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**PROMOTING THE RIGHTS OF CHILDREN LIVING WITH DISABILITIES IN TOGO**

PROPOSAL PREPARED FOR THE UNPRPD FUND

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ILO | OHCHR| UNDESA | UNDP | UNESCO| UNFPA| UNICEF | UN WOMEN | WHO

**UN Partnership to Promote the Rights of Persons with Disabilities**

**UNPRPD R1 – PHASE 2 SUPPORT**

**PART 2. PROJECT PROPOSAL**

## **1. Objectives and expected results**

The situation of people with disabilities is too often characterized by their invisibility and marginalization due to unfavorable social and economic circumstances and biases that favor the process of marginalization and social and economic exclusion and a denial of their fundamental rights. A child without educational opportunities is a child without a future. In the particular case of disability, this exclusion further exacerbate the isolation and discrimination that children and adults with disabilities often experience. Access to school will help children with disabilities to gain visibility, find a place in their communities and families and build social ties while giving them the means to gain autonomy.

This proposal for the UNPRPD Second Phase has the two main following objectives:

-To provide suitable educational opportunities for primary school-aged children living with disabilities in the Savanes and Kara regions and promote a model of inclusive education for Togo

-To ensure that government ministries at the national level fulfill their domestic and international obligations to ensure children living with disabilities can enjoy their rights and actively participate in society with dignity.

UNICEF and WHO are both committed to promote the rights of people living with disabilities. With this project, they will work jointly over an 18-month period to enable disabled children to be educated in schools through innovative and tailored educational responses as well as medical and rehabilitative care. In addition the project will work at the upstream level to better define the policy framework that will support the inclusive education model and ensure that the rights of children living with disabilities will be fully recognized in the national legislation.

The planned duration of the project is 18 months.

This project is built around three outcome results involving institutional actors and those of civil society. The outcomes are as follows:

* **Outcome 1:** The rights of children living with disabilities are promoted and protected through the adoption of an inclusive education model by the government of Togo and the revision of the Child Code in line with the Convention on the Rights of Persons with disabilities (CRPD)

The project will strengthen and document the key elements of the inclusive education model, which has been implemented in two regions, in close collaboration with the government partners and the civil society organizations of people living with disabilities, so that this model can be adopted and form the basis of a national strategy ensuring that Togolese children living with disabilities will have full access to quality education. Advocacy will be a focus of the project at this stage with the objective to have an inclusive education strategy attached to the Education Sector Development Plan.

In addition, the Child Code will be revised to take into account the provision of the CRPD and members of the parliament will be informed about the CRPD and the Code’s revision. This work will also take into account the specific discrimination and violations faced by girls with disabilities.

**Outcome 2:** The capacities of health services are strengthened especially in the two targeted regions to better identity and assess disabilities in children and provide adequate rehabilitative support.

Not only will the project provide additional support/equipment to the rehabilitation centers, which are helping children with disabilities to become more autonomous, but the health staff working in primary health care centers will also be trained to be able to detect disabilities at an early age and better support children with disabilities and their families. This effort is intended to reinforce the holistic approach adopted by the project so that the overall environment becomes responsive to and friendly for children living with disabilities. In addition, the project will pilot a new strategy in one inspectorate: headmasters will identify children with disabilities among the children already enrolled in their school. Then through a mobile strategy, heath staff will assess if these children have a disabilities or not and what type of care would help the child overcome his disability. When necessary, the child will be referred to a specialized center. 140 additional children with disabilities will receive health care based on the initial assessment of their handicap.

**Outcome 3:** Children living with disabilities have access to quality education through innovative, gender sensitive, appropriate educational responses and the social participation of children with disabilities is promoted.

The success of inclusive education rests on multi-stakeholder involvement and mobilization, namely the ministries concerned with the issue of disability and education (Education/ Social affairs/ Justice/Health and social protection), Disabled People Organizations (DPOs) and their Federation, development partners, trade unions and parents associations. At the local level, stakeholders include local organizations of people living with disabilities, school headmasters and teachers, health agents, special schools management and staff, Parents Teachers Associations and School management committees, local authorities, traditional leaders, social workers. The purpose of this network of actors is to provide the most conducive conditions for learning and social integration to children with disabilities.

