

- **Call for proposals (DG EAC No 15/03)**

JOINT ACTIONS

SOCRATES, LEONARDO DA VINCI AND YOUTH PROGRAMMES

1. CONTEXT

Joint actions offer a possibility provided for in the decisions establishing the Socrates (education), Leonardo da Vinci (vocational training) and Youth¹ programmes to implement joint projects in order to encourage synergy.

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

2. OBJECTIVES

With the general objective of promoting a Europe of knowledge², joint actions aim to encourage the development of innovative approaches in the analysis and solving of problems which cut across several areas. This objective shall be attained notably by:

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

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

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

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

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

3. BUDGET AVAILABLE

The budget available for this call is € 3.3 million. On the basis of this amount, the Directorate-General for Education and Culture envisages supporting a **limited number** of pilot projects, normally between € 200 000 and a maximum of € 300 000.

4. THEMES OF THIS CALL FOR PROPOSALS

This call for proposals covers three themes. These themes reflect the common objectives of the three programmes Socrates, Leonardo da Vinci and Youth and also support the European Union's lifelong learning policy initiatives as defined in:

- the communication from the Commission "Making a European area of lifelong learning a reality"³;
- the detailed work programme on the follow-up of the objectives for the education and training systems⁴;
- the Commission's White Paper "A new impetus for European youth"⁵;
- the European Year of People with Disabilities 2003.

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

4.1 Theme 1: Integration of people with disabilities

Context

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

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

In the context of this theme, it is proposed that those active in the fields of education (including schools, tertiary education and adult education), training, youth and culture should be asked to think about equal opportunities for disabled people. It is a question of raising the awareness of disabled people's rights and of the need to provide them with protection against any form of discrimination.

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

⁴ Council report, Doc 5680/01 EDUC 18.

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

Objective

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

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

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

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

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

Possible content of proposals and expected outcome

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

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

- Enhancing the competencies of people with disabilities

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

4.2 Theme 2: Active citizenship of young people

Context

Active citizenship is one of the priority themes of the Commission White Paper “A new impetus for European youth”⁶. According to the White Paper, citizenship and participation of young people can be developed primarily at local level. Promoting active citizenship is also one of the three pillars in the future education and training

⁶ Commission White Paper: “A new impetus for European youth”, COM (2001) 681 of 21 November 2001.

policies for Europe as described in the report on “Concrete Future Objectives of Education and Training Systems”⁷.

Participation in the decision-making processes is the basis of democratic society. Active participation of young people is the key to the development of an active citizenship of young people. Their participation in youth associations, voluntary work or other social and political activities facilitates the development of democratic values, active citizenship, the acquisition of social and communication skills and employability and, consequently, contributes towards lifelong learning.

Objective

The idea is to pool the resources offered by education, training and youth policy with a view to promoting active citizenship.

A limited number of innovative (laboratory) projects should be created at local level based on an interdisciplinary and targeted approach on the topic of citizenship.

Content of the proposals and expected outcomes

This theme should develop actions to promote learning for active citizenship on the part of young people at local level, with a view to pooling experiences with other local bodies in other countries. The local partnership should involve several environments (education and training, civil society, cultural institutions) and players (schools, local authorities, associations, parents, cultural bodies, etc.). or bring together young people as actors in the partnership with the current decision-makers in all areas of their life. New and innovative partnerships should be created. It would be an asset to integrate young people who are normally not represented in organised structures. The projects should make it possible to develop several of the following dimensions:

- Participation of young people in decision-making:

The idea is to get young people to participate in decision-making at local, regional or national level, but also more widely in the construction of Europe. This participation will not be limited to the mechanisms of representative democracy but may also cover new forms of participation. The focus should be put on the quality of participation.
- Information of young people and persons in contact with young people:

Information is an important prerequisite for participation. The goal is to explain to young people in their own language the policies which concern them at different levels, including the European level, and to enhance the participation of young people in the shaping of information.
- Education and training focusing on citizenship:

Education plays an essential role in the life of a young person. Therefore, active citizenship should be promoted in the frame of formal education, but

⁷ Council report, Doc. 5680/01 EDUC 18.

also through non-formal and informal education schemes. The idea is to open education and formal, non-formal and informal learning to social questions by focusing on the European society under construction.

- **Intercultural learning and European citizenship:**

The idea is to create a link between intercultural learning and the fight against racism and xenophobia on the one hand and the feeling of belonging to a Europe based on the shared values of solidarity, equality and multiculturalism on the other hand.

