



Education and Culture DG

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SPECIAL EDITION

# The Magazine

Education and Training | Youth | Culture | Citizenship

## Ask for the programme!



Education  
and  
Training

**A lasting commitment  
to learning**  
Renewing peoples' skills  
at all ages  
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Youth

**Youth in Action**  
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Culture

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**Building  
a citizens' Europe**  
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## Foreword

### Towards a 21<sup>st</sup> century Union

As the recent 50<sup>th</sup> anniversary celebrations demonstrate, the European integration project has had a successful first half century. Today, we have a Union of 27 Member States which underwrites peace and prosperity for nearly half a billion citizens.

The Union's many success stories include the creation of a borderless Europe, where people, goods and services can travel more or less freely across former national boundaries as part of the 'single market'. The euro is not only a convenient medium of exchange and a leading international currency, but is a tangible manifestation of how far the European integration process has progressed. Between its launch in 1993 and 2006, the estimated gains of the single market amounted to some 2.2% of the EU's collective gross domestic product and 2.75 million extra jobs.

This enhanced mobility and freedom to travel has revolutionised the way modern-day Europeans live and perceive themselves. With Europeans regularly holidaying, studying (such as with the flagship Erasmus programme) and working in other EU Member States, the idea of a common European heritage and future is taking shape. Indeed, more and more people across the continent feel a sense of pride at being 'European'. The cultural diversity of the EU, which has become much more obvious following the recent enlargements, must be seen as a great asset, a source of strength that will be vital for the future flourishing of European society.

Despite the massive progress the EU project has made, new challenges continue to emerge. One such challenge is promoting a sense of ownership of the

European integration process among European citizens, particularly young people, and involving them more closely in the shaping of the future Union, particularly at this time of rapid change. Another is equipping Europeans with the skills and knowledge they need to compete and thrive in the global economy.

At the Commission's Education and Culture Directorate-General, we have a very broad remit, covering education, culture, citizenship and youth. They play a vital role in fulfilling the objectives of the EU, namely to improve its solidarity and prosperity, and to bring the EU closer to its citizens.

The activities we carry out involve citizens directly and make a tangible difference to their lives. With the new generation of programmes launched in 2007, we hope to continue to make a difference to people's lives and help them to influence the future of the EU project.


The Union's 'lifelong learning' education and training activities are crucial for the future of the EU, as they equip citizens with better knowledge and skills. The EU's new culture, youth and citizenship programmes are indispensable for promoting our common values, a sense of European identity and European citizenship, and to helping the empowerment of young people – who make up a quarter of the EU population – at the European level.

I do hope you enjoy reading this special issue.

Odile Quintin  
Director-General

# Equipping Europe for the future

Stretching from Lisbon to Stockholm, Bucharest to Dublin, the European Union covers a larger area and cuts across more national cultures and traditions than ever before. With the accession of Romania and Bulgaria at the start of 2007, the EU now has 27 different member states with a combined population of nearly half a billion people.



The widened diversity of the EU makes our work at the Commission's Education and Culture DG in the fields of training, education, culture, sport, youth and multilingualism even more vital. While these are diverse subjects, the common threads that connect them are the building blocks for European prosperity and identity – public empowerment, skills development, engagement of young people and greater mobility.

Our three main priorities are to help build a knowledge-based society, develop culture and increase public involvement in closer European integration. A new generation of programmes to meet these challenges was launched at the start of 2007 and will run until 2013. There are four individual programmes: Lifelong Learning, Europe for Citizens, Youth in Action and Culture.

## Never stop learning

In a rapidly changing global economy, knowledge is becoming the EU's most valuable asset. This has created a growing need for continual (re) education and training at all stages of life. The EU's various initiatives in the area have been revamped under a single umbrella – the Lifelong Learning Programme. Increased funds will enable many more people to build on their skills and experiences through long-running programmes, such as the Erasmus scheme for higher education and the Leonardo da Vinci programme for vocational training.

Research reveals that many Europeans do not feel connected enough to the European Union. The Europe for Citizens programme aims to involve citizens and civil society more closely in the EU's future development. Building on earlier projects, a number of initiatives go towards town twinning projects, helping campaigning groups build European networks and supporting high-profile events.

