

# Lessons Learned from ELOM Assessments

## Insights from the Field

Nyaradzo Mutanha: MERL Specialist

23 April 2025

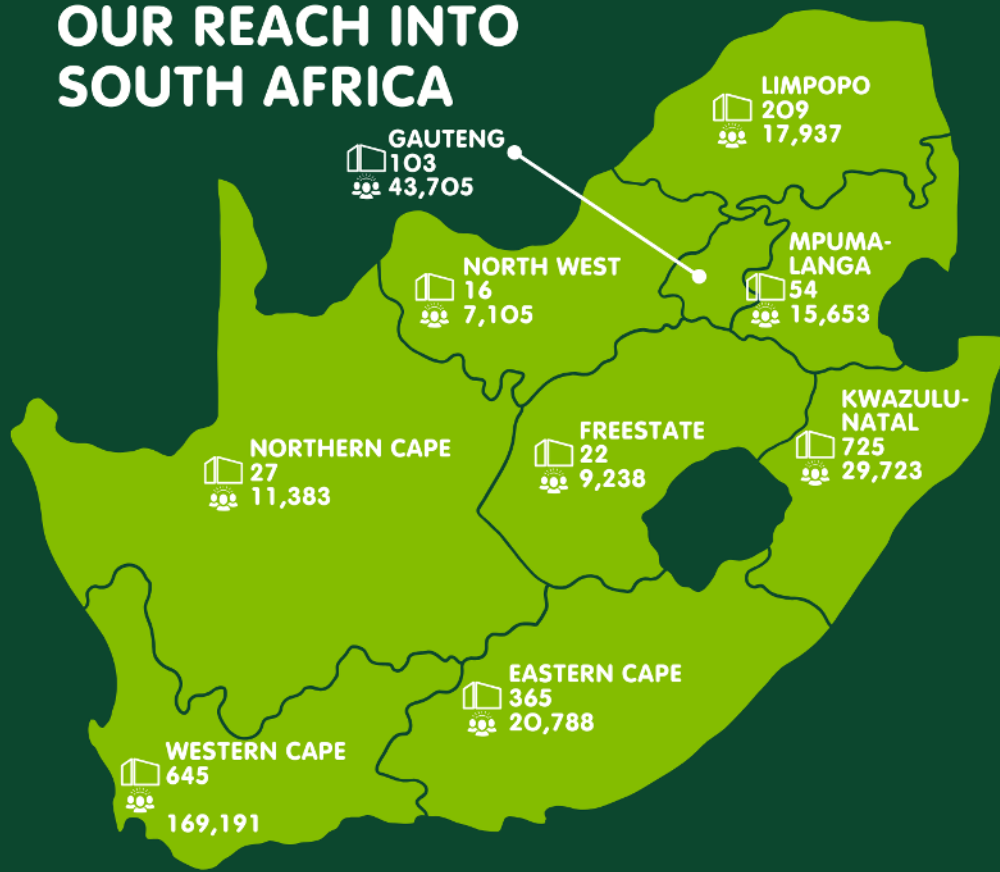


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# About Breadline Africa

## OUR REACH INTO SOUTH AFRICA



**480**  
CLASSROOMS



**195**  
LIBRARIES



**192**  
KITCHENS



**1,158**  
TOILETS



**141**  
OTHER



**2,166**  
TOTAL FACILITIES



**324,724**  
BENEFICIARIES

- Breadline Africa is a non-profit organisation dedicated to creating sustainable impact through educational infrastructure and collaboration.
- Since 1993, we have provided essential facilities to resource-constrained communities across South Africa, creating a healthy and nurturing environment for children.
- Through partnerships and innovative solutions, we support communities to build a brighter future for children.
- Core Focus Areas:
  - > Infrastructure Development
  - > Pit toilet crisis
  - > Partnership for NCF
- Strategic Alignment: NCF, DBE 2030, ECD 2030
- We use data-driven tools like ELOM to evaluate and enhance the quality of learning environments for young children.

# Sample Overview

- We used **ELOM tools** to assess child development and learning environments.
- Aim: Strengthen quality, inform interventions, and track impact.

