



Research
& Study
Brief RE 22-2

Budgetary Impact Analysis of scaling up the Itinerant Teachers in Togo

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A. Context and objectives of the study

The National Inclusive Education Strategy (NIES) 2025-2030 in Togo focuses on improving the schooling conditions of learners with disabilities in mainstream education. It is within this framework that the Ministry of Primary and Secondary Education (MPSE) and its partners are planning to scale up the itinerant teacher at the national level.

➤➤ **Itinerant teachers** are education professionals who specialize in supporting children with disabilities. They work with children with certain types of functional limitations (visual, hearing or cognitive). They travel between mainstream schools and children's homes to provide advice, educational resources and support to children with disabilities, their teachers and their parents.



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Humanity & Inclusion (HI) coordinated a study to conduct a Budget Impact Analysis to estimate the annual budgetary implications of adopting, maintaining or scaling up a given intervention in the short or medium term.

➤➤ **The scenario proposed to estimate the costs** was developed by consensus with MPSE officials and partners (HI, UNICEF, Togolese Coalition for Education for All - CNT/EPT):

- **Targets:** Children with sensory disabilities (visual and hearing difficulties)
- **Level:** pre-primary and primary
- **Institutions:** public institutions
- **Scale:** National, covering 7 educational regions and 63 inspections across the country
- **Budget projection period:** 2025 to 2030

B. Methods

The analysis is carried out from the perspective of budget holders or payers (i.e. the government and its technical and financial partners). The analytical framework and budget projections are in line with the ISPOR⁽¹⁾ working group guidelines on budget impact analysis and the IIEP/UNESCO⁽²⁾ methods and techniques for education sector planning and budgeting.

Data for budget projections are derived from secondary and primary data collected through individual and group interviews (with partners and various ministries at the central and operational levels (in the Kara and Savanes regions). Normative costs are based on the specifications for itinerant teachers^{(1) (3) (1)} and the norms and standards^{(1) (4) (1)} for an inclusive school in Togo.

C. Scaling-up costs

1. Overall budget projections and key figures for scaling up the mechanism¹

The total budgetary impact of scaling up the mechanism nationwide over the period 2025-2030 is estimated at: **12.76 billion CFA francs (19.45 million EUR).**



43.7% covers the implementation of the itinerant teacher model, or **5.57 billion CFA francs (8.5 million euros).**

Activities included and related costs:

- i) remuneration and allowances for itinerant teachers (3.7 billion CFA francs / 5.64 million EUR),
- ii) operating costs related to the purchase of Braille paper, communication and transport costs (954 million CFA francs / 1.45 million EUR),
- iii) the provision of itinerant teacher kits, including transport equipment (motorcycles and accessories) and teaching materials adapted for visual or hearing impairments (778 million CFA francs / 1.19 million EUR),
- iv) initial training for itinerant teachers (108 million CFA francs or 164,640 EUR),
- v) provision of Braille printers at the regional level (30 million CFA francs or 45,856 EUR).



56.3% covers related activities to improve the work of itinerant teachers, or **7.19 billion CFA francs (10.96 million EUR).**

Activities included and related costs:

- i) reasonable accommodations to improve accessibility to schools (3.79 billion CFA francs or 5.77 million EUR),
- ii) steering, coordination and monitoring of the mechanism within the framework of the NIES (2.8 billion CFA francs or 4.27 million EUR),
- iii) provision of teaching materials and equipment adapted to sensory disabilities for pupils and schools (350 million CFA francs or 533,738 EUR),
- iv) training and capacity building for management staff and permanent teachers on the inclusive education package (252 million CFA francs or 383,888 euros)

Annualized cost per itinerant teacher =
2.62 million CFA francs
(3,998 EUR)

Annualized cost per disabled child =
126,538 CFA francs
(193 EUR)
or 289,877 CFA francs
(442 EUR)
with related activities

Cost per school year =
153,490 CFA francs
(234 EUR)
or 351,619 CFA francs
(536 EUR)
with related activities

¹ Unit costs are annualised and calculated using the total cost of scaling up the itinerant teacher programme over the period 2025-2030 as the numerator and the number of itinerant teachers, children with sensory disabilities supported or the number of years of schooling achieved by 2030 as the denominator.

>< Data perspective: For comparison:

- The annual budget allocated to the MPSE in the 2025 Finance Act amounts to 183.2 billion CFA francs (279 million EUR), of which 106.2 billion CFA francs (162 million EUR) is for pre-primary and primary education.
- The financial contributions mobilized between 2006 and 2026 for inclusive education in Togo by technical and financial partners (UNICEF, HI, Plan International, CBM/BMZ, CNT/EPT) amount to 7.63 billion CFA francs (11.6 million EUR)⁽⁵⁾.

