

Sociological approach of the sustainable development in education

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Abstract:

Our aim in this contribution is limited to sustainable development in education. In other words, is it possible to ensure sustainable development of the human factor through education? The answer can be partly found in the Resolution adopted by the General Assembly on 25 September 2015, No.70/1 titled "Transforming our world: Agenda 2030 for the sustainable development" (2015), which clearly states goal 4 and proposes a series of indicators and indicators to evaluate institutional and organic activities aimed at achieving the essence of this goal as "fair".

We will contrast this first part with a sociological analysis of educational practice within the framework of the latest pedagogical methods applied in our educational institutions, specifically the approach by competence.

The fundamental question of this contribution will be to know whether, in educational practice, a skills-based approach ensures the equity mentioned in the resolution.

Keywords: Sustainable development objectives, competence-based approach, margin of freedom, area of uncertainty, power of the teaching actor.

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1. Introduction:

How to define sustainable development and according to what criteria? What definitions does common sense give him and what is the praxis that he has of it? In other words, the old techniques of food preservation of our grandmothers (dried, salted or preserved in their fat food) were they an example or just befits our spirit of time and therefore to the present analysis to consider it from the angle of their correspondence to the current concern of modernity: sustainable development?

As such, these ancestral techniques have been driven by this philosophy well before the time or by not allowing this modern and industrial unrestrained exploitation of nature indirectly participated in the great happiness of natural balances, the same goes for traditional constructions its materials, their durability.

To these various considerations, others are added as much to question the manufacturing processes of food and objects (seeds and objects) as the fate of natural resources and therefore the fate of man, letting the sociological dimension of the risk.

Indeed, the ancestral agrarian techniques, which perpetuate seeds by making a selection common to given geographical and cultural areas, oppose modern techniques of selection and hybridization of the world agrarian groups accused of fomenting a monopoly on seeds. Today in our companions, as elsewhere, the peasants no longer expect the yield obtained from seeds bought in stores. It is the principle of the hybrid 2, which by decreasing the harvests pushes the repurchase of seeds from these same groups while nature always ensured the principle of the durability of the seeds by their capacity to reproduce.

1.1. Problematic: sustainable development in education; reality or utopia?

Our object in this present contribution is limited to sustainable development in education although sustainable development through education is a possible variation of sustainability, at least that which has prevailed since the appearance of school around the world. ... In other words, is it possible to ensure the sustainable development of the human factor through education? The answer is partly in the Resolution adopted by the General Assembly on September 25, 2015, No. 70/1 entitled “Transforming our world: the 2030 Agenda for Sustainable Development”, which specifies objective 4 and proposes a battery of indicators and indices to evaluate the institutional and organic practices of achieving the essence of this objective and which is “**equity**”. It will be opposed to this first part, the sociological analysis of teaching practices in the context of the last pedagogy in practice in our educational institutions, namely the approach by competence. The fundamental question of this contribution will be whether or not in teaching practice the competency-based approach ensures the equity referred to in objective four of the United Nations resolution of 25 September 2015. Furthermore, the objectives of the school, does its school and pedagogical organization ensure the achievement of this objective?

The study focuses on these two indicators: Power and margin of freedom of the teacher in the face of the skills-based approach and the school diploma assessment.

1.2. Literature review:

The adoption by the member states of the UN on September 25, 2015 of the new global sustainable development program for 2030 has ensured that it is broken down into 17 sustainable development goals (SDGs), themselves broken down into 169 targets. Objective N ° 4 and its indices, remains the one that interests us within the framework of our problem.

Objective 4 and indicators: sustainable development through education.

Objective 4. Ensure fair, inclusive and quality education and lifelong learning for all.

4.1 By 2030, ensure that all girls and boys are treated on an equal basis to a full cycle of free, quality primary and secondary education, providing them with truly useful learning.

4.1.1 Proportion of children and young people: a) in elementary school; b) at the end of the primary cycle; c) at the end of lower secondary education who have at least the minimum skills standards in i) reading and ii) mathematics, by sex

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development and care services and early childhood education that prepare them for primary education

4.2.1 Proportion of children under 5 whose development is on track for health, learning and psychosocial well-being, by sex.

