The Evaluation of Websites Managed by DG Education and Culture

FINAL REPORT - APPENDICES

**The Directorate General for
Education and Culture (DG EAC)
The European Commission**

Submitted by:

The Evaluation Partnership Limited

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Framework contract No RTD-JRC/00-06 for the provision of services in the field of counselling, implementation and monitoring relating to the information and communication strategy

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1.1   Evaluation Context

The project for evaluation of the websites managed by the Directorate-General for Education and Culture (DG EAC) is in line with the European Union's new communication strategy (see the Communication from the Commission on an information and communication strategy for the European Union in 2002[1]).

In this context, the Europa server has been restructured and rationalised as part of this effort to improve communication on the activities of the European Union, encompassing the following DG EAC sites: education and training, culture, sport, youth, town-twinning, libraries, traineeships, as well as the Commissioner's homepage and site. These sites, which contain some 10 000 pages, are the biggest and the most frequently visited on Europa, the site of the European institutions (8.4 million hits in December 2003). They are aimed at a very wide public, ranging from professionals, who are very often project organisers, to students via a more political audience (government departments, parliaments, etc.).

1.2   Subject of the evaluation

The evaluation will cover six of the ten sites managed by DG EAC and the editorial and technical operations for which it is responsible. The DG's traineeship and library sites, which serve a very precise practical purpose (recruiting trainees, providing access to works), will not be evaluated, neither will the «Europe and culture» portal, which also concerns other DGs, and the Commissioner's homepage and website.

These sites are as follows:
http://europa.eu.int/comm/dgs/education_culture/index_en.htm
http://europa.eu.int/comm/education/index_fr.html
http://europa.eu.int/comm/culture/eac/index_fr.html
http://europa.eu.int/comm/youth/index_en.html
http://europa.eu.int/comm/sport/index_fr.html
http://europa.eu.int/comm/dgs/education_culture/civilsociety/fr.htm
http://europa.eu.int/comm/commission_barroso/figel/index_en.htm

Moreover, DG EAC maintains links with many national programme agencies and contact points. Most of these correspondents (around 1 500) have information sites on Community activities in the fields covered by DG EAC, published in the national language. The evaluation will also cover a sample of the information sites managed by the national agencies and contact points.

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[1]http://www.cc.cec/home/dgserv/pcs/europa-info/eu2/docs_reference/documents/E2G-fr-final.pdf

1.3 The DG EAC sites: objectives and resources

1.3.1 Overall objectives

DG EAC's websites fall under the Commission's communication strategy, which aims to help foster the general public's understanding of the European Union's activities.

1.3.2 Specific objectives

- To inform a wide audience about DG EAC's policies, programmes and activities.

- To enable interested persons to quickly understand the objectives of and means of participating in the European programmes run by DG EAC, in parallel with the national agencies' sites.

1.3.3 Organisation of the websites within DG EAC

The EAC sites have recently been restructured and are in the process of migrating to a more efficient technical platform (Coldfusion) with a view to decentralising their editorial management. All of the texts published on the sites are drawn up by the persons responsible for each of the programmes.

The EAC sites are managed technically by Unit D4 in different ways, depending on the human resources available in the units.

In the DG's Communication unit (Unit D4), two persons are responsible for:
- Organisation and updating of the Education and training, Youth and Town-twinning sites, the DG's site and the Commissioner's site (centralised management);

- Technical coordination of the six webmasters who manage the following sites: Culture, Library, Sport and Traineeships (decentralised management).

The new Coldfusion platform, which allows content to be assembled on pre-established graphic models, is used by four persons (three in the Communication unit and one in the Culture unit).

1.3.4 Users

DG EAC's websites are aimed at a very wide public, ranging from professionals, who are very often project organisers, to students via a more political audience (government departments, parliaments, etc.). Detailed statistics will be supplied to the selected consultant at the first meeting of the steering committee.

1.3.5 Other evaluation projects/studies

- Preliminary study by European dynamics, responsible for migration of the sites to the new Coldfusion platform (2002).
- Evaluation by Ketchum on the sites existing in 1999.

These documents will be handed to the selected consultant at the first meeting of the steering committee.

1.4 Aims of the contract and results expected

1.4.1 Aims of the contract

The aims of the contract are as follows:

1) An external evaluation covering point 2 of the specifications. This will have to draw conclusions on **the condition** of the sites, the needs met, the shortcomings, the points to be strengthened. It will collate these results with the human and financial resources used for managing the sites.

2) **Practical recommendations**, operational within one year, and, if necessary, proposals for restructuring the sites. These will relate in particular to the question of **translations**, which are necessary for greater user-friendliness but are difficult to reconcile with up-to-date information at a reasonable cost, **services** of use to the public and **updating** of the sites.
These recommendations will be of two kinds:

- Recommendations applicable immediately under the current management conditions;
- Recommendations requiring more resources or an internal reorganisation: in the latter case, the evaluation will devise a realistic short-term scenario (one year) and quantify the human and financial resources needed.

3) A **methodology** for regular qualitative and quantitative monitoring of the sites in order to detect shortcomings and remedy them quickly.

4) A **presentation of the results** of the evaluation at a meeting of the website development officers from the various departments of DG EAC.

1.5 The evaluation project

1.5.1 Objective

The EAC sites have recently been restructured and are in the process of migrating to a more efficient technical platform (Coldfusion) with a view to decentralising their editorial management. One year after these transformations, DG EAC wishes to evaluate both the informative and ergonomic quality of its sites and their position in relation to the agencies' relay sites.

The evaluation will have to cover external users' needs and determine their degree of satisfaction and ways of improving it.

1.5.2 Key questions for the evaluation

The main questions for the evaluation have been classified under four headings:

- Evaluation of editorial quality

- Evaluation of the organisation of the sites

- Evaluation of the position of the sites

- Quantitative evaluation.

The questions set out below are the main ones to be dealt with, although the selected consultant will be able to put forward other questions to the steering committee on the basis of his own experience.

1.5.3 Evaluation of editorial quality

As the public is varied, the texts must remain simple, designed for Internet publication and providing sufficiently precise information, and help to increase the general public's understanding of the European Union's activities in accordance with the Commission's communication strategy. Moreover, the pages must provide practical information about the programmes, their logic, their method of operation and ways of participating in them.

The evaluation will therefore cover the clarity of the messages and ease of access to the practical information. It will have to answer the following questions:

- **Style**: To what extent is it suited to the diversity of the public? Are the pages sufficiently dynamic? To what extent is the presentation of the DG's activities stylistically consistent, bearing in mind that the DG's editorial activity is decentralised, as the texts come from each unit without any rewriting? (although the departments have an Internet editorial guide on the intranet – see Annex).

- **Messages**: To what extent are the programmes and policies well differentiated and explained? Is the presentation of objectives and results clear and coherent? Are the hierarchy and context of the information sufficient?

- **Access to information**: To what extent is the information adequate, redundant, incomplete? Is it updated? Is the archiving relevant?

1.5.4 Evaluation of the organisation of the sites

Because of the large number of pages on certain DG EAC sites, particularly the education and training site, it is important to allow the visitor to find his way about easily and quickly obtain the information sought. It will therefore be necessary to check:

- the **coherence of the tree structures**: logic of the site's structure, browser facilities, integration of the sites and the pages within each of them, allowing easy shortcuts and returns to the information.

- **Accessibility and user-friendliness**: for disabled persons, in the presentation of the pages, animation, services offered, quality of links, compatibility with the main browsers, etc. In particular, the evaluation will cover access to practical information on the programmes (how to take part, who to contact, what form to complete, etc.).

- **Interactiveness**: between the user and the site (mailboxes, on-line surveys, on-line submission of projects, facility for sending links) and between users (forums, chatrooms, bulletin boards, etc.).

- **Data-search help services**: contacts, indexes, search engines, useful links, etc.

- **Multilinguism**: language coverage and browsing.

In order to evaluate the organisation of the sites, the contractor will have to refer to the IPG rules (Information Producers' Guide) defined for the Europa server[2].

1.5.5 Evaluation of the position of the sites

Open on the Europa server, the EAC sites constitute a showcase for the DG and are relayed by the agencies' sites. The evaluation will have to answer the following questions:

5.1. To what extent do the EAC sites illustrate the DG's activities? Do they give a dynamic picture of European action in the field of education and culture?

5.2. To what extent do they contribute to the introduction of the European Commission's general communication strategy?

5.3. How do they complement the sites of the national agencies and contact points? (Socrates, Leonardo da Vinci, Culture and Youth programmes).

1.5.6 Quantitative evaluation of the sites

The evaluation will draw on quantitative data such as the number of visits, the most frequently visited pages, the origin of the visits, the number of requests for

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[2] (http://europa.eu.int/comm/ipg/index_fr.htm).

information via the mailboxes and the frequency of replies, the rapidity of detection and modification of broken links, etc. It will also analyse the indexing of the EAC sites by the main search engines.

1.6 Methodology

This section contains guidelines on the collection and analysis of data, bearing in mind that the selected consultant will specify the approach suggested in his proposal and at the first meeting with the steering committee. The evaluation will be carried out in five stages:

a) Reconstruction of the operational logic

b) Collection of secondary data

c) Interviews in the field

d) Qualitative analysis of the sites

e) User survey

f) Analysis of statistical data.

a) Reconstruction of the operational logic

The consultant will have to identify the logical connection between the resources devoted to the websites and the output of their products and, therefore, their impact on the public in terms of results and consequences. The evaluator must determine to what extent the websites managed by DG EAC achieve the specific objectives assigned to them and to what extent the specific objectives contribute to the achievement of the more general objectives, i.e. the Commission's communication strategy.

b) Collection of secondary data

In the first phase of the evaluation project, the consultant will have to assemble the data and information contained in the available documentation with regard to the subject of the evaluation (documentation on the communication strategy in general, the statistics provided by DG EAC relating to 2003, previous evaluations or studies, etc.). At the launch meeting, Unit D4 will provide the selected consultant with all the available documentation and all relevant information.