## Sample Overview

### Provinces:

Limpopo, Gauteng, Northern Cape, Western Cape.

### Project Sites:

Vhulakanjhani Primary, Athihireni ECD, Rise to Shine ECD, Bethlem Care Centre, Care Educare, Sunrise Educare, Clever Kids, Matshidiso Crèche.

- The assessments included a combination of child, caregiver, and learning environment tools. Sites ranged from ECD centres to Grade R classes. While we had a selection of 4 tools, they helped us get comprehensive data about our ECD Centres.

### Tools Used:

- ELOM 4&5 Year Olds Assessment Tool
- ELOM R Tool
- Learning Programme Quality Assessment (LPQA)
- Home Learning Environment (HLE)

### Timelines

- Contract signed: 23 July 2024
- Fieldwork: 14 Oct – 22 Nov 2024
- Analysis & reporting: 25 Nov – 13 Dec 2024
- Reports received: 13 Jan & 3 Feb 2025
- Partner meetings: 27 Feb – 3 Mar 2025

# Why did we do it?



◆ Understand **early learning progress** beyond infrastructure inputs.

◆ Identify **barriers to development** and care.

◆ Inform **targeted interventions** for children and caregivers.

◆ Align programming with **Nurturing Care Framework** and ELOM outcomes.

◆ A dipstick for a reality check – how are the children performing in sites?

◆ Identify gaps for adaptive management and strengthening of services.



