# A couple of people standing on a blue background with yellow stars Description automatically generatedName of Association/Organisation

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# Guidelines / Checklist for the Training of Walk Leaders

General notes:

* The Training system is based on a one-dimensional model with two level of certification: *Basic* and *Advanced*. A third level, *Specialized,*  divided in two specific training modules can be added to the *Basic* or *Advanced* training course. The *Basic Level* is mandatory to get the *Advanced Level.*
* Hours:
  + Required (60 minutes) is the minimal amount of time required for that training unit
  + Actual (60 minutes) is the amount of time your training program has for a specific training unit.
* Refer to the document “WalkLeader\_Framework\_Model” for complete Information on the Certification Levels.

# Basic Walk Leader (BWL) – 60h education – 1 Year Practice

### Admission, Duration of the Training, Structure and Organisation of Training

#### Admission

Requirements for admission to the training are:

* At least 18 years of age. Gymnasium education is recommended.
* Proof of participation in a certificated First Aid Course, within the last three years.
* Physical training: preparation for training events (walking).

#### Training

Please indicate in the Actual Hour field, the hours dedicated to the subject in your training course.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teaching**  **Sheet**  (ctrl+click ) | **Subject** | **Details** | **Required Hours** | **Actual Hours** |
| [BWL\_01](#_BWL_01) | Introduction | * Organizational Matters, * Sense and Purpose of Walking | 01:00 |  |
| [BWL\_02](#_BWL_02) | Trail Network (E-Paths and regional) | * State of the path network in your region * Rules for marking trails * Information about the trail authorities * Regional characteristics of the trail network in Europe or in their country? | 02:00 |  |
| [BWL\_03](#_BWL_03) | A Day-Walk / Guided Tours | * Preparation, implementation, and post-processing of the day-walk /guided tour * Offers for different target groups - expectations of participants, possible pitfalls | 08:00  (2h Theory 5h Practice) |  |
| [BWL\_04](#_BWL_04) | Walking Gear (Walking clothes and equipment, Nutrition and Fitness, first-aid) | * General Principles * Calculation of Walking Time * Materials * Nutrition * Physical Fitness * First-Aid, action in case of emergencies (includes Basic Life Supprt- Basic Life Support with Defibrillator\*) | 10:30  (5h Theory 5:30h Practice) |  |
| [BWL\_05](#_BWL_05) | Walking Map, Orientation, Walking Route | * Introduction into cartography * Orientation * Calculation of walking time * Map grids * North directions, azimuth, declination * Compass * GPS * Practice walking tours | 11:00  (5h Theory 6h Practice) |  |
| [BWL\_06](#_BWL_06) | Metereology | * Weather forecasts * Behavior in some extreme conditions (sudden snowfall, thunderstorm, fog, cold, etc) | 01:00 |  |
| [BWL\_07](#_BWL_07) | Risk factors, risk evuluation, risk mittication and behaviour in different serious situations | 1. Risks related to the people (inside and outside of group) 2. Risks related to the nature extreme conditions | 02:00  (1h Theory 1h Practice) |  |
| [BWL\_08](#_BWL_08) | Communication and Teaching Leadership | * Communication model * Questioning and presentation methods * Elaboration of powerful guidelines * Self-conception of the leader * Integration of disturbances * Conflicts during walks * Rhetoric * Free speaking | 05:00  (4h Theory 1h Practice) |  |
| [BWL\_09](#_BWL_09) | Legal framework and responsibilities of the walk-leader | * Traffic law * EU travel law * Insurances * Liability * Economic Issues * Basic about client service * Managing expectations | 03:00 |  |
| [BWL\_10](#_BWL_10) | Marketing and Tourism | * Target of users * Mandatory technical information * Social Media | 02:00 |  |
| [BWL\_11](#_BWL_11) | Nature Conservation and Experimental Education | practical)/Basis of experimental education  Basic principles of nature conservation and experimental education   * Nature as place for ecological education, Tipps for guided tours into nature * Detection and presentation of natural phenomena   Experience oriented mediation of countryside | 06:00  (2h Theory 4h Practice) |  |
| [BWL\_12](#_BWL_12) | Written Test | * Solutions of minimum 60 questions (multiple choice). Passing level is 70%? | 1:30 |  |
| [BWL\_13](#_BWL_13) | Practical Test | * Planning a real day-Walk with a short presentation for participants and other attendees. * Guiding a real day-walk, where communication and general principles are accessed. * It is suggested to have walkers playing a typical role such as the assertive, the rebellious, the fearful, etc. | 6:00  (6h practice) |  |
| [BWL\_14](#_BWL_14) | Final discussion and reflection on the skill test | * The final discussion is necessary to give feedback to the examinees by identifying areas for improvement that can be exploited by the examinees. | 01:00 |  |
|  | **No. Of Subjects 14** |  | **60:00** |  |

# Advanced Walk Leader (AWL) – 40h education – 1 Year Practice

### Admission, Duration of the Training, Structure and Organisation of Training

#### Admission

Requirements for admission to the training are:

* At least 20 years old
* Gymnasium education recommended
* One year practice as a Basic Walk Leader
* Physical training: preparation for training events (walking).

