



eParticipation Preparatory Action

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HUWY: Hub Websites for Youth Participation

D6.2. User engagement report

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Document description:	<p>This deliverable assesses the engagement of HUWY's 2 main user groups: young people and policy-makers and the HUWY project's success in terms of Key Evaluation Factors.</p> <p>The criteria and methodology for this analysis come from the report <i>D6.1 Engagement and impact criteria</i>, combined with relevant objectives of the HUWY project.</p> <p>This report describes the assessment goals, methodology, results and highlights.</p>

Summary

The User Engagement Report assesses HUWY project's success in engaging its two main user groups: young people and policy-makers.

1. Did the HUWY project achieve its objectives in engaging young people? What were the affects of that engagement?
2. Policy-makers have a crucial role in the HUWY project as an influential audience for the ideas discussed and refined by groups of young people, as part of the HUWY process. Did the HUWY project manage to persuade and support policy-makers to fulfil this role? How did they feel about their involvement?

As this engagement is central to the HUWY project, the data and analysis in this report enable us to assess whether we were successful in meeting our **7 Key Evaluation Factors**. It also enables us to review our success in meeting most of our project objectives¹. The HUWY evaluation methodology followed in this report resembles current best practice in eParticipation evaluation:

- working with stakeholders to add more detail our choice of objectives and success factors;
- addressing objectives from social, technical and political perspectives;
- using a triangulation of instruments to gather data, enabling more accurate and meaningful results;
- highlighting results using Key Evaluation Factors.

During the first phase of this evaluation, the HUWY team worked with young people and policy-makers to investigate the evaluation factors and outcomes that are most important to them. Their ideas added more specific detail to the project objectives and influenced the evaluation methodology. Their preferences were used to highlight certain objectives as Key Evaluation Factors. A detailed methodology was established, using a triangulation of data collection techniques to support accurate and meaningful results. Inputs from users (young people and policy-makers) are at the heart of this evaluation. The process of investigating young people and policy-makers' engagement criteria, and the evolution of the project methodology and instruments is described in *D6.1 Engagement and Impact Criteria*. This report follows directly on, describing the implementation of this methodology, results, analysis and conclusions.

The main user engagement results are that the HUWY project successfully engaged young people in discussions about Internet policies and this seems to have been a positive experience for participants. Most participation took place offline: the eParticipation aspects of the project were less successful. While the Estonian team exceeded their target number of participants, participant numbers in Germany, Ireland and the UK were disappointing. All HUWY teams succeeded in getting policy-makers involved in the project, though levels of feedback about young people's posts were rather low.

This report is specific to user engagement. There are two other HUWY reports which combine to provide a comprehensive evaluation of the project:

- *D7.3 Sustainability and scalability plan* assesses the implementation of the HUWY distributed discussion model and hub website technologies, in order to identify future possibilities, challenges and recommendations for anyone following similar eParticipation methods.
- *D7.4 Results* is the final results report of the HUWY project, which identifies the main outcomes of the HUWY project, including impact on decision-making and policy, contribution to eParticipation research and practice and the European public sphere.

¹ Some objectives are more fully assessed in *D7.4 Results*.

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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 websites² (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 D6.1 Engagement and Impact Criteria

This User Engagement Report (D6.2) builds on the detailed description of the evaluation methodology described in D6.1 Engagement and Impact Criteria. In this previous report we described:

- The theoretical basis for our evaluation model and approach; the model: relationships between stages, between objectives, evaluation factors, methods and instruments;
- The derivation of objectives and evaluation factors, including the baseline of research in which the initial project objectives were chosen, and the processes to gather input from young people and policy-makers and make sure that their concerns were at the heart of our methodology;
- The detailed implantation plan, including the choice and design of evaluation instruments.

These are described in detail in the previous report and summarised below. Please contact the HUWY team if you would like a copy of D6.1 Engagement and Impact Criteria.

1.3 D6.2 User Engagement Report objectives and format

This report describes our evaluation of the HUWY project in terms of engaging its two main user groups: young people and policy-makers.

1. Did the HUWY project achieve its objectives in engaging young people? What were the affects of that engagement? Did the project fulfil young people's expectations and did they regard participation as a positive experience?
2. Policy-makers have a crucial role in the HUWY project as an influential audience for the ideas discussed and refined by groups of young people, as part of the HUWY process. Did the HUWY project manage to persuade and support policy-makers to fulfil this role? How did they feel about their involvement? How did the project measure up in terms of the policy-makers' priorities?

² <http://huwy.eu/>

As this engagement is central to the HUWY project, the evaluation focus in this report enables us to assess whether we were successful in our Key Evaluation Factors and most of our project objectives³. The report aims to illustrate the level and effects of engagement achieved by focusing on the **7 Key Evaluation Factors** established in the previous report. These Key Evaluation Factors were chosen from the project objectives, to highlight the most useful, interesting and important results of the project. Section 2 takes Each Key Evaluation Factor (KEF) in turn, summarising its derivation, the evaluation methods used, the results and conclusions. The goal here is to provide a summary the main points of this report.

The report then provides more detail about the evaluation model and process and records the results against the full list of 15 project objectives. Where the focus of project objectives is not aligned to user engagement, these are investigated in more detail in other reports, *D7.3 Sustainability* and *Scalability Plan* or *D7.4 Results*, however, we include any relevant data from our methodology in this report. The data gathered and analysis undertaken to establish user engagement results are presented instrument by instrument. A tabular format is used so that the methods and results can be cross-referenced with the project objectives. The cross-referenced Specific Objectives Table is provided in Annex 1. Following the results presented by evaluation instrument, we conclude with an overview of the HUWY project’s success in meeting its user engagement objectives, especially those chosen as Key Evaluation Factors.

1.4 Evaluation model summary

An overview of the complete HUWY evaluation methodology is provided by Figure 1, below. This report concerns the right-hand third of the diagram, where evaluation instruments are used in triangulation; comparable data is collected in each of the four pilot countries; inputs are aligned to objectives and results established. Key Evaluation Factors highlight the most important results.

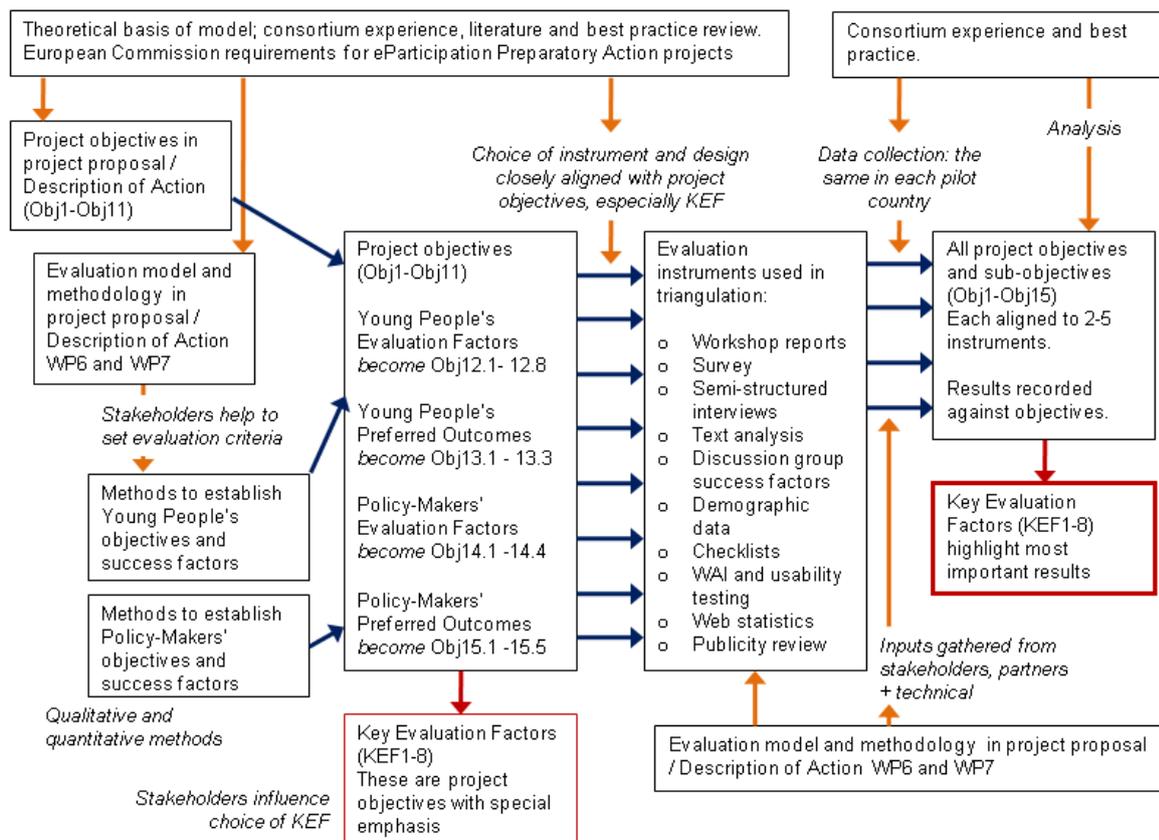


Figure 1: HUWY evaluation model

³ Project objectives more concerned with project impact than user engagement are included in our methodology to share any light our data sheds on them, but they are more fully covered in D7.4 Results.

2 Key Evaluation Factors (KEF)

This section summarises the methods, analysis and results of our user engagement assessment according to **7 Key Evaluation Factors**. Each KEF is based on one or more of the project objectives at the heart of our evaluation methodology⁴. For each evaluation factor, various methods were used, as triangulation of methods is central to the HUWY evaluation methodology. All methods were used in all four pilot countries in parallel and the results from all countries are presented below. This section is designed to provide a summary. More detail is provided in the following sections. More detail about the specific evaluation methods used, data gathered, analysis and results is presented in *Section 3 Methodology* and *Section 5 Results: by evaluation instrument*. This is also presented objective by objective in *Section 4 Results: has HUWY met its objectives?*

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

Related objectives: KEF1 matches objective 1. See p21 for more detail. Objective 1 has 4 sub-objectives. Sub objectives 1.1 and 1.2 relate to young people's experiences and increased enthusiasm about participation. These sub-objectives are designed to ensure that engagement is measured. Sub-objectives 1.3 and 1.4 are concerned with the extent to which HUWY implementation is aligned with the project plan and best practice, including accessibility and usability of the Hub websites. These sub-objectives ensure that eParticipation is measured.

Methods: The methods used to assess this were the survey of young people, semi-structured interviews with young people/facilitators, workshop reports, model checklist and web statistics⁵.

Results: The project was successful in terms of the experiences of young people who got involved: they felt that it improved their understanding of policy processes and they were enthusiastic about getting involved. Young people who participated in the project confirm that the project was valuable experience for them: in survey responses it gained an average score of 5.5 out of 7, as participants were asked to rate their "experience of being involved in HUWY" and 5.2 out of 7 for whether they would recommend the project to a friend. The enthusiasm at HUWY workshops and events was high compared to its realisation in holding HUWY discussions: while people thought the project was a great idea, it was harder to inspire young people or youth groups to take action and establish discussions themselves. Thus the project was less successful in terms of reach, with a relatively small number of young people involved in discussions within the pilot period. Estonia is an exception here, as participation targets were exceeded.

Although the project plan was adapted to the context in places, almost all high level model phases were completed. In terms of the model checklist, all tasks were completed or mostly implemented. However, the project implementation differed from the project vision in the low levels of use and integration of online tools. Most discussions were held offline. A series of problems with the hub websites meant that their central position in the project was lost. Thus discussions were atomised, rather than networked. Young people were less likely to visit the hub websites, read and discuss the results of other groups.

The Gamma website coming out of the project is rated A under WAI. The website developed throughout the pilot: the beta and gamma versions of the hubs were tested with users, improvements made and problems fixed, though there are still some small outstanding issues.

Overall: HUWY has increased involved young people's involvement in democracy and has provided positive experiences for participants, though these were fewer than we hoped for. EParticipation elements were less successfully realised.

⁴ See *D6.1 Engagement and Impact Criteria* for more information about how these factors were derived.

⁵ The choice of methods and relationship between instruments (triangulation) is described in full in *D6.1 Engagement and Impact Criteria*. An overview is given below in *Section 3 Methodology*. *Section 5 Results: by evaluation instrument* presents the data gathered in the instrument framework (e.g. question by question).

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

Related objectives: KEF2 matches objective 2 (p23) and sub-objective 13.3 (p34)

Methods: The key measure chosen for this aim is young people getting useful and valid feedback from policy-makers (sub-objective 12.3). This measure is analysed through the triangulation of the survey of young people, semi-structured interviews, text analysis of the feedback given by policy-makers, and analysing the quantitative data about the discussions (collected in the *Demographic table about discussions*).

Results: The aim of demonstrating to young people the value of their ideas through feedback from policy-makers posted on the hub websites was only fulfilled for 10% of the 242 ideas posted by young people. At the same time, where young people have received feedback, via the hub websites or in workshops, they have been happy about it. The feedback given by policy-makers scored, in text analysis, lower than expected on meaningfulness and references to impact. However, on all other quality criteria, the text comments left by policy-makers were of good quality: crucially, they were sincere and provided useful information for young people.

Also, following the HUWY theme of stronger offline than online engagement, young people and policy-makers came together at workshops and events and discussed ideas. Through interviews we found out that these interactions were well-regarded by young people.

Overall, the project has only partially fulfilled this aim since the level of policy-maker involvement was low. However, the project confirms the importance and relevance of involving policy-makers in a participation project and emphasises the rewards of bringing young people and policy-makers together at events.

KEF 3. To involve young people in discussions on issues related to the Internet, its use and regulation

Related objectives: KEF3 matches objective 4 (p25). We also include sub-objectives 12.5, the number of youth groups involved and ideas posted (p32), 14.1 and 14.2, the number of and variety (respectively) of youth groups involved (p34). These sub-objectives specifically relate to the concerns of young people and policy-makers.

Methods: The key issues we measured for this KEF were whether the young people held discussions, whether their discussions were on HUWY themes and whether they had outputs in terms of results posts. The methods used in analysing this were discussion demographics, text analysis of young people's posts and survey questions. Information about the number and variety of young people involved is provided in the discussion demographics and workshop reports. Discussion group success factors provide further useful information from the HUWY project teams in each country.

Results: Figures come from Table 12: Demographic table about discussions. The HUWY project involved 34 organisations across 4 countries, 10 in Estonia, 9 in Germany, 8 in Ireland and 7 in UK. These organisations successfully represent a wide variety of organisations: local, national, formal education-related, youth work-related and NGOs. 161 different groups held discussions during the HUWY project, 61 groups in Estonia, 15 in Germany, 34 in Ireland and 51 in the UK. An average of 40 groups per country exceeds the project minimum of 20, though many of the groups were much smaller than originally envisaged. We estimate that a total of over 860 young people participated in HUWY discussions. Estonian youth accounts for almost half of it (410) and is the only country where the original target was met. In the other 3 countries, these numbers are smaller than expected. This partly results from the fact that groups who got involved were smaller than initially anticipated. Germany, Ireland and the UK did not manage to get big national youth groups involved, nor link up with existing online forums as hoped.

Surveys were completed by young people from cities, towns and smaller villages, with both male and female respondents and also young people of different ages.

Our analysis indicates that people participated in the project through different ways, getting involved in discussions, attending events and using the website to support their discussions and sometimes to read the ideas of other groups. The survey and interviews are good data sources for this, but the

website statistics also provide interesting contextual information and comparison between countries. It's clear that the website was not used to its maximum effect as many of the discussions were held offline. However, online or offline, workshop reports and surveys show that HUWY has given chances for young people to think about internet regulation and best practice and discuss them with their peers in structured and supported ways.

At the end of the data collection period there were 242 results posts across are on the websites, surpassing the initial minimum of 20 posts per country. However, here again 98 posts are made by Estonian groups. In Estonia, youth groups that got involved were often willing to upload more than one result post. Across the 4 countries, some posts were rather brief summaries of the outcomes of offline discussions and many covered a variety of topics. From a scale point of view, there is need to encourage summarising posts as a structural part of the distributed discussion model⁶. Text analysis of results posts indicate that 85% were on topic. Over 60% of the posts were well on topic and this is a very good result.

Once involved, the different young people and their groups provide considered, topical and relevant input about internet, its use and regulations. However, the project was only partially successful as the numbers of participants remained low in most countries.

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

Related objectives: KEF4 matches objective 8 (p29) and sub-objectives 12.1 (p32), 15.2 and 15.4 (p36). Sub-objective 12.1 (project makes young people think about better internet laws) reflects young people's aims for the project and sub-objectives 15. 2 and 15.4 (young people's behaviour regarding the internet will change and HUWY will give young people the opportunity to share their ideas and think about better internet laws, respectively) are related to policy-makers' preferred outcomes.

Methods: Here we sought indicators that showed whether young people had more positive experiences for their internet use, whether the project supported them in becoming more aware of their own use. As we did not trust the accuracy of self-reporting on this matter, we used indirect questions in the survey and looked for relevant comments in interviews and text analysis. Workshop reports and discussion group success factors record HUWY staff's impressions, based on talking with young people and facilitators.

Results: The survey asked a group of questions about what HUWY had made young people think about, including "Did HUWY make you think about the internet as it is today?" and "Did HUWY make you think about the internet as it should be?". The average score for the first was 4.6 and the second was 4.5 (scale maximum 5=yes, definitely agree with the statement).We infer that this reflection may have increased awareness and positive experiences.

Interviews with facilitators show that participants felt that the project has managed to involve them in sharing and distributing ideas about the Internet, safe conduct and regulation. Young participants also confirmed that they have learned from HUWY materials and events, but also from the peers with whom they shared discussions. This indicates that the distributed discussion, with its combination of peer-investigation and structured support, has additional positive learning outcomes.

Our text analysis results show that 22 posts (out of the in this 114 in this coding) show implicit learning or increased awareness of how young people use the internet. From the demographic discussion data we see that about a third of the total posts (98/242) were reflecting on young people's experiences. We expect that these reflections probably contributed to the raised awareness on safe and positive Internet use. Posts indicated awareness of shared responsibilities for Internet safety and best practice. Young people saw that there are a number of things that should be dealt with through education or self-regulation and they felt that content providers should take a more

⁶ The plan was that HUWY teams would summarise groups of results posts and add these to the EU hub. However, for most HUWY teams, this was not implemented due to lack of time, as the teams took on more extensive roles in catalysing and supporting discussions. The UK summarised 2 sets of early posts: <http://huwy.eu>

active role in self-regulation of their services. However, young people recognise that, instead of just insisting on others doing things, where the likelihood of policy change happening is small, they need to take action themselves. This is also reflected in the interviews. Discussion group success factors indicate that reflecting on personal practice has been an important part of the discussions and such reflections have helped to focus on the HUWY tasks.

Overall, this aim has been successfully fulfilled for young people participating in the project.

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

Related objectives: KEF5 matches objective 3 (p24). Here the sub-objective further defines this aim through young people holding inclusive, participatory and deliberative discussions. 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; to provide a useful resource about Internet policy issues, in national and EU contexts

Methods: We used interviews, survey, workshop reports and discussion success factors to analyse progress. Objective 5 was difficult to analyse as, unless we intended to test young people for right or wrong answers, we needed to seek additional indicators for EU level understanding.

Results: Most discussions took place in existing groups or settings organised by the HUWY team. They were mostly supported by facilitators trained by HUWY or HUWY staff themselves. So, few young people developed discussion skills with complete strangers. Young facilitators struggled with keeping the discussions focused on HUWY topics, but also felt that free-form discussions might have led to more reflexive results. In general, the atmosphere in the discussions seems to have been friendly and open (interviews with facilitators). Survey results confirm that HUWY did make people think about group discussions and group dynamics and that 79% of young respondents believe that the HUWY model helps young people to express their ideas; 77% see distributed discussion as a way to involve more people. Overall young people see this experience as positive and we hope that the positive experience encourages them to participate in further activities.

HUWY partners identified challenges for further implementations in the discussion group success factors tables. These are related to ways to support communication in online deliberations, as it is easier to support young people in offline formats. The distributed discussion model is fairly resource consuming as providing structured support directly to youth groups or training facilitators or teachers needs additional human resources. While some facilitators and teachers may have had facilitation skills or topical knowledge, it was rare to have both and some were worried that topics like "child abuse"⁷ could run into problems that they did not have the training to deal with.

Text analysis of young people's policy recommendations showed that they were aware, to a certain extent, of EU regulative power, but, in general they preferred that solutions should be implemented by parents and peers, or by local or international internet content providers. As noted in KEF4, they also acknowledged personal responsibilities.

We conclude that the project has supported young people's skills in deliberation and better understanding of group processes and through that we have supported development of the EU public sphere.

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

Related objectives: KEF6 matches sub-objective 12.4 (p32). We chose this KEF as it is bold measure of HUWY's impact as a participation project it was clearly important to young people. While we knew that actual influence on policy-making will be hard to measure within the project period, we did not want to lose sight of our aim to *support young people to influence policies related to the Internet.*

⁷ Child abuse was one of the topics chosen by young people in the UK and Ireland, reflecting current, high profile cases on paedophile images being shared online. Estonia had the related topic Child safety.

Methods: This has been the most difficult factor to evaluate as the process of the project has been too short to see policy impact⁸: we are collecting data within a few months of active commenting, feedback and discussion of the young people's ideas. We looked for evidence of possible impact in policy-makers' comments (through text analysis), interviews with policy-makers and workshop reports, where workshops were attended by policy-makers. Measuring policy impacts is more thoroughly investigated in D7.4 results, based on the data collected through the Publicity Review.

Results: Policymakers do make references to possible impact in their comments (text analysis). Thus in the future, HUWY could improve the overall quality of discussions on Internet issues and, in the longer term, have an impact on policies. HUWY is one of the first projects to try to encourage a structured, supported discussion on many of these issues, where previous debates were often polarised and lacking opportunities for inclusive dialogue.

In the workshops, policymakers reviewed young people's comments and found these interesting and enlightening, however, in policymakers' interviews they indicate that they see impact on policy as likely to be minimal. They feel that some aims are fulfilled by young people having discussed these ideas and possibly changing their behaviour based on involvement in the project: despite not having a direct impact on policy, HUWY has had a positive impact on the online environment. The ideas provided by young people raise the level of policy discussions and provide relevant background information for the policy-makers: they see what is on the agenda for young people.

Overall, there is no evidence of young people's ideas being taken into account in the policy making process. HUWY dissemination actions are important in improving the chances of possible influence in the future and HUWY partners should continue to disseminate the ideas posted on the hubs.

KEF 7. To trial an innovative model for distributed discussion

Related objectives: KEF7 matches objective 9 (p30)

This is a summary KEF looking at the overall success of the project model. This aspect is covered in more detail in *D7.3 Sustainability and Scalability* report and *D7.4 Results*. The latter cross analyses the evaluation processes to identify the outcomes of the trial. From a user engagement point of view, for this evaluation factor, we wanted to check that we had actually implemented the distributed discussion model, see if the process and tools created helped and supported the implementation and what was appreciated by young people.

Methods: Surveys, interviews, workshop reports, discussion group success factors,

Results: Workshops showed interest in the model and tools. People saw the relevance within the process of providing background information; the visibility and openness of the results was appreciated. People were interested in using the tools or the model in their own work.

Survey results show young people participated in discussion groups, used the online resources and attended HUWY project events. The more successful recruitment mechanisms were related to formal structures of young people's groups: schools, universities and youth groups. Discussion group success factors indicate that this is because these include good opportunities (time, space and staff) for discussions. In the survey 79% of people agreed that distributed discussions enable young people to express their ideas freely, 77% agreed that this model enables more people to be involved. Only 19% considered the system confusing and 25% thought that the system required too much effort. In the survey, young people evaluate their experience with the project as positive.

The interviews show that young people appreciate the fact that the topics were chosen by their peers and were thus more relevant to their discussions. Mostly, young people saw participation in this project as part of their self-improvement and a chance to learn more. Thus while impact on policy has been high as an evaluation factor, insight into individual motivations to participate is important for future projects.

For improvements, our young participants see the need for a more active media campaign and generally more publicity for the project. Young people need structured support in participating in the project and that becomes increasingly relevant for future implementations.

⁸ but also too long, including the gestation period, to align with specific policy development consultations

Although the distributed discussion model can provide many good opportunities and interesting results, it is relatively resource intensive on many levels. Some elements, such as development of the online hubs and provision of supporting information, would benefit from scaling up, as the same resources could support many more groups⁹. Better online tools could have also supported a more extensive online promotion campaign and encouraged links to active online discussions. Discussion group success factors and workshop reports indicate that, overall, it would have been more successful if the online resources had been more stable, available and integrated into the project. However offline discussions, training and events were the most successful part of the pilot. These were really valued by young people and HUWY partners do not think that much of this human engagement work could have been replaced by online tools.

