

REFUGE

Jesuit Refugee Service Indonesia

Accompany, Serve and Advocate the Cause of Forcibly Displaced People



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PREFACE

JRS Indonesia through its strategic planning and its committed strategic plan 2008-2010 puts a greater emphasis on pro active programme planning, communications and advocacy work rather than placing its main focus on reacting to forced migration situations as they develop¹.

JRS INDONESIA NEEDS ASSESSMENT

By Didik, JRS Tapaktuan

After completing the Tsunami Response Program at the end of December 2007, JRS Indonesia set about to conduct a new needs assessment in Aceh. JRS Indonesia chose to take stock of its previous experience in needs assessing and improve its ability in assessment in particular as the new direction for JRS Indonesia is more development than relief requiring a different assessment approach. The needs assessment objective was to seek whether there was a need for intervention

against risks of displacement by focusing on gathering relevant information to facilitate a deeper understanding of vulnerabilities faced by communities and their coping mechanism so that future displacement can be prevented. This objective closely relates to the goal of JRS Indonesia's strategic plan 2008 until 2010². The assessment process was divided into several steps. First, pre – assessment which consisted of needs assessment training and designing an assessment framework (15 January 2008 until 25 January 2008); second, data gath-

1) Draft of Strategic Plan Report of JRS Indonesia 2008 – 2010.

2) Draft of Strategic Plan Report of JRS Indonesia 2008 – 2010. "In order for JRS Indonesia to be effective it will devote time and energy over the next 3 years to further develop its organizational capacity. Education and peace initiatives are its long-term commitments that it hopes will produce long-term outcomes, helping to promote an environment of reconciliation and understanding, and remove the causes that lead to displacement in the first place"





Formal FGD Community Pasie Merapat, Tapaktuan

ering through on site observation, rapid assessment, and formal assessment (27 January 2008 until 6 March 2008); and third data processing turning data into relevant information with analysis and reporting (10 March 2008 until 14 April 2008). The results of this assessment were the base for a new JRS Indonesia programme in Aceh for next three years. Presently the team are moving into the next stage of programme implementation started from 1st July 2008.

To conduct the needs assessment, JRS prepared by organizing needs assessment training for all staff facilitated by Leida, Program Officer JRS Asia – Pacific. The training was aimed to give a theoretical base for the team in how to conduct a needs assessment.

The initial step in designing the needs assessment was first to choose the location. The decision on location was based on reading reports such as A Psychosocial Need Assessment by International Organization of Migration, Village Survey Report by World Bank, Atlas of Economic Development of Nanggroe Aceh Darussalam by government, NGO

mapping by JRS, other resources from mass media and JRS experiences in Aceh itself. South Aceh was selected with a focus on the Kluet River Valley. Even though South Aceh wasn't affected seriously by tsunami, JRS felt it required further assessment in relation to potential displacement as it was reported in IOM report, that Kluet river valley was one of "hot spot" area of violence during the armed conflict in Aceh. The trauma here was reported to be double to triple the average of other areas in Aceh. This area also was reported as having one of the lowest education standards in Aceh. In conjunction with only a few organizations working in the area and those that do only paying their attention to non – physical needs of the conflict victim as seen in Aceh Reintegration Board's Donor Matrix JRS felt an assessment should be conducted in the area to investigate how vulnerable these communities were to displacement. JRS also took into consideration of its own the capacity and resources selecting a maximum of 15 communities could be assessed using a participatory approach³.

Some tools for gathering the data were prepared. There were on site observation in order to assess physical appearances of the communities, Village leader interviews in a rapid assessment to get initial and general information about the community and followed by a more in depth assessment involving interview, focused group discussion, and household survey to facilitate deeper understanding of scale of vulnerability and existing coping mechanism of the community in order to assess the hazards and potential displacement and the community's ability to prevent. Since some information gathered from community based interviews and discussions needed further clarification, JRS also conducted in depth interview with heads of local Government departments and institutions related to the issues raised by the communities. JRS, then, conducted "small" assessments to give insight into youth and children issues.

