

Explore the futures: Futures Wheel workshop

A step-by step guide

Muench, S., Asikainen, T., Knutti, M., Bock, A.-K., Caldana, L., Mochan, A.

2026

This document is a publication by the Joint Research Centre (JRC), the European Commission’s science and knowledge service. It aims to provide evidence-based scientific support to the European policymaking process. The contents of this publication do not necessarily reflect the position or opinion of the European Commission. Neither the European Commission nor any person acting on behalf of the Commission is responsible for the use that might be made of this publication. For information on the methodology and quality underlying the data used in this publication for which the source is neither Eurostat nor other Commission services, users should contact the referenced source. The designations employed and the presentation of material on the maps do not imply the expression of any opinion whatsoever on the part of the European Union concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

Contact information

EU Policy Lab Unit S.1 EU Policy Lab: Foresight, Design and Behavioural Insights, Joint Research Centre, European Commission / Brussels, Belgium/ JRC-FORESIGHT@ec.europa.eu

Joint Research Centre

<https://joint-research-centre.ec.europa.eu>

JRC146310

Print	ISBN 978-92-68-39209-6	doi:10.2760/6711452	KJ-01-26-170-EN-C
PDF	ISBN 978-92-68-39208-9	doi:10.2760/8632570	KJ-01-26-170-EN-N

Luxembourg: Publications Office of the European Union, 2026

© **European Union, 2026**
Illustrations by Studio Ardworks.



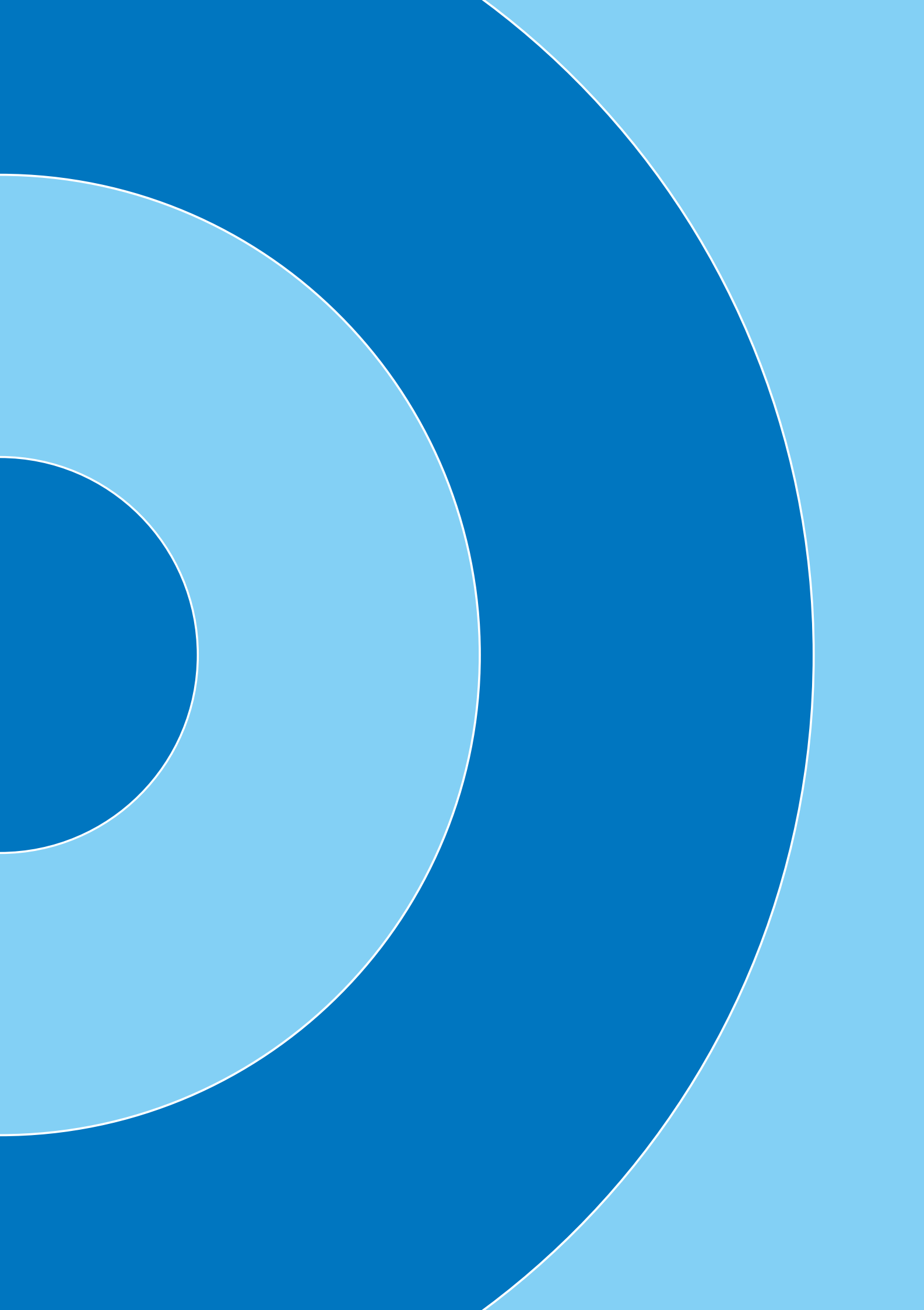
The reuse policy of the European Commission documents is implemented by the Commission Decision 2011/833/EU of 12 December 2011 on the reuse of Commission documents (OJ L 330, 14.12.2011, p. 39). Unless otherwise noted, the reuse of this document is authorised under the Creative Commons Attribution 4.0 International (CC BY 4.0) licence (<https://creativecommons.org/licenses/by/4.0/>). This means that reuse is allowed provided appropriate credit is given and any changes are indicated.

For any use or reproduction of photos or other material that is not owned by the European Union permission must be sought directly from the copyright holders.

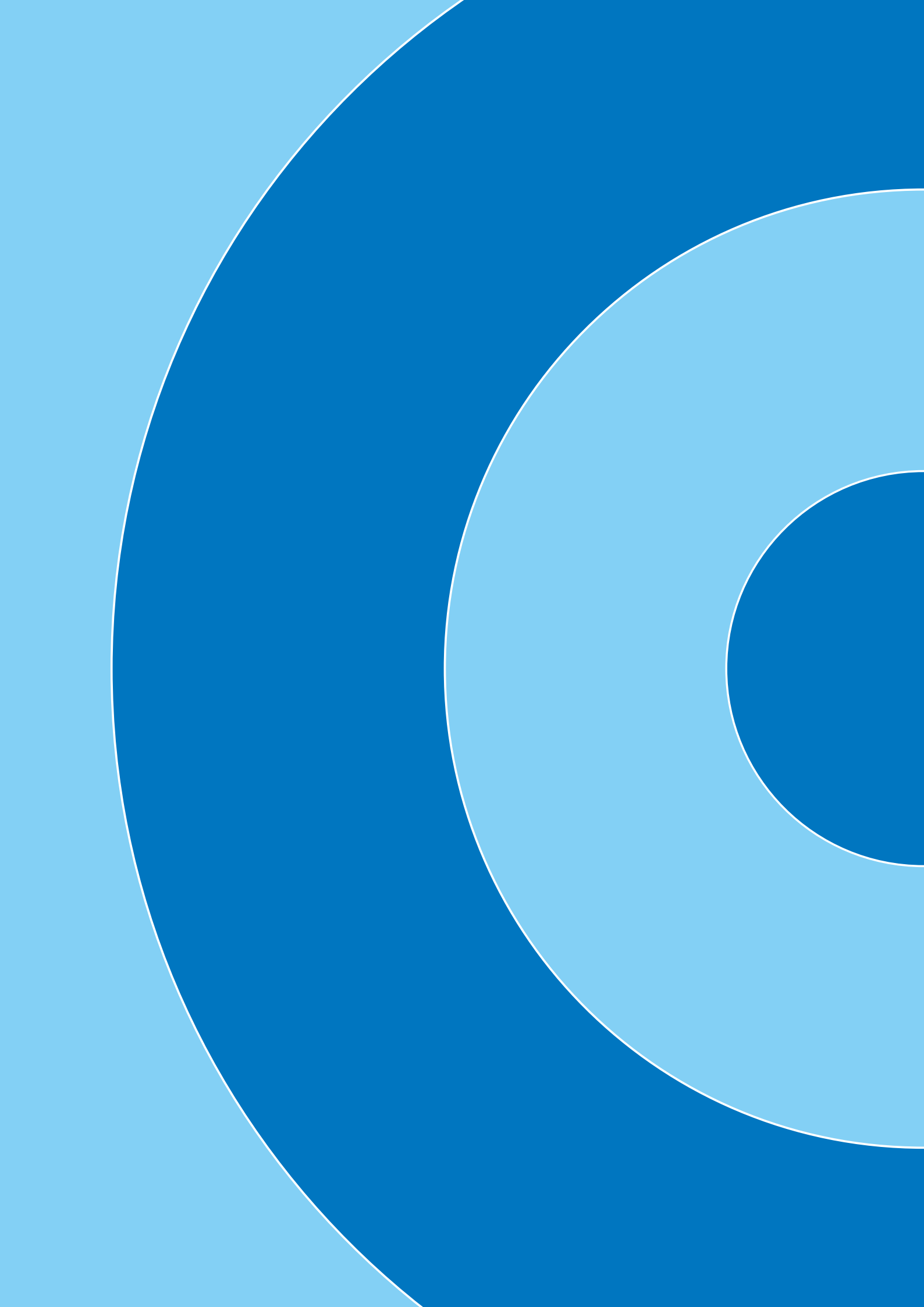
How to cite this report: Muench, S., Asikainen, T., Knutti, M., Bock, A.-K., Caldana, L. et al., *Explore the futures: Futures Wheel workshop – A step-by step guide*, Publications Office of the European Union, Luxembourg, 2026, <https://data.europa.eu/doi/10.2760/8632570>, JRC146310.

