



How to motivate marginalised groups with various cultural backgrounds to LLL

I will briefly outline two examples which can inspire the reflection on what can be done and on what should be avoided when aiming at motivating people with disadvantaged background to engage in LLL.

1. About a decade ago, a big municipality in Romania initiated a local project which seemed appropriate for promoting both a clean environment and social inclusion: the project, implemented by the municipality in partnership with a public recycling company and a Roma NGO, planned the acquisition of a modern equipment for recycling of metals, the training of 20 young Roma on using the equipment and on some basic skills, followed by the employment of the young Roma on permanent positions at the recycling company to work with the respective equipment. The idea appeared as very good, taking into account the fact that one of the occupations of the Roma was actually metal recycling. 20 young Roma were identified by the Roma NGO, all without completed compulsory education and without job, but working unofficially on collecting metals for recycling. Since they were living rather far from the place of the training, they were provided with free access to public transportation and with a small daily allowance. Most of the young Roma attended the training courses regularly but, once the training was finished, none of them agreed to sign a work contract and get a permanent job at the recycling company. Asked why, some of them revealed that they prefer to be their own boss and earn more or less the same amount of money with their unregistered business, than to lose their freedom in exchange for a work contract, even though that would mean a stable and guaranteed income, access to healthcare, paid holidays, etc. Asked why they then attended the course, they confirmed that it was mainly in order to get the allowance and to have free public transportation.

2. A group of Roma women attended a variety of educational activities offered jointly by the local school, a local Roma NGO and regional healthcare authorities. The success was determined by several factors, including:

- the support provided by a local Roma women employed as mediator, who, among other things, explained to potential participants the goals and the contents of the courses, supported participants in finding replacement in the community for their domestic tasks and suggested to organizers appropriate scheduling of the courses;
- the selection of topics directly relevant to the needs and concerns of the participants;
- the creation of a positive atmosphere during the courses and the use of methods relying on concrete life experiences of the participants, building on their pre-existing knowledge and stimulating mutual exchange and interaction.

Calin Rus
Intercultural Institute of Timisoara, Romania
calin.rus@intercultural.ro