

What Engineering of the Devices Adult Formation: Case of Professionals of Institutes OFPPT

Yalid Amal¹ ; Talbi Mohamed² ; Gonegai Abdelkader¹ ; Hanoune Mostafa¹

¹(laboratory of information technology and modeling, Faculty of sciences Ben M'sik Hassan II University – Casablanca, Morocco)

²(Laboratory of Physical Chemistry Analytic, Ben M'Sik Faculty of Sciences Hassan II University of Casablanca, Morocco)

ABSTRACT: *In the setting of the formations organized by the direction of resources human of the OFPPT in order to develop the staff's expertise. Actions of formation have been started to the profit of the professionals of the superior institutes of the technologies applied that participate in an active manner to the territorial development, arriving thus to a new consensus of backing of a real approach participative, governance and responsibility citizen. The role of the formation and the framing of the professionals of the establishments of the ofppt has for fundamental goal the backing and the setting to level of their capacities and professional expertise. The ofppt "Office of the professional formation and the promotion of work": is a public organism in Morocco created in May 1974; he/it is the first public operator concerning professional formation. The office of professional formation, enrolls in this perspective while permitting the qualification of the professionals concerning management, of conduct of the territorial development and the human capital" by the animation of the sessions of formation and forums to the profit of the staffs of the superior Institutes of the big placed South of the regional direction of Casablanca in the setting of the setting in .uvre of the national plan of backing capacities of the establishments of the technologies applied ".*

The present research is a research of investigating, of inductive and retrospective analysis of the devices and the practices of formation of the professionals of the institutes of the OFPPT, that can provide to the field of the formation the conceptual bases, susceptible to improve the relevance and the quality of the deliverable.

The object of this survey aims to articulate way very strong two measurements that don't necessarily go together: the theoretical dimension and the operative dimension that are connected to the gait of the engineering andragogique and the contributions of the professional didactics in the process of analysis, conceptualization and conduct of the formation devices. To the bottom, the conditions of the practice of the professional formation let think that he/it is applicable to interest itself/themselves of it to this methodological operative in the goal of location the clear and explicit logics of construction and formalization of the professional formations (mutualisation and capitalization for a real reinvestment of this subjective experience in other domains social of activities.

Keywords: *Engineering andragogique; engineering of formation; Formation of adult; Professionalization; professional didactics and training experiential; Formalization and conceptualization.*

I. INTRODUCTION

The formation is now part of the daily of numerous formations of adults, we progress in a society where the training appears "lifelong Learning" rather than in preparation of the existence [1] (Marchand,1992-1997. 2000 ALAVA SS., (2008),). The amplification of the process of the internationalization of the production, the international competition, as well as the emergence of the society of information and the communication make of the formation a fundamental stake in the socioeconomic, technical and technological development of the countries.

To Morocco entered it in force of the new Constitution 2011 [2] that constitutes a first in the annals of the history of Morocco while attaching a fundamental importance to the civil society, the political parties and union splicing that strategic partner in the process of funding and backing of the institutions of a modern State of democratic right, having for foundations the principles of involvement, pluralism and good governance. In this perspective the formation plays a primordial role within the institutes, aiming to answer if need be in real agents of change and socioeconomic and cultural development partner.

The involvement of the superior institutes of technology applied of the OFPPT in the arena of the national and international political strategy spread through the varied formations and varied that should enroll and participate manner citizen to this dynamics of change.

The approach of pragmatic and operational formation of formation of the professionals of the ISTA in this national political orientation answers the needs of a global and integrated development approach putting the

focal distance on the investment in human capital. This valorization of the immaterial resources appears in a new humanist and anthropological approach of develop it human.

The institute of OFPPT continuing education The practiced and consulting formative" enrolls in this perspective while granting to the finalities societal as one of the strategic objectives of the office. This contribution citizen and responsible to the formation as powerful lever of development of expertise and backing of their identities by the quest of the strategies of rationalization and the instrumentalisation of the formation activities.

II. THE REVIEW OF LITERATURE

The setting of reference that served to the analysis of our survey consists mainly of the knowledge descended of different fields: 1° The Management of the organizations (non-profit) in term of structure, obeys some rules as the distribution of the activities, of the powers according to relations and ties that coordinate them.2° The steps of engineering of formation and expertises.3° the GRH in a territorial approach of the revalorization of the human capital splicing that immaterial resource, of the estimable management of the strengths and expertise regional" GPEC ".4°l'analyse strategic and organizational of the organizations 5°des theoretical perspectives and praxeologiques of the didactic professionnelle.6° Of The gait of management of the project respecting the plan insurance OFPPT (This procedure has for object to master the gait of realization of the benefits of formations assured by the OFPPT to the look of his/her/its strategic axis of formation - action in all domains of the knowledge) quality.

