eParticipation

eParticipation Preparatory Action

EP-08-01-011

HUWY: Hub Websites for Youth Participation

D6.1.v2 Engagement and Impact Criteria

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Document description:	This deliverable describes the methodology that will be used for the HUWY evaluation process. It describes the processes that have been used so far to identify the preferred evaluation factors of HUWY's 2 main user groups: young people and policy-makers. These factors are listed and integrated within the evaluation methodology.

Summary

This deliverable describes the methodology that will be used for the HUWY evaluation process in all 4 participating countries. It records the basis of the model, in terms of established eParticipation evaluation techniques, and the triangulation of evaluation instruments to gather meaningful data. These are aligned to the specific objectives of the project and the preferences of our two main user groups. The deliverable has two nested goals:

1. To describe the HUWY evaluation methodology in detail: its provenance and evolution, choice and design of evaluation instruments, framework for analysis and results. This evaluation methodology is based on the project objectives.

2. Within this methodology is nested the derivation of young people and policy-makers *preferred evaluation factors*. This derivation includes the processes (methods and instruments) that were used to gather input from young people and policy-makers and to convert this input to evaluation factors that could be integrated into the project objectives.

The HUWY project identified 11 objectives in its Description of Action. These objectives were grouped into 3 themes:

1. Increasing involvement in democracy

2. Involving young people in policy developments related to the Internet and its governance

3. Advancing eParticipation

The initial project objectives were based on the Consortium's previous experience and research, in both eParticipation and working with young people. Current best practice in eParticipation led us to begin our evaluation by adding detail to these objectives based on what our main user groups (young people, but also policy-makers) hoped would come from the project. Their ideas were developed into *engagement and impact criteria*, which we also refer to as *preferred evaluation factors and outcomes*. This work is an important focus of this deliverable and the report describes the processes used to work with young people and policy-makers to gather their ideas and structure their input into evaluation factors and preferred outcomes that could be integrated into the evaluation methodology as objectives.

- **Young people** are HUWY's most important user group. The initial objectives (based on previous research into young people and political engagement and young people's use of the Internet[1]) were based on *possible positive impacts* concerning young people taking part in the project. Through working with young people, we were able to be more specific about ways to measure the quality of the HUWY project from young people's point of view (for example by the quality of results posts and interactions with policy-makers) and identify the most important outcomes to measure. Young people wanted outcomes that are real and public: changes to the law; public discussion of their ideas; meaningful feedback from policy-makers.

- **Policy-makers** are participants in eParticipation projects and their preferred evaluation factors are an important part of our user engagement study. As with young people, the factors are derived through processes to gather and prioritise inputs from policy-makers, about measuring the success of the HUWY project. Policy-makers' preferred evaluation factors and outcomes focus on the visibility of the project, the diversity and quality of the young people involved and the quality of their results posts. These factors are particularly helpful in establishing methods to investigate impact/projected impact on policy and measure the impact of the project on the decision-making process.

This first phase of our evaluation (identifying young people and policy-makers' preferred impact and engagement criteria) is described below in the wider context of the full HUWY evaluation methodology. The evaluation methodology begins with the objectives and measures specified in the Description of Action[2]. This report describes how the HUWY partners further developed this evaluation

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[1] E.g. Livingstone, S, and Haddon, L (2009) *EU Kids Online: Final report*. LSE, London: EU Kids Online. (EC Safer Internet Plus Programme Deliverable D6.5)
[2] HUWY Annex I Description of Action, p16

methodology to create a detailed and specific way to measure the processes, outcomes and impacts of the HUWY project, with special reference to user engagement. The methodology is recorded in the *Specific objectives progress and methods table.* While this informs the whole HUWY evaluation process, it becomes the central node of the user engagement strand and the basis for this report's partner: *D6.2 User Engagement Report*.

In order to create salient outcomes from this detailed and wide-ranging evaluation process, the project team selected **7 Key Evaluation Factors (KEFs)**. These are based on the combination of project objectives and objectives established by young people and policy makers. They are chosen to balance Social, Political and Technical objectives.

A set of instruments (ranging from web statistics, survey instruments, interviews and text analysis to detailed protocols and structured narratives) is designed to implement the evaluation process. These are described in this report and their use is recorded in the *Specific objectives progress and methods table*. See *Figure 1: HUWY evaluation model* on p14.

Thus the basis for the following evaluation phases is described:

- **User Engagement,** assesses the project's success in engaging HUWY's main user groups - young people and policy-makers, using the criteria and methodology established in this report. This evaluation will be recorded in *D6.2 User Engagement Report,* which is the next phase partner to this report.

- **Sustainability and Scalability**, which includes an assessment of the HUWY project's progress, in terms of technology and processes, in order to identify issues for future use of the model and technology. This is recorded in *D7.3 -Sustainability and Scalability Plan*

- **Final Results**, which assesses HUWY's impact on decision-making and policy, as well as the implementation and outputs of the project analysed against its objectives. This is recorded in *D7.4 Results.*

The HUWY project is piloted in Estonia, Germany, Ireland and the UK. The same evaluation methodology is used in each pilot country: each team uses the same instruments to gather comparable data, during the same time period.

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1 Introduction

1.1 Project Objectives

The Hub Websites for Youth Participation (HUWY) project aims to get young people learning, thinking and discussing policies and laws which affect the Internet and channel this to people in governments and parliaments, working on these policies. Young people can choose the topics and questions, host the discussions on their web pages, or in offline settings, and post the results on Hub websites[3] (Hubs) provided by the project.

HUWY partners provide information on the topics and support for discussions. Partners work to involve young people and youth groups and encourage their engagement in discussions. HUWY also carry out dissemination actions and try to organise people working on Internet policies to read and comment on the results. Ideally, young people's ideas also influence policy through this channel. The online Hubs hold supporting information, space for the results of young people's discussions and feedback from policy-makers. Youth groups' involvement is further encouraged and supported through offline workshops.

The objectives can be summarised as 3 specific aims:
- To support young people to influence policies related to the Internet;
- To publish feedback from policy-makers about this influence;
- And to pilot a distributed discussion model for eParticipation, centred on the Hub websites.

The HUWY project is piloted in Estonia, Germany, Ireland and the UK. Implementation is adapted to the circumstances in each country. However, exactly the same evaluation methodology is used in each pilot country: each team uses the same instruments (translated if necessary) to gather comparable data, during the same time period. In most cases, data is analysed horizontally – across all countries. If significant differences are evident, these will be outlined vertically – within the context of one country's pilot.

1.2 Deliverable objectives

This deliverable contains a detailed description of the evaluation methodology to assess the HUWY pilots, including the model we are following, the choice of evaluation methods and instruments at every stage, and the establishment of detailed evaluation factors for our main user groups.

A high level description of the HUWY evaluation model implementation consists of 4 stages:

1. Identify what is most important to young people and policy-makers in assessing the success of the HUWY project. Create preferred impact criteria and evaluation factors based on this. Integrate these into the developed evaluation methodology (D6.1);

2. Measure the level and effects of young people and policy-makers' participation (in the User Engagement Report, D6.2);

3. Assess the quality of the implementation (online tools and offline processes) and record this within the Sustainability and Scalability Report (D7.3);

4. Measure any political impact as part of the Results Report, D7.4.

Stage 1 identifies evaluation factors and preferred outcomes that influence the stages 2 to 4.

Each stage has its own methodology and instruments to gather inputs. This deliverable aims to describe

- The theoretical basis for our model and approach;

- The model: relationships between stages, between objectives, evaluation factors, methods and instruments;

- The derivation of objectives and evaluation factors, including methods to gather input from project stakeholders;

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[3] http://huwy.eu/

- The choice of evaluation instruments and elements within them;
- The implementation of the model in each pilot country;
- Recording the evaluation process in deliverables.

2 HUWY evaluation model

2.1 The theoretical basis for our model and approach

2.1.1 Evaluating eParticipation

"Evaluating eParticipation: Making sense of what has, or has not, been achieved; understanding how to assess the benefits and the impacts of applying technology to the democratic decision-making processes." (Macintosh, 2004a[4])

The evaluation methodology chosen is based on the extensive experiences of the HUWY partners in evaluating eDemocracy and eParticipation pilots over the last decade. More specifically, the model outlined in the Description of Action draws on the approach developed by Edinburgh Napier's International Teledemocracy Centre[5] (cf. Macintosh and Whyte, 2006[6]) and the Demo-net project[7] and uses a triangulation of methods to gather more meaningful and accurate results. The HUWY partners worked together to devise the best ways to implement this model, drawing on expertise from their own experience and research backgrounds.

EDemocracy and eParticipation are relatively new fields. These terms describe initiatives which use ICT (especially the Internet) to broaden and deepen political participation by helping citizens to connect with one another and with their elected representatives and governments. eDemocracy and eParticipation are concerned with ways to improve the vigour and quality of democracy and increase citizens' positive participation and impact. They are not based in technological determinism: a critical approach needs to be taken to the use of the Internet in democracy and the roles of people and offline processes are vital factors. People studying eDemocracy and eParticipation come from a range of disciplines: from psychology to law to information technology. Practitioners (developers, content providers and moderators) play central roles in projects and discourse. Ideally, policy-makers (elected representatives and people working in government and public services) are also involved, from planning to evaluation. Many projects reflect action research, in a desire to include the community throughout the process and the importance of successful implementation, rather than dispassionate research. Records and analyses of initiatives may be academic, but are often created for funders of pilot schemes. Thus both provenance and objectivity of theory and information vary widely. Essentially, the development of evaluation frameworks and methods for eParticipation is in its infancy.

Developing appropriate evaluation frameworks has been a focus of work within Edinburgh Napier University's International Teledemocracy Centre for over a decade. This work expanded to include the experiences of partners in Europe and internationally in the Demo-Net project[8]. ITC also continued to develop eParticipation evaluation through the FP6 IST projects e-Representative[9], the specific support action WEB.DEP[10] and the eParticipation preparatory action project EuroPetition[11]. ITC implemented the evaluation on these three important eParticipation research projects.

The evaluation frameworks, methods and implementations noted above have important common characteristics:

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[4] Macintosh, A. (2004a) 'Characterizing E-Participation in Policy-Making'. In the Proceedings of the Thirty-Seventh Annual Hawaii International Conference on System Sciences (HICSS-37), January 5 – 8, 2004, Big Island, Hawaii.

[5] http://itc.napier.ac.uk/ ITC coordinate the HUWY project. Professor Ann Macintosh led the development of the evaluation frameworks at ITC until 2007. After this, Professor Macintosh continued this line of research at University of Leeds and ITC continued in parallel, primarily through the projects listed above, with everyone continuing to work together through the Demo-net Network of Excellence.

[6] Macintosh A and Whyte A (2006); "Evaluating how eParticipation changes local democracy". In *Proceedings of the eGovernment Workshop 2006, eGov06*, eds Z. Irani and A. Ghoneim. London: Brunel University. ISBN: 1-902316-47-9

[7] Lippa B, Aichholzer G, Allhutter D, Freschi AC, Macintosh A, and Westholm H (2007) Demo-net: D 13.3 DEMO-net booklet "eParticipation Evaluation and Impact". Available here:
http://ics.leeds.ac.uk/Research/CdC/CdC%20Publications/DEMOnet_booklet_13.3_eParticipation_evaluation.pdf

[8] FP6-2004-27219

[9] http://www.erepresentative.org/

[10] FP6-045003-Web-Dep http://www.web-dep.eu/

[11] http://europetition.eu/

1. The involvement of project stakeholders, with input into the evaluation focus and methodology and as participants in the evaluation process.

2. Objectives and success factors which reflect diverse academic fields/realms of experience.

3. Triangulation of methods to reflect the diverse fields and increase the richness and accuracy of evaluation results.

2.1.2 HUWY project baseline

The HUWY project, including its initial objectives, is based on the experiences of the HUWY Consortium in working on eParticipation projects and working with young people. The project also sits within a wealth of research into eParticipation and the Internet and young people. In particular, the HUWY project is inspired by the ESRC and e-Society-funded project *UK Children Go Online*[12] and its sister project *EU Kids Online*[13]. This report is particularly concerned with user engagement and evaluating our success in meeting in meeting objectives concerning young people. In this context, our initial objectives were based on *possible positive impacts* on young people taking part in the project (see *Objectives and success factors* below). For example any changes in terms of their political engagement, increased confidence, knowledge and skills. These possible positive outcomes are based on research into the effects of political engagement in general and eParticipation in particular. We also included the ambitious aim that young people's input would actually influence policy. We knew that this was unlikely in the lifetime of the project, but were keen that eParticipation does not lose sight of its ultimate goals.

Through working with young people, we were able to gather more specific input about what would make the project successful from their point of view, including the *outcomes* that are important to them. Many of the ideas that we gathered were closely aligned to those already in our objectives list. Some preferred outcomes matched exactly. The same is true for the insights we gained through working with policy-makers in the first phase of our evaluation methodology.

2.1.3 Involvement of project stakeholders

The HUWY evaluation methodology starts with the requirement to involve project stakeholders, by seeking to identify young people and policy-makers' preferred impact criteria. As these two main groups (policy-makers and youth groups) are the most important users of the Hub websites and actors within the HUWY model, they are involved in devising the criteria by which the impact of the project is measured (D6.1). It is a recognised challenge in evaluating eParticipation initiatives that different stakeholders have different goals, expectations and values. The HUWY project has therefore been working with young people, youth leaders and policy-makers to establish their objectives in relation to participating in the project.

Young people are the most important stakeholder group in the HUWY project. Thus the HUWY team worked with young people to explore ways to measure the effects of the pilots in terms of democratic confidence, engagement, increase in skills and influence on policy. This includes two initial steps, which feed into the evaluation model:

1. Devise appropriate methods and instruments to gather ideas about what would make the HUWY project successful and worthwhile for young people.

2. Distil these ideas into evaluation factors and preferred outcomes and integrate these into the evaluation methodology.

As policy-makers are also important stakeholders, the HUWY partners also gathered evaluation factors and preferred outcomes from policy-making partners in the team and at HUWY events. One goal was to identify factors that made policy-makers' involvement rewarding to themselves and their organisations. A further goal was to find ways to identify political impacts –either directly on policy or on the public sphere through influential media.

The methodology and results of this phase are described in *Section 3 Identifying young people and policy-makers' preferred impact criteria* below.

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[12] http://www.lse.ac.uk/collections/children-go-online/UKCGOfinalReport.pdf
[13] http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx

2.1.4   Objectives and success factors

The initial objectives of eParticipation projects tend to be identified during formative stages, influenced by the goals of the initiators and funders, strongly influenced by previous projects and current theory. See *2.1.2 HUWY project baseline*, above. For the HUWY project, these objectives are listed in the Description of Action (p7):

Increasing involvement in democracy
   1. To increase young people's involvement in democracy through a positive experience that follows best practice established in eParticipation (e.g. inclusiveness, accessibility, transparency and efficacy via feedback from policy-makers).
   2. To demonstrate that young people's views are sought and that their opinions are valued.
   3. To contribute to the development of a European public sphere, essential for equal participation in an enlarged Europe.

Involving young people in policy developments related to the Internet and its governance
   4. To involve young people (primarily 16-21) in discussions on issues related to the Internet, its use and regulation.
   5. To support young people to become involved and gain understanding of relevant issues, through providing information in accessible formats and supporting their deliberation and to provide a useful resource about Internet policy issues, in national and EU contexts.
   6. To map chosen areas of the topic agenda to the bodies with policy and legislative responsibility at a national and EU level, clarifying the political structures relevant to the topic.
   7. To illustrate the role of national governments and parliaments, in designing and applying EU legislation, especially via the working relationships between EU and national bodies, as set out in the Treaty of Lisbon.
   8. To support young people to develop and follow best practice in using the Internet, thus contributing to their own safety, their peers' safety and increasing positive experiences of the Internet. (For example: learning to protect themselves through understanding their rights as regard privacy and data protection; furthering their experience of the Internet as an arena for participation in democracy; alerting them to resources and hotlines which they can use if necessary.)

Advancing eParticipation
   9. To trial an innovative model for distributed discussion, thus tackling many problems currently faced by eParticipation (e.g. scalability, localisation, suitability for various groups, repetition of effort).
   10. To provide a specific and transparent connection between young people and decision-making bodies.
   11. To increase young people's skills in using online tools for deliberation and eParticipation.

The objectives (evaluation factors and preferred outcomes) of young people and policy-makers (the project's other main stakeholders) are equally important to the project. At the project definition stage, it is possible that the team may omit factors of importance to young people and policy-makers who will become involved in the project. The idea that further impact and evaluation factors will be gathered during the project duration, as the first phase of evaluation work, is established in the project plan (Description of Action). Thus these are gathered during the project lifespan (see Section 3), added to the initial list and integrated where possible.

The full complement of objectives is diverse and requires a range of methods to assess whether they are met by the HUWY pilot. HUWY team members are well suited to this work, coming from a good range of academic backgrounds: information technology, social informatics, political science, social science, media, journalism and law.

Earlier work on evaluating eConsultation (cf. Macintosh and Whyte 2003[14]) identified three overlapping perspectives that need to be taken into account:
   • Political
   • Technical

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14 Whyte, A. and Macintosh, A.; (2003) Analysis and Evaluation of e-consultations; e-Service Journal; Volume 2, No 1 "*e-democracy in Practice*"; Indiana University Press; 2003.

- Social

Variations of this triad appear in later evaluation frameworks. The HUWY project uses these three perspectives to catagorise the objectives, identify **Key Evaluation Factors** and choose appropriate evaluation methodologies.

2.1.5   Triangulation of methods

Triangulation of methods refers to the use of multiple approaches within one evaluation investigation. A literal reading of triangulation indicates using 3 aspects or measures together. The HUWY project uses a triangulation of perspectives (political, social and technical) and 3 or more methods to evaluate each objective.

