



# Report on the existing skillset and main psychosocial conditions & needs of young refugees in India

Desk and Field Research Report



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# 1. Desk Research

## 1.1 Vision

Inclusion in equitable quality education in national systems contributes to resilience, prepares children and youth for participation in cohesive societies, and is the best option for refugees, displaced and stateless children and youth and their hosting communities.

## 1.2 Mission

Foster and expand education among refugees and migrants to actively encourage their integration and collaboration between universities. Design an Information and Communications Technology related course as per the current need of the society and provide trainings to the refugees and migrants for their better future and empowerment.

## 1.3 Policy

The development of a Curricular and Pedagogical Framework for refugees and Internally Displaced Person (IDP).

Education programmes systematically include refugees and IDP. Assessment and monitoring frameworks, grant criteria and eligibility requirements facilitate sustainable inclusion of all children and youth in educational projects.

Working groups, networks and consortiums contribute to enhanced knowledge and resource sharing about refugee and IDP.

The construction of Information and Communications Technology (ICT) and other labs necessary for education purpose.

Ensure educational curriculum is linked to national ICT market demands and forecasts and that graduates have skills directly applicable to the workplace.

Provide academic and career guidance and psychosocial support to learners as they make decisions about coursework and careers before, during and after enrolment.

Facilitate the development of essential life skills and competencies through training and experiential learning; equip learners with effective digital media skills; and use foundational courses for diversity, inclusivity and social cohesion.



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Identify the barriers that prevent refugees from enrolling in education programmes. [1]

## 1.4 Objectives of the desk research

Initial mapping of existing skills & competencies, as well as of the special needs for psychosocial support of young refugees living in India and Pakistan will be based on the exploitation of secondary resources. This desk review will include review and analysis of any relevant data and resources. The ambition of the project is to facilitate their full integration in countries by attending higher education courses and or by entering the labor market and especially the Information and Communications Technology (ICT) sector, which is one of the main economic activities in this Region.

INTEGRA focuses on establishing new linkages between people, information and ideas through the use of innovative pedagogical approaches, community-led design techniques and diverse convening platforms. Through these approaches connected education can both expand access to and enhance the quality of education (UNHCR 2017) [1].

The main research objectives of this desk research are to:

- Identify the existing skill set of the refugees and migrants in India.
- Profiling of the basic skills and competences required by the national ICT labor markets in the Partner countries.
- Reach young migrants in communities with strong dissemination of project activities.
- New knowledge and expertise in the field of migration for partners and associated partners, and capacity building.
- Promote equitable and sustainable inclusion in national education systems for refugees, asylum seekers, returnees, stateless and internally displaced persons.
- Foster safe, enabling environments that support learning for all students, regardless of legal status, cast, community, gender or disability.
- Enable learners to use their education toward sustainable futures.
- Collect and utilize accurate and disaggregated data as a basis for evidence based policies.

## 1.5 Scope of the desk research

The research of INTEGRA is focused on the existing situation in India and Pakistan conducted with support from all partner organizations in Greece, India, Pakistan and Portugal. Education is a basic human right, enshrined in the 1989 Convention on the Rights of the Child and the 1951 Refugee Convention. All children and young people need and deserve good quality education.



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For children and youth who have been forcibly displaced, education is especially important: by simply being in school, they are better protected from trafficking, illegal adoption, child marriage, sexual exploitation and forced labor. Education also builds knowledge and skills for self-reliance and resilience. It also reflects the distinct legal status and rights of refugees, asylum seekers and stateless persons under international laws that guide UNHCR's responses and actions. Education makes them learn about themselves and the world around them, while striving to rebuild their lives and communities.

Countries and their humanitarian and development partners must urgently ensure that internally displaced, asylum seeking and refugee children and youth are included in national education plans, and collect better data to monitor their situation.

Targeted groups of people:

- Migrants and migrant local communities from 18 – 40 years old
- Stakeholders concerned with migration related issues
- Refugees, IDP and stateless persons

Stakeholders concerned with migration topics and migrants/refugees, like:

- Representatives of public and private institutions
- Asylum centers, similar institution and NGO'S
- Representatives of associations dealing with migrants
- Local multicultural associations or platforms
- Experts and professionals working with migrants
- Researchers and scientists connected or interested in migration issues

## 1.6 Refugees in India

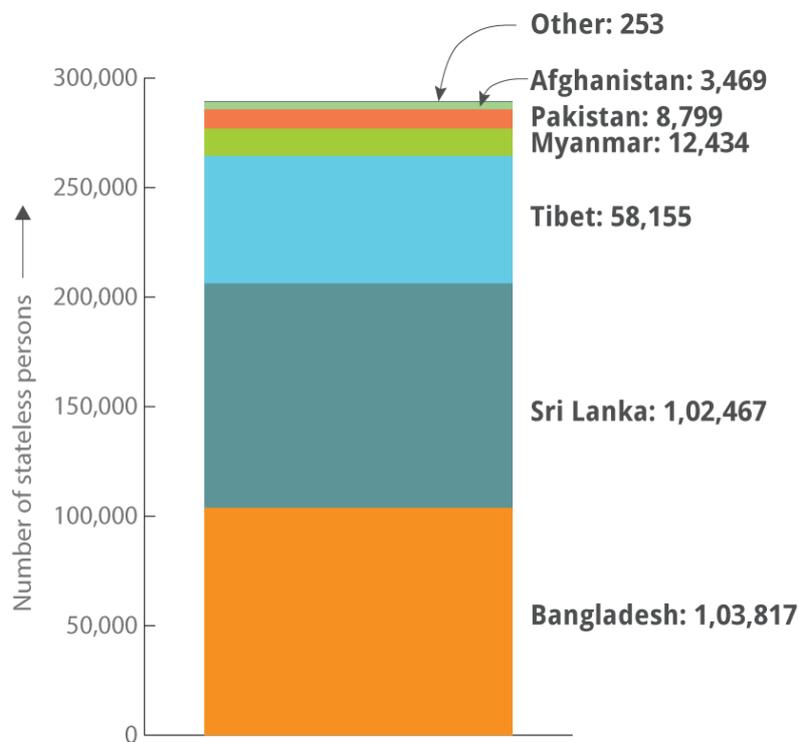
An unprecedented 70.8 million people around the world have been forced from home. Among them, nearly 25.9 million refugees, over half of whom are under the age of 18. There are also millions of stateless people who have been denied a nationality and access to basic rights such as education, healthcare, employment and freedom of movement. In a world where nearly 1 person is forcibly displaced every two seconds as a result of conflict or persecution.