III. METHODOLOGY PRECONIZED

This retrospective analysis of conceptualization of the sessions of formation of the professionals [3] of the ISTA enrolls truly in the reflection of Jean Paul Sartre when he/it says "the man is characterized above all by the overtaking of a situation, by what he/it succeeds in making what one made him."

This work of survey and research appears then in orientations targets, symbiotic and interactive: In relation to a socio-professional positioning exit of my trajectory constructs consulting and of formative teacher to the OFPPT These two orientations continue in a third tendency that presents the specificity of my research works in progress in engineering andragogique in the course professionalizing "academic students doctoral thesis ".

The present research titled what engineering of the devices of formation of adults for the formation of the professionals of the superior Institutes of the OFPPT. Is "a research of investigating, of inductive analysis, retrospective of the devices and the practices of formation of the professionals that can provide to the field of the formation the conceptual bases of construction of the formation devices? She/it offers us an opportunity of benchmarking and marketing of the models of formation of the professionals of the ISTA. The question specific survey expresses itself of the following manner: facing the difficulties of location of the logics of construction and formalization of the clear and explicit professional formations. What steps of development of formalization and conceptualization of the professional experience? To conceive an engineering of the devices of adult formation and to develop expertise in a specific context of formation of the professionals and to transfer them in situations complex of the socio-professional and academic life.

The objective of this survey explorative and descriptive was to understand better and to surround the foundations and the processes of instrumentalisation of this engineering of formation and expertise in professionalizing situation. For it, we studied the educational and didactic activities of conception, realization and assessment, whose crucial stake is the formalization of these devices according to an arsenal of articulate methodological steps adapted to the professional context of the ISTA.

The object of this research aims to articulate way very strong two measurements that are paradox and antinomic: the theoretical dimension [4] and the operative dimension, The crossing and the complementarity of these two aspects contributes to the setting in relief of a conceptual setting constructed of the key concepts of reference, that encourage in a first time the exchanges between the theoretical foundations". epistemological" of the process of formation engineering and the pragmatic steps [5] and operative and in a second time that permits to the users to appropriate these instruments and to use them in an adaptive and efficient way.

The central question of research expresses itself of the following manner: facing the difficulties of location of the logics of construction and formalisation of the clear and explicit professional formations. What steps of development, formalisation and conceptualization of the experience of formation of the professionals of the ISTA?

The setting that served to the analysis of the qualitative and quantitative data of research consists of four main measurements: The engineering of formation and expertises [6], the management of the project, the theories of trainings experientially [7] and the approaches andragogiques [8]. These measurements are to put directly on the one hand in relation with the rules of the communication applied to the formation, on the other hand to the techniques and methods of animation of the adult learners.

Table N°1: Educational sequencing model

<i>Unit of formation</i>	<i>Module of formation (Atelier /Forum)</i>
educational Objectives	Defined according to the training units
Andragogy - teaching screenwriting	See the grid of Andragogy - educational engineering
Animation technique	QOQOCP Brainstorming Sheet statement Pareto
Educational tools and materials	Notes block and pens for all participants Projector Cameras whiteboards Flip -charts markers Arabic training media on paper and CD- ROM
Synthesis and conclusions	Paper form report containing the various operating points and a self- evaluation of the program content.

Table N°2: Questionnaire that permits to identify her style of training

<i>the style preferred of formation</i>	<i>Answer Number 847</i>
Manipulator "Accommodator"	265
Observer "divergent"	107
Conceptualization "assimilator"	250
Thinker scientist "Convergent"	225

Table N°3: The number of the recipients of the professionals of institutes « 125 Institute superior casa south ISTA »

<i>Groupe</i>	<i>Effectif du groupe (session) (M = Moyenne)</i>	<i>Nombre des femmes formées</i>
1	M=14	5
2	M=15	4
3	M=15	6
4	M=16	7

