

**Tunisian Education Coalition
for the Right to Education for All**



**The Revealed Report on
Education in Tunisia 2019**

Tunisia, June 2019

I - Introduction

Education has always been an important issue whether in developing or developed countries. Dealing with this concern is determined by the willingness of a government to find the appropriate realizable solutions.

This report reviews the most important steps taken in Tunisia to solve the dilemmas in line with the fourth article's objective of the "Sustainable Development Program" on "Ensuring quality and universal education for all and enhancing lifelong learning opportunities".

To what extent did the Tunisian experience succeed in devoting the appropriate educational legislation to the educational reality?

What are the obstacles that prevented the state from ensuring the right of all citizens to receive a uniform, good, free and equitable compulsory education founded on the fulfillment of the universal human rights 'principles?

In fact, the Tunisian educational system has known many reforms in different historical periods (1958 - 1991 - 2002) but then again the revolution of December 17th /January 14th 2011 provided a suitable platform to demand the need to reform the miserable status of the Tunisian school.

In 2015, this social pressure pushed the Government to undertake a profound reform process along with the Ministry of Education, the Tunisian General Union for Labor and the Arab Institute for Human Rights aiming to overcome the deteriorated situation of the public educational system whether related to the reduction of budgets allocated to them, the eminence of its content, its outputs and the infrastructure deterioration that led to the creation of multiple forms of education, unequal opportunities causing the emergence of several phenomena such as the increasing dropout and illiteracy rates. This experiment stopped for several considerations without achieving any of the goals and expectations entrusted to it.

In this context, the Tunisian Alliance for the Right to Education for All, has been strongly engaged in improving the condition of the public Tunisian educational system working according to the steps of the Arab and the World Campaigns for the Right to Education for All aiming to achieve the "Comprehensive Development ProgramSDGs "in a specific relationship to the fourth item.

In this context, this report will be studying the reality of education in Tunisia including the challenges and the obstacles that stand in the way of achieving the Arabic and the global educational plans goals.

This report will settle the four key issues in relation to the fourth item of the Sustainable Development Program, each of which includes two main points:

➤ Equality and non-discrimination: including:

- Disabled persons: This phenomenon will be diagnosed in the Tunisian educational system at the conceptual and legislative levels in terms of their ability to adapt them to the educational and pedagogical level providing them with the right of educational and cognitive attainment.

- Regional and local disparities: We'll be studying the phenomenon of school failure in the first stage of basic education (Urban / rural) and in secondary education through the results of the baccalaureate exam (regional: coastal areas / internal areas). We'll be also exposing the issue of spreading preparatory sections (pre-school). As well as the dilemma of framework teaching, the lack of facilities, infrastructure and teaching aids.

➤ Transformative education: Including:

- Education as a social elevator: This point will examine the economic and social roles of education in creating the frames and actors that will achieve comprehensive development and improve individuals' material living conditions.

We'll be also exposing the role of education in changing collective intellectual and cultural structures and in developing citizens 'awareness of universal Human values.

-Illiteracy phenomenon: We'll be reviewing the concept of illiteracy and the state's efforts in combating it. We'll be also focusing on its evolution regarding the economic, social and cultural variables of the Tunisian society. Besides we'll picture the State's duties towards education and its dedication to the economic and cultural rights preserved in international conventions and national laws.

➤ Education in emergency contexts: Two issues will be addressed:

- Education during and after the revolution: We'll be insisting on what the Tunisian educational institutions have witnessed during the revolution, on their management of this crisis and on the mechanisms that enabled them to carry on fulfilling their role as a public facility making the 2011 school years successful as well as the years that followed until today.

- Libyan refugees: It is a limited experience that cannot be compared to other experiences that present real problems in providing education to people with similar conditions such as (Iraq / Syria / Yemen / African countries suffering from the scourge of wars, civil wars and ethnic conflicts).

➤ Financing education: Two points will be exposed:

-The evolution of financial allocations: Since the independence, the Tunisian state has allocated funds and built various agencies to provide all the necessary resources for the dissemination of education and for combating illiteracy. Later came the period of credits shortage given the economic and social

changes and mainly because of the State's involvement in the course of the liberal economic option. This has led to a breach of the fundamental principles of the right to quality education for all.

- The growing level of privatization: We'll be focusing on the most important characteristics that have been associated with it in Tunisia, whether in relation to the legislative aspects or to the numerous privileges granted to the private sector especially at the level of the achieved results compared to the public educational institution.

*The planning of the report will include the following elements that will be dealt with in relation to the themes mentioned above:

- ✚ Literary Report: It will display the official reports, academic research and reports issued by international bodies that will be critically read highlighting the development and posing challenges and stakes.
- ✚ Analytical Report: It will deal with the various elements proposed and the extent of its response to the fourth item's requirements and to the overall development's goals according to the four dimensions of education namely availability, accessibility, acceptability, adaptability. In addition, data on different types of issues will be described, analyzed, compared and evaluated, focusing on the most important findings, with reference to some recommendations.
- ✚ Methodology: The most relevant references and sources will be enumerated and the most accurate and reliable ones will be selected. It will be relevant to the issues presented in this report. The diversity of these resources will be sought in order to enrich, clarify, describe and analyze the results of the report.
- ✚ Conclusion and recommendations: We will try in this section provide a brief summary of the most cited results (A small summary of the previous element focusing on the level of progress and the value of the achievement, ways to improve and maintain it, identifying existing deficiencies, making suggestions and recommendations to overcome them, which will be submitted to the official authorities and to the international bodies.
- ✚ List of sources and references: We'll also provide the names of the components of the coalition that contributed to the drafting of this report and those who supported it.

