



Research and Studies

Cost Analysis of Inclusive Education Support Mechanisms for Children with Disabilities in Mainstream Schools: Itinerant Teachers in Togo

Innovation, Impact & Information Division and Resilience & Inclusion Division
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Acronyms and Abbreviations

Abbreviation	Meaning
APE	Association de Parents d'Élèves (Parents' Association)
APHAK	Association des Personnes Handicapées de la Kozah (Organisation of Persons with Disabilities in Kozah)
APHMOTO	Association des Personnes Handicapées Motivées de Tône (Organisation of Motivated Persons with Disabilities in Tône)
ASPHATA	Association des Personnes Handicapées de Tandjouaré (Organisation of Motivated Persons with Disabilities in Tandjouaré)
BIA	Budget impact analysis
BMZ	Federal Ministry for Economic Cooperation and Development (Federal Republic of Germany)
CBM	Christian Blind Mission
CNT/EPT	Coalition Nationale Togolaise pour l'Éducation pour Tous (Togolese National Coalition for Education For All)
COGES	Comité de Gestion des Établissements Scolaires (School Management Committee)
CPE	Comité de Parents d'Élèves (Parents' Committee)
CSO	Civil society organisation
DAF	Directeur de l'Administration et des Finances (Director of Administration and Finance)
DEPP	Directeur des Enseignements Préscolaire et Primaire (Director of Preschool and Primary Education)
DPH	Directeur National des Personnes Handicapées (National Director for Persons with Disabilities)
DPSSE	Directeur de la Planification, des Statistiques et du Suivi-Évaluation (Director of Planning, Statistics, and M&E)
DRAS	Direction Régionale de l'Action Sociale (Regional Directorate of Social Action)

Abbreviation	Meaning
DRE	<i>Direction Régionale de l'Éducation</i> (Regional Directorate of Education)
EPP	<i>École primaire publique</i> (ordinary public primary school)
EUR	Euro
FETAPH	<i>Fédération Togolaise des Associations de Personnes Handicapées</i> (Togolese Federation of Organisations of Persons with Disabilities)
HI	Handicap International – Humanity & Inclusion
HRD	Human Resources Director
IE	Inclusive education
IEP	Individualised education plan
IEPP	<i>Inspection de l'Enseignement Préscolaire et Primaire</i> (Preschool and Primary Education Inspectorate)
IIEP-UNESCO	UNESCO International Institute for Educational Planning
INSEED	<i>Institut National de la Statistique et des Études Économiques et Démographiques</i> (National Institute of Statistics, Economic and Demographic Studies)
ISPOR	International Society for Pharmacoeconomics and Outcomes Research
LMICs	Low- and middle-income countries
MASSPF	<i>Ministère de l'Action Sociale, de la Solidarité et de la Promotion de la Femme</i> (Ministry of Social Action, Solidarity and Women's Promotion)
M&E	Monitoring & Evaluation
MEPS	<i>Ministère des Enseignements Primaire et Secondaire</i> (Ministry of Primary and Secondary Education)
OPD	Organisation of Persons with Disabilities
QUIBB	<i>Questionnaire Unifié des Indicateurs de Base du Bien-être</i> (Unified Questionnaire on Basic Welfare Indicators)
RGPH	<i>Recensement Général de la Population et de l'Habitat</i> (General Population and Housing Census)

Abbreviation	Meaning
SAHA	Sahel-Atlantic
SG	Secrétaire Général (Secretary-General)
SNEI	Stratégie Nationale d'Éducation Inclusive (National Strategy for Inclusive Education)
TVET	Technical and vocational education and training
UNICEF	United Nations Children's Fund
XOF	West African CFA franc

Abstract

Context

Access to education for children with disabilities remains a major challenge in Togo despite legislative and policy advances. Analysing the situation of children with disabilities shows that 54% are enrolled in school. However, 40% of girls with disabilities have never attended school (compared with 23% of boys), and 36% have only completed primary education (compared with 33% of boys), according to data provided by the *Fédération Togolaise des Associations de Personnes Handicapées* (FETAPH – Togolese Federation of Organisations of Persons with Disabilities)

Since 2010, Handicap International – Humanity & Inclusion (HI) has supported the establishment of a support mechanism involving itinerant teachers to assist children with disabilities in schools in Togo—initially in the Savannah Region and later in the municipality of Kara, both in the north. This support mechanism aims to promote inclusion and provide individualised support both at school and at home to ensure quality education in mainstream schools for children with severe sensory impairments.

The *Stratégie Nationale d'Éducation Inclusive* (SNEI – National Strategy for Inclusive Education) 2025–2030 developed by the Togolese government aims to scale up the itinerant teacher support mechanism nationwide.

Objectives

This study aims to produce budget data to guide public decision-making on the scaling up of the support mechanism—more specifically, to document the costs of implementing the itinerant teacher support mechanism on the one hand and to evaluate in a forward-looking manner the budget impact of scaling it up nationwide on the other hand. These objectives aim to provide educational authorities and their partners with concrete information to plan, budget, and sustainably support inclusive education in Togo.

Methods

This study is based on a rigorous methodology combining two complementary approaches:

- **Cost analysis:** it consists in identifying, measuring, and evaluating the actual costs of implementing the itinerant teacher support mechanism in the Kara and Savannah Regions (2018–2023). Only the incremental resources necessary for the inclusion of children with disabilities are taken into account.
- **Budget impact analysis (BIA):** it is based on budget projections for scaling up the itinerant teacher support mechanism over the period 2025–2030 according to a scenario developed in collaboration with educational authorities. The selected scenario involves expanding the

support mechanism to support the children with sensory disabilities enrolled in mainstream preschools and primary schools. Its objective is, by 2025, to meet the needs of the children with disabilities already enrolled and, by 2030, to address all the needs of children with disabilities of preschool and primary school age among the population. The budget projections cover both the itinerant teacher support mechanism and the related activities that facilitate their work or contribute to making schools inclusive, in line with the SNEI 2025–2030.

The data were collected through individual and group interviews with the various stakeholders involved in implementing the support mechanism (ministries, Regional Directorates of Education (DREs), inspectorates, schools, itinerant teachers, Organisations of Persons with Disabilities (OPDs), parents of students, technical and financial partners) or from existing financial and administrative databases.

Results

The cost of implementing the itinerant teacher support mechanism in the Kara and Savannah Regions amounts to XOF 782.3 million (EUR 1.19 million) for the period under review (2018–2023). Expenditures cover the costs of itinerant teachers' salaries and allowances (48.2%); the education of children with disabilities (26.8%); awareness-raising, identification, referral, and follow-up of children with disabilities (15.4%); and the provision of adapted teaching materials (2.5%). Funding was provided by the government (34.2%), technical and financial partners (32.8%), parents of students (28.9%), itinerant teachers (11.8%), and OPDs (4.1%).

The budget impact of scaling up the itinerant teacher support mechanism at the national level amounts to XOF 12.8 billion (EUR 19.45 million), including XOF 5.6 billion (EUR 8.5 million) for the itinerant teacher support mechanism itself and XOF 7.2 billion (EUR 10.96 million) for the related activities. The budget projections indicate that the budget impact varies annually and across subnational levels (Regions and *Inspections de l'Enseignement Préscolaire et Primaire* (IEPPs – Preschool and Primary Education Inspectorates)). Under the proposed scenario, the gradual increase in the number of itinerant teachers—from 42 to 248 in 2025 and 354 in 2030—would support the enrolment of 7,337 children with disabilities by 2030, for a cumulative total of 36,292 student-years. In terms of efficiency, scaling up the itinerant teacher support mechanism would result in an annualised cost of XOF 2.6 million (EUR 3,998) per itinerant teacher and XOF 126,538 (EUR 193) per child with disabilities supported by the mechanism. The cost per student-year is estimated at XOF 153,490 (EUR 234). When the related activities are also taken into account, the corresponding costs amount to XOF 6 million (EUR 9,159) per itinerant teacher, XOF 289,877 (EUR 442) per child with disabilities supported, and XOF 351,619 (EUR 536 EUR) per student-year for children with disabilities.

Conclusion

The study demonstrates the technical and financial feasibility of scaling up the itinerant teacher support mechanism to promote inclusive education for children with disabilities in Togo. The results indicate that, although the investment in inclusion is substantial, it remains reasonable in light of the Ministry of Primary and Secondary Education (MEPS) budget and the anticipated benefits in terms of access, retention, and learning achievement for children with disabilities. The results provide detailed data on costs and budget impact to inform reflection and guide the decision-making of the MEPS and its partners regarding the scaling up of the itinerant teacher support mechanism, in line with the SNEI 2025–2030. Successful national implementation will require a sustained financial commitment from the State and its partners, strengthened coordination among stakeholders, and continued advocacy to ensure the effective inclusion of all children in Togo.

1. Introduction

1.1. Access to Education for Children with Disabilities

A study on the impact of disability on school attendance in developing countries concludes that (i) the average gap in school attendance due to disability in primary and secondary schools is 30%; (ii) more than 85% of children with disabilities of primary school age who are not enrolled in school have never attended school; (iii) the average marginal outcome of disability on primary and secondary school attendance is negative and significant (-30%); (iv) countries that have achieved near-universal primary education still report high ratios of children with disabilities not attending school compared with children without disabilities; (v) children with disabilities experience similar difficulties in accessing and participating in education regardless of their individual and socioeconomic characteristics [1].

In 2011, WHO estimated that 6.4% of children (aged 0–14) in Africa had a moderate to severe disability [2]. In 2013, a Plan International report on four West African countries found that children with disabilities faced discrimination at all levels of society. It reported that negative attitudes or even stigma stemmed from ideas about how children had developed their disabilities, with discussions often focusing on cultural, religious, and historical beliefs about disability. In particular, the report highlighted that the type of disability, its severity, and the child's gender were key factors influencing discrimination. In educational contexts, this discrimination against children with disabilities was further compounded by practical barriers, including limited accessibility due to school infrastructure and insufficient teacher training in inclusive education [3].

In Togo, a study conducted by FETAPH in 2013 indicated that only 54% of children with disabilities were enrolled in school. Furthermore, the study found that 40% of girls with disabilities had never attended school (compared with 23% of boys), and 36% had only completed primary education (compared with 33% of boys) [4]. However, a 2020 survey of 688 students with disabilities enrolled in primary school and participating in the itinerant teacher support mechanism in the Savannah and Kara Regions shows a low dropout rate—less than 10% among children with sensory impairments supported by the mechanism. Within this sample, children who are deaf or hard of hearing accounted for 61%, while those with visual or intellectual impairments made up 39%. More specifically, the dropout rate was 7% among children with hearing impairments and 9% among children with visual impairments [5].

1.2. The Cost of Inclusive Education for Children with Disabilities

The cost of inclusive education is generally considered to be prohibitive by policymakers in resource-constrained settings. However, there is limited data on the cost and financing of inclusive education, particularly in low- and middle-income countries (LMICs), as most of the available studies originate from high-income countries and were published in the 1990s. Nevertheless, the broad consensus emerging from the existing literature is that: i) inclusive education systems are less costly to implement and maintain than special education models [6] and ii) the cost of investing in inclusive education must be considered in light of the anticipated return on education for persons with disabilities and the negative economic impact of excluding children with disabilities from education [7].

