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Transforming Education Outcomes in Africa Learning from Togo

Edited by
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FOREWORD

Every girl and every boy should have the right to a quality education so that they can have more chances in life, including employment opportunities, better health and also to participate in the political process. But education is not only a human right. Education reduces poverty, boosts economic growth, and increases income. It increases a person's chances of having a healthy life, reduces maternal deaths, and combats diseases such as HIV and AIDS. Education can promote gender equality, reduce child marriage, and promote peace. It is for this reason that education figures prominently in the Human Capital Project launched by the World Bank in 2018.

Great progress has been achieved in enrolling children in school around the world, and in Togo. The progress made is encouraging as many disparities between poor and rich, urban and rural areas and girls and boys have disappeared following the abolishment of school fees.

As this book demonstrates using a wealth of empirical data, it's not enough to get children in school. We also need to ensure that they learn to read, count, and acquire the necessary life skills. Too often this is not the case. Good teachers are essential to solving the learning crisis and closing the gap between poor and good quality education. Therefore, it is vital that all children have teachers that are well-trained, motivated, are able to identify weak learners, and are supported by well-managed education systems.

The benefits of a good education are transmitted from generation to generation and across communities at large, making investments in quality education, one of the best investments a country can make.

Identifying how to improve learning is an involved process, which needs to bring together all stakeholders. Parents, national officials, and development partners need to work closely together.

Addressing the learning crisis Togo experiences, is challenging as there are no magic bullets. Fixing education systems requires more than handing out textbooks and building schools. It requires systems to change. Good analytics as presented in this book, are a first step towards a solution. Then will follow the much more challenging step of, as the last chapter puts it, *uncovering what works trying different approaches and scaling up what works best*. Or, to put it differently: to learn how to improve learning. The journey has just begun. The World Bank is ready to play its part.

Lomé, Togo

Hawa Wague
Resident Representative for
the World Bank in Togo

The original version of the book was revised: Non-open access book has been changed to open access. The correction to the book is available at https://doi.org/10.1007/978-3-030-12708-4_6

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