There are four sub districts located in Kluet river valley, Kluet Utara, Kluet Tengah, Kluet Selatan, and Kluet Timur⁴. JRS assessed fourteen villages. The general findings show that the villages observed were not hit by tsunami, 26 December 2004, However armed conflict has had its toll on the community and some of the participants in the assessment said that they are still affected until now in various ways by the previous 32 years of conflict. Below are some findings gathered during the assessment:

1. Communities are vulnerable to small-medium and large scale hazards in particular floods but are passive with limited coping mechanism. Local Government also has limited realization of possible solutions.
2. Limited ability to advocate for their community rights & needs.
3. Community has good potential to farm but hindered by broken irrigation (result of

3) Reason for Need Assessment in Aceh Selatan, presentation at 25 January 2008. JRS already conducted program in Aceh Selatan, but the villages were then excluded from the assessment location to avoid subjectivity.

4) Kluet river valley located in national road Tapaktuan – Medan. Tapaktuan, a small town where JRS has office, is capital city of South Aceh District. The assessed area is placed for about an hour trip using car or motorcycle from Tapaktuan.

conflict). This verifies recommendation by IOM in their psychosocial need assessment.

4. Lack of knowledge on recent change in pests and on how to control damage to crops
5. Limited economic opportunities. The opportunity potentially will narrow further after rehabilitation and reconstruction era has finished/tsunami economy.
6. Trauma where found was mainly in women in particular widows. It was shown during discussions whereby some women became emotional when talking about the previous conflict
7. Youth are vulnerable to an unstable situation in a changing Aceh. It is assumed that the youth have limited education due to conflict and low quality of education in South Aceh overall but they are young and active and therefore have

strong capacity.

8. Children as young as 10 show signs of possible trauma. Fears often relate to conflict.

Some further findings based on other resources were:

1. Kluet has fertile land. The land is appropriate for paddy, areca nut, coconut and patchouli (a perfume oil).
2. Some villages have mine resources of gold, copper, brass, and iron ore. Some residents already exploit using traditionally methods.
3. People of Kluet skills are traditional farming, producing bricks, metal crafting, sewing, carpentry, and drawing. These skills mainly are used to meet their daily needs.
4. Kluet people have strong social relationships, they adhere to their customs and almost all violent acts are punished by "cultural law" as opposed to state law.

From the findings, the analysis team concluded there was sufficient evidence to suggest a need for intervention and put forwards some recommendations to the organization on to intervene. A 2 day meeting was conducted by the analysis team to share the information and findings attended by JRS staff and several externals . Leida Pacano (Program Manager JRS Regional), Fr. Bambang Sipayung, S.J. (East Timor Project Director), Fr. Baskoro S.J, (JRS Regional Asia Pacific Consultant), Taka Gani ex JRS staff with experience in post conflict environments and Caroline Spearing from Peace Brigades Indonesia with extensive knowledge on post conflict Aceh. The external viewpoints were found to be beneficial with good criticism and ways to improve the assessment as well as giving their confidence in the analysis team.

Peace Education using Media of Film and Puppetry



TPA Lubuk Layu, Tapaktuan

By Amsa, JRS Tapaktuan

Toward the hot afternoon in TPA Lubuk Layu, children gathered around in TPA Lubuk Layu. Lubuk

Layu Village lies at South Aceh region. During conflict between GAM and TNI in Aceh, the dwellers were displaced. They came back to village after the signing of peace MoU in 2005.

Some children were whispering in anxiety. Meanwhile, JRS Peace Education team was preparing screen, LCD, dark cloth and electric equipment. That day, JRS team was going to have peace

education dissemination using film and puppetry.

Come upon the time, Entis Sutisna facilitated the activity. After introduction, facilitator made dialogue with children.

"Who has ever had a new friend?" Entis asked.

Many Children raised the hands. "Brother has a friend, his name is Kribo. Lets call him"

"Kribooooo...Kribooooo..." Children were calling.

It turned out, there came a curly puppet. Children exploded in shout and laugh. The puppet was played by a facilitator, M Sukri. The puppet was very funny and looked alive.

"Hello, My name`s Kribo. Today, Kribo`s going to play with you", said Kribo with amused facial expression. Some of them could not afford to laugh for Kribo.

"Kribo is my friend. He comes from the neighbor village. Although he`s a new friend, I love Kribo very much." Entis added.

