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INTRODUCTION

The Education For All National Action Plan fits in the trends of the Tunisian Education system that aims at taking up the current challenges and honouring its commitments with the national, regional and international community in order to ensure quality education for everyone.

The components of this action plan are based on the different multifaceted process of the "school of the future".

It is a global action plan that targets the different categories of learners (children, teenagers, adults...), thus going beyond learning division and cycle clustering as they are now considered as integrated and complementary stages.

In this context, the evolution of education towards quality education, goes necessarily through a conscious investigation and a rational planning in all the fields linked to education, while all the variables that may influence learning are taken into consideration

The current action plan starts from the reality and achievements of the Tunisian education system, mobilises means and resources in order to take up the challenges, according to a systemic approach that integrates the different components of global development in a coherent set.

It is worth mentioning that to make this report easy to read, the plan addresses 4 target populations.

The Education For All National Plan and its connection with the overall national development plan

Any development plan must necessarily take into consideration education which is closely related to the different aspects of life, at all political, economic, social and cultural levels...

Similarly, any realistic and efficient educational plan must be set up in the framework of the global development plan ,in accordance with its orientations and the opportunities offered by human and material resources.

Hence, the EFA action plan which is part of the strategic choices of Tunisia has been elaborated in harmony with the political, social, economic and cultural trends and answers the needs of global modernisation undertaken in Tunisia.

The main orientations of the Plan

Thanks to the comprehensive reforms undertaken in all the fields during the last decade, Tunisia has fulfilled a great number of assets.

Now, the efforts are turned towards the establishment of a constitutional state, the development of associations and civil society while focusing on the family, youth and women, whose role is central in the unity and solidarity which are the key features of the Tunisian Society.

"The laws adopted in the various fields have enabled to consolidate civil and political rights as well as responsible citizenship". extract from the 10th development plan (1st volume p9)

The educational field has benefited from the various assets , providing a number of development and modernisation tracks to ensure a better evolution of the education system, not only at the legislative level (23 July 2002 Education law) but also at the executive level (The School of the Future implementation strategy 2002/2007).

All these factors have created an ideal environment for the development and the elaboration of the school for All plan of action that seeks to sustain its assets through:

- The implementation of an education of quality to bring into line the human asset as a basic factor of development in the various fields.
- The implementation of democracy and human rights through the principles and concepts that education ensures to learners, thus fostering their awareness and developing behaviour competencies

- The consolidation of solidarity through the education of youth to peace, tolerance , dialogue and responsible citizenship.

The EFA action plan is thus set up in harmony with the global development plan. The following paragraphs report more clearly the systemic approach which integrates the EFA in the global planning for development.

Since 1987, Tunisia has started the implementation of structural reforms in the economic field which have helped to boost private initiative, enhance competition of Tunisian economy and its integration in the world economic process.

As a result, productivity has improved gradually and the production channels have become more varied and developed. As a result, new jobs that require a more specialised and performing workforce, able to use new technologies in the various fields and also able to adapt to the fast changes in ICT have been created.

As Education is at the heart of development in Tunisia, it has taken up the challenges of the present juncture.

The EFA action plan, has taken into consideration the different components of the economic field and has adopted the following approach:

- The use of ICT as a tool for the various learning processes, to foster learning and to sensitise children from an early stage to the importance of ICT .It is a fundamental strategy in training new generations in new technologies and in raising their awareness about the role of ICT as an essential means of communication and training .
- Diversity in learning processes based on general competencies to enhance self-learning and to adapt to the various changes in the 21st century (training to employability)
- The close relationship between education and the needs of modernisation, so that education answers the aspiration of the community in the framework of a development model that fosters modernity but does not ignore the roots of our national identity and values. The Tunisian society strongly believes that "Education For All and at all levels is an absolute priority for all Tunisians, to ensure the future of their children. It is the cornerstone of a knowledgeable society, a strategic and basic vector to fulfil a better evolution and to take up the employment challenge because knowledge and intelligence will be the key to success and the main source of wealth and development in the twenty first century" (10th development document , 1st volume , page 24).

The evolution of the economic field with all its components has also had an impact on important orientations of the EFA action plan.

Indeed, it has benefited from the social development strategy as this field has both a direct and an indirect influence on education and on learning conditions.

Tunisia considers that since the Change (1987), the 2 economic and social axes are an integral part of development.

Thus, employment has been enhanced and unemployment rate has decreased from 15.8% during 1994-1999 to 15% in 2001.

On the other hand, the rhythm of reforms has been increasing in Education and vocational training (the schooling rate of the 6 to 16 years old is 90.9% according to 2002/2003 statistics).

Likewise, comprehensive reforms were undertaken in the public health sector and a global implementation plan was laid (hospitals, better services in basic health care, development of emergency services, revision of free medical system...)

These factors have enabled the improvement of health indicators. Hence, life expectancy at birth has progressed and rated 72.9 years in 2001 while the mortality rate has decreased to 26% and the ratio of inhabitants per doctor has reached 1248 inhabitants in 2000.

Besides, the management of categories with specific needs has become more varied (integration of handicapped in the regular school system, programs for low-income families, management of children without family support).

In the social field, action has allowed to improve living conditions that have led to the attainment of positive results among which:

- The reduction of poverty rate to 4.2% in 2000 (6.2% in 1995)
- Reduction of poor housing rate to 1.2% (2.7% in 1994)
- Improvement of water facilities in rural areas to 91.7% in 2001 (75.7% in 1996)

The various socio-economic reforms have also allowed the rise of individual income to 2840 millimes in 2001 while it was 960 millimes in 1986 and 2000 in 19996. The population with average income represents 80% of the whole population.

Social action was not restricted to the above mentioned measures but it also spread to the fulfilment of the principles of solidarity and assistance between the various categories of the population and the various regions of the country. Social work done through a solidarity fund (26-26) and the Tunisian Solidarity Bank BTS (21-21) should be underscored as they have helped to decrease the number of poor areas and have enhanced positive discrimination between areas ,thus improving living conditions for everybody evenly.

The evolution of the different aspects of social life have a great impact on the learning conditions and education (new schools, water and electricity facilities in rural areas, improvement of health services, management of children with specific needs, the eradication of poverty and poor housing....). As a result, a series of programs and educational projects have been implemented, such as:

- Rising schooling rate to 99%for children aged 6 (girls and boys equally)
- Rising schooling rate to 97% for children aged 6 to 11 (girls and boys equally)
- Improving quality education and learning skills (competency based approach)

- Implementing adult literacy national program in order to reduce illiteracy
- Introducing 1st preparatory year in basic education and extending preschool education.
- Integrating handicapped children in the regular education system
- Implementing priority education programs.

It is obvious that the socio-economic development background has influenced the basic orientations of the EFA action plan. A new impetus is given to education (generalisation of schooling for the six year olds, gender equality...) for an efficient attainment of objectives and full harmony between the development achieved in education and other various fields.

So, the EFA action plan is taking part in the fulfilment of the community aspirations to knowledge and education.

The EFA plan and the civil society

The civil society plays an important role in the EFA plan along the different steps of its elaboration : diagnostic evaluation, projection, execution, follow-up and evolution... This is due to the fact that education is no longer an exclusive concern of teachers and searchers who are interested in it, as well as to the conviction that civil society can play an important role in different fields, mainly in education... More especially that Dakar EFA Forum (Dakar 2000) put focus on the necessity to develop a partnership with the various components of the civil society and to integrate them in the preparation of EFA national plans, as well as in their execution , considering the important contributions of the civil society in this field.

The EFA national Forum : Device of partnership with the civil society

Convinced that the civil society constitutes an active partner in the realization of educational objectives, through its structures able to provide the desired support and contribution, its representation within EFA forum has been large and qualified (parliamentarians, NGOS, national organizations), in a way to enable the Forum to fulfill its functions, among which we state the following :

- guaranteeing the best forms of working in partnership
- Making sure that a good communication does exist in the Forum through the participation of all parties involved.
- Making sure that different arguments related to the education field are well received .
- Guaranteeing an efficient coordination between the different partners.
- Making possible the participation of all the structures interested in education.
- Developing means of cooperation between different sectors involved .
- Seeking the support and reinforcing the progressive commitment of partners, in order to ensure the realization of the EFA objectives in the best way.
- Guaranteeing a large diffusion of information about the objectives of the EFA plan, in order to ensure the best moral and financial support for it .

Thus, the forum has created an auspicious space for discussion about the components of EFA national plan and the mechanisms of application. Mention should be made about the contribution of the civil society's representatives which was fruitful for the action plan. Their remarks and propositions helped to make some revisions for the EFA plan to improve it. On the other hand, the

members of the Forum representing the civil society constitute a considerable support for the EFA project through their commitment in the broadcasting of its objectives.

The civil society : a partner for the development of the quality of the educational act

The education act (23rd July 2002 act) states in its first paragraph that education constitutes an absolute national priority ... Accordingly, educational issues are not exclusively within the competence of the educational institution and education can not achieve its overall goals without the cooperation and the commitment of the various components of the society. Thus, the adopted approach is to make sure that the civil society participates, with its various structures, in the carrying out of plans, projects and orientations related to the educational act

Civil society's components participated in implementing settings for the School of the Future, in a way to enable it to be in harmony with the scientific and educational innovations and to meet the challenges they impose.

Besides, the civil society is considered as a chosen partner in national Conferences related to the educational sector. As an example, one should mention those related to the School of the Future and the educational context (daily and weekly school life, considering innovations in the educational system, on the one hand, and the evolution of the family life in Tunisia, on the other hand)

It is worthy of note that the educational act (2002) valorized the different roles that civil society can play in the development of education, as well as its active participation and care for the overall educational act. Article 17 of the mentioned act emphasizes the fact that civil society plays an important role in providing preparatory years education in all primary schools. Just as Article 32 guarantees the representation of associations concerned with education in school councils which design a school project aiming at enhancing the quality of its services within the framework of educational objectives set by the school.

Article 47 emphasizes the fact that the educational community should include the students, the teaching and administrative staff as well as the parents and related organizations.

Thus, the civil society occupies an important place in the Tunisian educational system as it can have substantial contributions in the improvement of learning conditions and the development of the quality of education.

The EFA action plan goes hand in hand with this approach and the civil society was well represented in the EFA Forum. It participated efficiently in the preparation of the action plan and in defining its application axis, so that it became an active partner in the realization of the EFA objectives.

The civil society and the realization of EFA objectives

The realization of the Dakar Forum 2000 objectives is mainly dependent upon the ability to set up an active partnership between the different representatives able to participate in the preparation of the EFA national action plan.

The EFA Forum occurs as a consultative organ joining together concerned partners to discuss matters relating to education and teaching.

Thereby, it constitutes a device for an operational partnership which would guarantee a great interest for planning in order to achieve the EFA objectives.

Within this same framework and in order to guarantee the best approach, the national Forum's role consists in ensuring a durable presence of all the civil society's concerned members, by making them participate efficiently in the different activities of the forum, among which we can mention the following:

- Investigation about the educational reality and prospections for future plans in the light of the evaluation of EFA(Dakar).
Discussion about the components of the EFA national action plan.
- Study of the means to use for the follow-up and the progressive evaluation.
- Organization of Conferences: to make sure that all partners participate and to improve dialogue and reflexion, in order to make recommendations for the development of education.

