
The Beginnings and Developments of Higher Education in Kosovo, 1960-1970

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Abstract

With a particular focus on higher education between 1960 and 1970, this theoretical research aims to elaborate and shed light on the educational developments in Kosovo over the XXth century. The study aims to address every issue raised by the subject without neglecting its chronological aspect. The development of higher education in Kosovo has been examined, debated, and discussed in light of the political, economic, and social changes that occurred in Kosovo during this time period, as well as how those changes affected the development of higher education.

The current study deals with two main issues in the history of higher education in Kosovo: the first, "Pedagogical and professional schools in Kosovo, 1960-1970"; and the second, "The opening of faculties in Prishtina, as a branch of the University of Belgrade, 1960-1970". It deals with the factors and reasons for the opening of the first faculties in Prishtina; the development and consolidation of the Faculty of Philosophy in 1960; the Faculty of Law and Economics in 1961; the Faculty of Technology in 1965; and the Faculty of Medicine in 1969.

This study was prepared and written using a scientific methodology, largely employing archive sources, the historical press in Albanian and other languages, as well as selected historiographical and pedagogical literature, etc. During the scientific research, based on numerous sources, an effort was made to research, elaborate, analyze, and reach the most accurate conclusions about the development and role of higher education in Kosovo during the 1960-1970 period.

Keywords: Advancement, development, education, high school, faculty.

Introduction

Numerous researchers both inside and outside of the country have focused on the Kosovo issue from the time of the Second World War until its liberation in 1999 from the state of Yugoslavia, specifically from Serbia. They have examined various aspects of its development, including those in the political, economic, social, cultural, military, diplomatic, etc. fields. Unquestionably, one of the crucial issues that come before a country's progress and social emancipation is the subject of education. Few researchers have focused on it, and in their study, they have only briefly and specifically recorded certain aspects of it.

The study aims to address every issue raised by the subject without neglecting its chronological aspect. The lack of research on the development of higher education in Kosovo as a whole, specifically, has been my inspiration and driving force in choosing this topic as my area of study.

I hope that my modest contribution will help shed light on the first phase of Kosovo's higher education, from 1960 to 1970, when the country's first pedagogical and professional schools and faculties were established. The fact that my studies in this area will help me advance professionally and prepare me for my role as a professor at the University of Prishtina's Faculty of Education, enabling me to aid in the education of students in Kosovo, is another motivating factor. However, I am aware that my study is not a thorough study of the subject, which encourages me and gives me the responsibility of devoting myself to further research in this area in the future. On the other hand, it will inspire and support other researchers to conduct similar studies, thereby increasing knowledge on specific issues.

The study is primarily based on the archival sources of the State Agency of Archives of Kosovo in Prishtina, extracting, choosing, and critically evaluating their rich

documentation. The study benefited greatly from research done in the Central Archive of the Albanian State as well as the Ministry of Foreign Affairs of Albania. As I was unable to access the primary sources from the Albanian archives directly, I also evaluated and used published documents as secondary sources in my study. This added depth and value to the study. The archival records in the Belgrade archives, which are not now accessible to Kosovo researchers, are also interesting in addressing the difficulties and problems of the growth of higher education in Kosovo during these years.

The paper also draws on a substantial body of national and international historiographical literature. The publications from the University of Prishtina and higher education institutions on the occasions of their founding anniversaries have surely been very helpful to me in this study. The data of these publications has been viewed critically, taking into account the limitations and influences of the time of their publication. Additionally, they have been contrasted with other sources. Without reviewing the literature written about the Kosovo issue from the time it was first raised after the Second World War until the present, the study could not take on its full form. The very extensive body of rich Albanian literature on the subject of Albanians and the history of Kosovo served as a reference for how to approach scientific arguments and indisputable data in my work.

Without looking through the journals and press of the era in Kosovo and elsewhere, the discussion of the growth of higher education and all of its activities during the years 1960–1970 would be incomplete. I browsed and critically examined the viewpoints of the Kosovo press at the time. I offered the perspective of the Serbian press in Belgrade along with the press in Kosovo. The Serbian press has assisted me in filling this gap since I am unable to access the records in the Belgrade archives and since their attitudes and reactions to the events in Kosovo are noted and reported in the press for the wider public. In the presented study, the chronological criterion was combined with the problematic one. The paper contains an abstract, an introduction, and two issues: “Pedagogical and professional schools in Kosovo, 1960-1970” and “The opening of faculties in Pristina, as a branch of the University of Belgrade, 1960-1970.”

Study Innovations

This scientific effort stands out from others since I was able to bring together these innovations from all of the authors and the research that has been conducted thus far. As it stands, first of all, it is the first research that examines the entire issue of Kosovo's educational development and its journey inside the Yugoslav Federation for the years 1960–1970 in the field of higher education in Kosovo. Second, it refers to the periodization of the development of higher education, namely the early stages of that growth that are influenced by societal, political, economic, and educational developments. Thirdly, it highlights the reasons and influences that have shaped Kosovo's educational advancement and general growth by contrasting them with those of the Federation. Fourth, I have reflected the political and ideological effects of state institutions on the curricula by using historical archival sources. I have also prepared statistical data in order to compare its development over a ten-year period to that of other institutions in the Yugoslav Federation.

1. Higher pedagogical and professional schools in Kosovo, 1960-1970

This issue, titled “Pedagogical and Professional High Schools in Kosovo, 1960-1970,” examines the pedagogical and professional-technical education provided in high schools such as the Higher Pedagogical Schools in Pristina (1958), Prizren (1962), and Gjakova (1967), as well as the technical-economic higher schools that served as the foundation of higher education in Kosovo.

There are numerous internal and external variables that contributed to Kosovo's beginnings in higher education. The Higher Pedagogical School was established in Prishtina in 1958 as a need for teacher preparation, marking the beginning of higher education in Kosovo. This fact is accepted by many researchers and by our historiography, especially education researchers, such as Jashar Rexhepagiqi, Abdullah Vokri, Sultane Kojçini-Ukaj, Abdylaziz Veseli, Hajrullah Koliqi, etc. Higher education in Kosovo started with this school.

In gymnasiums and regular schools, teachers were trained for the lower primary cycle. The establishment of the eight-year school system as obligatory education in 1952 made it necessary to prepare the staff for the high subject cycle, which runs from the fifth to the eighth grade. The High

Pedagogical School had the right to admit students who had finished the gymnasium and the normal school with the desire to become teachers of the high subject cycle up to the eighth grade of the primary school.

If one were to look at it from a different perspective and ask “why in the late 1950s and early 1960s, higher education would start in Kosovo after all those measures and actions that the Serbian regime had taken toward Albanians in this period,” it is not a coincidence that this school was initially only in the Serbian language because the educational reform that was being developed during this time was for closing those upper-secondary schools, which were scarce in the Albanian language and in that language. (Higher Pedagogical School in Prishtina (1958-1998)-40 years of HPS, 1998).

There was a rise in educational attendance in this framework up until the eighth grade, especially in primary education. This information on the number of students in Kosovo is provided by statistics. There were 189,649 students enrolled in total during the school year 1963–1964; 62.9 percent of them were Albanian. We believe the following factors contributed to this increase: the Yugoslav

Federation’s policy against illiteracy, which was developed and made illegal by law; parents’ desire for their children to receive an education; better economic conditions; learning in the mother tongue; the opening of schools in rural areas, etc. All of these factors had an impact on the rise in the proportion of children enrolled in primary school.

As we can see, there is a huge gap between primary and secondary education. Only 10.6% of primary school graduates went on to complete their secondary education, while 48.2% of students were Albanian and the majority were Serbian and Montenegrin. Legal considerations played a role in this situation because secondary education was not compulsory, secondary schools were located in urban areas, and families lacked the financial means to send their children to these schools, let alone women. On the other hand, the majority of the Albanian population was engaged in agriculture and needed labor. We add here the tradition and culture of Albanian education, which were undoubtedly important factors that influenced this issue. There were a total of 5,888 students in Kosovo’s higher schools, and the situation there was not acceptable or satisfactory. Their participation in higher education was 29.2% of the total number of secondary school students.

No. of primary school students	189 649	100%
Albanian	119 310	62,9%
Serbian and Montenegrin	66 895	35,3%
Turkish	3 444	1,8%
No. of upper-secondary school students	20 148	100%
Albanian	9 701	48,2%
Serbian and Montenegrin	9 981	49,5%
Turkish	466	2,3%
No. of students	5 888	100%
Albanian	2 184	37,1%
Serbian	2 881	48,9%
Others	823	14%

Table 1. The number of primary and secondary school students, as well as students at higher education institutions and faculties, in Kosovo during the school year 1963-1964(*The author’s overview, supported by overviews of Kosovo and Metohija from 1943 to 1963).

