

ELOM USERS COMMUNITY OF PRACTICE



16 OCTOBER 2024



WELCOME & INTRODUCTION

AGENDA

	OBJECTIVES	ACTIVITIES
9.00-9.30	Orientation and connection, setting expectations	Welcome, introductions and orientation
9.30-11.10	Reflect on the importance of setting deliberate intentions around using the ELOM tools and planning for using data	Intention setting and using data
<i>Tea break</i>		
11.30-1.00	Discuss key issues in the study design process	ELOM study design workshop
<i>Lunch break</i>		
1.45-3.00	Brainstorm how NGO ELOM data can be democratised and shared back to those providing the data	Communicating findings with end-users
3.00-4.00	Practice creative problem-solving strategies to enable innovative data-driven decision-making	Playful provocations using ELOM data
4.00-4.30	Wrap-up and closure	

CHECK-IN

What has been your deepest, most PERSONAL INTENTION for this year? Share your own sense of how far you have come to meeting that intention.

GUIDING PRINCIPLES

01	OPEN HEART	<ul style="list-style-type: none">• Be fully present• Collaborate & Support
02	OPEN MIND	<ul style="list-style-type: none">• Quality of Curiosity• Openness to new ideas
03	OPEN EARS	<ul style="list-style-type: none">• Share the speaking space• Listen actively
04	OPEN WILL	<ul style="list-style-type: none">• Participate actively• Distil action

Session 1
**INTENTION-
SETTING**



UTILISATION-FOCUSED EVALUATION

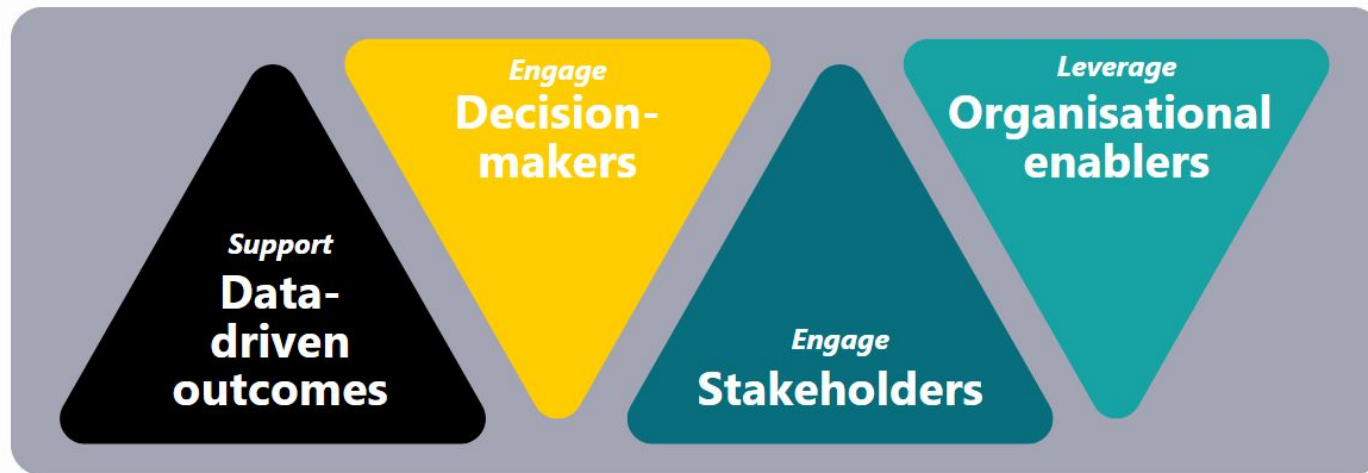
Utilisation-Focused Evaluation (UFE) is an evaluation approach that prioritises the use of findings by intended users, focusing on practical application throughout the evaluation process.

- User-Centered: Evaluation is designed with the primary users in mind.
- Purpose-Driven: The focus is on how the evaluation will be used to make decisions.
- Flexible Approach: Tailored to the context and needs of the organisation or project.

SETTING INTENTIONS

DataDrive2030 embeds a data utilisation focus by guiding users on setting intentions for data-driven action.

- ELOM users to complete an intention-setting form during application.



- Intentions centre on strategic decisions that can be made using the data.
- This ensures plans are put in motion early on to actually use data for improvement.

LET'S PRACTISE!

1. Read the fictional scenario and set intentions for using the data from an ELOM study.
2. Look through the ELOM data and decide on some actionable steps to take based on your intentions above.
3. Brainstorm the steps involved in communicating the ELOM findings and actionable steps to take, with key stakeholders.

REFLECT

1. What key insight emerged from this exercise?
2. What was one challenge you grappled with?
3. Feedback for us on the process?

Session 2
**ELOM STUDY
DESIGN**



CHOOSING TOOLS



What is the ELOM suite of tools?

4 & 5 YEARS ASSESSMENT TOOL

A direct assessment of the developmental performance of children aged 50 to 69 months old. The tool helps to determine whether children are on track for achieving the expected developmental standards for their age, or whether they are falling behind, or far behind, the standard in five key domains of development.

4 & 5 YEARS TARGETING TOOL

A short, five-item version of the ELOM 4 & 5 assessment tool that helps to identify individual children aged 50 to 69 months who are falling far behind the expected standard and need additional, targeted support to catch up.

LEARNING PROGRAMME QUALITY ASSESSMENT TOOL

An observation tool for assessing the quality of group learning programmes that target children between 3- and 5-years old. The tool helps to identify areas of improvement in a number of domains, such as the learning environment, teaching strategies, and curriculum delivery.

ELOM-R ASSESSMENT TOOLS

Two direct child assessments that measure children's performance in (1) early literacy and (2) numeracy at the end of their Grade R year or the start of the Grade 1 year. The tools can be used independently or together to establish whether children are ready for formal schooling.

