

Togo

Education

Sectoral and OR+ SC189904 Report

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I. ABBREVIATIONS AND ACRONYMS

AEAI: Aide et Action International
AFD : French Agency for Development
ATPE : Assainissement Total Piloté par l'École (Total Sanitation Led by School)
BM/WB : World Bank
CDE/CRC : Convention on the Rights of the Child
CEPD : Certificate of Study of the First Degree
CIPAC: Centre International de Pédagogie Active
CONFEMEN : Conference of the Ministers of Education of French speaking countries
CRPPE : Regional School Projects Steering Unit
CVC: Compétences de Vie Courant (Life Skills)
EAE/CFS : Child Friendly Schools
ENF : Non Formal Education
GIZ : German Development Agency
HI: Humanity and Inclusion
HACT: Harmonized Approach to Cash Transfer
IE: Inclusive Education
MASPFA : Ministry of Social Affair, woman promotion and alphabetisation
MESP-FP : Ministry of Primary and Secondary Education, and Professional Training
MICS : Multiple Indicator Cluster Surveys
NGO : Non Governmental Organisation
OR : Other Resources
PASEC : CONFEMEN Education System Performance
GPE : Global Partnership for Education
PNDPE: Politique de Développement de la Petite Enfance (Early Childhood Development Policy)
PSE : Education Sector Plan
PTF : Technical and Financial Partners
QUIBB : Unified Questionnaire for Basic Well-being Indicators
RESEN: Rapport d'Etat d'un Système Educatif National (Education Sector Diagnosis)
SCAPE : Accelerated Growth Strategy and Employment Promotion
SDI: Service Delivery Indicators
SIGE/EMIS: Education Management Information System
SITAN : Situation Analysis
TDH: Terre des Hommes
UCL : University College of London
UNESCO: United Nations Education, Scientific and Cultural Organization
UNFPA : United Nation Population Fund
UNICEF : United Nations Children's Fund
VBGMS/SRGBV: School-Related Gender Based Violence
VMS/SRV : School-Related Violence
WCARO: UNICEF West and Central African Regional Office
ZI: Zone d'Intervention (Intervention Zone)

II. EXECUTIVE SUMMARY

Togo has continued experiencing a positive evolution of school coverage throughout the country. The net enrolment rate has improved considerably in primary school over the last ten years. However, quality remains an important issue as more than 50% of children in primary school do not demonstrate the expected skills and knowledge (PASEC 2014). Internal efficiency has increased as we observe a recent but sharp decrease in repetition rates and an improvement in the completion rate. However, drop-out rates remain still high, in addition to low learning outcomes. The scores of Togolese students are well below the average of sub-Saharan countries in international assessments such as PASEC (2014).

These national data hide significant disparities linked to gender, parental income, place of residence and regions. Gender parity is achieved in access to primary education but not in completion. Girls tend to drop out of school more than boys. There are also strong regional inequalities: girls' completion rates in Savanes and Plateaux regions are far below the national average. The situation of these two regions justifies their choice as project intervention areas.

The Education and Development Program of UNICEF Togo aims to contribute to an improvement of access to education for all children and especially those who remain excluded from the system (such as girls in certain areas of the country, children with disabilities and poor children in some remote areas). The programme also aims to contribute to an improvement of the education offer, at preschool and primary level.

The implementation of the 2018 work plan has led to significant progress, with most targets met, being in terms of system piloting, schools' participatory management, teacher training, strengthening of preschool offer, among others. Through advocacy and technical assistance, the Education programme was able to gain significant commitment from Government in terms of strengthening preschool education (validation of a national policy), scale-up of inclusive education for children with disabilities (development national models), and elimination of school-related violence (validation of strategic framework). UNICEF's support (financial and technical) has also allowed strengthening sector coordination and steering, statistics production and dissemination and expansion of child-centred active pedagogy.

III. STRATEGIC CONTEXT

Demography and economic growth

Togo's population, estimated at 7,1 million in 2017, is growing by 2.8% annually (INSEED Demographic Perspective 2015). According to QUIBB 2015, 44.4 % of Togo's population corresponds to children under-15-year-old, while the female population correspond to 51.1%. The rural population represents 64.9% of the total population.

Poverty and inequalities

Poverty rates among the Togolese population decreased from 58.7% to 53.5% between 2011 and 2017, meaning, in absolute figures, that an estimate of 200,000 more people is living in poverty in 2017 compared to 2011. Poverty is a lot more rampant in rural areas, with two thirds of the rural population living in poverty. Because poorer families have more children, child poverty level (60.4%) exceeds overall poverty level, while child multidimensional poverty is higher than the monetary poverty with 84.2% of children suffered for at least 1 deprivation in the domains that are essential for their development. According to the 2013 -2014 Demographic and Health Survey (DHS III, 2013-2014), a Togolese household has an average of 4.5 people, 28% of which are headed by women, and nearly half (46 %) of which are children under 15 years of age. Overall, 52% of women and 81% of men aged 15-49 are literate. (Source: DHS III 2013-2014).

Child survival and development

Health situation of children and women in Togo remains marked by high morbidity and mortality rates.

Significant results have been achieved in reducing infant and child mortality. The under-five mortality rate has fallen from 124‰ in 2010 (Multiple Indicator Cluster Survey Togo 2010 - MICS6 2017) to 71‰ live births in 2017 (MICS6 2017), a 42.7% national reduction. In Kara and Savanes, UNICEF's intervention regions, MIJ rates have decreased by 49% and 43% respectively since 2010. However, neonatal mortality, estimated at 27‰, has not improved over the past four years. Chronic malnutrition affects 23.8% of children and wasting affects 5.7% of children under 5 years of age, including 1.1% with severe forms. HIV prevalence is 2.5% in the population aged 15-49 years, with 1,200 new infections among girls and boys (0-14 years) according to UNAIDS estimates in 2017.

