



Dear Colleges and members of our association

We would like to inform You with this newsletter, that there is from now on a „working group Training“ in our association. We want to inform to You in irregular distances about the progress of our work.

We, that is Dittmar Hecken and Burkard Rüger. We have both long-standing experiences in training as well as in developing courses like this one. We are accompanied by two colleagues of the board, concerning the contents from Dirk Scharmer, administratively - financially from Thomas Isselhard.

After long application struggle we have received from the Niedersachsenbank (NBank) the assent for two jobs with 27 weekly hours, financed about the European social ground (ESF).

Content: Developing and testing a training program „skilled worker for straw bale construction (FASBA)“. The training should enclose 200 hours according to the German right and be concluded with a assessment of the chamber of trade.

Special thanks at this point to the network for sustainable building in the ecological center Verden, especially to Rasmus Grobe and Ulrich Steinmeier, without whom we would have set in the application jungle helplessly. Thanks also to the working group “Clay Plaster and Interior Design” of the European school of earth building, the important preliminary work in the area EQR, ECVET has performed.

Both jobs are limited of two years, begin on the 1st of February, 2011 and end on the 31st of January, 2013.

How does learning works

Before we describe our draught more exactly, the question „How does learning works?“. We are born curiously and learn constantly. We cannot learn „not“. But we cannot learn and allow to learn on call. Or a little bit flowery following to Bateson:

One can lead the horse to the water,
but one cannot force it to drink.
The drinking is its thing.
But even if the horse is thirsty,
it cannot drink,
as long as you do not lead it to the water.
Leading the horse is yours.

Of this follows fore us, that learning should be very self-determined and with desire.

European connection

Learning outcomes to be assessed and validated.

Within Leonardo earth building project we have begun to organize the lessons after the European qualification frame work. On account of this good experi-

ences our lessons should be also organized in small units which can be tested every single one and which allow that the participant to learn different units in different countries. Therefore, we try to tune the structure of the units with the European partners in the running Leonardo straw bale project. The education is tuned first to level 4 after the European classification, this corresponds to an independently working craftsmen.

The risks with the own portion

The difficulties by project financing consist in the fact as a rule that the financier (NBank) requires an own part. In our case there are approx. twenty percent. These comes by the fact that the participant of the planned further education get exemption money of their companies. For us this means that we need at least ten participant who are employed, and who are living in the area of the German governmental district Lüneburg / Stade.



Office and office door with new name plate and inhabitants

Units of the qualification framework

unit 1	Basic knowledge - straw and straw bales as construction material	25hours
unit 2	from bale to house 1. not load bearing "Infill" and prefabrication	25hours
unit 3	from bale to house 2. not load bearing Post and Beam	25hours
unit 4	from bale to house 3. Straw bales as external insulation - retrofitting	25hours
unit 5	Finishes	25hours
unit 6	Building physics and sustainability	25hours
unit 7	Concept for the house – Design and maintenance	25hours
unit 8	marketing's and communication	25hours
	summery	200hours

The unities are subdivided (example unit1). European partners can of course add units like "Load bearing", if they want to use this.

Unit 1 Basic knowledge - straw and straw bales as construction material 25hours

topic 1	get general introduction	1 hours
topic 2	health and safety on the building site	1 hours
topic 3	talk about straw talk	2hours
topic 4	get first contact with straw bales (games)	12hours
topic 5	customizing straw bales	3hours
topic 6	why building with straw bales	3hours
topic 7	get information about history	3hours

We will subdivide the single subjects in the curriculum even further.

The (planned) structure of the lessons

A competence frame forms the basis of each unit, the learning aims partitioned in knowledge, skills and competence. These learning aims form the basis for the check of the suitable unity. Every unity is split in sessions by very different duration. These Sessions have different qualities. There are practical, discovering, theoretical and recovery sessions.

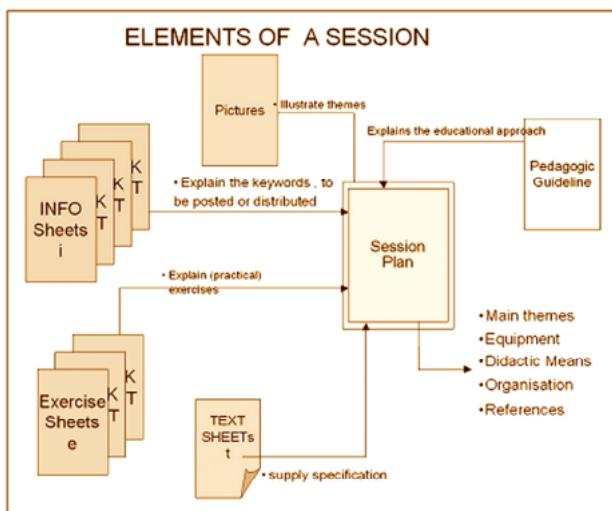
Each session is described in a "session plan" in which the learning aims, the used methods, the necessary preparation, the required training aids and the media to be used are described. This kind of the structure of the lessons has well proved itself in the training „Lehmputz und Gestaltung“ of the European school of earth building.

