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Historical Development of Education and Social Work in Kosovo

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Abstract: The aim of this article is to highlight the history of social work in Kosovo, regarding the major political climate from 1945 to the present. Unfavorable political developments that have existed in Kosovo for a long historical period have made it impossible to develop the social work profession compared to the countries of the region. Although the Former Yugoslav Federation claimed to be a socialist country, the social differences between states and provinces within this were large. The findings of the paper show that social work did not develop in Kosovo as a profession until specific structures, such as the emergence of the University of Pristina as a legal structure of education for Kosovo Albanians, which has been offering a degree program in social work for almost a decade now. The political orientation and organizational infrastructure are highly relevant for the execution and education of social work. Literature review is the methodological framework of this paper. Education and social work have been shown to be an extraordinary opportunity for the transformation of society.

Keywords: *Education reform, Kosovo, social policy, social education, social work.*

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Introduction

Kosovo is a territory whose area covers 10,908 km² and whose population is approximately 1.7 million (World Bank, 2020). It has, historically, for centuries, like the other countries of Southeastern Europe, too often been characterized as a notoriously violent region and continues, even after the recent North Atlantic Treaty Organization (NATO) intervention, to be discredited in Western diplomacy and media as a powder keg. Kosovo is a tiny place with a tiny population, yet it was the reason that NATO fought its first war (Judah, 2008).

The country was established as an autonomous province within Serbia shortly after the end of World War II. Until its declaration of independence in February 2008, Kosovo was in a state of limbo under international law for more than eight years. Notwithstanding the modernist nature of the “standards before status” approach coined by the United Nations Mission in Kosovo (UNMIK) in line with the strategy of conditionality and the idea of “earned sovereignty”, the international community acted in a decidedly naïve manner for half a decade by simply denying the unbroken meaning of statehood.

This paper traces the history of education and social work in Kosovo, with a consideration of the political situations in which the country has been and continues to be, and individual structures related to social work and social services in the country. The main motivation for defining this topic for research is firstly the lack of studies on this issue in Kosovo and secondly the role that education and social work have in transition societies to build a society with democratic and competitive values. The research question of this paper is: What is the trajectory of the development of education in Kosovo in the socio-historical and socio-political context and what role has the development of education played in advancing social work as a profession and social policies in the service of welfare in Kosovo. The paper has an analytical structure that describes the development and role of education and social work in Kosovo in three different times: during the 90s, after the 90s and until today.

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Literature Review

Social work, as a profession and education

If we try to summarize the results of the scientific discussions about social work, we first have to note in general that many different and partly contradictory answers are given to the question of a scientific foundation of social work (or social work science). The reasons for these contrarities in the individual positions can be found, on the one hand, in the partly diverging motivations and interests that are connected with the search for contours of social work science and with questions about the disciplinary identity of social work "as science". On the other hand, the immense abundance of thematic, primarily profession - as well as discipline-related aspects of social work leads to an almost unmanageable complexity and heterogeneity in the discourse, which is due to social pedagogical and social work practice and theory in their respective history and present.

Moreover, the concept of science itself contributes to the fact that different understandings of science (must) stand side by side, especially since most theorists of science seem to agree that there have always been manifold basic problems in defining and delimiting this concept. For this reason, in particular, many of these questions posed to social work as a science in general, to social work science in particular, have been answered in very different ways. According to the International Association of Schools of Social Work (IASSW): "Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work" (IASSW, 2014).

Social work operates in a relationship of tension which is rooted in the ambivalence of the dual mandate. This term describes the two functions of social work. On the one hand, it has a problem-solving function to provide in the individual problem case, on the other hand, it should simultaneously fulfill its social function. It has, so to speak, an obligation towards its clientele and towards society. In this paper, we take a look at the history of Kosovo and social work, with a focus on social work in education.

According to Machalová (2013, 2014) educational social work comes in different forms: Preventative educational social work – as a specialized support of primary prevention (social education, awareness) Socializing and re-socializing educational social work – as a professional support of secondary prevention (social education, educational social counselling, sociotherapy). Rehabilitation educational social work – as a professional tertiary prevention support (social after-care, self-help groups and activities). The curriculum of social work education in Kosovo is similar to the curricula in European countries where university education is applied according to the Bologna Declaration. The social work education curriculum in Kosovo is focused on several perspectives such as: human behaviour and social environment, social policies, practice and research.

The research component is the component that has been developed at least in terms of curriculum and education for social work in Kosovo. This is related to the poor development of the research component in education in general and in particular in social work in Kosovo. The lack of government investment in the education sector and especially research has created a mismatch between the demands of the labor market and graduates in higher education. As a result we have many deficit profiles and many redundant profiles that are not in coherence with the needs of the labor market. Social services in Kosovo are provided mainly by a multidisciplinary spectrum of professions and much less by social work graduates. This approach can lead to unprofessionalism and incompetence in providing such services, which has implications for the overall development of education in Kosovo.