To consolidate the experiences gained in inclusive education systems during the 1st phase, Phase2 proposed here will strengthen the necessary synergies between these stakeholders and support the modeling process for inclusive education. The project 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. Further analysis of gender disparities will be conducted to better understand why four times more boys than girls have been integrated in mainstream education during phase 1. Both families and teachers will be sensitized on gender related issues during public information sessions conducted by DPOs and training (for teachers).

The project will directly benefit 114 children living with a disability, with a similar approach as in phase 1. Results will be disaggregated by sex and steps will be taken particularly to ensure the inclusion of more girls with disabilities in school. A more thorough follow up will be done for girls integrated in mainstream school in order to prevent drop out. In addition, a new training manual will be developed to help teachers address the needs of children with intellectual and psychosocial disabilities. Special education schools will be supported to become resource centers: centers where teachers can find training materials, advice and assistance when issues are related to specific disabilities such as blindness, deafness or intellectual disabilities.

**Table 3. Expected impact**

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| --- | --- | --- | --- |
| Impact: In Togo, school-aged children living with disabilities have access to educational opportunities and benefit from a protective environment based on legal provisions | | | |
|  | | | |
| Impact indicators | | | |
| Indicator | Baseline\* | Goal\* | Means of verification |
| Enrollment rate of children living with disabilities in primary school. | 21% children living with disabilities are enrolled in school through the Inclusive Education project interventions in the three targeted inspectorates of Kara and Savanes regions[[1]](#footnote-1). | 24% of children with disabilities are enrolled in schools and supported through Inclusive Education  (114 additional children with disabilities enrolled in schools with 50% girls) | Handicap International data  School census  Reports by the Regional Education Directorate |
| National legislation protecting the right to education of children living with disabilities. | There are only two reference to children with disabilities in the current Togolese Child Code | The revised Child Code is aligned with the CRPD and contains appropriate legal provisions to protect the rights of children living with disabilities, with a particular attention for girls’ rights | Revised Child Code |
| Model of inclusive education adopted by Ministry of Education | Mentions of inclusive education in the Education Sector Development Plan (ESDP), including an activity for developing a national policy and strategy | A model of inclusive education is adopted and included into the ESDP | National document defining an inclusive education model validated by the Ministry of education |

**Table 4. Expected outcomes**

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| --- | --- | --- | --- | --- |
| * Outcome 1: The rights of children living with disabilities are promoted and protected through the adoption of an inclusive education model by the government of Togo and the revision of the Child Code in line with the Convention on the Rights of Persons with disabilities (CRPD) | | | |  |
|  | | | |  |
| Outcome indicators | | | |  |
| Indicator | Baseline\* | Goal\* | Means of verification |  |
| Document presenting an inclusive education model | A training manual on inclusive education has been validated and can serve as a basis to develop the Inclusive education modeling document in Togo | An inclusive education model is adopted as part of the education sector strategy to reach the goal of education for all | Minutes of the working group meetings;  Document presenting an inclusive education model available |  |
| Draft revised Child code | 2007 Child code | Updated Child Code with detailed provisions addressing the rights of children with disabilities | Report of the working group;  Draft revised Child code available. |  |
| **Outputs** | | | | |
| **Formulation** | | | **Tentative timeline** | |
| 1 1. Support to the Ministry of Primary and Secondary Education & Technical and Vocational Education to lead a multi-sectoral working group which will be responsible for developing the inclusive education model) | | | 1st quarter 2016 | |
| 1.2 Dissemination of existing studies on inclusive education in Togo during a national workshop | | | 1st quarter 2016 | |
| 1.3 Study on educational pathways of children living with disabilities conducted (this will look at school careers of children who have been integrated in schools since 2009-2010 and assess their learning achievements) | | | 2nd semester 2016 | |
| 1.4 Support the Ministry of Education to organize a national forum on inclusive education | | | Last quarter of 2016 | |
| 1.5 Circular on the specific provisions to be applied for the exam of students with disabilities. | | | 2nd Semester 2016 | |
| 1.6 Support the integration of inclusive education module in national teaching college curriculum | | | Last quarter 2016-First quarter 2017 | |
| 1.7 Support to the Government of Togo (Ministry of Justice ; Ministry of Social Affairs) for the revision of the Child Code to harmonize it with the Convention on the Rights of Persons with Disabilities (CRPD) | | | 2016 (full year) | |
| 1.8 Advocacy meeting with the members of the parliament on the CRPD and on the new provisions of the child code | | | First quarter 2017 | |
| 1.0 Validation workshop of the revised Child Code | | | First quarter 2017 | |

