

Educational Development And Struggles In Kosovo: The Influence Of Criminal Laws And Political Conflicts In Yugoslavia (1945-1990)

Arben Berisha ¹, Fadil Curri ²

¹ PHD candidate, Kosovo Police, Pristina/Pristina, Kosovo

² LLM in Criminal law, Kosovo Police, Orcid: 0000-0003-2880-3932, Prishtinë/Pristina, Kosovo

How to cite this article: Arben Berisha , Fadil Curri (2024). Educational Development And Struggles In Kosovo: The Influence Of Criminal Laws And Political Conflicts In Yugoslavia (1945-1990). *Library Progress International*, 44(5), 490-499

Abstract:

This work examines the development of education in Kosovo during the period 1945-1990, providing an in-depth analysis of the historical and legal impacts that educational policies and criminal procedures had during this time. During this period, Kosovo was under the socialist administration of Yugoslavia, and education played a key role in shaping the national identity of Albanians, in the face of a system that often discriminated against them. A significant part of this study is the establishment and development of educational institutions, including the founding of the University of Prishtina, a crucial moment for Albanian-language education in Kosovo. Through these institutions, Albanians sought to integrate into the Yugoslav system but faced continuous challenges, particularly in protecting their language and culture.

The study also analyzes the impact of educational policies and reforms undertaken by the Yugoslav regime, which aimed at standardizing education but often fueled ethnic and cultural division. Following the protests of 1981, the creation of parallel schools for Albanians marked a period of clear separation from the Yugoslav educational system. Another important aspect is the impact of penal policies on Albanian teachers and intellectuals, who often faced criminal prosecution and legal repression. This included the closure of Albanian-language educational institutions and the punishment of those who attempted to promote education in the Albanian language.

In conclusion, the study provides a clear overview of the progress and obstacles in the development of education in Kosovo during the socialist period. It highlights the long-term impact of these educational and penal policies on Kosovar society and contributes to the understanding of historical and legal influences on the country's educational and social structures.

Key Words: Yugoslav educational system, Albanian-language education, Parallel schools, Historical aspects, Censorship and prosecutions, Educational policies and laws.

Introduction

The study of education in Kosovo during the period 1945-1990 is of great significance for several key reasons. This period encompasses major political, social, and cultural transformations that directly influenced the development of education in the region. Following the end of World War II and the establishment of the Yugoslav Federation, Kosovo faced numerous challenges in its efforts to preserve its national and cultural identity within a state structure that aimed to standardize education for all nationalities under the socialist regime.

Education in Kosovo during this period was the primary tool for fostering national consciousness among Albanians, despite continuous efforts by Yugoslav authorities to use it as an instrument for assimilation. Examining this period helps in understanding the ongoing struggles of Albanians to gain educational rights, especially through Albanian-language education and the development of their own educational institutions, including the University of Prishtina. Additionally, this period highlights the legal challenges and confrontations that arose from efforts to maintain educational autonomy in the face of political pressures and repression from Serbian authorities.

Over the past 50 years, Kosovo has faced significant challenges, mainly due to political developments that have resulted in low levels of economic and social development, as well as a high degree of poverty. Despite these difficulties, it is important to emphasize the recent political developments that have directly impacted the field of education (Rexhaj, 2011). The study also provides an opportunity to analyze the impact of penal and legal policies on Albanian-language education, including censorship, the persecution of teachers and intellectual figures, and repression against educational movements.

This analysis is essential for understanding the roots of political and ethnic conflict in Kosovo, which culminated in the war of 1998-1999.

Literature Review

This study is based on an interdisciplinary approach, incorporating historical and legal analyses to comprehensively understand the educational developments in Kosovo from 1945 to 1990. Historical sources will include archival documents, contemporary literature, and testimonies from individuals involved in educational and political movements. The educational and penal legislation of that period will also be studied to understand how legal procedures influenced or hindered the development of Albanian-language education.

The methodology also involves a comparative analysis of different periods within the timeframe, focusing on significant changes and transformations in the educational and legal spheres. Through this study, the aim is to draw valuable conclusions about the role of education in shaping the national and political identity of Kosovo Albanians, as well as the impact of the repressive policies of the Yugoslav regime.

DISCUSSION

Historical Context of Kosovo (1945-1990)

Kosovo after World War II: Establishment of Socialist Administration under the Yugoslav Federation and the Role of Education in Shaping National Identity

After World War II, Kosovo was incorporated into the new structure of the Socialist Federation of Yugoslavia. In 1945, with the support of the partisan forces, the socialist administration was established, treating Kosovo as an integral part of Serbia. However, its autonomous status remained limited compared to other Yugoslav republics, and Kosovo Albanians faced numerous restrictions regarding civil and educational rights.