In addition, following this first meeting the consultant will be asked to meet the persons responsible for the communication policy and management of the websites within DG EAC. These exploratory talks will be held with:

- the two persons responsible within Unit D4;

- the five managers of the DG EAC mailboxes and the programmes.

The list of persons to be met will be agreed at the launch meeting, which will be open for information to all the persons concerned by this evaluation. The steering committee will help the consultant to organise the talks.

c) Telephone interviews

The evaluation will also have to be based on the information and opinions gathered from the officials of the **national agencies**. For this purpose, questionnaire-based telephone interviews will have to be held with the persons in charge of the national programme agencies' websites. A sample of at least ten agencies selected from the Socrates, Leonardo da Vinci, Culture 2000 and Youth programmes will be consulted. It will have to include the following EU countries – Germany, France, United Kingdom, Spain and Poland), but the consultant may propose to extend this sample in order to make it more representative. These interviews should be conducted on the basis of semi-structured guidelines that the consultant will have to propose in the launch report. **On the basis of his experience the consultant may propose any other evaluation tool considered appropriate.**

d) User survey

The evaluation will also have to draw on the information and opinions collected from a **test group of users**. To this end, the selected consultant will be able, for example, to send a questionnaire to the circulation list for DG EAC's Newsletter «Coup d'œil sur l'éducation et la culture» (1 600 persons) and to the programme agencies (around 1 500). In the launch report, the selected consultant will put forward guidelines regarding the content of the questionnaires or any other evaluation tool he considers appropriate, and specify the timetable and arrangements for conducting the evaluation.

e) Qualitative analysis of the complementarity of the sites

For the purpose of analysing the EAC sites' complementarity with the sites of the agencies and contact points, the selected consultant will have to propose a methodological approach in his bid. This approach will be described in detail in the launch report (assessment criteria, indicators, etc.).

1.7   Responsibility

1.7.1   General responsibility

The evaluation will be carried out under the responsibility of the Communication unit of the Directorate-General for Education and Culture (Unit D4).

1.7.2 Steering group

A steering group will be involved in the evaluation work. It will consist of:

- the person responsible for the evaluation project and the person responsible for the DG's websites in Unit D4;

- the information correspondents for the main programmes (four persons);

- a member of the evaluation sector in DG EAC.

1.8 Logistics, timetable and indicative budget

1.8.1 Place of work

The evaluation work will be based in the consultant's operational headquarters.

1.8.2 Starting date

The indicative date for the start of the work will be set after discussion between the Commission and the selected consultant.

1.8.3 Execution period

The contract execution period will be a maximum of nine months from the date of starting the work.

1.8.4 Workplan and timetable

The following work plan and timetable are given for guidance:

Starting date (to be agreed with the Commission)	Tasks
Launch phase Two months from start date	The consultant prepares the launch report and presents it at the launch meeting with the extended steering committee in Brussels.
Data collection phase Three months from start date	Submission of the interim report at the second meeting with the steering committee in Brussels.
Analysis Six months from start date	Submission of the draft final report at the third meeting with the steering committee in Brussels.
Results	**Final report sent for approval.**

Six and a half months from start date	
Seven months from start date	Presentation of the results to DG EAC in Brussels.

The specifications for the various reports are set out in detail in section 10.

1.8.5 Indicative budget

The indicative budget is set at 85 000 euro.

1.9 Specifications

The experts involved in the evaluation must have a minimum of five years' experience in the evaluation of communication strategies, and particularly in the evaluation of websites. The evaluation team will have to be able to cover at least five Community languages.

1.10 Reports and documents to be submitted

1.10.1 Specifications regarding submission of reports

Paper copies of each report must be sent in **triplicate** to the Commission. The reports will be to the point and will be drawn up in a **clear and concise style**, in **French or in English**. All electronic documents must be forwarded in Word for Windows format. The required contents are specified in points 10.2/10.3/10.4 below, together with the period during which the Commission will be able to send its comments on the various reports. Within **ten calendar days** of receiving the Commission's comments, the consultant will have to submit the final version of the report, taking full account of these comments or explaining the reason why they have not been put into effect.

1.10.2 Launch report

The launch report will be sent to the Commission within two months of the start of the work.

The Commission will have seven calendar days to send the consultant its comments on this first version, which will be presented at the first meeting with the steering committee and must contain:

▪ a rapid description of the context to be evaluated;

- the detailed methodology for answering the evaluation questions and the tools used;
- identification of the objectives and operational logic of the action to be evaluated;
- the assessment criteria and the indicators chosen for answering the evaluation questions;
- comments on the data and statistics collected and an indication of those considered still necessary;
- the work programme and timetable for the services scheduled for the following period.

1.10.3 Interim report

The interim report will be sent to the Commission within three months from the date of starting the work. The Commission will have 15 calendar days to send the consultant its comments on this first version, which will be presented at the second meeting with the steering committee and must contain:

- a detailed description of the services performed;
- the direction which the evaluation is taking;
- the work programme and timetable for the services scheduled for the following period.

1.10.4 Draft final report

The draft final report will be sent to the Commission in triplicate within six months of the date of starting the work.

The Commission will have 15 calendar days to send the consultant its comments on this draft, which will be presented at the third meeting with the steering committee and will detail the evaluator's replies to the questions set out in the specifications. The conclusions will have to be clearly based on the data collected as part of the evaluation. The assessment criteria will have to be clear and explicit. The draft final report will also have to contain:

1) Practical recommendations, operational within one year, and, if necessary, proposals for restructuring the sites. These will relate in particular to the question of **translations**, which are necessary for greater user-friendliness but difficult to reconcile with up-to-date information at a reasonable cost, **services** of use to the public and **updating** of the sites. These recommendations will be of two kinds:

- recommendations applicable immediately under the current management conditions;
- recommendations requiring more resources or an internal reorganisation: in the latter case, the evaluation will devise a realistic short-term scenario (one year) and quantify the human and financial resources needed.

2) A **methodology** for regular qualitative and quantitative monitoring of the sites in order to detect shortcomings and remedy them quickly.

The structure of the report will be as follows:

- Executive summary: this document (10 pages maximum) must contain the main conclusions and recommendations of the evaluation project, the main explanatory hypotheses on which they are based and the methodology for monitoring the sites.

- The report: must be addressed to the persons involved in managing the sites. It must present in detail the results of the analyses and the conclusions and recommendations. It must also contain a description regarding the subject of the evaluation, the context and the methodology used (including an analysis of the strengths and weaknesses of the methodological approach used).

Technical annexes: the annexes must contain the technical details of the evaluation project, including a copy of the specifications, the interview guides, the questionnaires, the tables or graphics, the references and the sources of information, the glossary of terms.

More details about the structure of the final report will be given to the selected consultant.

The first version of the final report will be the subject of a preliminary analysis to check to what extent the report is in line with the evaluation standards adopted by the Commission[3].

1.10.5 Final report
The final report and the executive summary must be sent to the Commission within six and a half months from the date of starting the work with the Commission, which will have 15 calendar days to send its comments to the consultant.

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[3] See standards D.1 to D.6 inclusive on p.13 of the European Commission's *Communication on Evaluation Standards and Good Practice*, C(2002) 5267, 23.12.2002
http://europa.eu.int/comm/budget/evaluation/pdf/C_2002_5267_final_en.pdf

2   APPENDIX 2 EVALUATION STAKEHOLDERS

NO	SURNAME	NAME	COUNTRY	POSITION	ORGANISATION	WEBSITE	TELEPHONE	EMAIL
PHASE I. LAUNCH. DG EAC STAFF INTERVIEW PROGRAMME								
1	MOURAUX	Phillippe	Belgium	Information Officer Erasmus, Jean Monnet, Bologna Process Directorate A - Education	DG EAC	Education & Training	+(32) 2 2954583	phillippe.mouraux@cec.eu.int
2	SCOBIE	Anne	Belgium	Author Grundtvig Lifelong Learning Policy Development Directorate A - Education	DG EAC	Education & Training	+(32) 2 2992375	anne.scobie@cec.eu.int
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2	Di Blasio	Adelma	Belgium	Youth Portal Author	DG EAC	Youth Portal		Adelma.Di Blasio@cec.eu.int
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NATIONAL AGENCIES INTERVIEW PROGRAMME								
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4	Malone Broughan	Emer Fionnuala	Ireland		Leargas - The Exchange Bureau	http://www.leargas.ie/education/contact.html	(353) 1 873.14.11	fbroughan@leargas.ie
5	Tordai	Peter	Hungary	Director	Hungary national agency, Tempus public foundation	http://www.tpf.hu	0036-1-237-1300	leonardo@tpf.hu
6	Soria	Giuliano	Italy	Coordinator	Italian National Agency - Culture	http://www.antennaculturale.it	0039-011-54-72-08	info@antennaculturale.it
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10	-	-	UK	-	British Council	http://www2.britishcouncil.org/socrates	020 7930 8466	socrates@britishcouncil.org

