

ELOM in Practice: MEASURING DEVELOPMENTAL CHANGE



SINGAKWENZA ECD



- Branch in Pietermaritzburg and Johannesburg
- 9 trainers mentor at 35 + creches for 2 year period
- Developing the foundational skills needed to prepare children to thrive in formal education.
- Gross and fine motor skills, pre-literacy and pre-numeracy, are incorporated into a play-based program.
- All children, can access diverse activities, toys, and learning materials for holistic development.



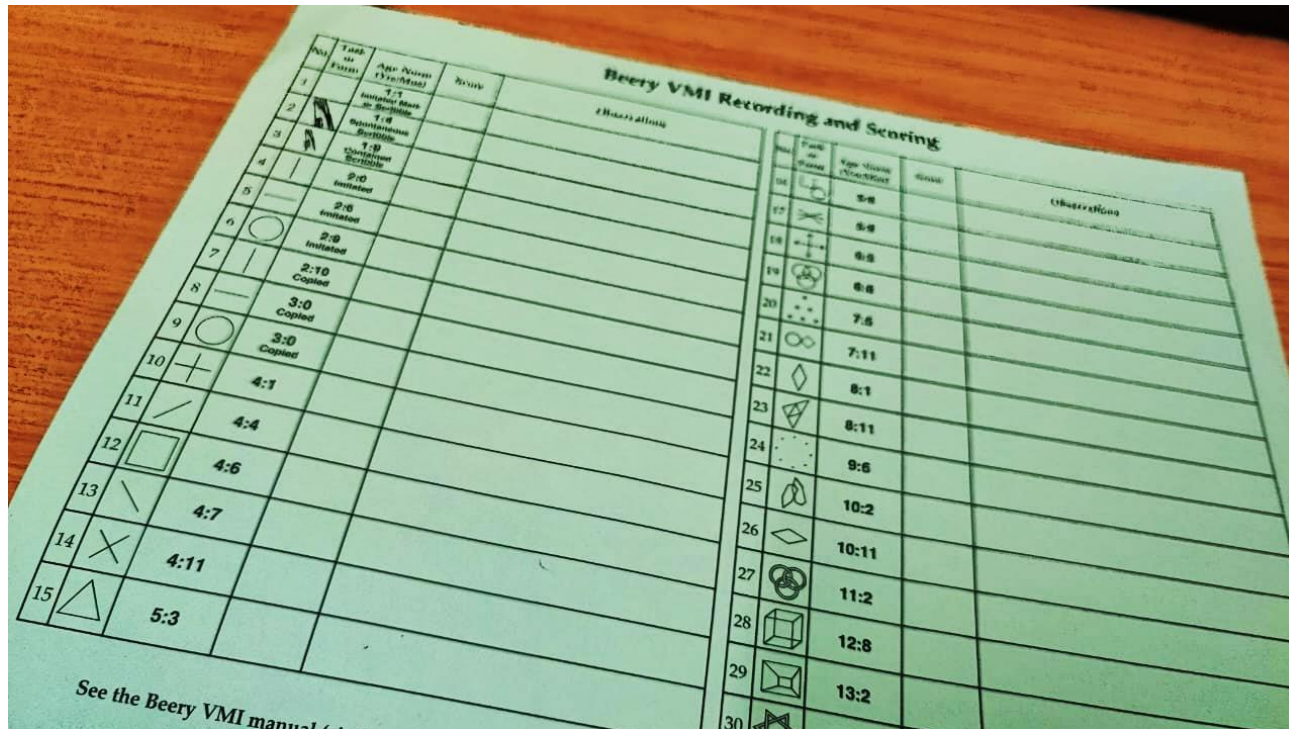
VALIDATING OUR PROGRAM

- Qualitative feedback
- Desire to measure and understand impact
- Optimize our resource allocation, inform our decision-making
- Strengthen grant applications
- Show current funders benefit of their investments
- Goal of long-term sustainability



PREVIOUS MONITORING & EVALUATION MEASURES

OCCUPATIONAL THERAPY BASED STANDARDIZED DEVELOPMENTAL ASSESSMENTS & PROFILES



- Eurocentric Assessments
- Language Barrier
- Socioeconomic Differences
- Lack of Local Norms
- Different Developmental Milestones
- Validity and Reliability Issues

INVESTING IN ELOM

- Trained ECD trainers to become qualified ELOM Assessors.
- In depth case study – Graduated Creches and Current Creches.
- Pre and Post Data Collection - measure impact of program.



