



Education, an investment in the future

Rebuilding lives and communities

Articles from Sudan, Chad, Angola, Venezuela, Thailand and Colombia

■ December 2007

Education, reaffirming human dignity and spiritual values

The vision of Pedro Arrupe

Peter Balleis SJ, JRS International Director



Former International Director Lluís Magriña SJ,
New International Director Peter Balleis SJ

On 14 November 1980, Pedro Arrupe, the JRS founding father, called on Jesuits to provide a human, pedagogical and spiritual service to refugees. His inspiration, vision and compassion for

JRS began rebuilding the education system even before the conflict ended, assisting children to bring a sense of normality back into their lives. We hope that Chadians can avoid many of the difficul-



Education – concentrating minds, Kajokeji, Sudan (Don Doll SJ/ JRS)

refugees remain at the heart of the organisation's identity. More than 170,000 displaced children receive an education in JRS-managed primary and secondary schools, underlining the importance of this service. JRS has developed into a humanitarian organisation with a strong focus on education, in the broadest sense, for refugees and other forcibly displaced persons.

This issue of *Servir* focuses on education —a healing tool to reaffirm the human dignity and spiritual values of forcibly displaced persons. For many whose life plans have been disrupted, education helps them to rebuild their lives and identities. Often they have lost their social support networks, after being forced to abandon their jobs and cut short their education.

I will follow in the footsteps of Fr Arrupe in the best tradition of my predecessors

As Mr Ijjo points out, the need for continued support does not end when refugees return home. The war in Sudan created mistrust between communities and families as individuals became accustomed to using violence to resolve disagreements. JRS recognises the importance of providing communities, particularly women, with the tools to resolve conflict, and of strengthening traditional mechanisms promoting justice, such as village courts.

Yet, many refugees and internally displaced persons (IDPs) are returning to war-devastated societies. This is why in Chad, as Mr Puig explains,

ties, as Mr Manyuchi illustrates, that Angolans are currently facing seeking teachers, particularly to work in rural areas.

Even this is not enough. The conditions of exile circumscribe the ability of refugees to rebuild their lives. With a relatively small amount of practical training, finance and supervision, as Ms Rivers and Ms Acuña demonstrate, refugees can become the protagonists in their lives again, benefiting their new communities. Instead of making locals and refugees compete for scarce resources, it is important to bring them together, strengthening community solidarity.

This is hugely significant. In his article, Fr Cruz SJ, explains how encouraging JRS students to become volunteers serves two purposes. More than 500 students receive basic information on the Colombian conflict from JRS, while a smaller number begin a training process to become volunteers where they learn in detail about the challenges faced by displaced persons.

It is this vision of education that facilitated the rapid expansion of our services under the inspirational leadership of my predecessor, Lluís Magriña SJ. Therefore, it is only apt that on the hundredth anniversary of Arrupe's birthday, I take the opportunity to express our deepest gratitude for his 7 years of service to JRS. As the new director, I would like to assure our friends and supporters I will do my utmost to follow in his footsteps, in the best tradition of my predecessors and the vision of Fr Arrupe. ■

Peace building in a post conflict context

Breaking down the barriers

Isaac Ijjo, Peace Education coordinator, JRS Uganda/ Sudan

The 2005 comprehensive peace agreement marked the end of the 21-year civil war between the Sudanese People's Liberation Army and the government of Sudan. The war was characterised by massive displacement of the civilian population, killing, the destruction of infrastructure, economic stagnation and the breakdown of social order. Millions were internally displaced and hundreds of thousands sought refuge in neighbouring countries.

Large numbers of displaced persons have begun returning home, many of whom are struggling to readjust to life among the indigenous and internally displaced populations. Conflict has had a profound effect on the perception of the community. Mutual suspicion is rife. Many local people respond negatively to this mass return. It is common to hear statements like "we liberated this land with our blood, where were you? You returnees abandoned us during the struggle and now you are coming back to enjoy the fruits of our sweat".

