

QUANTIFYING THE EDUCATIONAL ATTAINMENT OF THE KOSOVO POPULATION

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INTRODUCTION. This paper deals with the quantification of the educational attainment of the Kosova population during twenty years (1961-1981), which are considered as the period of the most dynamic changes in social structures in Kosova. The lack of later population censuses in 1991 and 2001 represents an obstacle for following the trends of the educational level during the 9th and the 10th decade of the 20th century. In two decades, the Kosovar population experienced a rise of the educational level for three times, Bosnia for 2 times, etc. During this period, the participation of the population in the secondary education rose for 4.4 times (from 3,9 to 17,3%), whereas the participation in tertiary education rose for 5,5 times (from 0,6 to 3,3%)

Apart from the overall attainment levels of the Kosovar population, this paper presents data classified by gender, by type of residence (urban and rural), as well as by ethnicity.

RESEARCH METHODOLOGY

To quantify the educational attainment of population we used data from population censuses in 1961,1971,1981 for the population above 15 years of age. The educational attainment was quantified by calculating the average of years of education by using the following multipliers:

- without educational attainment, multiplier 0,
- 1-3 grades of primary education, multiplier 2,
- 4-7 grades of primary education, multiplier 5,5,
- primary education, multiplier 8,
- secondary education for qualified workers or highly qualified workers, multiplier 11,
- secondary general education, multiplier 12
- secondary vocational education, multiplier 12,
- secondary oriented education, multiplier 12,
- higher education, multiplier 14,
- university education, multiplier 16,
- higher and university education, multiplier 15.

The average number of the years of education was obtained as the average of the number of people over 15 years of age was multiplied by one of above multipliers depending on their levels of attainment. After computing the average number of years of education, the **Combined Gross Enrollment Ratio (CGER)**¹, **Adult Literacy Rate (ALR)**² and **Educational Attainment Index (EAI)**³ were computed.

¹ CGER = (X1 – Xmin / Xmax – Xmin) = 6,29 – 0,0 / 15 – 0,0 = 0,42

² ALR = 82 – 0,0 / 100 – 0,0 = 0,82

³ EAI = (2xIalf+Ivsh)/3= (2x0,82+0,42)/3=0,686

The data for the year 1953 shows that 54,8% of population aged 10 and above was illiterate (38% of male and 72,1% of female population), 16,4% had 1-3 grades of primary education, 22,8% had 4-7 grades of primary education, and only 1,9% had 8 grades, while 1,1% had also some kind of secondary education.

In 1961 the average number of years of education was 2,15 , the percentage of illiterate population was 41,1 (29,8% males and 58,4% females), 13,1% of the population had 1-3 grades of primary education, 34,7% 4-7 grades, 4,4% 8 grades, 3,2% some kind of secondary education, and 0,5% some high education or university degree.

In 1971 the average number of years of education for the population aged 15 and above had risen in 3,57 years, with an overall illiteracy of 31,5%, while 7,8% had 1-3 grades of elementary education, 36,8% had 4-7 grades and 14,9% had 8 grades, 6,9% had secondary education (3 or 4 years) and 1,3% had higher or university degree.

According to the population census in 1981 the average number of years of education had risen in 6,29 years (7,59 years for males and 4,92 years for females), the percentage of illiteracy was reduced in 17,6% (9,4% males and 26,4% females), the percentage of population with 1-3 grades of primary education was reduced in 2,1%, the percentage of the population with 4-7 grades was 17,1%, while the percentage of the population with completed elementary education rose into 34,4% from 5,2% as it was in 1961 or 1,9% in 1953. The percentage of population with secondary education had risen in 17,3% compared to 3,9% in 1961. The population aged 15 and above with superior education in 1981 consisted 3,3% of the total number, compared to 0,6% as it was in 1961.

During 20 years the number of the population with 8 grades of primary education becomes 11 times higher, with secondary general education becomes 12 times higher, with secondary vocational education 10 times higher, and the number of the population with superior education is 6 times higher. These big changes in the sphere of education were result of the big effort of the society of that period and of the quick revival of the population, respectively as a consequence of the big percentage of the young population (population younger than19 years consisted over 50% of the whole population).

