**Social Development Consulting UK and Terre des hommes Foundation, Lausanne**

**AGENCY. ‘Action for Gender Equality, Non-Discrimination, Civil Society Strengthening and Youth Empowerment’**

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**Exercise Sheet:**

**Reviewing a Logical Framework (Day 1, Exercise 3), Developing a MEAL plan (Day 2, Exercise 3) and a Risk Analysis (Day 3, Exercise 2).**

**December 6 to 8, 2022, Gaza**

**Geoff Cordell**

**Introduction**

The logical framework below has been shared with us by a centre for children with a disability in Sri Lanka. Its name has been changed to SLNGO for the purposes of our training.

We will use it to learn from.

We do not suggest that is a ‘perfect’ logical framework. You may well find faults with it. Indeed, we encourage you to analyse it critically. Feedback for positive change will be anonymised and sent to the Sri Lankan NGO whose work it is.

We will use it during three exercises.

**Day 1, Exercise 3** (see course outline)

Please divide into two teams.

We will review the Logica Framework below. Specifically, we will

* Examine it for the relationship between activities and outcomes
* Review its logic
* Recommend changes

**Day 2, Exercise 3 (see the course outline)**

The task is to develop a MEAL plan for Logical Framework from Sri Lanka.

* Please divide into two teams.
* Two hours has been allocated to this task. Time can be adjusted as needed.
* Teams will then present their findings to the wider group.

**Day 3, Exercise 2**

The task is to develop a Risk Analysis for the Logical Framework from Sri Lanka.

* Please divide into two teams.
* 1 hour and 45 minutes has been allocated to this task. Time can be adjusted as needed.
* Teams will then present their findings to the wider group.

Please note: You are not expected to know about Sri Lanka, or about disability. However, when developing your Risk Analysis, be aware that:

* People with a disability (PWD) experience prejudice in Sri Lanka.
* Families of PWD experience shame and embarrassment.
* PWD are stigmatised in the community. Consequently, PWD often do not want to leave their homes.
* PWD are often judged – as if their disability is ‘their fault’, or a deserved punishment.
* Schools and other public services are reluctant to admit PWD or offer them services.
* Despite progressive legislation, PWD are unable to access their rights across a range of social indicators and suffer various forms of social exclusions.

**Templates are provided below for the MEAL plan and Risk Analysis**

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**Pathways to independence for children and youth with special needs in Sri Lanka**

**Logical Framework Analysis:**

| **Intervention logic** | **Objectively Verifiable Indicators** | **Sources and means of verification** | **Risk and risk migration** |
| --- | --- | --- | --- |
| **Pathways to independence for children and youth with special needs in Sri Lanka** | | | |
| **Purpose** |  |  |  |
| Children and youth with special needs access quality education and rehabilitation services. |  |  |  |
| **Outcome 1** |  |  |  |
| Children and youth with special needs acquire or improve their capacities and competences to become more independent. | 120 children and youth with special needs access adapted/alternative forms of education in different centres/units | Individual rehabilitation plans and beneficiary database.  Case Management files.  Programme reports | Post pandemic work will resume by March 2022. SLNGO will ensure its services are C19 compliant with Ministry of Health guidelines and that the community is informed of this. It will introduce C19 protocols in all aspects of its work. |
| 120 children and youth improve independence in daily living | Individual rehabilitation plans and beneficiary database.  Case management files.  Programme reports | The reluctance of parents to send their children will be overcome by community-based sensitisation programmes. |
| 120 children and youth with special needs have received nutritional inputs | Organisational records.  Photos.  Focus Group Discussions (FGDs) with children and youth. | The economic crisis inflates the price of food. This will be reflected in the budget. Parents may be required to send children with packed lunches. This will be constantly reviewed. |
| 60 children and youth have benefited from basic rehabilitation services | Individual rehabilitation plans and beneficiary data base.  Case management files. | Individualized rehabilitation services. Specialist requirements outside SLNGO's expertise will be managed through established referral pathways. |
| 8 members of parents' groups have been trained on basic management of the resource centres along with fundraising and resource mobilisation | Training certificate or post training tests | Parents' reluctance to attend will be overcome through explanation and encouragement. |
| **Outcome 2** |  |  |  |
| 3 SERCs and 1 SLNGO main centre are reinforced to provide basic rehabilitation, facilitation, and complementary educational services, with liaison with the national education system | Individual rehabilitation plans (or personalized action plans) have been developed - and evaluated, for 120 children and youth with special needs | Individual rehabilitation plans and beneficiary database | Personalised rehabilitation services per child. Specialist requirements outside SLNGO's expertise will be managed through established referral pathways. |
| 8 educators from 3 SERCs have improved competences | Observation and post training tests | A reluctance or inability to attend will be addressed through explanation and encouragement, and by arranging the services at a time and place best suited to enable attendance. |
| 120 families have received mentoring and counselling on disability issues and are referred to the social, health and education services | Beneficiary database and SERC logbooks | A reluctance or inability to attend will be addressed through explanation and encouragement, and by arranging the services at a time and place best suited to enable attendance. |
| 1 SLNGO main centre and 3 SERCs have developed informal educational programmes along with arts, drama, and music | Annual educational programmes | In order to ensure that SLNGO does not run a parallel service, it will ensure that all curricula development is aligned to the local authorities' |
| **Outcome 3** |  |  |  |
| Parents and key stakeholders from health, social and education services/sectors have a better understanding of disability inclusion and rights of children and youth with special needs | 10 officials from health, social and education services have been sensitized on disability inclusion and the rights of children with disabilities | Lists of meeting participants  Post sensitization questionnaire findings and feedback. | We will overcome any resistance by arranging sensitization in the attendees' respective offices and by securing the support of senior managers |
| 10 teachers/educators from partner organisations supporting local schools/ECDs have been trained on how to include children with special needs in inclusive setting | Training programmes, training certificate or post training tests |  |
| 3 schools or ECD centres have signed MoUs/partnership agreements with SLNGO to enrol children with special needs | MoUs or letters of intention | SLNGO will lobby the education authority to win its support for this initiative. |
| 10 officials from health, social and education services have been sensitized on disability inclusion and the rights of children with disabilities | Lists of meeting participants | Resistance will be overcome by arranging sensitization in the attendees' respective offices and by securing the support of senior managers |

