

ABSTRACT

This doctoral dissertation explores issues related to multicultural and intercultural education, with a particular focus on the challenges and decolonial opportunities within the Roma community. Special attention is given to the perspectives of young adult Roma, who share their experiences related to education, family life, and professional careers. The study examines the impact of transitioning from traditional monocultural education to intercultural education on the aspirations and life choices of young Roma in Poland and globally. It focuses on the factors shaping their educational and career paths while proposing tools that support integration and social equality. Through an interdisciplinary approach and the use of autoethnography, the research contributes significantly to both educational theory and social practice, emphasizing the importance of multiculturalism in the learning process.

The research methodology is based on a qualitative paradigm, employing autoethnography and symbolic interactionism. The primary methods include in-depth interviews with young adult Roma, allowing for an in-depth understanding of their perspectives on their life trajectories. The study also incorporates an analysis of literature and government documents related to Roma education and integration. The findings indicate that a key challenge is the creation of an educational system that is sensitive to the cultural and identity-specific needs of young Roma while simultaneously supporting their professional and social aspirations.

The dissertation recommends implementing educational programs that not only integrate Roma history and values but also consider the broader context of their family and professional experiences. The study also highlights the need to develop intercultural competencies among teachers and to foster intercultural dialogue in schools. Additionally, it seeks to understand how young Roma negotiate their place in society, taking into account their multidimensional experiences and aspirations.

Keywords: multicultural education, intercultural education, decolonization, Roma, educational aspirations, cultural identity, intercultural dialogue, family experiences, professional life.