*\* Please provide Sex disaggregation here*

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| Outcome 2: The capacities of health services are strengthened especially in the two targeted regions to better identity and assess disabilities in children and provide adequate rehabilitative support | | | |
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| Outcome indicators | | | |
| Indicator | Baseline\* | Goal\* | Means of verification |
| Percentage of health personnel working in the Primary Health Care Centers (PHCC) in the targeted area trained on the early detection of disability | 0 | 40% of PHCC staff in the interventions area | Pre-test and post-test of training participants  Training attendance list |
| Number of children identified by the Inspectorate school headmasters as being disabled examined by health team | 0 | 100% of children identified by school headmasters in the list are examined by the health mobile teams | Inspectorate list  Diagnostic Sheet & report by the mobile health team |
| Number of children receiving health care | 209 children (94 girls; 115 boys) | Additional 140 children (70 girls; 70 boys) | Support sheet |
| **Outputs** | | | |
| 2.1: Training of heath staff of PHCC in the project areas in the early detection of disability | | | July – august 2016 |
| 2.2 : Identification of children with disabilities by school headmasters in one inspectorate and creation of a mobile health team which will visit the different schools where children with disabilities have been identified in order to examine these children and establish a diagnosis | | | September 2016 |
| 2.3 : Support rehabilitative/prosthetic care for children living with disabilities in order to help them gain more capacity and for their inclusion in schools | | | 2nd semester 2016 until the end of the project |

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| --- | --- | --- | --- |
| Outcome 3: Children living with disabilities have access to quality education through innovative, appropriate educational responses and their social participation is promoted. | | | |
|  | | | |
| Outcome indicators | | | |
| Indicator | Baseline\* | Goal\* | Means of verification |
| Number of additional primary school-aged children living with disabilities in the Savanes and Kara region identified, supported, and supported for their integration into school or for alternative educational opportunities | 348 (97 girls; 251 boys)[[2]](#footnote-2) | 114 additional primary school-aged children are supported to attend school  (57 girls; 57 boys) | List of children provided by inspectorate team/Handicap International |
| Number of children supported by itinerant teachers | 93 | 150 | Individual child reports provided by the itinerant teachers |
| Number of schools providing a friendly environment for children with disabilities | 113 | 130 | List of schools receiving adapted pedagogical material kits |
| Number of teachers trained in inclusive education | 244 | 200 additional teachers trained | -List of participants in the inclusive education training  -Pre-test and post-test of training participants |
| Number of families supported by local organizations of people living with disabilities. | 50 | 80 | Reports of the organization coordinators |
| Outputs | | | |
| Formulation | | | Tentative timeline |
| 3.1 Support provided to DPOs – including awareness raising for community members and parents on disability and special needs of children with disabilities. | | | Feb 2016- Feb 2017 |
| 3.2 Support provided to DPOs for the identification of children with disabilities who are out of school (these organizations will accompany these families) and children identified will be oriented according to their disability specific needs – particular attention will be given to girls with disabilities | | | March-June 2016 for identification.  July-September for orientation |
| 3.3 Support provided to DPOs to conduct sensitization and advocacy meetings with Parents Teachers associations and School Management committees | | | Feb 2016- Feb 2017 |
| 3.4 Development and distribution of adapted educational materials (teaching materials, equipment) and training for their use. | | | June-Sept 2016 |
| 3.5 Monitoring of inclusive education interventions by the national, regional authorities and inspectors | | | 2016 -2017 |
| 3.6 Strengthening capacity of parents on sign language, braille and on intellectual disabilities. | | | April – Oct 2016 |
| 3.7 Formalizing a partnership with the specialized structures so they can serve as resource centers for the inclusion of children with severe disabilities in regular schools | | | 3rd quarter of 2016 |
| 3.8 Developing a training manual for children with intellectual disabilities for teachers | | | 3rd quarter 2016 |
| 3.9 Training of teachers in inclusive education, Braille and sign language | | | 2d semester 2016 |

## **Management arrangements**

UNICEF will serve as the overall UNPRPD focal point for the inter-agency coordination of this programme. Because the OHCHR has closed down its office in Togo in 2015, the project will now be carried out jointly by UNICEF and WHO only. Regular meetings will be organized with the Ministry of Education and Handicap International to review the progress made and the UNCT will be kept informed of the programme implementation.

