EDUCATION
FOR ALL COALITION

Toolkit

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2022 Program

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EDUCATION
FOR ALL COALITION

Program Introduction

The Education for All Coalition (EFAC) is a network of organizations and individuals dedicated to creating education opportunities for displaced and disadvantaged children. Our Practice Areas include capacity building, training, educating, and resourcing programs. Our Services address cognitive development, learning, literacy, social-emotional wellbeing, and resilience building with innovative technology. Fostering healthy life habits and promoting the wellbeing of children are integral parts of all services provided.

The EFAC strategy is to identify gaps in education services and to implement assistance programs that improve access and provide flexible and holistic pedagogy and resources with quality assessment oversight through direct and remote engagement. Our pedagogy provides services and programs for Transitional, Non-Formal, Alternate and Accelerated education programs on site or through virtual capabilities, designed to build communities of practice and knowledge networks. Our programs train local educators with sustainability and scaling considerations. Our practice includes implementing data-driven approaches with proven qualitative and quantitative measures to map requirements, assess resources, and produce content and competencies, in tailored educational programs that generate productive life skills and confident world citizens. We work with partners in local and global communities to retain cultural identity and ensure long-term local sustainability. Our programs focus on a blended teaching model with actionable plans designed to strengthen local education capabilities and teacher capacity.

Classroom Tools

Learner Profiles
The Learner Profile has two pages: 1) a section for general information about each student's needs and supports and 2) a section for taking notes about each student's academic and social-emotional progress three weeks before, during, and after the program.

Goal-Setting Chart
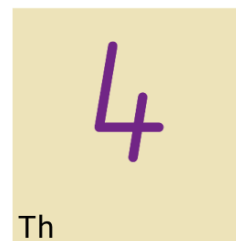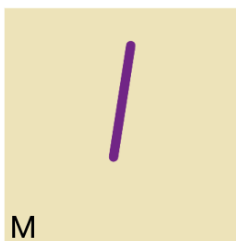The Goal-Setting Chart can be completed by students individually while the teacher is holding one-on-one conferences.

Classroom Climate Scale
You are encouraged to "rate" the overall classroom climate (how easy it is and how it feels to learn in the classroom) using criteria listed on the Classroom Climate Scale.
Based on what number you rate the class that day from 1 to 5, you can follow suggestions specific to that climate listed on the next page.

Please write down each day's classroom climate rating on the Classroom Growth Chart. At the end of the program, you will be able to see how the classroom climate changed. Below is an example of a finished Classroom Growth Chart.

During Program

1	*2*	*3*	*4*	*5*
M	T	W	Th	F

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Educator Questionnaire

About the Questionnaire

The purpose of this survey is to better understand the characteristics of classrooms within the EFAC program site prior to implementation. Some questions pertain to the composition of classrooms and others to educator beliefs about students and the classroom environment.

- This questionnaire asks for information about your experience as an educator and the composition of your classes.

- The survey will take approximately 15 minutes and should be done prior to the beginning of the EFAC program.

- Your answers will remain completely confidential.

Background Information

The following questions are about characteristics of you and your classroom.

1. Gender?

Female	Male	Other
$\square_1$	$\square_2$	$\square_3$

2. Age?

Under 25	25-29	30–39	40-49	50-59	60+
$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$	$\square_6$

3. Employment status?

$\square_1$ Full-time $\square_1$ Permanent employee

$\square_2$ Part-time $\square_2$ Temporary volunteer

4. What is your highest level of education?

$\square_1$ Below Grade 12 or equivalent

$\square_2$ Bachelor's Degree or equivalent

$\square_3$ Master's Degree or equivalent

$\square_4$ Doctorate Degree or equivalent

6. How long have you been working as an educator?

This is my first year	1-2 years	3-5 years	6-10 years	11-15 years	16-20 years	More than 20 years
$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$	$\square_6$	$\square_7$

7. What is the year/grade level of your classes?

_____

8. How many students are generally in your classes?

_____

9. How many hours do you spend on the following activities?

| | | Teaching a large group of students

| | | Teaching a large groups of students

| | | Lesson preparation and reviewing student work

| | | Administrative duties to support the classroom

| | | Other (please specify)

