A RESOURCE AND SELF LEARNING CENTRE FOR THE CHILD

PROJECT PROPOSAL
“There, work was play and play the only work” – Sri Aurobindo, Savitri
Once upon a time, in another world not so far from ours, lived a project. Its name was Lilaloka, the Place of Play. It was a Sanskrit name. Lilaloka was meant to be a place of Self development for the inner and outer child, a place that could be a link between the people, a playful link, a place to enjoy to Be and enfold.... It had been sleeping for more than 25 years. A few years ago, 3 mirror fairies (who had a mirroring effect on each other) and a “lutin” who live in the town of Auroville, in South India – also once a sleeping project but very alive and growing on Earth now (if you want to know more, go to www.auroville.com) – came to know of this project. However, they didn’t know each other and were dreaming, each of them in their own way, that Lilaloka would one day wake up and come down to live on earth. We forgot to tell you that the three mirror-fairies were called Claire, Sandrine and Yvelise and the elf was called Marianne. Claire and Sandrine were mirror-fairies whose speciality was to offer a space for the child to do the “Play of Painting” with other children of all ages (they had learnt it from a man called Arno Stern). However, Claire also liked to dance with children, write books and joke, and Sandrine liked to tell stories to help them relax and she liked to joke and laugh too. Yvelise was a mirror-fairie whose speciality was to offer the child a space to play in confidence and discover his inner-treasures. Yvelise also liked to tell stories to children, and laugh. Marianne, the elf, knew the secrets of horses and many children who had difficulties came to see her and Persian Sky, her special golden horse. She was a very energetic and joyful little elf. They had other common points: all of them based their work-play on a non-judgmental attitude and tried to be open to the Truth within while they did what they did.

They kept on thinking of Lilaloka, knowing that the day would come when it would wake up and come down to Earth. They met each other during these years in various circumstances and started to recognize each other. And the day came where they actually talked about Lilaloka (maybe it was because Lilaloka had just woken up from its sleep, yet it needed to get ready, clean itself up, define itself…). It was such a joy for the mirror-fairies and the elf to share their common aspirations about Lilaloka, that they started to write this story… How the story enfolds, they are discovering it together with you… And the new fairies who joined happily the project: Anna, Véronique, Stacy, Rajan (see the Team page to discover their profiles).
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The project of Lilaloka is situated in Auroville, an international township in Southern India, which “wants to be a universal town where men and women of all countries are able to live in peace and progressive harmony above all creeds, all politics and all nationalities”. It is a place of inner as well as outer researches for a better future. Unesco has been supporting Auroville’s project from the beginning as well as the Indian government and other international foundations (Foundation for World Education, Stichting Dezaaier...).

One of the points of Auroville’s charter says clearly: “Auroville will be the place of an unending education, of constant progress, and a youth that never ages.” Researches on education are thus of prime importance: children open the way to the future. To develop new educational approaches and places for all, based on free choice, creativity and non-judgment, is a demand expressed by many families from different countries (around 45 nationalities to this day) who chose to live in Auroville. This demand also comes from India which hosts this “laboratory of evolution” and finds a resonance in many parts of the world, where such initiatives are a beginning of an answer to the major human crises of today.

Lilaloka’s site covers one and a half acres (see Annex 9) and is located next to an indigenous forest in Auroville’s cultural zone, dedicated to education. It is close to the schools and easily accessible for everyone.

Lilaloka, the place of Play (in Sanskrit), offers a new educational approach centred on Joy in order to become our own life’s creator. Through Joy the child blossoms, finds his path, gains trust in his potentialities. Joy connects us to our inner child, to others and gives meaning to life: it is a crucial value to recover in today’s world. Lilaloka offers various activities, based on self-discovery and spontaneous self-learning through Play, which allow the child to reveal himself as an individual and amongst others, without competition or judgment. Playing is learning to be and educate oneself to Joy. A child who plays and feeds his inner Joy will be creative, independent and will easily socialize. Later on he will be able to actively open new ways.

Lilaloka is a Re-Source center for children, small and big, having special needs or not, a place where one feels safe and accepted as he is, unique and happy amongst others and where one chooses to be.
OBJECTIVES AND NEEDS

❖ To answer to the growing need in Auroville for a space dedicated to the child, parallel to the schools, opened to all ages and types of children, attending schooled or not, with or without special needs, beyond all categories. There, all will meet and benefit from the energy born from these interactions, each individual being enriched through the differences of the others. We are convinced of the necessity to mix all ages and types of children, based on our own experience and especially in Auroville’s multi-cultural context.

❖ To create, within this space, a light-hearted atmosphere of beauty and harmony, based on respect and non judgment. It will encourage contact with the inner child, the very source of Joy, creativity and harmonious collaboration.

❖ To bring together and offer individual and collective (but not competitive) activities for children, based on self-discovery and spontaneous self-learning through Play: the “Play of Painting”, individual Play sessions, recreational horse-riding for children with special needs, a specialized library for children and educators, a magical garden, nature’s theatre, meditation and painting sessions, educative games and other activities in a later phase.

Over the years, a growing number of children and adults have participated in our workshops. Until now, our activities have been located in different places in Auroville (schools, kindergarten, riding school). However, **this increasing demand has lead us to the conclusion that we need a central place in Auroville where all these activities can take place.** Several conditions are required for the best outcome of our activities: 1) **a quiet atmosphere**, 2) **specific spaces**, 3) **mixing of ages**, 4) **free choice**. By bringing these activities together, education through Joy will take its real place. The richness of a unified and creative team working joyfully in the same spirit will benefit all.

❖ To provide an accessible building and infrastructure for children with different abilities to be able to learn alongside other children within a rich framework of activities to accommodate to their needs. These children are sometimes misunderstood and many have new needs and capacities which have not yet been recognised. There will also be a follow up in collaboration with the schools, in order to help the children to integrate harmoniously in the groups.
To share knowledge, offer trainings and demonstrate new visions and educational tools, treating the child as a soul in evolution. This will be done through the medium of visiting Lilaloka, consulting and training in context. Lilaloka’s team will work in collaboration with schools, parents and educators towards an evolution of the relation to the child. There is a growing demand for new ways of education, coming not only from Aurovilians but also from Indian residents and guests of Auroville coming from all over the world. Lilaloka wants to be a place of active and concrete research in this field.

To laugh and Play!

PROVIDED ACTIVITIES

Existing activities:

- **“The Play of Painting”** (see Annex 2). Discovered by Arno Stern, this activity allows a free self expression and self discovery, and respects the rhythms and uniqueness of each child, beyond all competitiveness. Sandrine has created her own atelier of “Play of Painting” in Transition school, has also helped to create 2 others (Udavi school and Nandanam Kindergarten), and has trained practitioners for the activity. Now she is ready to move a step further and have a special dedicated place allowing mixed aged groups (children and adults), thus participating in the development of Auroville as an educational place for an unending Youth. This new space will respect the required dimensions for an ideal unfolding of the “Play of Painting” and will have an archives room attached. For further information, refer to www.arnostern.com, or the book “Looking at children’s paintings in a new light” - 2009, based on research by Claire and co-written by Sandrine.

- **Individual Play sessions** (see Annex 3). Yvelise developed this activity 7 years ago at the kindergarten (Centerfield), for children with unique needs and those who ask for individual attention. She offers a space wherein the child is free to discover himself through the medium of Play (various games and toys are available, such as puppets, drawing, dolls house, construction games, water and sand play…), free to express what he has to express, in his unique way. Yvelise accompanies the process by her presence and plays a role of “witness”. Her involvement varies according to the need of each child. Now she feels ready to offer this activity to children of Auroville as a whole.

- **Recreational horse-riding for special needs and different-abled children** (see Annex 4). Marianne has worked many years as a teacher and is an experienced rider. 6 years ago, she developed the Persian Sky project.
Evolving games (see annex 5). Life itself being a game in constant evolution, the rules evolve with and according to the public, on the basis of existing games. We also create new games. Respect, responsibility, autonomy, love and sharing are the basis of this activity.

