

# WELLNESS WITHOUT BORDERS

## Appendix

November 2008 – May 2010

 Alfa-college

 Landstede

  
I.E.S.  
RAMON Y CAJAL

ROC FRIESE POORT, Leeuwarden  
IES RAMÓN Y CAJAL, Valladolid  
ALFA-COLLEGE, Groningen  
LANDSTEDE, Zwolle  
AO Jyväskylä  
Het Perspectief, Gent  
BBS, Jever

 ROC FRIESE POORT

 Volwassenenonderwijs  
Het Perspectief  
Provincie Oost-Vlaanderen

 ao

 *Jever*  
BBS

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# 1. Survey of Wellness Treatments

Hand treatment/Nailstyling	FP	LS	AL	RyC	JC	BJ	PG
Manicure	x	x	x	x	x	x	x
Nailstyling	x	x	x	x	artificial nails, see comment	hand massge	x
x				hand massage			
				x		nail art	nail art
<b>Facecare</b>							
Electro esthetics (blend,diathermie)		x	x	x		x	
Ultrasound treatment				x	x	demo only	x
Aroma therapie	x	x	x	x	x	x	x
Shiatsu massage	x	x	x			see comment	
Micro dermabrasie	x	x		x	x	demo only	
Color analyse	x	x	x	x	x	x	
Treatment for men	x	x	x	x	x	x	x
Treatment for darkskin	x	x	x	x	see comment	x	
Clients guidance	x	x	x	x	x	x	x
Headmassage	x	x	x	x	see comment	x	x
Acné	x	x	x	x	x	x	x
Lymfe drainage			x	x	see comment	see comment	x
				treatment anti.age			
				treatment hydrating			
				electrolifting			
				Alta Frecuencia			
				Low frequency currents			

Body care	FP	LS	AL	RyC	JC	BJ	PG
Hotstone	x	x	x	x	x	x	x
Body massage	x	x	x	x	x	x	x
Shiatsu massage	x	x				see comment	
Sensitive massage			x	x		x	x
Ultrasound treatment				x	x	demo only	x
Aroma therapie		x	x	x	see comment	x	x
Body package	x	x	x	x	x	x	x
Sauna	x		x	x		x	x
Baths	x			x	x	x	x
Diēt treatment	x	x	x	x		x	
Clients guidance	x	x	x	x	x	x	x
Thalasso therapie	x	x	x		x	x	x
Press therapie				x		x	x
Tanning methods	x	x	x			x	
Paniculose treatment	x	x		x	x	x (?)	x
Lymfe drainage			x	x		see comment	
				baby massage			
				termoterapy			
				diatermic			

Footcare	FP	LS	AL	RyC	JC	BJ	PG
Footreflex				x		see comment	
Footmassage	x	x	x	x	x	x	x
Pedicure	x	x	x	x	x	x	x
Nail art treatmentes				x		special footmassage	

FP = ROC Frieseport
LS = Landstede
AL = Alfa College
RyC= Ramon Y Cajal
JC = Jyvaskyla College
BJ = BBS Jever
PG = Het perspectief Gent

= original Wellness treatments agreed on by both groups
= important in all kinds of programmes (beauty, wellness etc.), important topic everywhere
= additional Wellness - treatments opinion of group 2

## 2. Wellness Curricula

*Vocational Qualification in Beauty Care 120 credits/3 years, Beauty Therapist,  
Study Programme in Beauty Care FINLAND*

### Vocational studies **90 credits**

#### **Compulsory studies** **75 credits**

Skin care (face, hands, feet, body)	30 credits
Skin care guidance	10 credits
Make up	5 credits
Beauty care entrepreneurship	10 credits
Special beauty care studies (face, hands, feet and body)	20 credits

#### **Optional studies** **15 credits**

( in our college we offer the following studies)

Spa- treatments (see below)	10 credits
Special Make up	5 credits

### Core subjects (common to all qualifications) **20 credits**

Compulsory studies	16 credits
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- the native language
- the other national language and a foreign language
- mathematics
- physics and chemistry
- social, business and labour -market subjects
- health education; physical education
- arts and culture; environmental studies
- ICT; ethics, other cultures
- psychology and entrepreneurship

Optional studies (free choice of something above) 4 credits

#### **Optional studies** (free-choice) **10 credits**

Vocational studies include min. 20 credits on-the-job-learning ( in Finland or abroad)

These studies include at least 1.5 credits of student counseling and a final project with a minimum of 2 credits.

