

Training engineering in the service of professionalization Case study "Hassen Badi El Harrach Hospital, Algiers, Algeria"

هندسة التكوين في خدمة الاحترافية
دراسة حالة " مستشفى حسن بادي، الحراش، الجزائر "

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Abstract

The objective of this research work is to clarify and enlighten the training engineering role ,the steps of the formation program as well as the used tools, in the purpose of the professionalisation of midwifery occupation in Algeria in general and in Algiers precisely at Hassen Badi El Harrach hospital in particular .For that ,interviews were implemented with the responsible of the process of midwifery formation, followed by the documentary of data analysis along with decrees related to the Algerian ministry of public health requirements. After defining the formation process applied by the hospital seeking the development of midwifery formation programs, we have affirmed that the training engineering stages are meticulously implemented, nevertheless, their application remains implicit and consequently unannounced.

Keywords: Engineering training, professionalisation of professions, skills development.

Jel Classification Codes :H83, H1, H7

ملخص

يهدف هذا البحث إلى توضيح وتبسيط الضوء على دور هندسة التكوين، ومراحل بناء برنامج التكوين، وكذلك الأدوات المستخدمة، بهدف احترافية مهنة القابلة في الجزائر بشكل عام وفي مستشفى حسن بادي الحراش بالجزائر العاصمة بشكل خاص.

للقيام بذلك، تم إجراء مقابلات مع المسؤولين المعنيين بالتكوين والتدريب حول عملية تمهين القابلة وصولاً بها للاحترافية المهنية، بالإضافة إلى تحليل وثائقي للبيانات والقرارات المتعلقة بمتطلبات وزارة الصحة العامة الجزائرية. وهذا لمعرفة الإجراءات المتخذة في تحديد عملية التكوين التي وضعتها المستشفى في إعداد برامج التدريب المخصصة للقابلات، حيث تأكدنا أن مراحل نظام هندسة التكوين تُطبق بدقة، ومع ذلك، يظل تنفيذها ضمنياً، وبالتالي غير معلن.

الكلمات المفتاحية: هندسة التكوين، احترافية المهن، تطوير المهارات .

تصنيف JEL : H83, H1, H7

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1. Introduction

Public health institutions in Algeria are facing major changes, this complexity requires a high level of professionalism, therefore an updated development of the performance of the personnel and a continuous improvement of the quality of their services.

In human resources management, training is considered a fundamental tool in developing skills, updating knowledge, and mastering new techniques. This is the case for hospitals, where training is carried out according to well-defined study programs with the aim of professionalizing staff, in order to provide the best care to patients.

Targeted vocational training designed within a well-defined framework to achieve a specific objective is called training engineering. In ARDOUIN Thierry's book, it is mentioned that it is a new concept, that it is a new concept that has appeared at the end of the 1970s. It is a system that aims to develop skills and professionalism within the framework of a training project framework.

Training engineering consists of a defined objective on which the design of the training program is based, starting from an initial situation and moving towards a situation to be developed, always respecting the main objective, which implies the management of the fundamental stages of its own system.

The approach used in our research consists of examining the application of the four fundamental stages of training engineering by ARDOUIN Thierry's: analysis, design, implementation and evaluation in the application of skills development programs and the professionalization of staff at "EPH Hassen Badi El Harrache". These steps are to be followed and applied in order to achieve the desired objectives through training in the professionalization of staff, which can be summarized as follows:

- 1- Demand analysis: which concerns the analysis of the environment and the skills needs of the organization's employees. As Christophe PARMENTIER explains.
- 2- Project design: this is the architecture of the training plan and setting of objectives adapted to the need for performance improvement.
- 3- The implementation: which includes the training methods, including the training plan, documentary monitoring and dashboards. As A. Thierry explains
- 4- Evaluation: this is the measurement of the achievement of the objectives set in relation to the results achieved which is expressed by the development of skills.

The application of these four (4) stages of the training engineering system remains slightly different depending on the profession, the targeted training objectives, the techniques and the design methodology of the latter.

The objective of our research is the practical study of the implicit application of training engineering, as a tool in the process of developing skills in the service of the professionalization of the midwifery profession, in order to improve the quality of the services offered by the establishment.

Our research problem is interested in confirming the application of training engineering after defining the approach used by public health establishments in Algeria, taking "EPH Hassen Badi El Harrache" as the object of study in the professionalization of their staff, particularly the profession of midwives, by asking the following question:

Is training engineering applied in the professionalization of the midwifery profession?

In order to answer our question, we will opt for the IMRAD method by applying the following work plan:

- Introduction (cited above)
- Methodology
- Case study and data analysis
- Results and discussion
- Conclusion

2. Methodology

In order to answer our question, we adopted the case study method, monographic type, our choice fell on "EPH Hassen Badi El Harrach", we started by making contact in order to take stock and understand a little the working atmosphere, and this with the aim of defining the tools and methods which will serve us the most to achieve the objective of our study.

Therefore, we used two methods: the first is qualitative, dedicated to the analysis of the interviewees' speeches, where the interviews were analyzed in relation to a codification of keywords related to training engineering, skills development and professionalization in relation to their importance in the interviewees' speech. The second method is quantitative, used for the presentation of figures, interpretation of tables and figures in addition to the analysis of data based on the last two years 2023 and 2024.

With this in mind, we opted for semi-structured interviews based on the four stages mentioned above, the first of which was an individual interview with the training manager, the second a group interview with the deputy director of health services and the training manager at the hospital management level.

