



UN Partnership to Promote the Rights of Persons with Disabilities

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# PROMOTING THE RIGHTS OF CHILDREN LIVING WITH DISABILITIES IN TOGO

PROPOSAL PREPARED FOR THE UNPRPD FUND



UNITED NATIONS  
HUMAN RIGHTS  
OFFICE OF THE HIGH COMMISSIONER



World Health  
Organization

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## List of Acronyms

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AMPHOTO	Association of the Disabled Motivated Tône
CBM	Christian Blind Mission
CRC	UN Convention on the Rights of the Child
CRPD	UN Convention on the Rights of Persons with Disabilities
EFA	Education For All
FETAPH	Togolese Federation of Associations of People Disabilities
MEPSA	Ministry of Primary, Secondary Education and Literacy
NGO	Non-Governmental Organization
OHCHR	United Nations Human Rights Office of the High Commissioner
UNCT	UN Country Team
UNDAF	United Nations Development Assistance Framework
UNICEF	United Nations Children’s Fund
UNPRPD	UN Partnership to Promote the Rights of Persons with Disabilities
WHO	World Health Organization

## Executive Summary

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Children living with disabilities are among the most vulnerable of all Togo's population. Young people with disabilities face not only poverty, but also social isolation and discrimination. Despite the rights guaranteed to them by the United Nations Convention on the Rights of the Child and other national law, they are often prohibited from meaningfully participating in their communities. They regularly lack basic health care and are often not allowed to attend school or to find work.

This proposal offers a comprehensive approach to the integration of children living with disabilities into mainstream education. It expands on an already successful programme of providing suitable educational opportunities to primary school-aged children living with disabilities in the Savanes and Kara regions. It will also work to build national capacity and ensure that government fulfills its national and international obligations towards protecting the rights of children living with disabilities.

By combining the capacities of three agencies the United Nations Human Rights Office of the High Commissioner (OHCHR), the United Nations Children's Fund (UNICEF), the World Health Organization (WHO), and forging effective partnerships with government and non-governmental organizations alike, this programme will see to not only a collaborative and efficient response to the challenge of providing education to children living with disabilities, but also a sustainable one. This holistic human rights-based response, touching on all of health, education and protection, will serve as a model to be replicated in other development strategies across Togo and elsewhere.

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## 1. Background

As of 2011, Togo has an estimated population of 6.4 million people, with children under 18 years representing 48 per cent of the total population. The largest age group, 10 to 14 year olds, makes up 12.5 per cent of the population.

About 69 per cent of children in Togo live in families affected by poverty. Regional inequities are acutely apparent. 94 per cent of children in the northernmost Savanes region live in poverty. Non-monetary poverty is also highest in the north where 44 per cent of children aged five to 17 are deprived access to water, education, adequate nutrition and housing.

It is estimated that approximately 630,000 people or 10 per cent of the Togolese population lives with at least one disability. In the 2010-11 academic year, there were 1,299,802 registered primary school-aged children nationally. Taking into account that the Net Enrollment Rate stood at 89 per cent in 2011, and based on a 10 per cent national average, it is estimated that between 120,000 and 135,000 primary school-aged children, both in and out of school, currently live with one or more disabilities in Togo.

Disabled women and girls face double discrimination based on gender and disability. Disabled girls are far less likely to be educated than disabled boys. 40 per cent of disabled girls never attend school as opposed to 23 per cent of disabled boys. Disabled girls are also less likely to finish primary school; only 33 per cent progress to secondary school, compared to 36 per cent of boys.

Togo has ratified the UN Convention on the Rights of the Child (CRC); furthermore, in March 2011, Togo ratified the UN Convention on the Rights of Persons with Disabilities (CRPD). Togo has taken steps to align its legislation with the provisions of the international instruments to which it is a party. However, few domestic legislative provisions refer expressly to the rights of disabled persons or children. Article 242 of the Child Code, which came into force in 2007, expressly refers to the rights of children living with disabilities. However, Article 242 appears in Sub-section I (Social Protection), Chapter I: 'Children's Right to Health'. It is therefore unclear whether Parliament intended Article 242 to have general application within other rights areas given the absence of any further express reference to children living with disabilities within the Code.

