

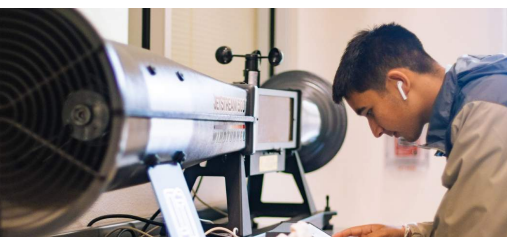
Iceland   
Liechtenstein  
Norway grants



# EEA GRANTS 2014-2021 PROGRAMME EDUCATION

---

PROJECTS APPROVED IN THE THIRD  
ROUND OF THE CALLS FOR PROPOSALS  
2021



## INSTITUTIONAL COOPERATION PROJECTS

Projects should strengthen internationalisation and cooperation between partner institutions and should also have an impact on teaching. The aim is to apply new teaching methods and procedures that will better respond to the needs of students and pupils.



## **INNOVATION AND DEVELOPMENT OF COURSES FOCUSED ON MENTAL HEALTH**

---

**PROJECT NUMBER:**

EHP-CZ-ICP-3-002

**PROJECT PROMOTER:**

College of Polytechnics Jihlava, Jihlava, Czech Republic

**PROJECT PARTNER:**

City of Bergen, Department for Work, Social Welfare and Housing, Bergen, Norway

Centre for Mental Health Care Development , Prague, Czech Republic

**GRANT APPROVED:**

3 691 636 CZK

**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

As part of student education at VSPJ, we wish to modernise and innovate teaching in the mental health field. We will strengthen the compulsory course *Introduction to Psychiatry and Psychopathology* by involving experts by experience. Experts lecture on the latest knowledge and trends in mental health care and consciously use their experience with mental health problems to benefit others. They are "living" evidence that recovery is possible. It is not about the spontaneous sharing of their story. Experts must have their experience very well processed, and they apply only relevant topics in teaching. The goal of sharing experience, in this case, is not uncontrolled "opening up", but achieving an educational effect.

We are cooperating on the project with the Centre for Mental Health Care Development in Prague, which has significantly contributed to establishing the status of experts by experience in the Czech Republic. Colleagues from the Centre will train our new experts by experience in teaching skills, help to prepare teaching materials, enable the sharing of expertise and provide support from senior experts by experience. The Norwegian project partner, Department for Work, Social Welfare and Housing of the City of Bergen, brings inspiration and expertise regarding building many experts by experience, their involvement in secondary and tertiary education, the further education of professionals, and widespread participation in the community. We will share good practices with both partner institutions in innovating courses related to mental health care.

The output of the project will be modernised and innovative courses covering several topics in mental health care. To ensure continuous teaching, the VSPJ shall cooperate with more experts by experience who can substitute one another and generate new course topics. We believe that cooperation with Norwegian partners will continue in the form of mutual support in implementing courses, sharing course topics, their elaboration, and work with the community. Experience with these experts in teaching can also be applied to other courses and with different target groups and inspire other educational institutions. The feedback of the project participants will demonstrate the benefits of teaching with experts by experience and will be a starting point for the further development of education at VSPJ.



## **ACTIVATING PARTICIPANTS THROUGH SOCIAL NETWORKS AND GAMIFICATION IN UNDERTOURISM AREAS**

---

**PROJECT NUMBER:**

EHP-CZ-ICP-3-003

**PROJECT PROMOTER:**

University of Pardubice, Pardubice, Czech Republic

**PROJECT PARTNER:**

Western Norway University of Applied Sciences, Bergen, Norway

Destination Management Company Eastern Bohemia, Pardubice, Czech Republic

OWL MEDIA, Choltice, Czech Republic

**GRANT APPROVED:**

3 238 274 CZK

**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

The innovative project in education and tourism will enable students and the public to provide effective and interactive education in a sustainable and accessible way, motivate and activate them by combining the principles of gamification, augmented reality and geosocial networks as a modern open electronic source of local geodata. Furthermore, the project seeks to change and modernise the current state of education and inform students and the public about the available public points of interest concerning cultural monuments and their history in tourism. Another project aim is to share experiences and outputs between partner universities and experts in tourism. Researchers from the Western Norway University of Applied Sciences specialise in geosocial networks, data mining, machine learning and artificial intelligence. Experts from the Czech University of Pardubice focus on geosocial networks, augmented reality, gamification, e-tourism and cultural monuments. Representatives of the Czech partner organisations will contribute to the discussion with their practical experience and help prepare the application. The project will bring a disruptive change in education and increase awareness of cultural heritage importance among students and the public.



*Artem Kniaz, Unsplash*

## **PARTICIPATIVE DEMOCRACY AND ACTIVE CITIZENSHIP IN PRESCHOOL EDUCATION**

---

**PROJECT NUMBER:**

EHP-CZ-ICP-3-006

**PROJECT PROMOTER:**

Forest Kindergarten Studánka, Beroun, Czech Republic

**PROJECT PARTNER:**

Outdoor Kindergarten Småtjern, Lunner, Norway

**GRANT APPROVED:**

1 852 760 CZK

**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

The project focused on the topics of participative democracy and active citizenship in preschool education connects two nature forest kindergartens supporting nature pedagogy and progressive education. The main objective of the project is to involve children in joint communication and in democratic processes. Educational process itself should be democratic so that everyone, regardless of their gender, age, ethnicity, or disability, is allowed to partake in their social formation.

The project team will develop methods and approaches that can be effectively implemented into a daily programme of any preschool institution without being considered too alternative. Methods of free play, that leave kids their own space, activate their inner motivations and interest and respect their right to express their opinion and create world around them, will be evolved. Active participation of teachers is also very important, as they need to understand these methods and their values to be able to pass them onto children. Therefore, a series of workshops for teachers will be organised. There will be continual supervision and expertise support from Smatjern - the project's donor partner. The project team intends to spread the created outcomes to the networks of educational institutions in both countries. The project aims to bring together various types of kindergartens in our two countries and thus lessen the polarities between traditional and progressive educations that occur mainly in the Czech Republic. The idea is to broaden the understanding of democracy/citizenship, inclusion and children's rights in both countries.





*George Milton, Pexels*

## **TEACHING GENERATION OF SNOWFLAKES - NEW METHODS AND CHALLENGES**

---

**PROJECT NUMBER:**

EHP-CZ-ICP-3-007

**PROJECT PROMOTER:**

Prague University of Economics and Business, Faculty of Management, Jindřichův Hradec,  
Czech Republic

**PROJECT PARTNER:**

Norwegian University of Science and Technology, Trondheim, Norway

**GRANT APPROVED:**

2 109 640 CZK

**PROJECT DURATION:**

12 months

# PROJECT SUMMARY

---

The project entitled *Teaching Snowflake Generation - New Methods and Challenges* is a joint project of two economics faculties, the Prague University of Economics and Business and NTNU University of Trondheim. It aims to adopt new teaching methods to the new generation and educate academic teachers in the needs of young students who come to universities to study. The project will develop cooperation between experts in economics and management and contribute to the creation of a new curriculum for a joint summer school course. The project team will prepare a publication of Proceedings from the Round table that discusses teaching the Generation of Snowflakes, and the curriculum, program, and study materials for an international summer school, which will be a joint project of both partners. The project will implement two peer-to-peer meetings of both partners and one seminar for the professional public in the Czech Republic. In the short term, the project will increase the knowledge and skills of academic staff/teachers (primary target group) and increase efficiency in teaching professional economics for students of the Generation of Snowflakes. The project's long-term goal is to transfer knowledge between the academic staff of the participating universities and create a functional dialogue between the two partners with the possible overlap in professional research or mobility.



## CAPACITY BUILDING IN MATHEMATICS AND STATISTICS LEARNING SUPPORT IN NORWAY AND THE CZECH REPUBLIC (MSLS NET)

PROJECT NUMBER:

EHP-CZ-ICP-3-009

PROJECT PROMOTER:

Brno University of Technology, CEITEC, Brno, Czech Republic

PROJECT PARTNERS:

UiT - The Arctic University of Norway, Tromsø, Norway

University of Agder, Kristiansand, Norway

Masaryk University, Brno, Czech Republic

Tomas Bata University in Zlín, Zlín, Czech Republic

GRANT APPROVED:

3 400 748 CZK

PROJECT DURATION:

24 months

# PROJECT SUMMARY

---

The main objective of this project is to improve cooperation between the Czech Republic and Norway in the area of learning support for mathematics and statistics in higher education institutions. Our inspiration stems from almost thirty years of experience of sigma, an established network for Mathematics and Statistics Learning Support (MSLS) covering England and Wales. "Mathematics Support is a recognised collective term for extra-curricular mathematics and statistics teaching and learning services in higher education institutions. The term covers activities, facilities and/or resources provided to support and enhance students' learning of mathematics or statistics whilst the student is enrolled in a study programme at both undergraduate and postgraduate level. Such learning support is optional, and non-compulsory. It is designed to assist students in developing mathematical and/or statistical confidence and skills." Our consortium includes five higher education institutions. The consortium features a balanced mixture of experienced organisations and those new to mathematics learning support. The main activities planned in the project are as follows:

1. Transfer of innovative ideas and methodology through peer learning and exchange of good practice through the four learning events described below.
2. Development of training materials for an introductory course for staff providing mathematics and statistics learning support („tutors“), including remote support (in English, Czech and Norwegian).
3. Development of a Handbook on good practices describing how to set up, manage and maintain Mathematics Support Centres (in English, Czech and Norwegian).