Peace groups provide an avenue for problem solving and community dialogue

While most humanitarian agencies focus on emergency relief, sometimes engendering dependency among the local population, JRS tries to focus on a rights-based approach, holding institutions and individuals to account in relation to the education of their children. There is also a gap in information regarding domestic violence, child neglect, property rights, civic rights and interpersonal conflict resolution mechanisms.

The JRS peace-building methodology assists communities and their advocates to identify the root causes of conflict, seek justice and fairness, promote true reconciliation and forgiveness and above all encourage the demilitarisation of society.

The peace education programme has adopted a grassroots approach in initiating peace building methods in the community. Community-held workshops strengthen the acquisition of skills and change of attitudes necessary to mitigate, prevent and resolve conflict. Peace groups provide a useful mechanism for problem solving and community dialogue, such as the work done by village courts.

They particularly focus on the disempowered and the most vulnerable, the women and children who make up 80% of refugees and internally displaced communities. Teams also work to incorporate peace educa-

tion into the school curriculum as taught by JRS-trained primary school teachers and subsequently observe behavioural changes in the children.

Equal access to and full participation of women in power structures and their involvement in all efforts for the prevention and resolution of conflicts are essential in maintaining and promoting peace and security. They possess immense experience of the destructive effects of war and so are well placed to provide permanent and practical solutions for the attainment of peace.



Learning to live in peace, Sudan (Don Doll SJ/ JRS)

Achieving peace and stability is one of the biggest challenges facing the population of southern Sudan. Time and again women have played a key role in peace building movements but sustainable peace must involve the commitment of Sudanese nationals. Their role is crucial to achieving lasting peace and prosperity. It is essential to educate people to solve their conflicts without resorting to the use of violence. Without peace, development will be seriously hindered. ■

Building an education network during conflict

Durability depends on the support of the authorities

Ferran Puig, Country Director, JRS Chad

In difficult circumstances, JRS Chad is attempting to develop an education network in the east of the country. In order to be successful and provide permanent structures and services, these efforts need to be supported by the Chadian authorities.

The conflict in Darfur has overflowed into Chad, fuelling already existing local, political and ethnic tensions. Since April 2006, particularly between November 2006 and April 2007, successive attacks led by anti-government rebel groups and Sudanese-backed militias, known as the *Janjaweed*, have wrought destruction in eastern Chad, forcing more than 180,000 to flee their homes and seek refuge in safer areas close to the larger towns and UN camps for Sudanese refugees.

Approximately 80,000 displaced persons have settled close to Goz Beida and Koukou-Angarana, towns in the southeastern region of Sila, the worst affected by the attacks – a region which already hosts camps of Sudanese refugees.

The better educated teachers have left their jobs to work for NGOs where they can earn as much as four times the salaries of community teachers.

Last February, in collaboration with the local education authorities and the UN children's agency (UNICEF), JRS established a primary school education project for local and displaced populations in this region.

In just a few months, between April and October, the provision of education services outside the town of Goz Beida has expanded enormously - from a practically non-existent system employing seven teachers and the attendance of an insignificant number of pupils to 11 fully functioning primary schools offering classes to 12,000 children, equally divided between girls and boys.

Even though the first objective of getting children into schools has been achieved, the important challenge of educating them still remains to be overcome. More than a quarter of the adult population in the country is illiterate, the third lowest literacy rate in the 2006 UN Human Development Report. Moreover, literacy rates in isolated areas, such as the Sila region, are even lower. The teachers in the region, mostly community teach-



Overcoming obstacles to deliver quality education services, Chad
(Ken Gavin SJ/ JRS)

ers without any training, are in many cases practically illiterate themselves. The better educated teachers work in non-teaching roles with NGOs in the area, including working as security staff, where they are paid as much as four times the salaries of community teachers. The quality of education continues to be appalling.

In this context, JRS is developing the concept of a village approach in schools for displaced and host

populations. This is a long-term solution which facilitates the voluntary return of the displaced population when circumstances permit. JRS will identify a capable individual in each village or group of villages who will then be trained as a teacher. They will be required to make a commitment to their communities and work closely with parents' associations. JRS expects this structure to form the basis for future education provision in each area of origin of displaced persons.

