



European Commission
Enterprise & Industry Directorate General

CALL FOR PROPOSALS

Entrepreneurship Education **Number 28/G/ENT/CIP/12/E/N01C01**

GRANT PROGRAMME 2012

The present call for proposals is composed of a set of
Grant Submission Documents, which form an integral part of this call
The Guide for Submission
The Submission Set

The terms set out in this call for proposals document take precedence over those in the
other parts of the Grant Submission Documents.

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INTERESTED PARTIES ARE INVITED TO READ CAREFULLY THE INSTRUCTIONS BELOW, AND TO USE THE QUESTIONNAIRE PROVIDED IN CHAPTER II OF THE GUIDE FOR SUBMISSION IN ORDER TO ENSURE THAT APPLICATIONS ARE COMPLETE WHEN SUBMITTED.

1. CONTEXT

This call aims to support the implementation of Principle 1 of the Small Business Act¹ and the Oslo Agenda for Entrepreneurship Education in Europe.² The Small Business Act recommends stimulating innovative and entrepreneurial mindsets among young people by introducing entrepreneurship as a key competence in school curricula and ensuring that the importance of entrepreneurship is correctly reflected in teacher training.

Consequently, the objective of this call is to promote projects with a high added value at European level in education for entrepreneurship. Actions will target teachers and young people in primary, secondary and tertiary education.

This initiative is in line with Commission Decision C(2011) 9230 of 15 December 2011, establishing the Entrepreneurship and Innovation work programme for 2012 pursuant to European Parliament and Council Decision No 1639/2006/EC establishing a Competitiveness and Innovation Framework Programme — CIP (2007-2013).

DEFINITION OF ENTREPRENEURSHIP AS A KEY COMPETENCE

According to the Key Competence Framework, the 'entrepreneurship' key competence refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. Developing the mindsets, generic attributes and skills that are the foundations of entrepreneurship can be complemented by imparting more specific knowledge about business according to the level and type of education.

Entrepreneurship education seeks to prepare people to be responsible, enterprising individuals who have the skills, knowledge and attitudes necessary to achieve the goals they set for themselves and to live a fulfilled life. In addition to equipping people with the skills to start a business, entrepreneurship education is also about encouraging creative thinking and promoting a strong sense of self-worth, initiative and a tolerance of failure. Entrepreneurial learning should be available to every pupil/student in every school, as entrepreneurship is a key competence for life.

Education for entrepreneurship will typically include some of the following elements:

- 1) fostering those personal attributes and cross-cutting skills that form the basis of an entrepreneurial mindset and behaviour (creativity, sense of initiative, risk acceptance, self-confidence, independence, etc.);
- 2) raising the awareness of students about self-employment and entrepreneurship as possible career options;
- 3) using practice-based methods, where students are involved in project work and/or in activities outside the classroom (linking them with the business world or with the local community);

¹ Communication from the European Commission 'Think Small First — A Small Business Act for Europe', COM/2008/0394 final.

