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European Development Agency

Partner Identification Form

Partner institution

PIC Number	945 175 276
Full legal name (National Language)	Evropská rozvojová agentura, s.r.o.
Full legal name (Latin characters)	European Development Agency Ltd.
Acronym	EUDA
National ID (if applicable)	28441907
Department (if applicable)	Project Management
Headquarters & invoicing address	Na Čihadle, 959/55
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Profile

Type of organisation	SME providing project management and consultancy
Is the partner organisation a public body?	No
Is the partner organisation a non-profit organisation?	No



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Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

European Development Agency EUDA is a Prague-based private company specialising in accessing and managing European funds. EUDA core activities are project consultation, creation, and management. EUDA assists its clients and partners throughout the projects' life cycle writes research-based projects; searches for partners; tackles submission processes; consults with stakeholders; coordinates projects' implementation; conducts periodical quality assurance; and produces summative and evaluative reports. EUDA also performs educational activities; facilitates transfers of know-how via international mobilities and traineeships; and coordinates EUDA Network. EUDA operates with entities from European Union Member States, Eastern Partnership and Western Balkan countries.

EUDA worked with programmes like Erasmus+, Europe for Citizens, Visegrad Fund, Interreg Europe, EEA-Norway Grants, and national Operational Programmes within European Structural and Investment Funds. EUDA has experience in projects on, inter alia, youth, adult, and higher education; Vocational Education and Training; employment; social inclusion; social and technological innovation; health literacy; sustainable, urban, and regional development.

Flagship EUDA projects targeted:

- inclusive and innovative education;
- multifaceted social innovation and inclusion;
- enhanced awareness and access to European opportunities;
- deployable technological advancements;
- effective upskilling, professionalization, and digitalization;
- preventive and remedial actions for the environment.



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What are the activities and experience of the partner organisation in the areas relevant for this project?

Science & technology projects

CDRP – Erasmus+

[CDRP Curriculum Development for Rapid Prototyping in Engineering Education](#) assists the transfer of rapid prototyping RP technology into engineering education by means of curriculum creation. The project tries to exploit the benefits of RP technologies, respectively accelerating manufacturing processes while minimising production errors. [The project partners from Turkey, Poland, Romania, Malta, Czech Republic, and Italy form a strong consortium](#), with relevant technical expertise. The project will develop a common educational curriculum among engineering faculties that are versed in rapid prototyping. The goal of the project is to produce a curriculum and support materials that promote the more extensive use of RP technology in higher education. The project lasts 36 months; it deploys an intercultural learning approach and delivers as outputs a [Rapid Prototyping Curriculum](#), complemented by summer/winter schools, workshops, and training seminars.

App Your School – Erasmus+

“[App Your School](#)” aims at introducing innovative, ICT-based participatory educational approaches in schools to encourage the development of soft skills and sustenance of creativity in children. Created and conducted by eight European organisations (IT, CZ, TR, PT, PL, FI, LT, GR), the project popularizes two widely-used Italian educational methods: Alberto Manzi Manzi’s “digital ateliers” and Bruno Munari’s practical experiments involving ICT tools. The project encourages the use of innovative educational tools by means of [learning, teaching, and training activities](#), [National Toolkits](#), and the creation of a [European Manual](#). The ultimate aim of “App Your Schools” is to foster digital competences in learners and educators alike. Also, the project delivers in accordance with Europe 2020 strategy concerning the reduction in early school leaving and improvement of digital and media literacy.

AlterDrive – Erasmus+

“[AlterDrive](#)” is a hands-on, technical project seeking to improve the quality of vocational education and training in automotive engineering. The project was elaborated by a transnational consortium (CZ, ES, PL) reuniting schools, businesses, and a research centre. AlterDrive pursues the development of innovative approaches to teaching automotive engineering while inserting best European practices in the field. The project established an e-learning platform for instruction on alternative propulsion systems in the automotive engineering profession. The [theoretical modular units](#) and [VR Game Experience](#) embedded on the platform are designed for practical learning in automotive engineering classes throughout Europe. AlterDrive activities, courses, and learning materials simultaneously consider the needs of educational institutions, vocational centres, and industry stakeholders, thus bridging the in-training specialists with the labour market.



