

**Multiple Framework
Contracts for Impact
Assessment, Evaluation
and Evaluation-related
services in the field of
Communication activities**
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**Review of European
Commission materials and
activities targeting youth**

Final Synthesis Report



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Executive summary

1. Aims, objectives and scope of the study

This Final Synthesis Report has been prepared by Ecorys in the context of the 'Review of European Commission materials and activities targeting youth' commissioned by Directorate-General for Communication (DG COMM) at the European Commission (the Commission). The Report is a part of the Commission's effort to take stock of its resources for youth audiences and to consolidate its information and communication offer to youth.

In pursuing the above general objective, this assignment has delivered on its three specific objectives:

- produced a review of Commission materials and activities targeting youth, highlighting complementarities, gaps and overlaps in the Commission offer;
- assessed the relevance and effectiveness of these materials and activities in reaching and engaging youth as well as addressing needs of multipliers working with youth and children; and
- examined the efficiency of cooperation within the Commission in the development and distribution of materials as well as design and implementation of activities targeting youth.

The *main focus* of this study was on *materials* and *youth*, with a secondary focus on *activities* and *children* in an early school age, whose needs were primarily assessed through information multipliers e.g. teachers. The Review is limited to *communication* material of the Commission, made available to youth target audiences in the period 2015-2017, including offline and online materials and activities.

As for the most part broader Commission communication initiatives i.e. campaigns, accounts or platforms are subject to their own evaluations the study mostly focused on the review of secondary data on these wider initiatives. The primary data collection was focused on five sample countries that had the highest share of young people who were undecided about how they feel towards the EU.

2. Overview of the method

The methodology used to collect data for this Review included:

- a comprehensive desk research that was used to inform and contextualise the findings of this report as well as to collect secondary data on Commission materials and activities;
- three scoping interviews and a written scoping consultation among all Commission DGs and the inter-institutional offices;
- the development of an Inventory of Commission materials and activities targeting youth, including a systematic mapping of around 500 materials and activities along pre-defined categories;
- collection and analysis of monitoring data on the key Commission youth materials, accounts and activities, including an analysis of social media reach and engagement;
- around 40 in-depth interviews with key EU level stakeholders and author DGs, as well as selected national stakeholders in sample countries;
- a user survey among multipliers and end users of the key Commission materials and activities (565 replies received of which 365 were complete enough to be considered in the analysis);
- a social media analysis, covering selected Commission's social media channels and activities as well as selected accounts and activities of the key stakeholders in the five sample countries; and

- three focus groups with different age segments of youth organised and conducted to provide insights from youth first hand on relevance and effectiveness of Commission materials.

3. Summary of key findings and conclusions

Relevance

Evaluation question addressed: ***“To what extent are the Commission materials relevant for their anticipated target audiences and in light of policy priorities of the Commission and its various services?”***

Overall, the evidence from the Review provides a strong indication that the content of EU materials and activities is relevant in promoting the role of the EU and its Institutions as well as meeting specific concerns of youth. However, the relevance of Commission materials and activities could be improved to better meet the needs of specific youth segments (those less engaged with the EU, in the age from 12 to 20 and rural youth).

Overall, the Commission youth materials cover many of the policy priorities of the Commission and its various services. Certain policy priorities have a very good coverage. These include ‘jobs, growth and investment’, ‘energy and climate’ and ‘a deeper and fairer economic and monetary union’. The Review identified gaps in coverage of policy priorities relating to digital single market, trade and migration.

Coherence

Evaluation question addressed: ***“To what extent is the Commission offer of communication materials and activities internally and externally coherent, considering the key information needs of youth, the needs of particular segments of young people and those of the key information multipliers working with young people as well as the non-Commission information available on the EU, its benefits and opportunities?”***

Overall, the Commission offer of materials and activities shows a good level of coherence in terms of the key topics covered, coverage of most age groups and in terms of providing a varied range of channels and types of materials. However sub-segments of youth are not systematically addressed (e.g. young people with a migrant background, including newly-arrived migrants and refugees, early school leavers, less educated and less engaged youth). Particular gaps highlighted by the analysis include interactive materials, less formal materials and videos. There is also evidence that the development of materials are generally not supported by systematic analysis of the communication needs of specific age categories with the tailoring of materials based on test and learn.

There is generally mixed evidence on the external coherence of the Commission offer of materials and activities for youth. Analysis of topic coverage in the Inventory suggests some potential overlaps between Commission and non-Commission materials and activities targeting youth and different segments of youth, as well as multipliers. There were mixed perceptions among stakeholders regarding the coherence of the offer. The DGs highlighted the added value role that EU-level external organisations provide in promoting the EU and its programmes. In contrast, a significant number of national level stakeholders felt that there were too many materials making it difficult for young people and multipliers to find the information they need.

Effectiveness

Evaluation questions addressed: ***“To what extent does Commission outreach material disseminate key messages on EU priorities, developments, policies and programmes (Commission corporate communication)?”***; ***“To what extent do the Commission material reach out effectively to its***

youth target group and its sub-segments?”, and ***“To what extent does the material correspond to the communication needs of the target group? What we need more of and less of and why?”***

The overall analysis shows a generally good fit between the coverage of the youth materials and the EU’s strategic priorities, policies and programmes for youth. It is also clear that the Commission’s main youth priorities are addressed in the Commission’s corporate communication campaigns targeting youth. With regard to the youth priorities, while coverage of the key programmes is generally good, some specific gaps in the materials’ coverage of relevant topics and programmes were identified, for example the Youth Employment Initiative and European Social Fund priorities are not covered to any great extent by the materials.

The monitoring data collected and analysed during this Review indicates that during the three years period (2015-17) covered by the scope of this study the Commission materials and activities targeting youth have reached as a minimum 200M young people in the EU. At least 155M young people were reached via social media in the context of Commission communication campaigns, 25M through Commission social media accounts, 18M via Commission key webpages targeting youth and 2.5M through youth publications disseminated by the Publications Office of the EU.

The analysis of the monitoring data, the results of the User survey and focus groups indicate that the majority of Commission materials and activities are generally engaging, however there is a significant share of materials and activities that are only engaging to some extent or not engaging at all. The monitoring data collected shows strong engagement levels in relation to some Commission activities (e.g. European Youth Week, European Vocational Skills Week campaigns, DG COMM online games for kids as well as orders and downloads for top Commission publications), while the demand for a considerable share (30-40%) of Commission youth publications is low or very low.

The research and analysis undertaken in the context of this Review has highlighted a number of good practices in terms of engaging with youth. Notable examples include:

- DG EAC Erasmus+ leaflets, ‘Erasmus+ mobile app: Make the most of your stay abroad’, and publication ‘Come to study or teach in Europe’ targeting higher education students and staff;
- DG COMM ‘Travelling in Europe’ leaflets for general youth audiences, booklet and educational online game ‘Let’s Explore Europe’ for children aged 9-12;
- DG DEVCO latest blogger competition campaign ‘Faces2Hearts’ and DG EAC 30th Anniversary of Erasmus+ campaign;
- ‘Europa kinderleicht’ produced by the Commission Representation in Berlin for children and ‘EU exam’ organised by the Commission Representation in Latvia.

The Review shows that Commission materials cover a broad range of age groups, although there is evidence that the materials are less effective at covering those not in education (including pre-school and post school age groups). The analysis also indicates that other sub-segments of youth are not systematically covered, including migrants and refugees, as well as, disadvantaged, less educated and less engaged youth. Several interview respondents flagged that this was an important limitation of the materials and survey findings further suggest a need to better engage these groups. However, there is also recognition that the ‘youth’ category is not homogenous and that it is very challenging to effectively cover all the key sub-segments.

Overall, the materials of the Commission appear to be fit for purpose. Based on the input received from the different consultation activities, the Commission responds to the needs of young people. The Inventory identified 456 materials and activities developed by the Commission, its representations, or EU

Agencies targeting young people. The materials and activities cover a diverse range of topics, target groups, and channels. The analysis illustrates that there are opportunities to streamline the variety of materials and translations offered. The study further identifies a need for a more interactive and integrated offer of materials and activities. While online channels appear better suited to address this requirement, it can also be addressed by increasing the interactivity of publications and complementary offline and online communication products for youth and children.

The material is also generally appropriate and adequate for teachers. There is a significant amount of materials available which explicitly target pupils in primary and secondary schools. Materials developed by the DGs and agencies are complemented by materials developed by Commission Representations which can tailor materials to specific needs in the respective Member States. Teachers confirmed that materials are adapted to their needs. While teachers appear to disagree whether certain topics are missing in the current offer, there is a general call for a more integrated and interactive offer.

Analysis of the stakeholder interviews, focus groups, and the inventory indicate that improvements should be made to both the content of Commission's communication materials *and* the promotion of the materials. The data analysis exercise indicate that the content of some materials should be simplified, made more interactive, engaging and user friendly. The data further suggests that materials can be more effectively promoted by understanding the channels of communication for each different sub-segment of youth, and using these to promote relevant materials and activities.

Efficiency

Evaluation question addressed: ***“How efficient is the cooperation within the Commission, between the Commission and its Representations and between Commission and youth, youth organisations and other stakeholders in designing, developing and promoting materials targeting youth and its segments? What are the potential opportunities to pool resources to improve the quality of information materials offer to youth on EU, its benefits and opportunities as well as the economies of scale in reaching out to more young people and particular sub-segments of youth?”***

Overall, there is mixed evidence on the efficiency of co-operation between DGs as well as between DGs and Commission Representations in the Member States in the production of youth materials. There is little evidence of duplication, however cooperation tends to taken forward bilaterally and in general there is scope to develop more collaborative relationships across the Commission in order to improve the pooling of budget and sharing of knowledge in the production of youth materials. There is evidence that DGs work effectively with the Commission Representations in individual countries, however the number of cooperation examples between other national level organisations and author DGs is limited.

The Review suggests that the majority of DGs involve youth or youth organisations in order to improve the quality of youth materials. However, the involvement tends to be very limited, usually involving focus groups, interviews or surveys to understand how young people feel about the materials once they have been developed. There are also examples of young people themselves helping to promote the materials in an ambassador role. DG's rarely collaborate with young people at the stage of producing the youth materials. Many non-DG respondents would like to see Commission improving its mechanisms to increase collaboration with youth.

The stakeholder interviews indicate that feedback is generally collected informally during the events, workshops and seminars that they organise or participate in. Aside the formal Structured dialogue between DG EAC and youth organisations, informal mechanisms exist and are used by the key author DGs to collect feedback on their materials and activities targeting youth. Interviews with representatives of author DGs underlined challenges in systematic and targeted channelling of the feedback to those

colleagues who need it, when they need and in particular the challenge of sharing feedback and lessons across DGs. Most stakeholders consulted did not know if and how their feedback was used.

EU added value

Evaluation question addressed: **“What is the EU added value of Commission communication materials targeting youth compared to other materials on EU, its benefits and opportunities that may have been made available to youth and different segments of young people on national, regional or local level? What is the perceived added value of the Commission materials by youth and different segments of young people as well as the information multipliers?”**

Data collected in the context of this Review have shown that the Commission materials and activities targeted at youth have a substantial added value. It has also been possible to identify the main differences in terms of perceived EU added value between the two types of respondents (multipliers and youth). As result of the analysis, three main ways how the Commission materials provide a substantial added value have been identified:

- Usefulness, distinctiveness and uniqueness of the materials: the Commission materials are useful as they can be repeatedly used and thus, particularly cost-effective. But they can also be considered unique and distinctive in terms of content as they are not produced at the national level and could not be easily found elsewhere;
- Accuracy and objectivity through comparability: the materials are generally described as reliable and based on facts and evidence, often presented from comparative EU perspective less prone to particular national political or social biases;
- Completeness, integrity and values: the Commission materials aim to provide a complete and integrated offer to youth and particular sub-segments of young people that may not be targeted at national level. In the same way, the Commission materials and activities promote European values and messages among young people.

4. Summary of recommendations

Relevance

- Consider ways to ensure the Commission offer of youth materials and activities is more relevant to the needs of those currently less engaged with the EU, including through more interactive materials and activities designed for particular sub-segments of youth;
- Ensure the offer fully addresses Commission policy priorities relevant for youth e.g. Digital Single Market, trade and migration.

Coherence

Internal coherence

- Systematically assess the information needs of youth sub-segments on the demand side, develop age specific communication strategies and streamline the youth publications offer;
- Develop more regular and systematic consultations with multipliers to understand changing needs and information consumption behaviour of youth sub-segments;
- Consider establishing an inter-services group to follow the information consumption patterns;
- Use the process outlined in Section 4.6 of this report to review the current youth materials offer, and consider keeping a shared calendar for any new materials or activities targeting youth.

External coherence

- Promote one information platform as one-stop-shop for EU youth information;

- Consider undertaking quality audit of current written materials by age and segment.

Effectiveness

Reach through youth materials and activities

- Examine the need for EU materials in countries with low number of EU publication orders;
- Tailor youth materials and activities by segment and use of social media to reach those less engaged and at risk of social exclusion;
- Require monitoring and reporting of reach by sub-segment (when targeted).

Engagement with target audiences

- Consider providing tools to national stakeholders for evaluation of their engagement with youth in the context of (reoccurring) EU communication campaigns;
- Continue to increase engagement with youth online and via social media, but increase demands for innovation in this outreach and its contribution to in-depth engagement;
- Tailor engagement strategies by age and channels used by youth target groups.

Coverage of youth sub-segments

- Reinforce cooperation with schools and youth organisations in development of communication materials and activities;
- Ensure promotion signposts to real online or offline opportunities for engagement with different sub-segments of youth.

Meeting users' needs

- Develop materials based on needs assessment and focused on benefits to the user;
- Consider partnerships with youth organisations or organisations supporting young people for accessing particular youth segments and addressing their specific needs;
- Continue to increase or improve the interactivity of materials and integrate the online and offline offer;
- Segment the offer not only by age, but also by their preferred channel.

Improvements to materials and activities

- Continue to improve the content of Commission materials and ensure high quality of translations;
- Increase the use of more engaging formats: quizzes, games and infographics;
- Improve accessibility of materials on mobile devices.

Efficiency

- Consider an inter-services group for identification of internal cooperation opportunities;
- Introduce more opportunities for involvement of youth in procuring Commission materials;
- Channel the feedback from institutional 'listening' into the policy development cycle;
- Provide feedback on feedback i.e. inform audiences that their voices have been heard.

EU Added Value

- Maximise EU added value through better tailoring of materials, activities and channels;
- Address common challenges e.g. 'disengaged youth' together, invest in high quality, transferable and re-usable materials, as well as sharing of good practices.

Synthèse

1. Buts, objectifs et portée de l'étude

Ce Rapport de Synthèse final a été préparé par Ecorys dans le cadre de l'« Examen des produits et activités de la Commission européenne destinés aux jeunes » commandé par la Direction générale de la communication (DG COMM) de la Commission européenne (la Commission). Le Rapport s'inscrit dans l'effort général de la Commission de dresser le bilan de ses ressources destinées aux jeunes et de renforcer ses actions d'information et de communication à l'égard des jeunes.

C'est dans ce contexte d'objectif général que les trois objectifs spécifiques suivants ont été atteints par le présent rapport:

- Élaborer un inventaire des produits et des activités de la Commission destinés aux jeunes en soulignant les complémentarités, les lacunes et les doublons dans l'offre de la Commission ;
- Évaluer la pertinence et l'efficacité de ces produits et activités destinés aux jeunes et à les impliquer, ainsi qu'à répondre aux besoins des différents acteurs travaillant avec des jeunes et des enfants ;
- Examiner l'efficacité de la coopération au sein de la Commission dans les domaines du développement et de la distribution des différents produits, ainsi que dans la conception et la mise en œuvre des activités destinées aux jeunes.

Cette étude portait *principalement* sur les produits destinés aux jeunes, et dans une moindre mesure, sur les *activités* et *les enfants en bas âge*, dont les besoins furent principalement évalués par des acteurs actifs dans le domaine de l'information, notamment des enseignants. L'inventaire se limite aux produits et activités de *communication* (en ligne ou non) élaborés par la Commission à l'intention des jeunes entre 2015 à 2017.

De manière générale, la plupart des plus grandes initiatives de communication de la Commission, telles que les campagnes, les comptes ou plates-formes en ligne, sont soumises à leur propre évaluation. La présente étude s'est dès lors principalement concentrée sur l'analyse des données secondaires relatives à ces grandes initiatives. La collecte de données principales portait sur un échantillon de cinq pays présentant la plus forte proportion de jeunes indécis vis-à-vis de l'UE.

2. Vue d'ensemble de la méthode

Afin de collecter toutes les données nécessaires à cette étude, la méthode suivante a été appliquée :

- Une recherche documentaire complète, permettant de décrire et contextualiser les conclusions de ce rapport, ainsi que la collecte des données secondaires sur les produits et activités de la Commission ;
- Trois entretiens préliminaires et une consultation écrite rassemblant toutes les directions générales de la Commission et les offices interinstitutionnels ;
- L'élaboration d'un inventaire des produits et activités de la Commission destinés aux jeunes, y compris une cartographie systématique d'environ 500 produits et activités classés selon des catégories prédéfinies ;
- Une collecte et analyse de données de suivi sur les principaux produits, comptes et activités de la Commission concernant la jeunesse, y compris une analyse de la portée des médias sociaux et de l'engagement suscités par ces derniers ;
- Une quarantaine d'entretiens approfondis avec les principaux acteurs de l'UE et des DG auteures, sans oublier une sélection d'acteurs clés parmi les pays de l'échantillon ;

- Une enquête auprès des différents acteurs et utilisateurs finaux des produits et activités clés de la Commission (565 réponses reçues, dont 365 étaient suffisamment complètes pour être prises en compte dans l'analyse) ;
- Une analyse des médias sociaux, parmi une sélection de canaux et d'activités de la Commission sur les réseaux sociaux, ainsi qu'une sélection de comptes et d'activités des principaux acteurs des cinq pays de l'échantillon ;
- Trois groupes de discussion composés de jeunes de différents groupes d'âge ont été organisés pour permettre aux jeunes de mesurer l'efficacité et la pertinence des produits de la Commission.

3. Résumé des constatations et conclusions

Pertinence

Question posée aux fins de cette évaluation : « ***Dans quelle mesure les produits de la Commission répondent-ils aux besoins des différents publics ciblés et sont-ils conformes aux priorités politiques de la Commission et de ses différents services ?*** »

De manière générale, les éléments issus de l'étude montrent clairement que le contenu des produits et activités de l'UE permet de promouvoir le rôle de l'UE et de ses institutions et répond aux différentes préoccupations des jeunes. Cependant, les produits et activités de la Commission nécessitent de répondre davantage aux besoins de certaines catégories de jeunes (ceux qui sont moins engagés dans l'UE, âgés de 12 à 20 ans, et les jeunes issus des zones rurales).

En outre, les produits de la Commission destinés à la jeunesse couvrent la plupart des priorités politiques de la Commission et de ses différents services. Certaines priorités politiques sont particulièrement bien traitées. Parmi celles-ci on peut citer : « l'emploi, la croissance et l'investissement », « l'énergie et le climat » et « une union économique et monétaire plus approfondie et plus équitable ». Cependant, l'étude a permis de mettre en évidence certaines lacunes dans la couverture des priorités politiques concernant notamment le marché unique numérique, le commerce et la migration.

Cohérence

Question posée aux fins de cette évaluation : « ***Dans quelle mesure l'offre de la Commission en produits de communication et en activités est-elle cohérente (tant au niveau interne qu'externe) eu égard aux besoins essentiels des jeunes en matière d'information, aux besoins de certaines catégories de jeunes et aux besoins qui servent de relais d'information auprès des jeunes ? Qu'en est-il également des informations n'émanant pas de la Commission mais qui concernent l'UE, ses avantages et ses opportunités ?*** »

Dans l'ensemble, les produits et les activités proposés par la Commission paraissent cohérents en termes de sujets abordés et de tranches d'âge concernées. De plus, ils fournissent une gamme variée de moyens et des types de produits. Toutefois, certaines sous-catégories de jeunes ne sont pas systématiquement pris en compte. C'est le cas par exemple, des jeunes issus de l'immigration, notamment des migrants et réfugiés nouvellement arrivés, des jeunes en décrochage scolaire et des jeunes moins éduqués et moins impliqués vis-à-vis l'UE. Parmi les lacunes mises en évidence figurent des produits interactifs, des produits moins formels et des vidéos. Il apparaît aussi que l'élaboration de produits est rarement le fruit d'une analyse systématique des besoins en communication de certaines catégories d'âges. Cela permettrait pourtant d'adapter les produits en suivant la méthode du « tester et apprendre ».

Les résultats concernant la cohérence externe de l'offre de la Commission en matière de produits et activités destinés aux jeunes sont généralement mitigés. En effet, l'analyse de la prise en charge des

sujets dans l'inventaire suggère d'éventuels doublons entre les produits et les activités de la Commission et hors Commission destinés aux jeunes et à différentes catégories de jeunes, ainsi qu'aux acteurs jouant un rôle de relais. La cohérence de l'offre a suscité des avis divergents de la part des principaux acteurs. Les DG ont souligné le rôle essentiel que jouent les organisations externes au niveau de l'UE dans la promotion de l'UE et de ses programmes. En revanche, de nombreuses parties prenantes au niveau national ont estimé que l'offre de produits était trop importante, ce qui a pour conséquence de rendre l'information difficilement accessible pour les jeunes et autres acteurs.

Efficacité

Questions posées aux fins de cette évaluation : « **Dans quelle mesure le matériel de communication de la Commission diffuse-t-il des messages clés sur les priorités, les développements, les politiques et les programmes de l'UE (communication institutionnelle de la Commission) ?** » ; « **Dans quelle mesure les produits de la Commission touchent-ils efficacement leur groupe cible de jeunes et ses sous-ensembles ?** » et « **Dans quelle mesure les produits correspondent-ils aux besoins du groupe cible en matière de communication ? De quoi avons-nous besoin en plus ou en moins et pourquoi ?** »

L'analyse globale montre une bonne concordance entre la portée des produits destinés aux jeunes et les priorités stratégiques, les politiques et les programmes de l'UE en faveur de la jeunesse. Manifestement, les priorités principales de la Commission en matière de jeunesse sont abordées dans les campagnes de communication de la Commission ciblant les jeunes. En ce qui concerne les priorités pour les jeunes, bien que la portée des programmes phares soit généralement bonne, les produits fournis montrent quelques lacunes concernant la couverture des sujets et des programmes en question, notamment l'Initiative pour l'emploi des jeunes et les priorités du Fonds social européen qui ne sont pas suffisamment traités par les produits.

Les données de suivi recueillies et analysées au cours de cette étude indiquent qu'au cours des trois années (de 2015 à 2017), les produits et les activités de la Commission destinés aux jeunes ont touché au moins 200 millions de jeunes dans l'UE. Au moins 155 millions de jeunes ont été atteints via les médias sociaux dans le cadre des campagnes de communication de la Commission, 25 millions via les comptes de médias sociaux de la Commission, 18 millions via les pages Internet dédiées de la Commission et destinées aux jeunes, et 2,5 millions via les publications destinées aux jeunes diffusées par l'Office des publications de l'UE.

L'analyse des données de surveillance, les résultats de l'enquête auprès des utilisateurs ainsi que des groupes de discussion indiquent que la majorité des produits et activités de la Commission sont généralement intéressants, mais qu'une partie non négligeable de ces produits et activités n'est pas très attrayante, voire pas attrayante du tout. Les données collectées révèlent de forts niveaux d'engagement par rapport à certaines activités de la Commission (notamment la Semaine européenne de la jeunesse, les campagnes autour de la Semaine européenne de la formation professionnelle, les jeux en ligne pour enfants de la DG COMM, ainsi que les commandes et téléchargements des principales publications de la Commission), alors que la part de la demande pour le partage de publications de la Commission destinées aux jeunes est faible voire très faible (30 à 40 %).

La recherche et l'analyse entreprises dans le cadre de cette étude ont mis en évidence un certain nombre de bonnes pratiques en matière de dialogue avec les jeunes. Voici quelques exemples notables :

- Dépliants Erasmus+ de la DG EAC, « Application mobile Erasmus+ : profitez au mieux de votre séjour à l'étranger » et la publication « Venez étudier ou enseigner en Europe » à l'intention des étudiants et du personnel de l'enseignement supérieur ;

- Dépliants « Voyager en Europe » de la DG COMM destinés au grand public, brochure et jeu en ligne éducatif « Explorons l'Europe » pour les enfants âgés de 9 à 12 ans ;
- Dernière campagne du concours de blogueurs de la DG DEVCO, « Faces2Hearts » et campagne du 30e anniversaire de la DG EAC pour Erasmus+ ;
- « Europa kinderleicht » élaboré par la représentation de la Commission à Berlin pour les enfants et « Examen de l'UE » organisé par la représentation de la Commission en Lettonie.

L'étude montre que les produits de la Commission couvrent un large éventail de tranches d'âge, bien qu'il soit prouvé qu'ils sont moins efficaces pour les jeunes non scolarisés (y compris les tranches d'âge préscolaire et post scolaire). L'analyse indique également que d'autres sous-ensembles de jeunes ne sont pas systématiquement couverts, notamment les migrants et les réfugiés, ainsi que les jeunes défavorisés, moins éduqués et ceux pas encore intéressés par ces produits. Plusieurs participants aux entretiens ont indiqué que cela représentait une importante limite au matériel de communication. Les résultats du sondage suggèrent par ailleurs la nécessité de mieux impliquer ces groupes. Cependant, il est également reconnu que la catégorie « jeunesse » n'est pas homogène et qu'il est très difficile de couvrir efficacement tous les sous-ensembles.

De manière générale, les matériels de la Commission semblent convenir. Si l'on s'en tient aux données issues des différentes activités de la consultation, la Commission répond aux besoins des jeunes. L'inventaire a répertorié 456 produits et activités développés par la Commission, ses représentations ou les agences de l'UE et destinés aux jeunes. Les produits et les activités couvrent un large éventail de sujets, groupes cibles et canaux. L'analyse montre qu'il est possible de rationaliser la diversité des produits et des traductions proposés. L'étude identifie en outre le besoin d'une offre de matériels plus interactive et intégrée. Bien que la technologie en ligne semble être la mieux adaptée pour répondre à cette exigence, on peut également y remédier en accentuant l'interactivité des publications et des produits complémentaires de communication (en ligne ou non) à l'intention des jeunes et des enfants.

Les produits semblent également correspondre aux besoins des enseignants. De nombreux produits disponibles semblent cibler précisément les élèves des écoles primaires et secondaires. Les produits élaborés par les directions générales et les agences sont complétés par des produits élaborés par les représentations de la Commission, et ces dernières peuvent les adapter aux besoins spécifiques des États membres respectifs. Les enseignants ont indiqué que les supports étaient adaptés à leurs besoins. Bien que les enseignants semblent ne pas être d'accord quant à l'absence de certains sujets dans l'offre actuelle, il existe une demande générale pour une offre plus intégrée et interactive.

L'analyse des entretiens menés auprès des principaux acteurs, des groupes de discussion et de l'inventaire indique la nécessité d'apporter certaines améliorations à la fois au contenu des produits de communication de la Commission et à la promotion de ces produits. L'analyse des données indique que le contenu de certains produits devrait être simplifié, rendu plus interactif, engageant et convivial. Les données suggèrent en outre que les produits pourraient être promus plus efficacement à travers une meilleure compréhension des canaux de communication de chaque sous-ensemble de jeunes. Ceux-ci pourraient ensuite être utilisés afin de promouvoir les produits et les activités pertinentes.

Efficiency

Question posée aux fins de cette évaluation : « **Quelle est l'efficacité de la coopération au sein de la Commission, entre la Commission et ses représentations et entre la Commission et les jeunes, les organisations de jeunes et les autres parties prenantes dans la conception, le développement et la promotion de produits destinés aux jeunes et à leurs segments ? Quelles sont les possibilités de mutualisation des ressources pour améliorer la qualité des produits d'information** »

offerts aux jeunes sur l'UE, ses avantages et ses opportunités ainsi que les économies d'échelle permettant d'atteindre davantage de jeunes et de certains sous-ensembles de jeunes ? »

Dans l'ensemble, l'efficacité de la coopération en terme de production de produits destinés aux jeunes entre les DG, et entre les DG et les représentations de la Commission dans les États membres, reste mitigée. Les doubles emplois semblent peu nombreux. Toutefois, la coopération a tendance à se développer de manière bilatérale alors qu'il faudrait davantage développer les relations de collaboration au sein de la Commission pour faciliter la mise en commun du budget et le partage des connaissances en vue de développer les produits destinés aux jeunes. Il est prouvé que les DG travaillent efficacement avec les représentations de la Commission dans chaque pays. Cependant, il existe peu d'exemples de coopération entre d'autres organisations au niveau national et les DG.

L'étude suggère que la majorité des DG implique des jeunes ou des organisations de jeunesse afin d'améliorer la qualité des produits qui leur sont destinés. Cependant, la participation a tendance à être très faible, et implique généralement des groupes de discussion, des entretiens ou des enquêtes pour comprendre ce que les jeunes pensent des produits une fois qu'ils ont été développés. Plusieurs exemples montrent également des jeunes en train d'aider eux-mêmes à promouvoir les produits, endossant ainsi le rôle d'ambassadeur. Les directeurs généraux collaborent rarement avec les jeunes au stade de la production des produits qui leur sont destinés. De nombreux intervenants extérieurs à la DG souhaiteraient que la Commission améliore ses mécanismes pour accroître la collaboration avec les jeunes.

Selon les entretiens menés avec les principaux acteurs, les commentaires reçus en retour par les différentes DG sont généralement collectés de manière informelle au cours des événements, ateliers et séminaires qu'elles organisent ou auxquels elles participent. Outre le dialogue structuré et formel entre la DG EAC et les organisations de jeunes, il existe des mécanismes informels qui sont utilisés par les principales DG auteures pour recueillir des informations sur leurs produits et activités destinés aux jeunes. Les entretiens menés auprès des représentants des DG auteures ont souligné les difficultés inhérentes à la transmission systématique des commentaires aux collègues qui en ont besoin et au moment opportun, et plus particulièrement la difficulté à partager les retours d'expérience et les enseignements entre les différentes DG. La plupart des intervenants consultés ne savaient pas si et comment leurs commentaires avaient été utilisés.

