



ANNUAL PROGRESS REPORT 2013



UNITED NATIONS
HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER



World Health
Organization

MPTF OFFICE GENERIC ANNUAL PROGRAMME NARRATIVE PROGRESS REPORT

REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2013 Programme Title & Project Number	<ul style="list-style-type: none"> • Programme Title: PROMOTING THE RIGHTS OF CHILDREN LIVING WITH DISABILITIES IN TOGO • Programme Number <i>(if applicable)</i> MPTF Office Project Reference Number: 0084094
Participating Organization(s)	OHCHR/WHO/UNICEF
Programme/Project Cost (US\$)	Total approved budget : USD 350,000 OHCHR : USD 39,572 WHO: USD 108,823 UNICEF: 20,605.
Programme Assessment/Review/Mid-Term	Assessment/Review - if applicable <i>please attach n/A</i> <input type="checkbox"/> Yes <input type="checkbox"/> No Date: <i>dd.mm.yyyy</i> Mid-Term Evaluation Report – <i>if applicable please attach</i> <input type="checkbox"/> Yes <input type="checkbox"/> No Date: <i>dd.mm.yyyy</i>

COUNTRY, LOCALITY(S), PRIORITY AREA(S) / STRATEGIC RESULTS1	TOGO
PRIORITY AREA/ STRATEGIC RESULTS	NATIONAL LEGAL INSTRUMENTS ALIGNED WITH INTERNATIONAL CONVENTIONS SIGNED BY TOGO – CHILDREN LIVING WITH A DISABILITY ACCESSING EDUCATION
IMPLEMENTING PARTNERS	MINISTRIES OF EDUCATION , HEALTH AND SOCIAL ACTION ONGS : HANDICAP INTERNATIONAL , LOCAL NGOS OF PERSONS LIVING WITH A DISABILITY AND THEIR UMBRELLA ORGANIZATION: THE FETAPH
PROGRAMME DURATION	OVERALL DURATION (MONTHS): 18 MONTHS

¹ Strategic Results, as formulated in the Strategic UN Planning Framework (e.g. UNDAF) or project document;

COUNTRY, LOCALITY(S), PRIORITY AREA(S) / STRATEGIC RESULTS1	TOGO
	START DATE: 04/10/2012 ORIGINAL END DATE: 31/03/2014 CURRENT END DATE: 31/03/2014
REPORT SUBMITTED BY	NAME: VIVIANE VAN STEIRTEGHEM TITLE: REPRESENTATIVE UNICEF PARTICIPATING ORGANIZATION (LEAD):UNICEF EMAIL ADDRESS: VVANSTEIRTEGHEM@UNICEF.ORG

3. Variations in impact and outcome indicators

Table 1. Variation in impact indicators

Impact: All primary school-aged children in Togo, including those with disabilities, have equitable access to educational opportunities.		
Impact indicators		
Indicator	Start level (beginning of the reporting period)	End level (conclusion of the reporting period)
Enrollment rate of children living with disabilities in primary school.	34% (Target: 50%)	To be documented by MICS/DHS or special survey – data presently not available
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)	A comprehensive review of the Code is being planned in 2014 or 2015 which will include the right to Education of children with disability. The Education Sector Development Plan has been updated and inclusive education has been included

Table 2. Variation in outcome indicators

Outcome 1: The Government of Togo is supported to develop and implement legislation, policies, and programmes for the comprehensive protection of children living with disabilities.		
Indicator	Start level (beginning of the reporting period)	End level (conclusion of the reporting period)
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)	Amendments under review for the updating of Law No. 2004-005 by a technical team under the leadership of the Ministry of Social Action .

Indicator	Start level (beginning of the reporting period)	End level (conclusion of the reporting period)
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)	Ongoing – proposals for amendments made The Code was reviewed and proposals made for ensuring that it is fully in line with international instruments. However, the Child Code is a comprehensive document and other areas of the Code also require review and re-formulation such as a number of articles concerning juvenile justice and child victims of abuse and violence. A comprehensive review of the Code is being planned in 2014 or 2015 and the amendments proposed through the consultancy supported by the UNPRPD funding will be taken into account.
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)	ESDP updated/inclusive education included The Education Sector Development Plan is a 10 year plan – which is being updated every 3 years. An update was therefore finalized in 2013 and the principle of inclusive education for children living with a disability has been included in the sectoral plan. However this has not been accompanied by the required budget lines. The ongoing pilot will be pursued and evaluated and should allow government to include a budget line at next revision in 2016.

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.