Today's youth represent hope and potential for tomorrow. Young people need to be more mobile, multicultural and technologically skilled than ever before. The Youth in Action programme provides mobility and non-formal educational opportunities through voluntary service in Europe and abroad and a range of other training and information schemes.

Actions in the cultural area are essential to efforts to nurture a greater sense of common identity across the EU countries. The new Culture programme seeks to develop cross border cooperation between cultural creators and institutions. Through these actions, it is hoped to develop a common European culture to compliment traditional national and regional ones.

Increased flexibility and a focus on spreading the results of projects for the benefit of the maximum possible audience are two features common to many of the various initiatives in the programme.

This special edition of *The Magazine* is dedicated to presenting the new programmes and what they mean for Europe.





# A lasting commitment to learning

Many people generally associate learning with education at schools and universities. But with a rapidly changing world and global competition intensifying in traditional sectors, Europe is shifting to a knowledge-based society and economy – making citizens and the knowledge they possess the EU's most valuable asset.



Against this backdrop, it is vital that peoples' skills bases are constantly renewed at all stages of their lives so that they can handle the challenges and evolving technologies of today and the future. While this means that high-quality primary, secondary and tertiary education remain as crucial as ever, ongoing vocational training and learning outside of traditional classrooms are increasingly more important.

With this in mind, the EU decided, for the first time, to integrate all of the Union's educational and vocational training initiatives under a single umbrella, the Lifelong Learning Programme. With funding of nearly €7 billion between 2007 and 2013, the overarching programme represents a significant investment in Europe's future.

Education policy is a national prerogative, with the EU playing a supporting role. There are two overriding aims to EU policy in the area – to encourage mobility between different countries and to foster co-operation between Member States in order to help the development of better education and training.

## Concrete benefits

Closer integration in educational plays a vital role in the EU, underlined Commissioner Ján Figel: "Education and training are the cement that binds societies together in the face of economic and demographic change."

The programme, he added, enables "individuals in schools, universities and companies across Europe, and in all stages of life, to pursue all manner of stimulating learning opportunities". There are four sub-programmes, renewing previous initiatives which ended in 2006 and each covering a particular educational or training sector: Comenius (schools), Erasmus (higher education), Leonardo da Vinci (vocational training) and Grundtvig (adult education).

Grouping the various programmes together will provide simpler administration, says the Commission. Significant changes include an increased focus on national control of the initiatives, increased use of "lump sum" funding, more use of single contracts for decentralised actions and increased scope for transfer between the programmes.



## The ties that bind

In addition a key new element of the programme is a series of 'horizontal' measures cutting across the individual initiatives. The focus is in four areas: increasing policy co-operation between different Member States; promoting the wider dissemination of project results; and boosting both language learning and information and communication technologies (ICT).

To help policy development, the programme will enable individual decision-makers and educational experts to acquire grants for study visits to other countries, helping countries learn from each other and identify innovation and good policy practice. Multilateral projects and networks to develop and road test new policy proposals also qualify for funding.

A special focus of the Lifelong Learning Programme is to boost access to language-learning resources, develop teaching materials and raise awareness of the importance of linguistic skills. In an EU of 27 countries – with 23 official languages – learning to speak other languages can open many doors. For individuals, it can mean a better career or the chance to live, study or work abroad. For companies, multilingual staff can pave the way to European and global markets.

Likewise, the EU has recognised the importance of ICT in learning and since its 'dotcom summit' in 2000 has set out a blueprint for eLearning with various initiatives. Using technology to promote

better education and training is a key activity of the programme. Further, in order to maximise the benefits of the projects, an obligation to disseminate and exploit their results has been built into the programme.

## Expanding horizons

Over the last 20 years, the Erasmus programme has enabled more than 1.5 million higher education students to benefit from learning experiences in other European countries, and it will continue to be the flagship EU education and training programme.

One measure of the success of the programme is that 90% of European universities take part. According to the Commission, the programme has been a key factor in the Europeanisation and internationalisation of higher education in the EU and it wants to expand the scheme in the coming years. In 2007 to 2013, Erasmus will account for around 40% of the overall Lifelong Learning Programme's budget – i.e. €3.1 billion – and it has a target to involve 3 million students by 2012.

