



Mercy in Motion



JESUIT REFUGEE SERVICE
ANNUAL REPORT 2015

Publisher

Tom Smolich SJ

Editor

Danielle Vella

Designer

Malcolm Bonello

Cover photo

Learning the tricks of the trade:
Eureka is enrolled in a JRS course to
become a mechanic in Dzaleka camp,
Malawi. (Giulio D'Ercole/JRS)

Photo credits

Andy Ash, Kathleen Ambre, Baskoro
JRS/Karina, Peter Balleis SJ, Don Doll
SJ, Giulio D'Ercole, Christian Fuchs,
Zerene Haddad, Bambang Sipayung
SJ, Gebrail Saud, Laura Sheahan,
Angela Wells.



ACCOMPANY

SERVE

DEFEND

Editorial 03**Mercy in Motion** 0406 **Inclusive**12 **Healing**22 **Practical**34 **Enterprising****People served** 40**Global income** 44**Global expenditure** 45



Editorial

Dear Friends of JRS,

Thank you for being part of the JRS family. I am happy to share the JRS 2015 Annual Report with you, featuring highlights from the past year. As you review it, you'll note that our focus this year is education—not a unique theme in the Jesuit world!

In 1548, eight years after the founding of the Jesuit Order, St Ignatius Loyola responded to the citizens of Messina, Italy and started a tuition-free school for rich and poor boys. Since then, Jesuits have been educating others in the Ignatian tradition of care for the whole person: her mind, her heart, her soul, her service to others.

JRS' mission of accompaniment, service, and advocacy began in 1980. Soon JRS was responding to refugees' needs for all types

of education: in a classroom, at a sewing machine or in a carpentry shop, in a circle of community leaders. Most recently, JRS education has taken on new forms, from college-level training and academics to reconciliation, to name but two.

Not everyone considers education a necessity for refugees. In an era of growing numbers of refugees and shrinking financial support, education is not always a priority. But in a world where the average refugee spends 17 years in a camp, doesn't a young girl deserve the opportunity to develop her mind? In a world of constant change, doesn't a young man need skills on which to build a future? When peace comes and a new home is built, doesn't the head of a family need the skills to connect with her new neighbours

and support her children? Education is not an abstract human right; it is often the only thing a refugee can carry with him to the new life that awaits.

As you read about JRS education in 2015, remember that the word *educate* is rooted in the Latin *educere*, to draw out, to lead forth. JRS education seeks to do just that; it aims to draw refugees holistically, communally, intellectually, and practically into a world where their lives are valued and their skills and hearts make a difference.

Last November, Pope Francis invited JRS to put God's mercy in motion through education. We are able to do so through your generosity. Thank you for your support.

Tom Smolich SJ | *International Director*

Mercy in Motion

“Your Global Education Initiative, with its motto Mercy in Motion, will help you reach many other students who urgently need an education that can keep them safe.”

POPE FRANCIS
14 November 2015

When Pope Francis declared 2016 as the Jubilee Year of Mercy, JRS launched a campaign called Mercy in Motion, to help 100,000 more young refugees to get an education. Pope Francis gave his blessing to the campaign on 14 November 2015, during an audience with refugees, friends, and staff of JRS to mark our 35th anniversary. This report shares what JRS is doing to “keep the flame of hope alive”, as Pope Francis urged us to do, through education services that are inclusive, healing, practical, and enterprising.



📷 14 November 2015: Pope Francis greets Iraqi refugee Mohammed in the audience with JRS.



📷 Iraq: Sarab (L) visits a family in Erbil.

ONE

Inclusive

One morning, a father escorted his son to our community centre in Erbil. The boy saw a friend of his whom he had known back in Mosul, and he ran to join him. His father tried to call him back. I said: 'Look, your child doesn't know Christian or Muslim, he knows his friend, and they just want to have fun together.' Later, the father told me: 'I think now we need children who can live together just as Iraqis.' This is a big story for me because it is my dream.

SARAB MIKHA | JRS Iraq

Inclusive / intro

Too often, people become refugees because of violent division, hostility, and intolerance. They find themselves stereotyped as the 'other', sometimes in both their home and host countries. This is why we need as many inclusive spaces as we can get: programs and places that gather people from diverse backgrounds to learn, work, share, and have fun together. Everyone is welcome. In the words of JRS International Director Tom Smolich SJ: "We serve whoever comes to us in need because of who we are; we do not exclude people because of who they are." In a space where everyone belongs, it is easier to grow in understanding of one another and to build bridges.



By the end of 2015, it was estimated that more than 250,000 Syrians had died in four years of armed conflict. More than 11 million others were displaced, the vast majority either in Syria itself or in neighbouring countries struggling to cope with the refugee exodus – one of the largest in recent history.

JRS teams composed of people from diverse faith backgrounds reached more than a quarter of a million people in Syria, Lebanon, Jordan, Iraq, and Turkey. While the distribution of emergency relief accounted for much of what we did, the core services were education and sustained psychosocial care. Services included informal and remedial education, tertiary education, vocational training, and courses to learn new language and computer skills.

 Iraq: JRS teachers deliver positive messages through puppet shows in Erbil.

In **Syria**, JRS continued to operate in Damascus, Homs, and Aleppo. In Damascus and Homs, JRS offered children a safe space where they could come together to learn and play, to build their self-confidence, and to express themselves about the trauma of the war. Supplementary schooling was offered through afternoon tutoring and literacy classes.

In **Lebanon**, JRS organised education activities for more than 2,000 children at centres in Mount Lebanon, Bekaa, Baalbek, and Beirut. School meals formed part of the program. Youth and adults attended Arabic, English, and computer courses, as well as vocational training. Psychosocial support was woven throughout these programs. In Erbil, **Iraq**, JRS ran two centres offering services similar to those in Lebanon to members of Iraq's diverse communities: Shia and Sunni Muslims, Yazidis, and Christians.



📍 Syria: As war continued to rage, countless Syrians faced destitution. JRS teams persevered in offering emergency aid as well as education and psychosocial support - to keep hope alive.

In Lebanon, we run mostly education projects for Syrian children. Many Iraqis also came to Lebanon fleeing violence back home. So we had some mixing in our classes between Iraqi and Syrian children; the Iraqis mostly Christian and the Syrians, Muslim. We soon noticed that the children would stay in separate groups and there was a lot of fear of the 'other'. Iraqi Christians especially were wary of Muslim children. We brought all the children together and asked them, one by one, why they had left their homes. As they went round the room, it came out clearly that the children were all there for the same reason. Their homes were destroyed, they had lost family members, and had seen very traumatic things. As humans they had suffered the same pain and lost the same things and this pain and suffering brought them together.



