

ANNUAL REPORT 2009



International Institute for distance learning

Introduction



Alternative education for Africa

Dear friends,

When we started with Ahadi Institute in 1997 nobody knew how we would gradually becoming more and more involved in education in the African Great Lakes region. The aim of Ahadi was to look for alternative ways of bringing education to those who had been excluded from access to the existing educational systems, and that is why Ahadi developed its different approaches for distance learning.

These approaches could not at all be the same everywhere and for all candidate-students, but had to be adapted to the different situations : refugees in refugee-camps, repatriated refugees in their home-countries, local youth in rural areas, working students who need evening-classes for upgrading, etc. It has been the challenge and has become the success of Ahadi to develop in that way a whole expertise in "emergency education" in different situations.

With the past year 2009 Ahadi has done a strong self-assessment and decided to take up the many challenges for accessibility to education for the poor, for the "excluded". But in order to do this Ahadi needs to increase its own "residential" programs, and should no longer only depend on the programs from other institutes and universities. These partnerships are so much appreciated, but they have to be oriented towards building local capacity within Ahadi, so that in the future Ahadi will be able to take ownership of the program, and then to offer it through distance learning to those who need it most.

This evolution was started by the Ahadi Social Worker Training in partnership with Artevelde University College in Belgium. This joint programme has given birth to the Newman Institute of Social Work that now offers a degree in social work, under the National Accreditation Council for Technical Education in Tanzania. The same evolution has been started for the other programs that actually are being offered by Ahadi.

Ahadi wants to remain a strong actor for education and alternative education in Africa and increase its own capacity! Therefore the growth of autonomous Ahadi institutes in Tanzania, in Burundi, in Congo, etc. is essential. The year 2010 will be focuses on the development of these institutes and on the international coordination between them.

We continue to be grateful to all our benefactors and sponsors, to our academic partners, to the students who contribute to the development of the institute, and to the Brothers of Charity. Caraes offers us support for fundraising, for quality control, financial auditing and reporting. The international coordination of Ahadi Institute is affiliated with the International Institute Canon Triest (IICT).

In 2010 we will work on consolidation and growth of the Ahadi Institute, so that more students can be reached, better quality can be offered.

Therefore we strongly depend on the goodwill of our benefactors, and we hope that you'll all allow us to continue this so much needed service. The past 13 years have proven that Ahadi can do it, so we hope in your renewed trust for 2010.

Blessings,

Bro Stan Goetschalckx



Ahadi staff 2009

Staff Ahadi Institute Foundation 2009:

- | | |
|-----------------------------|-----------------------------------------|
| 1. Kahete Mbirize Seth: | head of Nyarugusu study centre |
| 2. Constantino Kaunda: | general director Ahadi Institute Kigoma |
| 3. Edison Bashimbe-Nshombo: | programme manager |
| 4. Joachim Kizanye: | tutor |
| 5. Jacob Tungar: | lecturer |
| 6. Nicholas Mmbaga: | consultant |
| 7. Pancras Mitabile: | tutor |
| 8. Amina Mathias: | responsible for printing |
| 9. Christine Curci: | senior lecturer |
| 10. Hakeem Rusaganmya: | librarian |
| 11. Dismas Msanya: | accountant |
| 12. Abubakar Mutoka: | chief academic officer |
| 13. Macho Kibone: | secretary |
| 14. Joel Amoni: | responsible for cleaning |

People who were not on the picture, but are also part of Ahadi staff in 2009:

- | | |
|-----------------------------|----------------------------|
| Augustine Mulila: | coordinator ISTCE |
| Bernard Kitima-bin-Mashaka: | financial manager |
| Diomed Mahene: | lecturer |
| Eric Jeje: | administrative officer |
| Ferdinand Nkeshimana: | staff member Ahadi Burundi |
| Fulgence Niyitegeka: | IT lecturer |
| Innocent Muyonga: | assitant librarian |
| JMV Solo Bayingana: | staff member Ahadi Congo |
| Leonce Bucumi: | staff member Ahadi Burundi |
| Samson Abdul: | logistics |
| Stan Goetschalckx: | international coordinator |
| Vincent Termonia: | voluntary lecturer |



Picture: Classrooms Ahadi



Insight

1. Peace
2. Gender sensitivity
3. Ahadi and MDG's

PEACE

The unstable socio-political situation in the Great Lakes region is one of the main reasons why so many people have no access to education in this part of the world. Ahaqi therefore considers it as its duty to contribute to the hopeful process of sustainable peace building that is now well-underway. Ahaqi has built a cross-border network of relations and cooperation agreements in the region. Ahaqi staff from the coor-

dination office in Kigoma regularly meet with academic partners from neighbouring countries. Ahaqi students of different nationalities and ethnic background study together and meet each other during seminars. All these contacts improve mutual understanding and enhance the creation of an integrative climate, one of the essential components for peace-building.

DR Congo

In 2009, new confrontations between rebel groups, the Congolese national army, the Rwandan national army and the MONUC resulted in a deterioration of the humanitarian situation in the Kivu (especially North Kivu). In January 2009, the national army of DR Congo (FARDC) and Rwanda started a joint offensive, named Umoja Wetu ("Our Unity") to disarm the FDLR (Forces for the Liberation of Rwanda) rebel group and their allies. In March 2009 a second operation, Kimia II, was launched. It was a joint offensive of MONUC and FARDC. The Congolese government hoped that this offensive could bring an end to the instability in the Kivus. But the attacks led to a series of FDLR reprisals against civilians. There were widespread reports of atrocities (rape, torture, kidnappings, arbitrary arrests, ...) on the part of FDLR rebels as well as FARDC soldiers. As a result of the violence, hundredthousands of people fled their homes. At present, there are over 1 million internally displaced people in the Kivus.

