

The development in West and East: between model and modelling

Dr. HANIFA SALHI

University lecturer

University of Batna, Algeria

INTRODUCTION

The recurring question asked for more than a century is why does the West dominate the world? Is it a matter of fate shifting between the West and the East? Does this supremacy result from the fact that developed countries in the western world impose their economic determinism and organizational methods upon developing countries? Does this power relationship inhibit the aspirations of vulnerable people to straighten the balance of power? Or is the East simply waning with the slow and tedious pace of development? Such as **Ian MORRIS**¹ indicates that the supposed greatness of the West would be less the result of a Western power than of a decline in the East?

The remarkable mounted of some emerging countries of Eastern Europe and Latin America appears as a dynamic regulator of this dominance, but announced in part, against serious economic problems (financial crisis, depletion of energy resources, new technology revolution, uneven development, food insecurity, climate change ...) and possibly social (relations between state and market deregulated social contract violated in the context of increasing inequality). Under these conditions the ascent tends to refer this absolute Western domination and calls to speculate on the issue of economic dynamism and structural weakness of an established model that is the Western model.

Our work will lay out the ideas that discuss the failure to import foreign models by vulnerable countries and the need for a creative modelling work in a systemic perspective, and will hence tackle the conception of civilization and development from an eastern point of view.

I - DESIGN DEVELOPMENT: ECONOMIC, SCIENTIFIC, AND SOCIAL:

If the phenomenon of development often results in economic diagrams indicating the level of production and consumption rate well as the standard of living as reaching the citizen, we can well say that the Laplace-Gauss bell will be very difficult to stand up straight! The figures given off by revealing the economic development of areas around the world illustrate the wide gap between the northern hemisphere and southern hemisphere of the globe.

¹ MORRIS Ian,(2011), *Pourquoi l'Occident domine le monde...pour l'instant*, L'arche, France.

However, this location of economic facts reflects the sociological basis that resides in each area. The industrialization is the essential driver of the economy remains an essentially a Western virtue and formal condition to any evolutionary strategy, while the industrial spirit is more akin to the ideology and philosophy of the society to its policy or economic strategies. Thus, successful models of industrialization (whether German, American, Japanese) do not reflect the same ideology nor the same approach; Moreover, **M.REZSOHAZY**² through his research blames economists having considered the development and growth as phenomena as technological, economic or demographic, and stresses the importance for the development of the role of socio-cultural variables such as the idea of progress grounded in the spirit of the group. Thus we join the definition of civilization that gives **M.BENNABI**: "This is the civilization that confers on the society, with the economic power which characterizes it such as developed society....it is she who form this power and this wanting inseparable from the function of a developed society, inside and outside of his own area, with respect of each of its members and his economic cultural radiance or its political expansion..... "³

Whether technological developments constitutes by his instrumental and social innovations, a foundation of real progress for a sustainable development, it must necessarily focus on three goals: preserving the planet, reinvent the city, act of service to others (or how to place people at the heart of the society), otherwise the human genius will be increasingly unable to foresee the consequences of his creations.

II – EAST AND WEST WHEN THE CULTURE SETS LIMITS:

The western model, namely those of America and Europe, has for a long time, inspired several revolutionary trends throughout the world. Individual freedom and democracy, as a cornerstone of community values, have gradually become universal claims... but they depend on financial and economic conditions.

After the high growth registered in different areas, the current global situation confronts us with a quite dramatic decline in the economic and financial sphere. It calls into question the concept of a strong, infallible and reliable western civilization and raises the question: is it a

² Marc AUGÉ,(1968), *Temps social et développement*, 0th. ORSTOM, sér. Sci. hums.vol. V, no 3.

³ Malek BENNABI,(2005) *Les grands Thèmes*, El Borhane, Alger, p33.

productive soulless system? Or would it be unrealistic to create a balance between economic performance and social protection?

Jacques ATTALI, in his search for who will govern the world tomorrow, trusts the human intellectual but scorns the governance of human Beings : « ...humanity has significant assets to make a successful future : technologies, competences, human, financial and material resources. They only lack a real organization and an efficient democratic government. »⁴ We should therefore put forward the idea of an economy that must take its essence and efficiency from deep social, global and cultural fundamentals to draw an individual or societal equation in order to lead the behavior of individuals toward accomplishment and productivity. The role of psychological, social and cultural mobility displays as the engine of a process of development and is in the context of change and renewal.