Indicator	Start level (beginning of the reporting period)	End level (conclusion of the reporting period)
Number of additional identified children living with disabilities in the Savanes region given adequate health, nutrition and rehabilitative support.	150 (Target: 300-350 ²) <i>150-200 additional children to be supported by UNPRPD funding</i>	209 (94 girls) additional children Following the decision of the regional “technical care committees”: 146 children in Savanes (63 girls) and 63 children in Kara (31 girls) were enrolled to receive physiotherapy , orthopedic , speech therapy , ENT, ophthalmologic health care services)
Number of rehabilitative centres provided with equipment to adequately	0 (Target: 2)	Three centres have benefitted from the UNPRPD support

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

Indicator	Start level (beginning of the reporting period)	End level (conclusion of the reporting period)
support persons with disabilities.		<p>The rehabilitation/prosthetic centres of Savanes and Kara (CRAOs Savanes et Kara) have both received additional consumables, small equipment and physiotherapy equipment adapted to children. The consumables are targeted to cover additional children, not including the 209 children targeted above.</p> <p>The Yendune hospital and mental health centre received transport, cold chain and IT equipment to allow better follow up of patients and better conservation of essential drugs.</p>

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.

Indicator	Start level (beginning of the reporting period)	End level (conclusion of the reporting period)
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 ³)	<p>198 children were integrated in the education system</p> <p>122 in Savanes region of which : 89 in primary school (35 girls) ; 32 in pre-primary (18 girls) and 1 boy in a special education for children with a hearing disability (school for the deaf)</p> <p>76 in Kara of which 68 in primary school (24 girls) and 8 in preprimary (1 girl)</p>
Number of additional schools in the Savanes region assessed and equipped to ensure a friendly environment to children living with disabilities.	10 (Target: 20)	<p>113 schools</p> <p>90 schools in Savanes and 23 schools in Kara received additional pedagogical equipment including shapes, maps, globes, braille materials, puzzles etc...</p> <p>One “model school” was fully renovated & adapted to children living with a disability with access ramps, special latrines accessible by wheelchair, fencing of all terraces, increasing light contrast in the class rooms: painting of the walls in white and re-painting of the blackboard with special paint etc...</p>
Number of additional itinerant teachers in the Savanes region trained to assist with integration into the mainstream education system.	3 (Target: 5)	3 additional itinerant teachers were trained

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

4. Overall progress

There are no data available from MICS or DHS yet to measure an estimated percentage of children living with a disability effectively enrolled in pre-primary and primary schools. The routine administrative school data in Togo have not captured this information for prior school years. However with the introduction of inclusive education in the updated Education Sector Development Plan, this now becomes an indicator that the system will be tracking – even if there are no committed budget lines yet by the government.

The launch of the 2013 State of the World Children in the North of Togo, with its theme on disability and inclusiveness – took place with the participation of the Minister for Planning and Development and provided critical visibility on the issues faced by children living with a disability and more importantly on their potential when provided with educational opportunities.

In the two targeted inspectorates of Northern Togo: a total of 244 teachers have been trained in methods for inclusive education, two school inspectors and three itinerant specialized teachers. A number of these teachers are now familiar with Braille, or sign language or the provision of pedagogical support to children living with a mental disability.

Beyond enrollment (see below), the achievement rates of children were tracked: in Savanes region, out of 438 children monitored, 389 (88%) took their exams and 75 % (291) were successful while in Kara, 150 children out of 212 took their exams: 97 were declared successful (65%). These percentages are fully in line with the overall exam success rates.

The analysis of the CHILD Code provided the evidence that not much provision had been made to ensure education opportunities for children living with a disability – overall in the document there were only two references to these children. This highlights the amount of work which will be required in the review of the Code. However there are a number of other articles regarding juvenile justice , the protection of child victims , adoption etc... which are also requiring revision , a comprehensive revision of the Child Code has therefore be planned to start in 2014 and be finalized during 2015. The Code will then be submitted for endorsement by the government and by the National Assembly, this is a long a potentially cumbersome process.

The 10-year Education Sector Development Plan has in the meantime undergone its 2013 revision and update process, inclusive education for children living with a disability has been included – but has not been accompanied by the required budget line. The evaluation of the ongoing initiative will provide data and advocacy material for the 2016 revision.

5. Progress towards specific outcomes

Outcome 1: The Government of Togo is supported to develop and implement legislation, policies, and programmes for the comprehensive protection of children living with disabilities.