JRS hopes the qualification obtained by community teachers will be recognised by the state

First of all, the teachers will enrol in an ongoing teacher-training programme enabling them to enhance their knowledge of teaching methods, as well as the subjects they will be required to teach. Starting from a very basic level, by the end of the process the teachers will have acquired a standard of competence comparable to state qualified teachers. JRS hopes this will open up the possibility that the qualification obtained by community teachers will eventually be recognised by the state and integrated in the country's education system.

Parents will be trained to take responsibility for the management of their schools



Temporary school built by JRS in Chad (Ken Gavin SJ/ JRS)



Providing an education in difficult circumstances, Chad (Ken Gavin SJ/ JRS)

The second area of work will be the provision of training to the parents' associations, preparing them to take over responsibility for the management of their schools and strengthen their relationships with future teachers.

Once the conflict finally ends and security is restored in eastern Chad, JRS faces the challenge of accompanying the displaced populations back home, building schools and helping to establish an education system in cooperation with parents and teachers.

All these efforts will have been in vain if the Chadian authorities do not assist this process. They need to hire immediately the trained teachers, ensuring a minimum pedagogic base in existing schools. They also need to begin paying the salaries of community teachers fully trained by JRS and other NGOs, before and after they have returned home.

This is one major issue where the Chadian state needs to fulfil its responsibilities to its citizens, giving them the tools to guarantee their inalienable right to education. This right is the key to access other rights, such as the freedom of expression, association, and access to information in order to find decent employment or vote in veritable liberty. We must ask ourselves whether this is mere utopia or whether it can, in fact, become a reality. ■

Teacher training in a post-conflict society

The importance of women supervisors

Albert Manyuchi, Programme Officer, JRS Angola

Five years ago, following a 30-year civil war, peace was restored in the country. During the war the education sector was severely affected. As well as the destruction of school infrastructure, the training of teachers lagged behind. Consequently there are few teachers to support the growing demand for education services. This has not been helped by the return of more than a million school-going children. Many students remain outside the education system and, for those attending, the student-teacher ratio remains high, partly explained by the low salaries paid to teachers.



Trained teacher empower societies, Angola (JRS Angola)

Catoma is one of those teachers who works in difficult circumstances in the rural eastern town of Lumbala N'Guimbu. She gets up at around 5am every morning. Like many other women teachers in Angola, she has to ensure her home is tidy before she gets prepared for a day in the classroom. She cycles two kilometres to the school to teach two classes comprising 110 returnee and local children between the ages of seven and 14. More than 55 percent of the students are girls whose attendance is irregular due to other family responsibilities. Many of the returnee students in Lumbala N'Guimbu were refugees in Zambia, where they were educated in English. They are not fluent in Portuguese, the official language of Angola, rendering communication difficult even at the best of times.

The war also affected the participation of women in education

Catoma's major challenge in class is to ensure that students participate in lessons, irrespective of their varying ages and Portuguese fluency levels. Her regular attendance at teacher training workshops makes this task much easier. She learns practical teaching methodologies to help her cope with such a diverse group of students. As well as receiving training in the Don Bosco methodology of language acquisition, teachers are shown how to meet the specific needs of returnee children. The emphasis is to reduce stigmatisation of returnee children by local children and foster an environment in which all the children feel they belong to the group.



School destroyed during the war in Angola (JRS Angola)

JRS accompanies Catoma offering feedback on her classroom performance

The war also affected the participation of women in education. They were unable to obtain professional qualifications, and, as a result, few women are employed in education provision. Worst affected is rural Angola which is generally shunned by qualified teachers. They are dissuaded by the lack of adequate housing, poor relocation incentives and demanding work conditions - further complicated by the arrival of returnee children. Unfortunately, government supervision and support of teachers in rural areas is still very poor. Training in handling classes with returnee children is inadequate, as it is not rooted in the practical difficulties faced by teachers in the field.

