

CONTENT

1	European environment – a 30 year success story	4
2	Overview – Eco - Counselling	4
2.1	Eco-Counselling: European challenge – European approach	5
2.2	Basic principles for Eco-Counsellors	5
2.2.1	Integration of the environment in all sectors	5
2.2.2	Legal compliance	5
2.2.3	Participatory citizenship.....	6
2.2.4	General and special environmental skills	6
2.2.5	Change of behaviour	6
2.2.6	Self training	6
2.2.7	Ethical standards.....	6
2.2.8	Processes	7
2.3	Methods of Eco-Counsellors.....	7
2.3.1	General	7
2.3.2	Premises	7
2.3.3	Specific.....	7
2.4	Fundamental problems in environmental protection	8
2.5	One solution – system competence.....	8
2.5.1	The learning process – how to best learn system competence	9
2.5.2	What is a system?.....	9
2.5.3	Principles of systemic thinking.....	9
3	Targets of the Curriculum.....	10
4	Target groups.....	10
5	Content of the Curriculum	11
5.1	Necessity for the training and the curriculum	11
5.2	Benefits of the training.....	11
5.3	Explanation of the training structure	12
5.4	Methods of teaching the Curriculum - Piaget's theory	13
5.5	Workflow-diagram for training.....	14
5.6	Time-plan.....	16
5.7	Overview of different types of training.....	16
5.7.1	Learning in the presence course	16
5.7.1.1	Suggested methods	16
5.7.1.2	Where to learn.....	16
5.7.2	Learning with the e-learning tool	17
5.7.2.1	Use of the e-learning tool	17
5.7.2.2	Mistakes in web designing	17
5.7.2.3	User needs.....	17
5.7.2.4	Proposed structure of an e-learning course	17
5.7.2.5	Implementing knowledge in a project	18
5.8	Requirements for participants.....	18
5.8.1	Target groups.....	18
5.8.2	Proof for entering training.....	18
5.8.3	To prove pre-knowledge.....	19
5.9	Requirements for the teachers	19
5.9.1	Skills.....	19
5.9.2	Examples	19
5.9.3	Experience	19

5.9.4	Targets for the teachers	19
5.10	Ongoing coordination during the Curriculum	20
5.11	Logistics requirements.....	20
5.12	Internal evaluation system	20
5.12.1	Presence course	20
5.12.2	E-learning modules	20
5.12.3	Project Preparation, Project and Project report	21
5.12.4	Theses papers	21
5.13	Certificate	21
6	Literature.....	22

1 European environment – a success story of 30 years

When the environmental movement began to deal with environmental issues 30 years ago, there were huge problems among others such as acid rain followed by the destruction of forests throughout Europe, smog in cities, river and lake pollution, energy waste.

Retrospective, a lot of things had been actuated : acid rain is a thing of the past, the air in cities is cleaner nowadays, rivers and lakes have a better quality of water and both the economic and politics are seriously working on action plans to reduce further on the energy consumption.

This was due to a great common effort of the environmental movement, governments, citizens and the economy. Various problems based on environmental pollution had been solved throughout these three decades.

These days environmental protection is facing a new challenge of higher complexity, that is sustainability. Sustainable living, sustainable production and consumption cannot be solved only by using end-of-the-pipe strategies, complex sustainable strategies considering economic, ecological and eco-social solutions for different stakeholders need to be developed.

2 Overview – Eco - Counselling

By analysing Eco-Counselling in several countries of the European Union (EU) it turns out that the status is very different.

In Western countries Eco-Counselling is often very thoroughly integrated in the national economy; in Eastern countries Eco-Counselling is still growing and needs to be more established, yet.

Such a situation results in diverse job profiles: specialized and differentiated ones in the West and emerging and more general ones in the East.