General population	963 988	100%
Albanian	646 631	67,1%
Serbian	227 016	23,5%
Montenegrin	37 588	3,9%
Turkish	25 761	2,7%
Others	26 989	2,8%

Table 2. Composition of the population of Kosovo by nationality, based on the official census of 1961 (Kosovo and Metohija (1943-1963), 1963)

Compared to other students who made up the majority, only 37.1% of Albanian students participated. However, if we compare the academic year 1963–64 to the academic year 1961–62, we observe that the proportion of Albanian students increased by 9%, from 28.1% in the 1961–62 school year to 37.1% in the 1963–64 school year. It was a low percentage relative to the large number of Albanians, increasing by an average of 4.5% each academic year.

According to the aforementioned data, Kosovo's educational system appears to have lagged behind that of other Yugoslavian provinces and countries. The fact that there were not enough primary and secondary schools in Kosovo up until the academic year 1969–1970 is also reflected in the archival statistics of Albania. There were 68 secondary schools and 807 eight-year schools (Raport of the Ministry of Education and Culture on: Date on education in Kosovo, 1970). According to the reports of the Ministry of Education of Albania, the education in these schools did not meet the needs and requirements for the education of the population. Primary schools were attended by 85% of children. Similarly, the low level of attendance of students in vocational secondary education was the result of the concentration of vocational secondary schools more in large urban centers than in the rural parts of the country, where the highest percentage of the population was concentrated. This meant that many villages did not have a four-grade primary school, and students had to travel miles during the day to get to these schools in the larger villages where they existed. On the other hand, secondary schools were mainly in the main cities. Many small towns did not have secondary schools, and students had to travel to the

large centers where these schools operated. The number of dormitories and scholarships for students was minimal, and this had the effect of many Albanian students being unable to continue their secondary education, especially those from remote rural areas. There was a significant difference between men and women attending various schools. Due to their conservatism and the schools' distance from their homes, the latter were significantly less interested in these schools than the men. There was a shortage of teaching staff in both elementary and secondary schools, and the level of the existing staff was deemed to be unacceptable. The existing staff were also underqualified. An even worse situation existed in higher schools and faculties, where only eight doctors and 21 masters of Albanian nationality were among the 330 teachers employed there. There was also a shortage of school premises, textbooks, teaching aids, etc. This situation was much poorer compared to other centers in Yugoslavia. As a result of the lack of premises and sufficient school space, in many of them, teachers worked in three shifts (Raport of the Ministry of Education and Culture on: Date on education in Kosovo, 1970).

From these comparisons and interpretations, we can conclude that only the primary school had a fairer inclusion compared to the population data that Kosovo had in this period, while other education systems were discriminatory towards the Albanian population, which, according to the official census of 1961, constituted 67.1% of the population of Kosovo.

The data shows that there were 6,354 teachers in the 1963–1964 school year. There was one teacher for every

School year	1959-60	1960-61	1961-62	1962-63	1963-64
No. of schools	111	116	127	165	191

Table 3. Number of primary schools in the years, 1959-1964(The author's overview, supported by overviews of Kosovo and Metohija from 1943 to 1963).

29.9 students in the 189,649 students that were enrolled in primary schools. However, when we look at the ratio of Albanian teachers to students, we find that one teacher had 35.5 students. Albanian teachers had 12.5 more students than their Serbian and Montenegrin counterparts, with the ratio for Serbian and Montenegrin teachers being one teacher for every 23 students. We conclude from these statistics that the school in the Albanian language was not comparable to the school in the Serbian language in terms of teachers, facilities, or environment for teaching and learning. This was difficult for both teachers and students. In another perspective, this numerical ratio between students and teachers, especially the Albanian ones, was a fundamental reason for the opening of higher schools and the qualification of the pedagogical framework for primary schools.

A professional teaching staff was also needed as the number of primary schools in Kosovo increased between 1959 and 1964 due to the high demand for education in the Albanian language among the schools. Therefore, the Higher Pedagogical School of Prishtina's opening of these branches—especially the Albanian Language and Literature branches—was essential. It was the only high school in Prishtina that prepared professionals to meet the demands of Kosovo's schools (Vatovci, 1984).

If comparing the higher education institutions of Kosovo with those of the Republic of Serbia in 1957, it turns out that it had 38 such institutions (Dushi, 2004), which prepared staff for its various educational, cultural, economic and other fields (Faculties, Academy of Arts, high schools, superiors). Only this year did Prishtina High School open, the only high school in Kosovo. The basis and cornerstone of higher education is undoubtedly the Higher Pedagogical School of Prishtina, which laid the foundations of higher

education as a window to the education of Albanians, Serbs, and other nationalities, so necessary for the time and circumstances political and social that prevailed in Kosovo. The Higher Pedagogical School in Prishtina was considered the "Embryo of higher education in Kosovo" and, as its leaders declared, it should be called the "Faculty of Pedagogy" (Shkëndija, 1974), due to the many teaching branches, which within it covered all the subject program of the eight-year school system in Kosovo, but also beyond. The legal by-laws for the establishment of higher education institutions were the decisions issued by the People's Council of Kosovo, in support of the highest legal act of the "Statute" of Kosovo, whereby, according to it, "Kosovo regulates affairs in the interest of the general in the fields of economy, education, culture, etc." (Demi, 2005). Thanks to these powers, with the decision of the Provincial People's Council of Kosovo, no. 378, dated November 22, 1957 (Decision of the Provincial People's Council of KAKM, 1957), the first institution of higher education in Kosovo was formed, as it was then called the Higher Pedagogical School. It started its operation on October 1, 1958, because the academic year began in October and continued until September 30 of the following year. Studies at the Higher Pedagogical School were two years. The first period of this school, from the year 1958-59 to the year 1962-63, is considered the consolidation phase of the Higher Pedagogical School of Prishtina (Higher Pedagogical School in Prishtina (1958-1998)-40 years of HPS, 1998).

This school started operating with two teaching branches in the Serbo-Croatian language. At first, there were two branches: the Mathematics-Physics branch and the Biology-Chemistry branch (Universiti of Pristina (1970-1990), 1990). For the first time, 96 regular students and 53 part-time students were enrolled as students at this school, which was the only one of its kind in Kosovo.

(Vatovci, 1984). In the academic year 1959-60, two more teaching branches were opened: Albanian Language and Literature, as well as the Basics of Technical Education with Physics. As other branches of this school were added, the number of regular professors, as well as short-term employees, increased. In the academic year 1960-61, two new branches were opened, such as Russian Language and Literature and English Language and Literature. Within this school, in 1961, the following branches were opened in Prizren: Serbo-Croatian Language and Yugoslav Literature; and Albanian Language and Literature (University of Prishtina (1970-2005), 2005). Later, other branches were opened, which became independent on December 7, 1962, thus creating the High Pedagogical School in Prizren. According to the data, in the first year (1958-59), there were only 96 regular students in the HPS of Prishtina. In the academic year 1969-70, 865 regular students were enrolled, of which 615 were in the Albanian language branch and 250 in the Serbo-Croatian, and 887 were part-time students, while in 1958-59 there were only 53. Of the 41 teachers engaged in the teaching process, 29 were for teaching the Albanian language and 11 for the Serbo-Croatian language (Higher Pedagogical School in Prishtina (1958-1998)-40 years of HPS, 1998). A rather modest number, a total of 356 from all the branches that operated during this period, is seen from this data on the graduation of students in the Higher Pedagogical School during a period of 10 years when comparing the number of enrolled students with that of graduates.

Higher education also found extension in other areas of Kosovo, where besides Prishtina, the Higher Pedagogical School was opened in Prizren as well. This school was founded by the decision of the People's Council of the Autonomous Province of Kosovo and Metohija (hereinafter: APKM), dated December 7, 1962 (Official Journal, KAKM Decision, no. 20/62., 1962). As an independent school, it began work on February 16, 1963, with the decision of the Council for Education and Culture of APKM. The High School of Prizren in its first year of formation had only two study programs: Albanian Language and Literature and Serbo-Croatian Language and Literature(Shkëndija, 1972). There were 122 students in these branches, of which 43 were regular students and 79 were part-time students.