Nature’s Theatre (see annex 7). Anna offers an introduction to mathematics as a quality instead of only a quantity; a discovery of “the magic underlying simple shapes”. We construct geometrical figures, relate them to their number and character and learn to recognize them in ourselves and our surroundings. This activity develops into building in nature and theatre performances. From a first point, we create worlds.

Creative radio with children. The radio is as full and rich in expressiveness as the painting or the cinema. The sound can engender an authentic work. This activity consists of exploring radio and sounds as new means for creative education and self-learning and in producing audio CD, audio book. It develops faculties like self observation, concentration, inner and outer listening, imagination, communication, creativity, and the capacity to discover and express your own inner world through a personal project using vocal work, speech, sounds etc.

Creation of miniature gardens or fairy gardens. Working in small groups, Rajan guides children and adults in making their own fairy gardens and experiencing the nature’s spirit. He believes this works closely with the inner child. He uses ceramics, stones, plants and old artifacts to invoke the elements.

Creation and publication of books and games. Creating beautiful stories and new games for children, but also tools and books for educators are part of Lilaloka’s activities.

Activities to be developed:

Balamata playgroups: aims at providing a platform of support and information to expectant mothers and new first time mothers in the form of one to one sessions and small groups. In the groups, babies and toddlers can engage in fantastical, sensory rich and motoric play and parents can connect and share their experiences.
A specialized library for children, parents and educators (see annex 8). An original library will offer books selected for their uplifting qualities, children’s stories, books on new ways of education… and will also be a place of creativity and imagination: storytelling, creation of stories and a Puppet Theatre. Some quiet games and audio CDs will also be available.

Computer-based self-learning. Children learn what they are interested in by themselves. The Internet is a huge storehouse of knowledge. When children access the Internet in a carefully guided environment, it becomes an excellent tool for self-learning, projects and researches (an activity proposed from 8+ age only).

The magical garden (see annex 6). What could it be? A garden which awakes magic in oneself, wonder, deep discovery… A garden where soul qualities can be expressed: light, silence, truth, beauty, joy… And children and people who come to the garden would be supported, inspired to find their own little light within… Rajan and Anna will help creating this garden. Contact with nature is source of peace, joy and discoveries. Lilaloka’s garden will play an important role. We will plant many trees and flowers, inviting an atmosphere of beauty and magic as well as fairies, elves and other friendly beings… Intimate corners such as a cavern with a waterfall, a small hill and a tree house will create a lively and mysterious world. Awareness activities on environment and nature will be offered (Nature’s Theater, gardening, initiation to miniature fairy garden).

Lilaloka will also offer trainings in some of the activities. This will allow us to develop links with other educational organizations across India and the world, in order to share knowledge and enrich each other.

The Wonder of Development is amongst the trainings that will be offered. This workshop focuses on the sequential development that takes place between ages 0 to 6. It is offered to those that have an interest in “what happens and why” at the different ages. This training also offers new ideas and approaches to understanding the children’s manifold needs and expressions.

Other units and activities will be welcomed as Lilaloka grows: a music room, a room for Sandbox, a game library, a hall for collective activities such as “Awareness through the body”, Free dance, singing, yoga, relaxation, theater and story telling… a small pool for Watsu, ATB in water etc. and a big library.
Yvelise, lives in Auroville since 2000. Born in France, in 1974. Astrological sign: Libra - Chinese: Tiger. She was trained as an agricultural Engineer (M.Sc. Environmental Sciences), and worked in France as an adult trainer in organic farming, and farm manager. When she came to Auroville, she started to work with children, as that was much closer to her heart. She developed a “magic garden class” (learning through nature) for children with a team of educators, and worked in a kindergarten for 7 years. There she took children with special needs age 3 to 7 in individual Play sessions, an activity she developed by herself. She also writes graphic novels with her companion who is an illustrator. Creating a center of education, based on Joy, creativity and the participation of all, has been her dream since 15 years.

Sandrine, lives in Auroville since 2000. Born in France, in 1971. Astrological sign: Taurus - Chinese: Pig. Sandrine trained in French Literature and communication and has always been involved in the field of education and books. She taught French (Lycée Français and Auroville schools where she lives now since 2000) and drama for many years, and offered “Free expression workshops” to differently abled children. She is the author of the children’s book: “The water book, Jalam and Savita’s big voyage”, an environmental project aiming at raising awareness about water in Indian villages, ordered by the NGO “Water Harvest”, and illustrated by Emanuele Scanziani. In 2005, she discovered a new concept of creative education: the Play of Painting. She went to Paris to receive a complete training by the leader and creator of this new concept: Arno Stern. Back to Auroville, thanks to the research institute SAIIER, Sandrine, developed during some years this activity in different AV schools: setting up the workshops, regular sessions with mixed ages and practical training for adults. In 2008, Sandrine collaborated with the writing of the book “Looking at children’s paintings in a new light”, result of Claire’s research project and of their years of experience in practicing the Play of painting. In 2009, while participating to the creation of Lilaloka, Sandrine, in her constant search for creative new forms of education, was trained in “creative radio” (in Auroville first and in France in 2012). She started to offer creative radio workshops to children of Auroville and created the sound version of “The water book - Jalam and Savita’s big voyage”. All along Sandrine went on actively with the creation of Lilaloka and hopes to soon be able to open this space of spontaneous learning, of exploration and free expressions, for the discovery and natural development of oneself, in an atmosphere of joy and creativity!
Marianne studied psychology and is a teacher by profession. Before coming to Auroville, she worked for the ICRC (International Committee of the Red Cross) for 5 years mainly in Africa, in the Relief department (administration, coordination and distribution of goods). In Auroville, she has been teaching “Arts and Crafts” and French, and has been an Individual Tutor for children with special needs age 8-12. In 2005 she created a project called “Persian sky” aimed at children with different capacities at Red Earth Riding School where she was one of the project holders, in charge of the accounts, lessons and all others activities related to running a riding school comprising 25 horses for 50 clients. Establishing a center offering all types of activities in a joyful and concentrated atmosphere is her dream since 13 years.

Stacy, mother of two, was trained as an Occupational Therapist (BSc.OT) in Cape Town South Africa. Initially she practiced clinically (2005) and then in a multi disciplinary team at a school for children on the autism spectrum. She settled in Auroville with her husband in 2007. Since then she has consulted for children and teachers in Auroville kindergarten, surrounding village schools and recently nearby cities. Her particular interests are Childhood Development, Integral Health and Integral Education. Stacy’s dream is to create spaces for children that are a true reflection of the spirit of childhood- Lilaloka is aimed at providing this platform. Stacy works closely with teachers, doctors, homeopaths and other alternative health practitioners for the general health and well being of the child. Occupational therapy is usually 1:1 and involves sensory, perceptual and motoric exercises that develop the child repertoire of skills and well being. Activities are child centered, goal directed and always fun, bringing forth the joy of learning - with a just right challenge! Indian outreach work: Since 2007 Stacy has been involved in setting up supportive education and early intervention programs for children with special needs - in urban and rural school contexts in South India. This has included program design, resource development, playground design, teacher training, family support and child support.

Rajan was born in Tindivanam 30 km from Auroville. He was raised by a foster mother and was educated at Udavi School Auroville. He worked for 10 years in Auroville before joining Lilaloka Project. He has worked in Lilaloka for two years managing the nursery and administrative tasks. He will be the care-taker of the buildings and the land in the future and he hopes to bring beauty and art to the space. For Rajan, Lilaloka is a place to express and share his own talents. These include: Fine hand craft, landscaping, the creation of fairy gardens and recently upcycling craft.
Astrological sign: Taurus – Chinese: Rabbit.
Anna studied Art and Education and is a teacher and teacher trainer by profession. In Holland, she worked in experimental schools and schools for children with learning and behaviour difficulties. When she came to Auroville in 1985, she became one of the project holders of an indigenous coastal reforestation project. Within this setting, she raised her 5 children. They took her on a magical journey through the realms of nature, reconnecting her with her inner child. Through the years, she played in this forest with children, adults and families from all over the world. She developed stories, activities and games trough which we reconnect with nature, listening and becoming aware of the sacred life cycle we share. She got inspired to look deeper into the ‘magic underlying simple shapes”, their character, their function, their relation to us and all what is around us. She just loves to play with geometry. We measure, we draw, we sing dance and create, we become, let each being discover its space and place in the world, towards each other and our surrounding. She found in Lilaloka an atmosphere of joy and stimulation to discover and develop her own talents.