Methods are derived from various research areas: for example, qualitative methods like questionnaires and interviews are essential social and political science research tools; statistics about the use of the online tools, usability and accessibility studies are common to technical assessments. In addition, structured narratives are used to record and compare implementations across the pilot countries. This method is increasingly popular in evaluating implementations of complex projects. Both qualitative and quantitative methods are used. Methods are triangulated, with various methods applied to evaluating the project against each objective and evaluation factor, thus increasing the richness and accuracy of the picture. Qualitative methodologies which otherwise might be considered anecdotal evidence, are verified through this approach. Any bias provided by small numbers of inputs to data gathered through quantitative methods is also balanced by complementary inputs from other methods.

In the HUWY project, we also have what Denzin (1970)[15] refers to as *investigator triangulation:* we have verified our research results by having several researchers confirming the data findings. The HUWY team in each pilot country evaluate their pilot. All teams use the same data collection instruments and the data is collated in the evaluation process.

We use methodological triangulation: three (or more) methods are used to gather data and a combination of these is used to derive results according to the project objectives and preferred outcomes. For example, the *between-methods triangulation* used in this evaluation includes the way that survey results are often complemented by interviews, data analysis or workshop reports, increasing the value of information derived.

2.2   HUWY evaluation model

Figure 1 (page 14) summarises the HUWY evaluation model that is described in detail in this report.

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[15] Denzin, N. K. (1970). *The Research Act in Sociology*. Chicago: Aldine.
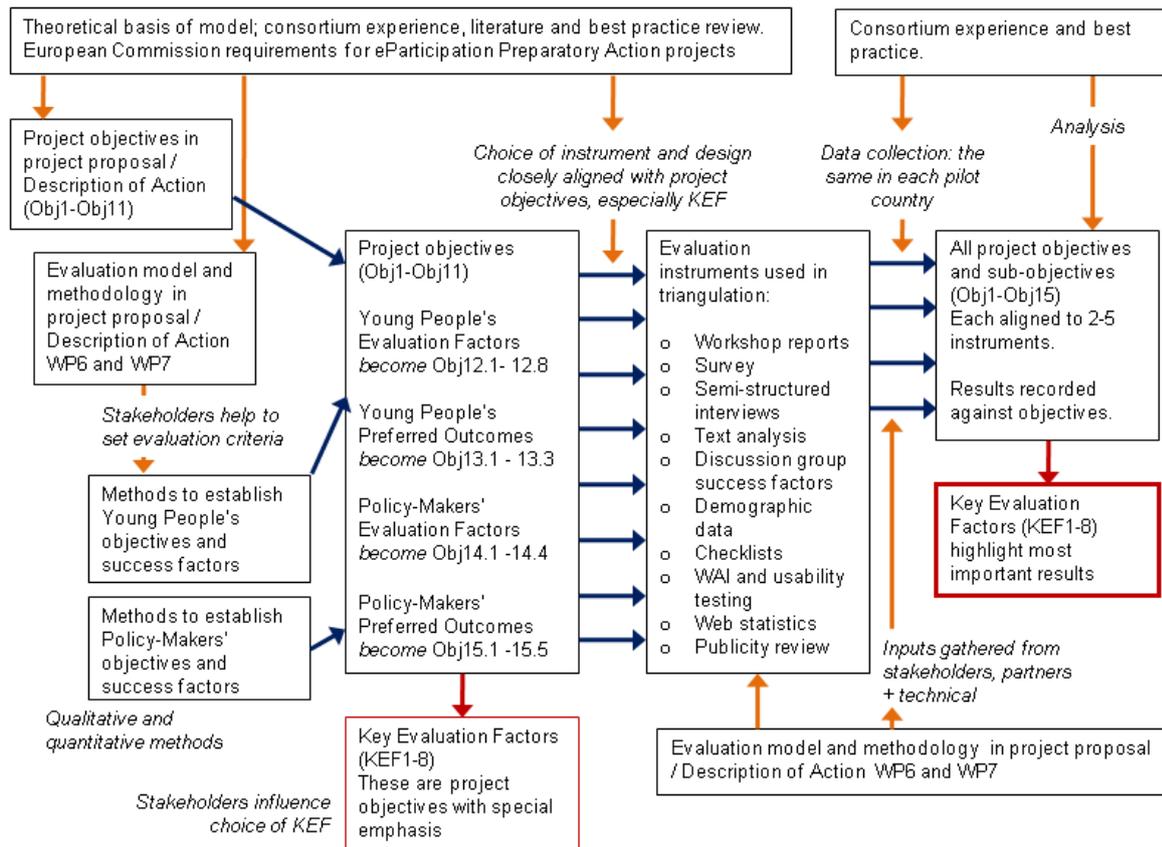
Figure 1: HUWY evaluation model

This report describes the whole methodology. In terms of implementing the model, this report describes the left two-thirds of the diagram (with time flowing from left to right). That is, the report records:

- the implementation of methods to establish young people and policy-makers' success factors;

- analysis of the results of these methods, leading to the preferred evaluation factors and outcomes that join the project objectives;

- the 7 Key Evaluation Factors, based on the project objectives, by the project team;

- the choice and design of instruments to gather data for each objective and sub objective.

The right third of the diagram concerns, the main evaluation phase:

- data collection, using the instruments designed in this phase;

- aligning inputs from this to the objectives to create results;

- describing the HUWY project in terms of success in meeting Key Evaluation Factors.

This main evaluation phase is recorded in:

1. User Engagement Report (D6.2), which measures the level and effects of young people and policy-makers' participation

2. Sustainability and Scalability Report (D7.3), which includes an assessment of the quality of the implementation (online tools and offline processes)

3. Final Results report (D7.4) which measures project impact and overall outcomes.

3 Identifying young people and policy-makers' preferred impact criteria: Methods

The heart of this report concerns establishing objectives based on young people and policy-makers' preferred impact criteria to combine with the initial project objectives.

By preferred impact criteria, we mean the qualities and outcomes of the project that would make it worthwhile in the eyes of our main participants.

This section describes our work with young people and policy-makers to gather their ideas and expectations, through an iterative methodology. This methodology has 3 stages. Stage 1 uses focus groups, interviews and pilot questionnaires. Stage 2 uses questionnaires. Stage 3 uses analysis and consolidation by HUWY partners.

1. Gathering ideas and expectations from young people and policy-makers
   - Estonian focus group
   - Interviews at HUWY First Dissemination Workshop
   - Estonian pilot questionnaires

2. Further input from young people and policy-makers to prioritise these ideas
   - Four-country questionnaires

3. Forming the prioritised ideas into criteria that can measured during the HUWY evaluation
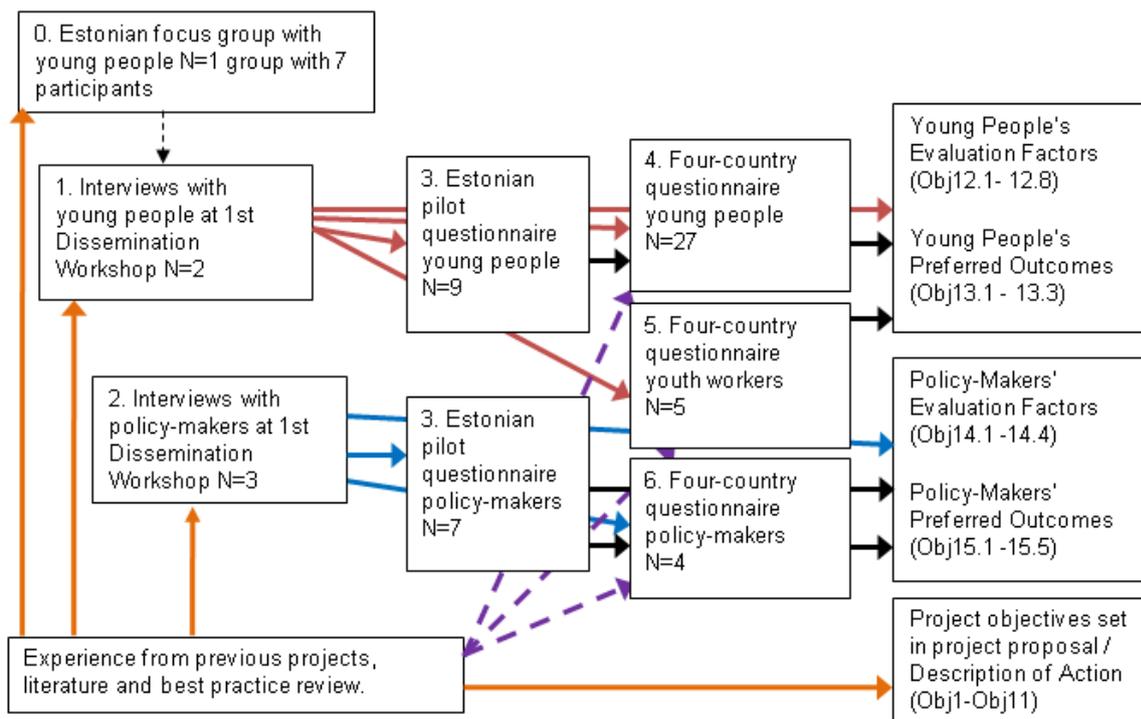
Figure 2: Identifying preferred impact criteria: Relationship between inputs

Figure 2 summarises the methodological sequence of research activities undertaken in order to establish the evaluation criteria (and reported in this deliverable).

3.1 Gathering ideas and expectations from young people and policy-makers

The HUWY project aimed to involve young people and policy-makers throughout the project period. For example, the Consortium includes a youth group (Youth Work Ireland) and also policy-makers (Estonian State Chancellery and UK's Ministry of Justice) who have been actively involved throughout the project period. This initial phase gathered ideas during HUWY events in the first half of the project. For the purposes of this report, these ideas gathering opportunities are categorised as:

1. Estonian focus group

2. Interviews at HUWY First Dissemination Workshop

3. Estonian pilot questionnaires

3.1.1 Estonian focus group

Estonian focus group	Young people	Spring 2009	N=1 group with 7 participants

The main objective of the Estonian focus group held during spring 2009 was to get input into HUWY online dissemination policy (for the deliverable D5.1 Storyboards for Multimedia Flyers: Specification for Promotional Online Materials). During this focus group, young people's hopes and fears concerning the HUWY project were also discussed.

"Hopes and fears" were conceived of as a user-friendly way to talk about aspirations and possible problems (success factors). These emotionally-loaded terms were chosen to elicit personal responses. We did not want focus group participants and interviewees to try to tell us what they felt we wanted to hear.

Outputs primarily influence questions and options used in the Estonian pilot questionnaires, but also influence the Four-country questionnaires and resulting criteria.

3.1.2 Interviews at HUWY First Dissemination Workshop

Interviews at First Dissemination Workshop	Young people	December 2009	N=2
Interviews at First Dissemination Workshop	Policy-makers	December 2009	N=3

The HUWY project's First Dissemination Workshop was held in Edinburgh in December 2009. It was attended by young people, youth workers, policy-makers and others from the four HUWY pilot countries: Estonia, Germany, Ireland and UK[16].

The objective of the interviews during HUWY project's First Dissemination Workshop[17] was to identify the main "hopes and fears" among young people and policy-makers. Five people were interviewed at the workshop: three represented policy-makers (YouthNet[18], North Ayrshire Council, Nominet[19]) and two young people (from Jugendpresse[20] and Young Scot[21]).

Interviews were semi-structured. The main questions asked during the interviews were:
- What are your personal or institutional hopes regarding the HUWY project?
- What are your fears regarding the project?
- What else do you hope to gain from the project?

Outputs primarily influence questions and options used in the Estonian pilot questionnaires, but also influence the Four-country questionnaires and resulting criteria.

3.1.3 Estonian pilot questionnaires

Estonian pilot questionnaire	Young people	Early 2010	N=9
Estonian pilot questionnaire	Policy-makers	Early 2010	N=7

The Estonian pilot questionnaires were designed more explicitly to build on the ideas gathered in the focus groups and interviews and begin to identify which ideas were general to young people and policy-makers, rather than the individual opinions gathered during focus groups and interviews. The Estonian pilot questionnaires were written for both young people and policy-makers and distributed on paper.

Pilot questionnaires were answered by young people and policy-makers during HUWY workshops in Tartu and Tallinn, Estonia. All together 16 pilot questionnaires were answered: 9 were answered by young people and 7 by policy-makers.

The Estonian pilot questionnaire is included in this report as *Annex 1*.

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[16] Though only HUWY staff could attend from Estonia. Also, one participant came from Australia.
[17] HUWY: Young people's experience and advice on Internet policies
http://itc.napier.ac.uk/ITC/NewsItem.asp?ID=45
[18] http://www.youthnet.org/
[19] Nominet is the Internet registry for .uk domain names. http://www.nic.uk/
[20] http://www.jugendpresse.de/
[21] http://www.youngscot.org/

Outputs primarily influence questions and options in the Four-country questionnaires, but also influence the resulting criteria.

3.2 Further input from young people and policy-makers to prioritise the ideas

3.2.1 Four-country questionnaires for young people, youth workers and policy-makers

Four-country questionnaire	Young people	Summer 2010	N=27
Four-country questionnaire	Youth workers	Summer 2010	N=5
Four-country questionnaire	Policy-makers	Summer 2010	N=4

The second phase used the inputs from the first phase to create questionnaires, to be completed in all 4 pilot countries (four-country questionnaires). The objective of the questionnaires was to prioritise ideas about *what makes a successful engagement project* and to internationalise the inputs.

Slightly different questionnaires were created for young people, policy-makers and youth workers[22]. The questionnaires are reproduced at the end of this report as Annex 2, Annex 3 and Annex 4.

The four-country questionnaires used both scale and open questions. Scale questions took the form of a question (e.g. *What encourages you take part in an engagement/participation process?*) accompanied by a series of possible answers (e.g. *You want to change something*). For each possible answer, respondents were asked to identify the extent to which this would answer the question using a 3-point scale. A 3 point scale was used to make the questionnaires easy to complete. An introductory text was included, to explain the purpose of the questionnaire and provide some context about the HUWY project.

The four-country questionnaires were made available online and offline, in English and German. Estonian young people had agreed to answer the questionnaire in English, as their English is very good. The questionnaires were distributed via email, at workshops, made available via the HUWY hub websites and promoted through social networks (e.g. Twitter).

All together questionnaires were filled in by: 27 young people (one additional questionnaire was left blank online), 5 youth workers and 4 policy-makers. Responses came from each country: Estonia, Germany, Ireland and the UK.

Scale questions were analysed using a quantitative approach. For open questions qualitative analysis was used.

Outputs are used to form the resulting criteria.

3.3 Forming the prioritised ideas into criteria that can measured during the HUWY evaluation

The ideas gathered and prioritised in the first two phases were formed into two types of objective for each group:

- evaluation factors and preferred outcomes for young people
- evaluation factors and preferred outcomes for policy-makers

This activity converted the inputs into measurable criteria, emphasising the factors that came through as consistently important in phases 1 and 2.

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[22] Youth workers' were asked to fill in a questionnaire as well, as they have more experience with previous projects and they can identify young people's preferences from their previous experiences.

4 Identifying young people and policy-makers' preferred impact criteria: results

4.1 Gathering ideas and expectations from young people and policy-makers

The results from this first phase come from three sources:

1. Estonian focus group

2. Interviews at HUWY First Dissemination Workshop

3. Estonian pilot questionnaire (see Annex 1)

The first phase provides ideas and concepts about what potential participants feel would be successful or disappointing elements of the HUWY project. Ideas and preferences gathered through the first phase sources are presented together below. Quotations are marked with the source.

4.1.1 Ideas of success and favoured outcomes

Young people and policy-makers showed a positive attitude towards the outcome of the project and were optimistic of the HUWY project being successful (according to their ideas of success). They hoped that the ideas proposed by young people would be meaningful:

"My expectation is that the whole thing would go until the end and everybody would be pressured enough to make sure that there would be real results.[23]" (Estonian pilot questionnaire)

"[I hope] it to be real and ideas and thoughts would be meaningful. " (Estonian pilot questionnaire)

The ideal outcome would be the adoption/realisation of an idea coming out of the project, so that the project could be used as a positive case study in the future.

"It's whether action happens or it's just a conversation." (Dissemination workshop interview)

4.1.2 Estonian pilot questionnaire: To what extent can the project achieve the following goals?
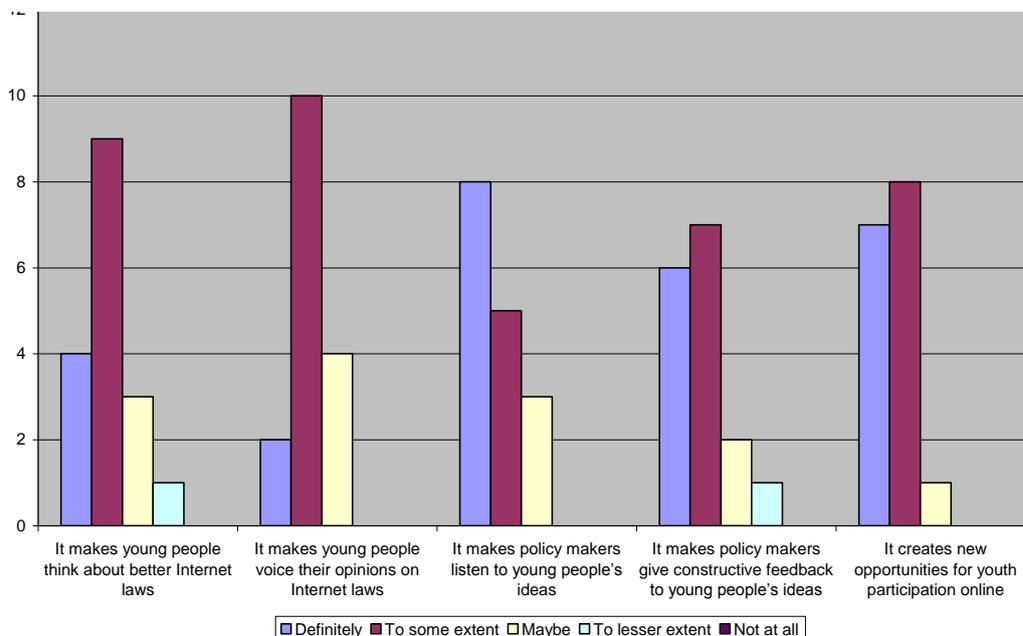
Figure 3: To what extent can the project achieve the following goals (Estonian pilot questionnaire)

As seen on Figure 3 above, the expectations towards the kind of feedback policy-makers are likely to give, are rather positive and people mainly think that the project will make policy-makers listen to young people's ideas.

