

Bilateral Cooperation Step by Step EEA and Norway Grants

Scholarship Programme



“Direct contact with Norwegian colleagues and partners through the Norway Grants has been absolutely invaluable. It has been absolutely invaluable both to students and to me as a teacher who needs to stay abreast of what is happening in my field in Norway. Furthermore, it is invaluable to all of us as a team, because it is important for us to form a single academic community rather than maintain a sharp divide between teachers and students.”

doc. Miluše Juříčková: **“Norwegian Literature:
Location experience and European perspectives”**
– NF-CZ07-MOP-4-329-2016
Masaryk University, Faculty of Arts, Department of
German, Scandinavian and Netherland Studies

Table of contents

1

A word of introduction	3
— Norwegian Embassy	4
— Dům zahraniční spolupráce/ Centre for International Cooperation in Education	5

2

Introduction of the programme	7
-------------------------------	---

3

Basic statistical data	11
------------------------	----

4

Target groups – for whom was the programme intended?	17
---	----

5

Examples of supported activities and projects for fulfilled indicators	25
— Mobility within the ECTS credit system	28
— Allowing work on doctoral theses or their presentation at the partner/ host institution (Ph.D. students)	30
— Strengthening the skills/competencies of staff in the education sector	32
— New agreements between universities or faculties (including mobility)	34
— Preparing joint outputs and services	36

6

Bilateral cooperation	39
— Establishing partnerships	42
— From preparatory visit to the project	48
— Independent search for a partner	54
— Long-term cooperation – Norwegian Grants as a chance for its revival	56
— Bilateral partnership during project implementation	58
— Czech view of Czech-Norwegian cooperation	58
— Norwegian view of the Norwegian-Czech cooperation	62
— Important aspects of cooperation	64
— Obstacles and difficulties in project implementation	68
— Successful project completion, and what next?	70

7

Address list – a complete list of participating institutions	73
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1

A WORD OF INTRODUCTION

EMBASSY OF THE KINGDOM OF NORWAY IN THE CZECH REPUBLIC



DEAR FRIENDS,

During the last five-year period Norway and EEA Grants have supported more than 800 projects, under 15 different programmes, all over the Czech Republic. Facts and figures clearly document that the Norway Grants programmes have had a positive impact on people from all parts of Czech society. The Scholarship programme is one of these highly successful programmes.

The aim of the Scholarship programme is to support projects of teaching methodologies, improved skills and knowledge of teachers and other

staff, school development, and the development of new and modernized curricula. It also has a strong bilateral element. By offering work placements and exchange opportunities for both staff and students, the Norway Grants has during the last five years given several hundred students and teachers from the Czech Republic the possibility to spend some time at Norwegian universities and colleges.

This is what I call truly excellent bilateral cooperation! Strengthening the ties between Norway and the Czech Republic by increasing our mutual knowledge and understanding is one important reason why Norway Grants were established in the first place.

Yet, the Scholarship programme has one additional element, which might even be more important. It focuses on the future. Thanks to Norway Grants, hundreds of Czech-Norwegian friendships have been established. As a young student from the Masaryk University in Brno noted after she had spent a half-year at the University in Kristiansand: "On a personal level I especially appreciate the contacts that I gained and which I believe will be further developed in the future cooperation between our institutions."

The Scholarship programme also has practical advantages. Broadened horizons, improved language skills and increased adaptability are just a few of the skills that Czech students have acquired at Norwegian universities and colleges. Norwegian students, for their part, have had a unique opportunity to experience the amazing transformation that the Czech Republic has undergone during the last two decades. I find the drive and ambition in the young Czech generation highly inspirational.

I will take this opportunity to extend my warm thanks to the Norwegian donor partner, SIU in Bergen, and their Czech partners, DZS in Prague, for their excellent collaboration and efficient running of Norway Grants' Scholarship programme. What you have achieved in the last five years fills me with great optimism while we are awaiting the coming period of Norway Grants in the Czech Republic.

SIRI ELLEN SLETNER

Ambassador of Norway to the Czech Republic

DŮM ZAHRANIČNÍ SPOLUPRÁCE / CENTRE FOR INTERNATIONAL COOPERATION IN EDUCATION

DEAR COLLEAGUES,

In 2017, we reached the end of the second phase of the Scholarship Programme and Bilateral Scholarship Programme within the EEA and Norway Grants in the Czech Republic.

The Scholarship Programme brought extensive opportunities for Czech institutions and individuals to engage in active cooperation with partner institutions in Norway, Iceland, or Liechtenstein. There were two main areas of cooperation supported – Mobility projects and placements and Institutional cooperation projects, implemented not only by higher education institutions, but also institutions of primary and secondary education. The wide range of project aims and outputs reflected the needs of institutions from various academic fields and sectors of education.

This brochure represents a compilation of the main quantitative and qualitative results of the programme's implementation. It aims to show good practices from the participating institutions and individuals and inform the wider public about the most important achievements made through the Scholarship Programmes in the Czech Republic.

From 2014 to 2016, there were 320 projects supported by the programme, including 243 individual mobilities and 77 cooperation projects. All these projects contributed to the educational and innovative potential of Czech institutions by sharing and transferring knowledge, technologies, experience, and good practice. The individual participants benefited from their mobility experience both in terms of their personal and professional development.

The overall goals of the scholarships programmes in the Czech Republic, namely the enhancement of human capital and know-how, as well as the support of institutional bilateral cooperation in education, were consistent with the main national strategic goals in education and

training in the Czech Republic. Internationalisation of the education sector and mobility of individuals are important instruments in developing the quality and effectiveness of education, with the overall aim to achieve better employability and more innovation in the sector, while ensuring social inclusion and equity.

I strongly believe that the EEA and Norway Grants have contributed not only to strengthening bilateral relations and promoting cooperation between the Czech Republic and the Donor States, but have also played an important role in the whole process of internationalisation of education in the Czech Republic, promoting the international mobility of students and staff and creating a suitable foundation for establishing institutional partnerships at all levels of the education sector.

I would like to take this opportunity to thank all the project participants and our partner organisations in the Donor States – SIU, RANNIS and AIBA – for their cooperation, enthusiasm, and support during the second phase of the programme's implementation.

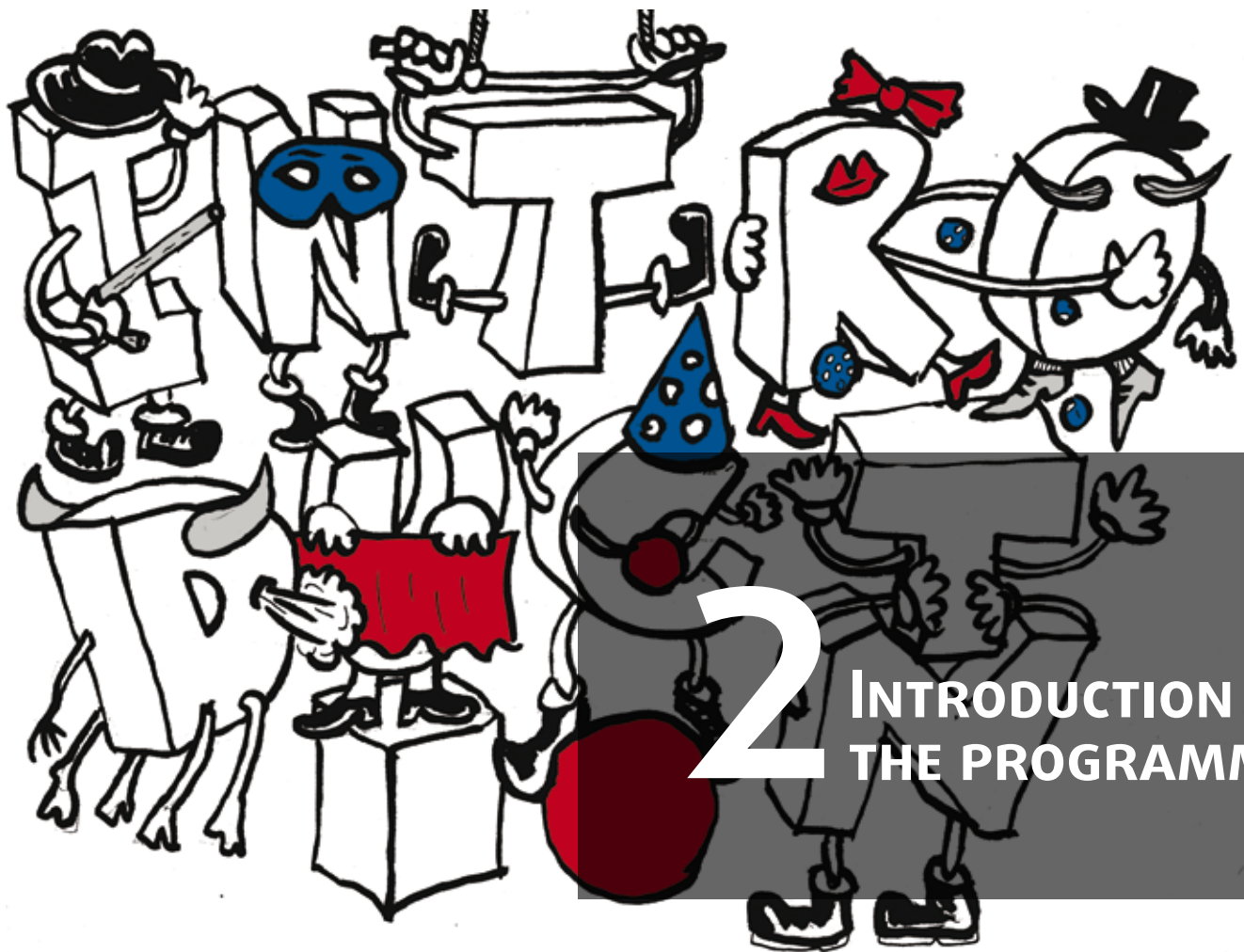
DANA PETROVA

Director of DZS



„The dialogue with the students during the lectures since they were surprisingly eager to ask questions.“

Sigur Sagen Vildåsen (INP-327-2016), Norwegian University of Science and Technology



INTRODUCTION OF THE PROGRAMME

In the second programming period, the CZo7 Scholarship Programme under the Norwegian Grants provided individuals and institutions with an opportunity to cooperate on projects, i.e. to visit and work at partner institutions in Norway, Liechtenstein and Iceland. Two main types of activities were supported – mobility projects and placements, and institutional cooperation projects. The programme involved representatives of a wide range of university disciplines such as the humanities, science and technical disciplines. However, projects of secondary schools were also implemented.

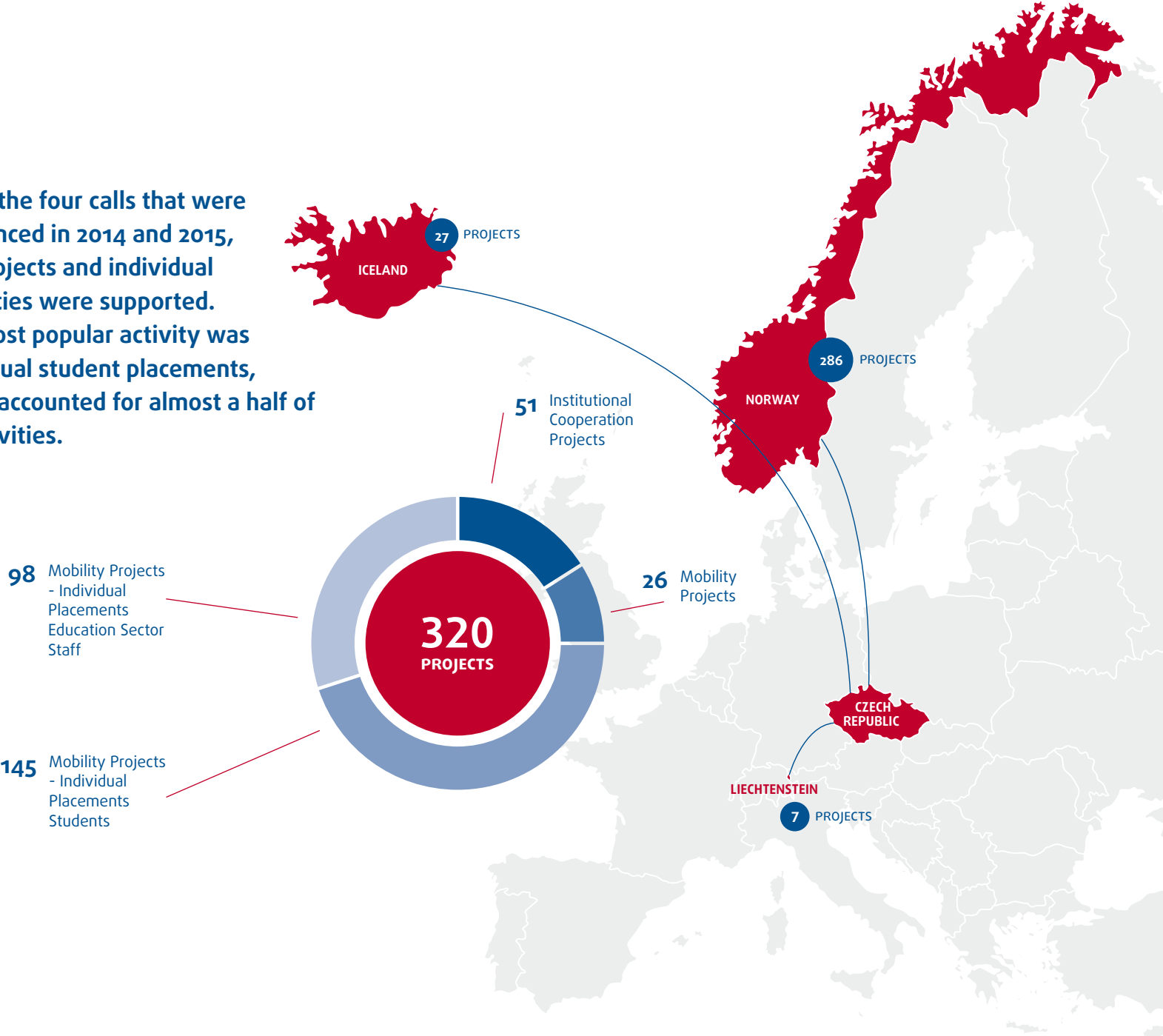
This is also reflected in the diversity of the potential outputs and orientations of the different projects, across many academic disciplines and various types of educational institutions.

Depending on the type of project cooperation, the planned objectives of the projects include both joint results – creating and sharing teaching methodologies, preparing new educational programmes, joint publications, seminars or workshops – and exchanges of students, teachers and other staff of the participating schools in order to support their further development, both personal and professional.

A total of 320 activities were supported in order to help implement the programme's objectives, namely to support human resources and the knowledge base in the Czech Republic and to strengthen cooperation between Czech educational institutions and educational institutions in the donor countries. Of these, 243 were individual mobilities and 77 were project partnerships (51 institutional cooperation projects, 26 mobility projects). All the above activities were implemented in cooperation with Norway, Iceland and Liechtenstein.

