that a textbook for psychology represents a unique and crucial opportunity for integration of sexual orientation and gender identity, and finds that these topics are completely neglected in this particular textbook.

257 The authors of the textbook for “Philosophy” for IV grade of gymnasium are Višnja Kosović and Savo Laušević.

258 The authors of the textbook for „Psychology“ for II grade of general gymnasium are Professor Žarko Trebješanin, Phd and Zoran Lalović, MA.

- Homosexuality is directly mentioned only once, within the lesson No. 21, “Mass psychology and groups,” when speaking about social movements. This is done in an affirmative way. We quote this part: “Many of the problems in society remain unsolved because relevant institutions and organizations are unable or unwilling to deal with them ... Many traditional social movements (for the rights of workers, women or black persons) were created just as the response of the citizens to inefficiency or indifference of government institutions in addressing the most pressing social issues (the problem of war, human rights, the needs of the disabled, gay rights, etc.). “ It is commendable, from the aspect of this analysis, that authors of this textbook, before the students , among other things, recognize rights of LGBT persons, as “crucial social issue.”
- Unlike many examples from the region, this Montenegrin textbook does not treat homosexuality as a deviation or directly as a type of disorder and Expert Working Group praises this approach.
- Consider the possibility that LGBT persons are mentioned and human rights of LGBT people involved in the unit “Attitudes, prejudices and values”. LGBT persons are not recognized when discussing prejudice. Quality definition on prejudice is followed by emphasizing research in social psychology of racial and ethnic prejudice, which is fairly common for textbooks. In the example, regarding prejudice, Roma people are mentioned only once, the group faced with the most significant negative prejudices. It further states that prejudices include unfounded negative opinion or hatred, discrimination, segregation, persecution of socially disadvantaged, minority and unprotected groups, which can open a space for discussion about LGBT people. Potential marginalized groups are not mentioned in the lesson. Importance of education is recognized (the authors say “democratic education”), as well as importance of good laws and media in fighting stereotypes. Some of the listed examples of stereotypes are racial, ethnic, professional and gender.
- Within the endocrine system dysfunction of certain glands is discussed. As stated, it manifests in reduced or increased secretion of hormones, which leads to various organic diseases, “and often to disorders in perceptions and behavior.” As the authors did not indicate specific examples of disorders, particularly behavioral there is a great risk that in the realization of teaching the deviation from normal sexual behavior could be discussed t (androgen - estrogen) and identifying homosexuality, transsexuality and transgenderism could be seen as the some of the deviations. In the chapter on communication, textbook authors recognized that there is a possibility of confusion and misunderstanding if the sender does not formulate a precise and clear message.

- Within motivation, biological, social and personal motives are recognized. The sexual drive is introduced, but variations of sexual drive are not mentioned.
- The physical and social environmental factors of development are recognized. Among other things, it is stated that psychological development depends on the influence of parents, family and later of the wider social and cultural environment. Text is accompanied by illustration of traditional family (with heterosexual parents). It is noticeable and it is often pointed out in the textbook, in the context of cultural and social environment, the influence of the church that does not recognize completely the religious reality of Montenegrin society, and leads to the conclusion that the authors accessed the textbook in terms of the religious group to which they might belong.
- The lesson No 17 “Dynamics of personality” talks about personal motives. Among other things, the need for love is mentioned. According to the Expert Working Group this is done in a neutral and objective manner. A term “another person” is used (love for another person). It is interesting and commendable that love and partnership are not treated in context of heterosexual relationship.
- The family is seen as the most important actor of socialization since it “lays the foundations of personality. The influence of the family on the development of the personality of the child is according to the Expert Working Group discussed in such a way that could equally involve heterosexual and homosexual approach.
- The school is said to be important for socialization “because it influences the students to accept prescribed and eliminate unwanted behaviors for a long time period and in an organized manner.” It is said that the system of values and ideals of the society is embedded in the curriculum, regime of school life, as well as in the behavior of teachers. It is added that the goals of socialization are prescribed in the curriculum, “but the teacher determines the process and the actual effects of socialization, which is important to the extent that he became a role model for the student²⁵⁹.” “In addition to knowledge, student acquires moral and social attitudes at school, which facilitate his integration into society.” To conclude, as one of the first factors of socialization, significant attention is devoted to school. It is important because everyone attends school at some period of their lives, because it represents the official system of values and affects the selection of other agents. It is one of the first non family authorities and the teachers are recognized as professional agents of socialization. Considering all the above, the principles Montenegro rests upon and the level of homophobia in the society we can say, from

259 Expert Working Group has in this context taken into consideration an example of psychologist Biljana Babović, a professor in Gymnasium „Slobodan Škerović” in Podgorica.

the aspect of LGBT phenomenon, that the school system does not contribute to socialization of students in the expected and necessary extent. Education is still not sufficiently implemented correctly. A lot of information, for example about sexuality, is based on tradition and not on facts and knowledge. They are, as such, further transmitted and important facts about sexuality are simply ignored.

- Dalje se govori o vršnjačkim grupama i medijima, kao vršiocima socijalizacije. Data je i Maslovljeva teorija ličnosti. Prikazan je psihološki profil zrele ličnosti u kojem su, između ostalog, izdvojene sljedeće crte: prihvatanje sebe i drugih kakvi jesu, autonomnost i nezavisnost od mišljenja drugih, osjećanje zajedništva, demokratska struktura karaktera (tolerancija, poštovanje drugih i njihovih uvjerenja), etička izvjesnost i otpor nekulturaciji.
- Peer groups and the media are mentioned, as agents of socialization. Maslow's theory of personality is given. A psychological profile of a mature person is presented, in which, among other things, the following characteristics are extracted: self acceptance and the acceptance of others as they are, the autonomy and independence from the opinions of others, sense of community, democratic structure of character (tolerance, respect for others and their beliefs), ethical certainty and resistance to enculturation.
- The lesson No. 19 talks about of normality, mental changes, disorders and the treatment. It is said that one of the ways of determining normality is statistical criteria. However, it is commendable, that it is immediately added that this criteria, from the aspect of psychology is inaccurate and insufficient. It also clearly talks about perception of normality from culture to culture. It is noted that homosexuality is not treated in a pathological context in the textbook.
- It is commendable that the authors, in the entire textbook, fully refrained from expressing their personal attitudes, which students may understand as a generally accepted fact. This approach is dominant in the textbooks for this course in the region. Therefore, without exaggeration, despite the deficiencies, Expert Working Group believes that the Montenegrin educational system uses textbook more objectively than textbook for the same subject, which are used in the region.
- The right of sexual minorities is becoming increasingly important issue in Montenegrin society. Therefore, Expert Working Group considers as harmful, both professionally and socially, to miss the unique opportunity to talk about it more specifically, in the course textbook "Psychology". Expert Working Group gives a recommendation to consider the possibility to generally improve the presence of issues connected to gender identity and sexual orientation, with their components in the textbook.

- Also it is necessary to integrate meaningfully the LGBT phenomenon especially in those lessons that deal with issues relating to social movements, marginalized and discriminated groups, stereotyping and prejudice, socialization, personality and sexuality. Thus, the course textbook for psychology would significantly contribute to the overall social awareness of LGBT phenomenon, the visibility of LGBT populations and reducing ignorance, prejudice and stigma and improving mental health of the entire population. Adequate positioning of LGBT phenomenon in this textbook will help LGBT people, especially those who are facing a crisis, to the families and the communities they belong to, as well as their self-realization and to be accepted and supported. This textbook can play an important role in the elimination of the consequences of growing up in a homophobic (heterosexual) society.
- Consider the possibility to include terms related to sexual orientation and gender identity in the accompanying glossary at the end of the textbook, on pages 256-263.