Despite these differences the ambitious objective of the Curriculum is to set up common European standards of the content of teaching in a vocational training for Eco-Counselling. Being aware of the differences of Eco-Counselling on national levels, this project should enable to actuate a process that will either lead to build up new Eco-Counselling systems, integrate or enhance already existing ones.

This Curriculum was developed during the "Quality Standards of Vocational Training for Eco-Counselling" project. The main target is to ensure that future participants will be able to meet the quality standards developed during the project.

Everyone (who is included/excluded) is invited to take part in this process, contribute ideas and make it live.

"To make it live" in this case means: to adapt the current Curriculum to the needs of the European member countries by using the structure frame and the minimum standards it provides, focussing on the important points for one country, regularly updating the contents of the presence courses and e-learning modules, spreading the "European Eco-Counsellor" brand and not violating the quality standards set in this project.

2.1 Eco-Counselling: European challenge – European approach

While writing the Curriculum a big effort was made to adapt it to the need of each EU member state and to meet their requirements.

This is mainly achieved through the following approaches:

- a modular structure
- a time frame - set
- a minimum hours duration
- a frame content structure
- integrating a European view into the contents

By having a modular structure, the Curriculum can be easily adapted to the needs of the countries. It is very clear which parts are necessary for the Curriculum as a whole, i.e. the overall themes: Communication skills or Cross - sector themes.

Within all themes one can choose, place more emphasis on selected parts and make some parts more important than the others according to specific demands.

Having a time frame - set assures that no overall themes can be left out completely. Together with the minimum hour duration, the Curriculum can be used as complete profession-creating training in EU member countries that do not have an Eco-Counsellor-like profession yet.

The structure of the frame contents ensures that the Curriculum covers all which concerns the knowledge and skills that Eco-Counsellors should possess.

2.2 Basic principles for Eco-Counsellors

The Curriculum and future training programmes integrate the basic principles for Eco-Counselling. An Eco-Counsellor has to follow these basic principles during his/her work:

2.2.1 Integration of the environment in all sectors

An Eco-Counsellor has to take into consideration the environmental perspectives during his or her daily work. This is how he or she should see the different facts or problems and their solutions.

2.2.2 Legal compliance

An Eco-Counsellor has to consider the legal aspects involved, be aware of them and comply with them under all circumstances.

2.2.3 Participatory citizenship

According to the processes described in the strategic document, Agenda 21, the participation of citizens in the processes guided by an Eco-Counsellor is always necessary, whenever it is possible.

2.2.4 General and special environmental skills

Regarding the knowledge and experience of the contents of environmental and sustainable development, an Eco-Counsellor has to have general knowledge with special / additional know - how and focus in one or more fields.

On a general level, an Eco-Counsellor is a generalist. That means that she/he is able to provide basic information and consultancy on all topics, to arrange contact with an Eco-Counsellor – specialist, to communicate with clients, partners, and the media, to prepare seminars, workshops, etc. A generalist has an overview of basic information sources and basic skills in project management, fundraising and marketing.

On the other hand, an Eco-Counsellor also needs to be a specialist. She/he provides general counselling as described above, but she/he needs to focus especially on counselling in a very specific field at expert level. A specialist develops, deepens and upgrades her/his specific field, prepares publications, works as a lecturer at seminars, cooperates on strategic and conceptual materials.

2.2.5 Change of behaviour

Eco-Counsellors have to always try to bring customers to long-term environmentally friendly behaviour, and to leave the customers with the freedom of choice while keeping in mind that there are always many ways to be environmentally friendly.

2.2.6 Self training

Eco-Counsellors keep themselves continuously up to date with new developments. They are committed to life-long learning.

2.2.7 Ethical standards

Ethical standards are in general an important part of the human character. This is especially so in the case of professions where there is very close contact with people who can have an influence on further personal development, such as the job profile of the Eco-Counsellor. Therefore, ethical standards should be a natural part of each Eco-Counsellor's individuality.

Since there are different backgrounds of European Eco - Counsellors, the requirements for ethical standards or codes are also varied.