We can speculate about how well the distributed discussion model would work if the technological implementation were more successful and more closely integrated with the offline discussions. However, it is clear that young people valued the opportunities HUWY created for them, especially the impetus to discuss Internet policy issues. Reports from Irish workshops indicate that a group has grown out of the project. The group organised Ireland's final dissemination workshop and intend to continue meeting.

Overall, the distributed discussion model is relevant and provides valued opportunities to support young people's informed participation. All feedback mechanisms show that the offline discussions and events were vital components of the model and have to be included. The model requires both good quality online tools and high levels of skilled staff support.

⁹ See D7.3 Sustainability and Scalability Report

3 Methodology

3.1 Overview

The HUWY project evaluation methodology follows popular current eParticipation evaluation best practice¹⁰. This is evident from 3 major characteristics:

1. The involvement of project stakeholders, both in establishing detailed success factors and as participants in the evaluation process.
2. Objectives and success factors reflect diverse perspectives, summarised as social, technical and political.
3. A triangulation of methods is used to increase the richness and accuracy of evaluation results.

A detailed description of the basis and evolution of the HUWY evaluation methodology is provided in D6.1 Engagement and Impact Criteria. The HUWY evaluation methodology is recorded in full in *Table 17: Specific objectives, methods and results* (Annex 1). This section provides a basic overview to put this report in context.

3.2 Objectives

The evaluation methodology is based on 15 objectives: 11 initial objectives and 4 objectives derived through working with young people and policy-makers.

3.2.1 Initial objectives

A set of 11 objectives are listed in the HUWY project's Description of Action. These are derived from the research baseline in which the project was established, i.e. research and initiatives concerning eParticipation, inclusive engagement, the Internet and young people etc¹¹. Objectives are categorised into 3 high level objectives, which appear as sub-headings in this list:

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

- Objective 4. To involve young people in discussions on issues related to the Internet, its use and regulation.
- 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; to provide a useful resource about Internet policy issues, in national and EU contexts.
- Objective 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.
- 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.

¹⁰ See for example 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 and 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

¹¹ For example EU Kids Online <http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx>. The research baseline underlying the objectives is discussed in D6.1 Engagement and Impact Criteria.

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.

Advancing eParticipation

Objective 9. To trial an innovative model for distributed discussion, thus tackling many problems currently faced by eParticipation.

Objective 10. To provide a specific and transparent connection between young people and decision-making bodies.

Objective 11. To increase young people's skills in using online tools for deliberation and eParticipation.

3.2.2 Objectives based on young people and policy-makers' evaluation factors

The HUWY team used a series of methods (focus groups, interviews and surveys) to look at preferred evaluation factors, outcomes and objectives of HUWY's two main user groups: young people and policy-makers. This process enabled the HUWY team to identify more specifically 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*

These joined the 11 initial objectives to become objectives 12 to 15. Each has several sub-objectives based on the specific preferences on young people and policy-makers:

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

- 12.1. Project makes young people think about better internet laws
- 12.2. The amount of ideas that are publicly spoken about
- 12.3. The amount of ideas that get meaningful feedback from policy-makers
- 12.4. The amount of ideas that will be taken into account in the policy making process
- 12.5. The number of youth groups involved and ideas posted
- 12.6. The number of policy-makers involved
- 12.7. The profile of the policy-makers
- 12.8. The content of feedback provided by policy-makers

Objective 13: Young people's preferred outcomes are met

- 13.1. A change to the law or real action taking place
- 13.2. Policy-makers speaking publicly about their ideas
- 13.3. Feedback that is meaningful and useful to them

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

- 14.1. The number of youth groups that get involved
- 14.2. The variety of youth groups involved
- 14.3. The content of young people's ideas
- 14.4. The publicity around the project

Objective 15: Policy-makers' preferred outcomes are met

- 15.1. Good ideas from young people
- 15.2. Young people's behaviour regarding the internet will change
- 15.3. Young people will understand more about how government works
- 15.4. HUWY will give young people the opportunity to share their ideas and think about better internet laws
- 15.5. Change in policy making action

This list of objectives aligns well with the initial project objectives: with some objectives and sub-objectives closely matched. What these 4 objectives specifically do is add detail, suggest appropriate measures and identify priorities.

3.2.3 Key Evaluation Factors

Seven Key Evaluation Factors were chosen from the full list of 15 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. The results of these KEFs are described in Section 2 above.

3.3 Sub-objectives/ progress

Each objective has between 1 and 8 sub-objectives. These derive from the “progress” specified in the Description of Action and describe the specific outcome we will look for. These are specific *on the ground* outcomes: the 15 objectives proper, while thematically singular, require collections of outcomes in practice.

3.4 Measure and methods

For each sub-objective, a measure is established: how we will try to assess whether that outcome has been achieved. Where “Progress/sub-objective” describes *what* we are looking for, “Measure and methods” describe *how*. Methods are selected from those listed in Table 1: Evaluation instruments. More detail about the implementation of each method is provided in *Section 5 Results: by evaluation instrument*, below.

3.4.1 Methodological triangulation

Three or more methods (evaluation instruments) are used for each sub-objective, to create the triangulation necessary to get good quality results in the eParticipation context. 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.

3.5 Instrument reference

The evaluation methodology is very specific about the use of each evaluation instrument to measure each sub-objective. *Instrument Reference* specifies the exact question or aspect of the instrument that is relevant. Each evaluation instrument has a letter code, based on its name. See Table 1: Evaluation instruments. Each aspect or question within each instrument is numbered, so that the methodology can specify exactly which data our assessment is based on. For example, the first survey question is S1.

Table 1: Evaluation instruments

Reference code	Evaluation instrument
WR	Workshop reports
S	A survey of young people (a final questionnaire)
IF	Semi-structured interviews with young people/facilitators
IP	Semi-structured interviews with policy-makers
TA	Text analysis of results posted on the hub website and comments on these
DS	Templates collecting discussion group success factors (identified by HUWY partners)
DD	Templates collecting quantitative data about discussions (demographic data table)
MC	Project/ model checklist
WU	WAI rating (accessibility testing) and usability testing
HC	Template for a Hub content check
WS	Web statistics (Google Analytics)
PR	Template for a publicity review

3.6 Benchmarks and results

A benchmark is set for each input, so that the HUWY partners can establish whether the data gathered indicates success or otherwise. Example benchmarks:

- Responses to the survey question S8 (which is based on a scale of 1-5) should achieve an average of 3+
- Responses recorded to question IF6 within the semi-structured interviews with facilitators should be more positive than negative
- A minimum number to be met (sometimes per country)

The type of result that will arise from the benchmark is also specified: either a Yes/No answer or example text that provides contextual information. As, due to the triangulation of methods, each sub-objective has a series of measures, instruments and benchmarks, each also has a small group of result indicators.

3.7 Specific objectives, methods and results

The full methodology is contained in Table 17: Specific objectives, methods and results (Annex 1). An extract from the full table is provided below for objectives 1 and 2.

Table 2: Extract from Specific objectives, methods and results table

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.	<i>Any evidence that HUWY increased enthusiasm for democratic participation; any evidence of impact on views about the EU</i> 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.	<i>Using Young people's Impact and Engagement Criteria (Obj12 & 13)</i> 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 +>- ¹²	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.	<i>Using young people's evaluation criteria: Obj12.3, Obj12.7, Obj12.8, Obj13.3</i> 1. Survey 2. Semi-structured interviews with facilitators 3. Semi-structured interviews with policy-makers 4. Text analysis of policy-makers' comments 5. Demographic table about discussions	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 + 5. DD11/DD8>1/2	1. Y/N 2. Y/N 3. Y/N 4. Y/N 5. Y/N

3.8 Data collection

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.

¹² +>- Positive answers or comments outweigh negative

Data was collected in 3 phases:

1. Certain assessments of the technology and process (e.g. accessibility and usability testing) were conducted in December 2010, as part of the Sustainability and Scalability Review (for D7.3).
2. Evaluation data was collected for a draft version of this User Engagement Report in February 2011.
3. Some data was recollected in March 2011 and additional text analysis was conducted in March 2011.

4 Results: has HUWY met its objectives?

See *Table 17: Specific objectives, methods and results* for the full methodology and *Section 5 Results: by evaluation instrument* for the full set of evaluation data.

Objective 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

1.1. Young people have increased enthusiasm for democratic participation

As well as specifying the instruments it is suggested, within the methodology¹³, that we look for *any evidence that HUWY increased enthusiasm for democratic participation*.

Survey S6 is a 5 part question asking "Did HUWY make you think about the internet as it is today? ...about the internet as it should be? ...about how the internet is governed? ... 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?" The average response to all answers is 3.9/5. The final has the lowest average at 3.2.

Survey S7 asks respondents to rate the results (ideas by youth groups) posted on the HUWY website according to these 6 criteria: Relevant, Innovative/new, Helpful, Inspiring, Thought provoking and Likely to work. The average rating is 3.2. The final criterion has the lowest rating at 2.6. All others are 3+.

The benchmark for S6 and S7 is an average of 3+: success.

Interviews with facilitators IF3 asks about "Experiences during the process? Problems? Solutions?" Feedback is informative and generally positive. The Stories¹⁴ are a good way to get people to talk about the topics.

Interviews with facilitators IF6 asks "Did your group's results get any comments from policy-makers?" While most facilitators had not received feedback on their results posts, or had not checked, those who had were impressed by its quality and that their ideas were taken seriously. Feedback from policy makers at events made young people very happy.

Interviews with facilitators IF8 asks "What did you get out of it?" An impressive list of positive outcomes, most relevant to democratic participation: "New experiences, new information about internet, social and ethical issues on the internet, policies, internet security, new views on social networking, personal online security, personal internet use, thinking about solving internet related problems, got to express views, got experience of deliberation and group management, group facilitation. Networking, improved skills."

The benchmark for IF3, IF6 and IF8 is more positive than negative comments: success.

Workshop Reports WR2 summarises feedback outputs from HUWY events. Young people evaluated the workshops positively, especially when policy-makers took an active part in the workshops. *The benchmark for WR2 is example text. No teams included direct quotes in their workshop reports, though young people in Ireland were enthusiastic enough to take on the organisation of their final workshop.*

Conclusion: objective 1.1 is met by these measures and young people's enthusiasm for democratic participation is increased.

1.2. Young people identify experience as positive

The measures here are explicitly influenced by young people's preferences, see objectives 12 and 13.

¹³ For each objective, the methods are specified in Table 17: Specific objectives, methods and results. For some objectives, additional information is included about what is being measured or what to look for in the data inputs. This is referred to as the "measure". See *Measure and methods* in section 3 *Methodology*.

¹⁴ E.g. <http://huwy.eu/uk/stories>

Survey S5 asks "Please rate the materials that you used" for the following materials which are provided on each country's hub website: "Stories, Articles, Podcasts, Videos, Other groups' results/ ideas, HUWY instructions, Materials about laws, how they are made and who makes them". The average for all materials is 4/5, with most marked around this.

Survey S6 is a 5 part question described in full above for objective 1.1 ("Did HUWY make you think about the internet as it is today?" etc). The average response to all answers is 3.9/5.

Survey S7 asks respondents to rate the results (ideas by youth groups) posted on the HUWY website according to 6 criteria (described in full above for objective 1.1). The average rating is 3.2.

Survey S8 asks young people to rate comments posted by policy-makers according to the 6 criteria: "Relevant, Constructive, Helpful, Inspiring, Thought provoking, Likely to work". The average across all criteria is 3.7 (though we know that the amount of feedback received from policy-makers is small in total).

The benchmark for S6 to S8 is an average of 3+: success.

Survey S10 asks "How would you rate your experience of being involved in HUWY?" It is rated on a scale from 1 negative -7 positive. The result is a clearly positive 5.5.

Survey S11 asks "How would you rate the outcome of the HUWY project so far?" using the same 1-7 scale. The result is 5.0.

Survey S12 asks "Would you recommend HUWY to your friends?" It is rated on the scale 7 - yes, absolutely to 1 - no, not at all. The result is 5.2.

The benchmark for S10 to S12 is an average of 4+: success.

Interviews with facilitators IF3 asks about "Experiences during the process? Problems? Solutions?" It is described for objective 1.1 above. Feedback is informative and generally positive.

Interviews with facilitators IF4 asks "If you attended any HUWY-events/ workshops were they helpful?" Facilitators found the workshops helpful, including any materials provided to support discussions. Some suggested that the events should have been longer, which surely indicates a positive experience.

Interviews with facilitators IF5 asks "Did you use background materials about Internet topics (e.g. videos) on the HUWY website?" Stories, background information materials and other results were often used as discussion starters and evaluated positively.

Interviews with facilitators IF6 asks "Did your group's results get any comments from policy-makers?" and is described for objective 1.1 above. Feedback is positive.

Interviews with facilitators IF8 asks "What did you get out of it?" and the summary is provided in full for objective 1.1 above: an impressive list of positive outcomes.

The benchmark for the interview inputs is more positive than negative comments: success.

1.3. All stages of the model are fulfilled (agenda, support, discussions, results, feedback)

Model checklist (MC all): The total is "Complete: 21 (70%), Partially complete: 7¹⁵, Not implemented at all: 0". *The benchmark for this is 90% completed. It is met if partially completed tasks are counted at 0.5 each: success.*

Web statistics WS1-4: Visits, Page views, Page views per visit, Average time per visit. Figures indicate that all 4 hubs are used throughout the pilot period. *The benchmark for this is reasonable figures: success.*

Survey S3 asks "Did you visit the HUWY website at www.huwy.eu?" 46% several times; 29% once; 19% never. *The benchmark for this is website use: partial success, as we would expect higher website usage to fulfil the distributed discussion eParticipation model.*

Conclusion: objective 1.3, all stages of the model are fulfilled, is met at a high level, but some details are missing and online participation is lower than anticipated in the model.

¹⁵ Incomplete tasks are mostly associated with policy-mapping, which was not feasible within the project: 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.

1.4. Accessible and usable Hubs

Web accessibility WU1 WAI rating of hub websites is A. Simple improvements to accessibility were identified, but could not be implemented within the remaining project period. *The benchmark for this is AA: partial success, as very close.*

Usability testing WU2 Average usability design rating for Gamma hubs is 6.7/ 10. *The benchmark for this is 6+: success*

Usability testing WU3 Completing tasks (Gamma hubs): average scores across all groups and tasks is 3.65. *The benchmark for this is 4+: fail, but the hubs were improved in light of this feedback*

Usability testing WU4 All teams found something to like, but the recommendation rate was rather low. *The benchmark for this is "positive comments from all teams": success*

Usability testing Changes implemented after testing Y/N. Yes. *The benchmark for this is "Changes implemented after testing": success*

Conclusion: 3/5 benchmarks met and some improvements have been made since testing. As we have identified simple improvements that would improve usability and accessibility, we can only say that this sub-objective has only been *partially* met by the end of the project period.

Overall: HUWY has increased involved young people's involvement in democracy and has provided positive experiences for participants, though these were fewer than we hoped for. EParticipation elements were less successfully realised.

Objective 2: To demonstrate that young people's views are sought and that their opinions are valued

2.1. Useful and valid feedback received from policy-makers

Survey S8 asks young people to rate comments posted by policy-makers according to the 6 criteria: "Relevant, Constructive, Helpful, Inspiring, Thought provoking, Likely to work". The average across all criteria is 3.7 (though we know that amount of feedback received is small in total). *The benchmark for this is 3+: Success*

Interviews with facilitators IF6 asks "Did your group's results get any comments from policy-makers?" and is described for objective 1.1 above. Feedback is positive. *The benchmark for this is more positive than negative comments: success.*

Interviews with policy-makers IP2. "Do the policy-makers interviewed have relevant profiles for HUWY?" Profiles of the 2 interviewed policy-makers: State chancellery civil servant and NGO representative interested in child safety and internet governance. These profiles are useful for giving feedback and both contain paths to indirect influence: one point for each policy-maker. It is disappointing that partners only managed to interview 2 policy-makers, over 4 countries. *Benchmark suggests we apply a grading out of 5: fail with only 2 points.*

Interviews with policy-makers IP4-6 are concerned with young people's results posts. IP4: "Did you use some of these ideas?" IP5: "Have you talked about these ideas in public?" IP6: "Most memorable ideas?" Both policy-makers commented that they have reflected on the ideas. None of the ideas are uniquely transforming, but provide food for thought. Some of the ideas have got round-about recognition and policy-makers promise to speak more publicly about them even if they have not yet had time. Mostly the ideas are about stricter regulations, but also the need for public awareness-raising. The idea of an "ethical certificate" and ideas about multilayer ID were most memorable: relevant and worth pursuing in more detail.

Interviews with policy-makers IP9 "What might be the impact for the near future?" The impact on policy is likely to be minimal according to both policy-makers. They feel that the fact that young people have discussed these ideas is an important impact. Also, the ideas provide background information for other projects to raise the level of the discussion on these topics.

Benchmark for IP4-6 and IP9 is possibility for public impact. As the policy-makers move in relevant policy-making circles and have seen some merit in the ideas, there is some possibility of influence; based on interviews with 2 policy-makers, neither currently very influential in this

arena. Benchmark suggests we apply a grading out of 5: if we, reasonably, apply one point for each policy-maker, the benchmark is not met.

Text analysis of policy-maker responses to results posts TA19-23. Qualities criteria for post content out of 15: TA19 Meaningful, thorough, profound ideas, thoughtful: 5 high, 5 medium, 5 low; TA20 On topic: 9 highly on topic, 6 medium; TA21 Useful, helpful, advice, constructive: 10 high, 5 low; TA 22 Sincere: 13 high, 1 low; TA23 Reference to impact: 4 high, 5 medium. The policy-makers' posts are good quality on all these criteria. More reference to impact would be useful. The high score on sincerity is very important. *Benchmark is an average of medium+: success.*

Demographic data about discussions DD11/DD8. The number of comments on results by policy-makers divided by the total number of results posts $24/242=1/10$. Policy-makers provided feedback on a disappointing 10% of posts. *Benchmark is 1/2 (50%): fail*

Conclusions: The policy-makers involved in the project have some small possibilities to use young people's ideas influentially. Feedback provided was mostly of good quality. However, the number of policy-makers involved was small and the amount of feedback received was very small. 3/5 benchmarks are met. For young people whose ideas received this good quality feedback, this objective is met; for the others, it is not met.

Objective 3: To contribute to the development of a European public sphere, essential for equal participation in an enlarged Europe

3.1. Youth groups aim to hold discussions with inclusive participation and deliberation. Challenges are identified

Interviews with facilitators IF2 asks "How was your group formed?" Most groups were formed based on pre-existing groups (formal and informal). More relevant evidence about the inclusive/exclusive nature of groups is supplied under IF7.

Interviews with facilitators IF3 asks about "Experiences during the process? Problems? Solutions?" It is described for objective 1.1 above. Feedback is informative and generally positive.

Interviews with facilitators IF4 asks "If you attended any HUWY-events/ workshops were they helpful?" Facilitators found the workshops helpful, including any materials provided to support discussions. Some suggested that the events should have been longer. This is constructive feedback.

Interviews with facilitators IF5 asks "Did you use background materials about Internet topics (e.g. videos) on the HUWY website?" Stories, background information materials and other results were often used as discussion starters and evaluated positively.

Interviews with facilitators IF6 asks "Did your group's results get any comments from policy-makers?" and is described for objective 1.1 above. Feedback is generally positive, but also contains some useful criticisms.

Interviews with facilitators IF7 asks "What should have been done differently?" More media attention and PR to promote project. More policy-maker and also general feedback. Better links to social networking sites, better use of personal networks and more preparation time at discussions. Some groups also wish the local organisation could have supported the project better. Plenty of constructive feedback.

Interviews with facilitators IF8 asks "What did you get out of it?" and the summary is provided in full for objective 1.1 above: an impressive list of positive outcomes, which is also useful feedback.

The benchmark for the interview inputs is constructive feedback: success.

Survey S6 is a 5 part question described in full above for objective 1.1 ("Did HUWY make you think about the internet as it is today?" etc). The average response to all answers is 3.9/5. *The benchmark for S6 is an average of 3+: success.*

Survey S10 asks "How would you rate your experience of being involved in HUWY?" It is rated on a scale from 1 negative -7 positive. The result is a clearly positive 5.5.

Survey S12 asks "Would you recommend HUWY to your friends?" It is rated on the scale 7 - yes, absolutely to 1 - no, not at all. The result is 5.2.

The benchmark for S10 and S12 is an average of 4+: success.

Workshop Reports WR2 summarises feedback outputs from HUWY events. There was enthusiasm about the project concept, especially about encouraging young people to get involved in discussions on Internet policy issues. Young people enjoyed meeting policy-makers and getting feedback on their ideas directly (where this happened). Young people valued discussions on HUWY topics which took place within some workshops. Participants had some suggestions to improve the project and get more people involved. *The benchmark for WR2 is example text. No teams included direct quotes in their workshop reports, but reports do include useful feedback: e.g. including live music works well in an event involving young people (from Ireland's final dissemination workshop).*

Discussion group success factors DS1-8: HUWY partners in each country completed all questions, with constructive feedback about "what worked well" or "didn't work so well" in their implementation of the HUWY project discussion process. *The benchmark is DS1-8 complete for all countries: success¹⁶.*

Overall: Success. All benchmarks are met for this question. Feedback about discussions is constructive. There does not seem to be any indication that discussions were not inclusive, except suggestions about improving and increasing publicity to involve more people.

Objective 4: To involve young people (primarily 16-21) in discussions on issues related to the Internet, its use and regulation

4.1. Youth groups hold discussions on topics/agenda

Demographic data about discussions DD2 The number of groups holding discussions is 161. (Est.: 98, Irl.:25, Ger.:37, UK:82). *The benchmark is an average of >20 per country: success.*

Demographic data about discussions DD8. The total number of results posts=242 (Est.: 61, Irl.:15, Ger.:34, UK:51). *The benchmark is an average of >20 per country: success.*

Text analysis of results posts T11. The criterion is "On topic". 62% of posts were graded high on staying on topic and 23% medium. *The benchmark is an average of medium +: success.*

Survey S2 asks "How did you participate in HUWY?" Suggested methods accompanied by responses: I took part in discussions 73%; facilitated discussions 23%; read background materials on the HUWY website 19%; read other people's results on the website 19%; read feedback comments from policymakers on our group's results 19%; read feedback comments from policymakers on other groups' results 16%; attended a HUWY workshop/event 31%; commented on another group's results 4%. Young people who responded to the survey used all the participation methods between them. Use of online methods was disappointing. Very few extended the discussion by commenting on other groups' results.

Survey S3 asks "Did you visit the HUWY website at www.huwy.eu?" 46% several times, 29% once, 19% never. These figures are disappointing for an eParticipation project. They reflect the technical problems within the HUWY pilot, but also the strong support for offline events.

The benchmark for S2 and S3 is all participation methods used: partial success, due to underuse of online tools.

Interviews with facilitators IF1 asks "Why/How did you get involved in HUWY?" It is included in these benchmarks to provide useful contextual information. People mostly become involved via formal structures – schools, college, youth groups. Many saw this as an opportunity for self improvement and a chance to learn more. Only a few mentioned possible impact as something important for their involvement. Topics provided by HUWY were important criteria for involving young people in meaningful discussions as the topics were part of the reasons they become involved. *The benchmark is contextual information which is provided.*

Overall: The HUWY project succeeded in involving young people in discussions on issues related to the Internet, its use and regulation. Other objectives highlight the less successful aspects of this, such as low levels of online participation.

¹⁶ DS4, an open question to hold additional suggestions on involving facilitators, was only completed by half the teams, but was optional.

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; 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

Model Checklist MC3 Framework and Agenda to Support Discussions agreed by all partners and **Model Checklist MC5** Deliverable D3.1 (content strategy and initial content for hubs) submitted. These 2 items are tasks in which the HUWY team worked with young people to choose the topics (themes) that would focus the discussions and structure the hub websites. Young people were involved in these tasks and the topics chosen reflect their concerns. See D3.1 Content for more detail. *The measure is that HUWY work with young people to choose topics, with the threshold "yes or no": success.*

Hub content check HC1 asks HUWY partners to confirm "Is background information provided on all topics on all hubs?" by checking their local hub websites. *The answer is yes for all topics in each country: success.*

Survey S4 asks "Which background materials did you use and how often?" Stories: 23% several times, 29% once; Articles: 29% several times, 29% once; Podcasts: 8% several times, 13% once; Videos: 25% several times, 19% once; Other groups' results ideas: 29% several times, 4% once; HUWY instructions: 19% several times, 20% once; Materials about laws, how they are made and who makes them: 21% several times, 13% once. All the information provided is used. Low usage rates reflect low levels of website use among survey respondents. Respondents also mention that facilitators provided paper materials and many of these were paper copies of stories, background information and instructions provided on the hub websites. *The threshold is average 50% used once or more: failure (though the threshold is met for stories and articles).*

Web statistics WS2 The measure is that page views include background information pages. *Table 24: Page URLs by view* shows that background information pages (especially stories) were popular pages on each hub website (within the framework of low levels of usage overall). *The threshold is that the pages are viewed: success but at disappointing volumes.*

Conclusion: Objective 5.1 is met. The topics were identified by young people. Appropriate supporting information was assembled and was used in the discussions. However, online usage was disappointing.