To reinforce her teaching skills, Catoma attends JRS-supported teacher training seminars. These seminars are accompanied by supervision sessions where Catoma receives feedback on her classroom performance. Having to prepare her lessons well in advance, she finds the supervision sessions both stimulating and challenging. What excites Catoma most is that the supervision is provided by another woman who tells her how she performed and areas that she needs to improve on. Being supervised and supported by another woman makes it possible for Catoma to share her beliefs, fears and anxieties about her work. Catoma considers herself lucky to have a woman supervisor as there are not many women in senior positions, least of all in the remote area of Lumbala N'Guimbu. The teacher training sessions

and subsequent supervision have greatly assisted Catoma in her work in this post-conflict reconstruction phase in Angola.

Catoma realises that daily life for many returnee families in Lumbala N'Guimbu is still quite precarious. Many of these families have to concentrate on procuring food, so the school attendance of their children is generally poor. There is an even greater need to create a positive learning environment to motivate children to attend as often as possible. She does this well by incorporating recreational activities into her lessons. Although Catoma's English is not very fluent, never having lived in an English speaking country, she is able to communicate with the children and understand them.

A few NGOs, such as JRS, complement the government's efforts to train and supervise teachers in rural areas. These NGOs organise training seminars for teachers, school directors and other education staff. During these training seminars, which usually run for three days, teachers exchange a lot of information about their work, acquiring new teaching methodologies. These sessions have greatly enhanced the quality of teaching services offered to students.

Sadly, teacher supervision continues to be inadequate, particularly in the many remote and inaccessible rural areas in the country. Nevertheless, the training sessions still manage to motivate teachers to educate their students even without supervision. For Catoma, like many of her colleagues in Angola, the workload will ease in the future as more teachers are trained. For now she has to endure her two extremely large classes each day with patience and hope. ■

Business training and micro-credit

How small-scale assistance develops

Carolina Acuña, Communications Officer, JRS Venezuela

To stroll through the La Cañada district in the southern Venezuelan town of Guasdualito and taste a cake in Rosa Peña's little shop is a special treat, since in this small space in her home, she sells confectionery, cool drinks and pastries to residents and visitors to the area. Yet how Rosa (not her real name) was able to establish this small business to maintain her family is not just a story of an asylum seeker receiving financial support.



JRS trained refugee starts his own business, Guasdualito, Venezuela (Sara Pettinella/ JRS)

The Alfacom (Family and Community Labour Support) programme, financed by the UN refugee agency (UNCHR), the International Committee for the Development of Peoples (CISP) and the Technology Generation (Gente), has a number of different aims. It is a JRS-supported micro-credit programme which offers loans to Colombian asylum seekers and local people to assist them to set up small businesses and improve their standard of living. However, it also seeks to provide them with the skills to manage new businesses, and offers asylum seekers the necessary tools to help them integrate into their host communities.

It is extremely important that both asylum seekers and Venezuelans are included in the project. In this border area, resources are scarce and there are many poor and vulnerable Venezuelans. The team wishes the host population to see their refugee neighbours as a benefit to their communities, not as being treated preferentially.

Before Rosa applied to participate in the Alfacom project, she had to fulfil a number of straightforward requisites. She needed to submit a written project proposal for consideration. This is where JRS was first of practical assistance to her. JRS project workers explained the whole process of establishing a small business, and how she needed to plan and present her new venture. Then Rosa, like other asylum seekers and vulnerable members of the local community, was

offered financial assistance and training, in exchange for attending workshops on integration and community and team work.

This approach enables beneficiaries to understand their rights and responsibilities towards their community. Since Colombians and Venezuelans sometimes face problems of cultural misunderstandings, JRS offers all participants workshops on interculturalism. It is a way of getting to know each other better and of understanding the validity of different cultural perspectives. Rosa stills receives regular visits from JRS staff to monitor the whole process and assist her in case of difficulties.

Like in many other cases, Rosa's story is one of success. The loan of 500,000 bolivar (\$US230) she received enabled her to open her own business.

"With this money I have been able to meet household expenses and I feel like a productive woman despite my situation, because asylum seekers are not entitled work formally and this is a way of earning a living in dignity", explained Rosa.