Water and sanitation

According to MICS 2017 data, 74.6% of the population have access to improved source of water (93.4 % in urban areas and 61.8 % in rural ones). In addition, 45.3% of the population practice open defecation (14 % in urban areas and 66.7 % in rural communities). Moreover, only 44.6 % the population use improved toilets (20.8 % in urban areas and 79.5 % in rural ones).

Togo's schools face a significant deficit in drinking water and sanitation facilities. Moreover, in schools where such facilities exist, they are often insufficient in relation to pupil numbers. According to the statistical data of the Ministry of Primary and Secondary Education, only 47% of primary schools have water points and 58% of latrines. These global data hide huge disparities. In the Plateaux region, only 29% of schools have access to a water point; this percentage is 48% in the Savanes region and 42% in the Maritime region.

Child protection

In relation to child protection the situation is worrying even if key child protection indicators show some positive trends between 2010 and 2017(MICS 2017; SITAN 2017; DHS III 2013-2014). The rate of children aged 5 to 14 engaged in the worst forms of child labour has declined from 46.7 per cent to 21.7 per cent, the rate of women (20–24 years) married before age 18 has decreased from 25.2 per cent to 21.8 per cent and the use of violent methods of discipline has declined slightly (from 93.2 per cent to 92.3 per cent) for children aged 2 to 14. The birth registration rate- children under one year old - is 79.2 per cent and under five years old is 82.9 per cent. Principal bottlenecks on child protection also include inadequate financial resources, lack of qualified social workers (notably in rural areas), low community engagement, limited access to information suited to the needs of adolescents and persistence of harmful social norms.

Education

Education sector analysis show important progresses in preschool and primary school enrolment, as a result the coverage of preschool education increased from 11.7% in 2013 to 38.1% in 2017-2018, with slightly more girls than boys. In primary education, the net enrolment rate increased from 83.9% in 2013 to 92.9% in 2017-18, with almost identical rates for girls and boys: the parity index is 1.01. The completion rate for the primary cycle has increased significantly, from 79% in 2013 to 91.4% in 2017-2018 with the increase being particularly strong for girls, from 69.7% to 91.7% over the same period. The repetition rate decreased from 21% in 2011-12 to 7.1% in 2017-18.

Nevertheless, additional progress remains to be made to ensure that all children fully enjoy their right to quality education. According on last sector Diagnosis (RESEN 2014), the probability for an age generation to access school was around 93% in 2011. Statistics also show that nearly 23% of those who have access to school drop out before the end of primary school. For girls, this figure rises to 30%. School violence and opportunity costs are common causes of dropping out. Vulnerable children, such as those with disabilities and those who work, often remain outside the education system. According to RESEN 2014, it is estimated that about 130,000 children of primary school age are out of school: 89% of them live in rural areas, 41% belong to families in the top quintile, 57% are girls, 31% live in the Plateaux region and 25% live in the Savanes region.

According to the 2016 PASEC assessment at the beginning of schooling, the Togolese education system is among the least effective, with at least 50% of students who do not sufficiently master the knowledge and skills to pursue a schooling in good conditions. The SDI study (2016) has shown that most teachers do not master teaching content. On average, only 45% of the teachers scored well on a test designed to measure student achievements.

The situation described above is explained by several factors and circumstances that together have a negative impact on the fulfilment of the right of Togolese children to quality education. These relate to the environment, the demand (initial and continuous), the offer and the quality of the services:

Insufficient enabling environment:

- With 21% of the state budget devoted to education spending, Togo is not badly performing compared to other countries in the region. Nevertheless, however, most (87%) of this allocation is devoted to operating costs. In addition, the management and distribution of this budget remains weak and insufficiently fair. Thus, the PETS Study conducted in 2014 revealed significant leakages of funding for schools (40% on average, 49% and 45% respectively in the Central and Plateaux regions) and the lack of connection between resources and performance of schools. The results of this study highlight many difficulties in the planning of financial needs and in the strategy of resources distribution.
- Despite significant progress were observed, planning and monitoring mechanisms, at the central level and at the deconcentrated levels, remain insufficient to allow a major improvement in the efficiency of steering and governance. The production of data had improved significantly in recent years, but the reliability of data and the regularity of production remain below requirements, and the mechanisms for collection and dissemination do not ensure availability of relevant and useful data to support more equitable and efficient management.
- In some areas (preschool, fighting against school-related (including gender-based) violence, schooling of children with disabilities, alternative offers for out-of-school children, participatory governance),

the sector suffers from absence, lack of or the obsolescence of adequate national policies, strategies and guidance, setting out relevant and realistic standards of intervention for a more efficient and equitable system. Institutional strengthening is also essential to ensure the effective implementation of these policies, strategies and orientations.

Weak continuous demand:

- Most children do not benefit from preschool experience and therefore adequate preparation for primary education, thus contributing to the large number of dropouts in the first years of primary school (9.3% of dropouts - MEPSFP 2018). The evidence shows that pre-schooling in Togo has a very positive impact on the child not only in the first grade of primary school, but also throughout his school curriculum (2014 Competency Report). However, this teaching is still generally perceived as essentially playful or superfluous, more intended for girls than for boys. Its usefulness in preparing for the primary cycle and ensuring greater success and retention in primary education is generally unknown to parents.
- The primary and secondary cycles are characterized by high wastage during the cycle, especially for girls, for children in rural areas and for children from poor families (RESEN 2013). The continuing lack of demand for education services refers to many causes linked as much to offer (availability and quality) of services as the perception of its usefulness by communities. In fact, there is a lack of prioritization of education by parents in areas of under-enrolment, notably because of gender-related role perception, beliefs about disability, stigmatization and ignorance of children rights.

