Structuring The Governance And Values Of Democracy In The Tunisian Education System: Viewpoints Of Students And Teachers After The Revolution Of 2011

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Abstract: *The main objective of this article is the search for structuring the values of democracy in the Tunisian educational system. The interest is particularly in sensitive communities and more affected by the setbacks of democracy, students and teachers. The structuring of democracy is approaching, in the students by the investigation of their perceptions of governance in their school life and among teachers by the investigation of their roles to awaken to the very values of democracy in the educational process. The results of the two samples converged on the weak structure of democracy in the Tunisian school system. Weakness due to multiple causes, including ignorance, lack of commitment or fear of political commitment. The educational actors most often in a position of neutrality or / and the socio-political context. That currently exists in Tunisia torn between the universal rights, and republicans, present in the constitution, recently written and conveyed in the prescribed curriculum of the law of orientation, who manages the education system, on the one hand and the rise of Islamism and neoliberalism two facets of a devastating totalitarianism of all human rights, on the other hand. This weakness had noticed by the majority of teachers in the declaration that they do not practice the awakening to democracy despite the curriculum recommendations in this sense and showed a low commitment or even a lack of interest in the awakening to democratic values chosen in this survey (freedom, equality, responsibility, minority rights, competition and citizen participation). In the same way, the students perceive a governance in their school impregnated with authoritarianism, clientelism, discrimination not playing in favor of the development of the principles of a good democratic governance defending the universal rights (especially the equity and the gender equality), active participation in school and extracurricular activities and activities, and awareness of diversity and human complexity.*

Keywords: *Democratic governance, democratic values, educational awareness, students, teachers, school life, Tunisia, socio-economic and educational context.*

Introduction and problematic questioning

In Tunisia, the 2011 revolution took place against a dictatorship that lasted more than fifty years and imposed laws that reprimand all freedoms thus particularly preventing democratic competition for political power. The Tunisian people have shouted their freedom and managed to tear it away, but, it continues to suffer the vagaries due to the weakness of the state in the face of religious fundamentalism that has risen to power, and face to neoliberalism which, ravaging all economic systems including that of Tunisia by the globalization, and dictatorial regimes.

This explains the political and socio-economic problems that Tunisians are experiencing at the moment (increasingly poor governance, growing poverty and increasing inequalities and differences between social classes, corruption worse and worse, unemployment affecting graduates and unqualified because of foreclosure in public services in a policy of impoverishment of this sector at the expense of the private sector, etc.).

So, tearing one's freedom is not enough because these problems derive also and above all from the ignorance of the Tunisians of democracy itself and its values of human rights and fundamental freedoms, whereas the country has adopted these values declared by the United Nations since 1948 and has redefined them in its 2014 constitution.

Indeed, among the contributions of the revolution, two novelties took place:

The drafting of a new constitution in 2014, defending the values of democracy, fundamental freedoms and human rights (Articles 21 to 49).

The premise of a reform of the school system that wants to educate to these values by the implementation of its prescribed curriculum represented by the law of orientation which since 2008 (article 3) had the slogan to root all the shared values by Tunisians, based on the primacy of knowledge, work, solidarity, tolerance and moderation. It also guaranteed the establishment of a society deeply committed to its cultural identity, open to modernity and inspired by humanistic ideals and the principles of freedom, democracy, social justice and human rights. (Article 3 of the Orientation Law, 2008).

In addition, these various objectives had formulated repeatedly and on several occasions in government speeches with the intention of reforming national education. However, the process has not started so far despite the texts of the law of orientation developed since 2008, which all regulate the life, and the school activities and which put on the table the problematic of the implication of the system educational institution in education for democratic values.

The malfunction continues again. Hence the problematic of this research: the causes of this dysfunction. The main objective of this article derives from this problematic of the causes of the dysfunction of the democracy in Tunisia. It is formulate in the general questions: has the current Tunisian educational system really adopted the education of the values of democracy? What levels of commitment of the Tunisian education system in this education?

To try to answer these questions, we chose to investigate the two main actors in the school system, students and teachers.

I.   The values of democracy

A preliminary reminder of the values of democracy allows us to position ourselves theoretically and to justify our research methodology. These values cannot be exhaustive. However, we tried to delimit them as part of this research to prepare the experimental part.
Since the chosen experiment bases on a survey of students and teachers, we have chosen to divide the values of democracy into two approaches, one that takes students into a research framework of the type of school governance and the other teacher in a framework of awakening to these values.

1.1. Governance in school life and the values of democracy

Governance is a dynamic of negotiation, persuasion, bargaining, pressure, etc. At school, it covers its management and bases on human values, the participation of students, staff and all partners of the school. Between these actors, governance is supposed to be democratic (Bäckman & Trafford, 2008, p9-10), for the first ethical reasons, reflected by universal democratic values (UN, 1989), then political, which defend the practice of democracy at an early age, to be better disposed to active participation in local and societal and then global politics. This participation is committed to responsible changes in the economic, demographic and cultural structures, to cope with the avalanche of scientific and technological innovations held by Western countries that dominate the world through them.

This diversity of changes necessarily implies an education adapted to this global dynamic. It is therefore about education for democratic governance and the best place for this education is school. (Bäckman & Trafford 2008, p11-12), consider that education for democratic governance helps students to:

• Awareness of responsibility: Research shows that trusted students become more responsible (ibid. P11)

• Improving learning: in a democratic environment, students are free, make confident choices and reduce pressure (ibid. P11)

• Conflict reduction: dialogue, mutual respect and acceptance of others reduce differences, discrimination, intolerance, and even violence and harassment (ibid. P11)

• Improving respect for the institution: the school adapts to the wishes and aspirations of the "citizen" parents they have for their children (ibid. P11)

• A sustainable democracy: Democracy at school can influence, in addition to the learning domains, the general domains of life, which allows us to enter into everyday behaviors (ibid. P12).

These same authors (2008, p13-19) evaluate democratic governance in school life by three principles: rights, active participation and the valorization of diversity. We will search for them by investigating the students.

1.2. Education to the values of democracy

Education for democracy aims at learning participation in democratic life conceived in two ways (AFCNDH: French-speaking Association of National Human Rights Commissions, 2009, p17). The first is Anglo-Saxon countries, which emphasize the skills and values that ensure harmonious social life and participation in community life through voluntary organizations and social groups. The second is that of countries influenced by the French republican tradition, emphasizing politics and the universal status of citizens.

These two conceptions are basing on schooleducation,and on a political orientation focused on the development of the skills of engagement and critical action in the community (Carr, 2011, Freire, 1974; Kincheloe, 2008a, b, Mc Laren, 2007).