Methodology

The purpose of this paper is to review at the macro level of analysis the development of education and social work in Kosovo before and after the conflict, respectively during the transition towards democracy. Comparative method and literature analysis are appropriate in this case for the fact that study is continuously focused on elements that have in essence a timely comparison of the role of education and in particular social education in democratization, economic development, conflict transformation and the state of law. All of these concepts raise the need to compare approaches, theories, ideas and education development and social work practices in Kosovo. This method enables us to understand, analyse and compare the object of review of the study in which the analysis of this paper focuses, in terms of the role and importance of social work in Kosovo within the Yugoslav Federation, to understand the development of education in Kosovo in the 90s within the University of Pristina and the establishment of the Department of Social Work for the first time at the academic level and to know the social policies and the work of the Centers for Social Work in Kosovo in various period of time.

For the collection and analysis of the content of the various studies, literature review sources were identified which were found by searching the database like Education Resources Information Center (ERIC), Central and Eastern European Online Library (CEEOL), European Reference Index for the Humanities and Social Sciences (ERIHPLUS), INDEX COPERNICUS and Scopus (Elsevier) which was used to obtain a sample of the types of articles available with a focus on article selection that treat in the most objective and scientific way the basic concepts of this article, focusing on their

keywords divided into 4 groups such as education, social work, reforms and social policies, therefore they have been selected to be the basic addresses reviewed in this paper.

The research has been conducted on pre-existing aspects through the analysis of secondary data based on the information available. This is an exploratory research in-depth on the historical aspect of education and social work in Kosovo.

The selection of articles was carried out using three levels of article review. For the first level, the articles were selected based on their titles, abstracts and keywords, in order to be eligible to be included in the study. Taking into account in particular the pre-defined criteria such as the inclusion of the educational and developmental aspect of social work as a professional and academic discipline, the development of the political structure and their impact on social work and social reforms.

However, even the vague studies which did not concretely affect the predetermined criteria but were related to them, at this stage were not excluded and left for a full revision of the text, where more information could be obtained and evaluated fully and in detail. In the second level, the full review of the selected items was done, using the same criteria as in the first phase. Each study had to present the context of the educational development of social work, data on social work as a profession, and the connection of the two aspects in the context of the Albanian-Serbian conflict in Kosovo. In the third phase, the studies that did not include clear and complete data and also that did not constitute any relevance for the study were excluded. Specific data were obtained from each source involved. In total, 76 articles were found during the screening articles, where 12 were identified as duplication and eliminated from the group of included articles, leaving 64 articles for review in the first and second level, where 38 articles published between the years 1985-2020 were determined to meet the criteria of inclusion during the full review of the text.

The Impact of Education System in Social Work in Kosovo - 1945 to 1974

Since the Kosovo Albanians had to become part of the Yugoslav Federation without their will, specifically an integral part of Serbia, their integration process in the Republic of Serbia was unwanted and difficult. As will be pointed out in the course of this work, in all the following political processes the tendency of detachment from Serbia was obvious. Political resistance was also accompanied by cultural and educational resistance. The educational curriculum of Kosovo Albanians was different from that of the ruling regime. The regime tried to suppress schools in the Albanian language and this marks a phase of deep segregation in education. The schools also had their own political and nationalist mission. The parallel education system in Kosovo was more than a commitment against pushing Albanians back into illiteracy. It was also the main means through which the Albanians were trying to realize the Republic. Almost everyone in Kosovo was involved in this state-building commitment: teachers, students, parents, as well as all those who contributed financially and provided their homes. Kosovo was organizing a parallel public education system, as well as, in essence, a parallel state and this continued until the 1990s. The step of breaking off the cooperation between Josip Broz Tito and Enver Hoxha in 1948 meant a relapse into the political climate of the interwar period for the Kosovo Albanians. From now on, they were once again considered a "dangerous foreign body" within Yugoslavia (Petritsch & Pichler, 2004, p. 373).

With the final closure of the Albanian border and the complete isolation of the country under the dictatorial power of Enver Hoxha (Fevziu, 2019), the position of the Kosovo Albanians as the only Albanian nation within the Yugoslav Federation became even more difficult. The oppression of the first years after World War II had further strengthened the sense of national identity among Kosovo Albanians. The following factors contributed to this process:

1. The deepening of the separation from the motherland Albania and
2. The almost complete replacement of pre-modern religious structures by nationalist structures within the Albanian population in Kosovo (Petritsch & Pichler, 2004).

