

## **Call for proposals (DG EAC No 73/03)**

### **JOINT ACTIONS SOCRATES, LEONARDO DA VINCI AND YOUTH PROGRAMMES**

#### **1. CONTEXT**

Joint actions offer a possibility provided for in the decisions establishing the Socrates (education), Leonardo da Vinci (vocational training) and Youth<sup>1</sup> programmes to implement joint projects in order to encourage synergy.

Overall, joint actions should focus on themes that by their very nature do not belong to one single domain — education, training or youth. They call on reinforced co-operation between actors from different sectors and fields of knowledge.

#### **2. OBJECTIVES**

With the general objective of promoting a Europe of knowledge<sup>2</sup>, joint actions aim to encourage the development of innovative approaches in the analysis and solving of problems which cut across several areas. This objective shall be attained notably by:

- co-operation between different sectors (education, training, youth, culture) at different levels,
- transnational networking of different types of actors,
- removing barriers between modes of intervention due to the structure of individual programmes.

Joint actions should provide added value by comparison with individual actions under the programmes. Notably, the groups targeted by the different programmes will be able to participate in actions from which they would be excluded by the individual programmes and to pool their resources, environments and ideas in contributing to a shared goal. By definition, a joint action must be multidisciplinary, at least partially, linking education, vocational training, youth work or culture. The interests of the different domains concerned must be taken into account in a balanced manner.

The potential promoters of “joint action” projects are invited to develop networks. Wherever necessary the Directorate-General for Education and Culture will invite promoters to merge their proposals in order to benefit from co-operation between the different dimensions of a single theme.

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<sup>1</sup> Socrates programme: Article 6 of Decision No 253/2000/EC of the European Parliament and of the Council (OJ L 28 of 3.2.2000), Leonardo da Vinci programme: Article 6 of Decision No 99/382/EC of the Council (OJ No L 146, 11.6.1999), Youth programme: Article 6 of Decision No 1031/2000/EC of the European Parliament and of the Council (OJ L 117, 18.5.2000).

<sup>2</sup> Communication from the Commission “Toward a Europe of knowledge”, COM (97) 563 of 12 November 1997.

### **3. BUDGET AVAILABLE**

The budget available for this call is € 4.5 million. On the basis of this amount, the Directorate-General for Education and Culture envisages supporting a **limited number** of projects, normally between €200 000 and a maximum of €300 000, with the exception of the Guidance network (Theme 3) for which the maximum contribution will be €200 000.

### **4. THEMES OF THIS CALL FOR PROPOSALS**

This call for proposals covers three themes. These themes reflect the common objectives of the three programmes Socrates, Leonardo da Vinci and Youth and also support the European Union's lifelong learning policy initiatives as defined in: i) the communication from the Commission "Making a European area of lifelong learning a reality"<sup>3</sup>, ii) the detailed work programme on the follow-up of the objectives for the education and training systems<sup>4</sup>, iii) the Commission's White Paper "A new impetus for European youth"<sup>5</sup> and iv) the European Year of People with Disabilities 2003.

The proposed themes will allow experimentation with new innovative approaches (laboratories) and co-operation between the actors in the different domains concerned (networking).

#### **4.1 Theme 1: Integration of people with disabilities**

##### **Context**

Approximately 38 million people, one in 10 Europeans of all ages, have a disability. Throughout the Union, people with disabilities face barriers not only in finding and keeping a job but also in finding accessible transportation, physically accessing buildings and facilities or gaining access to education and any training for active citizenship, self-fulfilment and employability. In addition, they also face barriers in gaining access to the technologies that would help them to become more fully integrated.

The theme forms part of the 2003 European Year of people with disabilities. In continuation of the work on lifelong learning and social inclusion of target groups, which was started in 2002, it is proposed in 2003 to mobilise the actors in education, training, youth and culture in support of people with disabilities. The emphasis will be on apprenticeship and the acquisition of competencies.

In the context of this theme, it is proposed that those active in the fields of education (including schools, tertiary education and adult education), training, youth and culture should be asked to think about equal opportunities for disabled people. It is a question of raising the

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<sup>3</sup> Communication from the Commission: "Making a European area of lifelong learning a reality", COM (2001) 678 of 21 November 2001.

