

The path to quality education

Iceland
Liechtenstein
Norway grants

EEA Grants stories of Czech cooperation with Norway, Iceland and Liechtenstein



Introductory word

Dear readers,

We are delighted to present a publication showcasing inspirational projects supported by the CZ-EDUCATION programme, which has been funded by the EEA Grants 2014–2021. The EEA Grants signify the contributions of Iceland, Liechtenstein, and Norway to various European countries, including Czechia, which has been receiving financial support since 2004. As we approach the conclusion of the third programming period in 2024, we have the opportunity to assess the outcomes of the CZ-EDUCATION programme and reflect on the achievements of the projects.

Within the following pages, you will discover stories of successful projects. We have carefully chosen those whose themes align with the realm of education and whose outcomes are applicable to your professional practice. Be inspired by their innovative concepts, explore novel teaching methodologies, and delve into the research they have conducted. By following their example, you may also consider initiating collaborations with foreign schools, including those from Czechia, Iceland, Liechtenstein, and Norway.

DZS team wishes you enjoyable reading.



What are the results of the CZ-EDUCATION programme?

The programme CZ-EDUCATION of the EEA Grants fostered quality education and collaboration among Czechia, Iceland, Liechtenstein, and Norway. It welcomed participation from educational institutions at all levels, ranging from kindergartens to universities, as well as local and regional authorities (as school founders), and non-governmental organizations active in the educational domain. Each project emphasized cooperation, particularly on an international scale. Consequently, Czech organizations and institutions partnered with counterparts from Iceland, Liechtenstein, and Norway, including schools, regional and local authorities, NGOs, companies hosting student internships, research centres, and cultural institutions. For many teams, this marked their inaugural experience with collaborative projects. What motivated them to embark on such a joint venture? Most project teams expressed appreciation for the opportunity to collaborate on common challenges and draw inspiration from each other. As the adage goes, “two

heads are better than one,” especially when those heads bring diverse backgrounds and expertise. Such collaboration fosters innovative ideas and propels the entire education system forward.

Across the four rounds of Calls initiated by the CZ-EDUCATION programme between 2018 and 2022, applicants selected from four project types:

- **Institutional cooperation projects** enhanced internationalization and collaboration among partner institutions. They introduced various innovative teaching methods to prepare students for the contemporary world.
- **Mobility projects** facilitated study exchanges and internships abroad for students, teachers, and other education professionals, enriching their work and study experiences.
- **VET projects** promoted the entrepreneurial skills of young individuals and fostered close cooperation between vocational schools and companies through elements of work-based learning.
- **Inclusive education projects** provided training for kindergarten, primary, and secondary school teachers in employing inclusive approaches within the classroom. Improved teacher skills supported disadvantaged students, including those of Roma origin.

78%

of project teams anticipate ongoing collaboration.

- Produced over **90** teaching methodologies, school curricula, new courses, summer schools, or educational studies.
- Over **70** schools implemented new methods to teach democracy and active citizenship.
- More than **30** schools adopted new approaches to inclusive education.
- Organized over **150** international workshops on innovation in teaching, internationalization, vocational training, inclusion, and other related topics, attended by more than **1,400** experts.
- Trained over **380** teachers, school psychologists, teaching assistants, etc., on inclusive approaches, benefiting more than **15,000** pupils.
- **200** pupils completed new courses on entrepreneurship.
- **423** secondary school students, **140** university students, and **311** teachers and other education professionals participated in study visits or internships abroad.

Teams had the flexibility to tailor their projects according to their institutions' needs and goals, resulting in a diverse range of project topics – from forest pedagogy to media literacy, Czech-Norwegian history, nanotechnology, polar sciences, and technology transfer. Additionally, the programme prioritized topics aligned with the long-term needs of the Czech educational system, including inclusive education, teaching that promotes democratic principles and active citizenship, modern vocational training, and support for in-service and future teachers.

So, what are the programme's impacts? Firstly, teaching improves in the participating schools, directly benefiting teachers, students, and pupils. Furthermore, over 40% of the projects have generated outputs that can benefit other schools, both domestically and internationally. These outputs include innovative teaching methodologies, studies, and learning resources for students. Consequently, the positive impact extends to schools not directly involved in the programme, as they draw inspira-

The programme welcomed participation of schools at all levels, ranging from kindergartens to universities, as well as local and regional authorities (as school founders), and non-governmental organizations active in the educational domain.

Between 2018 and 2022, the CZ-EDUCATION programme supported 107 projects with a total allocation of €6.8 million.

Launch conference of the programme
Education, 2018



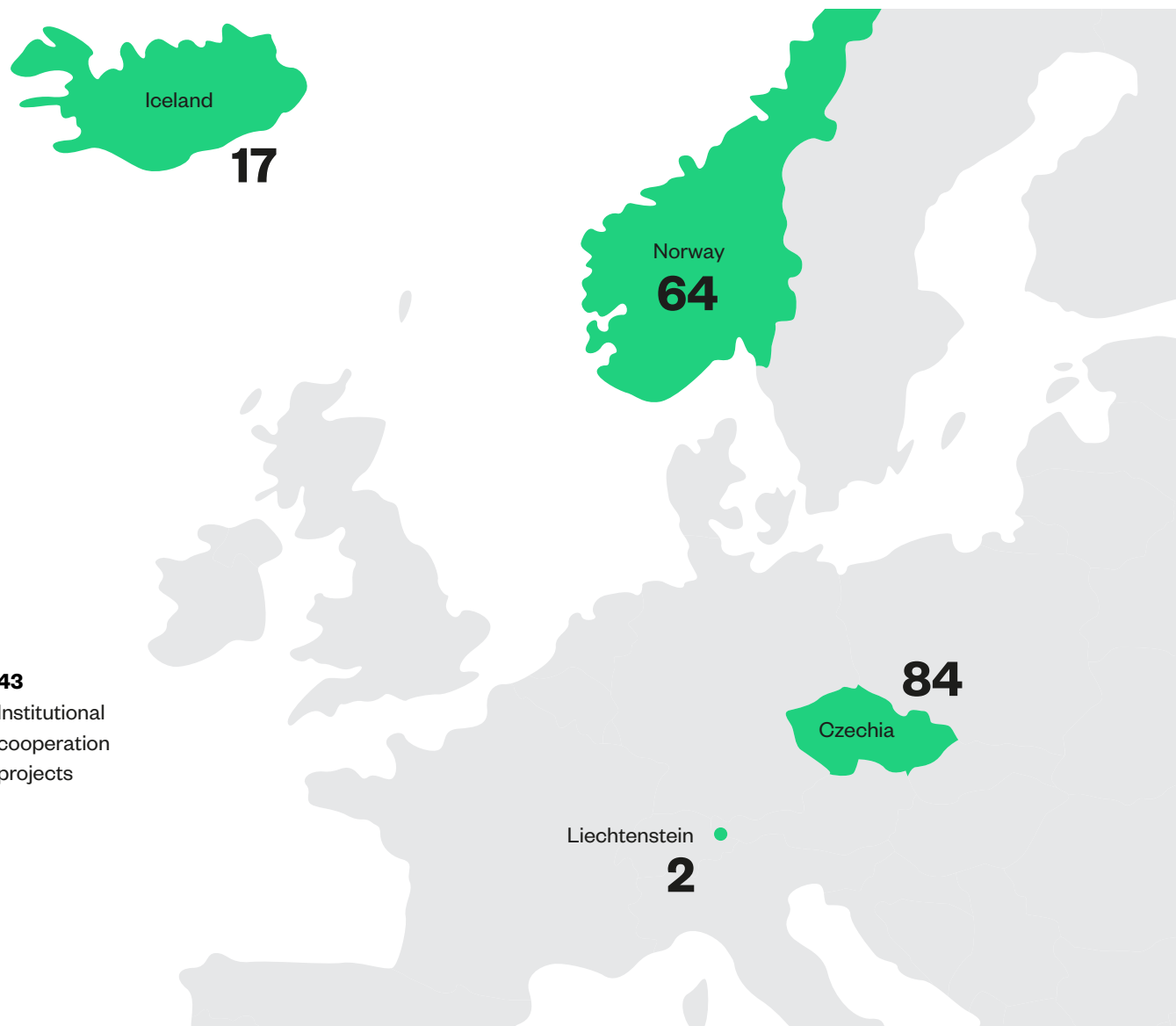
tion from successful practices abroad and may embark on their international projects.

Moreover, some projects have yielded unexpected impacts beyond the education sector. Approximately 12% of approved projects have facilitated closer ties between schools and local communities, fostering collaboration with families, local authorities, and other organizations. As a result, teachers, students, and pupils contribute to public life and the development of a democratic society.