Since its founding, India has been a regular host of refugees. As per the home ministry data, around 2,89,394 stateless persons were living in India as of December 31, 2014. The largest of the groups belonged to Bangladesh followed by Sri Lanka, Tibet and Myanmar as shown in fig. 1. About 18,000 Rohingya refugees and asylum seekers from Myanmar in India were registered with UNHCR as of January 2019 [2].



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**Fig. 1 - Stateless persons in India by country of origin as of 2014**

## 1.7 List of organizations connected with refugee and migrant people

There are few NGOs and organizations that work for refugee and migrant people. Few organizations are limited within the state only while few are connected internationally also. Out of 22 such organizations, only three organizations only focus on the education sector that is also very limited. Table 1 shows a list of organizations with its purpose.

**Table 1 Organizations working in India for Refugees**

Sr. no.	NGO or Organization name	Contact details	Purpose
1	Alternative Law Forum	Tel: +91 80 22 86 57 57 Email: contact@altlawforum.org	Provides qualitative legal services for marginalised groups and a platform to enable collaborative and creative models of knowledge production.



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2	Migration and Asylum Trust: an initiative of Ara Trust	Tel: +91 11 41 32 54 08 or +91 97 11 12 86 03 Email: office@aratrust.inc	Adopts innovative methods to expand the protection space available for forced migrants and refugees, mainly women and children, through programmes focusing on legal empowerment, women & girls in conflict, research & policy, and advocacy & outreach.
3	Asian-African Legal Consultative Organization (AALCO)	Tel: +91 11 24 19 70 00 Secretary General's Office: +91 11 26 11 76 41 Deputy Director: +91 11 24 19 70 06 E-mail: mail@aalco.int	To do the research and advise each of the member governments on international law and work closely with the UNHCR on refugee law matters.
4	Burma Centre Delhi (BCD)	Tel: +91 11 45 66 06 19 Email: burmacentredelhi@gmail.com	Creates awareness on Burma's political, social and economic crisis to the people of India, build and strengthen the relationship between the people of India and Burma, and serve as a resource center to cater to the needs of the people of India and Burma.
5	Burmese Women Delhi	Tel: +91 88 02 04 80 21 or +91 98 71 84 04 09 Email: burmesewomendelhi@gmail.com	Improves the situation for Burmese women in New Delhi by organizing monthly interactive meetings among the range of Burmese women's groups in New Delhi; encourages greater understanding of women's rights, human rights, refugee rights, democracy, health and economic and social development; provides advocacy, intervention and support in violence against women cases.
6	Chin Refugee Committee Delhi (CRC)	<a href="https://crcdelhi.wordpress.com/contact/">https://crcdelhi.wordpress.com/contact/</a>	To solve survival problems by providing relief or assistance for needy refugee families, to give assistance for social and emotional needs, and to give social and legal protection.



7	Chin Human Rights Organisation	vblian@hotmail.com info@chro.ca	Promotes democracy by providing refugee protection, financial assistance, humanitarian assistance to the vulnerable refugee families in India and Malaysia, and capacity training to refugee organizations.
8	Coimbatore Multipurpose Social Service Society	Tel: +91 94 43 13 91 52	Relief and rehabilitation of refugees.
9	Human Rights Law Network	Tel: +91 11 24 37 45 01 or +91 11 24 37 69 22 Email: contact@hrln.org	Provides assistance for file renewals, naturalisation, legal aid and protection intervention.
10	Indian Social Institution	Tel: +91 11 46 11 745 or 46 22 379 Fax: 46 90 660 Email: edoffice@isidelhi.org.in	To do the research, advocacy and legal aid.
11	Institute for Defence Studies and Analyses	Tel: +91 11 61 70 85 660 Fax: 65 29 832 Email: contact.idsa@nic.in	Mainly focus on research and publications.
12	Institute of Peace and Conflict Studies	Tel: +91 11 61 53 160 Fax: +91 11 61 52 009 Email: officemail@ipcs.org	It runs the websites on refugees that contains news reports and opinion articles which is updated every day.
13	Jesuit Refugee Service, India (JRS)	Tel: +91 11 24 64 20 72 or 49 53 41 06 Fax: +91 11 24 69 06 60 or 49 53 41 01 Mobile: +91 98 68 24 04 50 Contact Person: Dr. Prakash Louis (South Asia Regional Director) Email: jrssarodelhi2011@gmail.com or prakashlouis2010@gmail.com	Accompany, assist and advocate for refugees, IDPs, returnees, detainees and stateless people. JRS also provides complementary education, vocational training and community services to refugees.

