



With the support of the Lifelong Learning programme of the European Union.

NEWSLETTER

Promoting the Integration of Roma in and through Education

My Beautiful School

DIDACTIC AND PEDAGOGIC MODEL

Headlines:

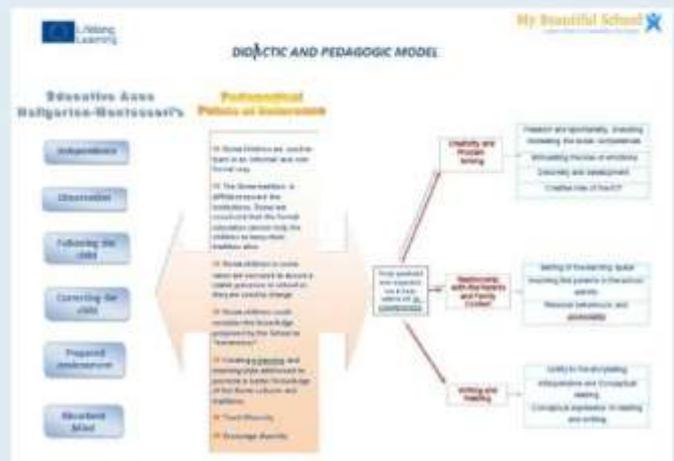
- My Beautiful School didactic and pedagogic model
- The experimentation of the updated Montessori method at Mihai Viteazul school, Romania

One of the objectives of the MBS project is to develop a set of pedagogic and didactic actions addressed to make school more attractive for Roma children and their families.

These actions are based on the theoretical framework of the Montessori educative approach according to which we need to create a proper learning environment in order to help the children to feel free to express themselves.

Montessori strongly believed that this was achieved through the spontaneous working of the human intellect and the primary principles of observation, individual liberty and through the preparation of the learning environment.

The pedagogic scheme is divided into three areas related to the development of personal and social independence of the child. (...continues on page 2)



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Roma success stories - Madalin Mandin, actor

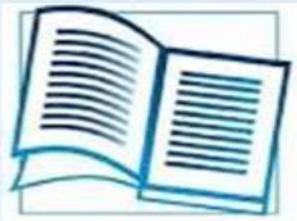
I lived in Bucharest with my brother and parents until the age of 7. Then, in first grade we moved to the countryside, to Islaz, Teleorman, an historical village where, in 1848 the act of Roma

emancipation (abolition of slavery) was read. All was good there; I had a beautiful childhood, but from fifth grade onwards I was being addressed as a "Roma person" (a tzigan).

People would call me *tzigan* and say: "Come on, *tzigan*, come on!"

But I never felt offended by this. (...continues on page 2)

My Beautiful School DIDACTIC AND PEDAGOGIC MODEL



The scheme is created following the principles listed below, which constitute the *pedagogic and didactic framework* of the MBS updated method:

- Roma Children are used to learn in an informal and not-formal way;
- Traditionally, Roma people are diffident towards the

Institutions and believe that formal education cannot help their children keep their traditions alive;

- In some cases Roma children are not used to attend school regularly and more used to continuous changes;
- Roma children could

perceive the knowledge proposed by School as “extraneous”;

- Creating a learning and teaching style addressed to promote a better understanding of Roma culture and traditions;
- Teach Diversity;
- Encourage diversity.

Roma success stories— Madalin Mandin, actor

I was the only one in class from a different ethnicity. The first prejudice encountered happened during a meeting with the parents. I used to sit at one of the front desks and the mother of a Romanian pupil said something that hit me like a sling in the ear: “Please do not put my child at the same desk with that Roma!”

This was a shock for me, since thinking as a child I couldn’t understand how someone could ask not to be put next to me.

What’s wrong with me? My classmate and I have always helped each other: I was good at Romanian and French, Geography, Art and Music while he was good at Maths and History. This first experience somehow scarred me. *Is it so hard to change your opinion about a person? Does your ethnicity*

count so much? Is it really that important if you're a Roma or not?

Now Madalin is an actor and his dream is to create a Rom theatre like one in Russia, just as there are German, Hungarian and Jewish theatres. *A theatre for a large community.*

Text taken from “About us: 20 answers to the question “What do you want to be when you grow up?”, Ana Chiritoiu, Ana Ivasiuc ; coord.: UNICEF representation in Romania”
Courtesy of Agentia “Impreuna”



The experimentation of the updated Montessori method at the Mihai Viteazul school, Romania

At the “Mihai Viteazul” school in Calarasi there are 1,004 students 7% of which are Roma. Roma children live near the school and they learn in heterogeneous classes with other Romanian students. Through the MBS project we organized their linguistic integration in the context of cultural diversification.



First we identified a number of barriers which hinder integration during the first school years:

- Roma children have a different accent which makes them separate syllables in the wrong way;
- They have difficulties in understanding the teacher’s message;
- They sometimes add a sound at the end of words;
- They can’t pronounce all consonants ;
- They have problems when identifying words and they are not aware of the concept of spacing.

Using a series of specific exercises and materials we aimed at enhancing Roma children’s ability to listen, speak and develop their vocabulary in order to be understood by the other members of the community.



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CSFVM is a non-profit consortium founded in 2001 in Villa Montesca, Città di Castello, Italy, which develops innovative educational initiatives and offers a broad spectrum of multi-disciplinary research expertise and training activities.



Association for Education and Sustainable Development

The RCC is a non-governmental public benefit organisation based in Vilnius, Lithuania. Its mission is to contribute to better living standards for the most vulnerable and marginalized members of society and for a better future for their children.



The Public Institution Roma Community Centre

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