Much is said about Polish schools not teaching critical, logical, and independent thinking. Allegedly, children are bombarded with dry theory that they cannot use, connect across different fields, or justify their opinions. How does this compare to Norwegian schools? To teach children to think, they employ rather unconventional methods. Sometimes, it seems they may go too far in the other direction. Let's take a look at Scandinavian Thursday.

**IS IT RIGHT TO CRITICIZE POLISH EDUCATION?**

Allegedly, Polish students do not think. Is it really that bad? Research shows that students excel at solving tasks according to a template, but struggle with atypical, complex tasks that require developing a new solution. The blame for the poor position of Polish education in international rankings is attributed to the treatment of students as "one size fits all," the failure to adapt teaching methods to individual needs and interests, and the restriction of activating classes in favor of teaching methods that promote rote memorization without understanding.

Students are unable to connect information from different fields because no one has made them aware of its importance. Additionally, they simply do not remember much of this information due to the overload of theoretical classes and exam-oriented learning, which forces them to follow the principle of "memorize, pass, forget."

Of course, this does not apply to every school and every teacher, but the overall condition of education in Poland is rated poorly. Criticisms regarding the low effectiveness of learning mainly concern the lack of skills in selecting and evaluating information, formulating problems, or justifying one's position. This in turn leads to a lack of ability to use theoretical knowledge in practice and a lack of connection between the education system and the job market.

To preschoolers who are creative and curious about the world, school offers schemes and averaging, shaping them as reproducing and battle-hardened worksheet solvers. After all, school tests must be filled out according to a key... completely opposite to Norwegian schools—there is no single correct answer, as everything is open to discussion.

**WHAT DOES LEARNING LOOK LIKE IN NORWEGIAN SCHOOLS?**

Teachers encourage students to draw conclusions based on observation and analysis. The curriculum is rich in practical activities, including those "preparing for life," such as cooking, sewing, or woodworking (without gender division). And this is not about vocational schools, but general education.

Many subjects are combined into one (for example: science + physics + biology or history + geography + social studies), making it easier for teachers to indicate connections and dependencies. The curriculum is not as extensive as in Polish schools because a lot of time is dedicated to "live" learning, for example, in the form of a historical battle reenactment, but it is not time wasted.