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# COLLECTION OF GOOD PRACTICES

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## 0. INTRODUCTION

The Social Value of VET project - European Experience in Aesthetics and Well-being (hereinafter SVoVE) was funded by the Italian national agency for Erasmus Plus - VET sector (INAPP) with approval dated 16.07.2019 (protocol no. 2019-1- IT01-KA202-007789).

This project starts from the realization of how important the acceptance of one's body is within the general well-being of the person. For this reason, in recent years the beauty sector has had a great development, requiring an increasing number of employees.

Parallel to this trend, the job market also requires a greater specialization of aestheticians, identifying and proposing areas of activity not practiced up to now.

One of these is socio-aesthetics, a field in which the aesthetician lends treatments to fragile and vulnerable people following various events (invasive surgery, chemotherapy, medical and pharmacological treatments that leave deep traces on the human body, etc.).

This has led to the identification of this new professional profile, in which the socio-aesthetician can identify and plan specific interventions that can give vulnerable people the opportunity to reconstruct their physical appearance and to accept the changes that have occurred as a result of traumatic events, thus rediscovering a good balance between mind and body.

The socio-aesthetician is configured as a professional capable of working with this target of customers both within her own center and in health facilities, becoming a full member of the medical team that treats vulnerable patients.

In order to operate in this way, however, the aesthetician needs three essential elements that, to date, are not recognized:

1. a solid (sound) specific preparation to be able to face the problems of vulnerable people;
2. the recognition of a qualification or specialization in socio-aesthetics, after having attended an appropriate training course;
3. an official entry into a medical team in order to communicate adequately with colleagues and establish with them the aesthetic line to follow, alongside the therapeutic one.

These particular objectives fall within the general objective indicated by the European Commission in reference to VET, namely to promote lifelong learning and improve the quality and effectiveness of international experiences and practices for the purpose of continually improving levels of professionalism.

To achieve this general objective, SVoVE is based on a fruitful exchange of good practices between operators in the wellness sector from various European countries, aimed at defining, sharing and disseminating common methodological guidelines. For this reason, this project adopts a multi-disciplinary and inter-sectoral approach, on which to base professional training activities truly subservient to the needs of the entire community.

Interesting and useful qualitative and quantitative results are also expected from the project, in order to build the new professionalism of the socio-aesthetician and to be able

to present solid proposals to local, national and European policy-makers, in order to fully regulate the professionalism of the socio-aesthetician and her entry into the labor market.

On a more general level, this professional profile can be part of a recent approach to health that takes the name of One-health (holistic view). It is a health model based on the integration of different disciplines and the assumption that human health, animal health and ecosystem health are inextricably linked. The One-health philosophy is recognized by the European Commission, by most of the Ministries of Health and by all international organizations.

One Health is an ideal methodology for achieving global health because it addresses the needs of the most vulnerable populations based on the intimate relationship between their health, the health of their animals and the environment in which they live. This broad concept of environment also includes specific care given to people in difficulty.

Thanks to the plurality of skills present within them, the teams that adopt a One Health approach have long started multidisciplinary collaborations and joint actions, transversal to its research sectors. Therefore, there are no obstacles to the inclusion of the socio-aesthetician within these working groups, as she can make her own contribution to the completion of the One Health paradigm.

## 1. METHODOLOGY

SVoVE adopts an integrated bottom-up participatory approach, based on the exchange of experiences and practices from all partners. This methodology foresees the creation of different types of multidisciplinary and intersectoral working groups that are committed, both individually and jointly, to the establishment of a European training course centered on socio-aesthetics.

On a practical level, the project includes three laboratories (Multi-lab) based on the theory and techniques of Metaplan, a protocol aimed at optimizing the communication and exchange process between working groups.

The grouping of participants is based on three variables.

1. Variable X = Country of origin. In this group, different professionals of the same nationality come together to take stock of the situation in their own country with reference to the professional figure of the aesthetician, to analyze the needs of an aesthetician who can work within an interdisciplinary team and to share and propose a training course that can qualify in socio-aesthetics.

2. Variable Y = Role / Function. In this grouping, exponents of the world of aesthetics from various countries come together to exchange their views on the position of the socio-esthetician within the labor market and the national education system of each, in order to find points of contact and of divergence on a geographical, political and economic basis.

3. Variable Z = Sector. In this grouping, the components come from the same sector (professional, political, economic, etc.) and ideas and opinions are changed on the advisability of regulating the new professional figure by suggesting communication strategies (internal and external to the sector) to raise awareness of the sector itself on the presence and need of the new professional figure.

SVoVe adopts a heuristic (inductive) methodology, due to it starts from an analysis of the needs highlighted by aestheticians in their daily practice, to get to general considerations, shared by all partners within a participatory perspective of European caliber. For this reason, the project can be defined as being "curiosity driven", in the sense that the aestheticians have set themselves in the perspective of discovering what the theoretical principles and the aesthetic practices can be shared and then considered as typical and characterizing of the socio-aesthetician.

## **2. MULTI-LAB(s)**

Since SVoVE is a project aiming to exchange good practices among partners, three mobilities are planned within it, in addition to the kick-off meeting and the final conference.

The mobilities, each corresponding to a Short-term Joint Staff Training Event (hereinafter Multi-Lab), took place in person, hosted by the offices of the various partners. The only exception was for the second Multi-Lab, which was supposed to take place in Finland, but which was organized remotely, due to the Covid 19 pandemic.

Here below the agendas referred to the Learning Teaching Training Activities organized all over Europe.

## 2.1. First MULTI-LAB

### Short-term joint staff training event Helsinki (Finland), 15-19 November 2021 (remote meetings)

Leader Coordinator: Suomen Diakoniaopisto SDO OY / SKY-Opisto - Finland

Participants:

ECIPA UMBRIA - Italy

TEB Edukacja sp. Z o.o. - Poland

ANT Foundation Italia Onlus - Italy

International Hellenic University - Thessaloniki - Greece

CNAIB-SPA - France

CNCRNC "Dr. Robanescu" - Romania

## AGENDA

### 15th November, Monday

#### 10.00 am: Virtual Plenary Assembly (initial screen-shot + recordings and photos)

Welcome by the Coordinator and presentation of the School and City of Helsinki through audio / video

Presentation of the project: objectives, activities, results (leader/coordinator even with the use of audio / video supports)

Presentation of participants and everyone's expectations and motivations (all partners even with the use of audio / video supports)

Presentation of the activity coordinators and staff for on-site assistance

Deepening on the concept and function of social aesthetics: general lines

Start of the participatory and bottom-up sharing process

Exchange of knowledge, information, experiences, skills and good practices

#### 1.00 pm: Closing the work session and final screen-shot

### 16th – 17th- 18th November, Tuesday, Wednesday, Thursday

#### 10.00 am: Virtual Plenary Assembly

Opening of the working session and composition of the national groups (initial screen-shoot)

#### 10.30 am: Working Group organized at national level composed of different professionals

(national group screen-shot + recordings and photos)

General introductory analysis and comparison on the reference context and needs

Analysis and research activities ongoing training activities

Analysis and reload of existing regulations

Development of a training proposal

End of the work and preparation of the reports of the coordinators of the groups (the report will be produced on the basis of a predetermined template that is the same for all partners)

#### 1.00 pm: Virtual Plenary Assembly

Closing the work session (final screen-shot)

### 19th November, Friday

#### 10.00 am: Virtual Plenary Assembly (initial screen-shoot + recordings and photos)

Presentation of the final reports of the groups and participatory discussion

Sharing the structure and objectives of the common methodological guidelines.

