Selected 2011 GPS Key Results: TUNISIA Ministry of Education

UN Region: Middle East & North Africa

HIV Prevalence (2009): 0.1%

Date completed 2011 GPS: 06.01.2012

STRUCTURE OF EDUCATION SYSTEM (Note: Drawn from UIS data sources as respondents could not provide comprehensive answers to this section)

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Level						Pre		Primary				Lower Secondary				Upper Sec		
Grades/Forms							1	2	3	4	5	6	7	8	9	10	11	12

LEARNER NUMBERS BY LEVEL -2009

	Pre Primary	Primary	Secondary	Total
Pupils	109060	1025044	1201632	2335736

TEACHER NUMBERS BY LEVEL -2009

	Pre Primary	Primary	Secondary	Total
Teachers	5745	60374	86727	152846

PERCENTAGE CHILDREN OUT OF SCHOOL -2009

Primary	Lower Secondary
1	7

Adult literacy rate (estimate): **77.6** -2008

PERCENTAGE TRAINED TEACHERS BY LEVEL

		Pre Primary	Primary	Secondary
Percentage trained	Male			
	Female			

PUBLIC EXPENDITURE BY LEVEL (2008)

Legend: Primary, Secondary, Tertiary, Post, Not allocated

Primary 36%, Secondary 21%, Tertiary 36%, Post 5%, Not allocated 2%
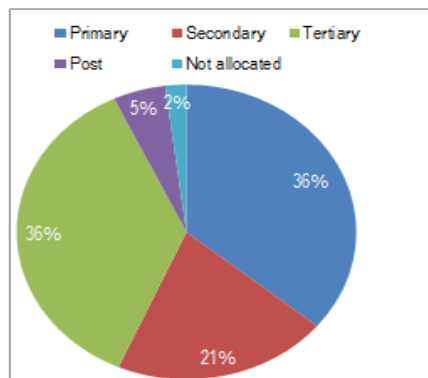
% Public Expenditure spent on Education: **22.7** -2008

% Expenditure on Teacher & Support staff salaries: **84.8** -1999

CHILDREN ORPHANED

Children (0-17yrs) orphaned by AIDS ('000): **-** (UNICEF 2009)

Children (0-17yrs) orphaned due to all causes ('000): **130** (UNICEF 2009)

Learners in the basic education system who have been orphaned ('000):

1. EDUCATION SYSTEM

• Is total enrolment in your schools, over the last 10 years; growing, shrinking or remaining stable?	Pre Primary	Male	**Growing**
		Female	**Growing**
	Primary	Male	**Shrinking**
		Female	**Shrinking**
	Secondary	Male	**Stable**
		Female	**Stable**
• Total public expenditure (in local currency) on education[1]			**2832.8 Million Tunisian Dinars**
• Estimate % of teachers employed who permanently left the system in the last academic year for any reason (e.g. retirement, resignation, promotion, illness, death etc.)?			**1.85**
• Number of learners in the basic education system who have been orphaned		Male	
		Female	
		Total	

2. MINISTRY OF EDUCATION HIV&AIDS STRUCTURES

National Level

• At the national level, do you have a dedicated committee or management unit that is responsible for coordinating the response to the HIV&AIDS epidemic?	Committee[2]	**No**
	Unit	**No**
o If there is a management unit, how many permanent staff members does it have?	Unit	**n/a**
o If there is a committee or management unit, does it include senior staff?	Committee	**n/a**
	Unit	**n/a**
o If there is a committee or management unit, does it have a dedicated budget?	Committee	**n/a**
	Unit	**n/a**
o If there is a committee or management unit, have members received orientation training?	Committee	**n/a**
	Unit	**n/a**
o If there is no management unit, are there staff at the national Ministry level who only deal with HIV&AIDS issues?		**No**
▪ If Yes, are they at a senior level?		**n/a**

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[1] The budget for higher education being excluded, the data are relative to one year preparatory (pre), while the primary (i, e, 6 years of studies) and two cycles of secondary education