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[23] These comments are translated from Estonian

In interviews and focus groups, we found that policy-makers were expected to have attention, time and commitment to give young people constructive feedback, even if the idea was not so brilliant or the answer to the idea is "no we can't do it".

"If a young person says let's do it that way and this idea is bad, then somebody has to tell him/her, that no, we won't do it, because…" (Estonian focus group)

"If it's total crap, then they should say that we looked through the ideas, but… they should justify their decision." (Estonian focus group)

The HUWY project is expected to create some sort of bond between young people and policy-makers (requiring that policy-makers give feedback). This bond should result in a discussion (including the policy-makers' comments) that is important and useful for both young people and policy-makers. However the measure for this kind of discussion happening or not is some kind of proof that the ideas are really taken into account. This means policy-makers actually considering the ideas and the ideas having some sort of impact on policies or input into the policy making process.

"Young people are given the opportunity to share their ideas, their ideas are listened to and taken into account." (Estonian pilot questionnaire)

"When there's an actual conversation between the actual politicians and the young people on the internet and when the politicians take this into consideration for the next step and for their next strategies. I think that this might really have the big success." (Dissemination workshop interview)

Most people that completed the Estonian pilot questionnaire think that the project will make young people think and share their ideas about internet regulations. This should result in some real effect on internet laws.

"Would result in the improvement of internet environment and the problem solutions connected with the field would be impacted by young people." (Estonian pilot questionnaire)

"I hope that the project will make young people think more about their activities in the internet." (Estonian pilot questionnaire)

To sum up, the ideas of success and favoured outcomes, for the HUWY project, gathered through focus groups, interviews and Estonian workshop questionnaires:

- Young people and policy-makers are very interested in the success of HUWY project.
- Young people are looking for possibilities to really participate in decision making processes and want to be engaged.
- The policy-makers are expected to give constructive feedback and honest answers.

4.1.3   What are the greatest possible flaws of the project?

In addition to hopes and ideas about success, we also wanted to know about fears and ideas about failure. Questions were asked on this topic in the First dissemination workshop interviews and Estonian workshop questionnaires. In the Estonian focus group, the topic arose naturally.

The main fear regarding the HUWY project identified in this phase was that the project would turn out to be another idea-based discussion and nothing would change. This would result in disappointment by the young people.

"It all starts with a bubble and always abates." (Estonian focus group)

"That it's all just this big balloon of ideas and it's bubble and I'm really afraid that it only stays a bubble. " (First Dissemination Workshop interview)

"A lot of the time we worry that initiatives like this, although they have a good heart, it's a good idea, but it doesn't turn into action at the end of it, and they get frustrated and they start to lose trust in these initiatives later on. So if we can get them to show, to see their words and actions lead to something, that would make them confident." (Dissemination workshop interview)

As   seen   on **Figure 4** below, people who answered the Estonian pilot questionnaires were not very worried about the project, however they were drawn to answering "maybe", which may indicate that they are unsure about the outcomes.
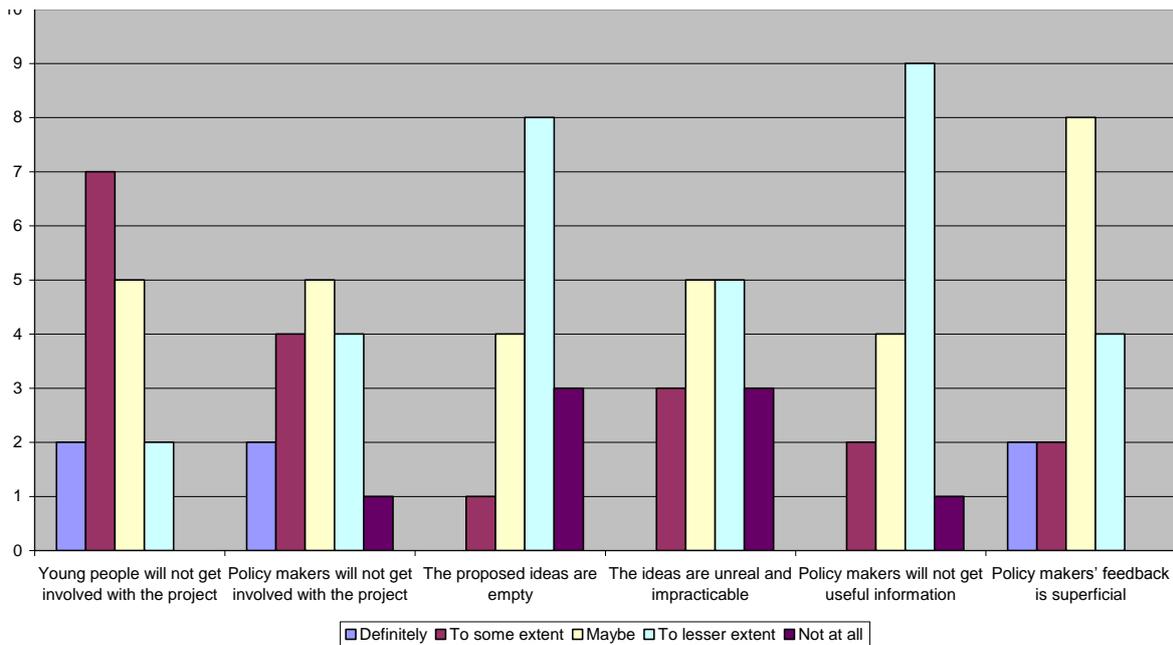
Figure 4: What are the greatest possible flaws of the project? (Estonian pilot questionnaire)

Some people thought that policy-makers do not value youth groups as an important target group and they are ignored or, in the worst case scenario, young people's ideas would be belittled.

"I mean of course there is always that danger, these people are very busy, and sometimes it's easy to ignore or marginalise young people, they are seen as the group that sometimes don't matter, of course that's not true, their opinions are just as valid as anyone else's. So we would obviously urge policymakers to pay attention to what is HUWY doing and what comes out of this." (First Dissemination workshop interview)

"A young person is not skilled enough to make their idea understandable and therefore it will be belittled." (Estonian workshop questionnaire)

"Young people's ideas will not be taken seriously." (Estonian pilot questionnaire)

The main threat is that policy-makers will not come along with the project. The main reason for that was that nothing obliges policy-makers to listen to young people's ideas.

"Let's be honest. Nothing in the world obliges these politicians to take this kind of thing seriously and really adopting the ideas, because at the end of the day, the action plan will be decided by them." (Estonian focus group)

But in addition to policy-makers' involvement, some people are sceptical about young people's interest as well. Young people are seen to be generally lacking in interest to get involved in such projects during their spare time. However, there are young people who would be interested in these topics and the key question is to find and target them.

The key success element seems to be the promise that policy-makers will give feedback.

4.2 Further input from young people and policy-makers to prioritise the ideas

This second phase was designed to
- Take the outputs from the first phase
- Group these outputs into objectives, factors and outcomes that could be measured
- Identify which were generally popular over the four pilot countries.

The HUWY partners worked together to try to develop methods which were:

- open enough to find out what stakeholders actually thought;

- general enough to draw on their experience of being involved in other engagement or participation initiatives;

- specific enough to apply to the HUWY project without too much interpretation on the part of the HUWY team.

Multiple option questionnaires were chosen for this process. The questions and options were based on the ideas gathered in phase 1. The consortium decided to develop similar but separate questionnaires for young people, policy-makers and youth workers. It was felt that youth workers' experience of working with young people throughout their involvement in various engagement activities would give us a useful insight into what made young people regard their involvement positively or negatively. We refer to these as the Four-country questionnaires: similar questionnaires for young people, youth workers and policy-makers. The questionnaires were completed in spring and summer 2010 in all 4 HUWY countries.

4.2.1 Four-country questionnaire young people: What encourages you take part in an engagement/participation process?

See Figure 5 YP: What encourages you take part in an engagement/participation process? below.

The most important factors encouraging young people to take part in participation processes are that they want to change something and share their knowledge. "Someone has asked for your opinion" was not chosen as a strong encouragement, but 63% of the respondents answered that this would encourage them a little. In a way, the motivations prioritised by young people indicate that the project will be most successful if young people with strong internal motivations are attracted and engaged. This influences project publicity: project teams should appeal to young people's own motivations to change something or to share their knowledge.
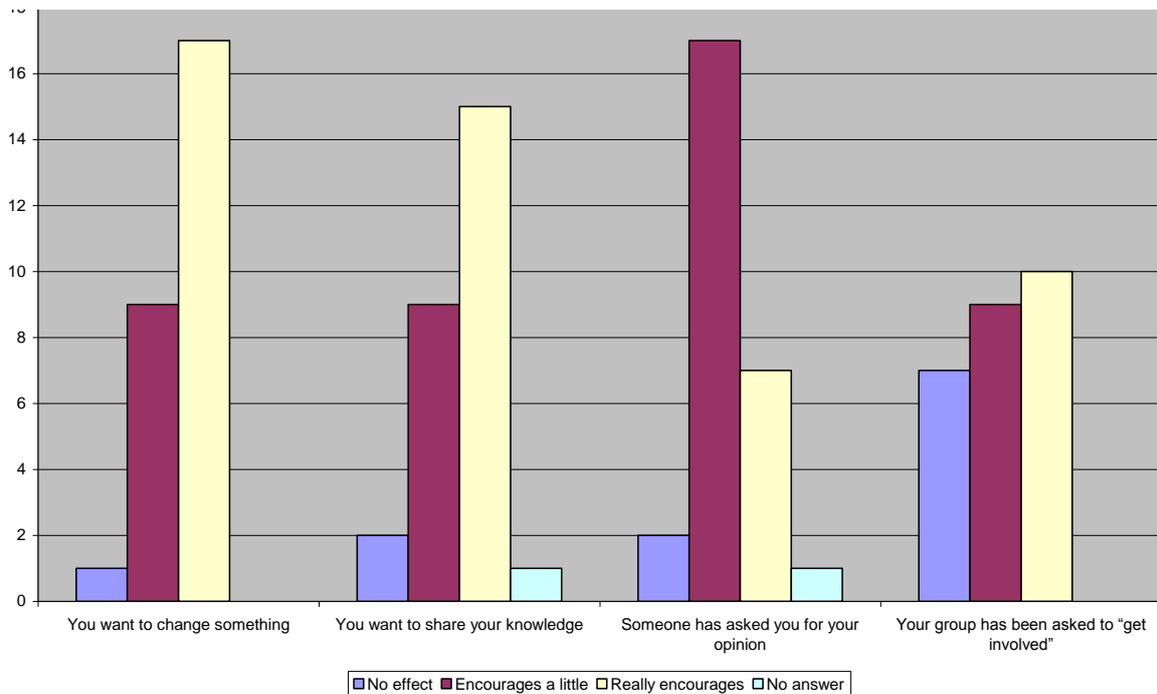
Figure 5 YP: What encourages you take part in an engagement/participation process?

4.2.2 Four-country questionnaire young people: What would make you feel that people in power were listening to your ideas?
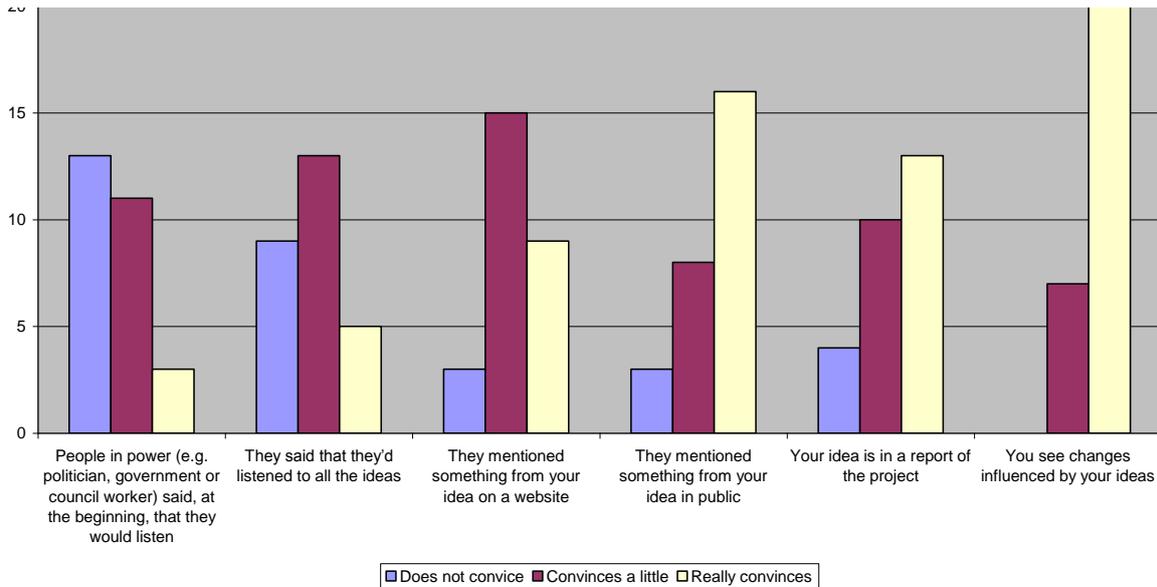
Figure 6 YP: What would make you feel that people in power were listening to your ideas?

Young people would feel that their ideas are listened to if they see changes influenced by their ideas (most important) and if people in power mention something from their idea in public. Rather convincing would also be the publication of one of their ideas in a project's report. Mentioning something from their idea on a website might convince them. Options "they said that they'd listened to all the ideas" and "people in power (e.g. politician, government or council worker) said, at the beginning, that they would listen" were the least convincing, resulting in an average below 2[24].

4.2.3 Four-country questionnaire young people: What would you count as good feedback to the ideas you or group provides?

See *Figure 7 YP: What would you count as good feedback to the ideas you or group provides?* below.
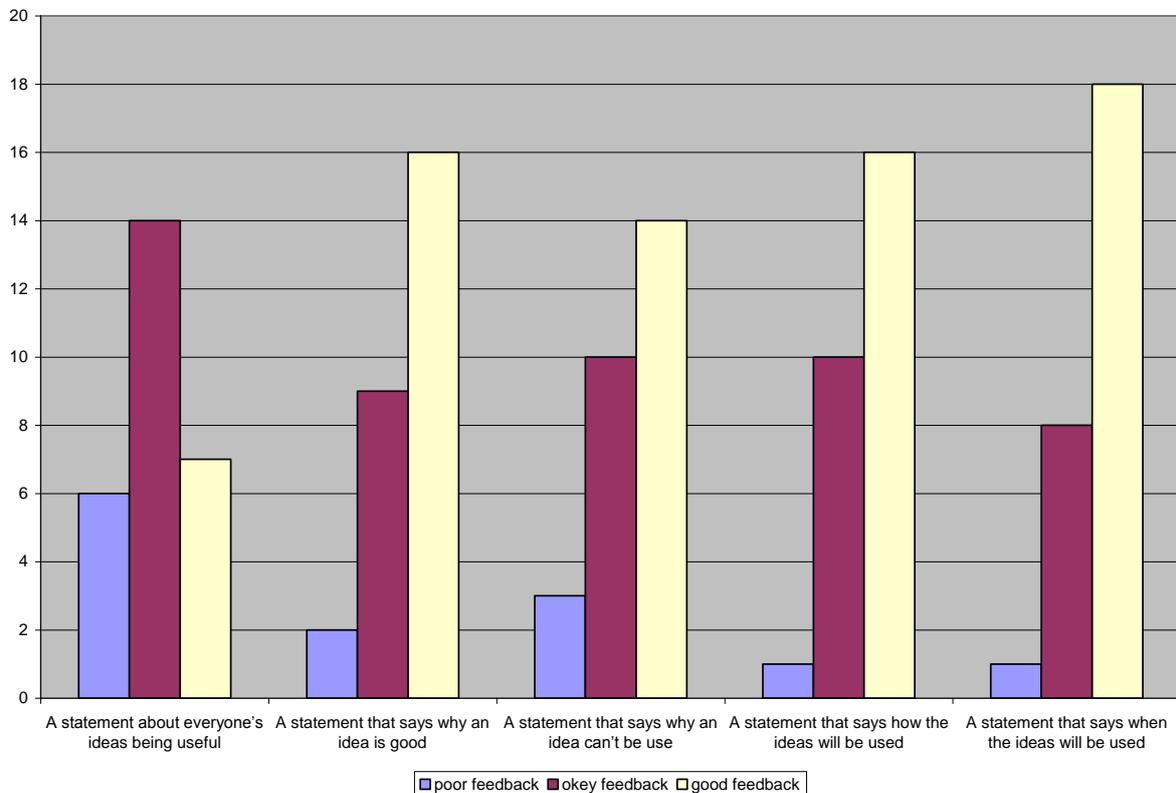
Figure 7 YP: What would you count as good feedback to the ideas you or group provides?

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[24] A scale with 3 options was chosen to make the questionnaires easy to complete. However, this has rather limited the differentiation in the results and increased clustering at the centre.

Young people preferred detailed, specific feedback: the most favoured feedback would include a statement saying when the ideas will be used. If the statement said how the ideas would be used and why they were good, this would also be counted good feedback. Young people would be most sceptical about feedback statements, which said that everyone's ideas were useful.

4.2.4 Four-country questionnaire young people: What kind of change would you like to see happen as a result of your ideas?