In West Africa, previous research conducted by Sightsavers on the cost of inclusive education in Senegal found that the average cost per child with disabilities per student-year was XOF 765,617 (EUR 1,167). The study estimated that scaling up and rolling out inclusive education to meet the needs of children with blindness or visual impairments in Senegal would require an additional XOF 360,075,000 to XOF 600,125,000 (EUR 548,931 to EUR 914,885) per year, representing 0.2 to 0.34% of Senegal's primary education expenditures in 2014 [8].

A 2022 study by Sightsavers in Cameroon reported that the four-year cost of inclusive education for children with disabilities, estimated for 2017–2020, amounted to XOF 300.5 million (USD 523,425) for activities aimed at strengthening the inclusive education system and support mechanisms for children with disabilities in the four demonstration schools. The largest portion of this cost, 47%, was attributed to inclusive education training for educational staff. At the school and community levels, annual expenditures on inclusive education averaged XOF 13,420,678 (USD 23,354) per school and XOF 88,294 (USD 154) per child with disabilities supported by the support mechanism in the pilot schools. The remaining expenditures were allocated to activities aimed at promoting and strengthening inclusive education in Cameroon and activities related to the management and monitoring of the inclusive education project [9].

A previous study conducted by HI in Burkina Faso and Togo estimated the cost per child with disabilities for the purchase of school supplies, equipment, and technology, as well as for educational assessments of teachers and students, at XOF 25,000 (EUR 38) per year. These expenditures can be 10 to 12 times higher for students with visual impairments (XOF 559,250, or EUR 853) than for those with speech and hearing impairments (XOF 55,900, or EUR 85) and with motor impairments (XOF 44,200, or EUR 67), respectively. These estimates are relatively low but do not cover all the cost items required to promote inclusive education for children with disabilities [10].

1.3. Stakes of the Study

HI supports nearly 30 countries worldwide in implementing projects that promote inclusive education, with a particular focus on children with disabilities. These projects aim to enhance the access and retention of children with disabilities in mainstream schools and to ensure their academic and social success. Through a twin-track approach, these interventions aim both to adapt mainstream education services to make them fully inclusive and to provide personalised educational support to children with disabilities. As in other countries where HI runs inclusive education projects (Cambodia, Nepal, Sierra Leone, Mali, Niger, and Senegal), HI has been working with Togo for several years to promote inclusive education and assist in implementing a sustainable support system for the education of children with disabilities.

Since 2010, the Togolese MEPS has been receiving support from HI to implement a support mechanism involving itinerant teachers, who are civil servants and therefore paid by the State. Itinerant teachers work in primary schools and are directly supervised by the educational authorities of a given school district. Their main tasks are: i) collaborating with permanent teachers to identify, assess, and design individualised education plans (IEPs) for children with disabilities; (ii) providing direct support to these children both at school and at home while building their own capacity through training sessions; (iii) establishing strong partnerships with the children's families; and (iv) carrying out community awareness-raising campaigns to promote the successful inclusion of children with disabilities in schools. Since then, this support mechanism has been evaluated and capitalised on in 2011, 2017, and 2021, highlighting the experience and expertise acquired during the implementation of the itinerant teacher support mechanism in Togo [11, 12].

The SNEI 2025–2030 in Togo focuses on improving the learning conditions of students with disabilities in primary education. Within this framework, the MEPS and its partners are considering scaling up the itinerant teacher support mechanism nationwide. To inform this reflection and provide budget data to guide decision-making, HI has coordinated a study to evaluate the costs of implementing and scaling up the itinerant teacher support mechanism nationwide in Togo. More specifically, this analysis aims to: i) document implementation costs based on the itinerant teacher support mechanism piloted by HI in the Kara and Savannah Regions; ii) make projections to evaluate the budget impact of the support mechanism with a view to scaling it up nationwide and ensuring its sustainability; and iii) report, as far as possible, on the cost-benefit or cost-effectiveness ratio of this approach.

2. Methodology

2.1. Study Design

Accordingly, this study comprises two main components, with their respective approaches and methodologies explained in more detail in the following sections:

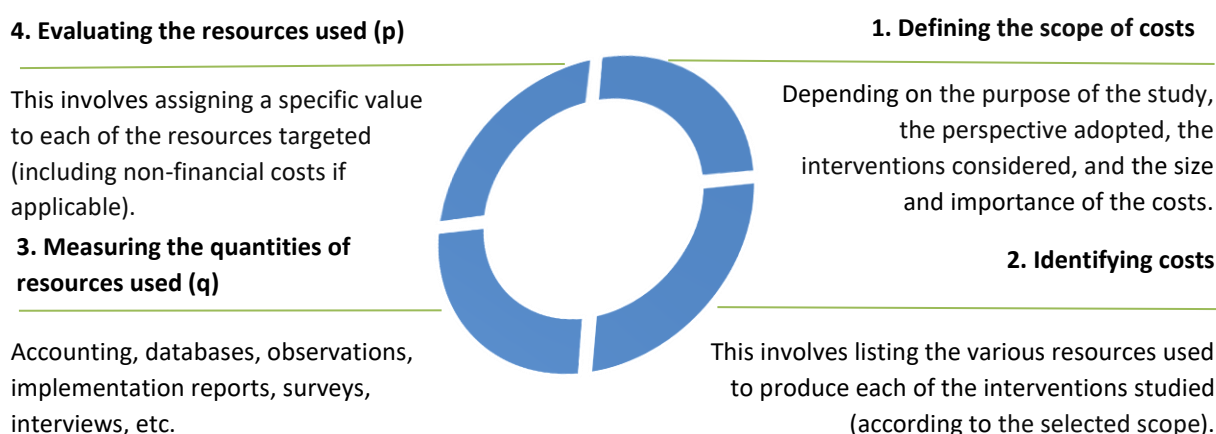
- **A cost study:** it aims to retrospectively analyse and measure the costs associated with implementing the itinerant teacher support mechanism in pilot schools in the Kara and Savannah Regions. These data enable the identification of the main expenditure items and may help to improve the efficiency of the support mechanism.
- **A budget impact analysis (BIA):** it consists in estimating the annual budget consequences of scaling up a given intervention in the short or medium term. More specifically, this involves making budget projections for scaling up the support mechanism nationwide based on a scenario developed in collaboration with educational authorities. These data are not only intended to enable stakeholders to identify appropriate financing mechanism, but also to contribute to the strategy for scaling up the itinerant teacher support mechanism in Togo.

2.2. Cost Study

2.2.1 Cost Evaluation Process

The study follows a standard cost evaluation process, as outlined below:

Figure 1: Diagram of the Cost Evaluation Approach



2.2.2 Scope of Costing

The goal is to calculate the costs of the itinerant teacher support mechanism in Togo from a societal perspective—in other words, to evaluate them from the perspective of: (i) the budget holders (the State and national and international organisations contributing to the financing of the support mechanism); (ii) the service providers, namely the schools and staff involved in the pilot project; and (iii) the beneficiaries, including children with disabilities and their families.

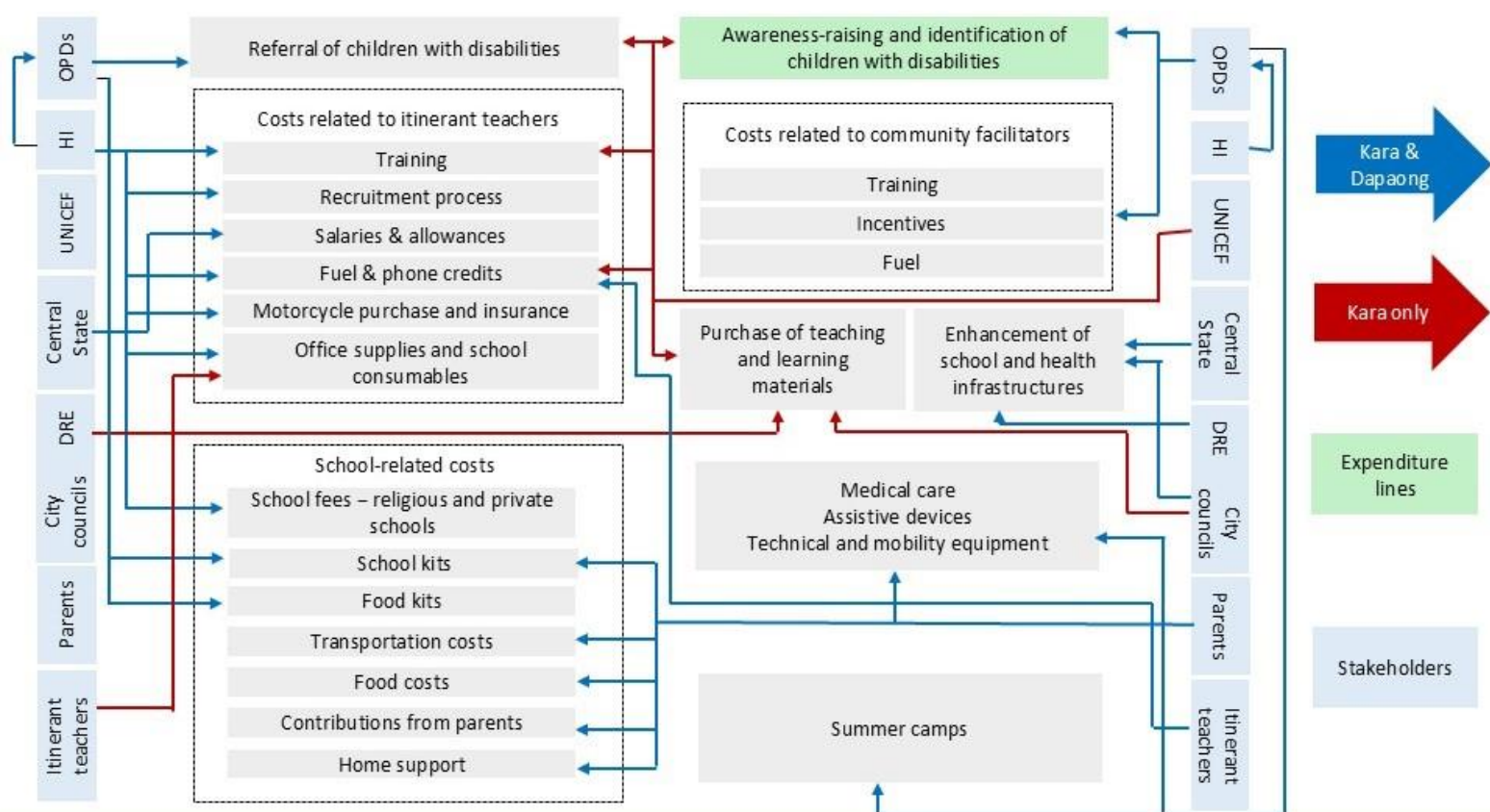
The approach used is incremental, which means that only the additional resources needed to implement the itinerant teacher support mechanism and support children with disabilities are taken into account. In other words, the expenditures that would be incurred without the support mechanism (e.g., the costs of building or maintaining schools, purchasing non-specialised school equipment or materials, and paying the salaries of permanent teachers) are not included in this study.