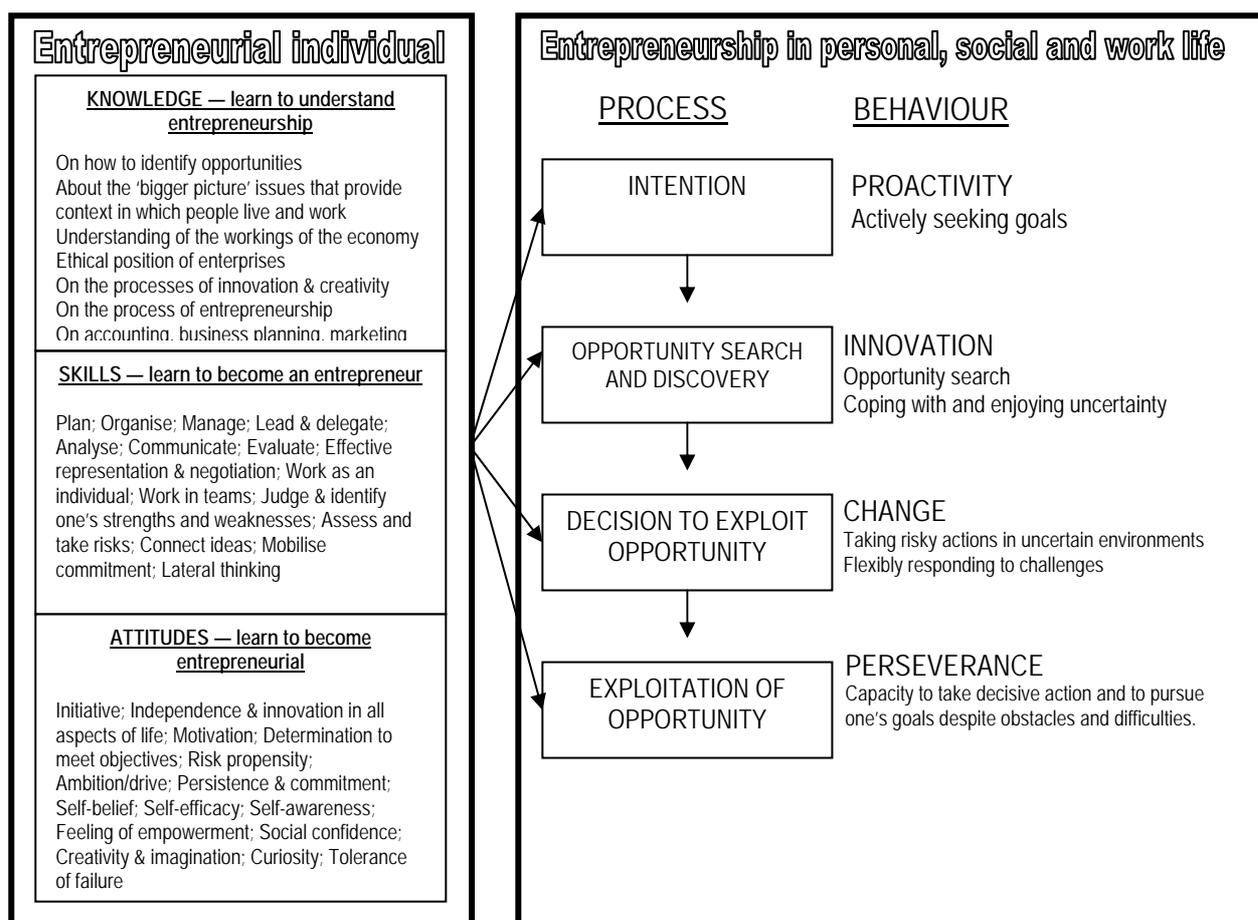
² The Oslo Agenda for Entrepreneurship Education in Europe is an outcome of the Conference on 'Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets through Education and Learning', held in Oslo on 26-27 October 2006, which followed a Communication from the Commission on the same topic. The aim of the 'Oslo Agenda for Entrepreneurship Education' is to accelerate progress in the promotion of entrepreneurial mindsets in society, systematically and with effective actions.

- 4) providing basic business skills for self-employment or self-management, and knowledge of how to start and develop a commercial or social venture successfully.

The goal of entrepreneurship education is to give people the skills, knowledge and attitudes to act in an entrepreneurial way. To achieve this, entrepreneurship education has evolved into a concept for both the content and methods of teaching and learning. Entrepreneurship can be approached not only as a course or subject, but also as a theme that can be embedded in all subjects at every level of education.

Entrepreneurship education should not be confused with general studies of economics, as its goal is to promote creativity, innovation and self-employment, as well as the acquisition of hands-on, operative capabilities.

Figure 1: The elements in entrepreneurship education ³



2. OBJECTIVE OF THE CALL

This call aims to promote transnational projects with a high European added value in the field of education for entrepreneurship, with a special focus on supporting teachers. Actions will target teachers and young people in primary, secondary and tertiary education.

³ Elaborated from Heinonen & Poikkijoki (2006). An entrepreneurial-directed approach to entrepreneurship education: mission impossible? Journal of Management Development, vol. 25, issue 1.

PRIORITY AREAS

Projects to be supported will focus on one of the following objectives (priority areas):

Lot 1:

a) Creating trans-European models for primary and secondary school teachers to support the development of their skills and methods in applying entrepreneurial learning to different teaching subjects and to different contexts.

b) Developing, organising and executing cross-European training/education workshops for teachers of entrepreneurship at institutions of higher education (universities, colleges, business schools, universities of applied sciences, etc.)

Lot 2:

Creating a European online platform for teachers/educators to enable the cross-border exchange of good practice, methods and teaching materials in the field of entrepreneurship education.

Lot 3:

Developing and testing a European common framework of tools and indicators to assess entrepreneurial mindsets, attitudes and skills acquired by students in entrepreneurship education.

Proposals should address one objective (priority area) among those mentioned above. Applicants will have to indicate clearly in their proposal for which one of the above Lots they are applying, as project proposals under these three Lots will be subject to different rules (in terms of the duration of the action and the maximum EU co-financing ceiling, see sections 3 and 4). Activities must have a clear European added value. They should support European integration and cross-border cooperation.

