Study tour to Norway took place from 29.8.2011 to 3.9.2011 and it was one of the activities of the project "Ecological education in Norway and the Czech Republic - INSPIRATION AND EXCHANGE OF EXPERIENCE", which was supported within the Block Grant "Technical Assistance Fund", Financial mechanism of EEA/Norway. Guarantor of the project was the town Český Brod. Partner of the project was the Norwegian company Skogbruketskursinstitutt. Czech delegation consisted of 14 people, visited town Stavanger and its surroundings during six days. Excursions were primarily focused on environmental education in schools.

The idea of the program was to visit schools and kindergartens at first and inspect how environmental education is realized (kindergarten Lassamyra, Godeset eco-school, Vassøy eco-school). Then the program continued with the field trip organized by companies that permit the educating children about environment – whether the stay take place just the part of the day (Lundsvågen naturskole, Ryfylke Friluftsråd), or more days and consists sleeping in the wild (Stavanger turistforening). Environmental awareness also mediates the Petroleum Museum. Important part was also meeting with representatives of public administration (deputy Mayor of Stavanger, Mayor Rennesøy kommune), focusing on implementation the environmental education.

**Composition of the Czech delegation:**

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bc. Jakub Nekolný</td>
<td>public administration of Český Brod</td>
<td>Mayor</td>
</tr>
<tr>
<td>2</td>
<td>Ing. Rostislav Vodička</td>
<td>public administration of Český Brod</td>
<td>Environment Department</td>
</tr>
<tr>
<td>3</td>
<td>Ing. Aleš Kašpar</td>
<td>public administration of Český Brod</td>
<td>secretary</td>
</tr>
<tr>
<td>4</td>
<td>Mgr. Kateřina Součková</td>
<td>school Žitomiřská</td>
<td>coordinator environmental education</td>
</tr>
<tr>
<td>5</td>
<td>Mgr. Drahomíra Čítková</td>
<td>school Žitomiřská</td>
<td>director</td>
</tr>
<tr>
<td>6</td>
<td>Jaroslava Jelínková</td>
<td>kindergarten Sokolská</td>
<td>director</td>
</tr>
<tr>
<td>7</td>
<td>Mgr. Jitka Majerová</td>
<td>kindergarten Liblice</td>
<td>director</td>
</tr>
<tr>
<td>8</td>
<td>Vladimíra Hybešová</td>
<td>kindergarten Kollárova</td>
<td>teacher</td>
</tr>
<tr>
<td>9</td>
<td>RNDr. Markéta Hájková</td>
<td>high school in Český Brod</td>
<td>Biology teacher</td>
</tr>
<tr>
<td>10</td>
<td>František Janík</td>
<td>college Liblice</td>
<td>director</td>
</tr>
<tr>
<td>11</td>
<td>Jaroslav Kulich</td>
<td>school in Český Brod</td>
<td>coordinator environmental education</td>
</tr>
<tr>
<td>12</td>
<td>Jitka Schneiderová</td>
<td>TEREZA association</td>
<td>Eco-school coordinator</td>
</tr>
<tr>
<td>13</td>
<td>Mgr. Emilie Pilátová</td>
<td>OSVČ</td>
<td>interpreter Norwegian</td>
</tr>
<tr>
<td>14</td>
<td>Ing. Šárka Krosová</td>
<td>OSVČ</td>
<td>interpreter English</td>
</tr>
</tbody>
</table>
Program and good practice examples

Monday, August 29, 2011
Program:
- meeting at Prague – Ruzyně – introduction of participants
- flight Prague – Amsterdam, Amsterdam - Stavanger
- arrival at the hotel Myhregaarden, accommodation
- joint dinner at the hotel Myhregaarden – introducing the participants

Tuesday, August 30, 2011
Program:
- Lundsvågen naturskole – school field trip in nature
- Lassamyra barnehage – kindergarten
- Norsk Oljemuseum – Petroleum museum
- Joint dinner at the hotel Myhregaarden