In 2011, a successful initiative involving the regional education directorate of Savanes region, UNICEF and Handicap International aimed at integrating children with disabilities into mainstream education was extended from the northernmost region of Savanes to the Kara region. A dual approach was adopted with the training of all teachers concerned for provision of the full inclusive education package and additional training of itinerant more specialized teachers for Braille and other adapted methods and tools. This initiative reached as of today 120 children living with disabilities in Kara and 36 children in Savanes. Both partners agreed that there was scope for the dual approach to be expanded more widely after its initial positive results.

The overall objective of the above intervention is to advance disability rights in Togo by working with local non-governmental organizations, associations of persons living with disabilities, teachers and families to expand educational opportunities for primary school-aged children in selected vulnerable regions, while concurrently supporting the government to develop the appropriate legal channels for protection and support.

The fact that Togo has ratified the CRPD, and has put domestic legislative provisions in place (albeit limited), the in-country partnerships with international NGOs such as Handicap International and Christian Blind Mission, the active local NGOs and unions of people living with disabilities and the initial successful implementation of the "Savanes" model provide an enabling environment, an opportunity for expansion of the inclusive model at the downstream level and further work on the policy instruments at the national level.

The following recommendations emerging from the Universal Periodic Review Process of Togo were an important source of guidance on priority actions to be undertaken within this proposal:

- Improve access for persons with disabilities to education and health care, with particular focus on children;

- Amend Togo's domestic legislation relating to the rights of women, children and persons with disabilities, in line with international obligations;
- Address the exclusion of persons with disabilities at the family and community levels through public education and through targeted and concrete measures, in consultation with organizations of persons with disabilities;
- Inform children with disabilities that they have the right to education on an equal basis with other children, and build the capacity of organizations of persons with disabilities.

## 2. Programme Approach

This programme aims to advance the rights of children living with disabilities in Togo by working with international and local non-governmental organizations (NGOs) and associations of persons living with disabilities to expand educational opportunities for primary school-aged children in Togo's northernmost poverty affected regions while concurrently working with the government to develop the appropriate legal channels for protection.

Three partnering organizations within the UN Country Team (UNCT) in Togo – the United Nations Children's Fund (UNICEF), the World Health Organization (WHO), and the United Nations Human Rights Office of the High Commissioner (OHCHR) – decided to combine their capacities to move this agenda forward. In keeping with the tenets of the CRC and CRPD, these partners will address the various enabling factors needed to ensure an increasingly equitable access to primary education for children living with disabilities in the Savanes and Kara regions, and through documenting the experience, national capacity building and legislation, country-wide.

The basis for this proposal is drawn from the many international agreements that govern this area of policy. Millennium Development Goal No.2 insists on the right to free and universal primary education for every child, including those living with disabilities. Article 24 of the CRPD, while asserting the right to education at all levels, specifically encourages children with disabilities to attend school (Article 24 (2a)). The CRPD asserts that the most effective way to do this is to focus on the best interests of the child (Article 24 (2b)). Finally, the Universal Periodic Review in Togo recommended improvements in access for persons with disabilities to education and health care, focusing on children.

In accordance with the CRPD, this programme focuses both on service delivery and creating an enabling environment so that children with disabilities can fully enjoy their rights on an equal basis with other children, and be protected from marginalization and exclusion, abuse and intolerance.

At the national level, this programme will work to build the government's capacity to develop and implement legislation, policies, and programmes for the protection and support of children living with disabilities and the de-stigmatization of disability. A thorough analysis will be conducted by a national consultant on the legal instruments and sectoral policies in place and the existing gaps in terms of addressing the rights of people living with disabilities, and specifically of children. Two national workshops involving all stakeholders will follow, resulting in concrete recommendations and action points. Advocacy efforts towards government will be scaled up by partners involved. Togolese media will be informed and supported to play a facilitation role in fighting discrimination and abuse of children living with a disability.

At the micro level, this programme will work with local NGOs and associations of people living with disabilities to identify children living with disabilities within targeted communities and conduct full medical evaluations of overall health status and disability, determining how the right to adequate education can be best addressed. This can cover a broad scale of treatments, including correction of micronutrient and nutrition deficiencies, immunizations, rehabilitative care, surgery, assistive devices, physiotherapy, provision of glasses and hearing aids etc. An estimated 150-200 school aged children can be supported for treatment.