Results of the project will be made publicly available through institutional websites and we expect their utilization beyond the partnership. One of the expected long-term effects on higher education students is enhanced experience in learning mathematics and statistics, leading to their improved retention, achievement and employability.



## **DEVELOPING THE UNIVERSITIES THIRD RESPONSIBILITY; TECHNOLOGY TRANSFER TO FOSTER INNOVATION**

---

**PROJECT NUMBER:**

EHP-CZ-ICP-3-010

**PROJECT PROMOTER:**

University of South Bohemia in České Budějovice, České Budějovice, Czech Republic

**PROJECT PARTNER:**

Åpenhet AS, Oslo, Norway

**GRANT APPROVED:**

3 173 846 CZK

**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

The project envisages activities between the Norwegian technology transfer office and the Czech university. It will provide valuable opportunity to share expertise in knowledge and technology transfer and foster the development of joint educational modules of intellectual property and education of knowledge and technology transfer as an infrastructure for the large community.

Knowledge and technology transfer (TT) between research institutions and enterprises significantly supports the development of innovation and thus contributes to the competitiveness of companies and regions. However, this process does not happen automatically, and therefore systematic support is needed. Therefore, the project aims to significantly strengthen and intensify cross-border cooperation of technology transfer centres in the Czech Republic and Norway.

Expected impact of the project:

- Significant strengthening of cooperation of technology transfer centres of both universities;
- Significant strengthening of collaboration between scientists from both countries;
- Significant strengthening network activities in both states, especially between scientific research institutions, students and researchers;
- Improving cross-border access and beyond knowledge and technology interconnection with R&D institutions;
- Increase the likelihood of specific research cooperation involving start-up and spin-off companies and the scientific community.

Another important point of the project is modifying and improving the curriculum and study materials for teaching the study subject focused on technology transfer and intellectual property protection.



## TRENDS AND INNOVATIVE APPROACHES IN MANAGEMENT

---

**PROJECT NUMBER:**

EHP-CZ-ICP-3-011

**PROJECT PROMOTER:**

Technical University of Liberec, Faculty of Economics, Liberec, Czech Republic

**PROJECT PARTNER:**

Norwegian University of Science and Technology, Trondheim, Norway

**GRANT APPROVED:**

839 670 CZK

**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

This project's aim is based on cooperation between long-term partner universities in Liberec (Czech Republic) and Trondheim (Norway) to prepare innovative educational tools, methods, and approaches. The project focuses on increasing the knowledge of Czech and Norwegian students about the Trends in Management Practices, e.g. in Management Models and topics related to Knowledge Sharing best practices. Activities and intellectual outputs will especially reflect the dynamic situation in the last months of 2020 influenced by trends in the pandemic situation and other up-to-date trends such as digitalisation.

The project objectives are based on various activities used for educational purposes, namely the creation of case studies related to trends and innovative approaches in management in selected organisations (mainly SMEs), online interactive lectures, and video lectures. Moreover, these activities and intellectual outputs will be introduced and further discussed during the multiplier event - dissemination activity between students, academics, and other relevant stakeholders and peer-learning activities in the Czech Republic and Norway.

The project contributes to the attractiveness and innovation of chosen courses at both institutions. The result shall be stronger collaboration for both institutions and creating the possibility for further cooperation, especially in science and research.





## SHARING EXPERIENCE AND KNOWLEDGE IN THE FIELD OF MULTISCALE MODELLING OF MATERIALS

---

**PROJECT NUMBER:**

EHP-CZ-ICP-3-012

**PROJECT PROMOTER:**

Brno University of Technology, Faculty of Mechanical Engineering, Brno, Czech Republic

**PROJECT PARTNER:**

Norwegian University of Science and Technology, Trondheim, Norway

**GRANT APPROVED:**

1 312 948 CZK

**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

The aim of this project is to strengthen international cooperation and knowledge exchange in the field of multi-scale modelling of materials and also to develop collaborative work on material research between the Faculty of Mechanical Engineering, Brno University of Technology (Czechia) on one side and the Nanomechanical lab at the Norwegian University of Science and Technology (Norway) on the other. The planned project time period is 24 months, from the 1st of August, 2021 until the 31st of July, 2023. The main project objective is to improve knowledge and experience in multi-scale modelling of materials (including ab initio and molecular dynamics simulations) in both groups as well as evolve collaborative work on the topic selected by the Norwegian project partner. Emphasis will be given to knowledge transfer to master and PhD students in the form of new e-learning courses and to inclusion of PhD students and young university staff in the shared scientific research.



*Lucas Favre, Unsplash*

## **IMPROVING ENVIRONMENTAL EDUCATION THROUGH A SYNERGY OF KNOWLEDGE, EXPERIENCE AND CRITICAL REFLECTION INSPIRED BY SCANDINAVIAN AND CZECH ECOPHILOSOPHY**

---

**PROJECT NUMBER:**

EHP-CZ-ICP-3-013

**PROJECT PROMOTER:**

Masaryk University, Faculty of Social Studies, Brno, Czech Republic

**PROJECT PARTNERS:**

University of Oslo, Norway

Palacký University Olomouc, Czech Republic

Sluňákov - Environmental Activity Centre of the City of Olomouc, Horka nad Moravou, Czech Republic

**GRANT APPROVED:**

2 714 270 CZK

**PROJECT DURATION:**

24 měsíců

# PROJECT SUMMARY

---

Civic engagement in sustainability problematic often stems from a personal experience of being affected or moved by the effects of the ecological crisis, rather than from information alone. However, current education, especially at universities, is considerably biased towards theoretical information is rather weak at promoting knowledge and experience that might forge ecological citizens. Besides deep ecology, the project will draw from the Norwegian friluftsliv philosophy, Czech tradition of outdoor experiential education and philosophy of nature and corporeality, but also from the fields of arts and environmental aesthetics.

Involved teachers will share their knowledge and experience during peer-learning workshops, they will study and be trained in innovative approaches, with the focus on direct embodied methods of approaching nature, and will cooperate to utilize them in university education. Main output will be an innovative education programme consisting of relatively independent modules that the partners will combine according to their needs to create a new course at Czech universities, an innovated course at the University of Oslo, and a new experiential tour at Sluňákov. The program will cultivate the students' and participants' perceptiveness to nonhuman surroundings, direct knowledge of nature, personal relation to it and deep reflection of it. It will deepen theoretical knowledge and root it in personal experience. In the longterm, this might strongly influence their sense of personal involvement in both the local and global environmental issues and through that lead to their civic engagement anchored in personal motivation and deep understanding.



## **IMPLEMENTING DEMOCRATIC LEARNING ENVIRONMENT AND COMPETENCES FOR DEMOCRATIC CULTURE IN PRESCHOOLS AND PRIMARY SCHOOLS IN THE CZECH REPUBLIC AND ICELAND**

---

**PROJECT NUMBER:**

EHP-CZ-ICP-3-014

**PROJECT PROMOTER:**

Primary School and Kindergarten Chýně, Chýně, Czech Republic

**PROJECT PARTNERS:**

Primary School Salaskóli, Kópavogur, Iceland

Kindergarten Rjúpnahaed, Kópavogur, Iceland

**GRANT APPROVED:**

2 994 238 CZK

**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

The main topic of the project is development of the democratic culture and active citizenship learning. The project is based on mutual learning, transfer of innovations and sharing of experiences between early childhood and primary education institutions in Iceland and the Czech Republic. The expertise in implementing democratic culture learning that each partner brings into the project offers an opportunity for targeted, innovative, and sustainable competence development in the topic that is vital for strengthening and sustaining our democracies and achieving the goals of smart, sustainable, and inclusive growth. The project partners are the Chýně pre- and primary schools in the Czech Republic and Rjúpnahaed preschool and Salaskóli primary school in Iceland. The target groups are preschool children (5-6 years old), preparatory class (6-7 years old), pupils of the second year (8-9 years old) and pupil parliaments (8 -15 years old).