3   APPENDIX 3 BIBLIOGRAPHY

NO	DOCUMENT TITLE	AUTHOR	FILE NAME	OVERVIEW	SIZE (PAGES)	DATE PUBLISHED
I. POLICY DOCUMENTS						
1	Communication from the Commission on a new framework for cooperation on activities concerning the information and communication strategy for the European Union	European Commission	com2001_0354en01.pdf	Communication from the Commission on a new framework for cooperation on activities concerning the information and communication strategy for the European Union	43	27/06/2001
2	Communication from the Commission on an information and communication strategy for the European Union	European Commission	com2002_0350en02.pdf	Communication from the Commission on an information and communication strategy for the European Union in 2002	44	02/10/2002
3	Communication from the Commission on implementing the information and communication strategy for the European Union	European Commission	com_2004_196_en.pdf	Communication from the Commission on implementing the information and communication strategy for the European Union	35	20/04/2004
4	Communication by the President to the Commission in agreement with vice-president Neil Kinnock and Mr. Erkki Liikanen. Towards the e-Commission. Advanced Web Services to Citizens, Business and Other Professional Users.	European Commission	e2g_en.pdf	Communication by the President to the Commission in agreement with vice-president Neil Kinnock and Mr. Erkki Liikanen. Towards the e-Commission. Advanced Web Services to Citizens, Business and Other Professional Users.	22	06/07/2001
5	DG EAC: Communication and Information Programme (CIP)	European Commission	CIP-Final-14022005.doc	Documents DG EAC's Information and Communication Programme (ICP) for the period 2005-2009. Updated regularly, in line with the Commission's overall communications strategy, taking into account any other relevant developments.	20	14/02/2005
6	Can EU Hear Me?	Friends of Europe, Gallup Europe, EuroActice.com	Can_EU_hear_me-FINAL-A5.pdf	- 30 practical ideas for Margot Wallström - Analysis of 3,500 replies to Gallup surveys on EU's communications ills - Views of 20 top opinion-makers	35	October 2004
II. DG EAC DOCUMENTS						
1	DG EAC : Information and Communication Programme (ICP) DRAF	DG EAC	Paper only	This document presents DG EAC Information and Communication Programme for the period 2005-2006.	7	25/01/2005

NO	DOCUMENT TITLE	AUTHOR	FILE NAME	OVERVIEW	SIZE (PAGES)	DATE PUBLISHED
III. PREVIOUS EVALUATION DOCUMENTS						
1	Analysis of New Education Website	European Dynamics	Analysis of New Education Website EAC-AES-010.DOC	This is an in-depth analysis of the new "Education and Training" sub-site that will be developed for DG EAC. The current content is reviewed in chapter 2. The new site structure and ways to define its content are covered in chapter 3. Chapter 4 discusses migration strategies applicable to the new education sub-site. The issues requiring attention are summarised in chapter 5, Conclusions.	21	04/07/2001
2	Definitions of Audience for Each Website	European Dynamics	Definitions of Audience for Each Website EAC-DOA-021	This is an analysis of of each sub-site of the EAC´s current and potential audience. Chapter 1 presentes an overview of the document, Chapter 2 explains the importance of defining the correct audience. A description of each sub-sites subject and a definition of its target audience is included in Chapter 3. Chapter 4 presents the main results of processing statistical information for a subset of sites. Chapter 5 describes the feed-back mechanisms for the different sub-sites. Chapter 6 presents different ways to attract new visitors and target audiences.	39	08/08/2001
3	Detailed Analysis of Existing Websites	European Dynamics	Detailed Analysis of Existing Websites EAC-DAE-020	This is an analysis for the new thematic sites of DG EAC website. The list of subsites included are presented in chapter 2. In chapter 3, the new DG EAC website is presented. Chapter 4 describes the new subsites in detail and chapter 5 includes the general guidelines that should be followed for each subsite. Finally, chapter 6 presents the new search engine and Chapter 7, the general conclusions.	72	09/07/2001
4	DG EAC Website Project Implementation Plan	European Dynamics	DG EAC Website Project Implementation Plan	This paper presents the implementation plan for the DG EAC website. Chapter 2 presents the key actors and organisational issues. Chapter 3 describes the main tasks and deliverables. The time plan is presented in chapter 4 and deliverables are summarized in chapter 5. Chapter 6 deals with Quality Assurance issues.	19	16/05/2002

NO	DOCUMENT TITLE	AUTHOR	FILE NAME	OVERVIEW	SIZE (PAGES)	DATE PUBLISHED
5	Extension Language Coverage	European Dynamics	Extension Language Coverage EAC-ELC-021	This report examines the thematic sites in terms of the level of multilingualism they are offering and to propose possible extensions in more languages. A general introfduction on multilngualism is included in chapter 2, and chapter 3 presents the current status of each thematic subsite regarding the level of multilingualism offered. Chapter 4 presents an investigation on the required effort in adding new language versions in specific sections. Chapter 5 presents the main conclusions.	57	08/08/2001
6	Education and Culture DG- december 2994. Visitors and Visits Statistics by Day.	DG EAC	Visitors and Visit Statistics by Day1	Visitors and Visit Statistics per site by day for December 2004 month.	15	December 2004
7	Presentation des resultats de l'audit des pages de la DG XXII sur Europa	Ketchum	Paper only	Previous Evaluation	28	27/01/1999
8	Synthese generale audit Europa	Ketchum	Paper only	Previous Evaluation	61	04/02/1999
IV. EVALUATION SPECIFIC DOCUMENTS						
1	Information Providers Guide	European Commission	IPG DG EAC	Includes the ten compulsory rules in order to ensure a coherent and user-firendly service. The guide is intended for authors of pages on EUROPA (coordinators, webmasters, contractors). It covers editorial, technical and graphic aspects.	75	2003
V. OTHER SUPPORTING DOCUMENTS						
1	Education and Culture Directory	European Commission	director_en	Directorate General of Education and Culture Directory	2	
2	Organization Chart of DG EAC	DG EAC	organization_chart_fr	Directorate General of Education and Culture Organization Chart	3	2005

4   APPENDIX 4 DG EAC STAFF INTERVIEW PROGRAMME

4.1   Interview / Workshop Questions

The table below illustrates the questions put to stakeholders at workshops.

NO	INTERVIEW QUESTIONS
1.	Website's objectives
2.	Website's high-level structure
3.	Website's target audience (type, age, gender, internet proficiency, internet access (dial-up, broadband))
4.	What do you think the needs of the users of your website are?
5.	Where do the entries for the content come from? How are they processed and end up live? What do you like about this process? Is there anything you would like to improve about this process?
6.	How do you deal with translations?
7.	What do you think are the good points of the website?
8.	What do you think are the current shortcomings of the site? How do you plan to overcome these shortcomings?
9.	Do you have any tools for regular monitoring (quantitative and qualitative) of the site? What kind of quantitative data do you have available for your site? Are you effectively using the data at the moment? What data you require?
10.	Do you reference NA websites? Yes – where? Are you consistent? Do you know if they reference you? What is the relation between the National Agencies and the website? What would you like to improve in this relationship? What are the good points of this relationship? See if any previously identified Agency is related to this site and talk about specific example. We will interview some agencies – do you have any suggestions – we are looking for collaborative and helpful contacts (Good match between languages, countries and programmes).
11.	We will be doing user survey. What questions would you like us to ask? Where on your site would you place a link to our electronic survey? Is this page available in 5 languages (EN, DE, FR, IT and SP)?

5   APPENDIX 5 NATIONAL AGENCIES INTERVIEW PROGRAMME

5.1   National Agencies Interview Programme Questions

The table below contains the questions put to National Agencies.

NO	INTERVIEW QUESTIONS
1.	What are the objectives of your website?
2.	What is the target audience of your website?
3.	Do you reference on your site the corresponding Directorate General Education and Culture (DG EAC) website? In what cases do you direct the user to DG EAC websites?
4.	What do you think the purpose of DG EAC website should be and what information should it provide to the user?
5.	To what extent do your website and the DG EAC website complement each other? In what areas is this the case? *1- To a big extent 2- To a medium extent 3- Very little 4- Not at all 5- Can't tell* In what areas is it the case?
6.	What is, in your view, the relationship between your site and DG EAC website now and what do you think it should be?
7.	Do you think the DG EAC websites are a good contribution to the European Commission's communications efforts? *1- Yes 2- Not much 3- Not at all 4- Can't tell* *5- I'm not aware of the European Commission's communications efforts* Why do you think this is the case?
8.	Do DG EAC websites give a dynamic picture of the European action in the field of Education and Culture? *1- Yes, very much 2- Yes 3- Very little 4- Not at all 5- Can't tell* Why do you think this is the case? How could this be improved?
9.	If there was one thing you could improve about our sites, what would it be? *1-Nothing 2- Presentation and Design 3- Navigation 4-Search 5-Content 6 Languages 7- Other_____* Why exactly do you think this needs improvement? How would you improve it?