The foundations of higher education in this city were laid with the establishment and independence of this high school (Vatovci, 1984). It would become the center for the preparation of education staff not only for Prizren but also for the neighboring provinces. During the following years, it also grew with new branches.

The Turkish Language and Literature Teaching Branch relocated from Prizren to the Higher Pedagogical School in Prishtina in December 1965 as a result of a resolution passed by the Provincial Assembly of Kosovo. In order to fill the enormous staffing gap, additional branches were established, including those for mathematics, the Albanian language and literature, physics, and chemistry. The branch for dramatic art was also established in the academic year 1968-1969 as well (Universiti of Prishtina (1970-1990), 1990). Later, in 1973-74, with the establishment of the Academy of Arts and the Faculty of Physical Education and the Section of Oriental Studies in the Faculty of Philosophy, these branches, such as: Music Education, Figurative Education, Physical Education, and the branch of Turkish Language and Literature, became part of these faculties. (Higher Pedagogical School in Prishtina (1958-1998)-40 years of HPS, 1998).

Pedagogical education was extended to other centers besides Prishtina and Prizren. In Gjakovë, in 1967, the Higher Pedagogical School (Decision of the Assembly of Gjakova no. 01-5354/1, dt. July 29, 1967., 1967), was opened, which bore the name of the patriot "Bajram Curri"(* With the decision of the Association of Veterans of the National Liberation War of the municipality of Gjakova, no. 78/77 dated 05.3.1977, the school is named "Bajram Curri"). As a need of the time and as a continuation of an educational tradition that this place had from the normal school that was opened in 1946, it arose and continued its activity on the foundations of this school building. This school was created as a result of the all-round socio-economic and educational development of the country (Higher Pedagogical School "Bajram Curri" Gjakovë - 20th anniversary (1967-1987), 1987). This school had the following introductory branches: Albanian Language and Literature, History-Geography, and Mathematics. 459 regular students and 422 part-time students were enrolled in them, of which 16 students were of Serbian and

Montenegrin nationality. The High Pedagogical School of Gjakova, like any other high school, had acts and elements of self-government. It had its own statute, which was approved on April 2, 1968, as well as the self-governing bodies that were: the working community; school seniority; council of teachers; group council (branch); council of the year; and school assembly (Universiti of Pristina (1970-1990), 1990).

In addition to the governing bodies, the Higher Pedagogical School had a head, who was the main authority that coordinated and managed the activity of its bodies. Since the lessons were conducted only in the Albanian language, the principal of this school was Prof. Besim Bokshi. Higher pedagogical education was a strong basis for the development of higher education in Kosovo. It improved elementary or compulsory education with teaching staff. Pedagogical education not only completed one of the levels of education but also influenced the educational aspect. This was a very important element that played a very positive role in the emancipation and education of society, because the authority of the teachers who came out of these schools was very great and respected by the people. It was important that schooling was also in the Albanian language (Higher Pedagogical School "Bajram Curri" Gjakovë - 20th anniversary (1967-1987), 1987)

1.1 Higher professional education

Higher professional-technical education was developed in Kosovo in addition to higher pedagogical education. This demand resulted from the requirement for the training of technical personnel for the growth of industry, for which Kosovo possessed ample natural resources. On the other hand, there were enormous expectations placed on secondary school graduates who wanted to pursue higher education. There was a considerable need for qualified workers with advanced degrees in the socialist system of Yugoslavia, which nationalized and collectivized work in firms.

The economic-commercial high school in Pejë, which was called "Velko Vlahović", was founded by the decision of the Provincial Council of Kosovo and Metohija on September 1, 1960 (Decision of KAKM, no. 25/60, 25.IX.1960, 1960)

The school started operating in the school year 1960–61 with 11 regular teachers and 7 associates, where 103 regular students and 224 part-time students were enrolled in two branches: a branch for commercial work and a branch for financiers (Vatovci, 1984). In the school year 1969–70, the branch for tourism and hotels was opened, while the branch for financiers ceased its activity due to the lack of interest of candidates in this field (Universiti of Pristina (1970-1990), 1990). The teaching process was carried out in Serbo-Croatian in this school and in all higher educational institutions until 1969. The Albanian language was introduced following constitutional revisions and adjustments to the statute on the languages of all ethnicities and minorities of the SFR of Yugoslavia. Before the University of Prishtina was established, this institution continued to train personnel in the subject of economics. Later, like all higher educational institutions, it operated as a separate division within the university.

Agriculture, as the main branch of Kosovo's economy, suffered from the lack of specialists in this field. To fill this gap and need, the Regional Council of APKM on August 1, 1960, took decision no. 3314, to establish the Higher Agricultural School in Prishtina (Decision of KAKM, no. 19/60., 1960) In order to prepare students for careers in agricultural production, such as those in the fields of agriculture, agronomy, and animal husbandry, the school began operations in the 1960–1961 academic year. There were initially 60 regular students, 183 part-time students, 9 regular teachers, and 14 associates (Vatovci, 1984). In 1962, the first specialists in the fields of agriculture and animal husbandry graduated, and this continued until 1973, with the establishment of the Faculty of Agriculture at the University of Prishtina.

A lack of employees in the technical and mineral-metallurgical sciences existed in Kosovo in 1961 as a result of the development and advancement of various enormous projects that supported the local and global economies. In 1960, the People's Council in Pristina decided to establish the Technical High School, which featured the following branches: Civil Engineering, Electrical Engineering, and Machinery.

- I. to prepare qualified staff with higher technical education for civil engineering, electrotechnics, and machinery;
- II. to cooperate with state institutions and economic enterprises for the perfection of existing staff and, as necessary, to organize trainings, seminars, etc.;
- III. to convey their experience and organization in the teaching process;
- IV. To educate students as conscious citizens of the socialist community (Decision of KAKM, no. 25/60, dated 25. IX. 1960., 1960).

This school continued until the establishment of the Technical Faculty in Pristina, in 1965.

Professional-technical higher education was also developed in Mitrovica as a mining and metallurgical center, due to the company "Trepça", which had a great need for qualified workers, especially for technicians and engineers. For the first time in 1961, the Technical High School was opened by decision of the Executive Council of Kosovo, no. 2671, dated 10.7.1961(Technical High School (1961-2001), 2002), where many students from all over Kosovo and beyond were oriented to study. This school would have three branches: mining, chemical technology, and metallurgy. In the first year, 1961-62, 74 students were enrolled in the mining department, of which 42 were regular and 32 were part-time students. The teaching process of the HPS started in the technical high school facility, but there were many difficulties because the premises were insufficient, there was a lack of teaching staff, as well as laboratory equipment for student exercises. But, despite all the difficulties, it continued its work thanks to the teachers and students who had a great will and desire to continue and move forward. In the 1963-64 school year, a chemistry-technology branch was opened at HPS, where a total of 57 students were enrolled, of which 42 were regular and 15 were part-time students (Vokri, 2001). In HPS, until 1968, the teaching process was conducted only in the Serbo-Croatian language, but after much effort and the provision of the teaching framework, the teaching process began to be conducted in the Albanian language as well (Technical High School (1961-2001), 2002).

At the end of the 60s, specifically in the school year 1969-70, a third branch was opened, that of metallurgy, where

145 students were enrolled, of which 78 were regular and 66 were part-time students (Vokri, 2001). With this, the objectives and choices that had been made for the HPS since its inception were realized. Although HPS experienced moderate growth in the 1960s, it was the only high school at the time that trained students for careers in the mining industry, including engineers, technologists, and metallurgists. Consequently, it had students enrolled in it from every province in the country. Along with the growth, there were challenges as well, including the inability of the facilities to accommodate more students; a lack of foundational literature, particularly in the Albanian language; a lack of room for beds in the HPS dormitory, which only had 50 spots; etc. Because of these factors, several students resided in private homes or even travelled.

2. Opening of the faculties in Prishtina as a branch of the University of Belgrade, 1960-1970

2.1 Factors that influenced the opening of faculties in Pristina

In the SRF of Yugoslavia until the 60s, seven universities functioned as higher education institutions. There was the University of Zagreb in SR of Croatia, the University of Belgrade and the University of Nis in SR of Serbia, the University of Ljubljana in SR of Slovenia, the University of Sarajevo in SR of Bosnia and Herzegovina, the University of Skopje in SR of Macedonia, and the University of Novi Sad in ASP of Vojvodina, which opened in 1960 (Dushi, 2004). Only the SR of Montenegro and the ASP of Kosovo did not have their own universities, which means that they were marginalized and discriminated against in terms of the establishment of higher education institutions.