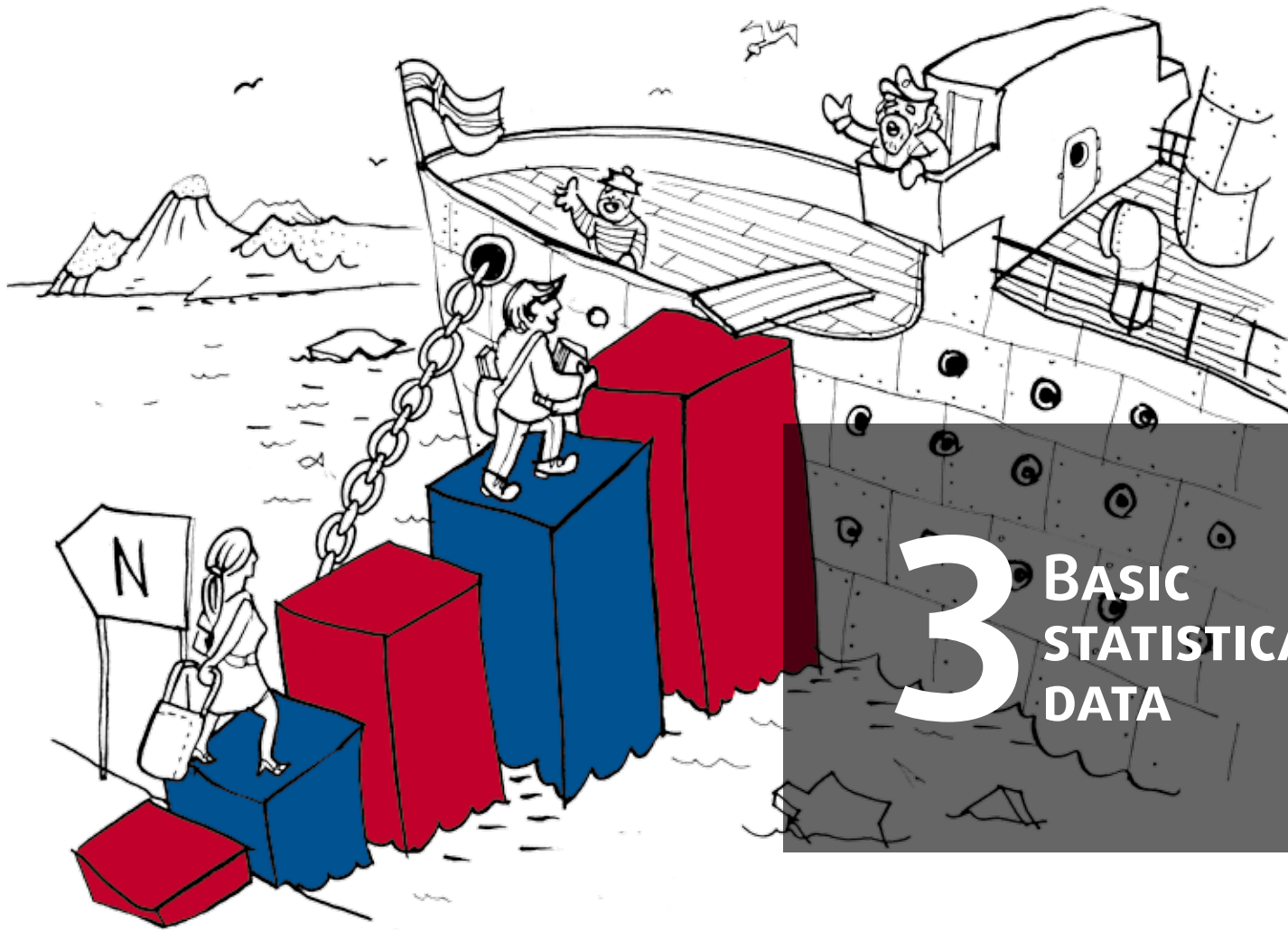
The bilateral dimension of cooperation is an integral part of the programme as well. Therefore, emphasis was also placed on establishing and strengthening additional contacts and on sharing and transferring knowledge, experience, technology and good practice.

Under the four calls that were announced in 2014 and 2015, 320 projects and individual mobilities were supported. The most popular activity was individual student placements, which accounted for almost a half of all activities.



„As we know, the Scandinavians are somewhat reserved and it is more difficult to establish a friendship with them, but as they get to know you better, they become your friends for life.“

Jakub Dubravčík - NF-CZ07-INS-4-064-2014
Lillehammer University College

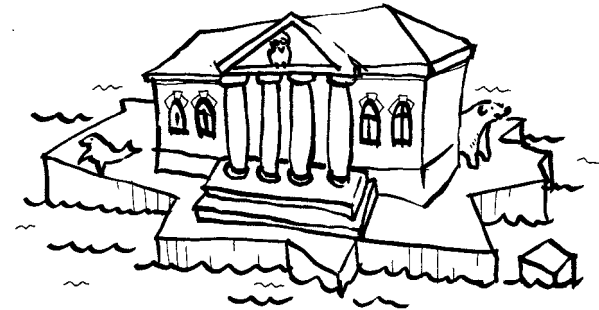
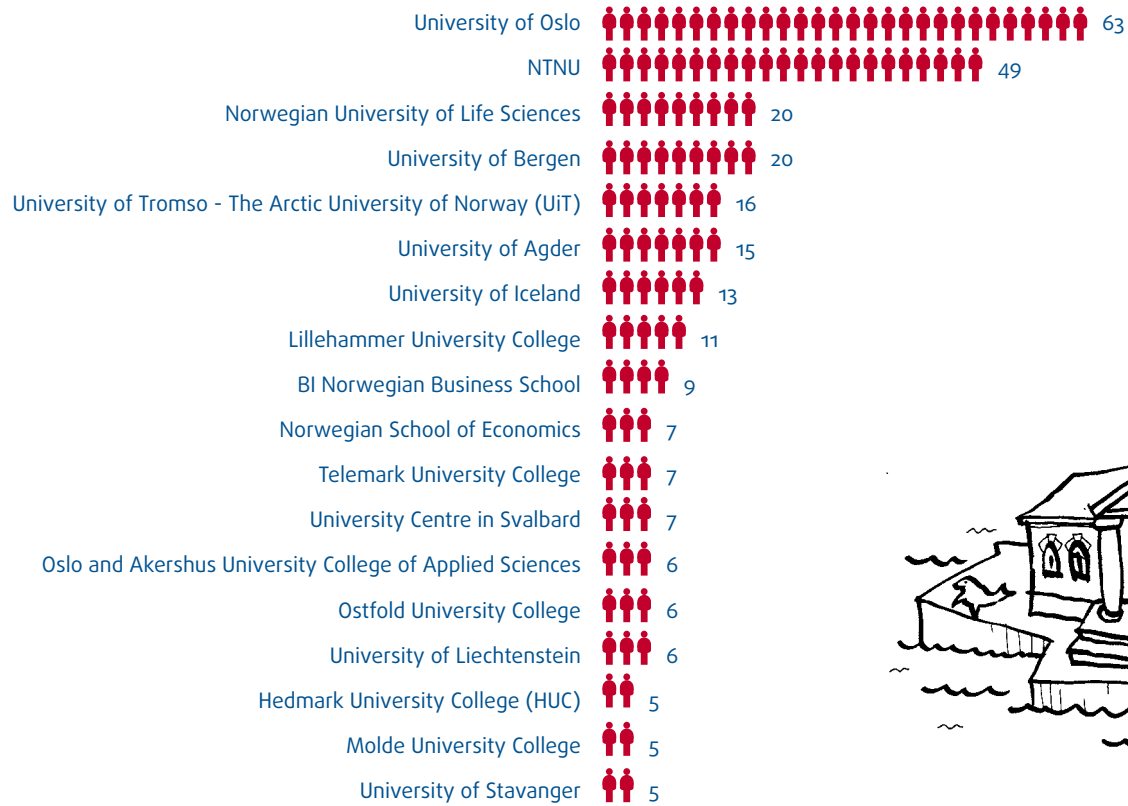


3

BASIC
STATISTICAL
DATA

3. BASIC STATISTICAL DATA

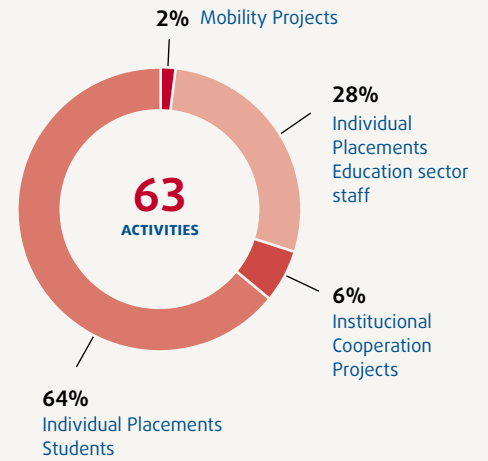
Would you like to know which foreign institutions participated in the activities? Most often, these included the University of Oslo and the Norwegian University of Science and Technology (NTNU) in Trondheim. In Iceland, the largest number of activities (namely 13) were implemented by the University of Iceland.



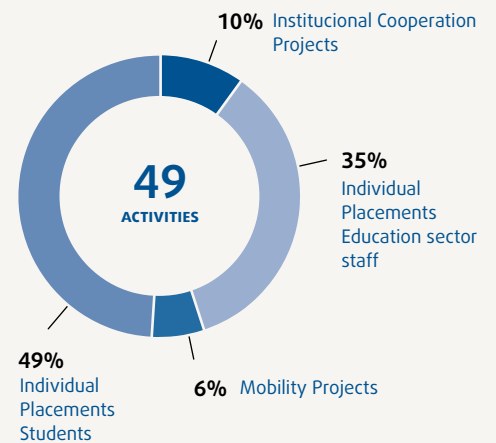


Overall, the University of Oslo and NTNU participated in 5 and 8 bilateral projects, respectively. Forty Czech students completed an individual mobility at the University of Oslo, and 24 students at NTNU.

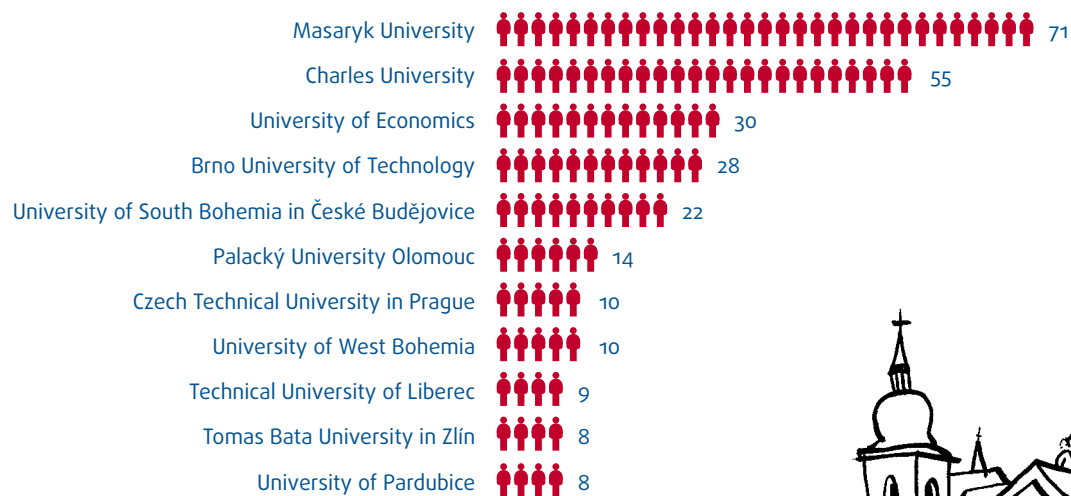
University of Oslo



Norwegian University of Science and Technology (NTNU)



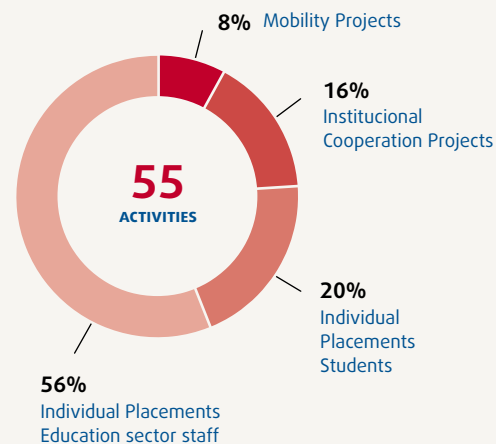
Which Czech institutions participated in the largest number of activities?
These were the two largest universities – Masaryk University and Charles University. The University of Economics in Prague, the Brno University of Technology and the University of South Bohemia in the České Budějovice implemented more than 20 projects each:



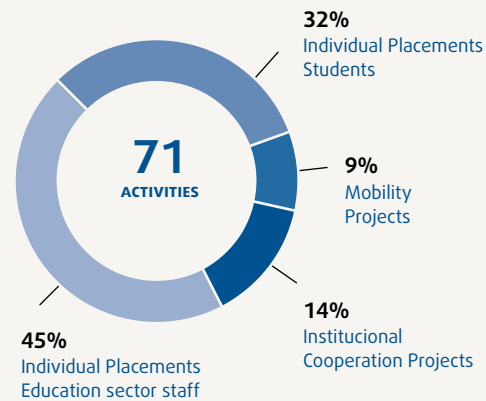


Did you know that, for Charles University and Masaryk University alike, more than 30 students went abroad using EEA and Norway Grants? The number of Masaryk University staff who completed individual mobilities is more than twice as high as the number of Charles University staff:

Charles University

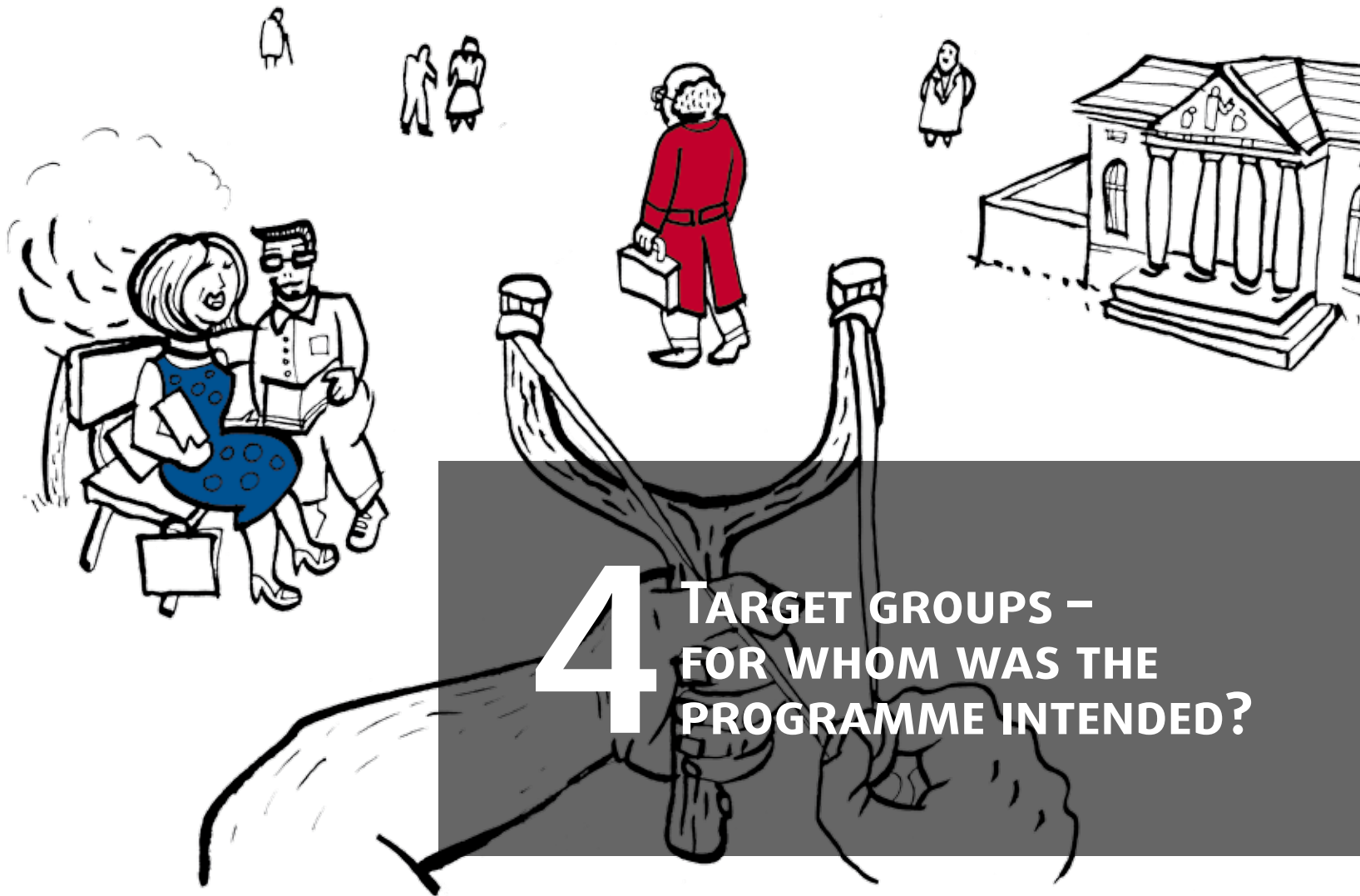


Masaryk University



“Great experience was also the visit of the Trondheim Research center, which has the ideal parameters for modern education, whether in terms of layout of workplaces or a laboratory and even in terms of pleasant work environment.”

