Rationale of the strategy
This strategy and sectorial plan for education from the government of Togo follows the previous National Plan for Education for All (l’Education Pour Tous, EPT) elaborated and adopted by the government after the realization of different works in order to analyse the national educational system. Nevertheless, it was considered that this EPT was not complete and adequate enough. Thus, it had been necessary to maximize the contribution of education to economic and social development in Togo through this sectorial plan which is in the perspective of an implementation of relevant dispositions of the constitution, orientation laws of education, orientations of the Poverty Reduction Strategy Papers (Documents de stratégie pour la réduction de la pauvreté, DSRP), as well as the commitments of Togo for Education for All. This strategy also aims to create a united and coherent vision of education in Togo, especially in the current national context with a morose economy and a demographic growth with deep mutations in the technological, economical and scientific fields which create a need of modernization of education.

Concept of lifelong learning
This strategy for education in Togo does not mention the term lifelong learning. Nevertheless, this policy concerns everyone, with clear reference to early childhood, primary education, secondary education, higher education, vocational and technique education, and adult education. Moreover, there are also clear references to non-formal and formal education as an integral part of lifelong learning.

Main challenges
- Togo is far from achieving universal primary education
- Strong social disparities between academic programmes, at the expense of girls and the poor, and strong regional disparities in term of schooling opportunities
- Repetition rates are strong in primary school, and in secondary education whereas efficiency stays weak
- Inadequacy quantitative and qualitative research between education and employment
- Poor learning and working conditions: weak expenses for purchasing equipment
- Lack of ways to access different levels and types of learning
- Poor distribution of teachers who are exploited and under qualified
- Lack of books and didactic equipment for teachers and students
- Little use of information statistic systems
- Poor administrative management
- Poor control of socio-professional circles demand

Main targets and measures
The strategy defines guiding principles and priorities axes for education. It distinguishes
  - Options:
    - Achieve universal primary education by 2020 and improve quality of educational services through the transformation of initiative local schools on public school and thus, establish free access for
students, purchase school books and ask the State to pay teachers, as well as decrease rates of repeat
- Develop community experience for rural populations, especially among disadvantaged groups
- Increase the achievement of the first secondary cycle, particularly in rural areas, by controlling the costs by a revision of programs and the establishment of polyvalence within the recruitment of teachers at this teaching level
- Assure in higher education, second cycle of secondary education and technical and vocational education, trainings adapted to the demands of the Togolese economy
  - Guiding principles:
  - Equity: affirmative action in the resources allocation
  - Liberalization of educational opportunities
  - Management of transparency and effectiveness
  - Promote effective schools that bring success to all the learners and maximize learning
  - Effective and well-coordinated partnerships
  - Major priorities of sectorial policy
  - Universalization of primary school
  - Improvement of access and equity in each level of teaching
  - Improvement of management and governance

The policy targets all ages for learning and includes non-formal and formal learning. This strategy enounces precisely and in a very organized way, all the measures to be adopted.

**Particular feature of the strategy**
This strategy includes a chapter about financing and a glossary. It also makes clear references to non-formal education. The strategy is very complete and detailed, distinguishing options, guiding principles and major priorities in reforming the educational system in Togo.

**References to other relevant documents:**

**Stakeholders involved in the development of the strategy:**
- Ministries in the field of Education with the support of representatives of the Ministry of Economy and Finance, the Ministry of Cooperation and Planning, of Development
- French cooperation
- World Bank
- International Help and Actions
- Consultants financed by French cooperation, World Bank and UNICEF

**Stakeholders responsible for implementation of the strategy:**
- Government