



Contracting Authority:

The European Commission

Human Resources Development Sector Programme

“Innovation and Change in Education VI”

Guidelines
for grant applicants

Budget line: 23.03.01

**Financial Instrument to support the economic development of the
Turkish Cypriot community**

Reference: EuropeAid/136955/DH/ACT/CY

Deadline for submission of proposals: 24 June 2015

Notice

This is an **open Call for Proposals**, where all documents are submitted together (Concept Note and Full Application Form). In the first instance, only the Concept Notes will be evaluated. Thereafter, for the applicants who have been pre-selected, the full proposal will be evaluated. After the evaluation of the full proposals, an eligibility check will be performed for those which have been provisionally selected. Eligibility will be checked on the basis of the supporting documents requested by the Contracting Authority and the signed ‘Declaration by the Applicant’ sent together with the application.

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1. INNOVATION AND CHANGE IN EDUCATION VI

1.1. BACKGROUND

The Turkish Cypriot community recognizes the fact that top quality education and training is vital if the community is to develop as a knowledge-based society and compete effectively in the globalising world economy.

According to a 2013 World Bank report, the northern part of Cyprus has a relatively high level of schooling. The gross secondary education enrolment rate is 96% and tertiary enrolment rate is 78%, which, according to the Turkish Cypriot Chamber of Commerce's Competitiveness Report (2013-14), ranks the northern part of Cyprus rather well in educational attainment.

Since 2006, in the framework of the Council Regulation establishing an Instrument for Encouraging the Economic Development of the Turkish Cypriot community, the European Commission has supported initiatives already underway to reform the Turkish Cypriot education sector and to raise the quality of primary and secondary education up to EU standards through the Technical assistance project to support the reform of the Primary and Secondary education (the ROPSE project).

After consultation of the main education stakeholders, a draft vision and strategy paper for an improved Turkish Cypriot education system in the northern part of Cyprus was prepared with the help of the EU funded ROPSE project. This paper suggests a set of 7 policies which included a real commitment to introduce methods in line with child/student centred teaching and learning in all schools as well as the need to review textbooks and teaching materials in order to provide an education based on integrated skills, critical thinking and problem solving activities.

In support of the education sector, the European Commission has also awarded 82 grants to pre-primary, primary and secondary schools with a total value of more than EUR3 million in five calls for proposals launched between spring 2008 and autumn 2013.

Additionally, an EU funded Technical Assistance project, the VETLAM project, has been implemented from February 2009 until February 2012, providing technical assistance to support the development and promotion of VET systems, lifelong learning and active labour market measures in the northern part of Cyprus. The VETLAM project has contributed to the creation of the link between education and labour market and therefore to increased employability through new skills and competencies.

The concept of lifelong learning is essential to the competitiveness of the knowledge economy. It applies to all levels of education and training and concerns all stages of life. Lifelong learning aims to provide citizens with tools for personal development, social integration and participation in the knowledge economy.

Lifelong learning programmes can contribute to human resource development and therefore to economic development if they are structured based on the needs of the industry. It can be used as a tool for improving employment by targeting the upgrading of the labour market, by providing new sets of skills and competencies, based on the changing needs of the economy. Even though the community has undertaken to reform its education system, Turkish Cypriots are relatively new to the concept of lifelong learning.

In order to further contribute to human resource development and therefore economic development, this call for proposal is designed to target not only schools but also lifelong learning organisations.

1.2. OBJECTIVES OF THE PROGRAMME AND PRIORITY ISSUES

The **global objective** of the call is to enhance education and lifelong learning opportunities in the northern part of Cyprus, with a more holistic approach to allow for full participation of individuals in society, as well as allowing for innovation and creativity, and promotion of skills and "key competencies" which are vital in a knowledge based society.

The **specific objective (s)** of this Call for Proposals are:

Lot 1: Innovation and Change in Schools

A. Improving the quality and efficiency of education and training

- Improving child-centred learning capacity with focus on key competencies
- Improving teaching capacity in line with global and EU trends through teacher's training programmes

B. Promoting equity, social cohesion and active citizenship

- Fostering further learning, active citizenship and intercultural dialogue
- Promoting joint projects between Turkish Cypriot and Greek Cypriot schools in order to foster reconciliation between the two communities

Lot 2: Improving Employability

A. Making lifelong learning a reality

- Enhancing lifelong learning opportunities including training and re-training of unemployed and employed to contribute to competitiveness and employability

B. Enhancing Entrepreneurship

- Improving entrepreneurial skills by enhancing creativity and innovation, at all levels of education and training

1.3. FINANCIAL ALLOCATION PROVIDED BY THE CONTRACTING AUTHORITY

The overall indicative amount made available under this Call for Proposals is EUR 1,500,000. The Contracting Authority reserves the right not to award all available funds.

(1) Indicative allocation of funds by lot:

- | | |
|-------------------------------------------|---------------|
| • Lot 1: Innovation and Change in Schools | EUR 500,000 |
| • Lot 2: Improving Employability | EUR 1,000,000 |

If the allocation indicated for a specific lot cannot be used due to insufficient quality or number of proposals received, the Contracting Authority reserves the right to reallocate the remaining funds to another lot.

(2) Size of grants

Any grant requested under this Call for Proposals must fall between the following [minimum and] maximum amounts:

Lot 1: Proposals under Lot 1 must fall between the following minimum and maximum amounts:

- minimum amount: EUR 30,000
- maximum amount: EUR 100,000

Lot 2: Proposals under Lot 2 must fall between the following minimum and maximum amounts:

- minimum amount: EUR 50,000
- maximum amount: EUR 200,000

Any grant requested under this Call for Proposals must fall between the following minimum and maximum percentages of total eligible costs of the action:

- Minimum percentage: 50 % of the total eligible costs of the action.
- Maximum percentage: 90% of the total eligible costs of the action (see also Section 2.1.4).

The balance (i.e. the difference between the total cost of the action and the amount requested from the Contracting Authority) must be financed from sources other than the European Union Budget or the European Development Fund¹.

2. RULES FOR THIS CALL FOR PROPOSALS

These guidelines set out the rules for the submission, selection and implementation of the actions financed under this Call, in conformity with the Practical Guide, which is applicable to the present call (available on the Internet at this address: <http://ec.europa.eu/europeaid/prag/document.do?locale=en>).

2.1. ELIGIBILITY CRITERIA

There are three sets of eligibility criteria, relating to:

(1) the actors:

- The **applicant(s)** i.e. the entity submitting the application form; (2.1.1),
- if any, its **co-applicant(s)** (where it is not specified otherwise the applicant and its co-applicant(s) are hereinafter jointly referred as the "applicants") (2.1.1),
- and, if any, **affiliated entity(ies)** to the applicant and/or to a co-applicant(s). (2.1.2);

(2) the actions:

- Actions for which a grant may be awarded (2.1.3);

(3) the costs:

- types of cost that may be taken into account in setting the amount of the grant (2.1.4).

