

Caritas

RHEP

Regional Holistic Education
Programme



FINAL REPORT

RHEP – Regional Holistic Education Programme for Syrian Refugee and Vulnerable Host Community Children in Jordan & Lebanon

Caritas Austria, Caritas Jordan, Caritas Lebanon
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Caritas
Austria



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1. INTRODUCTION

Executive summary

Lebanon and Jordan have been hosting hundreds of thousands of refugees from neighbouring Syria since the start of the war in 2011. More than half of them are under 18, leaving authorities struggling to enrol all refugee children in formal education. Despite strenuous efforts and the continuous commitment of international donors, today, more than 400,000 children continue to be out of school across both countries.

This report presents the Regional Holistic Education Programme (RHEP): the joint effort of a collective of Caritas Internationalis member organisations to uphold the right to education and protection for the most vulnerable, crisis-affected children in Lebanon and Jordan. The report sheds light on the design of the programme as well as on its underlying partnerships and approach, before outlining the results achieved across three years of implementation (2015-2018). It concludes with a summary of quality assurance measures, lessons learned, and an outlook on the current, second phase of the programme (RHEP II).

The RHEP was initiated by Caritas Austria which facilitated a 6-month, participatory design exercise during the first half of 2015, which brought together a number of Caritas members organisations. The resulting programme, with a budget volume of 8.8 million Euros, was implemented by Caritas Lebanon and Caritas Jordan, respectively, while Caritas Austria continued its role as facilitator of regional learning, exchange and development, alongside reporting and fundraising responsibilities. RHEP partners received technical support from Catholic Relief Services and later partnered with Caritas Switzerland to enhance the impact of teacher training and coaching. On top, a range of further partners was involved in implementation, including Arc en Ciel, War Child Holland, Seenaryo, and Search for Common Ground.



The RHEP was premised on the acknowledgment of children's right to education and protection – also in times of crisis and upheaval – alongside the observation that tens of thousands of children remained unable to access education as a result of the ongoing Syria crisis. Drawing on their longstanding presence and strong context knowledge, Caritas Lebanon and Caritas Jordan were well positioned to develop education opportunities that both strengthened and complemented national response plans by focusing on underserved areas and utilising existing educational structures (as opposed to creating new or parallel ones). All through, the programme benefitted from RHEP-commissioned research into innovative approaches to refugee education, early childhood education, and caregiver involvement. These studies were commissioned to Notre Dame University's Centre for Applied Academic Research (CARE).

The RHEP rested on four mutually reinforcing pillars: 1) providing access to relevant, quality education; 2) promoting healthy socio-emotional development in safe environments; 3) stimulating social cohesion among and within crisis-affected communities; and 4) suppor-

ting livelihoods to reduce barriers to accessing education. The programme targeted children aged between preschool and compulsory education age (roughly between 3 and 16) alongside youth and caregivers. Beneficiary selection was based on vulnerability criteria, as a result of which it not only supported refugee students from Syria but also from elsewhere, alongside children from vulnerable host and migrant communities.

In Lebanon, semi-private and private schools were engaged to ensure more than 1,500 children who were otherwise unable to access formal schooling could enrol in certified education – ranging from preschool to the final grades of complementary education. In Jordan, Caritas offered learning support services to nearly 1,200 out-of-school children with substantial learning gaps, preparing them for re-entry into the public education system. Here, too, early childhood education was provided as a means to minimise the risks of drop-out upon entry in formal education. Across both countries, more than 2,000 children at risk of drop-out benefited from remedial classes which helped them overcome learning gaps, and make it through to final exams. 92% of all supported children successfully completed their schoolyear.

learning methods and increased their ability to work with children facing heightened levels of stress and adversity.

A keen eye on reducing tensions among and within communities was naturally incorporated into the programme – both through explicit peacebuilding activities as well as through the ways in which children and adults from various backgrounds met, collaborated, celebrated, and jointly progressed through formal and non-formal education activities – which included life skills courses for more than 1,500 adolescents and adults.

In terms of quality assurance the programme benefitted from regular regional exchange workshops during which good practices were shared and challenges addressed. Constant coordination with authorities, UN agencies, and local and international NGOs allowed for effective planning and referral. A strong Monitoring, Evaluation, Accountability and Learning (MEAL) system constituted the backbone of the programme, alongside the previously mentioned applied academic research studies.

Lessons learned include an in-depth awareness of the value of a holistic approach that looks beyond mere questions of access to education. Besides, as implementation progressed, partners became increasingly aware of the benefits of strategic partnerships and outlooks to complement Caritas' common focus on service delivery and accompaniment. Also, in a rather unpredictable funding environment, the benefits of a modular and scalable programme were evident.

These lessons were taken on board as the RHEP coalition transitioned into the second phase of the programme (RHEP II) in September 2019. RHEP II has extended its scope to include Syria as programme country next to welcoming Caritas Syria and Caritas Switzerland as full members of the programme group. The new programme continues to address the most pressing needs of young generations but invests even more in promoting learner-centred pedagogies in safe and protective learning environments. RHEP II also involves a stronger focus on advocacy and coordination among partners, aiming to contribute insights from RHEP and RHEP II to public and policy debates. Together we can create school communities in which all children can thrive, and prevent a lost generation.

EXTERNAL EVALUATION 2019

In 2019, the external evaluation of the full RHEP (2015-2018) concluded that "the overall RHEP intervention is found to be extremely relevant to the humanitarian challenges posed by the context and to beneficiaries needs. The programme strategy is aligned to national and regional policies, with Caritas branches enjoying a good reputation in the aid sector. The adopted holistic approach was adequately designed to cross-cut issues related to education in emergencies, child protection and social cohesion/peacebuilding"

Aside from the focus on fulfilling children's right to education, the RHEP also incorporated a strong focus on promoting the socio-emotional wellbeing and protection of students. By integrating psychosocial support into day-to-day school life, teacher training, and parent engagement activities, partners equipped more than 4,000 children and their caregivers with means to handle stress, manage anger, solve problems, and engage in constructive social relationships. RHEP social workers and counsellors were key to achieving these results. The RHEP trained teachers to implement child-centred

Beneficiary overview

Beneficiary overview per activity and per year:

	Y1 ¹		Y2 ²		Y3 ³		RHEP TOTAL		
	F	M	F	M	F	M	F	M	#
1, Access to quality education									
Formal Primary Education 6-15 years (Lebanon)	77	88	161	171	170	194	408	453	861
Kindergarten Classes 3-5 years	254	253	387	372	307	292	948	917	1,865
Learning Support Services out of school 6-15 years (Jordan)	245	255	156	184	159	181	560	620	1,180
Learning Support Services in school 6-15 years	314	338	323	398	421	390	1,058	1,126	2,184
Parental Involvement	295		1,035		1,091		2,421		2,421
Infrastructure Improvement	837		1,310		3,647		5,794		5,794
Summer camps 6-15 years	63	109	161		681	642	1,656		1,656
2, Psychosocial support/child protection									
Teacher Training	103	16	145		160	25	449		449
Hygiene Awareness	0		1,787		1,347		3,134		3,134
Individual Therapy	0		208		56	144	408		408
Group Support Therapy	112	260	368		88	89	917		917
3, Social cohesion									
Peace Building Activities	271	268	279	211	779	536	1,329	1,015	2,344
4, Livelihoods									
Educational Opportunities 15-25 years	350	-	328	22	250	-	928	22	950
Cash for Work >18 years (Lebanon)	-	-	23		19	1	43		43
Educational Opportunities/ Literacy & Numeracy >18 years	212	-	186	-	139	15	537	15	552

