Kyriakoula Michael

An examination of Swedish and Cypriot “teachers” opinions towards outdoor education in primary school

Master in Outdoor Environmental Education and Outdoor Life

Thesis 15 ECTS

Supervisor:
Name Dusan Bartunek

LiU-ESI-MOE-D--06/009—SE
Institution Charles University
An examination of Swedish and Cypriot "teachers” opinions towards outdoor education in primary school

**Author** Kyriakoula Michael
This research investigates and reveals the condition of outdoor education (ODE) in general in two specific countries, Cyprus and Sweden. Some more specific questions that this research tries to answer are:

- What are some differences in ODE development between Sweden and Cyprus?
- What are the opinions of teachers in Cyprus and Sweden with respect to ODE?
- What are the conditions in Swedish and Cypriot schools that affect the development and implementation of ODE in schools?
- What are some future plans for ODE in Cyprus based on these results?

For the conduction of this research questionnaires were delivered and filled out from teachers of primary school for each country. The questionnaire was consisted from sixteen questions and includes two types of questions, ordinary scale questions and a combination if ordinary scale question with open type questions.

The outcomes of the research generally show a positive attitude from behalf of the teachers towards ODE and a bigger acquaintance of Swedish teachers with the subject in compared to Cypriot teachers. However teachers seem to have also some reservations towards some issues concerning ODE. The research also reveals the gap in the field of training opportunities—especially in Cyprus, and also the teacher’s belief in the importance of training. The important role of factors like tradition, culture and different educational systems in the two countries concerning ODE is also stress out. Taking in mind the outcomes some comments and suggestions for future plants are discussed.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>3</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td><strong>CHAPTER I</strong></td>
<td></td>
</tr>
<tr>
<td>LITERATURE REVIEW AND OUTDOOR EDUCATION THEORY</td>
<td></td>
</tr>
<tr>
<td>1.1 The issue of education</td>
<td>5</td>
</tr>
<tr>
<td>1.2 What is outdoor education?</td>
<td>6</td>
</tr>
<tr>
<td>1.3 School education and outdoor education</td>
<td>8</td>
</tr>
<tr>
<td>1.3.1 The most important aspects of education</td>
<td>9</td>
</tr>
<tr>
<td>1.3.1.1 The need for meaningful learning</td>
<td>9</td>
</tr>
<tr>
<td>1.3.1.2 Education and reality</td>
<td>14</td>
</tr>
<tr>
<td>1.3.1.3 The formation of basic concepts</td>
<td>17</td>
</tr>
<tr>
<td>1.3.2 The matter of curricula</td>
<td>19</td>
</tr>
<tr>
<td>1.3.3 What is the role of a teacher?</td>
<td>22</td>
</tr>
<tr>
<td>1.3.4 Modern issues that education has to face</td>
<td>26</td>
</tr>
<tr>
<td><strong>CHAPTER II</strong></td>
<td></td>
</tr>
<tr>
<td>CHARACTERISTICS AND FACTS ABOUT CYPRUS AND SWEDEN</td>
<td></td>
</tr>
<tr>
<td>2.1 General information about the countries</td>
<td>29</td>
</tr>
<tr>
<td>2.2 General facts regarding outdoor living and outdoor organizations</td>
<td>30</td>
</tr>
<tr>
<td>2.2.1 Sweden</td>
<td>30</td>
</tr>
<tr>
<td>2.2.1.1 Friluftsliv</td>
<td>30</td>
</tr>
<tr>
<td>2.2.1.2 &quot;Allemansräten&quot;: the public right of access to the countryside</td>
<td>32</td>
</tr>
<tr>
<td>2.2.1.3 Organizations that work outdoors</td>
<td>34</td>
</tr>
<tr>
<td>2.2.2 Cyprus</td>
<td>35</td>
</tr>
<tr>
<td>2.2.1.3 Organizations that work outdoors</td>
<td>35</td>
</tr>
<tr>
<td>2.2 Characteristics of Sweden’s and Cyprus educational system</td>
<td>36</td>
</tr>
<tr>
<td>2.2.2. School day and additional programs</td>
<td>37</td>
</tr>
<tr>
<td>2.2.3 Primary education</td>
<td>39</td>
</tr>
<tr>
<td>2.2.3.1 School choice: are there any differences between the two countries?</td>
<td>39</td>
</tr>
<tr>
<td>2.2.3.2 Schools: Curriculum and timetable</td>
<td>41</td>
</tr>
<tr>
<td>2.2.4 Outdoor education in schools</td>
<td>44</td>
</tr>
<tr>
<td>2.2.5 ODE training and in-side training opportunities for teachers</td>
<td>46</td>
</tr>
<tr>
<td>2.2.6 European Union projects</td>
<td>47</td>
</tr>
</tbody>
</table>
CHAPTER III

METHODOLOGY
3.1 Aims of the research ................................................................. 50
  3.1.1 Main goals ................................................................. 51
  3.1.2 Research questions ................................................................. 51
3.2 Design of the research ................................................................. 51
  3.2.1 Question formulation ................................................................. 51
    3.2.1.1 Questions for research ......................................................... 51
  3.2.2 Tasks ................................................................. 52
3.3 Sample taken for the questionnaire ......................................................... 53
3.4 Procedure ................................................................. 54
3.5 Measures ................................................................. 54
3.6 Problems occurred during the research ......................................................... 55

CHAPTER IV

RESULTS
4.1 Results analysis ................................................................. 57

CHAPTER V

DISCUSSION
5.1 Overall discussion about the results ......................................................... 76
5.2 Summary ................................................................. 90

APENTIX ................................................................. 99
ABSTRACT

This research investigates and reveals the condition of outdoor education (ODE) in general in two specific countries, Cyprus and Sweden. Some more specific questions that this research tries to answer are:

- What are some differences in ODE development between Sweden and Cyprus?
- What are the opinions of teachers in Cyprus and Sweden with respect to ODE?
- What are the conditions in Swedish and Cypriot schools that affect the development and implementation of ODE in schools?
- What are some future plans for ODE in Cyprus based on these results?

For the conduction of this research questionnaires were delivered and filled out from teachers of primary school for each country. The questionnaire was consisted from sixteen questions and includes two types of questions, ordinary scale questions and a combination if ordinary scale question with open type questions.

The outcomes of the research generally show a positive attitude from behalf of the teachers towards ODE and a bigger acquaintance of Swedish teachers with the subject in compared to Cypriot teachers. However teachers seem to have also some reservations towards some issues concerning ODE. The research also reveals the gap in the field of training opportunities-especially in Cyprus, and also the teacher’s belief in the importance of training. The important role of factors like tradition, culture and different educational systems in the two countries concerning ODE is also stress out. Taking in mind the outcomes some comments and suggestions for future plants are discussed.
INTRODUCTION

In the world today education is or at least should be, one of the highest priorities of each country. It is also where a lot of the national budgets are invested. It seems that the governments of countries have realized what Aristotle said centuries ago, that “All who have meditated in the art of governing mankind have been convinced that the fate of empires depends on the education of the youth.” Education is frequently under the microscope of each government and nation for its improvement and development. However each country has its own goals in education, what he wants to achieve through it and the ways and methods to do it.

Outdoor education (ODE), is a method of teaching that, even if as a concept is quite old its development and application it’s a more recent fact. Outdoor education however seems to win ground and develop in quite fast rhythms. In this research we will try to examine roughly what important educators indicate that reveals some kind of connection between ODE as a way and a method of learning and their opinion what a good education is. Also we will try to see the opinions concerning ODE through the eyes of teachers and also examine its current situation and any potential for its development specifically in the two countries, Sweden and Cyprus. Even though a clear comparison cannot be establish we will try to see some similarities, differences and specialties of ODE between the two countries.

The research is separated into five chapters. In the first chapter we will review literature in this subject and some theories concerning ODE. In the second chapter we will present some characteristics of the educational system in the two countries and also their curricula. The methods, the aims and tasks of the research and the way that it was carried out are described in the third chapter. We conclude our research by drawing together the results in the forth chapter. A discussion is held in the frames of the fifth chapter. An appendix with the questionnaire and some extra material are included at the end.
LITERATURE REVIEW AND OUTDOOR EDUCATION THEORY

1.1 The Issue of education

The significance and the need of education is an issue that was discussed probably a lot through centuries among other issues. Aristotle’s once said that the educated differ from the uneducated as much as the living from the dead. Indeed this significance of education is what makes the value of school so important and the efforts for a proper education very intensive. After hundreds of years of great educators pointing out their ideas and suggestions still a lot of things must be improved.

However, education and the way it can be fulfilled goes further back from the time of important educators as Comenius, Rousseau, Pestalozzi. In the history of human kind we can see that man never stopped learning throughout the years, the only thing that changed is how he learns. Schools as institutions for transferring knowledge have only existed some hundreds of years. Before that, man was learning through hands on about things directly related to his immediate and future demand of living. Schools are now the organized route of educating people, and the mean for everyone to enjoy the gift of education that Rousseau claimed is valuable. “We are born weak, we need strength; helpless we need aid; foolish we need reason. All that we lack at birth, all that we need when we come to man’s estate, is the gift of education”. (Web 8)

It is generally accepted in our society that school is an important and fundamental element for the continuance and progress of human kind and society. The questions that arise from here are, if school and the education that a person receives there are so important, how can we take advantage of it and educate our children as effective as possible?

In the educational process there are three main questions: why, what and how. (Sandell, Ostman & Öhman, 2003) Even though ODE as a formal way of learning did not existed in the
times of Comenius or Pestallozi, even though as Szczepanski and Dahlgren claimed (1998) the educational historic roots of outdoor education can be traced among the Ionic natural philosophers, we can find seeds and elements of that philosophy in their sayings. We examine these three questions as much as possible from an outdoor education perspective. Why outdoors?-the motives; -what can we teach outdoors? -what is the content and how are we going to teach it?- the method; We investigate what is supposed to be the role of the teacher in the whole procedure of learning.

According to Susan du Plessis, most people have come to identify the term "education" and "learning" only with schools and schooling. School today is blamed for all the ills of society but also as the mean to cure them. “The school's functions and influence have been extended — some would say over-extended — and therefore the school is exceedingly vulnerable to criticism. It is, however, very important to note that the whole of education does not take place in the school.” (du Plessis Susan, Web 1)

1.2 What is Outdoor education?

First of all it is necessary to examine what outdoor education is:

The definition of the term “outdoor education” has been considered as problematic and confusing especially by the scholars and practitioners as problematic and confusing because of the variety of educational goals, teaching methods and the variety of learning environments in outdoor education. To make it more clear different terminologies have been created where they try to distinguish each kind by taking in mind its particular focus and unique use of the out-of-doors as a laboratory for learning. Some of them are camping education, environmental education, wilderness education, outdoor adventure education, challenge education and experiential education. (Hammerman, 2001, p. 191)

So if we look for what is outdoor education we see that outdoor education means different things to different people depending on the nature of its application and the context in which the outdoors is used.
Outdoor education has been defined as:

Outdoor education is an approach, which aims to foster learning through the interplay between experience and reflection, based on practical observation in authentic situations. Outdoor education is an interdisciplinary research and educational field, which means ‘inter alia’/among other things:

* that the place of learning is moved out to social life, the natural scene and the man-made environment.
* that the interplay between physical experience and book learning is emphasized.
* that stress is laid on the importance of the place of learning.¹

Addresses all three domains of learning, the triad of “knowledge, skills, and attitudes”. (Neill, Web 2)²

Outdoor education is a term that means different things to different people, cultures and organizations. Common themes include an emphasis on direct experience of the outdoors for personal, social, educational, therapeutic and environmental goals. (Neill, Web 2)³

An experiential method of learning with the use of all senses. It takes place primarily, but not exclusively, through exposure to the natural environment. In outdoor education, the emphasis for the subject of learning is placed on relationships concerning people and natural resources. (Neill, Web 2)⁴

A learning climate for the things which can be learned best outside the classroom. (Neill, Web 2)⁵

---

¹ Center for Outdoor Environmental Education Linköping University © 2004
³ (James Neill, 2003)
⁴ (Lund, 2002)
⁵ (Julian Smith, 1955), Outdoor Education and Youth, Washington, DC: AAHPERD)
Appeals to the use of the senses - audio, visual, taste, touch, and smell - for observation and perception. (Neill, Web 2)⁶

The use of experiences in the outdoors for the education and development of the ‘whole person’ (Neill, Web 2)⁷

1.3 School education and outdoor education

As Donald R Hammerman mentions (2001) outdoor education can include a wide range of things and interpreted in many different ways depending upon one perspective. If we interpreted the term exactly we see that it simply means the education that can occur out-of-doors but for the purpose of outdoor in the context of school we can define it as using the outdoor as a place for learning. For Hammerman outdoor education is described as:

- a contemporary curriculum development that is sometimes difficult to define. It is rather vague and nebulous educational concept. As a methodology, or approach to more efficient and effective learning, the term outdoor education has been applied in various ways. (Hammerman, 2001, p.2)

So it can be applied in various places and hence many different subjects in the context of learning and achieving the goals that have been set by the curriculum. The impression that a lot of teachers have is that it is not possible to apply outdoor education in urban areas. According to Geoff Cooper (1998, p.2) it is not true. He claims that “the outdoor is on our doorstep” and a lot of times there are relatively some more wild areas very closed or nearby parks that we can use. Even if not there are many examples in towns of community action and environmental improvements that students can examine. So as we saw there are a lot of other places that outdoor education can take place and it is not necessary to have a forest in the schools backyard to do it.

This type of learning focuses on the use of outdoor environments and direct experiences in their natural place as possible. The following are six essential characteristics that Nichols⁸, as

---

⁷ (The Outdoor Institute)
cited in Parkin (1998, p. 1), identifies and describes of outdoor education. By examining those characteristics we can also see what kind of benefits and issues arises from it. The characteristics are:

i. it occurs outside in the out-of-doors;
ii. it has its participants directly involved in the activity;
iii. it involves the interpretation of original objects;
iv. it defines relationships rather than reciting individual, apparently isolated facts;
v. it involves as many senses as possible;
vi. it invites participation because the activity is perceived as being interesting, challenging or even fun.

1.2.1 The most important aspects of education

1.2.1.1 The need for meaningful learning
As important as education has been concerned a lot more complicated it has been proved. There are many questions and problematic aspects regarding education, school and the process of learning. Throughout the years of the development of education numerous educators have been indicating some suggestions and their opinions regarding also these problematic points.

One of the main problems that education has to face is the need for effective learning and not just empty vacant and abstract knowledge. The verbalism or pseudo knowledge (flatus vocis) associated with mere words that is been going on, is far different and distinct from the real knowledge that is created by the action of the pupil upon the objects of his study. (Web 3)

Unfortunately, education in school mainly consists of surface knowledge. After a written test this surface knowledge loses its value and usually disappears and is forgotten very soon. The

---

important thing that the teachers must have in mind and remember is that both, natural knowledge, that is derived from experiences and organized in accessible categories and classifications, and surface knowledge that is usually in our mind like bits of information but with no specific meaning, can work together. (Knapp, 1992)

A research that was made presents a possible description of how we learn. According to this research we learn: (Cooper, 1998, p. 40)

10% of what we read,
20% of what we only hear,
30% of what we only see,
50% of what we see and hear,
70% of what we say as we talk about doing it,
90% of what we say as we do a thing.

The need for students to learn in an active way is what great educators as Dewey, Comenius, Montessori, Pestalozzi, Rousseau and many more have indicated long ago, before all this modern research took place. Confucius once said,

Tell me, and I will forget.
Show me, and I may remember.
Involve me, and I will understand.

- Confucius, 450 B.C

Seeds of this theory can be found also even more back in the work of Ancient Greeks like Aristotle and Plato. (Dahlgren & Szczepanski, 1998) Nevertheless, we are now in the 21st century and still some characteristics of education might not have changed as much as they should have.

