



Freestyle Montessori on the job learning



[www.http://www.frojol-project.org/](http://www.frojol-project.org/)
International Report
2012



Lifelong Learning Programme
Leonardo da Vinci

This project has been funded with support from the European Commission.

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Research on

Montessori Education
and
Learning Methods in VET

In the partnership's countries

Materials, numbers and needs

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Summary

The following International Report comes up from the National researches made by each participant country¹ to the project².

The aim of the research was to verify the knowledge of Montessori method in the participating countries and the possibility of its application in VET. It consists of 2 parts. In the first part we focus attention on the Montessori method and schools, the application of the method in a modern environment and the verification of the potential application on adults' teaching. In the second part we started to research about VET from the historical situation in each partner's country, and then we went deeper to know how each country is organized in offering VET courses, considering the different methods used

¹ Partners: Landstede (VET), The Netherland coordinator; Associazione Lingua Più, Italy; Politeknika Ikastegia Txorierrri (VET) – HETEL (PIT), Spain; Reseau Associatif Education Et Culture (Radar-B), France; Centrum Kształcenia Ustawicznego w Sopocie (CKU), Poland; GEFAS Academy for Generations, Austria
² LLP Leonardo da Vinci “Transfer of Innovation TOI” Freestyle on the Job Learning FROJOL www.
<http://www.frojol-project.org>

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Preface

This International Report on Montessori schools and European vocational education and training (VET) is one of the outcomes of the European Leonardo da Vinci project Transfer of Innovation Free style Montessori on the Job Learning FROJOL³

As well known, the Montessori methodology has been used for children from 3 to 16 years old.

With the 1907 opening of Dr. Montessori's first school in Rome, her surname — Montessori — became associated with schools applying her educational approach and educational materials in schooling tailored to children's developmental needs. World-wide, many schools implement the Montessori method for educating students in a wide range of ages, about which Dr. Maria Montessori stated:

From the moment the child enters the classroom, each step in his education is seen as a progressive building block, ultimately forming the whole person, in the emergence from childhood to adult. All focus is on the needs of the child.

One distinguishing feature of the Montessori method, at the pre-school age, is that children direct their own learning, choosing among the sections of a well-structured and stocked classroom, the curriculum including Practical Life (materials that help with practical and often daily activities, which include the refinement of fine and gross motor skills), Sensorial (senses and brain), Language, Mathematics, Geography, Science, and Art.

The teacher's role is to introduce children to materials, and then remain a "silent presence" in the classroom. Montessori schools pride themselves on seeing and meeting the student's personality and intellectual needs, rather than viewing them as part of a class-room process. The students are encouraged to teach and to help each other.

The project comes from the experience of the Italian partner, Lingua Più that started years ago to apply internally the basic fundamentals of this method for teaching adults because of the lack of effective techniques.

In time, the methodology has resulted as a successful way to approach the learning process, in Lingua Più helping to face the adults' difficulties in the learning process, both as an updating part of their already existing abilities and as a new subject.

From this background, personal and professional experiences, they had the idea to elaborate a method to apply the Montessori methodology for a group 16+.

The results reached strengthened the opinion, that even in the 21th century the Montessori system has still a future.

Lingua Più understood that, when the basic methodology of Maria Montessori can be used for adults, it also might prove powerful for the group that until now is never targeted by Montessori schools: vocational education and training (VET).

But to know exactly how to implement the heritage of Montessori in VET, we needed to research possibilities, fitting in the new 'New jobs - new skills' competence based VET.

To realize such a big project the interaction of other institutions dealing with training in VET was compulsory, because of the international importance of such a subject and for the innovative contribution on training and education this project will have.

Maria Montessori has a strong connection with Città di Castello (Lingua Più home town) where she lived and printed her first book concerning her methodology.⁴

3 For further info: [www. http://www.frojol-project.org](http://www.frojol-project.org) – Facebook: Frojol

This happened because she was a good friend of Alice Hallgarten wife of the local Baron Leopoldo Franchetti, with whom she elaborated and refined the methodology and to whom she dedicated her book.

Maria Montessori is strictly connected with The Netherlands as in 1936 she went to The Netherlands to live there. And the first Secondary Montessori school was build in Amsterdam, Anne Frank being one of the famous students. So here the coordination from The Netherlands institute. The other partners ⁵ are all organizations that deal with VET and training courses. ⁶

4 For further information:

http://www.operanazionalemontessori.it/index.php?option=com_content&task=section&id=5&Itemid=32

5 Politeknika Ikastegia Txorierrri (VET) – HETEL (PIT), Spain; Reseau Associatif Education Et Culture (Radar-B), France; Centrum Kształcenia Ustawicznego w Sopocie (CKU), Poland; GEFAS Academy for Generations, Austria

⁶ For further information about Montessori method: <http://www.montessori.edu/>

1 History of Montessori in Europe in the partnership countries

Dr. Montessori's method seems to be quite popular in the analyzed countries, even though there are some differences between them. It is very popular in the Netherlands where she moved and died and strangely less in Italy where she was born, worked and established her first school, printed her book and piloted her method. In particular in **Italy** she started with her first school 1907, in **France** the first school dates back to 1931, in **Netherlands** in 1916, in **Austria** in 1921, in **Spain** in 1917. In **Poland** the situation is a little bit different and the Montessori schools in that country are quite recent: in the late 80s and early 90s of the twentieth century theory and practice of the Montessori educational system began to settle on a map of alternative education in Poland.

2 Today's Statistics

2.1 Number of Montessori schools in the participating countries ⁷

Table 1

The Netherlands	251	
Austria	96	From "Austrian Montessori Association"
France	53	
Italy	About 100	The number refers the effective Montessori schools, but there are several centers apply the Montessori Method.
Poland	Not official statistic available	It should be emphasized that, construction of the first, "real" school planned and built in line with the Montessori Education began in Warsaw in November 2011. Its opening is planned for 2012. So far, there were usually "experimental" groups in ordinary schools based on the Montessori methodology rather than "typical" Montessori schools existing in Poland.
Spain	6 Centres listed in AME Asociación Montessori Española	There are several centers in Spain which "apply" the Montessori Method.

⁷ Source: National researches of partnership

2.2 Variety of Montessori Schools in the participating countries ⁸

Table 2

	<i>Kindergarden</i>	<i>Primary</i>	<i>Secondary</i>	<i>Notes</i>
The Netherland	√	√	√	Few secondary
Austria	√	√		Some institutions (e.g. adult education) use just parts of the Montessori method
France	√	√	√	Few secondary
Italy	√	√	√	Few secondary
Poland	√	√		1 gymnasium (lower secondary general) applying the Montessori method
Spain	√	√	√	Few secondary

Conclusions: ⁹

Italy is the country where Maria Montessori was born, but there its method is not very wide used. While in Maria Montessori's birth place her method is not so popular, in other countries, such as The Netherlands, many parents decide their children to attend Montessori Schools.