After these two interviews, we decided to hold a third with the midwife coordinator at the obstetrics and gynecology department of the same hospital.

The guide for the first and second interviews at the management level of "EPH Hassen Badi El Harrach" is designed around several axes, the most important of which are:

- 1- Presentation of the hospital, including the gynecology and obstetrics department and other information.
- 2- The training process in the integration of midwives into professional life.
- 3- Methods and tools used in the training needs analysis phase.
- 4- Objectives of continuing education for midwives.

- 5- Training design.
- 6- Quality of training.
- 7- Evaluation of the process and achievement of objectives.
- 8- Advantages and difficulties of practicing continuing education for different levels.
- 9- The impact of training on professional, environmental and societal life.

The third individual interview with the midwife coordinator consists of listing the most important areas, namely:

- 1- Presentation of the obstetrics and gynecology department.
- 2- Qualifications, status, duration of midwife training.
- 3- Continuing education for midwives.
- 4- The need for continuous training over time.
- 5- The objective of the training.
- 6- The impact of training on the professional, environmental and societal life of the midwife.

3. Case study

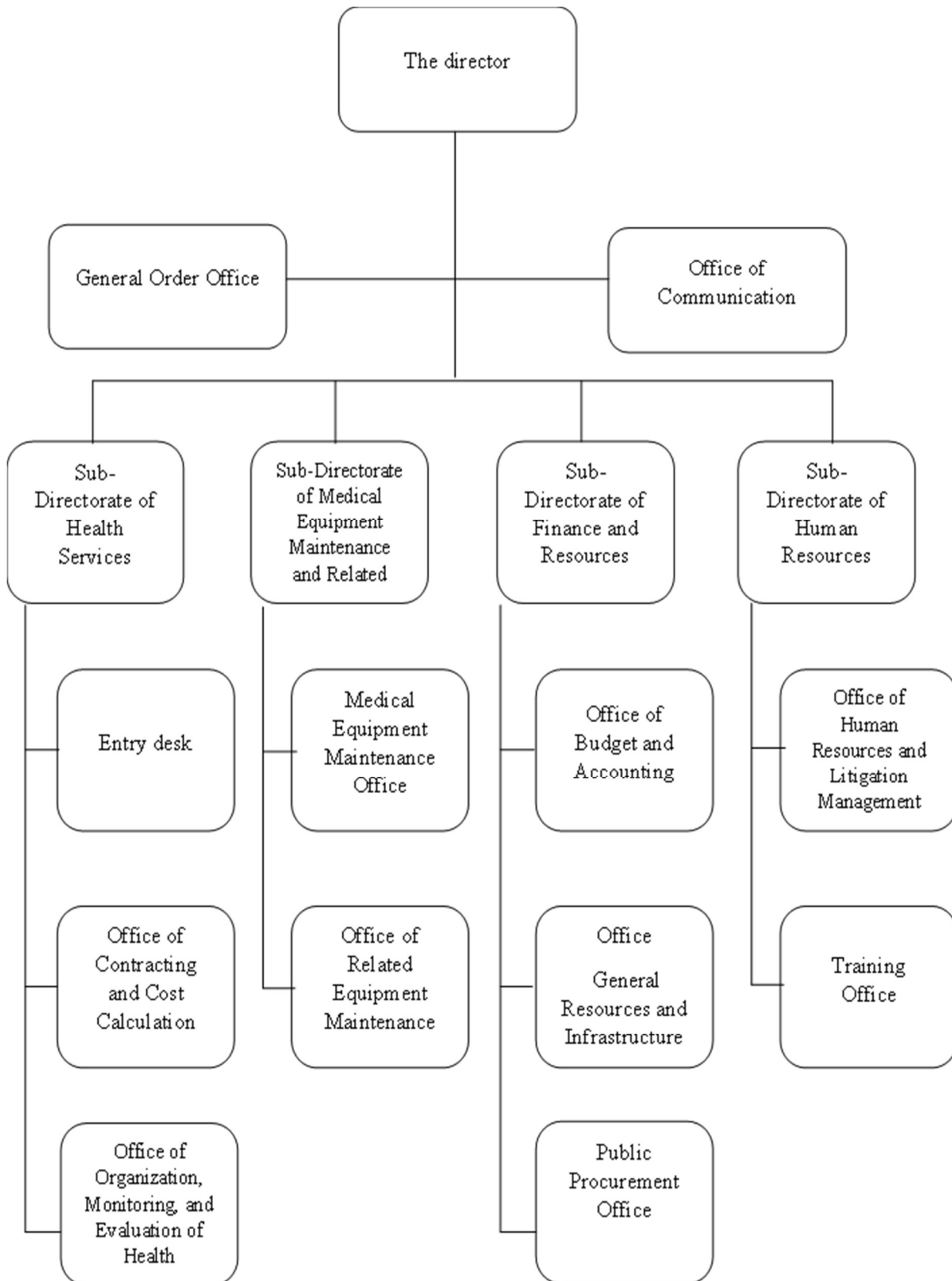
The Public Hospital Establishment "EPH" Hassen Badi located in El Harrach, Algiers. Is created in accordance with Executive Decree ², classified in category "A"³, located on the street, Nouredine Hamri Badi (ex Belfort) El Harrach.

The EPH Hassan Badi El Harrach is managed by a director assisted by two offices and four deputy directors who are placed directly under his authority, as shown in the organizational chart below:

²Executive Decree No. 07-140 of May 19, 2007.