Individual in the group²⁶⁰

Expert Working Group believes that this is a very important textbook of social psychology and relationships of individuals and group, and in this context it a possibility should be considered to include additional contents relating to the acceptance of different sexual orientation and gender identity. This is particularly emphasized because it is mentioned in the first chapter of the textbook, along with presentation of the subject and methods of social psychology, that “social psychology explores how social factors (other people, groups, and the general social situation) influence the opinions, feelings and behaviors of people.

Expert Working Group recommends considering a possibility to include additional contents about LGBT phenomenon especially in the chapters dealing with the socialization of personality, agents and effects of socialization.

Ethics²⁶¹

Expert Working Group believes that this textbook is important, from the aspect of this analysis, because “ethics develops a moral consciousness but does not impose ready-made solutions,” and stimulates the students to review

260 The authors of the textbook „Individual in the group“, for III and IV grade of gymnasium are Žarko Trebješanin and Zoran Lalović.

261 The authors for the textbooks for “Ethics“, for IV grade of gymnasium- elective course and addition to diploma standard are Jasminka Milošević and Damir Marić. The publisher is Bureau for Textbooks and Teaching Aids, Podgorica, 2011, ISBN 978-86-303-1633-3 2370

their own attitudes and the attitudes of others, thinking about their actions and work on their own spiritual development. The textbook is also important because the ethics implies moral, intellectual, esthetic and working dimension of education.

Expert Working Group believes that additional involvement of LGBT phenomenon in textbook content, particularly in the field of applied ethics, would further achieve the objectives of the curriculum. These are that a student should learn to distinguish the moral consideration from moralizing, critical thinking from criticism, to see his or her own prejudices, develop tolerance and respect for differences.

Civic Education for VII Grade²⁶²

- Expert Working Group recognized the importance of this course in particular due to the fact that it is mandatory in the sixth and seventh grade of primary school, and, in this context, appropriate integration of the content regarding LGBT human rights is of particular importance.
- This course directly contributes to education for democratic civic society, and therefore the recommendation is to consider a stronger visibility of LGBT human rights in the textbook, while promoting tolerance and reducing homophobia, distance and resistance against LGBT people and people of different sexual orientation or gender identity. Expert Working Group believes that these are precisely the key challenges that modern Montenegro is facing and that the inclusion of these topics is justified, especially in order to achieve sustainable education of young people for responsible and active life in a democratic tolerant society.
- The issue of sexual orientation and gender identity is almost invisible and completely neglected in the textbook.
- Expert Working Group recommends considering the inclusion of LGBT phenomenon, to the appropriate extent, both through text and illustrations, in chapters such as “Life with differences”, “My rights and my responsibility” and “Democracy.”

Biology for the general gymnasium²⁶³

- Expert Working Group believes that it is important to praise and commend the authors who did not include opened discriminatory content in the course textbook. Although issues of gender, race, sexuality and applied sex education were completely neglected,

262 The authors of the textbook for „Civic education“ are Zoran Lalević and Čedomir Čupić.

263 The authors of the textbook are Nikola Grujić, Danica Obradović and Blaženka Petričević.

it is a fact that this Montenegrin textbook, unlike many examples in neighboring countries, does not promote conservative views, spreading openly prejudice and stereotypes, does not relate sexually transmitted diseases to particular sexual orientation, does not talk about sex exclusively as the act of reproduction, does not promote heterosexual intercourse as the only normal, does not treat homosexuality as a deviation and so.

- However, in the chapter “Human genetics”, subtitle “Genes and behavior” it is said, among other things, the following: “And deviant characteristics, ones that deviate from normal behavior, are showing polygenetic control and occur more often with monozygots (alcoholism, suicidal or criminal tendencies etc.). Dean Hammer found a gene in 1993 that has a strong influence on sexual orientation (i.e. homosexuality). Later researches have shown that it is transmitted through mother line, which focused current researches on studying of X chromosome.” This is the only place in the book that mentions homosexuality.
- The Expert Working Group thinks that positioning of this part and the intention behind it should be reconsidered, because homosexuality is mentioned just below discussion about deviations. The Expert Working Group fears that even if it does not say that homosexuality is a deviation, there is a possibility because of the place and the context that teachers and students will recognize and treat homosexuality in a negative light. .
- The Expert Working Group recommended giving up this content in the next edition of textbooks. The expert working group takes into account the fact that the result of the work of American scientist, Dr. Dean Hammer, about the existence of genetic component to sexual orientation, is still a subject of expert debate, and it was both confirmed as well as denied. The field of behavior in genetics has a lot of different discoveries that were later called into question. Therefore, the Expert Working Group believes that we should wait for the final test of science and time, and then include the same in the textbooks.
- Consider the possibility to include transgender and transsexual persons in the textbook.
- Expert Working Group especially commends recommended texts in biology workbook for III grade of general gymnasium.

Biology for IX grade of primary school²⁶⁴

- Consider the possibility that the content about various forms of sexual orientation and possible same-sex relationships are included in units “Sexes are different” and “Growing up and getting old”, which talk about puberty and adolescence. Expert Working Group believes that it is important to use this school course / textbook in order to prepare young people for the understanding and enjoyment of human rights and accepting differences of themselves or others.
- The attraction to the same sex is certainly one of the serious issues that adolescents and their parents can be encountered with; it deserves to be treated in a school textbook. This question is also relevant from the point of mental and emotional health and family stability as a whole, and the authors of textbooks correctly insist on it.
- Expert Working Group recommends a review of the textbook content in terms of sufficient treatment of sexuality in it as well as of the unite “Forming of family” for possible attitude / conclusion that sex is advocated only in adulthood, that it serves to form a family and that contraception is used when there are no conditions for the birth of a child.
- Consider the possibility to include all the necessary information on sexual and reproductive health of male and female students in the content of this book.
- When speaking about in vitro fertilization to consider the possibility to mention that it is often used by the same-sex couples as well as individuals who want to be parents regardless of the existence of partners and regardless of their marital status.

Compliments for the content of particular course textbooks

- Expert Working Group particularly commends the concept and content of the textbook “Healthy lifestyles”²⁶⁵ elective subject in primary school and the textbook “European integration”²⁶⁶ also elective subject in secondary schools.
- Expert Working Group considers that these Montenegrin textbook are positive and democratic solutions, and that they can become an

264 The authors of the Biology textbook for IX grade of nine year primary school are Danka Petrović and Desanka Malidžan.

265 The authors of the textbook „Healthy lifestyles “ are Dragan Laušević, PhD, Slavica Vujović, Anda Backović i Tatijana Vujović

266 The authors of the textbook „European Integration“ for III or IV grade od high school are: professor Gordana Đurović, PhD, Dragan Đurić, PhD, Danijela Jaćimović, PhD, Maja Kostić-Mandić, PhD, Aleksandar Saša Zeković, MA, Čazim Fetahović, MA and Zoran Lalović, MA

example of good practice for the region.

- Developing a positive attitude and tolerance towards LGBT rights are goals, which led teams of authors in the process of writing of curricula and textbooks, as well as in training of teachers for teaching of these two courses.
- Expert Working Group recommends that when planning the next editions of these textbooks, it should be approached by illustrative and visual innovation and presentation of segments from the corpus of LGBT human rights.
- Particularly commendable, in the opinion of the Expert Working Group, are the recommended links in the textbook “Healthy lifestyles”.
- The Expert Working Group considers commendable the textbook, “European Integrations”, which described in details the Charter of Fundamental Rights in the EU, which affirms the rights of LGBT persons, as well as good quality definition of discrimination from one of the Directives of EU Council.
- The work of the EU agency for Fundamental Rights is also presented. It is recommended to visit the site www.fra.europa.eu that contains materials for download Also, the link www.diversityday.eu is mentioned, and on this link discusses in detail fight against homophobia and protection against discrimination based on sexual orientation.
- The expert working group considers commendable provided detailed definitions of homophobia, racism, and xenophobia.
- Recommendation of the Expert Working Group is that the lesson “The EU and human rights,” should be complemented by a special segment dedicated to LGBT rights, which was initiated by the author, but, in the end, was not found in the final version of the textbook.
- Expert Working Group recommends that the Bureau for Textbooks and Teaching Aids, based in Podgorica, should consider the possibility of referring / providing clear recommendations to the authors to attend training that would make them more sensitized to this issue and the issue of human rights of the LGBT community and persons belonging to this community.
- Expert Working Group emphasizes the need for compulsory education of teaching staff (at all levels of education) on human rights, non-discrimination and, in particular the phenomenon of LGBT and human rights of LGBT people.