Table no. 1 Population of 15 years and above classified by the educational background and gender according to the Kosova censuses⁴

⁴ Taken from :Yearly Statistics of Socialist Autonomous Province of Kosova 1984,pg.31

Total	1961			1971			1981		
	T.	M.	F.	T.	M	F.	T.	M.	F.
	557680	279241	278439	712936	360006	352930	928453	477290	451163
Without education	307863	114876	192987	264177	91640	172537	238808	78276	160532
1-3 grades of p.e.	16521 2,9%	9125 3,3	7396 2,7	18682 2,6	9070 2,5	9612 2,7	19763 2,1	8737 1,8	11026 2,4
4-7 grades	179074 32,1	114661 41,1	64413 23,1	230805 32,4	118859 33,0	111946 31,7	158767 17,1	61476 12,9	97291 21,6
Primary education	28732 5,2	21204 7,6	7528 2,7	126086 17,7	85149 23,7	40937 11,6	319598 34,4	185574 38,9	134024 29,7
Education for workers	10225 1,8	7963 2,9	2262 0,8	23708 3,3	19815 5,5	3893 1,1	38543 4,2	33544 7,0	5001 1,1
Secondary general ed.	3232 0,6	2389 0,9	843 0,3	8903 1,2	6121 1,7	2782 0,8	39904 4,3	28097 5,9	11807 2,6
Secondary vocational education.	8190 1,5	5882 2,1	2308 0,8	27126 3,8	18548 5,2	8578 2,4	81767 8,8	57317 12,0	24450 5,4
High ed.	1546 0,3	1330 0,5	216 0,08	6116 0,9	5012 1,4	1104 0,3	16725 1,8	12683 2,7	4042 0,9
Superior ed.	1853 0,3	1523 0,5	330 0,1	5113 0,7	4348 1,2	765 0,2	13524 1,5	11016 2,3	2598 0,6
Unknown	444	288	156	2220	1444	776	1052	570	482

If the data of Kosova is compared with the average number of years of education of the population of former Yugoslavia, the average number of years of education in Kosova was 2,2 times less than the average of former Yugoslavia (4,71:2,15), whereas compared to Slovenia it was 3 times lower (6,56 : 2,15).

After 20 years of intensive changes in the education of the Kosova population, the ratio of values between former Yugoslavia and Kosova was 1,2:1 (7,47 : 6,29), whereas compared to Slovenia the ratio was 8,91 to 6,29 or 1,4:1.

YEARS	FORMER YUGO	BOSNIA-HERCEG.	MONTE NEGRO	KROATIA	MACE DONIA	SLOVENIA	SERBIA WITHOUT PROVINCES	KOSOVA	VOJVODINA
1961	4.71	3.41	4.49	5.30	4.27	6.56	-	2.15	-
1971	5.87	4.83	5.76	6.39	5.60	7.70	5.75	3.57	6.25
1981	7.47	6.73	7.69	7.80	7.22	8.91	7.34	6.29	7.87
Index	158.6	197.4	171.3	147.2	169.1	135.8	-	292.6	-

Table no. 2 The average number of the years of education of the population of former Yugoslavia

Taken from: Statistical calendar of Yugoslavia 1977, 1987, Yearly statistics of Kosova 1980,1984.

From the data of table no.2 it is obvious that the average number of the years of education has risen mostly in Kosova (2,9 times), then in Bosnia-Hercegovina (2 times), in Montenegro and in Macedonia 1,7 times, whereas in the most developed republics and in Vojvodina this rise was 35-50% higher than 20 years ago, when the difference of the educational attainment in these parts compared to the less developed regions was far more stressed.

EDUCATIONAL ATTAINMENT AND ETHNICAL STRUCTURE

In order to differentiate the educational attainment of different ethnicities in Kosova **the average number of years of education** was calculated in 1981 for population with the percentage of 1% compared to the total number. The average number of years of education showed considerable differences between different ethnicities. For instance, the Montenegrin population had the higher number of average years of education - 8,80, then comes the Serbian population with 7,48 years, the Turkish population with 7,43, whereas the Albanian population ranks as the fourth one with in the list with 6,61 years, the Muslim population comes as fifth with 6,18 years, the Croatian population takes the sixth place with 5,76 years, and the Roma are the last with only 3,19 years.