The renewed fighting had definitely a negative impact on the UNHCR-organized voluntary repatriation of Congolese refugees from Tanzania. At the end of 2009, there were still some 60.000 Congolese refugees in the camps, while at the beginning of 2009, the UNHCR had planned to repatriate 40.000 of the 65.000 Congolese refugees.

In November 2009, the Congolese refugee camp of Lugufu was officially closed. In the months before, the remaining 19.000 refugees had been moved to Nyarugusu, the only camp for Congolese refugees that still exists in Tanzania. At present, there are still some 60.000 Congolese refugees left in Nyarugusu. Ahaqi will continue to provide education to these refugees.

Burundi

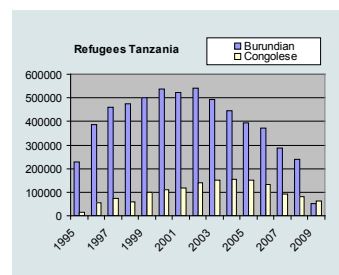
Burundi is enjoying improved security and stability. The demobilisation of the rebel group FNL has been completed and the movement has become a political party. The reintegration of the former combatants is still a challenge. The restoration of peace in Burundi has led to massive voluntary returns of Burundian refugees from Tanzania.

- refugees of 1972

Since March 2008, some 53.500 Burundian refugees from the "old settlements" who either fled from their homeland 37 years ago or are their relatives, have voluntarily returned to Burundi. Many of the returnees were landless, as 82 % were born in Tanzania. Access to land remains the most sensitive issue with regard to their reintegration. Another 162.000 refugees have been naturalized in 2009 and have become Tanzanian nationals.

- refugees of 1993

These refugees have all been regrouped into the one remaining Burundian camp in Tanzania, Mtabila camp. At the end of 2009, they were about 36.000. Although they can only be repatriated on a voluntary basis, some sources claim that many of them are being coerced into returning home. Some of them will probably stay in Tanzania as their security can not be guaranteed in their home country. The refugees of Mtabila camp will soon be transferred to the Nyarugusu camp.



GENDER SENSITIVITY

Since its foundation, Ahadi has always made special efforts to increase access to education for girls and women. It is widely accepted that providing education to girls and women is one of the most effective contributions to create sustainable development: the infant mortality rates decrease, children have a higher probability of getting a good

education and most importantly, women can raise their income, which increases the economic power-base of the family.

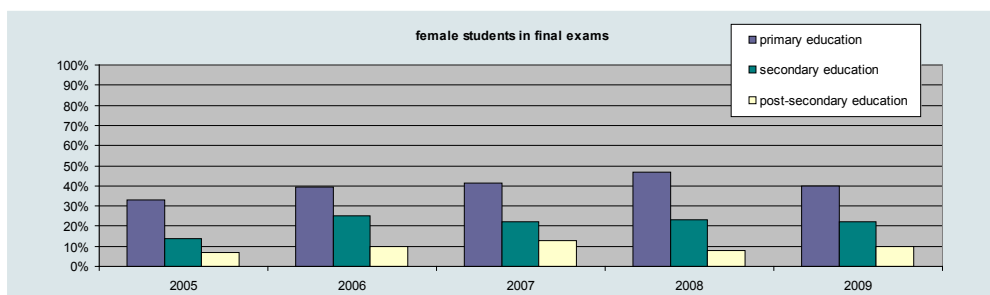
Moreover, UNESCO considers higher education for women as an indirect but effective approach to developing a culture of peace in Africa.

In the past few years, Ahadi and different women activist groups have made major efforts to raise the refugee girls' school attendance through information campaigns. Drama groups, dancers and drummers helped the mobilisers to spread the message and to convince parents to send their daughters to school. The combined efforts had a clear impact: the refugee girls' school attendance clearly increased. In some neighbourhoods it even reached 90%. But, as in many other parts of Africa, school enrolment among girls declines gradually as they move into the higher grades. In primary education, many girls are kept at home by their family as they need them for domestic chores and to look after younger siblings. In secondary education, many teenage girls drop out of school to get married. At the age of fifteen, most girls are already married and some already have their own children to take care of. At that point, attending school is no longer an option for them.

Ahadi and women activist groups have definitely managed to increase the enrolment ratio thanks to their campaigns, but the next step is now to keep them at school so that they can sit for the end of primary/secondary school examinations. Ahadi's statistics e.g. indicate that the percentage of girls who sit for the final examinations has not really increased in the past few years, notwithstanding the increased attendance rates in the first grades.

The situation for the post-secondary programs seems to be different. Notwithstanding the many initiatives that have been set up in the past academic years to increase the enrolment of female students in Ahadi's programs, the average percentage of women in Ahadi's post-secondary programs did not increase. One possible explanation is related to certain tendencies in repatriation. Male students are often more inclined to remain behind in the refugee camp and finish their studies first, before repatriating to their home country. Female students on the other hand will be more inclined to abandon their studies and repatriate together with the other members of their family, than to stay behind in the camps and finish their studies. They are considered to be indispensable for the housekeeping and are therefore often expected to accompany the other family members. Moreover, staying behind in the camp without any relatives also creates certain security risks.

Ahadi will therefore make extra efforts to convince its students that they can repatriate without having to abandon their studies. The distance learning system allows students to continue their studies in Congo or Burundi through one of its study centres. Moreover, Ahadi students can also become regular students of the ISP in Bukavu (Congolese teachers training) or the ISTCE in Uvira (Bachelor in economics / management) as they have been following the same courses.



