

INCENTIVES FOR LIFELONG LEARNING MYSTORY, ESEDI AND CVE PROJECTS

MOTIVARE PENTRU ÎNVĂȚARE PE TOT PARCURSUL VIEȚII: PROIECTELE MYSTORY, ESEDI ȘI CVE

*PETRESCU Elena Lucia*¹, *COLIBABA Șt.*²,
*COLIBABA Anca Cristina*³, *CREȚU Ioana*³
e-mail: lucia.petrescu@euroed.ro

Abstract. *Motivation is a key ingredient to ensure constant and relevant Lifelong Learning activities. Motivating beneficiaries within the same age category or at intergenerational level becomes efficient only when benefits can be easily illustrated. Practical activities are most often convincing examples and represent incentives for Lifelong Learning.*

Key words: intergenerational collaboration, corporate volunteering, non-formal learning.

Rezumat. *Motivatia este un element cheie în învățarea pe tot parcursul vieții pentru a asigura o activitate constantă. Motivarea beneficiarilor la nivelul unei singure categorii de vârstă sau/si intergenerational devine cu adevărat eficientă doar în măsura în care beneficiile pot fi ușor ilustrate. Activitățile practice reprezintă de multe ori exemple convingătoare care activează beneficiarii în învățarea pe tot parcursul vieții.*

Cuvinte cheie: colaborare intergenerațională, voluntariat corporatist, învățare non-formală.

INTRODUCTION

Lifelong learning as a self-initiated process can only function on the basis of a motivated, self-driven learner / beneficiary who is aware of the benefits of the process she engages into. But motivating adults already actively involved in daily professional / personal life can most of the times present great challenges both for the provider and the receiver.

Motivation changes its value from purely interest-related and builds its actions and focus up, towards activating beneficiaries, helping them establish a routine schedule including it in their daily activity system. Motivation is no longer the element which brings the beneficiaries into the LLP – it is the one element which has to keep them involved, active and aware of their constant progress and of the steps to be taken further on for their personal/ professional development.

Motivation is to be considered and approached differently not only considering age of professional field but also looking into intergenerational

¹ EuroEd Foundation Iași, Romania

² "Alexandru Ioan Cuza" University Iasi, Romania

³ "Grigore T. Popa" University of Medicine and Pharmacy of Iasi, Romania

collaboration and in the inter-relations within different professional fields (Mackay, 2007).

MATERIAL AND METHOD

MyStory project (511641-LLP-1-2010-1-RO-KA3-KA3MP) uses technology and stories of the past as a starting point to engage the elderly and representatives of the young generation in personal development within the structure of intergenerational learning.

The international partnership has already been developing training materials and has implemented research to establish a common international base for the development and implementation of the project activities so that all beneficiaries, at the level of the five countries involved in the project, are motivated in manners, which are relevant for and connected to the national contexts and local specificities.

Materials used for the international research were developed within the international partnership and then implemented at the level of each country in the partnership thus collecting relevant information which was then included in the international research on intergenerational collaboration in Finland, Lithuania, Romania, Slovenia and UK.

ESEDI project (511451-2010-LLP-ES-KA2-KA2MP) focuses on using drama and elements of theatrical studies to enhance language study and activate learners. The international partnership has also developed an international research to look into the manner in which Spanish language in particular is being studied in the five countries involved in the project: Bulgaria, France, Germany, Romania and Spain.

The questionnaires in both these projects have been centralised at the level of the partnership and the conclusions have served for the development of national trainings for teachers and students.

Each of the countries in the project develops a part of the theatre play which is then performed bilingually. The aim is to encourage learners to engage into foreign language classes and motivate them through the various theatre performance techniques which elicit their more than their language focus and help develop attitudes and behaviours towards performing in a foreign language.

CVE project (517833-LLP-1-2011-1-PL-COMENIUS-CMP) supports the development and implementation of corporate volunteering activities at the level of the international partnership in the following countries: Italy, Poland, Portugal, Romania, Spain, Turkey and UK. This project aims to build and extend knowledge among school leaders, teachers and other people working in secondary schools, about the possibilities of Corporate Volunteering, which involves cooperation between schools and the world of the work.

One of the ways that the project builds and extends knowledge is by collecting examples of good practice collaboration between Corporate Volunteers and secondary schools in all the partner countries. A database is created and used as part of the training materials and will soon be available on the project website.

RESULTS AND DISCUSSIONS

Expected results of the MyStory project:

- Develop training materials for the young people acting as story collectors/ interview takers.

- Develop training materials to train the elderly in basic computer and internet use.
- Develop a common archiving system for the materials collected – interview and films which will further on be used as a source of information for the future potential beneficiaries of these materials (museums, libraries, schools, film makers, researchers).
- Develop intergenerational collaboration skills and abilities within both age categories which the project focuses on.
- Raise awareness upon past events and specificities of past social, political and historical aspects.

Expected results of the ESEDI project:

- Raising awareness upon the functionality of drama elements within language study.
- Developing training kit focusing on national specificities and the learning needs of beneficiaries in each country within the international partnership.
- Creating practice opportunities during which ESEDI teaching and learning methodology can be clearly illustrated; seminars and trainings have already been delivered some of the project countries and will be implemented in Romania by the end of May 2012.
- Presenting the products of the project to the wide public in the form of theatre performances at national level (face-to-face) and at international level (in electronic format and online).
- Developing a project KIT which collates the work of all countries in the partnership. This is an important resource for the teachers of Spanish as a foreign language but also for those teaching other languages.

Expected results of the CVE project:

- Developing awareness at national level on the concept of corporate volunteering.
- Developing teacher training and materials for the teachers training in collaboration with representatives of the work market.
- Developing good practice database and materials for the development of the database.
- Delivering teacher training in all the countries of the partnership and establishing a collaboration channel between the work market and schools so as to enhance relevant study and skill development for the students.

CONCLUSIONS

Motivating beneficiaries so as to actively and independently engage them in LLP projects needs to be closely focused on the different interests of the beneficiaries (Norman, 2003). The aim of these projects is not to only engage and activate beneficiaries within the project but to use the funded life

of the projects to develop skills and abilities which can then be implemented and valorised independently so as to build onto a continuous process of personal and professional development.

REFERENCES

1. **Mackay Adrian, 2007** - *Motivation, Ability, and Confidence Building In People*, Butterworth-Heinemann
2. **Norman Evans, 2003** - *Making Sense of Lifelong Learning: Respecting the Needs of All*, RoutledgeFalmer
3. www.mystories.eu
4. www.esedi.eu
5. www.cve-project.eu