

## Summary of approaches to Outdoor Learning

The Scandinavian approach to Outdoor Learning is that there is a common agreement that it is good for everyone to spend time outdoors. Schools are usually positive to teaching in the outdoors but also point out problems such as lack of time and of suitable places close to schools. In Denmark, Outdoor learning has a great support from the government, which is not the case in Sweden.

In Finland, Outdoor learning refers to either Adventure Education or Environmental Education. As in Sweden and Denmark, Outdoor Activities are highly appreciated among the population and hunting, fishing and other activities in the forest is a strong tradition.

The main formal practitioners of Outdoor learning in Finland are nursery schools, schools, nature schools, camp centers and various private or local authority organizations.

In Italy, there is so far no strong tradition in Outdoor learning, even if the conditions seem to be ideal and research points out a great positive impact on learning and health. Starting from the evidence of this positive impact of Outdoor learning, since a few years a university research group is making efforts to create a new culture in Italy regarding Outdoor learning, especially at school.

As far as we know, there is a lack of documented experience and research from using Outdoor learning for immigrant groups in any of the countries in the consortium. We discovered that there are Communicators working with Experiential Learning, without knowledge of the concept of Outdoor learning.

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