Explore the futures: Futures Wheel workshop

A step by step guide



Contents	
1.	Introduction 5
2.	The Futures Wheel method 6
3.	Signals and Horizon Scanning 10
4.	Futures Wheel workshop 13
4.1	Preparing for the workshop 14
4.2	Introduction and onboarding 16
4.3	Selecting the signal(s) 16
4.4	News article from the future 18
4.5	Developing the Futures Wheel 20
4.6	Identifying themes 26
4.7	Option: Identifying risks and opportunities 28
4.8	Drawing conclusions and defining how to use the results 30
	References 31
	List of Figures 31



1. Introduction

Have you ever wondered how the future might look following a certain event? While the future cannot be predicted, foresight with its different methods and approaches allows to explore possible future developments and their implications.

Foresight methods often rely on collective intelligence gained from workshops and interactions with groups of participants aiming to explore views and ideas about the future. For example, building foresight scenarios about how a set of different developments might shape the future or studying the effects of different trends in some area, such as how emerging technologies could affect communication 20 years ahead. The JRC Foresight Menu¹ provides some guidance on what foresight methods can do and their useful combinations to inform specific policy questions. This booklet will provide instructions and facilitation tips for organising a foresight workshop using one of these methods: the Futures Wheel.

The Futures Wheel is a participatory method to explore possible future direct implications and knock-on effects of a chosen change factor, which we call here a ‘signal’. This booklet presents a basic structure for a Futures Wheel workshop, which can be further tailored to specific needs. The Futures Wheel exploration starts with selecting a signal to be explored. The workshop participants then imagine a future where the signal has become a reality. The next step is to describe potential direct implications of this development, followed by knock-on effects resulting from the direct implications. The workshop ends with identifying, for example, emerging themes, risks, opportunities, or other aspects for further reflection or analysis.

The Futures Wheel workshop duration is one to three hours, depending on aspects like participant availability, how many knock-on effects to consider, and what additional steps are included. The workshop can be conducted in person or online. Before discussing how to conduct and plan a Futures Wheel workshop, we will explain the Futures Wheel method in more detail in the following chapter.

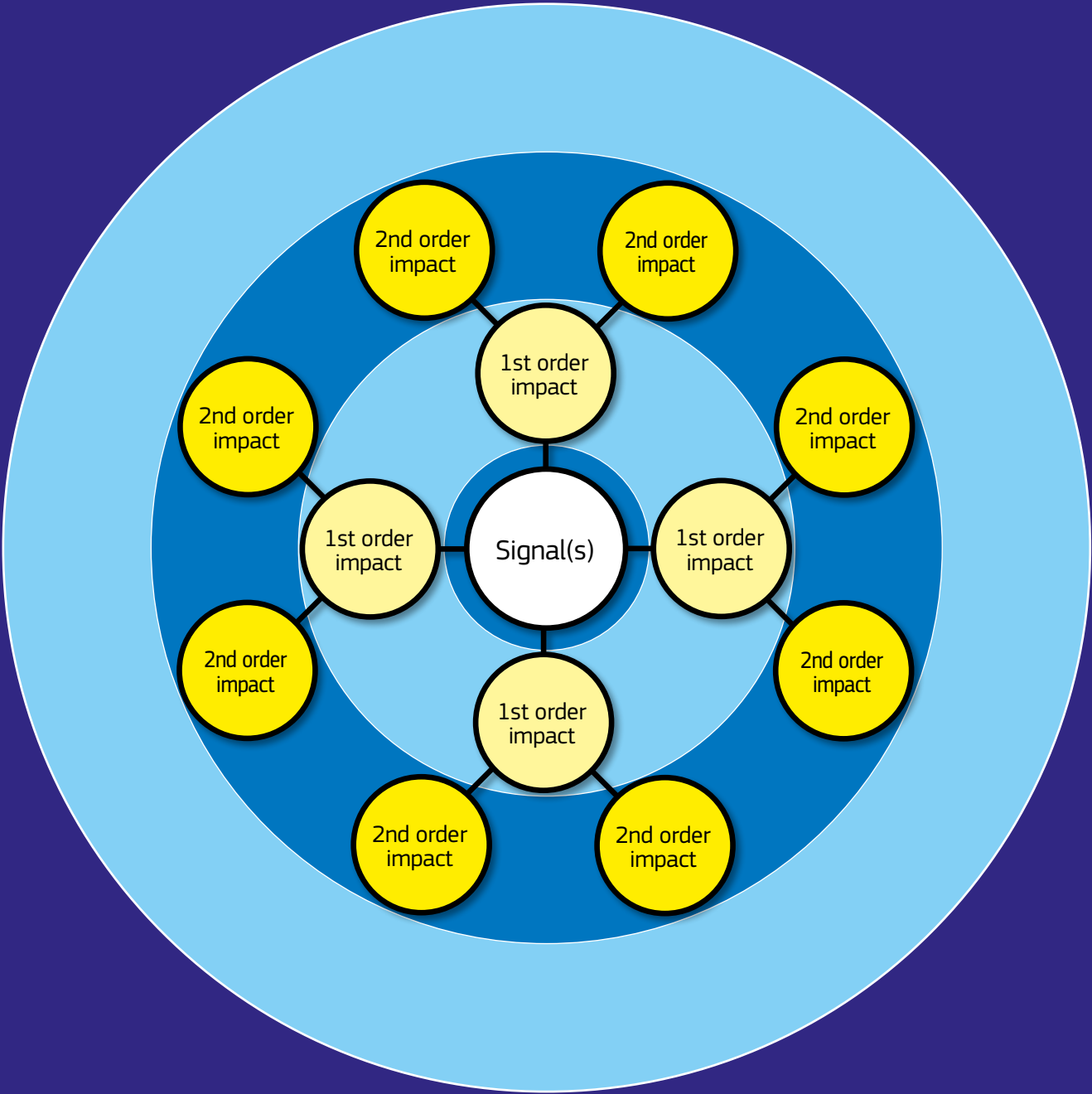
2. The Futures Wheel method

The Futures Wheel² is a foresight method that allows the exploration of potential future direct impacts and their knock-on effects, triggered by a signal, see Figure 1. Its qualitative approach guides group discussions to systematically unveil many different potential future impacts. These impacts do not have to be consistent and can even be contradictory, demonstrating how the same signal can lead to different outcomes. Consequently, repeating the same Futures Wheel with a different group of participants can yield different results.

A Futures Wheel begins with participants exploring a signal. The aim is to gain a common understanding of how the signal manifests itself. The exploration is followed by identifying potential first-order impacts of the signal, projected to occur within a certain time frame, such as within 5 years into the future. Participants then look at each first-order impact and repeat the process by asking, ‘what else could happen because of this first-order development?’. A subsequent time frame is defined, for example, 5 years ahead (10 years from the signal). It is crucial at this stage to focus only on the first-order impacts and not the original signal leading to those impacts.

The number of iterations can be tailored to the objectives of the workshop. To keep the length of the workshop reasonable and to avoid participant fatigue, a Futures Wheel usually does not extend beyond third-order impacts.

