

WAR child

CORE FOR TEACHERS

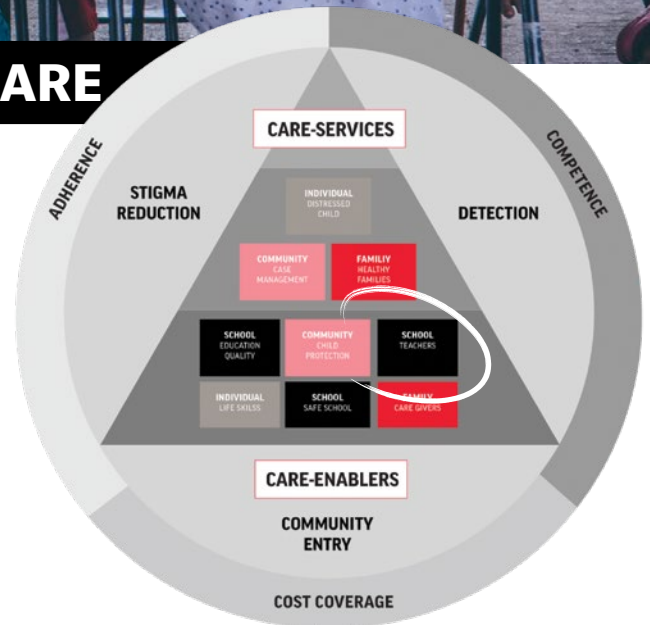


July 2019

AIMS

- To develop a holistic intervention to improve the wellbeing, social and emotional competencies and classroom management skills of teachers. This will ultimately contribute towards creating a safe and stimulating learning environment for children.
- To determine effective ways to expand the reach of this intervention in partnership with humanitarian actors and governments.

CARE



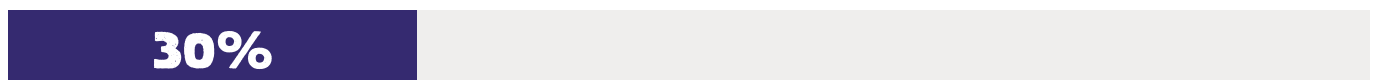
ACHIEVEMENTS

- Formative work has been completed including an extensive literature review, focus group discussions and interviews with key stakeholders in Colombia.
- An intervention manual which has been pilot tested in Colombia to assess the efficacy of the intervention. Findings from the pilot test informed adaptations to the Colombian setting.

PROGRESS

Formative (A)	Piloting (B)	Evaluation research (C)	Implementation research (D)
80%			
2018-2019	2019-2020	2020-2021	2022

FUNDING



WHY

A growing body of evidence highlights the importance of social and emotional learning on children's wellbeing, social skills and learning outcomes. The social and emotional wellbeing of teachers is a vital contributor towards improved learning outcomes for children - yet teachers living in areas affected by armed-conflict face significant pressures that can negatively affect their wellbeing and classroom skills. This intervention seeks to address these pressures - particularly where there are shortages of teachers.

HOW

The intervention is designed to build teacher capacity in three key areas: personal social emotional competences; wellbeing; and positive classroom management. The intervention will also provide individual support to teachers through intensive and ongoing coaching to improve learning outcomes. This support will combine observation, one-on-one personal development, in-class support and practice time to maximum effect - resulting in improved emotional and enquiry-based learning for teachers and pupils alike.

PROCESS

A Formative

- Conduct systematic literature review to identify key elements of effective teacher professional development programmes
- Conduct formative qualitative research in Colombia to inform the development of the intervention and Theory of Change
- Develop zero-draft intervention manual and Theory of Change
- Conduct practice run to test acceptability, relevance and feasibility of intervention
- Adapt intervention manual based on findings from practice run

B Pilot

- Identification, adaption, development and testing of measurement outcomes
- Conduct pilot study of full intervention to identify potential adaptations to the intervention and research protocols

C Evaluation

- Formally evaluate the effectiveness of the intervention through a rigorous mixed-method cluster randomised trial

PARTNERS & DONORS



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