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Deliverable 2.5: e-participation Projects Evaluation Methodology

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EXECUTIVE SUMMARY

MOMENTUM aims to coordinate and support the existing and ongoing e-participation projects co-funded by the European Commission (EC) under the e-participation Preparatory Action. The main aims of MOMENTUM are to:

- Consolidate the results of the monitored e-participation projects
- Provide feedback to these projects and to the respective EC bodies
- Disseminate results to other designated stakeholders.

Through these outcomes, the project aims at advancing high-level political and institutional engagement.

The main purpose of this document is to define an evaluation methodology in order to assess the monitored e-participation projects' results. The introductory chapter positions this report within the wider context of MOMENTUM's activities. Chapter two investigates the relevant scientific evaluation methods and respective cases of project evaluation in practical use with the aim to determine the possible approaches for the Momentum evaluation methodology.

The document then builds upon the best processes determined by the study of relevant scientific theories and practical evaluation cases to create the chosen Momentum evaluation framework, including the evaluation criteria and procedure (chapter 3). This evaluation framework assesses a number of assets important in e-participation with the purpose to argue about the success (or failure) and potential impact of e-participation project results (platforms). These e-participation assets are

- Processes supported, i.e. the stages projects address within the legislation process
- Policies supported, i.e. the strategic directions and policies addressed in the project
- Topics discussed, i.e. the different topics chosen for discussion which have (or have not) attracted citizens (and politicians) to participate in the trials, and where the participants perceived the topics under discussion worthwhile participating in the dialogue throughout a given period
- Tools and technologies used, i.e. ICT deployed in the platforms and used for participation.

MOMENTUM investigates the dialogue between participants (citizens, politicians, public servants) of such e-participation pilots over time. Hence, monitoring and evaluation of the e-participation projects and their outcomes is carried out in an iterative process. Thereby, the evaluation criteria fit into two questions related to desired project impacts:

- Did the project reach its intended target groups?
- Has sustained interest been achieved?

The procedure of the evaluation methodology is built on two main features:

- Self-Assessment by project partners

-
- Internal Project Questionnaires
 - SWOT Analysis
 - External Assessment through
 - End User Questionnaires
 - Experts Questionnaires
 - Peer Review Questionnaires
 - SWOT Analysis
 - Evaluation Reports.

Chapter four details the Implementation Plan for MOMENTUM's evaluation methodology, including a timeline for implementation and justification of the channel for the evaluation process – online forms. The necessary steps to ensuring that the evaluation methodology is implemented include:

- Generate the questionnaires via online form
- Link the online questionnaires from Momentum server to the e-participation project websites
- Create awareness and ask general participants to fill in the online questionnaires during relevant workshops of projects and the concertation meeting participants to fill in the online questionnaires.

The final chapter provides a short outlook to the next steps initiated by this deliverable:

- Ensure the timeline within section 4 is followed
- Begin the process of creating the Questionnaires
- Choose the software for the Questionnaires and SWOT Analysis
- Reach out to stakeholders as soon as possible to begin pushing for completion of Questionnaires.

Overall, the target groups of MOMENTUM's evaluation results are on one hand the project partners by receiving feedback about their e-participation projects - synthesized from MOMENTUM's monitoring and impact evaluation activity. On the other hand, the analysis and impact evaluation of e-participation projects will serve policy-makers, administrators and those who make European, national and regional e-participation policy to understand, what progress and impact the eParticipation Preparatory Action of the EC has made in e-participation implementation. Finally, also citizens will benefit from the coordination action and its evaluation through the consolidated dissemination activity and the outcome from the impact evaluation (learning about the projects' successful impact or failure in progressing e-participation and providing an appealing, useable and convenient tool for citizens to participate in democracy dialogues).

1. Introduction

1.1. Scope

The overall objective of MOMENTUM is to strengthen political, social, scientific, and technological excellence in e-participation. Toward this end, the evaluation methodology aims to review and assess the progress of the e-participation projects supported by the European Commission in a measurable way that enables MOMENTUM to meet its core objectives.

Figure 1 depicts the the numerous activities of work package 2, positioning as well the work of this deliverable within the overall context of MOMENTUM.

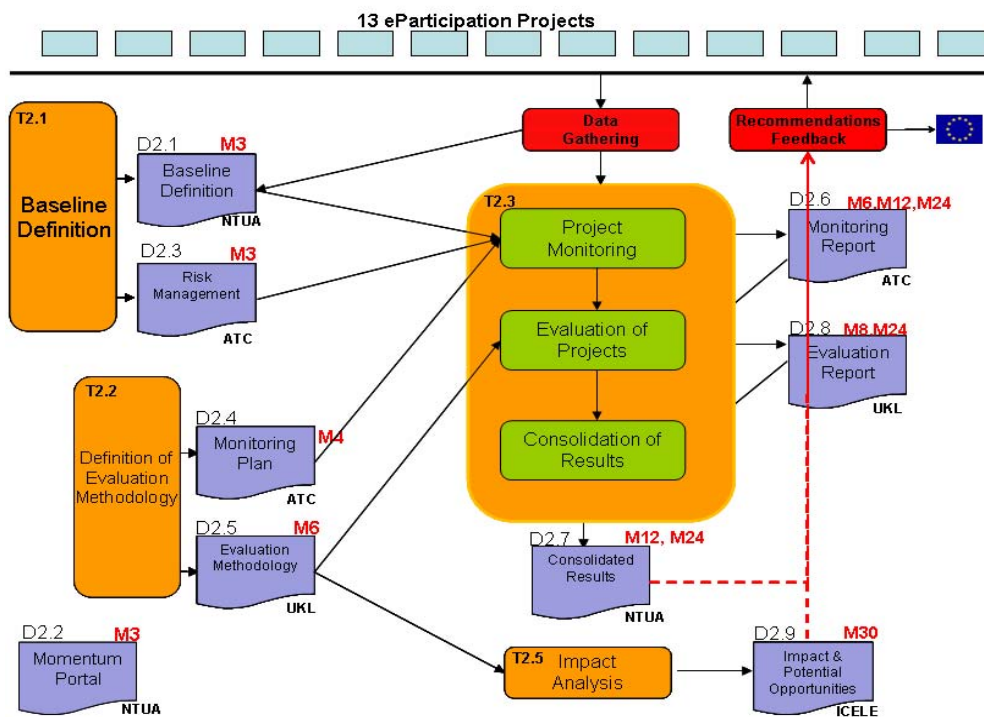


Figure 1: MOMENTUM overall methodology (see MOMENTUM (2007))

As part of the task of “defining the evaluation methodology” for MOMENTUM, a monitoring plan is being developed (deliverable D 2.4, to appear). Apart from that, the “baseline definition” task identified specific criteria for comparison of e-participation projects on a general level (see D 1.1 MOMENTUM (2007b)):

- Domain / Participation Areas
- Relevant Institutions and Actors
- Participative methodologies & legislative processes
- Tools & Technologies
- Dissemination activities

Based on these works, the deliverable at hand details the evaluation methodology, metrics and target user groups for the assessment of specific e-participation project results.