Democracy is a reality bases on universal values (Lawrence et al., 1997) were recognized by Gay (2011) in values-principles of democracy. «Value" means an idea or conceptual reference, that guides our judgments and our actions and the "principle" means a rule of law that guarantees respect for the idea in question, implements its guarantee by instituting it in the community and in the right it establishes. The principle obliges the citizen. This author distinguishes the values-principles of freedom, equality and solidarity. (Jutras and Boisvert, 2001) have realized a lexicon of values in which we find in addition to freedom, equality and the solidarity of other values such as responsibility, the rule of law, competition and participation which constitute a field of opening of students and their teachers on the exercise of democracy during the course of learning itself. These different values will be soughed by a survey of teachers.

II.   Methodology of Research

Since our analysis focuses on the values of democracy, values closely related to the socio-political context, the main objective of this essay is to determine the internal logic of structuring the values of democracy in students and school-level teachers. The choice of case study methodology, that allows for a holistic analysis (Merriam, 1998) of the process of democratization recently introduced in Tunisia in a socio-political context very influenced by a dictatorship that has imposed for more than fifty years, on the one hand, and by a neoliberal economic regime defended by both progressives and fundamentalists, on the other hand.
In this case study, the chosen method is particularistic (Merriam, 2009). It is adapted to our research because it makes it possible to study a particular phenomenon, that of the logic of structuration of the democracy, and can thus give an idea on the problems of the daily practice of this one and to propose recommendations in to improve educational policy and to establish a democratic system in the school process.

2.1. The representative cases of the study

The cases chosen in this work are representative of school actors according to the meaning of Hague et al. (2004) where the representative case is the most used in research in political science, in our case the areas of life including that of the functioning of democracy. These are two representative samples from southwestern Tunisia, a sample of 200 students from preparatory schools and high schools, and a sample of 64 middle and high school teachers. The choice of Tunisia as a research site is justified because it lives in a situation of democratic transition.

2.2. The research tool and the experimental protocol

In the case study approach, various methods of data collection can be perform to account for human sensitivity and complexity (Anadon, 2006). The tools used can be interviews, direct observations and document exploitation. In this research, the choice made on the instrument of questionnaires / answers and the analysis of

them. Two questionnaire surveys conducted. These questionnaires respected the anonymity of the interviewee and the instructions written in French using clear and understandable words and phrase structures. In addition to the demand for individual information (gender, age, work institution, classes taught, grade level ...), the questionnaires had developed around two independent variables: governance and democracy. With the aim of seeking,for the first the perceptions of studentsfor the mode of governance (democratic or undemocratic) at the Tunisian school.In addition, for the second, those of the teachers of their role in education to the values of democracy by researching their practices and opinions on the practices of awakening to the values of democracy in school, the students were interviewing at school collectively and the answers were retrieving individually. The questionnaire took about ten minutes to complete and a few interventions needed to clarify the instructions. The students responded favorably that their school concerns taken into account and asked if the state (government and ministry of education) would follow up on them. Volunteer teachers interviewed individually through the management of each school and responses retrieved individually through the same direction. The time taken to complete the questionnaire lasted more than two weeks on average and a few rare direct or telephone interventions needed to clarify the instructions. The teachers were not very committed, some refused to answer after reading the content of the questionnaire, and others did not submit their sheets.

2.3. The criteria of analysis

The analysis criteria correspond to the categories defined in the theoretical framework. These categories represent indicators of analysis of the governance perceived by students in school life and indicators of analysis of the values of democracy practiced or defended by teachers within their schools. Indicators, mainly key words or phrases defined from the literature review, are searching for in student and teacher responses, directly in the proposed questions (Tables 1 and 2).

2.3.1. The questionnaire for students

About the purpose of researching the principles of democratic governance in schools, these indicators are grouped according to the three categories of principles developed by (Bäckman & Trafford, 2008), rights, active participation, the valorization of diversity.

The question: Answer yes or no to the statements below and justify your answers (Table 1).

Table 1. Indicators of school governance

Answer yes or no to the statements below. Justify the answer			
	Yes	no	justification
Principle of rights and duties			
• Students are the same at school			
• Students have equal rights at school			
• Favoritism exists at your school			
Principle of active participation			
• Students know the rules at school			
• Students are aware of the consequences of not following these rules			
• Students give their opinion on how the school works (activities, food, etc.)			
• Students performotheractivities (arts, sports, computer, etc.)			
Principle of valuingdiversity			
• Students are separated by gender (male, female)			
• Students receive help from adults in case of personal problems, learning difficulties or behavior			
• Parents of students are regularly informed about their learning or behavioral difficulties			

2.3.2. The questionnaire for teachers

The search for indicators of the values of democracy bases on the values-principles of freedom, equality given by Gay (2011), to which was added the responsibility, the rights of minorities, the competition and the citizen participation proposed by Jutras & Boisvert (2001). The central question is to identify whether the functioning of the Tunisian school bases on democracy. This questionnaire has two parts (Table 2):

• A section on the practice of the values of democracy by teachers with the pivotal question: In class or at school, do you practice values of democracy?

• A section on teachers' opinions on the practice of these values. In class or at school, are they favorable to the practice of awakening to democratic values?

Table 2. Indicators of the values of democracy

Some Values of Democracy	Practice		Advice on Practice			No answer	Why ?
	Yes	no	Favorable	unfavorable	Ready to introduce		
fredom							
equality							
Responsibility							
competition							
Minorityrights							
Participation							

2.4. Collection and analysis of responses

The response analysis method adopted is deductive (Mucchielli, 2006). It is directing by categories posited a priori according to the bibliography the readings and, whose approach consists in the research of these categories (Dany, 2016). It is also directing in the direction of (De Ketele & Roegiers, 2015) because the respondent's speech corresponds to the answer to specific questions prepared in advance by the researcher to gather information relating to the specific case of this article on «ideas and projects "of structuring the values of democracy at school. This method is improved by the iterative approach (Mukamurera et al., 2006), where the theory constitutes the reference of analysis, but it is enriched according to an iterative process throughout the reading of the answers. Therefore, the reference categories are enriching from the significant results. This is a closed-structure survey to provide explanations of the perceptions of democracy among school actors. However, with the justifications asked to the interviewees, this survey also allows the heuristic research of novelties. Since our samples are large (200 students and 64 teachers), the analysis is both quantitative and qualitative. The quantitative part gives an idea of the proportions of the different perceptions and opinions and thus the orientation of the structuring of democracy among students and teachers. This qualitative one allows to analyze more closely the answers and to compare them to look for possible influences of the social context. The answer collection and processing tool is the SPSS 25 software and the Microsoft Excel 2013 software. The SPSS 25 software was use by introducing the variables to the responses coded by numbers. Then, the answers provided by the interviewees are recording for each question. The results are collecting in tables constructed according to the same reasoning explained below:

The title of the table indicates the name of the dependent variable examined and corresponds to one of the indicators sought in the analysis.