The training material (texts, info sheets, picture series, instructions for exercises) will be compiled in our project. In addition it will be also necessary to put standards in certain points (example outside plaster, aerial density,...) of straw bale building.

E-learning

We would like to integrate from the outset E-learning into the lessons. Why? We do not know at the moment yet, what E-learning exact means. We fancy under it software like *moodle*, a sort of screenplay which accompanies the learners by the lessons.

Advantages are: The participant can easier work in advance and make up at home, they can easily form working groups and irritate any time the lecturers. The training aids can be corrected when required easily, and translations are easy to do, because they are on one computer.



Structure of the lessons example training „Clay Plaster and Interior Design“



Use of „Info sheets“ in the lesson. Example training „Clay Plaster and Interior Design“ in English for people with different native languages.

Flow chart

Our flow chart intends the following points:

- Akquise of participants
- Courses perform and evaluate
- Demands for the education formulate
- Develop curriculum
- Develop documentation, Evaluation and Flyer
- Develop the future
- Draught Education workshop + equipment
- E-learning
- Equip workshop, pattern walls, working tests
- Furnish office, flow chart, contacts are based
- Pattern walls, working tests provide
- Project documentation
- Seminars prepare and carry out
- Session plans develop from the curriculum
- Training aids develop + vote
- Workshop with practical people: Feedback to the curriculum

Together with You an with the members of our association

Of course we are interested in a very intensive cooperation with you to let your amassed knowledge and to integrate your experience. Blind spots for us are in the moment, as mentioned above, necessary standards, prices and examples of mistakes / damages.

How we come to contact, we do not know this at the moment yet. Either we call some of You and make a small interview, or we send a questionnaire, or... But also now we are already glad about every kind of questions, feedback and criticism.

Last but not least: Also this year we will already give straw bale courses (beyond our working hours), however, the appointments are not certain yet.

Our address

Fachverband Strohballenbau Deutschland

Arbeitsgruppe Ausbildung

Artilleriestr. 6

27283 Verden

Tel.: 04231..960.254.5

Fax: 04231..960.254.59

Mail: info@fasba.de

Dittmar Hecken dh@fasba.de 04231..960.254.51

Burkard Ruger br@fasba.de 04231..960.254.50

Verden, February 2011

Dittmar Hecken + Burkard Ruger

Application of Clay Plaster		ECVET Unit n° 2
Qualification : Designer in clay plastering (Chamber of Crafts, DE)		Level 4
		Credit: 20%
Knowledge	Skills	
<ul style="list-style-type: none"> • Different kinds of surfaces to be plastered • Properties and criteria for assessment of the background: roughness; absorption capacity; stability; homogeneity; rigidity • Areas of use for clay plaster: particular considerations for areas of high humidity and for exterior clay plaster • Structural characteristics of the plaster - thickness, function, number of layers and reinforcing mesh • The main methods of bonding layers • Technical details for fixing services and furniture • Technical details for finishing internal and external corners, second fix carpentry, openings and ceiling and floor joints • Finished plaster quality to achieve the required standard for the particular conditions of use • Wind and air tightness of plasters and joins • Surface finishes and how to create them • Suppliers • Preparing the background and applying clay plaster: <ul style="list-style-type: none"> - Current legislative workplace requirements - Relevant codes of practice and current standards for quality of work and materials - Tools, machinery and equipment - The order of work - Safe and healthy working practices 	<ul style="list-style-type: none"> • Carry out the background preparation • Protect adjoining surfaces • Prepare all fixing points for services and furniture • Apply all shaping preparation for joins, corners, openings • Apply the plaster and produce a flat surface • Produce straight and rounded edges, finish internal and external corners, openings and joins • Apply reinforcing mesh • Apply at appropriate intervals key coat, base and finish coats and achieve the desired finished plaster quality • Design and execute different surface finishes and textures • Select, calculate and source materials • Select and use appropriate tools, machinery and equipment to prepare the background and apply different layers including the final surface finish • Organise the building site • Comply with current legislation, official guidance and workplace safety requirements at all times 	
Competence		
<ul style="list-style-type: none"> • Assess the characteristics of the background and make an appropriate choice of bonding layer and an appropriate choice of plaster structure (the mix, number of layers, thickness of layers, reinforcements) • Plan and organise all the steps involved from preparation of the background through to the finish for usual and predictable building sites • Control the quality of the work throughout preparation, application and the finish • Supervise and co-ordinate the plastering process from preparation through to the finish • Input into decision making process for the plaster work including choice of final finish • Advise on plaster structure, application and finish 		

Example for a field of competence (training „ Clay Plaster and Interior Design “)



Straw bale workshop 2010 Wangelin