Students may freely choose free-choice studies from those on offer either at their own institution or at some other upper secondary level institution (general or vocational) and include them in their qualification according to their own interests or vocational orientation; these may also include appropriate work experience

## **SPA- TREATMENTS/ FINLAND/ curriculum**

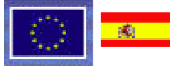
- ▣ history and traditions, treatment culture, operational environment
- ▣ aroma massage for face, hands, feet and body
- ▣ different Spa- treatments for face, hands, feet and body; such as water-, bath-, sauna-, warm- and cold treatments
- ▣ different massages for face, hands, feet and body; such as herb – and stone massages
- ▣ indications and contra indications
- ▣ effects to the skin and to the function and wellness of the body
- ▣ do the Spa-treatments with at least two different product lines
- ▣ plan and carry out/ make different Spa- treatments (big picture/body) to the client
- ▣ client guidance, marketing and selling
- ▣ evaluate her/his own work process and the results of her/his work
- ▣ maintain ability to work and occupational safety
- ▣ promote sustainable development

Lernfelder – Berufsfachschule Kosmetik	Learning clusters – Vocational college for cosmetics
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<b>Deutsch</b>	<b>Englisch</b>
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Kosmetische Diagnosen erstellen	Making cosmetic diagnosis
Haut und Anhangsgebilde reinigen und vorbereiten	Cleaning and preparing skin and skin appendix shapes/structures
Haut und Anhangsgebilde pflegen	Taking care/ Nursing of skin and skin appendix shapes/structures
Spezialbehandlungen durchführen	Performing special treatments
Dekorative Maßnahmen anwenden	Applying decorative measures
Kosmetische Massagen durchführen	Performing cosmetic massages
Betriebswirtschaftlich handeln	Business Administration
Kunden betreuen und Verkaufsgespräche führen	Caring for customers/clients and having sales talks
Gesundheitsorientiert beraten und unterstützen	Health-oriented consulting und assisting





CERTIFICATE SUPPLEMENT (\*)  
SPAIN

TITLE OF THE CERTIFICATE (original language: ES)

ADVANCED EXPERT IN AESTHETICISM

TRANSLATED TITLE OF THE CERTIFICATE (language)

PROFILE OF SKILLS AND COMPETENCES

General competence

Enhance the image of a person, advising customers, assessing their beauty requirements and applying the necessary treatments and care in conditions of quality and optimum safety and hygiene. Perform the administration, management and organization of a beauty institute, optimising the business activity under appropriate supervision.

Competence units

1. Defining and protocolizing the treatments/care in accordance to the beauty diagnostic, organizing the provision of the service in conditions of optimum quality.
2. Personalizing, supervising and/or applying electro-aesthetics techniques, integrating them into a specific beauty treatment.
3. Personalizing, supervising and/or performing face and body massages in accordance to the prior beauty diagnostic.
4. Personalizing, supervising and/or applying hydrothermal and complementary techniques, integrating them into a specific beauty treatment.
5. Personalizing, supervising and/or applying hair-removal techniques by mechanical, electrical and radio-electrical means.
6. Supervising and/or performing changes in the physical appearance of a person through micro-implants of pigments in accordance to a prior design.
7. Performing the administration, management and marketing of a small company.

RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE

Occupations or jobs:

Beauty institute or parlour manager. Beautician. Masseur or masseuse.

**(\*) Explanatory note**

This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers.

The body awarding this Certificate Supplement may leave blank any box considered not to be applicable.