## First Time Lessons

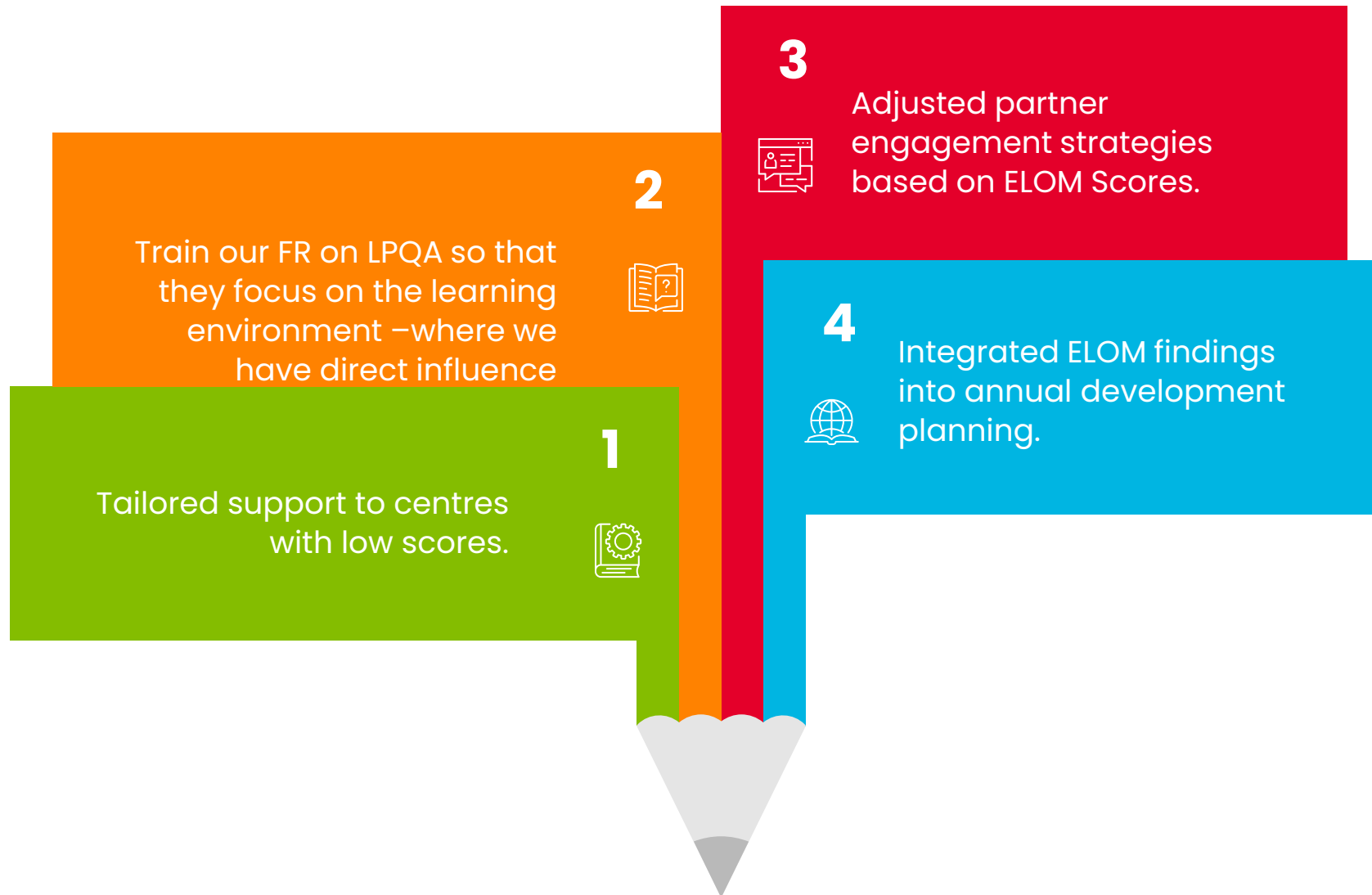


- Logistical coordination was more administration-heavy than anticipated – Build enough project management capacity, especially for remote sites
- Ensure you have enough resources for sites, e.g. Tablets, Data, Transport
- Ample budget for getting teams to site on time
- Select assessors who are aware of the area, language and culture
- Pair assessors with local field workers per site
- Understand the tools yourself so that you are better able to offer support when required
- Work closely with DD so that you resolve problems when they arise
- WhatsApp group for all assessors for easy communication.
- Select tools that are linked to programme aim (now adjusting to LPQA)