Whereas in the Federation rank, the republic that had more institutions of higher education was the RS of Serbia. During a 5-year period, from the 38 institutions of higher education that it had in 1957, in 1961 it reached 84 such. This increase shows that there was an educational policy of opening and expanding higher education institutions in general. As a result, the ASP of Kosovo, which was part of the SR of Serbia in the early 1960s, benefited from the first higher education institutions as a branch of the University of Belgrade(* University of Belgrade was founded in 1905)

Type of institutions	1957	1958	1959	1960	1961
Faculties	18	18	20	29	31
Academy of Arts	4	4	4	4	4
High Schools	1	1	1	1	1
Superior Schools	15	20	28	42	47
Total	38	43	53	77	84

Table 4. Institutions of higher education in the RS of Serbia in the period 1957-1961 (Dushi, 2004)

This growth of higher education institutions in this five-year period was closely related to the five-year economic development plan at the level of the Federation. In the framework of this plan, spaces were created in Kosovo for the development of various branches of the light and food industry, the extractive and processing industry, as well as agriculture, animal husbandry, etc. The establishment of these new industries required staff for all profiles. On the one hand, the demands of the labor market were increasing, looking for qualified workers such as: teachers and professors, lawyers and economists, engineers and technologists, etc. On the other hand, the desire for emancipation and education was also increasing. Consequently, a qualitative change and an expansion of education were required. The demand for the expansion of the school network from the primary, eight-year, and secondary schools to the high school, especially for the Albanians who make up the majority of the population in Kosovo, was great.

After the Second World War, there was a generalized development in all of the Eastern Bloc's countries, to which national education at all levels had to adapt since there would be prepared professionals in administration, economy, education, health, etc. As a result, the SRF of Yugoslavia prioritized the advancement of education at all levels while aiming for equal rights for all nations and nationalities that resided in and participated in this Federation. The ASP of Kosovo benefited from these developments as well, as faculties such as the Philosophical, Juridical-Economic, and

later the Technical Faculty were established as a further step toward higher and more comprehensive education in Kosovo (35th years of the Faculty of Philology (1960-1995), 1995).

In Kosovo, until 1960, the qualifications obtained from secondary schools did not meet the goals and needs of Kosovo's society and economy. Therefore, the demand for personnel with higher education was very high. This was one of the reasons for the opening of higher education institutions that would meet the needs of the educational and economic system in Kosovo. The institutions of higher education in Kosovo were branches of the University of Belgrade, because the decision-making of the ASP of Kosovo in the matter of education was conditioned by the policy of the SR of Serbia. Teaching in these institutions was conducted only in the Serbo-Croatian language and not in the language of the Albanian nationality, although it constituted the majority of the population, which reached 67.1% (The official census of 1961 of the population of KAKM, 1961).

It was not easy to launch these institutions as branches of the University of Belgrade. There was a political context to this. Because a significant portion of them were colonists who had come and settled in Kosovo before and after the Second World War, it aimed to maintain centralization in this field as well as control in the field of education for Albanians and bring the Serbian and Montenegrin residents of Kosovo closer to higher education in their own language.

It wanted to create higher education opportunities for them so that they would not move or be educated in the mother countries from which they came, because this would be contrary to Serbian anti-Albanian policies, since they would not return to Kosovo. Also, this policy aimed to ensure the direction of the institutions and the economy by the Serbian.

The opening and establishment of higher education institutions in Kosovo, specifically in the Serbian language, as a unit or part of the University of Belgrade, was also at the service of those who came from Serbia, because here they had the conditions to complete higher education, and even for students who would study in Prishtina, there were many benefits and incentives, such as student scholarships, housing and food, and so on. So, the establishment of these higher educational institutions in the Serbian language was simply a political goal, motivation, and an incentive for the Serbs who lived in Kosovo, but also for those who were constantly projected to come as settlers to Kosovo, being guaranteed educational rights as compatriots in Serbia and Montenegro, on the grounds that higher education is close to you and you do not need to leave Kosovo and migrate to university centers in Serbia (35th years of the Faculty of Philology (1960-1995), 1995). The opening of these faculties only in the Serbo-Croatian language was also due to the fact that the students who were enrolled at the beginning and continued were mainly Serbs and Montenegrins, about 72%, and much fewer were Albanian students, only 28%. This number came as a result of the quotas that were determined by the Serbian policy, as well as the language of study, which was very difficult for Albanian students to acquire. But, the change of circumstances, with the independence of higher education in Kosovo from SR and Serbia, stopped the hegemonic efforts and then caused these institutions to become the starting point of higher education in Kosovo.

An undeniable contribution, which had a positive impact, was made by the Albanian intellectuals of the time, who had studied in the universities of the SRF of Yugoslavia (* University of Belgrade, University of Zagreb, University of Ljubljana, University of Sarajevo, University of Skopje, University of Novi Sad...etc.), who, at certain moments

and favorable political circumstances, very well used the opportunity to create and advance the institutions of higher education in Kosovo. Meanwhile, there were opposite reactions from Serbian intellectuals. Thus Milosh Crnjanski emphasized with his statement: *“Well, I understand everything, but I cannot understand why faculties are being opened in Pristina. Every educated Albanian is one more enemy for Yugoslavia”*. (Koliqi, Mbijetesa e Universitetit të Prishtinës (1991-1994), Prishtinë: 1995, 1995). However, the majority of Serbian and Montenegrin intellectuals employed in those faculties, for their own interests, supported these branches because they had extra hours and material benefits from the commitment, since the staff with superior preparation in ASP of Kosovo was missing. So, the professors of the University of Belgrade, as personnel with scientific and academic titles, in addition to lecturing, were also engaged in commissions for the formation of new faculties that were opened in Prishtina during the 60s. In this way, they have helped in the establishment of these higher institutions, considering them as a “market for their engagement in supplementary work.” (Dushi, 2004).

The aforementioned information leads us to the conclusion that economic, political, demographic, social, and geographical factors were the key influences on the opening and operation of higher education institutions in Kosovo throughout this time.

2.2 Faculty of Philosophy

The Faculty of Philosophy was the first institution of higher education in Kosovo, as a branch of the University of Belgrade, and was created as a result of the great need for staff in secondary education. Although it was called a philosophical institution, in reality it was a pedagogical institution because it would prepare the top staff in linguistics, social sciences, and natural sciences. The Faculty of Philosophy was founded on the basis of the initiative of the Executive and People's Council of the Autonomous Province of Kosovo and Metohija and the Rectorate of the University of Belgrade(* The Board of the University of Belgrade, in the meeting held in June 1960, appointed the mother commission for the establishment and later leadership of the Faculty of Philosophy in Prishtina. The eldership had the following powers: it verified the statute,

curricula development, the position, the cooperation of the relevant institutions with other bodies and subjects, the personnel policy, raised the scientific level, announced the competition, certified the choice of teachers and collaborators, etc. The board of the institutions of higher education consisted of: members elected by the working community from among its ranks; members appointed by the founder from the ranks of scientific, professional, and public workers; members delegated by interested working communities and organizations; members whose students were delegated from among themselves; and the dean or director), with the law on amending and supplementing the Law on the University in 1960 (Official Journal of the SR of Serbia no. 23/60., 1960). According to the legal provisions, all higher educational institutions were governed by these bodies: the Board, the Directorate (Dean-Principal), the Scientific Teaching Council, the Professors' Council, the Council of Years, and branches (Demi, 2005). Within this faculty, there were the following branches: Serbo-Croatian Language and Literature; Albanian Language and Literature; as well as the Department of Mathematical and Natural Sciences, with the following branches: mathematics, physics, chemistry, and biology. Even though the branch of Philosophy was not opened at first, it was called the Faculty of Philosophy because it maintained the same structure as that of the University of Belgrade, namely the Faculty of Philosophy (35th years of the Faculty of Philology (1960-1995), 1995).

The teaching-scientific activity in the first year, 1960-61, began with a number of personnel of Serbian, Montenegrin, and Albanian nationality, such as: prof. Idriz Ajeti, prof. Hilmi Agani, and prof. Mehdi Bardhi, who had completed their studies and advanced degrees at the University of Belgrade, as well as at other universities of the SRF of Yugoslavia. Seven regular teachers and seven associates were employed in the teaching process, of which five were regular Serbs and five were associates, while two were Albanian teachers and two associates (Universiteti i Prishtinës (1970-1980), 1980).