• These are double entry (cross-tab) tables: one entry contains frequencies and percentages of responses; the other entry includes types of responses. All participants responded and therefore no comments missed; which facilitated the calculation of the percentages since all the answers are valid.

• Frequency: This is the occurrence or the number of participants (the number) associated with each specific valid value of the chosen independent variable. Only valid values for which at least one occurrence appears in the database are listed in the frequency table. In other words, if no one had answered "no" to a question, the table does not include this value, even if it was a possible answer choice.

• Percent: gives the proportion of people for each possible value. These percentage ratios make it easier to interpret tables and make it easier to compare results from one study to another. The calculation of the percentage done by dividing the frequency of a response for a specific value by the total number of observations, then multiplying by 100.

• The valid percentage: is difficult to interpret because it considers both valid and missing answers. To decide the question, the "Valid Percentage" column shows percentages for only those subjects who gave a valid answer. Since there was no lack of answers, the valid percentage is equal to the relative percentage.

• The cumulative percentage: corresponds to the sum of the percentages of the types of answers the interpretation of this percentage makes sense when it is about an ordinal variable or when it is relevant to cumulate categories. Which is not the case for a dichotomous variable. All the dependent variables of the two questionnaires are dichotomous (yes / no, favorable / unfavorable).

2.5. The quality criteria of research

The quality of qualitative research is discussing by several authors in terms of scientific legitimacy and validity. According to Clénet (2007), the scientific legitimacy of a research stems from the systemic and dynamic "links" that the researcher brings between theory and practice, and between the researcher and the respondents. As for the validity of qualitative research, Yardley (2016) bases it on four validity criteria: sensitivity to context, rigor and commitment, coherence and transparency and impact and importance. Internal validity refers to the consistency of knowledge produced by the research with its questions and objectives. It reflects the degree to which this knowledge is supporting by the analysis of the data, are the links between the data collected and those analyzes performed on these data. In the present research, the quantitative approach supports the validation of the results based on a significant size of the samples (pupils and teachers) and the confrontation of the collected data. This quantitative approach consolidates the qualitative analysis and ensures its reliability by seeking the degree of stability of the results (Baribeau, 2009). Moreover, this validity is linked to the validity of the study conducted (Guerra, 2014). One of the methods used is the organization of the case study into phases that include clear and systematic activities to achieve the purpose of the case study (design, case selection and protocol, collection and analysis, reports). In our research, the first phase consisted of the preparation of survey questionnaires, preparation based on the literature and discussed with the research director, then validated and authorized by the head of the doctoral school. The second phase is the selection and selection of study samples: two representative samples from southwestern Tunisia, a region very affected by the dysfunction of the education system. The third phase is the collection and statistical analysis of responses based on the SPSS 25 software. The aim is to provide quantitative data expressed in valid frequencies and percentages on the governance and values of democracy at the Tunisian school. . The last phase is the discussion of the results by identifying the values of democracy mobilized in the two samples of Tunisian students and teachers, then by analyzing student responses in order to deduce the structuring of governance and teacher responses to derive practices and opinions on the practices of awakenings to the values of democracy. These modes emerging from the analysis are discussing in relation to the Tunisian context.

III.   Analysis of student responses on governance in school life

A first question allowed retrieving personal information about students. Thus, all the students in the sample belong to public high schools of which 7% (14 students) come from pilot high schools. They are divided into 128 girls and 72 boys (respectively 64% and 36%), all of them at the secondary level and divided into first (7%), second (13%), third (33.5%) and fourth year secondary (level Bachelor's degree in Tunisia) (46.5%). The majority (85.5%) is aged between 15 and 19 years old. 10.5% are over 20 years old and 4% between 12 and 15 years old. 30% are repeaters. In this analysis, these parameters will not be take into account, since the majority of students belong to public high schools and are between the ages of 15 and 19, an age that is very sensitive to family and social problems. To understand more, whether governance in schools is democratic or authoritarian, the question posed around the independent variable of governance in school life has been linked to ten dependent variables seeking the three principles: rights, participation and diversity.

3.1. The principle of rights

The three questions in relation to this principle are resemblance, equality, favoritism.

The results are showing in Table 3.

Table 3. Student responses to the principle of rights for governance

Les élèves	Feelthe same		Feelequal on rights		FeelFavoritism	
	effective	Valid%	effective	%	effective	%
Yes	54	27,0	58	29,0	**163**	**81,5**
No	**145**	**72,5**	**141**	**70,5**	35	17,5
No answer	1	0,5	1	0,5	1	0,5
Nothing Ness					1	0,5
Total	200	100	200	100	200	100

Only one student did not answer which explains the interest in these questions. The majority of students, up to 81.5%, express a sense of discrimination, inequality of rights and favoritism. The feeling of discrimination can only appear through a sense of lack of equity in the relationships with students. In addition, it can lead to a loss of self-confidence, a loss of even greater importance when self-confidence education is lacking and governance is not democratic. The feeling of unequal rights comes from the fact of not being treat in the same way as others. However, equality is guaranteein law of the prescribed curriculum (orientation law). This sense of inequality is reinforce by the very high percentage of students who feel that school relationships are dominate by patronage. The evil that is gnawing away at the education system has always existed and has continued to grow. It involves the intervention of high school staff, teachers themselves, parents and even authorities whether political or civil. These responses indicate that the principle of school rights (particularly equality and equity) is not respect at the school. The education system is stain to exert inequality and favoritism, which testifies bad governance and cannot help to develop a democratic governance.

3.2. The principle of active participation

The questions related to this principle are: knowledge of school rules, risks in case of non-compliance with these rules, possibility of giving one's opinion on school functioning and existence of extracurricular activities to choose from. The results are showing in Table 4.

Table 4. Student responses to the principle of active participation in school life

Students	Know the internal rules to respect		Know the risks of non-compliance		Give their opinions on school functioning Food, activities		Perform activities (art, sport, computer ...) of their choice	
	effective	%	effective	%	effective	%	effective	%
Yes	**120**	**60,0**	136	**68,0**	39	19,5	**87**	**43,5**
no	78	39,0	61	30,5	**159**	**79,5**	113	**56,5**
No answer	1	0,5	1	0,5	1	0,5		
none	1	0,5	2	1,0	1	0,5		
Total	200	100	200	100	200	100	200	100

Some of the 60% of the students who declare knowing the rules to be respectful, justify it by the fact that the administration of the high school has distributed to them a mimeograph where this regulation of the establishment is registered. 39% ignore them because they did not read this document or they did not receive it. Significantly, the same proportions were obtain in relation to the knowledge of the consequences of non-compliance with these rules. As for the possibility of giving their opinions on the functioning of the school, for example, on the restaurant menu or extracurricular activities, about four out of five students say they do not have this opportunity and let it be responsible for imposing the organization and operation of the establishment.

