

JRS South Asia

Annual Report 2019

ACCOMPANY

SERVE

ADVOCATE



“

*Listen with ears of tolerance! See through
the eyes of compassion! Speak with the
language of love.*

- Rumi

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Who We Are

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.





Our Presence

JRS South Asia coordinates the projects in Afghanistan, India and Bangladesh. In Afghanistan, JRS serves returnees, IDPs, and minority ethnic groups, through various programs like English language and Computer courses, pre-university preparation course, teacher training, vocational training and tertiary level certificate and diploma courses, both online and onsite, through Jesuit Worldwide Learning (JWL). In India, Sri Lankan refugees in Tamil Nadu, Afghan & 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 eleven Child-Friendly Spaces for Rohingya refugees in the Kutupalong camp, in Cox's Bazar.



People Served in 2019

India

Peace and Reconciliation- 9,384
Education - 6,277
Livelihoods - 1,046
Psychosocial Support - 4,958
Aid - 79
Advocacy- 1,004

Afghanistan

Peace and Reconciliation- 17,749
Education - 20,766
Livelihoods - 265
Psychosocial Support- 2,455
Advocacy- 232

Bangladesh

Psychosocial Support- 5,704

SECTION 1

Peace & Reconciliation

Jesuit Refugee Service (JRS) recognizes peace building as a crucial tool to bring about social cohesion, change and sustainable development. The vision of JRS is not only to strengthen academic learning, but also to empower youth to take leadership roles as agents of social transformation.



India

New Delhi

The prolonged ethnic and armed violence, forced & protracted displacement, discrimination, Sexual Gender Based Violence (SGBV) and the dehumanizing environment in the congested urban localities of Delhi are the conditions which are part of Urban Refugee life. The children and women of the refugee communities, are the most vulnerable group among the refugees as their movements remain restricted and socialization curtailed. The cultural and linguistic differences, physical appearance, and lack of structural support results in exploitation at the hand of the host community at various levels. The exposure to the vulnerable environment in the host country as well as native country, generates fear psychosis among refugees, restricting their involvement in the host community and leaving them in a state of vulnerability causing distress in their families and the community they live in.

The bi-monthly peace sessions initiated by JRS in 2019, served the vulnerable Chin and Afghan children, youth and women through art therapies. The sessions conducted consisted of lessons on reconciliation against the backdrop of refugees' past and present harsh realities. The peace program has further built resilience, provided safe spaces and a social support network to the refugees living in an unfavorable social condition. The peace sessions served 25 Chin children (11 male and 14 female) and 33 women from Chin and Afghan community. A Peace Club of children with 17 members actively engaged themselves in the Chin community, by performing art and role play, to raise awareness on the importance of peace among their peers and adults. JRS peace program is assisting the psychosocial needs of the urban refugees, enabling them to rebuild their lives in India or the country of resettlement.



25 children & **33** women
were served in peace sessions.



Change of Horizon

Rosie a 14-year-old girl, like many other kids in the Chin community, hardly engaged herself with members of other community because of the fear of being discriminated and exploited. During the International day of Peace celebration at the JRS Chin Centre, the opportunity to interact with members of other refugee community and host community members changed her perspective towards members outside her own community.

The exposure led Rosie to attend the peace sessions regularly and broaden her perspective further and use it as a solidarity platform. The sessions were an occasion for her to share her feelings while learning about multiculturalism. The sessions enlightened her to find ways to tackle the causes of violence that exists within her family and her community. She states, 'I am able to understand the different factors that cause violence. If we want to overcome violence and pain, we must show more compassion to each other. The fights and violence can only end if there is love and kindness among people'. Through peace sessions, she continues to seek guidance on how she could support her emotional wellbeing and improve the situation of the people around her. She is an active member of the peace club in the Chin community. The peace session has not only brought in her acceptance of multiculturalism but also motivated her to pass on the knowledge to others in her community.



India

Tamil Nadu

The protracted refugee situation in a sheltered mobbed camps resulting out of 26-year long Sri Lankan civil war has caused painful memories and unhealed traumas for Sri Lankan Tamil Refugees. The absence of citizenship status, discomforted camp life, lack of socio-economic and political rights and absence of favorable repatriation or rehabilitation solutions has deteriorated their psychosocial wellbeing. The refugees live amidst the social problems like- inter and intra familial conflict, alcoholism, under/unemployment, stigmatization of the refugees by the host community, and violence. The Peace and Reconciliation program has encouraged inner healing, compassion, critical thinking and healthy inter-personal relationship through awareness of non-violent conflict resolution, human rights and gender justice practices for a dignified way of living.

The program encompassed 9,326 refugee children, youth and adults (3,207 male and 6,119 female) from the camps and 16,969 school and college students (7,270 male and 9,699 female) from the host community through peace education sessions and peace activities. . . The program has stimulated the refugees in camps to embark a personal journey to reconcile with self for promoting greater cohesion within their community and, safeguard their inclusion by endorsing conciliatory practices among the host community in Tamil Nadu.



9,326

Youth and adults
from the camps.



16,969

School and college students
from the host community.

In Love With a Culture of Peace

Ms. Jeslin Baskaran a 15-year-old lives with her parents in the Vembakottai refugee camp since her birth. She is a student of Class X at Government Higher Secondary School. Jeslin often resented her life in cramped camp which resembled an open prison to her. Such resentment made her ill-tempered often resulting in hostile behaviour and quarrels with her family and peers. Her performance at school was also affected by her temperament.

Since she was a student at the Complementary Education Centre (CEC), she was able to be part of the Peace and Reconciliation training. This initiated a process of positive transformation in her life. She was highly fascinated by the JRS peace and reconciliation program and actively participated in the Peace Education sessions conducted at her CEC. The stories, skits, songs and art therapies at the peace sessions helped her to reflect on the values of truth, justice, compassion and peace. Her heightened awareness through peace sessions has stimulated her to practice positive behaviour which steadily mellowed her outlook towards camp life, her family and peers.

Jeslin states, 'Peace sessions have transformed my personality and behaviour. My nature has become joyful and helpful towards everyone. I share my experience and knowledge on peace with my classmates from the host community, who admire the inputs and stories based on great leaders related to peace.' Jeslin believes that her academic performance has considerably improved owing to the support received through peace education. She considers herself as an agent of peace to disseminate the values she has inculcated by being part of peace education.





Afghanistan

Due to four decades of protracted and violent conflicts, Afghanistan is considered the second 'most dangerous country' in the world in the Global Peace Index (GPI) report. Afghanistan also remains one of the poorest countries owing to endless wars and violence, geographical challenges, and weak governance that encourages a climate of widespread corruption. Large numbers of returnees and internally displaced persons (IDPs) struggle to survive in overcrowded cities, where short supply of scarce resources exacerbates tensions.

