



**EUROPEAN
EXCHANGES**



LEONARDO DA VINCI



EUROPEAN YOUTH PATH

HOW TO TRAIN AND QUALIFY THE YOUNG WITHIN
THE FRAMEWORK OF THE EUROPEAN PATH BY
INTEGRATING THE EUROPASS - TRAINING

QUALITY CHARTER : STEPS FOR THE SUCCESS OF EUROPEAN YOUTH EXCHANGES

Edition of July 1st, 2003



This quality charter has been conceived by a team of experts from 3 different bodies under the co-ordination of CCCA-BTP (Paris, France), within the framework of the RE.FORM.E network of reflection and exchange. It is intended to reply to the concerns of initial training establishments that prepare for construction jobs and wish to develop training paths that include professional stays in one or several countries of the European Union.

This charter is a collection of practical advice and documents to help in the preparation and performance of professional stays in another country to give richer training paths and giving the young a real advantage through experience gained in a different environment. The paths should lead to the awarding of the Europass-Training.

The quality charter completes the « Guide for the preparation of exchanges », drawn up by the CCCA-BTP (Paris, France) in March 2002. It has been made with the participation of the European Union within the framework of a pilot project, Leonardo II.

July 2003

ESTABLISHMENT – PARTNERS

THE SENDER ESTABLISHMENT:

.....

Country: _____

Address: _____

Main spokesman: _____, function: _____

Location: _____

THE RECEIVER ESTABLISHMENT:

.....

Country: _____

Address: _____

Main spokesman: _____, function: _____

Location: _____

PROFESSIONAL FIELD:

YOUNG PEOPLE: on behalf of, training

DURATION OF EXCHANGES : **PERIOD:**

EXCHANGES INCLUDING:

stay in company

site-school

SUMMARY

1. Reflection phase prior to exchanges
 - Identification of needs and objectives*
 - Identification of partners*
 - Team entrusted with the project*
 - Choice and preparation of the young people before the stay*
 - Participants*

[page 5](#)

2. Preparation phase of the exchanges identified previously
 - Steps to take before exchanges*
 - Provisional budget of exchanges*
 - Main expectations of participants*
 - Main expectations of enterprises*
 - Pedagogical contents to be carried out*
 - Accommodation and meals*
 - Free time*
 - Use of results*

[page 8](#)

3. Reminder for the preparation and performance of paths in a centre, in an enterprise and on site-school
 - Preparation phase: who does what?*
 - Performance phase: who does what?*

[page 16](#)

4. Participant survey

[page 18](#)

5. Enterprise survey

[page 22](#)

6. Evaluation of the action by the enterprise

[page 24](#)

7. Evaluation of the action by the youth

[page 26](#)

8. Team preparing the quality charter

[page 29](#)

EUROPEAN YOUTH PATH

HOW TO TRAIN AND QUALIFY THE YOUNG WITHIN
THE FRAMEWORK OF THE EUROPEAN PATH BY
INTEGRATING THE EUROPASS - TRAINING



QUALITY STEPS FOR SUCCESSFUL EXCHANGES

1. Reflection phase prior to the exchanges

THE SENDER ESTABLISHMENT:

.....

1.1. IDENTIFICATION OF NEEDS AND OBJECTIVES

What are the reasons for setting up exchanges: why exchanges, for what professional field?

.....

.....

.....

.....

.....

What are the objectives to be achieved within the framework of the planned exchanges?

.....

.....

.....

.....

.....

What young people? What level of professional competence?

.....

.....

.....

What length of the stay? What spread of the periods in a centre, an enterprise or on a site– school?

.....

.....

.....

.....

.....

1.2. IDENTIFICATION OF THE PARTNER

Partner chosen (or to be chosen): profile, status, area of activity, importance, main competences

.....
.....
.....
.....

What are guarantees of success for the chosen partner?

.....
.....
.....

What are the places of reception and why (training centre, enterprise, site-school)? What works (nature and level of complexity)?

.....
.....
.....
.....
.....

Main spokesperson: profile, attributions, role in exchanges

.....
.....
.....

Other spokespersons: their role in the exchanges

.....
.....
.....

1.3. TEAM ENTRUSTED WITH THE PROJECT

How was the team constituted for the project?