[2] Nationally and since 2005 there is a committee that includes several stakeholders including the Ministry of Education, the committee is controlled by the Ministry of Health and is responsible of coordinating the activities of awareness about HIV and AIDS, as the preparation of conference, highlight training programs, to establish school level conditions and a map of locations likely to spread sexually transmission and develop a plan of awareness about STDs and AIDS benefit students, however, the MoE is a member of this committee

▪ If No, are there staff members who responsibilities include HIV&AIDS?		**No**
• Is the Ministry involved in any current application for funding to any donor or development partner?	HIV&AIDS	**No**
	Tuberculosis	**No**
	Malaria	**No**
• Confirm the number of funding applications submitted in last 10 years (estimate % that have been successful)?		
• Estimate the % of financial resources available (total HIV&AIDS budget) in the last financial year, which came from the following sources:	Internal/ Government	
	External/ Donor	

Representation on HIV&AIDS coordinating structures

	National Committee	National management unit
Planning	n/a	n/a
Finance Management	n/a	n/a
Curriculum Development	n/a	n/a
Human Resources Management	n/a	n/a
EMIS/Statistics & Research	n/a	n/a
Monitoring, Evaluation & Reporting	n/a	n/a
External partners – e.g. teacher unions, PLHIV, NGOs, etc.	n/a	n/a

Funds allocated and percentage utilized by the National HIV&AIDS coordinating structures by focus area[3]

	Funds allocated	How funds are shared	% Funds utilised
Prevention (including awareness & behaviour change)	✓	NR	NR
Access/Referral to Care and Support	✓	NR	NR
Curriculum Development	✗	NR	NR
Mainstreaming	✗	NR	NR
Planning	✗	NR	NR
Monitoring & Evaluation	✓	NR	NR

Areas of training provided to HIV&AIDS coordinating structures

	National Committee	National management unit
HIV&AIDS Impact	n/a	n/a
Response Management	n/a	n/a
Mainstreaming	n/a	n/a
Programme Budgeting	n/a	n/a
Monitoring and Evaluation	n/a	n/a
Reporting	n/a	n/a
Gender Equality and Sensitivity	n/a	n/a

Regional and District Level

• Do you have decentralized structures responsible for managing a response to the HIV&AIDS epidemic?		**No**
o If Yes, do they include senior staff		**n/a**
o If Yes, do they have sufficient dedicated resources (budgets) for the task?		**n/a**
• What % of schools have working groups or committees that address HIV&AIDS-related matters?	Pre Primary	
	Primary	
	Secondary	

• Rank the HIV&AIDS roles and functions of decentralized structures in order of importance	Planning	n/a
	Program Implementation	n/a
	Monitoring	n/a
	Evaluation	n/a
	Reporting	n/a
	Other:	n/a

3. ENABLING ENVIRONMENT

• How often have you heard your Education Minister speak publicly about the impact of HIV&AIDS on the education sector?[4]				**Never**
• Are HIV&AIDS response plans and implementation reports regularly reviewed at senior education management meetings?				**No**
• Does HIV&AIDS feature in the annual work plans of Teacher Unions and/or the Teacher Service Commission?				**No**
• Does the Ministry provide school-fee waivers and exemptions for the poor, orphaned, vulnerable or HIV&AIDS-affected?				**Yes**
• Levels of education that receive free education[5]	Pre Primary	**No**	Lower Primary	**Yes**
	Upper Primary	**Yes**	Lower Secondary	**Yes**
	Upper Secondary	**Yes**	Tertiary	**NR**
• Does the Ministry of Education have a specific education sector HIV&AIDS policy?				**No**
o If Yes, estimate how well this has been implemented?				**n/a**
o If Yes, provide date of original adoption and publication?				**n/a**
o If Yes, has it been revised since its adoption				**n/a**
o If Yes, when has it been revised since its adoption				**n/a**
o If No, are HIV&AIDS issues mainstreamed in the national Education Sector Policy?				**No**
• Does the Ministry of Education have a workplace policy addressing HIV&AIDS impact?				**No**
o If Yes, estimate how effective this workplace policy is in addressing HIV&AIDS impact?				**n/a**
o If Yes, provide date of original adoption and publication?				**n/a**
o If Yes, has it been revised since its adoption and if so, when?				**n/a**
o If Yes, when has it been revised since its adoption				**n/a**
• Have Education Sector HIV&AIDS-related policies been regularly reviewed since their introduction?				**No**
o If "Yes", indicate how often these policies are reviewed?				**n/a**
• Have other Ministry rules and regulations been reviewed to address the impact and implications of HIV&AIDS?				**No**
• Is Education included in the National HIV&AIDS Strategy?				**Yes**