Valeur ajoutée européenne

Question posée aux fins de cette évaluation : **« Quelle est la valeur ajoutée par l'UE aux produits de communication de la Commission destinés aux jeunes par rapport à d'autres produits portant sur l'UE, ses avantages et les possibilités offertes aux jeunes et à différents segments de la jeunesse aux niveaux national, régional ou local ? Quelle est la valeur ajoutée des produits de la Commission, telle que perçue par les jeunes et les différents segments de jeunes, ainsi que par les différents acteurs servant de relais d'information ? »**

Selon les données recueillies dans le cadre de cette étude, les produits et activités de la Commission destinés aux jeunes apportent une valeur ajoutée non négligeable. Il a également été possible d'identifier les principales différences en matière de valeur ajoutée UE entre les deux types d'intervenants (acteurs en contact avec les jeunes et jeunes eux-mêmes). À la suite de l'analyse, il apparaît que les produits de la Commission apportent une valeur ajoutée de trois manières différentes :

- L'utilité, le caractère distinctif et le caractère unique des produits : les produits de la Commission sont utiles car ils peuvent être utilisés de manière répétée et sont donc particulièrement économiques. Mais ils peuvent également être considérés comme uniques et distinctifs pour ce qui

est de leur contenu car ils ne sont pas produits au niveau national et sont donc difficiles à trouver ailleurs ;

- La précision et l'objectivité grâce à la comparabilité : les produits sont généralement décrits comme fiables et basés sur des faits et des preuves, et souvent présentés selon le point de vue européen, moins enclins à des partis pris sociaux ou de politique nationale ;
- L'exhaustivité, l'intégrité et les valeurs : les produits de la Commission visent à fournir une offre complète et intégrée aux jeunes et à certains sous-ensembles de jeunes qui pourraient par ailleurs ne pas faire partie de la cible d'un programme national. Au même titre, les produits et activités de la Commission promeuvent les valeurs et les messages européens à destination des jeunes.

4. Résumé des recommandations

Pertinence

- Étudier comment faire en sorte que l'offre de la Commission sur les produits et les activités destinés aux jeunes corresponde davantage aux besoins des personnes moins impliquées dans l'UE, notamment par le biais de produits et activités plus interactifs conçus pour certains sous-ensembles de jeunes ;
- Veiller à ce que l'offre réponde pleinement aux priorités de politiques de la Commission concernant les jeunes, telles que le marché unique numérique, le commerce et la migration.

Cohérence

Cohérence interne

- Évaluer systématiquement les besoins en information des sous-ensembles des jeunes d'un point de vue de la demande, développer des stratégies de communication par âge et rationaliser l'offre de publications destinée aux jeunes ;
- Organiser des consultations plus régulières et systématiques avec les acteurs en contact avec les jeunes pour comprendre l'évolution des besoins et le comportement des sous-ensembles de jeunes en matière de consommation d'information ;
- Envisager de créer un groupe interservices pour suivre les modes de consommation de l'information ;
- Utiliser le processus décrit à la section 4.6 du présent rapport pour étudier l'offre actuelle de produits destinés aux jeunes et envisager de gérer un calendrier commun pour tout nouveau document ou toute nouvelle activité destinée aux jeunes.

Cohérence externe

- Promouvoir une plate-forme d'information en tant que guichet unique pour l'information de l'UE destinée aux jeunes ;
- Envisager de procéder à un audit portant sur la qualité des produits écrits actuels, par âge et par catégorie.

Efficacité

Atteindre le public visé à travers des produits et des activités destinés aux jeunes

- Étudier les besoins pour les produits de l'UE dans les pays où les commandes en publications de l'UE sont faibles ;
- Adapter les produits et les activités destinés aux jeunes en fonction d'un segment donné et utiliser les médias sociaux pour atteindre les personnes moins engagées et exposées au risque d'exclusion sociale ;
- Demander un contrôle et des comptes rendus sur la portée par sous-ensemble (lorsque ciblé).

Engagement auprès des publics cibles

- Envisager de fournir aux acteurs nationaux des outils d'évaluation de leur engagement auprès des jeunes dans le cadre des campagnes de communication (récurrentes) de l'UE ;
- Continuer à multiplier les contacts avec les jeunes en ligne et via les médias sociaux, mais demander davantage de moyens innovants dans ce domaine afin de nouer un dialogue approfondi ;
- Adapter les stratégies de dialogues en fonction de l'âge et des différents canaux utilisés par les différents groupes de jeunes visés.

Prise en charge des sous-ensembles de jeunes

- Renforcer la coopération avec les écoles et les organisations de jeunesse en vue de l'élaboration de produits et d'activités de communication ;
- Veiller à ce que les produits promotionnels offrent de réelles opportunités de dialogues, en ligne ou non, avec différents sous-ensembles de jeunes.

Répondre aux besoins des utilisateurs

- Élaborer des produits fondés sur l'évaluation des besoins et centrés sur les avantages pour l'utilisateur ;
- Envisager des partenariats avec des organisations de jeunesse ou des organisations en faveur des jeunes afin d'accéder à certains segments de jeunes et répondre à leurs besoins spécifiques ;
- Continuer à accroître ou améliorer l'interactivité des produits et intégrer l'offre en ligne et hors ligne ;
- Segmenter l'offre non seulement en fonction de l'âge, mais également en fonction de leur canal de distribution préféré.

Amélioration des produits et des activités

- Continuer à améliorer le contenu des produits de la Commission et à garantir la qualité des traductions ;
- Augmenter l'utilisation de formats plus attrayants : jeux-questionnaires, jeux et infographies ;
- Améliorer l'accessibilité des produits sur les appareils mobiles.

Efficiences

- Envisager de créer un groupe interservices pour identifier les possibilités de coopération interne ;
- Créer davantage de possibilités incitant les jeunes à acheter les produits de la Commission ;
- Insérer ce qui revient de « l'écoute » institutionnelle dans le cycle de développement des politiques ;
- Fournir des commentaires sur les commentaires, c'est-à-dire informer le public que sa voix a été entendue.

Valeur ajoutée de l'UE

- Maximiser la valeur ajoutée de l'UE en adaptant mieux les produits, les activités et les canaux ;
- Relever ensemble les défis communs, par exemple les « jeunes désengagés », investir dans du matériel de haute qualité, transférable et réutilisable, ainsi que dans le partage de bonnes pratiques.

Kurzfassung

1. Ziele, Zielsetzungen und Umfang der Studie

Dieser Synthesebericht wurde von Ecorys im Zusammenhang mit der „Überprüfung der Materialien und Aktivitäten der Europäischen Kommission, die an Jugendliche gerichtet sind“ erstellt. Der Bericht wurde von der Generaldirektion Kommunikation (GD COMM) der Europäischen Kommission (der Kommission) in Auftrag gegeben. Der Bericht unterstützt die Kommission dabei, ihr Informations- und Kommunikationsangebot für Jugendliche zu sichten und zu konsolidieren.

Der Bericht erfüllt drei spezifische Zielsetzungen:

- An Jugendliche gerichtete Materialien und Aktivitäten der Kommission wurden geprüft und Ergänzungen, Lücken und Überschneidungen im Angebot der Kommission hervorgehoben;
- Die Relevanz und Effektivität der Materialien und Aktivitäten wurden bewertet. Hierbei ging es unter anderem darum, die Bedürfnisse von Multiplikatoren (z.B. Lehrern) zu berücksichtigen, die mit Jugendlichen und Kindern zusammenarbeiten; und
- Die Effizienz der Zusammenarbeit innerhalb der Kommission bei der Entwicklung und Verbreitung der Materialien, sowie das Konzept und die Umsetzung von auf Jugendliche ausgelegte Aktivitäten wurden untersucht.

Der *Schwerpunkt* dieser Studie liegt auf erster Linie auf *Materialien* und *Jugendlichen*, in zweiter Linie auf *Aktivitäten* und *Kindern im Grundschulalter*. Die Bedürfnisse der letztgenannten Gruppe wurden vorrangig durch Multiplikatoren, z. B. Lehrer, berücksichtigt. Die Prüfung ist auf *Kommunikationsmaterialien* der Kommission beschränkt, die Jugendlichen im Zeitraum von 2015 bis 2017 zur Verfügung standen. Dies umfasst sowohl Offline- als auch Online-Materialien und -Aktivitäten.

Umfassendere Kommunikationsinitiativen der Kommission wie Kampagnen, Konten oder Plattformen werden zumeist gesondert evaluiert. Daher konzentriert sich die vorliegende Studie hauptsächlich auf die Prüfung der Sekundärdaten über diese Initiativen. Die Erhebung von Primärdaten fokussierte sich auf die fünf Stichprobenländer, die den höchsten Anteil an jungen Menschen aufweisen, die keine eindeutige Einstellung zur EU haben.

2. Überblick über die Methodik

Die Daten für diese Studie wurden auf verschiedene Weise erhoben:

- Eine umfassende Schreibtischstudie bildete die Grundlage und den Kontext für die Ergebnisse dieses Berichts. Sie diente zur Erfassung von Sekundärdaten über Materialien und Aktivitäten der Kommission;
- Drei Interviews und eine schriftliche Konsultation unter allen GDs und den institutionsübergreifenden Stellen der Kommission diente der Bestandsaufnahme;
- Eine Datenbank der Materialien und Aktivitäten der Kommission, die auf Jugendliche abzielen, wurde erstellt. Die Datenbank bietet eine systematische Kartierung von etwa 500 Materialien und Aktivitäten nach vorgegebenen Kategorien;
- Die Erfassung und Analyse von Monitoringdaten für wichtige Jugendmaterialien, Konten und Aktivitäten der Kommission, einschließlich einer Analyse der Reichweite und Einbindung von sozialen Medien;
- Etwa 40 ausführliche Interviews mit wichtigen Interessenvertretern auf EU-Ebene, Autoren-GDs und ausgewählten nationalen Interessenvertretern in den Stichprobenländern;

- Eine Nutzerumfrage unter Multiplikatoren und Endnutzern der wichtigsten Kommissionsmaterialien und -aktivitäten (von 565 erhaltenen Antworten waren 365 vollständig genug, um in die Analyse einzufließen);
- Eine Analyse von von ausgewählten Social Media-Kanäle und Aktivitäten der Kommission sowie von ausgewählte Konten und Aktivitäten von wichtigen Interessenvertretern in den fünf Stichprobenländern; sowie
- Drei Fokusgruppen mit unterschiedlichen jugendlichen Altersgruppen, um von Jugendlichen aus erster Hand zu erfahren, wie relevant und effektiv die Materialien der Kommission sind.

3. Zusammenfassung der wichtigsten Ergebnisse und Schlussfolgerungen

Relevanz

Bei der Auswertung wurde die folgende Frage beantwortet: **„In welchem Umfang sind die Materialien der Kommission relevant für ihre Zielgruppen, insbesondere hinsichtlich der politischen Prioritäten der Kommission und ihrer Dienste?“**

Insgesamt weisen die Ergebnisse der Studie darauf hin, dass die Inhalte der EU-Materialien und Aktivitäten für die Förderung der Rolle und Werbung für die EU und ihrer Einrichtungen relevant sind sowie spezifische Anliegen von Jugendlichen erfüllen. Allerdings ließe sich die Relevanz der Materialien und Aktivitäten der Kommission in Bezug auf die Bedürfnisse bestimmter jugendlichen Gruppen noch verbessern (weniger von der EU angesprochen fühlen sich Jugendliche in der Altersgruppe von 12 bis 20 und Jugendliche im ländlichen Raum).

Insgesamt decken die Materialien viele der politischen Prioritäten der Kommission und ihrer verschiedenen Dienste ab. Einige politische Prioritäten sind sehr gut abgedeckt. Hierbei handelt es sich um „Arbeitsplätze, Wachstum und Investitionen“, „Energie und Klima“ und „eine tiefere, ausgewogenere Wirtschafts- und Währungsunion“. Bei der Prüfung wurden Lücken in der Abdeckung von politischen Prioritäten bezüglich des digitalen Binnenmarktes, Handels und Migration festgestellt.

Kohärenz

Bei der Auswertung wurde die folgende Frage beantwortet: **„In welchem Umfang ist das Angebot der Kommunikationsmaterialien und -aktivitäten der Kommission intern sowie extern kohärent, wenn man die wichtigsten Informationsbedürfnisse von Jugendlichen, die Bedürfnisse bestimmter Jugendgruppen und wichtiger Multiplikatoren, die mit Jugendlichen zusammenarbeiten, in Betracht zieht? Dies umfasst auch Informationen, die nicht von der Kommission bereitgestellt werden, über das Thema EU, ihre Vorteile und Möglichkeiten.“**

In Bezug auf die Hauptthemen ist das Angebot der Materialien und Aktivitäten der Kommission insgesamt kohärent. Die meisten Altersgruppen werden abgedeckt und verschiedenste Kanäle und Arten von Materialien genutzt. Manche Untergruppen werden jedoch nicht systematisch angesprochen (z. B. Jugendliche mit einem Migrationshintergrund, einschließlich neu eingetrossener Migranten und Flüchtlinge, Schulabbrecher, weniger gut gebildete und weniger interessierte Jugendliche). Die Analyse zeigt Lücken im Hinblick auf interaktive Materialien und weniger formelle Materialien und Videos auf. Außerdem gibt es Hinweise darauf, dass die Ausarbeitung von Materialien generell nicht von einer systematischen Analyse des Kommunikationsbedarfs bestimmter Alterskategorien begleitet ist. Ebenso werden die Materialien nicht immer auf gewonnene Erkenntnisse abgestimmt.

Die Ergebnisse zur externen Kohärenz des Angebots der Materialien und Aktivitäten für Jugendliche ist gemischt. Eine Analyse der Themenabdeckung auf Basis der Datenbank lässt auf einige potenzielle Überschneidungen zwischen Materialien und Aktivitäten der Kommission und anderen Materialien und

Aktivitäten, die Jugendliche und verschiedene Jugendgruppen und Multiplikatoren ansprechen, schließen. Interessenvertreter haben unterschiedliche Auffassungen hinsichtlich der Kohärenz des Angebots. Die GDs betonten den Mehrwert, den externe Organisationen auf EU-Ebene bei der Förderung der EU und ihrer Programme böten. Im Gegensatz dazu war eine beträchtliche Anzahl von Interessenvertretern auf nationaler Ebene der Meinung, dass es zu viele Materialien gäbe. Dies erschwere es Jugendlichen und Multiplikatoren, die benötigten Informationen zu finden.

Effektivität

Bei der Auswertung wurden die folgenden Fragen beantwortet: **„In welchem Umfang verbreitet das Kommunikationsmaterial der Kommission wichtige Nachrichten über Prioritäten, Entwicklungen, Politik und Programme der EU (Corporate Communication der Kommission)?“**, **„In welchem Umfang erreichen die Materialien der Kommission effektiv die Zielgruppe der Jugendlichen und ihre Untergruppen?“** und **„In welchem Umfang entspricht das Material den Kommunikationsbedürfnissen der Zielgruppe? Was müssen wir vermehrt oder weniger häufig tun und warum?“**

Die übergreifende Analyse zeigt im Allgemeinen eine gute Überschneidung zwischen den abgedeckten Themen und den strategischen Prioritäten, politischen Zielen und Programmen für Jugendliche der EU. Deutlich wird zudem, dass die Prioritäten für Jugendliche der Kommission in den auf Jugendliche gerichteten Corporate Communications-Kampagnen der Kommission abgedeckt werden. Was die Jugendprioritäten angeht, ist die Abdeckung der Hauptprogramme zwar generell gut, es wurden jedoch bestimmte Lücken in der Behandlung der relevanten Themen und Programme festgestellt. Beispielsweise werden die Prioritäten der Jugendbeschäftigungsinitiative und des Europäischen Sozialfonds nicht gut von den Materialien abgedeckt.

Die erfassten und analysierten Daten weisen darauf hin, dass im Verlauf der von dieser Studie untersuchten drei Jahre (2015 bis 2017) die Materialien und Aktivitäten der Kommission mindestens 200 Millionen Jugendliche in der EU angesprochen haben. Mindestens 155 Millionen junge Menschen wurden über Kommunikationskampagnen in den sozialen Medien erreicht, 25 Millionen über Social-Media-Konten der Kommission, 18 Millionen über Webseiten der Kommission und 2,5 Millionen Jugendliche über vom Amt für Veröffentlichungen der EU verteilte Veröffentlichungen.

Eine Analyse der Daten und die Ergebnisse der Nutzerumfrage sowie der Fokusgruppen ergeben, dass die Mehrheit der Materialien und Aktivitäten der Kommission im Allgemeinen ansprechend ist. Allerdings gibt es einen beträchtlichen Anteil von Materialien und Aktivitäten, der nur zu einem gewissen Grad oder gar nicht ansprechend ist. Die Analyse identifiziert ein hohes Engagementniveau einiger Aktivitäten der Kommission (z. B. Europäische Jugendwoche, Kampagnen während der European Vocational Skills Week, GD COMM Online-Spiele für Kinder sowie Bestellungen und Downloads der wichtigsten Veröffentlichungen der Kommission), während bei einem beträchtlichen Anteil der Materialien der Kommission (30 bis 40 %) die Nachfrage niedrig oder sehr niedrig ist.

Die Recherchen und Analysen im Zusammenhang mit dieser Studie haben einige gute Praktiken beim Ansprechen von Jugendlichen identifiziert, beispielsweise:

- GD EAC Erasmus+ Broschüren, 'Erasmus+ mobile App: Make the most of your stay abroad' (Hole das Meiste aus deinem Auslandsaufenthalt) und die Veröffentlichung 'Come to study or teach in Europe' für Hochschulstudenten und Fakultätsmitglieder;
- Broschüren der GD COMM zum Thema 'Reisen in Europa' für allgemeine jugendliche Zielgruppen, die Broschüre und das bildende Onlinespiel 'Let's Explore Europe' für Kinder im Alter von 9 bis 12 Jahren.

- GD DEVCOs aktuellste Kampagne mit dem Blogger-Wettbewerb 'Faces2Hearts' und GD EAC 30. Jahrestag der Erasmus+-Kampagne.
- 'Europa kinderleicht' von der Kommissionsvertretung in Berlin für Kindern und das von der Kommissionsvertretung in Lettland organisierte 'EU Exam'.

Die Studie zeigt, dass die Kommissionsmaterialien breite Altersgruppen ansprechen. Allerdings gibt es auch Hinweise darauf, dass die Materialien weniger effektiv darin sind, junge Menschen außerhalb des Bildungswesens (im Vorschulalter und nach Schulabschluss) zu erreichen. Die Analyse zeigt ebenso auf, dass andere Jugendgruppen nicht systematisch erfasst werden. Hierzu zählen Migranten und Flüchtlinge sowie benachteiligte, weniger gut gebildete und weniger interessierte Jugendliche. Mehrere Interviewpartner haben darauf hingewiesen, dass dies das Potenzial der Materialien bedeutend einschränkt. Die Ergebnisse der Umfrage weisen außerdem darauf hin, dass ein Bedarf nach einer besseren Einbindung dieser Gruppen besteht. Allerdings wird auch anerkannt, dass Jugendliche keine homogene Gruppe sind und es daher eine große Herausforderung ist, alle relevanten Untergruppen effektiv abzudecken.

Insgesamt erscheinen die Materialien der Kommission für ihren Zweck angemessen zu sein. Basierend auf den Antworten aus den unterschiedlichen Konsultationsaktivitäten entspricht die Kommission den Bedürfnissen junger Menschen. Die Datenbank identifiziert 456 Materialien und Aktivitäten, die von der Kommission, ihren Vertretungen oder EU-Agenturen erarbeitet wurden und die junge Menschen ansprechen. Die Materialien und Aktivitäten decken vielfältige Themenbereiche, Zielgruppen und Kanäle ab. Die Analyse zeigt, dass es Möglichkeiten gibt, die Vielfalt der angebotenen Materialien und Übersetzungen zu straffen. Aus der Studie ergibt sich weiterhin ein Bedarf nach einem interaktiveren und integrierteren Angebot. Während Online-Kanäle geeignet erscheinen, kann auch eine verbesserte Interaktivität von Publikationen und ergänzenden Offline- und Online-Kommunikationsprodukten für Kinder und Jugendliche hilfreich sein.

Die Materialien sind generell auch für die Nutzung durch Lehrkräfte angemessen und geeignet. Es gibt eine beträchtliche Menge an Materialien, die speziell auf Grund- und Sekundarschüler ausgelegt sind. Von den GDs und Agenturen ausgearbeitete Materialien werden von den Kommissionsvertretungen ergänzt, die ihre Materialien speziell auf die Bedürfnisse der entsprechenden Mitgliedsstaaten abstimmen können. Lehrkräfte haben bestätigt, dass die Materialien den Anforderungen gerecht werden. Lehrkräfte scheinen sich uneinig zu sein, ob bestimmte Themen im aktuellen Angebot fehlen, stimmen aber darüber überein, dass ein integrierteres und interaktiveres Angebot erforderlich ist.

Die Analyse der Interviews, der Fokusgruppen und der Datenbank zeigt, dass Verbesserungen sowohl inhaltlich *als auch* bei der Verbreitung von Materialien notwendig sind. Die Datenanalyse ergibt, dass die Inhalte mancher Materialien einfacher, interaktiver, interessanter und benutzerfreundlicher gestaltet werden sollten. Die Daten weisen außerdem darauf hin, dass Materialien effektiver verbreitet werden könnten, wenn Kommunikationskanäle für jede jugendliche Untergruppe besser verstanden und für die Verbreitung der entsprechenden Materialien besser genutzt würden.

Effizienz

Bei der Auswertung wurden die folgenden Fragen gestellt: „**Wie effizient ist die Zusammenarbeit innerhalb der Kommission, zwischen der Kommission und ihren Vertretungen, und zwischen der Kommission und Jugendlichen, Jugendorganisationen und anderen Interessenvertretern in Bezug auf den Entwurf, die Ausarbeitung und Förderung von Materialien, die auf Jugendliche und ihre Untergruppen ausgerichtet sind? Welche Möglichkeiten bestehen, um Ressourcen zusammenzulegen und so die Qualität der Informationsmaterialien für Jugendliche in der EU, ihre**

Vorteile, Möglichkeiten und Größenvorteile zu verbessern, damit mehr junge Menschen und insbesondere Untergruppen Jugendlicher angesprochen werden können?“

Insgesamt sind die Ergebnisse zu der Zusammenarbeit bei der Produktion von Materialien zwischen den GDs einerseits sowie zwischen den GDs und den Kommissionsvertretungen in den Mitgliedsstaaten andererseits gemischt. Es gibt wenig Hinweise auf Duplikationen; die Zusammenarbeit scheint jedoch auf bilateraler Ebene zu verlaufen. Allgemein beständen Möglichkeiten, koordinierter in der gesamten Kommission vorzugehen, um Budgets zu bündeln und den Wissensaustausch in der Produktion von Materialien für Jugendliche zu verbessern. Es gibt Anzeichen, dass die GDs effektiv mit den Kommissionsvertretungen in den einzelnen Ländern zusammenarbeiten. Die Zahl von Beispielen für eine Zusammenarbeit zwischen anderen Organisationen auf nationaler Ebene und Autoren-GDs ist hingegen begrenzt.

Der Studie zufolge beteiligen die meisten GDs Jugendliche oder Jugendorganisationen, um die Qualität ihrer Materialien zu verbessern. Bestehende Beteiligungsformen tendieren jedoch dazu, sehr begrenzt zu sein. Üblicherweise wird mit Fokusgruppen, Interviews oder Umfragen ermittelt, wie junge Menschen über bestimmte Materialien halten, sobald sie ausgearbeitet wurden. Es gibt auch Beispiele von Jugendlichen, die als sogenannte Botschafter zur Förderung der Materialien beitragen. GDs arbeiten nur selten bei der Ausarbeitung der Materialien direkt mit jungen Menschen zusammen. Viele Befragte raten dazu, die Mechanismen der Kommission zur Kooperation mit Jugendlichen zu verbessern.

Die Interviews deuten darauf hin, dass die Kommission normalerweise Feedback informell während Veranstaltungen, Workshops und Seminaren einholt. Neben dem formellen strukturierten Dialog zwischen GD EAC und Jugendorganisationen gibt es informelle Mechanismen, mit denen die wichtigsten Autoren-GDs über ihre auf Jugendliche ausgerichteten Materialien und Aktivitäten Feedback einholen. Interviews mit den Vertretern von Autoren-GDs unterstreichen die Herausforderung, Feedback zeitnah, systematisch und gezielt an Kollegen weiterzuleiten. Die Weitergabe von Feedback zwischen GDs wird als besonders herausfordernd betrachtet. Die meisten Befragten wussten nicht, ob und wie ihr Feedback verwendet wurde.

Mehrwert der EU

Bei der Auswertung wurden die folgenden Fragen gestellt: ***„Welchen Mehrwert der EU haben die Kommunikationsmaterialien für Jugendliche der Kommission verglichen mit anderen Materialien der EU mit ihren Vorteilen und Möglichkeiten, die Jugendlichen und verschiedenen Jugendgruppen auf nationaler, regionaler oder lokaler Ebene bereitgestellt wurden? Was ist der empfundene Mehrwert der Kommission für Jugendliche, verschiedene Jugendgruppen und der Multiplikatoren?“***

Die im Zusammenhang mit dieser Studie erfassten Daten haben gezeigt, dass die auf Jugendliche ausgerichteten Materialien und Aktivitäten der Kommission einen erheblichen Mehrwert bieten. Es war zudem möglich, die Hauptunterschiede in Bezug auf den wahrgenommenen Mehrwert der EU zwischen den beiden unterschiedlichen Befragungsgruppen (Multiplikatoren und Jugendlichen) zu erkennen. Die Materialien der Kommission erbringen erheblichen Mehrwert in dreierlei Hinsicht:

- Nützlichkeit, Eigenart und Einzigartigkeit der Materialien: Die Kommissionsmaterialien sind nützlich, da sie wiederholt nutzbar und daher besonders kostengünstig sind. Sie können jedoch auch in Bezug auf die Inhalte als einzigartig und eigenständig betrachtet werden, da sie nicht auf nationaler Ebene produziert werden und daher nicht unbedingt an anderer Stelle existieren;
- Richtigkeit und Objektivität durch Vergleichbarkeit: Die Materialien werden generell als zuverlässig und auf Tatsachen beruhend beschrieben, und häufig von einer vergleichenden EU-Perspektive präsentiert, die weniger mit bestimmten nationalpolitischen oder sozialen Neigungen behaftet ist.

- Vollständigkeit, Integrität und Werte: Die Kommissionsmaterialien zielen darauf ab, ein vollständiges und integriertes Angebot für Jugendliche und bestimmte Untergruppen bereitzustellen, die möglicherweise nicht auf nationaler Ebene angesprochen werden. Auf gleiche Weise fördern die Materialien und Aktivitäten der Kommission europäische Werte und Nachrichten unter jungen Menschen.

4. Zusammenfassung der Empfehlungen

Relevanz

- Es sollten Wege in Betracht gezogen werden, die sicherstellen, dass das Angebot der Kommission an Materialien und Aktivitäten besser auf die Bedürfnisse von Jugendlichen abgestimmt ist, die sich weniger von der EU angesprochen fühlen. Dies kann unter anderem durch interaktivere Materialien und Aktivitäten erfolgen, die für bestimmte jugendliche Untergruppen erarbeitet werden.
- Es sollte sichergestellt werden, dass das Angebot vollständig die politischen Prioritäten der Kommission für Jugendliche anspricht, z. B. den digitalen Binnenmarkt, Handel und Migration.

Kohärenz

Interne Kohärenz

- Der Informationsbedarf verschiedener Jugendgruppen sollte systematisch ausgewertet, altersspezifische Kommunikationsstrategien entwickelt und das Angebot der Veröffentlichungen für Jugendliche gestrafft werden;
- Es sollten regelmäßiger und systematischer Konsultationen mit Multiplikatoren entwickelt werden, um Veränderungen der Bedürfnisse und Konsumverhalten von verschiedenen Gruppen Jugendlicher zu verstehen;
- Es sollte in Betracht gezogen werden, eine dienstübergreifende Arbeitsgruppe einzurichten, um die Verhaltensmuster des Informationskonsums zu verfolgen.
- Das im Abschnitt 4.6 dieses Berichts dargelegte Verfahren sollte verwendet werden, um das aktuelle Angebot an Jugendmaterialien zu prüfen. Es sollte in Betracht gezogen werden, einen gemeinsamen Kalender für neue, auf Jugendliche ausgerichtete Materialien und Aktivitäten zu führen.

Externe Kohärenz

- Eine Informationsplattform sollte als Anlaufstelle für EU-Jugendinformationen eingerichtet werden;
- Eine Qualitätsprüfung der aktuellen schriftlichen Materialien nach Altersgruppe und Segment sollte in Betracht gezogen werden.

Effektivität

Reichweite der Materialien und Aktivitäten für Jugendliche

- Die geringe Anzahl von Bestellungen von EU Materialien in einigen Ländern sollte untersucht werden;
- Materialien und Aktivitäten für Jugendliche sollten nach Untergruppe und den jeweiligen Nutzungsmustern sozialer Medien abgestimmt werden, um junge Menschen zu erreichen, die weniger eingebunden sind oder bei denen die Gefahr der sozialen Ausgrenzung besteht;
- Die Reichweite von Materialien sollte für verschiedene Gruppen von Jugendlichen erfasst werden.

Ansprechen von Zielgruppen

- Es sollte in Betracht gezogen werden, nationalen Interessenvertretern Hilfe anzubieten, um ihr Engagement mit Jugendlichen im Zusammenhang mit (sich wiederholenden) EU-Kommunikationskampagnen auszuwerten;
- Jugendliche sollen weiterhin vermehrt online und über soziale Medien angesprochen werden, aber es besteht auch ein Bedarf nach Innovation in der Öffentlichkeitsarbeit;
- Engagement-Strategien sollten auf die Altersgruppe und die von den angezielten Gruppen von Jugendlichen genutzten Kanäle ausgerichtet sein.