Czech delegation was welcomed by following people:
- Tor Sigurd Nielsen, director of Lundsvågen naturskole
  - lundsvagen.naturskole@stavanger.kommune.no
  - www.minskole.no/lundsvagen
- Kjersti Marie Lothe, kindergarten director Lassamyra barnehage
  - kjersti.lothe@stavanger.kommune.no
  - www.minskole.no/MinBarnehage/lassamyra
- Gabriele Brennhaugen, project coordinator Økoløftet („environmental promise”) in Stavanger
  - gabriele.brennhaugen@stavanger.kommune.no

Photo: Tor Sigurd Nielsen (from the left), director of school field trips Lundsvågen naturskole, with the Czech delegation at the marine aquarium (Photo taken by Šárka Krosová)
Photo: Tor Sigurd Nielsen (the one on a boat, wearing a blue vest), director of school field trips Lundsvågen naturskole, with half of the Czech delegation during the practical demonstration of environmentally oriented education (Photo taken by Šárka Krosová)

Photo: During the field trip in kindergarten Lassamyra barnehage (Photo taken by Kateřina Součková)
Photo: Eco-school program presentation: Kjersti Marie Lothe, Lassamyra barnehage kindergarten director, presents the defense of the Green Flag (Photo taken by Šárka Krosová)

Photo: On a tour in the Petroleum Museum (Photo taken by Kateřina Součková)
Photo: On tour in the Petroleum museum (Photo taken by Kateřina Součková)

Good practice examples:

- using the old construction of fuel tanks of ships to build a place for relaxation (wooden garden house placed into the original masonry tank – protected against the wind)
- making the most of using practice in schools, children skills development, creating good work habits for children, promoting freedom of action with the teachers’ gentle supervision
- personal involvement of the school in nature director (work on weekends without the salary), versatility of the school director- searching for sponsors, teaching, cleaning, excursions, site maintenance, etc., its motivational effect for employees – not to be afraid to risk
- strengthening the prestige of manual labor (handicraft) by example
- using neglected natural location for the school field trips in nature
- pupils’ involvement in community work
- variety of activities for kindergarten children (dance lessons, eco-garden, motor skills, learning by games etc.)
- benevolence in the diet of children in kindergarten (food is served without plates and cutlery, directly into the hands of children), teachers prepare food for children by themselves while using mainly organic food
- the presence of male teachers in the education of the youngest children

Inspiration for the projects in Český Brod

- using the space for the needs of the environmental education - popularize urban forests
- establishing the program Eco-school in Český Brod – petting certification
- systematic approach of the environmental protection issue
- introducing environmental certification for each city institution
- involve school’s students in investment activities
- creating large flowerpots for growing herbs and vegetables
- establishing the “Eco-team” (Department of environment, agenda 21 coordinator, working with hunters and fishermen), which will act as a consultant for schools
- increasing the active involvement of students for problems’ solution (using the school garden for education purposes, field trips etc.)
- turning the school garden into a wildlife park (pond, herb garden etc.), where the children will have the greater possibilities of self-fulfillment
making the programs and events that will be created by children for the younger friends (elementary school children will create environmental education program for kindergarten, grammar school for elementary)

Wednesday, August 31, 2011

program:
- Godeset skole – eco-school
- Visit of town hall Stavangeru
- Austre Åmøy island – natural/historical/political excursion

The Czech delegation was welcomed by following people:
- Bjørg – Oddrunn Hestnes Landa – director of the Godeset skole
- Karolina Emilia Boij – director of afterschool program Godeset skole
- Liv Hjørdis Grahl-Jacobsen – school economist Godeset skole
  - liv.grahl.jacobsen@stavanger.kommune.no
  - www.linksidene.no/godeset
- Bjørg Tysdal Moe – Stavanger kommune deputy Mayor
  - varaordforer@stavanger.kommune.no
  - www.stavanger.kommune.no/
- Ommund Vareberg – Rennesøy kommune Mayor
  - ommund.vareberg@rennesoy.kommune.no
  - www.rennesoy.kommune.no/

