

Comparison of the Rights of Students with Disabilities in Tunisia and Canada

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Abstract: *This paper presents a comparative overview of the legal frameworks, educational policies, and support mechanisms available to students with disabilities in Tunisia and Canada. Although both countries formally recognize disability rights, their approaches to implementation differ substantially. Canada offers comprehensive support structures, teacher training, and inclusive practices supported by strong legal protections. Tunisia, while equipped with relevant legislation, continues to face resource limitations and societal barriers. The study identifies these disparities and proposes context-sensitive recommendations to enhance accessibility and inclusion, particularly within the Tunisian educational system.*

Keywords: disability rights, inclusive education, Tunisia, Canada, comparative analysis, accessibility, educational policy

1. Introduction

Education is a fundamental human right, and ensuring equitable access for students with disabilities is central to building an inclusive society. Tunisia and Canada both uphold legal protections guaranteeing the rights of persons with disabilities; however, their approaches to implementing inclusive education vary considerably.

1.1 Purpose of the Study

This article aims to examine and compare the legal and practical frameworks that support the education of students with disabilities in Tunisia and Canada, identifying gaps and proposing actionable recommendations.

1.2 Significance of the Study

This comparative perspective provides valuable insights for policymakers and practitioners seeking to strengthen inclusive education systems.

2. Methodology

This research adopts a qualitative comparative approach, analysing legal texts, national policy documents, and peer-reviewed academic literature from both countries.

3. Legal Framework

3.1 Tunisia

Tunisia's legislation includes Law No. 83-17 (1983) and Law No. 2005-83 on the rights of persons with disabilities. These laws outline strategies to integrate students with disabilities into mainstream classrooms. However, implementation is frequently hindered by resource limitations, insufficiently trained staff, and infrastructure gaps.

3.2 Canada

Canada's framework includes the Charter of Rights and Freedoms and provincial regulations such as Ontario's AODA. Canadian schools generally provide Individualized Education Plans (IEPs), accessible classrooms, and accommodations.

4. Access to Education

Tunisia faces barriers such as transportation difficulties, inadequate facilities, and societal attitudes. Canada promotes inclusion through strong accessibility standards and government-funded services.

5. Support Services

Tunisia offers limited support services. Canada provides multidisciplinary services including therapy, adaptive technologies, and continuous teacher training.

6. Social Inclusion

Tunisia continues to face stigma and limited public awareness. Canada fosters social inclusion through peer-support initiatives and awareness programs.

7. Challenges and Recommendations

Recommendations include improving funding, teacher training, infrastructure, awareness, and fostering international collaboration.

8. Conclusion

While both Tunisia and Canada acknowledge disability rights, Canada demonstrates more comprehensive implementation. Tunisia could advance through targeted reforms and enhanced societal awareness.

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