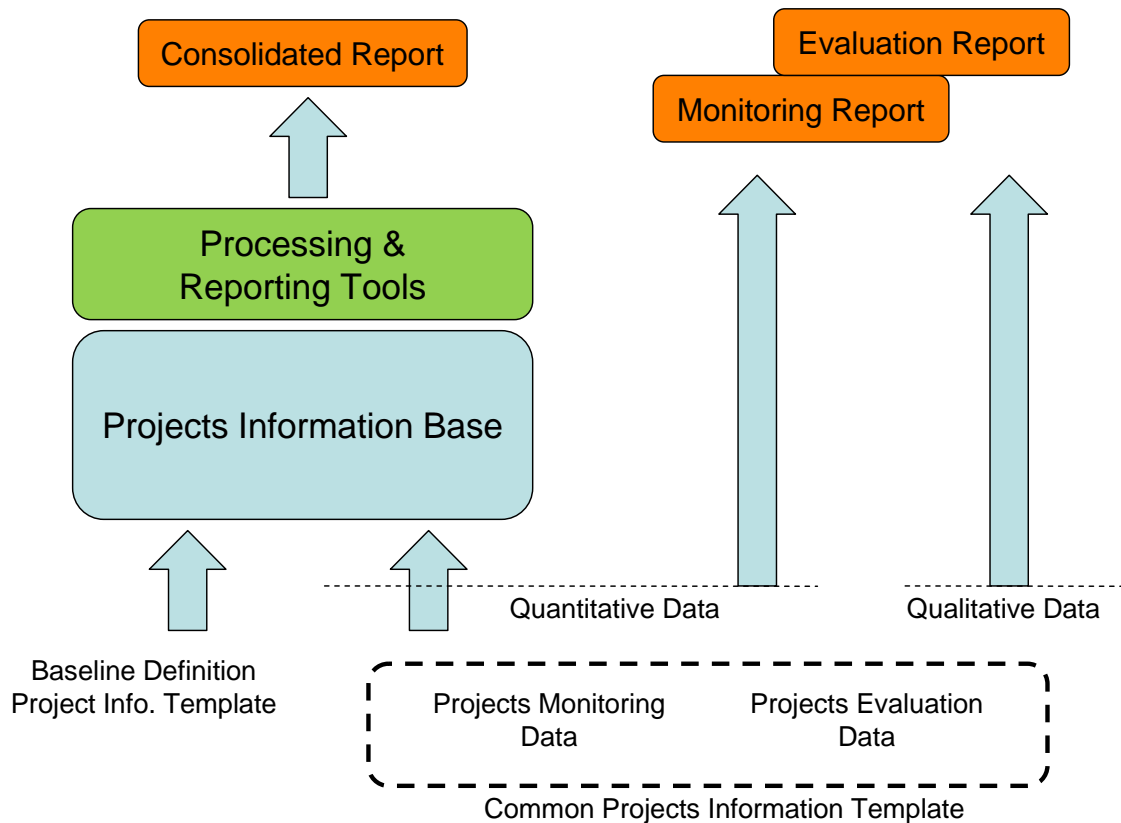


Figure 2: MOMENTUM's overall evaluation structure and analysis data flows within WP 2

Figure 2 depicts the overall evaluation structure and analysis data flows within WP 2. MOMENTUM has chosen a two part approach consisting of the projects monitoring and the projects evaluation. Together, both data gathering methods build a common project information template where data are gathered from different viewpoints and with different purposes, yet consistent with each other in order to avoid redundancies. Although the evaluation methodology is self-contained, it also shows interdependencies and interrelations to the monitoring plan.

1.2. Objectives

Several objectives form the structure and content of this deliverable. First purpose is to analyse existing approaches and theories for ICT implementation project assessments. This analysis will include investigations of quality factors and examples of EC pilot implementation projects as well as criteria to measure project performance regarding their achieved impact. These insights will be used to form the MOMENTUM evaluation methodology, which aims at assessing the added value and impact of the projects co-funded within the frame of the e-participation Preparatory Action of the EC. In the course of the report, the MOMENTUM evaluation method will be described in terms of measurable assessment criteria and a procedure to perform the evaluation through both, self assessment by project partners and external evaluation of users and experts. Finally, a guideline for how to analyse and synthesise the gathered raw data will be given in the report at hand.

1.3. Expected results

This work aims at developing an integrated framework to measure the overall impact of e-participation projects, including:

- A set of measurable evaluation criteria
- Identification of targeted user groups
- An evaluation procedure
- Recommendations for performing the evaluation methodology.

The report describes a detailed implementation plan for MOMENTUM's project evaluation methodology. Apart from that, the different instruments to collect evaluation data are attached to this report. Finally, a guideline for how these instruments will be used to assess e-participation projects' impact and success is provided in this deliverable.

1.4. Structure of the report

The report at hand is structured as follows:

Chapter 1 gives an overview of MOMENTUM's activities and embeds the evaluation methodology in its respective context of MOMENTUM.

Chapter 2 introduces theories and related practical cases of technology acceptance, assessment of usefulness and ICT implementation project evaluation.

Chapter 3 introduces the MOMENTUM evaluation methodology including the evaluation criteria and evaluation procedure.

Chapter 4 describes the implementation plan for MOMENTUM's project evaluation methodology.

Chapter 5 sums up the deliverable at hand and provides a short outlook to the next steps initiated by this deliverable.

2. Theories and practice in current project evaluation

In this chapter, theories and practice in current ICT project evaluation will be detailed. This includes the introduction of both quantitative and qualitative concepts and methods for project evaluation. In addition, related works on evaluation criteria, as well as experiences and methodical concepts for performing project evaluations will be examined.

Evaluation theories

In general, evaluation research can be seen as an application variant of empirical research methods for a special issue. Evaluation research does not only address the evaluation of social intervention programmes but also a variety of different evaluation objects, e.g. persons, environmental factors, products, techniques and methods, terms of reference, projects and programmes, systems and structures, as well as research (see Bortz and Döring(2002)). From this, the following five fundamental but different objectives, purposes or functions of evaluation can be derived:

1. *Insights*: Collecting insights about attitudes and impacts of inventions
2. *Optimisation*: Identifying strengths and weaknesses of interventions
3. *Controlling*: Evaluating the effectiveness and efficiency of the interventions
4. *Decision-making*: Shall a certain intervention be promoted, be implemented, be developed or be used?
5. *Legitimation*: Supporting the legitimation of developments and implementations of an intervention to external stakeholder, in particular if it is about the deployment of public funds.

According to Smith (2001, 2006), evaluation in general is a process which includes the gathering, ordering and assessing of information about an object of study in a methodical way. Evaluation is often applied in relation to monitoring. Both terms are sometimes used synonymously and even mixed up with assessment. To establish a clear-cut understanding among these terms: monitoring focuses on watching, observing or keeping an issue under review. As part of monitoring, performance indicators may be engaged to assess specific issues under consideration.

Evaluation is difficult to be expressed at once; reasons are that there is no standardised way of making good assessments, in particular developing appropriate measurable criteria and still keeping comparable means dealing with high complexity. A further challenge of developing an evaluation methodology - if it is to have any meaning - is to involve targeted user groups, evaluation procedures and the expected results. The results have to stress both negotiation and consensus concerning the evaluation procedures, and the conclusions received.

In the settings of this deliverable, the definition of the Organisation for Economic Co-operation and Development (OECD) applies best to the objectives of the MOMENTUM evaluation methodology. According to the OECD (1998) evaluations 'are analytical assessments addressing results of public policies, organisations or programmes, that emphasise reliability and usefulness of findings. Their role

is to improve information and reduce uncertainty; however, even evaluations based on rigorous methods rely significantly on judgement. A distinction can be made between ex-ante evaluations (or policy reviews) and ex-post evaluations.'

Rogers and Smith (2006) understand evaluation as either providing evidence that something is working or needed, or improving and strengthening practice, programmes or projects. The authors distinguish among program and project evaluation, and practice evaluation:

- *Program and project evaluation*: Program evaluation theory typically concerns judgements about the effectiveness, efficiency and sustainability of programs. The essential nature of this kind of evaluation is to serve as a management tool and therewith as part of decision support processes. This form of evaluation contributes to decision-making about whether the program or project should be refunded, cut or abandoned. Representatives of this approach are methods like the discrepancy evaluation model (see Steinmetz (2002)) and researchers as Cronbach (1980) and Weiss (1972).
- *Practice evaluation*: Practice evaluation focuses on the improvement of work carried out by individuals and groups, and on the development of participants. This kind of evaluation is about situations and how people can learn the best possible action in a certain future situation or further action. Hence, it is also strongly related to self-monitoring and -criticism. People are encouraged to make judgements about the situation and evaluate their part in it. Here, learning is part of the process; for this reason this evaluation is also described as educative or pedagogical.

Yet another differentiation is to be made depending on the stage of development of a program. Depending on the specific stage of development, different aspects, objectives, methods, and processes may be applied. Since the beginning of 1970s literature classifies types of evaluation by aim and therefore distinguishes between formative and summative evaluation (see Neumann (2002)):

- *Formative evaluation (the management view)*: This form of evaluation serves as improver and optimiser of programs. Thereby formative evaluation is typically informally arranged and applied. Consequently it uses rather qualitative than quantitative methods. Evaluation of this kind seeks to understand and evaluate the acceptance of the program, if impact and objectives match each other, and if efforts are justified. This form of evaluation is often related to the managerial definition of success.
- *Summative evaluation (the consumer view)*: This form of evaluation concerns the impact of different programs or projects often processed in comparison with each other. Objective of summative evaluation is to judge the occurrence or absence of expected internal program or project specific impacts, as well as external and mandatory impacts committed. Besides, summative evaluation also assesses intensity of impact and duration until a program develops its effects. Therefore qualitative methods are often applied. A typical example for summative evaluation is a user or consumer-centric evaluation. Users are only secondary interested 'in

improving the program or project (i.e. formative evaluation). Their primary interest is whether their own needs are met' (Scriven (2001)).

