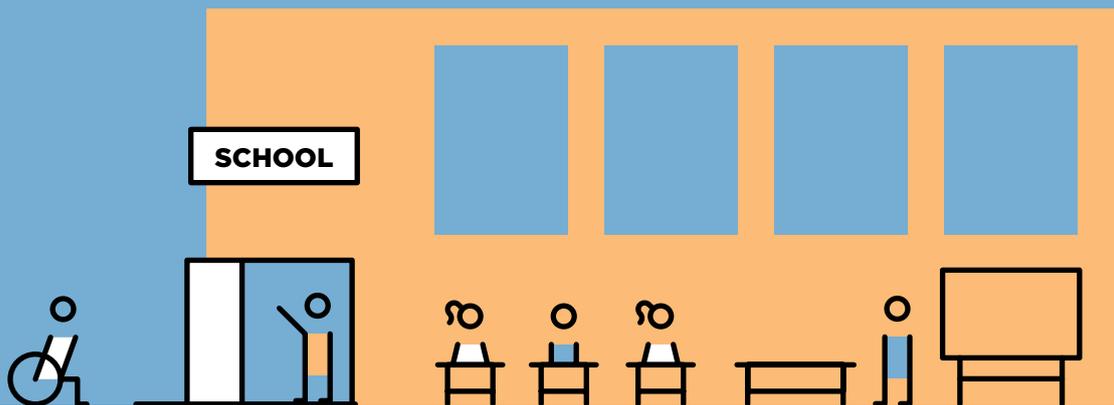




UN Partnership on the Rights of Persons with Disabilities

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

INCLUSIVE EDUCATION INCORPORATED  
IN TOGO'S 10-YEAR EDUCATION SECTOR  
DEVELOPMENT PLAN



# Togo

---

Promoting the Rights  
of Children with Disabilities

*“My limbs moved uncontrollably and prevented me from speaking or writing. My classmates made fun of me, so I dropped out of school. My mother left us and my father took care of me. One day, members of the Kara Association for Persons with Disabilities came to register me. They helped me get care and enrolled me into the Tchanadè school. I enjoy playing with my new schoolmates. I can even read and write.”*

**Alphonse**

talking about the impact on his life of UNPRPD project partner  
Kara Association for Persons with Disabilities on his life

UN organizations \_\_\_\_\_ OHCHR, UNICEF, WHO

Budget \_\_\_\_\_ US\$ 350,000

Duration \_\_\_\_\_ Oct 2012-Sep 2014

# BACKGROUND

The UNPRPD project **Promoting the Rights of Children with Disabilities** was established in Togo in 2012 to build national capacity to meet CRPD obligations with a special focus on provisions related to children. A twofold strategy was adopted to achieve the project objective. The first component focused on the harmonization of domestic laws with the CRPD; the second aimed to expand educational opportunities for children with disabilities in the Kara and Savannes regions. Dedicated awareness-raising efforts were also built into this second component, in order to leverage the regional pilots' results to trigger policy and institutional changes at national level.



# RESULTS

## CRPD COMPLIANCE REVIEW OF LEGISLATION

The UNPRPD project assisted the Togolese umbrella organization of persons with disabilities (FETAPH) in conducting a study to assess the CRPD compliance of a number of legal instruments, such as the 2004 Law on the Social Protection of Persons with Disabilities, the 2006 Labor Code, the 2007 Family Code, the 2007 Child Code and the 1968 Ordinance on the statute of civil servants. The review generated a number of concrete proposals on how to achieve greater alignment between Togolese legislation and the CRPD. These proposals were presented by FETAPH at a workshop attended by representatives from Ministries, non-governmental organizations and development partners. The second phase of the project will support follow-up discussions on relevant legislative reforms.

