

ANNUAL REPORT 2008



International Institute for distance learning



Ahadi, a sure promise

Dear friends,

AHADI has a mission. Ahadi wishes to offer education to those who are blocked from education and we cannot avoid to be continually changing in order to adapt to the changing environment. Did we achieve this in the past year 2008?

We work in a changing environment. We notice a stronger movement of repatriation of Burundian refugees since the peace-agreements signed in 2006 are being implemented steadily. But there is still one movement that hampers the peace process and the future elections of 2010 surely contain new surprises. We notice a slow-down in the repatriation of Congolese refugees, and this due to the ongoing war and insecurity in East Congo. The refugees wish to go, but what do they find at the other side of Lake Tanganyika : absence of peace, absence of basic infrastructures, etc. The Tanzanian authorities and UNHCR don't push too hard, knowing this would only cause more problems.

In the Congolese refugee camps Ahadi was allowed to organise once more the government- exams from RDC for primary and secondary school-leavers. These exams allow refugee-pupils to get an official diploma of their home-country, which does not carry the stigma of "refugee" on it. This is very important to them. The "postponing" of repatriation allowed us to continue also the program of teachers training in partnership with the ISP (Institut Supérieur Pédagogique) of Lubumbashi (RDC). Since Congolese refugee-schools are allowed to complete the school year 2008-2009, Ahadi will also continue its activities in the ongoing year.

Meanwhile, the programs with the University of Namur (Bachelor in Law) and the ISTCE of Uvira (Bachelor in Economics/Management) continued in the refugee camps in Tanzania for the remaining refugees and in Burundi and Congo for those refugees who have repatriated. It is important for students of Ahadi who repatriate to be able to continue their formation in the home-country. Former students who are now having important responsibilities in Burundi and Congo, ask Ahadi with insistence to organise its programs in their respective countries. There are many who cannot access the system of education that is in place. This is a big challenge Ahadi has been trying to meet in 2008, is trying to meet in 2009 and will continue to face in the coming years. It is our duty to contribute to "peace" and "development" in these countries, through our ongoing efforts in education.

In Tanzania, Ahadi needs to consolidate its structures and develop new programs. The training of social workers that started in 2000 has developed into an institute (Newman Institute of Social Work) offering an advanced diploma in social work. Ahadi finds it very hard to meet the required standards for staff-qualifications, to have the required management-skills for a well equipped, well managed and up-to-date library with on-line services, to build the required infrastructures, etc. By developing a strong "basis" with a variety of residential programs open to all, Ahadi will be able to offer these programs through "distance learning" to the excluded. This is one of the strategies of Ahadi Institute for future sustainability. Ahadi grows from "dependence of academic partners" to "equal collaboration" with partners. Kigoma, at the boarder between several countries is open to students from different countries. Its internationality is part of its identity.

Ahadi developed in 2008 the "Ahadi Institute Foundation" as legal "umbrella" for all programs and activities of the Ahadi institute Kigoma, the Newman Institute of Social Work, the Chemchem Educational Resource Center, etc. This ensures co-ordination and harmony for the future. The essential challenge of Ahadi in 2009 is to remain faithful to its true "identity": to offer educa-

tion to the excluded! This means building capacity in human resources, in infrastructures, in new programs, etc. We will depend surely on external funding, but also look for self-sustainability. It is another challenge and it will take time, but it is our goal. The very meaning of the word Ahadi is "promise". For those in need Ahadi is "a sure promise that we can reach through strong commitment". Ahadi goes for that, also in 2009.

Prayers and blessings for 2009

Brother Stan Goetschalckx
General Director Ahadi

31 January 2009



Staff Ahadi Institute Foundation 2008:

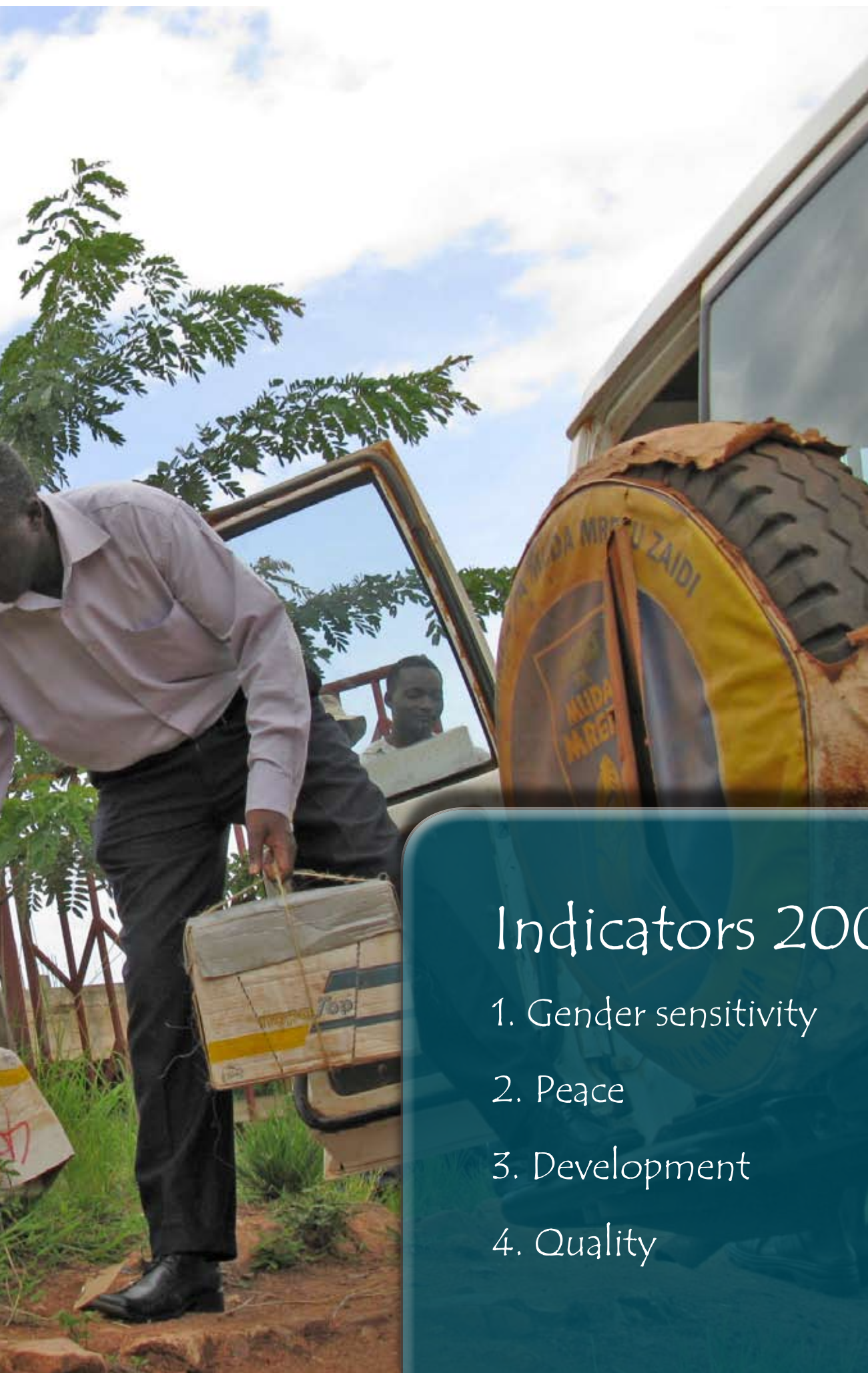
Back row (L-R): Mr. Bernard Kitima-bin-Mashaka (Financial Manager); Bro. Douglas Robertson (Acting Director); Mr. Pancras Mitabile (Tutor); Mr. Fulgence Niyitegeka (IT Tutor); Mr. Abubakar Mutoka (Tutor); Mr. Hans Bresseleers (Tutor); Mr. Edson Bashimbe-Nshombo (Ahadi Program Manager); Bro. Constantino Kaunda (Chief Academic Officer); Mr. Peter Leys (Tutor) and Bro. Stan Goetschalckx (General Director).

