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1.02 Pregledni naučni rad/Review scientific article

UDK/UDC: 94:342:37-054:323.15(496.5:497)"1945/1974" (093)

DOI: <https://doi.org/10.52259/historijskipogledi.2023.6.9.205>

**THE EDUCATION OF ALBANIANS IN YUGOSLAVIA
AFTER THE SECOND WORLD WAR UNTIL 1974.**

Abstract: *The paper carefully deals with the constitutional aspect and the development of education in Yugoslavia, with special emphasis - Albanians. After the Second World War, Yugoslavia faced numerous problems both politically and economically. The first reforms that this country had to undergo initially required help from countries such as the Soviet Union. Among the first steps to be taken were the legislative reforms undertaken in 1946 by adjusting the Yugoslav Constitution. This constitution sanctioned important aspects of the political, economic, educational and cultural life of the country. The political life after the Second World War in Yugoslavia had undergone radical changes making it possible for countries like Macedonia to become independent states or to be created from scratch. The only country which was politically eliminated in this aspect was Kosovo, which was left under Serbia from 1945. By oppressing Kosovo politically in all aspects of life, Serbia exercised a segregationist policy towards the Albanian people of Kosovo. Harsh measures were exercised against the Albanian minority, including their relocation to Turkey through various Yugoslav-Turkish agreements, the imprisonment of many political personalities, etc. Political rights of expression were denied and political pressure continued at the national level. These forms were present continuously and did not stop until 1968 when the political situation began to change. Indeed, the Albanian minority in Yugoslavia made good use of the political circumstances after 1968 when, in general demonstrations in all the cities of Kosovo, they opted for more national rights and requested the establishment of the University of Prishtina. Non-Albanian minorities were included in the Yugoslav republics in all spheres of life. Since they were not in large numbers, their presence was not revealed apart from the Hungarians. The Hungarian minority also began to enjoy greater rights with the amendment of several articles of the constitutions of 1946, 1953, 1963 and 1974. The presence of Hungarian schools was evident with several such schools and a lot of students who were allowed to use and be instructed in their mother tongue. Other small minorities such as Russians, Bulgarians, Germans and others were few in number. The Albanian population in Yugoslavia was distributed across several republics such as Serbia, Kosovo, Macedonia,*

Montenegro and to a lesser extent Croatia and Slovenia. Political power in Yugoslavia which was largely led by Serbs until 1966 through the iron hand of Alexander Rankovic did not allow the Albanians to even use their national flag and to express any kind of dissatisfaction through various demonstrations or manifestations. The period between 1966-1974 was decisive for Albanians in Yugoslavia, especially since many important steps were taken in political terms, such as the replacement of Serbian politicians with Albanians, the establishment of many different schools and the massification of higher education in general. The Yugoslav constitutions with their reforms changed the direction of comprehensive development of political, social, economic and cultural life for all non-Albanian and Albanian minorities in Yugoslavia. The author has followed the descriptive and analytical scientific methods for dealing with this important issue for general historiography. A serious Yugoslav and Albanian literature covering this socially and scientifically important study has been used.

Key words: Education, Yugoslavia, Albanians, etc.

OBRAZOVANJE ALBANACA U JUGOSLAVIJI POSLIJE DRUGOG SVJETSKOG RATA DO 1974.

Apstrakt: *U radu se pomno obrađuje ustavni aspekt i razvoj školstva u Jugoslaviji, s posebnim naglaskom na Albance. Nakon Drugog svjetskog rata Jugoslavija se suočila s brojnim političkim i gospodarskim problemima. Prve reforme koje je ova zemlja morala provesti u početku su zahtijevale pomoć zemalja kao što je Sovjetski Savez. Među prvim koracima koje je trebalo poduzeti bile su zakonodavne reforme poduzete 1946. prilagođavanjem jugoslavenskog ustava. Ovaj ustav sankcionirao je važne aspekte političkog, gospodarskog, obrazovnog i kulturnog života zemlje. Politički život nakon Drugog svjetskog rata u Jugoslaviji doživio je radikalne promjene što je omogućilo da zemlje poput Makedonije postanu samostalne države ili da budu stvorene od nule. Jedina država koja je politički eliminirana u ovom pogledu bilo je Kosovo, koje je ostalo pod Srbijom od 1945. godine. Politički ugnjetavajući Kosovo u svim aspektima života, Srbija je provodila segregacijsku politiku prema albanskom narodu Kosova. Protiv albanske manjine primjenjivane su oštre mjere, uključujući njihovo preseljenje u Tursku kroz razne jugoslavensko-turske sporazume, zatvaranje mnogih političkih ličnosti itd. Uskraćena su politička prava na izražavanje i nastavljen je politički pritisak na nacionalnoj razini. Ti su oblici bili prisutni kontinuirano i nisu prestali sve do 1968. godine kada se politička situacija počela mijenjati. I doista, albanska manjina u Jugoslaviji dobro je iskoristila političke prilike nakon 1968. kada se na općim demonstracijama u svim gradovima Kosova opredijelila za veća nacionalna prava i zatražila osnivanje Sveučilišta u Prištini. Nealbanske manjine bile su uključene u jugoslavenske republike u sve sfere života. Budući da ih nije bilo u velikom broju,*

osim Mađara, njihova se prisutnost nije otkrila. Mađarska manjina također je počela uživati veća prava izmjenom nekoliko članaka ustava iz 1946, 1953, 1963. i 1974. Prisutnost mađarskih škola bila je očita s nekoliko takvih škola i puno učenika kojima je bilo dopušteno koristiti i biti podučavani na materinjem jeziku. Druge male manjine poput Rusa, Bugara, Nijemaca i drugih bile su malobrojne. Albansko stanovništvo u Jugoslaviji bilo je raspoređeno u nekoliko republika kao što su Srbija, Kosovo, Makedonija, Crna Gora i manjim dijelom Hrvatska i Slovenija. Politička vlast u Jugoslaviji koju su do 1966. godine većinom vodili Srbi gvozdenom rukom Aleksandra Rankovića nije dopuštala Albancima čak ni korištenje svoje državne zastave i izražavanje bilo kakvog nezadovoljstva raznim demonstracijama ili manifestacijama. Razdoblje od 1966. do 1974. bilo je odlučujuće za Albance u Jugoslaviji, pogotovo jer su poduzeti mnogi važni koraci u političkom smislu, kao što su zamjena srpskih političara albanskim, osnivanje mnogih različitih škola i omasovljenje visokog obrazovanja općenito. Jugoslavenski ustavi svojim reformama promijenili su smjer svestranog razvoja političkog, društvenog, gospodarskog i kulturnog života svih nealbanskih i albanskih manjina u Jugoslaviji. Autor je slijedio deskriptivne i analitičke znanstvene metode u obradi ove za opću historiografiju važne problematike. Korištena je ozbiljna jugoslavenska i albanska literatura o ovoj društveno i znanstveno važnoj studiji.