Projects should have an impact in addressing a problem that can be better solved at European level, and in creating new models that can be widely replicated throughout Europe. The sustainability of projects after the termination of EU funding must be ensured.

All in all, the expected outcome of this activity is to contribute to: improving the quality of entrepreneurship education at schools and universities; enabling and training teachers/lecturers so that they can deliver effective entrepreneurship education, and can act as multipliers and disseminators; increasing the number of participants in entrepreneurship education; establishing indicators and tools to assess the results of entrepreneurship education.

DESCRIPTION OF ACTIVITIES ENVISAGED UNDER THE ABOVE PRIORITY AREAS

Lot 1:

a) Creating trans-European models for primary and secondary school teachers to support the development of their skills and methods in applying entrepreneurial learning to different teaching subjects and to different contexts.

Entrepreneurship education is about preparing enterprising individuals who have the skills, knowledge and attitudes to be creative, responsible and successful in whatever activity they undertake and regardless of their career choices. Young people with entrepreneurial mindsets and abilities may turn into successful entrepreneurs, or may contribute to more efficiency and innovation in corporations and public administrations, and in society in general.

This requires teachers to incorporate entrepreneurial learning as an integral part of the curriculum. Teachers should take on a new role, and become 'facilitators of learning', guiding students and reflecting with them on the learning process.

Entrepreneurship is not necessarily a specific subject or discipline. It is mainly an innovative approach to education that can be successfully applied to any given discipline, helping pupils to develop their entrepreneurial attitudes and skills, so as to be better able to take the initiative, to develop and implement new ideas, to assess and accept risk, to manage a project and to achieve the desired objectives. This approach requires student-centred techniques, learning by doing, teamwork on concrete projects, and more generally any pedagogical tools that make it possible to unleash the creative and innovative potential of young people, and enable them to work independently. These methods should not be limited to an entrepreneurship course, or to business and economic studies. They can, and should, be applied across the board to different subjects, such as mathematics, geography, arts, history, and so on. Examples of this approach exist already in Europe, and they can serve as a source of inspiration for the development of new methods and tools, or for adaptation to different contexts.

Actions under this priority area will aim to develop, test, use and disseminate pedagogical tools and methods that will allow school teachers to introduce entrepreneurial learning into a range of different education subjects. As techniques for entrepreneurial learning may take a different form in different contexts and within different curricula, these tools and methods will need to be specifically adapted to different education subjects (e.g. how to introduce entrepreneurial learning into a mathematics course, into a history course, etc.). Therefore, the tools and methods to be developed will have to be based on existing school curricula. Actions can focus either on the creation of new pedagogical tools and methods, or on the adaptation, improvement and further dissemination of tools and methods that exist already and have proven to be successful in their specific context. Applicants can propose whether they want to address different education levels, or whether they prefer to focus on a given education level (primary, lower secondary, or upper secondary education). The development and use of pedagogical tools will have to be based on a prior definition of the desired learning outcomes, e.g. the specific knowledge, skills and/or attitudes that pupils are expected to acquire at the end of the learning process. Also, the methods and tools thus developed will have to allow assessment of the achievement of those learning outcomes, through appropriate indicators and systems of evaluation.

The proposed actions, which will have a **three-year** span, will be structured according to the following steps:

- 1) Development of tools and methods (or adaptation/improvement of existing ones), based on the definition of desired learning outcomes and including ways of assessing the achievement of those outcomes;
- 2) Testing the tools on a small scale (for example having a small number of teachers apply the tools or method in their classrooms), for possible fine-tuning and improvements;
- 3) Training school teachers across Europe in how to use the tools and methods developed;
- 4) Disseminating the pedagogical methods and materials produced, so that they are accessible to, and used by, a vast number of teachers in Europe.

The dissemination phase should take place during the lifetime of the project (normally in the third year), e.g. via:

- the distribution of a handbook or guide for teachers on how to apply entrepreneurial learning to different education subjects at school, with specific examples and pedagogical tools for any given school discipline;
- the offer of pedagogical tools, teaching materials and contents on a website, with the possibility for any school teacher to access and download information and material ready for use.

Actions under this priority area should not have only a national dimension, as there should be an emphasis on cross-border collaboration and exchanges.

The beneficiaries of projects under this priority area might want to explore possible synergies with beneficiaries of projects under Lot 2 (Creation of a European online platform for teachers).

b) Developing, organising and executing cross-European training/education workshops for teachers of entrepreneurship at institutions of higher education (universities, colleges, business schools, universities of applied sciences, etc.).