Therefore, the civil society with its various components and structures was an active partner which participated efficiently in the preparation of the EFA national action plan. It allows it to come up to the society's expectation, on one hand, and to be set up in harmony with the available means and resources, on the other hand. If we consider the general principles of Dakar's objectives, the EFA is given a profound vision which makes the educational act a center of change and a mechanism for the society's evolution by developing the individual capacity and promoting human resources through a quality education for all.

Preschool education

Over the past decade, comprehensive strategies and appropriate measures and approaches have been taken to support children seen their important role in the various development plans related to childhood growth.

Indeed, child care has become a key area around which revolve various decisions, measures as well as plans concerned by children protection, training and education conducive to an efficient generation without any form of exclusion and which will pave the way for future generations.

In this context, the School For All action plan has set out strategies concerning childhood (from birth to schooling age).

What are the foundations of this strategy? And what are its components?

I/Preschool education: inventory of fixtures

Target categories:

- 1- From birth to 2 years old
- 2- From 3 to 5 years old

Objectives of the Decennial Plan (1992//2001)

The specific program of preschool education achieved in the framework of a national action plan for growth preservation and child protection(1992/2001) has set out the following objectives:

- 1/ Evolution of kindergarten coverage from 7.82% in 1992 to 25% at the end of the plan (2001)
- 2/ Dissemination of preschool education in the various areas of the country, especially in rural and semi-urban areas
- 3/ Improvement of kindergarten services through:
 - assessment of pedagogic progress
 - staff training

However, this plan has not defined specific objectives for the 0 to 2 year-olds as they need to be mainly assisted by their parents.

Alternative institutions such as day-care centres have been created to meet the constraints of working parents.

In the framework of childhood audio visual educational program, The Ministry of Childhood and Sports has produced two videos, lasting 30 minutes each that target parents and professionals in childhood education .The first video contains information about child growth from birth to one while the second film deals with the 1 to 3 year old children growth.

II - Assessment

Day-care centres: according to the evaluation carried out in the previous decade, the number of these centres has been decreasing from 87 in 1992 to 70 in 2001. Indeed, these centres are rarely situated in areas where small-size enterprises with women workforce have flourished (Monastir: 10; Sousse: 09; Tunis: 08; Ben Arous: 06; Gabes: 06).

It seems that the reason behind this decrease is the difficulties encountered to start a day-care centre (the numerous needs of children in the social, medical and affective fields). So, despite the help provided by the State, these institutions have not spread.

In some areas, such as Sidi Bouzid, Siliana, Le Kef, there are no day-care centres. However, we have to consider the positive aspect of this indicator that shows that families find individual solutions to support their children at this development stage.

Kindergartens:

During the 9th development plan (1996-2001) the kindergarten coverage rate settled to 17% instead of 25% for the following reasons:

- The rhythm of creation during the first 5 years of the plan doesn't exceed 1% yearly, that is to say 110 kindergartens per year
- Partnership with NGO was fruitful with the Tunisian Social Solidarity Union (UTSS) but not with the Tunisian family and education Organisation (OTEF) nor with the Tunisian Woman National Union (UNFT)
- Town councils suspended their actions and the private sector is taking over
- Private investors avoid to create kindergartens in rural areas because these projects are not profitable.

The 2001-2010 development plan

1/ Quantitative objectives

- Development of the coverage rate in preschool education (kindergartens, preparatory classes, coranic classes) as follows :
 - **kindergartens**: from 17% in 2001 to 22% in 2006 (end of the 10th development plan) to 25,5% in 2010
 - **preparatory classes**: Development of the coverage rate in these classes (for the 5 year olds only) from 4% in 2001 to 22% in 2006
 - **coranic schools** : Development of the coverage rate from 4.65% in 2001 to 7.5% in 2006 and to 9.5% in 2010
 - **children aged 3,4 and 5**: evolution of 21.5% in 2001 to 35% in 2006 to 40.75% in 2010

Global rate expected to be reached for the 5 year olds in various pre-primary institutions

Evolution of the coverage rate which will increase from 21.5% in 2001 to 55% in 2006 and 62% in 2010.

This evolution of the coverage rate in preschool education will be achieved through:

- the extension of kindergartens, especially in rural and semi-urban areas (priority schools)
 - the extension of schools with preparatory classes as follows:
 - creation of 400 preparatory classes in primary schools, starting in 2002/2003 school year
 - An increase of the number of preparatory classes to 250 per year until 2006 (one preparatory class per school).
 - Activation of the role played by the regional committees in the preparatory classes which have been implemented in the various regions in order to ensure an efficient partnership between the public and private sectors and civil society
- New "kottabs" : improvement of pedagogic approaches used in the "kottabs" according to a complementary and integrated strategy.

2/Qualitative objectives

- Improvement of the services offered by the structures responsible for the 0-2 age range.
- Improvement of educational services in kindergartens to ensure a better integration, harmony with basic education curricula, not only for school success but also success in life.
- Improvement of educational services in the "kottabs" which provide a training that enables children to move away from learning based on retention to active participation in learning according to active pedagogic methods.

3/ Means of implementation

*At the level of quantitative objectives:

- **Kindergartens:**
 - Agreements between the Ministry of Women,Family and Childhood and other partners (organizations, associations, town councils...) in order to create kindergartens in rural and semi-urban areas (preparing a map of priority zones in preschool education)
 - Revision of the approach adopted for the dissemination of the audio-visual program meant to help educate early childhood (integration of this program in the activities of socio-educational institutions targeting the greatest number of parents and educators working in the educational field)

*At the level of qualitative objectives

- **Daycare centers** (from birth to 2)
 - Implementation of a joint commission with the various partners concerned with childhood in order to look for less expensive procedures that answer the needs of parents .
 - Implementation of terms of reference that define the working modalities of these categories of structures.
 - Implementation of a guidebook for educators in daycare centers to improve education in these institutions.
 - Elaboration of training programs for the educational staff .
- **Kindergartens**
 - Support of the official pedagogic curricula through practical documents concerning the various activities offered by kindergartens in order to help educators improve their levels
 - Implementation of a program for the training of trainers (inspectors) who rely on field studies to ensure an efficient training.
 - Implementation of training programs for the various categories of kindergarten educators

• **"kottabs"**

- Training sessions for groups of graduates in Islamic Sciences to prepare them to preschool education teaching in "kottabs".
- Revision of the multi-sectoral commission with representatives of the various ministries dealing with preschool education.

* Schools with preparatory classes:

- Pertinent training for pedagogic educators to improve their output in the field of socio-educational activities in preparatory classes
- Implementation of training programs for heads, trainers and inspectors to guarantee a better follow-up in this field
- Implementation of the necessary means for these activities (pedagogic material, activities...)
- Elaboration of a reference document for preparatory school educators.

Quantitative evolution in preschool education

Preparatory classes in primary schools

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
5 year-olds	7657	14361	19361	24300	29300	34300	34300	34300	34300	34300

Kindergartens

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Children aged 3,4 and 5years	89489	94489	100489	105989	111489	116989	122489	127989	133489	138989

"Kottabs"

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Children aged 3,4 and 5years	21055	23455	25855	28255	30655	33055	35455	37855	40255	42655

In 2001, the number of children aged 3,4 and 5 reached 118201 in the various institutions :kindergartens, preparatory classes and "kottabs" (coverage rate : 21.5%)

Estimates for the coming years

- 2006 :number of children aged 3,4 and 5 in the various institutions:192701(coverage rate :35%)
 - 2010: number of children aged 3,4 and 5 in the various institutions:224301(coverage rate :40.75%)
 - 2001:number of children aged 5 in the above mentioned institutions:55811 (coverage rate :28.7%)
 - 2006: number of children aged 5 in the various institutions:107.175(coverage rate :55%)
 - 2010: number of children aged 5 in the various institutions:120.763(coverage rate :62%)
-
- Total number expected for the 3,4 and 5 year olds :550748
 - Total number expected for the 5 year olds :194759

Financial projections for the years 2002-2006

Ministry Participation		
Field	yearly projections	5 year projections
1 -kindergarten teacher training and pedagogic material support and renewal(partnership agreement between the 2 institutions)	65.000 DT	65.000 DT × 5 =325.000 DT
2 - training of inspectors in the childhood field	15.000	15.000 × 5 = 75.000 DT
3 - production of documents and research	7.0000	7.0000 × 5= 35.000 DT
UNICEF Participation		
* audio-visual program to support children <ul style="list-style-type: none"> • achievement of a 4th film for the 5 to7 year olds • broad dissemination of the program (social action and information plans) • training of the trainers(in charge of training groups in the governorates. • evaluation and follow-up seminars • acquisition of audio-visual materiel 	90.000 DT	90.000 DT × 5= 450.000 DT
TOTAL	177.000 DT	885.000 DT

III Factors fostering training and education

1/in education:

Setting up a process that consolidates partnership to broaden the coverage rate in preschool education can be achieved through further large-scale efforts of all stakeholders in this field (private sector, NGOs, associations.....).

2/In the social field:

Consolidation of the efforts to provide children with better social care and activation of the roles played by the various partners in this field as well as significant additional cost effective procedures.

3/In the medical field:

- Development of children health care, better and broader programs for all children all over the country.
- broadening pre-school diagnosis for all the 5 year olds to foster school success.
- Dissemination of family health awareness especially in rural areas in order to enhance health care. Mention should be made about the important role played by the Ministry of Health in this field, through the national program for adult literacy.
- Creation of streamlining centres for handicapped, which will take care of children in the pre-school age range and integrate them in educational institutions .These centers will be extended to all areas.

BASIC EDUCATION

Age range : 6-16

An overview of what has been achieved in Tunisia in the field of Basic Education according to Dakar's 6 objectives(April 2000) underscores its great evolution. In Tunisia, Basic Education has met most challenges linked to schooling and equal chances are offered to all students and both sexes evenly .This has been achieved through free and compulsory schooling as it is stipulated in the July 29th,1991 and confirmed in the 23July 2003 Education Act.

Signs of the evolution generated by the education reform have increased in the last decade, especially in the first stage of Basic Education(access, efficiency, administrative management.....).Therefore, the components of quality education are being implemented according to Dakar Forum targeted objectives and advocated strategies.

The aspirations of the Tunisian school exceed what has been achieved in Basic Education on the quantitative and qualitative levels, especially in terms of quality, and action is still carried out. Thus, the EFA action plan represents a dynamic linchpin which participates actively in the attainments of objectives and proves Tunisia's commitments in this field.

Basic Education results (1994-2001)

Over the last decade (1990-2000), The Tunisian education system has undertaken a comprehensive reform which has concerned the content of the curricula, the testing system, further training and teachers' recruiting process. During the 10th development plan, a series of measures were taken concerning organisational and pedagogic procedures to improve the education system outcome and attain quantitative and qualitative objectives.

1/ Qualitative aspect

1.1 Curriculum and textbooks

- a) Curriculum contents have been reduced by 20% and textbooks have also been lightened by 40% in order to focus on basic knowledge and competencies.
- b) To open school onto modernity, it has been decided to teach English as a second foreign language, seen the importance of this language in terms of knowledge and technologies. English has started being taught to 7th form Basic Education pupils since September 2000 (2 hours a week).
- c) The Competency based instruction as well as the system of cycles have been generalised since September 2000 for the 1st cycle of Basic Education.