Abdeckung von jugendlichen Untergruppen

- Die Zusammenarbeit mit Schulen und Jugendorganisationen bei der Entwicklung von Kommunikationsmaterialien und -aktivitäten sollte gestärkt werden;
- Hinweise auf echte Möglichkeiten für verschiedene Gruppen von Jugendlichen sich zu engagieren sollten online wie offline gefördert werden.

Die Bedürfnisse der Nutzer erfüllen

- Materialien sollten auf Grundlage von Bedarfsanalysen erstellt werden und auf sich auf die potenziellen Vorteile für Nutzer konzentrieren;
- Partnerschaften mit Jugendorganisationen oder Organisationen, die junge Menschen unterstützen, sollten in Betracht gezogen werden, um Zugang zu bestimmten Jugendgruppen zu erlangen und ihre Bedürfnisse zu erfüllen;
- Die Interaktivität der Materialien sollte weiterhin erhöht oder verbessert werden und das Angebot online wie offline integriert werden;
- Das Angebot sollte nicht nur nach Altersgruppe, sondern auch den bevorzugten Kanälen segmentiert werden.

Verbesserung der Materialien und Aktivitäten

- Die Inhalte der Kommissionsmaterialien sollten weiterhin verbessert und auf hochwertige Übersetzungen geachtet werden;
- Die Nutzung interaktiver Formate sollte erhöht werden: Quizze, Spiele und Infografiken.
- Die Zugänglichkeit von Materialien auf Mobilgeräten sollte verbessert werden.

Effizienz

- Die Einrichtung einer dienstübergreifenden Arbeitsgruppe für die Identifizierung interner Zusammenarbeitsmöglichkeiten sollte in Betracht gezogen werden;
- Es sollten mehr Möglichkeiten zur Beteiligung Jugendlicher bei der Beschaffung von Kommissionsmaterialien eingeführt werden;
- Das Feedback aus institutionellem „Zuhören“ sollte in den politischen Entwicklungszyklus einfließen;
- Es sollte Rückmeldungen zu Feedback gegeben werden, d. h. Zielgruppen sollten darüber informiert werden, dass ihre Stimmen gehört wurden.

Mehrwert der EU

- Der Mehrwert der EU sollte maximiert werden, in dem die Materialien, Aktivitäten und Kanäle besser aufeinander abgestimmt werden;

- Herausforderungen wie die „demotivierte Jugend“ sollten gemeinsam angegangen und in hochwertige, übertragbare und wiederverwendbare Materialien investiert werden. Außerdem sollten gute Praktiken ausgetauscht werden.

1.0 Introduction

This is the Synthesis Report prepared by Ecorys under the Request for Services (RfS) entitled 'Review of Commission materials and activities targeting youth' (released under Multiple Framework Contracts for Impact assessment, Evaluation and Evaluation-related services in the field of Communication activities - PO/2016-06/01 - Lot 2).

The Synthesis Report is structured as follows:

- The remainder of Chapter One defines the objectives and the scope of the Review;
- Chapter Two provides an overview of the of the research tasks completed for the Review, including the detailed Desk research, Written scoping consultation, development of the Inventory of youth materials and activities, Key stakeholder interviews, User survey, Social media analysis and Focus groups;
- Chapter Three presents the findings of the Review, addressing the strategic evaluation questions based on a synthesis of data collected through the research tasks; and
- Chapter Four provides operational recommendations based on the findings and conclusions of this Review.

This Report is supplemented by the following annexes include:

- Annex 1: Final Inventory of youth materials and activities;
- Annex 2: List of key stakeholders interviewed;
- Annex 3: Anonymised User survey results;
- Annex 4: List of literature reviewed;
- Annex 5: Social media analysis report;
- Annex 6: Focus group report;
- Annex 7: Monitoring data on orders from the Publications Office of the EU (OP);
- Annex 8: Monitoring data on OP downloads; and
- Annex 9: Monitoring data used in reach calculations.

1.1 Objectives and scope of the assignment

The objectives and scope of the Review were detailed and agreed with the client's approval of the Inception report. This section provides a summary of the objectives and the scope of this Review.

1.1.1 Objectives of the Review

This Synthesis report provides recommendations for the *Outreach to Citizens* project of the European Commission's Corporate Communication Steering Committee on ways to improve the relevance, coherence and effectiveness of Commission materials and activities targeting youth as well as the efficiency of cooperation within the Commission and its 'listening' processes in addressing needs of youth and multipliers working with young people or children.

Following on from the publication *Synergies and Efficiencies in the Commission – New Ways of Working* (4 April 2016), there is a desire to find efficiency barriers; information gaps; missing resources; dysfunctions; unused potential; and other factors critical to the successful development of an efficient and cost-effective approach to communication, including with youth. This assignment provides a mapping of Commission materials and activities targeting youth as well as research and data analysis that will help to ‘fill the gaps’ in the Commission’s information and communication offer to youth.

In pursuing the general objective of improved Commission communication with young people, this assignment has delivered on its three specific objectives:

- 1) To produce a Review of Commission materials and activities targeting youth to identify complementarities as well as gaps and overlaps across different Commission author services (DGs and Representations);
- 2) To assess the relevance and effectiveness of these materials and activities in reaching and engaging youth as well as addressing needs of multipliers working with youth and children; and
- 3) To examine the efficiency of cooperation within the Commission in the development and distribution of materials as well as design and implementation of activities targeting youth.

1.1.2 Scope of the Review

The general scope of the Review was defined by the Technical Specifications and the methodology accepted by the client with the Ecorys offer. The *main focus* of the Review is on *materials* and *youth*¹, with secondary focus on *activities* and *children* in an early school age, whose needs are primarily to be assessed through information multipliers e.g. teachers.

The Review covers any *communication* material of the European Commission, which aims at raising youth awareness and understanding of the EU in general and on key EU developments, EU policies and programmes of use to young people. This can include offline and online materials and activities promoted via a range of different channels.

The main focus of this Review is youth in the age from 15-30 years. The Inventory also covers Commission materials and activities targeting children in early school age and youth up to 35 years of age², while the rest of the primary data collection to be undertaking in the context of this Review (i.e. interviews, survey, focus groups) mostly focused on youth 15-30 years of age.

Materials and activities targeted at non-EU youth were included in the Inventory (and inform the analysis of availability, complementarities and gaps in the Commission materials and activities offer to youth), while the other primarily data gathering activities (interviews, survey, focus groups and social media analysis) were focused on EU youth and multipliers.

The Review focused on materials and activities of the Juncker Commission. The period to be covered by this Review was therefore limited to three full years (2015-2017³). Because of the imperative to improve and maximise the impact of the Commission offer and engagement with youth, the Review

¹ Any communication materials and activities that are not *purposefully and intentionally targeting youth* should be excluded from the scope of this Review, even if they may reach young people among other target audiences

² As long as the materials and activities for this older group are clearly labelled as those for young people.

³ The Commission took office on 1 November 2014. Review of secondary data sources may include research findings before this period, if available and relevant.

mostly focused on *current* Commission materials and activities targeting youth. Commission materials and activities that were launched during the Review period but have been discontinued since, were included in the Inventory, but excluded from further analysis⁴.

As for the most part broader communication initiatives i.e. campaigns, accounts or platforms are subject to their own internal or external evaluations and providing comprehensive evaluations of these initiatives under this Review would constitute a duplication of effort, the study mostly focused on the review of any relevant secondary data (previous evaluations, studies or monitoring data) on the overall reach, outcomes and impacts of these wider communication initiatives.

In order to collect data for the analysis of the external coherence of the Commission materials and activities a limited number of non-Commission materials and activities (developed by different European, national, regional or local stakeholders that communicate with youth on EU topics) were included in the Inventory. The scope of this mapping was limited to the main materials and activities that were mentioned by the various European and national stakeholders consulted.

The five sample countries selected [DE, FIN, LV, SL, SP] for in-depth national consultations (to be covered by the key stakeholder interviews, monitoring data requests, user survey and social media analysis implemented in the context of this Review) were selected because they had the highest share of young people who were undecided about how they feel towards the EU, represented different sizes of Member States, provided a representative geographic distribution and included a recent EU Presidency country.

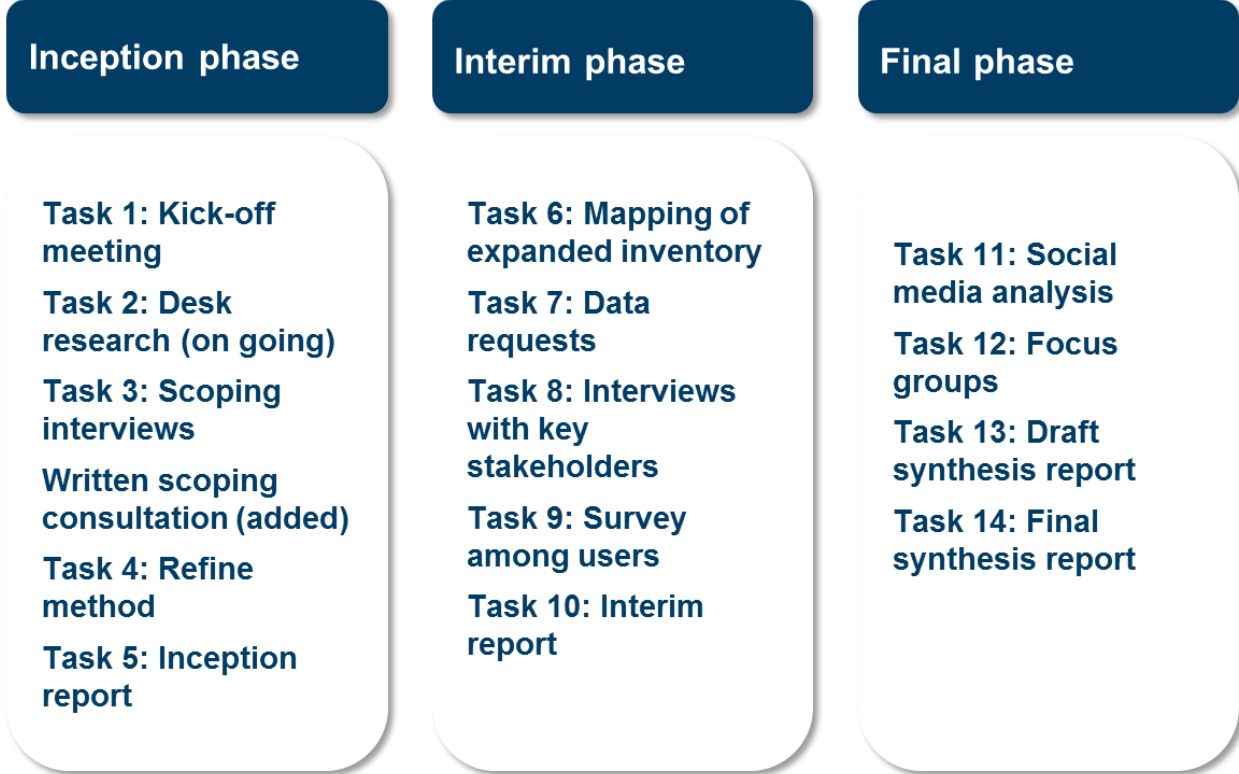
⁴ Unless key stakeholders and users consulted indicated that particular Commission materials and / or activities are necessary and need to be put back in the Commission offer.

2.0 Methodology

2.1 Overview of the method

The method for this Review combined a variety of data collection and assessment methods. The approach was structured around three project phases and 14 tasks, including one additional task 'Written scoping consultation' that was agreed with the Steering Committee during the Kick-off meeting. An overview of the method is presented in Figure 2.1.

Figure 2.1: Three project phases and the tasks of the Review



The key tasks delivered during this Review are briefly summarised below.

A **comprehensive Desk research** was undertaken to inform and contextualise the findings of this report as well as to collect secondary data on Commission materials and activities to be included in the Inventory (please see below). The Desk research covered identification and review of the relevant literature (existing evaluations, studies and surveys) and Eurostat data sets as well as requests of relevant policy and evaluation reports from the Steering Committee (as well as reports spontaneously provided by its members). The list of literature reviewed is presented in Annex 4.

A total of **three Scoping interviews** were undertaken with representatives of DG COMM, European Commission Representation Bulgaria (the Member State holding the EU Council presidency at the time) and DG EAC to get a better understanding of their needs and expectations vis-à-vis this Review, any potential data gaps that could be filled by this study, a range of their materials and activities that would need to be added to the Inventory as well as access to Commission monitoring data and results of previous or ongoing studies. The insights from these interviews, alongside the results of the Desk

research, were used in the preparation of the revised Review methodologies included in the Inception report.

Considering the greater than anticipated complexity of sampling Commission materials and activities that fall inside the scope of this Review as well as accessing their users and multipliers for research purposes it was agreed with the Steering Committee at the Kick-off meeting to carry out a **Written scoping consultation** among all 37 author DGs and the inter-institutional offices. A total of 22 responses were received to this consultation, with 16 author DGs indicating that they have produced materials and activities for youth and providing contacts for further data collection planned under this Review.

A draft Inventory of 250 Commission materials and activities targeting youth was provided for this Review at the invitation to tender stage of this project. During the Review this **Inventory of Commission materials and activities targeting youth** was further expanded undertaking systematic mapping of the materials and activities along pre-defined categories agreed in the Inception report. The work on the Inventory continued throughout the project as new evidence became available through the various data collection exercises described below. The Final Inventory is enclosed in Annex 1 and includes data on more than 500 Commission materials and activities for youth target groups.

Several **monitoring Data requests** were undertaken during the three phases of the project. During the Inception phase the data on the main youth materials and activities (as well as the potentially available monitoring data and 'shareable' contact lists of their users) were requested from the author DGs via the Written Scoping consultation. The same time of data requests also accompanied each of the key stakeholder interviews described below. Finally separate data collection exercise was undertaken in the context of the Social media analysis (please see below), requesting specifically the monitoring data on social media accounts and activities targeting youth from key author DGs and stakeholders consulted during the previous data collection exercises. The key monitoring data was also extracted from secondary evaluation, monitoring and survey reports during the development of the Interim and Synthesis reports.

A total of 41 **in-depth interviews with key stakeholders** were undertaken to inform the Review and complement the data collected through the other research tasks. A total of 15 interviews were completed with key EU level stakeholders and author DGs, as well as additional 26 interviews with selected national stakeholders: European Commission representations, EDICs, Eurodesks and National Agencies. Each interview, aside covering the strategic questions, included a request for monitoring data on the main Commission materials and activities used⁵ as well as an invitation to the stakeholders to promote the User survey designed in the context of this Review. Interviews were followed up with the relevant data requests and, where agreed, an email request to promote the User survey. An overview of the EU and national level key stakeholders consulted during this task is provided in Annex 2.

A **User survey** was developed and carried out to collect feedback on key⁶ Commission materials and activities from their multipliers and end users i.e. youth as well as to assess their willingness to engage with Commission materials and activities. The questions of the survey were tailored to two key target

⁵ as well as 'own' activities developed and implemented by the key stakeholders consulted for youth target audiences

⁶ The top youth materials identified by EDICs during a recent survey 'Questions on Publications' (2016), listed by author DGs and mentioned during the key stakeholder interviews.

groups. A total of 565 replies were received to the survey and 365⁷ were complete enough to be considered in the analysis included in this Report. The User survey was available in six languages: English, German, Finnish, Latvian, Slovenian and Spanish to facilitate responses from the five sample Member States. It was launched on 24 April 2018 and remained open until 24 July 2018.

A **Social media analysis**, covering selected⁸ Commission's social media channels and activities as well as selected accounts and activities of the key stakeholders in the five sample countries was undertaken to complement the other data collection activities, and specially inform the Review on the role of social media in reaching out and engaging with youth. The Social media analysis report is attached in Annex 5.

Finally, **three focus groups** with different age segments of youth were organised and conducted to provide insights for some of the strategic questions to be addressed by this Review, namely the relevance of the Commission materials for these target groups, their effectiveness in engaging youth and generating youth 'ownership' as well as ways that the Commission materials could be improved to better meet the needs and add value to youth. The Focus groups report is enclosed in Annex 6⁹.

2.2 Challenge of engaging youth

The extent Commission materials and activities have a potential to engage youth audiences has been discussed with the Steering Committee for this Review since the Kick-off meeting and throughout the assignment. While trust in the EU Institutions is on the raise, it needs to be noted that it experienced some of the lowest rates during the period under this Review. Trust in the European Commission in this period stood at 35%-42% (compared to 46% in the beginning of 2018 and 50-53% in 2007)¹⁰. The findings of this review need to be seen in this context.

2.3 Cross-referencing

In line with the requirements of the Technical Specifications this Synthesis Report includes cross-referencing between strategic questions, evidence-based key findings and supporting sources of evidence (presented in Section 3.0 'Conclusions') and corresponding recommendations (presented in Section 4.0). All recommendations are followed by brackets, including internal links to the sections in this report that present the key underlying data and evidence as well as conclusions drawn from these findings that were used to develop them.

⁷ 280 complete, and 85 partly filled responses. The number of responses is below the anticipated reach due to major revision of the survey approach that placed the response rate and reminders beyond the direct control of the Research team. Different from the initial expectations outlined in the proposed methodologies for this Review, there were no 'ready-made' user lists available for Commission materials and activities that could be made available to the Research team and would allow targeting the users of Commission materials and activities directly with the User survey. As a consequence, the survey was distributed and promoted indirectly through multipliers. Extensive efforts were made to identify multipliers that hold user lists and to encourage them to promote and send reminders for this survey.

⁸ These were agreed in the Inception and Interim reports.

⁹ The report is not a formal deliverable under this Review. However, we have included an anonymised summary of the focus groups' findings in this Annex as members of the Steering Committee expressed interest in them.

¹⁰ Standard Eurobarometer 89 '[Public opinion in the European Union](#)', Spring 2018 (pg. 90).

3.0 Conclusions

This section offers the findings and conclusions of this Review, organised by evaluation criterion and triangulated based on the data collected and mapped in the Inventory, Literature review, Key stakeholder interviews and Desk research. The section is already structured to provide a 'story line' that could be further used in the Synthesis Report.

Recommendations will be developed in the Synthesis Report, once there is a complete set of conclusions triangulated based on all the data collected during the Review.

3.1 Relevance

This section provides our findings in relation to the first strategic question of the Review “***To what extent are the Commission materials relevant for their anticipated target audiences and in light of policy priorities of the Commission and its various services?***”

3.1.1 Relevance in light of the needs

This section addresses the specific question: **To what extent are the Commission materials relevant for the needs of their anticipated target audiences and allow them to find relevant information about the EU, its benefits and opportunities?**

Overall, the review evidence provides a strong indication that the content of EU materials and activities are relevant in addressing the general need to promote the role of the EU and its institutions as well as the EU's role in meeting the specific concerns of youth. There is evidence however (particularly from the stakeholder consultations) that the scope of materials needs to be made more relevant to the needs of specific youth segments. There is also evidence that particular DGs may need to focus on adapting their materials in order to make them more relevant to the specific communication needs of youth and specific segments of the youth population.

The role played by the EU in addressing the problems facing youth, but also in informing young people that their needs are being addressed and what measures have been taken play an important role in the public perception of the EU among this age cohort. According to the results of a special Eurobarometer survey of Europeans aged 16-30 carried out for the European Parliament in 2016, 90% of the young people surveyed believed it to be important for young Europeans to learn about how EU institutions work. In a recent Eurobarometer survey, 41% of respondents aged 35 years or younger expressed a positive opinion on the EU, compared to 35% of respondents overall.¹¹ Nevertheless young people have a strong degree of ambivalence in their opinion of the EU as 40% of respondents aged 15-24 said that they were neutral towards the EU (compared to 38% of the population as a whole). The Eurobarometer survey dedicated to European youth showed that 42% of respondents in this age category had a neutral view of the European Union.

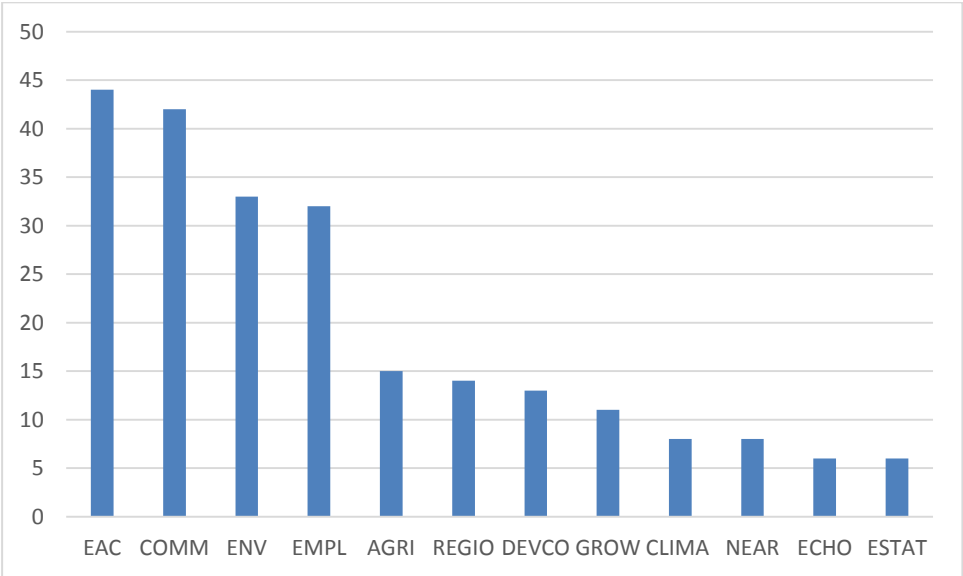
This review is being conducted during a period of declining trust in government institutions which is having a negative effect on public perceptions of not only the EU and European Commission but all government organisations. Data collected for the Eurobarometer shows some significant variations in the

¹¹ European Commission (2017) Standard Eurobarometer 86 survey

levels of trust in the EU across specific youth sub groups. While the degree of trust in the EU has generally been declining a majority of 15-24 year-olds (52%), students (60%), trust the EU. A higher proportion of those who left school at the age of 15 or earlier (53%) or between the ages of 16 and 19 (52%) and unemployed people (58%), distrust the EU.¹²

Taken together, the data above shows that young people are a particularly important group to target via communication activities. The vast majority of stakeholders interviewed for this study recognised the importance of targeting young people with appealing materials in order to shape their views on the EU and to provide information on issues of concern as they mature into adulthood. In response to this need, the different DGs of the European Commission have developed a wide range of materials and activities that target young people directly. Building on the initial inventory provided by DG COMM, this review has identified 458 different youth materials and activities that were created and distributed by the Commission and its various directorates general and services. A further 50 materials have been identified that were created by external organisations based in the case study countries. The list comprises DGs, Commission Service Departments and Agencies. In total, materials are identified for 25 of 31 DGs, and for a number Service Departments. Figure 3.1 below shows the DGs with the highest number of materials and activities. At a general level, this shows that there is a good coverage of information on opportunities for youth across the different policy areas of the Commission. The question of whether there are particular gaps in relation to the priority topics of concern to young people is addressed further in section 3.2.1 which addresses internal coherence questions.

Figure 3.1: Number of materials and activities – top DGs



Source: *Ecorys analysis*

From the inventory, it becomes clear that some DGs are more active in communicating with young people than others. This is partially related to the thematic focus of the respective DGs, as explored further below. Both EAC and ENV provide a large number of materials and activities. This reflects the youth-orientated focus of their policy areas and level of resources that are invested in engaging young people in their specific programmes. DG COMM has a special position as the DG concerned with internal and external communication. It provides guidance and advice to other Commission services on how to design and execute communication activities.

¹² European Commission (2017) Standard Eurobarometer 88 survey

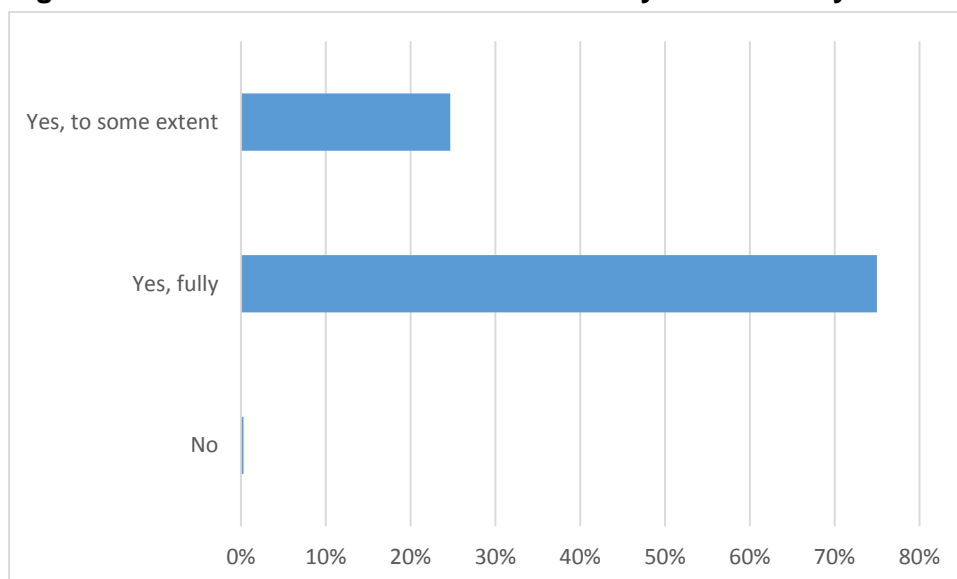
The DGs' communication activities are complemented by actions from Representations of the European Commission (Commission Representations) in Member States. Covering the same channels and age groups as activities from Commission services, these activities are tailored to the national context. Around 30% of the Commission's materials and activities in the inventory are produced by the Commission Representations.

There are also other actors at EU level, which are active in communicating with young people. Among these actors is the Publications Office of the European Union, which is the inter-institutional service for the publication of documents from the EU. It therefore is also involved in the communication with young people, as DGs rely on the Office's services for their activities. The Europe Direct Contact and Documentation Centres are also involved in external communication with young people. Located in the Member States, they provide guidance, information and support to interested citizens. Some of their services specifically target young people, such as the support for students on finding facts and information for their research on topics related to the EU. The Europa website, which is the official website of the EU, also provides guidance to citizens in general and – among these – to young people on where to find information or additional help.

A significant proportion of the materials in the inventory are designed to provide general EU information in order to raise awareness of the role of the EU and its institutions. As shown below, 178 materials (around a third) are categorised as 'general' in terms of the specific topic of focus. Such materials and activities tend to provide basic information on the history, general purpose and values of the EU which, as shown above, has been identified as a particular need amongst youth. Notable examples of materials in this category include the Kids' Corner and Teachers' Corner platforms. The Teachers Corner platform includes the 'EU&Me', interactive booklet for teenagers between 14 and 18 and teachers about how the EU works, what it does, what it means for our everyday lives, what are the EU priorities. 'EU&Me' was highlighted by a number of stakeholders as being highly relevant to the needs of youth. The relevance of the 'EU&Me' interactive booklet was also reflected in the user survey responses as 14% of the respondents had used this material and of these, 67% said it was fully relevant to their needs.

The prevailing view amongst stakeholders (across all groups) was that the materials and activities of the Commission are generally relevant to the needs of youth. This view is consistent with the user survey responses as three-quarters of the respondents said that the materials were fully relevant to the needs of children or young people that they are working with while 25% said they were relevant to some extent, as shown in the Figure 3.2 below.

Figure 3.2 : Overall was the material or activity relevant for you?



Source: User survey

Many stakeholders believed that while the materials are relevant to youth at a general level (in terms of the information provided), there is scope to make the materials more relevant to the needs of particular youth segments. Stakeholders suggested that the communication approach that is generally used does appeal to those who are less engaged in the EU. In some cases stakeholder believed that there is too much emphasis on “text heavy” leaflets and brochures which can be off putting to less engaged groups. Stakeholders also believed that there is a need to make materials more relevant to the needs of specific age categories (for example specific categories within the range of 12-20 were highlighted) and excluded groups (for example those living in rural areas). Gaps in the provision of materials for specific groups are considered further in section 3.2.

At the same time, it was recognised that the Commission cannot necessarily address the needs of particular segments on its own as it needs to rely on youth organisations and country-level stakeholders to make the necessary adaptations. Indeed one DG highlighted the challenges of resource constraints in meeting all the needs of young people coupled with the need for communication to respond to changing policy priorities which may take attention (and resources) away from youth-related issues. The focus on youth segments is explored further in section 3.2.1.

In addition to the examples mentioned above, other materials highlighted by stakeholders as especially relevant for youth included:

- Generation Awake Pan-European awareness-raising campaign on resource efficiency;
- Erasmus+ 30 Year Anniversary Campaign;
- All materials related to vocational education and training;
- All materials raising awareness of the causes, effects and solutions to climate change;
- DG EAC website (Youth section¹³);

¹³ https://ec.europa.eu/info/topics/youth_en

- Youth Wiki;
- EURES Website;
- Eurodesk website (youth portal);
- Climate change board game and quiz;
- Food chain model.

Stakeholders highlighted a number of potential ways to make the materials and activities more relevant to the needs of youth. Their suggestions can be grouped as follows:

- Tailoring of language to reflect different levels of engagement and understanding of EU policy issues;
- Tailoring materials to meet the needs of more specific age groups;
- Greater use of videos for younger age groups;
- Making certain materials (such as the introduction to the EU brochures) less text heavy by including more infographics;
- Greater use of interactive materials.

The tailoring of materials for specific needs is considered further in section 3.2.1 which looks at the issue of internal coherence and gaps in the overall offer.

3.1.2 Relevance in light of policy priorities

This section addresses the specific question: **To what extent are the Commission materials relevant in light of policy priorities of the Commission and its various services that these would like to relate, discuss and engage with youth about?**

Overall the Commission youth materials cover many of the policy priorities of the Commission and its various services. Certain policy priorities have a very good coverage of materials while others have very limited coverage. Policy priorities which have a good coverage include 'jobs, growth and investment', 'energy union and climate' and 'a deeper and fairer economic and monetary union'. Gaps are identified in respect of policy priorities relating to digital single market, trade policy and migration.