.....
.....
.....

Name and function of the pilot of the exchange project:

Other people associated with the project and their role:

.....
.....
.....

EUROPEAN YOUTH PATH

HOW TO TRAIN AND QUALIFY THE YOUNG WITHIN
THE FRAMEWORK OF THE EUROPEAN PATH BY
INTEGRATING THE EUROPASS - TRAINING



QUALITY STEPS FOR THE SUCCESS OF THE EXCHANGES

2. Preparation phase of the exchanges identified previously

THE SENDER ESTABLISHMENT:

.....

2.1. STEPS TO BE TAKEN PRIOR TO THE EXCHANGES

General marking of professional activities to be performed by the young people during their stay in another country (to be refined later)

Description of the activities wanted in the country of welcome	To be undertaken in a training centre	To be undertaken in an enterprise	To be undertaken on a site – school

Identification of the stages of preparation (non exhaustive list)

Time	Stages of preparation	Team involved	Result expected
	Sensitisation of the enterprise to the young person (if an apprentice), including the survey on the expectations and preparation of the person in the enterprise		
	Preparation of the young people in the centre, including the survey of their hopes, cultural and linguistic preparation, etc. Check on the competences of the young people with regard to the work to be done		
	Pedagogical agreement with the partner/s including a visit on site: definition of contents, places of performance, tasks for each partner, forms of financing, matching of the profile of the young and the work to be done etc.		
	Organisation of annexed activities (cultural and leisure): definition of the contents, places carried out, tasks of each partner, forms of financing, etc.		
	Logistic organisation of the stay: transport, accommodation and meals, insurance, etc.		
	Seeking financing: identification of possible sources, times for presenting dossiers, etc.		
	Steps enabling the certification of the Europass – training		
	Preparation of the evaluation criteria of the stay: contents of the evaluation, partners involved in the evaluation processes. What recognition of those acquired on the stay?		

2.2. EXPECTED BUDGET OF THE EXCHANGES

	Activities	Expenses	Sources of financing and amounts	Times to present the dossiers to ask for financing
Exchange preparation phase	<p>Administrative expenses related to the preparation of the project.</p> <p>Salaries of people involved in the preparation of the project.</p> <p>Travel expenses and stay for the preparation and pursuance of the projects.</p> <p>Reception expenses of the partners.</p> <p>Interpreting expenses.</p>			
Performance phase	<p>Administrative expenses related to the performance of the project.</p> <p>Salaries of those accompanying.</p> <p>Travel expenses of the young people and those accompanying:</p> <ul style="list-style-type: none"> - transport ; - accommodation ; - meals ; - shuttling in the country of welcome ; - expenses related to other leisure activities. <p>Insurance for the beneficiaries and those accompanying.</p> <p>Interpreting expenses.</p> <p>Pedagogical expenses to be paid to the welcoming establishment.</p>			
Use of the results of the exchanges	<p>Organisation expenses for a variety of activities.</p> <p>Administrative operations related to obtaining the Europass - training</p> <p>.....</p>			

2.3. MAIN EXPECTATIONS OF THE PARTICIPANTS: (synthesis of the participant survey – see appropriate document)

On the level of the professional practices to be acquired

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

On the level of cultural and leisure activities

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

On the level of the general organisation of the stay

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

On the level of the evaluation and recognition given to the stay

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

2.4. MAIN EXPECTATIONS OF ENTERPRISES: if the exchanges concern apprentices (synthesis of the enterprise survey – see appropriate document)

On the level of the professional practices to be acquired

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

On the level of the general organisation of the stay

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

On the level of the evaluation and recognition given to the stay

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

2.5. PEDAGOGICAL CONTENTS TO BE PERFORMED /
LEISURE ACTIVITIES TO BE PROGRAMMED

Week: 1 – 2 – 3

Planning (half day)	Pedagogical objectives / Leisure activities	Means of performance (e.g. necessary material, transport, entrance tick- ets)	Place: • training centre • enterprise • site - school.	Those ac- companying present, their role
Monday morning				
Monday afternoon				
Tuesday morning				
Tuesday afternoon				
Wednes- day morn- ing				
Wednes- day after- noon				
Thursday morning				
Thursday afternoon				
Friday morning				
Friday af- ternoon				
Saturday morning / afternoon				
Sunday morning / afternoon				