In the first year, 97 regular students and 141 part-time students were registered, of which 60 Albanians, 32 Serbians, and Montenegrins, and 5 others were distributed

in different branches. As for part-time students, there is no data regarding nationality. In the academic year 1961-62, the following branches were added to this faculty: English Language and Literature; and Russian Language and Literature, meeting a need that Kosovo had for teachers in these fields. A year later, three sister branches were opened with those of the University of Belgrade: History, Pedagogy, and Geography (University of Prishtina (1970-2005), 2005), which would meet the needs of primary and secondary schools in Kosovo. In the Department of Geography, pedagogues were appointed from the University of Belgrade and Skopje, where teaching was conducted in the Serbo-Croatian language, with the academic leader Atanasie Urosheviçi (*A.Urosheviç was head of the Geography department at the Faculty of Natural Sciences at the University of Skopje. After retirement, he was appointed head of this department in Prishtina until 1968). The secretary was Mr. Musa Gashi, while Dr. Mark Krasniqi was the first lecturer, etc (40-vjetori i Departamentit të Gjeografisë, 2004).

Pedagogical opinion was an integral part of Yugoslav pedagogical opinion, which aimed at education in the spirit of social patriotism, which was under the influence of Soviet school and pedagogical thought. This opinion was processed in the Department of Pedagogy, as a high pedagogical institution in Kosovo, where a large number of pedagogues were affirmed, such as: Jashar Rexhepagiçi, Njazi Zylfiu, Njazi Azizi, Islam Krasniqi, Bektesh Bekteshi, Abdylaziz Veseli, Hajrullah Koliqi, etc. (Koliqi, Historia e arsimit dhe e mendimit pedagogjik shqiptar, 2012)

The Faculty of Philosophy started operating in the building of the Higher Pedagogical School because the building where this faculty would teach was under construction. After three years, specifically in the academic year 1963-64, they started their operation in the new building that had enough space and good conditions, such as classrooms, cabinets, a library hall, etc. Teaching was conducted in the Serbo-Croatian language, except for the branch of Albanology. Later, the subjects of General Pedagogy and General Sociology also began to be held in the Albanian language (Kosovo (Monographic overview), 2011).

Teaching in the Albanian language began to intensify only after 1966, with the fall of the Ranković regime and the greater involvement of Albanian staff, as well as the constitutional changes that took place in Kosovo (35th years of the Faculty of Philology (1960-1995), 1995). According to an article in the press of the time with the title: *“Can lessons also be held in the Albanian language”* (Rilindja, 1966), the Albanian students and pedagogues at the Faculty of Philosophy in Prishtina wanted to change the statute of the faculty and to be included in it, so that the lessons could be held not only in the Serbo-Croatian language, but also in the Albanian language, where there was a need and an opportunity from the pedagogues. As a result, bilingual education in primary and secondary schools in Kosovo was unequal because the Albanian language was optional for Serbo-Croatian language schools and parallels, while it was mandatory for all Albanian schools and parallels.

In this regard, the use of the Albanian language had to be regulated by law. On February 24, 1969, as a result of the engagement of political and intellectual subjects, the Assembly, as the legislative body of Kosovo, issued the “Constitutional Law”, which marked a progress in the ASP of Kosovo in the field of education. It emphasized the equal application of the Albanian, Serbo-Croatian, and Turkish languages in all political, social, and cultural institutions (Article 70). Specifically, according to the provisions of Article 71 of this law, it was emphasized that conditions for teaching in the mother tongue had to be provided in primary, secondary, high schools, and faculties (Demi, 2005).

In addition to improving the methods of instruction for the corresponding branches from 1960 to 1970, the Faculty of Philosophy also expanded its academic and scientific

endeavors. It published a number of scientific journals, including “Albanological Traces” in 1962 and “Bulletin of the Faculty of Philosophy” in 1963, as well as the Linguistic Consultation and the Symposium on Skanderbeg in 1968. Studies at the faculty lasted four years, and in 1964 the first 26 students graduated, while until 1970, 134 students graduated from the Albanology department, including 8 students of foreign languages, who were distributed throughout Kosovo, through secondary schools, in the Albanian Institute, which began work in 1967, influencing the fulfillment of the needs for Albanian language staff. The number of students always increased depending on the years and the formation of new departments and branches that were opened. This is reflected in the table below. It gives us the opportunity to see the increasing change in the number of Albanian students, from 60 in the first year, in 1960-61, to 1059 regular students in 1969-70 (35th years of the Faculty of Philology (1960-1995), 1995)

Therefore, it is evident from these statistics throughout the course of ten years that the number of students has increased. In the first year of study, there were only around 1/5 as many women as there were men. In part-time studies, this ratio was reduced by one-third. Despite an increase in enrollment in 1969–1970, there were few women enrolled in regular studies. With a ratio of 1 to 10, women were significantly underrepresented in this institution. Political, economic, material, family, and cultural factors, as well as the reduced participation of women in pre-university education, have undoubtedly had an impact on this. In 1960-61, the number of Albanian students in secondary education was 23,797, of which 7,548 were women (Kosovo and Metohija (1943-1963), 1963), which means that 1/3 were female students, or 31%, while in the faculty in the same year this ratio was 1/5, or 20%.

Year of study	Regular students	M (M)	F (F)	Part-time students	M	F	Total M	Total F
1960-61	60	48	12	102	68	34	116	46
1969 -70	1059	946	113	420	374	46	1479	159

Table 5. Attendance of the Faculty of Philosophy by Albanian students during the 1960s - 1970s(* Author’s overview, supported by monographic data of 35 vjet të Fakultetit të Filologjisë (1960-1995))

The management and leadership of the faculty depended on the University of Belgrade. Therefore, the leaders were Serbian and implemented the educational policies of the SR of Serbia. The Board of Education of the SR of Serbia in 1963, in accordance with the conclusions of its Executive Council, drew up the seven-year plan for the development of education, which envisaged the consolidation and stabilization of the network of superior schools and raising the standards of existing institutions. The need for the establishment of new institutions and the expansion of existing ones, in accordance with the economic and social developments, as well as the development and application of science and technology in the comprehensive economic-social development of the country, was felt everywhere (Dushi, 2004)

2.3 Faculty of Law and Economics

The preparation and expansion of the staff of economists and lawyers, who had to cope with the creation of the legal framework in every aspect of life in Kosovo and the application or adaption of federal legislation in this province, were necessary for the economic development of Kosovo. According to statistics, Kosovo had 166 lawyers and 77 economists in 1961, which was not enough to keep up with the rate of social and economic development. As a result, a higher education facility had to be established to train legal and financial staff. The People's Council of the Municipality of Prishtina took the initiative to establish the Faculty of Law and Economics during a meeting on February 27, 1961. The local chambers and the producers came to the consensus that they should approach the Executive Council with a request for the creation of this faculty. On the other hand, the KAKM economic organizations stated that they were ready to offer full financial support (Fakulteti Juridik-Ekonomik (1961-1971), 1971)

With the proposal of the Executive Council of KAKM, the creation of such an institution for the preparation of staff was required. KAKM at this time, being an administrative-territorial part of the RS of Serbia, according to its status, had no legal right to make decisions on issues of social, economic, and educational institutions. Thus, the People's Council of KAKM forwarded the proposal to the People's Assembly of the Republic of Serbia, which on June 23,

1961, issued the law for the establishment of the Faculty of Law and Economics in Prishtina (Official Journal of the Republic of Serbia, no. 28, June 23, 1961, 1961) This law stated that: "The faculty is an independent institution in the capacity of a legal entity"; article 3 specifies that "the faculty is within the University of Belgrade", so everything depended on the Board of the University of Belgrade, such as the employment of pedagogues and the approval of the statute, had to be in compliance with the legislation of the Republic of Serbia.

All members of the Board of the Faculty of Law and Economics in Prishtina were Serbs and Montenegrins, while after its consolidation, Albanians also participated, who had official positions and functions in KAKM. The first dean was prof. dr. Jovica Patërnogiq, while the vice dean was prof. dr. Mark Krasniqi.