The European Commission has 10 broad policy priorities for the period 2015-2019. Table 3.1 shows the explicit relationships between the policy priorities and numbers of materials and activities in the inventory under topic categories of relevance to the policy priorities.¹⁴ At a broad level, the table indicates that there is a reasonably good spread in terms of the coverage of Commission policy priorities. It also shows a good fit between the topic coverage of the materials and the policy priorities which could be considered as most relevant to the interests and needs of youth. These include 'jobs, growth and investment' and 'energy and climate change' where 21 and 52 materials were identified as relevant. The table highlights particular gaps in respect of policy priorities relating to digital, trade and migration. Section 3.2 provides

¹⁴ As a caveat to this analysis, it should be emphasised that the table only identifies explicit and direct relationships between materials and policies. For example it could be argued that materials promoting the Erasmus+ programme contribute to the 'jobs, growth and investment' policy priority on the assumption that Erasmus+ impacts on jobs and growth through support for mobility, higher education and personal development.

more detailed analysis of where gaps exist in topics which have been identified as priorities for the youth population.

Table 3.1: Relationships between Commission policy priorities and Commission youth materials

Commission policy priorities 2015-2019	Relevant topics based on inventory categories	Number of relevant materials and activities in inventory
Jobs, growth and investment: Stimulating investment and creating jobs	Vocational education Languages Economy	21
Digital single market: Bringing down barriers to unlock online opportunities	Digital	5
Energy union and climate: Making energy more secure, affordable and sustainable	Climate change Environment	52
Internal market: A deeper and fairer internal market	Single market	4
A deeper and fairer economic and monetary union: Combining stability with fairness and democratic accountability	Citizens' rights Consumer rights Civil society	25
A balanced and progressive trade policy to harness globalisation: Open trade – without sacrificing Europe's standards	-	0
Justice and fundamental rights: Enhancing cooperation between different EU justice systems and preserving the rule of law	Citizens' rights Consumer rights Human rights	7
Migration: Towards a European agenda on migration	Migration	1
A stronger global actor: Bringing together the tools of Europe's external action	Accession Development and third countries	15
Democratic change: Making the EU more democratic	Civil society	21

As highlighted in Figure 3.1 above, the DGs with particular responsibilities for implementing policies in the areas of jobs, growth and investment (e.g. DG EMPL, DG EAC and DG REGIO) and energy union and climate (DG ENV and DG CLIMA) have authored a significant share of the materials and activities in the inventory. Only three materials are authored by DG CONNECT, the DG responsible for policies to create a Digital Single Market, which is an important policy priority for young people.

Author DGs have generally defined communication objectives for youth which flow from their particular policy priorities. All of the DG representatives who were interviewed for the review indicated that their materials and activities are broadly relevant in the light of their DG's communication objectives and priorities. All of the DG representatives were of the view that the materials reflect the objectives of their DG and the Commission more generally. For example DG CLIMA's material targeting youth aims to raise awareness of the causes, effects and solutions to climate change and be a "conversation starter", inspiring, informing them, as well as triggering youngsters to take action.

3.2 Coherence

This section provide our findings in relation to the **second strategic question** of the Review "***To what extent is the Commission offer of communication materials and activities internally and externally coherent, considering the key information needs of youth, the needs of particular segments of young people and those of the key information multipliers working with young people as well as the non-Commission information available on the EU, its benefits and opportunities?***"

3.2.1 Internal coherence

This section addresses the specific question: **To what extent is the Commission offer of materials and activities to youth internally coherent i.e. covering all key sub-segments of the youth and their information needs (in terms of key topics and preferred ways of accessing information) and the information needs of the key Commission information multipliers? What is missing and what should be covered still and why?**

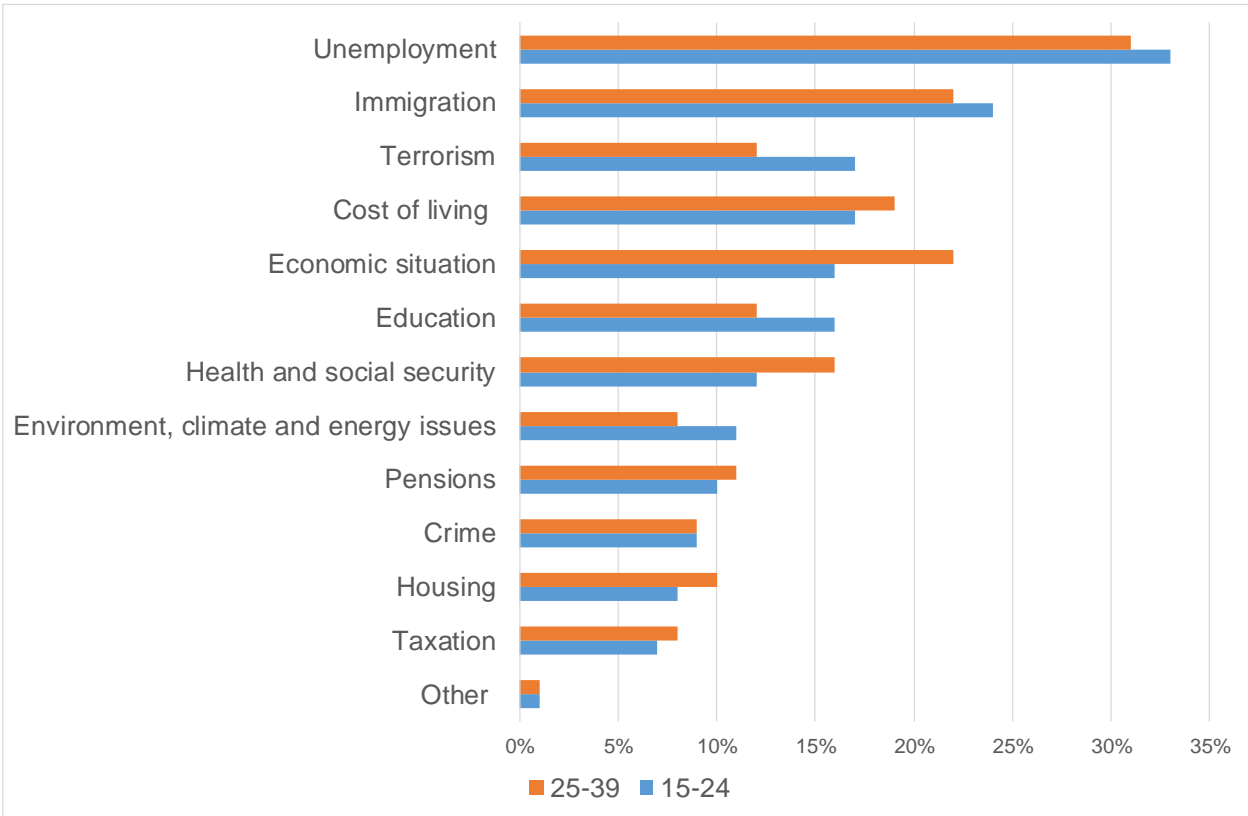
Overall the Commission offer of materials and activities shows a good level of coherence in terms of the key topics covered, coverage of specific age groups and in terms of providing a varied range of channels and types of materials. However sub-segments of youth are not systematically addressed (e.g. young people with a migrant background, including newly-arrived migrants and refugees, Early School Leavers (ESLs), less educated and less engaged youth that are harder to reach). Particular gaps highlighted by the analysis include interactive materials, less formal materials and videos. There is also evidence that the materials are generally not supported by systematic analysis of the communication needs of specific age categories with the tailoring of materials based on test and learn.

Topics

Data is collected at an EU-wide level on the issues and concerns for the youth population. According to the 2016 Eurobarometer, 33% of 15-24 year olds and 31% of 25-39 year olds cite unemployment as the one of the two most important issues they are facing. Youth unemployment has remained a significant issue in a number of EU Member States that affects millions of young people. Following the onset of the crisis, the youth unemployment rate increased dramatically from 14.5% in 2008 to a high of 23.9% in the first quarter of 2013, before declining to 18.5% by the third quarter of 2016. It has since decreased further, to 16.7% in April 2017, which is the lowest rate since 2008.

The other most important issues concern immigration, terrorism and economic issues.

Figure 3.3: Most important issues facing youth



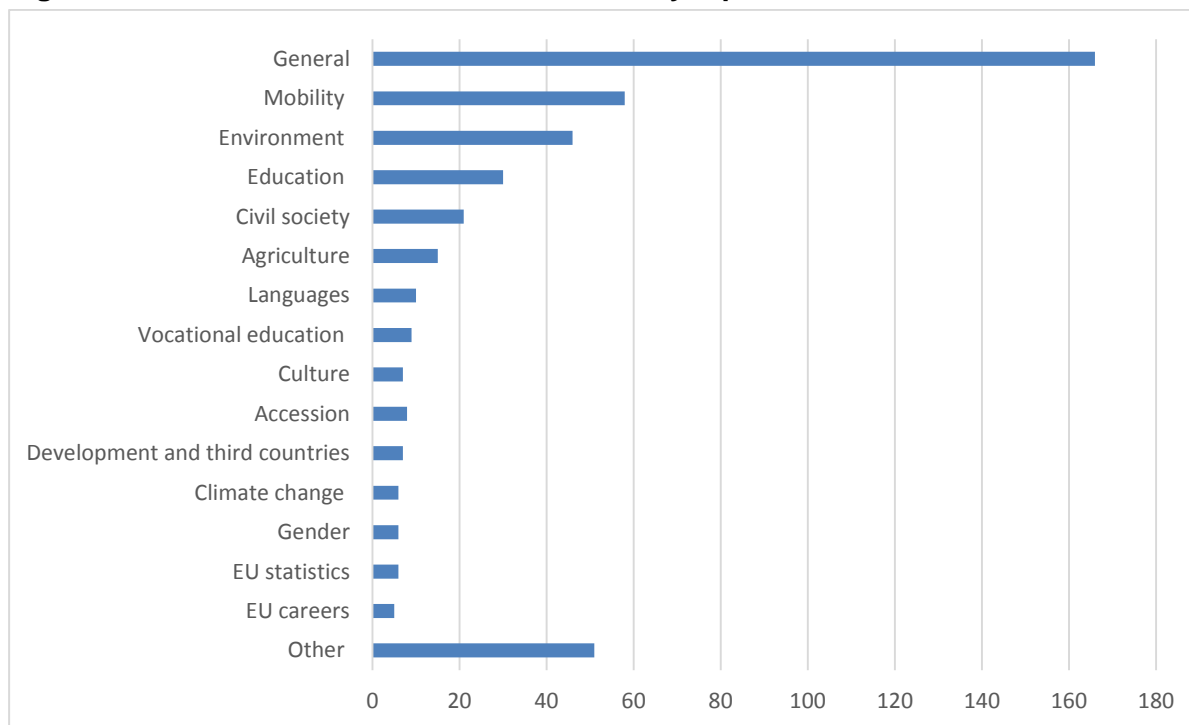
Source: Eurobarometer 2016

In a recently published Flash Barometer¹⁵ in the context of EU Youth Policy which focused on young people aged 15-30 education and skills and environmental protection and fighting climate change were considered priority topics for the EU by at least half of the respondents. The next most important priority for youth was employment.

Through the mapping review process, the materials and activities have been categorised according to specific policy topics. Figure 3.4 below shows the numbers of materials and activities by primary policy topic.

¹⁵ European Commission (2018) Flash Barometer 455: European Youth

Figure 3.4: Number of materials and activities by topic



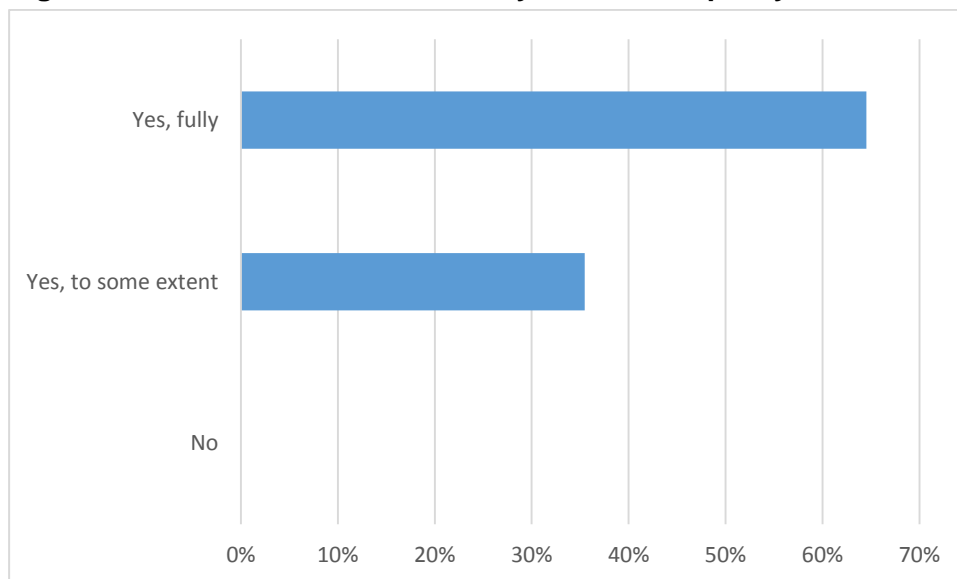
Source: Inventory; Ecorys analysis

As the graph shows, a significant proportion of materials have been categorised as general (178) as these materials are focused on raising awareness about the work of the EU and its institutions and therefore do not have a specific policy focus. The lead author for many of these materials is DG COMM. The Commission Representations are also responsible for developing a significant proportion of the materials in the general category including leaflets, brochures and games. Over half of the materials in the general category are targeted at school age groups. As shown in the graph, the most common specific topics amongst the materials in the inventory are mobility, environment, civic society and education.

It can also be seen that a significant proportion of the materials focus on activities that relate to employability (e.g. mobility, education and vocational education) and therefore are indirectly addressing a key area of concern for young people. Certain materials under mobility are relevant to other specific topics such as volunteering and vocational training. Topics relating to the environment, which is another issue identified as important by youth in the Eurobarometer survey, also have a good representation in the inventory of materials and activities. Taking into account the most important issues highlighted in the Barometer survey, there would appear to be particular gaps in the areas of immigration, terrorism and health.

There was a widespread view amongst stakeholders that there is an appropriate coverage of topics in the inventory. Moreover, stakeholders were generally not able to highlight any significant gaps in terms of the policy topics which are covered. The views of stakeholders on gaps in policy was borne out by the user survey responses. When asked if there is any information on the EU that they would need that is not currently available, 85% of respondents said that they have what they need or know where to find it while only 15% said there is information that they could not find. Moreover, as shown in Figure 3.5, 65% of the respondents said that the material or activity fully covered the topics they were looking while 35% said that the materials covered the topics to some extent. None of the respondents said that the materials did not cover the topics at all.

Figure 3.5: Did the material or activity cover the topics you were looking for?



Source: User survey

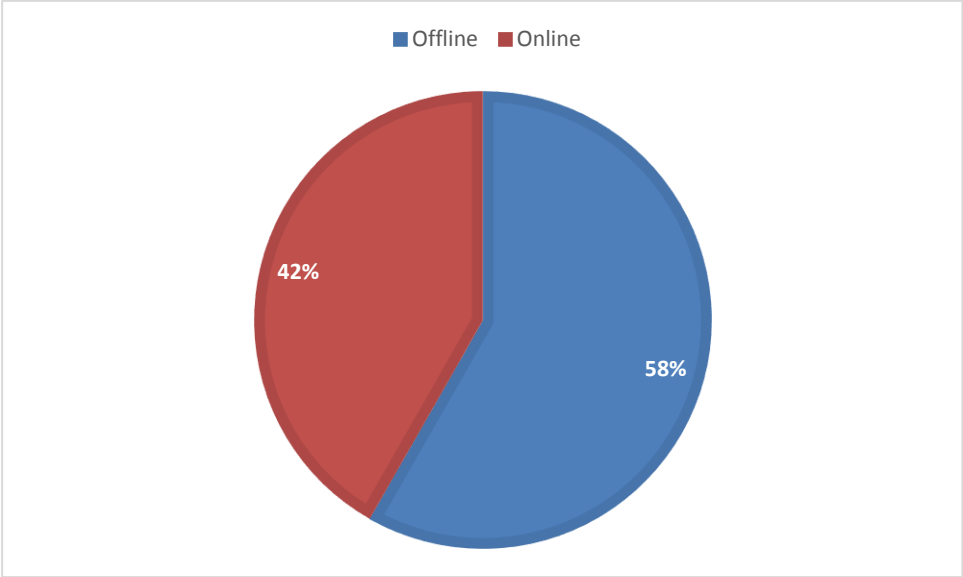
In the focus groups engaged youth were familiar with some of the key materials and some participants mentioned they were familiar with websites such as Erasmus+, the European Youth Portal or the EPSO website. However, some participants claimed that even when they were looking for specific information, they either struggled to find it or were unsure on where the information would be available. This view reflected the views of some stakeholders who felt that information on where to find materials was lacking clarity.

The analysis of policy topics covered by the materials in the inventory is necessarily broad and it is has not been possible to do a detailed audit of the specific content of the materials within each of the categories to understand precisely the extent to which overlaps in content exist. The volume of materials within the 'general' category nevertheless raises questions about the coherence of the Commission's offer and the extent to which there is scope to improve the integration and coherence of the offer. Consideration of the channels under the general category adds further weight to this argument. As many as 80 of the materials under the 'general' category are printed/publications while 32 are website materials. Comparing the covering of topics for lead organisations, our analysis shows that 71% of the materials led by Commission representations are categorised as 'general' and therefore focused on promoting the EU and its institutions in a broad sense. While a more detailed audit of the content of materials would be necessary to show the full extent of any overlaps, this shows the potential for specific overlaps to exist between the Commission and Commission representations' materials.

Channel of communication and types of materials

As shown in the Figure 3.6, just under 60% of the materials and activities in the inventory are classed as offline materials.

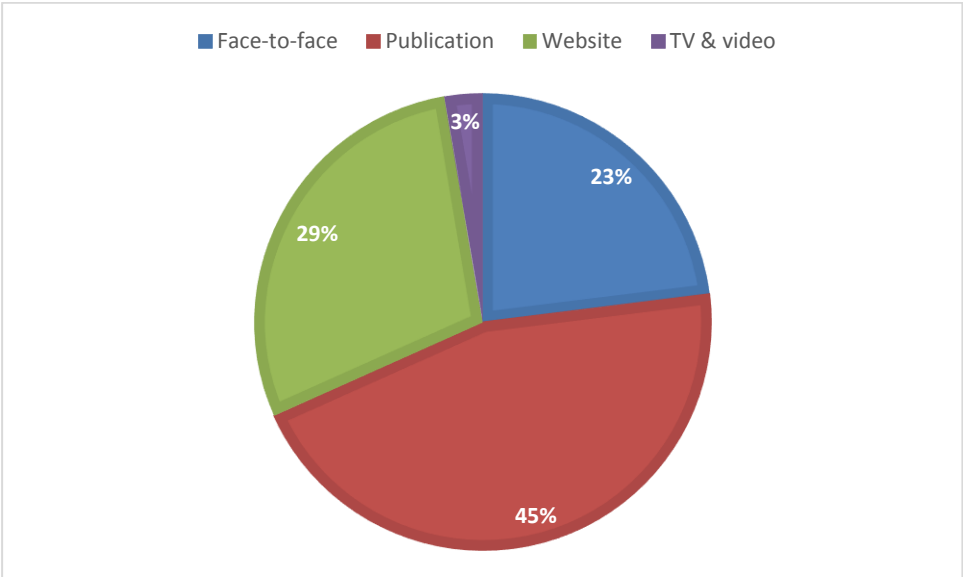
Figure 3.6: Share of materials available off- and online



Note: Materials available both off- and online are counted twice. Materials from Representations in Member States are excluded. Source: Inventory; Ecorys analysis

It is possible to further differentiate between different on and offline channels, as the range of channels DGs choose for their external communication varies. Figure 3.7 below shows that the Commission uses a mix of channels to communicate with youth. Within the offline category there is a broad split between face-to-face activities and published printed materials. The chart shows that published printed materials, including books, leaflets and games, are commonly used across the Commission. Printed materials are usually also available online. Online channels for communication range from websites and platforms such as the “Kids” or “Teachers’ corner” from DG COMM, some of which include online applications such as games and quizzes. However the chart also shows a strong representation of face-to-face activities where particular examples include the large annual or bi-annual events such as the European Youth Week, Commission open days and school events.

Figure 3.7: Share of channels



Note: Materials available on more than one channel are counted twice. Source: Inventory; Ecorys analysis

The stakeholder interviews were generally supportive of the balance of channels which are used to communicate with youth. However a sizeable proportion of stakeholders (both at the EU and national level) highlighted particular gaps in the provision of interactive materials for youth. One country-level stakeholder wanted to see the development of EU-related information apps as this would appeal to secondary school age children. This respondent believed that the development of an app would improve on the interactivity of current materials such as Teachers' Corner.

Although not reflected in the data above which shows the broad types of channels, some stakeholders at the EU-level recognised the Commission's increasing focus on the use of social media – 24 social media channels of relevance to youth were identified for inclusion in the Inventory.

One stakeholder suggested that the increasing emphasis on social media was linked to the increasing centralisation of communications and need for efficiency savings in the production of materials. A small group of stakeholders felt that because of this, there is now less focus on printed materials which risks neglecting particular groups (e.g. those living in rural areas) with slow Internet connections and those who are not social media savvy. Stakeholders also recognise the value of printed materials as a tool for teaching particularly for children of a primary school age.

Some EU-level stakeholders also highlighted a need for more videos for young people, which is borne out by the data on type of channels above. One DG representative reported on a consultation exercise with teachers that confirmed the demand for more videos. This was consistent with the feedback from focus group participants as the material that appeared to have the biggest impact in all three groups was the European Solidarity Corps videos showing the experiences of individuals who volunteered through the programme. All of the focus groups included participants who were interested in the content because they were considering volunteering. In addition to this, they also found the format engaging.

In summary, particular gaps highlighted by country-level interviewees included:

- Materials for younger teenagers that are connected with other events and activities (such as quizzes);
- Simple and less formal materials about EU institutions;
- Videos for younger people (such as some of the ones that already exist for Erasmus+) that are well advertised.

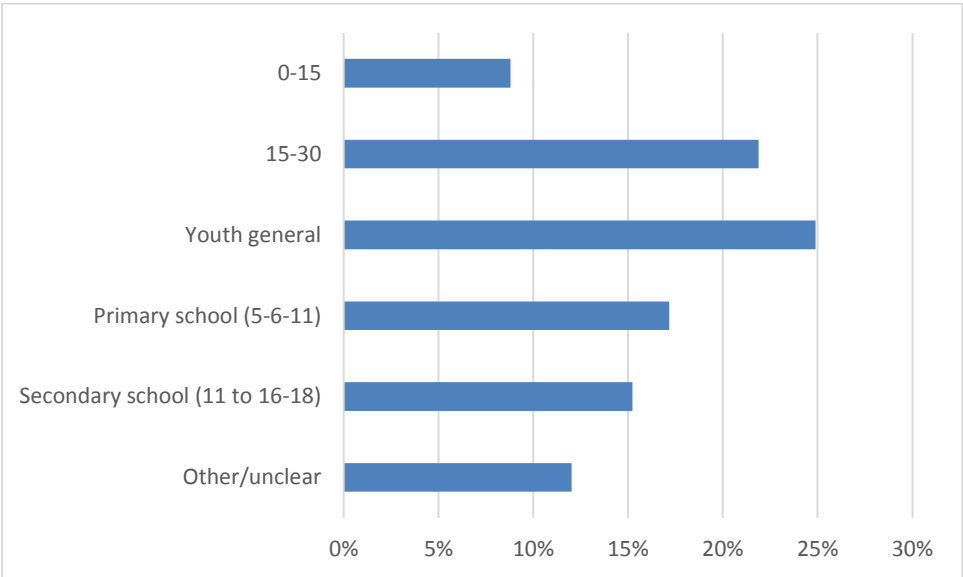
Targeted age group

A common response in the stakeholder interviews was the need to tailor messages to specific age categories however the interviews suggested that limited systematic analysis of the communication needs of different segments has been undertaken by the DGs. While the majority of DGs do not undertake analysis of the needs of particular age groups, it is also clear that materials and activities are generally designed with particular age groups in mind and are tailored to reflect their particular needs. The relevance of materials for particular age groups is examined on a case-by-case basis and lessons taken forward in the development of tailoring approaches.

Based on our own assessment of the specific targeting approach of materials and activities, 63% of the Commission's materials and activities in the inventory are designed for a specific age group within the broad youth category. Within the broad youth grouping, there are several different age groups, which are targeted with specific material tailored to their needs. The chart below shows the distribution of materials and activities according to the age groups which are targeted. Around a quarter of the materials and

activities have a broad focus on the 15-30 age group while around 32% target either primary or secondary school age children.

Figure 3.8: Targeted age groups



Source: Inventory; Ecorys analysis

Some stakeholders highlighted the scope to develop materials which are more tailored to the needs of specific age groups. A number of stakeholders highlighted that the upper end of youth in the EU definition (20-30yrs) is not specifically targeted with materials. It was also recognised that in this age category there emerges some distinction between those who have specific interests/knowledge on the issues (perhaps though studying the subjects or working in the area) and those who do not. Although this cannot be confirmed by the inventory, a number of stakeholders suggested that the needs of young people in the 12-17 age group need to be better addressed as this is an important age to shape attitudes and knowledge on particular policy topics. There is a link here to the analysis of channels above which suggests that there are gaps in the provision of interactive materials and videos. It is felt that such materials would be better suited to the needs of children of secondary school age.

The stakeholder interviews also showed that the DGs adopt different targeting strategies depending on their own priorities for targeting specific age groups. The targeting approach is very much linked to the nature of the topic and the ages at which it is considered most useful to start to inform young people and develop their knowledge. For some DGs where the focus is on informing and educating at a young age (e.g. environmental topics) the targeted age category for youth is typically up to the end of compulsory schooling. For these DGs there is a dependency on using teachers as multipliers/distributors of materials. For other DGs older age categories beyond school age are prioritised. Some DGs target their materials at a broad age range (e.g. 15-30). Targeting is often linked to the need to prioritise with limited resources and in many cases other age categories would be targeted if resources allowed. DGs recognise that there is scope to tailor messages to particular sub categories within broader ages range but resources have not allowed systematic assessments of the communication needs of more specific age groups.

Targeted segments

Sub-segments of youth are not systematically addressed (e.g. young people with a migrant background, including newly-arrived migrants and refugees, ESLs, less educated and less engaged youth that are harder to reach). An examination of the targeting approaches of the materials and activities in the inventory indicates that the vast majority of materials and activities do not have a specific focus on sub-

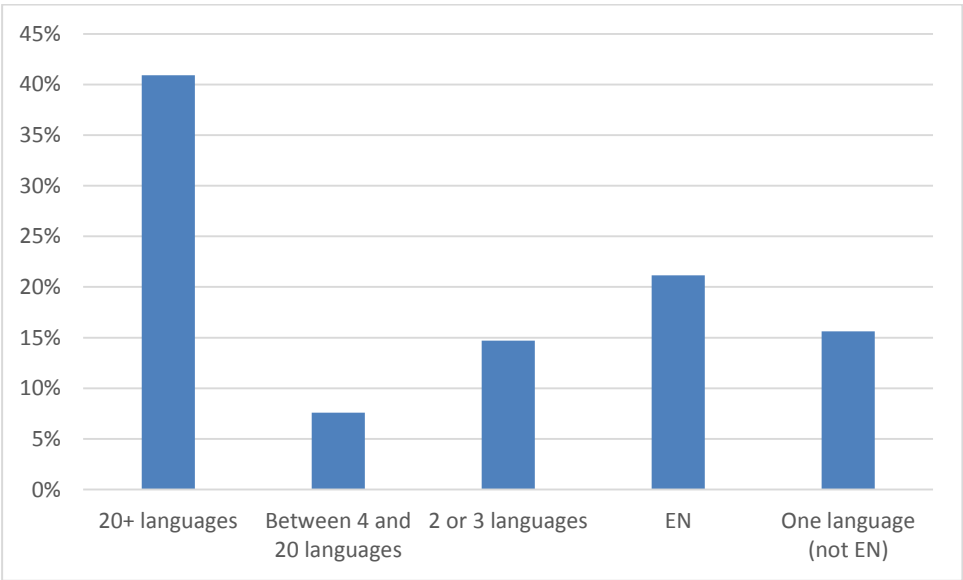
segments of youth. DGs interviewed for the review also confirmed that they do not define particular segments of youth for their communication activities and generally there were limited examples highlighted of materials and activities that were designed for particular segments.

One national youth representative highlighted the distinction between students and non-students. It was argued that non-students would need materials targeted to them and accessible to them on the particular types of mobility opportunities that are available to those outside of higher education setting, for example volunteering opportunities.

Language availability

To reach the targeted audience, communication activities need to be undertaken in a language that recipients are able to understand. A range of languages are covered by the materials and activities as around 40% are available in at least 20 languages. Just over 20% of the materials and activities are available in English only. There was a general perception amongst DGs and EU-level stakeholders that the Commission’s communication activity is focused on those with higher levels of education who have good English language capability. While this perception is not borne out by the analysis of all materials, the fact that for those produced by the DGs, this proportion rises to 27% gives lends some support this view. The language coverage of materials varies across the DGs however. For example, seven of the eight communication materials from DG CLIMA are available in all 24 official languages of the EU while for DEVCO, the majority of materials are only available in English.

