

## REGIONAL FACILITY FOR TEACHERS IN AFRICA

### WINDOW 2 - CALL FOR PROPOSAL N°2 "SUPPORT TEACHERS IN CRISIS CONTEXTS"

Contracting authority: Expertise France

## CALL FOR PROPOSALS RULES APPLICABLE TO THE AWARD OF GRANT CONTRACTS

**PROGRAMME NAME:**

**REGIONAL FACILITY FOR TEACHERS IN AFRICA**

WINDOW 2 - Teacher education & professional development

**OBJECT OF THE CALL FOR PROPOSALS:** Support teachers' work and strengthen the educational framework in crisis-affected environments by addressing teacher shortages and enhancing the professional development and personal well-being of teachers in pre-primary, primary and lower secondary education.

**AVAILABLE AMOUNT OF THE CALL FOR PROPOSALS:**

€5.000.000

**SIZE OF GRANTS:**

*Minimum amount: €400.000*

*Maximum amount: €800.000*

**DATE, TIME AND LOCATION OF THE CALL FOR PROPOSALS INFORMATION MEETING:**

- **ONLINE WEBINAR IN ENGLISH 12TH JUNE 2024 AT 11:00 AM (BRUSSELS TIME):**  
[HTTPS://US02WEB.ZOOM.US/J/81651414990](https://us02web.zoom.us/j/81651414990)
- **ONLINE WEBINAR IN FRENCH 12TH OF JUNE 2024 AT 1:00 PM (BRUSSELS TIME):**  
[HTTPS://US02WEB.ZOOM.US/J/83846838687](https://us02web.zoom.us/j/83846838687)
- **ONLINE WEBINAR IN PORTUGUESE 12TH OF JUNE 2024 AT 3:00 PM (BRUSSELS TIME):**  
[HTTPS://US02WEB.ZOOM.US/J/81783037714](https://us02web.zoom.us/j/81783037714)

**TIME AND DATE LIMIT FOR THE SUBMISSION OF CONCEPT NOTES**

- **15TH OF JULY AT 1:00 PM (BRUSSELS TIME)**

## DISCLAIMER

The call for proposals is implemented by Expertise France. Expertise France is the French public international cooperation agency. It designs and implements projects which aim to contribute to the sustainable development of partner countries, in line with the Sustainable Development Goals (SDGs) of the 2030 Agenda.

**During the first stage, only concept notes (parts 1 and 2 of the grant application form) should be submitted for assessment.**

Subsequently, shortlisted lead applicants will be invited to submit a full application. After an assessment of the full applications, the eligibility of the provisionally selected applicants will be checked based on the supporting documents requested by Expertise France and the declaration signed by the lead applicant, submitted at the same time as the full application.

## CONTENTS

<b>1. Support teachers in crisis contexts</b> .....	4
1.1 Programme overview .....	4
1.2 Background.....	5
1.3 Objectives and priorities of the call for proposals .....	7
1.4 Total amount of financial support made available by Expertise France.....	8
<b>2. Rules applicable to this call for proposals</b> .....	9
2.1 Eligibility criteria.....	9
2.2 Presentation of the application and procedures to be followed .....	16
2.3 Application evaluation and selection .....	20
2.4 Submission of supporting documents for provisionally selected applications.....	24
2.5 Notification of the Expertise France decision .....	25
2.6 Conditions for implementation after a decision by Expertise France to award a grant.....	26
2.7 Personal data protection and confidentiality.....	27
<b>3. List of annexes</b> .....	28

## 1. SUPPORT TEACHERS IN CRISIS CONTEXTS

### 1.1 Programme overview

The Regional Teachers Initiative for Africa aims to support African countries to improve the education and training of teachers and to make sure that their schools have enough qualified teachers. This will be achieved through policy support in areas of teacher governance and teacher professional development and will contribute to delivering quality education for all.

The initiative contributes to regional and national objectives by supporting and complementing national education and teacher reforms, offering opportunities for countries to work together, supporting partnerships and peer learning for teachers in the region, and also to work with Europe.

Many countries in Africa, particularly in sub-Saharan Africa, face persistent challenges in making teaching an attractive and intellectually fulfilling career, as well as identifying effective teaching practices and helping teachers to develop the knowledge and skills needed to support their students' learning.

It is estimated that 15 million new qualified teachers are needed in the region by 2030. Limited teacher's working conditions, inadequate teacher deployment mechanisms, and ineffective teacher education and professional development put the provision of high-quality, inclusive, and innovative education at risk. To tackle these problems, the work of education professionals needs to be revalorised.

Translating this commitment into a concrete action, the European Union together with the African Union endorsed the Regional Teachers Initiative and its aim to tackle this crucial shortage in competent teachers at the EU–AU Summit<sup>1</sup> under the EU–Africa Global Gateway Investment Package<sup>2</sup>.

In this regard, the Initiative is aligned with EU's development and cooperation policy framework as laid out in the European Consensus on Development (2017) and its core objectives of poverty eradication and implementation of the Sustainable Development Goals (SDGs) of the UN 2030 Agenda. It will primarily contribute to the achievement of SDG 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), and in particular to target 4.c (substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially in least developed countries and small-island developing States).

The Regional Facility for Teachers in Africa is an EU funded project aiming at addressing the challenges within the Teacher profession in Sub-Saharan countries and implemented by a partnership of three EU Member States Agencies (Expertise France, Enabel and EDUFI).

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<sup>1</sup> <https://www.consilium.europa.eu/en/meetings/international-summit/2022/02/17-18/>

<sup>2</sup> [https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/stronger-europe-world/global-gateway/eu-africa-global-gateway-investment-package\\_en](https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/stronger-europe-world/global-gateway/eu-africa-global-gateway-investment-package_en)

The Facility complements other components of the Initiative to support teacher policy and improve teacher education and professional development. The Facility includes 3 types of instruments or “windows”:

- (1) One window to deliver technical assistance on teacher governance and teacher education and professional development on the basis of the demand from eligible partner countries,
- (2) One window on testing and scaling effective programs for teacher education and professional development in the priority areas of foundational learning, digital skills, green skills, and gender-transformative pedagogy, including in the context of refugees and displaced populations,
- (3) A research window to create new evidence and support the integration of evidence in the policy making process and in the design of teacher education and professional development programs.

In addition to these windows the Facility’s knowledge management and communication activities will further contribute to the sharing of knowledge, evidence, and best practices related to the overall Initiative outcomes. In this context, selected projects could be asked to participate to specific regional events organised by the Facility.

## 1.2 Background

As part of Window 2’s strategic initiative aimed at enhancing teacher education and professional development in sub-Saharan Africa, the current call for proposal is specifically designed to support teachers in crisis-affected areas (internal displacement, refugees and conflict- or natural-disaster-affected areas, etc.).

