

# ANNUAL REPORT 2010



International Institute for distance learning

# Introduction



Committed to our mission

Dear friends of Ahadi,

We live one day at a time. We continue on the edge separating the past that has built us but that somehow also wants to keep us prisoner, and the future that challenges us towards new ways. Ahadi Institute writes a page every year, strong and proud of its achievements, challenged by its limits and the desire to do more and better, and to make a difference for all these young people in need of education.

For many decades, the African Great Lakes Region is going from one conflict to another, destroying on its way so much hope in the hearts of people. Many parents can't afford the costs of education for their children. Others have to combine studies and work in order to survive. Although violence is diminishing, hundreds of thousands are still surviving far from any educational opportunity, or blocked from free movement and life-opportunities in refugee-camps.

In the past years, Ahadi Institute has made the difference between hope and despair. For many youth the Ahadi Institute has given the chance to study and work for peace and development, rather than letting themselves to be dragged in risky adventures.

I wish to congratulate all staff of Ahadi Institute for their commitment during the past years. I wish to thank the benefactors and donors for their continued support and trust. Your efforts have left their footprints in the hearts of many who have found education through Ahadi Institute in the past year. And your efforts will be multiplied in the life of these students, in their families and in their work.

Ahadi always puts its goals very high, and works hard to achieve them. The ambition of Ahadi is to contribute to peace, to sustainable development, to the integrity of the environment, to poverty alleviation, to better health, to eradicate discrimination, hunger, poverty, violence, suffering, etc. Have we succeeded? Not everywhere, that's for sure, but we have done our best, and we are proud of that. We surely have made a difference for many !

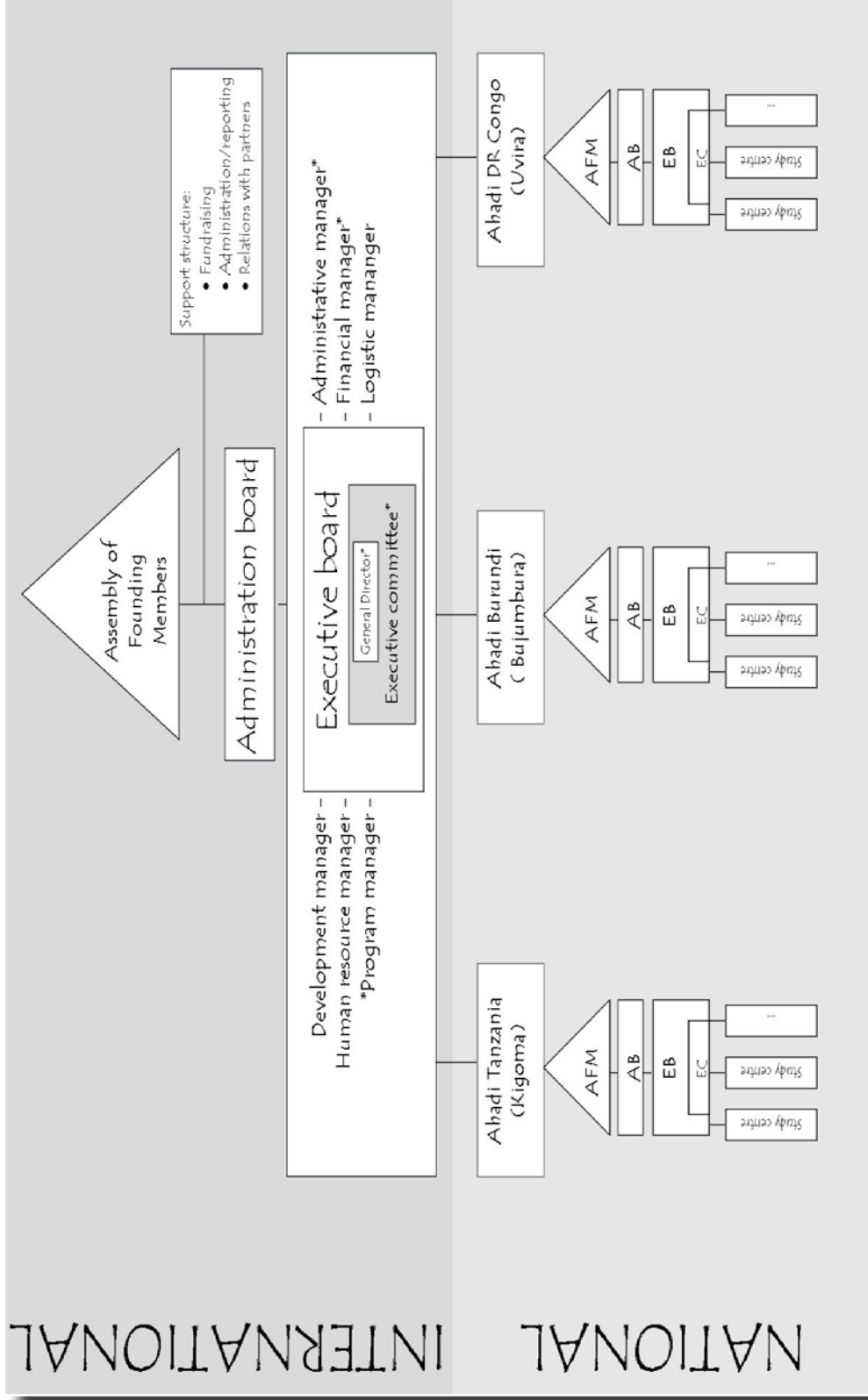
In our annual report you'll read how our programs have changed the lives of many Tanzanian, Congolese and Burundian students. Behind the statistics, you'll be able to discover the "human story" of each student and each staff-member.