As we mentioned, educators seem to suggest strongly that students should learn in an active way. Why they support it and what are their opinions regarding it can be clearly shown in their own sayings.
The strongest advocate and analyzer of the belief that the way that children learn best is by exploring and having direct experiences is Dewey. He was also called the “Father of Experiential Learning”. (Web 4) Dewey’s ideas were focused on the belief that education must be conceived as a continuing reconstruction of experience and that children learn as a consequence of their direct activities. (Neill, Web 4) As Euripides once said, “Learned we may be with another man’s learning: we can only be wise with wisdom of our own: [I hate a sage who is not wise for himself] (Web 38). For Dewey it’s very important for students to learn by doing because their active side precedes their passive one. One suggestion of Dewey was the following “Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results.” (Neill, Web 4)

Dewey claimed that what we believe are in fact only hypotheses, theories, suggestions and guesses that we can use only as indications when we try to find the real truth through experimenting. We learn in consequence of our direct activities and this is the only way that words and the world will have a meaning for us. Emand & Fraser, web 5)

Dewey also supported the idea that you can experience something in many different ways and by that learn each time the qualities that were involved by the kind of your experience. That’s why people must have different kinds of experiences with the same object to form a clearer image. An example that he gave was that of a chair, by looking at a chair, so using only the act of seeing, someone can say that he experience it. In this case the person had an experience but what he learned had to do only with the qualities that can be defined by the act of seeing. (Dewey, 1929)

Dewey saw schooling as too restrictive and too much focusing in delivering knowledge with out taking in mind and trying to understand students’ actual experiences and interests. (Neill, Web 6)

He saw two senses of the word “learning”, the first one that is the sum total of what is know in the way that is handed down by books and people learn it, and the second one something which the individual does when he studies and he is involved in an active personally conducted affair. (Emand & Fraser, Web 5). This separation of the word “learning” is what
some people also call the difference between “knowing that” and “knowing how”. (Higgins & Nicol, 2002)

As we mentioned before, according to Dewey schools are focused in the first sense of “learning” and by delivering the one and only “true” knowledge children are thrown to a passive, receptive or absorbing attitude that is opposite of their nature. That is also the reason that a large part of the time and strength in school work is wasted. That is why learning must be active. (Web 7)

Summarizing Dewey’s basic principles of experiential learning are: (Cooper, 1998, p.41)

• Start with the learner. Consider their knowledge, skills, interests and needs.
• Learning is social and should involve group interaction.
• The learning process is an interaction with the environment.
• Learning needs to engage in problem solving.
• Experience should be viewed and new learning transferred to future situations.

Rousseau’s ideas were not far from Dewey’s either. He said to avoid verbal lessons and let the children learn from experience. (Web 8) He suggested an education that is based more in the use of senses and reason than in literacy and linguist and where the natural curiosity and interests of the child are used as much as possible. (Hammerman, 2001) An Albert Einstein statement that criticizes the passive situation of students and also shows how important is the use of children’s curiosity in the learning procedure as Rousseau claimed many years back is the following, “It is little short of a miracle that modern methods of instruction have not completely strangled the holy curiosity of inquiry.” (Web 39) Rousseau considered it fundamental for a person to develop his own ideas and to make sense of the world by his own way. By relaying in the words of other people you just learn the ideas and the reasoning of those people. He claimed that “Our first teachers are our feet, hands and eyes. To substitute books for all these…is but to teach us to use the reason of others.” (Hammerman, 2001, p.1)

The formation of a world that is not actually their own idea of what the world is what Rousseau saw as the reason for students not to relay on the authority of the teachers but learn in self reliance. In his book Emil Rousseau is mentioning the encouragement of Emil’s to
draw his own conclusions from his own experience and one example that he gives is of Emil’s breaking a window - only to find he gets cold because it is left un repaired. (Web 8)

In the same spirit of learning by doing, Pestalozzi insisted that the pupil develops himself through self-activity like he develops speech through speaking and thought through thinking because “words alone cannot give a real knowledge of things . . . will cannot be aroused by mere words”. For him the highest and best form of any human skill, accomplishment, or virtue is achieved through performance and practice. (Web 9)

Comenius ideas also focused on experiential learning but through the senses. He was a strong supporter of the sensation theory, where “the truth and certainty of science depend more on the witness of the senses than on anything else ’that’s why he emphasize that for the child to learn he must observe for himself, and have direct experience in learning by doing. (Web 3) “Craftsmen do not hold their apprentices down to theories; they put them, to work without delay so that they may learn to forge metal by forging, to carve by carving, to paint by painting, to leap by leaping. Therefore in schools let the pupils learn to write by writing, to speak by speaking, to sing by singing, to reason by reasoning, etc., so that schools may simply be workshops in which work is done eagerly. Thus, by good practice, all will feel at last the truth of the proverb: Fabricando fabricamur.7” (Web 3)

According to Comenius learning is based in a structure building and the true measure of active teaching it depends in the way in which truth is established. When pupils accept the truth of an assertion mainly because it’s been claimed by an adult or by textbooks is not an authentic activity, to be authentic the pupil must rediscover or reconstruct the truth by means of external or internal mental action that consists in experiment or independent reasoning. Comenius had three fundamental principles of teaching, the first one is that teaching must proceed by stages, the second one that the pupil has to examine everything by himself and not to submit to authority, what he called make an “autopsy”, and third the pupil act according with his own impulsion using his memory, tongue and hand and seeks, discover, discuss, do and repeat by himself. The teacher must only observe whether what is done is done and if it is done as it should be. (Web 3)
Montessori also focused her method, like Comenius, on the early stimulation and sharpening of the senses because she believed in the value and their priority of senses in the education for the developments of the intellect. (Web 10)

For Montessori, education and the developing of intellect is a natural process that is carried out independently, naturally and spontaneously by every human individual. The way to learn is not by listening to words, what teachers say is right or wrong but knowledge is conquered by experiencing the environment, by confronting facts and truths and discovering by yourself and for yourself the right answer. (Web 11) “There are two modes of knowledge:” Roger Bacon proclaimed “through argument and through experience. Argument brings conclusions and compels us to concede them, but it does not cause certainty nor remove doubts that the mind may rest in truth, unless this is provided by experience.” (Web 39) The basic aim of education for Montessori is to free individual child's potential for self development and self teaching in a prepared environment. (Web 11)

The connection of learning and knowledge with an active way from behalf of the students is what is suggested and very strongly by all the educators that we examine above. The learning process is a procedure that is rendered mostly by the child as an individual.

1.2.1.2.1 Education and reality

Education has a lot of times accused for offering unnecessary, out of time and not useful for real life knowledge. We are taught for the schoolroom not for life as Seneca stated.(Web 38) The four walls of the classroom have become the walls that keep them outside from what is really happening out there. It is unquestionable easier to observe and participate in real life by being outside where real life and world occurs. Lord Chesterfield once advised his son, who was away at school at the time, that the “knowledge of the world can only be acquired in the world, and not in a closet. Books alone will never teach you, but they will suggest many things to your observation” (Hammerman, 2001, p.12)
Resnick\textsuperscript{9} stated that to retain knowledge two factors are important, to be consolidate in organizing structures and be closely connected to the situation where learning is taking place. Especially the second factor that Resnick suggested can face a lot of difficulties in applying it in way of life today. Today’s young people have been characterized that they are as an artificial box like existence: going from a box (the home) in a box (the car) to a box (the school), where they are often attached to a box (the computer), then back in the box (the car) to the box (the home) where they spend 2 or 3 hours attached to another box (the television, video or computer). (Higgins & Nicol, 2002, p.28)

Dewey once said “Education is, not a preparation for life; education is life itself.” (Web 7) An education that has to do nothing with real life according with this statement is then worthless. The importance of real life and school connection was pointed out very strongly by Pestalozzi. He believed that is vital for education to correspond and draw her component from reality and that school should be a place that teaches children useful skills and knowledge and that prepares them for real life. (Web 12)

As Pestalozzi stated "not a perfection in the accomplishments of the school, but fitness for life; not the acquirement of habits of blind obedience and of prescribed diligence, but a preparation for interdependent action." For Pestalozzi, education includes three things, Heart, hand, and head and for that reason all three must be educated as equals and not just the intellect. (Web 12) Dewey also supported the idea of education where students could gain real experiences and learn from real life tasks and challenges, an education that is connected with reality. In the same spirit was one of the cornerstones of the Montessori Method. (Web 10) She saw the presentation of knowledge as an integrated whole, emphasizing conceptual relationships between different branches of learning, and the placement of knowledge in its historical context. (Web 10)

Taking in mind that is better to place knowledge in its original context, Montessori commented that “No description, no picture, no book can replace the real life of trees in the context of all the life which surrounds them in the forest”. (Web 13) L. B. Sharp\textsuperscript{10} seems to

\textsuperscript{9} Knapp, 1992, p. 20
\textsuperscript{10} Hammerman, 2001, p.14
have the same opinion if we consider his suggestion to “teach outdoors that which can be best taught outdoors, and teach indoors that which can be best taught indoors.”

The best place of teaching things is to teach them where they occur. As Hammerman points out “Educators all too frequently tend to transport subject matter out of its natural environment to the rather artificial confines of the classroom. Teaching out of context in this fashion invariably brings a certain amount of sterility to the learning process.” (Hammerman, 2001 p.15) The tendency to transport subject matters out of its natural environment to the rather artificial confines of the classroom is not so powerful or effective because teaching out of context brings a certain amount of sterility to the learning process. Hammerman continues, “There is no more highly stimulating setting than the outdoor classroom” because as he says “this classroom is equipped with expandable walls that extend as far as the learners legs want to carry them. (Hammerman, 2001, p.13) The outdoors provides unstinting sources on which natural knowledge, knowledge that students have through their experiences and teachers can use to construct activities that will create interesting memories that students will remember for many years. (Knapp, 1992, p.18) An example of knowledge connected with reality is the following that was written in a Swedish book of farming of 1662

If you want to know how the winter will be
On all saints day you must go to the forest
And search for the beech tree
And then you will see
When you cut of a piece
If it’s dry, a warm winter is closed
But be the piece damp and wet
There will be a cold winter

As it was mentioned above an education connected with real life and based in real life tasks and experiences is a necessity that all educators indicate if we want children that can face life and life challenges in the future. The point that knowledge meets with life is the point that the truth education must stand.

11 Sandel, Öhman,&Ostman, 2003, p. 27)
1.2.1.3 The formation of basic concepts

A problematic situation that occurs mostly from the other two that was mentioned before is the shaping of basic concepts. “Concepts are tools that we use for thinking. They enable us to think in terms of abstract ideas (truth, freedom, democracy) and in class grouping (a robin is a bird, a bee is an insect, etc)” (Hammerman, 2001 p.10) It makes us also able to form a general accepted idea of something concrete that we experience directly in everyday life. We all have some ideas about some things like what is a tree or river depending from our personal experiences. (Hammerman, 2001) Montessori raised the question ‘Is it necessary, when one is confronted with a river or a lake, to have seen all of the rivers and lakes in the world to know what it is?’ (Web 13)

The most usual problem with concepts we learn on the verbal level like in school is that most of the times they are empty; they are words with no meaning. By learning what to say, when and how it doesn’t mean that they really know what is about. And as Stobaeus said “What use is knowledge if there is no understanding?” (Web 38)

School years are the most crucial years for someone to form his world. According with Montessori during the middle childhood that is from six to twelve, children become reasoning explorers and that’s the period that they form numerous concepts about things. They develop new powers of abstraction and imagination, using and applying their knowledge to further discover and expand their world, for that reason she believed that special learning materials are necessary from which concepts could be abstracted and through which they could be made concrete. (Web 10)

Pestalozzi mentions that the process of forming an idea as the mental capacity to weight up impressions, to compare and contrast them and then to put them into categories whether those are simple or more complicated ideas. One example that he gives is the following,

“The baby in the hot bathwater gains an "idea" of heat without knowing the word and without consciously relating it to other ideas. The nurse testing the bathwater with her elbow could, if necessary, describe her experience, but, more important, she can gain
very quickly an idea of exact temperature because, through the practice of comparing and judging past experiences of a similar kind, she has gained an insight into the real nature of hot water - she has a distinct and accurate idea of it.” (Web 9)

He believes that someone may have a vague, confused idea or even a completely wrong idea about something, in this case the correct temperature of baby’s bath, due to the lack of practice in all kinds of different experiences with the specific object. For that reason the only thing that a person needs to form a complete idea about something are opportunities for experiencing. Pestalozzi's concept of intellectual education is that the mind receives impressions from the outside world and it analyses, compares, and combines those impressions. For that reason education must adapt this process by following the course of nature, the child starts to form his first’s mental impressions after birth, so education has the task to continue from that point since a lot of impressions have already been stored. (Web 9)

Comenius also comment pursing the same idea that the natural course of developing consists in acting first and only afterwards reflecting on the circumstances of the action. For that, examples cannot be deduced from a rule unless the rule is understood, but understanding of the rule derives from the retroactive organization of examples already utilized in spontaneous practice. (Web 3)

Montessori believed that in the world as a whole, more or less the same basic ideas repeat themselves again and again. As an example she said “if the life of plants or insects is studied in nature, then an approximate idea of the life of plants and insects in the whole world is obtained” and she continues that “Nobody is familiar with all plants. It is enough to see one pine tree in order to imagine how all pine trees are.” (Web 13)

The formation of correct and complemented concepts from the child about the world around him is not an easy thing. As we saw above it needs a gradual procedure of experiencing from simpler to more complex ideas. The child has to come in touch with all kinds of different experiences with the specific object, adjust that knowledge to what he already knows and apply it in similar situations.
1.2.2 The matter of curriculum

The “what” in education, and by that we mean what a child must learn, is a very important factor for the process of a real, worthy and meaningful education. John Lubbock claimed that “Reading and writing, arithmetic and grammar do not constitute education, any more than a knife, fork and spoon constitute a dinner”. (Web 39) Again here opinions regarding the “what” also diverse and create disagreements. In general lines the present educational system is based in different suggestions of educators and educational theories. However it seems that still in some points the gap is too big between those suggestions and what is actually happening.