Astrological sign: Aquarius – Chinese: Cat.
Véronique’s involvement with the world of children started at the age of 21 years old, as she worked as an activity leader in outdoor centres, holiday camps and schools. 12 years later, she founded Créalom, an organisation which aim was to offer workshops dedicated to free creativity. Then she felt a call to come to and live in Auroville. Today, Véronique creates board games, as well as transforms existing games, for instance letting war rules evolve into joyful and collaborative games. She understood very quickly that creativity and imagination combined perfectly with education and that children loved it. She naturally developed these qualities and, thanks to the children, discovered infinite possibilities. Playing is for her the most serious thing in the world, the most important also, as it allows a harmonious development of the creative and imaginative potential divinely hidden in the depths of each one of us. In the same spirit, Véronique gives workshops of self-expression through clown and improvisation theatre. She found in Lilaloka the magic garden she needed to plant these seeds of joy and sharing.

Persian sky is a retired race horse who found a new life in helping Marianne with physically and mentally different - abled children.
Lilaloka wants to remain a project comprising of a team of maximum 12 people. We believe and have the experience that in this way, it is possible to keep the atmosphere we want for Lilaloka (especially the quiet character of the place, the quality of presence we provide, but also the cohesion and trust between the team members).
Lilaloka will be open to all in the international and multicultural spirit of Auroville.
For regular access to on-site activities, priority will be given to residents of Auroville (population composed of 45 nationalities with Indian majority) and newcomers wishing to settle. Lilaloka will also welcome the children from the visiting families, and those in the surrounding villages as per availability. Some of our facilitators are already working with the children of nearby villages and sometimes other parts of India.

For one-off workshops, exchanges of knowledge and practices, training and expertise, Lilaloka will be open to all, for on-site as well as outreach programs in India or elsewhere (depending on availability of facilitators).

The Centre will host children studying in schools (chosen activities may be included in the curriculum or extra-curricular) as well as children participating in other initiatives such as the home school or the “learning community” (group of adults and children ages mixed learning life ...), etc.

To allow the mixture of ages, some collective activities will also be open to young adults, adults and seniors.

The buildings will be accessible to persons with reduced mobility.

**Weekly, in the first phase, we will be able to welcome:**

- 60 children (and adults) for the Play of Painting: 5 ateliers of 12 people.
- 50 children for Nature’s Theater: 4 ateliers of 10 to 15 people.
- 65 children for board games: 5 ateliers of 10 to 15 people.
- 15 to 20 children for individual activities: recreational horse-riding, individual play sessions, individual occupational therapy.
- Groups of 5 toddlers and parents in the Balamata playgroup.

**Training will be offered in the following activities:**

- « Play of Painting »: short introductions for teachers (1 day workshops), one year training (2 practitioners per year).
- Recreational horse-riding, Individual play sessions, the wonder of development, Nature’s Theatre, board games.

**We will involve senior and junior Aurovilians** by giving them and the children the opportunity to interact and enrich each other. They will take part in the many tasks involved in running a center of education, according to each one’s abilities and preferences.

**We want also to share our expertise with schools:** in a place of Play and freedom, children often reveal other aspects of themselves and other needs. Regularly sharing this knowledge will provide teachers with another view on the child, allowing a better understanding of the child’s specificities.
HOW WILL IT FUNCTION?

Each activity in the centre will be managed by the people responsible for it, in collaboration with the groups or persons involved (schools, children, parents…). There will be no interference with each person’s way of handling his activity, but a support and trust in each other. The people working there will be committed and have a real interest in the centre and its unfolding.

Possible timings: Lilaloka will be opened from Monday to Saturday, morning and afternoon and during school holidays according to the needs of each activity and according to the availability of the children and facilitators.

- Transition school (7 to 14 years old): Saturdays, holidays, free hours and during school hours for children with special needs.
- Deepanam School (7 to 14 years old): mostly afternoon hours, Saturdays and holidays.
- Centerfield and Nandanam kindergartens (3 to 6 years old): afternoons, Saturdays, holidays, field trips, during school hours for children with special needs.
- The Learning Community, Home-schooling children, Deepam children: all timings can be made avail of, as their timetables are flexible.

ARCHITECTURAL PROJECT

Architectural concept for Lilaloka: (see annex 9)

- The architectural concept aspires to bring up an atmosphere where the children’s interests are the main goal to achieve. It will be a place that gives them the opportunity to let their fantasy and creativity flow.
- We want the children to participate with their opinion, imagination and inspiration in the architecture, and also in some specific stages of the construction (ex: mosaics).
- The Nature is extremely important to reach the whole concept of Lilaloka, as well as the architecture project. We plan to give children spaces to discover and explore in the middle of nature and also create “surprise spaces” were they can get in touch with their inner beings. Other playful and creative elements will also be integrated (small room of secrets, tower…).
- We want to bring up an architecture with the identity, character, and spirit of children.
- The building will be barrier free (accessible to different-abled people).
PHASE 1

In the first phase we will build the rooms needed for the main activities, so that they can start as fast as possible: a building will bring together the « Play of Painting », individual play sessions, the « World game », a room for creative radio and self-learning through computer, a small library which will also be used for board games (until we can build the real library and the collective hall), toilets, a small storeroom, a water tank, and a covered parking.

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<td>Various activity rooms</td>
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<tr>
<td>Covered area (terraces, overhangs): some can be used for collective activities</td>
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<tr>
<td>Parking shed</td>
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<td>Total built up area</td>
<td>462</td>
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PHASE 2

In a second or third phase (according to the priorities), we will build: a hall for nature’s theatre, a hall for evolving board games and other collective activities, a library, a music room (sound cave), a small pool for children, a caretaker house and some ecological toilets.

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<td>Hall for the evolving board games and other collective activities</td>
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<td>Library - hall d’accueil</td>
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<tr>
<td>Caretaker house</td>
<td>80</td>
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<tr>
<td>Music room</td>
<td>25</td>
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<td>Pool for children</td>
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<tr>
<td>Total built up area</td>
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PHASE 3

Up to 4 or 5 additional units (max. 100 m2) for other activities might be built as the project grows. These units could be added to existing buildings (ex: library could have one or two more small rooms), as well as be built separately.
## BUILDINGS PHASE 1

INR 8,619,000 - € 132,600

### Budget for construction: phase 1

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<td>Sqm</td>
<td>5,000</td>
<td>125,000</td>
<td>1,923</td>
</tr>
<tr>
<td></td>
<td>TOTAL Item No. 1.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6,550,000</td>
</tr>
<tr>
<td>1.2</td>
<td>Parking area</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1.2.1</td>
<td>Semi Covered area</td>
<td>12</td>
<td>Sqm</td>
<td>6,000</td>
<td>72,000</td>
<td>1,108</td>
</tr>
<tr>
<td></td>
<td>TOTAL Item No. 1.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>72,000</td>
</tr>
<tr>
<td>2</td>
<td>COST OF THE BUILDINGS</td>
<td></td>
<td></td>
<td></td>
<td>6,622,000</td>
<td>110,367</td>
</tr>
<tr>
<td>3</td>
<td>INFRASTRUCTURE AND LANDSCAPING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Land clearing and surveying (1.5 acres)</td>
<td>1</td>
<td></td>
<td>35,000</td>
<td>35,000</td>
<td>538</td>
</tr>
<tr>
<td>3.2</td>
<td>Fencing (Granite pillar + GI wire + bamboo panels)</td>
<td>320</td>
<td>Meters</td>
<td>310</td>
<td>99,200</td>
<td>1,526</td>
</tr>
<tr>
<td>3.3</td>
<td>Waste water treatment plant</td>
<td>1</td>
<td></td>
<td>150,000</td>
<td>150,000</td>
<td>2,308</td>
</tr>
<tr>
<td>3.4</td>
<td>Water tank (10 m³, syntex)</td>
<td>1</td>
<td></td>
<td>25,000</td>
<td>25,000</td>
<td>385</td>
</tr>
<tr>
<td>3.5</td>
<td>Water connection</td>
<td>1</td>
<td></td>
<td>350,000</td>
<td>350,000</td>
<td>5,385</td>
</tr>
<tr>
<td>3.6</td>
<td>Electrical connections (internal and external)</td>
<td>1</td>
<td></td>
<td>350,000</td>
<td>350,000</td>
<td>5,385</td>
</tr>
<tr>
<td>3.7</td>
<td>Garden Landscaping</td>
<td>1</td>
<td></td>
<td>500,000</td>
<td>500,000</td>
<td>7,692</td>
</tr>
<tr>
<td>4</td>
<td>COST OF INFRASTRUCTURE AND LANDSCAPING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,509,200</td>
</tr>
<tr>
<td>5</td>
<td>TOTAL COST 2 AND 4</td>
<td></td>
<td></td>
<td></td>
<td>8,131,200</td>
<td>125,095</td>
</tr>
<tr>
<td>6</td>
<td>AUROVILLE OVERHEAD AND ADMINISTRATION (6% OF TOTAL)</td>
<td></td>
<td></td>
<td></td>
<td>487,872</td>
<td>7,506</td>
</tr>
<tr>
<td>7</td>
<td>GRAND TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>8,619,072</td>
<td>132,601</td>
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# EQUIPMENT PHASE 1

