

JRS SOUTH ASIA  
ANNUAL REPORT

2018



South Asia  
accompany - serve - advocate







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*ONLY BY BEING A MAN  
OR WOMAN FOR OTHERS  
DOES ONE BECOME  
FULLY HUMAN*

*– PEDRO ARRUPE*

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## Jesuit Refugee Service

The Jesuit Refugee Service (JRS) is an international Catholic organization founded in 1980 by Father Pedro Arrupe, the then Superior General of the Society of Jesus, to respond to the plight of Vietnamese refugees fleeing their war-ravaged homeland. JRS seeks to accompany, serve and advocate on behalf of refugees, asylum seekers, those internally displaced by conflict or disaster (IDPs), and those returning home after years seeking refuge abroad. JRS is engaged in 56 countries, working for the wellbeing and hope of refugees, and promoting education and livelihood programs to provide opportunities for integration into host communities.

## JRS Presence

The JRS South Asia regional office, New Delhi, India, coordinates the projects in Afghanistan, India and Bangladesh. In Afghanistan, JRS serves returnees, IDPs, and minority ethnic groups living in Kabul, Herat, Bamiyan, and Daikundi provinces. In 2018, JRS served 18,250 war-affected youth, primarily through education programs like English language and Computer courses, teacher training, and tertiary level certificate and diploma courses, both online and onsite, through Jesuit Worldwide Learning (JWL). In India, over 13,530, mainly Sri Lankan refugees in Tamil Nadu and Chin refugees in New Delhi, directly benefited from JRS' programs, such as formal and non-formal education, vocational training, community services, capacity building of camp leaders, women and youth development, and advocacy training and protection. In Bangladesh, JRS has partnered with Caritas Bangladesh to run six Child-Friendly Spaces for Rohingya refugees in the Kutupalong camp, in Cox's Bazar, serving 1,892 children.

# PEOPLE SERVED

## Afghanistan



Edu- 18,550

## India



Edu- 6,146



Liv- 988



Soc/ Pas- 4,931



Aid- 168



Adv / Pro- 1,376

## Bangladesh



Edu- 1,892







# AFGHANISTAN

Afghanistan has faced decades of armed conflict and political instability, forcing millions of people to flee to neighboring countries, mainly Pakistan and Iran. Despite ongoing violence, nearly six million refugees have returned to the country over the past 10 years. Many returnees have moved to the crowded city of Kabul, residing in tents and public spaces, where they live in extreme poverty with little access to government aid, education and other basic welfare necessities.

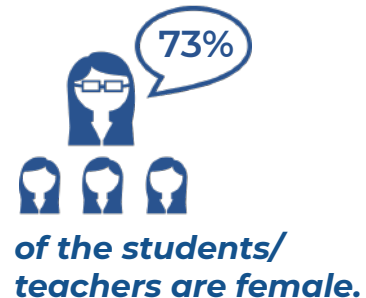
According to recent estimates, Afghanistan's population in 2018 was about 36 million, 51.7% male and 48.3% female. Of the total population, around 42.3% are under the age of 15, with a literacy rate of only 46.33% among young girls (compared to 69.59% among young boys). Moreover, just 38% of the adults are literate. As recorded, 15,699 registered refugees returned to Afghanistan in 2018, and 343,341 individuals were displaced by conflict within Afghanistan.

## Training Of Teachers Through ToT Program

JRS qualified and trained staff make optimum use of the winter period to conduct special training and coaching sessions in remote rural regions where others would not dare to venture. Priority is given to female students from the Education Department/Teacher Training Colleges, who are encouraged to benefit from this rare opportunity for quality education. The in-service teachers use the opportunity provided to enhance their teaching skills.

“*Nowadays there are many academic centers teaching English and computer skills, but I think JRS stands out in providing quality education to the youth. In the last six months of my studies at a JRS center, I have learned a lot and JRS has influenced me positively. Besides English, I have learned teaching methods which I use in my work environment.*

- Asila, Herat







## Training Leaders For Tomorrow (TLT)- Each One Teach Some (EOTS) Program

Training Leaders for Tomorrow is a very innovative and successful program. This program is conducted primarily for the female school students from grades VII to XI. The English language female teachers are JRS trained graduates, who have successfully completed two-three years of JRS English language training. These graduates are appointed to conduct English language classes for girls in their neighborhood. The TLT-EOTS classes were conducted during the winter and spring season where the students learn English at Basic, Higher Basic, Pre-Foundation and Foundation levels. These classes are held either before or after school hours. Around 580 female students benefit from the TLT-EOTS program in Herat province.