¹ Year 1 = September 1st 2015 – August 31st 2016

² Year 2 = September 1st 2016 – August 31st 2017

³ Year 3 = September 1st 2017 – August 31st 2018

2. BACKGROUND

Syria crisis impact on education in Jordan and Lebanon

With the large influx of Syrian refugees since the outbreak of the Syrian Crisis in 2011, Jordan and Lebanon are hosts to the highest numbers of refugees per capita in the world¹. The Syrian crisis has put an enormous strain on hosting communities and severely impacted the delivery of public services by the respective governments. This particularly applies to the education sector: with half of the refugee population under the age of 18, authorities have been required to find place in their schools for large numbers of newcomers. While both Jordan and Lebanon have made noteworthy efforts in opening up their public education systems for Syrian refugee children, major challenges remain. The introduction of double-shift systems separating host and refugee children resulted in decreased education quality, with reduced numbers of schooling hours for all children, overworked teachers and tensions between host and refugee communities. The situation is even

direr for those children completely left out of education: in Jordan over 70,000 officially registered Syrian refugee children are out of school², with recent studies showing increasing poverty of Syrian families, education-related costs and lack of perceived importance of families attributed to education as factors driving children away from school³. In Lebanon, less than half of school aged children are enrolled in certified education, leaving more than 350,000 Syrian refugee children out of school - Lebanon's Education Ministry stated having to limit enrolment and cutting costs due to insufficient funding from international donors⁴.

Underfunding remains one of the major problems throughout the region to properly and comprehensively address the crisis, with funding gaps increasing with the protraction of the situation. Nine years of war and displacement put Syrian refugee children at a daunting risk of becoming a lost generation - the need to support hosting countries in ensuring children's rights to quality education and protection is as pressing as ever.



Fact Box Jordan

Nr. of refugees registered with UNHCR: ~757,000

Nr. of Syrian refugees registered: 666,600 Syrians in camps/ urban: 16,3%/83,7%

Areas with highest % of refugees:
Amman, Irbid, Mafraq, Zarqa

Nr. of school-aged Syrian refugees: 233,000

Funding required Jordan Response Plan 2019:
1.4 Billion USD



Fact Box Lebanon

Nr. of refugees registered with UNHCR: ~968,000

Nr. of Syrian refugees registered: ~ 950,000

Areas with highest % of refugees:
Bekaa, North Lebanon, Beirut

Nr. of school-aged Syrian refugees: 631,000

Funding required Lebanon Crisis Response Plan 2019: 2.6 Billion USD

¹ UNCHR Global Refugee Report

² JRP 2019

³ Jordan VAF Report 2019

⁴ Human Rights Watch, "Lebanon: Stalled Effort to Get Syrian Children in School", 2018



Programme development

In view of mounting needs and increasing numbers of children missing out on their right to education and protection, and supported by a private foundation, Caritas Austria (CA) engaged in a six-months programme design exercise (January – July 2015) that brought together CA, Caritas Lebanon (CL), Caritas Jordan (CJ), Jesuit Refugee Service (JRS), and Catholic Relief Services (CRS). Aim of the process was the participatory design of a holistic education programme that would address the needs of a rapidly growing number of out-of-school Syrian refugee children in Lebanon and Jordan. The design process consisted of five regional workshops that supported consecutive phases of preparation and planning, desk and field research, problem analysis, intervention design, and proposal writing. Meanwhile, independent research on innovative approaches to refugee education was commissioned to the Centre for Applied Research in Education (CARE) at Notre Dame University (NDU) in Lebanon. The result of the design phase was a three-year programme intervention – the Regional Holistic Education Programme (RHEP) – with a volume of 8.8 million Euros that constituted the basis for engagement of donors and partners, alongside the planning of implementation in both Lebanon and Jordan.

Key lessons drawn from programme design include:

- The strong commitment of a key donor – both financially and in terms of quality outcomes – is extremely valuable in the design of a comprehensive, relevant, regional programme.
- While six months may seem abundant for programme design, it is about the minimum needed to establish strategic partnerships; attain a comprehensive understanding a complex, large, and developing crisis; align programming with national response plans and international standards, and ensure a substantial degree of participation.
- A programme of the size and scope of RHEP allows for utilising the strengths of the Caritas Network by establishing links between member organisations in countries of implementation on the one hand and technical expertise, professional networks, and donors on the other.

Partners and partnerships

The programme was based on partnerships between Caritas Internationalis Member Organisations as well as with agencies outside of the Confederation. From the onset, Caritas Lebanon and Caritas Jordan acted as main implementing partners in their respective countries, while Caritas Austria was responsible for overall programme coordination, reporting to donors, and quality assurance.

Implementing the RHEP as a regional programme in two countries allowed for ample opportunities for mutual learning and exchange between partners. While the socio-political context differs between countries of implementation, challenges faced in the provision of quality education and psychosocial support for children and their families are often shared and partners benefitted from exchange of good practices and new approaches, as well as from the comparative view that strengthened the programmes needs analysis. Caritas Austria thereby took on the role of facilitation and coordination as both design and implementation of the programme were marked by regional learning and exchange workshops that brought together programme staff from the three Caritas partners. The workshops served to exchange good practices (e.g. the integration of education and psychosocial support), discuss challenges (e.g. in activity design and monitoring), support annual programme revisions (e.g. solidifying the focus on early childhood education), and build the knowledge and capacities of

programme staff (e.g. in relation to self-care and stress management). Moreover, the regional workshops were key to crafting a motivated and committed programme team (e.g. through field visits), devising a joint problem analysis (which looks beyond national particularities), and ensuring a highly participatory programme design.



A regional (multi-country) approach can render a number of benefits:

- Comparative analysis of problems and solutions, which strengthens a programme's implementation logic
- A structured venue for the exchange of knowledge and good practice across countries and partners (both South-South and South-North exchange)
- Motivation for staff who feel part of a programme that addresses regional problems from a regional angle
- Conducive to setting higher quality and impact targets
- Efficient use of financial and human resources (in terms of quality assurance, MEAL, controlling, and management)
- Strong base for research, networking and advocacy

Catholic Relief Services (CRS) acted as quality partner focused on delivering technical assistance in the field of Monitoring and Evaluation. After one-and-a-half year of implementation once sufficient M&E capacities had been built within the programme, CRS phased out but remained a core partner for coordinating capacity building and education strategy in the region. In 2017 Caritas Switzerland (CACH) launched its education programme in response to the Syria crisis in Lebanon. CACH, and its partner Ana Aqra Association, developed a method for training and coaching teachers in Lebanese schools which was employed in the RHEP programme as well. By the end of RHEP, the collaboration between Caritas Austria and CACH matured into a strategic partnership for education in emergencies that spans the Middle East region.

Aside from Caritas Confederation members, the programme also established partnerships with other education and protection actors. A prominent example is the longstanding research partnership with the Centre for Applied Research in Education (CARE) at Notre Dame University in Lebanon, which delivered three applied research reports (see below) that supported and shaped the RHEP approach. Besides, in Lebanon, partnerships were established with Arc en Ciel (year 1 to 3, focusing on psychosocial support), War Child Holland (in year 1, focusing on peacebuilding), and Seenaryo (years 2 and 3, focusing on preschool teacher training and creative arts). In Jordan, a close cooperation with the NGO Search for Common Ground accompanied the set-up and implementation of the peace building component throughout the project period.



3. PROGRAMME IMPLEMENTATION

Target group

In response to the Syria crisis, public services in Jordan and Lebanon have been struggling to respond to the sharply increasing demand. The formal education system in host countries, in specific, has been unable to accommodate a whole generation of Syrian children. The RHEP therefore aimed at providing vulnerable children with access to relevant, quality education and psychosocial support in protective environments. Beside Syrian children, the programme also acknowledge the

significant impact on local host communities, and hence directly targeted vulnerable host community children in Lebanon and indirectly reached Jordanian children enrolled in partner schools through enhanced learning environments. Through its holistic approach the impact of RHEP extended beyond individually supported children to school communities as a whole, with teachers trained, schools renovated, playground equipped, parents involved in schooling, psychosocial support services delivered to students and their families, and life skills training delivered to youth and adult community members.

