

Citizen Diagnostic on Secondary Education



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Citizen Diagnostic on Secondary Education

Douar Hicher, Kasserine North and Tataouine North

December 2020

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We focus on solving the root causes of conflict, bringing together people from across divides. From the grassroots to policy level, we come together to build everyday peace.

Peace is just as much about communities living together, side by side, and resolving their differences without resorting to violence, as it is about people signing a treaty or laying down their arms.

That is why we believe that we all have a role to play in building a more peaceful future.

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Layout: Marc Rechdane

Front cover image: Mehdi Jelliti

Editor: Amani Frouja

Supervising team: Mohammed Ali Ben Zina, Mariam Abdel Baky, and Olfa Lamloum

Technical Supervision: Anis Boujâama

Fieldwork: Ahmed Jemaa, Siwar Sghir, Yanis Ghodhbani, Imene Madderi,
Halima Tazghadanti, Oubaid Allah Dabbabi, and Belgacem Elhouch

Fieldwork Supervision: Raja Gassoumi, Mourad Ardhaoui, and Hossem Ayari

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Introduction

The right to education is considered one of the most important social rights stipulated in the new Tunisian constitution of 2014, which states in Article 39:

“Education is compulsory until the age of sixteen. The state guarantees the right to free, public education at all stages and seeks to provide the necessary means to achieve quality education, teaching, and training. It also works to foster a sense of Arab and Islamic identity, and national belonging, among the youth; consolidate and support the Arabic language and popularise its use; open up to foreign languages and human civilisations; and spread the culture of human rights.”

Given its social character, this right represents a democratic gain that has benefited post-independence generations, particularly those from poor social backgrounds. However, the decline of the welfare state since the mid-1980s, the shrinking of funds allocated to public education and the freezing of employment efforts in the public service sector have weakened this gain, especially in working-class neighbourhoods and interior regions.

Since the beginning of its work in Tunisia, International Alert has attached great importance to the right to education in urban and semi-urban areas that suffer from marginalisation and underdevelopment, and has conducted several studies to clarify and deconstruct the phenomenon of inequality between different regions in accessing this constitutional right. The most important of these studies focused on the issue of school dropouts in a quantitative study that was completed in 2017 in the delegations¹ of Firyanah (Kasserine) and Ghardimaou (Jendouba).

The aforementioned study is part of a participatory, citizen-driven approach that Alert seeks to consolidate with the belief that supporting the right to education, and improving and reforming public educational services require the participation of students, as well as the inclusion of their perceptions, their own evaluations of their educational conditions, and the identification of the difficulties and problems they face, as they are the recipients of this service.

Involving youth from working-class neighbourhoods and interior regions in assessing public policies in the field of education is necessary to help enhance their role and fulfil their needs and expectations. It also benefits decision-makers by providing them with accurate and transparent data related to this field, in order to help realise developmental goals aimed at reforming and improving the educational system, and to establish and maintain educational institutions in regions suffering from poverty, marginalisation, exclusion and school dropouts.

This field study for the diagnosis and evaluation of the status of educational services at the secondary level was conducted in an effort to promote the right to public education by improving the material and moral conditions for its access and by improving and strengthening its quality, especially in the interior regions and working-class neighbourhoods. In this study, a questionnaire was distributed to a sample of 1,200 students who are receiving their education in three schools in three different delegations: the Echabab Secondary Institute in Douar Hicher (Manouba), the Al-Manar Institute in the Ennour neighbourhood (Kasserine) and the co-ed Secondary Institute in Tataouine North (Tataouine). In every school surveyed, the focus has been on educational conditions, available equipment, school activities, educational framework and at-risk behaviours in order to reach a general overview of the educational environment from the viewpoint of the students and to provide recommendations and proposals that will improve the quality of educational services.

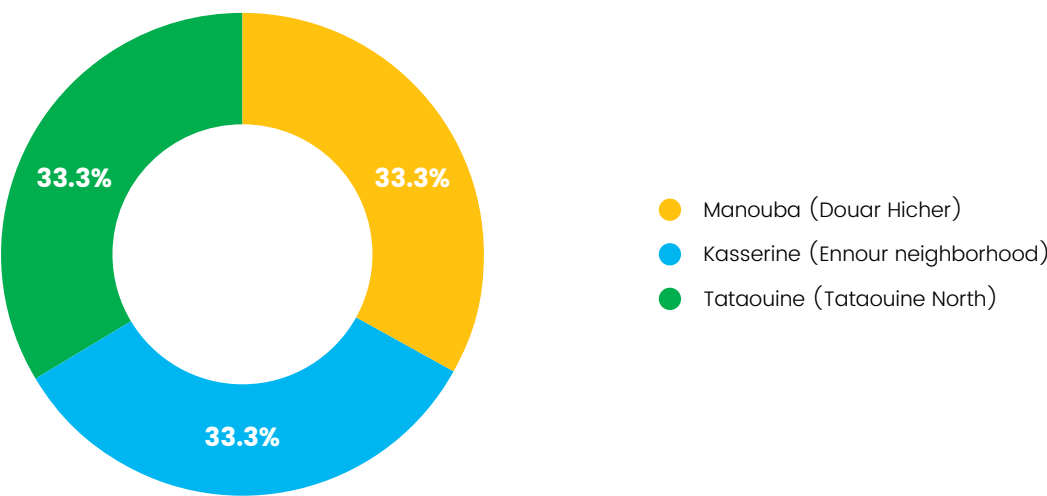
1 A delegation is the name given to a small administrative district in Tunisia.

1. The characteristics of the sample

1.1 Delegation

The sample consists of 1,200 respondents, divided equally across three delegations, as shown in Figure 1.

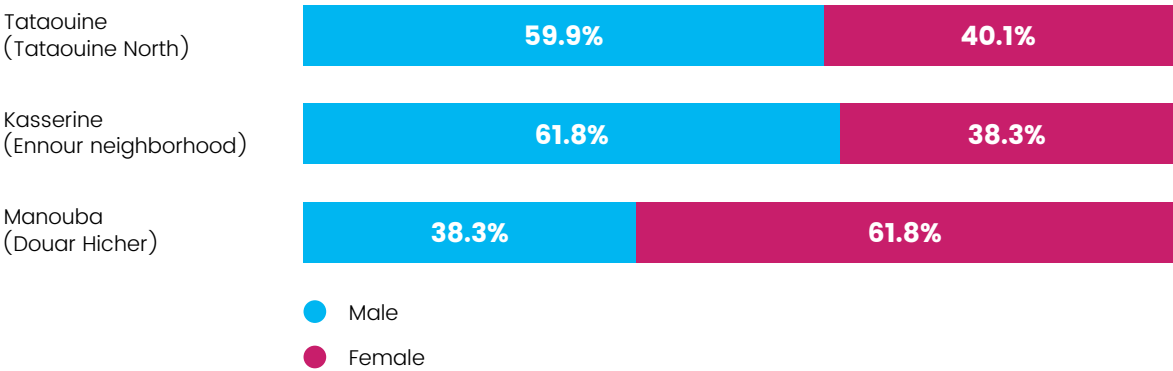
Figure 1. Distribution of sample according to delegation



1.2 Sex

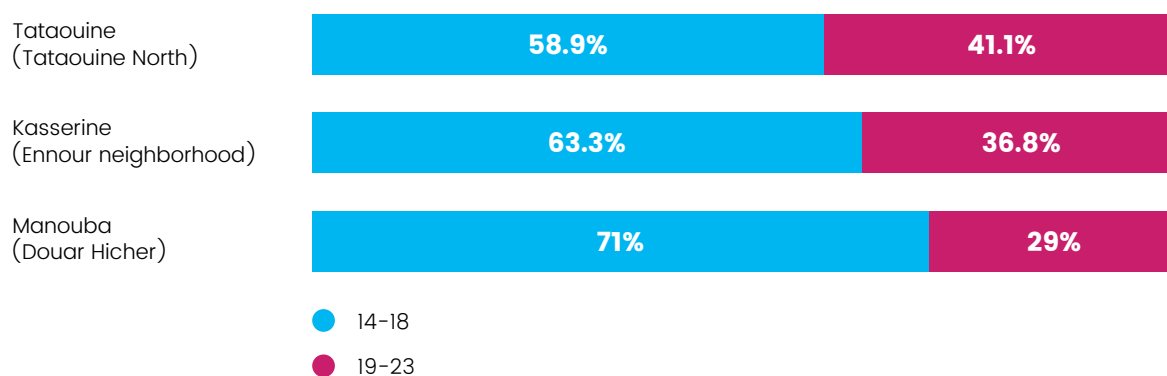
The sample consists of 640 males and 560 females. In the Douar Hicher, the percentage of males is 38.3% and of females is 61.8%. In Ennour neighbourhood, the percentage of males is 61.8% and of females is 38.3%. In Tataouine North, the percentage of males is 59.9% and of females is 40.1%. (See Figure 2.)

Figure 2. Distribution of respondents according to sex.



1.3 Age

Figure 3. Distribution of respondents according to age group



Analysis of the age structure set out in Figure 3 reveals that the age of the sample members ranges from 14 to 23 years old. The percentage of the respondents between the ages of 14 and 18 is 71% in Douar Hicher, 63.6% in Ennour neighbourhood and 58.9% in Tataouine North, while the percentage of those between 19 and 23 years old is 29% in the first delegation, 36.8% in the second and 41.1% in the third.

1.4 Education

The study was conducted across different educational levels in varying proportions in the three regions. The sample consists of students enrolled during the school year in which the study was conducted. As shown in Figure 4, students distributed by educational level are as follows: in the first year of secondary education, 23% in Douar Hicher, 22.8% in Ennour neighbourhood and 29.4% in Tataouine North. In the second year, 30% in the first region, 23.3% in the second and 23.4% in the third. In the third year, 21.5% in the first region, 22.5% in the second and 17% in the third. Finally, in the fourth year, 25.5% in the first region, 31.5% in the second and 30.2% in the third.

Figure 4. Distribution of respondents according to educational level

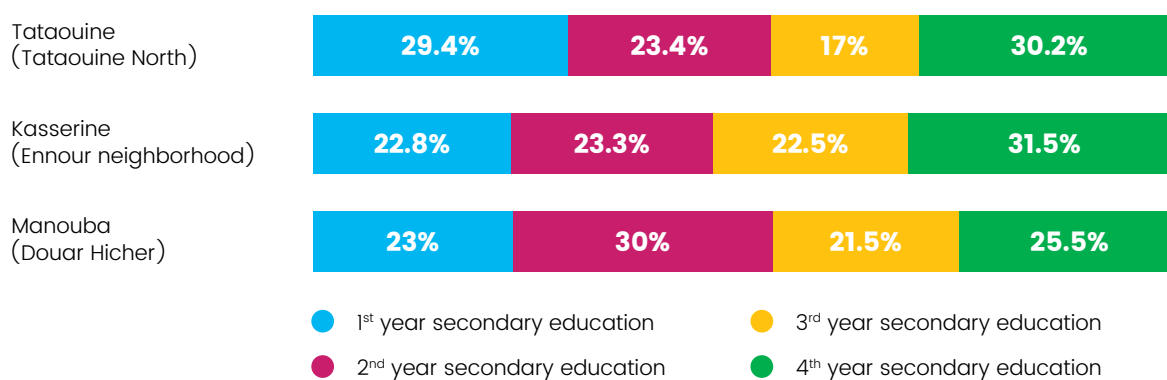
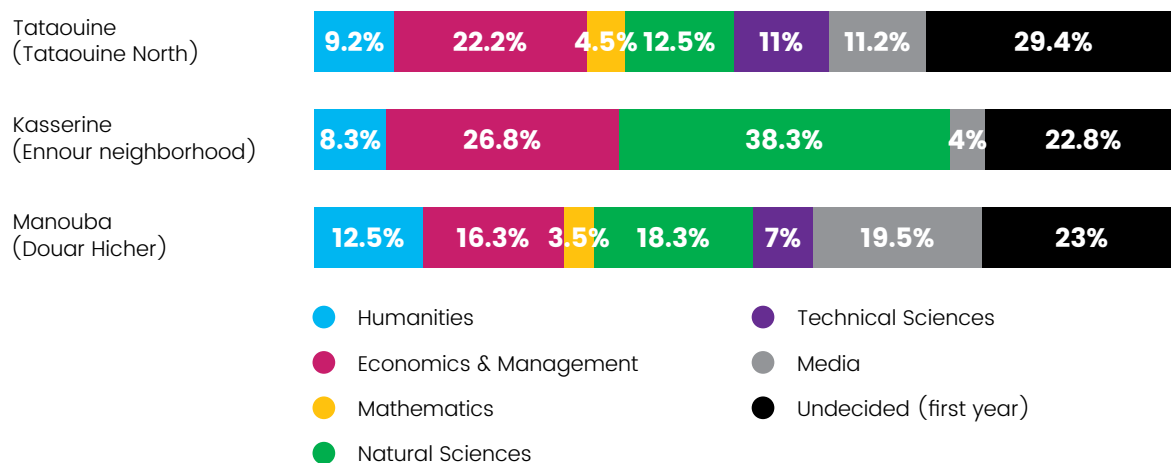


Figure 5. Distribution of respondents according to the subject of enrolment:



It is noted that a quarter of the sample members are enrolled in the first year of secondary education, indicating that they had not yet chosen a track. The remaining sample members are distributed across different divisions in varying proportions in the three regions. The majority of the sample belongs to the divisions of Natural Sciences and Economics and Management. In Douar Hicher, Ennour neighbourhood and Tataouine North, 18.3%, 33.3%, and 12.5% of sample members are enrolled in Natural Sciences in each region, respectively, and 16.3%, 26.8% and 22.2% of sample members are enrolled in Economics and Management in each region, respectively. (See Figure 5.)

Figure 6. Distribution of respondents according to previous failures

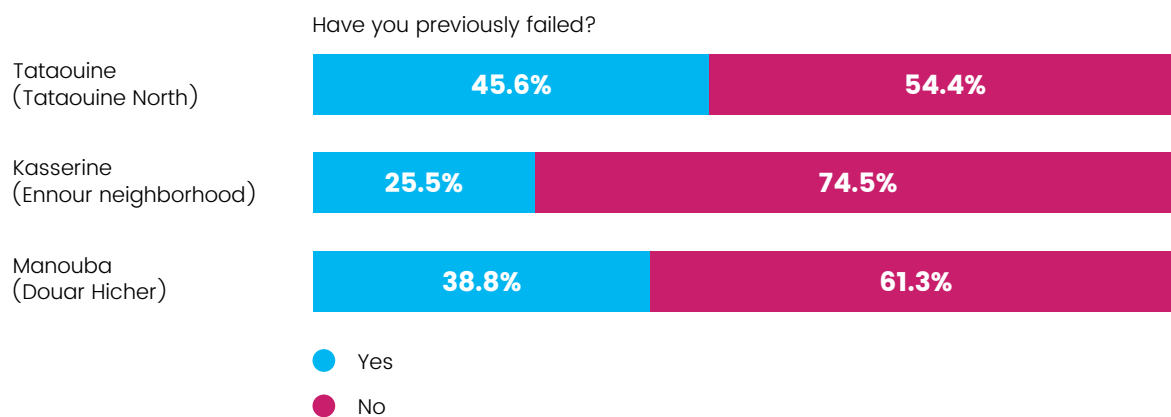
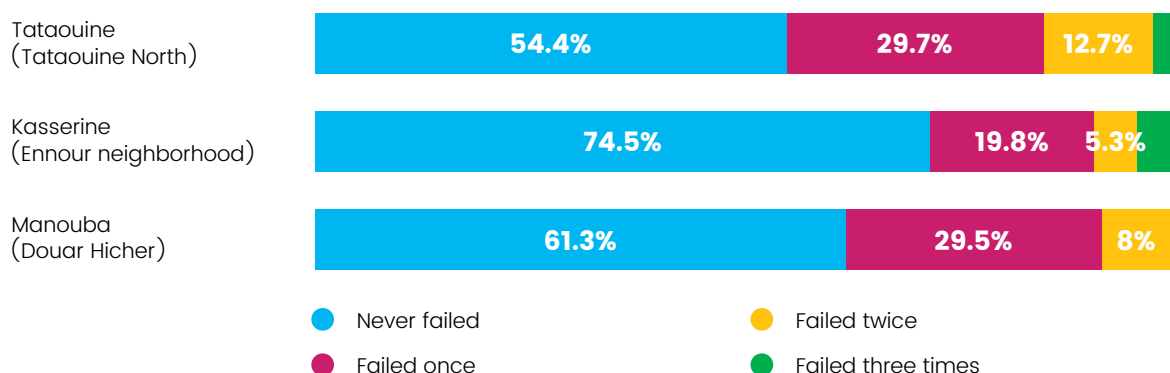
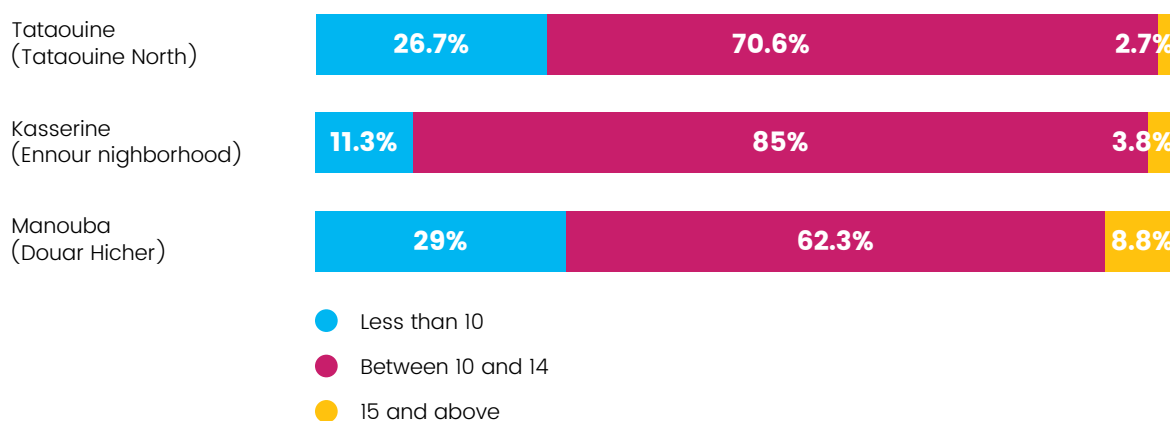


Figure 6 shows that the percentage of students who previously failed is less than those who did not, across all three delegations. The percentage of students who declared their failure is 38.8% in Douar Hicher, 25.5% in Ennour neighbourhood, and 45.6% in Tataouine North. By contrast, 61.3% in the first delegation, 74.5% in the second, and 54.4% in the third have not failed before.

Figure 7. Distribution of respondents according to number of failures

We note that more than half of the sample members in all three delegations have never failed, while the majority of the remaining sample members have failed once throughout their years of study. (See Figure 7.)

Figure 8. Distribution of respondents according to the general average in the academic year (2018–2019)

The data set out in Figure 8 reveals that most students in the three delegations have average results, with annual averages ranging from 10 to 14 out of 20 during the academic year 2018–2019.