The situation analysis was completed and validated during a workshop held in November 2013, organized by the Federation of Persons Living with a Disability (FETAPH) and attended by national and international NGOs and agencies active in the promotion of the rights of disabled persons and particularly the Director of the Department of Disabled Persons in the Social Action Ministry, the head of the Child Protection Directorate, and a representative of the National Human Rights Commission. The report identifies i) the 2004 law on the social protection of persons with disabilities, ii) the 2006 labor code, iii) the 2007 family code, iv) the 2007 child code and v) the 1968 ordinance

on the statute of civil servants as the legislative instruments lacking compliance with international and regional conventions.

The report was validated in general but some amendments were suggested in order to pave the way forward towards a reformulation of the Togolese legal texts. The document also points to the need to draft application regulations for the amended laws, as the applicability of the existing laws had already been impaired by the absence of such regulations.

The report will also serve as the basis for further work starting in early 2014 and expected to elaborate concrete proposals for amending legal texts in close cooperation with a selected working group representing relevant NGOs and government officials in charge of the rights of persons with disabilities and children with disabilities in particular.

The FETAPH used the occasion of the International Day of Persons with Disabilities (3 December) to raise public awareness on the need to ensure equitable opportunities for people with disabilities.

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.

APHMOTO, in the municipality of Tone (Savanes) and APHAK in Kozah (Kara) have been working on community sensitization. They identified children within communities and assisted parents. A total of 231 new children have been identified by both NGOs (143 in Savanes and 88 in Kara). A “care committee”, composed by APHMOTO or APHAK, Handicap International and the Directorate of social action at the regional level was set up in both regions to examine the file of each child – in terms of care/services required, capacity of the family to contribute financially, impact on school enrollment. The committees decided that 209 children of vulnerable families with no or nearly no capacity to contribute financially could be enrolled in the care programme for physiotherapy, speech therapy or prosthetic services.

In total the programme supported 369 diagnostic consultations for children living with a disability – related to speech and physiotherapy, mental health, ENT and audiograms, ophthalmology and prosthetic services.

The rehabilitation/prosthetic centres of Savanes and Kara have received diagnostic tools, consumables, small equipment to use in the manufacturing of prosthetic limbs and physiotherapy equipment adapted to children. The consumables are targeted to cover additional children not including the 209 children targeted above.

The Yendune hospital and mental health centre received transport, cold chain and IT equipment to allow better follow up of patients and better conservation of essential drugs.

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.

Routine sensitization activities have been conducted in Kara and Savanes to increase community awareness and the rights of people with disabilities. The local associations also conducted mass campaigns with “role models who live with a disability”. Parents of children living with a disability were sensitized on the importance of their children being assessed, receiving physiotherapy and attending school. An estimated 1500 people were reached in total. An additional 7000 school children and 200 teachers have also been sensitized to ensure greater acceptance of students with disabilities in the classroom.

Considerable capacity development efforts have been realized at the national and decentralized level:

- At the national level: two training modules have been finalized with a reference group within the Ministry of Education: one on Braille and another one on sign language. The two modules are awaiting formal validation by the Ministry.
- A total of 244 teachers have been trained on inclusive education during the period of the programme, in addition to two school inspectors and 3 itinerant teachers.
- 66 class room teachers and three itinerant teachers have been trained in Braille script; 99 classroom teachers and three itinerant teachers have been trained in sign language; 38 have been trained in the provision of pedagogical support for children with mental disabilities
- Teachers working in “inclusive” schools have been developing standard lesson plans.
- The role of the itinerant teachers has been re-defined with more attention to supporting children with a hearing disability and the learning of the basics of the language sign by class teachers. Deaf children in inclusive schools in Savanes were also offered the opportunity one afternoon a week to go to the specialized school for deaf children to accelerate their familiarization with sign language.

6. Other results

The combination of work at the policy level – both the review of the education sector development plan and the situation analysis of legal instruments in Togo- and at the field/community level proved very successful in creating momentum especially around the rights to education for children living with a disability. During 2013, this was additionally supported by “visibility “events such as the launch of the State of the World’s Children by the Minister for Planning and Development in the North of Togo and his visits to one of the schools covered by the programme.

The programme strongly supported actions and initiatives led by associations of persons living with a disability, at the policy and field level; in implementation of community level activities but also in decision making.

An analytical report of all the legal instruments related to the Rights of persons living with a disability will guide the future work of NGOs, jurists and government personnel in proposing new texts in line with international instruments.

The pilot initiative on inclusive education will need to go through an evaluation process before 2016 to clearly identify the drivers of success, the challenges but also the costs and their relation to the various sectors to allow for integration of inclusive education in the next revision of the plan – with a realistic target and budget.