Low supply :

- The inadequate quality of the primary and secondary supply helps to explain in part the many dropouts. Thus, the pupil-teacher ratio remains insufficient to allow favourable learning conditions: on average, there is one qualified teacher for 43 pupils in public primary schools. The availability of infrastructure and furniture is also insufficient to cover the needs: for example, in the Savanes region, there are 2 seats for 3 children in primary schools and an average of 70 pupils per classroom in secondary. Still in the Savanes region, barely 62% of primary school classrooms and 76% of college classrooms are built in hard final materials (MEPSFP 2018). Most of schools do not have a water point (only 47% of primary schools have a water point, this percentage drops to 29% in the Plateaux region), separate latrines (62 of primary schools do not have separate latrines in the Plateaux region) and handwashing facilities. The SDI study found that while most primary schools had textbooks, only 14 percent had basic learning materials.

Low quality of services

- Violent punishment and humiliation towards children remain highly prevalent in Togolese society. According to MICS, 2017, 75 per cent of children aged 1–14 years are victims of severe physical punishment / discipline. The school does not escape this situation where violence is accepted or recommended to punish children. Even more worrying, sexual violence is present in schools. According to a survey conducted in 2010 (UNICEF / UNFPA), 7.7% of women who experienced sexual harassment suffered at school or in a learning workshop. When these harassments take place at school, in almost half of the cases, they come from the teacher. The fact that female teachers are underrepresented in schools contributes to increased risk, especially because of the absence of female

role models. These serious problems affect girls' attendance and learning abilities and explain some drop-outs.

- The initial training of teachers is limited to a period of 9 months and the options for continuing education are almost non-existent, depending mainly on the support of partners (recycling on specific themes such as fighting against violence, reception of children with disabilities etc.). A reform of teacher training appears more than ever necessary and during the joint sectoral review 2017, the Government confirmed its wish to initiate it very soon. The multiplication of opportunities for reinforcement and recycling is also essential. Most teachers use so-called "passive" approaches (student has only a passive role) and have no knowledge of "active", child-centred, approaches. Indeed, although Togo adopted active pedagogy approaches in 1975, these approaches were introduced only very recently (2014) in the initial training of teachers and still need to be generalized. Teachers are poorly supervised and do not receive sufficient pedagogical support from supervisory staff. This is due to both the lack of logistical and human resources, that limit capacities of inspection teams' visit, and to the inadequacy of tools/methodologies used for supervision.
- Curricula are inadequate to consider the current realities and the exit profile of learners. The curricular reform initiated in recent years is still not producing the expected effects, in particular because of insufficient financial support.

UNICEF positioning:

UNICEF's Education and Development Program aims to contribute to (i) improved governance of the sector, (ii) increased access to education especially for the most vulnerable children, and (iii) improved quality education supply in under-schooling areas.

In relation to the governance, UNICEF supports the production, dissemination and use of relevant data and evidence, whether through support to the Education Information and Management System (EMIS) or the implementation of studies and research. The program also supports the strengthening of planning at the central and decentralized levels, whether through capacity building or the implementation of more efficient tools and mechanisms.

Regarding access, pilot projects have been initiated to promote the schooling of disabled children and girls (in areas of under-enrolment) and access to an informal offer for out-of-school children. UNICEF also supports the development of preschool provision through the construction of classrooms and the distribution of furniture and teaching materials, as well as the organization of awareness-raising campaigns aimed at engaging communities in the schooling of their children.

Finally, UNICEF supports the improvement of the preschool and primary supply through the continuous training of teaching staff, the prevention and fight against school-related (gender based) violence, support for the generalization of active pedagogy, tutoring and teaching life skills.

SDG monitoring:

Togo volunteered to be a pilot country in monitoring the SDGs. While the strengthening of sectoral steering, supported by UNICEF, directly contributes to improve the coordination of actors around the Sustainable Development Goals (SDGs), additional efforts need to be pursued by all actors to ensure that SDG monitoring is systematic and participatory, involving all actors, including civil society and beneficiaries.

IV. PROGRESSES TOWARD OUTCOME ACHIEVEMENTS

The Education programme is articulated around two main outcomes. The following part provides a detailed description of main results achieved to contribute to these two outcomes. The availability of flexible funds (Regular Resources and Thematic funds) has been instrumental in achieving the results described above. The dynamic collaboration established with the Togolese Government and various key partners such as *Aide et Action Internationale* (AEAI), the *Agence Française de Développement* (AFD), UNESCO, The World Bank (WB), Plan International, Humanity and Inclusion (HI), *Terre des Hommes* (TDH), GIZ has been greatly influential too.

Outcome 513: By the end of 2018, the governance of the education system is strengthened, and the Education Sector Plan incorporates adequate strategies to ensure all children, including those excluded from the school system and those living with disabilities, access to adequate and quality education

Togo has made significant progress in providing children with access to school. The preschool gross rate rose from 15.8% in 2013 to 38.1% in 2018 (girls: 41.4%, boys: 35.3% - EMIS 2018). During the same period, the net primary school enrolment rate rose from 86.5% to 92.9% (93.2 for girls and 92.7 for boys - EMIS 2018) and the primary completion rate rose from 79% in 2013 to 91.4% in 2018 (91.7% for girls; boys 91.2%). But these national trends continue to mask significant disparities, whether geographical or related to income, living environment and vulnerabilities (gender, disability, etc.). The transition from primary to secondary school remained stable (70.1% in 2014 and 70.4% in 2018 - girls = 67.1%; boys = 72.5% %).