Ključne riječi: *Obrazovanje, Jugoslavija, Albanci itd.*

Introduction

In the period when the operations for the final liberation of Yugoslavia were still conducted, active preparations were made for the realization of the basic legal-political postulates for the implementation of the decisions made at the Second Session of AVNOJ, i.e. for the constitution of Yugoslavia on the new socialist principles.

Immediately after the collapse of fascist Germany, namely, after the elections of November 11, 1945, which were won by the "Popular Front" coalition, during the first meeting the newly constituted Constitutional Assembly ratified the Declaration that abrogated the Monarchy and proclaimed a republic on 29th of November 1945.¹ The declaration stated that Yugoslavia was a federal subject of equal people that have expressed their will to live together in Yugoslavia.² The first constitution was approved on 31st of January 1946 and stated that Yugoslavia consisted of six republics and autonomous circuits of PR Serbia. It should be noted that the first Constitution of Yugoslavia was designed on the Soviet Constitution

¹ Branko Petranović, *Istorija Jugoslavije 1918-1988*, knjiga treća, Socijalistička Jugoslavija (1945-1988), Nolit, Beograd, 1988, 300-301.

² Aleksandar Fira, *Ustavni razvitak socialisticke Jugoslavije*, "Trideset godina socialisticke Jugoslavije", Monos, Beograd 1975, 382-383.

from 1936. As this Constitution provided, the Government of Federal People's Republic of Yugoslavia was the highest executive and administrative body and it comprised of President, Vice Presidents, Ministers, the Head of Federal Planning Committee, and the Head of Federal Control Committee. The Constitution provided the powers of republics, autonomous districts, administrative and territorial units: villages, zones, urban areas, cities, regions, and districts.³

The economic, political, and social changes that took place in Yugoslavia during the 1946-1953 were initially regulated by laws and later by the Constitutional Law of Federal People's Republic of Yugoslavia from 1953. This law abrogated and modified an important section of 1946 Constitution, and provided new rights to manufacturers and working people, facilitated drafting of a governance form and content to working people and regulated relations between the Federation and republics, etc. This law was also subject to some modifications: The Presidium as a collective body was replaced by the President of the Republic, who was at the same time a President of Federal Executive Council. The Government was renamed as the Federal Executive Council. State secretaries and administrations have been introduced instead ministries and committees.⁴

The approval of 1963 Constitution was an additional important step towards Yugoslavian constitutionalism. This Constitution was known as the "card of self-government" since the model of self-governance was introduced to all aspects of a social life. The state was renamed as the Socialist Federal Republic of Yugoslavia or as "a federal state of equal and voluntary united people, a socialist democratic community based on power of working people and self-governance." The upgrade of constitutional position of Autonomous Province of Kosovo was undoubtedly an important issue. This province until the year 1963 was under the Socialist Republic of Serbia. Based on this Constitution, Kosovo was transformed into a Socialist Autonomous Province.⁵ But, on the pages of this Constitution we observed some changes: instead of two chambers now the Assembly contains of five chambers. Beside the Federal Executive Council there were now four additional self-governance committees: Economic, Educative-Cultural, Health-Social and Organizational-Politics.⁶

The new Constitution of 1974 and the Law on associated labor of 1974 reorganized the economy from up to down. Big and medium enterprises were transformed in smaller units, self-administered, and named basic organizations of associated labor. The main branches of economy were ship constructions, metallurgy, industry, agriculture, energy and mineral resources, transport, and telecommunication, foreign trade, and tourism.⁷

In February 1974 a new Constitution of Yugoslavia was approved. Based on the 1974 Constitution, the system of delegation was presented as a base that

³ *Ustav FNRJ 1946*, 1946, 21, 25.

⁴ *Ustavni zakon (1953)*, 1953, 1-3.; B. Petranović, *Istorija*, 300-301.

⁵ *Ustav (1963)*, 1963, 2.

⁶ *Ibidem*, 3.

⁷ Glen Curtis, *Yugoslavia a country study*, Library of Congress, Washington 1992, 231-240.

provides assemblies for all social-politic communities or communities of interests, including the bodies of social self-governance as well. The 1974 Constitution did not represent any major modification with regard to character and content of functions and relations in the federal state. The main feature was that Josip Broz Tito was nominated as a “termless” President.⁸ Apart from establishing the internal political order and the development of the economy, the state paid great attention to the development of social activities.

Albanians in Yugoslavia (1945-1974)

In the collective memory of the Albanians in Yugoslavia, the historical period 1945-1966 is remembered as the time of Aleksandar Rankovic, the former Minister of Internal Affairs of Yugoslavia, who was in charge of the killings, imprisonments and displacement of Albanians to Turkey.⁹ The structures of the Communist Party of Yugoslavia and the Anti-Fascist National Liberation Council of Yugoslavia did not agree with the Resolution of the Bujan Conference (31 December 1943-1 and 2 January 1944) which provided for the right of the Albanian people to self-determination, i.e. unification with Albania. The dissatisfaction of the Albanian people of Kosovo was clearly felt and thus concrete steps were taken for an organized resistance.

The partisan unit Albanian fighters were sent away from Kosova and massively liquidated to facilitate the Serb re-occupation of Kosova and prevent the realisation of the Bujan Conference's decisions to Kosova's self rule and unification with Albania, which was also the main aim of the war against fascism. Some 3.760 Albanians of Kosova were killed in the Tivari massacre. By order of the Yugoslav Command, issued in January 1945, for the mobilisation of the Albanians from Kosova, who should fight in Trieste (in order to send them away from Kosova), the Yugoslav partisans, in cooperation with Albanian partisan units, gathered 5 400 armed people, members of the partisan units and nationalists from Mitrovica, Prizren, Vuciterne, Podujeve and Pristine. Deceived, they were disarmed and forced to march from Prizren through the Albanian northern lands to arrive in Tivar. During the march the sick were left aside and done away with. Some 80 people were killed in Tivar, a coastal city. The rest was shot dead in an hour. Surviving from Tivar were around 1 500 people, who continued their way to Trieste. The victims killed in Tivar were either set to fire or thrown into the sea.¹⁰

But before these events in Kosovo there was great dissatisfaction from the people of Drenica led by Shaban Polluzha in January and February 1945, who fought with thousands of fighters against the Yugoslav military power. Thus, we

⁸ *Ustav Socijalističke Federativne Narodne Republike Jugoslavije*, (1974), Beograd 1974, 1-3; B. Petranović, *Istorija*, 412-413.