As Rosa pays back the loan, the money goes to other asylum seekers and Venezuelans, making the programme sustainable. Merlys Mosquera, JRS Venezuela Director, explained that a total of 1,042 people have benefited from the project since 2006, in projects involving crop cultivation, foodstuff production and animal rearing, among others. ■

Vocational training, an income-generating activity

A tool for personal and professional development

Kelle Rivers, Mae Hong Son Education Programme Coordinator, JRS Thailand

For many refugees living in camps along the Thai-Burma border prolonged encampment and associated restrictions has meant the loss of traditional livelihoods. No longer able to grow rice or other crops, many have been left without the means of providing for themselves and their families. Though food rations, bamboo for housing, health and education are provided, for many there is no available means of acquiring items beyond these very basic necessities.



Small blacksmith workshops established with the help of JRS, Mae Hong Son, Thailand (Sara Pettinella/ JRS)

JRS recognised the need to provide practical training to refugees in the border camps. After receiving the necessary authorisation from the Thai government, JRS established its first non-formal vocational education programme in two camps for ethnic Karenni refugees from Burma in 2006. The programme provides training in identified skills that can be readily applied within the camp environment. After an initial theoretical training phase, trainees participate in practical sessions to further develop their skills outside the training setting. In partnership with the International Rescue Committee (IRC), the vocational training programme also seeks to link skills development and training to provide participants with opportunities to earn a living by establishing small businesses. Since the programme opened, more than 2,500 refugees have received vocational skills training, many of whom have gone on to use their skills to supplement their income.

Charity is a 40 year-old woman with six children who has been involved with the programme since its inception. She started out as a trainee in the agriculture, food and nutrition course, and then moved on to become a food and nutrition trainer.

She is currently involved in an income-generating activity initiated in collaboration with the IRC. The Moe Ma Kha project is a camp-based restaurant staffed and managed by former food and nutrition trainees. The restaurant also provides work placement opportunities for current trainees once they have completed basic training.

Charity arrived in the refugee camp in January 1998. Before she came to live in the camp, she used to buy vegetables from small farms and sell them in a nearby town, using the money to support her family, particularly her children's education.

Initially, Charity joined the programme to learn how to cook for family and friends. Now she has been there for two years, she is able to earn money for her family, as well passing on the cooking techniques she has learned to other camp residents. She hopes to be able to establish her own small restaurant in Burma if she is able to return home one day. In the meantime, this job is helping her, she says, both to teach camp residents and prepare good meals, supplementing the food rations she receives from aid agencies.

Although the food prepared at the restaurant may not be to everybody's liking, Charity tells the clients the food she prepares is not only supposed to taste good, but also to be good for their health. It is not easy to please everyone, she adds. The current group of trainees will soon finish their three-month work experience in Moe Ma Kha restaurant and receive their certificate. Charity hopes they will establish their own shops or restaurants after they leave, using the newly acquired skills to provide themselves and their families with a long-term source of income, both in Thailand and, maybe, one day in Burma.■

University students, crucial to JRS

JRS invests in volunteers

Juan Daniel Cruz SJ, Volunteer Training Coordinator

Every year more than 150 young people from all the national universities apply to work as volunteers with JRS Colombia. In part, it is a response to the wave of violence sweeping through the country. Young university students incessantly hear news reports of serious human rights violations and the grave consequences of internal armed conflict (displacement, kidnappings, disappearances, threats to and the murder of many innocent Colombians). They opt to accompany their brothers and sisters, victims of this critical situation. In Colombia, the number of internally displaced persons is now more than three million.



Soacha district, working class community, heavily populated by displaced persons, Bogotá, Colombia (Sara Pettinella/ JRS)

The JRS VOLPU (Volunteer Bridge) programme offers final year university students an opportunity to gain professional experience working with vulnerable groups. As the name indicates, the volunteer acts as a bridge, a link between the needs of the displaced and the humanitarian aid provided by the State, which however is rarely aware of the situation of displaced persons. It also raises awareness among young professionals of the reality faced by many IDPs.