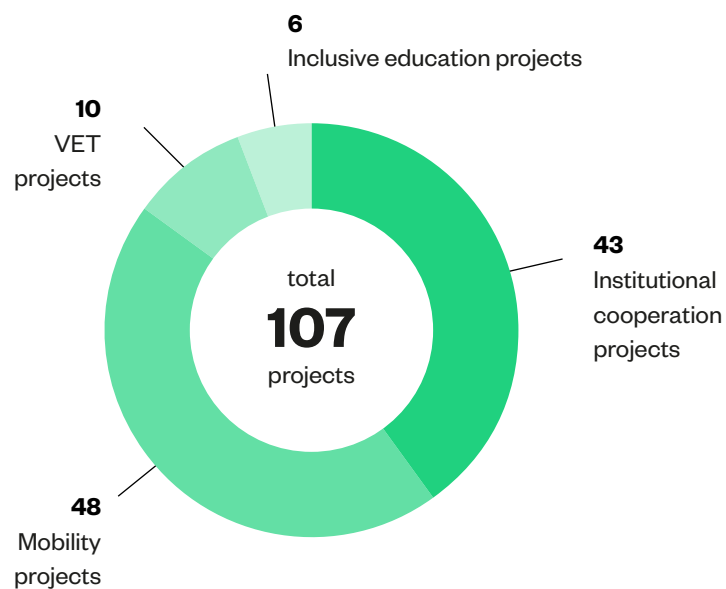
Research is closely intertwined with education, and the CZ-EDUCATION programme has positively influenced it as well. Research played a vital role in projects, particularly in higher education, aiding teams in identifying challenges and devising solutions. The findings of this research served as a foundation for introducing innovations in education. Additionally, doctoral students and

early-career researchers had the opportunity to gain practical experience abroad and establish professional connections beneficial for their academic careers. While the CZ-EDUCATION programme concludes in 2024, its impact endures. The outputs of projects, including methodologies, publications, and new curricula, continue to enrich education in all participating countries. Teachers and academics leverage their acquired knowledge and skills in teaching, fostering motivation to further develop and advocate for changes within their home institutions. Students and pupils emerge from projects equipped with new skills, boding well for the future of international cooperation. Remarkably, 78% of project teams anticipate ongoing collaboration, with some already implementing follow-up projects through other grant schemes.

Project partners according to the countries



Approved projects according to their types



Education for all

How do we build
an inclusive school



Topic

The concept of an inclusive school is grounded in the principle that all children have an equal right to education alongside their peers, regardless of their social or family background, gender, ethnicity, race, religion, mother tongue, health restrictions or specific educational needs. Learning together fosters the development of healthy relationships built on mutual respect and understanding. However, according to the Strategy for Education Policy of the Czech Republic up to 2030+, the level of inequality in Czech education has been steadily increasing. The quality of teaching is greatly influenced by the capabilities and motivation of parents. When a classroom primarily consists of children from unstimulating backgrounds, their teachers may lose motivation, and the likelihood of academic success for pupils diminishes rapidly. Additionally, teachers often require more time, resources, and perhaps even additional skills to manage the demands of teaching in a diverse classroom where each pupil requires a different pedagogical approach and pace.

Is there anything that can be done about this? Let's explore Norway and Iceland, where inclusive education thrives due to legislative and political support, as well as cooperation between local communities, schools, and families. Inclusive principles and equal access to education were also focal points for supported projects, with 30% of them emphasizing this topic. These projects enhanced teachers' skills, demonstrating how to meet the diverse needs of individual pupils and create an empathetic and safe classroom environment conducive to every child's development. Furthermore, project teams produced several publications, methodological guidelines, and worksheets that many schools can utilize when working with disadvantaged pupils.

HeartDay in Olomouc, Czechia, 2022





Workshop in Iceland



Study visit to Iceland

What chance do Roma children have at education

Children from socioeconomically disadvantaged backgrounds, particularly those of Roma origin, are among the vulnerable groups in Czech schools who receive lower-quality education. This prompted experts from the **Faculty of Education of the University of South Bohemia in České Budějovice (JU)** to initiate the project **Reinforcement of competencies of teachers and other educational staff in the area of including pupils coming from socio-culturally disadvantaged environments**. According to the experts, there are still segregated schools with a high proportion of Roma pupils in Czechia. Why has the inclusion of Roma pupils not

succeeded in the Czech school system yet? “The major issue is primarily the overall social and cultural specifics of the family background, which is closed and incomprehensible to schools,” explains project coordinator Miluše Vítečková. Her colleague Miroslav Procházka adds that the language barrier between the school and the pupils (and their families respectively) also plays a significant role: “They speak Czech or a kind of ethnolect based on Czech, Slovak, or Romani. Despite that, it turns out to be very difficult for them to master the language used by the teacher and the school.” Therefore, it is crucial for schools and teachers to acknowledge that socio-cultural

“During a week in Iceland, you can feel a different social climate, which is reflected in the way people treat and respect each other. One realizes that our perception of the role of school and education in our country may simply be a matter of habit.”



Demonstration of environmental education for socially disadvantaged students

differences also impact the acquisition of other knowledge and skills taken for granted by the majority society. Without this understanding, Roma inclusion in schools cannot be entirely successful.

The project involved several South Bohemian schools with a high percentage of pupils from Romani communities. It facilitated connections among their teachers, administrators, social and special educators, and school psychologists, providing a platform for sharing experiences and facilitating positive international exposure. “When teachers see that something works in another school, they embrace it,” says Miroslav Procházka. Academics meticulously assessed the individual needs of participating schools and their teachers for working with disadvantaged children. In addition to gaining deeper insight into the socio-cultural background of Roma children and families, schools identified effective cooperation with authorities, such as those responsible for child welfare and protection, as well as the necessity of school counselling centres and social educators. The project team addressed these needs through workshops and long-term mentoring, assisting participating schools in implementing necessary changes and sustaining them.

An integral part of the project was study visits prepared by experts from the Norwegian **VID Specialized University** and the **University of Iceland**. These visits allowed representatives of Czech schools involved in the project to witness successful inclusion practices. “In Norway and Iceland, there is a completely different attitude toward differences,” notes Miroslav Procházka. “During a week in Iceland, you can feel a different social climate, which is reflected in the way people treat and

respect each other. One realizes that our perception of the role of school and education in our country may simply be a matter of habit.”

The project's results are generally positive. Over 84% of the teachers involved gained a better understanding of the principles of inclusive education, positively impacting nearly 2,000 pupils, both of Roma origin and those from the majority society. However, the project's impact does not end there. The project team, comprising academics from South Bohemia, Norway, and Iceland, as well as teachers and other experts from participating schools, compiled two professional publications on inclusive education. *The Teacher as Co-creator of Inclusive School* delves into the circumstances influencing successful teaching of pupils from socioeconomically disadvantaged backgrounds, while *Practice within Inclusive Approaches* offers a range of experiences and tips for working with Roma pupils from various perspectives. These publications are freely available on the project's website, allowing teachers not directly involved in the project to draw inspiration from them.



Workshop on motivating pupils from socioculturally disadvantaged backgrounds



Handbook on inclusive methods

About the project

- Project title: Reinforcement of competencies of teachers and other educational staff in the area of including pupils coming from socio-culturally disadvantaged environments
- Project partners: University of South Bohemia in České Budějovice (Czechia), University of Iceland (Iceland), VID Specialized University (Norway)
- Project period: 2020–2023
- Project budget: 2,217,394 CZK

LEARN MORE ABOUT THE PROJECT →

Get more inspiration!

→ **In My Own Way** project: Implemented by the **Olga Havel Secondary School** in Jánské Lázně (Czechia), in collaboration with the Norwegian social enterprise **Fretex Pluss**, this project strengthened the personal and civic skills of pupils with mental disabilities. The project resulted in manuals (in both Czech and English) guiding young people through various life areas beyond school, covering financial matters, employment issues, healthcare, and civil rights. These booklets emphasize visuals and simple language while treating disadvantaged readers with respect and empathy, addressing sensitive topics such as intimacy and sexuality. One of the brochures is aimed at parents and care organizations, containing tips on techniques and available tools derived from years of practical experience.

[LEARN MORE ABOUT THE PROJECT →](#)

→ **How to Reduce Challenging Behaviour at Schools in the Context of Child Trauma Experience** project: Led by the non-profit organization **Society for All** in collaboration with the Norwegian **Østbytunet Center for Treatment and Professional Development in Child Psychiatry**, this project aimed to address challenging behaviours often exhibited by students who have experienced trauma. The project, based on the neurosequential model, recognizes that challenging behaviours can stem from long-term trauma and focuses on therapeutic interventions to help children manage stress and strengthen their resilience. Study and methodological materials and videos developed by the project team offer educators insight into de-escalation methods and daily practices. Look for it on the project website under “challenging behaviour”.

[LEARN MORE ABOUT THE PROJECT →](#)



Teachers from Olga Havel Secondary School in Norway

Where do active citizens come from

Democracy and active
citizenship in schools



Topic

What do Czechia, Norway, Iceland, and Liechtenstein have in common? They are among the most democratic countries in the world, according to the Democracy Index compiled annually by The Economist. However, maintaining high rankings requires effort. Democratic values and processes are not innate; rather, they must be continuously adapted and reinforced throughout individuals' lives so they can actively participate in their communities and address contemporary challenges.

It's no surprise that schools play a pivotal role in educating young, active citizens. They teach children and adolescents about the formal political process, as well as their rights and responsibilities. However, a passive understanding of democracy is inadequate; students need opportunities to experience democratic principles in action. Many projects emphasized involving pupils and students in school and community work to achieve this goal.



Czech and Norwegian teachers
in Štramberk, Czechia

The path to democratic values begins in kindergarten

When is the right time to begin educating young citizens? How about as early as kindergarten? This is a common practice at **Rjúpnahæð Kindergarten** in Iceland, where children learn from an early age to cooperate and participate in decisions about everyday life. For years, Principal Hrönn Valentínusdóttir and her colleagues have developed pedagogical methods fostering democratic thinking. Children are encouraged, according to their age and maturity, to express their opinions and ideas while learning to respect those of others. This approach builds trust between pupils and

teachers, with teachers serving as guides for the day, listening attentively to children and respecting their collective decisions without intervening or controlling discussions. Their main task is teaching children how to communicate and reach consensus.