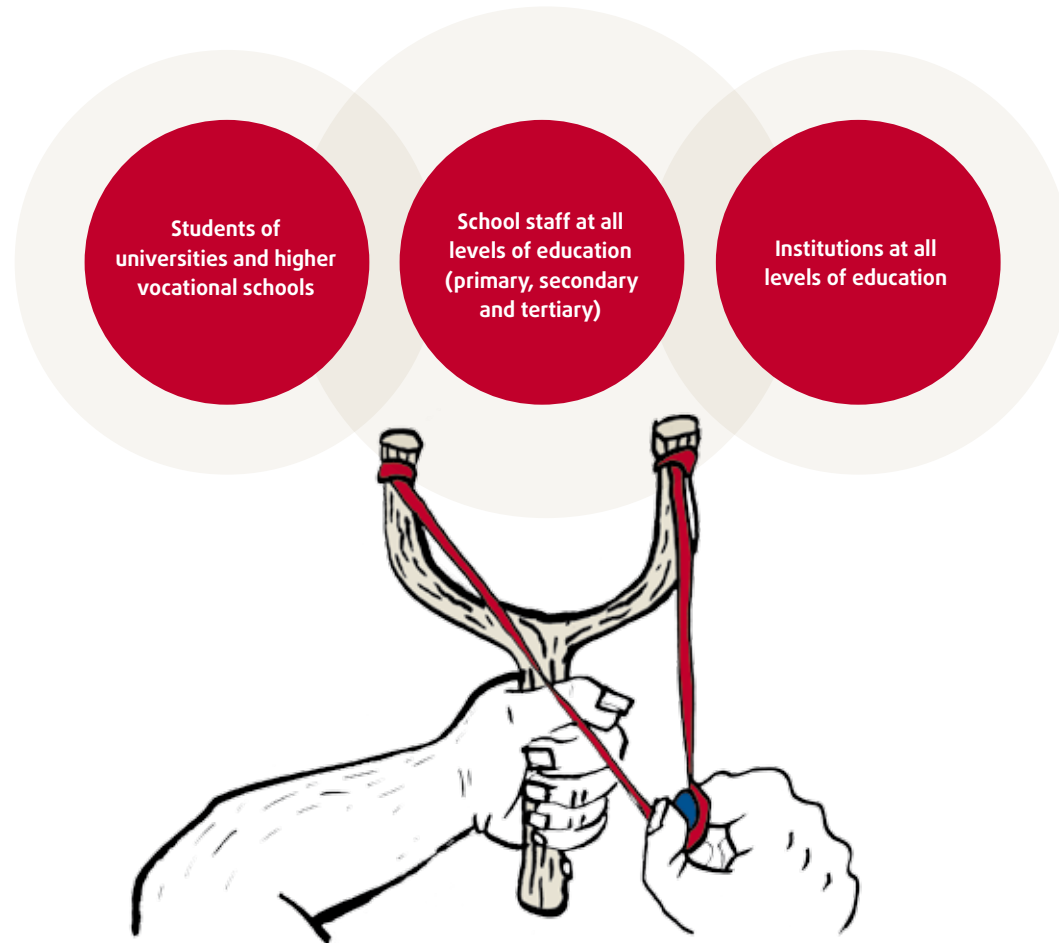
Jan Petr, Ph.D.: „A common platform for sharing experiences and education of students in the field of forest entomology“ - NF-CZ07-ICP-4-318-2016, Jihočeská univerzita v Českých Budějovicích



4 TARGET GROUPS –
FOR WHOM WAS THE
PROGRAMME INTENDED?

4. TARGET GROUPS – FOR WHOM WAS THE PROGRAMME INTENDED?

The programme offered opportunities to complete a stay abroad or to establish cooperation in education for both institutions and individuals, i.e. for each of the following target groups:



STUDENTS OF UNIVERSITIES AND HIGHER VOCATIONAL SCHOOLS

In terms of study stays, the programme provided opportunities for students of bachelor's and master's programmes, students of higher vocational schools as well as doctoral students. Motivated by obtaining ECTS credits for courses completed at a partner university, students were able to complete stays ranging from 3 to 10 months (usually lasting one academic term and within one academic year), while doctoral students completed short-term research stays ranging from 2 weeks to 2 months.



"Simply put, the main reason why I chose to participate was to get hands-on experience as opposed to merely sitting in the classroom and discussing things, to actually experience what we have been discussing at school for half a year. This way, you can definitely learn more than when you just sit in a room and listen. You simply

come to Norway, and you need to deal with different situations and experience everything for yourself. In addition, we visited places and met people who we would never have encountered had we travelled on our own."

From the experience of project participant Katarína Balková: **"Norwegian Literature: Location experience and European perspectives"** – NF-CZ07-MOP-4-329-2016
Masaryk University, Faculty of Arts, Department of German, Scandinavian and Netherland Studies



17088

Over the course of two years, students participating in the programme spent a total of 17 088 days on international mobilities in Norway, Iceland and Liechtenstein.

4. TARGET GROUPS – FOR WHOM WAS THE PROGRAMME INTENDED?



„Teaching here is at a high level. Lectures are available online in advance, it is compulsory to follow up. At the lectures the specific topics are being discussed in working groups. The small campus is surrounded by nature in the West Island. The exchange students have a car available that is used for shopping in the closest town (40 km from campus).“

Tomáš Gálik's experience of individual student mobility in Iceland (Bifröst University)
EHP-CZ07-INS-4-101-2015



“The study stay allowed me to meet people who I would otherwise never have met. For us, students of Norwegian literature, this is a great bonus. Also, we were brought ever closer to the Norwegian language, learned new dialects, new words. Interpreting is not only about the language but rather about the country as a whole, including all related facts and developments.“

From the experience of project participant Pavel Přibáň: **“Norwegian Literature: Location experience and European perspectives“** – NF-CZ07-MOP-4-329-2016
Masaryk University, Faculty of Arts, Department of German, Scandinavian and Netherland Studies

“I stayed with a host family, for which I got a contact at my university. This was a great advantage, as it allowed me to learn all about the way Icelanders live. In addition, the mother in the host family is also a scientist, so I was able to see how a career in science can be combined with family life.“

Katarína Bányiová's experience of individual student mobility in Iceland (University of Iceland) – EHP-CZ07-INS-3-067-2014

„Fact that impressed me the most is quality and development of subjects taught in University. They are made in compliance with real problems students may encounter in future professions.“

Jakub Kročil's experience of individual student mobility in Norway (NTNU) – NF-CZ07-INS-5-103-2015

SCHOOL STAFF

Their motivations for participating in the programme were as varied as their experiences and outcomes from completed placements. However, they had one output in common, namely that they improved their abilities, skills and competencies and, in some cases, further cooperation between participating institutions was successfully established.

School staff also had an opportunity to complete short teaching stays ranging from 1 week to 6 months at a partner institution, and to participate in conferences, seminars, workshops and other educational activities for up to 6 weeks. Furthermore, school staff used the opportunity to shadow an expert at another institution, for example in order to become familiar with new methods in education and research.

„Excellent opportunity to gain experience in my field of study from different perspectives.“

Experience with individual mobility of doc. Milan Palát from Mendel University in Brno – NF-CZ07-INP-2-022-2014

„The contribution of educational mobility to personal outcome is unquestionable - besides the enhancing the common research collaboration, the competences and skills of the outgoing person have increased.“

Experience of Mgr. Pavlína Zrůstová from Brno University of Technology – NF-CZ07-INP-3-081-2014

„This shadowing opportunity provided me with an amazing opportunity to gain new skills and work abroad in international environment.“

Experience of RNDr. Miroslav Brumovský from RECETOX in Brno – NF-CZ07-INP-4-196-2015

„The mobility enabled me to visit foreign country, improve my language skills, be independent, learn how to organise my work and time.“

Experience of RNDr. Mária Chropeňová from RECETOX in Brno – NF-CZ07-INP-4-218-2015



2732

Within two years, school staff spent a total of 2 732 days on international mobilities in Norway, Iceland and Liechtenstein.

4. TARGET GROUPS – FOR WHOM WAS THE PROGRAMME INTENDED?

INSTITUTIONS AT ALL LEVELS OF EDUCATION

Within the programme, institutions had the opportunity to participate either in mobility projects or in institutional cooperation projects. Mobility projects could be aimed both at students at the tertiary level of education, and at school staff.

AS A RESULT, SUPPORT COULD BE PROVIDED FOR:

Student placements at the tertiary level of education

school staff, shadowing a colleague at a foreign institution

Besides supporting short-term placements of students and school staff, institutional cooperation projects could be aimed at supporting intensive programmes and summer schools. Some of the projects also included other forms of cooperation oriented towards:

The development of institutions;

The development of joint modules or joint study programmes;

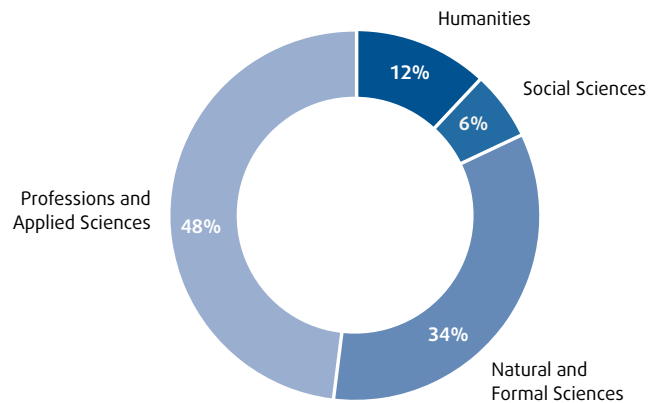
The development and application of new teaching tools and methods.

Did you know that...?

Norwegian natural sciences teachers are more versatile. A teacher in Norway has to deal with as much as a teacher in Czech republic has to do for several approvals. While they teach, let's say, the principles of scientific research on certain model situations, we practically prepare teachers on the for two different subjects.

Jan Petr, Ph.D.: „**A common platform for sharing experiences and education of students in the field of forest entomology**“ - NF-CZ07-ICP-4-318-2016, University of South Bohemia in České Budějovice

Projects according to the academic field



Almost a half of all projects were implemented in the field of applied sciences and professions, which include e.g. medicine, education, engineering and social work. More than a third of implemented projects addressed natural and formal sciences, e.g. chemistry, mathematics or biology. Humanities and social sciences were represented in about a fifth of the projects. For more information on division into fields, see Address Book



“We have written a book together, about better learning in schools. Looking at how to provide the schools and also provide teachers to be better in it, in Czech Republic and Norway. We are looking at the results and comparing them. And the result is the book in three languages, Norwegian, Czech and English.”

Prof. Dan Roger Sträng: „Better Learning in schools: Reflective Teams as a Resource in School Development“ - NF-CZ07-ICP-3-225-2015
Østfold University College

„One of the unforgettable experiences within projects funded by Norway Grants was a trip to Norway in June this year. We participated in two events, one in Narvik and one in Kristiansand. The latter one was special in the sense that people working in academia and business met at one event. The atmosphere was very open, creative and inspirational, especially for members of academia like me.“

Josef Rebenda, Ph.D.: „**PLATSUM – Personality, learning approaches and teaching styles in undergraduate mathematics**“ - NF-CZ07-ICP-4-324-2016
Středoevropský technologický institut VUT



5 EXAMPLES OF SUPPORTED ACTIVITIES AND PROJECTS

5. EXAMPLES OF SUPPORTED ACTIVITIES AND PROJECTS FOR FULFILLED INDICATORS



Participants of the study visit „Bilateral Cooperation in Teaching and Education“ in Iceland (26. 9. 2016 – 30. 9. 2016)



Participants of the study visit „Bilateral Cooperation in the Field of Technology“ in Norway (13. 6. 2016 – 17. 6. 2016)

Two main outputs were formulated at the programme level, namely **strengthening the mobility of university students and teachers** between the beneficiary states and the EEA states, and **closer cooperation between institutions** at all levels of education (primary, tertiary, vocational education and training, adult education) between the beneficiary states and EEA states.



These results are to be achieved through:

Mobility within the ECTS credit system;

allowing work on dissertations or their presentation in the host country;

strengthening the skills/competencies of staff in the education sector;

new agreements between universities or faculties (including mobility);

promotional events;

preparing joint outputs and services (scientific publications, common curricula, common teaching methodologies, joint summer schools or intensive courses, presentation of papers at international conferences, methodological manuals on best practices and guidelines, development management plans that integrate environmental issues and sustainability);

further cooperation (implemented or planned).

We would now like to use specific examples to introduce selected outputs in more detail.



NAME OF THE PROJECT:

Individual student mobility in Norway

Type of activity: Individual student mobility
Beneficiaries: Jakub Dubravčík
Czech institution: University of Pardubice, www.upce.cz
Host institution: Lillehammer University College, www.hil.no
Project number: NF-CZ07-INS-4-064-2014
Supported within: EEA and Norway Grants (CZ07)

Summary

The objective of the mobility was to gain new experience, become familiar with local culture and life-style and, most importantly, the Norwegian education system that I was eager to learn about. Among other things, I saw the mobility as a great opportunity to strengthen the relationships between Pardubice University and Lillehammer University College and my participation in the Buddy System programme was supposed to support this mission. I was able to participate in many voluntary activities at Lillehammer University College, I was



a member of the 2014 Nordic Ski and Ski Jump World Cup, the 2015 FIS Junior World Cup and many other sporting events. Practical experience with event organization helped me to improve my communication and organisational skills and many other aspects.

Thanks to the mobility, I was able to extend my stay in Lillehammer to one year, which was really an excellent opportunity to get to know the local society, improve my language skills and meet many new and great people from all over the world with whom I have remained in contact. During the summer term, I joined the Buddy System at Lillehammer University College which enabled me to participate in organising events for international students, be in contact with both Norwegian and foreign students and make lifelong friendships.

The opportunity to meet local people is especially priceless. As we know, the Scandinavians are somewhat reserved and it is more difficult to establish a friendship with them, but as they get to know you better, they become your friends for life. I can confirm this.

Conclusion

I would like to conclude by saying that today, we like to surround ourselves with things that we do not really need and that are of temporary value. However, the feeling when at 2 AM on a day that never ends, you are climbing the highest peak above the polar circle from where a breath-taking view opens in front of you (a photograph from Lofoten Islands) is eternal and nobody can ever take that away from you. Life is about our experiences and a six-month mobility grant can provide a lot of those. I subscribe to the motto:

“Travelling is the only thing you buy that makes you richer”



4x foto Dubravčík, Jakub, Norway, 2015

Did you know that...?

Bokmål, the official formal version of Norwegian language used by approx. 80 percent of inhabitants which is also usually taught in Norwegian classes, is not that difficult to learn? The problematic part is correct pronunciation and sentence melody.



Norwegian cheese brunost (or brown cheese) is consumed in savory version with butter on bread or crispbread but also in sweet version with jam and waffles?

source: www.sverige.cz

NAME OF THE PROJECT:

New important microextraction techniques for rapid sampling and sample preparation

Type of activity:	Individual student mobility
Beneficiaries:	Mgr. Veronika Pilařová
Czech institution:	Charles University in Hradec Králové, Faculty of Pharmacy
Host institution:	University of Oslo, School of Pharmacy
Project number:	NF-CZ07-INS-4-046-2014
Supported within:	EEA and Norway Grants (CZ07)



4x foto Pilařová, Veronika, Norway, 2015



Brief Summary

The planned mobility enabled the applicant (Mgr. Veronika Pilařová) to get the knowledge in the field of sample preparation. The main focus of applicant's research was the development of new microextraction methods used for preparation of biological samples prior to LC-MS analysis, especially methods based on solid phase extraction (SPE). Therefore the applicant wanted to increase the knowledge also in other fields of sample preparation, such as liquid-liquid based microextraction approaches.



Results

The applicant, Mgr. Veronika Pilařova, got the knowledge in the field of sample preparation during the stay. She was interested in the development of microextraction method PALME (parallel artificial liquid membrane extraction) for LC -MS analysis of basic polar drugs. PALME is new extraction method which can be used for isolation of molecules with different physico-chemical properties (acidity, basicity, molecular weight, polarity) from biological fluids such as plasma, serum or urine. The research work is a part of applicant's PhD thesis and will be presented at the Department of Analytical Chemistry, Faculty of Pharmacy, Charles University in Prague.