_____

10. What are the main subjects you teach?

☐ Reading and Writing

☐ Mathematics

☐ Science

☐ Language Learning

☐ Computer Technology

☐ Arts, Music, and Sports

☐ Health and Wellbeing

10. What is the primary language used in your classroom?

_____

11. What is your primary and/or secondary language?

_____

12. In your classes, roughly estimate the following proportions of students.

	None	25%	25-50%	50-75%	75-100%
a) Students whose primary language is different from the primary language of instruction	☐$_1$	☐$_2$	☐$_3$	☐$_4$	☐$_5$
b) Students whose reading or math skills are delayed by two years or more	☐$_1$	☐$_2$	☐$_3$	☐$_4$	☐$_5$

Teacher Learning

The following questions are about support within the school and resources offered to grow professionally.

11.   Do you participate in any of the following kinds of teacher learning activities?

		Yes	No
a)	Courses and workshops	$\square_1$	$\square_2$
b)	Research and publication	$\square_1$	$\square_2$
c)	Visits to other schools	$\square_1$	$\square_2$
d)	Mentoring network	$\square_1$	$\square_2$
e)	Peer observation	$\square_1$	$\square_2$

12.   Is your instruction appraised with suggestions?

		Yes	No
a)	My work is regularly appraised, and I am given suggestions following appraisal.	$\square_1$	$\square_2$
b)	When others give me suggestions, they positively impact my teaching.	$\square_1$	$\square_2$

13.   How often do you do the following?

		Never	Weekly	Monthly	2-4 times per year
a)	Attend meetings	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	Make decisions about what topics will be taught	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	Teach alongside another educator in the same class	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	Have your teaching appraised	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	Assess and consider individual students' educational goals, progress, and/or challenges	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	Collaborate with other educators	$\square_1$	$\square_2$	$\square_3$	$\square_4$

Teaching Practices

14. **We would like to ask about your personal beliefs on teaching and learning.**
Please indicate how much you disagree or agree with each of the following statements.

		Strongly Disagree	Disagree	Agree	Strongly Agree
a)	It is my job to help students feel comfortable speaking up if they don't understand.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	Some students are too far behind academically too ever catch up.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	Students' emotions, circumstances, and histories change how they behave in the classroom.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	When students are behaving disrespectfully, being firm will improve their behavior.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	Students tell me when there are problems.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

15. **How strongly do you agree or disagree with the following statements?**

		Strongly Disagree	Disagree	Agree	Strongly Agree
a)	I am satisfied with my job.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	My work makes a difference in my students' futures.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	If I put in the effort, all students can improve.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	My work and profession are respected.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	I am able to connect with students' parents.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	I am supported by those working in the school, and we are all part of a school community.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

16. **How strongly do you agree or disagree with the following statements?**

		Strongly Disagree	Disagree	Agree	Strongly Agree
a)	There is a lot of noise and many distractions when I'm trying to teach.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	I can typically calm down my class.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

This is the end of the questionnaire. Thank you for your time!

Learner Profile

Name _____

Grade _____ Age _____ Language _____

Host Country _____ Home Country _____

Photo of
Student

Strengths and Challenges

Personal Context

Achievement Levels and Strengths

Aspirations

Learning Style Preferences

Academic and
Social-Emotional Needs

Considerations

Considerations for Instruction and Assessment

Available Resources and Supports

Progress Tracking

Goals	Week by Week			Moving Forward
	1	2	3	
Before Program				
	1	2	3	
During Program				
	1	2	3	
After Program				

Comments

Classroom Checklist

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About the Checklist

Please use the the spaces below to write down information related to classroom facilities and resources. This information will be used in the Final Report. Please use the space below to write any keywords.

General Information

The following conclusions are about characteristics of you and your classroom.

1.   Name of School

_____

2.   Number of Students Participating in Program

10-50	50-100	100-200	200-500	500-1000	1000-2000	2000-5000	5000+
$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$	$\square_6$	$\square_7$	$\square_8$

3.   Student Grade or Age Level

_____

4.   Student Gender Ratio

| | Girls per | | Boys

5.   Language Used in Classrooms

_____

6.   How many teachers are present? What is the student to teacher ratio?

_____

7.   How many classrooms are available?

Please elaborate on classroom capacity.