Photo: Czech delegation is greeted by children singing a song about waste separation in eco-school Godeset (Photo taken by Kateřina Součková)
Photo: from the right: Liv Hjørdis Grahl-Jacobsen, Bjørg – Oddrunn Hestnes Landa and Karolina Emilia Boij during the presentation of Eco-school program v Godeset skole (Photo taken by Šárka Krosová)

Photograph: Information board at the town hall in Stavanger announces that there will be a visit from Czech delegation from Český Brod, in the room on a 5. Floor, from 14:30 (Photo taken by Šárka Krosová)

Photo: Bjørg Tysdal Moe, deputy Mayor, Stavanger kommune, during the presentation of environmental education and Local Agenda 21 in Stavanger (Photo taken by Šárka Krosová)
Photo: Ommund Vareberg, Rennesøy kommune Mayor, during the field trip – engraved rocks in the front (Photo taken by Kateřina Součková)

Good practice examples:

- establishing simple rules for considerate behavior towards nature, which are easy to remember and easy to control
- singing as visual aid for waste separating (students and their teachers composed a song about waste separating)
- establishing the Council of children, disabled, immigrants and elders within the office
- elaborate system of environmental education in schools (planning, monitoring and final evaluation of the activities)
- enthusiasm for implementation of the project by all teachers, children and parents
- teachers consider themselves partners and they appreciate the initiative and activity of children in projects
- the decision on certification Stavanger kommune city organizations, co-participation in the implementation of certification
- introducing „green breakfasts” for businessmen
- organizing international conferences on environmental topics
- practical demonstration of the willingness of children to presents results of their work (film made by children about how to separate waste properly)
- Car-free day (motivating citizens to walk or ride a bicycle)
- preservation of historical monuments by covering it with vegetation (engraved rocks)

Inspiration for the projects in Český Brod

- introducing breakfast on environmental topic (min. 4 times a year the town meeting with businessmen of the intentions and possible financial support for green projects)
- centralized purchasing of materials, energy and telecommunications services
- Car-free day and accompanying events
- separate education policy of town
- elaboration of city development strategies for eco-projects
- financial contribution to employees who commute to work by bicycle
- presentation of the customs, traditions and nature for minorities in cooperation with churches
the integration of green issues into the project week
- introducing Eco-team to elementaries (cooperation teacher-student)
- joint projects of the school representatives on chosen environmental topics
- establish rules to support children creativity in 3 steps: think (the project), justify (to present their idea) and implement (get support for it other children and adults)
- involving parents in school activities (implementing their own green projects and brigades)
- introduction the waste separation in all classrooms and school hallways
- establishment of the Children's Parliament with a separate budget of representatives of all schools in Český Brod
- creating motivational rules for citizens, so they start to clean up excrements after their dogs
- presentation of the work of schools during occasion such as Earth Day on citywide meetings with the public and the leadership of City Hall

**Thursday, September 1, 2011**

**program:**

- **Vassøy skole – Eco-school**
- **Ryfylke Friluftsråd – managing the recreational landscapes in Stavanger surroundings**
- **workshop Eco-school**

Czech delegation was welcomed by following people:

- Inger Lie – director Vassøy skole – eco-school
  o vassoy.skole@stavanger.kommune.cz
  o www.linksidene.no/minskole/Vassoy
- Hans Olav Sandvoll – manager of Ryfylke Friluftsråd
- Ole Tom Tufle – member of Ryfylke Friluftsråd
  o firmapost@ryfri.no
  o www.ryfri.no
Photo: Inger Lie, director of Vassøy skole, welcomes the Czech delegation (Photo taken by Šárka Krosová)

Photo: Visit of the school common areas, which also serves as a library (Photo taken by Kateřina Součková)
Photo: During the Ryfylke Friluftsråd’s work presentation: Hans Olav Sandvoll (presenting) a Ole Tom Tufle (left) (Photo taken by: Šárka Krosová)

Photo: On a field trip on Lindøy island (Photo by Kateřina Součková)
Photo: On a field trip on Lindøy island – Containers for recycling can’t be missing on the pier (Photo taken by Kateřina Součková)

Photo: On a field trip on Line island – right- Hans Olav Sandvoll, manager Ryfylke Friluftsråd (Photo taken by Kateřina Součková)
Eco-school workshop

Participants of the study trip welcomed the opportunity to get acquainted with conditions of the international Eco-School program in the Czech Republic. The implementation of the program is sponsored by Tereza association, which dispatched one of its coordinators on a study tour to Norway for the educational purpose.

