eParticipation Preparatory Action

EP-08-01-011

HuWY: Hub Websites for Youth Participation

D7.3. Sustainability and Scalability Plan v2

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Authors:	Ella Taylor-Smith, Gareth Gibson, Simone Kimpeler, Feargal O'Kane, Paul McCusker, Anette Rößler, Triin Visnapuu
Document description:	This deliverable aims to identify possibilities and challenges in terms of future use of the HUWY model and hub website technologies. It includes a review of the technologies and processes to inform future use

Summary

The HUWY project is piloting a distributed discussion model for eParticipation in which young people's discussions, on Internet policy issues, are networked together by "hub" websites. The HUWY pilot ran in Estonia, Germany, Ireland and the UK between 2009 and early 2011, using a combination of online and offline approaches.

This *Sustainability and Scalability Report* aims to identify the possibilities and challenges in terms of future use of the HUWY model and technology. In order to do this, the strengths and weaknesses of the implementation are assessed.

The distributed discussion model is outlined and the main challenges identified. The implementation of the pilot is described and assessed according to five major elements:

1. Online tools

2. Information provision

3. Supporting discussion groups

4. Involving policy-makers

5. European and transnational dimensions

Each of these five elements is assessed using feedback and data gathered in the HUWY evaluation process, including input from young people, policy-makers and the HUWY teams, combined with quantitative data extracted from the online tools and technical assessments.

This enables us to provide recommendations to anyone intending to implement a similar initiative, while providing valuable contextual information gathered from the pilots in four quite different countries.

The report uses the experience of the HUWY teams and input from external interested parties to identify how the HUWY model (processes and technology) could be used in the future. Partners have talked with specific organisations and projects, interested in using the HUWY model and adapted tools.

The report concludes with a series of recommendations for implementing distributed discussions with a mixture of online and offline elements. The recommendations are useful to those interested in using eParticipation to increase young people's democratic engagement in a specific issue and particularly relevant to science and technology issues.

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1 Introduction

1.1 Project Objectives

The Hub Websites for Youth Participation (HUWY) project aims to get young people learning, thinking and discussing policies and laws which affect the Internet and channel this to people in governments and parliaments, working on these policies. Young people can choose the topics and questions, host the discussions on their web pages, or in offline settings, and post the results on Hub websites[1] (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. 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.

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 influence policy through this channel.

In this way, the HUWY project is piloting a distributed discussion model for eParticipation in which young people's discussions are networked together by the HUWY hub websites.

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 pilot country, though the evaluation and assessment methods used are the same.

1.2 Deliverable objectives

From the outset, the vision of the HUWY team was to create a discussion process, combined with an ICT platform, which supported the involvement of young people in political activity on Internet policy issues. HUWY aimed to increase this involvement by developing new channels of dialogue between young people and political bodies at the local, national and international levels, within Internet governance themes. This would include both inspiring and supporting new discussions and linking up with established groups. In developing a sustainability plan which sets out the possible future directions of the project, the discussion needs to cover two main areas:

1. the conceptual which looks to capture the HUWY project as a family of *processes* to facilitate and support dialogue and interaction, i.e. the distributed discussion model;

2. the *products*: the technological outputs to support the distributed discussion. This primarily consists of the Gamma Hub websites. However, content provided by the HUWY teams and the ideas contributed by young people may also be useful to future initiatives.

We can mostly conceive of these two as offline and online areas, also noting that neither can exist independently of the other.

This deliverable aims to capture learning gained through the HUWY pilot to benefit those implementing similar eParticipation initiatives. It includes a technical assessment of the online tools (Gamma hub websites) with regard to their suitability for future use and adaptation. Accessibility and usability are measured, as the quality of technology is essential to sustainability and scalability. The processes are also investigated to identify recommendations.

The review is put in context by describing future uses of the HUWY model within specific projects and organisations. It concludes with a series of recommendations for involving young people in policy discussions through a mixture of online and offline elements.

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[1] http://huwy.eu/

2 Methodology

This report describes and assesses the implementation of the distributed discussion model according to five major elements:

1. Online tools
2. Information provision
3. Supporting discussion groups
4. Involving policy-makers
5. European and transnational dimensions

The goal of this report is to provide an overview of the implementation of these areas in order to inform future uses of the model. This includes assessment of the implementation to identify what was successful and what did not work so well.

The full technical assessment of the online tools is recorded in this report, as it has a direct bearing on their future use. This technical assessment is also central to recommendations for people planning to implement a distributed discussion, centred on component open source tools, such as WordPress or Drupal. The technical assessment consists of:

- A comparison between the specified and implemented functionality of the Beta and Gamma hub websites;

- Usability testing of Beta and Gamma hub websites;

- Accessibility testing (WAI compliance) of Gamma hub websites;

- Information about our choice of core tools (WordPress and Drupal respectively) and related recommendations.

The HUWY project includes a detailed user-centred evaluation, which is recorded in *D6.1 Engagement and Impact Criteria* and *D6.2 User Engagement Report*. Specific conclusions from the User Engagement Report inform the assessment of each of the 5 areas described above. We will link back to the methodological detail and data in the User Engagement Report, which inform the conclusions, rather than repeat too much here. Table 1 lists the evaluation instruments used in the HUWY project, noting the deliverable which most fully records the data. All evaluation instruments are summarised, methodology and data, in D6.2.

Table 1: Evaluation instruments

Evaluation instrument	Deliverable
Workshop reports	D5.2 Workshop reports
A **survey** of young people (a final questionnaire)	D6.2 User Engagement Report
Semi-structured interviews with young people/facilitators	D6.2
Semi-structured interviews with policy-makers	D6.2
Text analysis of results & feedback posted on the hub websites	D6.2
Templates collecting **discussion group success factors** (identified by HUWY partners)	D6.2 and D7.3 (this report)
Templates collecting quantitative data about discussions (**demographic data table**)	D6.2
Project/**model checklist**	D6.2
WAI rating (accessibility testing) and **usability testing**	D7.3 this report
Template for a **Hub content check**	D6.2
Web statistics (Google Analytics)	D6.2
Template for a **publicity review**	D7.4 Results

This report also aims to record the experiences of the HUWY team in implementing the model, especially the human processes. Structured narratives are used to identify the main points, while preserving the richness of context. In effect, each country's pilot is treated as a case study[2].

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[2] Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, *12*, 219-245. http://qix.sagepub.com/content/12/2/219

3 The distributed discussion model

3.1   The model

Distributed discussion is the name the HUWY team use to describe the networked eParticipation mechanism piloted in this project. The distributed discussion model was devised to be as flexible and inclusive as possible: to enable young people to get involved in issues that were important to them, while they controlled the format and place of this involvement. It was designed to include established groups, like youth fora or parliaments, who had their own online spaces and were perhaps already talking about HUWY topics. It was also designed to include more casual groups, meeting on social networking pages or offline.
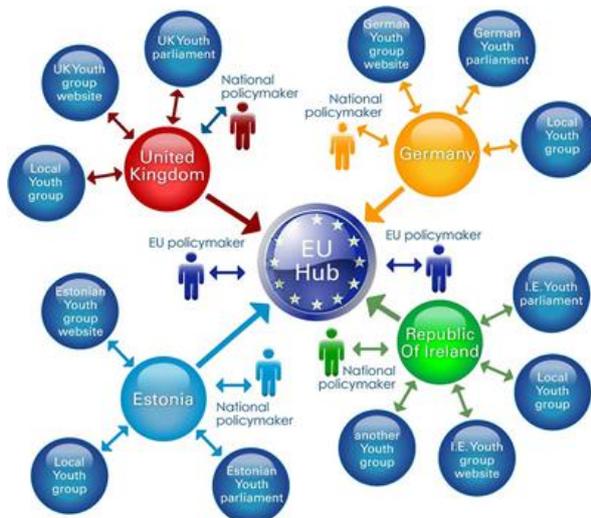
Figure 1: Distributed discussion with national hub websites

A family of "hub websites" contain information about the project, well-structured background materials about Internet policy topics, the results of young people's discussions and feedback from policy-makers. There is one hub website for each of the four countries, with localised information and language. Each hub website is the central node for that country. Young people hold discussions on their own websites (shown as satellites in Figure 1) or in offline settings. The four country hubs are linked by an EU hub: a global entry point for the project and place to summarise groups of results for EU policy-makers.

Youth groups' involvement is encouraged and supported through offline workshops, facilitator training and online resources. The exact focus and implementation of these varies a little between the pilot countries. The HUWY partners also try to identify relevant policy-makers and encourage them to read the ideas and provide useful feedback. The ideas enter the policy-making system this way, though direct and measurable impact is unlikely.

3.2   Planning and requirements

The implementation was planned in 2 phases:

1. The Description of Action, based on the project proposal, before the start of the project;

2. Requirements phase, based on scenarios and working with user groups.

In the Requirements phase, the HUWY team set out to translate the work-plan into a detailed and realistic implementation plan, adaptable to the circumstances in each country. Partners from all countries involved young people and policy-makers in this process. Ideas were collected as scenarios –structured narratives which describe someone taking an action or completing a task within the project. The scenarios were used to clarify the envisaged use of the Hubs and associated offline processes. Partners held workshops and focus groups with young people to choose the topics and identify the best ways to provide information to support the discussions and market the project to young people and youth groups. The methodologies used and the resulting plans are contained in the following deliverables:

- *D2.1 Requirements specification*, which includes the specification for the hub websites;

- *D3.1 Initial content for hubs*, which includes the plans to provide information in useful and engaging formats;

- *D5.1 Story boards for multi-media flyers: Specification for Promotional Online Materials*, which investigates the best ways to use online tools to explain and market the HUWY project to young people and youth groups;

- *D7.2 Joint dissemination plan* contains the wider dissemination plan.

3.3   Implementation

The distributed discussion model at the centre of the HUWY project requires a series of diverse, but interconnected online and offline processes and events. The team in each country were responsible for:
- working with young people to choose the topics;
- specifying how the pilot should be implemented (online tools and offline processes);
- providing good quality information in various formats on each HUWY topic and adding this to the hubs through a content management system;
- promoting the project to young people and youth groups;
- recruiting, training and supporting facilitators for each discussion group;
- helping facilitators post results online;
- promoting results to policy-makers and encouraging them to post feedback.
- Throughout this, HUWY teams worked with developers to implement and de-bug the online hubs in two revisions (Beta and Gamma), providing translations for the German and Estonian hubs.
- Finally, teams worked together to devise and implement the evaluation process and disseminate results. A comprehensive evaluation process aimed to assess whether the HUWY project fulfilled the participants' success criteria, as well as the HUWY project objectives.

The HUWY pilots involved over 50 workshops to bring young people, youth groups and policy-makers into the project and disseminate the results. These are recorded in D5.2 Workshop Reports.

Implementing the distributed discussion was challenging and resource intensive. Piloting the distributed discussion model in four diverse countries (Estonia, Germany, Ireland and the UK) enabled the HUWY partners to test their ideas in a variety of contexts.

3.4   Evaluation

While implementation is adapted to the circumstances, 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. The evaluation of the HUWY project contained in 3 linked reports:

- **Sustainability and Scalability**, which includes an assessment of the HUWY project's progress, in terms of technology and processes, in order to identify issues for future use of the model and technology: this report .

- **User Engagement** assesses the project's success in engaging HUWY's main user groups: young people and policy-makers. This evaluation is recorded in *D6.1 Engagement and Impact Criteria* and *D6.2 User Engagement Report*.

- **Final Results** assesses HUWY's impact on decision-making and policy, as well as providing an overview of the outcomes of the project, including evaluation results and recommendations. This is recorded in *D7.4 Results.*

4 Online tools: implementation and assessment

4.1 Methodology

The online tools which support the project are the hub websites at http://huwy.eu/. These were implemented as Beta hub websites (March to December 2010) and Gamma hub websites (from December 2011). In order to assess their implementation, both to support the pilot and, in the case of the Gamma hubs, as an important output, the following methods are used:

- The implementation is compared with the specification, for both Beta and Gamma hubs. This highlights any changes to functionality or implementation problems.

- Usability testing was conducted on the UK Beta and Gamma hubs in December 2010. Some improvements were made to the Gamma hubs, following testing. The German team then conducted usability testing on the German Gamma hubs. Some further improvements were made based on this testing.

- WAI rating: Powermapper[3] was used to carry out an automated audit of the UK HUWY hub.

- An assessment of localisation is provided by the HUWY team based on their experience of developing and working on the Beta and Gamma hubs.

4.2 Beta Hubs Requirements

4.2.1 From the Description of Action

D4.2 – Beta Hub Websites (M12)

- *Based on D2.1 Requirements Specification*
- *One Hub website for each country*
- *One EU level Hub collating inputs from other Hubs.*

4.2.2 The Requirements Specification Process (WPs 2 and 3)

- *D2.1 Requirements Specification* aimed to specify the hub websites, functionality and structure.

- *D3.1 Content* specified content types in more detail, especially the structure of background information, including stories.

The two above deliverables were developed together to create a comprehensive specification for the developers to create the Beta hubs and the country coordinating partners to create content. These deliverables should be referred to for more detail.

**The requirements for the Beta hub websites are summarised below, according to user.
See Table 2: Young Person's actions,**

Table 3: Facilitator's actions, Table 4: Policy-maker's actions and Table 5: Country Coordinator's actions[4].

Table 2: Young Person's actions

Register for mailing list Complete Hub registration form[5] Comment in their group's *Results Editing Wiki*		View all public information Comment on a public post by another user Rate any content

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[3] http://www.powermapper.com/
[4] See D2.1 Requirements Specification, Section 4 Scope of work: Users and Roles pp24 -27
[5] This then needs to be approved by the young person's youth group Facilitator

Table 3: Facilitator's actions

Register for mailing list Complete Hub registration form[6] Update youth group profile page[7] Register young people in their group to use Hub Post draft results in *Results Editing Wiki* Comment in their group's *Results Editing Wiki* Finalise results post (awaiting CC[8] approval)	View all public information Comment on a public post by another user Send supporting information content to CC to upload Tag any content Rate any content

Table 4: Policy-maker's actions

Register for mailing list Complete Hub registration form[9] Update their profile page Add blog-style post to their profile page Provide feedback on youth groups' results Tag youth groups' results	View all public information Comment on a public post by another user Send supporting information content to CC to upload Tag any content Rate any content

Table 5: Country Coordinator's actions

Complete/ approve registration form for Facilitators and Policy-makers (on local and EU Hubs) Help people use the Hubs Approve, make public and tag final youth group results Post-moderate public comments (on local and EU Hubs)	View all public information Comment on a public post by another user Add supporting information content Post blog-style posts (on local and EU Hubs) Maintain information about project (events page, getting involved pages etc) (on local and EU Hubs) Tag any content (on local and EU Hubs)

4.3   Beta hubs implementation

The Beta hub websites were implemented over the pilot year from March to December 2010, as more functionality was added and translations were improved. Beta hubs were available at the http://www.huwy.eu. Beta hubs have now been replaced by Gamma hubs at this location.

