

I Międzynarodowa Konferencja

EDUKACJA - INNOWACJA

Outdoor learning as a Common ground of formal and non-formal education

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1st IOC

**"EDUCATION - INNOVATION –
ROLE OF NON FORMAL EDUCATION AND OUTDOOR IN
EDUCATION, TRAININGS, PERSONAL- AND SOCIAL
DEVELOPMENT"**

Szczecin,

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• Abstract

- Outdoor learning provides a rich context for educational experiences that have the potential to foster pupil agency, critical thinking, authenticity and interdisciplinarity. The presentation draws on international and Icelandic literature to consider the educational and socio-cultural context that exists within Icelandic in relation to the development of outdoor learning.

- The investigation is framed by two themes: common ground and opportunity.

- First, **common ground**, considers the points of commonality that exist between and within the current non-formal and formal educational structures and asks where does outdoor learning fit within that shared space? and considers if outdoor learning could act as a bridge between these two contexts.

- Second, **opportunity**, considers how those points of confluence could be developed and considers what that may look like in terms of further research, policy development and practical support.

- The overarching aim is to provide a deeper understanding of the possibilities that exist for the development of outdoor learning in an Icelandic context as considered from a local perspective yet informed by an international gaze.

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White

**CHALLENGES:
EDUCATION AND LEISURE**

Given the 70 -year average lifespan of an ordinary person spends time in the following manner:

27 years leisure

24 years sleeping

7,33 years in work

4,33 years formal education

2,33 years eating

5 years in other

(Weiskopf, 1982)



What should we education for?

- Leisure Education is needed!

A man with glasses and a brown jacket is pointing his right index finger directly at the camera. He has a serious, slightly aggressive expression. To his right, a woman with blonde hair, wearing a white headband and a green turtleneck, has a wide-eyed, surprised, and somewhat fearful expression. The background shows a window with a view of a grassy field and trees. The text is overlaid in white on the image.

All kind of Professionals – all
kind of children

Not just teachers and womens ...



All age groups – from birth to death
Life long learning!

What is common in formal and non-formal educational structures?



Definitions from UNESCO

Formal education

Non-formal education

Informal education

A form of education which specifies objectives; means of study; curriculum; length of evaluation as certain conditions for course completion.

A form of education which is flexible in objective identification; means of education organization; length of studying; means of evaluation which is essential conditions for studying completion; and the content and curriculum have to be suitable and relevant to problems and needs of each group of learners.

A form of education which each learner can undergo their study by oneself according to interest, potentials, readiness and opportunities. The individuals can study from persons, experiences, community, environment, media and/or other learning sources.

Examples:


Examples:

Examples:






From what perspective?

- ... Participants / Students
 - ... Professionals (teachers / youth worker / facilitator / community worker / outdoor anim
 - ... Ideology / Pedagogy
 - ... Systems
- 




What is common in formal and non-formal education?

1. What do we mean by formal and non-formal education?
Answers:
 2. Are goals defined?
 3. Are there professionals
(teacher/educator/ animator/facilitator)?
 4. Is there a defined area (house, ground,) for the education to take place within?
 5. Is there a defined structure or working unit that delivers the education?
- 



What distinguishes formal and non-formal learning?

1. Methods – How we walk, talk ... ?
 2. Principle - the doctrinal / theoretical foundation?
 3. Legal or social status?
 4. Role in society?
- 


Opportunities in outdoor
learning as the common area

A concrete arch bridge spans a river in a mountainous landscape. The bridge has a wooden railing and is set against a backdrop of rolling hills and mountains under a cloudy sky. The water in the river is dark and reflects the sky.


The bridge

How can outdoor activities / outdoor learning / friluftsliv bridge the gap between the educational cultures?

Menntakvika




Why outdoor learning could be a bridge?

- The ownership is common / nobody “owns it”
 - It is known and used in both fields – maybe under different names
 - It is vital for our survival as a human beings that we strengthen the connection between us and nature. To be out is an essential and crucial way to do this.
- 




Opportunities (and obstacles?)

- What can we do (examples from us)
 - Outdoor activities is (in the non-formal sector in Iceland) not as strong as before. The knowledge and interest of the staff is less (is maybe linked with the increase in tourism)
 - Common discourse and policy making
 - Further research
 - Practical support (like this conference)
- 




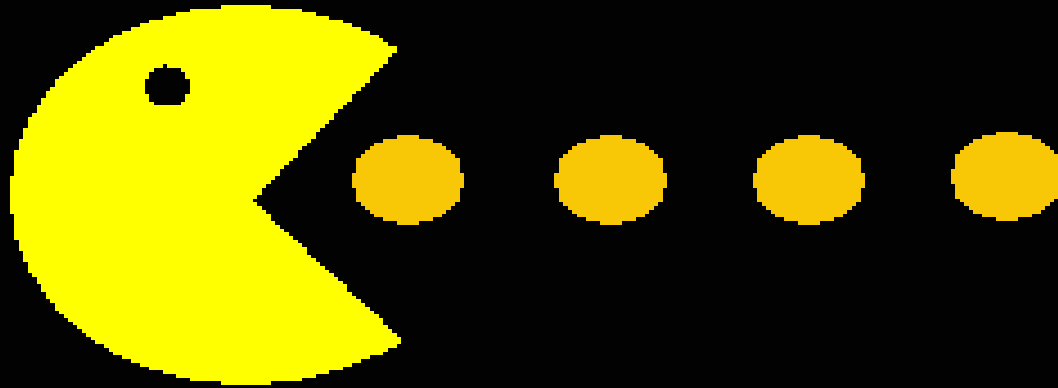
What can we do?

- In Iceland I think we can do this:
 - "Revived" interested in outdoor recreation.
 - Conversation between the parties on either side of the river.
 - Policy making – both in the public domain and private (and the third sector).
 - Further studies.
 - Functional support.
 - Drawn attention to what is well done.
 - And I can sheer some project that we have done that is a “dance2 between the systems.
- 



Examples of two projects

- Gufunesbær 2014 – Jakob and Beth
 - Leisure Centre + University Ed and Ice + Private training company
 - Lindin 2014 – Jakob
 - School/Leisure home + University Ice + Outdoor Centre
- 



One of the main challenge is that the formal system could slowly eat the non-formal system

Thank you



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