<b>Name and status of the body awarding the certificate</b> MINISTERIO DE EDUCACIÓN, CULTURA Y DEPORTE  (Central Government)	<b>Name and status of the national/regional authority providing accreditation/recognition of the certificate</b> MINISTERIO DE EDUCACIÓN, CULTURA Y DEPORTE (Central Government) COMPETENT BODY IN THE AUTONOMOUS COMMUNITY (Autonomic Government)
<b>Level of the certificate in the awarding country</b> Advanced Vocational Training (CNED 51 H – Advanced Specific Vocational Training and equivalents, Plastic Arts and Design, and Sports)	<b>Grading scale / Pass requirements</b> Basic regulation of the Ministry of Education, Culture and Sports of 21 July 1994. Occupational modules: graded from 1 to 10 (5 is pass). Training at work: pass / fail. Continuous assessment system.
<b>Access to next level of education/training</b>  - Nursery Diplomaed Specialist. - Physiotherapy Diplomaed Specialist - Chiropody Diplomaed Specialist. - Speech Therapy Diplomaed Specialist. - Occupational Therapy Diplomaed Specialist. - Industrial Technical Engineer (all majors)	<b>International agreements</b>
<b>Legal basis</b> General Organic Law of the Educational System 1/1990 of October 3, Organic Law 5/2002 of June 19 on Qualifications and Vocational Training, Royal Decree 676/1993 of May 7, Royal Decree 777/1998 of April 30. ROYAL DECREE 628/1995, of April 21 (BOE 24.08.95).	

**OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE**

<b>Description of vocational education and training received</b>	<b>Percentage of total programme (%)</b>	<b>Duration hours/weeks/months/years</b>
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\* At Secondary Education Centres or approved training centres, including training modules of a theoretical-practical nature and Training at Work.

- ADMINISTRATION, MANAGEMENT AND MARKETING IN A SMALL-SIZED BUSINESS
- HUMAN ANATOMY, PHYSIOLOGY AND PATHOLOGY APPLIED TO INTEGRAL BEAUTY
- COSMETOLOGY APPLIED TO INTEGRAL BEAUTY
- HAIR REMOVAL
- DIAGNOSING AND PROTOCOLIZING INTEGRAL BEAUTY PROCESSES
- ELECTRO-AESTHETICS
- HYDROTHERMAL BEAUTY TREATMENTS
- TRAINING AT WORK
- OCCUPATIONAL TRAINING AND GUIDANCE
- MASSAGING
- MICRO-IMPLANTS OF PIGMENTS
- MAKE-UP TECHNIQUES APPLIED PRIOR TO MICRO-IMPLANTS OF PIGMENTS

<b>* Recognized informal learning</b>		
	<i>Total duration of the education/ training leading to the certificate</i>	2000 hours
<b>Entry requirements</b> Being in possession of the high school graduate or equivalent title in order to access to the high VET courses. Being in possession of the entrance exam certificate.		
<b>Additional information</b> More information available at: <a href="http://www.mec.es">http://www.mec.es</a> <a href="http://www.mec.es/educa/incual">http://www.mec.es/educa/incual</a>		
<b>National reference point</b> INSTITUTO NACIONAL DE LAS CUALIFICACIONES. C/ Rafael Calvo 18. 28010 Madrid. <a href="mailto:incual@mec.es">incual@mec.es</a>		

### 3. DVD Contents

#### Wellness without borders DVD wellness Treatments

	Producing institute	Treatment
	Belgium	Relaxingmassage
	Germany	Thalasso
	Finland	Chocolate massage
	Landstede	Facial &Body massage
	Alfa College	Shiatsu Face
	Friese Poort	Aromatherapie
	Spain	Sensitive massage
	Belgium	Thalasso. Heavy leggs treatment
	Finland	Holistic aromatherapie
	Spain	Pressure Therapy
	Landstede	Hammam
	Friese Poort	Hotstone massage
	Alfa Collge	Wellness feetcare
	Germany	Body packets

# 4. Presconference Germany

Friesland

FREITAG, DEN 5. FEBRUAR 2010

WILHELMSHAVENER ZEITUNG

## Thalasso-Therapie in Holland unbekannt

**TREFFEN** Europäisches Projekt-Treffen zum Thema „Wellness“ in Berufsbildenden Schulen Jever

Drei Tage lang waren 16 Lehrkräfte des europäischen Projektes „Wellness without Borders“ in Jever zu Gast. Im Mittelpunkt stand die Präsentation selbstgestellter Lehrmaterials.