## Winter Training Program

Winter training is one of the most successful intensive programs of JRS across the provinces of Kabul, Herat, Bamiyan and Daikundi in Afghanistan, where students gained considerable knowledge in English language, Computer operations; and various school subjects. They also showed improved communications skills, increased self-confidence, and developed personality and leadership skills. 4,033 students in Bamiyan city participated in the Winter program, of which 57% were female.

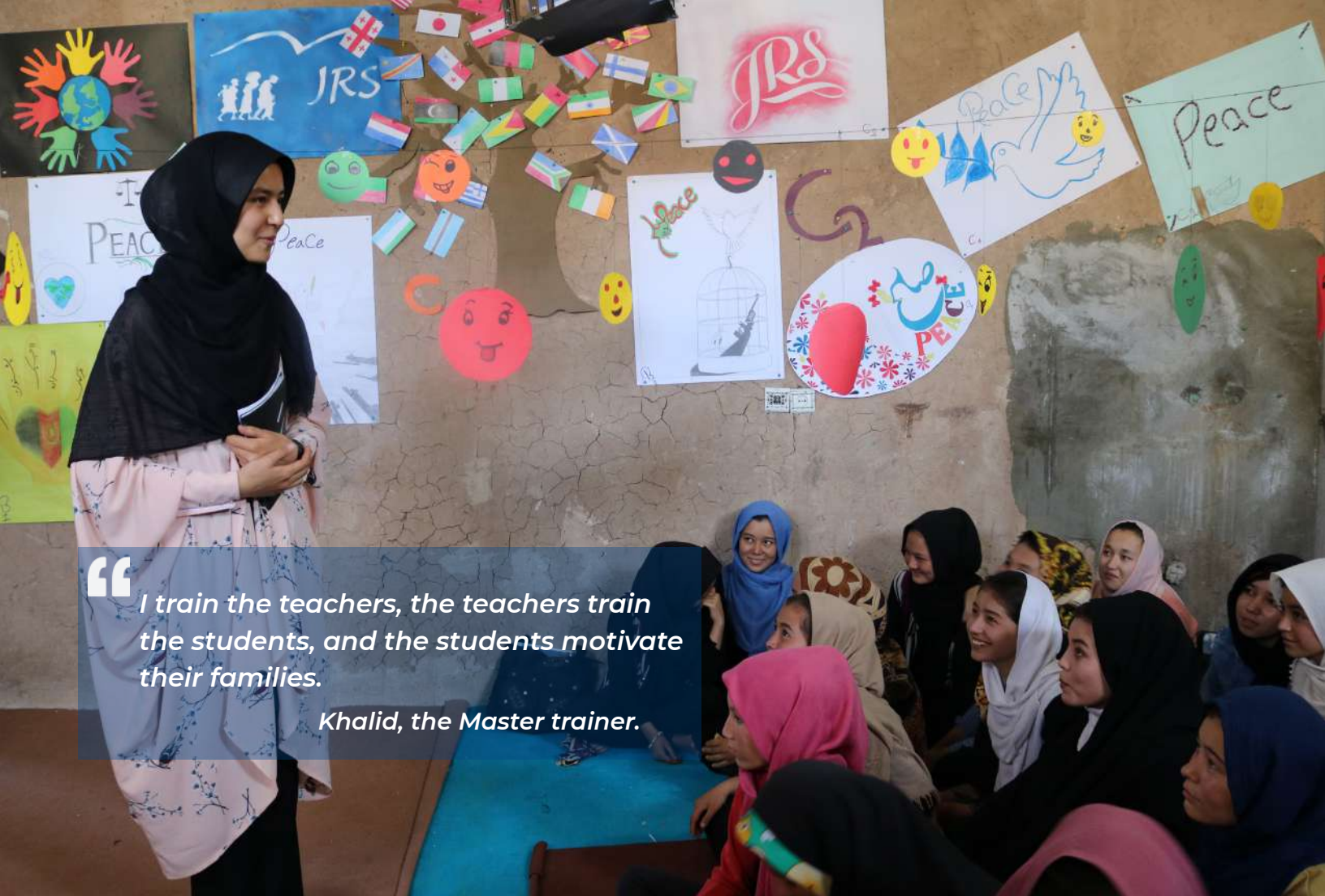
“ *JRS has changed my life and my family, it changed my idea about girls, now I'm convinced of their rights to get educated and work in social places.*

*-Zahra, Bamiyan*



***of the students  
were female***





“

*I train the teachers, the teachers train the students, and the students motivate their families.*

*Khalid, the Master trainer.*

## Peace Building Pilot Project

As an integral part of JRS education programs, the peace-building pilot project was implemented for six months in the provinces of Kabul, Herat, Daikundi and Bamiyan, with a strong focus on reconciliation. This intervention was carried out in partnership with two local NGOs - SOACS and KACSO. Efforts were made to motivate and involve school principals, teachers, youth, children, and religious leaders (mullahs) in peace-building, so that they could contribute to fostering non-violent, safe, and inclusive schools and communities. This intervention served to pilot a JRS resource manual which has contextualized lesson plans on reconciliation processes for teachers to be incorporated systematically in the regular JRS education programs. A series of intensive training workshops were conducted for the youth in 2018. As part of the pilot project, a 5-day residential workshop was conducted in New Delhi for 20 participants, including 15 from Afghanistan. Danielle Vella, Director of the JRS Reconciliation Program, has developed a Peace and Reconciliation manual for JRS teachers in Afghanistan.