<sup>4</sup> Council report, Doc 5680/01 EDUC 18.

<sup>5</sup> Commission White Paper: "A new impetus for European youth", COM (2001) 681 of 21 November 2001.

awareness of disabled people's rights and of the need to provide them with protection against any form of discrimination.

## **Objectives**

The objective is to promote the complete integration of young persons and adults with disabilities into society and to develop actions encouraging lifelong access to formal, non-formal and informal education and training for them.

It is also to improve the skills and competencies of those people, specifically young people, in initial vocational training at all levels; this objective may be achieved for example through work-linked vocational education and training and apprenticeships with a view to enhancing their basic skills and vocational competencies and promoting employability.

In order to attain these objectives, a certain number of laboratory projects will be carried out. These projects will make possible the exchange of good practice and the experimentation of workable strategies. They will bring together all those with a part to play (schools, adult education organisations, training centres, educators and trainers, learning facilitators for all age groups, professional guides and mentors from civil society, cultural operators, family associations, governments, NGOs, youth organisations, social and youth workers, local communities or learning cities and regions, companies, the media, etc.). The cultural and intercultural dimension of these projects will be very important.

Considering how important it is to ensure integration for young people with fewer opportunities (the disabled being part of that group) into our society and into the labour market, facilitating access and, subsequently, recognition of non-formal and informal education play a fundamental role for this specific group. For that reason, projects aimed at and/or dealing with disabled youngsters and projects involving this group will be prioritised. Interesting learning projects for/with adults will therefore not be excluded.

The projects can for example focus on or include mobility actions, developing educators' and trainers' skills, and raising the awareness of those working in educational and career guidance or adult education, social and youth workers and youth organisation leaders.

## **Possible content of proposals and expected outcome**

This theme should encompass actions focusing on promoting the integration of people (including young people) with disabilities in vocational education and training, in non-formal education, in society and in the labour market.

Projects should address clearly defined contexts of vocational education and training and/or non-formal and informal education, and focus on one or several of the following issues:

- Enhancing the competencies of people with disabilities
- Increasing the quality and availability of formal, non-formal and informal education and training for people with disabilities (and/or the persons caring for them)

- Enhancing opportunities for and facilitating access to vocational education and training for people with disabilities
- Improved guidance and counselling for people with disabilities
- Distance learning projects
- Innovative education and training methods for people with special needs, developing innovative, pedagogical instruments
- Training for teachers and trainers, social and youth workers, adult educators, guides and counsellors, administrative and management staff of education and training institutions
- Exchange and dissemination of good practice and effective strategies devised at local, national and European levels to integrate people with disabilities into formal, non-formal and informal education and training
- To make people aware of the diversity of people with disabilities and of people with disabilities facing multiple discrimination and to develop effective anti-discrimination strategies in education and training, preferably by activities planned and organised by persons with disabilities
- Facilitating mobility for people with disabilities
- To increase awareness of the potentials and contributions to society of young people with disabilities
- To involve disabled young people (or parents with children with disabilities) as project co-ordinators or partners in education and training for anti-discrimination in the work place and in civil society
- To use sport as a means for the integration of disabled people, especially disabled young people in formal, non-formal and informal education.

#### **4.2 Theme 2: Active citizenship activities to make schools more attractive and to prevent early school leaving**

##### **Context**

In general schools and vocational training sites represent an initial opportunity for young people to integrate in society and in the labour market and to become fully active citizens. But young people often complain that they feel a lack of attractiveness of schools and training sites and especially of teaching and learning approaches. This is particularly true for the less-favoured ones, the more vulnerable ones whose family and social environments do not help benefit from general education and training given in schools.

A high number of youngsters participating in general education and vocational training found themselves, due to personal difficult circumstances, at the risk to be dropped out of the systems. Exclusion from the systems is considered to be a serious obstacle for youngsters to develop a future active citizenship, as they will have to face an uncertain future regarding their insertion in the labour market and thus their social integration.

Actions such as Youth for Europe, Youth exchanges, Youth initiatives and the European Voluntary Service within the Youth Programme are instruments for fostering active citizenship. They provide attractive non-formal education opportunities for young people by involving them in activities that encourage their sense of solidarity, their active participation and their social integration.