In university education, there is in general a shortage of entrepreneurship courses and activities, in particular within non-business studies and disciplines. It is important for students in any discipline to learn how an entrepreneurial project can be developed within a given subject or theme. Teaching entrepreneurship would benefit from being more practice-based and having a global dimension. It is important to step up cross-border collaboration. Therefore, projects funded under this priority area will support upgrading the skills and methods of higher education teachers in teaching entrepreneurship. This training will take place in a cross-country setting, and will also facilitate the exchange of experience and teaching methods between the educators themselves.

Participants will be lecturers, professors, technical assistants, and researchers from higher education institutions across Europe. They will either be currently involved in teaching entrepreneurship — perhaps with limited experience — or be planning to start an entrepreneurship course in their institution. They should have in common the need to improve their skills in teaching entrepreneurship and to test new methods. Besides receiving good quality training, participants should benefit from exchanging experiences with their peers on how to teach entrepreneurship effectively.

Actions under this priority area should take the form of **short but intensive training courses** (the estimated duration is one week), which would be organised at a time of the year when educators are relatively free from their daily engagements with students, for instance during the summer.

The programme will be facilitated by experienced trainers: academics, practitioners and also real entrepreneurs, as the content of the training should include a practical element. Having an appropriate balance in the seminar programme and in the classroom will be important in terms of countries represented and the mix of business schools, inter-disciplinary universities and technical institutions. Each participant in the programme should be formally supported by their respective institution, and make a commitment to pass on the good practices they have learned to other educators at their institution.

This action will have a time span of **three years**, with intensive training sessions organised regularly (in principle once a year). This activity will help to create a multiplier effect as the participants will share their learning with their colleagues and impart it to large numbers of students in their courses. The objective is to have a minimum of 180 educators trained over the three-year period.

Lot 2:

Creating a European online platform for teachers/educators to enable the cross-border exchange of good practice, methods and teaching materials in the field of entrepreneurship education.

Teachers need appropriate knowledge, skills and resources if they are to be able to use the innovative and practice-based methods necessary to teach entrepreneurship effectively. Besides receiving specific training, they also need ongoing support, sources of information, peer advice, successful examples, and didactic materials that they can use. It is therefore important to establish resource centres that are close to practitioners, with easy-to-find tools, methods and good practice examples.

Actions under this priority area will aim to create an **online European platform for teachers/educators** who wish to upgrade their methods and tools to teach entrepreneurship, and to exchange information and advice with their peers. This common platform will help in addressing the existing lack of information, shared learning material, networking and peer learning in this area. The ultimate goals are to enable networking between developers of entrepreneurship education, to create an online community of practitioners and thus to support educators in the development of pedagogies, concepts and curricula for entrepreneurship education.

Such a common platform for entrepreneurship education will include teaching materials, guidelines for teachers and good practice examples (in different areas, levels and types of education), while also making available interactive tools for teachers to share their experiences and disseminate ideas and methods. As networking will be an important aspect, the platform will offer the possibility for teachers to receive advice and coaching from their peers, for example by providing a virtual space for individual teachers to discuss and work together on a specific theme. The action can also go a step further, in providing teachers with practical tools that will help them to self-assess their concepts and methods for teaching entrepreneurship, or in giving them the possibility — if they so wish — to be assessed by their peers.

The emphasis will be on cross-border cooperation, so the platform should be accessible to — and used by — educators from across Europe. Particular attention will be devoted to **ensuring that the platform becomes self-sustainable** and can continue to be updated and supported after the end of EU funding.

The beneficiaries of projects under this priority area might want to explore possible synergies with beneficiaries of projects under Lot 1(a).

Lot 3:

Developing and testing a European common framework of tools and indicators to assess entrepreneurial mindsets, attitudes and skills acquired by students in entrepreneurship education.

Assessment of the outcomes of entrepreneurship education is essential to determine the degree to which it has accomplished its objectives (and has justified the resources committed to it). In this respect, it is important to apply indicators which reflect that entrepreneurship is a key competence for life, and is not solely aimed at setting up a business. Entrepreneurship education has in fact two main goals: 1) to foster the entrepreneurial mindsets and skills of all young people, helping them to be more enterprising in whatever they undertake and regardless of their career choices (in self-employment, as employees or as civil servants); 2) to increase the number of those who will become entrepreneurs at one point after their education, and to ensure that they have an appropriate level of skills and knowledge to be successful and innovative in their entrepreneurial endeavours.

While this type of assessment is particularly important for educational institutions to be able to evaluate the outcomes of their programmes, it also has an impact on strategies to be pursued by public policy. Knowing how to measure progress in integrating cross-cutting key competences such as creativity, innovation, and entrepreneurship into curricula and qualifications will help both educational institutions and policy makers to understand where they are, and how to move forward. More insight and evidence are needed on the outcomes of entrepreneurship education. When the entrepreneurial abilities acquired by students can be properly assessed, it will become easier for both educational institutions and teachers to get involved in this type of activity.