Table 1 provides an overview of the crucial aspects, on which Wottawa (1998) distinguishes formative from summative evaluation.

Attribute	Formative evaluation	Summative evaluation
Dominant target groups	<ul style="list-style-type: none"> • Program/project developer • Program/project manager • Program/project executives 	<ul style="list-style-type: none"> • Politicians • Interested parties/general public • Investors
Dominant data collection	<ul style="list-style-type: none"> • Clarification of goals • Kind of program/project procedures and implementation • Clarification of implementation challenges and challenges when approaching results • Analysis of implementation and results at the micro-level 	<ul style="list-style-type: none"> • Documenting the results • Documenting the implementation • Analysis of implementation and results at the macro-level
Dominant role of program/ project developer and program/ project executives	<ul style="list-style-type: none"> • Contributor 	<ul style="list-style-type: none"> • Data collector
Dominant role of the evaluator	<ul style="list-style-type: none"> • Interactive 	<ul style="list-style-type: none"> • Independent
Typical methodology	<ul style="list-style-type: none"> • Qualitative and quantitative, but emphasis is on the former one 	<ul style="list-style-type: none"> • Quantitative, sometimes enriched through qualitative methods
Frequency of data collection	<ul style="list-style-type: none"> • Continuous monitoring 	<ul style="list-style-type: none"> • Limited in time
Dominant mechanisms of reporting	<ul style="list-style-type: none"> • Often throughout the term 	<ul style="list-style-type: none"> • At the end
Focus of reporting	<ul style="list-style-type: none"> • Relation between process elements (micro-level) • Relation between context and process • Relation between process and result • Implications for program/project 	<ul style="list-style-type: none"> • Implications for policy-making,

	practices and specific changes of operations	administrative control and management
Requirements for credibility	<ul style="list-style-type: none"> • Commitment with developers and executives concerning reporting • Backing and trust 	<ul style="list-style-type: none"> • Scientific grounding • Objectivity

Table 1: Comparison of the crucial differences of formative and summative evaluation according to Wottawa (1998)

Yet another well-known distinction is between qualitative and quantitative evaluation methods:

- *Quantitative research methods of evaluation* are originally based on standardised questions, which are transferable to empirical data processed in statistical analysis. This results on one hand in the general assumption that quantitative research methods are more objective than qualitative ones. On the other hand, quantitative methods miss contextual details important for a deeper understanding of the issues studied. Examples of quantitative methods are survey methods, laboratory experiments, formal methods (e.g. econometrics) and numerical methods such as mathematical modelling.
- *Qualitative research methods of evaluation* base on unstructured and non-numeric data, which enable researchers to investigate social and cultural phenomena (Myers (1997)). This data is usually gathered through observation and participant observation e.g. fieldwork, interviews and questionnaires, documents and texts, and the researcher's impressions and reactions. Examples of qualitative methods are action research, case study research and ethnography. To underline the value and relevance of qualitative evaluation methods, Kaplan and Maxwell (1994) complain in their publication about quantitative methods that understanding an issue from a participant's perspective is for the most part lost when textual data is quantified.

A quite important distinction of types of assessments relevant for MOMENTUM is the one among 'project assessment' and 'tool assessment'. Project assessment covers the formative evaluation from the contracting entity point of view, whereas 'tool assessment' tackles the summative evaluation from the citizens' and users' perspective. The former type refers to criteria such as project duration, project costs, achievement of project results, etc. (Haering, A., von Arb, R. (2004)), while the latter concerns criteria such as user-friendliness, transparency, acceptance, etc. which are frequently studied in technology acceptance and technology diffusion analyses (Davis, F. D. (1986), Davis, F. D. (1989), Venkatesh, et. al.(2003)).

To tackle the specific evaluation needs within MOMENTUM, above mentioned theories set the ground for the evaluation methodology. In the following section, methods for information gathering and analysis that can be employed in the evaluation of e-participation projects will be introduced.

2.2. Concepts for evaluation

In general, the concept of an evaluation methodology is driven by the objectives of evaluation. Examples of such principle settings are *evaluating whether the results of a project are perceived cheap and/or fast* or *evaluating if the results of a project are of high-quality* or *evaluating whether the users are satisfied with the project results*. Many concepts are available for measuring and tracking whether a project paid off, e.g. project costs and schedule performance (e.g. Cost Performance Index (CPI), Schedule Performance Index (SPI)). To evaluate the ICT aspects perceived by users, also a number of theories are available, such as (Technology Acceptance Model (TAM) (see Gefen, et. al. (2003)), Unified Theory of Acceptance and Use of Technology (UTAUT) (see Venkatesh, et. al. (2003)), Diffusion of Innovation (DOI) (see Rogers (1995)), etc.). Evaluating the quality of a project as aimed in MOMENTUM needs to combine a number of traditional evaluation methods. To recall the relevant aims in the context of this report: MOMENTUM's evaluation activities aims to consolidate the results of the monitored e-participation projects, and to provide feedback to these projects and to the respective EC bodies in order to advance the high-level political and institutional engagement.

MOMENTUM's strategic objective is to strengthen political, social, scientific, and technological excellence in e-participation by integrating results and practices of relevant initiatives building upon the ICT research capacities of individuals and organisations spread across Europe. In more detail, the intention is to consolidate and subsequently advance relevant contributions as carried out in Europe with respect to quality, efficiency, innovation and impact to overcome the currently fragmented approach to e-participation in this strategic priority of the EC. To develop such an evaluation methodology for MOMENTUM, the first step is to have a common understanding of the main objectives of the evaluation.

For MOMENTUM, the evaluation objectives are to measure the overall impact of e-participation projects in order to (MOMENTUM (2007a)):

- Assess the potential impact of the project results, to derive best practices, lessons learnt as well as to identify barriers and constraints
- Evaluate the monitored e-participation projects in terms of methodologies, processes, as well as tools and technologies used
- Investigate the dialogue between stakeholders and the public over time and its outcomes.

Having set the main principles and context for evaluation of projects in the scope of MOMENTUM's activities, the following aspects also need to be considered:

- Identify contextual characteristics and objectives of a project
 - E.g. the types of assessment as 'project assessment' and/or 'tool assessment'
- Identify performance indicators that provide the current status of the achievement of identified project goals

- Identify the stakeholders involved and affected
- Identify the aims of the evaluation which determine the scope and design of the evaluation
- Identify standard criteria to define project impact and corresponding measurable indicators.

2.2.1. Methodical concepts for performing project evaluations

Methodical concepts for performing project evaluations are manifold. Below, we introduce a set of common methods for information gathering and analysis that can be employed in the evaluation of e-participation projects:

Quantitative surveys own the typical attributes of a quantitative research method (see Bortz and Döring (2002)). They gather highly standardised data on the basis of closed-ended questions. These include standardised questionnaires and personal interviews. Respondents can only chose their answers within prescriptive answers fixed by the interviewer beforehand. For instance, the question of how far citizens are statisfied with a certain e-participation tool can only be answered by the respondent within a fixed rating scales from 'not at all satisfied' to 'absolutely satisfied'. Hence, quantitative surveys are simple feedback forms and therewith will be part of the evaluation methodology.

Web analytics is the process of quantitative analysis of the behaviour of visitors to a web site by tracking different custom metrics. It aims at enabling e.g. a public agency to attract more citizens. In business settings web analytics are often used as part of customer relationship management. Log file analysis (recording of all transactions made by a person) and page tagging (recording of any foreign server a person comes from and goes to) are two most popular technological approaches of web analytics. Such results are often depicted in the form of tables, charts, and graphs. In the context of this deliverable, web analytics is used as an appropriate tool for evaluating the impact of e-participation projects success in awareness raising towards their target groups because the official website of a project is one of the most important dissemination tools. Hence, from e.g. the number of visitors to a website the dissemination impact can be derived. Web analytics may be also used for discovering on the one hand if the target group is reached, and on the other hand if the target group's interest is sustained.

Usability testing evaluates a product by testing it on users. Therefore it gathers data about participants' success, speed of performance, and satisfaction. In practice it mainly refers to prototyping in an iterative process whereby the stage in the tool development cycle determines the technique applied. The findings include both quantitative data and qualitative observations. In e-participation settings, usability testing is usually not applied before the tool has been implemented. Hence, it is more a field test rather than a laboratory experiment. Data gathered by this approach provides detailed information about the usability of each tool and technology applied. In MOMENTUM, the evaluation concept aims at identifying if there are usability problems in general. If the MOMENTUM analysis detects deficiencies in usability, the respective projects will be informed and it is

their responsibility to implement an in depth usability test to identify the exact problem areas in order to improve their portals and participation platforms.