1.5 Family relationships

Figure 9. Distribution of respondents according to the number of brothers and sisters

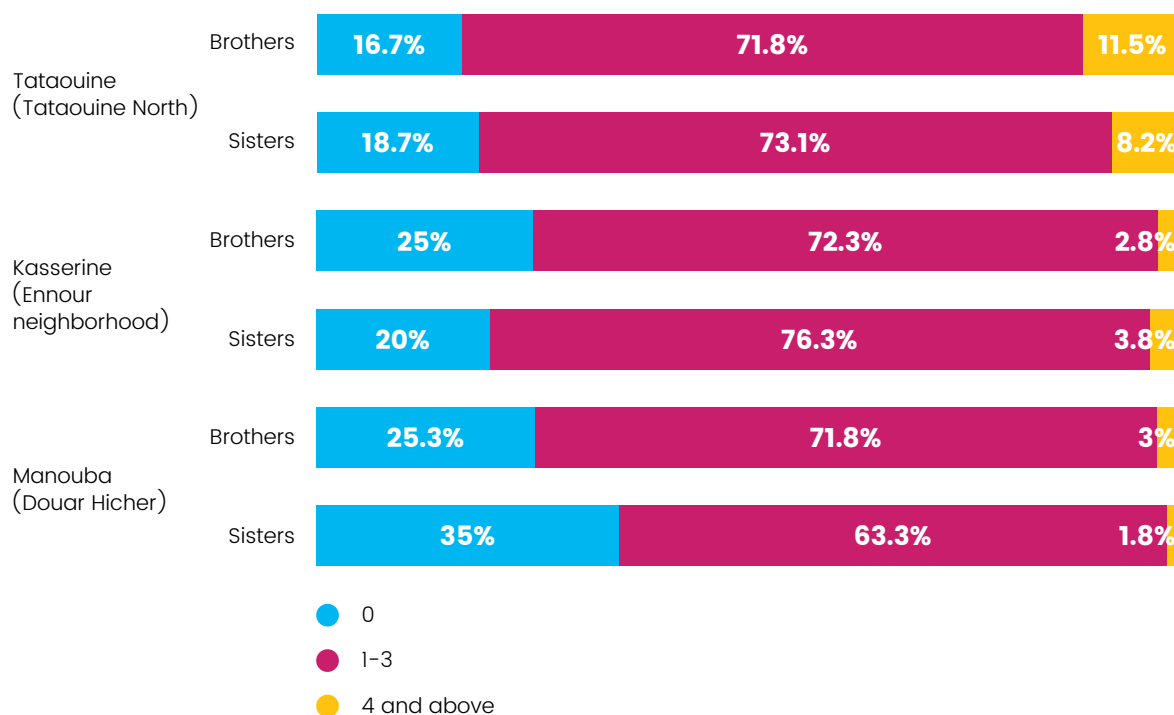
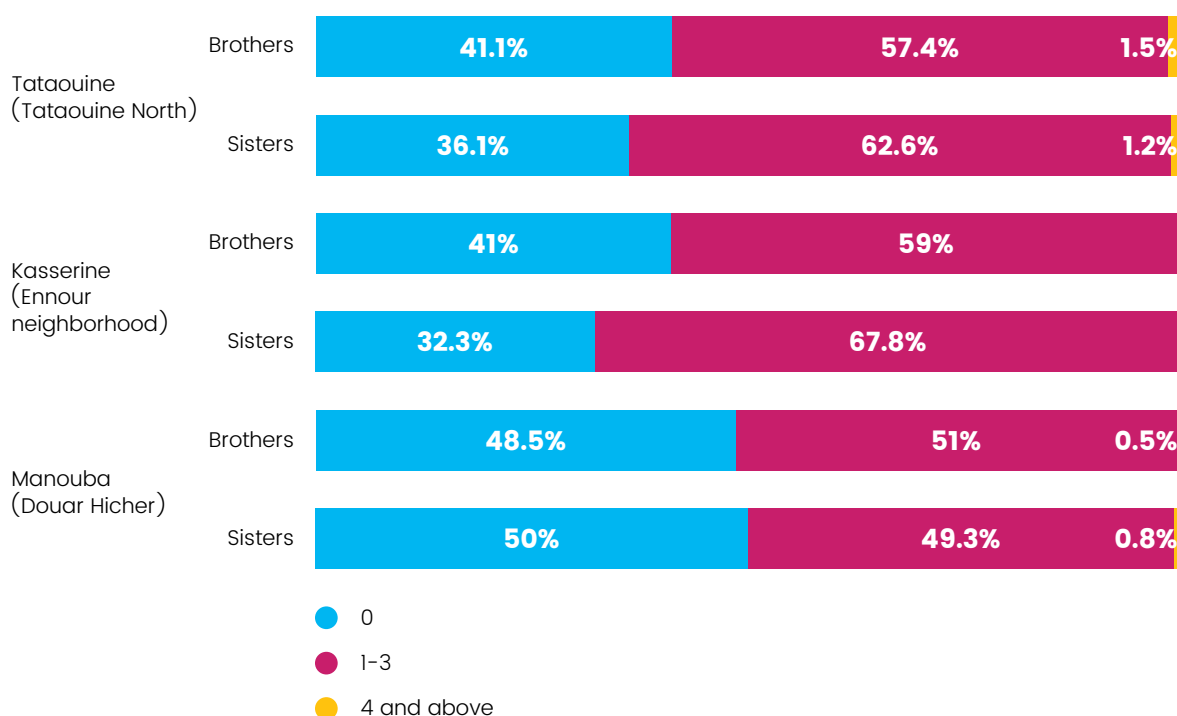


Figure 9 sets out the number of respondents' siblings:

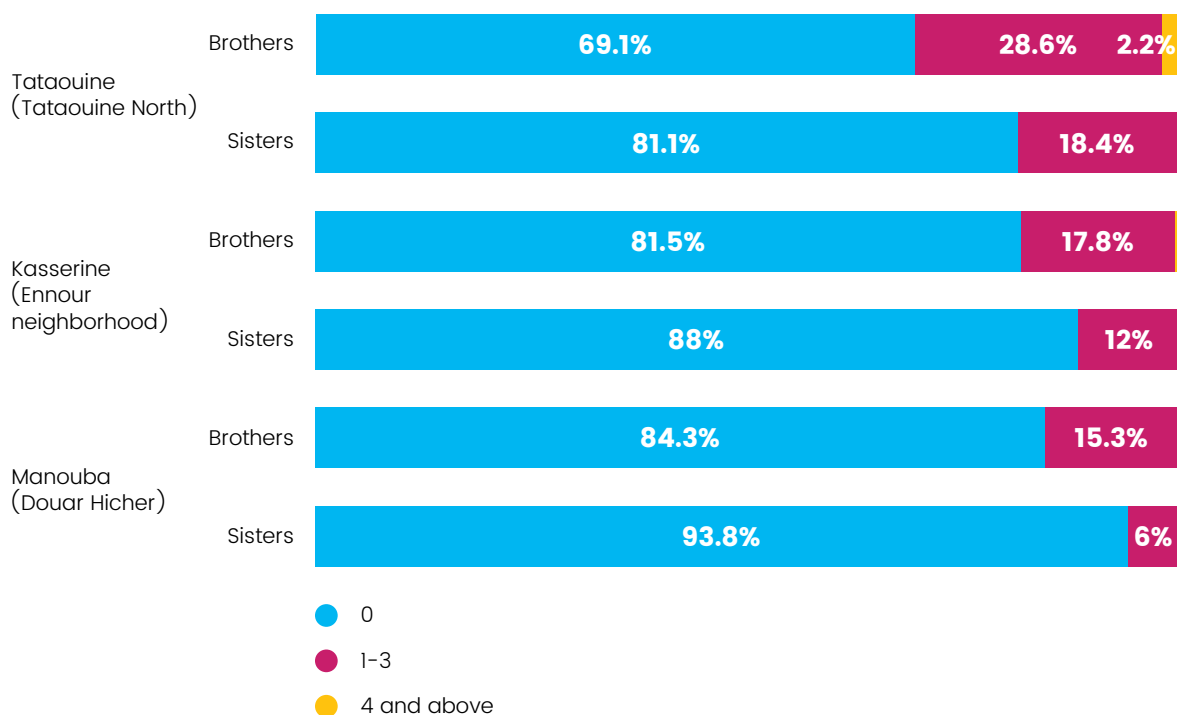
- In Douar Hicher's school: 35% of respondents have no sisters, while 63.3% of respondents have between 1 and 3 sisters. On the other hand, 25.3% of respondents have no brothers, while 71.8% of respondents have between 1 to 3 brothers.
- In Ennour neighbourhood's school: around one-fifth of respondents have no sisters, while three-quarters of respondents (approximately 76.3%) have between 1 and 3 sisters. On the other hand, around 25% of respondents have no brothers, while 72.3% of respondents have between 1 and 3 brothers.
- In the Tataouine North school: we note that 16.7% of respondents have no brothers and 18.7% have no sisters. On the other hand, a significant percentage of respondents have between 1 and 3 brothers and sisters (71.8% and 73.1%, respectively) for each respondent.

Figure 10. Distribution of respondents according to the number of brothers and sisters currently studying



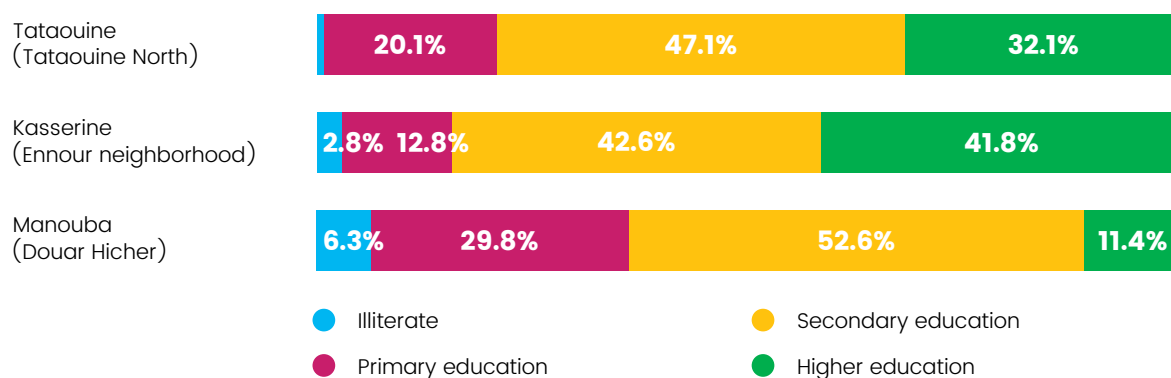
Analysing Figure 10, we note that, across all three delegations, students have between 1 and 3 brothers and sisters who are currently enrolled in school. Their percentage is high compared to those who have no brothers and sisters currently enrolled.

Figure 11. Distribution of respondents according to number of older brothers and sisters who dropped out of school



The percentage of respondents who have no older brothers or sisters who have dropped out of school in the aforementioned delegations is high (exceeding 80%), compared to the percentage of students who do have brothers or sisters who have dropped out, where the number ranges from 1 to 3. (See Figure 11.)

Figure 12. Distribution of respondents according to the father's level of education

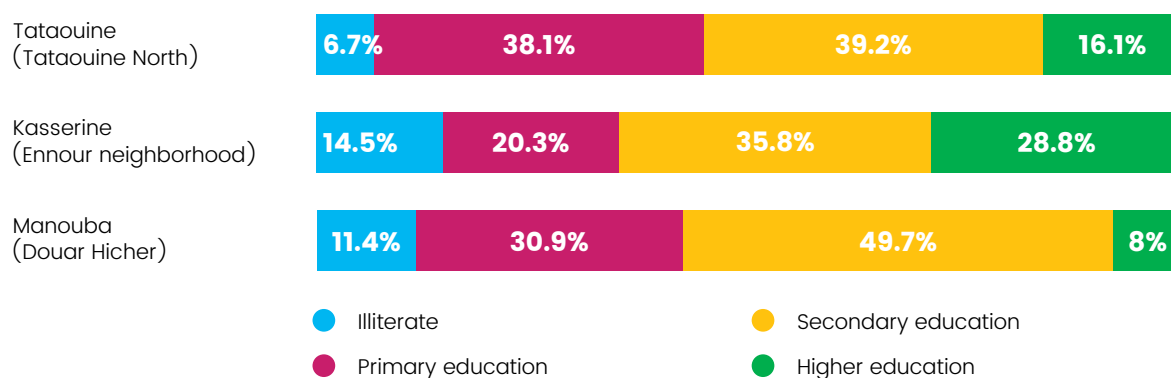


The data in Figure 12 shows that about half of the respondents in each delegation reported that their fathers have a secondary level of education. Excluding Douar Hicher, we also note the high rates of students whose fathers have achieved higher education. The percentages are: Douar Hicher: 11.4%; Ennour neighbourhood in Kasserine: 41.8%; and Tataouine North: 32.1%.

According to the students' own responses, those whose fathers have only received a primary education in each delegation account for the following percentages: 29.8% in the first delegation, 12.8% in the second and 20.1% in the third.

Most of the fathers of the respondents in the three regions have an educational level ranging from average to high. The percentage of illiterate fathers is almost null, as it does not exceed 6.3%.

Figure 13. Distribution of respondents according to the mother's level of education



As shown in Figure 13, in the delegation of Douar Hicher, the mothers of 49.7% of respondents have completed secondary education, 30.9% have completed primary education, 8% have completed higher education and 11.4% have no education.

In the delegation of Ennour neighbourhood in Kasserine, the educational level of the respondents' mothers varies as follows: the mothers of 35.8% of respondents have completed secondary education, 28.8% have completed higher education, 20.3% have completed only primary education and 14.5% have received no education.

In the same context, it is noted that the percentages of respondents whose mothers have completed secondary or primary education in the delegation of Tataouine North are similar, estimated at 39.2% and 38.1%, respectively, while 16.1% of respondents have mothers with a higher education and 6.7% have mothers with no education.

1.6 Distance from home to school

Table 1: The average distance from home to school

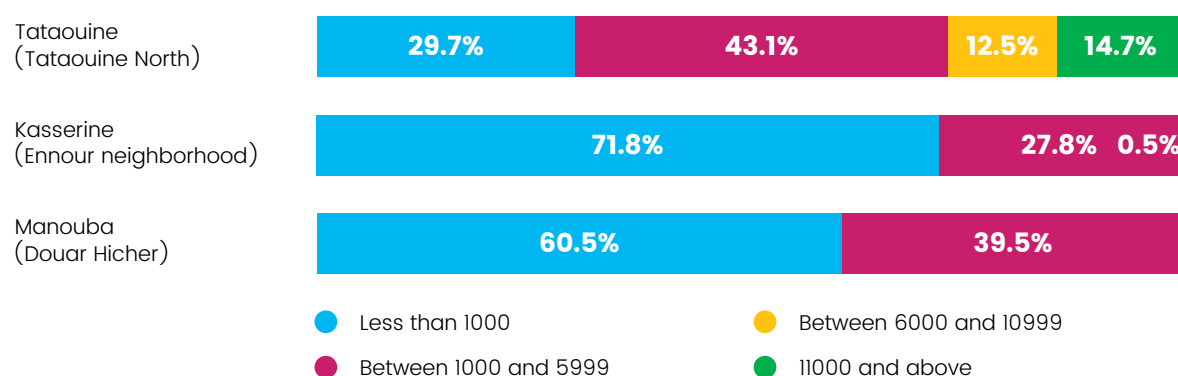
Delegation	Number	Average distance from home to school (metres)
Douar Hicher's school	400	1136,483
Ennour neighbourhood's school	400	1019,495
Tataouine North's school	400	5765,995

Based on the data presented in Table 1, it is evident that the average distances between the school and the students' residences in Douar Hicher and the Ennour neighbourhood in Kasserine are nearly equivalent: 1.136 km and 1.019 km, respectively. The indicator increases in the delegation of Tataouine North, where it measures 5.765 km, which is five times the average distance in the first two delegations.

Based on the data concerning the distance between the school and place of residence, we find that a significant percentage of students (around 60.5%) live at a distance of less than 1 km from the school, while 27.8% of the respondents live between 1 and 5.999 km from the school.

As for Ennour neighbourhood's school in Kasserine, the average distance between the educational institution and student residence for more than 70% of students is less than 1 km and ranges from 1 km to 5.999 km for about 28% of them. (See Figure 14.)

By comparing the distances between the students' residences and the school in the three delegations, we note that the longest distance is in Tataouine North where 14.7% of students live more than 11 km away from the school, and 12.5% of students live between 6 and 10.999 km away from the school.

Figure 14. Distance from home to school in metres**Table 2: The number of older brothers who dropped out of school according to the distance from home to school (Ennour neighbourhood, Kasserine)**

The number of older brothers who dropped out of school	The distance from home to school (metres)			
	Less than 1,000	Between 1,000 and 5,999	Between 9,000 and 10,999	Total
0	249 86.8%	75 67.7%	249 86.8%	326 81.5%
[1–3]	37 12.9%	34 30.6%	37 12.9%	71 17.8%
4 and above	1 0.3%	2 1.8%	1 0.3%	3 0.8%
Total	287 100%	111 100%	287 100%	400 100%

(Sum = 400, p-value = 0,000, $\chi^2 = 20,517^b$)

When creating a cross-table of two variables: *the distance from home to school and the number of older brothers who dropped out of their studies in the Ennour neighbourhood (Kasserine)*, we noted that there is a decrease in the percentage of students who live between 1,000 m and 5,999 m from the school and who have no older brothers who have dropped out of school, amounting to 67.7% out of a total of 81.5%, whereas there is a significant increase in the percentage of students who have between 1 and 3 or 4 or more brothers. In addition, there is a decrease in the percentage of students who live less than 1,000 m from the educational institution and who have between 1 and 3 older brothers who have dropped out of school at 12.9%. (See Table 2.)

Table 3: The number of older sisters who dropped out of school according to the distance from home and school (the delegation of Tataouine North)

The number of older sisters who dropped out of school	The distance from home to school (metres)				Total
	Less than 1,000	Between 1,000 and 5,999	Between 6,000 and 10,999	1,000 and above	
0	105 88.2%	143 83.1%	41 82%	35 59.3%	324 81%
[1–3]	14 11.8%	28 16.3%	8 16%	24 40.7%	74 18.5%
4 and above	0 0.0%	1 0.6%	1 2%	0 0.0%	2 0.5%
Total	119 100%	172 100%	50 100%	59 100%	400 100%

(Sum = 400, p-value = 0,000, $\chi^2 = 26,690^b$)

In the same context, we created a cross-table of the same distance variable and the number of older sisters who dropped out of school in the region of Tataouine North, and we reached the following results, as set out in Table 3: there is a high percentage of students (40.7%) who have between 1 and 3 older sisters who have dropped out of school and who live more than 11,000 m from the educational institution, whereas there is a low percentage of students who live less than 1,000 m from the school (11.80% of the total of 18.50%).

After analysing the data in Tables 2 and 3, we deduce the impact of distance from place of residence to the educational institution on the number of brother and sister dropouts, and we conclude that, in the delegations of Ennour neighbourhood and Tataouine North, the further away the residence is from the educational institution, the higher the number of dropouts, and vice versa.