The following are some of the typical ethical characteristics of an Eco-Counsellor:

- he/she works for people's welfare, the environment and sustainable development

- he/she should be able to play a role as an intermediary in a conflict situation rather than defending his/her own ideas or interests
- he/she prefers preventive rather than corrective solutions
- he/she tries to improve his/her skills, knowledge and working methods to provide the best possible results and outcomes
- he/she is able to protect each client's data

2.2.8 Processes

Processes and rules for processes are also an important framework for Eco - Counselling. On the level of the processes, we mainly consider the following criteria:

- time limit for the answer
- respecting opening hours
- records of the counselling services provided
- correctness and suitability of provided consultation
- flexibility
- highlighting participation and internal/external communication in all projects where relevant

2.3 *Methods of Eco-Counsellors*

2.3.1 General

On a more general level we can consider systemic counselling as the basic method for Eco-Counselling. Systemic counselling can be thought of as a common and unifying approach always used by Eco-Counsellors.

Eco-Counsellors should also integrate a gender perspective into sustainable development and into Eco-Counselling (see Handbook, p. 12ff).

2.3.2 Premises

The basic premises of systemic counselling are as follows:

- Systemic counselling is a way to establish a client-counsellor relationship which is brief, collaborative and consultative in purpose.
- In systemic coaching / systemic counselling the human being is seen in the context of the surrounding environmental systems.
- Systemic counselling keeps in mind that the reality is perceived in the eyes of the beholder, from a viewer's perspective which is not the only one.

2.3.3 Specific

On the basis of the intensity of the contact with clients, there exist five different ways for Eco-Counsellors to put together a system of services for clients:

- Delegation (to show a correct way of finding help, referring to another expert or organization)

- Providing information (via personal contact, phone, e-mail, internet pages, as well as through printed materials, leaflets, brochures, books, seminars, and courses, etc.)
- Expert opinion, assessment (analysis and evaluation of clients' problems and recommendations of environmentally friendly/sustainable solutions)
- Expert and professional counselling (the counselling system is connected to the system of the client; the expert suggests and steers processes and supervises the implementation into the client's system)
- Management for a limited period (the only case in which an Eco-Counsellor takes over the responsibility and problem-solving for a certain time)

2.4 Fundamental problems in environmental protection

It is possible to take care of the environment only by understanding the complexity of the different problems and their mutual connections.

The connections and consequences of the problems are sometimes manifested decades after the cause.

There are different parties with different interests and the solutions which take into account all these aspects are quite complex.

These are the real problems when dealing with environmental protection.

2.5 One solution – system competence

The concept of "system competence" was first defined by Schiepek (Manteufl and Schiepek, 1993, p. 25): System competence is understood as a competence *of* systems *for* systems, which means: as a competence of systems for their own processes and as a competence for the processes of other systems in their environment.

Schiepek (1997, p. 190 ff.) also lists the qualifications that belong to system competence:

- 1) recognising social structures and contexts
- 2) knowledge of the "time" dimension
- 3) knowledge of the emotional dimension
- 4) social contacts
- 5) development of systems
- 6) system theory

To cultivate sustainability and future-orientated acting of people, one can also cultivate system competence in all areas such as ecology, economics, and so on.

This approach has been chosen for the selection of the Curriculum contents and as a guideline for teachers when carrying out their work, with a view to cultivating system competence.

2.5.1 The learning process – how to learn system competence most suitable

As a learning process, we favour Kolb's concept of "experiential learning" (1984) as this is the most suitable in order to learn system competence.

A central role play (in a circular process) in this concept:

- 1) active acting and trying of plans (application)
- 2) direct experiences (experience)
- 3) a thorough reflection of facts and group-dynamic aspects of the experiences (reflection)
- 4) evaluation, definition of consequences and generalisation of the recognitions for further proceeding (generalisation)

So for this Curriculum, every teacher should act with regard to this learning and teaching concept.