In 2011 Ahadi Institute will continue to work with the government of Tanzania and Congo to offer the national exams for primary and secondary education in the refugee camps. In order to optimize for our students the value of their studies and chances for employment, some programs have been presented for accreditation to the Tanzanian educational authorities. We hope for a speedy answer. We also add new programs and options offered by our Congolese partner-institutes ISTCE and ISP, in view of creating new opportunities for students when they repatriate. The possibility to maintain and develop the Ahadi institute in Burundi and Congo will largely depend on our financial and human capacities.

We keep our goals clear, we keep our standards high ... and we don't give up, because we are committed to our mission : to offer education to those who are excluded .

Thank you for your help.

Bro Stan Goetschalckx  
General Director of Ahadi Institute.







## Insight

1. Gender sensitivity
2. Ahadi and MDG's

## GENDER SENSITIVITY

Since its foundation, Ahaqi 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

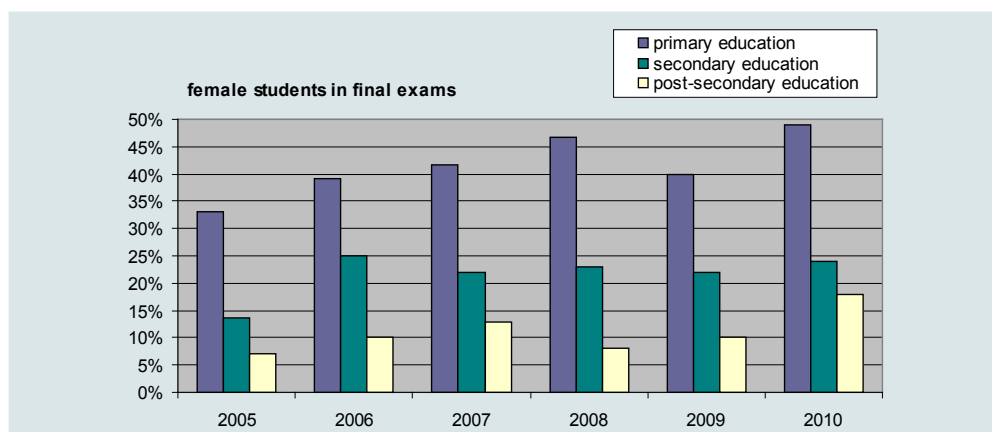
education and most importantly, women can raise their income, which increases the economic power-base of the family.

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, major efforts have been made by Ahaqi foundation and some women activist groups to raise the attendance rate among refugee school girls. This was mostly done through information campaigns. Drama groups, dancers and drummers helped the mobilizers to spread the message and to convince parents to send their daughters to schools. The combined efforts had a clear impact: the refugee girls' school attendance clearly increased. In some neighborhoods it even reached 91%. But as in many 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 young 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.

Ahaqi 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. Ahaqi's statistics indicate that the percentage of girls who sit for their 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. There we see an increase from 10% in 2009 to 18% in 2010. This is most probably a positive consequence of the many initiatives that have been set up in the past academic years to increase the enrollment of female students in Ahaqi's programs. But there is still a long way to go. Ahaqi will therefore make extra efforts to convince young girls to start higher studies and will inform them that repatriation should not be an obstacle to their studies. 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 centers. Moreover, Ahaqi 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 attending the same course.