Focused (semi structured) questionnaire/interviews is a general method of asking questions by the means of a prepared but dynamically applicable questionnaire which is convenient to any topic of interest (see Bortz and Döring (2002)). This interview technique uses open-ended questions, of which some are pre-identified by the researcher and some occur naturally during the interview. The objective is that the respondent expresses her/his interpretations, opinions, evaluations, expectations, feelings, and values.

In-depth questionnaire/interviews is a collective term for open-ended, discovery-oriented methods using open and semi-structured formats (see Bortz and Döring (2002)). The tool is used by researchers to seek understanding and interpretation whereby only the general topic of conversation is introduced by the researcher. Hence, the interviewer is constrained to avoid subjective hypotheses, understandings or specific questions. In-depth interviews emphasise recording responses, observations and reflections in order to identify unconscious motifs and processes.

Collective semi-structured questionnaire/interviews is a version of the focused (semi-structured) interview method that allows researchers to generate answers to open questions (as in semi-structured interviews) from several respondents simultaneously. The main difference between individual and collective semi-structured interviews is the influence of group dynamics, which is possible when applying collective semi-structured interviews. On the one hand it may promote strategic and conformist responses from interviewees. On the other hand, it can encourage respondents to reflect upon their relations with one another (see Bortz and Döring (2002), DEMO_net (2008)).

Besides, there are many more research methods based on both qualitative and quantitative research design (see Bortz and Döring (2002)).

the following subsections, foundations of questionnaires appropriate for deriving evaluation criteria for ICT assessments are introduced. Three models dealing with technology adoption and acceptance are investigated in subsequence: Diffusion of innovation (DOI), Technology Acceptance Model (TAM), and Unified Theory of Acceptance and Use of Technology (UTAUT).

Diffusion of Innovation (DOI)

Diffusion of Innovations (DOI) (by Rogers, E. M. (2003)) investigates the process of penetrating cultures with technology. Key questions of this study focus on how, when and at what rate the new technologies will be established. Figure 3 presents the curve with the normal distribution of new technology adopters.

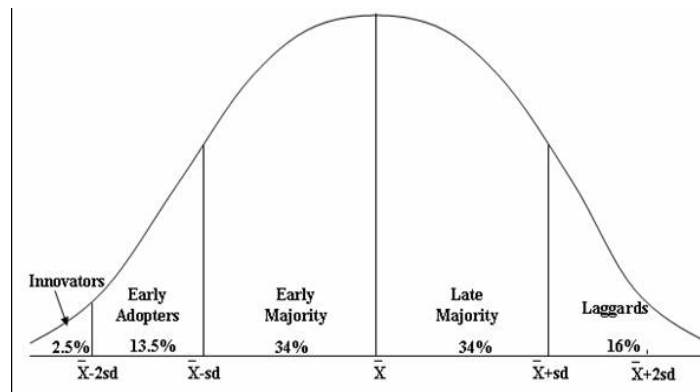


Figure 3: Adopter categorisation on the basis of innovativeness (Rogers, E. M. (2003))

According to Rogers, E. M. (2003) the following five categories of adopters exist:

- *The innovators* can be described as open to new ideas and as venturesome. That requires having a complex technical knowledge.
- *The early adopters* are more limited to the boundaries of the social system. They can be regarded as role models, meaning people who have leadership roles in the social system. With their statuses they reach other people through their interpersonal networks. So their evaluation of the new technology marks a big step of the commonality towards adopting it.
- *The early majority* does not hold such leadership roles early adopters have. Nevertheless, they have a good interaction with others of the social system. So, their interpersonal networks are still important in the adoption process. The early majority is neither the first nor the last to adopt the new technology. It adopts technology just before the other half of the majority will do.
- *The late majority* is sceptical about the new technology, its outcomes and benefits. Yet because of more people adopting it, late majorities are forced to adopt too. According to (Rogers, E. M. (2003)), "to reduce the uncertainty of the innovation, interpersonal networks of close peers should persuade the late majority to adopt it".
- *The laggards* are the last group to adopt a new technology. They are much more sceptical than the late majority. Their lack of awareness knowledge and limit of resources inhibit them from having a leadership role in the social system. They check whether a new technology is successful or not and then adopt it later if necessary.

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) by Davis (1986) is an information systems theory that deals with the question of how users come to accept and to use a new technology. TAM is an adaptation respectively an extension of the Theory of Reasoned Action (TRA) developed by Fishbein and Ajzen (1975). According to TRA, two major factors influence the decision of a user confronted with a new technology whether to use it or not as well as how to use it. These two factors are perceived usefulness (PU) and perceived ease of use (PEU). PU is defined by Davis as "the degree to which a person believes that using a particular system would enhance his or her job performance" (Davis, F.

D. (1989)) and PEU is defined by him as "the degree to which a person believes that using a particular system would be free from effort" (Davis, F. D. (1989)). Figure 4 shows a scheme of this model.

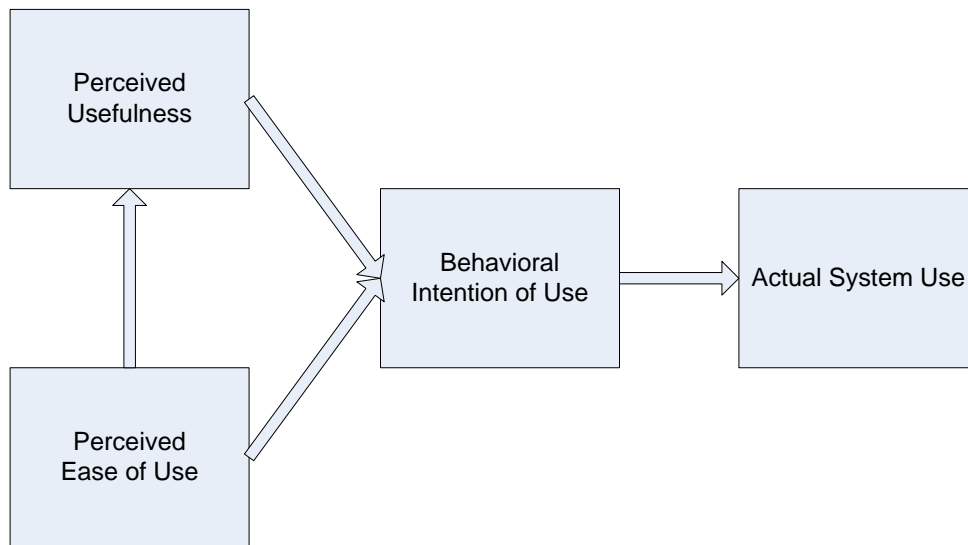


Figure 4: Technology Acceptance Model (Davis, F.D. (1989))

Unified Theory of Acceptance and Use of Technology (UTAUT)

The Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh et. al. (2003) is the result of the attempt to integrate the main competing user acceptance models, like the DOI, the TRA, the TAM, and the Theory of Planned Behaviour (TPB) by Ajzen (1985), and others, into one stand-alone model. The UTAUT explains the users' intentions to use an information system, and the users' subsequent usage behaviour. Four key constructs are identified as direct determinants of usage intention and behaviour. These direct determinants are (Venkatesh et. al. (2003)):

- performance expectancy
- effort expectancy
- social influence
- facilitating conditions.

The impacts of these four direct determinants are mediated by the following four factors referring to the user (Venkatesh et. al. (2003)):

- gender
- age
- experience
- voluntariness of use.

The above mentioned factors have influence on the behavioural intention and the subsequent behaviour of users. Later, the UTAUT was extended with the e-quality, trust, and satisfaction constructs (Cody-Allen and Kishore (2006)). Figure 5 shows the visualization of the UTAUT in its original state.