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FUN@SCIENCE – Erasmus+

“[FUN@SCIENCE – Exploiting 3D printing for science education and scientific careers](#)” promotes greater engagement with sciences across all educational levels. As digital skills are increasingly more in demand throughout Europe, FUN@SCIENCE partnership (PT, GR, PL, CZ, IT) contributes with educational perspectives and needs from diverse regions to design a global educational model incorporating 3D printing activities in school curricula. The immediate impact of the project is the introduction of 3D printers in the classroom to portray sciences as interactive and entertaining. Moreover, the partners developed replicable [learning materials](#): based on quantified best practices and study circles, FUN@SCIENCE created an Educational Model, an [Open Education Resource](#), and Guidelines. In the long run, FUN@SCIENCE encourages students to pursue STEM science, technology, engineering, mathematics and science education, respectively careers.

3D-Help – Erasmus+

“[3D-HELP: Enhancing EU Employability by Adult Training in 3D Printing](#)” improves and expands high quality education by employing revolutionary 3D printing technology. The project addresses the need of digital upskilling and acquisition of ICT competences in adult trainers, respectively learners, and stakeholders in the adult education sector as demanded Europe’s 4th Industrial Revolution. The project was developed by a transnational consortium (CZ, RO, LT, MT, HR) which jointly created [materials on the use of 3D printing](#): Guidelines, Case Studies, Curriculum, Course Content, Trainer Guidelines, and an e-Learning System for Adult Training. By creating updated curricula and practical courses, this project equips adults for aptly using 3D printing. The overarching goal of 3D-Help is to adapt the EU-wide Adult Education curricula to the emerging digital technologies, hereby pursuing the ambitions of EU’s Digital Skills and Jobs Coalition of supporting the up-skilling and retraining of the workforce for new digital technologies.

PRINTSTEM – Erasmus+

“[PRINTSTEM Pedagogical Resources IN Teaching Science, Technology, Engineering and Mathematics](#)” sought to develop, experiment with, and model solutions for the use of 3D printers for teaching STEM subjects. Accounting for learners’ reduced interest in STEM, yet the high demand on the labour market for STEM-related skills, the project set to develop school training programmes for using 3D printers to encourage innovation and incentivise students to pursue STEM. PRINTSTEM mobilised a consortium of ten partners (IT, PL, ES, CZ, UK, TR, GR) and leveraged the results of the project “3D printers in schools: uses in the curriculum” conducted in 2013 by 21 schools in the United Kingdom. PRINTSTEM led to the creation of [Open Education Resources reuniting teaching methodologies and materials](#). Thus, by creating pupil- and teacher-led educational experimentations for the development of scientific literacy competences, PRINTSTEM increased awareness about the relevance and employability potential of STEM skills.



Social inclusion & education & training projects

ALERRT – Erasmus+

[“ALLERT Autism on the Line! Educating first Responders on how to Recognise and Treat individuals with autism”](#) is a life-saving project designed to improve the capacity of first responders to handle Autism Spectrum Disorder individuals. The first responders herein are policemen, firefighters, and medics who require specific knowledge and skills for interacting with ASD individuals during an emergency situation. The [ALERRT consortium brings together organisations from Belgium, Cyprus, Czech Republic, Italy, Portugal, and Spain](#), among them the experts from [Autism-Europe](#). The project will create VET training curriculum, respectively manual; e-learning platform; Virtual Reality training scenarios for first responders; safety kit for ASD individuals and their caretakers; and also engage selected first responders and VET trainers in targeted training. The main objective of ALERRT is to increase awareness and preparedness of diverse target groups, thus reducing risks for ASD individuals and improving the effectiveness of the first responders.

4G Didactic Pills – Erasmus+

[4G Didactic Pills](#) builds on the European strategy “Tackling early school leaving: a key contribution to the Europe 2020 agenda”. The main objective is to develop and disseminate a pedagogical method centred on the formation of life skills and competencies in order to curb early school leaving. The partnership reunites organisations with expertise in education, training, and evaluation from [Italy, Czech Republic, Bulgaria, Spain, and Portugal](#). 4G Didactic Pills will assist in particular Special Educational Needs SEN students, yet the tools will be widely available to all students and teachers engaged with the project. Methodologically, the project focuses on student-centred life skills and the use of technology as an educational enabler. 4G Didactic Pills is expected to: enhance students’ critical thinking and decision-making capabilities; improve the use of technology in education and digital literacy in general; stimulate cooperation between learning actors during in-person and virtual teaching; alleviate school leaving phenomenon, and integrate better the SEN students.

DESK – Erasmus+

[“DESK: Digital Education Skills Kit”](#) seeks to assist adult learners in improving their employability by means of Augmented Reality AR. The project is implemented by [European organisations experienced in education, training, and skills certification from the Czech Republic, Greece, Italy, Poland, Romania, and Spain](#). In order to improve digital literacy, the project creates DESK: Digital Education Skills Kit. This toolkit is available to adult educators and learners alike and instructs on digital content creation and general use of technology – with a special focus on AR – in adult education and training. Complementary to the DESK toolkit, the project will produce a state-of-the-art review of AR use in education; DESK Curriculum; case studies of AR in adult



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education; online guide for using the DESK toolkit; and an [e-learning platform](#). The ultimate goal of DESK is to use AR elements in order to facilitate knowledge and skills acquisition, increase digital literacy, and sustain lifelong learning as an enhanced to employability.