Therefore, actions under this priority area will develop new and effective methods to **assess the acquisition of the entrepreneurship key competence** by students, and the outcomes of the application of different pedagogical tools. These methods should have a sound scientific basis, and should provide at least a good approximation to an objective evaluation of the entrepreneurial capacities acquired by students during their education, or through participation in a specific programme. The assessment tools to be developed will consider different learning outcomes for entrepreneurship education, and will make it possible to assess its effectiveness coherently against

those outcomes. Such tools shall be tested in order to prove their efficacy. Moreover, it should be possible to apply them across curricula and across countries, in order to make comparisons possible and to be used coherently by different actors and in different contexts.

In identifying learning outcomes for entrepreneurship education, and in developing relevant tools and indicators, applicants should consider a broad definition of entrepreneurship education, as given in section 1 of this document and in the European Framework for Key Competences.⁴

The ultimate goal of actions under this priority area will be to allow measurement of the effectiveness of education methods, programmes and courses in helping young people to acquire entrepreneurial attitudes, skills and knowledge. This activity should have the ambition of building a European common framework of tools and indicators. This means that, beyond identifying a number of specific learning outcomes for entrepreneurship education and proposing coherent tools that will allow the achievement of those outcomes to be assessed, applicants will also seek a wide consensus on the proposed methodology and tools across educational institutions and across countries. Given sufficient time, the tools and indicators developed should become an important reference — at European level and internationally — for assessing entrepreneurship education programmes, strategies and performances.

⁴ http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf.

3. TIMETABLE

Scheduled starting date of projects: 1 November 2012

The maximum duration of actions is:

- Lot 1: 36 months
- Lot 2: 24 months
- Lot 3: 18 months

However, if after the signing of the agreement and the start of the project it becomes impossible for the beneficiary, for fully justified reasons beyond its control, to complete the project within the scheduled period, an extension to the eligibility period may be granted. A maximum extension of three additional months will be granted if requested before the deadline specified in the agreement. The maximum duration will then be 39 months for actions under Lot 1, 27 months for actions under Lot 2 and 21 months for actions under Lot 3.

The intention is to inform applicants of the outcome of the award procedure no later than October 2012.

The period for the eligibility of costs will start on the day the contract is signed by the last of the parties. If a beneficiary can demonstrate the need to start the action before the agreement is signed, expenditure may be authorised before the agreement is signed. Under no circumstances can the eligibility period start before the date of submission of the grant application.

4. EU FINANCING

The **maximum budget** allocated from the C(2011) 9230 financing decision for this call for proposals is: €2 450 000

Breakdown by individual objectives: in order to ensure that different priority areas are addressed, grants will be awarded to the highest-scoring proposals within each Lot.

The indicative number of projects to be supported is 4 to 8, depending on the size and quality of proposals received.

In particular:

For Lot 1, not more than 4 projects will be supported.

For Lot 2, not more than 2 projects will be supported.

For Lot 3, not more than 2 projects will be supported.

Maximum EU co-financing rate for eligible costs:

Up to 60% (for all Lots)

Maximum EU co-financing ceiling per project:

For Lot 1, up to €500 000

For Lot 2, up to €400 000

For Lot 3, up to €250 000

Proposals with EU co-financing over the above limits will be ineligible. Please refer to section 5 below.

- Please note that one action may give rise to the award of only one grant from the EU budget to any one beneficiary.
- EU financing can never cover 100% of the costs of an action.
- The Commission reserves the right to award a grant of less than the amount requested by the applicant. In such cases, applicants will be asked either to increase their co-financing, propose other co-financing or to reduce the total costs without altering the substance of the proposal. Grants will not be awarded for more than the amount requested.
- The publication of this call for proposals (on the Internet site and/or in the Official Journal) does not guarantee the availability of funds for the above action.
- The Commission grant may not have the purpose or effect of producing a profit for the beneficiary. Profit is defined as a surplus of receipts over costs. The amount of the grant will be reduced by the amount of any surplus.

4.1. CO-FINANCING AND JOINT AND SEVERAL RESPONSIBILITY

The beneficiary must supply evidence of the co-financing provided. It can be provided either by own resources, or in the form of financial transfers from third parties or by a contribution in kind. For this call for proposals, the Commission may accept co-financing in kind, if considered necessary or appropriate. In such cases, the value of the contribution in kind must not exceed 10% of the total cost of the action.