At the solemn opening of this institution on October 7, 1961, many officials of political, social, and economic institutions were present both inside the country and abroad, including the deans of sister faculties from Belgrade, Nis, Novi Sad, Skopje, etc. At this solemnity there were many speeches, among which Fadil Hoxha (*Fadil Hoxha was the head of the Executive Council of KAKM) also spoke. Among other things, he called on all teachers, assistants, and students to transform this institution into an important pedagogical-scientific center for all nationalities "to help bring Kosovo out of economic and cultural backwardness and to improve the state of education within the SRF of Yugoslavia" (Fakulteti Juridik-Ekonomik (1961-1971), 1971)

The Faculty of Law and Economy started operating on October 11, 1961, in the building of the "Ivo Ljolla-Ribar" gymnasium, where the Higher Administrative School held classes, then moved to the building specially adapted for it on "Ramiz Sadiku" street in Pristina. The study plan was the same as that of the Faculty of Law and Economics at the University of Belgrade, with a few modifications. The program was mainly dominated by subjects in the fields of administrative, constitutional, political, economic, social, and institutional law of the Soviet system or school, with special emphasis on the Yugoslav one (Fakulteti Juridik-Ekonomik (1961-1971), 1971). In 1962, its first statute

Academic year	Nationality	Regular students	Part-time students	Total	Percentage %
1961-62	Albanian	94	114	208	24,79%
	Serbs, Montenegrins, etc.	126	505	631	75,21%
	Total	220	619	839	100%
1969-70	Albanian	900	354	1 254	47,16%
	Serbs, Montenegrins, etc.	659	746	1 405	52,84%
	Total	1 559	1 100	2 659	100%
1961-62 -1969-70	Total	5 612	9 845	19 234	Alb. 34,49% Serbs and others 65,51%

Table 6. Students, according to nationalities, registered at the Faculty of Law and Economics in the years 1961-62 and 1969-70(*Author's overview, supported by the data of the statements published by the Faculty of Law and Economics 1961-1971; Universiteti i Prishtinës 1970-1980; Universiteti i Prishtinës 1970-1990; Universiteti i Prishtinës 1970-2005)

was prepared, where it was emphasized that only Serbo-Croatian was the language of instruction. This scenario persisted up to the 1966-1967 academic year, when a new regulation authorized the use of Albanian as a second language for instruction alongside Serbo-Croatian, mostly in a few subjects taught by Albanian pedagogues. However, it wasn't until the University of Pristina was founded that the curriculum was fully created in both languages. In 1970, the Albanian language was fully incorporated.

Regarding the regular and associate academic staff, who were engaged in the first year of 1961-62 in the Faculty of Law, out of 24 lecturers, 9 of them were Albanians, 4 lecturers(*Hajredin Hoxha, Hasan Kryeziu, Ali Hadri, Mehmet Dushku) and 5 assistants(* Syrja Popovci, Gazmend Zajmi, Muhamet Puquku, Zejnullah Gruda, Rifat Osmani), while the others were Serbs, Montenegrins, and Macedonians. In the Economics branch, 13 teachers were employed from the regular staff, of which only 3 were Albanians(*Mark Krasniqi was an inordinar professor, Nuri Bashota and Fuad Rizvanolli were teaching assistants) The reasons for the minority of Albanian pedagogues should also be found in the small number of Albanians with higher education in these fields, in the small number of Albanian

students attending classes in these branches, as well as in the discriminatory policy pursued by Belgrade in the selection of staff.

During the time period 1961-1970, the following branches functioned in the Faculty of Law-Economics: Social-Political Science, Penal Science, Sociological Science, Civil Law, Economic Theory, Enterprise Economy (Fakulteti Juridik-Ekonomik (1961-1971), 1971). In addition to the development of the educational and institutional process, the Bureaucratic Center, the Humanitarian Law Center, the Socio-Economic Research Entity, the Criminalistics Museum, the Faculty Library, etc., were opened and operated in this faculty. Like every institution of higher education in Kosovo, the Faculty of Law and Economics had its difficulties, such as: the lack of suitable facilities for learning: halls, cabinets, laboratories; a lack of literature, especially in the Albanian language; staff, etc. These factors influenced the low efficiency of the studies. But there were other factors that influenced this issue, such as: the lack of places in student dormitories; the poor economic condition of students; the lack of university textbooks; the insufficient basis of staff in Kosovo, especially local ones; etc. (Faculty of Law (1961-1986) , 1986)

In the first year of the Faculty's work in the branch of law, a total of 63 regular students were enrolled, of which 30 Albanians, 32 Serbs and Montenegrins, and one other nationality, while 267 part-time students, of which 65 Albanians, 149 Serbs and Montenegrins, and 13 other nationalities. In the Economics branch, in the first year, 157 regular students were enrolled, of which 64 were Albanian, 89 Serbian and Montenegrin, and 4 of other nationalities, while 392 were part-time students, of which only 49 were Albanian, 131 Serbian and Montenegrin, and 12 of other nationalities (University of Pristina (1970-1990), 1990). In order to observe the state of students over the years in the national aspect as well as the method of study, we present below the processed data compared with the results.

From the data presented in the table above, the interest and capacity offered by this institution in the ways of regular and part-time study are very different, because the students who followed the part-time method were in larger numbers. The reasons in the first place were: the weak economic and family situation; insufficient school spaces so that students could attend lectures and exercises; transportation and housing difficulties; etc. Some of them

were busy with official and social work in institutions and economic organizations, and this form of study was more suitable for them. All these factors influenced the decision that even in the future, the demand for correspondence studies would increase.

If we compare the percentage of Albanian students to those of Serbs and others, we see that from the first year of 1961-62 to 1969-70, about 19,234 students were enrolled, among whom 34.49% were Albanians, while 65.51% were Serbs and others, which means that the number of Albanians was much lower in relation to the percentage of the Albanian population living in Kosovo, which was up to 67.1% (The official census of 1961 of the population of KAKM, 1961). Here we must also add the fact that in this institution there were also Albanian students whose families lived in other countries of the Republics of Yugoslavia, such as in the SR of Serbia, in Montenegro and in Macedonia. However, the number of Albanian students remained lower, compared to those of Serbs, Montenegrins, and others. This is also reflected in the statistical data over the years.

Graduating year	Albanian students	Serbian, Montenegrin students, etc.	Total	Percentage of Albanian	Percentage of Serbs etc.
1964	3	15	18	16,7%	83,3%
1965	7	43	50	14%	86%
1966	17	46	63	27%	73%
1967	26	33	59	44,1%	53,9%
1968	24	48	72	33,3%	66,7%
1969	30	42	72	41,7%	59,3%
1970	57	61	118	48,3%	51,7%
1964-1970	164	288	452	36,3%	63,7%

Table 7. Students, according to nationalities, who graduated in the years 1964-1970 in the branch of Law(*Overview prepared by the author, supported by the data of the overviews published by the Faculty of Law and Economics 1961-1971 and Faculty of Law 1961-1986)

Thus, in the first year, Albanian students had a participation rate of only 24.8% of Albanian students, compared to those of Serbs and others, who had 75.2%, while in 1969-70, this changed in a positive direction for Albanians, increasing to 47.2%. Therefore, Serbian and other students were more in participation compared to Albanians, always in relation to the population that Kosovo had in this period.

Seeing the large number of correspondence students since the establishment of this institution, especially the Serbian and Montenegrin ones, we come to the conclusion that a number of them came from countries outside Kosovo, specifically from Serbia and Montenegro, among others, to preserve their dominance and slavization in all political and economic institutions and, no doubt, in education, especially in higher education.

From the data in this overview, we draw some results and conclusions regarding the students who graduated by year and nationality. It is found that in the Faculty of Law from 1964-1970, there were graduated 452 students, of which 288 were Serbs and others, while 164 were Albanians, which is, otherwise, 63.7%, with 36.3%. This leads us to the conclusion that the number of Serbian and other graduate

students was greater. This is due to the fact that they made up the majority of the students enrolled in this faculty, as well as the fact that they had an advantage over Albanian students in terms of their language of instruction, literature, tradition, and other factors.

If we look at Albanian graduate students by year, they went from being % in the first year to 48.3 % in 1970, although the numbers stayed low when compared to Serbian and other graduates. Accordingly, the number of Albanian graduates increased on average in line with the number of students enrolled throughout time. However, there is a significant disparity between the overall number of students enrolled and those that graduate. Only 452 of the 19,234 students enrolled up until 1969-1970 graduated from this branch, accounting for 2.35 percent of the total. So, for a decade, from the 166 lawyers that Kosovo had at the beginning of 1960, another 452 lawyers were added until 1970. They would serve the judicial sector and state bodies; they would serve the Albanians as well as the population of other nationalities in solving legal issues. So, this was of great importance in the development of the justice sector in Kosovo and in other countries.