#### 12.30 am: (final screen-shot)

Organization of the 2nd Multi-Lab (date and agenda).

Final greetings.

## 2.2. Second MULTI-LAB

### Short-term joint staff training event Thessaloniki (Greece), 4-8 April 2022 (meeting in presence)

Leader Coordinator: International Hellenic University - Greece

Participants:

ECIPA UMBRIA - Italy

Suomen Diakoniaopisto SDO OY / SKY-Opisto - Finland

TEB Edukacja sp. Z o.o. - Poland

ANT Foundation Italia Onlus - Italy

CNAIB-SPA - France

CNCRNC "Dr. Robanescu" - Romania

### AGENDA

#### 4th April, Monday

##### 5.00 pm - Plenary assembly

Opening of the plenary assembly

Welcome by the Coordinator and presentation of the School and City of Thessaloniki through audio / video

Presentation of the results of the 1st MULTI-LAB

Presentation of the methodological guidelines concerning the professional figure of socio-aesthetician

Presentation of participants and everyone's expectations and motivations

Presentation of the activity coordinators and staff for on-site assistance

Definition of the topics to be analysed

Presentation of the TOOL (Work Group Report Template) to be used during the sessions of the meeting

Composition of the working groups

##### 8.00 pm - Closing of the work session

#### 5th - 6th April, Tuesday and Wednesday - Working groups session

10.00 am - Opening of the working session

10.30 am - Working groups discussion concerning the topic previously defined

1.00 pm - Closing of the work session

#### 7th April, Thursday - Results and reports

10.00 am - Opening of the working session

10.30 am - Final discussion and conclusions. Each working group writes its own report on the obtained results

1.00 pm - Closing of the work session

#### 8th April, Friday - Plenary assembly

8.30 am - Opening of the plenary assembly

10.30 am - Results presentation

Presentation of the final reports of the groups and participatory discussion (15 min max/each partner = 90 min in total)

Discussion on the structure and objectives of the common methodological guidelines concerning the socio-aesthetician's profile

Sharing experiences and case-studies

Satisfaction test

12.30 am - Conclusions

Organization of the 3rd MULTI-LAB (date and agenda).

Final greetings.



**2.3. Third MULTI-LAB  
Short-term joint staff training event  
Lyon (France) 5-9 September 2022  
(meeting in presence)**

Leader Coordinator: CNAIB - SPA - France

Participants:

ECIPA UMBRIA - Italy

Suomen Diakoniaopisto SDO OY / SKY-Opisto - Finland

International Hellenic University - Greece

TEB Edukacja sp. Z o.o. - Poland

ANT Foundation Italia Onlus - Italy

CNCRNC "Dr. Robanescu" - Romania

**AGENDA**

**5th September, Monday**

**4.00 pm: Partner meeting**

Session opening

Welcome by the meeting coordinator

Greetings

**4.30 pm: Plenary assembly**

Presentation of the MULTI-LAB agenda and adjustments, presentation of the social program, presentation of the MULTI-LAB 2 results

(cocktail buffet)

**6th September, Tuesday**

**9.40 am: Welcome breakfast**

**10.00 am: Plenary session**

Presentation of the aestheticians' syllabus and discussion, presentation of case-studies

**11.30 am: Testimony**

(3.00 pm: touristic activity: mini cruise)

**7th September, Wednesday**

**10.00 am: Plenary session**

Approval of the syllabus (final version), approval of the ultimate name of the professional figure, presentation of case-studies

**11.00 am: Testimony**

(2.40 pm: touristic activity: guided visit of the old Lyon)

**8th September, Thursday**

**10.00 am: Plenary session**

Adoption of the educational standard, inclusion of the standard in a European perspective, presentation of case-studies

**9th September, Friday**

**10.00 am: Plenary session**

Final discussion, organization of the TMPs, presentation of the final conference, presentation of the project dissemination products (best practices, publications, final conference, etc.)

Final greetings

### **3. DEVELOPMENT AND RESULTS**

#### **3.1. First MULTI-LAB**

##### **Short-term joint staff training event**

**Helsinki (Finland), 15-19 November 2021**

##### **Presentation**

In compliance with the project, the first MULTI-LAB had the purpose of reinforcing the partnership that had already met in Italy during the KOM and allowing all members to place themselves at the same starting point. The aim of this meeting was to facilitate participation, dialogue and multi-disciplinary and intersectoral confrontation on the theme of socio-aesthetics. The partners worked towards an effective and efficient exchange of knowledge, skills and experience in this field.

In compliance with the program, the subdivision into groups was based on three variables: X (country of origin), Y (role of experts) and Z (survey sector). The parameter chosen for this first meeting was X (Country of origin). Consequently, a multidisciplinary team has been formed in each partner country, made up of experts in various fields: aesthetics, medicine, psychology, sociology, personal assistance, etc.

After a first meeting in plenary, each national group worked independently to reach the common goal of this first meeting: to evaluate the state of the art of the socio-aesthetician profession in their own country.

The first MULTI-LAB was preceded by two preliminary meetings. The first took place on 5 October 2021 to realize that the Covid-19 pandemic prevented mobility and face-to-face meetings, so this project meeting had to take place in virtual mode. It was established that the MULTI-LAB had to have a duration of 5 days, from 15 to 19 November 2021. Each working day would have to be carried out in the following way:

- a meeting in plenary for a preliminary greeting and a screen-shot to assess the presence of all the participants in a common Teams space;
- a meeting for each national group in a reserved Teams space, with screen shots to validate the presence of all participants in the group;
- a meeting in plenary for a final greeting and a final screen-shot to assess the presence of all the participants.

At the end of the working week, the partners compiled a checklist to summarize the results of this first meeting and pave the way for the second MULTI-LAB to be held later.

The second preparatory meeting took place on 9 November 2021. The meeting was organized by the Finnish partner who instructed all partners on the use of Teams to hold the meetings foreseen by the first MULTI-LAB. All partners have shown their availability to work on this platform.

##### **Results**

The first MULTI-LAB results are summarized in the checklist emailed to the partners and

then sent back in the project Google Drive (**Tool no. 1**). They are presented in the form of Google Modules. Each partner filled the checklist after discussing the topics concerning socio-aesthetics during the working sessions, in order to present the status of the art of the research in each country.

The answers given by the partners, processed by the Google Modules software, are shown below (**Socio-Aesthetician Checklist to realize a European Educational Standard**).

