

# CEDEM



## Presentation

The CEDEM (Education and Development Centre for Mauritian Children) is one of the non-governmental organisations that looks after vulnerable children including handicapped children, orphans, abuse victims, poverty-stricken children and street children, thanks mainly to a plethora of social and educational services and projects. The CEDEM actively campaigns to promote children's survival, protection, development and rights. Its main objective is to improve the quality of children's lives.

In 2009, the CEDEM celebrated its 25 year anniversary. The organisation and its partners are now more determined than ever to continue to fight for a Mauritius that is worthy of its children.

# Mission

To give each child a better future.

# Vision

A society where each child is cherished and has access to high-quality education.

# Goals

- Offering Mauritian children a comprehensive education that is not merely academic but also providing them with the tools to become well-adjusted citizens who are useful to society.
- Support vulnerable children and children in need.
  - Raise awareness among parents of their key role in educating children.
  - Support families in difficulty.
- Train teachers, youth workers and social workers.
- Offer Mauritian children recreational opportunities targeting the most deprived areas of the island as a priority.

# Projects/activities

- Early childhood development centre: the preschool section of the specialist schools for children including those that target children that are handicapped or slow learners
- Activity and recreational unit
- Children's home: gradual rebuilding within an appropriate framework
- Community development project: setting up of educational and social projects in underprivileged areas. Street library, English and French language programmes, Street activity sessions, Parent training, building refurbishment

- A project specifically aimed at integrating handicapped children : in a primary and secondary school with specially adapted sections for slow learners and handicapped children
- A family advice centre: a forum for listening offering support and advice, practical and concrete solutions to problems, timely assistance from doctors, speech and language therapists, psychologists and educational consultants.
- A therapeutic unit: medical treatment with a full range of therapies available including physiotherapy, massage therapy and psychotherapy
- A training school: for training young volunteers between 14 and 25 years, CEDEM staff, parents and members of other organisations.



## Contact



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## Ceméa Madagascar



# Presentation

## Goals

- Training and preparation in relation to active learning methods for both professional and non-professional educators as regards the roles of instructors, directors and treasurers of holiday centres;
- Training and professional development for managers within educational institutions such as preschools, boarding schools and universities; training and professional development of educators within urban or rural youth organisations or educators working with maladjusted young people and children (Art.1 of the Statutes);
- Organising and managing internships together with information-gathering, training and professional development sessions for educators;
- Organising and managing holiday centres;
- Organising and managing information, training and professional development courses for teachers, educational consultants and teaching inspectors (secular or denominational);
- Research into the educational plan consisting of training methods and techniques adapted to the Malagasy situation;
- Sharing all active learning methods and ensuring that they are adapted to the situation in Madagascar;
- Facilitation of groups of young people and adults in relation to a variety of topics including group dynamics, leadership and management styles.

## Activities

1. Training of educational consultants for primary schools: 6 sessions of "Training for Research and Innovative Teaching Methods".
2. BAFA internship: 64 interns from all areas of

Madagascar.

Professional development internship Various topics were the subject of research and information sharing including “The Recent Evolution of Neuroscience and its Impact on our Internship Practices”, “Speed-reading Techniques for better use of our Documentary Resources” and “Communication of Management Styles”

#### 1. Holiday centres and other extra-curricular activities:

- Team building The World Bank requested that CEMEAM organise and facilitate Team Building activities during this exercise for the purpose of creating and developing a group dynamic between the members of each entity and a variety of entities.
- Strengthen the direct collaboration between the various entities involved in the project
- 3 types of summer camps:

1/An annual summer camp aimed at pupils from the CEMEAM (Training Centre for Active Learning Methods in Madagascar) in Ilafy which can be integrated as part of a family holiday with parents of pupils entitled to sign up but organise their own activities and accommodation. The number of participants ranges from 100 to 150 including both children and parents. Financed in part by the school with donations from parents.

2/ An annual summer camp organised in partnership with the Goethe-Zentrum Antananarivo German Cultural Centre. This is aimed at pupils awarded the highest marks in German from the country's two secondary schools.

3/ One or two holiday camps, open to the public. The costs are completely covered by the parents. The numbers are usually limited (around thirty per session).

## Hosting groups of French youths



The Association hosted and organised four groups of French youths who worked as volunteers on a building project in Anstirabe for one week and then visited Madagascar for the two other weeks.

The two first groups were sent via the French association *"Diabolo Menthe"*.

2007: hosted the FICEMEA global forum "Construct an Active Citizenship for a Sustainable World».

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# Theatre is a human education process



Dear Friends of Theatre and Education,



I am from India, which is a prominent country in south Asian region of the world. India is a country of illiterates, villagers and poor people who are rich in cultural expressions, practical adoption in livelihood and self-dependant life. That is how theatre has existed as a tradition for since more than 300 years of forms, which are still visible. The only complete theatre guidebook has been written in 3<sup>rd</sup> Century BC named *Natya Sashtra*. So the existence of theatre in India can be imagined much before that on which basis this classical theories have been derived.

The necessity of inventing theatre was felt as an essential of human life, for which it could sustain by itself undergoing many different improvisations after facing challenges time to time. The necessities could be explained as – a) Theatre is a social reflection process by highlights social conflicts, through an entertainment method to go for an improvement in our society and human life. Conflict between the protagonist and antagonist and at last, by giving a win point for ‘good’ forces against the ‘bad’, establishes the purpose of Theatre. b) Theatre is an expression with a sense of beauty for researching, creating and sharing the artistic achievements, which claims to be an entertainment for building peace and eternal happiness. So ultimately theatre is a social educational process to initiate a thinking of improvement, beyond the students inside classrooms. And Education aims at the same goal : To improve the Human Life and society.



Further when analysing the elements and benefit of theatre : one can discover that –Theatre improves confidence, clarity in vocabulary, sense of logical thinking, power of social-analysis, spirit of teamwork, communication skills etc. The

content of a play always sensitizes the political, social, psychological angle of our lives. These are the basic need of a Human Life.



Natya Chetana has developed 2 modules of theatre process and form. 1) Cyco theatre and 2) Intimate Theatre. One is to carry theatre by cycle crossing hundreds of kilometers to reach common audiences of villages who are out of educational premises and performing in open air spaces facing 3 side audiences after undertaking a serious research on subject and cultural expression of the region. The second model is to do longer plays, 1 hr 15 min to 2 hours maximum, performing once in the evenings with a series of shows for urban population in towns using auditoriums, non-auditorium unusual spaces addressing One-sided audiences. The objective is to draw attention of the audiences towards the issues dealt in the content, but places before them through a familiar entertaining method.

Natya Chetana has record of results: Audiences sit down and discuss for a change. Silent poor people start raising their voices against antagonists. Children start questioning teachers in their schools. Natya Chetana conducted a special project in 1994-1996, to make tribal students confident and become interested in education. As a successful indicator, the poor people decided to continue the Children Theatre Centres of their villages by own contribution after the withdrawal of Natya Chetana from that region. The private tuition by school teachers was vanishing there.



That is how Natya Chetana believes Theatre as an integrated part of Education which improves Human Life. Nobel prize(1913) winner Rabindranath Tagore (as a poet) established the same believe through his institution at Shantiniketan during 1913 onwards. But this believe turned down by the modern school

system and theatre became side tracked for which Natya Chetana is worried about. The present concept of Theatre in Education is a new idea for present day schools in India.

Subodh Patnaik, Director- Natya Chetana