Building Assessment				
	Yes	Some	No	Comments/Notes
Are classrooms located inside a building?				
Is the classroom space outdoors?				
Are there outdoor activity spaces for sports or play?				
Do students fit comfortably inside the classroom space?				
Is there access to a bathroom?				
Is there Wi-Fi and electricity?				
Is it considered a safe space for learning?				

Classroom Resources				
	Yes	Some	No	Comments/Notes
Are there desks/chairs? If so, are there enough for all children?				
Are there training aides such as blackboards?				
Are there writing utensils (pencils, paper, pens, etc.)?				
How many computers are available, if any?				
Is there a play area within the classroom? If so, describe.				
Is the learning area a safe place? Please describe.				

8.   What would improve the classroom space?

9.   What is working well in the classroom space?

Classroom Climate Scale

1
- There were constant disruptions in the classroom.
- Children did not try to attend to the activity and a working environment could not be sustained.
- This day left you feeling extremely exhausted or upset.

2
- There were frequent disruptions in the classroom.
- Children tried to attend to the activity but ultimately a working environment could not be sustained.
- This day left you feeling tired and stressed.

3
- There were some disruptions in the classroom.
- Children who wanted to learn could despite noise and distractions.
- This day left you feeling tired and unsatisfied.

4
- There were few disruptions in the classroom.
- Children were excited but still a bit challenging to manage.
- This day left you feeling tired but satisfied.

5
- The classroom was relaxed and enjoyable overall.
- Children were attentive for the majority of the class.
- This day left you feeling fulfilled and excited to come back the next day.

Suggestions to Improve Classroom Climate

1

Physical activity can help calm a chaotic classroom.
Try the following with the class:
- Stretching
- Run in place for 90 seconds

Children who are still stressed can take a break in the calming corner.

2

Have the class try belly breathing:

Sit up straight and put one hand and one on your chest. Breathe through your mouth for four seconds, hold for four seconds, and exhale through your mouth for four seconds.

3

Have the class try bumblebee breathing:

Inhale through your nose for four seconds and then release the air with a light buzzing noise.

4

Have a mindfulness moment:

Focus on a sound you can hear. Does it sound familiar, strange? What are the sounds and smells around it? If they don't want to close their eyes, they can focus on sights too.

5

Praise the class for staying on track.

Have a mindfulness moment:
Think about three things you're grateful for today. Why?
This exercise will scaffold positive thinking.

Classroom Growth Chart

Week Before Program

M	T	W	Th	F

During Program

M	T	W	Th	F
M	T	W	Th	F

After Program

M	T	W	Th	F

Trauma-Responsive Teaching

Review: Matching

Work with a partner and match the first half of the idea with the last half.

Some key principles from previous training can be used while teaching SEL lessons:

- Recognizing your own emotions...
- Children may overreact to certain concepts...
- Bring children's voices into the activities...
- Ask children questions...
- Let it be normal and natural to talk about...

Trauma-Responsive Teaching

Review

- Some key principles from previous training can be used while teaching SEL lessons:

- Recognizing your own emotions *as a factor that impacts children in class*

- Children may overreact to certain concepts; *they should be given time and space to calm down*

- Bring children's voices into the activities. *Let them guide small decisions about how they'll engage with the lessons*

- Ask children questions *without judgment or hostility*

- Let it be normal and natural to talk about *the difficulties children have faced, and offer appropriate compassionate responses*

Striving for Resilience

Wrap-up: Matching Quiz

1. **Resilience**

2. **Adapt**

3. **Adversity**

4. **Support System**

A. the group of people in your life who support you

B. to adjust, be flexible, and get used to new situations

C. thoughts, actions, and behaviors you can practice that help you recover from challenges

D. difficulties, challenges, or hard events

Overall Wellbeing

Wrap-up: Matching Quiz

With a partner, work to answer these questions.

1. Write:

   a. One thing SEL is _____

   b. One thing SEL isn't _____

2. The purpose of SEL is:

   a. To control student behavior with rules and psychological principles

   b. To introduce students to the academic disciplines of sociology and psychology

   c. To facilitate students' the development of social skills and self-management

Strengths and Difficulties Questionnaire

P or T [4-10]

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of the child's behavior over the last six months or this school year.

Child's name ....   Male/Female

Date of birth...