2.5.2 What is a system?

There is no general description for the word "system". A pile of sand is not usually a system, as an important feature of a system is that the parts are not lying there without any plan but are put in a certain order.

An atom is commonly referred to as a system as its parts are ordered in a certain way and are in relation to each other.

One could say: "A pile of sand also consists of atoms, and therefore it is a collection of different systems".

This is also true, because the definition, if something is a system or not depends on the viewer's perspective.

It is therefore necessary to change the perspectives as often as possible, to be able to see the different existing definitions of systems in one respect.

To talk about those issues also means to talk a little about constructivism: The viewer creates his/her own reality.

A definition by Willke (1983, p. 282) adds another important fact: "There is no system without an environment, but the parts of the system have stronger connections inside the system than they have outside it".

2.5.3 Principles of systemic thinking

The main principles of systemic thinking are as follows:

- 1) Holistic approach and the connection of the elements of a system
- 2) Process orientation and targets
- 3) Openness of living systems
- 4) Feedback
- 5) Non-linearity and sustainability
- 6) Self-organisation

These principles have to be taken into consideration when teaching the contents of this Curriculum. It should always be in connection with other approaches, in experiencing the problem oneself etc.

3 Targets of the Curriculum

The curriculum should enable the participants to meet the quality standards of the handbook for Eco-Counsellors also developed during the "Quality Standards of Vocational Training for Eco-Counselling" project.

Therefore the curriculum provides:

- Useful implementation into the national systems of Eco-Counselling education through the modular system.
- Added value to both participants and partner organisations by setting a common minimum standard for Eco-Counselling education.
- Enhancement of the personal capability of participants (to keep the job/to get a job/to improve the job) by setting common standards regarding the contents.

4 Target groups

- Institutes which provide training (including teachers)
- Eco-counselling organisations and associations
- Accreditation institutions

5 Content of the Curriculum

5.1 *Demands for the training and the curriculum*

There is a logical bridge between the quality standards of the handbook and the demands for this curriculum. This part should clarify the existing market demands and how the curriculum fulfils these:

First of all there is a demand for a minimum standard in the training of Eco-Counsellors especially in the new member countries as there is no such existing training at all. This curriculum is a big help in these countries, because it can offer suitable training based on defined standards.

In other member countries there is a need for a European qualification in addition to the existing systems; therefore this curriculum includes such a European perspective. Eco-Counsellors often work on the basis of local information and now they are able to integrate experiences achieved in other countries.

In all participating countries there is the additional value of a common and complex system of training based on the common curriculum.

5.2 *Benefits of the training*

This part makes it clear why it is good to have this training:

For all the mentioned target groups of the training itself, i.e. Eco-Counsellors already working in this field and newcomers from neighbouring fields, this curriculum provides additional benefits: the former can enrich their work with a European perspective, the latter receive broad knowledge of many fields and a certificate.

In the first part of the "Quality Standards of Vocational Training for Eco-Counselling" project the partners' work group:

- had identified the current and future demands expressed by the European market regarding the professional figures of Eco-Counsellors in the environmental sector
- had identified what type of legal or informal recognition exists in the different countries for Eco-Counsellors
- had analyzed the real effectiveness of the training activities at national level, and the typology of work this training allows.

The handbook is, therefore, a predisposed tool both for Eco-Counsellors and for potential clients to understand the situation in all European countries and to advise that a new professional figure has been identified with the competence to answer the analyzed demands. It represents, therefore, a training program that wants to attract the European Eco-Counsellors and create interest in the institutions and private companies for the completeness and the adequacy of the competences of the Eco-Counsellors.

5.3 Explanation of the training structure

The structure of the training, including presence courses and e-learning modules, is explained in a logical way, showing what parts of the curriculum have to be done, what contents have to be taught, how and in which order. The structure mainly consists of 24 learning modules, 11 of which are presence course-modules, 3 project modules (1 to choose from), and 10 e-learning modules implemented through the e-learning tool.