Mobility actions will account for 80 per cent of the Erasmus budget. Grants of up to €5 000 enable individual students to complete periods of study or placement abroad and teachers also qualify for funding. More centralised actions include multilateral co-operation in areas, such as developing curricula, modernising universities, increasing co-operation between universities and business or establishing networks.





*“Erasmus has developed beyond just being an educational programme. It gives many European university students the chance of living for the first time in a foreign country, and it has reached the status of a social and cultural phenomenon. Benefits include increased job prospects for individuals and a driver for change and convergence in European higher education overall,”* said Commissioner Figel’.

### Life-changing experiences

*Past Erasmus students reflect on their experiences:*

*“My stay will change me. I came as a Spanish student and I will go back not just a Spanish but a European and international student as well,”*  
*Alvaro Muñoz García, a Spanish law student who went to the University of Coimbra in Portugal.*

*“When I finished my Erasmus year I felt not only Portuguese, but a bit Swedish... a little bit Italian as well, and Spanish, German, French, and so on! This experience made me want to work abroad, which I am doing now. In fact, Erasmus really changes your life!”* said Bruno Fernandes, a Portuguese student who studied at Lunds University in Sweden.

### Bringing Europe to the classroom

Covering the full range of schools, from pre-school to secondary, the Comenius programme

aims to involve at least three million pupils in joint educational activities between schools in different European countries by 2013. The programme will get around 13% of the total budget for the seven-year period at just over €1 billion.

It aims to boost the quality of teaching in schools, strengthen its European dimension, and promote language learning, greater inclusion and mobility. The tools to do this are partnerships between schools in fields of common interest and multilateral projects between learning establishments in different countries to develop new teaching methods and curricula. It also funds education networks, as well as twinning projects between individual schools, both in “real” and “virtual” worlds.

A new aspect of the programme scheduled to start in 2008 is to encourage regional co-operation between organisations involved in school education. Another action due to start in the same year will enable secondary school pupils to spend up to one academic year in a foreign school. The programme is also open to the wider educational community, including such organisations as local authorities, parents associations and teacher training institutes.

### New skills = better jobs

For over ten years, the Leonardo Da Vinci programme has focused on boosting vocational education and training at all levels. Between 2000 and 2006, 245



ooo trainees, as well as around 42 000 training professionals, gained training and work experience in a foreign country. It funds a wide-range of actions, including mobility projects, as well as the development and transfer of innovation projects and the setting up of individual networks.

The target for the latest phase is to increase placements in enterprises to 80 000 per year by the end of the period. The total budget for 2007 to 2013 is €1.7 billion, with at least 60% earmarked for mobility activities. The new generation of this programme has a greater emphasis on national management, allowing a greater focus on individual Member States' strategies.

### Never too late to learn

The Grundtvig programme seeks to help adults as they progress through life so that they can adapt to changes in the labour market and society by updating their knowledge and competences.

It is targeted at learners, teachers, trainers and other staff in organisations involved in adult education. These include learners' and teachers' associations, bodies providing guidance, counselling and information services, organisations responsible for systems and policies, NGOs, enterprises, voluntary groups, research centres and higher education institutions.

The 2007 to 2013 budget is set at €358 million and the headline aim is to support the mobility of

7 000 individuals involved in adult education per year by the end of the period.

### Reflecting on Europe

A final aspect of the programme is the Jean Monnet programme which, since 1990, has promoted the teaching of and research into European integration as a subject at universities around the globe.

Today, it reaches 60 countries on five continents and has helped to set up nearly 3 000 teaching projects, reaching audiences of 250 000 students every year. A budget of €170 million is set in the new programme to continue to fund Jean Monnet chairs, centres of excellence, teaching modules and research activities.