MILLENNIUM DEVELOPMENT GOALS

During the UN General Assembly in 2000, world leaders issued the Millennium Declaration, which has led to the formulation of the Millennium Development Goals (MDGs). Since many years, Ahadi has been directly and indirectly contributing to the

achievement of these goals. With only five years left until the 2015 deadline, we would like to give you some examples of how Ahadi is and has been contributing to each of these eight goals:



MDG 1: Eradicate extreme poverty and hunger

One of the major reasons for extreme poverty and hunger is lack of employment. By educating and training people in the region and offering them an official diploma, Ahadi increases their chances to find employment. 98% of the former Ahadi students are currently employed.

Two former Ahadi students work for the United Nations World Food Program. They help to reduce chronic hunger and malnutrition by informing grassroots organizations on how to build a sustainable future for the local people, their families and their communities. More than 80% of the Ahadi-trained social workers are currently employed by national and international NGO's that are fighting poverty in the region.



MDG 2: Achieve Universal Primary Education

Since 1998, Ahadi has been organizing the National End of Primary School Test (TENA-FEP: "Test National pour la fin des Etudes Primaires") in the Congolese refugee camps in Tanzania. Some 30.000 pupils have been able to sit for these official exams, thanks to the logistic and organizational support offered by Ahadi. Without this support, a whole generation of Congolese refugee children would not have received any kind of official diploma of primary education. They would have become a "lost generation".

Ahadi students of the Newman Institute of Social Work in Tanzania have done research on the prevention of drop-outs in primary education. In Tanzania, half of the school drop-outs each year are girls of 12 to 14 years who have to leave school because of pregnancies. This research is an important step to reduce illiteracy.



MDG 3: Promote gender equality and empower women

Discrimination in girls' and women's access to higher education persists in many parts of Africa, owing to customary attitudes, early marriages and pregnancies, lack of adequate and physically and otherwise accessible schooling facilities. As a result, most women are deprived of any form of higher education. Instead, they undertake heavy domestic work at home. Combining their domestic responsibilities with educational responsibilities is often very hard or even impossible.

Ahadi presents a solution to this problem by offering its programmes for higher education through distance learning. This gives African women the unique opportunity to combine their domestic or economic work with higher studies at home. It's a flexible programme that allows them to study at their own pace, while they still receive an official, recognized diploma, with the same value of any other diploma of higher studies.

For female students who are following a full-time, residential programme, Ahadi has made special efforts to provide safe accommodation for them near the institute.

Ahadi's Newman Institute of Social Work (NISW) is also closely involved in gender issues. Many of its students do their fieldwork in women's organization. They do their research on women's rights, gender based violence, women's leadership, etc. One of the former

students even started her own local women's NGO.

In the future, Ahadi's NISW would also like to organize a course in School Social Work. It's aim is to train staff of primary and secondary school in social issues, with a special focus on gender disparity in education.



MDG 4: Reduce child mortality

Many of NISW's former students who are living in the refugee camps in Tanzania are currently employed by NGO's as health educators. It's their aim to create a healthy and disease free life for the vulnerable refugee community. They teach basic health education to the community (organizing seminars, awareness-raising events, ...) and develop public health education materials. They pay special attention to young mothers in order to warn them for the risks and causes of infant and child mortality.



MDG 5: Improve maternal health

In the past years, many NISW students made a dissertation on maternal and reproductive health. Research was done on modern birth control methods and how they are being perceived by the local population, the involvement of men in the process of family planning, etc.



MDG 6: Combat HIV/AIDS, malaria and other diseases

Ahadi students have been actively involved in the fight against HIV/AIDS. Some of them did their fieldwork in organizations such as the Ndela Youth Development Center (home based care), KACON (the Kigoma Aids Control Network) and Kividea (Kigoma Vijana Development Association), a well-respected NGO in Kigoma providing services to the local urban youth including HIV/AIDS education. In addition, research has been done on different HIV/AIDS issues such as strategies to increase adherence to HIV antiretroviral medication, the correlation between attendance and HIV/AIDS, HIV/AIDS in the refugee context, nutritional deficits of HIV/AIDS patients, etc.



MDG 7: Ensure environmental sustainability

One of the MDG-targets set by the UN, is to halve the proportion of people without sustainable access to safe drinking water and basic sanitation. This is again a theme in which many former and present Ahadi students are involved. One of Ahadi's trainees has participated in the development of a water supply system and environmental sanitation programme in the refugee camp of Kibondo, others did research on the system of wastewater disposal in Lugufu camp. Dissertations were also made on other environmental issues such as deforestation and erosion.



MDG 8: Develop a global partnership for development

As an institute for higher education, Ahadi has been developing partnerships with universities and university colleges in the United States, Belgium and DR Congo. These partnerships, based on exchange and mutual development, are a remarkable enrichment for both staff and students. It helps to broaden horizons and to improve the quality of education in many ways. Volunteers from all over the world have also contributed to the development of the institute.





Picture: Lake Tanganyika near Kigoma



Narrative report 2009

1. Primary and post-primary education

- Certification

2. Post-secondary education

- Advanced diploma in Social Work
- Bachelor in Economy/Management
- Congolese Teachers Training
- Peace education

3. Educational Resource Centre

4. Ahaqi structure

5. One of the students

CERTIFICATION

Program	Primary / Secondary school degree
Language	French
Partners	<ul style="list-style-type: none"> - Congolese Ministry of education - World Vision - UNHCR - Belgian government
Academic year	September 2008 - July 2009
Ahadi Coordinator	Edison Bashimbe

This programme is aimed at assisting refugee pupils of primary and secondary schools to participate in the national examinations of their country of origin or host country. The schools concerned are situated in the refugee camps of Nyarugusu and Lugufu. The project for secondary education was supported by the Belgian government.

Primary education

Ahadi enabled 1.292 Congolese refugee children in Tanzania to take the TENAFEP exam (Test National de Fin d'Etudes Primaires), the official, national primary school leaving examinations. These exams are recognized and certified by the DRC government. When the refugees return home, they will need this diploma to start secondary education. The diploma will help the refugee children to be easily reintegrated in their home country.