UNICEF contributed to these results by supporting the strengthening of sectoral monitoring, the promotion of pre-school and primary education, especially for children excluded from the school system and the most vulnerable children (girls, disabled children, out-of-school children, etc.) and the improvement of the quality of education.

Regarding sectoral steering, UNICEF supported the significant strengthening of sectoral coordination and consultation mechanisms. Through technical and financial support, capacity-building and advocacy, UNICEF supported the production and dissemination of routine statistical data and strategic evidence (particularly in

the areas of school violence, inclusive education and active pedagogy), the strengthening of planning, monitoring and evaluation mechanisms at all levels (central and decentralized) and the start of activities to establish a school map and update the sectoral diagnosis and Education Sectoral Plan (PSE) - to be finalized in 2019. Finally, UNICEF also supported the development and validation of key documents such as the national early childhood development policy and the strategic framework to combat violence in schools (VMS) - with the support of the French Government.

To promote pre-school education, UNICEF supported the construction of 70 classrooms, the provision of equipment in 475 kindergartens and the training of 1,302 educators for the benefit of an estimated minimum of 52,080 children (including 27,602 girls). To ensure that all children (including children with disabilities) have access to primary education, UNICEF initiated advocacy for the institutionalization of inclusive education (including through the organization of a sub-regional forum), supported the establishment of dedicated thematic sectoral coordination and supported pilot projects. These experiences have enabled 455 children (182 girls) to be enrolled in the formal system and have served to produce evidence to support advocacy and to define national models of inclusive education for children with disabilities.

As the latest PASEC survey shows, more than half of primary school students do not demonstrate the expected knowledge and skills, whether in French or mathematics and regardless of their level. During the mid-term review, the programme was therefore restructured to give more importance to this theme and intensify its efforts to support improved teaching, in particular by supporting the generalisation of active teaching and tutoring through financial and technical support, the provision of supplies, the establishment of partnerships (*Agence Française de Développement* - AFD, *Centre International de Pédagogie Active* - CIPAC, *Aide et Action Internationale* - AEAI) and advocacy actions. The programme was thus able to support capacity building for a total of 7,169 teachers (1,010 women) - including 2,013 in 2018 (248 women) - on active pedagogy, the fight against school-related violence (SRV), the implementation of tutoring and Life Skills (CVC).

UNICEF contributed to improved enrolment indicators through technical and financial support, input distribution, capacity building, advocacy and the establishment of collaborations and partnerships, particularly with the Ministry of Primary and Secondary Education and the Ministry of Social Action, as well as some of the partners active in the sector (AFD, EAEI, CIPAC, Humanity and Inclusion, Terre des Hommes, GIZ, UNESCO). The Education and Development programme has directly contributed to the results of UNDAF, SCAPE and the national targets of ODD 4.

The lack of financial resources for the sector (particularly for steering, investment, pre-school and non-formal education sub-sectors), the lack of Technical and Financial Partners and donors, the strong centralization of the sector, administrative delays and social movements have had a negative impact on the implementation of the programme. Lessons learned and adjustments made included the importance of producing strategic evidence that has made it possible to ensure more effective advocacy (including for child-centred active pedagogy and inclusive education) and the strengthening programme monitoring and evaluation mechanisms to improve programme management. Another important lesson learned has been related to the importance of adapting approaches (for pilot projects) to ensure a more effective transfer of skills to the government side

and to improve the appropriation of these pilot experiences (as showed by the fact that some of them are taken over by the decentralised authorities without the intervention of external partners).

Outcome 535: By the end of 2018, girls and boys, including the most vulnerable, have equitable access to quality preschool and primary education through the national and decentralized implementation of policies, strategies and mechanisms. adapted planning, management and monitoring.

Between 2014 (2013 baseline) and 2018, the completion rate increased in the target regions of the Plateaux and Savanes respectively from 47.1% and 65.9% to 78.1% and 87.8%. This significant increase benefited more to girls, as the parity index of this primary completion rate increased over the same period from 0.72 to 0.97 in the Savanes and from 0.8 to 1.0 in the Plateaux.

UNICEF contributed to these significant results mainly through the implementation of a Child Friendly School (CFS) model based on 3 main interventions: (i) strengthening evidence-based participatory governance to improve the efficiency of school management and change community attitudes, (ii) improving the protective environment of schools (combating School-Related Violence (SRV), improving WASH practices and facilities) and (iii) promoting child empowerment and citizenship as well as success and leadership models, especially for girls. Thus, 547 schools in the Savanne and Plateaux regions received technical and financial support, in partnership with the NGO AEAI, for the implementation of the EAE model.

The communities of these 547 schools were sensitized to children's rights and the importance of education (especially for girls) and mobilized for back-to-school campaigns targeting out-of-school children. In these 547 communities, primary school management committees (COGEPs) have been set up or revitalized and supported to carry out community diagnosis and develop school projects (three-year plans).

To ensure a protective environment for children, codes of conduct have been developed with the participation of parents, teachers and students) and 483 Inspectors and pedagogical advisors (89 women) and 2,291 teachers (293 women) - including 230 (37 women) in 2018 - have been trained in the fight against SRV, including school-related gender-based violence (SRGBV). 187 of these 547 schools also benefited from the Total Sanitation Approach Piloted by the School (ATPE) and 88 of them also benefited from WASH facilities (improved water points and latrines).