## INCORPORATION OF INCLUSIVE EDUCATION IN THE EDUCATION SECTOR DEVELOPMENT PLAN

As a result of the technical, analytical and advocacy work carried out by the UNPRPD project, inclusive education for children with disabilities was incorporated in Togo's 10-year Education Sector Development Plan. Some of the newly introduced measures in the Plan — such as support for children's inclusion in mainstream schools and accessibility of all newly built classrooms — hold significant potential to advance the rights of children with disabilities in Togo. In addition, the Plan mandates the preparation of an inclusive education policy to detail the steps to be taken by the Ministry of Education and other partners in order to fulfill the provisions contained in article 24 of the CRPD.

**THE UNPRPD PROJECT ASSISTED THE TOGOLESE UMBRELLA ORGANIZATION OF PERSONS WITH DISABILITIES (FETAPH) IN CONDUCTING A STUDY TO ASSESS THE CRPD COMPLIANCE OF A NUMBER OF LEGAL INSTRUMENTS**



**WORKSHOP ATTENDED BY REPRESENTATIVES FROM MINISTRIES, NON-GOVERNMENTAL ORGANIZATIONS AND DEVELOPMENT PARTNERS**

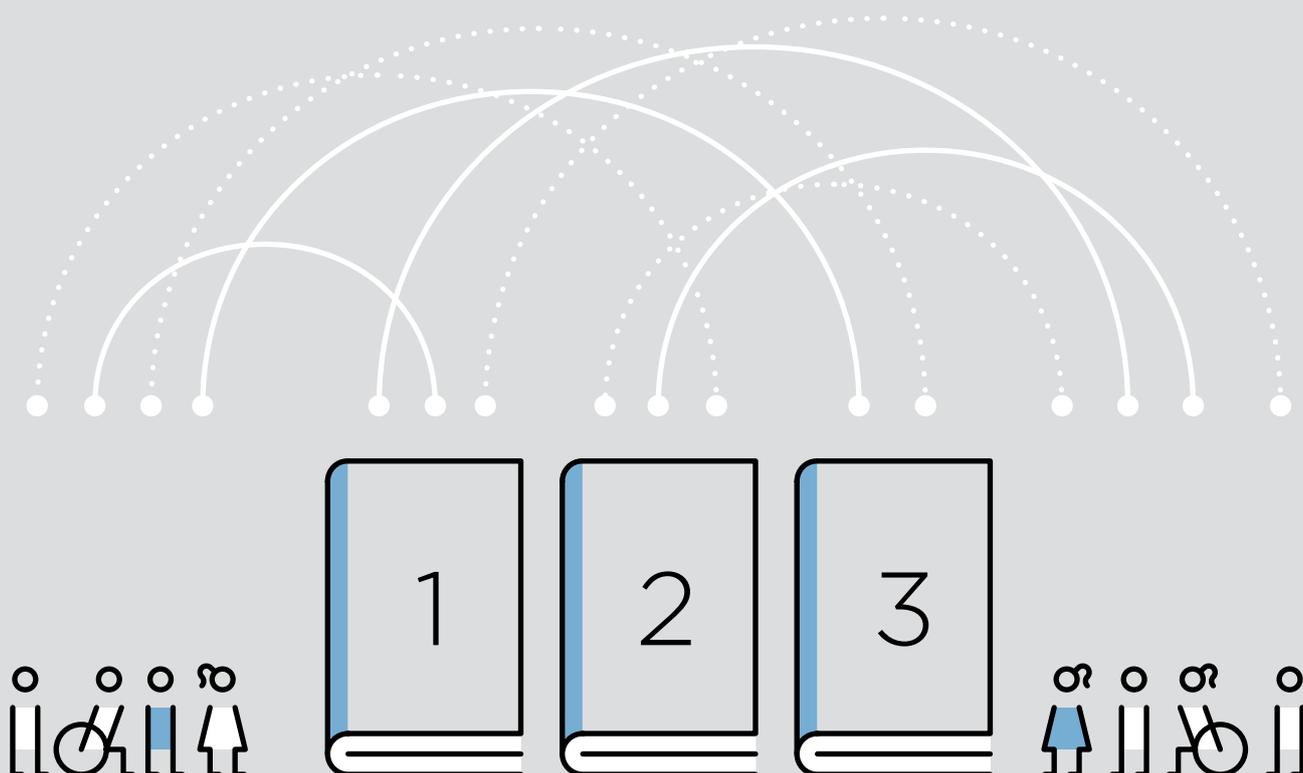