⁹ Memli Sh. Krasniqi, *Kosova (1981-1989), Fillimi i shpërbërjes së RSF të Jugosllavisë*, Instituti Albanologjik, Prishtinë 2021, 31.

¹⁰ <http://www.hri.org/news/balkans/ata/1996/96-09-19.ata.html#03> (revised 18.6.2022).

have the fight for the liberation of Ferizaj on December 1, 1945, the fight for the liberation of Gjilan in January 1946. But before these events in Kosovo there was great dissatisfaction from the people of Drenica led by Shaban Polluzha in January and February 1945, who fought with thousands of fighters against the Yugoslav military power. The most tragic case took place in Bar on April 1, 1945, where many people were killed in one day.

This resistance of the brave people of Kosovo had great consequences because the military administration was declared on February 8, 1945, and the Albanian patriotic resistance was extinguished with blood. Serbo-Montenegrin structures launched actions for the annexation of Kosovo by Serbia. The Conference of the National Liberation Council of Kosovo was organized in Prizren on July 8-10, 1945, where the draft resolution for the annexation of Kosovo and Metohija to Serbia was approved". Thus, on September 3, 1945, the Assembly of Serbia approved the compilation of the law on the "Autonomous Region of Kosovo and Metohija". Such a policy led by Serbia further stimulated the Albanian intelligentsia and so in 1945 the Albanian National Democratic Committee was formed which committed to national liberation and unification. This organization was discovered and its members such as Ajet Gërguri, Gjon Sereçi, Ymer Berisha, Marie Shllaku etc. were imprisoned and convicted. The great pressure on the Kosovo Albanians went on increasing even after the Resolution of the Inform-bureau in 1948, also after the breakdown of Albanian-Yugoslav relations this same year. After this act, another 436 Albanians were imprisoned who were labelled as supporters of this movement. Serbian politics reached its peak in 1955/1956, with the Action of Weapons throughout Kosovo. The savage Serbian campaign led by the State Security tortured 30,000 Albanians whereupon dozens died. In 1956, the Prizren Process took place, where many Kosovo Albanian communists were accused of being spies.

The situation did not stop at all and Yugoslavia, which had the Serbian wing at its expense, made a verbal agreement with Turkey in 1963 for the displacement of Albanians. This policy was implemented within the years 1953-1956 when over 200 thousand Albanians were displaced from all over Yugoslavia.¹¹ Developments in Yugoslavia and Kosovo began to change after July 1966 when Aleksandar Rankovic was dismissed from his position in the Brioni Plenum. Kosovo Albanians began to breathe more freely. Even Kosovar politicians, all communists of the time, got encouraged and utilized the new political developments with maturity.

The political discussions on the constitutional amendments (1967, 1968) were led by Fadil Hoxha as the Speaker of the Assembly of Kosovo, who led the idea that Kosovo should be an equal Republic within the Yugoslav Federation. The idea for the Republic of Kosovo was extinguished after Tito did not accept its realization and implementation.¹² People's dissatisfaction reached its peak with the

¹¹ Emine Bakalli, *Përballje historiofratike*, Instituti Albanologjik-Prishtinë, Prishtinë 2015, 111-115.

¹² Shkodran Imeraj, *Kosova 1968-1990*, Instituti i Historisë-Prishtinë, Prishtinë 2021, 33-55.

demonstrations held in Kosovo in October and November 1968¹³ where the demand for a Republic was raised by Kosovar citizens and students. Kosovo gained greater powers with constitutional changes made in Yugoslavia whereupon it became a “federal entity”.¹⁴

The 1968 demonstrations in Kosovo were highly influential. They also shook the foundations of Kosovo, worrying the communist leaders. The main slogans were: *We want University*”, “*We want a Republic*, etc.¹⁵ Kosovar political leaders also criticized the Serbian communists at this time, saying that their propaganda towards Kosovo was huge and this was attributed to Belgrade Serbs within the structures of this state.¹⁶

The Albanians of the Socialist Republic of Macedonia that was formed in 1945, remained as a population without rights and proper treatment. To give a picture of Albanians in this country, it is necessary to present an objective history. Albanians experienced great terror from the Macedonian military forces. The dissatisfaction of the population led to the formation of illegal organizations with Albanian national tendencies. Thus, the patriots Hasan Bilalli, Hafez Tahiri, etc. made a great contribution to the formation of the Macedonian branches of the Albanian National Democratic Organization. Branches of this organization were opened in Skopje and Tetovo where they acted with great dedication.¹⁷

After 1953, there would be a large displacement of Albanians in the territories of Macedonia, encouraged by the Yugoslav-Turkish agreements. In view of this idea, prof. Hivzi Islami writes that after 1950 there were special services that prepared displacement documents starting from the change of nationality, preparation of displacement documents, passports, visas, etc.¹⁸ There are different opinions about the displacement of Macedonian Albanians in Turkey. By utilizing the statistical data gathered by the Macedonian researcher Dr Anakioski, Professor Zeqirja Neziri claims that during the period 1955-1958, around 160 thousand Albanians were deported.¹⁹ The decisions of the Brioni Plenum and its distortions had affected the entire Yugoslav state and the Republic of Macedonia as part of it. The echo of the implementation of the decisions of the Plenum was implemented in Macedonia with the formation of various commissions for the punishment of crimes committed by the Yugoslav State Security Service. The good thing about all this was that commissions were formed in different cities where the Albanian nationality was greater, such as Debar, Tetovo, Gostivar, etc.

Albanians in this country had a series of demands from 1968 onwards. The intellectuals who had the courage to raise their voice included: Mehmedali Hoxha, Mehmetrizza Murtezani-Gega, Imer Imeri, Rrezak Halimi, Jusuf Rexhepi, Harun

¹³ Sh. Imeraj, *Kosova*, 33-55.

¹⁴ *Ibidem*, 33-55.

¹⁵ *Ibidem*, 33-55.

¹⁶ *Ibidem*, 33-55.

¹⁷ Zeqirja Idrizi, *Pozita e shqiptarëve në Maqedoni pas Luftës së Dytë Botërore*, Tetovë 2003, 39.

¹⁸ Hivzi Islami, *Kosova dhe shqiptarët çështje demografike*, Prishtinë 1990, 83.

¹⁹ Z. Idrizi, *Pozita e shqiptarëve*, 39.