The Beta hub implementation was based on WordPress MU[10] (multi user)

Here we use the functionality in **Table 2** to **Table 5** above to record what was implemented in the Beta hubs.

4.3.1   Young Person's actions (required functionality)

- Register for mailing list
- Complete Hub registration form
- Comment in their group's Results Editing Wiki
- View all public information
- Comment on a public post by another user

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[6] This would be approved by the local Country Coordinator.
[7] Each Facilitator has a profile page, which is essentially the profile page for their youth group.
[8] Country Coordinators (CCs) are the four HUWY partners managing pilots in their country: Tartu, Fraunhofer, LYIT and QUB, plus YWI, working with LYIT.
[9] This would be approved by the local Country Coordinator. Or CC's would complete the registration form on behalf of Policy-makers.
[10] http://mu.wordpress.org/

- Rate any content

4.3.2   Implementation of Young Person's actions in Beta hubs

All the *Young Person's actions* were supported by the Beta hub. However:

- The results editing wiki (see 4.3.9 below) required a separate registration process and intervention from country coordinators to assign young people and facilitators to groups.

- Some aspects of public information specified in D2.1 could not be implemented: there were problems with the events calendar plugin[11] that could not be resolved. This was removed and not replaced.

4.3.3   Facilitator's actions (required functionality)

- Register for mailing list
- Complete Hub registration form
- Update youth group profile page
- Register young people in their group to use Hub
- Post draft results in Results Editing Wiki
- Comment in their group's Results Editing Wiki
- Finalise results post
- View all public information
- Comment on a public post by another user
- Send supporting information content to Country Coordinator to upload.
- Tag any content.
- Rate any content

4.3.4   Implementation of Facilitator's actions in Beta hubs

Only one of the above actions was not possible: *tag any content*. However, some were only partially possible and many were unstable or complicated.

- Facilitators signed up to the hubs as users. They selected "facilitator" from a drop down menu of roles, but any changes to their account needed to be implemented by country coordinators. The system for changing a user's account to a facilitator account did not work: i.e. country coordinators (administrators) could not give them the permissions they needed to add certain content (results posts, blog posts) to the sites. This was unresolved by December 2010.

- Group profiles and results posts were implemented as pages, rather than posts. This meant that they were rather more difficult to create. They had to be nested carefully within the parent-child page structure and use the correct template. A mistake in the former could upset the appearance of every hub website page for that country. A mistake in the latter would result in invisible text.

- A "Simple Tags" plugin, used on the WordPress site did not support categories of tags. The specification assumed that tag searches within Results, Background materials or News and events could be restricted to give results from that section alone. However, clicking on a tag would result in a mixed list from all sections. This was a big problem, as tags were used to categorise content (especially results) into the main HUWY topics (e.g. Cyberbullying). The HUWY requirements deliverables, D2.1 Requirements Specification and D3.1 Content, also suggested tagging would be an important way for policy-makers to mark content, using their own and their peers' terminology. Eventually, the following "work arounds" were implemented[12]:

    o Tag clouds would only appear on the results pages.

    o Site visitors would only be able to tag results using drop down menus of pre-supplied tags.

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[11] Plugins are tools to extend the functionality of WordPress. Open Source developers create plugins, to add specific functions, such as an events calendar or a tag cloud. These can be searched for online and attached to the WordPress site.
[12] The tagging problem was identified in November 2009 and one of the reasons that a move to Drupal was initially suggested

- o People adding results pages through the admin were only allowed to use tags that directly connected their result to one of the 5 topics. Each tag included "-result", whatever the language: e.g. "Cyber-Mobbing-result" on the German hub.

- o By November 2010, this was still not working. Clicking on the name of one of the 5 topics, on the results page, brought a list of mixed content or no results at all. The "-results" part of the tag showed in the tag cloud.

- In addition, there were various problems with the Content Management System interface. For example, scroll bars were missing on crucial menus.

In light of these problems, most facilitators sent their profile and results to the country coordinator by email and the country coordinator created the necessary pages.

- The wiki is discussed below in *Section 4.3.9 Results editing wikis*.

4.3.5 Policy-maker's actions (required functionality)
- Register for mailing list
- Complete Hub registration form.
- Update their profile page
- Add blog-style post to their profile page
- Provide feedback on youth groups' results
- Tag youth groups' results
- View all public information
- Comment on a public post by another user
- Send supporting information content to CC to upload
- Tag any content
- Rate any content

4.3.6 Implementation of Policy-maker's actions in Beta hubs

Policy-makers' tasks were implemented in a more user-friendly way than facilitators'. For example, their profile was completed via a profile form attached to their account, as in a social networking site. (Facilitators' group profiles needed to be created as "pages"). Feedback on results posts could be provided through a simple commenting system and comments linked directly to their profile page.

Only a couple of actions were not possible.

- Policy-makers could not add blog posts to their profile page, though country coordinators could potentially give policy-makers permission to add a blog post to the news and events section.

- Results could only be tagged using the pre-selected list in a drop down menu. No other content could be tagged.

- At times policy-makers appeared on the wrong country's hub, though this was resolved.

- Some countries held back on promoting the site to policy-makers while they were having trouble with the results pages (till December 2010).

- The German team added a list of the policy-makers involved in their pilot to their home page. This was a useful improvement.

4.3.7 Country Coordinator's actions (required functionality)
- Complete/ approve registration form for Facilitators and Policy-makers (on local and EU Hubs)
- Help people use the Hubs
- Approve, make public and tag final youth group results
- Post-moderate public comments (on local and EU Hubs)
- View all public information
- Comment on a public post by another user
- Add supporting information content
- Post blog-style posts (on local and EU Hubs)
- Maintain information about project (events page, getting involved pages etc)
- Tag any content (on local and EU Hubs)

4.3.8 Implementation of Country Coordinator's actions in Beta hubs

- WordPress MU is designed as a group blog with strong central control. Many admin tasks, such as changing user's roles or permissions, could only be performed using one central admin login, across all the hubs. Seven HUWY partners needed to perform admin tasks on the hubs (Napier, Dog, QUB, Fraunhofer, Tartu, LYIT and YWI). Sharing this one login was a security risk.

- There were problems with managing user accounts. A very large number of "spam" user accounts were created. More seriously, there were problems in converting an account to a Facilitator's account.

- The admin section was difficult to use. Mistakes could radically disrupt the appearance of all pages of a local hub, or crash all hubs. So, most country coordinators added content for facilitators. This Web 1.0 approach would not be scalable or sustainable.

- Instructions were created, but needed to be updated as implementation progressed throughout the year.

- Problems with tagging are detailed above.

- Events, as a type of blog post, could not be implemented using an events calendar. This had to be removed.

4.3.9   Results editing wikis

Results editing wikis were conceived as a way to support youth groups to create results posts together and agree final results. A wiki was created for each country and translated. Each wiki included instructions and pages formatted to match the templates for results designed as part of the requirements process. Groups could create as many reports as they liked, using the supplied headings, editing or deleting them as appropriate. Each group could view and edit reports created by their group, but not by others. Each group also had a profile page, to collect information about the group to be used in their public profile on the Hub websites or for research purposes only.

The wikis were implemented in MediaWiki[13] and styled with the HUWY logo. Each contained full instructions for use. However, MediaWiki had limited support for this kind of group use and no integration with the main hubs.

- Young people had to register separately on the hubs and the wikis.

- Country Coordinators needed to allocate registered people to their appropriate group and give them the right permissions for their role.

- The developers had to pre-create a certain number of groups. Extra groups could not be created by country coordinators or facilitators. This was not scalable.

- Completed results posts would need to be transferred from the wikis to the hubs via "copy and paste".

4.3.10 EU hub

The EU hub was a global gateway to each hub website. RSS feeds of results from each country are the main content, linking directly to the content on that hub website. In addition, the EU hub has a blog for country coordinators to post summaries of progress, for example a summary of a group of a group of results. It could also be used to highlight relevant EU initiatives.

A simpler static version of the EU hub was used for most of 2010. This contained links to each hub, but no RSS feeds or blog posts. The interactive EU hub went live in September 2010, when results postings from each country were available. The EU hub is basically the same in both the WordPress Beta hubs and Drupal Gamma hubs.

4.3.11 Stability and sustainability problems with Beta hubs

- Security: WordPress re-merged WordPress MU with WordPress. This meant that updates, like security patches, would no longer be supplied.

- The site seemed to be unstable and could crash or hang (for example at public events) Partners became reluctant to use the site in public or show it to anyone important, like policy-makers.

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[13] http://www.mediawiki.org/

Sometimes this seemed to be caused by using the Content Management System to add or update content (e.g. blog posts). This made partners reluctant to keep content up to date or to encourage other HUWY participants (e.g. Facilitators) to add content. In July 2010, some parts of the site reverted to a previous state (in some cases over 6 months of updates were lost).

This instability was caused by running out of memory (RAM). Memory was increased, but the problem persisted. We did not manage to identify the processes that caused bouts of excessive memory consumption within the lifetimes of the Beta hubs. It was not clear whether the problems were within the code or arose from the server. The site was hosted on a "virtual server" at QUB. Dog were able to get full SSH access and setup the server however they wanted, but experienced some difficulties tracking problems. Attempts to decrease downtime by increasing memory available to the virtual server seemed to improve performance, but could not prevent intermittent crashing.

4.3.12 What worked well

On the whole, the background information structure, including stories, worked well.

4.4   Gamma hubs requirements

4.4.1   From the Description of Action

D4.3 -Gamma Hub websites (M24)
   o *Updated based on feedback from pilot.*
   o *To be usable beyond project period.*

4.4.2   Requirements specification and Beta pilot

The specification of the Gamma hubs is *D2.1 Requirements Specification*, so we use the functionality in **Table 2** to **Table 5** above to assess what was implemented in the Gamma hubs.

Some functional changes were informed by the experience of creating the Beta hub websites and using them throughout the pilot period. These are noted below.

4.5   Gamma hubs implementation

Partners decided to re-implement the Hub websites in Drupal[14], as they felt that this would better support HUWY's requirements, be more stable and easier to use. The goal was to use the functions specified in the requirements process and the basic structure and styles of the Beta hub websites. Content added to the Beta hubs was retrieved from the WordPress database and added to the Gamma hubs. The functions of the results editing wikis were brought inside the hubs, as these are supported by Drupal.

Gamma hubs launched in early December 2010 and are available at http://huwy.eu

4.5.1   Young Person's actions (required functionality)

- Register for mailing list
- Complete Hub registration form
- Comment in their group's Results Editing Wiki
- View all public information
- Comment on a public post by another user
- Rate any content

4.5.2   Implementation of Young Person's actions in Gamma hubs

All the *Young Person's actions* were supported by the Gamma hub, except that Results editing wikis were not used in the Gamma implementation. See 4.5.9 Results editing wikis below.

4.5.3   Facilitator's actions (required functionality)

- Register for mailing list
- Complete Hub registration form
- Update youth group profile page
- Register young people in their group to use Hub

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[14] http://drupal.org/

- Post draft results in Results Editing Wiki
- Comment in their group's Results Editing Wiki
- Finalise results post
- View all public information
- Comment on a public post by another user
- Send supporting information content to Country Coordinator to upload.
- Tag any content.
- Rate any content

4.5.4   Implementation of Facilitator's actions in Gamma hubs

All facilitator's actions were implemented, except the results editing wiki: see *4.5.9 Results editing wikis* below.

In addition, as the site was developed with actual youth groups signed up and results available, the partners were able to identify ways in which the facilitator's tasks could be improved:

- Drupal has more extensive tools for supporting groups. Young people can register on the site and become facilitators by creating groups. Facilitators can manage their own group membership, create the group's profile and add results.

- Policy-maker's profiles and youth group profiles work in the same way, as standard profiles.

- Instead of conceiving results which described experiences of the Internet as "early results", these were integrated into the topic system, with the additional topic title "Our experiences".

Issues with tagging and displaying results are resolved in the Gamma hubs:

- Results can be tagged with as many or few of the HUWY topics as required, plus additional tags.

- Results can be displayed by youth group or topic.

4.5.5   Policy-maker's actions (required functionality)

- Register for mailing list
- Complete Hub registration form.
- Update their profile page
- Add blog-style post to their profile page
- Provide feedback on youth groups' results
- Tag youth groups' results
- View all public information
- Comment on a public post by another user
- Send supporting information content to CC to upload
- Tag any content
- Rate any content

4.5.6   Implementation of Policy-maker's actions in Gamma hubs

All policy-maker's actions are implemented in the Gamma hubs except:

- Policy-makers could not add blog posts to their profile page, though country coordinators could potentially give policy-makers permission to add a blog post to the news and events section.

- Policy-makers' comments on results posts are not listed on their profile pages (though the comments do link back to this page.)

Improvements:

- A side bar on various pages made it easier to find which policy-makers were involved in the project.

- As in the Beta hubs, the German team added a list of the policy-makers involved in their pilot to their home page.

4.5.7   Country Coordinator's actions (required functionality)

- Complete/ approve registration form for Facilitators and Policy-makers (on local and EU Hubs)
- Help people use the Hubs
- Approve, make public and tag final youth group results

- Post-moderate public comments (on local and EU Hubs)
- View all public information
- Comment on a public post by another user
- Add supporting information content
- Post blog-style posts (on local and EU Hubs)
- Maintain information about project (events page, getting involved pages etc)
- Tag any content (on local and EU Hubs)

4.5.8 Implementation of Country Coordinator's actions in Gamma hubs

All Country coordinator's actions were implemented in the Gamma hubs.

4.5.9 Results editing wikis

Results editing wikis were not used in the Gamma implementation. Gamma websites included support (built into Drupal) for youth groups to work together on drafts of results posts, as they would on the results editing wiki.

4.5.10 EU hub

The EU hub is basically the same in both the WordPress Beta hubs and Drupal Gamma hubs.

