



UNIVERSITY "EQREM ÇABEJ"
FACULTY OF EDUCATION
AND SOCIAL SCIENCES



UNIVERSITY OF WESTERN MACEDONIA
SCHOOL OF HUMANITIES
AND SOCIAL SCIENCES

INDIVIDUAL SCIENTIFIC RESEARCH AND DEVELOPMENT PROJECT FOR
THE JOINT DOCTORAL STUDY PROGRAM
IN EDUCATION AND HUMAN SCIENCES

Dissertation thesis title

INTERCULTURAL EDUCATION AND COMPARATIVE EUROPEAN APPROACHES

Field of Study: **Humanities**

Subfield: **Population Geography**

Scientific supervisory team proposing the project

Assoc. Prof. Valbona DURİ	Assoc. Prof. EFMORFIA KIPOUROPOULOU
Faculty of Education and Social Sciences Department of History, Anthropology and Geography "Eqrem Çabej" University, Gjirokastër	Faculty of Social Sciences and Humanities Department of Primary Education (Florina) University of Western Macedonia-UOWM, Greece
"Studenti" street, No. 30 Postal Code 6001, Albania, Gjirokastër Private email: bongjeo@yahoo.com Official email: vduri@uogj.edu.al Mobile Phone: +355 69 7837544	e-mail: ekipouropoulou@uowm.gr Mobile Phone: + 302385055131.

1. PROJECT SUMMARY:

In today's society, it is understood that education offers a broad spectrum of general and professional culture, functioning for proper education, individual and collective utility, and aiming for interpersonal relationships to be at a functional level. In order to reach this level, it is important that all members of a given society are educated in such a way that they become aware of the diversity of the surrounding world and are capable of respecting and accepting differences in this regard. Therefore, education and schooling can no longer be discussed within the framework of a closed community and culture but must take into account the reciprocal action and intertwining of different communities and cultures. To reach this goal, there must be intercultural education.

Intercultural education presents itself as a response to the challenges posed by the multicultural character of contemporary society. It is determined by global migration movements as well as by the multilingual and multicultural traditions that exist in many countries across Europe and the world. To respond to social needs and function as an instrument for advancing social relationships, it must develop an awareness of recognizing and respecting differences and the ability to engage in intercultural dialogue.

The values upon which the concept of intercultural education is based have been incorporated into international documents since the middle of the last century and into numerous subsequent declarations, reports, and recommendations, which provide guidelines for the development of education in Europe and beyond.

Intercultural education presents a system of multiple systematic, planned, and long-term educational approaches, aiming to promote all forms of linguistic, gender, social, ethnic, and religious diversity which will positively influence the awareness of all educational subjects towards recognizing, respecting, and quality life in a community.

Under this concept also comes the importance of humanitarian education in developing the skills for acceptance and appreciation of others in the spirit of democracy, justice, and tolerance.

The importance of this project-study consists in:

The aim of an Education and Schooling system that enables and prepares generations for a world of change, acceptance (tolerance), contradictions, and innovation.

Keywords: Intercultural education, curriculum, cultural-linguistic-ethnic diversity, multicultural society, globalization, migration, human education.

2. OBJECTIVES OF THE DOCTORAL PROJECT

Some of the objectives of the project:

Designing curricula aimed at an intercultural education to prepare generations aware of their national affiliation, tolerant of diversity, promoting diversity, rejecting racism, or any other form of discrimination, that is, listening to others and they recognize them as equals.

Another objective will be to carry out a comparative approach to intercultural education and European trends. Në përmjetkësaj qasjeje do të mund të identifikohen konkretisht nevojat përndërmarrjen e politikave të përshtatshme, si instrumente adekuate drejt një arsimi interkulturor.

An important objective will be the drafting of a planning platform, organization, and coordination of extracurricular activities that can enrich the quality of intercultural school life. These are essential for promoting democratic principles such as non-discrimination and respect for individual differences.

