Community dynamics improve the quality of education in Togo

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Promoting child rights
to end child poverty

Context and educational issues

❑ Togo is a country in West-Africa, bordering on Burkina Faso (North) Benin (East), Ghana (West)) and the Gulf of Guinea (South),

❑ Surface = 56 000 Km²

❑ Population = 6,6 million inhabitants of which almost 50% children

❑ The National education policy promotes qualtiy education for all, equal opportunities and reductng inequalities in school

❑ However, indicators of internal efficiency and quality of learning in primary education are decreasing

Context and educational issues

❑ 75.7% completion rate: 69.7% for girls and 81.2% for boys

❑ Repetition rate of 21%: 21.2% for girls and 20.8% for boys

❑ Very low learning results in the 5th grade with scores of 30.6/100 in French and 36.4/100 in mathematics standardized performance tests

❑ Because schools, parents and communities invest little in the quality of education a large number of children repeat/fail several times and eventually leave school before the age of 15.

Strengthening the community dynamics: a solution for the low quality of education in Togo?

❑ **General hypothesis of the programme**

Mobilisation of parents and community helps to improve children's learning

❑ **Secundary hypotheses of the programme**

✓ Community dynamics play an important role in reducing gender inequalities in academic achievement and in improving student performance

✓ Community preschools (not officially recognised) initiated by parents free girls and improve learning in school

Strengthening the community dynamics: a solution for the quality of education in Togo?

Hypotheses

- ✓ Supporting remedial teaching initiatives by the parents improves school performance of students
- ✓ Monitoring and analysis of school results by parents helps them to get involved in improving the school performance of students
- ✓ Active participation of parents in the creation of school projects alongside teachers and students allows them to make a diagnosis on education and make proposals for improvement

Strategies used

❑ Strenghtening capacities of and making community actors more aware of and accountable to the right of children to quality education

❑ Implementation of participatory community diagnosis to identify the causes of inequality in achievement and to propose solutions

❑ Promotion of child protection practice and policy amongst parents and teachers

❑ Active learning methods

❑ Participation of students and parents in school managment

Results after 3 years?

❑ *Community actors (parents, community leaders, children) have been strenghtend and mobilised in favor of quality education*

The Parent associations:

✓ are trained in school governance (participation in the management of educational resources, decision making, formulating proposals for better school management)

✓ Are aware of the importance of monitoring the learning outcomes of the children

✓ monitor absence of students and teachers, help solve conflicts between students and teachers and teachers and parents

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Results after 3 years?
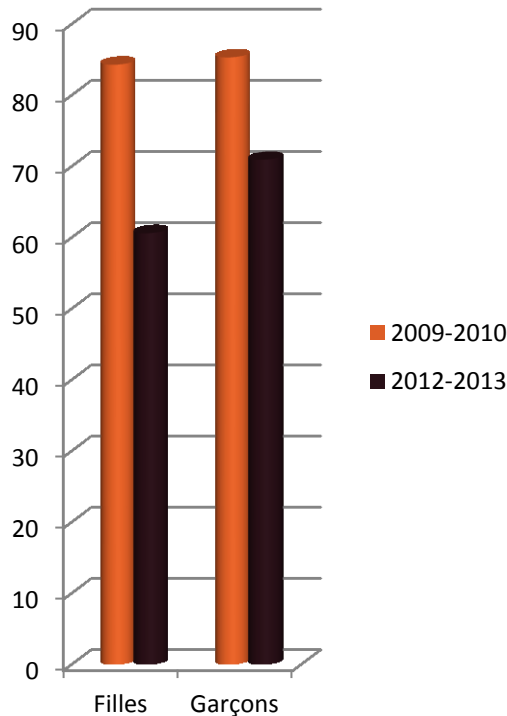
☐ ***The role of community preschools***

- ✓ The community preschools are initiated and managed by the community
- ✓ The animators of the preschool centres are trained with support of Plan but are paid by the communities
- ✓ The preschools enabled girls of school age to go to school and helped the youngest ones to prepare for primary school
- ✓ The centers fostered the holistic development of children particularly in terms of physical well-being, cognitive skills, language skills, social skills (interactions with peers), emotional skills and life skills
- ✓ Children who went to the preschools have better performance in core subjects such as literacy, numeracy and language when they reach the first grade
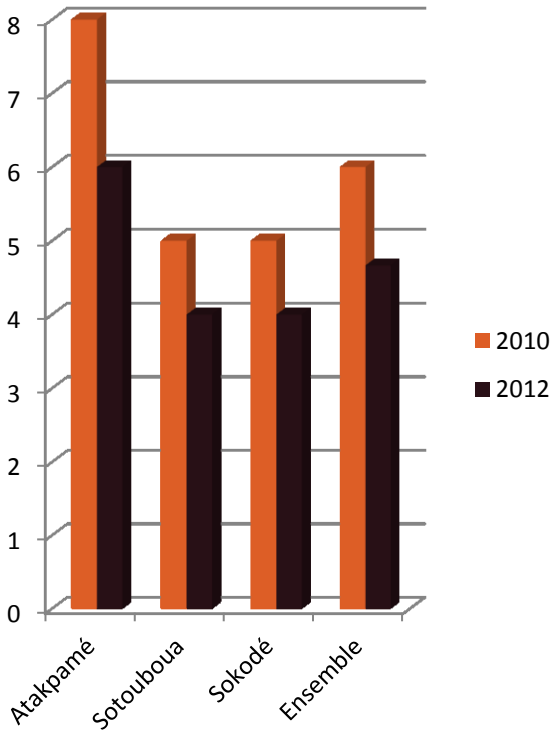
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Results after 3 years?

❑ *Parents support remedial teaching initiatives*

✓ Students, parents and teachers jointly fixed days and times for remedial teaching that fit with local customs (incl. household work)

✓ 3rd to 6th grade students with learning difficulties improved their performance as a result of extra lessons in math, grammar, spelling and reading.

✓ Succes rates on primary school final exams increased from 70,95% (boys) and 60,62% (girls) to 85,33% and 84,30%

✓ 60% of schools involved in the programme improved their end-of-cycle results, opposed to 16% of other schools.

Chart legend:
- 2009-2010
- 2012-2013

X-axis: Filles, Garçons
Y-axis: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90

Results after 3 years?

❑ *High drop out rates, especially for girls persist*

✓ Drop out rates decreased from 6% to 5% between 2010 en 2013
✓ However, drop out rates remain higher for girls (6,2%)

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Results after 3 years?

❑ *Monitoring and analysis of school results by the community*

✓ Parents are aware of the importance of following up students performance through interactions with teachers

✓ Learners and teachers are stimulated by parents to engage in schoolwork through school visits and joint meetings

✓ Parents and savings and loan group members are aware of their roles and responabilities in supporting the improvement of students performance.

✓ Parents are more positive towards letting their children take part in remedial teaching and group work

Results after 3 years?

❑ ***Initiating school projects***

✓ Community actors (students, parents and teachers) take part in diagnosis and planning of school projects to improve acces and quality of education

✓ They approach education authorities and NGO's to support these actions

✓ School projects take into account inequality in learning results (better division of domestic work between girls and boys, violence free schools and homes)

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Challenges and future perspectives

- Ensure sustainability of actions to improve the quality of learning through innovations like 'tutoring'
- Unite actors to advocate the state to institutionalise and promote community preschools
- Scaling up the 'school projects' initiative to the national level as a participative community based analysis and planning method to increase education quality
- Take initiatives on political and community levels to increase girls school rétention
- Learning without fear focus
- Ensure post project monitoring and measuring impact

Merci à vous
Thank you