1.7 Transportation

Figure 15. Distribution of respondents according to means of transportation to school

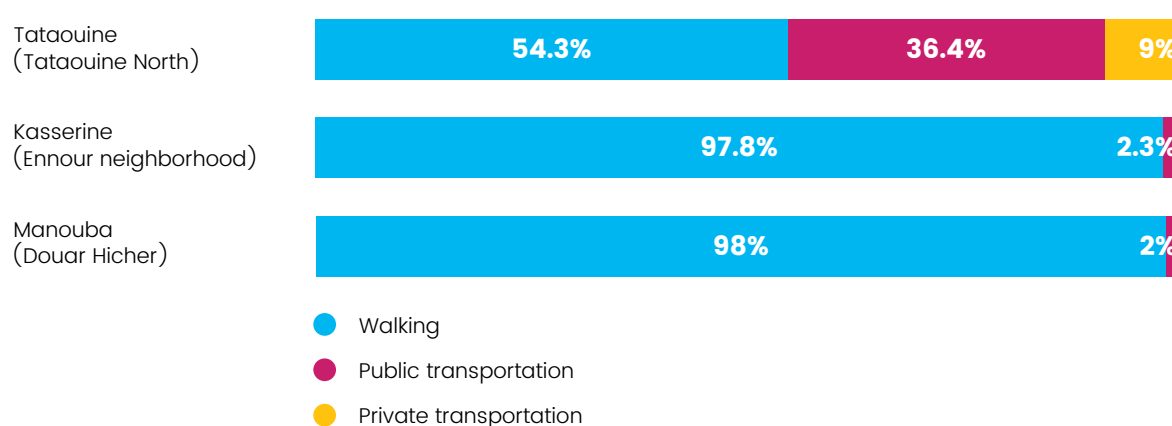
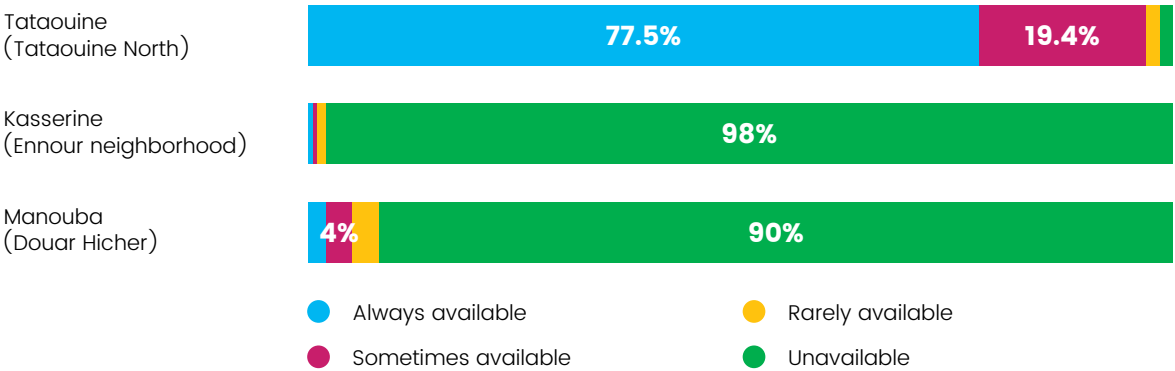


Figure 15 shows that the percentages of students in Douar Hicher and Ennour neighbourhood who walk to the school are 98% and 97.8%, respectively, as opposed to 2% of respondents in the first delegation and 2.3% of respondents in the second who use private transportation.

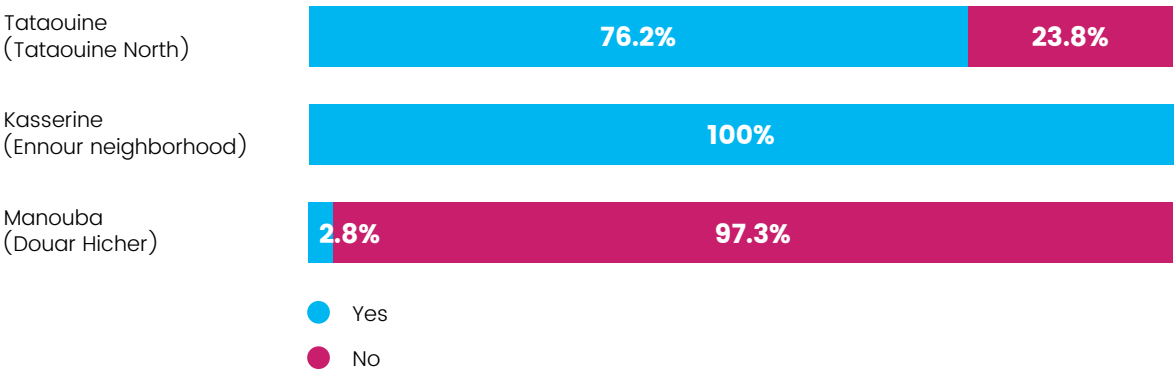
As for Tataouine North, we find that 36.5% of respondents use public transportation and more than half of the sample members (54.3%) do not use any means of transportation, whereas only 9% use private transportation.

Figure 16. Availability of school transport



As set out in, Figure 16, according to the answers of 90% of respondents in Douar Hicher and 98% of respondents in Ennour neighbourhood, student transport is almost non-existent in their delegations. Perhaps this is due to the short distance from home to the school in these delegations, which does not exceed an average length of 1.136 km in the first delegation and 1.019 km in the second, and which suggests that there is no bus station in front of the school in both delegations. On the other hand, in the delegation of Tataouine North, 77.5% of the respondents reported that, due to the long distances they travel to school, student transport is available on a regular basis and a bus stop has been set up in front of the school. (See Figure 17.)

Figure 17. Availability of bus stop in front of school



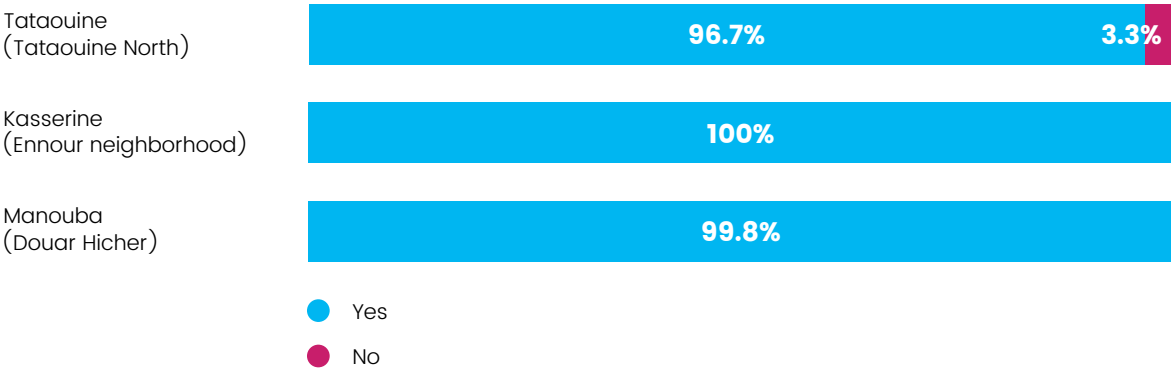
2. General results of the citizen diagnosis

2.1. Educational conditions and equipment available at school

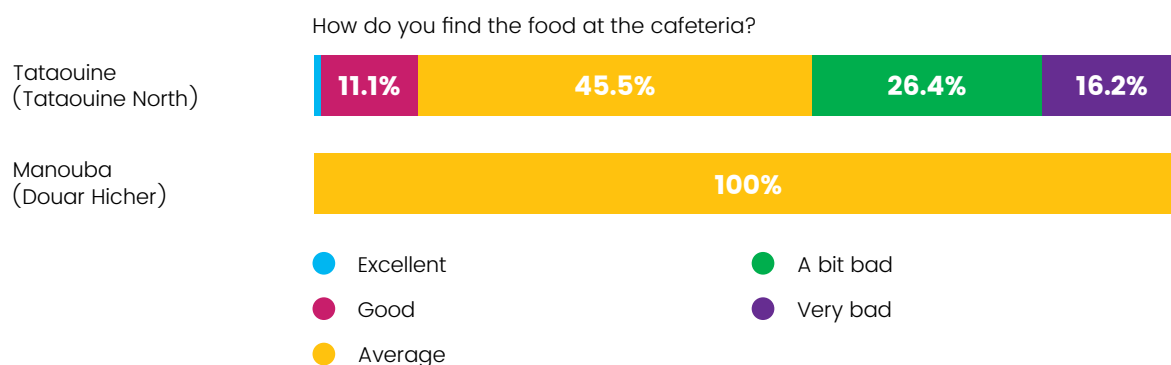
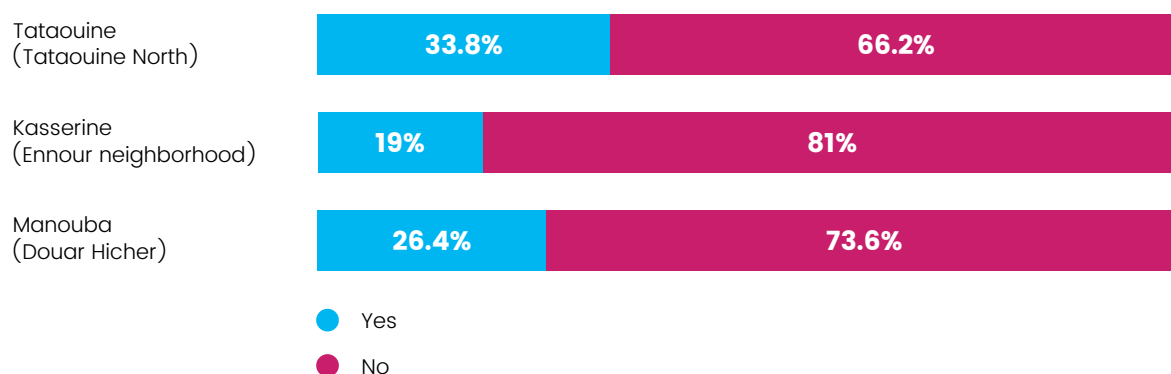
We asked many questions related to the educational conditions and equipment available at the school, considering that the environment of the school plays an important role in the quality of education and in the learning pathways of young people.

The educational institution relies on the following essential elements in order to create a school environment capable of performing its various functions: the school's infrastructure, buildings, health facilities, and classrooms, as well as how well-organised they are, in terms of; sufficient lighting and adequate ventilation; the quality of furniture, devices and technology; and the availability of a school cafeteria, a medical clinic, first-aid assistance, and psychological support for students.

Figure 18. Availability of a school cafeteria



As indicated in Figure 18, all students in the Douar Hicher school and the school in Ennour neighbourhood eat a midday meal outside the educational institution, because there is no school cafeteria. In contrast, 96.7% of respondents in the Tataouine North school reported that they eat lunch in the cafeteria at their school, where 45.5% of respondents judge the food served to be of average quality, 26.4% of respondents judge it to be relatively bad and 16.2% of respondents judge it to be very bad. (See Figure 19.)

Figure 19. Quality of food in school cafeteria**Figure 20. Keeping the school open between 12:00 and 14:00**

As shown in Figure 20, about three-quarters of respondents from all three schools (73.6% in Douar Hicher, 81% in Ennour neighbourhood and 66.2% in Tataouine North) confirmed that their school closes from 12:00 to 14:00, while 26.4%, 19% and 33.8% of respondents in all three schools, respectively, reported the opposite.

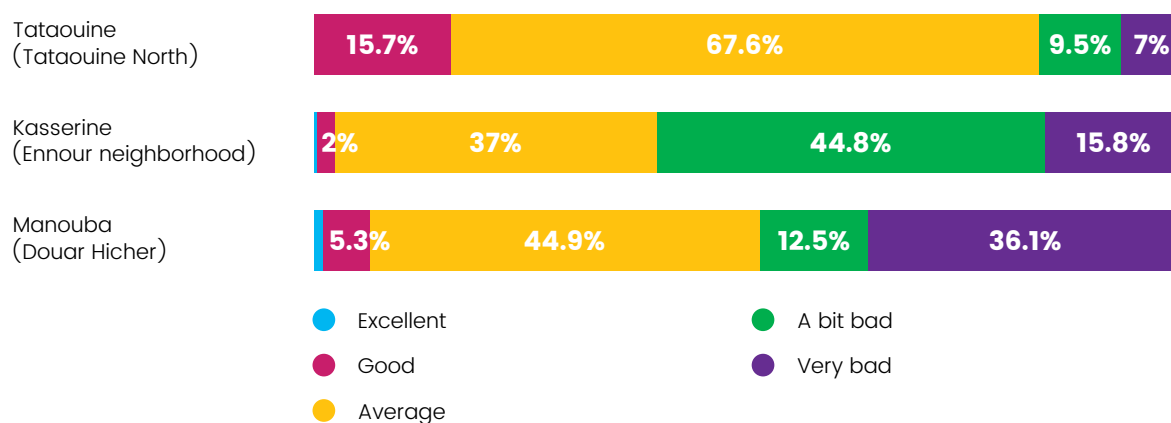
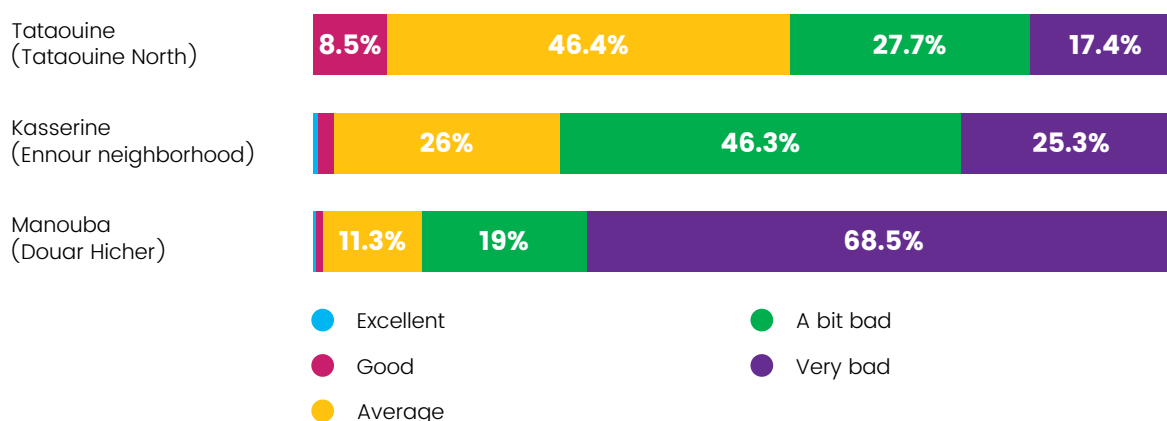
Figure 21. Overall assessment of school condition

Figure 20 shows that 44.9% of respondents in the Douar Hicher school judge their educational institution to be in an average condition, while 36.1% of respondents judge it to be in a very bad condition. In Ennour neighbourhood's school, 44.8% of the respondents judge their educational institution to be in a relatively bad condition and 37% of respondents judge it to be in an average condition.

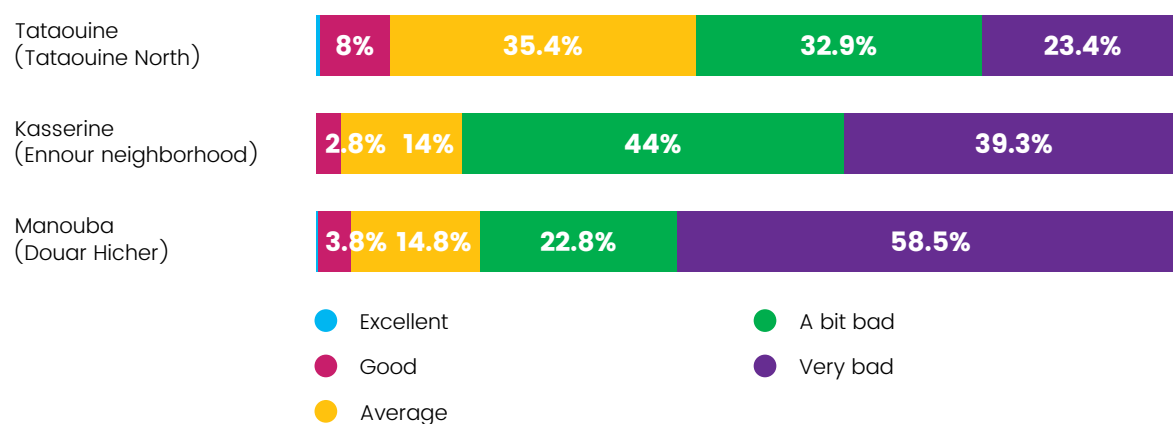
As for the school in Tataouine North, 67.6% of respondents judge the condition of the school to be average and 15.7% of respondents judge it to be good.

Figure 22. Assessment of the classroom condition

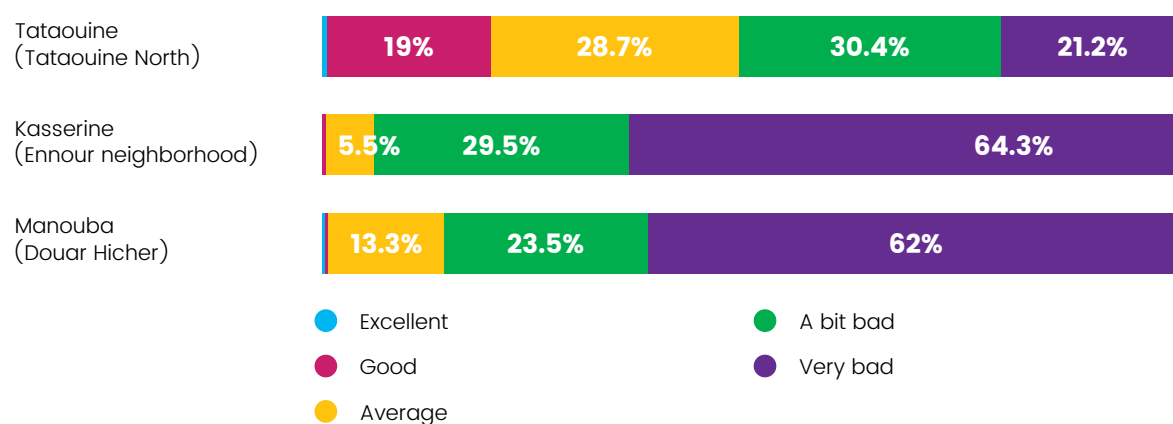


According to 17.4% of respondents in Tataouine, 25.3% of respondents in Ennour neighbourhood and 68.5% of respondents in Douar Hicher, their respective classroom conditions are very bad. (See Figure 22.) The high percentages may indicate the poor physical condition of the school. However, the remaining respondents in all three regions found the condition of the classrooms in their respective institutions to range from relatively bad to average in varying proportions:

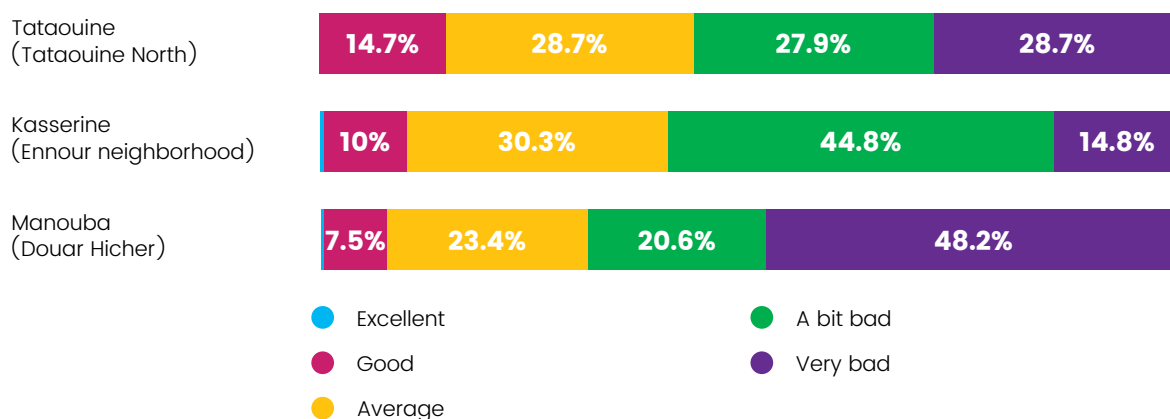
- 11.3% of respondents in Douar Hicher considered the condition of the classroom building to be average, whereas 19% considered it to be relatively bad;
- 72.3% of respondents in Kasserine found the condition of the classroom building to range from average to relatively bad; and
- in Tataouine North, 46.6% of respondents considered the condition of the classroom building to be average, while 27.7% considered it to be relatively bad.

Figure 23. The condition of seats and tables inside the departments

In order for an educational institution to be able to create a positive school environment, it is imperative to have a decent space and adequate equipment for the students, including chairs, tables, and so on. However, this is not the case in the school in Tataouine North, nor, especially, in the delegations of Douar Hicher and Ennour. According to the answers of students regarding the conditions of chairs and tables inside their departments as set out in Figure 23, 81.3% of respondents in Douar Hicher, 83.3% in Ennour neighbourhood and 56.3% in Tataouine North described the situation as bad. These percentages are considered high compared to the percentages of students who reported that the conditions of the chairs and tables in their schools are average.