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[3] Enforcement actions are conducted by the office and listen to health clubs and in collaboration with the Ministry of Public Health and the Ministry of Social Affairs.
[4] The issue of HIV and AIDS is discussed occasionally in secondary education awareness modules
[5] Education is mandatory until the age of 16 and free in the entire educational system. The pre-primary education is free in public schools, for children aged 5 to 6 years from needy families.

4. HIV&AIDS MAINSTREAMING AND IMPLEMENTATION

• How seriously does the education sector regard the impact of HIV&AIDS on the sector?	**No problem**
• Is there an Education Sector HIV&AIDS strategic plan in place?	**No**
o If Yes, in what year was this plan developed?	**n/a**
o If Yes, in what year was this plan introduced?	**n/a**
o If Yes, is there an action plan for the implementation of this strategic plan?	**n/a**
o If Yes, to what extent is this plan funded?	**n/a**
o Estimate the % implementation of this strategic plan?	**n/a**
• Is HIV&AIDS response mainstreamed in the education management and planning process at the National level?	**No**
o If Yes, estimate the effectiveness of mainstreaming HIV&AIDS response?	**n/a**
• Does the education sector have an Education Information Management System (EMIS)?[6]	**Yes**
o If Yes, has the EMIS system been reviewed and amended to include HIV&AIDS-sensitive indicators?	**No**
o What was the most recent year for which EMIS captured and reported on these indicators?	**n/a**
o Has EMIS undertaken any HIV&AIDS trend or impact analysis?	**No**
• Is HIV&AIDS considered (e.g. as a line item) when making and budgeting district level plans?	**No**
• Has the Ministry decentralized any of its data collection and processing (EMIS) systems?	**Yes**
• Is HIV&AIDS-relevant data (e.g. teacher absenteeism/attrition, incidence of orphaning, etc.) being collected at decentralized levels of the system?	**No**
• Has an assessment of the impact of HIV&AIDS on the education sector been conducted?	**In process**
o If Yes, in what year did this assessment take place?	**n/a**
o If Yes, how much of the country did this assessment cover?	**n/a**
o Have the key findings of this assessment been published	**n/a**
o When were the key findings of this assessment published	**n/a**
o If no assessment has taken place, is one planned	**Yes**
o When is an assessment planned	**Expected in the second half of 2012**

• Identify and rank 5 key barriers to implementation	1	
	2	
	3	
	4	
	5	

5. HUMAN RESOURCES

• Has an analysis of the impact of HIV&AIDS on demand and supply of human resources in the education sector has been conducted?	**No**
• Is there evidence of increased teacher attrition (e.g. permanent loss) in the system?	**No**
o If Yes, are there plans to increase teacher recruitment and training?	**n/a**
• Have human resource policies been reviewed and amended to minimize vulnerability and susceptibility to HIV&AIDS (e.g. attention to safety in the workplace, avoidance of teacher deployment away from their families, etc.)	**No**
o If Yes, indicate how often these policies are reviewed?	**n/a**
• Are human resource issues possibly related to HIV&AIDS impact being monitored and reported on (e.g. absenteeism, sick leave, compassionate leave, attrition, increasing pension costs)?	**No**