VON WOLFGANG A. NIEMANN

**JEVER** – Zum vierten Treffen des europäischen Projekts „Wellness without Borders“ kamen jetzt 16 Lehrkräfte aus den Partnerländern Belgien, Finnland, Niederlande und Spanien für drei Tage an die Berufsbildenden Schulen Jever (BBS). Vor zwei Jahren wurde diese Zusammenarbeit der Berufsfachschule Körperpflege mit ihren rund 140 Schülern mit dem Internationalen Büro der BBS als Partnerschaftsprojekt im Rahmen des europäischen Leonardo-da-Vinci-Programms für lebenslanges Lernen auf den Weg gebracht. Im Mittelpunkt standen die Präsentation selbstgestellter DVDs mit Lehrfilmen zu verschiedenen Behandlungsmethoden im Bereich Kosmetik und Wellness sowie die Erstellung neuer DVDs. So arbeiteten die hiesigen Lehrkräfte einen Film über „Body-Wrapping“ an der BBS sowie einen zum Thema Thalasso im Kurzentrum „Cliner Quelle“ in Carolinensiel



Treffen von 16 europäischen Lehrkräften aus vier verschiedenen Nationen in der BBS Jever. Thema war „Wellness without Borders“.

WZ-FOTO: KNOTHE

aus. Wie Detlef Reuter, Ansprechpartner der BBS für internationale Kontakte und Austauschprogramme, hervorhob, sind die Ausrichtungen in den fünf Ländern sehr unterschiedlich, so kennt man die hier bereits stark verbreitete Thalasso-Therapie

in den Niederlanden noch kaum. Hilko van der Vaar, Projektleiter von „Wellness without Borders“, wies auf die praxisbezogenen Fachwortschatzlisten hin, die seit dem letzten Treffen im belgischen Gent begonnen wurden. In den fünf Landesspra-

chen erstellt, können sie künftig eine wertvolle Hilfe zur Vorbereitung und Durchführung von Betriebspraktika für Auszubildende in den Partnerländern sein. Ausgearbeitet wurden auch weitere Lehrfilme, so dass beim Abschlusstreffen im spani-

schen Valladolid im kommenden Mai insgesamt zehn DVDs präsentiert werden können. Natürlich gehörte neben Besuchen in einem Kosmetiksalon sowie der „Cliner Quelle“ auch ein touristisches Programm zu dem Besuch.

## Droge huid heißt trockene Haut

Projekt „Wellness without borders“: BBS Jever empfing Kollegen aus vier Nationen

Die Lehrer haben ihre Hausaufgaben gemacht: Lehr-DVD's erstellt und Fachwortschatzlisten zusammengetragen.

**JEVER/LIA** – Trockene Haut heißt auf englisch „dry skin“, auf spanisch „piel seca“, auf holländisch „droge huid“ und auf finnisch „kuiva iho“. Eine große Zusammenstellung von Vokabeln und Begriffen für den Wellness-Bereich haben jetzt 16 Lehrkräfte aus fünf Nationen zusammengestellt. Sie alle sind Teilnehmer des europäischen Projekts „Wellness without borders“ und haben sich jetzt zum vierten Mal getroffen – Gastgeber waren drei Tage lang die Berufsbildenden Schulen Jever, heute treten die Lehrer aus Spanien, Finnland, Holland und Belgien wieder die Heimreise an. Sie alle unterrichten in ihren Ländern in den Bereichen Körperpflege, Kosmetik und Wellness – letzteres stand beim jetzigen Treffen im Mittelpunkt, denn Wellness wird in jedem der Länder ein wenig anders gewichtet und definiert.