Active citizenship is one of the priority themes of the Commission White Paper "A new impetus for European youth". According to the White Paper, citizenship and participation of young people can be developed primarily at local level.

Promoting active citizenship is also part of the education and training process as described in the report on "Concrete Future Objectives of Education and Training Systems" and in the Commission Communication "Making a European area of lifelong learning a reality".

The White Paper "A new impetus for European youth" states that: *"...combining study, work and leisure activities with informal, non-formal and formal learning experiences, could enhance the quality and effectiveness of education and training and make them more appealing to young people"*.

In this perspective this initiative act as "a bridge" to stimulate and re-orient these young people, giving them an opportunity to remain in the educational system by making it more attractive to them.

### **Target group**

Young people, aged between 13-18 (with a priority for the younger age range), coming from less privileged backgrounds, still **participating in the educational or vocational education and training systems** but who could be at the risk of dropping out due to their individual, familiar, cultural, social or economical circumstances.

### **Objectives**

Projects will be geared to find new learning approaches by combining: study, leisure activities with informal, non-formal and formal learning experiences.

The objective is to enhance the quality and effectiveness of education and training by developing a new and more attractive vision of both schools and education. Learning activities should be based on a learner-centred approach, on a variety of "blended" educational approaches and on holistic teaching and learning approaches geared to promote the active citizenship and participation of the students.

The projects will aim to develop innovative strategies and experiences in the integration of formal, non-formal and informal education and training with leisure activities, with the goal of providing new methods intended to understand schools as spaces more and more flexible and adaptable to young people's individual needs and aspirations.

Projects will offer: i) ways to make schools as the best spaces for young people to acquire self-confidence, self-esteem and motivation with regard to their own education; ii) innovative experiences through which, youngsters could feel connected to their schools and could

acquire new skills and capabilities aimed at increasing their social relations, their sense of responsibilities and their opportunities.

All with the global objective of making youngsters feel connected to their schools, to their education and, finally, to their communities and thus, enabling them to actively participate.

### **Content of the proposals and expected outcomes**

Through non formal education, using the Youth Programme techniques (and particularly: exchanges, initiative projects, voluntary activities, etc), pooling the right resources, using adapted pedagogies, combining non-formal and formal education and training with leisure activities, and mobilising all the actors in an urban or periphery area, projects should develop strategies and experiences that enhance the effectiveness of the educational system, giving a new dimension to schools to get a more attractive vision of education amongst young people and to encourage their interest in learning and to become active citizens in their communities.

Such strategies should offer:

- Flexible education and training schemes;
- Non-formal learning opportunities, in particular in socio-cultural environments;
- Time to leisure activities due to the part-time voluntary activity.

Projects should cover the following characteristics:

- Solid relations amongst all local actors (associations, non government organisations, town councils, schools, parents, cultural bodies,...);
- New innovative pedagogical approaches, focused on the needs of the specific target of young people, providing for new motivations;
- An animation team very committed, qualified, motivated and valorised, with multidisciplinary competencies;
- Set of activities based on voluntary commitment, local initiatives, exchanges of young people, non-formal education; sport and leisure activities might also be considered as tools for improving inclusion;
- Digital technologies might play an important role as instruments to improve participation and interest.

Non formal activities have to be linked to the schools where the youngsters study but may be developed out of schools. Such activities could include: i) Preparation before starting the activity; ii) Tailor-made personal support focused on the individual needs of the participants , during the duration of the project activity; iii) Follow up, where youngsters have to be involved and iv) Evaluation of results and outcomes.

All the activities should contribute to the learning of active citizenship.

Validation and recognition of all learning experiences should be compulsory.

Projects shall be implemented at **local level**.

This theme should develop actions with a view to **pooling experiences with other local bodies in other European countries**.

The **local partnership** should involve organisations active in different environments (education and training, civil society, cultural activities, etc) and a variety of players (schools, local authorities, associations, parents, cultural bodies, NGO, etc.). New and innovative partnerships should be created. It would be an asset to integrate young people who are normally not represented in organised structures.