4.5.11 Stability and sustainability in Gamma hubs

- Both Beta and Gamma hubs were hosted on the virtual server at QUB during the lifetime of the project. Availability continued to be a problem with the Gamma sites. The problem was identified with the server set up for log files. Log files are text documents which store in detail all activities on a site. The system for storing log files on the virtual server was not correctly established for the hub websites. This meant that the log files used up too much storage space and the site became unavailable. This problem was only solved by moving the hub websites to commercial hosting in May 2011.

- Hosting HUWY at QUB was not a long term option –partners have very limited access and no technical support is available at times when the university is closed.

- Partners have arranged for HUWY to be transferred to commercial hosting and agreed a 12 month maintenance contract.

4.5.12 Improvements and challenges

- Improvement: Drupal includes support for translation, enabling this to be done through the user interface in a structured way, rather than by a series of email requests.

- Improvement: A de-bugging system is used to monitor, prioritise and track bugs.

- Challenge: An alternative styling (skin) was created. Country coordinators could choose the default style for their country. Registered users can choose the style they experienced the site in. In practice, this gave developers and country coordinators an extra overhead and used valuable development and de-bugging time.

- Challenge: Partners needed to check all their content, including links, guides and translations. This added to the burden of partners in the final stages of implementing the pilot.

4.6 Technical assessments: Usability testing

In November 2010, QUB organised usability testing of both the Beta and Gamma hubs. The Gamma hubs were updated in line with feedback from the testing. In December 2010, Fraunhofer organised user testing of the German Gamma hub.

4.6.1 QUB: UK user testing, November 2010

The user testing revealed a number of important insights:
1. Users were generally impressed with the design of both the old site and the new site.
2. Users were interested in the project and thought that the content on the site was one of the strengths of the project.
3. Navigation issues within the site would dissuade some participants from recommending the site to a friend

Participants were generally able to complete the major tasks set for them:
1. Find basic information about the project
2. Register on the site
3. Add content
4. Comment on content

This round of user testing highlighted the underlying strengths of the HUWY project while also focusing on some development issues. Many of these were addressed within the following month.

4.6.1.1   Methodology

Participants were gathered from a final year e-business course at Queen's University Management School at QUB. Each participant gave up their time freely and received no payment for taking part in the user testing.

The user 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
- Reflective questions on the experience

Each workstation was equipped with a copy of Morae Recorder[15] to record screen movement and participants could also make use of a microphone. They were encouraged to talk about their thoughts and feelings as they worked their way through the surveys and tasks.

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 as *Annex 2 QUB Usability testing: questionnaires and results*, at the end of this report. A short video of important sections from the user testing is also available from QUB upon request.

4.6.1.2   Questionnaires

Participants completed questionnaires prior to and following completing the tasks. The *Demographic* questionnaire was aimed at recording the demographics of the study participants and to set them at their ease when using the Morae system. It allowed any teething problems to be highlighted at an early stage, which helped to ensure that the later findings are an accurate reflection of how the users would normally interact with the site. After looking round the site, participants completed a *Look and Feel questionnaire*, a *Post-test questionnaire* and a *Post-task questionnaire*. The results of these questionnaires is summarised below.

Q 1.   Demographic

The six participants were aged between 21 and 22 - with five males and one female taking part in the study. All the participants had extensive experience of using the Internet, although none of the participants used the Internet to get involved in forums. In addition, none of the test participants hosted a website or ran a blog, though all used social media.

Q 2.   Look and Feel

The Gamma HUWY website includes a choice of styling. *HUWY Classic* uses the styling of the Beta Hubs. *HUWY* is a new style. Participants narrowly preferred the HUWY Classic design to the new HUWY design. However, one group noted that the new design would be better if we were targeting users younger than themselves (they are 21 and 22). The feedback from the participants highlighted that both designs are effective at attracting the target audience.

Q 3.   Post-test questionnaire

Participants were generally positive about the site although they had reservations about the navigation, which would make them less inclined to recommend the site to others. The site needs to be clearer about what users can do once signed in.

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[15] http://morae-recorder.software.informer.com/

Q 4.   Post-task questionnaire

1. **Task One: Tell your friends:** *This task was not supported on the Beta sites*. The groups were able to complete the task on the Gamma site by finding information about HUWY before sending it. There were a few issues with the email functionality – specifically the use of jargon in the email form.

2. **Task Two: Getting involved**: *This task was not supported on the Beta sites*. All groups had difficulty finding how to add a group. Group 3's difficulty stemmed from the Morae User Interface overlaying the site menu. However, Group Two highlighted the need to improve the visibility of the relevant menu.

3. **Task Three: Getting the background information**: All groups were able to find the content easily. The range of content available was seen as one of the strengths of the site.

4. **Task Four: Adding a result and adding a comment**: This task was only tested on the Gamma hubs, as we were still experiencing problems with this on the Beta sites when testing was underway. The groups were able to complete the task – although some experienced some difficulty because of the labelling and colour of the links.

4.6.1.3   Recommendations

The participants found the site useful and were able to complete most of the tasks. One group failed to complete a task because the Morae User Interface obscured the site menu.

Results indicate that the Gamma HUWY site is structurally sound. Small improvements would address issues around navigation and a lack of awareness about what is possible on the site. These improvements were implemented following the testing:

Look and feel:
*   The visibility of the user menu at the top of the page was increased.
*   Users were split as to which design they liked better: both themes are available and logged in users can choose their theme[16].
*   The main body was darkened in the new theme.
*   The number of colours used for links was rationalised.
*   Elements were more closely aligned to the grid.

Navigation and functionality:
*   The visibility of the user menu at the top of the page was increased.
*   Links to *Add a group* and *Add a result* were made more prominent
*   Visibility of the *Add a comment* functionality and *Add a tag* functionality was improved
*   The *Add a group* and *Add a result* forms were tidied and streamlined.
*   *Send to friend* functionality was replaced with *Share/save* social networking links, which better incorporate email functionality.

Figure 2: Save share function bar added to results posts

In the longer term, we suggest:
*   Investigating ways to make the topics more prominent on the homepage
*   Investigating, through A/B testing, the copy and image most effective in driving users to the most important content from the homepage
*   Developing the social networking aspect for groups who have used HUWY.

Full results from this QUB usability testing are available as *Annex 2 QUB Usability testing: questionnaires and results*, at the end of this report.

4.6.2   Fraunhofer: Germany user testing, December 2010

Fraunhofer organised testing of the German Gamma hub in late December 2010. At this point, most of the improvements following the QUB testing had been implemented.

4.6.2.1   Demographics

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[16] HUWY partners choose the default theme of the hub for their country.

Four participants, aged between 22 and 26, with one male and three female took part in the study. All participants had extensive experience of using the Internet including social media. One of the test participants is studying Computer Science in Media.

4.6.2.2   Task results

Task One: Getting information

- Homepage: the information (stories) in the vertical blue box are not so helpful to quickly find out about the main aspects of the project (what is it about, who's involved, how to get involved, what's happening currently) and the process (form a group and discuss wherever you want about the "future of the internet" >> publish your ideas online on the HUWY-website >> get feedback from real policy makers).

- This information should have highest priority and be seen at first sight. This applies also to Social Media links (Facebook, Twitter etc.) to support the dissemination strategy.

- Who's involved: The information about already involved youth groups and policy makers is difficult to find (four clicks are necessary to access a policymaker profile).

- Background information: easy to find.

Task Two: Getting involved

- Getting involved: on the homepage the user has to scroll down to find the information/link about "how to get involved". Even when following the "join" link (main navigation) the following pages offer information mainly with extensive amount of textual content (e.g. on the "get involved"-page).

- Registration procedures are not fully understandable. It is not really clear which rights the users have. The visibility of the menu has to be improved (logged-in area).

Task Three: Adding a result and adding a comment (logged-in area)

- After login there's compact information missing to guide the user within the discussing-publishing processes: main links to relevant options needed (create a new group, enter, edit and publish your results, invite friends to your group).

- On logging in the user is presented with his/her website-profile information. This should have secondary priority to page content.

- Adding a comment: It's easy to add a comment after login but, especially for policy makers, a link to results is needed, with concise guiding information (e.g. "view the ideas discussed by youth groups and give them your feedback").

4.6.2.3   Recommendations

- Main aspects of the project process (what is it about, who's involved, how to get involved, what's happening currently) should have highest priority and be seen at first sight when visiting the website (homepage). Cancel the blue box on the homepage.

- Need more (but concise) information about the rights and the user-role (facilitator and policy-maker) after registration and as well after login.

4.6.3   Usability testing conclusions

- The Gamma implementation of the hubs supported more of the required tasks than the Beta implementation.

- Gama websites have been improved after each round of testing.

- The HUWY classic design was preferred over the new design. The new design needs a few changes to improve readability.

- More information should be provided about user roles, both before and after registration.

- Instructions should be available for all roles[17] 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.

4.7   Technical assessments: WAI rating AA

Powermapper[18] 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[19], the login page[20], the contact page[21], the signup page[22] and the get involved page[23].

Accessibility

The site is compliant with WCAG1.0 Level A. The major issues that cause the site to fail to reach Level AA accessibility are:

- The use of the generic text 'More' for links from the stories. This is a flaw in the design of the site and is more than a development issue. The development team are investigating ways to avoid this issue in the next iteration of the design.

- There are html markup issues – such as incorrectly nested headings. This issue can be addressed relatively simply by the development team in the next iteration.

- The contact form has some structural issues which need to be addressed. The development team will ensure that the contact form conforms with the highest level of accessibility in the next iteration.

- Not all the images on the homepage have 'alt'[24] tags. This will be corrected in the next iteration by the development team.

Compatibility

The site is compatible with the latest versions of the major browsers. The site audit raised the issue of PNG[25] transparency as an issue in IE6 and IE7. This can be easily handled through limited development. The site also raised the issue of malformed HTML which is currently being addressed by the development team.

Compliance

The site audit highlighted the need to ensure that the newsletter section of HUWY complies with EU Privacy Regulations.

4.8   Technical assessments: Localisation

- Localisation was a problem with the Beta hub websites, as WordPress Mu had patchy support for translation:

  o While the admin section was available in German and Estonian, no system was provided to support the translation of instructions (such as "You need to be logged in to comment") or navigation elements, such as buttons and links.

  o Additional plugins either did not include translations or included poor quality translations.

  o Code written especially for HUWY needed translation to be managed by the developers.

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[17] Instructions were created for the Beta hub websites, translated and posted on each hub. These are currently being revised for the Gamma hubs. Instructions for facilitators are now available in English and posted here: http://huwy.eu/uk/sites/huwy.eu.uk/files/Instructions%20for%20facilitators_jan2011.pdf

[18] http://www.powermapper.com/

[19] http://www.huwy.eu/uk

[20] http://www.huwy.eu/uk/user/login

[21] http://www.huwy.eu/uk/contact

[22] http://www.huwy.eu/uk/signup

[23] http://www.huwy.eu/uk/get-involved

[24] The *alt* attribute is used, within html, to provide a description of an image for screen readers or those browsing the Internet with images "turned off".

[25] PNG is an image format: Portable Network Graphic http://en.wikipedia.org/wiki/Portable_Network_Graphics

- o WordPress had limited support for non-English characters, such as the Estonian õ or German ü.

- The Gamma hubs are better adapted for translation, as Drupal includes a translation system (*Localization Client*[26]), enabling navigation to be translated through a user interface. As Drupal supported more functionality without plugins, plugin translations were not a problem. Non-English characters, like õ and ü, are supported.

  - o Drupal is available in over 40 languages, including non –Latin texts[27].

- The original HUWY design uses elements of the EU flag in the header banner. This was received well by some young people, but not appreciated by others. The Gamma website's two designs enable countries (or logged in users) to choose a design with or without the flag.

  - o As the Gamma site clearly separates style elements into CSS, the hubs could theoretically support a quite different look and feel for each country.

- As the Hubs are built on content management systems, more of the content, including the contents and layout of the home page, could be adapted to the needs and preferences of each country.

4.9 After the funded period

4.9.1 Hosting the current site and technical support

Partners have arranged for HUWY to be transferred to commercial hosting for a year. Technical Support will be provided by BT48[28], BT48 staff were employed by LYIT to build the Gamma hubs. Napier paid in advance for hosting and maintenance for the year 1st May 2011 to 30th April 2012.

New versions of the hubs can be created by those who require them, for example by using Drupal or any other content management/community building system. The initial design and software is open source and available to all groups.

The HUWY team are happy to help anyone in creating websites based on the HUWY hub model and carry out further adaptations or development, if funding is available. Otherwise, the HUWY project can bear no responsibility for further modifications or technical support[29].

4.10 Recommendations for implementing online hubs

1. When building online tools using available components (such as content management systems or blogging tools), these should be carefully investigated:

   - o It should be clear how the tool can support the functionality required, with the minimum of adaptation.

   - o Future support for the tool should be adequate for sustainability.

   - o Any plugins[30] used should be available in pilot languages or include accessible translation elements. Any translations should be checked for quality. The event calendar plugin, used in the Beta hubs, included Estonian and German versions. However, the translations were poor (inaccurate). Improving these translations de-stabilised the plugin, which meant that the calendar did not work and caused a series of problems within the news and events blog.

1. When building tools in more than one language, an initial version (in a language that all partners speak, like English) should be completed and tested before the other language versions are created. Testing should include user testing by the target groups. This will reduce the number of "fixes" overall and identify any intractable problems, before further development and translation.

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[26] http://drupal.org/project/l10n_client
[27] http://drupal.org/node/212321
[28] http://www.bt48.com/
[29] The HUWY team cannot accept liability for any problems with the hub websites or associated technology after the funded project period.
[30] Plugins are tools to extend the functionality of WordPress. Open Source developers create plugins, to add specific functions, such as an events calendar or a tag cloud. These can be searched for online and attached to the WordPress site

- o Using components which include translation support (e.g. *Drupal's Localization Client*) reduces translation overheads for developers and translators.

2. Developers should have control of hosting solutions and adequate access to any server hosting pilot tools. Hosting solutions should be of an adequate standard to support website use.

5 Information provision: implementation and assessment

5.1 Methodology

The processes that the HUWY teams used to establish the best ways to present information to support young people's discussions are described in detail in D3.1 Content and summarised below.