Girls at a secondary school in the Congolese refugee camp of Nyarugusu

# 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, Ahaqi has been directly and indirectly contributing to the

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



## MDG 1: Eradicate extreme poverty and hunger

It is widely recognized that extreme poverty has a detrimental impact on all aspects of human development. Through educating and training people in the region and offering them certificates, diploma and degree awards, Ahaqi has increased the opportunity of former students in finding employment. 95% of the former Ahaqi students are currently employed in different sectors of the economy, contributing towards eradication of poverty. For example former Ahaqi students work for some national and international NGO's that are fighting poverty in the Region.



## MDG 2: Achieve Universal Primary Education

Since 1998, Ahaqi 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 40.000 pupils have been able to sit for these official exams, thanks to the logistic and organizational support offered by Ahaqi. Ahaqi 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 dropouts 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 and the results are useful for the government's policy on education.



## 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.

Ahaqi 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, Ahaqi has made special efforts to provide safe accommodation for them near the institute.

Ahaqi'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.





Exams primary education  
in Congolese refugee camp in Tanzania

# Programmes 2010

## 1. Primary and post-primary education

- Certification

## 2. Post-secondary education

- Advanced diploma in Social Work
- Congolese Teachers Training

- Peace education

- Bachelor in Economy/Management

## 3. Educational Resource Centre

## 4. One of the students



## CERTIFICATION

Program	Primary / Secondary school degree
Language	French
Partners	<ul style="list-style-type: none"> <li>- Congolese Ministry of education</li> <li>- World Vision</li> <li>- UNHCR</li> <li>- Belgian government</li> </ul>
Academic year	September 2009 - July 2010
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

In the academic year 2009-2010 some 18.072 Congolese children living in Nyarugusu camp were studying in 12 primary schools located in the camp. Among them 2.064 were in grade VI and they were registered to sit for the TENAFEP exams. The exams are recognized and certified by the Congolese Ministry of Education. When the refugees return back to their home country, this certificate will help them to go further with the secondary education. Hence, it will facilitate their reintegration in their country of origin.

The TENAFEP exams are organized and coordinated by Ahadi, financed by UNHCR (participation fees and transport costs for the examination team composed of inspectors from the Democratic Republic of Congo and Ahadi staff). The exams started on June 3rd 2010 in Nyarugusu camp only, because the Lugufu refugee camp had already been closed by the UNHCR in 2009.

Nyarugusu welcomed two inspectors from the Congolese Ministry of Education who brought the exam forms to the camp. The inspectors were assisted by Ahadi staff and both worked hand in hand for the successful organisation of the TENAFEP exams.

Ahadi was responsible to ensure that the refugee grade six pupils could sit for the final exams. They performed the following activities:

- negotiating with the Ministry of Educa-

SCHOOL	Registered			Participants			Passed		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Umoja	78	48	126	63	48	111	49	22	71
Vhuru	84	74	158	66	46	112	52	32	84
Tumaini	63	96	159	59	73	132	49	47	96
Rehema	128	151	279	115	134	249	82	76	158
Neema	62	98	160	52	75	127	48	51	99
Matunda	76	68	144	52	41	93	39	28	67
Mapendo	138	121	259	117	94	211	92	61	153
Hodari	54	86	140	63	71	134	46	40	86
Faraja	88	82	170	71	76	147	55	51	106
Elimu	73	48	121	56	34	90	53	22	75
Hekima	102	91	193	94	72	166	75	48	123
Amani	68	87	155	55	75	130	50	38	88
Total	1.014	1.050	2.064	863	839	1.702	690	516	1.206

tion

- supervising all preparation activities in schools
- being in close contact with DRC Regional Office of Education in Bukavu for having the instructions and advice
- guiding and assisting the inspectors from DRC when they come to Kigoma for the supervision of exams
- making follow up to ensure that the candidates get the results and certificates.

### Secondary education

Ahaqi supported in the year 2009–2010 a total number of 5.244 students who were studying at the secondary schools in the refugee camps. The last year students were able to participate to the form six national examinations (Examens d'Etat) in Nyarugusu camp.

A first session took place in the month of April during which oral and practical examinations were organized for all students who fulfilled the requirements of the Congolese government. The ordinary session was held in June when a number of 736 students sat for all exams. 44 students dropped out because of various reasons.