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	☐	☐	☐
Restless, overactive, cannot stay still for long	☐	☐	☐
Often complains of headaches, stomach-aches or sickness	☐	☐	☐
Shares readily with other children, for example toys, treats, pencils	☐	☐	☐
Often loses temper	☐	☐	☐
Rather solitary, prefers to play alone	☐	☐	☐
Generally well behaved, usually does what adults request	☐	☐	☐
Many worries or often seems worried	☐	☐	☐
Helpful if someone is hurt, upset or feeling ill	☐	☐	☐
Constantly fidgeting or squirming	☐	☐	☐
Has at least one good friend	☐	☐	☐
Often fights with other children or bullies them	☐	☐	☐
Often unhappy, depressed or tearful	☐	☐	☐
Generally liked by other children	☐	☐	☐
Easily distracted, concentration wanders	☐	☐	☐
Nervous or clingy in new situations, easily loses confidence	☐	☐	☐
Kind to younger children	☐	☐	☐
Often lies or cheats	☐	☐	☐
Picked on or bullied by other children	☐	☐	☐
Often offers to help others (parents, teachers, other children)	☐	☐	☐
Thinks things out before acting	☐	☐	☐
Steals from home, school or elsewhere	☐	☐	☐
Gets along better with adults than with other children	☐	☐	☐
Many fears, easily scared	☐	☐	☐
Good attention span, sees work through to the end	☐	☐	☐

Signature ....   Date ....

Parent / Teacher / Other (Please specify):

Thank you very much for your help

Final Assessment Report

About the Report

It has truly been a pleasure working alongside you and your team to bring important topics to your classrooms and students. In conclusion we offer the following 30-day interim report for the period of program preparation and on-site or virtual training. Follow on virtual meetings and collaborations will be scheduled with your team or designated representative for an additional 60 days at which a final report will be provided.

General Information

The following conclusions are about characteristics of you and your classroom.

1.   Name of School

_____

2.   Number of Students Participating in Program

10-50	50-100	100-200	200-500	500-1000	1000-2000	2000-5000	5000+
☐$_1$	☐$_2$	☐$_3$	☐$_4$	☐$_5$	☐$_6$	☐$_7$	☐$_8$

3.   tStudent Grade or Age Level

_____

4.   Student Gender Ratio

| | | Girls per | | | Boys

5.   Language Used in Classrooms

_____

6.   Favorite EFAC Topics by Teachers and Students

_____

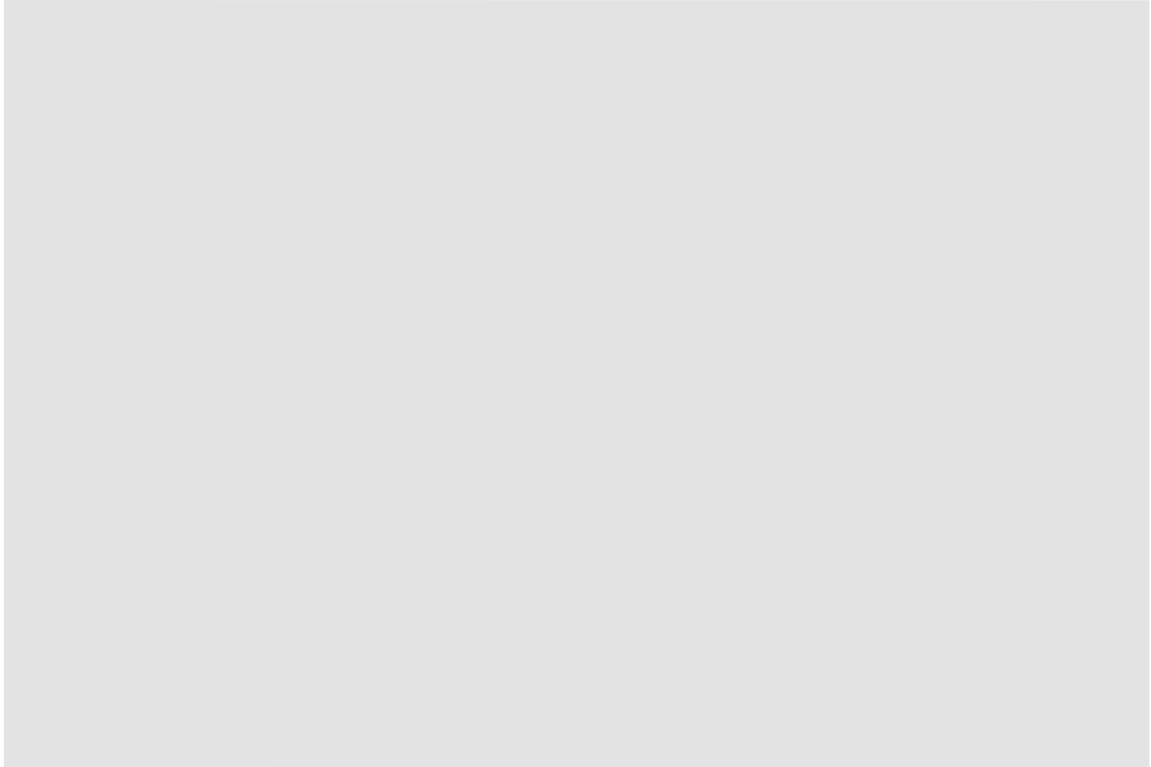**7.   Additions to Consider for Future Programs**