Jesuit Refugee Service (JRS) recognizes reconciliation as the end goal of its endeavours, not only for the sake of building "right relationships" but also as the cornerstone of lasting change and sustainable development. Thus, the vision of JRS goes far beyond strengthening academic learning to empowering youth to take on leadership roles as agents of peace and transformation.

In 2019, JRS teamed up with local NGOs to create safe and shared learning spaces in Herat, Kabul, Bamiyan and Daikundi provinces of Afghanistan. A total of 27 reconciliation trainers served as a catalyst to organize peace activities and reconciliation training workshops, benefiting 247 teachers, 70 school principals, 25 religious leaders, and 17,407 students directly. Peace and Reconciliation celebrations and events sensitized many others in the communities.

17,407
Students

25
Religious leaders

70
School principals

247
Teachers





Celebrating Diversity – Bridging Barriers



I am Mohammad Zaki from Daikundi province, where my father was engaged in farming and rearing cattle for a living. Due to lack of water and farming opportunities, we moved to an IDP township at Shokofan, on the outskirts of Herat city. Due to scarce education opportunities, the only public school I could attend was in a nearby village inhabited by another ethnic community.

JRS initiated education programs in Shokofan Township in 2019. The Peace education sessions, which were blended into the English and Konkur courses, gave me a new perspective of our society and prevailing issues. Peace education at the JRS center provided the students a forum for reflection and discussion. The group discussions and sharing on diverse subjects of social life helped us to reflect on ways to bring peace and stability in our society. As I reflect now, after my JRS training, I realize that my school education with students of another community was an enriching experience. I am now able to discover the richness of diversity in society with my friends, which if not understood could result in conflict.

Because of my JRS education, I was nominated to be a member of the youth section of the local Shura, in Shokofan Township. With my JRS training, I take this as a responsibility to help the other members of the Shura as well as my community to understand diversity and promote progress and stability. Now I understand that in order to live in peace, cooperation and solidarity, we need a proper understanding of and respect for cultural diversity in Afghanistan.





SECTION 2

Education

Capacity building of youth through education, in view of the reconstruction of communities and the country as a whole, has been the goal of all JRS education initiatives. JRS aims at inculcating values, promoting knowledge and developing skills to enhance the personality and potential of youth to grow in self-reliance with a sustainable livelihood, leading to economic and socio-cultural transformation.



India

New Delhi

The Chin refugees mostly live in ghettos across semi-urban colonies in Delhi. Their housing and way of life in choked colonies is below par. Accessing education is not only difficult due to poverty but the unconducive living environment is not encouraging for refugees to pursue formal education. Although the Right to Education provides free and compulsory education to all children up to 14 years of age, irrespective of their nationality, the barrier of language, discrimination at school results in dropouts after enrolment. Education is not free in government schools after grade 8, resulting in majority of the children discontinuing their education post 10th grade. In addition, the responsibility to meet the needs of the family forces the children to dropout to earn some income for the family, by working in an exploitative environment. Due to various factors, the Chin community has only a handful of 12th Std graduate students and negligible college graduates. JRS education programs are designed to assist school dropout

children, youth and adult Chin refugees to better adapt themselves in the host or country of resettlement. JRS English and Computer classes have provided Chin refugees to develop necessary communication and computer application skills. In a different ethno-cultural environment than their own, JRS classes have empowered them to overcome language barrier, communicate effectively, seek small jobs thus, assisting their rehabilitation process in India or country of settlement. 92 individuals (38 male and 54 female) have benefitted from English classes and 30 individuals (13 male and 17 female) from the computer basic and advance level classes. Interestingly, attendance for both the courses involved more than 50 percent Chin females. JRS education program has developed the capacity of the disadvantaged Chin refugees and motivated them to pursue higher/ technical educational opportunities to get better access to jobs.



92 individuals have
benefitted from English classes



30 individuals benefitted
from the computer basic &
advance classes



One Step at a Time

Malsawmthluang, a 14 year old boy from the Chin Community, the eldest among four siblings comes from an illiterate family. His father works in a factory whereas his mother takes care of the household and earns some income from stitching clothes. Since the family earns very less income, therefore they were forced to discontinue his formal education to facilitate the education of two other younger children.

Malsawntluang joined the JRS Educational Program in the year 2018. He has benefitted a lot from the class by improving in his communication skills and expanding his social circle. He says, 'I have learned more from the JRS Educational Program as compared to the Formal schools which I had earlier attended. My English teacher gives special attention to all the students and helps us learn new things. My English literacy also paved way for computer literacy at JRS center'.

The course was helpful not just for him but it was a big relief for his family. He now accompanies his family and community members to hospitals, clinics, different offices by helping them communicate whenever necessary. He is able to guide his younger siblings in their homework. He proudly states, 'I would not have been able to meet all the needs of the family and the community without being part of the JRS Educational Program'.



India

Tamil Nadu

Constituting about 37 percent of camp's population, 13,610 Sri Lankan children aged 9-17 years live in perilous conditions in camps lacking access to quality education. Though access to educational facilities is permissible for refugees in the host country, the distressed camp life and poverty barely supports their pursuit for quality education. It not only affects refugee children's enrollment rate in schools but results in high dropout rate. Hence the access to higher education is further curtailed to only a handful number of refugees.

The JRS TN Education programs supported the Sri Lankan Tamil refugee children and youth through Complementary Education Classes (CEC), Scholarship assistance for higher education and Residential English language training to the youth.

The Complementary Education classes have strengthened the foundation of primary and secondary education of 4,148 students (2,141 male and 2,007 female) besides preparing students for public examinations. Residential English language training was instrumental in enabling spoken English and other soft skills among 136 youths (60 male and 76 female) for professional advancement. JRS scholarship support towards attainment of secondary, higher or technical education has benefitted 143 refugee youths (86 male and 57 female) to become employable.



The involvement of youth in Education programs has stimulated 66 graduates (21 male and 45 female) from the community to commit themselves towards children's education in the camps. In addition, the Summer Camps in 43 camps have assisted the children in camps to gain additional support and bridge their learning gaps.

4,148
Students in Primary
and Secondary Education

143
Youth in Higher
Education

136
Youth through English
Language training



A Space of Encouragement

I am Shofia Vaz residing at Paiyur Camp. Our camp shelters 70 families under a one-roof shelter in a choked space.