Finally, the strengthening of assertiveness and citizenship was also supported in these 547 schools, through the establishment and training of 547 Children's Governments and the training of 1,397 teachers (142 women) - including 372 (25 women) in 2018 - to implement Life Skills teaching projects. The promotion of success models, including girls' models, was supported through the provision of equipment to the 1,620 best pupils from these 547 targeted schools' Grade 3, 4 and 5, as well as to the 216 girls who obtained the best results in targeted inspections at the end-of primary examination.

These interventions complemented the interventions carried out for the generalization of active pedagogical approaches and tutoring, as well as the strengthening of the planning and monitoring & evaluation of targeted inspections. To strengthen the enabling environment (in terms of greater ownership and sustainability of interventions), UNICEF supported the planning of decentralized levels. 385 members of the supervisory body and regional departments were trained in the use of revised planning tools to ensure evidence-based management (statistical yearbooks, dashboards) and consistency with national guidelines (ESP). Four (4) annual reviews of inspection and regional plans were organized and UNICEF also supported the establishment and animation of regional school project management committees.

UNICEF's contributions to the achievement of these results have been achieved mainly through technical and financial support (through the partnership with EAEI), capacity building and supply delivery organized in collaboration with the Ministry of Primary and Secondary Education (central and decentralized level). The availability of flexible funds (Regular Resources and Thematic funds) has been instrumental in achieving the results described above. The dynamic collaboration established with the Togolese Government, *Aide et Action Internationale* (AEAI) and certain key partners such as Plan International and the *Agence Française de Développement* (AFD) has been influential too.

The social movements that have regularly shaken the country and the sector, the strong centralization of the sector, the weakness of monitoring mechanisms (lack of human and financial resources of the Ministry) and socio-cultural beliefs and norms have been the main bottlenecks that have impacted the implementation of activities and the achievement of results.

Outcome results framework

Outcome Indicators	BASELINE		TARGET		STATUS		RATING	SOURCE
	Year	Value	Year	Value	Year	Value		
Outcome 513: By the end of 2018, the governance of the education system is strengthened and the Education Sector Plan incorporates adequate strategies to ensure all children, including those excluded from the school system and those living with disabilities, access to adequate and quality education								
Gross enrolment ratio in pre-primary education	2013	11,7%	2018	20%	2018	38.1%	Fully Achieved	EMIS
Primary education net enrolment rate	2013	83.9%	2018	96%	2018	92.9%	Partially achieved	EMIS
Primary education completion rate	2013	79%	2018	90%	2018	91.4%	Fully achieved	EMIS
Outcome 535: By the end of 2018, girls and boys, including the most vulnerable, have equitable access to quality preschool and primary education through the national and decentralized implementation of policies, strategies and mechanisms. adapted planning, management and monitoring.								
Gender Parity index for the primary education completion rate	2015	0.96	2018	1	2018	1.01	Fully achieved	EMIS
Net Enrolment Rate (girls / boys) in the targeted regions.	2012	<u>Région Savanes</u> - Boys 79.4% Girls:74.5% T : 77% <u>Région Plateaux</u> - Boys : 83.4% ; Girls : 79.7% ; T : 81.6% <u>National Average</u> - Boys : 85.5% ; Girls : 82,2% ; T : 83.9%	2018	96%	2018	<u>Savanes</u> : Boys 88,5% ; Girls: 86.6% ; T : 87,6%. <u>Plateaux</u> : Boys : 92,7% ; Girls: 93,7% ; T : 93,2%. <u>National Average</u> : Boys : 92% ; Girls: 93,3% ; T : 92,9%	Partially achieved	EMIS
Primary School Completion rates	2012	<u>Région Savanes</u> - Boys : 68.2% ; Girls: 49.5% ; T : 59% <u>Région Plateaux</u> - Boys : 74% ; Girls: 59.4% ; T : 67.1% <u>National Average</u> - Boys : 81.2% ; Girls: 69.7% ; T : 75.7%	2018	<u>Savanes</u> 90% <u>Plateaux</u> 90% <u>National</u> 96%	2018	<u>Savanes</u> : Boys 79,4 girls: 76,7% T : 78,1 % <u>Plateaux</u> : Boys : 87.7 % ; Girls : 87.9 % ; T : 87.8 % <u>National Average</u> Boys : 91.2 % ;Girls : 91.7 % ; T : 91.4 %	Partially achieved	EMIS
Gender parity index with regard to completion rate in targeted regions	2012	<u>Savanes</u> : 0.72 <u>Plateaux</u> : 0.80 <u>National</u> : 0.72	2018	<u>Savanes</u> 1.0 <u>Plateaux</u> 1.0 <u>National</u> 1.0	2018	<u>Savanes</u> 0,97 <u>Plateaux</u> 1 <u>National</u> 1,01	Partially achieved	EMIS

V FINANCIAL ANALYSIS

In 2018, the Education and Development Program spent a total of US \$ 2,742,343, including US \$ 1,486,826 (54%) of regular resources and US \$ 1,255,517 (46%) of other resources. Of these, the program spent a total of US \$ 585,293 (47%) of thematic funds. The total contribution of *Claire Fontaine Foundation* and the *French committee for UNICEF* to these thematic funds amounted to US \$ 245,399 (42% of the total thematic funds used in 2018). The tables below provide a more detailed picture of program expenditures.