These differences in the educational attainment according to ethnicity proves that Slavic populations had obvious advantage compared to other populations, as they had an opportunity to study in their mother tongue since the establishment of first Yugoslavia in 1918, while the schools in Albanian were first established during the Second World War and afterwards.

Table no. 3 The average number of years of education according to the ethnicity in Kosova in 1981

	ALBANIANS	SERBIANS	MONTEN.	MUSLIMS	TURKS	CROATS	ROMA	TOTAL
Total	6.61	7.48	8.80	6.18	7.43	5.76	3.19	6.29
Males	7.49	8.59	10.61	7.52	8.71	6.21	5.05	7.69
Females	4.64	6.36	7.48	4.87	6.11	5.35	2.28	5.01
Ratio M:F	1.6:1	1.3:1	1.4:1	1.5:1	1.4:1	1.2:1	2.2:1	1.5:1

Source of information: EKS, Bulletin no.17 , Prishtinë 1982. Values of years of education are computed by the author.

Regarding the differences between genders, they are present in all ethnic groups, being more stressed in the case of Roma (2,2:1) and of the lowest degree in the case of Croatian population (1,2:1). Other ethnicities have almost the same differences of the ratio between 1,3:1 (Serbian) and 1,6:1 (Albanian). The increased educational attainment of the male population was parallel with the increased educational attainment of the female population, but in a lower degree of about 20-100%.

The low educational attainment of some ethnic groups is a consequence of aggravated social, economical and political conditions, as well as for the decades of discrimination in the field of education, economic development and government

participation. The discrimination was very much present in the First Yugoslavia and during a period of Second Yugoslavia, until the sixth decade of XXth century, when the Kosova situation improved as a result of political and constitutional changes which improved also the position of all other ethnic groups.

Populations with less political, social and economical rights also have poor educational attainment, especially females, as most of the population lived in rural areas and were working in agriculture or in occupation of low professional level. The low educational attainment especially amongst females, was reflected into a heavy social and economical situation which caused an intentional or unintentional preservation of the traditional morality and relations between the two genders.

The new context of more emancipated environment after the sixth decade of XXth century, created a better situation for most of the ethncal groups in Kosova, and the improvement of the socialand economical conditions enabled the increase of educational attainment of the population, the increase of employment of both genders, as well as the emancipation of females in a considerable level, although not compatible with the aimed goals.

Except for the gender and ethnic differences, the educational attainment varies depending on the type of residence, urban or rural. The educational attainment increased in urban areas for about 1/3 (7,56 years in towns and 5,63 years in villages). The male population in towns increased up to 8,92 years of education, in villages up to 6,90 years (29% more), whereas the difference of the educational attainment of females in urban and rural areas was 6,17 years compared to 4,25 years (1,45:1)

Table no. 4 The average number of years of education of the male and female population in urban and rural areas in 1981

IN ALL AREAS			URBAN AREAS			RURAL AREAS		
T	M	F	T	M	F	T	M	F
6.29	7.59	4.92	7.56	8.92	6.17	5.63	6.90	4.25

Education as a social phenomenon is present in more developed centers, where different possibilities of educational profiles exist. The bigger is the town, the more diverse are the profiles of different schools and vice versa, in smaller places, there is a smaller number of pupils and of professional expertise.

In the level of Kosova municipalities in 1981 **the statistical relation between urban population and the average years of education was considerably positive ($r = 0,61$)**, which proves the opinion about the high educational attainment in urban areas, although in the Kosovar context this also depended on the ethncal structure of the population. As it can be seen from the data above, the Montenegrin and Serbian population had a higher level of educational attainment compared to Albanian, Muslim, Croat etc. The higher was the percentage of the Montenegrin and Serbian population in the municipality the educational attainment was higher as well, which matches the economical and social structure of the population. The average years of education of the population for 20 years (1961-1981) increased relatively to a higher degree in the municipalities which had a low educational attainment before, although the educational attainment is the highest in the developed and urban areas.