To prevent the political orientation of Kosovo Albanians toward Albania, the Yugoslav leadership had taken a path that it also pursued in the case of the Macedonians: the promotion of regional linguistic and historical consciousness that would lead to a spontaneous separation from the political and cultural centers outside Yugoslavia. In both Macedonia and Kosovo, there was the possibility of using the linguistic differences (dialects) of Northern Georgian with the standard Albanian language in Albania, which were codified in the post-war period based on the dialect of Southern Albania. It is important to point out that the first two decades of the existence of the second Yugoslavia in Kosovo were marked by the Yugoslav Minister of Interior Aleksandar Ranković, who pursued a Serb nationalist policy (Kesar & Simić, 1990). In the constitutional structure of Yugoslavia at that time, Kosovo was an autonomous territory of the Republic of Serbia, which meant that Kosovo had not advanced to compare with Vojvodina, which had already acquired the status of an autonomous province (Rapp, 1998).

The first sparks of progressive steps towards normalization of the economic, political, and social situation of Kosovo Albanians in Yugoslavia after the 68 years of unrest became more visible at the beginning of the 1970s. The most impressive from this period is the creation of better conditions and opportunities for the education of new generations. After the gradual establishment of elementary school between 1945 and 1970, a real educational revolution took place in the province of Kosovo from 1970 to 1980. Immediately after the end of World War II, a literacy campaign had begun

throughout Yugoslavia. This benefited most the Kosovo Albanians, among whom the percentage of illiterates was extremely high.

This educational offensive brought the illiteracy rate down considerably, but only slowly (from 54.8 percent in 1968 to 31.5 percent in 1971) (Šoljan et al., 1985). Gradually, the eight-year education system was also expanded (secondary school system: 5th-8th grade), which until 1958/1959 had initially been only four years (primary school system 1st-4th grade) (Rusinow & Stokes, 2008). Until 1970, most Albanian students attended only a four-year educational program in schools where classes were divided by nationality. In the early 1970s, the number of teachers with Albanian nationality also increased significantly (about 70%). Kosovo Albanians managed to undergo a development (not only demographic) that took neighboring peoples decades to achieve. The most progressive point in this context was the establishment of the University of Prishtina, which was founded by the Law on the Establishment of the University of Prishtina, adopted by the Assembly of the Socialist Province of Kosovo on November 18, 1969. The founding meeting of the largest educational institution in Kosovo took place on February 13, 1970, and only two days later the solemn assembly of its inauguration took place (Hetemi, 2020).

Before the outbreak of World War II, 17 percent of the population in Yugoslavia was covered by social insurance in case of illness and disability and received pensions and child benefits. By 1960, the socialist regime had succeeded in providing limited social security coverage for 97 percent of the Yugoslav population. In 1960, the first Social Services & Social Centers were established in Kosovo. Before the war, only civil servants and a small number of white-collar and blue-collar workers (railway workers, miners) were covered by the pension system, but in socialist Yugoslavia all blue-collar and white-collar workers were covered. Almost 46 percent of the population enjoyed comprehensive social security coverage in the event of illness and incapacity for work and could apply for a pension and child allowances. Mother and children enjoyed special protection. Compensation was paid for lost wages during maternity leave and for shorter working hours for nursing mothers, as well as child allowances.

Social Work in Kosovo as a Province - 1974 to 1989

As early as 1967, the process of supplementing the 1963 Constitution of the Socialist Federal Republic of Yugoslavia (SFRY) began, and it was adopted on February 21, 1974 (Dimitrijević, 1998). This constitution was the fourth in the history of the SFRY, following those of 1946, 1953 and 1963. Basically, it adopted the provisions of 1968 and 1971, in terms of content, character and form, as well as the constitutional status of the autonomous provinces. Nevertheless, the federal powers remained with the central government, such as the execution of federal law, the regulation of the economic order and national defence. In addition, there were several confederal elements, such as equal representation of the republics and their veto rights in federal bodies, as well as the collective head of state in the form of the presidency. Furthermore, the status of the autonomous provinces (Kosovo and Vojvodina) was declared to be a constitutive element of the SFRY and was emphasized even more in the basic provisions (Dedijer et al., 1976). This means that Kosovo and Vojvodina were directly represented in the federal bodies with these amendments.

If 1963 constitutes the cornerstone for the promotion of the national rights of Albanians in Kosovo, 1974 undoubtedly represents the culmination of the promotion of their national interests. Although Kosovo remained *de jure* as an autonomous province within the constituent Republic of Serbia, it simultaneously entered a direct relationship with the Federation, on a par with the republics. The autonomous province of Kosovo was already responsible for its social development, but it was obliged to shape the policies of the Federation jointly with the constituent Republic of Serbia. In accordance with the Federal Constitution and the Constitution of the Republic of Serbia, Kosovo and Vojvodina already created their own constitutions.