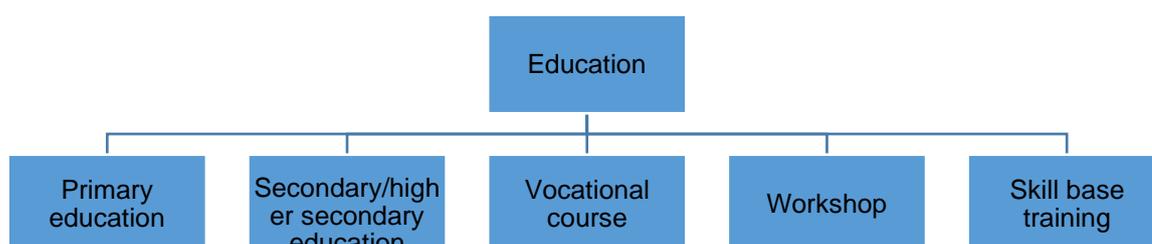


14	Mahanirban Calcutta Research Group (MCRG)	Tel: +91 33 46 40 079 Fax: 46 40 079 Email: ranabir@mcrg.ac.in (Director)	Quarterly organize workshops for refugees and IDPs and publish the programs regularly.
15	Organisation for the Rehabilitation of Eelam Refugees	Tel: +91 44 28 19 30 63/ 04 00 Fax: +91 44 28 19 46 07 Email: oferrindia@gmail.com	Provides education and skills training for adults and children; health and nutrition services; counselling and social awareness; and the promotion of human rights - non-violent and democratic values which empower them in the process of return and nation building. This Organisation is a member of the Asia Pacific Refugee Rights Network.
16	People's Watch	Tel: +91 45 25 32 432 or +91 45 53 95 20	Looks after the situation in refugee camps, special camps, forced repatriation and human rights abuses in the refugee camps especially in the Tamilnadu state of India.
17	Public Interest Legal Support and Research Centre	Tel: +91 11 68 22 525 or +91 11 68 41 884 Fax: +91 11 33 42 859 Email: pilsarc@gmail.com	Legal aid and campaign for legal protection of asylum seekers, advocacy for enactment of a humane law for refugees.
18	Ravi Nair South Asia Human Rights Documentation Centre (SAHRDC)	Tel: +91 11 61 92 717 or +91 11 61 92 706 Fax: 61 91 120 Contact person: Ravi Nair Email: ravinairsahrdc@gmail.com	Research, protection publications, advocacy, documentation and legal aid.
19	Shepard Department, St. Joseph's College	Tel: +91 43 17 31 321 Fax: 70 15 01 Email: shepherd@sjctni.edu, dirextnsjc@yahoo.com	Training, awareness campaign, rehabilitation and vocational education.
20	The Other Media	Tel: +91 11 24 62 93 72 73 Fax: +91 11 24 62 93 71	Provides legal assistance on an individual basis to refugees and asylum seekers

		Email: mail.othermedia@gmail.com	
21	Tiruchirapalli Multipurpose Social Service Society	Tel: +91 43 14 10 026 Fax: +91 43 14 12 619 Contact person: Fr. B. John Selvaraj Email: tmsssm@gmail.com	Provides relief to the Sri Lankan refugees and rehabilitates them by providing basic facilities like health care, drinking water, street lighting of the refugee camp and vocational training to the refugee youths, supplying text and note books to the school going children.
22	Tirunelveli Social Service Society (TSSS)	Tel: +91 04 62 25 78 282 Fax: +91 04 62 25 78 676 Email: palaytsss@gmail.com Email: tsss_india@rediffmail.com	Works for the social advancement of a large number of vulnerable and downtrodden people in the society.

## 1.8 Education and career

Education plays a key role in future development and empowerment of refugees. Education level can be enhanced by various ways shown in fig. 2. Primary education and secondary/higher secondary education are long term, essential and basic requirements of education for which organizations provide scholarship to many refugee people. Vocational courses, workshops and skill base training are domain specific short time processes.



**Fig. 2 - Various methods of education system**

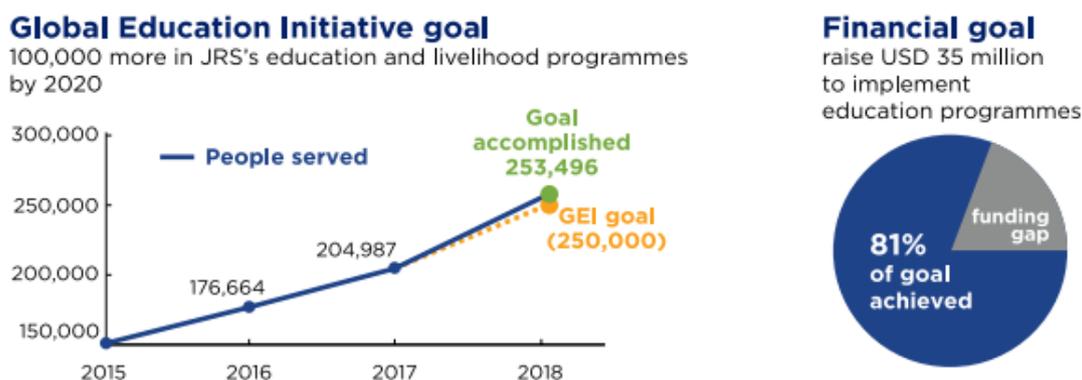
Jesuit Refugee Service, India (JRS), Organization for the Rehabilitation of Eelam Refugees, Shepard Department - St. Joseph's College and Tiruchirapalli Multipurpose Social Service Society focus on scholarship-based education, vocational training and skill-based education in India.



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JRS has two project locations in India, New Delhi and Tamil Nadu. In New Delhi, JRS supports urban refugees with vocational training, English courses, and computer classes while in Tamil Nadu, JRS has been working with Sri Lankan refugees. JRS, India served more than 8800 people and 253000 people globally especially in the education sector. JRS has changed the life of many refugees through vocational training and education, and produces success stories. JRS also achieved 81% of the goal to raise USD 35 million to implement educational programmes [3].



**Fig. 3 - JRS goal achievement**

Many organizations in India are putting their efforts for the improvement of the refugees' lives but unfortunately, these organizations provide the services to very limited community people and that is also within a very small region.