2.1.1. Eligibility of applicants (i.e. applicant and co-applicant(s))

In order to be eligible for a grant, the applicant **must**:

For Lot 1:

- be legal persons **and**
- be non-profit-making **and**
- be a **pre-primary, primary, secondary schools or teachers training academy** located in the northern part of Cyprus **and**
- be directly responsible for the preparation and management of the action with the co-applicant(s) and affiliated entity(ies), not acting as an intermediary **and**
- have technical, managerial and adequate financial capacity to implement the project and to ensure its sustainability.

For Lot 2:

- be legal persons **and**
- be non-profit-making **and**
- be a **non-governmental organisation, association, foundation, chamber, or union** registered in the northern part of Cyprus **and**

- be directly responsible for the preparation and management of the action with the co-applicant(s) and affiliated entity(ies), not acting as an intermediary **and**
- have technical, managerial and adequate financial capacity to implement the project and to ensure its sustainability.

(2) The potential applicant may not participate in calls for proposals or be awarded grants if it is in any of the situations listed in Section 2.3.3 of the Practical Guide;

In Part B section 8 of the grant application form ('Declaration by the applicant'), the applicant must declare that that the applicant himself, the co-applicant(s) and affiliated entity(ies) are not in any of these situations.

The applicant may act individually or with co-applicant(s).

If awarded the Grant contract, the applicant will become the Beneficiary identified as the Coordinator in annex E3h1 (Special Conditions). The Coordinator is the main interlocutor of the Contracting Authority. It represents and acts on behalf of any other co-beneficiary (if any) and coordinate the design and implementation of the Action.

Co-applicant(s)

Co-applicant(s) participate in designing and implementing the action, and the costs they incur are eligible in the same way as those incurred by the applicant.

Co-applicant(s) must satisfy the eligibility criteria as applicable to the applicant himself.

In addition to the categories referred to in section 2.1.1, the following are however also eligible: Co-applicant(s) can be registered in the northern part of Cyprus or anywhere else in the European Union.

Co-applicant(s) must sign the Mandate in Part B section 4 of the grant application form.

If awarded the Grant contract, the co-applicant(s)(if any) will become beneficiaries in the Action (together with the Coordinator).

2.1.2. Affiliated entities

Affiliated entity(ies)

The applicant and its co-applicant(s) may act with affiliated entity(ies)

Only the following entities may be considered as affiliated entities to the applicant and/or to co-applicant(s):

Only entities having a structural link with the applicants, in particular a legal or capital link.

This structural link encompasses mainly two notions:

- (i) Control, as defined in Directive 2013/34/EU on the annual financial statements, consolidated financial statements and related reports of certain types of undertakings:

Entities affiliated to a beneficiary may hence be:

- Entities directly or indirectly controlled by the beneficiary (daughter companies or first-tier subsidiaries). They may also be entities controlled by an entity controlled by the beneficiary (granddaughter companies or second-tier subsidiaries) and the same applies to further tiers of control;
 - Entities directly or indirectly controlling the beneficiary (parent companies). Likewise, they may be entities controlling an entity controlling the beneficiary;
 - Entities under the same direct or indirect control as the beneficiary (sister companies).
- (ii) Membership, i.e. the beneficiary is legally defined as a e.g. network, federation, association in which the proposed affiliated entities also participate or the beneficiary participates in the same entity (e.g. network, federation, association) as the proposed affiliated entities.

The structural link shall as a general rule be neither limited to the action nor established for the sole purpose of its implementation. This means that the link would exist independently of the award of the grant; it should exist before the call for proposals and remain valid after the end of the action.

By way of exception, an entity may be considered as affiliated to a beneficiary even if it has a structural link specifically established for the sole purpose of the implementation of the action in the case of so-called “sole applicants” or “sole beneficiaries”. A sole applicant or a sole beneficiary is an entity formed by several entities (a group of entities) which together comply with the criteria for being awarded the grant. For example, an association is formed by its members.

What is not an affiliated entity?

The following are not considered entities affiliated to a beneficiary:

- Entities that have entered into a (procurement) contract or subcontract with a beneficiary, act as concessionaires or delegates for public services for a beneficiary,
- Entities that receive financial support from the beneficiary,
- Entities that cooperate on a regular basis with the beneficiary on the basis of a memorandum of understanding or share some assets,
- Entities that have signed a consortium agreement under the grant contract.

How to verify the existence of the required link with the beneficiary?

The affiliation resulting from control may in particular be proved on the basis of the consolidated accounts of the group of entities the beneficiary and its proposed affiliates belong to.

The affiliation resulting from membership may in particular be proved on the basis of the statutes or equivalent act establishing the entity (network, federation, association) which the beneficiary constitutes or in which the beneficiary participates.

If the applicants are awarded a contract, their affiliated entity(ies) will not become Beneficiary(ies) of the Action and signatory(ies) of the Contract. However, they will participate in the design and in the implementation of the Action and the costs they incur (including those incurred for Implementation Contracts and Financial Support to third parties) may be accepted as eligible costs, provided they comply with all the relevant rules already applicable to the Beneficiary(ies) under the Grant Contract.

Affiliated entity(ies) must satisfy the same eligibility criteria as the applicant and the co-applicant(s). They must sign the affiliated entity(ies) statement in Part B section 5 of the grant application form.

2.1.3. Associates and Contractors

The following entities are not applicant(s) nor affiliated entity(ies) and do not have to sign the "mandate" or "affiliated entities' statement":

- Associates

Other organisations may be involved in the action. Such associates play a real role in the action but may not receive funding from the grant, with the exception of per diem or travel costs. Associates do not have to meet the eligibility criteria referred to in section 2.1.1. Associates must be mentioned in Part B section 6 — ‘Associates of the Applicant participating in the Action’ — of the Grant Application Form.

- Contractors

The grant beneficiaries and their affiliated entities are permitted to award contracts. Associates or affiliated entity(ies) cannot be also contractors in the project. Contractors are subject to the procurement rules set out in Annex IV to the standard grant contract.

2.1.4. Eligible actions: actions for which an application may be made

(1) Definition:

An action is composed of a set of activities.

(2) Duration

The initial planned duration of an action **may not be lower than 24 months nor exceed 36 months.**

(3) Sectors or themes

The action proposed must contribute to the Programme priorities described in section 1.2 and falls into one of the following thematic areas:

Lot 1: Innovation and Change in Schools

A. Improving the quality and efficiency of education and training

- Improving child-centred learning capacity with focus on key-competencies

In 2006, the EU adopted a key competencies framework which aims at highlighting the skills which are needed in the current knowledge-based society to adapt flexibly to a rapidly changing and highly interconnected world. This key competencies framework is a reference tool for adapting the curricula of schools within the EU. The key competencies are defined as a combination of knowledge, skills and attitude and include the 8 following competences: communication in mother tongue, communication in foreign language, maths, digital competence, learning to learn, social and civic competencies, sense of initiative and entrepreneurship, cultural awareness and expression.