CREA.T.Y.V. – Erasmus+

[“CREA.T.Y.V. Creative Drama for Training Young Volunteers in Intergenerational Learning Environments”](#) used creative drama for the development of soft skills in youth at risk of social exclusion. The project was implemented by [organisations with relevant expertise from Czech Republic, Italy, Ireland and Romania](#). CREA.T.Y.V. used creative drama as an educational method; herein group interaction, emotions exploration, and cognitive thinking helped the participants improve their confidence and elevate social skills towards smoother integration. The project outputs are very diverse: methodology of intergenerational training program for young people using creative drama; training programme; handbook for trainers; guidebook for young people; policy recommendation on volunteering in intergenerational contexts; and a short film created by the participants. The overall impact of CREA.T.Y.V. extended into creation of a more inclusive society, better employability of marginalised young people, increased intergenerational cooperation, and active ageing promotion at wider scale.

Regional & sustainable development projects

AGORA – Interreg Danube

[“AGORA Advanced coGeneration Options for Reintegrating local Assets”](#) is a big-scale project spanning the Danube region and involving close to [30 diverse partners from 14 countries](#). The project seeks to improve societal and public administration capacities for urban regeneration in the Danube region. AGORA will create and deploy novel governance instruments for empowering a wide group of stakeholders in the reintegration of vacant buildings and land, public and private, into the productive city value system. The project aims to achieve these objectives via inter-institutional capacity building schemes for local regeneration, leveraging on multi-actor planning processes (horizontal action), multi-level integration/coordination (vertical action) and strengthening the collaboration between the private and public development players. AGORA follows a triple-A model: Agoras (creation of scalable networked systems of local innovation in the partner countries); Agendas (designing a common methodology for co-creating Community Space Innovation Agendas); and Actions (generating replicable new business models, organizational structures and public services for maximizing social and economic impact). The project aims for strengthening entrepreneurial culture; optimising services and policy processes; and attaining smart, sustainable, and inclusive growth in partner countries.



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AgriGo4Cities – Interreg Danube

[“AgriGo4Cities Urban agriculture for changing cities: governance models for better institutional capacities and social inclusion”](#) employed Participatory Urban and Peri-urban Agriculture (UPA) as methods to improve public institutional capacities. The primary objective of the project is to tackle the socio-economic exclusion of vulnerable/marginalised groups and to stimulate sustainable urban development in the Danube region. The project was implemented by [17 diverse partners coming from 9 European countries](#). Hereby the partners co-created a methodology to improve the capacities of public administrators to involve the poor, unemployed, homeless, Roma communities, elderly, women, and youth in governance and public participation. By creating and sustaining urban gardens and suchlike collaborative structures, AgriGo4Cities sought to intensify cooperation, boost mutual trust, and stimulate socio-economic inclusion of vulnerable/marginalised groups. Thus, the AgriGo4Cities innovative methodology of participatory planning created led to more inclusive decision-making processes; reduced social and economic inequalities, and subsequently enabled a more sustainable development of disadvantaged neighborhoods.

TICTAC – Erasmus+

“Time for International CooperaTion: Active Cities” aims to make key centralised European funding programmes easily understandable and accessible by all eligible and/or interested potential applicants. The project is carried out by a transnational consortium of organisations with experience in accessing and managing EU funds from the Czech Republic, Italy, Hungary, Malta, Romania, Spain, and Sweden. TICTAC is addressed to people in municipalities, regional administrations, and other public bodies (be them professionals, elected representatives, or other employees) who are not aware of the accessibility and application process for such funding opportunities. TICTAC explains and provides practical guidance through programmes such as Horizon 2020, Erasmus+, Life+, EaSI EU Programme for Employment and Social Innovation, Interreg, among others, to potential users. For explaining such financial instruments, the project contains the TICTAC Guide complemented by an e-learning platform. These deliverables instruct on how to identify the funding opportunities; navigate the eligibility criteria; produce a viable project concept; form a partners’ consortium, and write, respectively submit the application. TICTAC is expected to positively affect people working in municipalities, regional administrations, and other public institutions by raising awareness and competences in accessing centralised funding for transnational development with European support.