📷 Lebanon: Busy with a joint creative activity in a centre run by JRS in Beirut.

Fatima Al Khatib, JRS Lebanon



In 2015, a JRS team went to eastern **Cameroon** to help run five primary schools in the villages of Boubara and Kette, which welcomed refugees from the Central African Republic. Some 3,000 children attend the schools and refugees account for nearly 10%. The team found the schools in a sad state, with overcrowded classrooms, poor facilities, low enrolment and high dropout rates. Intervention was planned on a number of fronts. Teaching material was distributed, classrooms were repaired, and benches purchased for pupils to sit on. The team went on home visits to get to know the parents, to encourage them to send their children to school, and to invite them to adult literacy classes. All activities were offered to both refugee and local communities, to create shared spaces where people could get to know one another. A football tournament proved successful in furthering this aim.

📷 Cameroon: Carefully deciding the next move in a traditional game in Boubara village.

Creating shared spaces allows for a different perspective of the 'other'. This child is good at football, that parent can read or make an amusing quip in the literacy class. So he is not only a refugee, not just someone from the host community. He has a name and unique qualities... and this gives humanity. When people have the opportunity to get to know one another, this helps to reduce the risk of social tensions between the host and refugee communities, and to resolve any that arise.

Michel Bizoza, JRS Cameroon

📷 CAR: Mariam with her daughter Rashida (L) and another pupil at a JRS preschool.



TWO

Healing

“The group came, they burned our house and broke the walls. My son Malcolm, when we had to run, he packed his school bag. He took the bag because he likes school.”

MARIAM IS A TEACHER AT A JRS PRESCHOOL IN BANGUI,
CENTRAL AFRICAN REPUBLIC

Healing / intro

When they attend JRS education programs, refugees can take a break from their reality, which can be unbelievably stressful. Imagine living in a war zone, or in an isolated refugee camp, or in an overcrowded space with overwrought parents. Imagine waging a lonely battle to survive in an indifferent city or in immigration detention. For many, hopeful prospects are few. Trauma is an unhappy constant. JRS teams deliberately create safe spaces where, for a few hours, refugees can leave their pain and problems behind. Their class becomes a place where they encourage one another to make the most of the present and to look to the future with hope.



JRS offers the possibility of onsite/online higher education together with Jesuit Commons: Higher Education at the Margins (JC:HEM). In a world where only 1% of refugees manage to access higher education, this opportunity is a godsend for those who earnestly want but have practically given up hope of ever pursuing their studies. For them, the benefits of learning are far more than academic: the opportunity to learn means restored dignity and the healing of hope.

In 2015, there were higher education sites in Afghanistan, Chad, Democratic Republic of Congo, Kenya, Jordan, Malawi, and Sri Lanka. Four countries offered diploma and certificate courses while the rest focused on language, computer, and other classes that paved the way for higher education.

📍 Lebanon: Struggle to survive in Byblos. When refugees attend JRS education programs, they take a break from their frequently distressing reality.

In 2012, I fled Goma in eastern Congo with my brother Charles, to my small house where I now live in Dzaleka camp, Malawi. Today I am a refugee but my life was very different before. I was born in a good family with brothers and sisters and parents who taught me to be a good man. I went to university to study economics and management. I also volunteered for an organisation dealing with human rights. I was selected to carry out investigations on violations in the Goma area. One night, armed people broke in our house, shooting to kill. I was able to run away with Charles...

Fortunately, I could bring my knowledge with me, and I never gave up my will to learn. Here, I learned that it does not matter how much you have or don't have. You must find ways to survive and look forward. You can always use the resources you have and make the best of them. So I applied for the JC:HEM diploma course provided by JRS. It is this opportunity that got me to continue working on my skills and my personal values. Other young refugees were offered the same opportunity, and so we came together to promote small income-generating activities, organise ideas, create artistic performances. These practical and psychological resources have added value to our lives and helped us to survive.

Freddy lives in Dzaleka camp,
Malawi



Nearly half a million people remained displaced within the **Central African Republic** by the end of 2015. Nearly as many were refugees abroad, mostly in neighbouring countries. Sectarian violence continued to flare between Seleka rebels and anti-Balaka militias. Both sides showed no compunction in killing civilians. JRS teams persevered despite the violence. In the town of Bambari in Ouaka Province, they worked hard to improve teaching conditions in a few primary and secondary schools, repairing and expanding the buildings and distributing school supplies. In sites for displaced people in the capital Bangui, JRS ran preschools, lessons for older children and teenagers, and adult literacy classes. Teacher-training focused on peaceful resolution of conflict and children's rights. Asked what peace meant to them, many children drew classrooms, satchels, and desks. Not a few missed up to two years of school due to the violence. Back in school, they found a safe space where they could somehow share their distress at losing home, security, even loved ones, all at once. JRS was tragically affected when intercommunal violence broke out again in

Bangui on 26 September: one of our literacy teachers, Ferdinand Baliwe, was shot and killed with his brother. In early October, two international members of our staff were evacuated, however JRS resumed its briefly stalled activities later that month.

📷 CAR: Children were eager to learn in the preschools set up by JRS in sites for displaced people in Bangui.



JRS **Colombia** developed its work with children, teenagers, and young people, giving them the tools to better understand their rights and needs, and to strive for peaceful co-existence in areas where violence has become a way of life. JRS joined hands with schools, youth organisations, and networks of the Jesuits in Colombia, to run a campaign called *From 9 to 9: Young People Committed to Peace*. The five-month campaign mobilised young Colombians from different backgrounds to participate in the country's peace process, which seeks to end a conflict that has lasted for decades and displaced some seven million people. JRS held workshops in war-affected communities across the country, creating spaces for the healing of social relationships, and for the prevention of more violence and war. Underlying the campaign was a focus on communities displaced by the conflict: their needs, their rights, and their say in the peace process.



📍 Colombia: Children line up for a JRS activity in San Pablo in the region of Magdalena Medio.

