

## Summaries

**Aïcha BENAMAR, Nouria BENGHABRIT-REMAOUN, Zoubida SENOUCI: *Vocational training and employment support in the Maghreb: reforms and social processes***

*Our contribution raises the question of vocational training in coordination with employment in three Maghreb countries. The problem of vocational training and employment support seems to concern the whole Maghreb countries, constituting a true handicap for their development. The proliferation of unemployment affects all social strata, mainly the graduates, thus constituting a true scourge whose main causes lie in the disparity between the existing reality and the prospective vision in the training program subjects and the supporting means to employment. The social issue is, therefore, altered, for it is no longer a question of whether there should be 'more' » or 'less' State intervention, but rather what type of "different" initiator and partner State in permanent phase with the fast changing World is sought? Our objective is to examine the major axes of reforms undertaken to identify the configuration of all three systems; the challenge of assessing their scope and of identifying the processes for change in public action of training and in the youth employment. By determining the period between 1994 and 2004, certain stability was postulated to the compared object, from which three parameters were observed and differentiated: State intervention, the main actors' role and the financing system model.*

**Keywords:** Vocational training - employment - reforms - employability - social.

**Zohra HASSANI: *Reform of the educational system in Algeria : what changes in teachers' practices?***

*The reform of the educational system in Algeria, implemented progressively since 2003, is the origin of pedagogical renewal. If notional contents were subjected only to some modifications, change seems to be at the level of representations. The same change is noticed for few years in the three Maghreb countries where the pedagogical current of competences (Schneider, in 2006) or the doxa of competences (Crahay, on 2006) influences all scholar curricula.*

*Subjacent tensions in the definition of terminales' competences, particularly in high school 3<sup>rd</sup>-year, are in the heart of the present concerns of the conceiver-authors of curricula and manuals. On the terrain, it is the same tumult which persists since the reform establishment. We would like to know the cause. The starting point of our research resides in a very simple questioning: what presentations do researcher conceiver-authors of the reform curricula and the teachers of approach by competences have? Thinking that discourses could give an account, at least partly, of these presentations, we encouraged their*

*production along the course of semi-directive discussions. We attempt in this communication:*

- to put in evidence the main presentations of this « reform of competences » as the different actors of the system have tendency to indicate;*
- to identify oriented changes and/or tenacity which manifest themselves in practices productions and/or practices to decipher main subjacent paradoxes.*

**Keywords:** Education - reforms - researches - practices - actors - representations.

***Aïcha BENAMAR: Scholar support in time of reform : parents-teachers logics of action***

*The reform of the educational system in Algeria has seen its tenth year. Introduced by the new curricula and enhanced by the law of orientation, it aims, among other objectives, at the significant and long-lasting improvement of pupils' acquisitions at all schooling levels, making schooling support casual. However, private courses are being gradually extended to all disciplines and at all stages of the system. We question why these private courses do win such a success from primary school to the 3<sup>rd</sup> high school year. Is it not paradoxical that, despite the new reform curricula conceived to reduce the inefficiencies and increase the efficiency of the system, schooling support still persists? What impact of these courses is it on pupils' performances and school achievement?*

*In study days held with teachers, inspectors and pupils' parents, we raised, among other queries, the question of the necessity of this market, its operation, its scale and its feed-back on pupils' performances. This text provides an account of the results of individual and group interviews held on the difficulties encountered in the apprenticeship of mathematics, physics, and of the sciences of nature and life at the college.*

**Keywords:** schooling support - private courses training - reform - learning - pupils - parents.

***Fatima NEKKAL: Teaching practices and educational reforms in Algeria: a study of case***

*Algeria, as all countries in transition seeks to improve the education sector at all levels. On a quantitative level, the Algerian State has made a great deal of effort, but on a qualitative a great deal remain to be achieved.*

*The objective of this article is to trace the various changes that have marked the last reform, to make a descriptive statement of the teaching practices in four high- schools in order to examine and analyze their evolution, and to identify if the planned designated objectives have been achieved.*