We will achieve the aims through a set of carefully planned activities. Firstly, teachers from Chýně and Rjúpnahaed schools will create together a Teacher Handbook that will describe an innovative methodology developed by the Icelandic school. It will be piloted by Czech teachers who will get the opportunity to learn about and acquire skills in using new pedagogical approaches and advance their competencies in fostering democratic culture competencies among their pupils. The other part of the project will focus on the topic of school parliaments that help pupils to learn about the importance of community service and how to get actively involved in civil society activities. The school of Chýně, which has rich experience with it, will cooperate with Salaskóli on creating guidelines, including a list of activities, descriptors for competence-building, best practices and practical recommendations from the partners. Moreover, study visits and two on-line workshops (for both teachers and pupils) will help the project team to create highly topical outputs interesting also for other schools.



*Tom the Photographer, Unsplash*

## **LEARNING BY DOING - TRANSFER OF KNOW-HOW IN MONITORING TREE VITALITY. CZECH-NORWEGIAN COOPERATION IN FORESTRY EDUCATION**

---

**PROJECT NUMBER:**

EHP-CZ-ICP-3-016

**PROJECT PROMOTER:**

Mendel University in Brno, Faculty of Forestry and Wood Technology, Brno, Czech Republic

**PROJECT PARTNERS:**

The Norwegian Institute of Bioeconomy Research, Ås, Norway

The Norwegian University of Life Sciences, Ås, Norway

**GRANT APPROVED:**

3 247 634 CZK

**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

Forestry changes dramatically as European forests face devastating losses caused by global change and emerging pests and pathogens. These threats cause severe habitat loss, reductions in forest carbon sink strength and biodiversity, economic losses to the forestry sector, and subsequent socioeconomic impacts (including reductions of most types of ecosystems services). Forests cover about one-third of Europe's total land area and provide various benefits to European citizens. However, the forestry sector with its products and associated businesses, ecosystem services, and social aspects are threatened by forecasted global climate changes. As such, forest health is a "hot topic" in society, and there are often opposing groups dominating the public debate, usually based on subjective assessments. However, we already have several recently developed instrumental techniques in modern forestry that give precise, objective measurements of different vital functions in trees. Our project aims to motivate and teach forestry students to take science-based decisions regarding the future of European forests by introducing them to direct, hands-on experience with the latest vitality monitoring equipment for forest trees. We will select experimental sites in the Czech Republic and Norway, install state-of-the-art monitoring equipment, and measure essential tree vitality functions. Students will be involved in site selection, installation of equipment, measurements, data interpretation and communication of the results. By giving the students direct hands-on experience with the latest equipment, they will access objective data sets, develop their ability to interpret data, and learn how to communicate their findings to the public. In addition to student's theses based on the obtained data, we will provide students with a global overview of state-of-the-art methods to assess forest health. This will increase the students' ability to make sound management decisions. Finally, the project will strengthen international cooperation on the vital topic of forest health.





## **GEOCAMP - SUPPORTING GEOLOGY TEACHING TOWARDS ACTIVE CITIZENSHIP**

---

**PROJECT NUMBER:**

EHP-CZ-ICP-3-017

**PROJECT PROMOTER:**

Technical University of Liberec, Faculty of Science-Humanities and Education, Liberec, Czech Republic

**PROJECT PARTNERS:**

GeoCamp Iceland, Reykjanesbar, Iceland

Keilir Academy, Reykjanesbar, Iceland

Ralsko Geopark, Ralsko, Czech Republic

**GRANT APPROVED:**

3 864 822 CZK

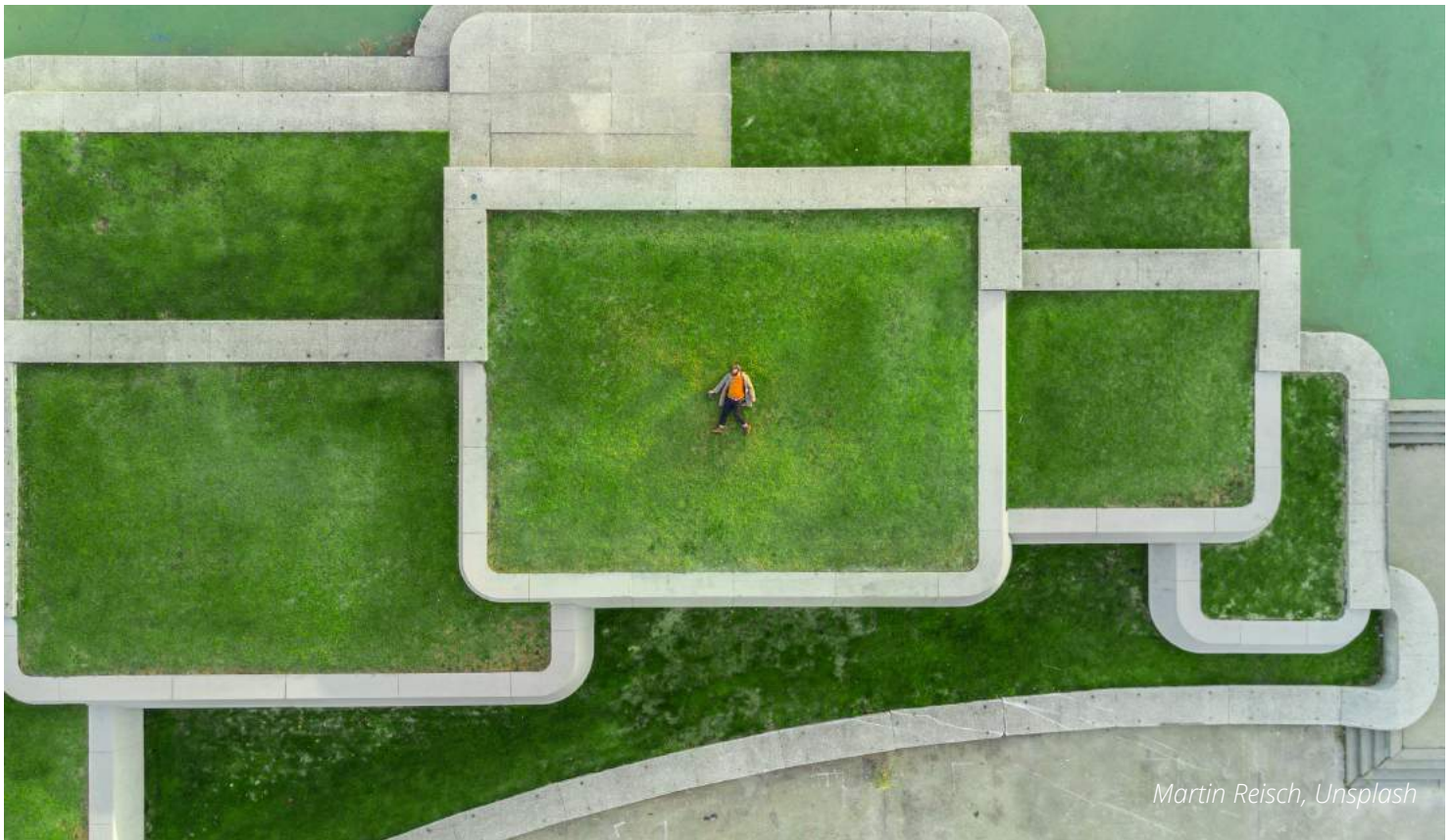
**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

The project will bring new innovative teaching programmes and methods in the field of the sciences and geology. Above all, we will integrate an interdisciplinary approach and methods of locally-based teaching into the educational framework, thus promoting active citizenship and environmental responsibility. We respond to the very current challenge of equipping future educators not only with specific knowledge of biology and geology, but also with the ability to explain current phenomena such as climate change or drought in their entire environmental context. Only in this way can the teachers prepare their pupils for the challenges of the future and support their competence to take personal responsibility and act in the interests of environmental protection.



## **ACADEMIC DEVELOPMENT THROUGH BILATERAL PEER-LEARNING ACTIVITIES ON MISSION-ORIENTED INNOVATION FOR CLIMATE NEUTRAL AND SMART CITIES**

---

**PROJECT NUMBER:**

EHP-CZ-ICP-3-018

**PROJECT PROMOTER:**

Czech Technical University in Prague, Prague, Czech Republic

**PROJECT PARTNER:**

University of Stavanger, Stavanger, Norway

**GRANT APPROVED:**

2 847 520 CZK

**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

This project aims at creating a bilateral synergy among academic staff members of different backgrounds of the Czech Technical University in Prague (CTU) and the University of Stavanger (UiS) in the field of climate-neutral and smart cities. A joint interdisciplinary approach is planned to be undertaken between CTU and UiS towards the improvement of education and research activities in alignment to the designated area.