Despite all the adversities that kept leaping in an overcrowded camp, I managed to study hard and scored 95 percent in my Class X examination. I cannot take all the credit for the success as many people supported and contributed towards it. My parents, the Principal of my school, JRS CEC teachers, and JRS Education Coordinator have been the source of my encouragement during my journey. They facilitated my learning by enabling a peaceful environment or bringing a positive routine to my life. My academic performance would not have been possible without the support of JRS Special Coaching Classes (CEC). Against the backdrop of the type of my residence in the camp, the JRS Complementary Education Centre has been a boon for me since 10 years. It has provided me a safe and conducive space to facilitate my academic learning. The training I received at CEC, enabled me to excel in extracurricular activities in my school and gain appreciation of my teachers and peers. . The accompaniment and efforts of the JRS teachers has enabled me to score well in my examination. I feel motivated and shall continue to pursue higher education to gain competency and become self-reliant in view of supporting my community members.



Afghanistan

UNICEF reports that 3.7 million children are out of school in Afghanistan, of whom 60% are girls. This is because of insecurity, long distance to reach school, lack of educational institutions and qualified teachers, and inadequate books and stationery, among other reasons. Despite efforts of the Ministry of Education to enhance literacy, only about 54% of young Afghans are able to read and write. The access to post-school education is very limited and therefore very exclusionary (only 8% of students enrolled in Afghanistan universities).

Capacity building of youth through education, in view of the reconstruction of communities and the country as a whole, has been the goal of all JRS education initiatives. JRS aims at inculcating values, promoting knowledge and developing skills to enhance the personality and potential of youth to grow in self-reliance with a sustainable livelihood, leading to economic and socio-cultural transformation.



3.7 million
children are out of school



60%
of them are girls

The secondary and higher education has been receiving a renewed impetus in the provinces of Kabul, Herat, Bamiyan and Daikundi through the education interventions of JRS and its partners. Computer education and English has helped the youth in building confidence to continue their university education as well as access scholarships abroad. Teacher Training programs have upgraded the knowledge and the capacity of the teachers resulting in upgrading of the education standards in the schools . JRS initiative of Each One Teach Some-Training Leaders of Tomorrow (EOTS-TLT) programs have helped to create volunteers and leaders among the community while spreading English literacy through their voluntary work in remote locations. Complementary Education program for school children along with the Konkur program (University qualification examination) has resulted in success of almost 90% students securing admission in the universities. The intervention through Online/onsite program with the support of Jesuit Worldwide Learning (JWL) has provided opportunity to access higher education in the remotest location of Afghanistan. During 2019, 20,766 individuals (7,997 male 12,769 female) were served through the education programs.



20,766 individuals
were served through the education programs

My Journey to New Horizons

I am Nargis from Daikundi. I liked English at school, but did not have a qualified teacher to teach us professionally. I joined JRS English classes when I was 17. After this training, I qualified to register for the online/onsite Jesuit Worldwide Learning (JWL) Diploma in Liberal Arts, in Bamiyan. On graduating in 2018, I opted to serve in a remote and backward area of my province, Khidir. The experience of a girl, living and working far away from her family, was a first experience for the local people. After few months among them, they even began to motivate their daughters to travel to other provinces to study. My presence in Khidir for a year set an example for the parents to trust their daughters.

Empowered by our training, JRS helped me and a group of JWL graduates in Daikundi to establish an NGO 'New Horizon'. We provide Education programs in four districts of Daikundi and Ghor provinces, and conduct English, Computer and Konkur classes, mostly for girls. I now manage a center in Nili, Daikundi. I want to share my knowledge with people who are deprived. I want to share my ideas to help others discover the meaning of their lives and develop their capacity to educate themselves and others.

Our NGO aims at starting education centers in the most remote regions, where people lack resources and access to quality education. Presently, I am doing my Bachelor degree in Leadership through JWL, to strengthen my skills. JRS has been my support to motivate me to preserve in my studies and help me and my colleagues to build up our NGO for committed service to those on the margins.





SECTION 3

Livelihoods

The JRS strategic framework prioritizes innovative livelihoods programs focused on self-reliance and sustainability. JRS strives to promote a global livelihoods strategy that contributes to economic opportunities for forcibly displaced people, while enhancing its institutional capacity and expertise in livelihoods innovation.



India

New Delhi

Absence of 1951 Refugee Status Convention in India leaves the urban refugee communities without refugee or citizenship rights. Given the unaddressed challenges in sociocultural and economic assimilation, organized livelihood is highly limited and uncertain. Thus, the refugees in Delhi usually work in the unorganized sectors mostly as garment factory workers or at fast-food joints. As asylum seekers, the urban-refugees are not entitled to receive any livelihood support from UNHCR. The limited support received towards sustenance compels the refugee women to work in unorganised sector, facing numerous forms of exploitation.

JRS Livelihood programs with underprivileged Chin and Afghan refugees encourage self-reliance among them through marketable skill trainings. While the Chin refugees received Beautician, Cooking and Baking trainings at JRS Centre, the Afghan women got trained in tailoring and embroidery skill. Practical classes, skill evaluation and value addition training sessions on basics of entrepreneurship were conducted to safeguard the market feasibility of the skill trainings. Technical guidance to aspiring women trainees has enabled them to take internship opportunities and even launch their start-ups. JRS Cooking & Baking course has benefitted 17 Chin refugees (5 male and 12 female) while, the Beautician course has skilled 13 Chin women. Likewise, JRS Afghan Centre has assisted 26 Afghan refugee women to gain tailoring skills including 8 women who also acquired embroidery skills.



26 Afghan refugee women gain tailoring skills

17 Chin refugees benefitted from Cooking & Baking course



A Beacon of Hope

Ms. Lalrinthar, a Chin refugee woman from Myanmar arrived in the Delhi metropolitan in the year 2009. She and her family stay in a one room apartment in one of the rented houses in the suburban areas in Delhi. Presently, she is the only earning member in her family supporting two of her children's education and her husband's poor health needs. She has worked as an English translator at a school and an English Study Centre before getting associated with JRS.

She came across JRS in year 2018 through her church members and got herself enrolled in the JRS tailoring course. She actively received JRS tailoring training for one year after which she joined the cooking and baking course in year 2019. However, Ms. Lalrinthar dropped out of this course after three months of training as she had a vision to start her own food business. She was determined to support her family with the skills that she acquired through JRS courses. Acknowledging her determination and calibre, JRS supported Ms. Lalrinthar in her small-scale business by providing necessary financial assistance for the first 6 months of her start-up.