SOCIAL-EMOTIONAL RATING SCALE

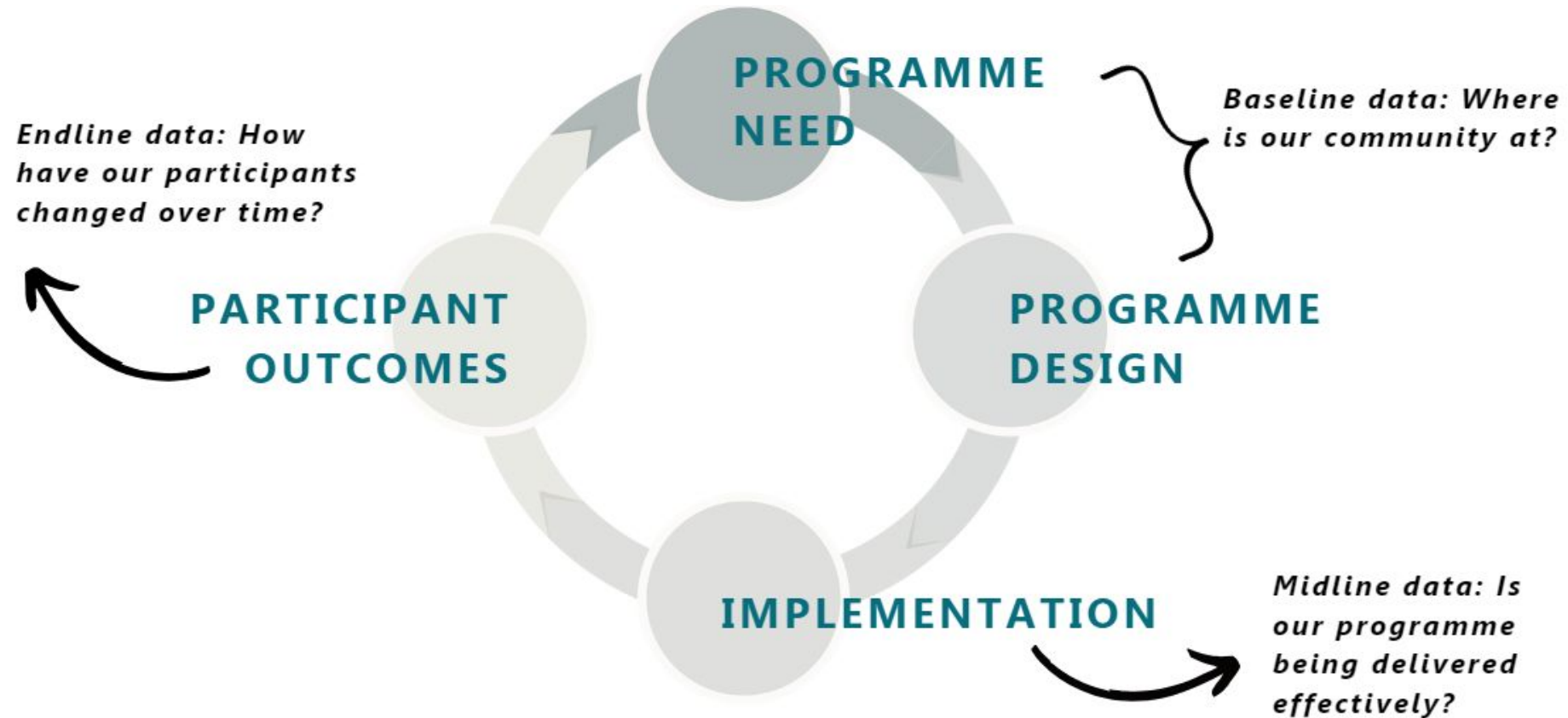
A short assessment of a child's social and emotional functioning that is administered with the child's teacher or caregiver. An adult who knows the child well is asked 13 questions to assess the child's social relations, emotional readiness for school and self-care. The social-emotional rating scale is used in conjunction with the 4 & 5 and ELOM-R tools.

HOME LEARNING ENVIRONMENT TOOL

A short questionnaire for primary caregivers that measures home aspects associated with early language, numeracy and cognitive functioning in children between 3- and 5-years old. The tool determines the early learning resources that children have access to, time afforded to children, and the early learning activities engaged in at home.

How can the ELOM tools support programme improvement?

The ELOM suite of tools can be integrated into an organisation's MEL framework, or used to support the evaluation of a programme.



PROGRAMME DESIGN

- ELOM 4&5 + ELOM-R tools + LPQA + HLE + SEF
- Can be used individually or together to measure baseline knowledge and competencies.
- Baseline findings can identify early learning needs in the community, and inform relevant and effective programme content and delivery plans.



PROGRAMME OUTCOMES

- ELOM 4&5 + ELOM-R tools + SEF can be used to establish children's developmental outcomes.
- Comparing baseline and endline can help to establish a programme's effectiveness at enhancing children's school readiness.
- LPQA and HLE can supplement outcome data by highlighting other important contributing factors to children's outcomes which may help to explain trends in child outcome data.



PROGRAMME IMPLEMENTATION

- LPQA can measure classroom quality and the extent to which ELP practitioners are delivering the learning programme as intended.
- 4&5 Targeting Tool can help identify children who are at risk of falling behind and require targeted support during the course of the programme.



HOW CAN ELOM TOOLS BE COMBINED?

Holistic child assessment

By combining the ELOM 4&5 or ELOM-R tools, with the SEF tool and the measurement of the child's height-for-age, you can gain a holistic view of **children's development**. Using multiple tools together allows you to track a wider range of developmental domains and understand the individual factors that may affect early learning outcomes (e.g., growth status or emotional readiness for school). For example, an [evaluation of SmartStart](#) found that children performed better on the ELOM 4&5 when they had a healthy growth status and higher levels of social maturity and emotional functioning.

Contextual studies

Incorporating the LPQA and HLE tools alongside ELOM child assessments helps to understand the broader learning environment, both at home and in the classroom. This layered approach can help you explore how environmental factors, such as teaching strategies in the early learning classroom or time spent with the child at home, may influence children's developmental outcomes. Together, these tools help to identify potential gaps or strengths that may not be apparent from child assessments alone. For example, the [ELPO study](#) found that children with more books and toys at home performed better on some ELOM 4&5 domains.