Annex 2: Strategy for improving quality of life of LGBT persons 2013-2018²⁶⁷

FOREWORD

The past activities of the Government of Montenegro were aimed at improving the overall status of all vulnerable groups. The affirmation of the values protected by international standards in the field of human rights and freedoms and the fight against discrimination based on sexual orientation and gender identity, are its priority objectives. With a strategic approach and by analysing different forms of homophobic/transphobic behaviour and in cooperation with civil society and international experts, the Government aims to undertake concrete measures to change the established behaviour pattern.

As a responsible Government of a country aspiring to full-fledged membership in the EU and NATO, the Government initiated a whole set of policies for the promotion and protection of rights and freedoms of LGBT persons which represent clear guidelines to combat discrimination and increase the visibility of LGBT persons in the society. It is an important social process, whose results can not be achieved through ad hoc activities or overnight, especially in a transitional society, such as Montenegro.

In the last period, for the purpose of raising the awareness level among the general population on the rights and freedoms of LGBT persons, the training of judges, prosecutors, police officers and human rights defenders was continuously organized; a support was provided and a wide range of consultations with the NGO sector were held. The Government established a Council for protection against discrimination chaired by the Prime Minister. Five line ministers, Adviser to the Prime Minister and the civil society representatives participate in the work of the Council. The main task of the Council is to combat any form of discrimination and to promote anti-discrimination policy in Montenegro.

In the region and beyond, Montenegro is recognized by the initiatives for training of members of judicial authorities, police and other civil servants, in order to improve their knowledge and sensitivity regarding the protection of

267 Strategy was adopted by the Government of Montenegro on Day of Europe - 9 May 2013. It was prepared by the Working Group of the Council for Protection against Discrimination of the Government of Montenegro composed as follows: Jovan Kojičić, PhD, Adviser to the Prime Minister on Human Rights and Protection Against Discrimination, coordinator and members: Svetlana Rajković, Ministry of Justice, Tamara Milić, Ministry of Education, Blanka Radošević Marović, Ministry for Human and Minority Rights, Senka Klikovac, Ministry of Health, Krsto Vukadinović, Directorate for Youth and Sports, Srđan Korać, LGBT Liaison Officer, Police Directorate, Aleksandar Saša Zeković, MA, Independent Human Rights Expert, Zdravko Cimbajević, NGO – LGBT Forum Progress and Daliborka Uljarević, NGO – Centre for Civic Education

and respect for LGBT rights. The Government continues to develop a dialogue on the need for the LGBT community to express itself openly and provide support for greater visibility of LGBT community in the society.

In March 2012, the Government launched the regional initiative at the highest level, in which the representatives of 11 governments of the region took part. This initiative was aimed at discussing LGBT rights and implementing the actions in line with the Recommendation of the Committee of Ministers of the Council of Europe on measures to combat discrimination on grounds of sexual orientation or gender identity. Also, as a result of establishing the institutional cooperation between the Government and the representatives of civil society committed to the protection of rights of LGBT community, at the end of 2011 the Government formed different teams and expert groups for cooperation with civil society, in drafting strategic documents, analysis of regulations and education programs in this field. The consultation process lasted more than one year and proposals and suggestions of LGBT community were considered and used in developing this document. In particular, it should be underlined that numerous agreements on cooperation and joint actions were signed between the Government and civil society, in the interest of strengthening trust between responsible state institutions and LGBT community.

The Montenegrin Government is recognized as the one that actively contributes to the safety and promotion of LGBT persons globally.

Through the structure and functioning of the bodies in the United Nations system, and together with the other partner countries, it provides a full support to the promotion of better international protection of LGBT rights. Furthermore, the Government actively contributes to the work of the Informal Network of Governmental LGBT Focal Points.

Dr Suad Numanović, Minister

INTRODUCTION

The status of LGBT persons in Montenegro is influenced by a dominant social perception that their existence represents a violation of morality and values of desired lifestyle. Due to their actual or perceived sexual orientation or gender identity, individuals are exposed to various forms of exclusion, violence and discrimination, both within their families and in the society at large.

Modern development affects the social changes as well as the adaptability of people to new technologies. The new conditions for production, distribution and consumption are being created and the economic cooperation and development are being promoted. The political phase of this process also seeks the adaptation and mutual compatibility. Building of society, which should provide greater possibilities, is meant to take care of meeting human

needs in line with technological, social, economic and political standards.

According to professor Hayden, the prominent Swedish sociologist of law, in transitional societies tensions arise in understanding and communication, because people who are mentally localized in different conceptions of the world have difficulty accepting new possibilities and changes that the process of social development brings about, due to their established habits which remain unchanged over time and different mindset and lifestyle. Besides, the effect of transition is also reflected in the Government control and regulation to support social changes and new patterns for meeting human needs.

This Strategy was created as a systemic response of the Government of Montenegro to resolutely combat all forms of discrimination. Its adoption practically means the mobilization of all social actors for greater unity. A strong message of togetherness is sent to the LGBT community and all LGBT persons, which means a dedicated work on improving their status and safety, protection of rights and greater visibility.

The respect for human rights and freedoms depends not only on basic, high-quality legal and institutional framework, but also on established education, mindset, and culture, minimum economic prosperity and overall achievements of society. Equality before the law and equality of all citizens, regardless of their sexual orientation and gender identity, is understood in the Montenegrin society. Through defining the LGBT policy, the Government confirms the commitment of Montenegro to be based on the principles of liberty, democracy, rule of law and respect for human rights and fundamental freedoms. Fostering such basic social values further affirms the European policy of the country and its commitment to the principles underlying the European Union.

The best experiences of the Kingdom of the Netherlands, the Kingdom of Norway, the Kingdom of Sweden, the United Kingdom of Great Britain and Northern Ireland, and Canada as well as non-governmental sector in Montenegro that placed this topic as a social and political agenda, were used in developing this Strategy. Prior to the adoption of the final text of the Strategy, the consultations with the LGBT community, national LGBT groups and non-governmental organizations committed to the protection of human rights had been held. Also, the consultations were held with the leading LGBT organizations in Serbia, Croatia, Bosnia and Herzegovina, Macedonia and Turkey.

The Government of Montenegro confirms its commitment to the policy of continued promotion of human rights and freedoms, and its resolution to actively contribute, along with other social actors, to sustainable establishment of the society which fosters a culture of respect for human rights.

1. Promotion and protection of rights and freedoms of LGBT persons

1.1. Purpose and Objectives of the Strategy

With the adoption of this Strategy, the Government of Montenegro is oriented to be guided, in the Montenegrin legislation, policies and practices, by the principles and measures contained in the Recommendation of the Committee of Ministers of the Council of Europe on measures to combat discrimination on the basis of sexual orientation or gender identity. Moreover, by adopting this Strategy, the Government is committed to actively work and to ensure the promotion and effective implementation of legal and other measures, to ensure that the victims of discrimination are aware of and have access to effective legal remedies, and that measures to combat discrimination include appropriate sanctions for infringements and adequate reparation for all victims.