8.   **Facility and Resource Assessment**

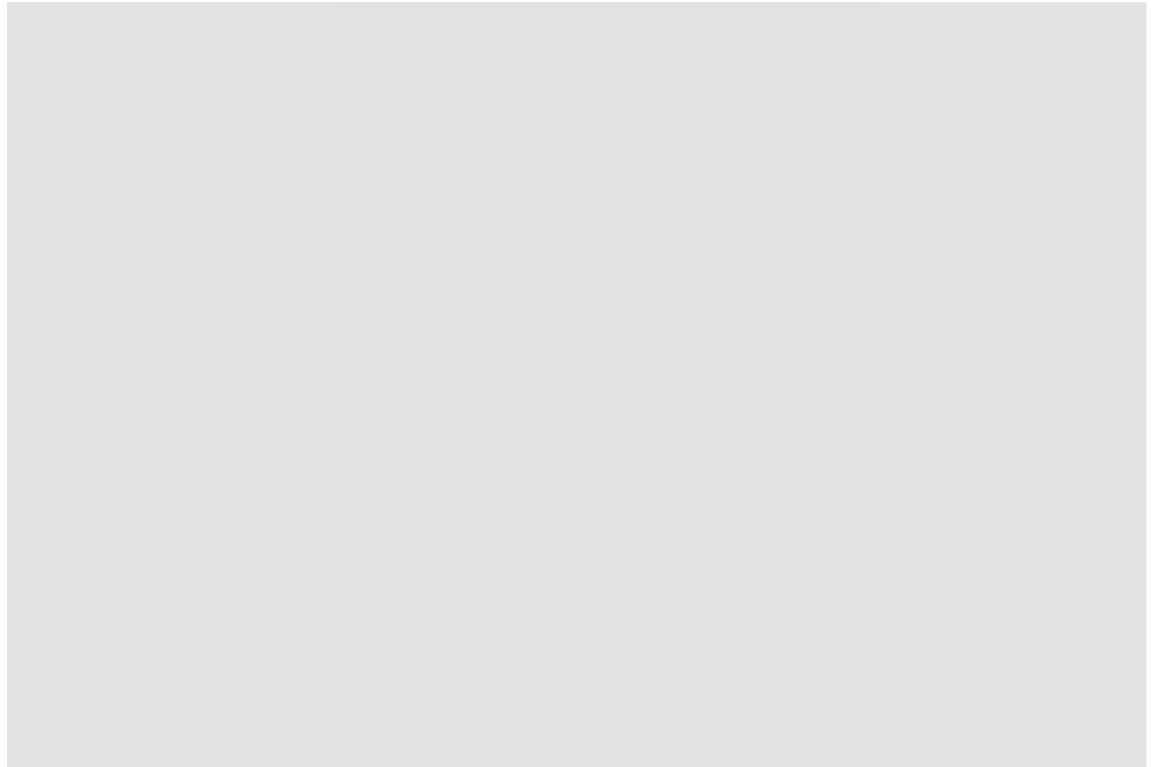**9.**   **Technology Equipment and Accessibility Assessment**

10.   **Notable Areas to Improve Upon**

11.   **Feasibility to Scale Program**

12.   **Educator Pre- and Post-Program Summary**

13.   **Student Pre- and Post-Program Summary**

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