The exams were organized and coordinated by Ahadi and financed by the UNHCR (participation fees, transportation costs, allowances for the inspectors from the DRC).

The exams took place on June 4th 2009. Two inspectors from the Congolese Ministry of Education brought the examination papers to the two Congolese refugee camps: Nyarugusu and Lugufu. The inspectors were assisted by Ahadi staff to supervise the exams. 1.490 were registered to sit for the exams. Eventually 1.292 participated, as some of them had already repatriated. About half of them passed and obtained their diploma.

Ahadi has been organizing TENAFEP in the camps since the year 2000. In the past 9 years, about 18.000 pupils have participated.

Secondary education

In 2008-2009 Ahadi managed to support 750 form six candidates to sit for the Congolese national exams (Examens d'Etat) in the refugee camps. In the last two weeks of April, a first session took place, during which oral and practical exams were taken for all students. The ordinary session, with exams on all other subjects, was held in June. Eventually, 662 students sat for all exams. The drop-out of 88 students is mainly due to the ongoing repatriation process.

Before, during and after the exams, Ahadi accomplished the following tasks:

- *Physical inspection of the students*
A delegation of two inspectors from South-Kivu visited the study centres in December 2008

to verify which candidates qualified to sit for the national exams.

- *Organizing several meetings with the Congolese education officers*

In March 2009, a meeting was organized in Uvira (DR Congo) to prepare the exam sessions of 2009 (presenting the list of candidates, analysis of material needs of the students, practical arrangements) and an evaluation meeting was held in September 2009 with the Provincial Head Inspector of South Kivu.

- *Transport of exams*

Ahadi is responsible for transporting the exam files in a secure way from Kinshasa to the refugee camps in Tanzania and back, by land and by air. The exams traverse about 3.800 km ...

- *Printing and distribution of admission cards*

Those cards are required by the Congolese Ministry of Education. Without these cards, students would not be allowed to participate. Each student receives 8 cards.

- *Taking passport photos of each student.*

This is another requirement of the Ministry for identification purposes. Each students receives 18 passport photos

- *Supervision during the exams*

Each study centre has a supervision team composed of:

- 2 supervisors for each classroom
- 1 inspector of the Congolese Ministry of education
- 2 delegates of the Congolese consulate general in Kigoma
- 2 Ahadi officers
- Education coordinator of the refugee camp
- Tanzanian police officers
- medical team

- *Communicating exam results*

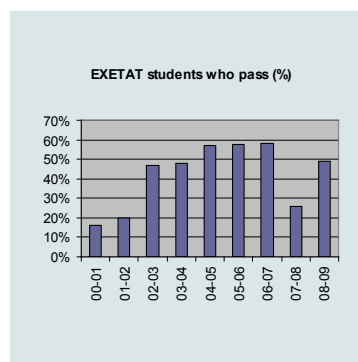
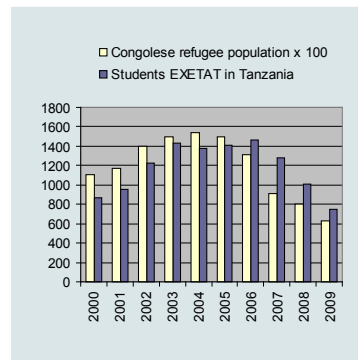
Ahadi passes the results of the exams to its students as soon as they are made public by the Congolese Ministry

In 2009, 324 students (49%) passed the exams and received their diploma in secondary education. This represents a significant increase as compared to last year, when the new coding system was introduced. In 2009, the students were sufficiently prepared to adopt this new system, which resulted in better marks.

Out of the 750 students who subscribed for the exams, 162 were female (21,6%). This is again a 5% increase as compared to 2008.

Challenges

At the end of 2009, there were still some 60.000 Congolese refugees in Tanzania. Ahadi expects that in 2010, there will still be more than 700 last-year students in the camps. Abandoning those young people is not an option for Ahadi. Not giving them the opportunity to obtain a high school diploma would have a dramatic impact on their future. Ahadi wants to live up to its promise and is therefore searching for financial means to organize the exams again in 2010.



ADVANCED DIPLOMA IN SOCIAL WORK

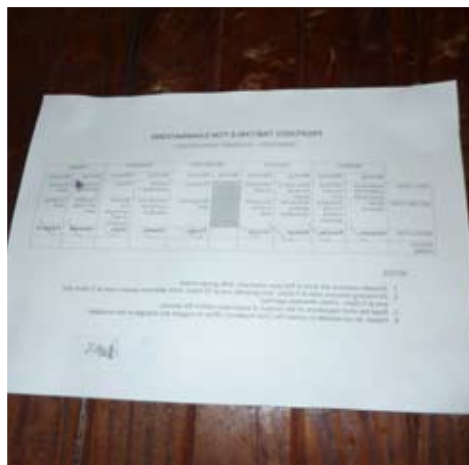
Program	Advanced diploma in Social Work
Language	English
Partners	<ul style="list-style-type: none"> - Arteveldehogeschool (Higher Institute of Social Studies) in Ghent, Belgium - Newman Institute of Social Work, Kigoma, Tanzania
Academic year	September 2008 - June 2009
Ahadi Coordinator	Constantion Kaunda

NISW is a local institute born from the collaboration between Ahadi and the Arteveldehogeschool in Belgium, the academic partner of this program. NISW was officially recognized by Tanzania's National Council for Technical Education (NACTE) on February 24th 2004 and offers a social worker training based on guided self-study. Ahadi also continues to offer the same programme through distance learning to its target group. In the past months, NISW has done major efforts to improve quality and meet NACTE's requirements to be recognized as a Bachelor's programme. The institute expects a positive reply from NACT before the beginning of the academic year 2010-2011.