Dewey saw the connection of school with society as an essential ingredient of education. School is for him a place, a community where students live and must gain real guided experience immediately valuable for them that also will cultivate their capacity to contribute to society. He suggested that this way of experiential learning connected with real life gives the standard for activities like cooking, sewing, manual training, etc., in the school. Dewey believed that the subject-matter of the school curriculum should come from the primitive unconscious unity of social life and should mark gradual differentiation out of it. (Neil, Web 6)

The tendency of giving specific and separate values to each study and ending with a curriculum that is nothing more than a summary of those isolated subjects and values its not something that Dewey found as a good way of real education for children. (Emand, & Fraser, Web 5) He stated that “the true center of correlation on the school subjects is not science, nor literature, nor history, nor geography, but the child's own social activities. “…we violate the child's nature ….by introducing the child too abruptly to a number of special studies, of reading, writing, geography, etc., out of relation to this social life.” (Web 7)

For this reasons Dewey suggested a curriculum that is based in experiencing and more connected with real life tasks and challenges. He also suggested some activities where those two factors, reality and necessary knowledge could be combined.
Dewey recommended the teaching of history but in a way that is more meaningful. Dewey thought that for history to have educational value it must present phases of social life and growth. “By taking it simple as history it is thrown into the distant past and becomes dead and inert but by taking it as the record of man’s social life and progress then it becomes meaningful.” He suggested as an example that a way to learn it is by experiencing how people live. , (Web 7)

He found the teaching of language and literature as indispensable but that it has lost much of its value. The reason for that is because for Dewey language is a fundamental and primary device for communication with the others. It is through this tool that we share our ideas and feelings with others. The problem for Dewey is the elimination of language from the social element. Generally, language is almost always treated in the books of pedagogy as the expression of thought, and it is for sure, but by treating only simply as a way of getting individual information or as a mean of showing off what one has learned, it loses its social motive and end. (Web 7)

For mathematics, Dewey suggested learning proportions in cooking or figuring out how long it would take to get from one place to another by mule. For geography, he recommended that students can learn about it by learning what the climate was like, and how plants and animals grew. (Neill, Web 6)

Generally Dewey claimed that for him education is life and all that life has and includes, that’s why he cannot see a succession of studies that can make the ideal school curriculum. Life includes everything, a scientific aspect, an aspect of art and culture and an aspect of communication. Therefore he cannot say that for one grade the subjects are merely reading and writing, and that at a later grade, reading, or literature, or science, may be introduced. “The progress is not in the succession of studies but in the development of new attitudes towards, and new interests in, experience” (Web 7)

For Montessori, the curriculum must focus on the mastery of oneself and the environment. In school, children are supposed to enhance their language development, utilize their power of absorption and concentration and refining their manual skills. She suggested that the subject matter of school to achieve the previous ones was through the graded didactic material,
gymnastic, exercises of practical life that includes individual and social activities also. (Web 11)

Comenius gave value to a curriculum that its subject will have practical use for students and that moves from simpler to more complex. He also pointed out repetition and review as an important fact for students to gain mastery in the subjects. (Web 14) He believed in an education related to everyday life and where education examine and view the world as a unity in its natural (inherent) organization and reality. Comenius believed in a more holistic approach where children are taught about all things and from all points of view. (Web 3)

As we said before Pestalozzis’s ideas about what students must learn in school is related with the preparation of them for real life. His thought that heart, hand and head must be educated as of equal value and status with other ways of learning and not just the intelligence.

Pestalozzi applied his ideas to his school where students, together with their studies, were practicing handicrafts and other manual activities such as spinning weaving, farming, gardening, bookbinding, model-making, shooting etc. Long mountain bikes, swimming, skating were also included since for Pestalozzi natural environment and spending time there was very important. (Web 12)

Additionally, he considered also significant music and physical education together with a lot time for free outdoor activities. “Νους υγιες εν σωματη υγειες” Its a Greek saying that implies that for the body to be healthy it needs a healthy mind and the opposite, a balance between the two and this is what Pestalozzi was doing. His curricula was quite general with an effort to apply his belief that children must have sensory experiences of concrete objects before learning through words in all subjects. Reading, writing, and arithmetic were not the bases of instruction but he believed that these elementary skills are useful only in so far as they can be served in a resultful pursuit of further knowledge. (Web 9)

Pestalozzi also included geography in his lessons in a more experiential way and also closely coordinated with related subjects. His method of guided observation of the local area and the introduction to maps but not through maps made by strangers, but through the activities of making large-scale models and maps of the locality by the students themselves. (Web 9)
Summarizing we see that all educators believed in an education that consisted of subjects that negotiate and are close to real life issues. Some also gave examples of how some subjects could be taught. They also saw the need of a unification of the subjects between them, not completely different and irrelevant and also that starts from a simpler and go to a more complex form. As Geoff Cooper mentioned (1998, p.50) school life and experiences are fortunately more than the summary of the subjects that are included in the National Curriculum. The concept of “whole school curriculum” it is a broader concept that includes everything that is happening in a school and has as a result students to learn about the world around them. That broader concept of education is what they visualize and suggested so long ago with not such fruitful results.

1.2.3 What is the role of a teacher?

A lot of times when we look back to our school years and try to remember the teachers we had the results are very disappointing. Persons that we saw every day for years and the only thing that comes to our mind are images and faint moments. Some may argue that this is the result of many years that passed or some others may argue that is only the result of people that were not so important after all in our life and didn’t leave any impact on our soul and heart.

Even if this is the result when we look back, each one of us can remember also that a lot of times the things that those teachers were saying were more important for us even from the ones of our mother and father. A lot of times teachers have been characterized as the second parents of the child, sometimes they even spent more time with them than the real ones.

There are usually two labels for teachers, the one that people call as a good teacher and the one that is called a bad teacher. But what are the characteristics of a good teacher? Again here there is a conflict, for some good teachers are the strict ones who can enforce discipline and for others a good teacher is the one which gives a lot of freedom to students. However, none has ever diminished the importance and significance of teachers to people lives. Aristotle once said, “Those who educate children well are more to be honored than parents, for these
gave only life, those the art of living well.” The recommendations from educators concerning what is the teachers’ role after all and how to achieve it is what a lot of teachers try to follow as much as possible.

For Dewey a teacher’s task is to try to determine as a more experience and wished person how the child will receive the order of life-experiences that will have. His role has nothing to do with enforcing certain ideas or forming certain habits in the child but to just try to select the influence that the child will have and help him to respond properly in these influences. Generally the starting point for Dewey is the order and the development of child powers and interest and by taking in mind those then the question of method and how it will arise. (Web 7)

Dewey thinks that teacher’s concerns must be how they will introduce the subject-matter in a way that students will have vital and personal experiences. By suggesting a role of teachers that provides to students opportunities for experiencing he is not implying that the teacher must stand off and look on but “…the alternative to furnishing ready-made subject matter and listening to the accuracy with which it is reproduced is not quiescence, but participation, sharing, in a activity”. (Eman & Fraser, Web 5)

As Dewey, Montessori also envisioned and saw as requisite a “new type of teacher” that is far away from what most people believe a teacher must bet. As Montessori said “Instead of talking he must learn to be silent; instead of instructing he must observe; instead of presenting the proud dignity of one who desires to appear infallible he must don the robe of humility”. (Web 13) Far from what people have in their mind as the type of a teacher is what Montessori saw as ideal.

As we mentioned before, for Montessori knowledge comes from students’ experiences, self discovery and action. For that teacher, the responsibility is to provide an attractive and responsive environment for the child to learn directly. A teacher must function as a programmer and a protector of the learning process, to free child’s potential of self development, to be a “Directress” for him. (Web 11) As Galileo said “You cannot teach a
man anything; you can only help him find it within himself.”

“To do that it requires from the teacher an extensive preparation and also practical experience”. Knapp (1992, p.24) comments that the key to successful learning depends on the wise use of the experience and also in the selection of the most appropriate and meaningful activities for the learners. An experience without good preparation and use of it does not necessary mean anything.

Rousseau, much earlier than Montessori, claimed also that the basic art of precise observation, that includes also precise perception and observation, is the most important qualification for educators. Rousseau saw as a fundamental principle that the child must know only for things that can be able to understand and remain in complete ignorance of those ideas which are beyond his grasp. Also he believed that nature, the growth of the person is the one that provides the momentum for learning. For those reasons he saw as the teachers’ role to control and facilitate opportunities for learning for students. (Web 8)

Comenius, before Rousseau, stated that the natural order is actually the true principle of teaching. But the sequence is dynamic and for the teacher to be able to accomplish his task is by remains a tool in nature’s hands. (Web 3)

An example that demonstrates Pestalozzi’s views about the teachers role is the following “to tend him as a gardener tends a plant, removing noxious weeds from his vicinity, and supplying healthy, fertile soil and the right degrees of sun, water and shelter.” (Web 9) According with this Pestalozzi thinks that teacher’s job is to make sure to give the probationer guidance and to make sure that the student will have enough opportunities for the involuntary development of skill in differentiating between temperatures. Pestalozzi believed that children learn by building their own ideas starting form more simple ones to more complicate based on their power of reasoning and abstract and through their experiences, for this reason he saw as the main task of teachers not to put knowledge or reasoning power into the student but to secure the best conditions for his full development. (Web 9)
As we saw Pestalozzi’s educational theory involves three things, head, heart and hand that are essential for the child to learn. For this he believes that there must be a continual attempt on behalf of the teacher to make sure that in every educational activity all those three elements are involved, in developing the child’s capability to act for himself. “The physical-education instructor will pay attention to the child’s intellectual grasp of the exercises he performs and to their impact on his senses; the mathematics teacher will take care not to lose sight of his subject’s relevance to the children’s everyday experience but to provide an opportunity for them to apply mathematics on their own account at some stage in the educational process, etc.” (Web 15) “Pestalozzi never tires of stressing that this balance is never definitively established and may be disturbed at any moment to give undue advantage to one of the three ‘animalities’: head, heart or hand.” (Web 15)

For the formation of clear and accurate ideas at each stage Pestalozzi saw two factors to be indispensable, the first one is the perfection and completeness of the original sense impression, or intuition or observation, and second the achievement through practice, of facility in reasoning and judging at the level before proceeding to the next stage which involves more difficult and more complex ideas. (Web 9) Also is very important that repetition practice at each stage is based upon a series of the most representative experiences in that particular category. Teachers therefore must make sure that those two factors are taken in mind when they form their teaching syllabus. Also Pestalozzi believes in the “three elementary powers” in learning from making sounds, forming images, and imagining concepts. In aiming to make education "a steady, unbroken development of these fundamental powers", and to ensure certain progress "from obscure to definite sense-impressions, from definite sense-impressions to clear images, and from clear images to distinct ideas", he tries to base all teaching on sound, form, and number. (Web 9)

Pestalozzi’s teacher must be able to plan a syllabus graded according to difficulty and where all activities are planned in such a way to empower correct ideas of number, form, and language to be developed from good and full perception. (Web 9)
1.2.4 Modern issues that education has to face

Life is in a continuance speed of change and if “education is life”, like Dewey once said, then it is obvious that will change also. Like life, some issues and characteristics are essential and integral part of it even though some others change, the same happens in education. Today society faces some problems, needs and challenges that society back in Comenius or Rousseau time where not so important.

Worldwide there is an anxiety concerning our environment and our actions concerning it. Problems like green house, air and water pollution are only some of them that affect our quality of life and our life itself. Environmental education has entered schools as a subject and the following definition was accepted at the international Working Meeting on Environmental Education in the School Curriculum in Nevada July 1970 (Hammerman, 2001, p.16)

“Environmental education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture and his biophysical surroundings. Environmental education also entails practice in decision making and self information of a code of behavior about issues concerning environmental quality.” (Hammerman, 2001, p.16)

Education must give the opportunity to students to confront and work on real world issues. An education that focuses to textbooks with most of the times irrelevant things, out of date and context it is not what an education connected with real life should offer. (Hammerman, 2001)

According to Sandell, Ohman and Ostman (2003) some people think that school is an institution which support continuity in society because it preserves and cultivate basic norms, values, viewpoints and knowledge. Some others consider school as a way to make the ideal society, the primary function of the school is to create changes in society through questioning and critical assessing that is considered habitual and taken for granted.
In this case to support the continuity of society schools must create changes in the current society’s way of thinking and acting. As Kuang Chung said “If you plan for a year, plant a seed. If for ten years, plant a tree. If for a hundred years, teach the people.” (Web 40) School as the formal institute of teaching is the most powerful weapon to “influence behavior, change attitude and develop guidelines and principles that will affect the masses.” (Hammerman, 2001, p.17) Learning in the outdoors whether that is in an urban or rural environment in a way that will promote a greater insight and understanding of the world around them, that will bring into the light ecological relationships and make them realize their role and responsibilities but also the wonders of nature and environment, is an essential part of the material from which new curricula are designed. Learning in the outdoors also promotes a different kind of relationship and appreciation between people and nature that is essential for changing attitude and behavior. (Hammerman, 2001, p.17)

Maybe today people know more about nature and they are more informed about the environmental problems than ever before but as we see stiff knowledge does not always lead to greater awareness and action. Most of the times we cannot connect the problems with the real life and mostly with our life. (Cooper, 1998)

“The strangeness of the familiar is too familiar to be observed” are the words of Edwin Way Teale\(^\text{12}\) that I believe reflect a general attitude of today. “The advent of television has served to bring worldwide marvels directly into our homes; yet today’s youth are largely ignorant of many of the earth’s mysteries and of the inhabitants that live, reproduce and die in their own backyards, literally beneath their feet.” (Hammerman, 2001, p. 14) We see that especially young people of today tend to lose something very important, their connection and knowledge about everything that happens and they do not see. Milk is what they drink every morning and that can find it in the supermarket, nothing more. They tend to lose the bond that human kind and nature has, a connection that is beyond the cover of material needs that has been torn out to be the priority for the society of today, a connection that also includes the enjoyment of simple things in life that have to do nothing with money, it cost to you only when you lose them and not to find them. (Hammerman, 2001, p.14)

\(^{12}\) Hammerman, 2001 p.29
However some people haven’t lost that connection with nature and face the meeting with her as the way to find their inner peace, their tranquility, their way, some others a reminder of the wonders around them, of the simplicity of life that people tend to make it so complicated. What really matters after all? Whatever happened out there, and maybe it is different for each one of us, is what characterizes our deepest felling concerning nature, a feelings of belonging, love and for sure a need. ODE gives the opportunity to resuscitate things like the above to bring them back to their normal estate and dimensions. (Hammerman, 2001)

In reality today people have more time than ever if we consider that the eight hours work day was introduced not so long ago. How people choose to take advantage of this free time depends usually on their perspective on life. (Hammerman, 2001) One of the problems, that is actually a characteristic of human kind, is exaggeration, eating too much or be on a diet, doing too much or doing nothing and so on. Some may say that today we face the two edges, the big development of sports and also more extreme sports that are more dangerous and adventure and the other edge that is called the phenomenon of couch potato where people choose to do nothing. We are for sure in a time where fitness and health are faced and must be faced as important and in a time where people want to spend their free time by doing something.

Some people always try to find a balance in their life, outdoor activities are a way to find that balance and connection with what is actually missing from his life, inner peace but also the feeling of aliveness. The outdoors can offer a variety of activities like hiking, swimming, biking, canoeing, skiing, camping, and much more. All these recreational activities associated with an appreciation and an enjoyment of where you are and what nature can offer you can give a feeling of an enriched life and fulfillment and also promote and improve fitness and health. (Hammerman, 2001, p.18)

Education today as we mentioned before has to face much more issues, and very important ones, than ever before. In a society where everything is easy and the same time complicate education is called to take actions and bring results but as a saying claims “Where there is a will there is a way”. That effective way is what is actually needed for education to fulfill its purpose.
CHAPTER II

CHARACTERISTICS AND FACTS ABOUT CYPRUS AND SWEDEN

2.1 General information about the countries

Cyprus
Cyprus is located in the Northeast side of east Mediterranean Sea and is the third biggest island after Sardinia and Sicily. (Web 16) It is divided managerially in six provinces, the providence of Nicosia, Ammoxostos, Limassol, Larnaka, Pafos and Kerinias with the capital of each province to be the town from which it took its name. (Web 17) Cyprus is an independent country since 1960 with a population of 780,133 (July 2005) (Web 18) and since May 2004, Cyprus is also one of the members of the European Union.