NAME OF THE PROJECT:

MObility for Development of Universities (MODUS)

Name of the project:	Mobility for Development of Universities (MODUS)
Type of activity:	Mobility project (MOP)
Beneficiaries:	Ing. Monika Vejchodová
Home institution:	University of Pardubice, www.upce.cz
Host institution:	Gjøvik University College, www.hig.no, since 1st of January, 2016 Norwegian University of Science and Technology (NTNU), campus v Gjøvik, www.ntnu.no
Project number:	NF-CZ07-MOP-3-139-2015
Supported within:	EEA and Norway Grants (CZ07)



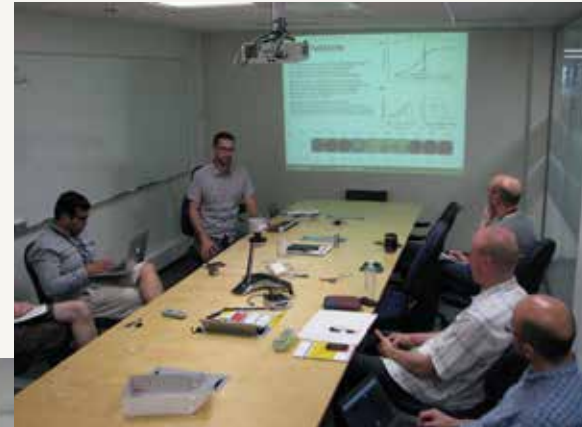
NTNU - Faculty of Technology, Economy and Management, Norway, 2015

Summary

The project was focused on the exchange of employees from two higher education institutions – NTNU (Norway) and the University of Pardubice (Czech Republic). The exchange occurred from July 2015 to June 2016.

The overall objectives were the reduction of socio-economic disparities in Europe, the development of bilateral cooperation and the strengthening of human resources (employees) and know-how.

In total, 16 employees were involved in the mobilities. 12 members of academic staff (8 of them from the University of Pardubice and 4 from NTNU) and 4 members of administrative staff (1 person from the University of Pardubice and 3 from NTNU).



Previous cooperation

The cooperation between Gjøvik University College and the University of Pardubice started in 2007 when 2 delegates Gjøvik University College visited International Week organized by the University of Pardubice. We agreed on our initial cooperation – the exchange of students and academic staff within the Framework of the Erasmus Programme. In the 2007 – 2016 period, we exchanged students on a regular basis and carried out a few short term visits by academic and administrative staff. The MODUS Project smoothly extended individual mobilities that occurred in 2014 and 2015 and put new life into the development of mutual cooperation.

About the project

Project implementation was significant for the start of new and the development of existing cooperation, as well as the sharing of knowledge and experience. New cooperation was initiated in the field of proces engineering (6 persons from the University of Pardubice and 2 from NTNU were involved). We developer cooperation in the field of printing and colour technologies (2 persons from each institution) and in the field of central administration (administrative staff mobility).

“We will further develop our cooperation – we are planning join projects, research articles and workshops.”

NAME OF THE PROJECT:

Teachers on the Move

Name of the project:	Teachers on the Move
Type of activity:	Mobility project (MOP)
Beneficiaries:	Mgr. Dana Metelcová
Home institution:	Střední zdravotnická škola a Vyšší odborná škola zdravotnická, www.libereckazdravka.cz
Host institution:	Breidholt college/ Iceland, www.fb.is
Project number:	EHP-CZ07-MOP-2-120-2015
Supported within:	EEA and Norway Grants (CZ07)



pingvellir, Iceland, 2016

Summary

The project was based on job shadowing. It was organized for teachers of nursing, for international coordinators and for the management from both schools – Střední zdravotnická škola a Vyšší odborná škola zdravotnická, Liberec and Breidholt College, Reykjavik, Iceland. The project participants were four Icelandic teachers who visited their Czech partners in Liberec in November 2015 and four Czech teachers who went to see their project partners in April 2016. Teachers of nursing focused on shadowing their colleagues during nursing lessons. International coordinators shared their experience and gained information about potential future cooperation and international opportunities for students. In addition, the school managers who were the other project participants concentrated on school management, curricula and ways of overcoming obstacles.



“We all try to educate our students to appreciate life values so that they are aware of their own responsibility for life and the joint responsibility to ensure the health safety of other persons, too. With students, we pay attention to helping them to understand the traditions and values of their own nation as well as provide an historical understanding from the point of view of the present in both European and worldwide contexts.”

Metelcová, Dana, Iceland, 2015

The students were taught to contribute to supporting regional, national and international cultural values and to create a positive attitude towards them both during and outside of the lessons. All teachers feel the necessity and need for saturation in both personal and professional development. At the same time, they use their professional knowledge and they constantly update their sources of information needed for sharing with their students. This is the mobility which helped to achieve the fulfilment of these values.

Teachers dealing with the education of nurses gained new sources for their professional use during the mobility. The goal was not only to receive information about active and follow-up care, but to also receive information dealing with professional development, ways of providing and different types of nursing care, with care standards, safety codes, with devices and equipment in partner schools, hospitals and other health facilities, with ways of obtaining proven procedures and with other possibilities of further education and professional development.

The main contribution of the project was the sharing of experience – experience with lessons of nursing, with hospital training, with managers of schools, experience with financial issues, and experience with the methods of reaching nursing goals with regards to set requirements and, in addition, sharing experience with international projects.

“We realised that in some ways nursing education is very similar to ours, concerning for example the area of equipment in classrooms for nursing, but in some ways it is completely different, for example in the structure and evaluation of study results and in credit system.”



NAME OF THE PROJECT:

Transnational and national migration: experiences from the Czech Republic and Norway

Name of the project:	Transnational and national migration: experiences from the Czech Republic and Norway
Type of activity:	Institutional Cooperation Project (ICP)
Beneficiaries:	PhDr. Vendula Vlková Hingarová, Ph.D.
Home institution:	Charles University, Faculty of Arts
Host institution:	The University of Tromsø The Arctic University of Norway
Project number:	NF-CZ07-ICP-3-155-2015
Supported within:	EEA and Norway Grants (CZ07)



3x photo: Vlk, Vojtěch, Norway, 2008

An exceptional combination of topics and perspectives by individual lecturers were implemented in three new semester courses offered at the Faculty of Arts, attended by students from a range of fields of study. Lectures given by Czech and Scandinavian speakers from who include both expert and beginning researchers will also be available in writing within the English-language publication.

Research surrounding emigration to America has traditionally been studied from a national perspective (eg. USA, Czechs, Danes in Argentina). The interconnection of the Czech and Scandinavian research was rewarding for the Czech side, since Scandinavian studies are more available in English to a greater degree. Studies in Scandinavian languages are more accessible to Czech people, than the Czech ones are for the Scandinavian people due to language barrier. The publication will remedy this situation, for example, the lack of English-language studies on Czech emigration to South America.

For Czech students, the project was especially rewarding because it provided opportunities for them to experience a variety of speakers from the Czech Republic and abroad within one



academic course. While this represents a common practice at the partner institution in Norway, it was perceived as an innovative approach in the teaching process at the Czech institution involved in a project. The overall assessment of the lectures was positive. The main output of the project cooperation is the preparation of joint publications, which involve two editors who are researchers from both teams. An unexpected challenge was the need to combine publishing parameters so that the publication could be counted in the scoring system of both the Czech and Norwegian academic environments. For example, it was necessary to apply for inclusion of the Czech publisher in the list approved by the Norwegian academic publishers. The experience from a joint editorship of publications are also definitely positive.



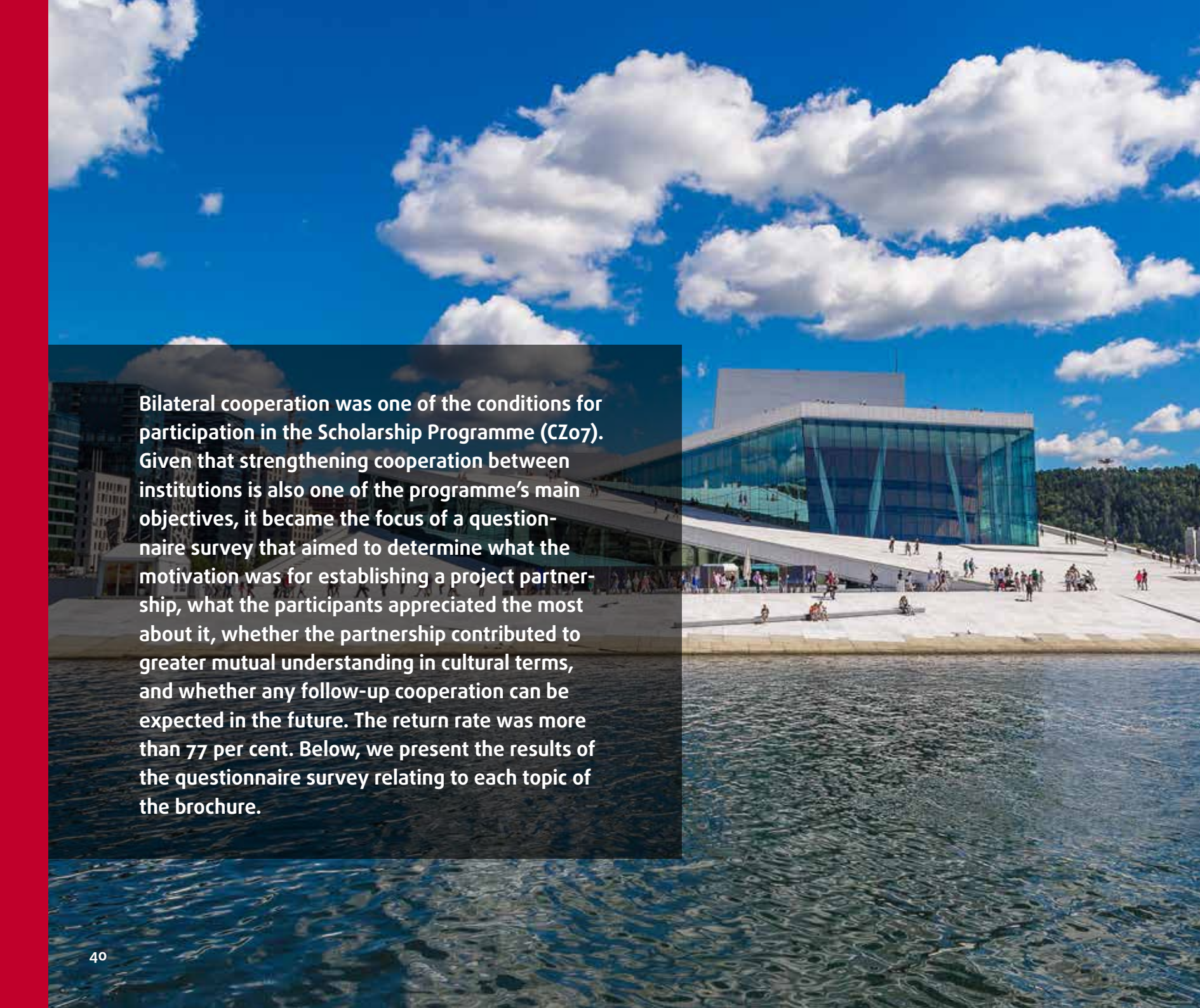
„For Czech students, the project was especially rewarding because it provided opportunities for them to experience a variety of speakers from the Czech Republic and abroad within one academic course. While this represents a common practice at the partner institution in Norway, it was perceived as an innovative approach in the teaching process at the Czech institution involved in a project.“

Dr. Hingarová

„To me, Norwegian deaf community inherently belongs to Norway. Norway being able to teach so many people Norwegian sign language has led to the fact, that in the end, myself as well as my deaf colleagues often did not know who is deaf and who is not. I found myself in an environment, where everybody signed alternating one or the other language, English was spoken quite rarely and I did not even know, who from us is hearing and who is deaf. This moment is somewhat liberating and for me personally a very strong experience.“

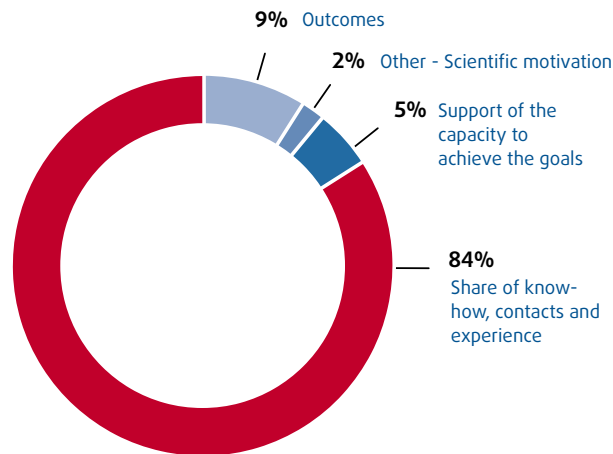
PhDr. Petr Peňáz, project „**Sign languages in higher education**“ (NF-CZ07-ICP-3-229-2015)
Teiresias, The Support Centre for Students with Special Needs, Masaryk University





Bilateral cooperation was one of the conditions for participation in the Scholarship Programme (CZO7). Given that strengthening cooperation between institutions is also one of the programme's main objectives, it became the focus of a questionnaire survey that aimed to determine what the motivation was for establishing a project partnership, what the participants appreciated the most about it, whether the partnership contributed to greater mutual understanding in cultural terms, and whether any follow-up cooperation can be expected in the future. The return rate was more than 77 per cent. Below, we present the results of the questionnaire survey relating to each topic of the brochure.

When asked what motivated the participants to establish mutual cooperation, a large majority responded that the strongest motivation was sharing know-how, contacts and experience, some participants were also motivated by the actual results of bilateral cooperation and, in individual cases, other motivations played a role.



"I believe that international cooperation is important for any organisation, whether it be a professional organisation, a company, let alone a university. Among other things, a university is also based on the fact that students travel abroad. Our entire programme, which is entitled School without barriers, had certain phases, and drawing inspiration from abroad was a natural path to take for us and, I think, we succeeded."

Mgr. Luboš Janák **"The transition of physically handicapped graduates to the labour market"** – NF-CZ07-ICP-1-039-2014
Metropolitan University in Prague



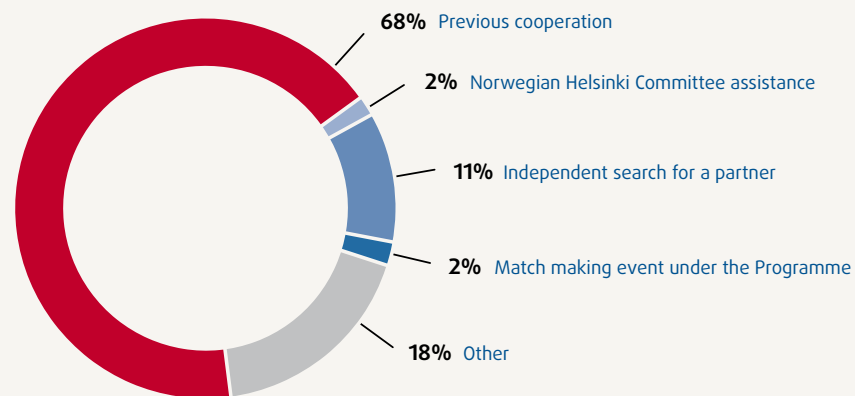
"International cooperation is absolutely essential – without it, the centre where we are recording would not exist. And not just because of the financial support, but generally because of the idea as such – simply put, we would never have thought of it. So, it is about the opportunity to meet colleagues from Norway and other countries and share ideas and thoughts and also find out that they are dealing with similar problems as we are. And the way they tackle them is a tremendous inspiration for us. I cannot imagine how this project and many others could work if we did not have the opportunity to meet and inspire each other."

Maria Králová, Ph.D.: **"Mathematics and Statistics Support Centre (MSSC)"** – NF-CZ07-ICP-4-339-2016
Masaryk University, Faculty of Economics and Administration

ESTABLISHING PARTNERSHIPS

In practice, an international (i.e. bilateral) partnership in education is a relationship that often is very technically oriented and is based on common, usually clearly defined objectives, and it is the path to achieving these objectives that brings the participating partners together. However, by its nature this still is a partnership. It is necessary to establish contact and use the first few interactions to verify whether it will work well. The establishment of long-term cooperation – partnership – is often based on the first contact that takes place between the partners, i.e. if the partners understand each other well on both a professional and a personal level, longer-term links and networks can be established, as is the case in other areas of human life.

According to the results of the questionnaire survey, the vast majority of project partnerships were built on previous cooperation. Some of those wishing to participate in the programme established contacts with institutions in Norway, Iceland and Liechtenstein on their own, while others took advantage of the opportunities available within the programme.



When asked how to establish a project partnership based on the experience of programme beneficiaries (both Czech and Norwegian), emphasis is often placed on the reciprocity of partnership and the active approach of the partners:

Common interests, values and enthusiasm;

reciprocity of partnership;

international experience and empathy to the partner's needs.