#### Training

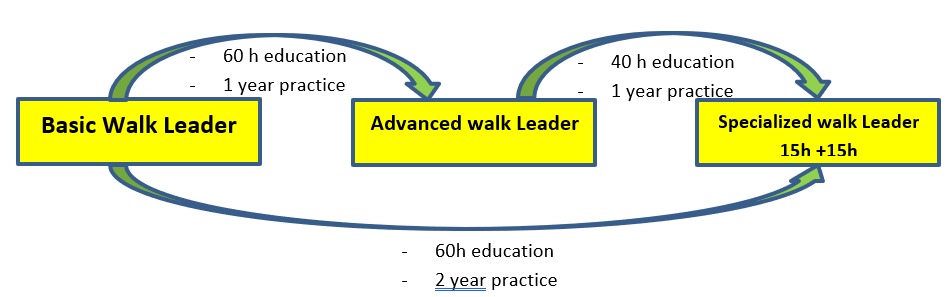
Please indicate in the Actual Hour field, the hours dedicated to the subject in your training course.

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| **Teaching**  **Sheet** | **Subject** | **Details** | **Required Hours** | **Actual Hours** |
| AWL\_01 | A **several** days Walk / Guided Tours | * Preparation, implementation, and post-processing of the several days -walk /guided tour * Offers for different target groups - expectations of participants, possible pitfalls * special measures * camping equipment * setting up a camp * Nutrition, Physical Fitness * Action in case of emergency | 06:00  (4h Theory 2h Practice) |  |
| AWL\_02 | Progression on trails with special technical conditions | Tactic and techniques of walking:   * along the river * snow-covered * scree * grasslands * with steep slopes * with exposed sections * at risk of flooding * others .... | 04:00 |  |
| AWL\_03 | Examples of Habitats in your Region | This topic must be declined according to the region where the course is delivered | 05:00  (5h Practice) |  |
| AWL\_04 | Ecology | * Principles of ecology * Structure and function of ecosystems | 02:00 |  |
| AWL\_05 | Protection of Nature and Preservation of the Environment | * Legal basis for the protection of nature | 02:00 |  |
| AWL\_06 | Architectural Styles and Buildings | * Basics of regional history * Regional cultures (customes) | 02:00 |  |
|  | Sustainability, biological Diversity and Education for Sustainable Development |  | 02:00 |  |
| AWL\_07 | Nature Conservation and Experimental Education (practical) | * Basis of experimental education * Basic principles of nature conservation and experimental education * Nature as place for ecological education * Tipps for guided tours into nature * Detection and presentation of natural phenomena * Experience oriented mediation of countryside | 05:00 |  |
| AWL\_08 | Regional History of the Landscape, Geology and Natural Landscape Structure |  | 02:00 |  |
| AWL\_09 | Natural and Cultural Landscape, Origin and Consequences of the Change (regional) | * Sustainable land use * Claims on soil utilisation * Development of regional economy | 02:00 |  |
| AWL\_10 | Marketing and Tourism | Including media work | 02:00 |  |
| AWL\_11 | Agriculture and Forestry |  | 02:00 |  |
| AWL\_12 | Pre- and Early History |  | 02:00 |  |
| AWL\_13 | Climate and Vegetation Development |  | 02:00 |  |
|  | **Nr of Subjects:13** |  | **40:00** |  |

# Specialized Walk Leader (SWL) – 15h + 15h education

Requirements for admission to the training are:

* Being certificated as Basic Walk leader or as Advanced Walk-Leader. If the Specialized Walk Leader is added to the Basic Walk Leader level one more year of practice is required.



### SpecialIzed Walk Leader in Youth Hiking (SWL-YH) – 15H education

#### Training

Please indicate in the Actual Hour field, the hours dedicated to the subject in your training course.

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject /Teaching Sheet** | **Subject Details** | **Required Hours** | **Actual Hours** |
| Educational skills for Youth |  |  |  |
| SWL\_YH\_01 | The idea of a school walk, the approach with schools and teachers  Specific of trips for different age groups of childrens | 01:00 |  |
| SWL\_YH\_02 | Cartography and orientation explained to primary school children. Building games with recycled or environmentally available materials at zero cost. | 02:00 |  |
| SWL\_YH\_03 | Animal life and plants explained in class to primary school pupils /environmental themes addressed to primary school pupils | 02:00 |  |
| SWL\_YH\_04 | Steps to create an exclusively youth hiking group | 02:00 |  |
| SWL\_YH\_05 | The pedagogical experience of youth hiking groups | 02:00 |  |
| SWL\_YH\_06 | Describing animal and plant life during a hike with young people in the 8/14 age group. | 02:00 |  |
| SWL\_YH\_07 | Psychology and inclusion, the differences in leading a group of adults and a group of children. | 02:00 |  |
| SWL\_YH\_08 | Correct attitudes and mistakes to avoid with the age group 8/14 years. | 02:00 |  |
| **Totals Nr of Subjects:8** |  | **15:00** |  |

### SpecialIzed Walk Leader in Hiking with disabilities (SWL-DP) – 15H education

#### Training

Please indicate in the Actual Hour field, the hours dedicated to the subject in your training course.

