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Between prescribed and real: "What is engineering of adult training facilities for the training of professional non-profit organizations?"

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Abstract

The training of non-governmental organizations "NGO" is actively involved in territorial development, thus achieving a new consensus-building of a real participatory approach to governance and civic responsibility. The role of training and coaching professional associations has the fundamental aim the strengthening and upgrading their professional skills and competencies. THE MOR2C "Moroccan Certification Center". Company training, certification and consulting in quality management, communication, personal development, IT and marketing ... etc., is part of this perspective for the qualification of professionals in management, driving territorial development and human capital "through animation of training sessions and forums in favor of associations in the prefecture of Tanger - Assilah as part of the implementation of national capacity-building associations". This research is a research investigation, retrospective analysis and inductive devices and training practices of NGOs professionals who can provide the training field the conceptual foundations, likely to improve the relevance and quality of deliverables. The purpose of this study is to articulate strong two-dimensional way that does not necessarily go together: the theoretical dimension and operational dimension that relate to the process of adult education engineering and contributions of professional didactics in the process analysis, conceptualization and conduct of training devices. Basically, the conditions of the practice of professional didactics suggests that it is relevant to be interested in operating this methodology in identifying purpose building logic and formalization clear and explicit vocational training (mutualization and capitalization for real reinvestment of this subjective experience in other areas of social activity).

Keywords: Formalization, conceptualization, andragogy engineering, instructional design, continuing professional education, professional didactic and experiential learning.

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1. Introduction

"I do not teach my students, I'm trying to create the conditions in which they can learn." Albert Einstein.

Training is now part of everyday life for many adults, as we now move in a society where learning is "throughout life" (Life-long Learning), "rather than preparation of existence (Marchand, 1992; 1997; 2000). The amplification of the process of globalization of production, international competition and the emergence of the information society and communication training are key issues in socio-economic, technical and technological countries.

In Morocco the new Constitution came into force in 2011, which was a first in the annals of Moroccan history by giving importance to civil society, political parties and trade union strategic partners in the consolidation process and strengthening the institutions of a modern democratic state, having been founded upon the principles of participation, pluralism and good governance. In this perspective, training plays a vital role within organizations, to address the need for real agents of change and socio-economic and cultural development partners. NGO participation in the arena of national and international political strategy has spread through various and diversified forms of training, which should be registered and participated in as a citizen to change this dynamic. The pragmatic and operational approach to training of NGO professionals in this national policy guidance meets the needs of a global, integrated development approach, putting the focus on investing in human capital. The valuation of intangible resources is part of a new humanistic and anthropological approach to human development. The MOR2C continuous training organization has this perspective by having societal objectives as one of the strategic objectives of the company. This civic and responsible contribution to training is a powerful lever for developing skills and strengthening their identities by seeking rationalization strategies and the manipulation of training activities.

2. A review of the literature

The reference framework used in the analysis of our study included knowledge from different fields: 1) The management of organizations (non-profit) in terms of structure, obeying certain rules, such as the allocation of activities and power-based relationships and the ties that coordinate. 2) Training engineering approaches and competences. 3) HRM in a territorial approach to the upgrading of human capital that entrant immaterial resource management projected regional staffing and skills "GPEEC". 4) The strategic and organizational analysis of organizations 5) The theoretical and praxeological perspectives of didactics professionals. 6) From the project management approach, respecting the Quality Assurance Plan of MOR2C (this procedure aims to master the training benefits realization process performed by MOR2C under its strategic focus of training-action in all fields of knowledge).

3. Methodology

This retrospective analysis is really part of the thinking of Jean Paul Sartre when he said: "man is characterized above all by the passing of a situation; he manages to do what we did to him." In that it is the choice between the description and reconstruction of a methodological framework for the conceptualization of professional training sessions (Wittorski & Ardouin, 2012) for NGOs. This work of study and research was conceptualized while I was enrolled in target orientations, which were symbiotic and interactive, compared to a socio-professional positioning, which was built after my trajectory in consultant and teacher training at the university. Both orientations continue into a third trend that shows the specificity of my ongoing engineering research in adult education courses, professionalizing university students' doctoral theses.

This research entitled, "Between master prescribed and reality: what are the adult engineering training devices for the training of professional non-profit organizations?" was a research investigation and inductive analysis of retrospective devices and professional training practices, which can provide field training of the conceptual foundations built into training devices. It offered a benchmarking opportunity and marketing training models of professional NGOs. The specific research question is stated as follows: given the difficulties locating logical construction and formalization of clear and explicit vocational training, what are the development processes, formalization and conceptualization of professional experience? Design an engineering of adult training facilities and develop skills in the specific context of professional training and transfer in complex situations of socio-professional and academic life.