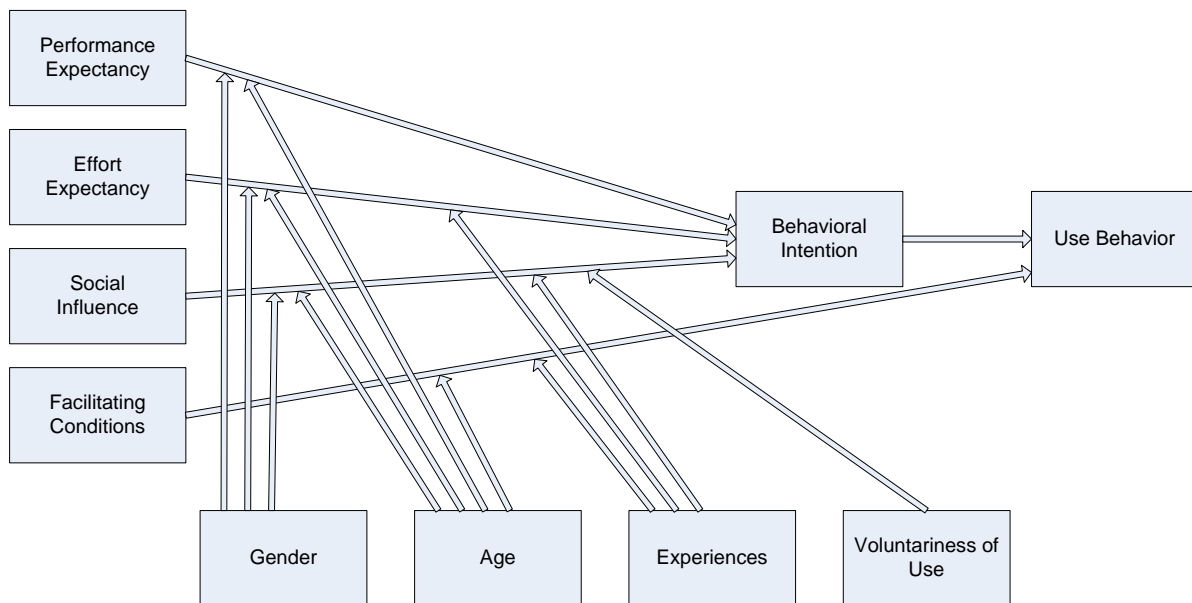


Figure 5: Unified Theory of Acceptance and Use of Technology (Venkatesh et al. (2003))

The theories lead to assumptions like: age makes a difference, education matters, and social status matters. These assumptions shall be tested. So they must be taken into consideration when building the questionnaire.

2.3. Servqual

The Servqual approach (Buttle, F. (1996)) is a standardised method for evaluating the quality of services in regard to user satisfaction. Basis of the Serqual method is the Confirmation/Disconfirmation-Paradigm (C/D Paradigm) that sees user satisfaction as the degree of which the perceived service quality confirms or not confirms a certain comparison standard. Hence the service quality is evaluated through the gap between the expected and the perceived service. Besides, Servqual uses the RATER model for measuring the gap between expectations and experience which bases on the following five (former ten) dimensions:

- Reliability

Correct, accurate, trustful and solid performance of the service

- Assurance

Degree of courtesy, expertise and qualification, as well as responsibility

- Tangibles

Outward appearance of the environment in which the service is provided, e.g. presentation of the contents, look and feel, visualisation, etc.

- Empathy

For instance intuition and sensitivity of the moderator

- Responsiveness

User friendliness.

In general these dimensions are the key criteria implemented in a questionnaire that consists of 44 questions. These questions are separated into 22 questions to gather data about the perceived service quality and 22 question for gathering information about the expected service quality. Answers are standardised according to the seven-level Likert scale whereby the characteristics range from "being quite in favor" to "reject completely".

Besides, scanning the work of Anttiroiko (2003), the manifold potentials of technology to add value to e-participation should be included in evaluating e-participation projects. Anttiroiko suggests the evaluation of (Anttiroiko, 2003, p. 125):

- Institutions

To what extent are the ICT-based citizen-centred solutions and applications integrated in the practices of existing political institutions and how do they affect actual decision-making processes.

- Influence

Are the e-democracy experiments or practices such that people involved may truly influence the issues of interest?

- Integration

Is the potential of technology used optimally in integrating the elements of the e-participation process, including agenda-setting, planning, preparation, decision-making, implementation, evaluation and control?

- Interaction

Is the potential of technology in disseminating information, facilitating interaction and conducting political transactions used to increase the transparency, efficiency, flexibility, cost-effectiveness and inclusiveness of the democratic process?

In the next section we introduce some practical applications to project monitoring and assessment in the field of e-participation.

2.4. DEMO-net scoping the field of e-participation

Within DEMO_net, an analytical scheme is introduced (Wimmer (2007), Aichholzer et al (2007)) to structure e-participation issues along four categories.

Stakeholders in e-participation: The analytical framework distinguishes among the stakeholders of certain participation areas into both stakeholders benefit from using a certain participation tool and those who are responsible for the participation tool.

Level of engagement: Based on the insight that other existing schemas are focusing only a part of the whole, the framework depicted in Figure 6 merges these schemas into four levels of engagement in e-participation: e-informing, e-consulting, e-collaborating and e-empowering.

E-participation areas: DEMO-net partners have identified a number of e-participation areas which resulted in a list of practical areas of deployment of ICT to support e-participation.

Stages in policy making: Besides, the framework also introduces different stages in the policy making process. The whole lifecycle of policy making is conducted through the framework beginning with agenda setting through policy formulation, decision making and policy implementation to policy evaluation.

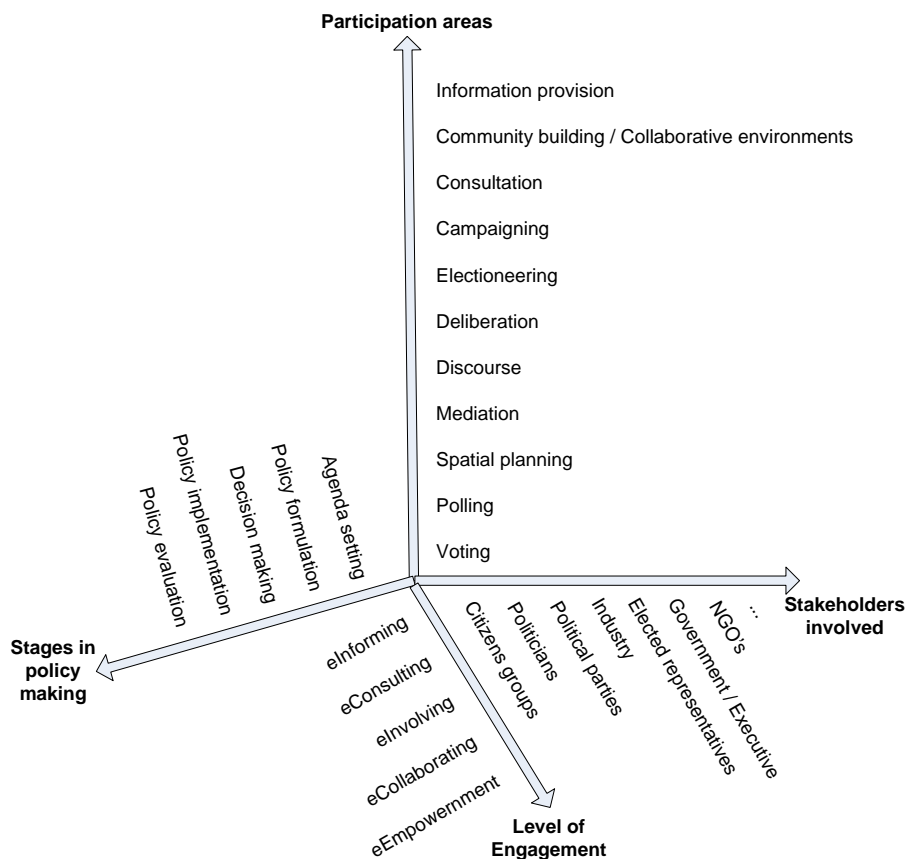


Figure 6: Dimensions of e-participation (Wimmer (2007))

This analytical framework (depicted in Figure 6) aims at characterising e-participation research and application. Thereby “heuristic” means to understand the scheme as a means to better focus challenges from different points of view. Different academic disciplines may be needed to investigate the challenge as well. In our case the analytical four-category-scheme will serve as a reference model to which innovativeness and impact of the e-participation projects will be assessed.

2.5. Practical approaches and solutions to project monitoring and assessment

The definition of evaluation criteria is the basis, on which the e-participation projects are compared with each other. Thereby the choice of appropriate evaluation criteria is crucial for the quality of results - for the results of data gathering as well as for the results of the subsequent analysis. The better the criteria are the better are also the findings and the guidance received through comparison.

2.5.1. Comparative analysis of diverse e-participation projects in Germany

Perscheid (2007) performed in his diploma thesis¹ a comparative analysis of e-participation projects in Germany. He developed a criteria catalogue, which is divided into a general descriptive comparison as well as specific comparison criteria of the eParticipation projects.

The general description of the e-participation projects served for introducing the projects, their main functions and their settings. Table 2 depicts Perscheid’s template for general descriptions of the e-participation projects.