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Sheet** | **Subject details** | **Required Hours** | **Actual Hours** |
| Educational skills for Disabled People |  |  |  |
| SWL\_DP\_01 | Planning a suitable route, choosing the length, difficulty, practical aspects of organization etc. | 02:00 |  |
| SWL\_DP\_02 | The experience of hiking with psychiatric patients | 02:00 |  |
| SWL\_DP\_03 | The inclusion of people with various disabilities in the hiking group | 02:00 |  |
| SWL\_DP\_04 | Inclusion of visually impaired walkers in the group | 02:00 |  |
| SWL\_DP\_05 | Guidelines for the spicological preparation of the group of disabled people for practical outings | 02:00 |  |
| SWL\_DP\_06 | The legal responsibilities of accompanying people with disabilities on hikes | 02:00 |  |
| SWL\_DP\_07 | Meeting parents of disabled people, listening to their experience | 03:00 |  |
| **Totals Nr of Subjects:7** |  | **15:00** | **0:00:00** |

Place and date:

Name and function: Signature:

# ANNEX SECTION

## Teaching Sheet of the Basic Walk-Leader Level.

Below are the teaching sheets for the individual topics of the Basic Walk Leader level, for each topic a rating is provided according to the scale: 5 – mandatory, 4 – very important, 3 – important, 2 – not very important, 1 – nice to have, recommended to have.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_01 | 1 - Introduction | | | 01:00 |  | 01:00 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| **1.1** | **Overview About Walking** |  | | | | |
| 1.1.1 | Main Terms and definitions (Walking, rambling, hiking, etc.) | X |  |  |  |  |
| 1.1.2 | A brief overview of walking in Europe and in the world |  | X |  |  |  |
| 1.1.3 | *Sense and purpose of walking* |  | | | | |
| 1.1.3.1 | advantages and benefits of hiking (social, wellness, health … ) |  | X |  |  |  |
| 1.2 | *Information about current certification system and about basic course* |  | | | | |
| 1.2.1 | Certification system in general |  | X |  |  |  |
| 1.2.2 | Information about the current course (locations, teachers, topics) and certification system (in general) | X |  |  |  |  |
| 1.2.3 | Information on the structure of the local association, MO and ERA. Contact persons on a voluntary basis and at the offices |  | X |  |  |  |
| 1.2.4 | Requirements (prerequisites) and procedure of the examination |  | X |  |  |  |
| 1.2.5 | Hiking programs of the associations and further possibilities to get involved as a walk leader |  | X |  |  |  |

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| **Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_02 | 2 - Trail Network | | | 02:00 |  | 02:00 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| **2.1** | ***Overview of the regional trail network (where the education takes place)*** |  | | | | |
| 2.1.1 | Responsibilities, trail authorities |  | X |  |  |  |
| 2.1.2 | Rules for marking trails |  | X |  |  |  |
| 2.1.3 | How to use marked trails for planning daily hikes | X |  |  |  |  |
| 2.1.4 | Examples of famous long distance hiking trails in the region |  | X |  |  |  |
| 2.2 | Overview of the trail network in the country (MO) |  | | | | |
| 2.2.1 | Examples of famous long distance hiking trails in the country |  |  | X |  |  |
| 2.2.2 | Criteria for trail certification of the MO |  | X |  |  |  |
| 2.3 | *Overview of the trail network in Europe* |  | | | | |
| 2.3.1 | Examples of famous long distance hiking trails in Europe (E-paths) |  |  | X |  |  |
| 2.3.2 | Criteria for trail certification of ERA |  | X |  |  |  |

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| **Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_03 | 3 - A Day-Walk / Guided Tours | | | 03:00 | 05:00 | 08:00 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| 3.1 | *Preparation a walk* |  | | | | |
| 3.1.1 | Goal of the walk. Concept of walking tactics and techniques | X |  |  |  |  |
| 3.1.2 | Sources of information for preparing a walk | X |  |  |  |  |
| 3.1.3 | Understanding the expectations of participants. Different target groups. | X |  |  |  |  |
| 3.1.4 | Managing expectations | X |  |  |  |  |
| 3.1.5 | Day walk formats and programs, level of difficulty considering walking time, countryside, season, time of day, catering | X |  |  |  |  |
| 3.1.6 | calculating costs considering permissions, insurances | X |  |  |  |  |
| 3.1.7 | advertising/Practical recommendations | X |  |  |  |  |
| 3.2 | *implementation/carrying out a walk* |  | | | | |
| 3.2.1 | Initial briefing / preparation activities (related to the group, route, timing, etc.) | X |  |  |  |  |
| 3.2.2 | walking tactics and techniques for different target groups | X |  |  |  |  |
| 3.2.3 | duties during the tour (feasibility and risks as well as tactics and techniques)/ Roles and responsibilities of the group leader and participants during the walk | X |  |  |  |  |
| 3.3 | *Follow-up/Completing a walk* |  | | | | |
| 3.3.1 | How to say goodbye | X |  |  |  |  |
| 3.3.2 | Feedback from group members | X |  |  |  |  |
| 3.3.3 | evaluation of your own actions, conclusions | X |  |  |  |  |
| 3.3.4 | Reporting and follow-up activities | X |  |  |  |  |