The provincial parliaments were now allowed to pass laws. They also received their supreme courts, and now they could organize not only their political structures but also their administration in the same way as the republics (Kesar & Simić, 1990). Thus, Serbia's power within the SFRY was drastically limited. Even laws that affected all of Serbia - to which the provinces of Kosovo and Vojvodina still formally belonged - had to be passed by two (of the three) presidential committees, namely in Belgrade, Prishtina, and Novi Sad, in order to be considered eligible for a majority (Rohne et al., 2008).

The essential point in the constitutional amendments was the fact that the rights and duties of the autonomous provinces were from now on of an original, direct nature and derived from the federal constitution and no longer from the affiliation of the constituent republic of Serbia. Thus, the provinces had acquired a status that actually corresponded to that of the constituent republics (Dimitrijević, 1998). In addition to the constitutional changes, 1974 was also the year of general elections, both in the republics and provinces and in the federation. Elections for all organs and offices at the federal level ended in the spring of the same year, and the federal entities divided their functions in the Federation. In this case, Kosovo had reached a high position at the federal level for the first time, providing the president of the Economic Chamber of Yugoslavia (Pešić, 1996).

The successes of the Autonomous Region of Kosovo, especially in the field of education, seemed to be well received in Yugoslavia. However, the other side of the coin became visible only in early 1980, specifically after the death of Yugoslav leader Josip Broz Tito on May 4, 1980. In fact, the socialist system with its educational offensive had caused as many

problems as it had solved. One of the “main products” of this educational offensive was the University of Prishtina, whose establishment had been one of the greatest achievements of Albanians in post-World War II Kosovo (Simkus et al., 2014). Schmitt assumes that this university was primarily a political project and only secondarily an educational project. According to him, Yugoslav policy tried to symbolize the cultural emancipation of the Kosovo Albanians by means of this university on the one hand, and on the other hand to keep the young people away from the labour market, which was heavily burdened by an enormous increase in the population.

The graduates of this university had hardly any chance of getting a job outside Kosovo and were thus considered second choice, because the institution in question was not distinguished by its academic quality. In a period of national euphoria, most Kosovo Albanian students had graduated in humanities (Albanian history and philology), which were irrelevant in the other parts of the Yugoslav Federation. In this context, it is worth mentioning that in 1981 there were 299 students per 10,000 inhabitants of Kosovo (the Yugoslav average was 200) (Schmitt, 2012).

Although significant progress was made in the cultural and educational spheres at that time, positive developments in the economic sphere were very difficult to achieve. Compared to the other regions of the federation, the modernization process of the Autonomous Province of Kosovo was very slow. Since 1971, Kosovo has been the most densely populated region of the SFRY, with an average of 145 inhabitants per square kilometre. It must be added here that the population in Kosovo grew enormously in the period from 1921 to 1981. The Kosovar population had almost quadrupled (from 432,000 in 1928 to 1.574 million in 1981). This rapid population growth put a drastic strain on economic development, and the proportion of unemployed rose significantly in the 1970s. To mask the high unemployment rate, young people were encouraged to make greater use of existing educational institutions. However, this strategy was counterproductive in the long run, because academic preparation was not adapted to economic needs. This further increased dissatisfaction and ultimately contributed decisively to the outbreak of student demonstrations in the spring of 1981 (Ninić, 1989).

The uncertain future and the rise of nationalism generated a space of new social explosion. Since the underground movement of 1968, it became clear that the vast majority of demonstrators were recruited from the student classes. In contrast to more than a decade and a half ago, the number of already more emancipated young people had increased significantly. The signs of equality and independence of the Kosovo Albanians during the 1970s were a thorn in the side of the nationalist elites in Serbia. The demonstrations by Albanian students and population in March and April 1981 served as a welcome occasion for Serbian politics to reopen the Kosovo issue. Yugoslav policy also blamed Albania for this unrest.

In addition, Yugoslavia's political leadership sought to blame a misguided education policy that included the use of Albanian textbooks and the hiring of Albanian professors who came to Kosovo from Albania in the early 1970s (Petritsch & Pichler, 2004). In this context, one of the first professors of the University of Prishtina, one of the greatest supporters of the idea of Titoist Yugoslavism, Hajredin Hoxha, considered Yugoslav-Albanian cooperation in the field of education to be highly charged with the tendency of indoctrination of the Albanian population in Kosovo with the idea of the Party of Labor of Albania and permanent anti-Yugoslav propaganda, which in his view was drastically expressed after the 1981 demonstrations, fostering Albanian nationalism and irredentism in the autonomous province (Pavlowitch & Biberaj, 1982).