6. EDUCATION SECTOR WORKPLACE HIV&AIDS PROGRAMS

• Does the Ministry have a gender-sensitive HIV&AIDS awareness program for all its employees?[7]	National	**No**
	District	**No**
	Education instituion	**No**
• Does the Ministry have a program aimed at preventing HIV infections among staff?		**No**
o If Yes, are these prevention programs gender sensitive?		**n/a**
• Have gender-sensitive guidelines for implementing universal precautions and ensuring safety in the workplace been developed for use by all staff?		**No**
• Do Education Ministry teachers and staff have access to HIV voluntary counseling and testing (VCT) facilities?[8]		**Yes**
o Estimate % teachers and staff who have such access?		**NR**
o Estimate % teachers and staff who use these facilities?		**NR**
• Has a referral system for access to HIV&AIDS treatment been established for Education Ministry teachers and staff?		**No**
o If Yes, estimate % effectiveness of this referral system?		**n/a**
• Does the Ministry have a policy of non-discrimination with regard to recruitment, advancement, continued employment and benefits for personnel affected by HIV&AIDS?[9]		**No**

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[6] The information system is in the form of databases that have not yet been integrated into an EMIS

[7] The task of raising awareness to the question HIV and AIDS is conducted under the aegis of the Ministry of Health, the ME can benefit through the management school and university medicine in the Ministry of Health,

[8] Like any citizen of Tunisia in anonymous testing sites in 19 areas of priority for youth and general public

[9] Such a policy is not applicable because there are no cases (HIV / AIDS) which requires a specific regulation

• Does the Ministry of Education enforce confidentiality of information about Ministry employees affected by HIV&AIDS?[10]	**Yes**
• Are there accessible outlet points within or in the vicinity of all education sector workplaces (e.g. offices, schools or educational institutions) for the distribution of condoms?[11]	**Yes**

7. HIV&AIDS AND THE CURRICULUM

Topics included in the core curriculum; support materials developed; and confirmation of adaptation of tertiary curriculum by level of education

	Inclusion in core curriculum				Support materials developed				Tertiary curriculum adapted[12]
	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	
Generic life skills	✓	✓	✓	✓	✗	NR	✓	✓	✓
Adolescent and reproductive health	✓	✓	✓	✓	✗	NR	✓	✓	✓
Sexuality education	✗	✗	✗	✗	✗	NR	✗	✗	✓
Gender equality and empowerment	✗	✗	✓	✓	✗	NR	✗	✗	✓
HIV&AIDS and other STIs	✗	✗	✓	✓	✗	NR	✗	✗	✓
Stigma and discrimination, including homophobia	✗	✗	✗	✗	✗	NR	✗	✗	✓
Family life and inter-personal relationships	✓	✓	✓	✓	✗	NR	✗	✗	✓

• Estimate the % of schools in which these issues are covered in the curriculum and taught, by school level:[13]	Lower Primary **100**	Upper Primary **100**	
	Lower Secondary **100**	Upper Secondary **100**	
• Is HIV&AIDS and related life skills issues a compulsory part of the curriculum?			**Under consideration**
• Is the HIV&AIDS subject area examinable?			**Under consideration**
• Has there been an orientation process for parents regarding life skills-related programs in schools?			**Yes**
o If Yes, indicate frequency of orientation sessions?			**Quarterly**
o If Yes, indicate whether this orientation process is ad hoc (e.g. limited to informal local initiatives) or formally structured across the system?			**Systemic**
• Have efforts been made to ensure that religious, community and/or traditional leaders support the HIV prevention approach adopted by the education sector, the messages it communicates and the materials it uses?			**No**
o If Yes, estimate % effectiveness of these efforts?			**n/a**
o If Yes, indicate whether these efforts are ad hoc (e.g. limited to local initiatives) or systematic?			**n/a**
• Estimate the % of students in the tertiary sector who have open or regular access to HIV&AIDS information, awareness and prevention materials through their educational institutions?			

Is there professional preparation of teachers through orientation and training in the following subject areas, by level?