The Icelanders wanted to share their methods with other teachers and found an ideal partner in **Chýně Primary School and Kindergarten** in Central Bohemia, Czechia. The Chýně school has long promoted democratic principles, having established a pupil parliament

with the motto “We teach children to take responsibility for their work.” Additionally, **Primary School Salaskóli** from Iceland joined them to launch the project called **Implementing Democratic Learning Environment and Competences for Democratic Culture in Pre-schools and Primary Schools in the Czech Republic and Iceland.**

The project focused on kindergartens and primary schools, with Czech teachers collaborating with Rjúpnahæð Kindergarten to adapt Icelandic methods for Czech



Conference on pupil parliaments
in Chýně, Czechia

“We offer guidance on transmitting democracy to children in kindergarten, selecting appropriate methods, and ensuring that children understand democracy is more than just a concept; it’s a way of life.”

schools catering to children aged five to eight. Simultaneously, Czech pedagogues worked with colleagues from Primary School Salaskóli to establish school parliaments. The project team held meetings and workshops to learn about partner schools' philosophies and teaching practices, exploring how to transfer these methods to other educational systems.

“Our initial reaction to the Icelandic kindergarten was one of sheer amazement. How is it that their methods are effective there, yet we struggle to implement them at home?” recalls Gabriela Habětínová, a teacher from Chýně who has been involved in the project from its inception. Their subsequent question was: “What steps can we take to make it work at our school?” They piloted the methods in classes for several months, involving 35 teachers and administrators and 275 children from all three partner schools. Together, they experimented with various activities and methods to encourage pupils to think democratically, such as using mind maps to plan joint activities or assigning a moderator for the day. They even allowed children to serve their snacks and lunches in the kindergarten. The pinnacle of their efforts was a spectacular event called ‘The City of Chýně,’ where second graders attempted to govern an entire city constructed within the school premises, complete with a municipal office, libraries, police department, and various businesses. Individual pupils were tasked with managing their operations. “Some even went bankrupt,” remarks project coordinator Tereza Čápová. However,



International workshop in Iceland



this experience allowed the children to understand the consequences of their decisions, an essential part of life. As teachers from Chýně emphasize, it demonstrated that Icelandic teaching methods can indeed work within the Czech environment. “Our Icelandic colleagues observed that even in a country with a different democracy and cultural foundation, these methods can make a significant difference,” states Kateřina Buncík.

Are you interested in trying out these developed activities? Well, you're in luck! The Czech-Icelandic team has compiled them into three publications available on the

About the project

- Project title: Implementing Democratic Learning Environment and Competences for Democratic Culture in Preschools and Primary Schools in the Czech Republic and Iceland
- Project partners: Chýně Primary School and Kindergarten (Czechia), Rjúpnahæð Kindergarten (Iceland), Salaskóli Primary School (Iceland)
- Project period: 2021–2023
- Project budget: 2,988,102 CZK

LEARN MORE ABOUT THE PROJECT →

project website. The 'Pilot Testing Methods Brochure' provides insights into the activities tested in the project. The 'Pupil's Parliament Guidelines' detail how pupils can participate in their school and community and outline the responsibilities of running a pupil parliament. "It outlines the time and resources schools need to allocate for it, how sustainable the parliament is, and how actively engaged the pupils are," notes Tereza Čápková. Additionally, the comprehensive 'Guide to Democracy in Schools' elucidates how to implement the Icelandic school philosophy of Rjúpnahæð Kindergarten. "We offer guidance

on transmitting democracy to children in kindergarten, selecting appropriate methods, and ensuring that children understand democracy is more than just a concept; it's a way of life," explains Kateřina Buncík. As the Icelandic kindergarten itself proclaims: "Come walk the Rjúpnahæð way; it brings joy every day!"

Get more inspiration!

→ **Active Citizenship in Modern Democracies: Two Specific Methodologies** project: Involving **Mendel Secondary School** in Nový Jičín (Czechia) and **Askim Upper Secondary School** (Norway), this project promotes students' civic engagement through European Youth Parliament (EYP) and participatory budgeting. The methodologies developed in this project provide students with opportunities to engage in European policy discussions and participate in local decision-making processes.

LEARN MORE ABOUT THE PROJECT →

→ **Education for Active Citizenship** project was definitely not a novelty for the **Vladimír Menšík Primary School** in the South Moravian Ivančice, where the Open School programme supporting a democratic atmosphere and openness towards students, parents, and the local community has been successfully operating for many years. However, educators from Ivančice wanted to further develop the theme, so they partnered with colleagues from the **Primary and Nursery School in Ketkovice, Nursery School Duha Oslavany**, and the Norwegian **Stabekk School** to thoroughly explore how they can still progress. In the Education for Democracy project, they dealt with how to show children what democracy means, what human rights they have, in which documents these

are enshrined, and how they can be protected and advocated for. But don't expect a dry textbook full of theory – the result are worksheets for activities that acquaint children with democratic principles in a playful manner. Of course, there is also supportive methodology for teachers and a summary of information on how democracy and active citizenship are approached in Norwegian schools.

LEARN MORE ABOUT THE PROJECT →

What can we do for the planet

Ecology and sustainability
in education



Topic

Let's delve into the topic of active citizenship for a moment. Active citizens are those who address not only their personal concerns but also those affecting the broader community, whether locally or globally. Among these concerns, environmental protection and climate change undoubtedly stand out. Experts have been sounding the alarm for years, warning that without a change in human behaviour, the planet will undergo fundamental transformations within a few decades, significantly impacting our lives. However, to find solutions to these challenges, we must first understand their natural and social causes and potential consequences. Many kindergartens, primary, secondary, and higher education institutions incorporate this understanding into their curriculum, educating students about environmental issues and how individuals, businesses, and public institutions can alter their behaviour to preserve the environment.

Nevertheless, good practices are never in excess, and seeking inspiration beyond one's borders is always beneficial. Schools in Czechia, Norway, Iceland, and Liechtenstein approach environmental issues from diverse perspectives and emphasize various aspects. However, they all share the common goal of instilling in children and young people the importance of protecting our planet.

Field workshop



From school desks to nature

Socrates aptly said, “Let him that would move the world first move himself,” capturing the essence of active citizenship. This quotation introduces the methodology called **With Children Against Drought**, developed within the project of the same name. The project, initiated in Královo-polské Vážany, a part of Rousínov (Czechia), at **Prameny Primary School**, aims to foster a positive connection with nature among pupils and raise awareness about human activities’ impact on the environment. A significant consequence of these activities is drought, a pervasive issue in Czechia. Project coordinator Alena Ulrichová notes, “Everyone in Czechia feels the effects of drought, which was our primary motivation for launching the project.” Teachers at Prameny Primary School pondered how to elucidate to children the reasons behind water scarcity in the Czech landscape and what actions could mitigate it. Drawing inspiration from the Living Landscape model (Živá Krajina), which employs landscape mapping and visualization programs to propose landscape alterations enhancing water retention and reducing erosion, they adapted this methodology for educational purposes. Teacher Miloslava Hazuchová Strungová explains, “We aimed to introduce children to landscape preparation for climate change using this practical methodology.”

Partnering with Prameny Primary School were the association **Water is Alive** (Živá voda), developers of the Living Landscape model, the **Broumov Educational and Cultural Centre**, and the **Norwegian municipality of Namsos**. Together, these organizations developed a toolkit to help teachers introduce the causes and effects of climate change to children aged six to eleven



Outdoor educational activities in Rousínov, Czechia

“The municipality appreciated our presentation and sought to use it to garner public and landowner support for the pond’s establishment.”

in an engaging and interactive manner. “There is a shortage of methodological materials for this age group,” explains Miloslava Hazuchová Strungová.

Ultimately, they devised 81 innovative learning activities based on Living Landscape model, emphasizing outdoor education to immerse children (and teachers) in meadows, fields, and forests. Outdoor activities not only align with Prameny Primary School’s ethos but also resonate with the Norwegian teaching approach, where pupils spend significant time outdoors. Miloslava Hazuchová Strungová underscores the benefits of outdoor activities, stating,

“Children establish a direct connection with nature in their surroundings and develop an understanding of its intricacies.” Additionally, observing changes in specific locations over time enables pupils to comprehend the interrelationships within nature. Pupils at Prameny Primary School experienced this firsthand during the pilot testing of the materials, which spanned a year. Miloslava Hazuchová Strungová recounts, “For an entire year, fifth-graders observed a wetland near Rousínov, mapping its flora and fauna and exploring how they relate to the consistent presence of water in that location.” However, this wasn’t the project’s culmination.

The With Children Against Drought project operates on the belief that even young children can contribute to civic life and utilize their newfound knowledge to effect positive change. With guidance from their teacher, pupils at Prameny Primary School drafted an official proposal for a pond’s creation at a chosen site, which they presented to the municipality. Miloslava Hazuchová Strungová recalls, “The municipality appreciated our presentation and sought to use it to garner public and landowner support for the pond’s establishment.” This experience empowered pupils, demonstrating that despite their youth and lack of voting rights, they could



Outdoor class



Children can learn in nature all year round

influence their communities. These young explorers became active citizens.

The project culminated in a comprehensive handbook detailing individual activities and necessary tools for implementation, complete with practical organisation tips and captivating illustrations. Available in both Czech and English, the materials aim to reach teachers, instructors, and educators not only in Czechia but also abroad. Norwegian teachers' involvement ensured the methodology's universality. As Alena Ulrichova highlights, "Thanks to their perspective, we could make the methodology as inclusive as possible." After all, as Miloslava Hazuchová Strungová notes, "Climate knows no borders, and protecting the planet is a global endeavour."