Figure 3.9: Language coverage of communication activities



Source: Inventory; Ecorys analysis

3.2.2 External coherence

This section addresses the specific question: **To what extent is the Commission offer of materials and activities to youth externally coherent, considering the non-Commission information available on the EU, its benefits and opportunities from the key EU and national sources?**

There is mixed evidence on the external coherence of the Commission offer of materials and activities to youth. The inventory data suggests some potential overlaps between Commission and non-Commission materials and activities targeting youth and different segments of youth, as well as multipliers. There were mixed perceptions among stakeholders regarding the coherence of the offer. The DGs highlighted the

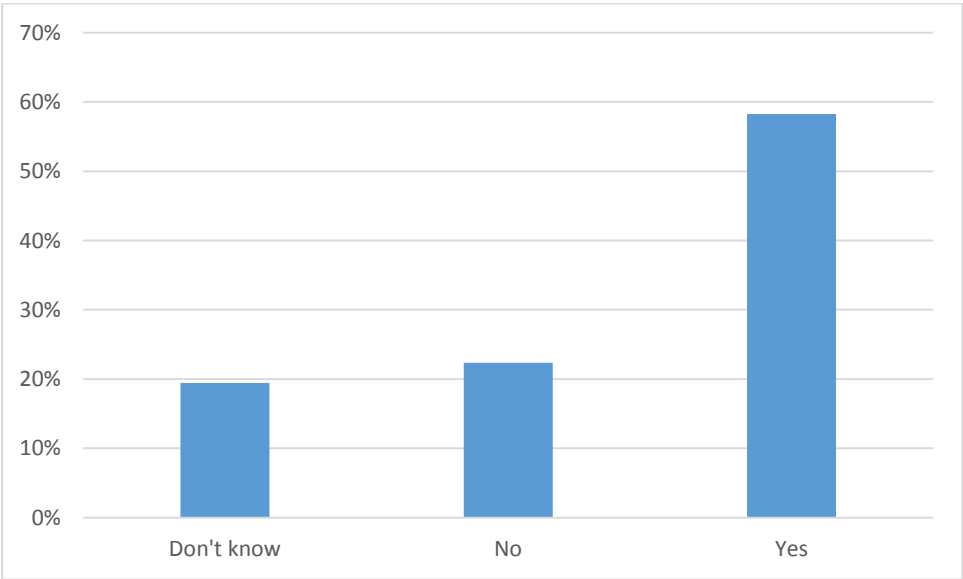
added value role that EU-level external organisations provide in promoting the EU and its programmes. In contrast, a significant number of national level stakeholders felt that there were **too many materials** making it difficult for young people and multipliers to find the information they need.

The analysis of the materials and activities included in the extended inventory did not reveal any particular differences in the broad coverage of topics between Commission and non-Commission materials. Although this analysis is necessarily broad and it is not possible to do a detailed comparison of the specific topics covered by all of the entries, the similarities in the broad topics covered raises questions about the coherence of the overall information available to youth on topics of concern and the extent to which the offer should be more integrated.

This is to some extent confirmed by the stakeholder interviews where there were mixed views on the external coherence of the Commission’s offer of materials and activities to youth. The interviews with the DGs highlighted the wide range of stakeholders spreading messages about Commission youth-oriented programmes. The European Youth Forum in particular is recognised by the DGs as very active and supportive in promoting information about European programmes, building on the information which is provided by the EU and ensuring that this information is disseminated through the appropriate distribution channels. None of the DGs however highlighted any particular issues of duplication and there was a general view that EU-level stakeholders complement the materials provided by the Commission and in some cases work in partnership in the production of materials.

The country-level stakeholders were less positive about the external coherence of the Commission’s offer. For those that were able to provide a clear response, about half were of the view that that the degree of complementarity between Commission and national sources could be improved. While in some countries, stakeholders were generally positive regarding the coordination of materials from Commission down to Member State level, others felt that there is too much overlap and a lack of coordination. In some cases, national stakeholders believed that there are too many websites providing relevant information in different places, demonstrating a lack of coordination and making overlap and duplication more likely. This view was consistent with the user survey responses as a majority of respondents (58%) felt that a more integrated and complete offer of informational materials and activities is necessary for youth, as shown in Figure 3.10.

Figure 3.10: Would you say a more integrated and complete offer of information materials and activities is necessary for youth?



3.3 Effectiveness

This section provide our findings in relation to the third, fourth and fifth strategic questions of the Review:

- ***To what extent does Commission outreach material disseminate key messages on EU priorities, developments, policies and programmes (Commission corporate communication)?***
- ***To what extent do the Commission material reach out effectively to its youth target group and its sub-segments?, and***
- ***To what extent does the material correspond to the communication needs of the target group? What we need more of and less of and why?***

3.3.1 Focus of materials and activities

This section addresses strategic evaluation question ***To what extent does Commission outreach material disseminate key messages on EU priorities, developments, policies and programmes (Commission corporate communication)?***

The overall analysis shows a generally good fit between the coverage of the youth materials and the EU's strategic priorities, policies and programmes for youth. It is also clear that the Commission's main youth priorities are addressed in the Commission's corporate communication (i.e. DG COMM) campaigns targeting youth, in particular through the EU Empowers campaign. With regard to the youth priorities, it is evident that there are a number of specific gaps in the materials' coverage of relevant topics and programmes (please see more on the gaps identified by the Review in Section 3.1.2, providing the assessment of gaps in Commission materials and activities by topic against the Commission priorities as well as Section 3.2.1 on gaps in formats and topics against those identified as the most important for youth by Eurobarometer).

The EU Youth Strategy¹⁶, agreed by EU Ministers, sets out a framework for cooperation in the youth field covering the years 2010-2018. It has two main objectives:

- To provide more and equal opportunities for young people in education and the job market.
- To encourage young people to actively participate in society.

The EU Youth Strategy proposes initiatives in eight areas:

- Employment and entrepreneurship;
- Social inclusion;
- Participation;

¹⁶ European Commission (2009) Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions - An EU Strategy for Youth: Investing and Empowering - A renewed open method of coordination to address youth challenges and opportunities

- Education and training;
- Health and wellbeing;
- Voluntary activities;
- Youth and the world;
- Creativity and culture.

A broad analysis of the focus of the materials and activities in the inventory indicates a good fit with the EU Youth Strategy themes. As highlighted in Figure 3.1 above, the DGs with particular responsibilities for implementing policies in the areas highlighted above (EAC as the lead DG, EMPL) have authored a significant share of the materials and activities in the Inventory. DG EMPL's communication activity covers youth employment, traineeships, apprenticeships and skills and the social inclusion of young people. DG EAC has the primary task of implementing the EU Youth Strategy's main instruments such as the structured dialogue with young people and its activity has a strong focus on the Youth Strategy's themes of education and training, youth participation and volunteering. DG EAC also animates a Commission Inter-service group on youth¹⁷, which regularly tackles Commission communication to young people. Particular themes of the Strategy where there appears to be less focus across all of the materials are 'health and wellbeing' and 'youth and the world'.

In May 2018 the European Commission put forward proposals for a new EU youth Strategy for 2019-2027, which will be discussed by the Council of the European Union. The Commission Communication 'Engaging, Connecting and Empowering young people: a new EU Youth Strategy' proposes to focus on the following areas of action:

- ENGAGE: Fostering young people's participation in civic and democratic life;
- CONNECT: Connecting young people across the European Union and beyond to foster voluntary engagement, learning mobility, solidarity and intercultural understanding;
- EMPOWER: Supporting youth empowerment through quality, innovation and recognition of youth work.

The new strategy is not relevant to the analysis covered by this review and is subject to approval at the level of the Council; however the new strategy has the potential to have a strong influence on the Commission's approaches to connecting with young people in the future. Consultations suggest that the European Youth Portal will provide an important mechanism for promoting the key themes of the new strategy. The analysis of the current topic coverage of the materials in the Inventory suggests that, in supporting the objectives of the new strategy, there would need to be an increasing focus on the 'engage' priority in the future.

The inventory also demonstrates a good coverage of most of the key programmes which are relevant for youth. Materials and activities in the inventory address all of the key elements of the Erasmus+ programme and the European Solidarity Corps, which are two of the Commission's flagship programmes aimed at youth. There are two major EU initiatives designed to combat youth unemployment. The Youth Employment Initiative supports unemployed young people who are currently not enrolled in education or training in regions with a youth unemployment rate above 25%. Youth Guarantee is a guarantee made to

¹⁷ Meetings in average twice a year during the covered period.

unemployed people under 25 — whether registered with job-search services or not — that they will get a good-quality, specific offer of work within four months of leaving formal education or becoming unemployed. There are a number of materials in the Inventory including videos and testimonials that focus specifically on the Youth Guarantee. None of the materials however have an explicit focus on the Youth Employment Initiative. There is also limited coverage of other key programmes of relevance to youth such as the European Social Fund.

The Commission has structured its corporate communication across three pillars that are further related to the 10 priorities of the current Commission. Two of the pillars ('EU Delivers' and 'EU Empowers') are targeted at the youth population while the third, 'EU Protect' is targeted at the 35-55 year old bracket.

The original aim of the EU Delivers (#InvestEU) campaign was to allow citizens to reach a more informed view of the EU and how the EU contributes to growth and job creation, in particular through projects supported by the EU.¹⁸ The campaign website showcases investment projects that may be of interest to young people, for example case studies of young people benefitting from EU funds focused on enterprise development; however the campaign does not have a specific focus on youth-orientated programmes and activities and the materials are not tailored specifically to the youth population or segments within. The website content suggests that the campaign does not focus especially on the particular concerns of youth or seek to promote the programmes of relevance to youth.

The EU Empowers campaign which starts in summer 2018 is targeted more explicitly at the youth population. The primary objective of the campaign is to generate a better informed opinion about the EU by showing what it allows Europeans, especially the youth, to maximise their potential.¹⁹ The main 'EU and ME' campaign website includes detailed information on topics of key interest to youth including mobility, environment, digital and rights. The website also includes details information on the EU programmes of interest to young people including Erasmus+ and European Solidarity Corps as well as programmes that might be less well known to young people such as the EU Digital Opportunity Traineeship Scheme. Reflecting the analysis of the wider offer of youth materials, there appears to be less focus in the corporate campaigns on issues relating to the Youth Strategy themes of 'health and wellbeing' and 'youth and the world'.

The majority of the DG COMM campaigns targeting youth focus on the general promotion of the role of the EU and its institutions. A closer examination of the materials and activities that appear to be well used (as shown by the survey results, for example the 'EU and ME' publication which is part of the Teacher's Corner package of materials (this is separate from the EU Empowers 'EU and ME' hashtag referred to above) shows that the corporate campaigns provide summary information on the key programmes of most relevance to youth including Erasmus+, European Solidarity Corps and the Youth Guarantee scheme.

3.3.2 Reach of materials and activities

This section addresses the strategic evaluation question: "***To what extent do the Commission material reach out efficiently to its youth target group and its sub-segments?***" and the specific question: **To what extent is the Commission material effective in reaching youth and its sub-segments?**

Overall reach

¹⁸ European Commission (2016) Investment Plan for Europe: InvestEU (available here: https://ec.europa.eu/commission/sites/beta-political/files/brochure-investment-plan-17x17-apr17_en.pdf)

¹⁹ <https://europa.eu/euandme/en/>

There were around 88 million young people (age 15 to 29) living in the EU in 2017 and further 79.7 million in the age below 15²⁰. The Table 3.2 below provides an overview of the EU youth population, the number of young people in the five sample countries as well as indicative²¹ reach of Commission materials and activities targeting youth in these territories. The monitoring data collected and analysed during this Review indicates that during the three years period²² covered by the scope of this study the Commission materials and activities targeting youth have reached as a minimum²³ 200M young people in the EU.

Table 3.2: An indicative estimates²⁴ of the reach of Commission materials and activities for the EU and sample countries (focus on the 15 to 29 age group²⁵)

EU / sample Member States	Total youth population (2017)	Indicative estimates (period 2015-2017 ²⁶)	Contextualised by the size of target group
European Union (28)	88,029,366	203,107,668	231%
Germany	14,113,656	3,844,155	27%
Finland	981,543	1,476,953	150%
Latvia	325,464	385,087	118%
Slovenia	319,668	310,875	97%
Spain	7,002,731	2,149,201	31%

Most of this reach (around 155M or 78%) was generated by the social media reach achieved in the context of Commission communication campaigns e.g. EU and ME, Generation Awake, European Vocational Skills Week (EVSU), European Youth Week and 30th Anniversary of Erasmus+ campaign. Further 12% (or 25M) was provided by Commission social media accounts (DG COMM FB, Erasmus+ FB, European Youth FB and Eurodesk social media accounts) and 9% of this reach (or 18M) was brought

²⁰ Eurostat. Child and youth population on 1 January by sex and age [yth_demo_010]

²¹ The estimates presented in this table need to be taken with extreme precaution as these are based on 'proxy indicators' and extrapolation of the available data to cover the period of the Review.

²² The monitoring data received not always covered the whole of the period under Review. We have clearly outlined the periods for the data received and the extrapolations made in this section and footnotes to Table 3.2.

²³ These figures are conservative estimates as these do not account for any multiplication effects and only cover the key Commission materials, channels and activities targeting youth. As monitoring data was used from secondary sources, it was not possible to account for any duplicates in reach or to ensure the uniformity of reach indicators used.

²⁴ The number can only be a crude estimate as the research team did not have access to perfect monitoring data for all Commission materials and activities. The focus was on key campaigns, activities and channels. Due to the fragmented nature of the monitoring data it was also not possible to account for any duplication in reach between the channels.

²⁵ In line with the definition of scope of this Review (please see Section 1.1.2) it is assumed that reach into the younger target youth target group primarily take place through multipliers (whose services are subject to separate evaluations).

²⁶ Where separating the period under review (2015-2017) was not possible, some limited monitoring data for activities delivered in 2018 was also included in this calculation. Please see Annex 9 with reach calculations for more detail.

in by the visitors of the Commission key webpages targeting youth (Eurodesk, European Youth Portal, Kids and Teachers corners, etc.). Finally, around 1% or 2.5M of this total reach was achieved by the OP through dissemination of youth publications.

The monitoring data, corroborated by the key stakeholders interviews, shows that the current distribution channels are generally effective, however, less so in Germany and Spain. Online channels, including social media campaigns, were generally more effective in generating reach, while reach of printed Commission materials very much depended on their focus (i.e. universally appealing topics such as the impact on the EU on the daily lives of young people, stickers and illustrations of EU countries for children, travel and exploration of EU, instructive games and simple explanations of how the EU works and what it does) and successful mainstreaming in education, EU projects' information work and communication campaigns.

The indicative reach figures for the sample countries need to be viewed with extreme caution, as not all national stakeholders consulted for the provision of the monitoring data were equally keen or available for cooperation²⁷. These figures were also further greatly increased by national communication campaigns that generated considerable reach on social media (e.g. Finland) or were expected to reach pupils through mainstreaming their use in schools (Latvia). Finally, the assessment of the national reach was limited for a number of campaigns reviewed as these did not have specific indicators for measuring reach in youth target audiences (despite the fact that these were important secondary audiences of the campaigns). An overview of what was included in these indicative national reach estimate calculations is provided in Annex 9.

Reach via the OP

Accounting for a bit more than 1% of total reach²⁸ and representing around 40% of all other engagement in the period²⁹ covered by this Review, the OP remains an important channel³⁰ for providing access to youth publications to multipliers i.e. people who work with youth or disseminate Commission publications to those who do³¹. In the period³² roughly corresponding to the three years under this review, the OP received around 2,3M orders for youth publications³³, while additional 150-170 youth publications³⁴ were

²⁷ The monitoring data received from the centralised services (e.g. youth publications disseminated by the OP or DG COMM social media reach) in the sample countries was used whenever national breakdown was available.

²⁸ As for the above reach estimates also this assessment does not include multiplication effect e.g. the cases where EU youth publications were ordered or downloaded from the OP services for use in work with youth or children.

²⁹ As illustrated by the monitoring data presented in Annex 9, the Commission materials and activities engaged the total minimum of 3.9M young people in the three year period under Review (2.5M youth publications ordered via the OP represents 40% of this engagement).

³⁰ As evidenced by the number of publications' orders (2.3M), around 2,000 EU Bookshop related enquiries received by the EDCC and a few stakeholder interviews that confirm there is a demand for (printed) publications

³¹ The data pertinent to the type of recipient / user (e.g. EU Delegation, EDIC, etc.) could not be retrieved from the OP database and hence it is not possible to provide a breakdown of the type of recipient / user.

³² The monitoring data on the youth publications' orders received by the OP was provided for the period 1 June 2015 to 18 June 2018, as the OP database was established mid-May 2015.

³³ The evaluator identified and provided OP catalogue numbers for 205 youth publications. From these data was received for 131 publications. The data pertaining the missing 74 publications was requested on 27 July 2018.

³⁴ This is an estimate based on the extrapolation of data provided for the last year (June 2017 to July 2018). During this period, since the new EU Bookshop was launched in June 2017, 199 youth publications were downloaded 56,000 times. Downloads data was not provided for six youth publications for which this data was requested.

downloaded in an electronic format via the EU Bookshop portal. Hence, the downloads of youth publications represented just 7% of hard copies ordered in the period³⁵.

The demand for particular publications varied considerably. As illustrated by Table 3.3 below the top 10 publications ordered from the OP accounted for 65% all orders during the three years reference period. On average 150,000 copies of each top 10 publication were ordered in this period, compared to 18 copies for the 24 least popular publications. A complete list of youth publications that were the most and least ordered during the period covered by the evaluation are proved in Annex 7³⁶.

Table 3.3: Quantity of youth publications ordered by demand category

Demand	No. of publications in the demand category ³⁷	Share of publications in the demand category	Total no. of publications ordered in this demand category	Share of publications ordered in this demand category	Av. no. of copies ordered per one publication in this demand category
Very high (top 10 publications ordered)	10	8%	1,512,919	65%	151,292
High (top 20 publications ordered)	10	8%	426,793	18%	42,679
Moderate (1,000-2,999 publications ordered)	58	44%	362,863	16%	6,256
Low (100-999 orders in three years)	29	22%	13,290	1%	458
Very low (1-99 orders in three years)	24	18%	442	0%	18
Grand Total	131	100%	2,316,307	100%	17,682

Source: OP

³⁵ It needs to be noted that most publications can also be downloaded from the author services pages on Europa directly. The scope of the Review did not include an assessment of the volume of these direct downloads.

³⁶ For the convenience of the author services, we have researched the titles for these top and bottom publications based on their OP catalogue numbers, as the titles of publications could not be exported from the OP database.

³⁷ Demand categories were established based on the number of orders

Similarly, the top 10 downloaded youth publications on the EU Bookshop website accounted for a bit over 70% of all publications downloaded. The top 10 publications each was downloaded on average 4,000 times, compared to around 44 publications that had 4 downloads on average in the period of one year for which the OP downloads data was provided and 19 publications that did not generate a single download in this period. A complete list of youth publications sorted by number of downloads from the EU Bookshop pages during the last year are proved in Annex 8³⁸.

Table 3.4: Quantity of youth publications downloaded by demand category

Demand	No. of publications in the demand category ³⁹	Share of publications in the demand category	Total no. of publications ordered in this demand category	Share of publications ordered in this demand category	Av. no. of copies ordered per one publication in this demand category
Top 10 downloaded (1,500-8,000 downloads)	10	5%	40,208	71%	4,021
Popular (100 - 900 downloads)	49	25%	13,643	24%	278
Limited interest (10-99 downloads)	77	39%	2,758	5%	36
Very little interest (1-9 downloads)	44	22%	178	0%	4
No interest (0/no downloads)	19	10%	0	0%	0
Total	199	100%	56,787	100%	285

Source: OP

Reach by segment

³⁸ As for the youth publications ordered from the OP, we have researched the titles for the most and least downloaded publications based on their OP catalogue numbers.

³⁹ Demand categories were established based on the number of orders

As illustrated by Table 3.5 there are significant differences in terms of publications ordered by recipient country. Aside the countries that have smallest populations (Luxembourg, Malta, Cyprus and Iceland) and Belgium that hosts the EU Institutions and the related services, Ireland, Slovenia and France have been the largest recipient countries for the Commission youth publications dispatched by the OP. Baltic States, Portugal, the UK, Spain and Germany find themselves right below the average in terms of number of youth publications ordered, while the remaining Nordic countries and the Netherlands, Czech Republic and Italy had the lowest number of youth publications ordered by one million inhabitants.

Table 3.5: Quantity of youth publications downloaded by demand category

Country	Quantity of orders (real number)	No. of inhabitants (real number)	Quantity of orders per one million inhabitants	
	Grand Total	2017	Three years ⁴⁰	Per year ⁴¹
Luxembourg	27,773	590,667	47,020	15,673
Malta	13,733	460,297	29,835	9,945
Belgium	261,860	11,351,727	23,068	7,689
Cyprus	17,811	854,802	20,836	6,945
Ireland	69,341	4,784,383	14,493	4,831
Slovenia	17,270	2,065,895	8,360	2,787
France	397,168	66,989,083	5,929	1,976
Iceland	1,787	338,349	5,282	1,761
Total/average	2,302,987	511,522,671	4,502	1,501
Estonia	5,911	1,315,635	4,493	1,498
Latvia	8,728	1,950,116	4,476	1,492
Lithuania	12,527	2,847,904	4,399	1,466
Portugal	43,149	10,309,573	4,185	1,395
United Kingdom	265,050	65,808,573	4,028	1,343
Spain	148,552	46,528,024	3,193	1,064
Germany	254,496	82,521,653	3,084	1,028
Bulgaria	18,215	7,101,859	2,565	855
Slovakia	13,034	5,435,343	2,398	799
Croatia	9,276	4,154,213	2,233	744
Hungary	21,587	9,797,561	2,203	734
Greece	22,971	10,768,193	2,133	711
Austria	17,173	8,772,865	1,958	653
Finland	10,590	5,503,297	1,924	641
Macedonia	2,903	2,073,702	1,400	467
Romania	24,032	19,644,350	1,223	408
Poland	46,247	37,972,964	1,218	406
Norway	5,975	5,258,317	1,136	379
Italy	67,902	60,589,445	1,121	374
Czech Republic	11,495	10,578,820	1,087	362
Denmark	5,613	5,748,769	976	325
Netherlands	13,494	17,081,507	790	263
Sweden	7,685	9,995,153	769	256
Switzerland	1,745	8,419,550	207	69
Turkey	15,997	79,814,871	200	67

⁴⁰ Period of three years for which the OP data was provided (1 June 2015 until 18 June 2018)

⁴¹ There are significant fluctuations in yearly numbers of orders. This figure is the total number of publications ordered during the three years divided by three to produce a yearly average estimate.

Source: Eurostat population and OP orders data, Ecorys analysis

The EU Bookshop downloads data provided by the OP shows that English is by far the most popular language in which youth publications were downloaded during the last year. Downloads in this language amount to a little under one fourth (24%) of all youth publication downloads in the period. German was the second most popular language for youth publication downloads (14% of all downloads), followed by Spanish (11%) and French (11%). There were hardly any downloads (less than 10) during the last year of a total of 36 youth publications in Norwegian, Chinese, Welsh, Korean, Turkish, Catalan, Icelandic and Persian.

As monitoring data on reach generally does not include breakdown by age groups or demographic factors, it has proved to be very difficult to assess the reach into particular sub segments of youth audiences. It is also not possible to provide an indication of this reach based on average reach per one Commission publication and the number of publications targeting particular youth segments as included in the Inventory, as the average reach figures for very popular and less popular publications are extreme. The Inventory only lists two materials in the category 'disadvantaged communities' for which no monitoring data has been provided⁴².

More specifically, the review of the OP monitoring data during this project has highlighted that it does not provide a breakdown by the type of target audience (e.g. youth) nor type of users (who have either ordered or downloaded OP publications). Therefore, extraction of the OP monitoring data for this study was based on laborious identification of youth publications (based on the Inventory and various lists provided by Commission services⁴³), manual matching of these publications and the OP catalogue numbers available on the corresponding requests for monitoring (orders and downloads) data on these catalogue numbers. The monitoring data was then extracted by the OP from their database and provided for the purposes of this study.

As further illustrated by Table 3.6, there were a little under 45 million⁴⁴ young people in the EU in 2016 living at risk of poverty or social exclusion, of these 24.9 million in the age 15 to 29 years. The table also presents shares of young people who are not using Internet to look for education and training opportunities, do not take part in social networks and do not participate in the activities of social or civic organisations. In our view it is important to illustrate the volume of these populations to contextualise the absence of Commission materials or activities tailored for these vulnerable segments of youth. The results of the User survey on what are the vulnerable groups that need to be better covered by the Commission materials and activities targeting youth are presented in Section 3.3.4.

Table 3.6: Youth at risk of risk of poverty or social exclusion as well as those non using internet for information on education and training opportunities, not using social media

⁴² These websites refer to a wider initiative - European Youth Tackling Obesity.

⁴³ Lists of bulk orders from the OP, lists created by the OP for proportional purposes i.e. showcasing youth publications on the EU Bookshop portal, lists of Commission representation publications carried by the OP and lists of publications provided by author DGs (e.g. DG EAC and DG COMM) that were already identified as youth publications and included OP catalogue numbers.

⁴⁴ People at risk of poverty or social exclusion by age and sex [ilc_peps01]. Calculation based on Eurostat data. Sum of age groups Less than 18 years, From 18 to 24 years and From 25 to 29 years.

and not participating in the work of social or civic organisations – EU and sample countries (focus on the 15/16 to 29 age group⁴⁵)

EU / sample Member States	Youth at risk of risk of poverty or social exclusion (2016)	Youth at risk of risk of poverty or social exclusion (2016)	<u>Not</u> looking for information about education, training or course offers online (2015)	<u>Not</u> participating in social or professional networks (2017)	<u>Do not</u> participate in social and civic organisations or activities ⁴⁶
EU (28)	24,889,000	29%	47%	14%	47%
Germany	3,366,000	25%	38%	14%	34%
Finland	240,000	25%	42%	5%	58%
Latvia	78,000	23%	42%	8%	58%
Slovenia	63,000	19%	41%	15%	47%
Spain	2,568,000	38%	26%	12%	50%

These data (in Table 3.6) not only provide insight of the volume of vulnerable youth populations, but also offer an indication of where to best reach them and the countries where the risk of exclusion (and hence the need for Commission communication) is particularly high. For example, the share of young people who are not on social networks is much lower than that of youth not engaged in social or civic organisations, hence suggesting that social media could be more effective in reaching out to this group. Similarly, the relatively higher share of young people risk of poverty or social exclusion and not using social networks may explain why the key stakeholders consulted in Spain reported having more difficulty in reaching out to young people via social media.

3.3.3 Engagement through materials and activities

Specific evaluation question: **To what extent is the Commission material effective in connecting with youth and its sub-segments?**

Levels of engagement

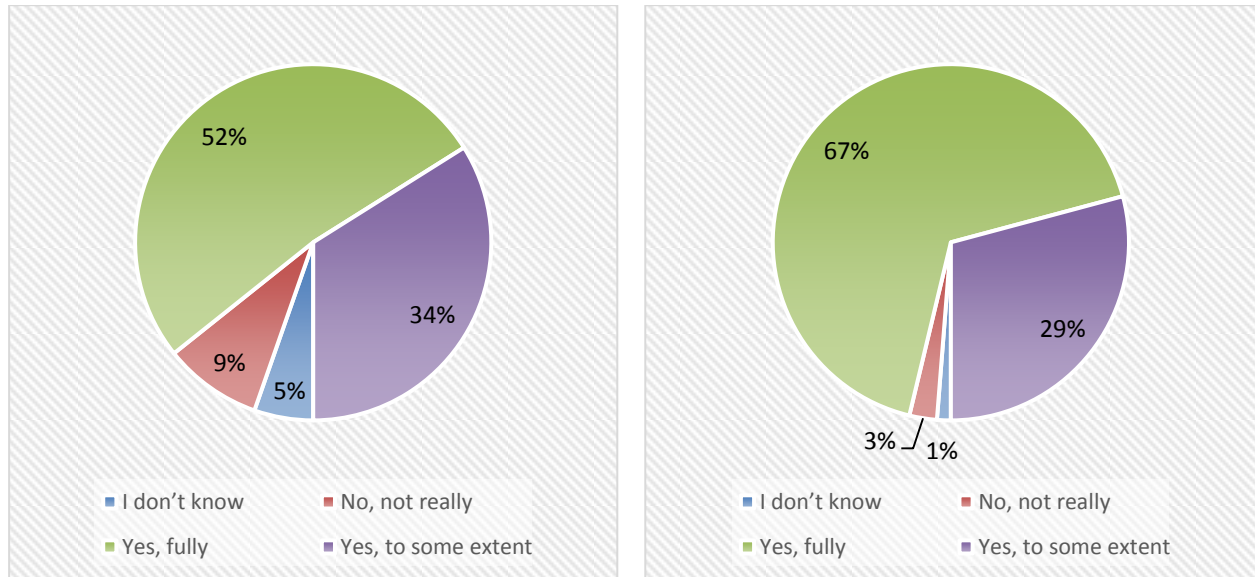
The analysis of the monitoring data, the results of the User survey and focus groups indicate that the majority of Commission materials and activities are generally engaging, however there is a large share of

⁴⁵ In line with the definition of scope of this Review (please see Section 1.1.2) it is assumed that reach into the younger target youth target group primarily take place through multipliers (whose services are subject to separate evaluations).

⁴⁶ Flash Eurobarometer 455. European Youth. Fieldwork September 2017. Question: 'In the last 12 months, have you participated in any activities of the following organisations: sports club, youth club, local community organisation, political organisation, organisation promoting human rights, organisation active in the domain of climate change or environment, other NGOs. Here presenting the percentage of spontaneous answers 'none of these'.

materials and activities that are only engaging to some extent or not engaging at all. While this conclusion holds true from the perspective of multipliers working with youth and children and youth consulted directly⁴⁷, youth target groups were somewhat more sceptical in their assessment of the Commission materials and activities.⁴⁸

Figure 3.11: Was the presentation of the material attractive or the activity engaging? – comparison of youth (n=56) and multiplier (n=240) responses



Source: User survey, 2018

These findings are corroborated by the results of the three focus groups that criticised the engagement potential of three Commission materials and activities, but complemented five other materials, activities and services (please see the corresponding section A2.2 of the Focus group report). Furthermore, the monitoring data collected shows strong engagement levels in relation to some Commission activities (e.g. European Youth Week, EVSW 2016 and 2017 campaigns, DG COMM online games for kids as well as orders and downloads for top Commission publications), while the demand for a considerable share (30-40%) of Commission youth publications is low or very low⁴⁹.