Fig. 1 Futures Wheel



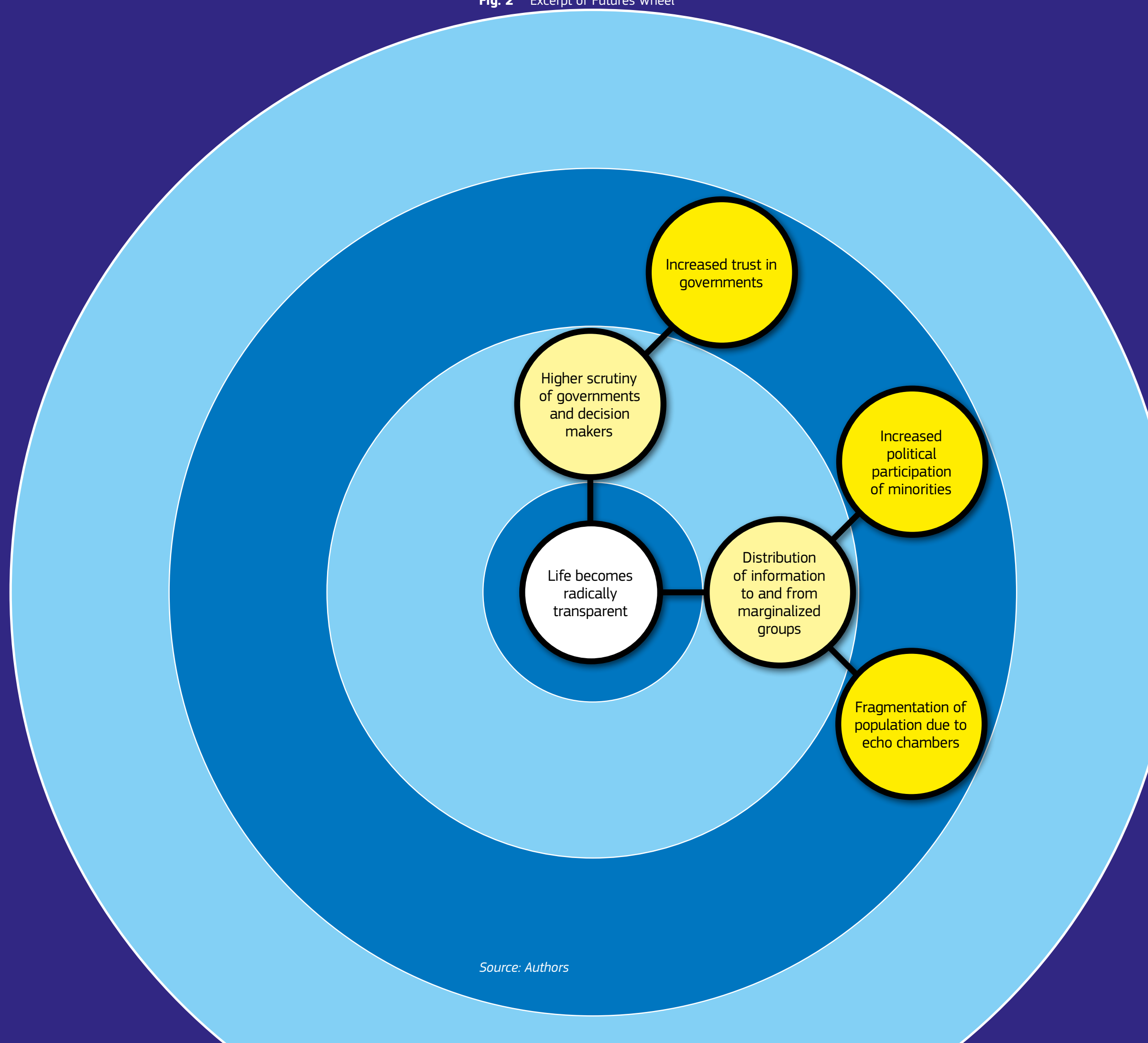
Source: Authors

Fig. 2 Excerpt of Futures Wheel

It is important to note that the main goal is not to identify a first-order impact with the highest probability but to ensure a cause-and-effect link exists between a proposed first-order impact and the signal. The same applies when proposing further orders of impacts: there should always be a cause-and-effect link between an initial and newly proposed impact. Thus, a second-order impact must have a direct cause-and-effect link with the preceding first-order impact but not necessarily with other first-order impacts or the signal— the goal is not to produce a consistent scenario but several plausible impact chains.

Figure 2 shows an excerpt of a Futures Wheel from a research project examining impacts triggered by a signal about radical transparency. In this example, the facilitator ensured there was a clear relationship between each new impact and the preceding one. As a result, the same signal can lead to contradictory impacts. For instance, increased scrutiny of governments and decision-makers could result in greater trust in governments due to more transparency or a lack of trust, as more scandals could be uncovered.

Once the Futures Wheel reaches the desired size, such as identifying up to second-order developments, the next step is organising the information for further analysis. For example, second-order developments can be grouped into clusters, according to similar aspects they cover. The clustering can be useful for comparing similarities when multiple Futures Wheels have been conducted in parallel.



Source: Authors

3. Signals and Horizon Scanning

The previous chapter referred to ‘signal’ as the starting point to explore future direct impacts. There is no standard terminology for this; other terms often used are change factor, an initial development, a point of interest, a new development, etc. In this booklet, we will use the term ‘signal’.

There are many ways to identify signals to use. They range from participants inventing a signal to explore to finding signals through Horizon Scanning, a foresight technique aimed at identifying emerging issues. Horizon scanning is a structured activity designed to detect early signs of potential future developments and identify emerging ‘game changers’ that could significantly impact various fields. Beyond seeking and identifying emerging continuities and discontinuities, horizon scanning aids in assessing and prioritising early signals for decision-making or further examination. The overarching purpose is to provide timely awareness of new or changing elements, identifying risks and opportunities these phenomena might create. Continuous horizon scanning facilitates early discussions on the effects of emerging developments.

For the Futures Wheels in this booklet, signals stemming from the European Strategy and Policy Analysis System (ESPAS) Horizon Scanning process were used. ESPAS is an inter-institutional network between nine EU institutions and bodies promoting foresight and anticipatory governance³.

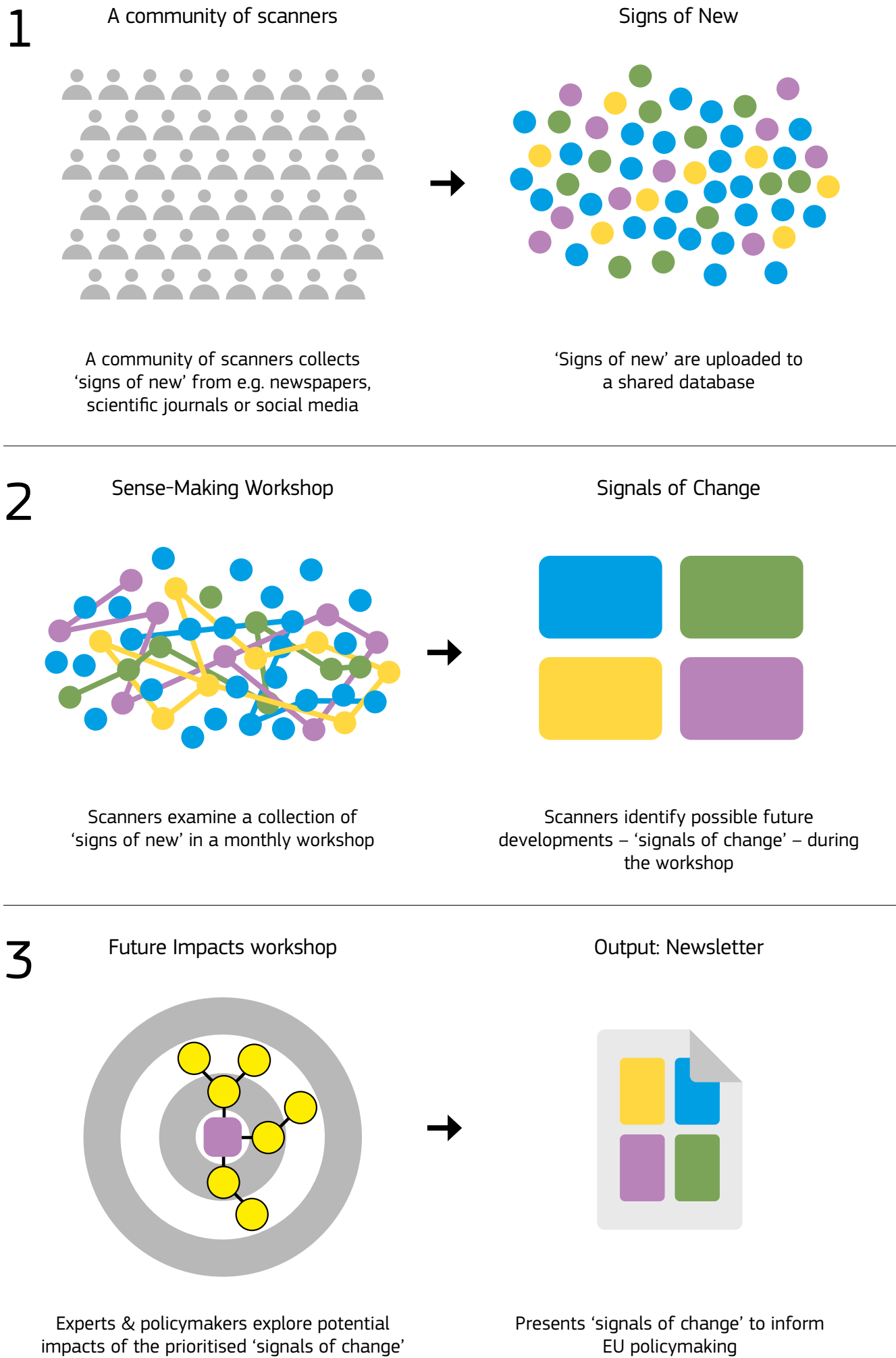
The ESPAS Horizon Scanning process comprises three steps:

1. Scanning

Scanners actively look for ‘signs of new’ from various sources such as newspapers, scientific journals, and social media. These are factual pieces of information about new developments that may indicate something potentially significant. These signs are collected for discussion via a shared digital platform.
2. Sense-making

Monthly sense-making workshops are held to examine the ‘signs of new’. Participants find links and interconnections among them across policies and sectors, identifying possible impactful future developments termed as ‘signals of change’.
3. Future impacts

Future impact workshops are exploratory sessions focused on the potentially most policy-relevant ‘signals of change’. These sessions aim to understand possible consequences and policy implications of these emerging trends.
- The structured process results in Horizon Scanning Newsletters published on the ESPAS website³, presenting these signals to inform forward-looking EU policymaking and enhance preparedness. The Futures Wheel workshop described in this booklet uses signals from the ESPAS Horizon Scanning as a starting point.



Source: Authors

Fig. 3 News article
from the future



4. Futures Wheel workshop

The workshop agenda presented in this booklet can be tailored and adapted to the specific objectives of the workshop.

Futures Wheel workshop outline:

- Introduction and onboarding (20 min)
- Activity 1 Selecting the signal(s) (10 min)
- Activity 2 News article from the future (30 min)
- Activity 3 Developing the Futures Wheel (60 min)
- Activity 4 Identifying emerging themes (20 min)
- Reporting back and conclusions (30 min)

4.1 Preparing for the workshop

Proper preparation is key to a successful workshop. Before the workshop, the organiser should carefully define the topic and goal, tailor the agenda, inform and possibly train the facilitators, and prepare the workshop materials.

Topic and goal

The goal of a Futures Wheel workshop is to explore potential impacts of emerging change factors in the context of a chosen topic. For example, this could involve discussing potential risks or consequences for policymaking, or the implications of a development for a specific industry or research area. The Futures Wheel exercise collects many different possible future impacts, which can inform planning and agenda setting. The organisers should prepare the introduction to set the context and explain the process. They should also familiarise themselves with the signals in advance and pre-select 20–30 of them for the workshop.

Facilitation

The organiser should select the facilitators before the workshop. This guidebook provides instructions for facilitation, so prior experience is not necessary, though helpful. Facilitators should have a good understanding of the process, and prior experience with foresight and the topic field is advantageous. The ideal number of participants to explore a Futures Wheel in a group is 4–7. Bigger groups should be divided into sub-groups, with one facilitator per sub-group. Assign roles and responsibilities in advance (introduction, timekeeping, conclusions, reporting, etc.).

Participants

Foresight is a participatory approach, bringing together diverse perspectives and expertise from various actors. Subject knowledge is helpful but not essential. Having a group with diverse backgrounds (different stakeholders and disciplines) enriches discussions. It is recommended to divide workshop participants into sub-groups in advance to ensure diversity in each sub-group.

The space and the materials

Prepare and get familiar with all materials in advance. You would need News article and Futres Wheel canvases, Signal cards, Picture cards, post-its and pens, see opposite page. Canvases, Signal cards and Picture cards are available online [https://knowledge4policy.ec.europa.eu/foresight/topic/futures-wheel-workshop_en]⁴. The workshop can be either in-person or online.

In-person workshop

You will need a large room with enough space for the participants and sub-groups, or, if possible, use several rooms. Prepare places for the News article and Futures Wheel canvases on the wall, flip-chart, or table where participants can easily gather around them. Consider possible noise in planning the location of the posters, to avoid groups disturbing each other. Explore if the facility has several rooms—smaller, yet large enough to accommodate a sub-group. For introduction and reporting back, having a large enough room to accommodate all Futures Wheels and participants is recommended.

Online workshop

The workshop can be held online using an online whiteboard tool. The digital versions (PDF) of the canvases (News article and Futures Wheel), Signal Cards, and pictures should be uploaded to the whiteboard in advance. Prepare separate working spaces for each sub-group. Ensure the online meeting platform allows breakout groups; if this is not possible, create separate meeting links for each sub-group to enable group work.

Fig. 4 Workshop materials

Everything you need

News article canvas

1. This is a world where...

Place your chosen signal here

2. **the newspaper** of the future

Think about a future in which the signal(s) turn into a real development

Select and place here a picture for the news article

Define and write here a headline for the news article

3. How does this development affect people?

Split up your group into two and think of two personas (one enthusiastic and one opposing this development) and how this development impacts each persona

3.1 Enthusiastic persona

You (or the category of users that you represent) are FAVOURED by this development

Who are you?

How does this impact you?

3.2 Opposing persona

You (or the category of users that you represent) are OPPRESSED by this development

Who are you?

How does this impact you?

Signal cards (pre-select 20–30 cards)

Picture cards

Futures Wheel canvas

Pens

Post-its

14

Source: Authors

15

4.2 Introduction and onboarding

The workshop should start with an explanation of the context and goal of the workshop, an introduction to the topic of the workshop, and an overview of the agenda.

Onboarding ‘ice-breaker’ activities are an important part as they set the tone for the workshop. Using an icebreaker as the starting activity can help to focus everybody’s mind on the workshop, foster a creative mindset, and allow participants to introduce themselves. Many examples of icebreakers can be found online.

4.3 Selecting the signal(s)

Preparing the signals

The set of Signal Cards contains over 80 cards. Workshop organisers should pre-select enough cards to ensure each participant has 2–3 cards, providing ample time for reading and reflection without being overwhelming. Random selection often works best to ensure variety and a broad range of topics. For a more focused discussion, it is better to have a curated selection of Signal Cards linked to the workshop topic and context. However, do not narrow the selection too much, as the goal is to encourage thinking beyond familiar topics.

Selecting the signal(s) (10 min)

The first step is for participants to familiarise themselves with the pre-selected signals. Then, each sub-group should select 1–3 signals for the next steps. Using one signal is quick and already gives an idea of multiple potential future developments. However, selecting two or even three signals creates a more complex future development to explore. In this case, it is recommended to select signals from the different STEEP categories marked on the cards (STEEP refers to the Social, Technological, Economic, Environmental, and Political dimensions). The selection of the signal(s) to work with should be based on participants' curiosity - signals that are more interesting, surprising, or potentially impactful. Signals will serve as the starting point for identifying future cascading developments.



4.4 News article from the future

The group will be asked to think about a future where the selected signal(s) have become mainstream. To make this task more manageable for participants, they should fill in a canvas for a future news article by creating a headline that reports on those events and selecting a picture from a provided set that reflects this future. In the news article, the group will also consider the reactions of different people: those who are enthusiastic or benefiting, and those who oppose or are disadvantaged by the future development.