At the field level, each agency will be responsible for monitoring progress towards the specific outcomes corresponding to their comparative advantage and special expertise (see Table 3) and will be in charge of coordinating communications with key implementing partners.

As the focal point for Outcome One, which focuses on revising national legal instruments, UNICEF will build on the work done by OHCHR during the first phase. The Ministry of Justice will play a key role as the project intends to revise the Child Code and the Ministry has to oversee any legislation changes.

Outcome two, which focuses on providing health and rehabilitative support to children living with disabilities will be under the management of the WHO, who will ensure close communications with the rehabilitative centres in the Savanes and Kara regions, with which the programme had already been working during phase 1. In addition, training modules will be developed for Primary health Care facilities on the detection of disabilities among young children.

As the UNPRPD focal point for Outcome Three, which focuses on improving the integration of children living with disabilities into the mainstream education system in the Kara and Savanes regions, UNICEF will be responsible for the coordination with key implementing partners, namely Handicap international, NGOs and local associations of persons living with disabilities, and through them, regional and district level education stakeholders and teachers

UNICEF will sign a cooperation agreement with Handicap International, which has already established a long collaboration with both the Ministry of Education and development partners in the field of inclusive education. Its work is recognized by the regional education directorates, including its ability to mobilize communities through a participatory approach in close collaboration with the organizations of people living with disabilities. Handicap International will thus be the main implementing partner for the organization of training teachers, inspectors and school administrators. It will also be responsible to collect all the data in schools.

Subject to inter-agency consultation, UNICEF will take the lead in ensuring national partners needs are addressed as they arise. 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 both UNICEF and WHO 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**

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| --- | --- | --- | --- |
| **Outcome number** | **UNPRPD Focal Point** | **Implementing agencies** | **Other partners** |
| 1 | UNICEF | * Ministry of Primary and Secondary Education & Technical and Vocational Education * Ministry of Justice * Ministry of Social Affairs | * The Federation of DPOs in Togo, FETAPH * Handicap international * Plan Togo * AFD * CBM * Education sector development partners |
| 2 | WHO | * Ministry of Health * Regional Health Directorates (Ministry of Health and Social Protection ) * Regional Directorates for Social Affairs * District health management teams * Handicap International | - FETAPH  - APHMOTO,APHAK (DPOs) |
| 3 | UNICEF | * Regional education Directorates (Ministry of Primary and Secondary Education & Technical and vocational Education) * Regional Directorates for Social Affairs * Inspectorates management teams * Handicap international | - FETAPH  - APHMOTO,APHAK (DPOs) |

## **National ownership, participation and partnership-building**

In line with the philosophy of inclusive education developed in Togo, the project is based on a double institutional partnership represented at the central and local levels, namely:

• Ministry of Primary, Secondary Education & Technical and vocational Education (MEPSETFP[[3]](#footnote-3))

• The Regional Directorates of Education /Health / Social affairs in Savanes and Kara regions and Inspections (preschool and elementary) and district health teams.

The Ministry defines, implements and follows the national policy for the education sector. As enshrined in the ESDP, the Ministry is committed to improve the access of children living with disabilities to mainstream education inclusive education. The sector plan also envisions the development of a national policy and strategy to define a national approach and framework ensuring that these children will have educational opportunities. The Ministry will officially establish a working group on inclusive education (the working group exists but there is no formal administrative circular/order establishing it formally and the group does not presently include the vocational education department).The different directions of the Ministry will be involved in this working group responsible for developing the inclusive education model. The highest authorities of the MEPSETFP will be targeted by advocacy efforts and communications for the adoption of this model in 2016 (or early 2017). The Disability Directorate (DPH) of the Ministry of Social Action will also be involved in this group because of its important role in disability issues. The FETAPH will be an active member.

Efforts will be done to better involve the Ministry of Health which has a key role to play for the medical rehabilitation of children.