Front row (L-R): Mr. Hakeem Rusaganmya (Librarian); Ms Macho Kibone (Secretary); Mr. Augustine Mulila (co-ordinator ISTCE); Mrs. Amina Mathias (Secretary); Mr. Nicholas Mmbaga (Administration officer); Dr. Christine Curci (Senior Lecturer); Mr. Jean-Marie (Responsible Ahadi Uvira); Mr. Innocent Muyonga (co-ordination Social Work); Mr. Joachim Kizanye (Tutor); Mr. Diomed Mahene (Tutor); and Mr. Jacob Tungar (Tutor).

Introduction



Picture: transport of courses to the Ahadi study centres



Indicators 2008

1. Gender sensitivity
2. Peace
3. Development
4. Quality

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.

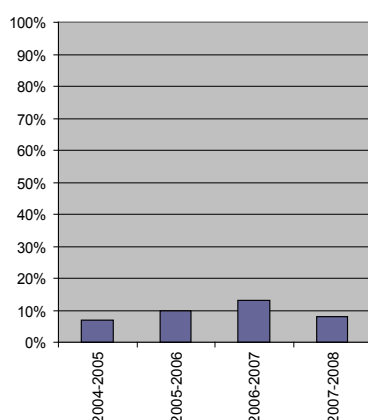
Moreover, UNESCO considers higher education for women as an indirect but effective approach to developing a culture of peace in Africa.

In 2008, the percentage of female students in the Congolese national exams improved again. This is remarkable, especially in a refugee context, where girls are often deprived of secondary education due to the extreme poverty in the camps. Ahadi's efforts to convince parents to send their daughters to school, as an investment in the future, seem to have been worthwhile.

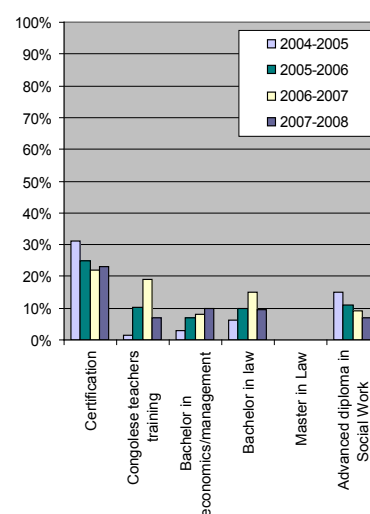
The situation for the post-secondary programs seems to be different. Notwithstanding the many initiatives that have been set up in the past academic years to increase the enrolment of female students in Ahadi's programs, the average percentage of women in Ahadi's post-secondary programs did not increase. 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.

female students in Ahadi programs



female students in each program



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. Ahadi therefore considers it as its duty to contribute to the hopeful process of sustainable peace building that is now well-underway. Ahadi has built a cross-border network of relations and cooperation agreements in the region. Ahadi staff from the coor-

dination office in Kigoma regularly meet with academic partners from neighbouring countries. Ahadi 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.

The signing of the Amani peace agreement in the beginning of 2008 between the Congolese government and the armed troops operating in the country's eastern provinces brought a ray of hope for security to the people of both North and South Kivu. The Congolese government set up the so-called Amani Program which aimed at restoring peace in east DRC through demobilization and reintegration of all the armed groups into the national army.

Unfortunately this agreement was soon violated. The largest outbreak of violence between the rebel forces and the government took place near Goma in August 2008. The displacement of civilians increased at an exponential rate. More than one million internally displaced persons were registered in the Kivus because of armed violence in the regions. These events indicate that the restoration of peace, security, and state authority in eastern Congo is still a serious challenge for the Congolese government.

In Burundi, an unconditional ceasefire agreement was signed in May 2008 between Burundi's government and the last active rebel group. The signing took place after serious clashes between both sides that left 100 people dead and thousands displaced. Unlike the situation in Congo, this agreement still stands and raises hopes of a definitive end to Burundi's 15-year civil war.

These events indicate that the security situation in the Great Lakes Region of Africa remains very fragile. After more than 15 years of instability in the region, the people's cry for a lasting peace in this part of Africa is stronger than ever before. The hope persists amidst the population that a durable solution can be found. Ahadi, through its different educational programs, encourages the people in the region to choose for hope over despair.

An indicator for peace in the region is the number of people who voluntarily repatriate. Repatriation is often an indication that the situation in the home country has stabilized and that security has improved. Ahadi's system of distance education faci-

litates repatriation as it enables students to continue their studies from any location. Those who have followed an Ahadi program and graduated will also be more inclined to repatriate as their diploma will give them a better chance of finding a job.

At the beginning of the year 2008, the UNHCR planned to facilitate the repatriation of about 36.000 Congolese refugees. The Tanzanian Ministry of Home Affairs and the UNHCR announced their intention to close the two existing refugee camps, as a measure to speed up the repatriation process. The camp of Lugufu was to be closed by the end of 2008. In September, the secondary schools in the camps were not allowed to resume their activities for the same reason. In the first half of 2008, about 14.000 refugees repatriated. But in the month of August, the clashes between the

rebel forces of Laurent Nkunda and the government troops in North-Kivu intensified and thousands of people became internally displaced. These events had a serious impact on the repatriation of refugees in the Congolese camps of Tanzania. As a result of the deterioration of the security situation in North-Kivu, the repatriation process almost came to a standstill. Many refugees feared that the hostilities could also spread to the areas in South-Kivu where they used to live before they fled to Tanzania. In view of these unexpected developments, the Tanzanian Ministry of Home Affairs and the UNHCR decided to postpone the closure of Lugufu camp and allowed the secondary schools to reopen.