<b>SOCIO-AESTHETICIAN CHECKLIST TO REALIZE A EUROPEAN EDUCATIONAL STANDARD</b>					
<b>Please write down your country</b>	<b>Finland</b>	<b>Italy</b>	<b>France</b>	<b>Romania</b>	<b>Greece</b>
<b>Is there a formally and legally recognized professional figure of socio-aesthetcian in your country?</b>	No	No	No	No	No
<b>If YES, please report the number and the date of the law(s) /regulation(s) concerning it</b>	-				
<b>If NO, please report the most significant local or national initiatives (if any) asking for the recognition of the socio-aesthetcian (max 3)</b>	1. A need for regulations in beauty care field. 2. When offering same services in the social working environments beauty therapists should have a possibility to accept vouchers as a payment method (like for example practical nurses have).	-Initiatives carried out by regional authorities (Regioni Liguria, Emilia Romagna, Piedmont, etc.), most of which financed by national and European funds (i.e. training courses financed by FSE, etc.) - Initiatives carried out within European associations (see Cepec and others) aiming to the recognition of the socio-aesthetcian - Initiatives carried out by the National Craftsmanship Association (CNA Nazionale) aiming to the recognition and the training of socio-aesthetcian	Some private schools are creating classes of social aesthetic for certify socio-aesthetcian. This is a step to promote the recognition of social-aesthetic as an independent speciality of the beautician profession	Unfortunately, in Romania there is no local nor national initiative asking for the recognition of the socio-aesthetcian.	There are no national initiatives
<b>Do you think the labour market of your country needs for this professional figure?</b>	Yes	Yes	Yes	Yes	No

<p><b>If YES, please list the main sources of information enhancing this need (i.e. scientific literature, mass-media, social media, etc.) (max 3)</b></p>	<p>1. Scientific literature 2. Social media 3. Public discussions</p>	<p>1. Scientific literature Dayan S. et al., Aesthetic Treatment Positively Impacts Social Perception: Analysis of Subjects, in "The HARMONY Study. Aesthetic surgery journal", 2019, 39(12), 1380–1389. Coffard L., Impact of Socio-Aesthetics as Supportive Care in A Large, Multi-Specialty Hospital, in "Journal of Dermatological Research", 2017, 2, 96-102. Mustacchi C., Nel corpo e nello sguardo: L'emozione estetica nei luoghi della cura e della formazione, Unicopli, Milano, 2000. Tartaglia F. (ed.), Estetica e medicina. Proposta di un' estetica sanitaria, Milano, Hoepli, 2014.</p> <p>2. Mass media &amp; social media <a href="https://osservatorio.favo.it/tredicesimo-rapporto/indice/">https://osservatorio.favo.it/tredicesimo-rapporto/indice/</a> <a href="https://www.instagram.com/p/CWfsc5eMbx5/">https://www.instagram.com/p/CWfsc5eMbx5/</a> <a href="http://www.andosonlusnazionale.it/">http://www.andosonlusnazionale.it/</a> <a href="https://nastrososa.it">https://nastrososa.it</a> <a href="https://www.ecovientino.it/schio/marano-vicentino/forza-danimo-e-bellezza-genuina-in-12-volti-e-storie-di-donne-raochiusi-in-un-calendario?fbclid=IwAR3VvjRPboD8o9kprjL8cmLAm7eVvKfDo7mPHZmNwjML_4oz-YNRQqjQ">https://www.ecovientino.it/schio/marano-vicentino/forza-danimo-e-bellezza-genuina-in-12-volti-e-storie-di-donne-raochiusi-in-un-calendario?fbclid=IwAR3VvjRPboD8o9kprjL8cmLAm7eVvKfDo7mPHZmNwjML_4oz-YNRQqjQ</a></p> <p>3. Initiatives carried out by local/national institutions <a href="https://ant.it/cosa-facciamo/assistenza/personal-caregiver-ugo-milano/">https://ant.it/cosa-facciamo/assistenza/personal-caregiver-ugo-milano/</a> SPAC – Supporting people affected by cancer in their social and professional life, finanziato dalla Commissione Europea nel programma Erasmus+Cooperation for innovation and Exchange of Good Practices. <a href="https://ant.it/cosa-facciamo/ricerca/spac-progetto-internazionale-ant/">https://ant.it/cosa-facciamo/ricerca/spac-progetto-internazionale-ant/</a> Digital Education For Cancer Patients And Their Families (DigEduCancer) finanziato dalla Commissione Europea nel programma ERASMUS+, per la Call 2019 Round 1 KA204- Strategic Partnership for Adult Education <a href="https://ant.it/cosa-facciamo/ricerca/digieducanoer/">https://ant.it/cosa-facciamo/ricerca/digieducanoer/</a></p>	<p>Testimonies of professionals of the wellness, health and social sectors published in specialized journals advocating for the potential benefits of the care for patients</p>	<p>mass-media related professional associations government organisations</p>	
<p><b>If NO, please report the main reasons for this answer (max 3)</b></p>					<p>1. Economical crisis/status of the country prevents social aestheticians from finding a job 2. Lack of political view in this direction, intention to regulate such kind of policies</p>
<p><b>In your opinion, which are the general requirements to be a socio-aesthetician? (mark all the item you want)</b></p>	<p>to be able to work in a team, to know the opportunities offered by the labour market (in general), to know the job opportunities offered by specific sectors of the labour market (i.e. health, school, trade in cosmetics, etc.), to know which could be his/her role in a multidisciplinary team, to know the added value of his/her profession in a multidisciplinary team</p>	<p>to have a qualification of aesthetician, to have several years of work experience, to have attended at least a refreshing course in aesthetics, to have attended at least a refreshing course in other fields, to be able to work in a team, to know the opportunities offered by the labour market (in general), to know the job opportunities offered by specific sectors of the labour market (i.e. health, school, trade in cosmetics, etc.), to know which could be his/her role in a multidisciplinary team, to know the added value of his/her profession in a multidisciplinary team</p>	<p>to have a qualification of aesthetician, to have several years of work experience, to be able to work in a team, to know the job opportunities offered by specific sectors of the labour market (i.e. health, school, trade in cosmetics, etc.), to know which could be his/her role in a multidisciplinary team, to know the added value of his/her profession in a multidisciplinary team</p>	<p>to have a qualification of aesthetician, to have attended at least a refreshing course in aesthetics, to have attended at least a refreshing course in other fields, to be able to work in a team, to know the opportunities offered by the labour market (in general), to know the job opportunities offered by specific sectors of the labour market (i.e. health, school, trade in cosmetics, etc.), to know which could be his/her role in a multidisciplinary team, to know the added value of his/her profession in a multidisciplinary team</p>	<p>to have a qualification of aesthetician, to be able to work in a team, to know the opportunities offered by the labour market (in general), to know the job opportunities offered by specific sectors of the labour market (i.e. health, school, trade in cosmetics, etc.), to know which could be his/her role in a multidisciplinary team, to know the added value of his/her profession in a multidisciplinary team</p>