5.2. Young people will become more knowledgeable about Internet governance issues, their rights and resources available to them

Young people find information helpful; policy-makers find the information accurate and helpful.

Survey S5 asks "Please rate the materials that you used" for the following materials which are provided on each country's hub website: Stories, Articles, Podcasts, Videos, Other groups' results ideas, HUWY instructions, Materials about laws, how they are made and who makes them. The average for all materials is 4/5, with most marked around this.

Survey S6 is a 5 part question described in full above for objective 1.1 ("Did HUWY make you think about the internet as it is today?" etc). The average response to all answers is 3.9/5.

Survey S7 asks respondents to rate the results (ideas by youth groups) posted on the HUWY website according to 6 criteria (described in full above for objective 1.1). The average rating is 3.2.

The threshold for the survey inputs is 3+: success.

Interviews with facilitators IF5 asks "Did you use background materials about Internet topics (e.g. videos) on the HUWY website?" Stories, background information materials and other results were often used as discussion starters and evaluated positively. *Threshold is more positive than negative comments: success.*

Interviews with policy-makers IP7 asks "Did you look at the background materials provided on the HUWY website?" Neither of the policy-makers interviewed looked at the background materials.

Threshold is more positive than negative comments. With no feedback, we cannot say success or failure.

Text analysis of results posts TA34-36. Criteria 34 to 36 look at the content of the results posts in terms of actual policy suggestions, specifically: who should implement the ideas. These demonstrate an awareness of the different sorts of bodies that can usefully take action. For example, the following relevant actors are mentioned: young people, teachers, parents, local and national governments, internet content providers. A variety of policy solutions and practical actions are also suggested, though there is perhaps an over-reliance on suggestions to ban or limit Internet access.

Text analysis of results posts TA37-39. TA37 and 38 look for awareness of who regulates the Internet and awareness of who has policy-making responsibilities. TA39 looks for any indication of raised awareness. Only 3 posts (out of 80 in this text analysis) indicate awareness as to who regulates the internet. Only 4 posts indicate awareness of who makes policies. 24 post indicate implicitly that there has been learning or raised awareness. These indications of learning (TA39), policy awareness (TA38) and internet regulation awareness (TA37) are difficult to analyse and can be seen only as secondary data. However, as secondary data, they show failure.

Threshold is relevant comments, but example comments were not collected. The text analysis in TA34-36 reveals a baseline level of awareness and TA39 indicates some learning. On balance, the evidence in the comments points to some success, but the evidence is weak.

Conclusion: Objective 5.2 is met. At least some of the young people involved seem to have become more knowledgeable about Internet governance issues, their rights and resources available to them.

Objective 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

Objectives 6 and 7 did not get implemented in the way described in the initial Description of Work, as we discovered that a literal mapping of topics and responsibilities was not possible. Accurate maps would be too large and complicated to read, plus subject to constant change. The information could not be simplified without distortion. Rather, information about responsibilities for HUWY topics and about how policies are created and influenced has been integrated into all HUWY processes, including information provided on the hubs (background information, in policy-makers profiles and in the news blogs) and HUWY events.

6.1. Interactive diagrams on Hubs aim to describe responsibilities (high level detail) based on info supplied by country coordinators (or alternative plan)

Here we evaluate according to the alternative plan: Is information provided at events? Is information provided by policy-makers? Do young people find the information useful?

Hub content check HC2 "Do policy-makers' profiles contain useful information about the role (relevant to HUWY)?" Germany and Ireland: Yes, UK: no, Estonia: $\frac{3}{4}$. *Threshold is Y/N for each hub: not met.*

Hub content check HC3 "Is background information provided about how policies are created and who has responsibility for Internet regulation (national and EU)" While some information is provided in policy-makers' profiles, very little is provided within the background information section. Estonia have covered this option better than the other countries, as the information is grouped together by topic and provided in a logical place. *Threshold is Y/N: not met.*

Workshop reports WR1: Agenda and participants. Some workshops provided information about policy responsibilities¹⁷, most effectively through participation of policy-makers, meeting young people face to face. It's not clear if the level of detail extended to EU/national responsibilities. *Threshold is the number of workshops held/number of workshops with this content >0.75. We do not have detailed data to create a number: not proved.*

¹⁷ For example Workshop 2: Making a difference - how to translate engagement into change at the First Dissemination workshop <http://itc.napier.ac.uk/ITC/NewsItem.asp?ID=45>

Conclusion: Objective 6 is not met. Replacement plans to provide information about policy-making on the hub websites and at events were only partially implemented across the 4 countries.

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

7.1. Interactive diagrams, linked with descriptions of policy-makers' role and feedback (or alternative plan)

Here we evaluate according to the alternative plan: Is information provided at events? Is information provided by policy-makers? Do young people find the information useful? (See Objective 6, above)

Workshop reports WR2: open feedback. Young people valued the discussions on HUWY topics and meeting policy-makers. This comes from HUWY team observations and interviews with facilitators. No directly attributed comments are supplied.

Text analysis of results posts TA26-36 are designed to look more closely at the content of the policy recommendations, including looking for evidence that young people's opinions and knowledge have grown, contributing to increased digital and political literacy. TA28 indicates awareness of who has responsibility for closing Internet access, TA29 who limits access. Most of the posts coded specify who should close access but only half suggest who should limit access. The actors suggested by this half indicate that these young people have thought this through. TA30 looks at increased use of authentication: in general, young people are quite aware of the policy making level on this issue. TA31 and TA32 look at service providers making changes to increase user safety: posts on this topic do not demonstrate that young people are aware of policy measures/government powers to encourage this. TA33 and 34 look at formal and informal education: the popularity these solutions parallels their popularity with policy-makers, however, there is little constructive content about who is responsible for implementing this, apart from the recognition that young people have a big role to play. *The threshold is relevant content. Some comments accurately reflect the diverse groups responsible for implementing these policies, but the policy focus is closer to home (peers, parents and teachers) than national and EU government.*

Survey S4.7 S4 asks "Which background materials did you use and how often?" S4.7 specifies "Materials about laws, how they are made and who makes them" 21% several times, 13% once. *Benchmark is >40%: not met.*

Survey S5.7 S5 asks "Please rate the materials that you used". S5.7 specifies "Materials about laws, how they are made and who makes them". On the scale of 1-5, where 1 is poor and 5 is excellent, those who used the materials gave an average mark of 4.1. *Benchmark is average 3+: success.*

Interviews with facilitators IF4 asks "If you attended any HUWY-events/ workshops, were they helpful?" Everyone who had attended the events felt that these added relevant information and helped to support the discussions, but no mention is made of any EU content relevant to this objective. *Threshold is relevant comments: no relevant comments.*

Interviews with facilitators IF5 asks "Did you use background materials about Internet topics (e.g. videos) on the HUWY website?" Stories, background information materials and other results were often used as discussion starters and evaluated positively. Interviews indicate no new awareness of policy processes. However, people do mention looking at the laws and regulative acts linked from HUWY. No specific EU content. *Threshold is relevant comments: no relevant comments.*

Conclusions: We have not managed to find evidence that HUWY helped to illustrate the role of national governments and parliaments, in designing and applying EU legislation. We do not have any evidence that the project increased understanding of EU structures or their relationship with national structures. We can only say that young people accessed background information about the topics, including "Materials about laws, how they are made and who makes them" (S5) and rated them as useful.

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.

(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.)

8.1. Increase in awareness, skills and best practice use of the Internet through their discussions

Survey S6 is a 5 part question described in full above for objective 1.1 ("Did HUWY make you think about the internet as it is today?" etc). The average response to all answers is 3.9/5. *Threshold is 3+: success.*

Workshop reports WR1: Agenda and participants. Most workshops facilitated increased awareness and learning. E.g., a group of young people led a session on this in the First Dissemination Workshop¹⁸. The issues were extensively explored over the EYSM summer school¹⁹ and young people made peer education media outputs. Most other workshops included discussions about Internet problems, sometimes raised by young people and sometimes prompted by the stories on the HUWY hubs. *Threshold is relevant content: success.*

Workshop reports WR2: open feedback. Many ideas came out of the workshops which focused on ways to use the Internet more safely and positively. Many ideas focused on education, especially peer education. Where workshops included longer discussions on these issues, the results are often posted on the HUWY hub websites. *Threshold is relevant content: success.*

Interviews with facilitators IF5 asks "Did you use background materials about Internet topics (e.g. videos) on the HUWY website?" Stories, background information materials and other results were often used as discussion starters and evaluated positively. Interviewees mentioned almost all types of materials they used from HUWY sites. Some also mention print-outs used in meetings. More information was mostly sought through internet search and newspaper articles. *Threshold is relevant comments: we can infer from these comments that the materials helped to increase awareness, skills and best practice use of the Internet, especially in combination with discussion.*

Interviews with facilitators IF8 asks "What did you get out of it?" and the summary is provided in full for objective 1.1 above. Many of these positive outcomes imply an increase in best practice, e.g. "internet security, new views on social networking, personal online security, personal internet use, networking, improved skills". *Threshold is relevant comments: success.*

Text analysis of results posts TA26-39 are designed to look more closely at the content of the policy recommendations, including looking for evidence that young people's opinions and knowledge had grown, contributing to increased digital and political literacy, their own safety, their peers' safety and increasing positive experiences of the Internet. The policy content of these posts covers a range of ways to improve the Internet for young people. Education is the second most popular idea. Where the posts include specific information about who could implement change, many recognise that young people have a big role to play. For example, TA34.1 identifies that young people/peers are the best group to implement informal education. TA39 looks for indications of learning or raised awareness and 24/80 posts indicate this implicitly. *Threshold is relevant content: success is indicated, but rarely explicitly.*

Conclusions: All inputs reveal awareness of young people's responsibilities for Internet safety, both of themselves and their peers. Many indicate increased awareness, especially of security, and new skills. We don't have evidence for longer term behaviour change.

¹⁸ <http://itc.napier.ac.uk/ITC/NewsItem.asp?ID=45> "Do as You Say or Do as We Do" was organised by Donegal Youth Services and Youth Work Ireland.

¹⁹ <http://www.eysm.eu/> European Youth and Social Media Youth Exchange with young people from Estonia, Germany and Ireland, co-funded by Léargas under the EU Youth In Action Programme. The workshops reflected HUWY topics and HUWY partners helped to organise and facilitate the event.

Objective 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)

9.1. 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?

Cumulative of all evaluation instruments. D7.3. Sustainability and Scalability Report contains more details about the extensive implementation of the HUWY project. This report indicates a comprehensive evaluation process. *Success.*

Discussion group success factors DS1-8 and evaluation reports: HUWY partners in each country completed all questions, with constructive feedback about "what worked well" or "didn't work so well" in their implementation of the HUWY project discussion process (though DS4, an optional and open question to hold additional suggestions on involving facilitators, was only completed by half the teams). Strengths, weaknesses and suggestions for improvement are listed in each evaluation report (D7.3, D6.2 and D7.4) *The benchmark is DS1-8 complete for all countries + weaknesses/ suggestions for improvement listed in evaluation reports: success.*

D7.3 Sustainability and Scalability Report: 6 possible further implementations are listed in D7.3. *Threshold is 5+ possible implementations listed: success.*

Workshop reports WR2: Notes of interest gathered at final workshops. None are explicitly mentioned in the reports. *Threshold is 3 notes of interest: not met.*

Web statistics WS1-4: Visits, Page views, Page views per visit, Average time per visit. Figures indicate that all 4 hubs are used throughout the pilot period. *The benchmark for this is "indicates use": success.*

Survey S1 asks "How did you get involved in HUWY?" Successful recruiting mechanisms were related to schools, colleges and youth groups. Online recruiting was less successful.

Survey S2 asks "How did you participate in HUWY?" For suggested methods accompanied by responses, see objective 4 (or Table 4). Young people who responded to the survey used all the participation methods between them. Use of online methods was disappointing. Very few extended the discussion by commenting on other groups' results.

Survey 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?" Distributed discussion enables young people to express their ideas freely: 79%. Distributed discussion helps to get more people involved: 77%. This kind of system makes young people's ideas accessible to policymakers: 63%. It requires too much effort from me: 25%. With this kind of system I need support from my youth leader/teacher/ lecturer: 40%. Young people like the idea of distributed discussion. Adequate support is essential.

The benchmark for the survey inputs is the feedback itself.

Interviews with facilitators IF2 asks "How was your group formed?" Most groups were formed based on pre-existing groups (formal and informal). More relevant evidence about inclusive/exclusive nature of groups is supplied under IF7.

Interviews with facilitators IF1 asks "Why/How did you get involved in HUWY?" It is included in these benchmarks to provide useful contextual information. People mostly become involved via formal structures – schools, colleges, youth groups. Many saw this as an opportunity for self improvement and chance to learn more. Only a few mentioned possible impact as important for their involvement. Topics provided by HUWY were important criteria for involving young people in meaningful discussions, as the topics were part of the reasons they become involved.

Interviews with policy-makers IP10 asks "What would you change?" Suggestions included improving the layout of the hubs to make the results easier to find and use (e.g. to be able to list all

the results on one page); better linking with social media; richer feedback systems using a variety of media.

The benchmark for the interviews is contextual information which is provided.

Conclusions: objective 9 is achieved. The model was implemented and comprehensively evaluated. Strengths and weaknesses were identified by participants and HUWY partners.

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

Demographic data about discussions DD6. 2 policy makers are listed on each of the Estonian, Irish and UK sites. 16 are listed on the German site. *Benchmark is >1 per hub: success*

Hub content check HC2 "Do policy-makers' profiles contain useful information about the role (relevant to HUWY)?" Germany and Ireland: Yes, UK: no, Estonia: ¾. *Benchmark is "profile judged as useful for the context": not met.*

10.2. Policy-makers post feedback on young people's results posts

Demographic data about discussions DD11/DD8. The number of comments on results by policy-makers divided by the total number of results posts 24/242=1/10. Policy-makers provided feedback on a disappointing 10% of posts. Benchmark is ½: fail

Text analysis of policy-maker responses to results posts TA19-25. Quality criteria for post content out of 15: TA19 Meaningful, thorough, profound ideas, thoughtful: 5 high, 5 medium, 5 low; TA20 On topic: 9 highly on topic, 6 medium; TA21 Useful, helpful, advice, constructive: 10 high, 5 low; TA 22 Sincere: 13 high, 1 low; TA23 Reference to impact: 4 high, 5 medium. TA24 (Only 5 posts make links to outside HUWY) and TA25 (only 7 posts make references to other sources): more links and references would better support the arguments. The policy-makers' posts are good quality on all these criteria, except the use of links and references. More reference to impact would be useful. The high score on sincerity is very important. *Benchmark is an average of medium+: success.*

10.3. Young people and policy-makers brought together at events

Workshop reports WR1: participants and agenda; **WR2:** relevant comments. Many workshops (especially opening and closing workshops) included opportunities for young people and policy makers to come together and discuss young people's ideas about HUWY topics. Some included discussions about the policy-making process for HUWY topics. Young people valued the opportunity to discuss their ideas with policy-makers. Policy-makers valued the opportunity to hear ideas directly from young people. *Benchmarks are WR1 relevant content in agenda and WR2 relevant comments: success.*

Survey S2 asks "How did you participate in HUWY?" For suggested methods accompanied by responses, see objective 4 (or Table 4). Young people who responded to the survey used all the participation methods between them. However, interaction with policy-maker input online was low: only 19% read feedback comments from policymakers on their group's results and only 16% read feedback comments from policymakers on other groups' results. This was almost certainly due to the low levels of feedback received from policy-makers. *Benchmark is contextual information, which indicates that interacting with policy-makers online was unsuccessful in terms of volume.*

Survey S10 asks "How would you rate your experience of being involved in HUWY?" It is rated on a scale from 1 negative to 7 positive. The result is a clearly positive 5.5. *Benchmark is contextual information, which is young people's positive experience of the project.*

Conclusions: Partial success. HUWY managed to provide a specific and transparent connection between some young people and decision-making bodies, as some received good feedback on their ideas on the hub websites and some had valuable interactions with policy-makers at events. However 9/10 results posts did not get any feedback from policy-makers.

Objective 11: To increase young people's skills in using online tools for deliberation and eParticipation

11.1. Youth groups online deliberation skills increased via workshops.

Interviews with facilitators IF3 asks about “Experiences during the process? Problems? Solutions?” Feedback is informative and generally positive. Facilitators learned techniques to get people talking and keep the discussions on topic.

Interviews with facilitators IF4 asks “If you attended any HUWY-events/ workshops were they helpful?” Facilitators found the workshops helpful, including any materials provided to support discussions. Some suggested that the events should have been longer, which is surely indicates a positive experience.

Interviews with facilitators IF8 asks “What did you get out of it?” and the summary is provided in full for objective 1.1 above. For this question, the most relevant outcomes are: “New experiences, social and ethical issues on the internet, thinking about solving internet related problems, got to express views, got experience of deliberation and group management, group facilitation. Networking, improved skills”.

Benchmark for all interview inputs is relevant comments. Comments indicate increase in skills for deliberation and facilitation, but there is no evidence for increase in skills using online tools for eParticipation: not met

Workshop reports WR2: relevant comments. Feedback gathered at workshops indicates that young people enjoyed the discussions, but any comments which focus on the online tools tend to be negative. Many workshops had specific problems with the website, especially hubs becoming unavailable during the workshop. *Benchmark is relevant content: not met*

Conclusions: HUWY did not increase young people’s skills in using online tools for deliberation and eParticipation. HUWY contributed to young people’s skills in terms of offline discussion and facilitation. It may have increased young people’s skills in using online information to support discussions (young people found the materials provided useful for their discussions.)

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

12.1. Project makes young people think about better internet laws

The evaluation suggests that we use the data from *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.*

Conclusions: All inputs reveal awareness of young people’s responsibilities for Internet safety, both of themselves and their peers. Many indicate increased awareness, especially of security, and new skills.

12.2. The amount of ideas that are publicly spoken about

Publicity Review PR. The data for this, the Publicity Review, is provided in D7.4 Results. Policy-makers commented on the ideas on the hub websites and these were publicised by the HUWY team via newsletters and social networking sites, as were the results posts. The only evidence we have of policy-makers *speaking* publicly about the ideas is at the final dissemination workshops in Estonia and Ireland. *The benchmark is relevant content in each country: not met.*

Conclusions: Ideas were only spoken about publicly at HUWY workshops.

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

See also *Objective 10.2 Policy-makers post feedback on young people’s results posts.*

Demographic data about discussions DD11/DD8. The number of comments on results by policy-makers divided by the total number of results posts $24/242=1/10$. Policy-makers provided feedback on a disappointing 10% of posts. *Benchmark is 1/2: fail*

Text analysis indicates that, though small in volume, the policy-makers’ posts are generally meaningful. Interviews with facilitators indicate that some young people got valuable feedback on their ideas at HUWY events.

Conclusions: The *amount* of ideas that got meaningful feedback from policy-makers in the HUWY project does not indicate success.

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

Interviews with policy-makers IP4 asks "Did you use some of these ideas?" Both policy-makers interviewed commented that they have reflected on the ideas. None of the ideas are uniquely transforming, but provide food for thought.

Interviews with policy-makers IP9 asks "What might be the impact for the near future?" The impact on policy is likely to be minimal according to both policy-makers. They feel that the fact that young people have discussed on these ideas is impact enough. Further, the ideas provide background information for other projects to raise the levels of the discussions.

Text analysis of policy-maker responses to results posts TA23 Reference to impact: 4 high, 5 medium, 6 low. The policy-makers' posts could usefully contain more references to impact.

Publicity Review (see D7.4 results) does not contain any evidence of ideas entering the policy-making process.

The benchmark for these inputs is Y/N example content. While we can identify some possible paths to impact from these inputs, we cannot find any evidence of ideas actually being taken into account.

Conclusions: There is no evidence that any specific ideas will actually be taken into account, although there are possibilities for ideas to influence policies in the future.

12.5. The number of youth groups involved and ideas posted

Demographic data about discussions DD1 Estimates of number of organisations involved: Est.:19, Ger.:9, Ire.:8, UK:7, All:34. Organisations involved in HUWY included national organisations and local organisations, as well as informal groups of young people. This figure indicates that a variety of organisations were involved. No benchmark is set: the number provides contextual information to the number of groups posting results. There is not a 1:1 relationship between organisations and groups. Some organisations contained many discussion groups.

Demographic data about discussions DD2 Total number of groups holding discussions. Figures, as recorded on the HUWY hubs, are Est.:61, Ger.:15, Ire.:34, UK:51, All:161. *The benchmark is >20 per country: success for ¾ countries.*

Demographic data about discussions DD8 Total number of results posts. Figures, as recorded on the HUWY hubs are Est.:98, Ger.:25, Ire.:37, UK:82, All:242. *The benchmark is >20 per country: success.*

Conclusions: The HUWY project succeeded in involving a good number of youth groups, resulting in a good number of results. This is especially true for the Estonian pilot.

12.6. The number of policy-makers involved

Demographic data about discussions DD6 Policy-makers registered on site are Est.:2, Ger.:16, Ire.:2, UK:2, All:22. The figures for Germany and Estonia are good (considering size). The UK figure is disappointing, especially considering the large number of bodies with responsibilities relevant to HUWY and the number of policy-makers who attended HUWY UK events. *The benchmark is 1 per country: success.*

Demographic data about discussions DD7 Policy-makers who attended events- Est.:12, Ger.:0.5 (1 remotely), Ire.:0, UK:6, All:18.5. *The benchmark is one per country: success for Estonia and UK, but the benchmark is not met for Germany and Ireland.*

Conclusions: The HUWY project succeeded in involving a reasonable number of policy-makers, but their level of involvement was not high across all countries.

12.7. The profile of the policy-makers

Hub content check HC2 "Do policy-makers' profiles contain useful information about the role (relevant to HUWY)?" Germany and Ireland: Yes, UK: no, Estonia: ¾. *Threshold is Y/N for each hub: not met.*

Interviews with policy-makers IP2. “Do the policy-makers interviewed have relevant profiles for HUWY?” Profiles of the 2 interviewed policy-makers: State chancellery civil servant and NGO representative interested in child safety and internet governance. These profiles are useful for giving feedback and both contain paths to indirect influence: one point for each policy-maker. It is disappointing that partners only managed to interview 2 policy-makers, over 4 countries. *Benchmark suggests we apply a grading out of 5: fail with only 2 points.*

Conclusions: On the evidence gathered, the HUWY project, as a whole, has not really succeeded in involving policy-makers with relevant profiles.

12.8. The content of feedback provided by policy-makers

Text analysis of policy-maker responses to results posts TA19-23. TA19 Meaningful, thorough, profound ideas, thoughtful: 5 high, 5 medium, 5 low²⁰; TA20 On topic: 9 highly on topic, 6 medium; TA21 Useful, helpful, advice, constructive: 10 high, 5 low; TA 22 Sincere: 13 high, 1 low; TA23 Reference to impact: 4 high, 5 medium. The policy-makers’ posts are good quality on all these criteria. More reference to impact would be useful. The high score on sincerity is very important. *Benchmark is an average of medium+: success.*

Conclusions: Though the volume of feedback gathered from policy-makers is low, it is of good quality.

Conclusion for objective 12: On balance, the project does not evaluate too well using young people’s evaluation factors. 3 criteria are met; 4 are not met; 1 is partially met.

Objective 13: Young people’s preferred outcomes are met

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

This kind of impact is investigated more thoroughly in D7.4 Results. The investigation has not turned up any evidence to support this. *Not met.*

13.2. Policy-makers speaking publicly about their ideas

Publicity Review PR. As with objective 12.2, the data for this is analysed in D7.4 Results. The only instances recorded are at HUWY workshops. *Not met.*

13.3. Feedback that is meaningful and useful to them

This matches sub-objective 2.1. Useful and valid feedback received from policy-makers, which concludes that the policy-makers involved in the project have some small possibilities to use young people’s ideas influentially. Feedback provided was mostly of good quality. However, the number of policy-makers involved was small and the amount of feedback received was very small. 3/5 benchmarks are met. *For young people whose ideas received this good quality feedback, this objective is met; for the others, it is not met.*

Conclusion for objective 13: On balance, young people’s preferred outcomes are not met. There is no evidence for a real change based on young people’s ideas. There is little evidence for policy-makers speaking publicly about the ideas beyond project events. Feedback provided by policy-makers on the hubs and events was of good quality and well received, but its volume was small.