2.2 Assessment

In order to reinforce assessment as an important component of the education reform, a certain number of surveys have been carried out and focused mainly on learners' acquisitions and further training organised in the CREFOCs and summer schools. Besides, a National Center for Pedagogic Innovation and Studies in Education (CNIPRE) was created and has an assessment department . Tunisia took part in international evaluations among which:

-1999 TIMMS: (Third International Mathematics And Science Study): basic learning evaluation in Maths and sciences for the 8th grade Basic Education pupils:38 countries participated in this evaluation.

-Monitoring Learning Assessment (MLA): evaluation of 4th grade Basic Education students in Maths, reading, writing and life skills: 11 African countries and about 60 countries from other continents participated in this evaluation (2000).

1.3 ICTs in education

-Most junior high and secondary schools have been connected to Internet.
-4 textbooks have been produced to enable teachers of various subjects to access and use ICTs easily and efficiently. 12000 teachers and trainers have had a training in ICTs .

Besides, ICTs have been reinforced on both national and regional levels for projects implementation and follow-up.

1.4 Measures to face school failure

A series of measures have been taken to reduce school failure, among which:

- Increasing social action in schools to prevent early school dropout . Provisions are made to care for special cases as social, psychological or physical factors can hinder school success .

-A guidebook for social action in schools was elaborated with the UNICEF collaboration .This guide represents a fundamental reference for the people involved in this program.

Besides, counselling committees have been created in junior high and secondary schools to face school failure and protect teenagers' from scourges such as sexually transmitted diseases and behaviour disorders.

-Special care is given to canteens for needy pupils in primary schools- especially in rural areas- and their budgets are increased.

-Building dormitories and classrooms in a great number of institutions to face transport difficulties.

-Grants for the poor pupils to cover dormitory and books expenses.

-Solutions to overcrowded classes: a special measure was taken to forbid more than 30 pupils per class in the 6th grade Basic Education and 32 pupils in the 9th grade Basic Education.

-Restriction of classes with mixed-ability groups

-Free extra lessons to support weak pupils in the 6th and 9th grades Basic Education

-Creation of 90 Art schools in September 1999 that provide training conducive to employability.

- Priority schools mapping in September 2000 (696 primary schools and 104 junior high schools). Priority education program (PEP) started in September 2001. These schools have been granted additional funds to improve services and learning conditions.

-Creation of preparatory classes for the 5 year olds since 2001/2002 school year .During that year 7667 pupils were enrolled. This procedure will extend gradually to all the 5 year old children. Public and private sectors as well as partners in civil society will play a joint role in this field.

1.5 Improvement of learning and training

A series of measures were taken to train teachers and pedagogic staff.

There has been a clear qualitative evolution in teachers' initial training and pedagogic skills during the past years. 1st cycle Basic Education teachers are recruited among the ISFM graduates (teacher training higher institutes). Besides, a three year action plan for teacher further training was set up. This plan is based on 3 major components:

- modern training
- training the trainers and training decentralisation
- training improvement through ICT use

The 9th plan has achieved :

- an increased number of inspectors of the 2nd cycle of secondary education in the subjects where the number of teachers has gone up. As a result, there is a rise of the pedagogic coverage rate: from 215 teachers per inspector in 1997 to 201 teachers per inspector in 2000/2001
- creation of the "hors classe" teacher grade
- creation of the "maitre d'application" grade and "professeur des écoles"

2/ Quantitative aspect

Thanks to a free and compulsory education, a quantitative evolution is clearly measurable in the different grades of Basic Education, which started in the last decade (1990),

This evolution appears through a number of indicators that are presented in the following tables

2.1 1st cycle Basic Education

1st cycle Basic Education has known an increase in the number of schools and teachers despite the decreased number of pupils per class.

A/ Pupils

The number of pupils in the 1st cycle of Basic Education has decreased since 1994/1995 school year following a reduction in the number of pupils in the 1st year.

The following table shows the evolution of the number of pupils during that phase:

School year	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Number of pupils	1472844	1460101	1441143	1440479	1432896	1403729	1363393	1314836

b/ Schooling rate

The Tunisian education system has achieved a quasi total schooling of the 6 year olds as the rate has reached 99% in 2001/2002. Indeed, the schooling rate has been steady during the past years.

		95/96	96/97	97/98	98/99	99/00	00/01	01/02
Six year olds schooling net rate	Boys	99.1	99.1	99.0	99.1	99.0	99.8	99.0
	Girls	98.9	99.0	99.0	99.1	98.9	99.1	99.0
	Total	99.0	99.1	99.0	99.1	99.0	99.0	99.0
twelve year olds schooling net rate	Boys	94.4	93.7	93.0	92.8	92.0	91.7	91.0
	Girls	89.4	90.8	91.5	91.8	91.9	92.2	91.6
	Total	92.0	92.3	92.3	92.3	92.0	92.0	91.3

The 6 year olds schooling rate shows gender equality in education while the difference was 2.2 in 1994/1995 as shown in the following table:

Year	1994/1995	1998/1999	2001/2002
Boys' ratio	99.1%	99.1%	99%
Girls' ratio	96.9%	99.1%	99%
Total	98%	99.1%	99%

C/Classes

The number of classes has decreased by 259 classes in 2001/2002 compared to 2000/2001 because of the decreasing number of pupils (48557 less). The national average density was 28.3 in 2001/2002 whereas it was 31.3 in 1994/1995

The figures in the table below show the evolution of the density per class in the urban and non urban areas in the last 8 years:

Category	Zone	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02

Pupils	Urban	909414	901295	887 436	883 564	86703 2	85909 9	836 998	811124
	Non Urban	563430	558806	553 707	557 915	55686 4	54463 0	526 395	503712
	Total	14728844	1460101	144 1114 3	144 047 9	143289 6	140372 9	136 339 3	1314836
Classes	Urban	27707	27966	278 20	276 25	27533	27387	270 87	26937
	Non urban	19301	19503	195 55	195 83	19766	20089	199 68	19589
	Total	47008	47469	473 75	472 08	47299	47476	470 55	46526
Density	Urban	348	32.2	31.9	31.9	31.8	31.4	30.9	30.1
	Non urban	29.2	28.7	28.3	28.5	28.2	27.1	26.4	25.7
	total	31.3	30.8	30.4	30.5	30.3	29.6	29.0	28.3

As far as the load per class, it is clearly varies from an area to another. The average number of pupils per class varies between 23.5(in Siliana) and 31.2(Ben Arous).

The figures in the table below show the average density per class according to the levels in the 2001/2002 school year:

Level	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year	Total
	28	29.5	28.9	28.3	28.2	26.6	28.3

The number of classes made up of groups has been decreasing for the first time in 1999/2000 after having been increasing all along the past seven years.

Minimum number in Tunis: one school

Maximum number in Kasserine: 78 schools

Total number of primary schools with classes composed of groups:4476

School rates of these classes:15.12%

The figures in the table below show the number of classes composed of groups per level in the year 2001/2002

2001/2002 School year

Level	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year	Total
Number	595	596	482	486	438	430	3027

of groups							
Number of classes	2934	2941	2387	2397	2158	2133	14950

d/ Pass rate

The pupils' pass rate has been evolving positively. This improvement is certainly due to the efficient development of primary education.

The figures in the table below reflect this evolution:

School year	94/95	95/96	96/97	97/98	98/99	99/00	00/01
Success rate	78.4%	79.6%	77.0%	78.3%	80.8%	83.3%	88.5%

Similarly, the pass rate from the 1st cycle to the 2nd cycle of Basic Education has improved clearly as shown in the table below:

Pass rate from the 6th grade to the 7th grade Basic Education:

Sex/year	1990	1995	1999	2000	2001
Male	39.7%	58.1%	66.8%	74.6%	85%
Female	41.0%	61.4%	70.6%	78.1%	89.2%
Total	40.2%	59.7%	68.6%	76.3%	87%

e/ Failure and dropout rates:

Failure is decreasing noticeably every year.

The figures in the table below reflect the evolution of this decrease:

School year	94/95	95/96	96/97	97/98	998/99	99/00	00/01
Failure rate	17.2%	16.0%	19.7%	18.3%	15.9%	13.8%	9.6%

Besides, school dropout is no less important than the previous years. The table below shows the clear decrease of the dropout rate and more particularly, the difference recorded between the year 2000/2001 and the year before:

School year	94/95	95/96	96/97	97/98	98/99	99/00	00/01
-------------	-------	-------	-------	-------	-------	-------	-------

Dropout rate	4.4%	4.5%	3.3%	3.4%	3.2%	2.9%	1.9%
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School dropout (even though reduced:1.0)is considered as a voluntary dropout because the pupil has been withdrawn by his/her family for various reasons. This is why the government has taken a series of measures to stop this phenomenon or at least to reduce it to the minimum.

The pupils who drop out can benefit from the regional programs in the field of socio-economic development. Indeed, training opportunities are provided in some fields (agriculture, handicrafts...)by regional and local authorities to empower this category with basic life skills that would enable them to start projects and guarantee their integration in active life.

2.2 The second cycle of Basic Education

As the number of pupils in the second cycle of Basic Education has been increasing substantially, there was a need to speed up the rhythm of school constructions. Thus, the number of junior high schools has increased from 434 in 1994/1995 to 654 in 2001/2002 with 31 new junior high schools per year.

a/ Students:

Taking into account the progress achieved by pupils in the 1st cycle and the results' improvement at the end of this cycle, the number of pupils in the 2nd cycle of Basic Education has increased from 455995 in 1996/1997 to 603765 in 2001/2002and this number is expected to further increase in the coming years.

The figures in the table below show the evolution of the number of pupils in the past years:

School year	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Number of pupils	394079	418262	455995	469488	516178	555114	580974	603765

b/Classes:

The number of classes in the 2nd cycle of Basic Education has shifted from 11.525 in 1995/1996 to 18043 in 2001/2002-the average density (number of pupils per class) has decreased from 35.9in 1996/1997 to 33.5in 2001/2002

Despite the evolution of the number of classes on the one hand and the reduction of density on the other hand, classes are still crowded in certain areas because of the fast evolution of the number of pupils in this cycle.

The table below shows the distribution of the number of classes and the average number of pupils per class according to the school year

School year	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Number of classes	11525	12697	13362	14934	16500	17264	18043
Average number of pupils per class	36.3	35.9	35.1	34.6	33.6	33.7	33.5

c/ Pass rate

A difference in the pass rate from a grade to another is characteristic of the 2nd cycle of Basic Education

The table below shows the pass rate according to the grade and the school year:

Level/school year	94/95	95/96	96/97	97/98	98/99	99/00	00/01
7 th grade	77.4%	71.8%	68.6%	68.1%	70.7%	70.3%	65.2%
8 th grade	80.9%	79.8%	66.2%	65.4%	68.3%	69.9%	69.4%
9 th grade	84.4%	81.8%	86.8%	68.2%	68%	74.2%	81.1%

d/ Failure and dropout rate :

Despite the relative decrease of the failure rate in the 9th grade of Basic Education, the failure rate in the 7th and 8th grade is still high as shown in the table below:

Level/school year	94/95	95/96	96/97	97/98	98/99	99/00	00/01
7 th grade	16.2%	21.6%	23.7%	23.3%	19%	19.5%	23.2%
8 th grade	12.3%	13.3%	24.3%	24.3%	21.9%	20.3%	20.8%
9 th grade	9.7%	11%	7.6%	22.1%	21.8%	16.8%	12.2%

The failure rate is unsteady in the three grades (7th, 8th and 9th). The figures in the table below show the failure rate per level and per school year:

Level/school year	94/95	95/96	96/97	97/98	98/99	99/00	00/01
7 th grade	6.4%	6.5%	7.4%	8.6%	10.2%	10.2%	11.5%
8 th grade	6.8%	6.9%	9.5%	10.4%	9.8%	9.8%	9.9%
9 th grade	5.4%	7.1%	5.6%	9.7%	10.2%	8.9%	6.7%

The figures shown above do not reflect a clear improvement of the indicators related to success , failure or school dropout as the 2nd cycle of Basic Education is crowned by a national examination which selects pupils who will pursue secondary studies .The required competencies to access secondary education are thus based on quality rather than quantity.