See *Figure 8 YP: What kind of change would you like to see happen as a result of your ideas?* below

Any kind of general influence (change happening) is regarded as a good result and outcome from young people's ideas. The most important being a "change to the law", followed by "setting up a new organisation to help" and third "a new publicity or education campaign". Though less people chose the "good result" (most positive option) for "the young people involved in the project change their behaviour" and "pressure on companies (e.g. Google, Facebook, Apple) to do something", the average was still higher than for many other questions.
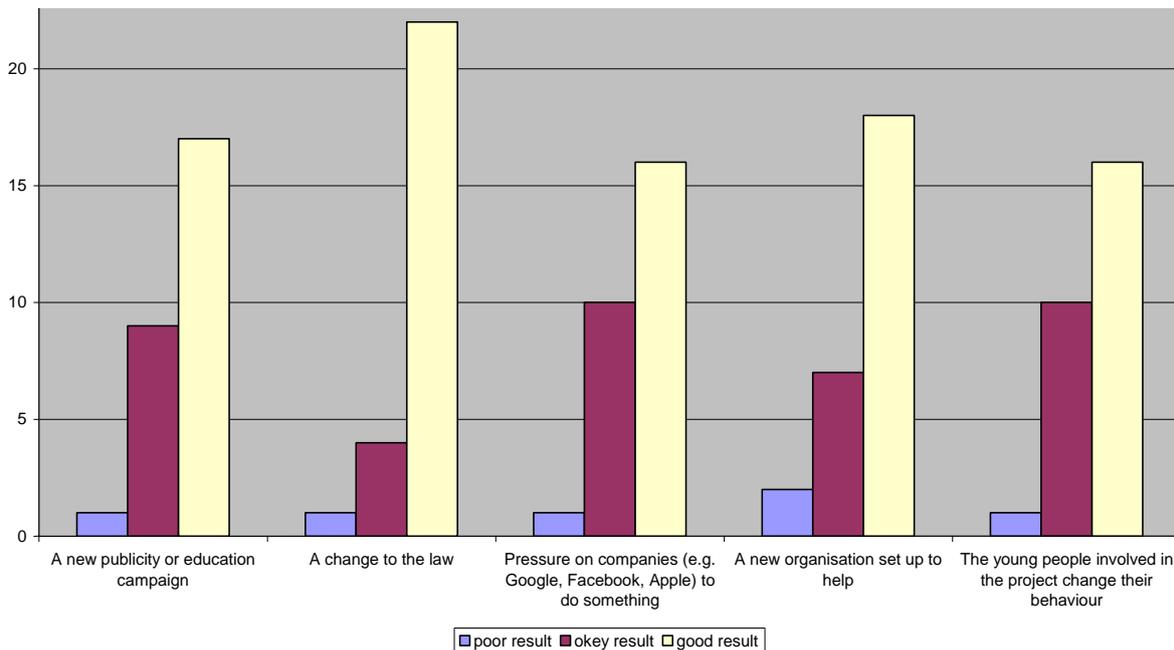
Figure 8 YP: What kind of change would you like to see happen as a result of your ideas?

4.2.5 Four-country questionnaire young people: What else would be a good outcome from the HUWY project?

As seen on *Figure 9 YP: What else would be a good outcome from the HUWY project?* below, all kind of changes suggested were thought to be positive. All were regarded as good outcomes (the average was over the median 2 for all options), but there were a few aspects that stood out from the others.

There were three aspects that more than 75% respondents thought to be with a good outcome (maximum):

1. a visible government change in the form of some sort of action
2. the project encourages politicians and experts to listen to young people's ideas
3. and it makes young people to think about better internet laws.

Three aspects were only evaluated as changes with either okay or good outcome (i.e. no one considered these to be weak outcomes):

1. a visible government change in the form of changes in the law,
2. a visible government change in the form of some sort of action
3. and young people understanding more about how government works.
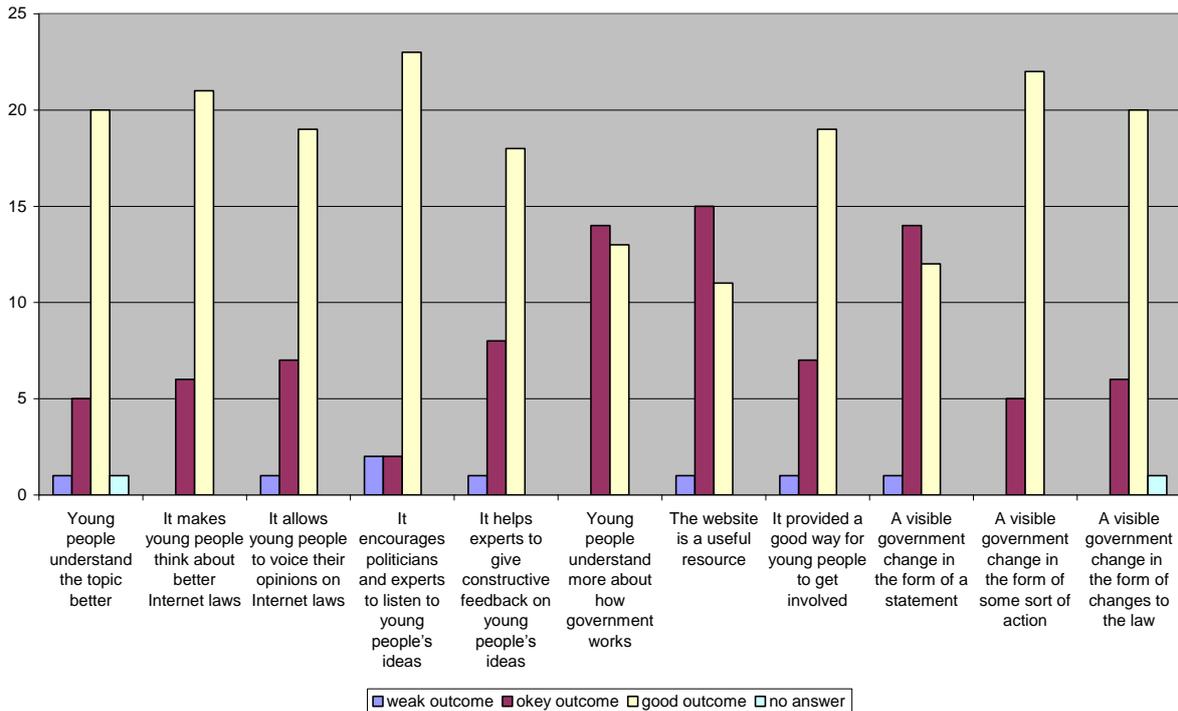
Figure 9 YP: What else would be a good outcome from the HUWY project?

4.2.6 Four-country questionnaire young people: What other things would show that the HUWY project had been successful?

Young people were asked what other things would show that the project had been successful. As seen on the figure below, young people in general found all of the aspects suggested to be success factors, but three answers received exclusively positive responses:

1. "the HUWY project is talked about in other places (online and offline)",

2. "important policy-makers are involved"

3. and "policy-makers make useful comments on young people's ideas".

Getting a lot of policy-makers involved was identified as important as well.
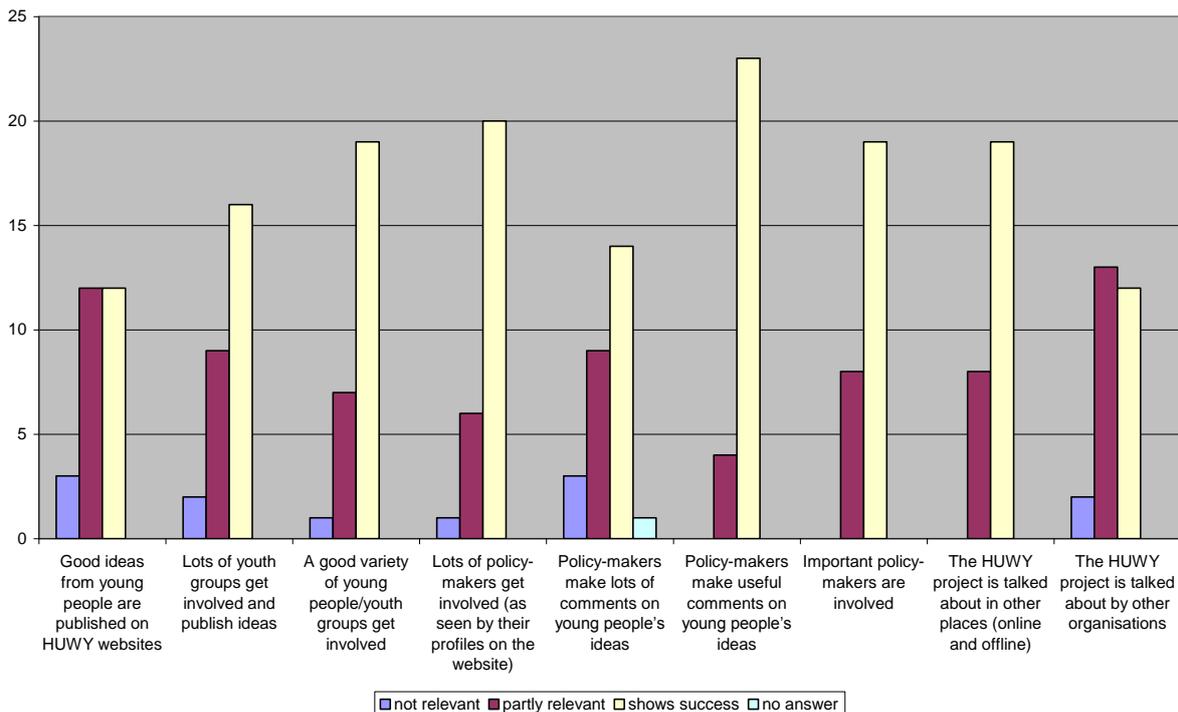
Figure 10 YP: What other things would show that the HUWY project had been successful?

4.2.7 Summary of the results from four-country questionnaire for young people

Taking these results into account, it seems that "a visible government change in the form of some sort of action", or public acknowledgment of young people's ideas, would be the strongest evaluation criteria. This reflects the results from phase 1, where people also brought out the aspect of real change happening in the policy making process ("change in the law", outcomes from the interviews). However, this is also one of the hardest goals to achieve, as the project's time scale is short. The most important evaluation criteria and outcomes are summarised in Section 5.

4.2.8 Four-country questionnaire for youth workers

To determine the evaluation criteria and preferred outcomes for young people, youth workers were also asked to complete questionnaires (See Annex 3). As only 5 youth workers filled them, each individual's input was too salient. Therefore we will not present any percentage breakdowns, but just aspects that were most noticeable.

In general, youth workers evaluated most aspects written to the questionnaires with positive answers (either "2" or "3"). In that sense, they were more positive than young people, though the aspects that young people brought out to be less convincing were also mentioned by youth workers. Young people would not be convinced that people in power were listening to their ideas, if the people in power only said that they would listen or that they listened. A general statement about everyone's ideas being useful was regarded as not good feedback by both young people and youth workers. This connects with young people's desire for policy-makers to be actively involved – showing real interest with action and giving meaningful feedback.

4.2.9 Four-country questionnaire for policy-makers

See Annex 4

The four policy-makers answering the questionnaires favoured most of the listed factors and aspects positively. (This means that most answered "3" with sometimes one or two answering "2"). This means that policy-makers find most of the aspects the questionnaires suggested as criteria for success important as evaluation factors or outcomes.

However, there were a few aspects that did not follow this rule and therefore should be mentioned here. When we asked policy-makers what kind of impact they think is possible to achieve with the ideas collected from the young people[25]:

- Policy-makers thought the most likely outcome will be that young people involved in the project change their behaviour.

- They felt that "a change to the law" and "pressure to the companies (e.g. Google, Facebook, Apple) to do something" were considered least likely to happen. Both of these aspects got more positive than negative results, so they were not excluded, just the general attitude was less enthusiastic.

This, being a question that is the strongest link to preferred outcomes, clearly shows, that there is a gap in between what young people expect and what policy-makers think they can achieve. Both parties thought that pressure on companies to change will not be as strong an outcome as others, but "a change to the law" was the most important outcome for young people. As we mentioned before, a change in the law is unlikely due to the timescale of the project. But there is a concern and question that should be addressed in the future:

- Do policy-makers think a change in the law is an unlikely outcome because they know that project is short or because they do not find young people's ideas valuable?

Policy-makers also pointed out that if the HUWY websites really work -are relevant and contain good ideas - they would recommend them to their colleagues.

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[25] What kind of impact do you think is possible as a result of young people's ideas collected via the HUWY project?

4.3 Forming the prioritised ideas into criteria that can measured during the HUWY evaluation

The results from the first two phases were analysed in order to create usable evaluation criteria that reflected the preferences of young people and policy-makers. Inputs from youth workers influenced criteria for young people, as their four-country questionnaires were designed to gather this input.

The HUWY team noted two sorts of criteria from both policy-makers and young people:

1. Evaluation factors: quantitative and qualitative factors which describe the HUWY project processes. For example: *The amount of ideas that are publicly spoken about*

2. Preferred outcomes: results and outputs that are in evidence at the end of the project; changes caused by the project. For example: *A change to the law or real action taking place*

4.3.1 Derivation

The derivation of young people and policy-makers evaluation factors and preferred outcomes is shown in *Table 1: Derivation of evaluation criteria* below.

Where one factor is chosen above another factor, this reflects the number of times it was mentioned across the various instruments:

- Estonian focus group
- First dissemination workshop interview
- Estonian pilot questionnaire
- Four-country questionnaire

See annexes for instrument questions:

- Annex 1 Estonian pilot questionnaire
- Annex 2 Four-country questionnaire for young people (YP)
- Annex 3 Four-country questionnaire for youth workers
- Annex 4 Four-country questionnaire for policy-makers

Table 1: Derivation of evaluation criteria

Type of criteria	Criteria	Derivation
Young people		
Evaluation factor	Project makes young people think about better internet laws	*Four-country questionnaire YP* Q5: 94% agree with importance of this criteria

Evaluation factor	The amount of ideas that are publicly spoken about	*Four –country questionnaire YP*
		  Q2: Mention on website: 89% would be convinced
		  Q2: Mention your ideas in public 60% would consider that really convincing and 88% convincing.
		Estonian focus group

Evaluation factor	The amount of ideas that get meaningful feedback from policy-makers	*Four –country questionnaire YP*
		  Q6: Policy-makers make useful comments on other people's ideas – 100% (within this, 85% agree strongly with that it shows success)
		  Q6: Policy-makers make lots of comments on other people's ideas – 85% (within this, 52% agree strongly with that it shows success)
		  Also positive responses within Q3 and 5
		Estonian focus group

Evaluation factor	The amount of ideas that will be taken into account in the policy making process	*Four-country questionnaire YP* Q4 Based on the young people's ideas following might happen: Change of law – 96% consider this a success; New publicity or education campaign – 96% consider this a success; New organisation is set

		up to help – 93% consider this a success

		Estonian pilot questionnaire
		    This project should make policy-makers to listen to young people's ideas – 94% agree that HUWY project would meet this goal.
		    This project should make policy-makers give constructive feedback to young people's ideas – 88% agree that HUWY project would meet this goal.
		Estonian focus group
		    This inspired the numeric count of ideas

Evaluation factor	The number of youth groups involved and ideas posted	*Four-country questionnaire YP*
		    Q6 Lots of youth groups get involved and publish ideas – 93% consider this as indicator of success.
		    Q6 A good variety of young people/youth groups get involved – 96% consider this as indicator of success

Evaluation factor	The number of policy-makers involved	*Four-country questionnaire YP* Q6 Lots of policy-makers get involved (as seen by their profiles on their website) – 96% would take this as a success factor
Evaluation factor	The profile of the policy-makers	*Four-country questionnaire YP* Q6 Important policy-makers are involved – 100% agree that this would show success

Evaluation factor	The content of feedback provided by policy-makers	*Four-country questionnaire YP*
		    Q6 Policy-makers make useful comments on other people's ideas – 100% (within this, 85% agree strongly with that it shows success)
		    Q6 Policy-makers make lots of comments on other people's ideas – 85% (within this, 52% agree strongly with that it shows success)
		
		    Q3 Young people also stated what kind of feedback they would like:
		• A statement about everyone's ideas being useful – 26% good feedback, 52% okay feedback
		• A statement that says why an idea is good – 59% good feedback, 33% okay feedback
		• A statement that says why an idea can't be used – 52% good feedback, 37% okay feedback
		• A statement that says how the ideas will be used – 59% good feedback, 37% okay feedback
		• A statement that says when the ideas will be used – 67% good feedback, 30% okay feedback

Preferred outcome	A change to the law or real action taking place	*Four-country questionnaire YP* Q4 If, based on the young people's ideas, the following were to happen • Change of law – 96% consider this a success • New publicity or education campaign – 96% consider this a success • New organisation is set up to help – 93% consider this a success • A visible government change in form of a statement - 96% agree • A visible government change in form of some sort of action – 81% good outcome, 100% agree • A visible government change in the form of changes to the law – 96% agree (74% good outcome)

Preferred outcome	Policy-makers speaking publicly about their ideas	*Four-country questionnaire YP*
		    Q2 Mention on website: 89% would be convinced
		    Q2 Mention your ideas in public 60% would consider that really convincing and 88% convincing

Preferred	Feedback that is	*Four-country questionnaire YP*

outcome	meaningful and useful to them	Q3 Agreement to statement –what would they consider meaningful feedback • Explanation why idea is good – 93% • Explanation why idea can't be used – 89% • Explanation how it will be used – 96% • Explanation when it will be used - 96% *Estonian focus group*
Policy-makers		
Evaluation factor	The number of youth groups that get involved	*Four-country questionnaire PM* Q7 lots of youth groups get involved and publish ideas
Evaluation factor	The variety of youth groups involved	*Four-country questionnaire PM* Q7 a good variety of youth groups get involved
Evaluation factor	The content of young people's ideas	*Four-country questionnaire PM* Q2 what characteristics are important in making you value the ideas that young people provide?
Evaluation factor	The publicity around the project	*Four-country questionnaire PM* *Q7 people talking about the project*
Preferred outcome	Good ideas from young people	*Four-country questionnaire PM* Q7 Good ideas from young people
Preferred outcome	Young people's behaviour regarding the internet will change	*Four-country questionnaire PM* Q5 Young people's behaviour regarding the internet will change *First dissemination workshop interview (with policy-makers)*
Preferred outcome	Young people will understand more about how government works	*Four-country questionnaires PM* Q6 Young people will understand more about how government works *First dissemination workshop interview (with policy-makers)*
Preferred outcome	HUWY will give young people the opportunity to share their ideas and think about better internet laws	*Four-country questionnaire PM* Q6 HUWY will give young people the opportunity to share their ideas and think about better internet laws *First dissemination workshop interview (with policy-makers)*
Preferred outcome	Change in policy making action	*Four-country questionnaire PM* Q5 in measuring what kind of impact is possible as a result of collecting young people's ideas; policy-makers surveyed regarded change in policy making action as likely to happen. *First dissemination workshop interview (with policy-makers)*

5 Identifying young people and policy-makers' preferred impact criteria: resulting objectives

5.1 Objectives

The positive expectations of young people and policy-makers, according to the factors derived above are vital to the evaluation of the HUWY project. In order to give these evaluation factors and preferred outcomes equal weight to the initial project objectives, they were added to the project objectives, as objectives 12 to 15. In places, these closely match initial project objectives. However, they are kept separate to make it easier to compare the project's success on these two evaluation axes (initial objectives and objectives gathered from stakeholders).

