



LearningLab and Host manual

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0. Introduction

The CPL Host Manual describes what is necessary to act as a proper CPL LearningLab Host mainly in connection with project workshops, but paragraph 1 also covers considerations for the longer exchanges.

This version 0 is concentrated on the tasks in connection with preparing the 2017 CPL workshops, but at the same time, it forms the structure of the "final" version appearing in 2019.

1. General LearningLab preparations

In order to host a CPL workshop or exchange, it has to be organized by and around production in a certified CPL LearningLab. This paragraph describes how the LearningLab is certified, the ongoing evaluation process and the general presentation of the LearningLab and the conditions for visiting and participating in the LearningLab.

At first glance this process could be looked upon as a bureaucratic demand for documentation taking up the time of the real work in the LearningLab, and it's important to emphasize that these documentation processes, if integrated in the daily LearningLab rituals, they will (along with the documentation of the learning in the Lab) be internalized part of that real work - and in the end not take up that much time. Ritualized activities (like going to lunch or changing clothes or just walking from one room to another) tend to come naturally and don't take up that much physical or mental capacity.

1.1 The certification process

The process is:

The unit aiming to be a certified LearningLab fills out the questionnaire in the Convention and Certification document and provide the appendices (safety system and competence profile). The answers shall reflect reality, not good intentions. Intentions in the answers are welcome, but the evaluation will be built on the realities. The answers are given by the unit staff and confirmed by the management.

The answers are handed to the CPL board (at the moment the steering group) for evaluation and hopefully (if the LearningLab lives up to the Convention) certification. The board can raise questions to the aiming unit before certification.

(At present state, the material should be mailed to the steering group thru Leadpartner. The questionnaire just in native language – Leadpartner will see to translation – the appendices in both German and Danish)

The answers are made available on the CPL website as an appendix to the public LearningLab presentation.



1.2 The LearningLabEvaluation process

The LearningLab is evaluated in an ongoing process based on three tools:

1. At least two times a year the LearningLab (staff and students) does a LearningLabEvaluation, and a copy of the result is sent to the board.
2. After each exchange to the LearningLab (workshops or longer stays), the visitors and locals involved (staff, LearningLab students, buddies) fills out and signs the CPL Exchange Evaluation Form, and a copy of the answers are given to the board.
3. Members of the board or CPL management will from time to time visit all LearningLabs (board meetings will often be situated close to a LearningLab), maybe make suggestions and report to the board.

If the board decides that the LearningLab doesn't live up to the demands in the CPL Convention, the certification can be withdrawn.

1.3 The LearningLab presentation

After the certification, the LearningLab is ready to be presented to the public. Often will a selection (and maybe reformulation) of the answers from the questionnaire mentioned above prove to be the perfect presentation in combination with carefully selected pictures from the lab and maybe also some pictures and descriptions of the surroundings (life is also happening outside working and education).

The presentation will be made public on the CPL website. The following paragraphs could be the perfect table of content for the description (and as mentioned, the main part of text could be lifted from the answers in the questionnaire - the sequence is almost the same)

1.3.1 The production

The first and defining part of the description is of course the production and the products. Most of the words should come from or at least reflect the certification questionnaire, but choosing the right pictures is the main task here. Both pictures showing students producing/working, but also pictures showing the final results. Copies of blueprints are welcome, but cannot stand alone. Short videos are also possible.

If the LearningLab has a wide variety of products, a selection of photos showing just that variety is preferred.



1.3.2 Surroundings and machinery

Both short descriptions and also "maps" or overview pictures will be nice here. A list of the current machinery and pictures of the most important ones (they might be visible in the pictures mentioned in the previous paragraph).

1.3.3 Competence profile

The list of available competences and a picture of the competence board will be nice. And a short description of how (and how often) the board is used should be added as well. This will show that the LearningLab is both a working place AND a learning place.