Participants of the study visit „Bilateral Cooperation in the Field of Technology“ in Norway (13. 6. 2016 – 17. 6. 2016)



COMMON INTERESTS, VALUES AND ENTHUSIASM

As we saw from the results of the above survey, many project partnerships are motivated by professional results, i.e. professional knowledge and an improvement in professional competence. Enthusiasm and shared values can also be viewed as lifelines that can help not only to overcome the pitfalls of project implementation, but also e.g. to contribute to popularising the given issue among the general public:



Project No. NF-CZ07-ICP-3-229-2015

"We met a lot of people who we had not known before, we saw how it works in Norway. We saw our partner work, the way they take care of things, look after their environment. Also, we saw how they teach – it is very important to see someone who is very good at teaching and lecturing to people, someone who is able not only to captivate people professionally, but also to generate enthusiasm."

Jana Dlouhá, Ph.D.: "Community Innovative Entrepreneurship Study Course" – NF-CZ07-ICP-1-014-2014
Charles University Environment Centre

"International cooperation of institutions in higher education is essential to development of education in modern society. There are many talented people in every country. International cooperation is a way how they can come in contact with information from other countries – knowledge, experience and especially challenges. They can contribute with their ideas and creativity to addressing the challenges for benefit of all."

Josef Rebenda, Ph.D.: "PLATSUM – Personality, learning approaches and teaching styles in undergraduate mathematics" – NF-CZ07-ICP-4-324-2016
CEITEC – Central European Institute of Technology, Brno University of Technology

RECIPROCITY OF PARTNERSHIP

The concept of “reciprocity of partnership” encompasses multiple aspects of international cooperation. The key thing is to realise that the precondition for a good project partnership is not to find a good project partner abroad. It is important to realise that a project partnership is about both partners working towards the development of the given professional contact and relationship:

„It’s actually more important to be a good partner. Once you start, than you have to think about, how to be a good partner and how to make a good partnership. And then, when two partners do that, than you have a good partnership.“

Dr. Rhys Evans: „**Community Innovative Entrepreneurship Study Course**“ - NF-CZ07-ICP-1-014-2014
The Norwegian University College for Agriculture and Rural Development

Also, it is necessary to keep in mind that cooperation should benefit both partners. It is safe to assume that professional contacts that are based on a significant imbalance have little chance of success:

„When you look for a suitable partner, you must make sure, that the collaboration will be a two way benefits. That means that both partners need to seek something in the other partner. I knew, that there where a strong aspects in work in Brno, that I would like very much to know more about. I’m sure that it went the other way as well.“

Prof. Dr. Arnfinn Muruvik Vonen: „**Sign languages in higher education**“ - NF-CZ07-ICP-3-229-2015,
Oslo and Akershus University College

This is also confirmed by Dr. Evans who states that:

“We want to enter a partnership to learn from the partner, not to teach them. And the things that I have learned came from my partners here in the Czech Republic and think in particular are interests in participation empowerment leading to local democracy. Learning the Czech way of thinking about it supplemented of the Norwegian way of thinking about it. And together, I think, we are both a little stronger.“

Dr. Rhys Evans: „**Community Innovative Entrepreneurship Study Course**“ - NF-CZ07-ICP-1-014-2014
The Norwegian University College for Agriculture and Rural Development – HLB

INTERNATIONAL EXPERIENCE AND EMPATHY TO THE PARTNER'S NEEDS

It is also recommendable to choose a partner with international experience, which can be viewed as a certain maturity in terms of being able to empathize with the project partner's needs. This appears to be particularly important in the case of projects that are closely linked to practice in terms of creating solutions and services for the public that is closely linked to the given socio-cultural environment. A partner with an adequate level of empathy was successfully found for example in the case of the project entitled "Community Innovative Entrepreneurship Study Course":

"Choosing the right partner is very important, because you not only work with your partner on technical issues, but you spend a lot of time together and you need to make sure that it is used productively not only for you but also for those for whom the project is intended. In our case, for local communities and for people who are engaged in business. It is important for the partner to understand their problems and be able to empathize with their needs. The partner needs to understand those people, communicate and cooperate with them. This is not only very important, but also difficult if that person is not from our environment. Here we succeeded and I am very grateful for that."

Jana Dlouhá, Ph.D.: "Community Innovative Entrepreneurship Study Course" – NF-CZ07-ICP-1-014-2014
Charles University Environment Centre



Did you know that...?

Do you know when the first skis are mentioned in history? There are indications of the existence of such a thing already on the paintings of about 4,000-4,500 years old, such as those found in Rødøy, Norway. Originally, shaved wooden planks served only to move on the snow. Usage for sports and recreation appeared much more later.

source: skimagazin.cz



Did you know that...?

Ostehøvel, which literally translates as „plane of cheese“ was invented in 1925 by a joiner named Thor Bjørklund from Lillehammer? Norwegians value it so much that in 1999 their post office issued a special post stamp worth 3,60 NOK.

source: www.sverige.cz

FROM PREPARATORY VISIT TO THE PROJECT

The purpose of preparatory visits was to enable potential project partners from the Czech Republic and from the donor countries to establish and potentially develop cooperation between institutions with the support of the EEA and Norway Grants. Two sub-events were envisaged: (1) support for participation in a contact seminar, and (2) preparatory visits. Eligible applicants for this kind of financial support included individuals and employees of eligible institutions from the Czech Republic. Support was provided from the Fund for Bilateral Cooperation at the programme level.

Following projects of preparatory visits, several successful mobility projects and institutional cooperation projects were approved and implemented within subsequent calls of the CZ07 programme. How exactly did the preparatory visit lead to establishing project cooperation? Two examples are provided in the text below.

Project Nr.:
NF-CZ07-ICP-3-199-2015





Project Nr.: NF-CZ07-ICP- 3-197-2015

For example, implementing the preparatory visit entitled “Preparatory Visits as the first Stage of the Project “Know-How Transfer for Bilateral Institutional Knowledge-Base Improvement” (no.: NF-CZ07-PVI-1-044-2014) of Jan Evangelista Purkyně University in Ústí nad Labem resulted in the project entitled “Know-How Transfer for Bilateral Institutional Knowledge-Base Improvement” (no.: NF-CZ07-ICP-3-197-2015) focusing on regional development and public administration, in cooperation with Volda University College in Norway, which took place in 2015–16.

One of the outputs of the above project is a brochure, which draws attention – among other things – to the geographical, historical and demographic similarities between the two regions, which call for mutual cooperation.



Mgr. Jitka Ježková from Jan Evangelista Purkyně University in Ústí nad Labem views cooperation with the Norwegian partner within the “Know-How Transfer” project as follows:

„Similar to our faculty, Volda University College focuses on regional development. What this means for us is a different perspective on the issue in question, and we also believe that we brought new and useful knowledge to our colleagues from Volda. An important activity within the project was a workshop, during which we and our colleagues compared the systems we work with (not only) during teaching, and we exchanged our experience in the field of scientific activities. Of course, our conversation also addressed the topics of teaching and differences in teaching in the Czech Republic and in Norway, as well as issues of foreign language courses and the need for publications by academic staff“

6. BILATERAL COOPERATION



The purpose of the preparatory visit entitled “Guidance and counselling in vocational education – preparatory visit” (no.: NF-CZ07-PVI-2-093-2015) of the Czech University of Life Sciences Prague was to develop international cooperation and prepare a new project focusing on the role of vocational guidance in the context of initial and continuing vocational education and training (VET). Two lecturers from the sending institution were thus able to complete a four-day stay at the Norwegian University of Life Sciences (NMBU) in Ås. The envisaged project was supposed to allow Czech students and teachers to learn more about guidance approaches and methods in the field of career guidance and counselling services for students at the secondary and tertiary levels.



Project Nr.: NF-CZ07-PVI-2-093-2015

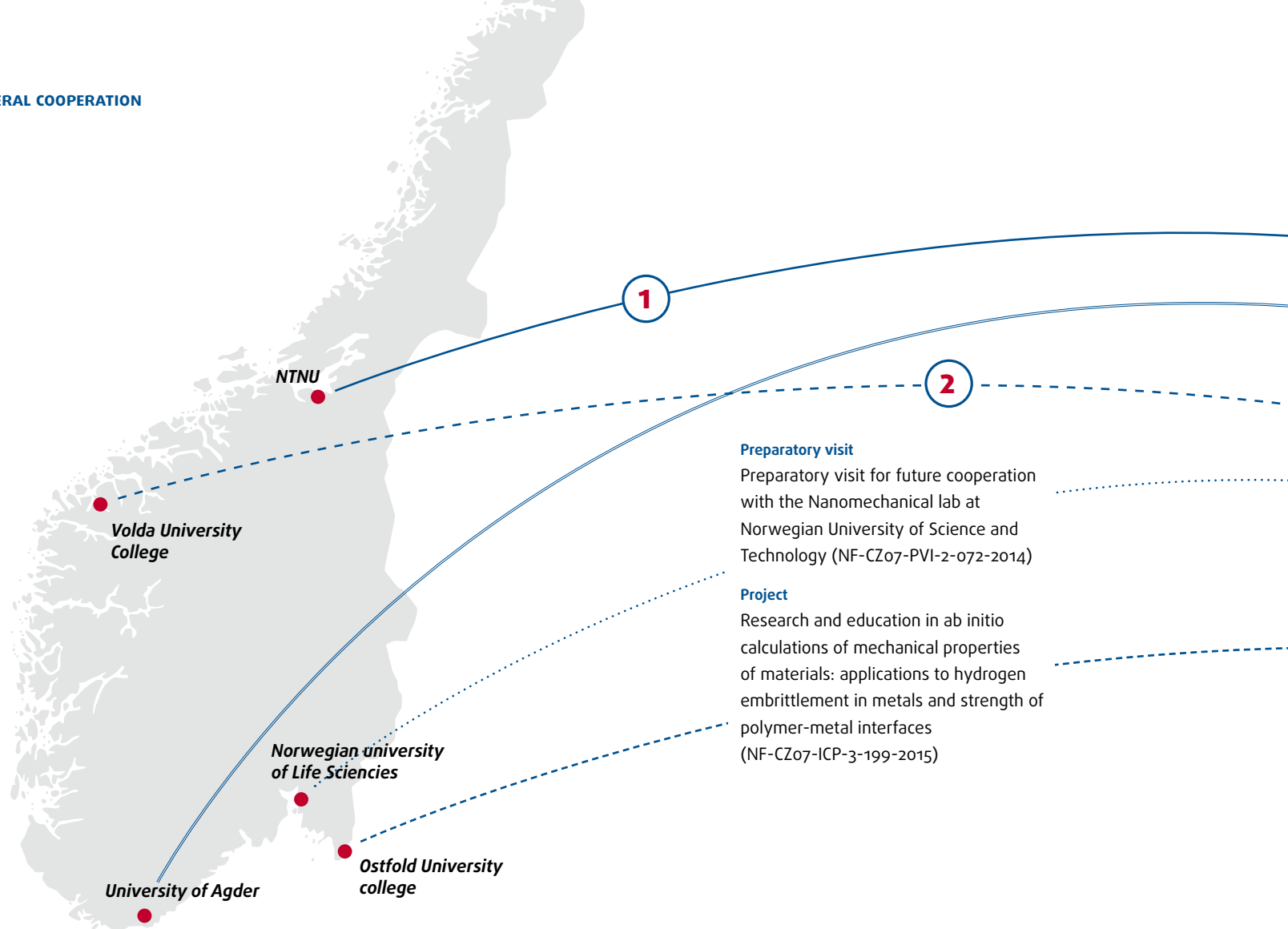


The mobility project, which was created based on the preparatory visit, was carried out under the title: “Broadening experience with guidance in vocational education” (NF-CZ-07-MOP-3-154-2015). In the final report, the beneficiary describes the project’s benefits as follows:

“In our view, the main benefit of the mobility was the opportunity to be in direct contact with people (experts) at the Norwegian University who are in a similar position to ours in the Czech Republic. The ability to compare not only the education system as a whole (its tiers, structure, continuity), but also the approaches to teaching, the teaching methods used and the forms of working with students. In many respects, this definitely opened our eyes, especially with respect to the pressure on mutual cooperation between teachers, a partnership-based approach to students, the importance of reflection in the learning process, and the effective communication and cooperation with alumni as university PR.”

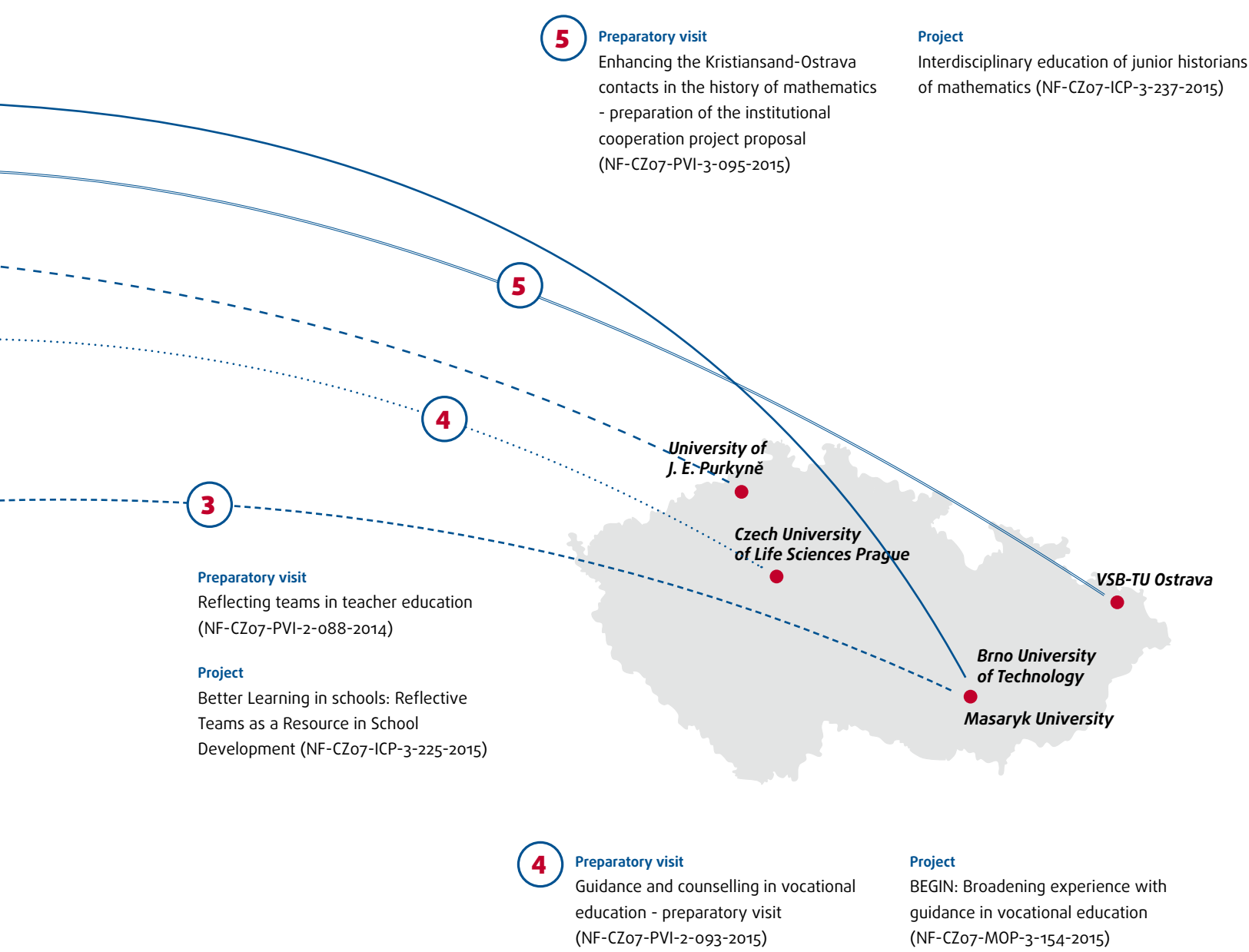
Preparatory visit	Applicant/Home institution	Host institution	Project
1 Preparatory Visits as the first Stage of the Project "Know-How Transfer for Bilateral Institutional Knowledge-Base Improvement" (NF-CZ07-PVI-1-044-2014)	The University of J. E. Purkyně in Ústí nad Labem	Volda University College, Stord Haugesund University College	Know-How Transfer for Bilateral Institutional Knowledge-Base Improvement (NF-CZ07-ICP-3-197-2015)
2 Preparatory visit for future cooperation with the Nanomechanical lab at Norwegian University of Science and Technology (NF-CZ07-PVI-2-072-2014)	Brno University of Technology	Norwegian University of Science and Technology	Research and education in ab initio calculations of mechanical properties of materials: applications to hydrogen embrittlement in metals and strength of polymer-metal interfaces (NF-CZ07-ICP-3-199-2015)
3 Reflecting teams in teacher education (NF-CZ07-PVI-2-088-2014)	Masaryk University	Ostfold University college	Better Learning in schools: Reflective Teams as a Resource in School Development (NF-CZ07-ICP-3-225-2015)
4 Guidance and counselling in vocational education - preparatory visit (NF-CZ07-PVI-2-093-2015)	Czech University of Life Sciences Prague	Norwegian university of Life Sciences/Faculty of Environmental Science and Technology	BEGIN: Broadening experience with guidance in vocational education (NF-CZ07-MOP-3-154-2015)
5 Enhancing the Kristiansand-Ostrava contacts in the history of mathematics - preparation of the institutional cooperation project proposal (NF-CZ07-PVI-3-095-2015)	Department of mathematics and descriptive geometry, VSB-TU Ostrava	Department of Mathematical Sciences, Universitetet i Agder	Interdisciplinary education of junior historians of mathematics (NF-CZ07-ICP-3-237-2015)

6. BILATERAL COOPERATION



1 **Preparatory visit**
Preparatory Visits as the first Stage of the Project "Know-How Transfer for Bilateral Institutional Knowledge-Base Improvement" (NF-CZ07-PVI-1-044-2014)

Project
Know-How Transfer for Bilateral Institutional Knowledge-Base Improvement (NF-CZ07-ICP-3-197-2015)



INDEPENDENT SEARCH FOR A PARTNER

Many project partners met on another occasion, such as at a specialised conference or on another occasion that gave them the opportunity to exchange expertise and ideas on further cooperation. Some of them only knew each other marginally from other professional networks and were facing the decision whether to strengthen cooperation within a purely bilateral project.