5.2   National Agencies Interview Programme - Sample Responses

NO	INTERVIEW QUESTIONS
1.	**What are the objectives of your website?**
	The website she is working on is related to the European youth programme only. It is one heading among others in the INJEP website. One of the main objectives of this website is to **provide the forms** that are necessary to participate to the programmes. There are 3 main objectives: 1) Give basic information on the Socrates programme 2) Give the possibility to download updated application forms online (NB: they cannot be sent back by Internet but by post) Publish the results of the selections. - Circulation of information on the Erasmus programme. - Information towards the general public on the statistics and data on the programme - The area dedicated for universities is used as a centre to distribute documentation, notably on the information related to the relevant aspects of the programme. The main objective of national agency website is to: 1) Inform and make more understandable the European assistance to culture. A main objective is to support small cultural institutions and enhance cultural differences. 2) Facilitate international relations (which is not so easy for small institutions) 3) Give the technical information on how to prepare the file At a lesser extent, there is also a will to inform on the European culture. Tempus Public Foundation acts as the umbrella organisation for various programs such as Socrates and Leonardo. The objectives of its website are - to provide information about all these different programs, also via a monthly newsletter - to make all relevant documents available (application forms, databases, etc.) - to outline activities in education and culture that take place in Hungary - to provide general information about Hungary in this field for foreigners. The short-term aim is to extent and improve the partner-search function as there have been a lot of requests from companies abraod searching for Hungarian business partners. Our website http://www.cimo.fi (in Finnish and in Swedish) offers information about different programmes co-ordinated and run by CIMO (scholarship and training programmes as well as European Union education, culture and youth programmes and Nordic Nordplus-programmes). The website is a tool to encourage and to support internationalisation of educational and training institutions in Finland We are responsible for the Leonardo-Programme in Germany; accordingly, our central aim is the information of the public in general, which is similar to the Commission

NO	INTERVIEW QUESTIONS
	websites, and particularly the German public
	Our site is an infoportal with two functions: advertising and informing. On the one hand we inform about programs and possibilities available, also on the European level. On the other, we advertise local events, trainings being organized for local offices and youth programs.
	Inform people of all the programs we manage for DG EAC- Leonardo da Vinci, Socrates etc.
	The site has various objectives. On the one hand, the site promotes Britain abroad and tries to attract for instance students from other European countries to Britain. On the other hand, the site informs Britons about opportunities for work, study and volunteering abroad.
2.	What is the target audience of your website?

NO	INTERVIEW QUESTIONS
	The target audience of the INJEP website is mostly the youth, associations and the press.
	For the Comenius programme, the audience is mostly composed of teachers involved in the compulsory education (from nursery school to secondary school). The information circulates very well towards them since the Socrates agency is in the Education Ministry and that the information on the Comenius programme is sent via this Ministry to teachers via circular letters. Visibility is good.
	As for the Grundvig programme, it concerns all adults potentially but this programme is still young and the audience is not so big yet, even if the awareness is growing. This programme concerns 2 main sectors: institutional (schools of social promotion via circular letters) and permanent education (associative sector, which is reached via the Culture Direction, where the DG Permanent Education stands).
	- General public
	- Beneficiaries (students and teachers)
	- Participating institutions (restricted area)
	The audience is composed of:
	_ cultural institutions (with a specific effort towards small ones)
	_ political institutions (local authorities where there is not an office for European relations).
	As the Tempus website integrates various programs, the target group is very varied and ranges from students and teachers to chambers and SMEs.
	Partner organisations and other specialists who work for internationalisation of education, training, culture, work and young people in educational institutions, business and industry and other organisations
	The German public in general, and in particular the current, future and prospective participants of the programme
	Youth from the age of 15-25, teachers and youth workers.
	Quite variable. Primarily educators, trainers and youth workers. We also target young people, trainees and students.
	Schools, universities, teachers, students, youth workers, in Britain and abroad. Another important target audience are disadvantaged youth, the youth that in Britain are classified as "Not in education, employment or training". The site also has this group as a target audience.
3.	Do you reference on your site the corresponding Directorate General Education and Culture (DG EAC) website? In what cases do you direct the user to DG EAC websites?

NO	INTERVIEW QUESTIONS
	The DG EAC website is referenced in their website. She directs the users towards the DG EAC website:
	_ when the users are looking for information on other programmes and actions than the youth ones they are dealing with;
	_ when the users need information in English (most current case).
	Generally, she directs the youth towards the youth portal of the EC and she directs the partners, associations, etc. rather on the DG EAC website.
	In their Socrates websites, there are several direct links towards DG EAC websites for all centralised programmes and interventions. The national agency Socrates website provides the application forms but for precise questions, users are directed towards the EU and the Technical Assistance Office which manages the implementation of the programme.
	As for the DG EAC website, it refers to all the national agencies, giving their addresses (addresses are also mentioned in their publications). They do not wish to have more visibility on DG EAC websites, especially since even more people may then contact them by error. Indeed, since they are based in Brussels, many people think they deal with issues at the European level. Many French people / people from other communities in Belgium contact them by error since their name is not clear. The EC advised them to change their name.
	Yes.
	There are links in the main page, in the zone "Interesting websites" and in the text when the DG EAC is cited.
	Yes.
	"DG EAC website is the Bible !" There are many links in the NA website towards DG EAC website.
	There is a general link to the DG EAC websites, as well as more specific links to Commission pages in some of the documents.
	Yes
	In the end of the description of the programmes and the actions there is a list of links, also a link to the corresponding DG EAC website.
	There are a lot of links to the websites of DG EAC, always on the specific thematic pages
	Our website offers a lot of documents, but as we do not want to double documents and information available on the EU website, we also often make use of direct links to the EU pages and specific documents
	Our site includes a link to Eurodesk, which is very useful. We link to the DG EAC website as well, and the Youth portal. We offer the links in a special section of the site with descriptions.
	We do have links on the site to DG EAC. We would direct the user towards the site for reference materials and background information on calls for proposals. Our site is organized into a network of sub sites- for instance for Leonardo or Socrates- which each link to the relevant part of the DG EAC websites.
	We provide links to DG EAC. The British Councils main role is as a mediator between youth in Britain and abroad and organizations such as the European Union. We would direct a user to the youth portal in case they want to do voluntary service in Europe for instance.

NO	INTERVIEW QUESTIONS
4.	What do you think the purpose of DG EAC website should be and what information should it provide to the user?

NO	INTERVIEW QUESTIONS
	An important purpose of the DG EAC website is to enable users to **download documents**.
	As for her, she uses the DG EAC mostly to update the information on the youth national agency website.
	The DG EAC website was changed last year and some information is more difficult to find from then on. In particular, she has now difficulties to find updated information on the agenda of events concerning youth in Europe (the list of events were before on the youth portal).
	The main objective of the DG EAC website is to direct efficiently users towards the relevant information. Indeed, there is a big amount of information and it is hard for users to know who they should speak to and where they can find the information.
	- Circulation of information on the Erasmus programme; - Information towards the general public on the statistics and data on the programme; - On-line tools for the communication and development of the programmes.
	DG EAC website should provide information on EC programmes but also be a **forum where European citizens can debate** on European culture and on Europe in general. It would notably give the opportunity to express different cultural visions, give cultural minorities the possibility to express themselves, etc
	The purpose of the DG EAC website is hard to specify, as its coverage of topics is so varied. Generally, it should focus on providing objective information, news, documents and call proposals. Furthermore, it should provide links to all National Agencies. It would also be useful to publish results of the different programs, e.g. Leonardo
	to offer information on actual issues of the educational policy in Europe to give practical information for applicants and participants of the programmes
	The websites of DG EAC are the official websites of the programme, and therefore they should be the main webpages. It is the side of the official body and the decision-makers, and accordingly this should be the website where official information about new developments and new documents can and should be provided quickest and most comprehensively. Here all central information should come together, being it information about the content of the programs, funding, as well as all important documents and additional information.
	The DG EAC website should first of all provide practical information for instance about available programs, information about training courses and other resources. It should provide news and advertise activities for youth in Europe.
	Providing background on the programs. Why do they exist? For whom do the exist? The site should contain practical resources, guidebooks and links to NA's in various states.
	Difficult question. I believe the focus of the site should be broader. Education can mean much more than just formal, academic education. I feel the site should be made less academic, and target also more disadvantaged youth.

NO	INTERVIEW QUESTIONS
5.	To what extent do your website and the DG EAC website complement each other?
	1- To a big extent 2- To a medium extent 3- Very little 4- Not at all 5- Can't tell
	In what areas is it the case?

NO	INTERVIEW QUESTIONS
	As far as youth is concerned, the websites of DG EAC and of the national agencies (NA) are complementary according to her. The elements that are on the DG EAC website and not on the NA ones are mostly:
	_ the White book and the European youth policies
	_ current events at the European level
	_ documents in English
	_ documents related to bids and proposals (there is a specific link in the NA website towards the DG EAC website for this matter)
	DG EAC website relate to centralised interventions whereas national agencies relate to decentralised interventions, so they are complementary.
	To a medium extent.
	The information of DG EAC about decentralised actions is more general whereas the information on the NA website is more specific, focused on Spain's case.
	Besides, the information about centralised interventions is redirected towards the DG EAC page.
	The websites are complementary. In particular, the NA website relies a lot on DG EAC website. However, they are both too informative and not enough interactive (without a public debate on European culture for instance; see question 8).
	NB: the NA lacks funds to do a good interactive website. It notably lacks money to settle and moreover to manage a forum.
	The two websites complement each other to a big extent. Although there is to some extent the same information on both websites, the focus of them is nevertheless very different and there is no repeating of information to a big extent.
	To a big extent.
	Practical information for applicants and participants of the programmes.
	The two websites complement each other 'reasonably': it is not possible to avoid the doubling of information, but they complement each other very well
	On the national level, I believe that very few people use the EU website. Even people interested in studying abroad would go first to the local website and then maybe follow a link. Our website must include a lot of information that maybe is already on the EU site. The EU site is for "advanced users" in my opinion.
	The materials on the DG EAC site could be made friendlier and more locally appropriate. The materials are complex and soaked in eurospeak. Our site might repeat information on the DG EAC site because we try to make the information friendlier and more accessible. Our NA site is the first point of call, while the DG EAC site is for users who need more detail.
	There is a lot of repetition on the two sites. I think young people get confused by the myriad of European Union and National Agencies sites. Perhaps it should be more centralized. I feel that the categories on the DG EAC sites are unhelpful sometimes- for instance, clicking on "Travel" leads to information on tourism, working and volunteering. Maybe the categories could be organized differently, gathering information on for example "working abroad" in one place.