Objective 12: Project evaluates well using young people's evaluation factors

1. Project makes young people think about better internet laws

2. The amount of ideas that are publicly spoken about

3. The amount of ideas that get meaningful feedback from policy-makers

4. The amount of ideas that will be taken into account in the policy making process

5. The number of youth groups involved and ideas posted

6. The number of policy-makers involved

7. The profile of the policy-makers

8. The content of feedback provided by policy-makers

Objective 13: Young people's preferred outcomes are met

Young people are expecting outcomes that are real and public. This means that they most value the following outcomes:

1. A change to the law or real action taking place

2. Policy-makers speaking publicly about their ideas

3. Feedback that is meaningful and useful to them

Objective 14: Project evaluates well using policy-makers' evaluation factors

1. The number of youth groups that get involved

2. The variety of youth groups involved

3. The content of young people's ideas

4. The publicity around the project

Objective 15: Policy-makers' preferred outcomes are met

1. Good ideas from young people

2. Young people's behaviour regarding the internet will change

3. Young people will understand more about how government works

4. HUWY will give young people the opportunity to share their ideas and think about better internet laws

5. Change in policy making action

6 Key evaluation factors

6.1 Aligning the project objectives to eParticipation perspectives

At this stage, we have a large number of objectives and evaluation factors. This is helpful in assessing the success of the pilot for various groups of people involved and extracting conclusions and learning outcomes. However, not all the objectives have the same weight of importance, especially when we consider the multiple perspectives we are attempting to satisfy. Thus the HUWY partners chose to identify a handful of **Key Evaluation Factors**. In order to identify a representative list, partners catagorised each objective according to the perspective:

- Political
- Technical
- Social

Table 2 shows the results of this process. Many objectives need to be assessed from more than one perspective. This becomes more clear, when the sub-objectives and measures are included[26]. However, some objectives have two valid perspectives due the nature of eParticipation, for example *Objective 11: To increase young people's skills in using online tools for deliberation and eParticipation*.

Table 2: Project objectives aligned to perspectives

Obj.	Objective	Perspective
Increasing involvement in democracy		
Obj1.	To increase young people's involvement in democracy through a positive experience that follows best practice established in eParticipation (e.g. inclusiveness, accessibility, transparency and efficacy via feedback from policy-makers).	Social and technical
Obj2.	To demonstrate that young people's views are sought and that their opinions are valued.	Social and political
Obj3.	To contribute to the development of a European public sphere, essential for equal participation in an enlarged Europe.	Social and political
Involving young people in policy developments related to the Internet and its governance		
Obj4.	To involve young people in discussions on issues related to the Internet, its use and regulation.	Social
Obj5.	• To support young people to become involved and gain understanding of relevant issues, through providing information in accessible formats to support deliberation • To provide a useful resource about Internet policy issues, in national and EU contexts	Social and technical
Obj6.	To map chosen areas of the topic agenda to policy and legislative responsibility (national / EU level) clarifying political structures relevant to the topic.	Technical and political
Obj7.	To illustrate the role of national governments and parliaments, in designing and applying EU legislation, especially via the working relationships between EU and national bodies, as set out in the Treaty of Lisbon.	Technical and political
Obj8.	To support young people to develop and follow best practice in using the Internet, thus contributing to their own safety, their peers' safety and increasing positive experiences of the Internet	Social
Advancing eParticipation		
Obj9.	To trial an innovative model for distributed discussion	Technical
Obj10.	To provide a specific and transparent connection between young people and decision-making bodies	Technical
Obj11.	To increase young people's skills in using online tools for deliberation and eParticipation	Social and technical
Meeting the positive expectations of young people and policy-makers, according to the factors		

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[26] Table 3: Specific objectives, progress and methods includes sub-objectives. They are omitted from this table to increase clarity.

Obj.	Objective	Perspective
Increasing involvement in democracy		
identified in this report		
Obj12.	Project evaluates well using young people's evaluation factors. See 5.1 Objectives above.	Social, technical and political
Obj13.	Young people's preferred outcomes are met. See 5.1 Objectives above.	Social, technical and political
Obj14.	Project evaluates well using policy-makers' evaluation factors. See 5.1 Objectives above.	Social and technical
Obj15.	Policy-makers' preferred outcomes are met. See 5.1 Objectives above.	Social and political

6.2   Identifying Key Evaluation Factors

From the table the project team have chosen following 7 **Key Evaluation Factors** for each category. Sub objectives in this list are derived from young people and policy-makers' preferred evaluation factors and outcomes (See Table 3: Specific objectives, progress and methods below). Where these objectives are relevant to two or more perspectives, we identify them through the primary gain.

6.2.1   Social

KEF 1. Objective 1: To increase young people's involvement in democracy through a positive experience that follows best practice established in eParticipation

KEF 2. Objective 2: (also sub-objective 13.3): To demonstrate that young people's views are sought and that their opinions are valued

KEF 3. Objective 4: To involve young people in discussions on issues related to the Internet, its use and regulation. KEF 3 also addresses sub-objectives 12.5, 14.1, 14.2 – The number and variety of groups of young people that are involved in the project

KEF 4. Objective 8: To support young people to develop and follow best practice in using the Internet, thus contributing to their own safety, their peers' safety and increasing positive experiences of the Internet. Also sub-objective 12.1 Project makes young people think about better internet laws; 15.2 Young people's behaviour regarding the internet will change and 15.4 HUWY will give young people the opportunity to share their ideas and think about better internet laws.

6.2.2   Political

KEF 5. Objective 3: To contribute to the development of a European public sphere. A further objective is also relevant -Objective 5: To support young people to become involved and gain understanding of relevant issues, through providing information in accessible formats and supporting their deliberation and to provide a useful resource about Internet policy issues, in national and EU contexts.

KEF 6. Sub-Objective 12.3- The amount of ideas that will be taken into account in the policy making process

6.2.3   Technical

KEF 7. Objective 9: To trial an innovative model for distributed discussion.

7 Establishing the evaluation methodology

7.1 Triangulation of methods

A comprehensive list of objectives and sub-objectives has been established, including young people and policy-makers' preferred evaluation factors. The HUWY team has identified the most relevant perspectives (according to the triad social, political, technical) for each objective. In order to implement the HUWY evaluation methodology, a variety of instruments are used to assess the HUWY project's progress against each objective. This provides a richer picture and more accurate results, as the methodologies provide parallel data, which can counteract instances where a small sample number may bias results.

For example typical combinations in the HUWY project include:

- **Surveys, interviews and feedback from events**[27]: surveys provide data that may be quantified and generalised. Aligned interview data and feedback from events can (if the evidence is not contradictory) expand the understanding provided. For example, if survey data concludes that people liked the project with a rating of 5.5 out of 7 points, feedback from events can provide additional confirmation (if it really was so) by reflecting on the overall atmosphere and attitude of the participants; interview data can expand the result, being more specific as to what people liked about the project and thus supporting better understanding of the success factors.

- **Quantitative information about discussions, text analysis and surveys:** here a skeleton of information is provided through basic statistics about discussions and events. At the same time, text analysis gives a deeper insight through the content of the discussions and the survey provides a basic reflection as to the impact of discussions and events on the participants.

7.2 Investigator triangulation

The HUWY teams have researchers working in each of the four pilot countries (Estonia, Germany, Ireland and the UK). Researchers have worked together to establish the evaluation methodology and create evaluation instruments. The same evaluation instruments are used in each country, though there may be differences in the ways that the pilots were implemented. Instruments involving participants outside the HUWY teams are translated into the local language.

These teams provide a further level of triangulation.

In addition, where possible, results are cross-checked by one person re-performing the evaluation activity for a number of instances in each county. For example, one researcher, who can understand English, German and Estonian, will code a certain number of comments from each pilot hub, using the common text analysis protocols. In this way, the results can be verified across all four participating countries.

7.3 Measuring progress towards achieving objectives

The HUWY project Annex I Description of Action includes a table, which lists the project objectives, accompanied by suggested indicators of progress and measures. A fourth column, *milestone/deliverable*, indicates when the objective should be met according to the project plan and the most relevant deliverable to record the methods and outcomes.

1. This table was updated to the match progress of the actual project implementation in September 2010.

2. The table was then used by the HUWY partners to record which methodologies would be applied to which objectives. According to our decision to triangulate methods, where possible, various instruments were aligned to each objective. The chosen instruments were:

   - Workshop reports

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[27] More detail is provided about the specific instruments in Table 3: Specific objectives, progress and methods in Section 8 Evaluation instrument tables

- A survey of young people (a final questionnaire)

- Semi-structured interviews with young people/facilitators

- Semi-structured interviews with policy-makers

- Text analysis of results posted on the hub website and comments on these

- Templates collecting discussion group success factors (identified by HUWY partners)

- Templates collecting quantitative data about discussions

- Project/model checklist

- WAI rating

- Usability testing

- Template for a Hub content check

- Web statistics (Google Analytics)

- Template for a publicity review

3. HUWY partners then worked together to create these instruments and templates, so that implementation of the chosen instrument would shed light on whether the HUWY project had achieved a specific objective.

    - For example, *Objective 2 Useful and valid feedback received from policy-makers*, is evaluated using five instruments, including the survey. Thus, we ensured that the survey included an appropriate question to answer this. Question 8 asked "On average, do you think the comments posted by policy-makers on the HUWY website are... Relevant/Constructive/Helpful/Inspiring/Thought provoking/Likely to work" where the comments contain feedback from policy-makers about young people's ideas.

    - However, some objectives benefit from a less direct approach. For example *Objective 1.1 Young people have increased enthusiasm for democratic participation* is not the same as *Objective 1.2 Young people identify experience as positive.* It requires evidence that is volunteered. So, we look at three questions which structure interviews with facilitators: IF3: "Experiences during the process? Problems? Solutions?"; IF6 "Did your group's results get any comments from policy-makers?"; IF8 "What did you get out of it?". Answers to these questions are likely to contain information about whether the group had a positive or negative democratic experience and whether it coloured their attitudes to participation.

    - Some aspects of the instruments are not designed to directly address the objectives or Key Evaluation Factors, but to give context to the data collected. For example, questions about how participants heard about HUWY in the survey are important contextual information for the assessment of dissemination in D7.4.

4. Where necessary, instruments were tested and improved. Instruments were translated as appropriate.

5. In order to record the specific relationship between each objective and its corresponding evaluation instrument criteria/question, a benchmark was set. This specifies a result that would imply the objective had been met.

    - For example, many survey questions include a rating option. An average mark is specified as the benchmark for success.

    - Other evaluation elements lead to single quantitative outputs –for example the number of youth groups which have results posted on each country's hub website. For these the benchmark is a figure (20 youth groups or an average of 20 across the 4 pilots).

    - For qualitative inputs, a judgement call is needed in analysis. This may involve assessing whether the answers to a certain question are generally positive or negative. It may involve identifying any relevant content and providing examples.

These benchmarks are a little more subjective, but vital in the evaluation of eParticipation initiatives, where the main actors are humans, with human values, preferences, experiences and communication methods.

6. A result column was added to the table. This is partly a placeholder for forming conclusions, but also used to test the validity of the benchmark columns. The result is mostly specified as Yes or No (Y/N), recording whether the benchmark was met or not. However, it is also used to specify where example content is vital to illustrate the results and where the objectives overlap: the results from one are the same as for its partner. This is relevant to objectives derived from young people and policy-makers' preferred factors and outcomes, as some of these are closely matched to the project's initial objectives.

The outcome of this process is Table 3: Specific objectives, progress and methods below*.*

7.4 Specific objectives, progress and methods table

7.4.1 Methods and perspectives

If we cross-analyse Table 3: Specific objectives, progress and methods, below with the objectives catagorised by perspective in *Table 2: Project objectives aligned to perspectives*, we see that more variance and more qualitative methods are applied to assess the social aspects of the model. Here the criteria are more subjective and thus need variety of evaluation approaches. Technical implementation has been assessed through classic technology tests like usability testing, WAI rating and implementation audits. However, we have used social sciences research methods in order to seek the opinion of the participants about their assessment of the technology and the discussion model as such. Political impact is most difficult to evaluate, as the policy impact is unlikely to happen within the project time period, plus cause and effect relations are difficult to prove in this context.

7.4.2 Key to Table 3: Specific objectives, progress and methods (below)

Objective: The objectives of the trial project, as established in the Description of Action and through gathering young people and policy-makers' preferred evaluation criteria.

Progress (sub-objective): The specific outcomes we will look for in order to assess each objective.

Measure and Methods: How we will try to assess whether the outcome has been achieved, including the specific instruments we will use.

Instrument reference: The exact questions (or criteria) of the evaluation instrument that we will use for this sub-objective.

Benchmark: The threshold for success for each evaluation instrument question or group of questions.

Result: Currently, the type of result that we should expect by evaluating the data (instrument reference) against the benchmark. In D6.2, this will contain the actual result.

7.5 Specific objectives, progress and methods

Table 3: Specific objectives, progress and methods

No.	Progress (sub-objective)	Measure & Methods	Instrument reference	Benchmark	Result
Increasing involvement in democracy					
Objective 1: To increase young people's involvement in democracy through a positive experience that follows best practice established in eParticipation					
1.1	Young people have increased enthusiasm for democratic participation.	*Any evidence that HUWY increased enthusiasm for democratic participation* 1. Survey 2. Interviews with facilitator 3. Feedback/outputs from HUWY events	1. S6, S7 2. IF3, IF6, IF8 3. WR2	1. S6 –S7 average 3+ 2. IF3, IF6, IF8 +>- 3. WR2 –evidence in comments	1. Y/N 2. Y/N 3. example text
1.2	Young people identify experience as positive.	*Using Young people's Impact and Engagement Criteria (Obj12 & 13)* 1. Survey 2. Semi-structured interviews with facilitators	1. S5, S6, S7, S8, S10, S11, S12 2. IF3, IF4, IF5, IF6, IF8	1. S5 –S8 average 3+; S10 –S12 average 4+ 2. IF +>- [28]	1. Y/N 2. Y/N
1.3	All stages of the model are fulfilled (agenda, support, discussions, results, feedback).	1. Model checklist 2. Web statistics (Hubs shows use throughout) 3. Survey	1. MC all 2. WS1-4 3. S3	1. MC 90% completed 2. WS1-4 reasonable figures 3. S3 website use	1. Y/N 2. Y/N 3. Y/N
1.4	Accessible and usable Hubs.	1. WAI rating assessed using online tool 2. Usability testing (task based +qualitative feedback) 3. Improvements based on test results	1. WU1 2. WU2-4 3. WU1-4	1. WU1 AA 2. WU2 6+ ; WU3 average 4+ ; WU4 Positive comments from all teams 3. Changes implemented after testing Y/N	1. Y/N 2. Y/N 3. Y/N
Objective 2: To demonstrate that young people's views are sought and that their opinions are valued					
2	Useful and valid feedback received from policy-makers.	*Using young people's evaluation criteria: Obj12.3, Obj12.7, Obj12.8, Obj13.3* 1. Survey 2. Semi-structured interviews with facilitators 3. Semi-structured interviews with policy-makers	1. S8 2. IF6 3. IP2, IP4-6, IP9 4. TA19-23 5. DD8,DD11	1. S8 average 3+ 2. IF6 +>- 3. IP2 relevant profile (/5) IP4-6, IP9 possibility of publicity or impact (/5) 4. TA19-23 average medium +	1. Y/N 2. Y/N 3. Y/N 4. Y/N 5. Y/N

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[28] +>- Positive answers or comments outweigh negative