II- Literary Report:

The National legal references and the international and regional treaties:

1. National References:

- **The Tunisian Constitution (June 1959 / January 2014)**

The Constitution of the First Republic of Tunisia issued on June 10th 1959 stipulated that education is a fundamental human right. The republican system has a duty to guarantee it on the basis of equality between all citizens and as a practical embodiment of that, the Tunisian State has committed itself to the obligation to provide it and dedicate its freeness, generality and unity. The Constitution of the Second Republic, ratified on 27 January 2014, reaffirmed the same general principles stipulating in its 39th chapter that it is compulsory and free to the age of sixteen.

The reform of the educational system is based on a number of legal references, the first of which is the Tunisian Constitution as the main point for the various structural required reforms to establish a democratic society that will bring Tunisians freedom, dignity and the social justice for which the masses were mobilized in a great revolution to overthrow tyranny.

In addition to its recognition of the right to free public education, it also included a vision of human values which required the various structures of the State, including the Ministry of Education to be implemented it as a common space in order to sustain the requirements of sustainable human development and conditions.

Notably, chapters 39, 42, 43, 47 and 58 of the Constitution:

“Education is mandatory until the age of sixteen. The State guarantees the right to free public education in all its stages. It seeks to provide the necessary means to achieve the quality of education and training. It works to establish a foundation for its nascent Arab and Islamic identity and its national belonging; to consolidate the Arabic language, support and disseminate it ; along with the openness to foreign languages and human civilizations and the dissemination of human rights culture.” Chapter 39

“Freedom of creativity, the rights to culture are guaranteed. The State encourages cultural creativity and supports national culture. It supports national culture in its creation, diversity and renewal, with values dedicated to tolerance, non-violence, openness to different cultures and dialogue among civilizations. The State shall protect the cultural heritage and guarantee the rights of future generations” Chapter 42

“The State supports sport and seeks to provide the necessary means for sports and leisure activities” Chapter 43

“The child’s rights to his parents and to the state ensuring dignity, health care, education. The State shall provide all kinds of protection to all children without discrimination and in accordance with the best interests of the child” Chapter 47

These various chapters represent fundamental pillars of reform that are necessary to take measures to achieve the aspirations of our people in a high quality public school that is fair to all, where the

learners, in all their differences, are prepared them for life, work, cohabitation and active citizenship in which their dignity is preserved taking into account their specificities and differences developing their personality in the Arab and Islamic framework values as a valuable transom of the universal human values that have agreed upon all the peoples of the world in their struggle for the path of worthy "humanity".

Therefore, the reform of the educational system tends to promote the achievement of the contents of the most important international and regional treaties in this regard and the special mention of them:

"The State shall protect persons with disabilities from any discrimination." Every citizen with a disability shall have the right to benefit, in accordance with the nature of his disability, all measures to ensure his full integration into society and the State shall take all necessary measures to do so."

Chapter 58

- Universal Declaration of Human Rights, United Nations General Assembly, December 10th1948
- Declaration on the Rights of the Child, United Nations General Assembly, November 20th 1959
- Convention against Discrimination in Education, UNESCO, December 14th 1960
- United Nations Declaration on the Elimination of All Forms of Racial Discrimination, United Nations General Assembly, September 20th 1963
- International Covenant on Civil and Political Rights, United Nations General Assembly, December 16th 1966
- International Covenant on Economic, Social and Cultural Rights, United Nations General Assembly, December 16th 1966
- Declaration on Social Progress and Development, United Nations General Assembly, December 12th 1969
- Declaration on the Rights of Persons with Disabilities, United Nations General Assembly, December 9th 1975
- African Charter on Human and Peoples Rights, the Council of Presidents (Nairobi), 1981
- Journal of Child Protection Tunisia, Ministry of Justice and Human Rights, November 9th 1995
- Declaration of Principles on Tolerance, UNESCO, November 16th, 1995
- The Rio Declaration on Environment and Development, the Council Social Alaguetsadio, April 25th 1997
- Arab Charter on Human Rights, Council of the League of Arab States, September 15th, 1997

- Rio Declaration on Environment and Development, Social Economic Council, April 25th, 1997
- The Millennium Declaration, the United Nations General Assembly, September 8th, 2000
- UNESCO Universal Declaration on Cultural Diversity, UNESCO 2001
- Convention on the Rights of Persons with Disabilities, United Nations General Assembly, December 13th, 2006
- Doha Declaration Arab Program for Improving the Quality of Education ALEXO, 2010
- Incheon Declaration "entitled Education by 2030", May 2015

One of the requirements of this commitment is that educational reform is would put into practice developing policies that would secure an educational environment setting promoting respect for human rights and fundamental freedoms, ensuring the full development of the human personality and sense of dignity. In this environment, the learner would practise human rights and citizenship, a citizen that would actively participate in a free society, provided that this is done within the framework of a national strategic approach that is based on human rights. United Nations Decade 1995

2004, No. 4, which focused on the need to take measures such as:

- Integrating human rights education into national legislation governing education in schools.
- Revision of curricula and textbooks.
- Pre-service and in-service teacher training, including human rights training and teaching methodology.
- Organizing extra-curricular activities, including school-based activities, including outreach to the family and community.
- Development of educational materials

- Experimental analysis:

1. Equality and non-discrimination:

The chasm between the legal acts and the educational and social purposes is huge. Although the quantitative indicators which is considered one of the acquisitions of the educational system, the qualitative indicators still prove the difficulties of the Tunisian schools in the guaranteeing of fairness and equal opportunities for all, in multiple fields and levels.

