

III

(Notices)

COMMISSION

Call for proposals (Directorate-General for Education and Culture) under the second phase of the Leonardo da Vinci Programme (LdV-II) — (EAC/15/02)

(2002/C 117/06)

I. THE CONTEXT

The Leonardo da Vinci programme contributes to the implementation of a vocational training policy for the Community, which supports and supplements the actions of the Member States (Article 150 of the Treaty establishing the European Community). The Council has adopted a second phase of the programme for the period 2000 to 2006 by Council Decision 1999/382/EC. Its aim is to promote new practical approaches in vocational training policies.

According to the provisions of the Council Decision mentioned above, this second call for proposals has a two years validity (2003-2004). A third call for proposals, also of a two years validity, will be published in 2004 and will cover the years 2005 and 2006.

This call for proposals concerns the following Community measures:

- mobility,
- pilot projects (PP) including thematic actions (TH),
- language competences (LA),
- transnational networks (NT), and
- reference material (RF).

Statistical projects, so far included in the 'Reference material' measure, will be subject to specific calls for tender to be published in the course of the two years validity of the present call, after the definition and publication of a biennial statistical programme⁽¹⁾.

The measure on joint actions will be the subject of separate calls.

⁽¹⁾ For more information on vocational training statistics within the Leonardo programme, please refer to the following specific website:

<http://europa.eu.int/comm/education/leonardo/leonardoold/stat/trainingstatis/index.htm>

II. PRIORITIES ADOPTED IN RELATION TO THE OBJECTIVES OF THE PROGRAMME

The Leonardo da Vinci programme aims at the implementation of a European Community vocational training policy by contributing to the promotion of a Europe of knowledge and by supporting, *inter alia*, Member States' policies on lifelong learning.

The Council Decision states the need to raise the quality, innovation and European dimension of vocational training systems and practices, by means of transnational cooperation.

The decision lays down three objectives for this phase of the programme, in summary:

Objective 1: To improve the skills and competences of people, especially young people, in initial vocational training at all levels, with a view to facilitating their integration and reintegration into the labour market.

Objective 2: To improve the quality of, and access to, continuing vocational training and the Lifelong acquisition of skills and competences.

Objective 3: To promote and reinforce the contribution of vocational training to the process of innovation, with a view to improving competitiveness and entrepreneurship, also in view of new employment possibilities.

In November 2001 the Commission adopted a communication on 'Making a European area of lifelong learning a reality' (COM(678) final), which lays the ground for a European area of lifelong learning, to be achieved by placing within an over-arching framework the European level processes, strategies and plans concerned not only with education and training, but also important components of employment, social inclusion and youth policies.

In this context a strong link is highlighted between the LdV-II Programme, the European employment strategy (in particular the employment guidelines) and other Community instruments used to implement the European area of lifelong learning.

Attention should also be paid to developments linked to the social dialogue at European level, and more specifically to the document 'Framework of actions for the lifelong development of competencies and qualifications'. This document was recently jointly presented by the organisations participating in the social dialogue at European level to the European Council in Barcelona and can be found on the following websites:

www.unice.org

www.etuc.org

www.ceep.org

For the realisation of the programme's objectives, in view of the new strategic lifelong learning approach, proposals relating to all measures (except TH proposals) will have to relate to one of the three priorities below.

For each of these priorities, the Commission will pay particular attention to proposals which aim to develop new approaches to lifelong learning; the transnational dimension of the implementation of the employment guidelines, with a special emphasis on equal opportunities; and the development of generic skills aimed at the new technologies and the environment.

In addition, with a view to the forthcoming enlargement of the Union and with the aim of accelerating the integration process of candidate countries, for the purpose of the present call and for all measures and priorities, the inclusion in the partnership of actors from candidate countries will be considered as an additional element of quality.

PRIORITY 1 — VALUING LEARNING

A comprehensive new European approach to acknowledging the value of learning is seen as a pre-requisite for the creation of an area of lifelong learning, building on the existing right of free movement within the EU.

Issues here are the identification, assessment and recognition of non-formal and informal learning as well as the transfer and mutual recognition of formal certificates and diplomas. All forms of learning, be it acquired in educational settings, work, leisure time or family activities should be identified, assessed and recognised, enabling citizens to combine and build on these different forms of learning.

Valuing learning requires the development of comprehensive, integrated approaches, enabling those involved to assess and value a large range of qualifications and competence resources. This new approach is needed to build bridges and facilitate access to individual pathways of learning.