In **Indonesia**, specifically in Java Island, East Aceh, and North Sulawesi, one way in which JRS accompanied refugees was simply by giving them the resources they needed to do their own thing. In immigration detention, JRS helped teachers to hold classes for fellow detainees, by asking officials for a teaching space, loaning a projector, and distributing stationery and teaching materials. In the community, JRS offered space and lesson plans for an inclusive Learning Centre, which quickly became a safe and welcoming place where refugees from different countries could meet. Volunteer teachers from the refugee community taught children and adults, usually in English, offering to share skills in handicrafts and other areas. For those who were interested, JRS organised training in teaching methods or translation skills, boosting their aspirations to continue learning and to be of service to their own and the wider community. Young Indonesians who came as volunteers and teachers in Yogyakarta had the opportunity to become acquainted with the stories, cultural background, and struggles of their new students.

Mutual learning is at the heart of our encounters. Our close relationship with those we serve allows us to support their goals while assisting them to develop their skills. The process of learning and creating

a safe space, a place for people to meet, to find hope, to exchange knowledge, or even find a distraction, is embraced and valued more than the practical side of lesson plans and tests.

Lars Stenger, JRS Indonesia



📍 Indonesia: Producing stylish headscarves in Lhok Bani camp in East Aceh.



“I no like study. No read. No write,” says Hassan, a Rohingya teenage boy, explaining why he would not attend English classes with others of his age in a refugee camp in Aceh, Indonesia. Back home in Myanmar, the illiteracy rate within the Rohingya community is estimated at 80%. The JRS team in Aceh started to give Hassan lessons, and soon he was joined by Rofik, Mohammed, and Armin, who were also discouraged and too shy to attend classes with their peers because they were illiterate. Over many encounters with JRS, the teenage boys learned to read and write, and became more excited about learning. One and a half months after he began, Hassan looked more cheerful and confident. “Brother, now I can write my name. This is father, this is mother, and this is my sister,” he said proudly, as he wrote their names on a small whiteboard. Later that day, the teenagers gathered around Windi, a staff member from JRS, who brought a laptop to show the boys how to type.

JRS Indonesia

JRS ran language courses in many European countries, to give refugees one of the skills they most needed and wanted when they arrived. These courses were usually offered with other kinds of support to help refugees navigate systems and familiarise themselves with a society and a way of life alien to them at the outset. In **France**, JRS offered language courses as part of a wide-ranging Welcome project that included a youth program and a network of families and religious congregations that opened their homes to refugees. The Kronenbourg Foundation awarded JRS France its Solidarity Prize for efforts to encourage fraternity among refugees and French people.

In **Italy**, JRS offered Italian classes in several cities, thanks to the generosity of volunteer teachers, many of whom have been involved for years. The aim of the courses was not only to teach a language but to create a space of hope and belonging. In Rome, the JRS language school organised activities to encourage refugees to socialise: conversation, cooking, and – a new development in 2015 – painting pictures in creativity classes.

Language is so important, because the most vital thing is to communicate; it gives way to understanding. Without communication, life is nothing. These language classes are a gift for us.

Rob is an asylum seeker from Nigeria who lives in a JRS shelter in Sicily

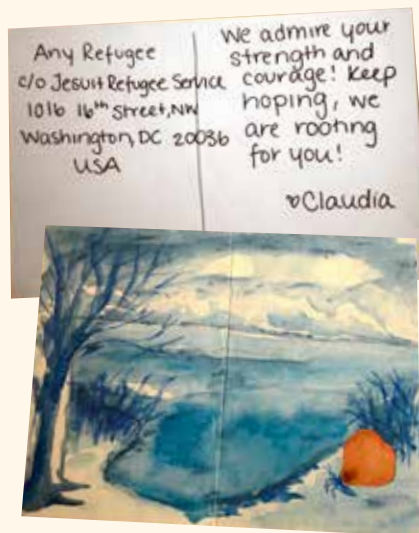


The most important thing about the language classes is not teaching Italian but being a reference point and a place where the refugees feel welcome. The language school gives you the time to understand the refugees better and gives them the time to open up. They relax during the lessons. One boy came back to the school after two years; he had tried going to northern Europe and returned to Italy. He said the school was the only place he felt listened to and this was everything for him.

Cecilia de Chiara, JRS Italy

In host communities across the world, JRS teams and refugees raised awareness about the reasons why people had to flee their homes to seek refuge abroad. In **Malta**, a JRS outreach project reached 3,000 students from primary school to college. Refugees from Libya, Eritrea, Nigeria, and Somalia shared their stories with children and teenagers who listened carefully, asked many questions, and usually showed great interest and compassion.

One day, a Somali refugee was sharing her story with a class of children who were about 10 years old. She spoke about her time in Libya, where she stayed some time before she managed to leave for Malta. She worked as a cleaner for a Libyan family that treated her very badly, even physically abusing her. What struck me was that after the session, a boy came to embrace her. He said he was Libyan, and how sorry he was that she had experienced this treatment in his country.



In an innovative development, JRS USA and *Any Refugee* launched a partnership in 2015 to connect children in the US with refugee children around the world, by delivering messages of hope and solidarity through postcards. Ten-year-old William Scannell IV of Alaska founded the *Any Refugee* program. After hearing a story from his father about how people used to be able to send letters addressed to “any soldier”, William took this idea and put it to work helping refugee children. He mobilised his school and church communities to write postcards to “any refugee”. In February, he travelled to Lebanon with his father to visit JRS educational programs, and to deliver the postcards by hand. In 2015, JRS collected more than 580 cards from 12 US states and from 11 other countries too.



THREE

Practical

I finished my Advanced Level exams this year. I followed the biology stream. I want to be a cardiologist in the future. I like to do my work properly and perfectly. I joined Loyola Campus to study English. I have thoroughly enjoyed myself here. Loyola Campus is great, the people are fantastic and the atmosphere is one that actually makes me want to go there.

19-YEAR-OLD **THIVERA** IS A STUDENT WITH THE JRS PROGRAM
IN VAVUNIYA, SRI LANKA

Practical / intro

If our education programs are to be truly useful for refugees, then they need to be immensely practical, and to create an environment for better learning and living. When schools are in poor condition, JRS works together with local authorities and parent-teacher associations to improve physical and pedagogical facilities. Teacher-training is constantly in focus, because it enhances the quality of the education services we offer, more than anything else. One reason why refugee education is sometimes felt to disappoint is that teachers are – through no fault of their own – poorly qualified and not well trained. We are now looking to consolidate the experience of JRS in a training package that may be adapted for our refugee teachers worldwide, based on our mission of accompaniment, service, and advocacy.