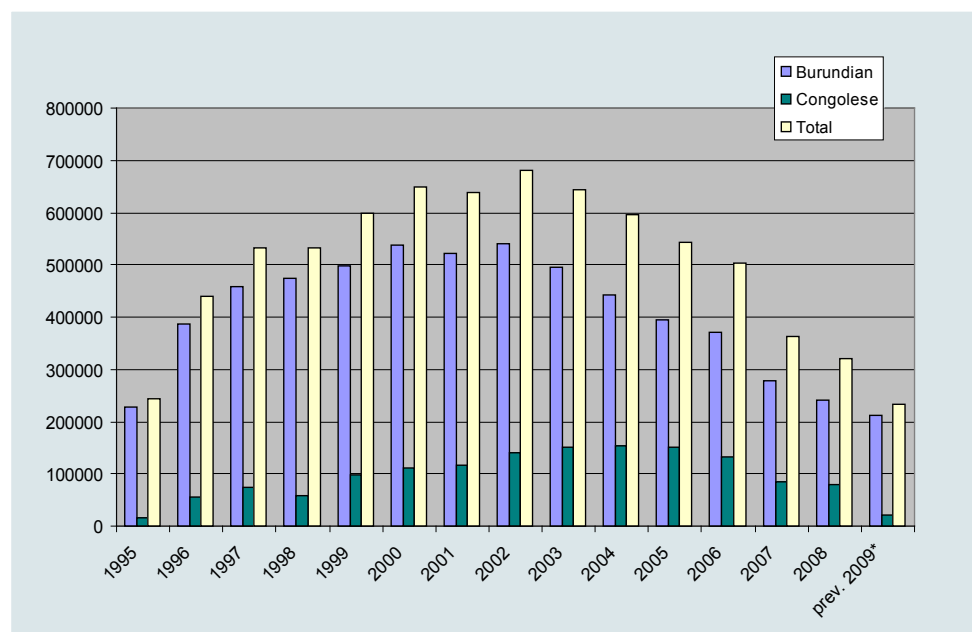
As a result of these events, the planned figure of 36.000 repatriations could not be reached. Besides the insecurity, other factors such as food shortage and lack of capacity in education and health care in Congo also make the refugees decide to remain in Tanzania. At the end of 2008, there were still more than 78.000 Congolese refugees in the refugee camps around Kigoma.

As for Burundi, the relative stability in the country seemed to have a positive effect on the repatriation process. The number of refugees in the camps in Tanzania went down from 288.390 at the beginning of 2008 to 240.480 at the end, which is more than was expected by the UNHCR. NGO's providing or supporting secondary or higher education in the camps, such as Ahaqi, were asked to stop their programs and to shift them to areas of return in Burundi, where secondary school fees for returnees have been waived for two years. As a result, Ahaqi had to close its study centre in Mtabila refugee camp. The Tanzanian Ministry of Home Affairs and the UNHCR also decided to close the Nduta camp. In the course of the year, the 10.000 remaining refugees were relocated from Nduta to Mtabila camp, which is now the only camp in Tanzania hosting the remaining 46.450 Burundian refugees who fled their homeland in the 1990s.

The Burundian refugees who fled their country in 1972 have the option to repatriate to Burundi or to be naturalized and receive Tanzanian citizenship. Their camps, called the "Old Settlements" will be closed in the near future. 30.000 refugees chose to repatriate in 2008 and another 165.000 submitted their citizenship applications.

At the end of 2008, Tanzania hosted a total number of 321.909 Congolese and Burundian refugees, of which 194.560 were living in the old settlements.

Just as in 2007, only about 7% of the Ahaqi students of the higher education programs repatriated, whereas the average for the whole refugee population in Tanzania is 14%. This is mainly due to the fact that most Ahaqi students work for NGO's and schools in the camps. As long as the camps are not closed, these higher educated people remain there to provide education, sanitation, health care, etc. in the camps. They wish to stay as long as needed.



DEVELOPMENT

Ahadi also wishes to examine to what extent it contributes to sustainable development in the region. The indicator we used to measure this is the employment rate amongst the Ahadi graduates. Employ-

ment is one of the indicators used in the UNDP's Human Development Index and thus considered an appropriate tool for measuring development.

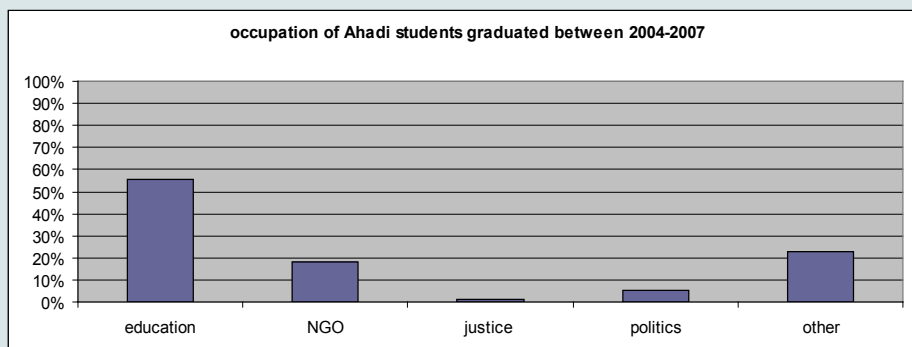
In 2008, Ahadi tried to find out how many of its students who graduated between 2004-2007 were unemployed. Unfortunately, not all graduates replied to our request to provide us information about their current job position, as many have repatriated and have no internet access. We are confident however that the data we received is a representative sample. The survey indicated that all graduates, except for those who decided to start other or advanced studies, could easily find employment. Even the graduates who were still in the refugee camps could find employment as a teacher in secondary schools (except for the Burundian refugees) or as an NGO-worker. The results obtained in 2008, were in line with those of the previous years.

The high employment rates among Ahadi-graduates is quite remarkable. At the 11th African Regional Meeting of the ILO in Addis Abeba in 2007, the overall unemployment rate in sub-Saharan Africa was estimated to be 9,8%. Apparently, the trainings offered by Ahadi clearly respond to the needs on the labour market in the region: social workers, economists, jurists, teachers, ...

The sectors in which the Ahadi graduates are employed are diverse and mainly depend on the diploma they have obtained. Yet we see that many graduates, irrespective of their diploma, are employed in education, either full-time or part-time. This means that the energy Ahadi invested in its graduates will also benefit other generations, in the sense that the knowledge acquired by the Ahadi graduates is being passed on to the youth.



Indicators



Indicators

Sustainable development in Africa is under serious pressure of the brain drain phenomenon. The United Nations Economic Commission for Africa (ECA) considers the emigration of African professionals to the West as one of the greatest obstacles to Africa's development. Ahadi wants to increase Africa's local human capacity by training qualified people in Africa and it does not want to contribute to the diaspora of African professionals. Ahadi has therefore decided to check how many of its students annually emigrate to the West in search of greener pastures. Ahadi even contributes to reversing the brain drain. One of the main reasons for

talented Africans to leave their continent is the lack of an affordable high quality educational system in their country. Many of them emigrate to industrialized countries hoping that they could start or continue higher studies at a foreign university and receive a study grant from the local government. The problem is that most of them do not wish to return to Africa once they have obtained their foreign diploma. By offering study programs of the same quality as in the West and by making those programs accessible to those who have no access to post-secondary studies, Ahadi is giving an alternative for the exodus to the West.

In 2008, only four Ahadi students left Africa. They resettled in Australia and received resettlement assistance from the International Organisation for Migration and the UNHCR.. All others remained in the region and will use their acquired knowledge to stimulate the African economy, improve health care and social services, defend human rights, etc.