SAMPLING



SAMPLING 1: Terminology

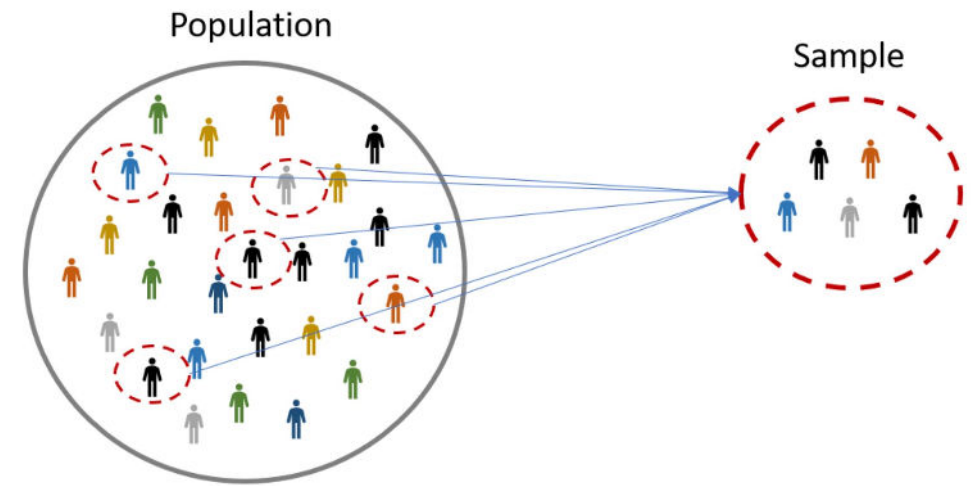
Study questions

These questions help define what the assessment seeks to measure or uncover, guiding the evaluation of whether the program is achieving its goals, how effectively it is being implemented, and what impacts or outcomes are emerging as a result of the intervention.

- Comparing 2 groups
- Measuring effectiveness

Population

The entire group you want to study or make conclusions about (e.g., all children in early learning programmes in a specific region).



SAMPLING 1: Terminology

Sample size

Number of participants chosen from your population to take part in the study to ensure the findings accurately represent the population.

The number represents the minimum number of participants needed to reliably detect a real effect or difference.

This can be calculated using online tools or even asking chat GPT!

Random sample

A subset of the population that you actually study by choosing them at random to participate.

- ★ More practical
- ★ Less time-consuming
- ★ Less expensive



SAMPLING 2: The importance of random sampling

- Random sampling helps to ensure that the sample of children included in an ELOM study is representative of all children attending the same early learning programme (ELP).

Example

Imagine you're trying to understand how well a new teacher training programme translates to child development outcomes. If you only select children from one specific ELP out of many, your findings might not apply to all children or ELPs. Similarly, if you let an ELP practitioner choose which children should be assessed, they may only choose their brightest children, which wouldn't give you a fair representation of the class.

SAMPLING 3: Basic Steps

1) Set your study questions

2) Identify the population

3) Calculate the sample size

Decide how many sites and children will be included based on statistical power or ELOM requirements. .

4) Choose random sampling method

Select your participants using a strategy aligned to the study purpose and questions (stratified/cluster sampling, etc).

ELOM Considerations

ELOM age requirements

(50 - 59 months; 60 - 69 months; end Grade R or early Grade 1)

ELOM analysis requirements
(15+) ; statistical power

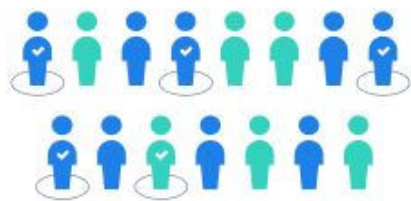
ELOM costs

How likely the results are to be accurate rather than due to chance

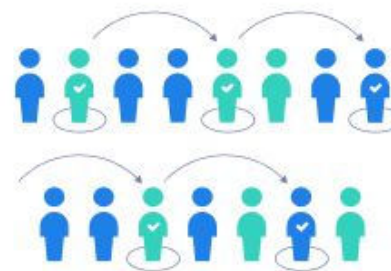
SAMPLING 4: Random sampling

Every child has an equal chance of being selected - lottery or stickers

Simple random sample



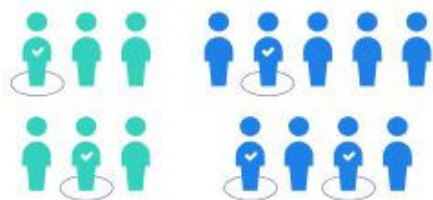
Systematic sample



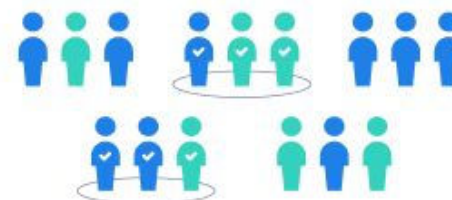
Children are selected at regular intervals from a list after a random start

Population is divided into subgroups (or 'strata') based on certain characteristics (like age, gender, quintile or programme quality). Then, random samples are taken from each subgroup proportionally to its presence in the population.

Stratified sample



Cluster sample



Children are divided into groups (clusters) based on some criteria (e.g., a specific location or programme). Random clusters are then selected, and all individuals within those clusters are included in the sample.

COSTING YOUR STUDY



COSTING YOUR STUDY

COMMON FEATURES

Both the ELOM Basic and Standard packages include the following features:

- ▶ Database of accredited assessors
- ▶ Use of the ELOM digital platform
- ▶ Data cleaning and analysis
- ▶ Safe data warehousing
- ▶ Recommended resources

ELOM BASIC

Best for organisations that would like to use up to two of the ELOM digital tools once-off to get a sense of the strengths and weaknesses of their programme.

- ▶ Use any 2 ELOM digital tools
- ▶ Assess up to 75 children / LPQA sites / home environments per tool
- ▶ One basic report
- ▶ Pre-post studies

R5,500 EX VAT

APPLY NOW

ELOM STANDARD

Best for organisations that want to assess a large sample of children or sites, or assess the same sample at two time points several months apart.