In cases where a multi-beneficiary agreement is possible or required, all partners must agree appropriate arrangements between themselves for the proper performance of the action. In particular, they must accept joint and several responsibility for any amount due to the Commission from any one of them, as stipulated in Article II.18 of the grant agreement. The final grant agreement must be signed by each participating co-beneficiary unless power of attorney is conferred upon the appointed coordinator (Form A/4 in the Submission Set)]

4.2. SUBCONTRACTING

Only a limited part of the project may be subcontracted, up to **30 %** of the eligible costs.

Subcontracting does not limit the responsibilities of beneficiaries.

Please note that the beneficiary(ies) must have the necessary capacity to carry out the project. Only tasks that are not core business can be subcontracted.

When submitting proposals, applicants need not already have carried out a tendering process. However, proposed subcontractors without a tendering process will lead to ineligibility of the corresponding costs.

Please refer to the guide for submission (page 28) for further details on subcontracting.

4.3. PAYMENT ARRANGEMENTS

The draft grant agreement annexed to this call for proposals specifies the payment arrangements in Article I.5 for multiple beneficiary agreements. The agreement is attached for information only, and should not be submitted with the proposal.

Your attention is in particular drawn to part B of the General Conditions, Article II.14, where the eligibility of costs is described. These costs are also further explained in chapter VI of the Guide for Submission.

5. ELIGIBILITY

APPLICATIONS MUST COMPLY WITH ALL OF THE ELIGIBILITY CRITERIA SET OUT IN THIS SECTION.

5.1. GEOGRAPHICAL ELIGIBILITY

Applications from legal entities established in one of the following countries are eligible:

- (1) EU Member States
- (2) EEA countries: Liechtenstein and Norway
- (3) Candidate countries: Croatia, the Former Yugoslav Republic of Macedonia, Iceland, Montenegro and Turkey
- (4) Albania, Israel and Serbia (Competitiveness and Innovation Programme participants)

Projects must involve a minimum number of partners (see also award criterion No 2), as follows:

Applicants must act in a consortium with partner entities from at least two other countries among those mentioned above (i.e. the consortium should be formed of entities from at least three countries).

The **transnational nature** of the project must be demonstrated by submitting form A/4 (in the Submission Set) duly filled in and signed by the partner entities in order to confirm their participation (original signatures required).

5.2. LEGAL ELIGIBILITY

The partners of applicants ('Co-beneficiaries') must satisfy the same eligibility criteria as those for applicants. The applicant will be the lead organisation and, if selected, the contracting party ('Beneficiary').

In what follows, 'partners' are to be understood as any potential co-signatory of a future grant agreement under this call, and as proposed by the applicant as coordinator.

1. Applicants must act in a transnational consortium with partners.
2. Partners of the lead organisation must satisfy the same eligibility criteria as those for applicants. The applicant will be the coordinator.
3. Applicants must be legal persons.
4. Applicants must meet the following definition: any public or private entity whose core activity is in the field of entrepreneurship education. Such entities may include:
 - public administrations at all levels;
 - national, regional and local authorities;
 - educational institutions (primary and secondary schools, vocational schools, universities, etc.);
 - NGOs, associations and foundations active in related fields;
 - education and training providers (public and private);
 - chambers of commerce and industry and similar bodies;
 - business associations and business support networks.

5. Corporate bodies must be properly constituted and registered under the law. If a body or organisation is not constituted under the law, a physical person must be designated to assume legal responsibility.

5.3. EXCLUSION CRITERIA

Using the ‘Exclusion Criteria Form’ (form D in the Submission Set), applicants declare on their honour that they are not in one of the situations referred to in Articles 93 and 94 of the Financial Regulation.

Please note that, according to Articles 96 and 114 of the Financial Regulation applicable to the general budget of the European Communities and according to Article 134b of Commission Regulation (EC, Euratom) No 2342/2002 of 23 December 2002⁵ laying down detailed rules for the implementation of Council Regulation (EC, Euratom) No 1605/2002 on the Financial Regulation applicable to the general budget of the European Communities,⁶ administrative and financial penalties may be imposed by the Commission on applicants who are excluded under points a) to h) of the form in question.

5.4. ELIGIBLE PROPOSALS

Applications must comply with the following conditions in order to be eligible for a grant:

1. Applications must be signed, dated and complete, using the standard Submission Set. All forms must be submitted in their original form with original signatures.
2. Applications must be submitted in time and in conformity with the specifications for the submission of proposals (see point 8 below) ;
3. Only projects that are strictly non-profit-making and/or whose immediate objective is non-commercial are eligible.
4. Applications must comply with the maximum EU contribution as specified in section 4.
5. Applications must comply with the maximum duration of projects (see section 4).
6. Applications must comply with the scheduled start date (see section 4).

