



PROJECT MEETING

Krokslättskolan in Mölndal, Sweden

November 2017

In November 2017 the Swedish school organized a project meeting for the Erasmus + project. Three teachers from Slovenia and eight from the two partner schools in the UK attended the meeting with the intention to see how the so-called Forest school looks like.



Krokslättskolan is a primary school for children from 6-12 years old. It is located on the outskirts of Mölndal, which is right outside Gothenburg. The primary focus of their school is that children spend as much time as possible outside. This holds true especially for the first three grades, where children learn outside in the forest or the school yard. The most interesting part of such learning is that weather is not an obstacle. Comes rain or shine the children spend their breaks and lessons outside.



Older children have most of their classes inside in their classrooms, however, their breaks are always spent outside in the fresh air.



The Swedish school system is free of charge, which means that children get all the necessary things such as books, workbooks, notebooks and pencils at school. Their primary focus is on individual work and the pupils spend a lot of time doing exercises and studying by themselves. In case of difficulties the teacher or the assistant comes to their rescue.



The Swedish school system is quite different from the Slovene one, not just in terms of the fact that the school provides for all the school items and that the younger children spend more time outside, but also in the behaviour of the pupils as well as knowledge. As we compared what they learn in a certain grade we discovered

that Slovene pupils know a lot more Mathematics as the Swedish ones.

It is difficult to say which system is better, as there are differences in the culture that one cannot possibly ignore.

To conclude, the main objective of this meeting was to see a foreign school system and how it functions especially in terms of a forest school and learning outside the traditional classroom. The goal now is to try and implement such a way of learning in the other participating schools and see how it affects the wellbeing of the pupils.

Each school needs to implement learning outside in their curriculum and document these activities in a form of a so-called »forest book«.



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