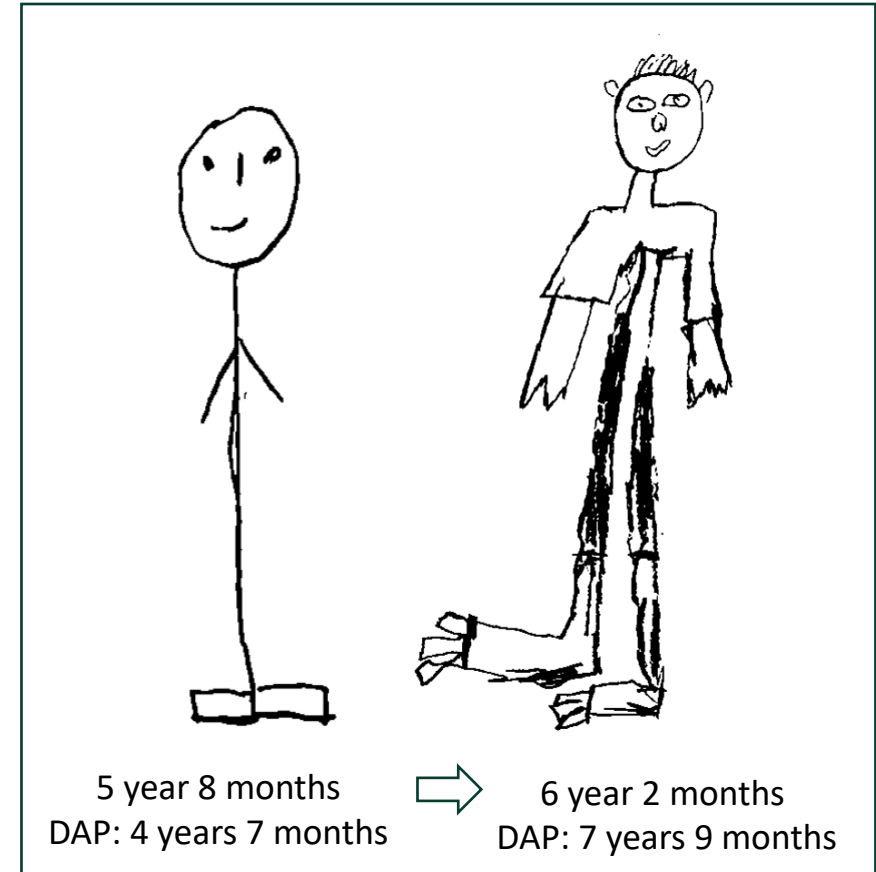
DROP OUT RATE

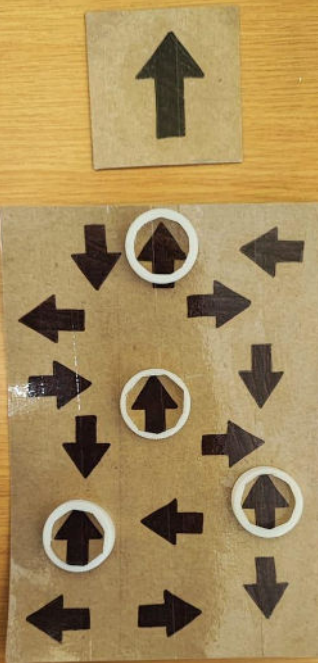
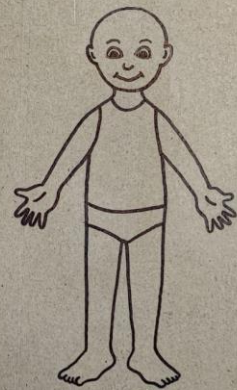
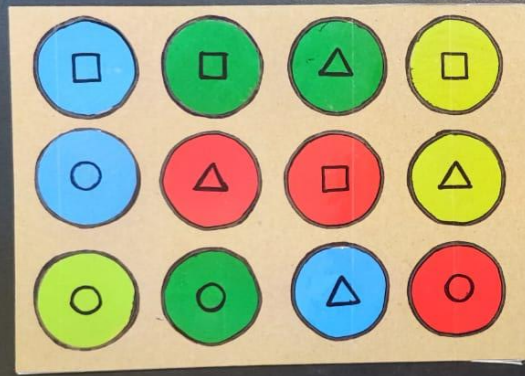
- Significant decline in Endline Assessments due to learner drop out
- Absenteeism most prevalent beginning of third term, July – August.
- Further decline in sample if more than a quarter of the dosage is missed.



SHAPING THE PROGRAM

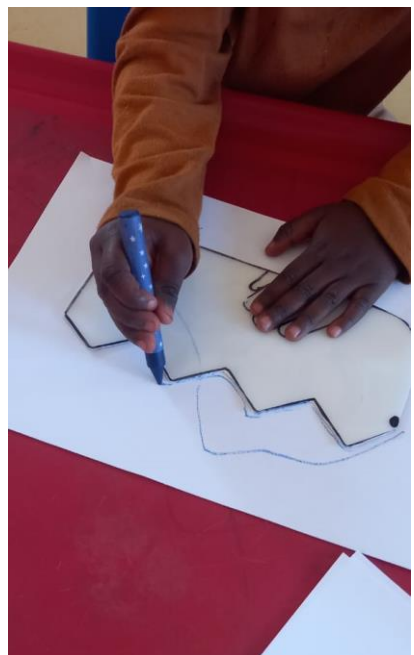
- Fine Motor and Visual Motor Integration Domain
- Pilot study
 - Occupational Therapists designed weekly VMI based activities.
 - Assessed VMI pre and post introducing VMI activities
 - 5 month period
- Improvement in VMI, with noted significant improvement in Visual Perceptual Scores.