The cost analysis covers expenditures incurred over the period 2018–2023.

2.2.3 Cost Identification

This cost study focuses on the support mechanism for children with disabilities (hearing and visual impairments) at the primary school level. The resources involved in the production process include both expenditures directly related to itinerant teachers and those pertaining to the other support activities necessary for the effective implementation of this support mechanism at the community, school, and inspectorate levels. The activities and resources to be considered for cost identification were identified during a working session with HI's inclusive education project team and then refined following discussions with stakeholders during the field visit to Togo.

Figure 2: Diagram of the Implementation and Financing of the Itinerant Teacher Support Mechanism and of Support Activities for Children with Disabilities Enrolled in School in Togo



2.2.4 Cost Measurement and Evaluation

The aim is to study costs retrospectively in order to calculate the actual costs associated with implementing the support mechanism for the children with disabilities targeted by the study. Actual costs reflect the accounting reality, i.e., the expenditures actually incurred to implement and support the itinerant teacher support mechanism in the pilot schools in the Kara and Savannah Regions where the support mechanism is supported by HI.

It should be noted that these actual costs may differ from normative costs and do not necessarily reflect funding requirements in the sense that they depend on many operational factors (availability of resources, local specificities and practices, etc). Normative costs are calculated on the basis of predefined standards or norms and enable more accurate projections of future financial requirements, depending on coverage objectives, target population, or changes in quality standards.¹ A comparison between actual and normative costs can highlight problems of underfunding or over-expenditures.

¹ It is for this reason that normative costs are used for the budget impact analysis (instead of actual costs).

Table 1 below summarises the approach used for cost measurement and evaluation by funding source:

Table 1: Approach to Cost Measurement and Evaluation by Funding Source

Source	Method
HI	HI's financial management is based on analytical accounting, which allows costs to be analysed, monitored, and allocated according to their purpose or object in relation to the logical framework (logframe) of the project (results, activities, etc). ² Each expenditure is thus assigned a task code, making it possible to identify those related to inclusive education and link them to the activities selected for the study.
State	The State's main contribution to the support mechanism for children with disabilities is the payment of itinerant teachers' salaries and allowances. Since itinerant teachers are civil servants, their remuneration was calculated based on the salary scale for Togolese civil servants. The median gross annual salary was determined by weighting the index value of 1,157 (established in January 2020) by the median index value across all grades, classes, and steps. This median salary was then multiplied by the number of itinerant teachers to estimate the total payroll.
Other implementing partners	Financial data on the contributions of UNICEF and OPDs to the financing of the support mechanism were collected and recorded directly in the cost calculation file, without further calculation or estimation.
Itinerant teachers	Itinerant teachers may need to cover certain expenses related to their professional activities when funds are insufficient or not provided. This includes motorcycle maintenance and repair, fuel, phone or Internet credits, and the monthly organisation of peer exchange meetings. Data on these expenses were collected from itinerant teachers to calculate an average monthly cost per itinerant teacher.
Parents of students	Data on the remaining costs paid by the parents of students with disabilities cover school kits, school meal fees, and transportation costs between home and school.

It should be noted that donations in kind and non-financial contributions (e.g., time spent by volunteers) are not evaluated within the framework of this study.

² Unlike financial accounting, which classifies expenses and income by type (e.g., salaries, supplies, etc).

2.3. Budget Impact Analysis (BIA)

The budget impact analysis is carried out from the perspective of the 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 task force guidelines [13] on budget impact analysis and the IIEP–UNESCO methods and techniques for education sector planning and budgeting [14]. Normative costs, used for budget projections, are based on the terms of reference for itinerant teachers [15] and the norms and standards for inclusive schools in Togo [16].

2.3.1 Selected Scenario

In order to make the budget projections, one or more scenarios for scaling up the itinerant teacher support mechanism in Togo needed to be established. A single scenario was adopted, which was developed by consensus with senior officials from the MEPS and its partners during a workshop in January 2025:

Table 2: Overview of the Scenario Selected for the Budget Impact Analysis

Component	Selected scenario
Period	2025 to 2030
Targets	Children with sensory disabilities (visual and hearing impairments)
Level	Preschool and primary school
Schools	Public institutions
Scale	National, covering the seven DREs and 63 inspectorates across the country
Scaling goals	Gradual increase in the number of itinerant teachers for each inspectorate according to the following goals: • By 2025: Meeting the needs of the children with disabilities already enrolled in school; • By 2030: Meeting the needs of all children with disabilities of preschool and primary school age in the population.

2.3.2 Activity Packages

Two separate activity packages are considered to achieve the budget projections under the scenario described above. The first activity package is directly associated with the implementation of the itinerant teacher support mechanism and includes activities such as their theoretical and practical training; remuneration and other benefits; the provision of equipment and material necessary for their work; and operational costs (particularly for vehicles). The second activity package comprises the related activities that facilitate the work

of itinerant teachers or contribute to making schools inclusive, in line with the SNEI approved in April 2024. The activities included in the BIA are detailed in Table 3 below:

Table 3: Overview of Activities Included in the Budget Impact Analysis

Category	Cost elements
Package of activities associated with the itinerant teacher support mechanism	
Theoretical and practical training	• Theoretical training in inclusive education (5 days); • Specialised theoretical training on hearing impairments / sign language or visual impairments / braille (10–15 days); • Specialised practical training on hearing impairments / sign language or visual impairments / braille (15 days); • Cross-disciplinary training on support for children with intellectual disabilities and on techniques for identifying children with learning difficulties (Washington Group tool).
Remuneration and benefits	• Salaries (based on the latest pay scale in force); • Benefits (XOF 12,000 / month); • Phone credits.
Itinerant teachers' kits	• To support children with visual impairments: Perkins machine, braille slate and stylus, cubarithme, white cane; • To support children with hearing impairments: sign language dictionary, picture book; • Manufacture of adapted teaching materials (e.g., abacus, geometric shapes, comparison symbols, puzzles of Togo and Africa, relief maps and diagrams, etc.); • Shared equipment and material for different types of disability: electronic tablet, sign language / braille alphabet, and adapted textbooks.
Equipment to be provided to DREs / inspectors	• Braille printer and paper (thermo-inflatable and special paper); • Motorcycles and protective equipment (helmets, lumbar belts, reflective clothing).
Operational costs for vehicles	• Fuel, maintenance and repair costs, and insurance for motorcycles.
Package of related activities to facilitate the work of itinerant teachers or contribute to making schools inclusive	
Adaptation of the school environment	• Reasonable accommodations to make schools physically accessible; • Provision of adapted teaching material and equipment to schools (per student or per classroom according to the established norms and standards for inclusive schools).
Training and capacity building on the inclusive education package (DREs, inspectorates, and schools)	• Theoretical training in inclusive education (3 days); • Specialised theoretical training on intellectual disabilities + hearing impairments / sign language or visual impairments / braille (5 days).
Mechanisms for piloting, coordinating, and monitoring the itinerant teacher support mechanism	• Implementation of the monitoring and evaluation (M&E) framework; • Establishment of an appropriate and innovative organisational system and of a coordination mechanism for managing SNEI structures;

	• Building organisational and governance capacities for the implementation of the SNEI; • Ensuring that the SNEI coordination structures are functional, work well, and are fully equipped with vehicles and with IT and office equipment; • Improving the coordination of inclusive education initiatives.
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2.3.4 Overview of the BIA Model

Table 4 below summarises the main elements of the BIA model used to make the projections:

Table 3: Summary Overview of the BIA Model

Perspective	Budget holders / payers (ministries overseeing education and partners).
Target population	Children with sensory disabilities of preschool (3–5 years) and primary school (6–12 years) age.
Time frame	6 years (2025–2030).
Interventions	Itinerant teacher support mechanism and related activities for children with disabilities in mainstream preschools and primary schools in Togo.
Model output variables	▪ Number of children with sensory disabilities supported annually by the itinerant teacher support mechanism; ▪ Number of student-years completed by children with disabilities; ▪ Budget impact (per year, per Region, and per IEPP).
Unit costs	Normative costs based on the terms of reference for itinerant teachers and the norms and standards for inclusive schools in Togo.
Analytical framework	The modelling was performed in Excel using an analytical model comprising four sub-models: ▪ <u>Cost sub-model</u>: to calculate the unit costs of the activities selected for scaling up the support mechanism, and to categorise these costs by type and frequency (investment, start-up, or recurring); ▪ <u>Population sub-model</u>: to calculate the size of the target population for each Region and IEPP and to project data for 2025–2030, i.e., the number of children with sensory disabilities who need inclusive education and are of preschool or primary school age. The population by age group and by IEPP is calculated by cross-referencing the 2023 demographic data from the RGPH-5 with the IEPP intervention areas as defined by the Decree on the Division of Preschool and Primary Education (No. 153/2023/MEPSTA/CAB/SG/DPSSE). ▪ <u>Student sub-model</u>: to calculate the number of children already enrolled in school and the number of new enrolments, and to project the number of children with disabilities supported annually by the support mechanism in each IEPP, using a flow model to assess their progress through preschool (S1–S2) and primary (CP1–CM2) education; ▪ <u>Support mechanism sub-model</u>: to project the number of itinerant teachers, permanent teachers, classrooms, and inclusive schools covered by the support mechanism for children with sensory disabilities by IEPP and by year.

2.3.5 Data Sources and Parameters

The sources of the various data used to calculate the budget impact are presented in Table 5 below:

Table 4: List of Data Used in the BIA Model

Category	Use	Sources
Demographic data	Population data by age group are needed to estimate for each IEPP the number of children with disabilities of preschool and primary school age in the population (by cross-referencing these data with the prevalence of disability).	- Population data by municipality and by age group from the latest population census (RGPH-5) [15]; - Population projections for 2011–2031 by age bracket, prepared by the National Institute of Statistics, Economic and Demographic Studies (INSEED) [16].
Data on disability	Data on the prevalence of disability by type are needed to estimate the number of children with visual and hearing impairments of preschool and primary school age.	- Data on the prevalence of disability by age from the latest population census (RGPH-5), collected from the Washington Group questionnaire [17]; - Disaggregated data on persons with disabilities by functional domain and by age from the 2015 Unified Questionnaire on Basic Welfare Indicators (QUIBB) survey [18].
Flow data	Data on promotion, repetition, and dropout rates for children with disabilities are needed to project the evolution of the cohort of children supported by the itinerant teacher support mechanism over the period 2025–2030.	Routine flow data from the pilot project for the children with disabilities supported by the pilot support mechanism over the period 2019–2024 at the Cinkassé, Kozah Centre, Tandjouaré, Tône Est, and Tône Ouest IEPPs.
Cost data	Data on the costs of implementing the selected activities are needed to make the budget projections and were obtained from several sources.	- Financial data on the pilot project were provided by HI through the budgeting and expenditure monitoring system; - The data provided by HI were supplemented with data collected in the field by implementing partners through individual and group interviews conducted at both the central and operational levels in pilot schools in the Kara and Savannah Regions; - The costs of making school buildings accessible (excluding renovation) were extrapolated from other similar projects; - The costs related to the piloting, coordination, and monitoring

		mechanisms were extracted from the SNEI 2025–2030 budgeted action plan.
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The key parameters and the values used in the BIA model are listed in Table 6 below:

Table 5: List of Key Parameters of the BIA Model

Model parameters	Value
Prevalence of disability in the 5–9 age group (all types of disability)	3%
Proportion of children with disabilities who are blind or visually impaired	0.3%
Proportion of children with disabilities who are deaf or mute	0.1%
School dropout rate for children with disabilities supported by itinerant teachers	3%
Promotion rate for children with disabilities supported by itinerant teachers	76%
Repetition rate for children with disabilities supported by itinerant teachers	21%
Population growth rate for the 0–4 age group	2.1%
Population growth rate for the 5–9 age group	0.9%
Population growth rate for the 10–14 age group	1.1%
Ratio of children with visual or hearing impairments per itinerant teacher (maximum)	25
Ratio of children with visual or hearing impairments per permanent teacher	4
Ratio of children with visual or hearing impairments per classroom	4
Ratio of children with visual or hearing impairments per school	24
Educational staff attrition rate (itinerant teachers and permanent teachers)	15%
Number of days of theoretical training in inclusive education for itinerant teachers (initial training)	5
Number of days of specialised theoretical training on hearing impairments / sign language for itinerant teachers (initial training)	10
Number of days of specialised theoretical training on visual impairments / braille for itinerant teachers (initial training)	15
Number of days of cross-disciplinary training for itinerant teachers on support for children with intellectual disabilities and on techniques for identifying children with learning difficulties (initial training)	5
Number of days of theoretical training for supervisory staff and permanent teachers (in inclusive education and specialised education for intellectual disabilities + visual impairments / braille or hearing impairments / sign language)	8
Number of supervisory staff trained in inclusive and specialised education in each DRE and IEPP	4
Number of braille printers per DRE	2
Number of reams of braille paper per itinerant teacher for children with visual impairments (annually)	10
Number of adapted equipment sets in classrooms with children with visual impairments	2
Number of adapted equipment sets in classrooms with children with hearing impairments	2
Set of locally manufactured teaching materials per class (abacus, geometric shapes, comparison symbols, puzzles of Togo and Africa, relief maps and diagrams, etc.) (minimum number)	2

2.4. Data Collection Process

2.4.1 Data Collection Methods

This study required the collection of primary and secondary data from a range of stakeholders involved in the implementation of the support mechanism for children with disabilities, including: the central administration (MEPS and Ministry of Social Action, Solidarity and Women's Promotion (MASSPF)); Regional Directorates (Regional Directorate of Education (DRE) and Regional Directorate of Social Action (DRAS)); IEPPs (itinerant teachers, inspectors, and educational advisors); schools (school principals; permanent teachers; COGES, APE, or CPE members); implementing partners (HI, UNICEF, CNT/EPT, Plan International, National Pool of Trainers in Inclusive Education); OPDs (FETAPH, APHAK, ASPHATA, APHMOTO, and Kpaal N'paag (a local NGO mainly active in the Savannah Region)); as well as beneficiaries (children with disabilities and their families).

Primary data were collected from 11 to 19 January 2025 through individual and group interviews with various stakeholders involved in the implementation of the project at the central (Lomé) and operational (in the Kara and Savannah Regions) levels. Individual interviews were conducted with technical and financial partners and MEPS and MASSPF senior officials at the central and regional levels. Group interviews were preferred for the stakeholders encountered at the operational level (IEPPs, schools, and civil society organisations (CSOs) / OPDs).

Secondary data were obtained from documents and databases provided to the research team by the various project partners, as well as from publicly available documents identified during the literature review or interviews. Specific working sessions were also organised with HI staff to collect financial data and monitoring and evaluation data from the Sahel-Atlantic (SAHA) programme, through which the itinerant teacher support mechanism in Togo is supported.

2.4.2 List of Interviews and Key Stakeholders Met

The individual and group interviews conducted during the data collection phase are listed in chronological order in Table 7 below:

Table 7: List of Stakeholders Met during the Data Collection Phase

Method	Stakeholder	Interviewee(s)	Date
Central level			
Individual interview	MEPS	Secretary General (SG / MEPS); Human Resources Director (HRD); Director of Planning, Statistics, and M&E (DPSSE); Director of Administration and Finance (DAF); Director of Preschool and Primary Education (DEPP)	2025-01-13
Individual interview	MASSPF	National Director for Persons with Disabilities (DPH)	2025-01-14
Individual interview	CNT/EPT	Education for All Coalition Coordinator (CNT/EPT)	2025-01-14
Individual interview	FETAPH	FETAPH Coordinator and IE Focal Point	2025-01-14
Individual interview	Trainers	Members of the National Pool of Trainers in Inclusive Education	2025-01-15
Individual interview	Plan International	Education Coordinator	2025-01-15
Individual interview	UNICEF	Education Specialist	2025-01-15
Operational level (Savannah Region)			
Individual interview	DRE	IE Focal Point	2025-01-14
Individual interview	DRAS	IE Focal Point	2025-01-14
Group interview	IEPPs	Inspectors and educational advisors / Focal Points of the Tône Est, Tône Ouest, Cinkassé, and Tandjouaré IEPPs	2025-01-14
Group interview	IEPPs	Itinerant teachers of the Tône Est, Tône Ouest, Cinkassé, and Tandjouaré IEPPs	2025-01-14
Group interview	EPP Sanikaog	School principal; permanent teachers; COGES, APE, or CPE members	2025-01-15
Group interview	EPP Djakpernague	School principal; permanent teachers; COGES, APE, or CPE members	2025-01-15
Group interview	OPDs	Representatives of FETAPH member organisations: ASPHATA, APHMOTO, Kpaal N'paag	2025-01-15
Group interview	Parents of student with disabilities	Parents of students with disabilities supported by the itinerant teacher support mechanism	2025-01-15

Operational level (Kara Region)			
Individual interview	DRE	IE Focal Point	2025-01-16
Individual interview	DRAS	IE Focal Point	2025-01-14
Group interview	IEPPs	Inspectors and educational advisors / Focal Points of the Kozah Centre IEPPs	2025-01-16
Group interview	EPP Kpelouwayi	School principal; permanent teachers; COGES, APE, or CPE members	2025-01-16
Group interview	EPP Dongoyo	School principal; permanent teachers; COGES, APE, or CPE members	2025-01-17
Group interview	IEPPs	Itinerant teachers of the Kozah Centre IEPPs	2025-01-17
Group interview	OPD	Representatives of FETAPH member organisation APHAK	2025-01-17
Group interview	Parents of students with disabilities	Parents of students with disabilities supported by the itinerant teacher support mechanism	2025-01-17

2.5. Ethical Considerations

The research team has aligned its work with the recommendations of HI's guidance note "Studies and Research at Handicap International: Promoting Ethical Data Management" [16]. In particular, this document recommends ensuring that (i) all necessary precautions are taken to protect the privacy and the confidentiality of personal information obtained from respondents (notably by anonymising data and securing database access with a password); (ii) key informants provide free and informed consent before being interviewed; (iii) authorisation is obtained from a research ethics committee and/or the competent authorities prior to conducting research activities. An official letter was therefore sent to the MEPS, and the study protocol was shared before the start of data collection to obtain the necessary administrative authorisations.

3. Results

3.1. Cost Analysis

3.1.1 Annual Evolution of Costs

Expenditures for implementing the support mechanism for children with disabilities in HI-supported IEPPs in the Kara and Savannah Regions totalled XOF 782.3 million (EUR 1.19 million) over the period 2018–2023. The annual cost ranged from XOF 120.5 million to XOF 161.3 million (EUR 183,652 to EUR 245,954).

Table 6: Evolution of the Implementation Cost of the Support Mechanism for Children with Disabilities in Togo, 2018–2023

Years	EUR	XOF
2018	185,103	121,419,335
2019	192,771	126,449,758
2020	210,820	138,288,723
2021	183,652	120,468,036
2022	174,357	114,370,740
2023	245,954	161,335,065
Total	1,192,657	782,331,657

3.1.2 Breakdown by Funding Source

The enrolment of children with disabilities and the implementation of the itinerant teacher support mechanism were mainly funded through State resources, which cover itinerant teachers' salaries and allowances (34.2%). Other identified funding sources include (in descending order): technical and financial partners, such as HI and UNICEF (32.8%); parents of students with disabilities (28.9%); itinerant teachers themselves (11.8%); and OPDs (4.1%). The contribution of parents of students with disabilities is estimated at XOF 202.2 million (EUR 308,210) for the period, for transportation between home and school, school supplies, and school meals. As for itinerant teachers, an amount of XOF 82.7 million relates to the expenses that are either not covered or insufficiently funded within the framework of their activities, such as phone or Internet credits, fuel, motorcycle maintenance and repair, equipment and supplies, and the organisation of peer exchange meetings (see Table 9 below).

Table 7: Funding Sources for the Education of Children with Disabilities Supported by the Itinerant Teacher Support Mechanism in Togo, 2018–2023

Donors	EUR	XOF	%
State	364,541	239,123,220	34.2
Partners	350,184	229,705,666	32.8
Parents of students	308,210	202,172,771	28.9
Itinerant teachers	126,118	82,728,000	11.8
OPDs	43,603	28,602,000	4.1
Total	1,192,657	782,331,657	100

3.1.3 Detailed Cost Analysis by Activity

The main cost items relate to itinerant teachers' salaries and allowances (48.2%); children with disabilities' education (26.8%); awareness-raising, identification / screening, referral, and follow-up of children with disabilities (15.4%); awareness-raising on inclusive education (3.9%); the supervision, monitoring, and evaluation of the support mechanism (3.2%); and the purchase of teaching and learning materials (2.5%).

Expenditures on itinerant teachers accounted for XOF 377.15 million (EUR 574,962) over the period 2018–2023. This amount was mainly allocated to their remuneration and other benefits, totalling XOF 298.2 million (EUR 454,551)—nearly 80% of total expenditures on itinerant teachers. Other expenditures relate to the purchase and operation of motorcycles (XOF 49.6 million, or EUR 75,690); capacity building activities for itinerant teachers through peer exchange and follow-up meetings (XOF 16.9 million, or EUR 25,717); the purchase of school supplies and teaching materials (XOF 6.7 million, or EUR 10,221); and, finally, initial and in-service training and supervision (XOF 5.8 million, or EUR 8,783).

Expenditures for activities aimed at supporting the education of children with disabilities amounted to XOF 209.6 million (EUR 319,463). They mainly consisted of: transportation costs between home and school (XOF 80.6 million, or EUR 122,947); the provision of school kits (XOF 64.8 million, or EUR 98,739); and food or school meal costs for children with disabilities (XOF 53.5 million, or EUR 81,505)—which respectively represent 38.5%, 30.9%, and 25.5% of expenditures in this category.

With regard to awareness-raising, identification / screening, referral, and follow-up activities for children with disabilities, expenditures totalling XOF 120.3 million (EUR 183,348) were mainly devoted to three items: support for the operation of the OPDs responsible for these activities (43%); awareness-raising and community monitoring activities (22.3%); and incentives for community facilitators (20.3%).