Graduating year	Albanian students	Serbian and other students	Total	Percentage for Albanians	Percentage for Serbians and others
1965	10	25	35	28,6%	71,4%
1966	10	27	37	27%	73%
1967	12	35	47	25,5%	74,5%
1968	24	31	55	43,6%	56,4%
1969	19	40	59	32,2%	67,8%
1970	25	54	79	31,6%	68,4%
1965-1970	100	212	312	32,05%	67,95%

Table 8. Students, according to nationalities, graduated in the years 1965-1970 in the branch of Economics (*Overview prepared by the author, supported by the data of the published overviews Faculty of Law and Economics 1961-1971 and Faculty of Economics 1961-1981)

Equally important was the branch for the preparation of specialists in the field of economy who would serve in the economic and commercial development of Kosovo. The table below shows statistical data for graduates in this branch of the faculty.

A total of 312 students graduated in the field of economics. If we compare them with the total number of students enrolled in this faculty in the years 1961-1970, we find that this ratio was low, namely 1.62%. The question arises, why was this number so small when the need for highly qualified staff was felt in the entire economic-social working sphere? If we compare the students by nationality, it can be seen that 67.95% were Serbs and others, while only 32.05% were Albanians. This means that the Albanian students who graduated were much fewer. According to the statistics, 25.5% of Albanian graduates in 1967 reached 43.6% in 1968. Despite the rise, this number was still inferior when compared to the number of Albanian students enrolled as well as the Serbs and other students who had graduated. Thus, from the 77 economists Kosovo had at the beginning of the 1960s, 312 more were added to it until 1970, but they were still unable to keep up with the demands of the economy and the changes that were occurring in Kosovo as well as throughout the entire SFR of Yugoslavia. Despite their small number, graduates in this field are critical to the overall economic development of the country.

The low rate of graduates in this field suited Serbian politics; it created opportunities for Belgrade to bring its staff to higher education institutions in Kosovo, from Belgrade, Niš, Novi Sad, etc., as well as specialists for leading and maintaining their influence on economic-social organizations and economic and administrative development in Kosovo. This was observed in every state, economic and social organization in the period of the 60s, including the list of leaders of the Faculty of Law and Economics in this period, where only five of them were Albanians.

The role of the University of Belgrade, in the operation and organization of work and the teaching process, in the selection policies of its officials, in the above branches, opened in Pristina, was very large. It was managed and led by Serbs and Montenegrins, just like any other educational institution or other economic enterprise. The Albanians only had the chance to lead this faculty with Dr. Mark Krasniqi after 1966, though they were accompanied by the Serbian vice-dean and the Serbian head of the Board. With the exception of Riza Sapunxhi and Zejnulla Gruda, who presided over the Board from 1968 to 1970, Serbs and Montenegrins made up the majority of the faculty's Board, the decision-making body. This came as a result of the efforts of intellectuals, students, and broad masses of the people against the discriminatory policies of inequality that Belgrade pursued towards the Albanians of Kosovo. Their

Method of study	Albanian students	Serbian, Montenegrin, etc. students	Total	Percentage of Albanians	Percentage of Serbians, etc
Regular	463	583	1 046	44,3%	55,7%
Part-time	50	153	203	24,6%	75,4%
Total	513	736	1249	41%	59%
Females in total	23	41	64	4,5%	5,6%

Table 9. Students at the Technical Faculty in 1969-70 according to nationalities, gender and method of studies(*Overview compiled by the author, supported by the data of the overviews published University of Prishtina, 1970-1980 & University of Prishtina 1970-1990 & University of Prishtina 1970-2005)

powerful political movements in the late 60s and early 70s were accompanied by political and constitutional changes and the beginning of equality in direction, since although it was widely propagated by Tito and the PKJ, in reality until this period it was not applied to the Albanians of Kosovo.

2.4 Technical Faculty

In addition to the need for higher technical schools in Kosovo, which had to prepare engineers for managing work in various branches like the industry of metallurgy, civil engineering, technology, etc., there was also a need for higher education for staff in the fields of education, law, economics, etc. The Technical High School of Prishtina, which opened its doors in 1961, helped in this respect. Its three subfields were civil engineering, electrical engineering, and machinery. On this structure was also built Prishtina's Technical Faculty.

On the initiative of the Executive Council of KAKM and the University of Belgrade, the Assembly of the Republic of Serbia passed the law on the establishment of the Technical Faculty in Prishtina (Official Journal of the Socialist Republic of Serbia, no. 41/64. Law on the establishment of the Technical Faculty in Pristina, 1964). It started operating in the school year 1965-66 with 138 regular students in the civil engineering department and had five professors and five assistants. In 1967-68, the Faculty of Machinery and Electrical Engineering of the University of Belgrade opened a branch near the Technical Faculty in Prishtina. For the first time, 47 Albanian students were enrolled in the branch of Electrical Engineering, which had two majors: Energy and Electrical Engineering and Telecommunications. 98 Albanian, 85 Serbian and Montenegrin, and other students were enrolled in the Machinery branch, which had two directions: Thermo-Energy and Energy Production (Universiteti i Prishtinës (1970-2000), 2000).

Due to a lack of regular teachers, classes were held and conducted only in Serbo-Croatian, with pedagogues from Belgrade, Novi Sad, Nis, and Skopje universities. In addition to external staff, Albanian staff were also hired who had completed their studies at these universities. It is worth mentioning the first Albanian pedagogue, engineer Nexhmedin Jagxhiu, the first doctor in the

field of mechanical subjects, as well as the head of this department (Fakulteti i Inxhinierisë Mekanike (1967-2002), 2002).

In all sections of the Technical Faculty in 1969-70, there were a total of 1249 students, of which 41% were Albanians and 59% were Serbs, Montenegrins, and others. To see the national and gender aspects, we present the following data in the following table:

Due to the characteristics of this faculty, the total number of regular students studying was significantly higher than the number of part-time students, as shown by the data. Albanian students made up 18% of the total enrollment, which was a decent number. However, the percentage was smaller when compared to the total number of students from other countries. While there was a noticeable disparity between the statistics of the faculty and those of other faculties during this time period in terms of nationality, it was less pronounced when it came to the faculty's extremely low proportion of Albanian women. This phenomenon also happened in higher schools and other faculties in this period of social-economic development in Kosovo. Women were less, or at all, included in the political, economic, cultural, and educational institutions of the general developments that Kosovo was going through at this time.

The general economic and social backwardness that characterized Kosovo at the time, the high rate of illiteracy, particularly among women, conservatism and fanaticism in the family, not taking it outside the walls of the house, etc., were the main barriers to Albanian women's participation in the educational process in general and higher education in particular. As for the graduation of the first students in this faculty, in 1970 there were 2 Albanian and 3 Serbian students, out of 138 who were enrolled in the first year (1965-66), which means only 3.6% of the students completed studies on time. Here too, the number of students of other nationalities dominated, as in the management and leadership structure of this institution, where initially all were Serbs and Montenegrins. Even the academic staff was mainly Serbian and Montenegrin. This is how the role and function that the University of Belgrade

School year 1969-70	Albanian stu- dents	Serbian and other students	Students in total	Percentage %
M	60	22	82	63%
F	30	18	48	37%
Students in total	90	40	130	100%
%	69%	31%	100%	

Table 10. Data for the first generation of students of the Faculty of Medicine(*Overview compiled by the author, supported by the data of the overviews published University of Prishtina, 1970-1980 & University of Prishtina 1970-1990 & University of Prishtina 1970-2005)

had in this faculty, as part of it, was clearly felt. In 1969, after the general changes and circumstances that were created in Kosovo, an Albanian leader came to head this institution. From its establishment until 1969, it was headed by prof. Stanko Petkovic, and in 1969, by prof. Hysen Muhaxhiri.

2.5 Faculty of Medicine

The economic and social development of Kosovo in the 60s would not have been complete without the developments in the health sector. At this time, the primary medical service in ambulances was expanded, and family medicine centers and hospitals were opened in the big centers of Kosovo. The need for a general practitioner to take care of the health of the population of Kosovo was great. Kosovo did not have higher schools to prepare medical personnel. There was a secondary school for training nurses. In addition to the establishment of the first faculties to meet the needs of staff from the main profiles of education, economics, jurisprudence, and administration, as well as with branches from engineering and technology, at the beginning of the 60s, interest in the preparation of staff also began, which would regulate the health system in Kosovo, for which no investment had been made by Belgrade until this time.

