



Global Quest



Aan de nieuwe Raadsleden en schaduwraadsleden van Haarlem
p/a raadsgriffier Haarlem
Stadhuis Haarlem

Haarlem, 11 april 2014

Geachte raadsleden,

Wij willen u van harte feliciteren met uw benoeming als raads lid of schaduwraadslid van de Haarlemse gemeenteraad. Ook willen we van de gelegenheid gebruik maken om u uit te nodigen kennis te maken met de Stedenband Haarlem-Mutare. Tussen de steden Haarlem en Mutare is al bijna 24 jaar een succesvolle samenwerking op het gebied van huisvesting, wijkopbouw, onderwijs, hiv/aidsvoorlichting, gezondheidszorg, thuiszorg, sport en cultuur. Deze projecten worden zowel in Haarlem en Mutare uitgevoerd. Wij zijn lid van Platform Zimbabwe en werken samen met Advocaten Zonder Grenzen. Met onze projecten laten we in Haarlem de kracht van Afrika zien en in Mutare ondersteunen we vooral "civil society" om zichzelf te organiseren. Wij zouden u graag uitnodigen om met ons kennis te maken. We zouden het erg leuk vinden een toelichting te geven bij ons op kantoor of langs te komen bij uw fractie. En het kan ook nog sportiever.

Onderwijs en millennium doelen

De stedenband organiseert al vele jaren onderwijsprojecten in zowel Haarlem en Mutare. Op de basisscholen het project "Een reis naar Mutare". Voor het middelbaar onderwijs hebben we het project Zimsurf. In Mutare werken we samen met 9 primary schools en 2 secondary schools waarbij we sport, duurzaamheid en onderwijs combineren.

Global Quest

Deze week kregen we bericht van de Europese Unie dat we verder kunnen werken aan onze subsidieaanvraag voor Global Quest. Dit is een internetwedstrijd tussen middelbare scholieren van 10 Europese steden met scholieren van 5 steden uit ontwikkelingslanden. Met het doel om via een internetwedstrijd bij jongeren meer begrip te krijgen voor mondiaal burgerschap en de millennium doelen. Bij goedkeuring komt er voor dit 3 jarig project een bedrag van 4.2 miljoen beschikbaar. De gemeentelijke subsidie aan de stedenband maakt het mogelijk om dit project uit te voeren en de verplichte eigen financiële bijdrage op te brengen.

Graag vertellen wij over dit project en de andere activiteiten van de stedenband die wij al nu doen en in de toekomst willen uitvoeren.

Met vriendelijke groet,

Namens het bestuur, vrijwilligers en comité van aanbeveling

Dik Bol
Coördinator



EUROPEAN COMMISSION

Finance, Contracts, Audit
Human and Society Development
Finance, contracts, audit

(FR2012) Restricted Call for proposals (art. 189 RAP)

Brussels, 04/04/2014

Dik Bol
Stedenband Haarlem-Mutare
Lange Herenest 122
2011 BX Haarlem
NL-Netherlands (The)

Call for proposals: DEVCO B 06/134863/C/ACT/EU Europe -1
Non-State Actors and Local Authorities in Development: Raising
public awareness of development issues and promoting
development education in the European Union

Application reference: DCI-NSAED/2014/12
Global Quest EYD 2015

Dear Sir / Madam,

Thank you for submitting an application for the above call for proposals. Please note your application reference number, above. Please use this reference number in any correspondence regarding your application.

I am pleased to inform you that your Concept Note was evaluated by the evaluation committee and the Contracting Authority has pre-selected it.

Please submit the full application form, observing the instructions given in the Guidelines to Applicants. Applications must be submitted by 20/05/2014 at 16:00h Brussels time. Any application submitted after this date shall be automatically excluded from further examination.

You are kindly reminded that your full application must be submitted both:
- via **PROSPECT** <https://webgate.ec.europa.eu/europeaid/prospect> following the instructions given in the users' manual (Annex P), **and**
- via email to EuropeAid-134863DEAR@ec.europa.eu.

Please ensure that the relevant entities are duly registered in PADOR and that all information is uploaded and up-to-date by the submission deadline. Otherwise, your application may be excluded.

In order to obtain your feedback on PROSPECT, we kindly invite you to fill in the following survey after you have submitted your full application:

<http://ec.europa.eu/eusurvey/runner/FullApplication2014>.