This call places a strong emphasis on identifying and backing educational strategies that effectively respond to the unique circumstances of crisis environments, thus aiming to bolster teacher performance and elevate the quality of education in crisis-affected settings. Promoting the adoption of innovative teaching methods, including alternative pedagogies and ICT-supported models for hybrid and distance learning, the call aims to ensure education remains a pillar of stability and resilience for conflict-affected communities.

*This call for proposals will be implemented alongside another call for proposals managed by Enabel (“Call for proposal 1”), which focuses on promoting innovative solutions on priority areas defines inside Window 2 of the Facility to tackle persistent challenges and give pilot projects the chance to test their potential and create sustainable, impactful pathways for scaling.*

### 1.2.1 Education sector challenges in Sub Saharan Africa

As recently evidenced by the Global report on teachers (UNESCO, 2024)<sup>3</sup>, the education sector faces significant challenges globally, not least among them the severe shortage of qualified and motivated

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<sup>3</sup> Global report on teachers: addressing teacher shortages and transforming the profession, UNESCO International Task Force on Teachers for Education 2030, 2024.

teachers with an urgent need for 44 million primary and secondary teachers worldwide by 2030. Sub-Saharan Africa is especially affected as this shortage is compounded by structural deficiencies within the educational systems that fail to attract, develop, and retain talented individuals in the teaching profession.

The recruitment of teachers in Sub-Saharan Africa is hindered by several systemic issues. Uncompetitive salaries, poor working conditions, and the lack of professional recognition discourage many potential candidates from entering the profession. In many areas, teachers are not paid regularly; when they are, the remuneration is often too low to meet basic living needs. This is exacerbated in crisis contexts, where teachers may go unpaid and are viewed no differently than other community members, diminishing their status and professional identity.

Additionally, the profession suffers from a lack of structured career advancement opportunities, which particularly affects female teachers and those from marginalized communities. Without clear pathways for promotion and professional growth, the motivation to remain in the teaching profession wanes, leading to high turnover rates and a continuous cycle of understaffing.

The quality of teacher training programs is another significant gap. In many parts of Sub-Saharan Africa, teacher training institutions provide education that falls short of global standards, particularly in foundational skills such as early grade reading and numeracy, modern pedagogies and teaching socio-emotional skills. This inadequacy is reflected in the classroom, where teachers are unable to deliver effective instruction that meets the learning needs of students.

A lack of support structures for teachers compounds these issues. Many teachers lack access to ongoing support and mentoring, which is crucial for their professional growth and effectiveness in the classroom. Professional development initiatives are often ad hoc and not integrated with national educational strategies, leading to inconsistent quality and coverage.

Furthermore, teachers' voices are frequently excluded from decision-making processes about their own profession. This exclusion leads to policies and practices that do not align with the actual needs and challenges faced by teachers, further diminishing their empowerment and agency.

### **1.2.2 Teachers challenges and needs in crisis-affected environments**

Throughout Sub-Saharan Africa, there are numerous areas affected by crises. A crisis-affected area in this context, is one that is heavily impacted by armed attacks, natural disasters, and climate change. These crises lead to instability and disruptions to everyday life, severely impacting schooling and education.

In crisis-affected areas, teachers, especially those displaced or repatriated, face profound challenges that hinder their ability to effectively educate and support their students. Among these, refugee and internally displaced teachers grapple with issues like recruitment difficulties, lack of recognition and adequate compensation, and limited access to professional development. These factors contribute to high attrition rates within this essential workforce. The absence of system-wide structure and support exacerbates the vulnerabilities of these populations, with displaced teachers playing a critical role not only in sustaining educational continuity but also in providing psychosocial support to students in traumatic contexts.

Additional challenges arise from language diversity within communities and the lack of training for teachers to manage multi-language classrooms effectively. This language barrier can significantly impede students' learning when instruction isn't delivered in their mother tongue or a familiar language. Moreover, professional development opportunities in these regions are scarce and often outdated, failing to equip teachers with necessary modern skills such as digital literacy or advanced pedagogical techniques. This issue is particularly acute for female teachers and those in remote areas, where logistical challenges like distance and safety further limit access to training.

Teachers and students with disabilities are notably underserved within refugee and resettlement camps, highlighting a severe gap in inclusivity. Educational programming urgently requires integration of inclusive measures to ensure that these groups are not only included in pedagogical practices but also in policy-making and infrastructure development to truly ensure equitable access to education.

The disparity between rural and urban settings, especially in low-income areas, also affects the quality and accessibility of educational programming. Female teachers in rural areas face additional hurdles such as inadequate housing, unreliable transportation, and lesser pay, which contribute to lower participation rates in professional development, particularly in digital skills training. Despite these challenges, evidence shows that increasing women in school leadership roles enhances educational outcomes for all students by introducing effective management practices and serving as role models that help bridge gender disparities in education.

### **1.3 Objectives and priorities of the call for proposals**

The promise of Sustainable Development Goal 4 to ensure inclusive and equitable quality education for all by 2030, will not be achieved without a much greater commitment to planning, prioritizing, and protecting education, particularly in conflict, crisis and fragile contexts.

#### **1.3.1 Overall objective**

This call for proposals is implemented through the second window of the Facility dedicated to teacher education and professional development, including in crisis-affected environments.

In crisis contexts, teachers face unique pressures including the need to adapt pedagogical methods, manage stress and trauma, and often work with limited resources while trying to maintain educational continuity and quality. The primary aim of this call for thereby contributing to the broader goal of building resilient educational systems that can withstand and adapt to the challenges posed by such contexts.

Thus, the overall objective is to strengthen the educational framework in crisis situation by addressing teacher shortages and enhancing the professional and personal well-being of teachers in pre-primary, primary and lower secondary schools.

#### **1.3.2 Specific objectives**

By implementing strategic onboarding, retention, and career development initiatives alongside comprehensive professional development and well-being programs, the call for proposal seeks to ensure that teachers working in crisis contexts are well-equipped, motivated, and supported. This

comprehensive approach will enable them to effectively deliver quality education and maintain stability in environments disrupted by crises.

The specific objectives of this call for proposals are:

- A. Addressing teacher shortages through onboarding, retention and career pathways in crisis contexts:** this specific objective targets the critical issue of teacher shortages by implementing comprehensive strategies that cover onboarding, retention, and career pathways. It emphasizes streamlining recruitment processes and onboarding to attract new teachers efficiently, developing supportive measures to retain existing staff, and creating clear, appealing career progression opportunities to sustain teacher motivation and professional growth.
- B. Strengthen and support professional development and well-being of teachers in crisis affected environments:** this specific objective seeks to establish comprehensive professional development programs that holistically integrate teacher well-being and psychosocial support, ensuring that teachers in crisis contexts are not only equipped with advanced pedagogical skills but also supported emotionally and psychologically to sustain their commitment and effectiveness in challenging environments.