The basic steps and time estimates for generating the news article:

- Step 1

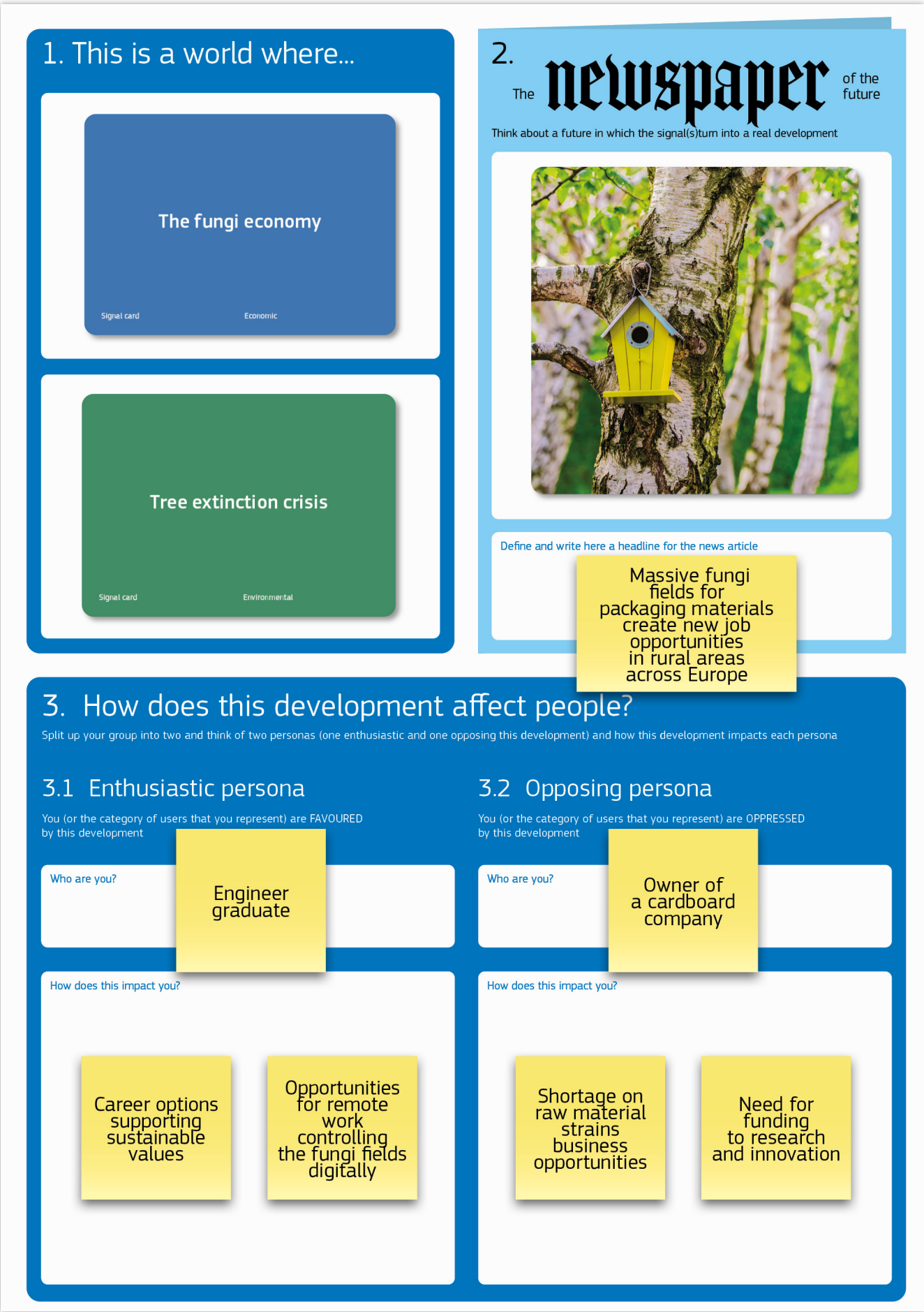
Headline for the news article (10 min)
The group will be asked to imagine a future where developments described by the selected signal has become mainstream (and occur simultaneously in the case of several signals) and must be addressed. They should create a headline for a future news article that captures some elements of the developments and write that on the News article canvas.
- Step 2

Picture for the news article (5 min)
The group then selects a picture that broadly reflects the development and places it on the News article canvas. The picture helps make this future more tangible and easier to imagine. You can use the pictures provided with this workshop booklet or source various images online or via different AI tools.
- Step 3

Opposing views (15 min)
Divide each group into two sub-groups: one will adopt the perspective of an enthusiastic person, while the other will take the viewpoint of someone opposing the development. The sub-groups will generate arguments supporting their standpoint and write them on the News article canvas. Finally, they will present their viewpoints to the other sub-group.

After completing the News article canvas, participants should have a shared understanding of the potential future where the selected signal(s) have become a reality, see Figure 3.

Fig. 6 Example of News article canvas in use



Source: Authors

4.5 Developing the Futures Wheel

Exploring first-order impacts

Using the selected signal(s), the process continues by identifying first-order impacts using the Futures Wheel canvas.

The objective is to identify first-order impacts from different fields. The Futures Wheel canvas facilitates this by using the STEEP categories (Social, Technological, Economic, Environmental, and Political aspects), encouraging participants to examine the issue from a broad perspective.

Facilitators should ensure that participants’ ideas are considered, intervening minimally to avoid bias. They should refrain from giving examples, as this might influence results. Instead, facilitators should allow participants to generate ideas, even though coming up with ideas may be difficult initially for those new to this exercise. Facilitators can pose guiding questions to prompt initial ideas. For example, if the signal is a financial bubble, the facilitator might ask about the effects of interest rates decreasing or the housing market collapsing.

It is important to ensure that participants find impacts with direct cause-and-effect relationships. Once initial ideas are presented, it typically becomes easier for the group to identify further impacts. Facilitators should follow the discussions, group similar post-its, ensure post-its are legible (necessary for following steps), and manage time to address all STEEP dimensions. Participants should write in CAPITAL letters on post-its for better readability and put only one idea per post-it.

The basic steps and time estimates for identifying first-order impacts:

Starting question

If your signal(s) occurs, what impacts would be triggered?