➤ **People with disabilities:**

The number of pupils with disabilities for the year 20017 / 20018

Type of disability	Mental impairment	Physical disability	Hearing disability	Visual disability	Multiple disabilities	Total
Number of pupils	1207	791	448	362	257	3065

Although the efforts that the ministry of education has been making in the field of integrating pupils with disabilities and disorders of learning, the feasibility of these efforts may still seem not enough despite its significant number in relation with numerous level:

a. Conceptual level:

The ministry's attention was limited only to those with disabilities. Thus it has never taken the responsibility to guarantee the rights for other categories in education such as those with learning disorders and those who have learning difficulties.

b. Regulatory and legislative level:

- Absence of an effective right-approach that includes legislative and strict binding rules.
- Absence of cooperation mechanisms that coordinates between concerned frameworks for intervention.
- Absence of a database and thus, lack of credibility of quantitative and qualitative data which guarantees the accuracy of diagnostics and the efficiency of intervention.
- Absence of intervention during early learningstage.
- Limited intervention of relevant structures which is able to follow up the cases during learning stages; primary, preparatory and secondary.

c. Institutional level:

-Unreadiness of the educational space especially in kindergartens and private schools. (architecture and infrastructure)

- Lack of equipments and absence of modes, resources and suitable means most of the time for a decent education.
- Absence of libraries and entertainment and educating space complementary to the integration process during classes.
- Breach I dealing with what leaflets and notes states about organizing consolidation sessions and remediation that ensure the implementing of pedagogic follow up for these schools.

d. Educational disciplinary and pedagogical level:

- Scarcity of pedagogical training which is almost absent for the staff concerned.
- Lack of essential ongoing training programs for integrative education and learning.
 - Absence of an appropriate structure to the follow up and assessment of pupils' privacy.
 - Lack of adapting of the curricula to take into account the difference between learners.

➤ **Regional differences:**

- ✓ School education failure phenomenon in the Tunisian school system.
- The phenomenon differences according to municipal and non-municipal areas for the first stage of basic education:

Percentage rates for pupils in some states for the first stage of basic education according to municipal / non-municipal areas.

State	Total		Municipal		Non-municipal	
	Number	Percentage	Number	Percentage	Number	Percentage
Ariana	1586	4	1335	3.6	180	7
Sousse	3204	5.3	2309	4.8	802	6.5
Monastir	3265	6	3265	6	-	-
Bizerte	2449	4.7	1206	3.7	1190	6.1
Nabeul	3145	4.5	1980	4	1162	5.7
Siliana	1420	6.3	425	4.3	987	7.8
SidiBouزيد	2815	6.5	625	4.7	2279	7.6
Gasrine	2867	5.7	899	4.3	2085	7.1
Sfax	5557	6.3	2671	4.7	2667	8.5
Gabes	2078	6	1396	5.5	675	7.3
Mednine	3966	8.5	2447	7.7	1533	10.3
Jendouba	2023	5.3	415	3.2	1588	6.3

-The percentage of failure in the first stage of the basic education in municipal areas is lower than the general percentage of all states. Whereas, failure in non-municipal areas is higher than the general percentage.

-What has been noticed from the samples studied applies to all Tunisian states.

- Difference in the educational failure phenomena according to areas for the secondary education stage.

Baccalaureate results for 2018 will be taken into consideration to get closer and deeper in the topic and dealing with the same states studied when dealing with the first stage of basic education and that's basically to compare it with what we've already noticed.

Table of differences between regions: percentages of success in baccalaureate exam.

State	Public education %
Ariana	72.9
Sousse	77.7
Monastir	78.2
Bizerte	67.9
Nabeul	75.6
Siliana	86.9
SidiBouazid	61.9
Gasrine	61.2
Sfax	77.4
Gabes	68.5
Mednine	74.5
jendouba	66.8

What we can most importantly notice in comparison with what we noticed concerning first stage of basic education is that the further we go in the educational level, data changes concerning success as we notice that some states such as Sfax and Monastir who had the highest failure percentages in the first stages of basic education, now has the highest success percentages in the Baccalaureate Exam. As opposed to that, other states like Jendouba and Siliana had low failure percentages in the first stage of basic education, but now has the lowest success percentages in the Bacalaureate Exam.

The remark that we can state here is that the lower is the level, the smaller is the difference between regions at the grading level of pupils. And, as the education level goes higher, differences appears clearly and obviously. This is due to one major reason, which is the high cost of education fees that gets more and more costly as we go higher in the educational level.

2 - Pre-school classes:

Pre – school classes cover only 45 % of the total of primary schools. And this in itself reflects a big and clear inequality between regions in covering many schools with pre-school classes.