Education and Social Work in Kosovo During 1989 to 1999

The need for survival had sensitized all Kosovar Albanian social strata to mobilize and organize themselves in every way possible. The 1990 reconciliation campaign also shows the extent to which traditional ways of dealing with crises were revived. For a long time, blood revenge among Albanians had been a major source of conflict in Kosovo and was deliberately driven by Serbian policy (especially in the late 1980s and early 1990s). With the goal of homogenizing the Albanian people and on the initiative of students at the University of Prishtina and with the significant participation of renowned professors and intellectuals, including Anton Çetta and Zekeria Cana as well as the Catholic priest Dom Lush Gjergji, several Albanians were reconciled in public ceremonies between 1990 and 1992 in conflicts of all kinds, or over 1,000 blood feuds were settled. Up to 10,000 people took part in these collective reconciliation ceremonies, which were held in public (Di Lellio, 2006; Fevziu, 2019).

The events of late 1988 and early 1989 had put enormous strain on the situation in the autonomous province, followed by the persecution and mass arrest of those who had participated in protests and strikes. At the same time, more armed troops were sent to Kosovo, and a state of emergency was declared. On March 23, 1989, Kosovo's parliament convened under extraordinary circumstances. Surrounded by tanks and armored vehicles, it was filled with unusual participants or guests, including members of the state security and high-ranking party officials from Serbia, who mingled with the Kosovar deputies. The provincial parliament adopted the constitutional amendments with 126 Albanian votes out of a total of 190. Massive pressure was brought to bear on these deputies. Although many of them openly opposed the constitutional amendments, the counting of votes was conducted in an incorrect manner and was obviously manipulated. So, the constitutional amendment was approved, but without the two-thirds majority that was required. The final confirmation of the amendments was announced on March 28 in Belgrade in an extraordinary ceremonial session of the Serbian Parliament (Kuperman, 2002). In this event, the speaker of the parliament declared the, Serbia was a restored

state and had constitutional sovereignty. Belgrade regained control over security and the judicial system in the province. Serbia also attempted to exert greater influence on Kosovo in the economic, social and educational spheres (Petritsch & Pichler, 2004).

One of the most important components of the Albanian identity of Kosovo Albanians, the Albanian language as an official language, was also banned under these circumstances. In other words, this moment marks a return to zero for Kosovo Albanians. The abolition of the autonomy of Kosovo and Vojvodina was an important step in strengthening Serbia's position within the federation. At the same time, this process generally represented the beginning of a new phase in the political, economic, and social development of the Yugoslav Federation. The all-Yugoslav socialist identity had already lost its significance. In the late 1980s, almost no one felt themselves to be a worker, a student, or a peasant (general terms for certain categories of people in Yugoslav society), but a Serb, an Albanian, a Croat, and so on. The social epoch was broken by social ethnicization (Petritsch & Pichler, 2004). The strengthening of the nationalist atmosphere meant a new beginning in terms of relations between the ethnic groups of the federation, the deterioration of which will lead to a bloody war, the outcome of which would be crucial for the destruction of the federation in the years to come. The abolition of Kosovo's autonomy met with fierce resistance from the Albanian population, which had now lost almost everything. In addition to repeated protests, Albanians had already resorted to armed action. The most violent confrontations took place in Podujeva and its surroundings, where the local police commander was killed by armed Albanians. Moreover, the demonstrators not only threw stones, but some were also armed with firearms, which was a direct provocation to the security forces.

The events of the late 1980s and early 1990s in Kosovo alarmed not only the Balkans but also the whole world, because since 1968, 1981 and 1989 the province had taken on the epithet of a crisis fire that would begin the political convulsion of Yugoslavia. In other words, these events had further advanced the Kosovo question, which was already becoming known in the largest international political circles of that time. The international public was familiar with the mass demonstrations of the Kosovo Albanians, the strike of the miners, the arrests and isolation of numerous intellectuals, and the systematic killings and massacres of civilians as expulsion tendencies regarding the Albanian population from Kosovo by Serbia.

A Serbian curriculum was introduced at universities, Albanian curricula were removed, and Albanian language instruction was also minimized. These changes had to be accepted by Albanian teachers and students, but the absolute majority were categorically against them. Media in Kosovo, including the Prishtina radio and television station and newspapers, were also under tight control, while Albanian journalists were persecuted. Serbian became the dominant language of broadcasting and the press. Apart from political and socio-economic subjugation, the regime of Slobodan Milošević clearly sought to impose complete subjugation on the sphere of culture and identity (Theodorescu & Barrows, 2001). Kosovo Albanians were again referred to as "šiptari", as they had been three decades earlier, while the administration and media began to reuse the pejorative nationalist term "Kosmet" (Cohen, 2001). These were clear signals of the beginning of a new assimilation campaign through repression and similar methods, which attempted to eradicate everything that concerned the national and cultural identity of Kosovar Albanians, in addition to threats and violence.