**Keywords:** pedagogical practice - performance - competence - evaluation - loss - reform.

**Wajih GHEHRIA: *Four Algerian girl students in France in relation to their sociolinguistic representations***

*The symbolic report of the Algerian girl students in France with their languages is correlated to the discursive context in which they project. In the achieved study, the status of French is ambivalent; it is disparaged and promoted by Algerian youth at the same time due to the social ascent which it produces though professional insertion. The mastery of this language has provided to our informants the opportunity to carry on further studies in France, what they consider as sign of distinction. The pluriglossic context in which the respondents lived when in Algeria promotes the construction of a representational stereotypic discourse. Its analysis, based on the conceptual and theoretical equipment of the praxematic linguistics, reveals two tracks: (a) the taking over of French by eliminating the other; (b) the adoption or rejection of a language according to the space / time in which the informants project.*

**Keywords:** sociolinguistics - representations - praxematic - discourse analysis.

**Naziha BENBACHIR: *Language representations in professional environment***

*We question about the representations of languages in professional environment. It is indeed, while explaining some aspects on the multiplicity of languages, together with cultures, and the relationships that executives maintain with these, that representation of Algerian bi-multilingual reality is gradually being drawn up.*

*Based on such criteria analysis, we can perceive the identity issues linked to the construction of a multilingual competence at the enterprise. Our objective in this contribution is twofold, since attempts to describe more particularly a second level "the micro" discussed in its discursive and interactional reality.*

*On the one hand, to better understand certain phenomena linked to the usage and appropriation of some languages at the enterprise, and more particularly the place occupied by the French language among executives of the enterprise.*

*On the other hand, we try to make explicit the multilingual dynamic implemented at the enterprise, which promotes openness toward the other in the economic and linguistic market of the enterprise.*

**Keywords:** representation - bi-multilingual competence - interlanguage - professional environment.

**Abdenacer GUEDJIBA: *Space mutation impacts on sociolinguistics practices in the Berber speaking of the mount Aurès***

*This article is a part of our sociolinguistic research project on the problems of the representations of languages and the epilinguistic positionings of Chaoui subjects, in the case of the Aurès Mount. The Aurès Mount is a Berber-speaking region, located in the heart of the Chaoui country. The investigation is conducted with people of different age and sex, in the main agglomerations of*

*the locality: Arris and kout, in the valley of Wadi Labiod; Mena and Tizi Laabed in the Valley of Wadi Abdi. This study aims at providing an overview of the natives' sociolinguistic practices of the region. We question on the languages spoken by our Chaoui subjects, in their common linguistic practices, in their region. What languages do they use in the urban centers (Batna and Biskra), which they regularly visit? Do space perception and space change have effect on their sociolinguistic practices?*

**Keywords:** Aures Central Mount - Djebailis- space mutations - sociolinguistic practices - spoken Arabic - Chaoui - urban area - rural area.

**Abdelnour BENAZZOUZ: *Speak...young people: to say what? Return on an investigation led at the University of Mostaganem***

*The "youth" tab to qualify the socio-linguistic productions of the youth, or what by effect of mode they name today the youth public speech (es) seems to cause a problem for the specialists of the urban area (Calvet, 1994, Bulot, 2003, 2012) throughout the world, when it is not about a language / encoded language in linguistic / grammarian sense of definition, but more isolated sequences in the common language. By means of investigation in urban area (the university of Mostaganem), we seek to confront this finding / hypothesis with an amount of data collected in an attempt to understand where lies the specificity of this (new) way of using the circulating language; to see then, what social claim(s)/ expectation emerge behind this linguistic transformation exclusively tributary to the youth, what is it likely?*

*Acquired results initially reinforce in a way the formulated hypothesis and clearly monitor the code-switching phenomenon as a motor and at the same time as a socio-linguistic process strongly connoted and available for the youth to converse (language purposes) between themselves but especially to mark a form of rejection/rupture with the standardized language practiced in the ordinary (sociological purpose/identity) as well. The latter aspect guides us ultimately to the reason for the existence of this type of urban practices that enlighten our sense, a form of mutation of the language that is not without a desire to interpret a socio-linguistic renewal supported by the youth.*