However, it’s relevant to note here that the content of many of the ideas posted on the hubs is aligned with government policies anyway. For example, a large number of posts suggested increased formal and informal education on HUWY topics. This is in line with many policies, national and EU, for example, the Digital Agenda for Europe²¹. What young people add is an emphasis on peer education.

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

14.1. The number of youth groups that get involved

²⁰ Qualities criteria for post content out of 15

²¹ http://ec.europa.eu/information_society/digital-agenda/index_en.htm

Using the results from *objective 12.5 The number of youth groups involved and ideas posted*, we **conclude: The HUWY project succeeded in involving a good number of youth groups, resulting in a good number of results. This is especially true for the Estonian pilot.**

14.2. The variety of youth groups involved

Hub content check HC4 asks "Do the youth group descriptions indicate that a variety of youth groups/young people are involved?" Yes, while many groups do not provide information, enough information is provided to identify diversity in each country, in terms of age, sex and location. The German team felt that there was a lack of data on their hub to support evidence of socio-economic diversity. *The benchmark is Y/N for each country: success.*

Workshop Reports WR1 Participants. Information about participants at the 50+ workshops held within the project indicates the inclusion of diverse young people at HUWY events in each country. *The benchmark is indicates variety: success.*

Survey S13 asks respondents to (optionally) specify where they live (without detail), their age and sex. Data about survey respondents' location is not published; respondents ages were between 16 and 31; 25% young men and 75% young women completed the survey. *The benchmark is indicates variety: success.*

Conclusions: A good variety of youth groups was involved in each country, though we lack evidence for socio-economic diversity in the German pilot.

14.3. The content of young people's ideas

Text analysis of results posts TA10-14. This analysis looked at the quality of young people's post. In particular, we were looking for evidence of deliberation (residues of the groups' discussions). TA10 qualities were "Meaningful, thorough, profound ideas, thoughtful". Overall only 2/3 of the posts analysed were of medium or high quality on these criteria. The TA11 criterion was "on topic". Over 85% of posts were well on topic or mostly on topic. TA12 qualities were "Coherent, grammar, structured" 61% of posts were also coherent on grammar and structure. TA13 qualities were "Cogent, strength of argument, confidence". This was the most difficult criteria to meet, with 50% of posts scored low. This indicates that in future projects, support as to how to formulate arguments in presenting online results may be one of the aspects where people need additional support²². TA14 qualities were "Constructive, problem solution oriented": 64% high or medium²³. *The benchmark for this is an average of medium+: success.*

Text analysis of results posts TA26-36 are designed to look more closely at the content of the policy recommendations, including looking for evidence that young people's opinions and knowledge have grown, contributing to increased digital and political literacy. Posts include a variety of policy suggestions and many include suggestions about who should implement change, recognising the different bodies who can usefully take responsibility, especially young people themselves. Many results posts describe young people's experiences of using the internet to create a context for the wider discussion. *The benchmark is relevant content: success*

Interviews with policy-makers IP4. Policy-makers noted in interviews that the ideas they read are not uniquely transforming but provide food for thought.

Interviews with policy-makers IP5 asks "Have you talked about these ideas in public?" and policy-makers say that they think they will speak about these ideas, which indicates that they found interest and value.

Interviews with policy-makers IP6 asks for the most memorable ideas. The policy-makers found good relevant ideas, mostly about stricter regulations, but also about the need for public awareness-raising. The idea of an "ethical certificate" and ideas about multilayer ID were identified as most memorable and worth pursuing in more detail.

The benchmark is more positive than negative comments: success.

Conclusions: The content of young people's ideas was of good quality.

²² It may also be that groups were not encouraged to post coherent arguments, merely to summarise the main contents or outcomes of their discussions.

²³ Many posts analysed were descriptive posts about young people's relation to the internet ("our experiences" posts.)

14.4. The publicity around the project

Publicity review PR Did the HUWY partners implement a comprehensive publicity program in each country? It varied a little between the countries. Problems with the hub websites were problematic for marketing and dissemination throughout 2010. See D7.4 for detail.

Web statistics W6 Referrals. The list of sites referring visitors to the hub websites reflects HUWY dissemination policy: top with referrals are social networking sites, HUWY partner sites and other sites where HUWY partners post about the project. e.g. FaceBook, Twitter and itc.napier.ac.uk are the top referring sites, except Google. *Benchmark is "reflects HUWY dissemination actions": success.*

Inputs from young people: various inputs from young people suggest ways in which the publicity could be implemented more fully and effectively, so it is clear that there is room for improvement here.

Conclusions: HUWY partners implanted the HUWY dissemination strategy, adapting it to the context of their country and size and make-up of their HUWY team. The team made some good use of social networking sites. In terms of targeted offline publicity, the HUWY teams could have benefited from stronger partnerships with youth organisations and being taken up by the media. Both online and offline publicity suffered from technical problems with the hub websites, at the centre of all dissemination. Young people's comments imply that HUWY did not achieve a high publicity profile.

Conclusions for objective 14: Overall, the HUWY project has been successful according to policy-makers' criteria. However, there is room for improvement in terms of publicity.

Objective 15: Policy-makers' preferred outcomes are met

15.1. Good ideas from young people

Text analysis of results posts TA26-36 looks at the content of young people's posts in terms of ideas. *Objective 14.3 The content of young people's ideas above concludes that the content of young people's ideas was of good quality.* Three good ideas per country are provided in this report. See 5.5.2 T40 Good ideas from young people. *The benchmark is >3 good ideas per country: success.*

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

Objective 8.1. Increase in awareness, skills and best practice use of the Internet through their discussions, concludes that all inputs reveal awareness of young people's responsibilities for Internet safety, both of themselves and their peers. Many indicate increased awareness, especially of security, and new skills. However, we don't have evidence for longer term behaviour change.

15.3. Young people will understand more about how government works

Objective 5.2, Young people will become more knowledgeable about Internet governance issues, their rights and resources available to them, concludes that at least some of the young people involved seem to have become more knowledgeable about Internet governance issues, their rights and resources available to them. *Success.*

Survey S5.7: S5 asks "Please rate the materials that you used". S5.7 specifies "Materials about laws, how they are made and who makes them". On the scale of 1-5, where 1 is poor and 5 is excellent, those who used the materials gave an average mark of 4.1. *Benchmark is average 3+: success.*

Interviews with facilitators IF5 asks "Did you use background materials about Internet topics (e.g. videos) on the HUWY website?" Stories, background information materials and other results were often used as discussion starters and evaluated positively. Interviewees mentioned almost all types of materials they used from HUWY sites, plus print-outs used in meetings. More information was mostly sought through internet search and newspaper articles. However, information about laws and how they are made is not mentioned here, so there is no indication, from the interviews, that the materials increased understanding about how government works. *Threshold is relevant comments: no relevant comments.*

Interviews with facilitators IF6 asks "Did your group's results get any comments from policy-makers?" While most facilitators had not received feedback on their results posts, or had not checked,

those who had were impressed by its quality and that their ideas were taken seriously. Feedback from was also received from policy makers at events. We can infer that this feedback increased young people's understanding of how government works, assuming that policy-makers included relevant information. *Threshold is relevant comments: comments imply realistic feedback was received.*

Interviews with facilitators IF8 asks "What did you get out of it?" An impressive list of positive outcomes, provided in full in Table 4. Relevant outcomes are: "new information about internet, social and ethical issues on the internet, policies, internet security." *Threshold is relevant comments: met.*

Workshop reports WR1 agenda: some workshops specifically included sessions on how policies are made. **WR2**, open feedback, includes that young people valued the discussions on HUWY topics and meeting policy-makers. *Threshold is relevant comments: met.*

Conclusions: on balance, the evidence suggests that many young people who participated in the HUWY project increased their understanding of how government works.

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

Objective 3: To contribute to the development of a European public sphere, essential for equal participation in an enlarged Europe. The conclusion is success. All benchmarks were met. Feedback about discussions is constructive. There does not seem to be any indication that discussions were not inclusive, except suggestions about improving and increasing publicity to involve more people. *Success.*

Objective 4: To involve young people (primarily 16-21) in discussions on issues related to the Internet, its use and regulation. Overall, the HUWY project succeeded in involving young people in discussions on issues related to the Internet, its use and regulation. *Success.*

Objective 5.1 is met. The topics were identified by young people. Appropriate supporting information was assembled and was used in the discussions. *Success.*

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. All inputs reveal awareness of young people's responsibilities for Internet safety, both of themselves and their peers. Many indicate increased awareness, especially of security, and new skills. We do not have evidence for longer term behaviour change. *Success.*

Conclusion: HUWY gave young people the opportunity to share their ideas and think about better internet laws.

15.5. Change in policy making action

Impact assessment in D7.4. This kind of impact is investigated more thoroughly in D7.4 Results. The investigation has not turned up any evidence for a change in policy-making inspired by young people's results posts. *Not met.*

Conclusion: we do not have any evidence that young people's ideas, posted on the HUWY hubs, have caused a change in policy during the lifetime of the project. However, we hope that the HUWY discussions will help to increase dialogue between young people and policy-makers on these issues, encouraging young people to get involved and speak up on Internet policies and encouraging policy-makers to seek out young people's ideas on these topics.

Conclusions for objective 15: out of 5 preferred outcomes, 3 are met, 1 is partially met and 1 is not met.

5 Results: by evaluation instrument

This section presents the data gathered by evaluation instrument and initial analysis in light of relevant objectives and sub-objectives. A summary of these results is presented in *Table 17: Specific objectives, methods and results*. Methodological information is included about each instrument. This is followed by the instrument criteria (questions), relevant data gathered and analysis according to aligned objectives (in a table). For some instruments, this table is followed by some conclusions about the results provided through this method.

5.1 Workshop reports

Two types of workshop are held within the HUWY project.

1. Dissemination workshops (Work Package 7) are held at the end of the first year and the end of the project. These are designed to raise awareness of the project and results among all interested groups. The First Dissemination Workshop was international²⁴. The final workshops are held in each pilot country.
2. Workshops to get young people to participate in the project (Work Package 5). These are organised specifically to involve young people and youth groups in the project and held on a country by country basis. Some workshops included youth group discussions on HUWY topics, the results of which are published on the hub websites.

In addition, partners held information sessions and attended youth group events, where they gave presentations or ran workshops. This variety of events that can be labelled workshops has led to some discrepancy in reporting, so we cannot specify exact numbers. In the deliverable D5.2 Workshop Reports, on which this data is based, some countries report workshops in thematic groups and others spate each event.

Policy-makers were encouraged to attend all types of workshop and information sessions.

Each partner was provided with a simple template to record information about the workshops. This helped to ensure that useful and comparable data was collected about workshops in each country. These reports are collated as the deliverable D5.2 Workshop Reports. In addition, the First Dissemination Workshop is recorded in its own, more detailed report: D7.0 1st Dissemination Workshop. Thus data about the workshops and feedback gathered at workshops becomes the source "workshop reports" in this evaluation scheme.

Two types of data are gathered, which are used in the evaluation:

1. Data about the event, including what was on the agenda and who attended.
2. Feedback and outcomes: participants' comments about the HUWY project and any published outcomes. Good quality feedback about the discussion process is gathered from workshops which included youth group discussions on HUWY topics.

In analysing these workshop reports various methods were used. Where facts about the workshops were used as evidence (e.g. number of participants) counting and reporting directly of the results were used. In other instances vertical qualitative text analysis was used in order to gather evidence of specific criteria.

Table 3: Workshop reports

ID	Recording feedback	Score	Evaluation against objectives
WR1	Agenda and participants	<ul style="list-style-type: none"> • >50 workshops took place in all countries • Participants varied in age and in affiliation per workshop • Agendas included introducing HUWY and finding ways to get involved; 	<p>Obj6& 7: providing information about policy responsibilities</p> <ul style="list-style-type: none"> • Some workshops provided this, most effectively through participation of policy-makers & meeting young people f2f. • Not clear if level of detail extended to EU/national responsibilities <p>Obj8: support young people to develop and follow</p>

²⁴ HUWY: Young people's experience and advice on Internet Policies, December 2009
<http://itc.napier.ac.uk/ITC/NewsItem.asp?ID=45>

		<p>ways to get policy-makers involved.</p> <ul style="list-style-type: none"> • Workshops increasingly included discussions on HUWY topics • Young people and people working with young people attended • Policy-makers attended in Estonia, UK and 1st Dissemination workshop. 	<p>best practice in using the Internet; Obj12.1 and 15.4: support young people to think about better Internet laws</p> <ul style="list-style-type: none"> • Most workshops facilitated this. In many it was led by young people <p>Obj10: Bringing young people together with policy-makers</p> <ul style="list-style-type: none"> • Yes, in some UK and Estonian workshops, plus 1st Dissemination workshop. <p>Obj14.2 variety of youth groups involved</p> <ul style="list-style-type: none"> • Yes –good variety
WR2	Open feedback	<ul style="list-style-type: none"> • Enthusiasm about the project concept, which rarely translated into people organising groups • Young people valued the discussions on HUWY topics and meeting policy-makers • More feedback on the workshops comes from the survey and interviews with facilitators (below) than from the workshop reports • Interest in using resources and results but no evidence of organisations intending to use hub website technology, for their own projects 	<p><i>Young people evaluated the workshops positively through comments and feedback at the workshop. Workshop's topicality resulted in discussions held which in turn resulted in posts on the website.</i></p> <p>Obj1.1 Young people have increased enthusiasm for democratic participation</p> <ul style="list-style-type: none"> • Yes, especially where policy-makers took an active part in workshop <p>Obj3: To contribute to the development of a European public sphere And Obj7: Providing information about policy responsibilities And Obj12.1: makes young people think about better internet laws And Obj15.3 Young people will understand more about how government works And Obj15.4 HUWY will give young people the opportunity to share their ideas and think about better internet laws</p> <ul style="list-style-type: none"> • Yes, especially through discussions supported at workshops; interaction with information about policies and policy-makers where possible. <p>Obj8: support young people to develop and follow best practice in using the Internet</p> <ul style="list-style-type: none"> • Most workshops facilitated this. In many it was led by young people <p>Obj9 Trialling the model –people express interest in using the tools afterwards</p> <ul style="list-style-type: none"> • Background information and results: yes • Create similar tools for new discussions? No evidence <p>Obj10: Bringing young people together with policy-makers</p> <ul style="list-style-type: none"> • Where this happened it worked well. <p>Obj11 increase young people's skills in using online tools for deliberation and eParticipation</p> <ul style="list-style-type: none"> • No –offline discussions yes, but not online tools. <p>Obj12.4 young people's ideas to be used in policy</p> <ul style="list-style-type: none"> • No evidence yet <p>Obj15.2 Young people's behaviour regarding the Internet will change</p> <ul style="list-style-type: none"> • No evidence yet

5.2 Survey of young people (final survey questionnaire)

Data collected and methodology used

The survey consisted of 13 questions and a number of sub-questions – a total of 61 indicators. The questions were partly derived from survey and interviews conducted in D6.1. Engagement and Impact Criteria, but more specifically chosen to measure progress towards meeting the project objectives, including young people and policy-makers' preferred evaluation factors and outcomes. The exact relationship between individual survey questions and measuring success towards meeting objectives is detailed in *Table 17: Specific objectives, methods and results*. An online survey, based on the data

collection software *eformular*,²⁵ was used. The survey was translated into three languages: English (used for both UK and Irish participants), German and Estonian. Links to the survey were posted on all the HUWY websites. Email addresses of the participants at various HUWY workshops and from online registrations were used to send out the survey link with a request to complete this. We contacted facilitators and youth groups that had organised discussions and asked them to encourage participants to complete the survey. The Survey was open for one week at the end of January 2011 and one week at the beginning of February. Altogether 48 responses were collected, 16 to English surveys, of them from 11 from Ireland and 5 from Northern Ireland; 6 to German surveys and 26 to Estonian surveys. In UK and Ireland, some paper copies of the same survey were also distributed and results were later entered to the online survey environment.

Data was analysed across all countries. Basic statistics as average and frequencies were used. Only if the local differences were remarkable, then general analytical remarks are made about the local conditions. Due to the small number of respondents, no cross-table analysis was performed, except on occasions where the results could better be explained or understood by cross-table analysis.

Table 4: Survey of young people (final survey)

ID	Question	Options	Average score	Implications/evaluation and comments	Objectives
S1	How did you get involved in HUWY?	<i>Please tick all that apply</i>	<i>% of respondents who ticked yes.</i>	In order for the project to succeed, we needed to recruit a variety of people. Successful recruiting mechanisms were related to schools and youth groups. Online recruiting was less successful. Open answers indicate that the project achieved some publicity which resulted in young people joining the project	9,12.3
		I read about HUWY via email	8%		
		I read about HUWY on a website/ social network	2%		
		My friends asked me to join	23%		
		I heard about it through an organisation/youth group	35%		
		I heard about it at school/college/ university	48%		
		Other, please specify...?	Newspapers , other websites		
S2	How did you participate in HUWY?	<i>Please tick all that apply</i>	<i>% of respondents who ticked yes</i>	Different forms of participation indicate the success of HUWY model. Offline discussion related components worked better – more people involved.	
		I took part in one or more discussions	73%		
		I facilitated one or more discussions	23%	Ratio of 1 facilitator to 3 ordinary group members in responding our feedback questionnaire means that we managed to involve not only facilitators, but also ordinary group members. <i>Success</i>	49
		I read background materials on the HUWY website	19%	Obj5.1 – Appropriate support material exists on the website and is used by some people – <i>partial success</i> The results show that the online component of HUWY had some success at this stage – ideas by other people and background materials were not as highly used.	5.19
		I read other people's results on the HUWY website	19%		
		I read feedback comments	19%	Obj10, relating to all stages of the	10

²⁵ <http://www.eformular.com/>

		from policymakers on our group's results		model fulfilled, was partially met, as policy-maker involvement remained low throughout the project.	
		I read feedback comments from policymakers on other groups' results	16%		
		I attended a HUWY workshop/event	31%	HUWY workshops were important to disseminate HUWY idea.	1
		I commented on another group's results	4%	<i>Not met</i> , lack of policy-makers comments also resulted in partial fulfilment of the model and only some people looking at other posts as worthy of commenting.	10
S3	Did you visit the HUWY website at www.huwy.eu?	Yes/No	46% several times 29% once 19% never	Combined with answer to S2: the website was visited, but not used to its maximum advantage for completion of HUWY model	1 4 5 10
S4	Which background materials did you use and how often?	3 - several times; 2 - once; 1 - never	% of people who used materials several times and at least once are presented after each other	Theoretical hypothesis behind this question: variety of multimedia materials is important for "digital natives". For the HUWY model, objective 5.1 aimed at supporting young people with appropriate materials Materials being used by more than 40% of respondents indicate success, with the hypothesis that young people shared their materials and readings within their group.	5.1
S4.1		Stories	23% several times 29% once	<i>Success</i> – written materials were most used, probably because they were also easy to print out and share with a group in offline discussions	5.1
S4.2		Articles	29% several times 29% once		5.1
S4.3		Podcasts	8% several times 13% once	<i>Partial success</i> – availability was important but they could have been used more.	5.1
S4.4		Videos	25% several times 19% once	<i>Success</i>	5.1
S4.5		Other groups' results ideas	29% several times 4% once	<i>Partial success</i> – the model was not completed and many people didn't get to see other people's results while holding discussions as discussions ran parallel	5.1 12.4
S4.6		HUWY instructions	19% several times 20% once	<i>Success</i> – while the usage percentage is below 40, the cross-table analysis indicates that HUWY instructions were mostly used by group facilitators, thus by these people who were able to benefit from them in running their discussion groups.	5.1 11
S4.7		Materials about laws, how they are made and who makes them	21% several times 13% once	Background materials about legislative process were considered very important by project initiators, the usage of them indicates partial success.	5.1 5.2 7 12.1 15.3
S4.8		Other, please specify...	Additional articles given by facilitators		
S5	Please rate the materials that you used	If you used these materials, please rate them on the scale of 1-5, where	Average score out of maximum 5	<i>Success would be score above 3</i>	1.2 5.2

		<i>1 is poor and 5 is excellent or mark if you didn't use them.</i>	<i>given by those who gave any evaluation at all</i>		
		Stories	3.9	Success	
		Articles	4.0	Success	
		Podcasts	3.8	Success	
		Videos	4.3	Success	
		Other groups' results ideas	3.9	Success	
		HUWY instructions	4.0	Success	
		Materials about laws, how they are made and who makes them	4.1	Success	
S6	Please answer the following questions	<i>according to the scale: 5 – Yes definitely; 4 - only a little; 3 - not very much; 2 - not at all; 1 - I don't know</i>	<i>Average score of those who had an opinion</i>	<i>Success would be score above 3.5</i>	1.1 1.2 3 5.2 8, 12.1 15.2 15.3 15.4
		Did HUWY make you think about the internet as it is today?	4.6	Success	
		Did HUWY make you think about the internet as it should be?	4.5	Success	
		Did HUWY make you think about how the internet is governed?	4.1	Success	
		Did HUWY make you think about group discussions and dynamics?	3.5	Success	
		Did HUWY make you talk to your friends and peers about internet regulation?	3.5	Success	
		Did HUWY get feedback from policy-makers about your ideas?	3.2	<i>Not met - It is important to note that here are many people who left this unanswered (35%) as very few policymakers had left their comments by the time of the survey.</i>	
S7	On average, do you think the results (ideas by youth groups) posted on the HUWY website are...	<i>5 - Yes, almost all of them; 4- some; 3- a few; 2 - no; 1 - didn't look at other ideas; 0 - don't know</i>	<i>Average score of those who had looked at other people's ideas and had given an opinion.</i>	<i>Success would be score above 3 – meaning that on average at least a few of the posts would qualify as good.</i>	1.1 1.2 5.2 15.3 15.4
		Relevant	3.7	Success	
		Innovative/new	3.1	Success	
		Helpful	3.4	Success	
		Inspiring	3.3	Success	
		Thought provoking	3.3	Success	
		Likely to work	2.6	<i>Not met - Here again, only 58% of the surveyed people had an opinion, as the likelihood of the idea working seems to be the most difficult criteria to evaluate.</i>	
S8	On average, do you think the comments posted by policy-makers on the HUWY website are...	<i>5 - Yes, almost all of them; 4 – some; 3 - a few; 2 – no; 1 - I haven't read them; 0 - I don't know</i>	<i>48% of surveyed people responded to this question.</i>	<i>Success would be score above 3 – meaning that on average at least a few of the posts would qualify as good.</i>	1.2 2 10 12.3
		Relevant	4.3	Success	
		Constructive	3.6	Success	

		Helpful	4.0	Success	
		Inspiring	3.6	Success	
		Thought provoking	3.2	Success	
		Likely to work	3.4	Success	
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.	<i>What do you think of this idea?</i> <i>Please mark your answer, if</i> 5 – agree; 4 - agree more or less; 3 - disagree a little; 2 - totally disagree; 1 - don't know	% of respondents who agreed or more or less agreed with this statement	<i>This criteria was used to evaluate the model in terms of young people's opinions. The statements provided derive from our aims and hypotheses and are both negative and positive. So we can say that success is if more than 50% agree to the positive statement or less than 50% agree with a negative statement about the project.</i>	9
		Distributed discussion enables young people to express their ideas freely	79%	Success	
		Distributed discussion helps to get more people involved	77%	Success	
		This kind of system makes young people's ideas accessible to policymakers	63%	Success	
		It requires too much effort from me	25%	Success	
		With this kind of system I need support from my youth leader/teacher/lecturer	40%	Success – In these criteria the single direction of the success is more difficult to define. We can say that it was a success in HUWY implementation that we were able to provide the support needed for the project. At the same time, we could say that it was also success, because 60% of respondents did not need additional support than that provided on the Hub websites and HUWY meetings. (The result is also an important insight for anyone repeating the model: <i>support is important.</i>)	
		The system is very confusing	19%	Success	
S10	How would you rate your experience of being involved in HUWY?	<i>Please rate your experience from 1 negative -7 positive</i>	5.5	Success as the average grade is well above 4 which would be a minimal threshold.	1.2 3 9
S11	How would you rate the outcome of the HUWY project so far?	<i>Please rate your experience from 1 negative -7 positive</i>	5.0	Success as the average grade is above 4 which would be a minimal threshold.	1.2
S12	Would you recommend HUWY to your friends?	<i>Please rate on the scale 7 - yes, absolutely to 1 - no, not at all</i>	5.2	Success as the average grade is well above 4 which would be a minimal threshold.	1.2 3
S13	About you	<i>Note: HUWY is a research project sponsored by the European Commission. Any information that you give about yourself will be useful in our evaluation.</i>			
		<i>Where do you live (please give town/ area and country, but no detail) (input box)</i>		Used to determine where respondents are located, especially to separate answers for UK and Irish pilots	
		<i>How old are you? (input box)</i>	Average age 19 years,	Success – project has attracted participants from different age	14.2

			ranging from 16 to 31	background	
		Sex: male/female	25% young men and 75% young women	Partial success – while a more even gender balance would have been desirable, the fact that HUWY survey was completed more by girls confirms experience of statistics collectors who find it more difficult to get men to complete surveys.	14.2

5.3 Semi-structured interviews with young people/facilitators

Data collected and methodology used

In data collection face to face, e-mail or telephone interviews were used. Interviewers used semi-structured interview guides as guidelines for topics. Where e-mail interviews were used, several e-mails were exchanged in order to overcome the limitations of written interview and additional clarifications were gathered.