For awareness-raising activities targeting educational stakeholders (teachers, school principals, inspectors, etc.) on inclusive education, expenditures amounted to XOF 30.6 million (EUR 46,586), representing 3.9% of total expenditures for the period 2018–2023.

Expenditures on the supervision and M&E of the itinerant teacher support mechanism accounted for 3.2% of overall expenditures, amounting to XOF 24.9 million (EUR 37,952).

Finally, XOF 19.9 million (EUR 30,345) was allocated to the purchase of teaching and learning materials, representing 2.5% of total expenditures for the period 2018–2023.

The results of the detailed analysis of expenditures by category and by expenditure item are presented in Table 10 below:

Table 8: Breakdown of the Total Implementation Cost of the Support Mechanism for Children with Disabilities by Category and by Expenditure Item, 2018–2023

Category	Activities and expenditure items	EUR	XOF	%
Itinerant teachers	Recruitment, salaries, and incentives for itinerant teachers (including phone credits)	454,551	298,166,104	79.1
	Purchase of motorcycles and related expenses (including insurance, fuel, maintenance, and repair)	75,690	49,649,184	13.2
	Peer exchange and follow-up meetings for itinerant teachers	25,717	16,869,440	4.5
	Purchase of school supplies and office equipment	10,221	6,704,751	1.8
	Initial and in-service training and supervision	8,783	5,761,028	1.5
	Subtotal itinerant teachers	574,962	377,150,506	48.2
Support for the education of children with disabilities	Transportation costs between home and school	122,947	80,648,004	38.5
	Provision of school kits	98,739	64,768,333	30.9
	Food or school meal costs	81,505	53,463,768	25.5
	School fees or contributions from parents ³	16,272	10,673,904	5.1
	Subtotal children with disabilities	319,463	209,554,008	26.8
Awareness-raising, identification / screening,	Support for the operation of OPDs ⁴	78,848	51,721,016	43.0
	Awareness-raising and community monitoring (by HI and OPDs)	40,958	26,866,397	22.3

³ For children enrolled in religious schools where itinerant teachers also work.

⁴ OPD operational expenditures include the supervision of field activities; fuel costs; vehicle maintenance and repair (motorcycles and cars); allowances for OPD staff; and Internet connection costs.

referral, and follow-up of children with disabilities	Salaries / incentives for community facilitators (by HI)	37,161	24,376,221	20.3
	School monitoring of children with disabilities (by UNICEF in Kara)	13,320	8,737,020	7.3
	Referral of children with disabilities (by HI and OPDs)	12,459	8,172,704	6.8
	Capacity building for OPDs, including community facilitators (by HI)	602	394,998	0.3
	Subtotal awareness-raising, identification / screening, referral, and follow-up of children with disabilities	183,348	120,268,355	15.4
Awareness-raising on inclusive education practices	Awareness-raising on inclusive education practices	46,586	30,558,347	100
	Subtotal awareness-raising on inclusive education practices	46,586	30,558,347	3.9
Supervision and M&E of the support mechanism	Planning and M&E of the support mechanism for children with disabilities	25,866	16,966,846	68.2
	Operation of DREs for supervision activities (incentives, fuel, and supplies)	12,087	7,928,277	31.8
	Subtotal supervision and M&E of the support mechanism	37,952	24,895,123	3.2
Purchase of teaching and learning materials	Purchase of teaching and learning materials	30,345	19,905,317	100
	Subtotal purchase of teaching and learning materials	30,345	19,905,317	2.5

A detailed breakdown of expenditures, classified by activity and funding source, is presented in Appendix 1.

3.2. Budget Impact Analysis

3.2.1 Budget Impact and Expected Results

This section covers the gradual scaling up of the itinerant teacher support mechanism for children with disabilities to the national level over the period 2025–2030, according to the selected scenario. The budget impact and unit costs of rolling out inclusive education are presented in Table 9. The results encompass the itinerant teacher support mechanism, related activities, and the combined total of both activity packages.

Table 9: Budget Impact and Unit Costs of the Gradual Scaling Up of the Itinerant Teacher Support Mechanism, 2025–2030 (Projected to 2030)

Title	Itinerant teachers		Related activities		Total	
	XOF	EUR	XOF	EUR	XOF	EUR
Budget impact (2025–2030)	5,570,448,481	8,492,094	7,190,506,278	10,961,856	12,760,954,759	19,453,950
Annualised cost per itinerant teacher	2,622,622	3,998	3,385,361	5,161	6,007,982	9,159
Annualised cost per child with disabilities	126,538	193	163,339	249	289,877	442
Cost per student-year (cumulative)	153,490	234	198,129	302	351,619	536

For the itinerant teacher support mechanism alone, the expected budget impact amounts to nearly XOF 5.6 billion (EUR 8.5 million) over the period 2025–2030. This corresponds to an annualised cost of XOF 2.6 million (EUR 3,998) per itinerant teacher and XOF 126,538 (EUR 193) per child with disabilities supported by the support mechanism. The cumulative number of student-years is 36,292 for children with disabilities benefiting from the support mechanism over the same period, at a cost of XOF 153,490 (EUR 234) per student-year.

For the related activities aimed at facilitating the work of itinerant teachers and contributing to the inclusion of children with disabilities in schools, the budget impact is higher, at approximately XOF 7.2 billion (EUR 10.96 million) over the period 2025–2030. The annualised cost amounts to XOF 163,339 (EUR 249) per child with disabilities and XOF 198,129 (EUR 302) per student-year for children with disabilities.

When the itinerant teacher support mechanism and related activities are considered together, the expected budget impact reaches XOF 12.8 billion (EUR 19.45 million).

Annualised and adjusted to the expected results, this corresponds to XOF 6 million (EUR 9,159) per itinerant teacher, XOF 289,877 (EUR 442) per child with disabilities supported, and XOF 351,619 (EUR 536) per student-year for children with disabilities.

The expected annual results of scaling up the support mechanism are presented in Table 12 below.

Table 10: Expected Annual Results of Scaling Up the Itinerant Teacher Support Mechanism

Title	2025	2026	2027	2028	2029	2030
Number of itinerant teachers	248	266	295	316	331	354
Number of children with disabilities supported	4,853	5,290	5,770	6,268	6,774	7,337
Number of student-years for children in the support mechanism (cumulative)	4,853	10,143	15,913	22,181	28,955	36,292

3.2.2 Annual Budget Impact by Activity

Table 13 presents the budget impact by year and by activity for the itinerant teacher support mechanism and related activities. Depending on the year, the budget impact ranges between XOF 729.8 million and XOF 1.26 billion (EUR 1.1 million and EUR 1.9 million) for the costs associated with the itinerant teacher support mechanism and between XOF 628 million and XOF 3.61 billion (EUR 957,000 and EUR 5.5 million) for the costs of the related activities over the period 2025–2030. The budget impact is highest in the first year of implementation, mainly due to initial investments, including the provision of specialised equipment and teaching materials to itinerant teachers, DREs, and IEPPs to support children with visual and hearing impairments. The related activities mainly involve reasonable accommodations to enhance school accessibility. It should be noted that these works do not apply to all schools, as newly constructed infrastructure in Togo already meets the required accessibility standards.

Table 11: Annual Budget Impact by Activity, 2025–2030

Activities	2025	2026	2027	2028	2029	2030	Total for period
Budget impact of the itinerant teacher support mechanism							
Salaries and allowances for itinerant teachers	XOF 505,569,700 (EUR 770,736)	XOF 542,264,275 (EUR 826,677)	XOF 605,460,488 (EUR 923,019)	XOF 646,232,238 (EUR 985,175)	XOF 676,811,050 (EUR 1,031,792)	XOF 723,698,563 (EUR 1,103,271)	XOF 3,700,036,313 (EUR 5,638,855)
Coverage of recurring costs for itinerant teachers	XOF 129,300,600 (EUR 197,117)	XOF 139,307,700 (EUR 212,373)	XOF 155,386,500 (EUR 236,885)	XOF 166,855,200 (EUR 254,369)	XOF 175,288,200 (EUR 267,225)	XOF 187,993,800 (EUR 286,595)	XOF 954,132,000 (EUR 1,454,565)
Itinerant teachers' kits for supporting children with disabilities	XOF 534,908,052 (EUR 815,462)	XOF 41,492,504 (EUR 63,255)	XOF 66,657,802 (EUR 101,619)	XOF 47,506,397 (EUR 72,423)	XOF 34,986,871 (EUR 53,337)	XOF 52,663,054 (EUR 80,284)	XOF 778,214,679 (EUR 1,186,381)
Theoretical and practical training for itinerant teachers	XOF 56,524,404 (EUR 86,171)	XOF 6,782,928 (EUR 10,341)	XOF 10,911,668 (EUR 16,635)	XOF 10,370,999 (EUR 15,810)	XOF 10,518,454 (EUR 16,035)	XOF 12,877,734 (EUR 19,632)	XOF 107,986,188 (EUR 164,264)
Provision of equipment to DREs or IEPPs	XOF 30,079,302 (EUR 45,856)	-	-	-	-	-	XOF 30,079,302 (EUR 45,856)
Subtotal itinerant teachers	XOF 1,256,382,058 EUR (1,915,342)	XOF 729,847,408 EUR (1,112,645)	XOF 838,416,457 EUR (1,278,158)	XOF 870,964,833 EUR (1,327,777)	XOF 897,604,575 EUR (1,368,389)	XOF 977,233,150 EUR (1,489,782)	XOF 5,570,448,481 EUR (8,492,094)

Activities	2025	2026	2027	2028	2029	2030	Total for period
Budget impact of the related activities							
Reasonable accommodations to enhance school accessibility	XOF 2,683,301,771 (EUR 4,090,667)	XOF 185,767,046 (EUR 283,200)	XOF 268,330,177 (EUR 409,067)	XOF 185,767,046 (EUR 283,200)	XOF 175,446,654 (EUR 267,467)	XOF 288,970,960 (EUR 440,533)	XOF 3,787,583,654 (EUR 5,774,134)
Mechanisms for piloting, coordinating, and monitoring the support mechanism	XOF 636,000,000 (EUR 969,576)	XOF 406,000,000 (EUR 618,943)	XOF 566,000,000 (EUR 862,861)	XOF 381,000,000 (EUR 580,831)	XOF 446,000,000 (EUR 679,923)	XOF 366,000,000 (EUR 557,963)	XOF 2,801,000,000 (EUR 4,270,097)
Provision of adapted teaching materials and equipment to students and schools	XOF 176,776,552 (EUR 269,494)	XOF 32,248,352 (EUR 49,162)	XOF 33,753,020 (EUR 51,456)	XOF 34,141,466 (EUR 52,048)	XOF 35,124,712 (EUR 53,547)	XOF 38,064,759 (EUR 58,029)	XOF 350,108,861 (EUR 533,738)
Training and capacity building on the inclusive education package	XOF 117,413,475 (EUR 178,996)	XOF 22,885,011 (EUR 34,888)	XOF 25,008,362 (EUR 38,125)	XOF 27,053,071 (EUR 41,242)	XOF 28,311,354 (EUR 43,160)	XOF 31,142,489 (EUR 47,476)	XOF 251,813,763 (EUR 383,888)
Subtotal related activities	XOF 3,613,491,798 (EUR 5,508,733)	XOF 646,900,409 (EUR 986,193)	XOF 893,091,560 (EUR 1,361,509)	XOF 627,961,583 (EUR 957,321)	XOF 684,882,720 (EUR 1,044,097)	XOF 724,178,208 (EUR 1,104,003)	XOF 7,190,506,278 (EUR 10,961,856)
Total	XOF 4,869,873,856 (EUR 7,424,075)	XOF 1,376,747,817 (EUR 2,098,839)	XOF 1,731,508,017 (EUR 2,639,667)	XOF 1,498,926,416 (EUR 2,285,099)	XOF 1,582,487,295 (EUR 2,412,486)	XOF 1,701,411,358 (EUR 2,593,785)	XOF 12,760,954,759 (EUR 19,453,950)