Table 1: Planned budget by outcome area

Goal Area 5: Education Togo Planned and Funded for the Country Programme 2018 (in US Dollar)		
Intermediate Results	Funding Type ¹	Planned Budget ²
22-01 Equitable access to quality education	RR	519,920
	ORR	745,000
22-01 Learning outcomes	RR	227,640
	ORR	847,020
Total Budget	RR	747,560
	ORR	1,592,020
	Total	2,339,580

¹ RR: Regular Resources, ORR: Other Resources - Regular (*add ORE: Other Resources - Emergency, if applicable*)

² Planned budget for ORR (*and ORE, if applicable*) does not include estimated recovery cost.

³ ORR (*and ORE, if applicable*) funded amount exclude cost recovery (only programmable amounts).

Table 2: Country-level Thematic contributions to outcome area received in 2018

Goal Area 22: Education
Thematic Contributions Received for Outcome Area 22 by UNICEF Togo in 2018
(in US Dollars)

Donors	Grant Number*	Contribution Amount	Programmable Amount
French Committee for UNICEF	SC1899040006	245,399	225,767
Total		245,399	225,767

Table 3: Expenditures in the Outcome Area

Goal Area 22: Education

Togo

2018 Expenditures by Key-Results Areas (in US Dollars)

Organizational Targets	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	3,902	859,872	864,499	1,728,273
22-01 Learning outcomes	44,814	346,929	922,328	1,1014,071
Total	48,716	1,206,801	1,486,826	2,742,344

Table 4: Thematic expenses by programme area

Goal Area 22: Education

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2018 thematic Expenditures by Key-Results Areas (in US Dollars)

Organizational Targets	*Expenditure Amount
22-01 Equitable access to quality education	404,257
22-01 Learning outcomes	181,037
Total	585,293

Table 5: Expenses by Specific Intervention Codes

Goal Area 22: Education

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2018 Expenditures by Specific Intervention Codes (in US Dollars)

Row Labels Specific Intervention Codes	*Expenditure Amount
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	368,853
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	19,609
22-01-06 System strengthening - inclusive education for children with disabilities	112,337
22-01-10 System strengthening - gender-responsive access (excluding SRGBV)	296,041
22-01-11 Other activities for equitable access to quality education e.g. school feeding, school grants	22,163
22-01-13 Education humanitarian cluster/humanitarian sector coordination	9,122
22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems)	187,104
22-01-15 Education sector planning including coordinating role, SDG 4, etc.	141,217
22-01-16 Public finance management for education	32,081
22-01-17 School Related Gender-based Violence (SRGBV)	56,991
22-01-99 Technical assistance - Equitable access to quality education	258,140
22-02-02 Provision or procurement of primary education learning materials	170,200
22-02-08 Provision of primary education teacher training	560,771
22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	3,885

22-02-20 System strengthening - teacher development, management, and support	2,675
22-02-21 System strengthening - community participation and social accountability, e.g. school management committees	3,174
22-02-99 Technical assistance - Learning outcomes	109,224
26-01-02 Programme reviews (Annual, UNDAF, MTR, etc.)	82,373
26-02-01 Situation Analysis or Update on women and children	4,108
26-02-02 MICS - General	74,980
26-02-08 Programme monitoring	22,282
26-02-09 Field monitoring	1,005
26-03-01 Advocacy and partnership-building for social behaviour change	311
26-03-05 Innovation, multi-media content production and dissemination	21,813
26-03-99 Technical assistance - Cross - sectoral communication for development	191
26-04-01 CO/RO Supply - technical assistance and collaboration in supply chain, procurement of goods and services, and logistics	117,308
26-06-01 Parliamentary engagement for policy advocacy	2,789
26-06-04 Leading advocate	16,114
26-06-05 Leading voice	35
26-06-12 Learning	5,434
26-07-01 Operations support to programme delivery	1,993
28-07-04 Management and Operations support at CO	38,019
Grand Total	2,742,344

VI. FUTUR WORKPLAN

In 2019, the Education and Development Program start initiate a new programme cycle which will aim to contribute to ensuring that a greater proportion of children (girls, boys, disabled children and vulnerable children) benefit from a full basic cycle of education enabling them to acquire the knowledge and skills necessary for their socio-economic integration. The programme will build on the achievements and experiences of the previous programme (regarding participatory school management, the implementation of active pedagogy and the enrolment of disabled children). It will focus on strengthening governance for a more efficient and equitable management of the education system, stimulating the continuous use of inclusive and quality education provision and improving supervision and pedagogical supervision for a better transmission of knowledge and skills. In doing so, the programme will contribute directly to the achievement of Sustainable Development Goals (SDGs) 4, 5 and 8 and to specific outcome 1.4 of the draft National Development Plan. It will also contribute to the new UNDAF as well as to objective 2 of the UNICEF Strategic Plan 2018-2021 ("Every child learns") and to UNICEF priorities (Key Results for Children 3 and 4) in the WCARO region for the same period.

The main evolutions of the programme for the 2019-2023 cycle will concern i) the targeting of the lower secondary education (in addition to preschool and primary education), ii) the strengthening of community awareness and mobilization strategies to stimulate initial and continuous demand, iii) the focus on pedagogical supervision. The programme will also continue the efforts initiated during the previous cycle, to strengthen governance and management, improve quality provision (inclusive and non-violent) and access to preschool.

It will also benefit from the main lessons learned during the 2014-2018 cycle: (i) geographical targeting must be more consistent with the intervention logic (pilot-demonstration-advocacy) and focus on a few vulnerable rural prefectures, (ii) strong ownership and effective skills transfer ensure more effective and sustainable interventions, (iii) rigorous documentation of results and strategic synergies (partnerships) effectively support advocacy.