In 1961 the difference between the lowest and the highest level was 2 :1 (1,45 years in Rahovec and 3,01 years in Mitrovicë), in 1971 the ratio of the values was 1,8:1 (2,62 years in Rahovec and 4,69 years in Mitrovicë), whereas in 1981 the differences between extreme values were 1,5:1 (5,0 years in Mitrovicë and 7,56 years in Prishtinë), which shows that the differences between municipalities were reduced gradually.

Tabela nr. 5 Distribution of municipalities according to the years of education of the population

THE AVERAGE NUMBER OF YEARS OF EDUCATION	1961	1971	1981
1,01-2,0 years	Vi,Gll,Is,Kaç,Kl,Gji,Su De,Dr,Kam,Rah,Po,Sk		
2,01-3,0 years	Vu,Gja,Lep,Lip,Pe, Pz,Pr,Fe	Vi,De,Kaç,Kl, Rah,Po,Sk,Su	
3,01-4,0 vite	Mi	Vu,Gll,Gji,Dr,Gja,Is, Kam,Lep,Lip,Pz,Fe	
4,01-5,0 years		Mi, Pe, Pr,	
5,01-6,0 years			Vi,Gll,De,Dr,Is,Kaç, Kl,Kam,Mi,Lep,Lip, Rah,Po,Sk,Su,
6,01-7,0 years			Vu,Gji,Gja,Pe,Pz,Fe,
7,01-8,0 years			Pr

From the table no 5 it figures that in 1971 the educational attainment of the population increased for one degree, and during 1971–1981 it increased for three degrees, which shows that the eighth decade of last century in Kosova was very favorable for the educational attainment of the population.

The table also shows that relatively most developed municipalities of Kosova have increased mostly their educational attainment. The case of Mitrovica is worth mentioning, where in two previous censuses the educational attainment was proved to be the highest, whereas the census of 1981, leaves this municipality with the result of 5,0 as the last one in the list of municipalities regarding the average number of years of education. This lack of development in Mitrovica can be explained with the emigration of the educated population, both the Serbian and Montenegrin population as well as the Albanian one, due to the lack of development and due to environmental pollution.

Prishtina is a very positive case, where the educational attainment increased for 66% from 4,56 years in 7,56 years, which distinguishes it from the group of relatively most developed municipalities, and ranks it in the first place amongst 22 Kosova municipalities in 1981.

COMBINED GROSS ENROLMENT RATIO

The relation between the average number of years of education and the maximum years of education (15) gives the **average index** which shows combined **gross enrolment ratio in Kosova as a very low one**. In 1961 this index was between

0,09 and 0,19, in 1971 the extreme values were between 0,17 and 0,31, whereas in 1981 the extreme values varied between 0,35 and 0,50.

The distance of this values from the **value 0,50, which is considered the limit value for the low educational attainment⁵** shows the low educational attainment of the population during the sixth, the seventh and the eighth decade of the last century.

Table no 6 Distribution of municipalities according to the educational attainment (average index of years of education)

	1961	1971	1981
0,01-0,20	All municipalities	Po,Vi,Su,Kl,Ra,	
0,21- 0,40		17 other municipalities	Lep,Mi,Lip,Dr,Is,Gji,Po,Vi,Sk, Su,Kl,Kam,De,Kaç,Ra,Gll,
0,41-0,50			Mi,Pe,Pz,Fe,Vu,Gja,
0,51-0,80	-	-	-

GJINIA	SHQIPTARE	SERBE	MALAZEZE	MYSLIM.	TURKE	KROATE	ROME	GJITHSEJ
Total	0.440	0.498	0.586	0.412	0.495	0.384	0.212	0.419
Males	0.499	0.572	0.707	0.501	0.580	0.414	0.336	0.512
Females	0.310	0.424	0.498	0.324	0.407	0.356	0.152	0.334

The educational attainment of the population according to the ethnical background is connected with the overall social and economical development as well as with their political position in the period between the two World Wars. Having a favorable political status, living in towns, or in areas near towns, in mining or industrial centers, in important crossroads of the region, and being employed in secondary and tertiary occupations, the Montenegrin, Serbian, and partially the Turkish and Muslim population, have increased their educational attainment, their social and economical position in comparison with the Albanian, Croatian, and Roma population.