In the e-learning modules, knowledge acquisition is the most important aspect. In the presence course there should be a link between the different parts of the knowledge acquired and practical use. This leads to a project where participants and future training institutes can choose a target group for their projects and can work with a company, a household or a public institution.

All the below mentioned modules represent a minimum standard:

Vocational Training for European Eco Counselling	
Basic Curriculum / Minimum Standard Concept	
	*)
1 Introduction	
Introductory course (minimum 1 day, compulsory)	C
2 Sector Themes incl. basic skills	
Waste incl. Chemistry	E
Energy incl. Physics	E
Food/Nutrition	E
Agriculture incl. Biology	E
Green Areas/Gardening incl. Ecology	E
Building/Living incl. Regional planning	E
Noise incl. Engineering	E
3 Cross-Sector Themes	
Global environmental issues	E
Environmental Policy and Institutions (national, international and EU level) + Eco-knowledge in general + Environmental law	E
Sustainability/Sustainable Development	C
Gender Training	C
Working with households incl. Eco-consumption	P
Working with companies incl. Eco-production, Eco-consumption	P
Working with public institutions incl. Green public procurement	P
4 Social and communicative competences + competences in methods	
Interpersonal and intercultural communication	C
Media work, Presentations, Rhetoric	C
Counselling incl. systemic analysis and advisory	C
Eco-communication and marketing, Event management	C
Change of Behaviour and organizations, Environmental Psychology, Adult education	C
Mediation, Facilitation, Participation (e.g. Aarhus Convention, Local Agenda 21)	C
Project Management; Leadership, Controlling, Quality Management	C
Time Management, Stress Management	C
Management of Knowledge and Information incl. knowledge about databases and	E

documentation	
---------------	--

- *) E ... part of e-learning programme
- C ... part of training course (personal attendance)
- P ... project / hands-on-training module

5.4 Methods of teaching the Curriculum - Piaget's theory

Methods of teaching the Curriculum should be based on the point of view of Piaget's constructivist scheme-theory.

Piaget (1975a, b) is one of the most significant authors on developmental psychology. He was very interested in the cognitive development of children.

In this respect Piaget also examined intelligence. "Intelligence organises the world, by organising itself" (Piaget, v. Glasersfeld, 1987, S. 144).

One of the most important of Piaget's theses saw the two stages of recognition and learning as a constructive process and not as a static one.

One not only passively acquires information, he or she selects and gives to the information meaning actively.

For Piaget the highest possible form of acting by an organism within an environment is intelligence. (Oerter, 1971).

Schemes are generally spoken cognitive structures that are changing during human development. Very simple schemes are given, even at birth, for the survival of the organism. More sophisticated schemes are developed during human development.

The words assimilation and accommodation explain the building of and the changes in such schemes.

Assimilation means including environmental data in cognitive schemes thus bringing the environment into the individual.

The second important process – accommodation – is making the individual a part of the environment by changing schemes.

Assimilation and accommodation are two opposite processes but helping each other.

In problem solving, which is an expression of intelligence, the two processes are always acting together.

First of all, individuals try assimilating information to given schemes, if this is not possible (i.e. because there is no problem solving), then accommodating schemes is the second choice.

In the newly built schemes the individual tries to assimilate the information again and so on in a feedback process. (Piaget 1974, S. 7)

Kolb (1984) developed a theory on experiential learning which is directly linked to the phases of cognitive development.

Experiential learning tries to use creative tension to allow more space for action. Weaknesses within a team, for instance, can be used to enable team members to create new strengths together, individual weaknesses can be used to develop one's own personality and to be able to go into areas that have not been tested by the person before.

Thus

- trust
- communication
- optimizing strategies
- leadership
- being lead
- organising targets
- changing perspectives
- exchange of knowledge
- creativity
- coordination

... can be developed as the most important targets of team and individual learning.