If you think that there should be more general requirements, please write them here.	To have basic aesthetician education going on at the moment (socio-aesthetician studies would be one optional vocational subject to study at the end of the studies), to already have had on-the-job learning experience within the studies for facials, bodytreatments, pedicure and manicure, make-up.		To get on with people (have good social and communicative skills)		
Beauty	1. Skin care (in different ways: treatments, cosmetic products etc.) 2. Massage and other treatment methods (also holistic, natural treatments?) 3. Skin care guidance, client care and interaction, and make-up	to give beauty treatments (skin care, manicure, pedicure, hair removal, make-up) to give advice about the general body aspect (i.e. fitness, style, etc.) to make client relax (different kinds of massage, body relaxing techniques, etc.)	Providing all the skin cares Providing all the body care for fragile people	1. to improve the physical appearance of patient/client (facial treatments, make-up, hair dressing, manicure, pedicure, hair removal) 2. to help the patient/client to relax (massage, aromatherapy, music therapy) 3. to be able to offer beauty advice in terms of fashion, appropriate clothing, etc.	1. Massage 2. Hair removal 3. Face and body treatments
Health	1. Nutrition instruction 2. Exercise instruction 3. Refer to other experts when needed	to work within clinic teams dealing with the aesthetic consequences of surgical interventions, chemotherapy and radiotherapy, accidents, etc. to help patient relax (massages and other body relaxing therapy) to help patients accept the changes of their own body through beauty treatments	Awareness of the diseases and take it into account to adapt the beauty cares	1. to improve patients'/clients' physical appearance (physical therapy, treatments for removing scars or improving their appearance) 2. to provide pain relief techniques (medical massage, physiotherapy) 3. to give dietary recommendations	1. Massage 2. Interventions in aesthetic problems, due to skin / endocrine dysfunctions 3. Interventions in aesthetic problems, as a result of psychiatric disorders
Psychological support	1. Interaction skills 2. Body awareness knowledge 3. Trauma informed care, rehabilitative mind set	to work within clinic teams dealing with the body acceptance after an injury to enhance patients' self-esteem to convince patients to begin specific body treatments after an injury	Establishing good relationships with patients to create a smooth background for beauty cares	1. self-acceptance counselling 2. to help patient/client to improve self-esteem 3. to help patient to increase motivation to follow a specific treatment (cancer, traumatic brain injury, etc.)	1. Body image improvement can deduce to enhanced self d. 1. Sociology (max 3 each field)esteem and selfconfidence (maquillage etc)
Sociology	1. Stress relief 2. Multi agency co-operation 3. Understanding the basics of family / society theory and the target group	to make the general public aware of the role and the added value of socio-aesthetics to help patient reinsert in the society after an injury and the related treatments to take part in the activities of non-profit associations supporting people in difficulty	Taking into account the whole aspects of the patient as a person	1. to help for social reinsertion	1. Usage of social media and other communication channels (promotion, campaigns, etc.) in order to inform people needed socio aesthetician's treatment 2. Usage of social media and other communication channels in order to support the acceptance of fragile/vulnerable people in society
School (educational and vocational training)	1. Basic education certificate, ongoing vocational studies within the official national syllabus	to be a teacher in vocational training in the beauty field to give advice in vocational schools to teach in vocational schools	Share their experiences to show a different dimension of what it means to be a beautician	1. motivational training	Speeches and lectures in high schools and Secondary Schools, in Life Long Learning Education to make known the socio aesthetician
Scientific Research	1. Knowledge of evidence based practice 2. Critical thinking 3. Source evaluation	to take part in scientific researches concerning socio-aesthetics to put his/her own work experience at the disposal of the scientific research	Participation in scientific studies about support care and its benefit for patients	1. research to acquire new knowledge about the techniques, equipment and products used in the socio-aesthetic field	Literature search and be up to date of the state of the art in aesthetics, sociology, cosmetology, marketing and management
Other	1. On-the-job learning 2. On-the-job learning done in the basic vocational learning courses / study modules				1. Run a company as a free lancer 2. Human resource management
In your country is there a training course qualifying a socio-aesthetician?	No	No	Yes	No	No
If YES, could you write down the exact name of this course? If NO, please refer to the following questions.			There are different trainings recognized by the French government. They don't have the same name but they do have public recognition and are indexed in the National Register of Professional certification (in French RNCP)		
In your country is there a national or local law/regulation that indicates the training course to attend in order to obtain the qualification as a socio-aesthetician?	No	No	Yes	No	No

If YES, please report the number and the date of the law(s) /regulation(s) concerning it. If NO, please refer to the following questions.			In France there isn't a law regulating the socio-aesthetic activity but there is a specific law to regulate the beauty care provided by the beauticians : Law n°96-603 of 05/07/1996 on the legal exercise of the function of beautician.		
In your opinion, which entry requirements should an aesthetian possess in order to attend a vocational course in socio-aesthetics?	other.....	qualification in aesthetics, work experience	qualification in aesthetics, work experience	qualification in aesthetics, upgrade courses (lifelong learning, continuous training, etc.)	qualification in aesthetics, work experience, upgrade courses (lifelong learning, continuous training, etc.)
If you think that there should be more general requirements, please write them here.	1. basic vocational studies (i.e. skin care, facials, pedicure etc.) for qualification in aesthetics done before this optional course = basic vocational units done during the beauty therapist education				
Competence 1 : To indicate which aesthetical treatment is the most suitable for each individual case. Please write down both skills and knowledge	Skills: Observation Decision making Team work Critical thinking Responsibility Communication Empathy Creativity Confidentiality Knowledge: Skin care treatments Skin care equipments Skin care tools Skin care products First aid (EA1) 16 h In depth awareness and knowledge of possible indications and contraindications for aesthetical treatments, products and equipments	Skills observation skin/hair examination decision making team work  Knowledge anatomy and physiology dermatology bases of general medicine main diseases and disturbs involving aesthetical treatments bases of pharmacy and cosmetology skin and hair treatments equipments tools	Skills: diagnostic skill observation decision making team working  Knowledge: of the diseases skin treatments – of institutions equipments - of medical treatments tools -good knowledge of the aesthetic cares	Skills observation decision making team working  Knowledge skin treatments equipment tools	Skills Observation Decision making Team working Critical thinking Responsibility Communication skills Empathy Creativity Confidentiality Fineness  Knowledge skin treatments equipments tools first aid skin care products scientific knowledge
Competence 2: To give treatments to fragile people. Please write down both skills and knowledge	Skills Observation Decision making Empathy Rehabilitating mind set Listening Different massage techniques of social esthetician Tactile Ergonomy Use the working methods, tools and materials of the field in social esthetician Confidentiality Knowledge Knowledge of bodily signs and expressions of deceases, symptoms, stress etc. on behaviour or on skin Knowledge of possible medicinal treatments on clients behaviour, skin and body Knowledge and understanding of possible reactions of the client for touch Understanding of chronic pain Understanding of body awareness Knowledge of possible affects of touch to skin, body and mind	Skills observation performing aesthetical treatments team work  Knowledge general aesthetical treatments special aesthetical treatments expected results possible negative responses	Skills Empathy Skin care skills  Knowledge Psychologic approach Of how fragile people tend to behave	Skills empathy gentleness supportive  Knowledge minimal psychological knowledge	Skills Observation Decisionmaking Team working Critical thinking Responsibility Autonomy Listening skills Empathy Creativity Confidentiality stability  Knowledge to distinguish the different groups of fragile/ vulnerable people basic scientific knowledge about the most common illness, therapies, treatments and their side effects skin treatments equipments tools first aid skin care products
Competence 3: To inform and communicate in the health field. Please write down both skills and knowledge	Skills: Work in compliance with the legislation and instructions applicable to the work of a social esthetician. Knowledge of fields of different professions. Basic knowledge of common illnesses, therapies, treatments and their possible side-effects.	Skills information management internal and external communication communication with a vulnerable patient Knowledge  ICT bases of communication patient care communication bases of psychology bases of sociology		Skills Good communicator Good listener  Knowledge Specific communication approaches	Skills Observation Decision making Team working Critical thinking Responsibility Autonomy Communication skills Listening skills Empathy Creativity Confidentiality  Knowledge: basic scientific knowledge about the most common illness, therapies, treatments and their side effects psychology / sociology