	Primary Training		Secondary Training	
	Pre Service	In Service	Pre Service	In Service
Orientation Generic life skills	✗	NR	✓	✓
Orientation Adolescent and reproductive health	✗	NR	✗	✗
Orientation Sexuality education	✗	NR	✗	✗
Orientation Gender equality and empowerment	✗	NR	✗	✗
Orientation HIV&AIDS and other STIs	✗	NR	✗	✗
Orientation Stigma and discrimination, including homophobia	✗	NR	✗	✗
Orientation Family life and inter-personal relationships	✗	NR	✗	✗

Where orientation sessions for parents are conducted, they include the following topics

Sexuality education	✗
Life Skills	✓
Adolescent and reproductive health	✓
Gender	✓
STIs	✗
HIV&AIDS	✗
Homophobia and discrimination	✓

• Have systems to monitor the success of HIV&AIDS prevention messages throughout the education system been established?	**No**
o If Yes, how often are the results of this monitoring reported?	**n/a**
• Have efforts been made to include out-of-school youths in life skills and HIV&AIDS awareness efforts?	**No**
o If Yes, estimate % the success of these efforts?	**n/a**

8. ORPHANS AND VULNERABLE CHILDREN

• Does the Ministry have a system for identifying and categorizing orphans and vulnerable children?[14]	**Yes**
• Does the Ministry have a gender-sensitive program to address the needs of orphaned and vulnerable children in the education system?[15]	**In process**

Does a gender-sensitive program for OVC address the following areas?	On what basis are learners included in in the feeding schemes?

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[10] This applies to all departments and all agencies, medical confidentiality obligation

[11] Available in basic health centres usually close to schools, family planning clinics, private pharmacies and in supermarkets

[12] These themes are treated according to the specialties at tertiary level. There are no measures to adapt them as they are a matter of specialized studies.

[13] There is only a formal program per cycle, led by the MoE, which is applied in all public and private institutions in the country

[14] The Ministry of Social Affairs is responsible for such CENSUS (not the Ministry of Education)

[15] The current program does not respond directly to the needs of orphans and vulnerable but it may cover the majority, it is the "Program for Schools Educational Priority" (ECCE) which classifies educational institutions according to their internal performance, a slice of schools (up to 10%) recording the lowest grades benefit extra help (attachments, strengthening the faculty, project establishment, school meals, tips, cell listen, school supplies etc.), Located generally in disadvantaged areas, these institutions have additional support using measures of 'positive discrimination', The ECCE program is evaluated annually and updated list of schools is, according to the educational progress made, a school ECCE can exit the program as another school can reach out list,

Nutrition	✓	Supervised medication	✗
Counselling	✓	Flexible school hours	✗
Fee waivers/exemptions	✓	Other:	NR
Referrals (e.g. to Social Services)	✓		

Orphaning	✓	Geographic Location	✓
Vulnerability	✓	Programme Scaling	NR
Poverty	✓	Other: Schools Program to educational priorities (see note 8.2.)	✓

• Is there currently a school feeding scheme in place?		**Yes**

• ○ If Yes, estimate the coverage of this feeding scheme by school level	Lower Primary	**25**	Upper Primary	
	Lower Secondary	**10.1**	Upper Secondary	

○ If Yes, confirm whether this coverage is growing, stable or shrinking?	**Stable**
• Have teachers received training in caring for HIV-infected pupils?[16]	**No**

• To what extent (%) are counseling services, by trained counselors, available at schools at the following levels?	Lower Primary		Upper Primary	
	Lower Secondary		Upper Secondary	

9. PARTNERSHIPS

• Does the education sector have a shared strategy on HIV&AIDS response with its local and international partners?[17]	**Yes**
• Please estimate the degree of success of this shared strategy:	**26 - 50%**

Government ministries or agencies working on HIV&AIDS as partners with the Ministry of Education

	Partner?	Major or Minor Partner?
National AIDS Commission	✓	Major
Ministry of Health	✓	Major
Ministry of Social Services	✓	Minor
Ministry of Finance	✓	Minor
Ministry of Planning	✓	Minor
Ministry of Women and Children	✓	Minor
Ministry of Youth and Sport	✓	Minor
Minister of Justice / Ministry of Interior	✓	Minor