The overall health and nutrition support will be provided by a mix of public and private health facilities among which the "Hôpital des Enfants" in Dapaong; rehabilitative services and assistive devices will be provided through the specialized centres in both regional capitals. In addition, all health personnel in the 25 peripheral health facilities of the district of Tone will be trained to ensure more adequate and holistic services for those with disabilities.

Finally, an educational assessment will evaluate what other preliminaries are required for the child to benefit from inclusive education. It is estimated that the dual model (overall teacher's training and specialized training) presently

covering 15 schools in Savanes and Kara regions can be expanded to another 10 schools and provide access to education to an additional 150-200 children living with a disability. To complement ongoing activities by Handicap International and UNICEF, the UNPRPD funding will focus on education facilities in the district of Tone in the Savanes region while supporting basic teacher's training for inclusive education throughout the region. "Inclusive" teachers will be assisted by itinerant teachers to deal with disability. Where inclusive education is not suitable, alternative education opportunities will be sought by the Directorate of Social Action, UNICEF and NGO partners.

This twin-track approach involving targeted as well as mainstreaming interventions will ensure that all progress made is sustainable. Mainstreaming strategies include the provision of free health evaluations and interventions for children identified as living with a disability, support to existing rehabilitative services in Kara and Dapaong, structural changes to schools, and sensitization/training of all teachers in the Savanes region on the rights owed to and legitimate expectations of children living with disabilities. At the national and regional levels, government partners will be supported to ensure that the relevant policy framework and legislation is in line with international norms, especially the CRC and CRPD.

Targeted interventions include developing the capacity of teachers in ten schools in Tone. Such training incorporates disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support children with disabilities; training of two itinerant specialized teachers in special techniques such as the Braille script.

The programme aims to conduct the above-stated activities by integrating the different competencies of the UNCT into a common programmatic platform. Beyond the UNCT, this programme incorporates as key partners the three government ministries in charge of ensuring the rights of children living with disabilities: the Ministry for Social Action, the Ministry of Health, and the Ministry of Education. As well as international NGOs such as CBM and Handicap International, local NGOs and associations of people with disabilities, with their knowledge of and presence in the most vulnerable communities, will serve as key implementing partners. In addition to building their capacities, this programme will help solidify cooperative working relationships, which can be drawn upon in the future.

### 3. Objectives and Expected Results

The overall objective of this programme is to advance the rights of children living with disabilities in Togo by working with local non-governmental organizations and associations of persons living with disabilities to expand educational opportunities for primary school-aged children in selected vulnerable regions, while concurrently supporting the government to develop the appropriate legal channels for protection. Specifically, this programme will seek to provide suitable educational opportunities for primary school-aged children living with disabilities in the Savanes and Kara regions, and to ensure that government ministries at the national level fulfill their obligations to ensure people living with disabilities can actively contribute and participate in society with dignity.

**Outcome One** of this programme is expected at the national level, where it will see an improved capacity of the government to develop and implement legislation, policies, and programmes for the protection of children living with disabilities. Current legislation has made important strides but is far from being sufficient towards meeting international standards. At the national and regional levels, government partners will be supported through trainings and technical assistance to ensure that national policy and legislation is in line with international norms. Through focusing on capacity building of government, this programme will work to ensure national legislation is updated to meet the relevant international conventions on social protection for persons living with disabilities.

**Outcome Two** of this programme will seek to identify additional children living with disabilities in the Savanes region of Togo and provide the necessary assessment of their health, nutrition and disability by qualified medical specialists, along with any required follow-up care. Whether they need a hearing aid, a longer series of physiotherapy treatments, or more this programme will ensure these children are given the necessary health and rehabilitative support they need in order to take advantage of their educational opportunities. Inclusive education is good only so far as children have the tools and good health to participate in it fully.

**Outcome Three** of this programme will see a greater acceptance of and improved institutional capacity for the integration of children living with disabilities in the Kara and Savanes regions of Togo into the mainstream education system. Studies have repeatedly shown that inclusive education benefits not only the children living with disabilities themselves, but also the society as a whole. Up to two hundred children living with a disability will be identified by local NGOs and receiving a full health and educational assessment in order to evaluate what other support is required for the child to benefit from inclusive education. This programme will then provide that support or seek alternative educational opportunities. Concurrently, the implementing partners on the ground will work with teachers and parent-teacher associations (PTAs) in the Savanes region to train them on the rights to education of children living with disabilities and the methodology for integration into an inclusive educational system, while also supporting any physical upgrades required in the schools to make them more accessible.

