



Selection/preparation/dispatch/evaluation manual

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0. Introduction and institutional preparations

In the area of Practical Learning, most of the youngsters applying for LearningLab participation will attend some kind of school or institution, and often the application will in fact be initialized or at least facilitated by that institution.

It is in principle possible to apply as a private person without any help from any institution, and in that case you are according to the following lifting both student- and as institution responsibilities.

But if an institution is in any way involved in the process, it will from a CPL point of view be regarded as a sending organization and it will be expected to act responsible as described in the following.

Many institutions already have a designated function in just that area, and any organization, who wants to make use of CPL, should have one.

0.1 Naming the local responsible

Whatever a bigger organization is put behind an application or not, a responsible contact, a name (+ phone no + mail address) has to be attached to each application. It is very nice if that person is backed up by other contacts in the organization, but a named person responsible is crucial.

If the organization is a member of CPL, having the same group of persons involved in both the local LearningLab, could be an advantage.



1. Selection

In the selection process all the points below should be considered.

When the student is then selected, the application form (sect 1.6) should be filled out and signed by both the student and the sending organization and forwarded to the LearningLab hosting the workshop/stay.

1.1 Profession, personal focus, motivation

A student where the future plans might in some way fit the workshop field is of course preferred. A workshop could be a chance to try out some different profession, but if it is something really out of line compared to the student's dreams, chances of success are limited.

The student has to be focused enough to, even if the profession turns out to be less interesting than expected, to fulfil the plans within reasonable time limits.

A workshop is not a holiday and not just a break from boring daily life. The student should be committed to giving the workshop and the working a fair chance and not to leave it after a few disappointing days.

1.2 Other personal markers (incl age)

As sending institution, you should of course be able to trust that the CPL host is professional and able to do the job. But you must also consider how mature and trustworthy the student is. Are there any obvious foreseeable problems (abuse problems, temper, diagnoses), they should be handled before the application. It is all right to sometimes take a chance, there is never is a 100 % guarantee for success in this business. The selection should be based on professional optimism. But there is no need for expected failures.

If in doubt, you should discuss the situation with the LearningLab. Preferably by phone before application. Predictable problems should never come as a surprise for the host. It is more than OK to be open about these matters, we have to be professional on both sides.

If students under 18 are selected for a workshop or a stay, it is important that you have some signed permission from the parents (it could be added to the application form – sect 1.6). In some cases, a parental signature is also needed on special permissions (permission to sail and other forms of transportation etc). The LearningLab will provide the necessary forms, but the sending organization is responsible for getting the signatures and have the signed documents forwarded to the LearningLab (scanned versions by mail will often be sufficient)

1.3 Required skills/abilities

In principle no special skills are needed for a workshop, but if the potential participant already has some knowledge in the field, it would enhance the possibility of a successful workshop. And in some cases some physical disabilities could be problematic.



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If a candidate up front denies to take part in some of the planned activities (sailing, swimming, outdoor working, etc) they are of course disqualified. They have to be willing to give it a try. And you have to at least have reasonable hopes that those tries will be successful.

1.4 Economy

The economic conditions should be made clear to the student before application. Be sure that the description in the workshop presentation is understood. If you are in any way in doubt in that area, clear the matter with the host before you explain it to the student.

What are the students expected to pay for by money from you (and how much money is that), what do you expect them to pay for by themselves. What will be paid for by the host. Meals, transportation, entrance fees, material, etc.

If needed, you are welcome to add those economic conditions in the application form. Then you have a signed paper, that the issue has at least been covered before application.

1.5 Special issues regarding stays beyond a 2/3 week workshop

For stays beyond a standard workshop, the conditions are of course a little different. If the stay is built upon earlier workshop participation(s), a lot of questions are already cleared. And the you should concentrate on what is different.

Economic conditions will usually be different and in some ways be closer to the conditions for ordinary students in the LearningLab. This should be sorted out in cooperation with the host before application, described and agreed by all three parties (sending institution, host and student).

There will not be the planned afterhours activities as in a workshop. What the students do in their own time will mainly be their own responsibility, and contacts to former buddies before application (are they still in the area ?) is a good idea.

If the stay is not built on earlier workshop participation, some kind of visit to the site is recommended. And in case of cross border stays, a two hour visit is hardly sufficient.



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1.6 The application form *(to be stolen as a kind of template)*

Applying for participation in workshop _____

Full name:

Age:

Mobile phone:

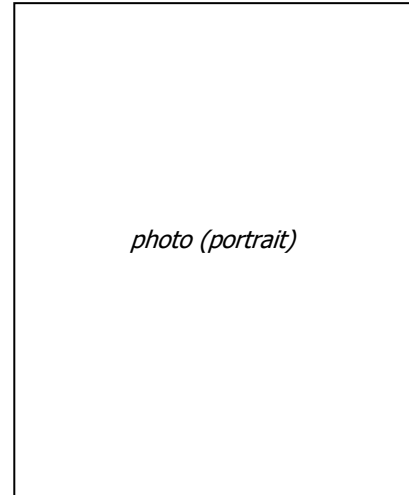
Languages:

Special issues:

(allergies/special needs/etc)

Home contacts:

(names and phone numbers)



(personal signature)

Personal reasons for the application *(in German or Danish or English):*

Staff comments on this application *(in German or Danish or English):*

(staff signature)



2. Preparation (both institution responsibilities and student responsibilities)

After selection, the intended participants should be prepared for their stay in an unfamiliar LearningLab/workshop. It is now also their responsibility that the stay at the workshop is a success. The overall responsibility, however, that these demands are understood by the participant, of course lies with the sending institution.