Through her food stall she gets to serve her community members living in Delhi metropolitan. At her stall she sells traditional Taiwanese snacks along with a few other food items that she learnt through JRS cooking and baking course. At present she is unable to extend her business due to lack of capital but she continues to stand on her own feet and support her family's financial needs. She is grateful to JRS because it gave her a platform to learn and acquire skills to be able to become self-reliant. To her, the tailoring and baking classes were the best part of her life's education experience. She wishes that JRS continues to serve the needy people and she continues be a part of learning facilitated by JRS.



India

Tamil Nadu

Social and economic exclusions due to lack of legal citizenship or refugee status have imperiled the Sri Lankan Tamil refugees in India. Out of 59,573 refugees in camps of Tamil Nadu, 51% are females including vulnerable dropout, widow, separated, abuse-victim and destitute women. Lack of access to employment for refugees in organized sector has resulted in underemployment or unemployment of qualified Sri Lankan Tamil refugees, compelling them to be employed as daily wage labourer in hazardous environment. The women lack skills to even get employed in the unorganized sector, as they need to contribute to income in the family to facilitate self-reliance of the family.

JRS Livelihood program focuses on providing refugee girls and women with marketable skills that enhances their potential to access employment opportunities or pursue relatable vocational education. A residential Life Skill Training (LST) Center and camp based trainings are components of JRS livelihood programs with focus on local market requirement.

The LST centre has capacitated 35 young dropout girls in skills such as tailoring, beauty treatment, fabric embroidery, craft work and computer literacy beside psychosocial support. The camp-based training have benefitted 921 refugees women in various skills such as fabric embroidery, beautician service, home-based essential and utility product making and basic banking and accounts keeping. The training has instilled confidence and abetted economic participation of women refugees in their family or community by giving them employment in small enterprises as tailor or beautician in the host community or opportunities to run skill based small ventures in group or individually.



59,573 refugees in
camps of Tamil Nadu



Journey Towards Self-Reliance

I have been a refugee for past 30 years in Tamil Nadu. My husband is a daily wage earner and the sole breadwinner of my family with 6 dependent family members. With a monthly income of maximum Rs. 8,000, we live a hand-to-mouth existence.

I had been a housewife for 13 years, until I got introduced to JRS programs in my camp. I attended the seven-day Income Generation Program training to prepare hand crafted products like – jewelry, home decoration products, bags etc. The training was a moment of self-discovery for me. The handicrafts I designed and made after the training encouraged the entrepreneur within me to venture in production.

The JRS staff and my husband encouraged me to take constructive steps in this direction. With the initial investment, I bought some raw materials to prepare artificial jewels, flower vase, wire-bags. The handicrafts I prepared were very attractive and resulted in sale of all the products prepared. After discovering the entrepreneur within me, I ventured in areas to sell various other things to the camp residents. My intervention resulted in increase in our family income by Rs. 3,000-4,000. The additional income has helped me to cover costs of my children's school fees and some household expenses, in addition to my monthly saving of Rs. 1,000.

JRS program has not only made me self-reliant but also socially oriented. With my acquired skills I have been able to reach out to those members of the community who are in need.

Mrs Sakunthala Yogarasa



Afghanistan

According to national data, 80% of employment in Afghanistan is unstable, and 25 % of the work force is unemployed. High-skilled jobs (technicians and associate professionals, professionals and managers) amount to only a small percentage (6.1%) of occupations in Afghanistan. Growing numbers of youth entering the labour market face frustration, due to few opportunities or lack of skills. JRS strives to promote a global livelihoods strategy that contributes to economic opportunities for forcibly displaced people, while enhancing its own institutional capacity and expertise in livelihoods innovation.

325
Individuals

559
Youth

The JRS livelihoods programs focus on providing economic opportunities and promoting community/ institutional development.

JRS has played a key role in the infrastructural development of the Herat Technical Institute (HTI), and JRS-JWL online/onsite training for students and teachers has contributed significantly to the development of HTI as a model institute in Afghanistan. The livelihoods programs in Herat, in 2019, included beautician and tailoring training for women, and advanced agricultural training for Herat Agricultural Institute (HAI) students. In Kabul, training the trainers of a government institute in fashion designing and tailoring helped to enhance their competencies to train students in improved designs. Female students were provided education support for higher education and professional skill development in mid-wifery, nursing, medicine, computers etc. A total of 325 individuals (132 male 193 female) benefitted from the livelihood programs. In addition, 559 youth (409 male 150 female) benefitted from the upgrading of the HTI infrastructure.





Mohabbat Realizes Her Dream

I was born in 1983 in a large family of 19 siblings, her father, mother and step-mother. I grew up as a refugee in Iran for eleven years, and returned to Afghanistan in 1995. The Taliban prohibited girls from going to school. My brother would rent story books from local bookstores, which I read during the night and tried to finish as fast as possible, to avoid paying extra charges. Books were my only refuge amidst the harsh realities of those times.

After the fall of the Taliban, I resumed studies and graduated from school in 2005. I was passionate about studying medicine, but could not clear the Konkur (pre-university) exam. even after three attempts. Hence, I chose to study Arabic literature.

My life changed when JRS recruited me to teach in Sohadat School at the returnee township, near Herat city; and after six months, appointed me headmistress, in 2013. After two years, I moved to Kabul and taught in a school for the visually challenged. During this time, JRS supported me to learn dental prosthesis. Returning to Herat, I decided to open her own dental clinic. I rented a place and bought equipment; and, since I do not have enough expertise, I work with two professional dentists and a trainee in my own clinic! The money I earn, I spend for my higher studies. When everyone else discouraged me, JRS gave me the hope and the courage never to give up. All the credit of my success goes to JRS!





SECTION 4

Advocacy

JRS aims at amplifying the voices of refugees/ IDPs and the cause of the marginalized through strategic use of communications and developing partnership with like-minded institutions.





India

Tamil Nadu

The repatriation report reveals that 17,507 Sri Lankan Tamil refugees have voluntarily returned to their native lands in Sri Lanka between January 2002 and December 2019. The protracted refugee situation for Sri Lankan refugees has been prevailing for past three decades, without being them being acknowledged as Sri Lankan refugees or Indian citizens. Sustainable rehabilitation solution i.e. reintegration or repatriation, is possible by stimulating responsiveness among the Sri Lankan Tamil refugees as well as the concerned government authorities in the country of their origin.

JRS advocacy programs assists Sri Lankan Tamil refugees by finding practical solutions to their protracted crisis by means of legal aid, interface meeting, awareness campaigns, documenting and research to help refugees make informed choices for their future. Collaborations with academic institutes like Loyola Institute of Social Science Training and Research (LISSTAR), Loyola Institute of Business administration (LIBA), etc. has helped in reinforcing the advocacy efforts at various levels, especially academic circles.. The advocacy initiatives has resulted in awareness of 645 individuals and 16 refugee families.. The Advocacy programme has sensitized the Sri Lankan Tamil refugees on most recent social political development in India and Sri Lanka. It has shaped their perspective and empowered them to become decision makers for their own protection and welfare..