Accordingly this ties in with the ideas of the Algerian philosopher **Malek BENNABI**⁵ who emphasizes the need to substitute « financial for « social investment» and broaches the basic constituents of any civilization: human resources (are an integral part of economic resources), the ideas and beliefs which establish a link and engage the main components of society, and finally the objects or material resources that are the basis of investment, productivity and profit-sharing activities.

In this same vein, if we want to draw a relation between the western development system and the eastern one (Third World countries), we can examine the option of « copying », « modelling», transposing action and thought models, and examine the attempt to make the European or American mechanism function at any price, and to make a difference in those under-developed countries. While this alternative has proven through many experiences to be distorted and pathetic, (we must recall the famous attempt to import the economic German model set up by **Hjalmar SCHACHT** in Indonesia and its undeniable failure). This brings us to recommend an efficient economic model based on psychological, sociological and cultural data. This also leads us to « model » -using a systemic approach – our way of living and thinking, the rhythm of our activities, our ambitions and our objectives.

⁴ ATTALI Jacques, (2011), *Demain qui gouvernera le monde ?*, Editions Hibr, Alger, p20.

⁵ BENNABI Malek, op cit.

III- MODELLING AND PROSPECTS OF TOMORROW:

The Systemic as an approach and discipline is not only knowledge, but also a practice, a way of entering into the complexity. It opens a way original and promising for research and action. The approach to implement must be innovative both in its general functioning than in the tools used, as it should be prudent and ambitious.... Moreover, it was already been in many applications, both in biology, ecology, economics, in family therapy, business management, urban planning, regional planning, etc..

1 - Systemic: a method of change:

In a pragmatic approach **Gérard Donnadiu** and his collaborators argue that "the process occurs by stages: observation of the system by various aspects and various observers , analysis of interactions and regulation chain , modelling taking account of the lessons learned from the evolution of the system, simulation and confrontation at reality (experimentation) to obtain a consensus. "⁶

In addition the phenomenon of feedback and his loops (positive and negative and specially positive loops) the dynamics of change can pass to its expansive expression explosive or otherwise take the form of blocking the activity and change But also stimulates causal research for specialists. If the feedback proves effective, there is stabilization system that shows as completed, that is to say, tended towards achieving a purpose.

Understand the phenomenon of feedback within a system (whatever its nature) requires the development of new instruments of thought. This is a real challenge for the knowledge gathered both empirically and theoretically terms. In humanities and social sciences, the effort must explain the phenomena by impregnating in context ... in short, it speculates on this power to bring out the real from its context just to "draw", represent and do represent in order to solve problems and identify system weaknesses. Thus, we use the modelling which is constructed as a taken point of view on the real, from which a work of ordering, partial and continuously modified, can be implemented.

⁶ Gérard Donnadiu, al, « *L'Approche systémique : de quoi s'agit-il ?* " In , " Diffusion de la pensée systémique" ,Synthèse des travaux du Groupe, AFSCET.

Mr. **Mugur SCHATER** said immediately: "The" systemic "thinking puts the lights on the critical importance for every being as well as for these meta-beings that are social organizations, pragmatic modelling ... goals ... we place them in the future, but in real, they shape our present actions ... feed back on the action as and when it is as closer to or away from, while the action, developing, modifies the goals ...»⁷

2 – Modelling, concept and approaches:

"Modelling is meant to both identify and formulate some problems via specific statements, and to try to solve these problems through a simulation approach."⁸ Modelling then enables us to clarify and to show how problems arise and possibly how to address them by simulating reality. **SIMON**⁹ cited by **LE MOIGNE** insists on the fact that modelling is our main tool to study the major complex systems. This process strongly supports studying very complex systems, particularly the social ones helps to establish and to continuously improve models related directly to reality and not imported from elsewhere. The systemic modeller will define the system in a polysystemic context; shape the ideal from the weaknesses of the current situation by integrating subjectivity, culture, anthropology and society.