**Keywords:** speak youth - socio-linguistic practices - urbanity - vernalization identity - linguistic mutation.

**Fatima Zohra BOULEFDAOUI: *Initiation to statistics: an investigation at the college***

*This paper, aims at shedding light on the issue of statistic teaching at college, by attempting to answer the following question: why teaching statistics at college, and what will the teaching of this discipline bring for the future citizen? This is on one hand; and on the other hand, what specific training for the mathematic teacher, so that his teaching of statistics will lead to an apprenticeship?*

*To this effect, i present the results of my research, which is structured around the three following points:*

1. *statistics at college : what is taught?*
2. *statistics at college: what for?*
3. *statistics at college: what training for the Teachers?*

**Keywords:** education - statistics - college - learning - training.

**Hassan REMAOUN: *School in the Maghreb countries and the discourse on Citizenship: an approach through civic educational textbooks***

*This article, related to the teaching of citizenship, was completed from the content of the discourse that textbooks include and marked: "Message of citizenship through school" on the basis of the analytic results of the contents of textbooks in circulation in the three stages of education: primary, intermediate and secondary, and comprising the three Maghreb countries: Algeria, Morocco and Tunisia, depending on a comparing approach. And it comes out as a result of a work within two research projects. The first, during the period 2006-2008 under the title, "Approach and practice of citizenship: Algeria as a model", the second, "Citizenship in Algeria today, assimilations and embodiment in the field" was completed between 2008-2010. The analysis of this discourse allows determining the desired objective from civic education in its relationship with the declared citizenship formation and with the gap between them, and between the various areas in the three countries covered by this work.*

**Keywords:** school - citizenship - textbooks - Algeria - Tunisia - Morocco.

**Youssef BOUGHANMI: *Does textbook develop a participatory culture in the pupil?***

*Who has not used a textbook at school? This textbook seems to be a simple pedagogical support of scientific results that only the teacher profits from. It is often its form or price that has an interest for us, but how can it be helpful at school? This work registers under a didactic frame of constructivist education of natural sciences, and it concerns particularly the process of the elaboration of textbook contents. Questions arise essentially about the nature of the scientific message broadcast by these manuals and their role in developing a participatory educational style in the pupil, and consequently, his involvement in the construction of his own knowledge. To achieve this deed, the analysis was limited to geology topics in two Tunisian manuals, using the same specific analysis grid of different types of educational styles. How does the textbook perform a role in the acquisition of a participatory culture at school, and consequently in society?*

**Keywords:** school - teaching - educational participatory style-textbook - society.

**Fadhel HARZALLI: *Natural risk management education in geographic textbook of 1<sup>st</sup> high-school year in Tunisia: didactic analysis and proposals***

*The introduction of natural risk management education in the curricula and textbooks is recent in the teaching of geography in Tunisia. In fact, education in risk management can be considered as an emerging instructive field and a set of interventions which aims equally at informing, motivating and assisting trainees to adopt willingly behaviors favorable to life, to form a sound opinion on lively questions where the private and the social are hard linked. Education in risk management aims, therefore, at putting trainees intentionally in a process of change of behavior and attitude. This management lies at the same time on knowledge, yet it also aims at favoring the construction of personal and psycho-social competences, the construction of a set of reports to oneself, to others, in the milieu, to the past, but also to the future, as projected by the teaching objectives of geography in Tunisian high schools (Law of Educative reform in Tunisia, July 1991). Yet, what educational concept in the natural risk management is privileged in the geography textbooks of 1<sup>st</sup> year of high-school in Tunisia? And what educational model was required to promote in the teaching of this discipline?*

*Our research questions are formulated as follows: What is the nature of images for natural risk management education? What education model is privileged in this textbook? What pedagogical styles are used?*

*The object of the present article is to analyze the contents of the textbook of 1<sup>st</sup> year of high-school in Tunisia in purpose to answer these questions.*