### More information

For more information on the Lifelong Learning Programme see: [http://ec.europa.eu/education/programmes/llp/index\\_en.html](http://ec.europa.eu/education/programmes/llp/index_en.html)





## All shapes and sizes welcome




*The Leonardo Da Vinci programme aims to cater for the complete spectrum of vocational training and has funded a wide range of projects. Here are some examples:*

- *Between 2005 and 2007, 20 industrial technical trainees in their third or fourth year of training at German company MAN Diesel SE are to spend three weeks in sister companies in Denmark. Trainees should become better acquainted with the sister*
- *company's processes and production flows, extend their English language and customer management skills, as well as improving relations between the workers in the companies in the two countries.*
- *Ten unskilled young job seekers from the Cottonera area of Malta took part in a project in 2005-2006 to develop skills in the television and media industry through a placement at the BBC Training and Development centre in the UK. A tangible result was that three of the trainees went onto secure jobs in the sector, two in Malta and one in the UK.*
- *The Chambre de Commerce et d'Industrie de l'Essonne in France has been running projects for several years to improve the professional and linguistic skills of jobseekers thanks to placements in European firms. Candidates have a period of linguistic training followed by placements in companies of up to 24 weeks, with 18 organisations from four countries involved.*



## Youth in Action Calling on Europe's youth for Europe's future

Europe's young people have a crucial role to play in shaping the EU's future and its relations with neighbouring countries, as well as the rest of the world.  
The Youth in Action programme calls on them to start playing this role today!

 The challenge in designing Youth in Action – to inspire young people to become engaged in shaping the future direction of the EU – was to base it on policies that would, in the words of Education, Training, Culture and Youth Commissioner Ján Figel': *"enable young Europeans to affirm themselves as supportive, responsible, active and tolerant citizens in plural societies"*.

### Maturing commitment

Since the first EU initiative for young people – Youth for Europe – was launched in 1988, action in this field has developed towards bolstering co-operation and involving young people more in matters affecting them.

The White Paper 'A new impetus for European youth', which was published in November 2001, was the starting point for establishing a framework for European co-operation in the youth field and for consulting young people in a more structured way. Together with the lessons learnt from the previous programmes, these consultations provided valuable input during

the development stage of the Youth in Action programme.

The Commission's proposal elicited a strong consensus within the European Parliament and the Council of Ministers, as exemplified by their approval of a total budget of €885 million for the seven-year lifetime of the programme. This makes Youth in Action a powerful response to evolutions in the youth sector at the European level.

### In perfect harmony

Ján Figel' describes Youth in Action's objectives as having a focus on "promoting active citizenship, solidarity and mutual understanding among young people" and reinforcing the fight against exclusion and discrimination. They are also in harmony with objectives in other current programmes, stressing the importance of education, knowledge, lifelong learning, citizenship and culture.

The five broad objectives are:

- promoting young people's active citizenship in general and their European citizenship in particular;





- developing solidarity and tolerance;
- fostering understanding through exchanges and intercultural dialogue, both in Europe and beyond;
- developing the quality of support systems for youth activities and the capabilities of youth organisations;
- encouraging European co-operation in the youth field.

### Trustees of posterity

The programme's five actions in support of these objectives target a core age group of 15-to-28-year-olds, but may be extended to young people aged 13 to 30 in some cases. The emphasis is on developing skills through non-formal learning and on promoting the mobility of young people, as well as the inclusion of all youth, particularly those from less-privileged backgrounds.

**Youth for Europe** aims to bring young Europeans closer to the EU decision-shaping process by backing activities that encourage a sense of active European citizenship amongst them. It also promotes mutual understanding by giving young people from different countries the opportunity to meet and learn from one another through intercultural youth exchanges.

This action also funds youth initiatives, thus encouraging young people's creativity and entrepreneurship. Youth democracy projects encourage young people to become more actively

involved in the democratic process at the regional, national and European levels.

The **European Voluntary Service** offers opportunities to carry out unpaid and full-time voluntary service for up to 12 months in another country in Europe or in the world. It is free for the volunteers and open to youth between 18 and 30. It fosters **solidarity** among young people and is a true "**learning service**". Beyond benefiting local communities, volunteers learn new skills, get acquainted with new languages and are immersed in other cultures.