For systemicists in modelling, the most important task of the modeller does not solve the problem, but first solve the problem of telling what the problem is. This means that he must define projects (goals) of modelling system on the considered phenomenon otherwise the purpose of change will never be reached. Following preconceived objectives, modelling or systemography adopting various approaches, including:¹⁰

A- Systemic-triangulation: this method designed as tripartite observer embracing the functional aspect (what does the system do in its environment? What is his role?), the structural aspect (relations between components, the structure is more important than the element) and the historical aspect (related to the evolving nature of the system).

⁷ M. Mugur-Schächter , (1997), '*Les Leçons de la mécanique quantique : vers une épistémologie formalisée*' in Revue *Le Débat*, n°94, mars-avril, Texte disponible à <http://www.mcxapc.org/docs/conseilscient/mms1.pdf>

⁸ MORIN Edgar, (1981), *La méthode 1 – La nature de la nature*- Ed Seuil, France, p.15

⁹ LE MOIGNE Jean Louis, (1994), *La théorie du système général : théorie de la modélisation*, collection les classiques du réseau Intelligence de la complexité, www.mcxapc.org

¹⁰ Jean-Louis LE MOIGNE , (1999-2000), "*LA MODÉLISATION DES SYSTÈMES COMPLEXES*", In LES FICHES DE LECTURE de la Chaire D.S.O, Joseph NONGA HONLAORGANISATION C1, <http://www.cnam.fr/servlet/com.univ.collaboratif.util.LectureFichiergw?>

The advantage of this approach is that it moves from one side of an aspect to another while gaining depth and understanding.

- B- Systemic cutting:** this method is to detect the subsystems responsible for the operation of the overall system, by setting boundaries whether in or out the system(s). This division is based primarily on the principles of the previous procedure (triangulation): purpose test (depending on the module relative to the whole), historical criteria (components share a common history), criterion level of organization (where is the module studied situated?) criterion of the structure (the approach postulates the existence, in the system, of redundancies or patterns related to all by a circular relationship).
- C- The analogy** is essentially based on the idea of comparing two systems or phenomena in order to find similarities and differences to improve the operation of one of the two who takes the other as a model. For complex systems, the homomorphism is the most appropriate analogue modelling procedure because it does establish a correspondence between some features of the system studied and the features of a theoretical model or a more simple concrete system or more conveniently studied.
- D- The graphic language:** the graphic language is widely used in the technical field. It provides comprehensive and easy understanding of the system shown, contains a high density of information in a limited space, induces a low variability of interpretation and has a good heuristic capacity.

IV - FAILURE MODEL AND PROSPECTS FOR MODELLING:

Enforce preconceived models in various media and institutions to improve the performance or operation of each other was finally an ineffective way. Continue the momentum of development of a living (social) system is a very difficult process, because any change produces effects that cannot easily be predicted in advance. From this observation, modelling is needed as a solution because it is an approach that consists in a simplified representation of a real system (model) in order to understand the behavior and / or to predict the evolution over time, either in a consistent policy or when certain parameters are varied.

The educational system is one of the major pillars of any society, a development criteria and growth which are undeniable. The Algerian experience in the field of education and schooling since independence to the present day reflects the embarrassment and confusion of the

Algerian state to a well-considered choices and merits in this field to meet the requirements of modernity. Note in what follows, as an example, the strong need for a modelling procedure to put the reform efforts on track and meet correctly and efficiently the requirement to draw a profile of a model citizen for a developing country.

1- Educational system and complexity: the systemic perspective sees education as a complex system, consisting of a large number of players interacting with each other. These interactions result properties, often unexpected, emergent system affecting its primary constitution and environmental relationships. Therefore, the system is about to modelling as it meets the criteria of systemic identity. In Algeria, the reforms implemented in the educational system are not new, the Algerian independence at school found it hard to break away from the French colonial ideological grip. Even the Arabization movement has not resulted in the absence of global ideology that will not loosen the policy from the economic, social, cultural and historical. **Malek BENNABI** insists that ideology must meet the following criteria: "... the tension, integration and orientation. Tension to allow the social dynamic. Integration to maintain social cohesion and orientation for making the collective action efficient. "¹¹

2- Attempts control: Algerian schools tend currently to undertake further amendments after the negative evaluations due to the reform program implemented since 2003. This program inspired by the German one based on the method of program skills approach. After already 10 years officials have not seen the failure of the method, but the conditions of its application did not take into account the specificity of "psychological equation" of the Algerian, its material and cultural conditions with major administrative flaws such as¹²: the reliability of demographic data, lack of data on costs and financing, and the lack of prospective data on the labor needs of different levels and types of qualifications.