The future plan (2002-2010)

Forecasts about the evolution of the number of pupils in Basic Education:

In order to be adequate, global and efficient, any educational plan must rely on clear-sighted forecasts and precise statistics, mainly in the field of the development of schooling ,at all levels and during the whole plan.

Thus, the national plan which aims at providing quality education for all, has made statistics aiming at forecasting the quantitative development of pupils during the first decade of the third millennium, which is the period targeted by the plan.

1-Predictable development of the number of pupils:

The number of pupils in the first cycle of Basic Education has started decreasing since the 1995/1996 school year and this decrease will continue during the next decade. This decrease can be explained by 2 main factors:

- Reduction of the number of pupils enrolled in the first year of Basic Education ,as a result of the decrease in birth rates
- Clear improvement of the pass rate within this cycle and from one cycle to another thanks to the pedagogic reforms and particularly a progressively generalised competency-based approach, a system based on standards and the cancellation of the end of the sixth year Basic Education regional exam.

The table below shows the development of the number of pupils in this cycle until 2010/2011 school year:

	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
1 st grade	215.4 49	183.319	176.65 7	165.597	161.4 97	159.4 60	154.4 42	156.3 96	156.4 14	156.4 14	156. 414
2 nd grade	227.2 17	235.611	194.03 3	185.147	173.7 37	169.0 56	166.7 85	161.7 06	163.3 53	163.4 62	163. 468
3 rd grade	233.6 93	229.33 0	248.48 7	183.194	174.5 55	163.8 09	159.3 68	157.2 17	152.4 41	153.9 64	154. 074
4 th grade	223.9 16	225.37 4	221.74 0	265.615	194.4 02	182.2 93	171.0 64	166.11 1	163.7 36	158.8 97	160.1 60
5 th grade	230.2 37	228.38 6	230.31 9	229.55 5	279.5 65	184.1 96	172.3 14	161.6 97	156.9 85	154.7 28	150.1 67
6 th	232.8	212.816	207.67	208.916	208.3	290.0	197.9	181.2	169.8	164.5	162.

grade	81		1		66	79	83	57	45	66	047
Total	1363. 393	1314.83 6	1278.9 07	1238.02 4	1192.1 22	1148. 893	1023. 956	984.3 84	862.7 74	952.0 31	946. 330

The table below shows the evolution of the newly enrolled pupils from the school year 2001/2002 to 2006/2007:

School year	00/01	01/02	02/03	03/04	04/05	05/06	06/07
New	191.087	179.863	175.000	164.000	160.000	158.000	153.000

This predictable decrease in the evolution of the number of pupils during the next decade in the first cycle of Basic Education is an element that reinforces the orientations of the School For All Plan and favours the attainment of its objectives.

Key areas in Basic Education School For All National Plan

In the framework of the presidential programme that aims at modernising ,improving the education system outcome and setting up the "School Of The Future" project, comprehensive education reforms will be implemented in the coming years to overcome the recorded weaknesses mainly in terms of quality. Thus, the Tunisian education system will be able to ensure quality education for all as defined by the Dakar forum (2000) objectives in the field of Basic Education.

The advocated reforms revolve around the following areas:

- Rising the internal education system outcome by facing all forms of school failure (dropout, repetition) and improving pass rates.
- Improving the quality of learners' acquisitions to ensure self learning and access competencies and skills adapted to the needs of the market place.
- Emphasising the role of the school as an active body in the education system
- Improving learning conditions by linking education reforms to the various development plans.
- Making sure that civil society participates actively and more broadly through its different structures to the different reforms of the education system.

1st Area

Rising the internal education system outcome by facing all forms of school failure (dropout, repetition) and improving pass rates

Means to reach these objectives:

1.1 Revising the timetable in Basic Education:

Compared to the weekly timetable in the European education systems, the Tunisian weekly schedule in the 1st cycle of Basic Education exceeds the average weekly schedule in use in the European countries and is even closer to the maximum level of some countries.

The current organisation of the Tunisian school day is based on a 2 shift-system. This means that half the pupils attend classes from 7.30 a.m to 10.00 then resume at 12. 30 until 3.00p.m..The second half start at 10.00a.m. until 12.30 and resume at 3.00 to 5.30 p.m.

It has thus become necessary to introduce a series of changes at the level of the number of hours as well as a new distribution of weekly timing so that the new school day is shorter , the learning conditions and the output are better.

Strategy:

- A. Setting a progressive phasing of the total number of instruction per week (20 hours in the 1st and 2nd grades of Basic Education;25 hours in the 3rd and 4th grades; 30 hours in the 5th and 6th grades;32hours in the 7th grade and 33 hours in the 8th and 9th grades).
- B. Distinguishing between core subjects and other subjects in primary education. Thus, 2 types of learning areas have been defined:
 - Priority learning areas which are the learning tools and a solid basis for later learning and sound training. They are taught with carefully planned progression and the concepts are built according to a process of continuous integration based on previous acquisitions and related to future learning. These subjects are allocated specific morning or afternoon sessions, taking most of the daily, weekly or yearly allocated time.
 - Educational and artistic learning areas which contribute to the overall development of the learner's personality, the cultivation of talents and preparation for life in the community .In order to avoid the present scattering of these subjects, they are grouped in the framework of integrated activities which guarantee their unity and cohesion at the level of both the targeted objectives and the learning methods.

- Redistribution of the weekly timetable for the first and 2nd grades of Basic Education by allocating 5 days to formal learning and one day to club activities.

1.2 Revising instruction time in the different subjects:

A comparison of our education system with various high-performing systems confirms significant differences in the allocation of overall instruction hours for different subjects. Therefore, a revision of the subjects as well as the timetable for each subject are required so that learning becomes more efficient ,more developed and more related to everyday life.

Strategy:

- A. Strengthening language teaching through:
 - The consolidation and the improvement of Arabic by taking a series of structural and pedagogic measures including the introduction of a 'preparatory year" ,as well as the adoption of the competency-based instruction which is an integrative approach where all subjects contribute to the development of the learners' oral and written communication competencies.
 - The introduction of Arabic as a compulsory subject at the Baccalauréat in all branches. This requires new pedagogic methods and teaching tools not only in Arabic but also in teaching foreign languages.
 - The revision of the time allocated for teaching French in the different cycles of Basic and Secondary Education. The time allocated to French in the first cycle of Basic Education will be decreased progressively and increased in the second cycle and in secondary education .At the same time, specialised clubs will be created to improve oral skills.
 - The reinforcement of the English language by teaching it at an early stage and by increasing the amount of time allocated to English teaching. Consequently, it has been decided to allocate 1 and a half hour compulsory per week to teaching English in clubs in the 5th and 6th grades and to increase the weekly timetable from 2 to 3 weekly hours in the 7th ,8th and 9th grades Basic Education.

1.3 Setting up a system of periodic evaluation :

Over the past years, most countries have decided to lighten the usual national standardized exams ,particularly during the period of compulsory schooling and have replaced them with continuous assessment. These systems of periodic evaluation allow to follow up learners' acquisitions and the education system output.

Tunisia has followed this international trend by cancelling the regional exam at the end of the 6th grade and by adopting continuous assessment to measure preparedness for secondary education.

Strategy:

- Setting up a national evaluation system which is not solely for the purposes of certifying learning achievement but which plays the role of a national observatory that measures the level of attainment of agreed upon learning objectives, at the level of learning quality and learners' level of acquisitions.
This type of evaluation consists in using standardized tests in core subjects (Languages, maths, sciences) with a sample of the student population ,conducted periodically in grades 4,6 and 8 and in the 2nd year of secondary education.
- Adopting an evaluation per level to reinforce formative evaluation and to allow a learning rhythm that takes into consideration individual differences and reinforces learners' ability to acquire competencies required in the following stage. This will restrict failure and reinforce quality acquisition.
- Reinforcing teachers' pedagogic training in the various fields related to evaluation ,test construction, as well as the methods used to measure results in order to notice learners' weaknesses and find appropriate remedies.

1.4 Supporting professionalism:

Important changes in the education sector have brought about new roles for teachers and directions in the teaching profession. Current trends favor professionalism and solid teacher training at the onset of one's teaching career. In-service training, further training and initial training are aligned with professional competencies and pedagogic skills at each stage of education. This will allow teachers to contribute efficiently to their professional output which, in turn ,will be reflected positively on the learners' output and the quality of their acquisitions.

Strategy :

A-Placing Higher Institutes for training primary school teachers under the supervision of the Ministry of Education and Training ,in partnership with the Ministry of Higher Education, Scientific Research and Technology.

B- Extending primary school teachers training by one year while adopting an alternating training.

- C- Introducing new training units in the initial training of primary school teachers conducted in the High Institutes to meet the requirements of the pedagogic innovations and norms.
- D- Placing the Higher Institute of Education and continuous Training (ISEFC) under the pedagogic supervision of the Ministry of Education and Training ,in partnership with the Ministry Of Higher Education, Scientific Research and Technology.
- E- Extending in-service teacher training by a year and devoting it mainly to field training.
- F-Broadening teacher training to a set of close subjects instead of only one subject so as to meet the new approaches which are based mainly on inter and/or intra -subject integration of knowledge .
- G- Setting up integrated programs to ensure a better continuous training for teachers, based on real needs in this field and which take into consideration:
 - Strengthening distance training opportunities
 - Harnessing ICTs use

Stages of the Evaluation

According to the nature of the means included in this chapter and the strategies adopted for their implementation, the orientation of the education system will be as follow:

A/ A yearly evaluation at the end of every school year ,particularly in the innovations applied for the first time, such as :

- The results of the revision of the timetable and its implications
- The educational school results in order to differentiate between the learning fields and the impact on the learners' overall output.
- The results of the revision of the timetable distribution per subject
- The results of the reforms in the evaluation system.

This evaluation will reinforce the positive aspects and find remedies to the recorded negative aspects, which will help obtain the maximum guarantees to achieve this part of the plan.

B/ Achievement of this evaluation by mid-decade (2005) starting from global evaluation research carried out by CNIPRE in order to determine the degree of evolution achieved and to introduce, if need be, the necessary changes.

C/ Achievement of the final evaluation at the end of the decade (2010).

Second Area

Improving the quality of learners' acquisitions to ensure self learning and access competencies and skills adapted to the needs of the market place.

This area covers all educational plans and teaching projects aiming at improving the quality of learners' acquisitions in order to reinforce their adequacy with real life and the needs of the society.