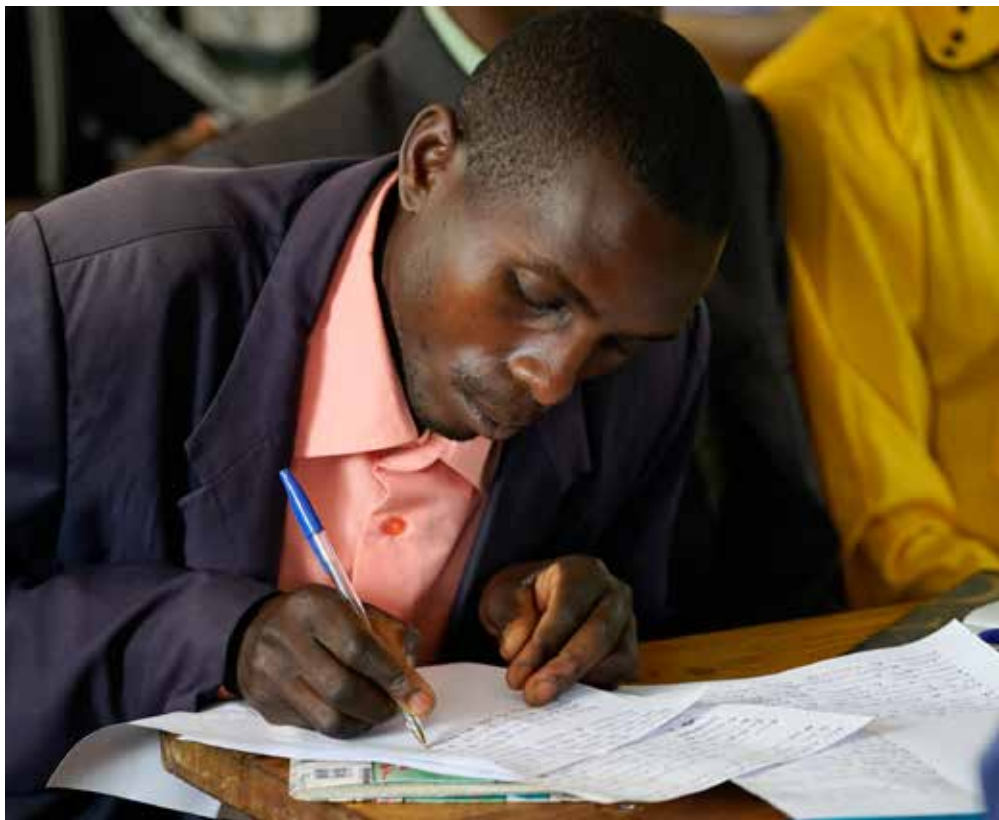
Amid chronic insecurity and armed conflict in eastern **Democratic Republic of Congo** (DRC), JRS continued to promote quality education at primary, secondary, and higher levels, specifically in Goma, Masisi, and Mweso. Teacher-training was top of the agenda, with some 20 sessions organised in DRC and in neighbouring **Burundi**. Held by subject, refresher courses included updated information, new pedagogical techniques, and formation in peaceful co-existence and children's rights. The impact was visible. The children coming from schools where teachers had been trained fared well in exams, and the teachers themselves taught with more ease and confidence. Local school inspectors approached JRS to ask for the same training in other schools.

📍 Zimbabwe: At St Michael's Secondary School in Tongogara camp.

It would be deeply ungrateful not to thank our partner JRS for this well-structured training module. It is very encouraging. Thanks to the good choice of trainers, and my interest, I could concentrate, I could overcome my lack of knowledge in certain matters, and I could take up my work as a teacher with new momentum. After the training, we were motivated to share what we had learned, adapting to the level of our students. I realised that the students of my school are deeply interested in ecological concepts because it is a new world for them. Throughout the year, we implemented a lesson plan and it was successful, and this is where we saw the proof of what we had received from our trainers. Thank you for broadening our experience.

Ombeni Chibugu is a biology teacher from Goma, DRC

 DRC: Carefully following instructions during a maths class for teachers in Mweso.



In 2015, peace agreements were broken in **South Sudan**. War raged on and bombs destroyed the homes of thousands across the border in **Sudan**. Maban County, in Upper Nile State, served as an intersection of sanctuary for not only the 130,000 refugees fleeing from Sudan but also for tens of thousands of internally displaced. JRS aimed to restore hope to the multitude of people whose lives were disrupted, reaching out to refugees and internally displaced people, as well as host communities. The focus: education at all levels. The need is dire. In South Sudan, less than 2% of children have the opportunity

to complete secondary school, and armed forces have occupied more than 60% of schools in Upper Nile – putting paid to any chance of learning there. In 2015, JRS partnered with another faith-based organisation and with county officials to transform a formerly occupied learning

centre into a teacher-training college. JRS also expanded English language classes for adults and began to offer computer courses, in addition to existing programs of psychosocial counselling and pastoral outreach, and a nursery school for children from displaced and host communities.



📍 South Sudan: Going to school in Gendrassa camp, Maban.



The entire journey took a month and we lost many, many lives on the way. We left Blue Nile (Sudan) because there was an injustice. They were coming to take our minerals such as chrome and gold. When we spoke out for our rights, they started bombing and shelling us, so we decided to seek refuge in South Sudan. Today, I have chosen to be a teacher to keep the younger generation moving forward. If our grandfathers were educated, and had educated their children, our problems of today wouldn't be here as refugees. I dream to see my students graduate from universities and become employed – helping themselves, their families, and their communities. When someone is educated, he can become a doctor, a pilot, a teacher. Education will bring peace to my country, because as soon as students are educated, they will know their rights, and they will know how to bring peace through the pen and the negotiation table.

Leila is a student of the JRS teacher-training program in Maban, South Sudan

In Mae Hong Son in **Thailand**, on the border with Myanmar, JRS kept up its long-standing presence in two camps for Karenni refugees who fled decades-long armed conflicts in Myanmar. JRS supported the Karenni Education Department (KnED), not least by building teacher capacity and improving the curriculum. Throughout 2015, JRS organised training for all 229 teachers in the camp schools, holding sessions for the head-teachers, who then went on to train their own staff. Designated KnED management and non-teaching staff also received training based on specific needs. Curriculum development was a significant adjustment in the camps, given the possibility of voluntary repatriation due to the elections in Myanmar for the first time in 40 years. Both students and teachers adjusted well to the changes in curriculum design and content for Burmese, English, maths, and social studies.