These three key outcomes will be attained over the two-year course of this programme.

**Table 1. Expected Impact**

<b>Impact:</b> All primary school-aged children in Togo, including those with disabilities, have equitable access to educational opportunities.		
<b>Impact indicators</b>		
<b>Indicator</b>	<b>Baseline</b>	<b>Means of verification</b>
Enrollment rate of children living with disabilities in primary school.	34% (Target: 50%)	MICS5 Handicap International data

National legislation protecting the right to education of children living with disabilities.	Current Legislation (Target: legislation that comprehensively addresses the rights of children living with disabilities)	National plans and policies
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**Table 2. Expected Outcomes**

<b>Outcome 1:</b> The Government of Togo is supported to develop and implement legislation, policies, and programmes for the comprehensive protection of children living with disabilities.		
<b>Outcome Indicators:</b>		
<b>Indicator</b>	<b>Baseline</b>	<b>Means of Verification</b>
The Ministry for Social Action and other relevant government institutions harmonize the 2004 Law on the Social Protection of Persons With Disabilities with the CRPD.	Law No. 2004-005 (Target: Updated legislation that is in line with the Convention)	National plans and policies Updated Law No. 2004-005
The Ministry of Social Action harmonizes the 2007 Child Code with the CRC.	2007 Child Code (Target: Updated legislation that comprehensively address the rights of children living with disabilities)	National plans and policies Updated 2007 Child Code
The Ministry of Education updates its Sectoral Development Plan to comprehensively address the rights of children with disabilities.	Education Sectoral Development Plan (Target: Updated Educational & Health Sectoral Development Plan that comprehensively address the rights of children with disabilities)	National plans and policies Updated Education Sectoral Development Plan
<b>Outputs:</b>		
<b>Formulation</b>		<b>Tentative Timeline</b>
1.1. Situational analysis is conducted of all existing legal instruments and gaps in protecting the rights of children with disabilities in Togo, including action points and recommendations.		4 months at the start of the programme
1.2. Technical support is provided to review and develop draft legislation and policies in line with CRC and CRPD.		6 months - starts after the initial SitAn
1.3. Two workshops on the contents, rights, and responsibilities of the CRC and CRPD are held with counterparts within the relevant government ministries.		2 months - starts after the initial SitAn
1.4. Four television/radio productions are created for advocacy and sensitization on the rights of children living with disabilities in Togo.		Broadcasting during 18 months at least

**Outcome 2:** The health sector in the Kara and Savanes regions of Togo is strengthened to provide more adequate health, nutrition and rehabilitative support to children living with disabilities.

**Outcome indicators:**

Indicator	Baseline	Means of Verification
Number of additional identified children living with disabilities in the Savanes region given adequate health, nutrition and rehabilitative support.	150 (Target: 300-350 <sup>1</sup> )	Programme Monitoring Reports
Number of rehabilitative centres provided with equipment to adequately support disabilities.	0 (Target: 2)	Programme Monitoring Reports

**Outputs:**

Formulation	Tentative Timeline
3.1 Medical assessments by qualified health professionals are completed of all children identified as living with disabilities in the Savanes region.	Ongoing during first 12 months at the rate that children are identified by NGO counterparts
3.2 The overall health and nutrition needs, including immunizations, of 150-200 <sup>2</sup> children in the Savanes region are adequately addressed.	Ongoing during first 12 months at the rate that children are identified by NGO counterparts
3.3 Rehabilitative support and equipment is provided to 150-200 <sup>3</sup> children in the Savanes region.	Ongoing during first 12 months at the rate that children are identified by NGO counterparts
3.4 The rehabilitative centre in Kara is further equipped and strengthened to provide support for a greater range of disabilities.	One time support in equipment/commodities in early phase of the programme
3.5 L'Hôpital Des Enfants in the Savanes region is further equipped and strengthened to provide support for a greater range of disabilities.	One time support in equipment/commodities in early phase of the programme

<sup>1</sup> Actual figure will depend on the severity of disabilities identified and the varying costs of the required support.