Ziel des Projekts, das 2008 im Rahmen des europäischen Leonardo-da-Vinci-Programms gestartet wurde, ist es, Lehrpläne gemeinsam weiterzuentwickeln und auszutauschen. Nach dem letzten Treffen in Ghent (Belgien) hatten die Teilnehmer ein großes Paket an „Hausaufgaben“ mitbekommen. So wurde in Ghent mit dem Erstellen einer sechssprachigen Fachwortschatzliste begon-



„Wellness without borders“ erlebten diese Lehrkräfte aus fünf Nationen jetzt an der BBS Jever – und hatten sichtlich Spaß an der Arbeit.

FOTO: LUERS

nen, die bis zum jetzigen Treffen in Jever ergänzt werden musste. „Diese praxisbezogenen Vokabeln und Redewendungen können zukünftig eine wertvolle Hilfe zur Vorbereitung von Betriebspraktika für Auszubildende in den Partnerländern sein“, erklärte BBS-Lehrer Detlef Reuter, bei dem in der BBS die Fäden für dieses internationale Programm zusammenlaufen. Ein weiteres Ziel ist es, dass am Ende des Projekts

zehn Lehr-DVD's bereitstehen, die in den einzelnen Ländern erstellt wurden. Die BBS Jever stellte eine DVD zum Thema Thalasso und die Verwendung von Meeressalgen in dieser besonderen Therapieart her. Außerdem enthält die DVD ein Lehr-Video, das die einzelnen Schritte der Anwendung einer Ganzkörper-Algenpackung demonstriert. Gedreht wurde hierfür in der „Cliner Quelle“ in Carolinensiel. Die ausländischen Gäste besuchten

auch die „Cliner Quelle“ und einen Kosmetiksalon in Jever. Leider hatten sich die Lehrer gerade die Tage ausgedacht, an denen die Schule ausfiel und konnten so nicht persönlich mit hiesigen Schülern aus dem Fachbereich Körperpflege sprechen. Das internationale Projekt „Wellness without borders“ geht nun ins zweite und damit zugleich letzte Jahr – das Abschlusstreffen findet im Mai in Valladolid (Spanien) statt.

## WELLNESS-PROJEKT ÜBER LÄNDERGRENZEN HINWEG



„Wellness without borders“ heißt ein internationales Projekt, in dessen Rahmen sich drei Tage lang 16 Lehrkräfte aus fünf Nationen in den Berufsbildenden Schulen Jever trafen, um gemeinsame Lehrpläne für den Bereich „Wellness“ zu entwickeln, Fachwissen auszutauschen und Lehr-DVD's zu erstellen, die später im Unterricht gezeigt werden können. Unser Foto zeigt Andrea Krusselmann (BBS Jever), die gemeinsam mit ihrer spanischen Kollegin Violeta Aparicio Rodriguez Wellness-Produkte testet. Seite 3 FOTO: LUERS



## 5. Text Speech

Speech by Mr. Marino Arranz Boal  
(president of the Board of Vocational Education of the Junta de Castilla y León)

Valladolid  
Friday 21<sup>st</sup> may

**Closing of the 5<sup>th</sup> meeting:  
“Wellness without borders”  
IES Ramón y Cajal  
Valladolid 21 MAY 2010**

### Greetings:

#### Vocational Studies and Europe

Europe is facing major challenges such as those resulting from the economic crisis with great impact on unemployment, the increase of global competition, the demographic change, the needs of new skills and the rapid technological progress.

In 2020, 50% of jobs will require intermediate and upper levels in Vocational Studies. The jobs that only require low levels of qualifications will fall to 18.5%. There will be a need of twice as many more people with intermediate level than of higher level to replace those that are withdrawn from the labour market.

In this context, it is important

- To improve the quality and attractiveness of Vocational Studies,
- To develop links between Vocational Studies and business,
- to implement cooperation at European level that moves forward in the European Qualifications Framework by setting up the equivalence between the national and the European skill levels,
- To strengthen mutual trust among the countries of the European Union in the European Credit Transfer and Accumulation System in Vocational Studies and
- To allow the mobility of students and workers within the European Union.