The above does not affect any potential grounds for excluding your application which may be established during the further steps of the procedure.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Gidrol', enclosed within a stylized, hand-drawn oval or loop.

Eric GIDROL

Chair, Evaluation Committee

30 January 2014 at 16:00 hrs (Brussels date and time)

Title of the action:	Global-Quest EYD 2015
Number and title of lot	LOT 1: Global Learning projects within the formal education system led by an NSA or an association of NSA from EU member states and acceding countries
Location(s) of the action:	The Netherlands (Haarlem and Loghem), France (Angers), Germany (Osnabruck), United Kingdom (Derby), Austria (Gmund), Italy (Pisa), Spain (Sevilla), Sweden (Södertälje), Spain (Vila Real), Belgium (Kortrijk), Belgium (Genk), Poland (Lanckorona), Zimbabwe (Mutare), Philipines (Cebu)
Name of the applicant	Stedenband Haarlem-Mutare
Nationality of the applicant	Dutch

Dossier No	
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(for official use only)

EuropeAid ID	NL-2014-BLU-0601758774
Ongoing contract/Legal Entity File Number (if available)	KvKnr 41225602
Legal status	Foundation
Co-applicant	Kortrijk, Belgium
Co-applicant	Lanckorona, Poland (waiting for approval)
Co-applicant	Genk, Belgium
Co-applicant	Lochem, Netherlands

Applicant's contact details for the purpose of this action	
Postal address:	Lange Herenvest 122 2000 GM Haarlem The Netherlands
Telephone number: (fixed and mobile) Country code + city code + number	0031-023-5324008
Fax number: Country code + city code + number	-
Contact person for this action:	Dik Bol
Contact person's email:	dik@haarlem-mutare.nl
Address:	Lange Herenvest 122 2000 GM Haarlem The Netherlands
Website of the Organisation:	www.haarlem-mutare.nl

1. Summary of the Action

Title of the action:	Global-Quest promoting EYD2015
Lot: - Please tick the box corresponding to the specific lot for which you are applying:	<input type="checkbox"/> LOT 1: Global Learning projects within the formal education system led by an NSA or an association of NSA from EU member states and acceding countries
Location(s) of the action: — <i>specify country(ies), region(s) that will benefit from the action</i>	The Netherlands (Haarlem and Loghem), France (Angers), Germany (Osnabruck), United Kingdom (Derby), Austria (Gmund), Italy (Pisa), Spain (Sevilla), Sweden (Södertälje), Spain (Vila Real), Belgium (Kortrijk), Belgium (Dik), Poland (Lanckorona), Zimbabwe (Mutare), Philipines (Cebu)
Total duration of the action (<i>months</i>):	36 months
EU financing requested (amount)	Euro 3.6 million
EU financing requested as a percentage of total budget of the Action (indicative)	85%
Objectives of the action	<ul style="list-style-type: none"> - Developing differentiated knowledge and understanding of global interdependence. - Giving and developing the students' skills that enable them to participate in public affairs and play an active role for positive development. - Promoting a positive attitude towards justice, human rights and solidarity. - Increasing public involvement in addressing issues of global affairs.
Target group(s)	Students between 15 and 18 years old
Final beneficiaries	The participating students, their social groups, entire populations of the project cities, national populations
Estimated results	<ol style="list-style-type: none"> 1. Increased and differentiated knowledge about the interdependencies of development issues 2. awareness of the own responsibility and role in the consequences of our lifestyles for other people and other parts of the world 3. a changed attitude towards justice, human rights and solidarity through active participation in society 4. social active behaviour enhanced to influence global problems
Main activities	<ol style="list-style-type: none"> 1. Establishment of Project Management Group 2. Design adjustment of a web-based programme: Global Quest; organisation of Help Desk; demonstration programme 3. Selection of schools in 11 cities 4. Introduction of Global Quest to education authorities 5. Running 5 full rounds of GC in 13 week periods 6. Baselines/Internal evaluation after 2 runs of GQ for measured outcomes 7. External evaluation upon completion 8. massive media coverage sought for the EYD 2015 promotion 9 Organization of intensive educational weeks for the winners of the competitions