The usefulness of this information is assessed in D6.2 User Engagement Report, using:
- Model Checklist
- Hub content check
- Survey of young people (a final questionnaire)
- Web statistics (Google Analytics)
- Semi-structured interviews with facilitators
- Text analysis of results posts

The outcomes of this assessment are summarised below the account of implementation.

5.2 Implementation of information provision

HUWY believe that young people are valuable expert stakeholders in current Internet governance issues like cyberbullying, privacy and file-sharing. EParticipation is not just about collecting opinions, but about bringing people together to share insights into their own contexts –citizens, policy-makers, experts. It's about exploring both differences and common ground and taking time to understand each other's values and constraints. In eParticipation, science and technology themes require the provision of relevant information, which facilitates engagement and understanding. The early months of the HUWY project showed that young people were very interested in Internet policy issues, once they had become engaged. They had a wealth of experience to share, but this was not always sufficiently grounded in knowledge, for example about technical or legal aspects, to support meaningful dialogue. Thus an important part of the HUWY project was to provide information to support young people's discussions.

5.2.1 HUWY UK Topics

Whether conceived as "Internet Governance" or as "Internet Policies", the umbrella theme of the HUWY project was too wide and diverse to be meaningful to young people or amenable to discussion. So, HUWY teams in each country worked with young people to identify the topics that concerned them. The Queens University Belfast (QUB) team also analysed current Internet policy issues discussed at the Internet Governance Forum (IGF) and World Summit on the Information Society (WSIS) to establish the themes of interest to policy-makers.

Initial workshops with young people revealed that they were not engaged by terms like *Internet Governance* or *Data Protection*. However, lively discussions were inspired by video clips from TV shows and short scenarios which described situations, that could happen (and in some cases had happened) to people they knew.

A list of topics was identified and prioritised, according to its perceived importance to young people. In the UK and Ireland, themes with the most serious potential outcomes, such as cyberbullying and child abuse, were prioritised by young people. These form topics 1 to 3 below. A topic "File-sharing" was added, due to its political prominence (Table 6). Chosen topics differ a little between pilot countries. In Estonia, the respective topics were very similar, although no such clear priority could be identified. The Estonian experience in identifying topics through youth group consultation indicated that young people liked fairly open or broad topics, but also needed things to be described using their vocabularies.

Table 6: Topics chosen for youth discussions in HUWY pilots

Discussion topics UK and Ireland	Discussion topics Estonia	Discussion topics Germany
Cyberbullying	Cyberbullying	Cyberbullying
Child abuse	Child safety online	Censorship and freedom of opinion

ID theft, privacy and phishing	Safety online (related to ID theft, shopping etc)	Safety online (related to ID theft, shopping etc)
File-sharing	Copyright	File-sharing
Open thread	Open thread	Open thread
Our experiences	Our experiences	Our experiences

Young people also requested an open thread, for other relevant topics, specifying that the HUWY ethos gave young people this freedom to define their focus. Later in the project application phase, the topic "Our experiences" was introduced to collate posts reflecting summarily on young people's experiences of and relationship with the Internet.

These topics are used to structure the online tools: materials about the topics provided to support discussions and results posts (discussion outcomes). On the hub websites, each topic is accompanied by a specific photo, wherever it appears: this image "brands" the topic.

5.2.2 User Journey

Following on from our experiences in the topic selection workshops, we knew that young people were very interested in these issues, once they had become engaged. Accordingly, our goals were to engage and inform, in order to spark and support discussions. Material provided about the topics can be divided into 3 levels, corresponding to the stage in the discussion process in which we envisage the content being used by young people:

1. Material to stimulate discussions on HUWY topics, leading to initial engagement and choice of discussion topics

2. Simple content to use during topic exploration and discussion

3. Deeper, more detailed information, for groups who want to think about solutions

Hub websites were designed to hold this material, in a variety of formats, and lead young people through these 3 levels.

5.2.3 Material to engage: stories

We decided to begin with the short scenarios which described situations that could happen to real people. See Table 7. We called these scenarios *stories*. For young people, this is a familiar term; for the project team, it avoided confusion with development scenarios. These became the both the visual and architectural focus of the HUWY hubs. The stories were translated into German and Estonian, as the topics were similar enough for the stories to be applicable.

Table 7: Example story "Fake FaceBook Profile"

A fake profile of a woman is created on Facebook. The profile displays her correct name and contact information (such as address, mobile phone number etc). It has her photograph. The profile describes her as "easy" and invites people to contact her for sexual relationships. People start calling her at all hours of the day. What could she do?

A selection of stories is displayed in a *dashboard* format: 3 stories on each Hub home page and 12 stories on the Stories pages[31]: *See* Figure 3: Stories page http://www.huwy.eu/uk/stories. Each story, as displayed in the dashboard, has a related photo and summary question and links to the full story on its own page: *see Figure 4: Fake FaceBook profile story page.* Each story is linked by tags to one or more topics. A Story's page displays the story, followed by relevant topics and a list of materials associated with the story by the HUWY team[32].

5.2.4 Content to use during topic exploration and discussion and to explore policy solutions

Our next goals were to encourage reflection and evaluation, support discussions about issues and help to generate new ideas: i.e. to get young people to think critically about Internet policy issues, evaluate problems and potential solutions. We decided to provide content including:
- Simple explanations and definitions of terms used.

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[31] E.g. http://huwy.eu/uk/ and http://huwy.eu/uk/stories
[32] E.g. http://www.huwy.eu/uk/stories/fake-facebook-profile/

- Information about relevant legislation in accessible language. (HUWY QUB team's base in the School of Law ensured that simplicity did not trump accuracy for UK content, similar checks were preformed in other countries).
- Links to articles, news items, and other illustrations of similar problems.
- Information on what is currently being proposed or has been tried already.

Some HUWY team members had previously worked with young people in projects investigating use of online tools to engage them in political and scientific discussions[33] and had noticed that their choice of content was often governed by format, rather than focus. For example, a video would be watched before a text article was read. To capitalise on this preference, materials were tagged by format and displayed in appropriate categories in the right hand pane of background information (including stories) pages. *See Figure 3*. Formats include videos, podcasts, articles and legal information.

Figure 3: Stories page
http://www.huwy.eu/uk/stories
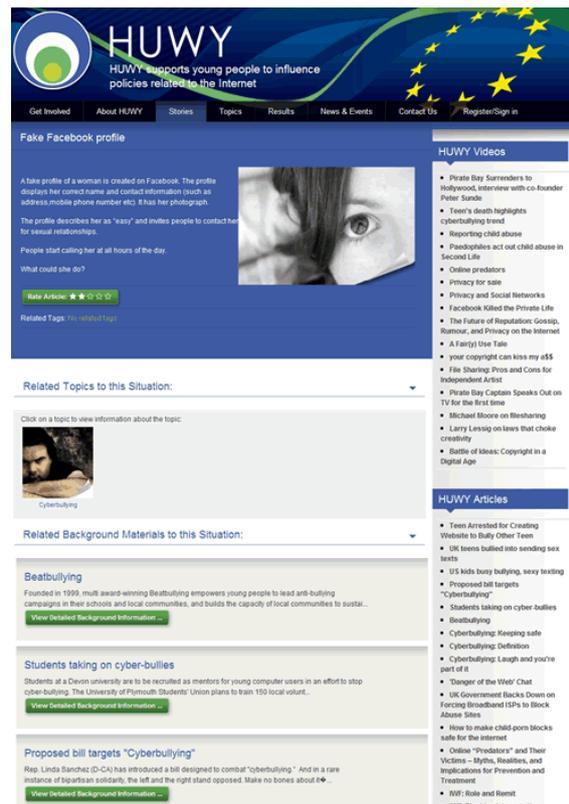
Figure 4: Fake FaceBook profile story page

5.2.5   Information provided in offline settings

Some information was also provided in offline settings, such as discussions and workshops, by the HUWY team or facilitators. Some of this information was based on that provided on the hub websites. In addition, the Estonian team arranged for teachers to develop lesson plans.

5.3   Assessment of information provision

The User Engagement Report evaluates the HUWY project based on a series of objectives and sub-objectives. The evaluation for objective 5 provides the assessment for information provision via the hub websites: 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 has 2 detailed sub-objectives, which are the focus of the assessment. The results are provided below. The actual data is provided in D6.2 User Engagement Report.

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[33] Macintosh, A., Smith, E., and Whyte, A.(2005); 'E-Consultation, Controversy and Youth'; In P. Cunningham & M.Cunningham (Eds.) *Innovation and the Knowledge Economy: Issues, Application, Case Studies*; IOS Press, ISBN: 1-58603-563-0, pp. 730-737

Objective 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.

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.

Survey of young people: question 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.

Web statistics. The measure is that page views include background information pages. Background information pages (especially stories) were popular pages on each hub website (within the framework of low levels of usage overall).

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.

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

Objective 5.2 seeks to find out if young people find information helpful; policy-makers find the information accurate and helpful.

Survey of young people question 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. **Question 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. **Question 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.

Interviews with facilitators: question 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 policy-makers: question 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.

Text analysis of results posts. **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. **Criteria 37 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.

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.

According to the User Engagement analysis, the HUWY project was successful in providing information to support young people's discussions. The stories worked well to engage young people in the topics and encourage them to reflect on their own experience. Fewer groups explored the topics in more depth. Those who did, found the information provided useful. Facilitators accessed this information and brought it to their groups (sometimes on paper). Thus information provided on the hub websites was used in some groups who completed the process offline. Perhaps most importantly, young people learned about the topics through taking part in HUWY, becoming more knowledgeable about Internet governance issues, their rights and resources available to them.

6 Supporting discussion groups: implementation and assessment

6.1 Methodology

The processes that the HUWY teams used to recruit and support the discussion groups are summarised below.

The project's success in this is assessed in D6.2 User Engagement Report, using:
- Workshop reports
- A survey of young people (a final questionnaire)
- Semi-structured interviews with young people/facilitators
- Templates collecting discussion group success factors (identified by HUWY partners)
- Templates collecting quantitative data about discussions (demographic data table)

The outcomes of this assessment are summarised below the account of implementation. In addition, more detail is added to the discussion group success factors through structured accounts of each country's implementation of the discussion groups. These accounts create *case studies* from each country's pilot.

6.2 Implementation

6.2.1 Facilitators

The requirements period of the project identified the key role of facilitator in the distributed discussion model. The role of the facilitator is to convene the group of young people, guide the discussion, write a short summary of that discussion and post it on the HUWY hub as a *result*. These tasks may include
- recruiting the group,
- organising online or offline discussion spaces,
- supporting the discussion (through bringing in information, as well as classic facilitation skills),
- being the contact with the HUWY team,
- writing results posts (with input from the group),
- notifying the group of any feedback comments received from policy-makers.

Focusing on the pivotal role of the facilitator, it is worth critically examining the functions and responsibilities of this element of the HUWY model. The HUWY partners realised early on that facilitators were key to success and developed scenarios specifically to describe them, as part of the user requirements, analysis and design process. In the course of developing the scenarios for this role several questions became apparent:
- Who are the facilitators?
- How are they recruited?
- Are facilitators put forward by groups or do facilitators form groups around themselves?
- What is their relationship to the Country Coordinators?
- What level of clearance does a person need in order to become a facilitator?
- What are the legal responsibilities of the project partners to the behaviour of the facilitator?
- What level of training would be needed to support the facilitators to engage with their discussion groups?
- What are their technical permissions and responsibilities, in terms of adding content to the Hubs?

During the pilot period, it became clear that, for some groups, the key element in the discussions was the facilitator, rather than the Hub website. *Recruiting and supporting facilitators and youth groups is essential to success in all HUWY discussions.*

6.2.2 Workshops

The project plan included a series of workshops in each country for youth groups/youth workers to be introduced to the project and provided with information skills to take back to their youth groups to support their participation. The Description of Action suggested that workshops should include introduction to the project, sessions which look at one or more of the chosen questions, demonstration/trial of using the Hubs, workshops on using online tools to support discussions,

opportunities for young people to network. Over 50 workshops were held during the pilot period. These are recorded in D5.2 Workshop Reports.

6.2.3   Work package 5 plan

LYIT led work package 5: Working with youth groups.

The Irish partners suggested working closely with established youth work organisations or third level institutions in order to identify facilitators who would be suitable, especially in terms of safety and legal clearance. In Ireland Youth Work Ireland (YWI) were well placed to take on this role, as partners in the HUWY project. However, no other country had a partnership with an equivalent youth organisation and recruiting and training facilitators varied widely from one country to the next. The German team subcontracted JugendPresse Deutschland[34] and also involved students at Fraunhofer ISI. The UK team worked with Northern Ireland Youth Forum[35] in the development stages and Young Scot[36] during the live pilot. In Estonia, the University of Tartu recruited and paid facilitators from its student population and developed materials to work with high school teachers.

The Irish partners (LYIT and YWI) developed facilitator training as a module which combined elements of communication skills, peer leadership skills and group work practice. This was combined with instructions for using the site and made available for download from the Hub websites.

The Estonian country coordinators, Tartu University, developed a teaching pack for use in secondary schools so that teachers could develop many of the ideas and use them as an educational tool within the classroom. Napier developed activity sheets to support discussions on specific topics. These were made available for download on the Beta hub websites.

6.3   Case study: Estonia

University of Tartu, institute of Journalism and Communication has been responsible for Estonian pilot.

6.3.1   What was planned and what was implemented to recruit and support facilitators

- Promote HUWY at youth and teachers events: After initial contacts with Estonian Youth Network, Tartu focused mostly on cooperation with the formal school system:

  o   Promoting HUWY at National Civic Teachers Days with materials suitable for holding discussions in formal class room settings and using contacts with university setting and school teachers to hold workshops and promote the idea of distributed discussion.

  o   The materials prepared as teachers' aids were important support materials for other facilitators as well.

- Tartu, in cooperation with the youth organisation *Fims Alliance*, also participated at European Youth and Social Media Youth Exchange, in Letterkenny, that HUWY partners had been involved in organising. (See below)

- Two local workshops were held in early 2010, one in Tallinn and one in Tartu, to target active young people and youth organisations. However, the workshops were held at a relatively early stage of the project before the online hubs were available. Thus the enthusiasm raised at these events dissolved before the hubs were ready to be used. The initial plans of holding discussions and promoting HUWY in spring 2010 were not realised and thus the different stages of the initial project (introductions, discussions, feedback and updates) were not realised. Only content posting and some very preliminary feedback was possible before December 2010.