17,507 *Sri Lankan Tamil
refugees voluntarily returned*

In Pursuit of a Life of Dignity

At the age of fourteen, I was forced to flee my native village in Sri Lanka on account of the brutal civil war. Since my arrival in 1990, the life in the camp was full of hardships. The JRS initiative of camp committee in 1997, inducted me in the camp committee, which played a key role in the development of the camp. The camp committee members received trainings on building leadership and local advocacy skills which helped me as I led the Perumalpuram camp for a year. With the institution of the District Coordination Committees (DCC), my experience and training proved helpful as I served as a member of the DCC and eventually as the leader of the DCC for period 2014-2015 in Kanyakumari district. My responsibility included liaising with the government officers and channel government welfare schemes for protecting the refugees living in distressed camps in my district. The years of experience reinforced with the regular trainings groomed me in performing my responsibility efficiently.

My interaction and representation at the Interface meetings at district/ camp level, has yielded better outcome as the basic amenities like- toilet, water supply and supply of ration in Perumalpuram camp have improved. In addition, some government social welfare schemes like- pension to widows and senior citizens and certificates to support admission in education centers, marriage certificates, camp exit permit, passport etc. were received by the refugees. The Interface meetings have served as a bridge between the Commissionerate of the Rehabilitation Department (Tamil Nadu) and other district authorities. It considerably resolves vital socio-legal needs of the Sri Lankan Tamil refugees living in camps of Tamil Nadu in India. The efforts of advocacy for years have now been tangibly realized by the residents of the camp.

- Mr Thirugnana Moorthy



Bangladesh

The most striking feature of the 2017 Rohingya influx in world's largest refugee camp was that 55 percent of them were children below 17 years of age. Protection against child abuse, trafficking, child labor and early marriage and practice of polygamy are some of the key concerns of the child protection among the Rohingya camp community. Networking and collaborating with UN agencies and Civil Society Agencies that serves the Rohingya refugees is desirable to enhance the effectiveness of child programmes.

In order to resolutely respond to child protection needs in camps, the JRS – Caritas project staffs participated in various working groups to remain connected with the global protection clusters and camp-level authorities such as- camp in-charge, site manager, protection focal persons, other cluster focal persons for mutual learning. Representation and participation in such working groups have greatly helped JRS-Caritas project to stay up to date with emerging child protection issues in the mega camp and to learn from the experience of other agencies especially, UN bodies. Throughout 2019, JRS – Caritas Bangladesh have been the Child Protection Focal point in 11 Child Friendly Spaces thus being able to advocate for the protection needs of highly vulnerable Rohingya forcibly displaced children.



The Joy of Finding The Least & The Lost.

On 29th October, 2019, a four-year-old girl was seen lost and crying at camp 20 extension. The JRS-Caritas trained PSS volunteers noticed and approached her. The child was lost and doesn't specifically know about her family's whereabouts. To manage the situation, the Rohingya PSS volunteers used their Child Protection Protocols knowledge that they learnt through interaction and networking with serving agencies in camps. A PSS volunteer accompanied and seated the child in his shelter while informing respective case workers and PSS providers about the situation.

The incident was informed to the Site Management Agency, Camp Authority and Child Protection focal agencies. With the help of the nearest community leaders and Imams (religious leader), JRS-Caritas staffs arranged to announce the incidents through four nearby mosques. The same was done in three of the neighboring camps. Finally, in evening around 18.00 BST, the father of the child arrived at camp 20 extension with necessary proofs and identifications. Through thorough identification it was acknowledged that the child's name is Asma Begum, her father is Md. Shomsho Alom and mother is Noor Begum.



Their family resides in camp 11 which is quite far from where the child was found. The child's father informed that his family came to camp 20 extension to visit a relative and his child was playing outside with other children. All of a sudden, she wasn't in their sight and they started looking around for her. The child went missing since 11:00am. They were clueless about the situation. When they heard mosque's announcement, they followed the information to reach their child.

The JRS-Caritas staff called the block leader and Majhis to inform them about the unfortunate incident. It was communicated to the child protection sub-sector and other camp authorities as well. The identification procedure was completed and the child was requested to recognize her father. Finally, in the presence of community leaders and site management and camp authority volunteers, the child was handed over to her father.



Afghanistan

According to the International Organization for Migration (IOM) 2017-2018 report, about 1.4 million Afghan refugees returned, primarily from Pakistan and Iran. Meanwhile, IOM reports that 370,000 Afghans were displaced by conflicts, while over 235,000 were forced to leave their homes due to natural disasters, in 2018. Due to protracted poverty, multiple displacements, insecurity and instability, the children of IDPs and returnees lacked access to good education and employment opportunities and suffered exclusion from the mainstream society.

As the focus of JRS in Afghanistan has been on education, regular measures were taken to discuss matters of concern with the Education Directors and Ministry officials to improve the system of education and issues of violence in schools. Various training programs were conducted for the Ministry staff to promote advocacy efforts. The involvement of JRS in higher education also aimed at ensuring professional standards for research. In collaboration with partner NGOs, the training of the teachers on issues of violence prevention and rights of children resulted in a child-friendly atmosphere in the schools. Through JRS education programs, there was a growing awareness among religious and community leaders about the importance of children's rights, which they helped to disseminate within their local communities.



370,000
Afghans were displaced

235,000
*forced to leave
their homes*

Connecting the Classroom to the Community

JRS provides the Bachelor in Social Work (BSW) Department of Kabul University support through contextualized curriculum development and supervised fieldwork experience for the students. The present BSW curriculum lacks practical guidelines for fieldwork in the Afghan context of decades of protracted conflict and multiple displacements. Several rounds of meetings with the Department staff, lecturers, fieldwork supervisors and students revealed the lack of a structured framework to provide students with a deeper understanding of the ground reality and the disconnect between the academic lectures and the practical experience of fieldwork by the students.

With its wide grass-roots experience among vulnerable and marginalized communities, its expertise at all levels in education, and its pool of professional Afghan social workers – trained in higher education institutes of excellence in India, JRS conducted a two-semester Case Management course (offered as intensive modules), for the final-year BSW students of Kabul University. The course offered classroom theory sessions as well as practical field experience to the students at various project locations of JRS and its partner organizations in Kabul. The visits to IDP camps and Street Children's centre, and interactive sessions with IPSO field workers helped the students to contextualize their academic

studies better for their future involvement as qualified social workers.