Potential promoters

Transnational partnerships of organisations with experience in the field of citizenship and youth participation. The partnerships must be also capable of undertaking multidisciplinary and innovative work as described above and give learners an active role in planning, organising and evaluating.

4.3 Theme 3: Valuing informal and non-formal learning

Context

The debate preceding and following the Commission's *Memorandum on Lifelong Learning* has shown that the distinction between formal, non-formal and informal learning is widely accepted across Europe. It is recognised that young people and adults spend more and more of their lives studying and acquiring competencies not only in formal education institutions such as schools, universities, vocational training centres, etc., but also outside traditional structures in civil society organisations, non-governmental organisations and youth organisations, in the workplace, in companies and in trade unions, during voluntary service, etc. However, at the moment, non-formal and informal learning is not always given sufficient recognition either formally or socially. Therefore, "valuing learning" was identified as one of the priorities for action in the Communication from the Commission *Making a European Area of Lifelong Learning a Reality* (COM(2001) 678 final).

Objectives

The political objective, as formulated in the strategy on lifelong learning, is to create framework conditions making it possible for citizens, in particular young people, to combine formal learning experiences with non-formal and informal learning experiences.

With that global objective in view, this joint action aims at developing innovative and illustrative practical examples of identification, assessment and recognition of non-formal and informal learning. In order to achieve this, a limited number of pilot laboratory projects are to be carried out which will bring together relevant actors in the areas of formal, non-formal and informal learning.

Content of the proposals and expected outcomes

Laboratory projects will need to build on the experience acquired in Europe in the field of identification, assessment and recognition of learning, and take into account the major results of research and projects either completed or in progress, notably within the framework of European programmes in the fields of education, training and youth. More specifically, projects will make use of the results achieved by three preceding joint action projects on the theme of "valuing learning" that will be completed by July 2002.

On this basis, and building on the considerable body of existing experience, projects are invited to develop and test high-quality and cost-efficient approaches to identification, assessment and/or recognition of non-formal and informal learning.

Projects must address clearly defined contexts of learning where assessment and recognition are of particular relevance (this can range from learning taking place in relation to educational advancement, specific work tasks, in industry branches or sectors, in fields of voluntary work, in youth organisations, in leisure time and family settings etc.).

Projects must bear in mind the need to transfer qualifications and competencies between sectors, levels and institutions and must therefore indicate how learning outcomes from one chosen setting can be linked to and combined with learning outcomes from other settings (for example formal education and training, labour market, youth work). Projects need to address one or several of the following issues:

- Methodological options: opportunities and obstacles.
- What is the appropriate reference and/or standard for the chosen methodology?
- Quality assurance: how can high reliability and validity be ensured?
- Cost-efficiency: how can optimal quality be balanced with acceptable costs?
- Transferability: how can learning outcomes assessed and recognised in one particular setting be combined with learning outcomes from other settings?

The main expected results of the projects that will be selected are:

- Clear recommendations, based on analysis of already existing experiences and practical testing, on how one or more of the above-mentioned issues can be met.
- These recommendations ought also to take into consideration the question of how to develop and implement common European solutions which are applicable locally but reasonably compatible and transferable in a wider national and international context.

Potential promoters

It is expected that, within transnational partnerships, projects will bring together organisations with experience in the fields of education, vocational training and youth activities. These three sectors need to be represented within the proposed partnerships. In addition, it will be desirable to associate with projects representatives from civil society, sector-based and company organisations, social partners, etc. relevant to the specific nature of the project.

5. WHO CAN SUBMIT A PROPOSAL?

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

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

6. MAXIMUM DURATION OF PROJECTS

Two years

7. ELIGIBILITY CRITERIA

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

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

The projects must be non profit-making.

7.1 Eligibility of applicants

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

7.1.2.- Both the coordinating/promoting organisation and the partner organisations must be established in one of the following states: the 15 EU Member States, Iceland, Liechtenstein, Norway, Bulgaria, Cyprus, Estonia, Hungary, Latvia, Malta, Poland, Slovak Republic, Slovenia, Czech Republic, Lithuania and Romania.

7.1.3.- Applicants must certify that they are not in one of the situations listed in Article 93 and 94 of the Financial Regulation applicable to the general budget of the European Communities⁸ as detailed in 7.2 .