3.2.3 Budget Impact by Administrative District

As for the budget impact at the subnational level, the Grand Lomé Region ranks first for both the itinerant teacher support mechanism itself (XOF 1.04 billion, or EUR 1.59 million) and the related activities (XOF 1.13 billion, or EUR 1.72 million). For the activities directly associated with itinerant teachers, the total budget impact across the remaining Regions ranges from XOF 449.1 million (EUR 684,646) in Plateaux Ouest to XOF 886.3 million (EUR 1.35 million) in the Savannah Region. For the related activities, the total budget impact varies between XOF 614.3 million (EUR 936,545) in Plateaux Ouest and XOF 1.07 billion (EUR 1.35 million) in the Maritime Region. At the central level, the budget impact is estimated at XOF 605 million (EUR 922,317) for the related activities covering the mechanisms for piloting, coordinating, and monitoring the support mechanism to support the implementation of the SNEI.

Table 12: Budget Impact by Administrative District, 2025–2030 (in Descending Order)

Regions	Activities associated with itinerant teachers	Related activities	Total
Grand Lomé	XOF 1,045,353,109 (EUR 1,593,631)	XOF 1,128,036,092 (EUR 1,719,680)	XOF 2,173,389,201 (EUR 3,313,310)
Maritime	XOF 883,356,185 (EUR 1,346,668)	XOF 1,070,896,574 (EUR 1,632,571)	XOF 1,954,252,759 (EUR 2,979,239)
Savannah	XOF 886,282,987 (EUR 1,351,130)	XOF 999,946,363 (EUR 1,524,408)	XOF 1,886,229,350 (EUR 2,875,538)
Plateaux Est	XOF 841,443,604 (EUR 1,282,773)	XOF 979,843,111 (EUR 1,493,761)	XOF 1,821,286,715 (EUR 2,776,534)
Kara	XOF 813,522,154 (EUR 1,240,207)	XOF 966,906,857 (EUR 1,474,040)	XOF 1,780,429,011 (EUR 2,714,247)
Centrale	XOF 651,392,148 (EUR 993,041)	XOF 825,544,161 (EUR 1,258,534)	XOF 1,476,936,309 (EUR 2,251,575)
Plateaux Ouest	XOF 449,098,293 (EUR 684,646)	XOF 614,333,120 (EUR 936,545)	XOF 1,063,431,414 (EUR 1,621,191)
Central level	-	XOF 605,000,000 (EUR 922,317)	XOF 605,000,000 (EUR 922,317)
Total	XOF 5,570,448,481 (EUR 8,492,094)	XOF 7,190,506,278 (EUR 10,961,956)	XOF 12,760,954,759 (EUR 19,453,950)

At the IEPP level, the average budget impact for the period 2025–2030 is estimated at XOF 87.9 million (EUR 134,067) for the activities associated with the itinerant teacher support mechanism, XOF 101 million (EUR 153,991) for the related activities, and XOF 188.9 million (EUR 288,058) for all activities combined. For the itinerant teacher support mechanism, the budget impact per IEPP ranges from XOF 35.1 million (EUR 53,586) in Kloto Nord (Plateaux Ouest Region) to XOF 272.7 million (EUR 415,708) in Lomé Agoè-Nyivé Est (Grand Lomé Region), representing a multiplier of nearly eight. For the related activities, the budget impact

ranges from XOF 54.4 million (EUR 82,977) to XOF 613.1 million (EUR 398,287) for the same IEPPs (Kloto Nord and Lomé Agoè-Nyivé Est, respectively). A detailed breakdown of the budget impact by IEPP is provided in Appendix 2.

3.2.4 Expected Results by Administrative District

Table 15 below presents the expected results of the gradual scaling up of the support mechanism across all regions of Togo over the period 2025–2030. By 2030, the mechanism is expected to cover between 28 and 73 preschools and public primary schools with between 27 and 70 itinerant teachers per Region (in the Plateaux Ouest and Grand Lomé Regions, respectively). The total number of children with disabilities supported is expected to range from 484 to 1,565 per Region, for an overall total of 7,337 across all regions. The cumulative number of student-years in 2030 is projected to range from 2,680 to 7,309 per Region, for a total of 36,292 student-years for children with sensory disabilities. The detailed breakdown of expected results by IEPP by 2030 is presented in Appendix 3.

Table 13: Expected Results by Administrative District by 2030

Regions	# inclusive preschools and primary schools	# itinerant teachers	# children with disabilities supported (visual impairments)	# children with disabilities supported (hearing impairments)	# children with disabilities supported (total)	# student-years (cumulative)
Grand Lomé	73	70	1,204	362	1,565	7,309
Maritime	58	56	912	266	1,178	5,598
Plateaux Est	53	53	850	247	1,097	5,226
Plateaux Ouest	28	27	370	114	484	2,680
Centrale	43	39	609	186	794	4,174
Kara	52	51	769	238	1,007	5,315
Savannah	60	58	926	286	1,212	5,990
Total	367	354	5,639	1,698	7,337	36,292

3.3. Challenges and Limitations of the Study

The cost analysis required retrospective data collection from various implementation actors, which presented a number of challenges:

- At the HI level, analytical accounting generally facilitates cost analysis; however, the logframe and expenditure items were modified during implementation, requiring substantial work in reconciliation to enable cost analysis over the entire pilot project period. Furthermore, despite meticulous efforts, it was not possible to distinguish

expenditures by project component for certain budget lines—particularly between education levels (primary or secondary) and between the education and technical and vocational education and training (TVET) components. Finally, some activities related to the establishment of the itinerant teacher support mechanism were implemented under previous projects and are therefore not included in the period under review.

- Where accounting data were unavailable, cost information was estimated based on information obtained during individual or group interviews, without these data necessarily being statistically representative. This applies, for example, to expenditures incurred by itinerant teachers or by parents of students. With regard to the remuneration of itinerant teachers, the total payroll was inferred from the salary scale for civil servants.

With regard to the budget impact analysis, the figures presented are projections. As a result, some of the data used in the proposed model may require adjustment, particularly for the following reasons:

- For equipment and material, prices are based on data from pilot projects implemented by partners and may not fully reflect public procurement conditions or recent increases in market prices;
- Some data could not be collected from the MEPS. This includes, in particular, data on the number of children by age at the IEPP level, which were reconstructed by cross-referencing population data by municipality and by age group from the latest population census in 2023 (RGPH-5) with the IEPP intervention areas as defined by the Decree on the Division of Preschool and Primary Education (No. 153/2023/MEPSTA/CAB/SG/DPSSE). Similarly, the costs of making school buildings accessible (excluding renovation) were extrapolated from data from a comparable HI project in Benin;
- Recent data on the prevalence of disability by age are available to estimate the number of children with disabilities of preschool and primary school age in Togo. However, the disability data from the RGPH-5, provided by FETAPH, do not include disaggregation by type of disability, making it impossible to determine the proportion of children with visual and hearing impairments. Disaggregated data on persons with disabilities by functional domain and by age are therefore drawn from the 2015 QUIBB survey, which uses a different methodology to calculate the prevalence of disability in Togo.

Finally, unit costs were calculated only for the budget impact analysis (projections), as the incomplete data on the number of beneficiaries made it impossible to perform this calculation for the period 2018–2023.

4. Conclusion

This study documents and projects the costs of the itinerant teacher support mechanism for the inclusion of children with disabilities in preschool and primary education in Togo.

The retrospective cost analysis indicates that a total of XOF 782.3 million (EUR 1.19 million) was spent on implementing the itinerant teacher support mechanism in the Kara and Savannah Regions over the period 2018–2023. The key expenditure items include the costs associated with itinerant teachers (48.2%, or XOF 377.15 million / EUR 574,962); the education of children with disabilities—including transportation, school kits, and school meals (26.8%)—and awareness-raising, identification, referral, and follow-up activities for children with disabilities (15.4%). The State is the main contributor, providing 34.2% (XOF 239.1 million / EUR 364,541) to cover the salaries and allowances of itinerant teachers, as they are civil servants.

The scenario selected for the budget impact analysis involves gradually scaling up the itinerant teacher support mechanism over the period 2025–2030 to support children with disabilities enrolled in mainstream preschools and primary schools nationwide. The itinerant teacher support mechanism is planned to target children with sensory disabilities (visual or hearing) across all 7 DREs and 63 IEPPs in Togo. The objective is to gradually increase the number of itinerant teachers to first meet the needs of the children with disabilities already enrolled by 2025 and, by 2030, to address all the needs of children with disabilities of preschool and primary school age among the population. The budget projections cover both the itinerant teacher support mechanism and the related activities that facilitate their work or contribute to making schools inclusive, in line with the SNEI 2025–2030.

The results indicate that the budget impact of scaling up the support mechanism nationwide amounts to XOF 12.8 billion (EUR 19.45 million) over the period 2025–2030, of which nearly XOF 5.6 billion (EUR 8.5 million) is for the itinerant teacher support mechanism itself and XOF 7.2 billion (EUR 10.96 million) for the related activities. The budget impact varies annually between XOF 729.8 million and XOF 1.26 billion (EUR 1.1 million and EUR 1.9 million) for the costs associated with the itinerant teacher support mechanism and between XOF 628 million and XOF 3.61 billion (EUR 957 million and EUR 5.5 million) for the related costs over 2025–2030. For comparison, the annual budget of the MEPS in the 2025 Finance Bill is XOF 183.2 billion (EUR 279 million), including XOF 106.2 billion (EUR 162 million) allocated to preschool and primary education. In addition, the total financial contributions mobilised for inclusive education in Togo by technical and financial partners (UNICEF, HI, Plan International, Christian Blind Mission (CBM) / German Federal Ministry for Economic Cooperation and Development (BMZ), and CNT/EPT) between 2006 and 2026 amount to XOF 7.63 billion (EUR 11.6 million) [20].