2.5a. EXAMPLE: PROGRAM OF THE 1st WEEK ON SITE – SCHOOL

Planning (half day)	Pedagogical objectives / Leisure activities	Means of performance (e.g. necessary material, transport, entrance tickets)	Place: • training centre • enterprise • site - school.	Those accompanying present, their role
Monday morning	Presentation of the historical and cultural context of the site.		Site – school	
Monday afternoon	Presentation of the site and the work planned. Presentation of the local people accompanying. Information on prevention measures.		same	
Tuesday morning	Practical work on site - school: - performance of pedagogical objectives agreed beforehand ; - alternance between performance and observation and analysis ; - checking results ; - observation of the rules of prevention and safety.	The breakdown of the works and necessary means must be specified for each half-day.	same	Trainer of the sender body: general supervision. Local trainer: control and performance of works.
Tuesday afternoon				
Wednesday morning				
Wednesday afternoon				
Thursday morning				
Thursday afternoon				
Friday morning	Checking the work done, possible adjustments.			
Friday afternoon	Synthesis and evaluation of the week. Preparation of works for the following week.			
Saturday morning / afternoon	Cultural, recreational and sports activities.			
Sunday morning / afternoon				

2.6. ACCOMMODATION AND MEALS (type of accommodation and meals, management)

.....
.....
.....

2.7. FREE TIME (Is any expected? What organisation? Responsibility?)

.....
.....
.....

2.8. USE OF RESULTS

How will the good practice be recovered in the training?

.....
.....
.....

How will the professionals be involved?

.....
.....
.....

How will the results of the stay be evaluated and validated? How will the professionals be involved? Stages allowing the certification of the Europass - training.

.....
.....
.....
.....
.....
.....
.....
.....
.....

What benefit is there for the partner who has received the young people?

.....
.....
.....
.....
.....

What written report, in what time?

.....
.....
.....

EUROPEAN YOUTH PATH

HOW TO TRAIN AND QUALIFY THE YOUNG WITHIN THE FRAMEWORK OF THE EUROPEAN PATH BY INTEGRATING THE EUROPASS - TRAINING



QUALITY STEPS FOR THE SUCCESS OF THE EXCHANGES

3. Recall for the preparation and performance of the paths in the centre, in the enterprise and on the site - school

THE SENDER ESTABLISHMENT:



3.1. PREPARATION PHASE: WHO DOES WHAT?

Tasks and stages expected	Place / possible observations	Who organises?	
		Sender body	Receiver body
Visit to negotiate the conditions of the exchanges: pedagogical contents and the place where they will be staying, leisure activities, logistics, etc.	In the partner's establishment	X	X
Exchange of letters with an explanation of the respective responsibilities of either partner: on the financial and organisational level		X	
Checking the performance conditions of the work to be done by the young people: project feasibility, safety rules, necessary equipment, work organisation (from the desires expressed and negotiated with the sending body).			X
Detailed definition of calendar and program: time of professional apprenticeship, leisure activities, free time.		X	X

Tasks and stages expected	Place	Who organises?	
		Sender body	Receiver body
Interpreting		X	
Sending copies of identity cards and driving licences of the participants in the exchanges		X	
.....			

3.2. PERFORMANCE PHASE: WHO DOES WHAT?

Tasks and stages expected	Place / possible observations	Who organises?	
		Sender body	Receiver body
Welcome on arrival - presentation of working rules - presentation of works program and leisure activities - practical information - reporting.	Training centre		X
Performance of the weekly program: see example for a site - school (chapter 2.5a): - presentation of the work to be done and the place where it will be done - presentation of management teams - presentation of enterprises (or site - school) - work envisaged in the program and negotiated beforehand ; - adjustment and evaluation of the work ; - linguistic question.	Training centre, enterprise of site – school.	X X	X
Technical evaluation of the work done, list of knowledge and competences acquired by the participants, signature of the Europass - training.	Training centre, enterprise of site – school.	X	X

EUROPEAN YOUTH PATH



Preparation of the stay in,
from to

Establishment:

QUALITY STEPS FOR THE SUCCESS OF THE EXCHANGES

4. Participant survey

Name of the participant:

Professional profile:

Age:

Your opinion is IMPORTANT for us to be able to better prepare the stay that you are going to do in another country. Therefore, we would ask you to read the questions with care and answer spontaneously. It is YOUR opinion that counts, so do not ask anyone for help in completing the questionnaire

FIRST PART

1. General organisation of the trip and the stay

To participate in this trip, a certain number of constraints must be accepted linked to transport, accommodation, unknown food, etc. Despite all the care the organisers can take in preparing the trip, it is impossible to avoid unexpected situations.

What are the problems you would like to avoid at all costs?

2. Rhythm of life and work in the country

The way of life, the timetables, the way of working in the country where you are going to stay are not always the same as in our country.

What information would you like to have about this?

3. Acquisition of technical knowledge during the stay

The stay program provides for the acquisition of technical knowledge.

What knowledge (methods, techniques, etc.) would you like to acquire or extend in your stay?

What is the knowledge (methods, techniques, etc.) that you **do not want** to acquire or extend in your stay?

4. Cultural and leisure activities

The stay program generally covers cultural and leisure activities, meetings.

What are the activities you would most like to do?

What are the activities you would prefer to avoid?

5. Relations with young people in the country where you are going

Contact (professional and personal) with the young people in the country where you are going to stay may be surprising and enriching.

Do you have any hopes with regard to these meetings? If you do, what are they?

6. Relations on site with the representative of the welcoming body

On site you will be dealt with not only by a person accompanying you from your training body, but also by representatives of the welcoming body. These are people who you do not know and who will probably not speak your language.

What are your fears at this situation?

7. Material conditions of the work during the stay

The professional part will be essential during your stay. You will work in material conditions that will certainly be different from what you are used to.

What are your fears at this situation?

8. Evaluation of the stay

At the end of the stay, the planned objectives must have been accomplished and the acquired competences evaluated.

How do you imagine this evaluation to be?

9. Recognition of the stay

This performance of a learning stay must be presented in such a way that it can be recognised and evaluated for your curriculum vitae.

How do you imagine this recognition to be?

SECOND PART

We are now going to look at all of the questions you have already answered: please order them in importance for YOU on the following scale:

1 – not important

2 - important

3 - very important

Questions Scale	1 Not important	2 Important	3 Very important
General organisation of the trip and the stay			
Rhythm of life and work of the country			
Acquisition of technical knowledge during the stay			
Cultural and leisure activities			
Relations with young people in the country where you are going			
Relations on site with the representatives of the welcoming body			
Material working conditions during the stay			
Evaluation of the stay			
Recognition of the stay			

EUROPEAN YOUTH PATH

Preparation of the stay in,
from to

Person concerned:



QUALITY STEPS FOR THE SUCCESS OF THE EXCHANGES

5. Enterprise survey

Name of the enterprise:

Profile of the enterprise:

Person answering the survey:, function:

Your opinion is IMPORTANT for us to be able to better prepare the stay that the young person is going to do in another country. Therefore, we would ask you to read the questions with care and answer spontaneously.

1. General organisation of the trip and the stay

To participate in this trip, a certain number of constraints must be accepted linked to transport, accommodation, unknown food, etc. Despite all the care the organisers can take in preparing the trip, it is impossible to avoid unexpected situations.

What are the aspects to which you believe the organisers must pay particular attention?

2. Acquisition of technical knowledge during the stay

The stay program plans the acquisition of technical knowledge.

What is the knowledge (methods, techniques, etc.) that, in your opinion, the young person must acquire or extend during the stay?

What is the knowledge (methods, techniques, etc.) that the young person **must not** acquire or extend during the stay?

3. Material conditions of the work during the stay

The professional part will be essential during the stay. The young person will work in material conditions that will certainly be different from what he/she is used to.

What are your fears at this situation?

4. Evaluation of the stay

At the end of the stay, the planned objectives must have been accomplished and the acquired competences evaluated.

How do you imagine this evaluation? How would you wish to be involved?

5. Recognition of the stay

The performance of a learning stay must be presented in such a way that it can be recognised and evaluated for the curriculum vitae.