No.	Progress (sub-objective)	Measure & Methods	Instrument reference	Benchmark	Result
		4. Text analysis of policy-makers' comments 5. Demographic table about discussions		5. DD11/DD8>1/2	
Objective 3: To contribute to the development of a European public sphere					
3	Youth groups aim to hold discussions with inclusive participation and deliberation. Challenges are identified.	*Using feedback from facilitators, young people and HUWY partners* 1. Semi-structured interviews with facilitators 2. Survey and workshop reports 3. Discussion group success factors	1. IF2 -8 2. S6, S10, S12, WR2 3. DS1-8	1. IF2 -8 constructive feedback 2. S6 average 3+, S10 and S12 average 4+; WR2 relevant text 3. DS1-8 complete for all countries	1. Y/N 2. Y/N and relevant text 3. Y/N per country
Involving young people in policy developments related to the Internet and its governance					
Objective 4: To involve young people in discussions on issues related to the Internet, its use and regulation.					
4	Youth groups hold discussions on topics/agenda	*1.* Demographic table about discussions *(Number of groups holding discussions)* *2.* Demographic table about discussions *(Number of results posted)* 3. Text analysis of results posts *(On topic)* 4. Survey *(Feedback)* 5. Semi-structured interviews	1. DD2 2. DD8 3. TA11 4. S2, S3 5. IF1	1. DD2 average>20 per country 2. DD8 average>20 per country 3. TA11 average medium+ 4. S2 & S3 all participation methods used 5. IF1 context: how people got involved	1. Y/N 2. Y/N 3. Y/N 4. Y/N 5. context
Objective 5: • **To support young people to become involved and gain understanding of relevant issues, through providing information in accessible formats to support deliberation** • **To provide a useful resource about Internet policy issues, in national and EU contexts**					
5.1	Topic/agenda identified by young people. Appropriate supporting information assembled and used in discussions	1. Checklist *(HUWY work with young people to choose topics)* *2.* Hub content check *(Information provided on all topics on all countries' hubs)* *3.* Survey *(Information used)* 4. Web statistics *(Information used)*	1. MC3, MC5 2. HC1 3. S4 4. WS2 detail	1. MC3, MC5 Y/N 2. HC1 Y/N per topic and per country 3. S4 average 50% used once or more 4. WS page views include background information pages	1. Y/N 2. Y/N for each hub 3. Y/N 4. Y/N
5.2	Young people will become more knowledgeable about Internet governance issues, their rights and resources available to them.	*Young people find info helpful; policy-makers find the info accurate and helpful.* 1. Surveys 2. Semi-structured interviews with facilitators 3. Semi-structured interviews with policy-makers 4. Text analysis of results posts	1. S5-S7 2. IF5 3. IP7 4. TA34-39	1. S5-S7 average 3+ 2. IF5 +>- 3. IP7 +>- 4. TA34-39 overview	1. Y/N 2. Y/N 3. Y/N 4. overview

No.	Progress (sub-objective)	Measure & Methods	Instrument reference	Benchmark	Result
Objective 6: To map chosen areas of the topic agenda to policy and legislative responsibility (national / EU level) clarifying political structures relevant to the topic.					
Objectives 6 and 7did not get implemented in the way described in the Progress column[29]. Rather information about responsibilities for HUWY topics and about how policies are created and influenced has been integrated into HUWY processes, including information provided on the hubs (background information, in policy-makers profiles and in the news blogs) and HUWY events[30].					
6	Interactive diagrams on Hubs aim to describe responsibilities (high level detail) based on info supplied by country coordinators (or alternative plan)	*Is the information provided in some way?* • *Policy responsibility information on Hub websites* • *Policy responsibility information at events* 1. Hub content check 2. Workshop reports	1. HC2, HC3 2. WR1	1. HC2 & HC3 –content present on all hubs 2. WR1 –content present in workshops: Number of workshops held/number of workshops with this content >0.75	1. Y/N for each hub 2. Y/N
Objective 7: To illustrate the role of national governments and parliaments, in designing and applying EU legislation, especially via the working relationships between EU and national bodies, as set out in the Treaty of Lisbon.					
7	Interactive diagrams, linked with descriptions of policy-makers' role and feedback (or alternative plan)	*Is information provided at events? Is information provided by policy-makers? Do young people find the information useful?* 1. Workshop Reports 2. Text analysis of results posts 3. Survey 4. Semi-structured interviews with facilitators	1. WR2 2. TA26 -36 3. S4.7, S5.7 4. IF4, IF5	1. WR2 any relevant comments 2. TA26-36 any relevant content 3. S4.7 average >40%, S5.7 average 3+ 4. IF4, IF5 any relevant comments	1 -2Example text 3. Y/N 4. example text
Objective 8: To support young people to develop and follow best practice in using the Internet, thus contributing to their own safety, their peers' safety and increasing positive experiences of the Internet					
8	Increase in awareness, skills and best practice use of the Internet through their discussions.	*Using young people and policy-makers' criteria: Obj12.1, Obj15.2, Obj15.4* *Self reporting by young people and facilitators; content of results posts.* 1. Survey 2. Workshop reports 3. Semi-structured interviews with facilitators 4. Text analysis of results posts.	1. S6 2. WR1, WR2 3. IF5, IF8 5. TA26 -36	1. S6 average 3+ 2. WR1, WR2 any relevant content 3. IF5, IF8 relevant comments 4. TA26-36 any relevant content	1. Y/N 2 -4 example text

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[29] We discovered that a literal mapping of topics and responsibilities was not possible, as accurate maps would be too large and complicated to read, plus subject to constant change. The information could not be simplified without distortion.

[30] For example *Workshop 2: Making a difference - how to translate engagement into change* at the First Dissemination workshop HUWY: Young people's experience and advice on Internet Policies http://itc.napier.ac.uk/ITC/NewsItem.asp?ID=45

No.	Progress (sub-objective)	Measure & Methods	Instrument reference	Benchmark	Result
Advancing eParticipation					
Objective 9: To trial an innovative model for distributed discussion					
9	Processes and tools are created and used along with existing tools/websites, according to the project objectives.	*Were the project objectives followed and evaluated? Did the pilot identify weaknesses in the model, tools, and processes and possible solutions/ improvements?* 1. Cumulative of all evaluation instruments. 2. Discussion group success factors + weaknesses/ suggestions for improvement listed in evaluation reports (D7.3, D6.2 and D7.4) 3. Possible further implementations listed in D7.3 and interest expressed at final dissemination workshops 4. Web statistics 5. Survey 6. Semi-structured interviews with facilitators and policy-makers	1. Cumulative of all evaluation instruments. 2. DS all + evaluation reports 3. Content of D7.3 plus WR2 4. WS1-4 5. S1, S2, S9 6. IF1, IF2, IF7, IP10	1. D7.3 and D6.2 indicate a comprehensive implementation and evaluation 2. DS1 -8 completed for each pilot country 3. 5+ Possible implementations listed in D7.3 and 3 notes of interest gathered at final workshops 4. WS1- 4 indicate use 5. S1&2 how did people participate; S9 feedback 6. IF1&2 how did people participate; IF7 feedback; IP10 feedback	1. Y/N 2. Y/N 3. Y/N 4. Y/N 5 & 6 context and feedback
Objective 10: To provide a specific and transparent connection between young people and decision-making bodies					
10	1. Information about policy-makers published on hubs 2. Policy-makers post feedback on young people's results posts. 3. Young people and policy-makers brought together at events	1. Demographic table about discussions & quality assessment of policy-makers' profiles *(number and quality).* Hub content check. 2. Demographic table about discussions *(policy-maker comments on results: quantity and quality)* 3. Workshop reports 4. Survey	1. DD6 + HC2 profile assessment 2. DD11/DD8, TA19 -25 3. WR1 and WR2 4. S2, S10	1. >1 policy-maker listed for each country; profile judged as useful for the context 2. DD11/DD8>1/2; TA19 -25 average medium + 3. WR1 –relevant content in agenda, WR2 relevant comments 4. S2 how did people participate; S10 feedback	1. Y/N 2. Y/N and Y/N 3. Example text 4. Context and feedback
Objective 11: To increase young people's skills in using online tools for deliberation and eParticipation					
11	Youth groups online deliberation skills increased via workshops.	1. Semi-structured interviews with facilitators 2. Workshop Reports	1. IF3, IF4, IF8 2. WR2	1. IF3, IF4, IF8 relevant comments 2. WR2 relevant comments	1 and 2 example text
Meeting the positive expectations of young people and policy-makers, according to the factors derived in D6.1					
Objective 12: Project evaluates well using young people's evaluation factors					
12.1	Project makes young	Use obj8 results	Use obj8 results	Use obj8 results	Use obj8 results

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No.	Progress (sub-objective)	Measure & Methods	Instrument reference	Benchmark	Result
	people think about better internet laws				
12.2	The amount of ideas that are publicly spoken about	Publicity review for D7.4	PR	Relevant content in each country	Y/N & example
12.3	The amount of ideas that get meaningful feedback from policy-makers	Use obj10 part 2 results	Use obj10 part 2 results	Use obj10 part 2 results	Use obj10 part 2 results
12.4	The amount of ideas that will be taken into account in policy making process	Semi-structured interviews with policy-makers; Text analysis of policy-makers' comments; Workshop reports; publicity review	IP4, IP9,TA23, WR2, PR	Any relevant content for each country	Y/N & example
12.5	The number of youth groups involved and ideas posted	Demographic table about discussions	DD1, DD2, DD8 all per country	DD1 no benchmark[31], DD2>20, DD8>20 all per country	Y/N; Y/N
12.6	The number of policy-makers involved	Demographic table about discussions	DD6 , DD7	DD6>1 per country DD7>1 per country	Y/N; Y/N
12.7	The profile of the policy-makers	Hub content check	HC2	HC2 relevant content for at least policy-maker per hub	Y/N
12.8	The content of feedback provided by policy-makers	Text analysis of policy-makers' comments	TA19 -23	TA19 -23 average medium+	Y/N
Objective 13: Young people's preferred outcomes are met					
13.1	A change to the law or real action taking place	Impact assessment in D7.4	No reference yet	Any changes recorded at all	Y/N
13.2	Policy-makers speaking publicly about their ideas	Use obj12.2 results	Use obj12.2 results	Use obj12.2 results	Use obj12.2 results
13.3	Feedback that is meaningful and useful to them	Use obj2 results	Use obj2 results	Use obj2 results	Use obj2 results
Objective 14: Project evaluates well using policy-makers' evaluation factors					
14.1	The number of youth groups that get involved	Use 12.5 results	Use 12.5 results	Use 12.5 results	Use 12.5 results
14.2	The variety of youth groups involved	1. Hub content check 2. Workshop reports 3. Survey	1. HC4 2. WR1 3. S13	1. HC4 =yes for each country 2. Attendees indicate variety 3. S13 indicates variety	1. Y/N 2. Y/N 3. Y/N

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[31] No benchmark is set for the number of organisations involved (DD1), as the HUWY project has emphasised the number of discussion groups (DD2) throughout. It is, however, a relevant figure to collect.

No.	Progress (sub-objective)	Measure & Methods	Instrument reference	Benchmark	Result
14.3	The content of young people's ideas	Text analysis of results posts. Interviews with policy-makers	1. TA10 -14 2. TA26 -36 good ideas 3. IP4-6	1. TA10 -14 average medium + 2. TA26-36 –relevant content 3. IP4-6 +>-	Y/N Y/N Y/N examples
14.4	The publicity around the project	1. Publicity review 2. Web statistics (*referrals)*	1. PR 2. WS6	1. PR comprehensive for each country 2. WS1-4 good figures; WS6 reflects HUWY dissemination actions	1. Y/N per country 2. Example referral sites
Objective 15: Policy-makers' preferred outcomes are met					
15.1	Good ideas from young people	Text analysis of results posts.	TA26-36 Any good ideas	TA26-36 >3 good ideas per country	Y/N per country
15.2	Young people's behaviour regarding the internet will change	Use obj8 results as indicative	Use obj8 results as indicative	Use obj8 results as indicative	Use obj8 results as indicative
15.3	Young people will understand more about how government works	Use obj5.2 results, plus survey, Semi-structured interviews with facilitators, workshop reports	1. Use obj5.2 results 2. S5.7 3. IF5, IF6, IF8, WR2	1. Use obj5.2 results 2. S5.7>3+ 3. IF5,6, 8 and WR2 any relevant content	1. obj5.2 results 2. Y/N 3. Example texts
15.4	HUWY will give young people the opportunity to share their ideas and think about better internet laws	Use obj3, obj4, obj5.1 and obj8 results	Use obj3, obj4, obj5.1 and obj8 results	Use obj3, obj4, obj5.1 and obj8 results	Use obj3, obj4, obj5.1 and obj8 results
15.5	Change in policy making action	*Parallel to 13.1* Impact assessment in D7.4	PR	Any changes recorded at all	Y/N

8 Evaluation instrument tables

The following tables represent the instruments to be used in the evaluation. Some are used in tabular form, as templates. Others, for example, structured interview and survey questions, are delivered in a different format. All the instruments are presented as tables, in order for links to be shown between each question and the objectives in Table 3: Specific objectives, progress and methods.

The *ID* column contains the identifier with each objective. The *Objectives* column cross-references back to each objectives and sub-objective in Table 3 above.

8.1 Workshops reports

Table 4: Workshop reports

ID	Recording feedback	Objectives
WR1	Agenda	6, 7, 8, 10, 11, 12.1, 15.2, 15.4
WR2	Open feedback Should be recorded in workshop reports	1.1, 3, 7, 8, 9, 10, 11, 12.1, 12.4, 14.2, 15.2, 15.3, 15.4

8.2 Survey of young people (final survey questionnaire)

Table 5: Survey of young people (final survey questionnaire)

ID	Question	Options	Objectives
S1	How did you get involved in HUWY?	*Please tick all that apply*	9, 12.3
		I read about HUWY via email	
		I read about HUWY on a website/ social network	
		My friends asked me to join	
		I heard about it through an organisation/youth group	
		I heard about it at school/college/ university	
		Other, please specify…?	
S2	How did you participate in HUWY	*Please tick all that apply*	
		I took part in one or more discussions	4, 9
		I facilitated one or more discussions	4, 9
		I read background materials on the HUWY website	5.1, 9
		I read other people's results on the HUWY website	
		I read feedback comments from policymakers on our group's results	10
		I read feedback comments from policymakers on other groups' results	
		I attended a HUWY workshop/event	
		I commented on another group's results	10
S3	Did you visit the HUWY website at www.huwy.eu?	Yes/No	1.3, 4
S4	Which background materials did you use and how often?	*3 - several times; 2 - once; 1 – never*	5.1
S4.1		Stories	5.1
S4.2		Articles	5.1
S4.3		Podcasts	5.1
S4.4		Videos	5.1
S4.5		Other groups' results ideas	5.1
S4.6		HUWY instructions	5.1
S4.7		Materials about laws, how they are made and who makes them	5.1, 7, 12.1,15.3
S4.8		Other, please specify…	
S5	Please rate the materials that you used	*If you used these materials, please rate them on the scale of 1-5, where 1 is poor and 5 is excellent or mark if you didn't use them.*	1.2, 5.2 on all questions
S5.1		Stories	
S5.2		Articles	
S5.3		Podcasts	
S5.4		Videos	

S5.5		Other groups' results ideas	
S5.6		HUWY instructions	
S5.7		Materials about laws, how they are made and who makes them	7, 15.3
S6	**Please answer the following questions**	*according to the scale:* *5 – Yes definitely;* *4 - only a little;* *3 - not very much;* *2 - not at all;* *1 - I don't know*	1.1, 1.2, 3, 5.2, 8, 12.1, 15.2, 15.3, 15.4, on all sub-questions
		Did HUWY make you think about the internet as it is today?	
		Did HUWY make you think about the internet as it should be?	
		Did HUWY make you think about how the internet is governed?	
		Did HUWY make you think about group discussions and dynamics?	
		Did HUWY make you talk to your friends and peers about internet regulation?	
		Did HUWY get feedback from policy-makers about your ideas?	
S7	**On average, do you think the results (ideas by youth groups) posted on the HUWY website are...**	*5 - Yes, almost all of them; 4- some; 3- a few; 2 - no; 1 - didn't look at other ideas; 0 - don't know*	1.1, 1.2, 5.2, 15.4, on all sub-questions
		Relevant	
		Innovative/new	
		Helpful	
		Inspiring	
		Thought provoking	
		Likely to work	
S8	**On average, do you think the comments posted by policy-makers on the HUWY website are...**	*5 - Yes, almost all of them;* *4 – some;* *3 - a few;* *2 – no;* *1 - I haven't read them;* *0 - ! don't know*	1.2, 2,3, 10, 12.3 on all sub-questions
		Relevant	
		Constructive	
		Helpful	
		Inspiring	
		Thought provoking	
		Likely to work	
S9	**Distributed discussion** *HUWY aims to let young people and youth groups organise their own discussions wherever they like, but provide information and publish results and feedback on HUWY websites. We call it a distributed discussion.*	What do you think of this idea? Please mark your answer, if 5 – agree; 4 - agree more or less; 3 - disagree a little; 2 - totally disagree; 1 - don't know	9
		Distributed discussion enables young people to express their ideas freely	
		Distributed discussion helps to get more people involved	
		This kind of system makes young people's ideas accessible to policymakers	
		It requires too much effort from me	
		With this kind of system I need support from my youth leader/teacher/ lecturer	
		The system is very confusing	
		Other comment	
S10	**How would you rate your experience of being involved in HUWY?**	*Please rate your experience from 1 negative -7 positive*	1.2, 3
S11	**How would you rate the outcome of the HUWY project so far?**	*Please rate your experience from 1 negative -7 positive*	1.2

S12	Would you recommend HUWY to your friends?	*Please rate on the scale 7 - yes, absolutely to 1 - no, not at all*	1.2, 3
S13	About you	*Note: HUWY is a research project sponsored by the European Commission. Any information that you give about yourself will be useful in our evaluation.*	
		Where do you live (please give town/ area and country, but no detail) (input box)	
		How old are you? (input box)	14.2
		Sex: male/female	14.2

8.3 Semi-structured interviews with young people/facilitators

Table 6: Semi-structured interviews with young people/facilitators

ID	Question	Sub questions	Objectives
IF1.	Why/How did you get involved in HUWY?	• E.g. how did you hear about it? • Why did you get involved?	9
IF2.	How was your group formed?	E.g. about who started it and its relationship with any pre-existing groups or organisations	3, 9, 15.4
IF3.	Experiences during the process? Problems? Solutions?	Especially about the discussion between young people, sharing experiences and opinions, exploring ideas, developing results	1.1, 1.2, 3, 11, 15.4
IF4.	If you attended any HUWY-Events/Workshops were they helpful?	• What did you like about them? • How could they have been improved?	1.2, 3, 7, 11, 15.4
IF5.	Did you use background materials about Internet topics (e.g. videos) on the HUWY website?	• What did you use? What was helpful • What other materials did you use? Other websites? Printed handouts	1.2, 3, 5.2, 7, 8, 15.2,15.3
IF6.	Did your group's results get any comments from policy-makers?	• How do you feel about the comments?	1.1,1.2, 2, 13.3, 3,15.3 15.4
IF7.	What should have been done differently		3, 9, 15.4
IF8.	What did you get out of it?		1.1, 1.2, 3, 8, 15.2, 11, 15.3, 15.4

8.4 Semi-structured interviews with policy-makers

Table 7: Semi-structured interviews with policy-makers

ID	Question	Sub questions	Objectives
IP1.	Can we quote you directly or would you prefer us to summarise any comments		
IP2.	Is the information given on your profile page an accurate and up to date description of your policy-making responsibilities, in terms of HUWY topics?	If not, please could you add any relevant information here	2
IP3.	How often/When did you visit the HUWY-Website?	• How many of the results (youth group ideas) ideas did you read? • What do you think about these ideas?	
IP4.	Did you use some of these ideas?	Why? Why not?	2, 12.4
IP5.	Have you talked about these ideas in public?		2
IP6.	Most memorable ideas?		2
IP7.	Did you look at the background materials provided on the HUWY website?	Did you use the website as an information resource?	
IP8.	Why did you get involved in HUWY		
IP9.	What might be the impact for the near future?	of any of the results/ideas; any other impacts of anyone's involvement.	2, 12.4
IP10.	What would you change?		