2. Description of the action

Our action is a project called Global-Quest, an initiative which brings together students of different countries and continents resulting in an improved mutual understanding and appreciation between different cultures. It integrates tomorrow's generation in a globalised world and provides the participants with valuable insights in the daily realities of their peers in other countries. The main message is that 'what an individual does here, has consequences over there' (A lesson from 2008: World Citizens School TV). Global-Quest is an extension of two successful educational programmes (Zimquest, Millennium Battle) with proven track records. Impact analysis measured in 2010 revealed that the latter programme resulted in attitude changes and deepened insight in the Millennium goals and what one can change/influence oneself. The lessons of these programmes and others (Assignments VMBO, Millennium Goals, Millennium Atlas) are incorporated in Global Quest. In The Netherlands a large number of initiatives has been developed since 2006, after educational legislation was established which urges citizenship introduction, the immediate cause being to smoothen integration of newcomers in the Netherlands. NCDO, the formal semi-governmental organization for the promotion of development cooperation was made responsible to work with the schools. Several of the above programmes have been developed by Alice O. a specialized foundation for such programmes.

What does Global-Quest (GQ) entail? After a thorough introduction of their respective cities, students will be split up in pairs and coupled with peers in a corresponding city. In the subsequent ten weeks students will get better acquainted with each other by making online assignments, communicating about their respective societies and countries and integrating personal life stories. In addition, each team will collectively conceive of a small scale project (or idea) contributing to the realization of one of the millennium goals. At the end of these ten weeks the projects will be assessed by an international jury. With the project fully deployed, each year approximately 55 winning teams will get the opportunity to participate in a week long exchange programme (face –to-face follow up resulted in an even stronger attitude change as measured by the Kohnstam institute's evaluation, 2010). During the project promotional and awareness raising activities will take place via the website and social media, including Twitter and Facebook. GQ is about the Millennium goals themes, but strongly related to local problems at city level.

The specific objectives of our Action are:

- To develop awareness and critical understanding of an interdependent globalised world.
- To enable the participants of the project to analyze and understand global developmental issues and to enhance awareness of the consequences of those issues *at the personal level of every individual*.
- To provide the tools to the participants to fulfill their roles as responsible citizens of the world.
- To develop a sense of common humanity and solidarity, shared with other world citizens.

The first objective is centered to the factual knowledge necessary to understand the complexity of interdependence in a globalized world. It builds on the history and geography curriculums. It should cover issues of human rights, democratization, production and consumption patterns, waste treatment, energy and water supply and demand, acidification, ozone layer and climate change, to mention some major issues covered by the Millennium Goals. GQ puts this *depersonalized* knowledge into a *personalized* and therefore meaningful context for the individual. Through the assignments under GQ and the integration of the students' personal histories, this information becomes understandable at the personal level, thus developing communication skills and participation necessary to become a full and responsible global citizen. By communicating directly and intensively with peers in another (or developing) country, the students will be enabled to learn more about life - including both the downsides and upsides - in another part of the world. By sharing stories and experiences the students will develop a sense of common humanity and solidarity shared with other world citizens. GQ is having an impact on attitudes which makes it likely that even some forms of activism can be deployed as learning lesson, as was shown by it's predecessor programmes.

Key stakeholders and groups

GQ is intended for the last three years of secondary school in the formal education system, i.e. students between 15 and 18 years old. The direct beneficiaries include the students who will be participating. Indirect beneficiaries are the teachers who will be provided with teacher materials, a help desk and a teacher focus group.

A secondary target group are parents, family and friends, who will be asked to follow the GQ assignment involvement with the help of social media and internet. In addition, they are invited to rate the student results. A tertiary target group is the broader public, who is also invited to rate the posted products, to pose questions or to comment on the products. An (inter)national TV programme may be developed to give GC mass media attention. Schools are a fourth target group as GC is striving to become integrated in the curricula. A last target group is the scientific community who participates in design and development of content and evaluation of the results. Consultations with the relevant authorities are ongoing in most of the cities. In The Netherlands the experience with earlier programmes reveals that students and teachers are

enthusiastic about this lively way of knowledge transfer. Even international reactions – ‘Finally something which is easy to use and of what we can see directly what the effect is’ (Kohnstam-report 2010). In the Netherlands over 1000 schools have been using these programmes.