Tableau N°4: scheduling of the formation sessions

<i>Unite de formation</i>	<i>Groupe 1et 2</i>	<i>Groupe 3et 4</i>	<i>Intervenants</i>
la planification stratégique	8 et 9 /09/2016	11 et 12 /09/2014	A .Yalid /M.Hanoune
les approches de développement	22 - 23 /09/2014	25 - 26 /09/2014	M.Hanoune/A.Yalid
Le montage et la gestion des projets	13 -14 /10/2014	16 - 17 /10/2014	AGonegai/ A.Yalid
les outils de communication interne et externe	27 -28 /10/2014	30 - 31 /10/2014	M.Hanoune / A.Yalid
la mobilisation des fonds	3 - 4/11/2014	7 - 8 /11/2014	M .Talbi /A.Gonegai
Le plaidoyer	19 - 20 /11/2014	21 - 22/11/2014	M.Hanoune/A.Yalid
les outils du diagnostic organisationnel et les techniques de diagnostic territorial	10 -11 / 12 /2014	17 -18/12/2014	A.Yalid/A.Gonegai
La communication et l'animation participative	25- 26 /12 /2014	27 - 28 /12 /2014	A.Gonegai/A.Yalid
la gestion positive des conflits et la médiation sociale.	2 - 3 /12/2014	5 - 6/2014	M.Hanoune/A.Yalid
l'immigration : situation de l'immigration à casa et les perspectives de la nouvelle stratégie	18 /09/2014 Forum 1		M.Bassiri/A.Yalid
Enfance: Etat des lieux, réalisation et recommandations	9 /10/2014 Forum 2		M.Bassiri/A.Yalid
Le projet du « Carrer Center » de la formation professionnelle : ses axes et les opportunités qu'il offre au tissu associatif	13 /11/2014 Forum 3		M.Bassiri/A.Yalid

Table N°5: result global satisfaction rate

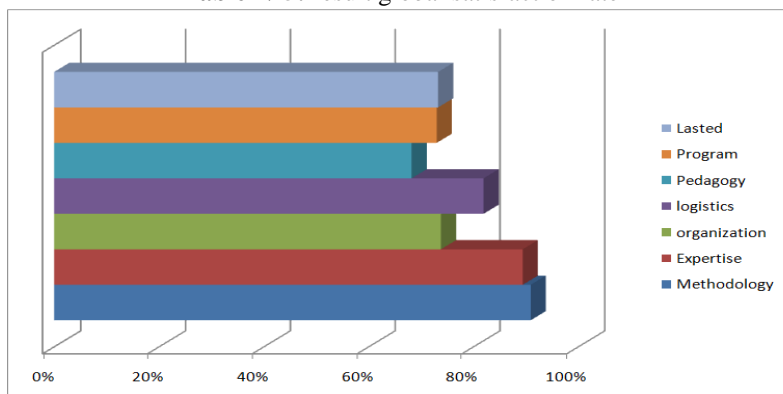


Table N°6: Formalization and instrumentalisation of the educational and didactic activities of formation

Phases		Objectifs	Training approches	A method of foming	Technical and educational Tools
Introductive	Présentation Former/ trained	Etablir un rapport positif Et de confiance	Socioconstructivisme interactive	Interrogative/ Interactive	Discussion Cercle
Fondamentale	Work workshops (Customized educational activities) APP	Contextual Analysis of situations Solve a given problem	Behavioriste and Socioconstructivisme	expérientiel Discovery	Case Study Role Play Simulations
	Magistral Expose INERACTIF	Acquire theoretical and procedural knowledge	Transmissive & Behavioriste & Socioconstructivisme	Magistrale Directe/ Indirecte	Expose Demonstrations Schemas conceptuels
Final	Conclusion/ Débats	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 Béhaviourisme « Evaluation ponctuelles des ressources»	Interactive Expérientielle	Débats Table ronde Discussions

IV. CONCLUSION

In the setting of this research survey, our reflection takes starting point the definition of research development [9] conceived like tool of methodological analysis of the process of conceptualization and development of the objects and the educational activities of formation of the professionals of the ISTA including (Referential of expertise, content - program, educational media, strategies educational) the conception, the realization and the assessment to hot, while taking account of the data collected to each of the phases of the gait of research and the corpus of eligible pragmatic and theoretical knowledge to the process of formalization of the devices.