Concerning pupils who had the opportunity for a pre-school class, whether private or public, the lowest percentages were registered in rural regions, much lower than the national average as opposed to coastal states and the Tunis area.

The percentage of pupils newly enrolled for the first year of primary schools and who had pre-school classes ranges between 44.2 % IN Gasrine and 96.8 in Tunis 2 area.

Seeing what has been proved by national and international studies on the direct impact of pre-school classes on the chances of learning and to continue studies successfully that can reach 30 %. This makes the educational system unfair since it enrolls pupils with unequal preparations and their initial potential, and put them altogether to face the same curricula regardless of the time every type of these learners needs to acquire the program. Then, they are put to undergo the same evaluation and are organized as if they have started from the same level. They may never have equal opportunities. On the contrary, those who are enrolled directly without going through pre-primary school classes will be more vulnerable to drop out of school earlier than expected. Even their hopes of success get lower as they go higher in the educational level.

3- Equipment, infrastructure and teaching aids:

Work hardships in most schools are due to the weak infrastructure and the worn out equipments. Added to that, the absence of necessary teaching aids. This gets worse in remote rural regions in which disruptive phenomena to educational requirements hugely exacerbates, such as:

- The dispersion of the school map and the random distribution of elementary schools made more than fifty schools, each of which not having more than ten students and may not exceed the number of two students in some others
- A huge number of students go to their schools in very difficult conditions, and some of them travel many kilometers back and forth, making it difficult for them to learn.
- The exacerbation of the phenomenon of different level classes resulting in an inevitable confusion in the pedagogical performance.
- A significant number of school days were lost as a result of the of learners and teachers' absence due to severe climatic factors and mobility difficulties.
- Over relying on inexperienced teachers in these areas.
- Lack of educational incubator around the school.

- Not covering schools by the Internet prevents learners from adopting information and communication technologies in their learning

2. Transformational education:

- **Education as a social elevator:**

- Across the ages, schools have always represented an opportunity for economic and social upgrading, with learning potential, rehabilitation, development capacity and the acquisition of a range of skills that enable the learner access the labor market and improve its economic and social reality
- Since the end of the fifties, the Tunisian school has contributed to the creation of the most important state's cadres and its administrative and economic faculties through its ability to absorb increasing numbers of learners, thus raising their livingstandard and social status.
- The Tunisian school turned to an external radiation point through its ability to graduate groups of competencies that have contributed to the renaissance of other countries, whether in Africa or Asia (engineers / doctors / teachers / health agents ...)
- The current public school crisis, due to the adopted policies, made it lose its attractiveness as it has become a tool to reproduce and perpetuate the social existing differences.
- The school is no longer able to achieve learners' aspiration to improve their economic conditions and raise their social status due to the inability of the development process based on the absorption of graduates and the inflated unemployment rates as well as t the system's inability to improve its output in line with the labor market requirements and the economic rapid transformation.
- The school has become a tool for the production of new models of the large number of dropouts, those who are not continuing their studies or who are unemployed, despite being qualified. One of the most important of these phenomena is that Tunisia has become a base for unregulated migration, and that those who have dropped out of school have become active contributors to the dynamics of parallel economy and organized crime.

- **Education as a tool for changing collective intellectual and cultural structures:**

- The dissemination of education enabled rising learners' awareness and openness to all human cultures and their saturation of universal values.
- The emergence of a distinguished elite has influenced the national reality on several levels whether political or intellectual that turned into a model of success.

- The crisis of the Tunisian school, which began in the early 80s, was accompanied by remarkable intellectual and social transformations, especially with programs and educational contents that were subject to successive changes with no comprehensive vision or program responding to the world's development. This led to the emergence of a counter-movement that did not satisfy the principles of human rights, citizenship, respect for the other, acceptance of difference, and even the belief in the values of the republic and the state.

- **Illiteracy:**

- The concept of illiteracy: An illiterate is ten years old person that stated he cannot read, write and calculate during the general census of the population.

- Illiteracy categories:

*An alphabet associated with the inability to read and write and account

* Functional illiteracy, which adds lack of functional skill to enable integration in the labor market and development.

* Cultural illiteracy; it includes all matters related to citizenship and its values such as knowledge of legislation, traffic laws, taxes, elections, etc.

-the evolution of the phenomenon of illiteracy in Tunisia:

Year	Illiteracy rate
1956	84.7
1989	37.9
1992	27
2004	23.3
2014	18.4
2018	19.1

- Since 1956, the adopted policies to combat illiteracy have led to a continuous decline in the illiteracy rate, such as the establishment of the National Bureau for the Education of the Elderly and the launching of campaigns to eradicate illiteracy in all parts of the country and the establishment of the Decree No. 1380 of 1961 which defines the foundations of the literacy policy in Tunisia. In addition to the preparation and implementation of the National Literacy Plan since 1992 and the creation of the Adult Education national program.

-We note the return of the illiteracy index to the rise between 2014 and 2018, indicating the decline of government interest in the implementation of policies adopted in the fight against illiteracy and in

connection with the increasing annual increase in the number of dropouts and dropouts of the educational system.