Figure 24. Assessment of classroom windows and doors

Based on the data related to the assessment of classroom windows and doors in Douar Hicher and Ennour neighbourhood set out in Figure 24, we note that 62% and 64.3% of respondents in the two delegations, respectively, have nearly the same diagnosis, as they reported that their schools suffer from lack of maintenance, particularly the doors and windows of the classrooms, which are reported to be in very poor condition. In Tataouine North, the situation is apparently not as bad compared to the other two delegations, according to 30.4% of the respondents.

Figure 25. Assessment of lighting inside the departments

More than half of the respondents in all three regions considered classroom lighting to be poor, while a third of the respondents considered it to be in a moderate condition. (See Figure 25.)

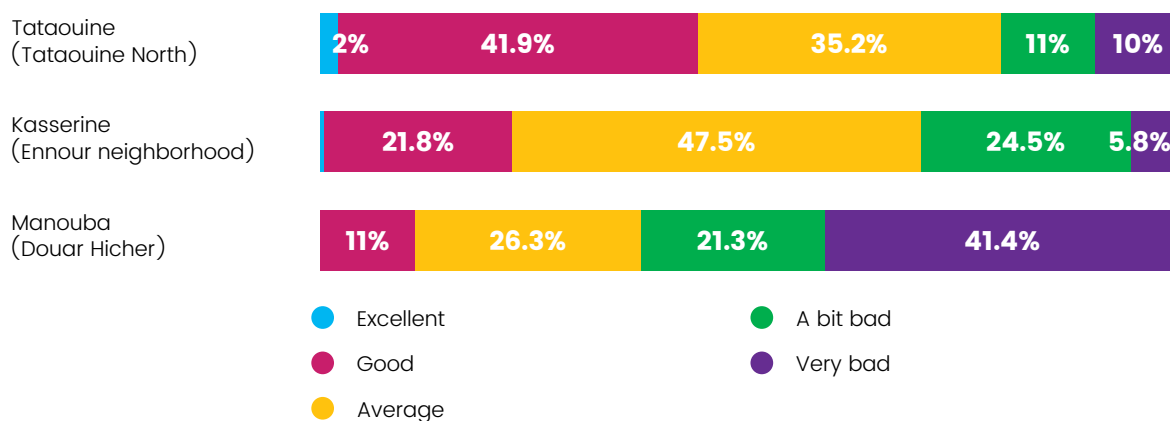
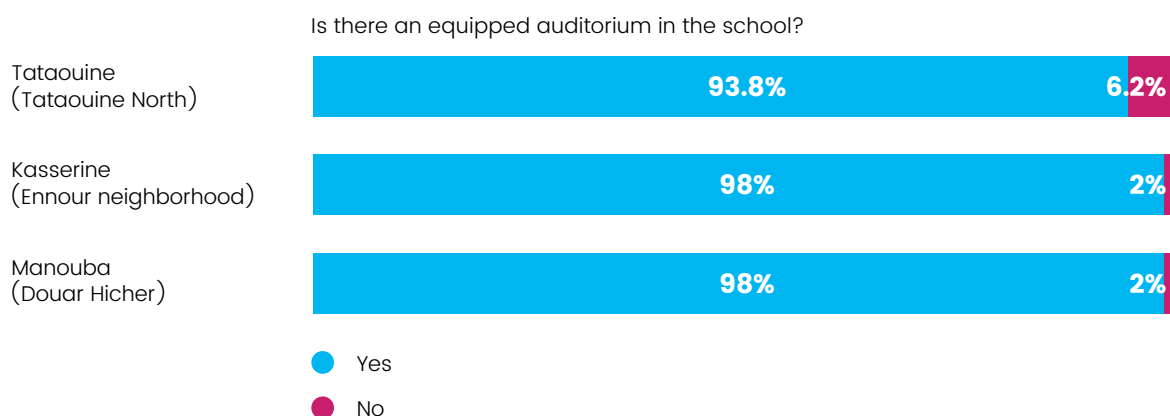
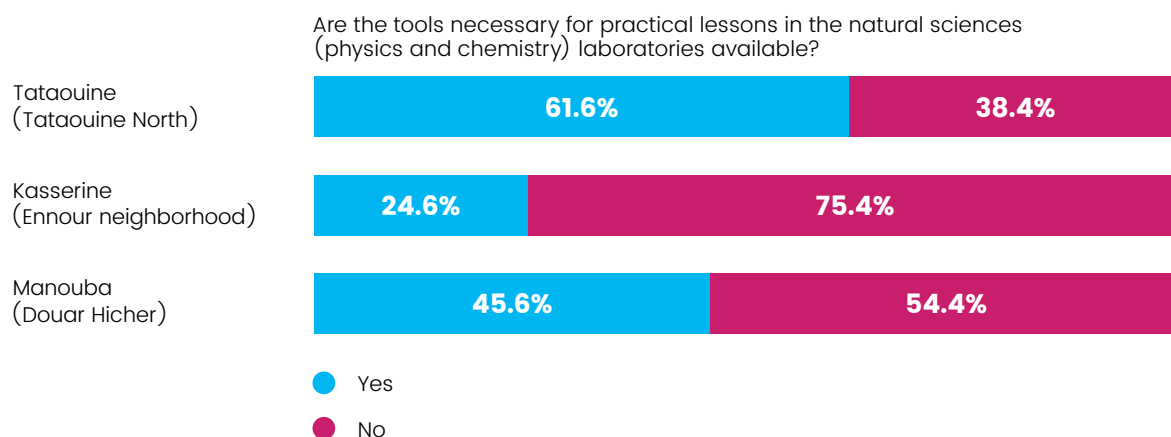
Figure 26. Assessment of chalkboards inside departments

Figure 26 shows that, according to 41.4% of the respondents, the chalkboard condition in the different departments of the Douar Hicher school is very poor, while 41.9% of respondents at Tataouine North school considered chalkboards to be in good condition. We note also that other respondents (26.30%, 47.50% and 35.20%, respectively) considered chalkboards in their respective schools to be in an average condition.

Figure 27. Equipped auditorium within the departments

Media resources in schools contribute to increasing students' awareness and knowledge. This is why most of the schools in the Republic of Tunisia have auditoriums. Respondents were asked whether their schools in Douar Hicher, Ennour neighbourhood and Tataouine North had this facility. According to the answers of almost all respondents, the three schools do have equipped auditoriums. (See Figure 27.)

Figure 28. Tools necessary for practical laboratory lessons



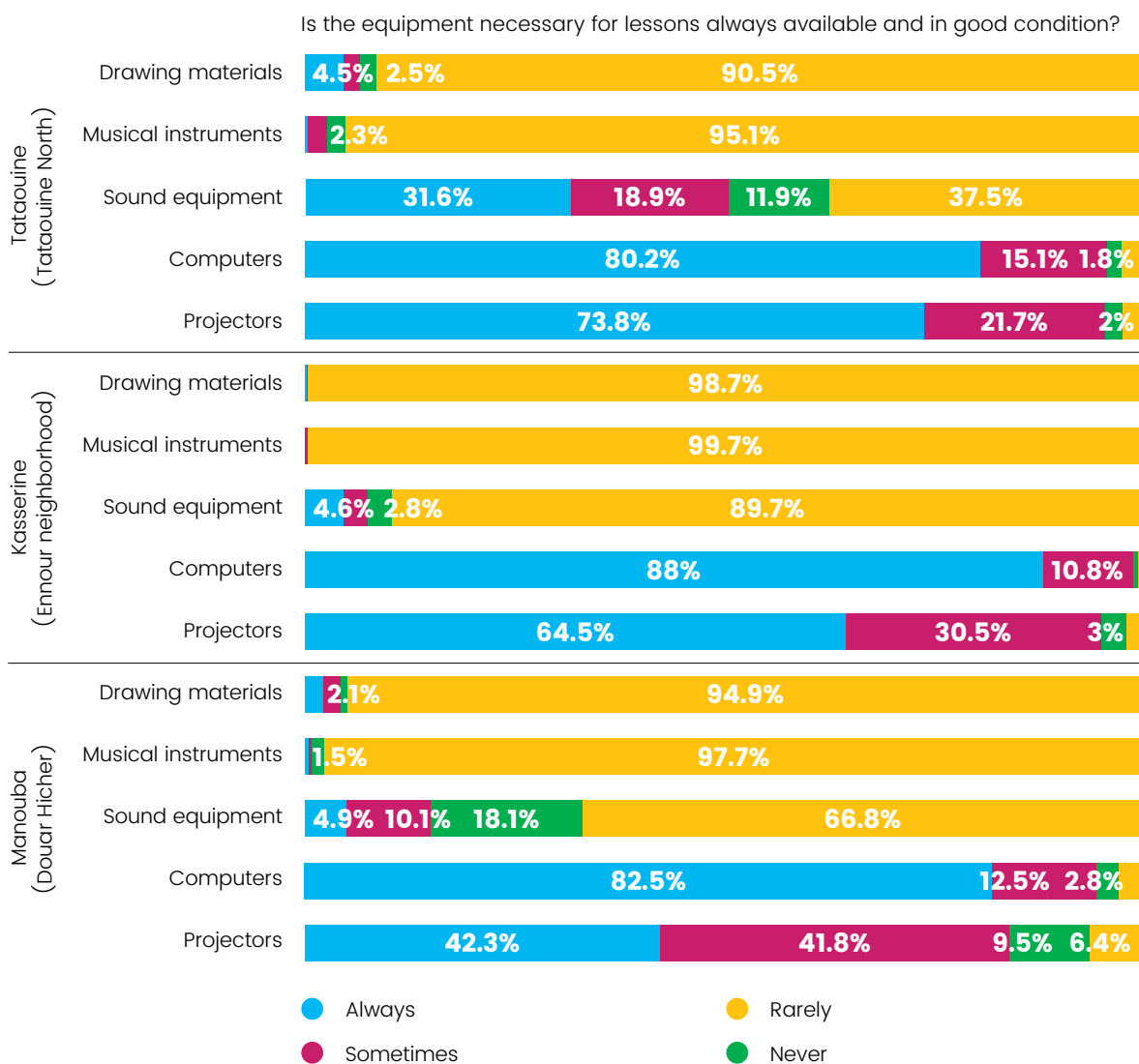
It is difficult to expect an educational institution to ensure a good learning climate without providing educational resources, equipment and, especially, the tools necessary for practical laboratory lessons. Despite the importance of such tools and the role they play in proper teaching, the schools of Douar Hicher and Ennour neighbourhood lack these tools. However, the situation is less severe in Tataouine, where only 38.40% of the respondents reported that their school lacked the tools necessary for practical lessons. (See Table 4.)

Table 4: Availability of tools necessary for practical lessons according to division (Ennour neighbourhood, Kasserine)

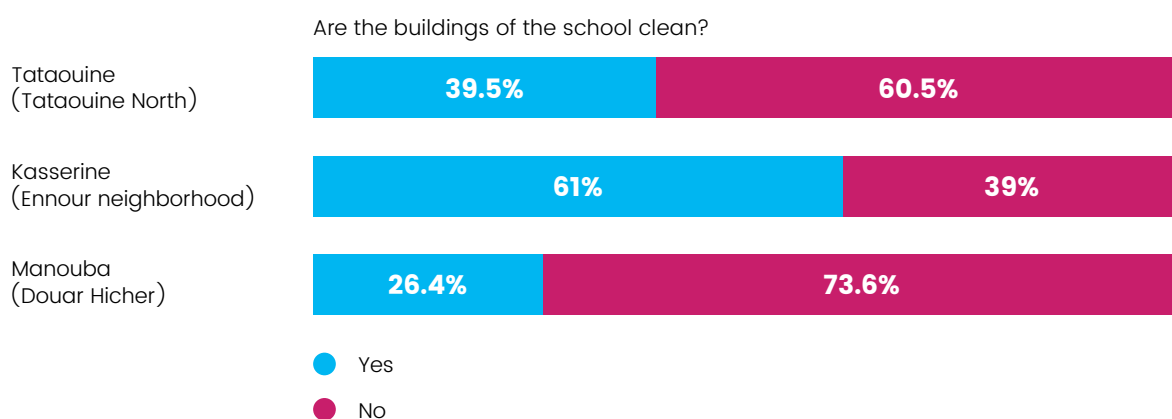
Availability of tools necessary for practical lessons	Division					Total
	Literature	Economics and Management	Natural Sciences	Media	Undecided (first year)	
Yes	17 60.7%	28 27.5%	13 8.5%	6 37.5%	32 35.2%	96 24.6%
No	11 39.3%	74 72.5%	140 91.5%	10 62.5%	59 64.8%	294 75.4%
Total	28 100%	102 100%	153 100%	16 100%	91 100%	390 100%

(Sum = 400, p-value = 0,000, $\chi^2 = 48,416^b$)

Table 4 has two variables, namely the availability of the tools necessary for practical laboratory lessons and the division. A high percentage (91.50%) of students enrolled in the division of Natural Sciences at the Ennour neighbourhood school reported a major lack of tools necessary for practical laboratory lessons. The responses of these students may indicate the extent of their need for these resources and tools for conducting practical laboratory lessons.

Figure 29. Equipment necessary for lessons

As shown in Figure 29, 95% of the respondents in all three schools reported that their schools lack drawing materials and musical instruments. In contrast, more than half of the respondents reported that their schools are equipped with projectors and computers.

Figure 30. Assessment of school buildings' cleanliness

The conditions of the school's buildings affect the learning process, performance, and progress of students. Therefore, it is necessary for an educational institution to maintain its buildings.

Figure 30 shows that 73.60% of respondents in Douar Hicher, 60.50% in Tataouine North and 39% in Ennour neighbourhood reported that the buildings in their schools are unclean and in need of renovation and restoration. Furthermore, more than 90% of respondents in all three schools are in favour of improving the conditions of these buildings. (See Figure 31.)

Figure 31. Assessment of school buildings' condition

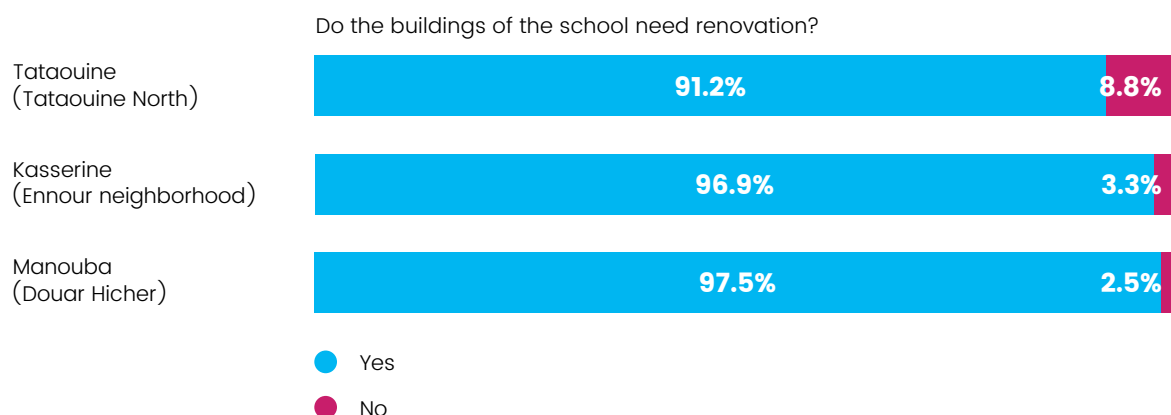
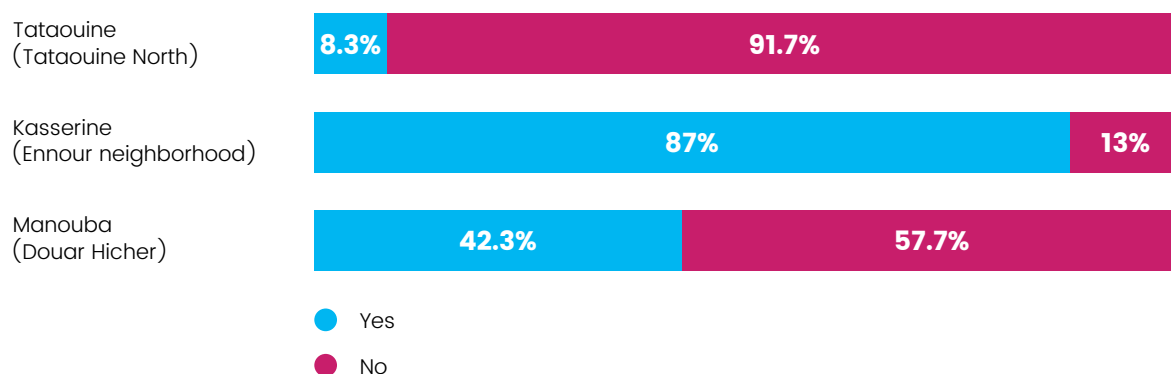


Figure 32. Availability of pathways and ramps for students with disabilities



Respondents were asked whether their school has pathways and ramps for students with special needs. Figure 32 shows that the school in Tataouine North does not provide them, according to 91.7% of respondents. On the

other hand, 87% of respondents in Ennour neighbourhood reported that their school is equipped with pathways and ramps.

Figure 33. Separate restrooms for girls and boys

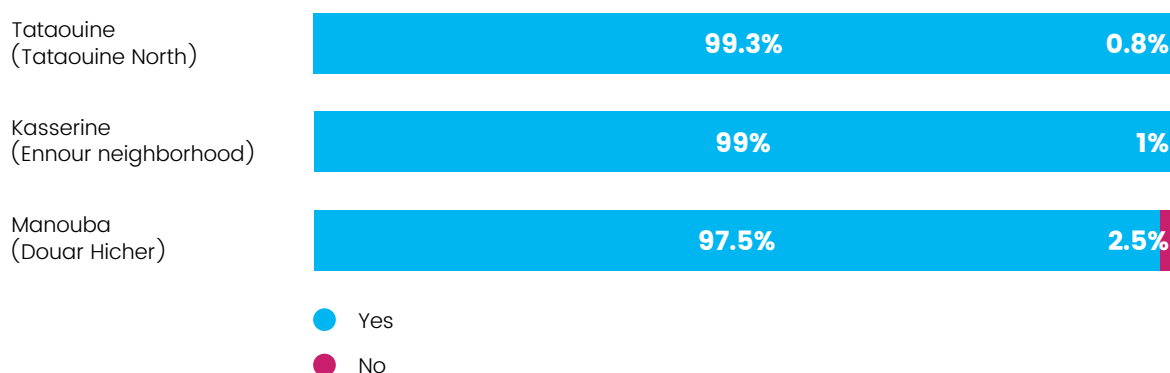


Figure 33 indicates that the majority of respondents in all three schools reported that their respective institutions have separate restrooms. However, as shown in Figure 34, respondents have complained about the restrooms' lack of cleanliness and maintenance, with 81.6% of respondents in Douar Hicher, 78.5% in Ennour neighbourhood and 48.6% in Tataouine North judging the restrooms to be in a very bad condition.