In this context, education was seen as an essential tool for shaping a national identity, serving as a means for Albanians to preserve and promote their language, culture, and historical legacy. At the same time, the educational sector became a battleground where Albanians confronted efforts by Yugoslav authorities to assimilate them, including limitations on the use of the Albanian language and the standardization of curricula to reflect socialist ideals. This dual role of education highlights its importance both as a vehicle for resistance and as a target for state control during this period (Bajrami, 2015; fq. 6).

Education is considered a key element for the development of society; however, it remains a challenging process for humanity in general. According to Fullan, the need for change, including in the field of education, is present at every step we take. This implies that educational systems must constantly adapt to evolving societal needs, technological advancements, and cultural shifts. The process of educational reform often involves overcoming resistance, addressing systemic barriers, and finding innovative ways to enhance teaching and learning outcomes. Fullan's perspective emphasizes the ongoing nature of change and the continuous efforts required to improve education as a fundamental aspect of social progress (Fullan, 1999; fq. 1)

In the early years after the war, Yugoslavia's educational policy aimed to unify the entire educational system under socialist principles, promoting education in the spirit of internationalism and communist ideology. However, for Albanians, education in their own language became an important tool for preserving their national and cultural identity. During this period, education was also utilized as a means of resistance against assimilation policies and efforts to extinguish the national identity of Albanians.

By emphasizing Albanian-language education, communities sought to foster a sense of belonging and continuity, allowing them to maintain their cultural heritage amidst a backdrop of systemic pressures for assimilation. This dual role of education as both a vehicle for personal and collective identity and a battleground against political repression highlights its critical significance in the socio-political landscape of Kosovo during this time (Bajrami, Si e okupoi Kosovën Jugosllavia Federative, 2015; fq.52).

Involvement of Albanians in the Educational System: Initial Discrimination and Efforts for Integration and National Affirmation through Education

After the establishment of the socialist regime, Albanians faced initial discrimination in the educational system. In the early years following the war, there was a significant lack of schools that offered instruction in the Albanian language, and the teaching of Albanian was restricted or closely monitored by Yugoslav authorities. Many Albanians were forced to attend Serbian schools, where instruction was conducted in Serbo-Croatian.

This situation led to deep dissatisfaction within the Albanian population and a persistent effort to create and strengthen Albanian-language schools. Community leaders and parents rallied to advocate for educational rights, pushing for the establishment of schools that would provide instruction in their native language. These efforts were essential not only for preserving the Albanian language and culture but also for fostering a sense of national identity and solidarity among the

community. The struggle for educational equality became a critical aspect of the broader fight against political and cultural oppression in Kosovo during this period.

During the 1950s and 1960s, the pressure for integrating Albanians into Yugoslavia's educational system led to gradual improvements. More Albanian-language schools were established, allowing a growing number of students to receive education in their native language. These changes were part of broader efforts to address ethnic grievances and promote a more inclusive educational policy.

In 1968, Albanians achieved several significant political successes, including greater autonomy for Kosovo. This period marked a turning point in the struggle for educational rights, as the increased autonomy allowed for more control over local educational policies, leading to an expansion of Albanian-language curricula and institutions. These advancements were crucial in affirming the cultural and linguistic rights of the Albanian population, fostering a sense of empowerment and progress in their pursuit of educational and political equality within the Yugoslav framework (Monografi, 2012; fq 33). This period also marked a key moment for national affirmation through education, as Albanians began to use schools as a means to preserve and develop their national identity. Education became not just a tool for learning but also a platform for cultural and linguistic resistance. Albanian-language schools played a crucial role in fostering a sense of national pride and solidarity, serving as centers for the transmission of cultural values and historical knowledge.

However, challenges and limitations persisted, as the Yugoslav regime maintained strict control over the curriculum content and teaching staff. Authorities sought to ensure that the educational system aligned with socialist and Yugoslav ideals, which often meant suppressing elements that emphasized Albanian history or national identity. The content of textbooks was closely monitored, and educators who strayed from the approved narrative faced censorship or dismissal. Despite these obstacles, the persistence of Albanian educators and community leaders kept the struggle for educational autonomy alive, laying the groundwork for future resistance and advocacy for national rights.

Educational reforms under the Yugoslav regime: Yugoslavia's efforts to standardize education and the impact of these reforms on schools in Kosovo

Socialist Yugoslavia, under the leadership of Josip Broz Tit, undertook a series of reforms to standardize the education system throughout the federation. Accordingly, education in Kosovo was adapted to follow the ideological principles of communism and to promote a spirit of socialist internationalism (PARAUNIVERSITAR, 2014). These reforms included the introduction of common curricula for all regions of Yugoslavia and efforts to integrate all nationalities under the same education system.