## 1.9 Methodology

### What information is needed to achieve the purpose?

Information needs can be met using field research and desk research. Data for the field research can be collected directly from the focus groups with young migrants/ refugees in India by conducting One-to-one interviews. For example, refugee or migrant people can be interviewed at various centers on topics such as their motivations and the incidents they experienced during movement. While conducting the interview, one must assure that the interviewee feels comfortable with the questions and choose the most appropriate communication language. Interviews and focus groups in each country with recognized professionals working with young migrants/refugees or profession specific experts may additionally be called on to participate in the focus groups. It is advised to give them a few minutes to reflect before beginning with the interview. An online survey can be done in lockdown condition (covid 19 effect) to reach out more number of migrants for collection of information from educators and other professionals working with young migrants.



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Desk research data is useful to complement, enrich and verify the data collected during field research, to identify information gaps before the data collection exercise, and to do predictive modelling. Other useful contextual information may include documents on the national or regional legal frameworks, historical migration trends, in-country hazards and threats, and vulnerable groups. Relevant sources include the media and reports by governments, UN agencies and NGOs on their response activities to specific mixed migration situations, particularly when they include data on indicators, lessons learned and best practices [3].

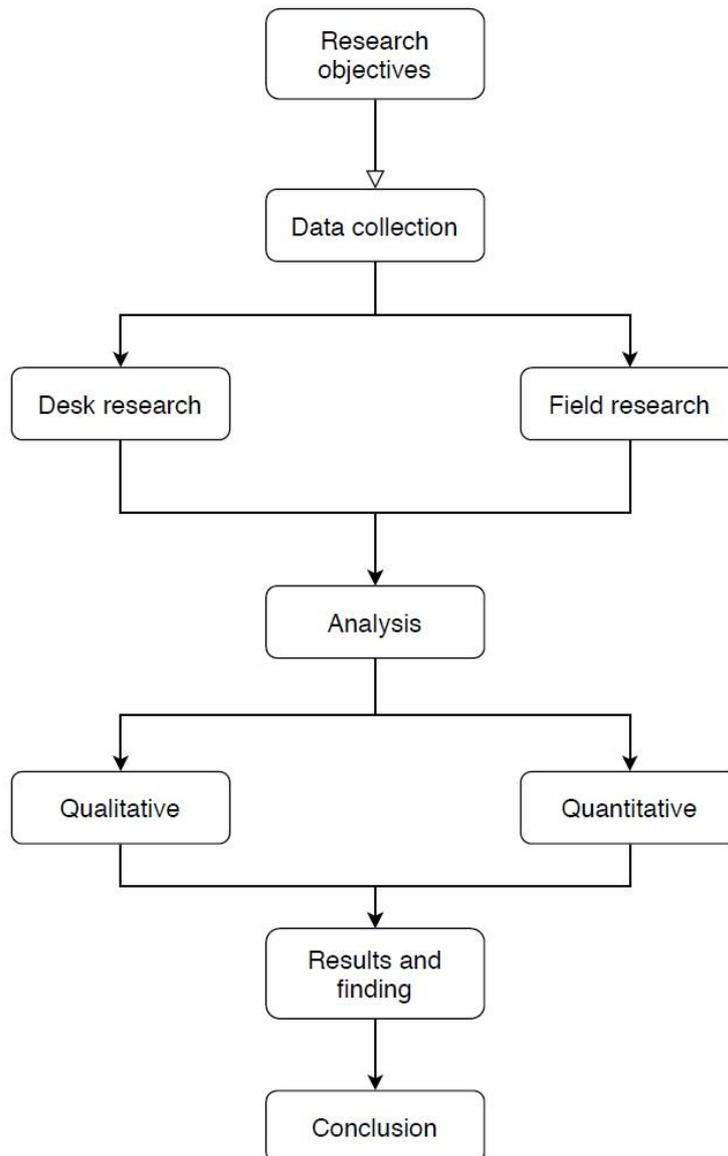
### **Available data regarding young refugees in India**

The level of precision, depth, reliability and accuracy of the indicators will also depend on the stated purpose and information needs. In most cases, both qualitative and quantitative data are necessary to understand a situation. For example, information on how many people are crossing a border or migrating per year (quantitative data) is more useful if it is accompanied by information on who is crossing and why (qualitative data). Valuable qualitative data includes, for example, people's perceptions, feelings, attitudes, intentions, motivations and experiences. Quantitative data that might be collected includes, for example, the number of incidents reported per year per transit point, the average distance travelled per person per day, and the number of non-food item kits distributed at reception centers.

For the needs of the INTEGRA Desk Research, numerous secondary sources were consulted. The main source of hard data on the situation of refugees in India was the UNHCR database and yearly country reports. According to the 2019 Report, India had registered 207,334 people in need (refugees and asylum seekers). Rohingya refugees constituted the largest group (60%), followed by Afghans (27%). Around half of all registered people of concern in India lived in locations outside Delhi. India also continued to host Sri Lankan refugees, including some 59,400 living in Government-managed camps and an additional 34,300 living outside of camps. According to UNHCR, the unmet needs to be addressed are the following:

- Rohingya refugees continued to live in unsanitary, often inaccessible conditions.
- Limited financial and human resources resulted in a long waiting period (over 300 days) between asylum-seekers being interviewed and receiving notification of first instance decisions.
- Over 1,000 refugees and asylum-seekers were denied education, health care, skills development, labour market and child protection interventions due to funding limitations.
- Just over one-quarter (some 1,200) of people with specific needs obtained financial assistance, leaving the majority facing risks to their health, well-being and dignity.





**Fig. 4 - Methodology**

## 1.10 Action plan

The data collected of the migrants, IDPs and Refugees help us identify their needs according to their age, education qualification and the current scenario about them. The information and the data which will be collected from different NGOs, relevant stakeholders and the target groups themselves will help to make concrete plans. It could be in two ways, firstly by making questionnaires and making them fill the form in which we could know about their basic information



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like age, gender, education qualification etc. this will make us know about them. Trust isn't built over text-message, secondly Face-to-face interaction and socialization will lead to a sense of community and affinity, which leads to a stronger connection.