### European Voluntary Service – a capital idea

*EVS celebrated its tenth anniversary in November 2006 and is an important component of Youth in Action. When Luxembourg became European Capital of Culture for the second time in 2007, it wanted to involve young people from across Europe in its celebrations – not just for pleasure, but also as valued contributors. Through EVS, a group of young people, from Lithuania in the north to Portugal in the south, has come together in the city to work on a range of cultural management tasks. The volunteers have their own website, which acts as a record of their work and a place to exchange ideas (<http://www.volontaires.lu/>).*





### *The Fantastic Four meet in Riga*

*Riga in Latvia played host to an exciting and novel 'Fantastic Four – Catching communication!' youth exchange which brought together young people from four European countries – Latvia, Bulgaria, Spain and Greece – to swap views on how the EU communicates with its citizens and how they communicate with one another.*

*The 24 youngsters spent eight days together as the guests of one of Riga's most active youth*

*organisations. All the activities emphasised the importance of a European identity and included presentations, workshops about youth participation, street actions, cultural events, institutional visits and free-time activities.*

*As a result of their exchange, the participants sent a letter to the European Commission outlining their opinions on the EU's communication strategy and recommending improvements to it. They were invited to attend the Europe in Vision conference which took place in Helsinki (FI) in December 2006.*

**Youth in the World** recognises the global dimensions of life today. It promotes projects, exchanges, networking and co-operation between young people and youth organisations from the EU and beyond in order to foster dialogue, mutual tolerance, intercultural awareness and solidarity within and beyond the borders of the European Union, to break down prejudices and stereotypes, and to build up societies based on common understanding and respect.

**Youth Support Systems** offers backing to youth bodies and NGOs active at the European level. It also provides youth workers with opportunities to co-operate, exchange good practice, receive training and build networks.

Support for **European Co-operation in the Youth Field** aims to involve young people actively in policy-shaping debates and a more structured dialogue with policy-makers by supporting

national and trans-national youth seminars. It also funds research and other activities which result in better knowledge of the youth area. Additionally, it encourages co-operation with international organisations targeting young people, particularly the Council of Europe and the United Nations.

### **Decentralised management**

The mainly decentralised system of management allows for closer proximity to beneficiaries. Each participating country works through a National Agency to promote and implement the programme and to liaise with the European Commission, project promoters, and the young people involved.

Full details of the Youth in Action Programme can be found at: <http://ec.europa.eu/youth>



## Feeding the roots of European culture

When reflecting on the importance of culture, the Roman philosopher Seneca said: “As the soil, however rich it may be, cannot be productive without cultivation, so the mind without culture can never produce good fruit.” It is clear that culture plays a vital role in defining both individual identities and those of societies as a whole. The EU’s new Culture programme seeks to nurture an inclusive European culture and develop a shared identity for nearly 500 million citizens to complement their national and regional ones.



While individual elements of culture cover a range of artistic and intellectual activities, a given country, region or group of people’s culture is its own particular blend of traditions, history and institutions. In Europe, cultures have traditionally been defined along national, regional and linguistic lines. But EU actions in the cultural arena are designed to build on these and forge an inclusive European sense of belonging to add to established cultures.

The EU agreed at the end of 2006 on a new EU cultural programme to cover the years from 2007 to 2013. With a substantial increase in funding – from €232 million to €400 million – compared to the previous Culture 2000 programme (covering 2000-2006), the new programme represents an expansion of EU actions in the sector.

The overriding objective of the programme is to increase cross-border co-operation between cultural creators and organisations across Europe, with three specific objectives: to promote

the transnational mobility of people active in the cultural sector; to encourage the circulation of cultural and artistic works and products; and to stimulate intercultural dialogue in Europe.

*“I am confident that this new programme will bring new impetus to transnational cultural co-operation,” said Commissioner Figel. “I very much hope it will facilitate mutual understanding, stimulate creativity, and contribute to the mutual enrichment of all our cultures.”*

The Commission says the new programme uses more flexible and innovative policy measures and it has a wider scope, with more opportunity for participation from organisations in EU neighbouring regions such as the Balkan states.

### Making culture together

Over three quarters of the whole budget of the programme will go directly to help thousands of individual cultural organisations, such as



theatres, museums, professional associations, research centres, universities or institutes across Europe to work together to create and run cultural and artistic projects.

Three types of projects are envisioned. The first type covers co-operation projects lasting between three and five years with at least six cultural operators from different countries. These can be from organisations working in the same or different fields. EU support is limited to half of the total funding and set at a maximum of €500 000. It should go towards setting up or extending the geographical reach of a project so that it can continue to operate beyond the funding period. Around 32% of the total budget will go to this sort of project.