“*The training helped me identify my challenges, weaknesses and strengths. As an Afghan girl, I have suffered lots of pain and injustice. The workshop opened a new window of truth, mercy, peace and hope in my life.*

- Zainab, JRS Student







## Integrated Management Program

JRS took another strategic step forward by introducing an Integrated Management Program for promising Afghan youth, pursuing tertiary education in India, to build leadership and competencies in peace building and conflict resolution and in project management. In 2018, 17 Afghan youth were provided scholarships for higher education. The scholars are studying in various colleges of excellence (primarily Jesuit) in India in different streams such as Social Work, Maths, Physics, Psychology, Political Science, and Computer Animation and Computer Applications. The JRS support is offered with the proviso that they commit to return to serve and contribute to a qualified and committed staff pool for the universities, institutes and schools in Afghanistan.

“*The workshop helped us understand ourselves more deeply, and get to know one another better. It helped us to reflect, think critically, and challenge our way of proceeding in our day to day life*

*- Noori, Afghan scholar.*



## Konkur Training Program

Admission to university for higher studies is very competitive in Afghanistan. The admission is based on the results of the National Entrance Examination, Konkur. Many youth, especially among the minority Hazara population, have been able to gain access to higher education opportunities through the intensive training that JRS offered in various Konkur subjects. Overall, 307 students in Kabul, 772 in Bamiyan and 340 in Herat received preparatory training to appear for the Konkur exam in 2018.

“JRS changed our community into a bright garden, full of flowers. The parents now send their children to school, instead of sending them to work in the fields. We now have girls and boys in Herat university, and some even out of the country for higher studies.

- Sahar, Herat



**772**

Students were prepared for Konkur exam in Bamiyan,

**340** in Herat, **307** in Kabul

**1141** in Daikundi.

## JRS Afghanistan Impact Study

The Impact Assessment Study of JRS Afghanistan was carried out by the Indian Social Institute, Delhi. It documents and analyses the impact of JRS interventions in Afghanistan over a period of 12 years, from 2005 to 2017. It is the outcome of an extensive participative exercise conducted in 2017. In the context of Afghanistan, the study helps to measure the effectiveness of JRS interventions and identifies the significant changes brought about by those activities. The report provides a large volume of data that records the journey of JRS and the stories of persons that JRS has accompanied in Afghanistan. The 'stories of transformation' in the social and cultural milieu of war-affected Afghanistan reflect the JRS commitment to its vision and mission of accompanying, serving and advocating for the rights of refugees, returnees and IDPs. Besides, the reflections and analysis of the documented historical development of JRS Afghanistan provide a number of recommendations for JRS to review its strategies and draw up the roadmap to upgrade the interventions, making them more sustainable and beneficial for the 'people served'.

- Assumption: 2015 has brought about changes (transformation) in Afghanistan through interventions
- "Theory of change" – how intervention is expected and to measure or describe the changes induced along that chain
- The ways in which individuals, groups, communities or organisations are changed through interventions over a period of time
- Impact assessment is intimately linked to Mission of JICA and its context in Afghanistan
- Assessing the overall impact demands to look at both immediate effects of the intervention and its longer term consequences. One way of doing this is to ask what may have happened if the intervention had not happened?
- Focus of the Assessment: to capture the changes in a more systematic way
- Its framing – not presentation

## INTRODUCTION





## INDIA

Thousands of refugees from Myanmar, Afghanistan, Somalia and Sri Lanka have sought safety in India over the past couple of decades. More than half the world's refugees live in urban areas, as opposed to camps and rural settings. Urban refugees in Delhi are largely scattered throughout the city and confined to slum areas, shanty-towns or suburbs, making it difficult to determine their needs and to identify the most vulnerable among them. There is no legal framework to guarantee their protection, making it difficult for them to access regular work and sustainable livelihoods. They often face discrimination and cannot afford the overstretched healthcare, education and other basic life-sustaining services. UNHCR currently assists 39,102 urban refugees and asylum-seekers in New Delhi, mainly Afghan, Chin, Rohingya and Somali nationals.