The impact of these reforms in Kosovo was significant, especially for the Albanians, who tried to preserve their language and culture in the face of a system that promoted Serbo-Croatian as the dominant language and tried to dilute the national elements of non-Slavic nationalities. Education in the Albanian language continued to be a point of tension between Albanians and Yugoslav authorities, and efforts to impose educational uniformity met with strong resistance from Albanian intellectuals and teachers.

In the 1970s and 1980s, following the reforms of the 1974 Constitution, Kosovo gained greater autonomy, which included fuller rights to education in the Albanian language. This period, known for the establishment of the University of Pristina as an important educational center for Albanians, constituted a great progress in the education of Albanians in Kosovo. However, tensions continued, and the political crisis of the 1980s, fueled by the rise of Serbian nationalism and Albanian resistance to these trends, escalated the situation, setting the stage for a darker period of repression in the 1990s.

Development of Education in Kosovo (1945-1990)

Structuring the education system: Primary, secondary and university education in Kosovo, including the creation of institutions such as the University of Pristina

After the end of the Second World War, the education system in Kosovo underwent profound transformations under the influence of the Yugoslav Federation. In the years 1945-1950, education was largely fragmented and Albanians faced a lack of educational institutions in their language. However, in the following decades, due to internal and external pressures, the Yugoslav authorities began to allow the creation of Albanian schools, starting from the primary level up to the university level.

Primary schooling was made compulsory throughout the Yugoslav Federation in an effort to combat high illiteracy after World War II. In Kosovo, however, there were major challenges in the implementation of this law, due to the lack of educational infrastructure, trained staff and teaching resources in the Albanian language. During the 1950s and 1960s, the authorities began to open Albanian schools, enabling Albanian students to receive basic education in their mother tongue. Secondary schooling began to become more widespread during the 1960s and 1970s, when Albanians began to have better access to secondary education. Secondary schools were focused on vocational education and preparation for the labor market in a socialist economy. Here too, one of the challenges was the lack of qualified staff and the lack of teaching

materials in the Albanian language. Despite these challenges, the number of secondary schools and vocational institutions increased significantly in the 1970s.

The establishment of the University of Pristina in 1970 was a high point for the development of education in Kosovo. The university served as an educational center for Kosovo Albanians and beyond, offering opportunities for higher education in the Albanian language. The University of Pristina played a key role in the formation of the intellectual and political elite of Albanians, promoting education, scientific research and cultural development. This was also a center for national affirmation, as it became a symbol of resistance to the assimilationist policies of the Yugoslav regime and a platform for the development of the Albanian national identity.

Language and culture in the education system: The decision to teach in the Albanian language and cultural tensions with the Yugoslav authorities

Learning in the Albanian language was one of the main demands of Albanians since the beginning of the socialist period in Yugoslavia. During the years 1945-1950, education in the Albanian language was limited and controlled by the authorities, who aimed to standardize the Serbo-Croatian language as the official and dominant language. Attempts to create an educational system where learning took place in Albanian often faced severe tensions with the Yugoslav authorities.

Over time, the political and social pressure of Albanians for learning in the Albanian language intensified, especially during the period of greater autonomy of Kosovo in the 1970s. At this time, schools and universities began to offer a wider educational content in the Albanian language, including books and curricula adapted for Kosovo Albanians.

However, cultural tensions with the Yugoslav authorities never disappeared. In the 1980s, especially after the rise of Serbian nationalism under the leader Slobodan Milošević, the Albanian language and culture again became the object of repression. These tensions led to the closing of some Albanian schools and the banning of teaching materials that promoted the Albanian national identity.

Progress and challenges of education: How economic and political conditions affected the quality of education and the participation of Albanians in the system

The development of education in Kosovo during the period 1945-1990 was significantly influenced by the economic and political conditions of Yugoslavia. Economic conditions in Kosovo were always more difficult compared to other parts of Yugoslavia. The region suffered from deep poverty and a low level of industrialization, resulting in a lack of funds for the construction and maintenance of schools and universities. This directly affected the quality of education, as educational infrastructure was often inadequate, with shortages in buildings, laboratories, libraries and teaching materials.

The participation of Albanians in higher education was a great advance, but challenges continued. Although the University of Pristina offered excellent opportunities for Kosovo Albanians, the number of graduates remained relatively low compared to the general population, due to poverty and other constraints. Many families could not send their children to school due to difficult economic conditions, and many students were forced to drop out of school to help support the family's economic survival.