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| **Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_04 | 4 -Walking Gear (Walking clothes and equipment, Nutrition and Fitness, first-aid) | | | 05:00 | 05:30 | 10:30 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| **4** | **The main list of walking gear** |  |  |  |  |  |
| 4.1 | Clothing principles |  | | | | |
| 4.2 | Choosing a right footwear | X |  |  |  |  |
| 4.3 | Choosing a right backpack | X |  |  |  |  |
| 4.4 | Choosing a right walking sticks | X |  |  |  |  |
| 4.5 | Choice of personal equipment to take with you | X |  |  |  |  |
| 4.6 | Nutrition |  | | | | |
| 4.6.1 | Eating principles | X |  |  |  |  |
| 4.6.2 | Drinking principles | X |  |  |  |  |
| 4.7 | Personal belongings (sunglasses, hygiene products, knife, etc.) | X |  |  |  |  |
| 4.10 | First aid |  | | | | |
| 4.10.1 | First aid kit | X |  |  |  |  |
| 4.10.2 | First aid activities (using defibrillator and other tools) | X |  |  |  |  |
| 4.10.3 | Preventive activities | X |  |  |  |  |
| 4.11 | Physical and mental fitness |  | | | | |
| 4.11.1 | Before walk |  | X |  |  |  |
| 4.11.2 | During the walk |  | X |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_05 | 5 - Walking Map, Orientation, Walking Route | | | 05:00 | 06:00 | 11:00 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| 5.1 | Introduction into cartography |  | | | | |
| 5.1.1 | What is cartography? | X |  |  |  |  |
| 5.1.2 | Modern cartography | X |  |  |  |  |
| 5.2 | Orientation |  | | | | |
| 5.2.1 | What is orientation? | X |  |  |  |  |
| 5.2.2 | Directions | X |  |  |  |  |
| 5.2.3 | Means and tools of orientation | X |  |  |  |  |
| 5.2.4 | "Natural" orientation (Sun, stars) |  | X |  |  |  |
| 5.2.5 | "Artificial" orientation |  | X |  |  |  |
| 5.3 | Calculation of walking time |  |  |  |  |  |
| 5.3.1 | Measuring and estimating distances | X |  |  |  |  |
| 5.3.2 | Step counting |  |  | X |  |  |
| 5.3.3 | What do we recognize from? |  |  | X |  |  |
| 5.3.4 | What do we hear from? |  |  | X |  |  |
| 5.4 | Map grids |  |  |  |  |  |
| 5.4.1 | What is a map? | X |  |  |  |  |
| 5.4.2 | What kind of maps are there? Map types (incl digital maps) |  | X |  |  |  |
| 5.4.3 | What do we look at on a map first? | X |  |  |  |  |
| 5.4.4 | What will make the map understandable? | X |  |  |  |  |
| 5.4.5 | Grids, coordinates, contour lines, height points, relief elements | X |  |  |  |  |
| 5.4.6 | Tourist signs and marks | X |  |  |  |  |
| 5.4.7 | Calculations and planning on the map (scale, distance, elevation, level difference) | X |  |  |  |  |
| 5.5 | North directions, azimuth, declension |  |  |  |  |  |
| 5.5.1 | Compass introduction |  | X |  |  |  |
| 5.5.2 | Directions, Compass rose |  | X |  |  |  |
| 5.5.3 | Quadrant bearing |  | X |  |  |  |
| 5.5.4 | Azimuth, True north-based azimuths, cartographical azimuth |  | X |  |  |  |
| 5.5.5 | Declension |  |  | X |  |  |
| 5.6 | Compass |  |  |  |  |  |
| 5.6.1 | Compasses, gyrocompasses, orienteering compasses with lanyard /Compass types |  | X |  |  |  |
| 5.6.2 | Map orientation with compass |  | X |  |  |  |
| 5.6.3 | Field use of the direction measured on the map |  | X |  |  |  |
| 5.6.4 | Identification on the map of the azimuth measured in the field |  | X |  |  |  |
| 5.6.5 | Bypassing obstacles |  | X |  |  |  |
| 5.7 | GPS |  |  |  |  |  |
| 5.7.1 | What is GPS? What about GNSS? | X |  |  |  |  |
| 5.7.2 | Elements of the satellite navigation system | X |  |  |  |  |
| 5.7.3 | How does GNSS positioning work? |  | X |  |  |  |
| 5.7.4 | The latitude and longitude, the altitude | X |  |  |  |  |
| 5.7.5 | Units, Grid Systems and Dates – Errors | X |  |  |  |  |
| 5.7.6 | GNSS (GPS) basic data (waypoint, route, track, digital map) |  | X |  |  |  |
| 5.7.7 | Recommended navigation programs and maps for smartphone (at least 3 best ones) |  | X |  |  |  |
| 5.7.8 | Hiking, walking GPS specificities/features | X |  |  |  |  |
| 5.7.9 | Using the GPS device | X |  |  |  |  |
| 5.7.10 | Tips and tricks |  |  |  | X |  |