The Government will continually work on a review of dominant social positions being determined to confront the stereotypes and prejudices directed against LGBT persons. With this document, the Government confirms its direct support and full attention to this process.

The purpose and objectives of this Strategy are to eliminate any direct or indirect discrimination on the basis of sexual orientation or gender identity, reduce homophobia and transphobia in the society, continuously promote social acceptance of LGBT persons and improve conditions and quality of life of LGBT persons in Montenegro.

In order to provide impetus and support to desired cultural and social change, initiatives such as public campaigns on harmfulness of homophobia/transphobia, training of officers of relevant authorities on protection of LGBT persons' rights, especially in the police and prosecution, as well as continued cooperation with the LGBT community, will significantly contribute to the process of LGBT equality, in terms of their safety and inclusion in society. In this respect, the Council for Protection against Discrimination will closely cooperate with concrete ministries which have their own responsibilities, and also with local authorities and partners from civil society, improving past experiences and partnerships and putting an emphasis on active contribution of all actors to the equality of LGBT persons in the Montenegrin society.

1.2. Anti-discrimination legislation

The Government of Montenegro will continue to promote anti-discrimination policy and legislation and to create an environment which will effectively protect the rights of LGBT persons. Furthermore, it will actively

stand up against their discrimination at all levels and provide them with the necessary support to enable them to live freely and visibly in accordance with their sexual orientation, gender identity and sexual expression. The Law on Prohibition of Discrimination of 2010 prohibits discrimination based, inter alia, on gender identity and sexual orientation (Article 2 paragraph 2). In Chapter, in which the special forms of discrimination are set out, Article entitled “Discrimination on the basis of gender identity and sexual orientation” (Article 19) provides that “any differentiation, unequal treatment or bringing a person in an unequal position based on gender identity or sexual orientation” is deemed to be discrimination, as well as that everyone has the right to express their gender identity and sexual orientation, but also that no one can be invited to publicly declare its gender identity and sexual orientation. However, this law does not specify the definition of terms “gender identity” and “sexual orientation”. The Ministry for Human and Minority Rights adopted the Rulebook on the contents and manner of keeping records of cases of reported discrimination, which ensures accurate records and submission of information to the Protector of Human Rights and Freedoms of Montenegro. Among other laws, the Labor law (2009), and the Media law (2002) explicitly define sexual orientation as a prohibited basis of discrimination. Also, the Labor law prohibits the sexual harassment (Article 8), while the Media law prohibits publication of information and opinions that instigate discrimination, hatred or violence against persons or group of persons due to their sexual orientation (Article 23). Of particular significance for transgender persons, is recently adopted Law on Amendments to the Law on Health Insurance (2012), according to which insured persons are provided with 80% of coverage for health service that includes gender reassignment.

The same-sex partners are not legally recognized and do not have possibility to realize property and other rights recognized to heterosexual partners in marriage or common-law marriage. In accordance with binding international legal standards, the need arises for a more clear identification of a basis of discrimination, which would include sexual orientation and gender identity, promote equality and strengthen protection of LGBT persons.

1.3. Institutional framework

The Protector of Human Rights and Freedoms of Montenegro is a central institutional mechanism for protection against discrimination. It is authorized to act upon complaints of the citizens in relation to discrimination not only from state authorities, bodies of local self-government, public services and other public authorities, but also from legal and physical persons which requires a special approach of the Protector in preventive action and in the elimination of all forms of discrimination. The courts, inspection bodies, misdemeanor bodies and other legal and physical persons are obliged

to keep a special record on submitted complaints, claims and reports in relation to discrimination and to submit timely information from the records to the Protector. The Protector gives opinions on the draft laws and other regulations, submits the initiatives for amendments to the law with the aim of its harmonization with the internationally recognized standards in the field of human rights and conducts other activities relevant for the protection and promotion of human rights and protection against discrimination. Also, in the special part of the annual report, he informs the Parliament of Montenegro of perceived cases of discrimination and undertaken activities, and proposes the recommendations and measures for the elimination of discrimination.

The Committee on Human Rights and Freedoms of the Parliament of Montenegro is envisaged as the permanent committee responsible to consider the proposals for the law, other regulations and general acts and other issues related to: freedoms and rights of man and citizen, with a special reference to the minority rights, implementation of ratified international acts concerning the realization, protection and promotion of these rights; to monitor the implementation of documents, measures and activities for the promotion of national, ethnic and other equality, particularly in the field of education, health, information, social policy, employment, entrepreneurship, decision-making processes etc; to take part in preparation of documents and harmonization of legislation in this field with standards of the European legislation; cooperate with relevant work bodies of other parliaments and non-governmental organizations in this field.

The Committee on Gender Equality of the Parliament of Montenegro considers proposals for laws, other regulations and general acts related to the implementation of the principle of gender equality; monitors the application of these rights through the implementation of the law and promotion of the principle of gender equality, particularly in the area of the right of child, family relations, employment, entrepreneurship, decision-making processes, education, health, social policy and information; takes part in the preparation and harmonization of laws and other acts with the standards of the EU legislation and programs of the European Union related to gender equality; promotes signing of international documents dealing with this issue and monitors their application; cooperates with relevant working bodies of other parliaments and non-governmental organizations in this field.

The Ministry for Human and Minority Rights is responsible for implementation of regulations, strategic planning and monitoring of the situation in the field of human rights (within the competence of the Ministry), including the rights of the LGBT persons and persons belonging to minority nations and other minority national communities, as well as relations with religious communities in Montenegro, improvement and protection of rights

of Roma, Ashkali and Egyptians and tasks of gender equality.

The Council for Protection against Discrimination of the Government of Montenegro was established in July 2011 (hereinafter referred to as the “Council”). The Council is composed of the President and 11 members. The Prime Minister of Montenegro is the President of the Council. The task of the Council is to: monitor and coordinate the activities of state authorities, state administration bodies and other competent institutions in applying the legally prescribed mechanisms for protection against all forms of discrimination; analyze the existing legislation from the aspect of their compliance with international standards in the area of protection against all forms of discrimination, and where appropriate, initiate amendments to these pieces of legislation; analyze administrative measures that the competent authorities apply in provision of protection against all forms of discrimination, problems which arise in practice in the procedure of protection against discrimination, and propose measures for their elimination; propose and undertake appropriate measures in order to promote the prohibition of discrimination, as one of the basic and general principles of human rights protection; realize necessary cooperation with national and international authorities and organizations dealing with the protection of human rights and freedoms; suggest undertaking other measures of importance for protection of human rights and freedoms.

1.4 Non-governmental organisations (NGOs)

The non-governmental organisations (NGOs) in Montenegro for almost two decades represent a key element of democratic processes at all levels. All social groups, especially those that still face challenges of marginalisation and poverty are organised and they act, among others, through civil society organisations. The legal framework for establishment and operation of NGOs is very favourable. Public tenders for financing of the work of NGOs are developed at the governmental and local level, which makes the donor base and support stronger and more diverse. Due to their limited capacities, minority groups still do not have the access to the European funds. The Government of Montenegro fosters intensive and constructive consultations with NGOs. There is a set of laws that enables NGOs to participate in the work of independent and other bodies that significantly deal with the issues of public policies and law implementation, as well as in working groups for drafting normative acts and policies. Contribution of NGOs to the development and achievement of democracy and human rights, especially through promotion of public awareness, participation in public life and ensuring transparency and responsibility of public authorities, was affirmatively recognised by the Government and local governments. NGOs and the experts engaged in civil society provided crucially important contribution to the protection and

promotion of human rights of LGBT persons.

1.5 Monitoring

The Government of Montenegro will pay additional attention to continuous representation and promotion of the Strategy in Montenegrin society. The Government will make this program document available and understandable to all social actors.

Coordination of monitoring the implementation of the Strategy and the preparation of appropriate information and reports is entrusted to the Government's Council for Protection against Discrimination.