Participants of the workshop learned about the certification process in the Czech Republic, learned about the main objectives of the program, about students’ activities (learning about environmental issues, waste separation, energy and water savings, improving school environment and its surroundings), about the criteria (students create their own Eco-codex, analyze the current situation at the school for possible improvement of the environment, suggest improvements, base Eco-team, project monitoring and do the marketing).
The program is designed for the entire school and it leads students, school and local community to mutual cooperation. It is designed for elementary and high school students. After fulfilling all the criteria, the successful schools will receive the international title Eco-school and Green Flag.

Unfortunately, the international Eco-School program is not currently designed for kindergartens in the Czech Republic. The kindergartens representatives in Český Brod were sorry about this.

Workshop conclusion:

1) The main differences between the Eco-School in Norway and the Czech Republic

<table>
<thead>
<tr>
<th></th>
<th>Czech Eco-school</th>
<th>Norwegian Eco-school</th>
</tr>
</thead>
<tbody>
<tr>
<td>team</td>
<td>Is called Eco-team, consists mainly of students; principal activity is left to students</td>
<td>Council for the environment, students are not obliged to participate</td>
</tr>
<tr>
<td>certification</td>
<td>The Eco-school title is awarded for two years based on requests and personal visits of two auditors</td>
<td>Title Eco-school is renewed each year based on assessment of compliance with the Action Plan, the title can be obtained 6 months after the program enrollment</td>
</tr>
<tr>
<td>plan</td>
<td>Is created for the period of 2 years, it is divided into different school, it is based on the ecological status of school</td>
<td>is created per year, it is consulted before and after implementing the changes</td>
</tr>
<tr>
<td>Target group</td>
<td>Elementary and high schools</td>
<td>kindergartens, elementary schools, high schools</td>
</tr>
<tr>
<td>topics</td>
<td>energy, waste, water, transportation, considerate customer</td>
<td>12 topics - demographics, natural resources, cultural heritage, energy, etc.</td>
</tr>
<tr>
<td>number of participating schools</td>
<td>241 elementary schools</td>
<td>348 elementary schools, 458 kindergartens</td>
</tr>
<tr>
<td>fees</td>
<td>2990 crowns for the first year, 1990 crowns for each following year, 1390 crowns for the title-winning school</td>
<td>1000 NOK for Green Flag award; annual registration 1790 NOK</td>
</tr>
</tbody>
</table>
### 2) Main differences between schools in Norway and the Czech Republic (elementary schools)