NO	INTERVIEW QUESTIONS
6.	What is, in your view, the relationship between your site and DG EAC website now and what do you think it should be?
	Internally, the main link between DG EAC and the NA is their **Intranet**. It enables them to share documents, find complementary information, and receive the EC mails. It is a good tool to exchange information and work together.
	For external users, it is hard to find a link towards the NA from the EU website and it only provides the contacts details.
	Links are good.
	There are hyperlinks in the relevant places.
	Links are good. However, a new field of relationship could be opened if the necessary financial means were provided. Indeed, it would be necessary to have more information on national cultural events and NA and the EC could cooperate on that.
	While the DG EAC websites provide much broader information, the website of the Hungarian National Agency is much more focused and also mainly in Hungarian (the English pages were just set up recently and are not regularly updated). It also aims more at providing specific information regarding specific programs, while information about policy developments is only secondary. There should be more direct links to National Agencies on the DG EAC website
	DG EAC website gives detailed advice and information for applicants of centralised actions, our website gives more general description. Decentralised actions are described in greater details on cimo.fi website
	At the moment the two websites are very complementary. The DG EAC website is and also should be the main website, complemented by the national websites which offer additional country-specific information in the specific languages. The DG EAC websites cannot offer everything in all languages, and therefore it is necessary to complement this with the national sites which also have an independent access. There are also links from the DG EAG to the National Agencies sites, but this is fairly difficult to maintain as there are also always changes on the national sites.
	There is little cooperation at present. We link to the commission sites. Something could be done to increase cooperation, but I am not sure what.
	I think the relationship is that the DG EAC site complements the information available on our NA site by offering more detail on the programs.
	Our site is obviously much more UK specific, though it repeats a lot of the information on the DG EAC site. I feel that the Youth Portal and the other DG EAC sites are not very user friendly. I understand that with all the information the site has to provide, this is perhaps unavoidable.

NO	INTERVIEW QUESTIONS
7.	Do you think the DG EAC websites are a good contribution to the European Commission's communications efforts? *1- Yes 2- Not much 3- Not at all 4- Can't tell* *5- I'm not aware of the European Commission's communications efforts* Why do you think this is the case?
	Too broad question. "The question is answered when asked. If there was no website, there would be less communication". Yes. Internet is a powerful communication tool. The European Commission's communication efforts on culture are far too limited. The European cultural programme did not really add much to Europe in general. The website should make the EC closer to citizens by giving more concrete information on the cultural events, by giving them the opportunity to discuss together on for a, etc. The DG EAC websites are a good contribution to the European Commissions's communication efforts. Its complex and broad character is a positive feature, as it provides a big amount of information on the one hand, while on the other hand the structure is nevertheless very clear and information is easy to find, even for first-time visitors. Yes. Yes, it makes a contribution to the communication effort of the EC. It is fairly well organized – but this depends also on the specific area of the websites, which can be very different also in terms of presentation and design. The contribution to the communication effort is furthermore not only positive towards external communication, but the websites also contribute a lot to improve internal communication as they often work better in communicating information and providing documentation than do the official ways of communication. The internet reaches many people, so the sites are important to communications. The DG EAC sites provide many practical things like important documents that can be downloaded and printed. Yes. There is a lot of useful information on the site. The site has also improved a lot since last year. Yes, I feel it is very necessary to have such a site.
8.	Do DG EAC websites give a dynamic picture of the European action in the field of Education and Culture? *1- Yes, very much 2- Yes 3- Very little 4- Not at all 5- Can't tell* Why do you think this is the case? How could this be improved?

NO	INTERVIEW QUESTIONS

The dynamic image can be given through enriching the current events information, notably on what is going on in different countries. The programmes themselves stay for a few years but the way they are implemented may be different in various countries.

The website is a bit too institutional yet. Informing on current events could make it more lively but it requires additional resources.

DG EAC websites lack some animation, are a bit too serious and even boring for a young audience. However, the content is very good, which is most important for teachers for instance.

Yes.

The Internet user perceives the institutions as very close and the information as very easily accessible when it can be obtained through the web pages in his language and about the themes that interest him.

Besides, the improved management of the website makes it easier for the institutions that want to participate when they can do many of their applications or forms on-line.

The image could be improved by facilitating as much as possible how to find and handle the information.

Very little.

DG EAC website is a little **too institutional**. It should give **more information on the European cultural agenda** and be more interactive. More people would then visit DG Education and Culture websites. It would also be important that there be a forum where Europeans can express themselves. It would then be more interactive and dynamic.

Yes, they provide a dynamic picture. On a scale from 0-10, the websites would be evaluated in his view with a 7 or 8

Yes, very much

DG EAC websites contains a lot of information on educational and cultural issues. The structure of the site is clear so it's easy to find the information you are looking for.

Yes, the DG EAC webistes give a dynamic picture of the Euroepan action in the field. Sometimes though it is a problem that information is not updated often enough, so things are outdated. Often this also happens on the sites of the National Agencies, which is a consequence of an insufficient internal communication between the DG and the National Agencies.

There are too many confusing and strange names for programmes etc. Often it is unclear what institution is responsible for what, and it can be hard to find out where to go in order to find information.

They do not really give a dynamic picture. However, I feel that DG EAC manage very well in providing information on programs which are huge and complex, so it maybe isn't very important to give a dynamic impression.

No! The site is very homogenous. It is not bold or imaginative. The main problem in my opinion is that is too politically correct to interest young people in Europe. This is both on the level of content and presentation- the site does not contain video or other multimedia clips for instance. I feel that in light of the Lisbon agreement, which sets as a goal that Europe should become the most advanced information society in the world, that one should expect a lot more from the site. The content is the main problem

NO	INTERVIEW QUESTIONS
9.	If there was one thing you could improve about our sites, what would it be? *1-Nothing 2- Presentation and Design 3- Navigation 4-Search 5-Content 6 Languages 7- Other_____* What exactly do you think this needs improvement? How would you improve it?
	Most important: languages: For French people, having some pages only in English is a big barrier. The translations into Polish are very slow in coming. It is hard to find information in my language. I think DG EAC does very well with languages. It is easy to learn how to use the language functions on the site. **Accessibility:** External access to EAC information is difficult. The DG EAC portal is hard to access from the first page of the EC website (on which there are too many things). Reaching the website is a real problem. However, it is likely that users first contact their national agency who will tell them the website address. It would be good if there was an URL address for the DG EAC websites. It would be better if the youth portal was accessible more clearly from the DG EAC portal (cf the logo at the bottom of the page is not very visible). Once on the DG EAC, accessibility is not a problem anymore. **Presentation:** The visual identity is not so good. She sometimes has difficulties to download logos, flags and other elements necessary to enhance visual identity. The graphics of the sites are not very attractive for young people- there should be more pictures and animation, more of a "marketing style" like private companies use. My main problem with the site is the length of the URL's. It is hard to copy them into our literature. Even the youth portal has very long url's, even though it is supposed to be snappy and fun. It can also be quite hard sometimes to find the information you are looking for, and it takes a lot of navigation in many cases. I would maybe suggest using dropdown menus on the homepage, where one could choose quickly among the relevant programs. I would like for the site to catch up with the private sector on the technical level, having a more bold and imaginative look. **Content:** Content is globally very good and information complete. It would be good to find more information on current events on the youth portal.

NO	INTERVIEW QUESTIONS
	It would be useful to have a FAQ on all the websites of DG EAC.

It would be good to have clearer and more links towards the national agencies websites, for their contacts details but also to refer to their activities and national events.

The content is quite boring. I would recommend looking at sites such as the Guardian- they have a bold design and information that is very relevant to young people. I think the content should be broader- not just focused on academics.

Most important: navigation:

Accessibility is a main problem. The DG EAC website is very hard to access from outside as well as from the first page of the EC website. For instance, on the page, when the user types Socrates in the search place, he is given about 13 000 answers which are not organised in a hierarchy.

Even once on the websites themselves, information is hard to find (eg forms on centralised actions).

Presentation:

Presentation and design are good for executives, teachers, etc. However, it is too off-putting for young people. It should be made more attractive. "It could be imagined that there be different ways of presenting the information for different users targets".

Languages are very good. The EC website is used as an example by some teachers to show the multilingual aspect of it notably.

Most important: improve the search of information:

The search of information on concrete aspects should be improved.

There should be a better search tool in Spanish, with a redircetion towards the corresponding pages of the Ministry that contain related information.

There should be a site map in Spanish, and with more details.

Navigation:

Navigation is complicated once inside the DG EAC website. It may be hard for little cultural institutions to find the information they are looking for.

Languages:

The fact that some parts of DG EAC website are only in English makes it more difficult for cultural institutions to understand the information, especially when it becomes more technical (accounts aspects notably).

Content:

The content is too informative. There should also be a forum of discussion for Europeans to discuss on culture, Europe, etc.

The only element that needs improvement in his view is the fact that information is not always sufficiently updated. Often the contact details are old (e.g., there have been contact details provided which were outdated for over two years). In one case, information regarding a Maastricht seminar in September 2004 was still not updated

NO	INTERVIEW QUESTIONS
	weeks after the seminar.

Languages. All the sites are not translated into Finnish or Swedish; on the other hand all the Finnish people interested in internationalisation of education and culture has good command of English, and so they can make good use of the site.

In terms of language, it is negative that translations of the English site often take very long.

In terms of search functions, the ones on the website do not work very well and therefore it is better to use Google instead. It takes a certain level of familiarity with the website in order to find information and documents quickly

The classical design of the websites is good, and also the changing between the languages works usually very well. A negative aspect is that due to the complex structure of the websites, i.e. the incorporation of so many different prorammes, the design and presentation changes often between the websites, which can be very confusing for a first-time user.