- Tartu recruited several young people as facilitators (students, active young people). Instead of working with a formal youth organisation structure, we used informal networks to set up half of our groups. A small sample of groups was conducted in university classrooms to test an appropriate distributed discussion model for Estonian situation. In addition to transalating materials provided in D3.1, we used the discussion model from think-tank initiative *My Estonia*[37].

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[34] http://www.jugendpresse.de/
[35] http://www.niyf.org/
[36] http://www.youngscot.org/
[37] http://www.minueesti.ee/

Significant amounts of discussion were held in classroom settings with teachers actively facilitating.

- As several of the Estonian HUWY discussions overlapped with the newly established *Safer Internet programme* in Estonia[38], then we tended to compete a little for people's attention on some aspects. In general, HUWY Tartu team has several contacts with the programme coordinators in Estonia and hopes to re-use the materials to support the cause of Safer Internet.

- Facilitators were supported through materials posted on the Estonian hub (e.g. the Stories, assisting materials etc) and through mail support (via huwy@ut.ee) and phone support.

- Personal contact and assistance: recruitment through individual and institutional networks worked to some extent. Continuing problems with the Beta hub websites made it very difficult to involve groups that we did not have personal connections with, as the site was just not strong enough to support interaction, only structured information provision.

- More plans were made to use social media, but the technical delays of the main HUWY site made the implementation of the social media strategy difficult and thus the use of Facebook site and Twitter were abandoned.

- Promoting HUWY in different youth organisations didn't work. Emails to relevant organisations (e.g. youth groups, political youth organisations) weren't answered. We managed to get in contact with some of them and, although the meetings were constructive, most of the really active youth organisations are very active in other projects as well and therefore lack the time to take on more.

Table 8: Estonian workshops and Events

Place	Date	Participants
Tallinn Workshop	February 2010	Young people and policy makers
Tartu Workshop	February 2010	Young people and policy makers
National History Teachers Association summer days	August 2010	History and Civic Study teachers from Estonian schools, altogether approx 90 people
Letterkenny / Ireland Social Media Youth Exchange	July 2010	8 young people and 2 leaders from Estonia, all participants were used as facilitators later on in the project
HUWY workshops at different schools	October 2010 until February 2011	Young people, facilitators
HUWY workshop at LEO Estonia meeting	October 2010	Young people
HUWY dissemination workshop in Tallinn	January 27, 2011	Young people and facilitators that have participated in HUWY, policy makers

6.3.2 What worked and what didn't?

At the beginning of the project it quickly became clear that recruiting facilitators would have a strong impact on the project. So we planned workshops to recruit facilitators at the beginning of 2010, met up with youth organisations, which have either national or local effect, and also introduced the project to BA students. Our aim was to practice the distributed discussion model and have as many discussions held online as possible.

However, after the workshops, people's enthusiasm decreased, as we had problems with the HUWY website, which did not support the functions that we demonstrated in the workshops. After it became clear that the website problems would continue for a while, we started to recruit facilitators for offline discussions, where discussions were held in private sessions or at school. Facilitators were paid for their time, recognising the hard work that the role involved. This helped us to gather many results. We put these up on the HUWY website ourselves (instead of facilitators and groups using the wiki or adding their results to the hubs).

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[38] http://ec.europa.eu/information_society/activities/sip/index_en.htm and http://www.targaltinternetis.ee/

6.4   Case study: Germany

6.4.1   What was planned and what was implemented to recruit and support facilitators

Fraunhofer Institute for Innovation and Research (ISI) is responsible for the German pilot.

The German team aimed to follow the WP5 plan described in *6.2.3* above:

- Promote HUWY at youth and youth worker organisation events – e.g. the Youth Media Days in Munich and the Fraunhofer Talent School in Karlsruhe, including a European Youth and Social Media Youth Exchange, in Letterkenny, that HUWY partners had been involved in organising. Promote the project in different schools in Karlsruhe and youth clubs face to face and with different presentation materials. Introduce HUWY to pupils at the Karlsruhe Science Express and the Fraunhofer Truck.

- Hold 3 local workshops in two cities (Karlsruhe, Berlin) to target youth organisations and youth leaders, as these be would be best placed to identify potential facilitators within their organisations or groups already concerned with relevant topics. Another workshop was planned in Cologne but cancelled because of missing participants.

- Work with Jugendpresse Germany[39], who had agreed to host discussions in the project.

- Support facilitators through posting materials on the German hub (e.g. the Facilitators' Guide) and through mail support (via huwy@isi.fraunhofer.de).

- Set up social media pages and use online networks to promote the project (Facebook, StudiVZ, Wer-kennt-wen.de, Twitter).

Table 9: German Workshops and Events

Place	Date	Participants
Karlsruhe Workshop I	5. June 2010	5
Berlin Workshop	10. July 2010	6
Karlsruhe Workshop II	17. July 2010	5
Letterkenny / Ireland Social Media Youth Exchange	24-29. July 2010	11
Munich Youth Media Days	14.-17. October 2010	16
Karlsruhe Talent School	04.-06. November 2010	10

HUWY was also promoted at German and international conference and events, including:
- "Demokratie (be-)leben" Meeting/Friedrich-Ebert-Stiftung – December 2009 in Bonn
- "Verbandsstoff" Meeting/Junge Europäische Föderalisten – September 2010 in Berlin

6.4.2   What worked and what didn't?

- The HUWY German team was successful in working with a youth organisation, subcontracted to HUWY (Jugendpresse).

- Recruiting facilitators to lead discussion groups and discussion groups supported by personal contact or at events worked well.

- Holding successful discussions offline in private accommodations, at event locations, worked well.

- Continuing problems with the Beta hub websites made it very difficult to involve groups that we did not have personal connections with, as the site was just not strong enough to support interaction, only structured information provision.

- Promoting HUWY in Social Networks and through presentations in schools were not successful concerning the recruiting of new participants. Emails to relevant organisations (e.g. youth groups, political youth organisations) were not answered.

- Workshops did not reach a lot of participants.

6.5   Case Study: Ireland

6.5.1   What was planned and what was implemented to recruit and support facilitators

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[39] http://www.jugendpresse.de/

Letterkenny Institute of Technology (LYIT) and Youth Work Ireland (YWI) are responsible for the pilot in Ireland. The WP5 plan described in *6.2.3* above was followed by the Irish team.

Youth Work Ireland is a federal organisation, consisting of 22 member youth services across Ireland. Each member service has a Regional Director. The Irish HUWY team organised a session at the National Regional Directors Network meeting to promote HUWY and negotiate a strategy to get direct access to youth work practitioners in the regions. Additional information seminars were organised to promote the HUWY project.

Regional workshops were organised to target youth work practitioners across Ireland who would be well placed to identify and train suitable youth facilitators within their organisations and groups. See *Table 10: Workshops and events in Ireland.*

A facilitator's guide, which combined elements of communication skills, peer leadership skills and group work practice was developed by the Irish partners (LYIT and YWI). The guide also included instructions for using the site and suggestions for facilitating discussions. It was made available for download from the Hub websites. A residential workshop was organised in Donegal, with a youth focus group, in order to pilot the facilitators' guide. Representatives from the Irish and UK teams coordinated this event. This final guide formed the basis of a workshop with youth work practitioners, who were informed of the HUWY project and briefed on the facilitator training guide. Subsequently, the youth work practitioners recruited suitable young people to be trained in facilitations skills, who would then recruit their peers and coordinate discussions.

The Irish team coordinated a European Youth and Social Media Exchange (EYSM), which also explored the topics of the HUWY project. Outcomes of which are available at: http://www.eysm.eu. (See Section 8 European and transnational dimensions)

Table 10: Workshops and events in Ireland

Location	Date	Participants	Activity
Letterkenny	8 February 2010	10	Information Seminar
Donegal	17-18 February 2010	9	Facilitation Training Worksop - Residential
Letterkenny	23 February 2010	12	Information Seminar
Letterkenny	9 March 2010	78	Information Seminar
Dublin	22 April	25	Information Seminar
Kilkenny	24 May	cancelled	Workshop
Dublin	25 May	7	Workshop
Limerick	31 May 2010	8	Workshop
Sligo	1 June 2010	8	Workshop
Letterkenny ESYM Exchange	24-29 July 2010	38	International Exchange
Letterkenny	September 2010		Discussion group
Letterkenny	February and March 2011		Youth Internet Governance Forum group meetings
Letterkenny	March 2011	About 190	Final dissemination workshop

6.5.2   What worked and what didn't?

- The Irish team have been successful in consulting with young people during the development of the facilitators' guide for the HUWY discussions.

- The meeting with YWI regional directors was successful.

- Three out four workshops were successful (one cancelled due to lack of availability). However, attendance was lower than expected.

- Final uptake from Youth Work Practitioners was lower than planned. A contributing factor was the continuing problems with the Beta hub websites, making it difficult to promote the project and involve groups.

6.6   Case study: UK

6.6.1   What was planned and what was implemented to recruit and support facilitators

Queens University Belfast (QUB) are responsible for the UK pilot. The UK team aimed to follow the WP5 plan described in *6.2.3* above:

- Hold local workshops in UK national regions (England, Northern Ireland, Scotland Wales) to target youth organisations and youth leaders, as these be would be best placed to identify potential facilitators within their organisations or groups already concerned with relevant topics.

- Promote HUWY at youth and youth worker organisation events, including a European Youth and Social Media Youth Exchange, in Letterkenny, that HUWY partners had been involved in organising[40].

- Work with youth organisations who had agreed to host discussions earlier in the project, specifically Young Scot.

- Support facilitators through posting materials on the UK hub (e.g. the Facilitators' Guide) and through person to person support (face to face or by phone).

- Organise discussions within the two UK university partners in the project: Queens University Belfast and Edinburgh Napier University.

- Set up social media pages and use online networks to promote the project.

The team had planned to hold workshops in spring 2010, before the exam period if possible. However, continued problems in establishing stable and usable hub websites, meant that the team were unable to schedule workshops until summer 2010. This turned out to be bad timing as people were either away on holiday or busy covering for other staff who were on holiday. Also, both public sector and charity organisations were experiencing cuts in funding and staff. By this point, the severe extent of future cuts was becoming clear.

6.6.1.1   Workshops and events

Workshops were held in Edinburgh, London and Belfast. Attendance was very low, though attendees were keen that getting young people's input into HUWY topics was a timely goal. Following up with attendees afterwards, the HUWY team received advice on promoting the project, but no actual take up.

A HUWY presentation was given at the Youth Work Online[41] conference and a HUWY workshop held at a British Youth Council[42] (BYC) event in Glasgow. At both events, the HUWY model and topics were well received. At, BYC's suggestion, the workshop materials were configured as a downloadable activity sheet. This was sent to BYC, but has not made it onto their website. Beyond this, the events did help to recruit participants. The activity sheets were made available for download on the UK hub.

Unfortunately, there were no UK participants among the young people who attended the Youth Exchange in Letterkenny.

QUB organised a remote hub for the Internet Governance Forum (IGF) meeting in Vilnius, Lithuania[43]. Young people at the workshop led groups which fed results into HUWY project via Donegall Pass[44] youth group in Belfast.

HUWY-themed activities were undertaken in lectures and project work at QUB and Napier and some of these activities produced results.

Young Scot organised online consultations, using their Says Who site[45], and a focus group in Clydebank[46].

A presentation to schools in County Durham led to the involvement of school students in small groups.

6.6.1.2   Networking and social networking

HUWY was also promoted at various UK and international conference and events, including:

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[40] http://eysm.eu/home and http://huwy.eu/de/node/429
[41] http:// www.youthworkonline.org.uk/
[42] http://www.byc.org.uk/ and http://huwy.eu/uk/news-blog/2010/08/13/british-youth-council-glasgow
[43] http://huwy.eu/uk/news-blog/2010/08/26/have-your-say-igf
[44] http://www.donegallpass.org/
[45] http://huwy.eu/uk/news-blog/2010/08/17/young-scot-says-who and http://www.youngscotsayswho.org/
[46] http://huwy.eu/uk/result/y-sort-it-clydebank-29-09

- EDEM 2010 http://itc.napier.ac.uk/huwy/SNSworkshop2010.asp
- PrimeLife/IFIP Summer School 2010 http://www.cs.kau.se/IFIP-summerschool/
- Digital Economy All Hands Meeting - Digital Futures 2010 http://itc.napier.ac.uk/ITC/NewsItem.asp?ID=58
- ePractice workshop on eParticipation http://itc.napier.ac.uk/ITC/NewsItem.asp?ID=59

Twitter accounts were set up and maintained for HUWY UK and EU[47].

We also tried to establish partnerships with organisations working on similar issues, like Beatbullying and Youth IGF[48]

6.6.2   What worked and what didn't?

- The HUWY UK team have been successful in working with young people and youth groups to which we have strong local connections.

- Most of the discussions have been strongly supported throughout the process by the HUWY team, for example hosting and leading sessions. Young Scot are an impressive exception.

- Continuing problems with the Beta hub websites made it very difficult to involve groups that we did not have personal connections with, as the site was just not strong enough to support interaction, only structured information provision. Prominent crashes at national workshops were unhelpful in encouraging people to get involved or even to return and find out more.

- HUWY UK did not succeed in establishing useful partnerships with other projects. Beatbullying and Youth IGF had higher profiles, better policy-making contacts and more reliable websites. They had little to gain from any partnership.

6.7   Assessment of supporting discussion groups

6.7.1   Discussion group success factors

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.