Picture: refugees repatriating from Tanzania

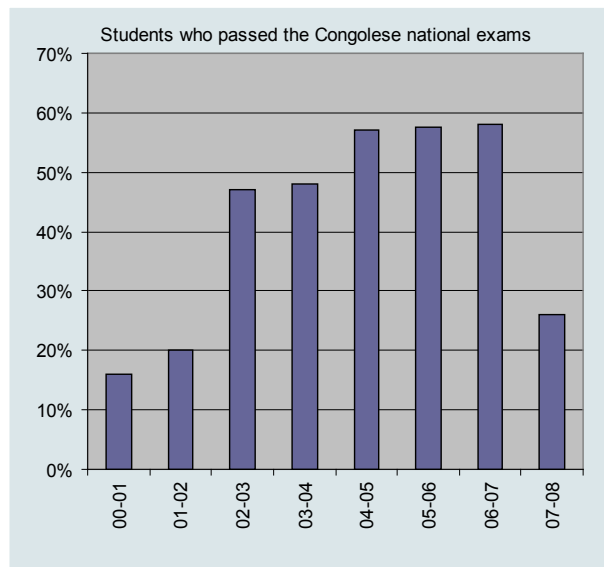
QUALITY

The quality of education for the post-primary programs is measured by the number of students who passed the national examinations through Ahadi's Certification program (see chapter on the Certification

Program in the narrative report for more details on this program). We have also examined how many students passed the exams at post-secondary level.

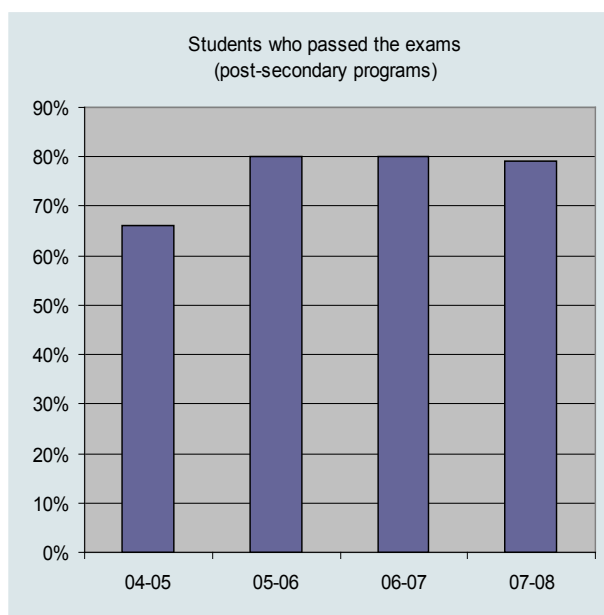
Post-primary program:

Although the last year students in the Congolese camps in Tanzania were prepared for the national exams in the same way as in the previous years, only 26% of them managed to obtain a diploma. As explained on page 15, a survey among the students revealed that this negative outcome was not caused by a deterioration of the quality of education in the camps, but was a result of a change in the coding system used on the exam forms. Next year, Ahadi will make special efforts to explain this new system to the students.



Post-secondary programs:

For the higher education programs, we notice that the total percentage of students who succeeded in 2008 (79%) corresponds more or less to the results of the previous years. This is very encouraging, as it shows that the close follow-up of the students by the Ahadi-staff pays off. In many of Ahadi's programs, evaluation seminars were organized where students could inform the institute about the problems they encountered during the past academic year. This feedback helps Ahadi and its academic partners to improve the quality of the different programs.





Picture: Ahaqi library in Kigoma, Tanzania



Narrative report 2008

1. Post-primary education
 - Certification
2. Post-secondary education
 - Bachelor in Law
 - Master in law
 - Advanced diploma in Social Work
 - Bachelor in Economy/Management
 - Congolese Teachers Training
3. Educational Resource Centre
4. Ahadi structure
5. One of the students
6. Challenges

CERTIFICATION

Program	Secondary school degree
Language	French
Partners	<ul style="list-style-type: none"> - Congolese Ministry of education - World Vision - UNHCR - Belgian government
Academic year	September 2007 - July 2008
Ahadi Coordinator	Edison Bashimbe

This program is aimed at assisting refugee pupils of 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, Lugufu I and Lugufu II. The project was supported by the Belgian government.

Achievements

In 2007-2008 Ahadi managed to support 1.004 form six candidates to sit for the Congolese national exams (Examens d'Etat) in the refugee camps. In early 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 July. Eventually, 991 students sat for all exams. Before, during and after the exams, Ahadi accomplished the following tasks:

- *Organizing several meetings with the Congolese education officers*
An evaluation meeting on last year's exams was held in Uvira (DR Congo) in August 2007. Two other meetings were organized to prepare the exam sessions of 2008 and an evaluation meeting was held in July 2008 with the Provincial Head Inspector of South Kivu.
- *Physical inspection of the students*
A delegation of two inspectors from South-Kivu visited the study centres to verify which candidates qualified to sit for the national exams.
- *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 student 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*
Ahaqi passes the results of the exams to its students as soon as they are made public by the Congolese Ministry

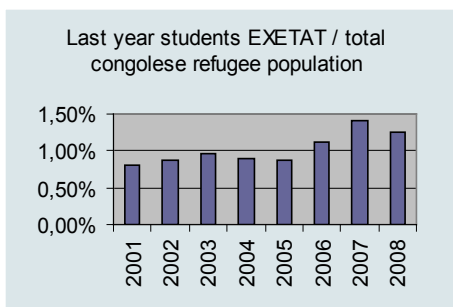
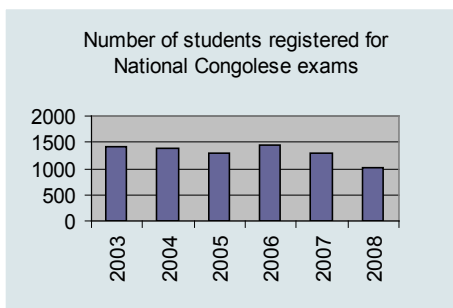
Notwithstanding the repatriation of more than 14.000 Congolese refugees to their home country in 2008, the number of last-year students who sat for the exams did not really decrease in the same proportion. As one can see on the bar diagram, the percentage of participants as compared to the total number of refugees in the camps is still higher than in the period before 2006. We may conclude that parents and students are more than ever conscious of the value of a high school diploma.

In 2008, only 260 students (26%) passed the exams and received their diploma in secondary education. This represents a significant decrease as compared to last year's results (56% succeeded in 2006-2007). After analyzing the results of a survey among the students, Ahaqi concluded that the new coding system used on the exam forms was the major reason for this. The new system was introduced by the Congolese Ministry of Education last year, but the students were not sufficiently prepared to adopt it. As a result, many students made mistakes while filling out the exam forms, and lost points as such.

Out of the 1.004 students who subscribed for the exams, 162 were female. This is a 3% increase as compared to last year.

Challenges

As the security situation in Congo is expected to remain volatile, especially after the intensification of the conflict in North Kivu at the end of 2008, thousands of Congolese civilians are still seeking refuge in Tanzania. At the end of 2008, there were still 78.000 Congolese refugees in Tanzania. Ahaqi expects that in 2009, there will still be more than 700 last-year students in the camps. Abandoning those young people is not an option for Ahaqi. Not giving them the opportunity to obtain a high school diploma would have a dramatic impact on their future. Ahaqi wants to live up to its promise and is therefore searching for financial means to organize the exams again in 2009.



Picture: a Congolese student receives his diploma

BACHELOR IN LAW

Program	ADDIS (Apprentissage de Droit à Distance)
Language	French
Partners	FUNDP (Facultés Universitaires Notre Dame de la Paix – Faculty of Law), Namur, Belgium
Academic year	November 2007– November 2008
Ahaqi Coordinator	Edison Bashimbe

Achievements

Due to logistic problems, the second session of the academic year 2006–2007 could not take place as scheduled and was postponed to 2008 (cfr. annual report 2007). 31 students participated in this second session, 8 of them were in the 2nd year and 23 in the third and final year. 63% among them live in refugee camps in Tanzania. The others are repatriated refugees or local people who have no access to higher education. All students have either the Burundian or Congolese nationality. 7 Burundian refugees from Nduta camp chose to repatriate to Burundi as their camp was to be closed by the Tanzanian government at the end of 2008. They continued their studies in Bujumbura.