Competence 4: To work in a multidisciplinary team. Please write down both skills and knowledge	<p>Skills: Observation Decision making Team work Critical thinking Confidentiality</p> <p>Knowledge Knowledge of multiagency teamwork Knowledge and respect of professional competence and boundaries of social esthetician Develop her/his activities and justify her/his decisions with professional knowledge.</p>	<p>Skills team building leadership and membership team work shared decision making problem solving</p> <p>Knowledge bases of interpersonal relationship listening techniques time management techniques</p>	<p>Skills Hability to work with professionals of different categories</p> <p>Knowledge How team works</p>	<p>Skills Good communicator Adaptative Able to identify the team's goals in order to meet the patient's/client's needs</p> <p>Knowledge Communication tools</p>	<p>Skills Observation Decision making Team working Critical thinking Responsibility Communication skills Listening skills Human (resource) management Empathy Creativity Confidentiality</p> <p>Knowledge scientific knowledge knowledge of the role of the other members of the health care team knowledge of interactive methods</p>
Competence 5: To (self-)evaluate with reference to the obtained results. Please write down both skills and knowledge	<p>Skills: Observation Team work Critical thinking Ability to search for information of Evidence based knowledge Responsibility</p> <p>Knowledge: Evaluation methods Evidence based knowledge of possible effects and results of his/her treatments and care.</p>	<p>Skills evaluation of the starting point evaluation of results self-evaluation success/failure management (possible) burn-out management</p> <p>Knowledge critical thinking techniques qualitative and quantitative evaluation methods qualitative and quantitative evaluation tools (checklists, questionnaires, etc.)</p>	<p>Skills Self assessment</p> <p>Knowledge Method of self assessment</p>	<p>Skills Observation Evaluation</p> <p>Knowledge Evaluation tools</p>	<p>Skills Observation Decision making Scientific knowledge Critical thinking Responsibility Confidentiality</p> <p>Knowledge evaluation methods key Index Factors (KIF) values of KIFs</p>
Competence 6: To organize meeting and workshops. Please write down both skills and knowledge	<p>Skills: Ability to organize workshops and get together for different client groups.</p> <p>Knowledge: Knowledge and communication of disseminations methods of the results.</p>	<p>Skills event management good practices building dissemination research management</p> <p>Knowledge qualitative and quantitative research planning network construction and management good practices</p>		<p>Skills Good organiser</p> <p>Knowledge Organisational skills</p>	<p>Skills Scientific knowledge Team working Responsibility Autonomy Communication Skills Business management Creativity</p> <p>Knowledge experience of Events Management knowledge of promotional channels knowledge of dissemination methods of the results</p>
Course duration	15 competence points	To be decided	One or two years	3 years	One year after the postgraduate course in Aesthetics (30 ECTS)
Internship in a company	Yes	Yes	Yes	Yes	Yes
If YES, please indicate the duration of the internship	At least 6 weeks (35 hours / a week).	To be decided	Flexible (7 weeks for one year program and 14 weeks for two years program for example)	3-6 months	Three months (20 ECTS)
If NO, please explain the reason of this answer	-				



The answers of the partners in filling the checklist showed that there are many points in common on socio-aesthetics in the different countries, but also that there are significant differences between the educational and regulatory systems of the different countries. The latter could constitute an obstacle in the preparation of a curriculum and a syllabus common to the partner countries, to be then extended and widespread to all other European countries (Tool no. 2).

The points in common between the partners are the following ones:

- all expressed the need for official recognition of this professional figure, also on the basis of the European EQF framework;
- all partners confirmed that this professional figure must remain in the field of aesthetics, that is, it cannot be considered a health figure and therefore cannot be included in the staff of clinics and hospitals;
- this figure should be able to enter healthcare facilities as a freelancer and be contracted instead of acting only as a volunteer;
- it is necessary to identify educational paths which, although different in each country, ultimately give students the same type of qualification.

The partners expressed the following problems that may stand in the way of achieving the objectives set by the project:

- the national educational systems that are too different from each other (for example, in Italy the basic qualification of aesthetician can be achieved by attending a three-year course corresponding to the first three years of secondary school, while in Greece it is necessary to attend a university course);
- the placement of the basic aesthetician within the EQF framework differs from a country to another one;
- it is necessary to overcome the distrust of doctors towards the socio-aesthetician in her assistance work in clinics and hospitals;
- it is necessary to increase the scientific literature concerning the figure of the socio-aesthetician;
- it is necessary to find a common European nomenclature to designate this professional figure and its role in the different working environments.

## Tool no. 1

### SOCIO-AESTHETICIAN CHECKLIST TO REALIZE A EUROPEAN EDUCATIONAL STANDARD

#### Instructions for use

The following checklist can be a guide for carrying out the national meetings to be held on the second, third and fourth day of Multilab - C1 foreseen in the Svove project. The national partner groups must reconstruct the state of the art of the profession of socio-aesthetician in their country to assess whether this figure is regulated by national laws or regulations, if a training course is foreseen for its qualification, in which work sectors it can be inserted, etc. At the end of the meeting, each partner must draw up a short report which will then be shared and compared with the others during the Multilab - C2.

The checklist is only indicative and its items can be enriched or modified according to the training system and teaching needs of each partner country.

#### General information

*Is there a formally and legally recognized professional figure of socio-aesthetician in your country?*

- YES  
 NO

*If YES, please report the number and the date of the law(s)/regulation(s) concerning it*

.....

*If NO, please report the most significant local or national initiatives (if any) asking for the recognition of the socio-aesthetician (max 3)*

1. ....  
2. ....  
3. ....

*Do you think the labour market of your country needs for this professional figure?*

- YES  
 NO

*If YES, please list the main sources of information enhancing this need (i.e. scientific literature, mass-media, social media, etc.) (max 3)*

1. ....  
2. ....  
3. ....