Political tensions in Yugoslavia also had a major impact on the development of education. After 1981, when student demonstrations broke out in Kosovo and Albanians demanded Republic status for Kosovo, the Yugoslav regime severely suppressed any kind of resistance and began to limit Kosovo's autonomy. This included closing some Albanian schools and limiting access to higher education. Also, many Albanian intellectuals and teachers were persecuted and imprisoned for their political and cultural activities.

This period marked a setback for Albanian education in Kosovo, as political pressure and Yugoslav repression significantly worsened educational conditions. However, efforts to preserve Albanian education and keep national identity alive through schools and educational institutions continued into later years, leading to the independence movements and the conflict period of the 1990s.

In conclusion, education in Kosovo during the years 1945-1990 was a constant challenge for Albanians, passing through stages of development and repression. However, through education, Albanians managed to preserve their identity and form an intellectual elite that played an important role in the political development of Kosovo.

The Impact of Criminal-Legal Policies on Education

Laws and policies of repression against Albanians: How did policies such as censorship and prosecution of Albanian teachers and intellectuals affect the quality of education

After World War II, the Yugoslav socialist regime implemented strict criminal and legal policies to control the population of Kosovo and to curb any efforts to preserve the Albanian national identity through education. One of the main ways of control was censorship, which specifically targeted books and educational materials that promoted Albanian history and culture. Censorship was not only a mechanism to prevent the spread of national ideas, but also a form of keeping under control the content of curricula, adapting them to Yugoslav ideology.

Criminal prosecution of Albanian teachers and intellectuals was another repressive tool to limit the development of education in Kosovo. The authorities often arrested teachers and intellectuals on charges of hostile activities, national propaganda, or "counter-revolution," sentencing them to long prison terms. This created a climate of fear within the education system, where teachers were often reluctant to discuss topics related to national identity or highlight the political and cultural injustices faced by the Albanian people. The impact of these measures was profound, as it not only affected the quality of education, but also weakened academic autonomy and the role of education as a mechanism for cultural progress.

There were many cases of censorship and arrests of Albanian intellectuals. During the 1980s, after the outbreak of student protests and demands for the advancement of Kosovo's status, many teachers, professors and students were persecuted for participating in protest movements or for spreading politically inappropriate materials according to the regime's standards. As a result, education in the Albanian language weakened in terms of quality, as the lack of trained teachers and the constant fear of legal repression blocked the normal development of this system.

Criminal actions against educational movements: The role of legal procedures in preventing the spread of Albanian education, including cases of punishments against teachers and educational figures

Through criminal proceedings and prosecution actions, the Yugoslav regime used legal mechanisms to stop and control the spread of education in the Albanian language. One of the most common methods was the persecution of organizations and individuals who tried to develop Albanian education beyond what the state allowed. Teachers and school leaders who promoted educational materials in Albanian or who developed activities outside state control faced criminal prosecution, often under accusations of illegal or "irredentist" activities.

One of the most prominent events was the repressive action against the University of Pristina and the student protests of 1981. Following the students' demands for better conditions and more autonomy for Kosovo, the Yugoslav authorities intervened strongly to suppress these movements. As a result, many students and professors were arrested and convicted on charges of "disrupting national unity" and "nationalism." This action had a strong impact on the education system, creating a separation between education and politics and limiting the spread of Albanian national ideas through schools and universities.

These criminal actions against educational movements were also part of a wider strategy to control and curb any form of intellectual independence in Kosovo. Any attempt to build a more independent education system oriented towards national development faced legal obstacles and strict repression. This had the effect of reducing the capacity of education to develop independent movements and to promote a culture of resistance to assimilationist policies.

Legal regulations for education: Specific laws governing education and criminal cases arising from their non-compliance

In the period of the Yugoslav Federation, education was regulated by special laws aimed at its standardization and control according to the principles of socialism. The Law on Public Education of 1958 was one of the basic acts that regulated primary and secondary education in Yugoslavia, including Kosovo. This law required that education be compulsory and be developed according to the principles of socialist internationalism (Fetahu, 2011, fq.36-37). For Albanians, the implementation of this law often coincided with the restriction of the use of the Albanian language and the promotion of the Serbo-Croatian language as an official language.

In the 1970s, with the expansion of Kosovo's autonomy after the 1974 Constitution (autorësh, 2003; fq 9-12), legal regulations for education were modified to allow more access to education in the Albanian language.

The Law on Higher Education in Kosovo allowed the creation of the University of Pristina and expanded the opportunities for higher education in Albanian. This period was accompanied by increased participation of Albanians in higher education and the development of an Albanian intellectual elite.