Ahaqi is pleased to notice that many of its former students are now studying law at a Masters level at the Université Catholique de Bukavu (UCB). This clearly confirms that the certificate delivered by the University of Namur (Belgium) combined with the Academic Transcripts allow former Ahaqi students to have access to higher education at Master's level in DR Congo and Burundi.

Challenges

The Certificate delivered by the University of Namur is now recognized in Burundi as an Advanced Technician's Diploma (Technicien Supérieur A2). In 2009, Ahaqi will continue to take steps to have it recognized as a Bachelors' degree, equivalent to a diploma of a 4 year program of the Institut Supérieur de Comptabilité (ISCO) in Bujumbura. Both Ahaqi and the University of Namur are convinced that only a Bachelor's degree would reflect the true quality and profoundness of the courses as well as the level of difficulty of the program and the skills and knowledge acquired by the graduates. A Bachelor's degree would also create more employment opportunities for the former students.

In 2009, the last students will graduate in the Congolese and Burundian refugee camps in Tanzania. Ahaqi and the University of Namur, will therefore examine how this law programme can be used in Burundi and Congo in a non-refugee context, as there is a huge lack of people who are qualified in law in this region. It is important to have these jurists, as the rule of law is a cornerstone of peace-building and restoring public trust.

Study Centre	Year 2	Year 3	Total
Congolese refugee camps	2	7	9
Burundian refugee camps	4	7	11
Uvira	0	5	5
Bujumbura	1	1	2
Kigoma	1	3	4
TOTAL	8	23	31



Picture: an Ahaqi student receives his courses

MASTER IN LAW

Program	Master in Law
Language	French
Partners	ISGM (Institut Supérieur de Gestion et de Management (Bujumbura, Burundi)
Academic year	November 2007 – November 2008
Ahadi Coordinator	Edison Bashimbe

This Ahadi Program was set up in 2004 in collaboration with the Congolese Institut Supérieur de Gestion et de Management in Uvira. A memorandum of understanding was signed between both parties in September 2004.

When the first students of the Bachelor in Law program graduated in 2004, Ahadi noticed that most of them wished to continue their studies in order to obtain a masters' degree. Such a higher degree is needed to be able to hold an important position in the legal system of their country and thus to have a real and positive impact on their country's process of re-conciliation and peace-building.

The program consists of theoretical and practical courses, traineeships and scientific research for the dissertation. The courses made by ISGM have been adapted by Ahadi in order to meet the requirements of distance learning. A mixed academic commission has been installed to take care of the general orientation of the program. A permanent coordination and administration board, with representatives from both institutes, is responsible for the actual management of the program. The program consists of two academic years.

Achievements

In 2007, 17 students sat for the theoretical exams of the final year. Their traineeship and dissertation writing were scheduled for 2008.

This program trains people to become acquainted with the legal system of Burundi and DR Congo. As the legal system in Tanzania (= based on English common law) is totally different from that of Burundi and Congo (based on Belgian civil codes and customary law), the students are obliged to have their internship in one of the latter countries. Five students decided to postpone their internship, as they considered it not yet possible for them to return to DR Congo or Burundi. Twelve others did return and had an internship in one of the tribunals in DR Congo or Burundi. It was a very interesting period for them, as they could finally acquire experience in the day-to-day administration of justice in their home country.

5 students successfully defended their dissertation before a jury in 2008. 7 others postponed their defence to February 2009 because of financial reasons.

Study Centre	students
Congolese refugee camps	5
Burundian refugee camps	12
TOTAL	17

Dissertations 2008:

- Impact of the enforcement of private and family law in the council house of Bujumbura.
- Non-marital union in the positive law of Burundi.
- For a matrimonial property regime adapted to the positive law in Burundi.
- Rights of detainees who bring an appeal against disciplinary measures in Burundian prison law.
- De facto separation and its impact on the institution of marriage in Burundi.

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	February 2008 - January 2009
Ahadi Coordinator	Edison Bashimbe

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 on February 24th 2004 and offers a social worker training based on self-study. The Ahadi Social Worker Training Department continues to offer this program through distance learning to its target group.

A. Distance learning

In 2008, 29 students of different nationalities (90% Congolese, 7% Burundian, 1% Tanzanian) followed this program by means of distance learning. Due to a lack of financial means and the uncertainty about the fate of the Congolese and Burundian refugee camps in Tanzania, Ahadi decided not to allow any new candidates for this program by distance learning. As for the second year students, two Congolese students decided to abandon after having received the order from the Tanzanian Ministry of Home Affairs to move to another refugee camp. All others sat for the exams and succeeded. The last year students need to introduce their dissertation on February 20th 2009 and will defend it on March 1st 2009. (See below for an overview of the subjects.) As a result, the number of graduates for this academic year are not yet known.

Dissertations 2008:

- The situation of child labour in brick making at Ntove in Kigoma
- The impact of the saving and credit cooperatives to women's economic development in Kigoma
- The case study of domestic violence in Mtabila Burundian refugee camp
- Factors that lead to the gap between boys and girls in secondary education: the case of Lugufu refugee camp
- An assessment of how women's CBOs/IGOs can contribute to the economic emancipation of women of Kigoma + Ujiji
- An investigation of difficulties in data collection on child prostitution in Lugufu
- Awareness of children's rights among refugee parents: the case of Lugufu refugee camp
- Family men's attitude toward modern family planning methods in Lugufu Congolese refugee community
- Nutritional deficit for people living with HIV/AIDS. A case study of Kigoma

Many former students who graduated as a Social Worker in the previous years chose to apply for a DAFI-scholarship. Some of them were accepted and are now following a masters' program at one of Tanzania's universities. The DAFI-scholarship is restricted to young refugees and financed by the German government.

The program improved once again its academic quality by the support of volunteers from Belgium and the United States.

DISTANCE LEARNING			
Study Centre	Year 2	Year 3	Total
Congolese refugee camps	16	10	26
Burundian refugee camps	2	0	2
Kigoma	0	1	1
TOTAL	18	11	29

B. Guided – self study

The same program can also be followed by means of guided self-study at the Newman Institute of Social Work (NISW) in Kigoma. In 2008, the student enrolment at the institute was 49. About 20% were female students.

In 2008, NISW had an international (Tanzanian, South-African, Congolese and Zambian) teaching staff consisting of 6 full-time and 12 part-time academic tutors. In order to increase the quality and capacity of the teaching staff, two tutors were studying Community Development in 2008. They will graduate as Masters in March 2009.

The 9 senior students of NISW will finish their academic year in March 2009 with the defence of their dissertation. Their results were not yet known at the time of writing.

In 2008, the Institute made major steps to fulfil all conditions imposed by Tanzania's National Council for Technical Education to obtain a full accreditation for a bachelor program. Many efforts were made to bring the curriculum of this program up to standard and to improve the infrastructure as required by this council. The institute hopes to fulfil all conditions by 2009, so that the freshmen starting in the academic year 2009-2010 will receive an official bachelors' degree instead of an advanced diploma when they graduate in 2012.