Transparency and coherence of national provision are seen as essential to make progress in this area, as is improved dialogue, close cooperation and the exchange of good practice.

Projects under this priority should focus particularly on:

- developing new sustainable and transferable approaches to valuing (formal, non-formal and informal) learning with specific emphasis on learning within enterprises and industrial sectors,
- developing certification so as to promote transparency of diplomas, qualifications and competences,
- exchange of experiences and good practices in the field of identification, assessment and recognition of informal and non-formal learning.

Specific for language (LA) projects:

- Development of tools and methodologies for the assessment and recognition of language skills needed or acquired in the workplace (in particular partial skills). It is recommended to take into account what has been achieved in this field by the Council of Europe, more specifically the European Language Portfolio and the Common European Framework of Reference.

Specific for reference material (RF) projects:

- Definition of quality standards of diplomas and certificates developed by industry sectors and branches.
- Development of European integrated approaches for valuing learning outcomes (formal, informal and non-formal) by the identification of common denominators in terms of methodologies, standards and institutional arrangements.
- Evaluation of models of individual learning schemes.

PRIORITY 2 — NEW FORMS OF LEARNING AND TEACHING AND BASIC SKILLS IN VOCATIONAL AND EDUCATION TRAINING (VET)

The implementation of lifelong learning strategies emphasises the importance of gaining a deeper insight into the needs of potential learners and to create a learning culture.

New learning methods in VET should concentrate more on the development of learner-centred approaches, taking into account the specific needs of the learners, particularly those alienated from learning, as well as the settings, formal or non-formal, where learning can take place.

The training of teachers, trainers and other facilitators will help to face the new challenges, as will the exchange of experience between training organisations, universities, companies and voluntary organisations.

The access to learning opportunities for all relies not only on the motivation and ability of individuals to learn, but also on the creation of appropriate conditions for learning in the different settings, particularly in the workplace.

Lifelong learning policies should also aim notably at the improvement of basic skills in VET, in order to facilitate personal fulfilment, active citizenship and social and professional inclusion. These basic skills include the foundation skills of reading, writing and mathematics, as well as learning to learn and the new skills set out at the Lisbon Council — IT skills, foreign languages, technological culture, entrepreneurship, social skills.

Projects under this priority should focus particularly on:

- quality and relevance of learning material, services and learning processes, used in formal, non-formal or informal settings (especially in the workplace) with a view to increase motivation, create appropriate environments to facilitate continuing learning and allow effective use of resources,
- issues related with training of teachers, trainers and other learning facilitators. This target audience plays a crucial role for the successful uptake and implementation of innovative pedagogy: appropriate mechanisms, materials, instruments, environments are to be put in place to provide them with the necessary support and motivation,
- the development of new approaches to develop basic skills in VET, including ICT-supported learning. It is to be noted that projects should not aim at developing new ICT tools, but rather focus on the usefulness for the specific training environment of the use of existing and tested tools.

Particular attention will be given:

- to projects that aim to address the needs of SMEs, more specifically in developing appropriate learning schemes to facilitate access to learning for managers, employees and individual workers in order to favour their mobility and tackle the issue of competences shortage (including technical, entrepreneurial and management skills),
- to projects developed within the framework of territorial and/or training pacts,
- to innovative learning schemes to facilitate access by disadvantaged groups.

Specific for language (LA) projects

Language projects should focus on methods and materials which are not currently available on the market, especially for less widely used and taught languages. In particular, gaps have been identified in the following areas:

- languages for mobility, including intercultural and language awareness,
- skills integrated in language learning and multilingualism (e.g. how to learn a language; intercultural understanding and mediation skills linked with language learning, . . .),
- technology enhanced language learning (TELL) and online authoring tools for language trainers,
- methods and tools for language learning in SMEs.

Specific for reference material (RF) projects:

- Analysis of research outcomes and experiments on new forms of learning and teaching, in the context of formal, non-formal and informal learning, particularly learning-conducive organisations, multifunctional learning centres, learning at the workplace, . . .
- Development of a common framework of reference for the competences and qualifications of teachers and trainers.
- Methods for the assessment and validation of basic skills acquired with the use of ICT.

PRIORITY 3 — GUIDANCE AND COUNSELLING

Guidance and counselling constitute an essential building block of the lifelong learning strategy. A clear need exists for a reinforcement of the existing guidance system as well as for an evaluation of the existing resources. A more open dialogue between guidance and the education and training systems, as well as closer involvement of social partners are needed.