The scenery of Cyprus includes beaches with a mountains chain in the center of the island called Troodos which is over 1000 meters with the mountain Olympus as the biggest (1952 meters). (Web 17)
The island has a mild, typically Mediterranean climate with long dry summers from mid-May to mid-October and mild winters with some rain and snow on Troodos from December to February, but even in December and January, there is an average of six hours of bright sunshine per day. Summer and winter are separated by short autumn and spring seasons. (Web 19)

Sweden
Sweden is bordered by Norway on the west, Finland on the northeast, the Skagerrak Strait and the Kattegat Strait on the southwest, and the Baltic Sea and the Gulf of Bothnia on the east. Sweden is a part of the Nordic countries which are considered to be Denmark, Finland, Iceland, Norway. Its capital city is Stockholm and the whole country’s population exceeds
The country is divided into 21 counties. In each county there is a County Administrative Board as well as a County Council. Each county is further divided into a number of municipalities, making a total of 290 municipalities, as of 2004. In Sweden winters are cold and cloudy and the summers partly cloudy. The mountains are in the north together with plains and lakes and a lot of snow in the winter. More than 50% of Sweden is forests, dominant in the central parts, comparable to the terrain of Terrain where the are are Mountains and hills in the west and plains and agriculture land in the south. (Web 20)

2.2 General facts regarding outdoor living:

2.2.1. Sweden

2.2.1.1. Friluftsliv
It is a well known fact that Sweden like all the Nordic countries has a very special and long tradition with nature. A high percentage of people just move freely in nature no matter what the season. The only thing that changes during the year is the activity. In winter cross country skiing, downhill skiing, or ice skating on frozen lakes are very popular outdoor activities among the population. In summer hiking, swimming in the lakes and long walks in nature tracks is something that almost everybody does and enjoys. And the initiation of children in these activities takes place from a very young age. (Web 21) “The dominant outdoor activities are usually walks for pleasure and exercise, cross-country strolling and visits to open-air swimming baths. Each of these activities is practiced by some 80 per cent of the population of the ages 16-74 years” (Web 22)

Scandinavians even have a special name for their tradition of living with nature and in the outdoors. They call it "friluftsliv." The term “friluftsliv”, which literally means “free–air–life” Tordsson (1993), in particular highlights the differences in legitimacy and ideological context. (Web 23) Coined by Henrik Ibsen, famous Norwegian writer, dramatist, and poet, the term "friluftsliv" can not easily be translated into foreign languages. Translations like "Life beneath
the stars," "Open air life," "Life in (and with) nature," only approximate the holistic content of the term. (Web 21)

Generally, since the late 19th century and especially from the 1930s and onwards, outdoor recreation holds a strong position in Scandinavian public culture. This outdoor recreation before includes as we mentioned activities such as cross-country hiking and skiing, climbing, fishing, boating, canoeing and the use of recreational homes. (Web 23)

As the Swedish population moved over the last years from rural to an urban setting and the material standard of living increased, the interest for recreation in nature increased. “Recreation, tourism and outdoor life were established as important economical, regional and professional activities to ‘go back’ to the country side and ‘the little red house in the forest’ during vacation (e.g. the compulsory holidays act came in 1938.” (Sandell, 1991, p.5) According to Sandell 53% of the adult population have a weekend cottage at their disposal" and "Slightly more than 40 per cent of the adult population had spent at least one week in a weekend cottage during the preceding year. (Web 22)

Important traits of this history of outdoor recreation are “the distinct roots in two very different traditions: the subsistence and harvesting activities practiced for centuries on wild land commons; and the influence of continental (particularly British) mountaineering, pleasure travel, reindeer hunting and salmon fishing that gained momentum in the 19th century”. (Web 23)

It is quite characteristic of the Swedes to spend almost all of their spare time on walks and hiking plus hunting and fishing. (Sandell, 1991, p.7)

“The Nordic tradition of "friluftsliv" is often characterized by simplicity and popularity, emphasizing its difference from the more commercialized and specialized outdoor-life activities of North America and Continental Europe, which to a large extent are motorized, "high-tech", action-oriented and ecologically destructive. (Web 22) But Friluftsliv is different in many aspects, because it is mainly focused on the physical activity in nature and not on the pedagogical and educational implication created by an outdoor experience”. (Web 21)
"Friluftsliv" is the lived experience in the outdoors, being out in free nature all day and all night long. It concerns an aspiration towards a genuine meeting face-to-face: nature in its primacy, as it genuinely is. (Web 21) Friluftsliv for the Nordic countries is also "just picking berries with the family, or use your spare time fishing, teenagers having fun making a barbecue at the little lake in the forest, etc" (Sandell, 1991, p.7)

Even today, Friluftsliv in Scandinavia still plays an outstanding role in society. As an everyday routine it helps people to keep their life balanced, to replenish and to relax. It seems that people in Scandinavia made part of their culture what John Muir meant when he said: "Wildness is a necessity. Thousands of tired, nerve-shaken, over-civilized people are beginning to find out that going to the mountains is going home ". (Web 21)

2.2.1.2 “Allemansrätten”: the public right of access to the countryside

The unique tradition of "allemansrätten" in Sweden (with similar situations in Norway and Finland) is a basic element in the "friluftsliv" tradition. Allemansrätten simply means everyone's right to move freely, pick mushrooms, flowers and berries, within always certain restrictions throughout Scandinavia. (Web 22) This gives to anyone the right, within certain restrictions as we mentioned before, to move freely across private and also public land holdings, as long as the land is not cultivated for agricultural purposes. (Web 23)

Generally we can say that "allemansrätten" is not a law but could be seen as the "free space" between various restrictions mainly (i) economic interests; (ii) local people's privacy; and (iii) conservation.(web 22) Another factor that influences the “free space” is the use of the landscape, therefore the value of the free space could be reduced by factors like noise, crowding and commercial resource exploitation.(web 23) Sometimes also it is physically very difficult to traverse a landscape on foot due to the increase of industrialization of agriculture and forestry. (Web 22) However the right of public access, with some exceptions, it is not influenced by how the landscape is used or transformed by forestry, mining, agriculture or other infrastructure.
Outdoor recreation and more passive enjoyment of the outdoors are ways of life in the Nordic countries. Through the right of public access any person has the right to move freely and stay in the natural environment even if that land is public or private as long as is not cultivated for agricultural purposes. For example you can camp but not more than 24 hours (in Sweden), light a campfire (although there are certain season and location-specific restrictions on this throughout Scandinavia), travel thought any ground lake or river, bath and swim if none of the restrictions mentioned above are endangered. An activity like fishing is under some restriction and hunting is not included. Some other popular activities in the countryside are walking, hiking, cycling and riding. Generally the patterns of recreational activities have remained relatively stable, but activities such as hiking and skiing in the mountain areas have become more popular among the general population (Web 23)

We can trace the roots of those rights of free access at least back to the county laws of Middle Ages where the purpose was to ensure peoples ability to move around the countryside unrestricted and also to some extent to support the need and interest of the landless. In general someone could not damage or remove anything that has any economical value like trees crops, birch bark or acorns (used to feed animals). These main principles persist today. (Web 23)

Seeing it from a historical perspective we can notice that this right of public access has existed but was not formulated as a specific concept or established as part of the law until much later. In the 19th century it was perceived as an unquestioned opportunity to develop a broad outdoor recreation movement and from the turn of the 20th century some limitations to that right appeared due to some preservation and conservation ideas inspired from Germany and North America or from recreational interests as in the case of the national parks. From the 1930s, the term and approach to public access (allemansrätten) became an important element of mass recreation as a parallel to the development of a modern recreation policy. (Web 23) The latter presents both restrictions and opportunities for public access.

Other aspects include preservation and legislation relatively with agriculture and forestry; and a special law prohibiting the off-road use of motor vehicles for recreational purposes if there is no snow on the ground. Another recent and very important aspect of current public access
for recreation purposes in Sweden is the prohibition of new construction along shorelines. Generally we can notice that in Sweden the right of public access to free space is quite broad. In Norway it is slightly more limited and if we examine further in countries like Denmark or more south in Europe or also in North America there are almost no right of public access similar to the Scandinavian models. (Web 23)

2.2.1.3 Organizations that work outdoors:
Generally in Sweden there are a lot of organizations that have to do with the life in the outdoors since outdoors is a way of living for the Swedes. In this way they can enjoy outdoors more freely by themselves or with their friends and family but also in a more organize way, through the various organizations.

Links to organizations that work outdoors:

- Friluftsfrämjandet: The Swedish organization for promotion of outdoor activities. http://www2.frilufts.se/flf/flf.Index
- Svenska turistföreningen (Swedish Tourist Association): Runs youth hostels and courses in the outdoor. http://www.stfturist.se/
- Swedish Scout organization :The largest scout organization in Sweden www.ssf.scout.se
- Svenska naturskyddsföreningen- (Swedish Society for Nature Conservation): The biggest association for nature care and protection with also some activities and courses. http://www.snf.se/
- Youth organization: www.rs4h.se
- The Swedish Environmental Protection Agency www.naturvardsverket.se
2.2.2. Cyprus

In Cyprus outdoor organizations are not so numerous like in Sweden. Outdoor life in Cyprus is not so spread. In Cyprus in contrary with Sweden people don’t have the right to freely move in the nature (“allemansrätten”) with all the relevant rights, and even if nature it is important for them it doesn’t hold such a big part in their culture as the Swedish friluftsliv. The organizations that exist are mostly organizations for the protection of the environment and not so much about promoting an outdoor life style although the last few years’ things have started to change. A lot of nature trails for hiking are organized the last years giving the chance to people to get to know and come in touch with special places of natural interest. Also one trail spans the whole of the island, forming part of the European Long Distance Trail E4, which runs from Gibraltar to Cyprus. On the islands it covers a total length in excess of 570kmt. There are of course some about outdoor and adventure life but almost all of them are focusing to tourists and not so much to Cypriots. There is one big project that is called “agrotourism” that is funded mostly by the Cyprus Tourist Organization and it’s a try for revitalization of the villages and country life and culture. This organization funds a percentage of the expenses of citizens who want to make a restoration in their old traditional houses in the villages, if they do it according the traditional way. Usually those houses are open to people to use them as holiday houses. There the visitor has the benefit of daily hands on experiences of the traditions of village people, the rhythms of rural life, folk customs and daily activities. There are totally 51 houses in 26 villages in the four districts. Also the Cyprus Environmental Study Center offers educational programs for students concerning the environment in a more practical way.

2.2.2.1 Organizations that work outdoors:

As we already mentioned in Cyprus the organizations have mostly environmental character and do not involve so much the outdoor life style. However there are some

Links to organizations that work outdoors:

- Cyprus environmental directory (2005): Includes all the environmental organizations in Cyprus.
• Cyprus scouts association
www.cyprusscouts.org/

• Cyprus Conservation Foundation: An organization that promotes environmental and conservation education and awareness on the island.
www.conservation.org.cy

• Environmental Studies Centre: The Cyprus ESC is the first and probably the only centre for practical environmental education or “field studies” on the island of Cyprus.
www.esc.com.cy

2.3 Characteristics of Sweden’s and Cyprus educational system

According to web page 24 education system in Cyprus is:

The educational system in Cyprus is highly centralized with the payments, appointments, transfers, promotions and disciplinary matters of teachers controlled by the State. Syllabi, curricula and textbooks are set to a large extent, by governmental agencies. Schools at all levels are visited by the inspectorate, who offers in-service training, advice and supervision. Schools’ evaluation lies also with the inspectorate. Educational policies are formulated by the Ministry of Education and Culture on the advice of the Education Council - a widely representative body - and finally approved by the Council of Ministers. The construction, maintenance and equipment of school buildings are the responsibility of central government and local education authorities. Private schools are owned and administered by individuals or bodies, but are liable to supervision and inspection by the Ministry of Education and Culture. (Web 24)
According to Skolverket, the Swedish central website for education:

Education in Sweden was for many years heavily centralized. Through legislation, regulations and curricula the State issued detailed instructions and rules on educational activities, and on spending of State grants. This however has changed, during the 1980’s and the beginning of the 1990’s public administration underwent far-reaching decentralization of responsibilities. The main principal of the distribution of responsibilities in the Swedish education system at present is that Parliament and the Government should control educational activities by defining national objectives (curriculum, syllabis) while national and local authorities and the organizers of the different institutions are responsible for ensuring that activities are implemented in line with these national objectives and achieve the necessary results. (Web 25)

On a local level, public education is operated by the municipal. Every municipality is required to set out the general objectives on the basis of the Education Act for its schools in a school plan. In addition to the school plan adopted by the municipal council, every school has to devise a work plan based again on the curriculum and also local priorities. In the work plan they specify how goals are to be realized and also how the activity is to be drawn up and organized. The responsibility of the recruitment is decentralized to the municipalities and to every single school and salaries is individual and differentiated and determined locally. (Web 25)

2.3.1. School day and additional programs

In both countries the regular school week is five days long, Monday to Friday. In Cyprus the school day for primary schools starts at 07.45 and ends at 13.05. Lunch is not provided at schools although the last few years, since 1999 the “All day school” was introduced in schools. There the children can eat lunch and then have time to do their homework and optional subjects including Foreign Languages, Information Technology, Music, Physical Education, Art, Design and Technology etc. All-day schools operate on a voluntary basis for grades 4th to 6th and attendance is optional. They operate from October to May for three
additional periods of 30 minutes each four times a week, until 16.00. Some schools also extend the time of younger children of 1st, 2nd, and 3rd grade stay at school until 1.05. (Web 24) The parents that choose their children to participate have to pay only for the children’s food, lessons are free. At this moments “All day school” program are not in all schools but mostly in the countryside in an effort to support the students that live there but the system continues to expand and the goal is for all schools to enter this program. (Web 33) Except of this new program of “All day school” the state does not offer any other program where parents can send their children.

In Sweden the school day start and finish depends on the school, the day and the age also of children. After school children have the opportunity to participate in a program of childcare. Childcare for schoolchildren is for children up to and including the age of 12 years who attend school (preschool class or compulsory school). Municipalities are required to provide childcare for school-aged children whose parents work or study, or for children with a particular need for this form of care. The care provided can take the form of a leisure-time centre, family daycare or open leisure-time activities. (Web 33)

Leisure-time centre is an educational group activity for enrolled children for the part of the day when children are not in school and during school holidays. As a rule, leisure-time centres are open year-round. (Web 33)

The family daycare is where enrolled children are under the charge of a childminder for the hours when the parents work or study. Activities are generally located in the home of the childminder. (Web 33)

Open leisure-time activities do not require children to be enrolled. Open activities are an alternative to the leisure-time centre for children in the 10-12 age group, and can constitute a complement for schoolchildren in family daycares. (Web 33)

In the childcare programs children do not have more lessons but more activities with a broadest context that include health care, social care, fostering and teaching. Children have to registered at the start of the year for the leisure time activities and family daycare and the
parents pay a fee that in most areas is linked to the family's income and the child's attendance. (web 33)

2.3.2 Primary education

School year
In Sweden the school year is divided into two terms, the autumn term last from the end of August to the end of December and the Spring term from the beginning of January to the beginning of June comprising a total of about 40 weeks. (Web 34) In contrary Cyprus that follows the three terms system with vacation breaks in summer, the Christmas/New Year period and the Greek Orthodox Easter period falling in spring. The official Cypriot school year for primary schools runs the 1\textsuperscript{st} Monday of September to the 3\textsuperscript{rd} Friday of June, 35 weeks in total, and schools are also closed on national public holidays. The exact days in both countries may vary for Cyprus from district to district and also the private schools may have different school vacations and for Sweden from municipal to municipal. (Web 32)

In both countries primary education is six years and it is separated in two stages, the first stage is from grade 1-3 and the second from 4-6. In Sweden there are also Sami school for Sami-speaking children in the north of the country, and special schools for children with certain handicaps (children with impaired hearing, vision or speech disabilities) and compulsory school for the intellectually disabled. (Web 34) Education for children with Special Needs (schools for children with special needs and the rendering of individualized help to children with special needs placed in primary schools) is also provided in Cyprus. (Web 24)

2.3.2.1 School choice: are there any differences between the two countries?
In Cyprus, as well as in Sweden, primary education is both free and compulsory and there are two types of primary schools, the public and the private. (Web 36) For parents in Sweden both of the types of schools are free of charge except some types of private schools such as
schools that are run by religious organizations or schools that tend to serve the international community such as international schools. Private schools must first be approved by the national agency for education and in the case that they don’t follow the regulations of national agency for education then the agency may withdrawal its approval. (Web 35) In Cyprus only the public ones are free of charge, the parents have the right to choose between public or private but in the case of private they will have to pay tuition fees. Private schools raise their funds primarily from tuition and fees along with some government assistance. They are considerably independent from the state system and they are administered by voluntary bodies or private individuals but they are supervised by the Ministry of Education and Culture. (Web 36)

The private schools in Sweden are free, in contrary with Cyprus, where there are fees. This is due to the facts that in Sweden even if private schools can be operated by a private institute or corporation that operates independently of the municipality. They still receive municipality funding. This is why most alternative schools, such as Montessori schools, present no additional cost to parents. These kinds of schools many times have waiting lists. These schools receive tuition money from the municipality for every student that enrolls in and usually they have a different profile that distinguishes them like a specialization or a particular educational approach from than public schools. Normally, students or their parents are not charged for teaching materials, school meals, health services and transport. (Web 37)

In Cyprus only public schools are mainly financed from public funds, the government hands out annual grants to all local authorities according to the number of pupils in the public schools of their area. That’s why its free, while private institutions raise their funds mainly from tuition fees that vary from school to school, small state subsidies and in some cases from foreign aid through overseas agencies and religious organizations. (Web 24) Usually for a child to enter in a private school, the student must first attend an interview and/or take an entrance test for their level to be assessed before admission. (Web 35)

Most of the schools in Sweden are public and municipally run, and almost all pupils in compulsory school, around 98%, attend schools run by the municipalities, usually near their
home. However the Education Act of Sweden states that students and their parents have the right to choose another municipal school or a private school. (Web 37)

In Cyprus also most of the schools are public with a percentage 95% of student attending there and only 5% go to private schools. (Web 36) Children usually attend the school of their area and only if there is a special reason the child can attend to another school after applying and be approved.