Although the main structure of the website and the main pages are very good, there is definitely room for improvement in the various ramifications and the subordinate websites. |
| 10. | **Summary** of the interview |

NO	INTERVIEW QUESTIONS
	Main points:

+:

- The DG EAC website is complete and content is good.
- The DG EAC websites are particularly important to complement NA websites as regards the downloading of forms, of documents on EU policies, English documents, etc

-:

- Accessibility from the first page of EC towards the DG EAC website is bad.
- Most important pages should be in more languages than only English.
- It would be good to have more information on current events in the youth portal.
- There should be clearer links towards the national agencies. If more resources are given, it could also be interesting that more information from NA (notably on national current events) be provided on the DG EAC websites.

See point 9.

Complementarity between NA website and DG EAC one is good. (NB: they all agree on that).

Need to improve the search tool and the site map in Spanish to facilitate access to information.

DG EAC website should be more interactive, with forums enabling European citizens to express themselves. There should also be more information on national cultural agenda.

Overall, the website is taken care of well and there is only limited room for improvement.

6   APPENDIX 6 JOURNALISTS INTERVIEW PROGRAMME

6.1   Journalist Interview Programme Questions

The table below contains the questions put to EU journalists. The questions highlighted in blue are additional to those agreed in the Launch report. The Evaluator added these so as to obtain additional in depth information from the interviews.

NO	INTERVIEW QUESTIONS
1.	Do you know and have you used the European Commission's websites of the Directorate-General Education and Culture?
2.	For what purpose do you consult Directorate General Education and Culture (DG EAC) websites?

3.	(a) Do you find the information on DG EAC websites easily accessible? (technically as well as regarding the structure and design)
	
	    1- Yes, very accessible 2- Yes, quite accessible 3- Average 4- Not really accessible 5- Can't tell
	
	Why is this the case?
	
	 (b) Do you find the information on the DG EAC websites well explained?
	    1- Yes, very much 2- Yes, quiet well 3- Average 4- Not really 5- Can't tell
	
	Why is this the case?
	
	 (c) Do you find the information on the DG EAC websites coherent?
	    1- Yes, very much 2- Yes, quiet coherent 3- Average 4- Not really
	      5- Can't tell
	
	Why is this the case?

4.	Are the DG EAC websites one of your primary sources of information, or do you generally consult other sources of information first? If yes, which ones? If you are unable to find the information you are looking for on the DG EAC websites, where do you look next? Are there other websites or sources of information you prefer to the DG EAC websites? Why is this the case?
5.	Have you visited any National Agencies websites to find additional information? If yes, to what extent do websites of DG EAC and National Agencies complement each other and how? *1- To a big extent 2- Average 3- Very little 4- Not at all 5- Can't tell* Do you think it is necessary to improve the co-ordination between the DG EAC sites and the sites of the National Agencies? How should this be improved?
6.	Do you recognise DG EAC websites as a contribution to the European Commission's communications efforts? *1- Yes 2- Not much 3- Not at all 4- Can't tell* *5- I'm not aware of the European Commission's communications efforts* Why is this the case?

NO	INTERVIEW QUESTIONS
7.	Do DG EAC websites give a dynamic picture of the European action in the field of Education and Culture? *1- Yes, very much 2- Yes, quiet dynamic 3-Average 4- Not reallyl 5- Can't tell* How could this be improved?
8.	If there was one thing you could improve about DG EAC websites, what would it be? *1-Nothing 2- Look & Feel 3- Navigation 4-Search 5-Content* *6-Languages* *7Other_____* Why is this the case? How could this be improved?

6.2   Journalist Interview Programme – Sample Responses

NO	INTERVIEW QUESTIONS
1.	***Do you know and have you used the European Commission's websites of the Directorate-General Education and Culture?***
	Yes, sometimes. Yes, sometimes. Yes, sometimes. Yes, but I do not consult it systematically. Yes, I have used it in my role as correspondent for education.
2.	***For what purpose do you consult Directorate General Education and Culture (DG EAC) websites?***

NO	INTERVIEW QUESTIONS
	I have found the website very helpful in providing links and information on specific countries, such as France. I do not use it very often in my work as an Education journalist, but I have consulted it for general information, for instance on the Erasmus program. Mostly when I need to gather background on political developments and initiatives from DG EAC. I consult it for information on the latest development within the EU and to download copies of speeches on education. The websites also provide links to news items which are interesting. He uses DG EAC website to find information to write stories about EU policies and things in the field of education, life-long learning, training, etc. He consults the Europa website regularly to get informed. He notably goes on the DG EAC websites but these are not the EC "sub-websites" that he uses most.
3.	*(a) Do you find the information on DG EAC websites easily accessible? (technically as well as regarding the structure and design)* *1- Yes, very accessible 2- Yes, quite accessible 3- Average 4- Not really accessible 5- Can't tell* *Why is this the case?* *(b) Do you find the information on the DG EAC websites well explained?* *1- Yes, very much 2- Yes, quiet well 3- Average 4- Not really* *5- Can't tell* *Why is this the case?* *(c) Do you find the information on the DG EAC websites coherent?* *1- Yes, very much 2- Yes, quiet coherent 3- Average 4- Not really* *5- Can't tell* *Why is this the case?*

NO	INTERVIEW QUESTIONS
	Yes, Quite Accessible
	The information is well explained, but not really targeted at journalists. As a journalist, I want to go further, and put developments into perspective. There is not very much intellectually stimulating material on the DG EAC site. I realize however that this is not its purpose.
	It is accessible, but the updates could be more frequent.
	Yes, but information can sometimes be difficult to extract. By this I mean that the DG EAC does not seem to release information in press releases, but will publish for instance the entire text of the speech. This can make it difficult to extract information for journalists. On the whole, the websites are good for providing background to my stories.
	It is coherent.
	The information is useful. The only trouble for a user who is aware of the EU policy is that the website does not say what are the respective competences of the EC and of the MS.
	Yes, well explained.
4.	*Are the DG EAC websites one of your primary sources of information, or do you generally consult other sources of information first? If yes, which ones?*
	If you are unable to find the information you are looking for on the DG EAC websites, where do you look next?
	Are there other websites or sources of information you prefer to the DG EAC websites? Why is this the case?

NO	INTERVIEW QUESTIONS
	It would depend on the story. If the story was about a new initiative in education, then the DG EAC website would be one of my primary sources.
	If you are unable to find the information you are looking for on the DG EAC websites, where do you look next?
	I would look on the site of the commission "porte parole", or information officer.
	No, not really. I would generally consult the Austrian Ministry of Education site first. For information about Erasmus or European education projects, it would be my primary choice however.
	I feel that the DG EAC sites are the best sources for specific information about European education programs.
	I am part of a generation that did not grow up using the web- I am over 50 years old. I prefer to gather information through other media, rather than the internet.
	The DG EAC websites are not my primary sources. For developments in international education, I would generally look first at BBC News and Education Today, an American site.
	If he is looking for information on the EU policy / communication, he will look at the EC website first. If he is looking for national information, it often does not appear enough on EC website and he then consults national websites.
	He thinks that it would be useful that there be **more information on the national aspects** / events. Indeed, it would enable different countries to see what is done in other countries, to see what are best practices, things not to do, etc.
	He uses Internet very much and the europa website in particular. He consults information by themes and by specific portal when looking for more specific information (about Erasmus for instance).
	I would use a search engine such as google to access information I am looking for.
	I prefer a site like BBC News. It is updated very frequently.
5.	*Have you visited any National Agencies websites to find additional information? If yes, to what extent do websites of DG EAC and National Agencies complement each other and how?*
	1- To a big extent 2- Average 3- Very little 4- Not at all 5- Can't tell
	Do you think it is necessary to improve the co-ordination between the DG EAC sites and the sites of the National Agencies? How should this be improved?

NO	INTERVIEW QUESTIONS
	I am not sure, but my feeling is that there is a lack of information about European programs on local websites. I think they are not linked up well enough.
	I regularly visit the site of the Ministry of Education to find out about local developments.
	The local Ministry site for education is good because it links to both the EU sites and to local schools. The DG EAC sites are very much on a macro level.
	He did not know about the existence of national agencies and was interested to know more about it.
	He rarely consults the national agencies websites since the European websites are more adapted to the European dimension.
	He is interested by the national adaptation of European information and by the different sensibilities of different countries on a European subject.
6.	***Do you recognise DG EAC websites as a contribution to the European Commission's communications efforts?*** ***1- Yes 2- Not much 3- Not at all 4- Can't tell*** ***5- I'm not aware of the European Commission's communications efforts*** ***Why is this the case?***
	It is very useful, especially for young people interested in travel and studying abroad. I do think the sites a re a little too bureaucratic, and maybe this makes it harder to get young people to use the sites.
	The website certainly contributes to the overall communications efforts. It is a good supplement to medias like television or print. However, the internet excludes people from the older generations, limiting the return on a communication strategy based only on the web. The danger is that other types of communications are neglected in favour of the web.
	The website is very important. Education is central to the EUs role, especially Europeanizing education.
	Yes, it contributes to the EU's communication efforts.
	Yes, definitely.
7.	***Do DG EAC websites give a dynamic picture of the European action in the field of Education and Culture?*** ***1- Yes, very much 2- Yes, quiet dynamic 3-Average 4- Not reallyl 5- Can't tell*** ***How could this be improved?***

NO	INTERVIEW QUESTIONS
	I feel that the site is informative, but the design could be better. It does not speak directly to young people, because it is too bureaucratic. Yes, it is quite dynamic. I think it is quite dynamic. There are multiple links and places to go within the site, and it is very helpful as a reference tool. Yes, it is dynamic. It would be more interesting if it was possible to compare the implementation of the same programme in different countries, see what are the different events occurring in different countries, see who is doing well, badly. On the EC website, it seems that only good news is given. "It is hard to find the other side of the story".
8.	*If there was one thing you could improve about DG EAC websites, what would it be?* *1-Nothing 2- Look & Feel 3- Navigation 4-Search 5-Content* *6-Languages* *7Other_____* *Why is this the case? How could this be improved?*

NO	INTERVIEW QUESTIONS
	I feel that the site is informative, but the design could be better. It does not speak directly to young people, because it is too bureaucratic.