Figure 34. Assessment of school restrooms' cleanliness

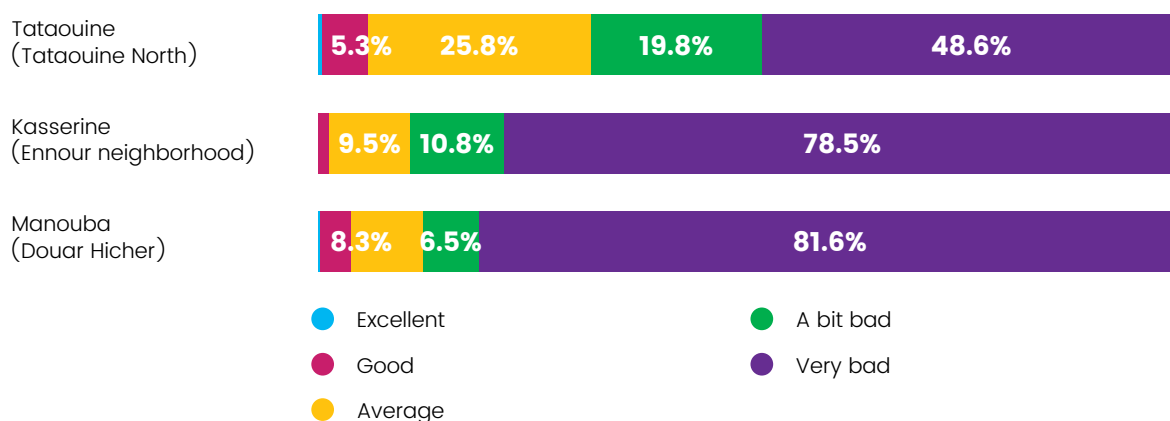
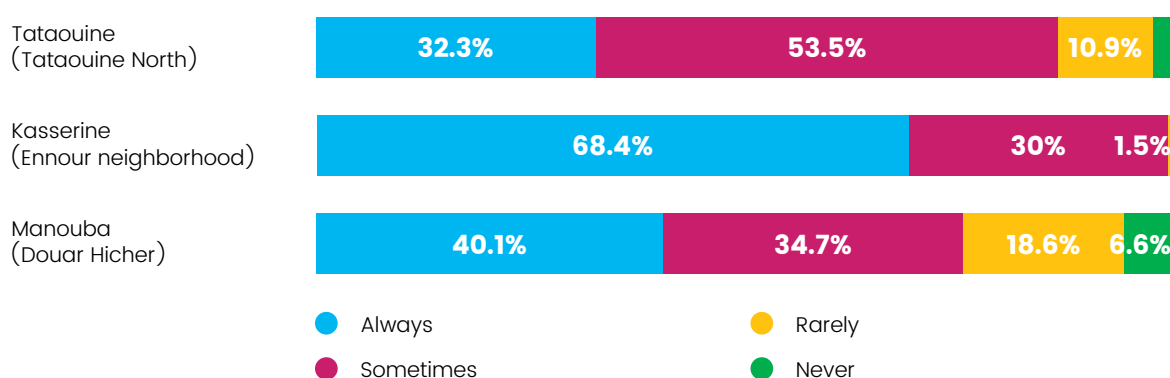
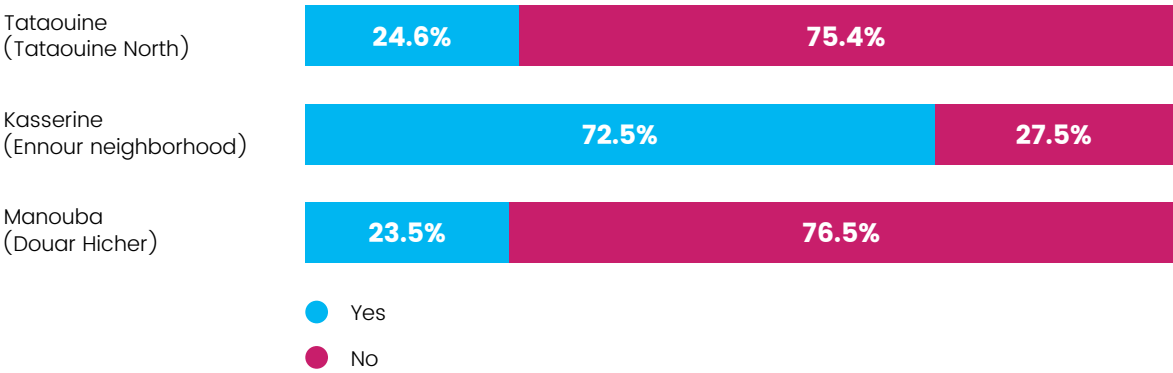


Figure 35. Water availability inside restrooms



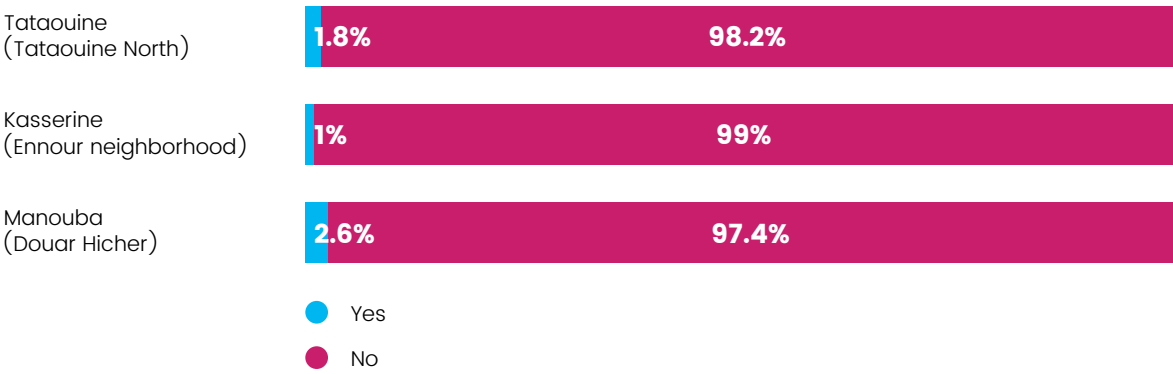
In addition, Figure 34 indicates that water inside the restrooms is only available intermittently in the surveyed educational institutions, according to 84.7% of respondents in Douar Hicher, 68.43% in Ennour neighbourhood and 85.50% in Tataouine North.

Figure 36. Medical clinics at the school



Having medical clinics in secondary schools is crucial to ensure the safety of students and to provide first-aid assistance in the event of an accident or sudden illness. Figure 36 shows that more than 75% of respondents in the delegations of Douar Hicher and Tataouine North stated that their schools do not have medical clinics, whereas 72.50% of respondents in Ennour neighbourhood, Kasserine, confirmed that their school has a medical clinic.

Figure 37. Psychologist or social worker at school



Secondary schools have students enrolled between the ages of 13 and 23, which is a formative age, during which the behaviour of individuals is affected by physical and psychological changes. This requires the help and guidance of school social workers and psychologists, and the development of frameworks for listening and guidance within educational institutions. However, schools in the delegations of Douar Hicher, Ennour neighbourhood, and Tataouine North lack such measures, according to more than 97% of respondents. (See Figure 37.)

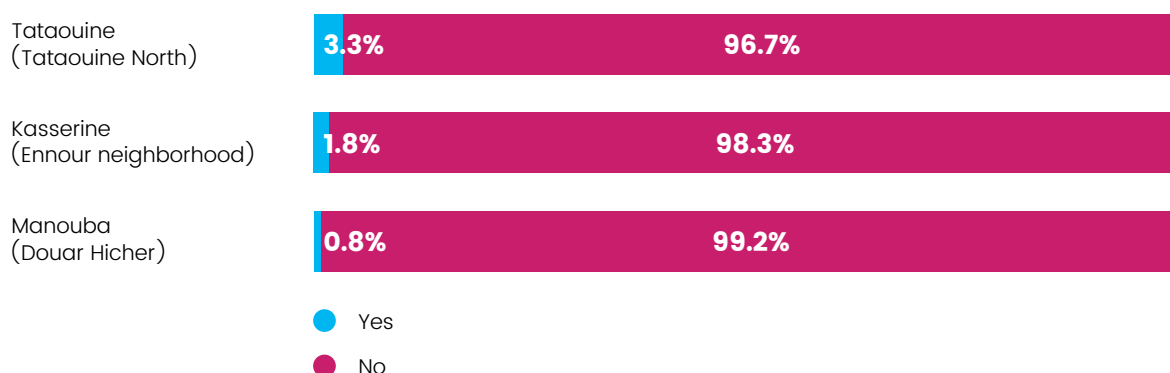
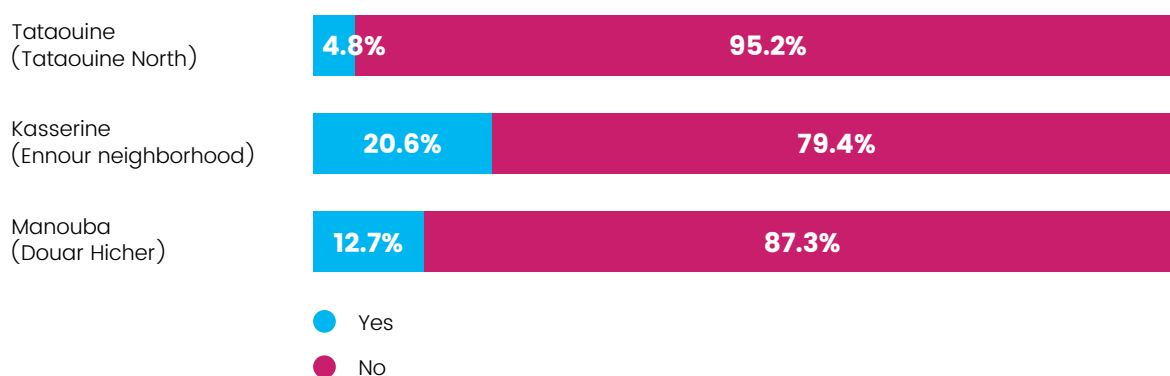
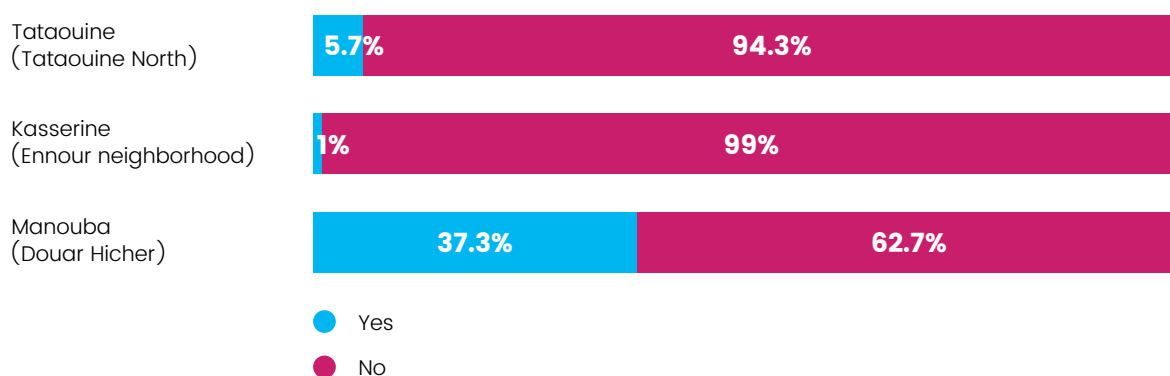
Figure 38. Fire extinguishers inside departments

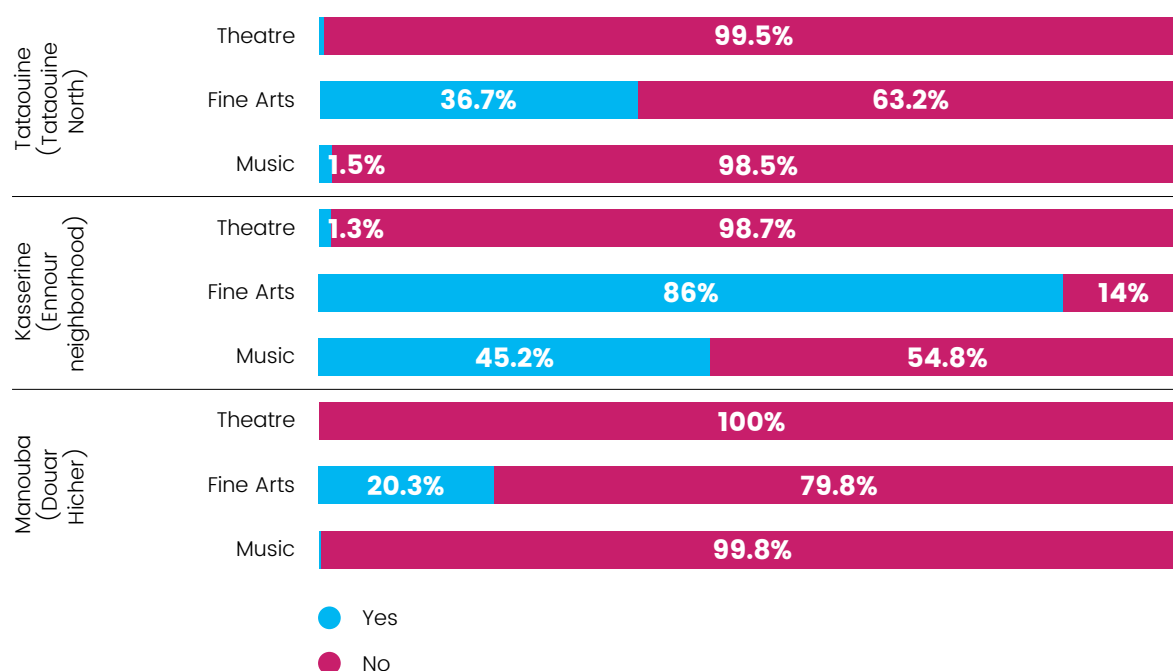
Figure 38 shows that over 96% of the respondents in all three schools confirmed that their respective schools are not equipped with fire extinguishers. In addition, more than 79% of all respondents indicated the lack of specific and clear emergency exits in their schools. (See Figure 39.)

Figure 39. Specific and clear emergency exits**Figure 40. Emergency phone for students**

As Figure 40 shows, there is no emergency phone available for students in the Ennour neighbourhood school or in the Tataouine North school, according to 99% and 94.3% of respondents, respectively. In Douar Hicher's school, 62.7% of students said there was no phone.

2.2. School activities and the educational framework

Figure 41. Music, Fine Arts and Theatre education



Respondents were asked whether Music, Fine Arts and Theatre were taught in their school. Figure 41 shows that Theatre is not taught in any of the three schools, according to more than 98% of the respondents. Music is not taught in the Tataouine North school or in Douar Hicher's school, according to 98.5% and 99.8% of the respondents, respectively. Approximately half of the sample members (54.8%) in Ennour neighbourhood's school reported that they do not take music lessons. According to 86% of respondents in Ennour neighbourhood's school, Fine Arts is offered as a class. On the other hand, 79.8% of respondents in Douar Hicher's school and 63.2% of respondents in the school in Tataouine North said there was no Fine Arts class, which we may infer is because the subject is not included in the curriculum.

Figure 42. Equipped sports fields at school

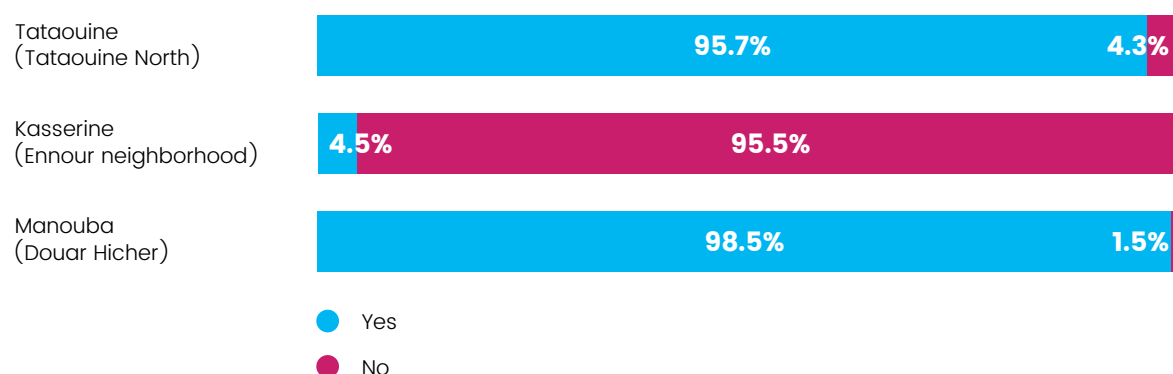
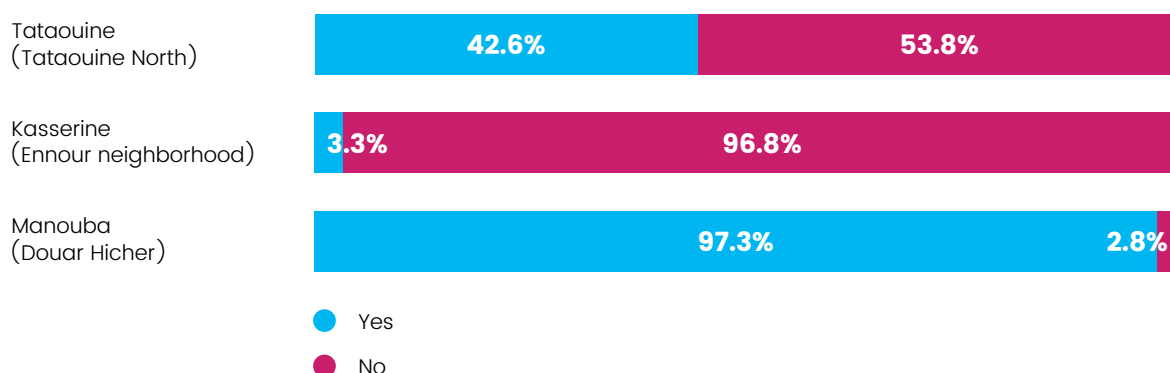
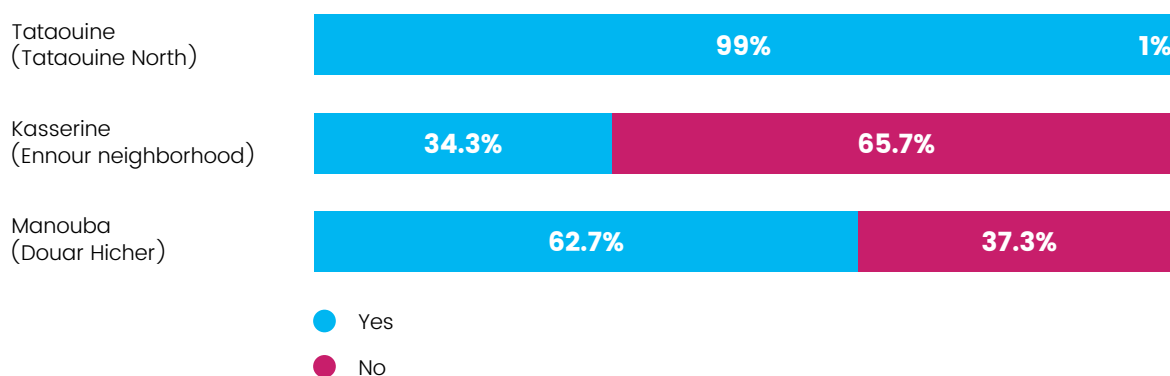
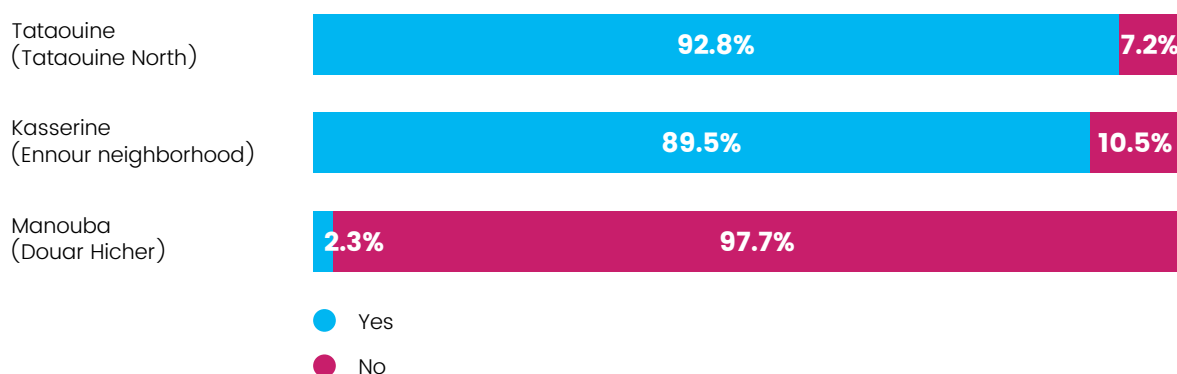


Figure 43. Equipped gymnasium at school

Figures 42 and 43 show that the school in Douar Hicher has a sports field and an equipped gymnasium, as confirmed by 98.5% and 97.3% of respondents, respectively. In contrast, the Ennour neighbourhood school lacks these sports facilities, according to most respondents. We also note that the Tataouine North school contains a sports field, as most of the respondents have confirmed.