The first preparations right after selection might include focus on certain skills (based on the general workshop presentation), on language and culture, and economy (and maybe legal issues for non-citizens). And it is still possible (but not likely, if the selection process has been proper) for both student and sending school to regret the selection and change the plans. Changes of plans should be reported to the receiving LearningLab asap.

Approaching departure there are also all the practical preparation, mainly a student responsibility but of course supervised by sending institution staff.

The following paragraphs and your common sense will guide you thru the process.

2.1 Production and vocational skills preparations

It is important that the participant is prepared for what kind of work she/he will be expected to do in the LearningLab. These matters has of course been discussed in the selection process, but it is recommended that the process is repeated in the preparation phase.

As a principle, the LearningLab cannot demand certain vocational skills before reception; the only demands are that the participant is willing to try and to participate in the LearningLab community of practice.

On the other hand, if the designated participant already have skills relevant for the LearningLab production, they are of course relevant for the planning, and the LearningLab should be told. To what degree this is possible will differ from case to case. Sometimes a current version of the vocational competence documentation (taken from the competence board) could be the best way to do it, sometimes a few lines in the application/registration will be sufficient.

2.2 Language preparations

Attending conventional language classes before attending a period in a foreign LearningLab does not harm the future stay, but our experience tells us that this is not the crucial factor in the process. The necessary communication can be a mix of English, German, Danish, Googleish, gestures etc. If both parties in the dialogue are willing to participate.

I the LearningLab provides some kind of vocabulary (primarily technical terms, tools, products, procedures, etc.), it is of course a good idea to make use of it in the preparation process. This could by the way, also be useful even when the planned stay is in a domestic LearningLab.

German students should be prepared that most people I Denmark does not speak German. They might understand it, but in most cases, they would prefer to respond in Danish or English.



Danish students should be prepared that many people in Germany are not very skilled in English – it is not as common as in Denmark.

2.3 Cultural preparations

Prepare the students, that even if Germany and Denmark are European neighbors and many things in the two countries are very similar (incl the dual vocational education), some things are also different.

In Germany LearningLabLeaders, teachers and that kind of people are usually called by Herr/Frau + the surname. In Denmark the first name or even a nickname is sometimes used, but that does not mean that you should not respect them and their professional competences.

Institutions in Germany have often more restrictions in internet usage while Danish institutions often embrace digital solutions without considerations. And the net coverage is not the same in the two countries.

2.4 Travel and accommodation preparations

Plan the travels and inform the host. A plan on paper is a good tool. For the students, a copy of the plan to the students family (along with info about accommodation address, phone numbers for key contacts etc) will often be reassuring.

And be sure you are aware of the accommodation conditions. Rules (incl smoking rules), need for cash, conditions for meals (cooking facilities), shopping facilities.

Prepare the packing list. Often the host will supply a list, personal needs should be taken into account as well. Don't forget working clothes issues (sometimes the sending institution should help or even supply)

2.5 Economy

It is recommended that at least for the first weeks some cash (in local currency) is at hand. For longer stays some kind of funds transfer thru the host is possible (be sure it is agreed before takeoff). In both countries it is also possible to withdraw cash from bank automats. But it is not for free.

In most Danish shops you can pay by card – if it is a German account a fee is involved. A few Danish shops accept Euro, most shops don't. And some Danish shops don't accept cash in the evening.

In many German shops international cards are not accepted. A local card or cash is needed.



2.6 Legal issues (passports and other required documents)

Despite EU rules, the Schengen agreement, etc., always bring your passport if you travel abroad. Some workshops also involve border crossing, usually mentioned in the workshop description, but if in doubt, contact the host before the workshop.

Bring the health insurance cards (Danish students both the yellow one and the blue one).

In special cases (based on student background) other documents are nice to bring. Sometimes it is easier to bring documents (or at least copies of documents) than leaving them behind.

2.7 Local contacts

Be sure that all information about local contacts – at home and away in the workshop (names, phone numbers, addresses, maybe mail addresses) are available to all relevant partners (host organization, your organization, home families etc). Hopefully they won't be needed.

But better safe than sorry.

3. Dispatch (Institution responsibilities/student responsibilities)

Sometimes/often staff from the sending institution will follow the students to the workshop, introduce them to the new surroundings, help to install them in the accommodation facilities etc. Be sure that the plans and expectations for this is agreed between sending and hosting institution.

Be sure that the packing list has been used by the student (it is - and should of course always be - a student responsibility, you are only backup – but be backup), the same conditions applies to the necessary papers.

Info not sent in advance to the host could be delivered here. The last contact information could be confirmed and exchanged.

In some cases it could be an advantage if the following staff member from the sending organization can participate in some activities on arrival time (introductions to the hosting organization, common meals, etc). Be sure that the expectations from the two organizations are coordinated before you arrive.

4. Evaluation (Institution responsibilities/student responsibilities)

If you pick up the students after the workshop or stay, you should participate in the evaluation process – help your students in the process, but also comment yourself, if you have any comments (positive or negative or both).

If not, some kind of formal evaluation back home is kind of mandatory.



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In both cases: Do not hesitate to inform both host and the CPL organization about your considerations. Your thoughts could be crucial to future exchanges in CPL and in both your own and in the workshop institution.