5.5 Workflow-diagram for training

This part explains the general workflow of the training. It answers the questions: what to do and in which order?

It is necessary to leave space for the adaptation of the Curriculum to different needs. For this reason there are also other options for training workflows such as:

- Intensive courses with all presence courses in a row
- Presence course phases at weekends in each following month (to extend the learning phases)
- Etc.

In our case there is the following suggested structure: week-end presence courses on each consecutive week-end and e-learning phases during the week.

Workflow–diagram:

Introduction
Introductory course (minimum 1 day, compulsory)
e-learning phase
Management of knowledge and information incl. knowledge of databases and documentation
Week-end – presence course
Sustainability/Sustainable Development Gender Training Time Management, Stress Management

E-learning phase

Environmental Policy and Institutions (national, international and EU level) + Eco-knowledge in general +
Environmental law
Waste incl. Chemistry
Energy incl. Physics
Food/Nutrition

Weekend – presence course

Interpersonal and intercultural communication
Media work, Presentations, Rhetoric
Counselling incl. systemic analysis and advisory
Time Management, Stress Management

e-learning phase

Agriculture incl. Biology
Green Areas/Gardening incl. Ecology
Building/Living incl. Regional planning
Noise incl. Engineering

Weekend – presence course

Counselling incl. systemic analysis and advisory
Eco-communication and marketing, Event management
Change of Behaviour and organizations, Environmental Psychology, Adult education
Time Management, Stress Management

e-learning phase (incl. project preparation phase)

Global environmental issues
Working with households incl. Eco-consumption
Working with companies incl. Eco-production, eco-consumption
Working with public institutions incl. Green public procurement

Weekend – presence course

Mediation, Facilitation, Participation (e.g. Aarhus Convention, Local Agenda 21)
Project Management; Leadership, Controlling, Quality Management
Time Management, Stress Management

Project – one to choose

Working with households incl. Eco-consumption
Working with companies incl. Eco-production, eco-consumption
Working with public institutions incl. Green public procurement

5.6 Time-plan

Detailed timetables are delivered in the separate Teacher's Manual. This Manual together with the Implementation handbook will provide detailed information on how the different parts of the Vocational Training (Curriculum, e-learning tool, Teacher's manual, Student's handbook, materials, project) fit together.

5.7 Overview of different types of training

This part will provide an overview of the different training types so that it is clear how they are used. It will include a presence course, e-learning and one small project.

The e-learning is used to acquire knowledge. In the presence course this knowledge is developed in a deeper way and linked together; its practical use is shown. One small project for each student will deliver the newly accomplished possibilities into practical use.

5.7.1 Learning in the face – to - face course

5.7.1.1 Suggested methods

In the course several methods are suggested to be used in order to achieve the above-mentioned goals:

- warming up techniques
 - vivifying exercises
 - game simulation
 - frame games
 - team-work
 - group exercises
 - debriefing - techniques
 - feedback – techniques
- And
- ex-cathedra teaching, which we recommend to be reduced to a minimum.

5.7.1.2 Where to learn

According to experiential learning, learning about the environment and ecology is mainly "learning by doing".

This means that learning will take place in different settings, such as the classroom, outside in the open air, in places of the practical application of the given topics, etc.

The methods are also different: small projects and game simulation enhance participants' ability to act adequately within a natural environment.

5.7.2 Learning with the e-learning tool

5.7.2.1 Use of the e-learning tool

The e-learning tool provides you with a modern platform for online training. It is easy usable and an important part of the whole Vocational Training. The use of the e-learning tool is shown in detail in the separate Student's handbook; additional pedagogical information is contained in the separate Teacher's handbook.