Figure 44. Library at school

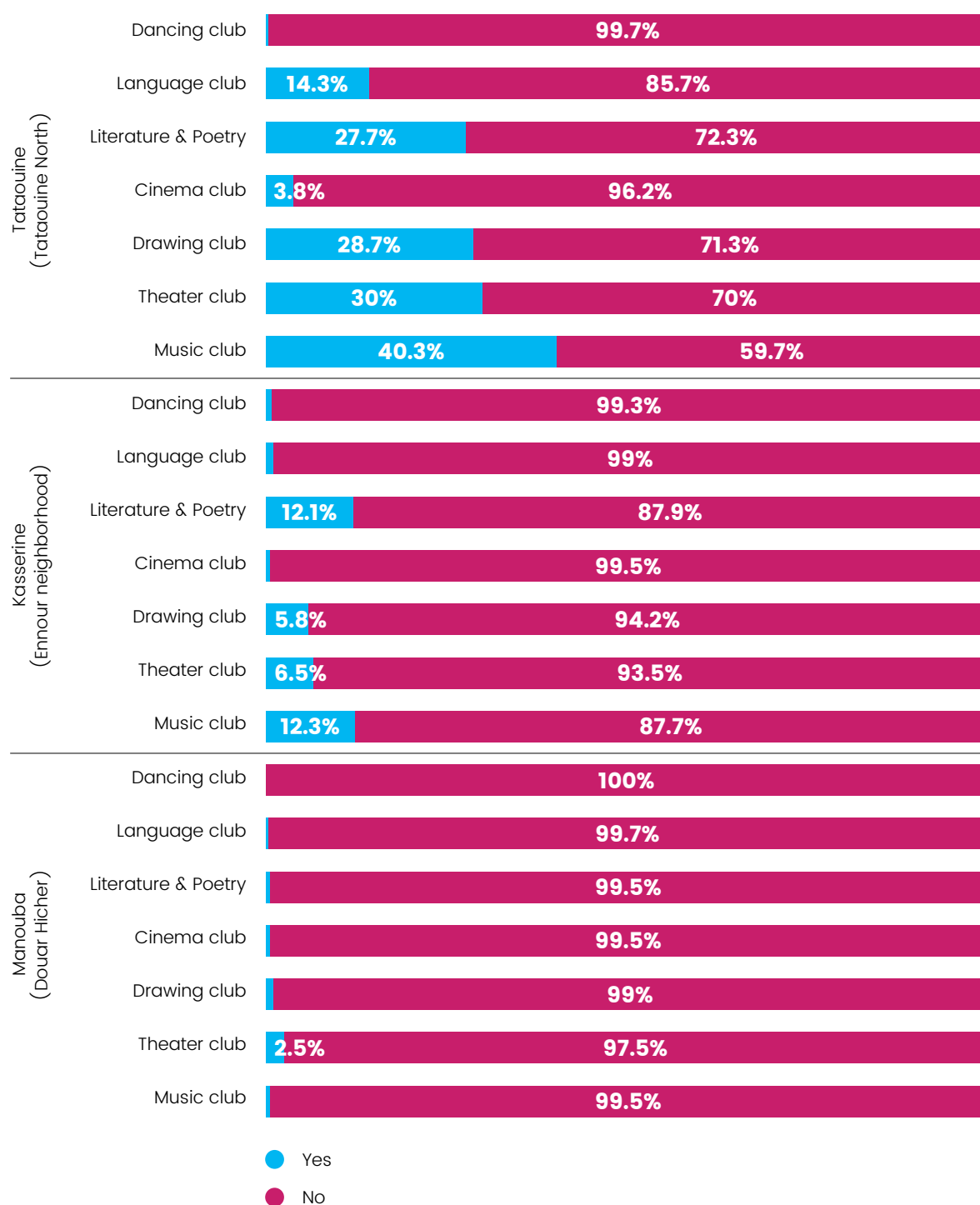
A school library contributes to the cognitive development of students, broadens their horizons, encourages reading, and makes available references and resources necessary for conducting research. In this context, 99% of respondents in the Tataouine North school, 34.3% of respondents at the Ennour neighbourhood school and 62.7% of respondents at the Douar Hicher school confirmed the existence of a library at their respective schools. (See Figure 44.)

Figure 45. Study room at school

Study rooms at schools are necessary to provide students with a space to complete their assignments and to protect them from the dangers that they might encounter in public spaces.

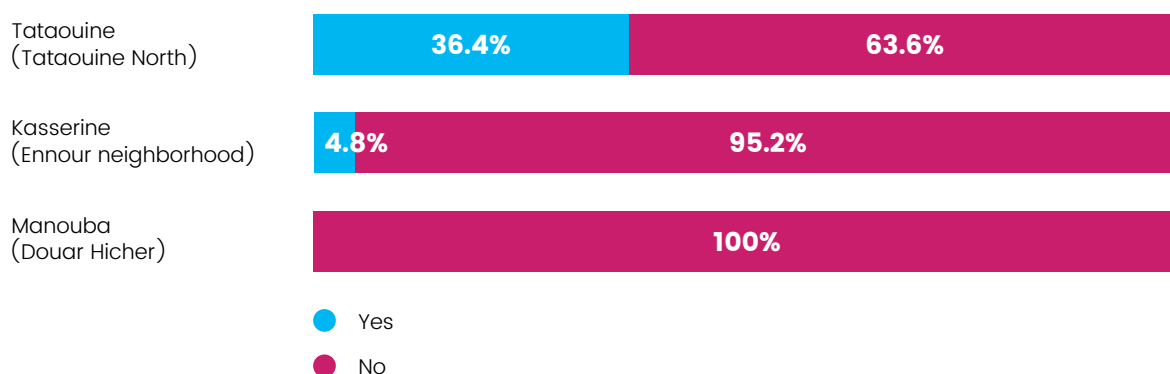
As shown in Figure 45, 92.8% of respondents in the Tataouine North school and 89.5% of respondents in the Ennour neighbourhood school confirmed that their respective schools have study rooms. In contrast, the Douar Hicher school lacks a study room, according to 97.7% of the respondents.

Figure 46. Cultural clubs at school



Cultural clubs fulfil cognitive, entertainment and cultural needs, as they contribute to creating a desirable learning environment for students. Despite the benefits that these clubs offer, Figure 46 shows that 99% of respondents at the Douar Hicher school and 87% of respondents at the Ennour neighbourhood school confirmed that their respective schools lack such clubs. On the other hand, the Tataouine North school has a variety of cultural clubs, including a music club, a theatre club, a drawing club and a poetry club, according to less than half of the respondents.

Figure 47. Scientific clubs at school



According to most respondents in Douar Hicher and Ennour neighbourhood, there are no science or sports clubs in their respective schools. (See Figures 47 and 48.) In the Tataouine North school, 63.6% of respondents indicated that there is no science club and 77.1% indicated that there is no sports club. The reason for this discrepancy may well be the respondents' lack of knowledge about or interest in these clubs.

Figure 48. Sports clubs at school

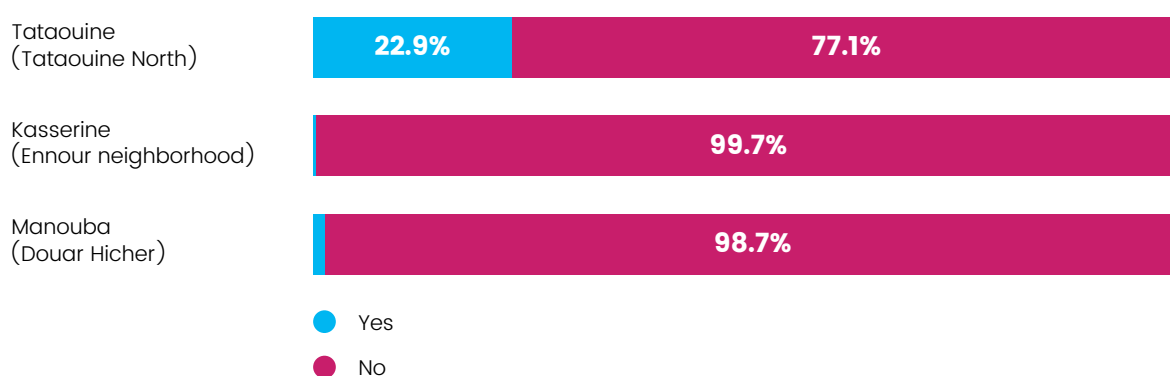
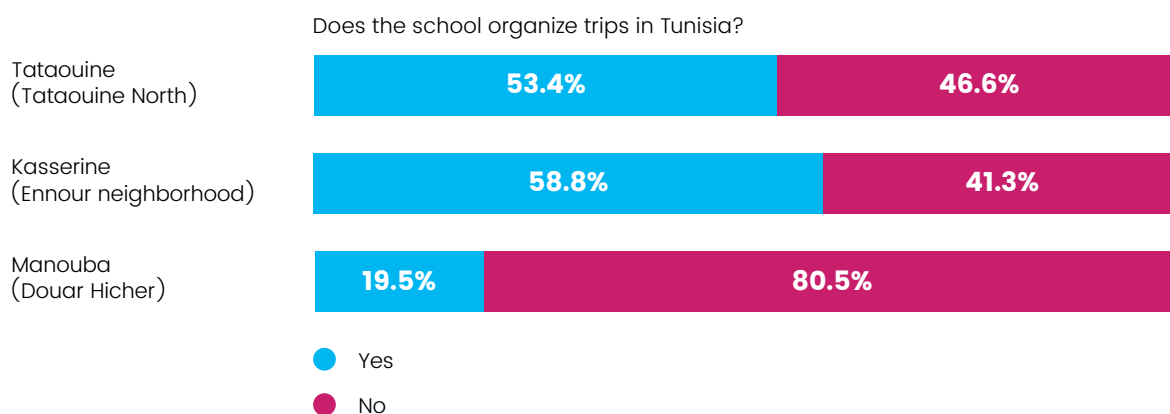


Figure 49. Trips organised by the school



As shown in Figure 49, more than half of the respondents in the Tataouine North and Ennour neighbourhood schools and 19.5% of respondents in the Douar Hicher school reported that their respective schools organise trips, whereas 46.6% of respondents in Tataouine North, 41.3% in the Ennour neighbourhood, and 80.5% in Douar Hicher reported that their respective schools do not organise trips. This discrepancy is either because the respondents lack knowledge of the organised trips or because they did not participate in them.

Figure 50. Cultural activities organised by the school

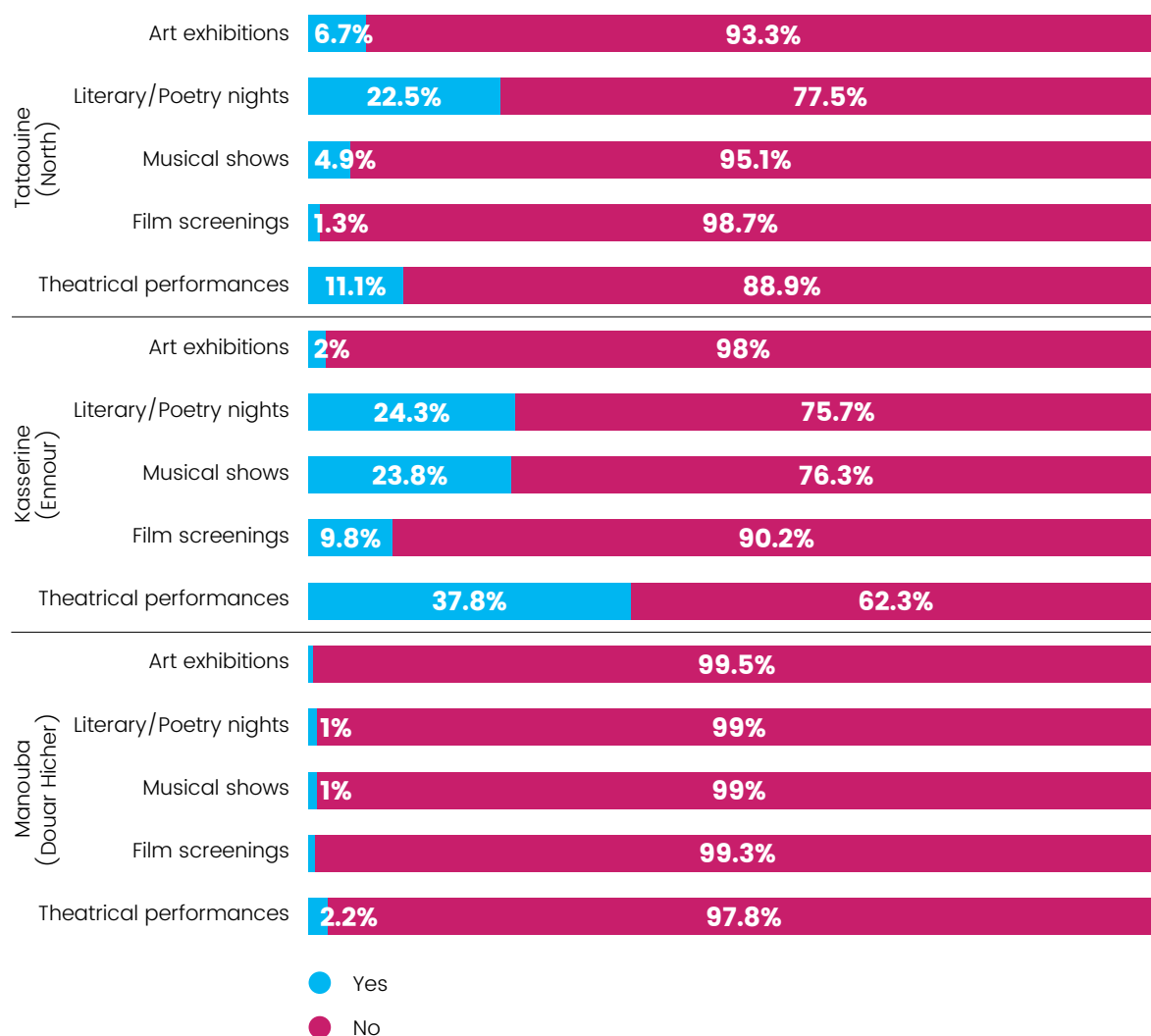
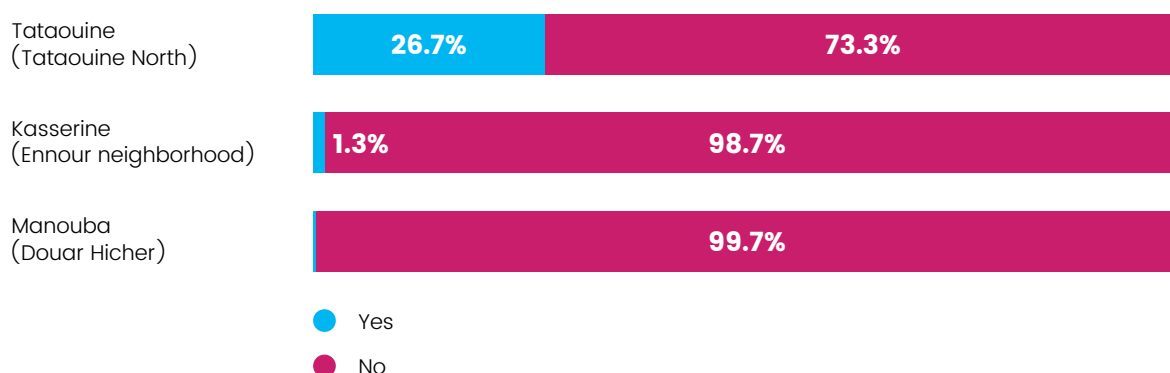
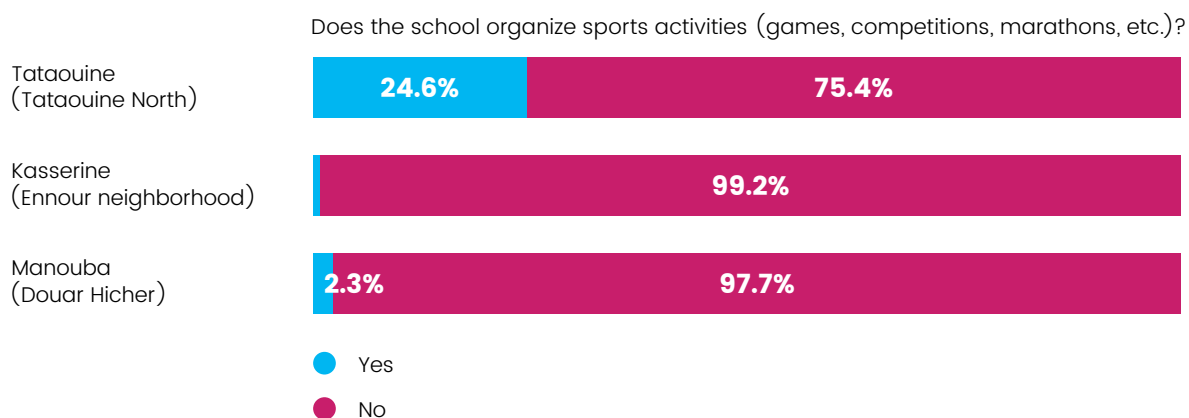


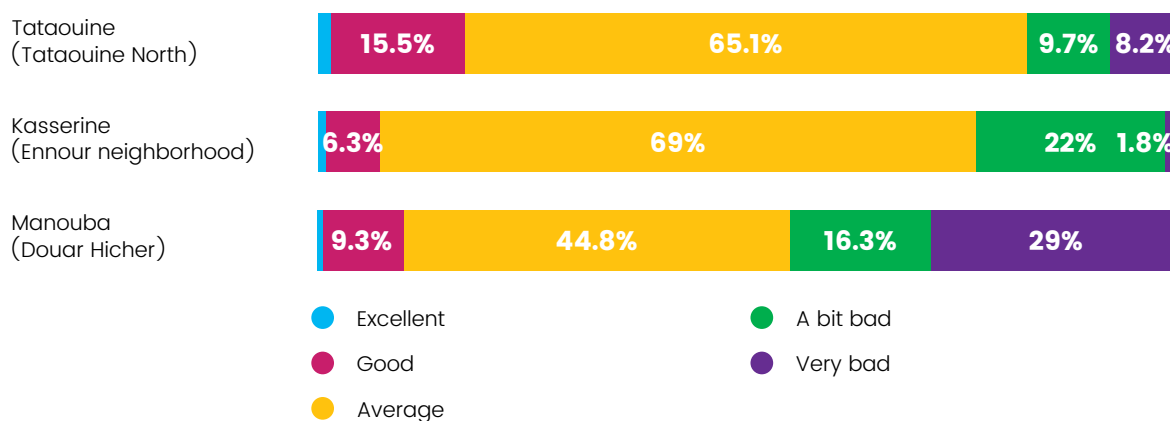
Figure 50 confirms what we have previously reported about the absence of cultural clubs at the Douar Hicher school, as evidenced by the lack of activities of all kinds, whether theatrical or musical performances or film screenings. In the three regions, cultural activities are not widespread. Indeed, they are almost non-existent. However, it must be noted that the respondents' answers are inconsistent on the subject, especially in the Ennour neighbourhood school.

Figure 51. Science activities organised by the school

Generally, the students in all three schools do not engage in science or sports activities. However, based on Figures 51 and 52, we note that in the Tataouine North school 26.7% and 24.6% of respondents confirmed that their school organises science activities and sports activities, respectively.