<sup>2</sup> Actual figure will depend on the severity of disabilities identified and the varying costs of the required support.

<sup>3</sup> Actual figure will depend on the severity of disabilities identified and the varying costs of the required support.

**Outcome 3:** The education sector in the Kara and Savanes regions of Togo has greater acceptance of and improved institutional capacity for the integration of children living with disabilities into the mainstream education system.

**Outcome Indicators:**

Indicator	Baseline	Means of Verification
Number of additional primary school-aged children living with disabilities in the Savanes region identified, supported, and made ready for integration into an inclusive education system, or alternative educational opportunities.	150 (Target: 300-350 <sup>4</sup> )	Programme Monitoring Reports
Number of additional schools in the Savanes region assessed and equipped to ensure a friendly environment to children living with disabilities.	10 (Target: 20)	Programme Monitoring Reports
Number of additional itinerant teachers in the Savanes region trained to assist with integration into the mainstream education system.	3 (Target: 5)	Programme Monitoring Reports

**Outputs:**

Formulation	Tentative Timeline
2.1 Basic training provided to all teachers in the Kara and Savanes regions on the right to education of children living with disabilities and methodology for their integration into the mainstream education system.	18 months
2.1 Advanced specialized training and technical support provided to teachers and Parent Teacher Associations in an additional 10 schools in the Savanes region on the right to education of children living with disabilities and methodology for their integration into the mainstream education system.	18 months
2.2 Educational learning assessments for 150-200 <sup>5</sup> additional children identified as living with disabilities in the Savanes region, followed by support for integration into inclusive system or alternative educational opportunities.	18 months
2.3 Physical assessments and equipping of an additional 10 schools in the Savanes region to ensure friendly environment for children living with a disability.	3 months
2.4 Training of an additional two itinerant teachers in the Savanes region.	3 months

<sup>4</sup> Actual figure will depend on the severity of disabilities identified and the varying costs of the required support.

<sup>5</sup> Actual figure will depend on the severity of disabilities identified and the varying costs of the required support.

## 4. Management Arrangements

UNICEF will serve as the overall UNPRPD focal point for the inter-agency coordination of this programme. A network of agency focal points has been established to promote discussion and cooperation within the UNCT, to share information, initiate additional common monitoring activities, and develop a joint plan for response throughout the programme. This structure will help create predictability and cooperation among the agencies in addressing needs as they arise.

At the field level, with each agency responsible for monitoring progress towards a specific outcome (see Table 3), each will thus be in charge of coordinating communications with key implementing partners towards that goal. In this way, agencies will be able to rely on one another's comparative advantages and special expertise. As the focal point for Outcome One, which focuses on building the capacities of the Togolese government to design and implement legislation and policies that protect the rights of children living with disabilities, OHCHR will be responsible for maintaining an open flow of information with its key government counterparts. Any and all concerns raised will then be transmitted back to the inter-agency UNCT coordination mechanism.

Outcome Two, which focuses on providing the necessary health, nutritional and rehabilitative support to children living with disabilities in the Savanes region of Togo, will be under the management of the WHO, who will ensure close communications with key health and rehabilitative facilities, especially the rehabilitative centre in Kara and L'Hôpital Des Enfants in Dapaong (Savanes), which the programme will be working to strengthen.

As the UNPRPD focal point for Outcome Three, which focuses on improving the institutional capacity for the integration of children living with disabilities in the Kara and Savanes regions into the mainstream education system, UNICEF will be responsible for communications coordination with key implementing partners towards that goal, namely NGOs and local associations of persons living with disabilities, and through them, regional and district level education stakeholders and teachers. Subject to inter-agency consultation, UNICEF will take the lead in ensuring national partners needs are addressed as they arise.

With the unique mandate and skill set of its staff that each implementing agency of the UNCT has, the dissected nature of this communications framework will help ensure tailored and timely responses to national partners. Meanwhile, the overarching inter-agency coordination mechanism, activated by UNICEF, will guarantee a streamlined, flexible, and proactive programme. This process should also ensure minimal technical support required from headquarters and other external UN partners.

Finally, as each of UNICEF, WHO and OHCHR are UNPRPD Participating Organizations, each will receive their portion of UNPRPD funds directly. However, as the UNPRPD focal point for this programme, UNICEF will take on the responsibility of coordination on monitoring, evaluation and reporting on programme results.