Criteria	Description of project
Project description	
Objective of project	
Scope (field of application)	
Target group(s)	
Governmental level (municipal, city, regional, national, EU-wide, international)	
eParticipation tools explored	
(Expected) Project results	
Project contracting entity	
Project supported by entities	
Project duration	
Project budget	
Current status of the project	
Kind of project (research and/or development or implementation)	
Official website of the project	

Table 2: Template for the general description of e-participation projects (Perscheid (2007))

¹ At University of Koblenz under supervision of Maria Wimmer.

In addition, a template for specific comparison criteria to analyse the single e-participation projects was developed as shown in Table 3. The specific comparison criteria were judged through positive statements (+/++) and negative statements (-/--).

Criteria	Arguing and reasoning the judgement	Judgement
Comprehensiveness of provided information		(--/-/0/+/++)
Process planning and transparency		(--/-/0/+/++)
Degree of user-friendliness (depends on learnability, efficiency, matching the target group)		(--/-/0/+/++)
Level of participation (information (0), consultation (+), discussion (++) , co-decisioning (+++))		(0/+/++/+++)
Degree of participation/co-decision-making (0=no statement, P=politician decision-making, G=common decision-making, B=citizen decision-making)		(0/P/G/B)
Transparency of results for the user		(--/-/0/+/++)
Degree of innovation (regarding design, technical aspects and functions)		(0/+/++)
Support/assistance/moderation (regarding updating information, helping, request handling etc.)		(--/-/0/+/++)
Maintenance / development (regarding the participation offer)		(--/-/0/+/++)
Acceptance/ (regarding resonance, satisfaction,		(--/-/0/+/++)
Technical details regarding means, technologies and tools deployed (low amount of technical assistance (0), high amount of technical assistance (+))		(0/+)
Project benefit / practical effect (assessment of the project from both project team and user perspective)		(--/-/0/+/++)

Table 3: Template of criteria for a comparative analysis of e-participation projects (Perscheid (2007))

In sum the diploma thesis established 26 criteria to assess 30 different e-participation projects in Germany. The analysis took place on the basis of online and literature research. In order to structure the results of the analysis, Perscheid classified the criteria into the following five subsets:

- project framework (acceptance, status of the project, objectives of the project, project duration, project costs, governmental level, target groups, participation tools)
- basic information (information transparency, process planning and transparency, transparency of results, support/assistance/moderation)
- participation design (level of participation, degree of participation/co-decision-making, degree of innovation, user-friendliness)
- Technology (technical details, maintenance/development)

- Project success (project benefit / practical effect, acceptance, project results)

On the basis of the qualitative comparison done in the thesis, a number of recommendations for future e-participation research projects were developed, such as:

- *Developing visions and holistic strategies:* There is still too little coordination in the implementation of many e-participation projects, and therewith still too many separated solutions are implemented without information about and considering the results of foreign projects. For that reason the development of visions and holistic strategies is crucial for bringing e-participation research and development projects in line.
- *Promoting exchange and cooperation:* Responsible entities for such vision and strategy developments are national governments, and in the case of the European Union also the governmental entities established at EU-level, e.g the EC. Besides, conferences and certain strategic documents provide an initial step towards useful visions but there is still a need for more precisely highlighted requirements and measures towards future e-participation.
- *Taking advantage of synergies:* Learning from best practices and cooperating with foreign projects contributes to appropriate developments and quality assessment. Although existing solutions always must be adopted to the particular case in which they shall be applied, learning from excellence through experience exchange and cooperation supports information and knowledge management. It was stated that besides resource restrictions (human resources, time, money and technical equipment) projects should take advantage of synergies in cooperation with other projects as widely as possible.
- *Consulting and research for practice:* Besides networking and cooperating within and across e-participation projects, there is a need to also involve externally existing know-how. Consultation of external parties may support the optimisation of internal processes. Generating a win-win situation for both sides is very important to trigger such cooperations. Taking advantage of, on the one hand, saving extra resources and increasing speed of knowledge transfer, on the other hand, testing and proving of theoretical ideas and models in practice, leads to added-value for the development of e-participation solutions.
- *Continuous monitoring and analysis of e-participation:* Online analysis of eParticipation portals challenges the research design because dynamic design of investigation and frequently visiting the web portals means extraordinary effort on the side of evaluators. However, it is important to monitor evolution of developments and wider success.
- *Taking care of user needs and wishes:* Studies that analyse both e-participation offers, and if they are matching user needs and wishes, are currently scarce. Such studies are needed and will be helpful to improve the understanding of acceptance of e-participation especially from the demand side.

Persheid's work serves as a starting point for developing the evaluation criteria for MOMENTUM.

2.5.2. Demo-net frameworks for project evaluation

Within DEMO-net², a technical report on assessment and evaluation frameworks addressing e-participation has been produced (see DEMO_net D 13.3).

One study (DEMO_net (2008)) focuses on how to evaluate e-participation. Its main objective is to identify the relevant elements of existing approaches to evaluation and to develop them on the basis of a coherent and comprehensive e-participation evaluation framework. The DEMO_net e-participation Evaluation and Impact report describes the key issues and questions that evaluation research must address. Therewith it presents a layered model of e-participation evaluation, which includes three important perspectives (project, socio-technical, and democratic perspectives), related evaluation criteria, and possible research indicators and methods.

The following key questions for evaluation studies were identified in the evaluation of e-participation through this study:

- Why are targets and outcomes being achieved or not?
- How significantly does an e-participation project contribute to meeting stakeholder expectations?
- What is the added value of e-participation in comparison with traditional instruments and methods of participation?
- What are unexpected outcomes of the e-participation process?
- How well are online and offline (traditional) channels of participation integrated?

Several questions were identified in the report of DEMO-net in respect to assessing the specific role of ICTs:

- To what extent, and in what ways, can ICTs make policy information more accessible and understandable to citizens?
- Do ICTs contribute to more openness and accountability in policy-making?
- Will ICTs encourage and assist the public to participate and facilitate consultation?
- How can ICTs enhance participation of the socially excluded?

Of particular interest for MOMENTUM are those questions raised in the DEMO-net report, which address specific e-participation projects:

- Was the e-participation process conducted in line with best practice?
- Were the e-participation objectives and what was expected of the citizens made clear?
- Did the e-participation reach the target audience?
- Was the information provided appropriate and relevant?
- Were the contributions informed and appropriate?
- Was feedback provided both during and after the e-participation?
- Was there an impact on policy content?

Based on the crucial need for systematic evaluations of e-participation, DEMO_net introduced a well-developed evaluation framework that defines criteria, measures and methods to evaluate e-participation initiatives (see also table 4 below; DEMO-net D 13.3).

² Network of Excellence on e-participation research, which is funded by the EC within FP 6, IST. See www.demo-net.org.

<i>Context attributes</i>	<i>Explanation</i>
governmental levels	local, regional, national, supra-national
issues/types of decisions	spatial planning, budgeting, legislative procedures and other
issue characteristics	complexity, potential for controversy and disagreement etc.
tools and methods used	offline and online tools and methods used in the process
scope of the exercise	large-scale, small-scale
level of engagement	information, consultation, involvement, cooperation, empowerment
stage in decision-making	stage(s) in the policy cycle
actors	initiators of the project, decision makers involved, stakeholders involved, addressees of the project (public in general, specific target groups etc.)
degree of institutionalisation /formalisation of the procedure	formal / informal procedures
project's history	pilot, periodical, permanent etc.
political culture	democratic tradition, participation rates (if known from other processes), voter turnouts etc.

Table 4: Context attributes of e-participation projects (DEMO_net (2008))

Besides the context attributes of e-participation projects, DEMO_net also investigates the project perspective which addresses specific aims and objectives of the e-participation project as set by the project organisers or the management team. Thereby the following five major criteria were named which cover basic principles of political participation:

- Engaging with a wider audience
- Obtaining better-informed opinions
- Scope of deliberation
- Effectiveness
- Feedback

These criteria have been enlarged through two further ones:

- Process quality
- Sustainability

These seven criteria encompass interrelations between technological development processes, organisational work practices and policy processes. In addition, also the socio-technical perspective and the democratic perspective were tackled. Important criteria identified for the socio-technical perspective are:

- Social acceptability

- Usefulness
- Usability

The democratic perspective calls for criteria assessing the effects of e-participation on democracy at large, which need to evaluate e-participation's impact on democratic quality. Such criteria are:

- Representation
- Engagement
- Transparency
- Conflict and consensus
- Political equality
- Community control

The framework presented by DEMO_net bases on approaches that for the most part either address e-participation in general or focus on top-down and consultation-oriented processes. The frame is a good starting point for developing an evaluation methodology that assesses the long-term impacts of e-participation projects.