The Action will consist of the following activities:

Stage 1 Preparation of the project implementation (month 1 to 6) First term of school year 2014-2015	
Activities	Outcomes
<p>Establish a project management group in Haarlem. Establish a contact group under the PM with Project Coordinators of participating cities.</p> <p>Establish a user forum of teachers for first hand discussion on problems, questions and ideas.</p> <p>Adjust the design of GQ, putting content in GQ and making a demonstration version of GQ.</p> <p>Hosting the web site, web management.</p> <p>Organize the rating procedure and documentation system.</p>	<p>The production of project results, which are measured at the beginning and end of each GQ period to be able to measure outcomes in terms of attitude change and active participation of the participants in daily life situations. The contact group finds the schools (over 150), prepares and maintains the political willingness and cooperation both at the municipality, the school department and the participating schools.</p> <p>GQ is functional at all schools. Problems with new connections of new schools participating will be solved before the actual running of the GQ. This should lead to smooth functioning of GQ. The web site has to be managed by GQ developers. They are also responsible for the smooth hosting and other issues which should guarantee an uninterrupted functioning of GQ.</p>
Stage 2 Testing and evaluation (month 6 to 18)	
2 rounds of GQ completed with internal evaluation	After two GQ runs: internal evaluation carried out. The purpose of the evaluation is to learn about barriers and improvements.
Stage 3 Implementation stage (month 19 to 36) runs till the end of school year 2016-2017	
<p>In a 10 weeks curriculum GQ will be run, guided by the teachers of each class.</p> <p>The assignments will be posted on the website and so will be the products.</p> <p>Organizing the baseline measurements and the evaluation measurements.</p> <p>Organizing the week for the winners.</p>	<p>Quality products which cover the main areas of the assignment; changed attitudes at the students more inclined to be understanding and appreciating other cultures, more inclined to participate in political activities in the development area and other areas such as justice, human rights, democratization and the like.</p> <p>A reliable and objective instrument to measure changes in the former as well as the intensity of the changed attitudes.</p> <p>Speakers, experts, policy makers, politicians contribute</p>

It is believed that a preparation of 6 months and 2.5 years of implementation will be possible. The major risks are in the preparation period, when the education authorities have to allow for the GQ programme. The PC will have informal contacts with schools and teachers willing to participate in principle. Half a year is expected to be long enough to assure full cooperation from the pertinent authorities. Also here the experience in The Netherlands will ease the necessary processes with examples and informal consultation.

3. Relevance of the Action

3.1 Relevance to the general and specific objectives of the call for proposals

The Action is clearly relevant to the *global objective* as it enhances: public awareness of development issues as it treats these in an innovative way for the younger generation (15-18 years old). These lessons, however, become available to a much wider audience through the use of social media and involvement in the rating stages of assignments carried out by the primary beneficiary group. The core idea is stimulating development education in both EU and developing countries with the purpose to enhance understanding and appreciation for the problems relevant and faced by people in all countries. With only a limited knowledge about the MDG's (6% according to Special Eurobarometer 405, 2013) development education becomes very relevant in the perspective of dwindling public support for Cooperation (still 88% but decreasing). GQ will mobilize greater public support and most of all: It will contribute to attitude change regarding development, globalization and own responsibility at the coming generation. Development gets a human face, which is the main mover for the changing attitudes, resulting in an inclination to become socially active.

The *results* expected to be reached, are:

- Increased public awareness of global interdependencies between EU/developing countries as this is the main theme of the assignments.
- Increased public awareness of the role of development cooperation (in particular for the EU cooperation) as GQ will be promoted as an EU initiated programme fitting in EYD 2015 objectives.
- Increased public awareness of the post MDG consensus including commitment to this revised aid architecture. The MDG's will be integral part of the assignments under GQ.
- With the support of education authorities, GQ will integrate development issues in the formal education systems in member states. This is expected to result in a high degree of engagement in development questions by citizens.

There is a close relation between the problems experienced in European cities, the CfP objectives and the results which the Action will generate. Migration is often motivated by economic, political and war factors and the cities are receiving the immigrants on the request of their national authorities. Insufficient means, and limited or absent measures make the integration an uphill task for most of them. City councils often hope for the best in view of the problems arising.

The *specific objectives* include the awareness and understanding of the interdependent world and the role, responsibilities and lifestyles of European citizens in relation to a globalised world. GQ will result in the insight that the behaviour, attitudes and lifestyles of each individual contribute are influencing this interdependency in direct contact with peer groups in the South. Attitudes regarding poverty eradication, sustainable ways of living and related issues are expected to change. The results of the assignments will disclose the important elements and attitude changes to a much wider public audience.