Direct Target Groups RHEP 2015 - 2018

Age	Areas of intervention	
3-5y	Early Childhood Education (ECE)	
6-15y	<p>In School:</p> <ul style="list-style-type: none">· Remedial Classes/Learning support services (LSS) for children in school (Jordan & Lebanon) <p>Out of School:</p> <ul style="list-style-type: none">· School Fees, transportation, textbooks and school uniforms (Lebanon)· Catch-up Classes/ Learning Support Services for out of school children (Jordan & Lebanon)	Psychosocial Support & Social Cohesion
14-25y	Life skills training (Jordan & Lebanon)	
>18y	Basic Literacy and Numeracy for mothers (Jordan) Life skills training (Lebanon) Cash for Work for parents (Lebanon)	

In the selection of beneficiaries, both countries applied standardised selection and vulnerability criteria, based on beneficiary assessment forms and the official VAF (Vulnerability Assessment Framework). All children and their families selected for RHEP were included in the Caritas databases in both countries, ensuring that eligible families were able to benefit from other kinds of humanitarian support services offered by CJ and CL based on needs. Annual reviews and constant reflection and improvement of standardised selection processes were essential to have fair, objective and transparent criteria in place. In order to allow for additional, in-depth assessment of individual cases when needed, input by staff directly working with beneficiaries and able to verify results e.g. through home visits and personal consultations was sought by both implementing partners.

Approaches and methodology

Programme approach: a holistic, rights-based approach to education

A holistic, right-based approach was anchored in RHEP to providing quality education and protection to crisis-affected children. War and displacement result in distressing and potentially traumatising experiences for children and their families - being pulled out of their familiar environment, losing friends and family, arriving in new and often hostile environments. High levels of anxiety and stress due to displacement and extremely vulnerable living conditions have an impact on children's ability to learn and develop.

The programme therefore adopted a holistic education approach, which envisages the child in its entirety, tak-

CASE STUDY

Omar (name changed to protect client's privacy) is five years old and is in the kindergarten of Caritas Jordan in Amman, which is also supported by the RHEP education programme. When Omar was a baby, his mother had to flee to Jordan with him and his four siblings from their home town of Homs, Syria. The new life situation and the insecurity whether the family father is still alive puts a heavy burden on the family. Like many Syrian refugee children, Omar also has to struggle with the consequences of traumatic experiences.

Extreme behaviours such as aggression and hyperactivity are not uncommon with children growing up in the context of war. Omar was also aggressive in the Caritas kindergarten at the beginning and often quarrelled with the other children.

The RHEP educational programme of Caritas – due to its holistic approach – helps exactly these children: In addition to playful activities with children the same age, children in the Caritas kindergarten programme are specifically accompanied by psychosocial measures, such as painting and doing handicrafts, but also working together in group projects. Omar is already attending the Caritas Kindergarten for the second year. His aggressive behaviour improved continuously and today he's much more open and cheerful than a year ago. The five-year-old now prefers putting all his energy into playing with his friends. As the head of kindergar-



Omar, 5 years old, kindergarten and psychosocial support in Jordan

ten says proud about the young boy: "It's incredible how Omar has developed. He participates in all activities and you can see that he is enjoying himself and the time with his friends. At our graduation ceremony, he even danced through the room."

Although Omar visibly enjoys the atmosphere and security in the kindergarten, the boy is very much looking forward to regularly attending a public school coming school year. Further Omar will attend a remedial course that is also supported by the Caritas RHEP programme.

ing into account its well-being in the classroom as well as within its family and the wider community and combining quality education with child protection, social stability/peace building and livelihoods. The theoretical foundation of the term holistic education and the relevance and practicability of the approach for education interventions in the context of the Syria crisis have been outlined in the first study carried out by the research partner CARE and guided the set-up of the programme.

In order to complement the theoretical foundation and create a common vision and understanding of the approach among partners, the following working definition of holistic education has been formulated in a joint effort with implementing partners:

"Holistic education in emergencies provides children with equal access to relevant quality education while fostering peaceful, reconciled and protective communities, in order for children to be pillars of (future) integrated societies"

For RHEP partners this implied an integration of psycho-social support activities in education (and vice versa), a focus on fostering positive social relations, and the establishment of learning spaces that fulfil standards of safety and protection.

Early Childhood Education

Another programme approach was its strategic focus on supporting early childhood development (ECD) through education (ECE). ECE is a critical means to provide children with the foundation to maximise their future well-being, even more so even more so for vulnerable children who were exposed to stress and potentially traumatic experiences. Low access to Early Childhood Education however remains a key challenge facing education systems in the region, leading to poor school readiness, particularly for children from disadvantaged backgrounds, including Syrian refugee children.⁵ Providing KG classes for Syrian refugee children 3-5 years in order to support their social, cognitive and emotional development and adequately prepare them for school has therefore been a key area of intervention within the RHEP programme. A second research by CARE focussed on the provision of ECE/KG for Syrian refugee children in Jordan and Lebanon and its impact on children's future education pathways. The report provided partners with a clearer picture on ECE for Syrian refugee children, focusing on good practice, impact on the cognitive and emotional development of refugee children and indicators and data analysis for ECE, informing the development of RHEP's KG intervention.

⁵ Akar, B., Amr, M., & Chen, A., 2017, Early childhood education and kindergarten for Syrian refugee children and vulnerable host community children in Jordan and Lebanon

Strengthening local structures – Working with existing schools

Committed to strengthening existing structures instead of setting up parallel education systems, implementing partners realised the programme in collaboration with local partner schools and in accordance with national curricula and educational frameworks. In Jordan, CJ capitalised on a network of private charity schools, while in Lebanon, partnerships were established with semi-private and private schools in areas where public education was either unavailable or at full capacity. Long-term, mutually reliable partnerships with schools were maintained to sustainably enhance their learning environments and thus contribute to wider efforts of system strengthening.

Infrastructure upgrades, refurbishments and maintenance aimed at providing safe and appropriate learning facilities, while teacher trainings equipped teachers with skills in learner-centred teaching methods to provide a more conducive classroom environment for students. Teacher trainings provided have been found very successful in the way they challenged the rigid teaching style that is usually used in private schools, supporting teachers in adopting a more playful and effective way of teaching to younger children.

OUTLOOK 2020

Certified KG2 in Jordan

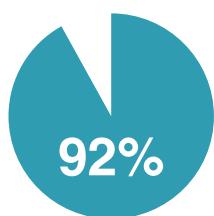
While in both countries, pre-school (nursery and kindergarten) is not mandatory; Lebanon and Jordan have made important commitments to improving quality of and access to early childhood education. The Government of Jordan e.g. aims at creating enhanced quality and universal access for all children to ECE, an ambition outlined in the official Education Strategic Plan 2018-2020. As a result of a mutually trusting working relationship, for the first time in 2020, CJ will implement certified KG 2 classes under the umbrella of the MoE, thereby actively supporting the government in its efforts.



4. RESULTS ACHIEVED

RESULT I

Vulnerable children from refugee and host communities access needs based education



students enrolled
according to their
academic level

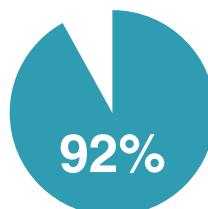
1,180
children enrolled in
catch-up classes

1,865
children enrolled in KG



2,148
children enrolled in
remedial education

861
children enrolled in formal
primary education



supported students
transitioned to a
higher grade

Ensuring that children have access to qualitative education opportunities built the core of interventions of the programme. The focus of activities was on children between the ages of 3-15 years covering access to early childhood education (ECE), learning support services (LSS) for children in and out of school as well as formal education.