As a result of this training, the young students developed a better understanding of their field of studies and a greater motivation to engage with marginalized communities. The training also created opportunities for the students to get introduced and intern with organizations working at grassroots level. As an outcome of the Case Management course, many BSW students volunteered to assist with JRS programs in the IDP settlements in Kabul. The intervention has also helped to initiate contextualized curriculum development, with the support of JRS partner social work institutes in India, and introduce topics pertaining to IDPs, psychosocial support, and street children in the BSW academic courses.



SECTION 5

Psychosocial Support



JRS aims at promoting psycho-social well-being by creating a friendly, supportive and enabling environment that provides appropriate child care, opportunities for development and protection from exposure to situations of physical, emotional and social harm.



Bangladesh

Mental Health & Psychosocial Support (MHPSS)

UNHCR's December 2019 factsheet states that the Government of Bangladesh has relocated nearly 854,704 displaced Rohingya people across 34 camps in Cox's Bazar. The region has become a long-term host to Rohingya people who fled systematic exclusion on account of ethnic and gender-based violence and other serious human rights violations in the bordering Rakhine state in Myanmar. Out of total population, 54 percent are children who are psychosocially distressed, vulnerable to abuse, neglect, separation from caregivers and, prone to child marriage, child labor and trafficking. The government regulations do not allow formal education inside camps depriving children of learning opportunities.

JRS in collaboration with Caritas Bangladesh has served 5,704 forcibly displaced Rohingya children, youth and adults through 11 Child Friendly Spaces (CFS) in Cox's Bazar. The Essence of Learning (EoL) tool ensures informal learning in a playful and therapeutic ways at CFS whereas, Early Childhood Development (ECD) sessions provides cognitive, linguistic, social and emotional development support to the vulnerable Rohingya children.

Adolescents aged between 12 to 16 years learn about-trafficking, health & hygiene, child labor, child marriage and child abuse through Life Skills sessions. Backed by UNICEF and its Child Protection Guidelines, workshops on MHPSS and Case Management has empowered 85 CFS and PSS Rohingya and host community ground staffs to timely assist children in need of care. Group counseling and trainings on child protection principles were imparted to 481 youths, 2190 adult caregivers and community-based leaders; this includes Rohingya members of CFS based Children Protection Committee.

CFS support to cognitive and affective development of distressed Rohingya children has encouraged them to build resilience, adopt a healthy way of life and through them, enhanced their community's life practices. More than 50 percent participation of Rohingya girls and women in CFS trainings has empowered and raised their consciousness on child protection and abuse cases in camps.

5,704 forcibly displaced Rohingya children, youth and adults served through **11** CFS



To Dream the Impossible Dream

Five-year-old Saida Khatun is a Rohingya girl child who is registered at JRS run CFS (Child Friendly Centre) located at Kutupalong. At the age of two her father walked away, leaving her and her mother to fend for themselves. Another tragedy struck Saida when she probably thought she had made it safe to the camps in Bangladesh following the military crackdown on her community in Rakhine state in 2017. While fleeing her war-ravaged home state, she got separated from her mother leaving her to take refuge with her grandmother. Loss of both her parents deeply affected her tender mind and pushed her to shut down herself. She was a disturbed child, not wanting to face or talk to anyone nor wanting to join any group of children around her camp. She preferred to stay alone inside her grandma's shack or only loiter about a little by her tent.

In January 2020, one of the CFS staffs identified her distressed condition and need for psychosocial support. The CFS Facilitator took special interest in Saida and maintained regular contact with her. Through her friendly approach, the Facilitator was able to win the trust and confidence of Saida and finally enroll her at the CFS. The CFS facilitator ensured giving focused attention to Saida to identify and address her psychological needs. The case management and sustained PSS enabled Saida to regain her confidence and eventually heal from her trauma. She has now begun to participate in CFS activities with same enthusiasm as other children. Her peer interaction has enabled her to open up at CFS and at home. Such healthy transformation of Saida Khatun has filled her disheartened grandmother with confidence for Saida's better future.





Afghanistan

Afghanistan's violent history has deeply scarred its social, cultural, political and economic domains. As victims of conflict, people have internalized violence to the level that it reflects in their daily life. It is commonly observed when small disagreements among people flare up, leading to communal violence. Such experiences of violence in children's immediate social circle affect them adversely, and narrow down their perspectives, so that they are unable to seek peaceful solutions to conflicts.

JRS aims at promoting psycho-social well-being by creating a friendly, supportive and enabling environment that provides appropriate child care, opportunities for development and protection from exposure to situations of physical, emotional and social harm.

Psycho-social support programs were conducted by International Psycho-social Organization (IPSO) and professional Counsellors for JRS staff and teachers to build their competencies to address war-related trauma in children/youth. The training enabled the teachers to gain a better understanding of their students. Through the training of teachers in Herat and Kabul, JRS piloted its psycho-social support interventions in Afghanistan. 103 teachers (51 male and 52 female) developed their skills in basic counselling and psycho-social support to better accompany the students under their care.



103 teachers developed their skills in basic counselling & psycho-social support

Jamila Accompanies Her Students Focusing on Feelings

I have been engaging with students over many years, as a JRS English teacher, and find it very rewarding. The International Psychosocial Organization (IPSO) training in Psycho-social Support (PSS) organized by JRS helped me realize that my role is much more than just teaching students a subject.

This understanding was deepened through an experience with a student whom I did not consider diligent. Farzana was a very silent and shy girl. I found her always tired and drowsy in class. I tried to ignore her actions, though they were a great distraction when I was teaching. Though I kept inquiring about her problem, she was not willing to reveal anything. On insisting, she hesitantly shared about her background and a grave incident which had occurred and prevented her returning to her native province. I then realized that her behaviour in class was a result of the pain she was going through.

After completing my IPSO training, I applied the concept of focusing on the feeling of the individual rather than the problem she faced. My daily classes began with asking the students to focus on their feelings at the moment and of the past, write them down, and then tear up the note. This exercise changed Farzana's involvement in class totally. She started participating actively in the group work, games, public speaking etc. She worked hard to learn to speak English fluently and shared her desire to go for higher studies abroad. Gradually, her fear and worry of the past subsided with a growing interest in her studies.

The PSS training has helped all of us teachers in responding to the needs of our students in a very effective manner, by focusing on their feelings. It has also helped me understand better my role as an educator.



SECTION 6

Emergency Aid



Dry ration support



India

New Delhi

The Chin and Afghan refugees living in Delhi have meager or no means of income to support their families. The refugees struggle to get access to livelihood mostly because of absence of legal statutes or refugee rights, lack of educational qualification, health issues, language barrier and psychosocial distresses caused by conflict and uncertain life conditions. Most of them rely on menial jobs in unorganized sector. Their earned wages are not sufficient for sustaining a basic living especially for families with large size.