Submitted concept notes must address both of the two specific objectives outlined.

**Additionally, these notes should thoroughly integrate thematic priorities such as pedagogy for foundational learning, green skills, digital skills, and gender-transformative pedagogy.** These elements are essential for creating a comprehensive educational strategy that not only meets the basic learning needs but also embraces a forward-looking approach to education.

#### **1.4 Total amount of financial support made available by Expertise France**

The indicative total amount made available under this call for proposals is EUR 5.000.000. Expertise France reserves the right not to allocate all of the available funds.

##### **Grant amounts**

Any request for a grant under this call for proposals must lay between the following minimum and maximum amounts:

- minimum amount: EUR 400.000
- maximum amount: EUR 800.000

##### **Co-financing percentage**

The programme will finance 90% of eligible expenditures presented in the final financial report of the project submitted.

The contracting-beneficiary shall bear the remaining 10%.



## 2. RULES APPLICABLE TO THIS CALL FOR PROPOSALS

The call for proposals rules defines the rules applicable to the submission, selection and implementation of the projects financed under this call for proposals and which apply to this call for proposals.

### 2.1 Eligibility criteria

There are three sets of eligibility criteria, respectively relating to:

<u>the parties involved:</u>	<u>projects:</u>	<u>costs:</u>
<ul style="list-style-type: none"> <li>▪ the lead applicant, i.e. the entity submitting the application form (2.1.1),</li> <li>▪ as applicable, its partner(s) (2.1.1),</li> </ul>	<ul style="list-style-type: none"> <li>▪ projects eligible for a grant (2.1.4);</li> </ul>	<ul style="list-style-type: none"> <li>▪ the types of costs that may be included in grant amount calculations (2.1.5).</li> </ul>

#### 2.1.1 Eligibility of the lead applicant

##### Lead applicant

**In order to be able to claim a grant, the lead applicant must meet the following conditions:**

- be a legal entity **and**
- be a public actor or a private non-profit actor **and**
- belong to one of the following categories: non-governmental organisation, public sector operator and local authority **and**
- be established<sup>4</sup> in an eligible State (see ART 2.1.3) **and**
- be directly responsible for the preparation and management of the project with the co-applicant(s) and not be acting as an intermediary **and**
- must have proven experience in implementing education interventions in crisis-affected environments or crisis contexts **and**

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<sup>4</sup>Establishment is determined on the basis of the organisation's articles of association which must show that the organisation has been founded under an act of law of the country in question and that its registered office is located in an eligible country. In this regard, any legal entity whose articles of association have been created in another country cannot be treated as an eligible local organisation, even if it is registered locally or a "memorandum of understanding" has been signed.

- have already managed a grant (of public funds) amounting to 40% of the amount applied for. A certificate of satisfactory performance signed by the donor is mandatory and constitutes proof thereof; **and**
- must possess existing operational capacities in target conflict-affected regions, such as country presence (1 year minimum), local partner networks, staffing expertise, relationships with educational authorities, participation in relevant humanitarian and development coordination structures (Education Cluster, LEG etc.), enabling effective operation across the humanitarian-development nexus.

The call for proposal is open to national and international organisations effectively established in the countries or territories defined as eligible to procurement and grant procedures for actions financed under Neighbourhood, Development and International Cooperation Instrument (NDICI - Global Europe) for the period 2021-2027<sup>5</sup>.

**Potential applicants shall not participate in calls for projects or receive a grant if any situations mentioned in Annex VIII of the draft contract are applicable.**

In the grant application form ("lead applicant declaration"), the lead applicant must declare that none of these situations apply either it -or its partner(s).

**The lead applicant may act either individually or with one or more partner(s)**

**If the grant is awarded, the lead applicant becomes the beneficiary identified in the Special Conditions. In this regard, it shall assume full financial liability for implementation of the project in compliance with the conditions of the grant contract.** The beneficiary shall be the main point of contact for Expertise France. It shall represent any other partners and acts on their behalf. It shall design and coordinate the implementation of the project.

### **Co-applicant(s)**

If the Lead applicant act with one or more partner(s), the co-applicant(s) shall participate in the implementation of the action, and the costs that they incur shall be eligible in the same way as those incurred by the applicant.

The co-applicant(s) must satisfy the eligibility criteria which apply to the applicant itself except the management of a grant amounting 40% of the amount applied for.

The co-applicant(s) must sign the "mandate for the main applicant" on the grant application form.

#### **2.1.2 Associates and contractors**

The following entities are neither applicants nor partners. They do not have to sign the "beneficiary's mandate":

- Associates

Other organisations or individuals may become involved with the project. Associates participate in the

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<sup>5</sup>[https://www.caribank.org/sites/default/files/2022-07/Countries%20Eligible%20under%20EU%20procurement%20provisions%20-%20a2a1\\_ecprogrammes\\_eligibility2021\\_2027\\_en.pdf](https://www.caribank.org/sites/default/files/2022-07/Countries%20Eligible%20under%20EU%20procurement%20provisions%20-%20a2a1_ecprogrammes_eligibility2021_2027_en.pdf)

project but cannot claim any benefit under the grant, with the exception of daily allowances and travel expenses. These associates do not have to meet the eligibility criteria set out in 2.1.1. Associates must be mentioned in Part B, Section 6 of the grant application form, entitled "Associates participating in the project".

- Contractors

The beneficiaries and their partners may place contracts. The associates and partners shall not simultaneously be project contractors. Contractors are subject to the same rules applicable to the awarding of contracts set out in Annex IV of the model grant contract.

### **2.1.3 Eligible projects: for which projects may an application be submitted?**

#### Definition

A project is composed of a set of activities.

#### Duration

The planned initial duration of a project shall not exceed 24 months.

#### Sectors or themes

The call for proposals aims to address multiple sectors that intersect with education in crisis-affected environments.

The following sectors and themes are provided for indicative purposes and do not constitute an exhaustive list.

- Education and Training, focusing on enhancing the quality of education through professional development for teachers. It includes developing and implementing innovative training programs, upgrading pedagogical skills, and integrating new teaching methodologies to improve learning outcomes,
- Technology and Innovation, to facilitate access to education and training in remote or crisis-affected areas. Projects might include the development of e-learning platforms, mobile education apps, and digital resources that support distance learning and digital literacy among teachers.
- Psychosocial support, addressing the mental health and physical well-being of teachers, which is crucial for sustaining their performance and retention. Projects may include programs for stress management, mental health support services, and wellness programs specifically tailored for teachers working under challenging conditions.
- Public Policy and Governance, engaging with national and local policy-making processes to create supportive environments for teachers. This could involve advocacy for better compensation, improved working conditions, and policies that support professional growth and recognition of teachers in the national education frameworks.
- Community Development, to engage local communities in the support and development of educational initiatives. This could include community-based recruitment strategies,

partnerships with local NGOs, and initiatives that integrate education into broader community development plans.