Another relevant deliverable produced in the DEMO-net network of excellence is Deliverable 11.4 (see DEMO-net (2007)). It assesses strategies for integrating e-participation into Government innovation and implementation programmes. A questionnaire was developed to collect data on innovation programmes via an online survey. It is divided into three clusters. First cluster of questions collects the contact details of the respondents: name, organisation and country. Second cluster probands were asked to put in or modify data about common aspects:

- Name of the programme or strategy
- Type of the programme or strategy:
 - policy / strategy, research programme, research project, implementation programme or implementation project *
- Abstract:
 - Briefly describing the key features of the programme or strategy
- Publication and application / implementation level:
 - local, regional, national, European or international
- Country, region and/or city:
 - This entry is meant to indicate the actor that publishes and/or implements the programme or strategy
- Name or category of the institution that is responsible for the publication
- Name or category of the institution that is responsible for the application / implementation *
- Publication date:
 - A programme or strategy can be launched differently to the actual publication date.
- The period the programme or strategy is valid for:
 - This is meant to query the period the programme or strategy runs.
- URL to the documentation and / or a detailed reference to the main programme or strategy document.

-
- The overall budget for the programme (if applicable)
 - If any projects are already running under the programme / strategy, the approximate number and more detailed indications of the projects can be described.

Third cluster details the information collected before:

- New forms of organisation
 - Collaboration, partnership, networked organisations, task-and-finish organisations etc.
- Restructured and/or reorganised government
 - Government modernisation, tGovernment (transforming government), etc.
- Inclusion for minorities
- Access for all
- Multichannel and mobile government
- Modern and future means of communication
 - instant messaging, collaborative tools, wiki, video conferencing, video/image tools etc.
- Knowledge Management
- Information Management
- More transparent and trusted policy making
- Direct involvement of people into public matters
- Direct communication of the public with its representatives
- Direct democracy instead of representative democracy
- Others
 - Respondents could describe other aspects, which did not fit into any aspect before.

2.5.3. Austrian Federal Computing Center: Analysis model for e-participation procedures

The Austrian Federal Computing Center has developed an analysis model for influencing factors on e-participation procedures (see Lauer, Piswanger and Zemlyak (2008)) as part of the 'Participatory E-Government' strategy. Several pilot projects have been evaluated on the basic parameters in order to generate an 'easy-to-use knowledge map'. Table 5 depicts the influencing factors and the corresponding possible judgements. We introduce this analysis model because it integrates several aspects of evaluation theories and enriches them with inputs important for the MOMENTUM evaluation methodology development, and in particular the synthesis.

Influencing factors	Judgement	Description
Target group structure	Homogenous / heterogenous	This factor regards the fact that it is easier to connect a homogenous target group to a procedure than a heterogenous group
Activation of the target group	Hard/ easy	This factor judge the ability and methods of activating a target group
Target group response	High / low	This factor deals with the proportion of participation from the advised target group in the procedure
Geographical scope	Local / global	This factor depicts the geographically determined area of the procedure by the institutional level on which the procedure is established
Structure of partners	Simple / complex	This factor indicates the number of partners involved in structuring and implementing the procedure besides the procedural organisation
Effectiveness	Binding character / informative character	This factor specifies how much the results of the procedure were implemented on the part of administration and /or policy
Buildup (procedure)	Single step (simple) / multi steps (complex)	The more steps the procedure is structured into, the more effort is required on the parties involved
Technology (functional)	Ambitious / simple	This factor addresses the technical usability of the integrated functions for those participating in the procedure

Table 5: Influence factors on e-participation procedures

The evaluation took place in two steps. First step was to categorise influencing factors within a group discussion. Then in a second step the identified influencing factors were analysed individually and exhaustively by a small group consisting of three persons. The results were recapitulated in a mutual review.

Even though the analysis model is not developed for scientific processing of the topic areas tackled by the analysis, it can serve as orientation for developing evaluation criteria to assess the impact of those e-participation projects monitored by MOMENTUM.

2.6. Deriving the MOMENTUM evaluation methodology

Based on insights from investigating related work - such as related theories focusing on the evaluation of ICT aspects and how they were perceived by users such as TAM, UTAUT, and Servqual -, we herewith assume that sustainable interest of a user group is the most important evaluation criterion for assessing the impact of e-participation projects. The purpose of e-participation projects is to receive sustainable interest of the target group in participating in democratic processes via electronic means. Hence involving the target group is crucial for the MOMENTUM evaluation methodology. In the following, we detail the grounding aspects for the MOMENTUM evaluation methodology.

2.6.1. Key insights from evaluation theories

Scanning the existing literature regarding evaluation theories we were able to classify the MOMENTUM evaluation methodology as a methodology for programme and project evaluation which means to evaluate the impact of e-participation projects. In section 2.1.1 we introduced several methodological concepts for performing project evaluations. Based on these concepts we decided to integrate qualitative and quantitative methods. For instance quantitative survey oriented questions allow simple feedback which will be detailed through focused questionnaire oriented questions which again allow for expressing interpretations, opinions, etc.

Last mentioned questions will provide us with information which may be interpreted and analysed with the view of providing recommendations in order to enable the monitored e-participation projects to improve their services. Besides, we will ask the e-participation projects to conduct for conducting some web analytics such as logfile analysis and page tagging for receiving data about user behaviour in order to derive ideas about user interests. Furthermore, questions regarding usability are asked (according to usability testing) to collect data about the influence of tool and technology functionality on the user in order to see if it is a reason for users to reject e-participation tools and technologies.

This leads us to the DOI model, which focuses on how, when and at what rate new technologies will be established. From this we derived the adoption of e-participation portal and features, as well as their sustainable use as general definitions of the impact which is being assessed by the MOMENTUM evaluation methodology. This again leads us to the TAM and the UTAUT because technology acceptance is a key requirement for visiting e-participation portals and for adopting the features available at the portal, as well as sustainable use of them. Hence TAM will serve as ground for questions on how users accept and use e-participation portals and in particular provided features.

From this model we derive two important criteria: perceived usefulness and perceived ease of use. Hence the MOMENTUM evaluation methodology integrates questions on the one hand if the e-participation tools and technologies fit the purpose (i.e. appropriateness), and on the other hand how users perceive ease of use (i.e. appeal and attractiveness).

The UTAUT model provides us aspects to evaluate performance and effort expectations, which also influence user behaviour. Questions derived from this are for example: Do functions and services fulfil user expectations? Does the result users expected match the result users have received? From this it follows that usability and appropriateness have to be considered as assessment criteria. Yet, tools and

technologies can not be considered in isolation; their acceptance and use are being influenced by social factors as well as facilitating conditions. In our case we assume that tools and technologies applied within the scope of e-participation are socially influenced by the policies they support (e.g. Does the platform contribute to the development of an Information Society?) and by the topics discussed (e.g. Does the topic attract you to return to the website?), as well as by the processes they support (e.g. Do you like the role you are playing in the process?).

