

My Beautiful School - a place where it is possible to be happy (MBS)

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With a dramatic similarity with the children living in the European rural areas in the first years of the XX century, the Roma children have not access to the formal education. The condition of the poor children living in the rural sides inspired an experience, nowadays still very actual and universally known as Montessori Method.

This approach was experimented for the first time in Villa Montesca and was based on a very revolutionary idea: it's the educative space that has to be adapted to the children and not the opposite.

What this proposal intends to explore is to valorise two experiences apparently very different, but with some evident common point:

- the experience of the establishment of a cultural centre in the Vilnius Kirtimai Roma settlement: here gage and Roma cultural activities are realized with the aim to create a background of inclusion among the two communities

- the traditional Montessori and Hallgarten approach for the personal development of the children.

This experience is still very actual and can be "actualized" to take into account the exigencies of the

Roma children and their personal and cultural approaches. In this terms, it is possible to think how to adapt the proposed didactical approach to the social exigencies and dimensions of any group of people with any culture and living background. The approach the project intends to experiment is based on the relationship between children and the environment and it is addressed to a personal and social development of the Roma children as a direct connection to the implementation of the social skills in pre-scholar age.

The relevance of the social skills is evident and the proposal intends to provide some points of reference to teachers and operators in order to give an overview about how to adapt the Montessori educative method to the cultural dimension of Roma Communities in their different ethnic and social context.

The main objectives of the Proposal are realizing a comparative experimentation focused on the application of the Montessori and Hallgarten method and based on the use of the environment as a repository of educative resources to the inclusion of Roma in the educative community.