Meanwhile, almost a decade after the end of Sri Lanka's civil war, Sri Lankan Tamil refugees continue to live in camps in India's southernmost state of Tamil Nadu. As per the records, 61,812 persons were staying in 106 refugee camps as on December 2018 and 35,600 were staying outside the camps. The changing political scenario at local, regional, and international levels multiplies the challenges that the Sri Lankan refugees have to face. The Citizenship Amendment Bill 2016, which was introduced in the Indian Parliament on 15 July 2016, does not make any provision to offer Indian citizenship to Sri Lankan refugees, although other categories of refugees in India are included for consideration in the proposed Bill. The lack of support that they experience as a result further frustrates the Sri Lankan refugees, prompting them to appeal for greater protection and security.

## Urban Refugee Project

The JRS Training Centre is a household name in Chanakya place, Delhi, for it reaches out to the needs of the vulnerable Chin refugees who have no access to assistance from UNHCR or other NGOs. Responding to the priority needs of the Chin refugees in 2018, JRS conducted a variety of programs to develop greater self-reliance and increase earning opportunities of the refugees. The Chin children and youth benefitted from JRS classes in English and Hindi languages and basic computers skills. Female youth and adults were provided vocational training in tailoring, embroidery and beautician skills. Competent and promising youth from the refugee community were offered scholarships to pursue higher education courses to strengthen local leadership for community development. JRS also provided emergency aid for dry rations, house rent and medical assistance, to the most vulnerable refugee families.







## JRS Training Centre

Basic and advanced level certified tailoring training courses were conducted at the JRS Training Centre for 60 Chin women in two shifts, with technical assistance from Loyola Vocational Institute (LVI), Delhi. The trainees were provided with tailoring materials during the course and gifted sewing machines after its successful completion, to help them grow in self-reliance and contribute to the family income. Both groups were also offered intensive training in spoken English.

The training motivated these women to take great interest in learning new patterns, styles and designs. With the training, the women have grown in competence and confidence, and are now able to earn from working at home for their own community.

55 Chin youth enrolled for basic computer training, and 22 for advanced computer training at the JRS Training Centre. Of these, 41 completed the basic, and 16 the advanced level course by December 2018. Besides, 17 youth successfully completed a video editing course.

**“** *I used to stitch very basic and simple clothes but after the JRS classes I have learned many designs for women's clothes. Now, I am able to stitch my kid's clothes. The homely atmosphere at the Center helped us to share our difficulties and help each other.*



**57** students completed  
basic and advance computer



In January 2018, JRS launched a new initiative at the JRS Training Centre, based on the recommendations of a JRS needs assessment study and reports of home visits to refugee families. Only 12 trainees could be enrolled for the first batch of the Beautician's Skills Training Course, though many more applied. After the three-month basic course, the trainees were provided advanced-level training for another three months. Many of these trained women have started to work from home and have plans to open their own saloons.

The tailoring and beautician courses have helped the refugee families grow in self-reliance through increased income generation. Although not all use their skills for commercial purposes, they are able to cut down expenses within their immediate or extended families by using their newly learned skills. The Computer and English graduates are now able to communicate well, which has enhanced their confidence to interact with the host community. JRS staff visit the Chin families regularly to accompany and support them in their struggles.

The Chin trainees at the JRS Centre celebrated various events, such as World Peace Day, World Refugee Day, Women's Day, Christmas and graduation day. The celebrations gave them a feeling of joy and an opportunity to express solidarity with people all over the world. The celebrations also helped the women to take a break from their routine work and schedule.





## Sri Lankan Refugee Project In Tamil Nadu

In Tamil Nadu, JRS has been working with Sri Lankan refugees since the mid-1990s. According to the Rehabilitation Department of Tamil Nadu records of 1st of August 2018, there are now 61,060 refugees living in 107 camps scattered all over Tamil Nadu . JRS has set up Pedro Arrupe Complementary Education Centres (CECs) in 105 camps to provide children with tuition in school subjects, conduct programs for psycho-social support, and organize extracurricular activities. The CEC teachers are trained in Ignatian pedagogy, peace building, and reconciliation. JRS also provides women who have been forced to drop out of school with residential vocational skills training. Youth are provided with leadership training to help them set up youth clubs in the camps and organize community activities. JRS staff visit the refugee families in the camps to address their immediate needs, and provides formal, technical and non-formal education, teacher training, community services and emergency relief throughout the year.

## Complementary Education Centres (CECs)

Regular tuition classes were conducted at the CECs in 105 camps for 2,550 male and 2,450 female students. Students were given priority and special care, based on their needs. The CECs provided a safe space and conducive environment to the children who live in vulnerable conditions in the camps. The Reconciliation training modules prepared by Danielle Vella, Director of JRS Reconciliation Program, were used to conduct regular teacher trainings. This enabled the teachers to develop practical skills to conduct peace-building sessions for the CEC students, and also to guide them and redress their emotional problems.