7. Life stories and testimonies

Annexed.

8. Challenges and unforeseen events

The school year 2012/13 and the beginning of the school year 2013/14 have seen numerous strikes by teachers with subsequent closure of schools and demonstrations by students which turned very violent especially in the Northern region of Savanes. While activities did not suffer in terms of quantitative achievements, the heated salary discussions between the government and the teacher unions did not create the adequate environment for optimal capacity building and development of constructive solutions for inclusive education.

The main challenge is the huge financial gap of the education sector for pre-primary, primary and secondary education and the high dependence on external funds. In addition Togo has to cope with a relatively high population growth (2.8%) which will further strain the system.

The pilot initiative will be pursued and a detailed analysis of cost-efficiency of each component will be required to refine the model and ensure it can be rolled out in other regions of the country. The initial assessment of the children and the related health service costs will probably form the most important bottleneck. Before 2016, the partners involved in the programme will also need to consider the progression towards secondary education of children who will have successfully completed their primary education.

9. Next steps and potential for scaling up

Support will be pursued at the policy level to utilize the findings of the analytical report and propose modifications in the legal instruments – a priority will be provided to the review of the Child Code. Advocacy will also be pursued with the Ministry of Education to ensure that inclusive education and the right to education for children with disabilities are included in their annual review agenda and reflected in the indicators which are being tracked in the education system starting from the individual schools.

UNICEF will pursue its support to inclusive education in the North of Togo but with more modest Core funding in 2014, while pursuing fundraising efforts. Efforts will target i) the consolidation of the model and the capacities of the system (teachers, school inspectors, parent teachers' associations and national association of persons living with a disability and finally available funds within the sector); 2) an expansion to more rural settings within the same districts; 3) the ongoing follow up of children who are already enrolled, including the provision of physiotherapy and other related services ; 4) the enrollment of an additional 100 children in rural settings /schools; 5) the documentation of all aspects of the experience including lessons learned and potential sustainability measures .

10. Overall summary

The analytical review of a number of legal instruments by the FETAPH, an umbrella organization of people living with a disability was finalized during the second half of 2013. A dissemination workshop of the report took place in November with Ministries, NGO and CSO representatives attending, in addition to development partners. The report identifies i) the 2004 law on the social protection of disabled persons, ii) the 2006 labor code, iii) the 2007 family code, iv) the 2007 Child code and v) the 1968 ordinance on the statute of civil servants as the legislation instruments lacking compliance with international and regional conventions.

A comprehensive review of the Child Code is already being planned in 2014 or 2015 which will include the revision of articles concerning the right to Education of children living with a disability alongside with other revisions required in juvenile justice articles etc... A technical group has initiated work on the other documents. However, the review and endorsement of legal instruments has been demonstrated to be a lengthy process in the past.

The 10-year Education sector development Plan has undergone its triennial revision during 2013, this provided for an opportunity to include the concept of inclusive education in the updated plan. However, the integration of a budget line specific to inclusive education for children living with a disability has not yet been obtained and will await the next revision in 2016.

231 additional children with disabilities and not attending school were identified by local organizations in Tone (Savannes) and Kozah (Kara). After diagnostic consultations and review by the treatment and care committee, 209 children with disabilities in families who cannot afford services were enrolled in various programmes for

physiotherapy, speech therapy or prosthetic services etc... as deemed relevant by the specialists. 198 children living with a disability were subsequently enrolled in the education system.

113 schools received additional pedagogical equipment including shapes, maps, globes, braille materials, puzzles especially targeted at the children requiring specific pedagogical support.

Three training manuals have been finalized at the National level: one on inclusive education (developed in 2012) and utilized to train 244 teachers in 2013; one on Braille and one on Language sign awaiting final endorsement by the Ministry of education. 66 class room teachers and three itinerant teachers have been trained in Braille script; 99 classroom teachers and three itinerant teachers have been trained in sign language; 38 have been trained in the provision of pedagogical support for children with mental disabilities.

Children with disabilities attending inclusive schools have demonstrated the same level of results than other children in recent school exams: in Savanes region, out of 438 children monitored, 389 (88%) took their exams and 75 % (291) were successful while in Kara, 150 children out of 212 took their exams: 97 were declared successful (65%).

The combination of work at the policy level such as the review of the education sector development plan and the situation analysis of legal instruments; and work at the field/community level proved successful in creating visibility around the rights to education for children living with a disability. During 2013, this was additionally supported by the launch of the State of the World's Children by the Minister for Planning and Development in the North of Togo and his visits to one of the schools covered by the programme.