1.3.4 Working clothes

The working clothes system in the Lab (mandatory clothing, working clothes delivered by the LearningLab or expected brought along by the student) should be stated. Try to cover the area (incl footwear), but be sure that at least the principles are clear.

1.3.5 Safety rules

The procedure working with the safety rules should be described, there is no need to describe the whole system in detail including the rules for each piece of machinery. But the consequences if you do not follow the rules (both that accidents could happen and that you could be warned and in the end expelled from the Lab) should be mentioned.

1.3.6 Other local rules

On top of the work related rules, it's important to be clear about the other local rules. The obvious items of course are alcohol, dope, smoking etc. But as cultures are different (not only in cross boarder situations, but also within the same country), what you consider common knowledge about acceptable behavior, might not be that common.

You will never be able to cover this subject completely, but stick to the items you know could be different, and be prepared to change that part of the LearningLab description from time to time after exchanges.

Also remember to clarify consequences if the rules are not followed.



2. Workshop preparations

During the project period, the annual workshops are held primarily for calibrating and testing the LearningLabs. After the project, some workshops will still be held as showcases and/or exercises for the Lab. And as the workshops are built on the LearningLab, the preparations end presentations of the workshops are built on the LearningLab preparations described above.

2.1 General Workshop presentation

On top of the LearningLab description, the workshop is a planned event, fixed in time, probably with some planned production, solutions for accommodation and meals, planned "after hours" activities, etc. But as you cannot expect all readers to have read thru the LearningLab description, it is recommended to include a "pixi" version of the LL description in the workshop presentation.

Along with the descriptions or at least before the workshop necessary permits (maybe requiring parental signatures) should also be provided. It could be for operating some machinery, sailing in boats etc.

The Workshop presentation will often be in two versions, one more general version when the workshop is announced, and a more precise one to the chosen participants when the workshop is near.

A short vocabulary naming the most important products, tools and material - preferably illustrated and in both languages - attached to the description will be very useful in the preparation process. Not only for foreign participants but also as a favor to the domestics.

2.2 Planned production and competences

In workshops, the main part of the production should be planned to some extend in advance. Even if you do not expect to fulfill the entire plan, it is important that it is made (rather too much than too little). And that plan (illustrated by blueprints, photos, models etc) is part of the presentation.

On top of the planned production, a list of competences likely to be acquired during the workshop should be produced. That list will be the base for the CPL Workshop Competence Certificate (paragraph 4 below). That list should include the relevant vocational competences plus a few key competences connected to being in a workshop in a different (maybe foreign) area (communication, getting around, organizing the workshop participants' "camp").

This list could, depending on the number of days involved, be used on a "paper competence board" to enable running competence evaluation during the workshop.



Take into account that the workshop will probably require more material than the ordinary production. Make sure you have room for that in your budget or get a special workshop-budget from your institution. And put in some slack for the not expected.

2.3 Accommodation and meals

Show where the workshop participants should stay during the workshop. Photos and/or maps showing the geographic relation to the LearningLab will be fine. And an overall description of the meal terms is a good idea (the details might be shown in the time schedule below). Remember all meals (breakfast, lunch and dinner).

2.4 Buddy selection and preparation

Buddies are selected students responsible for host activities during the workshops. Preferably they are recruited from the LearningLab being with the guests both on work hours, sometimes after hours (incl the weekends) and at the out-of workshops activities. In some cases, Buddies might also provide private accommodation. Experiences are that this arrangement sometimes end up in longer cross border friendships. And anyway, a buddy system always benefits workshops, guests and buddies.

Being a workshop buddy is an obvious task for a LearningLab student and also a chance to learn. And a group of skilled buddies is advantage to the LearningLab (also in connection with visitors). Buddies could be paired/mated with the visiting students in 1/1-relations, but other solutions are also possible.

Buddies should of course be prepared for the job, they should know the LearningLab, the surroundings, preferably some of the philosophy behind CPL and (most important) the concrete workshop they should act in. This means that involving the buddies in the planning of the workshop (incl the after hours activities) is a good idea, improving both the planning and the buddy preparations. It is very important that the buddies are accepting and committed to the entire time schedule, it is at part of their job.