The old population or displacement policy was also revived, with Serbians initially encouraged to settle in Kosovo, while Albanians were displaced, for example, by legal difficulties in purchasing real estate. On the other hand, Albanians had lost their trust in state institutions and everything else that was Serbian. As a result, tensions between the two sides had risen as never before. In March 1990, an illness among Albanian schoolchildren caused uncertainty among the Albanian population. More than 7,000 children from 13 municipalities were observed to be poisoned, causing respiratory impairment, and manifesting mainly as nausea, headaches, abdominal pain, dizziness, breathing problems, coughing, and even hallucinations. Although a precise investigation of these tragic events was never initiated, various accusations of the cause of poisoning were made by both sides. While the Albanians accused the Serbian side in this regard, the Serbian authorities spoke of mass hysteria. From this case on, however, the Albanian population completely lost confidence in the Serbian state and from then on even avoided Serbian doctors. Institutional, ideological, cultural, and informal discrimination against the Albanian population in Kosovo was accompanied from the beginning by violent measures against the civilian population. In addition to the special units of the Serbian special police, which had taken control of the province, it was primarily violent radical free-armist groups that began to operate in Kosovo. Among the most important were the paramilitary units led by Željko Ražnatović (known as "Arkan") and the so-called "White Eagles" of ultra-nationalist Vojislav Šešelj, whose activities would culminate with terror and numerous massacres during the war of the 1990s (Bennett, 1995).

Education and Social Work Between War and Transition, Since 1999 to Nowadays

Together with the armed UÇK [KLA] offensives, 78 days of NATO air force bombing had significantly weakened Serbia. One day after Serbia's surrender, on June 10, 1999, the UN Security Council passed so-called Resolution 1244, which, in brief, ended the conflict and should have brought peace to Kosovo through the withdrawal of Yugoslav forces or the deployment of an international peacekeeping force. On this basis, an international interim regime was established for a transition period, consisting of a civilian sector (United Nations Interim Administration Mission in Kosovo, or UNMIK)

and a military sector (known as the Kosovo Force, or KFOR). This transitional period was initially to have lasted one year and was to be automatically extended unless the UN Security Council decided otherwise (Mulchinock, 2017). After the withdrawal of the Serbian army and security authorities, followed by the departure of the many civilians, UÇK troops were deployed in central Kosovo, i.e. before the deployment of UN peacekeepers. It should be noted that during this period there were widespread expulsions of Serbians and Roma (many Roma were charged with collaborating with the Serbian authorities). Under these circumstances, there were also many acts of revenge against Serbians, Roma and Albanians, who were seen by the radical UÇK groups as “allies” of Milošević’s former regime. As with the crimes committed by Serbians (during or before the war period), Albanian violence was directed against many innocent and vulnerable civilians (Abrahams & Benjamin, 2001; Mulchinock, 2017). Several hundred Serbians were killed and about 400 non-Albanians, mainly Serbians, are considered missing. A total of 100,000 people, mainly Serb and Roma, were driven from their homes. In this case, the Albanians showed themselves to be imitators of Serbian policy. The flight and mass expulsion of Serbians completed the process of ethnic homogenization in Kosovo, where Albanians already made up over 90 percent of the population. The remainder of the Serb population was mostly concentrated in northern Kosovo, particularly in the city of Mitrovica (Abrahams & Benjamin, 2001).

From 1999 to 2008, Kosovo was under the interim civil administration of the United Nations Mission (UNMIK), which rested on four pillars, namely:

1. Humanitarian issues and refugee return, initially handled by UNHCR (United Nations High Commissioner for Refugees);
2. Civil administration, which rested in the hands of the UN, dealing with the development of the police system and judiciary;
3. Institution building, democratization, human rights protection and elections, under the observation of the OSCE;
4. Reconstruction and economic development of the country, led by the EU (Nation, 2014).

In short, the international community, through its UNMIK mission in Kosovo, engaged in both the establishment of a transitional administration following the withdrawal of Serb authorities and the formation of a government and the difficult transitional processes that would lead to the creation of the conditions for the final settlement of Kosovo's status based on international law. UNMIK was headed by the UN Secretary-General's Special Representative Kofi Annan, to whom Bernard Kouchner of France was appointed on July 2, 1999 (Petritsch & Pichler, 2004). Never had there been such a large administrative apparatus in Kosovo, whose employees came from almost every part of the world. Over time, however, as in the United Nations protectorate in Bosnia and Herzegovina, a cultural divide between the members of the international authorities and the regional society soon developed in Kosovo. As a result, many Kosovo Albanians rejected UNMIK as colonial rule (Schmitt, 2012). Thus, the border and mutual distrust between internationals and locals remained (Mulchinock, 2017).

The international administration was noticeably weakened from the beginning by frequent staff changes and short staff mandates. In this way, they did not have enough time to deepen their work; after acquiring the expertise, they left Kosovo. Beginning with the promotion of interethnic dialogue and ending with economic development, UNMIK's mission had proved almost completely unsuccessful. In terms of security, UNMIK's police were also unsuccessful, particularly in combating organized crime, where they were often seen as closely associated with criminals. According to many estimates, a large number of independent international consultants, often former UNMIK staff, were indicted for corruption and misuse of financial resources. Under these circumstances, UNMIK failed to effectively address Kosovo's problems, such as the economic crisis, electricity shortages, unemployment, ethnic tensions, rule of law, and so on.