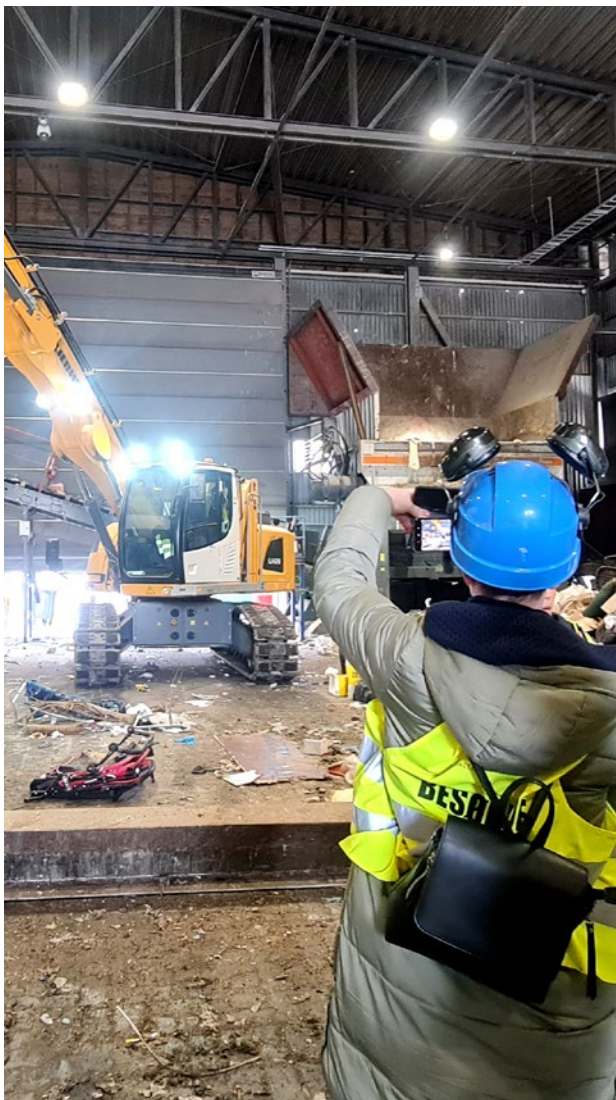
About the project

- Project title: With Children Against Drought
- Project partners: Prameny Primary School (Czechia), Namsos Municipality (Norway), Water is Alive (Czechia), Broumov Educational and Cultural Centre (Czechia)
- Project period: 2021–2023
- Project budget: 2,352,428 CZK

[LEARN MORE ABOUT THE PROJECT](#) →



Outdoor games bring joy



Study trip to a recycling plant

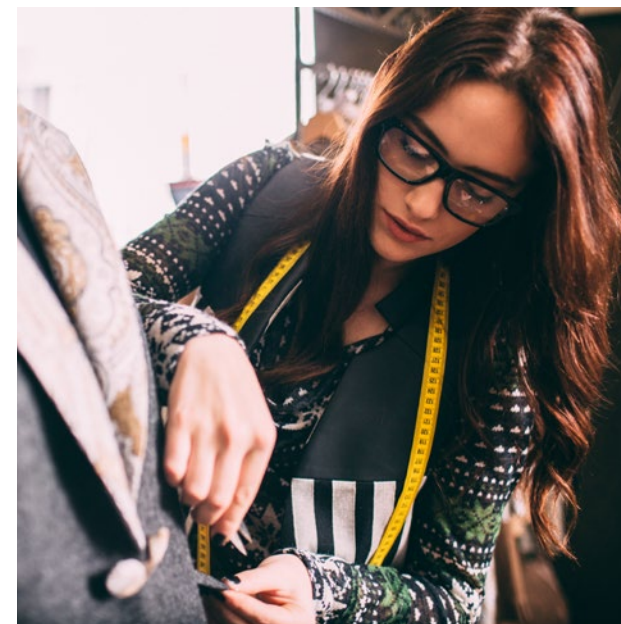
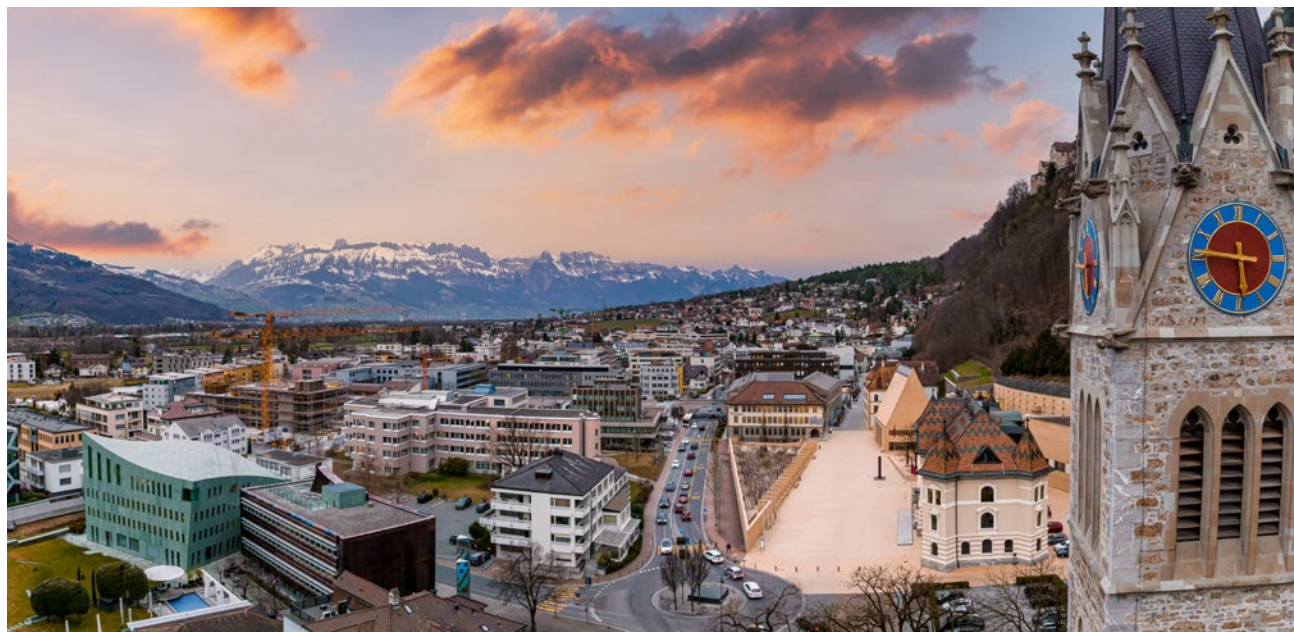
Get more inspiration!

- The project **Bioeconomy Aspects Related to Forestry – Promoting Active Citizenship through Participation** aimed to explore the significance of forests in our society. Forests serve various roles, such as air purification, providing habitats for wildlife, and spaces for recreation. They also serve as a source of raw materials, raising the question: Can forestry be sustainable? The project introduced primary school children to the principles of forest bioeconomy, emphasizing the efficient and sustainable utilization of forest resources, along with innovative technologies. Collaborating with **Pečky Primary School**, the **Institute of Professional Development**, and the Norwegian organization **The Forestry Extension Institute**, the **Czech University of Life Sciences** developed four educational modules focusing on forest ecosystems and sustainable forest management. These modules enable primary school teachers to engage students in classroom and field activities, exploring the hidden treasures of the forest.
- **Most Upper Secondary Technical School** initiated the **Ecology Squared** project to deepen students' understanding of ecological and environmental issues in technical fields. Collaborating with the Norwegian **Folkeuniversitetets Vocational School** and the organization **Re-innovasjon AS**, the project developed four comprehensive educational modules for fields like electrical engineering, construction, and mechanical engineering (and one for Norwegian universities). These modules address global and local environmental issues and provide practical tasks, worksheets, and methodological guidelines for teachers. The project offers valuable insights for adjusting school curricula to incorporate sustainability education.

[LEARN MORE ABOUT THE PROJECT →](#)[LEARN MORE ABOUT THE PROJECT →](#)

Drop-in to **Liechtenstein**

Report on the journey
towards work-based
learning



Topic

What do you know about Liechtenstein? It is a tiny country in the Alps, and its capital is Vaduz. Its head is a prince whose family history is closely linked to the Czech lands. And the national football team has never made it to an international championship. However, have you ever heard about the remarkable Liechtenstein apprenticeship system? It was the goal of the study visit organized by the Czech National Agency for International Education and Research (DZS) for experts from regional authorities in 2022. The following lines will tell you what they learned on their trip.



Representatives of the Czech regional authorities in Vaduz, Liechtenstein



View of the Liechtenstein Alps

Apprenticeship education – inspiration for Czech regions

It is no coincidence that the study visit was addressed to education councillors and heads of education departments from the individual Czech counties. In the Czech environment, the regional authorities establish the vast majority of secondary vocational schools and, thus, can influence how education is practiced there. However, the situation in Liechtenstein is different – the entire principality has about the same population as a larger Czech town and, unsurprisingly, is not subdivided into regions. Therefore, (upper) secondary education is the direct responsibility of the state, specifically the **Amt für Berufsbildung und Berufsberatung** (Office for Vocational Training and Career Guidance, ABB). It was also the first

place the participants visited to learn from the ABB experts about the specificities of the Liechtenstein VET system.