The *results* expected are:

changing attitudes (will be measured) and improved public understanding of issues facing DC's and its people, through direct exchanges and dialogues with people of the same age. That makes it less 'formal education', but rather 'peer education', although the assignments come from didactically matured teachers and scientific developers. It is expected that the primary beneficiaries will enrol in activities promoting the development agenda, both locally, nationally as well as in the EU, which may lead to greater coherence. GQ through its dedicated modules will increase the support for development cooperation structurally (Kohnstam institute, 2012). The participation in development debates also beyond the GQ environment will be measured as a potential learning effect. Lifestyles may change (also measured) maybe resulting in a turn towards sustainable ways of living.

3.2 Relevance to the priorities of the call for proposals

The three priorities of the CfP include:

1. The EYD 2015 objectives are taking stock of the MDG achievements, assessment of the impact of the European 'Agenda for Change' and 'A decent life for all' communications. It is to raise awareness (inside and outside the EU where appropriate) and to bring development cooperation on the agenda. Some DC's are integrated in GQ as to give perspective to the European youth. Moreover, GQ development cooperation will be perceived on a basis of equality and reciprocity.

2. The second priority from 'A decent life for all' mentions the objectives of drivers for inclusive and sustainable growth, equality, equity and justice as well as peace and security and basic living standards. In GQ most of these issues will be addressed in the assignments. With the student groups from several countries the analysis, dialogues and solutions will focus on problems such as availability of water, energy, food security, safety etc. These priorities are fully covered through the Action. Results in terms of outcomes and impacts will be analysed and measured.

3. The third priority is focusing on the interdependence between DC's and Europe regarding environment, climate change, sustainable energy, food security, sustainable agriculture, asylum and human development. Those are main themes, which will be analysed and worked out by the students in the assignments under GQ. Not all these problems but certainly a major part, some being transversal problems.

It is thus concluded that all these sets of objectives from EU's major development mechanisms and tools, are covered by this project in an abundant way. This has some logic as GQ was specifically developed to bring the development agenda to the forefront and to enhance understanding of the role of individuals in these broad topics. Especially the western consumption styles have vast and often devastating consequences for the countries concerned. The City-link Haarlem-Mutare, with its 20 years of experience of working on this development agenda, is therefore the main applicant for this proposal.

3.3 Relevance to the particular needs and constraints of the target country/countries, region(s) and/or relevant sectors (including synergy with other DEAR initiatives and avoidance of duplication)

The image of developing countries as entertained by a large number of European citizens is predominantly based on reports about human suffering, the absence or violation of rights, disasters and so on, whereas the positive aspects receive little attention. As a result, one-sided and stereotypical conceptions of life in other parts of the world are established. This is probably true for all countries/cities participating in this Action. When looking at the impact of migration in the cities – migration often caused by economic and political factors, war zones or simply hunger - the picture which emerges is that immigration is causing tensions locally on the markets for labor, housing, education and social and health care.

The outbursts of violence from the side of immigrants in cities like Paris, but also in cities like Malmö, Sodertälje and others, and the counter violence from right wing ultra nationalistic groups lead to a negative spiral which is difficult to break. The current negative attitude against Roma, Albanians, HBQ people, Islamic religion and its followers are other examples of daily problems which people experience at local level, with violence, arson, vandalism and other 'scaring' events. In some countries the governments think of ways to counteract against such developments (this CN is too limited in space to give an account for the situation in 10 cities), as it is the state's role to provide conditions which allow for the access to basic human and democratic rights. The large influx of individuals from other cultures can be related to many causes, such as to the search for labor, fleeing for political pressure, or for war, government actions to provide asylum to groups (e.g. Syrians, Iraqians and earlier to Vietnamese and many others). Most of them have to do with globalization (which easily destroys local and regional economic markets, while establishing others elsewhere), climate change (distribution of precipitation changes too quickly, making traditional agriculture impossible. Personal life and these 'big' problems are thus interconnected, beyond the reasons just mentioned. These interrelated problems lead to vast flows of migrants invading countries and regions in a situation which does not allow for big investments necessary to give all these people a decent living right away. Integration of newcomers is a delicate question in most cities and it needs urgent attention (politically and financially).