Education approaches could be in various forms and it important to consider all relevant approaches when designing a strategy for refugee inclusion. Some forms have been listed here:

#### Traditional Education

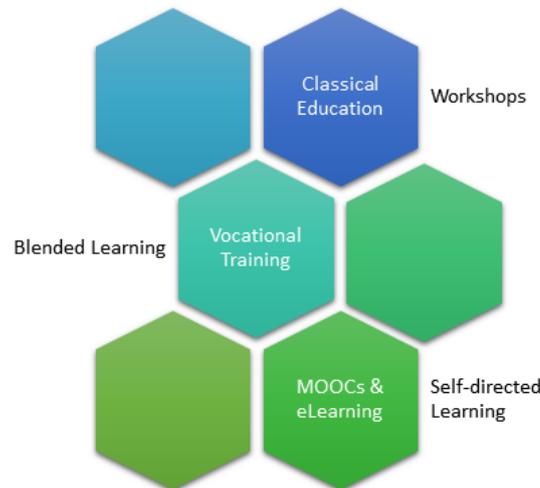
Traditional education is more than simply a pattern of learning, though. Traditional education is language-focused; learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television).

#### Vocational training

Vocational training is training for a specific career or trade, excluding the professions. Vocational training focuses on practical applications of skills learned, and is generally unconcerned with theory or traditional academic skills. A large part of the education in vocational schools is hands-on training. Vocational training thus provides a link between education and the working world.

#### MOOCs and E learning

Free education has materialized in the form of eLearning and Massive Open Online Courses as a direct result of students wanting to learn but not having the resources to do so whether that means they don't have the money or the background to achieve their learning goals.



**Fig. 5 - Learning approaches**

#### Social and cultural impact on migrants

Important development in the knowledge of migration, forced migration and asylum-seeking, its association with psychological trauma in childhood and adolescence, as well as in the intergenerational legacies of trauma in the family, have occurred in recent years.



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- Trauma must be considered within a culture, because it is the cultural context that shapes the life experiences including the ones that are considered traumatic. Certainly migration has an impact on the family and a massive interference in the child's psychological development and mental health, which can be severe if related to acculturative stress or traumatic states.
- Young infants can develop insecure, ambivalent, or disorganized attachment; their lack of basic trust in their surroundings can result in negative effects in their exploratory behavior and autonomy, which may be reflected in disorganized behavior.
- Older children and adolescents may present increased externalized aggressive behavior and internalized anxiety and depressive behavior.

Therefore, the models for trauma treatment in childhood must integrate the individual's actual psychological development with elements of the original and host cultures, including societal belief systems, community, neighborhood, family, and individual aspects. The way these elements interrelate and the risk and protective factors related to the child's resilience and psychological resources to overcome primary or secondary traumas must also be taken into account, are discussed in depth in the article [4]<sup>4</sup>.

## 1.11 Challenges

There might be following challenges to implement the action plan.

1. It could be difficult to come up with one single platform in India regardless of community, cast, religion and region.
2. COVID 19 may affect field research to some extent.
3. Very few organizations in India focus on education for refugees [5].



## 2. Field Research

### 2.1 Brief about field research

The INTEGRA project mainly focuses on the improvement of the education sector through Information and Communications Technology (ICT) skills among refugees and young migrants. Field research has been done in India to design ICT related courses as per the current need of the society and offer to the refugees and migrants for their better future and empowerment. Field survey has been done using various methods like online survey form, online interviews, and face to face interviews and discussions. Project members approached more than 20 refugee-related organizations and reached 201 young refugees and migrants to conduct this field research. In addition, the project team also conducted one to one interviews of young migrants, professionals working with migrants and people who work with the organizations which are connected with migrant peoples. At the end of the activity, 19 online responses, 6 interviews with professionals working with migrants, 12 interviews with migrants and 5 interviews with the people from migrant organizations/institutes have been received.

### 2.2 Objectives

The objectives of the field research were:

- To know about the education qualification of migrant/refugee people.
- To measure the importance of ICT skills and training courses.
- To know the key reasons for migrants/refugees for which they look for psychological support and help.

### 2.3 Online survey for the collection of information from educators and other professionals working with young migrants/refugees

The research team received 19 online survey responses. These responses are given by 18 males and 1 female between the age of 19 to 50 from 11 various countries of origin like Kenya, South Sudan, Tanzania, and Rwanda who currently live in India. Most of them have a work experience of up to 2 years. Out of 19, 2 participants have received specific training on the inclusion of migrants, refugees, and/or asylum seekers and performed various activities, for instance, educating children, surveys, and stress removal activities. We received the following information through online survey forms (each survey participant could select more than one option).

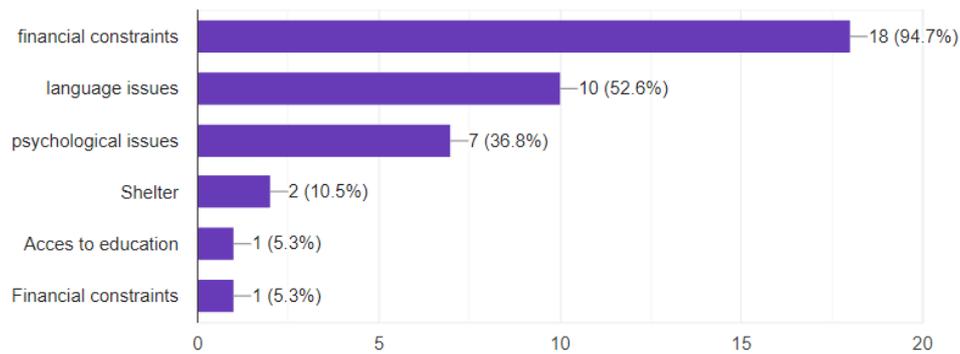


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### 2.3.1 Specific barriers faced by migrants, refugees in education:

Refugees and migrants are facing problems accessing education. Financial constraints, language issues and psychosocial issues are main barriers in education faced by refugees and migrants where financial constraints is the major one.