**INR 2,139,600 - € 42,200**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Budget Heading</th>
<th>Cost per unit (Rs)</th>
<th>Number of units</th>
<th>Amount in Rs</th>
<th>Amount in Euros</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EQUIPMENTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1.1 Office</strong> (temporarily in the library)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digital camera</td>
<td>30,000</td>
<td>1</td>
<td>30,000</td>
<td>429</td>
</tr>
<tr>
<td></td>
<td>Telephone (with answering machine) and internet package</td>
<td>5,000</td>
<td>1</td>
<td>5,000</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td><strong>Total 1.1</strong></td>
<td></td>
<td></td>
<td><strong>35,000</strong></td>
<td><strong>500</strong></td>
</tr>
<tr>
<td></td>
<td><strong>1.2 Garden and general maintenance tools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ladders (1.5 m and 3 m)</td>
<td>4,500</td>
<td>2</td>
<td>9,000</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Gardening tools (wood saws, chettis, showels, cuttis…)</td>
<td>16,000</td>
<td>1</td>
<td>16,000</td>
<td>229</td>
</tr>
<tr>
<td></td>
<td>Water pipes for watering and drip irrigation system</td>
<td>35,000</td>
<td>1</td>
<td>35,000</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>Drilling machine</td>
<td>5,500</td>
<td>1</td>
<td>5,500</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Other tools (screw drivers, hammer…)</td>
<td>9,000</td>
<td>1</td>
<td>9,000</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td><strong>Total 1.2</strong></td>
<td></td>
<td></td>
<td><strong>74,500</strong></td>
<td><strong>1,064</strong></td>
</tr>
<tr>
<td></td>
<td><strong>1.3 General and electrical equipments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lamp shades, spots</td>
<td>400</td>
<td>25</td>
<td>10,000</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>Cushions, cushion covers, curtains</td>
<td>50,000</td>
<td>1</td>
<td>50,000</td>
<td>714</td>
</tr>
<tr>
<td></td>
<td>Washing machine</td>
<td>18,000</td>
<td>1</td>
<td>18,000</td>
<td>257</td>
</tr>
<tr>
<td></td>
<td>Generator for power cuts</td>
<td>12,000</td>
<td>1</td>
<td>12,000</td>
<td>171</td>
</tr>
<tr>
<td></td>
<td>Water pump 1 HP waste water for watering</td>
<td>5,000</td>
<td>1</td>
<td>5,000</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td><strong>Total 1.3</strong></td>
<td></td>
<td></td>
<td><strong>95,000</strong></td>
<td><strong>1,357</strong></td>
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<tr>
<td></td>
<td><strong>1.4 Educational equipment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1.4.1 Play of Painting and archives research room</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Painting wooden and clothe Panels</td>
<td>7,000</td>
<td>12</td>
<td>84,000</td>
<td>1,200</td>
</tr>
<tr>
<td></td>
<td>Table palette</td>
<td>8,000</td>
<td>1</td>
<td>8,000</td>
<td>114</td>
</tr>
<tr>
<td></td>
<td>2 Ladders and 5 stools</td>
<td>12,000</td>
<td>1</td>
<td>12,000</td>
<td>171</td>
</tr>
<tr>
<td></td>
<td>Special light tubes and support</td>
<td>650</td>
<td>14</td>
<td>9,100</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td>Furniture (1 big table, 1 almyra, 3 chairs and special cupboards for paper storage) for archives research</td>
<td>70,000</td>
<td>1</td>
<td>70,000</td>
<td>1,000</td>
</tr>
<tr>
<td></td>
<td>AC for painting room (1.5 ton) + AC plug</td>
<td>30,000</td>
<td>1</td>
<td>30,000</td>
<td>429</td>
</tr>
<tr>
<td></td>
<td>Paintbrushes</td>
<td>1,200</td>
<td>60</td>
<td>72,000</td>
<td>1,029</td>
</tr>
<tr>
<td></td>
<td>Initial paper investment</td>
<td>4</td>
<td>12000</td>
<td>48,000</td>
<td>686</td>
</tr>
<tr>
<td></td>
<td>Poster paints</td>
<td>600</td>
<td>45</td>
<td>27,000</td>
<td>386</td>
</tr>
<tr>
<td></td>
<td>Plastic pots (40), buckets (5), drawing pins, small stationary items</td>
<td>6,000</td>
<td>1</td>
<td>6,000</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td><strong>Total 1.4.1</strong></td>
<td></td>
<td></td>
<td><strong>366,100</strong></td>
<td><strong>5,230</strong></td>
</tr>
<tr>
<td></td>
<td><strong>1.4.2 Individual Play Sessions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small wooden house</td>
<td>16,000</td>
<td>1</td>
<td>16,000</td>
<td>229</td>
</tr>
<tr>
<td></td>
<td>Puppets</td>
<td>1,400</td>
<td>10</td>
<td>14,000</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Doll house and dolls</td>
<td>20,000</td>
<td>1</td>
<td>20,000</td>
<td>286</td>
</tr>
<tr>
<td></td>
<td>Toys (soft toys, plastic animals, water play…)</td>
<td>15,000</td>
<td>1</td>
<td>15,000</td>
<td>214</td>
</tr>
<tr>
<td></td>
<td>Cane stools</td>
<td>400</td>
<td>2</td>
<td>800</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Small stationary items (color pencils, cissors, felt pens, paper…)</td>
<td>2,000</td>
<td>1</td>
<td>2,000</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td><strong>Total 1.4.2</strong></td>
<td></td>
<td></td>
<td><strong>67,800</strong></td>
<td><strong>969</strong></td>
</tr>
<tr>
<td></td>
<td><strong>1.4.3 Recreational horse-riding for the different-abled</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Games</td>
<td>5,000</td>
<td>1</td>
<td>5,000</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Barrels, poles, baskets…</td>
<td>10,000</td>
<td>1</td>
<td>10,000</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>Specialised riding equipment (4 helmets, 2 body protections)</td>
<td>12,000</td>
<td>1</td>
<td>12,000</td>
<td>171</td>
</tr>
<tr>
<td></td>
<td>Horse material (2 sets of bridle, saddle, brushes)</td>
<td>15,000</td>
<td>2</td>
<td>30,000</td>
<td>429</td>
</tr>
<tr>
<td></td>
<td><strong>Total 1.4.3</strong></td>
<td></td>
<td></td>
<td><strong>57,000</strong></td>
<td><strong>814</strong></td>
</tr>
</tbody>
</table>
Some educational material will be bought in India, some abroad for reasons of availability, quality and diversity.
## Running Expenses (5 Years)