A. Distance learning

In 2009, 32 students of different nationalities followed this programme by means of distance learning in the third year. As there were strong indications that the refugee camps were going to be closed by 2009, Ahadi had taken the decision not to enrol any new students for distance learning in the past two academic years.

19 out of the 32 students in the last year managed to graduate at the end of the academic year 2008-2009. 13 others had to postpone their graduation as they had been relocated to another refugee camp. These students will graduate in academic year 2009-2010. 9 last year students who did not manage to defend their dissertation in academic year 2007-2008 due to unforeseen events, successfully did so in 2009. This means that 28 students eventually received their diploma in Social Work in 2009.



Exam schedule



NISW lecturer

Many of our former students from the camps are back in their home country where they are employed. We believe they are good ambassadors of peace and can help to find solutions to the many problems their respective countries face. Others remained in the camps and some of them chose to apply for a DAFI-scholarship. Part of them were accepted and are now following a masters' programme at one of Tanzania's universities. The DAFI-scholarship is restricted to young refugees and financed by the German government.

Dissertations 2009:

- Factors Influencing Men's Attendance at Prevention of Mother-to-child Transmission (PMTCT) of HIV Clinics.
- Factors Underlying the Gap Between Girls and Boys in Secondary Education – Case Study of Lugufu Camp.
- The Impact of Gender Based Violence Within the Family in Burundian Refugee Camp of Kasulu District – Kigoma.
- An Assessment on How Women's CBO/IGA's Can Contribute to the Economic Emancipation of Women of Kigoma/Ujiji Municipal Council.
- The Contribution of the Brothers of Charity in Psychiatric Care in Kigoma Region.
- Reproductive Health: The Challenges of Contraception in Combating STDs and Unwanted Pregnancy Among Adolescent Girls.
- Domestic Violence and Income Generation Among Women in Kigoma-Ujiji Municipality
- The Impact of Lack of Awareness of Children's Rights Among Parents in Lugufu Camp.
- Nutritional deficit for People Living With HIV/AIDS in Kigoma Municipality.
- The Impact of the Saving and Credit Cooperatives to Women's Economic Development in Kigoma-Ujiji Municipality.
- Family Men's Attitude Towards Modern Family Planning Methods in Lugufu Camp.
- The Failure of Voluntary Repatriation in Mtabila Camp.

B. Guided – self study

The same programme can also be followed by means of guided self-study at the Newman Institute of Social Work (NISW) in Kigoma. In 2009, the student enrolment at the institute was 58. About 16% were female students. Most of our students who graduated last year have either been employed, or enrolled for postgraduate studies at different institutes of higher learning.

In 2009, NISW had an international (Tanzanian, Congolese and Zambian) academic staff consisting of 17 lecturers. In order to increase the quality and capacity of the teaching staff, two lecturers studied Community Economic Development and graduated as Masters in March 2009. The NISW is convinced that this achievement will definitely contribute once more to the academic quality of the institute as a whole.



Group work



NISW campus

BACHELOR IN ECONOMICS / MANAGEMENT

Program	<ul style="list-style-type: none"> - Community and rural development - Development Economics, Business Commerce, Banking and Customs - Administrative and project management
Language	French
Partners	Institut Supérieur Technique, Commercial et Economique (ISTCE) in Uvira, Democratic Republic of Congo
Academic year	January 2009 - November 2009
Ahadi Coordinator	Edison Bashimbe

These three year programs are organized in close collaboration with the Institut Supérieur Technique, Commercial et Economique situated in the town of Uvira, in Eastern Congo.

Achievements

The academic year started in January with the distribution of the syllabi of the first modules. 107 people subscribed for the programme in the Congolese refugee camps in Tanzania, among them 50 1st year students. Because of the UNHCR repatriation program, Ahadi was not allowed to accept any students in the Burundian refugee camps.

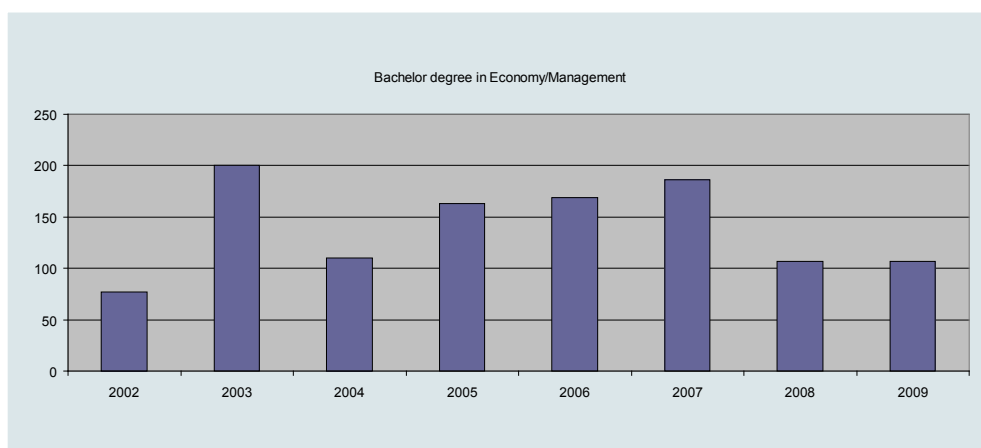
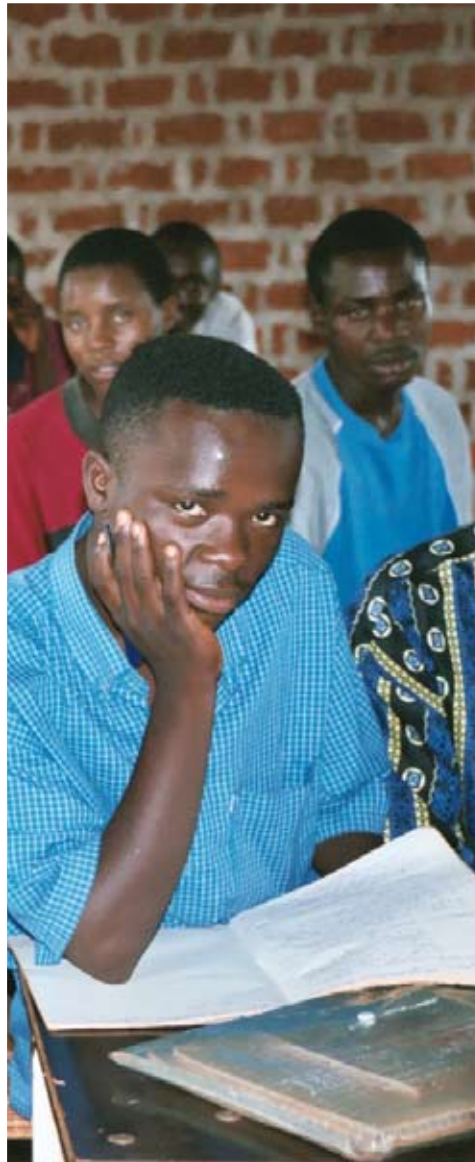
In september 2009, the refugees of the Lugufu camp were moved to Nyarugusu camp. At that time, some 28 third year students were doing their block field work in this camp in collaboration with local organizations. They had to stop their field work and were transferred to Nyarugusu. Ahadi allowed them to finish their field work in 2010. The 29 third year students who were already living in Nyarugusu camp at the beginning of the academic year could finish the third year as scheduled. They all graduated. An interesting overview of the subjects of their dissertation can be found on the next page. The graduates will soon receive their official certificate of the ISTCE, delivered by the Congolese Ministry of Education.