Measures enabling the achievement of these objectives :

2.1 Updating curricula and teaching methods:

A- Using international benchmarks for curriculum development

B- Defining norms and standards in the different learning fields ,at all levels.

C- Reviewing subjects and the amount of time allocated to each to emphasize the importance of core subjects (languages, maths and sciences) ,and to ensure a better integration within and between subjects.

D- Integrating Sciences as well as Information and Communication Technologies at very early stages .

E-Consolidating foreign languages so that the Tunisian learner really masters 2 foreign languages by the end of Basic Education.

F-Enriching the cultural content of the curricula to familiarize learners with various literary, artistic forms and symbols.

G- Integrating pre-requisites for vocational training and higher education in school curricula.

Strategy :

- Setting up Committees (among the educational supervising staff) in the field of curriculum design, according to the most recent norms based on international benchmarks and references and ensuring an adequate training to the members of the committee .
- Constructing curricula based on the competency-based approach rather than on knowledge (enabling learners to develop abilities to self- access information and reuse it in new, real-life situations, different from those met during the learning process).
- Providing teachers with enough flexible time and space to address learners' needs ,either for remedial activities or to enrich their knowledge.

2.2 Promoting artistic and cultural activities:

Cultural activities are at the forefront of positive learning conditions and teach young people ethics of social life. These activities are thus part and parcel of

the educational process of which they are one of the major elements that cannot be neglected because it represents one of the school's mission.

A pilot school for the Arts has been created for learners demonstrating artistic talents in music, drama and art.

Likewise, a new Art branch will be created soon, conducive to the Baccalauréat for talented 9th graders.

Strategy

In order to promote cultural activities in schools, develop their cultural content and diversify their forms, an action plan has been devised, based on the following principles:

- Increasing the number of clubs in primary schools either by launching new ones and/or by activating existing ones ,seeing to it that more than a club is found in each school, thus allowing all pupils to practise a cultural activity, inside or outside the school.
- Launching cultural committees in all junior high and secondary schools .Their role would be to plan, co-ordinate , carry out and assess cultural activities of the various clubs.
- Reinforcing the existing "cultural classes" and setting up new ones while providing the human resources and the necessary material so that they contribute to foster training provided in schools.
- Setting up specialized clubs in the cultural and artistic fields in all junior and secondary schools.

2.3 Reinforcing sciences with reference to international criteria:

This decision aims at reinforcing sciences in the 1st cycle Basic Education curricula in order to achieve overall teaching and improve its quality .This will enable curricula to be in tune with our era and with modernity and also to allow pupils to acquire the required life skills.

Strategy

- Increasing the amount of time allocated to Mathematics by adding one hour per week at all levels of Basic Education.
- Increasing the time allocated to the teaching of "introduction to sciences" as a subject by adding 30 minutes at four levels out of six in the 1st cycle of Basic Education.
- Introducing Physics in the 2nd cycle of Basic Education with one hour and a half of instruction per week .Consequently, the global weekly timing for Sciences and Physics will increase up to 3 hours per week, in conformity with the timing in use on an international level.

2.4. Developing Civic Education

In the first cycle, Civic Education will be integrated in clubs in order to become more practical and do away with its theoretical feature .

In junior high schools, this will involve replacing the current theoretical lessons by practical activities based on observation, case studies and visits to institutions(municipalities, governorates, chamber of deputies...),simulation of real situations, participation in associations.....

Strategy

- Opening schools onto their environment
- Devoting one day per week for the socio-cultural activities through global projects based on practical aspects of life.
- Broadening the school curricula to the various fields of life , specific competencies and skills.

2. Introducing optional learning in the second cycle of Basic Education:

The number of pupils in this cycle has increased thanks to an improvement in pass rates. This has resulted in a student population with various features and different inclinations, needs and learning paces. It has thus become necessary to reorganize learning in this cycle, as follows:

- Providing common learning to all students in the 7th,8th and 9th grades in the "traditional subjects" such as sciences, social studies and Arts.
- Introducing optional learning subjects in the 8th and 9th grades curriculum and timetable at a rate of 2 to 3 hours per week. Students will be required to choose one of the following fields: Science and technology, Arts and Humanities, Techniques and Vocations, Natural Sciences, Languages and Civilizations. Students will be allowed to make a different choice in the 9th grade.
- Being flexible in time management by devoting one hour per week in the 8th and 9th grades to activities that teachers will plan with students and parents according to their needs to consolidate basic learning in the field of languages and/or sciences.

2.6 Information and Communication Technologies (ICTs) in teaching and learning:

ICTs represent a strategic choice in the school of the future project. Their mastery is considered one of the most efficient ways to prepare the new generations to face the future and meet challenges. They also contribute to diversify learning, develop its methods which reinforce decisions that aim at improving the quality of acquisitions.

Strategy

A-Integrating new Information and Communication technologies in the learning process :

A plan has been conceived to integrate Information and Communication Technologies (ICTs) in the curricula to enable pupils, at an early age, to use them in their studies to search information, communicate and find solutions to problems. Besides, tools and guidebooks will be provided to teachers to help them take advantage from the resources offered by ICTs in the various learning fields.

This strategy will be carried out in the context of school projects which define specific pedagogic objectives to be reached, expected outcomes and means of evaluation.

B-Training teachers for a better use of Information and Communication Technologies:

The integration of Information and Communication Technologies in teaching requires a change in teaching methods as well as an evolution in teachers' pedagogic attitudes and behaviour in the classroom.

This requires teachers' training and support so that they acquire the necessary skills and exploit them in teaching. A part of this training will be a face-to-face training while another part will be carried out through distance learning via " the virtual school" that has devoted one of its departments to distance learning for teachers to empower them with the various pedagogic uses of ICTs.

Likewise, there will be a reinforcement of national and regional programs in computer use and the Internet to develop digital content and integrate ICTs in teaching and learning.

Furthermore, to encourage teachers and provide them with appropriate means to communicate, exchange information and experiences, networks which involve teachers and pedagogic supervisors in various subjects (Maths, Physics, Sciences, French, English....) have been launched .These networks-whose work is very promising- will be extended to all subjects in order to involve the greatest number of teachers.

C-Setting up a high performing distance teaching and training system :

To set up an integrated distance teaching and training system involving all levels of education, the Tunisian Virtual School (E.V.T.) started in January 2002 on an experimental basis. Its scope will be broadened progressively to address teachers, pupils , but also the community in the following fields:

- Teaching Arabic to the Tunisian children whose parents live abroad.

Providing remedial activities and lessons in all subjects, at all levels.

- Creating an open school for school leavers to provide them with opportunities to resume learning.
- Creating a space to train teachers in ICTs.

D-Developing digital content and educational software:

Educational software has become one of the most important aspect of Information and Communication Technologies in education. That's why it has become necessary to provide schools not only with computers but also with multimedia material adapted to teachers and students needs ,in adequacy with education qualitative goals.

In this context, the National Pedagogic Center(CNP) has launched a department that will produce digital multimedia aids -in conformity with the official curricula- with the help of specialized Tunisian companies and professionals in education. This department will supervise the production of :

- multimedia digital content which answers students' needs as well as digital educational material useful to teachers in all subjects.
- Digital material to supplement textbooks
- Teacher training software

Stages of the evaluation:

A/ Achieve cyclical evaluation (at the end of every school year) to decode the achievements targeted by the plan. This will be carried out mainly through pedagogic supervisors' reports as these reports echo teachers' output as well as the impact of innovation on learners' acquisitions.

Besides, statistics reflect the clear decrease in school dropout and repetition

B- Intermediate evaluation (2005) will be carried out by the CNIPRE, based on global evaluation surveys .

C- The final evaluation will be carried out in 2010.

Third Area

Emphasising the role of the school as an active body in the education system

Schools are not only a place where students learn and acquire knowledge, they are also places where they acquire values that shape their personalities and determine their present and future behaviour. These values are transmitted through formal teaching in the curricula but also through school life, the ways educational institutions are managed, and through relationships between the different actors.

Means to reach these objectives:

3.1 Setting up school projects

It is clear that schools cannot adequately fulfil their mission in a centralized system that hinders initiative and innovation. The structure of an education system can become more flexible if schools are independent pedagogic structures which work under the control of the public authority but can take initiative when implementing the national education policy. Only then can schools define their own projects which take into consideration their specific features and their environment.

The school project aims at involving all the people concerned by education, at strengthening their relationships and at helping them achieve their specific goals as well as national education goals. This project will allow the improvement of school performance and atmosphere thanks to the cohesion between all parties involved. To achieve these goals, educational institutions are called upon to meet the challenges the education system is faced with.

Strategy

- Setting up a global educational project with all the parties involved in the educational process, both inside and outside the school. This project represents a reference for the school and the Ministry which will evaluate the school's activities and output.
- Involve all parties concerned in the conception, implementation and evaluation of the school project.
- Motivate people to adhere to the project and contribute to its success.

3.2 Improving school life in primary schools:

School administration in the first cycle of Basic Education is the responsibility of school principals. S/he is a teacher in charge of a number of pedagogic,

administrative and public relations tasks on a full time basis or part-time secondment according to the number of classes in the school.

It has thus become clear that a great number of principals cannot fulfil their tasks properly due to their teaching commitments. This has a negative impact on teacher training, the organization of school life and the relation between schools and their environment. Measures to address these problems include :

- Consolidating the principals pedagogic role by granting them a full-time or part-time secondment through revision of current secondment criteria.
- Appointing an assistant to the principal in every primary school that has more than 14 classes.
- Appointing additional teachers in each inspection constituency to replace absent teachers, particularly those who are absent for a long period of time.

3.3 Improving school life in junior high and secondary schools :

When they reach the second cycle of Basic Education, students have already gone beyond childhood and have reached a sensitive phase of their growth. That's why some students have an unusual behaviour as a result of the physical and psychological changes related to adolescence while others have difficulty establishing positive relationships in and outside the school.

In order to improve relations in educational institutions, support students and help them overcome difficulties at this sensitive stage , the Ministry of Education and Training has set up counseling offices in a number of junior schools.

In these offices, students who need advice talk about their concerns and difficulties to a skilled staff whose mission is to help them improve their relationships with their social and educational environment.

The experience has shown that counseling offices not only contribute effectively to protecting teenagers from a number of risks related to their health, misbehavior but also try to prevent school failure and improve schools' general atmosphere.

It has thus been decided to consolidate counseling offices and generalize them in all junior high schools as they represent an efficient tool to prevent communication difficulties.

3.4 Supporting priority schools:

In order to support these schools, efforts will be pursued to restrict classes with groups. Conditions will also be improved in rural schools (they will be supplied with water and electricity facilities and will be equipped with the necessary learning equipment).

The Ministry has allocated 10 extra hours to be devoted to remedial sessions for students with learning problems in priority schools.

3.5 Equipment

Integrating Information and Communication Technologies in schools requires an appropriate equipment. It has thus been decided to :

- Equip all junior high schools as well as a pilot school in each primary school inspection constituency with computers by the end of 2002. All primary schools should have computers by 2005.
- Help develop computer labs in secondary schools ,equip science and technology labs with computers and teach computer use in all subjects progressively. In the first phase, there will be one computer lab per school.
- Launch, as a pilot project, "smart schools" where new technologies will be used intensively in all subjects.

3.6 Enhancing education network services and connecting schools to this network

In 2002, the connection to junior high schools will be improved thanks to digital lines. Then , all primary schools will be connected between 2001 and 2005.