The key competencies are considered equally important as each contributes to a successful life in a knowledge society. There are a number of themes which are central to the key competencies, they include critical thinking, creativity, initiative, problem-solving, risk assessment, decision-making, and constructive management of feelings. More information on the key competencies can be found here: http://ec.europa.eu/dgs/education_culture/publ/pdf/11-learning/keycomp_en.pdf.

Projects under A should be aligned with the EU key competencies framework as well as the Programme objectives and Turkish Cypriot education reform policy. The projects to be financed under A should seek to improve the quality and efficiency of education and training and promote the development of modern teaching and learning methods in one or several of the following (indicative) sub-sectors:

- a. Introducing child-centred learning practices especially in pre-primary and primary education
- b. Multilingualism and promotion of mobility
- c. Traditional key competences: literacy, language, ICT, math, science and technology
- d. Transversal key competences: learning to learn, initiative taking, entrepreneurship, cultural awareness and artistic expression, etc.
- e. Promotion of innovation and creativity

Important note: a project can contribute to more than one sub-sector. Sub-sectors can also be combined in one project.

- Improving teaching capacity in line with global and EU trends through teacher's training programmes

In 2012 the Commission issued a Communication *Rethinking Education: investing in skills for better socio-economic outcomes*² supporting Europe's teachers as one of its priorities, since high quality and well-trained teachers have an important influence on ensuring that learners develop the skills and competences needed in rapidly changing global labour market. The Rethinking Education's proposals were endorsed in the 2013 Council Conclusions on Investing in Education and Training, which confirmed the importance of revising and strengthening the professional profile of the teaching profession. Through the 2014 Council Conclusions on Effective Teacher Education, Member States committed to increase the attractiveness of the teaching profession, ensure quality Initial Teacher Education, and to promote professional development.

Teachers are the most important in-school factor affecting student outcomes. Policies to attract the best resources into teaching and ensure they receive high quality education and relevant opportunities for professional development are likely to bring the greatest returns for better education.

The fast changing work environment creates new challenges for the teachers: needing much broader and more sophisticated set of competences than ever before. With new technologies, a greater diversity of learners, and increased expectations placed on education - teachers need to keep their practice under continuous, critical review and adjust it in the light of students' outcomes and latest research. Teacher training programmes in new teaching methods would enable Turkish Cypriot teachers to gain the skills needed in order to teach students the skills they will need in a rapidly changing labour market.

B. Promoting equity, social cohesion and active citizenship

- Fostering further learning, active citizenship and intercultural dialogue

The European reference framework describes the social and civic competences as the competencies needed by individuals in order to participate in an effective and constructive way in social and working life and particularly in increasingly diverse societies, and to resolve conflict when necessary.

² <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012DC0669&from=EN>

It requires the children and students to be aware of basic concepts relating to individuals, groups, organisations, gender equality, democracy, justice, citizenship, civil rights and non discrimination, society and culture and to understand how a healthy lifestyle and environmental awareness can contribute to this objective. Social cohesion also requires educational disadvantages to be addressed at an early stage by providing targeted support to disadvantaged groups and by promoting inclusive education.

Influencing and changing the education system and having an impact at the level of the overall management first require changing people's values, beliefs and attitudes. The projects to be financed under priority B should seek to equip the children or the students with the necessary knowledge, skills and attitude to prepare them to become active and responsible citizens. These projects will also ideally integrate a number of awareness raising activities as well as dissemination events in order to spread important messages at the level of the education decision-makers and main education stakeholders.

This sector includes the following (indicative) list of sub-sectors:

- a. Human rights, civic competencies and democratic culture
- b. Specific initiatives targeting disadvantaged groups and learners with special needs
- c. Sustainable development and environment
- d. Sports and healthy lifestyle
- e. Cultural heritage and history teaching
- f. Diversity and intercultural dialogue
- g. Safety at schools

Important note: a project can contribute to more than one sub-sector. Sub-sector can also be combined in one project.

- *Promoting joint projects between Turkish Cypriot and Greek Cypriot schools in order to foster reconciliation between the two communities*

The 2006 aid regulation establishing the aid programme for the Turkish Cypriot community has as an end goal to facilitate the reunification of Cyprus and to improve the contacts between the two communities and with the EU. According to a study³ conducted in 2006 in which a sample of Turkish Cypriots and Greek Cypriots were interviewed, the most frequently cited tool for promoting reconciliation was education. This study also stressed the importance of language learning as the knowledge of the language can help to understand the culture and the way of thinking of the other side, thus enabling children and adults to feel empathy towards the other side.

The Projects to be financed under priority B should foster educational activities which bring students from the two communities together to encourage mutual understanding and contribute to peace building. As physical meetings might still be problematic, inspiration could be drawn from the e-Twinning learning initiative supported by the EU where schools of different locations make use of information and communication technologies (ICT) to set up education projects. ICT based support can be used to learn languages or for science projects. It could also be used for more recreational projects such as writing a joint magazine.

The sector includes the following (indicative) sub-sectors:

³ <http://www.princeton.edu/jpia/past-issues-1/2006/6.pdf>

- a. peace-building and reconciliation
- b. diversity and intercultural dialogue
- c. media, communication and virtual exchange
- d. multilingualism and mobility

Lot 2 : Improving Employability

A. Making Lifelong Learning a Reality

- Enhancing lifelong learning opportunities including training and re-training of unemployed and employed to contribute to competitiveness and employability

In the strategic framework of European cooperation in education and training ('ET 2020') adopted in 2009 by the European Council lifelong learning is mentioned as a fundamental principle underpinning the entire framework.

The concept of lifelong learning is essential in a knowledge economy and in order to keep up the competitiveness of the economy. It applies to all levels of education and training and concerns all stages of life, as well as the different forms of apprenticeships. Lifelong learning aims to provide citizens with tools for personal development, social integration and participation in the knowledge economy. Skills and competences need to be developed throughout life, not only for personal fulfilment and the ability to actively engage with the society, but also for the ability to be successful in a constantly changing world of work.

The knowledge, skills and aptitudes of a workforce are a major factor in innovation, productivity and competitiveness. As such, the regular need to update and develop skills in line with changing economic and social circumstances call for a lifelong approach to learning and for education and training systems, which are more responsive to change and more open to the wider world. Indeed, lifelong learning should be regarded as a fundamental principle underpinning the entire framework, which is designed to cover learning in all contexts — whether formal, non-formal or informal — and at all levels: from early childhood education and schools through to higher education, vocational education and training and adult learning.