After opening dialogue, facilitator played a Film with peace theme entitled **"Two Garden"** It is story of two persons, Taka and Dani, who both work in Mr Dodon's garden. Taka envies Dani, his new neighbor, because Taka's garden is not as fertile as Dani's. Hence, Taka tries to find out Dani's fault. As jealousy covers Taka's heart, he stirs up the village dwellers to burn Dani's garden. Unfortunately, the wind goes to village and almost burns out entire village. Finally, Dani is the man who saves the village by showing that the broken well can be used to put out the fire. At last, Taka realizes his fault and apologizes to Dani.

"How was the film?" Asked Entis.

"Good. Funny" Children answered enthusiastically.

"What`s the title and who`s the character, for those who can answer, please come forward?" It's Kribo's question to the children.

One of the children came forward and answered. "The title is *Two Garden*. The characters are *Dodon, Dani, and Reza*"

"Excellent. Can you tell me why Taka is jealous to Dani?"

"Because Dani's garden is more fertile" the children answered.

"Can we get jealous to our

friends?"

"No."

"That`s right. We should respect and love our friends, although they have different skin, language, religion and others."

The activity of peace education dissemination using media of film and puppetry lasted around three hours. Technically, the activities comprised introduction using game containing peace values, question and answer, playing film, question and answer after playing film, additional activities and was closed by game.

Film and Puppetry as media of peace dissemination

Peace Education using Puppetry comprises two activities namely playing film and discussion on peace with children. By both media, children are able to understand peace values. These media are chosen because they are able to deliver information, attractive, interactive and appropriate for children.

During the activities, children are encouraged to understand positive values for making peace in daily lives such as respecting friends, being ready to help, being tolerant and some other positive behaviors. In post conflict areas like Aceh, children are encouraged to understand that conflict does not bring any benefit. It makes parents and children suffered since parents cannot work and children cannot do activities like playing, go to school, and attending Quran recitation.

Participants of Peace Education Using Puppetry are children with average age 7-12 year old. One of the participants, Faizal (10) said "The film is good and funny. I like the puppet and film. I like Taka who is eager to apologize and Dany who is willing to forgive."

Wilda (10) said that she likes the film. "I like Dani who is kind and eager to work hard. Taka's spreading slander behavior should not be followed because slander makes trouble."

Besides children, parents and village dweller participated in this activity. They enjoyed the film and laughed watching the scene and the amusing puppet.

Further to that, in the end of

this activity, children were invited to deliver peace messages in canvas. They wrote their opinion on the meaning of peace. Some children wrote "With peace, we can play and study", "Peace makes us united", "We want peace". They stamped their palm on canvas as a sign that they enjoyed peaceful condition after MOU signing between Government of Indonesia and GAM.

Program History

Peace Education dissemination in TPA Lubuk Layu is one of activities in Peace Education using Puppetry Program. The goal is to reduce the effect of conflict and prevent conflict by explore peace values in communities, so they have mechanism to prevent future conflict.

This program is collaboration of JRS, No Strings, and IDEP supported by TROCAIRE and CORDAID. The program is based on concern on condition in which difference and diversity are blamed as causes of many conflict in Indonesia. Thus, it is important to raise community's understanding and awareness of maintaining understanding and diversity to prevent conflict.

The activities were conducted in schools and communities with conflict background in Nanggroe Aceh Darussalam, particularly in West Aceh, South Aceh, East Aceh. For about 1 month, Peace Education JRS team has implemented dissemination in 5 formal schools, 3 TPA, 1 Pre-School and 1 alternative school owned by communities.

Lesson Learnt

Peace Education Using Puppetry Program is first step to make peace in more wide scale. Through this activities, peace can be made at beginning by young generation who has suffered from conflict. It can be done by introducing the beauty of tolerance values, respecting others and diversities. Above all that, working to make peace cannot only be done by elite but also in grass roots / community level, children, women and the whole community.



By Tanya, Donor Liaison

Over the years JRS Indonesia has shifted focus according to the needs of those displaced with each project designed according to the greatest need whether it has been a need for basic food and non food items, education, health or social support. JRS Indonesia has worked in various locations responding to the crisis in East and West Timor and Moluccas.