**Fig. 6 - Specific barriers faced by migrants, refugees in education**

#### 2.3.1.1 FINANCIAL BARRIER

Refugees can't afford basic requirements and are facing challenges to get essential needs such as food, clothes, drinking water, medicine, etc. Support systems and services should be set up. . Work and skill-based training should be provided for migrants and refugees to help them survive and integrate which has also positive effects on the host community or government.

#### 2.3.1.2 LANGUAGE BARRIER

Communication is very important to transfer the ideas and thoughts. There should be people who are familiar and understand refugees' or migrants' language to ensure effective service and information provision. Language barriers also affect their academic education.

#### 2.3.1.3. PSYCHOLOGICAL BARRIER

Psychological issues are experienced at different levels as people differ. This could be the biggest barrier to many refugees and migrants, especially those coming from conflict affected areas. So, it's important to consider psychological facts while interacting with them to understand their situation, fear, and stress.



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### 2.3.2 Importance of ICT skill development training course for the competences of the young migrants/refugees:

Participants consider the following important points regarding the ICT skill development training course for the competences of the young migrants and refugees.

- Developing such skills can make migrants capable of more efficiently communicating with the host community and they may feel more comfort.
- Digital skills are very important because nowadays technology is in every aspect of our daily life.
- Through ICT, one can reach many people anytime from anywhere.
- ICT skills are an important factor in today's life, the world today is digitalized and there is a great need for ICT skills in every field. Giving ICT skills means giving a person a basic skill for a lifetime
- It is extremely important because one can get a job or start his/her business if ICT skills are developed.
- They add more values and knowledge in our life.
- It would be very important as it helps them to compete for jobs.

### 2.3.3 Information and data literacy

The following bar graph shows the importance of various ICT related skills like browsing, searching, filtering, evaluating and managing data, information and digital content.

Most of the participants highly emphasized the need to have training in various ICT tools in browsing, searching, filtering, evaluating and managing data, information and digital content to develop their skill and competence.



**Fig. 7 - Importance of ICT related skills**

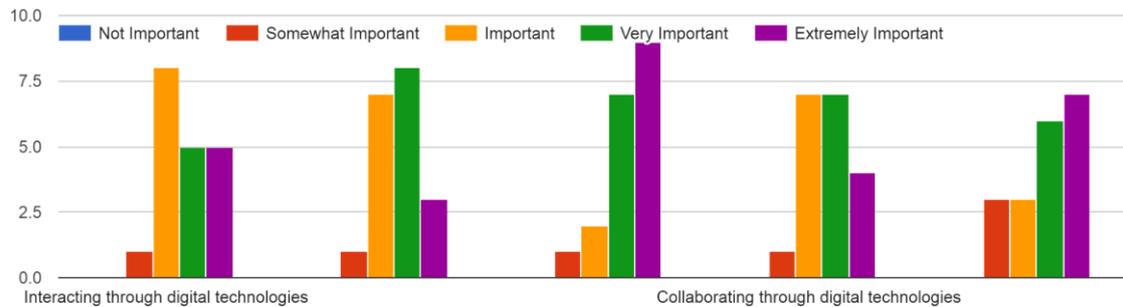


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### 2.3.4 Communication and collaboration

The graph represents the importance of inclusion of topics like communication and collaboration in the ICT training programme.

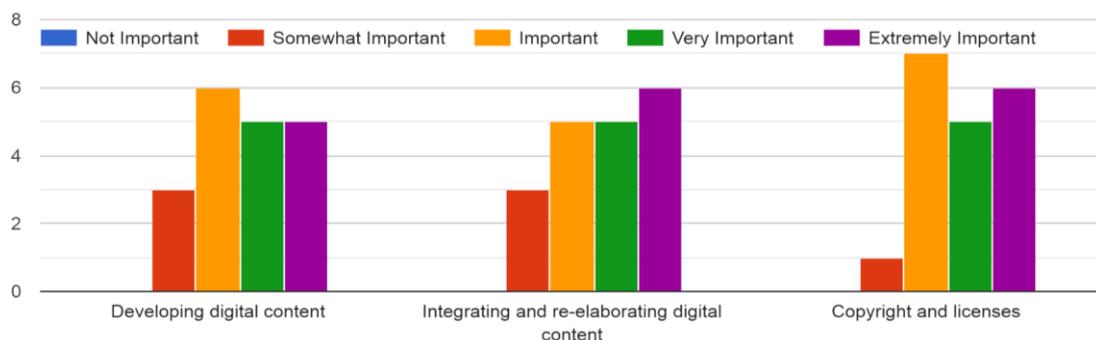


**Fig. 8 - Importance of ICT related skills**

From various options, the participants have given importance to digital technologies for interaction, sharing information and collaboration. Using information technology is extremely important for them to engage in societies, politics and government. For some of the participants, internet etiquette is an important topic to learn about.

### 2.3.5 Digital content creation

The following graph gives ideas about participants' interest for developing digital content and its integration and re-elaboration and also about its copyrights and licensing, which indicates the need to include the topics in the ICT training programme.