The same interview guide was also used in Estonia and in UK to interview adults responsible for working with young people in the project. Their comments proved valuable input as they often acted as additional facilitators for the groups in supporting the participants in their discussions. As in Estonia, teacher's aids were prepared, we used this interview also to gather some feedback on using these teacher's aids.

Overview of interview data collection can be seen in Table 5: Overview of interview data collection

Table 5: Overview of interview data collection

	Estonia young people	Estonia teacher	Germany	Ireland	UK young people	UK youth worker	Total
Face to face	2			6	3	1	12
Email	3	1					4
Telephone			7				7
Total	5	1	7	6	3	1	23

Interviews were analysed in three sub-subsequent layers. First horizontal analysis within one country was conducted in order to identify reoccurring themes and responses were coded accordingly by each country representative. Secondly, vertical analysis of each country was conducted to bring out the country differences and thirdly the horizontal analysis across all countries was conducted to code specific answers across all themes. Codes for analysis were derived from the evaluation factors outlined in the objectives and derived from D6.1.

Teacher and youth worker interviews were coded separately – first horizontally within one interview and secondly vertically, across these two interviews to gather reoccurring codes.

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

ID	Question	Sub questions	Coded	Implications/evaluation and comments	Objectives
IF1.	Why/How did you get involved in HUWY?	E.g. how did you hear about it? Why did you get involved?	Topical discussions Distributing info about HUWY Engaging young people Conduct Process	Topics provided by HUWY were part of important criteria for involving young people in meaningful discussions as the topics were part of the reasons they become involved. In our current pilot, people mostly become involved via formal structures – schools, youth groups. Many saw this as an opportunity for self improvement and chance to learn more. Only few mentioned chance to impact as something important for their involvement.	4 9
IF2.	How was your group formed?	E.g. about who started it and its relationship with any pre-existing groups or	Discussion process Conduct Process Shared ideas Internet regulations	Young people are the only ones who can account to what happens in the distributed discussion models and while HUWY aimed at supporting inclusive discussions, young people's interviews Analysis of actual events contributes to the understanding of best practice models for	3 9 15.4

		organisations		distributed discussions. Young people mostly relied on pre-existing groups, but these were both formal and informal ones. The prior knowledge on issues was considered good and lack of time was considered an issue that hindered further cooperation	
IF3.	Experiences during the process? Problems? Solutions?	Especially about the discussion between young people, sharing experiences and opinions, exploring ideas, developing results	Democracy Positive/negative about discussions Discussion process Discussion challenges Deliberation skills awareness Shared ideas Internet regulations	Experiences in the events can contribute to understanding whether the aim of increased enthusiasm for democratic participation has been fulfilled. The positives and negatives and process accounts of what happened at the discussions helps to understand distributed discussion processes and challenges. We seek for indications of awareness of raised skills of deliberation and understanding of internet regulation in a seemingly roundabout manner, but asked directly, these questions would be too normative and “test-like”. Young people indicate that discussions were more easy to start with stories, personal experiences, the level of awareness on the topics is mixed – there is evidence of high awareness, but also very mixed within groups. Focusing the discussions on solutions was more difficult for young facilitators, but they overcame the problem by letting some discussions flow freely and then brought it back to the issue. People shared some ideas, but also received new ones. People feel that policies might not be solutions as there will be way around it indicating that the understanding of policy is more regulation related and less about awareness raising.	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?	Positive/negative events Positive/negative workshops Discussion process Discussion challenges Positive/negative discussion aids Deliberation skills awareness Shared ideas Internet regulations	We ask about the workshop experience, including materials provided e.g. whether discussion aids were used and appreciated. In general everyone who had attended the events felt that these added lots of relevant information and helped. They felt is that the events could have lasted longer. In general, those who attended events felt more able to run their own discussions and were better aware of the deliberation process.	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	Positive/negative background materials Discussion process Discussion challenges Governance awareness Positive/negative discussion aids Best practice awareness Awareness of how government works	As well as reviewing huwy outputs we seek to identify raised awareness in best practice of internet use. When asked directly, this question would become normative (prescribing “correct” answers) and therefore indirect indications are sought and coded. For the same reasons the awareness of how government works is coded throughout the interviews rather than being focused on in one question. Stories, background info materials and other results were often used as discussion starters and evaluated positively. Here the groups who held their discussions first were in less advantage positions as they had less background materials. In general, the interviewees mentioned almost all types of materials they used from HUWY sites. Some also mention print-outs used in meetings. More information was mostly sought through internet search and newspaper articles. Interviews indicate no new awareness on policy processes, however, people do mention looking at the laws and regulative acts linked from HUWY.	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?	Democracy Positive/negative policy-makers comments Usefulness of policy-maker comments Discussion process Discussion challenges Awareness of how government works Shared ideas Internet regulations	Most young people in our interviews didn't get any feedback or even didn't check if they had any. Those who got policy-maker feedback were positively surprised that their more extreme ideas were considered. One group found feedback they received to be too critical, others mentioned that they used other ideas to reflect upon their own results. Feedback from policy-makers at events made young people very happy.	1.1 1.2, 2, 13.3 3 15.3 15.4
IF7.	What should have been done differently		Discussion process Discussion challenges Process Conduct Shared ideas Internet regulations	More media attention and PR to promote project. More policy-maker and also general feedback. Better links to social networking sites, better use of personal networks and more preparation time at discussions. Some groups also wish the local organisation could have supported the project better.	3 9 15.4
IF8.	What did you get out of it?		Democracy Positive/negative about HUWY in general Discussion process Discussion challenges Best practice awareness Deliberation skills awareness Awareness of how government works Shared ideas Internet regulations	New experiences, new information about the internet, social and ethical issues on the internet, policies, internet security, new views on social networking, personal online security, personal internet use, thinking about solving internet related problems, got to express views, got experience of deliberation and group management, group facilitation. Networking, improved skills.	1.1 1.2 3 8, 15.2 11 15.3 15.4

5.4 Semi-structure interviews with policy-makers

Data collected and methodology used

Partners intended to conduct interviews face to face, by email or by telephone. Interviewers used semi-structured interview guides as guidelines for topics. In the Estonian email interview, several emails were exchanged in order to overcome the limitations of written interview and to gather additional clarifications. Unfortunately, the Irish and German teams were unable to get interviews with policy-makers during the data collection period. An overview of the interview data collection can be seen in Table 5: Overview of interview data collection

Table 7: Overview of interview data collection for policy-makers and supervising adults

	Estonia	Germany	Ireland	UK	Total
Face to face	1				1
Email	1			1	2
Telephone					
Total	2	0	0	1	3

Interviews were analysed in three sub-subsequent layers. First, horizontal analysis within the interviews within one country was conducted, in order to identify reoccurring themes; responses were coded accordingly by each country representative. Secondly, vertical analysis across all interviews was conducted to bring out the differences and similarities both across countries and themes. Codes for analysis were derived from the evaluation factors outlined in the objectives and derived from D6.1.

Table 8: Semi-structured interviews with policy-makers

ID	Question	Sub questions	Coded	Implications/evaluation and comments	Objectives
IP1	Can we quote you directly or would you prefer us to summarise any comments		NA		

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	Background info on the policy level and involvement	State chancellery civil servant and NGO representative interested in child safety and internet governance	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?	Intensity of use	Both visited several times, have a fair overview of the ideas and also commented on results. Both Felt that ideas were rather finalised – presented as a summary rather than discussions and that made them more difficult to comment. They also both commented that ideas indicated that young people had thought about the ideas and increased their own knowledge through the discussions.	
IP4	Did you use some of these ideas?	Why? Why not?	Relevance of ideas	Both have commented that they have reflected on the ideas. None of the ideas are uniquely transforming, but provide food for thought.	2
IP5	Have you talked about these ideas in public?		Public speaking about the project	Some of the ideas have got round-about recognition and policy-makers promise to speak more publicly about them even if they have not yet had time	2
IP6	Most memorable ideas?		Good and relevant ideas	Mostly about stricter regulations, but also need for public awareness-raising. Also idea of an “ethical certificate” and also ideas about multilayer ID were considered relevant and worth pursuing in more detail	2
IP7	Did you look at the background materials provided on the HUWY website?	Did you use the website as an information resource?	HUWY model for policy-makers	No, neither of the policymakers used the background ideas.	
IP8	Why did you get involved in HUWY		HUWY model	Both felt that they supported the project as the topics were relevant to their interests	
IP9	What might be the impact for the near future?	of any of the results/ideas any other impacts of anyone’s involvement.		The impact on policy is likely to be minimal according to both policy-makers, they feel that the fact that young people have discussed on these ideas is impact enough for the young. Also the ideas provide background info for other projects to raise the levels of the discussions	2
IP10	What would you change?		HUWY model	Estonian policy-maker who sent freeform feedback to the project was very critical about the layout and the fact that all ideas list was difficult to retrieve. Better linking with social media and richer feedback systems with variety of media options were also part of the recommended improvements.	9

5.5 Text analysis of results posts and comments

Data collected and methodology used

Using quantitative content analysis as a tool for text analysis enabled us to compare different posts in different countries following the same formalised criteria. The texts analysed were young people’s results posts, policy-makers’ comments on these (feedback) and any other comments on the results

posts. We used two types of text analysis. These are presented in 2 tables below, which the first phase questions identified as TA1-TA25 and the second phase as TA26-40.

TA1 to TA25: The initial text analysis aimed at identifying the quality of young people and policy-makers' post. In particular, we were looking for evidence of deliberation (residues of the groups' discussions) in young people's results posts. For policy-makers, we were looking for meaningful, useful and well-argued feedback. Here the analysis criteria were partly derived from literature, previous experience and our shared interest in deliberation within eParticipation. The analysis was also aligned to the project objectives: the content-related objectives spoke about the quality of results posts and meaningfulness of the feedback. For example:

Objective 2: To demonstrate that young people's views are sought and that their opinions are valued

Objective 10: To provide a specific and transparent connection between young people and decision-making bodies

The first questions concern the authors and themes of the posts: assigning descriptive categories. The next questions address quality. Where available, policy-maker comments were analysed following the same pattern – descriptive of the policy-maker and the post, followed by quality criteria.

The first text analysis helped to assess the quality of the posts, but it was problematic in terms of identifying content (e.g. policy recommendations and responses) by topic, as often young people included variety of topics to each post.

114 posts were analysed across the 4 countries.

TA26-40: The second content analysis was designed to look more closely at the content of the policy recommendations. Here the key aims were finding out what did young people suggested as solutions for internet governance; did they indicate awareness of different the policy context for their topic (e.g. policy levels, the roles of different regulators). This second text analyses is very important for our objectives, especially those linked (matching or deriving from) the preferences of young people and policy-makers. A further aim was to look for evidence that young people's opinions and knowledge had grown, contributing to increased digital and political literacy. For example:

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

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.

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

Objective 12: Project evaluates well using young people's evaluation factors and objective 13: Young people's preferred outcomes are met. These evaluation factors included "Project makes young people think about better internet laws" and various factors about the quality of young people's results and policy-makers' feedback.

Objective 14: Project evaluates well using policy-makers' evaluation factors and Objective 15: Policy-makers' preferred outcomes are met. These include relevant outcomes: good ideas from young people; young people's behaviour regarding the internet will change; young people will understand more about how government works; HUWY will give young people the opportunity to share their ideas and think about better internet laws.

Data was collected in excel table and was analysed cross all countries. The analysis converted the inputs into statistics: looking at averages or percentages of specific types of posts. If significant variance was detected, then country-specific analysis was also used.

Table 9: Text analysis of results posts and comments to analyse quality of deliberation of young people and quality of feedback from policy-makers

ID	Youth group results post and pm response	Average score	Implications/evaluation and comments	Objectives
TA1	Name (Title of the	NA	Background code for quantities of the	

	post)			posts	
TA2	Group (Name of group)		NA	Background code for quantities of the posts	
TA3	Topics	Our Experiences/country themes	14% posts on young people experience, 86% posts about different country topics. Young people's safety is most popular theme	Topics were established according to the work with youth groups in various countries. Although an element of self-led topic definition was important, then complete openness would have not been good. Overall, relevant topics have been chosen that adequately reflect people's discussion needs. Success	
TA4	Links	None/HUWY/Outside/Both	86% of posts don't link, 14% link outside HUWY	More links would have indicated additional homework by youth groups. Lack of links can be partially a result of the fact that majority of the discussion were held offline. Overall, partial success	
TA5	References	Yes/No	16% of posts make references to other sources.	More references would have indicated quality of discussion and additional homework by youth groups. However, lack of the references reflects on the nature of distributed discussions. Partial success	
TA6	Online/Offline		8% of discussion held were online	Secondary data coded by project members. Although an eParticipation project, the success has heavily relied on discussions held offline. This made the project accessible to those who lack online skills/access or motivations to participate in those discussions. Other indicators show that young people have enjoyed the opportunity to talk about online safety issues offline.	
TA7	Type of post	Original output from group/Comment/Response	92% of posts are original posts, 8% of posts are comments.	The fact that majority of posts analysed have been original posts rather than comments or responses indicates that the online duration of the project was rather short and the online discussions and follow-up has not taken off. Partial success	
TA8	Mixing different topics	1/2/more than 3	64% of posts were single topic, 20% were 2 topics mixed and 16% were 3 or more topics in one post	On the one hand, staying on topic was quality criteria identified by policy-makers, mixing of different topics seems to be more natural to the groups: once they came together to discuss these issues, they tended to extend discussions. Also different topics had strong overlaps and proposed solutions also applied to several topics.	
Quality criteria of young people's posts					
TA9	Experience based	Yes/no	45% of posts made references to their own experiences	We analysed whether young people made direct references to their own experiences in order to establish what the reference frame was. Some countries also structured discussions and results to create a shallow "our experiences" category, to be followed by a deeper topic category. Here it is not possible to say whether one way is better than the other, but rather to describe the different possibilities.	
TA10	Meaningful, thorough, profound ideas, thoughtful	High/Medium/Low	34% of the posts were high on meaningfulness and 30% medium	Deliberation quality criteria. Overall only 1/3 of the posts were low on these quality criteria: in general, the posts were of medium or high quality. Success	14.3
TA11	On topic	High/Medium/Low	62% of posts were	Deliberation quality criteria: over 85% of	4,

		ow	high on staying on topic and 23% medium	posts were well on topic or mostly on topic and this quality criterion was well met. Success	14.3
TA12	Coherent, grammar, structured	High/Medium/Low	40% of posts were high on coherency, 21% medium	Deliberation quality criteria: overall nearly 2/3 of posts were also coherent on grammar and structure. Success.	14.3
TA13	Cogent, strength of argument, confidence	High/Medium/Low	25% of posts were high on cogency, 25% medium	Deliberation quality criteria: overall, this was the most difficult criteria to meet as 50% of posts were low. This indicates that in future projects, support as to how to formulate arguments in presenting online results may be one of the aspects where people need additional support. Partial success	14.3
TA14	Constructive, problem solution oriented	High/Medium/Low	28% of posts were high on constructive and 36% medium	Deliberation quality criteria: although here also approximately 2/3 are high or medium on constructive and problem solution oriented approach, this could still have been higher. However, as many posts analysed were descriptive posts about young people's relation to the internet (our experiences), then this number is still ok. Success	14.3
Analysis of policy-maker responses to specific posts (several entries in case of several responses to one post)					
TA15	Policy-maker response	Yes/No	12% of posts (15) analysed have policy-maker response.	Counting the number of posts that attracted policy-maker comments, the 12% of total posts indicates only partial success ²⁶ .	
TA16	Policy-maker's name		3 different policymakers, one from Estonia, Germany and UK	Background info for understanding policy-maker involvement.	
TA17	Policy area		Estonian policy-maker was from Government, German policy-maker was MP, UK policy-maker a researcher and social entrepreneur	Background info for understanding policy-maker involvement.	
TA18	Policy level	Local/regional/national/EU	2 on national level and 1 from NGO	Background info for understanding policy-maker involvement.	
Quality criteria of policy-maker responses					
TA19	Meaningful, thorough, profound ideas, thoughtful	High/Medium/Low	5 of 15 posts are high, 5 on medium and 5 on low for this criteria.	Partial success as one would expect higher quality posts from policy-makers.	2, 12.8
TA20	On topic	High/Medium/Low	9 of the posts were highly on topic and 6 medium	Success as the overall topicality is adequate.	2, 10, 12.8
TA21	Useful, helpful, advice, constructive	High/Medium/Low	10 posts are high on useful and helpful and 5 are low.	Success although even more of the posts could have been helpful.	2, 10, 12.8
TA22	Sincere	High/Medium/Low	13 of the responses were sincere, 1 medium	Success.	2, 10, 12.8
TA23	Reference to impact	High/Medium/Low	4 posts made high references on impact, 5 were medium	Partial success	2, 10, 12.4, 12.8
TA24	Links	None/HUWY/Outside/Both	5 posts make links to outside HUWY	Partial success , more links would have indicated higher quality as links and references would support the arguments.	10
TA25	References to	Yes/No	7 posts make	Same as above. Partial success	10

²⁶ For all the posts, the figure is 10%. See Table 12: Demographic table about discussions

	other sources		references to other sources	
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5.5.1 Second text analysis

We have analysed 20 posts from each country, but as many posts analysed contained several ideas and each topic was coded separately, then altogether 109 text analysis entries were coded. Of all the posts coded, 43 entries contained no policy recommendations, making the entries with specific policy recommendations 60% of all coded posts. As noted above, some groups used a 2-stage discussion format, where the first (shallow) stage focused on people's relationship with the Internet, leading to "our experiences posts". From here, it was hoped that groups would move on, deeper, into discussions about the topics, leading to ideas, even policy suggestions. Some countries provided templates for each type of post. However, many groups only posted results for the first discussion stage, especially in the UK. Thus, many of the posts coded (and overall) make no recommendations and deal only with reflections on usage.

Table 10: Text analysis of results posts and comments to analyse content of the policy recommendation

ID	Youth group results post and policy-makers response		Average score	Implications/ evaluation and comments	Objectives
TA26	Name (Title of the post)		Total 20 posts from each country were analysed resulting in 109 coding entries	Background code for quantities of the posts	7, 8, 14.3, 15.1
TA27	Topics	Our Experiences/country themes	23 entries dealt with cyber bullying, 22 with safety issues, 12 with file sharing	Quantity criteria for different topics.	7, 8, 14.3, 15.1
Different policy measures proposed by young people with specific actors as the ones who have to realise the policy measure					
TA28	Forbidding, closing access	Yes/No	35% of posts proposing policy solutions, saw forbidding, closing access as one of the, (no 23)	Indication of the variety of policy making actions young people could come up with	7, 8, 14.3, 15.1
TA28.1	Who forbids use or closes access (in brackets how many times this solution is mentioned out of all 23 cases)	Me, persons themselves (10) /school, teachers (9) /Parents, close adults (16) /Local government (7)/Internet service provider (19) /Local Internet content provider (14)/International Internet content provider(14)/State (7)/EU(11)/Other international organisation (1)/Unspecified other (5)	Of all proposed solutions based on forbidding, 83% see as the internet service provider as the key regulator, followed by parents and other close adults (70% of solutions) Other more popular regulators are Local and international content providers – 61% each.	Understanding of the policy making level. When people proposed forbidding access, then in most of the cases they know who should be responsible for this measure. Only 22% of responses indicate no awareness as to who should be responsible in closing down access.	7, 8, 14.3, 15.1
TA29	Limiting access, filtering, access remains available, but only to a certain extent	70	Of all solutions, 42% (46) propose some sort of limiting access. This is also the most popular policy solution,	Indication of the variety of policy making actions young people could come up with	7, 8, 14.3, 15.1
TA29.1	Who limits access (in brackets how many times this solution is mentioned out of all 46 cases)	Me, persons themselves (22)/ school, teachers (18)/ Parents, close adults (27)/ Local government (12)/ Internet service provider (19)/ Local Internet content provider(29)/	Half of the posts don't know who should be responsible for limiting access. local internet content providers and parents and close adults are seen to be responsible most often.	Understanding of the policy making level. On the one hand, the large % of posts indicating any specific responsibilities show lack of policy making awareness, but at the same time, the variety of groups who get	7, 8, 14.3, 15.1

		International Internet content provider(10)/ State (9)/ EU (19)/Other international organisation (4)/ Unspecified other (23)		responsibility for this issue indicates that young people have thought about it in a variety of aspects.	
TA30	Increase authentication,	Yes/No	50% of solutions recommend increased authentication (33 cases)	Indication of the variety of policy making actions young people could come up with	7, 8, 14.3, 15.1
TA30.1	Who is responsible for increased authentication	Local government (4)/ Internet service provider (12)/ Local Internet content provider (31)/ International Internet content provider (31)/ State (4)/ EU (1)/ Other international organisation (1)/ Unspecified other (8)	94% of cases young people see as local or international content providers responsibility to increase authentication. In 8 cases, young people have assigned responsibilities to unknown policy units.	Understanding of the policy making level. In general, young people are quite well aware of policy making level on this issue.	7, 8, 14.3, 15.1
TA31	Regulated service safety for individuals (by service provider)	Yes/No	38% of cases (25) see solution in regulating service safety for individuals.	Indication of the variety of policy making actions young people could come up with	7, 8, 14.3, 15.1
TA31.1	Who forces service providers to regulate services.	Local government (2)/ Internet service provider (5)/ Local Internet content provider (23)/ International Internet content provider(23)/ State (4)/ EU (3)/ Other international organisation (0)/ Unspecified other (16)	Here 70% of posts demand regulation where no specific regulator is mentioned, whereas again internet content providers are seen as the key responsible group for service safety	Understanding of the policy making level. This solution is less commonly proposed, but here again the regulations are mostly expected by service providers who are seen as needing to take action and responsibility for the users' safety.	7, 8, 14.3, 15.1
TA32	Encourage / Incentivise companies to behave in certain way	Yes/No	15% of posts (10) recommend encouragement as policy solution	Indication of the variety of policy making actions young people could come up with	7, 8, 14.3, 15.1
TA32.1	Who is responsible for encouraging / Incentivising companies to behave in certain way	Users(1)/ Local government (1)/ State (1) /EU(1)/ Other international organisation (1)/ Unspecified other(10)	All of those 10 posts also mention unspecified others as sources for such encouragement, Altogether 2 posts propose solutions with known policy-maker.	Understanding of the policy making level. This solution is not very widely recognised by young people and they don't have a clear idea as to who should react upon it.	7, 8, 14.3, 15.1
TA33	Formal educating at schools, through training programmes or by changing educational policies, aimed at young people	Yes/No	30% of posts (20) propose that solution to an internet related problem should be providing formal education	Indication of the variety of policy making actions young people could come up with	7, 8, 14.3, 15.1
TA33.1	Who is responsible for providing the formal education	School, teachers (19)/ Training programmes outside schools(14)/ Local governments (13)/ State(14)/ EU (0)/Other international organisation (0)/ Unspecified other (6)	Training programmes are mostly seen as policy solution for which schools and local level organisations should take responsibility.	Understanding of the policy making level, here the 30% of responses where the policy-maker is unspecified indicates a fair certainty of knowing who is responsible for training related solutions.	7, 8, 14.3, 15.1
TA34	Informal education - aimed at young people, teachers,	Yes/No	61% (40) of all solutions see informal education as a solution. This is the	Indication of the variety of policy making actions young people could come	5.2, 7, 8, 14.3, 15.1

	parents, general public. Through courses, awareness raising campaigns or other means and methods.		second most popular way of solving an internet regulation related problem by young people.	up with	
TA34.1	Who is responsible providing the informal education	Peers, friends(18)/ School, teachers(3)/ Training programmes outside schools aimed at adults(3)/ Parents, close adult friends (18)/ Media campaigns(5)/ Local governments(13)/ State(0)/ EU(0)/ Other international organisation (0)/ Unspecified other (40)	Here all 40 posts also contain references to unspecified others who should be responsible in educating people. The next group assigned responsibility for informal education are peers and parents	Understanding of the policy making level. Here the informal education solution provides most posts with unspecified other as being responsible for the education. There is a strong need for raised awareness, but lack of understanding as to who is responsible for it.	5.2, 7, 8, 14.3, 15.1
TA35	Any other policy actions not listed before	Text	The two solutions that were not coded were to do with users and customers own agency in taking responsibility and also indicating that the ones that are worried, should also be held most accountable.	Indication of the variety of policy making actions young people could come up with. Overall, the coding instructions covered most solutions that were proposed.	4, 5.2, 7, 8, 14.3, 15.1
TA36	Actors for the other policy actions proposed	Text	Customers and users.	Understanding of the policy making level – here there is a strong sense of taking things into one's own hands.	5.2, 7, 8, 14.3, 15.1
TA37	Awareness of who regulates the internet	Yes, explicit (clearly states who regulates)/ Yes, implicit (the analyzer thinks that the post states that there is awareness)/No awareness	Only 3 post indicate awareness as to who regulates the internet	In general, as all of these are secondary indicators, attempting to measure something that was not explicitly asked from young people and is a very normative thing to	5.2, 7, 8, 4.3, 15.1
TA38	Indicates awareness about regulation or policy processes in general.	Yes, explicit (clearly states who regulates)/ Yes, implicit (the analyzer thinks that the post states that there is awareness)/No awareness	Only 4 posts indicate awareness of who makes policies.	measure (if aware, people may lie about it in order to show themselves better than they are), then the results are difficult to evaluate. We can say that 24 posts indicate learning	5.2, 7, 8, 4.3, 15.1
TA39	Indicates learning, raised awareness	Yes, explicit (clearly states learning)/ Yes, implicit (the analyzer thinks that learning might have happened)/No indication of learning	24 post indicate implicitly that there has been learning, raised awareness	is a success, whereas indications of policy awareness and internet regulation awareness are more difficult to analyse and can be seen only as secondary data. However, as secondary data, they show failure.	5.2, 7, 8, 4.3, 15.1
TA40	Good examples	Text	See below		7, 8, 14.3, 15.1

5.5.2 T40 Good ideas from young people

Estonia: The following Estonian posts are summarised, rather than fully translated.