The last answer on extracurricular activity is share with just under 50% saying they do activities according to their choice, while more than 50% say they do not participate in activities, which is alarming as a percentage. It appears from these results on the second principle of democratic governance that student participation appears to be very inactive, which testifies to an authoritative governance exercised at school by the leaders (director, bursar). , supervisors, teachers ...). To this problem of authority going against the democratic values where everything can be discussed, is added the lack of education to this principle since even the school regulation is ignored whereas it could be introduced, or even discussed in an interactive session with teachers, administrators and students.

3.3. The principle of valuing diversity

Questions around this principle relate to the mix of girls and boys, the help of adults and regular information of parents on the difficulties of their children. The answers are summarize in Table 5.

Table 5. Student responses to the principle of valuing human diversity

pupils	Students are separated by gender		Get help from adults when problems		Parents are informed about their children's problems	
	Number of people	Valid%	Number of pupils	%	Number of pupils	%
Yes	52	26,0	46	23,0	**102**	**51,0**
No	**146**	**73,0**	153	76,5	97	48,5
No response	1	0,5	1	0,5		
none	1	0,5			1	0,5
Total	200	100	200	100	200	100

Three quarters of the students, (73%) are for the mixed, the others (1/4) are numerous to live separated which risks developing relations against nature and especially conflicts and relations of domination.

About ¾ report that they do not receive help from adults (principals, teachers, supervisors, caretakers, psychologists, etc.) in case of personal problems, difficulties of learning or of behavior. This very high rate testifies to the absence of the differentiated approach, which risks making the school a place of transmission of knowledge far from its educational role and its integrative importance, a demotivating knowledge that is distort by its meaning. Half of the students testify that their parents are not inform about the results and behaviors of their children. They declare that SMS do not arrive and that their parents are inform only when the student is calling to the Disciplinary Council to be sanction. With regard to the third principle of school governance, students' responses join the responses to the other principles to show the striking lack of valuing human diversity, or even a tendency to exclusion of what is different. Despite the mandatory mix in the school environment since independence (more than 60 years), a significant resistance (quarter) persists today, resistance became more visible with the government of the Islamist party which devalues the role of women in any opportunity and that does not punish the more and more frequent acts directed against girls. On the other hand, school leaders seem uninterested in the difficulties that students face in and out of school. They do not provide any effort to help them or inform their parents. Their role is limited to punishment disciplinary measures.

3.4. Conclusion on school governance

Whether in everyday life or in education, need is what is considered necessary for a purpose. He decides and carries a value judgment; it is a way of veiling two decisions, one relating to an end without which the need would be dissipate, the other to a confidence in an analysis of what is necessary for that purpose. Therefore, it is an ideological notion that legitimizes personal desires or political, educational or other projects (Fourez, 1998, p181-183). In education, young people need to acquire cognitive-procedural (knowledge-knowledge and skills) and socio-affective skills (well-being individual and collective behavioral knowledge) to develop and reinforce their progress and ensure their integration. As well as their performance in the trades. This needs to be call an educational need formulated into an educational demand based on a socio-political purpose judgment, preceded by negotiation or debate. The need to govern or participate in school governance is one of

the educational needs that allows both cognitive and procedural skills, but especially behavioral skills to know how to live together in respect of the rights of each. From there, it emerges the usefulness of this proposed questionnaire to highlight the place of learners in school governance. The analysis of the results of the survey shows that governance in schools of Tunisiais utopian.

It is a discriminatory governance, clientelism, not respecting universal rightsof equality and equity, avoiding the diversity and all value of human diversity, losing interest in the difficulties of students at the expense of sanctions what inflict them, it is also authoritarian, repressing any participative, deliberative or differentiated approach, thus giving an example of bad governance that can't convey or educate to democratic values.

This result was indicated by UNICEF (2013, p10) and goes against the guidelines of the law of orientation. However, the principles of democratic governance help to understand human nature, its diversity and the complexity of its thinking, which paves the way for an education in ethical practice (Morin, 2014). An urgency emerges from these observations, that of introducing certain lessons (rights-duties, respect for norms, ethical participation, deliberation, knowledge and acceptance of human diversity ...). This requires prior training of teachers and school staff in the principles of good governance; this training can meet many challenges by teachers and school leaders who must deal with the heterogeneity of school populations. This also requires expanding the pedagogy ofthe sphere of classical disciplinary cognition to a sphere of deliberative critical cognition that can open up to the development of competent and committed action and the development of ethically responsible behavior.

IV.   Analysis of teachers' responses to Education or awakening
To the values of democracy

The first question allowed us to search for some personal information about teachers to make a contextual portrait of each and discuss the results through their influence. The sample of 64 teachers is composed of 18 women (28%) and 46 men (72%) all in activity (not retired) and all belonging to the public education sector, but shared in (2 teachers of preparatory schools , a high school pilot and the remaining majority working in normal high schools). Thus, this variable of the teaching site will not be take into account since 95.3% of teachers work in ordinary public high schools where the vast majority of pupils are receiving, 411825 secondary school pupils (statistics from the Ministry of Education, Education of the Tunisian Republic, 2019). Respondents' ages range from 25 to 50 years old with 17.2% between 25 and 35 years old, 75% between 35 and 50 years old and 7.8% over 50 years old. The majority of teachers are young or adult and have an exercise career of at least 10 years. This parameter will not be take into consideration either. The subjects taught are all cover by our sample. Half of the teachers teach scientific subjects (50%) with an SVT majority (22% at the SVT, 9.5% at the physics-chemistry, 8% at the techniques, 6.3% at the maths), 22% at the letters, and the rest to the human sciences. To better understand if at school, teachers convey the values of democracy, we will look for this independent variable through the 6 dependent variables constituting the values-principles of democracy (Table 2): freedom, equality, responsibility, minority rights, competition and citizen participation proposed by Jutras and Boisvert (2001). In all, 12 questions are ask two for each value-principle: one inquiring about the declaration of the practice of education to these values and the other about the opinion on the practice of these awakenings. These questions are formulate as follows:

• In class or at school, do you practice awakening to freedom? Equality? Responsibility? The rights of minorities? Competition? Citizen participation?

• In class or at school, are you in favor of awakening to freedom? Equality? Responsibility? The rights of minorities? Competition? Citizen participation?

In addition, a justification of the answers is request by the question why ?

All teachers responded, so all answers are valid. The results are calculate in relative percentages and given in overall percentages and percentages separated by gender. The significance of the percentages is verify by the Chi-square test, which must be, less than 0.05 for the variable to be consider present (see appendix). In this

analysis, only the gender parameter will be take into account where a comparison between the men and women's responses willmade. All the results (annex) are grouping in table 6 to allow a direct comparison between

• The different percentages for the practice of awakening to democracy

• The different percentages for the practice notice of this awakening

• Both statements: actual practices and practice notices

• Percentages of both genders

• The percentages of different values of democracy.