Unlike Czech pupils, who choose their career path after finishing primary school at age fifteen, their Liechtenstein peers make their first decision about four years earlier. They attend primary school only for five years. After that, they are sorted into one of the following lower secondary schools according to their grades: Oberschule, Realschule, and the seven-year Gymnasium. While the Gymnasium (grammar school) is open for academically focused pupils who will eventually study at university, the Oberschule is mainly for pupils who head to

“In Liechtenstein, pupils only attend the school 1–2 days a week. The rest of the week, they work in the company of their choice.”



Excursion to Hoval company, Liechtenstein

apprenticeships and emphasizes practical subjects alongside general education and language skills. The Realschule is an interstage; its graduates can continue to a four-year Gymnasium and a vocational school. In the last two years of secondary school (i.e., at the age of 14 or 15), pupils at the Oberschule and Realschule are systematically prepared for the transition to upper secondary education. Young Liechtensteiners have three choices: a four-year grammar school, vocational secondary schools in Austria and Switzerland, and many apprenticeships. As 60% of children in each grade choose the third option, we will focus on the apprenticeships.

As the study visit participants learned during the ABB workshop, apprenticeships have a great tradition and prestige in Liechtenstein. It may be surprising compared to the Czech environment, so we have to ask about the difference. The small Alpine country is actively inspiring young people to take an interest in crafts. “Liechtenstein, for example, participates in two international competitions for vocational school pupils, Worldskills and Euroskills, where they win medals,” explains Zuzana Čílová from DZS, who participated in the study visit. Remember that the range of fields is quite miscellaneous – from technical professions to gastronomy, agriculture, or

“The participants were very impressed that the apprentices work more independently here and do not have to be supervised by a foreman as much as in Czechia.”

services to office and administrative positions. Pupils can choose from around 110 fields directly in Liechtenstein and a further 245 in Switzerland (the link between these countries is very close and, given the size of the Principality, necessary).

However, how should teenagers find their dream field in such a wide range of offerings? Fortunately, they are not alone in making the difficult choices – the whole system is set up to help them. During the workshop, an ABB representative explained that the transition process from lower to upper secondary education works like a jigsaw puzzle. All pieces are needed to get the final picture (an idea of the student's future career). The pieces are the roles of the parents, the teachers from the lower secondary school the pupil is finishing, career advisors from ABB, and the companies. The school holds meetings with the pupils and their parents, and they look for a suitable field together to set up an individual preparation plan for the final year of compulsory education. Perhaps even more important is the role of the ABB experts, who offer regular information seminars, consultations with career counsellors, or psychodiagnostics that help pupils find out what profession suits them.

In addition, ABB also acts as a coordinator of communication and cooperation between apprenticeships, companies, and other organizations where pupils learn. The Liechtenstein system differs significantly from the Czech system regarding their relationship. Companies in Liechtenstein are much more active in shaping education: "In Liechtenstein, private companies are substantially involved in the vocational training of pupils and can influence much more which courses open and what their curriculum will be," says Zuzana Čílová. While the school always provides its pupils with practical traineeships in the Czech educational environment, in Liech-

tenstein, the choice of the company where the practical training will take place is left to the future apprentices. They apply for it even earlier than for the upper secondary school.

It should be noted that companies are trying to engage the young generation – they offer pupils at Oberschule or Realschule up to a week's shadowing, during which they get to know the job and the company culture. The company enters into an apprenticeship contract with the apprentice, which is regulated and approved by ABB. The parties must agree on the scope and length of the apprenticeship, working hours, the apprentice's wage, and the school the apprentice will attend. The apprentice does not choose the school but is assigned to it by ABB according to the selected company, without the apprentice having to take any further entrance examinations.

The other question study visit participants asked during the ABB workshop was: What does the apprenticeship training look like? The training is based on what is called **dual** or **triple principle**. As Zuzana Čílová explains, "In Liechtenstein, pupils only attend the school 1–2 days a week. The rest of the week, they work in the company of their choice." While the school provides theoretical education and general subjects, the pupil receives practical training in the company; in the triple system, a pupil also takes some vocational courses outside the company. The school and the company naturally cooperate – they set the curriculum together, inform each other about individual pupils' study results, and try to find a joint solution in case of problems. And this unique approach works – only around 8% of apprenticeship contracts are terminated early (most often because the apprentice switches to another field). The standard apprenticeship takes 2–4 years to complete. Generally, the longer

it takes, the higher the apprentice's qualification is. In some fields, apprentices can pass the vocational school-leaving certifying exam and continue to a higher vocational school.

The study visit did not end with a theoretical presentation of the Liechtenstein VET system – the participants wanted to see how it all worked in practice. Therefore, they visited two companies: Hilti, which manufactures work tools such as drills and demolition hammers, and Hoval, which specializes in heating and air conditioning. As they learned, the company draws up a training plan for each apprentice, defining the content and objectives of the apprenticeship. The training plan reflects both apprentices' and the company's needs. The apprenticeship is thus beneficial for both parties: the apprentices acquire professional skills and get actively involved in the company's production process while the company prepares reliable employees. "We ended our visit with a tour of the company's premises, where the apprentices themselves accompanied us," Zuzana Čílová describes the excursion at the Hoval company and adds: "The participants were very impressed that the apprentices work more independently here and do not have to be supervised by a foreman as much as in Czechia."

Let the participants themselves speak in the final paragraph. How do these experts and Czech upper secondary school founders reflect on their experience in Liechtenstein? "I particularly highlight the enthusiasm of the companies we visited," said one of them. Another praised "the emphasis and energy devoted to the choice of profession" and the cooperation between schools, parents, and pupils. As we know, examples work wonders. Thus, we hope this short study visit to Liechtenstein has opened the door to work-based learning in Czechia.

How to teach Generation Z

Innovations for everyday
teaching



Topic

Probably every modern society has discussed what 21st-century education should look like. Experts, media, and the public discuss curriculum revisions, demanding less memorization and slimming down of theoretical subjects in favour of teaching practical skills and social competencies. In short, education should respond to the needs of the modern world, where it may no longer be necessary to memorize the Pythagorean theorem but rather to use modern technologies and critically analyse the flood of information. Nevertheless, will reviewed curricula be enough?

As pupils and students from Generations Z and Alpha, who have grown up in a completely different world from their teachers, are entering the education system, changing the teaching style is necessary too. Working with young digital natives is often a real challenge for teachers. However, they are not giving up but working hard to find ways to teach modernly and innovatively. And the following stories will introduce you to just such examples.





Roundtable on teaching Generation Z

The challenge of the digital age

Have you ever heard of Snowflakes? Besides solid water, the term sometimes refers to Generation Z members, i.e., young people born between 1995 and 2010. The generation is the focus of the Czech-Norwegian project **Teaching Generation of Snowflakes – New Methods and Challenges**, based on collaboration between academics from the **Prague University of Economics and Business (VŠE)** and the **Norwegian University of Science and Technology (NTNU)**. As the leading investigator, Lucie Sára Závodná, explained in a radio interview, they were motivated to start this project because they noticed the different behaviour of the new university students. “They no longer want to sit at their desks and be bored. They want to have fun.” Since Norwegian lecturers had noticed a similar change, they assembled a team of 16 researchers to investigate what Snowflakes expect from universities and what teaching methods work for them. The team started a comprehensive research process involving literature searches, questionnaires, individual interviews, and focus groups. The results presented to the professional community in the resulting publication are fascinating.

What can we tell about the Snowflakes? Above all, they are always on-line. Today’s students were born with phones and have such a natural grasp of the latest technology that

“They don’t want to learn something that will be useless in practice.”

they've also become called the app generation or digital natives. And it has a significant impact on their educational needs. "If we asked them to put their phones away during a lecture, to close the laptop, to turn off the iPad, they would definitely not like it," Lucie Sára Závodná pointed out. "They wouldn't be able to concentrate without the tools." Thus, digital tools have become an integral part of teaching. Students are also accustomed to a constant flow of information and can search through it quickly. They don't like to memorize the material; in the Google age, they don't see the point. "They like practical tasks and the practical application of knowledge," the academic further explained. "They don't want to learn something that will be useless in practice."

A typical Snowflake perceives textbooks as prehistoric as rock paintings or wax tablets. "They actually don't like paper at all," said Lucie Sara Závodná on the radio show. They learn primarily from videos: "They come to a lecture, listen to it, but then they want to go through it and focus on it later again." Another popular tool is podcasts, which, like videos and lecture recordings, students can listen to at any time of the day (even while running or cooking) and at any speed. However, Generation Z also expects a different approach from their teachers in classes. As mentioned by the project coordinator, it is no longer possible to conduct lessons based on old PowerPoint presentations. "Students want to be entertained. Therefore, a university teacher becomes basically an actor," said Lucie Sára Závodná, adding that (with a bit of exaggeration) a lecturer can perform almost like a stand-up comic.