### **4.3 Theme 3: Lifelong Guidance**

#### **Context**

Improving efficiency in education, training and employment systems is a core dimension of strategies for the attainment of the social and economic goals for Europe set by the European Council (Lisbon, 2000). High quality career guidance has a key role to play in workforce development - in improving course completion, in matching skills and opportunities, and in reducing wastage in education, training and employment - through helping citizens to become aware of and understand the opportunities and supports available to them. Career guidance also contributes to promoting social inclusion by providing key educational and labour market information for citizens who are less likely to be familiar with such and less confident in negotiating access to complex learning systems.

#### **Objectives**

Career guidance is a transversal dimension of education, training and employment systems. Such transversal dimensions need to be developed within a lifelong learning framework, inclusive of education, training and youth sectors.

Information, guidance and counselling<sup>6</sup> were designated as a priority for action in the Commission's Communication on Lifelong Learning (2001) and in the Copenhagen Declaration (2002). The Communication noted the need for the networking of services at local and national levels. The Declaration called for the strengthening of policies, systems and practices for guidance at national level.

In the past two years there have been major international reviews of career guidance policy in the EU, future Member States and EEA undertaken by OECD, CEDEFOP, ETF and World Bank. Two consistent findings for most countries in Europe have been :

- Policy objectives for guidance need to be better defined, better articulated and better communicated

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<sup>6</sup> For the purpose of this text, information, guidance and counselling refers to activities that assist individuals of any age to plan and choose courses of study and jobs, as well as to manage career change. « Guidance » is a generic term to cover such activities.

- Forums in which government and non-government stakeholders<sup>7</sup> can communicate and debate policy issues are not well developed in most countries, both at national level and regionally or locally.

The Joint Actions Call for Proposals in 2001 and 2002 supported the development of models of local guidance networks to overcome boundaries between existing services at local and regional levels. However, the impact of such development and its mainstreaming are bound to be very limited unless there is significant co-operation and co-ordination among stakeholders at national level.

Recent research by OECD, CEDEFOP, ETF and World Bank has pointed up major deficits in policy development and stakeholder involvement at national level that need to be addressed in order to stimulate, support and optimise co-operation between systems and guidance services at national, regional and local levels in a lifelong learning framework.

### **Content of the proposals, expected outcomes and potential promoters**

Proposals under this theme in the present Call for Proposals should offer to countries that are interested in pursuing such an approach the possibility to develop This theme should develop actions with a view to **pooling experiences with other local bodies in other European countries.**

The **local partnership** should involve several environments (education and training, civil society, cultural activities, etc) and players (schools, local authorities, associations, parents, cultural bodies, NGO, etc.). New and innovative partnerships should be created. It would be an asset to integrate young people who are normally not represented in organised structures. European networks of national stakeholders with responsibility for career guidance policy. Such networks would be complementary to the local and regional model development of 2001 and 2002.

The national networks should ideally consist of representatives of relevant government ministries e.g. education and labour, social partners, guidance services, parents, community and youth interests, consumer associations, guidance professional associations and associations of related professions such as social workers, and other relevant organisations.

Examples of the work of the national forums for which added value can be obtained from participation in European networks include policy development and co-ordination, standards of service, promotion/stimulation of demand for high quality services, research, and the European dimension of guidance.

While any of the national stakeholders can act as project promoter, proposals must have the support of the relevant ministries.

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<sup>7</sup> Stakeholder refers to ministries such as education, labour, youth; it refers also to social partners, parents, community, youth and consumer/citizen interests, guidance services and associations.

The aim of such European networks would be to provide mutual support and learning in the field of career guidance, improving the national capacity to develop career guidance policy and systems, and further develop the European dimension of guidance services.

It is envisaged to support a limited number (up to 5-6) of such transnational projects with a maximum value of €200 000 per project network for a duration of two years.

## **5. WHO CAN SUBMIT A PROPOSAL?**

Any institution and/or organisation meeting the eligibility criteria (see 7.1) and working in the fields covered by this call for proposals, that is to say education, training and youth, may present themselves as applicant or coordinating/promoting organisations.

Each proposal must be submitted to the Commission by a single, coordinating/promoting institution/organisation on behalf of a transnational partnership.

## **6. MAXIMUM DURATION OF PROJECTS**

Two years

## **7. SELECTION CRITERIA**

Only proposals submitted on the official application form, completed in full, and received by the specified closing date (see 10) will be considered.