JRS reached out to the most deprived refugee families to provide them essential life sustaining materials through its emergency response program. JRS identified most distressed urban-refugee families who struggle to access job opportunities or single women headed families, who have no or exceptionally low income to support their family's health, education or meet basic home needs, to provide dry ration, medical care and rent support. Regular house visits to urban-refugee settlements enabled JRS to identify 50 most vulnerable Chin refugee families in semi-urban colonies of Delhi to guarantee its accompaniment.

Expressing Gratitude

I am a Chin refugee living in India with my family for more than 6 years. I live with my husband and 6 children in a single room apartment with a shared bath room used by 4 other families. My children go to a Government school and hence receive free education. I am a homemaker, while my husband's earnings provide for the entire family. He earns an income of INR 9000/month while working at a factory. The expensive rates of housing in Delhi makes it impossible for us to cover the cost of our house rent, and basic food needs. My children have been constantly ill as I am not able to provide them with nutritious food.

The lack of resources and expensive cost of living has devastated our life, as my husband is not able to earn sufficiently for our family. The basic nutritional needs of my children were far from being met, with the minimum income that we earned. The support of dry ration from JRS comes in handy and it helps me to at least feed my children daily. The food ration has definitely supported us to survive and reduced a lot of burden on me and my family. My family and I express our gratitude to JRS and its donors to accompany us during this most difficult time.

- Khaw Ngaiiii





The Thoppukollai refugee camp in Pudukottai district of Tamil Nadu was severely impacted by the Gaza Cyclone that hit 8 districts across Tamil Nadu on 16 November 2018. JRS directly reached out to 31 underprivileged families in Thoppukollai camp to provide shelter construction support and medical assistance. In addition, 769 families in 3 camps were reached through various other Jesuit or religious institutions.

The Sri Lankan Tamil refugees reside in 107 camps across Tamil Nadu. The refugees are housed in state-sponsored temporary shelters and the camp housing condition is congested with limited infrastructural amenities. The refugee status entitles the refugees to a minimum of monthly support from the government. The lives of the refugee families are mostly confined to the camp and the tag of being a refugee deprives them of just wages or employment opportunities. The lack of social security schemes for the elderly, widows, differently abled deprives the vulnerable group and reduces them to a very pitiful condition. The lack of urgent medical assistance or support at times of calamities makes these vulnerable groups helpless.

31 underprivileged
families in Thoppukollai camp

769
families in 3 camps

Braving the Anomalies of Life

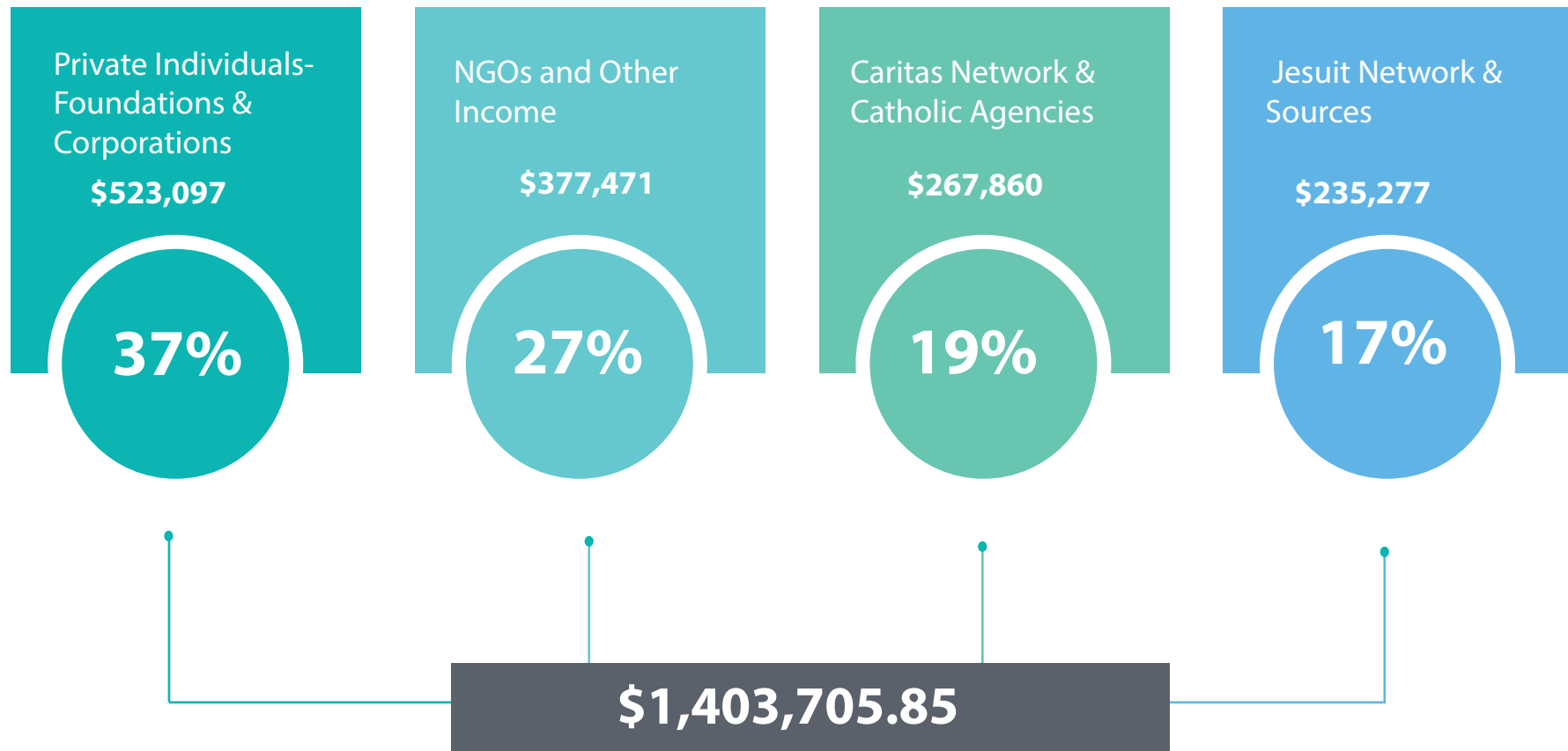
Ruthrangan, a seven-year-old boy from Thoppukollai Sri Lankan refugee camp in Pudukottai district of Tamil Nadu state, India is known for his brilliance and potentials. He is enrolled in standard II and has artistic interests, he enjoys painting and singing. However, , he aspires to become a doctor. His father Gajendra Raja and mother Udhayarani Gajendra Raja escaped during the Sri Lankan civil war and arrived in India in 1990. His father works at a timber mill in Pudukottai whereas his mother is a 'Balwaadi' (day-care center for children) teacher. Ruthrangan was first sighted by a JRS staff in December 2018 in his camp. He was noticed with a rare case of congenital anomalies in his hand and foot.