As soon as the buddies are selected, their faces should be included in the presentation.

2.5 Afterhours/weekend arrangements

Planning the arrangements outside the LearningLab production is an important issue in 2 – 3 weeks workshops. The time schedule should of course also leave room for settling and relaxing, but as it is easier to cancel planned arrangements than to come up with something when in need, here also rather too much planning than too little is the best advice.



Obvious ideas are visits to network partners (vocational schools, employers in the business, etc), more cultural excursions to local or national sites (not too boring, please), more standard free time activities (bowling, concerts, cinema, etc) or just a plain private dinner.

Remember that some activities require funds – prepare budgets – and have them confirmed.

2.6 Visiting student economy

To prepare the guests how much money they should have available during the workshop, be rather precise (incl fixed or estimated prices) in the descriptions of what the visitors are expected pay for on the spot, what should be invoiced later and what should be paid for by the host. Planning/budgeting the stay is of course the visitors job (and a part of the selection/preparation manual), but they should be offered a fair base to build that planning on.

2.7 Time Schedule

At least in the final version sent directly to the workshop participants before arrival, remember to insert a detailed week plan and the relevant contact phone numbers. These pages are both for the participants, but also candidates to be placed on the fridge doors back in the family or at the sending institution. Copy the template below and be inspired from plans in existing plans from former workshops (to be found in workshop presentations on eucl.eu).

Whether you start or end the week plan with the weekend depends on what is the most obvious solution in the concrete workshop.

2.7.1 Template

Week

Monday <date>	Tuesday <date>	Wednesday <date>	Thursday <date>	Friday <date>	Saturday <date>	Sunday <date>
Morning getting up breakfast	Morning getting up breakfast	Morning getting up breakfast	Morning getting up breakfast	Morning getting up breakfast	Morning getting up breakfast	Morning getting up breakfast
Work/ Arrangement start	Work/ Arrangement start	Work/ Arrangement start	Work/ Arrangement start	Work/ Arrangement start	Activity start	Activity start
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Start working after lunch	Start working after lunch	Start working after lunch	Start working after lunch	Start working after lunch	Activity	Activity
End of work, afternoon activity	End of work, afternoon activity	End of work, afternoon activity	End of work, afternoon activity	End of work, afternoon activity		
Dinner, good night	Dinner, good night	Dinner, good night	Dinner, good night	Dinner, good night	Dinner, good night	Dinner, good night



3. Running workshop

Depending on size and length of the workshop, the focus on the following issues will differ. But these are the main points you should at least consider during your workshop.

3.1 Communication and PR

The communication from the workshop begins before arrival of the participating guests. It should be mentioned where you announce news (inside and outside your institution). It has in former workshops been useful to have a facebook group dedicated to the workshop. Ensure that the buddies are already members in that group, invite the guests as soon as possible, and encourage buddies and guests to share pictures (not just the funny parts but also the working and the resulting products they should be proud of) and comments.

Sometimes it is also possible to make the local press interested, easiest if you can connect the workshop (the upstart or the finale) to something spectacular (photo opportunities). Photos of workshop guests in front of doors or shaking hands are boring, no matter how interesting the guests are.

3.2 Reception

Depending on the local conditions, the reception of the guests will differ from workshop to workshop. But some kind of planned arrangement is needed. Remember to inform non-workshop participants (other departments in your institution) of those plans, if they are somehow involved – kitchens/canteens are the most obvious candidates. The following points should in some way be addressed, the sequence decided by the local conditions:

- The guests and their task should be introduced to the institution. If they are able, it is a good idea to involve the guests in the presentation (pointing out where they are from on a map or . . .)
- The important surroundings should be introduced to the guests. A tour round the closer part in your institution should be included. Point out canteen, toilets, smoking areas, means of transportation, etc. Present local rules.
- Distribute (if not taken care of before) a list of participants (guests and buddies) incl photos and phone numbers
- Installment in the accommodation should be planned in advance – hosts should be prepared – a rather tight time schedule should be followed here
- A first common meal (guests, buddies, workshop staff) is a very good idea. It could be in some restaurant, but it has proved useful to have this meal in private surroundings, involving all in preparation of the food (and doing the dishes afterwards)

The buddies should be part of as much as possible in the reception – incl the planning of the arrangements.