The Kosova population has quickly decreased the percentage of illiterate population from 41,1% in 1961 in 31,5% and in 1971 into 18% in 1981. Participation of the illiterate population in 1961 on the municipal level was between 53,4% in municipality of Gllogofc and 29,1% in municipality of Leposaviq (ratio 1,8:1), in 1971 extreme values varied between 41% in municipality of Kaçanik and 23% in municipality of Mitrovica,(the ratio 1,78:1), whereas in 1981 the extreme values were between 22% in Deçan and Kamenicë and 14% in Mitrovicë and Prishtinë (ratio 1,57:1).

The index of illiteracy in Kosova has changed from 0,589 in 1961, 0,685 in 1971 into 0,820 in 1981. Index of literacy was rising fast compared to the educational attainment. The extreme values in 1961 in municipal level changed between 0,709 (Leposaviq) and 0,466 (in Gllogofc) in the ratio 1,5:1, whereas in 1971 they varied

⁵ The law level of education is the one below the value of 0,50, the medium level is between 0,50 and 0,80, whereas the high level is above 0,80.

between 0,770 in municipality of Mitrovica and 0,590 in municipality in Kaçanik in the ratio 1,3:1. According to the data of 1981 the extreme values in the municipal level range between 0,82 and 0,78 in the ratio 1,05:1, which is almost the same.

Table no . 8

Distribution of municipalities according to the index of illiteracy in Kosova

INDEX VALUE	1961	1971	1981
< 0,500	Kaç, Ra, Gll,		-
0,501- 0,800	19 other municipalities	All municipalities (22)	Po, Sk, Kam, De, Kaç, Ra, Gll,
0,801-0,999			15 other municipalities

Most of the municipalities in 1961 and 1971 belonged to the medium group (between 0,501 and 0,800), whereas in 1981 out of 22 municipalities 15 had an index of illiteracy above 0,801.

According to the change of the value of adult literacy rate and the educational attainment of population **the educational attainment index** was computed for 1981, which for all the municipalities had an average level (0,50-0,80) ranging from 0,740 (Prishtina) and 0,640 (Kamenica) in ratio 1,15:1. This relatively high value was due to a very high percentage of literate population that in 1981 had risen into 82%.

DENSITY OF EDUCATED POPULATION

Density of educated population will be shown with the relation between population with secondary education and the population aged 20 and above⁶ in 100 inhabitants $(\frac{Pshm}{Pgj20+} \times 100)$ and in the ration between population with high school $(\frac{Pshlf}{Pgj25+} \times 100)$. The values of relations have been computed for 1961, 1971 and 1981 according to results of population censuses.

In order to understand the level of density of the educated population with secondary, high and superior education there was a need to define the **lower limit** of participation of population according to the educational attainment. The lawer level of participation in secondary schools was determined according to our assumption for 1 member of the family with secondary, high, or superior education. One member in 7 member average Kosovar family constitutes 14,3%, whereas 1 member in relation with 4 members of 20 years and above constitutes 25% of family members. Therefore the minimum of the population with secondary education, high school or university is 25% of population, while the maximum would be 4 educated members or 100% of the population aged 20 years and above.

⁶ When it is considered that secondary education is completed and with 25 years and above when it is considered that high schools and university is completed.

If we rely on the lower limit of 25%, there was not a single municipality in Kosova in 1961 and 1971 to have achieved this level. In 1961 the average value of the participation of population with secondary education was 3,25% with extreme values (0,96 – 10,72%), in 1971 the average value rises in 7,99% (with extreme values 3,20 Rahovec and 20,53% Mitrovica), whereas in 1981 the average value reaches 18,76% (with extreme values 9,37% in Rahovec and 33,08% in Mitrovicë).