B. Enhancing Entrepreneurship

- Improving entrepreneurial skills by enhancing creativity and innovation, at all levels of education and training

Entrepreneurs are the key drivers of tomorrow's innovations and are integral to creating a thriving economy. They create jobs, growth and a more competitive economy. The Entrepreneurship 2020 Action Plan adopted by the European Council focuses on improving entrepreneurship throughout Europe and focuses on three main pillars:

1. Entrepreneurial education and training
2. Creation of an environment where entrepreneurs can flourish and grow, and
3. Developing role models and reaching out to specific groups whose entrepreneurial potential is not being tapped to its fullest extent or who are not reached by traditional outreach for business support.

Entrepreneurship is a new concept for the northern part of Cyprus. However, ensuring a better focus on the skills and competences required in the labour market and on fostering innovation and entrepreneurship in all

forms of learning and creating a climate conducive to creativity and innovation will help contribute to improving competitiveness and economic development in the northern part of Cyprus.

Entrepreneurship can be facilitated through including entrepreneurship education and experience in school or lifelong learning curricula, and by mentoring, advice and support schemes for women and unemployed youth and other potential entrepreneurs.

(4) Location

Actions must take place in Cyprus. Some of the activities may take place in another Member State of the European Union, if proven relevant by the description of the action.

(5) Types of actions

Each proposal should consist of an articulated set of actions necessary and sufficient to reach the project's objectives. Below is a **non-exhaustive list of eligible activities**:

Lot 1: Innovation and Change in Schools

- a. Peer learning activities
- b. Teacher training and job shadowing
- c. Study visits
- d. Acquisition of material and equipment
- e. Self-assessment and school development plans
- f. Research, communication, dissemination and awareness raising activities
- g. School twinning activities (with schools throughout Europe)
- h. Activities targeting parents associations/groups

Lot 2: Improving Employability

- a. Development of lifelong learning programmes
- b. Activities for promoting entrepreneurship
- c. Training of Trainers activities
- d. Study visits
- e. Acquisition of material and equipment
- f. Research, communication, dissemination and awareness raising activities
- g. Competitions to boost entrepreneurship
- h. Introduction of standards and qualifications in line with EU standards
- i. Actions targeting inclusion of disadvantaged groups into labour market

j. Creating internship programmes

The following types of action are ineligible:

- actions concerned only or mainly with individual sponsorships for participation in workshops, seminars, conferences and congresses;
- actions concerned only or mainly with individual scholarships for studies or training courses;
- actions concerned only or mainly with the purchase and installation of equipment and supplies in the school.

(6) Types of Activities

All actions, which aim at achieving the Programme objectives and fall within the eligible thematic areas, could qualify for financing. The following are some examples of possible actions which may be financed under this call. It is by no means exhaustive and is provided with the sole purpose to illustrate and inspire innovative project proposals.

Example 1 – Lot 1 – Priority Theme A – Improving the quality and efficiency of education and training

Under Priority A – Pre-Primary School "Z" identifies the need to improve the quality and effectiveness of education, and based on its research on trends and development in education decides to introduce a child-centred education methodology in their school. As such, they decide to design a project proposal that includes the following:

- Conducting a self-assessment exercise in order to identify the gap between the current teaching methodology and child-centred teaching practices. The school decides that the best way to implement this new teaching method at their school is to procure the services of an external expert from an EU country who is an expert in the child/student centred teaching methods to come to Cyprus to train all the teachers at the school. In collaboration with the EU expert, they organised focus group meetings as well as individual interviews with the teachers and the management team of the school.
- Based on the results of self-assessment, they develop a 2 year work plan, that encompasses action steps for the introduction of new methodology.
- As part of their work plan, they organise a study visit to an EU member state for a select number of teachers to see first hand the implementation of child-centred education in similar schools. The teachers will bring back their observations to the rest of the teachers of the school and share their knowledge. They then fine tune their work plan if needed and start implementation.
- One of the activities will be the preparation of a list of teaching material which the school will need to procure in order to implement this new method of teaching, the list includes textbooks, audio-visual materials etc.
- The EU expert will allocate time for providing teacher's training, monitoring the implementation and providing guidance in order to ensure effective implementation of the new methodology.

- The school will also organise events to share the experience and know-how with other schools in the northern part of Cyprus.
- The school may also decide to establish cooperation with another school in a EU member state which has already introduced a child centred methodology.

Example 2 – Lot 1 – Priority Theme B – Promoting joint projects between Turkish Cypriot and Greek Cypriot schools in order to foster reconciliation between the two communities

Under Priority B – Secondary School "Y" identifies the issue of limited number of means available to help contribute to the reconciliation of youth of two communities. Based on this they decide to approach a Greek Cypriot secondary school to develop a project. As a result of their initial consultation they agreed to a twinning for a language focused project. The two schools work together to design a project proposal that includes the following:

- The partnership forms a project implementation team from Turkish and Greek language teachers of the schools in order to develop a curriculum and determine the material needs based on the identified curriculum.
- The project will consist of hiring educational experts who will help the school in carrying out a self-assessment and evaluation of needs, in planning a strategy for introducing the new languages or cloud-based solutions to language learning at the school.
- They will carry out procurements for purchasing textbooks, or implementing an online method of teaching, which could also include a cloud-based way of communicating with students from a school based in the Republic of Cyprus, where languages can be exchanged: Greek and English or Greek and Turkish.
- This will be a two year project that will also include bicomunal activities, such as common activities, field trips or visit to each other's school. The activities will be implemented regularly in order to help students use their newly acquired language skill and consequently make new friends.
- As part of the bicomunal activities, they will also organise peer learning activities, in order to help the students actively work on a specific topic while at the same time having the opportunity to use their new language skill. In doing so, they will seek for participating together to a competition or a team activity in an EU member state.
- They also plan to create a bi-lingual blog for students, not only to share the experiences through the project but also to report on issues of interest to youth.

Example 3 – Lot 2 – Priority Theme A – Making Lifelong Learning a Reality

Under Priority A - Organisation "X" – with a member base composed of electrical engineers – identifies the issue of a knowledge gap based on recent policy developments in the area of renewable energy. They identified the need for knowledge and skills both at the level of its member base as well as among the electricians and technicians. They also determined that the available skills in the market will become obsolete as renewable energy practices become more widely used in the community. Therefore they decide to prepare a project proposal that includes the following:

- The organisation will procure the services of an EU renewable energy expert to help with preparing a two-pillar training programme, one targeting the electrical engineers and the other focusing on electricians and technicians.