These are the main tasks which were accomplished before and after the exams:

#### *Meetings and Communications:*

- Meeting with the authority of the main provincial inspection and his close collaborators for Kigoma (Tanzania) from 18 to 22 February 2010 in connection with the preparation of the preliminary session. It was mainly a question of presentation of lists of candidates, assessment of material needs of candidates and exam centers, discussing the practical organizational session of the preliminary records check and physical check of candidates.

The delegates were made by:

- Principal Provincial Inspector Shaburwa Ms. Annette
- Director of General Services Department of PSB, Mr. Jean Marie Mangobe Bomungo,
- Inspectors and Ciregeza Nabuci Kilanga Ngwefu.

This delegation has not only met with authorities of Ahaqi, but inspectors have been visiting schools in the refugee camp of Nyarugusu where they had the opportunity to meet teachers and exam candidates and check their school records. The inspectors were able to provide detailed instructions regarding ministerial examinations.

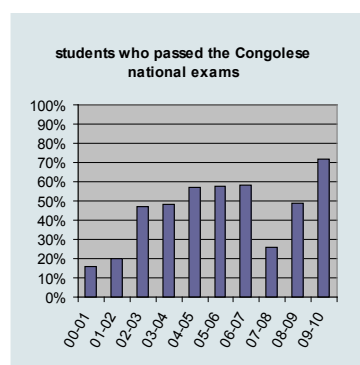
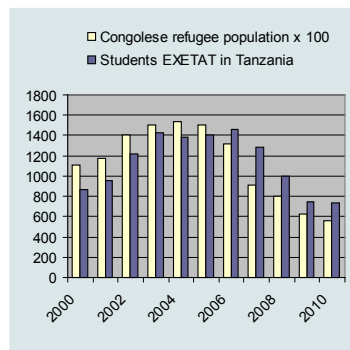
- Several meetings between Ahaqi in Kigoma and its local collaborators at the refugee camp and outside the camp.
- Review meeting on the general session of the state examinations 2010. This meeting took place in Uvira in late September 2010 with the provincial chief inspector.

#### *Physical Control to establish a final list of candidates:*

The Congolese Ministry of primary, secondary and vocational education provides a set of criteria that a candidate must meet to be allowed to participate to the exams. Therefore an audit of student records is scheduled before the session of practical examinations. After this operation a number of 739 candidates out of 780 registered candidates was selected, 41 students were not selected for reasons of irregularities. On this occasion the candidates were able to fill out the forms of identification and deposited their passport size pictures.

#### *Facilitating the supply and return of exams:*

- From Kinshasa to Bukavu examinations are transported by airplane,
- From Bukavu to the border of Tanzania, the exams are transported by bus via Bujumbura (Burundi)



- From Bujumbura to the Consulate of the DRC in Kigoma (Tanzania) by bus;
- Finally, from the coordination office in Kigoma to the camp by car
- The same route has been applied for the return of the exams to Kinshasa.

#### *Supervision of exams:*

A monitoring team consisting of:

- 2 supervisors per class (total of 36 invigilators)
- 2 inspectors sent by the Congolese authorities
- 2 delegates of the Congolese General Consulate in Kigoma (Tanzania)
- 2 officers of Ahaqi
- Education officer appointed by the UNHCR
- An Education Coordinator of the camp
- Tanzanian police to ensure safety and security
- A medical group

#### *Test centre:*

The two exam sessions were held in the classrooms of the College of Charity at Nyarugusu camp. The official code of the center is 63063. The choice of location was driven by its capacity, quality of buildings and their location (closed and away from houses).

#### *Conduct of examinations:*

In general, the two sessions of Exam d'Etat 2010 took place in a calm and orderly manner. The organization and material preparation of the operation have been well coordinated by the local committee headed by Ahaqi. No incidents were observed.