Project partners are going to organize four peer-learning activities for the academic staff of different faculties in order to encourage and foster interdisciplinary sharing of knowledge and expertise and co-creation of innovative teaching methodologies and approaches through challenge-based learning in the context of sustainable, climate-resilient, attractive and productive cities. Moreover, guidelines on innovative methodologies and digital tools for on-line education in the field of smart and sustainable cities will be created.

At the end of the project, the intellectual outputs (the guidelines) will be presented and promoted among external stakeholders, i.e. representatives of other universities, enterprises (including those involved in the development of e-learning platforms and on-line teaching tools), municipalities and civic organizations. Policy makers, training centres directors, unemployed people and students will also be invited.



## WITH CHILDREN AGAINST DROUGHT

---

**PROJECT NUMBER:**

EHP-CZ-ICP-3-019

**PROJECT PROMOTER:**

Elementary School Prameny, Královopolské Vážany, Czech Republic

**PROJECT PARTNERS:**

Namsos Municipality, Namsos, Norway

Educational and Cultural Centre Broumov, Czech Republic

Water is Alive, Provodov - Šonov, Czech Republic

**GRANT APPROVED:**

2 367 352 CZK

**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

The project aim is to increase awareness of the causes and impacts of climate change, especially of droughts and floods, and to find a suitable way of engaging primary school pupils in active citizenship and participation in dealing with the issue of adjustment to climate change and reduction of its consequences. We find it important to support active citizenship in children attending primary school and thereby guide them to responsibility and an active approach to challenges of life as well as boost in them a feeling that they, as individuals, can influence events around them. Active citizenship support, long-term project education and good materials for teachers have been missing in the Czech educational system.

We would like to create a methodology for a one-year educational project focusing on the above mentioned topics with emphasis on the water and landscape problematic. This methodology and experience from the pilot programmes will be passed on to the Norwegian partners to use and spread in their country. Educational methods will be consulted with the Norwegian school that will give us feedback concerning the methodology's creation.

After the educational methodology is finished, we would like to introduce it at three primary schools in the following year and evaluate whether we used the right didactic methods and achieved the targets. We will fill it with children's outputs, comments, photos and recommendations of teachers. The project will be concluded with a meeting of the Czech and Norwegian partners and teachers who participated in it. We will organize two seminars for teachers and lecturers of environmental education and make a short video movie which will help us to spread the new methodology among other schools.



## MOBILITY PROJECTS

---

Mobility projects enable study stays, internships and study visits between the Czech Republic and Iceland, Liechtenstein and Norway. Participation in the projects enables pupils, students and educators to improve their skills and competences and to acquire new knowledge.



*Buro Millennial, Pexels*

## **HUMAN CAPITAL DEVELOPMENT. MOBILITY FOR PARTNERSHIP BETWEEN MENDEL UNIVERSITY AND UNIVERSITY OF ICELAND TO STRENGTHEN INCLUSIVE EDUCATION, EQUAL TREATMENT AND RESPECT TO HUMAN RIGHTS**

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-001

**PROJECT PROMOTER:**

Mendel University in Brno, Brno, Czech Republic

**PROJECT PARTNERS:**

University of Iceland, Reykjavík, Iceland

**GRANT APPROVED:**

441 480 CZK

**PROJECT DURATION:**

13 months



# PROJECT SUMMARY

---

The aim of the project is to strengthen the cooperation and partnership between Mendel University in Brno and University of Iceland, especially in the spheres of inclusive education, equal treatment and respect to human rights. The growing number of students from diverse backgrounds and with various needs is a phenomenon that most universities in Europe have experienced and effectively dealt with. Thus, sharing of their experience is a crucial part of getting through the process of diversification successfully, with the utmost respect for all students. The project will support mobility activities of two academicians and two Ph.D. students from each university. The possibility to share experience and knowledge, gain digital and intergenerational competences and practice intercultural communication skills will significantly increase employment chances and improve future professional career of the project participants.

This project will also help both partner universities in fulfilling their aims regarding diversity, accessibility, equal opportunities for both students and teachers. The project will help to further develop cooperation between both institutions, especially with regard to preparation of future projects and publications.



*Olia Danilevich, Pexels*

## **DIGITIZATION IN EDUCATION IN THE PILSEN REGION AND LIECHTENSTEIN**

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-003

**PROJECT PROMOTER:**

Pilsner Region, Plzeň, Czech Republic

**PROJECT PARTNERS:**

Office of Education of the Principality of Liechtenstein, Vaduz, Liechtenstein

**GRANT APPROVED:**

438 360 CZK

**PROJECT DURATION:**

13 months

# PROJECT SUMMARY

---

The Pilsen Region is starting a cooperation with the Liechtenstein Department of Education. The aim of the project is to gain inspiration for creating ideal conditions in education leading to effective use of modern ICT technologies in teaching. The meeting of experts from both institutions will provide an opportunity to discuss an effective way of education, the standard of school equipment and to share examples of good practice. These joint activities will expand the range of educational activities which will increase the quality of education in the region.

Based on the newly acquired information, changes in methodological recommendations for school principals will be considered in both partner regions at the end of the project. The aim is to identify such educational activities that stimulate maximum development and full use of the potential of all pupils, especially those that lead to enhancement of digital literacy and critical thinking. After the end of the project, the obtained information will be presented to school principals who will be provided with methodological support in the implementation of new teaching methods, e.g. in the form of teacher education.



*Karolina Grabowska, Unsplash*

## **TRADITIONAL CZECH AND NORWEGIAN HANDICRAFTS AS A WAY TO UNDERSTAND**

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-004

**PROJECT PROMOTER:**

Hotel School, Business Academy and Industrial School Teplice, Teplice, Czech Republic

**PROJECT PARTNER:**

Fitjar Upper Secondary School, Fitjar, Norway

**GRANT APPROVED:**

748 150 CZK

**PROJECT DURATION:**

13 months

# PROJECT SUMMARY

---

The priority of the mobility project of the Hotel School, the Business Academy and the Technical School in Teplice is to maintain and deepen bilateral relations with the partner with whom cooperation has already been established. The basic idea of the new project is to acquaint Czech and Norwegian students in the fields of social work and child care with traditional handmade production in both countries. The planned activities will include both theory of different manual techniques as well as practical workshops, during which the students will try the technique on their own. Why is it so important to give this opportunity to students of social work and child care? One day they will take care of future young generations and clients of the social services, they will be the educators and caregivers, who need open minds, a broader perspective and knowledge of distant countries and their specifics. This project enables them to travel abroad and see it with their own eyes which is an experience they could not afford without the help of this project.

The project also includes mobility of Czech teachers who will job-shadow their Norwegian colleagues during work and discuss with them the topic of inclusion. This will help them to work with students from culturally diverse backgrounds and motivate them to finish their studies.



## ENTERPRISING YOUTH

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-006

**PROJECT PROMOTER:**

Municipality Bruntál, Bruntál, Czech Republic

**PROJECT PARTNERS:**

NORTH Consulting, Reykjavík, Iceland

**GRANT APPROVED:**

322 660 CZK

**PROJECT DURATION:**

13 months

# PROJECT SUMMARY

---

The Czech Municipality Bruntál (as the founder of primary schools) and the Icelandic organisation NORTH Consulting have jointly prepared a project focusing on youth and entrepreneurship. Its main goal is to enhance the capacity of the municipality's experts to integrate new pedagogical and learning activities within local primary schools aimed at fostering creativity, improving entrepreneurial competences, and support non-formal learning of youth interested in starting their own enterprises.

Both Czech and Icelandic experts will participate in a mutual short-term study visit that will improve their knowledge, skills and competences in the field of creative learning. After the return, they will be able to share their experience with teachers in local schools and support them in innovation and modernization of their teaching methods.

The project will also help strengthen bilateral relations between partners as well as raise awareness of the EEA Grants in both partner countries. We believe this project will be followed by other activities and/or projects in the future.



## **SHARING EXPERIENCE TO STREAMLINE TEACHING AND INCREASE MOTIVATION FOR LEARNING**

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-007

**PROJECT PROMOTER:**

Secondary School of Nursing in Beroun, Beroun, Czech Republic

**PROJECT PARTNERS:**

Sudurnes Comprehensive College, Reykjanesbar, Iceland

**GRANT APPROVED:**

406 120 CZK

**PROJECT DURATION:**

13 months



# PROJECT SUMMARY

---

The project consists of study visits between the Czech secondary school of nursing in Beroun and the Icelandic Sudurnes comprehensive college. Teachers of vocational subjects, natural sciences and humanities as well as the schools' international coordinators will participate in mobilities. The teachers will job-shadow their colleagues, compare their teaching and evaluation methods as well as their attitude to students. A special attention will be paid to the teaching of and in English (CLIL method) and to work with disadvantaged students. Moreover, the field of nursing, its teaching and organization of practices and public courses will also be discussed. Apart from the improvement of knowledge and skills of the project's direct participants, the project also brings other benefits to both schools. The knowledge of a different educational system, attitudes and values will inspire other colleagues and motivate them to their own learning which may result in an overall improvement of teaching. The gained knowledge will enrich all the teachers and will have a long-lasting influence both on the participants of the project and their students and schools.