4.2.2 Participation rate in organized learning activities (one year before the official primary school age), by sex.

4.3 By 2030, ensure that all women and men have equal and affordable access to quality, affordable, technical, vocational or tertiary education, including university education

4.3.1 Participation rate of young people and adults in a school or non-school education and training program during the previous 12 months, by sex

4.4 By 2030, significantly increase the number of young people and adults with the skills, including technical and vocational skills, needed for employment, decent work and entrepreneurship

4.4.1 Proportion of young people and adults with computer and communication skills, by skill type

4.5 By 2030, eliminate gender inequalities in education and ensure equal access of vulnerable people, including people with disabilities, indigenous people and children in vulnerable situations, to all levels of education and professional training

4.5.1 Parity indices (women / men, urban / rural, lower / upper wealth quintile and other parameters such as disability, indigenous status and conflict situations, as data become available) for all education indicators from this list can be broken down

4.6 By 2030, ensure that all young people and a significant proportion of adults, men and women, can read, write and count

4.6.1 Percentage of the population of a given age group having the skills required at least at a certain skill level set a) in functional literacy and b) numeracy.

4.7 By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development, including through education for development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development

4.7.1 Degree of integration of i) education for global citizenship and ii) education for sustainable development, including gender equality and respect for human rights, in a) national policies education, b) teaching programs, c) teacher training and c) student evaluation

4.a Build schools that are suitable for children, people with disabilities and both genders or adapt existing schools for this purpose and provide everyone with a safe, non-violent, inclusive and effective learning environment

4.a. 1 Proportion of schools with access to: a) electricity; b) the Internet for educational purposes; c) computers for educational purposes; d) infrastructures and materials adapted to disabled students; e) a basic supply of drinking water; (f) separate basic sanitation facilities for men and women; g) basic equipment for hand washing [in accordance with the indicators defined under the Water, Sanitation and Hygiene for All initiative (WASH)]

4.b By 2020, significantly increase the number of scholarships available globally to students from developing countries, in particular least developed countries, small island developing States and developing countries. 'Africa, to enable them to pursue higher education, including vocational training, computer, technical and scientific courses and engineering studies, in developed and other developing countries.

4.b.1 Volume of official development assistance devoted to scholarships, by sector and type of training

4.c By 2030, significantly increase the number of qualified teachers, including through international cooperation for teacher training in developing countries, especially in least developed countries and small island states in development

4.c.1 Proportion of teachers in: a) preschool; b) the primary cycle; c) lower secondary education; and d) upper secondary education which has followed (before taking up their post or during their activity) at least the training courses organized for them (in particular in the educational field) which are required to be able to teach at the relevant level in a given country

This therefore represents the UN vision of sustainable development goals. Utopian? Regardless of the social and structural inequalities between nations and even between regions, there are teaching practices, class problems basically, while it is through social structures and institutions that class or social inequalities are fought. Unless the school reproduces social inequalities, as already proved by Pierre Bourdieu in the "Heritiers" Pierre Bourdieu, jean Claude Passeron(1964) in terms of social reproduction and from teaching strategies, his freedom as Michel Crozier suggests in "the actor and the system, " l'acteur et le système" As an example

- Is it possible, at least in the secondary education of our investigation that the large margins of freedom of the teacher compared to the project of the pupil and the marks, create more inequalities between the sexes contrary to what is stipulated in objective indicator 4.1 of objective 4

- It is clear that the structural disparities in urban and rural areas are working to discriminate in access to early childhood development and care services and to quality preschool education which prepare them for primary education (4.2)

- is access, on equal terms, to quality, affordable or affordable technical, vocational or tertiary education, including university education, for all men and women?

- would the skills-based approach prepare for the aims of education as they are mentioned in the orientation law or would it have as a latent economic agenda to prepare for professionalism at work and entrepreneurship? Especially since the whole educational process is borrowed from social inequalities and their reproduction.

Finally, many other indicators come up against these different realities. This contributes to the non-achievement of the sustainable development objectives without continuously questioning the operating methods of the institutions and beyond, the practices of the actors. The following report testifies to a reflective governmental approach questioning the adequacy of its structures, institutions and policies to the UN framework for the implementation of the Sustainable Development Goals.