## Children's Summer Camps

JRS conducted summer camps for about 1,705 refugee children (789 male and 916 female) in 44 camps spread across four zones in Tamil Nadu, over a period of five days. During the summer camps, the children received special coaching in English, Maths, and other school subjects of their choice. The summer camps gave them freedom from their routine day-to-day activities, an opportunity to strengthen the bonds of unity, and a fun-filled time to celebrate togetherness.

“We feel happy attending the sessions;  
and had a lot of fun and opportunities  
for joyful learning.

- Rushnath, Kullursanthai camp



**1,705** children  
**789** boys, **916** girls



## Intensive English Training Classes

Intensive English training classes were conducted at various professional institutes to help refugee youth gain fluency in spoken English, and thus increase their confidence to appear for job interviews. JRS TN also organized a Communications workshop from March 13-16, 2018, at AICUF House – Chennai, for 12 JRS staff, including project directors and field officers. The trainees were encouraged to speak only in English among themselves, which they followed enthusiastically. The four-day workshop helped them gain confidence to express themselves in English.



*I always wanted to learn English; but, whenever I tried, people around used to mock me. But now I am confident enough to speak and I am learning new words to improve my conversation.*

*-Divakar, a JRS staff trainee*









## The Residential Grihini Training

The six-month residential 'Grihini' (meaning home-maker) training at Mullaikudi Life Skills Centre was conducted for dropout adolescent refugee girls. Besides vocational skills training in tailoring, embroidery, imitation jewelry and soft-toy making, they were taught basic computer operations and spoken English. They also received training in leadership skills and personality development; along with personal guidance and counseling. Five of the Grihini graduates of the 33rd batch went on for advanced level tailoring training, and are now employed at a tailoring shop. Eight of the 33rd batch graduates continued their school education after completing the Grihini course.

Jaume and Mayra, the Clowns Science Dreams team from Barcelona (Spain), conducted a 10-day leadership and communication skills training for the Grihini girls which they treasured as a highlight of their Grihini experience.

“ *I have learnt tailoring, art work and beautician skills during the six-month course. I am able to speak English well and am confident to use basic computer applications. I shall resume my schooling too.*

- Mary Jasmine

## Alumnae Association

An Alumnae association was formed by the Grihini graduates with the objective to support, share learnings and help each other. Nearly 24 groups have been formed in the four zones, with a total of 174 members in the Association.

## Family Enrichment Program

In 2018, various community development programs were organized to promote a healthy and safe environment in the camps across the four zones. This year, a training workshop was organized for parents on good parenting skills, to promote their children's development and foster a healthy environment in the family. Regular counseling by the JRS-trained barefoot counsellors has helped many youth and adults to overcome trauma and addictions and rebuild their lives.









According to the UNHCR, over one million Rohingya refugees live in Cox's Bazar district of Bangladesh, the largest refugee settlement in the world today. This includes about 200,000 who arrived in earlier waves of exodus. Most refugees at Cox's Bazar have managed to set up their own shelters with makeshift latrines, and receive food as well as non-food rations. The women, children and aged refrain from leaving their settlements for fear of being harassed while walking long distances to reach distribution points over unsteady bridges and muddy pathways.

According to the December 2018 records, 908,954 refugees arrived in Bangladesh. 466,596 are under the age of 17, of which 50.9 % are female and 49.1 % male. The adult population in the camps is estimated to be 382,468, 56.2% female and 43.8% male. Around 3.3% of the population are above the age of 60, with 53% female and 47% male.