📍 Thailand: One of the schools supported by JRS in the camps on the border with Myanmar.



I see teaching as a happy thing. It is a gift and I try my best as a teacher. Looking at the practical situation, and difficulties faced by the children in the camp, my desire to help and fill the needs of the children has motivated me to continue working. While serving as a teacher, I received general and subject-specific training provided by JRS. As I am also serving as deputy head-teacher, I received training related to school management that enables me to understand more about this work. I have become more aware about my responsibilities and have been able to assist my colleagues in my school.

Naw Jubel is deputy head-teacher in Ban Mae Surin camp in Mae Hong Son, Thailand

Meanwhile, JRS also focused on teacher-training in **Myanmar** itself, working in Kachin and Kayah States, which had very limited international presence and relied largely on the local Church and national

NGOs to meet widespread humanitarian needs. JRS built the capacity of teachers and boarding house staff, and improved learning facilities, to promote quality education for internally displaced people.



📍 Myanmar: A camp for internally displaced people in Myitkyina, Kachin State.



Life without education is like tea without sugar. If you can educate yourself, your life will be good and your life will be nice.

Hawa, a refugee from Darfur, is attending a JRS language course in Djabal camp in eastern Chad



I want to be a doctor. There's no doctors here, so I want to be a doctor in order to help my community in the future.

Daoud is attending the same course in Djabal camp





📍 Chad: Attending an after-school program in Mile camp near Guéréda.

Building the capacity of teachers takes time. In Djabal camp in eastern **Chad**, situated just outside the town of Goz Beida, JRS started a language program designed to prepare students to attend higher education courses. In January, after entrance exams and interviews, 42 Sudanese refugees from Darfur started taking English as a Foreign Language (EFL). As always, there is a pressing need: fewer than 10% of teachers in the camp have a university diploma, pointing to the significant need for higher education. The project built on wide-ranging education services run by JRS in this harsh semiarid environment since 2006. In 2015, JRS offered preschool and primary education in eight camps, and secondary education in five camps.

The students are very motivated. Most of them are educators; they're very conscious of the importance of education – both for themselves and for the community at large.

Colette Finneran, JRS Chad

Teacher-training is a key strategy of JRS Afghanistan, which persevered in running a range of education projects in the provinces of Herat, Kabul, Bamiyan, and Daikundi. One of the most pressing problems facing the education system in *Afghanistan* is the lack of qualified teachers. In 2015, JRS conducted training in lesson planning, micro-teaching skills, child psychology, classroom management, language skills, and other subjects. Plus, 10 JRS teachers attended an intensive English language and teacher-training program in Delhi. They then trained their colleagues back home. The higher education courses that JRS ran together with JC:HEM also proved helpful in training would-be teachers. In Afghanistan, JRS offered such courses in Herat and Bamiyan, and a dozen graduates went on to join the highly successful *Each one teach some* program. The *Each one teach some* program missions girls educated by JRS to teach English to children in their area. In 2015, this program was expanded within Herat, where it started, and beyond to Daikundi and Kabul, and the fledgling teachers were given training in micro-teaching skills.

I heard about JRS years ago from a local institute in which some English classes were being conducted. I registered my name to participate in a teacher-training workshop organised by JRS in that institute. It was my first time to get such training. The trainers of the workshop 'discovered' me, and this turned out to be a milestone in my life. I found my path. They always helped me when I needed them and I really wanted to be a part of JRS. They invited me to more trainings conducted in the city and other areas. I was very much interested in being with JRS and learning from the team. They involved me in many activities. And I always received compliments and encouragement whether they were in or out of Afghanistan. I learned not only teaching and office work but also how to be a good and free human being. This was the most important gift they gave me.

Today Anisa is a doctor and coordinator of an education program in Afghanistan





In post-conflict **Sri Lanka**, Loyola Campus became operational in January 2015 in the northern town of Mannar. The campus is a joint project of JRS, JC:HEM, and the Sri Lanka Jesuit Province. The success of the first centre, which blends onsite and online learning, spurred the establishment of another site in Vavuniya, about 50 miles away. The campus started by offering different-level certificate courses in English and soon branched off into graphic design too. Keen to share what they learned with others, the students went for a practical placement to teach their peers and children in more remote villages and schools. This education program has been welcomed by the island's Tamil minority in the north. Education is traditionally prized but suffered a severe blow in decades of civil war.

📍 Sri Lanka: Loyola Campus students give back to the community, organising activities for children in the north.



FOUR

Enterprising

I was able to receive an interest-free loan from JRS twice, to start and later grow my business. I did the business training courses, which really helped me. I learned valuable lessons in customer care and how to manage my profits. My textile business is growing everyday. At first my children were dependent on organisations like JRS to pay for their school fees but now I am paying their fees myself.

JEANETTE FROM DRC IS A REFUGEE IN UGANDA

Enterprising / intro

Getting on with life as a refugee is usually not easy. A host of barriers tend to stand in the way, and overcoming them takes resilience, creativity, and resourcefulness. Our education services encourage refugees to draw on all three, and to develop their talents not only in academic but also vocational training courses. Our teams give refugees moral and practical support once they graduate from JRS courses, when they try to earn a living by starting their own business or seeking employment.



In 2015, **Uganda** welcomed more than half a million refugees, encouraging integration by allowing them to work, grow crops, and move freely throughout the country. Pope Francis lauded the country's "outstanding concern for welcoming refugees" on his November visit to Uganda. In the capital, Kampala, JRS encouraged refugees to make the most of the country's hospitality by offering language and computer classes as well as courses in fashion and design, hairdressing, carpentry, arts and crafts, and catering. Training in business management was offered too. Hundreds of refugees were able to start their life anew in Uganda after attending these classes. After graduating, some secured small business loans through JRS to start their own companies and others found employment in local businesses.

📍 Malawi: Trainees in the course for mechanics run by JRS.



Musa from Congo attends the JRS carpentry class in Kampala, Uganda

I left DRC one night when rebels were going door to door killing youth who refused to fight with them. I didn't know anything about Uganda but since coming here I've had a good life and continue to wait for God's mercy. I did not have any real skills before but in a few months I expect to graduate from the JRS carpentry class. Carpentry is not easy and requires patience. If you want to make a very nice chair, it can't be done in one day or even one week, but if you are patient the product will come out perfectly. I've now completed seven months and I've managed to find food, clothing, and a place to sleep here. All this gives me faith in God. I know that being a refugee doesn't mean I am deprived of my arms or my legs, it is a temporary situation. The scripture said that 'knowledge is wealth' and I know that with knowledge I can eventually fulfil my dream of having a family in a place where I am free. I will be a creative man, a man of hope who teaches his sons to go higher in their lives. I'll teach them that going through difficulties is not the end of life, it is the chance to start a new one.