2.3.2.2 Schools: curriculum and timetable

Sweden
In Sweden the curriculum that is set by the National Agency of Education contains committing regulations for the schools and with this way its guides its activities. The curriculum sets out the basic values of the school, its tasks and provides objectives and guidelines for the school. (Web 35)

The goals in the curriculum are of two kinds: goals to aim for (standards desired) and goals to be attained (the minimum pupil attainment required on leaving school). There are also nationally approved syllabi that indicates the aims of education as well as the purpose, structure and character of each subject, including each individual subject within natural science and social science which are to be achieved by the end of the fifth and ninth year of school. This provides an opportunity for nationwide evaluation of school achievements after the fifth year. (Web 25)

As it was mentioned before every municipality makes a local school plan that is based in the curriculum and then every school makes a work plan based in local plan. (Web 38) So the individual teacher is given a great freedom to set out the appropriate teaching methods, which topics should be covered in lessons and choice of material but always within the frame of the syllabus, the local school plan and the school’s work plan. Under the terms of the Education Act and the curriculum, pupils have influence over the organization of teaching and, as they get older and more mature, are given increasing responsibility for their own work at school.
The minimum number of guaranteed teacher-directed instruction hours for subjects in compulsory school are given in a general timetable. The schools themselves are able to decide how the amount of teaching time on the timetable is to be spread over the nine years of schooling. A comparative assessment of pupil’s attainment will however be made during the fifth year of school. (Web 25)

Individual schools may develop a profile of their own in that they have the possibility to redistribute a certain number of hours between subjects. By this the Government wishes to provide schools with opportunities to organize education in closer rapport with local needs and interests. The aim is also to promote interdisciplinary teaching and thematic studies. In addition to this, the timetable allows certain scope for pupils’ own options. (Web 25)

The Government has also recently proposed that schools during a trial period of five years may carry out their activities without following the centrally adopted timetable as regards distribution of hours between subjects. They however still have to guarantee the minimum hours of tuition set. In the following timetable they are given some hours with the intention for a more advanced study in one or more subjects for each student. As we mentioned before some private schools have different profiles or specializations and for that reason they may, within the stated limits dedicate more hours to one or more subjects that are stated in the given timetable. The number of hours for a subject or group of subjects given in the timetable may be reduced by at most 20 percent to accommodate school options. (Web 25) In summary, there can be a great deal of flexibility with how schools decide to meet the requirements of the national curriculum.

Number for all the years of compulsory school teaching hours (= 60 minutes) for subjects, subject groups and in total:

**Subjects**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>230</td>
</tr>
<tr>
<td>Home economics</td>
<td>118</td>
</tr>
<tr>
<td>Physical education and health</td>
<td>500</td>
</tr>
<tr>
<td>Music</td>
<td>230</td>
</tr>
<tr>
<td>Subject</td>
<td>Hours</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Textiles and Wood- and metalwork</td>
<td>330</td>
</tr>
<tr>
<td>Swedish</td>
<td>1490</td>
</tr>
<tr>
<td>English</td>
<td>480</td>
</tr>
<tr>
<td>Mathematics</td>
<td>900</td>
</tr>
<tr>
<td>Geography, History, Religion- and Civics (combined)</td>
<td>885</td>
</tr>
<tr>
<td>Biology, Physics, Chemistry, Technology (combined)</td>
<td>800</td>
</tr>
<tr>
<td>Language options</td>
<td>320</td>
</tr>
<tr>
<td>Student options</td>
<td>382</td>
</tr>
<tr>
<td>Total guaranteed hours of instruction</td>
<td>6665</td>
</tr>
<tr>
<td>Whereof school option</td>
<td>600</td>
</tr>
</tbody>
</table>

(Cyprus)

In Cyprus each department at the Ministry of Education (i.e. primary, secondary, technical) has its own curriculum development unit even though recently there was an effort to create only one unit, which would be responsible for all levels of public education. In fact, this unit became a single operating entity as of 2002. The same curriculum is applied to all schools in Cyprus in both primary and secondary (national curriculum). At school level, there is no much flexibility for curriculum changes except when teachers take their own initiative to create papers and handouts for the enrichment of the education process. All modifications to the curriculum, if necessary, come as a direct result of policy decisions emanating from the Ministry of Education and Culture. (Web 37)

For each lesson there are specific books (students’ books and teachers’ books) which the Ministry of Education provides. Teachers’ books include the time that must be dedicated, the goals and the method that is suggested to be followed in each lesson. (Web 37) So teachers actually have no say either in topic or method.
Note: The hours in the timetable are per week (35 weeks in total).

<table>
<thead>
<tr>
<th>Grades</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
<th>6&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Language</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>15</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Religion</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>----</td>
<td>----</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>----</td>
<td>----</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Environment</td>
<td>2</td>
<td>2</td>
<td>-----</td>
<td>-----</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>Arts</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical education</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Home economics</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Design and technology</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>English language activities</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

(Georgiou, 1993)

2.2.4 Outdoor education in schools.

In Sweden as we mentioned before there are schools with a certain profile, a lot of schools have an outdoor profile and they spent a quite big amount of their time in the outdoors and learning through it.
On the other hand in some traditional schools, teachers also use outdoors in their teaching. This is up to the teacher and his method of teaching. The freedom and the flexibility that characterize Swedish educational system give the teachers this opportunity.

Cyprus public schools have a more control curriculum so it’s not easy to use outdoor education. However in the frames of education there are some programs that teachers or schools can use but usually are more environmental oriented. In the annual report of 2005 made from the ministry of education there are mentioned all the available programs.

- The program LeAF is learning about forests. It’s a European Union project for Environmental Education with the goal of net cooperation between schools
- Forest- Traits of nature is a program that is about children learning for the forest and traits of nature of Greece and Cyprus and is a cooperation between Greece and Cyprus.
- The green corners of my neighborhood is again a cooperation between Greece and Cyprus and its about children learning more about their local environment and the green corners in it.
- Environmental Center of Pedoula is a center under the supervision of Educational Institute where teachers can take their students for one until three days where children can learn by hands on for environmental and cultural subjects.
- There is also an educational camp that is for five days and its run between October to November and teachers can also apply for. (web 30)

The Cyprus Environmental Study Center is also a place that offers educational programs for students. This center is a project of the Cyprus Conservation Foundation that started in 1995 and its goal is to provide Environmental education in a practical way. Except the environmental subject that is its main focus also have some courses like orienteering, kayak, hiking and mountain biking. Students from schools or universities from Cyprus or abroad can visit it and work with their hands in a variety of subjects and activities. Teachers can choose between the subjects and make the combination that they want.
Students have to pay for their accommodation and the running expenses of the activities. (Web 31)

Generally as we saw ODE n in Cyprus is focused on environmental education.

2.2.5 **ODE training and in-side training opportunities for teachers**

**Sweden**

In some universities in Sweden there are some courses about ODE in the training of teachers for their bachelor degrees and also some other courses where already active teachers have the opportunity to participate and have additional training.

- Mid University offers a course in outdoor education 20 points that teachers in the training program can take as specialization and were also active teachers can participate.
  http://www.miun.se
- Hogskolan I Gravle University offers a course of outdoor education in the training program of teachers and also 20 points course for International students.
  www.hig.se
- Lulea University offers courses like; Outdoor activities advance course 20 points, children’s outdoor life 10 points, adventure learning I 10 points & II again 10 points.
  www.ltu.se
- Linkoping University offers in one semester outdoor education as a way to specialize in the teachers training program and a course as an in side training service for active teachers 5 points. There is also and a master program about outdoor education that is called “Outdoor Environmental Education and Outdoor life”
  www.liu.se/esi/cmu
- West University has for the teachers of pre school and early primary school years a course named “Nature and Science” 5 points where they work a lot with outdoor training even if it’s not the main topic. The students that follow this course can take afterwards another course as a specialization called “Nature and Outdoor experience” 10 points again in the same spirit. This one is also open for already teachers to
participate. West University also plans next autumn 2007 a course exclusively in outdoor education 10 points.

www.hv.se

Cyprus

In the state university “University of Cyprus” there is no course that is exclusively about ODE. The only relative thing is a two days optional program for teachers training in the frames of Physical Sciences course where they visit Cyprus Environmental Center and study different environmental issues in a more practical and hands on way. In the private field there is nothing relevant with the outdoor education as a separate study or a course within the educational studies.

2. 2. 6 European union projects

Both Sweden and Cyprus are members of European Union and can participate in the programs that E.U offers.

Comenius - European Cooperation on School Education

In the frames of European Union programs for education COMENIUS is a program that focuses on the first phase of education, from pre-school and primary to secondary school, and it is addressed to all members of the education community in a more broad sense. (Web 26) COMENIUS is the first of eight actions within the SOCRATES community program for education and it is subdivided into three parts:

Comenius 1: School Partnerships
Comenius 2: Training of School Education Staff
Comenius 3: Networks
(Web 27)
Comenius 2: training of school education staff

Comenius 2 is designed to promote the professional development of all types of staff involved in school education. It does so by supporting transnational cooperation projects and mobility activities. All phases and aspects of professional development - initial training, induction, and in-service training - are covered by the individual training grants. Grants are awarded for participation in activities which appear suitable for achieving the applicant’s stated in-service training objectives and which comply with the necessary quality criteria. Socrates National Agencies will determine whether an activity is appropriate and, if so, may award a grant for participation.

European cooperation projects for the training of school education staff normally cover one of the following activities:

- Projects which create, test, and deliver training courses for educational staff

By analyzing the needs of teachers a partnership could design a training course and create the necessary teacher training materials (accompanied, where appropriate, by materials for pupils).

- Projects which develop curricula for the initial training of teachers

Here a number of teachers education institutions can work together in order to adapt unexisting curricula after identifying common needs among the groups of trainees or develop a new one for initial teacher training, that which gives emphasis to the European dimension of teaching. After these projects should implement the new curriculum (or the common elements of the curriculum) in as many as possible of the partner organizations for a number of years and disseminate it to a wider circle of institutions

- Projects which promote the mobility of student teachers
In this project exchanges for student teachers are organized for them to have training activities that are focused on practical work and observation and might also include teaching practice, job shadowing and observation of class practice in the host country. The funding of the mobility of individual student teachers would be provided within the framework of Comenius individual training grants.

- Projects which develop teaching strategies, methods and materials for specific learner groups

Projects in this field could develop, test, validate and disseminate transferable organizational strategies, teaching practices and pedagogical materials for dealing with pupils with special educational needs, pupils at risk of social exclusion and the children of migrant workers, Gypsies, travelers and occupational travelers with high quality education, to ensure the interculturality of education and to contribute to combating racism and xenophobia. (Web 28)

**How can a teacher participate?**

First of all if a teacher wants to participate in a program like this he must take the initiatives to look by himself for a program and the type of program that he is interested in. The way to do it is to contact his own national agency; each country has one, where they can provide him with an application form and further information on national application deadline. There is also a Database of in-service training for school education staff of all EU members (http://comcdb.programkontoret.se/) that can help you identify suitable training. (Web 29)
CHAPTER III

METHODOLOGY

In this part of our research we will explain the aims of the research, and also the methodology that was followed in order to succeed.

3.1 Aims of the research

3.1.1 Main goals

To start with this research we examined some main issues concerning education and more specific what important educators have suggested and indicate that reveal some kind of connection between ODE as a way and a method of learning. This part of the research is the review of some literature that already exists. We also try to bring out some characteristics of the educational system in both countries, what their national curriculum intimate that can help us understand the position of ODE in each country’s education.

This study was aiming in bringing to light the opinions of primary teachers in Cyprus and Sweden concerning ODE as a method of learning and some facts concerning its current place in education. Additionally, an examination concerning any differences between the results of the two countries and where those differences might exist.

The reason that we choose Sweden and Cyprus for our study is based in many reasons. One very important reason is the different profile and characteristics of the two countries. Sweden traditionally is one country where outdoor life plays a big role in people’s life, ODE is more develop and is conceder within the countries with good and progressive educational system. On the other hand Cyprus is a country with a more traditional educational system and not so familiar with ODE. We consider that as a challenge, to try to understand any differences between the results of the two countries and where those maybe lay on that can lead them to future improvements. Another reason was also that both countries are members of E.U. Cyprus is one of the newest members and Sweden is an older member, since 1995 and in the
frames of EU there are a lot of programs under the project of Comenius about education and teachers training that can be used in promoting ODE in the school system.

3.1.2 Research question:
The main research question that this study answered is:

- What is the opinion of primary teachers concerning ODE as a method of learning?
  Are there any differences in principles and curricula for ODE in Sweden and Cyprus?

Main general guiding questions of the research:

- What are some differences in ODE development between Sweden and Cyprus?
- What are the opinions of teachers in Cyprus and Sweden with respect to ODE?
- What are the conditions in Swedish and Cypriot schools that affect the development and implementation of ODE in schools?
- What are some future plans for ODE in Cyprus based on these results?

3.2 Design of the research

3.2.1 Question formulation

3.2.1.1 Questions for research
In the frames of this research some more specific questions were asked by way of a survey of teachers that investigate the different aspects of the subject examined.

The questions in the surveys address the following:

- What is the current situation of ODE in the two countries educational system?
- Are there any indications suggesting the willingness on behalf of the teachers or the state for a further development of ODE or the opposite in the two countries?
- Does ODE as a teaching method support the cognitive and social development of the students?
- Do teachers consider ODE as beneficial for their own individual development?
• Do teachers support the belief that ODE promotes closer relationships between them and the students and between the students?
• Are there reservations regarding ODE (risk of accidents, discipline issues, organizational difficulties, need of special environment)?
• Is special knowledge necessary for ODE? What are the opportunities of teachers to get trained for ODE in each country?

3.2.2 Tasks
From the concept of a research until its completion some steps must be followed. The tasks for this research until it was fulfilled were the followings.
1) Study literature
2) Make questionnaire
3) Delivering the questionnaire
4) Collecting data
5) Write results and outcomes

It’s always essential for a research to have a theoretical background to rely on; to study what has already be done in the specific field and also what other people wrote that is relative with it. In our research we tried to find as much relevant literature concerning ODE and schools.
In the composition of the appropriate questions that would refer to teachers another research was very helpful and taken as a model of example that was called “How teachers in Europe think about ODE” (Clemens & Neiß, 2002). This research was also trying to find out the opinions of teachers about ODE but in more large scale with the participation of teachers from Austria, Czech Republic, Germany, Sweden and United Kingdom. The main sources of the literature gathered were books, journals and also internet.