About the project

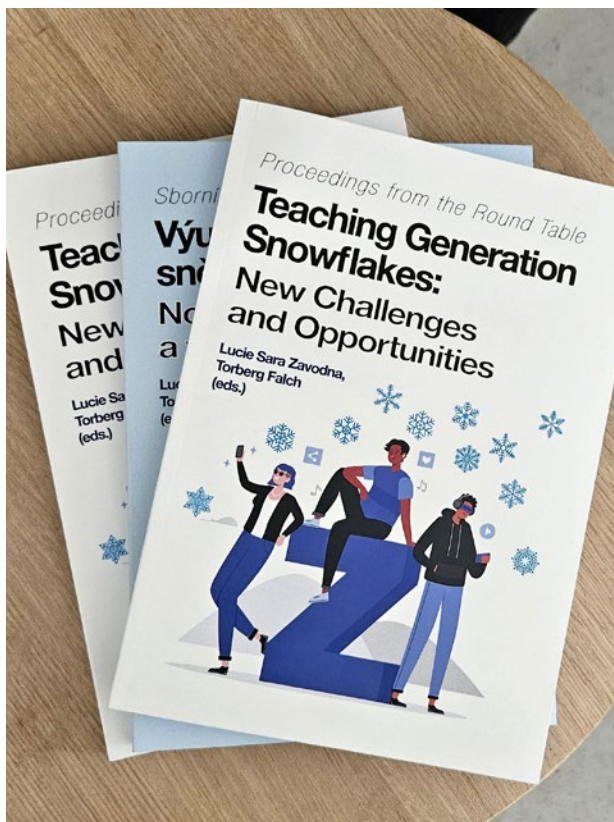
- Project title: Teaching Generation of Snowflakes – New Methods and Challenges
- Project partners: Prague University of Economics and Business (Czechia), Norwegian University of Science and Technology (Norway)
- Project period: 2021–2022
- Project budget: 2,082,989 CZK

LEARN MORE ABOUT THE PROJECT →



Summer school on teaching Snowflakes,
Jindřichův Hradec, Czechia





Project publications in two languages

When they believe in something, they take to the streets and fight for it.

You may still be wondering why today's students refer to themselves as Snowflakes in the first place. "Every Snowflake is unique. It's fragile. Each one is an original," Lucie Sara Zavadná explained on the radio. Sometimes, we hear that Generation Z is oversensitive and, according to some, overly politically correct. "We need to talk to them a little differently and maybe not use the jokes we have been telling for years because they may feel offended," the VŠE researcher said, referring to the disputes between students and teachers about (in)appropriate behaviour on campuses. On the other hand, today's young people can learn quickly, invent novel solutions, and tackle problems that generations before them overlooked. "When they believe in something, they take to the streets and fight for it."

So how are teachers supposed to interact with students without offending them but instead supporting their potential? The way can be what is called pedagogy of kindness, which encourages a human and individual approach. Want to learn more about this pedagogical approach? Read the compendium *Teaching Generation Snowflakes: New Challenges and Opportunities*. You can also watch the recording of an online seminar available on the project website.

Discussion on modern teaching methods





Sharing experience at TUL

Get more inspiration!

→ Mathematics teaching undoubtedly requires modern approaches that the digital generation can understand. After all, it has been the bogeyman of many pupils since the first grades of primary school. They often complain that they have no talent for it, that it is too abstract and incomprehensible. But what if they just need to learn it more appropriately? The experts from the **Technical University of Liberec** (Czechia) and **NORD University** in Bodø, Norway, decided to change it in the **iTEM – Improving Teacher Education in Mathematics** project. Their methods are based on “learning by discovery” and focus on using digital tools. They created a range of new tasks and activities for the platforms *mathematikus.de*, *GeoGebra*, and *micro:bit* and integrated 3D printing into their teaching. Thanks to their visual and interactive nature, the activities develop mathematical thinking even in children who are used to understanding through visual perception. All activities are freely available and can be used by all primary school teachers.

LEARN MORE ABOUT THE PROJECT →

→ All young people have faced the question “What will you do when you graduate?” at least once in their lives. This sentence – for many adults, purely practical and innocent – can be very stressful for fragile Snowflakes, especially when unsure of their future profession. And that’s what career counsellors are for: to help young people make those decisions. The project **Shaping Career Counselling Towards Students’ Empowerment** focused on modern career counselling, connecting experts from **Secondary School of Gastronomy and Services Přerov** (Czechia), the non-profit organization **Mission: Reconnect** and the Norwegian schools **Jatta Upper Secondary School** and **Gand Upper Secondary School**. They have created four modules full of activities that career counsellors can use with students. Young people will learn to discover their strengths and weaknesses and find motivation for self-development. They will also learn about the opportunities the world offers them: in addition to further education or entering employment, the modules cover volunteering, internships, and gap years. The variety of modules helps to understand that everyone’s path to a happy and productive life is different.

LEARN MORE ABOUT THE PROJECT →

How many roles does the university have

Symbiosis of education,
research, and public
engagement



Topic

When discussing universities, the first concepts that typically come to mind are education and research. These two aspects are closely intertwined, influencing and relying on each other. University teaching should be grounded in current research; otherwise, students will not develop into true experts in their respective fields. Conversely, the scientific community requires high-quality university education to prepare future researchers. An inadequately educated graduate will struggle to advance scientific knowledge beyond its current boundaries.

Education and research were also closely intertwined in the projects funded by the EEA Grants. Whether exploring existing knowledge on a topic or initiating new research to develop new courses, textbooks, or methodologies, these projects contributed to the symbiotic relationship between education and research. Furthermore, international collaboration between seasoned academics and young Ph.D. students facilitated the exchange of unique expertise, laying the groundwork for future research endeavours.

However, universities also serve a third role: serving society. In fulfilling this role, universities should disseminate the latest scientific knowledge to the general public, foster open dialogues about societal values and needs, and address them accordingly. The following stories demonstrate that, even though it may not have been the primary objective of the CZ-EDUCATION programme, international education projects can encompass all three roles of universities and extend their impact beyond students and teaching staff to reach the broader public.



A student working with memorabilia



Opening of the exhibition about forced labourers



Working with the card catalogue

Discovering forgotten stories

The narrative of the **Czech-Norwegian Memorabilia: University Bilateral Cooperation** project began fortuitously. “I was searching for a research topic that could forge connections between Czech-Norwegian relations,” recalled Vendula V. Hingarová, an expert from **Charles University**. She remembered an acquaintance who had met his Norwegian wife while serving as a forced labourer in the Far North during the Second World War. “Upon discovering that tens of thousands of workers from various parts of Europe were deployed in Norway during

World War II, I directed my focus towards exploring this virtually unknown aspect of our shared history.” Alongside her colleagues from Charles University, the project team comprised experts from the **Norwegian University of Science and Technology**, who had extensively studied the subject of war workers in Norway and whose findings served as a foundation for the team’s research. The newly formed team opted to concentrate exclusively on forced labourers from the Protectorate of Bohemia and Moravia, aiming to depict their existence amidst the harsh condi-

“To date, we have inherited the legacies of approximately 200 deployed labourers, with around 20 containing truly unique documents such as diaries, war correspondence, and souvenir albums.”



The project team exploring the materials of Czech forced labourers

tions of the North and contextualize their story within a broader historical framework.

The project also infused the research with an educational dimension. Vendula V. Hingarová, who instructs students of Scandinavian Studies at the Faculty of Arts of Charles University, primarily focusing on the languages and literature of Nordic countries, noted a neglect of the topic of Czech-Norwegian relations during the Second World War in the existing lectures, with no mention of the forced Czech labourers in Norway. Consequently, she and her colleagues resolved to utilize their research findings to develop new university courses.

The primary source for the project's research was the German war archives housed in Norway, which became accessible to researchers only in 2015, three years before the project's inception. The discovery of labour cards belonging to Czech forced workers provided crucial sociological insights into their experiences in wartime Norway. Furthermore, researchers successfully traced the descendants of these forced labourers, who, much to the surprise of the research team, preserved the belongings brought back by their ancestors from Norway. "It emerged that the forced labourers convened regularly from the 1960's onwards, retaining their memories of Norway into old age," elaborated Vendula V. Hingarová. The forced labourers referred to themselves as "Noráci," a moniker that also became the project's title. "To date, we have inherited the legacies of approximately 200 deployed labourers, with around 20 containing truly unique documents such as diaries, war correspondence, and souvenir albums." Drawing from available sources and descendants' recollections, the project team assembled a comprehensive portrayal of

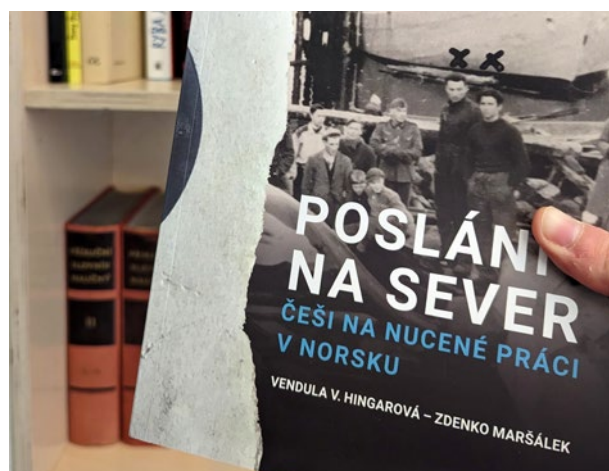
the lives of Czech forced labourers during and after World War II. “Research on the Czech contingent revealed disparities in working conditions in Norway; not all labourers endured the same dire circumstances as observed among Soviet war prisoners,” noted the academic. “Such insights constituted a noteworthy contribution to Norwegian historiography, offering a fresh perspective on a group of civilian workers largely overlooked during the Second World War.”

As previously mentioned, the project's scholars leveraged the extensive research outcomes to enhance teaching at both partner universities. Additionally, they orchestrated a summer school on Czech-Norwegian history, attracting students from both nations as part of a subsequent endeavour. Students had the opportunity to engage with archival materials and eyewitness accounts, incorporating their knowledge into their final theses.