Education activities were implemented to align with national contexts regarding needs as well as policy frameworks. In both countries, the programme capitalised through partnerships with existing formal private and semi-private schools, aiming to maximise its impact on local communities and enhancing efficiency and sustainability of implementation. In Lebanon the established partnership with private and semi-private schools enabled vulnerable children to enrol directly into formal education, whereas in Jordan the cooperation with formal charity schools was focused on utilisation of infrastructure, facilities and partly staff to provide informal⁶ education opportunities in the afternoon after formal school hours.

The main rational for all educational interventions was providing needs-based pathways into formal education and support for retention. Provision of early childhood education for children between 3-5 years was a key priority given the importance of early childhood education and development as a critical venue for recovery of trauma and stress and life-long development outcomes. In Lebanon children were integrated in formal KG classes integrated with Lebanese children, whereas in Jordan ECE was organised as informal afternoon classes. Learning support services (LSS) for out of school children in Jordan tried to support children in catching up on gaps due to interrupted education and successfully transition to the formal public system. In Lebanon out of school children were integrated into formal schooling through support of school fees, given that lack of availability and capacity of public education in Lebanon. LSS classes for in school students - remedial education - for children to support academic progress and mitigate drop-out because of learning weaknesses was provided for students in Lebanon and Jordan. Informal LSS classes as well as informal ECE in Jordan followed learning objectives and material of the national approved curriculum and utilised accredited teaching staff for each subject and grade.

All offered educational support activities through RHEP were complemented depending on set-up and need with stationary support, transportation support and snacks/meals for students in order to ensure attendance and mitigate potential financial barriers for children to enrol.

Given the stated approach of working and acknowledging the needs to strengthen quality education beyond the programme duration, Caritas also worked on improving school infrastructure. Scope of maintenance and refurbishment was based on assessments on needs and priorities of each of the schools and included basic maintenance work, upgrade of WASH facilities, and upgrade of furniture but also establishment of playgrounds or equipment of rooms (e.g. labs, libraries). In Jordan the infrastructural improvements of 5 schools served as a main contribution towards Jordanian host communities.

Summer camp activities for children which were conducted for 3 years in Lebanon and 2 years in Jordan further complemented the activities for students in both countries. Activities during summer were designed to offer a mix recreational, educational as well as psycho-social interventions suitable for children in the different age groups.



⁶ Please note that informal education as per national education glossary.

EXPERIENCE REPORT

Manar is 45 years old and has been working for twelve years at the School Hashmi – supported by Caritas – in Amman, Jordan. As part of the RHEP education programme, she currently supports sixth to tenth grade students. In addition to her work as a supervisor at the Caritas supported School Hashmi, Manar also works as a teacher in public school. Manar's students in both schools mostly come from socially disadvantaged families, so their problems are often very similar: Many children are traumatised. This is displayed in hyperactivity or in the other extreme, enormous seclusion.

Many parents also suffer from trauma, making it additionally difficult for them to support their children in dealing with their psychosocial problems. The higher the level of trauma of parents, the more challenging it can be for them to provide care for their children. Caregivers like Manar therefore bear a lot of responsibility. Some parents are so traumatised, that they can hardly care enough for their children. In these cases, Manar also assumes parental responsibilities, such as asking the children what it was like at school, how their grades are or to encourage them. Because children, like every adult does too, need love and appreciation. Caregivers like Manar try to compensate and provide this in their work.

If there are problems in the classroom, Manar always talks to the children and young people in private. Experience shows, that discussing something in class is often unsuccessful. When she is alone with the pupils,



Manar, 45 years old, supervisor of Caritas School Hashmi in Jordan

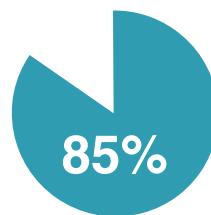
they open up much more and tell her, what is actually going on in them. The children at the Caritas School are traumatised by the experience of war and displacement. Manar therefore sometimes also conducts group discussions in class. Various topics are discussed that make everyday life and the processing of experiences easier for the young people. "How do I deal with stress?", "How do I deal with fear?" and "Body language" are only some of the topics that have been dealt with in the last few months.

Today Manar is convinced that, despite difficult conditions, Syrian children will have a good future – if their rights to attend school are upheld. Especially for the younger children, Manar sees good chances for them to get integrated into Jordan's society, to get a good education, to find a job and to lead a self-determined and independent life on the long run.

RESULT II

Vulnerable children experience improved psychosocial wellbeing and physical safety

4,225
children participated in structured psychosocial activities



children showed a net improvement in psychosocial well-being after participation in the programme

Besides quality academic support protection of children as well as psychosocial support was a core element of the integrated holistic approach applied in RHEP. PSS and protection were therefore closely interlinked with Result I and also considered as an integral element of quality education provision, ensuring not only academic progress but also looking at physical, psychosocial and emotional wellbeing of children.

In order to support children's general social emotional development and psychosocial wellbeing the programme incorporated two levels of intervention:

- a) Structured aged-appropriate PSS activities integrated into daily school activities or offered on afternoons/ weekends for all children targeted by programme
- b) specialised services provided needs-based for identified children

Focal points for both levels of psychosocial support provided were social workers based in schools and Lebanon and school counsellors as part of each school team. Social workers and counsellors conducted a first screening of children based on psychosocial needs for further assistance and referral. They also acted as focal point for parents and children for protection questions.

Structured PSS activities in Jordan were based on a psychosocial curriculum implemented by school counsellors integrated in the daily schedule of academic instructions. Further PSS activities were implemented through cooperation with other specialised organisations. In Lebanon a partnership was established with Arc en Ciel implementing their cirquenciel activities in targeted schools. In Jordan focussed on activities on dealing with stress and bullying were also implemented through services providers. A topic which had a special focus in both countries was conveying basics of personal hygiene and providing hygiene kits for children.

Specialised interventions formed a second layer of psychosocial support for follow-up on children with identified needs. In Lebanon a team of speech therapist and psychotherapist were added to CL programme team in the second year of intervention to deal with the high caseload of students in need of professional support. In Jordan group counselling sessions and individual counselling sessions were conducted by CJ counsellors on school and centre level with follow-up and guidance by CJ Counselling Unit staff. An effective referral system was key to ensure that children with needs beyond the RHEP intervention could access in depth support through other internal resources or by utilising established external referral pathways.

CASE STUDY

Yaser, 9 years old, School visit and family-centered social counseling in Lebanon

Yaser (name changed to protect client's privacy) is nine years old and had to flee from Syria with his parents in 2013. The family now lives in Lebanon and Yaser attends the second grade of a school supported by the RHEP education programme. His father is working while his mother suffers from a chronic illness, which is an additional burden for Yaser and his family.

At the beginning of the school year, Yaser attracted attention aggressively; the teachers originally classified him as an aggressive problem child. Because of that, Yaser was provided with individual sessions with a social worker, where the young boy could speak out free and who gave him the attention he so desperately needed. In these one-on-one sessions, Yaser was able to open up and the social workers worked with him

on his attitude towards school and his classmates as well as how he can set himself small goals that can be achieved daily and he can grow with – at school and within the family.

At the same time, the social workers also worked intensively with Yasser's father, who has been extremely strict and disciplined towards his children. More child-friendly and more caring ways were shown to deal with his children and their emotions: More attention and patience as well as a focus on more caring behavior became an integral part of family life. The change of the father, always very open-minded when it came to improving positive relations within the family and the development in Yaser's behavior quickly showed great effect: Yaser made friends at school and his grades improved. He also felt at home again and generally showed much more confidence in his own abilities and talents! Today, Yaser is particularly proud of his eleven "effort stickers", which his teacher has already awarded him because of the enormous progress he made.