In addition to the lack of attention by the central government, the lack of qualified personnel, premises, laboratories, medical equipment, and others had an impact in this regard. For these reasons, the Kosovar population, especially the Albanian population, had a low level of awareness of medical care. The health of the population depended mainly on self-care and folk medicine since

there was no education in this field and there was a lack of proper propaganda about medicine and medical results. We should not leave out the Serb-Yugoslav policy in this direction, which was interested in the dissolution of the Albanian nationality during this period. For this reason, Belgrade delayed the opening of the Faculty of Medicine, which it made a fact at the end of the 60s.

The needs for health personnel in Kosovo after the Second World War were great. According to the data, there were only 21 doctors, 1 dentist, and 6 health workers, including nurses with secondary qualifications (Universiteti i Prishtinës (1970-1980), 1980), most of whom were Serbian and Montenegrin. For this reason, at the beginning of the 50th year, this institution was opened for the preparation of medical personnel. This situation pushed the institution of the Assembly of ASP of Kosovo, at the meeting held on June 17, 1969, to approve the law for the establishment of the Faculty of Medicine (Law on the establishment of the Faculty of Medicine, 1969). The Faculty is a part of the University of Belgrade, according to article 2, and the Board of the University of Belgrade is responsible for its functionalization, according to article 5.

The Faculty began its operation on December 4, 1969, with the first lecture on general medicine, held in the Faculty of Philosophy buildings (Universiteti i Prishtinës (1970-2000), 2000). The teaching process started with two regular teachers and 13 associates. (Universiti of Prishtina (1970-1990), 1990)The first dean of this faculty was Prof.

Dr. Osman Imami. In the first school year (1969-70), a total of 130 students were enrolled, of which 90, or 69%, were Albanians, while 40, or 31%, were Serbs and others.

According to the data in the table above, when we compare the Faculty of Medicine with other faculties that were established in Prishtina, we can see that this institution only permitted full-time study, while other faculties permitted part-time study. This occurred as a result of the studies' specificity, which required experience in addition to theoretical instruction, primarily at the General Hospital in Prishtina. Even after that, many continued to study full-time. Despite the fact that a majority of the population was Albanian, this faculty stood out from others where Serbs and Montenegrins predominated because there were more or a majority of Albanian students. The dominance of Albanian students was primarily caused by the acute shortage of staff and the Albanians' desire for this new field, but it was also due to a legislative decision made at the end of the 1960s that allowed the Albanians to demand that the quotas for students in both study languages be divided in proportion to the number of people living in Kosovo. The enrollment of a significant number of Albanian women as first-year students, which had not occurred in other faculties during this time, was the faculty's second unique and distinctive feature.

Like other faculties, the Faculty of Medicine experienced numerous challenges in its inception and functioning, including a shortage of facilities, personnel, laboratories, institutions, etc. However, assistance for this school came from other institutions, including Belgrade, Zagreb, Skopje, and Tirana after the University of Prishtina was founded. Due to the dedication of the teachers and students, who were aware of the requirements in this area in Kosovo, the process was successful (Shkëndija, 1975). Though it would take some time before the University of Prishtina officially opened, the founding and inauguration of the Faculty of Medicine in Kosovo, specifically in Prishtina, was crucial for the provision of medical staff. The demand for the opening of this university has been made since the demonstrations of 1968. The practical and legal conditions would also be met for this faculty, which covered a very important sector of society and the people of Kosovo, to create the foundations to establish the University of Prishtina.

Conclusion

The issue and the political-social context in which higher education in Kosovo advanced during these years were discussed in the paper "The Beginnings and Development of Higher Education in Kosovo, 1960-1970," and the features in various stages of its development that were typical for Kosovo were addressed. The development of higher education in Kosovo was necessary to meet the demands of the country's economic growth in areas like agriculture, the extractive and processing industries, and other sectors that were of interest not just to Kosovo but to the Federation as a whole. Also, the development of higher education was an irreplaceable sector to eliminate social backwardness as well as meet the needs of senior staff.

The situation in Kosovo at the beginning of the 60s was very serious as a result of the circumstances and political developments that came about as a result of the discriminatory rule exercised by Serbia, which did not allow the Albanian language to be official, prohibited holidays and national symbols, and had created inequality in state institutions and social organizations, where the Serbian minority had the majority. All these actions were aimed at Slavization and increased pressure for the gradual assimilation of the Albanian population. Political developments in Kosovo, after the fall of Ranković in 1966, were used by the people of Kosovo and mainly by the intellectual and political elements to raise demands for equality, freedom, and rights in education, culture, economy, etc. As a result, Kosovo's status position was advanced to that of general autonomy and constitutive part of the Yugoslav Federation.

According to statistical data, until the beginning of 1960, Kosovo suffered from a lack of personnel with higher education. In the absence of higher education institutions in Kosovo, specialists in various fields, such as economists, lawyers, professors, engineers, doctors, and others, had to be trained abroad. They had to continue their studies in the universities of the Federal Republic of Yugoslavia, specifically in Skopje, Novi Sad, Belgrade, and other university centers at the Federation level.

Higher pedagogical education was an important factor in the development of higher education in Kosovo. It contributed to the preparation of the teaching staff, which influenced the development of elementary and compulsory education. At the same time, higher pedagogical education raised the educational role of the school to a higher level because the authority of the teachers that were trained in these schools was respected by the people, especially the Albanian teachers. Students had high expectations of completing secondary school and continuing their education. But also, Yugoslav politics and the entire socialist system, which nationalized and collectivized work in enterprises and economic organizations, had a great need for qualified employees with high professional education. This is the main reason why these higher professional schools were opened in Kosovo in this period, because their foundations and development became the supporting basis for the opening of faculties in Prishtina. In the 1960s, higher vocational-technical education aided Kosovo in utilizing its natural resources for both internal and external economic development.

The higher professional institutions that were established during the initial stage of higher education growth in Kosovo between 1960 and 1969 did not provide the staff that was needed in the fields of education, the economy, and other areas of Kosovar society. As a result, the first faculties under the Yugoslav system had to be established in Prishtina at this time. Even though it was profitable and essential for Kosovo, this higher education development policy actually discriminated against Albanians, who made up the majority, because instruction was only provided in Serbo-Croatian, a language that was under the control and influence of Serbian educational institutions. Specifically, these faculties in Prishtina were branches of the University of Belgrade. According to its political-legal position, Kosovo did not have the right to create and form faculties in various fields, except for two-year high schools. The Socialist Republic of Serbia discriminated only against Kosovo and not against the Autonomous Province of Vojvodina, which had the same political staThe statistical data on the students and graduates of these institutions of higher education during the first phase of their development, 1960-1969, reveal an extremely

significant fact: Compared to Albanian students, Serbian and Montenegrin students and graduates predominated during this time. Women also participated far less than men in these higher education institutions. According to the data, Serbs and Montenegrins predominated in the faculties while Albanians dominated the leadership of the higher pedagogical and professional schools. This as Kosovo and allowed the establishment of an independent university, whereas in Kosovo it only extended its influence through the establishment of faculties in Serbian and as a branch of the University of Belgrade. The centralization and control exercised by Serbian policy towards Kosovo was clearly observed.

The Republic of Serbia's policy, which included the opening of these higher education institutions in Prishtina, the suppression of some higher educational institutions and the replacement of their faculty and academic staff with those from its universities, as well as the disproportionate number of Serbian and Montenegrin students who enrolled and graduated compared to Albanians, is what has led to Kosovo's colonization by the Slavic people and Slavicization of its higher educational institutions. Every piece of documentation was written in Cyrillic script and was in the Serbian language. Students from various nationalities living in Kosovo, particularly Albanians, were severely harmed by this. So these institutions were designed to achieve their political, economic, and state interests, violating the rights of the majority of Albanians to education in their mother tongue. But thanks to the political circumstances that were created at the end of the 60s, this changed for the benefit of the people of Kosovo and especially for the Albanian population.

A very important element, which emerges from the statistical data on the students and graduates of these institutions of higher education in the first phase of its development 1960-1969, is that in this period Serbian and Montenegrin students and graduates dominated compared to Albanian students. Likewise, women were much less involved compared to men in these institutions of higher education. The leaders of the higher pedagogical and professional schools, as presented by the documentation, were mostly Albanians, while the faculties were mainly

dominated by Serbs and Montenegrins. So this policy of domination by the Serbs continued until the opening of the University and independence from the institutions of higher education in Belgrade.

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