Jakupi, Sali Ramadani, Mahmut Hysa, Masar Kodra, Nexhmedin Besimi, Latif Ibrahim, Sali Saliu. The position of the Albanians of Macedonia was scarcely represented in economic terms. The employment of Albanians was extremely low even in cities where most of the inhabitants were Albanians, whereas in cities with Macedonian majority population, this was not even questioned.

A great impact at this time in articulating the presentation of events as they were, was presented by the writings of Albanian journalists who were employed at the newspaper "Flaka e Vllaznimit". Ali Aliu, a journalist and literary critic, caused a stir with his article *A close-up look on Tetovo* which he published in four sequels in this newspaper. In fact, the author reflects the real situation of the Albanian population in this city, best expressing the situation and position of the Albanian population in Macedonia. The position of the Albanians was also discussed in the 14th Plenum of the Communist League of Macedonia, where participants such as Kadri Jakupi, Azem Zylfiqari, Hysen Ramadani, Sefedin Sylejmani, Sadik Sadiku, etc. were also active in the discussions. The main goal of the Albanian speakers was to bring the status of the Albanians to the level of a nationality. Thus, this Plenum approved the decisions for the Albanian population to have an advancement of their status in Macedonia.²⁰

Demonstrations of Albanians in Macedonia began on December 22, 1968. Well-known intellectuals such as Abdullah Kalishta, Selajdin Hyseni, Harun Jakup, Mahmut Bajraktari, etc. were arrested. The echo of the demonstrations caused a great commotion in Macedonia and Yugoslavia, where the press presented these organizations. The adoption of the constitutional amendments of 1971/1973 gave the Albanians the right to use the national flag in the main cities mainly inhabited by Albanians and raised the position of Albanians to the Albanian nationality.²¹

The Albanians of Montenegro have shared the same fate with the Albanians from the rest of Yugoslavia. After the Inform-bureau, 25 Albanians from Montenegro served their sentences. After the Brioni Plenum, in all sectors of the Ministry of Internal Affairs of Montenegro as well as in the municipal ones, activities such as meetings, consultations, reviews, etc., related to the distortions of the Yugoslav State Security were held. These events were important for Albanians because they began to see the mistakes towards the Albanian population in Montenegro. Municipal committees where Albanians lived in Montenegro as in Ulcinj, Bar, Podgorica, Rozaje and Plava began activities to implement the policy of equality of members of the Albanian people. As a priority they had determined the improvement of the conditions in the Albanian schools, the employment of more Albanians in the public administration and in the working organizations, in the introduction of bilingualism in the official communication in the municipalities and the working organizations. After this year, i.e., 1966, some positive steps were taken to improve the position of Albanians in Montenegro. One of the events that echoed in this period was the placement of the national flag in Ulcinj. As early as May 1,

²⁰ Qerim Lita, *Problemi shqiptar në RS të Maqedonisë 1966-1974*, Logos, Shkup 2021, 150, 151.

²¹ *Ibidem*, 394, 395.

1968, the Albanian national flags were fluttering.²² The first demonstrations organized by the Albanians in Montenegro were in June 1969. This event was organized by primary school students in Ulcinj who got to the main streets of the city and held small flags in their hands, including the small bust of Gjergj Kastrioti Skënderbeu, etc. This manifesto was immediately described as a nationalist act directed against the brotherhood-unity and the breakdown of relations between Montenegrins and Albanians. The situation and position of the Albanians of Montenegro was the same after 1974 where the Albanian population was a minority population in this country and had no opportunity to make decisions in the state, except in small cities like Ulcinj and some others.²³

Albanians living in the territory of Serbia experienced unfavorable circumstances for the normal development of daily life. Dissatisfied with the political developments that took place in Yugoslavia, namely with the remaining Albanian population of Presevo, Medvedja and Bujanovac under Serbia and the violence exercised by the Serbian state, the Albanians came to this part in order to survive this violence and to respond to it with various forms of resistance. In 1945, the National Democratic Organization extended to the Presevo Valley. With the network expansion of this organization, since 1946, the killing and arrest of many resistance activists had begun. Trials were organized for the arrested, where military courts handed down death sentences. In Presevo and the surrounding area, activists such as Hilmi Qerimi, Abdullah Velju, etc. were active.²⁴ In 1948, after the announcement of the Resolution of the Information Bureau, repression, violence, and terror began against the Albanians of the Presevo Valley, who never agreed to this difficult economic and political situation.

A pan-Albanian request was expressed in Presevo at that time and Albanian citizens, through their signatures, expressed their centuries-old demand for unification with Kosovo and Albania. After the administrative-constitutional changes and especially with the Constitution of 1947, it was determined that the district of Presevo would be part of the Republic of Serbia, whereas from 1947, the center of the Presevo district was transferred to Bujanovac.²⁵ The anti-Albanian activity in the Presevo valley reached other dimensions in 1955/1956. In the area of Presevo and Bujanovac, in the years 1956-1966, to a large extent, Albanians began to declare themselves Turks in order to obtain documents for relocation to Turkey. They did this because they saw no other way to escape from the state violence and pressure and to pursue a better and more peaceful life. The Brioni Plenum and its outcomes led to significant changes in the Presevo Valley. Thus, from the mid-1968

²² Hajrush Hajdari, *Pozita kushtetuese-juridike dhe politike e shqiptarëve në Mal të Zi nga viti 1945-1990*, Art Club, Ulqin 2021, 520-521.

²³ *Ibidem*, 520-521.

²⁴ Ilir Zylfiu, *Shqiptarësia e luginës së Preshevës ndër shekuj*, Shkup 2019, 277.

²⁵ Ardian Emmini, *Presheva në rrjedhat e historisë (shek.XX)*, Instituti i Trashëgimisë Shpirtërore e Kulturore të Shqiptarëve në Shkup, Shkup, 2016, 142.

in Presevo, the national flag began to be used, along with other flags of the Federation.²⁶

The demonstrations of 1968 in Kosovo made many Presevo members join this movement. We should mention personalities like Gjyndyz Jusufi who read the demands for the then government, in 17 items, in front of the protesters. In addition, on November 28, 1968, in a high school in Presevo, Prof. Ramil Nuhiu explained to the students the importance of demonstrations and initiated the organization of the flag day reception.²⁷ It is worth mentioning that the illegal Albanian movement was very present in the Presevo region either through different personalities or different groups. Thus, we should mention some active groups at the time, such as "The Committee for the Unification of Kosovo with Albania" which was led by Aliu Aliu and Kadri Osmani from Presevo. This organization was founded in 1960. Other groups included "The Revolutionary Group" that was formed in 1973 by Kadri Osmani.²⁸ It is interesting that Albanians were largely present in these Republics and very little in Bosnia and Herzegovina, Vojvodina, and Slovenia where Albanians constituted a very sensitive minority and had no influence at all on the civic life there.