„Well, to find the partner, you have to be open minded, and you have to be prepared to go outside your comfort zone and look outside of the box, really. We have met our Czech partner in another network, which we have been members for a long time before.“

Prof. Dan Roger Sträng: „Better Learning in schools: Reflective Teams as a Resource in School Development“ - NF-CZ07-ICP-3-225-2015, Østfold University College



“The PLATSUM project has its origins in Norway, where we attended several workshops. At one of them, we watched a presentation about a study of the correlations between the student’s personality type and learning style and the teaching method. Based on this experience, we got the idea and later the opportunity to ask for support from the Norway Grants, which was the starting moment of the PLATSUM project.”

Josef Rebenda, Ph.D.: **“PLATSUM - Personality, Learning Approaches and Teaching Styles in Undergraduate Mathematics”** – NF-CZ07-ICP-4-324-2016
CEITEC – Central European Institute of Technology, Brno University of Technology

“It is not only about improving language skills, but also about strengthening cooperation and establishing new contacts. This is because, within the project, we meet new people from other countries who are visiting our partner. I am convinced that it is always about personal charm, or personality, it is always about people.”

Mgr. Alena Vavrdová, Ph.D.: **“Promotion of cooperation and sharing of experience in early childhood education”** – NF-CZ07-ICP-3-169-2015
Palacký University Olomouc

Did you know that...?

Norwegians have a more open attitude towards minorities, and not only in terms of typical minorities, but also in relation to women. There is a myth in our culture that women are worse than men in logical thinking, which is a prejudice that has been rejected by many studies. I think Norway is a country that does not share this prejudice and we have a lot to learn.

Maria Králová, Ph.D.: **„Mathematics and Statistics Support Centre (MSSC)”**
- NF-CZ07-ICP-4-339-2016, Masaryk University

LONG-TERM COOPERATION – NORWAY GRANTS AS A CHANCE FOR ITS REVIVAL

“The first idea for this project appeared many years ago, amidst the beautiful Norwegian nature, while we were walking around one of Norway’s lakes and thinking about what to do in the future in order to share our values and our discipline with as many people as possible. So, as soon as we learned about the possibility of obtaining a grant through the Centre for International Cooperation in Education, we knew immediately what we wanted to do. Allow as many students as possible to go as a team, encounter the original environment and meet the Norwegian students.”

doc. Miluše Juričková: **“Norwegian Literature: Location experience and European perspectives”** – NF-CZ07-MOP-4-329-2016
Masaryk University, Faculty of Arts, Department of German, Scandinavian and Netherland Studies



“In our case, finding a partner was rather easily, because we had already cooperated on other projects. We kind of felt that we were on the same wavelength and we were able to try to resume, build on and further develop our cooperation which had ended years before.”

Jan Petr, Ph.D.: **“A common platform for sharing experiences and education of students in the field of forest entomology”**
– NF-CZ07-ICP-4-318-2016
University of South Bohemia in České Budějovice

“Luckily, we have been in contact with our Norwegian partners for a long time. So, it was difficult for us to decide which one to choose, because we were sure that in Norway we could rely on really good partners.”

PhDr. Petr Peňáz: **“Sign languages in higher education”** –
NF-CZ07-ICP-3-229-2015,
Teiresias, Support Centre for Students with Special
Needs, Masaryk University



Did you know that...?

Study semester in Bø in Telemark is not always easy? For example, if it rains heavily one will easily get depressed. Or when it snows a lot, the students have to pin up the skis and get off the surrounding hills down into the city. Or, when there are lectures in Nynorsk, that variant of the Norwegian, which is not taught in Brno, but in the Telemark region it is majority language.

Project: „Norwegian Literature: Location experience and European perspectives“
– NF-CZ07-MOP-4-329-2016

BILATERAL PARTNERSHIP DURING PROJECT IMPLEMENTATION

CZECH VIEW OF CZECH-NORWEGIAN COOPERATION

Norway is often perceived as a country where there is long-standing experience of minimising the impact of various disadvantages (health, gender or social), and this experience with the practical inclusion of disadvantaged population groups in society has been successfully “transformed” into a series of interesting projects. These projects were presented e.g. at the final conference that took place on 7 December 2016 in Prague. They had one thing in common – removing barriers to access to education and knowledge acquisition.

Examples of such projects include the project entitled “*Better Learning in Schools: Reflective Teams as a Resource in School Development*” (no.: NF-CZ07-ICP-3-225-2015) of Masaryk University and Norwegian Ostfold University College, which aimed to examine in more detail the method of using reflective teams in schools as a support resource for teachers:

“Experience with support resources for teachers in schools and work with reflective teams benefited both partners. They had the opportunity to encounter a range of identical and different features within both education systems: how schools work with pupils’ results and how they monitor the effectiveness of learning and the quality of education using support mechanisms from the state budget and other sources that are available to schools, etc.”

Closing conference CZ07

(December, 7th 2016, Praha)



6. BILATERAL COOPERATION

The Mathematics and Statistics Support Centre at Masaryk University, which responds to the needs of society – in this case the needs of graduates who are able to cope with university studies and are prepared for the labour market, was established with the support of the programme:

“Our centre was established primarily for students of non-mathematical disciplines, who use mathematics or statistics as a tool in their scientific disciplines, from technical sciences to life sciences, from humanities to social sciences. We live in a world where technologies are increasingly complex and the requirements on students and demands on creativity and the ability to address complex challenges in a comprehensive manner are increasing, while the quality of primary and secondary schools is declining. Today’s primary and secondary schools do not teach children to think for themselves. They only provide them with algorithms that need to be applied, yet these can only be used for typical tasks. In a modern technology-based world, employees need to be able to creatively apply what they have learned to new situations. Another thing that we have to face is a very negative attitude towards mathematics, very low self-confidence and the feeling that mathematics is only for geniuses, while others do not even need to try because they do not have what it takes. The purpose of our Support Centre is to bridge this gap and to work with the negative attitude towards mathematics. With the preconception that “I do not have what it takes” – it simply is not true.”

Maria Králová, Ph.D.: “Mathematics and Statistics Support Centre (MSSC)” – NF-CZ07-ICP-4-339-2016
Masaryk University, Faculty of Economics and Administration

Conference „The EEA Scholarships Programme – A Plus in Education“

(March 22-23, 2017, Bucharest)





Poster session in Ostrava
(March 16-April 16 2017, Ostrava)



NORWEGIAN VIEW OF THE NORWEGIAN-CZECH COOPERATION

A number of foreign partners to Czech educational institutions within supported projects reflected on the question of why Norway and the Czech Republic should cooperate in the field of education, and they came up with some interesting conclusions.

For example, prof. Sträng pointed out the things the two countries have in common, such as their geographical and historical circumstances, which may indicate that mutual cooperation and the sharing of knowledge and experience is of great importance:

„Extremely important is (cooperation), especially for us, from rather small countries and old cultures. We have a lot of knowledge that we could share with each other. Not just to look at New Zealand and United States, and all the trends in education. I think we have a lot to learn from each other. A lot of to give.“

Prof. Dan Roger Sträng: „**Better Learning in schools: Reflective Teams as a Resource in School Development**“ - NF-CZ07-ICP-3-225-2015, Østfold University College

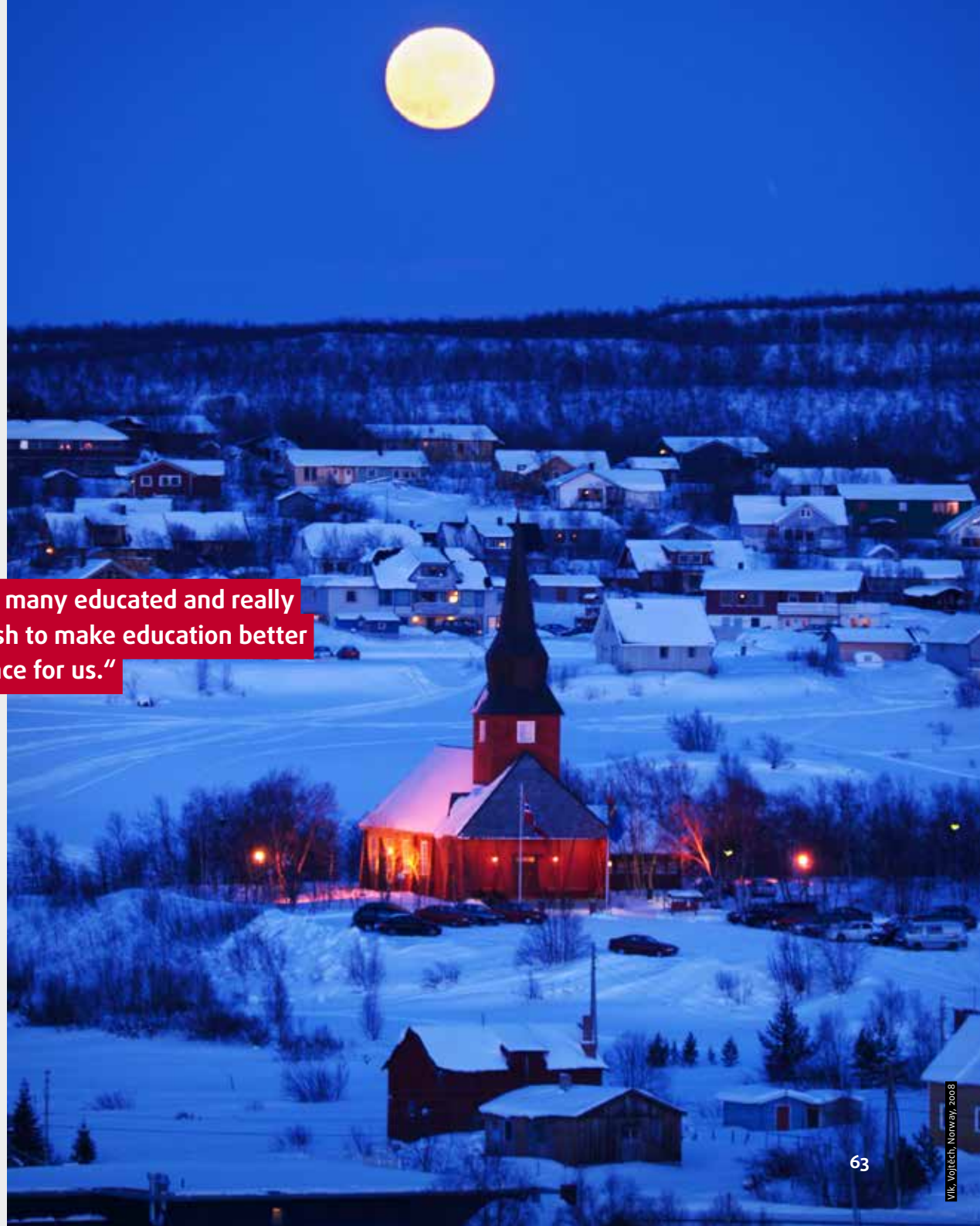
In terms of mutual cooperation, Norwegian partners may also benefit and draw motivation from the Czech partner's introspection regarding the deficiencies or stagnation in some areas, which have resulted mainly from the different historical development, and the effort to work to eliminate them, as well as the willingness to constantly learn and educate themselves. These deficiencies in the Czech system in relation to integrating disabled persons in public life have been acknowledged for example by Mr Luboš Janák, a representative of the Metropolitan University in Prague:

“Unlike Norway, in our country it can be felt that natural development has been disrupted by forty years of socialism. During that period, our target group was sidelined and left well outside the mainstream, and the society did not develop.”

Mgr. Luboš Janák: **“The transition of physically handicapped graduates to the labour market”** - NF-CZ07-ICP-1-039-2014
Metropolitan University in Prague

„In the Czech Republic, I find many educated and really enthusiastic people, who wish to make education better and it is a very nice experience for us.“

Professor Yuriy Rogovchenko: „**PLATSUM - Personality, Learning Approaches and Teaching Styles in Undergraduate Mathematics**“ (NF-CZ07-ICP-4-324-2016)
University of Agder



IMPORTANT ASPECTS OF COOPERATION

Interviews with beneficiaries have revealed several factors that may affect the quality of mutual cooperation, including for example:

Unity in diversity;

personal level within project partnerships.



UNITY IN DIVERSITY

To some extent, unity in diversity can be viewed as the project partners' ability to complement each other, i.e. the ability to offer something that is not readily available to the partner, such as specific experience, know-how, equipment etc.



"We complement each other in many aspects. Our Norwegian colleagues have access to hot news from the West and have experience in many areas including education. On the other hand, we have enthusiastic and skillful people who are used to work with a limited budget. However, the most important outcomes always emerged from joint work, meetings and discussions."

Josef Rebenda, Ph.D., „PLATSUM - Personality, Learning Approaches and Teaching Styles in Undergraduate Mathematics“ (NF-CZ07-ICP-4-324-2016)

"We and our partner, the Norwegian University of Agder, are in a similar position as such learners. Their centre has been in operation one year longer than ours, and both their and our institutions are learning from our partners in the UK who had established the concept of support centres as early as twenty years ago. Both our institutions thus draw inspiration from the UK, and what benefited us was the fact that all of us were in the position of newcomers and we were able to share this experience, that we were at the very beginning – and this was very inspiring. We were learning how to begin and we consulted that with our British colleagues who were more experienced."

Maria Králová, Ph.D.: **"Mathematics and Statistics Support Centre (MSSC)"** – NF-CZ07-ICP-4-339-2016
Masaryk University, Faculty of Economics and Administration

Based on personal experience, this is also confirmed by Mgr. Jan Petr, Ph.D. from the University of South Bohemia: "Cooperation within the Norwegian Grants takes place at multiple levels – within teachers' effort to find new methods, and new solutions to problems in science education that have arisen. The second level is cooperation with a foreign partner that is facing similar problems."

Mgr. Jan Petr, Ph.D.: **"A common platform for sharing experiences and education of students in the field of forest entomology"** – NF-CZ07-ICP-4-318-2016
University of South Bohemia in České Budějovice

PERSONAL LEVEL

Many project partnerships are closely related to how the project partners understand each other on a personal level. The personal level affects cooperation from the establishment of partnership until project implementation, and it also often affects the prospect for the future continuation of the partnership established.

With respect to establishing partnerships, prof. Sträng pointed out that some people may find it more natural to establish international cooperation, among other things due to their family background or other personal experience:

"I think, is the matter of personality also. Me, myself, I am Swedish I work in Norway; I have Polish wife and Finnish mother. So, for me – to work internationally and find partners in other countries, for me it's a natural think, and important."