At the local level, the Education Regional Directorates will oversee activities such as the identification of preschool /primary school children having disabilities, teachers’ training, itinerant teachers’ system, educational guidance, supervision and monitoring, etc. The public education system also works with special education schools for children with disabilities on technical aspects related to the education of children with sensory and cognitive disabilities. Similarly the Health Regional Directorates will oversee the implementation of the project, especially with regard to the training of health staff. The regional and district authorities already have a real ownership of the project which started back in 2010. Because they have witnessed the changes that has occurred in many children’s lives, they have a deep understanding of the value added by the project, especially with regard to the education for all objective of the government.

In addition, a transfer of competence to national partners (both from government and civil society) has been ensured through the previous interventions and will be sustained. For example, the project has played an important role in strengthening the skills and capacities of local organizations for people living with disabilities (DPOs) so they can lead inclusive education actions. The itinerant teachers’ system is fully owned by the ministry since teachers are officially appointed to this function and are supervised by the senior regional officials. These itinerant teachers are made available to schools that integrate children with disabilities and school teachers appreciate their support.

With their enhanced knowledge and skills, these partners are equipped to continue to promote inclusive education after the end of the project. Moreover, there has been over the years a change in attitudes in favour of the social integration of children living with disabilities.

* Teachers will continue to rely on the knowledge acquired during training for coaching all children in the classroom with a special attention for children with disabilities.
* The awareness campaigns and concrete cases of integration of children with disabilities in schools have changed the perceptions of community members towards people living with disabilities and families are more likely to be supported and to seek help so that their children can access education.
* Special education schools for children with sensory disabilities will be able to serve as resource centers where both parents and teachers can find appropriate training/ expertise and advice. Thus the links developed between mainstream schools and special schools will endure beyond the project.

Special education schools should not be considered as a parallel system but should rather be included as important players in the inclusive education strategy: they possess specialized skills, knowledge and experience on the issue of disability, which represents a wealth of resources – both human and material. Mainstream schools and teachers can benefit from this and should work hand in hand to make the inclusion of children with disabilities possible.

* A dynamic partnership now exists between a full range of key actors, mobilizing a range of skills: educational, medical/rehabilitative, social, etc, around the child.

These strengths are positive indicators of the project’s ability to drive and model a multi-partners system that can address the child’s diverse needs.

Central to this partnership is the participation of the organizations of people living with a disability. As described above, they play an important role at the various levels and are directly involved in the various aspects of the project, whether in the policy advocacy work or for community-based interventions. They also have an advisory function in the project and their views are important to guarantee that the rights of people living with disabilities are fully taken into account and respected. Specific attention will be paid to the participation and equal representation of women with disabilities within this context.

* The Federation of organizations of people living with a handicap (DPOs) is one the main partners at the national level and has been responsible for the review of the national legal instruments
* The regional and local organizations of people living with a disability (APHMOTO[[4]](#footnote-4); APHAK[[5]](#footnote-5)) are key partners in the interventions implemented in the tow targeted region, Kara and Savanes

As part of civil society partners, the Federation of Parents Associations will play a permanent observatory role of the situation of children with disabilities in schools and promotion of inclusive education at local and national level. Indeed, the Federation is a member of the care committee at the regional level. At the local level, traditional leaders are also involved in the project to create more awareness on the rights of children living with disabilities. At the national level, the Coalition for Education for All is also very supportive and has conducted a campaign in favor of inclusive education in 2014 as part of the Global Action Week for Education. Finally the project aims at strengthening children and youth participation so that their voices can be heard.

**Table 5. Meaningful participation of persons with disabilities**

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| **Meaningful participation objective** | | | |
| Disabled people organizations are actively taking part in the working groups/committees for the piloting of inclusive education in Togo and the revision of the Child Code | | | |
| **Indicators** | | | |
| **Indicator** | **Baseline** | **Goal** | **Means of verification** |
| Participation of organizations of people living with disabilities to  meetings in the treatment and care committee at regional level | One representative of  APHAK/APHAMOTO is member of the committee | One representative of  APHAK/APHAMOTO is member of the committee | -Committee members list;  -Reports of the committee sessions. |
| Participation of FETPAH and organizations of people living with disabilities in the two working groups established at the central level for the revision of the Child Code and for the development of an inclusive education model | A representative of FETAPH is part of the current working group on inclusive education | At least one representative of FETAPH in each committee – the representation of women with disabilities will be strongly encouraged. | -Administrative circular establishing the working group;  -Minutes of the working group meetings. |
| Participation to the  national advocacy events | FETAPH took an active part in the media programme which were broadcast as part of Phase 1 | FETAPH will be part of the steering committee for the organization of a dissemination workshop of studies on inclusive education and the national forum on inclusive education | Committee composition;  Minutes of the meetings. |
| Participation of organizations of people living with disabilities in the implementation of outreach activities at the field level, with specific attention to the participation of women with disabilities | APHAK and APHAMOTO conducted outreach / sensitization activities at the community level during Phase 1 | APHAK and APHAMOTO conduct outreach / sensitization activities at the community level – both organizations will pay attention to an equal participation of women with disabilities | Report by APHAK and APHAMOTO on the activities conducted;  Handicap international report. |