From the above mentioned tables we realized that the number of Montessori schools is quite homogeneous in Italy and Austria, very strong presence in The Netherland, while in Spain and Poland is low, but increasing. Mainly in Poland we noticed that the first "official" Montessori school is going to open in 2012 and this information may show the willingness to conform their education system to the European's (table 1) From the table 2 we noticed that most Montessori Schools and centers (using the method totally o partially) are mainly addressed to children (kindergarten and primary), while it seems as if the Montessori is less used in Higher Education

⁸ Source: National researches of partnership

⁹ By Laura Gastaldi and Roberta Marsili (Associazione Lingua Più)

3 Research at the Montessori Institutes in each partner's country

3.1 Name and location of the Montessori schools whom each partner referred to

- **The Netherlands:** - Secondary Education:

Montessori College Kwakkenbergweg 33 - 6523 MJ Nijmegen - tel. 024 3283000 / fax 0243221200

- Primary Education:

Openbare Montessori Basisschool, Energieweg 9, 8017 BE Zwolle Tel: 038-4654220

- National contact:

Nederlandse Montessori Vereniging (NMV), Bezuidenhoutseweg 251-253, 2594 AM 's-Gravenhage, Tel. (070) - 331 52 82, email: nmv-secretariaat@montessori.nl,

<http://www.montessori.nl>

- **Austria:** - Katholisches Bildungswerk Steiermark (Catholic Education Institution Steiermark)

<http://bildung.graz-seckau.at/>

- **France:** - Le Jardin des Enfants 7 Chemin de L'Île 33360 Latresne (Bordeaux Academy)

Direction : Alexia Lefebvre - Tel : +33 556206119 Fax : +33 556206119

Email : montessori.bordeaux@gmail.com

<http://www.montessori-bordeaux.com/>

- **Italy** - Centro Internazionale Montessori, Via Fonti Coperte 38/D 06124 - Perugia (Italia)

President Prof. Luciano Mazzetti, who is also the President of Opera Nazionale Montessori - tel.: 39-075-35 628

<http://www.centrointernazionalemontessori.com->

- **Poland:** Niepubliczne Szkoły Montessori w Warszawie / Private Montessori Schools in Warsaw - Dorota i Tomasz Rotowscy, 1 Bohaterów Warszawy street, 02-495 Warszawa, tel. +48-22-662-74-75, fax +4822-867-68-35 - sekretariat@montessori.dag.pl

http://www.montessori.dag.pl/articles/show_home

- **Spain:** Barcelona: <http://www.montessoricanela.es>. Mobile numbers: Marco Zagal 63070030; Betzabé Lillo: 608977033. Email: montessoricanela@gmail.com

3.2 Application of the method in the modern times

- **Italy:** In Italy the application of the method is characterized by the immobility.

In some Italian schools the Montessori method, anyway, has been having a renewal, and the main fundamental principles and the psychological part of the system are kept and applied to many subjects, all connected, following the Montessori's concept of the "cosmic idea".

- **France** : "Le Jardin des Enfants" corresponds entirely to the philosophy of Montessori education. Activities: English, Music, Manual work and art, Sport, Yoga, Other

- **The Netherlands:** The National Montessori Association has a set of 6 characteristics which must be found again in the Montessori Secondary Schools. These are:

- Head, heart and hands: Montessori education offers a wider formation (not only cognitive ones) and aims at deepening of learning by integration of head, heart and hands.
- Learning by choosing: it is a requirement for the development of independence that pupils learn to make choices
- Reflect: reflection on one's learning is basic -for the teachers as well as for the students- to determine a pupil's development and to act according to this
- Social learning: pupils at this age (secondary schools) are very much focused on their social functioning with/within peers/peer groups. To learn from and with each other is a very important characteristic of the Montessori Secondary Schools
- Cohesion of teaching material: the nota 'het Montessorionderwijs in de 21ste eeuw/Montessori education in 21st century' outlines that pupils benefit of research of reality zones. This crosses the borders between the traditional subjects.
- Inside and outside of school: the learning of competences and the acquisition of a social role inside and outside happens inside and outside the environment of the school. Analogues to the 'exercises for daily life' taught at the Montessori primary schools, the Montessori secondary schools pay extra attention to exercises for/about Social Life.

The principle of **reality**, not fantasy, in the classroom is one of the distinguishing features of a Montessori Pre-school classroom. Montessori's idea was to teach the children all about how to live in the real world and the Exercises of Practical Life are the first activities that provide these experiences. Children learn how to look after themselves and the environment as well as how to behave socially.

- **Austria:** The "Katholisches Bildungswerk Steiermark" is providing a seminar that is called LIMA – Quality of life in later life. This seminar is dedicated to the generation 55+. But the institution is also working in group settings with parents, kids and/or seniors. They are using adult education based methods. In the group setting they are working with parts of the Montessori method: brain training, physical training for fitness and health, competences for being able to cope with the changes in the environment, reflection about life also considering religious aspects

- **Poland:** Application of the Montessori Method applied in Poland on the example of the "model" facilities in Warsaw school: Montessori school is intimate and provides a true individualization - in line with Montessori's principles. Every student operates according to his/her own program, capabilities and interests - accompanied by a teacher-tutor. Authorised curriculum puts emphasis on a comprehensive education integrated by different subjects. The school guarantees the achievement of the objectives of the curriculum and possibility of learning several foreign languages. The main objective of the school is to help every student to experience not only the fact that learning can be a real pleasure and give a lot of satisfaction, but also to see its purpose and practical relations with what is happening around us. The school assumes that every student has a talent/gift, and the task is to discover and help it to grow. The school wants to help students discover and nurture passions, discover their abilities and capabilities and specify the needs, which will help decide in the future choice of school and then profile the profession and field of study. Educational program is based on the knowledge of this stage of development of young people. The school puts on carefully selected team of teachers to help learners to build the independence and autonomy, while ensuring not only intellectual development.

- **Spain:** The courses follow the same educational principles as those outlined by Maria Montessori.

3.3 How the method is changed and what is still used

- **The Netherlands:** The set of 6 characteristics mentioned above is also used in Secondary Education. Montessori education in The Netherlands is very much alive and most parents that had their children in Primary Montessori school wish to have also a Secondary Montessori education for their children.