This situation calls for a multisectoral response with the creation of an own orientation model. The adoption of the Systemic cutting procedure can be effective because it makes involve various subsystems responsible in the field of education, as it tends to clarify the purpose of the system, determine the historical criterion, level organization criterion, and the structure criterion.

An attempt of modelling was undertaken by UNESCO and was conducted in four stages: "an exploration phase (familiarization) of the generic simulation application provided by

¹¹ Malek BENNABI,op cit,p23.

¹² La refonte de la pédagogie en Algérie : Défis et enjeux de la société en mutation », (Août 2005), Programme d'appui de l'UNESCO à la réforme du système éducatif algérien – PARE .

UNESCO, the adaptation phase of the generic model in the specific case of the Algerian education system, the scenario sector development phase, and the last of the long-term program implementation and monitoring of the reform. "¹³

CONCLUSION:

"Sustainable development lies at the crossroads of economic efficiency, social equity and environmental protection. It aims to ensure the welfare of all human beings, preservation of natural resources and the transmission of a world fit for our descendants. "Such a promising and ambitious vocation is rooted in humanistic thought getting tired by the challenges against him by the complexity of modern life. If once the social and economic aspects of development were distinct, they are now seen closely attached to the same element determined by a complex interaction and interpenetration process.

Economic growth requires social investments and especially an authenticity in the means and methods adopted. The mandatory compliance of social and cultural data requires the adoption of friendly approaches of symbolic and identity code. The "imported" in the strategic foundation of development models is an illusion shown by the evidence both historical and scientific. However, the science and knowledge that want helpful in favor of humanity propose methods of approach, interpretation and analysis capable of finding solutions to problems and allow all nations a similar development and equitable sharing of natural resources and materials for the development of humanity.

¹³ <http://inesm.education.unesco.org/fr/share/experiences>

Bibliography :

- 1 - ATTALI Jacques,(2011), *Demain qui gouvernera le monde ?*, Editions Hibr, Alger.
- 2- AUGE Marc ,(1968), *Temps social et développement*, 0th. ORSTOM, sér. Sci. hums.vol. V, no 3.
- 3- BENNABI Malek,(2005), *Les grands Thèmes*, El Borhane, Alger.
- 4- DONNADIEU Gérard, DURAND Daniel, NEEL Danièle, NUNEZ Emmanuel, SAINT-PAUL Lionel, *L'approche systémique : de quoi s'agit-il ?*, Diffusion de la pensée systémique; In Synthèse des travaux du Groupe, AFSCET.
- 5- LE MOIGNE Jean Louis,(1994), *La théorie du système général : théorie de la modélisation*, Collection les classiques du réseau Intelligence de la complexité, www.mcxapc.org,
- 6 - LE MOIGNE Jean-Louis,(1999-2000), «*La modélisation des systèmes complexes*», In LES FICHES DE LECTURE de la Chaire D.S.O,Joseph NONGA HONLAORGANISATION C1, <http://www.cnam.fr/servlet/com.univ.collaboratif.utils.LectureFichiergw?>
- 7 -MORIN Edgar,(1981), *La méthode 1 – La nature de la nature*- Ed Seuil, France.
- 8- MORRIS Ian,(2011), *Pourquoi l'Occident domine le monde...pour l'instant*, L'arche, France.
- 9- MUGUR-SCHACHTERr, (1997), «*Les Leçons de la mécanique quantique : vers une épistémologie formalisée* » in Revue *Le Débat*, n°94, mars-avril, Texte disponible à <http://www.mcxapc.org/docs/conseilscient/mms1.pdf>
- 10 - La refonte de la pédagogie en Algérie: Défis et enjeux de la société en mutation », (2005), Programme d'appui de l'UNESCO à la réforme du système éducatif algérien – PARE, Août.
- 11 - <http://inesm.education.unesco.org/fr/share/experiences>.