**Table 3. Implementation Arrangements**

Outcome Number	UNPRPD Focal Point	Implementing Agencies	Other Partners
1	OHCHR	<ul style="list-style-type: none"> <li>• OHCHR</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry in charge of Human Rights</li> <li>• Ministry for Social Action</li> </ul>
2	WHO	<ul style="list-style-type: none"> <li>• WHO</li> <li>• NGOs / Local Associations</li> </ul>	<ul style="list-style-type: none"> <li>• Rehabilitation/Physiotherapy Centres</li> </ul>

			<ul style="list-style-type: none"> <li>• Rehabilitation Centre in Kara</li> <li>• L'Hôpital Des Enfants in the Savanes region</li> <li>• Ministry of Health</li> </ul>
3	UNICEF	<ul style="list-style-type: none"> <li>• UNICEF</li> <li>• NGOs / Local Associations</li> </ul>	<ul style="list-style-type: none"> <li>• Primary schools in the Savanes region</li> <li>• Teachers in the Savanes and Kara regions</li> <li>• Parent-Teacher Associations in the Savanes region</li> <li>• Ministry of Education</li> <li>• Local and International NGOs and associations of people living with disabilities</li> </ul>

### A. National Ownership, Participation and Partnership-building

Togo's recent commitment to Education For All (EFA), and in particular the universalization of primary education as a goal for the education system by 2015, is an important first step towards ensuring education for children living with disabilities, and occurs at the same time as NGOs, UN agencies, and bilateral and multilateral donors show an increasing interest in the issue. It is within this evolving agenda that this programme was defined.

This programme builds upon an already successful programme of providing suitable education opportunities to children living with disabilities in Kara and Savanes regions. Begun in the last months of 2010, UNICEF and Handicap International joined forces with the Ministry of Primary, Secondary Education and Literacy (MEPSA), the Regional Directorates of Education in Savanes and Kara, the Togolese Federation of Associations of People living with Disabilities (FETAPH), and the Association of the "Motivated Disabled of Tone district" (AMPHOTO) to launch a programme that aimed at removing barriers to the education rights of children living with disabilities. Other actors such as local authorities, associations of parents, etc. are also involved because of their important role in education.

The success of this initial programme led the key implementing partners to agree there was room for expansion. Bringing in additional members of the UNCT – WHO and OHCHR –as well as allies from the government ministries in charge of ensuring the rights of children living with disabilities – the Ministry for Social Action, the Ministry of Health, the Ministry for Human Rights, and the Ministry of Education –and local NGOs and associations of people with disabilities, a common programmatic platform was developed.

From the onset at field level, local NGOs and associations of people with disabilities have served as crucial implementing partners, responsible for identifying children living with disabilities within the targeted communities. With support from the other implementing partners, they will then begin to work with the parents to create a roadmap of next steps for the child – a medical assessment, a learning assessment, and a way forward. This ownership of the process by local actors in the field of disability and education will enable sustainable and replicable results.

Concurrent to work in the field, the UNCT will be working with government counterparts to establish protection of education rights for children living with a disability on a national scale. In full consultation with partners on the ground, the decision makers will be trained and sensitized on the issue, and will together work to harmonize national legislation and policies in line with the relevant international law.

The success of this programme will be based on this unique partnership between actors from all the key sectors involved in the education of disabled children in Togo. From the ground up, inclusion, participation, and ownership will ensure not only that this programme will generate change, but lasting change.

## **B. Knowledge Generation and Potential for Replication**

The partnership in this programme between three different sectors involved in the education of disabled children in Togo– the government, the UN, and local civil society – was carefully elaborated in the beginning with the end in mind. To ensure that the decision makers in Togo understand the social problems associated with children living with disabilities, and formulate legislation and policies to address them, they need to have the relevant information available to them, and that information needs to come from the intended beneficiaries themselves. That is why this programme will involve everyone from the schools up, so that knowledge can be translated into advocacy and advocacy into policy.

Monitoring and evaluation of this programme will be the responsibility of the inter-agency UNCT coordination mechanism described above against the above-stated indicators and baselines. Six monthly assessment reports will occur over the course of the two-year programme, along with a final evaluation report that will be made public and disseminated to the wider UN community for learning, as well as to its key implementing partners, and to other interested parties, particularly academia.