1.3. Review report of the government's preparation for the implementation of the sustainable development goals December 2018:

This contribution first gives itself as a methodology to evoke by way of indication below, the report of the Court of Auditors entitled "Report of the Government's preparation review for the implementation of the Sustainable Development Goals December 2018" which plans to examine mainly the question of the preparation of the government for the implementation of the Sustainable Development Goals which, according to the UN 2030 program, fights for a just, equitable and inclusive world, expressed as follows:

"To answer the main question of how prepared the government is for the implementation of the SDGs, the Court structured its work by formulating several questions consistent with the methodology cited above and worded as follows:

1. Has the government made an explicit and clear commitment to adopting the SDGs in its national policies?
2. To what extent has the government raised awareness and encouraged dialogue with stakeholders, including non-governmental actors?
3. Are the responsibilities for implementing the SDGs clearly divided between central administration and the other bodies and structures involved in implementing the SDGs? (implementation of a reporting system)
4. Is there coordination to ensure coherence, interrelation and adequate integration of the SDGs into existing policies?
5. Has the implementation of the SDGs resulted in the preparation of detailed and specific plans with precision of the roles of the various stakeholders and of the various objectives which must be achieved in an integrated manner?
6. Is there a system for measuring and monitoring the implementation of the SDGs?
7. Is there a national baseline developed and supplemented by the UN indicators to measure progress on the SDGs and targets?
8. Who are the actors involved in the measurement and monitoring of the SDGs?
9. Is there a general framework for reporting on the progress of the SDGs?

10. Are reporting responsibilities clearly and correctly established? " Rapport de revue de la préparation du gouvernement à la mise en œuvre des objectifs du développement durable (2018)

1.4. The reality of the school:

In this part, the fundamental question is to question the situation of the Algerian school, all the more since it constitutes an important axis in the measures and evaluations of the achievement of the sustainable development objectives as defined in the MDGs. 2030. In view of the situation on the ground and in terms of the difficulties reported in the Algerian SDG report to Unesco in July 2019

The sociology of organizations and of work would be interested in the concept of competence because this concept now seems to be versed in the educational field at least since the appearance in the Universal pedagogical landscape of the concept of approach by skills, approach at the heart of educational reforms since imposed as a new teaching technique.

Skills at school

In the field of skills research, it is important to note, for the period 1990/2000, two important contributions from Perrenoud Philippe in 1995 and 1998. The first, " enseigner des savoirs ou développer des compétences (1995) trad: teaching knowledge or developing skills", analyzes the concepts of knowledge and competence at school by emphasizing the social issues of both and the relationships that these two concepts have within the curriculum. The second " construire des compétences à l'école trad build skills at school" Perrenoud Philippe (1998) seeks to establish whether the school should impart knowledge or develop skills. For him, this educational dilemma is above all a question of priority.

From 2000 to the present, Xavier Roegiers and De ketele Jean-Marie (2000) stood out in 2000 by answering the question "why develop skills in teaching and how do we develop them?" »Based on research and integrative practices in education systems, the book develops the problem of integrating student learning in primary, secondary and higher education and addresses the question of the development of teaching skills .

In 2002 JONNAERT Philippe 2002 in "competence and socio-constructivism" demonstrates the compatibility of the two concepts. As for the European Commission, in a study including most of the European countries, it is carrying out a survey through Eurydice on the definition and integration of key competences in the programs of compulsory general education of each European Union countries.

In 2003 Rey Bernard, Carette Vincent (2006) provided teachers with tools to acquire and assess the skills currently required in school curricula in many countries. The book develops the concept of competence, proposes a model for evaluating competences and, through the results of a survey, shows the distinction between three degrees of competence.

In 2004 Rope Françoise (1994). The term of competence tending to impose itself in the discourses held on the school or on the companies, sociologists of education and work and didacticians, try to identify the direction of the changes which take place in matter of elaboration teaching content but also codification of work in companies. Toussaint Rodolphe and Xypas Constantin (1994) deal with the functions and challenges of the concept of competence in education and training.

