



The project of cooperation between the Palacký University and Queen Maud University College of Early Childhood Education in Trondheim finished

The project also included a meeting of all participants.

Photo: Vojtěch Regec

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Project – The Palacký University in Olomouc won the project of international cooperation called Promotion of cooperation and sharing of experience in early childhood education No. NF-CZ07-ICP-3-3142015 within the programme Cooperation of schools and scholarships of Norway Grants and EEA Grants, which was completed during 2015/2016. The contact person and the project manager was dr. Alena Vavrdová from the Department of primary and pre-primary pedagogy of the Faculty of Education PU; her Norwegian partner was Mrs. Anne Sine van Marion from Queen Maud University College of Early Childhood Education (QMUC) in Trondheim.

The main project aim was to support the cooperation and to share experience in the area of pre-primary education. The project aim was to analyse the existing study programmes in the Czech Republic (Faculty of Education, Olomouc) and in Norway (QMUC, Trondheim) and to create a joint study module for students. The project thus aimed at reacting to the current trend of educational policy and the requirement to improve the quality of university education of pre-primary teachers and thus to improve their employability.

The project team comprised six Czech and three Norwegian experts; for the Czech part by name Alena Vavrdová, Petra Šobáňová, Eva Šmelová, Dominika Provázková Stolinská, Vojtěch Regec, Dita Finková, and for the Norwegian part Anne Sine van Marion, Jorgen Moe, Marit Hallset Svare.

Two round tables and mobility were the core activities, which were implemented either in Norway or in the Czech Republic, to enable the project team to meet. The timeline was divided into the initial, the interim and the final stages of the project. These activities supported the continuity of the project.

The continuous cooperative activities facilitated the new study module which is designed for the purposes of undergraduate preparation in pre-primary education for Norwegian students in the Czech Republic. The course is designed to last 13 weeks during which the student shall achieve both theoretical and practical competences.

The aim, the course and all the partial as well as final outcomes are presented in the expert publication, which was also compiled within the project.

Alena Vavrdová, Dominika Provázková Stolinská