- **Distribution of illiteracy (10 years and above)**

- ✓ **By geographical regions and center:**

The region	The percentage
Region of Tunis	11.4
Ben Arous	10
North and midwest	31
Kairouan	32.9
Urban center	12.5
Rural Center	32.2

- ✓ **By age group:**

Age group	The percentage
Between 10 and 59 years	12
60 years old and above	60

- ✓ **By gender :**

The gender	The percentage
Females	25
Males	12.4

- **Obstacles:**

- The fluctuation of the political will

- Legislation (The last legislation of 1992)

- Finance (2010, 14 billion per year versus only 3 billion in 2012)

- Thematic aspect: The emphasis on alphabet has not evolved. They kept the by traditional means.

- Communicative side: Some flashes did not develop at the start of the school year.

- Organizational and structural fields: absence of central and subsidiary institutions and offices.

- The outputs of science are not evaluated: there are no records that facilitate the launching of projects.

- Human Resources: Teachers and inspectors are a small group compared to 2 million illiterates.

-Partnership: weak

-Demand: Weak because of the very weak content

- Evaluation mechanisms

3/Education in the state of emergency:

➤ -Education during and after the revolution:

-The course of the study faltered with the beginning of the social movements, by the second half of December 2010, without forgetting that the protest movements within the educational institutions preceded this date, most notably the strike of secondary school teachers and teachers on October 27th2010.

-Educational institutions have been subjected to systematic incineration and sabotage by outside parties, leading to the closure of a large number of them.

-The decision of the Ministry of Education to suspend the courses in educational institutions for two weeks from January 7th 2011.

- The trade union organizations asked teachers to form committees for the protection of educational institutions, including students 'parents and groups of citizens.

-Teachers decided to make the academic year a success. The trade union structures transformed the slogan of the sectorial strike scheduled for January 27th 2011 to the slogan "the success of the academic year and national exams".

-Protection committees of educational institutions coordinate with the national army to prevent attacks to protect schools and institutes.

-Forming a joint committee between the Secondary Education Syndicate and the Ministry of Education to develop a strategic plan that will enable the success of national examinations.

-The spread of the phenomenon of religious tents used by some Salafist currents for the polarization and practice of violence against their opponents and to confront the various educational interventionists of this phenomenon.

✓ Libyan refugees:

-This experience was preceded by the one of receiving Algerian students and their families in the 1990s, especially in the Tunisian northwestern regions.

-Coupling the influx of Libyan families to Tunisia with the outbreak of the revolution in both countries, which made the issue of dealing with this phenomenon relatively difficult at the beginning,

which is especially evident in the inability even to determine the number of students concerned by the Ministry of Education.

-The Libyan students were not admitted to refugee camps 'schools but were absorbed into Tunisian educational institutions because of the quick integration of the Libyan citizens into the Tunisian society (receiving them by Tunisian families or renters for those who could afford them).

- Due to the different educational programs and curricula between the two countries, especially concerning the teaching of languages and some other subjects, it is beneficial for some Libyan citizens to enroll their children in private schools which are suitable for the Libyan educational system.

- The Tunisian Ministry of Education granted exceptional licenses to found private schools by Libyan investors to encourage investment on the one hand and to attract the Libyan students, on the other hand. which are 5 licenses, of which only two were completed in Tunis and Sfax.

- Most of these students returned to Libya when the relative stability of the country was ensured, with some groups still continuing to study in Tunisian schools.

4. Financing Education:

Financial Appropriations:

The Constitution of the First Republic of Tunisia, issued on 1 June 1959, states that education is a fundamental human right. The republican system is the duty of guaranteeing it on the basis of equality of all citizens and as a practical embodiment of the Tunisian State's commitment to the duty to provide it and to enshrine its universality. The second constitution ratified on January 27, 2014, affirms the same general principles and stipulates in its chapter 39 its obligation and freeness up to the age of sixteen.

The budget of the Ministry of Education: size and percentage

% Rate	Year Budget size	Year
17	2833.844	2010
13.2	4861.959	2017
13.0	4925.533	2018
12.7	5549.744	2019

- The Ministry of Education's budget from the total state budget dropped steadily from about 33 percent in 1958 to 12.7 percent, which is almost 4.91 percent of GDP.

- More than 95% of these budgets are allocated to the expenditure on disposal at the expense of development expenditures
- This reduction is reflected in the level of care of equipment, infrastructure, assignments and provision of labor requirements, especially if we associate this with inflation rates and the continuous reduction in the value of the Tunisian dinar.

Which will directly contribute to:

- Low quality of education at the level of the conditions of schooling and the outputs of the educational institution, contrary to the objectives of the fourth item of the comprehensive and sustainable development plan.

- Gradual abandonment of relative freeness in the education sector with its various types:

- Discharge in nurseries, kindergartens and various pre-school institutions for private investment.
- Abandonment of social benefits, whether by blocking the basic education system or by reducing the combative of the subsistence and accommodation systems for secondary and secondary education, as well as for almost universal suspension of school subsidy and grants to needy or low-income families
- Increase in the cost of school registration as well as the registration in the national exams (revenues greater than 4 million dinars per year) and the same as the various school services, including the use of the libraries available on the small contents, but it is to convert the announcement of the results of different exams and debates National to investment area (short text missions, which rose from 0.600 dinars in 2018 to 0.960 dinars in 2019
- Gradual support for various school materials (books / pamphlets / school tools ...) will be increased so as to increase the cost of the school and its coverage. - The reduction of the budget in the budgets of educational institutions, which reached more than 50 percent of their original budgets, which made 3350 educational institutions out of a total of 6,200 institutions in a deplorable condition, while the rest is difficult, according to the Minister of Education itself.
- The intensive recourse to the fragile and temporary forms of work (April 2008 law / January 2009 law on the attribution of circumstantial cases in basic, preparatory and secondary education, in particular the law No. 1640 of 19 December 2018, on the contractual system for the payment of vacancies in educational institutions, To basic education and about 2,700 centers for secondary and preparatory education).