⁴⁷ According to the results of the User survey 64% of the respondents found that the Commission materials attractive or activities engaging. It is important to keep in mind that the User survey mostly focused on the top 10 materials identified by EDICs and other Commission key stakeholders as the most popular youth materials. Hence, the feedback is probably to some extent positively biased. The respondents had, however, also the possibility to provide feedback on any other Commission materials or activities that they have used or engaged in.

⁴⁸ The results of the User survey show that a higher share of multipliers (67%) than youth (52%) found Commission materials and activities fully engaging. A bit over one fourth (29%) of multipliers and one third (34%) of youth respondents indicated that the materials or activities were engaging to some extent, while 3% and 5% correspondingly reported that they are not really engaging.

⁴⁹ From the 131 youth publications for which the OP orders data was provided 29 (22%) received few orders (around 150 copies ordered on average per year) and 24 (18%) very few orders (6 copies ordered per year) i.e. a total of 40% of all youth publications identified were lacking demand. The same was true for 32% of the 199 youth publications for which downloads data was received: there was very little interest in 44 (22%) of these youth publications (10-99 downloads per year) and no downloads for 19 (or 10%) of these publications.

A further breakdown of the User survey data shows that the younger target audiences (pupils and young VET learners) were slightly more critical of the engagement levels ensured by the Commission materials and activities than students: generally one third of pupils and VET students the materials and activities fully engaging, while further one fourth found these to some extent engaging (this was the case for 40% and 60% of colleague or university students respectively)⁵⁰. In criticising Commission materials, the focus group participants mostly emphasised the need to keep their interests and benefits in mind, while avoiding purely promotional and institutional perspectives.

A large majority (91%) of young people and multipliers who provided their responses to the User survey were generally willing to recommend the Commission material or activity to their friends or colleagues. However, this share was higher among multipliers (94%) than among youth (79%) who took part in the survey. The opposite was true in relation to the respondents having already engaged with EU content on social media: 72% of multipliers and 51% end users (youth) had already commented or reacted to European Union content via social media.

Good engagement practices

The research and analysis undertaken in the context of this Review has highlighted a number of good practices in engaging with youth. This section presents the data collected on these most engaging Commission materials, activities and services. The selection is based on the combined data collected through the key stakeholder interviews, secondary and monitoring data requests as well as the results of the User survey and the focus groups.

Based on the analysis of this data the following Commission materials and activities are emerging as good practices, across the different key formats, channels and target groups:

- EAC Erasmus+ publications: leaflets 'Make the most of your stay abroad: Download the Erasmus+ mobile app'⁵¹ and 'Come to study or teach in Europe'⁵², publication 'Work together with European higher education institutions: come to study or teach in Europe: opportunities for higher education institutions, students and staff from partner countries outside the European Union'⁵³ targeting higher education students and staff, DG COMM 'Travelling in Europe' leaflets (2015-2016, 2016-2017 and 2017-2018) for general youth audiences, booklet⁵⁴ and educational online game⁵⁵ 'Let's Explore Europe' for children aged 9-12 as well as the European Parliament's general publication for youth 'The citizen's voice in the EU: a short guide to the European Parliament'⁵⁶ and 'Europa kinderleicht'⁵⁷ produced by the Commission Representation in Berlin for children are the most ordered youth

⁵⁰ These findings need to be seen with caution as a low number of respondents (22) from the described demographics provided answer to this question.

⁵¹ <https://publications.europa.eu/en/publication-detail/-/publication/c75c04a8-bd27-11e7-a7f8-01aa75ed71a1/language-en>

⁵² <https://publications.europa.eu/en/publication-detail/-/publication/ad347eac-e06f-4b01-9b6b-308cc79bffa6/language-en/format-PDF/source-73863312>

⁵³ <https://publications.europa.eu/en/publication-detail/-/publication/def6a811-f4ee-11e7-be11-01aa75ed71a1/language-en/format-PDF/source-73863334>

⁵⁴ <http://europa.eu/europago/explore/pdf/flip-book/lets-explore-europe-en/files/publications.pdf>

⁵⁵ http://europa.eu/kids-corner/explore_en.html

⁵⁶ <https://publications.europa.eu/en/publication-detail/-/publication/ac676bd8-2979-11e7-ab65-01aa75ed71a1/language-en/format-PDF/source-73863469>

⁵⁷ <https://publications.europa.eu/en/publication-detail/-/publication/f80487b5-2433-4729-bbdf-632fcc068c15>

publications over the period of least three years, each over 6,000 copies ordered per publication⁵⁸. Most of these materials were also the most often mentioned as the 'particularly good and useful' by EDICs during a recent survey⁵⁹ as well as several interviewees during the key stakeholder interviews.

- According to the monitoring data the DG COMM games (especially 'Let's explore Europe!' and 'Memory game', and to a lesser extent 'Sustainable Shaun', 'Time Machine', 'Euro Run', 'NEURODYSEY', 'LinguaGo!' and 'Language Quiz') for children accessible via the Kids' Corner⁶⁰ are have been extremely effective in engaging their target audience. 'Let's explore Europe!' and 'Memory game' combined had over 350,000 unique page views in 2017 and the first half of 2018. The other games combined generated over 300,000 unique clicks in the same period.
- The key stakeholders consulted also underlined other good practices (with prominent Commission websites): EAC's European Solidarity Corps had 58,000 registered users⁶¹, the European Voluntary Service⁶², EACEA's Youth Wiki and European Youth Portal with estimated 2.5M unique visitors per year⁶³, managed by DG EAC. It needs to be noted that a couple of the key stakeholders interviewed emphasising that Commission websites, and specially Kids' and Teachers' Corners as well as European Youth Portal could benefit from functional and content improvements⁶⁴.
- Monitoring data further indicate that 2016 and 2017 EVSW videos⁶⁵ have generated an exceptionally high engagement with over 600,000 views for the 2016 campaign videos and over 1.1M views for those of the 2017 campaign⁶⁶. The participants of all three focus groups also considered the European Solidarity Corps videos to be very engaging⁶⁷, as these share the real-life experiences of volunteers. In relation to the videos the focus groups and the key informant interviews underlined that these need to be the right length (around one and a half minute) to be engaging (longer videos immediately lose viewer interest).
- The key stakeholder interviews suggested and monitoring data confirmed that European Youth Week is effective in engaging with young people. According to the monitoring data provided by DG EAC the 2017 Week featured almost 1,000 events that had over 112,000 participants and engaged over 3.5

⁵⁸ Some of these publications have several editions (e.g. Travelling in Europe, Let's explore Europe!, Europa Kinderleicht) that enjoy repeated success i.e. very high number of orders.

⁵⁹ Survey for the EDICs 'Questions on Publications', pg. 14.

⁶⁰ http://europa.eu/kids-corner/index_en.htm#gamesboxes

⁶¹ https://europa.eu/youth/sites/default/files/2018_youth-03_esc_in_action_10.pdf

⁶² No monitoring data was received on the engagement generated by the EVS.

⁶³ Extrapolation based on the weekly data on unique visitors provided by DG EAC)

⁶⁴ Key stakeholder interview with DG COMM suggests that it is already revamping the Kids' and Teachers' Corners.

⁶⁵ For example the three 'Pact for Youth' videos specifically targeting young people: 'Making Business-Education partnerships the new norm' <https://ec.europa.eu/avservices/video/player.cfm?sitelang=en&ref=1145786>; 'Making VET/Apprenticeships an Equal Choice for Youth' available via the following [link](#); and 'Mainstreaming Entrepreneurship in Learning' <https://ec.europa.eu/avservices/video/player.cfm?sitelang=en&ref=1146187>

⁶⁶ EVSW 2017 Videos were promoted organically and with advertisement campaigns on Facebook and Twitter. The engagement (no. of views) data was taken from the campaign analytical tools within these social media platforms. The promotion campaigns were delivered in English only, across all the EU Member States, targeting young audiences around the ages of 13-24. The channels for promotion covered both the EU Social and the European Youth social media accounts.

⁶⁷ The videos have more than 10,000 views on YouTube:

https://www.youtube.com/results?search_query=european+solidarity+corps

million people through social media. The Week was a part of the “Year of listening”⁶⁸ launched by the European Commission in order to gather the views of young people and youth stakeholders on the future of the EU Youth Strategy. One interviewee, representing a youth organisation, noted that the European Youth Week provides a space for young people to meet policy-makers, which is a welcome initiative.

- The key stakeholders also mentioned various online (story, photography and drawing) competitions and quizzes as effective ways to engage with youth. These activities were argued to be effective in engaging youth with Commission content. ‘EuroScolar’ contest in high schools, ‘Europe thinks’ and ‘Beyond Europe’ competitions were mentioned by the interviewees. The DG DEVCO latest blogger competition campaign ‘Faces2Hearts’ has demonstrated how effective this type of activities can be by reaching a total of 36 million young people and engaging four million on social media (Facebook, Instagram and Twitter) around the world⁶⁹. DG EAC Erasmus+ 30th Anniversary campaign engaged around 1.6M people.
- Finally, the Commission Representation in Latvia mentioned an online ‘EU exam’ as an activity that is engaging and gaining prominence during the recent years in the country. Anybody (including the adults) can take an exam that concludes on Europe Day on 9 May each year, and it is increasingly popular in Latvian schools. According the annual reports provided by the Representation the number of young people (pupils grades 5-12, age 11-17) who took part in the EU exam increased almost four times in the period of four years (from 3,900 in 2015 to 14,300 in 2018⁷⁰), while the number of schools that take part in the initiative almost doubled (from 283 in 2014 to 537 in 2017).

Potential for engagement

The User survey provides some insights regarding the potential for the Commission to engage with youth and multipliers in activities aiming to improve the quality of Commission materials and activities. The results of this survey need to be seen with the light of the following respondent characteristics: overall, 95% of respondents were ‘rather interested’ in EU topics (90% of the youth respondents selected this answer) and for a large majority of respondents (65%) EU had a rather positive or neutral (26%) image (62% and 29% respectively for youth respondents):

- 72% of the respondents (this question was only asked to multipliers) have never been involved in any work aiming to improve the quality of EU materials or activities for youth, while 21% had participated in projects or activities aiming to improve engagement with youth;
- 56% (of multipliers) indicated that they would interested in contributing to this kind of work, while 17% indicated ‘no’ and 27% did not know the answer to this question;
- 65% of respondents (65% among multipliers and 58% of youth respondents) reported that they would be interested in contributing to the development of European Union materials or activities for youth.

⁶⁸ https://ec.europa.eu/youth/sites/youth/files/eyw_conference_outcomes_final.pdf

⁶⁹ Based on monitoring data provided by DG DEVCO.

⁷⁰ This represented around 10% of all young people in this age group in the country (according to Eurostat, in 2017 there were 143,830 young people in Latvia age 11-18).

3.3.4 Coverage of all key sub-segments

This section addresses the strategic evaluation question: **“To what extent does the material correspond to the communication needs of the target group? What we need more of and less of and why?”**, starting with the specific evaluation questions: **Are all sub-segments of the youth target group covered? What is missing and what should be covered still and why?**

The Review shows that Commission materials cover a broad range of age groups, although there is evidence that the materials are less effective at covering those not in education (including pre-school and post school age groups). The analysis also indicates that other sub-segments of youth are not systematically covered, including migrants and refugees, as well as, disadvantaged, less educated and less engaged youth. Several interview respondents flagged that this was an important limitation of the materials and survey findings further suggest a need to better engage these groups. However, there is also recognition that the ‘youth’ category is not homogenous and that it is very challenging to effectively cover all the key sub-segments.

Coverage by Age

The majority of interview respondents referenced the fact that the materials covered most age sub-segments and analysis of the data in the Inventory also indicates that this is the case. Around 80% of all the materials in the Inventory specifically target young people and, amongst these materials, just over half are targeting *specific* age sub-segments.

There is evidence to suggest that those not in education are less well covered. This includes young graduates and professionals, as well as pre-school children. Less than 10 materials within the inventory target pre-school children. Around 60 target those over 18, but within this number, around 40% of materials are specific to recent graduates or young professionals and a further 14% are specific to those in higher education. Some key stakeholder interviewees mentioned that there is particularly a gap in materials engaging those who are both not in education and not engaged with the EU. Many emphasised the need to engage these less engaged segments’ of young people. It is possible that one of the reasons for the limited coverage for these age categories is that it is easier to reach those still in education, because education providers act as useful multipliers.

While a large proportion of the materials do aim to cover most age groups, it is possible that the content of the materials is not always effective enough to resonate with the targeted age – thus affecting the potential coverage. For example, one national stakeholder stated that they usually have to edit communication materials so that they are more useful and better able to cover specific ages. Several others stated that they thought Commission materials were too complicated or professional to resonate with a young audience. This could suggest that, even materials targeted at specific age groups, are not effectively engaging them. This is further discussed in sections 3.3.3 and 3.3.5).

Coverage of other segments of youth

There is limited evidence to suggest that the materials are effective in covering any other sub-segments. Over 90% of the materials *do not* target specific sub-groups (other than by age). Out of those that do, only two were targeting disadvantaged communities and only five were specifically designed for women and young girls. The breakdown of these materials by segmentation category is included in Table 3.7.

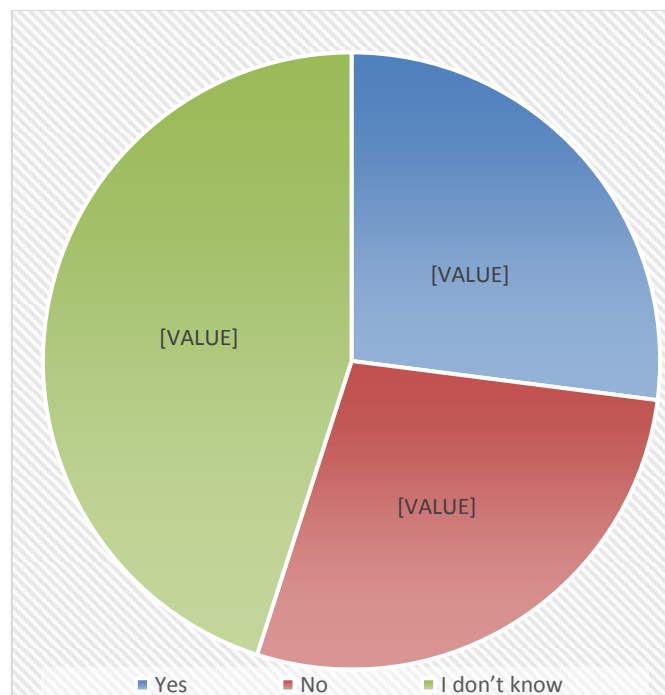
Table 3.7: Number of materials targeting a particular segment of youth (other than age)

Sub-segments	No. of materials
--------------	------------------

NA	485
Girls and young women	5
Urban adults and families with small children	3
Students	3
Policy Makers	3
Disadvantaged communities	2
Young professionals	2
People Abroad + Erasmus+	2
Young leaders	1
Total	506

Moreover, 27% of respondents to the survey thought that there was a need for EU materials and activities to better cover young people at risk of exclusion or stigmatisation, with only 28% of respondents saying that they *did not* think this was needed (see Figure 3.12). Respondents who agreed that there was a gap were then asked which segments of children/young people were not covered, and disadvantaged young people (n=4), migrants (n=20), and those with special needs (n=10) were the most commonly cited.

Figure 3.12: Proportion of survey respondents that think children and young people at risk of exclusion or stigmatisation need to be better addressed by EU materials or activities



Source: User survey, 2018 (N=222)

Analysis of the key stakeholder interviews and written scoping consultation show that only a few DGs mentioned plans to cover youth segments other than by age (they referred to making the materials more accessible to youth with disabilities). Yet, around half of interviewees agreed that the materials could be improved to better target those who are less engaged with the EU, out of education and employment, or

who are excluded due to other factors (e.g. lack of internet access, live rurally, have a disability). As mentioned previously, the materials are generally more effective at covering those in education and, therefore, it is further possible that even if materials are targeted at specific sub-groups, they will not reach them unless they are in education.

However, the interview respondents also acknowledged that many sub-segments are hard to reach and/or have specific needs. This highlights the friction between the need to deliver materials with sufficient user base and that to effectively target specific sub-groups. Many respondents referred to this challenge, noting that there is substantial diversity between and within countries. Considering this diversity in demand, it would be extremely challenging to develop Europe-wide materials that effectively target specific sub-groups within each country, but efforts can be made to work with young people and youth organisations to address these challenges.

3.3.5 Meeting users' needs

This section address the specific question: **To what extent is the material fit for purpose? What does the target group need and does the Commission respond to the needs?**

Overall, the materials of the Commission appear to be fit for purpose. Based on the input received in the different consultation activities, the Commission responds to the needs of young people. The inventory identified 456 materials and activities developed by the Commission, its representation, or EU Agencies targeting young people. The materials and activities cover a diverse range of topics, target groups, and channels. The analysis illustrates that there are opportunities to streamline the variety of materials and translations offered. The study further identifies a need for a more interactive and integrated offer of materials and activities. Online channels appear best suited to realise this.

For an effective communication, the Commission materials and activities have to correspond to the needs of young people with regards to these three dimensions.

Coverage of topics

Evidence from the User Survey suggests that the materials are meeting the needs of users in terms of topic coverage. Respondents aged 30 years or below were very positive on the material they used as well as the materials and activities available in general. More than 90% of the respondents indicated that the material or activity they used covered the topics they were looking for fully or at least to some extent. An almost equal share of young people responded that the material was useful for them. In other words, it met their needs. Only one respondent indicated that the material was not useful. Similarly, only 11% of respondents 30 years or younger expressed the opinion that there is information they need but which they cannot find; however, they did not further specify what information is needed.

According to data received from the OP, each publication available via the OP which was identified as youth-related is – on average – downloaded 285 times a year. However, there is a large variation in the number of downloads across materials. As Table 3.8 highlights, downloads of 10 materials account for about 7 in 10 downloads overall. On the other side, about a third of all materials available via the OP were downloaded 9 times or less within a year. The picture looks similar for printed materials: 10 publications account for about two third of all materials that were send out by the OP between 2015 and 2018.⁷¹ The

⁷¹ Note that the materials available via the OP represent only a subset of the materials and activities identified in the inventory. Also, videos and interactive tools are not reflected in this selection, and downloads are likely to be underestimated as users can download many materials from the websites of the DGs directly.

high number of publications that receive little or no interest raises the question of whether a reduced but more concise range of materials would also suffice to respond to the needs of young people.

Table 3.8: Overview of downloads from the OP within a year (July 2017 to July 2018)

Category	No of downloads	% of downloads	No of publications	% of publications
Top 10 downloaded (1,500-8,000 downloads)	40,208	71%	10	5%
Popular (100 – 1,499 downloads)	13,643	24%	49	25%
Limited interest (10-99 downloads)	2,758	5%	77	39%
Very little interest (1-9 downloads)	178	0%	44	22%
No interest (No downloads)	0	0%	19	10%
Grand Total	56,787	100%	199	100%

Source: Ecorys based on data from the OP

The 10 most downloaded and distributed materials cover topics that either directly relate to the life of young people or provide information and guidance on the EU and its functioning. This implies that young people are in particular in need of materials that enhance their understanding of the EU or which provide information relevant for their daily life. This finding is supported by evidence from the User Survey and the focus groups. The materials most often selected in the survey were similar to the materials downloaded most frequently. This covers materials that inform young people of benefits of the EU (including “EU&Me”, “Travelling in Europe”) or inform young people about the Union (“Let’s explore Europe”, “Europe in 12 Lessons”, “Europe and You”). Comments in all three focus groups confirm that young people consider practical information that help them are most important, while less engaged participants stressed the need for general information of the EU and its functioning.

Coverage of segments of youth

Findings from interviews with stakeholders at EU and national level draw a mixed picture of how well materials and activities of the EU are tailored to the needs of segments of youth. In general, interviewees in Latvia, Spain and Slovenia appear to be more satisfied with the tailoring of Commission materials, while representatives from Germany and Finland are more critical.

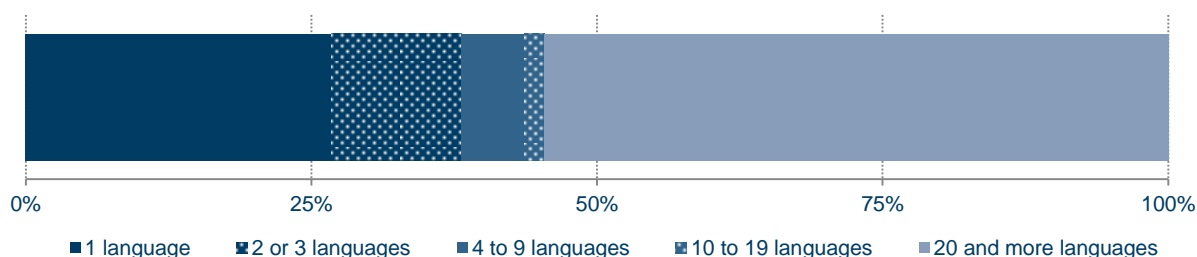
Stakeholders agree on the challenges posed by breaking down the complexity of the EU and its policies in a way that is understandable and attractive to youth. There is further consensus that there is not “the youth” but that young people are diverse and differ not only by age, but also by their cultural background, socio-economic situation etc. Especially some DGs, but also representatives at the national level highlighted challenges in responding to the needs of this diverse group adequately. There is agreement that materials and activities should be tailored to the targeted segment.

Three aspects are mentioned repeatedly and across countries that materials from the Commission regularly do not address sufficiently: (1) language and cultural differences, (2) the needs of young people in less affluent socio-economic circumstances, and (3) materials to cater the specific needs of children and primary school students.

Language and cultural differences

Several stakeholder interviewees raised the issue that publications are not always available in national languages. However, according to the inventory, more than 50% of all materials are available in all or almost all EU languages (20 languages or more). The findings suggest that there is some polarisation: materials are either available in almost all languages, or in very few languages only (Figure 3.13). Almost no materials are available in 4 to 15 languages.

Figure 3.13: Language coverage of materials developed by DGs



Source: *Inventory of materials and activities*

The data cited above suggests a mismatch between the findings of the inventory and stakeholders' perceptions. One reason could be that no translations are available for materials which are considered to be crucial by stakeholders, or that the language coverage differs across age groups. Still, materials downloaded from the OP and cited in the User survey most often are all available in (almost) all EU languages. However, among the popular materials, there are several which are available in one or a limited number of languages only (Table 3.9). Here, it could be worth exploring if there is sufficient interest to make these materials available in other languages too. Contrary to this, there are 17 materials rarely or never downloaded that are available in two or more languages. Here, it could be useful to assess if either materials are not available in a relevant language or if the materials serve very particular needs. In the latter case, it would be possible to reconsider translations to enhance the effectiveness of translations by allocating resources more targeted.

Table 3.9: Availability of materials by number of languages covered

No of languages available	1 language	2 - 3 languages	4 - 9 languages	10 - 19 languages	20 and more languages
Top 10 downloaded	0	0	0	0	10
Popular	13	2	2	4	28
Limited interest	22	14	9	26	6
Very little interest	29	7	6	2	0
No interest	17	1	0	1	0

Insufficient language coverage is especially problematic if materials try to reach very young children or less educated young people. For both groups, materials and activities available only in English or a limited number of languages are often not useful. However, almost three out of four materials from DGs targeting children in pre-school or primary school are available in 20 languages or more. This implies that overall language coverage is sufficient. Materials offered by DGs are complemented by offers developed by representations of the Commission in the Member States. These materials further increase the array of materials available in national languages. One example is the German publication "Sophie und Paul entdecken Europa" which was lauded in interviews and rated positively in the User survey. A particular issue raised by Latvia which might equally arise in other Member States are minority groups which speak

different languages. In the case of Latvia, materials of the Commission are generally not available in Russian, as it is not an official EU language. However, stakeholders indicate that it is therefore more difficult to reach out to children from Russian speaking families.

Even where translations into national languages exist, some interviewees suggested that cultural backgrounds are sometimes not sufficiently reflected in the publications to respond to circumstances in different Member States. However, this is not necessarily supported by findings from focus groups or the User Survey. One important difference across Member States is the preferred channel of communication. This is further elaborated below.

Needs of disadvantaged young people

Especially stakeholders from Spain and Germany, but also from other countries stressed that many materials and activities do not acknowledge adequately the needs of less educated young people as well as young people in difficult socio-economic circumstances. Several stakeholder describe information provided by the Commission to youth as too complex and targeting a well-educated and well-off target group that is generally in favour of the European Union and the European idea. This links back to the finding that materials and activities that communicate benefits of the EU for the individual young person or provide information on what the EU is are in greatest demand. Some stakeholders reported a need for more materials and activities for youth in unemployment. Given persistent high rates of youth unemployment, especially in several Member States in the South, there seems to be a clear need for this target group. With 32 materials and activities from DG EMPL identified by the inventory, there appears to exist already a wide range of information available. Still, some multipliers who responded to the User Survey indicate that more materials to support young people in the search for jobs are necessary.

Needs of children and primary school students

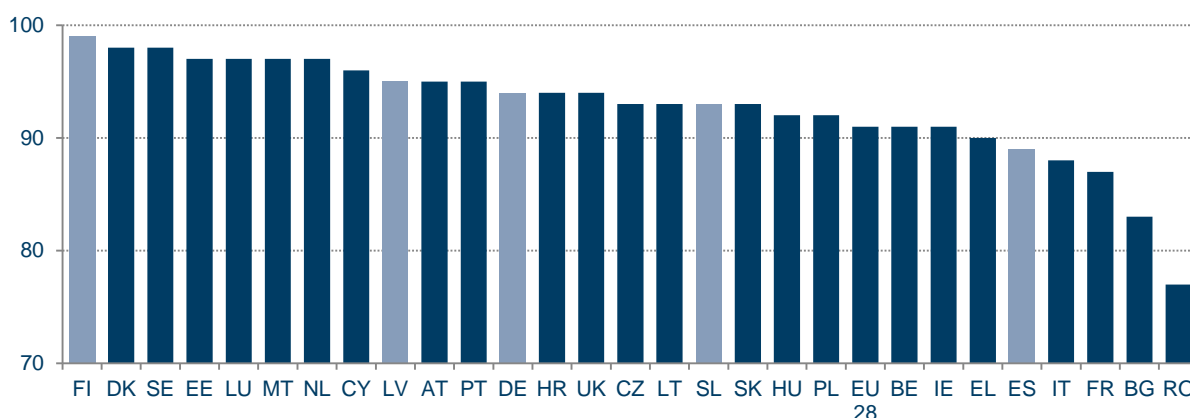
A more detailed analysis of the needs of primary school students and if teachers have adequate materials at hand for this age group is further discussed in the section below.

Coverage of channels

Many interviews discussed that due to shifts in media usage the internet and social media are of paramount importance for the Commission to reach out to young people effectively. Concerns were raised that too many materials are not yet available online, and that there is no sufficient number of interactive online tools for young people. Consequently, young people would not be able to find or use the information they could need.

Indeed, the internet and social media appear to be key sources of information for young people. According to Eurostat data, 91% of young people aged between 16 and 29 years used the Internet daily in 2017. The share of young people using it daily is stable across the age groups of 16 to 19, 20 to 24, and 25 to 29 years. The daily use of the Internet differs across Member States. In Finland, almost all young people use the Internet on a daily basis (99%). While this share is significantly lower in some other Member States, still more than three quarter of all young people between 16 and 29 years old use the Internet daily in Romania. The share of young people using social media is comparable to the share of young people using the internet. According to Eurostat data, about 86% of the young people aged between 16 and 29 uses professional or social networks.

Figure 3.14: Share of young people (16 to 29 years) using the internet on a daily basis



Source: Eurostat

Consequently, there appears to be a need among young people to be addressed via online channels. Findings from focus groups and the User Survey further support this. Among the respondents to the Survey aged 30 or younger, 92% indicated that they primarily use the Internet to search for information on the EU. Notably, the share is significantly lower for social media (50%). This implies that while online channels are of growing importance, not all online channels might be equally suitable to reach out to young people. Similarly, the discussions in focus groups highlighted the importance of online channels. Participants identified online materials as most engaging and confirmed that indeed the Internet and social media are key sources of information. There is a general call for more integrated and interactive materials. Young people indicate that they prefer materials and activities they can engage with. Online channels offer a wide range of opportunities to do so. For example, websites can integrate videos, quizzes and other interactive elements to engage with young people. More interactive materials can also be developed for download or as print materials, such as games.

Statements from participants imply, however, that there are important differences in the needs within the group of young people. On the one side, younger participants in focus groups highlight the importance of social media. They at the same time indicate that they do not use Facebook, rendering this communication channel less useful for this segment of youth. On the other side, young people of higher ages (above 20) seem to prefer to be engaged via websites and are more active on Facebook and YouTube. Thus, while all young people prefer online materials and ask for more engaging materials, effective communications needs to take into considerations differences among young people. Similarly, differences in the use of social media and the internet across countries implies that there is not one type of online material meeting the needs of all young people.

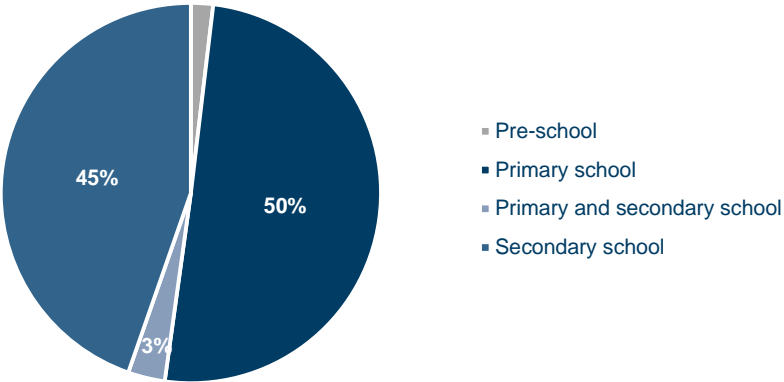
3.3.6 Meeting the needs of key multipliers

This section addresses the specific question: **Is the material appropriate and adequate for its use by teachers from an early school age?**

The material is appropriate and adequate for teachers. There is a significant amount of materials available which explicitly target pupils in primary and secondary schools. Materials developed by the DGs and agencies are complemented by materials developed by European Commission Representations which can tailor materials to specific needs in the respective Member States. Teachers confirmed that materials are adapted to their needs. While teachers appear to disagree whether certain topics are missing in the current offer, there is a general call for a more integrated and interactive offer.