### Human Resources

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Budget Heading</th>
<th>Total Cost in Rs</th>
<th>Total Cost in Euros</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educational Staff</td>
<td>1,008,000</td>
<td>23,248</td>
</tr>
<tr>
<td></td>
<td>Maintenance Staff</td>
<td>325,000</td>
<td>7,500</td>
</tr>
</tbody>
</table>

### Recurring Costs

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Budget Heading</th>
<th>Total Cost in Rs</th>
<th>Total Cost in Euros</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administration</td>
<td>24,000</td>
<td>550</td>
</tr>
<tr>
<td>2.2</td>
<td>General expenses including Buildings and facilities upkeep, electric and water gas consumption.</td>
<td>87,733</td>
<td>2,046</td>
</tr>
<tr>
<td>2.5</td>
<td>Individual Play Sessions</td>
<td>168,000</td>
<td>3,879</td>
</tr>
<tr>
<td>2.6</td>
<td>&quot;World game&quot; or creations in the &quot;sandbox&quot;</td>
<td>30,000</td>
<td>683</td>
</tr>
<tr>
<td>2.8</td>
<td>Library</td>
<td>50,000</td>
<td>1,162</td>
</tr>
<tr>
<td>2.9</td>
<td>Computer room, creative radio</td>
<td>25,000</td>
<td>562</td>
</tr>
</tbody>
</table>

### Total Recurring Costs

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Total Cost in Rs</th>
<th>Total Cost in Euros</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,755,733</td>
<td>40,187</td>
</tr>
<tr>
<td>4</td>
<td>Auroville Administration (1% of Total)</td>
<td>17,557</td>
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</table>

### Total for 5 Years

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Total Cost in Rs</th>
<th>Total Cost in Euros</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>INR 12,968,600</td>
<td>€ 199,517</td>
</tr>
<tr>
<td>5</td>
<td>Grand Total per Year</td>
<td>INR 1,772,291</td>
</tr>
<tr>
<td>6</td>
<td>TOTAL FOR 5 YEARS</td>
<td>INR 12,968,600</td>
</tr>
</tbody>
</table>
Several possibilities are envisaged to finance Lilaloka in the long run:

- To be supported by SAIIER (Sri Aurobindo International Institute of Education and Research) for running expenses and investments. Lilaloka is already a unit under SAIIER umbrella which finances educational projects and schools in Auroville.
- The creation of a small unit dedicated to the fabrication of new games for children would allow us to finance partially Lilaloka.
- Generous donors enthusiastic about the project.
ANNEXES
ANNEXES

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   ANNEX 10-B: SITE PLAN
   ANNEX 10-C: MAIN BUILDING GATHERING SEVERAL ACTIVITIES
   ANNEX 10-D: COLLECTIVE ACTIVITIES HALL FOR BOARD GAMES (phase 2)
Lilaloka, c'est pour le Nouveau… Monde!

Lilaloka, c'est frais, c'est beau… Comme l'onde.

Source, Ressource, Ressourcement,

Pour les bébés, les enfants, petits et grands

Acceptés et aimés sans jugements.

Lilaloka est un endroit où TU choisis d'aller,

Lilaloka est un centre de créativité,

Où les trésors intérieurs s'épanouissent

Et les enfants de notre Terre Mère fleurissent !
An introduction to the “Play of Painting”

Children of mixed ages are painting freely with a few adults in a specific space enclosed in big vertical panels. This setup shelters the inner necessity of expression from influences and distractions. This activity is based on the non-judgment attitude, with the stimulating presence of a “Practitioner” who “is not an instructor or task master” but “a helper and a guide”. No subject or theme is imposed. Arno Stern is the creator of the concept of Creative Education through Painting or “Play of Painting”. He discovered that it is only in these specific conditions that the inner language of the organic memory can manifest itself as a set of 70 signs that he calls “Formulation”. Through this essential process, a transformation of the being can start whatever the age, nationality or cultural background of the person. According to Arno Stern’s experience, “this activity is neither art nor therapy, but it prevents the need for therapy in that it stimulates the capacities that allow individuals to realize themselves. It develops those specific abilities that have been stifled by culture and that make each individual a more accomplished person”. The result is not only the painting in itself, the external manifestation, but the internal transformation which Arno Stern calls “Plusêtre” (“Being more”). It develops qualities of respect and non-judgment towards oneself and the others. It stimulates creativity, autonomy, technical skills and a deeper concentration. “Whoever finds him or herself through this natural play never resorts to violence for self-affirmation and does not seek refuge in drugs for consolation or comfort. The act of Formulation is vital; (...) it develops the need for self-affirmation and relationships with others, in a perfect equilibrium that excludes all competition.”

“...The art of painting seeks to have an audience.
The play of painting requires discretion.
It takes place in the clos-lieu away from any form of judgment and expectation.”

In this way, this activity of free expression through painting is truly meaningful in helping Auroville to become “a place where human relationships are relationships of emulation in doing well, of collaboration and real brotherhood” as told by The Mother in “The Dream”. 
The “Play of Painting” in Auroville: background

Since 2004, Arno Stern’s concept of Creative Education through Painting or “Play of Painting” is in constant expansion in Auroville. It has been first practiced in the Center Field Kindergarten and Transition school where two dedicated spaces have been created (Transition’s studio has been relocated to Nandanam campus in 2009). Many children (about 250 each year), teachers and other adults have experienced the joy of painting freely together in a harmonious and non-judgmental atmosphere, as well as connecting to the “inner language” called Formulation.

In order to respond to the increasing demand, Sandrine and Claire (who have been trained by Arno Stern in Paris/France) invited Arno to come with his son in Auroville in March 2007. This event, funded by Stichting DeZaaier, has been a real success: 40 people received the basic one week training. Since then, Udavi School (welcoming children from the surrounding villages) has been able to build the first space specially designed for the “Play of Painting”. At the same time, the number of people interested to paint in a weekly workshop or to become a practitioner continues to grow. As there are not enough places in the school’s workshops to include all the people interested, a workshop in Lilaloka will allow us to respond to this need.

The “Play of Painting” in Lilaloka

Lilaloka will offer “Play of Painting” sessions, training and sharing of knowledge:

- The opportunity to paint on a regular basis will be given to Aurovilians for a minimum of one year for each mixed aged group as this inner exploration requires time and regularity.
- 5 sessions per week will be offered to Aurovilians or newcomers of all ages in order to include the people and children interested. Each session will last one and half hour for a group of 12 to 15 people at a time.
- Practical trainings will also be offered to Aurovilians, newcomers or students who wish to become a servant of the “Play of Painting”. Teachers, pedagogues or students from India will also be welcome in a spirit of work and sharing of knowledge.
- Documentation about the “Play of Painting” concept will be displayed in the Lilaloka library in order to inform parents, educators and all people interested by new research and visions of education.
Our dream

We strongly feel the need for a space accessible to all, where the “Play of Painting” could happen as a free service, amongst other activities offered in the same spirit. 

*It is our dream to create a place of harmony and joy dedicated to children, a “place for perpetual education and constant progress” (Auroville Charter).*

List of references

Arno Stern website: [www.arnostern.com](http://www.arnostern.com)

Books by Sandrine and Claire:

Objectives

By allowing children to play freely and express in their own way their focus / issue of the moment, within a few set boundaries and in an atmosphere of loving support, we want to:

- Provide the opportunity for children to explore themselves, to be themselves, to find their Joy, this Joy that connects to a deeper layer inside, in the presence of an adult, having a role of “witness of an awakening” (Témoin d’Eveil).
- Allow children facing challenges to find their own way of dealing with them.
- Contribute to a balanced unfolding of children’s potentials, by providing equilibrium between group and individual time.

Who comes to the playroom?

This activity is meant especially for children who show certain particularities like difficulties to get along with other children, shyness, tendency towards hyperactivity, problems with concentration, etc… In cases where these are linked to a late development of motor skills, a speech difficulty, or hearing problem, we advise the parents to meet with specialized people. However this activity can help for such specific difficulties too.

Children, who simply ask to come, can also come. Sometimes, for one reason or another, a child needs individual attention and knows it. And sometimes, we believe a child needs it and he doesn’t. So we try to stay open to the children’s own wisdom, because they are the ones who know their own needs best, if we are able to hear them...

How are the sessions conducted?

