

Organising a training action at the workplace

The method described shows how it is possible to organise training at the workplace targeting the acquisition of basic skills and in particular language skills.

It is based on group discussions between employees that have been structured and organised to make them a place for learning and exchange about the work. What we present is adapted from one experiment carried out in 2017 by a 58 employees company specialised in cleaning construction sites before the delivery of office premises. This experiment has been supported by the joint organisation for Transport and Services and analysed by Anact¹. It is presented so that it can be transferred to any company. It describes a possible process and explains what are the characteristics of these meetings that make them considered as real training sessions.

1. Organisation of training

1st session

Participants: migrant employees and an experienced employee who can act as a trainer.

1. The management presents the training action in the workplace (example: develop skills for self-monitoring the quality of their services on site).
2. The trainer presents the objectives of the session
3. The trainer presents the welcome booklet, which presents the health and safety conditions at work.
4. Collective analysis of situations based on photographs presenting various cases (renovation of a dwelling, work on a public space, sanitary facilities, etc.) before and after the intervention of the cleaning team. The analysis is carried out in four stages:
 - characterization of the site presented before intervention;
 - conditions for carrying out the intervention (products to be used, tools, hygiene and prevention rules, sequential organisation of the service, points of vigilance);
 - collective analysis on the quality of the intervention (based on the photos taken after);
 - for each photo, the trainer explains and reinforces the analyses produced on the technical level as well as on the prevention and safety aspects.

To conclude this first session, the trainer:

- recalls the objectives;

1 Collective. Experimentation Afest - Action de formation en situation de travail, Anact/Aract. July 2018

- asks participants to take pictures using their phones, before and after their work and to bring them to the next session.

2nd session

Exploitation of the photos taken by the employees with identical analysis modalities to those of the first sequence.

Employees will use the same construction of sentences and the same vocabulary as for the 1st session. New words and expressions can be introduced.

It is advised that the trainer plans another set of photos as there may be little contributions from employees (they need reminders). In this case, provide photos for which several hypotheses can be formulated and that illustrate cases showing the interest of the approach that the company wishes to implement, for example limiting waste, self-checking, traceability of interventions, monitoring the quality of interventions...

3rd Session

The sequence begins with a collective analysis of a work accident on a construction site:

- identification of the situation (fall? discomfort? Slip?.....) ;
- once the situation has been characterized, collective identification of the action to be taken (accident report, firefighters' call, attitude towards the injured person, first aid, etc.);
- synthesis by the trainer and reminder of the elements from the welcome booklet.

Conclusion: the trainer summarises what has been learned in the field of health and safety. He underlines specific vocabulary and expressions related to health and safety.

2. What makes a training session?

The training aims to acquire skills that are formalized with objectives and a pedagogical process. It takes place within a specific time frame, it leaves its mark, it is led by a trainer and it includes a reflective approach.

Traces of the activity supporting the training action:

- Protocol for the implementation of the sessions and programme
- Photographs produced by the company
- Photographs produced by employees
- It is possible to record or film the exchanges
- Recording of the exchanges of the reflexive sequence in the form of a report
- Signature sheets mentioning the place and duration of the sessions

Reflective dimension

These three training sessions are essentially reflective sequences that allow employees to explain what they do, in what environment, with what constraints and resources. A large place left to their

expression to analyse the scene, the tasks performed or to be performed, the modalities and conditions of intervention. The trainer explains and reinforces the analyses produced on the technical level as well as on the prevention and safety aspects.

This collective reflective dimension based on photos and not on writing is particularly suitable for employees who have difficulty in mastering the language. The exchange and discussion aspect constitutes an original and reassuring framework.

Role of the trainer

- Introduction and reminder of objectives
- Reminder of health and safety rules
- Presentation of the pictures and questioning of the participants
- Reformulation of employees' expression to ensure that they have understood correctly
- Ask questions so that employees can fully express what they want to say
- Concluding the training action by taking up what has been learned and making the link with the economic challenges of the company (links between activities carried out by employees, the specifications of their interventions and the services invoiced to the client)

Possible options

- Create a support for migrants: an observation grid to be filled in during the observation of other professionals' activities (identify activities, identify delicate phases, key moments, list the questions that this poses to the learner),
- Formalisation of a path describing all the situations that the learner will gradually have to master
- Trainer's logbook (date of sequences, duration, description of concepts covered and proposed exercises)
- A written feedback from the learner in which he gives his point of view on the contributions of the training followed.



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