*If NO, please report the main reasons for this answer (max 3)*

1. ....  
2. ....  
3. ....

#### Socio-aesthetician's profile

*In your opinion, which are the general requirements to be a socio-aesthetician? (mark all the item you want)*

- to have a qualification of aesthetician
- to have several years of work experience

- to have attended at least a refreshing course in aesthetics
- to have attended at least a refreshing course in other fields
- to be able to work in a team
- to know the opportunities offered by the labour market (in general)
- to know the job opportunities offered by specific sectors of the labour market (i.e. health, school, trade in cosmetics, etc.)
- to know which could be his/her role in a multidisciplinary team
- to know the added value of his/her profession in a multidisciplinary team
- other.....

*In your opinion, which are the main activities a socio-aesthethician can carry out in the following fields? (max 3 each field)*

*a. Beauty*

- 1. ....
- 2. ....
- 3. ....

*b. Health*

- 1. ....
- 2. ....
- 3. ....

*c. Psychological support*

- 1. ....
- 2. ....
- 3. ....

*d. Sociology*

- 1. ....
- 2. ....
- 3. ....

*e. School (education and vocational training)*

- 1. ....
- 2. ....
- 3. ....

*f. Scientific research*

- 1. ....
- 2. ....
- 3. ....

*g. Other.....*

- 1. ....
- 2. ....
- 3. ....

**Vocational training**

*In your country is there a training course qualifying a socio-aesthethician?*

- YES
- NO

*If YES, could you write down the exact name of this course?*

.....

If NO, please refer to the following questions.

*In your country is there a national or local law/regulation that indicates the training course to attend in order to obtain the qualification as a socio-aesthetician?*

YES

NO

*If YES, please report the number and the date of the law(s)/regulation(s) concerning it.*

.....

If NO, please refer to the following questions.

*In your opinion, which entry requirements should an aesthetician possess in order to attend a vocational course in socio-aesthetics?*

- qualification in aesthetics
- work experience
- upgrade courses (lifelong learning, continuous training, etc.)
- other.....

## Tool no. 2

### HYPOTHESIS OF A SYLLABUS

*In the following table, a number of competences that a student should acquire to be qualified as socio-aesthethician are listed. For each one, please indicate the skills and knowledge related to each competence. You can add, eliminate or modify the number and the name of the competences as you want.*

COMPETENCE no. 1: To indicate which aesthetical treatment is the most suitable for each individual case	
Skills: [example] observation decision making team working etc.	Knowledge: [example] skin treatments equipment tools etc.
COMPETENCE no. 2: To give treatments to fragile people	
Skills ..... .....	Knowledge ..... .....
COMPETENCE no. 3: To inform and communicate in the health field	
Skills ..... .....	Knowledge ..... .....
COMPETENCE no. 4: To work in a multidisciplinary team	
Skills ..... .....	Knowledge ..... .....
COMPETENCE no. 5: To (self-)evaluate with reference to the obtained results	
Skills ..... .....	Knowledge ..... .....
COMPETENCE no. 6: To organize meeting and workshops	
Skills ..... .....	Knowledge ..... .....

*Course duration*

.....

*Internship in a company*

YES

NO

*If YES, please indicate the duration of the internship*

.....  
*If NO, please explain the reason of this answer*

.....

\*\*\*\*\*

## **Conclusions**

In order to solve the above problems and give the figure of the socio-aesthethician a role and visibility at European level, the partners set themselves the goal of discussing it in the next MULTI-LAB to be held in Greece in April 2022. It is hoped that the Covid-19 pandemic would not be an obstacle to a face-to-face meeting, which would be much more profitable and interesting than a remote one. The second MULTI-LAB aims to bring together the project partners by taking up the original criterion of group subdivision (X: country of origin; Y: role/function; Z: sector), choosing in this case the Y parameter. It means that each group will be made up of people with the same role, but coming from different sectors and countries.

### 3.2. Second MULTI-LAB

#### Short-term joint staff training event

Thessaloniki (Greece), 4-8 April 2022

#### Presentation

On 4-8 April 2022, the partners of the SVoVE project met in Thessaloniki, Greece, where the second MULTI-LAB venue was planned. Here they were housed in one of the offices of the University of Thessaloniki, which made several classrooms available to the project. The work of the meeting was divided into 5 days, starting at 10.00 a.m. and closing at 1.00 p.m.

Following the direction of the project, the works were organized as follows.

The workshop provides an integrated approach between the participants. The division into groups is based on three variables: “x”: country of origin, “y”: role; “z”: sector. In the first MULTI-LAB the variable x (origin country) was fixed, so that people coming from different sectors of the labour market and with different roles worked together.

In this second MULTI-LAB, the variable “y” remained fixed, so that each group involved people with the same role, but with different geographical origins and operating in different sectors.

The main outcome of the first MULTI-LAB was the hypothesis of a syllabus to be attended by a aesthetician wanting to be specialized in socio-aesthetics. It was the result of matching the answers coming from all partners grouped by country. These results will flow into the development of a training standard to be proposed to the institutions of the various European countries in order to formalize the professional figure of the socio-aesthetician.

In this second MULTI-LAB the partners are grouped according to the parameter “y” (participants with the same role from different countries). The purpose of this meeting was to compare the vision of the socio-aesthetician from different points of view, that is to say from an aesthetic, psycho-sociological and medical perspective. The figure of the socio-aesthetician, in fact, would be able to assume significantly different characteristics and roles depending on the relationships that she can have with the various professionals operating within a work group and depending on the position she will cover within it.

Therefore, it was important to record the perception of this professional figure by matching the expectations of all the categories of operators envisaged in this project.

The analysis of the proposals emerging from the various categories of operators are of equal importance in outlining the professional profile of the socio-aesthetician and the training syllabus that a aesthetician who wants to specialize in the field of socio-aesthetics has to undertake.

The development of the second LLTA is shown schematically below, on the basis of a tool given to the partners (**Tool no. 3**).

**Tool no. 3**  
**DATA COLLECTION TABLES**

1. The group made of Aestheticians analyses the possible relationships with the other two groups (Psychologists/Sociologists and Doctors), states which are its expectations from the cooperation with them and makes suggestions to work together cooperatively.

Main category	Relationship with...	Expectations/Proposals	Items
Aestheticians	Psychologists/Sociologists	Expectations	1 2 3
		Proposals	1 2 3
	Doctors	Expectations	1 2 3
		Proposals	1 2 3

2. The group made of Psychologists/Sociologists analyses the possible relationships with the other two groups (Aestheticians and Doctors), states which are its expectations from the cooperation with them and makes suggestions to work together cooperatively.

Main category	Relationship with...	Expectations/Proposals	Items
Psychologists/ Sociologists	Aestheticians	Expectations	1 2 3
		Proposals	1 2 3
	Doctors	Expectations	1 2 3
		Proposals	1 2 3

3. The group made of Doctors analyses the possible relationships with the other two groups (Aestheticians and Psychologist/Sociologists), states which are its expectations from the cooperation with them and makes suggestions to work together cooperatively.