Training of school staff and teachers on protection, skills to deal with unique needs of vulnerable children was an essential measure to raise staff awareness and skills and make school environments a safe space. For teachers annual teacher trainings were conducted on child-centred teaching methodologies incl. interactive learning methods, positive discipline, etc. to move away

from rote learning approaches commonly utilised in the schools. Continuous professional development for teachers was supported through the partnership with AAA and CACH in Lebanon and through professional centres incl. Lughati and the Answer Centre in Jordan as well as through cooperation with Seenryo specifically for ECE.

RESULT III

Social Stability in target communities has improved



of targeted beneficiaries report an increased number of friends from the other community

Within the educational framework established among RHEP partners, social stability is the foundation for all activities aiming to fulfil children's right to education and protection. Limited employment opportunities, lack of resources, and inadequate living conditions all undermine social stability and peace among refugee and host communities in Lebanon and Jordan. Encouraging interaction and collaboration between Syrian and Jordanian students and their caregivers, as well as contributing to social stability within communities were therefore an integral component of the holistic approach adopted by RHEP. This component was reflected both in the general approach to the programme design as well as promoted through targeted activities:

In Lebanon, social interaction and cohesion was ensured by integrating refugee students in regular classes of semi-private and private schools and, simultaneously, by equipping teachers to understand and respond to the challenges this may cause. The integrative approach contrasts sharply with the double-shift system in Lebanese public schools in which afternoon shifts are accessible to refugee students only. RHEP beneficiaries were selected, and services provided, on a needs basis, also targeting vulnerable children of the host community. While in Jordan the programme was specifically designed for the educational needs of Syrians and not targeted host community children directly, implementing educational activities in local charity schools led to a positive change of attitude among Jordanian school staff towards Syrian refugees. School staff also shared these experiences with their Jordanian families, relatives and friends who contributed to reducing tensions and enhancing social cohesions.



In general, promoting principles of peaceful coexistence and appreciation of diversity was closely interlinked and knit into PSS components of the programme. Key targeted activities to promote social cohesion included, among others:

- Peacebuilding activities were newly introduced to both implementing partners during the first year of implementation. External providers were contracted to support the development and implementation of activities, including WCH and AEC in Lebanon as well as SFCG in Jordan. Methodologies of targeted peace-building activities varied between countries and implementation year and included the NSI curriculum (a peace-

building and trauma relief curriculum), peace-building camps, peace awareness sessions and physical activities with a peace-building objective.

- PTMs and PTCs served as important chances for interaction between teachers and parents and ensured active involvement of parents in the school community.
- Social events organised for the school community and families, such as joint Iftars during Ramadan in Jordan and graduation ceremonies increased the mutual understanding and served as a good opportunity for families, Caritas and school staff to get together.

While the programme started with the premise of focusing on promoting social cohesion between refugee and host communities, it became clear that lines of tension or social disengagement are not necessarily drawn along the lines of nationality but can be found on different levels between and within communities. Strengthening communication and conflict resolution skills, and supporting the socio-emotional wellbeing across school communities, were deemed more relevant and effective means to reduce conflicts than an approach that focuses on nationality only.

Despite the fact that formal education in Jordan is free and that the costs of public education in Lebanon are underwritten by donors, many of the deterrents identified in assessments in both countries were related to financial constraints rooted in insecure livelihood of Syrian households. Major concerns were identified as costs for tuitions, school supplies, and high costs of transportation. To mitigate barriers of access to education as well as risk of drop-out, supporting the livelihood of Syrian families was therefore integrated into the programme.

- Life-skills Courses

Life-skills courses were primarily designed to support families of targeted students by engaging parents and siblings. After preparatory assessments for implementation and consideration of needs, both CJ and CL decided to specifically target female Syrian adolescents and caretakers with life skills classes. Subjects were

identified based on needs and interest expressed by participants and included basic literacy and numeracy, computer skills, first aid and vocational skills such as embroidery, hairdressing and cooking and food conservation. In Lebanon, courses were first given through CL social centres but in year 2 were linked up with vocational schools to improve quality and attractiveness of the intervention. In Jordan, specialised education centres were subcontracted to conduct courses for adolescents and caretakers. While positive feedback among beneficiaries prevailed, experience and external evaluations showed that providing substantial life-skills, vocational training, literacy/ numeracy for adolescents or adults deserves a more specialised intervention and exceeds the scope of a programme focussed on providing access to and retention in basic education.

- Cash for Work (Lebanon)

In Lebanon, the RHEP provided income opportunities for vulnerable family members of students in fields such as classroom assistance, cleaning schools, preparing snacks and acting as bus monitors. The integration of CfW saw positive effects on active participation of parents in the school community, themselves contributing to increased protection as bus monitors and acting as representatives and multipliers for the community.



RESULT IV

Livelihoods are supported in order to mitigate barriers to access education

1,502

parents and youth completed a course of life-skills and vocational training

100%

of families of target students were referred to access other services

CASE STUDY

Lina (name changed due to protect client's privacy) is 19 years old and had to flee with her family from Syria to Jordan in 2013. The young woman has Down syndrome and lives with her mother in precarious circumstances. At the local Caritas Centre – where the family also receives medical support – Lina learned from social workers about vocational training for young women. Since Lina herself was never integrated into the formal education system in Syria (the cost of a school that would have satisfied Lina's needs could not be afforded by the family and are scarce in general in Syria), this is the first opportunity in Lina's life to participate in an education programme and receive further education. It's also the first time Lina leaves the house all by herself, as her mother proudly tells.

Like many people with disabilities, Lina often faced discrimination and bullying, which further complicated the already harsh conditions for young Syrian women in Jordan. The participation in the professional training programme in the course of the RHEP programme was therefore a great challenge for the young woman. At the beginning, she was very shy towards the other participants, but the Caritas training programme also offered essential psychosocial support, which made it much easier for Lina to exchange ideas with other women of her age, to open up and make friends.



Lina, 19 years old, vocational training and psychosocial support

The teachers and social workers also responded to her needs and ensured that Lina could take as much as possible from the lessons with her for her future life. Today, Lina is a determined and hard-working student who tries to go her own way. "It's actually the first time that Lina feels like an independent and self-determined person," says Lina's mother proudly about her daughter.



5. QUALITY ASSURANCE

Coordination

In both countries of intervention, the implementation years 2015-2018 saw constant evolution of context, needs and requirements for the design and implementation of education interventions. Continuous cooperation and exchange both within implementing partners and with external stakeholders such as governments and other (I)NGOs has therefore been key for the success, relevance and quality of the RHEP intervention.

Internal: From the onset of the programme, both implementing partners engaged in constant contact with CA delegates on site, discussing programme developments, decision making and compliance with procedures. Coordination with CRS on the ground took place focussing on MEAL and technical assistance in the field of Child Protection. In Jordan, the growth of CJ's education programme supported by a variety of donors made interlinking different projects and donors essential to enhance the programme's efficiency. In both countries, this equally applied to coordination within interlinked departments involved in the programme and those crucial for internal referrals of cases. An essential component was the constant coordination with partner school administrations as well as key school staff to establish mutually trusting partnerships and ensure the quality of activities.

Government: Continuous dialogue and coordination by implementing partners with governments has been crucial to ensure alignment with regulations, enable project approval and engage in technical exchange. CL engaged in regular coordination meetings with the Ministry of Education & Higher Education (MEHE). CJ works in close coordination with the Jordanian Ministry of Planning & International Cooperation (MoPiC) and the Ministry of Education (MoE). With the latter, a technical and

steering committee was formed, facilitating cooperation between CJ and the MoE in the education sector in Jordan. Further CJ is a member of the National Team for Early Childhood Development launched in summer 2018, linking governmental agencies and (I)NGO actors in the field of ECD.