The aim is to improve the European dimension of guidance, by supporting exchange of experiences on methodologies and standards. Europe should be considered as the reference field for guidance services, who should be able to provide information on jobs and learning opportunities at European level.

The very varied level of development of guidance services in different Member States calls for an analysis of the existing structures as a preliminary step for re-thinking guidance. This may include new partnerships of public and private guidance services as envisaged in the European employment strategy.

Project proposals focusing on the transfer of innovative and good guidance practice will also be considered particularly in the context of the enlargement of the EU.

Projects under this priority should focus particularly on:

- training of counsellors through, for example, the development of exchange programmes for counsellors; the development of European curricula and standards; the analysis of training needs; the development of on-line tools for counsellors; the fostering of exchange of experiences. Training of trainers of counsellors,
- providing new approaches in systems and methods to help individuals achieve employment and employability through personal lifelong learning guidance,
- improving careers information on new and emerging occupations through exchange with labour market information providers and identification of transferable skills so as to broaden career choices for individuals,
- innovative partnership approaches to providing careers guidance services in the work place to assist individuals to develop career and learning development plans, in particular for workers in need of re-training or upgrading of their skills in view of career development and for older workers.

Specific for language (LA) projects:

- Development of common guidelines and job profiles for language and communication auditors (LCA).
- Development of common modules of training for LCA in general and in specific sectors.
- Awareness raising activities addressing the importance of languages in companies.

Specific for reference material (RF) projects:

- Evaluation of existing resources: definition and development of methodologies and experimental tools for analysing needs and resources at regional level.
- Comparative analysis of Member States' guidance systems, with a special focus on those practices that seem most innovative.
- Comparative analysis of Member States' investment in guidance activities.
- Analysis of the impact of guidance provisions on pre-defined target groups.

III. THEMATIC ACTIONS (TH)

Special support is granted to a small number of projects on themes of particular interest at Community level. For this call, two specific themes are retained: 'Quality' and 'Intercultural dialogue'.

TH-1: QUALITY

Developing the quality in vocational training systems and practices through transnational cooperation is one of the first aims and objectives of the programme which guides projects development under all measures. Projects should focus specifically on quality arrangements (approaches, methods, tools) in the conception, organisation and management of VET systems so that they can better respond to policy objectives.

Key elements:

- (a) **Quality management approaches:** identification, analysis and exchange of 'good practices' in quality management with a view to promoting, controlling and improving quality of public and private VET provision (initial and continuing vocational training).

Definitions:

Quality management approaches: any integrated set of policies, procedures, rules, criteria, tools, verification instruments and mechanisms that together ensure and enhance the quality provided by any VET institution.

VET providers: national training authorities, regional and local organisations, sectors organisations, firms, consulting bodies, both private and public, which develop and implement a quality management approach.

- (b) **Self-assessment in VET institutions:** identification, analysis and exchange of 'good practices' of self-assessment in VET institutions, at national, regional, inter-regional, and local levels.

Definitions:

Self-assessment: any process or methodology carried out by a VET institution under its own responsibility, to evaluate the institution's performance or position in relation to an internal dimension (training staff, services, beneficiaries, management) and an external one (relationship with actors on the ground, comparison with other educational offer, responses to diversified needs).

TH-2: INTERCULTURAL DIALOGUE

The Council Decision establishing the second phase of the programme states: '... in the implementation of the programme attention should be paid to fighting exclusion in all its forms, including racism and xenophobia ...' and '... special attention should be focused on removing all forms of discrimination and inequality'.

In response, particularly in the specific context of the enlargement of the Union, this thematic action calls for projects specifically aimed at raising intercultural awareness and also addressing topics related to the fight against racism and xenophobia.

Projects should aim to develop civic training modules. Partnerships must propose a clear strategy for mainstreaming these modules in training curricula in order to cover a wide number of trainees, trainers and people at work.

Projects could also address in a comprehensive way specific training needs of migrant people/workers and of Roma and similar populations, in view of their better integration into systems.

In this context it is worthwhile reminding promoters that under the 'Language competences' measure, projects may target any language, provided it is relevant to the economic or vocational sector targeted.

IV. DURATION OF PROJECTS

As stated in the Decision establishing the programme, projects under the mobility measure may have a maximum duration of two years, while projects referring to the other measures: Pilot projects, including thematic actions; language competences; transnational networks and reference materials may not exceed a maximum duration of three years.

V. SPECIFIC PROVISIONS FOR THE MOBILITY MEASURE

The mobility measure under LdV-II is a decentralised measure, managed by the national agencies charged for the implementation of the programme at national level.