#### *Calendar of events*

The Congolese Exam d'Etat is normally held in two Steps:

##### Step 1: Preliminary Session: Oral French, Essay, Professional Practice

- |               |   |
|---------------|---|
| ▪ April 12    | Departure of inspectors from Bukavu to Bujumbura with exams |
| ▪ April 13    | Departure of inspectors from Bujumbura to Kigoma            |
| ▪ April 14    | Meeting of the inspectors and the team of Ahaqi             |
| ▪ April 15    | Departure to the camp                                       |
| ▪ April 16    | Visit of the centers of examinations and various meetings   |
| ▪ April 12    | Dissertation  |
| ▪ April 13-16 | Oral French   |
| ▪ April 17-24 | Professional practice                                       |
| ▪ April 25    | Back to Kigoma  |
| ▪ April 26    | Preparation return to Bukavu                                |
| ▪ April 27    | Departure for Bujumbura                                     |
| ▪ April 28    | Leaving Bujumbura to Bukavu                                 |



The essay test: Several subjects are offered to candidates by the department. Each candidate must choose an essay topic at random. He will study the topic and present his ideas in relation to this matter.

Oral French exam: Each candidate chooses a text at random, he studies it, and then he orally presents it to the jury. The board members ask questions and evaluate the candidate's ability.

Professional Practice: This is a demonstration of the practical knowledge of the student. The students need to solve a practical problem to the jury. This one evaluates the abilities of the student. Topics are taken at random by the candidate. The candidate has an optimal time for preparation and demonstration before the jury consisting of at least 3 people. The jury evaluates the candidate on the spot.

#### Step 2: Ordinary Session (written exams)

- June 16 Travel of four inspectors from Bukavu to Bujumbura with exams
- June 17 Departure of inspectors from Bujumbura to Kigoma/Tanzania
- June 18 Meeting of inspectors and team Ahadi
- June 19 Departure to Nyarugusu camp
- June 20 Visit of the centers of examinations and making contact with head teachers
- June 21-28 written examinations
- June 29 Back to Kigoma
- July 30 Preparing for inspectors trip to Bukavu
- July 1 Departure from Kigoma to Bujumbura
- July 2 Leaving Bujumbura to Bukavu

#### Attendance:

739 students participated in the examinations.

#### Monitoring of test results:

Ahadi has monitored the results of examinations and immediately communicated them to the candidates.

#### Challenges:

The repatriation process in the camp of Nyarugusu is going very slowly and up to now, there is not clear picture about this exercise.

Till now, there are more than 63.000 people in Nyarugusu camp and among them; 60% of this large population are youth. Ahadi as an expert in the field of education has observed that, these youth need education so that they may guarantee their future life.

Because the repatriation process is problematic, Ahadi sees that there is a need of organising once again the same exams in the year 2011 in order to give these youth the opportunity of being educated and once they are back in their home country, they may be able to continue with further studies and be self reliant.

School	Option	Participants	Passed	%
Institut de la Fraternité	Physics and mathematics	31	24	77.4
	Bio Chemistry	69	08	11.6
	Commercial and administrative	94	54	57.4
Collège de la Charité	General pedagogy	200	145	72.5
	Social	71	36	50.7
	Veterinary	14	12	85.7
Lycée de la paix	General Pedagogy	36	30	83.3
Institut de l'amitié	General Pedagogy	145	87	60
	General mechanics	12	04	33.3
	Agriculture	67	45	67.2
Total		739	532	71.9

## ADVANCED DIPLOMA IN SOCIAL WORK

Program	Certificate and ordinary diploma in Social Work
Language	English
Partners	<ul style="list-style-type: none"> <li>- Arteveldehogeschool (Higher Institute of Social Studies) in Ghent, Belgium</li> <li>- Newman Institute of Social Work, Kigoma, Tanzania</li> </ul>
Academic year	September 2009 - June 2010
Ahadi Coordinator	Edison Bashimbe



NISW is a local institute of Ahadi born from the collaboration between Ahadi and Arteveldehogeschool which is situated in Belgium. NISW was officially recognized by the Tanzanian National Council for Technical Education (NACTE) on February 24th 2004. NISW offers a training based on guided self study as well as a distance learning program.

### A. Distance learning

13 third year students were doing their block field work in Lugufu camp, and because this camp was about to be closed, these third year students could not continue with their block field work, they had to be relocated to Nyarugusu camp. Their schedule was shaken up, and they were unable to graduate in 2009. The management of Ahadi then decided to give these third year students the opportunity to continue their block field work in Nyarugusu camp so that they may graduate. They did so in 2010 and received their Advanced Diploma in Social Work.

Ahadi is convinced that this program is of particular importance to young refugees because it gives them the opportunity to get a job once they are back in their home country. DR Congo is facing many types of

conflict. Ahadi believes that those who have graduated with an Advanced Diploma in Social Work will be Ahadi's ambassadors and will be able to contribute to the local peace process.