8.5   Text analysis of results posts and comments

The protocol supports analysis of young people's results posts and policy-makers' comments on them in two ways:

1. The first half of the protocol assesses the discussion qualities of the post: is it well argued? Does it contain examples?

2. The second half of the protocol looks at the ideas content of young people's results posts. What do they suggest should be done? Does the content indicate awareness of specific issues, like policy-making responsibilities?

Table 8: Text analysis of results posts and comments

ID	Youth group results post and pm response		Objectives
First half: quality			
TA1	Name (Title of the post)		
TA2	Group (Name of group)		
TA3	Topics/theme	Our Experiences/country themes	
TA4	Links	None/HUWY/Outside/Both	
TA5	References	Yes/No	
TA6	Online/Offline		
TA7	Type of post	Original output from group/Comment/Response	
TA8	Mixing different topics	1/2/more than 3	
TA9	Experience based	Yes/no	
TA10	Meaningful, thorough, profound ideas, thoughtful	High/Medium/Low	14.3
TA11	On topic	High/Medium/Low	4, 14.3
TA12	Coherent, grammar, structured	High/Medium/Low	14.3
TA13	Cogent, strength of argument, confidence	High/Medium/Low	14.3
TA14	Constructive, problem solution oriented	High/Medium/Low	14.3
TA15	Policy-maker response	Yes/No	
TA16	Policy-maker's name		
TA17	Policy area		
TA18	Policy level	Local/regional/national/EU	
TA19	Meaningful, thorough, profound ideas, thoughtful	High/Medium/Low	2, 12.8
TA20	On topic	High/Medium/Low	2, 10, 12.8
TA21	Useful, helpful, advice, constructive	High/Medium/Low	2, 10, 12.8
TA22	Sincere	High/Medium/Low	2, 10, 12.8
TA23	Reference to impact	High/Medium/Low	2, 10, 12.4, 12.8
TA24	Links	None/HUWY/Outside/Both	10
TA25	References to other sources	Yes/No	10
Second half: content			
TA26	Ideas about forbidding Internet access	Who should implement this	7, 8, 14.3, 15.1
TA27	Limiting/filtering access	Who should implement this	7, 8, 14.3, 15.1
TA28	Increase demand for authentication	Who should implement this	7, 8, 14.3, 15.1
TA29	Other ways to regulate services (e.g. terms of service, moderation, technical solutions)	Who should implement this	7, 8, 14.3, 15.1
TA30	Encourage/incentivise companies to behave in a certain way	Who should implement this	7, 8, 14.3, 15.1
TA31	Formal education	Who should implement this	7, 8, 14.3, 15.1
TA32	Informal education, including awareness campaigns	Who should implement this	7, 8, 14.3, 15.1
TA33	Other solution	Who should implement this	5.2, 7, 8, 14.3, 15.1
TA34	Indication that young people have learned something about the internet, safe behaviour, policy etc	Examples	5.2, 7, 8, 14.3, 15.1
TA35	Indicates awareness about regulation or policy processes in general. Also for instance international limitations of regulation	Examples	5.2, 7, 8, 14.3, 15.1
TA36	Indicates awareness about who regulates the internet	Examples	7, 8, 14.3, 15.1

8.6   Discussion group success factors

Table 9: Discussion group success factors

ID	What worked well	What didn't work so well	Objectives
DS1	Publicising the project and recruiting facilitators to lead discussion groups		3, 9
DS 2	Recruiting discussion groups / young people		3, 9
DS 3	Workshops for facilitators		3, 9
DS 4	Other ways to support facilitators		3, 9
DS 5	Facilitators recruiting participants and building groups		3, 9
DS 6	Holding discussions		3, 9
DS 7	Documenting discussion results for hub websites		3, 9
DS 8	Best practice suggestions		3, 9

8.7   Demographic table about discussions

Table 10: Demographic table about discussions

ID	Criteria	Est	Ger	Ire	UK	All	Objectives
DD1.	Number of organisations involved						12.5
DD2.	Total number of groups holding discussions32						4, 12.5
DD3.	Number of these hosted by HUWY partners						
DD4.	Groups hosted by other organisations						
DD5.	Estimated number of young people involved in discussions						
DD6.	Policy-makers registered on site						10, 12.6
DD7.	Policy-makers who attended events						12.6
DD8.	Total number of results posts						2, 4, 10, 12.5
DD9.	Results posts about "Our Experiences"						
DD10.	Results posts about topics						10
DD11.	Comments on results by policy-makers						2
DD12.	Comments on results by other people						

8.8   Model checklist

Table 11: Model checklist

ID	Name	Description	Due date[33]	Objectives
MC1.	M1.1	Hold kick-off meeting and establish consortium working methods	M2	1.3
MC2.	M7.1	*D7.1 Project Website* live online with initial content	M4	1.3
MC3.	M3.1a	Framework and Agenda to Support Discussions agreed by all partners	M5	1.3, 5.1
MC4.	M21	R*equirements Specification D2.1* submitted	M7	1.3
MC5.	M3.1b	Deliverable D3.1 – Initial content for hubs submitted	M8	1.3, 5.1
MC6.		Plan for policy-maps included in D3.1		1.3
MC7.	M7.2a	Deliverable *D7.2 Joint Dissemination Plan* submitted	M8	1.3
MC8.	M5.1	*D5.1 Story Boards for Multimedia Flyers/ Specification for Promotional Online Materials* submitted	M9	1.3
MC9.	M1.2	Completion of *D1.2b Management report first period*	M12	1.3
MC10.	M4.1	Completion of *D4.1 – Multimedia Flyers/* Promotional Online Materials	M12	1.3
MC11.	M4.2	Completion and soft-launch of Hub websites beta	M12	1.3

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[32] As recorded on the site
[33] As in amended schedule December 2010

ID	Name	Description	Due date[33]	Objectives
MC12.	M7.2b	First Dissemination Workshop held	M12	1.3
MC13.		Policy-map content on Beta Hubs	M15	1.3
MC14.	M5.2	*D5.2 Workshops* for Youth Groups held	M14 -23	1.3
MC15.	M7.3a	Work with a European Youth group or transnational event	M17- 18	1.3
MC16.	M6.1	Submission of deliverable *D6.1 Engagement and impact criteria*	M21	1.3
MC17.	M6.0	Young people review Beta Hubs throughout pilot year	M23	1.3
MC18.	M4.3	Gamma Hubs live (D4.3)	M24	1.3
MC19.	WAI	WAI rating of gamma hubs=AA	M24	1.3
MC20.	M5.3	An average of 20 youth groups from each country hold their discussions	M24	1.3
MC21.	M7.3b	deliverable D7.3 Sustainability and Scalability Plan submitted	M24	1.3
MC22.	M5.4	Groups add discussion results to Hubs (15 groups per country by	M25	1.3
MC23.		Policy information/impact visible on Hubs		1.3
MC24.	M6.2	Submission of deliverable *D6.2 User Engagement Report*	M25	1.3
MC25.	M7.4	Deliverable *D7.4 Results* submitted	M27	1.3
MC26.	M6.1b	Policy-makers from each country have visited the Hubs once and left feedback	M26	1.3
MC27.	M7.5	*Final Dissemination Workshop(s)*	M26	1.3
MC28.	M1.3	Completion of *D1.3b Management report second period*	M27	1.3

8.9 WAI and usability testing

Table 12: WAI and usability testing

ID			Objectives
WU1	WAI	Goal =AA	1.4
WU2	Usability: Design rating	Look and feel, design rating 1 -10	1.4
WU3	Completing task list	Completing tasks 1 -5	1.4
WU4	Post-test questionnaire	What did you like about the site/HUWY project? What did you not like about the site/HUWY project? Is there anything we need to change immediately? What do you think is the most valuable aspect of this site? Would you recommend it to other people? 1-10	1.4

8.10 Hub content check

Table 13: Hub content check

ID	Criteria	Est	Ger	Ire	UK	All	Objectives
HC1.	Is background information provided on all topics on all hubs?						5.1
HC2.	Do policy-makers' profiles contain useful information about the role (relevant to HUWY)?						6, 12.7
HC3.	Is background information provided about who has how policies are created and who has responsibility for Internet regulation (national and EU)						6
HC4.	Variety of youth groups involved. Do the youth group descriptions indicate that a variety of youth groups/young people are involved?						14.2

8.11 Web Statistics (Google Analytics)

Table 14: Web statistics (Google Analytics)

ID	Statistics (per hub)	All	UK	DE	EE	IE	EU	Objectives
WS1.	Visits							1.3,9
WS2.	Page views							1.3,5.1, 9
WS3.	Page views per visit							1.3,9
WS4.	Average time per visit							1.3,9
WS5.	Bounce rates							
WS6.	Main referrals							14.4

8.12 Publicity review for D7.4

Templates will collate information published about the project and specifically include information about young people's ideas being publicised and policy-makers talking about young people's ideas. The data will be more relevant to D7.4 results, but also answers some of the objectives we are concerned with in this report, especially those derived from young people and policy-makers' preferred evaluation criteria.

Table 15: Publicity review

Identifier		Objectives
PR		12.2, 12.4, 14.4

9 Conclusions

This report has described the HUWY evaluation model, based on established eParticipation evaluation techniques, involving stakeholders in setting evaluation factors and the triangulation of evaluation instruments to gather meaningful data.

9.1 Establishing young people and policy-makers' evaluation factors

The first phase of converting this model to a detailed methodology, was gathering the preferred evaluation factors, outcomes and objectives of HUWY's two main user groups: young people and policy-makers.

A series of methodologies were used iteratively to gather ideas and expectations:

- Estonian focus group

- Interviews with young people and policy-makers at the First Dissemination Workshop

- Estonian pilot questionnaires for young people and policy-makers

HUWY partners used the outputs from these methods as inputs to questionnaires to be completed by young people, youth workers and policy-makers in all four pilot countries. These four-country questionnaires had been designed to prioritise the evaluation factors that had been suggested in the focus group, interviews and pilot questionnaires.

The results of the four-country questionnaires enabled the HUWY team to identify young people and policy-makers' evaluation criteria: what would make the HUWY project a success in their eyes. Two types of factor were important:

1. Evaluation factors: quantitative and qualitative factors which describe the HUWY project processes. For example: *The amount of ideas that are publicly spoken about*

2. Preferred outcomes: results and outputs that are in evidence at the end of the project; changes caused by the project. For example: *A change to the law or real action taking place*

The HUWY partners chose to preserve this dyad, and to keep these evaluation criteria distinct, by creating additional project objectives, closely based on these factors, rather than a deeper integration with the initial project objectives, as listed in the Description of Action. The additional objectives are:

> Objective 12: Project evaluates well using young people's evaluation factors

> Objective 13: Young people's preferred outcomes are met

> Objective 14: Project evaluates well using policy-makers' evaluation factors

> Objective 15: Policy-makers' preferred outcomes are met

Each has several sub-objectives based on the specific preferences on young people and policy-makers, for example O*bjective 12.5: The number of youth groups involved and ideas posted*.

9.2 Key Evaluation Factors

Key Evaluation Factors (KEF) were chosen from the full list of objectives. The goal was to reflect the priorities of young people and policy-makers, as well as assessing the success of the HUWY pilot project across social, political and technical perspectives.

> KEF 1. To increase young people's involvement in democracy through a positive experience that follows best practice established in eParticipation

> KEF 2. To demonstrate that young people's views are sought and that their opinions are valued

> KEF 3. To involve young people in discussions on issues related to the Internet, its use and regulation. Also includes the number and variety of groups of young people that are involved in the project.

KEF 4. To support young people to develop and follow best practice in using the Internet, thus contributing to their own safety, their peers' safety and increasing positive experiences of the Internet.

KEF 5. To contribute to the development of a European public sphere.

KEF 6. The amount of ideas that will be taken into account in the policy making process.

KEF 7. To trial an innovative model for distributed discussion.

9.3 Establishing evaluation instruments for each objective

9.3.1 Aligning instruments to objectives

The HUWY project's chosen evaluation methodology uses a triangulation of instruments: more than one type of instrument is used to evaluate the project's success against each objective and sub-objective. For example, in order to assess *Objective 2: To demonstrate that young people's views are sought and that their opinions are valued*, the HUWY partners aim to measure the quality of feedback on young people's ideas. This measure is influenced by the preferences expressed by young people and policy-makers, specifically young people's criteria:

- Objective 12.3: The amount of ideas that get meaningful feedback from policy-makers

- Objective 12.7: The profile of the policy-makers

- Objective 12.8: The content of feedback provided by policy-makers

- Objective 13.3: Feedback that is meaningful and useful to them

Partners plan to assess this feedback using:

- Demographic tables about discussions to look at the *amount* of feedback posts received

- Text analysis of policy-makers' comments on young people's results to assess the content and quality of that feedback

- Interviews with policy-makers, noting the influence and relevance of their profile

- The final survey of young people and interviews with facilitators to gauge young people's opinions on the feedback.

The process of assigning instruments to each objective was applied to the full 15 objectives and is recorded in Table 3: Specific objectives, progress and methods.

9.3.2 Creating evaluation instruments

Evaluation instruments were then created, so that the data provided would illustrate the project's progress towards meeting each objective and criteria. As established in the evaluation methodology, the objectives stem from three perspectives: political, technical and social. At least three human perspectives are also involved: young people, policy-makers and HUWY partners. Due to these various perspectives, there can be no simple match between evaluation instrument criteria (e.g. question) and a definitive answer to each objective. For this reason, the HUWY evaluation is based on a triangulation of instruments, often including several questions or criteria from each. Thus Objective 2, above, uses input from 2 lines from the demographic tables about discussions, 4 text analysis criteria, one survey question, 3 questions from interviews with policy-makers and one from interviews with facilitators. In this way a rich picture can be built up about the extent to which the HUWY project *demonstrates that young people's views are sought and that their opinions are valued*.

9.4 Setting benchmarks

References to each exact criteria and question within the evaluation instruments are added to Table 3: Specific objectives, progress and methods. A benchmark is then set for each input, so that the HUWY partners can establish whether the data gathered indicates success or otherwise. Continuing with the example of Objective 2, for the inputs listed above:

- Responses to the survey question S8 should achieve an average of 3+

- Reponses recorded to question IF6 within the semi-structured interviews with facilitators should be more positive than negative

- Partners should assess the relevance of the policy-makers' profile (question IP2 in semi-structured interviews with policy-makers) and record this as a mark out of 5. The same should be done for policy-maker comments on feedback and the possibility of publicity or impact, in response to questions IP4-6 and IP9

- The text analysis according to criteria TA19-23 should have an average score of medium or above

- From the demographic tables, which hold quantitative data about discussions, partners should take figure DD8 (Total number of results posts) and divide it by DD11 (Number of comments on results by policy-makers). This gives the proportion of results posts that received comments. The benchmark for this is set at ½.

These *benchmarks* are recorded in a column in Table 3: Specific objectives, progress and methods and a final column (Results) is added to record the outcome.

The completed *Specific objectives progress and methods table* then contains the methodology for the evaluation of user engagement (in D6.2) and supports the whole HUWY evaluation process.

9.5   Applying the methodology and recording in deliverables

This methodology is designed to support three evaluation strands, each recorded in a deliverable.

- User Engagement, which aims to assess the project's success in engaging HUWY's main user groups -young people and policy-makers. The methodology is used as described above and this evaluation is recorded in *D6.2 User Engagement Report.* An initial draft of D6.2 is produced in February 2011 and a revised version in March.

- Sustainability and Scalability, which includes an assessment of the HUWY project's progress, in terms of technology and processes, in order to identify issues for sustainability and future use. This is recorded in *D7.3 -Sustainability and Scalability Plan*, which was written in January 2011 and slightly revised in April 2011.

- Final Results, which assesses HUWY's impact on decision-making and policy, as well as the implementation and outputs of the project analysed against its objectives. This is recorded in *D7.4 Results.* An initial draft of D7.4 is produced in February 2011 and a revised version in March.

The HUWY project is piloted in Estonia, Germany, Ireland and the UK. The same evaluation methodology is used in each pilot country: each team uses the same instruments to gather comparable data, during the same time period.

9.5.1   Timescale

This is a revised version of *D6.1 Engagement and impact criteria*. Version 1 was submitted in September 2010. An outcome of the HUWY final review meeting was the obligation to add more methodological detail to this report and identify or create explicit cause and effect links between evaluation instruments and inputs feeding into specific objectives. This further level of detail included the extension of the text analysis protocol.