Governments sometimes have specific policies in place or even laws which oblige newcomers to take part in courses for citizenship introduction for instance. This CN is the place to give a full account of 10 countries and their national and regional activities. In the use of GQ the content of the courses will be fine tuned with the policies in place, to make the studies locally and therewith personally relevant. Also suggestions generated by the students can be feed into the political dialogues, as a strategy to make the results available for real life-real time politics.

In the introduction above it has been clearly given how this Action builds on the lessons learnt from a number of similar approaches. Learning lessons integrated are: Visualization is important (MAP Millennium Target Atlas), peer-to-peer approach is strongly impacting (World Citizens School TV got the prestigious international Comenius Siegel prize for outstanding multimedia product!), materials need to fit the school

curricula to a high extent, education authorities positive towards the initiative, needs of teachers (covered by our teacher forum), etc. The approaches, methodologies, target groups and learning content are developed even by the same specialized organization (Alice O.) and mostly through active support of the Netherlands NCDO organization with over 20 years of experience in development cooperation promotion.

GQ is not an experimental project. It emerges from ZimQuest, an educational programme initiated by the City Link Haarlem-Mutare in 2004 in which pupils from both cities were acquainted with each other. The students had to make online assignments, for which they were to answer questions about their respective societies and countries, as well as about their personal lives. ZimQuest was invariably looked upon as a success and did a lot to broaden the horizons of the participants. Unfortunately, the project could not be carried on in following years due to the precarious political situation in Zimbabwe from 2005 onward. In short, Global-Quest applies a tried and tested educational approach of lasting impact, which has proven its suitability for reaching a vast number of people.

3.4 Describe and define the target groups and final beneficiaries, their needs and constraints, and state how the action will address these needs

The main target group consists of pupils in secondary schools aged 15-18 years. Young people are extremely important as influencers of public opinion and are great communicators with the use of social media.

Moreover, the age group concerned is nearing adulthood and will soon be / already is permitted to vote and capable of initiating actions to contribute to sustainable development.

Since the City Link Haarlem-Mutare has extensive experience with development education, it can build on this experience to carry out the Action. It has proven to be capable of relating to the needs and interests of this age group. In accordance with the goals of DEAR we strive to introduce Global-Quest in at least ten different European countries. Global-Quest is intended for the last three years of secondary school in the formal education system, i.e. students between 15 and 18 years old. The direct beneficiaries include the students who will be participating (needs: to become responsible and responsive citizens). The teachers guiding their groups are a separate group of beneficiaries (needs: Good educational materials, didactic support, technical support through a help desk). A secondary target group is formed by the people around these students – parents, family and friends. Their needs: To have their favourites developing as citizens with practical knowledge and initiative – who will be asked to follow the GQ assignment involvement with the help of social media and internet, as they are invited to rate the student results. Even the broader public (needs: To abandon a passive stand if it comes to solidarity, co-responsibility for what happens in the city and the world) is invited to rate the products on the website, to pose questions or to comment on the products. The broader population in each country will be informed about GQ via the mass media.

Apart from these beneficiaries there are some specific stakeholder groups: Education specialists develop the programme to ensure that the content and didactic introductions are up to par. Secondly, the programme will be given a baseline measurement and evaluative moments to monitor the attitudes of the participants. For the sustainability of GQ these measurements are paramount as with GQ the project management is aiming at long term sustainability and dissemination. The project can be incorporated into existing curricula (e.g. language or world studies). Politicians should be interested as the electorate becomes more active.

Selection criteria of schools are: a) willingness to participate; b) sufficiently large schools (at least 450 pupils); c) good internet connection; d) not too conflictive schools in difficult city regions; e) teachers who are interested.

In terms of numbers: A minimum of three schools per city will participate in Global-Quest during a three months period. After a six month's preparation time the project is to run from school year 2014-2016 with two three months periods per school year. With classes of 25 students about 225 ($=450/2$) students will participate in the primary beneficiary group. A number of relatives, friends and acquaintances will multiply the second beneficiary group by 10 (based on Millennium Battle results): 2250 persons are reached per school. With three schools per city this becomes $3 \times 2250 = 6750$ students in one semester. With 6 semesters for the entire GQ this results in 6×6750 people reached, being 40,000 people during the GQ project execution period per city. With 11 cities participating the total number of people reached will be around 440,000 people. With the integration of social media in GQ the number of beneficiaries can get another boost. Nevertheless, given

the arduous use of these media by young people, the dissemination can hardly be overestimated and is easy to monitor. Traditional media will be involved for a further publicity boost.