However, the project's impact extended further. The project team ventured beyond the development of curricula and articles for professional publications, producing various supplementary materials for the general public, including two travelling exhibitions, a website featuring an electronic database of forced Czech labourers in Norway, and the publications *Sent to the North: Czechs in Norway on Forced Labor* and *Sent to the North: 15 Stories*. The response from both professional and general audiences in Czechia and Norway surpassed all expectations. Repeated coverage on radio and television programmes ensued, and the exhibition traversed Czechia from east to west, while the Military Museum in Trondheim and the War Museum in Narvik, Norway, delved into the topic. Despite the “Noráci” themselves not witnessing it, their narratives endure thanks to the Czech-Norwegian project.



Launch of a travelling exhibition



Book about Czech forced labourers in Norway

About the project

- Project Title: Czech – Norwegian Memorabilia: University Bilateral Cooperation
- Project Partners: Charles University (Czechia), Norwegian University of Science and Technology (Norway)
- Project Period: 2019–2022
- Project Budget: 2,798,012 CZK

LEARN MORE ABOUT THE PROJECT →

Get more inspiration!

→ The project **Language Plurality: Promoting Small Languages and Their Cultures** connected linguists and other experts from **Charles University** (specifically the Faculty of Humanities) and the **University of Bergen**. The team explored the latest trends in the teaching and research of minor languages, developing findings into five courses covering languages such as Sami or Native American languages, as well as the history and societies of the countries where they are spoken. Moreover, the experts produced several outputs accessible to the general public, including a Norwegian textbook accompanied by intriguing facts about Norwegian society and traditions, a travelling exhibition, and a web portal introducing the development, structure, and fun facts of twelve different (primarily Nordic) languages. If you're interested in exploring any of these languages, this resource serves as an excellent starting point.

[LEARN MORE ABOUT THE PROJECT →](#)

→ A characteristic of modern times is the growing trend of mass tourism, typically centred around popular destinations. A team of experts from the **University of Pardubice, OWLMEDIA, Destination Management Company Eastern Bohemia**, and the **Western Norway University of Applied Sciences** delved into utilizing modern technology, artificial intelligence, and gamification to promote tourism in neglected areas. Their project, titled **“Activating Participants through Social Networks and Gamification in Undertourism Areas,”** resulted in a professional publication and materials tailored for students and researchers. Furthermore, they utilized their findings to develop a freely accessible web application, [nezmizelo.cz](#), where tourists can acquaint themselves with vanished historical monuments of Pardubice and Litomyšl (Czechia). During their visits to these towns, tourists can view 3D models of individual monuments on their phones through augmented reality, making it an ideal tool for school (and private) trips!

[LEARN MORE ABOUT THE PROJECT →](#)



Students of Nordic languages

Through participants' eyes

Experiences from
studying and teaching
abroad



Foreign trips for secondary school pupils, university students, teachers, and other education professionals were integral to the programme. Through study visits, job-shadowing at partner institutions, or teaching and practical internships, participants gained new experiences and skills that they will use in their professional and private lives. Additionally, they met new peers and colleagues abroad, which often developed into deep friendships. Are you interested in how the participants themselves evaluate their international experience? We can answer this thanks to the questionnaires they filled out after their return.

Secondary School Pupils:

The secondary school students mainly participated in group exchanges with their classmates and teachers. They were most often motivated by the opportunity to meet new people (78% of respondents) and to speak a foreign language (66%). Nevertheless, they also wanted to learn about education abroad (66%). As many as 87% of pupils took part in such a study stay abroad for the first time. The generous financial support from the EEA Grants played a crucial role, allowing pupils who could not otherwise afford to go abroad to participate. Thanks to the journey, 97% of participating pupils appreciated that they learned the value of different cultures. 92% felt better prepared to interact with people from different backgrounds, and 91% overcame their fear of speaking

a foreign language. Moreover, 86% of the respondents are now more interested in global affairs.

University Students:

University students went abroad mainly for short-term and semester-long study stays; some also undertook internships. Most participants studied arts, humanities, and economics. They were mainly attracted by the opportunity to experience a different style of teaching and working (78% of respondents). They also wanted to experience living abroad (64%) and practice a foreign language (58%). They perceive their study abroad experience as valuable for their future careers, especially appreciating the development of skills in their field of study (91%). However, they were also excited to immerse themselves in other cultures (96%).

“The most important benefit for me was having the opportunity to meet colleagues from the partner institution in person, with whom I otherwise only have on-line contact. I believe that personal meetings strongly facilitate bilateral cooperation. I most enjoyed talking to my colleagues and sharing best practices with them.”

Czech staff member of a university international relations office about their visit to Iceland



Pupils comparing energy sources
in Iceland and Czechia



Zen during a visit to Norway

“What I really enjoyed about the project was getting to know people from another country. It was great fun to participate in; we learned about many different kinds of energy, each other’s countries, and got to learn a little bit about each other’s language. I will part with this project with new friends and more knowledge.”

Secondary school pupil from Iceland about their visit to Czechia

School Staff and Other Education Professionals:

Study visits and job-shadowing were popular among staff, allowing them to closely examine the everyday operations of partner organizations. Teachers were the most frequent participants, but directors, administrators, staff of school founders, and researchers also participated. Staff participants were highly practice-oriented, seeking to learn about best practices, gain specific know-how (85%), and build new contacts (80%). For 43% of respondents, the trip was an opportunity to feel

more satisfied with their current work. 96% of participants gained new skills they can apply in their practice. Additionally, 72% of participants were motivated by their experience abroad to develop and implement new teaching methods in their home schools. They share their newly acquired expertise with pupils, students, and colleagues who have not yet gone abroad themselves.



University students in Norway

“For me, it was an extremely successful exchange. Everyone was very open and curious. I was not only able to expand my professional network, but I am also confident that joint, international research projects will be developed in the near future.”

Researcher from Liechtenstein about their internship in Czechia



“I enjoyed teaching Sami culture in Central Europe. I was surprised by the interest in our culture.”

Norwegian academician about lecturing in Czechia

Baking cinnamon buns together

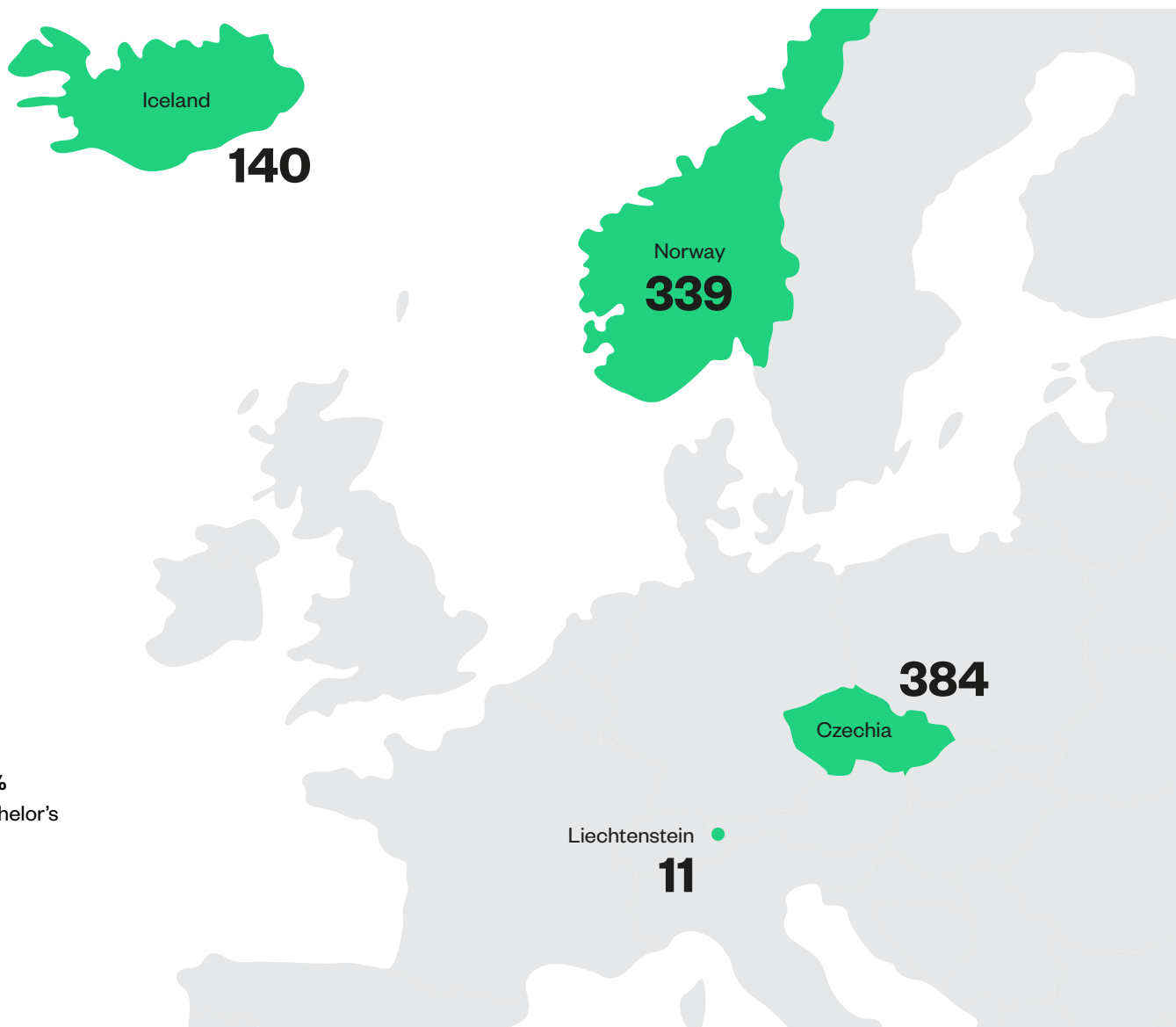
“The cooperation with the Liechtenstein School Office was very valuable; I made new contacts, received a lot of information, and gained a different perspective on education. The digital teaching materials are also very inspiring for teaching in the Pilsen region.”