The objective of this exploratory and descriptive study was to better understand and identify the foundations and processes of instrumentalization of this engineering training and expertise in professionalizing the situation. For this, we studied the teaching and learning activity design, implementation and evaluation, including the crucial issue of the formalization of these devices according to an arsenal of articulated methodological approaches adapted to the professional context NGOs.

The purpose of this research was to articulate strongly in two dimensions, which are so paradoxical and antithetical: the theoretical dimension (Verгдаud, 1990) and the operational dimension, crossing

Unite de formation

Module of formation (Atelier /Forum)

and complementarity of these two aspects and combing them to highlight key concepts of the conceptual reference framework, which promotes initiated exchanges between the "theoretical - epistemological" foundation of engineering training processes and pragmatic approaches (Pastre, 2004) and operation and, secondly, which allows users ownership of these instruments to use them adaptively and efficiently.

The central research question reads as follows: faced with difficulties of locating logical construction and formalization of clear and explicit vocational training, what development processes are there for the formalization and conceptualization of the training experience of professional NGOs?

The framework used for the analysis of qualitative and quantitative research data consists of four main dimensions: engineering education and skills (The Boterf, 2003) project management, theories of experiential learning (Kolb, 1984) and andragogical approaches (Knowles, 1980). These dimensions are put directly in relation, firstly with the rules of communication applied to training, the other techniques and animation methods of adult learners.

Comment: This graph reflects the overall satisfaction on the formation of strategic planning and the satisfaction cursor is in a medium that speaks for itself. Given the importance of the subject, recipients have demonstrated a special interest in training sessions and interest in good governance of their associations' tissue? To gain visibility and improve management level of their bodies. It appears that, apart from the remark on the length of training that seemed insufficient for the majority, the satisfaction rate was 77%, the rest was beyond 80%, which proves that our consultants have managed this training; which earned them the thanks of all the learners who appreciated the contribution and relevance of the recommended approaches and didactic-pedagogic activities, which were co-built to achieve the expected goals. The very significant percentage of satisfaction with the recommended methodology and pedagogy was strong and reflected the relevance of learning the principles of self-accompanied and educational support very well (Revaluation of training approaches favoring maximum self-prospective direction and management of their socio-professional projects).

Table 1. Teaching screen writing

educational Objectives	Appendix A. Defined according to the training units
Appendix B. Andragogy teaching screenwriting	- Appendix C. See the grid of Andragogy - educational engineering
Appendix D. Animation technique	<p>QQOQCP Brainstorming Appendix E. Sheet statement Appendix F. Pareto</p>
Appendix G. Educational tools and materials	<p>Appendix H. Notes block and pens for all participants Appendix I. Projector Appendix J. Cameras Appendix K. whiteboards Appendix L. Flip -charts Appendix M. markers Appendix N. Arabic training media on paper and CD- ROM</p>
Appendix O. Synthesis and conclusions	Paper form report containing the various operating points and a self-evaluation of the program content.

Table 2. Semi directed the questionnaire: identification of learning styles semi headed: identification of learning styles

Preferred mode online training	Answer Number of students 766
Experience real "Accommodator"	165
Reflected experience "divergent"	116
Abstract conceptualization "assimilation"	360
Active experimentation "Convergent"	125

Table 3. The beneficial owners of professional NGOs "125 non-governmental organizations NGOs"

Group	Group workforce (X = Average)	Number of women trained
1	X =14	5
2	X=15	4
3	X=15	6
4	X=16	7

Table 4. Training sessions Program

<i>Unite training</i>	<i>Group 1et 2</i>	<i>Group 3et 4</i>	<i>intervenor</i>
Appendix P. strategic planning	8 et 9 /09/2014	11 et 12 /09/2014	M.Bassiri
Appendix Q. Development approaches	22 - 23 /09/2014	25 - 26 /09/2014	A.Mihamou
Appendix R. The installation and project management	13 /10/2014	-14 16 - 17 /10/2014	A.Mihamou/M.Bassiri
Appendix S. the internal and external communication tools	27 /10/2014	-28 30 - 31 /10/2014	A.Mihamou/M.Bassiri
Appendix T. mobilization fundraising	3 - 4/11/2014	7 - 8 /11/2014	A.Mihamou/A.Ftati
Le advocacy	19 - 20 /11/2014	21 - 22 /11/2014	A.Mihamou/Y.Dachri
organizational diagnostic tools and territorial analysis techniques	10 -11 / /2014	12 17 - 18 /12/2014	S. Hamid/A.Mihamou
Unite training	group	group	intervenor
Communication and participatory Entertainment	25- /12 /2014	26 27 - 28 /12 /2014	D.Aitlhou
Appendix U. the positive management of conflicts and social mediation	2 - 3 /12/2014	5 - 6/2014	D. Aitlhou/A.Mihamou
Appendix V. Immigration : immigration situation in Tangier and prospects of the new strategy	18 /09/2014 Forum 1		M.Bassiri / D. Aitlhou
Appendix W. Childhood : Inventory , implementation and recommendations	9 /10/2014 Forum 2		M.Bassiri