- In order to ensure the sustainability of the programme, the organisation decides to develop a pool of local trainers who will work with the EU expert in developing and designing the content of training programme.
- The programme is planned to be organised in a structured format for a two year period, where a workshop by an EU expert will be conducted on a quarterly basis in between the trainings by local experts. This is specifically introduced in order to elaborate on EU member state practices.
- The EU expert will also work with the teacher's of the vocational schools that provides teaching to electrician and technician. This approach is introduced by the organisation to help the vocational schools better understand the developments and needs of the market. Adaptation of new practices by the vocational schools will contribute to the enhanced employability of their students, i.e. electricians and technicians.
- In this regard the project will have a proliferation effect, not only providing with skill improvement of electrical engineers but also - through the participation of vocational education trainers to the whole process - will improve the skill set of electricians and technicians.
- As part of the project, the organisation also organises events and activities targeting the community, in order to improve awareness with regard to renewable energy.

Example 4 – Lot 2 – Priority Theme B – Enhancing Entrepreneurship

Under Priority B - Organisation "W" identifies the need to address youth unemployment, the limited entrepreneurial capacity and low growth rates in the northern part of Cyprus. Based on their initial consultation and research, they decide that one of such initiatives could be in the area of enhancing entrepreneurship and improving entrepreneurial capacity among youth. Therefore they decide to design a project proposal that includes the following:

- They plan a communication strategy in order to raise awareness with regard to entrepreneurship. Based on the strategy they conduct series of activities and prepare informative printed materials.
- They also plan to develop an entrepreneurial training and mentorship programme. The programme will aim to provide understanding on how to start and run a small business. Based on a detailed needs analysis and description of objectives and activities to be carried out during the project life-time, the project's first aim might be the establishment of a core teaching team, who will be responsible for developing the curricula.
- Organisation "W" will procure the services of an EU expert and organise a study visit for the core team to participate and learn about the best practices. The core team upon return will start the design of the training programme.
- The organisation also develops a mentorship capacity from experienced business persons who are willing to contribute to the programme as mentors. The mentorship capacity will be structured in a way to help youth entrepreneurs learn from their mentors as well as improve their networks. Networking activities will also be carried out to facilitate the interaction of youth entrepreneurs with experienced business persons.
- The programme will target unemployed youth who are interested in creating their own business by developing a solid plan for their ideas. The mentorship capacity on the other hand will aim to provide a structured support throughout the various stages of implementation such as how to set up a company, how to apply for a loan, etc.

- The organisation will also create an internship capacity by gathering data on interested members who are willing to take on interns and on youth who are interested in an internship. The organisation will set up a system to match based on the needs and interests and offer 3 months internships.
- The organisation may also cooperate with an organisation in another EU Member state with a view to have internships opportunities elsewhere in the EU.

(7) Financial support to third parties

Applicants may not propose financial support to third parties.

(8) Visibility

The Applicants must take all necessary steps to publicise the fact that the European Union has financed or co-financed the Action. As far as possible, actions that are wholly or partially funded by the European Union must incorporate information and communication activities designed to raise the awareness of specific or general audiences of the reasons for the action and the EU support for the action in the country or region concerned, as well as the results and the impact of this support.

Applicants must comply with the objectives and priorities and guarantee the visibility of the EU financing (see the Communication and Visibility Manual for EU external actions specified and published by the European Commission at http://ec.europa.eu/europeaid/work/visibility/index_en.htm).

(9) Number of applications and grants per applicants

An applicant may not submit more than 1 application under this Call for Proposals.

An applicant may not be awarded more than 1 grant under this Call for Proposals.

An applicant may not be a co-applicant or an affiliated entity in another application at the same time.

A co-applicant/affiliated entity may not submit more than 1 application under this Call for Proposals.

A co-applicant/affiliated entity may not be awarded more than 1 grant under this Call for Proposals.

A co-applicant/affiliated entity may not be the applicant or an affiliated entity in another application at the same time.

2.1.5. Eligibility of costs: costs which may be taken into consideration for the grant

Only 'eligible costs' can be covered by a grant. The categories of costs that are eligible and non-eligible are indicated below. The budget is both a cost estimate and an overall ceiling for 'eligible costs'.

The reimbursement of eligible costs may be based on the following:

- actual costs incurred by the Beneficiary(ies) and affiliated entity(ies)

The amounts or rates have to be based on estimates using objective data such as statistical data or any other objective means or with reference to certified or auditable historical data of the applicants or the affiliated entity(ies).

Recommendations to award a grant are always subject to the condition that the checks preceding the signing of the contract do not reveal problems requiring changes to the budget (such as arithmetical errors, inaccuracies, unrealistic costs and ineligible costs). The checks may give rise to requests for clarification and may lead the Contracting Authority to impose modifications or reductions to address such mistakes or inaccuracies. It is not possible to increase the grant or the percentage of EU co-financing as a result of these corrections.

It is therefore in the applicant's interest to provide a **realistic and cost-effective budget**.

A. Eligible direct costs

To be eligible under the Call for Proposals, costs must comply with the provisions of Article 14 of the General Conditions to the Standard Grant Contract (see Annex G of the Guidelines).

The applicants (and where applicable its affiliated entities) agree that the expenditure verification(s) referred to in Article 15.7 of the General Conditions to the Standard Grant Contract (see Annex G of the Guidelines) will be carried out by the Contracting Authority or any external body authorised by the European Commission.

B. Contingency reserve

The budget may include a contingency reserve not exceeding 5 % of the estimated direct eligible costs. It can only be used with the **prior written authorisation** of the Contracting Authority.

C. Eligible indirect costs

The indirect costs incurred in carrying out the action may be eligible for flat-rate funding, but the total must not exceed 7 % of the estimated total eligible direct costs. Indirect costs are eligible provided that they do not include costs assigned to another budget heading in the standard grant contract. The applicant may be asked to justify the percentage requested before the contract is signed. However, once the flat rate has been fixed in the special conditions of the standard grant contract, no supporting documents need to be provided.

If any of the applicants or affiliated entity(ies) is in receipt of an operating grant financed by the EU, it may not claim indirect costs on its incurred costs within the proposed budget for the action.

D. Contributions in kind

Contributions in kind mean the provision of goods or services to a Beneficiary(ies) or affiliated entity(ies) free of charge by a third party. As contributions in kind do not involve any expenditure for a Beneficiary(ies) or affiliated entity(ies), they are not eligible costs.

Contributions in kind may not be treated as co-financing

However, if the description of the action as proposed includes contributions in kind, the contributions have to be made.

E. Ineligible costs

The following costs are not eligible:

- debts and debt service charges (interest);
- provisions for losses or potential future liabilities;

- costs declared by the Beneficiary(ies) and financed by another action or work programme receiving a Union (including through EDF) grant;
- purchases of land or buildings;
- currency exchange losses;
- credit to third parties;
- costs incurred prior to the signature of the contract;
- rent of land, buildings and offices;
- works, infrastructures and renovation/refurbishment of buildings where property rights of natural and legal persons have not been respected (in conformity with Article 7 of the Council Regulation (EC) No 389/2006 of 27 February establishing an instrument of financial support for encouraging the economic development of the Turkish Cypriot community).