In **Zimbabwe**, the isolated Tongogara camp is home to 10,000 refugees from Congo, Rwanda, Burundi, Ethiopia, Somalia, and other sub-Saharan African countries. In 2015, apart from running St Michael's Secondary School and expanding the infrastructure, JRS continued to run livelihoods and vocational skills programs in Tongogara, in full cooperation with the refugee community and under their leadership. These programs have led to the spawning of many small businesses within the camp. Some play a central role, such as the God-Given Sewing Club that supplies school uniforms for St Michael's. New shared projects in 2015 included a piggery and fowl-rearing. The refugees travelled to the nearest town, 80km away, to barter and trade their goods.

In Dzaleka camp in **Malawi**, JRS ran nursery, primary, and secondary schools that it built and staffed, giving more than 6,000 children from the camp and surrounding local communities the chance to get an education. Meanwhile more and more refugees graduated in diploma and certificate courses; Dzaleka is one of the places where

JRS pioneered its higher education program. But no one was left behind: JRS also ran a series of vocational training courses for adults interested in expanding their education along these lines. Nearly 200

refugees attended courses that gave them concrete possibilities, like beadwork, sewing, crocheting, baking, carpentry, and car repairs. Courses in business, computer, and language skills proved popular too.



📍 Zimbabwe: Hard at work in the Sewing Club of Tongogara camp.



When we finally arrived in Dzaleka I felt totally hopeless. I felt totally helpless and vulnerable.... two feelings that still overwhelm me sometimes, especially when I look at my condition today, compared to what I had, the happiness I had in my own country, DRC. Here I am, poor, with almost no friends, a widow with a young child to take care of, and no job or real perspectives for the future. Sometimes I feel the best part of my life is gone, and it won't come back no more. I must say I found some hope since I started the JRS training to be an electro auto-mechanic, and I feel better. It is good to have a place to go, somewhere I can learn. I must admit that, as strange as it can sound coming from a woman, I do like working with engines and cars. It is real. It is practical. On top of that, it gives me hope to have a job in the future. This training is surely giving me new energy and a place where I can socialise and somehow forget about my past and my condition as a refugee. The most important thing for me, as a human being, is the feeling of being appreciated, to have a value, that somebody can actually care for me, as a person with feelings and emotions... like anybody else.

Eureka, pictured here with her son Messi

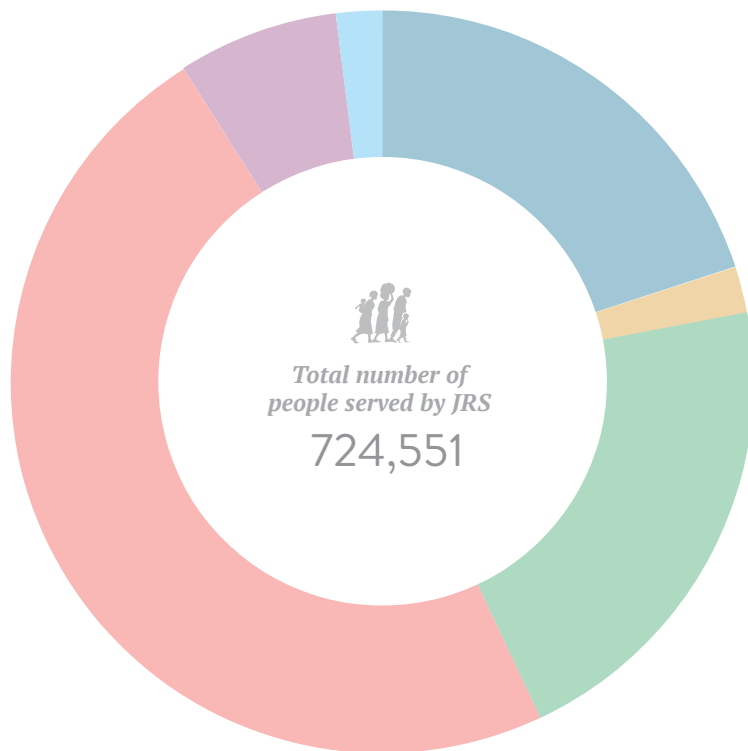
People served by JRS

| | Education | Livelihoods | Psychosocial/ pastoral | Emergency | Advocacy/ protection | Healthcare | TOTAL |
|--------------------------|-----------|-------------|---------------------------|-----------|-------------------------|------------|--------|
| EASTERN AFRICA | | | | | | | |
| Ethiopia | 6,487 | 2,692 | 17,397 | 1,747 | 625 | 1,019 | 29,967 |
| Kenya | 804 | 48 | 23,988 | 1,262 | 6,449 | 535 | 33,086 |
| South Sudan | 5,473 | | 5,393 | | | | 10,866 |
| Sudan | 2,043 | 195 | | | 90 | | 2,328 |
| Uganda | 322 | 588 | 112 | 1,906 | 2,149 | 292 | 5,369 |
| GRANDS LACS | | | | | | | |
| Burundi | 14,522 | 400 | | | | | 14,922 |
| Congo (DRC) | 1,454 | 1,677 | 10,699 | 5,440 | 52 | | 19,322 |
| SOUTHERN AFRICA | | | | | | | |
| Angola | 150 | 30 | 563 | | 1,366 | 48 | 2,157 |
| Malawi | 6,614 | 873 | 1,050 | 10 | | | 8,547 |
| South Africa | 1,714 | 2,925 | 580 | 1,062 | 1,300 | 1,777 | 9,358 |
| Zimbabwe | 4,153 | 325 | 136 | | | | 4,614 |
| WEST AFRICA | | | | | | | |
| Central African Republic | 1,803 | | | | | | 1,803 |
| Chad | 33,243 | | | | | | 33,243 |
| Cameroon | 2,897 | | | | | | 2,897 |