Administrative staff member from the regional office about their study visit to Liechtenstein

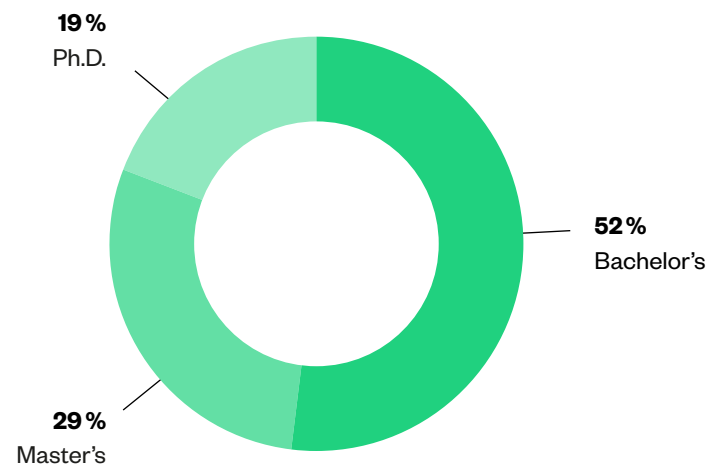


Exploring Czech industrial heritage

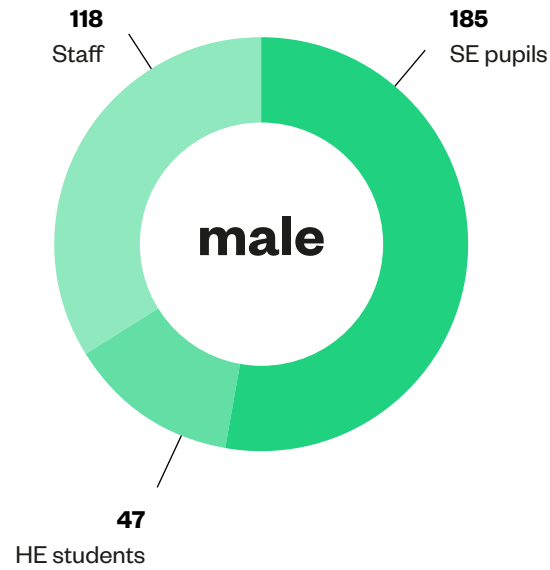
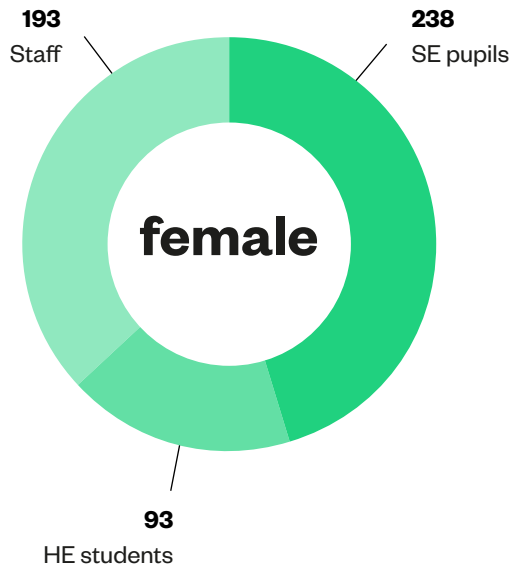
Destination countries



Outgoing higher education students – level of studies



Gender



Physical vs On-line mobility

Physical mobility

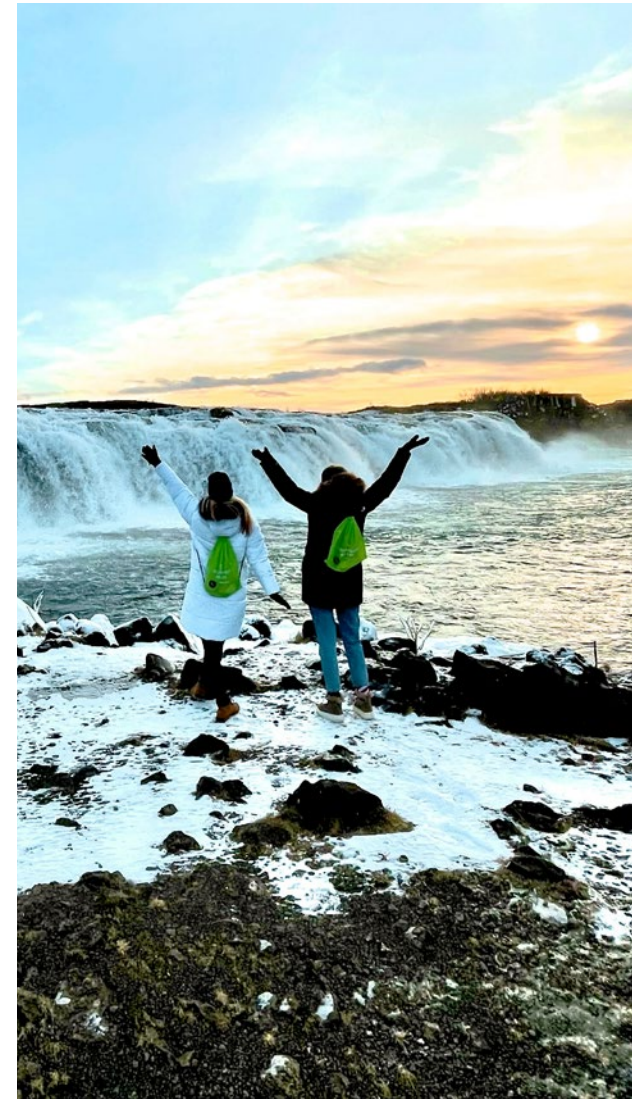
798

On-line mobility

76

“It was an amazing experience; I wish more teachers had the same opportunity to broaden their horizons.”

Czech primary school teacher about their job-shadowing in Iceland



Study stay in Iceland



Field course about sustainability

“Due to my specific needs and my family’s situation, it had not been and would not be possible for me to study abroad via Erasmus. Studying abroad had been my long-time dream, and I had given up on it. EEA Grants changed all of that and gave me an extraordinary opportunity that enabled me to study abroad like my peers usually do, even in my specific situation. I am really thankful for that.”

Czech university student about their study stay in Iceland

“Apart from spending valuable time in a country with a distinct approach to teaching and learning, different political, cultural, and socio-economic backgrounds, I actually learned about myself that I am able to organize and manage a project like this. I considerably improved my communication, time management, and other important skills. I enjoyed not only job-shadowing in classes and discussing teaching approaches and methods with our Norwegian colleagues, but also spending time with them on various trips and social gatherings.”

Secondary school teacher from Czechia about their job-shadowing in Norway



HE staff in Iceland



Intensive course on history in Norway



Norwegian pupils learning to bake Czech cookies

“I liked the creativity of the project team in organizing my digital visit to the Czech Republic. They did a truly great job.”

Norwegian university student about their on-line mobility



93% **96%**

pupils and students staff

improved their knowledge and skills by going abroad

Field research in Iceland



Study trip

“I didn’t know that I liked exploring cities, but now I know that I want to do more of that.”

Secondary school pupil from Iceland about their exchange stay in Czechia

Thank you to all who actively participated in the Education program funded by the EEA Grants, whether as project implementers or participants in foreign exchange stays. Without your passion, determination, and effort, it would not have been possible to achieve so many successes and results. Your cooperation, openness, and dedication have contributed to the creation of inspiring projects that have a positive impact on the education of our pupils and students, as well as on the development of the entire education system.



The Czech National Agency for International Education and Research (DZS)

is a semi-budgetary organisation under the Ministry of Education, Youth and Sports. In Czechia, it is responsible for a wide range of activities in international education, which are intended for institutions, organisations, companies and individuals. Through its activities, it contributes significantly to the development of in-school educational activities and facilitates the professional growth of teachers, adult educators, and youth workers. It offers opportunities for students, pupils and young people to extend their education and gain experience abroad. All over the world, it promotes opportunities to study at higher education institutions in Czechia. It sends Czech language teachers abroad to spread our cultural heritage around the world.

The path to quality education

EEA Grants stories of Czech cooperation with Norway, Iceland and Liechtenstein

Authors: Jana Moskovičová, Jana Pávková, Nina Bosničová

In our project stories, we draw from interviews provided to the Czech National Agency for International Education and Research by the quoted participants, and from their lectures at DZS events. Additionally, the following Czech Radio programmes were used (available only in Czech):

- Generation Z, Snowflakes, app-generation. They are fragile, but when they believe in something, they go out into the streets and fight for it, describes the researcher (interview with Lucie Sára Závodná).
In: Studio Leonardo, ČRo Plus, January 21, 2023
- Sent to the north. How did Czechs, who had to go to forced labour in Norway, live? (interview with Vendula V. Hingarová and Zdenko Maršálek).
In: Mozaika, ČRo Vltava, January 25, 2023
- Researcher Hingarová went to the indigenous Sámi. She explored how they can maintain their language (interview with Vendula V. Hingarová).
In: Studio Leonardo, ČRo Plus, February 18, 2023

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