Projects and activities should contribute to the positive promotion of the following differences: ethnic; cultural; gender; religious; linguistic; developmental;

Designing an intercultural pedagogical environment. The classroom environment should offer additional support for teamwork collaboration. The classroom should be organized as a small open center for learning, socializing, and creative work. The tendency and priority of every educational institution should be supporting initiatives for designing intercultural classrooms, reflecting ethnic, cultural, linguistic, and gender diversity, both locally and globally.

3. EXPECTED CONTRIBUTION FROM PROJECT IMPLEMENTATION:

Aiming towards an intercultural education will contribute to the development of democracy, the protection of human rights and fundamental freedoms, better international understanding and cooperation, freedom, security and peace in the world.

It is also expected to contribute to promoting awareness of individual national, religious, linguistic, and cultural identity.

The creation and development of a curriculum that contributes to understanding and respecting cultural diversity, the relevant professional qualification of teachers, etc.

It will contribute to learning to live together as one of the four pillars of 21st-century education highlighted by UNESCO in 1996. Schools are essential in promoting extracurricular activities and projects as part of the overall functioning of the school, organized as a local educational and intercultural center fully open to students. Schools should insist on the consistent and accurate development of the program and the design of extracurricular activities to build and support a positive perception of diversity in the school and the local environment.

Other contributions during and after the project include participation in national and international conferences, publication of articles in important national and international scientific journals, organization of workshops, and open discussions related to the goals and objectives of the project.

4. DESCRIPTION OF PROJECT IMPLEMENTATION METHOD:

The implementation of this project requires the candidate's involvement in the doctoral program, who will research the theoretical scientific aspect of the study object and apply appropriate methodologies and technologies in the work phases. The researcher will have access to the full physical infrastructure of UGj, the university library, human capacities, etc. Besides studying and researching, the project will also include theoretical training for the candidate, accompanied by publishing activities in indexed scientific journals, participation in national and international scientific conferences to present the study results, and mobility within the Erasmus+ program for qualitative and applicable study.

5. METHODOLOGY, RESEARCH ETHICS, RESOURCES, AND LITERATURE:

Methodology:

To realize this dissertation, the following methods will be used: quantitative, qualitative, historical-comparative, didactic, surveys, etc., which in most cases will need to be combined and coordinated to:

- a. Better understand existing programs and curricula and the contributions of various authors.
- b. Highlight and analyze the gaps and deficiencies in existing programs and curricula concerning intercultural education.
- c. Conduct surveys and interviews with different actors and interested groups.
- d. Analyze and process various data gathered from literature or collected from the field.
- e. Write and present the material based on a well-organized structure to defend it through all the stages of a doctoral dissertation.

Research Ethics:

The project will be carried out in accordance with current legislation on doctoral studies and all sublegal acts and guidelines, the UGj Statute, and the Doctoral Studies Regulations at UGj. The project will be an original work based on fieldwork and personal research by the PhD candidate, adhering to the main rules of scientific research ethics.

Main resources for realization of this project:

Respective programs and curricula on intercultural education.

Literature:

To support the realization of the project, a rich literature will be accessed in the form of U-Library, as well as scientific periodicals and journals from the department, scientific supervisor, doctoral candidates, Faculty of Education and Social Sciences Library, Academy of Sciences Library, National Library, and University Library.

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Sunaj, R. Disa komponente të interkulturor në folklorin e helenëve të lashtë dhe shqiptarëve të sotshëm.

Përmbledhje punimesh nga Konferenca III Shkencore Ndërkombëtare për Interkulturën me temë: “Arsimi interkultural” mbajtur më datën 26.10.2020 në UNT- Shkup.

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PROPOSING SCIENTIFIC LEADERSHIP OF THE PROJECT

Assoc. Prof. Valbona DURI

History, Anthropology, and Geography Unit

Faculty of Education and Social Sciences

University “Eqrem Çabej,” Gjirokastrë

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