The development of albanian education in Yugoslavia after world war until 1974.

According to the scientific theories that address the issue of the complexity of the content of the term minority, it should be studied in several directions: historical background, as a political issue, as an issue in international relations and as a legal issue. In the historical background the term minority means a community of individuals who are subject to changes over the different time periods. As a result, the community creates its own history which is linked with the history of the state where the community lives, as well as with the history of the mother state. As an issue in political sciences minority represents a group that differs from the majority due to some ethnic or national features, or issues related to the nation and national identity. As a legal issue minority includes a group of individuals who have their rights as a citizens in a certain state while as an issue in international relations minorities may be considered as a bridge in relations between two neighboring states, or contrary, they may be a cause of disagreements or conflicts between the mother country and the country they live in.²⁹ As multinational state, the Yugoslavian leadership have implemented the position and the rights of the national minorities in the established model of the treatment of the national issue. Namely, Tito has paid a crucial attention to the national issue as a very important aspect of

²⁶ A. Emini, *Presheva*, 151.

²⁷ *Ibidem*, 151.

²⁸ *Ibidem*, 151.

²⁹ Sonila Boçi, *Minoritetet në Shqipëri midis identitetit dhe integritetit 1939-1949*, Instituti i Historisë-Tiranë, Tiranë 2012, 23.

the internal policy that should have been pillar of the stability of the multinational state. Yugoslavia perceived itself as a multinational state consisted of six constituent peoples and several national minorities, which were to be firmly united in the new socio-political reality. Their rights were guaranteed by separate articles that were part of all constitutions of the country. Thus, two autonomous provinces were created beside the six republics but within Serbia: Vojvodina and Kosovo, and Yugoslavia also found the formula of “Brotherhood and Union” – which supposed to be ground for equal rights to all nations and nationalities living in Yugoslavia.³⁰

Thus, the first Constitution from 1946, through a summarized manner provided the position of nationalities, establishing and guaranteeing the specific rights deriving from their special position. We may observe here that the position of minorities was described by Article 13 of 1946 Constitution. This article declares that national minorities in the Federative People’s Republic of Yugoslavia enjoy the right of their cultural development and of use of their mother tongue.³¹ The Article 21 guarantees the rights, freedoms and responsibilities of national minorities as citizens: first of all, it is the principle of equality - all citizens were equal in front of the Constitution and all citizens were equal regardless their nation or religion.³²

The Yugoslavian Constitutional Law of 1953 didn’t affect the minorities, but the Article 4 guaranteed the freedom and rights for any citizen. The Federal Constitution of 1963, the republican constitutions, and the statutes of autonomous provinces of that year, marked an important turning point over the legal and constitutional position of nationalities in Yugoslavia. The enforcement of an accelerated economic development policy over the undeveloped zones inhabited by nationalities, particularly in Kosovo, improved social-economic conditions to achieve the status of a nationality. The Constitution of 1963 also presented an important novelty about the determination of the term nationality. The term “nationality” was used instead the term “national minority”, initially as a provisional term, that means a gradual achievement of an equal position. The modification of federal and provincial laws, as well as other regulations, stemmed from the need to adjust these regulations with the new constitutions, which also contains broader and more specific provisions about the position of nationalities; they marked also an increasingly and more obvious transition over the establishment of specific rights of nationalities on regulation of their equal position toward other nations in Yugoslavia.³³

³⁰ Katrin Boeckh, *Ethnic minorities in Socialist Yugoslavia 1945-1990: Compromises Until the End*, in: *Minorities in the Balkans. State Policy and interethnic Relations. (1804–2004)*. (Ed. by Dušan T. Bataković). Institute for Balkans Studies, Serbian Academy of Sciences and Arts, Belgrade 2011, 205-220, 208.

³¹ Nina Baltic, *Theory and Practice of Human minority under the Yugoslav communist system*, European Academy, Bozen-Bolzano, 2007, 30-31.

³² Kosta Jončić, *Položaj i razvitak narodnosti*, “Trideset godina socijalističke Jugoslavije”, Monos, Beograd 1975, 404, 405.

³³ *Ibidem*, 404.

As stated above we may conclude that nationalities were treated differently throughout years in Yugoslavia. From 1963, the Hungarian and Albanian nationalities began to gain more rights which were guaranteed with constitutional law. Yet, Yugoslavia increased the rights of nationalities especially in the field of education, science, and other cultural activities with the Constitution from 1974, enabling them to achieve the peak of their overall development in the years after the 1974.

The 1974 Constitution regulated more specifically the legal-politic position of nationalities. The Article 245 declared that nations and nationalities are equal; the equal position of nationalities was also expressed in other provisions of the Constitution. Thus, Article 1 described Yugoslavia as a federal state with equal nations and nationalities. The Article 244 declared that nationalities and other people of Yugoslavia, all being equal should pay efforts to guarantee following joint elements in Yugoslavia: sovereignty, equality and national freedom.³⁴ The Article 246 provided that the language and literacy of all nations and nationalities are equal in Yugoslavia; the languages of nations are in official use, whereas the languages of nationalities are regulated in accordance with the Constitution and the federal law.³⁵ Article 170 guaranties the right of liberty and free expression of national being or nationality; the citizen holds the right not to declare his/her national being or may choose any other nationality. This article expresses the right of nationalities on free use of their language that consists of individual rights for education, cultures, governmental activities, decision making and self-governance.³⁶ Article 214 provided the right of citizen of a nationality to express his or her culture. This article specifically guaranties the right for education of teaching in their mother tongue.³⁷

The first school was the Higher Pedagogical School in Prishtina that started working on October 1, 1958, and in June the first students graduated. The second high school that opened in Prishtina and started working in 1959/1960 was the Higher Administrative School which later served as support for the opening of the Faculty of Law. The first students graduated in 1961. The Faculty of Law was the first faculty to open in Kosovo. In the first year 1960/1961 97 full-time students were enrolled. We should also mention the other high schools in Kosovo that operated during the 1960s. The Higher School of Economics and Commerce in Peja started working in October 1960 and enrolled 103 full-time students. The Agricultural High School started working in the 1960/1961 school year with 60 full-time students and based on this school, the Faculty of Agriculture was established in Prishtina. The Higher Technical School in Prishtina began work in 1961/1962. The Technical High School in Mitrovica started working in the school year 1961/1962, financed by the Trepça Plant in Mitrovica. The Higher Pedagogical School “Xhevdet Doda“ in Prizren was initially opened as a branch of Prishtina but was founded in 1962. The Higher Pedagogical School “Bajram Curri” in Gjakova

³⁴ *Ustav Socijalističke Federativne Narodne Republike Jugoslavije, (1974)*, Beograd 1974, 87.