In 1961 more than half of the Kosova municipalities had less than 2,5% of the population with secondary education, and 18 municipalities, out of 22, had less than 5%. Ten years later, in 1971 9 less developed municipalities had between 2,5 and 5% of the population with secondary education and 16 municipalities (cumulatively) had less than 10%, 20 municipalities had less than 15% and only 2 municipalities (Mitrovica and Prishtina) between 15,1 and 25%.

In 1981 6 municipalities had risen up to 10,1–15%, 13 municipalities up to 15,1–25% and only 2 municipalities (Mitrovica and Prishtina) had surpassed the lower limit of 25,1% with secondary education. So, in 1981 20 municipalities were below the limit of 25% and only 2 municipalities had surpassed the lower limit reaching values of 31,45% Prishtina and 33,08% Mitrovica.

This difference of participation of population with secondary education in different municipalities is due to differences of economic development and percentage of urban population. Development of secondary activities, in particular of industry and tertiary activities had made an effect on the educational attainment in municipalities that had started to develop earlier, like Mitrovica, where the level of the urban population was relatively high, such as in seven regional centers, which achieved to develop the educational network of secondary education, that improved its level especially during the seventh decade of XX century.

Table no. 9 Position of municipalities according to the participation of population with secondary education

	1,0–2,5%	2,51–5,0%	5,1–10,0%	10,1–15,0%	15,1–25,0	25,1–50,0 %
196 1	Vi,Gll,De,Dr, Is,Kaç,Kl,Kam , Ra,Po,Sk,Su,	Vu,Gji, Gja,Lep, Lip,Fe	Pe,Pz,Pr,	Mi		
197 1		Vi,Gll, De, Dr,Kl,Kam , Ra,Sk,Su,	Gji,Is,Kaç , Lep,Lip, Po,Fe,	Vu,Gja, Pe,Pz,	Mi,Pr,	
198 1			Ra,	Vi,De,Dr , Is,Kl,Su,	Vu,Gll,Gji, Gja,Kaç,Kam, Lep,Lip,Pe,Po , Pz,Sk,Fe,	Mi,Pr .

Concerning the participation of population with high schools and universities in 1961, all municipalities had values below 5,0%, or 15 municipalities had values below 0,5%, which shows the extremely low level of the population with high and superior education . In 1971 all the municipalities had less than 10%, 18 municipalities less than 2,5% of population with high and superior education, and 9 municipalities had less than 1%. According to the data of 1981 all the municipalities had less than 15%, 18 municipalities less than 5%.

Table no. 10 Position of municipalities according to the participation of population with high and superior education of population aged 25 and above

	0,01–0,50%	0,51–1,0%	1,1–2,5%	2,51–5,0%	5,1–10,0 %	10,1–15,0 %
196 1	Vi,Vu,Gll,De, , Dr,Is,Kaç,Kl, Kam,Lep,Lip , Ra,Po,Sk,Su,	Gji, Gja,Fe,	Mi, Pe, Pz,	Pr,		
197 1	Gll,	Vi,Dr,Kaç,Su , Kl,Ra,Po,Sk,	Vu,Gji,De, Gja,Is,Kam, Lep,Lip,Fe	Mi,Pe,Pz	Pr,	
198 1			Kaç,Kl,Ra,Su ,	Vi,Vu,Gll,Gji , De,Dr,Gja,Is, Kam,Po,Sk, Lep,Lip,Fe,	Mi, Pe, Pz,	Pr,

If we compute the population with secondary, high and superior education in 1981, then it results in 6 municipalities which have reached above lower limit of 25% (Vushtrria, Mitrovica, Leposaviqi, Peja, Prishtina and Ferizaji), of which Mitrovica has reached the value of 38,95% and Prishtina 42,03% reaching the medium limit of 50% of population with secondary, higher and university education of the population aged 20 respectively 25 and above. There were 16 municipalities below 25%, and 9 municipalities with the value below 20% .