- Emergency mechanisms to develop educational responses in regions affected by conflicts, natural disasters, or other crises. This includes creating adaptable educational programs that can continue during emergencies and recovery phases.

Activities directly involving or targeting national public authorities (including policy-making and capacity-building) will not be eligible in countries where cooperation with the European Union is suspended at any time from the time of submission of the full project proposal until contract signature.

### Geographical coverage

Projects must be implemented in crisis-affected countries of Sub-Saharan Africa where the severity of the crisis are considered as “very high and high” by the INFORM Severity Index (April 2024 release)<sup>6</sup>.

Regional and cross-border projects are authorised as long as they are implemented in eligible countries.

EAST AND CENTRAL AFRICA	WEST AFRICA	SOUTHERN AFRICA
<ol style="list-style-type: none"> <li>1. Burundi</li> <li>2. Cameroon</li> <li>3. Central African Republic</li> <li>4. DRC</li> <li>5. Eritrea</li> <li>6. Ethiopia</li> <li>7. Kenya</li> <li>8. Somalia</li> <li>9. South Sudan</li> <li>10. Sudan</li> <li>11. Uganda</li> </ol>	<ol style="list-style-type: none"> <li>1. Burkina Faso</li> <li>2. Chad</li> <li>3. Mali</li> <li>4. Niger</li> <li>5. Nigeria</li> </ol>	<ol style="list-style-type: none"> <li>1. Angola</li> <li>2. Malawi</li> <li>3. Mozambique</li> <li>4. Zambia</li> <li>5. Zimbabwe</li> </ol>

### Type of activities

The following activities are provided for indicative purposes and do not constitute an exhaustive list:

#### **A. Addressing teacher shortages**

- Campaigns and programs specifically designed to attract teachers to remote, underserved, or crisis-affected areas;
- Addressing gender disparities in education by promoting female teacher recruitment, retention, and advancement in leadership roles within educational institutions;
- Initiatives to recruit teachers from diverse backgrounds, including local community members and individuals from underrepresented demographics;

<sup>6</sup> <https://www.acaps.org/en/thematics/all-topics/inform-severity-index>

- Comprehensive orientation programs that help new hires integrate into the community and the education system swiftly and effectively;
- Initial training sessions tailored to the specific challenges of the geographic or crisis context of the area;
- Development of mentorship programs pairing new teachers with experienced teachers for guidance and support;
- Implementation of competitive compensation packages and additional benefits tailored to needs specific to crisis areas;
- Structured professional growth plans that offer clear pathways for advancement within the teaching profession;
- Opportunities for teachers to engage in leadership training or take on additional responsibilities.

#### **B. Teacher's professional development and well-being**

- Workshops, seminars, and courses on new educational technologies, pedagogical methods, and curriculum development;
- Specialized training in crisis education strategies, such as teaching in volatile environments or supporting traumatized students;
- Access to mental health services, including counselling and stress management workshops, specifically designed for teachers in challenging environments;
- Programs promoting work-life balance, such as flexible working arrangements, wellness programs, and recreational activities to boost confidence;
- Implementation of digital platforms that facilitate remote learning and training to overcome geographical barriers;
- Development of networks for peer support among teachers, fostering a community of practice that enhances professional and emotional support;
- Initiatives that engage local stakeholders in the education process, strengthening community ties and support for teachers.

#### **The following types of activities are not eligible:**

- Projects solely or mainly consisting of sponsoring the participation of private individuals in workshops, seminars, conferences and congresses;
- Projects solely or mainly consisting of financing individual study or training bursaries;
- Construction of new school buildings or major renovations that do not directly involve improving teaching conditions or access to educational resources;
- Basic educational research that does not directly apply to or impact the immediate needs of teachers or teaching strategies in the specified regions;

- General professional development opportunities that are not tailored to the specific contexts or needs of teachers working in crisis-affected environments.
- Acquisitions of land or vehicles, unless specifically justified as essential for the implementation of project activities in remote or inaccessible areas;
- Sponsorship for conferences, seminars, or workshops that do not focus on crisis education, conflict-sensitive education, or other relevant training directly beneficial to teachers in the project's target regions;
- Scholarships or individual sponsorships.
- Activities directly involving or targeting national public authorities (including policy-making and capacity-building) will not be eligible in countries where cooperation with the European Union is suspended at any time from the time of submission of the full project proposal until contract signature.

#### Financial support for third parties<sup>7</sup>

Applicants may propose to provide financial support to third parties in order to contribute to attainment of the project's objectives.

The maximum amount of such financial support is EUR 40,000 per third party.

Financial support to third parties may be the main objective of the project.

In accordance with the conditions set out in these Rules, any lead applicant wishing to reallocate the grant must state the following in the grant application form:

- (i) the objectives and anticipated results of the financial support,
- (ii) an exhaustive list of the types of activities eligible for financial support,
- (iii) the categories of people eligible for financial support,
- (iv) the criteria for selecting and allocating financial support to said persons,
- (v) the criteria for determining the exact amount of financial support for each third party; and
- (vi) the maximum amount that may be reallocated.

These conditions are mandatory in all circumstances. They must be clearly defined in the grant contract to avoid the financial support being reallocated on a discretionary basis.

#### Visibility

Applicants must take all measures necessary to ensure the visibility of the financing by the European Union, through Expertise France. Projects should include a communication budget line to raise awareness among all or a section of the public regarding the motivation behind the project and behind the support provided by European Union, through Expertise France in the country or region concerned, and in terms of the results and impact of the support.

A communication plan will be developed during the implementation phase in line with Communicating and Raising EU Visibility Guidance and Facility communication guidelines.

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<sup>7</sup>These third parties are neither partners, nor associates nor contractors.

### Minimum Standards for Education

It is expected that the projects involve when possible local/national authorities and integrate the projects inside local/national development plan. It is also expected that submitted project will adhere to the INEE Minimum Standards for Education<sup>8</sup> and Conflict Sensitive Education principles, which are set by the Inter-Agency Network for Education in Emergencies. Education in emergencies refers to quality learning opportunities for all ages in crisis situations, including early childhood development, primary, secondary, non-formal, technical, vocational, higher, and adult education. Education in emergencies provides physical, psychosocial, and cognitive protection that can sustain and save lives. Common crisis situations where education in emergencies is essential include conflicts, situations of violence, forced displacements, disasters, and public health emergencies. Applicants are expected to provide information related to their capacities as regards child protection, safeguarding and gender responsive programming in crisis contexts.