In addition to the priorities set out in the present Community call for proposals, it is possible for participating countries to launch one or more national calls which may include additional priorities of specific national interest.

Promoters are invited to contact the relevant national agency of their country in order to have more information. Addresses of all national agencies are to be found at the following LdV-II website: http://europa.eu.int/comm/education/leonardo/leonardo2_en.html

Selection of proposals are made by the national agencies on the basis of specifications established at Community level. In order to improve the overall quality of the mobility activities financed under the programme, preference will be given to projects demonstrating the following elements:

- provision for linguistic and cultural preparation of persons undergoing mobility,
- clear indication of the objectives, content, and duration of the placements,
- explanation of the learning organisation, and of provisions for tutoring and mentoring,
- validation of the competences acquired in the training placement.

For Member States and EEA countries the use of Europass Training ⁽¹⁾ will be an additional element of excellence. For all other participating countries an additional element of quality for mobility projects would be the respect of the criteria set out in Articles 3 and 4 of the Europass Training Decision.

VI. SPECIFIC PROVISIONS FOR THE TRANSNATIONAL NETWORKS MEASURE

The Council Decision states that 'Community support is available for the activities of multi-player vocational training networks, bringing together in the Member States, at the regional or sectoral level, the public and private players concerned'.

The aim of these activities are:

- to pool knowledge in a specific area of vocational training at regional or sectoral level by bringing together experts or organisations specialised in the particular field of study,
- to identify trends and skills requirements in this area and improve the anticipated benefit of vocational training initiatives,
- to disseminate the results of the work undertaken by the transnational network through the relevant channels so as to promote greater innovation and transnational cooperation in vocational training.

Within the scope of the present call for proposals, preference will be given to transnational networks projects that involve a variety of players from different backgrounds, including political and institutional decision-makers, capable of contributing to the proposal's objectives and ensuring the durability of the partnership.

⁽¹⁾ Council Decision 1999/51/EC of 21 December 1998 on the 'Promotion of European pathways for work-linked training, including apprenticeship' (OJ L 17, 22.1.1999, p. 45). See also http://europa.eu.int/comm/education/europass/index_en.html

VII. DISSEMINATION AND EXPLOITATION OF RESULTS

- Dissemination is crucial for all projects. Promoters should allocate sufficient resources to this activity which should not be restricted to the final phase of the project.
- Promoters must include a dissemination plan as an integral part of any project proposals submitted under procedures B and C. In this context they are recommended to plan, whenever appropriate, dissemination events involving interested third parties (social partners, policymakers, ...) to inform them and make them aware of the project's objectives and the results.
- On completion of their projects, promoters should make the results accessible to the public by setting up a website as a show case for their work. They must also provide a summary of the project outcomes for publication on the Commission website.
- Particular attention might be paid to projects put forward by structures (promoter/partners) that have the capacity to distribute and exploit the results after Community financing has ceased.

VIII. COMPLEMENTARITY

The Decision on LdV-II specifies that complementarity should be strengthened between Leonardo da Vinci and other relevant policies, instruments, and Community actions which contribute to the realisation of a Europe of knowledge; in particular in the fields of education, vocational training, youth, research and technological development, and innovation as well as with the European Social Fund. Hence, particular attention will be paid to projects whose expected results could increase the effectiveness of the ESF.

Projects linked with the guidelines for employment must contribute to the development of the transnational dimension in their achievement (taking account of the national employment policy) and encourage awareness of good practice.

Double financing is not allowed. Promoters cannot receive financial support for the same proposal under the Leonardo da Vinci programme and under other Community programmes or initiatives, except under particular conditions established for the specific Community joint actions foreseen in the LdV-II programme.

IX. COUNTRIES PARTICIPATING IN THE PROGRAMME

This programme is to be implemented in the Member States of the European Community. It is also open to the participation of the States of EFTA/EEA (Iceland, Liechtenstein, Norway), of Cyprus, Malta and Turkey and the associated countries of central and eastern Europe (CEECs): Bulgaria, Estonia,

Hungary, Latvia, Lithuania, Poland, Czech Republic, Romania, Slovakia, Slovenia).

Candidates wishing to submit a proposal under the Leonardo da Vinci programme are invited to cooperate with bodies from these countries according to the eligibility rules specified in the promoter's 'General guide'.