³⁵ *Ibidem*, 88.

³⁶ *Ibidem*, 69.

³⁷ *Ibidem*, 80.

started working on October 1, 1967. The teaching was conducted only in Albanian with three learning groups.³⁸ After many preparations, on February 13, 1970, the Constituent Assembly of the University of Prishtina was held, and on February 15, 1970, a solemn meeting of the Constituent Assembly of the University of Prishtina was held. The establishment and start of work of the University of Prishtina was a great achievement because for the first time in Kosovo it was possible to pursue higher-education studies.³⁹ In the first beginnings of the University of Prishtina, this institution had 12,500 students, of whom 55% were Albanian, 28% Serbian, 7.3% Montenegrin, 1.2%, 7.6% Turkish; lectures were held in two languages in order to maintain coexistence between peoples. From this time, the University of Prishtina started its cooperation with the University of Tirana.⁴⁰

The Albanian nationality in the SR of Macedonia enjoyed its status with the constitution of 1974. Until 1974, the journey of the Albanian population in this republic, went through a national minority which did not enjoy equal rights with the Macedonian population. Below we provide a brief overview of the institutional educational development of Albanians in SR of Macedonia. Within the framework of the cultural, educational and minority policy of the state, the Albanian population in the People's Republic of Macedonia, as well as in other areas in Yugoslavia where they lived in large numbers, had the right to be educated and develop their culture in their mother tongue. Thus, starting from 1945, in addition to literacy courses for the literacy of the illiterate population, the opening of primary schools in Albanian languages, the production of teaching staff and teaching materials, the inclusion of youth in higher education,⁴¹ the press was also a significant segment of the efforts for cultural and educational emancipation of the population as a basis for the further progress of the country.

Although in extremely difficult socio-political conditions, by the end of the 1945-1946 school year, in Macedonia we find a network of schools in the Albanian language. In 14 districts inhabited by Albanians, 152 primary schools had been opened, with 259 classes and 12,812 students. In the school year 1946/1947 there were 174 schools with 313 classes with 20,202 students and 250 teachers. The development of education among the Albanian population in Macedonia marked a more significant increase during the school years 1958-1968. Starting from 1968 the establishment of vocational high schools for the Albanian population in Macedonia begins for the first time ever. Four vocational high schools with 21 classes were opened, with different profiles, involving 367 students and 60 teachers.⁴² The education of Albanian students at the University of Skopje has been a challenge over the years.

³⁸ Grup autorësh, *Kosova në vështrim enciklopedik*, Toena, Tiranë, 1999, 179-1981.

³⁹ *Ibidem*, 16.

⁴⁰ Miloš Misović, *Ko je tražio Republiku Kosovo 1945-1985*, Narodna Knjiga, Beograd 1987, 323-335.

⁴¹ Н. Жукова, *Културно-просветни појави и процеси во Македонија (1944-1953)*, ИНИ, Скопје 2003, 32-33.

⁴² Z. Idrizi, *Pozita*, 116-119.

In the Socialist Republic of Macedonia, the rights to education and culture were enjoyed in general for the Albanian minority in this country. Thus, well-known newspapers such as “Flaka e Vllaznimit”, “Jehona”, “Gezimi”, “Fatosi” etc. played an educational role.⁴³ In the academic year 1971/1972, the Department of Albanian Language and Literature was opened at the Faculty of Philosophy in Skopje.⁴⁴

The participation of Albanians in this institution from 1954/1955 was initially with 83 Albanian students, while in the Higher Pedagogical School of Skopje that year there were only 52 Albanians. In the register that we have extracted from the state statistical office of the Republic of Macedonia, it results that during the years 1955-1962 in all faculties and high schools of Skopje, 298 Albanians graduated. Progressive steps were taken in higher education by opening the Albanian Language Lectorate in 1951, and the Albanian Language and Literature Seminar in 1959.⁴⁵ In 1952/1953 the Albanian language group was opened within the Higher Pedagogical School in Skopje, while in 1965/1966 the Pedagogical Academy was opened in Skopje with the first groups being taught in the Albanian language.⁴⁶

The Albanian population in Montenegro had strong roots in this country from the year 1878, i.e., when the Congress of Berlin happened, to continue through the Balkan Wars up to the Second World War.⁴⁷ The Albanian population until 1974 never enjoyed the status of nationality in the Republic of Montenegro. However, we considered it relevant to include the educational development of Albanians in this republic.

By mid-1945, with the decision of the Ministry of Education in Montenegro, the opening of new schools began in other places inhabited by Albanians. By 1955, eight-year schools were opened wherever possible in Albanian areas. In the school year 1955/1956, education in Albanian was replaced by that in Serbian language. This clearly shows that the orientation of Albanian schools in the Serbian language was not a wish of the Albanian parents but an imposition of the Montenegrin state.⁴⁸ In the school year 1965/1966, the first gymnasium was opened in Ulcinj, i.e., the first high school in the Albanian language in Montenegro. This was a great historical event for Albanian education. The first class had 28 students and they were not only from Ulcinj but also from Kraja and Malwsia. In the school year 1971/1972, in Tuz 2 classes were opened in the Albanian language as separate

⁴³ Marijana Stamova, Albanci u Jugoslaviji od kraja 60-ih do početka 80-ih XX stoljeća, *Historijski pogledi*, god. IV, br. 5, Tuzla 2021, 140. (<https://doi.org/10.52259/historijskipogledi.2021.4.5.130>).

⁴⁴ *Ibidem*, 140.

⁴⁵ Vullnet Starova, *Kombësia shqiptare në dritës e jetës së përbashkët në Maqedoni*, Shkup 1987, 19.

⁴⁶ Z. Idrizi, *Pozita*, 132.

⁴⁷ Nail Draga, *Albanci u Crnoj Gori*, Art Club, Ulcinj 1995, 9-10.

⁴⁸ Hajrush Hajdari, *Pozita kushtetuese-juridike dhe politike e shqiptarëve në Mal të Zi nga viti 1945-1990*, Art Club, Ulqin 1999, 300-306.

physical classes of the Gymnasium “Slobodan Shkroerovic” of Titograd. These two schools were the foci of the Albanian education in Montenegro.⁴⁹

It is necessary to provide an educational overview of Albanians in the Republic of Serbia. Albanians there were organized within the municipalities of Presevo, Bujanovac and Medvedja. Although small in number compared to the total Serbian population in this Republic, they did not enjoy the right of nationality under the Yugoslav or Serbian constitution.