We also found it necessary to study and include information concerning some general characteristics of the two countries and also characteristics of their educational system so
to gain a better understanding of them and their situation. These issues have been discussed earlier in chapter 2.

A main part of the research was the questionnaires delivered to teachers in both countries. We found it necessary to ask about ODE the people that are most involve and those are the teachers. The task here was to put the requisite questions that could reveal their thoughts around all the important aspects of the subject. We choose to focus on sixteen questions that could help us achieve that goal.

A quite difficult part was the delivering of the questionnaires that we put together. For the sample to be representative from both countries we had to be careful in our method of delivering them. Also we wanted it to be easy for the teachers to reach the questionnaire and fill it out and for us to collect the results. After the collection of the data the following task was the analyze of the data and presentation of the results. Having the results the next and final step was to proceed to some outcomes and their comments.

3.3 Sample taken for the questionnaire

Considering the subject-matter of the research, the opinions of primary teachers concerning ODE, the only criterion of the sample taken was to be a teacher of primary school in one of the specific two countries.

The questionnaires totaled 90 from both countries, Cyprus and Sweden. When examining the results one has to consider some significance differences between results as the number of the sample from each country that varies like in this case. We tried our sample to be as big as possible from each country, a fact that could give a greater insight of the opinions in each country. Nevertheless this significant difference in the questionnaires can be used also as an element for discussion in the following chapter.
3.4 Procedure

After preparing the questions and the questionnaires the goal was to send it to as many teachers as possible in all over the two countries. Taking in mind the countries involve we choose to follow different ways of delivering the questionnaire to teachers. Considering that Cyprus is a very small country and nothing is too far we considered it more efficient to visit the different schools and give out the questionnaires. In this way it was going to be more personal and easy for us to get answered questionnaires and also have the chance to explain to teachers what the research was about. In this way we visited schools after the Christmas vacations around Cyprus during the big break (9.15 to 9.45) to inform and ask them to fill them out. Of course some of them were more willing to do it than others so we told them that the ones that want to participate could fill it out and put it in a folder that was going to be in the teacher’s office and we would pick it up after 5 days. The research started from the district of Limassol and continued to the other three districts, Pafos, Nicosia and Larnaka.

In Sweden due to the size of the country we decided to give out the questionnaires through email. Because of the numerous schools and teachers we decided to choose our sample based in the area. Sweden is divided in 21 main lands and each one is subdivided to a lot of communities. In this way we choose two communities of each land and sent to as many primary teachers and schools possible. Around 200 questionnaires were sent out. In the small communities we sent emails to all schools, in big communities where the schools were too many we choose a big number of them and send it. At the end of January an email was send to all of the teachers email address that were gathered and at the beginning of March a second email was send to remind them about the questionnaire.

3.5 Measures

The research was based on quantitative analysis. The Questionnaire had a summary of sixteen questions and it includes two types of questions.

Except for the sixteen main questions some more criteria were used as independent variables in the beginning of the research taking in mind that the main task was the analysis of the
results gathered from the research and some significant differences may exist between the samples. Those are:

- The years of experience that teachers have.
- Their previous knowledge about what ODE is.
- Their country

The biggest part of the questionnaire was comprised by ordinal scale questions. The reason that this type of questions was used was the main goal of the questionnaire that was to see the opinions of teachers regarding ODE. As indicate Bell indicates (2005) scales are devices that we use to discover strength of a feeling or attitude. She also mentions that these kind of scales, called Likert scales, ask to indicate strength of agreement or disagreement with a given statement or series of statements. Generally this is given on a five or seven point range, in this case five points, by circling the appropriate number. Answers are then scored, generally from 1 (strongly agree) to 5 (strongly disagree) and a measure of responders feelings can be produced. (Bell, 2005, p 219)

The other part of the questionnaires is constituted from a combination of ordinal scale questions with open type questions. There teachers could answer by choosing again from one to five but also had space to write more comments for it.

In open questions teachers are asked to respond in a phrase or extended comment. In these questions by selecting an open type questions we wanted to give the chance to the respondents to give their own views or comments on the topic that we research or to raise a grievance which aspects of the topic are particularly important to the respondents. (Bell, 2005)

### 3.6 Problems occurred during the research

During the research some problems appeared. One important problem was with the language. A lot of necessary information was only in Swedish. For that reason where it was possible we came in contact with people responsible to inform us. In cases that this was not possible we had to find another way to have access to the information. The language was a big obstacle especially in the procedure of getting the necessary email. To do that we had to visit each community’s homepage and find there all the primary schools and the emails of teachers that work there. In all the communities the information we wanted was in Swedish.
Another problem that came up was with the method of sending the questionnaires by email. This way is quite impersonal and people tend not to answer them but due to the size of the country we couldn’t follow the same method, delivering them by ourselves like in Cyprus. One reason also that may have played a small role in the limited number of answered questionnaires in Sweden was the period that they were send. After the Christmas vacations usually teachers have a lot of things to deal with. For that reason we try to send it as much as late we could and for that the first email we decided to send it at the end of January.

Apart from all of these obstacles that were encountered during the research, we manage to go through it and bring together the necessary information. In the next chapter the results from the received questionnaires are firstly presented and then they are further discussed.
CHAPTER IV

RESULTS OF THE RESEARCH

The sample that was used for the analysis includes questionnaires returned the two selected countries Cyprus and Sweden. There are 90 questionnaires in total, 71 from Cyprus and 19 from Sweden. In the research analysis that follows we will try to analyze the samples from both countries parallel. This aims to an easier presentation and comparison between the results.

For a better image of the sample in the analysis we will use percentages since mere numbers are not so easy to compare and also graphs are used for a better understanding. Here we would like to note down that in some of the questionnaires not all of the questions were answered and that the percentages presented are the percentages based on the number of answered questions.

4.1 Results analysis:

FIGURE 1: A COMPARISON OF YEARS OF TEACHING EXPERIENCE BETWEEN THE TEACHERS IN SWEDEN AND CYPRUS.
The first question has to do with the years of experience of the teachers that were asked. We consider this question quite important since it can play a significant role in their behavior. Years of experience are connected with the teachers' age a fact that affects usually their attitude towards work. Also, there are usually more familiar with all the problems, restrictions and also opportunities within the schools and educational system.

As we can see from the results concerning the years of work experience of our sample we can notice that in Cyprus the sample contains teachers from all the categories and considerably quite evenly. In the contrary, in Sweden we don’t have anyone that worked for the categories of 6-9 or 12-17 years. Noticeable also for Sweden is that the biggest percentage was gathered between the two first categories, the first one 29% and the second 36%, that are considered quite new in the profession. However, on contrary another big percentage of the sample of 21% has more than 17 years of experience that can be considered as very experienced.
Another very important question that effects and gives different weight in the answers of the sample is their previous knowledge of ODE. That’s why this question is used as a starting point of the questionnaire because it can be used as an independent variable and distinguishes the teachers that knew about ODE from the others that don’t have any experience on the
subject researched. For sure the teachers that all ready know what ODE is, are more familiar with the beneficial or problematic aspects of it than the ones that the y don’t know about it.. As we can see here all the teachers from Sweden that answer this question knew already what ODE is in contrary with Cyprus were the results shows that 52% of the teachers that answered the question had a previous knowledge about it and the rest 48% did not.

**QUESTION 1:**

OUTDOOR EDUCATION IS MORE INTERESTING AND PROMOTES NEW LEARNING EXPERIENCES.

Concerning the question if ODE is more interesting and promotes new learning experiences we can notice from the answers of the participant a more general agreement with the statement. In both countries the percentage of teachers that answer in a positive way, either totally or partly agree is bigger. In Sweden we can see a percentage of 31.6% in both, totally and partly agree whereas in Cyprus a 28.2% and 33.8% totally and partly agree respectively. In Cyprus we can notice also a big percentage on neutral answers but also a quite small percentage of totally disagreement with the statement. In Sweden a percentage of 15.8% totally disagree.
QUESTION 2:
OUTDOOR EDUCATION SUPPORTS COGNITIVE LEARNING.

Referring to the fact if ODE supports cognitive learning we can see that in Sweden there is a quite noticeable percentage, 47.4%, of total agreement and 26.3% party agree. The general attitude in Sweden shows a positive reaction to the statement even thought 15.8% totally disagrees. In Cyprus also the biggest percentage is positive to the statement either by totally agree, 21.3%, or partly agrees, 36.6%, but with also a quite big percentage of neutral answers, 28.2%, and a 14.1% of partly disagreement.
QUESTION 3:
OUTDOOR EDUCATION SUPPORTS SOCIAL AND EMOTIONAL LEARNING.

Noticeable here in the answers from Sweden is the fact that the two biggest percentages are in the two edges either totally agree or totally disagree although the positive attitude is much bigger having more than the majority with a percentage of 55.6% instead of 22.2% were they disagree. In Cyprus the general tendency is positive with the biggest percentage of partly agreed, 42.0% and also a 29% of totally agree. Neutral answers percentage that comes third is quite noticeable also with 17.4%.
**QUESTION 4:**
**OUTDOOR EDUCATION IS SUITABLE FOR ALL PUPILS.**

Referring to the statement if ODE is suitable for all students the answer with the biggest percentages for both countries is the neutral. However, we can see a bigger tendency of disagreement from the Swedish teachers with a percentage of 31.6% of partly disagree which is also the same percentage with the neutral answers (31.6%). A percentage of 15.8% in Sweden also totally disagrees which is however the same with the percentage of totally agree (15.8%). In Cyprus as we said the biggest percentage is that of neutral answer with a percentage of 38.2% though teachers seems to have a more positive attitude. A percentage of 22.1%, the second biggest, partly agrees and a 16.2% totally agree against the 17.6% and 5.9% for Sweden and Cyprus respectively.
QUESTION 5:
OUTDOOR EDUCATION IS SUITABLE FOR ALL THE AGES.

In Sweden 47.4% that answered totally agrees with the statement that ODE is suitable for all ages and 21.1% partly agrees and a percentage of 15.8% shows totally disagree. In Cyprus the neutral answers have the biggest percentage with 38.2%, however, in general a slightly more positive attitude towards the statement.
**Question 6:**
OUTDOOR EDUCATION LEADS TO A LOWERING IN THE LEVEL OF PUPILS’ ACHIEVEMENTS.

Here both countries show a clear disagreement attitude towards the statement that ODE leads to a lowering the level of pupils achievement with percentages either in part or total disagreement. In Sweden the number between those who totally and partly disagree is the same with a percentage of 36.8%. In Cyprus also the two bigger percentages are negative with part and total disagreement of 33.8% and 26.8% respectively. Noticeable is also the big percentage of neutral answers on behalf of Cyprus with a percentage of 28.2%.
**QUESTION 7:**

**WITH OUTDOOR EDUCATION THERE IS A BIG CHANCE OF ACCIDENTS.**

These results show a quite different reaction between the two countries to the question if there is a big chance of accidents with ODE from. In Sweden we can see that there is a general attitude towards disagreement, 31.6% for both totally and partly disagreement with also a quite big percentage of neutral answers, 28.3%, in contrary with Cyprus were the sample shows a general agreement with the statement with the biggest percentage of 42.0% in partly agree and also a 29% of totally agree. A quite modest percentage of 17.4% also choose neutral position in the sample taken from Cyprus.
**Question 8:**

*With Outdoor education there are more discipline issues.*

Concerning the statement whether or not ODE leads to more discipline issues we can see that the teachers in both countries have more or less similar opinions showing more a tendency towards agreement. In Sweden the biggest percentage 38.9% shows to partly agree with the statement, but a 0% totally agrees with it. However the second biggest percentage of 33.3% answered neutral, a 16.7% totally disagrees and 11.1% seems to partly disagree. In Cyprus teachers in general lines seems to agree slightly more with the statement. A percentage of 14.3% shows that totally agree and a 30% partly agrees. A 25%7 chose neutral answer, and a 20% and 10% partly and totally agree with the statement respectively.
**QUESTION 9:**

OUTDOOR EDUCATION IS SOMETHING IDEAL AND NOT SO EASY TO BE APPLIED.

For the statement that outdoor education is something ideal and not so easily applied we can notice that in both countries there is tendency of disagreement. For Sweden there are 31.6% that partly agree that is the same with the percentage in neutral answer. The same happens also in Cyprus, the biggest percentage is 28.4% for partly agree and also neutral answers. Noticeable is also the fact that even if the percentage of partly disagree and totally disagree in both countries is more or less the same from the Swedish sample 0% was found to totally agree with the statement and in Cyprus 7.5% totally agree.
**QUESTION 10:**

OUTDOOR EDUCATION NEEDS A VERY SPECIFIC ENVIRONMENT TO BE APPLIED.

The result of this question whether or not ODE needs a special environment to be applied shows the different attitude between the two countries. For Sweden the general attitude is disagreement with the biggest percentage in partly disagree of 36.8% followed by neutral answer of 26.3% and then a percentage of 21.1% totally disagree. On the other hand Cyprus shows a general attitude to agreement with the biggest percentage of those who partly agree of 32.9% and 28.6% totally agree. Also, 22.9% chose the neutral answer.
**QUESTION 11:**

**OUTDOOR EDUCATION PROMOTES THE PERSONAL DEVELOPMENT OF TEACHERS.**

![Graph showing the percentages of teachers' agreement with the statement in Sweden and Cyprus.]

Relatively with the statement that ODE promotes the personal development of teachers we can notice that the biggest percentage for both countries is neutral with 36.8% for Sweden and 34.8% for Cyprus. However there is a tendency for both countries to agree with the statement with a little bit more positive attitude from Cyprus. More specifically in Sweden 26.3% partly agree and 21.1% totally agree and in Cyprus 31.9% and 15.9%, respectively. A percentage also of 15.8% of the Swedish sample seems to partly disagree with the statement.
**QUESTION 12:**

OUTDOOR EDUCATION PROMOTES A CLOSER RELATIONSHIP BETWEEN THE STUDENTS AND BETWEEN THE STUDENTS AND THE TEACHER.

These results generally show that in both countries the biggest percentage agrees with the statement that ODE promotes a closer relationship between the students and the teacher although in Cyprus it seems that there is a little bit more positive attitude towards the statement. More specifically in Sweden 31.6% totally agree and 15.8% partly agree and in Cyprus 27.1% totally agree and 38.6% and partly agree. However noticeable in Sweden is also the 21.1% of neutral answers that is the same with the percentage of partly disagree. An also 10.5% totally disagree with the statement. In Cyprus a 12.9% choose the neutral answer and a 17.1% seems to partly disagree with the statement.
QUESTION 13:
SPECIAL TRAINING IS NEEDED FOR TEACHERS WHO WANT TO USE OUTDOOR EDUCATION

Noticeable here is the big percentage of agreement with the statement for both countries that special training is needed for teachers who want to use ODE. Teachers in Cyprus tent to believe that special training is needed to a greater degree there that is believed by teachers in Sweden. Specifically in Cyprus more than the majority, 51.4% totally agree and 24.3% partly agree where in Sweden the percentages are 42.1% for partly and 21.1% for totally agree and also a percentage of 15.8% Sweden choose neutral answer.
**QUESTION 14:**

I WOULD LIKE TO USE OUTDOOR EDUCATION

Noticeable here is the big percentage of agreement from Cypriot teachers. A percentage of 43.3% partly agrees and 30.0% totally agree in the statement that they would like to use ODE. In Sweden there is also a positive attitude but not in the same level, with a percentage of 26.3% for totally and also the same for partly agree. However a percentage of 21.1% on behalf of the Swedish teachers totally disagree with the statement and 15.8% chose neutral answers.
**QUESTION 15:**

I WOULD LIKE TO USE OUTDOOR EDUCATION BUT IT IS NOT SO EASY WITH THE CURRENT SCHOOL SYSTEM AND THEY WAY THAT IT IS ORGANIZE

These results show a massive tendency of agreement with the statement on behalf of the Cypriot teachers with a percentage of 40.0% and 29.5% of totally and partly agree, respectively. 14.8% seems to choose neutral answer. The Swedish teachers seem to have also a positive attitude towards the statement with 22.2% totally agree and 27.8% partly agree although another 22.2% shows that totally disagree and a 16.7% party disagree.
QUESTION 16:
I HAVE PARTICIPATED IN A SEMINAR RELEVANT WITH ODE OR ANOTHER KIND OF EDUCATION ABOUT THIS SUBJECT.