Weak budgets allocated to the process of framing and continuous training of pedagogical frames, which contributed to the low cost of return and the decrease in its return and the reflection on

the level of cognitive and scientific achievement of pupils and graduates of educational institutions in general. In spite of this actual reduction, we can not overlook the real waste of these budgets, which is reflected in the misappropriation of public funds, especially the spread of corruption related to public transactions, as well as the disposal of financial and human resources provided by the regional representatives of education (see General Report No. 31). / 2019 of the Court of Accountability of the Regional Representatives of Education in Jendouba and Sousse).

➤ **Education Privatization:**

Development of the number of pupils in private schools primary / secondary (school statistics / Ministry of Education)

Number of pupils	Number of classes	Number of institutions	Academic school year
14983	1153	107	1985/1984
77794	3657	394	2010/2009
138005	7138	775	2017/2016

- Gradual growth of the private education sector in Tunisia beginning in the nineties of the last century in connection with the deterioration of the status of public education on the one hand and the state's reliance on privatization policy of the General Facility (frequent legislative and financial incentives and tax exemptions granted to private investors). - Private education has begun to attract attention through the suffering of the public school. In the past decade, our country has experienced at least an unprecedented spread of private education institutions. - The limited presence of private enterprises in its beginning in the coastal areas and neighborhoods in particular. - Expanding the spread of private education institutions in different parts of the country, albeit at different rates.

Number of primary and secondary pupils.	Number of primary pupils	Academic school year
71018	8915	1995/1994
68325	69680	2017/2016

- The pattern of development in primary education is higher than that in secondary and secondary education. This is mainly due to the fact that enrollment in special secondary and secondary education is the second chance for those who are cut off from public school, unlike private primary education. Despite all media attention and government attention to private education, the percentage of students in the private sector has declined annually (7.7% to 4.5%), which explains the phenomenon of counter-resort, especially after it shows its inability to compete with public education. (The proportion of successful baccalaureate in 2017 represents only 6 percent of the number of private-sector enrollments compared to 51 percent of those enrolled in public education).

IV. Methodology

The issue of education is a central issue in the lives of peoples and nations throughout its history as a mechanism that enables the refinement of the talents of its members, the development of its capabilities and its rehabilitation to carry out its various social, economic and cultural roles. That is why this issue has been constantly present in every National, regional and global forums and organizations, especially with the spectacular development of the world and the constant and rapid changes that have made the interest in and the advancement of education a new priority in interaction with the efforts of the United Nations and international structures aimed at To bridge the gap that has become ever widening between many countries and countries on the one hand, and between their citizens and their own nationals on the other, and the consequences and consequences that threaten them, in the light of the current equilibrium and with the suffering of many nations and peoples deprived of fundamental rights that have been and will always be a desirable aspiration to achieve It has the yearning of comprehensive and sustainable development.

For this reason and for other reasons, these international, regional and national authorities have been keen to develop the various legislations and laws that define these fundamental rights and to control the ways in which they are achieved and how they are exercised. It is in this report that we have made sure that this is the main point of departure. Legislation that continues to be a reference through which the extent to which the substantive reality of life responds to the controls, limitations, goals and objectives that this legislation has sought to develop and to push by all means and patterns to achieve it, what are the most important official references and sources on which this Report?

In this report we have been keen to select the most important and relevant references and sources, which are most accurate, credible and touching on the issues at stake, while ensuring that they are diverse in order to be rich and transparent, describe them, source them, analyze them, and vesicle their results to identify the stakes and challenges that we are starting to do. Basic reference is the most important legal texts and legislation through which it can be understood how much progress has been made in achieving the provisions of its terms and outlining the challenges and stakes that still remain and which should be addressed, striving to provide the full potential and sharpening the various Efforts to ensure this.

Main sources and national references:

- ✓ the Tunisian Constitution of 1 June 1959.
- ✓ The second Tunisian Constitution, ratified on 27 January 2014.
- ✓ Child Protection Magazine Tunis, Ministry of Justice and Human rights, 9-11-1995
- ✓ Law No. 118 of November 4, 1958
- ✓ Law No. 63 of 1991 dated 29 July 1991

- ✓ Law No. 80-2002 of 23 July 2002
- ✓ Draft Law on basic principles of education submitted to the House of People's deputies in December 2016.

Main international and regional sources and references:

- ✓ Universal Declaration of Human Rights, United Nations General Assembly, 10-12-1948
- ✓ Declaration on the Rights of the Child, United Nations General Assembly, 20-11-1959
- ✓ Convention against Discrimination in Education, UNESCO, 14-12-1960
- ✓ United Nations Declaration on the Elimination of All Forms of Racial Discrimination, United Nations General Assembly, 20-9-1963
- ✓ International Covenant on Civil and Political Rights, United Nations General Assembly, 16-12-1966
- ✓ International Covenant on Economic, Social and Cultural Rights, United Nations General Assembly, 16-12 – 1966
- ✓ United Nations General Assembly resolution on "Sustainable Development Goals (SDGS)", officially known as Transforming our world

(2030 Agenda for Sustainable Development), 25 September 2015.