### **Spreading classical European tales**

*Continuing an earlier project, "Magic-net" is a three-year project (2005-2008) organised by theater companies from twelve different countries. It organises joint productions which tour round European cities and festivals. The works are aimed at young adults and based on classical myths, legends and sagas from the different countries involved. In this way, it aims both to spread awareness of different cultural traditions and support the development of performing arts professionals. The organisers are planning to continue the network after the project ends. For details, see: [www.magic-net.org](http://www.magic-net.org)*

The next type of projects is shorter-term co-operation measures lasting a maximum of two years. There need to be at least three cultural operators from different countries involved in any given initiative. Funds available are between €50 000 and €200 000. The Commission is particularly keen to back projects which encourage long-term co-operation.

### **Learning from the past**

*EMILE was a Culture 2000-project that unearthed and analysed letters back home from people who had emigrated from Europe to the Americas in the 19th and early 20<sup>th</sup> centuries.*

*The project lasted from 2004 to 2005 with five participating countries: the Czech Republic, Ireland, Italy, Poland and Sweden. It involved a touring exhibition and has left behind a virtual archive in the form of a website at [www.emigrantletters.com](http://www.emigrantletters.com)*

The final sub-category is for high-profile actions to promote and celebrate culture in Europe. Examples include the European Capitals of Culture (see box), or the awarding of prizes to celebrate young European talents.

### **Robust cultural bodies**

About a tenth of the programme's budget will go towards supporting cultural bodies operating at a





European level – of which there are relatively few. They can encourage exchanges between cultural organisations in different countries, identify the needs of the artistic community, liaise between the sector and EU institutions or act as cultural ambassadors.

To qualify, organisations must operate in at least seven European countries, and preferably over the whole EU.

### Learning from the projects

About 5% of the programme's budget will go to the dissemination and analysis of project results, in three different ways.

Priority should go to supporting the collection and dissemination of information on EU-backed cultural projects. This should raise public awareness and enable the exchange of experience and good practice in cultural actions. The second is by supporting cultural contact points in each participating country. These will promote the programme and the opportunities it offers. Finally support is available for analyses in the field of cultural co-operation by boosting information on pan-European cultural collaboration and policy development.

For more information on the Culture programme, go to: [http://ec.europa.eu/culture/eac/culture2007/cult\\_en.html](http://ec.europa.eu/culture/eac/culture2007/cult_en.html)

### A capital idea

*Over the last two decades, the annual EU-backed European Capital of Culture – which is partially financed by the EU's Culture programme – has blossomed into one of Europe's major cultural events, with cities vying for the honour, prestige and attention the distinction brings. Usually, two cities in different Member States are twinned together for the occasion and organise a plethora of activities and events.*

*The event was the brainchild of the then Greek Minister of Culture Melina Mercouri. Perhaps appropriately, given its symbolic importance to European civilisation, the first City of Culture (the original name of the event) was Athens in Greece in 1985.*


### Spreading cultural debate

*Eurozine was an EU-funded project running from 2003 to 2004. It aimed to form closer links between culture journals across Europe and enable them to reach a wider audience using new media techniques. It was built on an existing informal network and continues now. For details, see: [www.eurozine.com](http://www.eurozine.com)*



## Building a citizens' Europe

**The new Europe for Citizens programme aims to give the citizen a key role in the development of the European Union. For the next seven years, it will provide strategic direction and funding for the task of bringing people closer to the European project. Promoting Europe's common values and history, fostering a sense of ownership of the EU among its citizens and developing ideas and activities with a European context are to drive the programme forward.**

 By many measures the European Union has had a good first 50 years. It has helped keep the peace in a previously war-torn continent and contributed to the economic prosperity of its citizens. For the following period of European integration, efforts will go in the direction of strengthening the bond between citizens and the European project. Despite an emerging sense of European identity, research still shows that many people do not yet share a profound sense of their common "Europeanness". But it is precisely this awareness of a shared identity that the EU wants to achieve.

Fostering a greater sense of cohesion and solidarity among the people of 27 different states is a major challenge that the EU is not undertaking on its own. The programme intends to give civil society a greater role in the development of Europe. The objective is not to force change, but instead to make people think about and debate issues surrounding European citizenship, democracy and shared history.

The EU devised and approved the new programme after extensive consultation with a variety of

stakeholders, and after an evaluation agreed on the need for a Union-wide approach to citizenship issues. It builds on the previous programme to promote active European citizenship, which ran from 2004 to 2006.

