

## Summaries

**Tahar KACI**

### **Managing changes in the Educational system.**

*How to manage changes in the educational system in a performing and scientific way?*

*After having shown the gap which exists between what is intended and what is done, between reality and pedagogical practices and management and daily experiences, the author analyses the different pedagogical approaches put into practice calling attention to as much an absence of all historical approach as an economic and an insufficient pedagogical one. Thus « the management of changes fails from the fact of its inability to find its place in time space and culture ».*

*In this context then, how to rationalize management? Decentralisation has been presented as a panacea. An evaluation must avoid voluntary circumstantial approaches and effects of mode. But like all other concept, it « has no sense other than in the frame work of a defined problematic ». Lastly, all managing of changes relates back to cultural references, to institutional problems and to men.*

**Keywords:** Education - system - change - pedagogy - management.

**Mustapha HADDAB**

### **The G. C. S.E ("A" Levels or Highers) and Social mobility.**

*« A » Levels or Highers are seen to the observer to be a set of standards, effectives, evaluating the relevance of programs, subjects, proposed exercises, or validation of curriculum which prepare for them etc... But these exams, which form a real rite of passage, can also reveal important differences in successive orientations and thus in the probability of success which determine different social conditions. In this article, we try to mark out the steps to make up the information necessary to analyse this type of social relations.*

**Keywords:** Baccalaureate - student - Exams - Success - social mobility.

**Aicha BENAMAR**

### **School apprenticeship and motivation.**

*Case studies carried out, these last years (appendix I), as in the 9<sup>th</sup> fundamental school year (3<sup>rd</sup> year secondary) as in final high school year (6<sup>th</sup> form) show a constant performance regression. And if for certain observers the failure phenomena noted is partly due to inadaptable teaching and evaluation methods, for others it's more a question of a lack of learners' motivation.*

*But if « motivation », would seem to be the motional psychological ground of apprentice ship:*

*\* Where does pupil-motivation stem from?*

*Is it from specific or social environmental needs; or from their educational institution?*

*\* How does the motivational process (motivation / demotivation) work?*

*Our study will try to answer these two questions.*

**Keywords:** Learning - School - abilities - assessment - students.

### **Françoise LORCERIE**

#### **About schooling immigrant children in France.**

*The paper roughly depicts French changing problematics of schooling children of immigrants during the last 25 years, and it accounts for what is known about their school performance, especially those of Algerian descent.*

*France has never set up a proper policy for schooling children of immigrants. But the question was turned into a public "problem" in the seventies and then it gave rise to some specific provisions. These are rather marginal by now, as children of immigrants are massively being targeted by ordinary school policies. Besides, their school performance is similar to their peers'. But as "immigration" remains currently under discussion, various tensions arise in the schools, which the increasing use of the concept of "ethnicity" in French social sciences points to.*

**Keywords:** Schooling - immigrants - Algeria - academic - ethnicity.

### **Ammara BEKKOUCHE**

#### **School Architecture.**

*The problem of school buildings is a fact that we notice because of their architectural poverty. The relationship with evolving teaching methods expressed by a move from a passive pedagogy to one of more active pupil involvement, has an effect on school space organisation. In that new active pedagogical concepts and open school are to be studied thoroughly, so that we can bring about a creative innovation in architectural conception.*

**Keywords:** School Construction - study space - Renewal - Pedagogy-students.

### **Nouria BENGHABRIT REMA OUN**

#### **School reports among final year secondary pupils (4 th form).**

*The wayer in attending a secondary school in preparing for the G.C.S.E.' A levels' or highers school life is organised more and more in this objective from the passage to and attendance of 4 th form (1° A.S. in the Algerian educational system).*

*Confronted with a double days' work, home work, and at home with lessons, additional private tuition, the pupil is committed to real mangement, organising time from given representations of subjects taught.*

**Keywords:** Secondary school- terminal – Baccalaureate - school - additional courses.

***Cherifa GHETTAS***

***Au analysis of 3rd year primary pupils written work through use of connectors.***

*School failure, pupils' and students' difficulties in composition often mentioned by language and science teachers questions the school system about the causes of this deficiency.*

*An this account, we can derive at a certain number of questions. What is the place of composition in programs for the fundamental apprentice ship stage? Does school manage written work at this stage? How is script competency built up in young school pupils?*

*From an analysis of programs and written out put in a textual approach, we have tried to show the progress of pupils in forming a competent script on one hand, and on the other the lack of a didactic of written work causing a delay in appropriating rules governing written works.*

**Keywords:** Pupils - teaching method - writing skill - links.

***Tchirine MEKIDECHE***

***pupils' school-rhythm in Algerian primary and middle school [fundamental school].***

*This article presents part of the results of a field study, carried out since January 1997, at the request of the National Educational Research Institute in Algiers, a study which is still going on.*

*The objective of this study is to look at the adequacy of time tables and pupils' scholastic rhythm in fundamental schooling, as a factor to fight failure and drop out, by a more efficient management of school time.*

*Its aim, in the first place, is to grasp the profiles of daily and weekly rhythmic of pupils' intellectual activities for the first and second cycle of fundamental school (primary up to 3rd year secondary), and to proceed to a comparative analysis, with regards to organisational methods of school time currently being used.*

*Barrier tests and mathematical problems are proposed to pupils' 3rd year primary « double vocation » aged 8 or 9 years old (a teacher having one class attending in the morning, and an other in the afternoon). The results of this research reveal the existence of a classical daily rhythm for pupils' intellectual performances, similar to the common European profile shown by recent research in school-chrono psychology. The weekly variation profile is on the other hand modulated by the «double vacation» or double attendance rhythm.*

**Keywords:** Study - cadence - fundamental school - tests - Chrono psychology.

**Nouria BENGHABRIT-REMAOUN, Aïcha BENAMAR, Badra MIMOUNI, Zoubida SENOUCI, Chérifa GHETTAS**  
**An Itinerary of schooling and socialisation spaces.**

*In first year, school welcomes children having frequented well differentiated social spaces (nursery infant classes, mosque, the street). Starting from the widely recognised presupposition the years previous to primary school «tend to become a stage in the socialisation process, preparing for school and intellectual development», the question tackled in this research synthesis aims at studying discriminating or non discriminating effects of frequenting these different socialisation spaces in fundamental apprenticeship. Three fields of competence serve as reference in a comparative analysis reasoning, linguistic competence and creativity.*

**Keywords:** Course - education - pupils - preschool - socialization.

**Ounassa SIARI-TENGOUR.**  
**Koranic schools (1930-1950): bearings and meaning**

*By this short contribution, the author proposes a rereading of sources relative to Koranic school history. A number of questions and the formulated assumptions run counter to a positive analysis and its results reduced to a single apologetic approach.*

*Thus submissiveness to an authority rule grants the Koranic school and institutional form inducing a mutual acknowledgement between partners.*

*It's a matter of grasping and understanding the social stake and the forms of dependence or interrelations ships which work out between power, establishment and the actors.*

**Keywords:** History - Islamic schools - sources - Algeria - traditional institutions.

**Hassan REMAOUN**  
**The university as a historical product and institutional stake the case of Algeria and the Arab world**

*Universities actually existing in Arab countries and especially in Algeria are the result of grafting from the western model.*

*Functioning mainly at the injunction of political decisions, they are not in a position to intervene as an active element, that is they are cast essentially by the finality of their out puts and spreading of knowledge, to a point of interfering with performance and social demand. How can a combined approach of history (on a long and average term) and the institutional functioning (a short term), help to divulge some of the impediments actually experienced?*

**Keywords:** University - Issues - Algeria - Arab World - historical approach.