Appendix X. The project of "Greater Tanger
" its axes and the opportunities it offers to
the associative fabric

13 /11/2014
Forum 3

M.Bassiri

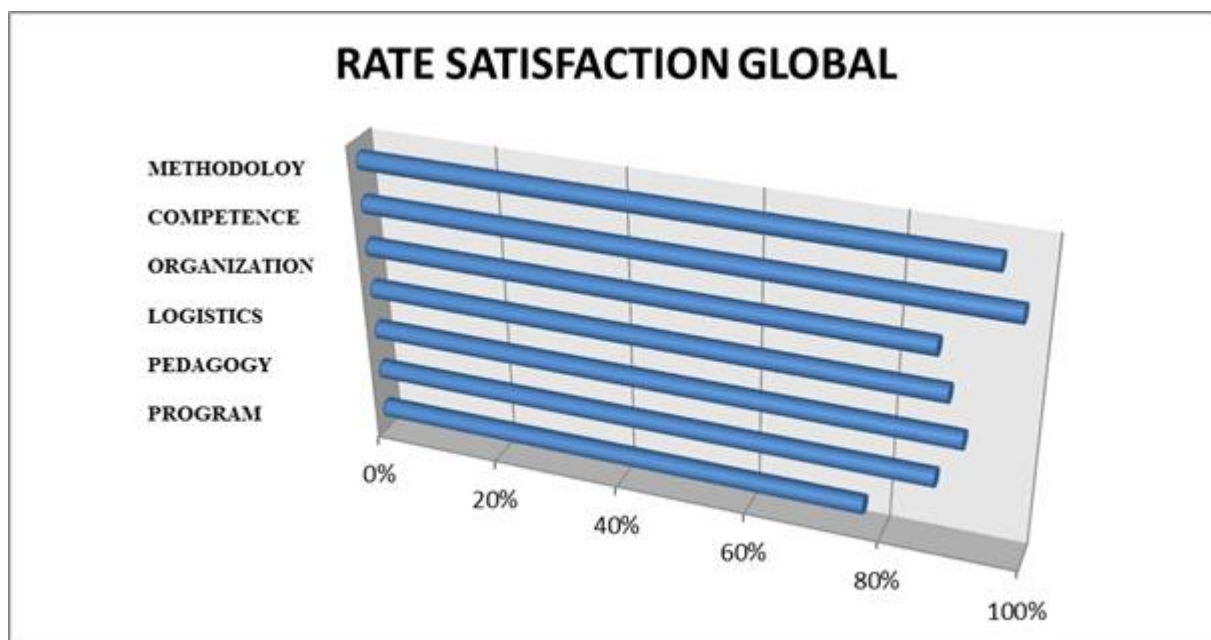
Appendix Y.

Appendix Z.

Appendix AA. Table 5. Formalizing and conceptualization of pedagogical didactic activities and training

Appendix BB.

Appendix CC.



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Table 6. Formalizing and conceptualization of Pedagogical Didactic activities and training

Phases	Objective	Training approaches	A method of forming	Technical and Educational Tools
introductory	Appendix DD. Appendix EE. Presentation Former/ trained	Etablir un rapport positif Et de confiance	Appendix FF. Interactive - Socioconstructivism	Interrogative/Interactive Discussion Cercle
	Work workshops (Customized educational activities) APP	Contextual Analysis of situations Solve a given problem	Behavioral and social constructivism	Experiential Discovery Case Study Role Play Simulations
Fundamental	Magistral Expose INERACTIF	Acquire theoretical and procedural knowledge	Transmissive & Behavioriste & Socioconstructivisme	Magistrale Expose Demonstrations Conceptual schemas
Final	Conclusion/ Debats	To exchange and discuss on the topic addressed in paper form report containing the various operating points and a self- evaluation of the program content.	Socioconstructivisme Behaviourisme « Evaluation ponctuelles des ressources»	Interactive Experientielle Debates : Round Table Discussion

4. Conclusion :

As part of this research study, our reflection takes its starting point from the definition of research and development (Cazade, 2000) designed as a methodological tool for analyzing the process of conceptualization and development of objects and educational activities of training professionals in NGOs (repository skills, content program, educational media, and educational strategies), including the design, implementation and evaluation in hot (?), taking into account the data collected at each stage of the research process and pragmatic body of knowledge, due to the theoretical devices' formalization process.