Volunteers participate in JRS training for one year before working in the field

The JRS volunteer management team advertised the existence of the programme in the media. Already more than 500 students have sought information on the 2007/2008 programme. Those who sign up will be invited to six workshops and seminars on the

Colombian crisis and the work of JRS. This phase is followed by a 3-day residential workshop where current and aspiring volunteers meet and interact. At the end of this workshop approximately 60 volunteers move on to the next phase.

At this point the candidates are divided into two groups and sent on a three-day field visit. Between the residential workshop and field visit, the candidates undergo a psychological assessment to evaluate their mental health. Afterwards a final report on each candidate is sent to the country director, and twenty or so candidates are selected. They are subsequently offered more detailed training on concrete and methodological tools to guide them as field workers assisting displaced persons. The whole process takes between six to eight months.

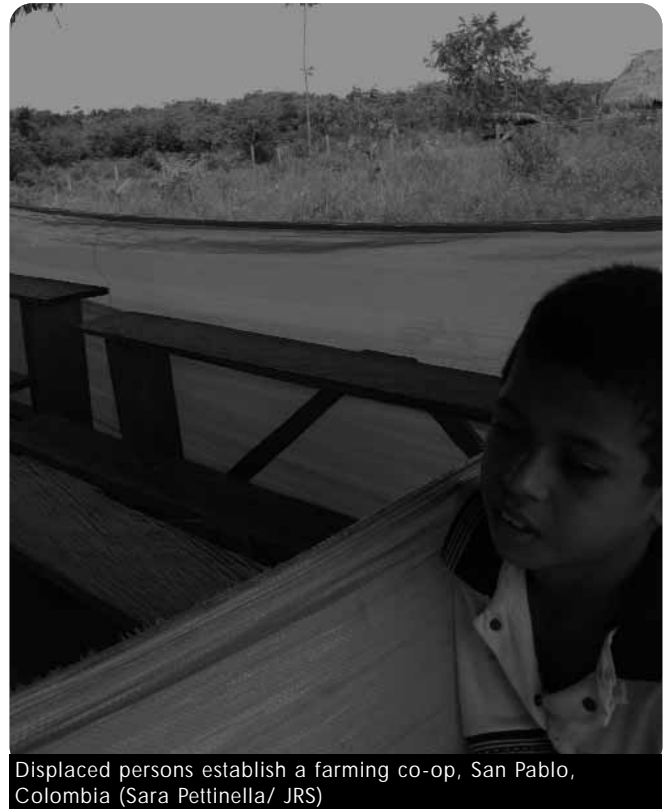
The emphasis is on accompaniment, both for our volunteers and the beneficiaries. It is a way of being there with displaced persons, providing them with the skills to come through such a devastating experience as displacement.

Since 1997, JRS has constantly tried to improve the quality of the programme, in particular the quality of its accompaniment. The challenge of the volunteer training plan is increasingly more demanding and requires improved levels of planning from JRS staff. Initially, volunteers were trained without a clear idea of what was expected from them, or at least without a focus on the needs of teams in the field. However, recently, significant planning has gone into identifying the essential aspects of the work and capacities needed by volunteers to accompany displaced persons.

JRS staff and volunteers assisted more than 48,000 displaced persons in 2006

Documents and experiences from other years have been collected to produce a clearer idea of the needs of volunteers. A training manual is being designed focusing on the economic, psychological, socio-cultural and spiritual needs of displaced persons, as well as their need to gain access to information and legal mechanisms to ensure the state meets its obligations to them. The plan specifically takes into account the fact that volunteers enter JRS Colombia with only a superficial knowledge of these issues. Teams are encouraged to reflect on these issues and offer support to new volunteers as early as possible in the process. This manual institutionalises a process to meet the needs of volunteers and displaced persons, in a programme renewed every year often by new staff.