5.7.2.2 Mistakes in web designing

To prepare user friendly and comfortable e-learning parts, it is necessary to learn from common mistakes in web designing and to avoid them. Jakob Nielsen specified the following most common mistakes:

- The user is not able to read the text
- The web-page does not use standard-links which makes it impossible for the user to see that a link is a link
- Wrong use of Flash-applications
- Use of content that is not designed for the web
- No search buttons
- Incompatible browsers
- Unnecessary forms
- Layouts that are too tight

5.7.2.3 User needs

Jakob Nielsen also mentioned what users expect from a web page and this is important input for the overall design of the e-learning tool. User needs are described as follows:

- Readable text and contents that are able to answer his/her questions
- Navigation and search functions enabling the user to easily find what s/he wants
- Short and simple forms and a intuitive working line
- No mistakes or "out of date" information

5.7.2.4 Proposed structure of an e-learning course

Main parts of an e-learning course creating its structure are proposed as follows:

- Information for teachers: methodology, didactical tips, experiences, variations
- Teachers' activities
- Learning targets: knowledge, understanding, use
- Pre-knowledge – preconditions

- Working plan
- Teaching methods
- Examples
- Materials and exercises

5.7.2.5 Implementing knowledge in a project

Everything that has been learnt by students during the training phase can now be used and implemented in one project.

Students choose a project from a list provided by the training organization.

This list contains options for working on projects involving households, companies or public institutions.

5.8 Requirements for participants

This paragraph indicates the target groups for the training, i.e. the potential students the training refers to, and also what pre-knowledge is necessary to be had in order to be able to attend it.

5.8.1 Target groups

The first target group is Eco-Counsellors already working in the job who want to improve their skills.

The second target group are newcomers working in neighbouring fields who want to become Eco-Counsellors.

The Curriculum does not cover the training of those who are neither working in neighbouring fields nor in Eco-Counselling.

5.8.2 Proof for entering training

The proof that one can start to attend the course can be either by having a profession in one of the neighbouring fields of the environment such as ecology, environmental law, agriculture, (technical) consulting and so on. A neighbouring field can be any field covered at least by one part of the contents of this training or that enables the person to have a profession close to the environmental sector in his/her country.

It is also possible that someone is already working as an Eco-Counsellor and is trying to extend his or her abilities and competences.

It lies within the responsibility of the training institute to make sure that only suitable students take part in the training. Therefore, before the training starts, each student must be interviewed by the person(s) mentioned in 5.10.

5.8.3 To prove pre-knowledge

The responsibility of the training institute is also to assure that only justified modules of the Curriculum are deleted from a student's training plan.

This can occur if the student is an expert in one or more neighbouring field(s) or parts or modules of the course. In this case this part(s) or module(s) can be deleted from the student's training plan.

5.9 *Requirements for the teachers*

The requirements for the teachers, i.e. what their personal and professional ability should fulfil, are outlined below.

5.9.1 Skills

The teachers should be experienced Eco-Counsellors OR should have specific experience in the fields they teach.

5.9.2 Examples

An experienced Eco-Counsellor can teach all modules of the curriculum except Gender Training – this module should be taught by a Gender expert.

An expert in ecology can surely teach the "principles of ecology", and so can an expert in other fields, provided that the "principles of ecology" was in his or her curriculum during their student or professional training phases.

A consultant or another expert can teach "counselling" provided that "counselling" was in his or her curriculum during their student or professional training phases.

5.9.3 Experience

All teachers should have professional experience.

5.9.4 Targets for the teachers

The main objectives of the teachers during the training according to this Curriculum are:

- To make sure that the quality standards of the "Quality Standards of Vocational Training for Eco-Counselling" project are met
- To observe that students meet the learning targets

5.10 Ongoing coordination during the Curriculum

There should be at least one person during the running of the whole Curriculum to assist both students and teachers. This person(s) should act as an interface between teachers, students and organisations. This person(s) can also be a teacher(s).