Other refugees remained in the camps and chose to apply for a DAFI - scholarship. Some of them were accepted and are following their masters program in one of the Tanzanian Universities. The scholarship is financed by the German government and it's only given to young refugees.

Distance learning	number of students
1st year	14
2nd year	10
3rd year	35
Total	59

Apart from these Congolese students, the institute had also 45 Tanzanian students following the programme by distance learning:

In the year 2010, the institute developed additional curricula for an ordinary diploma and a certificate in social work according to the needs of the local population. Meanwhile NISW is waiting for the go ahead from NACTE for the start of these two programs. NISW expects a positive reply from NACTE before the beginning of the academic year 2011- 2012 so that they may start the Bachelors degree program.

#### **B. Guided – self study**

Students from different nationalities followed the same program by means of guided self-study at NISW campus which is situated in Kigoma town. In 2010, the institute did not recruit any new students because the ministry of education had decided to phase out the program of Advanced Diploma. At present, NISW is finalizing the accreditation process for Bachelor degree.



## CONGOLESE TEACHER TRAINING

Program	Formal teachers training
Language	French
Partners	<ul style="list-style-type: none"> <li>- ISP (Institut Supérieur Pédagogique) Lubumbashi, DR Congo</li> <li>- Belgian government</li> </ul>
Academic year	November 2009–November 2010
Ahaqi Coordinator	Edison Bashimbe

This program is organized through distance learning and allows young people living in the Congolese refugee camp of Nyarugusu in Tanzania to have access to the academic programs offered by the ISP of Lubumbashi. The ISP of Lubumbashi is an official Congolese government institution offering qualified teachers trainings. The courses taken by students who live in the refugee camp are the same as those given to students who are studying in Lubumbashi and following the conventional system. The difference with classical education is only the distance between teacher and student. To maintain the quality of teaching, Ahaqi has established a structure for mentoring. Tutors have been appointed to give the students educational support throughout the learning process.

### Program's impact on the quality of education:

Ahaqi has collaborated with local partners to ensure that former students who have graduated as qualified teachers can be integrated into the structure of education in refugee schools. Ahaqi, teachers, parents and other local staff were very satisfied with the performances of the pupils in 2010. The pass rate of 71.9% in 2010 was an absolute record. This proves that the quality of teaching in Congolese refugee schools in Tanzania has substantially increased over the years.

### Duration and interest of the program:

The training program lasts 3 years and leads to a graduate degree issued by the Congolese Ministry of Higher Education. The diploma awarded at the end of the training gives the graduates many opportunities in Congo when they return home. In other words, this degree may be considered as an incentive to return home, once stabilized. Moreover, these well-trained teachers will play an important role in the rehabilitation of education in Congo and even in the process of rebuilding the country. Also, we can say that this program will contribute to intellectual and economic development of the region and for building peace.

### Achievements

64 students from Nyarugusu refugee camp were evaluated by three lectures from the ISP/Lubumbashi during their visit to the camp. The examination was organized in two sessions according to the requirements of ISP. The exams sheets were prepared by the ISP and sent to Ahaqi by email. Ahaqi was responsible for the coordination. The examination sheets were then collected and sent to ISP in Lubumbashi. Three lectures were assigned to correct the exams. The result was sent to Ahaqi for publication. Another session was organised for those students who had to repeat some of the courses. The third year students defended their thesis before the jury.

Printing, multiplication and distribution of the syllabus:

During the academic year 2010, Ahaqi has printed and distributed 576 syllabi to the students. Then they were transported to students in the camps by car. The head of the resource center distributed the syllabi.

### Challenges

64 students regularly enrolled in the program and received their training, which resulted in a final evaluation at the beginning of December 2010.

It was expected that all academic activities would be completed before the end of December 2010, but this was not possible due to irregularities known by the academic partner. Indeed, in the DRC, there

have been many changes in regard to the administrative staff of institutions of higher education and universities during the academic year 2009-2010.

The students' dissertations will be evaluated at the ISP in Lubumbashi in the month of February 2011. This delay does not involve any extra financial expenditure.

### **Blockfield work and Dissertation**

A bachelor degree requires a 3 month block field work (=internship) and a research at the end of the training. This is a dissertation made by students under the guidance of a Director or Supervisor. Ahaqi made seven copies of each dissertation, put them together and sent them to the ISP in Lubumbashi for assessment by a jury.