The Regional Ministry of Education is developing actions to achieve these goals:

- it performs a comprehensive and flexible training offer
- it encourages a range of activities to improve its image
- it promotes teacher training
- it fosters training students in the workplace and
- it is firmly committed to the mobility of students in Vocational Studies so that they have in-companies training in European Companies.

### Reference to the Lifelong Learning Programme (LLP):

The Lifelong Learning Programme (LLP), which aims to facilitate exchanges, cooperation and mobility between educational systems and training in the European countries, is the best instrument for a joint Europe to promote learning for people of all ages, regardless their socioeconomic level, strengthening cohesion and social inclusion, active and responsible citizenship, intercultural dialogue and equality between men and women.

### Importance of the LLP for the Regional Ministry of Education:

To link training abroad, in 2007 The Regional Ministry of Education of Castilla y León signed an agreement with The Confederation of Business Organizations/Entrepreneurs of Castilla y León, The foundation of the Spanish Language and Caja Burgos to collaborate in the implementation and submission of projects to the European Lifelong Learning Programme 2007-2013.

From 2007 the participation in the Sectorial Erasmus programme has been very active and it has allowed students from the Upper Level of Vocational Studies to do the on-the-job training module in companies located in other countries of the European Union.

The realization of this type of mobility is of vital importance for the development and the professional and cultural integration of students of Vocational Studies, promoting the knowledge of new languages, new cultures and achieving skills to be able to get integrated into the European labour market at the end of their studies.

In this way there is a contribution to the execution and implementation of the European area of higher education, improving the quality of Vocational Studies, increasing cooperation between higher education institutions and companies as well as exchanging good practices and the transference of results among all the European educational community

The actions taken so far, according to the above-mentioned Framework Collaboration Agreement, were the participation as a consortium in the Erasmus programme with the Project "EURO-Vocational Studies-CYL. Implementation of the European Area of Higher Education in CASTILLA Y LEÓN", in its successive calls, including the 2010 call.

In the 2009 call this Project won the "Certificate of Erasmus Trainings for Consortia", granted by the Organismo Autónomo de Programas Educativos Europeos (OAPEE) – Spanish National Agency which supports and ensures the mobility for the period 2009-2012.

The Erasmus Programm has 60 schools Partners with Erasmus University Charter into effect, and so far 185 students have been granted by the Project in its various editions, in countries such as: Germany, Scotland, Finland, France, England, Ireland, Italy, Malta, Portugal and Romania.

51 of these students are abroad at present and intend to return at the end of June 2010. On the other hand, since 2003, the Regional Ministry of Education of Castilla along with the "Institute of Employment and Formação Profissional" of Portugal has been involved in the programme "INTERREG III A". The Regional Ministry is also currently participating in the programme of cross-border cooperation Spain-Portugal 2007-2013 in order to promote the socio-economic development and employability of the cross-border regions between the Centre and North of Portugal and the provinces of Zamora and Salamanca of Castilla and León.

These programmes, which belong to the European Regional Development Fund (ERDF), allow us to Exchange experiences between the two countries and include students Exchange to carry out a period of on-the-job-training in enterprises and to be aware of the interregional reality with a European dimension. 258 students have participated so far.

52 Spanish and the same amount of Portuguese students are currently participating in the Exchange programme which finishes this May.

#### Bilingualism in Vocational Studies in Castilla y León

In a global World with increased mobility it is important for students to Express themselves correctly in other languages of the European Union, especially in English. We are developing mobility programmes that are conducive to these linguistic skills.

In addition, this academic year we launched a pilot Project of bilingualism in Vocational Studies with 18 schools participating and developing 54 actions in modules of different sectors.