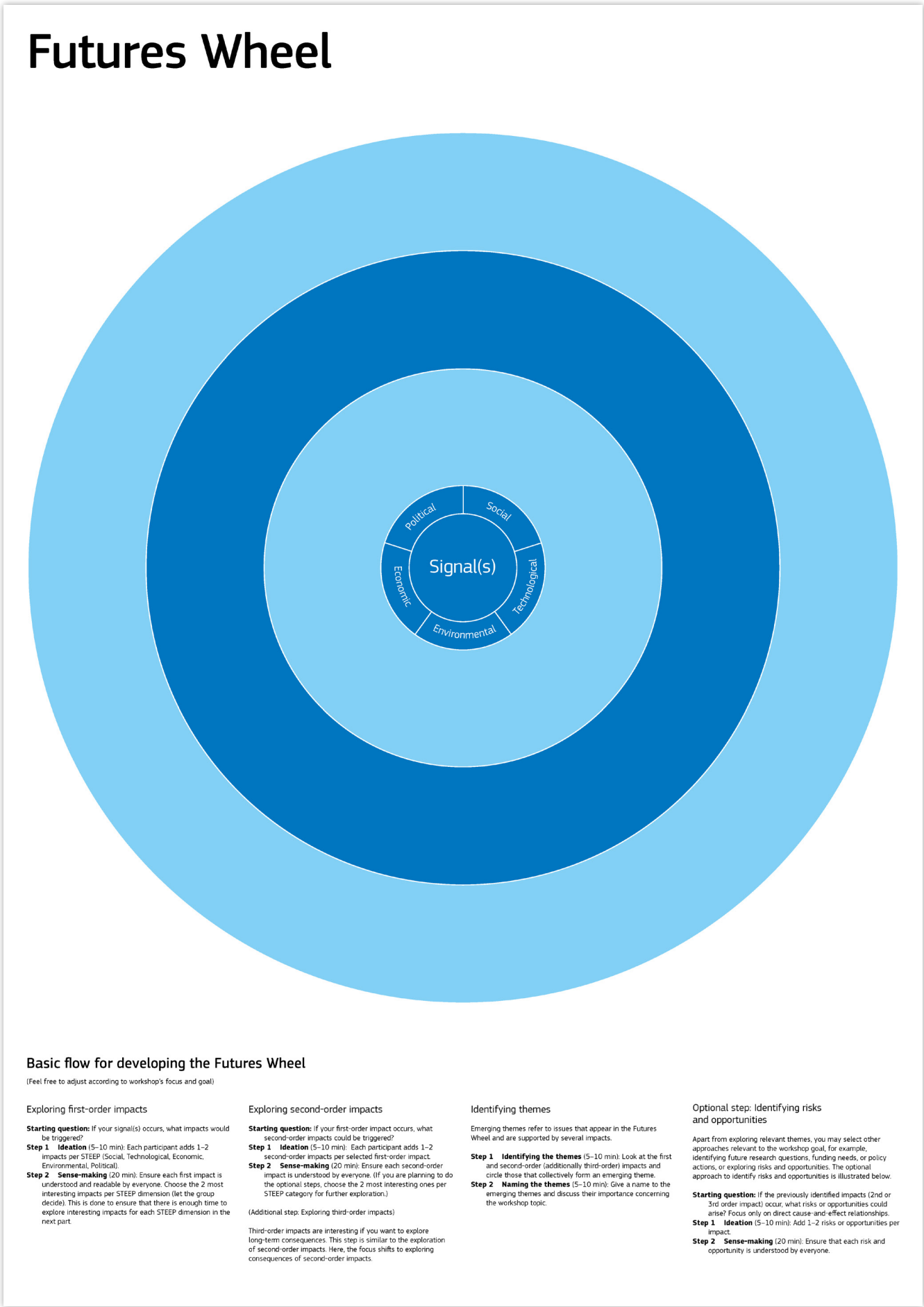
Step 1

Ideation (5–10 min)
Each participant adds 1–2 impacts per STEEP (Social, Technological, Economic, Environmental, Political) dimension (see Figure 4).

Step 2

Sense-making (20 min)
Ensure each first impact is understood and readable by everyone. Choose the 2 most interesting impacts per STEEP dimension (let the group decide). This is done to ensure that there is enough time to explore interesting impacts for each STEEP dimension in the next part.

Fig. 7 Futures Wheel canvas



Source: Authors

General advice for facilitators regarding first-order impacts:

- Cover different areas to gain a more systemic view of the impact of change.
- Expertise in all topics on the post-its is not necessary, as it is not about predicting likely outcomes.
- If one STEEP dimension appears to be missing, consult additional colleagues later.
- Focus on plausibility, not probability.
- Ideation involves gathering ideas, not building consensus.
- Concentrate on direct cause-and-effect relationships.

Guiding questions for applying STEEP:

Social

What might be the consequences for people living in different parts of the EU? For individuals with varying socio-economic backgrounds or age groups? Which groups will be most affected? What cultural aspects might be impacted?

Technological

What technological developments or innovations might arise? What existing technologies may become obsolete? What technologies might become essential?

Environmental

What potential environmental consequences might occur? What risks or opportunities could arise for nature, biodiversity, or climate change? Which areas of the EU will be most affected?

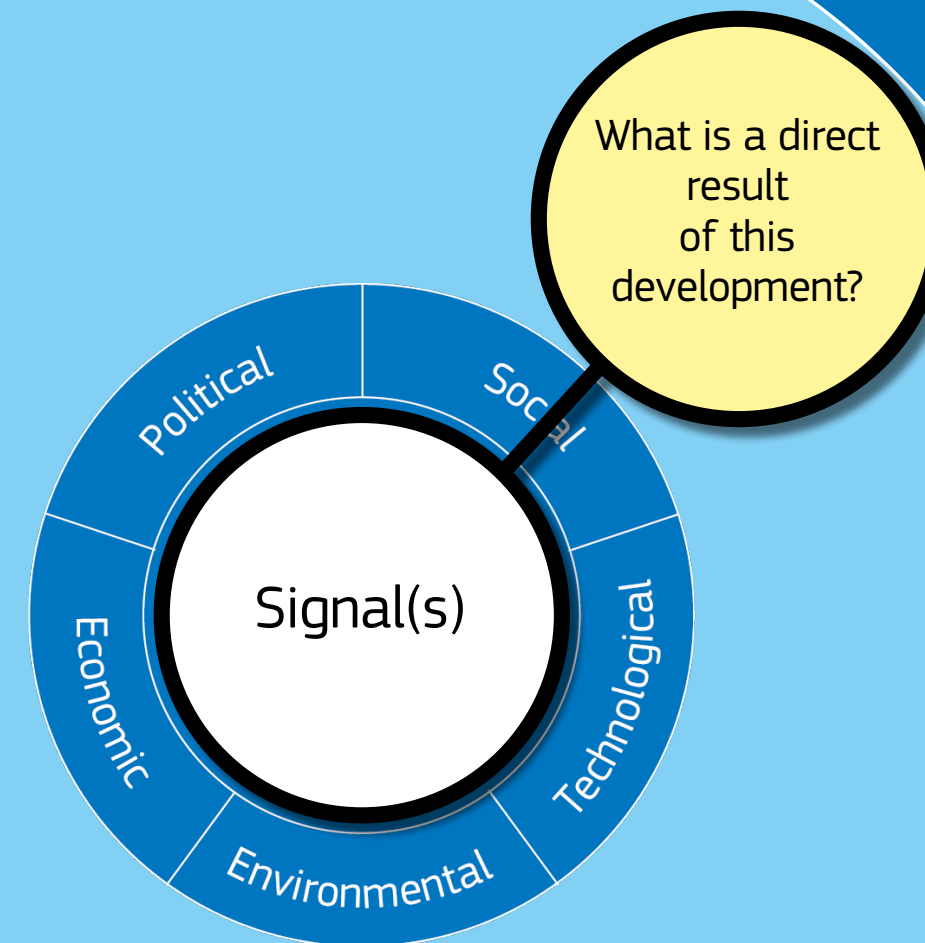
Economic

What economic consequences might occur? What challenges or opportunities might be created for the economy, industry, or productivity? Who stands to benefit or suffer the most?

Political

What policy needs might arise, such as regulations, incentives, or recommendations at EU, national, or regional levels? What political movements might be generated?

Fig. 8 First-order impacts



Exploring second-order impacts

At this point, participants will understand the process of identifying potential future impacts. They can now continue with the exercise and focus on second-order impacts. What possible future second-order impacts could the first-order impacts produce if they came true?

It is important to let participants focus solely on the first-order impacts and try to ignore the original signal that created those developments. The focus should shift here to the topic of the workshop. Not all impacts on the board need to be coherent. The Futures Wheel method allows for contradictory developments within the same Futures Wheel.

Facilitators should invite the group to add 1–2 second-order impacts on post-its to each selected first-order impact. Ensure each post-it is readable. It can be engaging to ask participants why they chose a particular impact. The moderator should track and possibly group similar second-order impacts, adding a post-it with a term or sentence that covers all grouped impacts. Start by gathering a wide range of ideas on second-order impacts. Once participants

propose one or two developments for each initial impact, the group can discuss these developments in a sense-making step.

The most common way of running the Futures Wheel exercise is to stop with second-order impacts and continue with identifying themes. (Section 4.6.)

Additional step: Third-order impacts
Another option is to continue with identifying third-order impacts. Third-order impacts are interesting if you want to explore long-term consequences. This step is similar to the exploration of second-order impacts. Here, the focus shifts to exploring consequences of second-order impacts. If you choose to explore third-order impacts, you should focus on the workshop topic only for the third-order impacts.

The basic steps and time estimates for the second-order impacts:

Starting question

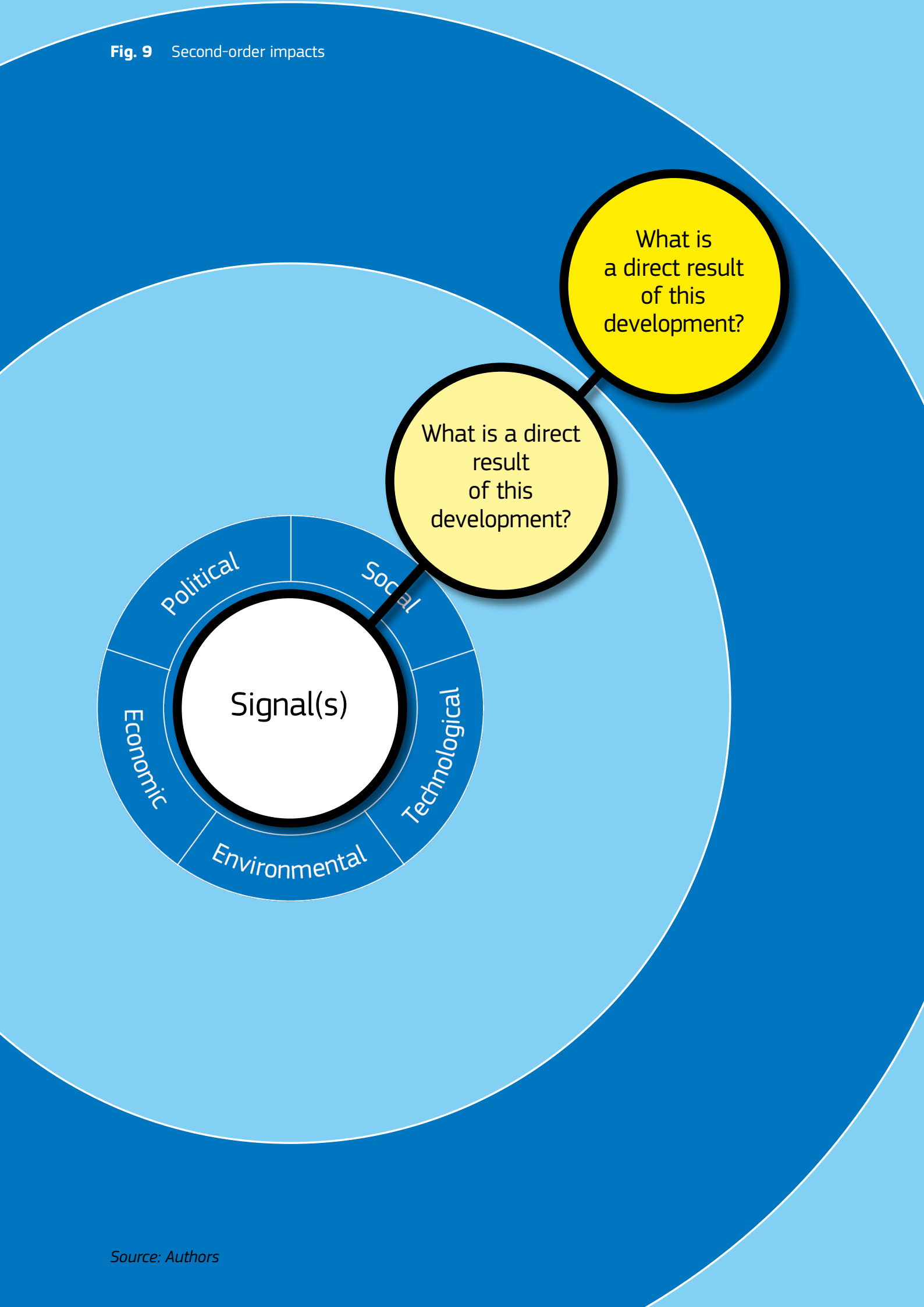
If your first-order impact occurs, what second-order impacts could be triggered?

- Step 1
- Ideation (5–10 min)
Each participant adds 1–2 second-order impacts per selected first-order impact.
- Step 2
- Sense-making (20 min)
Ensure each second-order impact is understood by everyone. (If you are planning to do the optional steps, choose the 2 most interesting ones per STEEP category for further exploration.)

General advice for facilitators regarding second-order impacts:

- Focus on plausibility, not probability.
- Ideation involves gathering ideas, not consensus-building.
- Focus solely on the first-order impact (direct cause-and-effect relationship).

Fig. 9 Second-order impacts



Source: Authors

4.6 Identifying themes

This is the most common approach to conclude the Futures Wheel exercise. The step involves searching for the most intriguing groups of impacts across the Futures Wheel. The goal is to identify emerging themes, regardless of what initially caused the impacts. Emerging themes refer to issues that appear in the Futures Wheel and are supported by several impacts. Participants review the entire Futures Wheel, connecting similar and interlinked impacts to facilitate identifying emerging themes. Each sub-group should prepare to present the emerging themes from their Futures Wheel and link them to the workshop topic.

After this step you can move to the conclusion step (Section 4.8).

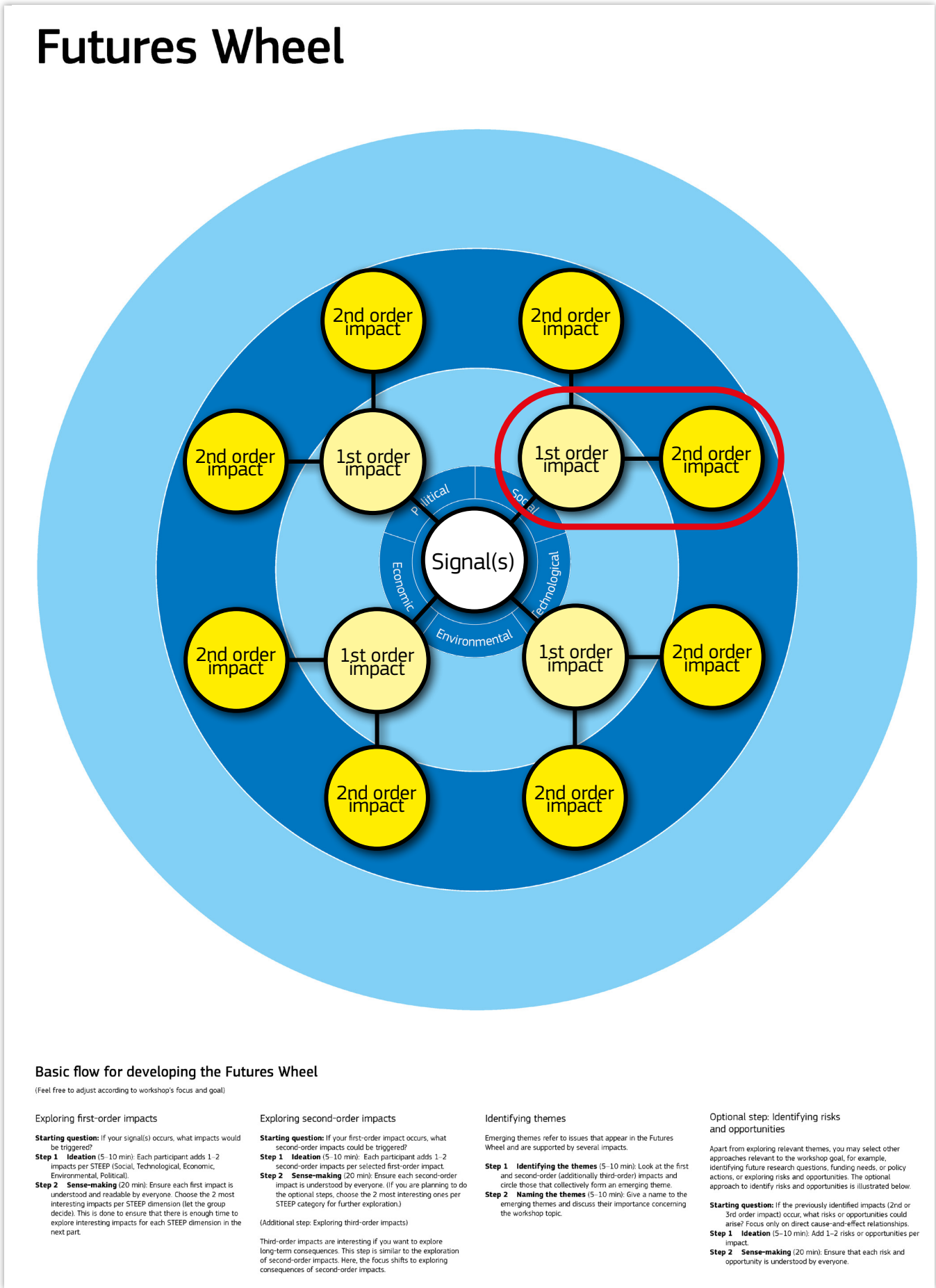
The basic steps and time estimates for identifying themes are as follows:

- Step 1

Identifying the themes (5–10 min)
Look at the first and second-order (additionally third-order) impacts and circle those that collectively form an emerging theme.
- Step 2

Naming the themes (5–10 min)
Give a name to the emerging themes and discuss their importance concerning the workshop topic.

Fig. 10 Identifying themes



Source: Authors

4.7 Option: Identifying risks and opportunities

Apart from exploring relevant themes, you may select other approaches relevant to the workshop goal, for example, identifying future research questions, funding needs, or policy actions, or exploring risks and opportunities. The optional approach to identify risks and opportunities is illustrated below.