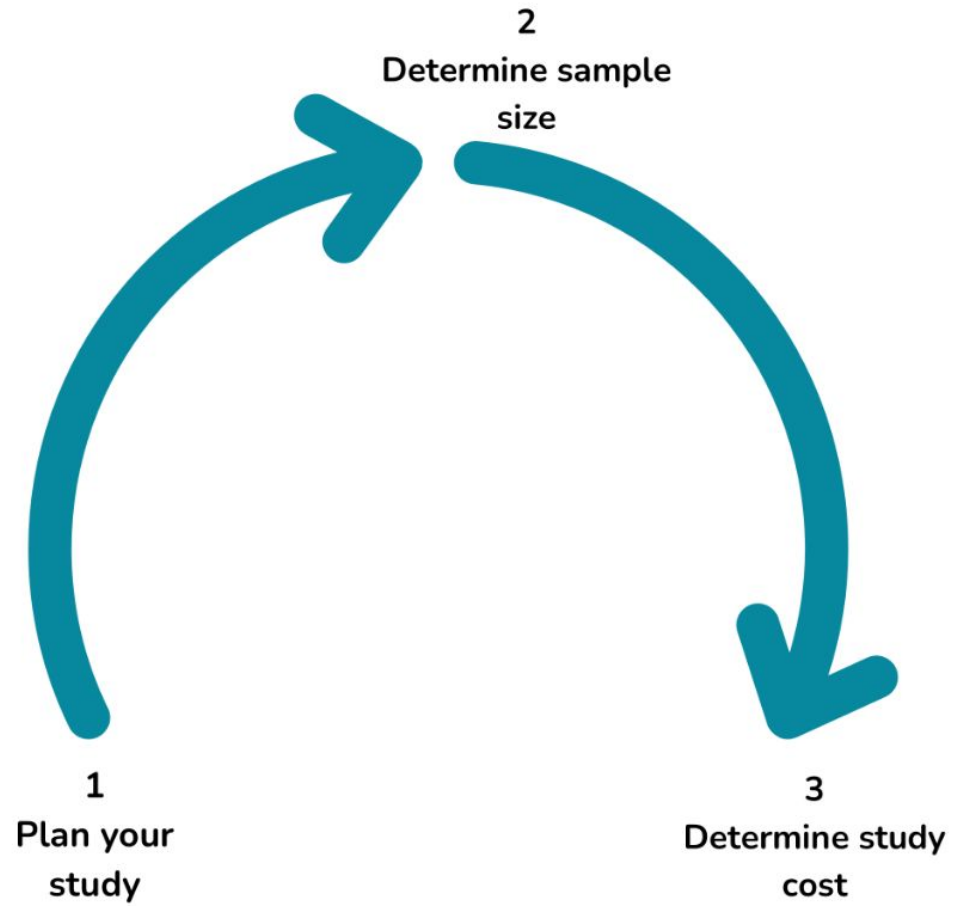
- ▶ Use the full suite of ELOM tools
- ▶ Assess up to 750 children / 150 LPQA sites / 750 home environments across multiple tools.
- ▶ One basic report
- ▶ Pre-post studies