³Interministerial decree of January 15, 2012.

Figure 1: Organizational chart of the EPH Hassen Badi El Harrach



Source: Governed by the interministerial decree of December 20, 2009.

The establishment's headquarters are located in El Harrach, while the three other hospital departments are located 1.5 km away.

The hospital services are made up of specialized units for complex mother-child training:

- Gynecology and obstetrics.
- Pediatrics.
- ICC.

The Gynecology-Obstetrics Department

The Gynecology service was created in 1984 for a population of 300,000 inhabitants per km², from the same municipality and the entire periphery and region of East and South Algiers (Oued Semar, Dar El Beida, Eucalyptus and Mohammadia).

The midwife occupies sensitive positions in this service, given her fundamental role in the accomplishment of her missions, therefore she is found at the level of several units as follows:

- Emergency services (Consultation and admission).
- Pre-work.
- GHR (High Risk Pregnancy).
- Postpartum

The number of midwives active in the service during the years 2023/2024 is “63” midwives distributed between the services.

According to the nomenclature which is based on the theoretical and practical teaching of the midwife, although she represents an integral part of the multidisciplinary health team, her role is defined as follows:⁴

- Promoting maternal and child health.
- Participate in the birth spacing policy.
- Practice, teach and participate in research.

Data analysis

The Hassan Badi El Harrach High School is subject to the public service law, directly linked to the Ministry of Health.

It is therefore agreed within the framework of sustainable human resources management that the hospital's human resources department sends an annual forecast plan at the end of each year, identifying training needs and the necessary updates according to environmental developments, which consists of three fundamental components:

- Training abroad.
- The grade passage.
- Local training.

⁴ Order No. 21/ MS/ of March 27, 1991 establishing the nomenclature of midwives' acts.

In addition to an annual review, there are training sessions that take place gradually depending on the needs expressed during the year.

The first part consists of training abroad which is generally intended for medical corps, midwives in the public service are not affected by this type of training, but much more by training for integration into professional life, given that they benefit from a year of renewable apprenticeship depending on their situation upon obtaining their diplomas, also the grading training which is for organizing promotions, and local training or continuing training with the aim of developing skills and professionalizing their profession.

Regarding the grading process, which directly impacts the evolution of the workforce within the body of midwives, we recall that the number of midwives was "63" midwives during the year 2023 and 2024, so the overall number of midwives remained stable over the two years mentioned, but starting from an in-depth point, there is an internal movement which is related to the status given to the midwife, knowing that the switch from one status to another is done according to conditions which include seniority, a specific number of years of experience (field exercises), in addition to an exam and grading training.

The following table shows the evolution of the number of midwives at the EPH Hassan Badi El Harrach according to status:

Table 1: Evolution of the number of midwives according to the 2023/2024 status

Evolution of the number of midwives according to status	2023	2024	Rate of Evolution
Specialized Midwife	3	5	67%
Public Health Midwife	28	36	29%
Head Midwife	31	21	-32%
Midwife on leave	1	1	0%
Total Midwives	63	63	

Source: Developed by ourselves

Table "1" represents the evolution of the number of midwives according to the status established at the beginning of the two years **2023, 2024** with the calculation of the rate of evolution which varies between one status and another, where we note that the total number of midwives has not changed, despite the change between the statuses, therefore this is due to the grade transition training intended for midwives, after having fulfilled the requirements cited previously.

The data shown in table "1" are linked and complementary to table "2" below, which represents internal movements from one status to another in relation to exams and grade transition training during the year 2023:

Table 2: Internal Midwife Status Movement 2023

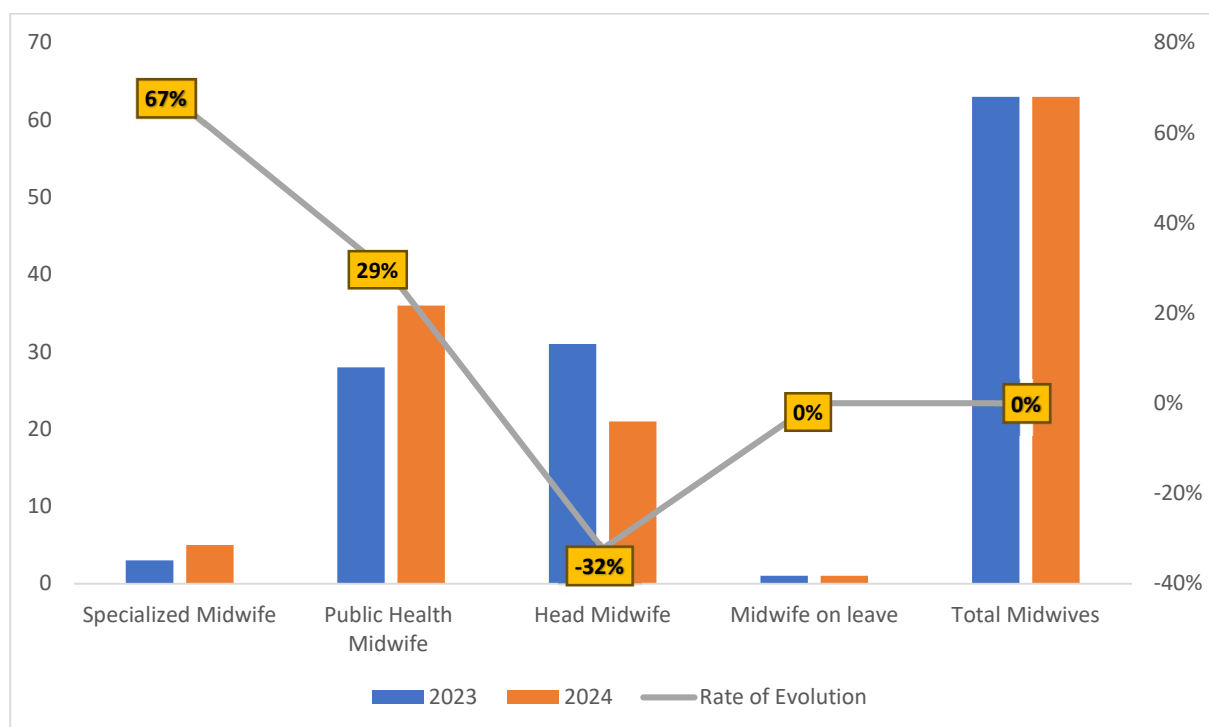
Status of the Midwife	Before the Grading	Movement		After the Grading
Specialized Midwife	3		+2	5
SF Public Health	28	-2	+10	36
SF Main	31	-10		21
Midwife on leave	1			1
Total Midwives	63	-12	12	63