Table 11: Discussion group success factors

Country	What worked well	What didn't work so well
DS1	**Publicising the project and recruiting facilitators to lead discussion groups**	
Est	• 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
Ger	• Working with a youth organisation, subcontracted to HUWY (Jugendpresse) • Personal contact	• HUWY Hub-Website • information in Social Networks • presentation in schools • Emails to relevant organisations (e.g. youth groups, political youth organisations)
Ire	• 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	• Hub Site • Availability of Front Line Youth Work Practitioners • Follow up communications with Youth Work Practitioners and information circulation via networks
UK	• Working with university systems • Working through existing networks of youth workers • Working with pre-existing network of teachers	• HUWY Hub-Website • Presentations in schools • Email newsletters • Relying on large Youth Organisations to filter

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[47] http://twitter.com/huwyuk (38 followers) and https://twitter.com/HUWY_eu (24 followers)
[48] http://www.beatbullying.org/ and http://www.facebook.com/pages/Youth-IGF-Project/89613427826

Coun try	What worked well	What didn't work so well
	interested in ICT • Personal contact	information down to local level
DS2	**Recruiting discussion groups / young people**	
Est	• 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.
Ger	Events (Fraunhofer Talent School, Summer Exchange Letterkenny, Youth Media Days workshop)	• Presentation in schools • Emails to relevant organisations (e.g. youth groups, Youth Parliament in south of Germany)
Ire	• Information Workshops • EYSM Summer Exchange in Letterkenny • Local Contacts • Personal Contacts in School and Community and Voluntary Sector	• Lower than expected number of Youth Work Practitioners attending events • Involvement of young people in discussions, lower than expected • Hub site
UK	• 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**	
Est	• 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
Ger	• face-to-face • briefing of participants about the HUWY concept • guided group discussions • implementation within context of an event	Not many participants
Ire	• 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	• 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	• 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.	
Ger		
Ire	IT access	
UK		
DS5	**Facilitators recruiting participants and building groups**	
Est	• It was easy to recruit friends or schoolmates; • Personal contacts at secondary schools (talking to an old teacher, family friend etc)	• 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.
Ger	Social relations, in own peer-group	Discussions in social networks
Ire	• Pre-existing Youth Groups • Provision of class time within educational settings	• Online discussion forums • Limited feedback from policy-makers

Country	What worked well	What didn't work so well
UK	• personal contact • pre-existing group structures	
DS6	**Holding discussions**	
Est	• 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
Ger	• offline in private accommodation • at event locations	Discussions online (e.g. in Social Networks)
Ire	• 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	• 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**	
Est	relatively easy to use in Drupal (not the same in WordPress)	• 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
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**	
Est	• 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: stories, myths, questions always work well. • 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	• 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	• 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	• 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	

6.7.2 User engagement evaluation methods: inputs from young people

In order to balance the inputs provided by HUWY teams, we include relevant inputs from young people, especially facilitators. These come from the survey of young people and semi-structured

interviews with facilitators. Young people who took part in discussions had a positive experience. Workshops and events were particularly valued. The hub websites were used, but not by all participants.

The full set of data and analysis aligned to the project objectives is available in D6.2 User Engagement Report.

Interviews with facilitators. Question 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.

Question IF3 asks about "Experiences during the process? Problems? Solutions?" Feedback is informative and generally positive. The Stories[49] are a good way to get people to talk about the topics.

Question IF8 asks "What did you get out of it?" An impressive list of positive outcomes: "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."

Question 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.

Question 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.

Survey of young people. Question 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.

Question S3 asks "Did you visit the HUWY website at www.huwy.eu?" 46% several times; 29% once; 19% never. The user inputs reflect the HUWY teams' experience that the hub websites were not central to many young people's experience of the distributed discussion.

Question S9 asks about the *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.

Question 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.

Question 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.

6.7.3 User engagement evaluation methods: quantitative data

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[49] E.g. http://huwy.eu/uk/stories

Quantitative data came from counting the number of groups, results posts and comments and also from statistics about website use (Google Analytics). Full figures are provided in D6.2 User Engagement Report.

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. There is not a 1:1 relationship between organisations and groups. Some organisations contained many discussion groups.

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.

DD5 Estimated number of young people involved in discussions Est.:420, Ger.:112, Ire.:136, UK:204, All:862. As the groups were much smaller than we anticipated, the actual number of young people involved in the project is disappointing, apart from in Estonia.

DD8 Total number of results posts. Figures, as recorded on the HUWY hubs, are Est.:98, Ger.:25, Ire.:37, UK:82, All:242.

Website statistics overview: 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 2010 and over 600 visits to the Estonian hub in January 2011. 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.

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. However, the total number of young people involved was disappointing. The websites show a reasonable level of use. Increases in use are aligned to offline events.

6.7.4 Feedback from HUWY events on implementing the dialogue

6.7.4.1   Focus groups and development workshops

Young people's views need to actually be taken on board by policymakers in order to make their participation worthwhile. (Donegal, IE, June 2009[50]).

6.7.4.2   1st Dissemination Workshop Young people's experience and advice on Internet Policies[51]

This event brought young people, youth leaders and policy makers together, in Edinburgh, at the end of the first year of the project (December 2009). Young people shared insights into their lives online – the considerable extent of their involvement in the Internet and some of the problems that they faced.

- It was important that young people thought about and discussed these issues.

- Their opinions were important, should be listened to and considered.

- Training on specific issues would be helpful (both for and by young people).

- Parents could benefit from training/information.

- Young people needed to know the possible impact of their involvement in order to take part. i.e. that policy-makers would listen and that their opinions would have an impact.

- Policy-makers discussed how citizen input actually influences policy. The input of young people is valuable, but policy-making is complex, political and unpredictable.

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[50] http://huwy.eu/uk/news-blog/2009/07/07/feedback-donegal-workshop
[51] HUWY: Young people's experience and advice on Internet Policies
http://itc.napier.ac.uk/ITC/NewsItem.asp?ID=45

- Youth workers and other interested adults would like support on various HUWY topics – information, guidance, training.

6.7.4.3   HUWY workshops and events

- A youth worker suggested that we attach a credited learning outcome to persuade people (especially youth workers) to become facilitators (London, UK workshop, July 2010)

- Make RSS feeds available for social networking sites, so that young people did not need to leave FaceBook to "go to a website" (Edinburgh Napier discussion, November 2010)

- Teachers said that their knowledge about the subject was too low to hold the discussions in the classroom. Articles and background materials are helpful, but even with them they feel a bit scared (Estonia, National History Teachers Association Workshop, August 2010)

- Young people in Estonia that were recruited to be facilitators were also afraid of holding the discussions, as they felt they did not know enough about the subject. The Estonian team tried to encourage them, using the stories, and tutored them via personal contact (meetings, e-mails, phone calls) to make them more confident. (Estonia, Tallinn and Tartu workshops, workshops at schools, 2010).

- Sample discussions, even if not as thorough and as extended as the full model, work well to get people excited about the idea. (Estonian discussions)

- People tended to open up during the discussions if one of them had their own story regarding the internet to tell (e.g. fake profile, problems with e-shopping etc). (LEO Estonia workshop in Tartu, October 2010)

- Feedback from 10 participants of three different workshops in Karlsruhe and Berlin: Positive feedback about the HUWY discussion model: contact with policy makers (5 out of 10), age of the target group (5/10), decentralisation (3/10), discussion model (3/10)

- Doubt about the influence on policies, laws and policy makers.

- Talking with specific organisations: Youth organisations in Estonia are overloaded with different participation projects. Therefore, they would prefer to participate in the project from the start (so from planning the project). This would let them use their prior knowledge and let them be also fully-funded.

6.8   Recommendations for implementing the distributed discussion

Based on the HUWY partners' experiences in the pilot and inputs from young people, we recommend the following:

1. Recruiting participants is often the most difficult part of eParticipation. Plans need to be flexible, as some may work in one country or context.

2. HUWY partners strongly recommend bringing in an appropriate organisation to recruit participants as a fully-funded partner. E.g. an organisation that works nationally with young people, youth workers and/or youth groups, like Youth Work Ireland and Jugendpresse.

3. The role of facilitator is central to the model and also hard work. It is a good idea to pay facilitators for their work, if they are not employed by project partners.

4. Legal frameworks and cultural perceptions in each of the host countries need to be fully understood. For example, any person wishing to work with young people in Ireland must obtain clearance from the national police organisation, *An Garda Siochana*. Also, given the widespread publicity attached to high profile court cases and media reports, there is a heightened sense of awareness in Ireland of the need for youth organisations to ensure that all aspects of the interaction between themselves and the people are covered, as mandated under Government Guidelines.

5. Ambitions need to be tempered in line with the profile of the discussion groups. Each group will have its own unique dynamic and some groups may engage with the topic better than others.

6. Build discussion groups at events (e.g. workshops with higher numbers of participants) and use a fixed framework to guide these discussions through the full HUWY process over 1-3 days.

7. Short exercises, like discussions in formal class-room settings, can be good initiatives to get distributed discussions started. If feedback and comments follow, then the discussions might work outside structured and incentive based settings.

8. Technology is central to the success of any eParticipation venture. While a good website does not guarantee success, it is very hard to succeed with poor online tools.

9. Although social media can be empowering, if you wish to attract people that are not part of youth organisations or who live in areas that are not big towns, it is hard to do without quite a heavy media or marketing campaign.

10. Participation ideas make people enthusiastic, but they have a prior attitude that nothing will change anyway. This preset is hard to change within a short-term project.

7 Involving policy-makers: implementation and assessment

7.1 Methodology

The HUWY team's success in involving policy-makers in the project is assessed through:
- Workshop reports
- A survey of young people (a final questionnaire)
- Semi-structured interviews with young people/facilitators
- Semi-structured interviews with policy-makers
- Text analysis of results posted on the hub website and comments on these
- Templates collecting quantitative data about discussions (demographic data table)

7.2 Implementation

The involvement of policy-makers throughout the project was a goal of the HUWY implementation. The consortium included 3 policy-making partners: State Chancellery (Estonia), Pat the Cope Gallagher, MEP (Ireland) and Ministry of Justice (UK). It was hoped that policy-making partners would contribute relevant information to the planning and requirements phase, attend HUWY workshops and dissemination events, provide feedback about young people's ideas by commenting on their results, publicise young people's ideas to the most relevant policy-makers and bring other policy-makers into the project. State Chancellery and Ministry of Justice contributed to planning and requirements and attended events. They helped to identify relevant other relevant policy-makers and introduce them to the project team. State Chancellery were able to continue their role throughout the project, providing feedback to young people on the hub websites and at events.

In addition, HUWY partners contacted a number of other policy-makers and some of these took part in the project: attending events, commenting on young people's results posts and taking part in the evaluation process.

Responsibility for HUWY topics is spread across many policy-making institutions, both within countries' governments and across layers of government (federal, national and EU). Responsibility is also spread outside government, with non-governmental and commercial organisations involved in designing and implementing policies (for example on Internet safety). Until we knew what topics young people would provide results on, it was difficult to recruit appropriate policy-makers. Due to technical problems, few results were posted before autumn 2010. In addition, the results pages were not fully implemented on the Beta hub websites, so we could not ask policy-makers to provide comments until December. This meant that there was a relatively short window in which to contact appropriate policy-makers and persuade them to provide profiles and feedback.

It is difficult to involve policy-makers in a project that runs over a few years, including planning, as changes in government, due to elections, reorganisations or other changes in policy or circumstances make this kind of commitment difficult to sustain.

7.3 Assessment of involving policy-makers

During the first year of the project, we identified that the active involvement of policy-makers was very important to young people. Young people's evaluation factors and preferred outcomes reflect this:

Objective 12.2 The amount of ideas that are publicly spoken about
Objective 12.3 The amount of ideas that get meaningful feedback from policy-makers
Objective 12.4 The amount of ideas that will be taken into account in policy making process
Objective 12.6 The number of policy-makers involved
Objective 12.7 The profile of the policy-makers
Objective 12.8 The content of feedback provided by policy-makers
Objective 13.1 A change to the law or real action taking place
Objective 13.2 Policy-makers speaking publicly about their ideas
Objective 13.3 Feedback that is meaningful and useful to them

Partners also assessed the project according to objective 10: To provide a specific and transparent connection between young people and decision-making bodies.

The assessment of these evaluation factors, preferred outcomes and objectives is reported in full in D6.2 User Engagement Report and summarised below.

Objective 12.2 The amount of ideas that are publicly spoken about

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.

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

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

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. **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, though the quality was appreciated.

Objective 12.4 The amount of ideas that will be taken into account in policy making process and 13.1 A change to the law or real action taking place

Interviews with policy-makers question 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. Question 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.

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.

Objective 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. **DD7** Policy-makers who attended events- Est.:12, Ger.:0.5 (1 remotely), Ire.:0, UK:6, All:18.5.

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

Objective 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.

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

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

Objective 12.8 The content of feedback provided by policy-makers and 13.3 Feedback that is meaningful and useful to them

Text analysis of policy-maker responses to results posts TA19-23. TA19 Meaningful, thorough, profound ideas, thoughtful: 5 high, 5 medium, 5 low[52]; 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. **Interviews with facilitators** question 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.

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

Objective 13.2 Policy-makers speaking publicly about their ideas

The data for this is contained in D7.4 Results. The only instances recorded are at HUWY workshops.

7.3.1 Conclusions from user engagement data

On balance, young people's preferred outcomes concerning policy-makers' involvement 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[53]. What young people add is an emphasis on peer education.

7.4 Recommendations for involving policy-makers

1. If possible, it is a good idea to involve policy-makers from the start of the project, including planning phases.

2. Bringing policy-makers and young people together at events worked well.

3. Try to align your results with a related policy-making exercise if possible. This is often difficult, due to the short and unpredictable cycles of policy-making and consultation, but it may be the easiest way to have an impact.

4. If your target participants are involved in defining the topic areas, it is unlikely that these will match government department or policy-making structures. In these circumstances, an intermediary is helpful:

   - for example an elected representative with a commitment to the project *and* good connections within the current government;

   - or an organisation which works with the government on a relevant policy area.

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[52] Qualities criteria for post content out of 15
[53] http://ec.europa.eu/information_society/digital-agenda/index_en.htm

8 European and transnational dimensions

Though HUWY is sponsored by the European Commission, under the eParticipation preparatory action, the transnational dimensions of the pilot are limited.

The four countries involved –Estonia, Germany and Ireland and UK –have worked together to devise ways to implement and evaluate the model and the online tools. The four hub websites, one per country, are similar in structure and content, though some countries have added more various pages to their hub (especially Germany). In terms of implementing the model, different countries have followed slightly different trajectories, according to both country context and the resources available to HUWY partners in that country. In this way, the main EU dimensions of the project have been to share our experiences and compare results.

The hubs are organised by country for 3 reasons:

1. So that each hub uses the appropriate language;

2. So that background information provided, especially legal information, is accurate for that country;

3. So that national policy-makers can comment on policies controlled at a national level and on ideas suggested by people who will be affected by those policies.

In addition, most of our work with young people and youth groups took place within a national framework. That is, HUWY partners contacted youth organisations within their country. Youth organisations and groups were not necessarily national. UK and Ireland were an exception to this and organised a few cross-border events.