Any project directly or indirectly contrary to EU policy or detrimental to public health, human rights, citizen's security or freedom of expression will be rejected.

⁵ As amended by Commission Regulation 1261/2005 of 20 July 2005, Commission Regulation 1248/2006 of 7 August 2006 and Commission Regulation 478/2007 of 23 April 2007.

⁶ As amended by Council Regulation 1995/2006 of 13 December 2006.

6. SELECTION

The following sets out the basis for the evaluation of applicants' capacities in relation to the action. Please refer also to chapter IV of the Guide for Submission for further details.

6.1. APPLICANTS' FINANCIAL CAPACITY TO COMPLETE THE PROPOSED ACTION

Applicants must show they have stable and sufficient sources of funding to ensure the continuity of their organisation throughout the project and, if necessary, to play a part in financing it.

6.2. APPLICANTS' OPERATIONAL CAPACITY TO COMPLETE THE PROPOSED ACTION

Applicants must show they have the **operational (technical and management) capacity** to complete the project for which the grant is requested and must **demonstrate their capacity to manage scale activity** corresponding to the size of the project. In particular, the **team responsible** for the project must have **adequate professional qualifications and experience**.

Applicants must prove that they have at least three years of experience in activities promoting entrepreneurship or in providing and organising education for entrepreneurship.

Also, applicants must have proven experience in cooperating with partners in other European countries and in running projects and activities at transnational and European level.

In order to prove their experience as specified above, applicants will need to submit a list of projects carried out in the last 3 years (whether funded by the EU or not).

Also, applicants must include with their grant application form a curriculum vitae (CV) for each of the staff that will actually be performing the work involved and professional references and details of past similar projects. For ease of reference, the CVs should preferably be submitted in the Europass format, which can be found at:

http://europass.cedefop.europa.eu/europass/preview.action?locale_id=1

Applicants must be directly responsible for the preparation and management of the project, and not be acting as an intermediary.

7. AWARD

An evaluation of the quality of proposals, including the proposed budget, will be carried out in accordance with the evaluation criteria set out in **Annex 3** to this call for proposals.

As stated in section 4, grants will be awarded to the highest-scoring proposals within each Lot.

Grant beneficiaries authorise the Commission to publish the following information in any form or medium, including the internet:

- beneficiary's name and address,
- subject and purpose of the grant,
- amount granted and the percentage of the action's total cost covered by EU co-financing.

The Commission reserves the right to constitute a reserve list of unsuccessful applicants who obtained a final score higher than the thresholds given in Annex 3. Applicants on the reserve list are deemed to have been rejected until the Commission notifies them that they are to be awarded a grant finally or that they have been definitively rejected.

Applicants on the reserve list will be considered definitively rejected if they receive no information before 30/11/2012. An applicant on the reserve list may be awarded a grant if a successful applicant fails to accept the grant or if the Commission decides to make available additional funding.

The complete selection and evaluation procedure is described in chapter IV of the Guide for Submission in Annex 2.

8. SUBMISSION OF PROPOSALS

Please note that electronic submissions are not allowed for this call.

Please consult chapter I of the Guide for Submission on how to prepare proposals.

The deadline for submission of proposals is:

16/04/2012

Applicants must follow precisely the instructions below to ensure that their proposals reach their proper destination in due time.

Proposals may be:

a) either sent by registered mail (date of postmark serving as evidence of timely delivery), to the following address:

European Commission
Enterprise and Industry Directorate-General
Call for proposals No: 28/G/ENT/CIP/12/E/N01C01
Directorate SMEs and Entrepreneurship — Unit E.1 Entrepreneurship
BREY 6/284
B-1049 Brussels, Belgium

b) or sent by courier services (date of deposit slip serving as evidence of timely delivery), to the address below,

c) or delivered by hand, in person or by an authorised representative (date of acknowledgement of receipt by the Commission serving as evidence of timely delivery), to the following address:

European Commission
Enterprise and Industry Directorate-General
Call for proposals No: 28/G/ENT/CIP/12/E/N01C01
Directorate SMEs and Entrepreneurship — Unit E.1 Entrepreneurship
BREY 6/284
Service central de réception du courrier
Avenue du Bourget, 1-3
B-1140 Bruxelles, Belgique

For how to get to avenue du Bourget 1-3:
http://ec.europa.eu/enterprise/calls/hand_delivery.html

In the case of hand delivery, a receipt must be obtained as proof of submission, signed and dated by the official in the Commission's central mail department who took delivery. This department is open from 08:00 to 17:00 from Monday to Thursday and from 08:00 to 16:00 on Friday; it is closed on Saturdays, Sundays and Commission holidays.

