

Critical Discourse Analysis and Capability Approach in Education: the case of Kosovo

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1. Introduction

Since WWII education has been a controversial issue in Kosovo and one of the main fields where ethnic unrest and autonomy claims have been played out. Every time the power balance changed in favor of one or the other ethnic group, education has suffered massive changes, both in structure and infrastructure.

After the conflict in 1999 three main interest groups shaped the policy and decision making in the region: the Kosovo Albanian majority that largely took over the control over the province and urged on its independence; the Serbian authorities that tried to prevent this process from going further; the international community that vouched for the stability and pacification of the region.

Each of them was driven by different and sometimes opposite agendas and concerns and especially this variety of interests influenced and shaped, the deeply renovated educational structure and more generally the concept of education that came into being.



2. Research Aims

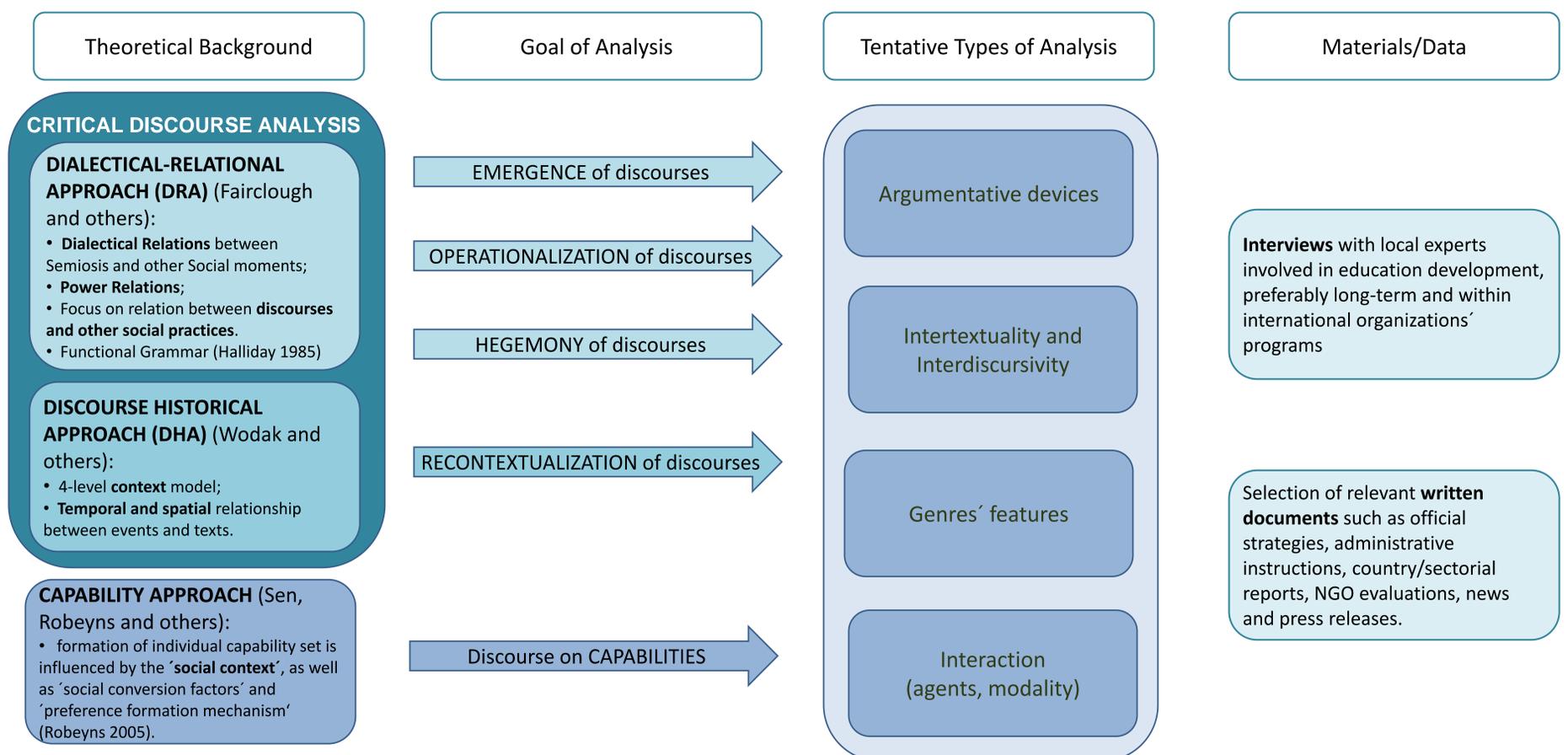
Current educational research regarding Kosovo is mostly focused on one specific aspect (either a certain level of education, or one stakeholder's policy, or even a given target group) and very often it merely accompanies development projects. In these cases there is a risk that perspectives and resulting analyses get so strongly determined by strategic decisions of the donor that their work has a more justifying than an explanatory character (Daxner 2003).

Therefore my present research aims at investigating:

1. Which discourse(s) related to the formal school-based education gained hegemonic status in Kosovo from 1999 to 2008 and how and where they have emerged and developed;
2. How and where these discourses have been recontextualized;
3. How power relations became apparent in such context.

Some relevant aspects of the analysis will be further processed to comment on the formation on individuals' capability set, in particular in relation to education.

3. Theoretical Background and Methodology



4. Hypotheses to be tested

- Several levels of tension between discourses produced by and for local and international actors;
- Dominance of the international actors in official and governmental discourses;
- Discursive breakings in dialogue among social actors;
- Double-level of discourses carried out by local authorities, on one side with international donors, on the other with their citizens;
- Discourse on capability/ies emerging from discourses in a quite vague and/or contradictory way.