**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.

**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**

<table>
<thead>
<tr>
<th>Formative (A)</th>
<th>Piloting (B)</th>
<th>Evaluation research (C)</th>
<th>Implementation research (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FUNDING**

30%
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

Global TIES for Children - New York University
War Child

CONTACT

April Coetzee
April.Coetzee@warchild.nl
www.warchild.nl

July 2019