The inventory identifies some 160 materials that target pupils at pre-school, primary and/ or secondary school level. About half of the materials and activities are developed by DGs and EU Agencies, the other half is developed by Commission Representations in Member States. Among materials from the Commission, its representations and agencies, there is an equal split of materials targeting primary and secondary school pupils. Figure 3.15 illustrates that there is a balanced number of materials and activities available for both primary and secondary schools.

Figure 3.15: Share of materials available from DGs, Commission Representations and Agencies for pupils and their teachers by school type



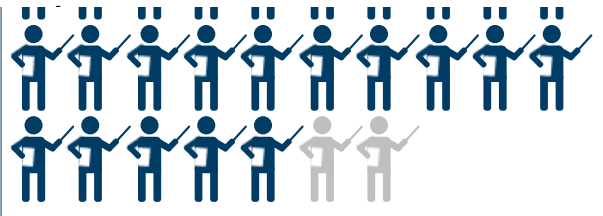
Source: Inventory of activities and materials

It is especially important that materials intended for the use in primary schools, but also in secondary schools should be available in many languages to meet the needs of teachers. Two thirds of the materials developed by DGs or EU Agencies for primary schools are available in 20 or more EU languages. For secondary schools the share is about 60%. This implies that a wide range of materials is available in almost all languages. Materials by Commission Representations in Member States complement the range of materials in the local language.

The inventory identifies several materials that target either young people and teachers or even teachers exclusively. An example of a material that targets both groups is the “EU&Me” publication. While it is designed to appeal to young people and comprises information on the EU in general, it also provides teachers with quizzes and tests that can be used in school. Materials are not necessarily limited to brochures or books, as there are also website and presentations (e.g. “Europe in a nutshell”). Teachers are further involved in activities, e.g. to ensure that materials developed by the Commission are suitable for the needs of teachers and young people alike. For example, the “Primary & secondary school teachers testing panel” gives teachers a forum to provide feedback on materials from DG COMM.

Feedback from interviewees on the suitability of materials for teachers has been mixed. While some indicated that materials are generally appropriate for the use by teachers, others interviewees have been more critical. Most notably, one interviewee raised the issue that much more materials should be targeted and tailored towards teachers, instead of children and students, as young people would almost exclusively get in touch with these materials via multipliers such as teachers. However, teachers themselves appear to be more positive.

Figure 3.16: 25 (blue) out of 27 teachers are satisfied with the tailoring of materials



As Illustrated by Figure 3.16, of the 27 school teachers who responded to the User survey, only

two indicated that the materials they used were not adapted to the needs of their students. Asked if there are topics or materials missing from the range on offer, views are split. Asked if there are types of materials and activities missing, a third of teachers indicated that this is the case, a third stated that they have what they need, with the last third indicating “Don’t know”. Still, at the same time teachers stated that they would prefer to have a more integrated offer at hand. In particular, teachers appear in favour of interactive materials and visuals that are engaging and attractive for young people. This links back to the previous question, which identified a need among young people for more interactive materials such as quizzes, or games.

3.3.7 Improvements to materials or activities

This section addresses the specific evaluation questions: **How can the Commission material be improved to more effectively address the needs of youth at different ages and of different sub-segments?**

Analysis of the stakeholder interviews, focus groups, and the inventory indicate that improvements should be made to both the content of Commission’s communication materials *and* the promotion of the materials. The data analysis exercise indicate that the content of materials should be simplified, made more interactive, engaging and user friendly. The data further suggests that materials can be more effectively promoted by understanding the channels of communication for each different sub-segment of youth, and using these to promote relevant materials and activities.

Over a third of key stakeholder interview respondents stated that the Commission materials should be better adjusted for their young audiences. The results of these interviews highlighted the need to make the content of the Commission materials less technical, more interesting, funny and interactive. They also emphasised the need to make the format of youth materials more engaging and user friendly. The interviewees indicated that videos, games and quizzes are particularly effective and these formats should be used more in the future. The results of the User survey⁷² confirmed that there is a need to improve the interactivity and accessibility of EU materials⁷³.

This finding is corroborated by data from the Eurobarometer dedicated to youth where, at least one in five respondents agreed that EU institutions should do more to make sure that information and news about the EU is made available through ‘innovative media channels in multiple languages, such as films, series or simulation games’.⁷⁴ These findings are at odds with the materials included in the inventory, where around half are in the form of text (including PDF files, books, leaflets, etc.). In fact, only 13% of materials included in the Inventory are in the form of games, quizzes, competitions or awards. The inventory also only includes data on 3 apps and 25 videos (5% of all materials). This indicates that there is a misalignment between the type of materials produced and preferred by young audiences.

Findings from the focus groups further suggest that the effectiveness of different formats will differ by age group. For example, while the youngest group of participants (15-19 year-olds) were critical of the use of games and quizzes online, they also acknowledged that they could see the potential benefit of using them for younger school children. The older groups (20-24 year-olds, and 25-29 year-olds) advocated for

⁷² Respondents were asked: How could it be improved to be more relevant for you? This is an open ended question and there were several responses to this question.

⁷³ The questions of the User survey were phrased in the way not to make the difference of EU and Commission materials. De facto, however, the respondents were presented with a list of Commission materials to comment on.

⁷⁴ Flash Eurobarometer 455 (January 2018), ‘EU Youth Report’, Accessed: <http://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/survey/getsurveydetail/instruments/flash/surveyky/2163>

Commission websites to be more user-friendly and optimised for use on mobile devices, but also had a preference for infographics as an online format. This age group were also the only ones that referred to the importance of face-to-face communications and offline materials (especially for demographic groups or settings where there is limited access to online content).

The focus group discussions also indicated that preferences and priorities in relation to the relative importance of presentation and content for Commission materials differ depending on users i.e. young person's level of engagement with the EU. Less engaged participants tended to focus more on the format and elements of presentation, such as the choice of font, colours and the choice of images. In comparison, the more engaged participants focused more on the content of the materials. This suggests that there is a need to consider both the age and level of engagement of particular youth segments not only in choice of formats, but also in designing engaging materials for them.

Both the stakeholder interviews and the focus groups highlighted the need for communication materials to be more accessible and user friendly. A key theme was the need to make materials accessible online and via websites optimised for mobile devices. Currently, around 80% of materials included in the inventory are available online, with around 20% *only* available offline (this also includes the mostly 'for print' publications, without these the balance between online and offline formats is approximately 50/50). Eurostat data shows that in 2016 more than 90% of young people in the EU-28 made daily use of the Internet and that 85% of young people used a mobile device (e.g. mobile phone, laptops and tablets) to connect to the Internet (for young people aged 16-29)⁷⁵. This highlights the significance of handheld devices and digital communication for young people.⁷⁶

Another challenge is the accessibility of those materials that are published online. Amongst focus group participants, those aged between 20-29 referenced the need to improve the layout of websites. The European Youth Portal was praised during a focus group for having a good structure and mentioned by interviewees as an engaging website. However, it was also heavily criticised by key stakeholders who were more closely familiar with its content and functionalities, for its content quality, language support, dysfunctional database of volunteering organisations, lack of country statistics as well as coordination with Eures and Youth Wiki. The latter points are notably challenging for youth multipliers using the portal as an information base. The Eures and EPSO websites were also judged as hard to use or navigate.

Further improvements could be made to the way materials are promoted. Interview respondents stated that stakeholders should make better use of different social media channels to engage with youth audiences. This is particularly important to consider when trying to reach those not in education who are, often harder to reach (as discussed in Section 3.3.4). However, some interview respondents also highlighted the need to be aware of the specific communication channels used by different age groups. One respondent, for example, said that they use Instagram and YouTube to engage with young people, because they find this is the best way to reach them. They further flagged that currently, the European Commission are mainly using Twitter and Facebook, but that they think less and less young people are using these channels. Amongst the youngest focus group participants, many mentioned that they wanted to see more promotional sponsored content on Instagram and Twitter. Notably, they also mentioned that they *do not use* Facebook. This mixed picture demonstrates that different segments of youth are communicating via different social media channels.

⁷⁵ Eurostat (2017), 'Being Young in Europe today – digital world', Accessed: http://ec.europa.eu/eurostat/statistics-explained/index.php/Being_young_in_Europe_today_-_digital_world

⁷⁶ Eurostat (2017), 'Being Young in Europe today – digital world', Accessed: http://ec.europa.eu/eurostat/statistics-explained/index.php/Being_young_in_Europe_today_-_digital_world

3.3.8 Adapting to national specificities

This section addresses the specific evaluation question: **Are there differences to be catered for depending on the Member State?**

There were mixed views on the extent to which Commission materials are well adapted and take into account the linguistic, cultural and historical particularities of the Member States. While the vast majority (95%) of survey respondents agreed that the materials they provided feedback on were well adapted⁷⁷, around half of key stakeholder interviewees stated that Commission materials could be better adapted. This contradiction in findings is possibly a result of the difference in quality of the materials reviewed⁷⁸ by survey respondents compared to the materials used most frequently used by the key stakeholder interviewed.⁷⁹ Amongst the interviewees the quality of translation and the level the Commission materials are tailored to particular cultures emerged as key areas for further attention (please refer further to Section 3.3.5 that looks at the translation needs in relation to Commission publications).

Among the key stakeholders interviewed **who** said the Commission materials need to be better adapted, almost all of referred to the need to improve the translation quality of materials. Initial analysis of the inventory indicates that in most cases Commission materials are translated into several languages (and usually in the languages of the five sample countries). However, analysis of the downloads data from the OP EU Bookshop pages shows that some less popular publications are translated, while other more popular publications are not fully translated (this is further discussed in section 3.3.5 and 3.3.6). Hence, there is likely a misalignment between the materials that are translated and the ones that are most popular.

Another important theme to emerge from the key stakeholder interviews was the extent Commission materials are tailored to particular cultures. Around a quarter of respondents suggested that the materials could be better adapted to local cultures and contexts. Respondents referenced both a need to edit Commission materials in order to make them relevant locally, and the need to edit them so that they more effectively target specific sub-segments within the country - especially disengaged and disadvantaged youth (this is further discussed in section 3.3.4). However, it was also recognised by some of these respondents that it is very challenging for the Commission to deliver materials that are contextually relevant across all the different European countries. Some respondents then suggested that the Commission should engage more with youth organisations and young people to ensure that they develop materials that can be edited to suit the different contexts and needs.

⁷⁷ Survey respondents were asked the following open ended question: What could be done to better adapt the material or activity for the group that you are working with?

⁷⁸ Note that survey respondents participated in or reviewed a small number of Commission communication materials. These included: Let's explore Europe, Europe and You, United in Diversity, Travelling in Europe, Europe in 12 Lessons, Europe- What is it all about?, Bits of common European roots - Folk tales and fairy tales, Nature Watch - The flight of the cranes, Farming - at the heart of our lives, Tales of our forests, The story of three generations of farmers, EU&Me.

⁷⁹ This question was only answered by multipliers. The majority of survey respondents participated in or reviewed one of the following materials: Let's explore Europe, Europe and You, United in Diversity, Travelling in Europe, Europe in 12 Lessons, Europe- What is it all about?, Bits of common European roots - Folk tales and fairy tales, Nature Watch - The flight of the cranes, Farming - at the heart of our lives, Tales of our forests, The story of three generations of farmers, EU&Me.

3.4 Efficiency

This section provides the findings in relation to the sixth strategic question of the Review “***How efficient is the cooperation within the Commission, between the Commission and its Representations and between Commission and youth, youth organisations and other stakeholders in designing, developing and promoting materials targeting youth and its segments? What are the potential opportunities to pool resources to improve the quality of information materials offer to youth on EU, its benefits and opportunities as well as the economies of scale in reaching out to more young people and particular sub-segments of youth?***”

3.4.1 Internal cooperation

This section addresses the specific evaluation questions: **To what extent do DGs cooperate efficiently with each other as well as with the European Commission Representations in the Member States for the preparation of the material? What is the extent of cooperation inside the Commission (and with the European Commission Representations) on materials that target youth in terms of pooling budget and staff resources to produce synergies and economies of scale in meeting the needs of youth with a more integrated and complete offer or with the intent to reach or engage with a higher number of young people? What are ways in which this cooperation between DGs could be improved?**

Overall, there is mixed evidence on the efficiency of co-operation between DGs as well as between DGs and Commission Representations in the Member States in the production of youth materials. In the stakeholder interviews, many DGs state that they do co-operate in the production and distribution of youth materials; however this often on a case by case basis as with only one or two other DGs. While there is little evidence of duplication, the general picture is of scope to develop more collaborative relationships across the Commission in order to improve the pooling of budget and sharing of knowledge in the production of materials. This was confirmed to some extent by the User Survey which suggested that users would like to see more integration in the production of youth materials. There is evidence that DGs work effectively with the Commission Representations in individual countries however there are limited examples of cooperation between other national level organisations and the DGs.

Mapping information collected on the materials produced by the Commission recorded in the expanded inventory suggests that there is limited collaboration in the production of materials. The inventory does not necessarily paint the correct picture however as basic mapping may not identify the true extent of the partners involved including the relationship with relevant distribution channels. Moreover most of the DG stakeholders interviewed for the review indicated that there is generally some degree of co-operation with other DGs in the production and distribution of materials for youth. Examples of co-operation between DGs included the production and distribution of EU publications or leaflets, sharing stands at events and sharing social media accounts. This cooperation was generally limited to working with one or two DGs with whom they share policy goals. For example, DG EAC and DG EMPL co-manage the European Youth social media accounts and work together on a range of materials covering youth civic participation, education and skills issues for young people.

Many DGs point out that whilst they co-operate with other DGs, increasing cooperation activity with other DGs is generally constrained by the staff resources available. Many DG respondents felt that they needed to focus on their own materials and did not have enough time to devote to joint projects with other DGs. As one DG interviewee explained, “people are already overwhelmed by their own work and often do not have the capacity to reach out to others (DGs)”. Despite the large number of publications, DGs are

mindful of overlaps with other DGs, however, and interviewees did not cite any duplications. In fact, they generally feel that information is produced and distributed efficiently.

A number of DGs highlighted the benefits of cooperating with DG COMM. A number of the DGs mentioned that they take advantage of DG COMM's distribution channels, for example, using platforms such as Kids Corner and Teachers Corner to disseminate their materials. DG REGIO mentioned that it does look for synergies wherever possible. DGs value DG COMM's support for dissemination as DG COMM's activities help to increase the reach of their materials. DGs recognise however that DG COMM's focus on promoting the general role of the EU means that it has less time and resources to focus on supporting individual DGs to promote their specific goals.

Many DG respondents noted that the focus of their cooperation activity is with national level Commission reps and national agencies delivering EU programmes rather than other DGs. For example, DG EAC relies on a decentralised approach, for example using the Erasmus+ national agencies, and national multipliers to promote their programmes. DGs also make use of the Commission Representations in individual countries, for example, Commission Rep events where DG materials are provided or staff represented. Efficiencies were noted in terms of Commission Representations not having to produce their own materials and capacity is shared. One Commission Rep has collaborated with European Parliament officials "to promote the local #digisaatio and #munEUarki campaigns, as well as the #EUandME campaign which was from Brussels".

From a national level perspective, the interviews have revealed limited examples of cooperation between national level organisations and the Commission DGs. For example, one Eurodesk respondent was not aware of any cooperation with other DGs and only receives materials from DG COMM, while others highlighted the particular benefits of cooperation either with DGs directly or through the Commission Representations in the specific countries.

The User Survey suggests that users do wish to see more integration in the production of youth materials; 58% of users believed that a more integrated and complete offer of information materials and activities is necessary for the youth. Potential improvements for co-operation could be supported by the establishment of a regular forum for sharing information on the specific communication needs and priority actions of the DGs with regards to youth and Commission representatives. Moreover, improving the allocation of resources may help combat the shortage of resources faced by DGs. The DGs stated that more co-operation could increase efficiency in the long-term because of capacity sharing and not having to produce as many materials.

3.4.2 Involvement of target groups

This section addresses the specific evaluation questions: **To what extent Commission DGs involve representatives of youth, youth organisations and other relevant stakeholders in improving the quality of their materials targeting youth and particular segments of youth? What is the nature of this cooperation and ways that this collaboration could be improved in the future? Should the material be prepared with a view of young people themselves "owning" it in order to promote it?**

Overall, the evidence from the Review suggests that the majority of DGs involve youth or youth organisations, in order to improve the quality of youth materials. However, the involvement tends to be very limited, usually involving focus groups, interviews or surveys to understand how young people feel about the materials once they have been developed. There are also examples of young people themselves helping to promote the materials in an ambassador role. DG's rarely collaborate with young people at the stage of producing the youth materials. Many non-DG respondents would like to see DGs

improve their mechanisms to increase collaboration with youth. Note that the young people surveyed had mixed opinions about collaborating with DGs. Many in the younger cohort stated that they would prefer to give feedback, whereas the older cohort indicated that increased consultations would improve the quality of youth materials.

The majority of DGs, in some way, involve youth or youth organisations to improve the quality of youth materials, however, DGs rarely collaborate with youth at the stage of developing materials. Feedback from young people is generally used for validation purposes or to seek feedback on specific materials rather than to help DGs to shape the development of the materials. Generally, this involvement occurs at the testing stage and consists of focus groups or surveys in order to see how young people respond to the materials. One DG stated that “we have not consulted with young people during the development phase...we only ask for feedback at the end and learn on a case by case basis”. There were some exceptions however: DG EMPL materials for apprenticeships and vocational education were produced in collaboration with young people. Another stakeholder is regularly consulted on materials; “this is because their priorities are very aligned” with the DG in question, and they have an established relationship. Multipliers are also used to gather feedback on how materials are working in practice. For example, DG COMM met with teachers in order to understand how their materials are received.

DG EAC has been responsible for the implementation of the “New Narrative for Europe” preparatory action involving young people in on-line and offline events who presented the “YOUrope for Youth” Declaration on young people’s priorities for the EU to decision-makers early 2018, next to an ongoing dialogue, the aim of which is to involve young people in all aspects of youth and other EU policies. Such processes can also deliver relevant material to be considered in designing content and communication materials.

There was evidence that the nature and degree of youth involvement varies across the DGs. For example, one DG respondent indicated that they “consulted youth in regular meetings” while another respondent stated that they “don’t have any specific ways of [collecting information] and then routinely using it”. Furthermore, there were DGs who have developed materials for youth that had no involvement from young people or youth organisations. A few indicated that there were seeking new ways to engage with the youth and wanted to develop more consistent engagement approaches. However, others showed no indication of being proactive in finding ways to incorporate youth opinion.

The majority of non-DG respondents argued that it is important to improve the mechanisms for involving youth in producing materials as it aids the tailoring of messages and approaches. A recurring theme in the user-survey was that youth materials could be improved by adapting them to the relevant target audience; this could be done by involving more young people or youth organisations. Stakeholders also recognised the need for more collaboration with young people and youth organisations. DG EMPL and DG EAC were highlighted as good practice in this respect. Some stakeholders spoke of the need for a consistent framework for consulting youth on their communication approaches such as regular focus groups and surveys. One DG said that there was a need to focus on work more directly with youth workers, teachers and other multipliers in order to involve them in tailoring the messages and approaches for those that are less engaged.

Whilst DGs do not tend to involve youth representatives in improving their materials, increasingly, young people and youth organisations are used to promote Commission materials. An example is the Road Trip Project, where “young bloggers/vloggers are regular partners of REGIO initiatives”; young people also promote Commission materials through social media. DG ESPO has 120 youth ambassadors that represent EU Careers; they carry out presentations and workshops.

It is important to note that young people themselves have mixed opinions on what their role should be when it comes to developing youth materials. In the focus groups, many young people stated that they preferred fast consultations through social media channels. They also showed willingness to share content through these channels. Many young people in the older age categories argued that best practice would be to have consultations with youth organisations in the development of youth materials.

3.4.3 Listening to target groups

This section addresses the specific evaluation question: **How could the “listening function” of activities and material be strengthened so that they could better capture and transfer user’s views and feedbacks to the Commission?**

Around two thirds of all key stakeholders interviewed reported that some ‘listening’ takes place to capture and transfer multipliers and youth feedback to the Commission. The interviewees were free to interpret the question on their ‘listening function’⁸⁰ as either listening that relates to more political side of Commission policy making (focus on more general information needs and concerns of youth) or more specifically listening with the purpose of gathering feedback for improving the quality of Commission materials and activities targeting youth or multipliers working with youth and children. Most key stakeholders’ comments on this questions are more related to the latter interpretation of the question.

The stakeholder interviews indicate that feedback is generally collected informally during the events, workshops and seminars that they organise or participate in. The varied informal mechanisms which are used to collect feedback and interviews have underlined the challenges in systematic and targeted channelling of the feedback to those who need it when they need and in particular the challenge of sharing feedback and lessons across the DGs.

Most DGs that have the highest number of materials and activities targeting youth in the inventory i.e. the main author DGs targeting youth audiences reported some type of ‘listening functions’, albeit for the most part (i.e. with the exception of the Structured Dialogue maintained by DG EAC) these were not part of formal policy making or monitoring processes.

- DG EAC reported collecting youth feedback via pop-up surveys on the European Youth portal and European Solidarity Corps portal that directs questions to a national Eurodesk office, online debates using www.nnfe.eu and European Youth social media accounts.
- More generally, DG EAC’s structured dialogue with young people is also a ‘listening’ exercise for the European policy makers.
- DG COMM has put in place two (primary and secondary school) teachers’ panels and consults these on the relevance and quality of its materials as well as Teachers’ and Kids’ Corners.
- DG ENV collects feedback on specific needs of youth in annual meetings with museums and visitor centres in Brussels to find out how their materials could be tailored to meet the needs of these multipliers. The DG also assesses the need for its printed publications through the OP (the OP provides this service to all EU institutions).

⁸⁰ Is your service using any feedback from Commission networks or multipliers on the main information needs and concerns youth, or people/professionals working with youth/children may have? If yes, could you please outline: how this ‘listening function’ works i.e. how you collect feedback (what are the reporting/consultation arrangements in place) and what data you collect via which multipliers/networks; and who uses this feedback for what purposes?

- DG AGRI has used the results of the Eurobarometer 'European Youth' as an indication for the content of materials that could be produced in addition to their own insights of issues that are of particular relevance to youth, but this listening approach is not used systematically.
- DG EMPL is using its participation the EP's European Youth Event (EYE) to inform, present and listen to youth, European Youth Facebook and Twitter accounts, as well as the European Vocational Skills Week to listen to the needs of (engaged) youth.

The results of the interviews with the key national stakeholder indicate that these mostly collect feedback informally during the events, workshops and seminars that they organise or participate in. The feedback is related either to the Commission Representation, European office for Eurodesk or the Commission directly through the reporting process. It is also shared through networking and annual meetings with colleagues. Feedback is also collected through the 'Back to school' visits and the Citizens' Dialogues that are coordinated by the Commission Representations, which then aggregate it in their annual report to DG COMM⁸¹. Some of the Commission Representations consulted also reported that they consult teachers on their needs and education experts/teachers in development of their own materials for youth and children.

From the other side a representative of the European Youth Forum indicated that the organisation is regularly consulted by DG EAC and its members have taken part in focus groups organised by this service. The Forum also reported assisting DG EAC with the Structured Dialogue⁸² on how to reach out to youth. YEU International⁸³ also reported having been consulted around the concerns of youth. The organisation has been included in surveys and consultations with DG EAC and DG EMPL. However, they also indicated that there is a potential to do more in consulting them on the information needs of youth. ESN⁸⁴ also reported regular consultations with DG EAC and the Erasmus Unit. They have also been consulted on a series of communication campaigns, as their priorities are very much aligned to those of the Commission. National youth organisations reported listening to their members needs reporting these via their national networks.

None of the key stakeholders consulted, apart from one EU level youth organisation, could point how the Commission have used their feedback and with what results in improving Commission materials or activities for youth. A representative of the European Young Federalists reported that their feedback is used to help DG EAC to reach out to more effectively to youth. The scoping interview with DG EAC further underlined the challenges in systematic and targeted channelling of the feedback to those who need it, when they need it i.e. in order to be useful the feedback has to reach the right people in the right time and for the right tasks. Consultations undertaken with DG EMPL in the context of the internal European Vocational Skills Week evaluation further highlight the challenge of *communicating* how the feedback from the previous Weeks has been taken on board in order to engage the stakeholders for further dialogue.

⁸¹ The representative of the EDCC indicated that this service also provides 'very general' guidance to its users in the selection of Commission publications.

⁸² https://ec.europa.eu/youth/policy/implementation/dialogue_en

⁸³ Youth for Exchange and Understanding www.yeu-international.org/

⁸⁴ Erasmus Student Network: <https://esn.org/>

3.5 EU added value

This final section of the report provides our findings on the seventh strategic question of the review: ***What is the EU added value in developing, producing and distributing Commission materials promoting the EU, its benefits and opportunities to youth and sub-segments of the youth target group compared to those that may have been developed by other relevant stakeholders? In what ways could this EU added value be maximised and enhanced?***

This strategic question discusses the value added of the Commission materials compared to the non-Commission offer, their perceived added value from the perspective of end users and multipliers working with youth, as well as different ways in which the added value of Commission materials and activities could be enhanced with these target groups.

3.5.1 Added value of materials and activities

This section addresses the specific evaluation question: **What is the EU added value of Commission communication materials targeting youth compared to other materials on EU, its benefits and opportunities that may have been made available to youth and different segments of young people on national, regional or local level? What is the perceived added value of the Commission materials by youth and different segments of young people as well as the information multipliers?**

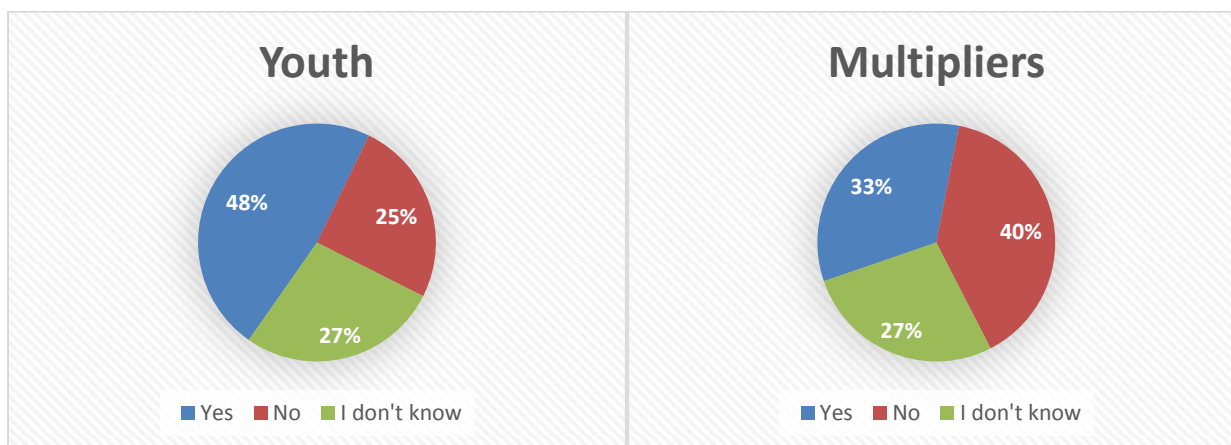
The analysis of the different types of data collected has shown that the Commission materials and activities targeted at youth have a substantial added value. It has also been possible to identify the main differences in terms of perceived EU added value between the two types of respondents (multipliers and youth). As result of the analysis, three main ways how the Commission materials provide a substantial added value have been identified:

- Usefulness, distinctiveness and uniqueness of the materials: the Commission materials are useful as they can be repeatedly used and thus, particularly cost-effective. But they can also be considered unique and distinctive in terms of content as they are not produced at the national level and could not be easily found elsewhere;
- Accuracy and objectivity through comparability: the materials are generally described as reliable and based on facts and evidence, often presented from comparative EU perspective less prone to particular national political or social biases;
- Completeness, integrity and values: the Commission materials aim to provide a complete and integrated offer to youth and particular sub-segments of young people that may not be targeted at national level. In the same way, the Commission materials and activities promote European values and messages among young people.

Usefulness, distinctiveness and uniqueness

The first area in which the Commission materials own a specific added value is related to the perceived usefulness and distinctiveness of the materials or activities. This has been particularly observed within the analysis of the User survey results and through the insights collected through the key stakeholder interviews. The results of the User survey show that more than one third of the total respondents, including both multipliers and youth, retain that the materials or activities provide information that could not be find elsewhere. The perceived added value is higher among youth respondents than multipliers consulted via the User survey with close to half of youth respondents (48%) indicating that the Commission materials or activities provided information that they could not be find elsewhere.

Figure 3.17: Did the material or activity provide information that you could not find elsewhere?



Source: Ecorys User Survey, 2017 [N=55, N=238]

This difference in terms of perceived added value between multipliers and youth could be explained by a number of different factors highlighted by the User survey⁸⁵, but also the analysis of the OP monitoring data. An analysis of the suggestions for improvement provided by the multipliers who did not find that Commission materials and activities added value⁸⁶ shows that the majority of the respondents would see an EU added value in developing materials and activities in more digital, interactive and playful formats, as well as for material targeting the segment up to 9 years old. This was also corroborated by several national key stakeholders interviewed.