Source: Developed by ourselves

Table “2” represents the movement of midwives between statuses during the year 2023, following the examination and the grade transition training received by midwives.

It is specified that the most affected status is that of the principal midwife with **(-10)**, directly impacting the following status, that of public health midwife with **(+10)** of promised midwives **(-2)** from the status of public health midwife to the status of specialized midwife, which made it possible to stop the number of midwives at the beginning of 2024, the latter did not change throughout the year, given that the grade transition is not scheduled every year.

In order to study the impact of the grading training on the variation of staff between the statuses of midwives, the following graph is presented:

Figure 2: Evolution of the number of SF according to the passage of grade

Source: Developed by ourselves

Figure "2" represents the percentage change in the number of midwives at the EPH Hassen Badi El Harrach, after passing the grading exam which is preceded by training.

We note the highest rate which is **67%** of positive evolution is that of the status of the specialized midwife, given that the number at the beginning of the year 2023 was **(3)** in addition to the two midwives promised during the year, therefore an increase of more than **50%**, despite the fact that the number of midwives with this status remains below **(10)**.

Also the lowest rate relative to the status of the main midwife is negative marked at less than **(-32%)** is explained in relation to the existence or appointment of this same status which is in the process of disappearing, consequently even in the case where there are new recruits, they would have a different status from that of the main midwife.

This explains the marked rate of change in the status of public health midwife at **29%**, which is now the status given to newly qualified midwives.

Regarding the third aspect, that of local training or continuing education, management proposes and organizes training in relation to its human resource needs. These needs are either expressed by all staff, or noted in reports from department heads, or detected by monitoring committees.

Regarding midwives, the need for training is formulated continuously and freely. and without any constraints, in return, they have the possibility of receiving one day of training per week, what we call refresher training.

It should be noted that in addition to the training courses offered by the management, the Ministry requires other specific training courses with targeted and defined objectives that are linked to the strategic orientations of the state, with the aim of sustainable management of human resources and the professionalization of human capital.

These training courses of different types are well organized and designed in relation to well-defined objectives according to the analysis of the announced need, by exploiting the different means and resources: physical, financial, pedagogical, organizational, administrative and others.

In the following tables and graphs, we will study the importance given to the integration of midwives in the various fields and themes of training in relation to the number of training courses received each year, the rates relating to its evolution and the comparison of the two years 2023/2024:

Table 3: Proposal for the local training program 2023/2024

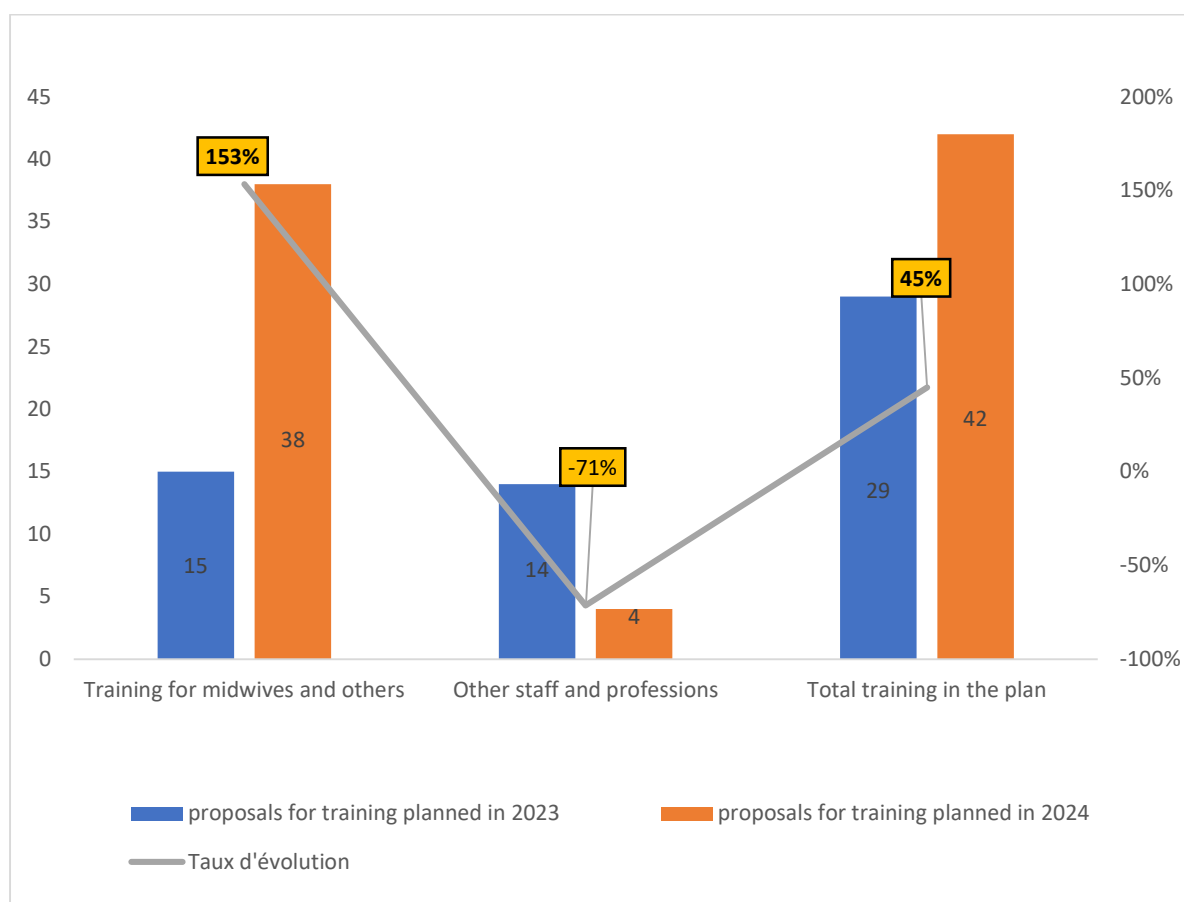
Proposal of training courses on the plan	2023 Plan	2024 Plan
Training for midwives and others	15	38
Other staff and professions	14	4
Total training in the plan	29	42

Source: Developed by ourselves

Table 3 represents the forecasts of the continuing education program, or local training, we note that in 2024, the number of training courses intended for midwives has exceeded double, comparing with the rest of the staff in the different professions, the number (15) and (38) include in addition to midwives the other bodies, but the number (14) and (4) do not include midwives, so in total we exclude only (14) training courses from the year 2023 and (4) training courses from the year 2024, which means the insertion of midwives in more training themes compared to an expression of need.

In the following graph we will analyse the evolution of the training program proposals in the annual plan for the two years **2023** and **2024**, the rates are calculated in relation to the training courses that affected the body of midwives and training courses that affected the other bodies by comparing the two years.

Figure 3: Evolution of the proposals for the 2023/2024 training programs



Source: Developed by ourselves

Figure 3 represents the evolution of the training program proposals during the years 2023 and 2024, we note that. The number of training courses planned for midwives has increased by more than double by **53%** in 2024, compared to the **45%** increase in the total number of training courses offered over the two years.

The decline of (-71%) in the provision of training courses for doctors, paramedics, psychologists and others does not mean that management is disinterested in these bodies, but rather that midwives are included in more training courses, remembering that training courses do not only include midwives but also all staff, depending on the theme and objective of the training.

Through the following table, we will see the evolution of the training rate affecting midwives in relation to all training:

Table 4: Evolution of the integration of midwives into training programs 2023/2024

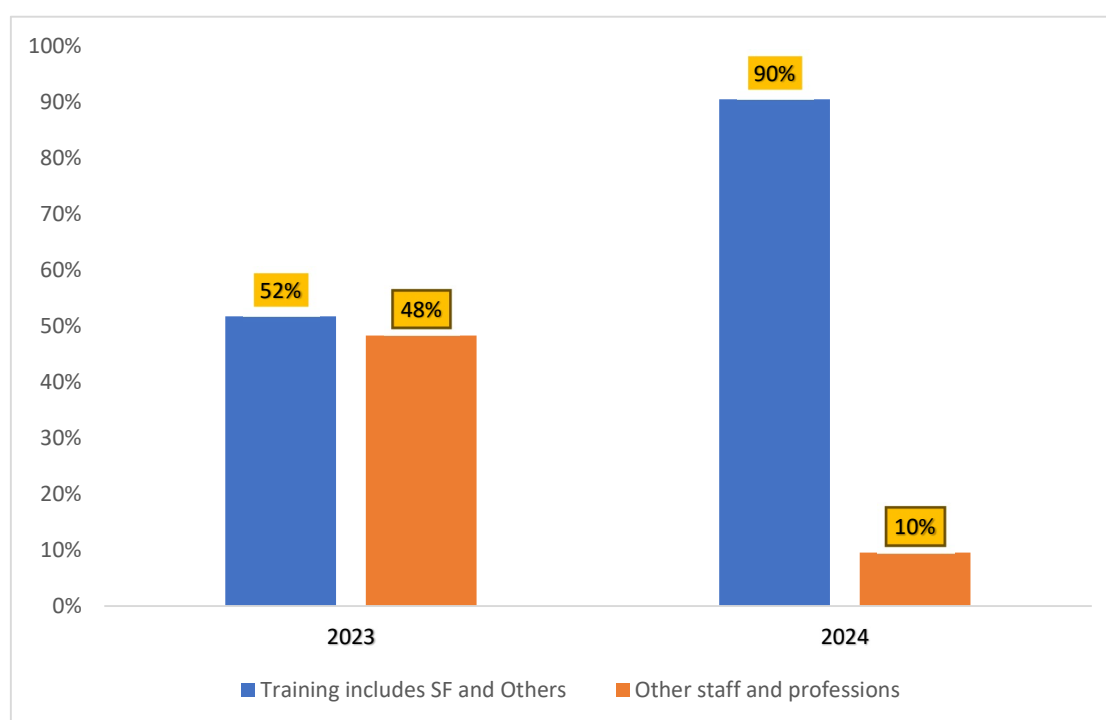
Proposal of planned training courses	2023 Plan	2024 Plan
Training includes SF and Others	52%	90%
Other staff and professions	48%	10%