The four country hubs also intersect at an EU hub at http://huwy.eu . This includes RSS feeds of the latest results from each country and a blog to summarise progress and results in English. This version of the EU hub went live in September 2010. Up to this point, an EU page was used as a landing page to direct people to the country hub of their choice. Adding the EU hub with results RSS feeds was delayed until each country had some results posts. However, the main function of the EU hub is still to drive traffic back out to the country hubs.

- *What could be done to increase the European dimensions of the project?*

- *Could European or transnational groups be integrated into the HUWY model?*

The main two elements of the HUWY pilot –establishing the online tools, including background information, and supporting the dialogue –were far more labour intensive than we had originally envisaged. Either of these elements could be implemented within the project resources, but implementing both was a struggle. Each partner found ways to manage this –mostly by using voluntary or unpaid staff (students, interns, researchers working in their spare time, youth workers donating time). However, this also meant that some parts of the project could not be implemented. One of the aspects that we could not complete, was working with an EU youth group to investigate cross-national discussions. Equally, not all partners were able to devote time to involving EU-level policy-makers.

8.1 What could be done to increase the European dimensions of the project?

- HUWY partners felt that young people involved in the project would value coming together at events with young people from all 4 countries. A European Youth and Social Media Youth Exchange (EYSM)[54] was organised by some of the HUWY partners, parallel to the HUWY project in July 2010 and young people from Estonia, Germany and Ireland attended. It was co-funded by Léargas[55] under the EU's Youth in Action Progamme. This event was inspired by the HUWY project and the partners involved had come together through the HUWY project. While Léargas funded the most of the event, some travel costs and personnel costs were came from HUWY budgets. EYSM gave some insight into bringing teams of young people

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[54] http://eysm.eu/home
[55] http://www.leargas.ie/

together, from various countries, to explore complex issues: challenging and rewarding. Any project following the HUWY model could usefully include plans to bring young people to international workshops, at various points throughout the project.

- The HUWY team would value the opportunity to be involved in a similar event, perhaps using the HUWY outputs as inputs to the discussion.

- HUWY partners invited EU policy-makers at their final dissemination workshops. The final workshops are local to each country, to make it easier for young people and policy-makers to attend.

- Two Irish MEPs, Pat the Cope Gallagher MEP and Marion Harkin MEP, have both agreed to advise on how the project could be developed at the EU level.

8.2 Could European or transnational groups be integrated into the HUWY model?

A similar project could work out the best way to include provision for cross-national teams. These could be based on discussion at events on or offline. The groups could usefully focus on policies set at EU-level. A current EU policy consultation could be a useful focus for one of these groups. Groups could use information posted on other hubs in their own language or a common language.

A UK-Ireland team may be useful start point, as they could share English-language resources. However, this may also be misleading, if language is the central issue.

9 Future uses and users of the HUWY model and technology

A recommendation from the interim review meeting in April 2010 was that the team seek strategic alliances with other groups who would be in a position to develop the model in the short and medium terms. This entailed two courses of action:

1. Ensuring that the software platform was adaptable to meet the needs of other users. These issues are addressed in *Section 4 Online tools: implementation and assessment* above.
2. Finding additional partners who were willing to adopt the HUWY as a communications tool in their activities.

This section lists partners, who have agreed in principle to use the HUWY model. A description of each partner/ project is followed by their current plans to HUWY:

- Who they propose to use it with? (Target participants)

- Their goal in using HUWY

- What do they propose to use? (Model, hub structures, current content)

- How would HUWY need to be adapted to support this?

9.1 Donegal Youth Council

Donegal Youth Council was established in May 2002 as a 'Level Three' Action in 'An Straitéis' 2002 - 2012: Strategy for Social, Economic and Cultural Development of Co Donegal, Ireland, following extensive research by the North Western Health Board into providing a democratic voice for young people in Donegal, entitled 'A Voice for Youth'. The North Western Health Board and Donegal County Council, in partnership, and under the auspices of the Donegal County Development Board have jointly established six junior councils in the six electoral areas, mirroring those of the senior County Council. The aims and objectives of the Youth Council are:

- To encourage and enable young people in the county to participate in the democratic decision-making process as electors and as elected representatives.

- To provide a greater understanding of democratic process at local, national and international levels.

- To offer a forum for young people to raise matters of concern to them with the relevant authorities and agencies, in particular to liaise and consult with Donegal County Council and the North Western Health Board on issues relevant to young people.

- To influence the nature of the democratic processes in Donegal by bringing concerns, issues and desires of young people to the fore.

- To give young people a voice on local issues and allows them to take appropriate action to transform their situation and enhance the relationship between young people and the rest of the community.

- To introduce young people to, and to educate them on, the local government electoral process and the core concepts of democratic participation and citizenship.

- To enable young people to debate issues in the Council Chamber.

- To bring a fresh approach to local issues.

- To enable the County Council, North Western Health Board, other statutory bodies and community and voluntary organisations to consult on the effectiveness of services provided for young people.

- To promote personal development and learning, foster community relations, partnerships, networks and community confidence in a meaningful way.

Who they propose to use it with? (Target participants): Young people in Donegal aged between 15 and 18

Their goal in using HUWY: To further the impact and reach of the Youth parliament in Donegal

What do they propose to use? (Model, hub structures, current content): They will adopt the complete project as is but will adapt the content to meet their needs on an ongoing basis.

How would HUWY need to be adapted to support this? : The content of the Hubs would need to be adapted.

9.2   Uncertain Citizenship project

The theme of this project is European citizenship rights, with specific references to young people whose citizenship status is uncertain in Ireland and the Netherlands. The objectives will raise awareness of the effects that uncertain European citizenship status has on young people from minority communities in the Netherlands and Ireland. It also focuses on whether or not the young people from minority communities feel accepted as European citizens. A key objective is to record the stories of young people in relation to the obstacles they face due to their situation and to research the causes of this uncertain citizenship status and to lobby for change via democratic structures in both countries.

The project will initially last for 8 months and will involve a 6 month research and storytelling phase, and a 2 month dissemination phase. There was a 5 day preparatory visit in Ireland, in September 2010, and a 5 day study visit in Holland, in October 2010. The storytelling phase will involve the recording of young people on film telling their stories and these outputs will be developed using the HUWY model

The project will involve a talk-show style debate taking place in Holland and Ireland, at the same time, connecting with each other and involving policy makers and young people. This debate will be recorded and a DVD will be created that includes the debates and the young people telling their stories. The DVD and the written report from the research phase will be disseminated to policy makers, media outlets and youth projects in Holland and Ireland in an attempt to lobby for change on the issue of uncertain European citizenship status and to provide an information resource for young people with uncertain citizenship status in Holland and Ireland. The HUWY model will act as a complementary communications platform to underpin this activity.

Who they propose to use it with? (Target participants): Young people in Ireland and the Netherlands. The project involves 20 participants, 10 from Holland and 10 from Ireland. The partner organisations involved will be Combeat and Argan, in the Netherlands; and the Letterkenny Youth Information Centre and the Letterkenny Community Development Project, in Ireland.

Their goal in using HUWY: The Uncertain Citizenship project is attempting to create a platform whereby young people, policy-makers and community development actors can engage in a meaningful dialogue about anomalies in citizenship and asylum legislation.

What do they propose to use? (Model, hub structures, current content): The two areas under immediate consideration are the Model and hub structures.

How would HUWY need to be adapted to support this? The topics would need to be changed to reflect the new areas of discussion. A Dutch language hub would be created. An area for participants from both countries to work together will be created, rather than the parallel model for country hubs used in the HUWY pilot.

9.3   Congress Centre for the Unemployed – Irish Congress of Trade Unions

The main project objectives are the following:
  1. Encourage unemployed European citizens to be active within EU democracy
  2. Involve the unemployed in policy developments related to employment and social inclusion
  3. Raise awareness and develop skills on the part of unemployed people.
  4. Advance eParticipation as a tool of future citizen involvement.
  5. Further develop the distributed discussion model

Who they propose to use it with? (Target participants) Unemployed people in Ireland.

Their goal in using HUWY: The proposed work programme with the Congress Centres intends to build on the HUWY pilot project and aims to support unemployed people's eParticipation in national

and EU policies in measures to combat unemployment and promote social inclusion. It aims to give a voice to people who, because of current levels of unemployment, are excluded from social dialogue. It will achieve this horizontally through distributed discussions and vertically through interaction with policymakers.

What do they propose to use? (Model, hub structures, current content): IPSIS partners provide information and support and organise influential audiences for unemployed people's suggestions. The Hub websites hold supporting information and structured space for results and feedback from policy-makers. Unemployed people will be trained in facilitation, intercultural skills, web management and advocacy The IPSIS project aims to promote an effective way for unemployed people to become involved in decision-making and to further develop the Hub concept model.

How would HUWY need to be adapted to support this?

Appropriate hubs would need to be created for the languages used in the project and new content would need to be assembled.

9.4 The Jumpstart project

The focus of the Jumpstart project, which started in January 2011, is on young people and entrepreneurship, both commercial and social.

Who they propose to use it with? (Target participants) It is planned that the project will initially begin with 10 young people from Letterkenny who will develop the HUWY hub as a enterprise framework. They will then be joined by other interested young people from Estonia? N. Ireland, Austria, Germany and the Netherlands in April and May 2011.

Their goal in using HUWY: The applicability of the HUWY model to learning and student development will be explored in an innovative project. The pedagogy of the initiative is Problem Based Learning and the young people will be organised into multi-national teams where they will be set tasks to devise solutions and strategies. Their solutions will be showcased on the HUWY website on an ongoing basis.

In July 2011, it is planned to bring together about 40 of the participants to Letterkenny for a one week youth exchange where the participants, working in teams of four, will go head to head to develop a business plan. They will then present their business plan to a panel of business experts. We will apply to Youth in Action in April 2011 for €25k funding for this summer exchange. All other costs will be absorbed by the participating organisations.

The purpose of this project is to examine the practice of entrepreneurship and to make the participants aware of the fundamental aspects of entrepreneurship such opportunity recognition, the process of new venture creation and the determinants of new venture success.

What do they propose to use? (Model, hub structures, current content): The project would adapt the model and the hubs to the project needs and create new content.

How would HUWY need to be adapted to support this?

The hubs would need to support multinational teams. The competitive element will become an important focus of the hubs.

9.5 The COALESCE project

Who they propose to use it with? (Target participants) Victims of domestic violence.

Their goal in using HUWY: A further application of the HUWY model will be initiated in April 2011 where the hub website will be modified to facilitate online discussions between professionals who are exploring ways of providing the maximum support to victims of domestic violence.

Following on from a short conference in Letterkenny in 2010, it was recognised by the organisers, Donegal Women's Domestic Violence Service, that there was a need for a more sustained cycle of activity. In discussion with members of the HUWY team the following project was devised:

Table 12: COALESCE project plan

Stage	Date	Activities

1. Planning	1/04/11	Project team meetings.: detailed project planning and planning for workshop 1 Project administrator: design and develop social media; administration and preparing materials for workshop 1.
2. Workshop 1	Mid June	Workshop 1held in LYIT
3. Cycle of reflection	June-Sept	Project administrator: collating materials from workshop1 and host on social media; administration of reflective dialogue; administration and preparing materials for workshop 2 Project team meetings: planning for workshop 2; structuring and directing reflective dialogue.
4.Workshop 2	Early Dec	Workshop 2 held in University of Ulster
5. Cycle of Reflection	Dec-February	Project administrator: collating materials from workshop 2 and host on social media: administration of reflective dialogue; administration and preparing materials for workshop 3 Project team meetings: planning for workshop 3; structuring and guiding reflective dialogue.
6. Workshop 3	March	Workshop 3 held in LYIT
7. Cycle of Reflection	March-June	Project administrator: collating materials from workshop 3 and host on social media; administration of reflective dialogue Project team meetings: structuring and guiding reflective dialogue and working on final report
8. Final report: Agenda for change	July 2012	Final report delivered to all stakeholders

What do they propose to use? (Model, hub structures, current content) The role of the HUWY hub is primarily in the cycles of reflection where participants can use the hub website to engage in discussions, get access to materials and supply materials which explains their organisational perspective to a wider audience.

There are some interesting variations on the HUWY model which are worth noting on this project. First, the discussion facilitators or moderators are recognised experts in their fields. Secondly, discussions are based on a de facto policy: the Irish government's national strategy in relation to domestic and sexual violence. A fundamental objective of the COALESCE project is to create a discussion forum which combines all the advantages of face to face meetings and the strengths of the HUWY distributed discussion model.

How would HUWY need to be adapted to support this? The project does not have a transnational element.

9.6   Safe and effective Internet skills surgeries

Many people that we met through HUWY identified gaps in Internet safety training -especially for parents. It's been said a few times that young people seem to be more confident in using the Internet than their parents, which could make it difficult to get support if problems arise[56]. Staff from Edinburgh Napier University are going to pilot an *Internet Skills Surgery in Safe and Effective Use of Social Media for Careers Development*. The pilot, a one evening workshop, will take place in Edinburgh, in April, under the Youth Work Online Month of Action[57] umbrella. Young people, parents and social media and internet safety experts will come together in a *skill swap* session: those looking for support will team up with those holding relevant skills and work together, on computers, to look at tasks and resources. The model for the pilot is the series of Social Media Surgeries being held in Edinburgh[58] (and probably elsewhere). The HUWY UK hub could usefully support some of this activity.

Who they propose to use it with? (Target participants): Young people, parents and social media and internet safety experts: both those who attend the sessions and those who have or need skills but cannot attend.

Their goal in using HUWY: The HUWY UK hub has suitable background material that is well presented and could support the task. Specific material to support the session could be added in

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[56] http://www.huwy.eu/uk/news-blog/2011/01/19/internet-safety-surgeries
[57] http://network.youthworkonline.org.uk/
[58] http://www.edinbuzz.net/social-media-surgeries-edinburgh

advance, during or after the workshop. If young people were inspired to hold discussions, they could also do this and add results.

What do they propose to use? (Model, hub structures, current content): The workshop could usefully use the UK hub, especially the background information (current content and structure).

How would HUWY need to be adapted to support this?

We would need to know that the HUWY hubs were still being technically supported at this point and would probably add additional content, prior the workshop (targeted and up to date).

9.7   LEFIS group

QUB went to Zaragoza to meet with the LEFIS[59] group - a well-founded European network with a strong record in EU funded projects - in order to (1) discuss the possibilities of running a workshop developing aspects of youth views of IT Law and (2) to consider whether the Huwy model might be used as the basis for an application in a further project.