So what do we do in the playroom…? “Personal development through non-directive individual play sessions” could be a title summarizing the idea. It is a bit long but we haven’t found better :-)! The method is similar to what is called “non-directive play therapy” (started by Virginia Axline in the 50s). However, therapy is not a suitable word, as this activity is offered to many children, is very much taking place in the Present, without a precise diagnosis and without expectations on the child. Of course, we follow the children’s development along the sessions. For us, life in itself is a “therapy”, we are all and at all times growing out of nature’s shells into… SomethingElse ;-).
What is it about concretely? We know all children learn through play, they have fun with it, so it seems like a nice approach towards Self realization. The session is centered on the child, and that means he is the one who leads the play. The child should feel accepted as he is, feel as comfortable and free as possible to do / express what he needs to (within a few set boundaries - see below). We are there to acknowledge and sometimes reflect to the child some of the facts or feelings he expresses so that he gains insight into his behavior, feels accepted and free to change or continue. Reflecting can be done by putting into words some scenes that are played, or repeating what is said by the child, engage in a humorous dialogue scene, or simply by listening and staying Present. Each way is according to the child and the moment. In no case do we direct the play or conversation.

A few limitations are set in order to anchor the session into reality, to make the child aware of his/ her responsibility in the relationship with the adult, and to provide an atmosphere of security. The rules are: no destruction of the play material or the room furniture, no violence against the adult or himself.

How often? The sessions usually happen on a weekly or bi-weekly basis, and last ½ hour to 1 hour. With some children, it can also be a single session. This activity is offered, not imposed, and we keep a certain discretion as to happens in the sessions so that the child feels freer to open up.

Various games are available. Amongst them: puppets, dolls and masks for play-acting, story books, drawing material, plasticine, blocks for construction, puzzles, educational games (memory games, lotto, dominos, etc…), dolls house, cooking set, doctor set, baby doll, plastic animals, cars, toys to play with water and sand, cleaning tools…

The Playroom

The room is designed so as to provide an atmosphere of loving protection, that is to say it is small (3,5 m * 3,5 m) and protected from disturbance of other activities or people. The children ask themselves for this privacy. Often, they even check that no one can enter. There is also an outer area for sand and water play or other games.
**A few examples**

**M and the gift**

One day, M comes in, doesn’t know what to do, he starts to tell me about his mother. He tells me she doesn’t buy him books, presents. I confirm what he is telling, without asking more questions. He then starts to play with the baby doll, as if it is his baby, does many things with him, goes for a stroll, and, looking at me maliciously, says he is going to buy a book for his baby at the shop. He picks up a book, and gives it to his baby. He is very happy to have done that. The sessions ends quickly after. M started with « my mama doesn’t buy me books », sounding like « she should buy me books », and ended quickly with turning around the whole thing and buying himself a book, « I should buy myself a book », or rather « I want to buy myself a book », and he did it and he was happy, not in pain anymore.

**Y and the stealing episode**

The classroom teacher had told me the day before that Y kept on stealing from his friends’ bags, despite the teachers and parents telling him not to.

When Y came in that same day, he immediately told me, « today, we are going to play the stealing game », immediately correcting himself and saying « stealing means eating in Hebrew, N told me », N being an Israeli friend. He probably realized he was revealing himself a bit too much. Though I could immediately see he was busy with the topic. I said « ah, I didn’t know », playing his game, without judgment. He then proceeded to the table; looked at the pencil box and said « your rainbow rubber is missing ». I hadn’t actually noticed but it was true, it was missing. So I played the game, and said to Y « what am I going to do? What has happened? », he answered « maybe somebody took it », me « maybe you are right, but then what to do? Because the children who come here know that they cannot come back if they take something out of the room? What to do? », he « maybe you can tell O» (his teacher), me « ah, yes maybe I could do this, but then how will we know who it is? », he « you could look in the bags », then « you could tell the parents », he was telling me what to do, exactly what had happened to him. He saw that I was not upset, but more that I was really wondering what to do, distressed by what would happen, etc… I ended by saying I still didn’t know what to do, and I would probably do nothing.

In the following days, the teacher told me he had stopped stealing.
ANNEX 4: RECREATIONAL HORSE RIDING FOR CHILDREN WITH SPECIAL NEEDS

Background and objectives

Marianne, born in 1962 in Geneva, is a teacher by profession and an experienced rider. She developed the Persian Sky project 7 years ago at Red Earth Riding School. Persian Sky is her horse. Marianne works with a team composed of herself, an instructor, Laurence and a physiotherapist, both experienced riders. They also work with other professionals in related fields interested in this approach.

The program focuses more on capacities and possibilities than on difficulties and handicaps. It is aimed at improving the well being of the children, allowing them to come out of their shell. These activities consist of ludic equine exercises for physically and mentally different-abled children and children with special needs (emotional and relational). In Lilaloka project, an additional pony/ horse will be Persian’s companion to help to develop this aspect.

Why the horse? What are the benefits for children?

There has been a lot of research and development going on in this field, some which we will mention below.

This activity works on motor skills, on psychological and affective levels:

.expression

On a physical level, more than 300 muscles are put into action in the whole body. By making use of the pace of the horse, the synchronization and adjustment of the upper and lower body – maintaining balance aided by doing appropriate exercises – help developing balance and coordination in the body. The rider is active. He exercises an influence on the horse. He asks, gets heard and becomes more aware of himself.
**On a psychological level,** the physical contact and interaction with the horse awaken the feelings – the “other” has to be included. By its movement the horse allows the child to become aware of his/her body place in space. The pace of the horse offers security (e.g. leaning on his neck). The learning process which is long and requires patience is very beneficial for emotionally unstable children. For example the ones who seek instant gratification or with a short attention and concentration span benefit a lot from this technique. Interestingly, studies have shown that the cardiac rhythm of the horse corresponds to the heart beat of a pregnant mother, thus allowing the child to experience a regression and to re-experience its memories.

**On a relational/ emotional level,** a non-verbal communication between the child and the horse takes place. The horse doesn’t cheat or judge. Here every action and response is clear and direct, providing the child with a honest, natural mirror. Interaction with the horse develops new forms of communication and socialization, and helps building confidence and self-esteem. Last, but not least, the horse provides the child an image of strength, vitality and dream.

**How are the sessions conducted?**

The first session starts by a talk with the parents to assess the child’s potential and needs and to define the objectives: what they expect, what can we offer and how we are going to collaborate. Sessions are given on a one on one basis, and they happen in a safe and closed arena. One volunteer leads the horse (we take one or more helpers to hold the child if needed) while the teacher guides the session.

*To be efficient, sessions have to be conducted at least once or twice a week and on a regular basis.*

**Build up of a typical session**

*The first part starts on the ground:*

- The child assists, within its possibilities, in grooming and tacking the horse.
- There is a short warm-up period on the ground without the horse.
- Then the child leads the horse through different exercises to encourage the bond between them, to improve concentration (the child has to memorize the sequence) and also to build his confidence.
Second part:

- The child rides the horse to encourage relaxation of the muscles as the horse walks, followed by a focus on postural control and alignment e.g. stretching and strengthening muscles in the upper and lower extremities.
- Then some games, e.g. playing with a ball, passing on poles, zigzagging around barrels etc. are included. All exercises help in a harmonious development of the qualities mentioned above.
- An outdoor walk ends up each session.

Each session is based on the capacities of the child and tailored to its needs.

Some observations

Marianne and her team have seen some beautiful results. The first autistic child started his first session by pulling the hair of the horse, throwing tantrums while riding and throwing his helmet on the ground. After 4 lessons, we could already see an improvement in the behavior of the child. He became quieter and his social skills improved a lot. In most cases, we have seen a lot of improvement in balance and body coordination.

The teacher also had to deal with the fact that most of the children have nearly no contact with animals. Amazingly none of the children showed fear in front of Persian Sky. Once, an autistic child, as he felt he was going to scream, went on his own to embrace Persian Sky and gave him a kiss. The scene repeated every time the child was feeling the tension coming. In heavy cases of physically and mentally different-abled children, the results are not always as relevant as with other cases but the most rewarding thing for the teacher is to see the smile spreading on their face while they are riding.