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| **Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_06 | 6 - Meteorology | | | 01:00 |  | 01:00 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| 6.1 | Main definitions |  |  |  |  |  |
| 6.2 | Relationship between Meteorology and Hiking |  |  |  |  |  |
| 6.2.1 | Appropriate route selection and planning | X |  |  |  |  |
| 6.2.2 | Adequate choice of equipment (clothing, equipment, provisions) | X |  |  |  |  |
| 6.2.3 | Appropriate behavior to minimize damage in case of dangerous phenomena | X |  |  |  |  |
| 6.2.4 | Heat index | X |  |  |  |  |
| 6.2.5 | Windchill/Wind index | X |  |  |  |  |
| 6.2.6 | Sources of weather reports, their features. Reading the weather report | X |  |  |  |  |
| 6.2.7 | Reading snow report |  | X |  |  |  |
| 6.2.8 | Read avalanche bulletin |  | X |  |  |  |
| 6.2.9 | Some historical background |  |  | X |  |  |
| 6.2.10 | The Atmosphere |  |  | X |  |  |
| 6.2.4 | Troposphere |  |  | X |  |  |
| 6.2.5 | Stratosphere |  |  | X |  |  |
| 6.3 | Clouds in relation to their impact on weather condition present and future. |  |  |  |  |  |
| 6.3.1 | Low Clouds |  | X |  |  |  |
| 6.3.2 | Striates |  | X |  |  |  |
| 6.3.3 | Stratocumulus |  | X |  |  |  |
| 6.3.4 | Nimbostratus (Rain) |  | X |  |  |  |
| 6.3.5 | Medium clouds |  | X |  |  |  |
| 6.3.6 | Altocumulus (Weather will be worse) |  | X |  |  |  |
| 6.3.7 | Altostratus |  | X |  |  |  |
| 6.3.8 | High Clouds |  | X |  |  |  |
| 6.3.9 | Cirrocumulus |  | X |  |  |  |
| 6.3.10 | Cirrostratus (Weather will be worse) |  | X |  |  |  |
| 6.3.11 | Cirrus |  | X |  |  |  |
| 6.3.12 | Vertical clouds (Storm and Lightening) |  | X |  |  |  |
| 6.3.13 | Cumulus |  | X |  |  |  |
| 6.4 | The Wind | X |  |  |  |  |
| 6.4.1 | Wind Rose |  | X |  |  |  |
| 6.4.2 | Wind Chill Effect |  | X |  |  |  |
| 6.5 | The fronts |  |  | X |  |  |
| 6.6 | The Jet Stream |  |  | X |  |  |
| 6.7 | Thunderstorms and Lightning | X |  |  |  |  |
| 6.8 | Fog | X |  |  |  |  |
| 6.8.1 | Radiation Fog |  |  | X |  |  |
| 6.8.2 | Advection Fog |  |  | X |  |  |
| 6.8.3 | Frontal Fog |  |  | X |  |  |
| 6.9 | Temperature | X |  |  |  |  |
| 6.9.1 | thermal zero |  | X |  |  |  |
| 9.9.2 | thermal inversion |  | X |  |  |  |
| 6.9.3 | Pressure, how to measure, the signs of pressure change | X |  |  |  |  |

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| **Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_07 | 7 - Risk factors, risk evaluation, risk mitigation and behavior in different serious situations | | | 01:00 | 01:00 | 02:00 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| 07.1 | Risk definition, principles of risk assessment, principles of risk mitigation |  |  |  |  |  |
| 07.1.1 | Understanding the environment in which the excursion takes place | X |  |  |  |  |
| 07.1.2 | Understand the mandatory equipment (risk mitigation) | X |  |  |  |  |
| 07.1.3 | Understand the difficulty of the route and assess the capabilities of those accompanied (risk mitigation) | X |  |  |  |  |
| 07.1.4 | Plan escape routes, shortcuts, points where a rescue can be organized. | X |  |  |  |  |
| 07.2 | Intragroup risks and their mitigation | X |  |  |  |  |
| 07.2.1 | loss of group member | X |  |  |  |  |
| 07.2.2 | Principles of resolving intra-group conflicts | X |  |  |  |  |
| 07.2.3 | Challenge to the authority of the walk-leader | X |  |  |  |  |
| 07.3 | Contestation of the route, equipment etc. | X |  |  |  |  |
| 07.3.1 | Dangerous behavior of a participant | X |  |  |  |  |
| 07.3.1.1 | Rude behavior of a participant | X |  |  |  |  |
| 07.3.1.2 | external risks and their mitigation | X |  |  |  |  |
| 07.3.1.3 | nature-related |  | | | | |
| 07.3.1.4 | thunderstorms and lightning | X |  |  |  |  |
| 07.3.1.5 | hail, snow, storm | X |  |  |  |  |
| 07.3.1.6 | ice, glazed trail, avalanches |  | X |  |  |  |
| 07.3.1.7 | floodings |  | X |  |  |  |
| 07.3.1.8 | landslides and rockfalls |  | X |  |  |  |
| 07.3.2 | air temperature too low or too high |  | X |  |  |  |
| 07.3.2.1 | dangerous plants, mushrooms |  | X |  |  |  |
| 07.3.2.2 | meeting with animals |  | X |  |  |  |
| 07.3.1.8 | Other risk factors: Viper bites, Insect bites, Insulations, Injuries, falling into freezing water, Problems related to altitude |  | X |  |  |  |
| 07.3.2 | human-related |  | | | | |
| 07.3.2.1 | taking into account the specificities of the local population |  | X |  |  |  |
| 07.3.2.2 | ECO-Mafia |  |  |  | X |  |
| 07.3.2.3 | Terrorism |  |  |  | X |  |