- ✓ Declaration on Social Progress and Development, United Nations General Assembly, 11-12-1969
- ✓ Declaration on the Rights of Persons with disabilities, United Nations General Assembly, 9-12-1975
- ✓ African Charter on Human and Peoples ' Rights, Council of African Presidents (Nairobi), 1981
- ✓ Declaration of Principles on Tolerance, UNESCO, 16-11-1995
- ✓ Rio Declaration on Environment and Development, Economic and Social Council, 25-4-1997
- ✓ The Arab Charter for Human Rights, Council of the League of Arab States, 1997-1997
- ✓ Millennium Declaration, United Nations General Assembly, 8 - 9 - 2000

UNESCO Universal Declaration on Cultural Diversity, UNESCO, 2001

☒ Convention on the Rights of Persons with Disabilities, United Nations General Assembly, 13-12-2006

☒ Doha Declaration of the Arab Program, to improve the quality of education ALEXO, 2010

☒ "Inshuion Declaration" entitled "Education by 2030", May 2015

Damascus Declaration on "School of the Future in the Arab World", July 2000.

Summary and Recommendations

The above analysis and study of the issues raised in relation to the fourth item of the strategy of sustainable development leads us to a number of main conclusions that confirm that the public education system in Tunisia suffers from many imbalances and different manifestations of crisis such as :

- The wearing out of the system and its weakening in terms of curricula and contents.
- Absence of one of the most important principles of the fourth item, which is the principle of equal opportunities.
- The inability of the public educational system to take care of its public in the same degree and according to the requirements of each category, especially those with disabilities.
- The growing regional and class differences in terms of in the quality of education.

Through our analysis of the used documents, we have also noticed that there is relative success in dealing with the phenomenon of illiteracy, which has shrunk considerably due to the efforts made in the purpose, but some serious indicators suggest that the pattern may have risen again in recent years, which requires awareness of the seriousness of this phenomenon. In addition, the Tunisian school has been unable to continue its role as a social ladder/lift to achieve economic progress and stability or to ensure the needed qualification for the learner to perform his/her duties in the service of society, as well as to crystallize human values and resist all signs of attack or backlash.

As for the state's commitment to its duties to care for and finance the educational facility, there is a noticeable decline in the funding of education and the allocation of the necessary financial resources due to the economic and social orientation adopted by the Tunisian state in successive governments since the mid-eighties which meant a serious threat to Tunisian public school assets either concerning the quality of its outputs or its pioneering national role. This was the result of destroying the main principles of free and democratic education and the emergence of different other types of schools encouraged by private investments that have not been able to carry out what was desired.

This requires working on ways to avoid this:

1. Achieving the principle of equity and equal opportunities

a. Provide a comprehensive and inclusive educational system for people with disabilities

- Adapting the infrastructure to the needs of people with disabilities

- Adopting architectural prototypes that take into account the needs of people with disabilities when designing new institutions.

- To create educational institutions for people with disabilities as needed
- Incorporating individual educational programs and providing them with material and pedagogical requirements
- Setting up observation networks that enable teachers to monitor the cases of individual education and notify them with the specialized authorities
- Provide digital applications suitable to the needs of all target groups
- Adaptation of curricula, teaching and learning or assessment, to individual education
- Training the educational staff to deal with these categories and providing competent human resources:
 - To develop training themes suitable for the specificity of the target audience
 - Updating and enriching the training modules in this field
 - Set up a national, regional and local training plan for teachers and implement it.

B. Working to reduce regional disparities

- Support positive discrimination and the development of its mechanisms
- ☐ Review the program of the educational institutions with priorities.
 - Devising an objective evaluation of the experience in its previous uses.
 - Define the classification criteria for institutions that need to be positively distinguished by the involvement of all the stakeholders
 - Mapping the educational institutions that need to be positively distinguished according to agreed upon classification criteria.
- ☐ Reduce inequalities between institutions and adopt equity policy
 - Preparation of an in-depth diagnostic study in the purpose of identifying disparities between institutions, region and parties as well as studying their manifestations and causes based on extensive diagnosis performed at the regional level.
 - Setting annual interventions to reduce disparities between institutions and entities (from projects of institutions and entities) to improve their indicators based on the results of the completed study
- ☐ Comprehensive care for fragile social groups by bringing school services closer and insisting on its free principle.
 - Setting nominal lists of the beneficiary pupils (database) in coordination with the relevant structures

- Setting up a comprehensive intervention program for students from fragile social backgrounds (poor and low-income families)

- Providing financial support and social, health and psychological counseling for pupils of needy and low-income families

☒ Draw a plan for the stability of the educational staff in various regions

- Review the list of areas and institutions that are considered transit stations

- Providing financial incentives (grants) and material incentives (housing) conducive to stability

- Modification of the initial appointment forms with a minimum duration of work at the first duty station to ensure educational stability

- Review the standards of mutations in a participatory framework

- Complete the generalization of the preparatory year and improve its results by:

☒ Implementing the mandatory and free aspects of the preparatory year

☒ Providing an educational staff by filling vacancies in teaching posts.