**Acronyms**

C19: Covid

ECD: Early Childhood Development

SLNGO: The name of the Sri Lankan NGO.

MOU: Memorandum of Understanding

SERC: Special Educational Resource Centre

**A simple MEAL plan**

| **Key Indicators** | **What measurement tools will you use?** | | **How often would you Monitor and Evaluate?** | **What learning would you prioritise from this work** | **How would you gather the evidence for your prioritised learning?** |
| --- | --- | --- | --- | --- | --- |
| **Qualitative**  **(Quality)** | **Quantitative**  **(Counting)** |
| **Outcome 1** | Children and youth with special needs acquire or improve their capacities and competences to become more independent. | | | |  |
| **Indicators** |  | | | |  |
| 120 children and youth with special needs access adapted/alternative forms of education in different centres/units |  |  |  |  |  |
| 120 children and youth improve independence in daily living |  |  |  |  |  |
| 120 children and youth with special needs have received nutritional inputs |  |  |  |  |  |
| 60 children and youth have benefited from basic rehabilitation services |  |  |  |  |  |
| 8 members of parents' groups have been trained on basic management of the resource centres along with fundraising and resource mobilisation |  |  |  |  |  |

**A simple risk analysis**

| **Internal risks** | **What are the risks?** | **Description of the risk** | **Probability** | **Severity** | **Action to minimise risk** |
| --- | --- | --- | --- | --- | --- |
| **Related to the indicators for outcome 1 of the SLNGO log frame** | | | | | |
| 120 children and youth with special needs access adapted/alternative forms of education in different centres/units |  |  |  |  |  |
| 120 children and youth improve independence in daily living. |  |  |  |  |  |
| 120 children and youth with special needs have received nutritional inputs |  |  |  |  |  |
| 60 children and youth have benefited from basic rehabilitation services |  |  |  |  |  |
| 8 members of parents' groups have been trained on basic management of the resource centres along with fundraising and resource mobilisation |  |  |  |  |  |
| **Related to the indicators of outcome 3 of the SLNGO log frame** | | | | | |
| 10 officials from health, social and education services have been sensitized on disability inclusion and the rights of children with disabilities |  |  |  |  |  |
| 10 teachers/educators from partner organisations supporting local schools/ECDs have been trained on how to include children with special needs in inclusive setting |  |  |  |  |  |
| 3 schools or ECD centres have signed MoUs/partnership agreements with SLNGO to enrol children with special needs |  |  |  |  |  |
| 10 officials from health, social and education services have been sensitized on disability inclusion and the rights of children with disabilities |  |  |  |  |  |

**Example Theory of Change**

Chart, diagram

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