3.7 Modernizing the education system and improving its capacity building to answer the needs of a demanding society.

Improving the performances of an education system depends on a number of factors and variables ,some of which are purely pedagogic whereas others can be organizational, managerial or informative .

Indeed, the education system is a complex organisation whose multiple components (human, pedagogic, material, legal....) interact and interfere to finally produce what we call the output , that is to say its results.

In order to make these components more effective, an integrated strategy will :

- Strengthen decentralization and free initiative in all fields and at all the levels of the education system.
- Open the education system onto modernity by integrating new technologies in learning, training and management, and by promoting evaluation and research in education.
- Improve the management of the education system.
- Upgrade the education staff through special continuous training programs.
- Provide local and regional authorities with necessary material and human resources.
- Generalize the use of computers in the administration at both regional and national levels.

- Revise the structure of the computer data system within the Ministry and establish interconnectivity in the framework of a new integrated system.

3.8. Establishing an education data system

In order to improve administrative management methods, the Ministry of Education and Training has started the implementation of a comprehensive integrated information system that starts at the level of the school and gradually moves to the Regional Direction and up to the central departments of the Ministry. This allows a better follow-up of the education system on both quantitative and qualitative levels and provides decision-makers with efficient evaluation and planning tools.

Stages of the evaluation

A/ A yearly evaluation aiming at analysing results to improve the role of the school as a basic body in the education system will be carried out through the observation of:

- educational and pedagogic results obtained in the framework of the establishment of school projects.
- progress recorded in the framework of the improvement of school life.
- results recorded in the framework of the reinforcement of priority schools.
- the impact of the new equipment provided to each school according to its output through:

- the analysis of the evaluation made by inspectors in their reports.
- the achievement of field studies (at a local, regional and national levels).

B/ Carrying out an evaluation at mid-decade (2005).

Carrying studies of overall evaluation (CNIPRE) to record progress achieved by the implementation of the plan ,in comparison with the defined goals.

C/ Carrying out an evaluation at the end of the decade (2010) in order to assess what has been achieved in comparison with the objectives of the plan.

Fourth Area

Improving learning conditions by linking education reforms to the various development plans.

Because development and education are strongly related, any development plan is basically "educational". This relation can be direct or indirect, synchronous or asynchronous, global or partial, according to the nature of the plan and the changes planned in the educational, social, economic....fields. Thus, the national plan that aims at providing quality education for all is implemented in a broad framework that encompasses changes, variables which may have a positive effect on education.

4.1 Strengthening health care and social coverage

The goal of this mechanism is to give an impetus to the various programs that aim at increasing medical coverage, strengthening school medicine , vital and basic medical specialisation, providing easy access to medical services to all age ranges and all social categories and ensuring quality at all levels of the health system . All these orientations have a strong influence on education as they guarantee a safe environment and efficient schooling.

4.2 Strengthening family planning:

Family planning is one of the basic components of developmental policy in Tunisia. Indeed, family is the basic unit, where social training occurs , where youth are educated and supported both physically and psychologically. In this regard, programs will be pursued to strengthen family planning and protection to sensitize families and enable them to play their roles efficiently .This will contribute, either directly or indirectly to improve the educational role played by the family by ensuring favorable conditions to their children, assisting them regularly and contributing to restrict school failure and dropout.

4.3 Fostering research about innovations in the sector of population :

Developing research-particularly prospective and strategic research aiming at providing statistics about population, housing, consumerism, family living conditions and family needs, positively contribute to develop the policy in the population field in order to better adapt it to the new development requirements in all the fields and mainly in the education field. This orientation enables to provide statistics and figures that will contribute to take a number of decisions related to planning in the education field.

4.4 Assisting categories with specific needs

This aspect will be mainly oriented towards the reinforcement of the efforts aiming at the consolidation of the social development programs by pursuing social integration and assistance for categories requiring support, such as poor families, disabled, orphans and illiterates.

Besides, a program of social action will be extended to other schools in remote and rural areas.

Other programs targeting social protection and integration will be consolidated, mainly to decrease delinquency, family dissolution and social exclusion. In this context, a particular attention will be given to children and teenagers in open environments and research concerning social phenomena will be reinforced to try to find adequate solutions.

As for the handicapped, special education programs and vocational training will be consolidated in the coming years. The coverage rate of specialised services will improve and priority will be given to preventive programs and early detection of disabilities.

It is thus clear that the various development plans concerning categories with specific needs constitute a basic component that supports the reform of the education system.

4.5 Reinforcing the various regional development fields:

Regional development is an absolute priority as a fundamental strategic option of the Tunisian development policy.

This orientation has allowed the achievement of a number of assets in the different areas by consolidating decentralisation, reducing development inequities between regions, improving living conditions through better infrastructure, collective equipment, and economic diversity in all regions. The regional development plan (2002-2006) will pursue these programs, particularly in priority areas to support the School For All National Plan in order to create adequate social and economic conditions.

Stages of the evaluation

Due to the nature of the mechanisms and strategies to be implemented, and the projects evaluation timelines in the Xth development plan framework, the evaluation will be conducted as follows :

- A- Periodical evaluation, according to the nature of the mechanisms set up (1 to 2 years).
- B- Mid-decade evaluation (2005).

- C- Overall evaluation at the end of the Xth development plan (2006) to assess the impact of the development plans on the EFA national plan and their contribution to improve learning conditions and school life in general.
- D- End of decade evaluation (2010).

Fifth Area

Involving civil society actively in the implementation of the education reform

In developed countries, civil society contributes-now more than ever before- to the political development in all fields (economic, social, educational....). These stakeholders also participate in the execution of some programs either by supporting them, collaborating to their implementation or by expressing their opinion.

Similarly, the Education national plan fosters collaboration with civil society at all levels and through its bodies. This strengthens partnership ,improves mechanisms and also broadens the field of action. Hence, the program is no longer monopolised by the educational community and experts. Besides, it is not deprived of the contribution of civil society which represents a support to this program thanks the various means and methods used to attain the targeted objectives.

Strategy:

- **Broadening co-operation with the concerned organizations (example :Health services)**

Increasing co-operation between education and health sectors (Direction of secondary and higher education medicine) by developing already agreed upon projects and also new projects. This will help go beyond the usual limits of action in schools and also take into consideration the evolution of the economic and social development in education which has led to the creation of new intervention sanitary fields, a necessary support to education.

Various forms and levels of this intervention must be considered to achieve the following goals:

- Disseminating health prevention in education through active methods and new mechanisms that go beyond plain information and usual seasonal events.
- Consolidating mechanisms that help experts in the medical field to participate in decision-making processes and in the development of education curricula. Indeed, this will ensure a global vision and an overall approach that takes into consideration the broad dimensions of education.
- Extending health experts care for school handicap or maladjustment caused by factors other than educational or pedagogic.

- **Extending co-operation with organizations and associations**

It is a choice that offers a strategic support to the Education For All national programs. Indeed, there are new opportunities for co-operation and partnership with organizations and associations which are able to intervene in education at

various levels to complement the public sector and support the EFA national plan by achieving the following goals:

1. Enhancing the role played by the Organizations, such as the Tunisian Organization for Family and Education. This organization can play an active role in the field of education and learning as well as in activating relations between parents and the educational field. Thus, schools will be more open onto their environment and the organization will strive to :

- Consolidate relations between parents educational institutions.
- Create educational, social and economic projects
- Support services offered to parents and schools
- Carry out studies and research so that children and families can benefit from them.
- Guide out-of-school children and train them.
- Provide remedial sessions in schools during the school year and the holidays

2. Signing partnership agreements between the educational organization and associations able to take action in the education field aiming at the achievement of the School For All goals and activate action in the fields where organizations and associations can contribute positively in:

- School activities
- Creating new spaces for children after school hours
- Specific fields to ensure a better coverage
- Ongoing dialogue meetings about various topics related to education to improve information, exchanges and constructive discussions
- Broadening fields of intervention for associations to improve the coverage rate, mainly at the level of pre-school education.
- Disseminating the idea of initiative taking among structures able to bring new contributions by supporting all efforts aiming at achieving the goals of education for all
- Contributing to the follow-up of the education for all national program and giving opinion on the mechanisms set up to achieve objectives, which will help identify inadequacy and bring the necessary adjustments
- Supporting parents, mainly in rural areas by helping them to play their role in the educational field efficiently on a permanent basis.
- Supporting schools financially and morally by bringing their contributions in the different fields to improve learning conditions .

Stages of the evaluation

Assessment is adapted to the nature of mechanisms adopted in this area which aim at involving associations and the greatest number of structures of civil society in the active implementation of the school for all national plan. Thus, assessment will be conducted in parallel with the evaluations already mentioned, by adopting criteria able to determine the importance of partnership ,its contribution to the improvement of education and its environment to achieve the objectives set out at Dakar conference in 2002 .

BUDGETARY IMPACT

Beside the expected funds allocated for human resources in the education sector in terms of salaries, training expenses to the achievement of objectives assigned to education, a special budget must be allocated to improve learning conditions and school resources. 757million dinars will be allocated during 2002-2006.

The table below shows the main projects expected to be achieved:

1- In primary education:

88.400 - unit 100dinars

Field	Fund	Total
Building and equipment:		
Ordinary classrooms	700	14000
Classrooms for preparatory classes	1200	13200
Multi purpose classrooms	1000	4000
Sanitary units	350	2800
Principles offices	200	1400
Fences	150	2000
Educational equipment		2500
Photocopiers		9000
Textbooks		1500
Software equipment		38000

2- In junior high and secondary schools

617150 -unit:1000dinars

Building and equipment		185210
Ordinary classrooms	1800	39600
Science labs	200	7800
Physics labs	100	16800
Physic labs for the 2 nd cycle	600	24000
To foster training:		
Ordinary classrooms	1100	22000
Technology classrooms	150	6000
Multipurpose classrooms	300	12000
Techniques classrooms	100	3400
Techniques labs	100	3900
Study rooms	50	15500
Staff rooms and administrative offices	25	1000
	30	1800
Computer rooms	120	2880
Dormitories	75	13200
Canteens	60	6300
Kitchens	60	5400
Cold rooms	60	1380
Sanitary units	100	1250
Fences	100	100
Building and equipping schools		405440
Junior high schools	90	115200
Turning primary schools into junior high schools	25	5000
Secondary schools	116	277240
Dormitories	10	8000
Textbooks		2500
Software		24000

Effects of the Plan on school results

The expected results of the structural and pedagogic reforms already adopted and consolidated as well as the importance of investments will certainly improve educational indicators through a pass rate increase , a decline in the repetition and dropout rate as well as an improvement of the learning and working conditions.

Besides ,competency- based instruction will be generalized and the adoption of the cyclical method will have a positive impact on success rates. Indeed, it is estimated that 90% of the students will succeed in the 1st cycle of Basic Education while 80% will complete the 2nd cycle of Basic Education.