Reference to the Leonardo Partnership of the Ramón y Cajal Secondary School and to the closing session:

The Department of Personal Image of the Spanish educational centre "RAMÓN Y CAJAL" is participating as a member in the Leonardo Partnership denominated "Wellness without borders" together with:

- BBS in Jever (Germany)
- PCVO in Ghent (Belgium)
- A.O. in Jyväskylä (Finland)
- and the Dutch schools of:
  - ROC FRIESE POORT in Leeuwarden
  - ALFA-college in Groningen
  - LANDSTEDE in Zowle

The objective has been to get to know the Beauty Sector known as Wellness in each country, analysing how the subjects are taught, what are the customs and differences of each country and the companies. The result is the elaboration of a Wellness Dictionary in 5 languages and the production of a 14 DVDs which, without doubt, will be very useful in the immediate future. These results and the good practices have been presented in this latest meeting which concludes today.

#### Congratulations

I want to thank all participants for the work done and encourage them to continue developing projects in this area...

## 6 Evaluation form

### 1. Evaluation of general aims and objectives

Please fill in the questionnaire by marking with X on to what extend in your opinion the partnership has reached its aims and objectives and explicit your opinion with your remarks when necessary (please explicit when scale 1 or 5 was marked)

Did the partnership achieve its aims and objectives?:

1. To exchange of good practises and discuss implementation your own praxis				
1 (Not at all)	2 (A little)	3 (sufficient)	4 (Much)	5 (Very Much)
		NL BE	DE	ES FI
Remarks: The exchange was worth a 5 Discussions about implantations was worth a 2				

2. To Enlarge Your International Network				
1 (Not at all)	2 (A little)	3 (sufficient)	4 (Much)	5 (Very Much)
			BE	NL FI SP DE
Remarks:				

3. To get information about the education system and levels in beauty and wellness the different countries				
1 (Not at all)	2 (A little)	3 (sufficient)	4 (Much)	5 (Very Much)
		NL SP	FI BE	DE
Remarks:				

4. to discover new trends that inspire to be used and implemented.				
1 (Not at all)	2 (A little)	3 (sufficient)	4 (Much)	5 (Very Much)
	BE	NL	SP DE	FI
Remarks:				

5. to adjust curricula to a more European level.				
1 (Not at all)	2 (A little)	3 (sufficient)	4 (Much)	5 (Very Much)
BE	DE	SP NL	FI	
Remarks: Maybe an item for a next project				



<b>6 to make a clear connection between school and labour market and improve this contact;</b>				
<b>1</b> <b>(Not at all)</b>	<b>2</b> <b>(A little)</b>	<b>3</b> <b>(sufficient)</b>	<b>4</b> <b>(Much)</b>	<b>5</b> <b>(Very Much)</b>
	NL BE	FI	SP	DE
Remarks:				

<b>7. to increase and improve the education program at school</b>				
<b>1</b> <b>(Not at all)</b>	<b>2</b> <b>(A little)</b>	<b>3</b> <b>(sufficient)</b>	<b>4</b> <b>(Much)</b>	<b>5</b> <b>(Very Much)</b>
	BE	NL DE	SP FI	
Remarks:				

<b>8 to build a strong network for international student exchanges</b>				
<b>1</b> <b>(Not at all)</b>	<b>2</b> <b>(A little)</b>	<b>3</b> <b>(sufficient)</b>	<b>4</b> <b>(Much)</b>	<b>5</b> <b>(Very Much)</b>
			NL FI	SP DE
Remarks:				

<b>9. to learn new methods and implement them in the curriculum</b>				
<b>1</b> <b>(Not at all)</b>	<b>2</b> <b>(A little)</b>	<b>3</b> <b>(sufficient)</b>	<b>4</b> <b>(Much)</b>	<b>5</b> <b>(Very Much)</b>
	BE	NL DE	SP FI	
Remarks: We learned new methods but did not yet implement them in our curricula.				