In cases of behavioral problems like aggressivity, anger, fear, attention problems, the scenario differs as the child understands and can follow instructions. The work is thus more emphasized on developing the qualities inherent to the child and on working in partnership with a living creature. In most cases, the behavior starts changing after 5 or 6 sessions.
ANNEX 5: EVOLVING GAMES

Introduction and basis of this work

Respect of all and of each one, responsibility for one’s actions and speech/words, autonomy on the individual as well as collective level, love and sharing are essential parts of my work. Like the five fingers of the hand, they are indispensable and interactive.

The key points:
- Play is life!
- Playing transforms all negative aspects of life in positive acts.
- There are neither losers nor winners, but only players who make the experience of a sharing.
- I am, therefore the play is and so I am.
- Everything is possible while playing.
- Everything is possible with everyone.
- The inner child lives in each one of us and, each person, whatever his or her age, can discover this world he/she has inside and let it flower through play.
- A game can be the ignition key for all type of knowledge (reading, writing, calculating...) and can develop qualities which sometimes get lost in the difficulties of life.
- The act of playing helps to better understand our own rules, and those of the community and the universe.

Activities: board games, improvisation theatre workshops, clown workshops

Whatever activity is going on, my role is to accompany the participants in the discovery of their imagination and creativity. Each activity is based on the five basic rules I mentioned earlier (respect, responsibility, autonomy, love and sharing).

-board games. We discover the place and together we establish its rules. Each person is responsible for what happens there. The rules of life as well as the rules of a game are the consequences of needs and specific choices which are changeable aménageables et modelables. To sum it up, we never fix forever the rules of the game and make them according to the public and of course with its full participation. We also create new games.
**Improvisation theatre and clown workshops.** Through small role-plays, the child discovers his inner being and expresses his feelings on this page, while playing with his fears and his joys. I suggest themes and lead the workshops by following the rhythm and imagination of the participants. I sometimes call upon external speakers to bring in a new activity, or to enrich the experience of play.

**Who are these activities for?**

According to the attitude of the participants and according to the activity, I can welcome up to 20 people. I prefer mixing the ages as it enriches the group and allows for more balance in human relationships.

**The place**

Ideally, the place will be composed of a central space surrounded by several alcôves. This disposition allows me, from a central space, to be in contact with all that is happening in the surrounding small rooms. It equally allows the children who wish to play by small groups, in a comfortable, cosy and quiet place. The central space will host the clown and Theatre workshops, as well as the board games of more than six participants. The pastel colors chosen will give a soft atmosphere (paints, lights, curtains, cushions, carpets...). Simple and convenient cupboards are planned for an easy management of materials.
ANNEX 6: MAGIC GARDEN
How it came to be

It all started arbour 15 years ago when Anna inherited some books about sacred geometry. Three years later, she got the opportunity to be a substitute teacher for a group of 13 hyper-active boys aged 13/14 years old (special needs class). On her first morning, when they heard she lived in India, they became most interested in meditation and asked her if she could teach them the technique. Well, she thought that could be a good start. After the tea break, when she walked back to her classroom, there was chaos in the corridor. The group had told all the other children that Anna would teach them meditation, which they believed was magic and they would learn how to make tables and cupboards fly through the school. So they had started the process by moving around tables, cupboards and whatever they could find. Reviewing that difficult first day on her way back home, she knew she had to do something, but what? The picture of the man in the circle, Leonardo Da Vinci appeared in front of her eyes and suddenly she knew what she had to do: geometry, playing with sticks and ropes, make points and draw circles. She developed stories around it and was touched by the joy and interest of the group. She worked in three more schools with the material she created and when she realized the impact on the thirst and enthusiasm for learning, creating and understanding of the group, she knew she wanted to research deeper in this subject and develop material to share with teachers. In the last years, she developed a lot of material, games and stories. Finding herself in Lilaloka is magic and will provide her with a place in Auroville where she can share, research and develop Nature’s Theatre further.

“And the key to the wonder-book of common things.
In their uniting law stood up revealed
The Multiple measures of the uplifting force,
The lines of the World Geometer’s technique,
The enchantments that uphold the cosmic web
And the magic underlying simple shapes.”
From Savitri (by Sri Aurobindo Ghose)
**Introduction**

In Nature’s Theatre, we go on a journey into the discovery of the birth of shapes, their quality, their character, their number. We learn to recognize them and relate them to our self and our surrounding. When we look at the world around us, we can see that it is built up out of shapes and lines, light and shadow, ever moving and changing. Nature’s theatre is a place of research into the magic underlying those simple shapes. Children believe in magic, are spontaneously aware of their surroundings and very curious. They respond naturally towards these basic principles of simple forms. To experience that one is part of all creation is indispensable for the good functioning of the whole, it gives positive life energy. Nature’s Theatre wants to create a safe and inspiring environment where each individual can make its point and realize that we are uniform in our shape. We differ is in the colours the divine has bestowed on us and the way we look. We differ in our talents, the way we perceive the world and how we like to express ourselves. Nature’s Theatre is based on the aspiration that the family of humanity and the world of Nature will join in harmony together. We play, in Nature, with Nature and learn to work with a compass, in this case two sticks and a rope, a sacred tool. Nature’s Theatre is about the joy of making that first point and feeling it within, feeling its light and joy which carry the ability of manifestation. We honour the sacred within and the sacred around us in joy and gratitude. The creation of the divine should be accepted in humility; this brings inner enlightenment and true understanding of the world. Nature is a patient teacher through which we can learn a lot. One of the aims of Nature is to collaborate. This is also one of the aims of our nature.

« Peace through human unity; 
Unity through uniformity is an absurdity. 
Unity must be realized through the union of the many. 
Each one is part of the unity; each one is indispensable for the whole. »

The Mother [oct.1969; CWM 13;208]
Methods used

Nature’s Theatre is opened to many ways of expressing one’s own experience. Each individual perceives the world in a different way, a different aspect of it. When we can express what we search for according to our own talent and perception, we share a wide range of experiences and learn to enjoy each other’s differences and similarities.

The main methods used are:

- **Construction of geometrical forms in our own size**, with the use of a compass (two sticks and a rope).
- **Meditation**: experiencing in quiet concentration the essence of the shape one creates and inhabits.
- **Pieces of art and the results of our research** will be presented to other members of the group, through any form of art and creation according to the interest of the individual. Word, movement, creation of objects, any form of expression is encouraged, as long as it is in harmony with the well functioning of the Whole.
- **Theatre**: we use this method as we observed that individual play within the group naturally developed into stories and constructions in which the children play the world they discover.
- **Research**: through caring for and observing nature around us, we learn to recognize the shapes we created and experienced. Our experiences and findings will be manifested through the creation of little booklets to share our research with parents, teachers and anybody interested.

Anna mainly works with groups of 10 to 15 children, but also with families.

The first session

All workshops are based on visualizing and experiencing information, relating to one self, Nature and our surrounding. In our first session, we introduce a sacred tool, the compass, in this case two sticks and a rope; we introduce the idea that if there is nothing, and we mark a first point, we open the possibility to create the world. With the use of our tool and our body we will take measure of our width and height. We will make our point and pull from there a never ending line, the circle. The circle is called the one, the mother of all shapes. We discover our shape within our circle and prove that we are all stars. We are uniform in shape, but no point is the same. We concentrate on our self. From there, with that knowledge, each individual will play, create and let himself be guided on its journey through the realms of Nature, using the methods we introduced before.
“It is a shame that children are exposed to numbers merely as quantities, instead of qualities and characters with distinct personalities relating to each other in various patterns. If only they could see number and shape as the ancients did, as symbols of principles available to teach us about the Natural structure and processes of the Universe and give us perspective of human nature.” From “Beginners guide to construct the Universe” by Michael S. Schneider

The area

In the compound of Lilaloka, Nature’s Theatre will be situated in the park area. This provides us with a lot of land to explore and care for. All constructions in this part of Lilaloka will be made with organic materials built on low pillars. Will be available:

- A main room built in the shape of a pentagon.
- A big sandbox to practice the constructions.
- Several individual spaces with room for two people. Those spaces are movable and in different shapes: the six pointed star, the circle and the egg (oval) will be the first ones. Those spaces can be used when there is a need for concentration either to create your own story or simply to reflect on your experience.
- Natural materials to create objects of art, costumes or decorations, to highlight points and lines.
- A small pool, to study and explore the element water and all what it does for us.
When referring to my work and personal growth over the years I find I have shifted from the traditional role of an Occupational Therapist - A rehabilitation Science. One imagines a “fix- it- lady with a box of tricks...”, I still carry my box of tricks - but my eye is on nothing to fix.