R55,000 EX VAT

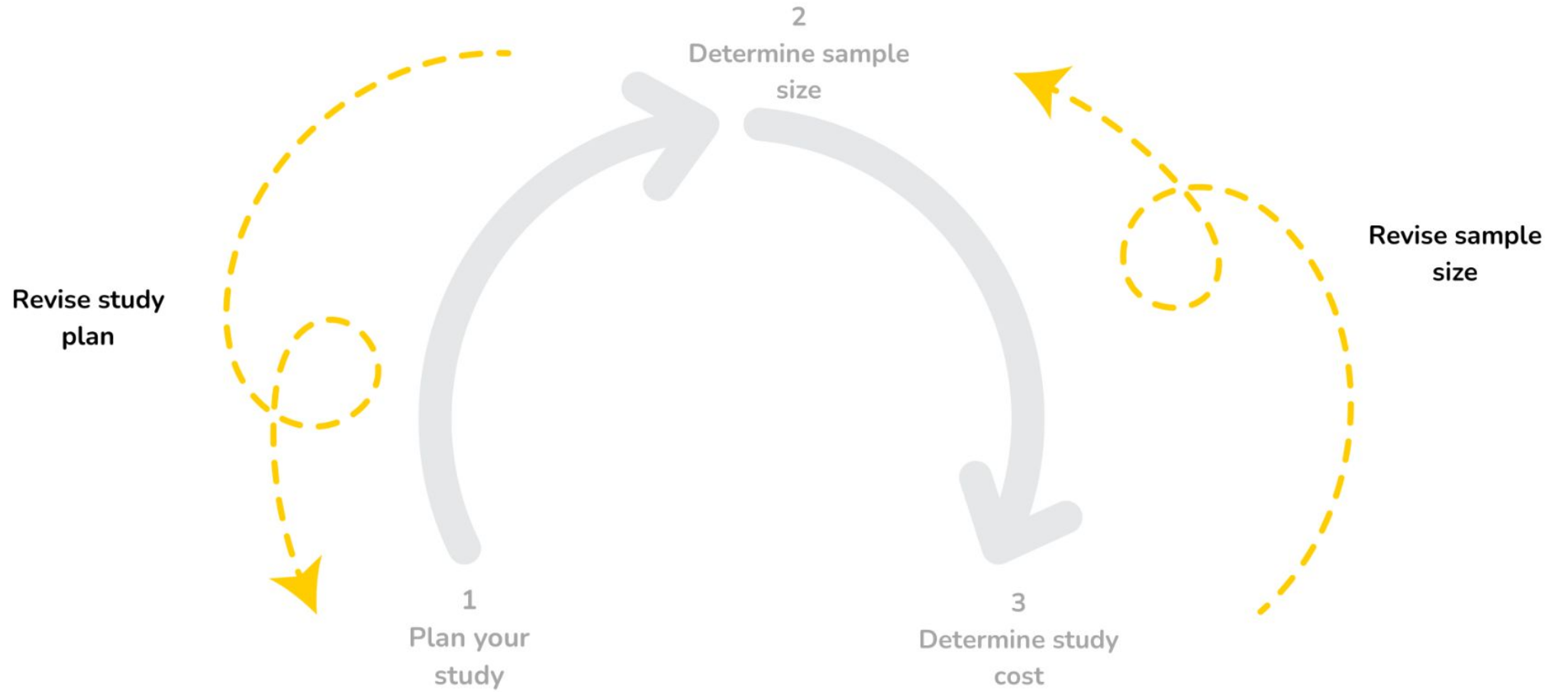
APPLY NOW



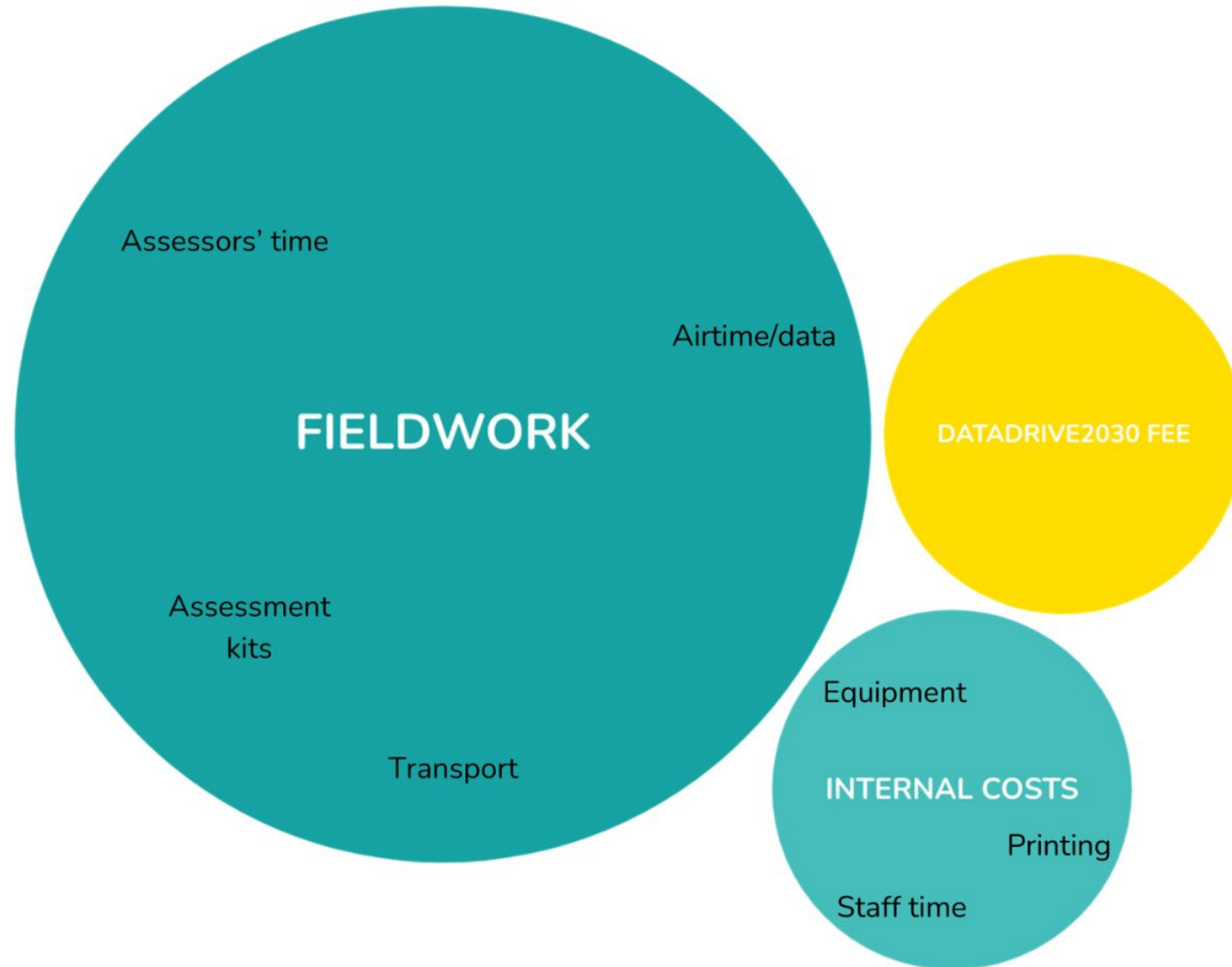
STARTING POINT



STARTING POINT



UNDERSTANDING COST DRIVERS



ADDITIONAL CONSIDERATIONS

- Train vs Hire Assessors
- Rent vs Buy Assessment Kits
- DataDrive2030 Add-ons
 - Additional Reports
 - Pre-Post Studies
- Evaluation Studies
 - Further Analysis or Write-Up

TOWARDS A COST PER CHILD



- 15 Children
 - R300 - Staff As Assessors
 - R600 - Hire Assessors
- 75 + Children
 - R100 - Staff As Assessors
 - R300 - Hire Assessors

COST GUIDELINES

Assessor time

ELOM 4&5: R200 - R250 per child

ELOM-R Literacy Tool: R90 - R110 per child

ELOM-R Maths Tool: R180 - R220 per child

ELOM 4&5 Targeting Tool: R85 per child

Learning Programme Quality Assessment: R650 per site

Home Learning Environment: R125 per home

Kit rental

R150 per kit (excl. tablet)

Kit purchase

R800 (ELOM R)

R1,000 (ELOM 4&5)

DataDrive2030 package fee

Basic: R5,500

75 children

2 tools

1 report

Standard: R55,000

All tools

750 children

1 report

Assessor training

ELOM 4&5 - R5,5500 pp

ELOM-R - R4,500 pp

LPQA - R3,500 pp

RECRUITING & TRAINING ASSESSORS



Recruiting / training assessors

Key decision for users:



**Train new
assessors**



**Draw from the
database of
existing assessors**

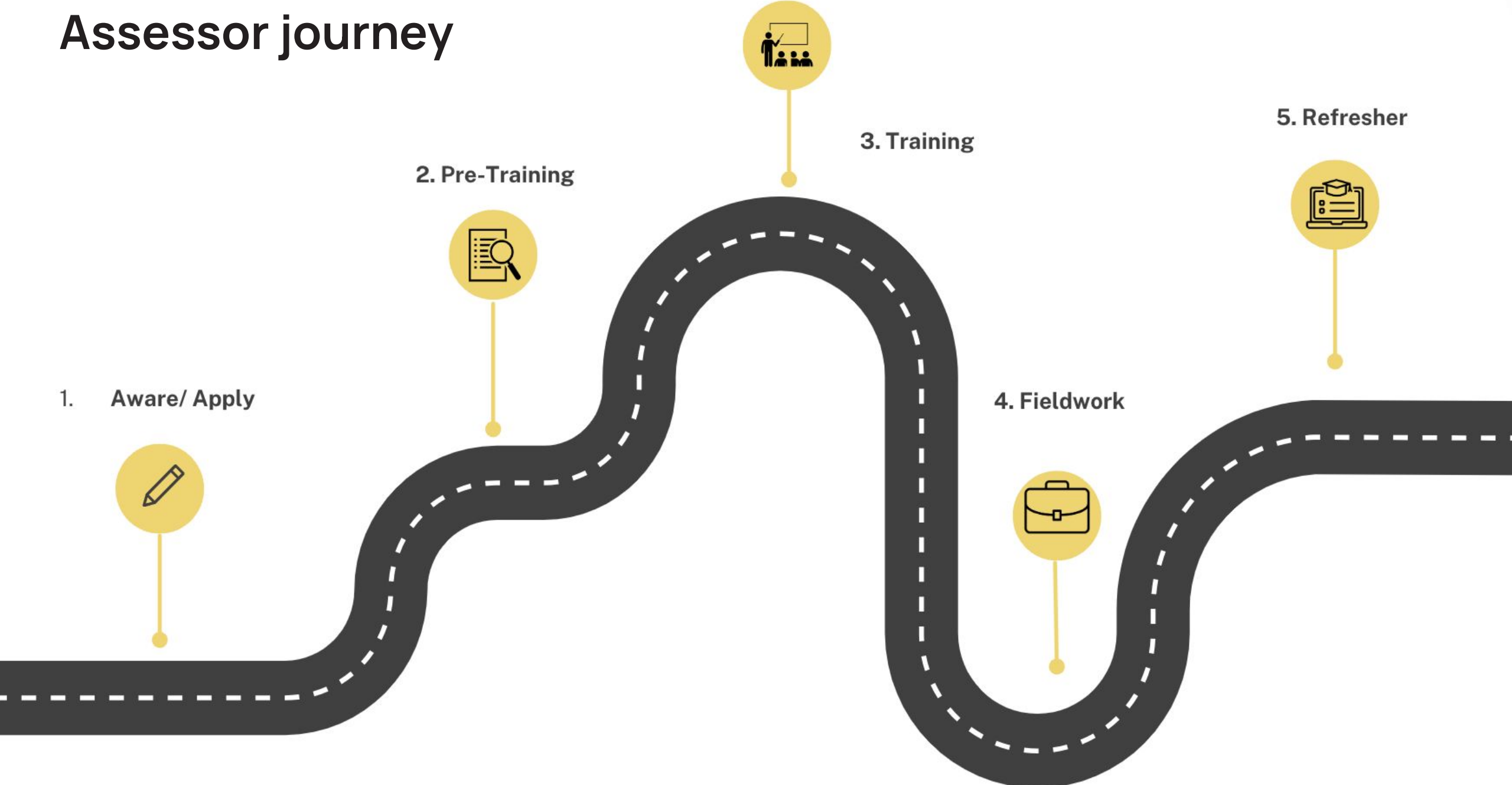
Recruiting / training assessors



Train new assessors

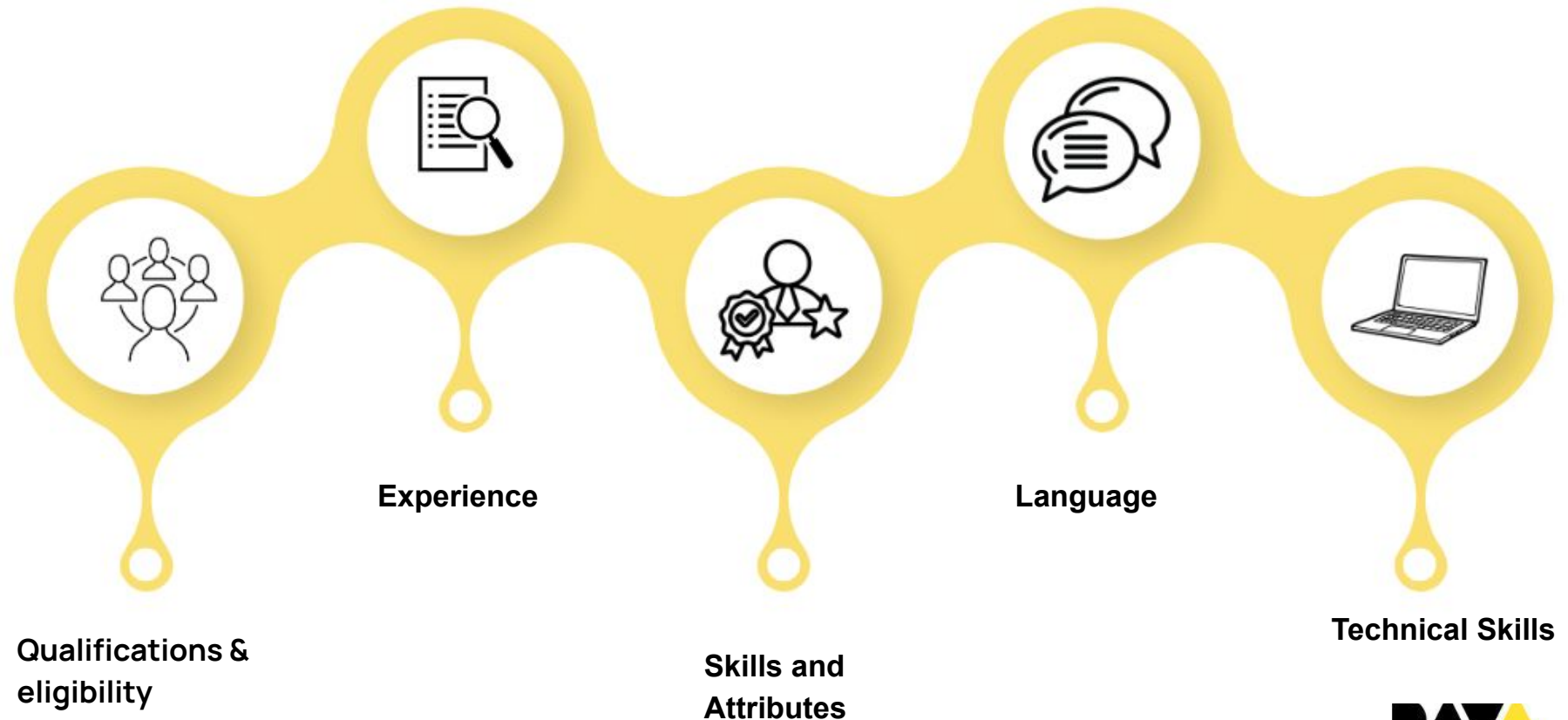
- Typically, users who are keen to **upskill and invest in their team** (potentially for more regular data collection)
- The latest assessor training prices are:
 - ELOM 4&5 - R5 500 excl. VAT
 - ELOM-R - R4 500 excl. VAT (formerly known as ELOM 67)
 - LPQA - R1 500 excl. VAT
- Please note that the above cost does not include an assessment kit for you to take home after the training.
- The tool is conducted digitally and therefore a device is required to be trained.

Assessor journey



Assessor selection

What experience are we building on in the training?



Recruiting / training assessors



**Draw from the
database of
existing assessors**

- Typically, users who are keen to **leverage assessors with existing skills** to keep costs low
- Consider need for assessors by language, location and availability
- User is responsible for contacting and contracting assessors. Further due diligence, if required.
- You will need to ensure assessors set up device, submit dummy form, and refresh on the tool before they start fieldwork.
- It's usually helpful to contract your assessors with sufficient lead time to ensure you have the right mix of assessors to meet your needs.