A clear responsibility of competent institutions dealing with implementation of the measures of this Strategy will be laid down in a one-year Action Plan. The Council will give full professional attention to establishment of high-quality and effective monitoring. In this regard, for the purpose of monitoring the implementation of the Strategy, the Council will establish a permanent body that will collect relevant information on the implementation of commitments quarterly.

The task of monitoring is to follow the implementation of prescribed measures and activities of this Strategy, achievement of projected results and evaluation of the implementation, with the application of necessary corrections. On the basis of the conducted monitoring, the periodic and special thematic reports and information will be created, as well as mandatory Annual Report on implementation of the Strategy. The Annual Report on implementation of the Strategy, as well as Annual Action Plans that follow the implementation of the Strategy, is adopted by the Government of Montenegro. Additionally, the monitoring body will, within the scope of its work, follow the development of the dialogue and advisory role of the organisations of civil society, through consultations envisaged by the Action Plan.

The Council will consider the reports on achieved results and challenges in the implementation of the Strategy and in this regard, coordinate further work of the state institutions. On the basis of conducted monitoring and evaluation, the Council will prepare further annual measures and activities, assess the quality and initiate the improvement of solutions from this Strategy..

2. Human rights of LGBT persons

The respect for differences and tolerance according to the convictions of all social groups represents a leading value of multi-ethnic and multi-cultural Montenegrin society. Equality of LGBT people is understood before the law. The Government will fight decisively against the discrimination of LGBT persons at all levels, including a stricter penal policy implementation.

Criminal liability will be expanded in a way that when determining sanctions, a bias motivated crime related to sexual orientation or gender identity will be taken into account as an aggravating circumstance. Efficient, fast and impartial investigation will be provided and the victims and witnesses of hate-motivated crimes against LGBT persons will be encouraged to report these crimes and they will be offered necessary assistance and support. It is of special importance to provide the full implementation of legal solutions at all levels and institutional capacities in terms of knowledge and skills to recognise incidents and hate crimes.

Also, in order to ensure harsher punishment of offenders motivated by racism or other discriminatory motives, Article 443 of the Criminal Code, which relates to racial hatred or racial discrimination will be amended, in a way that propagating racial hatred and intolerance, i.e. incitement of racial and other discrimination based on sex, disability, sexual orientation, gender identity or other personal characteristics will be prohibited.

The state guarantees to all of its citizens the respect of the right to freedom of assembly and expression, and this also refers to the LGBT persons. The Government will offer concrete support that LGBT manifestations, such as Pride Parade, Queer Festivals and other social gatherings of the LGBT community, are held in tolerant atmosphere and without violence.

The Government will work on creating socially positive environment for the acceptance of LGBT persons and their (same-sex) unions. It is of utmost importance to provide a quality approach to knowledge, in terms of learning about the standards in this area, and the support of heterosexual public and important political factors.

Strategic objectives:

- Improve legislative framework and penal policy for the fight against discrimination of the LGBT persons.
- Improve capacities of the institutions which implement anti-discrimination legislation.
- Increase level of information about international standards in relation to the LGBT issues..
- Promote social environment for acceptance of the LGBT persons.

Programme measures:

- Initiate amendments to the relevant laws for the purpose of improvement of equality and fight against discrimination, transphobia and homophobia.
- Initiate programs of support to the LGBT community, including training programs for the activists and human rights defenders, police and prosecutorial organization, civil servants, representatives of judicial authorities, representatives of local authorities, inspection services and others responsible to provide protection against discrimination, and legal and psychological assistance to the victims and witnesses of violence and

hate crimes.

- Learn about the standards of three different models of the Law on Registered Partnership (group of countries: Danish, French, Dutch models) as a prerequisite for defining the political criteria in the selection of the model that best fits the Montenegrin conditions.
- Strengthen capacities of the relevant institutions, professionals and the most general public through the specific trainings which include the content of the judgments of the European Court for Human Rights in relation to the discrimination on the basis of gender identity or sexual orientation.
- Publish material on judgments of the European Court for Human Rights in relation to the discrimination on the basis of gender identity or sexual orientation.
- Provide the access to the HELP programme of the Council of Europe.

Indicators of success:

- The proposal for the Law on Amendments to the Law on the Prohibition of Discrimination adopted.
- The proposal for the Law on Amendments to the Law on the Protector of Human Rights and Freedoms of Montenegro adopted.
- The proposal for the Law on Amendments to the Criminal Code adopted, in a way that when determining sanctions, a bias motivated crime related to sexual orientation or gender identity will be taken into account as an aggravating circumstance.
- The proposal for the Law on Registered Partnership, which will recognize the rights of same-sex unions in accordance with ratified international treaties and generally accepted rules of international law, adopted. (The meaning of the term “registered partnership” herein does not imply automatic identification of same-sex unions with marriage in the traditional understanding or the status of marriage enshrined in our legislation and the legislation of many other states).
- Civil servants, representatives of judicial authorities, representatives of local government, regional units, police offices, inspection services and others responsible to provide protection against discrimination educated, including the education concerning viewpoints and the practice of European Court of Human Rights in relation to the discrimination on the basis of sexual orientation or gender identity.
- Access to the HELP programme of the Council of Europe provided.
- Material contained the judgments of European Court of Human Rights in relation to the discrimination on the basis of sexual orientation or gender identity published.

3. Sexual orientation and gender identity in education

Education is essential for the development and progress of each society. In political and economic environment of Montenegro, education dominates as a key source of overall development. In the last decade, intensive efforts were invested, including also significant personnel and other potentials, in order to improve and modernize the national education system. The permanent intention of education is to support further development of Montenegro, as a civic, democratic and state of social justice, based on the rule of law and to accelerate economic and social development, which means both respect and further promotion of human rights and fundamental freedoms.

In Montenegro, everyone is equal in enjoying the right to education, regardless of one's personal characteristics. Physical, mental and social violence, bullying and negligence, insulting the person, or any other form of discrimination is prohibited. These are starting values promoted also by this Strategy.

In education system of Montenegro, no means will be used in the education process that incite discrimination, including those on grounds of gender identity and sexual orientation. The process of education will develop in a way to promote understanding, tolerance, social inclusion and social cohesion.

In creating educational environment, education and school authorities will start from the legal provisions and key values of the constitutional law as leading prerequisites. Also, it will take care that the issue of LGBT be treated in a purposeful and fact-based way. The school authorities should be aware of the presence of non-acceptance of homosexuality to which the findings of public opinion survey on homophobia refer, and accordingly, they need to avoid risks arising from it.

The Government is determined in an intention to make schools in Montenegro safe for all pupils, regardless of their differences. The safe school environment is a necessary condition for quality education. Therefore, the Government will develop concept which means safe and supportive environment for pupils and employees where homophobic/transphobic violence is identified and resolved in all its types. LGBT adolescents and teachers should feel safe in coming out of the closet, and all pupils should feel that they are protected against sexual harassment and violence.

The Government will invest its efforts in order to increase the knowledge of all in school network on violence related to sexual orientation and gender identity and its expression, including social networks as new communication tools. Taking a long-term view, this will contribute to the society to become more tolerant.

Strategic objectives:

- Improve the human rights dimension in the education system.
- Improve the quality and practice of teaching process in relation to the LGBT issues.
- Improve school democratic culture, respect and acceptance of differences.