How do you imagine this recognition to be?

EUROPEAN YOUTH PATH

Stay from to
Place:

Young person/s concerned:



QUALITY STEPS FOR THE SUCCESS OF THE EXCHANGES 6. Evaluation of the action by the enterprise

Name of the enterprise:

Profile of the enterprise:

Person answering the survey:, function:

Your opinion is IMPORTANT for improving the organisation and the performance of future exchanges of young people in the European framework.

1. General organisation of the trip and the stay

What is your general opinion on the organisation and the performance of the professional stay in?

2. Acquisition of technical knowledge during the stay

The program of the stay planned the acquisition of technical knowledge.

What is the knowledge (methods, techniques, etc.) that the young person has acquired or extended during the stay?

What is the knowledge (methods, techniques, etc.) that the young person **has not been able to acquire**, despite your attention, on this stay?

3. Advantages of the stay

What were the main advantages of the stay?

4. Recognition of the stay

The performance of a learning stay must be presented in such a way that it can be recognised and evaluated for the curriculum vitae.

How do you imagine this recognition to be?

EUROPEAN YOUTH PATH

Stay from to
Place:



QUALITY STEPS FOR THE SUCCESS OF THE EXCHANGES

7. Evaluation of the action by the young person

Name of the participant:
Professional profile:
Age:

Your opinion is IMPORTANT for us to be able to evaluate the effects of the action in which you have participated. Therefore, we would ask you to read the questions with care and answer spontaneously. It is YOUR opinion that counts, so do not ask anyone for help in completing the questionnaire

1. General organisation of the trip and the stay

What do you think of the trip and stay general organisation?

2. Rhythm of life and work in the country

How did you deal with the constraints of another way of life (food, timetables, rhythm of work) in the country?

3. Acquisition of technical knowledge during the stay

The stay program provided for the acquisition of technical knowledge.

What knowledge (methods, techniques, etc.) did you acquire or extend in your stay?

What is the knowledge (methods, techniques, etc.) that you **were not able to** acquire or extend in your stay?

4. Cultural and leisure activities

The stay program equally covered cultural and leisure activities, meetings.

What were the activities you most enjoyed?

What are the activities you would avoid in the future?

5. Relations with young people in the country

What impression do you have after having met the young people in the country where you went?

6. Relations on site with the representative of the welcoming body

What is your opinion of the people who dealt with you on site?

7. Recognition of the stay

What recognition do you expect of what you learnt on the stay?

EUROPEAN YOUTH PATH

HOW TO TRAIN AND QUALIFY THE YOUNG WITHIN
THE FRAMEWORK OF THE EUROPEAN PATH BY
INTEGRATING THE EUROPASS - TRAINING



QUALITY STEPS FOR THE SUCCESS OF THE EXCHANGES

8. Team collaborating in the quality charter

Project team:

Jacques Lorthioir - CCCA-BTP, Paris, France

Jacques Miché – CFA-BTP, Orléans, France

Angiolo Caselli – Scuola Professionale Edile, Florence, Italy

Elisa Lopes – CENFIC, Lisbon, Portugal

Work co-ordination:

Marek Lawinski - CCCA-BTP, Paris, France

Date performed: 2003/07/01



RE.FORM.E

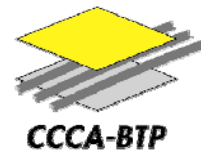
NETWORK FOR TRAINING IN EUROPE IN CONSTRUCTION JOBS

constituted in 1986, it brings together professional bodies from several European countries.

<http://www.formedil.it>



<http://www.ccca-btp.fr>



BZB

<http://www.bzb.de>



FLC

Alberto Alcocer, 56b P7
E-28016 MADRID

<http://www.igaudi.com/>



FORMATION PME

<http://www.formation-pme.be>



Centro de Formação Profissional
da Indústria da Construção Civil
e Obras Públicas do Sul

<http://www.cenfic.pt>



Fundación Laboral de la Construcción
del Principado de Asturias

<http://www.flcnet.es>

Les COMPAGNONS du TOUR de FRANCE



<http://www.compagnons.org>



<http://www.ecap.ch>