The budget impact was also calculated by administrative district and varies between XOF 1.06 billion (EUR 1.62 million) and XOF 2.17 billion (EUR 3.31 million) for the Plateaux Ouest and Grand Lomé Regions, respectively. This includes XOF 449.1 million (EUR 684,646) to XOF 1.04 billion (EUR 1.59 million) for the activities directly associated with itinerant teachers and between XOF 614.3 million (EUR 936,545) and XOF 1.13 billion (EUR 1.72 million) for the related activities. At the inspectorate level, the budget impact averages XOF 188.9 million (EUR 288,058) per IEPP over the period 2025–2030, comprising XOF 87.9 million (EUR 134,067) for the activities associated with the itinerant teacher support mechanism itself and XOF 101 million (EUR 153,991) for the related activities.

There are currently 42 itinerant teachers working at the preschool, primary, and secondary levels across 31 inspectorates. The scenario selected for the projections entails a significant initial investment at the start of the 2025 schoolyear to increase the number of itinerant teachers to 248. This would make it possible to support the children with sensory disabilities already in school and to address the needs of children who are not yet enrolled in school at the preschool (S1–S2) and primary (C1) levels. The number of itinerant teachers is then planned to gradually increase to 354 by 2030 in order to meet all the needs of children with sensory disabilities of preschool and primary school age. The scaling up of the itinerant teacher support mechanism would enable between 4,853 and 7,337 children to be supported annually over the period 2025–2030, resulting in a cumulative total of 36,292 student-years for children with sensory disabilities by 2030.

In terms of efficiency, scaling up the itinerant teacher support mechanism would result in an annual cost of XOF 2.6 million (EUR 3,998) per itinerant teacher and XOF 126,538 (EUR 193) per child with disabilities supported. The cost per student-year is XOF 153,490 (EUR 234). When the related activities are also taken into account, the corresponding ratios are XOF 6 million (EUR 9,159) per itinerant teacher, XOF 289,877 (EUR 442) per child with disabilities supported, and XOF 351,619 (EUR 536) per student-year for children with disabilities.

The results of this analysis provide detailed data on costs and budget impact to inform reflection and guide decision-making by the MEPS and its partners regarding the scaling up of the itinerant teacher support mechanism for children with disabilities in Togo, in line with the SNEI 2025–2030.

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Appendices

1. Detailed Breakdown of the Costs of the Pilot Support Mechanism for Children with Disabilities

Category	Activities	State	Partners	Itinerant teachers	OPDs	Parents of students with disabilities
Costs related to the itinerant teacher support mechanism	Purchase of motorcycles and related expenses (including insurance, fuel, maintenance, and repairs)	0	XOF 9,329,020 (EUR 14,222)	XOF 40,319,709 (EUR 61,467)	0	0
	Initial and in-service training and supervision for itinerant teachers	0	XOF 5,761,270 (EUR 8,783)	0	0	0
	Purchase of school supplies and office equipment	0	XOF 224,993 (EUR 343)	XOF 6,480,199 (EUR 9,879)	0	0
	Recruitment, salaries, and incentives for itinerant teachers (including phone credits)	XOF 239,123,221 (EUR 364,541)	XOF 26,269,766 (EUR 40,048)	XOF 32,759,804 (EUR 49,942)	0	0
	Peer exchange and follow-up meetings for itinerant teachers	0	XOF 13,700,630 (EUR 20,888)	XOF 3,168,272 (EUR 4,830)	0	0
Support for the education of children with disabilities	School fees or contributions from parents of students	0	XOF 6,661,243 (EUR 10,155)	0	0	XOF 4,012,489 (EUR 6,117)
	School kits for children with disabilities	0	XOF 6,661,243 (EUR 10,155)	0	XOF 720,241 (EUR 1,098)	XOF 64,048,297 (EUR 97,641)
	Food or school meal costs for children with disabilities	0	0	0	0	XOF 53,463,775 (EUR 81,505)
	Transportation of children with disabilities between home and school	0	0	0	0	XOF 80,647,945 (122,947 EUR)

Awareness-raising, identification / screening, referral, and follow-up of children with disabilities	Capacity building for OPDs (by HI)	0	XOF 394,886 (EUR 602)	0	0	0
	OPD operational costs (by HI)	0	XOF 51,720,898 (EUR 78,848)	0	0	0
	Referral of children with disabilities (by HI and OPDs)	0	XOF 2,772,730 (EUR 4,227)	0	XOF 5,399,838 (EUR 8,232)	0
	Salaries / incentives for community facilitators (by HI)	0	XOF 24,376,018 (EUR 37,161)	0	0	0
	Awareness-raising and community monitoring (by HI and OPDs)	0	XOF 5,266,679 (EUR 8,029)	0	XOF 21,600,008 (EUR 32,929)	0
	School monitoring for children with disabilities (by UNICEF in Kara)	0	XOF 8,737,347 (EUR 13,320)	0	0	0
Awareness-raising on inclusive education	Awareness-raising of inclusive education practices	0	XOF 30,558,413 (EUR 46,586)	0	0	0
Supervision and M&E of the support mechanism	Planning and M&E of the support mechanism for children with disabilities	0	XOF 7,928,552 (EUR 12,087)	0	0	0
	Operation of DREs for supervision activities (incentives, fuel, and supplies)	0	XOF 16,966,984 (EUR 25,866)	0	0	0
Purchase of teaching and learning materials	Purchase of teaching and learning materials	0	XOF 19,023,409 (EUR 29,001)	0	XOF 882,262 (EUR 1,345)	0

2. Detailed Breakdown of the Budget Impact by Administrative District, 2025–2030

Regions	DREs / IEPPs	Activities associated with itinerant teachers	Related activities	Total
Central level	-	-	XOF 605,000,000 (EUR 922,317)	XOF 605,000,000 (EUR 922,317)
Grand Lomé	DRE	XOF 4,297,043 (EUR 6,551)	XOF 31,685,999 (EUR 48,305)	XOF 35,983,042 (EUR 54,856)
	Lomé Airport	XOF 96,754,229 (EUR 147,501)	XOF 113,597,767 (EUR 173,179)	XOF 210,351,996 (EUR 320,680)
	Lomé Agoè-Nyivé Est	XOF 272,686,759 (EUR 415,708)	XOF 261,259,136 (EUR 398,287)	XOF 533,945,895 (EUR 813,995)
	Lomé Agoè-Nyivé Ouest	XOF 158,919,156 (EUR 242,271)	XOF 163,581,707 (EUR 249,379)	XOF 322,500,863 (EUR 491,649)
	Lomé Centre	XOF 161,519,943 (EUR 246,236)	XOF 164,483,858 (EUR 250,754)	XOF 326,003,801 (EUR 496,990)
	Lomé Est	XOF 99,557,446 (EUR 151,774)	XOF 114,235,630 (EUR 174,151)	XOF 213,793,076 (EUR 325,925)
	Lomé Ouest	XOF 125,809,266 (EUR 191,795)	XOF 139,505,532 (EUR 212,675)	XOF 265,314,798 (EUR 404,470)
	Lomé Sud	XOF 125,809,266 (EUR 191,795)	XOF 139,505,532 (EUR 212,675)	XOF 265,314,798 (EUR 404,470)
	Subtotal	XOF 1,045,353,109 (EUR 1,593,631)	XOF 1,128,036,092 (EUR 1,719,680)	XOF 2,173,389,201 (EUR 3,313,310)
Maritime	DRE	XOF 4,297,043 (EUR 6,551)	XOF 31,685,999 (EUR 48,305)	XOF 35,983,042 (EUR 54,856)
	Avé	XOF 66,314,298 (EUR 101,095)	XOF 80,231,638 (EUR 122,312)	XOF 146,545,936 (EUR 223,408)
	Bas-Mono	XOF 63,713,510 (EUR 97,131)	XOF 79,470,777 (EUR 121,152)	XOF 143,184,287 (EUR 218,283)
	Lacs Est	XOF 61,112,723 (EUR 93,166)	XOF 78,659,983 (EUR 119,916)	XOF 139,772,706 (EUR 213,082)

	Lacs Ouest	XOF 91,890,154 (EUR 140,086)	XOF 113,578,413 (EUR 173,149)	XOF 205,468,568 (313,235 EUR)
	Vo Nord	XOF 53,332,931 (EUR 81,306)	XOF 67,210,935 (EUR 102,462)	XOF 120,543,867 (183,768 EUR)
	Vo Sud	XOF 107,380,567 (EUR 163,701)	XOF 114,215,275 (EUR 174,120)	XOF 221,595,841 (EUR 337,821)
	Yoto Est	XOF 71,493,302 (EUR 108,991)	XOF 91,380,755 (EUR 139,309)	XOF 162,874,056 (EUR 248,300)
	Yoto Ouest	XOF 50,732,144 (EUR 77,341)	XOF 67,132,293 (EUR 102,343)	XOF 117,864,436 (EUR 179,683)
	Zio Centre	XOF 128,655,812 (EUR 196,135)	XOF 139,601,177 (EUR 212,821)	XOF 268,256,989 (EUR 408,955)
	Zio Nord	XOF 66,314,298 (EUR 101,095)	XOF 80,191,638 (EUR 122,251)	XOF 146,505,936 (EUR 223,347)
	Zio Sud	XOF 118,119,404 (EUR 180,072)	XOF 127,537,691 (EUR 194,430)	XOF 245,657,094 (EUR 374,502)
	Subtotal	XOF 883,356,185 (EUR 1,346,668)	XOF 1,070,896,574 (EUR 1,632,571)	XOF 1,954,252,759 (EUR 2,979,239)
Plateaux Est	DRE	XOF 4,297,043 (EUR 6,551)	XOF 31,685,999 (EUR 48,305)	XOF 35,983,042 (EUR 54,856)
	Amou Nord	XOF 50,732,144 (EUR 77,341)	XOF 66,710,716 (EUR 101,700)	XOF 117,442,860 (EUR 179,040)
	Amou Sud	XOF 50,732,144 (EUR 77,341)	XOF 66,995,359 (EUR 102,134)	XOF 117,727,503 (EUR 179,474)
	Anié	XOF 128,655,812 (EUR 196,135)	XOF 128,415,992 (EUR 195,769)	XOF 257,071,804 (EUR 391,903)
	Est-Mono	XOF 120,607,691 (EUR 183,865)	XOF 127,133,263 (EUR 193,813)	XOF 247,740,954 (EUR 377,679)
	Haho Est	XOF 66,314,298 (EUR 101,095)	XOF 80,025,638 (EUR 121,998)	XOF 146,339,936 (EUR 223,094)
	Haho Nord	XOF 56,438,644 (EUR 86,040)	XOF 66,051,923 (EUR 100,696)	XOF 122,490,567 (EUR 186,736)