| | Education | Livelihoods | Psychosocial/ pastoral | Emergency | Advocacy/ protection | Healthcare | TOTAL |
|------------------------------------|-----------|-------------|---------------------------|-----------|-------------------------|------------|----------------|
| ASIA PACIFIC | | | | | | | |
| Australia | | | 20 | 324 | 1,235 | | 1,579 |
| Indonesia | 29 | | 546 | 635 | 475 | | 1,685 |
| Philippines | | 329 | | | 1,612 | | 1,941 |
| Thailand | 6,689 | 548 | 3,638 | 3,120 | 16,524 | | 30,519 |
| Cambodia | 3,263 | 420 | 1,932 | 16 | 4,049 | 46 | 9,726 |
| Myanmar | 617 | | | | | | 617 |
| SOUTH ASIA | | | | | | | |
| Afghanistan | 5,412 | | | | | | 5,412 |
| India | 9,092 | 30 | 335 | | 875 | 226 | 10,558 |
| Sri Lanka | 5,070 | | | | | | 5,070 |
| Nepal | 5,914 | 216 | 1,484 | | | | 7,614 |
| MIDDLE EAST | | | | | | | |
| Syria | 669 | 131 | 3,255 | 286,086 | | 9,291 | 299,432 |
| Jordan | 1,508 | | 2,268 | 166 | | 91 | 4,033 |
| Lebanon | 3,281 | 239 | 2,771 | 4,460 | | 134 | 10,885 |
| Turkey | 803 | | 36 | 2,115 | | | 2,954 |
| Iraq | 1,040 | 771 | 21,776 | 2,880 | | | 26,467 |
| LATIN AMERICA AND CARIBBEAN | | | | | | | |
| Colombia | 4,004 | 834 | 5,333 | 4,536 | 789 | | 15,496 |
| Ecuador | 7,129 | 450 | 4,134 | 160 | 4,537 | 40 | 16,450 |
| Venezuela | 2,149 | 153 | 552 | 682 | 1,890 | 23 | 5,449 |

| | Education | Livelihoods | Psychosocial/ pastoral | Emergency | Advocacy/ protection | Healthcare | TOTAL |
|---------------|-----------|-------------|---------------------------|-----------|-------------------------|------------|---------|
| NORTH AMERICA | | | | | | | |
| USA | | | 34,000 | | | | 34,000 |
| EUROPE | | | | | | | |
| Belgium | | | 625 | | | | 625 |
| France | 160 | | 60 | 266 | 80 | 50 | 616 |
| Germany | | | 700 | | 870 | | 1,570 |
| Greece | 128 | | | 4,700 | | | 4,828 |
| Hungary | 200 | | 416 | | | | 616 |
| Ireland | 1,030 | | 1,300 | | 85 | | 2,415 |
| Italy | 740 | 396 | 4,496 | 24,621 | 3,072 | 1,124 | 34,449 |
| Malta | | 165 | 316 | | 475 | 126 | 1,082 |
| Portugal | 218 | | 2,372 | | 265 | 267 | 3,122 |
| Romania | 479 | 34 | 43 | 9 | 778 | 54 | 1,397 |
| Slovenia | 30 | | 20 | | | | 50 |
| Macedonia | | | | 4,122 | | | 4,122 |
| Sweden | | | 98 | 520 | 45 | 3 | 666 |
| UK | | | 627 | | | | 627 |
| Grand Total | 141,333 | 14,469 | 153,071 | 350,845 | 49,687 | 15,146 | 724,551 |

People served by JRS



20% **Education**
141,333

2% **Livelihoods**
14,469

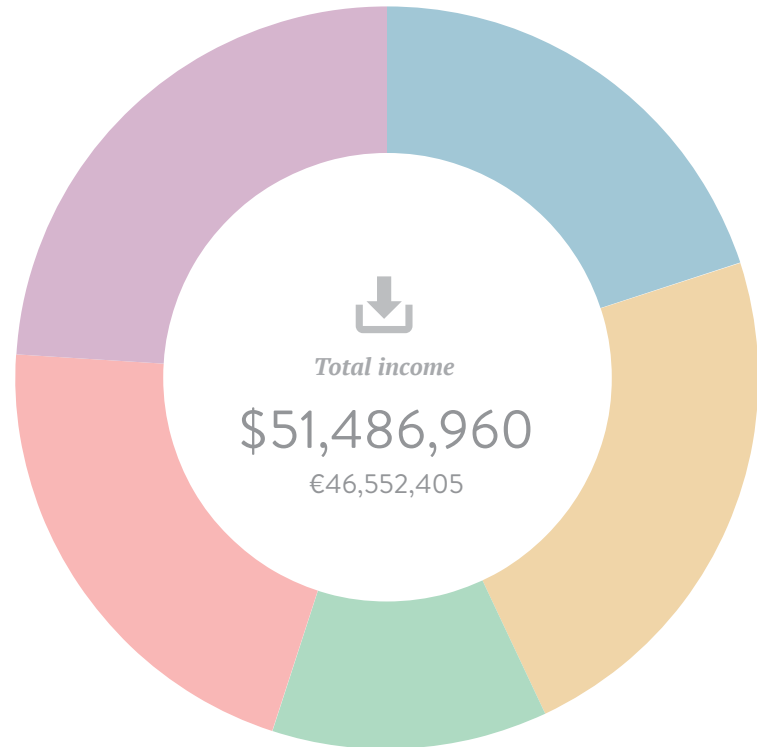
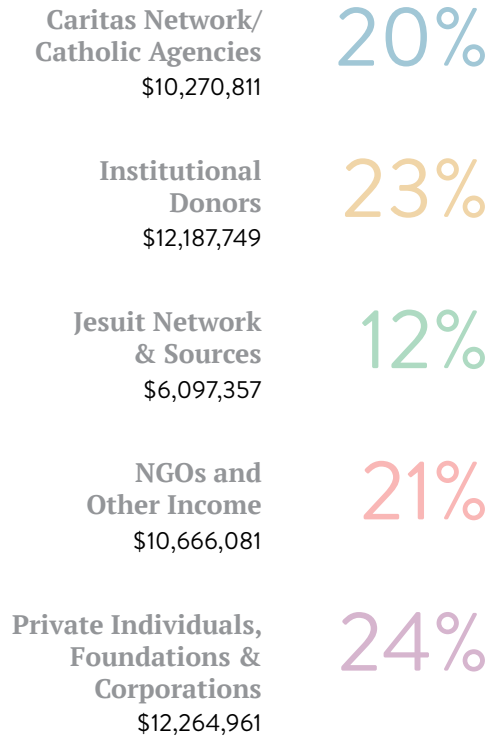
21% **Psychosocial/Pastoral**
153,071