SETTING-UP ELOM PORTAL



Setting up on the ELOM portal

- User provided with **project name** and **passcode**
- First time users are provided with ELOM online portal orientation & login details
- Search for assessors (by province, language and tool)
- Create new **project**
- Assign **assessors** to project
- Add **facilities** (one by one or bulk)
- Setting up devices

MANAGING FIELDWORK



Managing Fieldwork

-Real time monitoring on portal dashboard

Data checks:

- Duration
- Missing GPS
- Height difference
- Height outlier
- Score outlier
- Child language
- Assessor language
- Schedule
- Missing Facility
- Child details

Data exclusions:

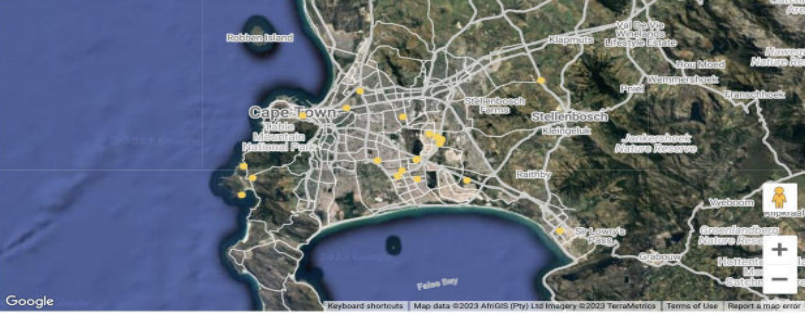
- Wrong age
- Early exit
- Failed screen
- Duplicates
- Zero domain
- Refusals
- Poor conditions: The assessment conditions were not suitable (e.g. too noisy).

Example of web portal view for field work monitoring



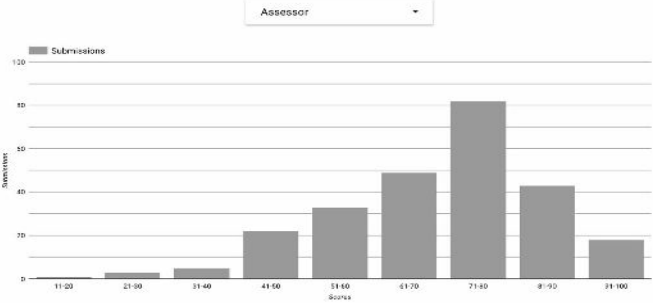
Assessment Locations

These are the locations for each assessment. You can filter by site above to see any irregularities. Assessments conducted at the same site should be clustered together.



Assessments Score Distribution

This chart shows the distribution of scores for children that were assessed in the project. You can use the filter below to see the distribution for children that were assessed by an assessor.