Table 6. Comparative summary of teachers' responses on practice and practice advice to the values of democracy

Practice of education to freedom				Educationalenlightenment to freedom			
	Yes	No	No response	Favorable	unfavorable	No answer	Ready to Introduce
% Women	66,7	**5,6**	27,8	**22,2**	**11,1**	66,7	0,0
% men	54,3	**17,4**	28,3	**32,6**	**6,5**	58,7	2,2
Total	57,8	14,1	28,1	29,7	**7,8**	60,9	1,6
Practice of education to equality				Educationalenlightenment to equality			
% women	66,7	**0,0**	33,3	**22,2**	**0,0**	77,8	0,0
% men	60,9	**15,2**	23,9	**34,8**	**4,3**	58,7	2,2
Total	62,5	10,9	26,6	31,3	**3,1**	64,1	1,6
Practice of education with responsibility				Educationalenlightenmentwithresponsibility			
% women	66,7	**0,0**	**33,3**	**16,7**	**5,6**	77,8	
% men	63,0	**17,4**	**19,6**	**37,0**	**4,3**	58,7	
Total	64,1	12,5	23,4	31,3	**4,7**	64,1	
Practice of education to competition				Educationalenlightenment to competition			
% women	**47,1**	**0,0**	**52,9**	**11,1**	**5,6**	83,3	
% men	**56,5**	**17,4**	**26,1**	**34,8**	**4,3**	60,9	
Total	54,0	12,7	33,3	28,1	**4,7**	67,2	
Practice of minority rights education				Educational enlightenment of minority rights			
% women	**27,8**	5,6	**66,7**	**11,1**	**0,0**	83,3	5,6
% men	**41,3**	32,6	**26,1**	**26,1**	**8,7**	63,0	2,2
Total	37,5	25,0	37,5	21,9	**6,3**	68,8	3,1
Practical education to participation				Educational enlightenment to citizen participation			
% women	**27,8**	**0,0**	**72,2**	**11,1**	**0,0**	83,3	5,6
% men	**47,8**	30,4	**21,7**	**21,7**	**6,5**	69,6	2,2
Total	42,2	21,9	35,9	18,8	**4,7**	73,4	3,1

4.1. Significance of the three types of responses (positive, negative and unanswered)

To find the degree of significance of the answers in favor of the practice or the favorable opinion of practice of each of the democratic values, the Chi-square test is carrying out (appendix). He gave three different types of values according to the democratic principle in question.

4.1.1. The first type

It shows an asymptotic significance greater than 0.05 and thus postulating that these percentages of yes and favorable opinion are far from the statements. This type corresponds to the three democratic principles:

• Of freedom where chi-square answers yes to practice has an asymptotic significance equal to, 443; that of opinions favorable to this practice has a significance equal to 78;

• Equality with an asymptotic significance of 198 for practice and 464 for favorable opinion;

• Liability where chi-square has an asymptotic significance of 122 for practice and 289 for favorable opinion.

Thus, the results show that, despite the high percentage of nearly 60% of the yes for these three principles (Table 6), teachers do not practice awakening to freedom, equality and responsibility. With lower percentages (reaching at most 37% for liability) with ever-higher values of significance than in the statement of practice, they are not in favor of awakening to these three fundamental principles of democracy, yet reported and recommended in the law of orientation.

4.1.2. The second type

It gives an asymptotic significance less than, 05 when it is a question of declaring to practice the awakening to ..., but this meaning becomes greater than, 05 when the teacher gives his favorable opinion to this practice. This type of response is observing for democratic principles:

• Minority rights with an asymptotic significance equal to, 006 in the case of practice and equal to, 247 in the case of a favorable opinion;

• Citizen participation where the chi-square test shows an asymptotic significance of .000 less than .05 for practice and this significance becomes greater than .0 05 (.430) when it comes to practice-friendly opinion from awakening to citizen participation.

So teachers practice raising awareness about minority rights and citizen participation in school; but they are not in favor of the educational awakening to the rights of the minorities, nor to that to the citizen participation. What is paradoxical, if not, how does a teacher claim to practice awakening to these principles and at the same time be unfavorable to the practice of awakening to these principles?

Probably, this aberrant result is due to the equal sharing of the answers of the practice: 1/3 for, 1/3 against and 1/3 without answer. Indeed, for these two principles compared to other democratic principles, the percentages of yes are the lowest at the expense of the percentages of no and unanswered (Table 6). Teachers appear to be unaware of what to answer, or to be embarrassed to give an answer, or to be against the recognition of minority rights or citizenship. Therefore, if they practice awakening to ... it is because it is imposing in the programs.

4.1.3. The third type

It is observing in the democratic value of competition. In this case, one response is miss and responses are validate on 63 teachers instead of 64, or 98.4% of the total sample. The chi-square test in the yes responses to the practice of awakening to competition in class and school has an asymptotic significance equal to, 054 slightly greater than, 05. This meaning becomes equal to 166 in favorable opinions. At school or in class, teachers are at the limit of the practice of awakening to competition, but are not in favor of establishing this awakening. The term competition can be confusing because there is too much unfair competition under the neoliberal hat and the free market. Which can explain the shared opinions. To conclude, we can hypothesize that for the majority of democratic values tested, teachers are unfavorable to practice democratic awakening in class or at school. In all the answers, the chi-square tests are always very different between the two postures: the practice and the opinion favorable to the practice. They are clearly superior in the second case. Therefore, opinions are more against the actual statements. The opinion against the practice of democratic awakening is in fact due to the position of teachers with very few answers. This leans towards teachers' fear of giving their opinions on a political issue like all those related to democracy.

4.2. Comparison between practice and opinion and between different democratic values

4.2.1. Comparison of yes with favorable opinion of all types

The comparative synthetic table 7 between the yes and the favorable opinions shows that there is still a significant difference between teachers' positive statements about their practice of education with democratic

values and their favorable opinion to practice these educations at… When it comes to opinions, the percentages fall by about half (Table 7). The lowest values in both practice and opinion correspond to minority rights and citizen participation and the highest values are obtain for accountability and equality. This can be interpreting as an emphasis on equality and responsibility rather than on other values, particularly minority rights, which are in fact little recognize in Tunisia despite the importance accorded to them in the constitution and in the constitution. Prescribed curriculum of the law of orientation. The very low favorable opinion (18.8%) for citizen participation is problematic in comparison with the teachers who declare to practice this awakening (42.2%). This result seems to be due to the lack of understanding of the meaning of this value or worse to the absence of a feeling of citizenship at home, since the Tunisian is remove from civic activities. This also testifies to the absence of this type of education despite the efforts made by the designers of the school programs. On the other hand, if only 1/3 declare to practice minority rights education, this explains why this right is often violate in Tunisia.