<b>10. to investigate and exchange the differences and communalities of the technical and culture aspects of wellness in the participating countries/partners</b>				
<b>1</b> <b>(Not at all)</b>	<b>2</b> <b>(A little)</b>	<b>3</b> <b>(sufficient)</b>	<b>4</b> <b>(Much)</b>	<b>5</b> <b>(Very Much)</b>
		BE NL		SP FI DE
Remarks:				

<b>11. to organize exchange visits by each partner,</b>				
<b>1</b> <b>(Not at all)</b>	<b>2</b> <b>(A little)</b>	<b>3</b> <b>(sufficient)</b>	<b>4</b> <b>(Much)</b>	<b>5</b> <b>(Very Much)</b>
		NL BE		SP FI DE
Remarks:				

<b>12 . to improve the quality and to increase the volume of cooperation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe</b>				
<b>1 (Not at all)</b>	<b>2 (A little)</b>	<b>3 (sufficient)</b>	<b>4 (Much)</b>	<b>5 (Very Much)</b>
			SP FI BE DE	
Remarks:				

## 2. How are you satisfied with the project outputs in the end of the project?

Please put a cross (x) to express your satisfaction:

Scale 1=not satisfied at all, 2=lowly satisfied, 3=moderately satisfied, 4=quite satisfied, 5=very satisfied. (please explicit when scale 1 or 5 was marked)

<b>Outputs</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Survey of Wellness Treatments			BE	SP	NL FI DE
Vocabulary Lists		BE			NL SP FI DE
Dvd Wellness Treatments					NL SP FI BE DE
Communicationplatform on the Moodle			FI	NL	SP BE DE
Quality and Evaluation Plan		BE		SP FI	DE
Please give your remarks to one or more items mentioned above					
Were all the results and products that were planned, achieved?:					
If your outcomes were different to those planned, what were in your opinion the reasons for these changes? :					

## 3. How are you satisfied with the communication and cooperation in the project?

Please put a cross (x) to express your satisfaction:

Scale 1=not satisfied at all, 2=lowly satisfied, 3=moderately satisfied, 4=quite satisfied, 5=very satisfied (please explicit when scale 1 or 5 was marked)

<b>Communication and Cooperation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Equal contribution of all partners to the success of the project		NL		SP FI BE	DE
Communication between partners				NL SP FI BE	DE
Use of communication tools (Moodle platform)			NL FI	SP BE	DE
Role of each partner in organizing the meetings				NL BE	SP DE

					FI DE
Role of coordinating partner		BE		SP	NL FI DE
Please give your remarks to one or more items mentioned above					

#### 4. What is your opinion of the general aspects of the project?

##### What were the strongest and weakest points in the project life?

Strongest points	Weakest points
<p>1. Making of the DVD's and the vocabulary list</p> <p>To know teachers and schools of other countries. Also the companies.</p> <p>Meetings</p> <p>"no borders any more"</p>	<p>1. Input and subject of several partners.</p> <p>Our difficulty with the English.</p> <p>Moodle – discussions</p> <p>1. Time limets for deepening the cooperation between the different institutes</p>
<p>2. Hospitality of each receiving country</p> <p>The possibility of exchanges between students</p> <p>DVD-material</p> <p>Deep and detailed insight and exploration of education systems and approaches</p>	<p>2. Changing composition of the group</p> <p>The Curricula</p> <p>Discussions about the dvd's : how to use them in practice</p>
<p>3. Role of coordinating partner</p> <p>The Moodle-Platform</p>	<p>3. All participating country's should have at least one colleague who speaks reasonable English</p>
<p>Other:</p>	<p>Other: Keep in mind the main objective. Be aware of to much cultural aspects!</p>

##### Please express your general satisfaction with the project development

*1=not satisfied at all, 2=lowly satisfied, 3=moderately satisfied, 4=quite satisfied, 5=very satisfied*

4

Satisfied, because of the:

Not satisfied, because of the:

##### Any other comments on the project Wellness Without Borders?

Special thanks to Hylco van der Zwaag for coordinating this project and also special thanks to Dethlef Reuter for the digital support.

**Thank you!**

# 7 Links and Contacts

## Links and Contacts the Netherlands

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Wellness and  
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<http://www.harlesiel.de/wellness/kurzentrum-cliner-quelle.html>

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