However, after 1981 and in the following years, laws and legal regulations on education were tightened, imposing additional measures to control the content of education and limiting the autonomy of educational institutions (Shatri, 2017). Failure to comply with these laws often led to criminal consequences for teachers and school administrators, who faced criminal prosecution and harsh penalties. In particular, after the explosion of student movements and demands for more national rights, teachers and intellectuals who supported these movements faced mass arrests and court proceedings, which aimed to stop any form of independent development of education in the Albanian language.

In conclusion, criminal-legal policies played a key role in shaping education in Kosovo during the period 1945-1990. Through censorship, prosecution, and strict legal regulations, the Yugoslav regime exercised strong control over education, using it as a political instrument to curb Albanian efforts to preserve and develop their national identity.

The role of the University of Pristina and political clashes

Creation of the University of Pristina: The establishment of this institution and its importance for the education of Albanians in Kosovo

The University of Pristina was founded on February 15, 1970 and marked a historical moment for the education of Albanians in Kosovo. The establishment of this institution was the result of continuous efforts to provide greater educational opportunities for Albanians, who until that time had very little access to higher education in the Albanian language. The University of Pristina became not only an academic center for increasing the level of education of the Albanian population, but also an important symbol of cultural and national resistance within the Yugoslav Federation. With the creation of the University, Albanians in Kosovo for the first time had the opportunity to develop complete study programs in the Albanian language, a key aspect for preserving cultural and national identity (Koliqi, 2002). The university played a central role in the education of the younger generations, forming an Albanian intellectual elite that would contribute to the political and cultural movements of the following years. The establishment of the University of Pristina also marked an expansion of the capacity for scientific research and academic development in Kosovo, positioning this institution as an important center of knowledge and intellectual advancement.

Student movements and influence on politics: University of Pristina student activities in the 1980s and clashes with the Yugoslav regime

During the 1980s, the students of the University of Pristina became an important political and cultural force in Kosovo. **The student protests of 1981** marked a major turning point in the history of the Albanian national movement in Yugoslavia (Rahimi, 2023). The protests initially began with demands for better living and learning conditions, but soon evolved into broader demands for full political autonomy for Kosovo, directly challenging the Yugoslav authorities.

The 1981 student protests escalated into violent clashes with Yugoslav police and military forces, resulting in mass arrests and prosecutions of University students and professors. **The student movement**, although suppressed by the regime, had a profound impact on the growth of national sentiment in Kosovo. It spurred a wave of solidarity and support from Albanians inside and outside of Yugoslavia and put Kosovo in the center of international attention as an area of great political tension (Rahimi, 2023).

The activities of the University of Pristina students reflected a **deep disconnect** between the Albanian population and the Yugoslav government, with students demanding more rights for Albanians and respect for Kosovo's autonomy. These activities were interpreted by the Yugoslav authorities as attempts to separate and disrupt the unity of the federation, which led to a harsh reaction from the regime. As a result, many of the leaders of these protests were prosecuted and sentenced to long prison terms, leaving serious consequences for the University and its development.

Revolts of the 1980s and the impact on education: How did the political tensions in Kosovo in this period affect the education process and the development of educational institutions

The revolts of the 1980s and the student protests had a profound impact not only on the political sphere, but also on the education system of Kosovo. After the 1981 protests, Yugoslav authorities took harsh repressive measures against educational institutions in Kosovo, including the University of Pristina. The university was placed under strict surveillance by federal authorities, and many professors and students were expelled or arrested for engaging in protests and supporting demands for independence (Grup Autorësh, 2019).

Education policies after the protests became harsher and more restrictive. Education in the Albanian language, which had been hard-earned in the previous decades, was put in jeopardy. **The Yugoslav regime** began a systematic campaign to control the content of curricula and to reduce opportunities for the development of independent education in Kosovo. Albanian books and educational materials were censored, and many schools and universities began to face a lack of resources and funding as a result of these policies.

Political revolts and clashes with the Yugoslav regime created an atmosphere of **uncertainty and fear** within the education system. Teachers and students lived under the constant pressure of prosecution for any activity deemed politically questionable, and this negatively affected the quality of education and the commitment of students and professors to academic progress.

In conclusion, the role of the University of Pristina during the period 1945-1990 was vital for the preservation and development of Albanian education in Kosovo. However, the political clashes with the Yugoslav regime and the tensions of the 1980s left serious consequences on this institution and on the educational system as a whole. The University of Pristina became a center of cultural and political resistance, constantly facing state repression, but also playing an important role in shaping the Albanian national movement in Kosovo.