Urban childhood and today’s fast pace lifestyle has lead to many clinical questions about increased statistics in cases of autistic spectrum disorder, children with sensory processing issues, Children with learning disabilities etc. These tendencies have led me to reflect of on my choices as a clinician and as a parent.

In the past I would refer to multidisciplinary team where all professionals (pediatricians, physiotherapists, nutritionists, occupational therapists, etc) drew from the same medical framework. I was inspired to approach healing and growth for children from an alternative more holistic framework. This triggered my research into Ayurveda and Homeopathy, Anthroposophy and Integral Education. I now refer and draw on this professional framework.

Lilaloka provides a new platform and approach to practice and education - a place where the focus is on the whole being.

**Occupational Therapy room**

Our large room caters for child centered play, safe body movement and play with equipments such as swings, hammocks, physio balls, tunnels and obstacle courses to name a few equipments. Fine motor, craft and a range of high quality educational games and therapeutic tools which are chosen by the child or together with me for the specific session or group.

Sensorial play with water, clay, sand, sound and other materials takes place in the transitional space. Access to nature and the magical garden and therapeutic pool are just beyond the room.
**Balamata Play Group**

There is an emerging trend (of an age old practice) for mamas, papas and babies to stay in close contacts with their children in the first three years. This attachment creates a very strong foundation for the child in the early years of learning. Many parents ask for a group where they can join in and co-create rather than experience isolation at home or hand over to common crèche like set - ups in the early years.

These groups are sensitively designed by me for the emerging skills of babies and toddlers with age appropriate equipments and materials for all to enjoy. Groups are small with an average of 4 children with a parent. The group will eventually meet in the collective hall - a phase two project of Lilaloka.

**Outreach**

**Multi-sensorial Playscape Design:**

On request I visit schools - in conceptual planning stages or in active practice stages to integrate multi sensorial design into the framework for kindergartens. I work closely with architects, teachers, and grass work community workers for the implementation of this. There is a trend in modernised Asian cities to create sterile childhood learning platforms. There is an over emphasis on the academic skills in the early years rather than supporting the natural emergence of play.

**Workshops and training in supportive learning**

On request from community development workers, interested educators and parents, I run workshops. Additionally I offer supervision to teachers in a supportive educational role in their respective schools.

- The wonder of development
- How to create an Individualised education programme
- The Whole child and Learning disabilities
- The Whole child and Physical Disabilities
This library will be a place of knowledge, creativity and discoveries, dedicated to the child. It will be open to all, and will also offer a section on education for adults. In this playful, joyful and quiet place, the child will read, borrow books and enjoy this creative space for story-writing, -telling, -play acting... As we will also have a puppet theatre. There will be small “cells” where children can be alone if they wish, in a cocoon atmosphere. A central spiral staircase will lead to a small room of secrets, for children who have secrets to tell each other. This room will be at the top of the library, and one will be able to watch around, like in a watch tower.

We have already been offered around 230 books and 100 magazines. So the library has already actively started!

**Children’s section**

**What type of books will be in Lilaloka Library?** Books of high quality will be displayed, which means quality of stories, language and images:

- There will be inspiring and instructive stories:

- On the themes of love, beauty, courage, strength, simplicity…

- True stories of people who have achieved great accomplishments, which show that everything is possible, of great Artists and Compositors, of people who saved or helped the others, of different countries (ways of life).

- Fairy tales of different countries, books on special beings like fairies, gnomes, angels…

- On the processes of life and death, which are central subjects for children: we noticed they have a lot of questions about death, for example, when they are directly confronted with it. We want to be present, if the child manifests the need for it, during these processes by reading them stories.

- **The language (orthography, grammar, vocabulary) is also of considerable importance.** Children not only read a story but also learn to speak and write correctly while reading. We carefully review all the books which come to us.

- **Illustrations of artistic quality allow the early refinement of the children’s taste.**

We will also have audio CDs of story-telling, which a child can borrow or listen to in the library with head-phones.
**Adults’ section**

This part will be **dedicated to education and aimed at parents, educators and teachers**. Will be displayed:

- Works of relevant people who tried new ways of education: Maria Montessori, Arno Stern, Partho…

- Practical books on education: alimentation, how to take care of babies and infants, alternative healing methods, integral psychology…

**Creative section**

Lilaloka wants also to offer a space to **create and tell stories**, which appeals to the child’s own imagination and creativity. This will happen in many ways:

- A child can ask us to read him a story.

- There will be a special desk for anybody wishing to write or illustrate a story, with nice materials ready on it. The library staff will be there to help (for example a young child who cannot write yet can dictate his story).

- Story-telling afternoons or evenings will be organized.

- There will be a room especially for puppets, creation of stories…
ANNEX 10: ARCHITECTURAL PLANS
ANNEX 10 – A: LOCATION

AUROVILLE

INSTITUTIONAL ZONE
INDUSTRIAL ZONE
CULTURAL ZONE
MATRIMANDIR
RESIDENTIAL ZONE
GREEN BELT
ANNEX 10 – C: MAIN BUILDING GATHERING SEVERAL ACTIVITIES

3D Model of the Main building

Architect: Sigi Keller
The following drawings are by Emanuele and depict the general map of Lilaloka and various views of the main building grouping several activities.

1 – Main building
2 – Nature’s Theater
3 – Hall for collective activities
4 – Swimming pool, cascade
5 – Library
6 – Care-taker’s house
7 – Lilaloka’s Entrance
8 – Horse-riding (in another location...)
1. Play of Painting, Guided Relaxations
2. Individual Play Sessions
3. Occupational Therapy
4. Creative Radio and Computer based self-learning
5. Children books and games Library
6. Large covered area for the Evolving Board Games.
7. Indoor garden, alive and protective, adding to the atmosphere of beauty and peace.
8. Surrounding Magical garden
9. Store room & Kitchen
10. Toilets
Left side view (Sandbox, Creative Radio, Individual play sessions)

Backside view
Inner courtyard (Library, Play of Painting)

Inner courtyard (Sandbox, Creative Radio, Individual play sessions)
ANNEX 10 – D: COLLECTIVE ACTIVITIES HALL FOR BOARD GAMES

Perspective

Floor Plan

Architect: Meera Prajapathi
HOW TO PARTICIPATE

- By your enthusiasm for the project!
- By donations of equipment (books for the library, puppets...), ideas or help.
- By your financial donations (see details below).

**Tax relief:** Foreigners who require a tax exemption are advised to route their donation to Auroville via the Auroville International Centre in their respective country (not possible in France, the Netherlands, please check with us for others). Indian citizens who require a tax exempt receipt under section 80G or section 35.1.ii or 35.1.iii are advised to make a donation by sending a cheque (see above), or by making a direct bank transfer (see above).

**How to give:** (for any further information, please contact us)

- If you have an Auroville Financial Service account, you can transfer a donation to account 240001 (Indian Residents) or 0490 (Foreigners), mentioning “Lilaloka” as the purpose.
- From any country, you can send a cheque or a DD, payable to “Auroville Unity Fund - SAIIER”, to our postal address. Please join a covering letter, mentioning “Lilaloka” as the purpose.
- If you live in India you can send your donation through Internet banking or direct transfer:
  
  - State Bank of India – IFS code SBIN0003160
  - Branch code No. 03160 – Account No. 10237876031
- From any country, you can send your contribution via the Auroville online Donation Gateway: [http://www.auroville.com/donations/](http://www.auroville.com/donations/)

Please inform us at the time of sending (with a reference e-mail if possible), so that we can acknowledge receipt as soon as possible.

**How to contact us**

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