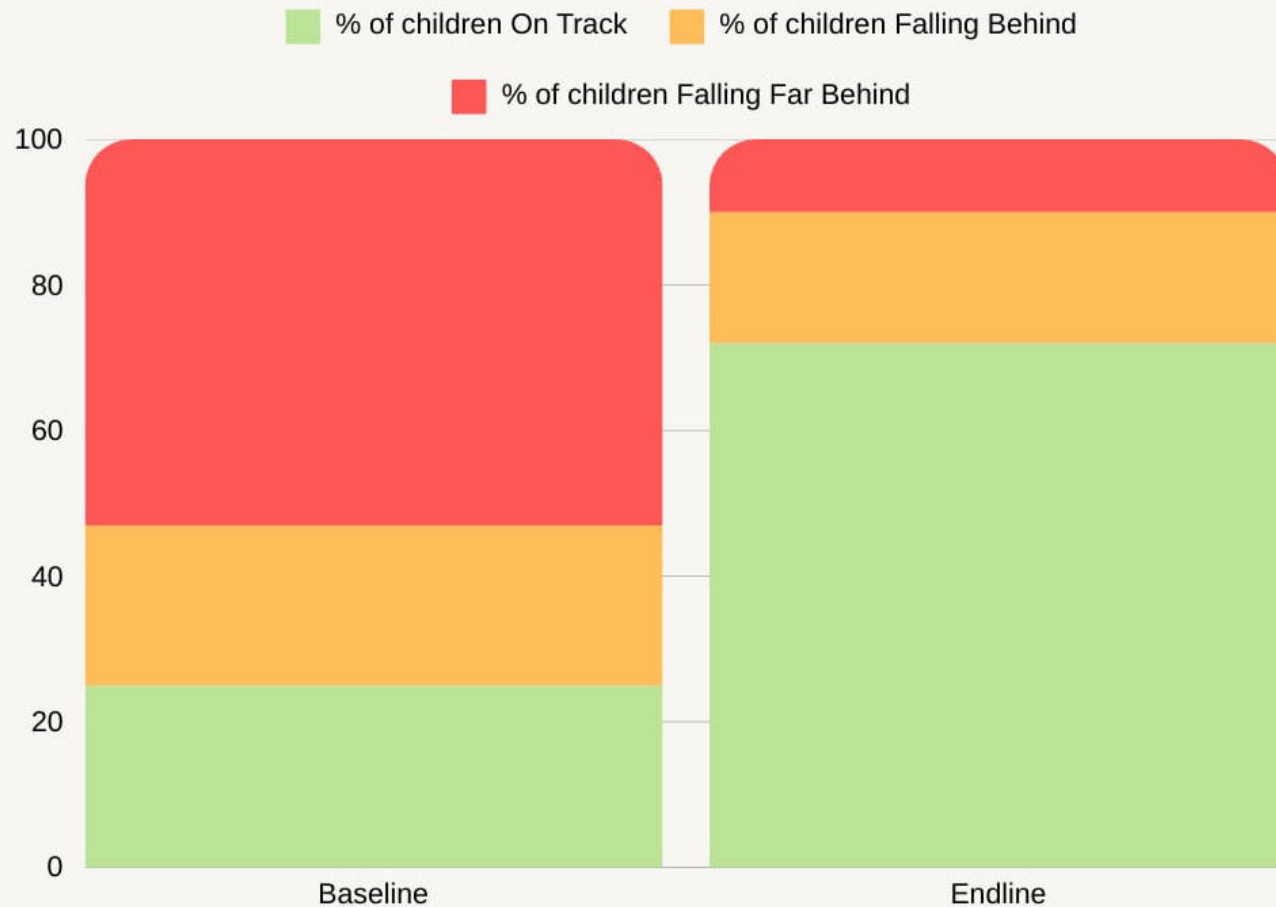




HUAWEI P30 lite
TRIPLE CAMERA



Fine Motor Coordination & Visual Motor Integration



- 2024 results – Significant improvement in this domain, now highest achieving domain.
- 6 months of VMI activities incorporated into the formal lesson plans.

HOW WE DISSEMINATED FEEDBACK

- Workshop forum – Practitioners. Presented ‘*on track*’, ‘*falling behind*’, ‘*falling far behind*’ percentages for Baseline and Endline: power point presentation.
- Principals at Primary Schools: printed and shared summary results selecting a few of the graphs, to provide feedback to staff
- Recreated graphs – LinkedIn, Social Media



WHY WE ARE TESTING AGAIN

- Changes in catchment area – first percentile 1 creches in our program. (*Previously percentile 3*)
- Impact of dosage – weekly mentorship vs fortnightly mentorship.
- Continuous shaping of the program to adjust and improve domain outcomes.



Thank you!