The period of repression and segregation (1980-1990)

Separation in the educational system: The creation of parallel schools for Albanians after 1981 and their isolation from the Yugoslav educational system

After the protests of 1981 and the violent clash between Albanian students and Yugoslav authorities, the period 1980-1990 was characterized by an intensification of repression against Albanians in Kosovo, especially in the field of education. **The Yugoslav education system** began to be applied more and more as a tool of political control, while the Albanians were gradually isolated from the rest of Yugoslavia (Biseniq, 2024).

After the protests, the Yugoslav authorities took drastic steps to limit education in the Albanian language. This period saw the creation of a **parallel educational system** for the Albanians, as they refused to accept the changes and increased controls by the Yugoslav government over educational curricula and administration. The creation of this parallel system became a means of resistance on the part of the Albanians, who developed learning at home and in secret environments to keep education in the Albanian language alive (Biseniq, 2024). Vllasi states that in the protests of 1981, slogans such as "Long live Marxism-Leninism" were visible, but he emphasizes that they did not represent the national reality of Kosovo Albanians. According to him, national consciousness was growing through educational and cultural institutions, such as schools, universities, media and the Academy of Sciences, and was not dependent on Marxist-Leninist movements. He argues that national consciousness was growing and organized before the protests, implying that the real aim of these movements was not only the creation of a new republic, but had wider political dimensions that were not welcomed in other parts of Yugoslavia. (Biseniq, 2024).

Parallel schools became a form of organization which allowed Albanians to develop their independent education, without the interference of the Yugoslav regime (Tahirsylaj, 2013). Despite constant pressure from the authorities to integrate the Albanians into a unified Yugoslav system, the Albanians rejected this offer, deepening their separation from the official education system. This period of educational segregation exacerbated ethnic tensions in Kosovo and created a strong sense of isolation between the Albanian population and the state.

Closure of Albanian schools and legal repression: Arrests and prosecutions of Albanian teachers and intellectuals during the period of intensification of repression

After 1981, the Yugoslav regime began a harsh repressive campaign against Albanian intellectuals and educators, who were considered a **danger to the unity** of the federation. Albanian schools that refused to follow the curricula controlled by the authorities were closed en masse, leaving Albanians without formal educational infrastructure.

According to Professor Bujar Dugolli, the demonstrations that began on March 11, 1981 in Kosovo broke the myth of national equality and liberal socialism promoted by the former Yugoslav federation. These demonstrations initially started from the dissatisfaction of the Albanian students of the University of Pristina for the living and study conditions, as happened on March 4 in the Students' Canteen. But later, especially on March 11 and 27, as well as on April 1 and 2, 1981, the demands were transformed from social ones to demands with political and national content, according to Hydajet Hysen, one of the organizers of the demonstrations (Bislimi, 2021).

In this period, hundreds of Albanian teachers, professors and intellectuals were arrested or expelled from the educational system. They were accused of political activity, anti-state propaganda, and attempted secession from Yugoslavia. **The criminal proceedings** against these figures took place under strict security measures, with severe punishments and widespread arrests, which were intended to suppress any attempt at independent educational or cultural organization.

Legal repression focused not only on the individuals who led these schools and organizations, but also on the families and communities that tried to maintain Albanian education. Censorship acts intensified, and the use of Albanian books and educational materials was restricted by law, while any activity related to Albanian culture and language was strictly monitored.

In conclusion, the period 1980-1990 was a decade of deep repression and segregation in Albanian education in Kosovo. **The closure of Albanian schools** and legal repression against Albanian teachers and intellectuals destroyed the educational infrastructure and deepened ethnic divisions, setting the stage for subsequent conflicts in the region.

Results and conclusions: Summary of progress and obstacles in the development of education in Kosovo in the period 1945-1990

The study on the development of education in Kosovo during the period 1945-1990 shows a complex history of progress and obstacles. The period after World War II marked the beginning of a new educational structure under the Yugoslav socialist system (Ukaj, 2006; fq 62), where Albanians began to integrate into the educational system, although they faced initial discrimination. The establishment of **the University of Pristina** was a key moment, providing greater educational opportunities for Albanians and becoming an intellectual center for national affirmation.

However, the period was also characterized by great challenges, especially during the 1980s, when political tensions between Albanians and Yugoslav authorities escalated. **State repression**, bans on Albanian education and censorship of

Albanian teachers and intellectuals hindered the continuous development of education (Mehani, 2021). The creation of parallel schools for Albanians and the closure of educational institutions in the Albanian language further fragmented the educational system and deepened ethnic and cultural divisions.

In conclusion, the development of education in Kosovo in this period was characterized by efforts to preserve and advance Albanian culture through education, but also by continuous legal and political repression by the Yugoslav authorities, which blocked sustainable progress (Vokri, 1990).