48% **Emergency**
350,845

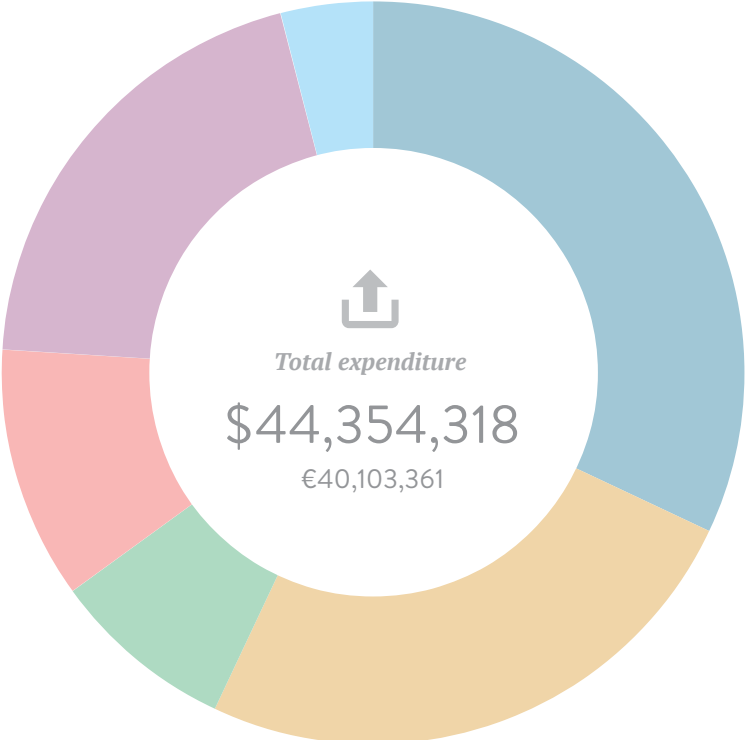
7% **Advocacy/Protection**
49,687

2% **Healthcare**
15,146

Sources of global income

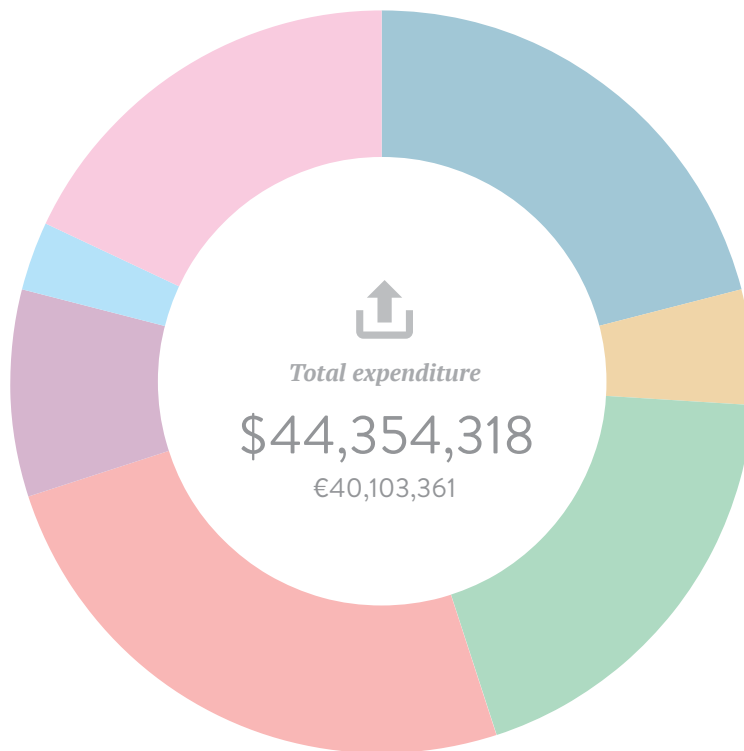
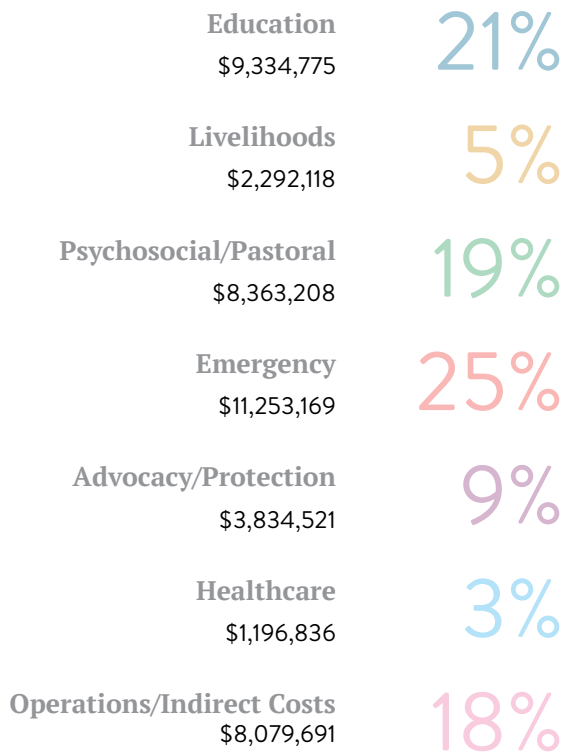


Global expenditure by continent



| | |
|-----|--|
| 32% | Africa \$13,936,500 |
| 25% | Middle East \$11,245,570 |
| 8% | Asia \$3,645,939 |
| 11% | Americas \$4,821,515 |
| 20% | Europe \$8,912,295 |
| 4% | International Office \$1,792,499 |

Global expenditure by category



Only 50% of all refugee children are enrolled in primary school
Only 25% are estimated to be in secondary school
Only 1% reach tertiary education

Thank you for all you do to help JRS make **50-25-1** a thing of the past

We couldn't have come this far without you. Stay on board with our Mercy in Motion campaign...
We count on you to go further than we could ever ask or imagine!

thank you!



Jesuit Refugee Service,
Borgo Santo Spirito 4,
00193 Rome, Italy

+39 06 698 68 605



Pope Francis has declared 2016 as the Jubilee Year of Mercy. Throughout this year, JRS is running a **Mercy in Motion** campaign to help 100,000 more young refugees to go to school. JRS is increasing the quantity and quality of its education services thanks to the generosity of friends and donors around the world who are supporting this campaign.

mercy-in-motion.org

jrs.net