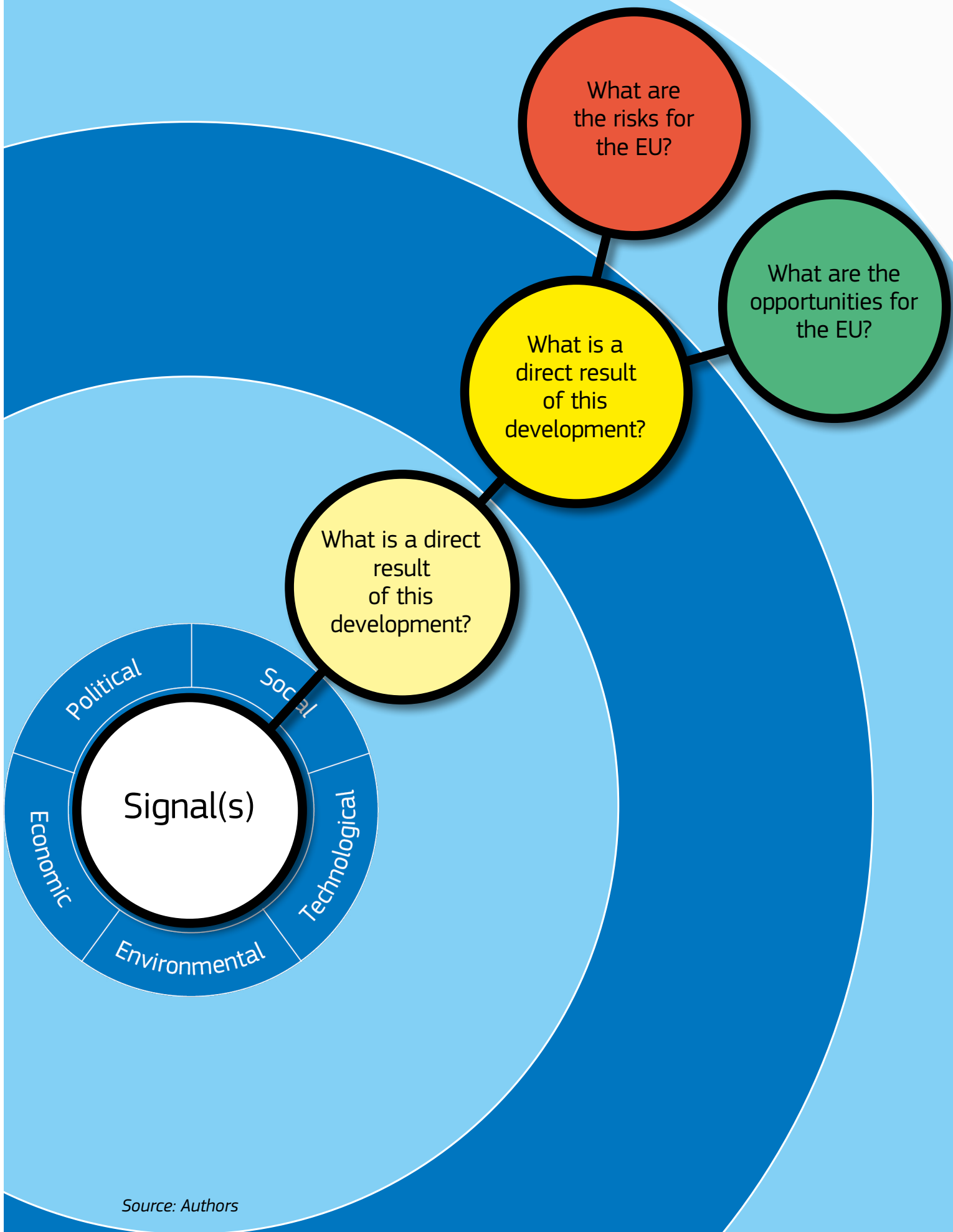
To explore risks or opportunities, second-order impacts (or third-order impacts if explored) must be clearly defined. The process then continues by examining what risks and/or opportunities each impact creates. You can also focus solely on risks without considering opportunities.

Focus on a clear understanding of each risk and opportunity: for one person, a risk may be obvious, while for another, it may not be. The phrasing of risks and opportunities needs to be detailed enough to allow thorough analysis and to identify different themes of risks or opportunities.

The basic steps and time estimates for identifying risks and opportunities:

- Starting question
- If the previously identified impact occurs, what risks or opportunities could arise? Focus only on direct cause-and-effect relationships from the second-order impacts (additionally third-order).
- Step 1
- Ideation (5–10 min)
Add 1–2 risks or opportunities per impact.
- Step 2
- Sense-making (20 min)
Ensure that each risk and opportunity is understood by everyone.

Fig. 11 Risks and opportunities



4.8 Drawing conclusions and defining how to use the results

Participants reconvene in plenary. Each sub-group presents the emerging themes from their Futures Wheel and the main insights of their discussions. This step is crucial for informing the other participants, as the signals which were explored might differ between sub-groups. Sharing in plenary helps provide participants with an overview of possible future developments.

Additionally, it is good practice to share insights. Participants can reflect on one new thing they became aware of in the workshop and how they can apply it in their work.

A good practice is to end the workshop with closing words from the organiser. The purpose of this closing is to link the shared emerging themes and insights to the context and goal of the workshop. It is important to mention how the workshop outcomes will be used.

After the workshop, organisers should take stock of the discussions and ideas collected during the workshop and review how best to use the produced material (ideally, a plan is established at the beginning). Futures Wheels are flexible, and before conducting a Futures Wheel, it is necessary to define the goal of the exercise to tailor the workshop to the organisers' specific needs.

The basic steps and time estimates for drawing conclusions are as follows:

Step 1	Reporting (10–15 min) Each sub-group presents the emerging themes.
Step 2	Discussion (10 min) Discuss the learnings both from content and the process.
Step 3	Closing (5 min) Closing words and action points from the organiser.

References

1. https://knowledge4policy.ec.europa.eu/file/foresight-menu-use-cases_en
2. Glenn, Jerome C. "Futurizing Teaching vs Futures Course," Social Science Record, Syracuse University, Volume IX, No. 3 Spring 1972.
3. <https://espas.eu/horizon.html>
4. https://knowledge4policy.ec.europa.eu/foresight/topic/futures-wheel-workshop_en

List of figures

Figure 1. Futures Wheel.	7
Figure 2. Excerpt of Futures Wheel.	9
Figure 3. News article from the future.	12
Figure 4. Workshop materials.	15
Figure 5. Signal Cards.	17
Figure 6. Example of News article canvas in use.	19
Figure 7. Futures Wheel canvas.	21
Figure 8. First-order impacts.	23
Figure 9. Second-order impacts.	25
Figure 10. Identifying themes.	27
Figure 11. Risks and opportunities.	29

Learn more and keep in touch

See other tools and reports from the JRC Competence Centre on Foresight:



https://knowledge4policy.ec.europa.eu/foresight_en

Follow EU Policy Lab work:



https://policy-lab.ec.europa.eu/index_en

Subscribe to EU Policy Lab newsletter:



<https://ec.europa.eu/newsroom/jrc/user-subscriptions/8017/create>

Getting in touch with the EU

In person

All over the European Union there are hundreds of Europe Direct centres. You can find the address of the centre nearest you online (european-union.europa.eu/contact-eu/meet-us_en).

On the phone or in writing

Europe Direct is a service that answers your questions about the European Union. You can contact this service:

- by freephone: 00 800 6 7 8 9 10 11 (certain operators may charge for these calls),
- at the following standard number: +32 22999696,
- via the following form: european-union.europa.eu/contact-eu/write-us_en.

Finding information about the EU

Online

Information about the European Union in all the official languages of the EU is available on the Europa website (europa.eu).

EU publications

You can view or order EU publications at op.europa.eu/en/publications. Multiple copies of free publications can be obtained by contacting Europe Direct or your local documentation centre (european-union.europa.eu/contact-eu/write-us_en).

EU law and related documents

For access to legal information from the EU, including all EU law since 1951 in all the official language versions, go to EUR-Lex (eur-lex.europa.eu).

Open data from the EU

The portal data.europa.eu provides access to open datasets from the EU institutions, bodies and agencies. These can be downloaded and reused for free, for both commercial and non-commercial purposes. The portal also provides access to a wealth of datasets from European countries.

Science for policy

The Joint Research Centre (JRC) provides independent, evidence-based knowledge and science, supporting EU policies to positively impact society



Scan the QR code to visit:

The Joint Research Centre

<https://joint-research-centre.ec.europa.eu>



Publications Office
of the European Union