University students and teachers involved in the programme, will be reached through publications focusing on education, curriculum development and evaluation tool development. We will not speculate about the generation of other innovative ideas based upon this dissemination of valuable result information. In each country where the local/national media will take care of following the GQ performances of their young generations compared to other countries, GQ can get a major visibility, and therewith the EU with its dedication to development cooperation and more specifically its Year for Development 2015. The number of people reached after three years may well run into millions.

Expected results

For the primary beneficiaries it is expected that they become more positive to development issues, both in the developing and their own countries. The students will be more inclined to participate in political and social movements, an attitude change attributable to GQ. One may expect increased support for development assistance (including EU assistance, MDG's) among European citizens.

4. Checklist for the concept note

ADMINISTRATIVE DATA	
<u>Name of the Applicant</u>	
EuropeAid ID number	NL-2014-BLU-0601758774
Nationality/Country and date of registration	Netherlands 8-1-2014
Legal Entity File number	41225602
Legal status	Foundation
<u>Co-applicant</u>	
Name of the co-applicant	City of Kortrijk
EuropeAid ID number	
Nationality/Country and date of registration	Belgium
Legal Entity File number	
Legal status	Council
<u>Co-applicant</u>	
Name of the co-applicant	City of Lanckorona (under approval)
EuropeAid ID number	
Nationality/Country and date of registration	Poland
Legal Entity File number	
Legal status	Council
<u>Affiliated Entity</u>	
Name of the Affiliated-Entity	City of Loghem
EuropeAid ID number	
Nationality/Country and date of registration	Netherlands
Legal status: Specify to which entity you are affiliated (applicant and/or the co-applicant). Specify the kind of affiliation you have with that entity.	
<u>Affiliated Entity</u>	
Name of the Affiliated-Entity	City of Genk
EuropeAid ID number	
Nationality/Country and date of registration	Belgium
Legal status: Specify to which entity you are affiliated (applicant and/or the co-applicant). Specify the kind of affiliation you have with that entity.	

5. Declaration by the applicant for the concept note

The applicant, represented by the undersigned, being the authorised signatory of the applicant, and in the context of the present application, representing any co-applicant(s), affiliated entity(ies) in the proposed action, hereby declares that:

- ↑ the applicant has the sources of financing and professional competence and qualifications specified in Section 2 of the Guidelines for Applicants;
- ↑ the applicant undertakes to comply with the obligations foreseen in the affiliated entities' statement of the grant application form and with the principles of good partnership practice;
- ↑ the applicant is directly responsible for the preparation, management and implementation of the action with the co-applicant(s) and affiliated entity(ies), if any, and is not acting as an intermediary;
- ↑ the applicant, the co-applicant(s) and the affiliated entity(ies) are not in any of the situations excluding them from participating in contracts which are listed in Section 2.3.3 of the Practical Guide to contract procedures for EU external actions (available from the following Internet address: http://ec.europa.eu/europeaid/work/procedures/implementation/index_en.htm). Furthermore, it is recognised and accepted that if we participate in spite of being in any of these situations, we may be excluded from other procedures in accordance with Section 2.3.4 of the Practical Guide;
- ↑ the applicant and each co-applicant(s) and affiliated entity(ies) (if any) are in a position to deliver immediately, upon request, the supporting documents stipulated under Section 2.4 of the Guidelines for Applicants;
- ↑ the applicant and each co-applicant(s) and affiliated entity(ies) (if any) are eligible in accordance with the criteria set out under Sections 2.1.1 and 2.1.2 of the Guidelines for Applicants;
- ↑ if recommended to be awarded a grant, the applicants accepts the contractual conditions as laid down in the Standard Contract annexed to the Guidelines for Applicants (annex G);
- ↑ the applicant, the co-applicant(s) and the affiliated entity(ies) are aware that, for the purposes of safeguarding the financial interests of the European Union, their personal data may be transferred to internal audit services, to the European Court of Auditors, to the Financial Irregularities Panel or to the European Anti-Fraud Office.

Signed on behalf of the applicant

Name	Mr Dik Bol
Signature	
Position	General Manager
Date	29th of January 2014