IMPORTANT: For **Lot 1**, the total of 1.1 Salaries and 1.2 Salaries under human resource expenses cannot be more than **10%** of total budget.

IMPORTANT: For both Lots, the following **IT equipment** will be limited to **5%** of the total direct costs of the action: Computers/laptops including screens and other accessories, smartboards (or assimilated), printers, projectors, scanners, copiers.

2.2. HOW TO APPLY AND THE PROCEDURES TO FOLLOW

Prior registration in PADOR for this Call for Proposals is not obligatory. Information in PADOR will not be drawn upon in the present Call.

2.2.1. Application forms

Applications must be submitted in accordance with the instructions on the Concept Note and the Full application form included in the Grant Application Form annexes to these Guidelines (Annex A)

Applicants must apply in **English**.

Any error or major discrepancy related to the points listed in the instructions on the Concept Note or any major inconsistency in the application form (e.g. the amounts mentioned in the budget worksheets are inconsistent) may lead to the rejection of the application.

Clarifications will only be requested when information provided is unclear, thus preventing the Contracting Authority from conducting an objective assessment.

Hand-written applications will not be accepted.

Please note that only the application form and the published annexes which have to be filled in (budget, financial identification form, legal identification form) will be evaluated. It is therefore of utmost importance that these documents contain ALL relevant information concerning the action. **No additional annexes should be sent.**

2.2.2. Where and how to send Applications

Applications must be submitted in one original and 3 copies in A4 size, each bound. The complete application form (Part A: concept note and Part B: full application form), budget and logical framework must also be supplied in electronic format (CD-ROM) in a separate and single file (i.e. the application form must not be split into several different files). The electronic file must contain **exactly the same** application as the paper version enclosed.

The Checklist (Section 7 of Part B the grant application form) and the Declaration by the applicant (Section 8 of Part B of the grant application form) must be stapled separately and enclosed in the envelope.

The outer envelope must bear the **reference number and the title of the Call for Proposals**, together with the full name and address of the applicant, and the words 'Not to be opened before the opening session'.

Applications must be submitted in a sealed envelope by registered mail, private courier service or by hand-delivery (a signed and dated certificate of receipt will be given to the deliverer) at the address below:

Address for hand delivery or by private courier service

EU programme Support Office

38-44 Kyrenia Avenue (opposite Saray Hotel)

Nicosia, Cyprus

Applications sent by any other means (e.g. by fax or by e-mail) or delivered to other addresses will be rejected.

Applicants must verify that their application is complete using the checklist (Section 7 of Part B of the grant application form). Incomplete applications may be rejected.

2.2.3. Deadline for submission of Applications

The deadline for the submission of applications is **24 June 2015** as evidenced by the date of dispatch, the postmark or the date of the deposit slip. In the case of hand-deliveries, the deadline for receipt is at **16:00** local time as evidenced by the signed and dated receipt. Any application submitted after the deadline will automatically be rejected.

2.2.4. Further information about Applications

Questions may in addition be sent by e-mail no later than 21 days before the deadline for the submission of applications to the below address, indicating clearly the reference of the Call for Proposals:

E-mail address: REGIO-TFTCC-SCHOOLS@EC.EUROPA.EU

The Contracting Authority has no obligation to provide clarifications to questions received after this date.

Replies will be given no later than 11 days before the deadline for the submission of applications.

To ensure equal treatment of applicants, the Contracting Authority cannot give a prior opinion on the eligibility of applicants, affiliated entity(ies), an action or specific activities.

Questions that may be relevant to other applicants, together with the answers, will be published on the EuropeAid website: <https://webgate.ec.europa.eu/europeaid/online-services/index.cfm?do=publi.welcome> . It is therefore advisable to consult the abovementioned website regularly in order to be informed of the questions and answers published.

2.3. EVALUATION AND SELECTION OF APPLICATIONS

Applications will be examined and evaluated by the Contracting Authority with the possible assistance of external assessors. All actions submitted by applicants will be assessed according to the following steps and criteria.

If the examination of the application reveals that the proposed action does not meet the eligibility criteria stated in paragraph 2.1, the application will be rejected on this sole basis.

(1) STEP 1: OPENING & ADMINISTRATIVE CHECKS AND CONCEPT NOTE EVALUATION

The following will be assessed:

- Compliance with the submission deadline. If the deadline has not been met, the application will automatically be rejected.
- The Application Form satisfies all the criteria specified in points 1-5 of the Checklist (Section 7 of Part B of the grant application form). If any of the requested information is missing or is incorrect, the application may be rejected on that **sole** basis and the application will not be evaluated further.

The Concept Notes that pass the first administrative check will be evaluated on the relevance and design of the proposed action.

The Concept Note will receive an overall score out of 50 using the breakdown in the evaluation grid below. The evaluation will also check on compliance with the instructions on the Concept Note, which can be found in Part A of the Application Form.

The evaluation criteria are divided into headings and subheadings. Each subheading will be given a score between 1 and 5 as follows: 1 = very poor; 2 = poor; 3 = adequate; 4 = good; 5 = very good.

Scores

1. Relevance of the action	Sub-score	30
1.1 How relevant is the proposal to the objectives and priorities of the Call for Proposals?*	5x2**	
1.2 How relevant to the particular needs and constraints of the target country(ies) or region(s) is the proposal (including synergy with other EU initiatives and avoidance of duplication)?	5x2	
1.3 How clearly defined and strategically chosen are those involved (final beneficiaries, target groups)? Have their needs been clearly defined and does the proposal address them appropriately?	5	
1.4 Does the proposal contain specific added-value elements, such as environmental issues, promotion of gender equality and equal opportunities, needs of disabled people, rights of minorities and rights of indigenous peoples, or innovation and best practices and the other additional elements indicated under 1.2. of these Guidelines?	5	
2. Design of the action	Sub-score	20
2.1 How coherent is the overall design of the action? In particular, does it reflect the analysis of the problems involved, take into account external factors and relevant stakeholders?	5x2**	
2.2 Is the action feasible and consistent in relation to the objectives and expected results?	5x2**	

**these scores are multiplied by 2 because of their importance

Once all Concept Notes have been assessed, a list will be drawn up with the proposed actions ranked according to their total score.

Firstly, only the Concept Notes with a score of at least 30 will be considered for pre-selection.

Secondly, the number of Concept Notes will be reduced, taking account of the ranking, to the number of Concept Notes whose total aggregate amount of requested contributions is equal to 250% of the available budget for this Call for Proposals. The amount of requested contributions of each concept note will be based on the indicative financial envelopes for each lot.

After the evaluation of Concept Notes, the Contracting Authority will send letters to all applicants, indicating whether their application was submitted by the deadline, informing them of the reference number they have been allocated, whether the Concept Note was evaluated and the results of that evaluation. The Evaluation Committee will then proceed with the applicants whose proposals have been pre-selected.