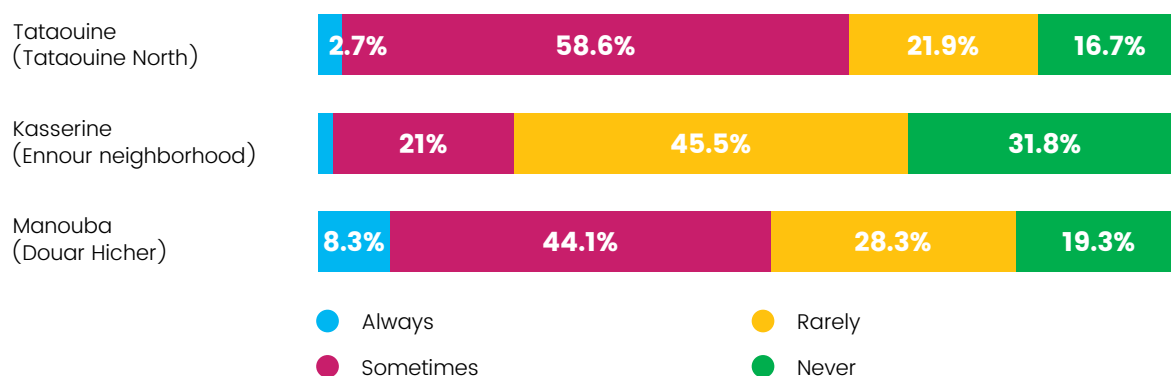
Figure 52. Sports activities organised by the school

Staff and teaching

Figure 53. Assessment of the overall performance of the educational staff

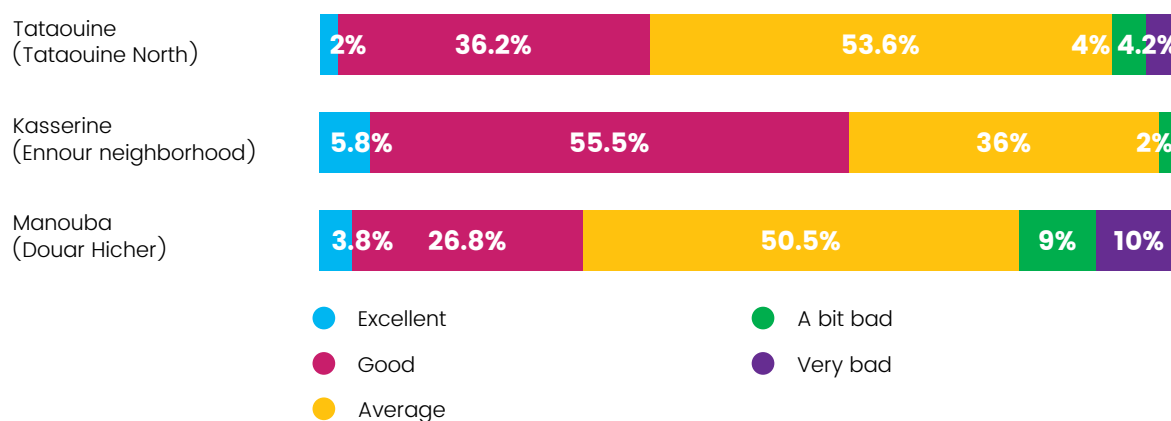
Based on the data available from the field research, it is observed that almost half of the respondents in all three schools rate the performance of the educational staff as average, whereas 45.3% of respondents at the Douar Hicher school consider it to be bad. (See Figure 53.)

Figure 54. Teachers' absence from classes



In regard to attendance and absence among teachers, 58.6% of respondents in the Tataouine North school and 44.10% of respondents in the Douar Hicher school reported that teachers are sometimes absent in their respective schools, whereas 45.5% of respondents at the Ennour neighbourhood school reported that teacher absence was a rare occurrence, and 31.8% of respondents reported that teachers are never absent in their school. (See Figure 54.)

Figure 55. Assessment of teachers' performance in the department



According to the assessments of the respondents, teacher performances range from average to good. As set out in Figure 55, in the Tataouine North school, 53.6% and 36.2% of respondents rated the performance of their teachers as average and good, respectively; in the Ennour neighbourhood school, 36% and 55.3% of respondents rated the performance of their teachers as average and good, respectively; and in the Douar Hicher school, 50.5% and 36.8% of respondents rated the performance of their teachers as average and good, respectively.

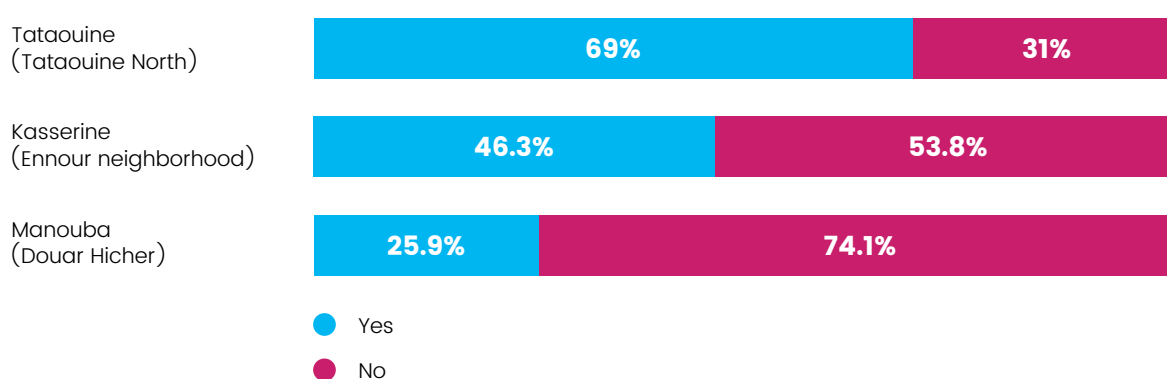
Table 5: Teacher at department performance assessment according to the general point average (GPA) (2018–2019) (Douar Hicher, Manouba)

Teacher at department performance assessment	GPA (2018–2019)			
	Less than 10	Between 10 and 14.99	15 and above	Total
Very good	1 0.9%	3 3.6%	5 14.3%	15 3.8%
Good	27 23.3%	66 26.5%	14 40%	107 26.8%
Average	59 50.9%	131 52.6%	12 34.3%	202 50.5%
Bad	20 17.2%	16 6.4%	0 0%	36 9%
Very bad	9 7.8%	27 10.8%	4 11.4%	40 10%
Total	116 100%	249 100%	35 100%	400 100%

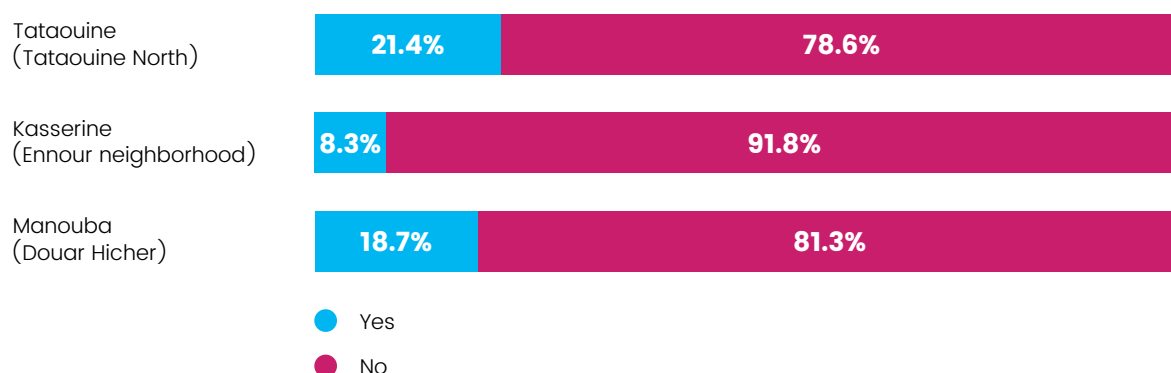
(Sum = 400, p-value = 0,000, $\chi^2 = 32,392^b$)

Based on the data in Table 5 a high percentage of respondents whose GPA is 15 and above out of 20 (40%) rated their teachers' performance as good, while a high percentage of respondents whose GPA is less than 10 out of 20 rated their teachers' performance as bad.

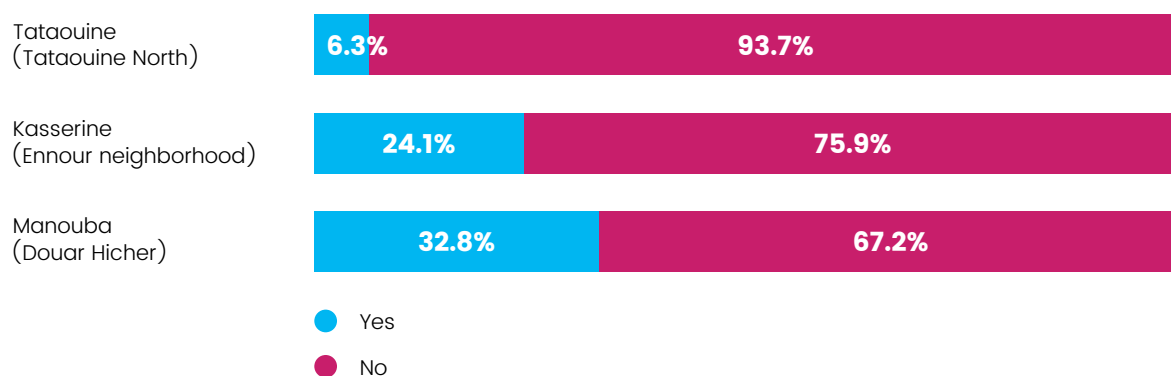
Figure 56. Regular delivery of student progress reports



We note that the Tataouine North school regularly informs parents about their children's behaviour, performance and results, unlike the Ennour neighbourhood school and the Douar Hicher school, where they rarely communicate with the parents. That is why the percentages of negative answers among respondents are high (53.8% in Ennour neighbourhood school and 74.1% in the Douar Hicher school), as shown in Figure 56.

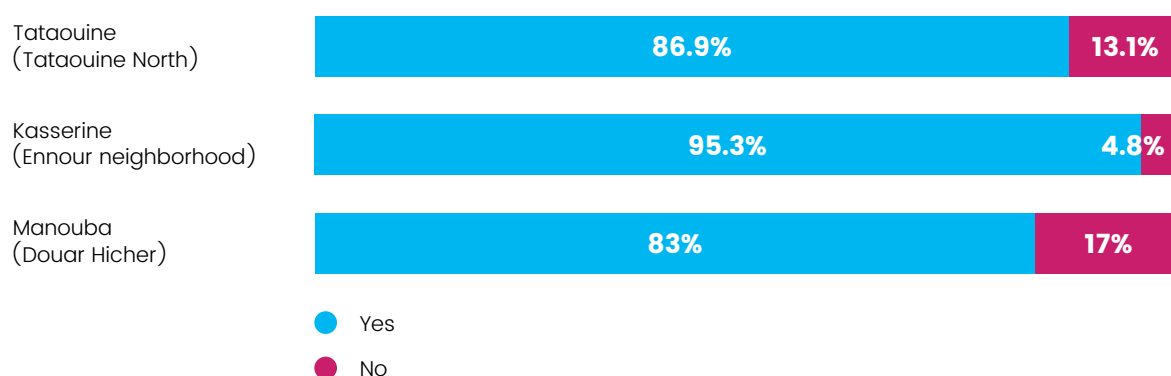
Figure 57. Regular delivery of report cards

As Figure 57 indicates, most of the respondents (more than 78% in all three schools) said that the administration at their respective schools did not regularly deliver report cards.

Figure 58. Accommodating students with learning disabilities

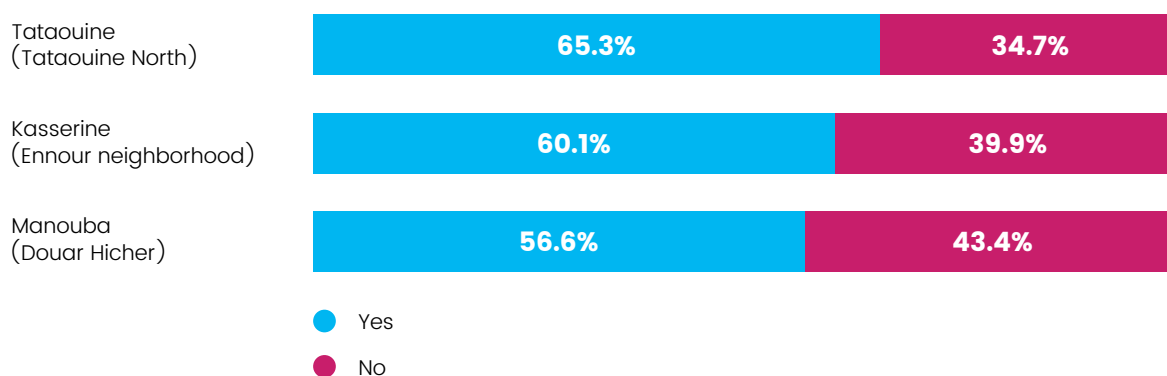
We note that, according to the respondents in all three institutions, students with learning disabilities are not well accommodated, even though they require more attention based on their mental, emotional and educational capabilities needs.

Based on Figure 58, it is observed that 93.7% of all respondents in the Tataouine North school indicated that their school does not accommodate students with learning disabilities. The situation is similar in the Ennour neighbourhood school (75.9%) and the Douar Hicher school (67.2%).

Figure 59. Make-up classes at school

All three schools provide make-up classes, as indicated by more than 83% of the respondents in each region. (See Figure 59.)

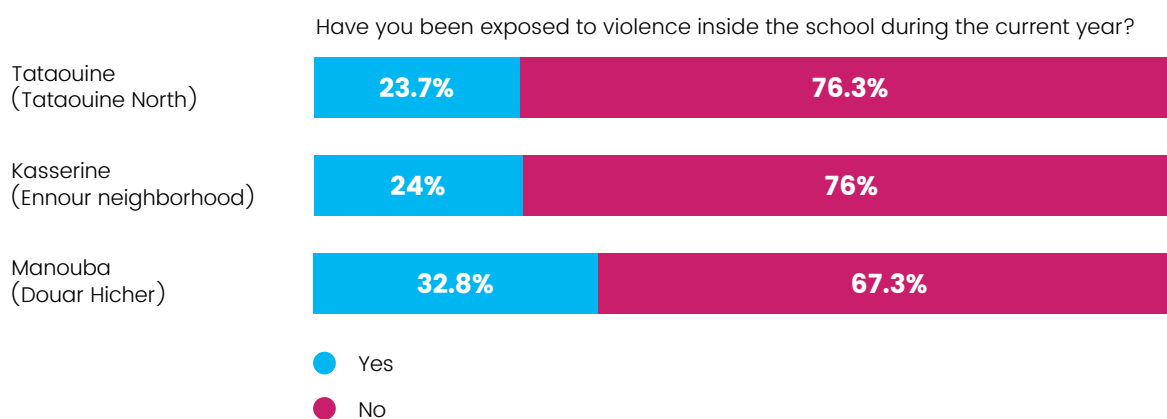
Figure 60. Teachers offering make-up classes outside of school



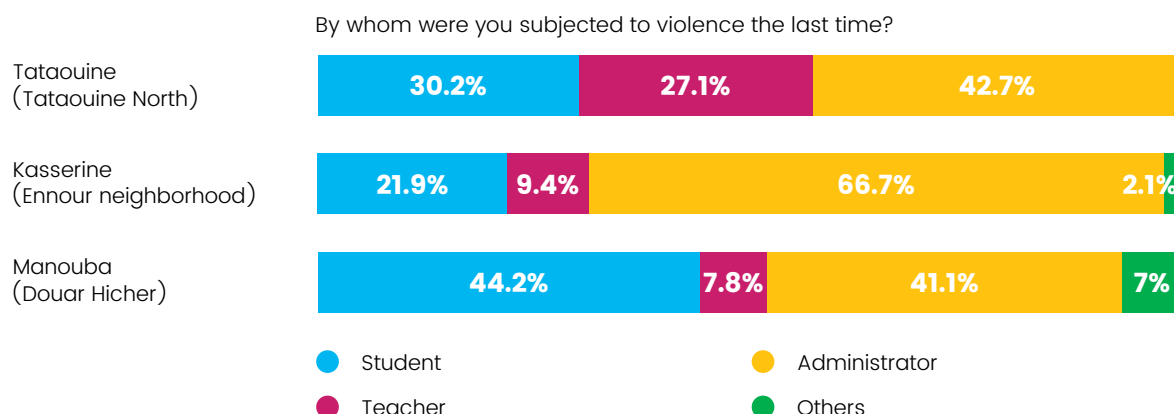
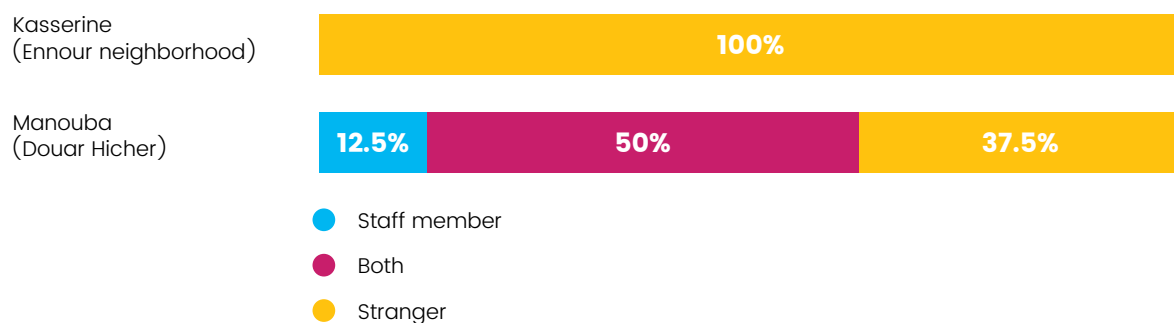
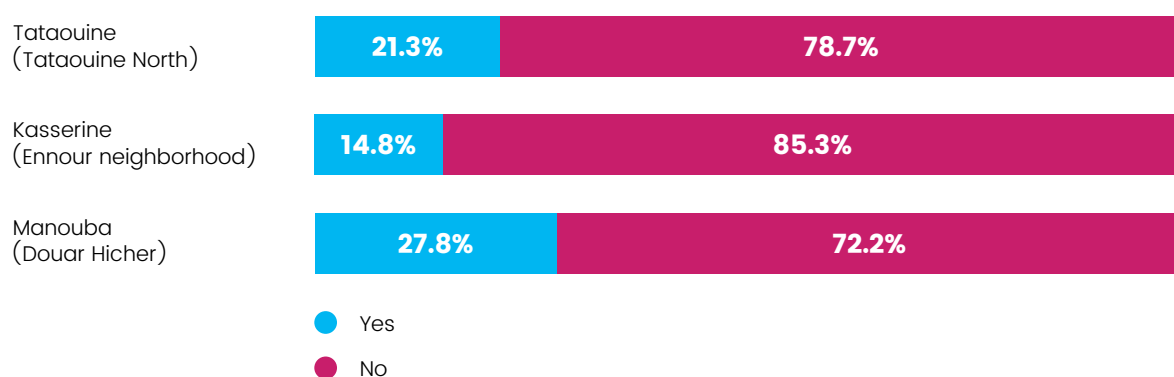
More than half of the respondents in all three schools confirmed that teachers do offer make-up classes outside the school. As set out in Figure 60, the percentages of respondent answers are: 65.30% in the Tataouine North school, 60.10% in the Ennour neighbourhood school and 56.60% in the Douar Hicher school.