Non-government education sector agencies, interest groups and partners which work on HIV&AIDS response in collaboration with the Ministry of Education

Local NGOs	✓	International NGOs	✓
Teacher Unions	✗	Teacher Service Commission	✗
Parent/Teacher Associations	✓	School Committees	✗
Youth Groups	✓	Private Sector	✗
Community-based organisations	✓	Faith-based and/or religious organizations	✗
Other: School health clubs in educational institutions	✓	Other:	

10. RESEARCH

• Has a gender-sensitive research agenda been defined that prioritizes gaps in knowledge relating to the impacts of and response to HIV&AIDS within the education sector?	**Yes**
• Has any research been commissioned to inform the education sector response to HIV&AIDS?	**No**
• If research has been commissioned, indicate whether this has been undertaken by in-country institutions/agencies or by external institutions/agencies or both?	**n/a**
• If both internal and external institutions/agencies were involved in research, were there any partnering arrangements providing mentoring or training?	**n/a**
• If EDSEC HIV&AIDS impact or response research has been commissioned, indicate when this was conducted?	**n/a**

• If HIV&AIDS and education-related research has been conducted, please list these studies with approximate dates of completion and publication?	1	**n/a**
	2	
	3	
	4	
	5	

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[16] The question is not applicable for teachers and for training teachers as on the one hand, this kind of training requires a target population - estimated that even very limited in number to the scale of the country's population, and secondly, the medical profession is the only one to identify and follow, if applicable, the seropositive persons within or outside schools

[17] The Ministry of Education is a partner among others in the national strategy for the fight against STDs and AIDS, this strategy is led by the Ministry of Health

How would you rate your Ministry, in terms of the implementation of response in each of the following areas?	Rank order	Low				High
		1	2	3	4	5
Ministry of Education HIV&AIDS structures						
Enabling environment for an effective response to HIV&AIDS						
HIV&AIDS mainstreaming and implementation						
Human resources adaptation to the impacts of HIV&AIDS						
Workplace HIV&AIDS programmes						
HIV&AIDS and the curriculum						
Orphans and Vulnerable Children						
Partnership development in response to HIV&AIDS						
Research guiding the response to HIV&AIDS in the education sector						

Rank the following priority areas in order of importance for funding	Rank order	Most important → Least important (1–9)
Ministry of Education HIV&AIDS structures	8	
Enabling environment for an effective response to HIV&AIDS	5	
HIV&AIDS mainstreaming and implementation	6	
Human resources adaptation to the impacts of HIV&AIDS	9	
Workplace HIV&AIDS programmes	7	
HIV&AIDS and the curriculum	2	
Orphans and Vulnerable Children	4	
Partnership development in response to HIV&AIDS	1	
Research guiding the response to HIV&AIDS in the education sector	3	

Rank the following priority areas in order of importance for Technical assistance	Rank order	Most important → Least important (1–9)
Ministry of Education HIV&AIDS structures	8	
Enabling environment for an effective response to HIV&AIDS	5	
HIV&AIDS mainstreaming and implementation	6	
Human resources adaptation to the impacts of HIV&AIDS	9	
Workplace HIV&AIDS programmes	7	
HIV&AIDS and the curriculum	2	
Orphans and Vulnerable Children	4	
Partnership development in response to HIV&AIDS	1	
Research guiding the response to HIV&AIDS in the education sector	3	

Rank the following challenges to HIV&AIDS response implementation	Rank order	Most challenging → Least challenging (1–10)
Lack of leadership	1	
Funding/budget constraints	2	
Human Resource capacity and skills limitations	3	
Stigma and discrimination	10	
Lack of HIV&AIDS mainstreaming	8	
Lack of data and management information	6	
Little or no research	4	
Lack of training and orientation	7	
Ineffective monitoring, evaluation and reporting	9	
Lack of mandatory HIV&AIDS subject coverage in the curriculum	5	

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[18] Section partially completed