Source: Developed by ourselves

Table 4 shows the evolution of the rate of integration of midwives into local training programs (continuing training) planned over the two years, 2023 and 2024, compared to the total number of training courses offered in the plan for the two years mentioned.

Comparing the two years, we notice varying rates, this comes down to the total number, and the inclusion of midwives in more training themes.

Figure 4: Evolution of the integration of midwives into training programs 2023/2024



Source: Developed by ourselves

Figure 4 shows the evolution of the integration of midwives into the training programs planned over the two years, 2023 and 2024.

The year 2024 saw a remarkable increase in the rate of training for midwives, representing **(90%)** of the total planned training, compared to the year 2023, where a rate of **(52%)** of the total planned training was noted, therefore the need for training among midwives has increased and the management has deemed it appropriate to include them in more themes and training courses in order to maintain the main objective of training in the development of skills and the professionalization of the professions.

Training courses in this same framework, particularly those intended for midwives, are offered throughout the year in person at the hospital if the training is local, or outside the hospital if sponsored by laboratories, or online if ministerial, presented most of the time by specialist doctors and professors in the target field for development, according to the plan advised by the ministry at the beginning of the year.

The training courses mentioned in the plan may be modified by the hospital management, which is responsible for cancelling, replacing, grouping or adding training courses depending on the situation, the need and the priority of each planned theme.

At the end of each year, the management of the EPH Hassen Badi El Harrach presents a report based on the training carried out throughout the year, specifying the number of days, the number of presences of each body concerned by the training

The following table consists of presenting the number of training courses carried out during the two years covered by our study, with the aim of studying the variation of the data between the two and knowing the reasons which impact the implementation of the plan, while always remaining within the framework of the training.

Table 5: Implementation of training courses planned in the 2023/2024 plan

Continuing education program forecast	2023 Review	2024 Review
Training for SF and Others	5	27
Training for other personnel and professions	10	7
Planned training not carried out	6	16
Training not included in the plan	0	5
Total training courses completed	15	34