Until the outbreak of the Kosovo war, social policy in Kosovo was thus largely determined and centrally directed by the Yugoslav leadership. After the end of the Kosovo war, new laws were to be passed and institutions created—a process that the young state has still not finally completed. In 2000, a social assistance program was introduced in Kosovo, which was reformed in 2003 by the Law on Social Assistance. Accordingly, the following are entitled to social assistance:

1. Families without income, in which no member of the family can work or if none of the members can be expected to take a job (single mother, children).
2. Families with at least one child under the age of five or with one child under the age of 15 (members of the family who are able to work are not eligible but must register as unemployed) (Mitra, 2013).

The amount of social assistance depends on the number of family members. The exact amount is determined by the Ministry of Economy and the Ministry of Labor and Social Welfare. The pension system was introduced by the UN administration in December 2001. It consists of a basic pension, a pension for war veterans and their dependents, a pension for the disabled and a scheme for early retirees. The basic pension accounts for 82 percent of expenditures. All residents of Kosovo and Kosovar refugees outside the territory of the country who are 65 years of age or older are entitled to this pension, regardless of their contributions to the pension system and their work history. The amount of this basic pension is equal to the absolute poverty line (Rusinow & Stokes, 2008; Schneider et al., 2003).

In addition, there is a pension based on individual savings, which is managed by the Pension Savings Fund. The employer is obliged to pay five percent of the salary of the employee. The latter also pays five percent of his wage. Self-employed persons pay in ten percent of their net income. Kosovo's health care system does not provide for health insurance or continued payment of wages in the event of illness. This can be seen as a step backward from the conditions in socialist Yugoslavia: There, 80 to 100 percent of wages were paid in the event of illness. Until now, health care has been financed by the state, but patients must pay a participation fee of between one and 30 euros. The unemployed can register with government agencies that help people find jobs, offer training and retraining, and, to a very limited extent, provide non-profit, government-funded work.

However, these services are only rudimentary and can only be considered a drop in the bucket in view of a formal unemployment rate of 40 %. Fatale continues to play an important role in social security in Kosovo. For centuries, a segregative social order prevailed in what is now Kosovo: The population lived in large descent communities that existed for themselves, provided for themselves, followed traditional rules and were not penetrated by the state. Although this organization into complex families no longer exists in today's Kosovo, the family still has a particularly important place in Kosovar society. Many Kosovars are provided with social security through family and relatives. In this way, the consequences of unemployment and illness are mitigated. The elderly are rarely placed in institutions, but are cared for at home (Sauer, 2014). 82 percent of Kosovo Albanians with relatives abroad receive financial support from them. According to World Bank estimates, about 20 % of the population receives such remittances. In contrast, 13 % of Kosovars receive social assistance, with a poverty rate of 37.2 %. Although not all remittances presumably go to the poorest segments of the population, there is a clear correlation: The poverty rate for the subpopulation receiving remittances is seven percentage points lower than for the population as a whole. Many families depend on this support from relatives abroad (Petritsch & Pichler, 2004; Sauer, 2014).

The Kosovo Ministry of Labor and Social Welfare (MLSW) is responsible for organizing the provision and development of social and family services in Kosovo. In 2009, a memorandum of understanding was signed between three ministries. From then on, individual municipalities were responsible for the provision of social services. The task-based distribution was not followed by the financial one until now - still today the services are financed by the state (Hilpold, 2012).

The curriculum at the university is based on international curricula (for example, there is a seventy percent overlap with the curriculum of the corresponding subject in Germany). One of the challenges for the organizers of the study program is that there are many students and consequently large groups - the state specifies the number of students. The occupational fields of graduates are regularly state social services (there are currently very few). In general, the high unemployment rate is a challenge also for the prospective social workers, and the state itself has few social services, but now there is a social center in every municipality (in total there are 33 in Kosovo, in Pristina, for example, there are 3. Social services are often also carried out by NGOs, but in order for NGOs to work, they must be licensed. A social worker in Kosovo earns about 300 euros, a primary school teacher 350 euros, and the average income in Kosovo is about 270 euros. As already mentioned, there is current social assistance in Kosovo, but it is not easy to get it. Criteria are: you must have no income and no assets, you must have children under 5 years and you must not be able to work (Kostovicova, 2005; Mehmeti & Radeljic, 2017).