### Monitoring and evaluation

As part of INEE Minimum Standards for Education, monitoring and evaluation framework of projects invited to submit a full proposal will be strongly analysed. Applicants should have a proven track record and explicit commitment to monitoring education outcomes of actions and reporting against standardised project indicators. Grantees will be expected to monitor and report relevant results and indicators reflecting improved teaching and learning, well-being, skills and equity within their results framework.

Indicative indicators are provided as example inside the Grant Request Form.

### Number of applications and grants per applicant

The applicant and/or co-applicant may not submit more than one application for this Call for Proposals and be awarded more than one Grant Agreement under this Call for Proposals.

The applicant may not be at the same time a co-applicant in another application.

The applicant and/or co-applicant is allowed to submit an application for this Call for Proposals and at the same time submit an application for the parallel Call for Proposals of Enabel.

The applicant and/or co-applicant may not submit the same project proposal for this Call for Proposals and the parallel Call for Proposals of Enabel.

#### **2.1.4 Costs eligibility: what costs may be included?**

Only "eligible costs" may be covered by a grant. The different types of eligible and ineligible costs are set out below. The budget constitutes both a cost estimate and an overall ceiling for "eligible costs".

Recommendations to award a grant are always subject to verifications preceding signature of the grant contract not revealing any issues requiring modification of the budget (e.g. arithmetical errors, inaccuracies, unrealistic costs and ineligible costs). The verification procedure may give rise to clarification requests and lead Expertise France to impose modifications or reductions in order to

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<sup>8</sup> <https://inee.org/minimum-standards-2024-edition>

correct any such errors or inaccuracies. Corrections may not give rise to a higher grant and higher percentage of cofinancing from Expertise France.

Consequently, it is applicants' interests to provide a **realistic budget and appropriate cost effectiveness**.

#### Eligible direct costs

In order to be eligible under this call for proposals, costs must satisfy the conditions set out in Article 14 of the general conditions of the model grant contract.

#### Contingency reserve

The budget may include a contingency reserve up to a maximum of 5% of estimated direct eligible costs. It may only be used with **prior written authorisation** from Expertise France.

#### Eligible indirect costs

The indirect costs incurred during implementation of the project may be eligible for fixed-rate financing; the total amount may not exceed 7% of the estimated total of direct eligible costs. Indirect costs are eligible provided they do not include costs recognised under another budget item in the model grant contract. The lead applicant may be asked to support the requested percentage before the grant contract is signed. However, once the fixed rate is specified in the special conditions of the grant contract, no supporting documentation is required from the beneficiary.

Should any applicant or partner be in receipt of an operating grant financed by Expertise France or the EU, indirect costs may not be recorded against their incurred costs in the proposed project budget.

#### Ineligible costs

The following costs are not eligible:

- debt and the cost of debt (interest);
- provisions for losses or any future debts;
- costs declared by the beneficiary and financed by another project or work programme in receipt of a grant from Expertise France or the European Union;
- acquisition of land or buildings, unless the purchases are fundamental to the direct implementation of the project, in which case ownership must be transferred in accordance with Article 7.5 of the general conditions of the model grant contract, by the latest on conclusion of the project;
- foreign exchange losses;
- the cost of salaries for national administration staff;
- taxes and VAT

## **2.2 Presentation of the application and procedures to be followed**

### **2.2.1 Contents of the concept note**



Applications must be submitted in line with the instructions relating to the concept note stated in the grant application form annexed to these Rules (Annex A).

Applicants must submit their application in English or French.

Please note:

- (1) In the concept note, lead applicants are only required to submit one estimate of the requested grant and one indicative percentage of this contribution with regard to the eligible costs of the project. A detailed budget only needs to be presented by lead applicants invited to submit a full application during the second phase.
- (2) The elements defined in the concept note cannot be modified in the full application. Expertise France's contribution may not vary by more than 20% from the initial estimate. Lead applicants may adapt the percentage of the required cofinancing subject to the minimum and maximum amounts and the cofinancing percentages set out in section 1.3 of these Rules. The lead applicant may only replace a partner in duly justified circumstances (e.g. bankruptcy of the initial partner). In such a case, the new partner must be similar in nature to the initial partner. The lead applicant may amend the duration of the project if unforeseen circumstances outside the control of the applicants arise after submission of the concept note, duly calling for said change (risk of project non-implementation). In such a case, the duration of the project must remain within the limits specified in the Rules as applicable to applicants. An explanation/justification of the replacement/amendment in question must be provided in a supporting letter or email. Applicants' own contributions may be replaced at any time by contributions from other donors.
- (3) **Only the concept note will be evaluated.** It is therefore particularly important for this document to contain ALL the pertinent information relating to the project. No supplementary annex is to be sent.

Any error or major inconsistency relating to the instructions for the concept note may lead to said note being rejected.

Expertise France reserves the right to request clarification if the information provided does not enable it to carry out an objective evaluation.

Handwritten concept notes will not be accepted.

- (4) The concept note must also include all information and documents required to assess applicants' eligibility, as specified in the application form (Annex A).

### **2.2.2 Deadline Where and how must the concept note be sent?**

The concept note and the lead applicant declaration (**Annex A - Parts 1 and 2** of the grant application form) must be submitted electronically at the following URL address:

<https://www.marches-publics.gouv.fr/?page=Entreprise.EntrepriseAdvancedSearch&AllCons&id=2554421&orgAcronyme=s2d>

Applications submitted by other means (e.g. by fax or email) or delivered to other addresses will be rejected.

Lead applicants should use the checklist to ensure that their concept note is complete (Annex A, Part 2 of the grant application form). Incomplete concept notes may be rejected.

### **2.2.3 Deadline for submission of the concept note**

The concept notes submission deadlines are shown on the cover page of these Rules. Proof of submission times is given by the confirmation of receipt of the electronic application.

Any concept notes submitted after the deadline will be rejected.

### **2.2.4 Other information concerning the concept note**

Three Information session for this call for proposals will be held on :

- ONLINE WEBINAR IN ENGLISH 12TH JUNE 2024 AT 11:00 AM (BRUSSELS TIME):  
<HTTPS://US02WEB.ZOOM.US/J/81651414990>
- ONLINE WEBINAR IN FRENCH 12TH OF JUNE 2024 AT 1:00 PM (BRUSSELS TIME):  
<HTTPS://US02WEB.ZOOM.US/J/83846838687>
- ONLINE WEBINAR IN PORTUGUESE 12TH OF JUNE 2024 AT 3:00 PM (BRUSSELS TIME):  
<HTTPS://US02WEB.ZOOM.US/J/81783037714>

Applicants may submit their questions electronically before the 26<sup>th</sup> of June, to the address listed below, clearly stating the reference number of the call for proposals:

<https://www.marches-publics.gouv.fr/?page=Entreprise.EntrepriseAdvancedSearch&AllCons&id=2554421&orgAcronyme=s2d>

Expertise France is not obliged to provide clarification relating to any questions received after this date.