In 2009, the joint committee consisting of representatives of Ahadi and ISTCE met to evaluate the traineeships of the students, organize the defence of the dissertations (composing a jury, preparing the students, ...) and discuss the future collaboration. The committee decided to admit 50 new students in 2010, as there is an extremely high demand for higher education among the 60.000 Congolese refugees in Nyarugusu camp.

Students Bachelor in Economics / Management programme 2009			
Grade 1	Grade 2	Grade 3	Total
50	0	57	107

Some dissertations made by senior students in 2009:

- Environmental protection, a benefit for the socio-economic development
- An environmental view on the rehabilitation of drains and use of improved stoves in the refugee camp
- Socio-economic impact of micro-projects in the refugee camps
- Promotion of women's rights in the refugee camps
- Women's self-help in a refugee camp
- Impact of professional formation on socio-economic development
- Contribution of refugee community development centres to the process of socio-economic development
- Impact of the synergy of women's groups on the socio-economic development
- Analysis of the activities of sensitization groups for sanitation in the refugee camps
- Environmental protection in the refugee camps
- Family planning in the refugee camps
- Project management and administration in the specific context of refugee camps.
- impact of non formal education in the refugee camps
- Impact of horticulture and animal husbandry on the socio-economic life of refugees.



CONGOLESE TEACHER TRAINING

Program	Formal teachers training
Language	French
Partners	<ul style="list-style-type: none"> - ISP (Institut Supérieur Pédagogique) Lubumbashi, DR Congo - Belgian government
Academic year	November 2008–November 2009
Ahadi Coordinator	Edison Bashimbe

In collaboration with the ISP (Institut Supérieur Pédagogique) of Lubumbashi (DR Congo), a formal teachers training was set up for Congolese refugees in the study centres of Nyarugusu and Lugufu. It is a three years formation leading to an official teacher's diploma for secondary education issued by the Congolese Ministry of Education. The courses are given by distance learning, but the diploma has the same value of any other ISP diploma in Congo. This project was supported by the Belgian government.

Achievements

Due to the ongoing repatriation of Congolese refugees and the impending closure of Lugufu camp, Ahadi decided to postpone the enrolment of any new students in the 1st year. The courses of the 109 2nd and 3rd year students took place as scheduled. Seminars were organized to explain the content of the different courses to the students. In addition, the students could also directly communicate with 3 lecturers from the ISP in Lubumbashi, during a visit of the latter to the study centre of Ahadi in Nyarugusu and Lugufu camp. In fact, two missions were organized: one in the beginning of the academic year and one at the end. In the course of the year, Ahadi printed more than 1,300 syllabuses for this programme and distributed them to its 109 students.

The exams were organized in two sessions. Ahadi had to adapt its exam calendar due to the imminent closure of Lugufu camp, but all students could participate. The exam sheets were prepared by the ISP and sent to Ahadi by e-mail. 109 students sat for the exams (64 in the second year, and 45 in the third year). Ahadi was responsible for the coordination and supervision. The exam sheets were afterwards corrected by the lecturers in Lubumbashi. The students of the third grade defended their thesis before a jury in September 2009. Most students passed the exams (97% in the second year, 98% in the third year).



Challenges

At the end of 2009, there were still some 60.000 Congolese refugees in Tanzania, including teachers without a teachers' degree. Many still fear for their security in Congo or are hesitant to go back because of the poor facilities for education, health care or fear for food shortage. Therefore, Ahadi plans to continue offering this 3-year teachers' training programme to unqualified teachers in the camps in 2010.