2005

- BUI Jean, GERARD François-Mari, Augustin MURAYI (2005) within the framework of PARE / UNESCO (program to support the reform of the educational system in Algeria), are studying the evaluation of acquired skills in the skill-based approach.
- The European Commission CE(2005), makes recommendations and proposals on key competences for lifelong learning.
- The OECD (2005), offers work on the definition and selection of key skills.

2006

- Crahay marcel (2006), "Dangers, uncertainties in the logic of competence in education". The school is now the seat of a new doxa (practice). The author takes a critical look at this dominant educational ideology whose origin is external to the educational sciences. For him, the very definition of the concept of competence is problematic and he suggests to forget the concept of competence to rethink that of learning.
- Jonnaert Philippe, BARRETTE Johanne, MASCIOTRA (2006),. The fundamental question is "competence" and "acting competent" in the design and organization of programs.
- Roegiers Xavier (2006), Still within the framework of PARE / UNESCO Algeria, the author deals with the competency-based approach in the Algerian education system. Strengths and weaknesses.
- SOUSSI Anne, MOREAU Jean, NIDEGGER Christian Soussi Anne et all (2006), go to the relationships between the definition of skills in methodological terms and their impact on school policy in Switzerland.

2007

- For the General Inspectorate of National Education / Paris, HOUCHOT Alain and Robine Florence are preparing a report for the Minister of National Education. The law of orientation and program for the future of the school of April 2005 instituted in France the common base of knowledge and skills. To support him, has been implemented in the student's personal booklet, allowing to follow the progressive acquisition of skills. The report looks at the conditions under which this booklet can become an effective tool for evaluation.
- Morlaix Sophie, Suchot Bruno (2007), work on the development and structure of skills in elementary school and college in an evaluative analysis and then in the identification of skills in elementary school from institutional assessments.
- Quenet Paul, TENNE Yannick, Darcos Xavier (2007), highlight the challenges and perspectives relating to the evolution of the careers of senior officials and experts in relation to skills development.

It seems that in this area, the novelty of APC constitutes a handicap to scientific production. The data collected mainly on the Internet show the presence of two works, in Algeria, made within the framework of PARE: - Ministry of National Education (UNESCO support program for the reform of the education system, PARE) "The overhaul of pedagogy in Algeria, challenges and challenges of a changing society »UNESCO-ONPS 2005 - Ministry of National Education (UNESCO support program for the reform of the education system, PARE) UNESCO-ONPS 2006

Some scattered analyzes at the University of Blida, in work currently in preparation in the context of the problem of transfers in approach by competence and at the University of Mostaganem the interest is focused on the triggers of motivation or competence. Finally, a study at CRASC "The Approach by competence: Pedagogy of the problem and implementation" a study by: BENNACEUR Benaouda and his team.

Tunisia, which too has adopted this approach, has produced research in collaboration with UNICEF on "the mode of classroom management" with supervision provided by Xavier Roegiers, which will also be found for other studies. "Piloting and monitoring teachers as part of the competence-based approach" and "multipurpose room and school project".

2. Methods:

The investigation techniques were of the order of observation and content analysis and thematic analysis

Observation went by itself by admitting the possibility of widening my field of observation to other teachers of high school. Many are actually friends, former colleagues, etc. this eventually makes it possible to identify the meaning that these actors give to the investigation situation. Also to gain an in-depth understanding of the overall sense that these actors give themselves of the skill-based approach, this observation, which is not limited to the visual field alone, included interviews and the analysis of available productions. Content analysis is an indirect and secondary technique that allows us to understand written, audio or audiovisual productions, originating from or relating to individuals or groups. The content of this analysis is unencrypted and in general concerns a small sample compared to the sample from a questionnaire survey. My interview guide focused on 11 questions concerning the research field and 7 questions concerning the social situation, studies and the socio economics field.

2.1. Sample:

We chose eight respondents (teachers of French for both high schools), the reason is that it is a qualitative research which indicates that each interviewed person will bring a significant mass of information and that beyond this number there is redundancy, so we arrive at saturation threshold. As for the categories, it is necessary to consider teachers, pupils, inspectors. Parents, principals, and the rest of the school staff can, in fact, be part of the observation phase.