**Table 6. Long-term UN engagement in the area of disability rights**

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| --- | --- | --- | --- |
| **UN engagement objective** | | | |
| Ensuring that government ministries at the national level fulfill their domestic and international obligations to ensure people living with disabilities can actively contribute and participate in society with dignity in line with the CRPD | | | |
| **Indicators** | | | |
| **Indicator** | **Baseline** | **Goal** | **Means of verification** |
| Workshop for the dissemination of the report on the implementation of the CRPD (used as an opportunity to promote the rights of people living with disabilities) | 0 | 1 | Report of the workshop |

## **Knowledge generation and potential for replication**

The partnership between three different sectors involved in the education of children with disabilities in Togo – the government, the UN agencies and the civil society – was carefully elaborated to ensure that decision makers in Togo understand the social problems experienced by children living with disabilities and formulate legislation and policies to address them.

The project has contributed to document both the problems and the solutions in relation to the rights of children with disabilities and will strive to make this information available to high level officials. This is why various high level advocacy events are being planned during this Phase 2 of the project:

* a national workshop to disseminate the findings from the project, especially of studies conducted so far
* a national forum which will serve as a policy dialogue opportunity to decide on ways to replicate at a wider scale the pilot experience of inclusive education in Togo.
* Advocacy meetings with members of the Parliament
* A national workshop to present and validate the revision of the Child Code

Monitoring and evaluation of this programme will be the responsibility of both UN agencies against the above-stated indicators and baselines. Monitoring will also be conducted by the Ministry of education central directions and regional directorates. Routine monitoring will also be undertaken by Handicap International and the local associations APHAK and APHMOTO. On a quarterly basis, progress assessment reports will be shared over the course of the 18 months programme.

The Togolese experience will also be shared across borders to compare results achieved and cost effectiveness with other countries, which are experimenting similar projects. Already a sub-regional forum is being planned for end 2015 with this objective. An evaluation of the inclusive education project will also be conducted during the last quarter of 2015 and can support the overall documentation of this initiative. Recommendations and lessons learnt will be used to improve the model and correct possible weaknesses. The report will be disseminated to the wider UN community for learning, as well as to its key implementing partners, and to other interested parties, particularly academia.

Finally the promotion of lessons coming out of this programme will also be done via public information and media programmes, advocating for improved services for children living with disabilities, including education. Partnerships with community-level NGOs and DPOs will be drawn upon to further help disseminate messages.

Throughout the process, with advocacy and training already playing a significant role, actors in this sector and elsewhere will be able to have a full knowledge of the project achievement and key lessons.

The mid-year review of the UNDAF in 2016 will also provide an opportunity to share the results achieved so far and to better position the rights of children living with disabilities in the UN programming.