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| **.Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_08 | 8 - Communication and Teaching Leadership | | | 04:00 | 01:00 | 05:00 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| 8.1. | The Goals in the Hike/trekking |  | | | | |
| 8.1.1. | Of the Walk-leader | X |  |  |  |  |
| 8.1.2. | Of the group | X |  |  |  |  |
| 8.1.3. | Of the single person | X |  |  |  |  |
| 8.2. | Group Dynamics |  | | | | |
| 8.2.1. | Membership | X |  |  |  |  |
| 8.2.2. | Interdependence |  | X |  |  |  |
| 8.2.3. | Cohesion |  | X |  |  |  |
| 8.2.4. | Polarization |  | X |  |  |  |
| 8.2.5. | Differentiation |  | X |  |  |  |
| 8.3. | Leadership Styles |  | | | | |
| 8.3.1. | Authoritarian | X |  |  |  |  |
| 8.3.2. | Tolerant | X |  |  |  |  |
| 8.3.3. | Democratic | X |  |  |  |  |
| 8.3.4. | Learning | X |  |  |  |  |
| 8.3.5. | Socializing | X |  |  |  |  |
| 8.4. | Types of hikers in the group |  | | | | |
| 8.4.1. | Dominant |  | X |  |  |  |
| 8.4.2. | Mr. NO |  | X |  |  |  |
| 8.4.3. | Silent /Melancholic/Introvert |  | X |  |  |  |
| 8.4.4. | Punctilious /Pedant |  | X |  |  |  |
| 8.4.5. | Delayer |  |  |  |  |  |
| 8.4.6. | Logorrheic |  | X |  |  |  |
| 8.4.7. | Top of the class |  | X |  |  |  |
| 8.4.8. | The athlete /Sporty |  | X |  |  |  |
| 8.4.9. | The Citizen |  | X |  |  |  |
| 8.4.10. | The 'branded' |  | X |  |  |  |
| 8.4.11. | The gatecrasher (a person Crushed in a Group for opportunism) |  | X |  |  |  |
| 8.4.12. | The relative |  | X |  |  |  |
| 8.4.13. | Hiker with dog | X |  |  |  |  |
| 8.5. | Model of Communication |  | | | | |
| 8.5.1. | Issuer | X |  |  |  |  |
| 8.5.2. | Receiver/Target group | X |  |  |  |  |
| 8.5.3. | Message goal. Composing a message. | X |  |  |  |  |
| 8.5.4. | Channel specificities | X |  |  |  |  |
| 8.5.5. | Disturbances | X |  |  |  |  |
| 8.5.6. | Feedback | X |  |  |  |  |
| 8.6. | General principles of communication |  | | | | |
| 8.6.1. | Every behavior is a communicating message | X |  |  |  |  |
| 8.6.2. | Every communication contains a content and a relationship aspect | X |  |  |  |  |
| 8.6.3. | The internal states of the interlocutors influence the communication process | X |  |  |  |  |
| 8.6.4. | Communication is recursive and is conditioned by mutual influence | X |  |  |  |  |
| 8.7. | Barriers to communication and overcoming them |  | | | | |
| 8.7.1. | Altered symmetrical communication (between peers) | X |  |  |  |  |
| 8.7.2. | Crystallization of roles in complementary communication (between different figures) | X |  |  |  |  |
| 8.7.3. | Mechanisms of effective communication | X |  |  |  |  |
| 8.8. | The tools of communication |  | | | | |
| 8.8.1. | Active listening |  | | | | |
| 8.8.1.1. | The right questions. | X |  |  |  |  |
| 8.8.1.2. | Maintaining a positive atmosphere, being attentive, present, focused | X |  |  |  |  |
| 8.8.1.3. | Act as a mirror, be empathetic. Reflection. Empathy. | X |  |  |  |  |
| 8.8.1.4. | Do not use phrases that belittle the feelings of others | X |  |  |  |  |
| 8.8.1.5. | Make it clear that we are listening | X |  |  |  |  |
| 8.8.1.6. | Use the non-verbal and para-verbal as well | X |  |  |  |  |
| 8.8.1.7. | Show openness | X |  |  |  |  |
| 8.8.1.8. | Ask questions that show interest to activate trust and acceptance | X |  |  |  |  |
| 8.8.2. | Conflict management |  | | | | |
| 8.8.2.1. | Negotiation | X |  |  |  |  |
| 8.8.2.2. | Decision-making | X |  |  |  |  |
| 8.8.2.3. | Types of conflicts along the hike and examples of resolution. | X |  |  |  |  |
| 8.8.2.4. | Dispute resolving. | X |  |  |  |  |
| 8.8.3. | Rhetoric applied to hiking |  |  | X |  |  |
| 8.8.4. | Free Speaking |  |  | X |  |  |
| 8.8.5. | Teaching |  |  | X |  |  |