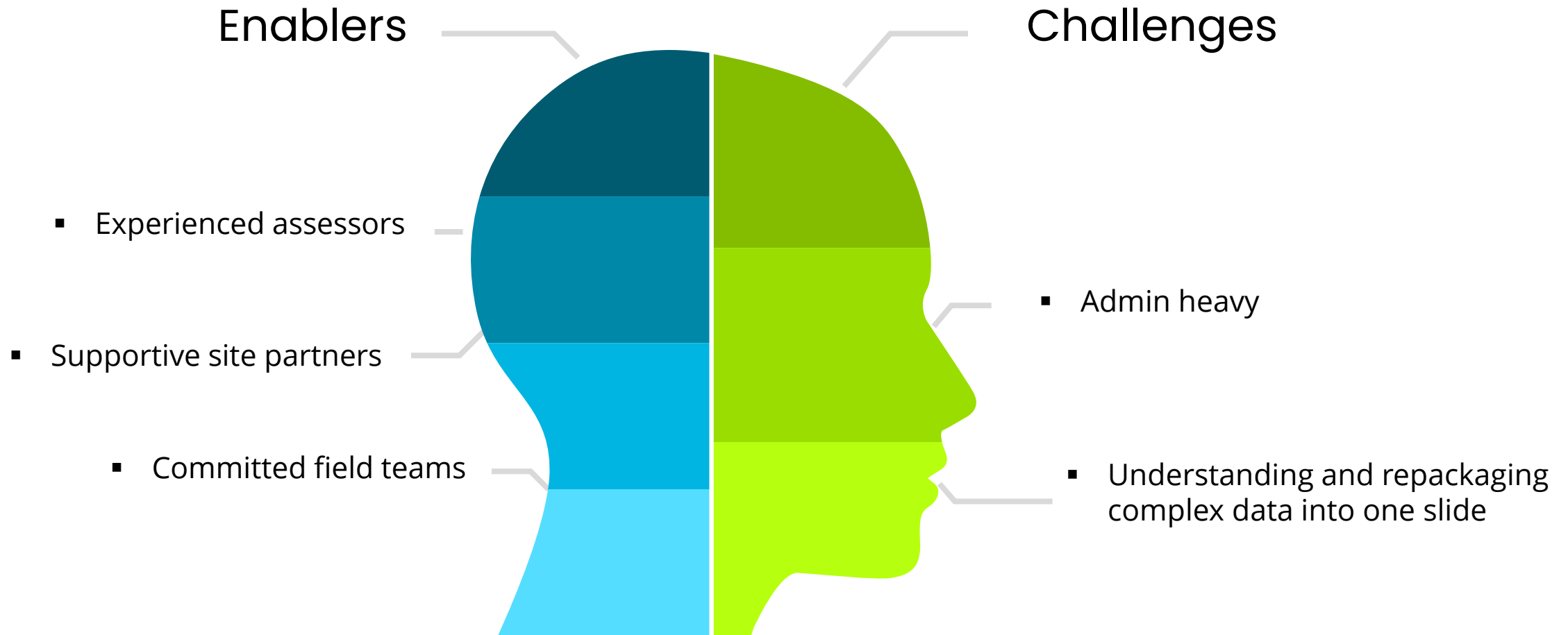


*We learned to adapt quickly in the field and build internal systems for rapid feedback loops and clearer storytelling.*

# What did we change?



# Assessments enablers and challenges

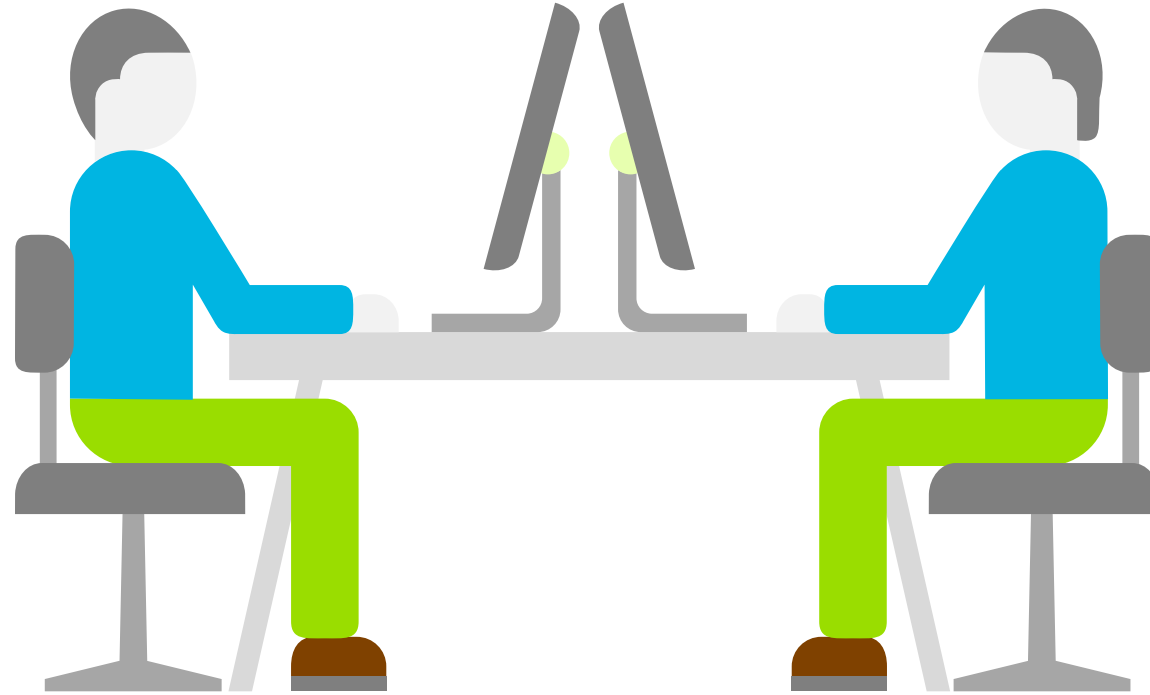


Partner buy-in was crucial. Where we had strong relationships, implementation went smoother. Internally, we also had to grow our storytelling and data use skills.





# Wild Card: Our Aha Moment



- Children thrived in sites where IP had consistent programmes throughout the year
- Caregiver engagement is the game-changer
- Where caregivers were involved, children thrived

When we include families, gains multiply

# Thank you



Nyaradzo Mutanha



[nyaradzo@breadlineafrica.org](mailto:nyaradzo@breadlineafrica.org)



0783937101