Programme measures:

- Provide support to the teaching staff for the integration of LGBT issues in the education process with the aim of strengthening of gradual maturation of the society to accept differences.
 - Encourage cooperation between schools and parents, local authorities, police, social services and non-governmental sector.
 - Develop a dialogue between professional public and civil society organizations in the field of human rights of the LGBT community.
 - Analyze the legal and strategic documents in line with the vision of the Strategy, as well as curricula and textbooks in the context of the representation of the LGBT issues; with development of the dialogue at all levels, to propose measures and ways of innovations of new editions of textbooks, with text and illustrative content that will bring young people closer to the human rights of LGBT persons.
 - Strengthen the capacities of professional services in high schools to help and support LGBT persons, and therefore create a manual on LGBT perspective, prevention and combating the violence based on sexual orientation and gender identity.
 - Develop the school initiatives of non-violence at all levels, through campaigns related to the new social networks, and provide information about LGBT perspective and prevention of violence of any kind.
- Explore the needs, rights and the position of young people, including LGBT youth.
- Promote the optional subjects that are of more importance for the democratic and civic education in primary and secondary schools and which support the elimination of traditionalism and stereotypes and appreciate the European perspective of Montenegro.

Indicators of success:

- School initiatives of non-violence at all levels through campaigns related to the new social networks including information about LGBT perspective and prevention of violence of any kind established.
- Support provided and training programs organized for teaching staff for integration of LGBT topics in the education process with the aim of strengthening of gradual maturation of the society to accept differences.
- Capacities of professional services in high schools to help and support LGBT persons built.
- Manual on LGBT perspective, prevention and combating the violence based on sexual orientation and gender identity created and published, on the basis of the work with professional services in school.

- Legal and strategic documents in line with the vision of the Strategy analyzed, as well as curricula and textbooks in the context of the representation of the LGBT issues. The Analysis published.
- Measures and ways of innovations of new editions of textbooks, with text and illustrative content that will bring young people closer to the human rights of LGBT persons, proposed.
- Needs, rights and the position of young people in society, including LGBT youth explored.
- Optional subjects, which are of more importance for the democratic and civic education and which support the elimination of traditionalism and stereotypes and appreciate the European perspective of Montenegro, promoted in primary and secondary schools.
- Principles and measures of the Strategy promoted in community of students and parents structures in schools, professional and general public at all levels.

4. Cultural changes, safety and social acceptance of LGBT persons

The acceptance and understanding of LGBT persons, in terms of their equal rights and possibilities, represent a serious problem for a great majority of citizens, which points to the fear and difficulties to express one's own identity, even to the immediate family and friends.

The dominant majority of citizens consider homosexuality an illness, unnatural and immoral phenomenon. In many societies homosexuality is seen as transgression of men and women's traditional gender roles. Also, informal social control represents an important mechanism of negative influence on LGBT persons.

Through LGBT policy, the Government will work on increasing the safety of LGBT persons and broadening and deepening their social acceptance and inclusion. The Government stands up for LGBT persons to have equal treatment and opportunities in all life segments just like any other person. LGBT persons should be able to safely express their sexual orientation and gender identity, to have access to all institutions and services, to feel and know they are safe and protected from any form of discrimination, harassment, intimidation and violence.

The Government makes an effort for LGBT persons to live equal inclusive social life like all other citizens. In cooperation with police, multidisciplinary operational teams of centers for social work and other services, the Government will promote social acceptance and create safe environment by preventing violence in immediate living environment, in the streets or objects of service industry, in places of meeting or in nightlife areas for LGBT persons. The Government is determined to confront prejudices against LGBT persons, starting from institutions to individuals, not just for the fulfillment of commitments arising from the membership in international

organisations, but because of truthful aspiration for cultural change and better life.

At the same time, the Government will encourage greater unity of all actors and together contribute to the improvement and creation of cultural values and conditions that will support the acceptance and protection of LGBT persons and encourage their visibility. The Government will continue to support the work of the LGBT shelter for residence of persons whose families denied them support because of their sexual orientation and gender identity.

In order to support cultural change and improve acceptance of LGBT persons in society, the Government will, under the auspice of the Council for Protection against Discrimination, develop an intersector cooperation and work with local self-governments, unions, employers and partners from the civil society as unavoidable factors in promotion of the policy of equal treatment and protection against discrimination.

In terms of protection against discrimination at work, the Government will continue the dialogue with union organisations and employers, and ensure full equality of LGBT persons in their workplaces. The Government will work continuously and act preventively to combat discrimination at work, regardless of the grounds. In cooperation with local authorities, the Government will particularly contribute to ensure LGBT persons have dignified and safe life and work in local communities.

Through support to cultural activities of the LGBT community, the Government confirms the connection of Montenegro with modern cultural scenes. Therefore, it will continue to make sure that the dimension of the culture of human rights and LGBT perspectives remains present in the program contents of public cultural institutions. The Government will support the dialogue and cooperation of cultural actors and LGBT community when it comes to issues of culture and identity and their artistic and social dimension.

Strategic objectives:

- Enhance safety and social life of LGBT persons.
- Improve social acceptance and inclusion of LGBT persons.
- Improve policy of equal treatment and protection against discrimination.

Programme measures:

- Strengthen capacities and knowledge of LGBT community, including financial support.
- Develop dialogue with competent bodies, local authorities, police services, trade unions and employers' organizations and civil society towards the social acceptance of LGBT persons, including the working environment.
- Provide understanding and support to the family and LGBT person and intervene in the individual cases through multidisciplinary operational team centers for social work.
- Encourage the development of a culture of tolerance and openness for LGBT

individuals which includes the support to the cultural events, queer festivals and film festivals on human rights and other cultural and artistic events.

- Contribute to higher cultural visibility of the LGBT community and social promotion of inclusive concept of the queer term and culture.
- Support the building of new cultural platforms which promote values of a free society, constitutional values, European identity of Montenegro, but also higher visibility of human rights and LGBT community (film festivals on human rights, queer festivals etc.)
- Support the creation of cultural spaces and scenes of the LGBT community as a long-term vision.

Indicators of success:

- Functioning of the LGBT shelter and related services including financial assistance provided.
- Memorandum of understanding on measures in the fight against discrimination on the basis of sexual orientation or gender identity and promotion of tolerance towards the LGBT persons signed with local authorities, police services, trade unions and employers' organizations and civil society.
- The number of unsettled family relations in families that for a member have LGBT person reduced.
- Sensibility of family and environment towards the LGBT persons enhanced.
- Cultural and social life of the LGBT community initiated (programs under the auspices of the LGBT social center, development of social networks, queer festivals etc.).

5. Law Enforcement

The agreements on cooperation signed between the Police Directorate and NGOs that work with LGBT community represent a positive model of cooperation that should be further supported and developed, to which a significant contribution made by Council for Civilian Control of Police Operations and Institution of the Protector of Human Rights and Freedoms of Montenegro. Guided by the experiences of police organisations in Europe, United States of America and Canada, the Police Directorate appointed a special police officer responsible for a more direct communication with LGBT community. In all regional units of the Police Directorate, the Government will apply the same model of work and cooperation with LGBT community, with the aim of the intensification of dialogue and strengthening the trust of LGBT community in police as well provision of adequate assistance in evidence collection and completion of concrete cases for judiciary.

In contact with LGBT persons, the police officers will be professional and they will not be guided by stereotype convictions and traditional notions.

The Police's approach to LGBT persons will be constantly improved. The Government will continue to create a tolerant and stimulating environment in a mere police organisation, in which none of the police officers will suffer negative consequences on the basis of his/her sexual orientation and gender identity.

Strategic objectives:

- Enhance sensibility of the police for the work with the LGBT community.
- Promote and foster trust between the Police and the LGBT community
- Enhance the safety of the LGBT persons, social gatherings and social life of the LGBT community.