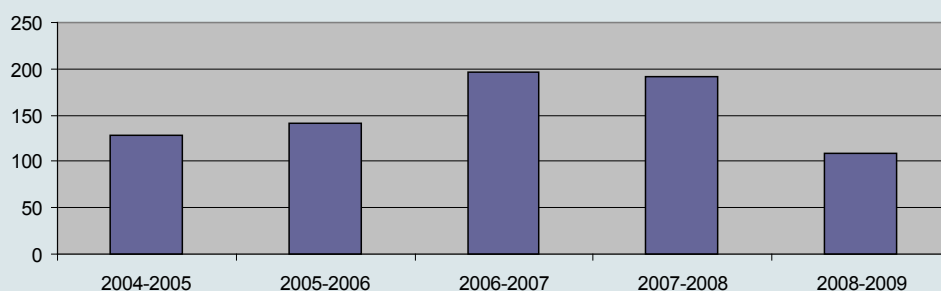
Some dissertations made by senior students in 2009:

- Methodology of education in grade 1-4 of secondary schools in the refugee camps
- Fulilo tales
- Oppression of human values in the world
- Congolese music versus its culture
- Bembe talk
- Bembe women in traditional society
- The role of lullabies sung by midwives in Bembe society
- Lullabies and their role in protecting infants in Africa
- Nominative significance of people in Bembe
- Stories and tales in Fulilo
- Bembe stories and tales
- Analysis of women's traditional position. Case of a Bazoba woman
- Importance of female beauty in Bembe society
- Facilitating scheme for studying novels
- Bembe phonology
- Characters in a play
- Traditional communication in Bembe tribes
- Description and portraying
- Function of characters in recitals
- Development of rural life
- Importance of black literature in African society
- Analysis of women's contributions to Bembe proverbs
- Importance of genealogy in Matthew I
- Proverbs related to Bembe hunting
- Linguistic status of French in secondary schools of Nyarugusu
- Thematic study of Kirundi proverbs
- Study of characteristics, nature and function of oral African literature
- Thematic study of Bembe circumcision songs
- Bembe linguistics in French
- Stylistic and thematic study of Bembe proverbs

Students Congolese teachers's training 2008-2009

Study Centre	Grade 2	Grade 3	Total
Lugufu	27	19	46
Nyarugusu	37	26	63
Total	64	45	109

Students Congolese Teachers' training
at the beginning of the academic year



PEACE ANIMATOR

Program	2 modules for obtaining "peace animator certificate"
Language	French (in the future possibly also English and Swahili)
Partners	<ul style="list-style-type: none"> - Peace University in Namur, Belgium - Commission for Justice and Peace, Kigoma, Tanzania - Commission Episcopale Justice et paix, Bujumbura, Burundi - Ubuntu Centre, Bujumbura
Academic Year	November 2009–November 2009
Ahadi coordinator	Edison Bashimbe

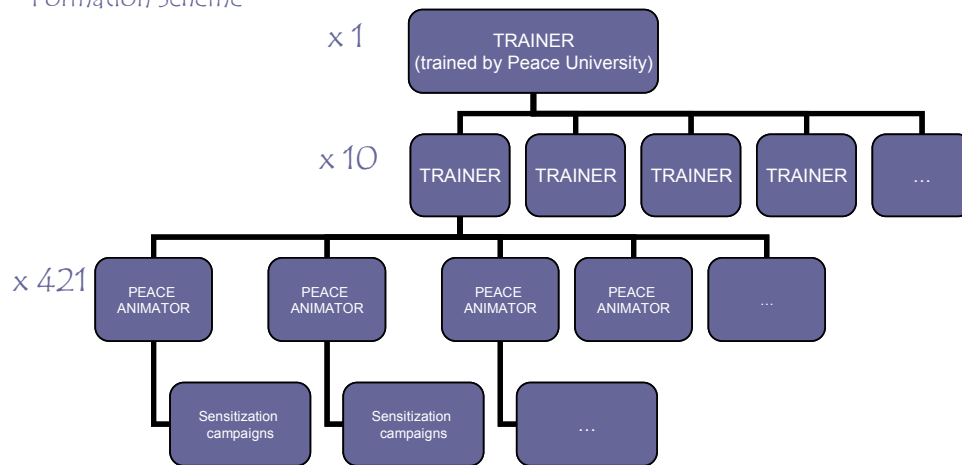
Achievements

A special, intensive peace education programme was organized for the Congolese refugees in Tanzania. The programme consisted of 3 phases:

- Phase 1: A formation was organized to train 10 trainers during 8 months. This formation was given by an expert during the weekends. The expert had been trained by the Peace University in Namur, Belgium in 2000. She has a lot of experience in the field of positive conflict management in the African Great Lakes Region and was the ideal person to train the trainers.
- Phase 2: The 10 trainers gave a formation to future peace animators. The participants were divided in 10 classes. The courses were organized in the existing refugee schools in the camps. As most of the trainers and participants had an occupation during the day and as the classrooms were occupied by the pupils of the primary and secondary schools, the sessions were organized in the evenings and weekends (2 sessions of 2 hours per week). The course consisted of two modules: "Conflict Analysis" (fundamental needs of people, conflict levels, attitudes towards conflicts, ...) and "Tools for Conflict Management". 421 of the 442 participants passed both modules and obtained their certificate of Peace Animator.
- Phase 3: the 421 new peace animators organized on their turn different initiatives to promote a culture of peace and teach others the tools of conflict management. These sensitization activities are really a great help for those who have repatriated or are planning to do so. There are often tensions between the repatriates and the local population. The tools for conflict management taught by the peace animators will help them to resolve possible conflicts in a peaceful way, without any violence.

This programme could be realized thanks to the financial support from the Belgian Ministry of Foreign Affairs.

Formation Scheme



RESOURCE CENTRE

The Educational Resource Centre, constructed in 2004, is managed by the Ahadi Institute Foundation. It consists of 4 classrooms, a reading room, 2 computer rooms and Ahadi's offices. A multipurpose hall is currently still under construction.