Proposals must include the participation of at least four of the countries mentioned in 7.1.2, of which at least two must be EU Member States. Proof of participation must be provided in the form of participation letters from the partner institutions (original signatures required).

The projects must be non profit-making.

### **7.1 Eligibility of applicants**

7.1.1.- The coordinating/promoting institution and/or other organisation must possess a legal identity.

7.1.2.- Both the coordinating/promoting organisation and the partner organisations must be established in one of the following states: the 15 EU Member States; the Accession Countries Cyprus, Estonia, Hungary, Latvia, Malta, Poland, Slovak Republic, Slovenia, Czech Republic, Lithuania; the EFTA/EEA Countries Iceland, Liechtenstein, Norway; the Candidate Countries Bulgaria and Romania; Turkey, subject to the signature of the participation agreement prior to the end of the selection phase.

7.1.3.- Applicants must certify that they are not in one of the situations listed in Article 93 and 94 of the Financial Regulation applicable to the general budget of the European Communities as detailed in 7.2 .

## 7.2. Exclusion criteria

Applicants will be excluded from participating in this call for proposals if, at the time of the grant award procedure, they are in one of the following situations<sup>8</sup>:

- a. they are bankrupt or being wound up, are having their affairs administered by the courts, have entered into an arrangement with creditors, have suspended business activities, are the subject of proceedings concerning those matters, or are in any analogous situation arising from a similar procedure for in national legislation or regulations;
- b. they have been convicted of an offence concerning their professional conduct by a judgement which has force of *res judicata*;
- c. they have been guilty of grave professional misconduct proven by any means which the authorising officer can justify;
- d. they have not fulfilled obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which they are established or with those of the country of the authorising officer or those of the country where the contract is to be performed;
- e. they have been the subject of a judgement which has the force of *res judicata* for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interest;
- f. following another procurement procedure or grant award procedure financed by the Community budget, they have been declared to be in serious breach of contract for failure to comply with their contractual obligations;
- g. are subject to a conflict of interest;
- h. are guilty of misrepresentation in supplying the information required by the authorising officer as a condition of participation in the call procedure or fail to supply this information.

Administrative or financial penalties may be imposed by the Commission on applicants who are in one of the above listed cases of exclusion, after they have been given the opportunity to present their observations.

These penalties may consist of:

- a) the exclusion of the applicant concerned from contracts and grants financed by the budget for a maximum period of five years,
- b) the payment of financial penalties by the beneficiary in the case referred to in Article 93 (1) (f) and by the applicants in the cases referred to in Article 94 where they are really serious and without exceeding the value of the contract in question.

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<sup>8</sup> Council Regulation (EC, Euratom) No 1605/2002 of 25 June 2002.

The penalties imposed shall be in proportion to the size of the grant and the seriousness of the misconduct.

## **8. AWARD CRITERIA**

The Commission will attribute the grants after having taken into consideration the following criteria:

### **Coverage across sectors**

The following aspects will be assessed:

- co-operation across sectors between the domains of education, training and youth;
- the cultural dimension of the proposed actions;
- the target public;
- demonstration of the added value of an approach across sectors in terms of objectives, work methods and expected results as compared with the “classic” type of projects under the individual programmes.

### **Quality of the partnership**

The following aspects will be assessed:

- knowledge and experience of the members of the partnership against the areas to be addressed;
- understanding of the specific issues at stake in the implementation of a joint action project;
- capacity of the partners to involve the relevant actors in the implementation of the project.

### **Innovative character**

Assessment of innovative aspects, in particular concerning:

- the forms of co-operation foreseen;
- the organisation and content of activities as well as the methods proposed; the composition of the partnership for each of the participating countries.

### **Contribution to transversal political objectives**

The expected outcomes will be assessed on the basis of their potential for contributing to:

- equality between women and men;
- equal opportunities for integration of people with disabilities;

- the fight against racism and xenophobia;
- economic and social cohesion.

### **Dissemination and valorisation**

In this context, the Commission will pay particular attention to the strategies and methods for disseminating the results envisaged (processes and products) and particularly in the use of the new information and communication technologies.

The Commission will also assess the mechanisms to enhance the value of the results by aiming to integrate them in systems and practice at national level.