This qualitative research therefore aims to help us better understand the impact of the skills-based approach on the attitudes and behaviors of French teachers in the mixed high school of El-kseur and high school of Berchiche. It stems from the need to compare the theoretical knowledge acquired during the theoretical reading process with the reality of a field in which we have participated for more than two decades.

This long exposure to the peculiarities of the field gives access to the specifics which make it possible to determine the most relevant questions within the framework of this reform whose relative seniority (2002) could require a national evaluation capable of deciding on its efficiency.

The sample of our research, from teachers, allowed us to conduct interviews during downtime (recess break, off-peak hours, etc.). A population of 08 women and men with relatively different but proven experience, since it spans less than ten years (07 years) to beyond 25 years; a significant experience, certainly, but an experience forged in contact with

the old methods. Methods that are based on the didactic unit (UD), then the objective approach (APO) and while confusion still reigns in some confused minds lost between an outdated know-how and another not installed: the whole last, the skills approach.

In this context, our question of knowing which number of training seminars, did they attend, the minimum answer was 07 seminars while the maximum was just translated by a "much" as expressive as the questions evaded and without reply. Does this convey all the "good" that teachers think of seminars?

On the professional level, the majority holds and teaches all levels, that is to say from the first secondary year to the final year and provides education in all fields. The teachers have undergone university training and are mainly holders of conventional licenses. There are no master's doctorate (LMD) or national graduate school (ENS) profiles.

Finally, socially, the five teachers in the sample and the three remaining teachers are all married with children. As for the choice of the number, this is dictated by the fact that beyond, there is redundancy. The themes are no longer renewed while the participant observation and exploratory interviews delimit the possible thematic field.

Finally, to achieve the research objectives, focused semi-structured interviews were conducted. They are built around an interview guide where the topics to be covered are prefixed. Teachers were therefore questioned at their workplace and, with their agreement, the interviews were recorded with a dictaphone. Our remarks were recorded at the end of the interviews and discreetly made notes while they were held.

3. Results:

3.1. The teacher: Power and margin of freedom in the face of the skills-based approach:

Analyzing the power relationship through the demonstration of the existence of margins of freedom in relation to the student's project, obliges us to take an interest in the resources of the administration of the school and the resources of the teacher as well as their challenges.

The challenge for a high school administration in relation to the student's project is to be in compliance with the skills-based approach which is the essential pedagogical version of the new reform.

For the field teacher who was not associated with the reform, neither during his decision-making, nor during its implementation, the challenge is to apply it but in an adapted way while making sure to understand again what that it does and that it does not feel lost in these new practices which very often challenge the old ones, disturb it and to undergo the ironic repercussion from an approach by competence which dequalifies and in the long term disqualifies.

In terms of resources and constraints, the administration, which seems to suffer much more from constraints than from benefiting from resources, does not guarantee rich and documented libraries or Internet connections available to students for their research while the student prefers the Internet. Which leads him to go outside, doubling this first area of organizational uncertainty with another environmental one. A source of inequity with regard to objective 4.

In addition, the monitoring of these projects by the principal or the inspector apparently not being done, for various constraints, becomes a resource and area of uncertainty

in the hands of the teacher. The latter makes it the base of his power and exercises it. Indeed, in his report to the library and to the Internet, the teacher has the possibility of asking his students to use this external resource since there is no rule prohibiting it. It demonstrates the use of the fourth source of power according to strategic analysis. That is to say, the power to use institutional rules and faced with the absence of the prohibited rule, he makes his own rule, while benefiting from the uncertainty of this external resource.

On another level, in its relationship with the organization, the teacher's action must go through the student while the latter in the context of carrying out his project, is said to be autonomous and free since he can “ choose ”and“ prefer ”(the Internet). The teacher puts himself in a position of power in relation to the organization since he controls this important area of uncertainty which is the student himself. However, by being a subsystem of the system targeted by the spirit of Objective 4, its autonomy can complement the system which can be delegated, in the case of affinity relationships, but it can prove contradictory in the case of conflicting relationships.