The LEFIS APTICE Thematic Network aims to develop and implement a cross-national teaching and research infrastructure in the legal field which adequately responds to the needs raised by the information and knowledge society. LEFIS aims to improve current legal education practices by adapting them to the new social, political and regulative environment, whereby legal education is broadly conceived as covering related technological, social, economic, ethical, and policy-making issues.

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[59] http://www.lefis.org/

10 Conclusions

The problems that we experienced have given us a deeper insight, not only into technical aspects of eParticipation based on available technologies, but also into implementing the dialogue. Online support was often replaced by person to person support, keeping the HUWY teams in close touch with participants. These relationships have allowed us to build a richer understanding of the discussion process and make more detailed recommendations for anyone following a distributed discussion model or encouraging youth participation in science and technology topic areas. While technical problems seriously hindered the HUWY project, we feel that the conclusions arising from a smoother implementation would be similar.

1. People want to talk about the Internet, in terms of the best ways to use it safely and effectively and the place it has in their lives. Young people, in particular, feel that they should be able to influence policies which affect the Internet and that it is important for policy-makers to take time to listen to and understand their ideas.

2. Young people are aware that the policy-making process is complex, though they may not understand the detail of how it works. Any participation in that process (on or offline) on their part, needs to have the possibility of real impact. The nature of possible impact and feedback on actual results need to be clearly communicated throughout the initiative.

3. Policy-makers and young people do not identify the same priorities, in terms of topics, at the same time: i.e. there is a mismatch in the schedules for possible input into policy-making and events which stimulate young people's interest and ideas. Equally, it is difficult to align eParticipation pilot initiatives, that include technical development, with policy input opportunities on the chosen topic: opportunities for input seem to arise suddenly and for short amounts of time. Input opportunities may be rigidly described, avoiding what may be important to young people at that time.

4. The topics chosen are covered by a complicated variety of policy-making bodies. It was difficult for partners to identify the right policy-makers to involve before results came in. Once results were in, time was limited.

5. Young people did not relish the freedom to organise their own discussions, on or offline. Very few groups took up this option. In fact, the more structure contributed by the HUWY team, the more successful the discussion. This structure usefully included traditional participation elements, like arranging for a group to meet in a venue for a certain time period and work through facilitated discussions. HUWY outputs created to support these discussions were useful to many groups: e.g. the peer facilitation guides, structured background materials and use of stories to engage, materials created for use in schools or tutorial groups.

6. The role of the facilitator is very important and hard work. It is a good idea to pay facilitators for their time, if they are not employed by project partners.

7. Many potential facilitators - young people, youth workers, teachers – worried that they did not have the specialist knowledge to support discussions on Internet topics. Information available on the hub websites was not enough to make up for this. If the hubs were available earlier and more stable, potential facilitators may have been able to make better use of background information to support discussions. However, their worries see to have gone deeper, and be based on uncovering difficult topics like child abuse. The presence of experts at organised discussions would be helpful. It's not clear what an equivalent online answer to this problem would be.

8. Open source components, like popular blogging tools or content management systems, are available to support eParticipation initiatives. The work involved in tailoring these to the project's requirements should not be underestimated. Many partners need to be involved in this and a clear schedule and structure need to be maintained to support this involvement. Each development stage, including user testing, needs to be complete before the next one is begun. This will save time in the long run. Localisation and translation need to be carefully planned. Early development should not exclude localisation (e.g. various home page designs). Translation should not be begun too early in the process.

9. Assembling good quality information to support a complicated topic, like those chosen for HUWY, is a big task, requiring dedicated staff with adequate time and appropriate skills. These are also very current topics. Information will need to be updated throughout the discussion period.

10. Recruiting young participants from diverse backgrounds and locations is a big task. It needs to be approached by a variety of people, using various methods, online and offline. It requires time, money and a large and cooperative network of people who know young people. Organisations involved in this task (and in supporting discussions) need real compensation for their time. This could take the form of payment, skills training or provision of useful resources or events. The compensation should be adequate to inspire and reward their involvement.

During this task, many people we spoke to were interested in the distributed discussion model and the hub websites. Project delays have meant that we are only now really ready to disseminate information about what we have tried to do, what works and what outputs could be re-used or re-made by others.

At the moment, projects closest to the HUWY partners seem most promising in terms of taking forwards our ideas. However, we expect a great deal of wider interest as we complete our evaluation and disseminate our project results in the next months.

Annex 1. Results templates on results editing wikis

Both templates in word and wiki form included spaces between headings which have been removed from this Annex.

Early Report Template

Early report –this is about your experiences of the Internet. It may help policy-makers to understand where you are coming from. Many groups will start off discussing their experiences of growing up with the Internet, and what is good and bad about these experiences. It is worth writing up a page on this while it is still fresh in your minds.

This template is provided to help you create your results post. You can use or delete any of the content.

It's also available as a page in the HUWY wiki: http://wiki.huwy.eu/

Template

Best things about the Internet

What are your favourite things about the Internet?

Worst things about the Internet

What are the biggest dangers on the Internet?

Benefits of using the Internet

What do you mostly use the Internet for?

How does it help you?

How long could you go without access to it?

Problems with using the Internet

What problems have you had?

What worries you?

Topic Report Template

Topic report – this is about one of the HUWY topics (e.g. Cyberbullying) or the topic that you've chosen yourselves. After you have discussed a topic, there will be something you want to tell people who might do something about it. Put your ideas or worries in a topic report and HUWY will try to make sure that relevant politicians or civil servants read it.

You can create as many of these as you like, but it helps to stick to one topic in each report, if you can.

This template is provided to help you create your results post. You can use or delete any of the content.

It's also available as a page in the HUWY wiki: http://wiki.huwy.eu/

Template

Issue discussed (change this to your topic title)

(Put a summary paragraph here. This will be used for places where just a little bit of your report is shown, linked to the full report)

Views

What did the group think of the issue?

Actions

What did the group think could be done about it?

(These can be things to help and encourage the good, or discourage and hinder the bad. Feel free to explain any ideas you have. You might want to change computer code, social codes or legal codes. Policy-makers can intervene not just through laws, but also through taxes and government spending,

grants and loans, education and spending, praise and blame, setting up advisory groups or regulators.)

Who acts

Who should do these actions?

(There are lots of people who can change things about the Internet, starting with groups of citizens like yourselves. There are community and voluntary groups, private companies and their associations, local councils, central government departments, all the different agencies and services, politicians, journalists, and others.)

Links and references

Use this space to add any useful links, or quotes from the discussion that you think might help other young people or policy makers to understand the issue.

Your discussion

If you held discussions about this topic online and they are public, please add the link here.

Annex 2.QUB Usability testing: questionnaires and results

Questionnaires

Q1 Introductory Questionnaire

1. Name
2. Age
3. Male/female
4. How often do you use the internet?
    a. I use the internet every day
    b. I use the internet more than once a week
    c. I use the internet once a week
    d. I use the internet one a month
    e. I do not use the internet
5. How long have you been using internet?
    a. I have just recently started using the internet
    b. I have used the internet 1-2 years
    c. I have used the internet 2-5 years
    d. I have used the internet more than 5 years
6. What do you use mostly use the internet for (choose all that apply)?
    a. communicating with friends
    b. communicating with officials, work related communication
    c. schoolwork and school related communication
    d. everyday life related information
    e. entertainment (movies, music)
    f. social networking
    g. playing games
    h. discussing issues in forums
    i. blogging or maintaining a website
    j. reading news
    k. searching information on hobbies
    l. searching information on local and state government
    m. searching information on school related issues/homework

Q2 Look and feel questionnaire

Thanks for taking the time to look around the sites. Please take a few moments to answer the following questions.

1. How would you rate the design of http://www.huwy.eu/uk[60]? Please explain the reasons for your answer

2. How would you rate the design of http://huwy.hostandtest.com[61]? Please explain the reasons for your answer

3. Which design looks more professional?

4. Do you have any final thoughts on the sites?

Q3 Post-test questionnaire

1. What did you like about the site/HUWY project?

2. What did you not like about the site/HUWY project?

3. Is there anything we need to change immediately?

4. What do you think is the most valuable aspect of this site?

5. Would you recommend it to other people? 1-10

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[60] This was the Beta site at time of testing
[61] This was the Gamma site at time of testing

Q4 Post-task questionnaire

Did you complete the task? If not could you explain why?

Scale from 'I couldn't finish the task' to 'I completed the task easily'.

Results

Q1 Introductory Questionnaire

Table 13: Age and sex

	Age	**Sex**
Group One	21	M
Group Two	22	MF
Group Three	21 and 22	MM

Table 14: How often do you use the Internet?

	Every day	**More than once a week**	**Once a week**	**Once a month**	**I don't use the Internet**
Group One	X				
Group Two	X				
Group Three	X				

Table 15: How long have you used the Internet for?

	Only recently started using it	**Less than a year**	**Between a year and 2 years**	**Between 2 and 5 years**	**For more than 5 years**
Group One					X
Group Two					X
Group Three					X

Table 16: What do you mostly use the Internet for? Choose all that apply to you

	Talking with friends	**Work related communication**	**Schoolwork**	**Entertainment - movies and music**	**Social networking**	**Playing games**	**Discussing issues in forums**	**Blogging or maintaining a website**	**Reading news**	**Searching for information on a hobby**
Group One	X		X	X	X	X			X	X
Group Two	X	X	X	X	X					
Group Three	X		X	X	X					

Q2 Look and feel questionnaire

1. *How would you rate the design of http://www.huwy.eu/uk? Please explain the reasons for your answer*

Table 17: Design rating of Beta hubs

	Poor	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Excellent**
Group One									X			
Group Two									X			
Group Three								X				

Group One: Excellent design, although if it is geared towards younger adults then should be more colourful like http://huwy.hostandtest.com Some of the links should be underlined.

Group Two: Good colour scheme, information well spread out and organised. Sub-tabs appearing on different links, all information not readily available.

Group Three: Layout and colours look good. Doesn't show different topic titles. Not too much information on the home page.

2. *How would you rate the design of http://huwy.hostandtest.com? Please explain the reasons for your answer*

Table 18: Design rating of Gamma hubs

	Poor	1	2	3	4	5	6	7	8	9	10	Excellent
Group One						X						
Group Two								X				
Group Three									X			

Group One: Use of colours are nice, although boxes not aligning, and the edges on some boxes are off putting. Some of the text is faint on the pages.

Group Two: Good colour, maybe a bit too bright. Information is spread out but there is a lot of it there. A lot of links, hard to know what actually is a link and what isn't.

Group Three: Nice and simple. Shows topic titles. Description does not appear when hovering over flags.

3. *Which design looks more professional?*

Group Two: Information less clustered and a relevant colour and layout to the issues addressed.

Group Three: Colours used more effectively in the HUWY.eu site. Simple and clearly laid out.

4. *Do you have any final thoughts on the sites?*

Group One: Overall seems good and fit for purpose.

Group Two: Both well designed but it doesn't tell u simply what the websites are about and what HUWY do. Grey colour for text in hostandtest website can be hard to read.

Group Three: Flag on huwy.hostandtest site should show a description when hovering over flags. European union flag stands out in the border of the HUWY.eu site. Topic titles not showing.

Q3 Post-test questionnaire

1. *What did you like about the site/HUWY project?*

Group One: Easy to Navigate, plenty of content and content is well laid out

Group Two: A lot of information at your disposal. Seems to be very interactive

Group Three: Clear and simple Good use of colour

2. *What did you not like about the site/HUWY project?*

Group One: The forms for posting groups and comments.

Group Two: Information could be a bit clustered. When you are signed up, you still dont really know what you can do

Group Three: Sometimes it is hard to navigate through the site Should show titles when hovering over objects

3. *Is there anything we need to change immediately?*

Group One: The lack of button for posting comment on a result

Group Two: No link to the homepage, all tabs and links no available from homepage, need to look around before you can find certain information

Group Three: Some parts of the layout to make the site more navigable

4. *What do you think is the most valuable aspect of this site?*

Group One: Internet Safety

Group Two: Finding out information about policies related to the internet and being able to voice your opinion.

Group Three: Content Ease of use

5. *Would you recommend it to other people? 1-10*

Table 19: Recommending the hubs to others

	No way	1	2	3	4	5	6	7	8	9	10	Definitely
Group One					X							
Group Two									X			
Group Three					X							

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.

Task results

Task One: Tell your friends

Table 20: Tell your friends task

Did you complete the task? If not could you explain why?							
	I had to give up	**1**	**2**	**3**	**4**	**5**	**I completed it easily**	
Group One						X		
Group Two					X			Difficult to original find link and 'send to friend' tab but once located very easy to complete
Group Three				X				Easy to find information using the 'About HUWY' section. Link provided to send to friend. Jargon - used send 'Inline HTML' and 'Send as link.'

Task Two: Getting involved

Table 21: Getting involved task

Did you complete the task? If not could you explain why?							
	I had to give up	**1**	**2**	**3**	**4**	**5**	**I completed it easily**	
Group One					X			Internet Explorer crashed whenever we clicked Preview
Group Two				X				It was very difficult to find, were to add the group but again it was easy to add it and the preview bit was good, to see what it would look like
Group Three		X						Showed that my e-mail address had already been registered. Had only previously sent a link about HUWY to my e-mail address. Needed to use a complicated password to meet the requirements of including punctuation, uppercase letter and a number. Couldnt find where to add a group after creating an account.

Task Three: Getting the background information

Table 22: Getting background information task

Did you complete the task? If not could you explain why?							
	I had to give up	**1**	**2**	**3**	**4**	**5**	**I completed it easily**	

Group One					X		
Group Two					X		Easily located and all types of information in different formats.
Group Three				X			Showed an error that i had sent this more than 3 times per hour when i had not. Can copy text. Showed useful links. Problem when trying to print.

Task Four: Adding a result and adding a comment

Table 23: Adding result and comment task

Did you complete the task? If not could you explain why?							
	I had to give up	**1**	**2**	**3**	**4**	**5**	**I completed it easily**	
Group One					X			Filling in forms was fine... When you wanted to 'save' (think it should be renamed submit anyways) there was no button todo so only preview.
Group Two					X			Was difficult to find the my groups tab as it was a green colour that was hard to see. When clicked on add group it was easy to do it. easy to comment as well
Group Three				X				Completed task although it was a bit difficult to find our group. Could easily add a tag. Bit difficult to find other result but once found, we could easily add a comment.