With regard to organisations from Turkey, their participation in the projects is subject to the condition that the appropriate decisions allowing this participation have been taken before the end of the project selection procedure. Information on this is available on the Internet at:

http://europa.eu.int/comm/education/leonardo/leonardo2/guides_en.html

X. TIMETABLE

YEAR 2003

Procedure A — Concerning the mobility measure

Promoters shall send their proposals (original and two copies) under the mobility measure to the relevant national agency (NA) responsible for the implementation of the Leonardo da Vinci programme by 14 February 2003 at the latest (post-marked). The NA shall inform the promoters of the results of the projects selection.

Other deadlines may be indicated by the participating countries in the framework of their specific calls concerning mobility and according to national needs.

Procedure B — Concerning the following measures: pilot projects (except thematic actions), language competences and transnational networks

The selection of proposals under these measures shall be carried out in two stages:

1. Promoters shall send a pre-proposal (original and two copies) to the relevant national agency by 4 November 2002 at the latest (postmarked).
2. Promoters who are informed by the national agency of the selection of their pre-proposal shall send a full proposal (original and two copies) to the national agency, as well as two copies to the European Commission, by 7 March 2003 at the latest (postmarked).

The European Commission shall complete the selection of projects during June 2003. The national agencies shall inform the promoters of the results of the selection process.

Procedure C — Concerning the reference materials measure, the thematic actions proposals and proposals submitted by European organisations under all measures (except mobility)

The selection of these proposals will be carried out in two stages:

1. Promoters shall send a pre-proposal (original and two copies) to the European Commission with a copy to the relevant national agency by 4 November 2002 at the latest (postmarked).
2. Promoters who are informed by the European Commission of the selection of their pre-proposal shall send a full proposal (original and two copies) to the European Commission, as well as two copies to the national agency, by 7 March 2003 at the latest (postmarked).

The European Commission shall complete the selection of projects during June 2003 and shall inform the promoters of the result of the selection process.

YEAR 2004

Procedure A — Concerning the mobility measure

Promoters shall send their proposals (original and two copies) under the mobility measure to the relevant national agency (NA) responsible for the implementation of the Leonardo da Vinci programme by 13 February 2004 at the latest (post-marked). The NA shall inform the promoters of the results of the projects selection.

Other deadlines may be indicated by the participating countries in the framework of their specific calls concerning mobility and according to national needs.

Procedure B — Concerning the following measures: pilot projects (except thematic actions), language competences and transnational networks

The selection of proposals under these measures shall be carried out in two stages:

1. Promoters shall send a pre-proposal (original and two copies) to the relevant national agency by 3 October 2003 at the latest (postmarked).
2. Promoters who are informed by the national agency of the selection of their pre-proposal shall send a full proposal (original and two copies) to the national agency, as well as two copies to the European Commission, by 13 February 2004 at the latest (postmarked).

The European Commission shall complete the selection of projects during May 2004. The national agencies shall inform the promoters of the results of the selection process.

Procedure C — Concerning the reference materials measure, the thematic actions proposals and proposals submitted by European organisations under all measures (except mobility)

The selection of these proposals will be carried out in two stages:

1. Promoters shall send a pre-proposal (original and two copies) to the European Commission with a copy to the relevant national agency by 3 October 2003 at the latest (postmarked).
2. Promoters who are informed by the European Commission of the selection of their pre-proposal shall send a full proposal (original and two copies) to the European Commission, as well as two copies to the national agency, by 13 February 2004 at the latest (postmarked).

The European Commission shall complete the selection of projects during May 2004 and shall inform the promoters of the result of the selection process.

XI. CONTRACTING SERVICES

— For projects referring to procedure C:

The European Commission,
Directorate-General for Education and Culture
B-1049 Brussels.

— For projects referring to procedures A and B:

The national agencies

The addresses of the national agencies of all participating countries, are available by consulting the LdV-II Internet site at:

http://europa.eu.int/comm/education/leonardo/leonardo2_en.html

XII. COMMON ADMISSION CRITERIA AND SENDING OF PROPOSALS

In accordance with Article 4 of the Decision 1999/382/EC (OJ L 146, 11.6.1999, p. 33) establishing the second phase of the Leonardo da Vinci programme, 'access to this programme shall be open to all public and/or private bodies and institutions involved in vocational training and, in particular:

- (a) vocational training establishments, centres and bodies at all levels, including universities;
- (b) research centres and bodies;
- (c) undertakings, particularly SMEs and the craft industry, or public or private sector establishments, including those involved in vocational training;

- (d) trade organisations, including chambers of commerce, etc.;
- (e) social partners;
- (f) local and regional bodies and organisations;
- (g) non-profit-making organisations, voluntary bodies and NGOs'.