Programme measures:

- Support the LGBT community for a more effective communication and access to the Police.
- Establish the cooperation between the LGBT community and the Police on the preparation of joint periodical reports, research and analysis.
- Promote the joint work of the LGBT community and the police services, including national and international performances.
- Develop constant dialogue between the Police Directorate and the LGBT community.
- Strengthen capacities and sensibility of the police officers for the work with LGBT community.
- Form teams of trust that bring together representatives of the Police and the LGBT community, in the interest of more quality monitoring, communication and discussion on the application of police powers and cases of discrimination of the LGBT persons.
- Appoint the liaison police officers for the work with the LGBT community in all regional units of the police.
- Develop continuously the cooperation of the Police Directorate with the Council for
- Civilian Control of Police Operations and Protector of Human Rights and Freedoms of
- Montenegro with the aim of promotion of application of police powers to the sensitive social groups.

Indicators of success:

- LGBT community supported for a more effective communication and access to the Police.
- The cooperation between the LGBT community and the Police on preparation of joint periodical reports, research and analysis established.
- The joint work of the LGBT community and the Police services promoted.
- The capacities and the sensibility of the police officers for the work with the

LGBT community enhanced.

- Teams of trust that bring together representatives of the Police and the LGBT community formed.
- The liaison police officers for the work with the LGBT community appointed in all regional units of the Police.
- The cooperation of the Police Directorate with the Council for Civilian Control of Police Operations and Protector of Human Rights and Freedoms of Montenegro improved with the aim of promotion of the application of police powers to the sensitive social groups.

6. Health Care

The national health system provides everyone with the access to and health care without discrimination. In the last years, Montenegro achieved continuous progress in the area of health care and cooperation with civil society organisations. The National HIV/AIDS Strategy recognises special measures aimed at health care of LGBT population. All health documents, medical textbooks and other educational materials that in an earlier period were, according to the implementation of international classification, treating homosexuality as an illness, are today revised. In addition, the system and the status of all users of health services are additionally protected and improved by adopting a special Law on Patient Rights.

The Government is determined to improve the approach to health system and treatment of all citizens, regardless of their sexual orientation and gender identity. The Government will continue to develop mechanisms for the protection of privacy, dignity and rights of all users of health services. Moreover, outreach programs for the purpose of promoting safe sexual behaviour, awareness and protection of LGBT persons regarding sexually transmitted diseases, will continue with their work.

In particular, attention will be paid to the needs of specific groups and solutions for reception and treatment of transgender persons will continue to improve. On the initiative of the LGBT community, the Government adopted amendments to the Law on Health Insurance, which enabled triad process of gender confirmation.

In the interest of achieving the highest quality of services, the Government will develop a continuous consultation process with the LGBT community in planning of health policy and the development of institutional and program guidelines at all levels of health care.

Strategic objectives:

- Promote the access of the LGBT persons to national health system and care.
- Promote the sensibility of the health system for the work and cooperation

with the LGBT community.

-Promote and foster trust of the health authorities and the LGBT community.

Programme measures:

-Institutionalize the relations of the health authorities with the LGBT community through signing of an agreement on cooperation and through developing joint initiatives.

-Strengthen capacities of health care workers and medical personnel and continuously improve the service working with the LGBT community.

-Increase awareness of the LGBT persons, particularly of transgender persons, about the functioning of the health system, administrative and medical procedures.

Indicators of success:

-The safe sexual behavior promoted; sterile equipment, condoms and information related to the prevention and protection distributed.

-The contact person in the Ministry of Health /medical institutions appointed for transgender community in the interest of enhancing the institutional care and program cooperation.

-The capacities of health care workers and medical personnel strengthened and the working service with the LGBT community promoted.

-The LGBT representatives involved in the consultation and decision making process regarding all matters of interest for the LGBT community.

-The Protocol on admission and treatment of transgender persons in relation to the process of their gender confirmation (in cooperation with the LGBT community) adopted.

-The agreement on cooperation and development of joint initiatives with the LGBT community signed.

7. Media

In the promotion of culture of tolerance and significance of social inclusion of all vulnerable groups, including LGBT persons, the Government stresses the importance of positive and professional role of media and their responsibility to protect different groups from negative stereotypes. The civil society constantly points out to the fact that inappropriate contents with elements of hate speech and invasion of privacy on the basis of actual or perceived sexual orientation and gender identity are being published on the Internet and electronic editions of print media. In the interest of creating socially acceptable environment for LGBT persons, the Government will help media and other social partners to combat the dissemination of hate speech and bigotry over the Internet and media. Therefore, the Government

will encourage media organisations, Internet and other media to promote the culture of respect, tolerance and differences in the aim of avoiding negative and stereotype comments/reporting/writings about LGBT persons that are humiliating or sexist.

Strategic objectives:

- Improve social tolerance and respect for human rights.
- Promote the media capacities for following the LGBT issues.

Programme measures:

- Strengthen capacities of journalists and editors and staff working on the Internet portals (media) to answer the standards of human and LGBT rights in a professional manner.
- Improve the knowledge on standards and understanding of the issues of LGBT rights.
- Conduct the campaign for raising awareness in the media that promote human rights standards for the LGBT persons (public campaigns, promotional audiovisual spots and radio jingles).

Indicators of success:

- The capacities strengthened and the knowledge of the journalists and editors and staff of the Internet portals (media) improved to answer the standards of human and LGBT rights in a professional manner.
- The campaign conducted and the awareness level of citizens raised on LGBT human rights.

8. Sports

Sports represent one of the key ways to achieving and promoting human rights. Olympism, as a philosophy of life that connects culture, education and sports, aims to create a peaceful society that strives to preserve human dignity. Through this Policy, the Government of Montenegro additionally promotes Olympic values, and doing sports is treated as one of human rights. Doing sports should be enabled for all without differences and discrimination on any basis. Discrimination on the basis of sexual orientation and gender identity in sports is unacceptable and incompatible with national sports policy. The Government will encourage the dialogue of LGBT community with sports associations and joint efforts in fight against homophobia, transphobia and discrimination in sports will be fostered. Partnership approach will be developed towards sports federations, fan clubs and LGBT community in order to prevent and combat the use of insults on the account of LGBT persons during and in relation to sports events. Sports facilities and activities will be

open to all, regardless of their sexual orientation or gender identity.

Strategic objectives:

- Promote the fight against discrimination of the LGBT persons in sports and society.
- Enhance the understanding of the LGBT perspective in development of sports policy and concept of financing sports from the public sources.
- Promote sports life and activities in the LGBT community.

Programme measures:

- Support the LGBT perspective in development of the strategic program documents and concept of financing of sports from the public sources.
- Encourage the dialogue and cooperation of the LGBT community, Montenegrin Olympic Committee and national sports organizations and fan clubs.
- Promote the fight against discrimination of the LGBT persons in sports and society.
- Support the sports associations, clubs and fan groups in development of activities to raise the awareness on discrimination against LGBT persons and condemnation of expression of intolerance and violence towards them.
- Develop sports programs of the LGBT persons and organizations, both at national and international level.

Indicators of success:

- The dialogue and cooperation between the LGBT community, Montenegrin Olympic Committee and national sports organizations and fan clubs established.
- The research on homophobia and transphobia in sports carried out.
- The research on impact of the sports environment on individuals and minority groups in relation with their sexual orientation and gender identity carried out.
- The research on positive effects of strengthening the LGBT persons in the LGBT sports clubs/teams carried out.
- The guidelines and the support in developing the fight against discrimination defined.
- The guidelines and support to the sports programs and activities of the LGBT persons, organizations and clubs defined.

9. Economic growth and LGBT tourism

Montenegro is an internationally recognised tourist destination. The image constantly improves, parallel with the country's accession to the

European Union. Tourism product constant growth . During last years, special attention has been dedicated to the creation of conditions for the development of nature-oriented tourism, as well as adventure tourism. The goal is to create the conditions for the tourism valorisation of hinterland and mountain part of Montenegro. The potential in the area of nature-based tourism is considerable. This segment of tourism became one of the fastest growing sectors in world tourism industry, with the growth of 10% to 15% annually. Montenegro has values that create its identity in relation to other competitive destinations. The Government is determined in its intention to, with constant security increase, and raising the level of quality in all segments of tourism supply, make Montenegro one of top tourist destinations at a global level. The goal is to create a supply that will meet the needs of the ever demanding tourist clientele. The LGBT tourists are considered important tourist clientele. Numerous tourist destinations in Europe and world are specialised to attract LGBT persons.