Table 7. Comparison of practices and favorable opinions for democratic values

Democratic values	%Practice Yes	% Favorable opinion
Freedom	57,8%	29,7%
Equality	**62,5%**	31,3%
Liability	**64,1%**	31,3%
Competition	54,0%	28,1%
Minorityrights	**37,5%**	21,9%
Citizen participation	42,2%	**18,8%**

4.2.2. Comparison of no and adverse opinions of all types

•The percentages of no and adverse opinions are variable. They fall, any kind of half for freedom, 2/3 for equality, responsibility and competition, ¾ for minority rights and even more than ¾ for participation (Table 8)

Table 8. Comparison of none and adverse opinions to the practice of democratic awakening

Democratic values	% no to Practice	% Adverse opinion
Freedom	**14,1%**	**7,8%**
Equality	10,9%	3,1%
Liability	12,5%	4,7%
Competition	12,7%	4,7%
Minorityrights	**25,0%**	**6,3%**
Citizen participation	**21,9%**	**4,7%**

• Decreases in percentages, which logically should be added to positive ratings, are added in favor of unanswered opinions that have approximately doubled or even tripled (for liability (from 23 to 65%) compared to unresponsive practices). (Table 9).

• This rise in unanswered opinion reflects teachers' embarrassment or disinterest in giving advice, rather than declaring actual practice. The highest percentages of unanswered people are noticeable in the last three values, particularly in citizen participation (Table 9).

Table 9. Comparison of Unanswered Statements to Practice and Practice Notice of Democratic Awakening

Democratic Values	% of Unresponsive to Awakening Practice	% of Unresponsive to Awakening Practice Notice
Freedom	28,1%	60,9%
Equality	26,6%	64,1%
Liability	**23,4%**	**64,1%**
Competition	33,3%	67,2%
Minorityrights	37,5%	68,8%
Citizen participation	35,9%	**73,4%**

• The percentage of teachers willing to introduce education is still infinitesimal

4.3. Comparison between genres

When we closely compare the results between women and men, we notice many differences in the responses (Table 6).

4.3.1. Comparison of yes and favorable opinions

• The percentages of yeas are getting closer and around 60% for the principles of (freedom, equality and responsibility) with a slight superiority for women. These percentages decrease for competition, minority rights and participation; moreover, they become more distant and higher among men, especially for minority rights and participation (about twice as much for men); therefore, men are more in favor of these practices than women, perhaps because of the current position of Tunisian women destabilized by the rise of Islamists in power.

• On the other hand, for favorable opinions, differences are always significant with a difference of 1/3 (for freedom and equality), ½ (for accountability, minority rights and participation and 2/3 (for competition) but, still in favor of men, that is to say that men are more favorable to practice these democratic awakenings especially competition. The reasons are probably the same as those mentioned above. Women do not feel they are equal to men and free from their own lives and are less likely to compete with men, less responsible and less participative than men in citizenship activities.

4.3.2. Comparison of no's and adverse opinions

• The percentages are low for both genders, except for two democratic principles for men: minority rights with 32.6% saying they do not practice it, and citizen participation with 30.4%. Yet in these two principles, men have the largestpercentage of yes with a large gap with women. We can assume that the positions of men and women on these two principles are much divide; they are more decided in men, either for or against. This joins the analysis of the meaning of chi-square for these two principles, which has shown an aberrant posture, one side declaring the practice of awakening to these principles and the other against the establishment of these awakenings. This supports the earlier assumption that teachers appear to be unaware of what to answer, or be embarrassed to answer, or against the recognition of minority rights or citizenship. In addition, the positions of men appear clearer than women who show more hesitation by giving a high percentage of unanswered (66.7%: minority rights, 72.2%: citizen participation), compared to no (respectively 5.6% and 0.0%).

• Differences are noticeable between the two genders in both the no and the adverse opinions (often 0% for women versus low but present value for men), except in the unfavorable opinions for liability and competition where percentages are getting closer.

• The null percentages of the no and the unfavorable for women (in practice and opinion (equality, participation), in practice (responsibility, competition), in the opinion (minority rights), testify that men show more resistance to the practice of awakening and the opinion of practice.

This result is inconsistent with the results of yes positions and favorable opinions that have shown that men are more in favor with these practices. Why these contradictions?

4.3.3. Comparison between the unanswered

• In fact, this favorable position, or not unfavorable to the practice of the democratic awakening, is more a position in favor of unanswered as well in practice as in opinion. In fact, when we look at the percentages of the unanswered columns, it appears that women have the highest percentages when they have a favorable percentage, or yes, average or low compared to men (especially in the case of declarations). Competition (52.9% without women's responses versus 26.1% for men, minority rights (66.7 versus 26.1% without answers, and participation with the widest difference (72%); 2 vs. 21.7%) (Table 6) These women's positions reflect their greater fear or hesitancy than that of men to give definite opinions, which is reinforcing by the percentages of the never-answerers who are always higher. The women along the entire questionnaire despite the laws that defend women, they feel helpless before the real experience that devaluesthem in all the opportunities of life (work, family, salary, etc.) Added to the plagues of violence, harassment and rape of women, which become more frequent after the revolution with the coming to power of fundamentalists who do not recognize women's rights and equality with men.

• One last remark observed in Table 6 is that of the highest percentages observed since the beginning of the questionnaire in the unanswered notices (pink column). These high values exist even in the principles most prized by Tunisian society after 2011 (freedom and equality). In the case of women, they reach 83.3% and 11.1% in favor of the principles of competition, minority rights and citizen participation. Many teachers have not any answer to these principles. that reflects either the lack of interest in the issue, given the problems experienced by Tunisian peoples who do not feel they are citizens, thus violating the rights of minorities and not feeling able to compete, either ignorance that does not allow to give an opinion, especially for the defense of the rights of minorities, or competition. In addition, it is more serious, of an opinion, which is against these fundamental principles.

4.4. Conclusion on the values of democracy

This analysis of the teachers' responses to the awakening to the principles of democracy makes it possible to affirm that the answers are of a complexity highlighting the complexity of human thought. According to the question asked, the answers surprise by their differences.