The importance of understanding the historical and legal context: How this study helps to understand the long-term impact of educational and penal policies in Kosovar society

This study is essential to understand the great impact that **educational and penal policies** have had on shaping the national and political identity of Albanians in Kosovo. The long-term impact of these policies has not only created a divided and politicized education, but has also influenced the building of a strong national consciousness and resistance to oppression (Salihi, Terziqi, & Schaffer, 2019).

Understanding the legal and political context of this period is important to analyze how **criminal prosecutions**, censorship and state repression have affected not only education, but also the entire social and cultural structure of Kosovo. This study helps in evaluating the legacy of this period and in reflecting on the ways in which the educational and legal developments of that time continue to influence the political and social processes in Kosovo to this day (Nika, 2019; fq 33).

CONCLUSION

The study of education in Kosovo during the period of Yugoslav rule provides a clear overview of the many challenges faced by the Albanian population. Education, one of the main pillars of identity and cultural development, was used by the Yugoslav authorities as a tool for assimilation, trying to extinguish the national uniqueness of the Albanians in Kosovo. Through controlled and limited educational policies, Albanians were denied the right to develop education in their mother tongue and to cultivate their national identity. Albanian schools were raided and closed, and Albanian teachers faced ongoing prosecution and repression.

However, despite these harsh attempts at assimilation, the Albanians showed an admirable and persistent resistance. One of the most prominent examples of this resistance was the creation of parallel schools, where teaching was conducted secretly in the Albanian language. Kosovo Albanians refused to submit to the educational policies of Yugoslavia, which aimed at assimilation and unification of education under a common Serbo-Croatian language and culture.

The establishment of the University of Pristina in 1970 marked a key moment in the history of Albanian education in Kosovo. The university not only became the main center of higher education for Kosovo Albanians, but also a symbol of resistance and preservation of national identity. Through this university, Albanians were empowered educationally and politically, creating an intellectual elite that would play a decisive role in the efforts for autonomy and later independence. Education during this period, although limited and strictly controlled by the authorities, became a platform where Albanians not only preserved their national identity, but also built the foundations of future political and cultural developments in Kosovo. In today's Kosovo, education continues to be a fundamental element for the preservation and promotion of national and cultural identity, having a special role in shaping the political and cultural future of the country. In conclusion, the period of education under Yugoslav rule in Kosovo shows the continuous efforts of Albanians to protect and develop their national identity through education, despite the many obstacles and severe repression by the regime. Resistance to attempts at assimilation and the preservation of culture through education remain a powerful legacy in today's Kosovar society.

RECOMMENDATIONS

Based on the in-depth analysis in this paper, it is recommended that steps be taken for the most extensive documentation of the historical period in question, including the testimonies of surviving individuals and detailed research in historical archives. This would contribute not only to the illumination of the dark past of education and criminal repressions against Albanians, but also to the preservation of national memory. Likewise, educational institutions in Kosovo must build programs that promote historical awareness and protect cultural and linguistic values, prohibiting in the future any form of political repression that may violate the right to education.

ACKNOWLEDGMENTS

We would like to thank Kosovo Institutions for providing us with data on the issue, such as: National Library, Archives of Kosovo, Faculty of History. There was no financial support on this research

(PDF) Treatment Of Rape In Kosovo From 2019 -2021: Quality Assurance, Legal And Forensic Aspects. Available from: https://www.researchgate.net/publication/373069240_Treatment_Of_Rape_In_Kosovo_From_2019_-2021_Quality_Assurance_Legal_And_Forensic_Aspects [accessed Oct 17 2024].