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| **Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_09 | 9 - Legal framework and responsibilities of the walk-leader | | | 03:00 |  | 03:00 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| **9.** | **Accompaniment and Legal Liability** |  | | | | |
| 9.1. | Criminal Liability | X |  |  |  |  |
| 9.2. | Civil Liability | X |  |  |  |  |
| 9.3. | Administrative Liability | X |  |  |  |  |
| 9.4. | Disciplinary Liability | X |  |  |  |  |
| 9.4.1. | The Accompanying Relationship | X |  |  |  |  |
| 9.4.2. | Accompanied persons' relationship of subordination | X |  |  |  |  |
| 9.4.3. | Duty of Protection towards the Accompanied | X |  |  |  |  |
| 9.5. | Types of Accompaniment |  | | | | |
| 9.5.1. | Professional Accompaniment (Client Service Principle) | X |  |  |  |  |
| 9.5.2. | Voluntary Accompaniment | X |  |  |  |  |
| 9.6. | Fault profiles |  | | | | |
| 9.6.1. | General Fault |  | | | | |
| 9.6.1.1. | Negligence - Breach of the Rules of Care | X |  |  |  |  |
| 9.6.1.2. | Recklessness - Breach of the Rules of Caution | X |  |  |  |  |
| 9.6.1.3. | Inexperience - Violation of the Rules of Expertise | X |  |  |  |  |
| 9.6.2. | Specific Fault |  | | | | |
| 9.6.2.1. | Violation of Laws, Regulations, Orders or Disciplines | X |  |  |  |  |
| 9.7. | Between fault and the harmful event: the causal link | X |  |  |  |  |
| 9.8. | Liability in particular |  | | | | |
| 9.8.1. | In the contractual sphere | X |  |  |  |  |
| 9.8.2. | In the Extra-Contractual Area | X |  |  |  |  |
| 9.9. | Criminal Liability in Particular |  | | | | |
| 9.9.1. | Manslaughter | X |  |  |  |  |
| 9.9.2. | Culpable Personal Injury | X |  |  |  |  |
| 9.9.3. | Failure to render assistance | X |  |  |  |  |
| 9.10. | Leading groups on roads with vicarious traffic | The member organization can improve this subject according to the local low or specific inner requirements. | | | | |
| 9.10.1. | Rules of conduct on paved roads |  |  | X |  |  |
| 9.10.2. | Crossing slopes |  |  | X |  |  |
| 9.10.3. | Crossing crossroads |  |  | X |  |  |
| 9.10.4. | Safety precautions to be taken |  | X |  |  |  |
| 9.11. | The conduct of the accompanying person |  | | | | |
| 9.11.1. | Conduct, prudence, diligence and expertise | X |  |  |  |  |
| 9.11.2. | Duty to Provide Effective Information | X |  |  |  |  |
| 9.11.3. | Duty of Protection towards Subordinates | X |  |  |  |  |
| 9.11.4. | Action and Omission | X |  |  |  |  |
| 9.12. | Conduct of the Accompanied Person |  | | | | |
| 9.12.1. | Duty to inform about one's abilities and state of health | X |  |  |  |  |
| 9.12.2. | Duty of subordination to the accompanying person | X |  |  |  |  |
| 9.12.3. | Duty of prudent and diligent conduct | X |  |  |  |  |
| 9.12.4. | Duty to respect other accompanying persons. | X |  |  |  |  |
| 9.13. | Risk Modification in Accompaniment (reduction) |  | | | | |
| 9.13.1 | Careful planning of the route and identification of technical information on difficulty | X |  |  |  |  |
| 9.13.2 | Effective communication of the technical data of the excursion to the accompanying persons | X |  |  |  |  |
| 9.13.3 | Creation of a team of escorts to manage the excursion (head and tail escorts, center escorts in sufficient numbers to manage the participants) | X |  |  |  |  |
| 9.13.4 | Pathway to becoming a walk-leader | X |  |  |  |  |
| 9.13.5 | Need for training to be a walk-leader | X |  |  |  |  |
| 9.13.6 | Need for training alongside experienced walk-leaders | X |  |  |  |  |
| 9.13.7 | Insurance cover for the accompanying person and for accompanying persons. | X |  |  |  |  |

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| **Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_10 | 10 - Marketing and Tourism | | | 02:00 |  | 02:00 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| **10** | **Marketing meaning and principles** |  | | | | |
| 10.1 | Target of users (different target groups and their characteristics) |  | | | | |
| 10.1.1 | Survey, who needs what, where should the walk, the tour be? |  |  | X |  |  |
| 10.1.2 | The purpose/goal of the walk | X |  |  |  |  |
| 10.1.3 | Participants (age group, fitness, how difficult, etc.) how to reach the needs of each participant |  | X |  |  |  |
| 10.1.4 | The price of the walk and other supplies and equipment for the walk | X |  |  |  |  |
| 10.1.5 | Application form |  |  |  | X |  |
| 10.2 | Mandatory technical information |  | | | | |
| 10.2.1 | The purpose of the walk | X |  |  |  |  |
| 10.2.2 | Walk leader (contact) | X |  |  |  |  |
| 10.2.3 | The date and duration of the walk | X |  |  |  |  |
| 10.2.4 | The region and route of the walk | X |  |  |  |  |
| 10.2.5 | Difficulty of the walk (distance, level difference) | X |  |  |  |  |
| 10.2.6 | Place and time of meeting and arrival | X |  |  |  |  |
| 10.2.7 | Method of meal(s) | X |  |  |  |  |
| 10.2.8 | Necessary equipment (highlight what is different from the usual) | X |  |  |  |  |
| 10.2.9 | Participation costs (payment method) | X |  |  |  |  |
| 10.2.10 | Application method and deadline | X |  |  |  |  |
| 10.2.11 | Other information | X |  |  |  |  |
| 10.2.12 | B-plan in case of bad weather | X |  |  |  |  |
| 10.2.13 | Supporters, funders | X |  |  |  |  |
| 10.3 | Social Media |  | | | | |
| 10.3.1 | Before the walk: advertisement, announcement | X |  |  |  |  |
| 10.3.2 | During the walk: live posts |  |  |  | X |  |
| 10.3.3 | After the walk: report, photos, videos, digital map | X |  |  |  |  |