Our research aims to focus on the exploitation of activities and learning conditions for adult learners in the professionalizing context. This is to provide the engineering model training devices, based on the concept of learning object - learning. Our design is a concurrent engineering and integrated humanistic centered approach on Smart proceduralization educational instruments, represented by the structural components of the proposed learning object. This design leads us to

work on the triptych practice - theory - practice. This new approach takes, as its point of support, the conceptual and theoretical basis of a technological instrumental approach of learning objects, combined with an analysis of the training situation formed in professionalizing (towards a new humanistic and anthropological epistemology of man in the complex work) (Morin, 1995).

It is on this basis that we firstly analyzed the engineering training facilities for adult learners, which had a rigorous analysis approach in developing highlighted elements retained in our proposed model synthesis of didactic engineering (efficiency, flexibility and practicability, with co-construction of the training device and an impact on skills development). This restructuring was basically aimed at conceptualizing a model of training engineering NGO professionals, which allowed developers and researchers in academic training who wished to perform this type of engineering, to have a representation that encompasses all the components they need at their disposal. In addition, the model developed was based on an action research experience carried out as part of a Master's degree. However, the implementation and the operational capability of this engineering training is not limited to the study of the tools or procedures as mentioned above, but the ambition is to deeply problematize the process of conceptualization and enlarge the explanatory theoretical perspectives, by awareness reflexivity and actualizing this practice (Ferrer & Allard, 2002). Therefore, it will result in a further appeal to different methodological approaches of conceptualization, interested in structuring efficiencies, principles and workings related to the training of the dynamic. In other words, to formalize engineering training devices and training situations for the skills of professional NGOs to:

- 1) Diagnose meaningful and actual situations of training relevant for the repository of the required skills;
- 2) identify indicators present in the development of the program content;
- 3) identify the relevant conditions, which contribute to the formalization and conceptualization of training courses for NGO professionals;
- 4) enroll in a new epistemological paradigm report ("knowledge - action") as an anthropological and humanistic vision, putting the focus on the design of a capable subject - agent of change before the performing subject (social agent, officer, subject of law and a psychic entity "full of motivation-desire-of-interest -from representation and meaning").

4.1. Recommendations, limitations of research and return on experience

The complexity of the reality of the training is the analysis and design of didactic-pedagogical devices related to the requirements of the specifications of special prescription "CPS", the heterogeneity of the requests, the dynamics of adult learners needs and the specificity of the training context (Square, 2004). The omen variable and variable context must not obey a rigid caricature methodological approach, but should be the result of a training strategy that puts the focus on acquisitions that prepare for an adaptation to change and mobility as the socio-professional world as it emerges today is an ever-changing universe (change becomes the most stable variable). The implementation of the quality of the operation of the device for beneficiaries depends on the settings and the ability to integrate and involve the various stakeholders in the conduct and management of the training project in a perspective of multi-stakeholder steering (community leadership). Such an organization and control process first requires a territorial development policy (New Constitution, 2011) entering fully in an advanced regionalization policy and collective governance.

4.2. The limitations of the research

Our object of study and research was to conceptualize and formalize the process of training professional NGOs to bring out the strengths and the opportunities it offers us in the challenge to deepen reflection on the steps of engineering training devices that can help its continuous quality improvement (SMART training). Therefore, this research has led us to explore three levels: macro, meso and micro devices, in order to conduct good governance with the various stakeholders for a real

mobilization in favor of the approach of the advanced regionalization and the perspectives of the Millennium Development Goals of Greater Tangiers.

4.3. Return on experience

The first issue of this feedback is inferred from the study of training systems of professional NGOs. It is attached to explore and expand the range of applications in other areas of social activity, in the case of university education. We can study the relevance and adequacy of the training systems in engineering and the teaching and learning methods, which are advocated, generally offer little or no formal training in this context (offset what is done in the company and what is being done at the university). The second aim of this study was to provide a formalization of the principles of contextual efficiencies of this training process. This formalization would initially reduce the ambiguities inherent in the creation device meeting the approaches, processes, methods and tools recommended to define and conceptualize a device combining institutional, pedagogical and organizational requirements creating favorable conditions for a real development of career paths (Mayen, 1998).

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