## FOOD FOR THOUGHT

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-008

**PROJECT PROMOTER:**

Grammar School and Secondary Technical School of Electronics and Informatics, Frenštát pod Radhoštěm, Czech Republic

**PROJECT PARTNER:**

Comprehensive High School of Snafellsnes, Grundarfjörður, Iceland

**GRANT APPROVED:**

1 726 140 CZK

**PROJECT DURATION:**

13 months

# PROJECT SUMMARY

---

Importance of healthy diet during the Covid-19 period that we have been going through is emphasised by all scientists. Teachers have also realised that there is a crucial relationship between nutrition, well-being and health of their students. We believe it is important to tackle problems from the roots. What is a better way than to let students understand how important their healthy lifestyle is?

The essential part of the project is a mutual partner school visit during which the students can get to know their foreign counterparts and discover a different environment, way of life and get to know a new food culture. The old traditional and healthy recipes will be revived and the pupils will have an opportunity to cook and taste traditional healthy food. We also put emphasis on the socially disadvantaged students' integration into the project work. Therefore, these will be preferentially included in the project activities and mobility stays. We believe that participation in the project will broaden their horizons and raise their confidence.

We hope that participation in the mobilities will help both Czech and Icelandic students to get and maintain a positive attitude towards eating healthy and local farm food, that they will gain knowledge of the endeavour of local family farms to produce environmentally sustainable and healthy foodstuff. They will also realise how eating habits can influence their health.



## STUDENT EXCHANGE PROGRAMME BETWEEN TBU IN ZLÍN AND VOLDA UNIVERSITY COLLEGE

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-009

**PROJECT PROMOTER:**

Tomas Bata University in Zlín, Zlín, Czech Republic

**PROJECT NUMBER:**

Volda University College, Volda, Norway

**GRANT APPROVED:**

684 450 CZK

**PROJECT DURATION:**

13 months

## PROJECT SUMMARY

---

The project is based on the previous successful implementation of the EEA Grants mobility project. EEA mobility grants' project represents a chance for Tomas Bata Univeristy in Zlin to become a more visible partner in Norway. Participation in the EEA Grants is a prestigious issue which, as we hope, will improve the quality of the partnership, awareness of both partner universities abroad and their position in world rankings. We also consider this opportunity a manifestation of our support to Volda University College and a tool for expanding student mobility options. There is no doubt that the EEA grants represent an interesting opportunity for the overall development of internationalization at both partner universities.; We plan to support 4 talented, outgoing students of animation and languages and 1 talented incoming student of animation to undergo one-semester stays. Participants will be able to experience a different culture and learn to be responsible for themselves. They will be exposed to different teaching methods and learning environment and they will improve their language and social competences and skills. These mobilities should increase the competitiveness of our graduates on modern labour markets. It is supposed that our students will, after their graduation, work not only in their regions but also outside the region and eventually, elsewhere in Europe and the world.



## **SUPPORTING STUDENT AND STAFF MOBILITY 2021/2022**

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-010

**PROJECT PROMOTER:**

Charles University, Faculty of Arts, Prague, Czech Republic

**PROJECT PARTNERS:**

University of Iceland, Reykjavík, Iceland

Norwegian University of Science and Technology, Trondheim, Norway

University of Bergen, Bergen, Norway

University of Oslo, Oslo, Norway

**GRANT APPROVED:**

2 541 656 CZK

**PROJECT DURATION:**

13 months

# PROJECT SUMMARY

---

*Supporting Student and Staff Mobility 2021/2022* is a mobility project initiated by the Faculty of Arts of Charles University, in cooperation with four donor state partners: the University of Bergen, the University of Oslo, the Norwegian University of Science and Technology in Trondheim, and the University of Iceland. The project builds upon the previous mobility projects and upon partnerships established in the past years within the Erasmus+ and the EEA Grants programmes. The primary goal of the project is to enrich the knowledge of university students through mutual mobility exchange, as well as to support the professional development of university teachers and employees through both active and passive participation in teaching activities in the international context. Furthermore, the project aims to raise awareness about the EEA Grants and consequently foster closer cooperation between the partners, in particular as relates to facing the global pandemic of COVID-19 and its negative impact upon international relations. The project includes mobilities for 44 participants, of which 30 are outgoing students and teachers from the Faculty of Arts. The project includes semester-long study stays and short-term intensive courses for Bc. and MA students, as well as short-term research stays for PhD candidates in pursuit of their diplomas. Teaching and training mobility of academic workers of the universities are also included.

The immediate benefit of this project will be the improvement of research and didactic capacities of all the participants, resulting from their exposure to a different cultural and academic context, along with the strengthening of ties between the partner institutions. The long-term goal of the project is to achieve academic success and expand the horizons of students, thanks to ongoing cooperation between the partner institutions.



## OZECH-ICELANDIC VET PARTNERSHIP

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-012

**PROJECT PROMOTER:**

Secondary Industrial School and Business Academy, Bruntál, Czech Republic

**PROJECT PARTNERS:**

Borgarholt Comprehensive School, Reykjavík, Iceland

**GRANT APPROVED:**

897 780 CZK

**PROJECT DURATION:**

13 months



## PROJECT SUMMARY

---

The idea of the project is to get to know the other school of the same type and to establish a long-term VET partnership. The project is intended as the first stage of long-term cooperation between Czech and Icelandic schools. Both schools educate students in the field of *Automotive*. The aim of the project is to implement activities for students and school staff to improve their knowledge, skills and competences. Five students and three teachers from each school will participate in study visits and job shadowing aiming at development and improvement of their learning outcomes. The mobility will help them to acquire new knowledge and skills for their personal and professional life as well as for their further learning. The project responds to the real needs of students and staff and it combines the development of both soft and hard skills .



## PROJECT TEACHING WITH FOCUS ON PLACE-BASED LEARNING

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-013

**PROJECT PROMOTER:**

Elementary School Karla Jeřábka, Roudnice nad Labem, Czech Republic

**PROJECT PARTNERS:**

Elementary School Borgarnes, Borgarnes, Iceland

**GRANT APPROVED:**

414 180 CZK

**PROJECT DURATION:**

13 months

## PROJECT SUMMARY

---

Teaching outside the school environment is not only a “more popular” form of teaching for both pupils and many teachers, but also one of the essential components of place-based learning. To expand this teaching method, we decided to contact an Icelandic school that has experience with this type of project teaching. The main goal of the project is reception of new stimuli for work with children, , professional development and acquisition of best practices. A total of eight teachers, four from the Czech Republic and four from Iceland, will take part in this project. The teacher's profile is very closely connected with the role of the manager, who leads his/her team and implements project teaching outside the classroom. Place-based learning strengthens environmental, social and economic vitality. A milestone in the project is the introduction of project teaching into the school curriculum. We monitor new knowledge through websites and presentations. We identify with this type of teaching and we will share our beliefs with other educators who are open to new methods of educating children.



## DIGITAL TECHNOLOGIES WITHOUT BORDERS

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-014

**PROJECT PROMOTER:**

Hello Secondary, Primary School and Kindergarten, Ostrava, Czech Republic

**PROJECT PARTNERS:**

Mosjøen Upper Secondary School, Mosjøen, Norway

**GRANT APPROVED:**

1 513 200 CZK

**PROJECTU DURATION:**

13 months

# PROJECT SUMMARY

---

The project called *Digital Technologies without Borders* brings mainly the partnership between the Czech and the Norwegian secondary schools focused on student exchange and job-shadowing among their teachers. The main goal of the project is to establish a partnership in the areas of sharing of good practice examples and methodology of teaching foreign languages and social sciences using digital technologies. Both schools regard the development of digital competences of their students and teachers as their top priority and thus see a huge potential in their cooperation. The Norwegian school, as the more experienced partner in the field of digital technologies, will provide its Czech partner with support and expert advice. However, the Czech school does not intend to be a mere beneficiary, its ambition is to contribute to the partnership with the knowledge and experience acquired through the application of digital technologies in the teaching process. From each country, there will be 15 students and 3 teachers involved in the project. The subjects taught will be either foreign languages or social sciences. The main outcome, apart from the implemented mobility, will be a Student Portfolio of Activities for the given subjects, a Handbook of Teaching Ideas, teacher workshops and student presentations. Both partners will actively incorporate the findings into their working procedures and will promote the innovative approach among parents and general public as well as colleagues from other educational institutions. The presented project is the first project realized within this particular partnership, nevertheless cooperation between the schools is expected to continue in the form of many follow-up projects implemented through the EEA Grants, Erasmus+ or eTwinning programmes.