1/ 1st cycle of Basic Education :

The following table reproduces the evolution expected in the pass rate between 2002 and 2010:

	2000/01	01/02	02/03	03/04	04/05	05/06	06/07-09/10
1 st forms	97.8	98.7	98.7	98.7	98.7	98.7	98.7
2 nd forms	88.4	93.8	93.8	93.8	93.8	93.8	93.8
3 rd forms	86.8	86.9	98.9	98.9	98.9	98.9	98.9
4 th forms	88.3	89.0	90.0	94.0	94.0	94.0	94.0
5 th forms	83.6	84.0	84.0	84.0	99.0	99.0	99.0
6 th forms	87.0	89.8	90.8	91.0	92.0	93.0	93.0
Total	88.5	90.1	92.6	93.0	93.0	95.9	96.1

It is expected that the dropout rate will decrease in the 1st cycle of Basic Education and won't exceed 0.8% at the end of the decade against 1.9% in 2000/2001.

Dropout rates

	2000/01	01/02	02/03	03/04	04/05	05/06	06/07-09/10
1 st forms	0.6	0.4	0.4	0.4	0.4	0.4	0.4
2 nd forms	0.6	0.6	0.6	0.6	0.6	0.6	0.6
3 rd forms	1.1	1.2	0.7	0.7	0.7	0.7	0.7
4 th forms	1.6	1.0	1.0	1.0	1.0	1.0	1.0
5 th forms	3.0	2.9	2.9	2.9	0.5	0.5	0.5
6 th forms	4.3	2.8	1.8	1.6	1.6	1.6	1.6
Total	1.9	1.5	1.3	1.3	0.8	0.9	0.8

Similarly, the number of repeaters will decrease and the rate will shift from 9.6% in 2000/2001 to 3.1% in 2010/2011.

Repeaters rate

	2000/01	01/02	02/03	03/04	04/05	05/06	06/07-09/10
1 st forms	1.6	0.9	0.9	0.9	0.9	0.9	0.9
2 nd forms	11.0	5.6	5.6	5.6	5.6	5.6	5.6
3 rd forms	12.2	12.0	0.5	0.5	0.5	0.5	0.5
4 th forms	10.1	10.0	9.0	5.0	5.0	5.0	5.0
5 th forms	13.3	13.0	13.0	13.0	0.5	0.5	0.5
6 th forms	8.7	7.4	7.4	7.4	6.4	5.4	5.4
Total	9.6	8.4	6.2	5.8	3.1	3.2	3.1

2/ The second cycle of Basic Education

As the outcome in the 1st cycle of Basic Education has improved, it is expected that there will be a pressure on the second cycle of Basic Education. Thus, the number of students will rise from 603.765 in 2001/2002 to 708.845 students in 2006/2007 during the implementation period of the 10th plan. However, the number will decrease as early as 2006/2007 when the number of students in the 1st cycle of Basic Education will decrease to 521.694 students in 2010/2011.

Evolution of the number of students in the 2nd cycle of Basic Education

	2000/01	01/02	02/03	03/04	04/05	05/06	06/07
7 th forms	233.979	258.868	248.443	241.107	238.693	227.855	304.296
8 th forms	192.394	192.548	215.735	216.315	216.130	231.294	216.251
9 th forms	154.601	152.349	142.367	160.982	162.700	165.312	188.298
Total	580.974	603.765	606.545	618.404	617.523	624.461	708.845

	07/08	08/09	09/10	10/11
7 th forms	230.216	203.442	188.774	181.643
8 th forms	275.030	224.637	195.776	179.778
9 th forms	176.731	223.505	184.146	160.273
Total	681.977	651.584	568.696	521.694

If we consider the effects of the pedagogic reform, it is expected that the access rate to the 2nd cycle of Basic Education will be as follow:

Evolution of the access rate to the 2nd cycle of Basic Education

	2000/01	01/02	02/03	03/04	04/05	05/06	06/07-09/10
7 th forms	65.2	67.8	69.8	71.8	79.8	79.8	79.8
8 th forms	69.4	70.0	72.0	73.0	75.0	80.0	80.0
9 th forms	81.1	91.3	90.3	91.3	92.3	92.3	92.3

Total	70.8	74.4	75.4	77.3	81.4	83.2	83.2
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At the same time, the repeaters rate will decrease in the same cycle, as follows:

	2000/01	01/02	02/03	03/04	04/05	05/06	06/07- 09/10
7 th forms	23.2	22.1	21.1	20.1	15.1	15.1	15.1
8 th forms	20.8	20.9	19.9	19.9	18.9	14.9	14.9
9 th forms	12.2	5.0	4.0	3.0	2.0	2.0	2.0
Total	19.5	17.4	16.7	15.6	13.0	11.6	11.6

**Care for children with special needs:
Integrating handicapped in the learning and teaching mainstream**

Best education for all can only be achieved if everybody is cared for in an education system open to everybody, without any form of exclusion.

This is the orientation of the Education Act which stipulates in its 4th article that "it is incumbent on the State to provide the appropriate conditions that will enable pupils with special needs to exercise their right to education."(Education Act n°2002-80 dated July 23rd,2002) .

In 2003-2004 school year, efforts have been made to create programs that integrate handicapped in the learning process .These programs are supported by various partners in the civil society and associations.

What are the components of this program and what are the most important means of implementation?

The concern and care for the handicapped in the educational field and their integration in the learning process, do not represent new orientations in the educational and social policy in Tunisia. Indeed, this trend started as early as 1981 in the 81-46 law and has been modified and completed in 1989 in the 89-52 law, as follows:

Article 1: " Protecting and promoting handicapped is a national responsibility in order to guarantee their social integration, reinsure their vocational integration and also guarantee social support to live in dignity".

Article 6:".....handicapped have the right to education, physical therapy and adequate vocational training".

Article 10:" Education and physical therapy will be achieved ,when possible, in educational institutions or in specialized centers."

This clear legislation has been the starting point of the efforts made by the various partners (public sector, stakeholders in civil society such as associations....) to ensure handicapped social and educational integration as it is considered as the best way to achieve full integration.

The following statistics describe achievements in this field:

-2002/2003 school year:

a/ Integration of handicapped in ordinary schools:4824 pupils were integrated as follows:

- 3293 pupils in ordinary primary schools

-1531 pupils in junior high and secondary schools

b/Integration of handicapped in specialized educational centers: this school year, there are 211 specialized educational centers with 12092 handicapped children enrolled according to their handicap as follows:

Handicap	Number
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Mentally handicapped	6261
Deaf	2886
Physically handicapped	681
Blind	705
Other handicaps	1505
Multiple handicap	54
Total number	12092

Setting up a multiple component action program to ensure the handicapped integration in the learning and training mainstream

A multiple component action program has been adopted to ensure handicapped integration in the learning and training mainstream. It enhances the orientations of the state and completes the school of the future - a school for everybody where each pupil has a chance.

Besides, this program implements the Education Act which stipulates in its 4th article that the State strives to create appropriate conditions for pupils with special needs to ensure their right to education, while guaranteeing the best education to all children of school age and opening training and learning channels to all classes, without discrimination or exclusion.*

This program has been inspired by a strong belief that human resources which represent a wealth must be given access to knowledge. Indeed, this trend has been decided by the highest authority in the State as it represents one of the steady political, social and educational foundations of the modern society.

What are the specific features of this program and what are its components?

* Education Act-law 80/2002-July 23,2002

1. Integrating disabled in the regular learning system:

Implementation stages :

- Identifying disabled school aged children in 2003/2004 with the help of all partners concerned by this program
 - Number of children expected to be integrated in 1st year primary education in September 2003 : 600 disabled children
 - Age range: 6 to 10 years old
 - Targeted handicap : physically handicapped, deaf (with the help of listening aids), light mental disability
 - Defining enrolment procedures in ordinary schools and co-ordinating with specialised organisations, so that children can enrol in due time.
- Setting up a map of primary schools concerned by the integration of handicapped during 2003/2004. This can be done once the criteria of these schools have been determined. Some of these criteria are:
 - The school that integrates disabled children should be close to a regional centre for handicapped literacy
 - The school should be close to a specialised learning centre.
 - The number of integrated handicapped in 2002/2003
 - Availability of an active social action team in the school.
 - Availability of daily means of transport to and from the school.

All these measures have led to a first map of school integration with about 120 primary schools scattered in different areas of the country with an equal ratio of children so that equal chances are provided to all.

- An action aiming at preparing schools to this mission through:
 - Improving school environment to facilitate handicapped access according to international norms in the field
 - Providing facilities (special paths, sanitary units, adapted pedagogic material)
- Organising special training sessions for teachers ,heads and the pedagogic staff in charge of educational management to help them master the required knowledge to reach best output. The training program has been set up by specialised teams in order to answer educators' specific needs
- Organising meetings to sensitise and inform people about the goals of this program and sensitise them to the means required for its implementation
- Setting up a managing committee of this program at a national level (Ministry of Education and training) and appointing regional coordinators to ensure a link between all those supervising implementation and follow-up .
- Setting up a joint commission between the Ministry of Education and Training and other ministries. (Solidarity and Social Affairs, Ministry of Health...) as well as partnerships with associations working in the field and international organisations to achieve goals in the targeted timelines.

- Defining a follow up plan and stages to assess progress and bring the necessary changes.
- Defining a 1st execution stage of the program that will last 3 school years. 600 new handicapped pupils will be enrolled in the 1st year of basic education each year so that 1800 handicapped children will be added to the 5000 handicapped children already enrolled.

2/ Integrating handicapped in the learning mainstream:

The multiple component action program to integrate handicapped in initial training is based on :

- Granting 3 to 4% of Tunisian Vocational Training Agency (ATFP) training jobs in the public sector to handicapped and adapting buildings and equipment to the handicapped specific needs.
- Giving trainers a Training related to handicapped through a vocational training based on specialized educational and pedagogic methods.
- Improving partnership between organizations belonging to the ATFP and the specialized centres in training and upgrading handicapped .The implementation of this program will be progressive and will be experimented in some governorates. Partnership will concern alternated training, recycling trainers, training exchanges, program improvement and a variety in specialities , reinforcing teams, the adoption of specialized centers by training centers, or twinning agreements (twinning agreement between the centers of the Agency and those specialized in training handicapped by referring to a model and starting the experience in some governorates).
- Carrying out a comprehensive survey about the creation of a pilot school open to handicapped belonging to various learning levels .This school would provide a high level training not only in the known specialities but also in new jobs thanks to modern technologies.
- Extending vocational training programs provided to handicapped by institutions belonging to ATFP and similar programs provided by the National Employment Fund (21-21).

Adults and elderly below literacy level

The 3rd category targeted by the School For All National Plan is that of elderly below literacy level and adults who don't master reading, writing and other basic skills. This category is also targeted by the adult national literacy program.

From this point of view, the future action plan set up by this program corresponds to the goals set out in Dakar in the field of adult literacy. The plan will achieve Tunisia's commitments as it has defined a highly efficient strategy and because its starting point is a global vision and philosophy inspired by a boundless educational action and the necessity to spread this action so that everybody can take advantage.

What are the foundations of this plan? And what are the challenges to be taken up?

Adult literacy national program

The adult literacy national program is part of the President of State future "lifelong education for all" program which has become necessary in a world where knowledge and technology are progressing rapidly. This program complements the national system of education, training, and development of human resources.

Indeed, this program represents Tunisia's commitment on a regional and international levels, mainly at Cairo and Dakar Education For All conferences. It also represents the importance and care granted to education and learning in our country. The adoption of this program on April 14, 2000 underscores its importance as surveys and preparatory work have been carried out in the previous months. An assessment of the national program against illiteracy started in 1992 after Jomtien Conference on education in 1990 and the 5th conference on adult education held in Hamburg in 1997, as well as identification of difficulties and measures to better struggle against illiteracy and improve adult education.