In addition, "time" constitutes another area of organizational uncertainty and a strategic resource for the consolidation of its power. Indeed, whether it is a question of handing over projects to students or of their resumption, the area of uncertainty lies in the fact that educational documents roughly situate this action in the “implementation” phase (that of sequences [knowledge, know-how, interpersonal skills]). This has the consequences of the choice of moments in contradiction with those prescribed for the "projecting", for its launching and those for the "finalization of the project", the "project evaluation" and finally the "socialization of the product". " To this must be added the various constraints (group, own and organizational from which - he benefits.

Also on another level, this time cultural, the organization encounters the uncertainty of the social gaze with regard to the phenomenon of diversity inside cyber cafes even for project research activities. This uncertainty which can hamper the achievement of the student's project becomes a resource for the teacher who tries to minimize the number or simply not to apply the prescriptions of the approach by competence.

Finally, it should be noted that this very minimal disposition to propose school restructuring (number of students per class), pedagogical (review and reduction of programs) or simply abandon this approach with the return to the old programs to demonstrate their attitude of rejection.

The teacher has, with regard to these answers, therefore a margin of freedom and his power is not a mere sight of the mind which contradicts the idea that equity is possible even if only to the point general view of objective 4.

3.2. Margins of freedom against school certification assessment:

The power relationship in this second hypothesis answers two questions. What are the resources of the administration and the teacher and for what issues?

The challenge for a high school administration is to carry out its mission which includes the certification phase. That is to say, evaluate and grade your students so that you can move on to class councils and certify the transition from one level to another at the end of the year. This work, which must also be communicated to the service of the school and pedagogical organization (OSP) of the academy, will lead to the preparation of the school map for the

following year. This relates to the number of divisions (classes) to have and the number of budget items to be able.

For the teacher, the challenge is to accomplish this task (homework, certification assessments) in terms that suit him: do not make more than 18 hours of supervision when the certification assessment (composition) is blocked, so that corresponds to its weekly hourly volume, have sufficient time for the correction of copies and correction in class with delivery of copies, have time to fill in the bulletins and finally give class advice before the holidays. On another level, these assessments are for him a moment of major importance since it verifies the acquisition of knowledge and on the psycho pedagogical level, this is the moment when another form of his power manifests itself: that of rewarding and to sanction.

In terms of resources, the administration has a schedule that requires respecting dates and must submit to the constraints of OSP. At the pedagogical and legal level, the constraints in question become in the order of the absence of texts which formalize the conception of scales, abusive ratings and the power to intervene.

The teacher's resources are relative to the margins of freedom provided by the administrative constraints linked to the scales and grading: absence of intervention power, absence of deviation and counter-correction parameters and impossibility of intervening in wide scoring or its opposite. Also the whole process of producing the student's grade and the quality of it or of its certification through advice represents an area of uncertainty that the teacher appropriates thus demonstrating his power.

For example, these appropriate constraints in areas of uncertainty on the part of teachers, offer them the possibility of negotiating arrangements relating to the progress of the compositions, failing which a conflict in the form of delays in execution in the operation and those which depend on it or on a strike or even maybe a retention of the notes can be started. So it is this same power that will allow them to influence many decisions outside this framework. Indeed, this area of uncertainty has the characteristic of allowing them to manipulate the predictability of the administration's action during this sequence of power in relation to the production of the note.

As for the other possible actors: inspectors, parents or students, the latter are in fact not influential in this relationship since in terms of exchanges, they have nothing to "haggle" to be able to enter into a power relationship to resume the terms of M Crozier.

Finally, the hypothesis relating to the exercise of this power by the teacher, vis-à-vis the other actors, is therefore verified, however this power exercised against the cited persons can also apply to all school certification assessment activities, whatever the type of educational approach followed. At least that was the case in teaching by didactic units prior to pedagogy by objective and it is the case today with the approach by competence.

4. Discussion:

The aim of the article is to investigate whether teaching practice in the context of the competency-based approach leads to the achievement of objective N ° 4 of sustainable development: "Ensure fair, inclusive and quality education for all and lifelong learning opportunities. And the answer is No. With regard to the teacher's power in the face of the skills-based approach and their margins of freedom in the process of school assessment and certification.