### Active citizens for Europe

Between 2007 and 2013, Europe for Citizens will focus on four key action areas to bring about change. The first of these focuses on developing the already successful concept of town twinning, as well as funding new citizens' projects.

### Town twinning

Town twinning is one of the most visible and lasting ways of bringing people from different countries together under the European banner. Twinning promotes mutual understanding, and is a conduit for cultural exchanges across the social spectrum. The Europe for Citizens programme provides a thematic focus for and supports the networking of twinned towns. This helps inject a



structuring effect and strengthens the strategic direction, as well as the European content, of future town twinning activities.

Under this first action, the Education and Culture DG will also support the development of a new batch of citizens' projects that aim to enhance citizen participation in the EU process. Activities could include the establishment of citizens' panels and juries. Training and support for coordinators who could set up such initiatives is high on the Commission agenda.

### ***Citizens' Panels – the voice of the people***

*The Commission has provided support to the 'European Citizens' Panel' project, which aims to give people in rural areas the chance to air their views on the future of Europe. The project has established eight regional panels across eight Member States and Switzerland. Made up of local people, the panels called on key decision-makers and stakeholders to provide information to inform debate. In the spring of 2007, the regional panels forwarded their findings to a European panel which consolidated the message and passed it on to EU decision-makers.*

### **Promoting civil society**

The second of the four actions supports civil society organisations, such as NGOs, trade

unions and think tanks in their European-level networking activities. Many of these organisations are trusted by Europeans but tend to work regionally and nationally, rather than together on European issues. Encouraging them to relate more closely to the EU could help citizens to understand the importance of Europe in their lives. The programme's budget will encourage such civil society organisations to develop their own European-level citizenship projects.

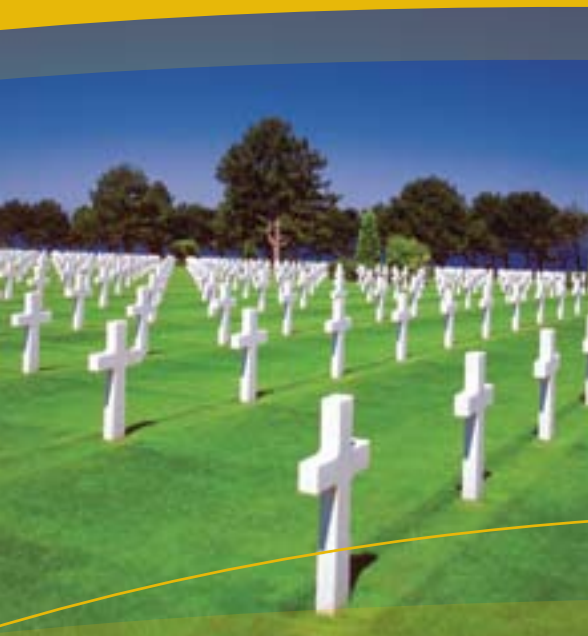
### ***Projecting the future on TV!***

*Civil society organisations from the ten states that joined the EU in 2004 recently took part in a televised debate centred around how cultural and environmental issues would be affected by EU enlargement.*

*Television Malta broadcast the four-hour debate, which proved to be a valuable exercise for both civil society organisations and citizens of the new Member States – it helped them discuss matters that were traditionally only really addressed in a national context, but now provide themes for a shared European approach.*

*Friends of the Earth Malta coordinated this project, which won an Active European Citizenship gold star award in September 2006.*





### Making a visible difference

The third action area, 'Together for Europe', intends to boost the concept of European citizenship through high-profile events that will hopefully inspire people to identify with the European project, helping them to realise that values can be shared across national borders.

To give policy-makers a feel for how their work is being received by people and to provide input into future initiatives, studies, surveys and polls that explore citizenship and identity issues will be carried out. Work is also moving ahead on developing effective tools for the dissemination of information about the Europe for Citizens programme. Visibility is essential if the programme is to be a success 'on the ground'.

### The lessons of history

The great wars of the last century are well behind Europe, and will inevitably slip further into the mists of time as those who survived them pass away. The traumas are now so long ago that it is easy to take peace and democracy for granted in this part of the world. However, lessons from the past can be drawn for the present and the future – and that is the thinking behind the fourth action area, 'Active European Remembrance'.