Also Montessori schools have to respond on change of time. The primary schools have less changes than the secondary schools. The primary schools are more engaged to their Montessori education materials according to the phases of growth of the young ones.

The secondary schools have to change according to national (compulsory) surveys.

When talking about modernization of Montessori education in The Netherlands we have to apply the note 'Het Montessorionderwijs in de 21st eeuw' / 'Montessori Education in the 21st century'. Here you can read about the mission of this education in The Netherlands in the future. This document must be taken as one's guide. It is the scope and has to be brought together with the characteristics of Montessori primary or secondary schools to form an entity.

What is still used? The guidance and coaching by Montessori teachers/educators is still very important. It is a certain way of coaching/facilitating. Montessori education cannot do without this specialty. Coaches must be able to observe (in a special way) which can be learned by doing.

Montessori Education is a strict combination of all aspects mentioned before: 'Montessorionderwijs in de 21ste eeuw', its certain characteristics and specialty of coaching/guiding. All have to be united!

Montessori education has a certain freedom though within a frame.

- **Austria:** Montessori method is used partially. The workshops are done by trainers with special Montessori education. The referring institute is always looking for new methods for adult training.

- **France:** The Montessori school taken as a reference ¹⁰ totally applies the Montessori method for children

- **Italy:** Montessori method is considered a "classic" and the application depends from each school. Tools are various, both traditional and modern

- **Poland:** Montessori Method is applied for children. Application of the Montessori Method depends on each school. Tools are different, both modern and traditional. Gymnasium School Program in Warsaw school, for example, is built around nine areas of activities and are based on copyright curricula for individual subjects. Curricula are constructed in such way that activities, during practical work taken by the students and their contacts with various institutions, should give references to the acquired in the school knowledge and skills. Therefore, the teaching methods are directed to those students who find joy in developing their passion - even those beyond the school subjects.

- **Spain:** The basics are still the same. There are evident changes in the use of new technologies and settings

¹⁰ "Le Jardin des Enfants"

3.4 Application of the Montessori method to adult training

- **The Netherlands:** The Dutch partner¹¹ focuses its answer principally on the application of the Montessori method to adults in VET and here we report the words of Mrs Margriet Nieuwenkamp, as we think they are very clear: *“This question is very hard to be answered when people do not know (much of) the insight of VET. At the same time people will not say ‘no’ instantly. They start thinking about possibilities. I was told that once there was an idea of starting a Montessori VET school in The Netherlands. But as there was not much time and money for research this was stopped (..... or cancelled?)*

There is one secondary Montessori school in Amsterdam which offers the first two years of VET, of certain courses, based on their Montessori principles.

Montessori Education, when or if, applied for VET could only succeed when the team of teachers is a bond: all have the same mission, the same approach, the same way to reach the aims: a unity of aspects.

When we talk about VET in The Netherlands we have to bear in mind that most of the VET institutions apply competency based learning in their programme.

When we think of Competency Based Learning and Montessori we might get a fruitful combination. Competency Based Learning is to integrate attitude, skills and knowledge. A student is expected to become critical to its own way of learning, of dealing with tasks and situation. In this way a student becomes aware of those learning steps which contribute to his/her better or good performance of tasks. This critical self-reflection activity should and has to be done with every single task or problem a student is confronted with. Critical self-reflection results in a deepening and expansion of those learning experiences: knowledge skills and attitude are integrated and the student positively moves towards competence-development.

Competence-development is a personal matter. Most institutions use portfolio in which students add their completed tasks. It is not yet realised that schools use personal developments plans. Some do. Many schools do practice personal talks with their students. And it is here where I am of the opinion that Competency Based Learning and Montessori Teaching could be linked to each other, in VET.

Montessori Education opens the eyes of the students for many aspects to be expected in a life: phase by phase. Students learn to see and find out for themselves and are facilitated to put their interests into experiences. The teachers are the observers and facilitators and stimulators.

Montessori Education provides instruments for lifelong learning.

Montessori Education focuses on and especially on the development of competencies in the many aspects a person encounters in its life e.g. competence development in learning, in communication, in arts, and many more. Montessori education offers the student ways of learning to become aware and to cope with competencies.

It was Onstenk who said the following about Competency Based Learning (1997): (...) in a curriculum a basis must be formed to develop competencies for the future career, with specific attention on learning to learn competencies’.

It is this sentence which completely covers the following idea on VET, I think

VET Education in general should be plainly based on the Competency Based Learning closely linked with Montessori Approach to provide our students with instruments for Life Long Learning. Our coaches in VET schools and at trainee opportunities should become observers and facilitators, All should be trained in the ‘how’ aspects of this. With FROJOL we would like to provide this group with the first steps into this way of approaching our VET students.

¹¹ Landstede (VET)

The individual approach of the student should become more clear in VET schools. The students must be offered well-designed instruments (portfolio or student's development plan) in which he/she can write about his/her competences development and clearly see his/her own growth in those. The teacher should address the student to stimulate, motivate and help to make his/her path of learning experiences easier and above all challenging. The student must become challenged by his/her surrounding, the theoretical information taught in schools must be offered in such a way that it demands the student to read and listen. The student must be activated in his/her own learning paths at the very phase in which he/she is at that specific moment.

To become a critical self-reflector demands much of a student. It is the teacher, coach in school and in practice who must know how to lead/guide this activity. They are the ones who need to know how to activate the student in this. This is not an easy task either as you yourself should be well aware how to perform self-reflection. Have you ever followed any training in this before? Have you ever attended meetings on this subject?

In short I would answer the question with :Yes, it is definitely possible to apply the Montessori approach in VET education. But, as always, many aspects in the 'how ' must be borne in mind to do this in the very right way, Montessori basics taken into account and clearly worked out.

- **Austria:** In accordance to the Austrian report, it is possible to adapt the Montessori method for adult education, but just parts of it.

- **France:** According to their presentation¹², they don't seem to have specific interest in adults education as they focus on the categories 2-3, 3-6 and 6-9 years old

- **Italy:** Professor Mazzetti from Scuola Montessori¹³ is very sure about the application of the method to adults, and inside their institution they are already using the method with students up to 18 years old. This method applied to adults is based on the following points:

Take out what adults already have, from their previous learning path

- Give the student the self-esteem
- Give the student the possibility to self-evaluate
- Give the student the tools to find his/her learning path
- Give the student the tools for his/her autonomy
- Give the student the responsibility of his/her education as an only responsible person is a free person

- **Poland:** The application of the method in the Polish schools would be possible but not easy, in accordance to the Polish partner's statement¹⁴. During usual school lessons it could be difficult because of the limited number of hours in the curricula in comparison to the requirements for the amount of teaching subjects. Another difficulty could be caused by the way of thinking of teachers who in practice may be more focused on the completing the programme than learners' abilities encouragement. The second reason is usually the consequence of the first one.