The homepage ought to be updated more often. The list of latest developments included on the site should include developments on a micro level, not just a macro level. For instance, the site could provide information about what is going on even on the level of individual schools.

Accessibility:

There are so many DGs, Committees, etc that it is hard to know where to go. There should be a clear link towards DG Education and Culture in the first page of the EC since it is not mentioned there yet. It should at least be mentioned in brackets that education and training falls under DG Education and Culture for instance.

Presentation:

It would be good to have a drop-down menu so as to see everything at a glance.

The sitemap is well done and useful.

Other: need of information officer:

It would be very useful to have a person who could answer the media questions and that the journalists could call if they have problems to find information for instance. There is already a press spoke person that he contacts when he really needs it but he thinks that there should another person at another level to answer more basic questions.

Navigation / content:

He does not always find the information he is looking for but he does not know why (is it because the information is not there or because he did not find how to reach it/ because not easily accessible?)

Presentation and design:

He thinks that it would be good to develop the links to video information (television extracts for instance).

At DG EAC, they are both working on audiovisual and website information but the link between the two is not exploited enough yet according to him.

7 APPENDIX 7 USER SATISFACTION SURVEY PROGRAMME

7.1 User Survey Programme Questions

The table below contains the online survey questions in English. The survey was also made available in French, German, Italian and Spanish. All surveys can be found online at:

English: http://www.evaluationpartnership.com/surveys/eweb_en.htm

French: http://www.evaluationpartnership.com/surveys/eweb_fr.htm

German: http://www.evaluationpartnership.com/surveys/eweb_de.htm

Spanish: http://www.evaluationpartnership.com/surveys/eweb_es.htm

Italian: http://www.evaluationpartnership.com/surveys/eweb_it.htm

	Evaluation of the Websites and Electronic Newsletter of The Directorate General Education and Culture (European Commission)

The Directorate-General (DG) for Education and Culture would very much appreciate your comments on its **websites** and **electronic newsletter**. Please take a few minutes of your time to complete the short survey below. We look forward to your feedback, which will help us to provide you with an even better service in the future.

Please note: All results of this survey will remain confidential and will not be used for purposes other than this evaluation.

Answer each question, selecting one or more answers as appropriate. Please scroll down. Note: The use of the "Enter" key on some computers may cause the questionnaire to be "submitted".

Websites

Q1.
What is the purpose of your visit to the DG Education and Culture websites?

O   Looking for general information
O   Looking for information on what funding is available
O   Looking for information on how to apply for funding
O   Looking for information on policies
O   Looking for information on project ideas
O   Looking for links to national organisations
O   Other _____

Q2.
Which websites of Directorate-General Education and Culture have you visited? (Several responses are possible)

O   Directorate-General Education and Culture website
O   Education and Training website
O   Culture website
O   Culture Portal
O   Youth website
O   Youth Portal
O   Sport website
O   Education and Culture Electronic Newsletter

Q3.
Which website of Directorate-General Education and Culture do you use most frequently?

O   Directorate-General Education and Culture website
O   Education and Training website
O   Culture website
O   Culture Portal
O   Youth website
O   Youth Portal
O   Sport website
O   Education and Culture Electronic Newsletter

Q4.
Please rate the following statements about the website you use most frequently

	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
Information is **accessible**	O	O	O	O	O
Information is **well explained**	O	O	O	O	O
Information is **coherent**	O	O	O	O	O
The site contributes to the **communication efforts** of the European Commission	O	O	O	O	O
The site gives a **dynamic picture** of European action in the field of Education and Culture	O	O	O	O	O
	O	O	O	O	O

Q5.
If there was one thing you could improve about the website you use most frequently, what would it be?

O   Look and feel
O   Navigation
O   Content
O   Search
O   Nothing
O   Other _____

Q6.

If you have any additional comments / suggestions on the website you use most frequently please specify them here:

Electronic Newsletter

The Directorate-General for Education and Culture **electronic newsletter** is aimed at informing readers about programmes and policies, new publications and events.

Q7.

If you would like to subscribe for the free newsletter please enter your email address below:

If you already know our newsletter please answer the following questions. If you do not please go to question **11**.

Q8.

How useful do you find the information in the newsletter?

- O   Very Useful
- O   Useful
- O   Neutral
- O   Not Useful
- O   Not Useful at all

Q9.

If you could improve one thing about the electronic newsletter, what would it be?

- O   Presentation / Look and feel
- O   Layout / Structure
- O   Content
- O   Languages offered
- O   Nothing
- O   Other _____

Q10.

If you have any additional comments / suggestions on the **electronic newsletter** please specify them here:

Respondent Profile (Optional)

It would be very helpful if you could answer the following questions about yourself, though this is not obligatory.

Q11.
Gender

O   Female
O   Male

Q12.
Age

O   < 18 Years Old
O   18 - 24 Years Old
O   25 - 44 Years Old
O   45 - 65 Years Old
O   > 65 Years Old

Q13.
Which of the following best describes the area in which you work:

O   Press / Media
O   Library / Documentation Centre / Research
O   Culture / Sport / Leisure
O   Teaching / Training / Studying
O   National / Regional / Local Authority
O   Political Party / Movement
O   EU Organisation / Institution / Agency
O   Trade Union / Professional Body
O   Industry / Business
O   NGO
O   Other _____

Q14.
Country of Residence

O   Austria   O   Latvia
O   Belgium   O   Lithuania
O   Cyprus   O   Luxembourg
O   Czech Republic   O   Malta
O   Denmark   O   Poland
O   Estonia   O   Portugal
O   Finland   O   Slovakia
O   France   O   Slovenia
O   Germany   O   Spain
O   Greece   O   Sweden
O   Hungary   O   The Netherlands
O   Ireland   O   United Kingdom
O   Italy   O   Other _____

Q15.
What is your mother tongue?

Q16.
Apart from your mother tongue, which other language do you understand and/or read best?

8   APPENDIX 8 SEARCH ENGINE INDEXING

This section presents the various ways in which Search Engines operate their indexing.

8.1   Yahoo!

Sponsor Results: Sponsor Results are sites that pay for placement in search results on keywords that are relevant to their business. These listings are Yahoo! Sponsored Search listings and appear on Yahoo! Search results pages and other sections of Yahoo!. Sponsor Results are seen when they are relevant to the specific search terms you used. For example, if you search for "digital cameras," you'll see Sponsor Results for web sites that provide information about or sell digital cameras. The Yahoo! Search results pages separate Sponsor Results from other results so you can tell them apart.

Web Results: Web Results are the most relevant web pages found in response to your search query. Web Results are generated from the billions of web pages discovered, crawled, reviewed, submitted, or otherwise included in the Yahoo! Search index. More than 99% of web pages in the Yahoo! Search index are included for free through Yahoo!'s web crawl process.

Web Results may also include links to sites that participate in the Content Acquisition Program (CAP). CAP enables content providers to submit web content directly to Yahoo! for review and inclusion in the Yahoo! Search index; content providers that participate in CAP through the Search Submit program pay for these services. Participation in CAP or Site Match does not guarantee placement or ranking in search results but additional information made available through the direct data feeds may increase or decrease relevance depending on the search query.

8.2   Google

Google adds and updates new sites to its index each time it crawls the web. Google invites users to submit URLs. Google does not add all submitted URLs to its index, and cannot make any predictions or guarantees about when or if they will appear.

Google updates its index on a regular basis, so updated or outdated link submissions are not necessary. Dead links 'fade out' of the index when Google carries out an Internet "crawl" and subsequently updates its index.

Google's order of results is automatically determined by more than 100 factors, including a PageRank algorithm. Google does not manually assign keywords to sites, nor does it manually "boost" the rankings of any site. The ranking process is completely automated and takes into account more than 100 factors to determine the relevance of each result.

If you feel that certain keywords are essential to your site's success, you may want to consider Google's targeted keyword advertising program. Google does not sell placement in its results, but it does offer advertising adjacent to them. Please note

that advertising with Google neither helps nor hurts your site's ranking in our search results.

The software behind Google's search technology conducts a series of simultaneous calculations requiring only a fraction of a second. Traditional search engines rely heavily on how often a word appears on a web page. Google uses PageRank™ to examine the entire link structure of the web and determine which pages are most important. It then conducts hypertext-matching analysis to determine which pages are relevant to the specific search being conducted. By combining overall importance and query-specific relevance, Google is able to put the most relevant and reliable results first.

- **PageRank Technology:** PageRank performs an objective measurement of the importance of web pages by solving an equation of more than 500 million variables and 2 billion terms. Instead of counting direct links, PageRank interprets a link from Page A to Page B as a vote for Page B by Page A. PageRank then assesses a page's importance by the number of votes it receives.