Responses will be given no later than twelve days before the concept note submission deadline.

In order to ensure equality of treatment between applicants, Expertise France cannot issue any prior opinion on the eligibility of lead applicants, partners, projects or specific activities.

No individual responses will be given to the questions asked. All questions and answers and other important information provided to applicants during the assessment process will be published in a timely manner and shared with all applicants. You are therefore advised to regularly access the website at the above address in order to stay informed about the published questions and responses.

### **2.2.5 Full applications**

Lead applicants invited to submit a full application following the shortlisting of their concept notes must do so using Part 3 of the grant application form annexed to these Rules (Annex A). Lead applicants must strictly comply with the format of the grant application form and complete the paragraphs and pages in order.

The elements stated in the concept note may not be modified by the lead applicant in the full application. The contribution from Expertise France may not vary by more than 20% from the initial estimate, even though lead applicants may adapt the percentage of the required cofinancing subject to the minimum and maximum amounts and the cofinancing percentages set out in section 1.3 of these Rules. The lead applicant may only replace a partner in duly justified circumstances (e.g. bankruptcy of the initial partner). In such a case, the new partner must be similar in nature to the initial partner. The lead applicant may amend the duration of the project if unforeseen circumstances outside the control of the applicants arise after submission of the concept note, duly calling for said change (risk of project non-implementation). In such a case, the duration of the project must remain within the limits specified in the Rules as applicable to applicants. An explanation/justification of the replacement/amendment in question must be provided in a supporting letter or email.

Lead applicants must submit their full applications in the same language as that of their concept note.

Lead applicants must complete the full application form as clearly and carefully as possible in order to aid the evaluation process.

Any error relating to the points mentioned in Part 3 of the grant application form in Annex A , or any significant inconsistency in the full application (inconsistency of the amounts stated in the budget calculation spreadsheets, for example) may lead to the immediate rejection of the application.

Clarification will only be sought if the information provided is unclear, preventing Expertise France from carrying out an objective evaluation.

Handwritten requests will not be accepted.

It should be noted that only the complete application form and published annexes to be completed (budget, logical framework) will be sent to the evaluators (and, as applicable, the assessors). It is therefore particularly important that these documents contain ALL pertinent information relating to the project. **No supplementary annex is to be sent.**

### **2.2.6 Where and how must full applications be sent?**

Lead applicant's full applications (**Annex A - Part 3** of the grant application form) must be submitted [electronically at the following URL address:

<https://www.marches-publics.gouv.fr/?page=Entreprise.EntrepriseAdvancedSearch&AllCons&id=2554421&orgAcronyme=s2d>

Applications submitted by other means (e.g. by fax or email) or delivered to other addresses will be rejected.

Applicants must use the grant application form to ensure that their application is complete (Annex A - Part 3). Incomplete applications may be rejected.

### **2.2.7 Deadline for full applications**

The deadline for submitting full applications will be communicated in the letter sent to the shortlisted lead applicants.

### **2.2.8 Further information on full applications**

Applicants may submit their questions by email, no later than 10 days before the full application submission deadline, to the address(es) listed below, with the call for proposals reference clearly stated:

<https://www.marches-publics.gouv.fr/?page=Entreprise.EntrepriseAdvancedSearch&AllCons&id=2554421&orgAcronyme=s2d>

Expertise France is not obliged to provide clarification relating to any questions received after this date.

Responses will be given no later than five days before the full application submission deadline.

In order to ensure equality of treatment between applicants, Expertise France cannot issue any prior opinion on the eligibility of lead applicants, partners or projects.

No individual responses will be given to the questions asked. All questions and answers and other important information provided to applicants during the assessment process will be published in a timely manner and shared with all applicants. You are therefore advised to regularly access the website at the above address in order to stay informed about the published questions and responses.

### **2.3 Application evaluation and selection**

Applications will be examined and evaluated by Expertise France, with the support of external assessors. All applications will be evaluated in line with the following stages and criteria.

If examination of the application reveals that the proposed project does not meet the eligibility criteria, the application will be rejected on this basis alone.

## **STAGE 1: OPENING, ADMINISTRATIVE VERIFICATION AND VERIFICATION OF THE ELIGIBILITY OF APPLICANTS AND PARTNER(S)**

### **Opening and administrative verification**

At the opening and administrative verification stage, the following elements will be examined:

- Compliance with the deadline. If the deadline has not been met, the application will be automatically rejected.
- Compliance for the concept note with all criteria specified on the grant application form. This examination also includes an assessment of the project's eligibility. If any of the requested information is missing or incorrect, the application may be rejected on this basis **alone** and may not be evaluated.

### **Verification of eligibility**

Eligibility will be verified on the basis of the supporting documentation requested by Expertise France (see point 2.4). It will be solely conducted for applications that have been provisionally selected based on their score and within the limits of the budget specified for this call for proposals.

- Checks will be carried to ensure consistency between the information on the lead applicant's declaration (in the grant application form) and the supporting documents provided. Any missing supporting documentation or inconsistency between the lead applicant's declaration and the supporting documentation may lead to the rejection of the application on this basis alone.
- The eligibility of applicants and partners will be verified in line with the criteria set out in sections 2.1.1, 2.1.2 and 2.1.3.

Any rejected application will be substituted by the next best placed application on the reserve list that complies with the budget limits specified for this call for proposals.

## **STAGE 2: EVALUATION OF CONCEPT NOTES**

The concept notes passing this control point will be evaluated against the pertinence and overall concept of the proposed project.

Concept notes will be given an overall score out of 50 in line with the breakdown given in the scoring table below. The evaluation will also verify compliance with the instructions on how to complete the concept note, which are included in the grant application form.

The evaluation criteria are divided into sections and subsections. Each subsection is scored between 1 and 5 as follows: 1 = highly unsatisfactory, 2 = unsatisfactory, 3 = average, 4 = good, 5 = very good.