## DEVELOPMENT OF RESOURCES ON INCLUSIVE EDUCATION

Three technical manuals on inclusive education, Braille and sign language were developed in close collaboration with the Ministry of Education, the Ministry of Social Action and civil society organizations. The Braille and sign-language manuals were officially adopted by Ministry of Education in 2014 and have since become part of the Ministry's training reference materials.

The project supported a redesign of the role of itinerant teachers (with more attention to supporting children with a hearing disability) as well as the geographical extension of this system. Furthermore, given the positive impact observed on children with hearing impairments, the project successfully advocated for the adoption of the itinerant teacher support system at the national level.

THREE TECHNICAL MANUALS WERE DEVELOPED IN CLOSE COLLABORATION WITH THE MINISTRY OF EDUCATION, THE MINISTRY OF SOCIAL ACTION AND CIVIL SOCIETY ORGANIZATIONS ON INCLUSIVE EDUCATION, BRAILLE AND SIGN LANGUAGE



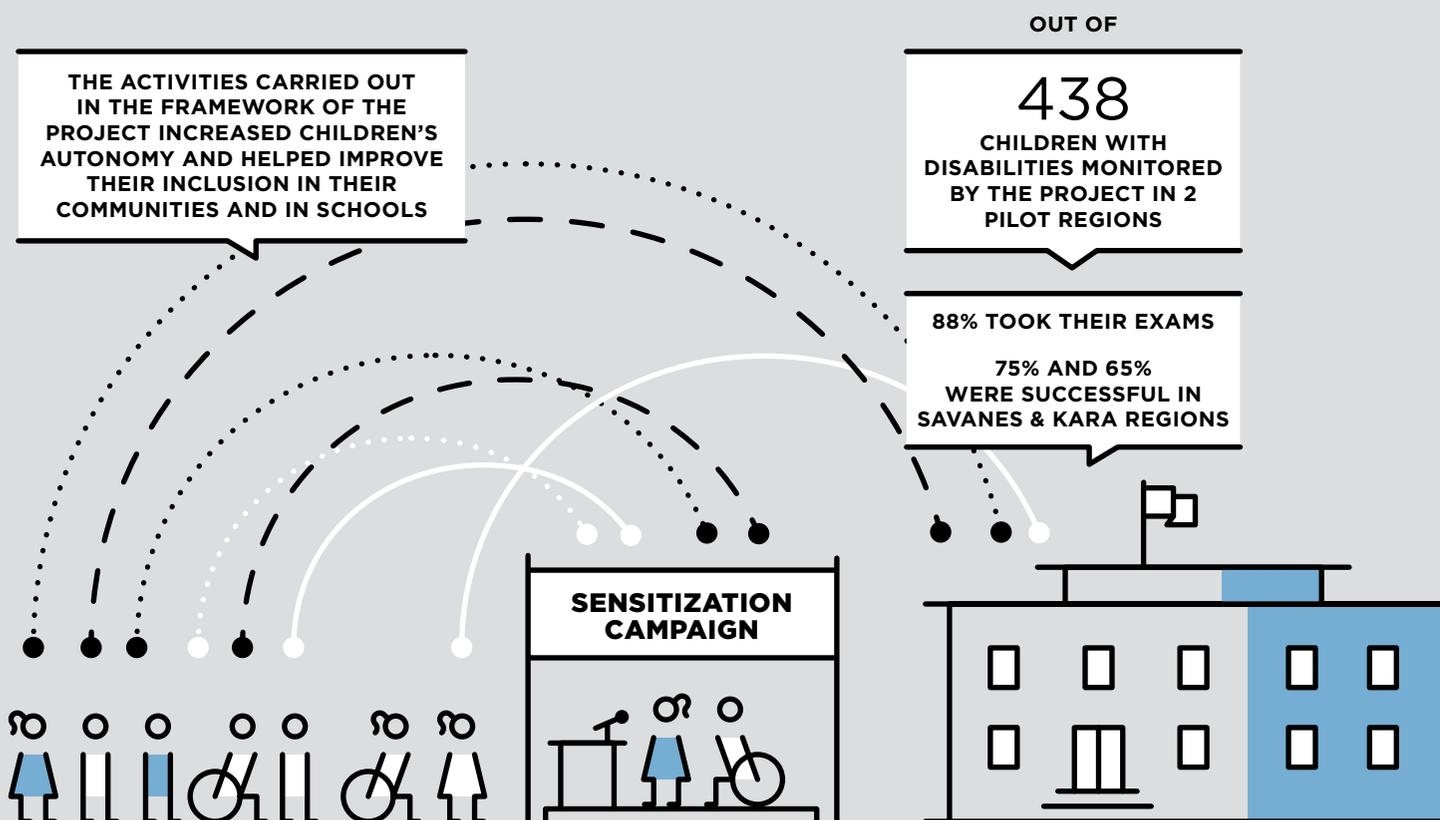
## PILOTING OF AN INCLUSIVE EDUCATION MODEL