Once they arrive in their project, volunteers, like the rest of the staff, provide psychological, spiritual and



Displaced persons establish a farming co-op, San Pablo, Colombia (Sara Pettinella/ JRS)

education services, as well as raise public awareness of issues relating to displacement. In 2006, approximately half of JRS Colombia staff were volunteers, offering services in four regions of Colombia to nearly 48,000 internally displaced persons.

The psychological support and guidance provided to displaced persons includes workshops on coping mechanisms in stressful situations, a necessity as displaced persons have often lived through traumatic events. These workshops offer them the tools to examine their values and behaviour in a structured way, and help rebuild their lives. The JRS mobile training unit provides workshops on basic accounting and projects management to local human rights NGOs. Loans are made available to displaced persons to establish small businesses. Possibly, the most valuable is the assistance given to displaced persons to gain access to information on their rights and entitlements, and the training offered on how to use state legislation and procedures designed to protect their rights.

All of this would be unthinkable without the commitment of volunteer staff. It allows JRS to raise awareness of the causes of displacement among the student population and their close family and friends in a way that has a direct impact on their lives and those of the displaced population, something that is desperately needed in this beautiful and suffering country. ■

Servir No. 42

Education, an investment in the future
Rebuilding lives and communities

Articles from Sudan, Chad, Angola, Venezuela, Thailand and Colombia

How to help one person

The mission of JRS is to accompany, serve and defend the rights of refugees and forcibly displaced people, especially those who are forgotten about and who do not attract international attention. We do this through our projects in over 50 countries worldwide, providing assistance in the form of education, health care, pastoral work, skills training, income-generating activities and many more services to refugees.

JRS relies for the most part on donations from private individuals and development and church agencies.

Here are some examples of how JRS funds are used:

- to provide peace education training to a community leader for one year in Kajo Keji, southern Sudan
- \$20 US -
- to provide vocational training to a refugee for one year in Mae Hong Son, northern Thailand
- \$30 US -
- to provide a displaced child with an education for one year in Goz Beida, eastern Chad
- \$40 US -
- to give a workshop on human rights to displaced persons in Magdalena Medio, central Colombia
- \$60 US -
- to provide workshops and supervision to a teacher for one year in Lumbala N'Guimbu, eastern Angola
- \$200 US -
- to offer vocational education services to a returnee in Liberia for one year
- \$300 US -

Support Our Work With Refugees

Your continued support makes it possible for us to help refugees and asylum seekers in over 50 countries. If you wish to make a donation, please fill in this coupon and forward it to the JRS International office. Thank you.
(Please make cheques payable to Jesuit Refugee Service)

I want to support the work of JRS

Please find enclosed a donation of

My cheque is attached

Surname: _____ Name: _____

Address: _____

City: _____ Post Code: _____

Country: _____

Telephone: _____ Fax: _____

Email: _____

For bank transfers to JRS
Bank: Banca Popolare di Sondrio, Roma (Italy),
Ag. 12
ABI: 05696 – CAB: 03212 – SWIFT:
POSOIT22
Account name: JRS
Account numbers:
for Euro: 3410/05
IBAN: IT 86 Y 05696 03212 000003410X05
for US dollars: VAR 3410/05
IBAN: IT 97 O 05696 03212 VARUS0003410



Cover Photo

From training to employment, Angola
Xavier Garcia i Marí

Publisher: Peter Balleis SJ
Editor: James Stapleton
Production: Sara Pettinella

Servir is available free in
English, Spanish, French
and Italian.

Servir is published in March,
September and December by the
Jesuit Refugee Service, established
by Pedro Arrupe SJ, in 1980.

JRS, an international Catholic
organisation, accompanies,
serves and advocates the cause
of refugees and forcibly
displaced people.

servir@jrs.net

Jesuit Refugee Service

C.P. 6139
00195 Roma Prati
ITALY
tel: +39 06 6897 7386
fax: +39 06 6897 7380

www.jrs.net

Dispatches:

A twice monthly news bulletin from
the JRS International Office detailing
refugee news briefings and updates
on JRS projects and activities,
available free by e-mail in English,
Spanish, French or Italian.
To subscribe to Dispatches:
<http://www.jrs.net/lists/manage.php>