### **Organisational and budgetary aspects of the proposals:**

The following elements will be assessed:

- work plan (for its clarity and its appropriateness with regard to the objectives and means proposed);
- project timetable;
- balance in the division of work between the partners;
- coherence of the budget with the work plan;
- monitoring and evaluation methodology;
- capacity for technical follow-up and financial capacity.

## **9. FINANCIAL CONDITIONS**

Community grants are an incentive to carry out an action which would not be able to be carried out without the financial support of the Commission, and are based on the principle of co-financing. They complement the applicant's own financial contribution and/or national, regional or local assistance that has been obtained elsewhere.

The subsidised project may not benefit from any other Community funding for the same action.

### **9.1 Financial contribution of the Community:**

Up to 75% of the eligible costs (see 3). Only costs incurred as from 1<sup>st</sup> August 2004 will be taken into consideration.

The grant application must include a detailed, provisional budget showing expenditure and receipts **in balance** (a model of which is contained in the application form mentioned in 10). Payment requests received from grant recipients will be checked in terms of both expenditure and receipts to ensure that no profit has been made. Grants allocated directly to the project should of course appear as receipts in the budget of the subsidised project.

### **9.1.1. Eligible costs**

Only the categories of costs that follow are eligible, in so far as they are properly calculated and valued according to market conditions and can be identified and verified. They must be direct costs incurred in the implementation of the project:

- personnel costs for staff working on the implementation of the action described in the proposal (actual salaries plus social charges). Civil servants' salaries are not eligible;
- travel, accommodation and subsistence costs related to the carrying out of the action (meetings, European encounters, mobility for training, etc.);
- costs linked to the organisation of conferences (room hire, interpretation, etc) (please specify);
- publication and dissemination costs;
- other direct costs (please specify);
- administrative costs up to a maximum of 7% of total **direct** eligible costs for the action (these costs are not eligible if the beneficiary is in receipt of an operating grant financed from the Community budget).

Where implementation of the assisted actions requires the award of procurement contracts, beneficiaries of grants shall award the contract to the tender offering best value for money, that is so to say to the tender offering the best price-quality ratio, in compliance with the principles of transparency and equal treatment for potential contractors, care being taken to avoid any conflict of interest.

### **9.1.2.- Ineligible costs**

Excluded from the co-financing budget request are:

- costs incurred by a third party and not reimbursed by the beneficiary organisation;
- contributions in kind which do not involve a financial transaction;
- expenditure related to infrastructure acquisition (with the exception of the annual depreciation of material purchased);
- expenditure not related to the specific activities of the project (notably, running costs and/or expenditure related to statutory obligations);
- expenditure that is clearly unnecessary or excessive; capital investment costs;
- general provisions (for losses, possible future liabilities, etc);
- contingency reserve; debts owed, charges for financial service;
- exchange losses, unless specifically provided for in exceptional cases;
- Civil servants' salaries.

## **10. PROCEDURE FOR THE SUBMISSION OF PROPOSALS**

### **10.1 Publication**

The call for proposals will be published in the *Official Journal of the European Communities* and disseminated on the Internet sites of the DG Education and Culture programmes at the following address:

[http://europa.eu.int/comm/education/jointact\\_en.html](http://europa.eu.int/comm/education/jointact_en.html)

and on the site of the Technical Assistance Office for Socrates, Leonardo and Youth at the address:

<http://www.socleoyouth.be>

### **10.2 .-Application forms**

Grant requests should be made, using the form specifically designed for this purpose, in one of the 11 official EU languages. Please note that only typed applications will be taken into consideration.

The application forms (available in the 11 official EU languages) may be obtained on the Internet at the following address:

[http://europa.eu.int/comm/education/jointact\\_en.html](http://europa.eu.int/comm/education/jointact_en.html)

<http://www.socleoyouth.be>

or by writing to:

Technical Assistance Office Socrates, Leonardo and Youth  
Rue de Trèves 59-61  
B-1040 Brussels

Only one copy of the form will be sent per request.