Who is watching the guards: <http://eesti.huwy.eu/node/180>

Instead of regulating and prohibiting, which is either too repressive, or a complex or hopeless activity, these young people see solutions in pedagogy. They recommend promoting media education in

schools and starting this education in early stages. However, technological measures are also relevant, especially demanding stronger authentication with ID cards in social networks and elsewhere. The system should be fully automatic and connected to the criminal records. One of the negative aspects to all these control issues is the question of privacy - the state is collecting data about people's activities. And actually, everything you do in the internet, and dating backwards, is stored online. Already now, people who are active in social media are voluntarily limiting their own privacy.

Children are unaware of the threats in the internet environment:

<http://eesti.huwy.eu/node/183#comment-16>

The sentiment in the post reflects that children are seen as the most endangered in online environments. Group realises that rather than focusing on the limiting aspects, they feel that it would be extremely relevant to increase people's awareness:

1. Increase parental control
2. Raise parent's awareness on internet threats
3. Netiquette lectures in kinder gardens and schools
4. Wider mass-media campaigning on the dangers of the internet
5. Better control over user generated content in SNS-s

The group also realised, that their own behaviour in these regards is not exemplary and thus they finish that one should change first themselves and then the world will change as well.

International system to author's organisations:

<http://eesti.huwy.eu/result/rahvusvaheline-s%C3%BCsteem-autori%C3%BChingute-jaoks>

The group notes that some systems where you can make small payments for films and music don't always work and thus there should be specific NGO's and interest groups standing up for rights of the people across the globe to use these services.

Their propositions include:

- Increased use of creative commons
- Internet connection fees would include costs for author's organisations
- Limiting download size for public wifi
- High-quality stuff will be for fee only
- Increase fee for authors
- Create international system for different author's organisations, as until each country deals with these issues on their own, there will be no solutions.

Germany: The following German posts are summarised, rather than fully translated.

Sensitise young people to the dangers of the Internet: <http://huwy.eu/de/node/428>

- Information campaigns against cyber grooming in television, which inform about the phenomenon
- Internet and media competence – training courses for parents. It is also important to advertise this offerings
- Experts for media competence in schools organized as special events (for example once a year or as a subject). Themes should be both the negative sides and the positive sides of using the internet
- Inform young people about the importance of securing private data. Reveal, how they can handle their data in the internet
- Check children's ages at chats

Data protection – “a very important issue”: <http://huwy.eu/de/node/419>

- Possibilities of sanctions has to be accentuated (for example: fines)
- Monitor data protection regularly (similar to food and hygiene control)
- Adapt data protection acts to technical developments
- Implement the additional training “data protector”
- Target groups are: member of parliaments (national, federal and local), journalists, companies, citizens, Social Networking Sites, Internet shops, Non-government-organisations, associations

Filesharing – a new copyright law needed: <http://huwy.eu/de/node/415>

Polity has to consider that the Internet might produce new forms of creativity and because of that produce an added value of society. So the copyright has to be adapted to the technological progress (information processing). It is not the right way to punish people who use music from an artist for new forms of music. Despite the intellectual property has to be saved. *Mash-ups* and the *GNU General Public License* are examples for innovative use of copyright.

Ireland

Introduction page issued on social networking sites: <http://huwy.eu/ie/result/cyberbullying-4>

"There should be an introduction page issued on these social networking sites that clearly states the possibilities of cyber bullying and how to prevent them."

Cyberbullying help awareness: <http://huwy.eu/ie/result/cyberbullying-1>

"Advertise and promote helpful websites for people, where they can get access to information on what to do if they are a victim of cyber-bullying and also guidance on how to help to prevent it
Implementation of regular awareness campaigns"

"Sexting"²⁷ is prosecutable: <http://huwy.eu/ie/result/child-porn>

"Young people need to know that they could be prosecuted for 'sexting', as most of us wouldn't know that we can get in trouble for it."

UK

Ethical code of practice with kite-mark: <http://huwy.eu/uk/result/ethical-issues-online>

E-business group 4 suggested "We think that companies should have to sign up to an ethical code of practice. Web browsers should then have an icon - like the padlock for secure sites - that shows the user that this website has signed up to the ethical code of practice".

Duty to record cyberbullying incidents: <http://huwy.eu/uk/result/y-sort-it-clydebank-29-09>

The Young Scot group that met in Clydebank had a good idea to monitor and reign in cyberbullying via social networking sites. They mostly felt that the networks and sites had more power to stop cyberbullying than teachers, parents or young people: "There was a feeling that all of these organisations had a duty to record incidents, and then act appropriately. People should immediately have their accounts deleted if they are caught sending threatening or abusive messages through any of these methods." The innovation is the emphasis on the *duty to record* incidents.

Social networking companies should survey their users about information-sharing: <http://huwy.eu/uk/result/privacy-sharing>

Many UK groups looked at privacy issues: users sharing personal information with companies providing social networking sites and the companies using the information for unspecified purposes. One innovative suggestion, from E-business 1, was this user-centred idea: "We think that organisations should carry out a survey of what information their users are happy to share ... This would mean that consumers were deciding what information they were willing to share for themselves."

5.6 Discussion group success factors

The processes by which young people are brought into the HUWY project, supported to hold group discussions and add results to the hub websites are central to the HUWY distributed discussion model. The HUWY partners' reflections on implementing this are central to an evaluation of the HUWY project, as they feed directly into recommendations for anyone embarking on something similar.

Country coordinators (HUWY partners responsible for implementing the pilot in each country) were asked to complete this template to summarise reflections on their experiences of implementing the HUWY pilot in their country. The template helps to draw out the main points and highlight common features across the 4 countries. Templates were completed in March 2011. More detailed information is provided in D7.3 Sustainability and Scalability Report, with further discussion about its derivations and implications.

²⁷ *Sexting* is the act of sending sexually explicit messages or photographs, primarily between mobile phones.

5.6.1 Objectives and results

This set of data is aligned with objectives 3 and 9 for every question:

Objective 3: To contribute to the development of a European public sphere

- Youth groups aim to hold discussions with inclusive participation and deliberation. Challenges are identified.
- Measure: Country coordinators read online discussions or observe offline discussions and identify success factors.
- Threshold: DS1-8 complete for all countries

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

- Processes and tools are created and used along with existing tools/websites, according to the project objectives.
- Measure: Did the pilot identify weaknesses in the model, tools, and processes and possible solutions/ improvements?
- Threshold and outputs: DS1 -8 completed for each pilot country suggestions for improvement listed in evaluation reports (D7.3, D6.2 and D7.4)

Table 11: Discussion group success factors

ID /country	What worked well	What didn't work so well	Objectives/ Evaluation and comments
DS1	Publicising the project and recruiting facilitators to lead discussion groups		3, 9
Est	<ul style="list-style-type: none"> • Personal communication: phone calls, meetings • Personal contacts: many of our discussions were held by people who the HUWY partners somehow know (students, friends etc) 	Sending emails to youth organisations without having them as a sponsored partner for HUWY	Obj3 Challenges are identified? Yes Obj9 Trialing the model: <ul style="list-style-type: none"> • Personal contact and offline contact are more effective than contact via the Internet. • Need to plan/ fund plenty of person-time for this. • Work with organisations. • <i>Internet might have been more important if the websites had worked better.</i>
Ger	<ul style="list-style-type: none"> • Working with a youth organisation, subcontracted to HUWY (Jugendpresse) • Personal contact 	<ul style="list-style-type: none"> • HUWY Hub-Website • information in Social Networks • presentation in schools • Emails to relevant organisations (e.g. youth groups, political youth organisations) 	
Ire	<ul style="list-style-type: none"> • Personal Contact • Involvement and Consultation with Young people at residential events to help develop the Facilitator Guide • Links with the YWI Network, especially Regional Director Network • Contacts within educational institutions 	<ul style="list-style-type: none"> • Hub Site • Availability of Front Line Youth Work Practitioners • Follow up communications with Youth Work Practitioners and information circulation via networks 	
UK	<ul style="list-style-type: none"> • Working with university systems • Working through existing networks of youth workers • Working with pre-existing network of teachers interested in ICT • Personal contact 	<ul style="list-style-type: none"> • HUWY Hub-Website • Presentations in schools • Email newsletters • Relying on large Youth Organisations to filter information down to local level 	
DS2	Recruiting discussion groups / young people		3, 9
Est	<ul style="list-style-type: none"> • HUWY workshops: people were always very interested in the project • Immediate feedback from policy-makers at the workshops if possible 	Problems with the webpage in 2010 led to a situation where we got young people interested during the workshops, but they had problems signing in or even visiting the website, so they might have lost interest.	Obj3 Challenges are identified? Yes Obj9 Trialing the model: <ul style="list-style-type: none"> • As for DS1 –people and face to face situations more powerful: valuable and enjoyable. • Need good websites for follow
Ger	Events (Fraunhofer Talent School, Summer Exchange Letterkenny, Youth Media Days workshop)	<ul style="list-style-type: none"> • Presentation in schools • Emails to relevant organisations (e.g. youth groups, Youth 	

ID /country	What worked well	What didn't work so well	Objectives/ Evaluation and comments
Ire	<ul style="list-style-type: none"> Information Workshops EYSM Summer Exchange in Letterkenny Local Contacts Personal Contacts in School and Community and Voluntary Sector 	Parliament in south of Germany) <ul style="list-style-type: none"> Lower than expected number of Youth Work Practitioners attending events Involvement of young people in discussions, lower than expected Hub site 	through.
UK	<ul style="list-style-type: none"> Events in University Links with teachers 	Emails to relevant organisations (e.g. youth groups, NICCY youth panel, NI Assembly youth Panel)	
DS3	Workshops for facilitators		3, 9
Est	<ul style="list-style-type: none"> Trust the participators to choose their own topics to discuss about. Discussions with questions that interested the people about the internet Discussions with stories on the website Discussions with questions about the internet worked at the workshops where there were both young-people and policy-makers. Use myths about the internet to start a discussion 	Pre-offering topics to discuss about did not work	Obj3 Challenges are identified? Yes Obj9 Trialing the model: <ul style="list-style-type: none"> Again, face to face and organised offline discussions work best. Materials on hubs useful to support discussions, if the hubs were working at that point.
Ger	<ul style="list-style-type: none"> face-to-face briefing of participants about the HUWY concept guided group discussions implementation within context of an event 	Not many participants	
Ire	<ul style="list-style-type: none"> Off line discussions (face-to-face) Provision of the Facilitators' Guide, to brief individuals about HUWY Support structures of Youth Work Practitioners/ Organisations 	Hub site	
UK	<ul style="list-style-type: none"> Face-to-face was vital Briefing of participants about the HUWY concept guided group discussions linking it to their own aims – showing University students how it could link to their studies 	<ul style="list-style-type: none"> Online support Website tools weren't used very often 	
DS4	Other ways to support facilitators		
Est	Facilitators often just needed encouragement and it was helpful when they had participated in a workshop themselves.		Obj3 Challenges are identified? Yes Obj9 Trialing the model: Support from people and access to IT at events.
Ger			
Ire	IT access		
UK			
DS5	Facilitators recruiting participants and building groups		3, 9
Est	<ul style="list-style-type: none"> It was easy to recruit friends or schoolmates; Personal contacts at secondary schools (talking to an old teacher, family friend etc) 	<ul style="list-style-type: none"> Hard to build groups at schools where you did not know anybody People got very interested during the discussions, less before them, so the key issue was to get them to the discussion. 	Obj3 Challenges are identified? Yes Obj9 Trialing the model: <ul style="list-style-type: none"> As above – personal contact and established groups. Social networks and online forums less useful
Ger	Social relations, in own peer-group	Discussions in social networks	
Ire	<ul style="list-style-type: none"> Pre-existing Youth Groups Provision of class time within educational settings 	<ul style="list-style-type: none"> Online discussion forums Limited feedback from policy-makers 	

ID /country	What worked well	What didn't work so well	Objectives/ Evaluation and comments
UK	<ul style="list-style-type: none"> personal contact pre-existing group structures 		<ul style="list-style-type: none"> Too little feedback from policy-makers not helpful
DS6	Holding discussions		3, 9
Est	<ul style="list-style-type: none"> Using stories from the website; Using stories people in the group shared: in groups where there were personal stories, the discussion really took off. The easiest way to provide solutions was to do it on „me“(myself), „we“ (school, parents etc with me) and „them“ (local government, the state, EU etc) level. 	Discussions of 45 min are too short	Obj3 Challenges are identified? Yes Obj9 Trialing the model: <ul style="list-style-type: none"> Some great tips for holding discussions offline Online discussions not very successful.
Ger	<ul style="list-style-type: none"> offline in private accommodation at event locations 	Discussions online (e.g. in Social Networks)	
Ire	<ul style="list-style-type: none"> Support structure provided by Youth sector, schools etc. E.g. rooms, IT access EYSM Summer School Offline discussions 	Unstable Hub site during early 2010.	
UK	<ul style="list-style-type: none"> offline safe locations – like youth club in university – lots of resources to use at event locations 	Discussions online	
DS7	Documenting discussion results for hub websites		3, 9
Est	relatively easy to use in Drupal (not the same in WordPress ²⁸)	<ul style="list-style-type: none"> Technical problems sometimes did not let people to sign in; One policy-maker's comments were missing for some time Adding result themselves proved to be a bit hard to some youth groups, but we helped them at these occasions The hardest thing was that each youth group reported their results in a different manner: some on paper, some in MS Word and normal copy-paste wasn't always an option 	Obj3 Challenges are identified? Yes Obj9 Trialing the model: <ul style="list-style-type: none"> Using word and google docs templates simplified process, but coordinators mostly cut and paste. Beta website didn't support young people adding results directly Patchy support on Gamma websites
Ger	Use of document template		
Ire	Creation of Word based documents, forwarded to Country Co-ordinator for upload to hub site	Personal IT access re upload to hub	
UK	Use of document template		
DS8	Best practice suggestions		3, 9
Est	<ul style="list-style-type: none"> Include a youth organisation from the start (like Jugendpresse in Germany); It takes a lot of time to get young people involved: if you do not have a big budget for advertising, be prepared to have many people working on recruiting people, getting face-to-face contact etc A working website is a must these days, especially for young people. Try different discussion models: 		Obj3 Challenges are identified? Yes Obj9 Trialing the model: <ul style="list-style-type: none"> Lots of useful suggestions. See D7.3 Sustainability and Scalability Report for context and more detail.

²⁸ The beta hub websites were created in WordPress and the gamma hub websites were created in Drupal.

ID /country	What worked well	What didn't work so well	Objectives/ Evaluation and comments
	<p>stories, myths, questions always work well.</p> <ul style="list-style-type: none"> • At discussions try getting people to share their personal stories – this makes the group start a discussion quite quickly. • Take time – the discussions rarely start quickly, but once they are started, young people want to continue. • Try to organise as many workshops as possible, where there are both young people and policy-makers. 		
Ger	<ul style="list-style-type: none"> • Fixed framework (period 1-3 days, full HUWY process, guided) • Event (e.g. workshop) with high amount of participants to build different single discussion groups 		
Ire	<ul style="list-style-type: none"> • Basic level training for Facilitators • Incorporation of pre-existing youth groups and structures • Inclusion of support mechanism such as designated local contact with youth groups, schools 		
UK	<ul style="list-style-type: none"> • Recognise importance of using pre-existing networks • Link process in with a pre-existing process – like an accredited youth work programme • Get groups that already know each other in order to minimise the amount of time spent on building trust 	Don't overestimate the willingness to engage online	

5.7 Demographic table about discussions

Templates were created to gather basic quantitative information about the discussions held in the pilot in each country. Where possible, the figures were downloaded directly from the HUWY hubs. Other figures (for example the number of organisations involved) are provided by the HUWY partners. Some of these are estimates, as the nature of the distributed discussion means that HUWY partners do not have comprehensive information about all groups involved.

- *Organisations:* established initiatives working with young people, such as local youth forums, universities and schools.
- *Groups:* Discussion groups who have created joint results for HUWY. An organisation can have one or more groups. A group may exist independently of any organisations in this context, for example by being a group of young friends. For the purposes of this table, these groups are quantified as "other organisations".
- *Estimated number of young people involved in discussions:* Groups who register on the HUWY website or contact HUWY partners are encouraged to provide information about themselves. However, this is not always comprehensive. HUWY partners spoke directly to many facilitators and found out about the number of group participants and sometimes more about them. This information is not available for all groups, so figures for this should be treated as informed estimate.

These numeric indicators in this table summarise the central processes of the HUWY project, by providing a quantitative overview of the way the distributed discussion proceeded.

They provide information about whether the project has been successful in terms of specific objectives, for example:

- Objective 2: To demonstrate that young people’s views are sought and that their opinions are valued, where the measure is *Useful and valid feedback received from policy-makers*
- Objective 4: To involve young people in discussions on issues related to the Internet, its use and regulation. The measure is *Youth groups hold discussions on topics/agenda*
- Objective 10: To provide a specific and transparent connection between young people and decision-making bodies, where the measures are
 - Information about policy-makers published on hubs
 - Policy-makers post feedback on young people’s results posts
 - Young people and policy-makers brought together at events
- Objective 12: Project evaluates well using young people’s evaluation factors, specifically
 - Sub-objective 12.5 The number of youth groups involved and ideas posted
 - And 12.6 The number of policy-makers involved.

Table 12: Demographic table about discussions

ID	Criteria	Est	Ger	Ire	UK	All	Evaluation	Objectives
DD1.	Number of organisations involved	10	9	8	7	34	Organisations involved in HUWY included national organisations ²⁹ and local organisations ³⁰ . This figure indicates that a variety of organisations were involved. <i>Success.</i>	4, 12.5, 14.1
DD2.	Total number of groups holding discussions ³¹	61	15	34	51	161	These figures are good – especially compared with the benchmark figure of an average of 20 per country. <i>Success</i>	4, 12.5, 14.1
DD3.	Number of these hosted by HUWY partners	27	9	14	9	59	HUWY partners initially had problems inspiring groups to form and began to host their own discussions. This was not part of the initial project plan, but was well received by participants.	
DD4.	Groups hosted by other organisations/ no organisation	34	6	20	42	102	UK and total figures here are inflated by one organisation (a school) which hosted many small groups.	
DD5.	Estimated number of young people involved in discussions	410	112	136	204	862	Except for Estonia, these figures are disappointing and reflect that many of the groups involved were small.	4, 12.5, 14.1
DD6.	Policy-makers registered on site	2	16	2	2	22	The figures for Germany and Estonia are good (considering size). UK figure is disappointing, especially considering the large number of bodies with responsibilities relevant to HUWY and the number of policy-makers who attended HUWY UK events. However, objective 10 & 12.6 goal is 1 per country, therefore <i>success</i>	10, 12.6
DD7.	Policy-makers who attended events	12	0.5 ³²	0	6	18.5	UK figure is good. Irish figure is disappointing as the	12.6

²⁹ Like Youth Work Ireland <http://www.youthworkireland.ie/> and Jugendpresse Deutschland <http://www.jugendpresse.de/>

³⁰ Like Donegall Pass Community Forum in Belfast <http://www.donegallpass.org/>

³¹ As recorded on the site

							HUWY consortium includes an Irish MEP.	
DD8.	Total number of results posts	98	25	37	82	242	This is a good figure. All countries easily pass the threshold of 20 (obj4)	2, 4, 10, 12.5
DD9.	Results posts about "Our Experiences"	8	2	10	72	92	This topic was useful start to group discussions ³³ , however, many groups did not seem to progress to more involved topics.	
DD10.	Results posts about topics	132	26	28	18	204	This is a good figure for most countries, though the UK is a little low.	
DD11.	Comments on results by policy-makers	6	4	5	9	24	The bench mark for this is that half the results posted, receive comments: DD11/DD8 The actual proportion is 1/10. <i>In line with other criteria about policy-makers' involvement, the HUWY project is unsuccessful here.</i>	2
DD12.	Comments on results by other people	9	0	7	1	17	Given the low profile of the Hubs websites in the HUWY process and the popularity of offline discussions, we should not be surprised that few people commented on each others' results.	

5.8 Model checklist

The model checklist is a basic audit of the HUWY model stages, based on the milestones specified in the Description of Action. The checklist contains an assessment of whether the activity was implemented and the milestone met. It is completed by the project coordinator. This provides an overview of the extent to which the implementation of the HUWY project matched the initial plan. It is particularly relevant to:

- Objective 1: To increase young people's involvement in democracy through a positive experience that follows best practice established in eParticipation;
 - Specifically measure 1.3. All stages of the model are fulfilled (agenda, support, discussions, results, feedback).
- 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;
 - Specifically measure 5.1. Topic/agenda identified by young people. Appropriate supporting information assembled and used in discussions.

The milestones and target dates used for this checklist are those used in the final revision of the Description of Action, approved in January 2011.

Table 13: Model checklist

ID	Name	Description	Due date	Progress/ result	Evaluation	Objectives
MC1.	M1.1	Hold kick-off meeting and establish consortium working	M2	Kick off meeting held M2, Edinburgh D1.1 Risk Strategy Consortium	Complete	1.3

³² Matthias Groote MEP recorded a video message for the First Dissemination Workshop in December 2009 <http://itc.napier.ac.uk/HuWY/dec3/GrooteMEP.wmv> This has been recorded as half an attendance

³³ "Our experiences" is a topic designed to hold input gathered at the early stage of discussions, where young people were encouraged to talk about their own experiences of using the Internet (best things, what worried them etc). This stage was a precursor to talking about specific topics, as well as providing a useful contextual picture about young people's experiences of the Internet. However, some groups, especially young UK groups, did not seem to get beyond this stage.