However, the method could be definitely used in adult teaching especially, during the practical placement during workshops and ideally also at the workplace during internship and practice placement. Some methods, like "learning by doing" or "learning is a fun" are already used during the simulation of practices like in Simulation Companies existing in many vocational schools and adult education centers in Poland.

- **Spain:** -. According to Mr Betzabe¹⁵ the method can definitely be applied to adults' training because the Montessori Method was established to assist in the education of the differing segments of youth up to the age of 24.

¹² "Le Jardin des Enfants"

¹³ "Centro Internazionale Montessori" in Perugia, the Italian Montessori referring school

¹⁴ Centrum Kształcenia Ustawicznego w Sopocie (CKU)

¹⁵ Mr Betzabe Lillo www.montessoricanela.es,

Conclusions: ¹⁶

This part of the research is very important for the knowledge of the actual use of Montessori method in Europe, as the comparison of outcomes from each partner gave us a wider vision of this famous method and its application. From the research, we found very important basis for the Manual writing. In fact we notice that the method is still used as it was, even with slight innovations due to the modern tools in all partnership countries ¹⁷. The methodology is the same as in the Montessori's directions, following the concept of the "cosmic idea" (Italian partner), that is all subjects are connected. In the Netherland the Dutch National Montessori Association seems to be more active, fixing important features in the application of the Montessori Method.

In Poland, even though the Montessori method is less wide spread, its application is close to the Dutch directions for education in 21st century. It is important to note that the opening of the first Montessori School in 2012 in Poland, as a demonstration of the relevance of this methodology. The Polish partner ¹⁸, also, underlined that teachers have big curricula to carry on and they couldn't have enough time to experiment other method. In Italy the situation is very similar. We believe it is fundamental that teachers understand that the Montessori method is not an addition to their traditional curricula but a useful aid to get their goals more easily and in a much more satisfactory way, both for the teachers and students. The method based by Lingua Più inside its own institution has the same feature as those used and listed in the National researches of the partnership countries (The Netherland, Austria, France, Poland).

4 National VET situation

4.1 VET, an introduction

Vocational education or **vocational education and training** (VET) is an education that prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific trade, occupation, or vocation. It is sometimes referred to as technical education as the trainee directly develops expertise in a particular group of techniques.

General feature:

- It is very well structured and managed by both public and private Institutions
- It can be a starting point to get a higher education or finalised to get a job.
- The organisation includes trainings structured both in modules and years
- Trainers can be professional teachers and craftsmen and experts in the training subject
- VET is not only addressed only to students in their learning path, but also to workers in search of a new job on in need of requalification

¹⁶ By Laura Gastaldi and Roberta Marsili (Associazione Lingua Più)

¹⁷ The Netherland, Austria, France, Italy, Poland, Spain

¹⁸ Centrum Kształcenia Ustawicznego w Sopocie (CKU)

Table 3

Age to enter in VET in the participating countries¹⁹

COUNTRY	AGE
The Netherland	16
Austria	15
France	THE NORM: 16 YEARS OLD DEROGATION: 15 YEARS OLD PREPARATORY CLASSES: 14 YEARS OLD
Italy	14
Poland	16
Spain	16

Below few notes from the National reports:

- The Netherlands:

Explanation of the educational system in the Netherlands, including VET (MBO)

Education is obligatory from the age of 5 until the age of 18. The last two years of the obligatory education are part-time. In the Netherlands a child starts with Primary Education at the age of four. After eight years of basic education, at the age of 12, the child makes a choice: either he goes on to the general secondary education (havo or vwo) or he continues with preparatory VET (VMBO). VMBO leads to the senior secondary vocational educational system, called MBO in Dutch. Most students enter the VET system at the age of 16. Preparatory VET forms part of secondary education.

With a diploma of the highest level of VET or general secondary education, students can move into higher education, which is either vocational or academic. The post graduate vocational education encompasses a variety of courses offered by companies and private institutions to people who are already at work.

- Austria:

In Austria a student starts VET after having attended the school for 9 years or after the so called “Hauptschule”, the secondary education. VET in Austria is a dual education. That means the internship is accompanied by terms at school, the so called “Berufsschule”.

Responsibility:

State Government:

the ministry for economy, family and youth is responsible for the learning on the job and all issues related to the job in the company/institution

The ministry for education, art and culture is responsible for the organization of the VET schools and fundamental decisions and designs of the curricula as well as for 50% of the costs for teaching staff at VET schools.

On federal level

“Wirtschaftskammer” of each federal state is dedicated to control the companies and institution which are providing positions for VET.

Federal government

Responsible for implementation and furnishing VET schools

Responsible for 50% of costs for teaching staff

¹⁹ The Netherland, Austria, France, Italy, Spain, Poland

Local Level:

Companies/institutions providing VET positions and VET schools are required to cooperate and to react or to consider the local economic environment and conditions for labour.

“Berufsschule” (school for job education)

- **178 schools for VET in Austria.**

- **62 schools are operated by the federal government**

The rest are private or with public legal status.

- In Austria there are **242 VET jobs.**

Dual system in VET:

80% learning on the job: gaining practical skills, competences and know-how

20% learning in the school: gaining theoretical knowledge for the job

- **France:**

Education is compulsory and free from the ages of 6 to 16; it includes five years of primary education (in primary school) followed by 7 years of secondary education: four years in “college” (lower secondary education) followed by 3 years in “lycée” (upper secondary education)

The French continuing education system is based on the extremely structured sharing of responsibilities between economic players and public institutions.

In France, adult education and training is provided by various authorities and organizations which are often competing or working together in the field:

- **training organizations under the authority of ministries** (Education, agriculture, Health etc.);
- **organizations under the authority of local administrations** (health and social);
- **private organizations and associations;**
- **organizations under the authority of professional chambers** (Chambers of Commerce and Industry, Chambers of Trades, Chambers of Agriculture) **and private training centers.** They constitute a dense framework of organizations facilitating public access to training throughout the regions. This offer facilitates the access to training of job seekers and employees affected by reclassification. In addition to finding employment for job seekers, the national Employment agency (ANPE), created in 1967, manages public employment assistance funds, which can be allocated for training. It can therefore provide vocational training actions. The ANPE has 25 regional and 103 departmental delegations. ANPE is now replaced by Pôle Emploi since the consolidation with ASSEDIC

- **Italy:**

VET policies are carried out by ISFOL, the National Research Institute, which has an important role in training, social and labour policies In Italy VET is handled by the Regional authorities, entirely responsible for the programming process, joined by social and economic partners.