The tsunami 26th December 2004 saw JRS Indonesia expand from a small organisation working on small scale assistance working with those displaced by conflict to a major natural disaster response. The devastation left by the Tsunami saw JRS Indonesia take up large scale project for its organisational size even though there was limited institutional structure in place. To understand the scale of adjustment before the Tsunami JRS Indonesia's average yearly income for projects (based on 2001-2004 figures) had been approximately USD 404,650 and the largest budget for any particular project in a given year had been USD 171,624 (West Timor 2003) compared to the

Tsunami Response Programme which alone brought in an income of approx USD 10,000,000 for a 2 year period.

Since early 2007 as JRS Indonesia extended its two year Tsunami Response Programme (TRP) by an additional year to complete activities but also has taken the time to reflect and critically analyse itself at programme level with an external evaluation of the TRP and stemming from this a review of the organisation itself, its mission and its role in the country context. Furthermore, 2007 was an appropriate time for JRS Indonesia to review and reflect not only in line with its projects within Indonesia and where it finds itself but also in line with both JRS international and JRS Asia Pacific (regional) who have also taken time to review their position and develop strategic plans until 2010. Supported by this network JRS Indonesia has set about reviewing what it needs to do to ensure it provides a high quality service and be accountable to all stakeholders. To do this JRS Indonesia has reviewed its work to date and identified the issues of concern are and what obstacles it might face in the future both in-

ternally (relating to organisational capacity) and externally (relating to those of forced migration). JRS Indonesia has also taken into consideration its strengths and the strengths from both regional and international offices, looking at how they can support a country office and vice versa to work together towards a greater impact on wider issues and a global approach to displacement.

The details of JRS Indonesia strategic plan (final report) came from the country's initial input in the regional strategic plan in November 2006, an external evaluation of the TRP, personal reflection and key meetings in September –October 2007. This meeting highlighted 7 main issues, a combination of external and internal: Capacity Building; Information Management, Strategic Mapping (beneficiary situation analysis) Peace Building, Education, Advocacy and Basic Needs in Emergency Response. These issues then provided a base for goals and objectives to be made in accordance to the issues raised¹.

Since the implementation of the Strategic Plan JRS Indonesia has been able to clearly identify

1) SWOT results with goal and objectives for the 7 strategic issues raised can be obtained on request: from JRS Indonesia Head office. See Strategic Planning Process files (2007).



Emergency Relief for the displaced

Objectives: - To provide temporary shelter and provisions to those most vulnerable in emergencies. To ensure that aid is being provided by Government and the International community and that everyone has equal access to aid. To care for personal and spiritual needs in distressed times and provide complimentary aid to other stakeholders based on displaced needs.

Mapping Displacement (root causes):

Objectives: - To map Indonesia's current displacements areas and areas prone to displacement. To collect and correlate data on numbers and root causes, to compile this information and advocate for durable solutions and the prevention of future displacement.

displacement issues in Aceh and North Sumatra and how within its organisation capacity it can best be of assistance in programmes and advocacy for those who have been displaced or threatened to future displacement. The strategic planning exercise also allowed JRS Indonesia to define its work between relief and development and then need for a greater pro active focus on prevention mechanism.

Social Service and Trauma Healing

Objectives: - To support communities prone to displacement, during displacement and post displacement by means of creative community based rebuilding mechanisms. To facilitate safe environments that allow for discussion on traumatic experiences and positive motivational activities building confidence and allowing for expression.

JRS Indonesia focuses on and advocates for

Peace Building and Empowerment

Objectives: - To facilitate understanding amongst those forced to flee from their homes as a result of conflict or those threatened to displacement because of conflict. To give peace strengthening assistance and work on promotion of strategies for conflict prevention and management at local levels in post conflict and pre conflict situations.

Educational Opportunities:

Objectives: - To provide equal opportunities to access education for children and adults with an emphasis on the most vulnerable within a community. JRS believes education is a right that protects all other rights. During times of emergency JRS recognises that informal education is sometimes more feasible than formal education but strives to see all children return to formal education as soon as possible. Education not only refers to schooling but also to a wider context for adults and vocational training.

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