5.11 Logistics requirements

In this part, the main logistics needs (i.e. rooms, computers etc.) are listed. To assure comfortable running of all parts of the Curriculum, it is necessary to arrange:

- One seminar room, with overhead projector, flipchart, whiteboard
- One computer room (recommended for the introductory day, e-learning part) with computers connected to the internet
- One smaller room, according to the needs of the trainers, for group work.

5.12 Internal evaluation system

To prove that certain parts of the curriculum have been finished by the students, the internal evaluation system was created.

For the e-learning modules and the face to face/presence course modules, there are control questions and exercises and for the project there is a report describing the project in a given structure. For the overall control of the whole training there are theses papers to be submitted by the students.

5.12.1 Presence course

The trainer of each particular presence course module is responsible for the accuracy and control of the answers to the control questions and to the exercises that need to be done.

5.12.2 E-learning modules

One or more trainers with knowledge in the respective fields have to be named and are responsible for the control and accuracy of the answers to the control questions and the exercises for the e-learning modules.

This has to be clarified by the training institute before the training starts.

All e-learning control questions and exercises must be completed in a computer room to make sure that every student works alone.

5.12.3 Project Preparation, Project and Project report

One or more trainers with knowledge of the respective fields must be named and are responsible for the control and supervision of the project.

This has to be clarified by the training institute before the training starts.

One or more trainers must be appointed and are responsible for the preparation of the project; they are taking over this part of the presence course and will provide further ongoing support to the students.

For the project report and for the preparation of the project there should be the same trainer for each student.

The project report must be signed by each student in order to prove the authenticity.

5.12.4 Theses papers

One or more trainers with knowledge of the respective fields must be appointed for the control and accuracy of the answers to the control questions and the exercises for the theses papers.

This has to be clarified by the training institute before the training starts.

The theses papers must be signed by each student in order to prove the authenticity.

5.13 Certificate

A certificate should be provided to all participants:

- Who attend all parts of the curriculum with a minimum presence time of 80% (excluding those parts of the curriculum that were deleted by the training institutes as pre-knowledge)
- Who finish all parts of the internal evaluation system of the curriculum accordingly

The Certificate will be issued within one month after the end of the training at the latest. This certificate is entitled "European Eco-Counsellor" and will be recognised by all partner organisations.

This certificate must be issued by the training institutes.

6 Literature

Manteufel, A.; Schiepek, G. (1993): Systemspiele und Systemkompetenz – Ein Beitrag zu systemtheoretisch begründeter Praxis. *Systema* 3: 19-27.

Schiepek, G. (1997): Ausbildungsziel Systemkompetenz. In: Reiter, L.; Brunner, R.J.; Reiter-Teil, S. (Hrsg.), *Von der Familientherapie zur systemischen Perspektive*, Berlin, S. 181 – 215

Kolb, D.A. (1984) *Experiential Learning: Experience as the source of learning and development*, New York.

Willke (1983): Methodologische Leitfragen systemtheoretischen Denkens; *Zeitschrift für systemische Therapie* 1 (2): 23-37

Piaget, J. (1975a): *Das Weltbild des Kindes*. Stuttgart.

Piaget, J. (1975b): *Der Aufbau der Wirklichkeit beim Kinde*. Stuttgart.

Glaserfeld, E. v. ((1987): *Wissen, Sprache und Wirklichkeit*. Braunschweig.

Oerter, R. (1971): *Moderne Entwicklungspsychologie*. Donauwörth.

Piaget, J. (1974): *Biologie und Erkenntnis. Über die Beziehungen zwischen organischen Regulationen und kognitiven Prozessen*. Frankfurt a. M.

Probst, Gilbert J. B./Raub, Steffen/Romhardt, Kai (1997): *Ressource Wissen*, Wiesbaden 1997

Nielsen, J. URL: <http://www.useit.com/alertbox/designmistakes.html> dl. am 14.12.2005

Pressetext Austria , URL: <http://www.presetext.at/pte.mc?pte=051007017> dl. am 23.01.2006