- **Private organizations partially funded and participated by the Government:**

Training courses for graduated students, for the improvement of knowledge and experience.

Training courses for unemployed and workers for new job opportunities and professional requalification

Technologically-based (internet, media, communication and sustainability)

- **Public professional schools**

Classical training for teenage students for professional preparation to enter in the labour market

Main subject fields: agriculture, hotel and food, mechanical and printing industry

- **Totally private institutions**

Wide range of courses for different learners' categories: graduated students, adult workers, unemployed people, young professionals.

Field of operation is very varied, regionally diversified according to local market

Seriousness and effectiveness is unpredictable, though many have high quality standards

- Poland:

Compulsory part-time education in the school or out-of-school forms lasts from 6 until 18 years of age. The status of compulsory schools have only a primary school and gymnasium.

The current classification of Vocational education is proclaimed in the Regulation of the Minister of National Education of 26 June 2007 on the classification of vocational education and contains 199 professions.

Vocational education in Poland is also provided by employers who are craftsmen. Learners can be educated in 103 professions, of which 53 are recognized in the classification of professions taught in schools.

Vocational training, involving theoretical and practical vocational subjects teaching profession, shall follow the approved curriculum in accordance with the core curriculum of training in the profession.

The Ministry of National Education is responsible for nearly the whole system of education included Vocational schools, with the exception of higher education which is under the supervision of the **Minister of Science and Higher Education**.

At present the following post-gimnazjum schools are operational:

- 2-3-year **basic vocational school** (zasadnicza szkoła zawodowa)* (pupils aged 16 to 18/19)
- 3-year general upper secondary school (liceum ogólnokształcące) (pupils aged 16 to 19)
- 3-year specialised upper secondary school (liceum profilowane) (pupils aged 16 to 19)
- 4-year technical upper secondary school (technikum) (pupils aged 16 to 20)
- 2-year supplementary general upper secondary school (uzupełniające liceum ogólnokształcące) (pupils aged 18/19 to 20/21)
- 3-year supplementary technical upper secondary school (technikum uzupełniające) (pupils aged 18/19 to 21/22)

Vocational schools with a study period of not less than 2 years and not more than 3 years. Vocational training is done at the level of journeyman, according to the profile of the institution. Vocational schools give a certificate of completion, or a diploma certifying professional qualifications.

Options after graduating from vocational school to continue learning in schools:

- two-year supplementary general secondary schools, which allows for the completion of high school diploma after passing the matriculation examination;
- three complementary technique which allows for the completion of a diploma confirming **vocational qualifications** upon passing the exam, as well as to obtain the maturity certificate after passing the mature

- Spain:

VET in Spain comprises:

- **Initial VET** within the educational system
- **Continuing VET** for employed and unemployed people.

VET for young people begins predominantly after the end of compulsory education at the age of 16.

- **Intermediate/Middle level VET** (ISCED 3B). It offers 1300 to 2000 hours modular training. Completion of all modules leads to a technician diploma. It gives access to the labour market, bachillerato tracks and, after an exam, for advanced/upper level VET.
- **Advanced/Upper level VET** (ISCED 5B) lasts at least 2000 hours. Completion of all modules leads to an advanced technician diploma. It gives access to university.

4.2 Educational system and place of VET, who is responsible for the design of the qualifications/curricula in VE in each partnership's country

- The Netherlands

VET (VMBO) leads to the senior secondary vocational educational system, called MBO in Dutch..

With a diploma of the highest level of VET or general secondary education, students can move onto higher education, which is either vocational or academic. The post-graduate vocational education encompasses a variety of courses offered by companies and private institutions to people who are already employed.

It has been legally established that employers, employees and educational institutes are involved in the description of the qualifications. Within its sectional councils, the Centres of Expertise provide a platform to the three stakeholders for discussions on these matters. Centres of Expertise are sectional organizations that represent over 40 branches of industry. They act on national and regional levels as strategic partners for ministries, municipalities, social partners and vocational education and training institutions. They are governed by a tripartite board of social partners – employers and unions – and education. There are seventeen Centres in total, each organized around a sector or branch of industry. Furthermore the Centres offer: vocational guidance, labour market information and accreditation of prior learning (APL.)

The Netherlands have a unique system of senior secondary VET, which is called the competence-based qualifications structure. The structure defines the necessary competences of a graduated VET student, with the needs of the labour market as the basis.

All jobs and positions of vocational occupations are described in occupational profiles. These occupational profiles form the basis for the qualification files, in which qualifications are described. These qualifications describe the knowledge, skills and attitudes a person needs to fulfill a job or position. Companies and educational institutions use the qualifications files for the development of programmes and exams.

The content of the programme of education and training is determined by the educational institutions. The qualification is offered in at least 80% of the programme, this means that the institutes can fill in a maximum of 20% of the programme with educational content of their own choosing, this is called the 20% Free Space. The subjects offered to the participants are laid down in the curricula. The dossier is developed according to development standards (format.)

- Austria:

The Austrian government (Bunderministerium für Unterricht, Kunst und Kultur, Ministry for Education, Art and Culture) is responsible for any general reforms in the education system.

In Austria 9 year school education is compulsory for every student.

Secondary school II: student choose between different types of schools or for VET

“Polytechnische Schule” (polytechnical school): one year; at the age of 15

These schools are closing with final exam. Diploma without allowance to enter tertiary school level.

Private Institutions, providing further education for job qualification, specialization and VET for people who dropped out of the VET procedure.

WIFI (Wirtschaftsförderungsinstitut); Institute for job in economy and private sector

bfi (Berufsförderungsinstitut). Institute for job in economy and private sector

Volkshochschule (VHS): further education

AMS (Arbeitsmarktservice): Labour market service for people searching for job

These institutes are offering some curricula for job competence for people who failed the

final exams of traineeships (VET) or diploma of school for preparing for job and therefore have problems to find a job. Also they provide to get the closing exam for running the traineeship in the job to get the “LAP” at any age.

- **France:** each region manages the entire vocational training process for young people and adults.

Law on life-long vocational training: transposition into French law of the national inter-professional agreement signed by labor and management representatives.

Creation of a national Register of professional certifications (RNCP): the idea is to make existing qualifications and diplomas more legible and to facilitate the creation of new professional qualifications adapted to economic requirements.

Development of skill validation: anyone can validate the skills acquired by experience or throughout their professional career with a view to obtaining a recognized qualification, diploma or professional title. They must attest to 3 years of activity related to the certification applied for.