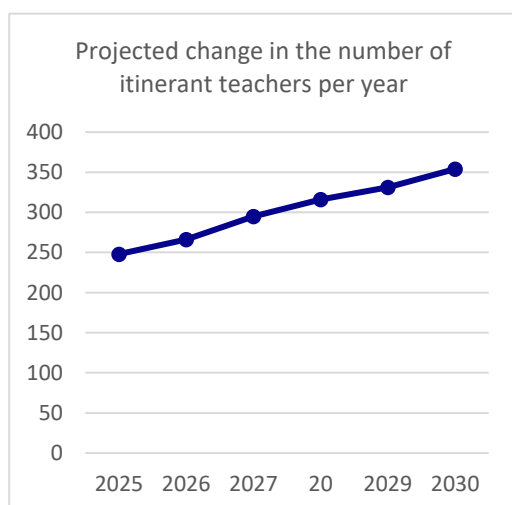
2. Budget projections at the subnational level

The table shows the projected budgetary impact at the regional level for the period 2025-2030. The costs of implementing the itinerant teacher mechanism vary greatly from one region to another. They range from 449 million CFA francs (684,646 EUR) for Plateau Ouest to 1.045 billion CFA francs (1.59 million EUR) for Grand Lomé. The costs for related activities are 614 million CFA francs (936,545 euros) and 1.13 billion CFA francs (1.72 million euros) for the same regions, respectively.

Region	 Cost of the mechanism (FCFA)	 Related costs (FCFA)
Central level	-	605,000,000
Greater Lomé	1,045,353,109	1,128,036,092
Maritime	883,356,185	1,070,896,574
Eastern plateaus	841,443,604	979,843,111
Western plateaus	449,098,293	614,333,120
Central	651,392,148	825,544,161
Kara	813,522,154	966,906,857
Savanes	886,282,987	999,946,363
Total	5,570,448,481	7,190,506,278

Detailed projections by year and by Pre-school and Primary Education Inspections are available.

3. What impact will this have on the number of teachers and children with disabilities?



There are currently 42 itinerant teachers working in pre-primary, primary and secondary education in 31 inspectorates. The scenario for the projections requires **significant investment from the start of the 2025 school year in order to have 248 itinerant teachers** and thus support children with sensory disabilities already in school and meet the needs of children of pre-primary (sections 1 and 2) and primary school age (CP1). The number of itinerant teachers would then gradually increase to 354 by 2030 in order to meet all the needs of children with sensory disabilities who are eligible for preschool and primary education.

The expansion of the itinerant teacher mechanism would support **between 4,853 and 7,337 children** annually over the period 2025-2030 (for a cumulative total of 36,292 years of schooling for children with sensory disabilities by 2030).

D. Points for attention

The costs presented are projections. Some of the data in the proposed model may need to be adjusted, in particular:

- Equipment and material prices: the costs used are based on data shared by the implementing partners and do not necessarily reflect the purchase prices through public procurement or price changes linked to increases in the cost of imported goods or everyday items in Togo.
- Data on disability are recent and come from the latest general population census in Togo in 2022⁽⁶⁾. However, the available data are not disaggregated by type of disability or level of severity. The projections are therefore based on estimates obtained by cross-referencing disability data from the 2022 RGPH with data from another study previously conducted in Togo^{(1) (7) (8)}.

This work is part of broader research conducted by HI on the costs of two support mechanisms for learners with disabilities in mainstream schools in two West African countries. **The full research report is available on the [HI.Org website](#)**



References and useful documents

- (1) Sullivan SD, Mauskopf JA, Augustovski F, et al. Principles of good practice for budget impact analysis II: report of the ISPOR Task Force on Good Research Practices – Budget Impact Analysis. Value Health. 2014;17(1):5-14.
- (2) IIEP Advanced training programme in educational planning and management, Course No. EPA 302: “Projection and simulation models: methods and techniques”, 2016.
- (3) Ministry of Primary and Secondary Education, Specifications for itinerant teachers in the Togolese education system for supporting children with disabilities, 2024.
- (4) Ministry of Primary and Secondary Education, Document on norms and standards for inclusive schools in Togo, September 2019
- (5) Ministry of Primary, Secondary and Technical Education, National Strategy for Inclusive Education in Togo 2025-2030, April 2024.
- (6) INSEED, Report on the prevalence of disability in Togo at the national, regional, prefectural and age group levels, November 2022.
- (7) INSEED, Report on the Unified Questionnaire on Basic Well-Being Indicators (QUIBB) 2015, April 2016

About HI

[Humanity & Inclusion](#) is an independent and impartial NGO that works in situations of poverty and exclusion, conflict and disaster. HI works alongside people with disabilities and vulnerable populations. HI implements projects in the inclusive education sector in nearly 30 countries to remove barriers to access and retention of children with disabilities in education.

About this study

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