<b>1. Relevance of the project</b>	Sub-score	<b>30</b>
1.1 To what extent does the proposal meet the objectives and priorities specified in the call for proposals?	5(x2)*	
1.2 To what extent does the proposal satisfy the particular needs and constraints of the target country or countries and/or region(s), including synergy with other initiatives	5(x2)*	

of Expertise France, the EU or international organisations and the absence of duplication?		
1.3 To what extent are the parties concerned (end beneficiaries, target groups) clearly defined and selected in a strategic manner? Have their needs been clearly defined and are they adequately covered in the proposal?	5	
1.4 Does the proposal contain specific elements providing added value, such as green skills, digital literacy, environmental aspects, the promotion of gender equality and equality of opportunity, the needs of disabled persons, the rights of minorities, the rights of the indigenous populations, innovation and best practices ?	5	
<b>2. Project concept</b>	Sub-score	<b>20</b>
2.1 To what extent is the overall design of the project coherent?  In particular, does it include the analysis of problems? Does it take into account external factors and relevant stakeholders?	5(x2)*	
2.2 Is the project feasible and logical vis-à-vis the objectives and anticipated results?	5(x2)*	
<b>TOTAL SCORE</b>		<b>50</b>

\* These scores are multiplied by 2 due to their importance.

Once all of the concept notes have been evaluated, a list will be produced classifying the project proposals by total score.

In the first instance, only the concept notes that have achieved a total score of at least 30 will move on to the preselection stage.

Subsequently, the number of concept notes will be reduced in light of their ranking on the list and the number of concept notes of which the aggregate amount of requested contributions equates to at least 200% of the available budget for this call for proposals. The amount of contributions requested from each concept note will be based on the planned indicative financial allocations.

After evaluating the concept notes, Expertise France will send a letter to all applicants stating whether or not their application was submitted within deadline, notifying them of the reference number allocated to them and whether or not their concept note has been evaluated, including the results of said evaluation.

The shortlisted lead applicants will then be invited to submit a full application.

### **STAGE 3: EVALUATION OF FULL APPLICATIONS**

The following points will be evaluated in the first instance:

- The full application complies with all criteria specified in these rules in the application form. This examination also includes an assessment of the project's eligibility. If any of the requested information is missing or is incomplete, the application may be rejected on this basis **alone** and will not be evaluated.

## CALL FOR PROPOSALS RULES

Those full applications passing this control point will then be evaluated in terms of quality, including the proposed budget and the capacity of the applicants and partners, based on the evaluation criteria contained in the scoring table provided below. The evaluation criteria break down into selection criteria and award criteria.

The **selection criteria** help to assess the operational capacity of the applicants and partners and are used to verify that they have the management ability, skills and professional qualifications required for successful implementation of the proposed project. This applies to lead applicants and is based on the analysis of information provided under Annex E.

The **award criteria** help to assess the quality of the applications in terms of the objectives and priorities specified in the Rules and to award grants to the projects that maximise the overall effectiveness of the call for proposals. They help to select the applications that will ensure Expertise France is able to satisfy its objectives and priorities. They relate to the pertinence of the project, its consistency with the objectives of the call for proposals and the quality, anticipated impact and durability of the project, in addition to its cost effectiveness.

*Scoring:*

The evaluation criteria are broken down into sections and sub-sections. Each subsection is scored between 1 and 5 as follows: 1 = highly unsatisfactory, 2 = unsatisfactory, 3 = average, 4 = good, 5 = very good

**Scoring table: points system may be adapted with prior approval.**

<b>Section</b>	<b>Maximum score</b>
<b>1. Operational capacities</b>	<b>/30</b>
1.1 How effectively has the applicant demonstrated experience in delivering educational programs at the local, regional or national level?	10
1.2 What is the extent of the applicant's effective local networks and partnerships with schools, local governments, and community organizations?	10
1.3 How does the proposal explicitly commit to complying with relevant standards for education in emergencies and protracted crises, including INEE Minimum Standards, and Conflict Sensitive Education principles? Additionally, how does the proposal detail the grantee's capacities concerning child protection, safeguarding, and gender-responsive programming in crisis contexts?	10
<b>2. Effectiveness and feasibility of the project</b>	<b>/30</b>
2.1 Are the proposed activities appropriate, tangible and consistent with the objectives and anticipated results?	15
2.2 Is the project plan clear and feasible?	5

2.3 Does the proposal contain objectively verifiable indicators to evaluate the results of the project? Has an evaluation been provided for?	5
2.4 Is there a satisfactory level of participation and commitment among the applicants and partners? <i>If the lead applicant submits an application without any partner, the score for point 2.4 will be 5</i>	5
<b>3. Durability of the project</b>	<b>/20</b>
3.1 Is the project likely to have a tangible impact on the target groups?	10
3.2 Is the proposal likely to have multiplier effects? (notably the likelihood of information being reproduced, expanded and shared).	5
3.3 Will the anticipated results of the proposed project have a durable impact? - from a financial point of view ( <i>how will the activities be financed when the funding ends?</i> ) - from an institutional point of view ( <i>will structures exist enabling the activities to continue on project completion? Will the results of the project be appropriated at the local level?</i> ) - at the political level (as applicable) ( <i>what will be the structural impact of the project, e.g. will it lead to better laws, codes of conduct, methods, etc?</i> ) - from an environmental point of view (as applicable) ( <i>will the project have a positive/negative impact on the environment?</i> )	5
<b>4. Budget cost effectiveness of the project</b>	<b>/20</b>
4.1 Are the activities properly reflected in the budget?	/10
4.2 Is there a satisfactory relationship between the estimated costs and anticipated results?	/10
<b>Maximum total score</b>	<b>100</b>

### **Provisional selection**

After evaluation, a table will be produced of all the applications classified by score. The applications that have obtained the best scores will be provisionally selected.

Expertise France reserves the right not to allocate all of the available funds.

A reserve list will also be produced using the same criteria. This list will be exploited if more funds become available during the period of validity.

## **2.4 Submission of supporting documents for provisionally selected applications**

Lead applicants whose applications have been provisionally selected or included on the reserve list will be notified in writing by Expertise France. They will be asked to provide the following documents to enable Expertise France to verify their eligibility and, as applicable, that of their partner(s)<sup>9</sup>:

<sup>9</sup>No supporting documentation will be required for grant applications not exceeding EUR 40,000.



1. An external audit report produced by an approved auditor, certifying the accounts of the lead applicant for the last available financial year where the total amount of the grant is above EUR 750,000 (). The partners, if any, are not required to submit an external audit report.

This obligation does not apply to public bodies, intergovernmental organization or an international institution, or secondary or higher education institutions.

2. A copy of the lead applicant's most recent financial statements (income statement and balance sheet for the last financial year)<sup>10</sup>. The partners, if any, are not required to submit a copy of their financial statements;
3. The financial identity information sheet (see Annex D of the Rules) duly completed and signed by each applicant (i.e. the lead applicant and its partners, as applicable), accompanied by the requested supporting documentation;
4. A capacity description sheet for the lead applicant (not partners) in accordance with the model attached in Annex E of these Rules;

The documents must be provided in the form of originals, photocopies or scans (showing the company stamps, signatures and dates).