<table>
<thead>
<tr>
<th>Location of Schools</th>
<th>Norway +</th>
<th>Norway -</th>
<th>The Czech Republic +</th>
<th>The Czech Republic -</th>
</tr>
</thead>
<tbody>
<tr>
<td>- in the neighborhood the is a sea and the mountains (nature)</td>
<td>- schools are located on the island, so the commute to school is more complicated</td>
<td>- schools are mostly located in the center of a town, good access</td>
<td>- schools have limited opportunities to visit the forest, dams or ponds</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manual skills and Independence of Students</th>
<th>Norway +</th>
<th>Norway -</th>
<th>The Czech Republic +</th>
<th>The Czech Republic -</th>
</tr>
</thead>
<tbody>
<tr>
<td>- manual skills of students are emphasized, return to the crafts</td>
<td>- possibility of students getting injured</td>
<td>- leaving the responsibility of emphasizing manual skills and independence to the students' family</td>
<td>- tendency of students to turn from the manual skills</td>
<td></td>
</tr>
<tr>
<td>- better preparation for harder living conditions</td>
<td>- - -</td>
<td>- - -</td>
<td>- - -</td>
<td></td>
</tr>
<tr>
<td>- return of the prestige to crafts</td>
<td>- - -</td>
<td>- - -</td>
<td>- - -</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Norway +</th>
<th>Norway -</th>
<th>The Czech Republic +</th>
<th>The Czech Republic -</th>
</tr>
</thead>
<tbody>
<tr>
<td>- smaller numbers of students in classrooms, more teachers and assistants</td>
<td>- higher costs for salaries of employees and assistants per 1 student</td>
<td>- lower costs for salaries of teachers</td>
<td>- higher numbers of children and fewer teachers</td>
<td></td>
</tr>
<tr>
<td>- - -</td>
<td>- - -</td>
<td>- - -</td>
<td>- - -</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Material Equipment of Schools</th>
<th>Norway +</th>
<th>Norway -</th>
<th>The Czech Republic +</th>
<th>The Czech Republic -</th>
</tr>
</thead>
<tbody>
<tr>
<td>- better equipped schools</td>
<td>- absence of exhibitions of children's products, supporting the between competition children</td>
<td>- presentation of children's creations to the public (exhibition) – decorating classrooms and corridors with students' work</td>
<td>- worse material equipment of schools (computers, library and school supplies)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eating Security</th>
<th>Norway +</th>
<th>Norway -</th>
<th>The Czech Republic +</th>
<th>The Czech Republic -</th>
</tr>
</thead>
<tbody>
<tr>
<td>- eating in nature (during breaks, children can run around and eat outside)</td>
<td>- there is no school cantina, the children bring snacks to school and they go home for a lunch</td>
<td>- system of school meals (lunches at school for a special price)</td>
<td>- children use slippers, they have generally reduced immunity</td>
<td></td>
</tr>
<tr>
<td>- walking barefoot in terms of safety and health</td>
<td>- - -</td>
<td>- greater emphasis on healthy diet - &quot;Fruits and milk to schools&quot; event</td>
<td>- - -</td>
<td></td>
</tr>
<tr>
<td>- - -</td>
<td>- - -</td>
<td>- puts the emphasis on safety (wearing slippers)</td>
<td>- - -</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>Norway +</th>
<th>Norway -</th>
<th>The Czech Republic +</th>
<th>The Czech Republic -</th>
</tr>
</thead>
<tbody>
<tr>
<td>- sufficient numbers of computers</td>
<td>- wide range of recreational activities and school activities</td>
<td>- insufficient number of computers</td>
<td>- insufficient amount of audio and video technology</td>
<td></td>
</tr>
<tr>
<td>- in each class there is audio and video + projector</td>
<td>- - -</td>
<td>- - -</td>
<td>- - -</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Norway +</th>
<th>Norway -</th>
<th>The Czech Republic +</th>
<th>The Czech Republic -</th>
</tr>
</thead>
<tbody>
<tr>
<td>- large involvement of parents in school life</td>
<td>- cooperation between schools</td>
<td>- - -</td>
<td>- apart from parents-teacher conference there is a small</td>
<td></td>
</tr>
<tr>
<td>(schools, parents) and environmental education</td>
<td>(helping with clearing rubbish, children’s participation in projects, etc.)</td>
<td>- collaboration with foreign schools</td>
<td>- presentations of schools in public</td>
<td>interest of parents in school activities</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------</td>
</tr>
</tbody>
</table>