(I)NGOs: In both countries, coordination with other organisations is central, both in establishing partnerships and in ensuring comprehensive support for beneficiaries. In Jordan, CJ is linked into mutual referral systems with other organisations in targeted regions and within RHEP worked in close cooperation with Search for Common Ground in the area of peacebuilding. Within RHEP in Lebanon, strategic partnerships were established with AAA and Seenaryo. CL is also engaging in close coordination with partner NGOs on the level of social centres.



UN: UN working groups are essential coordination mechanisms for actors involved in the education response to the Syria crisis situation. Whereas in Jordan meetings of the Education Sector Working Group (ESWG), Protection and Mental Health and Psychosocial Support Working Group were regularly held and attended by CJ, no national ESWG was in place in Lebanon. CL therefore engaged in regional ESWG as well as education partners meetings led by UNICEF/UNHCR and other sector WG (CP/social stability/livelihoods). Complementing formalised coordination mechanisms, CJ engaged in bilateral coordination with UNICEF focussing on ECE and Youth/Adolescents Programming.



Monitoring and Evaluation

Throughout the implementation, the programme was committed to establish evidence-based reporting and tracking of progress towards project indicators and results as well as supporting implementing partners in developing professional monitoring and evaluation mechanisms. To this aim, in the first year of implementation, CA formed a partnership with CRS to introduce a standard-

ised Monitoring System (the so called MEAL – Monitoring, Evaluation, Accountability and Learning) for RHEP, serving not only as an evaluation tool in hindsight but as a backbone for quality and learning.

CRS provided technical support for implementing partners in establishing the M&E system and providing continuous support in tracking, application of tools and data analysis. Introduction and follow-up workshops have been delivered by CRS in both countries at the beginning of each project year in 2015 and 2016, in order to work on practical applications of SMILER (Simple Measurement of Indicators for Learning, Evidence-Based Reporting) for RHEP. Throughout the programme period, CA staff closely followed up with both teams on specific MEAL support needs. In February 2017 the formal RHEP cooperation between CRS and CA came to an end.

Between 2015 and 2018, both implementing partners introduced new mechanisms to support professionalisation of their efforts in M&E: CJ appointed an organisational M&E officer, who received training and technical support by CRS. In CL, an organisational M&E department was established in 2016 with technical support by CRS.

A EXTERNAL MONITORING & EVALUATION 3 years of RHEP

In continuous efforts to improve quality and relevance of its intervention, RHEP incorporated annual external evaluations as well as external monitoring visits: The results of which were fed into implementation as well as annual programme revisions:

- Four external monitoring visits by back donors in 2017 and 2018
- Three external programme evaluations in 2016 (year1), 2017 (year2) and 2019 (3 years of RHEP)

In addition, programme revisions were informed by an evaluation of the life-skills and literacy/numeracy components in Jordan (2017) and a needs assessment update for the education sector in Jordan (2018), supported by CRS..

Research

Accompanying scientific research has played an integral role in informing the set-up, implementation and annual programme revisions of RHEP, aiming to give contextualised insight in and recommendations for the pillars of the programme. Research developed within RHEP further aimed at supporting the development and dissemination of good practice in refugee education programming for the region. Looking for a high quality research institution to accompany the program, CA set up a partnership with the Centre of Applied Research in Education (CARE) of the Notre Dame University in Beirut, led by Dr. Bassel Akar. After an inception report on holistic education, the following two research topics were identified based on joint consultations around knowledge gaps and research needs among partners:

- RHEP Year 1 research focussed on Early Childhood Education for Syrian Refugee and Vulnerable Host Community Children in Jordan and Lebanon. Findings from the inception and year 1 studies by CARE signalled that support from caregivers is critical for the academic performance and overall wellbeing of vulnerable schoolchildren.

- RHEP Year 2 research investigated the roles of caregivers in early childhood development and education of Syrian refugee and vulnerable host community children in Jordan and Lebanon and points out the importance of healthy relationships in early development to further develop healthy motor, language, cognitive and socioemotional skills.

- RHEP Year 3 research examines the roles of caregivers of early childhood development and education of Syrian refugee and vulnerable host community children in Jordan and Lebanon. The report identifies key support needs of vulnerable preschool children and proposes indicators for supportive and protective programming.

Outcomes of both studies were presented in joint RHEP Workshops (January 2017 and March 2019) and findings discussed with partners, to scrutinise how research reflected partner's experiences how recommendations can be incorporated into the programme. Reports were also presented at Notre Dame University, published in an academic volume, disseminated among (potential) donors, and made available through the RHEP web-page.





Capacity building

Capacity building for partner organisations and staff was a core element of the RHEP intervention, aiming at strengthening partners' organisational profiles as well as increasing the quality of intervention, including coherence with humanitarian standards. As leading references the RHEP team adopted the standards of the International Network for Education in Emergencies (INEE), SPHERE and ICRC, with both CJ and CL participating in trainings of INEE. Main areas of capacity building for staff evolved a. o. around:

- Peace Building, supported by CRS (CJ) and WCH/AEC (Lebanon)
- MEAL: Monitoring, Evaluation and Learning supported by CRS (CJ & CL)
- INEE Minimum Standards by Jusoor (CL) and Arab Network for Civic Education (CJ)
- Child Protection (CJ & CL)
- Curriculum Planning, supported by CRS (CJ)
- Inclusive Education, supported by Mercy Corps (CJ & CL)
- No Strings International (a peacebuilding and stress relief curriculum) by CRS (CL)

CASE EXAMPLE

Step by step towards Caritas Jordan's Safeguarding Policy

Considering CJ scope of interventions in Jordan, the need for clear and formalised safeguarding measures was high. In 2017, CJ entered the process of developing a safeguarding policy with the support of Keeping Children Safe (KCS) and supported by CA. KCS accompanied the process with expert review of the policy development, including conducting three workshops for CJ staff in Jordan:

- Self-Assessment Workshop November 2017
- Child Safeguarding Policy Drafting Workshop November 2017
- Training of Trainers for CJ Safeguarding Policy January 2019

Starting out as a child specific Safeguarding Policy, during the process CJ decided to extend the scope to vulnerable adults (including CJ staff) following good practice and recommendation by KCS. The policy development engaged all relevant CJ entities and units such as HR, Communication Department, Legal Department and the Volunteers Centre to develop the Policy but also develop and set-up underlying procedures. The final policy was adopted by CJ management in February 2019, paving the way for the next, crucial phase in 2019/20: practical implementation of new safeguarding and reporting mechanisms, roll out of trainings for staff and volunteers as well as ensuring awareness on CJ's safeguarding mechanisms among partners, stakeholders and beneficiaries.





6. LESSONS LEARNED

1. Beyond Academics

Given the dominance of scholastic, static teaching methodologies combined with the ongoing exposure to stress, integrating creative arts and physical exercise in everyday education is critical if children are to develop academically and socio-emotionally. Movement is critical to unblocking the nervous system in order to release stress, play supports the development of cooperation, communication, and leadership skills, and creative arts have the potential to strengthen children's self-expression and self-confidence. The RHEP allows for making a strong case for a holistic approach to education for refugees and other vulnerable populations.



2. Localisation

Caritas exemplifies the growing attention to localisation in humanitarian aid. Through its set-up as a confederation, programmes are implemented by national Caritas members who capitalise on longstanding and pre-crisis presence in country while commanding established networks and context knowledge. This means they are well positioned to implement and complement large-scale and usually UN/government-driven response strategies. The RHEP was designed exactly according to this principle: to strengthen and complement national response strategies, focusing on persons who would otherwise remain unable to access education and protection services.