**Fig. 9 - Digital content creation**

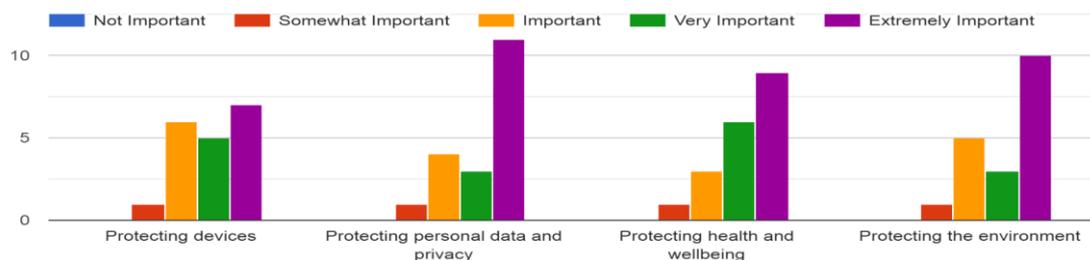


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### 2.3.6 Safety

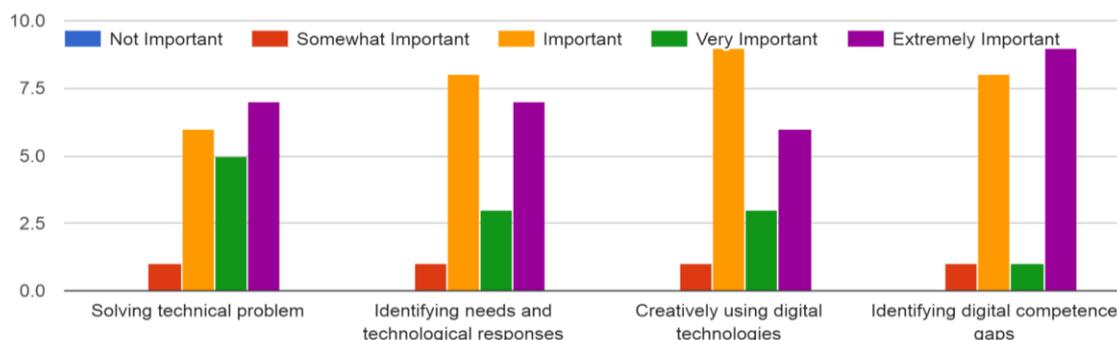
The graph below, shows that participants are considering that the protection of personal data and privacy is extremely important. They also consider protecting health and the environment as very important. So, it is needed from their perspective to include a topic which emphasizes on safety measures/tools of devices, personal information and environment.



**Fig. 10 – Safety**

### 2.3.7 Problem-solving

It is very important to fully understand the problem before looking for solutions. Here, the graph indicates Solving technical problems, identifying needs and technological responses, creatively using digital technologies and identifying digital competence gaps. The response shows that all the parameters are equally important and structured brainstorming will lead to understanding the interdependencies of the problems.



**Fig. 11 - Problem-solving**

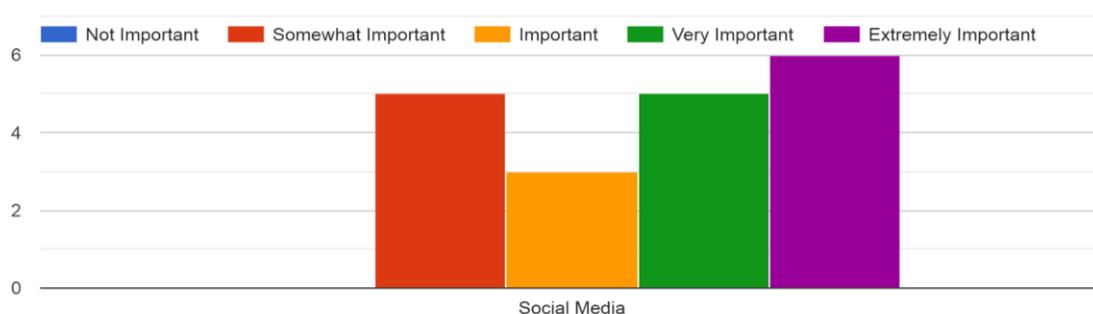
### 2.3.8 Social Media



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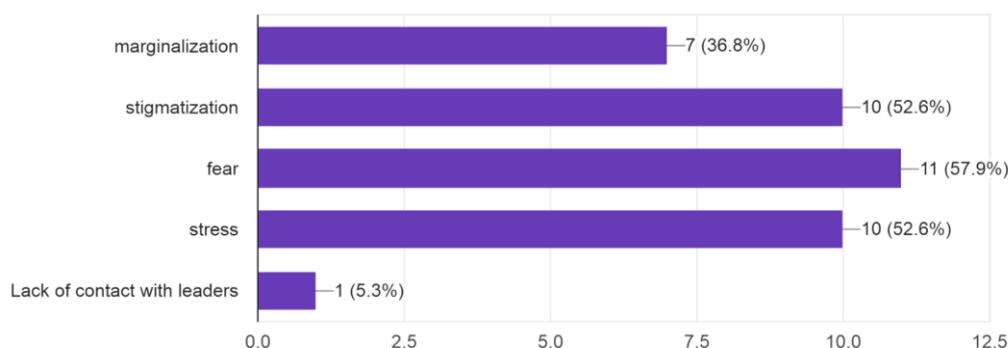
ICT is used as a general term for a diverse set of technologies through which users can create, access, disseminate, store, manage, and communicate information in a digital format. Social media enables human relationships through technology and is consolidation of friendships among youngsters, and the building of networks for career development. At the same time the proper use of right tools is very important or else it may lead to some unwanted outcomes. By including this question into the survey, the graph indicates extreme importance of the Social Media for the provision of a training course aiming at developing ICT skills and competences of the young migrants/refugees.