### 3) main differences between kindergartens in Norway and the Czech Republic:

<table>
<thead>
<tr>
<th></th>
<th>Norway (+)</th>
<th>Norway (-)</th>
<th>Czech Republic (+)</th>
<th>Czech Republic (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>schools building, neighborhood</strong></td>
<td>- glazed, open, airy, atypical spaces, purposefully used</td>
<td>- complex orientation, cluttered layout, confusing for small children</td>
<td>- everything goes usually on in one class, the children do not need to move around</td>
<td>- kindergartens are usually pavilion like objects, they tend to be older or more story buildings with lots of unused hallways</td>
</tr>
<tr>
<td></td>
<td>- outdoor land use</td>
<td>- moving the children from different classrooms for activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of children/students, age</strong></td>
<td>- considerably lower numbers of children</td>
<td>- attendance for children from 9 months</td>
<td>- attendance for children from 3 years months (trends and needs are changing, but it is still true that in the first two years of life the child is very close to mother/father)</td>
<td>- considerably larger numbers of children</td>
</tr>
<tr>
<td></td>
<td>- 3 teachers for 20 children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>staff</strong></td>
<td>- representation of men in the teaching staff</td>
<td>- lack of meals preparing specialist (cook)</td>
<td>- skilled workers for the preparation of baby food</td>
<td>- lack of male element</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>equipment</strong></td>
<td>- „less is more“ (rooms are not overcrowded with toys, tools, etc.)</td>
<td>- disorder of tools (e.g. box of utilities - disorder)</td>
<td>- in an effort to meet the requirements “from above” - a broad, diverse selection of toys, tools, materials</td>
<td>- congestion</td>
</tr>
<tr>
<td></td>
<td>- folding tables on the wall</td>
<td>- minimal decoration (absence of children’s drawings and creations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>eating hygiene</strong></td>
<td>- doesn’t deal with aesthetic aspect of eating (important happy and fed child without stress)</td>
<td>- walking barefoot in terms of safety</td>
<td>- system of the school meals meets the requirements of the consumer basket (everything for everyone, even children that wouldn’t have get quality food at home)</td>
<td>- are not used to walk with bare feet - children have generally have reduced immunity-</td>
</tr>
<tr>
<td></td>
<td>- the absence of plates at lunch</td>
<td>- the absence of school meals</td>
<td>- it is not certain whether there are socially weak families in Norway, or how many % of these families would there</td>
<td>- limitations by laws, regulations and continuous improvements to the absurdities (the school cantina may only enter a person in a white coat with a medical certificate, even if he/she is there just to make coffee)</td>
</tr>
<tr>
<td><strong>psycho hygiene</strong></td>
<td>- the absence of plates at lunch</td>
<td>- benevolent approach to security compliance and responsibility for children (boats, neoprene, diving)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>health aspects</strong></td>
<td>- sitting outside on the ground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- sleeping outside in carriages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>security</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Good practice examples:

- Parents wanted to ban the children to access some web pages from school computers; but school administration decided, that all the web pages will be accessible, and during the class children will be taught how to use the Internet properly.
- Students are taking tests from individual subjects, so the school representatives get the feedback, which methods work and which don’t.
- Work in the school garden (2-3 hours/week).
- Questionnaire survey among students, through which it is possible to express the remarks on e.g. quality of teaching or bullying.
- Freely accessible public library in the school.
- Children have an opportunity to spend the breaks outsider and they have available game tools.
- Water and fire elements in the school garden, which is used for teaching purposes (cooking in nature), learning practical skills in the wild (boat owned by the school to get to a nearby island).
- Thematic spacious classrooms and rooms for teachers.
- Field trips during all seasons.
- Computer literacy from 1 school year.
- Disclosure and subsequent management of natural location.
- Freely accessible bathroom in each recreation area.
- Common agreement of municipal funds to create an organization caring for natural sites.

### Inspiration for the projects in Český Brod:

- Using the Pošembeří region for the protection and marking tourism targets.
- Establishing a team to design the educational policy of the city.
- Continuation of making the urban forest accessible (equipment benches, tables, trash for recycling and sanitary facilities).
- Joint meeting of all pupils at the school earlier this week to establish a joint program.
- Create project teams for solving a problem (including children of various ages).
- Introduction of new elements in the school garden (pond, fireplace, ski and winter sports), with an emphasis on teaching skills.
• making nature accessible to public (construction of cycle paths)
• deepen cooperation with technical cooperation with technical services in the city, to organize joint actions (raising adults through children)
• creating places for family vacation near Český Brod (for example Dolánky)
• the inclusion of work to the garden teaching (followed by the consumption of produced crops'),
• support the creation of associations in the region Pošembeří focused on making the nature sites accessible to public
• construction of a greenhouse in the school garden for teaching purposes (the cultivation of plants for planting vegetables in boxes or in the school garden, using organic products to combat pests)

**Friday, September 2, 2011**

**program:**

• **Stavanger Preikestolenhytta** – environmental education programs for youth
• **Hike to the Preikestolen** (Pulpit)