Submission Exclusions

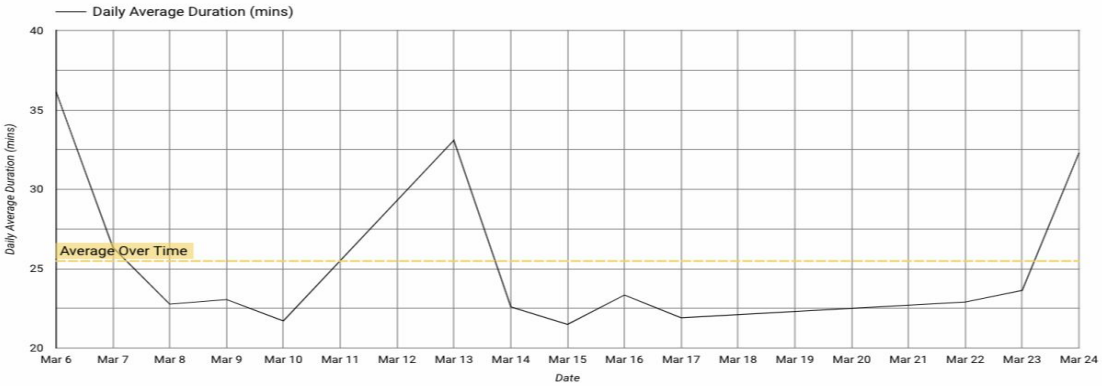
The table below alerts you to the % submissions per assessor that have been flagged for exclusion because they don't meet certain criteria.

- Excluded:** The % of all submissions flagged for exclusion
- Wrong age:** The child is outside the age range for the tool.
- Failed screen:** The child failed the WHO disability screening.
- Duplicates:** This child has already been assessed on this tool in the last 4 months.
- Poor conditions:** The assessment conditions were not suitable (e.g. too noisy).
- Refusals:** The assessor didn't receive consent for assessment.

Assessor ^	#Assessments	Excluded	Wrong Age	Failed Screen	Duplicates	Poor Conditions	Refusals
1. Aaliyah De Long	44	2.27%	0%	2.27%	0%	0%	0%
2. Amy Lukas	42	0%	0%	0%	0%	0%	0%
3. Faez Alfos	37	0%	0%	0%	0%	0%	0%
4. Lumka Qunta	46	0%	0%	0%	0%	0%	0%
5. Phillip Monametsi	44	0%	0%	0%	0%	0%	0%
6. Thumeka Kupiso	43	0%	0%	0%	0%	0%	0%

Assessment Duration Over Time (AVG)

See the average assessment time per day.



Session 3
**COMMUNICATING
FINDINGS**



1. Who should ELOM findings be shared with and why these stakeholders?
2. What are the benefits of sharing ELOM findings?
3. What are the challenges of sharing ELOM findings?
4. What are some ideas for practically sharing the findings?

Session 4
**CREATIVE
PROBLEM-
SOLVING USING
DATA**

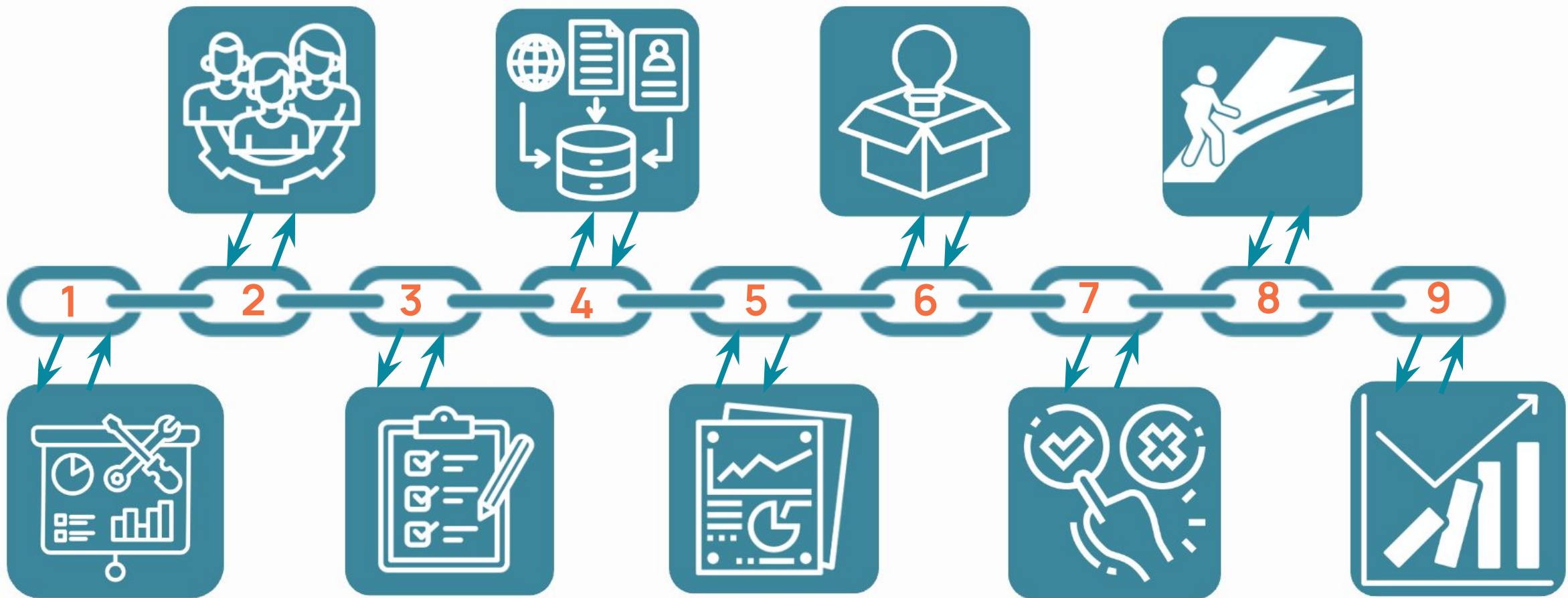


Skilled enumerators

Data processing, storage, analysis

Creative problem solving - generating actionable insights

Targeted behaviour change



Fit for purpose data tools and systems

Data collection, real time monitoring and QC

Communicating findings in accessible formats

Data-informed decision making

Broader impact towards behavioural tipping points



Creative problem solving - generating actionable insights

- **Data is just the starting point:** While data highlights the existence and scope of a problem, we still need to invest in creative problem-solving to understand the right actions to take. Insightful solutions come from blending data with innovative thinking.
- **Moving beyond the echo chamber** - Novel ideas often emerge when we bring in diverse perspectives, as different experiences and viewpoints spark fresh solutions to complex challenges.



Introducing

Playful Provocations

Wrap-up
**CLOSING
REFLECTIONS**