The 2019-2023 Education and Development programme's **outcome** is: *"By the end of 2023, children will have access to comprehensive, inclusive and quality pre-school and basic education, enabling them to acquire sufficient knowledge and skills"* The programme will contribute to the achievement of this outcome through 4 interrelated outputs:

- **Output 1:** *"By the end of 2023, the education system is more efficient and equitable, ensuring that all children (girls, boys, including children with disabilities and vulnerable children) have access to inclusive, adequate and quality education".*

The main actions will include:

- Support for sectoral coordination and sectoral steering mechanisms;
 - Support for the updating, validation and dissemination of the sectoral diagnosis (including the updating of the risk and vulnerability analysis of the sector) and the Education Sector Plan;
 - Support for the production, publication and dissemination of MEPS statistics;
 - Support for the strengthening and implementation of MEPS planning and monitoring mechanisms at central and decentralized levels;
 - Support for the development of school mapping and its implementation in the Programme's Intervention Area;
 - Support for the generation of relevant evidence for steering through studies, research and evaluations;
 - Support for the institutionalization of Inclusive Education (IE) and the development of a national IE strategy for the schooling of children with disabilities;
 - Support for the strengthening of teacher training (pre- and in-service) and the mainstreaming of child-centred and gender-sensitive pedagogical approaches;
 - Support for the updating, implementation and monitoring of the strategic framework for the prevention and control of School-Related Violence (including gender-based violence);
 - Support for the strengthening and generalization of participatory governance tools/approaches;
 - Support for the dissemination, implementation and monitoring of the National Early Childhood Development Policy (PNDPE);
- **Output 2:** *"By 2023, the proportion of children (girls and boys, including children with disabilities and vulnerable children) in the ZI who have access to inclusive and quality early childhood education increases."*

The main actions will include:

- Support for the implementation of community awareness/mobilization campaigns in targeted communities (including birth registration campaigns)
- Support for the construction of classrooms and distribution of equipment for targeted kindergartens
- Acquisition and distribution of equipment for the targeted kindergartens
- Support for the continuous training of kindergarten educators
- Support for the training of members of the supervisory staff on the supervision of pre-school education

- **Output 3: "By 2023, the proportion of children (girls and boys, including children with disabilities and vulnerable children) who complete primary or non-formal, inclusive and quality education and access secondary education increases in Intervention Zones (ZI)".**

The main actions will include:

- Human, logistical, material, technical and financial support to the inspections of the intervention areas for the implementation and monitoring/evaluation of the programme
- Implementation of the Participatory Governance model in schools in the targeted areas
- Training of management committees of targeted schools in the fight against VMS and the promotion of birth registration
- Implementation of awareness/mobilization campaigns in the communities of the intervention area
- Support for school remediation mechanisms in targeted primary schools
- Support for the reintegration of children/adolescents into school outside school in targeted communities
- Support for the pilot implementation of inclusive education in the targeted communities of the intervention area

- **Output 4: "By 2023, schoolchildren (girls, boys, including children with disabilities and vulnerable children) have access to better quality education that facilitates the effective and sufficient acquisition of relevant skills and knowledge."**

The main actions will include:

- Support for the implementation of innovative pedagogical approaches/methods;
- Support for the training of teachers and directors of targeted primary and secondary schools for school-related violence (included gender-based violence) prevention and elimination;
- Support for the training of teachers in primary and secondary schools targeted on life skills for children/adolescents;
- Support for the strengthening of pedagogical supervision in the intervention area;
- Distribution of pedagogical/teaching and learning materials for targeted schools;

- In-service teacher training on core subjects (French, mathematics) in targeted schools

To ensure the implementation of its 2018 work plan, the Education and Development program still needs to raise US \$ 2,335,675. In the event of non-mobilization of these funds, the program will have to reduce its ambitions and, in particular, i) reduce the number of teachers trained on active pedagogy ii) reduce number of school supported for remediation mechanisms, iii) reduce number of non-formal education centres supported in rural areas; iv) restricting the distribution of materials in the child-friendly schools targeted by the program to only teaching material (thus cancelling the distribution of small equipment for children - notebooks, pencils, pens etc.) and v) reduce the number of schools supported for implementation of inclusive education models for children with disabilities.

VII. EXPRESSION OF THANKS

We are extremely grateful to *Claire Fontaine* and the *French Committee for UNICEF* and all its donors for this generous contribution which has helped UNICEF Togo and national counterpart to increase access to education for all children, especially those who remain excluded from the system (such as girls in some areas of under-enrolment, children with disabilities and poor children in some remote areas) and an improvement in preschool and primary school supply. This contribution to the thematic fund, which is characterized by a flexibility of use, allowed the program to react quickly to changes of the context and to seize the opportunities occurred during the year to record substantial progress towards the full achievement of the objectives of the cooperation program 2014-2018.

VIII. ANNEXE

Annexe A: Door Feedback From

Annexe B: Human Interest Story

Annexe A – Donor Feedback Form

Titre du rapport/projet: 2018 Education thematic funds Reports

Bureau de l'UNICEF: Togo

Donateur: Comité Français pour l'UNICEF

Date:

Commentaires du donateur sur le rapport

Vos commentaires nous aident à améliorer la qualité de nos rapports. Merci de bien vouloir répondre à ces questions concernant le rapport mentionné ci-dessus.