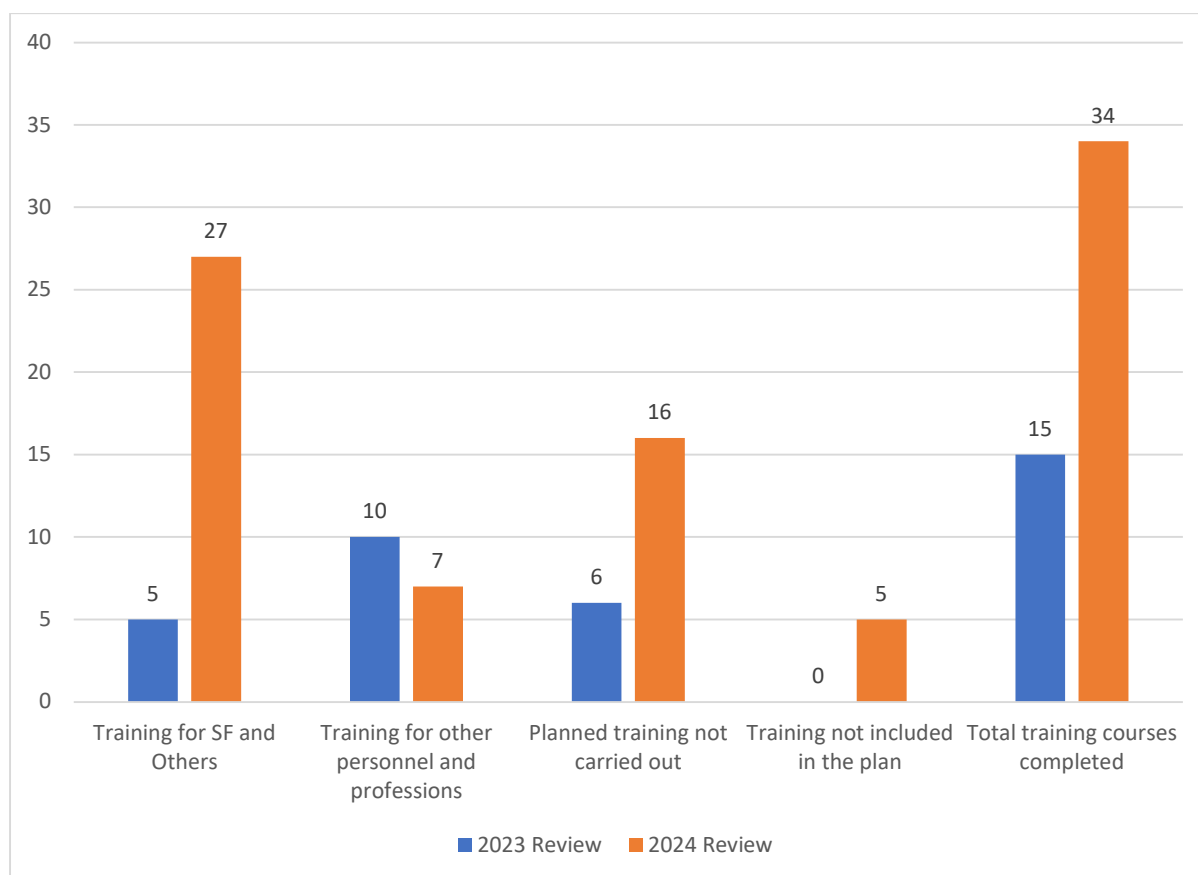
Source: Developed by ourselves

Table 5 represents the training courses carried out during the year 2023 and 2024, as mentioned in the balance sheet of each year-end, based on what was planned in the plans as already presented. It is noted that the number of training courses included midwives in 2024 marked a significant increase **(from 5 to 27)**, unlike that of training courses intended for other bodies and

professions (**from 10 to 7**), also the number of training courses planned in the 2024 plan and not carried out during the same year, increased remarkably compared to the year 2023, in addition to the fact that there are training courses not planned in the 2024 plan that were added during the year.

This leads us to relate these variations, on the one hand, to the increase in the total number of training courses carried out each year (**15 in 2023**) and (**34 in 2024**), the repetition of themes or the most important ones being given priority and the grouping of training courses which cover the same theme.

Figure 5: Implementation of training courses planned in the 2023/2024 plan



Source: Developed by ourselves

Figure 5 shows the number of training courses including midwives, training courses for other staff, training courses provided for in the plan but not included in the balance sheet and training courses not provided for in the plan and not included in the balance sheet for the years 2023 and 2024.

In order to know the importance given to the training and professionalization of midwives in relation to the total number of training courses planned or carried out by the hospital, we have drawn up the following table:

Table 6: Development of training for midwives 2023/2024

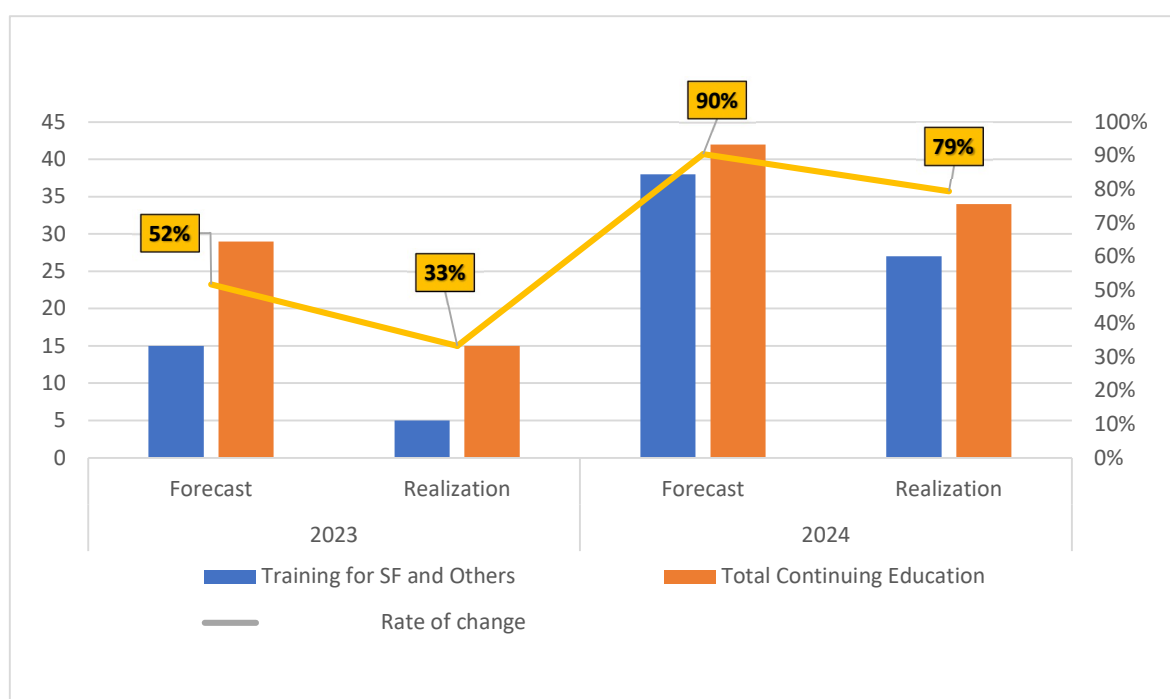
	2023		2024	
	Forecast	Realization	Forecast	Realization
Training for SF and Others	15	5	38	27
Total Continuing Education	29	15	42	34
Achievement rate	31%		71%	
Rate of change	55%	33%	90%	79%

Source: Developed by ourselves

Table 6 shows the evolution of training courses for midwives with a sort of comparison between the plans and reports for the years 2023 and 2024, compared to the total number of training courses planned and carried out. There is a considerable increase in 2024 in the number of training courses planned (**from 15 to 38**) or carried out (**from 5 to 27**), which is in line with the total number of training courses, the same observation applies to the rate of completion which has doubled (**from 31% to 71%**) in the completion of training courses planned in the plans.

This difference is due to the grade transition training, or the body of midwives experienced a movement which affected all statuses (**table 2**) in 2023, so the management found itself in a situation which allowed it to give more importance to training.