A number of complementary and mutually reinforcing interventions were undertaken by the project and its partners in order to demonstrate an effective model of inclusive education in the pilot regions of Kara and Savanes. These interventions included a sensitization campaign against stigma and shame, the provision of rehabilitation services, the introduction of measures to improve the accessibility of schools and capacity development for service providers, including health professionals and teachers.

The activities carried out in the project's framework increased children's autonomy and helped improve their inclusion in their communities and in schools. Community sensitization campaigns, led by persons with disabilities, resulted in the identification of 231 children of primary-school age living with disabilities. Assessments and consultations led to better diagnosis of the children's situation and specific needs and to the provision of rehabilitation services — including

physiotherapy, orthopedic services, speech therapy, ENT and ophthalmologic health care services — to 209 children, almost half of whom were girls. Nearly 200 additional children (53 girls) with disabilities were enrolled in mainstream primary schools. Beyond enrollment, the achievement rates of children were tracked: in the Savanes region, out of 438 children with disabilities monitored by the project, 389 (88 percent) took their exams and 75 percent (291) were successful. In the Kara region, 150 out of 212 children took their exams, of whom 97 (65 percent) were declared successful. These percentages are fully in line with the overall exam success rates in the two regions.

Based on the success of the interventions in the Kara and Savanes regions, it is expected that the model tested by the project will form the prototype for the development of a full-fledged national approach to inclusive education.



