AHS4118S Monitoring Disability in Society Postgraduate Diploma Course  
Logic Model Template for Monitoring an Organisation  
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| Cultivate and showcase youth with disabilities’ skills, talents and abilities in sports, arts and culture extra-curricular activities within the school environment | -Learners with disabilities  
-extra-curricular activities teachers and coaching staff  
-special education staff  
-school administrators  
-parents  
-Support extra – curricular club coaches to make the clubs accessible to all students  
-Workshop school administrators and club coaches on the United Nations Convention on the Rights People with Disabilities’ article 30 and its relevance to creating a socially and economically | -The number of learners with disabilities who register for extra curricular clubs related to sports, arts and recreational clubs within the school and their community  
-The duration that the learners with disabilities commit to the clubs e.g. weekly attendance | -Positive societal perception of youth with disabilities as people with skills and talents to enhance and contribute to their communities just like other community members | 50% of school community members reporting a positive changed view of disabled youth as competent individuals | 50% of school community members reporting a positive changed view of disabled youth as competent individuals | 50% of school community members reporting a positive changed view of disabled youth as competent individuals | 50% of school community members reporting a positive changed view of disabled youth as competent individuals |
|  |  |  | Short-term | Outcomes | Indicators | Outcomes | Indicators | Data to be collected |
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|  |  |  | - Increased exposure to different career opportunities (in sports arts and culture) and beyond academics for youth with disabilities |  |  |  |  |  
|  |  |  | At least 25% of youth with disabilities personally reporting their desire to develop or carry on with their participation in sports, arts and culture activities with clubs in their communities even after graduating from high school in 2015 |  |  |  |  | 
|  |  |  | -Daily Attendance Register  
-Statistics of students attended by Guidance department  
-Statistics of students attended to by Special Education office  
-Weekly reports by special education staff on progress on |

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- The duration that the learners with disabilities commit to the clubs e.g. weekly attendance.  
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inclusive society for PWD

- Arrange workshops for students with disabilities on the potential career opportunities embedded in sports and arts activities

- Work with guidance and counselling staff to provide learners with psycho social support to learners with disabilities such as setting goals during their participation in the clubs

and the length of time they are part of the club

- The number of times disabled learners were given the opportunity to perform or showcase their skills

assigned learners
| Make sporting, arts and recreational activities’ venues and content as accessible as possible for disabled youth within the school community | - School administrators  
- Learners with disabilities  
- Special education staff  
- Students in the school  
- Extracurriculum activities committee | - Organise workshops in the school for school administrators and extra-curricular club coaches on the importance of making their clubs accessible for all learners including those with disabilities  
- Suggest strategies for making venues and content accessible for learners with disabilities | - Number of youth with disabilities who attend sporting games, arts and recreational activities or events hosted within the school | - Participation in extracurricular activities either as part of the spectators or club members  
- Increased affiliation with positive peers or reports of friendship between disabled and non-disabled peers | - Number of youth with disabilities who attend sporting, arts and recreational events prior before the venues and content was made accessible.  
- Number of youth with disabilities who attended after the changes were introduced. | - 100% of all youth with disabilities in the school being able to attend the mandatory and non-mandatory sports, arts and recreational events of their choices within the school in the third term of 2015 school year | - Increased societal acceptance of youth with disabilities within the school community by staff and peers | - Increased societal acceptance of youth with disabilities within the school community by staff and peers and students in the school in the third term of 2015 school year | - 50% decrease in bullying incidence of disabled peers by non-disabled peers and staff members within the school environment in 2015 | - Records of disabled youth who attended sporting, arts and recreational events prior before the changes were introduced.  
- Records of bullying incidences of disabled youth addressed by the guidance and counselling department. |
| Increase numbers of learners with disabilities who qualify for post-secondary schools | - Inclusive School staff including special and general educators, guidance and counselling staff  
- Parents of learners with disabilities  
- Learners with disabilities  
- School administrators | - Support classroom learning e.g. scribe notes, produce audio  
- Offer extra tutorials  
- Workshop students on tertiary institutions’ cut-off points and sponsorship requirements  
- Workshop learners with disabilities on study strategies  
- Liaise with Botswana Examination Council on best practices on modifying examination papers to an accessible format for specific learners | - Number of learners attending tutorials and workshops organised  
- Knowledge of tertiary institution cut-off points and government sponsorship requirements  
- Achievement motivation  
- Timely completion of assignments  
- Improvement in monthly term examinations  
- Increased number of successfully graduating from high school | - Increase of learners with disabilities get competitive skills and opportunities to earn higher wages  
- 60% of learners supported by the special education office attaining the 36 points required for funding and acceptance into post-secondary schools in 2015’s matric results | - Increase of learners who passed their matric by attaining 36 points or more in 2015 gaining acceptance and a scholarship for further education in post-secondary schools at the start of 2016 academic year | - Records of marks attained for monthly test and termly tests to track improvement for each learner |
-Formulate Individualised education plans for students
-Invigilate examinations for learners with extra time provisions

KEY PROJECT ASSUMPTIONS;
Discriminatory & negative perception about disability results in PWD being 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 socio-economic development, health and well-being. Educational service provisions and participation in extra-curricular activities related to sports, art and recreation within the school environment presents an opportunity for learners with disabilities to change these negative perceptions in a non disability specific context whilst developing their skills and talents to aide their participation in sustainable livelihoods activities.

OVERALL PROJECT GOAL:
To support and create a platform within the school environment for disabled youth to access employment and to fully exploit their talents in sports, arts and culture in order to improve their participation in sustainable livelihoods activities.