The following graph demonstrates the importance given to training dedicated to midwives outside of all situations:

Figure 6: Development of training for midwives 2023/2024

Source: Developed by ourselves

Figure 6 shows the curve of the evolution of the rates calculated in relation to the number of training courses included midwives and the total training courses by comparing the two years 2023 and 2024, either in the planning or the concrete implementation of the plan. Moreover, the rate of training courses carried out is always lower than that of planned training courses **(from 52% to 33%)** in 2023 and **(from 90% to 79%)** in parallel with the overall rate of training courses achievable compared to planned training courses, due to changes in priorities, unforeseen situations, new needs, and sometimes the overlap of training programs with the midwives' on-call schedule, as mentioned above.

The high rate of training for midwives compared to the total, which reaches or exceeds **50%**, with the exception of the rate of **33%** for reasons already explained, confirms the importance given to the development of skills and the professionalization of the midwifery profession.

After the training provided for in the plan has been completed, management moves on to the evaluation to ensure that the training has been properly implemented and that the objective set for each has been achieved and that the targeted skill has been acquired.

This is why the training received by midwives is always followed by multiple assessments, such as written and oral tests (exam, writing a dissertation, etc.), competitions and even on-the-job application and mastery checks.

Apart from the three training components required by Algerian law (training abroad, grading and local training or continuing education), midwives have received refresher training and skills development according to extensive programs over the years.

This is where the reflection of training engineering in human resources management is highlighted, through the state strategy implemented by various training programs applied in different fields and sectors of public service, with the aim of upgrading professionals and developing their skills.

At the EPH Hassan Badi El Harrach hospital, in particular the profession of midwife, this program was applied as follows:

In 2011:

The status of the midwife has changed from a midwife with a bac +3, to a senior midwife with a bac +5, after training and admission to the competitive examination.

In 2017:

From a senior midwife with a bac +5 level to a public health midwife, after having fulfilled the requirement of one year of experience, passing an exam and being admitted to the competitive examination.

The program implemented by the state for the purpose of developing skills and upgrading midwives in relation to their status is carried out according to a system not yet defined or specified, the stages of which are the same as those of training engineering.

4. Results

From the above, the human resources department in coordination with the body of midwives of the EPH "Hassan Badi El Harrach" uses training as a confirmed tool in achieving its objectives in relation to the requirements of the Algerian state expressed by the Ministry of Health or by local requirements which are defined as follows:

- Improving the quality of work by developing the performance of midwives for better patient care and preservation of future births.
- The well-being of the midwife in her workplace.
- Coping with environmental changes.
- Developing the skills of the midwife in continuity.
- Updating the theoretical and practical knowledge of the midwife.
- Promoting the transmission of knowledge from one generation to another by using the twinning technique in training.

These requirements are taken into account in training plans and annual programs in addition to the needs expressed by training requests with defined objectives.

Training needs are expressed through checks, field observations, reports, also through the need to master a new tool, means, technique or other environmental requirements, such as updating knowledge...

The design of training programs takes into account the needs expressed by midwives, patients, department staff or management and state policy (strategic guidelines), as well as the requirements already mentioned and the targeted objectives, adapting them with different means.

The achievement of the objectives of these training courses is assessed after each training course (theoretical applications), as well as in the field, through observations of the work and daily actions of each midwife, in relation to the development of her desired skills during these training courses, her professionalism with the patient and the degree of mastery of her profession (stagnated or evolving) while using new techniques, as it is also done through reports which make it possible to assess the impact and measure the performance of the entire team and staff of the department, and to express other needs.

These actions are evaluated and communicated at the end of each year by the management of the "Hassan Badi El Harrach" hospital to the Ministry of Health in the form of a report which summarizes the application of training during the year, in addition to a proposal for a provisional training plan for the next year.

Which leads us to confirm that the stages of the training engineering system are well respected but not yet specify where to name what makes the application of training engineering implicit.

5. Conclusion

As mentioned above, Algeria has recently adopted new strategies, focusing on sustainable management, using several tools of which training is the most important, or we started with this present research on the question of the existence of training engineering, in the application of training programs at the level of public hospital establishments within the framework of its policy which consists of the development of skills and the professionalization of professions.

We chose the EPH “Hassan Badi El Harrach” which is one of the establishments affected by this policy of development and adaptation with the different evolutions, as an object of research.

In this same context, the Ministry of Health requires the implementation of an annual plan for training, skills development, knowledge updating and professionalization, which consists of annual training programs in relation to the analysis of needs already expressed by the health organizations concerned according to the objectives already mentioned.

This annual plan is then carried out according to training programs adapted to the different management means and resources available.

These training programs are evaluated in three (3) phases, in the field, at the administrative level and at the Ministry of Health, by means of checks and reports from the personnel concerned as well as a report communicated at the end of each year by management to the Ministry of Health.

Thus, the reflection of the training engineering system is projected, while scrupulously following the application of these four stages, needs analysis, design of training programs, implementation and evaluation as mentioned A.Theirry, in the different levels of administration that use training as a tool for developing skills and professionalizing professions. However, the application of training engineering remains implicit even if these steps are well respected and these results are very real, which has been verified by this study.

Finally, this research encourages the relevant authorities, especially those who use training as a fundamental tool in the implementation of their policies, to demonstrate the application of the training engineering system in order to optimize the desired results and make the best use of all available means and resources.

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