The objectives of the Educational Resource Centre are:

- Building capacity for all actors in education
- Training of teachers
- Doing research on quality and innovation
- Building resources
- Introducing ICT in educational environment

The classrooms are used to give trainings to staff of educational institutes and NGO's in the region and to give evening classes to the underprivileged youth of Kigoma.

The computer rooms have a double function: on the one hand they are used for ICT courses aimed at people involved in education. About 11 different courses are taught at the centre. There are three sessions a day. In addition they are also used to develop a virtual library where teachers can come for information on pedagogy, teaching methodologies, teaching manuals, course material, etc. This project, called ADEN, was set up in collaboration with the French Embassy. As most computers had become obsolete and needed replacement, Ahadi invested in new laptop computers. The new computers have been installed by two Belgian volunteers of Teachers Without Borders. At present, the computer training centre has a total of 23 operating computers (13 laptop and 10 desktop computers).

In addition to the virtual library, the resource centre is also developing and extending a traditional library with paper books. In 2009, Ahadi could add another 6.000 books to its collection thanks to the efforts of students, teachers and volunteers of the Catholic University of America in Washington. They collected, packed and shipped the books to Kigoma. The Ahadi library has now some 15.000 scientific books on different topics. The books are directly accessible on 24 open shelves and are being catalogued in the online database.

Ahadi is confident that these and similar activities, will help to improve the quality of education in the region. It is widely accepted that good education is an absolute condition for sustainable development.



Ahadi library: 15.000 books



Julius

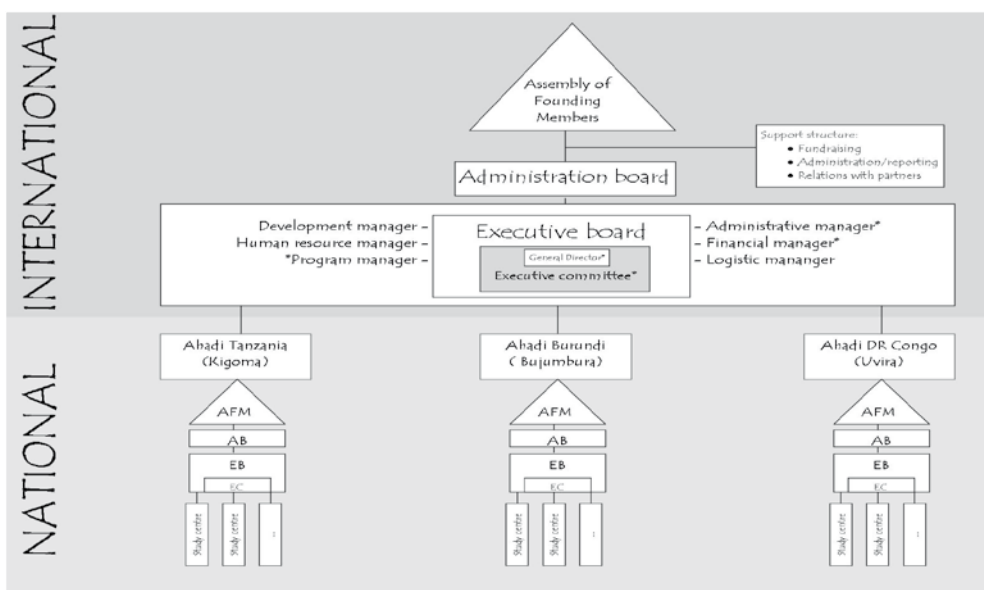
Julius Katota is a second year student of Ahadi's Newman Institute of Social Work in Kigoma, Tanzania. He is currently doing his concurrent field work at the government-run Maweni Regional Hospital, where he is doing research on HIV/AIDS. The hospital provides a range of HIV services, including psychosocial and adherence counseling, family support groups, and home-based care services. This makes it an ideal fieldwork location for a social worker student!

"I have chosen to become a social worker because I'm really convinced that this society, with all its major social problems, is in real need of professional social workers," explains Julius. "At present we have so many social issues that need to be dealt with: child abuse, street children, extreme poverty, unwanted pregnancies, prostitution, the HIV/AIDS pandemic etc. I really believe that education is the key to prosperity. The formation I receive from the NISW will make me a social worker by profession. I will be working with and for the development of the people, for the betterment of the society and community."

I also chose to study social work at the NISW as it has a very interesting partnership with a European university college, called Arteveldehogeschool. Actually there is a sound relationship between the two institutions. The Belgian lectures developed this training in collaboration with the local Ahadi staff. The Arteveldehogeschool gives us an international certificate of equivalence to their bachelor degree, that we can add to our advanced diploma. Each year, the NISW also guides two Belgian students in Kigoma during their traineeship. These kinds of exchanges really broaden our horizons, both in Europe and in Tanzania.

The NISW is also international, in the sense that it has students from different parts of the region: DR Congo, Burundi, Zambia, ... Tanzania is definitely not the only country in the region facing major social problems. This international aspect of the NISW also teaches us how to deal with people from other cultures than our own. It's definitely an important enrichment to our formation!"

AHADI STRUCTURE





International Institute for distance learning

Vision:

Quality education at post-primary and higher level is an essential factor for peace building, development and a better life for all.

Mission:

1. Increase quality of post-primary education
2. Increase access to post-secondary education
3. Promote an academic culture

Ahadi Representation in Belgium

Jozef Guislainstraat 43 ■ 9000 Gent ■ Belgium
Tel: + 32 9 216 35 08 ■ Fax: +32 9 216 35 03
ahadi@fracarita.org

Ahadi International Coordination Centre

P.O. Box 612 ■ Kigoma ■ Tanzania
Tel: + 255 28 280 4182 ■ Fax: + 255 28 280 3144
ahadi.dg@boc.ac.tz

Account number:

IBAN: BE 51 4459 6281 2162 ■ BIC: KREDBEBB ■ Mention: Ahadi