(2) STEP 2: EVALUATION OF THE FULL APPLICATION

Firstly, the following will be assessed:

- The full application form satisfies all the criteria specified in points 1-9 of the Checklist (Section 7 of Part B of the grant application form). If any of the requested information is missing or is incorrect, the application may be rejected on that **sole** basis and the application will not be evaluated further.

The quality of the applications, including the proposed budget and capacity of the applicants and affiliated entity(ies), will be evaluated using the evaluation criteria in the evaluation grid below. There are two types of evaluation criteria: selection and award criteria.

The selection criteria help to evaluate the applicants' and affiliated entity(ies)'s operational capacity and the applicants' financial capacity and to ensure that they:

- have stable and sufficient sources of finance to maintain their activity throughout the proposed action and, where appropriate, to participate in its funding;
- have the management capacity, professional competencies and qualifications required to successfully complete the proposed action. This also applies to any affiliated entity(ies) of the applicants.

The award criteria help to evaluate the quality of the applications in relation to the objectives and priorities, and to award grants to projects which maximise the overall effectiveness of the Call for Proposals. They help to select applications which the Contracting Authority can be confident will comply with its objectives and priorities. They cover the relevance of the action, its consistency with the objectives of the Call for Proposals, quality, expected impact, sustainability and cost-effectiveness.

Scoring:

The evaluation grid is divided into sections and subsections. Each subsection will be given a score between 1 and 5 as follows: 1 = very poor; 2 = poor; 3 = adequate; 4 = good; 5 = very good.

Evaluation Grid

Section	Maximum Score
1. Financial and operational capacity	20
1.1 Do the applicants and, if applicable, their affiliated entity(ies) have sufficient experience of project management?	5
1.2 Do the applicants and, if applicable, their affiliated entity(ies) have sufficient technical expertise? (especially knowledge of the issues to be addressed)	5
1.3 Do the applicants and, if applicable, their affiliated entity(ies) have sufficient management capacity? (Including staff, equipment and ability to handle the budget for the action)?	5
1.4 Does the lead applicant have stable and sufficient sources of finance?	5
2. Relevance of the action	30

<i>Score transferred from the Concept Note evaluation</i>	
3. Effectiveness and feasibility of the action	20
3.1 Are the activities proposed appropriate, practical, and consistent with the objectives and expected results?	5
3.2 Is the action plan clear and feasible?	5
3.3 Does the proposal contain objectively verifiable indicators for the outcome of the action? Is any evaluation planned?	5
3.4 Is the co-applicant(s)'s and affiliated entity(ies)'s level of involvement and participation in the action satisfactory?	5
4. Sustainability of the action	15
4.1 Is the action likely to have a tangible impact on its target groups?	5
4.2 Is the proposal likely to have multiplier effects? (Including scope for replication, extension and information sharing.)	5
4.3 Are the expected results of the proposed action sustainable?: <ul style="list-style-type: none"> - financially (<i>how will the activities be financed after the funding ends?</i>) - institutionally (<i>will structures allowing the activities to continue be in place at the end of the action? Will there be local 'ownership' of the results of the action?</i>) - at policy level (where applicable) (<i>what will be the structural impact of the action — e.g. will it lead to improved legislation, codes of conduct, methods, etc?</i>) - environmentally (if applicable) (<i>will the action have a negative/positive environmental impact?</i>) 	5
5. Budget and cost-effectiveness of the action	15
5.1 Are the activities appropriately reflected in the budget?	/ 5
5.2 Is the ratio between the estimated costs and the expected results satisfactory?	/ 10
Maximum total score	100

Note on section 1. Financial and operational capacity

If the total score for section 1 is less than 12 points, the application will be rejected. If the score for at least one of the subsections under section 1 is 1, the application will also be rejected.

Provisional selection

After the evaluation, a table will be drawn up listing the applications ranked according to their score and within the limits of the funds available. In addition, a reserve list will be drawn up following the same criteria to be used if more funds should become available during the validity period of the reserve list.

(3) STEP 3: VERIFICATION OF ELIGIBILITY OF THE APPLICANTS AND AFFILIATED ENTITY(IES)

The eligibility verification, based on the supporting documents requested by the Contracting Authority (see Section 2.4) will only be performed for the applications that have been provisionally selected according to their score and within the available financial envelope.

- The Declaration by the applicant (Section 8 of Part B the grant application form) will be cross-checked with the supporting documents provided by the applicant. Any missing supporting document or any incoherence between the Declaration by the applicant and the supporting documents may lead to the rejection of the application on that sole basis.
- The eligibility of applicants, the affiliated entity(ies), and the action will be verified according to the criteria set out in Sections 2.1.1, 2.1.2 and 2.1.3.

Any rejected application will be replaced by the next best placed application on the reserve list that falls within the available financial envelope.

2.4. SUBMISSION OF SUPPORTING DOCUMENTS FOR PROVISIONALLY SELECTED APPLICATIONS

An applicant that has been provisionally selected or placed on the reserve list will be informed in writing by the Contracting Authority. It will be requested to supply the following documents in order to allow the Contracting Authority to verify the eligibility of the applicant, (if any) of the co-applicant(s) and (if any) of their affiliated entity(ies):

1. The statutes or articles of association of the applicant, (if any) of each co-applicant(s) and (if any) of each affiliated entity(ies)⁴. Where the Contracting Authority has recognised the applicant's, or the co-applicant(s)'s, or their affiliated entity(ies)'s eligibility for another call for proposals under the same budget line within 2 years before the deadline for receipt of applications, it should be submitted, instead of the statutes or articles of association, a copy of the document proving their eligibility in a former Call (e.g. a copy of the special conditions of a grant contract received during the reference period), unless a change in legal status has occurred in the meantime⁵. This obligation does not apply to international organisations which have signed a framework agreement with the European Commission.
2. An external audit report produced by an approved auditor, certifying the applicant's accounts for the last financial year available where the total amount of the grant exceeds EUR 750 000 (EUR 100 000 for an operating grant). The external audit report is not required from the co-applicant(s).
3. A copy of the applicants' latest accounts (the profit and loss account and the balance sheet for the last financial year for which the accounts have been closed)⁶. A copy of the latest account is neither required from (if any) the co-applicant(s) nor from (if any) affiliated entity(ies).
4. Legal entity sheet (see annex D of these Guidelines) duly completed and signed by each of the applicants (i.e. by the applicant and (if any) by each co-applicant(s), accompanied by the justifying documents requested there. If the applicants have already signed a contract with the Contracting Authority, instead of the legal entity sheet and supporting documents, the legal entity number may be provided, unless a change in legal status occurred in the meantime.
5. A financial identification form of the applicant (not from co-applicant(s)) conforming to the model attached at Annex E of these Guidelines, certified by the bank to which the payments will be made. This bank should be located in the country where the applicant is established. If the applicant has already submitted a financial identification form in the past for a contract where the European Commission was in charge of the payments and intends to use the same bank account, a copy of the previous financial identification form may be provided instead.