## 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"> <li>- Peace University in Namur, Belgium</li> <li>- Commission for Justice and Peace, Kigoma, Tanzania</li> <li>- Commission Episcopale Justice et paix, Bujumbura, Burundi</li> <li>- Ubuntu Centre, Bujumbura</li> </ul>
Academic Year	November 2009–November 2010
Ahadi coordinator	Edison Bashimbe

### Introduction

The courses offered by Ahadi were prepared in partnership with experts from the University of Namur in Belgium. The training consists of two parts:

1. Part I: Understanding the conflict
  - Understanding the conflict
  - Levels of conflict
  - Attitudes towards conflict
2. Part Two: Tools of positive management of conflicts:
  - Communication
  - Negotiation
  - Mediation

### Achievement

A special program based on Peace education was organized for the Congolese refugees in Nyarugusu camp. The programme consists of 2 phases:

#### *Phase 1: Organization of a training session for the trainers.*

This session was provided by an expert of Ahadi for a period of three weeks. The expert, who had been trained by the Peace University of Namur, presented the course material and then organized a seminar workshop which allowed participants to better assimilate the different topics.

#### *Phase 2: Organizing a training for future peace animators*

This training was given by 20 trainers who had previously been formed by Ahadi. There were numerous candidates, but Ahadi finally selected 400 persons and divided them into 10 groups. Each group was led by two trainers for reasons of efficiency; Lessons were held in classrooms at existing schools in the camps and at the academic center of Ahadi in Nyarugusu refugee camp. Trainers and trainees received two syllabi (Module I and Module II). Having seen that participants and trainers often have other occupations, a schedule of six weeks of theoretical education on peace building has been adopted (three weeks per module) with 2 sessions of 2 hours per week (August and September) and 3-week internship in the community. During this training, future peace animators have been in contact with the community to investigate specific cases of conflict.

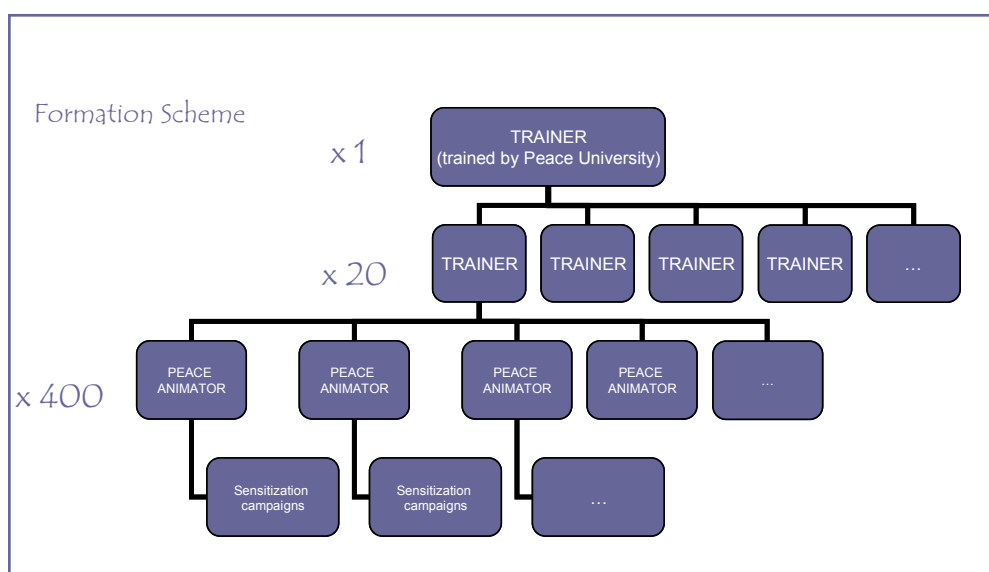
### *Organizing an evaluation session:*

A session organized as a debate, allowed Ahadi to make a general assessment of knowledge and attitudes towards conflict (skills) of the future "Peace animators". It was organized from 22 to 28 November 2010 at Nyarugusu refugee Camp. It was led by the program coordinator, Mr. Edison Bashimbe in collaboration with the expert, Dr. Chantal and different trainers.

### Certification (peace animator)

At the end of the assessment, a certificate of peace animator was issued to each participant who achieved satisfactory results. A total of 148 certificates were issued. Candidates who failed have a chance to resume the training in 2011.

This peace education program could be realized in 2010 thanks to the support of the Belgian Ministry of Foreign Affairs.