Former students who graduated in the academic year 2006-2007, are now employed in different areas. Many of them work as a teacher or as program coordinator for an NGO (e.g. Justice and Peace, Kigoma College by Radio, etc.)

GUIDED SELF-STUDY			
Grade 1	Grade 2	Grade 3	Total
26	14	9	49



Pictures above: social worker students writing their final dissertation

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 2008 - November 2008
Ahadi Coordinator	Augustine Mulila

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 students subscribed for the program in the Burundian (27%) and Congolese (72%) refugee camps in Tanzania. Unfortunately there could be no new intake as a result of financial constraints. At the end of 2008, 48 out of the 50 senior students 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.

The joint committee consisting of representatives of Ahadi and ISTCE met twice last year. A first meeting took place in Bujumbura to evaluate the previous academic year. A second encounter was organized in Kigoma, at the end of the academic year to evaluate the traineeships of the students, organize the defence of the dissertations (composing a jury, preparing the students, ...) and discuss the future collaboration.

In the course of 2008, the Tanzanian Ministry of Home Affairs increased the pressure on the refugees to repatriate on a voluntary basis. In addition, the authorities announced that the Congolese refugee camp of Lugufu would be closed by November 2008. That's why Ahadi decided to advance the first exam period from December to September 2008 and to cancel the second exam session. In the Burundian refugee camp of Mtabila, Ahadi's study centre had to be closed on demand of the authorities, as all educational activities in the camp had to be run down. As a result, the exams had to be organized in the parish church of Mtabila. Notwithstanding these difficulties in the camps, the exams could eventually take place and the percentage of students who succeeded shows that the negative influence of these events could be kept within limits: 78% succeeded in grade 2 and 96% in grade 3.

Students Bachelor in Economics / Management programme 2008		
Grade 2	Grade 3	Total
57	50	107

Challenges

Ahadi hopes to find the necessary funds to have its own study centre in Uvira (Eastern Congo). Last year, Ahadi could use an office of the ISTCE, but the tenancy agreement has come to an end. Ahadi would definitely like to resume its activities in Uvira, as there is a huge demand for distance learning

programmes in this part of Congo.

Some dissertations made by senior students in 2008:

- Impact of the sexual exploitation of female pupils on the socio-cultural development. Case of the Congolese refugee camp in Lugufu.
- Impact of the sanitary prophylaxis on the quality of life of refugees in Mtabila, Tanzania.
- Organization of preventive and curative health care by the Tanzanian Red Cross in Mtabila.
- Consequences of closing secondary schools in the refugee camps. Case of Mtabila.
- The battle against erosion and its implications in the Burundian refugee camp of Mtabila.
- Contribution to the reunification of families dispersed by war. The case of CICR at Mtabila.
- Women's emancipation in a rural environment. Case of the Burundian refugees of Mtabila.
- Analysis of reactions of Congolese refugees on the health care program with regard to the socio-cultural development of Lugufu camp. Case of the Red Cross.
- Analysis of the financial mechanisms of non governmental organisations for vulnerable people in Lugufu camp. Case of World Vision Tanzania.
- Analysis of the participation of girls in primary and secondary schools in a rural environment. Specific case of the Congolese refugees in Lugufu.
- Impact of school management on the school results in primary and secondary education in the camp of Lugufu.
- Implications of divorce in the refugee community of Mtabila.
- Impact of sensitization of refugees on the participation methods for the transformation of the system of wastewater disposal in Lugufu camp.
- The lack of fire wood and its impact on the socio-economic life of the refugees in Mtabila camp.
- Contribution of different systems of agricultural exploitation on the socio-economic life in the refugee camp of Mtabila.
- Contribution of the Tanzanian Red Cross on the vaccination program for children under 5 years of age in Mtabila.
- H.I.V./AIDS in Mtabila camp and its implications.
- Counselling for unaccompanied or separated children with regard to repatriation. The case of Mtabila.
- Socio-administrative organisation of the Mtabila refugee camp and its impact on economic development.
- Contribution of ONGs to the development of refugees. Case of IRC in Mtabila
- Analysis of educational management of primary and secondary education in the refugee camp of Lugufu. Case of the coordination of Lugufu camp.
- Conflict resolution in the Burundian refugee camp of Mtabila.
- Problem of the administrative management of NGOs for development cooperation.
- Contributions to the treatment of severe malnutrition in Mtabila refugee camp.
- Implication of the dowry on the socio-economic life of Burundian families.
- Analysis of the financial management of the local market in the refugee camps. Case of the Muunganoa market of Lugufu.
- Contributions tot the organisation of primary education in Mtabila.
- Contribution of the Tanzanian Red Cross to the improvement of maternal and child health.



Pictures above: defence of dissertation

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 2007-November 2008
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. This project was supported by the Belgian government.

Achievements

Before the academic year started, an admission exam was organized by Ahadi and 3 lecturers from Lubumbashi. Eventually 191 students passed the admission exam and registered for the program, all of them Congolese teachers from the refugee camps in Tanzania without an official teachers diploma. Ahadi organized seminars during which the content of the different courses was explained to the students by local tutors, appointed by Ahadi. In addition, the students could also directly communicate with 3 lecturers from the ISP in Lubumbashi, during a visit of the latter to the different study centres of Ahadi in Tanzania. In fact, two missions were organized: one in the beginning of the academic year and one at the end. They stayed for two weeks in each study centre. In the course of the year, Ahadi printed more than 2,300 syllabuses for this program and distributed them to its 191 students.

The exams were organized three-monthly. The exam sheets were prepared by the ISP and sent to Ahadi by e-mail. The exams were then organized in the different study centres. 191 students participated (86 in the first year, 50 in the second year and 55 in the third year). Ahadi was responsible for the supervision during the exams. 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 2008. The exams of the third trimester were advanced from November to September at the request of the Tanzanian authorities. Most students passed the exams (84% in the first year, 90% in the second and 83% in the third).

Challenges

At the end of 2008, there were still some 79,700 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. Ahadi plans to continue offering this 3-year teachers' training program to unqualified teachers in the camps in 2009. There are 109 candidates for next year. Ahadi hopes to find the necessary funds to realize this aim.

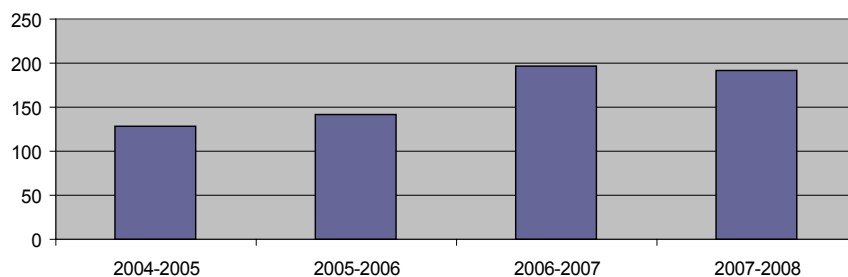


Picture: Student studying in Ahadi's library

Some dissertations made by senior students in 2008:

- Narrative distance in "Genesis" 21: 1-15.
- Oral expression of secondary school pupils, case of Nyarugusu camp in Tanzania.
- The most frequent phonetic errors made by Bembe pupils of the first and second year of the secondary schools of Lugufu.
- Failures of last year students at the national exams. Case of Lugufu camp.
- Improving the language of the students of the lower cycles of secondary education.
- Image of women in Bembe hymeneals.
- Thematic and functional study of Swahili proverbs.
- The Bembe chantefables (metafolkloric analysis).
- The status of a narrator and narrative functions.
- *Vipère au poing* by Hervé Bazin. Writing and meaning
- *Britannicus* by Jean Racine. A structural and thematic analysis
- Women in Balega proverbs. Thematic and functional analysis.
- Children in Bembe proverbs. Thematic and stylistic analysis.
- *La dame aux camélias* by Alexandre Dumas. Structure and characters.
- Fishermen's songs in Bembe. Thematic and functional analysis.
- Bembe lullabies. Thematic and stylistic analysis.
- *Le Vivier* by Henri Troyat. Structure and ideology.
- Women in traditional Bembe songs. Thematic and functional analysis.
- *Coup de lame* by Marc Trillard, character study.
- Narrative presentation in Genesis 37: 2-36.
- Realism in the black African literature. Case of *Les soleils des indépendances*, *Giambattista Viko ou le vile du discours Africain*, Ngemena.
- *Lève-toi et marche* by Hervé Bazin, structure and ideology.
- *Novembre* by Georges Simenon. Writing and meaning.
- Analysis of baroque elements in *La Double Inconstance* by Marivaux.
- Problems in teaching French in the secondary schools of Lugufu.
- *La mariée s'est envolée* by Carole Halston. Themes and characters.
- Stylistic and thematic study of Bembe riddles.
- The social universe of Bembe tales: writing and ideology.
- Study of the narrative time in *Le Silence de la Forêt* by Etienne Goyemide.
- *Il est minuit docteur Schweitzer* by Gilbert Cesbron. Structure and ideology.
- Social relations in Baluba proverbs. Thematic and functional analysis.
- Special names in Igiha. Morpho-semantic and socio-cultural analysis.
- Bembe children's songs. Stylistic and thematic study.
- Morpho-semantic and socio-cultural analysis of Bembe anthroponyms.
- *Maigret se trompe* by Georges Simenon: analysis of some narrative aspects.
- Structure and function of language in "*On ne badine pas avec l'amour*".
- The function of language in *L'apocalypse de Jean*.
- *Une partie de campagne* by Guy de Mopassant: study of space and time.
- Judicial Bembe proverbs. Thematic and functional analysis.
- Stylistic and functional reading of Fuliiru proverbs.
- *Germinal* by Emile Zola, social-critical reading.
- The passion of Christ by Mattheus. Narrative and semiotic analysis.
- Methodological critique on the education of French in the secondary schools of Lugufu.

Students Congolese Teachers' training



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 computerrooms 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

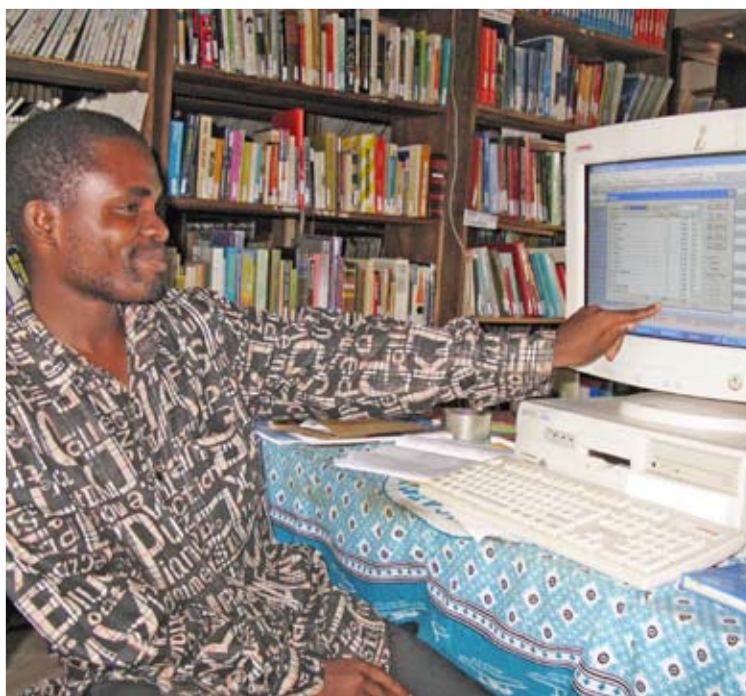
The classrooms are used to give trainings to staff of educational institutes and NGO's in the region and to give evening classes to the underprivileged youth of Kigoma.

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. Unfortunately most computers have become obsolete and need to be replaced. Ahadi is currently looking for funds to purchase new computers.

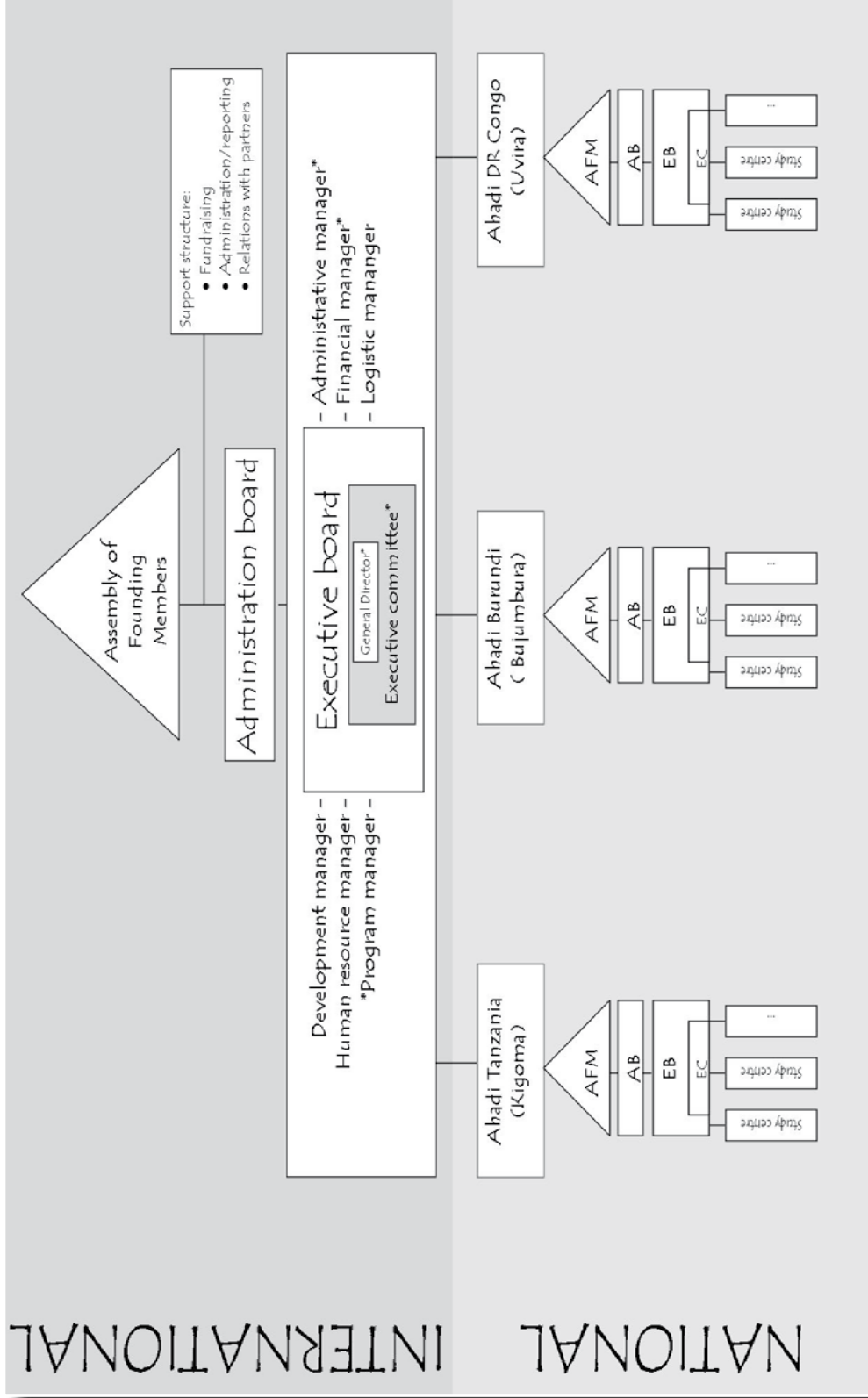
In addition to the virtual library, the resource centre is also developing and extending a traditional library with paper books. For the moment, the library has about 9.000 books in French, English and Swahili. Two Belgian volunteers assisted Ahadi's librarian to implement the Dewey Classification system, a method to organize books on library shelves in a specific and repeatable order that makes it easy to find any book and return it to its proper place. Ahadi's library is the only library in Kigoma besides the regional library, but the latter has only a very limited quantity of scientific books. Thanks to the efforts of many volunteers, the Catholic University of America collected more than 6.000 books on different topics. They will be shipped to Kigoma in 2009.