For Montenegro, tourism represents one of main sources of foreign exchange income and an important export category that creates new employment opportunities. In addition to the opportunities that are defined by strategic documents in the tourism area, the possibilities for the economic growth exist in the framework of LGBT tourism industry. Such experience is confirmed by numerous countries. Greater understanding for the interest of LGBT market can create economic benefit of the tourism industry, offering a welcoming experience to all visitors. Montenegro possesses and promotes welcoming approach for all visitors, and that is why it is important to develop the knowledge of LGBT market. Also, it is of special importance that Montenegrin tourism economy recognises the relation between social acceptance of LGBT persons, state policy and legislation in this area, like it was presented in the Strategy, and the effects of all this on their business activity.

The Government is dedicated to the creation of a positive environment for all tourists that come to Montenegro and as a branch of industry tourism recognises no boundaries and respects differences. Therefore, the Government will support the dialogue and cooperation between governmental institutions, tourism organisations, tourism economy and the organisation of civil society that all actors get involved in the improvement of Montenegrin position, and besides other things as an LGBT friendly destination on European and global markets. Preconditions for the creation and promotion of one of their new products that will respond to the interests of LGBT tourism market are gradually created through the models of cooperation.

Strategic goals:

- Promote Montenegro as a safe and open destination.
- Promote understanding of LGBT perspective in tourism industry.
- Contribute to the recognition of Montenegro on LGBT market.

Programme measures:

- Develop the knowledge of LGBT tourism market and define national possibilities.
- Build program capacities of tourism industry and organisation of civil society in relation to LGBT tourism product.
- Strengthen intersector correlation of tourism industry and organisations of the civil sector for the purpose of analysis and development of LGBT tourism.
- Develop better understanding of the values of LGBT tourism market, through the analysis of the market and needs assessments.

Indicators of success:

- The national possibilities in the context of the LGBT tourism market are defined.
- The specific program capacities of the tourism industry in relation to the LGBT tourism product developed.
- Razvijeni kapaciteti civilnog društva u vezi s LGBT turističkim proizvodom.
- Urađene analize i ojačana intersektorska povezanost turističke industrije i organizacija civilnog društva u funkciji razvoja LGBT turizma.
- Urađene analize tržišta i procjene potreba u kontekstu LGBT turističkog tržišta.
- Promovisane potrebe i vrijednosti LGBT turističkog tržišta.

10. International LGBT policy

Montenegro restored its independence in a democratically held referendum in 2006. It is being developed as a civic, multiethnic and multicultural state with a significant share of ethnic, linguistic and religious minorities in total structure. It is recognized as a country that within the framework of multilateral organizations (UN, OSCE, Council of Europe, etc.), in whose work it participates, provides a clear political support to a number of initiatives in the field of human rights. Full-fledged membership in the European Union and NATO, as a strategic priority of Montenegrin foreign policy, includes the enforcement of appropriate policies and standards in the area of protection against all forms of discrimination and respect of human rights and freedoms, with the aim of enhancing awareness of the society in which differences represent the basis for social cohesion.

In Montenegro there is unequivocal orientation towards the respect for universal human rights, and Montenegro is a signatory of international instruments governing this issue. The Government expresses full commitment to the implementation of international standards and recommendations, and

wants to promote greater unity of all actors of society in creation of joint actions, in order to improve human rights of LGBT persons. Therefore, through its foreign policy, Montenegro will continue to contribute to the promotion and protection of fundamental human rights and freedoms at international level, while maintaining special sensibility towards activities that are aimed at improving the status of LGBT persons.

Strategic objectives:

- Promote internationally adopted and ratified standards of the human rights protection.
- Promote the Yogyakarta Principles on the Application of International Human Rights Law in relation to sexual orientation and gender identity.

Programme measures:

- Promote international standards of the human rights protection in line with the international documents (conventions, treaties, charters, etc.), of which Montenegro is signatory.
- Conduct active policy in the international scene about the respect for fundamental human rights of LGBT persons.
- Promote the Yogyakarta Principles towards the national and international instances, such as the Organization of the United Nations and its specialised agencies, inter-governmental regional and sub-regional organizations, non-governmental organizations that are active in the field of human rights, economic and professional organizations, media, etc.
- Develop and foster relations with the LGBT movements by the diplomatic-consular representations.

Indicators of success:

- The active policy in the international scene established, in the interest of improvement of equality and fight against discrimination, transphobia and homophobia.
- The Yogyakarta Principles promoted and published.
- The informal, temporary contacts with the LGBT movements by the diplomatic-consular representations established.

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About the author

Aleksandar Saša Zeković (1974), is a member of the Council for civil control of police, (www.kontrolapolicije.me), collective Ombudsman body specialized for police issues and Chair of the Executive Board of the LGBT Forum Progress, (www.lgbtprogres.me), the first Montenegrin transparent LGBT organization.

At the University of Montenegro, he did his master's thesis on "Political criteria in process of stabilization and association of Montenegro to the European Union".

He is a co-author of two official, approved, school textbooks for primary and secondary school, „European Union” and „European integration“. The Government of Montenegro appointed him as a Coordinator of the Expert Group for analysis of LGBT rights in school curricula and textbooks. He was a member of the expert working group of the Council for protection from discrimination of the Government of Montenegro that drafted a Strategy of the Government of Montenegro for improving the quality of lives of LGBT persons in Montenegro. As a consultant, he worked for a number of international organizations, as well as on strengthening of the capacities of the Governmental bodies in the field of human rights.

He has started professional monitoring of appliance of police powers as of 2000. He has actively monitored several hundreds of cases of police torture and police misconduct. Also, he has successfully coordinated a set of initiatives and programmes of police reform and strengthening capacities of police to communicate and cooperate with minority and marginalized communities (ethnic minorities, persons with disabilities, LGBT). He initiated a process of consistent removing from police organization of all those who are not worthy of police profession.

He was a researcher of human rights violations in Montenegro (2004-2012). Prior to that, he was also a Researcher and Coordinator of the Humanitarian Law Center in Montenegro (www.hlc-rdc.org), Programme Director within the Centre for Civic Education (www.eco-ccc.org) and the Director of the Roma Scholarship Foundation (www.isi-mne.org). He is a founder and member of the Managing Board of the Institute Alternative (www.institut-alternativa.org), trainer/consultant for organizational development of the Centre for Development of Non-governmental Organizations (www.crnvo.me) and Chair of the Council of the Institute of Social Inclusion.

He was a member of expert groups tasked with drafting of the Law on Minority Rights and Freedoms in Montenegro, Alternative Report for Serbia and Montenegro and the First National Report on application of the Framework Convention of the Council of Europe for the Protection of National Minorities in Montenegro.

He is an author of numerous articles, studies and reports in the field of human and minority rights, social inclusion and social economy. He is a co-author of, among others, the following books: „Conscientious objection in Montenegro“, „Civic textbook“, „21 story on democracy“, „Human and minority rights in practice“, „Minority rights - the manual“, „Social inclusion of ethnic groups through education and training: the elements of good practice“, „Contributions to the social inclusion of Roma in Montenegro“, „Get to know EU“, „Political criteria in process of association of Montenegro“, „Access to the labor market- a review from the position of OSI, Roma and the Egyptians“, „Civil control of police work in Montenegro“, „Serve and protect“, „Representation of cases of discrimination based on sexual orientation in Montenegro: From principles to practice“.

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