References

- authors, G. (2003; pp. 9-12). *The history of education and Albanian pedagogical thought*. Tirana: Ministry of Education and Science. Book Volume 1 has 553 pages.
- Bajrami, H. (2015; p. 6). *How Federal Yugoslavia occupied Kosovo*. Prishtina: "SHkrola Print" Publishing House.
- Bajrami, H. (2015; pg.52). *How Federal Yugoslavia occupied Kosovo*. Prishtina: "Skrola Print" Publishing House.
- Bisenic, D. (2024, March 11). *Kosovo Online* . Retrieved 09 08, 2024, from Consolidation of distance from Slavic peoples: <https://www.kosovo-online.com/sq/lajm/konktest/demonstratat-shqiptare-ne-kosove-1981-fillimi-i-nje-drama-to-continue-2-12-3-2024>
- Bislimi, B. (2021, March 11). *Radio Free Europe* . Retrieved 07 28, 2024, from Demonstrations that shook the former Yugoslavia: <https://www.evropaelire.org/a/31145635.html>
- Fetahu, AR (2011, pp.36-37). *Creation and Destruction of the Judiciary in Kosovo*. Pristina: "Trend" Pristina.
- Fullan, M. (1999; p. 1). *Forces of Change [Forces of Change]*. London: Taylor and Francis.
- Group of Authors. (2019). *GENERAL AIMS AND TASKS OF SECONDARY EDUCATION* . Retrieved 2024, from NUMBERS AND FACTS ON THE ASSESSMENT OF KOSOVO: https://www.kec-ks.org/wp-content/uploads/2016/03/botime_003-shqip.pdf
- Colici, H. (2002). *History of Albanian education and pedagogical thought*. Pristina: University of Pristina & School Book.
- Mehani, Z. (2021, March 7). *Radio Kosovo e Lire* . Retrieved August 05, 2024, from CHALLENGES AND DIFFICULTIES OF THE ALBANIAN SCHOOL IN KOSOVO (1980-1990): <https://www.radiokosovaelire.com/zymer-mehani-sfidat-dhe-veshtiresite-e-shkolles-shqipe-ne-kosove-1980-1990/>
- Monograph. (2012; p. 33). *Temple of Knowledge*. Pristina: University of Pristina; ISBN:978-9951-00-145-8.
- Nika, L. (2019; pg 33). *Political developments in Kosovo*. Prishtina: Art club "Rifat Kukaj".
- PRE-UNIVERSITY, GI (2014, May). ^ https://arsimi.gov.al/wp-content/uploads/2018/08/RAPORTI_Korrik.pdf . Retrieved September 19, 2024, from PRE-UNIVERSITY EDUCATION SYSTEM REFORM: https://arsimi.gov.al/wp-content/uploads/2018/08/RAPORTI_Korrik.pdf
- Rahimi, S. (2023, March 11). The role of the University of Pristina in the demonstrations of 1981. *Editorial office 2LONLINE* . Gjilan, St. Ahmet Gashi pn , Gjilan, 60000, Kosovo: Redaksia 2LONLINE.
- Rexhaj, X. (2011). The chemistry qualification of teachers in Kosovo without separation from work and the relevant standards. *Manuscript work* , 6.
- Salihu, A., Terziqi, D., & Schaffer, E. C. (2019). Kosovo Education in the 21st Century: A Challenging Future. *Glocal Education in Practice: Teaching, Researching, and Citizenship BCES Conference Books, 2019, Volume 17*. Sofia: Bulgarian Comparative Education Society ISSN 1314-4693 (print), ISSN 2534-8426 (online), ISBN 978-619-7326-07-9 (print), ISBN 978-619-7326-, 230-237; <https://files.eric.ed.gov/fulltext/ED596949.pdf>.
- Spasovski, Ognen, Ballazhi, Safet and Friedman, Eben. 2010. Mapping policies and practices
 - for the preparation of teachers for inclusive education in context of social and cultural diversity: country report for the Former Yuggoslav s.l. Bologna: European Training Foundation.
- Shatri, I. (2017, October 25). <https://www.botasot.info/libra-sporti/779422/shkollat-dhe-arsimi-ne-perfektur-e-prizrenit-1889-1944/> . Found August 13, 2024, from Bota Sot: <https://www.botasot.info/libra-sporti/779422/shkollat-dhe-arsimi-ne-perfektur-e-prizrenit-1889-1944/>
- Tahirsylaj, A. (2013, 06 16). *Super Link* . Retrieved 08 29, 2024, from Educational Change in Post-war Kosovo: Perceptions of Kosovo Educators as Presented in Shkëndija: <https://link.springer.com/article/10.1007/s10780-013-9192-0>
- Ukaj, SK (2006; p. 62). *Development of Education in Kosovo 1945-1952*. Pristina: Institute of History Pristina.
- University of Prishtina. 2007. Review of educational plans and academic staff for the year
 - 2007/2008 [Review of lesson plans and academic staff for the year 2007/2008]. Prishtina: editor-in-chief Destan Halimi, University of Prishtina.
- VanBalkon, Duffi e, & Mijatovic, Snezhana. 2006. Vocational training - Experience from

- teachers for teachers [Professional training - Experiences of teaching teachers]. Calgary: Education Development Program.
 - tures at institutions of teachers' education. Kranjska Gora, Slovenia: Conference Paper. Erasmus
- Intensive Programme, EPAC – Education Policy Analysis in a Comparative Perspective.
- Vokri, AR (1990). *Schools and education in Kosovo between the two world wars: (1918-1941)*. Prishtina: Kosovo Textbook and Teaching Tools Agency.
- Zgaga, Pavel. 2002. Teacher Education and the Bologna Process: A Survey on Trends in
 - Learning Structure