Merci de renvoyer le formulaire par courrier électronique à:

Nom: Isselmou Boukhary et Fosca Giulidori

Email: Fosca Giulidori fgiulidori@unicef.org; Isselmou Boukhary <iboukhary@unicef.org

NOTATION: 5 indique le plus haut niveau de satisfaction et 0 une insatisfaction totale

1. Dans quelle mesure le contenu narratif du rapport est-il conforme à vos attentes? (Par exemple, l'analyse générale et l'identification des défis et des solutions)

5	4	3	2	1	0
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Si vous n'avez pas été pleinement satisfait, pourriez-vous indiquer ce qui manque ou ce que nous pourrions mieux faire la prochaine fois?

2. Dans quelle mesure la partie du rapport sur l'utilisation des fonds répond-elle à vos attentes d'information?

5	4	3	2	1	0
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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Si vous n'avez pas été pleinement satisfait, pourriez-vous indiquer ce qui manque ou ce que nous pourrions mieux faire la prochaine fois?

NOTATION: 5 indique le plus haut niveau de satisfaction et 0 une insatisfaction totale

3. Dans quelle mesure le rapport répond-il à vos attentes en ce qui concerne l'analyse fournie, y compris l'identification des difficultés et insuffisances ainsi que les solutions?

5	4	3	2	1	0

Si vous n'avez pas été pleinement satisfait, pourriez-vous indiquer ce que nous pourrions mieux faire la prochaine fois?

4. Dans quelle mesure le rapport répond-il à vos attentes en ce qui concerne les résultats?

5	4	3	2	1	0

Si vous n'avez pas été pleinement satisfait, pourriez-vous indiquer ce qui manque ou ce que nous pourrions mieux faire la prochaine fois?

5. Merci de nous communiquer vos suggestions sur la manière dont ce rapport pourrait être amélioré pour répondre à vos attentes.

6. Avez-vous d'autres commentaires que vous aimeriez partager avec nous?

Merci d'avoir pris le temps de remplir ce formulaire!

Active Pedagogy

UNICEF Togo

In recent years, the rate of children enrolled in primary school in Togo has increased significantly, but still 1 out of 5 children does not finish primary school. The main factors in dropping out of school are often high repetition rates, school-based violence, and participation in economic activities instead of school. About 60% of children in primary school failed in Math's and French in 2015, which meant that Togo was one of the poorest countries in education in the French-speaking world. Similarly, a 2015 study found that more than 25% of primary school teachers were not officially qualified. To support the country to ensure that all Togolese children have access to quality education and a safe environment, UNICEF has sponsored several teacher training programs that focus on active pedagogy. Active pedagogy is a teaching method that aims to reduce the number of children who repeat, or drop out altogether, by encouraging children to become actors in their own learning.

UNICEF collaborates with the International Center for Active Pedagogy (CIPAC) and the French Development Agency (ADF) to implement active pedagogy lessons across the country. In Doufelgou, a region of Kara, 42 schools were chosen to accommodate teachers trained in active education programs through the Togolese initiative of CIPAC. To facilitate the transition from a 'traditional' style of teaching to the new system, UNICEF has provided educational materials for schools, to help make the initiative a successful learning experience. UNICEF also trained 147 senior teachers to oversee the application of active pedagogy in schools and monitor its progress. Céline Meba Hezouwe, a school teacher and a coordinator of trainers in the Kara region,



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testifies: “At first, it was not easy because it was a new system for teachers, but they appreciated that these techniques were designed for the purpose”. In spite of the hesitation at the beginning, UNICEF, as well as the teaching staff and the parents of pupils, are delighted with the tremendous results after having noticed how it was well received among their students. The staff are actively seeking out ways to generalize this mode of teaching. We come together to share ideas between teachers, “says Céline,” and there’s even a Whatsapp group for people to connect and share good practices. Céline adds: “One of my colleagues told me the other day that he could not thank the Ministry of Education enough for the implementation of this initiative, because it gave him a personal satisfaction. “I am much more motivated!” he told me “and even if the working conditions are not always ideal”, he knows that his students will “leave with knowledge that will help them succeed in their studies. “

Teachers are not the only ones to benefit from active pedagogy. Céline notes that there has been a “big change in schools” because “now motivation is higher, shy students are less timid and everyone is encouraged to participate and ask questions”.

Students and teachers agree that the new system is the way to go in Togolese classrooms, because not only does active pedagogy help develop children’s creativity and thinking ability, but students feel like the members of a team in which everyone is equally respected. CIPAC also reported great academic progress in the schools where the new system was introduced. In this case “children are more

fulfilled”, “absenteeism and situations of indiscipline or violence” are significantly reduced and “the capacities of expression of the children (oral, written, artistic, corporal), such as the scientific experimentation are very developed”. UNICEF, the Ministry of Primary and Secondary Education and CIPAC continue to work together to ensure that education is as inclusive as possible for all children and free from violence.

A training module has been created to specifically address gender-based violence in schools, to which all training partners have access, which will enable more girls to complete primary education. The program also encourages the mobilization of more female teachers, as research shows that the presence of female staff in schools creates a more friendly atmosphere and limits violence. Similarly, progress is being made in integrating children with disabilities into the school system so that they can also receive adequate education like all other children.

With support from UNICEF, active pedagogy is gradually becoming a national movement. Over the past two years, UNICEF has built 33 kindergartens and 480 schools that are adapted to the needs and safety of girls and children with disabilities. This has benefited more than 12,000 children under the supervision of about 1,000 newly trained facilitators and 720 teachers. The vision of the Ministry in charge and UNICEF is that active pedagogy be integrated in all primary schools, allowing all children to have equal access to quality education in a safe, gender-sensitive and inclusive environment.

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