Our works of research aim to concentrate on the instrumentalisation of the activities and the conditions of trainings of the adult learners in the context professionalizing. It is about proposing the model of engineering of based devices of formation on the educational object concept - training. Our gait of conception aims a simultaneous and integrated humanist engineering centered on the proceduralisation intelligent of the educational instruments represented by the structural components of the educational object proposed. This conception brings us to work on the convenient triptych. Theory. Convenient. This new orientation takes like point support the conceptual and theoretical basis of the technological instrumental approach of the objects trainings, conjugated with the analysis of formed it in situation of formation professionalizing (toward the man's new humanist and anthropological epistemology to the complex work [10]).

It is therefore on this basis that we will first analyze the engineering of the devices of formation of the adult learners that presents a rigorous analysis gait in development while making take out again the elements kept in our proposition of didactic engineering (efficiency, practicability flexibility and Co-construction of the formation device having an impact on the development of expertise) model synthesis. This restructuring fundamentally aims to conceptualize a modeling of engineering of formation of the professionals of the ISTA that allows the researcher-developers in academic formation anxious to do this type of engineering to have to their disposition a representation that includes the set of the components that is necessary to them. Besides, the developed model leans on an experience convenient of research action achieved in the setting of a Master research. However the setting in practice and the operationnality of this formation engineering doesn't limit itself to the survey of the tool or procedures as evoked higher, but The deep ambition is the problematisation of the process of conceptualization and widening of the explanatory theoretical perspectives of this practice conscientisente and actualizing [11]. A new results therefore from it resort to the different methodological gait of conceptualization being interested in the structuring of the principles of efficiencies and relative workings to the dynamics of formation. In other words to formalize an engineering of the devices of formation and expertise in situation of formation of the professionals of the ISTA permitting: 1) to diagnose the meaning and efficient situations of formations in relation with the referential of the eligible expertise professionalizing 2) to identify the indicators that preside to the development of the content-program 3) to mark the applicable conditions that contribute to the formalization and the conceptualization of the course of formation of the professionals of the ISTA 4) and to enroll in a new epistemological paradigm of report" knowledge. Action" according to an anthropological and humanist vision putting the focal on the conception of a capable topic. Actor of the change before the effective topic (social agent, responsible agent, topic of right and a psychic entity" full of motivation. Desire, interest, and representation also the sense").

REFERENCES

- [1]. Merchant, L (2000) characteristic and problematic specific to the academic formation by videoconference and telematics In Cyberspace and Open Formations. Toward a mutation of the formation practices? Under the directions of Alava, S (2000)
- [2]. Merchant, L. (1997) the training to life: The practice of the education of the adults and the andragogie. Montreal: Chenelière / Mc Graw-Hill
- [3]. Merchant, L (1992) conception of the training at adult learners who follow some courses from afar. Thesis of doctorate. Paris VIII.
- [4]. ALAVA S., (2008), the education all along life: synthesis of the public policies: Africa, Europe, Latin America. presented to the symposium of the " three worlds" - University of Toulouse II the Mirail - ARTCASOD - TOULOUSE, December 2008.
- [5]. The news constitution of July 1st 2011 Morocco.

- [6]. WITTORSKI, R. and JANNER, M. (2016). Between speech and convenient: what rhetorics of the implicit in the field of the education and the formation? Rouen: PURH (to appear thin 2016). -WITTORSKI, R. (2016). The professionalization in formation: fundamental texts. Rouen: PURH.
- [7]. Vergnaud G. (1990). "The theory of the conceptual fields ". Research in math didactics, flight. 10, n° 2-3, p 133-170.
- [8]. Pastré P. (2004). "The role of the pragmatic concepts in the management of the situations problems: the case of the regulators in plasturgie. In R. Samurçay & P. Pastré (dir.), Research in professional didactics. Toulouse: Octarès, p. 17-48.
- [9]. The Boterf, G. (2003). The engineering: to conceive some devices in complex and evolutive environments. Permanent education, 157, 53-61.
- [10]. Kolb, D.A (1984) Experiential Learning: Experience ace the source Learning of and development. Prentice-hall, Englewood Cliff, New Jersey.
- [11]. Knowles, M (1980) The Modern practice of adult education. From Pedagogy to andragogy. New York, Cambridge. The adult education company.
- [12]. RD Recherche and Developpement (RD)
- [13]. Edgar Morin, sociologist and theoretician of the complexity.
- [14]. Alain bochard, ANANOS, Alain and Claude DELAUNAY (2000), the control panels of the social action, Voiron (France), The letter of territorial setting, coll. File of experts, 113p.