Main category	Relationship with...	Expectations/Proposals	Items
Doctors	Psychologists/Sociologists	Expectations	1 2 3
		Proposals	1 2 3
	Aestheticians	Expectations	1 2 3
		Proposals	1 2 3



Expectations and proposals coming from these tables have been processed in order to refine the syllabus already prepared during the first MULTI-LAB and to develop a set of good practices concerning the socio-aesthetician professional.

The information given using Tool 1 were suitable to converge in a provisional syllabus to be refined during the 3rd MULTI-LAB to be organized in Autumn. Partners agreed about the number and the kind of competences forming a provisional syllabus, considered as the **Tool no. 4** of the project.

**Tool no. 4**  
**PROVISIONAL SYLLABUS TABLE**

<b>COMPETENCE</b>	<b>SKILLS</b>	<b>KNOWLEDGE</b>
Competence #1 To suggest which aesthetical treatment is the most suitable for each individual case the following skills and knowledge are requested:		
Competence #2 To give treatments to fragile people the following skills and knowledge are requested:		
Competence #3 To inform and communicate in the health field the following skills and knowledge are requested:		
Competence #4 To work in a multi-disciplinary team the following skills and knowledge are requested:		
Competence #5 To (self)evaluate with reference to the obtained results the following skills and knowledge are requested:		
Competence #6 To organize meetings and workshops (communication) the following skills and knowledge are requested:		

## Results

The *discussion on tool no. 3*, as well as the *results that emerged from the compilation of tool no. 4*, relating to the construction of a syllabus for the training of the socio-aesthethician, can be summarized in the following tables.

In *Table no. 1*, compiled by the “Marketing and labor market experts” group, the skills that the socio-aesthethician must possess have been listed in general terms. The same competences have been declined in reference to the related skills and knowledge.

In *Table no. 2*, compiled by the group “Experts in the health sector”, the skills that the socio-aesthethician must possess have been listed in general terms. The same competences have been declined in reference to the related skills and knowledge.

*Table no. 3*, concerning the general skills required for all competencies detected by the aesthethicians, is still under discussion due to the complexity of the matter.

Table no. 1: "Marketing and labour market experts" - provisional results

**General skills required for all competencies**

Empathy - Confidentiality - First aid (EA1) - Responsibility - Communication - Critical thinking - Ability to work in a multicultural environment - Decision making - Team working - Ability to work with professionals of different categories - Listening abilities

**Competences, skills and knowledge**

<b>COMPETENCE</b>	<b>SKILLS</b>	<b>KNOWLEDGE</b>
Competence #1 To suggest which aesthetical treatment is the most suitable for each individual case the following skills and knowledge are requested:	Observation decision making team work critical thinking responsibility (empathy) creativity (adaptation)	Skin care treatments Skin care equipments + tools + products In-depth awareness and knowledge of possible indications + contra-indications for aesthetical treatments
Competence #2 To give treatments to fragile people the following skills and knowledge are requested:	observation empathy listening rehabilitating mind set gentleness	Knowledge of body signs + expressions of diseases Chronic pain, symptoms, stress. Mental pain Pain awareness To distinguish the different groups of fragile people Psychology
Competence #3 To inform and communicate in the health field the following skills and knowledge are requested:	Confidentiality Communication Listening	Legislation issues Specific communication approaches
Competence #4 To work in a multi-disciplinary team the following skills and knowledge are requested:	Team building Leadership Membership To interact with others in a multidisciplinary environment	To know + Respect the limits of each specialty To know digital tools to communicate
Competence #5 To (self)evaluate with reference to the obtained results the following skills and knowledge are requested:	Self-assessment Assessment of the treatment Evidence based assessment	Methods of self-assessment Evaluation tools
Competence #6 To organize meetings and workshops (communication) the following skills and knowledge are requested:	Communications Basic MRK + management skills Event Management skills	Communications Basic MRK + management Knowledge Event Management Knowledge

Table no. 2: "Experts in the health sector" - provisional results  
**General skills required for all competencies**

Empathy - Confidentially - First aid (EA1) - Responsibility - Communication - Critical thinking - Ability to work in a multicultural environment - Decision making - Team working - Ability to work with professionals of different categories - Listening abilities

<b>Competences, skills and knowledge</b>		
<b>COMPETENCE</b>	<b>SKILLS</b>	<b>KNOWLEDGE</b>
Competence #1 To suggest which aesthetical treatment is the most suitable for each individual case the following skills and knowledge are requested:	Ability to find the suitable treatment according to each case	Anatomy and physiology dermatology Bases of general medicine Main diseases and disturbs involving aesthetical treatments Bases of pharmacy and cosmetology Skin and hair treatments equipment tools Knowledge of possible indications and contraindications for aesthetical treatments, products and equipment Bases of technology
Competence #2 To give treatments to fragile people the following skills and knowledge are requested:	Professional identity Understanding the medical condition of patient Confidentially with trauma informed care Skin care skills	Basic scientific knowledge about the most common illness, therapies, treatments and their side effects The different groups of fragile/vulnerable people Knowledge of equipment knowledge of skin care products
Competence #3 To inform and communicate in the health field the following skills and knowledge are requested:	Strong professional identity communicate with a common vocabulary Ability to give a report to patient and relatives regarding to the treatment	Basic scientific knowledge about the most common illness, therapies, treatments and their side effects Knowledge of the medical documentation Knowledge of the health care system
Competence #4 To work in a multidisciplinary team the following skills and knowledge are requested:	Shared decision making Ability to identify the team's goals in order to meet the patient's and/or client's needs Leadership and membership	Communication tools Knowledge of interactive methods Knowledge how team works
Competence #5 To (self)evaluate with reference to the obtained results the following skills and knowledge are requested:	Ability to identify the outcomes of the treatment Ability to search and apply the evidence-based knowledge	Knowledge of evidence-based studies Knowledge about qualitative and quantitative evaluation methods and tools Critical thinking techniques
Competence #6 To organize meetings and workshops (communication) the following skills and knowledge are requested:	Ability to organize workshops and get together for different client groups. Ability to identify the resources needed for organizing workshops, (depending on the topic)	Knowledge of dissemination methods and promotional channels Knowledge of event management knowledge of organization methods Knowledge of the network construction

**Conclusions**

As far as the work of the “Aestheticians” group is concerned, as was imaginable, satisfactory results have not yet been achieved. The reason for this lies in the fact that transversal skills are combined with professional skills, so the construction of the professional figure is decidedly more complex.

The final results of this activity are expected within the third MULTI-LAB foreseen in Autumn, presumably in France.

### 3.3. Third MULTI-LAB

#### Short-term joint staff training event

Lyon (France), 5-9 September 2022

#### Presentation

The partners of the SVoVE project met at the third MULTI-LAB intending to draw the conclusions of the project after having worked nationally in the first MULTI-LAB and at sectoral level in the second one. On this occasion, the partnership started from a common base by now consolidated, that counted on a sound analysis of needs and on solid pedagogical and didactic principles as regards the professional training of the socio-aesthethician.