7.2. Exclusion criteria

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

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

(a) they are bankrupt or being wound up, are having their affairs administered by the courts, have entered into an arrangement with creditors, have suspended business activities, are the subject of proceedings concerning those matters, or are in any analogous situation arising from a similar procedure for in national legislation or regulations;

(b) they have been convicted of an offence concerning their professional conduct by a judgement which has force of *res judicata*;

(c) they have been guilty of grave professional misconduct proven by any means which the authorising officer can justify;

(d) they have not fulfilled obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which they are established or with those of the country of the authorising officer or those of the country where the contract is to be performed;

(e) they have been the subject of a judgement which has the force of *res judicata* for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interest;

(f) following another procurement procedure or grant award procedure financed by the Community budget, they have been declared to be in serious breach of contract for failure to comply with their contractual obligations.

(g) are subject to a conflict of interest;

(h) are guilty of misrepresentation in supplying the information required by the authorising officer as a condition of participation in the call procedure or fail to supply this information.

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

These penalties may consist of:

a) the exclusion of the applicant concerned from contracts and grants financed by the budget for a maximum period of five years,

b) the payment of financial penalties by the beneficiary in the case referred to in Article 93 (1) (f) and by the applicants in the cases referred to in Article 94 where they are really serious and without exceeding the value of the contract in question.

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

8. SELECTION CRITERIA

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

Coverage across sectors

The following aspects will be assessed:

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

Quality of the partnership

The following aspects will be assessed:

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

Innovative character

Assessment of innovative aspects, in particular concerning:

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

Contribution to transversal political objectives

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

- equality between women and men;
- equal opportunities for integration of people with disabilities;
- the fight against racism and xenophobia;
- economic and social cohesion.
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Dissemination and valorisation

- In this context, the Commission will pay particular attention to the strategies and methods for disseminating the results envisaged (processes and products) and particularly in the use of the new information and communication technologies.
- The Commission will also assess the mechanisms to enhance the value of the results by aiming to integrate them in systems and practice at national level.

Organisational and budgetary aspects of the proposals:

The following elements will be assessed:

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

9. FINANCIAL CONDITIONS

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

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

9.1 Financial contribution of the Community:

Up to 75% of the eligible costs (see 3). Only costs incurred as from 1 October 2003 will be taken into consideration.

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

9.1.1. Eligible costs

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

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

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

9.1.2.- Ineligible costs

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

10. PROCEDURE FOR THE SUBMISSION OF PROPOSALS

10.1 Publication

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

http://europa.eu.int/comm/education/jointact_en.html

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

<http://www.socleoyouth.be>

10.2 .-Application forms

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

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

http://europa.eu.int/comm/education/jointact_en.html
<http://www.socleoyouth.be>

or by writing to:

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

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

10.3.- Proof of technical and financial capacity

The application form must be accompanied by:

- The profit and loss accounts and the balance sheet for the last financial year for which the accounts have been closed.
- The curricula vitae of the persons responsible for the implementation of the project within each of the partner institutions.
- A copy of the legally registered statutes or articles of association as well as a copy of the official registration certificate, except in the case of a public or semi-public organisation. This document must be provided in one of the 11 official EU languages.
- Declaration on the applicant's honour, completed and signed, certifying that the applicant exists as a legal person and has the financial and operational capacity to complete the proposed action.
- Declaration on the applicant's honour, completed and signed, certifying that the applicant is not in one of the situation listed in Article 93 and 94 of the Financial Regulation⁹.

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

- The bank details form completed by the beneficiary and certified by the bank (original signatures required)
- Participation letters from the partner organisations (original signatures as required).
- The Commission may require a guarantee as provided for in Article 182 of the Rules for the Implementation of Financial Regulation, and an external audit when deemed necessary. Such an audit will be required systematically when the payment of the balance exceeds € 150 000.

10.4.- Presentation of the grant application

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

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

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

Applications must be sent to the address below by ordinary or registered post by 15 June 2003 at the latest (as per postmark). Applications sent via the Internet, fax or e-mail will not be accepted.

Envelopes should be addressed as follows:

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

11. EXAMINATION AND FOLLOW-UP OF APPLICATIONS

Applicants will be informed of the receipt of their proposals within 10 working days.

Only applications that fulfil the eligibility criteria will be considered for a possible grant. Ineligible applications will receive a letter giving the reasons for their ineligibility.

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

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

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

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

12. PRESENTATION OF THE FINAL REPORT AND FINANCIAL BREAKDOWN

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

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

13.- APPLICABLE RULES

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

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