AHS4118S Monitoring Disability in Society Postgraduate Diploma Course. Theory of Change Model. Developed by Thapelo Ngwenya

**Key Assumptions**

- Discriminatory & negative perception about disability results in PWD seen as incompetent as compared to other people.
- As a result, youth with disabilities are excluded from education, employment and community life which deprive them of opportunities essential to their social development, health and well-being.

**What is the problem you are trying to solve?**

- Less than 10% of learners with disabilities in grade 12 are fulfilling the minimum entry requirements for post-secondary education and funding.
- LSEN excluded from the labour market due to limited skills sets relevant to labour market.
- Education Administrator and Department of Education officials

**Who is your key audience?**

- Youth with disabilities, their families and communities
- Educators in Special Schools and Inclusive Schools
- Special Schools
- Local communities
- Parents

**What is your entry point to reaching your key audience?**

- Inclusive School staff including special and general educators, guidance and counselling staff
- Special Schools
- Local communities
- Parents

**What steps are needed to bring about change?**

- Support learners and teachers by providing extra tutorials, accommodations like extra time during exams
- Career and tertiary schools guidance workshops
- Train senior learners on hospitality, gardening and life skills etc.
- In-service training
- Placement in labour market
- Community outreach on disability

**What is the measurable effect of your work?**

- Number of learners with disabilities who progress to post-secondary institutions
- Number of learners whose in-service training placement results in jobs
- Network and liaise with stakeholders to borrow skills and expertise in their fields

**What are the wider benefits of your work?**

- Increase learners with disabilities get competitive skills and opportunities to earn higher wages
- Financially independent youth with intellectual disabilities
- Increased number of youth with disabilities in the mainstream society so that they enjoy their human rights

**Measurable effect?**

- 50% of learners supported by the special education office attaining the 36 points required for funding and acceptance into tertiary in 2015
- Youth with disabilities receive permanent employment
- Youth with disabilities get accredited certificates in vocational skills, learnership and internship placement

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**Annexure A**

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**What is the long term change you see as your goal?**

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**Train senior learners on hospitality, gardening and life skills etc.**

**In-service training**

**Placement in labour market**

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