- **Italy: Private organizations partially funded and participated by the Government**

Responsibility entirely on the Director and members of the organization

Courses organized according to National and International projects and market requirements

Labour market directly involved, teachers are often professionals in the training subject

Curricula designed by specific market experts, often also trainers in the course

- **Public professional schools**

Responsibility for the curricula design is on the Italian Ministry of Education

Courses (complete study programs) designed following the National regulations

Labour market only partially involved because teachers aren't directly involved in the labour market

Temporary training periods at private and public offices, organizations and industries are the only contact with labour market

- **Totally private institutions**

Responsibility of courses design is on experts

Courses customized on the market demand

Labour market fully involved, being the main inspiration for the institutions' training activity

- **Poland:**

The Ministry of Education defines core curricula for general education for each subject and cross-curricular theme in all types of school. Teachers can choose the textbooks from a list approved by the ministry. They are free to decide the teaching and assessment methods, introduce innovative teaching methods and choose curricula which are approved by the school head. They can also develop their own curricula based on core curricula and submit them to their school head for approval.

General school curriculum, curriculum for a particular vocation and curriculum for a general vocational profile training can be:

- Prepared by a teacher individually or in cooperation with other teachers;
- Chosen from the set of curricula prepared by other author(s) e.g. from among those available on the market, approved for the use at school by the Minister of National Education;
- Prepared by other author(s) and modified by the teacher – the curriculum is presented by the teacher with the scope and rationale for the proposed changes.

School curricula for general education, vocational curricula and curricula for general vocational profile training are approved for the use at school by a school head of the given school upon teacher(s) request upon consultation with the school pedagogical council.

- **Spain: Educational system**

The Ministries of Education and Labour, the Autonomous Communities, the Public Employment Service and the social partners share VET governance and decision-making. A

network of national reference centres observes labour market changes and skills needs, to help update professional qualifications and develop training to meet those needs. They also act as a link between training institutions, the productive sector and the professional qualifications systems.

Two Organizations are responsible for the design of qualifications:

- **National Agency for Qualifications (INCUAL)** ²⁰. It's made up by companies, teachers/trainers and technicians. The competences of INCUAL are, among others, the development, production and current maintenance of the National Catalogue of Professional Qualifications and the development of support tools for the assessment and accreditation of skills acquired through work experience and non-formal of training.
- **The Ministry of Education** converts these qualifications into VET Diplomas

5 Learning system

5.1 Learning system used in VET, in the participating countries. Use of competence based learning

Table 4

COUNTRY	YES	NO	NOTES
The Netherlands	√		<ul style="list-style-type: none"> • task analysis: occupational profile • knowledge, skills, and general competences (set of 25) • one (national) format for development Competences are described in <ul style="list-style-type: none"> • core task areas, work processes, formal requirements • a combination of theoretical and practical learning
France		√	methods and procedures adapted on learners' needs/education depends on the professional category involved
Italy		√	competence-based. only standardized on National scale, course based on common systems. Only private institutions are always looking for new methodologies
Poland	√		Partially. As all qualifications awarded in Europe (certified by the diplomas, certificates, approvals, authorizations) shall contain a reference to the European Qualifications Framework, VET schools in Poland will have to use this competence based qualifications since 2012. Descriptors indicating the learning outcomes are divided into three groups: knowledge, skills and competences.
Spain	√		

²⁰ <https://www.educacion.gob.es/iceextranet/>

5.2 Stage / internship - percentage in each partnership's country

It seems to be a very big gap in this matter among the referring countries:

Table 5

COUNTRY	PERCENTAGE OF INTERNSHIP IN THE COMPLETE STUDY	Notes
The Netherlands	From 20% to 60%	Internship is compulsory
Austria	1,3% less than 2009- No statistics for 2011 available	The number is decreasing as more and more students prefer higher education
France	X	It isn't possible to get this info as it is too wide
Italy	30%	It's almost always part of the VET training
Poland	20%-30%	It is going to increase. It will be minimum 50% in 2012 in all kind of schools and professions
Spain	18%	18%. The course modules last for 1390 h, the common modules for 200 h, the training period in a company for 360 h and the final project for 50 h

5.3 The diploma in VET after the stage/internship

In all countries VET students can get a diploma, even though in France and Italy the possibility to get a diploma depends on the kind of VET. For further details please see information as below, taken from each National Report:

- **The Netherlands:** It is qualifying for the diploma: it is (part of) the exam(s). Students have to work out the several tasks/project at a sufficient level to fulfill this/these. Next to their file there will be a talk on these tasks in which the student explains and tells about her experience. During the period of internship the student is observed in her/his progress. According to all these aspects he/she will pass the internship: go to a higher group, pass the exam, fails or has to repeat the internship (partly or completely).
- **Austria:** Yes, it is.

The student needs to run the whole internship and passing the final exam or diploma (Lehrabschlussprüfung "LAP"). Both are determining each other

- **France:** It depends on the status and on the VET process you are involved in.

- **Italy:** - Private organizations with partial State funds and participation: at the end of courses learners get an Attendance Certification, which is not a guarantee to get a job but a document proving their competence in a particular field, often not highly qualified, because of the short duration of the course. The internship is not binding for the achievement of the Certification: the regular attendance of courses is the only requirement.

- Public professional schools: at the end of the school year (Sept/Jun) students get a Diploma (degree of High School) according to their school performance. The internship period is an important and binding experience for learners: learners' final results (and the achievement of the Diploma) depend on the evaluation of the internship period.

- Totally private institutions: learners get an Attendance Certification at the end of the course. It is not a guarantee to get a job, but a document proving their competence in a particular field. The preparation is often highly qualified and the close connection with industries and local activities give learners the possibility to get in touch with more chances of internship quite quickly. The internship is not binding for the achievement of the Certificate which only depends on the correct and regular attendance to the course.

- **Poland:** At the end of the school students get a Diploma according to their school performance and final national exam. You cannot graduate school successfully and as a consequence you cannot get diploma if you do not complete internships. There are only some cases when students do not have to complete full or part of the programme of internship/practice placement. These are students who already work or already had practice placement in the past in the required number of hours and in the firm/company/organization on the required profile.

- **Spain:** Yes, it is.

5.4 Learning goals of the internship, and the student's goals: is that a free choice?

From each National research it seems that generally learners can't choose their learning path or not completely. This is a very useful information for reaching our goal, as what we are aiming at here is to make learners the main characters in the definition of their own learning path, according to their personal and acquired attitudes. The free choice of one's own learning is one of the fundamental directions of Maria Montessori. In fact, from her method:

..... children are capable of self-directed learning. That it is critically important for the teacher to be an "observer" of the child instead of a lecturer.