Czech delegation was welcomed by the following people:

• Torunn Johnsen Ravnås – manager of outdoor activities for youth and the public, Touristic club of Stavanger
  - post@preikestolenjellstue.no
  - www.stavanger-turistforening.no

**Photo:** Torunn Johnsen Ravnås shows where the camps are, and where the delegation will soon go (Photo taken by Šárka Krosová)
Photo: Water camp (Photo taken by Kateřina Součková)

Photo: „Kitchen” near water camp (Photo taken by Šárka Krosová)
Photo: Tree camp, left Torunn Johnsen Ravnås (Photo taken by Šárka Krosová)

Photo: Rope center (Photo taken by Kateřina Součková)
Photo: Rock camp – view from the „kitchen“ (Photo taken by Kateřina Součková)

Photo: Czech delegation hike to Preikestolen (Photo taken by Kateřina Součková)
Good practice examples:

- alternative accommodation in tourist sites focused on specific activity (cooking, outdoor)
- high frequency of tourism signs
- making the natural areas accessible to public for educational visits
- accompanying activities at major tourist destination (experience paths)
- creating the camps that allow field trips with different themes (water, rock, tree)
- involving the local architect in a sensitive and creative planting camps into the countryside
- offer for students to work as assistants for school events
- the material without further surface treatment (coating base)
- school field trips in camps: using the gifts of nature (berries, fish, mushrooms and herbs) for teaching and cooking
- diversification of prices for accommodation in camps (highest price for companies, the lowest for schools)
- upbringing to environmental protection in the form of practical skills (experience path) while compaction moral properties (mutual assistance)

Inspiration for the projects in Český Brod:

- Expansion of activities in tourist locations (e.g. experiences roads, camps according to the focus of tourists
- transfer care about the tourist sites of the city to non-profit organization based in the city or municipalities
- tender for the reconstruction project architect barn lodge urban forests for teaching children in nature
- involvement of pupils and students to new educational activities and maintenance of furniture trails in urban forests
- creating a residence camp in Dolánky, which will have its own manager and will provide accommodation at a discounted price for schools
- practical experience acquired in a residence in the camp will be applied in teaching (natural history, geography, chemistry, physics, etc.)
- training in the nature of a separate residence for the children to understand that we all need nature, and therefore it needs to be protected (trip hike ending garbage collection)

Saturday, September 3, 2011

program:

- Departure and return to the Czech Republic

Final evaluation

In addition to the questionnaires for the assessment of individual days, all participants received a study tour comprehensive questionnaire, in which they evaluated the trip, whether it met their expectations. They reported here specific project plans and evaluated in terms of a study tour program and organization. Participants agreed that the study tour met and exceeded their expectations and that was excellently organized and the program was very well prepared. The following project plans, following approval by the City Council could be implemented in the future in Český Brod:

1) Establishing international Eco-school program in schools in Český Brod.

2) Use of City keeper's house for the environmental activities of NGOs and schools in the city (job skills training, environmental behavior, a common meeting place for school in Český Brod).
3) Establishing partnerships with elementary schools in Stavanger, exchange of experiences among primary school pupils in Stavanger and in Český Brod, communication in English (part of teaching English in elementary school in Český Brod).

4) Creating a residency camp in Dolánky, in which elementary school students will be taught practical skills focused on protecting the environment, they will also partly contribute to maintenance and cleaning of the camp.

5) Establishing the „green breakfast”, regular meetings about eco-projects with the city representatives businessmen, council and students.

6) Centralization of purchases of energy, materials and telecommunication services.

7) Car-free day in Český Brod (financial contribution for the city employees who come to work by bicycle)

8) Developing the eco-development strategy and self-educational policy of the city

9) Regulating the city budget for the purpose of „Children’s Parliament”.

10) Making the city forest accessible for families with children (benches, trash for recycling, sanitary facilities and a place for barbecue).

11) Establishing a joint meeting of all students at the beginning of the school week to determine the tasks and their solution by a group of children of different ages.

12) Installation of information boards for tourist destinations in the Pošembeří region.

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