What stands out the most is the dilemma between declaring the practice of education of democratic values in the majority of cases, giving a favorable opinion showing a rate half-lower. This rate falls in favor of no opinion. The teachers do not want to practice this awakening or are undecided, but they declare to practice it because it is imposes in the programs. What is also important to note is the persistent rate, in spite of its weakness, of the no and the opinions unfavorable to the democratic principles, for the men whereas it is most often zero for the women. It shows greater resistance to the democratic transition in men. The heterogeneous andcontradictory answers testify,

firstly that the contents of the programs contain these democratic problems and incite the teachers to approach them, as for the case of the citizenship necessary for the comprehension of the environment of life on the scale local and global,

Secondly, the degree of detachment of teachers from these issues wanting to remain neutral, either because of a misunderstanding or for fear of engaging in unpredictable content that may leave the teacher from the comfort of a knowledge holder who gives him epistemic authority. This is especially true since article 16 of the 2014 constitution proclaims, "the state guarantees the neutrality of educational institutions in relation to any partisaninstrumentality.

This article must, in our opinion, be modified so that it accords with section 8 of the Education Act (2008) concerning the functions of the school which seem little understood in that it must socialize learners and this socialization cannot be done by remaining neutral and depoliticizing the issues. However, the Tunisian school is in a situation characterized by the weakening of its role in the political integration. We conclude that the teachers, who want to be neutral, are very reluctant to admit this link and to consider it in their teaching, and if

they are not openly committed to doing so, they cannot get their students to develop a relationship. A critical awareness of the world around them, to encourage them to assert themselves as actors in this world, which undermines their experience of democracy, (Gilchrist and Maitles 2005, Nel 2013). This anti-democratic attitude is all the stronger as the teacher is poorly train in these areas of the social sciences and humanities. Indeed, Roudet (2005) showed that the attraction for political socialization is marked by a very low interest for this area of life and the attachment to democracy does not seem exclusive, those who are less educated remain the least interested and least supportive of democracy. This explains the current position of teachers who, according to the results of this survey, are unfavorable to the democratic awakening, mostly without answers that is to say not knowing to take a stand for or against educating the awakening values of democracy. In the first place, this accuses education of failing in its socializing role. In this situation, the challenge is to intervene in the educational process, encouraging it to engage more, both in the initial training of young people and in the continuous training of teachers, which would develop this democratic awareness critical to participate in developing and enriching it in learners (Thésée & al., 2015).

V.   Discussion and general conclusion

The results of the survey proposed in this research focused on two major aspects of educating democracy:

-The component of school governance constituting the first independent variable observed through a survey addressed to a representative sample of high school students in Tunisia's public education system. This survey consists of dichotomous questions (yes / no) accompanied by justifications on the three unifying principles of democratic governance (the rights, participation and diversity of humanity) and constituting the dependent variables;

-The complementary component of education for democracy at school constituting the second independent variable observed through a survey proposed to a representative sample of secondary school teachers covering all disciplines and made up of women and men in the labor force. Public system. The aims of survey is to understand the structure of democracy among teachers through the answer to equally dichotomous questions.However, to two approaches, the once, requiring the effective practice of awakening to the values of democracy (answer yes, no, without response) and the other asking for their opinion on the introduction of this awakening in school (favorable, unfavorable, unanswered response) in addition, to a request for justification of these responses. No student or teacher gave any justification for his answers. This shows the lack of interest or ignorance or especially a lack of knowledge of the argumentative approach to justify opinions, an approach that is learned but seems to be failing in the Tunisian education system despite the installation of the competency-based approach that is very much base on this approach. The governance of the Tunisian school seemed to favor authoritarianism and clientelism, which is not in favor of the establishment of values allowing construction and education for democracy. However, this is part of the daily activities of the school and is part of the educational needs (Fourez, 1998). Both students and teachers need to develop democratic governance skills to arm themselves in an increasingly competitive society. These skills cannot be develop without an educational contribution to the need for citizen participation in school and class governance, a need that requires, in addition to the skills of critical knowledge, skills to know how to act committed and skills to know to be and to know how to behave responsibly to live together and in peace.

The discriminatory governance at school, does not respect the universal rights of equality and equity. It avoids gender diversity and any appreciation of human diversity. It is not interest in students' difficulties, represses any participative, deliberative or differentiated, therefore, provides a hostile ground for education in democratic values and does not help understanding human nature and its diversity and the complexity of its thinking. (Morin, 2014).

The results of the teacher survey echo this finding of poor school governance perceived by students and explain it by the low commitment of teachers to the awakening to the values of democracy that can help improve school governance. Indeed, the most striking point of the results is the duality of the practice of the education of the democratic values declared at the majority of the teachers, and that of their favorable opinion showing a fall of half, rate decreasing in favor of the without opinions. What is also important to note is, on the one hand, the resistance to the democratic transition, admittedly weakly observed, but always present in the men (noticed in

the presence of more frequent non and unfavorable answers at home). On the other hand, hesitation prevailing in all responses and stronger in women noticed in the high rate of unanswered especially when it comes to give his opinion. Teachers, who want to be neutral, by giving unanswered, seem to be in this position because of their awareness of the close link between these values and politics, but they do not want to openly commit to this type of education which risks destabilize them and put them in the discomfort of students' unexpected questions. Especially since like the majority of intellectuals, these teachers consider that they must remain outside of any political insinuation to keep a neutral school (directive present in the law of orientation and in the Tunisian constitution). But, not wanting to answer, women and a slightly lower percentage of men can neither bring their students to develop a critical awareness of the world, nor incite them to assert themselves as citizens of this world.

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Appendix: the results of the questionnaire to teachers

Teachers and the practice of awakening to freedom at school						
			Yes	No	No response	Total
Gender and activity	Active woman	Effective	12	1	5	18
		%	**66,7%**	**5,6%**	27,8%	100,0%
	Active Man	Effective	25	8	13	46
		%	**54,3%**	**17,4%**	28,3%	100,0%
Total		Effective	37	9	18	64
		%	57,8%	14,1%	28,1%	100,0%
chi-square tests						
	Value	DF	value Asymptoticsignificance (bilateral)			
Pearson's chi-square	1,629[a]	2	,443			
Likelihood ratio	1,873	2	,392			
Linear Association by Linear	,025	1	,874			
N of valid observations	64					
a. 1 cells (16.7%) have a theoretical size of less than 5. The minimum theoretical size is 2.53.						

Teachers' views on the practice of an awakening to freedom at school			Favorable	unfavorable	Ready to introduce	Unanswered	Total
Gender and activity	Active woman	effective	4	2	0	12	18
		%	**22,2%**	**11,1%**	**0,0%**	**66,7%**	100,0%
	Active man	effective	15	3	1	27	46
		%	**32,6%**	**6,5%**	**2,2%**	**58,7%**	100,0%
Total		effective	19	5	1	39	64
		%	29,7%	7,8%	1,6%	60,9%	100,0%

chi-square tests			
	Value	DF	Asymptoticsignificance (bilateral)
Pearson's chi-square	1,345[a]	3	,718
Likelihood ratio	1,617	3	,656
Linear Association by Linear	,365	1	,546
N of valid observations	64		

a. 4 cells (50.0%) have a theoretical size of less than 5. The minimum theoretical size is 28.