.....

...-Children are masters of their school room environment, prepared for them to be academic, comfortable, and to encourage independence by giving them the tools and responsibility to manage its upkeep

To achieve the possibility of the student's leaning path self direction, some Montessori institutes use to stipulate a contract between the student and the teacher, where they together decide the student's goals and the time need by the student for each goal. This contract is flexible both for goals and time, but it requires to be respected. The psychological aspect of this contract is very important: for the student it is a matter of honor to respect it.

Table 6
Learning goals in the participating countries

COUNTRY	GOALS
The Netherlands	assignments/complicated project and tasks depending on the stage level
Austria	tasks given by trainers
France	stages and goals are directly linked to the learning process
Italy	assignments and tasks given by trainers. Students no choice to choose their internship destination or goal
Poland	tasks. Goals and organisation depends on the mentor
Spain	several tasks but a final project. Students can choose according to their interests and goals

*Conclusions:*²¹

Montessori method is based on the idea of the student's uniqueness and his ability and necessity to structure and design his own training path. From the researches we deduce that in VET teaching student's individual competences are not always taken into full consideration. The Netherlands can give this matter a very important contribution in the writing of the method

²¹ By Laura Gastaldi and Roberta Marsili (Associazione Lingua Più)

6 Research on target group ²²

6.1 Involvement of the target group in their own education: a big challenge

Table 7

COUNTRY	OUTCOMES
The Netherlands	Relevance Teamwork Inviting environment Guidance
Austria	<ul style="list-style-type: none"> - More specialization during the VET - More individuality and individual promotion of skills and interests - Less authority of the trainer in the relationship between the trainer and the trainee. - Promoting a relationship between equals - More time for teaching and working together with the trainee: The trainee also need to experience to work in a group as an equal participant. The trainee should not be treated as a colleague and not always a person in training atmosphere
France	Professional evolution Higher salary Self adaptation ability to a new job Increasing of one's skills and new job opportunity Personal improvement Diploma or certificate
Italy	Improvement of self confidence Knowledge of one' abilities
Poland	Get new competences Job practical learning after theoretical period
Spain	Chance to choose learners' own learning path More training hours

Conclusions: ²³

Involvement of students is one of the biggest challenge for the educators mainly for those who work with adults, and the motivation as well keeping and raising interest or curiosity for more know-how, is the core part for the student's active participation.

*For our target group²⁴ it is important to take into consideration the learners' background, their knowledge, the original culture and the life style. Following the **Montessori directions** a relaxed environment must be set up to help learners to reach and improve their self confidence and the knowledge of own capabilities. It is important for the teachers to remind the students, anytime, the initial motivations and to present not a huge program, but reachable goals. Here the application of the "contract", as mentioned above, would be a successful tool. It is very important for learners to feel part of their education, with the*

²² +16 people in VET

²³ By Laura Gastaldi and Roberta Marsili (Associazione Lingua Più)

²⁴ +16 people in VET

previous knowledge of the proposals materials, paths and methods. The learners must feel free to choose their own learning path, but under a supervisor, who must give suggestions and methods for reachable goals . Conclusions: motivation depends on the teacher’s approach and on the possibility to choose own training path, but under a supervision

7 Teaching method in VET and best practices

7.1 Teaching methods in VET in each participating countries

From the National researches

Table 8

COUNTRIES	METHOD FOR TEACHING VET	CHOICE OF THE METHOD
The Netherlands	Learning-by-doing; a very well structured concept in combination with praise and a safe environment	It is used a national method of approaching groups of the lowest level in VET: AKA (Arbeidsmarkt Gekwalificeerd Assistent which is Qualified Assistant for the labour market). The work activities of this starting employee are standardized. The educational system for all 4 VET-levels within the Landstede ²⁵ locations for VET is based on the development of the students’ talents.
Austria	Especially for seniors there are no existing methods. <i>Move-ment</i> ²⁶ is a consulting company that has also a focus emplacement of elderly into the working place. The main challenge is to find institutions and companies willing to integrate seniors in the working place only for exchange of experience or know-how. It is a matter of time capacity and resources and the efficiency of this emplacement strategy is in question.	Depends on each Institution
France	Trainers used generally active method based on the participation of the individual and it depends	Trainers use different methods and methodology. They have to respect the Guide lines for the

²⁵ The Dutch partner

²⁶ For more info: <http://www.move-ment.at>

	also on the type of VET course	training issued by the decision makers.
Italy	Do not exist any common teaching methods for VET..	Teaching method are chosen by Training centres and by each trainer and depends on each trainer's soft skills and sensibility
Poland	Subject teachers have the right to choose methods of teaching, depending on the number of pupils per class and on school equipment).	Responsibility of the method depends on the manager and teacher of the school or training centre. It is rather choice of the single teacher
Spain	PBL: Problem Based Learning is used in VET	Responsibility of the method is the choice of the single teacher and also standardized

7.2 Best practices on the job learning in each participating country

Partnership's countries researched good practices in the job learning in each country. Following brief presentations of good practices from each National Report:

- **The Netherlands:** AKA is a very good example. The students 'grow' in their knowledge, skills and behavior.

0 – 6 weeks : Orientation Phase. Activities are: drama, Dutch, Arithmetic, English (basic), general ways of behavior, Who am I/What can I do/What would I like to do?, *working together* in pairs or trio on small tasks to practice this, learn to plan

6-15 weeks: Preparation Phase. Above-mentioned activities continue and new activities are: teambuilding and training in social skills, profession and their demands, training to upgrade skills on several possible basic traineeship activities, study-visits to companies and one-day-stay at possible company where the student may have his traineeship.

15 – 34 weeks: Practical Phase. Students is a trainee in a company for 380 hours, 3-days a week. The other two days he/she is in-school to work out the tasks and to continue being guided in above mentioned skills. Students work on their portfolio and learn more about civics.

34 – 40 weeks: Final/Examination Phase.

In my opinion this method works. I was the initiator of this at Landstede in Raalte and managed it in its first year. It works when there are not too many teachers (not more than 4) on a group, the groups must be no more than 12 students, the team of teachers must be a bond, the communication with the companies must be well-structured, all who are committed to AKA (school and companies) must have followed special trainings on guidance of these students.

- **Austria:** See Project TRAMP:

Companies or human resource manager often claim that traineeships are matter of money and time capacity. There often no capacities left for training a young person and often not enough time to let him learn by trial and error. In times of hard competition human resource management is seeking well trained people ready to work with full capacity.