## LEARNING AND SHARING - BUILDING LONG TERM PARTNERSHIP FOR PRESCHOOL EDUCATIONAL PRACTICES EXCHANGE

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-015

**PROJECT PROMOTER:**

Forest Kindergarten Studánka, Beroun, Czech Republic

**PROJECT PARTNER:**

Outdoor Kindergarten Småtjern, Lunner, Norway

**GRANT APPROVED:**

1 246 960 CZK

**PROJECT DURATION:**

13 months

# PROJECT SUMMARY

---

Staff exchanges offer a great opportunity to learn and share new and innovative approaches in preschool education. Studanka and Småtjern are nature kindergartens that were established from the inner motivation of their founders. Institutions are located in the countries with different national approaches towards preschool education. The mutual exchange of their unique experiences will greatly influence both of them. The employees from both institutions will take part in study exchanges. The participants will be involved in daily activities of the kindergarten. Moreover, each participant has chosen a specific topic he/she will focus on (e.g. activities in the nature, activities based on folklore). All the mobility participants will share the gained experience with their colleagues after their return. This will ensure that new approaches will be integrated into education and pedagogic processes as well as into the management of the institutions. The outcomes will be presented to other schools through existing networks both in the Czech Republic and Norway.



## CROSSING BORDERS

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-016

**PROJECT PROMOTER:**

Secondary Nursing School and Tertiary Vocational Nursing School, Liberec, Czech Republic

**PROJECT PARTNER:**

Johan Bojer Upper Secondary School, Leksvik, Norway

**GRANT APPROVED:**

2 304 250 CZK

**PROJECT DURATION:**

13 months



# PROJECT SUMMARY

---

The Czech – Norwegian project called Crossing borders plans exchanges of 5 teachers and 12 students from the Secondary Nursing School and Tertiary Vocational school of Nursing in Liberec (Czech Republic) and 6 teachers and 10 students from Johan Bojer videregaende skole (Norway). The aim of the project is to acquaint the participating students with the partner country and widen their perspectives. The trip abroad will teach them how to discuss and reflect on differences and similarities between the two countries. Students will increase their competences within language and multicultural skills, but also soft skills, e.g. communication, problem-solving and being able to adjust to new situations. Students will debate about the meaning of being a European citizen, about prejudice and mutual respect. The participating teachers will improve their proficiency in administration and organisation. They will also widen their professional network and get insight into the school system and curricula of the partner country and its best practices.



*David Bartus, Pexels*

## CREATIVE EDU LAB

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-018

**PROJECT PROMOTER:**

Michael Secondary School of Advertising and Art, Prague, Czech Republic

**PROJECT PARTNERS:**

Borgarholt Comprehensive School, Reykjavík, Iceland

Hadsel Secondary School, Stokmarknes, Norway

**GRANT APPROVED:**

2 258 360 CZK

**PROJECT DURATION:**

13 months

# PROJECT SUMMARY

---

The goal of the project Creative Edu Lab is an increase in students' and teachers' professional competencies in the field of filmmaking, photography, interior and graphic design, management and production. In partnership with the schools in Norway and Iceland, we will create an educational laboratory for the students and teachers developing their professional and creative skills related to their field. Within the project, the students will be a part of an international team; they will work on a collective task focusing on the grasp of the European countries' diversity. There will be an outcome in the form of audiovisual outputs depicting nature, cultural heritage and social conditions shaping the everyday life of Norwegian, Icelandic and Czech citizens. We aim to increase the participants' language and communication skills and awareness of various cultures, traditions, customs and attitudes. We want to motivate our students to focus not only on differences, but also on similarities connecting us.

Teachers will participate in vocational training. They will cooperate with their Icelandic and Norwegian colleagues, sharing their experience, educational methods and know-how in their professional field. They will improve their skills in dual education and organization of practical training. Subsequently, they will apply their new experience and knowledge in the teaching process and update of educational programs.



*Joshua Earle, Unsplash*

## **COMPARISON OF ENERGY POTENTIAL OF ICELAND AND THE CZECH REPUBLIC**

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-019

**PROJECT PROMOTER:**

Technical College Jihlava, Jihlava, Czech Republic

**PROJECT PARTNER:**

Technical College, Reykjavík, Iceland

**GRANT APPROVED:**

2 599 818 CZK

**PROJECT DURATION:**

13 months

# PROJECT SUMMARY

---

The aim of this project is to establish a long-term partnership between the Czech and the Icelandic Technical Colleges. The project will enable the participants to become familiar with environmental education and various forms of energy production with regard to sustainability . There will be 24 participating students and 8 teachers - both Czech and Icelandic. The students aged 18-19 specialize in Electrical Engineering, Electronics, Technology and Science. The teachers specialize in Environmental Studies, Electrical Technology, Physics and Chemistry and Electrical Engineering.

The participants will carry out 2 activities in the Czech Republic and 2 activities in Iceland. They will work in international teams and will combine field research with research done at school. Through project-based activities, they will improve their critical and creative thinking. The project will motivate the students and raise their job and career opportunities. The teachers will gain further expertise in their field and exchange valuable experience with their foreign colleagues.



Austin Distel, Unsplash

## FOR EXPERIENCES TO NORWAY

---

**PROJECT NUMBER:**

EHP-CZ-MOP-3-020

**PROJECT PROMOTER:**

Upper Secondary School of Chemistry, Pardubice, Czech Republic

**PROJECT PARTNER:**

Byåsen Upper Secondary School, Trondheim, Norway

**GRANT APPROVED:**

254 150 CZK

**PROJECT DURATION:**

13 months

## PROJECT SUMMARY

---

In this project, we are planning to carry out study visits to Trondheim of the Czech school's management and the international cooperation team (four participants) and mobility to Pardubice of one Norwegian teacher. The criterion of the project's success is implementation of a new leadership style and management of the school in relation to its internationalization and virtual communication, streamlining of the work of the team for international cooperation, introduction of new teaching methods and increased language level of the participants. In addition, we would like to foster the cooperation with our project partner. This will also fulfill our other objective – improving and making teaching more attractive through cooperation with other European countries.