☒ Developing standardized programs for the preparatory year that will draw on the life skills of children

☒ Production of appropriate teaching aids

☒ Training preparatory year teachers in pedagogic and animation fields according to the specificity of the preparatory year.

☒ Developing monitoring, assessing and supervision mechanisms

1. Transformational education:

Illiteracy:

- Preparation of a National Strategy for Literacy and Adult Education
- Improving the current curriculum
- Creating a National Center for Adult Education
- Setting up a Guideline for Literacy and Adult Education
- Building new and effective partnerships
- Valuing of international cooperation
- Updating basic laws for teachers and examiners

- Forming a technical committee to evaluate the social education certificate and open the crossings for vocational education and training
- Progressive transition from literacy to adult education

A. Quality of education:

- Develop a practical plan to reform the educational system in partnership with the rest of civil society as a national priority.
- Rehabilitation of educational actors so as to develop their abilities and improve their performance to ensure the success of the educational process.
- Appropriating outputs of education with the requirements of the labor market so that the economic fabric is able to absorb graduates.
- Review educational programs and curricula so as to be able to form generations of learners adapting to their regional and global environment and saturated with the values of universal human rights and universal human values.

2. Financing Education:

- Financial Resources:

- Calling on the state to abide by the provisions of national legislations, agreements, covenants and international conventions that regard education as a basic human right. It is the duty of the state to care for and fund it and to implement its democratization and its gratuity or free of charge aspect.
- Providing the necessary budgets for the proper functioning of the educational process in terms of infrastructure, teaching aids and human resources.
- Redrawing the educational map in order to enshrine the principle of equity between social groups and classes.

B. Privatization:

- The private sector should not be encouraged at the expense of public education, which remains the only one capable of performing its national, economic, social and cultural role.
- Subjecting the private educational institutions to administrative and pedagogical control to avoid cases of impropriety that threaten the quality and content of the educational process.
- Supervision of the Ministry of Education on pre-school education and its generalization and identify its programs and curricula.

References and sources

In this report, we have taken care to comply with the requirements of strict scientific treatment of the available data, which should be referred to as a crucial issue, namely, the difficulty of access to official sources sometimes or the rarity of data related to each other, but we have endeavored to do our best to gather as much data as possible. We have tried to gather different information from diverse resources, to examine it thoroughly and to compare them, so that the conclusions are comprehensive on the one hand and varied on the other. In this context, we have relied on:

☒ Official data and data issued by government agencies.

☒ Reports issued by some organizations or structures, whether national, regional or international.

☒ Official web sites.

☒ Data and literature issued by some organizations, whether civil society organizations or the structures of the Tunisian labor organization, the Tunisian General Union of Labor, especially the data of the General University of secondary education.

☒ Questionnaires and surveys whether they are direct or written.

☒ National, regional and international newspapers and magazines, paper or electronic.

While narrowing the scope of all enumeration, we will review the most important:

☒ Report of the National Symposium on Reforming the Educational System.

☒ The report issued by the Tunisian General Union of Labor entitled "Educational reform from outputs to adulthood".

☒ Report of the National Seminar on Reforming the Educational System under the theme "Towards the completion of the course of reform", July 2018.

☒ White Paper issued by the Ministry of Education 2016.

☒ Report of the Court of Accountancy (formerly the Department of Accounting): Annual General Report No. 31/2019 in its part of the regional delegates for education in Jendouba and Sousse.

☒ Ministry of Education website.

☒ Site of the Tunisian official printing press.

☒ School Statistics Book issued by the Ministry of Education 2018.

☒ The intervention of the Ministry of Social Affairs on the sidelines of the symposium held by the National Assembly for the right to education for all on 3 May 2019.

☒ World Bank's Education Report in the Middle East and North Africa.

☒ The "Doha Declaration for Good Education" Recommendations issued by the high-level symposium of the Arab Ministers of Education, 2010. Approved by the ALECSO 2010 Conference, officially adopted in Tunisia since 2012.

Monte Carlo International Radio Website 15 September 2018.

Arab Leaders' Website.

☒ General Secondary Education Association data 2011/2012/2013.

☒ National questionnaire on the reform of the educational system in Tunisia in April / May 2015.

☒ General report of the National Institute of Statistics 2017.

☒ National Survey of Population and Housing 2014.

☒ ALEXO Statement on World Literacy Day, September 8, 2017. Issued on the official Alexo website on the same date.

☒ World Economic Forum (WEF) Quality of Education Index 2017 -2018.

☒ Education in Tunisia: Technology as a tool to support school improvement, an article in a series of articles on education in Tunisia in the "World Bank Blog" section of the Bank's website on 24 October 2017.

Tunisian Radio Portal.

☒ Web site kernel.

☒ Weekly morning newspapers, Morocco and Sunrise (multiple dates)

☒ The location of Nessma channel.

☒ National TV site.

Ministry of Social Affairs website.

☒ The Ministry of Youth and Sports.

☒ Sun FM radio station.

Shourouk Online.

☒ Facts Online.

The report, officially titled "The Revealed Report on Education in Tunisia 2019", was prepared by the Tunisian Education Coalition for the Right to Education for All, which includes the National Assembly for the Right to Education for All, the Tunisian Forum on Economic and Social Rights