## BACHELOR IN ECONOMICS / MANAGEMENT

Program	<ul style="list-style-type: none"> <li>- Community and rural development</li> <li>- Development Economics, Business Commerce, Banking and Customs</li> <li>- Administrative and project management</li> </ul>
Language	French
Partners	Institut Supérieur Technique, Commercial et Economique (ISTCE) in Uvira, Democratic Republic of Congo
Academic year	January 2010 – November 2010
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

As usual, the academic year started in the month of January with the distribution of the syllabus (First modules) to the students. Because of the UNHCR repatriation programme, some 28 third year students who were doing their block field work in Lugufu had to interrupt their activities and were sent to Nyarugusu Camp. This event prevented the students to continue with their program as scheduled in the Almanac of ISTCE. The management of Ahadi decided to give them the opportunity to finish their field work while being in Nyarugusu camp. They met with some 50 other students who were admitted in the third year and they formed a class of 78 third year students as mentioned in the table below.

In October 2010, Ahadi welcomed a delegation from ISTCE for the evaluation of the third year students, the preparation and organization of the defense, orientation and recruitment of new first year students for the academic year 2011 as well as the plans for the academic year 2011. After approval of both institutes, the 78 third year students graduated in 2010 after being accepted by the ISTCE committee and received an official certificate of the ISTCE delivered by the Congolese Ministry of Education.



Pictures: Evaluation meeting between ISTCE (academic secretary and general director) and Ahadi (consultant and coordinator) at Ahadi's offices in Kigoma.

Students Bachelor in Economics / Management programme 2010			
Grade 1	Grade 2	Grade 3	Total
0	0	28+50	78

## RESOURCE CENTRE

Constructed in 2004 and managed by Ahadi Institute Foundation, the Educational Resource Centre consists of 4 classrooms, 2 computer rooms (ADEN) a library with a reading room, Ahadi's offices and a multipurpose hall which is currently still under construction.

These are the objectives of the resource centre:

- To build the capacity for all actors in education
- To train teachers
- To do research on quality and innovation
- To build resources
- To introduce ICT in the educational environment

The classrooms in the educational resource centre are used to give trainings to staff of educational institutes and NGO's in Kigoma region as well as evening classes to the youth of Kigoma. The computer and internet installations were funded by the French ADEN fund (Appui au Désenclavement Numérique). The computer

room is used by various candidates from outside Ahadi's foundation as well as the NISW. The centre offers 11 different courses. 3 sessions are provided daily except on Saturdays and Sundays. In the year 2010, the NISW students received special ICT support from some volunteers from Belgium (Mr Vincent and Mrs Urlike) along with the instructors of ADEN (Mr Fulgence). For the present moment the computer training centre has a total number of 23 computers (13 laptop and 10 desktop computers).

Ahadi has developed a digital catalogue of the books available in its library. As part of the resource centre, the library is visited by students who are doing research in different fields. It allows them to deepen their ideas and to find enough resources to write a scientific report or research project. About 15.000 books are exposed on 24 open shelves. Ahadi is confident that these activities are helpful for the improvement of the quality of education in Kigoma region.

## ROBERT



Robert Lubanga Kasongo fled his home country Congo in 1997 due to the atrocities that happened in the region. He arrived in Tanzania by boat after having crossed Lake Tanganyika and ended up in a UNHCR transit centre near Kigoma. After having been screened and registered, he was transferred to the refugee camp of Nyarugusu. It was very difficult for him to adapt himself to his new life as refugee in the camp and to cope with the restrictions on his freedom of movement. Robert, a graduate in technical and

social affairs, wanted to make himself useful in the camp and started teaching in one of the refugee schools, although he didn't have an official teachers degree. He just did what he thought was the right thing to do: educating the youth in the camp so that they didn't become a "lost generation". In 2005 he got the opportunity to enrol in Ahadi's teachers training programme and graduated in 2009. Becoming a qualified teacher after three years of study was really a dream come true for Robert. His diploma, issued by the Congolese higher institute for pedagogy in Lubumbashi, is an official Congolese degree that he will be able to use in his home country when he applies for a job once he is repatriated. Robert is delighted: "Now I am able to deliver my knowledge in the right way to my fellow Congolese refugees who are struggling for their education inside and outside the camps. Because a country without education, is a country without future".

Resource centre

One of the students



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 05 ■ Fax: +32 9 216 35 03  
[ahadi@fracarita.org](mailto: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](mailto:ahadi.dg@boc.ac.tz)

Account number:

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