Support will be provided to projects that preserve sites of historical and social interest linked to Nazism and Stalinism, such as the concentration camps of World War II. Preserving

the experiences of those who lived through the war – and remembering the millions who died – should help present generations, especially the young, to understand the sacrifice made by their forebears. As most nations were affected in some way by the two great wars of the twentieth century, many Europeans are likely to share an understanding of the need to avoid conflict and build a lasting peace.

### *Towards a European identity*

*By introducing this programme, the EU has set out on a journey to engage more directly with its 495 million citizens. The Europe for Citizens programme aims to promote a greater awareness of what it means to be European and will attempt to nurture a common European identity that complements people's existing loyalties and faiths.*

# How to apply

Applying for EU funding under the new programme has never been simpler or more straightforward. However, the application process does differ depending on whether you are an individual or an organisation and which of the various programmes you are applying to.

This page provides you with a brief guide on where to go to apply and where to find extra information on eligibility and the application process.

The **Lifelong Learning** Programme's guide for individual applicants (students, adult learners, educational staff, graduates, workers, trainees, and more) can be found at: [http://ec.europa.eu/education/programmes/llp/structure/individual\\_en.html](http://ec.europa.eu/education/programmes/llp/structure/individual_en.html)

The **Lifelong Learning** Programme's guide for organisational applicants (adult education bodies, associations, authorities, teacher training organisations, research centres, schools, etc.) can be accessed at: [http://ec.europa.eu/education/programmes/llp/structure/org\\_en.html](http://ec.europa.eu/education/programmes/llp/structure/org_en.html)

To find out more about how to take part in the **Culture** programme, go to: [http://ec.europa.eu/culture/eac/how\\_particip2007/particip2007\\_en.html](http://ec.europa.eu/culture/eac/how_particip2007/particip2007_en.html)

Organisations interested in applying for funding under the **Citizenship** programme should consult: [http://ec.europa.eu/citizenship/guide\\_en.html](http://ec.europa.eu/citizenship/guide_en.html)

The **Youth in Action** programme guide can be found at: [http://ec.europa.eu/youth/yia/index\\_en.html#guide](http://ec.europa.eu/youth/yia/index_en.html#guide)

Anyone interested in applying for scholarships under the **Erasmus Mundus** programme should consult:

[http://ec.europa.eu/education/programmes/mundus/scholar/index\\_en.html](http://ec.europa.eu/education/programmes/mundus/scholar/index_en.html) (scholars)

[http://ec.europa.eu/education/programmes/mundus/student/apply\\_en.html](http://ec.europa.eu/education/programmes/mundus/student/apply_en.html) (students)

[http://ec.europa.eu/education/programmes/mundus/univ/apply\\_en.html](http://ec.europa.eu/education/programmes/mundus/univ/apply_en.html) (higher education institutions)

People interested in applying for **internships** ('stages') at the EU institutions should go to: [http://ec.europa.eu/stages/information/application\\_en.htm](http://ec.europa.eu/stages/information/application_en.htm)

# Finding your calling

The Education and Culture Director-General publishes regular calls for tenders (procurement) and **calls for proposals** (grants). These can be found at:

[http://ec.europa.eu/dgs/education\\_culture/calls/tenders\\_en.html](http://ec.europa.eu/dgs/education_culture/calls/tenders_en.html) (tenders)

[http://ec.europa.eu/dgs/education\\_culture/calls/grants\\_en.html](http://ec.europa.eu/dgs/education_culture/calls/grants_en.html) (proposals)

Open calls for proposals at the time of press include:

The Lifelong Learning Programme's general call for proposals for 2007:

[http://ec.europa.eu/education/programmes/llp/call\\_en.html](http://ec.europa.eu/education/programmes/llp/call_en.html)

The Youth in Action programme's permanent call for proposals (2007-2013):

[http://ec.europa.eu/education/programmes/llp/call\\_en.html](http://ec.europa.eu/education/programmes/llp/call_en.html)

The Erasmus Mundus call for proposals for the academic year 2008-2009

<http://eacea.ec.europa.eu/static/en/mundus/call2007/index.htm>