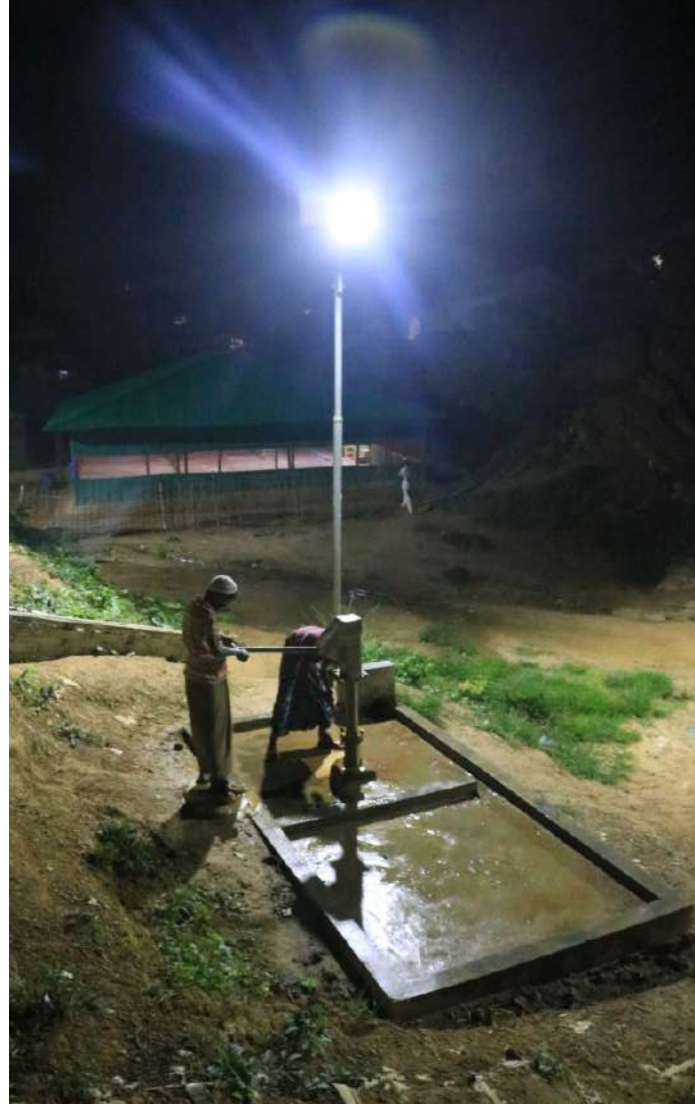
## Solar-Powered Street Lights

Life stopped when the sun went down in the Kutupalong camp at Cox's Bazar, Bangladesh, as the Rohingya refugees did not have access to electricity when they arrived there in 2017. The initiative to install solar-powered street lights brought great relief and a sense of security to people in the camp. JRS supported the installation of 306 solar-powered streetlights in Camp 4 of Kutupalong camp. The lights have been installed at public places like- water collection points, toilets and along pathways. The solar streetlights light up their lives, ensuring much needed safety and security, especially for the women, girls, children and aged, in the camp.



*Solar street lights have brought us much relief. We not only feel safe while going to the latrine or water collection tap at night, but our children also get more time to play outside.*

*- Hamida, Rohingya refugee*







caritas

# Child Friendly Space (Grace)

শিশুবান্ধব কেন্দ্র

UU Zone, Camp-4 Kutupalong, Ukhiya



## Child Friendly Spaces

Six Child Friendly Spaces were supported by JRS where 1,892 children aged 4 to 15 years benefitted from a variety of play, recreational, art and creativity sessions, to help them overcome their trauma and enjoy their childhood. JRS organized Psycho-Social support and Case Management training workshops for the CFS staff to build up their competencies and motivation to enhance the quality of the CFS programs.



*His earlier drawings were scenes of violence, or his village and home blazing; but now he draws flowers, birds, and children playing. His drawings reflect more positive feelings. He enjoys drawing and is very good at it.*

*- CFS facilitator*

## Psycho-Social Support Workshop

Jaume and Mayra, the Spanish Clowns Science Dreams' team from Barcelona, conducted a Psycho-Social Support Workshop for the CFS staff who serve the Rohingya refugee children. JRS organized the training from May 5-10, 2018, at Cox's Bazar. The training was a joyful experience of healing and learning new skills. While practicing the specially designed clowning exercises, the trainees felt deeply relieved from stress and past traumatic experiences. They were also able to connect with their inner selves and let go of the painful hurts in their lives.

**“** *I am deeply impressed to see our brothers and sisters actively participating in the clowning exercises and walking together with a positive attitude towards a shared goal, despite the diversity of our cultures and faith traditions.*