**Fig. 12 - Problem-solving**

### 2.3.9 Key reasons for migrants/refugees for which they look for psychological support and help

Migration is also a social phenomenon which influences human life and the environment around. Many times, lack of preparedness, difficulties in adjusting to the new environment, the complexity of the local system, language difficulties, cultural disparities and adverse experiences would cause distress to the migrants. The following graphical presentation reflects their mental situation



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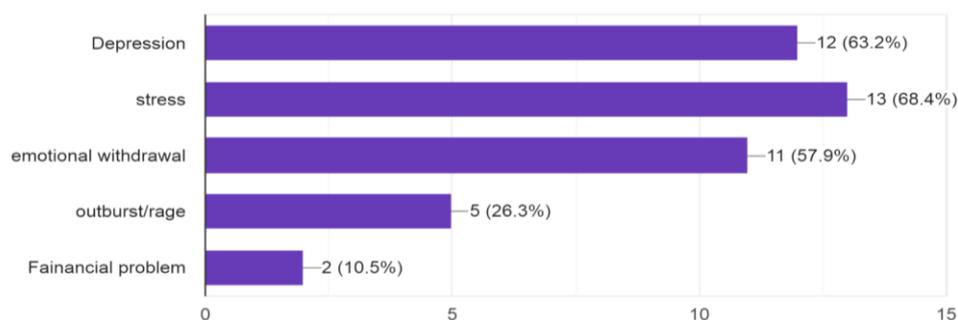
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**Fig. 13 - Key reasons for migrants/refugees for which they look for psychological support and help**

while facing such changes in their life. Fear, stress and stigmatization are the major contributors for their mental health challenges for which they seek psychological support.

### 2.3.10 The most common psychosocial issues that the refugees face: Survey

Through the interview and field work it's found that the most common problems include stress, depression, emotional withdrawal, anxiety are the common psychological issues that the refugees are facing and from the graph it can be concluded that finance and outrage are not the major factors to affect the psychological status of migrants/refugees.



**Fig. 14 - The most common psychosocial issues that the refugees face**

### 2.3.11 An educator or professional working with migrants/young refugees help them to better cope with the aforementioned issues

From the review of conducted interviews with migrants, it is concluded that educators of migrants can understand the problems faced by migrants like their need, safety, psychological health, education, work placement, etc. Depending on all these factors, educators can figure out possible solutions like constant counselling for motivation, vocational training programs like ICT, educating about the culture and social norms they are living in and also for communication if they have language barriers.



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## 2.4 Interviews and focus groups in India with recognised professionals working with young migrants

The research team conducted 6 face to face interviews with recognized professionals working with young migrants in India. All professionals are connected with the education sector having experience to teach migrant students and many of them are also migrants from other places of India. Most of them are facing language barriers especially during the initial phase. This challenge can be minimized by arranging extra language classes. Apart from language, food and cultural difference were also the barriers for migrants but those are secondary and don't create much impact. All professionals strongly believe that ICT impacts a lot in migrants' development.

## 2.5 One-to-one interviews and focus groups with young migrants /refugees in India

This is a methodological review of interviews conducted in Gujarat, India. With respect to survey questions and questionnaire structure, the analysis of 16 migrants were recorded. These people are young migrants with age groups between 18 to 21 years. Challenges that emerge from the analysis of wording of questions indicate that a major constraint respondent possibly face during the interview is related to language and lack of outcome-based education.

Interestingly we found variation by country of residence. In most countries, migrants and their descendants suffer from disproportionately higher unemployment rates than nationals. While such factors as insufficient language skills or training deficiencies might explain higher unemployment levels for first generation migrants, discrimination in access to employment is likely to be an important factor for subsequent generations.

## 2.6 Interview with the people from organisations and institutions active in supporting third country nationals and training providers

As a part of field research work of project INTEGRA, Interviews were conducted with Organizations (their staff) dealing with refugees/migrants by team members to know about the status and problems of refugees/migrants. 6 organizations have participated actively in the interviews and shared their experiences. From the conducted interviews we found that majority of the migrants are facing language as a major issue and food is also a contributing factor in the problem list of the migrants. Initially they also suffer emotional withdrawal and difficulty in adjusting in a new atmosphere and in different social and cultural norms, definitely later on they get adapted with social and cultural disparities. Even if, to get better education may not be the major problem for them but later on to get better placement opportunities will remain one of the major issues for migrants. Which may lead to some psychological problems for them. So, Vocational training courses like ICT, if implemented, may help them to deal with the some of their problems.



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### 3. Conclusions

The status of refugees in India is governed mainly by political and administrative decisions rather than any codified model of conduct. The ad hoc nature of the Government's approach has led to varying treatment of different refugee groups. Some groups are granted a full range of benefits including legal residence and the ability to be legally employed, whilst others are criminalized and denied access to basic social resources. Many refugees receive a small monthly subsistence allowance and all have access to the services. Some organizations help refugees to provide access to education for children and young adults in government schools through the provision of an education allowance. Some other groups provide psychosocial support and vocational training such as English language classes and computer courses. It also funds other vocational courses. The support of these organizations is vital, providing a degree of support to the refugee community. Despite the support provided by these organizations, the majority of refugees in India experience great hardship, both economically and socially. The largest refugee populations in India do not fall under the UNHCR's mandate, but are nonetheless considered refugees by the government. These groups are accommodated and assisted in accessing education, healthcare, employment and residence to varying degrees. INTEGRA focuses on establishing new linkages between people, information and ideas through the use of innovative pedagogical approaches for upliftment of refugees and migrants especially in the education and skill based programs irrespective of cast, community, religious and region.

The field research team conducted interviews with migrants, professionals working with migrants and people who work organizations having migrants. India has a heritage and very diverse culture. Each state of India is having a different language and culture. Furthermore, migrants coming from different countries are having different cultural backgrounds. So, language is the barrier for any migrants especially during the first year or 6 months of time period. In this era of technology, irrespective of any background, ICT courses will be definitely helpful to migrants towards employment or start their own work. Psychosocial support is indeed to migrants. Stress and fear are common symptoms among young migrants. In a state like Gujarat in India, safety is not an issue but there are some places where safety could be the major constraint. Thus, psychosocial support to the migrants depends on age and place where they migrate.



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