Following its principle of accompaniment, JRS undertook the responsibility of Ruthrangan's surgical treatment. Dr Steve, and a junior doctor in the orthopedic department, advocated his case on behalf of JRS for treatment. After the preliminary diagnosis and series of test, he was admitted to the hospital to undergo treatment by team of two doctors: Dr Ramesh led team of orthopedics and team of reconstructive surgeons led by Dr Vijay Joseph both from St John's Medical College, Bangalore. Ruthrangan's spirit is unbreakable; despite physical difficulties post-surgery, he is resting patiently as advised by his doctors till he undergoes another round of surgery. The multiple surgeries are expected to help independent mobility of his hands and legs with the support of prosthetic limbs.

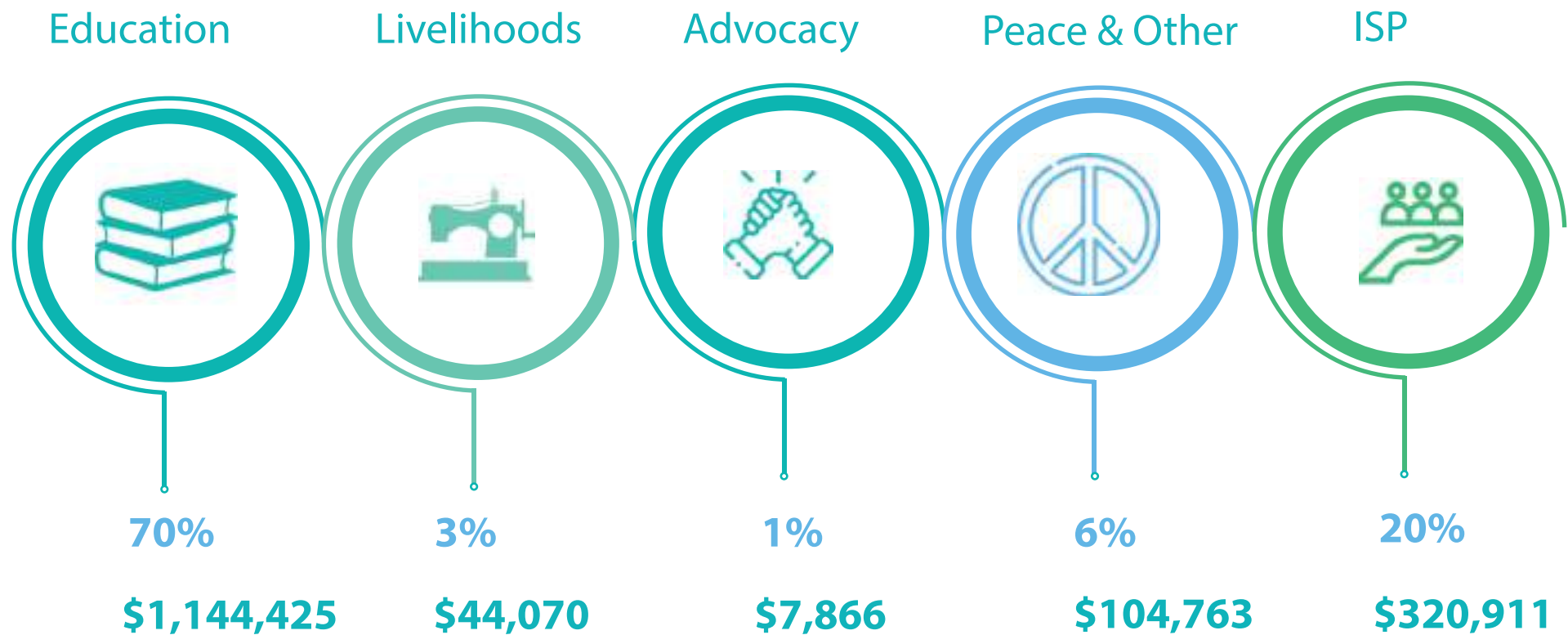


Financial Summary

Source of Income



Note: Income & Expenses of Bangladesh not included in the Financial Summary.



Program Expenditure

Director's Message

LOST everything – loved ones, home, hard-earned property and mother land – yet the refugees and forcibly displaced people live with HOPE. They live with hope for a better tomorrow in a place, where they will be respected and accepted as fellow human beings. But the reality is different and compounded with politics of hatred, exclusion and majoritarianism. Armed with protectionist policies, some countries shut their borders to refugees. Refugees not only become victims of unequal social structure, institutionalized disparity and discrimination but also they carry the burden of injustices.

Driven by spirit of Pedro Arrupe, JRS continues to accompany, serve and advocate the cause of refugees despite many adversities. Well-crafted programs of JRS, which emanate after several rounds of deliberations from different stakeholders, aim to provide a better start and a brighter future leading them to live with dignity and hope. Inspired and ignited by the sharing of refugees, we formulate programs to increase the educational avenues, to improve economic opportunities through livelihood programs and to foster peace and reconciliation by conducting peace building sessions. Participation of women and girls in our programs is heart-warming and we are sure that they are being groomed as agents of social transformation and a new dawn.

The 2019 annual report captures poignantly the intervention, initiatives and ingenuities of JRS in Afghanistan, Delhi, Tamil Nadu and Bangladesh. As members of JRS, we are humbled to read the stories of bravery, resilience, determination, contribution to host communities and to witness the daring spirit of refugees. JRS accompanies refugees and IDPs at the grassroots levels as well as by research, advocacy, intellectual depth and institutional intervention.

The mission of JRS will become impossible without the support of JRS-IO, donors, funding agencies, partners, collaborators and friends. They sustain the mission of JRS in South Asia. With grateful hearts, JRS-South Asia acknowledges and appreciates their invaluable contribution to the service and protection of refugees. Our supporters manifest expressly the civilizational values of solidarity, compassion and concern for the people who are building their lives from despair, darkness and death. Let our mission of providing with them an opportunity to “hope for better things” continue with renewed vigour and vitality as JRS commemorates its forty-years of existence and abiding accompaniment with refugee community across the continents. I end with the quote from Mother Teresa,

“We know only too well that what we are doing is nothing more than a drop in the ocean. But if the drop were not there, the ocean would be missing something.”

Louie Albert SJ
Regional Director,
JRS South Asia