*- Francis Dores, JRS Bangladesh*



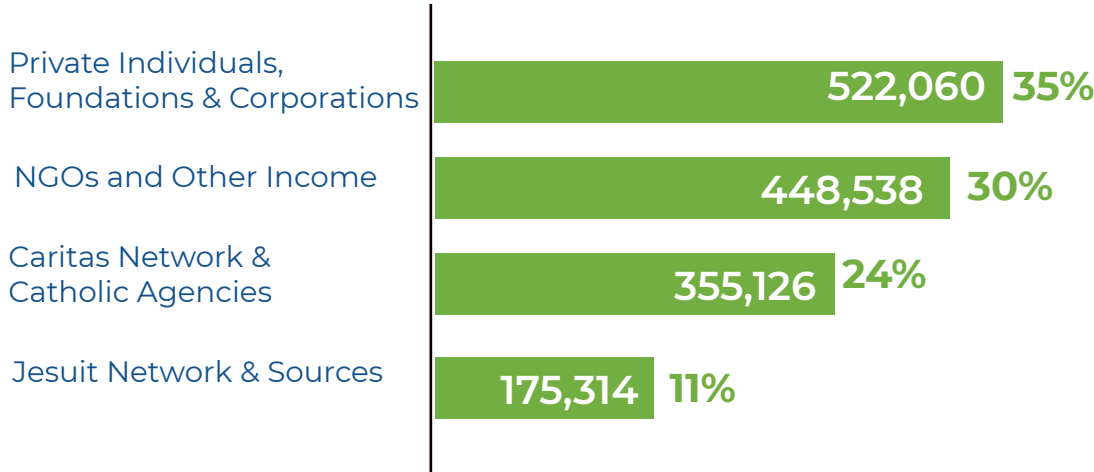




Financial Summary

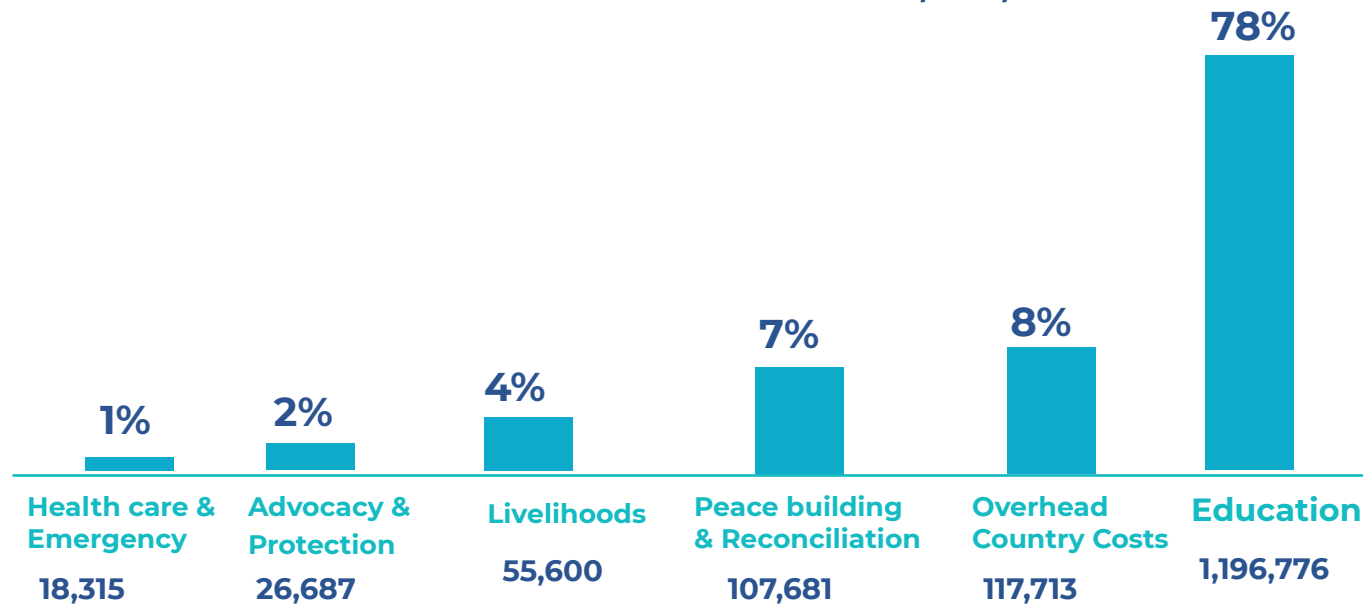
Source of Income

TOTAL USD 1,501,040



## Programmes Expenditure

TOTAL USD 1,522,775





## Director's Message

Pope Francis' message to us in 2015: *To give a child a seat at school is the finest gift you can give* inspired JRS to launch the Global Education Initiative (2015-2020) to:

- increase the number of refugees served by education programs by 100,000;
- improve the quality of education through teacher training programs, and
- enhance access to post-secondary education that leads to employment.

Responding to his call, we served 33,672 in 2018 by our education programs in the South Asia region, compared to 25,478 in 2015, contributing significantly to the increase of 103,059 educated by JRS globally in 2018. The region's increase comes from the new outreaches to remote, poorly-served areas in Afghanistan, and entry point activities started for the Rohingya refugees in Bangladesh.

The 2018 Annual report highlights some of our initiatives taken to improve the quality of education and increase access to tertiary education, to build greater self-reliance. It brings you the personal stories, the dreams, hopes, and deep yearning for peace of our students, staff and teachers. It presents some of the most significant changes achieved, and innovative initiatives launched.