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| **Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_11 | 11 - Nature Conservation and Experimental Education | | | 02:00 | 04:00 | 06:00 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| **11.1** | **Basic principles of nature conservation and experimental education** |  | | | | |
| 11.1.1 | basic rules for own behavior in nature | X |  |  |  |  |
| 11.1.2 | Different regulations (everyman's law/everybody’s right, Code of good walking and behavior (from ERA), nature reserves, etc.) | X |  |  |  |  |
| 11.1.3 | Methods (telling facts or stories or applying to all human senses) to let participants experience nature | X |  |  |  |  |
| 11.1.4 | different groups/environments and their needs for sustainable development (we need to put an environment on the first place here) | X |  |  |  |  |
| 11.1.5 | Nature experience games for different groups | X |  |  |  |  |
| 11.2 | Presentation of natural phenomena |  | | | | |
| 11.2.1 | Planning a hike in such a way that both the choice of topics and the route lead to situations that are worth experiencing, i.e. personally enriching for the participants | X |  |  |  |  |
| 11.2.2 | Methods of involving participants actively | X |  |  |  |  |

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| **Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_12 | 12 – Written Test Criteria | | | 01:30 |  | 01:30 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| 12.1 | Minimum amount of questions - 60 | X |  |  |  |  |
| 12.2 | Recommended 4 multiple-choice answers to each question | X |  |  |  |  |
| 12.3 | Test must cover all topics of program. Recommended at least 2 questions for one hour of education | X |  |  |  |  |
| 12.4 | The time taken to complete the test must be limited | X |  |  |  |  |
| 12.5 | 15% of the questions in the test have to change every year thereafter. | X |  |  |  |  |
| 12.6 | Answering the test must be done individually, without any extraneous material. | X |  |  |  |  |
| 12.7 | At least 70% of the answers must be correct to pass the test. | X |  |  |  |  |
| 12.8 | Presence. At least 85% attendance at the courses. | X |  |  |  |  |
| 12.9 | Supervisor in the hall | X |  |  |  |  |
| 12.10 | If possible, automatic evaluation | X |  |  |  |  |

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| **Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_13 | 13 – Practical Test | | |  | 06:00 | 06:00 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| **13.1** | **Test conditions:** |  | | | | |
| 13.1.1 | practical at least one day walk on the marked trail | X |  |  |  |  |
| 13.1.2 | walking distance must be at least 10 km (per rated one person) |  | X |  |  |  |
| 13.1.3 | group must be at least 6 persons |  | X |  |  |  |
| 13.1.4 | there must be at least 2 evaluating instructors |  | X |  |  |  |
| 13.1.5 | one instructor must have basic level and other instructor at least intermediate level | X |  |  |  |  |
| 13.1.6 | there can be up to 2 assesses per one group at the same time |  | X |  |  |  |
| 13.2 | The following practical aspects of group management are assessed |  | | | | |
| 13.2.1 | preparation activities (related to the group, route, timing, etc.) | X |  |  |  |  |
| 13.2.2 | practical group management quality on the field | X |  |  |  |  |
| 13.2.3 | quality of guide service (further explanations) | X |  |  |  |  |
| 13.2.4 | dealing with difficult situations | X |  |  |  |  |
| 13.2.5 | completing the hike | X |  |  |  |  |
| 13.3 | Recommended scale of assessment is from 1 to 5 | X |  |  |  |  |
| 13.4 | Passing conditions: |  | | | | |
| 13.4.1 | Average result of assessment to pass the examen must be at least 60% (3 from scale 5) | X |  |  |  |  |

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| **Teaching Sheet** | **General Subject** | | | **Theoretical**  **Hours** | **Practical**  **Hours** | **Total Hours** |
| BWL\_14 | 14 - Final discussion and reflection on the skill test | | | 01:00 |  | 01:00 |
| **Level** | **Sub Subject** | **5**  **Mandatory** | **4**  **Very Important** | **3**  **Important** | **2**  **Not Very Important** | **1**  **Nice to have** |
| 14.1 | Evaluation of the test | X |  |  |  |  |
| 14.2 | Giving the correct answers | X |  |  |  |  |
| 14.3 | Discussing mistakes | X |  |  |  |  |
| 14.4 | Reviews of the curriculum | X |  |  |  |  |
| 14.5 | Round question about general opinions | X |  |  |  |  |
| 15.6 | What should have been done differently? | X |  |  |  |  |
| 14.7 | New interesting things and developments | X |  |  |  |  |
| 14,8 | Feedback to the lecturer | X |  |  |  |  |