In 2008, a Belgian volunteer of Teachers Without Borders installed a server and computer network for the centre. He also gave the Ahadi staff training in computer maintenance and taught them how to solve frequent computer problems.

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 abso-



Picture: Ahadi's librarian demonstrating the new classification system.



AHADI STRUCTURE

Ahadi structure

ALPHONSE

Alphonse is 25 and Congolese. He is one of the nearly 80.000 refugees who are still living in the UNHCR-camps near Kigoma since the late nineties, convinced that returning to Congo would have serious consequences for their security because of the sporadic outbreaks of violence in the region. Alphonse used to live in Fizi, a fishing town on the shore of Lake Tanganyika and birthplace of current president Joseph Kabila. Throughout much of the Second Congo War (1998-2003), the town was disputed by numerous armed groups. Step by step, Alphonse is trying to overcome the traumas of that war.

Three years ago, Alphonse was given the opportunity to start social worker studies through Ahadi's system of distance learning. This programme, developed in cooperation with the Belgian University College Arteveldehogeschool, trains people to become professional social workers. Alphonse is in his last year now and is hard at work writing his final dissertation. "The attitude of fathers towards modern methods for family planning" is the subject he chose. Family planning is a hot item in Congo,

a country with an annual population increase of about 2 million people and a food production that cannot keep pace. "For my research, I've based myself on my interviews with the people of Lugufu camp and the questionnaires they filled out.", explains Alphonse. His conclusion: "A lot of people are doubtful about the modern contraceptive methods. There is also much confusion: condoms would spread diseases instead of giving protection against them." Alphonse also distinguishes cultural reasons for not using contraceptive devices: "For many interviewees, a large family is a sign of wealth and an investment in the future. In addition, many men also fear that their wives would be more tempted to start an affair with another man, if she would use condoms. I think it very important to eliminate these misconceptions through information campaigns on family planning. This could be done by social workers like myself. When graduated, I would like to make an education film on this topic in collaboration with a local NGO. This film could then be used in the camps and beyond. That would be my first challenge as a social worker!



CHALLENGES 2009

With the creation of the Ahadi Institute Foundation in 2008 and the incorporation of the NISW and the Chem Chem Educational Resource Centre into this new umbrella structure, Ahadi has become an institute offering a wide range of higher education programs provided through different educational methods going from distance learning to guided self-study and more conventional teaching methods. It will be an interesting challenge for Ahadi to establish a harmonious integration of all the current programs into the dynamic vision of this new Ahadi structure.

This recent development has consequences for the institute and its students. As the number of residential students is expected to rise in the near future, Ahadi is in urgent need of accommodation for its students and teachers. Since the Kigoma region has no other higher institutes than Ahadi, the town doesn't have any student facilities. Renting a house is too expensive for students in Kigoma, so the institute itself has no other option than to provide affordable accommodation. In 2009, Ahadi will therefore examine how it can realize this aim.

In view of an official accreditation of the institute's programs by the Tanzanian government in 2009, Ahadi will continue to improve the quality of its educational programs. It will attempt to expand the library of the Educational Resource Centre, so that students of the different programs can find the information they need for research, dissertations, practicals, etc. In addition, Ahadi will also try to increase access to digital information for its students by expanding and improving its computer network. Special attention will again be paid to staff development. Some staff members will follow Master programs at other universities so that they can broaden their knowledge in social sciences and other fields, others will follow intense trainings on specific topics. As society is constantly changing, Ahadi staff should be ready to adapt the content of its courses to those changes. Staff training and updating the syllabuses should therefore remain a continuous and self-evaluating process, not a one-time event.

Ahadi has always tried to make its programs accessible for both refugees and local people lacking access to normal education. Although the number of refugees in Tanzania is slowly diminishing, Ahadi still chooses to be an international

institute, offering courses to Tanzanians as well as to people from other parts of the Great Lakes Region. Ahadi will therefore continue to offer programs in French, English and Swahili, although this creates additional challenges (e.g. staff, translating courses, ...). The regional commissioner of the Kigoma Region has explicitly asked Ahadi to preserve its international aspect and its multilingualism, as it enhances the dialogue and collaboration with the neighbouring countries. In that sense, Ahadi also considers to offer language courses to Tanzanians and other people in the region.

Another challenge that Ahadi will encounter in the course of 2009 is the future of the Ahadi study centre in Uvira (DR Congo). Due to the negative developments in the North-Kivu province in the last quarter of 2008, the repatriation of Congolese refugees from Tanzania has drastically slowed down. Less Ahadi students have repatriated than expected. Ahadi will therefore have to examine if and how it can deploy new activities in this part of Congo, taking into account the current instability in the region. The same accounts for the Ahadi study centre in Bujumbura (Burundi), where the reintegration of repatriated refugees encounters several substantial problems. Ahadi will have to determine what role it can continue to play in this process and how it can increase access to higher education for vulnerable people in the region.

As Ahadi is a future-oriented institute that tries to respond to current and upcoming needs in society, the institute will have to examine to which of those needs it may be able to respond: e.g. there are hardly any qualified nurses in the region, professionals for special education are non-existent, there is a strong need for inter-religious dialogue in the region, etc.

Whether or not Ahadi will be able to respond to these challenges, will to a large extent depend on the financial resources that Ahadi will have at its disposal. As most of its beneficiaries are vulnerable people, with little financial means, Ahadi mainly depends on external funding for its daily operational costs. The main challenge for Ahadi in 2009 will therefore be to find the necessary funding to consolidate the current activities of Ahadi and to prepare new highly-needed programs for the region.



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

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