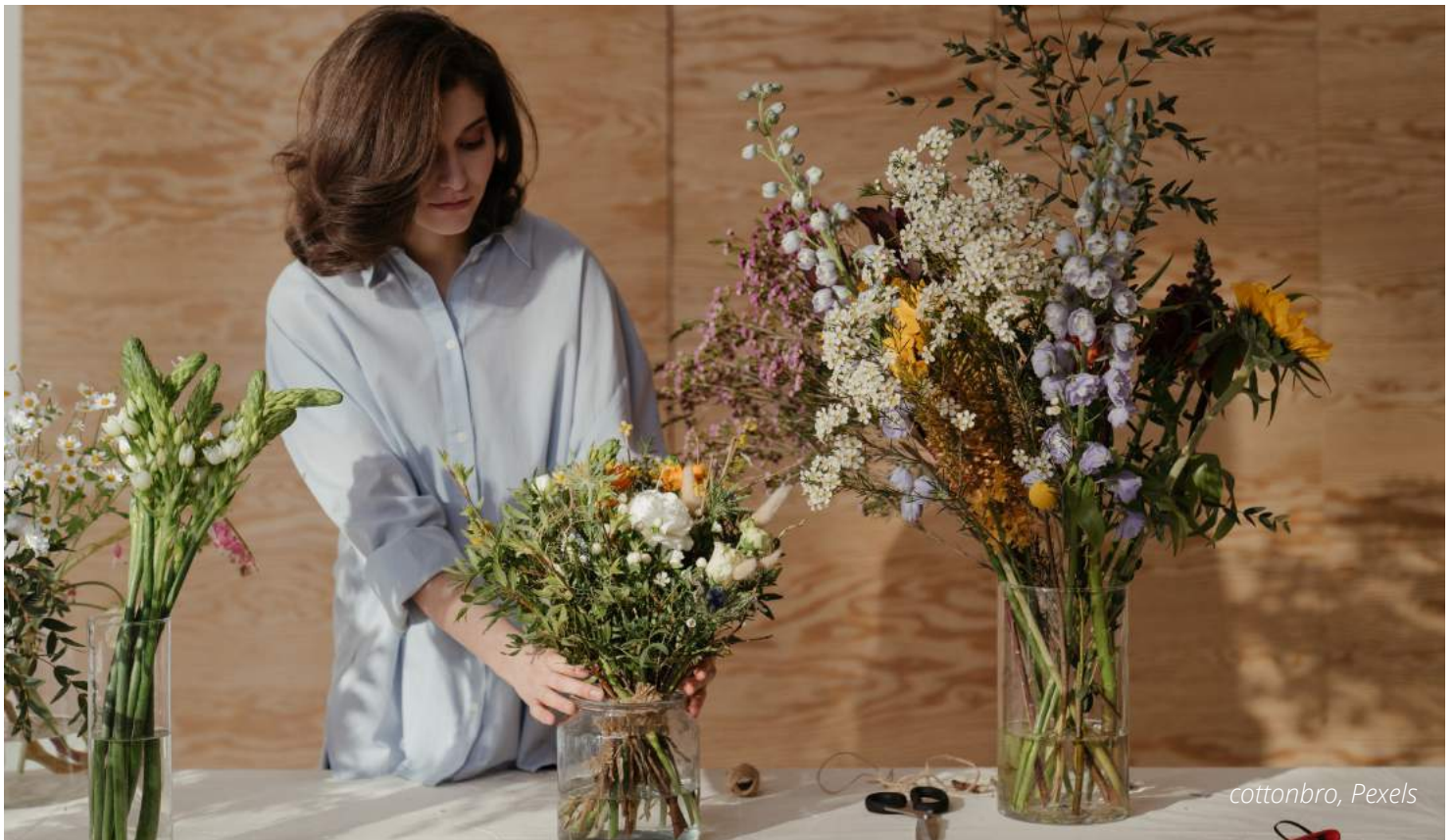


## VOCATIONAL EDUCATION PROJECTS

---

Vocational education projects promote the development of practical learning based on ECVET principles and pupils' entrepreneurial skills.





## **ACTIVATION OF STUDENTS' ENTREPRENEURIAL COMPETENCIES**

---

**PROJECT NUMBER:**

EHP-CZ-VETP-3-001

**PROJECT PROMOTER:**

Hotel School, Business Academy and Industrial School Teplice, Teplice, Czech Republic

**PROJECT PARTNER:**

Fitjar Upper Secondary School, Fitjar, Norway

**GRANT APPROVED:**

434 018 CZK

**PROJECT DURATION:**

13 months

# PROJECT SUMMARY

---

The vocational training project builds on our cooperation with our Norwegian partner and at the same time looks for new topics and ways of joint work. The aim of the project is to support business competencies of students of the Business Academy in Teplice. Three Czech teachers will participate in internships in Norway and, by attending theoretical and practical lessons, they will get innovative ideas they will share with their Czech colleagues once they return home. There will also be five courses for all the students of the Business Academy which will develop their independent and critical thinking in the field of entrepreneurship. Two discussions with successful businessmen will be organised.

Moreover, a training app offering a set of tasks and exercises in the field of accounting will be developed. It will be used by the students in the following years.

The applicant's school is attended by more than 100 pupils from different cultural backgrounds (apart from the Roma pupils, more than a half of them are members of Vietnamese, Ukrainian, Napalese and other national minorities). Involving these groups in school projects has been a fundamental vision of our organization.



## FISHING HORIZONS

---

**PROJECT NUMBER:**

EHP-CZ-VETP-3-002

**PROJECT PROMOTER:**

Jakub Krcin Secondary School of Fishery and Water Management, Třeboň, Czech Republic

**PROJECT PARTNERS:**

Nord-Troms Upper Secondary School, Skjervøy, Norway

Fish Market, Třeboň, Czech Republic

Třeboň Fishery, Třeboň, Czech Republic

**GRANT APPROVED:**

945 516 CZK

**PROJECT DURATION:**

13 months

# PROJECT SUMMARY

---

The project *Fishing horizons* will be implemented by the Czech J. Krcin Secondary School of Fishery and Water Management in Třeboň and the Norwegian Nord-Troms videregående skole, skolested Skjervoy in cooperation with the local companies.

The project plans study visits of the teachers of vocational subjects, the teachers of vocational training, representatives of the school's management and representatives of the partner companies at the partner school. The aim of these visits is to get acquainted with the teaching of professional subjects and practical training at the partner school, to visit cooperating companies and to gain experience from production facilities abroad. The visits also enable us to explore possibilities of future short-term student mobility in VET. The Czech Republic has a historical tradition in the production of freshwater fish, especially carp, and Norway has extensive experience in salmon farming and processing. Participants in study visits will prepare presentations and will inform the pupils and the staff about their experiences at their schools. The project also includes the preparation of four ECVET training units, two for salmon processing and two for carp processing. The first unit describes killing and rough processing and the second describes the preparation of fish for gastronomy. These ECVET units will be piloted, other units will be developed based of agreements between the partners and used in the future for mutual exchanges of pupils in VET programmes. The project plans to involve the pupils in the project through on-line activities. We want to implement an eTwinning project that will use photos, videos, and short posts to document the activities of the school and vocational training.



## **MEDIA INCUBATOR: VISION OF PROFESSIONAL EDUCATION**

---

**PROJECT NUMBER:**

EHP-CZ-VETP-3-003

**PROJECT PROMOTER:**

Michael Secondary School of Advertising and Art, Prague, Czech Republic

**PROJECT PARTNERS:**

Borgarholt Comprehensive School, Reykjavík, Iceland

Hadsel Secondary School, Stokmarknes, Norway

ANDYS DESIGN, Jevany, Czech Republic

**GRANT APPROVED:**

1 178 580 CZK

**PROJECT DURATION:**

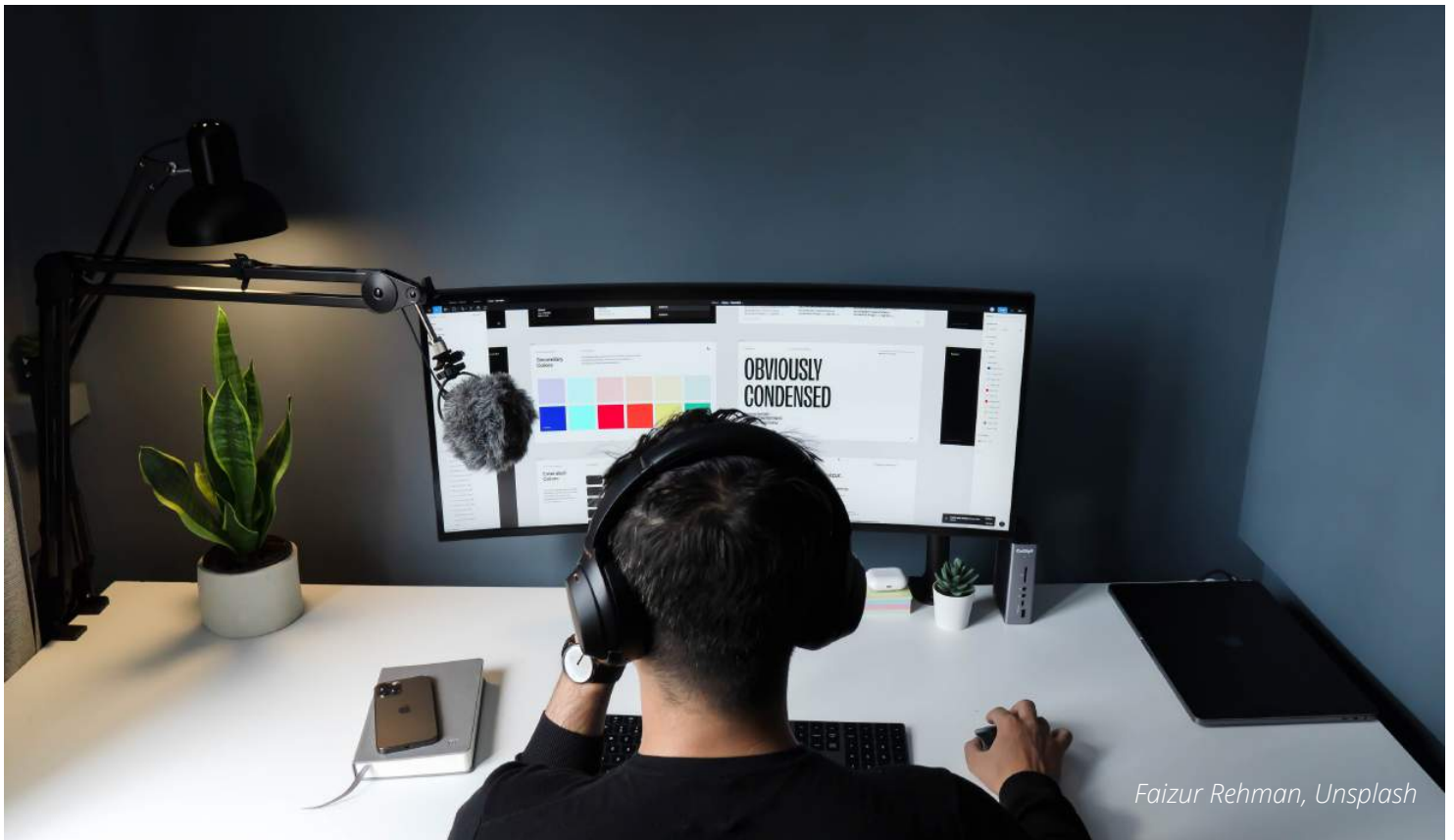
13 months

# PROJECT SUMMARY

---

The project *Media Incubator: Vision of Professional Education* was created to form an international environment for the school management, professional teachers and providers of vocational training for students. The Incubator would be a melting pot for the exchange of experience, knowledge and methods related to the organization, implementation and supervision of the vocational training for students at secondary and tertiary professional schools in multimedia, art and creative industries. Our goal is to support the dual educational system and increase the efficiency of vocational training. We want to apply the ECVET principles and Units of Learning Outcomes in practice while evaluating work in multimedia, art and creativity.