2.3 At-risk behaviours

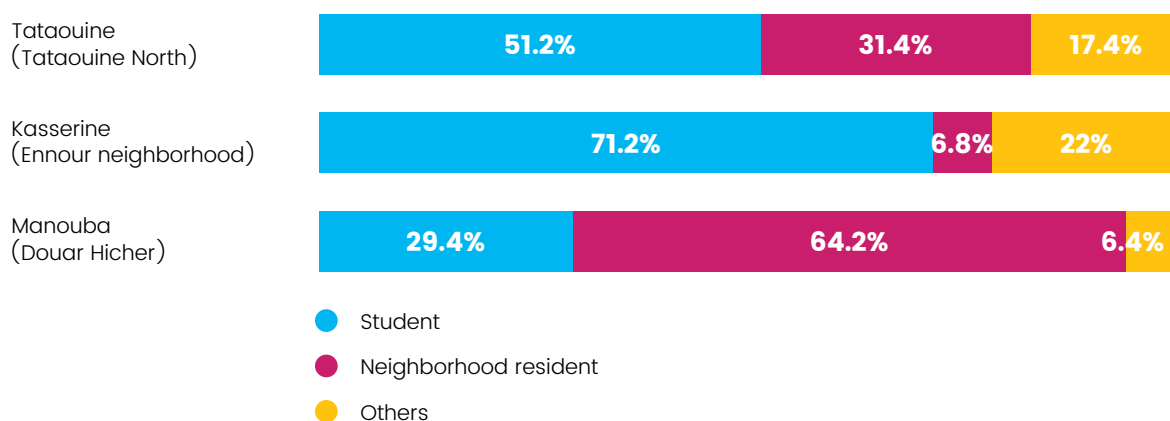
Figure 61. Exposure to violence inside the school



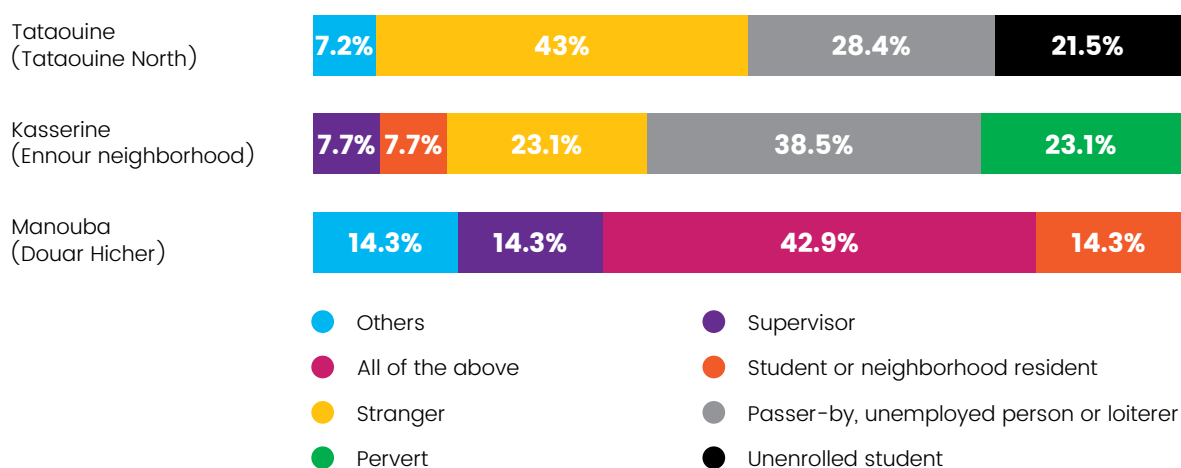
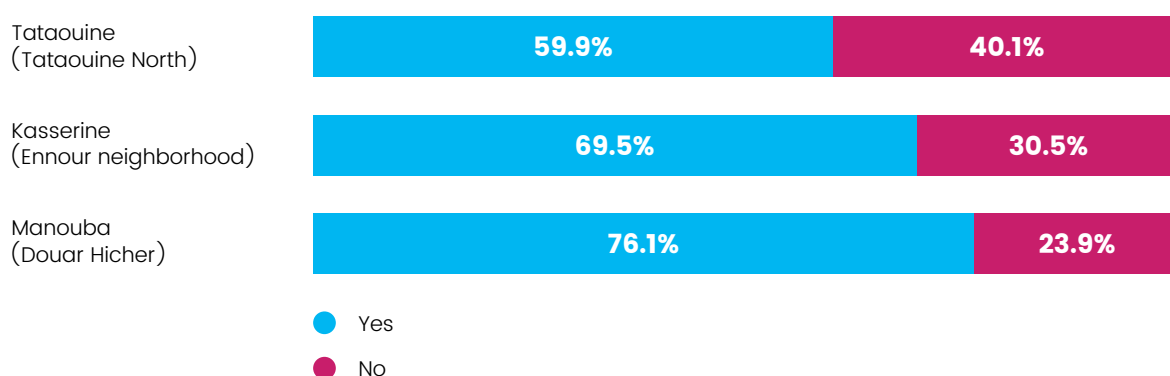
We note that a significant number of respondents in all three schools were exposed to violence inside the school during the academic year in which the study was conducted (2018–2019). According to the responses set out in Figure 61, the percentage of respondents who were subjected to violence was relatively high, with 23.7% in the Tataouine North school, 24% in the Ennour neighbourhood school and 32.8% in the Douar Hicher school. The administrators and staff were the primary sources of violence, while students were the secondary source of violence in all three schools.

Figure 62. Sources of violence inside the school**Figure 63. Sources of violence inside the school: 'others'****Figure 64. Exposure to violence in front of the school**

Figures 62 and 63 set out the sources of violence inside the schools. As shown in Figure 64, the percentage of respondents who have indicated that they were exposed to violence in front of the school is about one-fourth of respondents in the schools of Tataouine North and Douar Hicher, and 14.8% of respondents in the Ennour neighbourhood school. This discrepancy is perhaps due to the presence of a study room at the Ennour neighbourhood school, where students spend their time between classes and are thus less exposed to violence outside the educational institution.

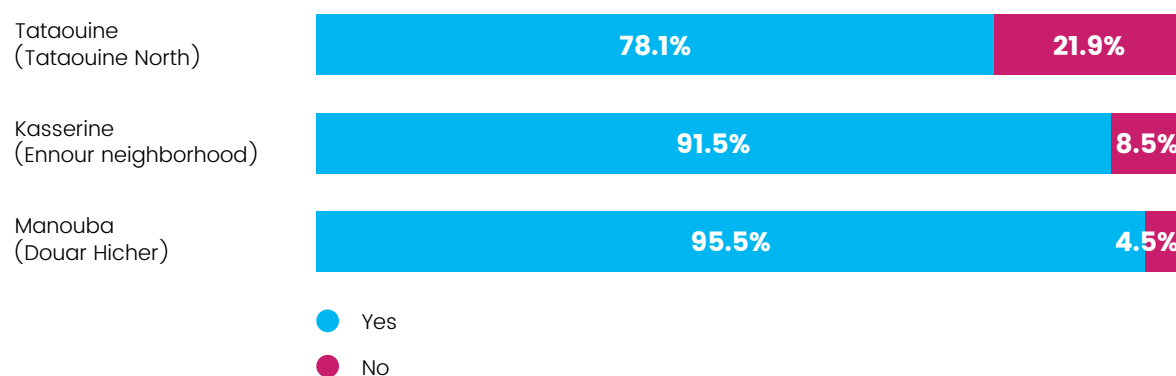
Figure 65. Sources of violence in front of the school

As set out in Figure 65, the primary source of violence is 'students' in both Ennour neighbourhood school (71.2%) and the Tataouine North school (51.2%), while students only account for 29.4% of the violence committed in the Douar Hicher school. The percentage of violence committed by neighbourhood residents is 64.2% in Douar Hicher and 31.4% in Tataouine North. There are also students who have been hit by 'others', including strangers, perverts, passers-by and others. (See Figure 66.)

Figure 66. Sources of violence in front of the school: 'others'**Figure 67. Drug use inside the school**

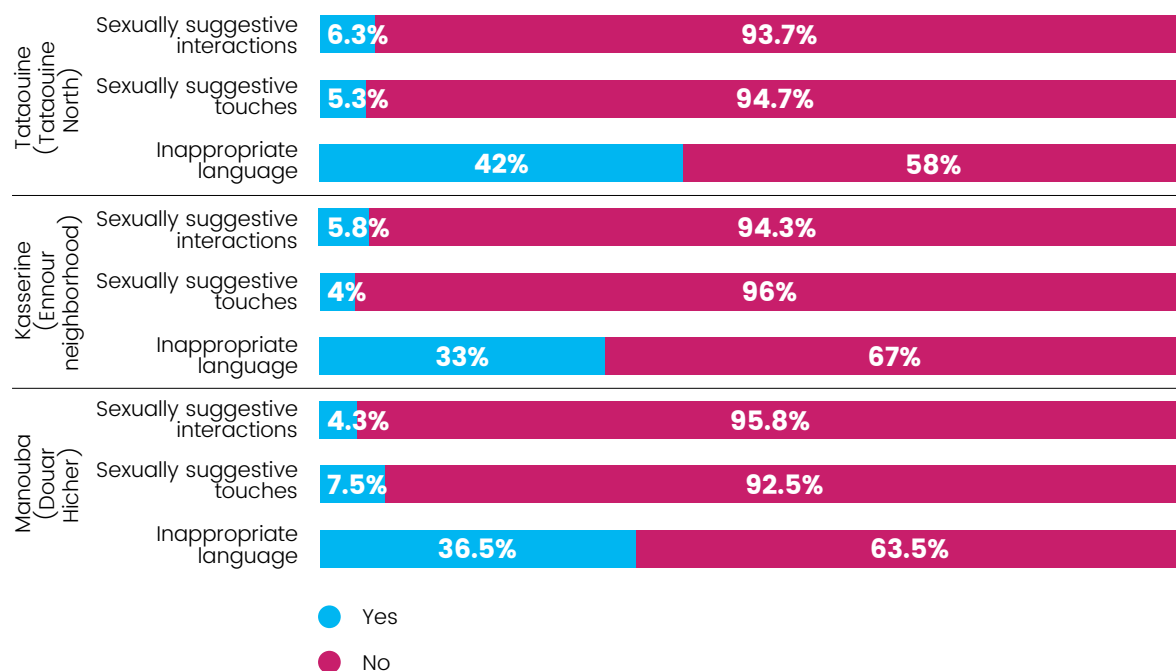
According to the data available from the field research, set out in Figure 67, it is clear that a large percentage of students use drugs inside the school premises in all three schools, according to 76.1% of respondents in the Douar Hicher school, 69.5% in the Ennour neighbourhood school and 59.9% in the Tataouine North school.

Figure 68. Drug use in front of the school



Students from all three schools use drugs in front of their schools, as indicated by 95.5% of respondents in the Douar Hicher school, 91.5% in the Ennour neighbourhood school and 78.1% in the Tataouine North school. (See Figure 68.)

Figure 69. Exposure to sexual harassment during current academic year



Respondents in all schools have been subjected to sexual harassment during the current academic year. According to respondents, those subjected to 'inappropriate language' included 42% of respondents in the Tataouine North school, 36.5% in the Douar Hicher school and 33% in Ennour neighbourhood school. (See Figure 69.) Other respondents in all three schools were subjected to various forms of harassment, including physical harassment in the form of touching, and the receipt of messages with sexual connotations. When carrying out a cross-table

of the variables 'sexually suggestive touches' and 'gender', we found that a high rate of female respondents (6.5%) were subjected to sexual harassment at the Ennour neighbourhood school in comparison to male respondents (2.4%). (See Table 6.)

Table 6: Exposure to harassment (sexually suggestive touches) according to sex (Ennour neighbourhood, Kasserine)

Exposure to harassment (sexually suggestive touches)	Sex		
	Male	Female	Total
Yes	6 2.4%	10 6.5%	16 4%
No	241 97.6%	143 93.5%	384 96%
Total	274 100%	153 100%	400 100%

(Total = 400, p-value = 0,042, $\chi^2 = 4,150^b$)

In a second stage, we tried to determine the impact of the distance from home to school on the exposure to harassment. We prepared a cross-table and extracted from it the most important results. As set out in Table 7, there is a high percentage of respondents who were subjected to physical harassment in the Ennour neighbourhood school who live between 6,000 and 10,999 m from the educational institution. There is a low percentage of respondents who have been subjected to physical harassment (1.8% out of a total of 4%) and who live between 1,000 and 5,999 m from the educational institution.

Table 7: Exposure to harassment (sexually suggestive touches) according to the distance from home to school (Ennour neighbourhood, Kasserine)

Exposure to harassment (sexually suggestive touches)	Distance from home to school (metres)			
	Less than 1,000 m	Between 1,000 and 5,999 m	Between 6,000 and 10,999 m	Total
Yes	13 4.5%	2 1.8%	1 50%	16 4%
No	274 95.5%	109 98.2%	1 50%	384 96%
Total	287 100%	111 100%	2 100%	400 100%

(Total = 400, p-value = 0,02, $\chi^2 = 12,627^b$)

Therefore, the main conclusion is that the distance from home to school impacts the students' exposure to harassment, specifically physical harassment.

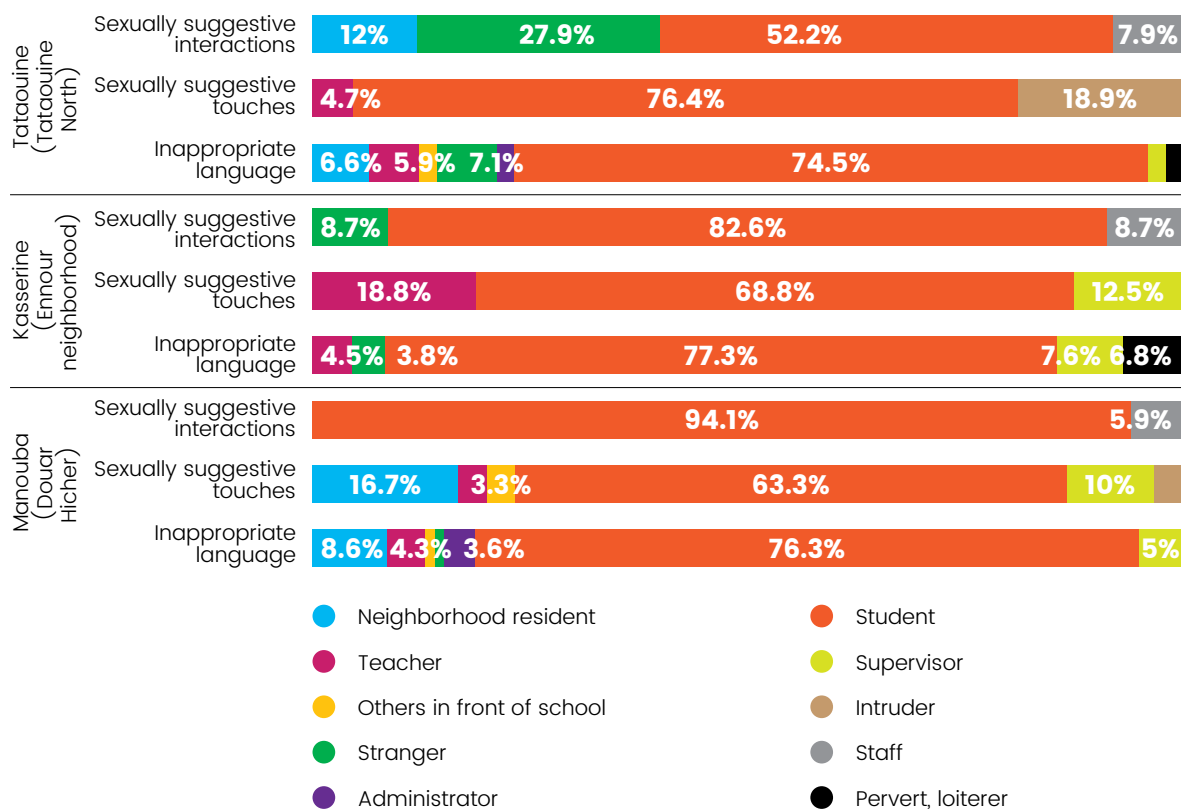
Figure 70. Sources of previous harassment

Figure 70 indicates that respondents were subjected to sexual harassment from different sources in the schools. The primary sources of 'sexually suggestive interactions' are 'students', 'strangers' and 'staff'. It is also noted that 'students', 'teachers' and 'residents of the neighbourhood' may use inappropriate language.

Conclusion

This citizen diagnosis, based on a sample of 1,200 female and male students between the ages of 14 and 23 that was distributed across three schools in three delegations (namely, Douar Hicher, Ennour neighbourhood in Kasserine and Tataouine North), revealed the extent of the deterioration of the schools' infrastructure in terms of cleanliness, building damage and the poor conditions of classrooms, doors, windows and furniture, such as chairs, desks and chalkboards. This exercise demonstrated that these educational institutions lack the equipment, technologies, educational resources and tools necessary for effectively conducting lessons. In addition, it highlighted the fact that schools in the three delegations lack scientific, cultural, sports and recreational activities that are capable of developing the students' abilities, cultivating their talents, entertaining them and protecting them from some at-risk behaviours. Activities are restricted to some cultural or children's clubs, in which we note that young people are reluctant to take part, due to the lack of basic equipment, attractive programming and variety of activities offered. The citizen diagnosis showed the prevalence of violence against students in school institutions, the source of which is mainly the administrators and supervisors, according to the respondents. The results of the questionnaire also confirmed the widespread phenomenon of drug use and violence among students inside and outside secondary institutions, both of which are behaviours that threaten the physical and psychological wellbeing of students. Perhaps one of the main factors contributing to the exacerbation of these phenomena is the lack of mental health support and healthcare within the educational institutions. As we noted through the citizen diagnosis, there is a total absence of psychologists and social workers whose role it is to listen to and assist students; to connect with their parents to better understand their difficulties and problems; to work to protect, guide and reintegrate them into a school environment, so as to ensure their right to continue education and to limit school dropouts; to protect adolescents from health risks and misbehaviour; and to prevent substance abuse and violence.

Proposed recommendations:

- Provide student transport for students in the Ennour neighbourhood (Kasserine) and Douar Hicher (Manouba) schools.
- Place bus stop in front of the schools of Ennour neighbourhood (Kasserine) and Douar Hicher (Manouba).
- Establish a school cafeteria in Ennour neighbourhood and Douar Hicher.
- Provide maintenance for the auditoriums and buildings of the three schools.
- Repair the doors and windows of the three schools.
- Renew the chairs, desks and chalkboards of the three schools.
- Improve the lighting in the three schools.
- As an imperative, provide the necessary tools for practical laboratory lessons in the schools of Douar Hicher and Ennour neighbourhood.

- Provide the necessary equipment for lessons (audio equipment, musical instruments, drawing supplies, etc.) in the three schools.
- Establish paths and ramps for disabled students in the schools of Tataouine and Douar Hicher.
- Ensure the cleanliness of the restrooms in the three schools.
- Establish a medical clinic in the schools of Douar Hicher and Tataouine.
- Assign psychologists and social workers to the three schools.
- Equip the departments with fire extinguishers in the three schools.
- Equip the schools of Tataouine and Ennour neighbourhood with an emergency phone for students.
- Establish specific and clear emergency exits in the three schools.
- Create a sports field at the Ennour neighbourhood school.
- Introduce an equipped gymnasium in the Ennour neighbourhood school.
- Establish a library at the Ennour neighbourhood school.
- Put in place a study room at the Douar Hicher school.
- Create cultural clubs in the Douar Hicher school.
- Create scientific and sports clubs in the Ennour neighbourhood and Douar Hicher schools.
- Organise cultural activities at the Douar Hicher school.
- Organise scientific and sports activities in the Douar Hicher and Ennour neighbourhood schools.
- Initiate correspondence with the guardian regularly in the three schools.
- Make provisions for students with learning disabilities in the three schools.

International Alert

346 Clapham Road, London, SW9 9AP, United Kingdom

Tel +44 (0)20 7627 6800 **Fax** +44 (0)20 7627 6900

info@international-alert.org

www.international-alert.org

Registered charity no. 327553



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