ID	Name	Description	Due date	Progress/ result	Evaluation	Objectives
		methods		guide submitted M5		
MC2.	M7.1	<i>D7.1 Project Website</i> live online with initial content ³⁴	M4	Information pages available on partners' websites from M1 Interactive website, with blogs launched M6	Complete	1.3
MC3.	M3.1a	Framework and Agenda to Support Discussions agreed by all partners	M5	<ul style="list-style-type: none"> • Topics agreed M7 • Information structure to engage (stories etc) M8 • Guidance and agendas to support peer-facilitated discussion: M17 • Individual partners have created agendas and activity plans for specific groups: 2010 	Complete	1.3, 5.1
MC4.	M21	<i>Requirements Specification D2.1</i> submitted	M7	Submitted M9	Complete	1.3
MC5.	M3.1b	Deliverable D3.1 – Initial content for hubs submitted	M8	Submitted M11	Complete	1.3, 5.1
MC6.		Plan for policy-maps included in D3.1		D3.1. concluded that initial plan was not possible for most HUWY countries ³⁵ New plan agreed at 5 th Project meeting (M15) ³⁶	Complete	1.3
MC7.	M7.2a	Deliverable <i>D7.2 Joint Dissemination Plan</i> submitted	M8	Submitted M22	Complete	1.3
MC8.	M5.1	<i>D5.1 Story Boards for Multimedia Flyers/ Specification for Promotional Online Materials</i> submitted	M9	Interim report submitted in M7 Deliverable Submitted in M11	Complete	1.3
MC9.	M1.2	Completion of <i>D1.2b Management report first period</i>	M12	PPR for Momentum submitted M14 D1.2b and the Finance report submitted M15	Complete	1.3
MC10.	M4.1	Completion of <i>D4.1 – Multimedia Flyers/ Promotional Online Materials</i>	M12	<ul style="list-style-type: none"> • Factsheets available for download from beta hubs M15 • Publicity icons and banners for Social Networking sites M16³⁷ • RSS widgets for SN sites not produced, though RSS feeds enabled on Gamma hubs 	Limited and delayed support to link Hubs to SN sites.	1.3
MC11.	M4.2	Completion and soft-launch of Hub websites beta	M12	Preview of UK Hub M12 Country hubs live M15 EU Hub live M21	Partially complete (reduced functionality ³⁸)	1.3
MC12.	M7.2b	First Dissemination Workshop held	M12	Edinburgh M12	Complete	1.3
MC13.		Policy-map content on Hubs	M15	M15 to M23 Some blog posts about relevant initiatives	Partially implemented on some hubs. See	1.3

³⁴ For more detail about the completion of non-written deliverables see the written deliverable Operational deliverables Report (D7.1 Project website, D4.1 Multi-media flyers: Promotional Online Materials, D4.2 Beta Hubs and D4.3 Gamma hubs)

³⁵ 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.

³⁶ 3 point plan to cover policy-map content:

1. Highlight relevant initiatives in the blogs
2. Link to other sites for permanent structures/generic information about how policies are made.
3. Policy-maker profiles should include why they are involved.

³⁷ E.g. Twitter icons http://twitter.com#!/HUWY_eu and <http://twitter.com#!/huwyuk>

³⁸ Some functions could not be successfully implemented in the beta hubs due to the choice of WordPress MU as a platform and decision to use the content management system (instead of blog system) for results.

ID	Name	Description	Due date	Progress/ result	Evaluation	Objectives
				Some content about policy responsibilities included Some policy-maker profiles include their responsibilities	hub content check for details	
MC14.	M5.2	D5.2 Workshops for Youth Groups held	M14 - 23	>50 workshops with young people/youth groups held.	Complete (target exceeded)	1.3
MC15.	M7.3a	Work with a European Youth group or transnational event	M17 to 18	HUWY partners worked with EYSM. ³⁹ Some helpful insights gained, but testing the distributed hub model with an international organisation was limited.	Partially implemented	1.3
MC16.	M6.1	Submission of deliverable D6.1 Engagement and impact criteria	M21	Submitted M21. Revised in line with reviewers' suggestions and resubmitted with final deliverables	Complete	1.3
MC17.	M6.0	Young people review Beta Hubs throughout pilot year	M23	Feedback gathered between M15 and M23 Usability tests conducted by QUB in M23 ⁴⁰	Complete	1.3
MC18.	M4.3	Gamma Hubs live (D4.3)	M24	Live M24	Complete	1.3
MC19.	WAI	WAI rating of gamma hubs=AA	M24	A-rating in December 2010	Partial success (A not AA)	1.3
MC20.	M5.3	An average of 20 youth groups from each country hold their discussions	M24	Complete in M25. See Demographic table about discussions for figures per country	Complete.	1.3
MC21.	M7.3b	Deliverable D7.3 Sustainability and Scalability Plan submitted	M24	Submitted M26. Revised in line with reviewers' suggestions and resubmitted M28	Complete	1.3
MC22.	M5.4	Groups add discussion results to Hubs (15 groups per country by	M25	Complete in M25. See Demographic table about discussions for figures per country	Complete.	1.3
MC23.		Policy information /impact visible on Hubs		See Demographic table about discussions and Hub content check for details	Actual impact not clear from hub contents. See D7.4 for analysis	1.3
MC24.	M6.2	Submission of deliverable D6.2 User Engagement Report	M25	This report.	Complete	1.3
MC25.	M7.4	Deliverable D7.4 Results submitted	M27	To be submitted with final deliverables	Complete	1.3
MC26.	M6.1b	Policy-makers from each country have visited the Hubs once and left feedback	M26	All countries have policy-makers registered with profiles on hubs. All countries have comments from policy-makers in results posts. See Demographic table about discussions for details	Complete	1.3
MC27.	M7.5	Final Dissemination Workshop(s)	M26	Workshops held: Estonia: Tallinn 27/01/2011 Germany: Online with JugendPresse ⁴¹ Ireland: Letterkenny 6/04/2011 UK: Belfast –workshop fell through	75% complete	1.3
MC28.	M1.3	Completion of D1.3b Management report	M27	To be submitted with final deliverables	Complete	1.3

³⁹ <http://www.eysm.eu/> European Youth and Social Media Youth Exchange with young people from Estonia, Germany and Ireland, co-funded by Léargas under the EU Youth In Action Programme. The workshops reflected HUWY topics and HUWY partners helped to organise and facilitate the event.

⁴⁰ Results in D7.3.Sustainability and Scalability Plan

⁴¹ <http://www.jugendmedien.de/posts/292-neue-zeiten-neuer-datenschutz->

ID	Name	Description	Due date	Progress/ result	Evaluation	Objectives
		<i>second period</i>				
Total (out of 28 tasks)					Complete: 21(70%)	
					Partially complete: 7	
					Not implemented at all: 0	

5.8.1 Model checklist conclusions

At time of writing the tasks in the model checklist are 64%.

- 18 tasks are completed and 10 partially completed. There are no tasks which have not been implemented at all.

The total is 70%.

Tasks that remain partially completed are those involving many aspects of technical implementation or content on the hub websites. It should be stressed that each of these was mostly completed:

MC10 Completion of D4.1 – Multimedia Flyers/ Promotional Online Materials

MC11 Completion and soft-launch of Hub websites beta⁴²

MC13 Policy-map content on Hubs

MC19 WAI rating of gamma hubs=AA (Gamma hubs met rating A)

MC23 Policy information /impact visible on Hubs

In addition, the HUWY partners did not work with an established EU or international youth to investigate how the HUWY model would work in this context, but country coordinators worked closely with the European Social Media Youth Exchange, where young people in international teams investigated HUWY topics.

5.9 WAI and usability testing

These assessments were carried out in December 2010, within the technical assessment undertaken for D7.3 Sustainability and Scalability Report. More detail about the methodology and results are presented there.

5.9.1 Web accessibility (WAI⁴³)

Powermapper⁴⁴ was used to carry out an automated audit of the UK HUWY hub. Powermapper was used to audit five of the most important pages within the UK hub – the homepage, the login page, the contact page, the signup page and the get involved page⁴⁵. Usability testing

5.9.2 Usability testing

In November 2010, usability testing of both the Beta and Gamma hubs was conducted in the UK. The Gamma hubs were updated in line with feedback from the testing. In December 2010, user testing was conducted on the German Gamma hub.

UK testing used a traditional format:

- Initial demographic survey
- Questions on the look and feel of the site
- Tasks focused on the key aspects of user functionality

Each workstation was equipped with a copy of Morae Recorder to record screen movement and participants could also make use of a microphone and they were encouraged to talk about their thoughts and feelings as they worked their way through the surveys and tasks.

⁴² Beta hubs did not achieve full functionality in line with the specification before they were replaced by Gamma hubs in December 2010.

⁴³ WAI: The Web Accessibility Initiative (WAI) of the World Wide Web Consortium (W3C) <http://www.w3.org/WAI/>

⁴⁴ <http://www.powermapper.com/>

⁴⁵ <http://www.huwy.eu/uk> <http://www.huwy.eu/uk/user/login> <http://www.huwy.eu/uk/contact>
<http://www.huwy.eu/uk/signup> <http://www.huwy.eu/uk/get-involved>

The participants were not supervised while carrying out the tasks but were encouraged to treat the user testing as if they were visiting the site in their own home - they were given clear instructions that if they were having difficulty with a task they should give up at the same point they normally would give up. Copies of the questionnaires, tasks and questionnaire responses are available in *D7.3 Sustainability and Scalability Report*. A short video of important sections from the user testing is also available from QUB upon request.

German usability testing used the same tasks as the UK testing, but without Morae Recorder or questionnaires. Observations and comments were gathered by the testing team.

5.9.3 WAI rating and usability testing results

1. The user testing revealed a number of important and revealing insights into the project:
 - Users were generally impressed with the design of both the old site and the new site.
 - Users were interested in the project and thought that the content on the site was one of the strengths of the project.
 - Navigation issues within the site would dissuade some participants from recommending the site to a friend
2. Participants were generally able to complete the major tasks set for them (see Table 14: WAI and usability testing, WU3).
3. The Gamma implementation of the hubs supported more of the required tasks than the Beta implementation. Improvements were made between each round of testing.
4. Recommendations for future development:
 - More information should be provided about user roles, both before and after registration.
 - Instructions should be available for all roles and clearly linked to.
 - The contents of the home page should be reviewed and improved, in order to include important information about the project, contain strong links to vital content and reduce overall noise.
 - An alternative design had been introduced in the gamma implementation. The original design was preferred over the new design. The new design needed a few changes to improve readability.

Table 14: WAI and usability testing

ID			Results	Evaluation and comments	Objectives
WU1	Accessibility WAI rating	Goal =AA	A Simple improvements to accessibility were identified, but could not be implemented within the remaining project period.	Obj. 1.4. Accessible and usable Hubs/ WAI rating AA No, but close. Accessibility improved between beta and gamma hubs	1.4
WU2	Usability: Design rating	Look and feel, design rating 1 -10	Gamma hubs Average 6.7/ 10 (See D7.3)	Obj. 1.4. Accessible and usable Hubs/ usability testing. Goal for WU2=6+ Yes	1.4
WU3	Completing task list	Completing tasks Scale from 1: had to give up to 5: completed it easily	UK averages ⁴⁶ 1. Tell your friends 4 2. Getting involved 2.6 3. Getting background information 4.3 4. Adding result and comment 3.7	Obj. 1.4. Accessible and usable Hubs/ usability testing. Goal for WU3=4+ Changes implemented after testing Y/N ½ Y 4+ Not in this round, but improvements were made	1.4

⁴⁶ German team provided recommendations for improvement, rather than completion ratings

				based on results of UK testing.	
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	Positive comments and suggestions for improvement received for all these questions ⁴⁷ Recommend to a friend average=5.3/10	Obj. 1.4. Accessible and usable Hubs/ WU4 Goal: Positive comments from all teams ½ Y All teams found something to like, but the recommendation rate was rather low.	1.4

5.10 Hub content check

The hub content is a checklist for the hub website in each country. The goal is to record whether certain types of content, relevant to the project objectives, are available on each hub. For some questions, partners completing the check also need to make a quality assessment about the content (for example, its usefulness). This type of instrument is especially useful for evaluations of web content, where the evaluator does not speak the website language.

The content check was completed by the country coordinating partner in each country in March 2011, so it records information available at the end of the project.

Table 15: Hub content check

ID	Criteria	Results	objectives										
HC1.	Is background information provided on all topics on all hubs?	<table border="1"> <tr> <td>Estonia</td> <td>Yes (texts, videos, No Podcasts)</td> </tr> <tr> <td>Germany</td> <td>Yes</td> </tr> <tr> <td>Ireland</td> <td>Yes</td> </tr> <tr> <td>UK</td> <td>Yes</td> </tr> <tr> <td>Result</td> <td>Obj. 5.1 Appropriate supporting information assembled - yes</td> </tr> </table>	Estonia	Yes (texts, videos, No Podcasts)	Germany	Yes	Ireland	Yes	UK	Yes	Result	Obj. 5.1 Appropriate supporting information assembled - yes	5.1
Estonia	Yes (texts, videos, No Podcasts)												
Germany	Yes												
Ireland	Yes												
UK	Yes												
Result	Obj. 5.1 Appropriate supporting information assembled - yes												
HC2.	Do policy-makers' profiles contain useful information about the role (relevant to HUWY)?	<table border="1"> <tr> <td>Estonia</td> <td>Yes</td> </tr> <tr> <td>Germany</td> <td>Yes Kathrin Senger-Schäfer: media policy spokesman Peter Schaar: Federal Commissioner for Data Protection and Freedom of Information Sebastian Blumenthal: Member of the Internet Enquete-Committee</td> </tr> <tr> <td>Ireland</td> <td>Yes: Local Level Councillor; MEP</td> </tr> <tr> <td>UK</td> <td>Not really MoJ: content doesn't include the most relevant info Tim Davies: No policy responsibilities listed.</td> </tr> <tr> <td>Result</td> <td>¾ Est, Ger and Irl: Yes, UK: no Obj. 6 Is policy information provided in some way? Obj. 12.7 The profile of the policy-makers 3 hubs: yes, 1: no</td> </tr> </table>	Estonia	Yes	Germany	Yes Kathrin Senger-Schäfer: media policy spokesman Peter Schaar: Federal Commissioner for Data Protection and Freedom of Information Sebastian Blumenthal: Member of the Internet Enquete-Committee	Ireland	Yes: Local Level Councillor; MEP	UK	Not really MoJ: content doesn't include the most relevant info Tim Davies: No policy responsibilities listed.	Result	¾ Est, Ger and Irl: Yes, UK: no Obj. 6 Is policy information provided in some way? Obj. 12.7 The profile of the policy-makers 3 hubs: yes, 1: no	6, 12.7
Estonia	Yes												
Germany	Yes Kathrin Senger-Schäfer: media policy spokesman Peter Schaar: Federal Commissioner for Data Protection and Freedom of Information Sebastian Blumenthal: Member of the Internet Enquete-Committee												
Ireland	Yes: Local Level Councillor; MEP												
UK	Not really MoJ: content doesn't include the most relevant info Tim Davies: No policy responsibilities listed.												
Result	¾ Est, Ger and Irl: Yes, UK: no Obj. 6 Is policy information provided in some way? Obj. 12.7 The profile of the policy-makers 3 hubs: yes, 1: no												
HC3.	Is background information provided about how policies are created and who has responsibility for Internet regulation (national and EU)	<table border="1"> <tr> <td>Estonia</td> <td>Responsibility of regulation is covered partially: e.g. laws regulating cyber bullying: http://www.huwy.eu/ee/legal/kiusamist-reguleerivad-seadused Laws related to piracy: http://www.huwy.eu/ee/legal/karistusseadustik-0</td> </tr> <tr> <td>Germany</td> <td>No</td> </tr> <tr> <td>Ireland</td> <td>No</td> </tr> <tr> <td>UK</td> <td>Not really: Some information is provided within individual items, but it is not comprehensive, grouped together or</td> </tr> </table>	Estonia	Responsibility of regulation is covered partially: e.g. laws regulating cyber bullying: http://www.huwy.eu/ee/legal/kiusamist-reguleerivad-seadused Laws related to piracy: http://www.huwy.eu/ee/legal/karistusseadustik-0	Germany	No	Ireland	No	UK	Not really: Some information is provided within individual items, but it is not comprehensive, grouped together or	6		
Estonia	Responsibility of regulation is covered partially: e.g. laws regulating cyber bullying: http://www.huwy.eu/ee/legal/kiusamist-reguleerivad-seadused Laws related to piracy: http://www.huwy.eu/ee/legal/karistusseadustik-0												
Germany	No												
Ireland	No												
UK	Not really: Some information is provided within individual items, but it is not comprehensive, grouped together or												

⁴⁷ E.g. **Group Two:** Seems to be very informative and could definitely benefit people interested in the topics presented

Group Three: Good content and links however it is difficult to navigate through the site. Can easily add your own information and may be useful to interact with others.

			labelled. e.g. http://huwy.eu/uk/article/eu-commission-plans-more-harmonisation-data-protection-law	
		Result	Obj 6. Is policy information provided in some way? No While some information is provided in policy-makers' profiles, very little is provided within the background information section. Estonia have covered this option better than the other countries, as the information is grouped together by topic and provided in a logical place.	
HC4.	Variety of youth groups involved. Do the youth group descriptions indicate that a variety of youth groups/young people are involved?	Estonia	Yes, 60 different groups are registered. School children, University students and university graduates are represented. Formal and informal groups – all are represented. Not all groups have detailed descriptions – some just indicate the location they met. Cities and smaller villages are represented when looking at location.	14.2
		Germany	Yes Pupils and Students between 16 and 25	
		Ireland	Yes Diversity includes: Schools; Third Level students; Community and Voluntary sector; Specific Interest Groups.	
		UK	51 groups are signed up. Only 2 profiles include information about the group, though basic information is included in other groups' names. Enough information is provided to identify diverse groups: school or university students, youth groups in Scotland and Belfast.	
		Result	Obj.14.2 The variety of youth groups involved Yes –though we do not have information about socio-economic diversity for Germany	

5.11 Web statistics (Google Analytics)

Web statistics were collected throughout the period when the beta and gamma hubs were live at huwy.eu. For this analysis, we are using figures from 1st March 2010 to 13th February 2011, as this is the period during which all four country hubs were live. Figures for the EU hub are included from October 2010. Statistics are collected for each hub website (each country hub plus the EU hub). The EU hub went live in October, as its main content is RSS feeds from results posts: results needed to be posted from each country before launched the hub. All figures include visits from HUWY staff.

Statistics were collected using Google Analytics. Google Analytics has become internationally accepted standard for evaluating the website visits. In line of this, Google Analytics was installed but for Beta and Gamma Hubs. The analysis summary gathers both of the periods as one, because this is the only way to reasonably summarise activities throughout the project.). The following statistics are presented in this report and used in this analysis:

- Visits
- Page views
- Page views per visit
- Average time per visit
- Bounce rates
- Main referrals

The figures are provided as Annex 2.

Table 16: Web statistics (Google Analytics)

ID	Statistics (per hub)	Link to full results	Implications/evaluation and comments	Objectives
WS1.	Visits	Table 18: Web statistics- visits Figure 2: Summary of visits to all hub websites	<ul style="list-style-type: none"> • The number of visits and visitors per month are a little disappointing. This is consistent with the technical problems experienced by the project, making it difficult to promote the hub websites during the trial period. • Figures for months when partners were actively promoting the site with events (summer in Germany and the UK, March/April 2010 & January/February 2011 in Estonia) are quite respectable, with over 600 visits to the UK hub in June, over 800 visits to the German hub in July 	1.3,9

			<p>2010 and over 600 visits to the Estonian hub in January 2011.</p> <ul style="list-style-type: none"> To some extent, the number of visits also reflects the population sizes of the four pilot countries and the number of people working on the project in each country. However, Estonian figures dwarf Irish figures for most of the year. Irish figures drop sharply from December 2010 –is this a problem with the Gamma hubs or because the work with youth groups is complete? <p>Objectives 1.3 and 9 –success: the hubs are live and used</p>	
WS2.	Page views	<p>Table 19: Web statistics-page views Table 24: Page URLs by view</p>	<ul style="list-style-type: none"> The numbers of page views reflect those for visits. Page URLs by view (popular pages) indicate that all sorts of pages (about the project, stories, background information, results etc) were visited. More detail is presented by page views per visit and time per visit below. <p>Objectives 1.3 and 9 –success: the hubs are live and used Objective 5.1 –success –pages supporting all processes within the model are visited.</p>	1.3,5.1, 9
WS3.	Page views per visit	Table 20: Page views per visit, monthly averages	<ul style="list-style-type: none"> The average number of pages viewed on each visit and the average times spent on the site are good and indicate people taking time to look around 	1.3,9
WS4.	Average time per visit	<p>Table 21: Average time spent on site per visit Figure 3: Web statistics -average time per visit</p>	<ul style="list-style-type: none"> People are spending longer on the site (and visiting more pages) around the summer workshops, including the Youth Exchange in Ireland⁴⁸. This indicates a strong correlation between offline events (and their promoting) and use of the hub websites. Highest figures are also during periods when HUWY staff were working on the site (adding content to the beta sites in March and April 2010 and to the gamma sites in December 2011) during usability testing in late 2010, evaluation March 2011 High figures for the current month (March 2011, especially UK and Germany) may reflect people coming to read results reports, as the final workshops publicise the outputs <p>Objectives 1.3 and 9 –success: the hubs are live and used</p>	1.3,9
WS5.	Bounce rates	Table 22: Bounce rates	The bounce rate figures are a little high. This is not a good thing, as it shows that 49% of visits were single page views. However, this could also be taken to indicate that people found what they were looking for immediately, perhaps referred to the right page by an email or another site. Figures also include visits by HUWY staff, who may have been checking something specific.	
WS6.	Main referrals	Table 23: Main referral sites	<p>Reflects HUWY dissemination policy, with referrals from social networking sites, HUWY partner sites and sites where HUWY partners post about the project.</p> <p>Objective 14.4 –success: reflects HUWY dissemination actions e.g. FaceBook, Twitter and itc.napier.ac.uk are top referring sites, except Google.</p>	14.4

5.12 Publicity review

The HUWY project's final deliverable, D7.4 Results, includes a publicity review and impact assessment. In order to conduct these, data is gathered from partners about their activities throughout the project period and any public outcomes that they are aware of. This data is gathered by partners in each pilot country answering questions and completing templates to provide more detail.

As the data is presented and analysed in D7.4 Results, here we will just note its themes and the objectives it is likely to evaluate.

⁴⁸ European Youth and Social Media Exchange (EYSM) <http://www.eysm.eu>

The review covers:

- references, acknowledgements, statements on cross-country issues/EU level in the HUWY communication
- Feedback or reference to feedback from policy-makers besides on the HUWY website, demonstrating that the opinions of the young are sought?
- Additional feedback from policy-makers in external sources
- Did HUWY provide useful resources (about the topics)?
- National approaches to content provision
- Online Marketing actions
- Relation between PR actions and the web statistics

It is relevant to Young people's evaluation factors and preferred outcomes:

- Objective 12.2: The amount of ideas that are publicly spoken about
- Objective 12.4 The amount of ideas that will be taken into account in the policy making process
- Objective 13.2 Policy-makers speaking publicly about their ideas

Policy-makers' evaluation factors and preferred outcomes:

- Objective 14.4 The publicity around the project
- Objective 15.5 Change in policy making action

6 Conclusions

6.1 Overall

The HUWY project has had mixed success in meeting its objectives. Young people who got involved had an enjoyable and rewarding experience, that furthered their engagement with democracy and their awareness of best practice in using the Internet. HUWY got young people thinking and talking about Internet policy issues. However, the number of young people involved was disappointingly low in all countries, except Estonia. While young people's feedback about the project was mostly positive, few of their success criteria and preferred outcomes were actually met.

The involvement of policy-makers was an important part of the HUWY model and the quality of their feedback and interactions at HUWY events have been appreciated. However, the number of policy-makers involved, the level of involvement of most of the policy-makers and the amount of feedback provided between them are rather low. It is difficult to identify any impact that the HUWY project has had on policy, though we hope that the HUWY discussions will help to increase dialogue between young people and policy-makers on these issues. Interestingly, according to the policy-makers' success criteria, the project did ok and most of their preferred outcomes were met.

The HUWY project piloted a distributed discussion. Problems with the technical implementation meant that the eParticipation elements of the project were less successful. We have identified that opportunities for offline discussion are really important to young people's participation in democracy and rewarding for all those involved. These offline discussions integrate well into the distributed discussion model, as long as the hub websites are of good quality and project teams support the relationship between the online and offline elements. We do not know if online discussion would have become a more important part of the project if the hub websites has been stronger and more available earlier in the pilot period.

6.2 Success in meeting KEF

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

HUWY has increased young people's involvement in democracy and has provided positive experiences for participants, though these were fewer than we hoped for. EParticipation elements were less successfully realised.

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

The project has only partially fulfilled this aim since the level of policy-maker involvement was low. However, the project confirms the importance and relevance of involving policy-makers in a participation project and emphasises the rewards of bringing young people and policy-makers together at events.

KEF 3 To involve young people in discussions on issues related to the Internet, its use and regulation.

Once involved, the different young people and their groups provide considered, topical and relevant input about Internet, its use and regulations. However, the project was only partially successful as the numbers of participants remained low in most countries.

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

This aim has been successfully fulfilled for young people participating in the project.

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

The project has supported young people's skills in deliberation and better understanding of group processes and, through that, we have supported development of the EU public sphere.

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

There is no evidence of young people's ideas being taken into account in the policy making process. HUWY dissemination actions are important in improving the chances of possible influence in the future and HUWY partners should continue to disseminate the ideas posted on the hubs.

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

The distributed discussion model is relevant and provides valued opportunities to support young people's informed participation. All feedback mechanisms show that the offline discussions and events were vital components of the model and have to be included. The model requires both good quality online tools and high levels of skilled staff support.

