

THE ENRICHMENT OF TEACHERS` QUALIFICATIONS BY MULTICULTURAL EDUCATION AS A NEED FOR QUALITY OF EDUCATION IN FAVOR OF ROMA COMMUNITY

Alketa Bulku

Vice headmaster of “Bajram Curri” school, Tirane.
E-mail: ketiturku@yahoo.com

Abstract

The transition directly affected the Roma minority, the level of education, school attendance and dropping out. The percentage of illiteracy in Albania is not more than 2% meanwhile for the Roma minority, it is 63%. It was believed that the Roma minority would be included in the social, economical and political integration achieved through the improvement of the situation based on 3 sectors: a) equal opportunities in education b) employment opportunities c) political participation, essentially based on education. The vicious circle characterized by poverty, illiteracy and insufficient education, clarifies the level of marginalization the Roma community is facing. Our school is committed to ensure the same quality of education for all its citizens. It is our task to find the appropriate tools for this accomplishment, and multicultural education is one of them. Multicultural education is a complex approach to teaching and learning that involves a movement towards equality in schools and integrated classes closer to the relevant structures of the education system, aiming at the establishment of a more democratic society and the reduction of all forms and exclusion of prejudice, of students dealing with racial cultural, linguistic, and gender differences, etc., therefore, multicultural education should be a general policy and practice within education. A general idea that exists in our school, and that we refer to as “the comprehensive concept”, in some way it could serve the issue, but, is it actually implemented in daily practice teaching!? Would this be appropriate, due to the fact that this community has no disabilities? Multicultural and inclusive practices should include the improvement of teaching and learning process, while taking into account the opportunities to reduce barriers. There should be an increase of cognitive, organizational, and evaluation competences of teachers to deal with diversity in the classroom in order to overcome discrimination, exclusion and the disadvantages in education.

Key words: *multicultural education, roma community, the qualification of teachers*