3. Strategic Partnerships

For a programme with the scale and scope of RHEP, establishing strategic partnerships is critical. From the onset throughout implementation, RHEP was open to pilot new approaches and explore cooperation with diverse stakeholders, opportunities and a degree of flexibility which was also highlighted positively by partners. Further developing lessons learnt and good practices into strategic, long-term partnerships however need to be strengthened. This awareness was there from the onset, but gained traction mainly towards the end of the programme and towards the start of phase 2.

4. Scalability

Due to the unstable funding environment within the Syrian refugee crises, the advantage of having a scalable programme is evident. The RHEP was able to adjust to donor requirements in terms of budget and timeline. Careful planning, proactive communication with donors, and a modularised programme architecture were essential in doing so. This has been important for the sustainability of intervention as a whole and in order to be prepared for a gradual phase-over or phase-out, if the situation required.



Love>Hate

7. OUTLOOK

Existing needs as programme ends

As the end of the RHEP drew closer, the crisis in Syria showed little sign of abating. Instead, the UNHCR called Syria “the biggest humanitarian and refugee crisis of our time, a continuing cause of suffering for millions which should be garnering a groundswell of support around the world.” By the start of 2018 more than 13 million Syrians were in need of humanitarian assistance and 5.6 million in acute need of support inside of Syria. Another 5.6 million Syrians had sought prolonged refuge in neighbouring Turkey, Lebanon and Jordan, with Lebanon meanwhile hosting more refugees per capita than any other country in the world. In Lebanon and Jordan the vast majority of refugees lived below the poverty line, unable to meet basic needs and exposed to protracted protection risks.

One-third of all Syrian children were born during the war. Many of them witnessed violence and displacement, the impact of which is exacerbated by high rates of poverty and a lack of livelihood opportunities for families. This has given rise to negative coping strategies that leave children exposed to severe protection risks, ranging from child labour to early marriage, and from recruitment into armed groups to sexual and gender-based violence (SGBV). Despite a prominent regional response under the banner of ‘No Lost Generation’, 43% of refugee children across the region remained out of school by the end of the RHEP. Alarmingly, this number was still on the rise.

Considering these needs, alongside the capacity and expertise developed during three years of joint work in holistic education, RHEP partners decided to continue their efforts and design RHEP II: a programme that responds to

current needs and developments and incorporates Syria as programme country alongside Lebanon and Jordan.

RHEP II

RHEP II was designed between January and July 2018 in a similarly participatory manner as had been the case with RHEP, albeit with an expanded number of partners. Caritas Switzerland and Caritas Syria now joined as full RHEP II members, further strengthening the scope and depth of the programme. The design of RHEP II also benefitted from a stakeholder workshop that brought together programme staff alongside representatives of UN agencies, INGOs, national NGOs, research bodies, school staff and parents to jointly construct the foundations of the Theory of Change that guides implementation of the programme.

RHEP II retains the holistic focus of RHEP, but invests even more in promoting learner-centred pedagogies in safe and protective learning environments. One of the programme’s key markers is its focus on fostering supportive relationships among teachers, parents, students, and administrators – with relationships a critical component for wellbeing, healthy development and learning. RHEP II also involves a stronger focus on advocacy and coordination among partners, aiming to contribute insights from RHEP and RHEP II to public and policy debates on education in emergencies and protracted crisis in general, and in the Middle East in particular. Accordingly, Caritas partners continue to promote school communities in which all children can thrive.

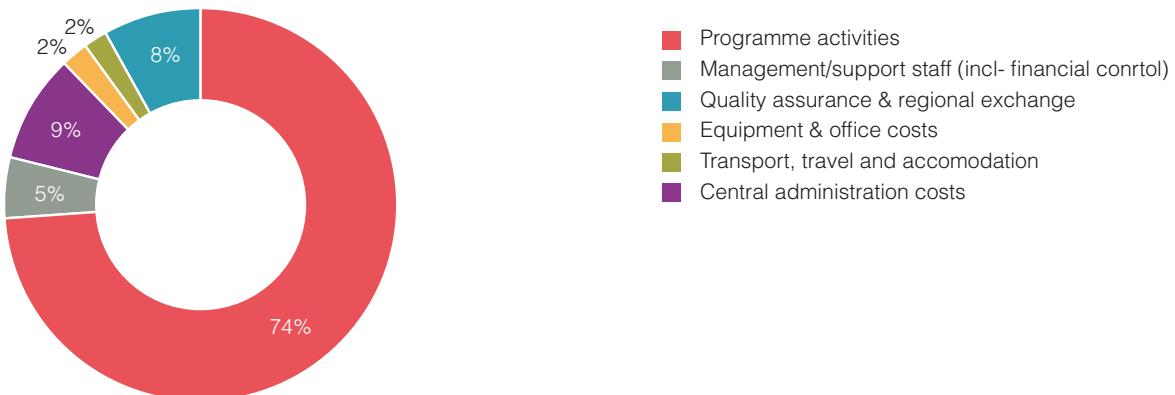


8. APPENDIX

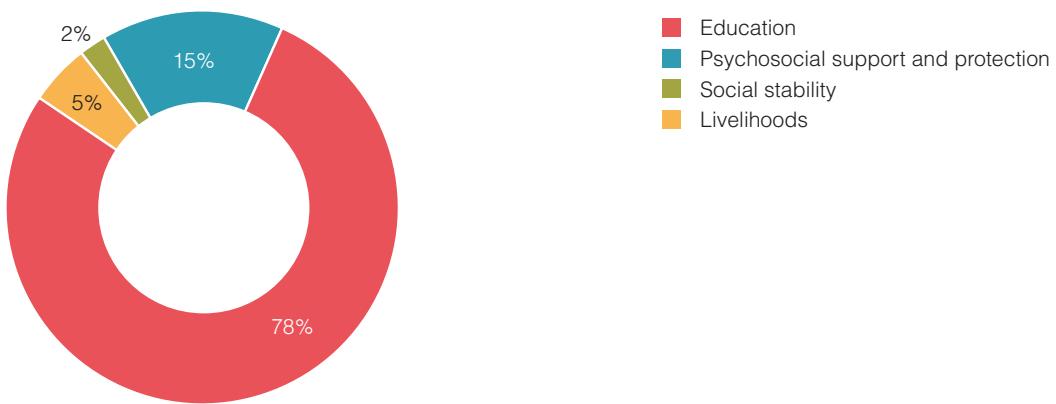
Overall Programme Expenditures

BL	Budget line	Expenditures As of August 31st, 2018	
01.	MANAGEMENT/SUPPORT STAFF (incl. Financial Control)	376,062	EUR
02.	PROGRAMME ACTIVITIES	6,176,564	EUR
03.	EQUIPMENT & OFFICE COSTS	662,448	EUR
04.	TRANSPORT, TRAVEL & ACCOMMODATION	188,938	EUR
05.	DIRECT PROJECT COSTS (SUM)	148,409	EUR
01.-05.	DIRECT PROJECT COSTS (SUM)	7,552,421	EUR
06.	CENTRAL ADMINISTRATION COST	749,176	EUR
OVERALL EXPENDITURES (SUM TOTAL)		8,301596	EUR

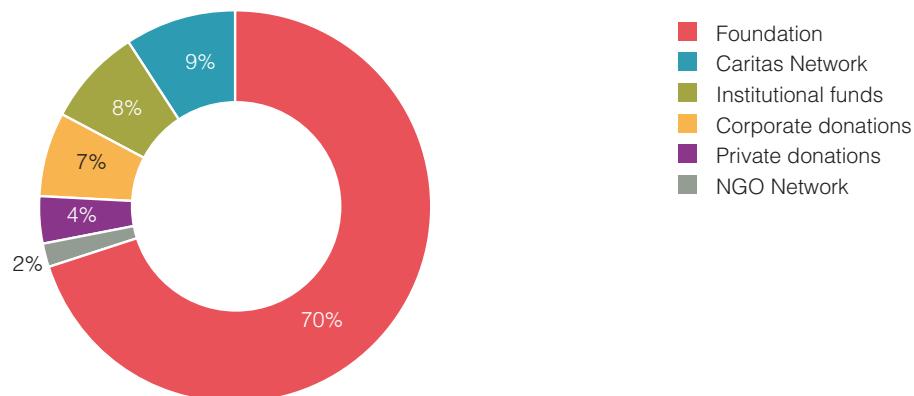
RHEP expenses per category



Allocation of funds per activity sector



Donor distribution



Media Clippings

Press Releases

05/30/2017 – Caritas Austria Caritas welcomes additional financial support for Syrian refugees

"The additional resources originating from the foreign aid disaster funds secure the support for women, men and children in Jordan and Lebanon who fled Syria. All the more important: more refugee children get the possibility to visit school and continue their course of education," says Michael Landau, president of Caritas Austria.