In order to show that which factor had the crucial effect in the rising participation of the educated population (according to data of 1981) we have put in relation variables of participation of population with secondary, higher and university education with participation of urban population, of employed population (compared to whole population), with participation of non-Albanian population and also with participation of population employed in industry and mining sector. The coefficient of correlation has shown that participation of population with secondary, higher and superior population has a high statistical correlation with participation of urban population ($r= 0,84$) and with the participation of employed population ($r=0,83$), considerable positive relation with the participation of population active in industrial and mining sectors (0,60), and a low statistical correlation ($r=0,28$) with the participation of non-Albanian population, which consists of Serbian as well as

Montenegrin and Muslim (Bosnian and Goran), Turkish, Roma, etc. population, that had a relatively low level of educational attainment.

Participation of urban population is closely linked with the percentage of employed population ($r=0,84$) and relatively related to the participation of active population in industrial and mining sectors. Computing the participation of the population with secondary, higher, and university education in municipalities we have concluded that urban centers of bigger and medium size, have mainly achieved a higher educational attainment than municipalities in smaller centers. Municipalities with smaller urban centers had participation below the average or around the average, and the municipalities of relative development had achieved a participation of population above the average and high above the average.

Table. No. 11 Position of municipal centers and municipalities according to the participation of population with secondary, higher and university education in 1981 in Kosovë

Municipalities centers	< 15,2% A	15,3–22,5% B	22,6–29,8% C	> 29,9% Ç	Total
< 24,5% A	Ra,				1
24,6 – 29,8% B	Dr,	Vi,Gll, De, Is, Kaç,Kl,Po,Sk, Su.	Vu, Gji, Fe,		13
29,9 – 35,1% C		Kam, Lip	Gja, Pz,	Pe,	5
> 35,2% Ç			Lep,	Mi, Pr,	3
Total	2	11	6	3	22

A= highly below average' B= below average' C = above average' Ç=highly above average

Municipal centers with law educational attainment were Rahovec and Dragash, whereas, above the average were Kamenica , Lipjani and Leposaviq, as well as the medium and big urban centers. High below the average and below the average were 14 municipal centers of less developed municipalities, 8 centers were above the average and high above the average, belonging mainly to the more developed municipalities. As for the municipalities, 13 were below the average and high below the average, and 9 were high above the average.

Computing the value of participation of population with secondary, higher and university education in municipal centers (cities and towns) and values in municipal level, the result was obtained as the medium coefficient of correlation of Pierson ($r=0,60$), which shows that 60% of the cases correspond between the municipal centers and municipalities regarding the participation of population with secondary, high and superior education, and in 40% of the cases there is not a complete match. Also the coefficient of the rank correlation ($r=0,68$) shows the considerable relation between the centers and municipalities regarding the educational attainment.

CONCLUSION

According to the computation of three indices (Combined gross enrolment ration, adult literacy rate, and educational attainment index), it is concluded that Kosova until 60-es had a very low educational attainment, in 70-es it achieved a low level, whereas in 80-es it reached the medium level.

The highest educational attainment was achieved by males, and less by females, more by urban population, less by rural population. Amongst population with a higher educational attainment were Montenegrin and Serbian population, then Turkish, Albanian and Muslim, while the lowest level was amongst the Roma population.

The relation between the extreme values of average years of education according to municipalities from 2:1 was reduced in 1,5:1 from 60-ies until 80-ies, whereas the relation of extreme values of literacy rate was reduced from 1,5:1 in 1961 in 1,05:1 in 1981, whereas the relation of extreme values of educational attainment in 1981 was 1,15:1, which shows the small differences between the municipalities in 1981.

Concerning the participation of population with secondary, higher, and superior education, it was very small until 1971, whereas in 1981 this level had risen considerably, but in most of municipalities it remained in the lower limit of 25%, except for Mitrovices and Prishtina, which had over passed this limit and were approaching the medium limit of 50%. The educational attainment of population was influenced mainly by industrialization and urbanization which enhanced economical development and caused concentration of population in towns. The educational attainment rose not only in municipalities with medium level of urbanization, but also in those with low level, as a result of the orientation of population towards total education.

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