These organisations must be legal entities. Moreover, they must be established in one of the countries taking part in the Leonardo da Vinci programme.

Before allocating any subsidies to selected projects the national agency or the Commission ⁽¹⁾ will ask for confirmation of the legal status of the promoting organisation.

Organisations wishing to submit a proposal will find information on the eligibility criteria and the duration and the amount of support from the Community subsidy, in the general guide for promoters and the guides specific to each measure.

Information on financial and budgetary matters are available in the 'Administrative and financial handbook' ⁽²⁾.

All the abovementioned documents, as well as the forms to be completed can be accessed at:

http://europa.eu.int/comm/education/leonardo/leonardo2_en.html

or can be obtained from:

— **The national agencies:**

reference to their addresses given in point XI above;

— **The Technical Assistance Office:**

Technical Assistance Office Socrates, Leonardo & Youth
Leonardo Department
59-61 Rue de Trèves
B-1040 Brussels
Fax (32-2) 233 01 50
E-mail: leonardo@socleoyouth.be

— **The European Commission:**

Fax (32-2) 295 57 04

E-mail: leonardo-helpdesk@cec.eu.int

Promoters shall send their proposals in paper version duly signed by the legal representative of the promoting organi-

sation. Only the paper version will be taken into account for the assessment of the proposals eligibility.

Promoters are also strongly recommended to submit their proposal electronically, in order to allow the re-use their data at a later stage and in order to help the national agencies and the Commission with the handling of the data.

Electronic submission is available at: <http://leonardo.cec.eu.int>

For any questions concerning the electronic submission, please contact the following e-mail addresses: leonardo-helpdesk@cec.eu.int, or leonardo-helpdesk@socleoyouth.be

Depending on the measures concerned, proposals should be sent to the national agencies or the European Commission at the following addresses:

1. In the case of:

- proposals referring to **procedure A** — Mobility,
- pre- and full proposals referring to **procedure B**,
- **copies** of full proposals referring to procedure C,

proposals must be sent to the relevant national agencies.

Promoters can find the addresses of the national agencies of all participating countries, by consulting the LdV-II Internet site at:

http://europa.eu.int/comm/education/leonardo/leonardo2_en.html

2. In the case of:

- pre- and full proposals referring to **procedure C**,
- **copies** of full proposals referring to procedures B,

proposals must be sent to the European Commission.

Please use exclusively the following postal address:

Technical Assistance Office Socrates, Leonardo & Youth
Leonardo Department
Call for proposals 2003-2004
Procedure C **or** Procedure B (**as appropriate**)
59-61 Rue de Trèves
B-1040 Brussels.

⁽¹⁾ Exclusively for procedure C.

⁽²⁾ Commission Decision C(2000) 521 of 1 March 2000.

Please note that pre- and/or full proposals sent to an address other than the one stated above will be automatically considered as ineligible and will therefore not be taken into consideration for the assessment phase.

NB: A project promoter or members of the same partnership shall not apply more than once within the same selection year for Leonardo da Vinci funding for the same project, regardless of the procedure and the body to which the proposal is submitted. The same project cannot be financed more than once by the Leonardo da Vinci programme.

Promoters should note that for projects selected under this call for proposals the Community financial support takes the form of a subsidy.

In this context, the Commission and the national agencies can request from successful submissioners additional information on the proof of their technical and financial capacity in order to verify that they have stable and sufficient sources of financing to maintain their activity for the period of the project duration and to take part in its co-financing.

This additional information can be one or more of the following:

- the annual accounts of the last financial years (or the annual budget in the case of public bodies),

- an audit certificate less than two years old issued by an approved audit company,

- a guarantee, which can take the form of a banking guarantee, corresponding to all or part of the requested subsidy,

- an explicit commitment of each co-financing organisation to participate in the financing of the project under consideration for the amount declared in the subsidy request,

- an explicit commitment on the part of the recipient to ensure its share of financing and to assume, if necessary, the financing of the expenditure not covered by the Community subsidy in the event of failure of the other co-financing organisations.

Finally, organisations intending to submit a proposal are reminded that, should the national agency or the Commission ⁽¹⁾ agree to sign a subsidy contract for the implementation of a proposal which has been submitted and selected, the promoting organisation will be required to carry out the project under its own responsibility. This includes the financial management of the project.

⁽¹⁾ Exclusively for procedure C.