Dan Roger Sträng: „Better Learning in schools: Reflective Teams as a Resource in School Development“ - NF-CZ07-ICP-3-225-2015, Østfold University College

The project partner's personality may bring much needed energy into project implementation – doc. Juříčková from Masaryk University has also shared experience of such project implementation:

"My colleague Sigrid Stykkes stayed with our students the entire time, from the beginning to the end of the project. It was not something we could have counted on in advance. It was a true gift, a true bonus. She welcomed us on Sunday night and saw us off on Friday morning before we left. The entire time, there were ceaseless events, new ideas and impulses. I am convinced that this type of cooperation depends on personalities. On both sides. Where such personalities are lacking, sustainability is not certain, even if money is available. There is no energy, motivation and interest."

doc. Miluše Juříčková: "Norwegian Literature: Location experience and European perspectives" – NF-CZ07-MOP-4-329-2016
Masaryk University, Faculty of Arts, Department of German, Scandinavian and Netherland Studies



Experience of some other researchers indicates that knowing that the project partner from an institution that has an excellent international reputation (such as Norwegian NTNU) is also a colleague and is facing similar professional challenges may be motivating for further cooperation:

“You will meet people who are tackling similar problems and are on the same wavelength and, based on these personal contacts, further cooperation may be established in the future.”

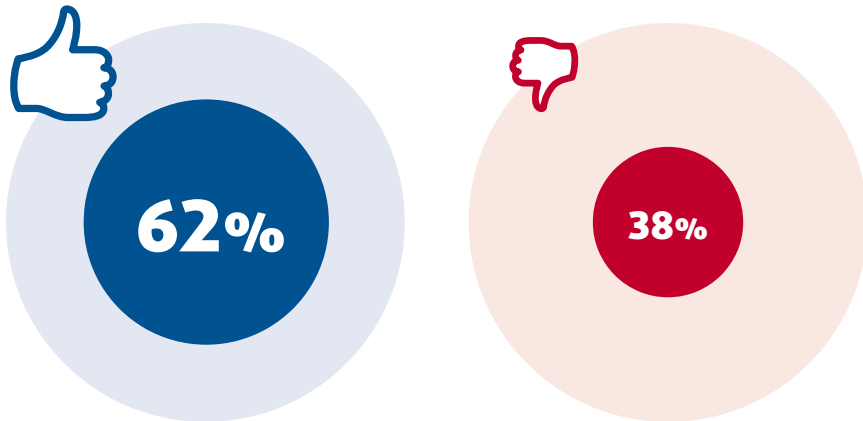
Jan Petr, Ph.D.: **“A common platform for sharing experiences and education of students in the field of forest entomology”** – NF-CZ07-ICP-4-318-2016
University of South Bohemia in České Budějovice

Within a project partnership, the personal level can also be viewed as shared values and goals – such a partnership may also be seen as a prerequisite for creating an atmosphere that promotes generating interesting and innovative solutions:

“We were very lucky indeed. As a result, all of our project meetings were highly productive and enjoyable. It was a very personal meeting where people immediately understood each other, shared enthusiasm for a common cause and were able to cooperate and create some new things that had not existed before, thus generating added value.”

Jana Dlouhá, Ph.D.: **“Community Innovative Entrepreneurship Study Course”** – NF-CZ07-ICP-1-014-2014
Charles University Environment Centre

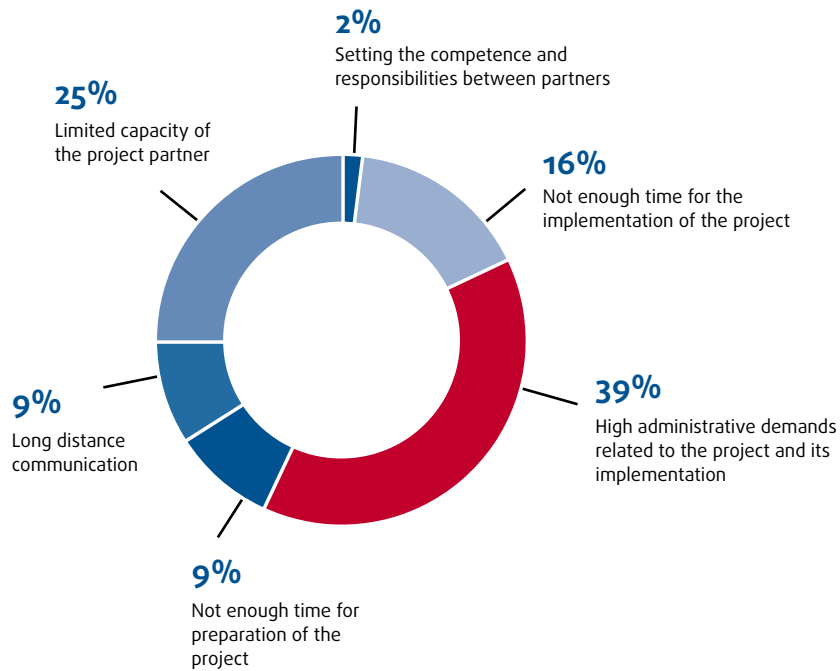
OBSTACLES AND DIFFICULTIES IN PROJECT IMPLEMENTATION



The beneficiaries' experience indicates that 38 percent of them encountered difficulties during project implementation, while 62 percent of them did not run into complications.



In terms of the causes of the difficulties, according to the respondents most of them were related to the administrative burden associated with project implementation. Another common cause of difficulties was the limited capacity of the project partner abroad and lack of time for project implementation.

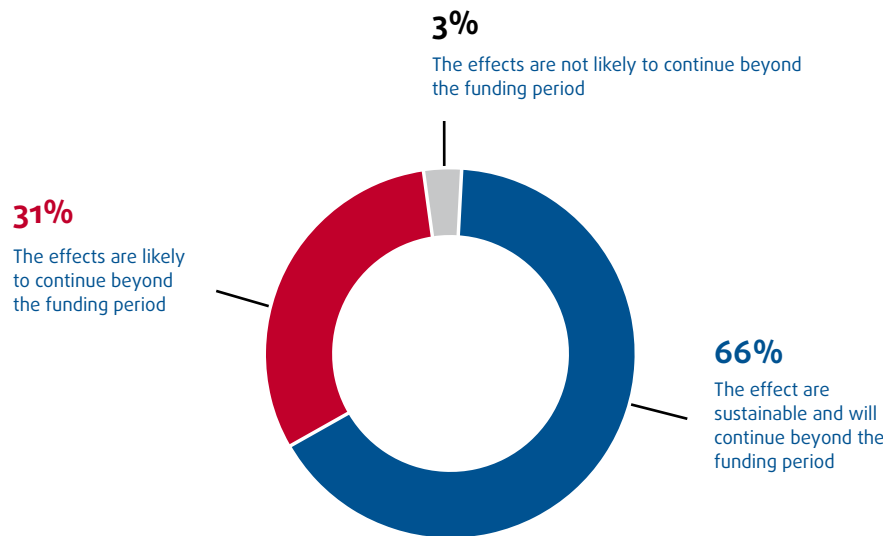


“What made my experience truly intriguing was the fact that these countries are different from us. Their reporting, finance and accounting are generally oriented in quite a different way. For example, I found out that there is minimal bureaucracy in Norway compared to the Czech Republic. Also, their approach to work is different from ours. When they work on a project, they do so with all the resources they have, at one-hundred-per-cent capacity and with the aim of achieving a lasting result.”

Emil Velinov, Ph.D., “New Public Management Reforms and Accounting Practices in Municipalities of the Czech Republic and Norway” – NF-CZ07-ICP-3-149-2015
University of Economics, Prague

SUCCESSFUL PROJECT COMPLETION, AND WHAT NEXT?

The questionnaire survey indicates that **66 percent of supported projects will continue**, 31 per cent are likely to continue, and 3 per cent of the projects will not continue (e.g. due to lack of funding etc.).



The experience of project researchers indicates that they are interested in continuing the established cooperation for a number of reasons, the most common being their professional interest in bringing their research and the verification of their results in practice one step further:

“We want to continue, our next vision is to verify this module. We have constructed it, but we do not have any possibility to verify it yet. Therefore, in the future we would like to verify its functioning both in Norway and here at our institution.”

Alena Vavrdová, Ph.D.: **“Promotion of cooperation and sharing of experience in early childhood education”** – NF-CZ07-ICP-3-169-2015
Palacký University Olomouc

For some institutes, such as the Institute for Scandinavian Studies at Masaryk University, continued cooperation is not only very natural but also quite crucial with regard to the focus of the studies and teaching, and in an effort to interlink them with authentic Norwegian environment, knowledge of related facts etc.

“I think this is something that needs to continue. This is not something you can draw a line behind. Before Christmas we hosted a visit from Norway and we are already planning another. Students cannot study Norwegian without being personally involved in the Norwegian environment. Very few people manage to meet as many writers – within just a few days – as the participants in our project.”

doc. Miluše Juříčková: “Norwegian Literature: Location experience and European perspectives” – NF-CZ07-MOP-4-329-2016
Masaryk University, Faculty of Arts, Department of German, Scandinavian and Netherland Studies



In addition, the questionnaires also indicate positive feedback from some staff members who received individual support in order to complete a placement in Norway. In many cases, these staff members were also able to establish further cooperation between the participating institutions:

“We have applied for an additional Norway Grant (under Institutional Cooperation) focusing on genetics questions in cryptograms.”

Alica Košuthová, Ph.D. (NF-CZ07-INP-2-009-2014), Masaryk University

“We have submitted a project to the Research Council of Norway and established cooperation within several projects.”

Štěpán Mikula, Ph.D. (NF-CZ07-INP-3-053-2014), Masaryk University

“We have agreed to continue cooperation between our laboratories and we have applied for a grant for a joint project.”

doc. Vyacheslav Yurchenko (NF-CZ07-INP-4-126-2015), University of Ostrava

„Next to the university, there is a kindergarten where the students do their praxis. Suddenly you see only men there and these men are teachers. This was an experience for me. Here in Czech republic we are used that mostly women are teachers. Men has such stereotypes. “

Alena Vavrdová, Ph.D., project: „**Promotion of cooperation and sharing of experience in early childhood education**“ - NF-CZ07-ICP-3-169-2015, Palacky University Olomouc



7 ADDRESS LIST – A COMPLETE LIST OF PARTICIPATING INSTITUTIONS

In the following overview you will find a list of Czech institutions that engage in project cooperation, structured by academic field. The methodology is based on the methodology used in *Frascati Manual*, OECD.

The following fields are included in categories:

Professions and Applied sciences:

agriculture, business, education (including teacher training/ education), engineering, environmental studies and forestry, family and consumer science, health sciences (medicine, nursing, dentistry, etc.), journalism, media and communication, law, library and museum studies, military sciences, public affairs, theology, social work, transportation

Natural and Formal sciences:

chemistry, earth sciences, life sciences (including biology), physics, space sciences, computer sciences, mathematics, system sciences

Humanities:

history, philosophy, religion, language and linguistics, literature, visual arts, architecture, design and applied arts, performing arts

Social sciences:

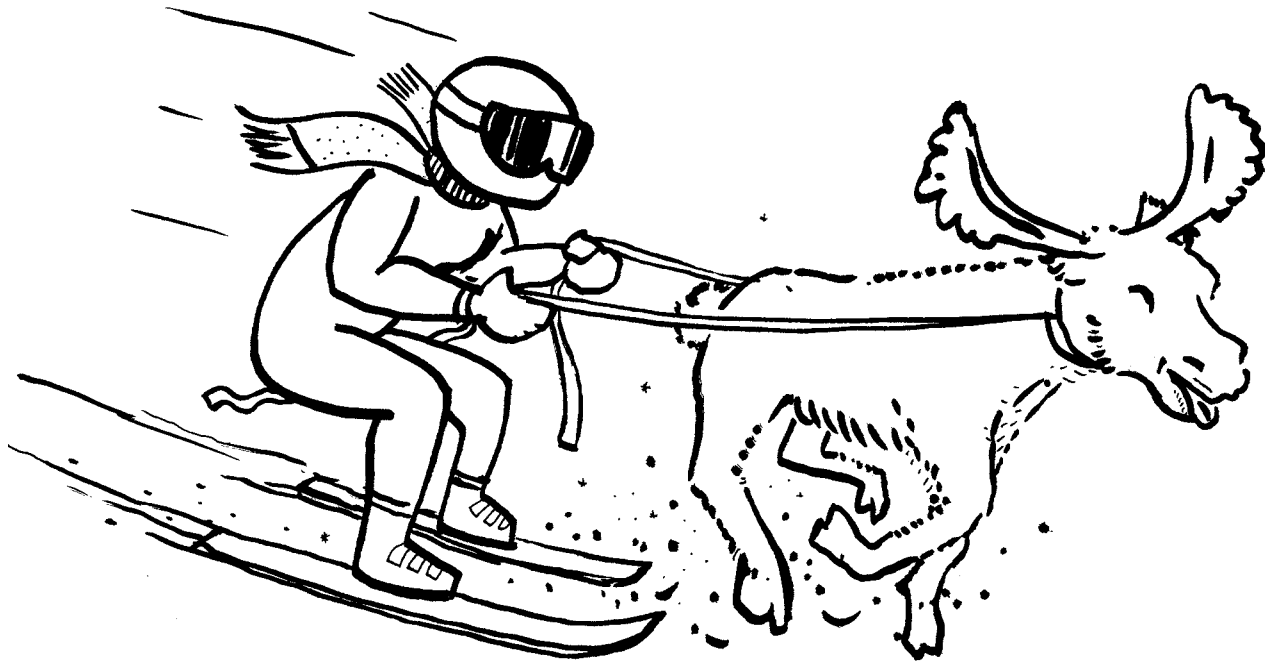
anthropology, archeology, area studies, cultural studies and ethnic studies, economics, gender and sexuality studies, geography, political science, psychology, sociology

Project number	Beneficiary	Contact person	Name of the project	Partner institution	Academic field
NF-CZ07-ICP-1-014-2014	Charles University, Environment Centre	Jiří Dlouhý	Community Innovative Entrepreneurship Study Course	The Norwegian University College for Agriculture and Rural Development, Faculty of Rural Development	Professions and Applied sciences
NF-CZ07-ICP-1-039-2014	Metropolitan University Prague	Luboš Janák	The transition of physically handicapped graduates to the labour market	Norwegian University of Science and Technology	Professions and Applied sciences
NF-CZ07-ICP-1-031-2014	University of Economics Prague	Hana Lorencová	Development and Creation of Teaching Methods in Lifelong Learning Programmes	Sogn og Fjordane University College	Professions and Applied sciences
NF-CZ07-ICP-1-030-2014	Technical university of Liberec	Karel Frana	Education collaboration in mechanical engineering	Ostfold University College	Professions and Applied sciences
NF-CZ07-ICP-2-089-2014	Institute for Nanomaterials, Advanced Technologies and Innovation	Darina Myšáková	Collaboration in the execution of doctoral study programmes focusing on engineering, materials and mechatronics	University of Stavanger	Professions and Applied sciences
EHP-CZ07-ICP-2-133-2015	Gymnázium, Teplice	Ilona Kuboňová	TIME - Technologies in Modern Education	Menntaskólinn í Kópavogi	Professions and Applied sciences
EHP-CZ07-ICP-2-173-2015	Technical University of Ostrava	Richard Sladký	Institutional cooperation of VSB - Technical University of Ostrava and Icelandic universities	Reykjavik University	Professions and Applied sciences
NF-CZ07-ICP-3-169-2015	Palacky University Olomouc	Alena Vavrdová	Promotion of cooperation and sharing of experience in early childhood education	Queen Maud University College of Early Childhood Education	Professions and Applied sciences
NF-CZ07-ICP-3-189-2015	Masaryk University/Faculty of Social Studies	Bohuslav Binka	Cooperation on Curricular Innovation of Environmental Studies (COCIES)	Lillehammer University College	Professions and Applied sciences
NF-CZ07-ICP-3-197-2015	J. E. Purkyně University in Ústí nad Labem	Jitka Ježková	Know-How Transfer for Bilateral Institutional Knowledge-Base Improvement	Volda University College	Professions and Applied sciences
NF-CZ07-ICP-3-224-2015	Czech Technical University in Prague	Jan Roháč	Enhanced Navigation Algorithms in Joint Research and Education	Norwegian University of Science and Technology	Professions and Applied sciences
NF-CZ07-ICP-3-225-2015	Masaryk University/Faculty of Arts	Bohumíra Lazarová	Better Learning in schools: Reflecting Teams as a Resource in School Development	Ostfold University College/Faculty of Education	Professions and Applied sciences
NF-CZ07-ICP-3-185-2015	The University of South Bohemia in České Budějovice	Andrea Vlačíhová	Increased collaboration in research and education of PhD students	Norwegian University of Life Sciences	Professions and Applied sciences
NF-CZ07-ICP-4-325-2016	Charles University, Faculty of Arts	Vit Sisler	Virtual Memories: Representation of History and War in Digital Games	UiT - The Arctic University of Norway, Faculty for Humanities, Social Sciences, and Education	Professions and Applied sciences