Teachers and Practice Awakening to Responsibility at School			Yes	No	No response	Total
Gendre and activity	Active woman	Effective	12	0	6	18
		%	**66,7%**	**0,0%**	**33,3%**	100,0%
	Active man	Effective	29	8	9	46
		%	**63,0%**	**17,4%**	**19,6%**	100,0%
Total		Effective	41	8	15	64
		%	64,1%	12,5%	23,4%	100,0%

chi-square tests			
	Value	DF	Asymptoticsignificance (bilateral)
Pearson's chi-square	4,203[a]	2	,122
Likelihood ratio	6,286	2	,043
Linear Association by Linear	,985	1	,321
N of valid observations	64		

a. 2 cells (33.3%) have a theoretical size of less than 5. The minimum theoretical size is 2.25..

Teachers' views on awakening responsibility at school			Favorable	unfavorable	no response	Total
Gendre and activity	activewoman	Effective	3	1	14	18
		%	**16,7%**	**5,6%**	**77,8%**	100,0%
	Active man	Effective	17	2	27	46
		%	**37,0%**	**4,3%**	**58,7%**	100,0%
Total		Effective	20	3	41	64
		%	31,3%	4,7%	64,1%	100,0%

chi-square tests			
	Value	DF	Asymptoticsignificance (bilateral)
Pearson's chi-square	2,480[a]	2	,289
Likelihood ratio	2,677	2	,262
Linear Association by Linear	2,109	1	,146
N of valid observations	64		

a. 2 cells (33.3%) have a theoretical size of less than 5. The minimum theoretical size is .84.

Teachers and Practice Awakening to Competition at School						
			Yes	No	No response	Total
Gendre and activity	activewoman	Effective	8	0	9	17
		%	**47,1%**	**0,0%**	**52,9%**	100,0%
	Active man	Effective	26	8	12	46
		%	**56,5%**	**17,4%**	**26,1%**	100,0%
Total		Effective	34	8	21	63
		%	54,0%	12,7%	33,3%	100,0%
chi-square tests						
	Value	DF	Asymptoticsignificance (bilateral)			
Pearson's chi-square	5,848[a]	2	,054			
Likelihood ratio	7,688	2	,021			
Linear Association by Linear	3,487	1	,062			
N of valid observations	63					
a. 1 cells (16.7%) have a theoretical size of less than 5. The minimum theoretical size is 2.16.						

Opinions of teachers on the practice of awakening to competition at school						
			Favorable	unfavorable	No response	Total
Gendre and activity	Activewoman	Effective	2	1	15	18
		%	**11,1%**	**5,6%**	**83,3%**	100,0%
	Active man	Effective	16	2	28	46
		%	**34,8%**	**4,3%**	**60,9%**	100,0%
Total		Effective	18	3	43	64
		%	28,1%	4,7%	67,2%	100,0%
chi-square tests						
	Value	DF	Asymptoticsignificance (bilateral)			
Pearson's chi-square	3,590[a]	2	,166			
Likelihood ratio	4,053	2	,132			
Linear Association by Linear	3,054	1	,081			
N of valid observations	64					
a. 2 cells (33.3%) have a theoretical size of less than 5. The minimum theoretical size is .84.						

Teachers and Practice of Awakening to Minority Rights at School						
			Yes	No	no response	Total
Gendre and activity	Activewoman	Effective	5	1	12	18
		%	**27,8%**	**5,6%**	**66,7%**	100,0%
	Avtive man	Effective	19	15	12	46
		%	**41,3%**	**32,6%**	**26,1%**	100,0%
Total		Effective	24	16	24	64
		%	37,5%	25,0%	37,5%	100,0%
chi-square tests						
	Value	DF	Asymptoticsignificance (bilateral)			
Pearson's chi-square	10,100[a]	2	,006			
Likelihood ratio	10,733	2	,005			
Linear Association by Linear	8,240	1	,004			
N of valid observations	64					
a. 1 cells (16.7%) have a theoretical size of less than 5. The minimum theoretical size is 4.50.						

Teacher's opinion on the practice of awakening to the rights of minorities			Favorable	unfavorable	Ready to introduce	No answer	Total
Gendre and activity	Activewoman	Effective	2	0	1	15	18
		%	**11,1%**	**0,0%**	**5,6%**	**83,3%**	100,0%
	Active man	Effective	12	4	1	29	46
		%	**26,1%**	**8,7%**	**2,2%**	**63,0%**	100,0%
Total		Effective	14	4	2	44	64
		%	21,9%	6,3%	3,1%	68,8%	100,0%
chi-square tests							
		Value	DF	Asymptoticsignificance (bilateral)			
Pearson's chi-square		4,140[a]	3	,247			
Likelihood ratio		5,329	3	,149			
Linear Association by Linear		2,611	1	,106			
N of valid observations		64					
a. 5 cells (62.5%) have a theoretical size less than 5. The minimum theoretical size is .56.							

Teachers and Practice of Awakening to Citizen Participation			Yes	No	No answer	Total
Gendre and activity	Activewoman	Effective	5	0	13	18
		%	**27,8%**	**0,0%**	**72,2%**	100,0%
	Active man	Effective	22	14	10	46
		%	**47,8%**	**30,4%**	**21,7%**	100,0%
Total		Effective	27	14	23	64
		%	42,2%	21,9%	35,9%	100,0%
chi-square tests						
		Value	DF	Asymptoticsignificance (bilateral)		
Pearson's chi-square		15,886[a]	2	,000		
Likelihood ratio		18,681	2	,000		
Linear Association by Linear		13,013	1	,000		
N of valid observations		64				
a. 1 cells (16.7%) have a theoretical size less than 5. The minimum theoretical size is 3.94.						

Teachers' Opinions on Promoting Citizen Participation at School			Favorable	unfavorable	Ready to introduce	No answer	Total
Gendre and activity	Activewoman	Effective	2	0	1	15	18
		%	**11,1%**	**0,0%**	**5,6%**	**83,3%**	100,0%
	Active man	Effective	10	3	1	32	46
		%	**21,7%**	**6,5%**	**2,2%**	**69,6%**	100,0%
Total		Effective	12	3	2	47	64
		%	18,8%	4,7%	3,1%	73,4%	100,0%
chi-square tests							
		Value	DF	Asymptoticsignificance (bilateral)			
Pearson's chi-square		2,761[a]	3	,430			
Likelihood ratio		3,597	3	,308			
Linear Association by Linear		1,366	1	,242			
N of valid observations		64					
a. 5 cells (62.5%) have a theoretical size less than 5. The minimum theoretical size is .56.							