



BACKGROUND

The typical experiences of young people during schoolwork and unstructured leisure do not offer optimal conditions for learning in Hungary. In the spring of 2013 a new curriculum was introduced in Hungarian primary schools related to outdoor learning as a pilot subject. The essence of this curriculum is that school subjects such as mathematics, history, literature, physics, biology, geography, English as a foreign language, etc. could be taught in an outdoor environment through sport activities such as **hiking, biking, horse riding, kayaking and sailing.**

A similar programme has been introduced in the UK, where pupils and teachers noticed improvements in pupils' engagement with learning, concentration and behaviour, health and wellbeing. Positive impacts has also been experienced on teachers' job satisfaction (Marchant et al., 2019).



The objective of our study is to identify the factors that support or hinder the implementation of the curriculum in Hungary.

METHODS & QUESTIONS

Qualitative research design. Interviews were conducted in the summer of 2019 with:

1. **primary school teachers** and
2. **outdoor sport experts** who were involved in the development of the curriculum.

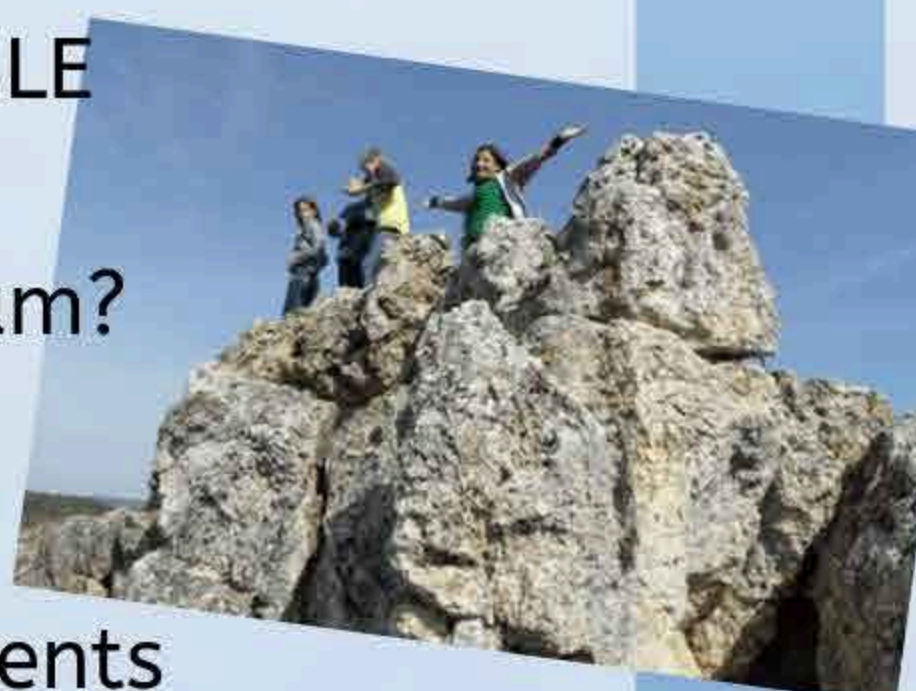
Q1: GENERAL ATTITUDE of experts regarding experiential learning outdoors?

Q2: STRENGTHS: What POSITIVE IMPACTS of experiential learning outdoors do experts identify on children?

Q3: WEAKNESSES: What are the CONSTRAINTS of introducing the curriculum?

Q4: OPPORTUNITIES: What MAKES IT POSSIBLE for the schools to introduce this curriculum?

Q5: THREATS: What are the key elements of the SUSTAINABLE OPERATION of this programme? (STAKEHOLDER GROUPS)



Primary school teachers

GENERAL ATTITUDE:

Various **motivations** depending on teachers' previous outdoor learning experiences. **Outdoor learning provision is still underutilised** in primary school.

STRENGTHS:

Taking learning outside the classroom provides the opportunity for an **integrated, cross-curricular approach.** Accredited curriculum programmes for children aged 10-14 tailored specifically to the core curriculum by the various means of outdoor sports.

WEAKNESSES:

No tenders are available for equipments. **National curriculum demands were barriers** to implementation.

OPPORTUNITIES:

Schools that **already had a tradition** in Forest Schools or Eco Schools and schools in a **more advantageous environment** show a greater motivation to implement it.

THREATS:

As the programme **is currently based on the support of the civil society**, in the lack of it, it is not feasible.

RESULTS

Outdoor sport experts

GENERAL ATTITUDE: Even though being outdoors is our natural environment, nowadays **it can only be introduced in an artificial way** into our institutions, into our children's everyday life. Today, not subjects should be taught, but skills.

STRENGTHS:

Being outdoors can teach children the skill of **adaptability.** Incorporating subjects into outdoor sports is absolutely reasonable. Moreover, this is the **future of education.** There are accredited outdoor learning curriculums prepared for primary schools.

WEAKNESSES:

Schools have no budget to possess the necessary infrastructure. Primary school teachers stick to their old habits (negligence).

OPPORTUNITIES:

Available equipments. Some stakeholders do have the intention.

THREATS:

Sport clubs having necessary equipments might not be motivated enough taking responsibility for school groups.



CONCLUSIONS

- I. The **outdoor sports** curriculum programme must provide a minimum support to the participating teachers and schools. Namely: a **smart concept** developed by outdoor sports experts, who are also competent in education, the programme is based on **understandable and visible principles**, it is **easily accessible**, joining does not require extra investments.
- II. **Stakeholder groups** (municipality, Sport Ass., Sport Clubs, school principals) and those who are taking care of the children (parents or teachers) **must have an interest in participating.**



REFERENCES & ACKNOWLEDGEMENTS

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The author would like to thank all outdoor experts, participating schools, headteachers, teachers that took part in this study.

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