Placing elderly people as volunteers in especially working fields of handcrafts enables new capacities to get young people trained, while other employees don't need some extra time for trainees. In this way elderly people still stay active through teaching and they learn and experience the progress in their "old" working place before retirement. This would mean a

win-win-win situation for the company with all fulltime employees and elderly people

- **France:** . A Good Practice is a document called “The Guidelines for Key Competences in Vocational Situation” published by the French National Agency for Fighting Illiteracy. It has been created starting from actual work situation allowing the FNAFI (ANLCI) to describe tasks and to formalize the necessary key competences. It is available at <http://anlci.fr/?id=editions>

2. There is another practice called “Consolidation of skills of apprentices through their professionalization programs”. It concerns 6 experiences led in the Region PACA in the South of France. These actions are intended to apprentices who have an insufficient command of basic knowledge and are threatened by short-term failure in their training, either due to breaking of contract by their employer because they are incapable of performing the missions assigned to them. To help these young people to have a mastery of basic instrumental skills (reading, writing and arithmetic), training centres are developing various devices. Two approaches have emerged actions in this pack:

- The first approach consists of practices whose purpose is individualized pathways of apprentices identified as needing to consolidate their knowledge base,
- The second approach includes practical learning of basic knowledge in the framework of vocational training.

<http://www.fpp.anlci.fr/index.php?id=entreprise-pratiques>

- **Italy:** The public VET school in Città di Castello “Opera Pia Officina Operaia G.O. Bufalini” is a good example of job learning for the adults. It is an old school, founded in 1909 and it is an important institution in our city.

They offer a variety of courses:

- Chef
- Hairdresser
- Computer Numerical Control - CNC operator
- Mechanics
- Plumber
- Carpenter
- Barman
- Restaurant staff

Their offers are qualifying courses in the curricula training for people from 14th to 18th .

The offers are also for adults in need of qualification or requalification.

They have good connection with some local companies for internship and stages

- **Poland:** Good example of existing methods is practice company / simulation company idea. There is one simulation company in CKU Sopot and about 31 in Poland. These companies are usually in the structure of vocational schools. Students works there with one or 2 teachers-supervisors / tutors. Simulation firm is a company where everything is real except “money”. Learning objectives during the practice placement in the practice company includes: strategic thinking, financial analysis, market analysis, operations, teamwork and leadership. This is very good alternative to internship in real companies where mentor is very often too busy to organize proper training for learners. In fact first simulation company was set up to meet the need of existing places for desired good places for internship. In some Polish vocational schools there is an alternative for learners – to have practice placement in simulation companies or in real firms.

- **Spain:** Marketing students who during their internship have worked with a high degree of autonomy and initiative in a company are offered a full time job. This involvement is usually the result of higher expectations and demands from the company itself. They performed better than other trainees because they were acknowledged, recognized, challenged. It links

with Maria Montessori's beliefs in the value of the person.

Conclusions:

From this chapter we have the confirm of the fact that motivation is the main reason for involve students in their education. The involvement of the student in his own path is the basis of Montessori method and we find the same aspects and needs in the researches in the partnership's countries.

This common necessity (motivation for involvement) at the moment has not a common base, but each Institution and teacher deal with this issue individually. One of our task during the writing of our method, will be to establish common directions for teachers and trainers in VET to reach the students' motivation and then involvement.

The 6 Montessori characteristics stated by the Dutch Montessori Association fit in VET approach and needs, sorted out from this Report and particularly they fit with the Dutch partner's²⁷ VET education method for all 4 levels, based on the development of the students' talents " 'Landstede Talentvol Ontwikkelen' / Talent Development "

8 Conclusion and proposals ²⁸

In times of financial and economic crisis traineeship could be seen as challenge for every institution or private company. An new learning methodology means a good support in following emplacement strategies. Emplacement in using a new learning methodology based on Montessori method has also an effect on psychical and cognitive health of elderly people, mainly for those institutes who work with the Active Ageing.

In France, the VET is very fragmented but there is a demand for new methods by teachers and trainers to allow learners to learn in a more efficient way. Most of VET teachers build up their own material. They adapt them to the aim of the different qualifications to be acquired. As the global approach is competence based, it is obvious a new methodology would be warmly welcome by trainers and decision-makers. Current methods are not very far from Montessori principles. What will be difficult is to convince decision-makers to implement it to a large scale because it needs a complex dissemination process of the methodology created, involving different levels of decision. However it could lead to the aim of improving the image and attractiveness of VET in Poland, as the Montessori method is getting more and more well-known. Project has a potential

Following the research on the target group and the offers for VET, a method for training adults seems to be important and necessary also to avoid early abandon. Considering the actual economical European situation, a requalification for EU people is compulsory and now cannot be postponed. In Spain there are higher expectations and demands by teachers and companies. Students need to be challenged.

Students' engagement in their own learning process is the most important issue in VET and Montessori method in its traditional and more modern versions seem to be very helpful to achieve it.

For teacher this method will be very helpful. They feel the need for confirming the validity of the Montessori' methods through direct contact with other teachers using the same methods and walk the same path just behind the needs of learners and their individual capabilities. It is sometimes difficult for adults to give up teaching and learning style learned before and used

²⁷ Landstede

²⁸ Input From all Frojol partners. More info in each National Research

so far and to change it for a new one. These aspects will be mentioned during the workshops with teachers.

A new methodology is consequently very much needed, may be more in the apprenticeship sessions than in the theoretical teaching part, where lack of time and the completion of traditional programs are often the main teacher's concerns. The application of the Montessori method in VET would better fit the practical trainings. During the workshops, teachers should be reassured that Montessori Method for VET, as outcome of Frojol, is not a substitution of their own and/or traditional method, but an effective integration that will make their job easier.

The pilot group will be groups in Landstede²⁹ landscape Design&Entertainment, levels 2, 3 and 4. Probably other groups and/or landscapes might join the pilot as well. The idea is that the coach, the supervisor of the trainee and the student consult and discuss about the way(s) in which the student would like to fill up his/her traineeship or day release, while having an empty format of a project/assignment in front of them or/and filling a "contract".

These groups are more independent (starting from their higher level) to organize their own learning processes. At their work placement, a new surrounding, they will be inspired and invited to do so they can see (new) chances and challenges.

In this way we can bring together independent ways of working, the taking of responsibilities and the personal pace of work. Students learn how to plan and organize their activities, to give priorities to questions, to cooperate and join forces, to consult/discuss and agree upon matters. Those are skills students will need now and always in daily life. This way of learning will stimulate, motivate and activate the students: they will have more room/space than we normally allow in schools.

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