3.3 Production (incl competence board usage)

Every time we use practical learning (based on real production) as the main tool, we must be prepared to change the plans in the process. If you use this method in your daily work, this is old news. But as in your daily work, this does not mean that you should stop planning. You should plan carefully – and then change the plans.

Remember to encourage the participants (the guests and the local crew) to take photos of the working and the result – and to share the photos in both personal media profiles and in the workshop facebook group. And keep on working at the same time, they should be able to balance that, they might need some help from time to time in the process.

For workshops running more than two weeks, it is advised to use a paper "competence board" or something similar to do the competence evaluation in a running process during the workshop. Remember to acknowledge both visitors, local crew and buddies here. Then you can take the final/resulting competences from there.

3.4 Accommodation, afterhours and buddy system

Involve the buddies as much as possible in the afterhours activities – encourage private appointments between visitors and buddies, let buddies visit where the visitors are installed. It is possible to let some trusted buddies be responsible for some of the planned arrangements, and it is ok to take some chances here, be prepared to take over and clean up sometimes, but **do not expect it** (there is a risk it will be a self-fulfilling prophecy). Most buddies are responsible given the chance to show it.

But in the end, you are the local responsible for the guests. Have an open phone during the workshop and have contact information to the guest's home organization at hand. Hopefully none of this will be needed. Just like you bring an umbrella to insure it won't start raining.

3.5 Workshop economy

The workshop budgets (part of your ordinary budget or given especially for the event) will hopefully cover the workshop economy, both for the production and for the afterhours activities. But if some unexpected should happen in this field, this could also be a reason for change of plans.

Destruction of some essential material or tool during the workshop might change the budget for the final dinner. There is a lesson to be learned from that for the participating guests and buddies. On the other hand, accidents can happen, and the understanding from your own institution could be possible.



3.6 Student economy

The visiting students will probably need some local cash during the workshop, supplied by their home institution. Sometimes the home institution will ask you to distribute the money on a weekly basis. Be prepared for that.

If a visitor runs out of cash before the next payment, you will treat the situation individually and under the same conditions as you treat your own students. You might sometimes in special situations be forced to supply more money to one visitor, based on a deal with the home institution, invoiced there afterwards.

3.7 Ending ceremony/event

The workshop finale should be marked by some kind of ceremony or event. This involves the evaluation (described below), but something more will probably be appropriate.

A last common meal (this time in some restaurant/grill/pizzeria) is a good idea, probably the evening before the finale. Maybe one beer "on the workshop". Just that, no need for a party.

If possible, it is a good idea to give the visitors a chance to say goodbye to the whole institution, give each some small gift/souvenir. A chance to show the resulting product(s) of the workshop to the institution (and maybe to other invited people – maybe even press) should not be missed. A lot of models could be used, but the issue has to be considered and the event has to be planned in advance.

4. Evaluation

There are two types of post workshop evaluations

1. Competence Evaluation (what did they learn)
2. Workshop evaluation (how was it all organized)

The competence evaluation is done at the end of the workshop on the **CPL Workshop Competence Certificate** by the LearningLab responsible (if available, taken from the "paper competence board – see paragraph 3.3 above).

The certificate is handed to the participants at "the ending ceremony" before departure. Copies of the certificate are sent to Leadpartner.

The workshop evaluation is done at the end of the workshop (probably as part of "the ending ceremony") on the **CPL Exchange Evaluation Form** by all participating persons (guesting/hosting students and teachers/leaders). Copies of the answers are sent to Leadpartner, the originals are kept by the LearningLab.