Quite important is whether or not teachers have already participated in a seminar regarding ODE. In the statement if they have already participate it is impressing the different results in the two countries. As we can see in Cyprus there is a significantly big percentage of 95.5% that have not participated and only 4.5% that attended a relevant seminar. In Sweden, on the other hand, the majority had already attended to a seminar with a percentage of 63.2% and a 36.8% have not.
CHAPTER V

DISCUSSION

5.1 Overall discussion about the results
In this chapter discuss the result of our research and examine them in a more broad sense taking also in mind the different factors that may have influenced them. We found it helpful to have some graphs that present the mean value of the results so to give a better picture and make it easier to understand the average of the given answers. For a better understanding we also put together any questions that are more relevant between them to give us a more holistic image of some specific aspects regarding ODE.

QUESTION 1: OUTDOOR EDUCATION IS MORE INTERESTING AND PROMOTES NEW LEARNING EXPERIENCES.

QUESTION 2: OUTDOOR EDUCATION SUPPORTS COGNITIVE LEARNING.

QUESTION 3: OUTDOOR EDUCATION SUPPORTS SOCIAL AND EMOTIONAL LEARNING

In the previous questions that are relevant with the aspect of students’ personal development we can see that the teachers’ opinions from the two countries are different in the different statements.
For the 1st statement Cypriot as Swedish teachers are positive. However the Cypriot seems to be more positive as compared to Swedish teachers.

This may occur due to the fact that ODE in Cyprus is much more uncommon and not so widespread as in Sweden. This may be a reason that arouses Cypriot teachers’ interest and make them more enthusiastic concerning ODE as a method of teaching and learning. On the contrary, in Sweden ODE is very relevant with a traditional and important element of their culture and way of life that is called friluftsliv so it is not such a new subject or method for them.

Concerning the 2nd statement, that ODE supports cognitive learning, we see that both countries’ teachers seem to believe in it, with the Swedish teachers responding intensely. A reason that Cypriot teachers may have hesitated more than the Swedish teachers is the fact that in Cyprus lessons are still based in specific textbooks where knowledge is separate in different learning units, as mentioned in chapter 3. The way that knowledge is delivered is usually more clear and ready for the student to realize and learn it, a fact that is not necessarily a good thing since it removes lots of elements of initiatives and investigation from the student. In Sweden teachers are not obliged to use specific textbooks or even any textbooks in general and there is an attempt for students to learn thought projects and a more unified way of different subjects and fields of knowledge together. From these facts we can see that the difference in their responses may lay on their different way of perception of how knowledge is acquired.

For the 3rd statement, that ODE supports social and emotional learning we can see that we have a bigger agreement between the two countries opinions as compared to comparing to the other two statements. Here teachers from both countries agree with the statement. Social and emotional learning is very important for a holistic and a balance development of the person; the equal emphasis in heart, hand and head that Pestalozzi suggested. (Web 12) It is usually one of the main goals of education, a fact that in both countries teachers seems to be aware of and also share in the opinion that ODE is a good method of promoting it.
**QUESTION 4:** OUTDOOR EDUCATION IS SUITABLE FOR ALL PUPILS.

**QUESTION 5:** OUTDOOR EDUCATION IS SUITABLE FOR ALL THE AGES.

For both statements concerning the suitability of ODE for all ages and students we can see Cypriot teachers to hold a more neutral position while the Swedish teachers seem to believe in its suitability for all ages but not for all students.

Concerning ODE in relation with all students both countries have a tendency to answer neutrally. This may be due to the fact that in ODE it seems to stand the same principle of creating a lesson based on students’ level of knowledge and way of learning as in a normal classroom.

Regarding ODE in relation with its suitability for all ages we can notice that in Sweden teachers have a positive attitude towards it unlike in Cyprus where the teachers have a more neutral position.

As we saw in chapter three in Sweden there are schools with an outdoor profile where they use ODE as their main teaching method in all the years of primary school. Taking this in mind is more natural for Swedish teachers to consider it more natural and a have a more positive reaction to the statement. In Cyprus teachers hold a more neutral position. There are not schools with such profiles and there is also a tendency of over protection towards children, reasons that could make teachers more hesitant in using ODE in all ages especially in younger ages.
**Question 6:** Outdoor education leads to a lowering in the level of pupils’ achievements.

**Question 7:** With outdoor education there is a big chance of accidents.

**Question 8:** With outdoor education there are more discipline issues.

**Question 9:** Outdoor education is something ideal and not so easy to be applied.

**Question 10:** Outdoor education needs a very specific environment to be applied.

These questions have to do more with some reservations that teachers may have towards ODE.

In the statement that ODE leads to a lowering in the level of pupils achievements we notice identification between the teachers opinion in both countries towards disagreement. If we take in mind also their opinion in the question number one and two it seems that in both countries teachers tend to believe more that ODE is a good and interesting method for students to learn and it does not lead to a lower level of their achievements.

In terms of whether or not there is a big chance of accidents in ODE we can see a big distinction between the opinions of the two countries. As we can see in Cyprus they seem to agree with the statement that there are big chances of accidents with ODE. On the other hand the Swedish teachers seem to disagree. This again can be due to the fact that in Cyprus ODE is not common so
there is not the required foundation in schools that teachers could use and also there is a tendency of over protecting the children. In Sweden there are as we said schools with an ODE profile that are for sure well equipment for all the outdoor activities that children are doing, a fact that reduce their fear for accidents.

In the 8th statement that with ODE there are more discipline issues we can see that the teachers from Sweden hold a more neutral position against it whereas the teachers from Cyprus seems to agree with it.

As we mentioned before the school system in Cyprus is more framed and have still characteristics like the use of textbooks, uniforms and appropriate appearance from behalf of the students in school that makes students more used to control in contrary with ODE were students have a quite big amount of freedom in their moves based in the belief that they will use this for the own interest for learning. Also the programs like ODE that is not in the frames of the classroom and the routine of school life is a fact that makes the teachers fear for disturbance of the class tranquility and the students taking advantage and perceive the time of lesson as time for relax. In Sweden lessons outside the classroom are more common a fact that make the children more used to it and not perceive it as game time. The teachers also have more freedom and space in their lessons.

Taking the 9th and 10th statements we can see that both countries hold a more neutral position about ODE applicability although in the question of if ODE needs a special environment to be applied we have a big difference between their opinions. The Swedish teachers clearly disagree in the Cypriot teachers clearly agree. This gap in their opinions may lay on the fact that in Sweden natural environments, are much more accessible as compared to in Cyprus. Also that can be due to a possible difference in the way Swedes and Cypriots perceive nature and their relationship to it. Schools in a quite big percentage in Sweden have a big backyard and playground with most of the times a part that is of natural environment and if not they have a forest or another area that is suitable for outdoors very near. So as we can see it is not a very important problem that Swedish teachers are facing. For the Cypriots on the other hand, what for Swedish is not a special place because it is so common and so accessible to them, it is a special environment. Especially into towns natural environment it is not in the next corner, an issue that creates other issues like the
transfer of students somewhere else and also the time and expenses to do that. Another factor that may plays a role in the answers regarding the environment is the knowledge of what ODE is. As Geoff Cooper (1998) mentions in his book it is not necessary to have a forest in the schools backyard to do ODE and as we saw Swedish teachers know that in a much bigger percentage than the Cypriot teachers.

**QUESTION 11: OUTDOOR EDUCATION PROMOTES THE PERSONAL DEVELOPMENT OF TEACHERS**

<table>
<thead>
<tr>
<th>Question 11</th>
<th>2.47</th>
<th>2.61</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyprus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To this statement that has to do with whether or not ODE promotes the teachers own personal development both countries teacher agree. The reason may lay in the different challenges that a teacher has to face in the ODE. For sure routine is something that a lot of times cause tiredness and the lost of enthusiasm. A teacher that teaches for a lot of years is in the position where he has taught the same lesson for many times. In a classroom the environment and stimulations are limited and where not a lot of changes can occur. With ODE the teacher cannot control the environment to the same extent, a fact that can create a different flow of the lesson each time. Also as we said before, in the outdoors the teacher will be confronted with things that he is not familiar with and have no answers, something that can be a challenge for him and his better development as a teacher.
**Question 12:** Outdoor education promotes a closer relationship between the students and between the students and the teacher.

Regarding the question of whether ODE promotes a closer relationship between the students and the teacher we can notice a positive attitude from both countries teachers and especially a little bit more from the Cypriots. This can be due to the environment where the lessons take place and their character. In the free atmosphere of the outdoors as Hammerman (2001, p.18) is mentioning there are not so many restriction and formalities a fact that make the children see the teacher more as person and a human being. The teachers also have the chance to observe their students in a different and situations that he would not have the opportunity otherwise.
**QUESTION 13: SPECIAL TRAINING IS NEEDED FOR TEACHERS WHO WANT TO USE OUTDOOR EDUCATION**

Both Swedish and Cypriot teachers find that special training regarding ODE is necessary. Cypriot teachers seem to believe that more strongly, an issue that could be derive from the fact that they don’t have so much knowledge and contact in general with the object as the Swedish teachers. The difference between the Swedish and Cypriot teachers regarding their knowledge and training on the subject is clearly shown also in the question 16th that is about their participation in any kind of relevant seminar and in the percentage of the teachers that already knew or not what ODE is, that is in the begging of the questionnaire.
**Question 14:** I would like to use outdoor education. Which kind? (Environmental education, experiential education, adventure education, camping education)

Here in the question if they would like to use ODE we notice that the Swedish part of our sample is more neutral comparing with the Cypriot one that is more positive in using ODE. These results again probably are influenced in a big extent from the knowledge and contact of teachers with ODE. Cypriot teachers seem to be more attracted and more interested in using it since it is something new and quite different from the present way of teaching. As we mentioned before, teachers in Cyprus are more or less guided by the system, that are not very flexible, and its indications have limited space for initiatives, a fact that makes them interested in changes and new methods of teaching. In contrast the Swedish system is quite flexible and gives the opportunity to teachers to use whatever method they consider as more effective each time. This with the fact that ODE is not so new for them may affect their desire of using ODE.

Question 14 is comprised of two sub questions, if they would like to use ODE, and if yes the other question is which kind they would like to use. The following graphs show the answers from the two countries.
As we notice from the two graphs, teachers in Cyprus are more interested in the environmental education with quite big difference from the other kinds and with experiential education coming as the second most popular. The Swedish teachers seem to have the opposite desire and they are more orientated in the experiential education, environmental education coming in second. We also notice that the other two kinds Adventure and Camping Education are less popular in Cyprus than in Sweden.

Taking in mind the different situations and conditions in the two countries we can understand why these results occurred much better. As we mentioned in chapter 3, in Cyprus ODE is
more oriented and identified with Environmental Education and there in effect to include it even more in the normal school program with different programs that are set by the state. On the other hand, especially adventure education is very far away from Cyprus educational reality with definitely no structure. For experiential education there are some programs that a teacher can use and it is also considered among the teachers’ opinion as a good and interesting method of learning. As we can see also from the results and maybe more easy to apply comparing with the other kind in school reality even if a lot of the school system restrictions make it sometimes quite hard. For Camping Education again there is a lack of structure. Although teachers have the chance to use it between October and November for five days when the state camp is open after they apply and get accepted. Sweden on the other hand has much more better structure for the different kinds of education a fact that affects teachers’ choices since it is possible for them to use almost all of them much easier. That can also be the reason that the different kinds of ODE don’t have such a huge difference in the percentage between them as in Cyprus. Also the fact of schools with a certain profile, in this case outdoor schools, gives the opportunity to teachers to work much more and well equipped with the method that they prefer. We can notice for sure that experiential education seems to be more popular holding the first place among the teachers’ preferences in Sweden. This can might justified by the fact that experiential learning can be more easily and simply intergraded in the daily school program and since the system as we said is quite flexible teachers maybe find it more easy to use it.
QUESTION 15: I WOULD LIKE TO USE OUTDOOR EDUCATION BUT IT IS NOT SO EASY WITH THE CURRENT SCHOOL SYSTEM AND THE WAY THAT IT IS ORGANIZE. WHY?

In the question if they want to use ODE but find it difficult within the current school system and the way that is organized finds the two countries having a quite different opinion. As it was mentioned more theoretically in chapter 3 the difference in the way that school system is organized in the two countries is quite different. The system in Sweden is much more flexible, gives free space to teachers for initiatives and there is also the chance to choose a school with a profile that is more suitable to the things that students and their parents may want, in this case schools with an outdoor profile. Cyprus school realities are quite far from this, with the state controlling the curriculum with specific books and how by indicate the way to teach each lesson. Of course the teacher has a small space for initiatives but it is not enough for big deviations from the indicated way.

In the sub question “Why?”, where teachers had the chance to write freely some more extended comments we can see again the difference between the two countries’ school reality. As we saw in Cyprus they agree that the current school system and the way that is organized is not conducive to using ODE easily. More specifically the majority seems to find as more serious obstacles problems like the amount of content that they have to teach and the limited
time in which they have to do it. Also is the fact that it is not included in the analytic program that is indicated from the Ministry of Education. There are also a lack of teachers training in the subject and the lack of material structure and financial difficulties. Usually in Cyprus schools money is limited and parents are usually aggravated with the money for transport or extra activities that the children do. Other factors that teachers found as inhibitory for using ODE is that teachers and students are not covered in the case of an accident outside school ground, the schoolyards are not so appropriate for this kind of activities and their access to places there is not so easy.

In Sweden teachers don’t find it as difficult as we saw from there answers in the previous question. Some teachers also argue that there are a lot of chances and opportunities for them to use ODE if they want, due to the flexible school system, and also to get a relevant ODE training. However they identify some difficulties that could work as inhibitory for them. The big number of the students sometimes is an issue that seems to puzzle them and it seems that they prefer to apply it in smaller groups. For that reason a lot of them remark their desire to work together with another teacher that is also an issue to think about. The need of a lot of planning is also something that was mentioned. An issue that a lot of them thing about but in the same time consider it as not a real problem and don’t find it so difficult to over view it is the fact that they have to explain to the principals, parents and other teachers the reasons that makes them choose this method.

Taking in mind the school system in both countries we can easily understand the different opinions and hesitations that teachers in each country have about applying ODE in their school programs.
**QUESTION 16:** I HAVE PARTICIPATED IN A SEMINAR FOR ODE OR ANOTHER KIND OF EDUCATION ABOUT THIS SUBJECT.

Concerning the big difference in the percentage of teachers between the two countries that had attended to a seminar about ODE we would like again to point out the fact that ODE is much more widespread and not such a new method of teaching in Sweden as compared to Cyprus, where it is something very new.