If the uncertainty of this latest reform seems obvious: various constraints that led to it (decision-making and implementation process and non-involvement of the teacher), the aspect not yet stabilized of this approach by competence; the investigation instructs us in terms of a strategic analysis of the teacher's existence of margins of freedom and therefore of a power, one might say sequential, allowing him to resist these new educational prescriptions. Which testifies to his attitude of rejection. The other power that we believe is likely to last longer than all those that are assured by the uncertainties of the new teaching methods, like the latter (the competency-based approach), will remain dependent on the freedom to assess.

An area of uncertainty of which only the master's teacher, but also of the strategic practices of teaching actors who question the degree of success or failure of policies that even claim to be egalitarian, whether national or international.

However in terms of research limits, an in-depth analysis with a quantitative approach could not only draw the true contours of the power of the teaching actor but relate to the intermediate and higher levels of this educational organization to detect its internal mechanisms. resistance to change. The sample can only be as representative as possible at this time and the survey concerns in detail each index of objective 4.

In terms of immediate perspectives, the importance of the subject and its topicality, allow us to go further. First, by expanding the sample size to get more feedback and verbatim. We will try to develop comparative studies with the integration into the sample of private organizations created and managed by men and women in order to bring out other perspectives relating to the free or paid aspect of studies and its relationship with the achievement of this social equity objectives in an environment characterized by social differences.

5. Conclusion:

Why the competence-based approach and why strategic analysis? Why not a theme of integration or socialization or another theme from another theoretical approach?

By the fact of this reform dictated by international reforms and brought for their interests first by world institutions (UNESCO, OECD), by the fact that the Ministry of National Education has come to request foreign expertise demonstrating by his inability to self-assess and therefore to regulate his own action by acting on himself and this by ignoring national competences, due to the absence of the Estates General on education with the participation of all the economic and social categories involved in the definition of skills and their development, by the fact of a clear absence of a social project in which any definition of skills and therefore of school must be inserted, by the fact of the non-involvement of the field teacher responsible for applying this reform, by the fact that it was initiated and implemented in a period of siege, the change introduced by this reform does not opened that to provoke a defensive reaction from those responsible for applying it: a power relation of which accounts for strategic analysis and a phenomenon explained by the authors of "the actor and the system" who affirm: "the action of change, which is not based on a sufficiently reasonable appreciation of the games and regulations which govern the system on which one wants to act, naturally involves defense reactions. The "system" adapts by maintaining its identity through a series of compensatory adjustments which more or less completely transform the meaning of the reform. This drift, warping oblige the reformer to extend his reform to control

the elements which escape him. But this intervention, on the one hand, is costly, on the other hand leads to other dysfunctions" Crozier M, Friedberg E (1977)

And examples of these ministerial hesitations and trial and error with regard to the competency-based approach are legion through all the cuts in programs.

Furthermore, we have no other claim in registering within the framework of this research, than to carry out an exploratory approach to a reform which is said to be of capital importance for the future of Algerian society because a priori, the societal and economic impacts inscribed in the context of a globalization of education are highlighted as an unavoidable consequence of economic globalization. UNESCO, OECD, are the apostles of this new gospel on a planetary scale and partners in the case of Algeria while other UN parties and other structures advocate egalitarian development goals and education as a tool for sustainable development.

Hence our main approach: investigating whether teaching practice in the context of the competency-based approach leads to the achievement of objective N ° 4 of sustainable development: "Ensuring equitable, inclusive and quality education for all and opportunities lifelong learning. "

We have shown that teachers have a margin of freedom in relation to the student's project. Freedom fueled by various constraints and uncertainties of the organization and also various resources at its disposal. We have shown, too, that in relation to the graded assessment of the students, the teacher had all the freedom, latitude and power to negotiate his grades with the students and to correct a report card because the rules of prohibition do not not existing. He can therefore justify "trusting" interpersonal relationships in the shadow of the threat of conflict. This same power is exercised vis-à-vis the parents of pupils and inspectors.

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