Primary schools in all Albanian areas, including the Presevo Valley in the period 1945-1948 functioned based on a document from the Ministry of Education of the Yugoslav Federation, issued on August 10, 1945, entitled “Directions for the work of schools of national minorities”. This document defined when a school with instruction in the minority language could be opened, how many students the class should have, as well as who could develop the teaching process, etc.⁵⁰ According to the document related to the list of schools in the districts of Presevo and Bujanovac, which belongs to 18. IX. 1945, we learn that the first schools with instruction in Albanian language were opened in the second part of the school year 1944/45, what is more, in Presevo, Miratoc, Rahovica and Rainca. During the school year 1945/46, in the municipality of Presevo, six four-year primary schools were opened with instruction in the Albanian language, in the villages of Korroticw, Zhunicw, Bushtran, and Geraj. In the municipality of Presevo in the school year 1951/52, the number of four-year primary schools with instruction in Albanian language reaches 21. In the municipality of Bujanovac, the first school with instruction in Albanian language opens on January 3, 1945, in the village of Ternoc. This school had opened separate classes in the settlements of Bujanovac, Konçul, Turij, and Dobrosin.⁵¹ In the municipality of Medvedja, primary schools started to open in the school year 1945/46. In some schools until the 1960s, instruction was in Serbian. The primary school in Tupalla started working in the school year 1946/47. Until 1951, teaching was conducted in Serbian with textbooks in Serbian too. In the school year 1969/70, it became independent, since until then it was a separate parallel of the eight-year school “Bozidar Stojanovic” in Medvedja. The Tupalla school also included the primary schools in Gjylekreshtw and Kapit. The four-year primary school in Gjylekreshtw was opened in the school year 1945/46. In 1945/46, the primary school “Zenel Hajdini” of Banja e Siarines continued its work and, in this year, some Albanian students from Siarina and Sfirca also attended classes there. In this school, teaching in Albanian language began to take place in the school year 1967/68. Sfirca Primary School started working in the school year 1946/47. Secondary education in the municipality of Presevo was not developed in parallel with primary education. The process of developing secondary education was not only slow, but it also started late, compared to other municipalities in Kosovo and other Albanian areas in the former Yugoslavia. The lack of educational staff was

⁴⁹ *Ibidem*, 300-306.

⁵⁰ Ilir Zylfiu, *Shqiptarësia e luginës së Preshevës ndër shekuj*, Shkup, 2019, 135.

⁵¹ Avzi Mustafa, *Zhvillimi i Shkollës Filllore Shqipe në Republikën e Maqedonisë 1945-1975*, Shkup: LOGOS A, 1998, 79, 80.

one of the causes, followed by the teaching aids and what matters most is that an inefficient policy was in place in this regard. This situation was also influenced by the educational policy of the previous Yugoslav regimes, which had hindered the educational development of the Albanian people.⁵² The gymnasium in Presevo was opened in the school year 1961/62387, as a separate parallel of the Vranje gymnasium “Boro Stankovic”. The Presevo Gymnasium has been an independent institution since the 1963/64 school year. The Municipal Assembly provided assistance in opening the classes of the Vranje Gymnasium in Presevo. However, it should be noted that a great contribution in the opening of these classes was given by the first professor of this gymnasium, Mehmet Jusufi.⁵³ For example, in the 1971/1972 school year in Montenegro, eleven eighth-grade primary schools in the Albanian language operated with 14 regional departments, where 167 teachers of Albanian nationality were engaged in educational activities. On these bases, the brotherhood and unity of Montenegrins and members of other nations and of the Albanian nationality in Montenegro was strengthened.⁵⁴

The Presevo Gymnasium made a great contribution to the education of the new generations, and especially filled a gap that existed in the school hierarchy, as young people were allowed to attend high schools. The lessons in the gymnasium of Presevo were attended by Albanian students from the districts of Bujanovac, Kumanovo, Gjilan, etc. The Presevo Gymnasium contributed to the development of secondary education in the municipality of Bujanovac. Following the request of the Municipal Assembly of Bujanovac for the opening of separate classes of the Presevo Gymnasium in the village of Ternoc i Madh, the Presevo Gymnasium, in its meeting held on 1.9.1968, approves the above-mentioned request. The educational staff was engaged by this school. These classes functioned until the school year 1973/74. In the school year 1974/75, the gymnasium was integrated in the School Centre and thus the “Educational Centre” was established. This educational centre remained unnamed for two years and was later renamed into “Skwnderbeu”. Pursuant to Article 148 of the Statute of the Assembly of Presevo, the Municipal Assembly of Presevo, in its meeting held on 19.01.1974, brought the decision to merge the gymnasium “Skënderbeu” and the School Centre in Presevo into a single educational organization, which was the Educational Centre.⁵⁵

The Literary Association “Përpjekja” of Albanian students at the University of Belgrade was founded on November 22, 1957. The idea of the initiative for the establishment of the Literary Association “Përpjekja” of Albanian students in Belgrade was for it to be established on November 28, the Albanian Flag Day, but in order not to provoke any unnecessary repressive reactions from the Titoist clique of Belgrade, it was agreed that this association should be established on 22 November, which was however established within the framework of the November

⁵² I. Zylfiu, *Shqiptarësia*, 137.

⁵³ *Ibidem*, 139.

⁵⁴ H. Hajdari, *Pozita*, 300-306.

⁵⁵ I. Zylfiu, *Shqiptarësia*, 140.

Holidays. The Literary Association “Përpkjka” was the first association of Albanian students that was founded in the former Yugoslavia. The Literary Association “Përpkjka” was founded in the “Student City” in the second block of student dormitories in New Belgrade. This association was initially called the Literary Association “Përpkjka” and throughout its existence it developed and undertook numerous activities in Belgrade, not only literary ones, but also Albanian national musical and cultural activities, until September 4, 1984, when the Serbian nationalist and chauvinist authorities in Belgrade shut down this Albanian student association. The first leadership of the Literary Association “Përpkjka” consisted of Latif Berisha, chairman, Zekeria Cana secretary, Muhamed Kwrveshi chairman of the Artistic Council and Nahire Kabashi treasurer. Members of the presidency included Idriz Ajeti, Anton Çeta, Sytki Imami, Kadri Kusari, Avni Lama, Yll Zaimi, Ali Aliu, Zekije Budima, Agim Gjakova, Skender Skenderi, Nehat Bellçishta, Adem Demaçi, Ejup Haliti, and Hysni Hoxha. Ekrem Kryeziu, Mustafa Cakaj, Nusrete Vula, Ramadan Sinani, Faik Mustafa, Xhemal Bytyqi, Zaudin Gazidede, Sefedin Fetiù and Rexhep Torte participated in the literary group of the Literary-Musical Association “Përpkjka” at that time.⁵⁶ The beginnings of the above-mentioned magazine can be traced back to the activity of the literary society of the Albanian students in Belgrade “Përpkjka” (“The Effort”) which was founded in 1957.