The opportunities that teachers have in Sweden to get a relevant training are much more. As we saw in the chapter 3 in some universities relevant to ODE lessons are included in their training program for the training teachers and also other courses are available for teachers that
are already working to participate and get trained. Also as a part of the European Union teachers can participate in some courses that are organized to ODE training. For the Cypriot teachers the situation is not so easy, there are no opportunities to get a relevant training, the only thing that could consider as a kind of relevant in the frames of the teachers training is a two days optional visit and participation in an environmental center. Now the situation is much easier with Cyprus as a member of EU since Cypriot teachers can participate also in Comenius projects.

5.2 Summary

It is obvious from the results that the two countries are in very different levels of ODE development. In Sweden ODE is much more spread and developed due to the different factors like culture, history, educational system than in Cyprus were is a subject not so well known or developed. Another quite noticeable difference is the orientation of ODE in the two countries with Cyprus oriented more in environmental education and with Sweden having a small preference towards experiential learning but with also a quite even interest in almost all the other aspects of ODE. Concerning the teachers’ opinions towards ODE we saw that in both countries teachers have a positive image about it. In Cyprus noticeable is the willingness for application of ODE in the school program, the most important element that can be use as the starting point. Taking this in mind we can see a fruitful ground for a future development of ODE from the teachers’ side. Comparing the knowledge and experience between the teachers of the two countries we can see that the Swedish teachers are much more familiar and have a bigger knowledge around the subject than the teachers in Cyprus. From the two countries Cyprus teachers showed to worry and be more concern for issues like, the place to apply ODE, possibilities for accidents and limitations of the educational system and also a relevant training for the subject. It is obvious from the research that Swedish teachers have much more possibilities for a relevant training, something that a lot of teachers take advantage of in contrary with the Cyprus teachers that have much less possibilities and chances for this kind of training. The research also showed the importance and impact of the educational system in the development and implementation of ODE in the two countries since the educational system in Sweden is more open and helpful for methods like ODE comparing with the system in
Cyprus. Also the fact that is more complicated as a teaching method than some others and needs some basic foundations and some times equipment for its application makes it even more difficult especially for places like school were changes and budget is very limited.
As a teacher from Cyprus myself I feel that there are a lot of steps yet to be made. A further development is for sure something that needs time and effort, not only from the teachers themselves but also from the state. Since it is quite obvious that some changes in fields like the educational system of a country is not so easy and it takes a long time the solutions must be in a more immediate and attainable level. Taking in mind the results of this research I can suggest some necessary and basic steps for ODE development and implementation in Cyprus schools since it has the more vacancies in the subject.

- Informing teachers about this method and what does it includes. Maybe there are teachers that they would like to use it and learn more about it if they knew its existence.
- Courses about ODE can be introduced to the teachers training program and also training courses that already teachers can attend to.
- Educational programs relevant with more aspects of ODE can be made giving the chance to teachers to take part with their students.
  The fact that more and more programs the last years in different subjects are oriented in gaining knowledge in a more experiential way of learning is a very positive sign if we consider that experiential learning is a big and essential part of ODE but with out involving the complexity of including everything that ODE includes. So this can be a good starting point for the teachers since it is easier and simpler experiential learning to be intergraded in the daily school program that is not so flexible.
- Teachers take advantage of the opportunities that EU has to offer in a training level.
- State can provide schools with some basic foundation and equipment that teachers can use.

Summarizing we would like to say that even if the level of ODE development between the two countries is quite different a lot of important elements have been brought up by the research that could be a starting point for both countries’ future improvement. The nature of ODE is quite demanding and is a challenge for both the state and the teachers to make its application to the highest possible level attainable.
REFERENCES


Sandell, K. (1991, February). *The role of outdoor life and “friluftsliv” in shaping environmentalism: an outline of a research project and some preliminary results from a case study of the Swedish Scout and Guide Association (and its predecessors) during the 20th century*


14: John Amos Comenius - *Father of Modern Education*, Waldorf Homeschoolers, online 05/12/2005 from http://www.waldorfhomeschoolers.com/comenius.htm


16: *Culture*, online 18/12/05 from http://europa.eu.int/hellas/2forall/2.2.2.3dieyrynsi.htmΠολιτισμός
17: Cyprus, Cyprus Government, online 13/12/05 from http://www.cyprus.gov.cy/cyphome/govhome.nsf/CyprusLookup?ReadForm&languageNo=2


19: Cyprus..the golden apple, Cyprus tourist organization, online 19/12/05 from www.visitcyprus.org.cy/


22: Sandell Klas, Outdoor Recreation and the Nordic Tradition of "Friluftsliv", online 15/12/05 from http://trumpeter.athabascau.ca/content/v10.1/Sandell.html


25: Compulsory Education-Primary and Lower Secondary Education, Estia, online 20/12/05 from http://www.estia.educ.goteborg.se/sv-estia/edu/edu_sys3.html


28: Education and training: Activities supported under Comenius, European Commission, online 18/12/05 from http://europa.eu.int/comm/education/programmes/socrates/comenius/acttypes_en.html#types

29: Education and training: How can you participate in Comenius?, European Commission, online 18/12/05 from http://europa.eu.int/comm/education/programmes/socrates/comenius/particip_en.html


31: What is the ESC?, Environmental Studies Centre (ESC), online 10/12/05 from http://www.esc.com.cy/01esc/esc.htm

32: School Holidays in Cyprus, AngloINFO, online 28/12/2005 from http://cyprus.angloinfo.com/information/10/schoolhols.asp

33: Childcare in Sweden, Skolverket, online 21/12/05 from http://www.skolverket.se/sb/d/354/a/944

34: The Swedish School System, Skolverket, online 21/12/05 from http://www.skolverket.se/sb/d/354

35: Schooling in Cyprus, AngloINFO, online 28/12/2005 from http://cyprus.angloinfo.com/information/10/schooling.asp
36: Petros Pashiardis, *Democracy and leadership in the educational system of Cyprus*, Emerald, online 11/12/2005 from http://www.emeraldinsight.com/Insight/viewContentItem.do?contentType=Article&contentId=839320

37: *Compulsory School*, Skolverket, online 21/12/05 from http://www.skolverket.se/sb/d/354/a/959
38. *Philosophy of education*, online 21/12/05 from http://www.spaceandmotion.com/Philosophy-Education.htm


40. *Quotes on education*, The Escotet foundation, online from http://www.escotet.org/web/quotes.html
APPENDIX
My name is Michael Koula. I am a teacher for primary school and am also a student in a master program of Linköping University in Sweden. My master program is called “Outdoor Environmental –education and _Outdoor Life”. In the frames of my master thesis am doing a reaserch about what the teachers know and think for «Outdoor Education» as a method and way of teaching. For this purpose I will be very grateful if you help me by filling this questionnaire.
Thank you for your cooperation.
Michael koula

One of the definitions what «Outdoor Education» is by Lund, 2002.

Outdoor education is an experiential method of learning with the use of all senses. It takes place primarily, but not exclusively, through exposure to the natural environment. In outdoor education, the emphasis for the subject of learning is placed on relationships concerning people and natural resources.
Lund, 2002

SUPERVISOR PROFFESOR:
Dr. Dusan Bartunek
Faculty of Physical Education and Sport
Charles University in Prague
162 52 Praha, J. Martiho 31, Tel.: +420 604 219 760
QUESTIONNAIRE

YEARS OF TEACHING & EXPERIENCE: 1-3  3-6  6-9  9-12  12-17  17-20  more

TYPE OF SCHOOL: _______________________

MUNICIPALITY/COUNTY: ________________________

I KNOW WHAT OUTDOOR EDUCATION IS:  YES   NO

SELECT FROM 1-5   1=I TOTALLY AGREE  5=I TOTALLY DISAGREE

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Outdoor education is more interesting and promotes new learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>experiences.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>Outdoor education supports cognitive learning.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Outdoor education supports social and emotional learning</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Outdoor education is suitable for all pupils.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Outdoor education is suitable for all the ages.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Outdoor education leads to a lowering in the level of pupils’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>achievements.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7.</td>
<td>With Outdoor education there is a big chance of accidents.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>With Outdoor education there are more discipline issues.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Outdoor education is something ideal and not so easy to be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>applied.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10.</td>
<td>Outdoor education needs a very specific environment to be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>applied.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11.</td>
<td>Outdoor education promotes the personal development of teachers.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Outdoor education promotes a closer relationship between the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students and between the students and the teacher.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>13.</td>
<td>Special training is needed for teachers who want to use Outdoor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>education.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
14. I would like to use Outdoor education
   Which kind? (environmental education, experiential education, adventure education, camping education)

15. I would like to use Outdoor education but it's not so easy with the current school system and the way that it is organize.
   Why?

16. I have participated in a seminar for outdoor education or in another kind of education about this subject.
   Where and what was the subject?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
Michael Kyriakoula

Opinions of teachers in Sweden and Cyprus concerning ODE in schools.
Do they exist any differences concerning ODE in their principles and curriculums?

This thesis brings overview for very important problem in modern time. Specially comparison two very different countries in Europe – north part – Sweden and south part – Cyprus. The goal of thesis is to see how much is Outdoor Education as way of learning connected to the schools curriculums. Author showed her knowledge and orientation in this subject. The work is in quite high level of quality and the time for writing was very short. Author knows a lot of important books as theoretical background and her aims and goals very successfully accomplished.

All thesis is very good structured and well organized. Mainly I would say that chapter Literature Review has written very well. Also very good explanation and connection with Friluftsliv and Allemansrätten. In the chapter Results is very exact explain all answers. On the other hand is not included abstract yet. In theoretical parts are some full web citations. The tables in page 49-50 could be in the similar format or show important things same way. In methodology part I miss how many questionnaires were sent and how did you count results to percentages.

I have some questions for author of thesis as answers I expect in examination time:
1) Do they exist relevant or similar studies? If yes, what are their results?
2) Why did not you use results from similar questionnaire by Comenius project in discussion chapter – as view from west part of Europe?

3) What is great difficulties to run ODE programs at school in Sweden and Cyprus?

4) Are they same outcomes from ODE programs at schools in both countries or is it impossible to compare? /too different curriculums, school systems, culture, location../

5) Do they exist same principles for using ODE as way of learning in both countries?

6) How much is ODE modern to use in educational system in both countries right now?

7) What about the other projects provided ODE – as Comenius?

The thesis is finally very interesting and brings great overview of very modern way of learning as is Outdoor Education.

Finally I recommend this thesis for examination.

Dusan Bartunek – thesis advisor

6th of June 2006 – Cervene Pecky – The Czech Republic

Dr. Dusan Bartunek
Department of Turistika, Outdoor Sports and Outdoor Education
Faculty of Physical Education and Sport
Charles University in Prague
162 52 Praha, J. Martiho 31
Tel.: +420 604 219 760
bartunek@ftvs.cuni.cz
REVIEW OF MASTER THESIS

Anders Szczepanski

Opinions of teachers in Sweden and Cyprus concerning ODE in schools. Do they exist any differences concerning ODE in their principles and curriculums?

Chapter I

If I start with the theoretical platform/literature review there is a broad and very well done perspective in the history of education and representatives in pedagogy and education connected to pragmatism, konstructivism and reform pedagogy. You have a lot of persons in the theoretical philosophy in education as Aristotle, Galileo, Comenius, Rousseau, Pestalozzi, Montessori ("értkindern") and of course the American pragmatism represented by John Dewey. (learning by doing, learning by thinking and learning under the skin).

On page 4 I ask for the questions when? and where? in the perspective of didactics.

I can't find the CMU definition of outdoor education, do you miss this from lectures?

OUTDOOR EDUCATION

Outdoor education is an approach, which aims to foster learning through the interplay between experience and reflection, based on practical observation in authentic situations.

Outdoor education is an interdisciplinary research and educational field, which means ‘inter alia’/among other things:

* that the place of learning is moved out to social life, the natural scene and the man-made environment.

* that the interplay between physical experience and book learning is emphasized.
* that stress is laid on the importance of the place of learning.

Center for Outdoor Environmental Education Linköping University © 2004

At page 28 you say: "Today society faces some problems, needs and challenge that society in Comenius or Rousseau time where not so important”? Have you some ideas about what differ the solutions this time and 300 years back?

At page 29 your statement is: "Learning in the outdoors also promotes a different kind of relationship and appreciation between people and nature that is essential for changing attitudes and behaviour”. In what way?

Another statement at page 30: "Maybe today people know more about nature and they are more informed about the environment problems….” Know more about nature in what way?

In Chapter II you present a good discription about the school/educational system in Sweden and Cyprus.

Have you empirical evidence for that you say on page 34 about ”initiation of children in Friluftsliv take place in a very young age “ (web 21). A study of about 15000 children age 4 - 19, from Swedish health department indicate that 1980 children was indoor more then out-of – doors in there activities (my reflection). How often was ages 16-74 years (web 22) you name on page 35, out - of - doors? Once a day, week, month …. Etc.

On page 46 you name that privat schools in Sweden are free? Is this truly?

On page 51 you statement is: ” a lot of schools have an outdoor profile” What do you mean by a lot? What is a ”normal” school teacher?

The web site to CMU on page 53 is (www.liu.se/esi/cmu) not www.liu.se!

Chapter III – Methodology:

I have questions about the structure of this chapter.

What is your model?

I could se another possibility to chose for subheadings:

1. Choice of Method
2. Selection of material, respondents/informats
3. Accomplishment of the study
4. Discussion of Method
5. Ethical aspects

You point out a statement that longer EU membership for Sweden could have had an impact on OED. In what way?

When you describe your procedure in collecting the empirical material at page 61 there was a difference between collecting data in Sweden and Cyprus. In Cyprus you explain to teachers what the research was about in a more personal way. How could it impact the result, percentage of answers..?

At 3.5 Measures, you say that research was in qualitative analysis??

Of course you have questionnaire, but what do you mean by qualitative analysis (in my mind this is a verbal analyse in a phenomenographic hermeneutic way to find various types of answer category). The usual way is to have a tape recorder in this type of collecting empirical data. The questionnaires are often semistructural ones. If you use qualitkantitative analysis there are more of metric scales and non verbal statistic analysis categories) Try to explain more about that!

How open are your questions?

Chapter IV

It is new information you put in your thesis when you compare the Swedish and Cyprus with your 16 questionnaires. Who do you look upon the deviation, 71 answer from Cyprus and 19 from Sweden?

Could you explain the figure at page 66 previous knowledge of OED 0% in Sweden?

In the figure at page 74 you have 32.06% in the text and 32.86 in the figure?!

On page 77 you have 43.33% of the teachers that partly agree about using outdoor education. Have you some ideas of this % compared with a lower % in Sweden?

It is not so easy to interpret what teachers think about the concept "outdoor education", how do you look upon that in your survey?

Chapter V - Discussion

In a lot of your result there are not so big differences, this lead to a problem for you to interpret the statistic (quantitative results). How do you think upon that? Although that your sample shows some interesting facts that differ and are like the same in Sweden and Cyprus.
You say in page 94 that "it is not a direct comparison between the two countries, but in your
result and figure there are a sort of comparison that is shown?!"

At page 95 you say "that teachers in Sweden are quite familiar with the ODE method and also
generally positive". Are you sure that this is a general statement for teachers in Sweden?

References

When I look at your literature you have only 9 books and 39 Web references.
Who do you look upon this bias?! I will look closer at your web references.

As I see this thesis focus on opinions about the concept of "outdoor education" Sweden and
Cyprus. It’s a good start to go more in depth with the impact of cultural differences in school
system between Cyprus and Sweden, but also what is a true Quantitative and Qualitative
analysis of a material in future study.

The weakness in the study is that you have a lot of persons you present in the theoretical
framework or platform/literature review, but How to use them when you reflect about the
results in your Analysis and Discussion? A presentation of your background should also give
more information about Why you chose this area of study.

Next step could be a larger study with deep interview in a sample of teachers over a longer
period.

I recommend this thesis for examination.

Anders Szczepanski
9th June 2006 Linköping Sweden