Project number	Beneficiary	Contact person	Name of the project	Partner institution	Academic field
NF-CZ07-ICP-4-341-2016	Masaryk University	Ladislava Zbiejczuk Suchá	LIBDESIGN: Design Thinking in Libraries	University of Oslo	Professions and Applied sciences
NF-CZ07-ICP-4-293-2015	Charles University, Environment Center	Jiří Dlouhý	Sustaining Community Development: Taking Innovative Community Enterprise to the next level in the Czech Republic	The Norwegian University College for Agriculture and Rural Development	Professions and Applied sciences
NF-CZ07-ICP-4-282-2015	Metropolitan University	Luboš Janák	Innovation of Media Studies Program at Metropolitan University Prague: Norwegian Inspiration	Oslo and Akershus University College of Applied Sciences	Professions and Applied sciences
NF-CZ07-ICP-4-332-2016	Masaryk University	Bohuslav Binka	Implementation of Curricular Innovation of Environmental Studies (IOCIES)	Lillehammer University College	Professions and Applied sciences
NF-CZ07-ICP-4-317-2016	Third Faculty of Medicine, Charles University	Kamila Řasová	Scientific workshops "DIFFERENT APPROACHES IN NEUROREHABILITATION"	University of Oslo, Sunnaas Rehabilitation Hospital	Professions and Applied sciences
NF-CZ07-ICP-4-290-2015	Department of Histology and Embryology, Charles University - Faculty of Medicine in Hradec Králové	David Kunke	Utilization of cellular reprogramming technology in current medicine research and drug screening.	Institute of Basic Medical Sciences, Faculty of Medicine, University of Oslo	Professions and Applied sciences
NF-CZ07-ICP-4-272-2015	Faculty of Business and Economics, Mendel university in Brno	Sylvie Formánková	Institutional Cooperation in Responsible and Sustainable Education	Faculty of Business Administration (FBA), Hedmark university college (HUC)	Professions and Applied sciences
EHP-CZ07-ICP-3-275-2015	Gymnázium, Teplice	Ilona Kuboňová	POinTS - Progressive Options in Technology and Science	Numedal videregående skole	Professions and Applied sciences
NF-CZ-07-MOP-4-284-2015	University of Hradec Králové	Petra Králová	Increasing scientific research competencies of the young academic staff of the Faculty of Education	The University of Oslo, Norwegian School of Sport Sciences	Professions and Applied sciences
NF-CZ-07-MOP-1-024-2014	Faculty of Business and Economics, Mendel university in Brno	Sylvie Formánková	Czech - Norwegian Mobility Partnership	Faculty of Business Administration, Hedmark university college	Professions and Applied sciences
NF-CZ-07-MOP-1-042-2014	Institute of Public Health and Medical Law, 1st Faculty of Medicine, Charles University in Prague	Elena Tulupova	Health determinants and health inequalities in the Czech Republic and Norway: lessons, challenges and perspectives of cooperation	Bergen University College	Professions and Applied sciences
NF-CZ-07-MOP-2-077-2014	Charles University /Faculty of Education	Marie Hronzová	Outdoor Learning and Health Physical Education in Cross-curricular Education	The University of Stavanger, The Faculty of Arts and Education	Professions and Applied sciences
EHP-CZ-07-MOP-2-120-2015	Střední zdravotnická škola a Vyšší odborná škola zdravotnická	Dana Metelcová	Teachers on the move	Breidholt college	Professions and Applied sciences
NF-CZ07-MOP-3-170-2015	The University of South Bohemia in České Budějovice, Faculty of Education	Jan Petr	Improving of the Quality of Biology Didactics and their Role in Teacher Education.	Norwegian university of science and technology/NTNU's Resource Centre for Mathematics, Science and Technology Education	Professions and Applied sciences
EHP-CZ-07-MOP-2-219-2015	Charles University	Kvačková Helena	Sharing Good Practice in European Science and Research Projects	University of Iceland	Professions and Applied sciences
NF-CZ07-MOP-3-154-2015	Czech University of Life Sciences, Institute of Education and Communication	Jitka Jirsáková	BEGIN: Broadening experience with guidance in vocational education	Norwegian University of Life Sciences/Section for Learning and Teacher Education	Professions and Applied sciences
NF-CZ07-MOP-3-179-2015	Masaryk University/Faculty of Economics and Administration	Eva Slezáková	Analysis of e-learning methodology for prison education at university level	Norwegian school of Theology	Professions and Applied sciences
NF-CZ-07-MOP-3-200-2015	University of Hradec Králové	Jan Kříž	Summer School of Interdisciplinary Studies	Lillehammer University College	Professions and Applied sciences
NF-CZ-07-MOP-3-230-2015	Masaryk University - Teiresiás Center	Petr Peňáz	Desktop publishing in sign languages	Statped/Avdeling for læringsressurser og teknologitviking	Professions and Applied sciences
NF-CZ-07-MOP-4-283-2015	University of Hradec Králové	Olga Sovová	Increasing scientific research competencies of Multi-disciplinary Scientific Research Team in Intercultural Dialogue.	University of Stavanger, Lillehammer University College,	Professions and Applied sciences
NF-CZ-07-MOP-4-285-2015	University of Hradec Králové	Jan Kříž	Summer School of Interdisciplinary Studies II.	Sor-Trondelag University College (HIST)	Professions and Applied sciences
NF-CZ-07-MOP-4-254-2015	Department of Clinical Microbiology, Charles University - Faculty of Medicine in Hradec Králové	Helena Žemličková	Specific methods for detection of antibiotic resistance mechanisms in the clinical microbiology laboratory	University of Tromsø - Faculty of Health Sciences	Professions and Applied sciences

Project number	Beneficiary	Contact person	Name of the project	Partner institution	Academic field
NF-CZ-07-MOP-4-323-2016	Brno university of Technology	Josef Rebenda	Brno University of Technology - Mobility of Academic Staff (BUT-MAS)	University of Agder	Natural and Formal sciences
NF-CZ07-ICP-1-040-2014	Brno university of technology	Jana Drbohlavova	Formation of research surrounding for young researchers in the field of advanced materials for catalysis and bioapplications	Norwegian University of Science and Technology	Přírodní a formální vědy
NF-CZ07-ICP-1-029-2014	University of South Bohemia in České Budějovice	Jan Kavan	Polar ecology course - bio sciences	University Centre in Svalbard	Natural and Formal sciences
NF-CZ07-ICP-1-032-2014	Masaryk University	Láska Kamil	Polar ecology course - geosciences	University Centre in Svalbard	Natural and Formal sciences
EHP-CZ07-ICP-1-083-2014	Czech Technical university in Prague/ Faculty of Mechanical Engineering	Jan Hrdlička	Czech-Icelandic Clean Energy Cooperation	Reykjavik University	Natural and Formal sciences
EHP-CZ07-ICP-2-140-2015	Environment Center, Charles University	Jiří Dlouhý	Potential for sustainable tourism in ecologically sensitive regions	University of Iceland	Natural and Formal sciences
NF-CZ07-ICP-3-104-2015	Masaryk University	Alica Košuthová	DNA barcoding of cryptogams, including biosystematic studies of selected groups	Norwegian University of Science and Technology	Natural and Formal sciences
NF-CZ07-ICP-3-180-2015	University of Chemistry and Technology Prague/Faculty of Food and Biochemical Technology	Milena Zachariasova	Establishing of Institutional Cooperation between UiT The Arctic University of Norway and University of Chemistry and Technology in Prague in education in the field of food quality and biotechnology	UiT The Arctic University of Norway/The Faculty of Biosciences, Fisheries and Economics	Natural and Formal sciences
NF-CZ07-ICP-3-193-2015	Charles University	Jana Kulichová	Community structure of freshwater micro-benthos.	University of Oslo	Natural and Formal sciences
NF-CZ07-ICP-3-199-2015	Brno university of Technology	Petr Šesták	Research and education in ab initio calculations of mechanical properties of materials: applications to hydrogen embrittlement in metals and strength of polymer-metal interfaces	Norwegian University of Science and Technology/Faculty of Engineering Science and Technology	Natural and Formal sciences
NF-CZ07-ICP-3-201-2015	Brno university of Technology	Josef Rebenda	Mathematical Education Through Modeling Authentic Situations - METMAS	University of Agder	Natural and Formal sciences
NF-CZ07-ICP-3-237-2015	Technical University of Ostrava	Jan Kotůlek	Interdisciplinary education of junior historians of mathematics	University of Agder/Department of Mathematical Sciences Masaryk University	Natural and Formal sciences
NF-CZ07-ICP-3-242-2015	Masaryk University	Feixová Barbora	Young researchers - educate, discover, prove and apply in environmental sciences	Norwegian University of Life Sciences	Natural and Formal sciences
NF-CZ07-ICP-4-339-2016	Masaryk University	Maria Králová	Mathematics and Statistics Support Centre (MSSC)	University of Agder	Natural and Formal sciences
NF-CZ07-ICP-4-316-2016	University of South Bohemia in České Budějovice	Josef Elster	Polar ecology course II - bio sciences	University Centre in Svalbard	Natural and Formal sciences
NF-CZ07-ICP-4-324-2016	Brno university of Technology	Josef Rebenda	Personality, learning approaches and teaching styles in undergraduate mathematics - PLATSUM	University of Agder	Natural and Formal sciences
NF-CZ07-ICP-4-292-2015	University of South Bohemia in České Budějovice	Jan Kavan	Polar Hydrology Field Course	University Centre in Svalbard	Natural and Formal sciences
NF-CZ07-ICP-4-318-2016	University of South Bohemia in České Budějovice	Petr Doležal	A common platform for sharing experiences and education of students in the field of forest entomology	Norwegian University of Life Sciences (NMBU)	Natural and Formal sciences
NF-CZ-07-MOP-4-256-2015	Czech Technical University in Prague	Jaroslav Bieličik	Advanced analysis of experimental data in nuclear and particle physics	Department of Physics and Technology, University of Bergen	Natural and Formal sciences
EHP-CZ-07-MOP-1-094-2015	Masaryk University / Central European Institute of Technology	Martin Lysák	Establishing Czech-Icelandic collaboration in plant cytogenomics	University of Iceland	Natural and Formal sciences
NF-CZ-07-MOP-2-086-2014	Masaryk University/ Faculty of informatics	Barbora Kozlíková	Mobility of students and education staff leading to the integration of the interactive visual analysis with analysis and visualization of protein structures and their ensembles	University of Bergen	Natural and Formal sciences

Project number	Beneficiary	Contact person	Name of the project	Partner institution	Academic field
NF-CZ07-MOP-3-139-2015	University of Pardubice	Monika Vejchodová	Mobility for Development of Universities (MODUS)	Norwegian University of Science and Technology, Campus in Gjøvik	Natural and Formal sciences
EHP-CZ-07-MOP-2-253-2015	University of South Bohemia	Andrea Vlačihová	Knowledge transfer on Fin-fish boosting sustainable aquaculture	Hólar University College University of Iceland	Natural and Formal sciences
NF-CZ07-MOP-3-202-2015	Brno University of Technology	Pavlna Slovákova	Interdisciplinary Experience in Applied Physics and Applied Computer Science	NTNU - Norwegian University of Science and Technology/Department of Physics	Natural and Formal sciences
NF-CZ07-MOP-3-245-2015	Masaryk University/Central European Institute of Technology	Jan Novotný	Development of Paramagnetic NMR Spectroscopy of Metallo drugs	University of Tromsø – The Arctic University of Norway Center of Theoretical and Computational Chemistry (CTCC)	Natural and Formal sciences
NF-CZ07-MOP-3-238-2015	Department of mathematics and descriptive geometry, VSB-TU Ostrava	Jan Kotálek	Enhancing bilateral contacts in history of mathematics (Kristiansand-Ostrava)	Universitetet i Agder/Department of Mathematical Sciences	Natural and Formal sciences
NF-CZ-07-MOP-3-184-2015	University of South Bohemia	Andrea Vlačihová	Increasing scientific competence and establishing bilateral research collaboration between USB and NMBU	Norwegian University of Life Sciences	Natural and Formal sciences
EHP-CZ07-ICP-2-144-2015	Academy of Performing Arts	Ladislav Paluska	MIDPOINT/ Iceland - Midnight Sun Script Development Workshop	Icelandic Film School	Humanities
EHP-CZ07-ICP-1-073-2014	Brno university of Technology	Monika Šimková	Art-Research Bridge	University of Iceland	Humanities
NF-CZ07-ICP-3-145-2015	Academy of Performing Arts	Ladislav Paluska	MIDPOINT/Norway - Script Development Programme	The Norwegian Film School	Humanities
NF-CZ07-ICP-3-229-2015	Masaryk University - Teiresias Center	Petr Peňáz	Sign languages in higher education	Oslo and Akershus University College of Applied Sciences	Humanities
NF-CZ07-ICP-4-334-2016	Charles University, Protestant Theological Faculty	Timothy Noble	The Churches' Response of Welcome to the Migrant Other	School of Mission and Theology (MHS)	Humanities
NF-CZ07-ICP-4-342-2016	Technical University of Liberec	Zdeňka Němcová - Zedničková	Systemic Approach to Architectural Performance	Oslo School of Architecture and Design	Humanities
NF-CZ07-ICP-4-330-2016	Masaryk University, Faculty of Arts	Miluše Juříčková	Language acquisition in the context of traditional and contemporary culture in Norway	University College of Southeast Norway	Humanities
NF-CZ-07-MOP-4-329-2016	Masaryk University, Faculty of Arts	Juříčková Miluše	Norwegian Literature: Location experience and European perspectives	University College of Southeast Norway	Humanities
EHP-CZ-07-MOP-2-098-2015	ART & DESIGN INSTITUT, s.r.o.	Anna Vaněčková	Marketing of Galleries and Trade of Artworks in the Czech Republic and Iceland	Bifröst University	Humanities
EHP-CZ07-ICP-2-150-2015	Faculty of Business Administration, University of Economics, Prague	Emil Velinov	Universities approaches in tackling the changing job markets for graduates	Bifrost University	Social sciences
NF-CZ07-ICP-3-149-2015	Department of Management, Faculty of Business Administration	Emil Velinov	New Public Management Reforms and Accounting Practices in Municipalities of the Czech Republic and Norway	Buskerud and Vestfold University College	Social sciences
NF-CZ07-ICP-3-155-2015	Faculty of Arts, Charles University	Vendula Vlková Hingarová	Transnational and national migration: experiences from Czech Republic and Norway	University of Tromsø The Arctic University of Norway/Department of Culture and Literature	Social sciences
NF-CZ07-ICP-4-345-2016	Tomas Bata University in Zlín	Dušan Hrabec	Optimization modeling and statistical processing for demand based problems – marketing decision-making support	Molde University College	Social sciences
NF-CZ07-ICP-4-338-2016	Tomas Bata University in Zlín	Zuzana Tučková	Building a research team in the field of social economy as sources of sustainable economic growth of post-industrial European regions	Molde University College	Social sciences



“I have worked for many years at the Faculty of Arts, Masaryk University. The Norwegian Language and Literature degree programme has been available in Brno since 1974. When I first learned about the EEA and Norwegian Grants programme, I was very pleased. I found out that this was actually the very same thing which we had been pursuing, at a much smaller scale, within our degree programme and our department. I realised that this would provide an opportunity for the Czech Republic to experience what Norway is like – within each project, institution and partner visit. To me personally and to all of us who have been cooperating with Norway for a long time, the Norwegian Grants are a true cause for celebration.”

doc. Miluše Juříčková: **“Norwegian Literature: Location experience and European perspectives”** – NF-CZ07-MOP-4-329-2016
Masaryk University, Faculty of Arts, Department of German, Scandinavian and Netherland Studies

Bilateral Cooperation Step by Step

EEA and Norway Grants, Scholarship Programme CZ07

Publisher:

Dům zahraniční spolupráce (DZS)

Na Poříčí 1035/4, 110 00 Praha 1

www.dzs.cz/cz/norske-fondy-a-fondy-ehp/

Graphic design: Ondřej Kunc - artLab

Illustrations: Ondřej Nohejl

Printed by: AFBKK

Prague 2017

ISBN: 978-80-88153-33-7



Electronic version of the publication is available here:

www.dzs.cz/cz/o-dzs/publikace-a-statistiky