	Haho Sud	XOF 123,454,237 (EUR 188,205)	XOF 127,195,910 (EUR 193,909)	XOF 250,650,147 (EUR 382,114)
	Moyen-Mono	XOF 66,314,298 (EUR 101,095)	XOF 80,180,281 (EUR 122,234)	XOF 146,494,579 (EUR 223,330)
	Ogou Nord	XOF 71,493,302 (EUR 108,991)	XOF 90,970,536 (EUR 138,684)	XOF 162,463,837 (EUR 247,675)
	Ogou Sud	XOF 102,403,992 (EUR 156,114)	XOF 114,477,494 (EUR 174,520)	XOF 216,881,485 (EUR 330,634)
	Subtotal	XOF 841,443,604 (EUR 1,282,773)	XOF 979,843,111 (EUR 1,493,761)	XOF 1,821,286,715 (EUR 2,776,534)
Plateaux Ouest	DRE	XOF 4,297,043 (EUR 6,551)	XOF 31,685,999 (EUR 48,305)	XOF 35,983,042 (EUR 54,856)
	Agou	XOF 63,713,510 (EUR 97,131)	XOF 79,350,554 (EUR 120,969)	XOF 143,064,064 (EUR 218,100)
	Akébou	XOF 63,713,510 (EUR 97,131)	XOF 79,548,267 (EUR 121,271)	XOF 143,261,777 (EUR 218,401)
	Danyi	XOF 42,929,781 (EUR 65,446)	XOF 65,539,704 (EUR 99,915)	XOF 108,469,485 (EUR 165,361)
	Kloto Nord	XOF 35,149,990 (EUR 53,586)	XOF 54,429,230 (EUR 82,977)	XOF 89,579,220 (EUR 136,563)
	Kloto Ouest	XOF 68,915,085 (EUR 105,060)	XOF 91,013,602 (EUR 138,749)	XOF 159,928,687 (EUR 243,810)
	Kpélé	XOF 63,713,510 (EUR 97,131)	XOF 79,350,554 (EUR 120,969)	XOF 143,064,064 (EUR 218,100)
	Wawa Est	XOF 53,332,931 (EUR 81,306)	XOF 66,932,070 (EUR 102,037)	XOF 120,265,001 (EUR 183,343)
	Wawa Ouest	XOF 53,332,931 (EUR 81,306)	XOF 66,483,140 (EUR 101,353)	XOF 119,816,071 (EUR 182,658)
	Subtotal	XOF 449,098,293 (EUR 684,646)	XOF 614,333,120 (EUR 936,545)	XOF 1,063,431,414 (EUR 1,621,191)
Centrale	DRE	XOF 4,297,043 (EUR 6,551)	XOF 31,685,999 (EUR 48,305)	XOF 35,983,042 (EUR 54,856)

	Blitta Est	XOF 96,508,471 (EUR 147,126)	XOF 102,865,936 (EUR 156,818)	XOF 199,374,407 (EUR 303,944)
	Blitta Ouest	XOF 48,131,356 (EUR 73,376)	XOF 66,438,853 (EUR 101,285)	XOF 114,570,209 (EUR 174,661)
	Mô	XOF 53,332,931 (EUR 81,306)	XOF 78,104,544 (EUR 119,070)	XOF 131,437,475 (EUR 200,375)
	Sotouboua Nord	XOF 53,332,931 (EUR 81,306)	XOF 78,273,186 (EUR 119,327)	XOF 131,606,118 (EUR 200,632)
	Sotouboua Sud	XOF 53,332,931 (EUR 81,306)	XOF 78,389,186 (EUR 119,504)	XOF 131,722,118 (EUR 200,809)
	Tchamba Est	XOF 99,355,017 (EUR 151,466)	XOF 114,241,339 (EUR 174,160)	XOF 213,596,356 (EUR 325,626)
	Tchamba Ouest	XOF 66,314,298 (EUR 101,095)	XOF 80,206,992 (EUR 122,275)	XOF 146,521,290 (EUR 223,370)
	Tchaoudjo Nord	XOF 48,131,356 (EUR 73,376)	XOF 66,108,566 (EUR 100,782)	XOF 114,239,922 (EUR 174,158)
	Tchaoudjo Sud	XOF 128,655,812 (EUR 196,135)	XOF 129,229,561 (EUR 197,009)	XOF 257,885,373 (EUR 393,144)
	Subtotal	XOF 651,392,148 (EUR 993,041)	XOF 825,544,161 (EUR 1,258,534)	XOF 1,476,936,309 (EUR 2,251,575)
Kara	DRE	XOF 4,297,043 (EUR 6,551)	XOF 31,685,999 (EUR 48,305)	XOF 35,983,042 (EUR 54,856)
	Assoli	XOF 58,511,935 (EUR 89,201)	XOF 78,302,188 (EUR 119,371)	XOF 136,814,123 (EUR 208,572)
	Bassar Nord	XOF 53,332,931 (EUR 81,306)	XOF 67,019,003 (EUR 102,170)	XOF 120,351,935 (EUR 183,475)
	Bassar Sud	XOF 76,694,877 (EUR 116,921)	XOF 102,198,787 (EUR 155,801)	XOF 178,893,664 (EUR 272,722)
	Binah	XOF 66,314,298 (EUR 101,095)	XOF 80,161,347 (EUR 122,205)	XOF 146,475,645 (EUR 223,301)
	Dankpen	XOF 174,186,381 (EUR 265,545)	XOF 164,291,631 (EUR 250,461)	XOF 338,478,012 (EUR 516,006)

	Doufelgou	XOF 66,314,298 (EUR 101,095)	XOF 79,958,417 (EUR 121,896)	XOF 146,272,715 (EUR 222,991)
	Kéran	XOF 112,827,900 (EUR 172,005)	XOF 116,393,791 (EUR 177,441)	XOF 229,221,691 (EUR 349,446)
	Kozah Centre	XOF 107,380,567 (EUR 163,701)	XOF 115,118,779 (EUR 175,497)	XOF 222,499,346 (EUR 339,198)
	Kozah Nord	XOF 42,929,781 (EUR 65,446)	XOF 65,378,059 (EUR 99,668)	XOF 108,307,841 (EUR 165,114)
	Kozah Sud	XOF 50,732,144 (EUR 77,341)	XOF 66,398,853 (EUR 101,224)	XOF 117,130,997 (EUR 178,565)
	Subtotal	XOF 813,522,154 (EUR 1,240,207)	XOF 966,906,857 (EUR 1,474,040)	XOF 1,780,429,011 (EUR 2,714,247)
Savannah	DRE	XOF 4,297,043 (EUR 6,551)	XOF 31,685,999 (EUR 48,305)	XOF 35,983,042 (EUR 54,856)
	Cinkassé	XOF 104,534,021 (EUR 159,361)	XOF 114,484,560 (EUR 174,531)	XOF 219,018,581 (EUR 333,892)
	Kpendjal	XOF 81,466,246 (EUR 124,194)	XOF 102,077,078 (EUR 155,616)	XOF 183,543,324 (EUR 279,810)
	Kpendjal Ouest	XOF 107,380,567 (EUR 163,701)	XOF 114,875,849 (EUR 175,127)	XOF 222,256,416 (EUR 338,828)
	Oti Nord	XOF 99,355,017 (EUR 151,466)	XOF 114,168,341 (EUR 174,049)	XOF 213,523,358 (EUR 325,514)
	Oti Sud	XOF 125,809,266 (EUR 191,795)	XOF 128,720,918 (EUR 196,234)	XOF 254,530,184 (EUR 388,029)
	Tandjouaré	XOF 107,380,567 (EUR 163,701)	XOF 114,754,205 (EUR 174,942)	XOF 222,134,771 (EUR 338,642)
	Tône Est	XOF 58,511,935 (EUR 89,201)	XOF 78,429,118 (EUR 119,564)	XOF 136,941,053 (EUR 208,765)
	Tône Ouest	XOF 197,548,326 (EUR 301,160)	XOF 200,750,294 (EUR 306,042)	XOF 398,298,620 (EUR 607,202)
	Subtotal	XOF 886,282,987 (EUR 1,351,130)	XOF 999,946,363 (EUR 1,524,408)	XOF 1,886,229,350 (EUR 2,875,538)

Total		XOF 5,570,448,481 (EUR 8,492,094)	XOF 7,190,506,278 (EUR 10,961,956)	XOF 12,760,954,759 (EUR 19,453,950)
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3. Detailed Breakdown of Expected Results by Administrative District, 2025–2030

Regions	DREs / IEPPs	# inclusive preschools and primary schools	# itinerant teachers	# children with disabilities supported
Grand Lomé	Lomé Agoè-Nyivé Est	19	19	432
	Lomé Agoè-Nyivé Ouest	11	11	238
	Lomé Airport	7	6	127
	Lomé Centre	11	11	247
	Lomé Est	7	7	135
	Lomé Ouest	9	8	192
	Lomé Sud	9	8	194
	Subtotal	73	70	1,565
Maritime	Avé	4	4	92
	Bas-Mono	4	4	85
	Lacs Est	4	4	74
	Lacs Ouest	7	6	129
	Vo Nord	3	3	57
	Vo Sud	7	7	134
	Yoto Est	5	5	102
	Yoto Ouest	3	3	56
	Zio Centre	9	8	193
	Zio Nord	4	4	91
	Zio Sud	8	8	165
	Subtotal	58	56	1,178
Plateaux Est	Amou Nord	3	3	52
	Amou Sud	3	3	55
	Anié	8	8	183
	Est-Mono	8	8	171
	Haho Est	4	4	92
	Haho Nord	3	3	44
	Haho Sud	8	8	169

	Moyen-Mono	4	4	93
	Ogou Nord	5	5	99
	Ogou Sud	7	7	139
	Subtotal	53	53	1097
Plateaux Ouest	Agou	4	4	76
	Akébou	4	4	78
	Danyi	3	3	36
	Kloto Nord	2	2	27
	Kloto Ouest	5	4	94
	Kpélé	4	4	76
	Wawa Est	3	3	49
	Wawa Ouest	3	3	48
	Subtotal	28	27	484
Centrale	Blitta Est	6	6	113
	Blitta Ouest	3	3	46
	Mô	4	3	63
	Sotouboua Nord	4	3	63
	Sotouboua Sud	4	3	65
	Tchamba Est	7	6	128
	Tchamba Ouest	4	4	90
	Tchaoudjo Nord	3	3	45
	Tchaoudjo Sud	8	8	180
	Subtotal	43	39	794
Kara	Assoli	4	4	66
	Bassar Nord	3	3	56
	Bassar Sud	6	5	104
	Binah	4	4	85
	Dankpen	11	11	235
	Doufelgou	4	4	84
	Kéran	7	7	156
	Kozah Centre	7	7	140
	Kozah Nord	3	3	36

	Kozah Sud	3	3	45
	Subtotal	52	51	1,007
Cinkassé	Cinkassé	7	7	134
	Kpendjal	6	6	109
	Kpendjal Ouest	7	7	137
	Oti Nord	7	6	130
	Oti Sud	8	8	185
	Tandjouaré	7	7	137
	Tône Est	4	4	69
	Tône Ouest	14	13	311
	Subtotal	60	58	1,212
Total		367	354	7,337



Cost Analysis of Inclusive Education Support Mechanisms for Children with Disabilities in Mainstream Schools: Itinerant Teachers in Togo

This document presents the results of a study aimed at generating budget data to guide public decision-making on the scaling up of the support mechanism—more specifically, to document the costs of implementing the itinerant teacher support mechanism in the Kara and Savannah Regions on the one hand, and to evaluate in a forward-looking manner the budget impact of scaling it up nationwide on the other hand. These objectives aim to provide educational authorities and their partners with concrete information to plan, budget, and sustainably support inclusive education in Togo.

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