Since April 15, 2019, the Law on Freedom of Association in Non-Governmental Organizations, which is referred to as the Best Practice Law, has been in place. It standardizes processes in the third sector. In Kosovo, organizations obtain Public Benefit Status, which can be applied for online by registering with the Ministry of Public Administration. The Ministry publishes the register transparently. However, because the method of collection is not uniform, it does not provide a reliable basis to describe the third sector. The non-profit status gives organizations priority rights such as tax benefits. Furthermore, they can accept donations and issue certificates for them, which the donors can in turn claim for tax purposes. The status is accompanied by the obligation to pursue charitable purposes and to prove this by means of tax returns. The problem here is that Kosovo does not yet have an adequate tax system in place and therefore almost 75% of NPOs in Kosovo do not file a legally required tax return. This is partly due to passivity, but also to the limited capacities of the organizations (Lansford, 2019; Nah, 2020).

Results and Discussion

Research from the literature shows that social work is important as an academic discipline especially in promoting socio-economic development, to gain public recognition, cohesion in society and social change with special emphasis on transition societies. The lack of equal opportunities for education affects the increase of illiteracy rate among the Albanian population of Kosovo and this is reflected in the increase of unemployment and poverty. Unqualified workers were a growing problem. The beginning of university education has a positive impact on reducing this negative phenomenon. The Yugoslav Federation as a socialist political system, although it opened the first Centers for Social Work in Kosovo, they were mostly mono-ethnic and never managed to establish the foundations of a welfare state. Generally the same socialist system had caused as many problems as it had solved. Our literature review shows that the conflict between Albanians and Serbs, specifically Serbian pressure resulted in serious economic and social development consequences that are still felt in Kosovo today. The opening of the Department of Social Work within the University of Prishtina led to the creation of social work as an academic profession in the service of creating the state of social welfare. International

donors have support to build a democratic education system according to the Bologna Declaration which has had a social impact in development of society.

Conclusion

The situation in Kosovo is still highly crisis-ridden and unstable in key areas of society, despite the enormous investment of resources by the international community since 1999. This is especially true of the economic and social situation, the weakness of the rule of law and the judiciary in the face of the strong corrupt and mafia-like actors and structures, and, above all, the lack of trust in relations between the Albanian majority and the Serbs and other minorities living in Kosovo. From the communist point of view, social work was strongly associated with capitalism, which was seen as a counter-ideology and backward compared to its own ideas. Within the framework of communism, there was a request to satisfy all economic, social and emotional needs of people in a different way, and mostly a system of universal social and health protection was tried to be established. In fact, Yugoslavia was the only communist country where schools of social work were established - so in 1952 in Croatia, in 1955 in Slovenia, two years later in Macedonia and Serbia and in 1985 in Bosnia and Herzegovina. Social workers were significantly expected to work in social assistance, family protection or prevention of deviance. Today, the social services in Kosovo can be described as well organized, both on central and local level. The central government is responsible for the development of policy documents regarding social services, the legal frameworks and evaluation of social services. On the central level, there are mainly the following organizations when it comes to social work: the Ministry of Labour and Social Welfare (MLSW), the General Council for Social and Family Services (GCSFS), the Department of Social and Family Policies and the Division for Social Services (DSS). On the local level, the most important services are: the Directorate of Health and Social Welfare, Social Work Centres in most Kosovo municipalities and several non-government organizations. Social work in Kosovo is already becoming a profession that offers multidisciplinary knowledge of essential importance for social services with children and families to services in correctional and rehabilitation centers for adults. Historical developments of Social Work in Kosovo show that despite of the difficulties and challenges, this profession is already a very important part of society in addressing the challenges towards the creation of a welfare state.

Recommendations

Social work as a profession must play a crucial role for social stability and well-being. Social work must be practiced efficiently and operate on the basis of the legal and socio-economic framework, in order to form competent staff for the labour market. Practitioners of direct social services and social work in general should undergo lifelong learning education to empower themselves as professionals. Social workers should be profiled for the provision of social services in order to have specific categories for which they are charged to manage. The academy should focus on the qualification of students in deficient profiles for the provision of social services. Empowerment of social workers for facilitation in cases of emergencies and conflicts in order to support communities towards cohesion, peace and development. This study is a theoretical analysis, so in the future it is recommended that researchers focus on empirical research on the development of education and social work in Kosovo. Theoretical studies have their limitations and do not give us direct information on the changes, consequences and challenges of the development of education. In the future, researchers should see the results of the implementation of reforms in the field of education and how these reforms have managed to fulfill the respective objectives. Education, curriculum and academic programs and its relationship with the demands of the labor market should be the focus of future research.

Limitations

From the limitations of this study, we can emphasize the lack of prior research in this field in Kosovo which would help us to have a greater clarity of the development context of education and social work. From a methodological point of view, the lack of a primary research that would provide us with empirical data on the basic issues addressed in this paper can be emphasized as a limitation. Limited access to archives as a result of the lack of hardcopy materials on this topic can be considered as another limitation.

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