Evaluation data was initially collected for the User Engagement Report in February 2011. Some data was recollected in March 2011. Table 16 contains the timetable for the collection of evaluation data following this report.

Table 16: Evaluation timetable

ID	Data collection instrument	Collection period	Most relevant deliverables
WR	Workshop reports	Reports collated February-March 2011	D5.2 Workshops D7.3 Sustainability and Scalability Plan D6.2 User Engagement Report D7.4 Results
S	Survey of young people (final survey questionnaire)	February 2011	Primarily D6.2 User Engagement Report

IF	Semi-structured interviews with young people/facilitators	February 2011	D6.2 User Engagement Report D7.4 Results
IP	Semi-structured interviews with policy-makers	February 2011	D6.2 User Engagement Report D7.4 Results
TA	Text analysis of results posts and comments	February –March 2011	D6.2 User Engagement Report D7.4 Results
DS	Discussion group success factors	January 2011 and March 2011	D7.3 Sustainability and Scalability Plan D7.4 Results
DD	Demographic table about discussions	March 2011	D6.2 User Engagement Report D7.4 Results
MC	Model Checklist	January 2011 and March 2011	D7.3 Sustainability and Scalability Plan D7.4 Results
WU	WAI and usability testing	December 2010 January 2011	D7.3 Sustainability and Scalability Plan D7.4 Results
HC	Hub content check	January 2011 and March 2011	D7.3 Sustainability and Scalability Plan D7.4 Results
WS	Web statistics (Google Analytics)	March 2011	D6.2 User Engagement Report
PR	Publicity review	March 2011	D7.4 Results

Annex 1. Estonian pilot questionnaire

Hello!

Please fill in short this questionnaire. It serves the purpose of finding out, which expectations the potential participants have to 'Hub Websites for Youth Participation'.

In your opinion, to which extent can the project achieve the following goals:	Definitely	To some extent	Could be	To lesser extent	Not at all
It makes young people **think** about better Internet laws					
It makes young people **voice** their **opinions** on Internet laws					
It makes experts **listen** to young people's ideas					
It makes experts **give constructive feedback** to young people's ideas					
It creates new opportunities for youth **participation** online					

What are your expectations to the project?

What could make this project the best of its kind?

In your opinion, what are the greatest possible flaws of the project	Definitely	To some extent	Could be	To lesser extent	Not at all
Young people will not **get involved** with the project					
Experts and decision-makers will not **get involved** with the project					
The proposed ideas are **empty**					
The ideas are **unreal** and **impracticable**					
Specialists **will not get** useful information					
Specialists' feedback is **superficial**					
Other flaws (please list)					

What could the project team do in order to make this project a success?

How do you plan to participate in the project?
- As an expert, I will give feedback
- I intend to lead a youth group and share my ideas
- I plan to participate in a youth group discussion
- I will simply follow the discussion and proposed ideas
- I will not participate at all

I am a .... male / .... female and .... years old

Do you have any further suggestions concerning the project?

Thank you for your time!

Annex 2. Four-country questionnaire for young people

Young people:

What makes a successful engagement project for young people?

About this questionnaire

We want to know about your ideas of successful engagement and participation processes –i.e. projects that aim to get people's opinions/ help people to influence decisions/consult people.

This questionnaire is to help us find out about the kind of things that happen in engagement projects which would make you feel that the project was a success and that your involvement achieved something. We want to find out what is more or less important to you.

After our current engagement project (HUWY) has been running for a bit, we can then use this information to decide if it's successful *on your terms*.

Background: About the HUWY project

HUWY believe that young people are valuable expert stakeholders in current Internet issues like
- cyberbullying,
- child abuse and child safety,
- freedom of speech and censorship,
- privacy and phishing, security, identity, hacking, e-commerce,
- file-sharing and copyright.

The HUWY project aims to get young people talking about policies and laws which affect the Internet and channel their ideas to governments and parliaments, national and EU using Hub websites. HUWY wants to achieve this through a distributed discussion:
- Young people explore and discuss the themes in their own (online) spaces
- We provide interesting material to support the discussions on Hub websites
- Young people post their ideas on the Hub websites.
- We work with policy-makers to help them find ideas that are relevant to their work.
- Policy-makers use young peoples' ideas and provide feedback by posting comments on the Hubs

The Hub websites are here: http://www.huwy.eu/

Questions

Please could you answer the following questions to help the HUWY project team?

1. What encourages you take part in an engagement/participation process?

Please mark the following ideas from 1 -3, with 1 =no effect to 3 = really encourages you to get involved

	1 No effect	2 Encourages you	3 Really encourages you
You want to change something			
You want to share your knowledge			
Someone has asked you for your opinion			
Your group has been asked to "get involved"			
Add your own answer:			

2. What would make you feel that people in power were listening to your ideas?

Please mark the following ideas from 1 -3, with 1= does not convince you that they are listening to 3= really convinces you that they are listening

	1 Does not convince	2 Might convince you	3 Really convinces you
People in power (e.g. politician, government or council worker) said, at the beginning, that they would listen			
They said that they'd listened to all the ideas			
They mentioned something from your idea on a website			
They mentioned something from your idea in public			
Your idea is in a report of the project			
You see changes influenced by your ideas			
Add your own answer:			

3. What would you count as good feedback to the ideas you or group provides?

Please mark the following ideas from 1 -3, with 1= poor feedback to 3 =good feedback

	1 Poor feedback	2 Ok feedback	3 Good feedback
A statement about everyone's ideas being useful			
A statement that says why an idea is good			
A statement that says why an idea can't be used			
A statement that says how the ideas will be used			
A statement that says when the ideas will be used			
Add your own answer:			

4. What kind of change would you like to see happen as a result of your ideas?

Please mark the following ideas from 1 -3, with 1= poor result to 3 = good result

	1 Poor result	2 Ok result	3 Good result
A new publicity or education campaign			
A change to the law			
Pressure on companies (e.g. Google, Facebook, Apple) to do something			
A new organisation set up to help			
The young people involved in the project change their behaviour			
Add your own answer:			

5. What else would be a good outcome from the HUWY project?
Please mark the following ideas from 1 -3, with 1=weak outcome to 3=good outcome

	1 Weak outcome	2 Ok outcome	3 Good outcome
Young people understand the topic better			
It makes young people **think** about better Internet laws			
It allows young people to **voice** their **opinions** on Internet laws			
It encourages politicians and experts to **listen** to young people's ideas			
It helps experts to **give constructive feedback** on young people's ideas			
Young people understand more about how government works			
The website is a useful resource			
It provided a good way for young people to get involved			
A visible government change in the form of a statement			
A visible government change in the form of some sort of action			
A visible government change in the form of changes to the law			
Add your own answer:			

6. What other things would show that the HUWY project had been successful?
Please mark the following ideas from 1 -3, with 1=not relevant to 3=shows success

	1 Irrelevant	2 ok	3 Success
Good ideas from young people are published on HUWY websites			
Lots of youth groups get involved and publish ideas			
A good **variety** of young people/youth groups get involved			
Lots of policy-makers get involved (as seen by their profiles on the website)			
Policy-makers make **lots** of comments on young people's ideas			
Policy-makers make **useful** comments on young people's ideas			
Important policy-makers are involved			
The HUWY project is talked about in other places (online and offline)			
The HUWY project is talked about by other organisations			
Add your own answer:			

7. What would encourage you or your youth group to take part in the HUWY project?

Add your own answer:

8. Where are you?
Please give us an idea of your location and who has asked you to fill this in.

Add your own answer:

Get involved
To get involved in HUWY, sign up on the website http://www.huwy.eu/ or contact your local HUWY team:

- Estonia: huwy@ut.ee
- Germany: HUWY@isi.fraunhofer.de
- Ireland: gareth.gibson@donegalyouthservice.ie
- UK: f.okane@qub.ac.uk

Annex 3.Four-country questionnaire for youth workers

Youth workers:

In your opinion, what makes a successful engagement project for young people?

About this questionnaire

We want to know about your ideas of successful engagement and participation processes –i.e. projects that aim to get people's opinions/ help people influence decisions/consult people. It is likely that you have worked with young people on many similar projects and listened to their reactions afterwards and this is the information that we are looking for.

This questionnaire is to help us find out about the kind of things that happen in engagement projects which (in your experience) would make young people say that the project was a success and that their involvement achieved something. We want to find out what is more or less important to young people in this context.

After our current engagement project (HUWY) has been running for a bit, we can then use this information to decide if it's successful *on young people's terms*.

Background: About the HUWY project

HUWY believe that young people are valuable expert stakeholders in current Internet issues like

- cyberbullying,
- child abuse and child safety,
- freedom of speech and censorship,
- privacy and phishing, security, identity, hacking, e-commerce,
- file-sharing and copyright.

The HUWY project aims to get young people talking about policies and laws which affect the Internet and channel their ideas to governments and parliaments, national and EU using Hub websites. HUWY wants to achieve this through a distributed discussion:

- Young people explore and discuss the themes in their own (online) spaces
- We provide interesting material to support the discussions on Hub websites
- Young people post their ideas on the Hub websites.
- We work with policy-makers to help them find ideas that are relevant to their work.
- Policy-makers use young peoples' ideas and provide feedback by posting comments on the Hubs

The Hub websites are here: http://www.huwy.eu/

Questions

Please could you answer the following questions to help the HUWY project team?

1. What makes young people take part in an engagement/participation process? *Please mark the following ideas from 1 -3, with 1 =no effect to 3 = really to encourages young people to get involved*			
	1 No effect	2 Encourages yp	3 Really encourages yp
Young people want to change something			
Young people want to share their knowledge			
Someone has asked young people/your organisation for their			

opinion			
Your group has been asked to "get involved"			
Add your own answer:			

2. What would make young people feel that people in power were listening to their ideas?

Please mark the following ideas from 1 -3, with *1= does not convince young people that people in power are listening* *to* *3= really convinces yp that they are listening*

	1 Does not convince	2 Might convince yp	3 Really convinces yp
People in power *(e.g. politician, government or council worker)* said, at the beginning, that they would listen			
They said that they'd listened to all the ideas			
They mentioned something from your group's idea on a website			
They mentioned something from your group's idea in public			
Your group's idea is in a report of the project			
You see changes influenced by your group's ideas			
Add your own answer:			

3. What would young people count as good feedback to their ideas?

Please mark the following ideas from 1 -3, with *1= poor feedback* *to* *3 =good feedback*

	1 Poor feedback	2 Ok feedback	3 Good feedback
A statement about everyone's ideas being useful			
A statement that says **why an idea is good**			
A statement that says **why an idea can't** be used			
A statement that says **how** the ideas will be used			
A statement that says **when** the ideas will be used			
Add your own answer:			

4. What kind of change would young people like to see happen as a result of their ideas?

Please mark the following ideas from 1 -3, with *1= poor result* *to* *3 = good result*

	1 Poor result	2 Ok result	3 Good result
A new publicity or education campaign			
A change to the law			
Pressure on companies (e.g. Google, Facebook, Apple) to do something			
A new organisation set up to help			
The young people involved in the project change their behaviour			
Add your own answer:			

5. What else would be a good outcome from the HUWY project?

Please mark the following ideas from 1 -3, with *1=weak outcome to 3=good outcome*

	1 Weak outcome	2 Ok outcome	3 Good outcome
Young people understand the topic better			

It makes young people **think** about better Internet laws			
It allows young people to **voice** their **opinions** on Internet laws			
It encourages politicians and experts to **listen** to young people's ideas			
It helps experts to **give constructive feedback** on young people's ideas			
Young people understand more about how government works			
The website is a useful resource			
It provided a good way for young people to get involved			
A visible government change in the form of a statement			
A visible government change in the form of some sort of action			
A visible government change in the form of changes to the law			
Add your own answer:			

6. What other things would show that the HUWY project had been successful?

Please mark the following ideas from 1 -3, with 1=not relevant to 3=shows success

	1 Irrelevant	2 ok	3 Success
Good ideas from young people are published on HUWY websites			
Lots of youth groups get involved and publish ideas			
A good *variety* of young people/youth groups get involved			
Lots of policy-makers get involved (as seen by their profiles on the website)			
Policy-makers make **lots of** comments on young people's ideas			
Policy-makers make **useful** comments on young people's ideas			
Important policy-makers are involved			
The HUWY project is talked about in other places (online and offline)			
The HUWY project is talked about by other organisations			
Add your own answer:			

7.   What would encourage you or your youth group to take part in the HUWY project?

Add your own answer:

8.   Where are you?

Please give us an idea of your location and who has asked you to fill this in.

Get involved

To get involved in HUWY, sign up on the website http://www.huwy.eu/ or contact your local HUWY team:

Estonia: huwy@ut.ee

Germany: HUWY@isi.fraunhofer.de

Ireland: gareth.gibson@donegalyouthservice.ie

UK: f.okane@qub.ac.uk

Annex 4. Four-country questionnaire for policy-makers

Policy-makers:
In your opinion, what makes a successful engagement project for young people?

About this questionnaire

We want to know about your ideas of successful engagement and participation processes –i.e. projects that aim to get people's opinions/ help people influence decisions/consult people. We are particularly concerned with processes which aim to get input from young people.

This questionnaire is to help us find out about the kind of things that happen in engagement projects which (in your experience) would make policy-makers feel that the project was a success and that their involvement achieved something. We want to find out what is more or less important to you in this context.

After the HUWY project has been running for a bit, we can then use this list to decide if it's successful *on both policy-makers' and young people's terms*.

Background: About the HUWY project

HUWY believe that young people are valuable expert stakeholders in current Internet issues like

- cyberbullying, child abuse and child safety,
- freedom of speech and censorship,
- privacy and phishing, security, identity, hacking, e-commerce,
- file-sharing and copyright.

The HUWY project aims to get young people talking about policies and laws which affect the Internet and channel their ideas to governments and parliaments, national and EU using Hub websites. HUWY wants to achieve this through a distributed discussion:

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- Estonia: huwy@ut.ee
- Germany: HUWY@isi.fraunhofer.de
- Ireland: gareth.gibson@donegalyouthservice.ie
- UK: f.okane@qub.ac.uk

Questions

1. What would motivate you to get involved in a participatory policy-making project with young people?

Please mark the following ideas from 1 -3, with 1 =no effect to 3 = really encourages you to get involved

	1 No effect	2 Encourages you	3 Really encourages you
The project focused on an issue that you are currently concerned with			
You feel that young people have knowledge or experience which could be useful in this instance			
You are interested in young people's opinions on this matter			
Someone has suggested that young people should be asked for their opinion/listened to on this matter			
Young people are affected by the issue/ would be affected by any changes to policy.			
All stakeholders need to be consulted			
Add your own answer:			

2. What characteristics are important in making you value the ideas that young people provide?

Please mark the following ideas from 1 -3, with 1=not important to 3= very important

	1 Not important	2 Small effect	3 Very important
The ideas are original			
The ideas can be integrated into current plans			
Good reasoning is provided for the ideas			
Many different groups back the ideas/post similar ideas			
The ideas are easy to search and find using your terms			
It is easy to find ideas that are relevant to you			
Good ideas are highlighted			
Add your own answer:			

3. How would you respond to make young people feel that you were listening to their ideas?

Please mark the following ideas from 1 -3, with 1= unlikely to do to 3= very likely to do

	1 Unlikely	2 Likely	3 Very likely
A statement at the beginning saying that you will listen			
A statement that you've read/listened to all the ideas			
A response (e.g. post feedback comment) to a specific idea on the website			
Mention one of the ideas in public			
Mention one of the ideas in a report or paper			
Mention one of the ideas to someone with more influence on the topic			
Add your own answer:			

4. What would you count as good feedback to young people's ideas?

Please mark the following ideas from 1 -3, with 1= poor feedback to 3 =good feedback

	1 Poor	2 ok	3 Good
A statement about everyone's ideas being useful			
A statement that says **why an idea is good**			
A statement that says **why an idea can't** be used			
A statement that says **how** the ideas will be used			
A statement that says **when** the ideas will be used			
Add your own answer:			

5. What kind of impact do you think is possible as a result of young people's ideas collected via the HUWY project?

Please mark the following ideas from 1 -3, with 1=unlikely to 3= very likely

	1 Unlikely	2 Likely	3 Very likely
A new publicity or education campaign			
Input into the policy-making process (e.g. a consultation report or green or white paper)			
A change to the law			
Pressure on companies (e.g. Google, Facebook, Apple) to do something			
A new organisation set up to help			
The young people involved in the project change their behaviour			
Add your own answer:			

6. What else would be a good outcome from the HUWY project?

Please mark the following ideas from 1 -3, with 1=weak outcome to 3=good outcome

	1 Weak outcome	2 Ok outcome	3 Good outcome
Policy-makers gain a better understanding of the topic through young people's input			
Young people understand the topic better			
It makes young people **think** about better Internet laws			
It allows young people to **voice** their **opinions** on Internet laws			
It encourages politicians and experts to **listen** to young people's ideas			
It helps experts to **give constructive feedback** to young people's ideas			
Young people understand more about how government works			
The website is a useful resource			
It provided a good way for young people to get involved			
A visible government change in the form of a statement			
A visible government change in the form of some sort of action			
A visible government change in the form of changes to the law			
Add your own answer:			

7. What other things would show that the HUWY project had been successful?

Please mark the following ideas from 1 -3, with 1=not relevant to 3=shows success

	1 Irrelevant	2 ok	3 Success
Good ideas from young people are published on HUWY websites			
Lots of youth groups get involved and publish ideas			
A good **variety** of young people/youth groups get involved			
Lots of policy-makers get involved (as seen by their profiles on the website)			
Policy-makers make **lots of** comments on young people's ideas			
Policy-makers make **useful** comments on young people's ideas			
Important policy-makers are involved			
The HUWY project is talked about in other places (online and offline)			
The HUWY project is talked about by other organisations			
Add your own answer:			

8. What would make you encourage other policy-makers to use ideas from the HUWY project or to take part?

Add your own answer:

9. Where are you?

Please give us an idea of your location and who has asked you to fill this in.