### **10.3.- Proof of technical and financial capacity**

The application form must be accompanied by:

- The profit and loss accounts and the balance sheet for the last financial year for which the accounts have been closed;
- The curricula vitae of the persons responsible for the implementation of the project within each of the partner institutions;
- A copy of the legally registered statutes or articles of association as well as a copy of the official registration certificate, except in the case of a public or semi-public organisation. This document must be provided in one of the 11 official EU languages;

- Declaration on the applicant’s honour, completed and signed, certifying that the applicant exists as a legal person and has the financial and operational capacity to complete the proposed action;
- Declaration on the applicant’s honour, completed and signed, certifying that the applicant is not in one of the situation listed in Article 93 and 94 of the Financial Regulation<sup>9</sup>;
- The bank details form completed by the beneficiary and certified by the ban (original signatures required);
- Participation letters from the partner organisations (original signatures as required);

The Commission may require a guarantee as provided for in Article 182 of the Rules for the Implementation of Financial Regulation, and an external audit when deemed necessary. Such an audit will be required systematically when the payment of the balance exceeds €150 000.

#### **10.4.- Presentation of the grant application**

The grant application must be submitted in triplicate. It should provide complete information that can be checked against the criteria laid down in 8 and 9.

All additional information that is considered necessary by the applicant can be included on separate sheets.

The application must be duly completed, signed (original signatures as required) and accompanied by an official letter from the applicant organisation as well as the documents proving its technical and financial capacity referred to in 10.3.

Applications must be sent to the address below by ordinary or registered post by **12 March 2004** at the latest (as per postmark). Applications sent via the Internet, fax or e-mail will not be accepted.

Envelopes should be addressed as follows:

**Call for proposals DG EAC No 15/03 “Joint actions”  
 Technical Assistance Office Socrates, Leonardo and Youth  
 Rue de Trèves 59-61  
 B-1040 Brussels**

### **11. EXAMINATION AND FOLLOW-UP OF APPLICATIONS**

Applicants will be informed of the receipt of their proposals within 10 working days. Only applications that fulfil the **selection** criteria will be considered for a possible grant. Ineligible applications will receive a letter giving the reasons for their ineligibility.

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<sup>9</sup> Council Regulation (EC, Euratom) No 1605/2002 of 25 June 2002.

All unsuccessful applicants will be informed in writing. The results of the selection will be communicated as soon as possible so that the projects can commence as rapidly as possible.

The selected proposals will be subject to detailed financial examination, at which stage the Commission may request additional information from the persons responsible for the proposed actions.

In the event of final approval by the Commission, a financial contract, drawn up in euro and detailing the conditions and level of funding, will be concluded between the Commission and the beneficiary. This contract (the original) must be signed and returned to the Commission immediately. The beneficiary will receive a pre-financing payment of 40% within 45 days of the date when the last of the two parties signs the agreement.

The Commission will publish the name and address of the beneficiary, the subject of the grant and the amount and the rate of financing. This will be done in agreement with the beneficiary and unless publication of the information may threaten the safety of the beneficiary or harm its business interests. In the event that the beneficiary does not agree to this, it should attach a detailed justification, which the Commission will consider when deciding on the award of the grant.

## **12. PRESENTATION OF THE FINAL REPORT AND FINANCIAL BREAKDOWN**

According to the terms of the financial agreement, persons responsible for proposals approved and financed by the Commission must submit an interim report after ten months and a final report on completion of the project. These reports, which should provide a succinct but complete description of the results of the activities outlined in the proposal, should also be accompanied by any publications produced (brochures, teaching material, videos, multimedia, press clippings, etc.). After approval of the interim report by the Commission, the beneficiary will receive a second pre-financing payment of 40%. The Commission may require the beneficiary to lodge a bank guarantee.

The final financial statement, attached to the final report, should show actual costs and receipts. The beneficiary must set up an accounting system for the co-financed action and keep all original supporting documents for possible auditing for a period of five years as from the date of completion of the agreement. After approval of the final report, the beneficiary will receive the final payment. An external audit of accounts by an approved auditor may be requested by the responsible authorising officer in support of any payment, on the basis of his analysis of risk. The audit report must be attached to the payment request. Its purpose is to certify that the submitted accounts are sincere, reliable and substantiated by adequate supporting documents.

## **13.- APPLICABLE RULES**

- Council Regulation (EC, Euratom) No 1605/2002 of 25 June 2002 on the Financial Regulation applicable to the general budget of the European Communities.

- Commission Regulation (EC, Euratom) No 2342/2002 of 23 December 2002 (rules for the implementation of the Council Regulation)