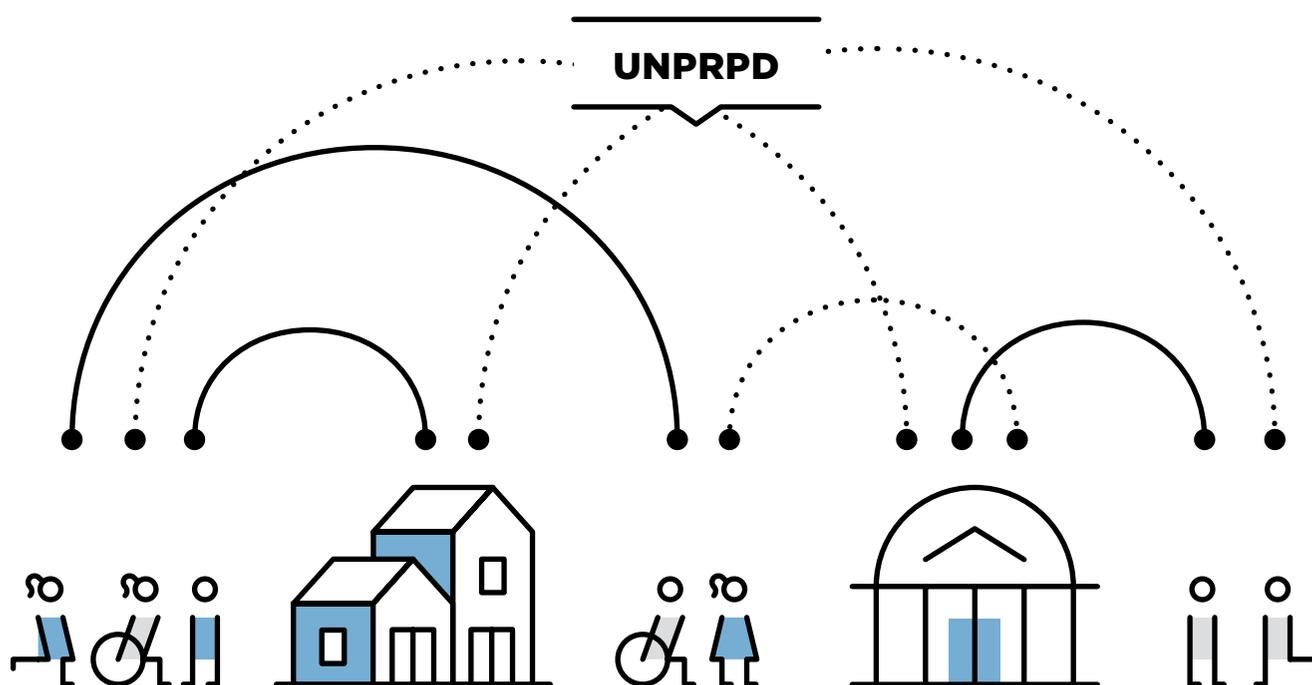
# THE UNITED NATIONS PARTNERSHIP ON RIGHT OF PERSONS WITH DISABILITIES (UNPRPD)

Officially launched in 2011, the United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD) is a unique collaborative effort that brings together UN entities, governments, disabled people's organizations and the broader civil society to advance disability rights around the world. The UNPRPD supports the full implementation of the Convention on the Rights of Persons with Disabilities (CRPD) by facilitating policy dialogue, coalition-building and capacity-development at country, regional and global levels. In doing so, it leverages the comparative advantage of multiple stakeholders to advance the vision of a "society for all" in the 21<sup>st</sup> century.

The UN entities participating in the UNPRPD are the International Labour Organization (ILO), the Office of the High Commissioner for Human Rights (OHCHR), the United Nations Department for Economic and Social Affairs (UNDESA), the United Nations Development Programme (UNDP), the United Nations Educational,

Cultural and Scientific Organization (UNESCO), the United Nations Population Fund (UNFPA), the United Nations Children's Fund (UNICEF), the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), the World Health Organization (WHO). The UNDP Inclusive Political Processes Team serves as the Technical Secretariat for the Partnership. The UNPRPD also works closely with multiple civil society organizations including the International Disability Alliance (IDA) and the International Disability and Development Consortium (IDDC).

The UNPRPD is supported by the UNPRPD Fund, a Multi-Partner Trust Fund (MPTF) established to mobilize resources for the Partnership. The UNPRPD MPTF is administered by the UNDP Multi-Partner Trust Fund Office (MPTF Office) and builds on the experience developed by the MPTF Office in managing multiple Multi-Partner Trust Funds and joint programmes around the world.





## UN Partnership on the Rights of Persons with Disabilities

---

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

### **UNPRPD Technical Secretariat**

One United Nations Plaza  
New York, NY, 10017 USA

*For more information:* [UNPRPD.Secretariat@undp.org](mailto:UNPRPD.Secretariat@undp.org)