The promotion of any and all lessons coming out of this programme will fall within the wider UNCT national public information and awareness campaign for improved disability services for children including education. Here, the UNCT’s already close relationship with national media outlets will help ensure wide coverage country-wide. Local and international academia will be targeted to filter lessons into learning and future study. Meanwhile, relationships with community-level NGOs and disability organizations will be drawn upon to further help disseminate messages.

The consequence of this three-tier partnership, however, is that good practices and lessons learnt will not have to wait until the final report. Throughout the process, with advocacy and training already playing a significant role, and as government responds to information coming in from field through its inter-agency UNCT focal points, actors in this sector and elsewhere will be able to see the results.

The involvement of several members of the UNCT in this programme will also take a significant step forward in terms of positioning the rights of children living with disabilities in the UNDAF roadmap process. Similarly, this partnership will demonstrate how to make the best use of available resources and comparative advantage within the UNCT to mainstream this issue. Going forward, these lessons will be able to help shape agency programmes and projects and their work planning, keeping children’s disability rights at the forefront of the agenda. Meanwhile, the collaboration with government and NGOs alike will help to map the various national actors and agendas involved in Togo, and also aid in bringing children’s disability rights into the mainstream.

## 5. Budget

Overall budget							
Category	Item	Unit cost	No. units	Total cost	Request from UNPRPD Fund	UNDRPD POs cost-sharing	Other partners cost-sharing <sup>6</sup>
Supplies, commodities, equipment and transport	Rehabilitative support and equipment for 150-200 <sup>7</sup> children in Savanes	275	150-200	55000	50000	5000	0
	Rehabilitative equipment for two medical support centres in Kara/Savanes	12500	2	25000	20000	5000	0
	Specialized equipment to support accessibility in 10 schools in Savanes	10000	10	100000	50000	50000	see <sup>6</sup>
	Transport to support identification of disabled children, medical assessments, and follow-up	25	150-200	5000	5000	0	see <sup>6</sup>
Personnel (staff, consultants, travel and training)	Specialist consultant for rehabilitative training to primary health care units in Kara/Savanes	10000	1	10000	10000	0	0
	Specialist consultant for situation analysis on legal framework and gaps of rights for children with disabilities and technical support to government	15000	1	15000	15000	0	0
	WHO project coordination and monitoring assistant	5000	1	5000	5000	0	0
	UNICEF technical support	10000	2	20000	0	20000	0
Training of counterparts	Training in rehabilitative support to primary health care units in Kara/Savanes	N/A	N/A	21704	16704	5000	0
	National training workshops on CRC/CRPD and legal framework of rights for children with disabilities to government stakeholders	7500	2	15000	15000	0	0
	Training on right to education and methodology for integration to all teachers in	N/A	N/A	120000	40000	80000	see <sup>6</sup>

<sup>6</sup> The Government of Togo is paying the salaries of all the teachers involved in this programme. Implementing partner Handicap International is also receiving funding support from the Government of France.

<sup>7</sup> Actual figure will depend on the severity of disabilities identified and the varying costs of the required support.

	Kara and Savanes						
	Specialized training on right to education and methodology for integration to teachers and Parent-Teacher Associations to 10 schools in Savanes	10664	10	106636	31916	74720	see <sup>6</sup>
	Training of two itinerant teachers in Savanes for specialized disability care	10000	2	20000	20000	0	see <sup>6</sup>
Contracts		0	0	0	0	0	0
Other direct costs	Media campaign on CRC/CRPD and advocacy for children with disability rights in Togo	1746	4	6983	6983	0	0
	Operational support to implementing partner field offices, including support for local NGOs and associations of persons with disabilities and follow up for medical assessments	N/A	N/A	45000	20000	25000	see <sup>6</sup>
	Educational assessments of children with disabilities and follow up support	75	150-200	15000	10000	5000	see <sup>6</sup>
	Coordination, monitoring and evaluation	N/A	N/A	31500	11500	20000	see <sup>6</sup>
<b>Subtotal</b>				<b>616823</b>	<b>327103</b>	<b>289720</b>	
Indirect costs (7%)				43177	22897	20280	
<b>Total</b>				<b>660000</b>	<b>350000</b>	<b>310000</b>	