## **Budget**

| **Overall budget** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Category | Item | Unit cost  (USD) | No. units | Total cost  (USD) | Request from UNPRPD Fund  (USD) | UNPRPD POs cost-sharing  (USD) | Other partners cost-sharing[[6]](#footnote-6) |
| Supplies, commodities, equipment and transport | Equipment/pedagogical materials for the Special Education Schools for disabled children in Tone and Kara | 2180 | 6 | 13,080 | 8,080 | 5,000 | 0 |
| Equipment for primary schools | 195 | 66 | 12,870 | 10,870 | 2,000 | See footnote |
| Rehabilitative support and equipment | 310 | 100 | 31,000 | 27,000 | 4,000 | 0 |
| Transport to support identification of disabled children, medical assessments, and follow-up | 42 | 100 | 4,200 | 3,700 | 500 | See footnote |
| **SUB-TOTAL** |  |  | **61,150** | **49,650** | **11,500** | **0** |
| Personnel (staff, consultants, travel and training) | Support to the project coordination Handicap International | 2874 | 1 staff x 18 months | 51,732 | 12,931 | 0 | 38,801 (HI contribution) |
| Monitoring visits by the education ministry staff | 2450 | 6 | 14,700 | 2,000 | 12700 | 0 |
| UNICEF technical assistance and monitoring |  |  | 27,000 | 3,000 | 24,000 | 0 |
|  | **SUB-TOTAL** |  |  | **93,432** | **17,931** | **36,700** | **38,801** |
| **Training of counterparts** | Training of teachers, school Administrators on inclusive education + Braille and Sign Language in Kara and Savanes | 13,000 | 2 | 26,000 | 18,000 | 8,000 | See footnote |
| Training of health staff on disabilities | 15,000 | 2 | 30,000 | 20,000 | 10,000 | 0 |
| Development of new material for training | N/A | N/A | 2,500 | 1,640 | 860 | 0 |
| Capacity building for parents in sign language, Braille and on intellectual deficiencies. | N/A | N/A | 12,000 | 2,000 | 10,000 | See footnote |
|  | **SUB-TOTAL** |  |  | **70,500** | **41,640** | **28,860** | **0** |
| **Contracts** | Study on the children with disabilities schooling pathways | 15,000 | 1 | 15,000 | 10,000 | 5000 |  |
| National consultant for the revision of the Child Code | 2000 | 1 | 2000 | 1000 | 1000 |  |
| **SUB-TOTAL** |  |  | **17,000** | **11,000** | **6000** | **0** |
| **Other direct costs** | Meetings of the working group on the Child Code revision | 600 | 10 | 6000 | 3000 | 3000 | 0 |
| Meetings of the working group on the Child Code revision | 600 | 10 | 6000 | 3000 | 3000 | 0 |
| Support to APHAK and APHAMOTO (regional DPOs) [[7]](#footnote-7) | 21,000 | 2 | 42,000 | 5020 | 0 | 36,980  (HI Contributio) |
|  | Organization of a national workshop for the dissemination of studies and lessons learnt on inclusive education | 14,000 | 1 | 14,000 | 11,000 | 2000 | 1000  (HI contribution) |
|  | Organization of a National forum on inclusive education[[8]](#footnote-8) | 18,000 | 1 | 18,000 | 10,400 | 3600 | 4000 (contribution HI) |
|  | Organization of a National workshop on Child Code | 12,000 | 1 | 12,000 | 10,000 | 2,000 | 0 |
|  | Organization of advocacy meetings with the members of Parliament | 1900 | 2 | 3800 | 3,000 | 800 | 0 |
|  | Monitoring and supervision activities | N/A | N/A | 34,544 | 19,544 | 8,000 | 7,000 (contribution of HI) |
|  |  |  |  | **136,344** | **64,964** | **22,400** | **48,980** |
|  |  |  |  | **378,426** | **185,185** | **105,460** | **87,781** |
| Indirect cost (7%) |  |  |  | 14,815 | 12,963 | N/A | N/A |
|  |  |  |  | **393,421** | **198,148** | **105,460** | **87,781** |

1. According to Handicap International data, the inclusive education project, which is also supported by other partners, currently supports a total of 893 children with disabilities. This is estimated to represent approximately 21% of disabled children of primary school age. This is based on an estimated total school-age population (children between 6 and 11) of 84,455. Applying the rate of 5% of children having some form of disability, this brings the total number of children living a disabilities to 4223. More work will be done with the statistical department of the Ministry of Education to verify data. [↑](#footnote-ref-1)
2. This figure is based on the number of children directly supported by UNICEF funding and by UNPRPD funding (phase 1) [↑](#footnote-ref-2)
3. Ministère des Enseignements Primaires et Secondaires, de l’Enseignement Technique et de la Formation Professionnelle [↑](#footnote-ref-3)
4. Association des Personnes Handicapées de la Kozah. [↑](#footnote-ref-4)
5. Association des Personnes Handicapées Motivées de Tone. [↑](#footnote-ref-5)
6. 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 (AFD). [↑](#footnote-ref-6)
7. This support will include awareness raising activities and children’s identification activities but also general support to strengthen the capacity of these two organizations. [↑](#footnote-ref-7)
8. DPOs will be supported to participate, including those from the regions [↑](#footnote-ref-8)