Please note that for security reasons hand deliveries (including courier services) are not accepted in other Commission buildings.

9. CONTACTS

Contacts between the contracting authority and potential applicants can only take place in certain circumstances and under the following conditions:

- Before the final date for submission of proposals:

At the request of the applicant, the Commission may provide additional information solely for the purpose of clarifying the nature of the call.

Any requests for additional information must be made in writing only to the address given below.

The Commission may, on its own initiative, inform interested parties of any error, inaccuracy, omission or other clerical error in the text of the call for proposals.

Any additional information, including that referred to above, will be published on the internet together with the various call for proposals documents.

- After the deadline for submission of proposals:

If clarification is requested or if obvious clerical errors in the proposal need to be corrected, the Commission may contact the applicant, provided the terms of the proposal are not modified as a result.

- If the authorising officer finds that a proposal listed for award needs limited modifications, the applicant will receive a formal letter setting out the requested modifications. Any modifications then made must stay within the limits of the request. The proposal will not need to be re-evaluated, but it might be rejected if the requested modifications are not made.

Contact address for the call:

European Commission

Enterprise and Industry Directorate-General

Directorate SMEs and Entrepreneurship — Unit E.1 Entrepreneurship

E-mail address: entr-education-call-2012@ec.europa.eu

Office address: BREY 6/284, B-1049 Brussels, Belgium

10. ANNEX 1 SUBMISSION SET

The Submission Set can be downloaded from the following page: <http://ec.europa.eu/enterprise/contracts-grants/calls-for-proposals/>

11. ANNEX 2 GUIDE FOR SUBMISSION

The Guide for Submission can be downloaded from the following page: <http://ec.europa.eu/enterprise/contracts-grants/calls-for-proposals/>

12. ANNEX 3 EVALUATION CRITERIA

When assessing the following evaluation criteria, the evaluation committee generally pays attention to the elements indicated below each criterion. Please note that these elements, which are indicative and non-exhaustive, are given for the sake of transparency and to help applicants to improve their applications.

EVALUATION CRITERIA AND KEY ELEMENTS LIKELY TO BE ASSESSED BY THE EVALUATION COMMITTEE	MAX. SCORE
1. Relevance	20
Does the proposal clearly fit in with one of the priority areas listed in the call?	
How clearly defined are the objectives of the proposal?	
Is the proposed strategy likely to address effectively the issues indicated in the call's description of activities?	
2. Impact	40
To what extent is the project likely to have a tangible impact in solving problems highlighted in the call's description of activities?	
Geographical coverage: how many countries are represented in the consortium, and how many countries will be addressed in the implementation of the project?	
What is the estimated total number of teachers / students / young people who will acquire a new or improved knowledge of entrepreneurship, through the actions implemented under this project?	
To what extent does the proposal contain objectively verifiable indicators for project outcomes?	
To what extent will the outcomes of the project be widely disseminated, and through which channels? Will the European dimension of the project be visible, and the EU's involvement publicised?	
To what extent does the proposal contain potential multiplier effects? Does the structure of the proposed project allow for, or facilitate a replication or an extension of the activity (either by the applicant or by other organisations)?	
Sustainability: are concrete measures planned in order to ensure that the project can be continued after the termination of EU funding? Is the leading applicant (or at least one of the project partners) an institution / organisation which has the promotion of entrepreneurship education among its missions, so as to ensure that the applicant(s) will have a strong interest in the continuation of activities after the end of EU funding?	
3. Quality	25
How coherent is the overall project design? (Including readiness for evaluation.)	
How coherent, appropriate and practical are the activities proposed?	
To what extent has the project been well thought out or prepared?	
To what extent does the proposal contain specific elements of added value, such as innovative approaches or a high level of ambition?	
How clear and feasible is the plan of action?	
4. Budget and cost-effectiveness	15
To what extent is the budget clear and detailed? Does the breakdown of the budget, category by category, offer a way of ensuring that the amount of the grant awarded is the minimum necessary for the operation to be completed?	
Do the probable results stand in a reasonable relationship to the amount of the grant?	
To what extent are there no better ways of achieving the expected results?	
To what extent is the proposed expenditure necessary for the implementation of the project?	
Maximum total score	100

If a total score lower than **60 points** or a score lower than **50%** for any of the above criteria is obtained, the proposal will not be evaluated further.

13. ANNEX 4 DRAFT GRANT AGREEMENT

14. ANNEX 5 TEMPLATE FOR TECHNICAL IMPLEMENTATION REPORTS