This association published the newspaper “Përpkjka” (“The Effort”) and in 1979 and 1980 published two issues under the editorial of Fetah Mehmeti, a student of directing and film at the Faculty of Drama in Belgrade. Later there was a change of the editorial staff comprised of the following: Behlul Beqaj editor-in-chief, Seladin Xhezairi editor, members of the editing board: Jashar Ramadani, Aziz Hyseni, Adnan Limani, design, and technical arrangements: Gëzim Bejtullahu, editing secretary, Lirije Nikçi. Its editorial office and administration were located in Studentski grad block II in Belgrade. The magazine was banned from functioning in 1984 by the decision of the Student Union of the University of Belgrade on the grounds that it is a single-nation association that promoted division among students. The members of the magazine were ousted from their premises in the student city of Belgrade immediately.⁵⁷

In 1968 we see another great effort for the organization the Albanians in Ljubljana. On the 500th anniversary of the birth of the Albanian hero Gjerg Kastrioti Skënderbeu, in Drama of Ljubljana, the Albanian Students’ Association Shkwndija (‘Iskra’) was founded, which published the above-mentioned Albanian student newspaper, Besa. This first Albanian newspaper “Besa” in Ljubljana (Slovenia), was a reflection of the student movement that overtook all of Europe at that time; in addition, the national load of Albanian students, which was related to the then establishment of the University of Prishtina, stands out in the texts. Unfortunately,

⁵⁶ <https://www.botasot.info/kultura/1713422/64-vite-te-shoqates-studentore-shqiptare-perpkjka-ne-beograd/> (reviewed on 13.1.2022).

⁵⁷ Petrit Imami, *Serbët dhe shqiptarët ndër shekuj*, vëllimi III, Beograd 2017, 67-68.

the author could not follow in the footsteps of this body which would reflect deeply objectively the book we are presenting but would also cover an important topic for the issues we are presenting. The process of socialization of Albanians in Slovenia should be seen through the prism of political events in the former Yugoslavia.⁵⁸

Summary

The overall developments in Yugoslavia after the Second War were initially unfavorable for minorities in general. However, the situation began to change after 1946, when the first Yugoslav constitution was issued. The first effects of the legislation providing for a right to education for minorities were tangible. From 1946 onwards, minorities became part of the regular educational system across Yugoslavia. The non-Albanian minorities took advantage of this right and thus many schools were opened throughout the country for Hungarians, Russians, Bulgarians, Germans, etc. The same thing happened with the Albanian minority, which took advantage of this opportunity by opening Albanian schools throughout the country. However, the reality changed even further from 1963. Education rights remained the same for other minorities and with the Yugoslav constitution of 1963, the population that was favored the most was the Albanian one. The main element that advanced the status of the Albanian population was that the term minority was replaced by that of a nationality. From 1963 to 1974, the non-Albanian minority population shrank or remained the same with small nuances. In this aspect, the Albanian population doubled or tripled. The rights of the Albanian population increased when higher schools began to open in Kosovo and Macedonia. The culmination of these events was the establishment of the University of Prishtina (1970), scientific institutes such as the Albanological Institute (1967), the Institute of History (1967) in Macedonia, the establishment of the Albanian Language Department (1972) within the University of Skopje, the Higher Pedagogical School in Skopje, etc. Yugoslavia and its leader Tito gave rights to minorities by making possible the freedom of action and the right to education for a single fact - the education of the masses and the attenuation of illiteracy. The main population that benefited from these legislative and educational reforms was the Albanian population, which during the Yugoslav period 1946-1974, recorded concrete results by undertaking historic steps in the field of education.

⁵⁸ Martin Berishaj, *Albanci v Sloveniji: Razlicnost percepcij*, Institut za Narodnostna Vrpasanja, Ljubjana 2004, 8.

Zaključak

Cjelokupni razvoj događaja u Jugoslaviji nakon Drugoga rata u početku je bio nepovoljan za manjine općenito. No, situacija se počela mijenjati nakon 1946. godine, kada je donesen prvi jugoslavenski ustav. Prvi učinci zakona koji manjinama osiguravaju pravo na obrazovanje bili su vidljivi. Od 1946. nadalje, manjine su postale dio redovnog obrazovnog sustava diljem Jugoslavije. Nealbanske manjine su iskoristile to pravo pa su diljem zemlje otvorene mnoge škole za Mađare, Ruse, Bugare, Nijemce itd. Isto se dogodilo i s albanskom manjinom koja je iskoristila ovu priliku otvorivši albanske škole diljem zemlje. Međutim, stvarnost se još više promijenila od 1963. godine. Prava na obrazovanje ostala su ista za ostale manjine, a jugoslavenskim ustavom iz 1963. najviše je favorizirano stanovništvo albansko. Glavni element koji je unaprijedio status albanskog stanovništva bilo je to što je pojam manjine zamijenjen pojmom nacionalnosti. Od 1963. do 1974. nealbansko manjinsko stanovništvo se smanjivalo ili ostalo isto uz male nijanse. U tom smislu, albansko stanovništvo se udvostručilo ili utrostručilo. Prava albanskog stanovništva su se povećala kada su se počele otvarati više škole na Kosovu i u Makedoniji. Vrhunac tih događaja bilo je osnivanje Sveučilišta u Prištini (1970), znanstvenih instituta poput Albanološkog instituta (1967), Instituta za povijest (1967) u Makedoniji, osnivanje Katedre za albanski jezik (1972) u okviru Sveučilište u Skoplju, Viša pedagoška škola u Skoplju itd. Jugoslavija i njen vođa Tito dali su prava manjinama omogućivši slobodu djelovanja i pravo na obrazovanje za jednu jedinu činjenicu - obrazovanje masa i suzbijanje nepismenosti. Glavna populacija koja je imala koristi od ovih zakonodavnih i obrazovnih reformi bila je albanska populacija, koja je tijekom jugoslavenskog razdoblja 1946-1974. zabilježila konkretne rezultate poduzimajući povijesne korake na području obrazovanja.

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