Among the difficulties that have hindered the achievement of the 1992 plan objectives are :

- Participants voluntary work and derisory fees granted to primary school teachers enrolled in the program (additional hours).
- The lack of funds allocated to the program to intervene in certain fields or to broaden action such as the equipment of non equipped classrooms which are used by associations ,institutions and organizations to teach adults.

- No incentives to attract illiterates to learning that take into consideration their expectations, family, economic and social problems.
- No incentives to foster partnership in the implementation of the program.
- No specialized organizations and associations in adult illiteracy and education.
- The lack of human resources to manage the program at the national and regional levels.

To overcome these problems, a national program for adults was adopted in 2000 and was founded on a tenacious political will oriented towards the achievement of the targeted objectives through a mobilisation of necessary human material resources and a permanent follow-up at the highest level of the political hierarchy.

The following measures were taken :

1. Assigning teaching to university graduates in the framework of contracts and through rewarding salaries
2. Increasing salaries granted to stakeholders of the program : teachers, pedagogic staff , trainers, orientation staff
3. Allocating important funds to the necessary equipment and teaching material in the newly- created centers.
4. Assisting central and regional structures by providing them with a professional staff in the pedagogic, administrative and financial fields and providing them with appropriate working conditions.
5. Setting up incentives for the targeted learners and for the people involved in youth education ,some of which are :
 - Prizes to 10% of successful learners at local, regional and national levels.
 - Considering learning hours as working hours to be paid by the State for adult learners who work in economic institutions.
 - Organizing free cultural and entertaining trips for learners during the school year.
 - Paying transport and food fees for needy learners .
 - Social and health assistance to needy learners.
 - Supporting and extending basic vocational skills to improve young learners' employability.
 - Granting national, regional and local prizes to organizations and associations that contribute to the implementation of the adult education national program.
 - Granting loans for national and regional associations specialized in adult education .

6/ Diversifying learning methods and adapting them to learners' needs, social and working conditions.

- 7/ Developing learning methods according to learners' interests.
 8/ Carrying out research to target adult literacy in its broad meaning that goes beyond illiteracy and by using new technologies such as television for distance learning.

1/ Target category

Absolute priority is given to illiterate people who never enrolled in schools. Then, the program targets early school leavers who are threatened by illiteracy or need to improve their educational level to face the demands of modern life in all the fields.

By referring to 1999 estimates, we notice that illiterates represent 27% of inhabitants aged 10 and more, that is 2.050.000 citizens of both sexes as follows:

Sex:

Male: 17.7% (676.267)

Female: 36.3% (1.374.094)

Thus, the ratio of illiterate women is twice as important as that of males.

Geographic environment :

- Urban areas : 19% (913.789)
- Non-urban areas: 40.8% (1.136.512)

In rural areas, illiteracy is twice as important as in urban areas.

Age range:

Age range	30	30/49	5 and above
Number	348.979	658.120	1.043.242
Rate	9.1%	27.9%	74.2%

Older girls suffer from illiteracy more than young women as education has progressively been generalized since the independence.

Besides, we notice by cross-checking gender and geographic environment, the importance of women and girls in rural areas:

Sex	Urban areas	Rural areas	Total
Male	285.990 11.8%	390.277 28.2%	676.267 17.7%
Female	627.799 26.4%	746.235 53.2%	1.374.094 36.3%
Total	913.789 19%	1.136.512 40.8%	2.050.361 27%

In addition to the overall objective of struggling against illiteracy and improving literacy level by eradicating illiteracy among 2500 Tunisians of both sexes and therefore decreasing the general illiteracy rate between

2002 and 2004, there are also qualitative objectives related to priority groups which are:

- **Youth:**

The national program for adult education aims at eradicating as quickly as possible young people under 30 illiteracy for the important role people played by this category in family life (procreation, children education), as well as in the economic life (they will be responsible for production and services sector during the first half of this century in which technological progress requires a minimum level of literacy and the wild competitiveness imposed by globalisation requires upgrading economy).

- **Women and young girls**

They are more affected than men by illiteracy according to the above mentioned statistics. For this category, the target is to limit gender inequity in education and to build a balanced society in which all social categories have the right to education and where women take advantage of training conceived for them in the framework of the national program to promote women in rural areas.

- **Rural areas** where illiteracy is more widespread than in urban areas for the reasons mentioned above. Social justice and an overall development evenly spread between the regions are the targets of the plan.
- **Priority to 10 governorates:** regions with a high illiteracy rate above national figures suffer from the inequity that exists between the regions. Priority is given to these regions to reach a balanced development which requires upgrading human resources and spreading learning in the communities.
- **Priority to 58 sub-governorates** in other governorates as there is an imbalance between governorates. Priority is itself a qualitative objective as it targets the struggle against illiteracy in the disadvantaged areas which can be unnoticed in the regional and national statistics. This action is carried out together with the development programs conceived for disadvantaged areas in order to allow them to live in dignity and be active citizenship so that they contribute to the different economic, social and cultural fields.

2/ The national plan for adult education 2002/2010:

It consists of 3 successive and complementary phases among which:

- The 2000/2004 national program for adult education which is being implemented and whose objectives, features as well as the required human and material means have already been defined.
- A natural extension of the 2 previous stages in the framework of the orientations that represent an abiding feature of the education system and the tenacious political will that aims at restricting illiteracy and opening new perspectives at the level of adult education with reference to the results obtained and the experimental projects.

2-1 The national program for adult education(2000/2004):

Starting from the quantitative weaknesses of the results recorded during the implementation of the 1992 National Plan of illiteracy eradication and also from the conclusions drawn after its execution, the National Plan for Adult Education has set up the following objectives:

- Striving to reduce illiteracy(27%in 1999) by eradicating it among 250.000 inhabitants between 2000 and 2004.
- Decreasing the general illiteracy rate from 27 to 20%
- Reducing illiteracy rate among young people(below 30years) from 9.1% to 3%.
- Extending the follow-up stage gradually and within an experimental framework by varying the teaching methods and opening new self-learning perspectives in order to avoid recurrent illiteracy.
- Varying teaching methods and pedagogic approaches to both answer the needs of the various learners and take into consideration their social and economic conditions.
- Updating learning methods , means and activities to foster adult participation .
- Starting distance learning for adults through television broadcast to update educational means.

As this program started in 2000, it is now possible to analyze some results that witness the sound strategy and the means used for its implementation:

- In 2000/2001, about 110.000 learners of both sexes enrolled at the different levels of the program in more than 300 centers which can receive more 5000 groups. The number of teachers has increased to 2300, most of them are graduates trained in adult psychology.

Incentive measures helped create more than 100 national, regional or local associations or branches of regional associations specialized in adult

education. These associations have been allocated grants (5000Dinars for each regional or national association) to support endeavours of government bodies. Besides, annual credits of about 70.000Dinars are allocated to these associations to help them with management. Annual competitions are organized for associations and organizations that support the program and many prizes of about 100.000 reward the winners.

Prizes to reward best learners have exceeded 1million dinar to about 9.000 learners of both sexes. The academic year has been interspersed with many cultural and entertaining trips as well as fee-free plays, concerts and local, regional and national festivals .

A legal text stipulates that teaching hours are no longer free for workers among learners.

- In 2001/2002, the number of learners of both sexes increased, reaching 170.000 learners, that is a rise of 60.000 compared to the previous year,15.000 of whom graduated at the end of the year. Learners are divided in 4.300 centres that have a capacity of 9000 groups trained by 3300 teachers are graduates.

The system of incentive measures was pursued.

At the educational level, commissions were set up to bring changes to the programs:

- ❖ A committee to develop educational methods: it revises the official methods, textbooks and methodological sources to better adapt them to the needs of the targeted audience .It is also responsible for the follow-up stage and the choice of adequate pedagogic tools.
- ❖ An audio-visual committee responsible for the conception of distance learning TV programs for adults .It also has to produce TV programs about social communication . The experimental stage is expected to start at the end of 2002 .

In this perspective, the National program for adult education has organized a workshop for Arab countries about " adult education through TV" with the support of UNESCO, ISESCO and ALECSO in the framework of experience exchanges and the elaboration of a common Arab project.

At the level of other qualitative aspects:

- ❖ The possibility of creating a pilot center for adult education offering a sound vision of this program .
- ❖ Studies allowing the extension of basic professional competencies in collaboration with concerned associations are being carried out.
- ❖ A database for the program follow up has been set up at the local, regional and national level.
- ❖ Revision of the central and regional organization of the program as well as the status of staff and employees to enable them to fulfill their new functions and prepare them for the future perspectives of the program.

2/2 The last two years of the Xth plan 2005/2006 :

In the course of the last two years of the plan, the activities of the previous stage will be pursued in both their quantitative and qualitative dimensions and will be broadened ,mainly to :

- Motivate more learners to decrease the overall illiteracy rate from 20% (targeted for 2004) to 16% in 2006 and to eradicate it in the less than 30 age group .These figures will be determined by statistics prepared by the National Institute of statistics in 2002 for this program and by the population and household census in 2004 .
- Achieve a horizontal and vertical extension (after eradicating illiteracy) that would provide new opportunities for those who have emerged from illiteracy or drop-outs for a continuing education through television and other learning means brought by studies, research and experiences from the previous stage.
- Find complementary ways between adult literacy and other teaching and training methods as well as equivalent rating of qualifications between teaching levels ,which would restore confidence in adult literacy and connect them to other systems with junctions and bridges, mainly for young people.
- Set up an autonomous adult literacy system supported by a functional financial and administrative management , and that corresponds to the quantitative and qualitative objectives.

It is worth mentioning that the allocated grants for the Xth plan implementation period exceeds 26 million dinars ,not including teachers' salaries (about 10million dinars per year as well as the management budget which exceeds 5 million dinars per year.

XIth development plan :2007/2010

After 6 years of fieldwork to eradicate illiteracy and foster adult literacy through various forms of diverse teaching methods and tools, it is hoped that the 4 years of the XIth plan will pave the way to a sound implementation of an adult literacy system which provides all social categories with opportunities to pursue their studies.

From a quantitative point of view, the goal will be to continue the decrease of the overall illiteracy rate by 10% in 2010. However, strategies to motivate learners based on statistics must be elaborated . This must be achieved in parallel with a horizontal and vertical extension at the level of post-illiteracy groups of learners (follow-up) ,which is the basic indicator to eradicate illiteracy and to ensure that there is no relapse in illiteracy.

3/ Evaluation stages :

Together with the annual follow-up of the national program for adult literacy achievements on both the quantitative and qualitative levels as well as the partial adjustments required and thanks to the various studies and experiences which are to be carried out in the framework of improving the different components of adult literacy, it is expected to achieve an overall assessment at the end of each stage mentioned in the preceding paragraph.

-2004: assessing achievements at the end of the 2002/2004 presidential program execution .Meanwhile, the necessary measures for the following stage will be oriented towards experimental projects and their gradual generalization.

-2006: the overall assessment is integrated in the Xth economic and social development plan and the elaboration of the XIth plan.

-2010: assessment will be carried out in the framework of the Education For All National Plan 2002-2010 with all its educational and training components on one hand ,and in the framework of the assessment of the Xth development plan whose follow-up and overall assessment will be carried out in 2011 on the other hand.