

# Future skills for a better life in Sustainable Salons

## Introduction<sub>t</sub>

Train-the Trainer Malaga 13<sup>th</sup>-15<sup>th</sup> of February 2023

Frank den Hartog

# Agenda day 1: 130223

- 12.00-13.00 Warm welcome, background information project, discussing agenda and minutes PM5 Amsterdam, introduction role teachers during the training (Frank).
- 13.00-14.00 Presentation O4: targets, choices and creation process so far (Ganna).
- 14.00-14.30 Break
- 14.30-17.30
- |  |   |
|--|---|
| Discussing O4 issues (in small groups) | Testing the learning materials based on the Google Forms questionnaire (topics shuffled among teachers) |
|--|---|
- 20.30-23.00 Group dinner at [Kaleido restaurant](#) pier 1 of the Port of Malaga

# Agenda day 2: 140223

	<b>Partners Sust Salon</b>	<b>Guest teachers</b>
9.30-11.30	Discussing the rest of O4	Finishing questionnaires, preparing to teach a 30 min class (based on lessonplans written for O4, level / topic of choice)
11.30-12.30	Collective discussion of the results of the questionnaire	
12.30-13.30	Lunch at the school	
13.30-15.30	Guest teacher teach 4 x 30 min class on the chosen / prepared subject	
15.30-16.00	Discussion of the lesson taught and other feedback of guest teachers about the O4	

# Agenda day 2: 140223

16.00-17.30

## Partners Sust Salon

Defining actions based on feedback guest teachers

## Guestteachers

Preparing a creative report - e.g. a vlog or article with focus on impressions of the project in general and O4 in particular (to be published on the website, YouTube or magazine)

# Agenda day 3: 150223

9.00-12.00

**Partners**

**Guest Teachers**

Discussing other relevant issues (O1, O2, O3 and O5)  
Dissemination and workshop Impact, next meetings, planning (Frank)

Finishing the creative report and / of free time

12.00-13.00 Lunch at the school

13.00-14.00 Guest teachers presenting the creative reports to the rest, finishing all together.

**End of the Train the Trainer meeting**

# Rationale

In the project we gather facts through an inventory of the hairdresser's competencies in 2030, the desired situation in a sustainable salon focus on environmental aspects (core of a simple standard), competences needed to reach this situation and research on two diagnostic self-assessment tools to map the current situation on:

1. competence level and measuring the gap on profile and future competences and
2. the gap of the level towards the sustainability system on environment and sustainability in schools (salon).

The outcomes of the inventory we will discuss with experts and the results are later on the input for developing the self-assessment tools, the learning material on environment in a sustainable salon and awareness material on sustainability.

# Outputs

## **01 Profile / competences of the hairdresser in 2030**

Output Type Studies / analysis - Research study / report

## **02 Sustainability standard for schools and the sector**

Output Type Methodologies / guidelines - Certification system

## **03 Digital instrument: diagnostic self-assessment tool**

Output Type Open / online / digital education - Other

## **04 Learning material on sustainability in the Hair & Beauty sector**

Output Type Learning / teaching / training material - Manual / handbook / guidance material

## **05 Physical awareness tools**

Output Type Learning / teaching / training material - Toolkit

**Multiplier event 1 and 2**

**Train the trainer activity**

# Participants I

1. Inventory of the hairdresser's competencies in 2030: - Per country 2 schools/partner, per schools/partner 4 persons = 32 persons, - Contact with organizations on management systems 4 per country = 16 persons;
2. Expert meetings: - Per country 1 school/partner, per school/partner including preparation 5 persons = 20 persons.
  3. Development of a “low threshold” standard for a sustainability label for the sector: participation of experts: minimum 4 experts will be involved. Other: - Contact organisations on management systems 4 per partner country = 16 persons
4. Research and development on self-assessment tools: (1: Gap analyses, focusses on the gap in competences between the present level of competences and the future competences and 2. Classification sustainability, will provide a classification of the status of a salon (in the school or as a company) regarding the level of sustainability) in 4 languages development in the hair and beauty sector = 12 persons in partner countries; - Per country 2 schools/partner, per schools/partner 4 persons = 32 persons.
5. Development Learning material on sustainability/environment in the Hair & Beauty sector: - per developing partner = 20 persons; - participation of experts/entrepreneurs =12 persons



# Participants II

6. Validation and adjusting of learning materials: - 5 persons per country = 20
7. Developing the awareness material final results): -About 10 persons across the partner countries. -participating students per school 4 persons = 16
8. Testing and validation of the self-assessment tools: per country 10 persons = 40
9. Testing of modules for sustainability learning materials including Train the trainer: In school testing =100 persons (4 countries, 25 per school/country)
10. Final Sector Conference and Student participation: In addition to the last work conference of the partners, a final sector conference will be organized in Italy = 75 participants.

During the project, student participation will take place at 3 work conferences and the sector conference. 16 students per activity

The amount of persons that will benefit indirectly from the project will amount to approximately 290: VET teachers, VET students, salon owners / managers, Salon employees, Experts In the various stages of the project.

All participants will be involved in a number of activities: 1. Awareness raising 2. Needs analysis 3. Content development 4. Validation

See page 93 of the submitted project proposal

# Student activities

Student participation will take place at 3 work conferences and the sector conference.

During these meetings the students from the partner countries get 3 major assignments:

- Pretesting the developed materials
- Developing the content and design of a magazine.
- Development of an awareness package for the hairdressers with stickers about the practical interpretation of the environment.

[https://issuu.com/hartog236/docs/glossy\\_hair\\_beauty\\_2018\\_digi/10](https://issuu.com/hartog236/docs/glossy_hair_beauty_2018_digi/10)



Website:  
<https://www.sustainable-salon.info>

**Sustainable Salon**  
Future skills for a better life in Sustainable Salons

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12-05 | 18:45  
Hacienda Nadales en Málaga.

SUSTAINABLE  
SALON

Welcome at the website of the project:

"Future skills for a better life in Sustainable Salons"

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# TASKS TEACHERS

Central theme: Train-the-Trainer

- Get an idea on the goals and structure of the learning material
- Get an idea about the other outputs
- Learning about how to deal with the material
- Give feedback on the Learning material
- Give feedback on all the other things you want to give feedback on

# Questions/remarks?