6.3 Success in meeting other objectives

The following objectives are matched with the KEF above and not discussed below: Objective 1(KEF 1), Objective 2 (KEF 2), Objective 3 (KEF 5), Objective 4 (KEF 3), Objective 8 (KEF4) and Objective 9 (KEF7).

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; to provide a useful resource about Internet policy issues, in national and EU contexts.

Objective 5 is met. The topics were identified by young people. Appropriate supporting information was assembled and was used in the discussions. However, online usage was disappointing.

Objective 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.

Objective 6 is not met. Replacement plans to provide information about policy-making on the hub websites and at events were only partially implemented across the 4 countries.

Objective 7: To illustrate the role of national governments and parliaments, in designing and applying EU legislation.

We have not managed to find evidence that HUWY helped to illustrate the role of national governments and parliaments, in designing and applying EU legislation. We do not have any evidence that the project increased understanding of EU structures or their relationship with national structures. We can only say that young people accessed background information about the topics, including "Materials about laws, how they are made and who makes them" and rated them as useful.

Objective 10: To provide a specific and transparent connection between young people and decision-making bodies.

We have partially met this objective. HUWY managed to provide a specific and transparent connection between some young people and decision-making bodies, as some received good feedback on their ideas on the hub websites and some had valuable interactions with policy-makers at events. However 9/10 results posts did not get any feedback from policy-makers.

Objective 11: To increase young people's skills in using online tools for deliberation and eParticipation.

HUWY did not increase young people's skills in using online tools for deliberation and eParticipation. HUWY contributed to young people's skills in terms of offline discussion and facilitation. It may have increased young people's skills in using online information to support discussions (young people found the materials provided useful for their discussions.)

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

On balance, the project does not evaluate too well using young people's evaluation factors. 3 criteria are met; 4 are not met; 1 is partially met.

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

On balance, young people's preferred outcomes are not met. There is no evidence for a real change based on young people's ideas. There is little evidence for policy-makers speaking publicly about the ideas beyond project events. Feedback provided by policy-makers on the hubs and events was of good quality and well received, but its volume was small.

However, it's relevant to note here that the content of many of the ideas posted on the hubs is aligned with government policies anyway. For example, a large number of posts suggested increased formal and informal education on HUWY topics. This is in line with many policies, national and EU, for example, the Digital Agenda for Europe. What young people add is an emphasis on peer education.

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

Overall, the HUWY project has been successful according to policy-makers' criteria. However, there is room for improvement in terms of publicity.

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

Conclusions for objective 15: out of 5 preferred outcomes, 3 are met, 1 is partially met and 1 is not met.

Annex 1. Specific objectives table with results included

Table 17: Specific objectives, methods and results

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.	<i>Any evidence that HUWY increased enthusiasm for democratic participation</i> 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 2. Y 3. No quotes available
1.2	Young people identify experience as positive.	<i>Using Young people's Impact and Engagement Criteria (Obj12 & 13)</i> 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 +>- ⁴⁹	1. Y 2. Y
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 2. Y 3. ~partial
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. ~ (A) 2. N 3. Y
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.	<i>Using young people's evaluation criteria: Obj12.3, Obj12.7, Obj12.8, Obj13.3</i> 1. Survey 2. Semi-structured interviews with facilitators 3. Semi-structured interviews with policy-makers 4. Text analysis of policy-makers' comments	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 + 5. DD11/DD8>1/2	1. Y 2. Y 3. N 4. Y 5. N

⁴⁹ +>- Positive answers or comments outweigh negative

No.	Progress (sub-objective)	Measure & Methods	Instrument reference	Benchmark	Result
		5. Demographic table about discussions			
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.	<i>Using feedback from facilitators, young people and HUWY partners</i> 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 2. Y + suggestion ⁵⁰ 3. Y
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 (<i>Number of groups holding discussions</i>) 2. Demographic table about discussions (<i>Number of results posted</i>) 3. Text analysis of results posts (<i>On topic</i>) 4. Survey (<i>Feedback</i>) 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:					
<ul style="list-style-type: none"> 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 (<i>HUWY work with young people to choose topics</i>) 2. Hub content check (<i>Information provided on all topics on all countries' hubs</i>) 3. Survey (<i>Information used</i>) 4. Web statistics (<i>Information used</i>)	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 2. Y each hub & country 3. N 4. Y
5.2	Young people will become more knowledgeable about Internet governance issues, their rights and resources available to them.	<i>Young people find info helpful; policy-makers find the info accurate and helpful.</i> 1. Surveys 2. Semi-structured interviews with facilitators 3. Semi-structured interviews with policy-	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 2. Y 3. N/A 4. Some learning

⁵⁰ Including live music works well in an event involving young people (from Ireland's final dissemination workshop).

No.	Progress (sub-objective)	Measure & Methods	Instrument reference	Benchmark	Result
		makers 4. Text analysis of results posts			
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 7 did not get implemented in the way described in the Progress column ⁵¹ . 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 ⁵² .					
6	Interactive diagrams on Hubs aim to describe responsibilities (high level detail) based on info supplied by country coordinators (or alternative plan)	<i>Is the information provided in some way?</i> <ul style="list-style-type: none"> 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. HC2: N (2.75/4); HC3:N 2. ~ Lack of data
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)	<i>Is information provided at events? Is information provided by policy-makers? Do young people find the information useful?</i> <ol style="list-style-type: none"> Workshop Reports Text analysis of results posts Survey 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 -2:no relevant content at EU level 3. Y 4. no relevant content at EU level
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.	<i>Using young people and policy-makers' criteria: Obj12.1, Obj15.2, Obj15.4</i> <i>Self reporting by young people and facilitators; content of results posts.</i> <ol style="list-style-type: none"> Survey Workshop reports 	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 2 -4 Yes – content indicates raised awareness & skills

⁵¹ 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.

⁵² 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
		3. Semi-structured interviews with facilitators 4. Text analysis of results posts.			
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.	<i>Were the project objectives followed and evaluated? Did the pilot identify weaknesses in the model, tools, and processes and possible solutions/ improvements?</i> 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 (<i>number and quality</i>). Hub content check. 2. Demographic table about discussions (<i>policy-maker comments on results: quantity and quality</i>) 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; TA20 -25 average medium + 3. WR1 –relevant content in agenda, WR2 relevant comments 4. S2 how did people participate; S10 feedback	1. Y & N 2. N and Y 3. Examples indicate yes 4. Context: for small number of participants.
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	No examples support this.
Meeting the positive expectations of young people and policy-makers, according to the factors derived in D6.1					

No.	Progress (sub-objective)	Measure & Methods	Instrument reference	Benchmark	Result
Objective 12: Project evaluates well using young people's evaluation factors					
12.1	Project makes young people think about better internet laws	Use obj8 results	Use obj8 results	Use obj8 results	Y
12.2	The amount of ideas that are publicly spoken about	Publicity review for D7.4	PR	Relevant content in each country	N
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	N
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	N
12.5	The number of youth groups involved and ideas posted	Demographic table about discussions	DD1, DD2, DD8 all per country	DD1 no benchmark ⁵³ , DD2>20, DD8>20 all per country	Y Y
12.6	The number of policy-makers involved	Demographic table about discussions	DD6 , DD7	DD6>1 per country DD7>1 per country	Y 50%Y;50%/N
12.7	The profile of the policy-makers	Hub content check Interviews with policy-makers	HC2 IP2	HC2 relevant content for at least 1 policy-maker per hub IP2 relevant profile (/5)	N N
12.8	The content of feedback provided by policy-makers	Text analysis of policy-makers' comments	TA19 -23	TA19 -23 average medium+	Y
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	N
13.2	Policy-makers speaking publicly about their ideas	Use obj12.2 results	Use obj12.2 results	Use obj12.2 results	N
13.3	Feedback that is meaningful and useful to them	Use obj2 results	Use obj2 results	Use obj2 results	3*Y; 2*N
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	Y

⁵³ 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
14.2	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 2. Y 3. Y
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 Good ideas (footnote 54) Y
14.4	The publicity around the project	1. Publicity review 2. Web statistics (<i>referrals</i>)	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. Y (SN sites and partners sites) But young people identify publicity deficit.
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	3 good ideas per country ⁵⁴
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	Obj8 indicates raised awareness & skills
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. Y 2. Y 2/3 include relevant content
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	YYYY
15.5	Change in policy making action	<i>Parallel to 13.1</i> Impact assessment in D7.4	PR	Any changes recorded at all	N

⁵⁴ See 5.5.2 T40 Good ideas from young people

Annex 2. Web statistics (Google Analytics)

1. Visits

Table 18: Web statistics- visits

Month	All Visits	Unique Visitors	visits all 4 country hubs	EU hub	UK hub	DE hub	EE hub	IE hub	A: SUM country hubs (incl. variance s)	B: SUM country hubs + EU hub (incl. variance s)	variance A	variance B
March 2010	417	191	417	0	227	165	155	66	613	613	196	196
April 2010	605	340	582	0	288	182	169	70	709	709	127	104
May 2010	954	701	943	0	410	490	64	61	1025	1025	82	71
June 2010	1266	888	1259	0	636	584	90	49	1359	1359	100	93
July 2010	1327	864	1311	0	475	842	54	68	1439	1439	128	112
August 2010	955	628	955	0	307	589	86	57	1039	1039	84	84
September 10	1161	829	1144	0	441	524	149	159	1273	1273	129	112
October 10	1153	868	1074	71	449	417	129	143	1138	1209	64	56
November 10	1081	865	986	94	322	413	176	147	1058	1152	72	71
December 10	584	441	515	68	152	275	116	13	556	624	41	40
January 2011	1164	727	1067	94	120	304	657	4	1085	1179	18	15
February 11	1152	738	1012	134	210	268	553	2	1033	1167	21	15
March 2011 until 25.03.2011	466	318	397	66	83	200	133	2	418	484	21	18
TOTAL	12285	8398	11662	527	4120	5253	2531	841	12745	13272		
average/month				88	317	404	195	65	980	1021		

Notes

1. Except for the "unique visitors" column, all values are based on visits and not unique visitors.
2. **Visits all 4 country hubs:** UK hub + DE hub + EE hub + IE hub. That is only visitors who visited ONE of the country-hubs and did not switch to another hub within the same session. This value plus the number of visitors who visit more than one country-hub within the same session (e.g. I go on the UK hub and switch after to the DE hub) gives the sum incl. this variance (A: Sum column on the right).
3. Variance between sum hub-websites visits and all visits (Google Analytics): Caused by one person visiting two or more hubs. E.g. if a visitor first clicks on the UK hub and after switches to DE-hub, this is recorded as 1 visitor (all visits) and 1 visitor for each hub (2 visitors in sum).
4. EU hub figures are given from October 2010, when the hub went live.
5. March 2011 figures are from the period 1/03/2011 to 25/03/2011 only.

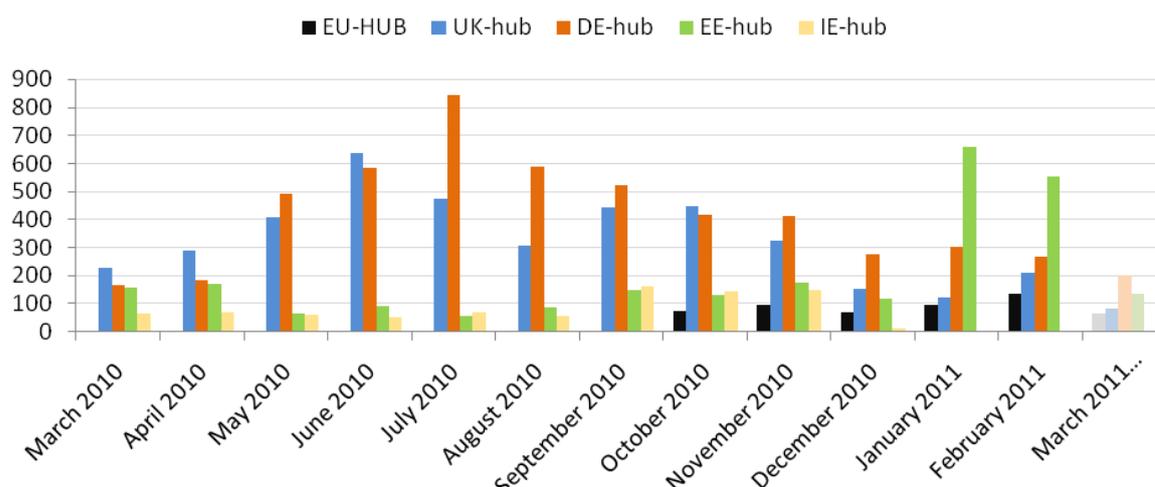


Figure 2: Summary of visits to all hub websites

2. Page views

Table 19: Web statistics-page views

Month	All	UK hub	DE hub	EE hub	IE hub	SUM (incl. variance)
March 2010	3641	2860	2587	2294	1334	9075
April 2010	5097	3409	3078	2045	1438	9970
May 2010	4066	2173	2417	676	386	5652
June 2010	5069	2631	3061	788	680	7160
July 2010	6416	1826	5170	584	680	8260
August 2010	4896	1381	3662	584	397	6024
September 2010	5586	2796	3240	1099	1068	8203
October 2010	5094	2200	2821	681	618	6320
November 2010	4041	1363	2218	964	781	5326
December 2010	3308	1371	1886	1364	51	4672
January 2011	5426	887	1820	2973	35	5715
February 2011	4813	1280	1797	1878	4	4959
March 2011 (until 25.03.2011)	3282	1165	2578	319	5	4067
TOTAL	60735					85403
average/month	4671.923	1949.385	2795	1249.923	575.1538	

3. Page views per visit (averages per month)

Table 20: Page views per visit, monthly averages

Month	All	UK hub	DE hub	EE hub	IE hub
March 2010	8.73	12.60	15.68	14.80	20.21
April 2010	8.76	11.84	16.91	12.10	20.54
May 2010	4.31	5.30	4.93	10.56	6.33
June 2010	4.03	4.14	5.24	8.76	13.88
July 2010	4.89	3.84	6.14	10.81	10.00
August 2010	5.13	4.50	6.22	6.79	6.96
September 2010	4.88	6.34	6.18	7.38	6.72
October 2010	4.74	4.90	6.76	5.28	4.32
November 2010	4.10	4.23	5.37	5.48	5.31

December 2010	6.42	9.02	6.86	11.76	3.92
January 2011	5.09	7.39	5.99	4.53	8.75
February 2011	4.76	6.10	6.71	3.40	2.00
March 2011 (<i>until 25.03.2011</i>)	8.27	14.04	12.89	2.40	2.50
average/ month	0.20	6.15	6.92	6.42	8.89

4. Average time per visit

Table 21: Average time spent on site per visit

Month	All Visits	UK hub	DE hub	EE hub	IE hub	EU hub
Mar 2010	8m 56s	12m 42s	15m 15s	14m 57s	17m 30s	0m 0s
Apr 2010	9m 12s	13m 38s	19m 51s	11m 34s	21m 0s	0m 0s
May 2010	5m 25s	6m 56s	6m 33s	13m 48s	8m 36s	0m 0s
Jun 2010	4m 31s	4m 17s	6m 39s	10m 46s	15m 28s	0m 0s
Jul 2010	5m 29s	3m 50s	7m 12s	9m 39s	9m 41s	0m 0s
Aug 2010	4m 49s	5m 12s	5m 42s	6m 4s	5m 49s	0m 0s
Sep 2010	5m 13s	7m 15s	6m 54s	8m 23s	5m 58s	0m 0s
Oct 2010	4m 54s	6m 27s	7m 14s	5m 4s	3m 57s	0m 17s
Nov 2010	3m 47s	4m 40s	6m 30s	6m 52s	5m 22s	1m 2s
Dec 2010	5m 10s	9m 15s	5m 54s	10m 29s	5m 4s	2m 11s
Jan 2011	4m 56s	7m 22s	6m 0s	5m 4s	12m 0s	0m 43s
Feb 2011	3m 55s	7m 11s	7m 48s	2m 20s	4m 12s	1m 31s
Mar 2011	6m 56s	14m 11s	12m 56s	2m 3s	5m 33s	0m 46s
average/month	5m 38s	7m 55s	8m 48s	8m 14s	9m 15s	1m 5s

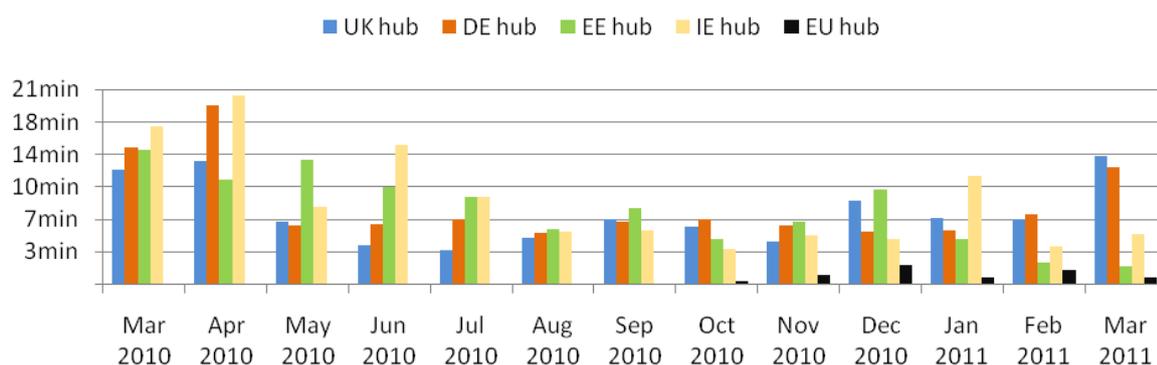


Figure 3: Web statistics -average time per visit

5. Bounce rates

Bounce rates (Table 22) are the percentages of visitors who only visit one page of the site: i.e. they do not continue to another page. The bounce rates are calculated per hub, rather than for all visits.

Generally, lower bounce rates are more positive, as these indicate visitors staying and exploring the site. It should be noted that these figures include visits by HUWY staff who often have reasons for checking specific pages (for example to check the website is live).

Table 22: Bounce rates

Month	All Visits		UK hub		DE hub		EE hub		IE hub		EU hub	
	BR	Visits	BR	Visits	BR	Visits	BR	Visits	BR	Visits	BR	Visits
Mar 2010	31%	417	22%	227	17%	165	22%	155	26%	66	n/a	n/a
Apr 2010	37%	605	32%	288	28%	182	31%	169	23%	70	n/a	n/a
May 2010	49%	954	49%	410	46%	490	27%	64	36%	61	n/a	n/a
Jun 2010	53%	1,266	55%	636	45%	584	34%	90	29%	49	n/a	n/a
Jul 2010	48%	1,327	64%	475	35%	842	30%	54	19%	68	n/a	n/a
Aug 2010	45%	955	52%	307	36%	589	42%	86	39%	57	n/a	n/a
Sep 2010	51%	1,161	48%	441	44%	524	42%	149	48%	159	n/a	n/a
Oct 2010	56%	1,153	55%	449	41%	417	47%	129	66%	143	92%	71
Nov 2010	61%	1,081	63%	322	50%	413	51%	176	59%	147	83%	94
Dec 2010	50%	584	46%	152	47%	275	41%	116	69%	13	57%	68
Jan 2011	51%	1,164	20%	120	44%	304	54%	657	50%	4	76%	94
Feb 2011	53%	1,152	36%	210	34%	268	65%	553	n/a	2	52%	134
Mar 2011	48%	466	25%	83	33%	200	69%	133	n/a	2	62%	66
average/ month	49%		44%		38%		43%		42%		70%	

6. Main referrals

Table 23: Main referral sites

Main referrals	UK hub	DE hub	EE hub	IE hub	EU hub	SUM
Facebook	77	147	40	3	9	276
Google search engine	1489	1714	1038	389	115	4745
Google referrals (not search engine)	73	195	16	26	2	312
itc.napier.ac.uk	138	39	15	10	9	211
Twitter	99	64	7	9	6	185
jugendmedien.de & blog.jugendmedien.de	3	93	0	2	0	98
rausvonzuhause.de	5	29	0	1	24	59
youngscotsayswho.org	35	18	0	4	0	57
isi.fraunhofer.de	2	23	1	4	15	45
epractice.eu	25	4	2	4	11	46
live.hot.ee	0	0	35	0	0	35
dialog-internet.de	0	27	0	0	5	32
communities.idea.gov.uk	23	0	0	0	1	24
bit.ly	18	2	1	1	0	22
politik-digital.de	1	18	0	0	0	19
badscience.net	5	0	0	0	14	19
buergergesellschaft.de	0	13	0	0	0	13
infanciasociedadconocimiento.blogspot.com	0	12	0	0	0	12
neonet.ee	0	0	12	0	0	12
ep-momentum.eu	4	1	0	1	8	14
studivz.net (german SNS)	0	10	0	0	0	10
goethe.de	0	12	0	0	0	12
edip.diplomacy.edu	9	0	0	0	0	9
mekonet.de	1	8	0	0	0	9
	UK website					
	German website					
	Estonian website					

7. Notes on main referrals

- Google search engine: all visitors who uses the search engine itself (e.g. I search for "huwy" in google.com or google.co.uk and follow the result link to the HUWY-Website).
- Google referrals (not search engine): all additional referrals from Google services (e.g. via a huwy.eu link in a Gmail account or finding the HUWY logo via Google image search).
- itc.napier.ac.uk and isi.fraunhofer.de are the websites of HUWY partners Napier (specifically Edinburgh Napier University's International Teledemocracy Centre) and Fraunhofer ISI .
- HUWY tweets also use shortened URLs, so the bit.ly figures may also be referrals from Twitter. The following HUWY accounts are active on Twitter @huwy_eu, @huwyuk, @huwyde
- Jugendmedien.de: Youth media project website from JugendPresse⁵⁵, who are subcontracted HUWY partners.
- Rausvonzuhause.de: German information platform for international visits and exchanges.
- Youngscotsayswho.org: Young Scot is a youth media, information and rights organisation in Scotland. Young Scot Says Who is their bespoke e-consultation website, which hosted video-linked questionnaires and discussions on HUWY topics⁵⁶.
- Dialog-internet.de: HUWY Germany is mentioned on the website of this current German national eParticipation project.
- Badscience.net is a UK blog about scientific evidence. The referral comes from a comment by a HUWY partner ("Daven") on <http://www.badscience.net/2011/01/how-to-read-a-paper/>
- Studivz.net: German Social Network. HUWY Germany has a group profile on it.
- Goethe.de; The German Goethe Institute
- Mekonet.de: Media competence network, German federal state Nordrhein-Westfalen.
- While certain sites may be high on the above list, they are low in comparison with all visits to a hub. This is especially true for the German hub in mid-2010, where total monthly visits are between 400 and 800. E.g. compare these monthly Facebook referrals with the figures in Table 23, **Error! Reference source not found.**:
 - DE: May (4), June (10), July (38), Aug (33), Sep (12), Oct (15), Nov (8), Dec (2)
 - UK: May (9), June (19), July (2), Aug (4), Sep (9), Oct (20), Nov (2), Dec (11)
 - EE: Jan (26)

8. Page URLs by view

Table 24: Page URLs by view shows the most visited URLs for each of the four country hubs. This gives an indication of the range of pages that were visited and the popularity of each page.

It shows that each of the main sections of the HUWY hubs was visited:

- Get involved / Mitmachen / Võta osa!
- About HUWY / Über HUWY / Mis on HUWY?
- Stories / Ereignisse im Netz / Lood
- Topics / Themen / Teemad
- Results / Ergebnisse / Tulemused
- News and events blog / Aktuell / Uudised & üritused

Notes

The data listed in Table 24 covers the period 1st March 2010 to 25th March 2011. During this period the beta site was revised from March to December 2010. It was replaced by the gamma site from December, which was also revised from December 2010 to February 2011. During these revisions some page URLs will have changed. Both WordPress (which the beta site was built on) and Drupal (which the gamma site was built on) allow site administrators to change URLs to match the page name. URLs were renamed when translated and when translations were improved. So, the same page may be listed 2 or more times in the list, as its URL changed over time.

⁵⁵ <http://www.jugendpresse.de/>

⁵⁶ <http://huwy.eu/uk/news-blog/2010/09/22/young-scot-says-who-results-preview>

The table shows the top entries. It does not contain viewing figures for all hub pages, especially on the UK and German hubs, which have many more pages.

Table 24: Page URLs by view

UK		Ger		EE		IE	
Page	views	Page	views	Page	views	Page	views
/uk/	3227	/de/	6030	/ee/	978	/ie/	551
/uk/youth-groups/	822	/de/mitmachen/	1690	/ee/login/?instance=tml-main&action=register	340	/ie/youth-groups/kdys/child-porn/	188
/uk/about-huwy/introduction-to-huwy/	737	/de/jugendgruppen/	1406	/ee/tulemuse/	287	/ie/youth-groups/	173
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