Grow Your Raw – Erasmus+

[“Grow Your Raw”](#) connected eco-entrepreneurs with their sustainability-oriented colleagues around Europe, with the aim of promoting and further improving sustainable agriculture and support socially responsible agricultural start-ups. The project was implanted by a consortium gathering [partners from the Czech Republic, France, Greece, North Macedonia, and Slovenia](#). Grow Your Raw focused on facilitating the sharing of experiences and entrepreneurial ideas in the



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field of sustainable agriculture in view of strengthening cooperation among partners. Via [strategic approach, highly participatory, engaging activities, and capacity building, the project activities](#) empowered adults to get into organic production businesses, respectively develop and accelerate their start-up enterprises by bringing them closer to sustainable production models. The same innovative organic business concept was promoted to unemployed adults as well, as a tool to tackle unemployment. The ultimate objective of Grow Your Raw is to empower individuals to secure employment, support businesses, and expand social entrepreneurship through organic and sustainable production.

Work Locally Develops Globally – But Green! – PROGRESS Programme

“Work Locally Develops Globally – But Green!” within PROGRESS programme empowers Roma communities by means of social entrepreneurship in waste management. The project was organised by a partnership reuniting local authorities and civil society and private sector organisations (SI, MK, BG, HR, CZ) and sought to develop green skills in Roma people. The project focused on sharing good practices at transnational level and mainly aided the informal plastic recycling initiatives to become formal businesses. To sustain this transformation process, the project created a strong European network of Green Business Incubators that ensured mutual learning processes and created public-private partnerships. The online support provided within the project together with the ensuing network raised employability and improved skills of the local population concerning recycling businesses in the partners’ communities.

What are the skills and/or expertise of key persons involved in this project?

Key EUDA staff members who will be involved in the co-creation and implementation of the current project application are:

Martin Rejmiš – EUDA Managing Director. Martin has been engaged in projects financed by the ESF in the Czech Republic and by international programmes (PROGRESS, Leonardo da Vinci, EEA Grants, Swiss-Czech Cooperation, CEP). In the 2014-2020 programming period, he prepared and implemented large individual projects from the ESF, whose recipient is the Labour Office of the Czech Republic.

Ştefania Pavel – EUDA Project Manager & EUDA Network Manager. Ştefania manages the membership enrollment of EUDA Network. EUDA Network is a hub for international cooperation, project creation, and partnership-building. Ştefania is also skilled in application management for Europe for Citizens, Visegrad Grants, EEA-Norway Grants, and Erasmus+ project implementation.



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Previous participation in projects funded by European Union programmes.

Funding programme	Start year	Project name & number	Coordinating organisation
Erasmus+	2020	2020-1-ES01-KA202-082056 “ALLERT Autism on the Line! Educating first Responders on how to Recognise and Treat individuals with autism”	GESEME 1996 SL
Erasmus+	2020	2020-1-CZ01-KA201-078434 “4G Didactic Pills”	European Development Agency
Interreg Danube	2020	DTP353 “AGORA Advanced coGeneration Options for Reintegrating local Assets”	Cluj-Napoca Municipality
Erasmus+	2019	2019-1-CZ01-KA204-061407 “TICTAC Time for International Cooperation Active Cities”	European Development Agency
Erasmus+	2018	2018-1-TR01-KA203-059739 “CDRP Curriculum Development for Rapid Prototyping in Engineering Education”	Gazi University, Ankara
Erasmus+	2018	2018-1-EL01-KA204-047819 “DESK Adult Digital Education Skills Kit to Foster Employability”	MPIRMPAKOS D. & SIA O.E.
Erasmus+	2017	“Grow Your Raw”	Impact Hub DOO Skopje
Erasmus+	2017	2017-1-ES01-KA201-038486 “Stop Bullying”	IES Juan de Villar Arjonilla
Erasmus+	2017	2017-1-PT01-KA201-035929 “FUN@SCIENCE Exploiting 3D printing for science education and scientific careers”	Agrupamento de Escolas Emídio Navarro
Erasmus+	2017	2017-1-CZ01-KA204-035528 “3D-HELP”	European Development Agency
Erasmus+	2017	2017-1-PL01-KA202-038422 “AlterDrive”	Perfect Project
Interreg Danube	2017	DTP1-1-533-4.1 “AgriGo4Cities Urban agriculture for changing cities governance models for better institutional capacities and social inclusion”	ZRC-SAZU
Erasmus+	2017	2016-3-RO01-KA205-035558 “CREAT.Y.V Creative Drama for Training Young Volunteers in International Learning Environments”	Asociatia Habilitas Centru de Resurse si Formare Profesionala



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