As a Jesuit organization, we are never content with the status quo.... and are constantly driven to discover, redefine, and reach out for the 'magis'. Our report introduces the JRS AFG Impact Assessment Study undertaken by Indian Social Institute, Delhi, to help us plan for the way forward, in order to engage more effectively and sustainably in achieving the JRS mission priorities (Strategic Framework 2019-2023). We are indeed happy to share below the links to two handbooks, based on the Impact Assessment Report, published on our website:

[\*https://jrssa.org/Assets/Publications/File/booklet%20for%20publishing-compressed1.pdf\*](https://jrssa.org/Assets/Publications/File/booklet%20for%20publishing-compressed1.pdf)

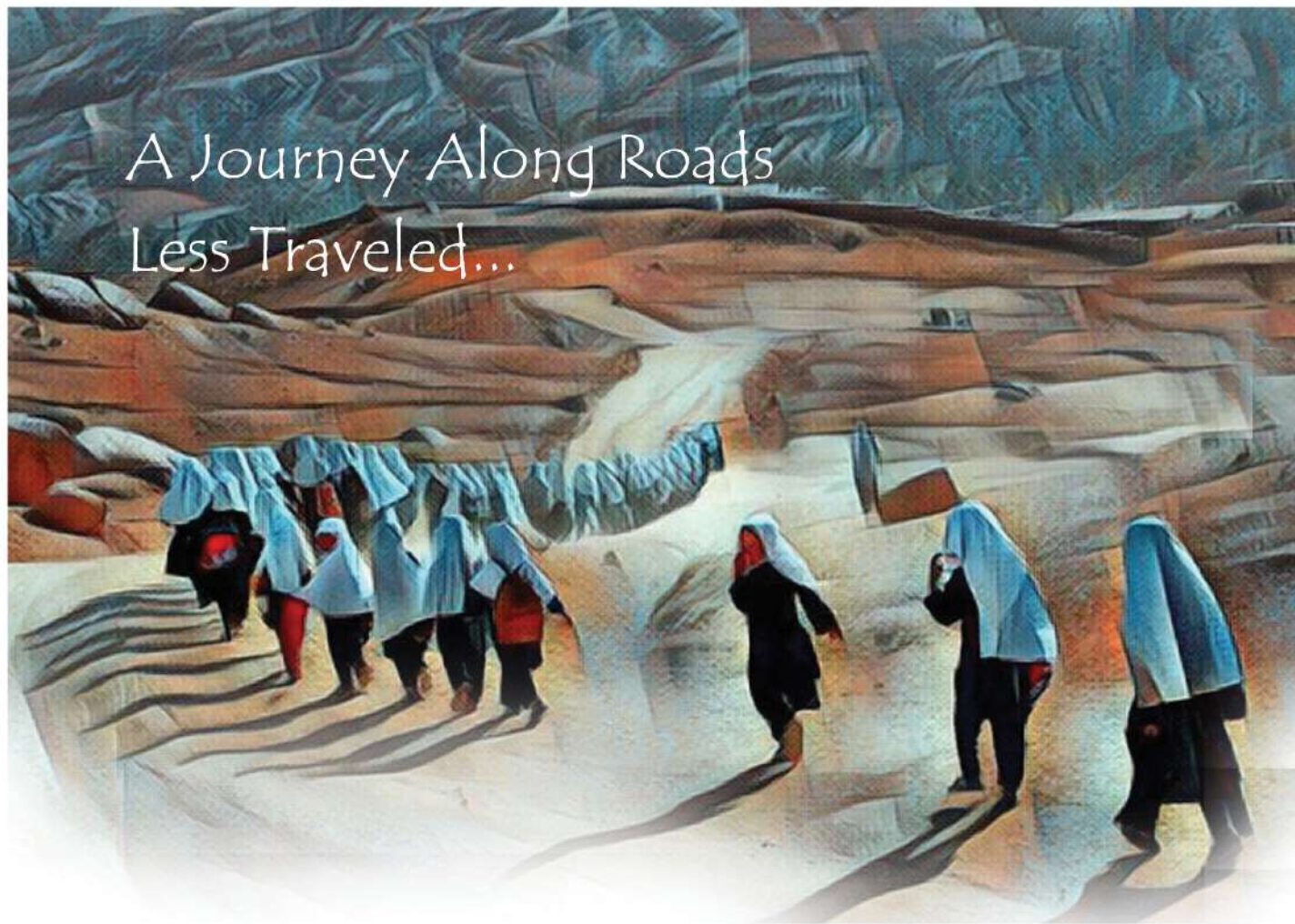
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We warmly welcome you to share your thoughts and ideas on how you can help us build on our region's initiatives, to carry forward the Global Education Initiative in the spirit of the magis. With our JRS South Asia teams, I am deeply grateful to you, our partners, friends and donors, for joining hands in assisting the refugees, war-affected and forcibly displaced communities we serve, to help them grow in self-reliance, live with dignity and become agents of change.

Stan Fernandes SJ

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A Journey Along Roads  
Less Traveled...





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