Another reason that might contribute to explain the different perception of the Commission materials' added value among youth and multipliers is the level of 'exposure' to Commission materials. It could be argued that most multipliers are exposed to a higher number of Commission materials than youth, who would mostly use the material that what they find or that is brought to their attention by multipliers (who have already filtered the Commission's offer). The OP data shows that approximately 30-40% of the available publications are not widely used⁸⁷, but are still likely to find their way to multipliers and influenced their perception of the materials' added value.

Concerning the geographical dimension, it could be argued that there are not significant differences among Member States in terms of perceived EU added value. On the other hand, the educational level of the youth respondents might have influenced the youth's perception of the added value. In fact, the majority of respondents that perceived a higher added value within the Commission materials have also a higher level of education (Bachelor degree or higher)⁸⁸. The higher perceived EU added value of Commission materials for this segment of youth may due to their education topics or attitudes developed during studies.

⁸⁵ And in particular the respondents answers to the open ended question 'Please tell us how you think the EU materials and activities could be improved to provide more integrated and complete information:' that was only addressed to multipliers

⁸⁶ 108 respondents selected this answer option

⁸⁷ A more detailed analysis of the data relating to the reach of the materials could be find in the section 3.3.2.

⁸⁸ Q17: Did the material or activity provide information that you could not find elsewhere? – User survey
Q37: What is the highest level of education that you have completed? – User survey

Finally, a number of key stakeholder interviews highlighted that the Commission materials and activities (developed both by author DGs and Commission Representations) have high EU added value because there are no equivalent materials developed by other non-Commission stakeholders operating on national, regional or local level. The lack of non-Commission offer may in turn be due to the main Commission materials easily accessible and available in local languages. Moreover, as also pointed out by different author services, the materials that are developed centrally have high potential EU added value due to opportunities for transferability and mainstreaming across or within the Member States.

Accuracy and objectivity through comparability

The second area in which EU added value for Commission materials and activities can be observed based on the evidence collected during this Review is the accuracy and comparative nature of the Commission materials. During the key stakeholder interviews the Commission materials were generally described as factual, evidence-based and not influenced by national biases. According to the different stakeholders consulted (and in particular Commission representations and youth organisations) these characteristics of the Commission materials and activities also provide a substantial added value as they often provide a comparative EU-level perspective. This finding is also corroborated by content review of the most popular⁸⁹ Commission materials indicating that the majority of these publications⁹⁰ are based on factual comparisons between Member States.

Completeness, integrity and values

The third area in which the added value of the Commission materials has been highlighted by this Review is the particular role of the Commission (and its representations) in striving for the development of a complete and integrated offer of materials and activities for youth. The objectives of the current Review, the content of the Inventory as well as results of the scoping and key stakeholder interviews with the Commission officials confirm this intention.

The analysis of the data on Commission materials and activities targeting youth included in the Inventory shows that a large majority (61%) of the materials and activities have been developed and distributed by Commission author DGs, while further one fourth (26%) have been authored by the Commission representations, complementing the offer (while non-Commission resources have developed the remaining (13%) materials. These figures illustrate that the Commission central author services have developed a majority of the Commission materials and activities, with representations and non-Commission stakeholders filling the perceived gaps. This complementarity approach to ensuring the EU added value was also reflected in the results of the key stakeholder interviews⁹¹.

Finally, the development and dissemination of Commission materials and activities have also provided EU added value in terms of promoting common European values and messages. Several author DGs consulted made this point particularly clear by stating the importance of sharing the European fundamental values through the Commission materials and activities. The scoping and key stakeholder interviews further confirmed the high perceived EU added value of promoting the European project and values to youth audiences. The participants of the focus groups on the other hand noted that the

⁸⁹ The list of *particularly good and useful publications for children, young people and schools* has been published by EDIC in their 2016 survey's report *Questions on Publications* as well as the OP orders and downloads data.

⁹⁰ Let's Explore Europe, United in Diversity, Europe – What it is all about?, EU&Me, Europe in 12 lessons, among others

⁹¹ Interviewees from the Commission representations indicated that they generally fill in the demand where there is the perception it is not met by the central offer.

Commission materials and activities contribute to raising awareness regarding mobility, education and employment opportunities that otherwise would be less promoted within their countries.

3.5.2 Ways to enhance the added value

This section addresses the specific evaluation question: **In what ways could the EU added value of the Commission materials targeting youth and different segments of young people be maximised and enhanced considering the information needs of this target group as well as information multipliers?**

As result of **our** analysis, **we** have identified two different ways in which the EU added value of the Commission materials and activities can be further maximised and enhanced. These could be organised in two main areas:

- Tailoring materials further to reflect tendencies of how youth consumes information (format type and distribution channels) and to better address the needs of particular sub-segments of youth;
- Collaboration within the Commission and with national, regional and local multipliers in the development and promotion of Commission materials and activities in terms of distribution channels, transferable and future-proof offer and centralised services (by author services) that empower local multipliers.

Concerning the format type and the distribution channels of the Commission materials, it has been noted that among the twelve most popular publications identified by EDIC, only three publications include digital and interactive tools⁹², and two materials are in the form of short publications⁹³, while the remaining eight materials are detailed paper publications. A large number of national key stakeholders interviewed suggested that the Commission materials could still be further tailored to better meet the needs of youth in terms of their preferred channels for receiving information, ways of presenting information (short and avoiding technical speak) as well as for particular needs of youth sub-segments (as detailed in Section 3.3.4). In fact, the results of our User survey highlighted that the Commission materials should also target cultural and religious minorities, refugees, migrants and young people with disabilities.

Moreover, the multipliers also emphasised the necessity to tailor the communications according to the needs of youth and their preferred distribution channels⁹⁴. It could be argued that more digitalised materials, online games and social media activities would certainly increase the added value of the Commission materials, thus leading to increase in interactions and engagement. The potential for enhancing the added value of the Commission materials and activities via high quality websites and social media (stories, polls, short videos, etc.) was also underlined by the participants of the focus groups. Furthermore, the participants also noted that it is possible to maximise EU added value through a more careful and targeted selection of social media platforms used by different segments of youth in particular countries.

The results of the Review also show that there is a potential to enhance and maximise the added value of the Commission materials and activities targeting youth by further developing collaboration with the

⁹² These are: Let's Explore Europe, Travelling in Europe and Farming – at the heart of our lives.

⁹³ These are: Europe and You and The story of three generations of farmers.

⁹⁴ Analysis of the open text responses provided by the multipliers to the question: *Please tell us how you think the EU materials and activities could be improved to provide more integrated and complete information.*

multipliers at local, regional and national levels. The results of the User survey and key stakeholder interviews demonstrate that there is willingness among a considerable share of youth and stakeholders to contribute to development and improvement of Commission materials and activities. As suggested by a representative of one author DG, mapping of the existing youth networks and organisations across the different Commission policy areas⁹⁵ would allow a more targeted distribution of Commission materials to these interest groups, and through them, to particular youth sub-segments. The results of the focus groups confirm that a more structured collaboration between the Commission, through its initiatives and networks would be appreciated by youth, if it highlights the mobility, education and employment opportunities.

Finally, a few key stakeholders suggested that a more integrated approach to the way youth materials are made available to their users (multipliers and youth) would enhance the EU added value of these materials. The key stakeholders also provided examples of Commission initiatives (e.g. EVSW) where the centralised services (by author DGs) are used to empower local multipliers in their work with youth as a way to maximise the EU added value. This collaboration, if open to direct feedback from users (both people working with youth and children, but more importantly young people themselves and their interest organisations) would indirectly ensure that Commission materials and activities are developed with youth interests, consumption habits and interactivity/creativity in mind that are the necessary conditions to secure youth engagement. Also, as mentioned in the previous section, the OP monitoring data analysis shows that a large number of materials are not widely used by local multipliers: a stronger collaboration and direct-feedback opportunities would certainly contribute in streamlining the current Commission offer to youth.

⁹⁵ Some author DGs (e.g. DG EAC) already have engaged youth organisations in Structured Dialogue.

4.0 Recommendations

This section presents the main recommendations stemming from the conclusions based on the findings presented in the previous Section 3.0. The recommendations are organised by evaluation criteria and each linked back to the evidence in the body of the report that was used to develop them.

4.1 Relevance

This sub-section contains the main recommendations for improving the relevance of Commission materials and activities in the light of the users' needs and Commission policy priorities.

- A. Consider ways of ensuring that the youth materials offer is made more relevant to the needs of those who are currently less engaged with the EU, including through the use of more interactive materials e.g. videos and innovative activities e.g. designing events *with* sub-segments of youth (please see conclusions in Section 3.1.1);
- B. Ensure that the youth materials offer addresses the policy priorities of Digital Single Market, Open Trade and Migration (please see conclusions in Section 3.1.2).

4.2 Coherence

This sub-section contains the main recommendations for improving the internal and external coherence of the Commission materials offer.

Internal coherence (please see conclusions in Section 3.2.1):

- C. In relation to the demand side undertake systematic research to assess the information needs of the relevant youth segments including those who are less engaged and non-students, and develop age-specific communication strategies to address the needs of those groups. On the offer side, reduce and streamline⁹⁶ the publications offer provided via the OP and work with the OP to introduce a categorisation of publications by their target audience based on the set of around 200 youth publications identified through this review;
- D. Develop arrangements for more regular and systematic consultation with multipliers to understand the changing needs of and behaviour of youth segments regarding communication materials;
- E. Consider establishing an inter-service group involving all relevant DGs⁹⁷, services, agencies and EU-level youth organisations that regularly reviews the information consumption patterns of youth.

⁹⁶ Remove youth publications that are not in demand and streamline the offer in terms of providing only the latest editions of particular popular publications (currently several editions of the same publication are made available).

⁹⁷ The list of DGs that answered the Written scoping consultation undertaken in the context of this Review and indicated that they have youth materials includes 15 Commission services: DG AGRI, DG BUDG, DG CLIMA, DG

External coherence (please see conclusions in Section 3.2.2):

- F. Consider promoting one information platform as a 'one-stop-shop' that brings together all relevant EU materials for youth and links to the relevant programme websites, information sources and initiatives.
- G. Consider undertaking a systematic quality audit of all current written Commission materials to highlight the extent of any overlaps and duplication in information provision, ideally by age group and sub-segment of youth.

4.3 Effectiveness

This sub-section contains the main recommendations for improving the effectiveness of the Commission materials and activities in terms of –

Reach (please see conclusions in Section 3.3.2):

- H. Examine if there is a need for EU materials in the countries with a low number of EU publications' orders⁹⁸, and promote more systematic links between youth materials published on author services' (DGs and Representations) webpages and the EU Bookshop;
- I. Consider tailoring youth materials and activities for demographic segments that are less engaged and more at risk of social exclusion and poverty, using social media and users' centred approaches to reach into these segments;
- J. Require monitoring and reporting to reflect youth and sub-sentiments of youth particular Commission materials, activities or campaigns set out to reach (as opposed to reporting on reach against generic 'youth' or age categories).

Engagement (please see conclusions in Section 3.3.3):

- K. Provide stakeholders with tools to evaluate the extent of their engagement with youth in the context of (reoccurring) EU communication campaigns that ideally feed back into centralised monitoring, evaluation and reporting system;
- L. Continue to use online and social media formats to boost engagement, but keep in mind that the outreach via social media needs to remain innovative, and build or contribute to more in-depth engagement;
- M. Tailor engagement strategies by age of the target group and the channels they use to inform themselves, including different social media.

Coverage of youth sub-segments (please see conclusions in Section 3.3.4):

DEVCO, DG EAC, DG ECHO, DG EMPL, DG ENER, DG ENV, EPSO, ESTAT, DG GROW, JRC, DG MOVE and DG REGIO.

⁹⁸ Further research would be required to examine the extent information about the EU and its opportunities is provided to youth and particular segments of young people in these countries via other EU or national sources.

- N. Reinforce the work with particular youth groups and youth organisations to establish longer-term relationships based on common interests in the development of Commission communication materials and activities, to better understand the information needs of the different sub-segments of youth and together discover ways to engage with them;
- O. Use different social media channels to further promote Commission materials and activities among different sub-segments of youth that may not know they are looking for EU opportunities, and ensure the social media content signpost to real online or offline opportunities for engagement.

Meeting users' needs (please see conclusions in Section 3.3.5):

- P. Develop Commission materials and activities as far as possible based on needs assessment among the particular youth (or multipliers) target audiences, outlining what the EU is and how it works, but more importantly how the EU can benefit their everyday lives;
- Q. Consider working in partnership with youth organisations or organisations supporting young people to extent reach to particular segments of youth and addressing their specific information needs, including those segments that are less engaged and need simple and accessible information on the EU;
- R. Consider extending the number and range of online materials, and providing more interactive materials, integrating these in existing websites and with the existing online tools;
- S. Tailor and structure also online materials and activities as possible to the needs of different age segments of youth: younger segments appear to prefer more interactive materials such as quizzes and games, while people above the age of 20 seem to have a preference for more traditional websites with easy to follow practical information on the EU and relevant programmes.

Improvements to Commission materials and activities (please see conclusions in Section 3.3.7):

- T. Continue to improve content of Commission communication materials so that they are less technical and more engaging, using language that resonates with the target group;
- U. Make more use of engaging formats such as quizzes, games, and infographics, but pay attention to the relevance of formats and social media channels for different age groups;
- V. Improve the accessibility of Commission materials by ensuring that these are compatible and optimised for mobile devices.

Adapting Commission materials to national specificities (please see conclusions in Section 3.3.8):

- W. Ensure that translations, when produced are of high quality and Commission materials produced centrally are as transferable and adaptable as possible.

4.4 Efficiency

This sub-section contains the main recommendations for efficiency of internal cooperation, target group involvement and listening to their needs.

Internal cooperation (please see conclusions in Section 3.4.1):

- X. Consider the use of an inter-service group to seek to identify opportunities for DGs and other external organisations to work together in the production of materials and activities for youth.

Involvement of target groups (please see conclusions in Section 3.4.2):

- Y. Increase involvement of young individuals, their organisations and multipliers working with youth or children in contributing content or reviewing Commission materials for youth.

Listening to the target groups (please see conclusions in Section 3.4.2):

- Z. Develop a more integrated and complete feedback loops for improving youth Commission materials and activities, including institutionalised 'listening' practices and processes for channelling feedback collected into policy development cycle;
- AA. Provide 'feedback on the feedback'⁹⁹ on the policy changes planned and implemented that clearly demonstrates the use and usefulness of the Commission listening to stakeholder feedback (or at least a genuine openness to policy dialogue).

4.5 EU added value

This sub-section contains the main recommendations for enhancing and maximising the EU added value of the Commission materials and activities.

- BB. Consider maximising the EU added value by better tailoring the Commission materials and activities in line with youth segment preferences for particular formats, topics of interest and information consumption channels;
- CC. Further enhance the coordination to maximise synergies and economies of scale within the Commission in addressing common challenges e.g. 'disengaged youth' and ensuring that good practices are shared among author DGs and the Member States. This work would need to start with the mapping the existing youth networks and organisations across the different Commission policy areas to enable a more targeted distribution of Commission materials to these particular multipliers and interest groups, and through them, to particular youth sub-segments.

4.6 Strategic calendar

The Technical Specifications for this study requires recommendations on 'How to build in a strategic calendar to know which material is being produced when and what the purpose is?' The recommendations of this topic, informed by the data collected and consultations undertaken in the context of this Review (and based on the conclusions presented in Section 3.5.2), are provided in this subsection.

- DD. The Review offers a detailed overview of all the materials and activities by author DG (in the Inventory, enclosed as Annex 1) and detailed data on the number of orders and downloads of

⁹⁹ This is especially relevant for re-occurring Commission activities, where for example stakeholder feedback received during one year needs to be reflected in the choice of themes, experts and policy updates provided the next.

particular youth publications (in the annexes 7 and 8 of this report). Based on this data Commission author services could follow the following procedure to review their current youth publications and plan their future work:

- On the individual author DG level –
 1. Review their youth materials and activities in the Inventory (please see Annex 1 of this report), filtering them by the author service;
 2. Examine the number of orders and downloads for their youth publications (based on the data provided in Annex 7 and 8 to this report¹⁰⁰);
 3. Phase out any youth publications that do not generate sufficient demand, or if essential in DG's communication with youth – improve their quality and promotion;
 4. Ensure that youth publications that generate a healthy i.e. above average demand are translated in all the official EU languages;
 5. Work with the OP to remove outdated versions of youth publications and ensure that only the latest editions of publications are made available for order and download;
 6. Review in gaps policy communication with youth target audiences based on this Report and set communication objectives with the relevant segments of youth;
 7. Update the Inventory on any new publications or activities developed (including their cost and evaluation provisions) and consider keeping a shared calendar for any new materials or activities targeting youth.
- On individual Commission Representations level:
 - Follow steps 1 to 5, as outlined above;
 - Review gaps based on this Report (and in particular the Inventory attached in Annex 1) and coordinate with DG COMM to see if any other Representations may have already closed those gaps (where materials have been already produced by other representations there could be efficiency gains in reviewing these with DG COMM, adapting and translated them);
 - Follow step 7 as suggested above.
- On Commission inter-services level more broadly:
 - Explore opportunities for common work on youth materials and activities, pooling communication or campaign budgets as well as materials and staff time;
 - Coordinate with the OP to ensure that all the relevant publications are available on the EU Bookshop portal (in parallel to author services and campaign webpages);
 - Representations to coordinate with DG COMM to ensure that colleagues at the headquarters are aware of their new materials and activities for youth and are given opportunities to review and mainstream these resources.

¹⁰⁰ The OP orders and downloads data does not include titles of the youth publications so the referencing would need to be done based on the OP catalogue numbers identified and compiled during this Review.

ANNEXES

A.1: Final Inventory

Excel file will be provided separately.

A.2: List of stakeholders consulted

	Stakeholders interviewed
	EU-level stakeholders
1	DG AGRI
2	DG CLIMA
3	DG COMM
4	DG DEVCO
5	DG EAC
6	DG EMPL
7	DG ENV
8	DG GROW
9	DG REGIO
10	EDCC
11	EPSO
12	ESN (Erasmus Student Network)
13	EYF (Young European Federalists)
14	OP (Publication Office of the European Union)
15	YEU (Youth for Exchange and Understanding International)
	National stakeholders
16	European Commission Rep Finland
17	European Commission Rep Germany
18	European Commission Rep Latvia
19	European Commission Rep Slovenia
20	European Commission Rep Spain
21	EDIC Valkeakoski, Finland
22	EDIC Leipzig, Germany
23	EDIC Rezekne, Latvia
24	EDIC Jelgava, Latvia

	Stakeholders interviewed
25	EDIC Maribor, Slovenia
26	EDIC Caceres, Spain
27	Eurodesk / Finnish National Agency for Education, Finland
28	Eurodesk, Germany
29	Eurodesk, Latvia
30	Eurodesk, Slovenia
31	Eurodesk, Spain
32	European Youth Parliament (Finland)
33	Koordinaatti – Development centre of Youth Information and Counselling (Finland)
34	Jugend fuer Europa (Germany)
35	JugendSozialwerk Nordhausen e.V. (Germany)
36	Agency for International Programs for Youth (Latvia)
37	National Youth Council of Latvia
38	Celje Youth Center (Slovenia)
39	Mladinska Mreža MaMa (Slovenia)
40	ESN Granada (Spain)
41	INJUVE, National Spanish Youth Organisation

A.3: Anonymised survey results

Excel file will be provided separately.

A.4: List of literature reviewed

Reference	Type of source	Summary and key points	Specific evidence of relevance to this review
Eurodesk (2017) Annual Overview Statistics	Annual report	Annual overview of Eurodesk activity	Provides an annual overview of Eurodesk's key outputs including figures relating to engagement and reach.
European Commission (2015) EU Youth Report. Luxembourg: Publications Office of the	Evaluation (wider youth policy)	Report evaluates progress towards the EU Youth Strategy's goals, describes youth policies and programmes, identifies good practices within	Provides some specific evidence on the communication strategies and approaches adopted by Member States to promote youth policies and actions. This analysis is relevant to the assessment of external coherence.

Reference	Type of source	Summary and key points	Specific evidence of relevance to this review
European Union, 2016.		Member States and at EU level and provides statistics on youth and opinions of young people.	
European Commission (2016) European Youth in 2016.	Survey results and analysis	Presents the key results of a special Eurobarometer survey carried out for the European Parliament in 2016.	<p>Survey covers questions on:</p> <ul style="list-style-type: none"> • Youth and jobs • Youth and mobility within the EU • Citizens' participation within the EU (in organisations, elections, voluntary activities, cultural activities) • Sustainable development • Online social networks: Progress or a risk for democracy • Impact of the economic crisis on exclusion.
European Commission (2018) Flash Barometer 455: European Youth	Survey results and analysis	This Flash Eurobarometer explores young EU citizens' participation in a range of social aspects of European life, including voluntary activities, political elections, as well as groups and organisations such as youth or sports clubs and assesses a number of indicators under EU Youth Policy.	<p>Survey addresses the following areas of relevance:</p> <ul style="list-style-type: none"> • Involvement in international volunteering and international youth projects; • Opinions about priority areas for the EU; • Areas where the EU should take action to help young people express their solidarity; • Ideas for the future of Europe
European Commission (2016) Focus on Young people: Young People and Development. Special Eurobarometer 455. EU citizens	Interview results summary	Between November and December 2016, Europeans were interviewed about their attitudes towards development aid. This report presents highlights of the findings comparing young people (aged 15-24)	<p>A key finding is that attitudes towards development aid are slightly better amongst younger respondents. Further high level findings as follows:</p> <ul style="list-style-type: none"> • Respondents of all ages think it is important to help people in developing countries, with younger respondents only slightly more likely to agree than their

Reference	Type of source	Summary and key points	Specific evidence of relevance to this review
and development aid		with older respondents (aged 25+).	<p>older counterparts (91% vs. 89%).</p> <ul style="list-style-type: none"> • Younger respondents are also a little more likely to agree tackling poverty in developing countries should be one of the main priorities of the EU (72% vs. 68%), or of their national government (55% vs. 51%). These patterns were also observed in 2015.”
European Commission (2017) The Future of Europe: New narrative for Europe Communications Campaign. Luxembourg: Publications Office of the European Union	Evaluation	<p>Evaluation of a campaign to facilitate debate among and with young people about how they could engage more and better in European policy issues and with the European Union itself.</p> <p>Tools used to engage with youth: online webspace, physical events and social media activities (engagement package)</p> <p>Monitoring and evaluation of the campaign was carried out using a suite of standard tools such as Facebook Insights, Twitter and Google Analytics, among others.</p>	<p>Comprehensive evaluation of a youth campaign that has lessons for communication with young people in general. Some key lessons and insights were included as follows:</p> <ul style="list-style-type: none"> • The biggest motivator to get young people more engaged was the provision of more information. • It is extremely important to keep in mind that young people are not a homogenous group with one view and one voice • Photo and video competition were successful because they were accessible. • Low-key, simple measures are the most effective. • Reaching new audiences through ambassadors was proposed as a cornerstone to attract views from less engaged young people.
European Commission (2016) Survey for the Europe Direct Information Centres. Questions on	Survey results report	The document reports on the results of an online survey of EDICs concerning publications.	<p>Key findings of relevance:</p> <ul style="list-style-type: none"> • EDICs want printed materials in the language of their country to disseminate via communication channels. • Children and young people are the largest share of the target

Reference	Type of source	Summary and key points	Specific evidence of relevance to this review
Publications.			<p>group for printed publications (76%).</p> <ul style="list-style-type: none"> • Distribution channels are: schools, professional events and fairs. • Demanded materials for youth are activity books and maps about the EU in general. • Let's Explore Europe identified as the most useful publication. • How the European Union works, Europe in 12 lessons and Travelling in Europe are the top three EU publications that they would like in stock.
European Commission (2015) Evaluation of information and communication activities towards the EU Member States in the area of EU Enlargement. Commissioned by European Commission, DG NEAR	Evaluation	<p>The purpose of this evaluation is to provide findings and recommendations to help DG NEAR to improve the planning and implementation of future information and communication activities.</p> <p>Goals of communications: The main goals were to raise public awareness and exposure to the shared values and interests of EU Member States and enlargement countries, and to promote informed debate, dialogue and reporting on enlargement issues.</p>	Some of the campaigns analysed targeted youth (amongst other groups): Welcome Croatia (Youth Conference), Awareness-raising campaign on EU Enlargement and the countries in the process.
DG EAC (2010) Volunteering in the European Union. Final Report	Study	The aim of this study was to help the Commission consider ways in which the voluntary sector could be further promoted at EU	An analysis of the national surveys and reports on volunteering identified by key stakeholders in the Member States indicates that, there are around 92 to 94 million adults involved in

Reference	Type of source	Summary and key points	Specific evidence of relevance to this review
Commissioned by EACEA, DG EAC		level and the extent to which volunteering could help the EU in achieving its wider strategic objectives.	<p>volunteering in the EU. This in turn implies that around 22% to 23% of Europeans aged over 15 years are engaged in voluntary work.</p> <p>Very high in Austria, the Netherlands, Sweden and the UK as over 40% of adults in these countries are involved in carrying out voluntary activities.</p> <p>Low in Bulgaria, Greece, Italy and Lithuania where less than 10% of adults are involved in voluntary activities.</p>
European Commission (2016). Evaluation of the EU Youth Strategy and the Council Recommendation on the mobility of young volunteers across the EU. Final Report. Commissioned to ICF. Luxembourg: Publications Office of the European Union, 2016	Evaluation	<p>The EU Youth Strategy (EUYS), and within it, the Recommendation on the Mobility of Young Volunteers across the EU, set out the youth cooperation framework at EU level.</p> <p>This evaluation assesses the EUYS's role in shaping EU-level and national measures and policies in the area of youth.</p>	<p>The case studies allowed to cover some data gaps and also to provide more detailed information on the level of the EUYS' influence in case of specific positive national developments in a selection of EU MS over 2010-4/5. In some cases, the EUYS' influence on changes analysed was lower than initially expected. Detailed research conducted for the case study analysis showed that national factors had been important contributing factors. The case studies thus provided evidence of how the EUYS was one amongst other contributing factors.</p> <p>Regarding the EUYS' external coherence, the study concludes that the goal of a fully integrated approach in addressing young people's problems at EU level has not yet been achieved.</p>
European Commission (2017) Primary And Secondary School Teachers' Testing Panel	Summary of feedback	Provides a summary of teachers' feedback on key DG COMM products	<p>Includes detailed feedback on DG COMM products and suggestions for improvements.</p> <p>Feedback focused on the Teachers' Corner and Kids Corner products.</p>

Reference	Type of source	Summary and key points	Specific evidence of relevance to this review
Brussels, 16 - 17 November, 2017: Detailed Feedback			
European Commission (2015). Evaluation of the European Commission corporate communication campaign. Written by Coffey and Deloitte.	Evaluation	Evaluation of a major campaign of high political significance to the European Commission.	<p>Highlights some specific lessons that are relevant to this review, for example:</p> <ul style="list-style-type: none"> • There was insufficient qualitative research into the views and motivations of the target group (people with a neutral opinion of the EU) and this made them difficult to target. • The translation of the federating message ‘The EU Working for You’, into the different languages did not always convey the intended message.
European Commission (2016) Evaluation of the European Commission’s Visitors’ Centre	Evaluation	<p>The European Commission’s Visitors’ Centre is one of the tools the European Commission (Commission) uses to directly reach out to citizens and inform them on how the Commission operates and what its functions are. In order to do so the ECVC offers to citizens three different types of visits tailored to different needs.</p> <p>Aim of the evaluation was to assess the strengths and weaknesses of the service provided by the Visitors’ Centre and to propose concrete and operational</p>	The impact of the ECVC on its visitors, is considered in terms of raising knowledge and awareness of the European Commission and its policies. The actual impact varies according to the category of stakeholders. There is also some focus on the needs of young people, for example it is more limited for university students (both undergraduate and postgraduate) who are in general already aware of the main ideas of the European project and the role of the Commission.

Reference	Type of source	Summary and key points	Specific evidence of relevance to this review
		recommendations for any weakness identified in order to increase the impact, functioning and efficiency of the Visitors' Centre.	
European Commission (2016) Evaluation of the European Parliament and European Commission cooperation in communication in the Member States	Evaluation	An evaluation of cooperation in communication in the Member States between the European Parliament and European Commission.	Report includes analysis of the effects of cooperation by target groups and includes young people.
European Commission (2013) Evaluation Of The 2013 European Year Of Citizens	Evaluation	<p>This report presents the results of the evaluation of the 2013 European Year of Citizens.</p> <p>The target groups of the campaign were “the general public with specific focus on sub-groups, especially those in cross-border situations: students, workers, job-seekers, volunteers, consumers, entrepreneurs, young people and retired people.” Specific materials included a young people toolkit.</p>	The report includes detailed analysis of the impact of the campaign on the target group of youth, for example the report provides some specific evidence on how the social media campaign enabled the sub-target group of young people to be reached more effectively: the qualitative scan of the social media Twitter accounts or feeds mentioning EYC 2013 in English revealed a high proportion of young users.
European Commission (2017) Assessment of the youth event “Your	Evaluation	The aim of this study is to assess the activities linked to the YEYS event and the results so far achieved.	The study findings indicate that overall the number of participants was increasing after a decline in previous years, but that this could be masking a longer-term decline which can threaten sustainability and

Reference	Type of source	Summary and key points	Specific evidence of relevance to this review
Europe Your Say" (YEYS)			become critical in some countries. However, for the school and students selected, the results are very positive in terms of opening a dialogue and involvement in the European construction. There is scope for improving the performance of both conventional and social media in support of the event and increasing visibility of the EESC.
European Documentation Centres (2017) Annual Activity Report	Annual report	Reports on the activities of the European Documentation Centre members in 2017 and is based on online survey input.	Includes survey data on use and satisfaction with the EDC's activities including the EU Bookshop.

A.5: Social media analysis report

Word file will be provided separately.

A.6: Focus groups report

Word file will be provided separately.

A.7: Monitoring data on OP orders

Excel file will be provided separately.

A.8: Monitoring data on OP downloads

Excel file will be provided separately.

A.9: Monitoring data used in reach calculations

Excel file will be provided separately.