MICHAEL- The Secondary School and College of Advertising and Art is the project promoter. Our partners are two schools focusing on the same fields, one from Norway and the other one from Iceland. We also cooperate with the company ANDYS DESIGN that provides vocational training for students in interior design and manufacturing. The project goals will be accomplished through mutual study visits, on-line meetings and workshops for the school management, professional teachers and providers of vocational training. Subsequently, the curriculum will be adapted to the acquired experience and competences, evaluation will be adjusted to the ECVET principles, and reaccreditation for the Tertiary Professional School will be prepared for September 2022.



## USE OF MODERN TECHNOLOGIES IN VOCATIONAL EDUCATION

---

**PROJECT NUMBER:**

EHP-CZ-VETP-3-004

**PROJECT PROMOTER:**

Secondary School of Interior Design Kateřinky, Liberec, Czech Republic

**PROJECT PARTNERS:**

Sykkylven Upper Secondary School, Sykkylven, Norway

TANPA, Liberec, Czech Republic

**GRANT APPROVED:**

644 800 CZK

**PROJECT DURATION:**

13 months

# PROJECT SUMMARY

---

The project objective is to develop the cooperation between the Czech upper secondary school and potential future employers of its students in the field of practical learning by using experience from the Norwegian partner school. The project responds to the current needs of students in relation to their employability, and thus focuses on the use of modern technologies (robotics, automation, programming, etc.) in teaching, and it also supports professional development of teachers. In addition, it aims to increase the role of employers in preparing students for their future profession.

The project activities include a mutual study visit. The teachers from both countries and the representative of the Czech partner company will observe the background of the visited school, an ordinary school day, cooperation between the school and a partner company, practice management, documents related to arranging and staffing work experience, teaching methods and potential employment of students. The experience gained during the study visit will be used for the creation of a memorandum of understanding and the ECVET unit that will work with the principles of Industry 4.0 and it will reflect the latest trends in teaching. These documents will be a base for further development of student internships and work-based learning (innovation of the school educational plan, which will include an intensive cooperation with partner companies; evaluation tools of the cross-border partner cooperation, etc.) The project will enable the school to deepen its cooperation with partner companies and it will increase the motivation of companies to cooperate with the school in the long-term perspective. It will have a positive impact especially on the employability of students who will be better prepared for the labour market. Moreover, the project is a start of a long-term cooperation with the Norwegian partner.





## INCLUSIVE EDUCATION PROJECTS

---

Inclusive education projects develop the competencies and skills of teachers and trainers in the field of inclusive education in the classroom



Brooke Cagle, Unsplash

## **ELEVATE EDUCATION TO E- POWER - INCLUSION AND EMPOWERMENT IN ENTREPRENEURSHIP AND SOCIAL INNOVATION TRAINING (INCLUDE/EMPOWER/INNOVATE)**

---

**PROJECT NUMBER:**

EHP-CZ-IN-3-004

**PROJECT PROMOTER:**

Centre for Community Organizing Northern Moravia, Ostrava, Czech Republic

**PROJECT PARTNERS:**

Einurd, Reykjanesbar, Iceland

lyk-z & daughters, Skien, Norway

**GRANT APPROVED:**

2 088 216 CZK

**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

The project partners will use their experience in the field of inclusion, social entrepreneurship and innovation training and education to increase primary and secondary school teachers' classroom-based skills in inclusive training of youth (15-18 years old) in entrepreneurship and social innovation. The project team will create a high quality open and on-line educational resources for entrepreneurship training of youth which will also help with character building and empowerment of disadvantaged groups of students/pupils and enhancement of teachers' skills in training for social entrepreneurship, based upon pupils' personal strengths, culture and value system. The project team will cooperate with the local Pedagogical-Psychologist Counseling Center and ten schools.

All the project outputs will be published as Open Education Resources in both Czech and English so that all primary and secondary schools can benefit from them. The partners will also design and set up an open teaching platform using open source like Google Classroom that teachers can duplicate and adapt to their classroom.

The partners believe that this project will have an impact not only on those teachers and schools directly involved, but also on communities and stakeholders linked with the project and benefitting from pupil's participation and social innovation enterprises. Through the project, the partners will have a unique opportunity to exchange best practices which will no doubt have a lasting effect on their operations and projects as well as on the continuing cooperation in the given field.



## **INCLUSIVE EDUCATION THROUGH PRACTICAL ACTIVITIES: COOKING AND DINING**

---

**PROJECT NUMBER:**

EHP-CZ-IN-3-005

**PROJECT PROMOTER:**

Really Healthy School, Brno, Czech Republic

**PROJECT PARTNERS:**

Nannestad Upper Secondary School, Nannestad, Norway

**GRANT APPROVED:**

1 658 217 CZK

**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

The aim of the project is to train kindergarten and primary school teachers to be able to use inclusive approaches when working with children and pupils in the classroom. Its goal is to support the involvement of disadvantaged groups, including Roma children, in education. The project team will create three model educational programmes for kindergartens and primary schools, implement 10 self-experience seminars for teachers and support teachers in testing the created programmes in teaching. The Norwegian partner will participate in transnational teaching, a seminar and a conference. The educational activities within the project are based on the inclusion of practical and experiential learning lessons using the topic of food, cooking and dining and related habits, stories and games. Through these activities, knowledge, skills and key competencies of teachers and students are developed. Education based on practical activities with tangible outcomes, where every pupil has the opportunity to experience success, is an important and not yet fully appreciated component of inclusive education. The innovativeness of the project lies both in the non-traditional content focused on the topic of cooking and dining and in the emphasis on activating practical activities in relation to teachers and pupils. Cooking and dining together is an area where the cultural differences of the majority population and Roma population stand out, and at the same time it is an area that can connect and bring different cultures together. The Norwegian partner will work together with us to create the above educational programmes, including the “Norwegian lessons”, and will lead several practical workshops for teachers in the Czech Republic. The project fulfills one of the basic principles of inclusive education: it stimulates appropriate tasks and challenges in teaching and enables everyone to participate and experience success.



## HEARTDAY

---

**PROJECT NUMBER:**

EHP-CZ-IN-3-007

**PROJECT PROMOTER:**

Palacký University Olomouc, Olomouc, Czech Republic

**PROJECT PARTNERS:**

Lorenskog Upper Secondary School, Lorenskog, Norway

Sofienberg Primary School, Oslo, Norway

Association D, Olomouc, Czech Republic

**GRANT APPROVED:**

2 339 922 CZK

**PROJECT DURATION:**

24 months

# PROJECT SUMMARY

---

In cooperation with a multidisciplinary expert team, we will hold theoretical seminars and practical workshops for a total of 24 primary and secondary school teachers. Their purpose will be to educate teachers in the field of methods and approaches to inclusion, work with the classes, work with children with special educational needs and their integration into the classroom, including Roma minority children.

Thanks to participation in the project, teachers will strengthen their practical competencies and better prepare themselves and their classes to take inclusive measures throughout the school. This experience will also enable them to establish contact with professionals and parents of children with special educational needs. The teacher will learn how to communicate properly with these parties, how to involve them in the inclusion process and how to get the necessary feedback from them. This will break down barriers to inclusion in a timely manner and increase the chances of successful inclusion of disadvantaged groups in education, including children of the Roma minority.

Sharing experiences, practices and know-how with the Norwegian and Czech partners will become a key pillar of the workshops, as well as an inspiration and example for all parties involved in the path to successful inclusion.