**Keywords:** natural risk management - teaching geography - textbooks-education - images - teaching styles - Tunisia.

**Abdelouahab BELGHERRAS: *Cultural competence in philosophy manual of secondary stage***

*Through the textbook of philosophy for the 2<sup>nd</sup> year of educational secondary stage. we work on the follow-up to what have educational reforms known in Algeria from changes which seem to us to reach the level of depth in method and curricula, and in order to highlight these changes, we have related them to openness, democracy, human rights, and tolerance. They are values required by international boards committed in education, and can be summarized as the so-called cross-cultural education, and what is called in approach competencies adopted by Algeria with reforms of 2002 cultural competence. About these values, which point to the overlap of cultural competence in philosophy textbook in high-school, this article is in concern.*

**Keywords:** Educational reform - textbook - cultural interference - cultural competence - philosophy.

**Nabil KERFES, Ahmed Hamza GHADBANE, Bendjedou BOUTALBI:**  
***Comparative Analysis of physical training and sports systems in Algeria and in Walloon (Belgium)***

*Our research work aims at improving techniques used presently in training of students who take on physical education and sports (EPS), who would become physical instructors. Instructors' training in sports is a process that requires a multidimensional care, in case it concerns several aspects of the field of knowledge of this discipline.*

*Any specific training is mainly based on two components: theoretical acquisitions and practical apprenticeship. These components represent the main axes around which revolve later instructive and professional operation. It seems clearly that prior pre-requisite existence as part of the pre-cited very significant components is of a major importance to those who hope to carry on further studies in this field of training. It is precisely an analysis of the context of instructors' training within the institutes of "EPS". Our objective consisted, in fact, in identifying the characteristics of trainings offered in Algeria and in Belgium Walloon (French-speaking area).*

**Keywords:** initial training of teachers - objectives of training - compared analysis - Algeria - Walloon.

**Boubeker YAHIAOUI: *Scholar physical education and sports in Algeria***

*The problem that confronts us in this analysis essay is that Physical and sports Education (by abbreviation EPS) always remains marginalized in Algerian school. Worse still. While physical activities are considered in the world to be a fundamental means of improvement of health and education, more particularly in the youth, in Algeria the 'EPS' and scholar sports have declined: 2X45mn weekly of practice dropped to once, and very little is provided in fact for primary school, two hours a week for middle and secondary school education, low participation, specially of girls, to school sport competitions ... And the last bad news in the first term of the school year 2012/2013 is the withdrawal of teachers' posts in 'EPS' at high-school for the profit of teaching other subjects deemed in priority. This improvised, even temporary 'resolution' (new posts being released in reception of the second term), interprets an evident attitude of marginalization of the 'EPS'; what proves detrimental in the whole society. Because physical activities can help not only the youth in their development, but the instructive institution to fight against problems such as violence, narcotic, etc*

*What hinders in Algeria the evolution of a subject daily performed elsewhere by the pupils at schools, and established as fundamental means of accession to university in the USA? Among us, except a negative state of mind in relation to physical activities, unfortunately sometimes perceived as "secondary", our attempt of analysis endeavors to raise other aspects of an observable regression of scholar "EPS". It can be about more or less complex factors, linked to history, to political choices, to teachers' training. We shall so try to see the*

*sequence of the phenomenon of failure, to understand its reasons and to find perhaps some cures susceptible of boosting a salutary change for the interest of education of children and Algerian teenagers.*

**Keywords:** Physical and sports Education (EPS) - sports - school-child – teenager - teacher - educator - regression.

**Abdeljalil AKKARI, Colleen LOOMIS, Thibaut LAUWERIER :**  
***Investing in pre-schooling in sub-Saharan Africa. A synthesis of international literature***

*This review of literature integrates and synthesizes existing knowledge on early child education and pre-schooling curricula for the purpose of assessing under what conditions school enrolment ratio has a positive impact on the cognitive and social development of pre-school aged children and on their later school performance. Four fundamental conditions emerge from the literature for a pre-schooling education of value in deprived contexts: 1. appropriate pedagogic models; 2. a local rooted-in-culture education; 3. families and communities involvement; 4. food and health programs related to pre-schooling.*

**Keywords:** pre-schooling education - Africa - culture - communities - pedagogy - health.