  PageRank also considers the importance of each page that casts a vote, as votes from some pages are considered to have greater value, thus giving the linked page greater value. Important pages receive a higher PageRank and appear at the top of the search results. Google's technology uses the collective intelligence of the web to determine a page's importance. There is no human involvement or manipulation of results, which is why users have come to trust Google as a source of objective information untainted by paid placement.

- **Hypertext-Matching Analysis:** Google's search engine also analyses page content. However, instead of simply scanning for page-based text (which can be manipulated by site publishers through meta-tags), Google's technology analyses the full content of a page and factors in fonts, subdivisions and the precise location of each word. Google also analyses the content of neighboring web pages to ensure the results returned are the most relevant to a user's query.

8.3   MSN Search

MSNBot is the MSN Search Web crawler that automatically crawls the Web to add information to a search index. MSNBot crawls the Web by looking for links within websites. So one of the best ways to ensure that MSNBot can find your website is to include valuable content that other sites will want to link to.

While MSNBot crawls billions of web pages, not every page that is crawled is indexed. For a site to be indexed, it must meet specific standards for content, design, and technical implementation. For example, if your site's link structure does not have links to each page on your site, MSNBot may not be able to find all of your site's pages.

To help ensure that your site is indexed, make sure that it adheres to MSNBot design guidelines, which help you place important content in searchable elements of

the page. Also ensure that your site does not violate any of the technical guidelines that can prevent appropriate ranking.

Find out if your site has been indexed

To see if your site is listed in the MSNBot index, you can run queries in MSN Search using the URLs for each of your site's pages as the search terms. If your site has recently been posted, or you have made changes to your site, it may take several weeks for your updates to appear in MSN Search results.

8.4   Altavista

Search results on AltaVista are powered by Yahoo! Search Technology.

9   APPENDIX 9 WEB ANALYTICS EXERCISE

9.1   Suggested Key Performance Indicators (KPIs) / Web Statistic Reports

GENERAL TRAFFIC REPORT
1. Daily Traffic   The Daily Traffic report displaying statistics on the number of unique visitors and page views that websites have received on a daily basis. A page view is registered each time when webpage is loaded or reloaded on someone's browser. For example: — Page Views   ▬ Unique visitors
2. Monthly Traffic   The Monthly Traffic report displaying statistics on the number of unique visitors and page views that websites have received on a monthly basis, in the same way as above.
3. Yearly Traffic   The Yearly Traffic report shows an overview of the current year's traffic statistics as compared to the previous years. These statistics include the totals for unique visitors and page views, for example: — Page Views   ▬ Unique visitors

GENERAL TRAFFIC REPORT

4. Most Popular Pages

The Most Popular Pages report shows a list of the pages for each website that have the most page views for the given time period. This is helpful to see where most of the activity is taking place within pages. Understanding this report will help see where improvements can be made to increase traffic to less visited pages. For example:

No	Pages	Page Views
1.	http://europa.eu.int/comm/dgs/education_culture/index_en.htm	200
2.	http://europa.eu.int/youth/forms/your_story.cfm?l_id=EN	3

5. Most Popular Downloads

The Most Popular Downloads shows a list of most commonly downloaded documents on the website. This is very useful in gauging what sort of content should be provided for downloading on the website.
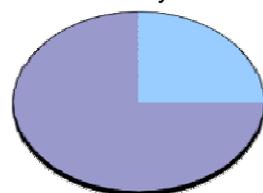
MARKETING REPORT

1. Top Referrers

The Top Referrers report tells where people are coming from to get to websites. Each URL would represent a webpage that is linking to DG EAC website. This report can be very useful to see how effectively various efforts such as link exchanges or banner ads are driving traffic to your site. For example:

No	Referring URLs	No of Referrals
1.	http://www.google.com/search?q=5E671&hl=nl&lr=&sta...	15
2.	http://www.feedthehabit.com/articles/whistler_high...	2

2. Search Engines

The Search Engines report could help you learn which search engines people are using to find DG EAC webpages. The graph would show the percentage breakdown of the search engines that have been used to find DG EAC sites. Below this graph would be a listing of all the search engines by count. This list is sorted by search engine name. For example:

75.0% Google Search
25.0% AltaVista Search

No	Referring URLs	% of Referrals	No of Referrals
1.	http://www.google.com/search?q=&sta...	75%	15
2.	http://www.altavista.com/search?q=...	25%	2

MARKETING REPORT

3. Referrals by Keyword

The Referrals by Keyword report can actually show what keywords people entered in search engines to find DG EAC websites. This report would display a breakdown of each search keyword that has been used to find website. Each search keyword shown will display the number of page views. For example:

No	Keyword	Search Engine	No of Referrals
1.	Education and Culture	Google	15
2.	Leonardo Programme	AltaVista	2

4. Time Spent on Sites

The Time On Sites report helps you learn which time on sites people are using to find your web page. For example:

No	Time on Site	% of Visitors	No of Visitors
1.	Less than 1 minute	30%	38
2.	1 to 5 minutes	20%	26
3.	5 to 10 minutes	10%	12

VISITOR PATH REPORT

1. Top Site Path

The Top Site Paths report allows analyzing the path that visitors take through the website. By understanding the way that visitors are navigating the website, you can optimize your messaging by page to elicit favourable results. For example:

No	Top Path Taken	% of Visitors	No of Times Used
1.	http://europa.eu.int/comm/dgs/.../index_en.htm	33.3%	8
2.	http://europa.eu.int/...ry.cfm?I_id=EN	25%	6

2. Top Entry Pages

The Top Entry Pages report shows a list of which pages visitors are going to first to enter DG EAC websites. This information can be used effectively in combination with the number of page views per visitor. If the number of your webpages viewed is low, you may want to improve your most popular Entry Pages' content. For example:

No	Top Entry Pages	% of Visitors	No of Visitors
1.	http://europa.eu.int/comm/dgs/.../index_en.htm	30%	18
2.	http://europa.eu.int/...ry.cfm?I_id=EN	20%	6

VISITOR PATH REPORT

3. Top Exit Pages

The Top Exit Pages report shows which pages visitors are leaving from when they exit your sites. When compared with the Most Popular Pages report and the Time Spent on Site report, this report can help you assess the visitor fall-off rate and see where to improve your page content to increase stickiness. For example:

No	Top Exit Pages	% of Visitors	No of Visitors
1.	http://europa.eu.int/comm/dgs/.../index_en.htm	30%	18
2.	http://europa.eu.int/...ry.cfm?l_id=EN	20%	6

VISITOR PROFILE REPORT

1. Language

The Language breakdown report shows the most common language settings used on your visitors browsers. This information is useful when determining that content and information included in your pages is suited to your audience. For example:

No	Language	% of Visitors	No of Visitors
1.	English	30%	18
2.	French	28%	16

2. Countries

The Country breakdown report shows the countries where the various percentages of your visitors are coming from to reach your site. This information is useful when determining that content and information included in your pages is suited to your audience. For example:

No	Country	% of Visitors	No of Visitors
1.	Belgium	30%	18
2.	France	28%	16

10 APPENDIX 10 WEB STATISTICS ANALYSIS

10.1 Introduction

DG EAC provided the evaluator with some June 2005 web statistics for the **Education and Training website** and **Youth website**. This information was used to make a comparison with some of the results received from the evaluation online survey.

10.2 Findings - Number of Website Visitors

When comparing the total and average numbers of unique visitors for June 2005 for each of the two sites under analysis, we find that the **Education & Training website had approximately 5 times more visitors** (to be exact, 5.4 times more visitors)[4] during this period than the **Youth web site**.

Official Web Statistics - Unique Number of Visitors (June 2005)

Statistics (June 2005)	Education & Training website	Youth website
Nº of unique visitors for June (All)	234,707	43,411
Average nº of unique visitors per day for June (N/30)	7,824	1,447

Taking the above into account and looking at the results of Question 3 (*'Which website of Directorate-General Education and Culture do you use most frequently?'*) it seems that the proportion of respondents frequently using the above two sites is more or less the same. i.e. There were circa 5 times as many frequent users of the Education & Training website than of the Youth website.

Evaluation Online Survey Results - Most Frequently Visited Sites

Website/Portal	Results (%)
Education & Training website	**35**
DG Education & Culture home page	18
Culture website	11
Youth website	**7**
Youth portal	7
Culture portal	6
Sport website	3
Education & Culture electronic newsletter	3
No Answer	10
TOTAL	**100**

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[4] This proportion is obtained by dividing the available figures of the two sites (i.e. 234,707/43,411= 5.4)

It would be interesting for the same exercise to be conducted for the other DG EAC websites to see if the proportion of online survey respondents reflected the proportion of users of each of the DG EAC sites.

10.3 Findings - Most Popular Languages

The table below shows the languages in which visitors accessed the **Education & Training website** in June 2005.

Official Web Statistics - Most Popular Language (June 2005)

Statistics (June 2005)	Education & Training Website (%)
English	77
French	8
German	6
Italian	3
Spanish	3
Others	3
TOTAL	**100**

The statistics for this site is a clear indicator that English ranks by far as the most popular language among users.

When reviewing the results of the on-line survey, specifically the demographic variables associated to the nationality and language of respondents, the following percentages are observed:

Evaluation Online Survey Results - Nationality, First and Second languages

Languages	Nationality	1st language	2nd language
English	1	9	53
French	11	15	15
German	9	11	5
Italian	16	15	2
Spanish	8	9	6
Others	47	27	6
No Answer	8	10	13
TOTAL	**100**	**100**	**100**

If a comparison between the web statistic languages and the first and second languages of respondents to the evaluation online survey, it is interesting to note that only 9% of respondents speak English as a first language and 53% as a second. This implies that the majority of users of the DG EAC websites accessing them in English are not those with English as a mother tongue but as a second language.