After resuming the principles underlying the project, the partners discussed the latest version of the syllabus, trying to give it a definitive and shared structure (Table no. 3).

To achieve this goal, the numerous testimonies brought by all the partners as well as by external experts, who made various presentations of experiences conducted in the field, proved to be very interesting and useful. This has strengthened the conviction of the need for the professional figure of the socio-aesthethician in different fields of action and within multidisciplinary teams that take care of fragile subjects.

The presentation of the most recent version of the syllabus raised several problematic aspects, which were discussed during the meeting. The following topics are listed below.

What is the necessary qualification to be admitted to the course?

To access the course, is it necessary that the students have worked for a certain number of years?

What is the course duration?

Can students access hospitals and other health facilities to do their internship? What could be the position of doctors?

In order to do an internship, a tutor is required; if, however, the figure of the socio-aesthethician is not recognized yet, who can play this role?

How will it be possible for aesthethicians to reconcile course attendance with work?

Which issues concerning deontology can be included in the syllabus?

#### Results

The final results are summarized in the following table.

Table no. 3  
Socio-aesthetics syllabus (ultimate version)

<b>COMPETENCE</b>	<b>SKILLS</b>	<b>KNOWLEDGE</b>
Competence #1 To suggest which aesthetical treatment is the most suitable for each individual case the following skills and knowledge are requested:	Ability to find the suitable treatment according to each case	Basic knowledge of Anatomy, Physiology, Dermatology, Nosology, Psychology, Dietetics, Chemistry, Physics First aid General principles of hygiene and safety in the workplace Knowledge of skin and hair treatments, equipment and tools Knowledge of possible indications and contraindications for aesthetical treatments, products and equipment
Competence #2 To give treatments to fragile people the following skills and knowledge are requested:	Understanding the medical condition of patient Confidentiality with trauma informed care Skin care skills	Basic scientific knowledge about the most common illness, therapies, treatments and their side effects Knowledge of the different groups of fragile/vulnerable people Knowledge of skin care equipment, tools and products Alternative beauty treatments Modern methods and specialized techniques addressed to fragile/vulnerable people
Competence #3 To inform and communicate in the health field the following skills and knowledge are requested:	Strong professional identity Communication with a common vocabulary Ability to give a report to patient and relatives regarding to the treatment	Knowledge of the medical documentation Knowledge of the health care system Communication techniques
Competence #4 To work in a multidisciplinary team the following skills and knowledge are requested:	Shared decision making Ability to identify the team's goals in order to meet the patient's and/or client's needs Leadership and membership	Communication tools Knowledge of interactive methods Knowledge how team works Knowledge of team-building techniques
Competence #5 To (self)evaluate with reference to the obtained results the following skills and knowledge are requested:	Ability to identify the outcomes of the treatment Ability to search and apply the evidence-based knowledge	Knowledge of evidence-based studies Knowledge about qualitative and quantitative evaluation methods and tools Critical thinking techniques
Competence #6 To organize meetings and workshops (communication) the following skills and knowledge are requested:	Ability to organize workshops and get together for different client groups. Ability to identify the resources needed for organizing workshops	Knowledge of dissemination methods and promotional channels Knowledge of event management Knowledge of the network construction and maintenance

## Conclusions

The discussion developed in the MULTI-LAB, relating to a cross-construction of the socio-aesthethician professional figure, led to a number of considerations shared by all partners.

The socio-aesthethician is first of all an aesthethician, therefore she cannot and must not invade other fields of operation (eg medical, psychological, etc.). It is therefore necessary to carefully and precisely define her scope of action and qualitatively and quantitatively circumscribe her activities within a multidisciplinary team. There must be no overlapping areas.

The figure of the socio-aesthethician could play an important role within a multidisciplinary team that takes care of people in difficulty, unable to rebuild a good relationship with their image after a traumatic event or surgery.

The socio-aesthethician fits fully into a “holistic” healing perspective (*One-Health*), although this term should be used with great care because it does not have the same meaning in all languages and cultures.

The socio-aesthethician can be seen as a person who contributes to creating a culture of beauty that intersects with that one of well-being.



#### 4. FOLLOW-UP AND EXPLOITATION

The SVoVE project ended in Italy, at Ecipa (Perugia) on 26-28 September 2022. The final conference was an opportunity to take stock of the project activities that developed during the three MULTI-LABs, as well as to present the project to a number of local, regional and national authorities working in the beauty sectors.

The general impression was that of having done a good job, counting on the collaboration and great commitment of all the partners. Everyone shared the need to adequately present the figure of the beautician, whose work has been neglected for many years and seen in an unfair light. Nowadays, body care is inserted in the more general context of well-being, where body, mind and heart are in close interrelation and where the balance between these three parts is considered essential to feel a sense of completeness and satisfaction.

Starting from this premise, the problem of providing aesthetic treatments to a very particular public, that is to say fragile people, was tackled. It is a question, as repeatedly claimed, of people who have undergone bodily deformations or changes to their physical appearance and who therefore encounter great difficulties in recognizing themselves in the new image they have assumed. In these cases, the professional figure of the socio-esthetician can come to the rescue, as long as it is provided not only with a solid technical background, but also with transversal skills to be able to adequately meet the particular needs of fragile people (communication, acceptance, hospitality, empathy, solidarity, etc.).

During the three MULTI-LABs, a general agreement was reached on some basic issues regarding socio-aesthetics:

- the figure of the socio-esthetician is a person who works in the beauty sector, so she can join a multidisciplinary team while maintaining her scope of activity;
- the need to provide beauty treatments to vulnerable people is very much felt, especially in recent times, also thanks to the *One Health* approach, centered on the total well-being of the person in the environment in which he/she lives;
- the need to establish a syllabus specifically designed for the socio-esthetician has been agreed, so that she can give aesthetic treatments to fragile people in a professional way and paying attention to particular needs;
- it is also necessary to sensitize the local, national and community authorities on the need to qualify and recognize this professional figure so that she can distinguish herself from the simple esthetician and work in multidisciplinary teams even within hospitals and other care facilities.

The common feeling, however, is that the project has not come to a definitive conclusion. There are some pending questions that could/should be object of other initiatives.

Starting from this assumption, following the suggestion of the Greek team, the partnership has decided to continue its investigation on this particular topic with a view to upgrading.

More precisely, the partnership intends to organize an evidence-based experimentation to demonstrate how, by administering the syllabus SVoVE to a sample of aesthetician, they could be more prepared and aware in providing care to fragile people.

Hopefully, once these results have been obtained, the partnership and the aesthetician

organizations will have a better chance of “make their voice heard” by public institutions and ministries of education in order to obtain an official recognition of the “socio-aesthethician” based on the European EQF system.



# **NATIONAL GOOD PRACTICES**

All materials concerning the SVoVE Good Practices at national level are contained in a specific Drive folder organized as follows.