Full press release in German: <https://www.caritas.at/aktuell/news/detail/news/77835-caritas-begruesst-zusaetzliche-hilfsmittel-fuer-syrien-fluechtlings/>

Date	Title/Link
05/30/2017	Caritas welcomes additional financial support for Syrian refugees https://www.caritas.at/aktuell/news/detail/news/77835-caritas-begruesst-zusaetzliche-hilfsmittel-fuer-syrien-fluechtlings/
04/04/2017	Caritas welcomes extension of humanitarian aid for Syria and Iraq https://www.caritas.at/aktuell/news/detail/news/77431-caritas-begruesst-ausweitung-der-humanitaeren-hilfe-fuer-syrien-und-irak/
03/15/2017	Those who stayed behind are dead now." https://www.caritas.at/aktuell/news/detail/news/77290-die-die-geblieben-sind-sind-jetzt-tot-syria6years-teil-3/
03/15/2017	"We hope for peace in Syria" https://www.caritas.at/aktuell/news/detail/news/77289-wir-hoffen-dass-in-syrien-bald-frieden-herrscht-syria6years-teil-2/
03/14/2017	"I would never leave Syria" https://www.caritas.at/aktuell/news/detail/news/77272-ich-wuerde-syrien-nie-verlassen-syria6years-teil-1/
03/13/2017	6 years war in Syria: "survival support urgently needed in this big crisis" https://www.caritas.at/aktuell/news/detail/news/77248-6-jahre-syrien-krieg-ueberlebens-und-zukunftshilfe-in-der-mega-katastrophe-notwendig/
02/16/2016	Caritas refugee aid: Support on site, through the Balkan route and in Austria https://www.caritas.at/aktuell/news/detail/news/73890-caritas-fluechtlingshilfe-in-der-krisenregion-entlang-der-balkanroute-und-in-oesterreich/

Press Coverage

02/24/2018 – Katholische Kirche Österreich Jordan: Support for Syrian refugee children urgent needed

Syrian refugee children in Jordan need urgent support. Though their and their families' destiny are not in the world media's focus, their distress hasn't decreased. Caritas general secretary of Caritas Archdiocese of Vienna, Klaus Schwertner, told "Kathpress". Schwertner visited Caritas projects in Jordan these days in order to get an overview of the situation on site. Though there are officially only 650,000 Syrians registered as refugees in Jordan, at least 1.2 million Syrians live in the neighbouring country – and there situation is getting more and more desperate, so the Caritas Viennas general secretary.



Caritas-Vienna-Generalsekretär Schwertner auf Lokalaugenschein: Mehr als 100.000 Kinder können keine Schule besuchen - Caritas im Einsatz gegen Kinderarbeit und Kinderehen

Full article in German: <https://www.katholisch.at/aktuelles/2018/02/23/jordanien-syrische-fluechtlingskinder-brauchen-dringend-hilfe>

Date	Magazine	Link
08/09/2018	Ö1	https://oe1.orf.at/programm/20180809/523171
08/04/2018	Ö1	https://oe1.orf.at/programm/20180804/522910
02/24/2018	Katholische Kirche Österreich	https://www.katholisch.at/aktuelles/2018/02/23/jordanien-syrische-fluechtlingskinder-brauchen-dringend-hilfe
02/24/2018	Kronen Zeitung	https://www.krone.at/1648252
05/14/2016	ORF Oberösterreich	https://ooe.orf.at/v2/news/stories/2774350/
12/12/2015	oe24.at	https://www.oe24.at/welt/Libanon-Niemand-weiss-wann-das-Ganze-explodiert/215806795
12/12/2015	ORF.at	https://orf.at/v2/stories/2313986/2313029/
12/12/2015	Tiroler Tageszeitung	https://www.tt.com/politik/konflikte/10876063/niemand-weiss-wann-das-ganze-explodiert
09/15/2015	ORF.at	https://religion.orf.at/radio/stories/2731848/
07/26/2015	Tiroler Tageszeitung	https://www.tt.com/panorama/gesellschaft/10296963/fuer-ein-leben-nach-dem-krieg

Social Media Activities

04/23/2018 – Caritas Österreich

During an official state visit in Jordan, president of Austria, Alexander van der Bellen and his wife Doris Schmidauer visited the ambassador in Amman.

Our delegate in Jordan, Judith Hameseder, talked about the Caritas projects in the region and the support for Syrian refugee children in Jordan. Around 80,000 Syrian children in schooling age are still out of school in Jordan.

Caritas is working in Jordan since many years and was able to support more than 83,000 people – these numbers include Syrian refugees as well as vulnerable Jordan families.

More information: www.caritas.at/Syria



<https://www.facebook.com/CaritasOesterreich/posts/10155567237481985:0>

Date

Link

05/08/2019	https://www.facebook.com/CaritasLebanon/videos/289813318629116/?__xts__[0]=68.ARBrYR8ZCf0ropdou-CaAVD-FAdBIS1cFH0Q3YL1Mu5zu4j8Bp2iTz2WzX01eWTYTKVnHFTIZUf5kKdCprCSptY8vPUWsgQJC62vu-hWZG4q9LJPoSOUQ6Xc7g1rhdhVBza2Z6nrH2Ydd4giq-8ALNS2T4l5mUqoLuT8qw4zV3AFX-n4PlayQi5bo4L-WohCMgHcld6j-dxhVblFF4BOzRlbK64hXtbWaQe9SaJeeFM1CPZh9tRrmESIRptNd_k_rJzvGWJ5efgsy3KC9LAh-3Aq0-pU1jMv8omGYLo5hpX_57dTSD_PdwaQ0GdGhTNwsGFly9Y5ZV8oDq-38U0jr&__tn__=-R
04/23/2018	https://www.facebook.com/CaritasOesterreich/posts/10155567237481985:0
03/30/2018	https://www.facebook.com/cschiweifer/videos/vb.1597732930/10213764683943479/?type=2&theater

Multimedia

Caritas Lebanon created a video that displays the work for the beneficiaries within the RHEP Program.

On YouTube the video is currently available in English with German subtitles.

<https://www.youtube.com/watch?v=qISO06U47jA&t=>



Date

Title (Medium)

Link

05/23/2019	RHEP in Lebanon	https://www.youtube.com/watch?v=qISO06U47jA&t=
02/26/2018	Syrian refugee tragedies in Jordan (Ö1)	https://oe1.orf.at/artikel/642708/Syrische-Fluechtlingschicksale-in-Jordanien
Dec. 2017	Scrollytelling story from Jordan(Caritas Kärnten)	http://caritas-austria.pageflow.io/jordanien-hilfe-fur-kinder-in-not#143187

www.caritas.at/rhep

Caritas
Austria

 Caritas
LEBANON


الكاريتاس الأردنية
Caritas Jordan