Where such documents are not written in French or English, a translation into one of the language(s) of the call for proposals of the document's pertinent parties proving the eligibility of the lead applicant and, as applicable, of the partners, must be enclosed to enable the application to be analysed.

- When these documents are written in a language other than that of the call for proposals (FR or EN), it is **strongly** recommended for evaluation purposes to provide a translation in one of the languages of the call for proposals of the document's pertinent parties proving the eligibility of the lead applicant and, as applicable, of the partners.
- If the aforementioned supporting documentation is not provided before the deadline specified in the request for submission of supporting documentation issued by Expertise France to the lead applicant, the request may be rejected.
- After verification of the supporting documentation, the evaluation committee will make a final recommendation to the Managing Director of Expertise France or the latter's delegated representative, who will decide on the awarding of grants.

## 2.5 Notification of the Expertise France decision

### Content of the decision

Lead applicants will be advised in writing of Expertise France's decision regarding their applications and, if rejected, the reasons for the negative decision.

Should an applicant believe they are the victim of an error or irregularity committed during a call for proposals procedure, they must refer the matter directly to Expertise France. Expertise France must issue a response within 30 days of receiving the complaint. Furthermore, if the response from Expertise

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<sup>10</sup>This obligation does not apply to individuals who have been awarded a scholarship or who are in greatest need of direct assistance. Public entities and international organisations are likewise exempt. This also does not apply when the accounts, in practice, are the same documents as the external audit report already provided under 2.4.2.

France is unsatisfactory to the applicant, within two months following notification of their decision, said applicant may lodge an appeal with the Registrar of the Paris Administrative Court, 7 rue de Jouy, 75004 Paris, France - <http://paris.tribunal-administratif.fr/>.

### Indicative timetable (BRUSSELS TIME)

	DATE	TIME
<b>1. Information meeting (if required)</b>	June 12 <sup>th</sup> , 2024	11:00 AM (EN) 01:00 PM (FR) 03:00 PM (PT)
<b>2. Deadline clarification requests issued to Expertise France</b>	June 26 <sup>th</sup> , 2024	
<b>3. Last date on which clarifications are given by Expertise France</b>	July 3 <sup>rd</sup> , 2024	
<b>4. Submission deadline for concept notes;</b>	July 15 <sup>th</sup> , 2024	01:00 PM
<b>5. Notification of lead applicants regarding opening, administrative verifications, eligibility (Stage 1) and evaluation of the concept note (Stage 2)</b>	August 7 <sup>th</sup> , 2024	
<b>6. Invitations to submit a full application (after eligibility checks)</b>	August 7 <sup>th</sup> , 2024	
<b>7. Deadline for submitting the full application</b>	September 15 <sup>th</sup> , 2024	01:00 PM
<b>8. Notification of lead applicants regarding evaluation of full applications (Stage 3)</b>	October 2 <sup>nd</sup> , 2024	-
<b>9. Notification of award</b>	October 2 <sup>nd</sup> , 2024	-
<b>10. Signing of the contract</b>	November 1 <sup>st</sup> , 2024	-

This indicative timetable provides provisional dates (except for dates 2, 3 and 4) and may be modified by Expertise France during the procedure. The applicants shall be duly informed in the event of a change to the deadlines.

## 2.6 Conditions for implementation after a decision by Expertise France to award a grant

Following a decision to award a grant, the beneficiaries will be offered a contract based on the model grant contract (Annex F to these Rules). By signing the application form (Annex A of the Rules), applicants accept the contractual terms set out in the model grant contract in the event that a grant is awarded.

Where implementation of a project requires the beneficiary and, as applicable, its partners to place contracts, such contracts must be placed in accordance with Annex IV of the model grant contract.

## **2.7 Personal data protection and confidentiality**

Expertise France undertakes to comply with the regulations in force applicable to the processing of personal data and, in particular, Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 applicable as of 25 May 2018.

### ***Identity and contact details of the Data Controller and its representative:***

Expertise France

40 Boulevard de Port Royal

75005 Paris, France

Represented by its CEO,

Operational Data Controller:

The Information Systems Department represented by its Director

### ***Contact details of the personal data protection officer:***

[informatique.libertes@expertisefrance.fr](mailto:informatique.libertes@expertisefrance.fr)

The legal grounds justifying the data processing correspond to sections c) and e) of Article 6.1 of the GDPR, namely that:

- Processing is necessary to comply with a legal obligation to which Expertise France is subject;
- Processing is necessary for the performance of a mission carried out in the public interest or in the exercise of the public authority vested in Expertise France;

The purposes of the processing are:

- The management and monitoring of this call for proposals,
- Managing and monitoring of the award of the grant that is the subject of the call for proposals.

The recipients or category of recipients of personal data are exclusively the authorised staff of the contracting authority, ministries, and State operators charged with the signing and performing of the contract, as well as the service providers assisting them in their activities.

Retention period: these data are stored throughout the period during which the contract is signed and performed, as well as for the duration of administrative usefulness (DUA) applicable to the contract.

In accordance with the provisions of Articles 15 to 21 of the GDPR, persons whose personal data are collected have a right of access, rectification and erasure of this information concerning them. They also have a right to restrict processing and to oppose this processing on legitimate grounds. Information rights and any other right of the persons affected by the processing implemented may be exercised with the Expertise France Data Protection Officer.

Individuals whose personal data are collected in connection with the present procedure have the right to lodge a complaint with the French Data Protection Authority (CNIL).

Expertise France undertakes to guarantee the confidentiality of the proposals sent to it and to ensure the security and storage of these proposals.

### 3. LIST OF ANNEXES

#### DOCUMENTS TO BE COMPLETED

- Annex A: Grant Application Form (Word format)
- Annex B: Budget (Excel format)
- Annex C: Logical framework (Excel format)
- Annex D: Financial identification sheet
- Annex E: Form setting out the financial and organisational capacities of the applicant

#### INFORMATION DOCUMENTS

- Annex F: Model grant contract
- Annex G: Daily allowance rates (per diem), available at:  
[http://ec.europa.eu/europeaid/funding/about-procurement-contracts/procedures-and-practical-guide-prag/diems\\_en](http://ec.europa.eu/europeaid/funding/about-procurement-contracts/procedures-and-practical-guide-prag/diems_en) (all necessary information is available via the link, publication of the annex is optional)
  
- Annex I: Description of the Action (Annex A to this document)
- Annex II: General Terms and Conditions
- Annex III: Budget (Annex B to this document)
- Annex IV: Rules applicable to procurement contracts
- Annex V: Letter for submission of reports and payment requests
- Annex VI: Model narrative and financial report
- Annex VII: Transfer of ownership of assets
- Annex VIII: Integrity commitment

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