4 Where the applicant and/or a co-applicant(s) and or an affiliated entity(ies) is a public body created by a law, a copy of the said law must be provided.

5 To be inserted only where the eligibility conditions have not changed from one call for proposals to the other.

6 This obligation does not apply to natural persons who have received a scholarship or that are in most need in receipt of direct support, nor to public bodies and to international organisations. It does not apply either when the accounts are in practice the same documents as the external audit report already provided pursuant to Section 2.4.2.

The requested supporting documents must be supplied in the form of originals, photocopies or scanned versions (i.e. showing legible stamps, signatures and dates) of the said originals. However, the Legal entity sheet and the financial identification form must always be submitted in original.

Where such documents are not in one of the official languages of the European Union, a translation into the language of the call for proposals of the relevant parts of these documents proving the applicants' eligibility must be attached for the purpose of analysing the application.

Where these documents are in an official language of the European Union other than the language of the call for proposals, it is **strongly** recommended, in order to facilitate the evaluation, to provide a translation of the relevant parts of the documents, proving the applicants' eligibility, into the language of the call for proposals.

If the abovementioned supporting documents are not provided before the deadline indicated in the request for supporting documents sent to the applicant by the Contracting Authority, the application may be rejected.

After verifying the supporting documents, the Evaluation Committee will make a final recommendation to the Contracting Authority, which will decide on the award of grants.

NB : In the eventuality that the Contracting Authority is not satisfied with the strength, solidity, and guarantee offered by the structural link between one of the applicants and its affiliated entity, it can require the submission of the missing documents allowing for its conversion into co-applicant. If all the missing documents for co-applicants are submitted, and provided all necessary eligibility criteria are fulfilled, the above mentioned entity becomes a co-applicant for all purposes. The applicant has to submit the application form revised accordingly.

2.5. NOTIFICATION OF THE CONTRACTING AUTHORITY'S DECISION

2.5.1. *Content of the decision*

The applicants will be informed in writing of the Contracting Authority's decision concerning their application and, if rejected, the reasons for the negative decision.

An applicant believing that it has been harmed by an error or irregularity during the award process may lodge a complaint. See further Section 2.4.15 of the Practical Guide.

2.5.2. *Indicative timetable*

	DATE	TIME*
Information meeting (if any)⁷	01 April 2015	14:00 Cyprus Time
Deadline for requesting any clarifications from the Contracting Authority	03 June 2015	16:00 Cyprus Time

⁷ Date, time and location of other information meetings organised will be published in local newspapers and/or local websites or local social media.

Last date on which clarifications are issued by the Contracting Authority	12 June 2015	16:00 Cyprus Time
Deadline for submission of Application Form	24 June 2015	16:00 Cyprus Time
Information to applicants on opening, administrative checks and concept note evaluation (Step 1)	July 2015*	-
Information to applicants on the evaluation of the Full Application Form (Step 2)⁸	August 2015*	-
Notification of award (after the eligibility check) (Step 3)	September 2015*	-
Contract signature⁹	October 2015*	-

* **Provisional date.** All times are in the time zone of the country of the Contracting Authority.

This indicative timetable may be updated by the Contracting Authority during the procedure. In such cases, the updated timetable will be published on the EuropeAid web site <https://webgate.ec.europa.eu/europeaid/online-services/index.cfm?do=publi.welcome>

2.6. CONDITIONS FOR IMPLEMENTATION AFTER THE CONTRACTING AUTHORITY'S DECISION TO AWARD A GRANT

Following the decision to award a grant, the Beneficiary will be offered a contract based on the Contracting Authority's grant contract (see Annex G of these Guidelines¹⁰). By signing the application form (Annex A of these Guidelines), the applicants agree, if awarded a grant, to accept the contractual conditions of the standard grant contract.

Implementation contracts

Where implementation of the action requires the Beneficiary(ies) and its affiliated entity(ies) (if any) to award procurement contracts, those contracts must be awarded in accordance with Annex IV to the standard grant contract.

⁸ Note that according to the financial regulation, in direct management, applicants must be notified the outcome of the evaluation of their applications within 6 months following the submission deadline of the full application. This time-limit may be exceeded in exceptional cases, in particular for complex actions (including Multi-beneficiary calls), large number of proposals or in case of delays attributable to the applicants.

⁹ Note that according to the financial regulation, in direct management the grant contract must be signed within 3 months following the notification of the award decision. This time-limit may be exceeded in exceptional cases, in particular for complex actions (including Multi-beneficiary calls), large number of proposals or in case of delays attributable to the applicants

¹⁰ Complemented by the provisions in Annex e3h11 where at least one of the beneficiaries is an international organisation.

2.7. EARLY WARNING SYSTEM AND CENTRAL EXCLUSION DATABASE

The applicants and, if they are legal entities, the persons who have powers of representation, decision-making or control over them, are informed that, should they be in one of the situations mentioned in:

- Commission Decision of 16.12.2008 on the Early Warning System (EWS) for the use of authorising officers of the Commission and the executive agencies (OJ, L 344, 20.12.2008, p.125) or
- Commission Regulation of 17.12.2008 on the Central Exclusion Database (CED) (OJ L344, 20.12.2008, p.12),

their personal details (name, given name (if natural person), address, legal form and name and given name of the persons with powers of representation, decision-making or control (if legal person)) may be registered in the EWS only or both in the EWS and CED, and communicated to the persons and entities listed in the above-mentioned Decision and Regulation, in relation to the award or the execution of a grant agreement or decision.

3. LIST OF ANNEXES

DOCUMENTS TO BE COMPLETED

- Annex A: Grant Application Form (Word format)
- Annex B: Budget (Excel format)
- Annex C: Logical Framework (Excel format)
- Annex D: Legal Entity Sheet
- Annex E: Financial identification form

DOCUMENTS FOR INFORMATION

- Annex G: Standard Grant Contract
 - Annex II: General conditions
 - Annex IV: contract award procedures
 - Annex V: standard request for payment
 - Annex VI: model narrative and financial report

Annex H: Daily allowance rates (Per diem), available at the following address:
https://ec.europa.eu/europeaid/applicable-rates-diems-framework-ec-funded-external-aid-contracts-05072013_en

ANNEX J: Information on the tax regime applicable to grant contracts signed under the call.

Useful links:

Project Cycle Management Guidelines

https://ec.europa.eu/europeaid/aid-delivery-methods-project-cycle-management-guidelines-vol-1_en

The implementation of grant

<http://ec.europa.eu/europeaid/companion/document.do?nodeNumber=19>

Financial Toolkit

https://ec.europa.eu/europeaid/funding/procedures-beneficiary-countries-and-partners/financial-management-toolkit_en

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