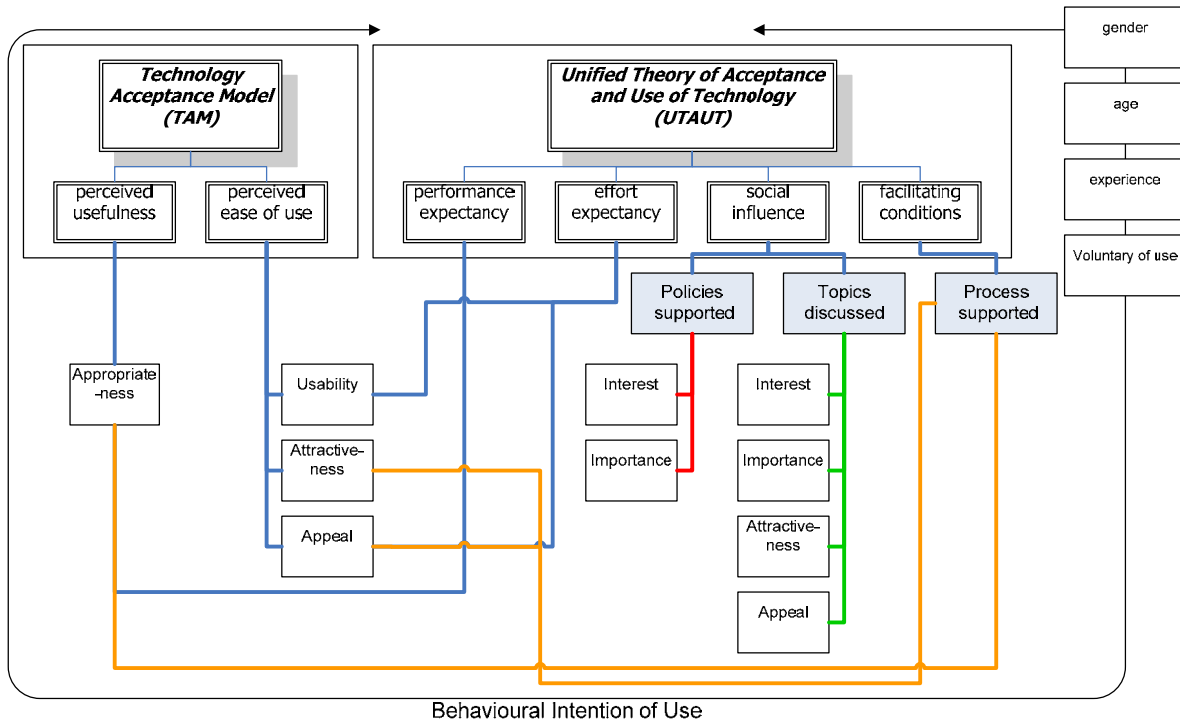


Figure 7: Derivation of evaluation criteria on the basis of the TAM and the UTAUT

Figure 7 summarises the behavioural intention of use characterised through the TAM and the UTAUT. It also introduces three additional aspects of e-participation projects that influence the behavioural intention of use, as well as interrelations and interdependencies between these aspects which have led to certain assessment criteria (appropriateness, usability, appeal and attractiveness, as well as interest and importance). Consequently we assume that users’ behavioural intention to use e-participation tools and technologies depends not only on the quality of the tools and technologies. Instead, also the quality of social factors (policies supported and topics discussed) and the quality of facilitating conditions (processes supported) are of importance. They influence the choices a user may make. Since the assessment of service is at the centre of attention we consulted the Servqual approach to extract additional assessment criteria (see section 2.3) to better classify and group the ones we already had.

Servqual criteria	Definition of the Servqual criteria	Examples of derived questions
Reliability	Correct, accurate, trustful and solid performance of the service	<ul style="list-style-type: none"> Do you think the process is effective? Does it become clear which information/decisions of the ongoing processes will be available and transparent ?
Assurance	Degree of courtesy, expertise and	<ul style="list-style-type: none"> Do you miss certain tools and technologies / functions and services?

	qualification, as well as responsibility	<ul style="list-style-type: none"> How would you assess the degree of innovation of the tools and technologies applied?
Tangibility	Outward appearance of the environment in which the service is provided	<ul style="list-style-type: none"> Does the platform offer you any benefits you would not have in traditional participation that attracts you to regularly use the platform?
Empathy	For instance intuition and sensitivity of the moderator	<ul style="list-style-type: none"> Do you think your visions and ideas will be further considered? Are you satisfied with the influence you receive?
Responsiveness	User friendliness	<ul style="list-style-type: none"> Do you think the platform is easy to use? Do you think learning how to operate the platform is easy? Does the platform allow an intuitive handling?

Table 6: Examples of questions derived from Servqual

Linking Table 6 with Figure 7 we derived the following set of criteria for investigating the ease of use:

- Accessibility

Does tools and technologies applied, as well as processes implemented meet the needs of people with disabilities?

- Appeal

Does the e-participation platform deliver what it promises and does the target group is attracted enough by it to continue to use it?

- Responsiveness

Do tools and technologies and/or processes properly respond to people's questions, i.e. quick and effectively?

- Tangibility

Does the platform offer users any benefits users would not have in traditional participation that attract users to sustain use the platform?

- Understandability

Are the intended users able to understand the content?

- Usability

Do tools and technologies allow intuitive handling, regarding i.e. navigation?

Are tools and technologies and/or processes efficient?

On the basis on afore mentioned evaluation theories the key success and impact assessment aspects of e-participation projects can be proved as shown in figure 8.

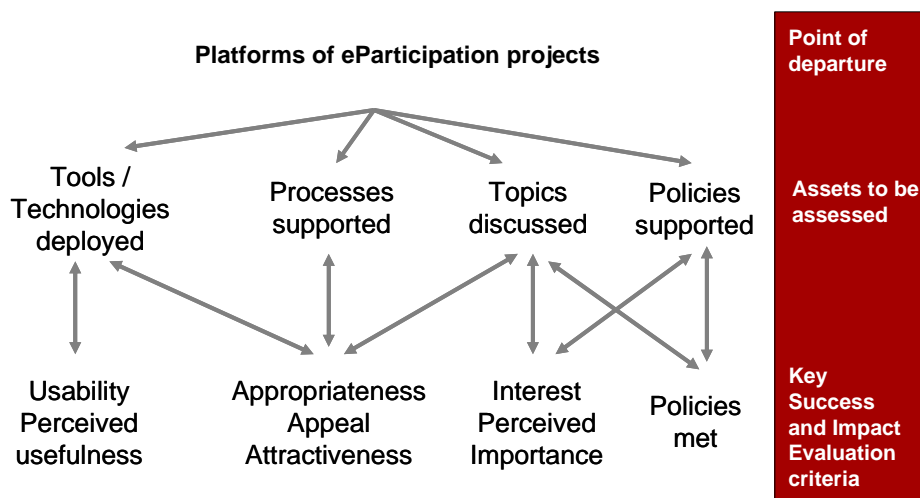


Figure 8: Set of basic aspects and key criteria for e-participation project evaluation derived from theories on project evaluation

The set of criteria and corresponding questions to test these criteria are introduced in the next chapter. Yet before, some insights form practical evaluation cases are reflected, too.

2.6.2. Key insights from practical evaluation cases

The construction of advanced questions based on the choice of appropriate evaluation criteria is complex and difficult. Hence we studied several existing evaluation cases for gathering insights and lessons that may guide us further on in our work. From Perscheid’s work we adapt the twofold approach which includes on the one hand general descriptions of the e-participation projects and on the other hand a set of questions concerning specific comparison criteria to evaluate the impact of e-participation projects. Besides, Perscheid’s work is fully applicable in the development of the MOMENTUM evaluation methodology because several of his questions address above identified criteria to evaluate e-participation projects (concerning in particular process related issues e.g. transparency issues, user friendliness, acceptance). Besides, the DEMO_net (2008) study served for the same purpose with different criteria such as projects contribution in meeting user expectations, and encouraging and assisting the public to participate, as well as social exclusion. In particular the following questions were applied for generating our own approach: Did the e-participation project result reach the target audience? Was the information provided appropriate and relevant? Therefore

DEMO-net established relations between e-participation project results and sustainability and process quality, as well as acceptance, appropriation and usability considering socio-technical perspectives. Last but not least we investigated an analysis model developed by the Austrian Federal Computing Council for detecting influences on e-participation procedures. From this and in respect to the DOI model introduced above we identified the crucial need to integrate questions for the e-participation projects to state their ability and methods applied to activate the target group, as well as questions for the target group to prove these statements at the same time. The same is true for target group response and the technical usability of integrated functions for participation.

The following chapter introduces the MOMENTUM evaluation methodology.

3. MOMENTUM evaluation methodology

The development of an appropriate evaluation methodology through which the e-participation projects are compared with each other is the main objective of this deliverable. Thereby the definition of the research question, choice of appropriate approaches to tackle the research question, and detailing evaluation criteria are crucial for the quality of the evaluation results.

In order to achieve an appropriate evaluation methodology it is necessary to concretise attitudes and goals of the intervention (the e-participation projects), as well as to make them measurable. General goals are therefore transformed into detailed objectives. Practical experience calls for caution, though, since it has shown that expectations concerning causality detections and generalisability of results are often sacrificed for the benefit of coherent statements of choosen variables. Yet, certain evaluation standards and fundamental attitudes of evaluation methodologies need to be ensured (cf. Deutsche Gesellschaft für Evaluation (2002)):

1. Utility
2. Practicability
3. Correctness
4. Accuracy.

These criteria guided us in developing the MOMENTUM evaluation methodology as introduced next.

3.1.1. Conceptual design: MOMENTUM evaluation methodology

MOMENTUM's evaluation methodology aims at answering the evaluation question of its contractor, the European Commission, as explicitly and comprehensibly as possible. The overall approach is depicted in Figure 9.

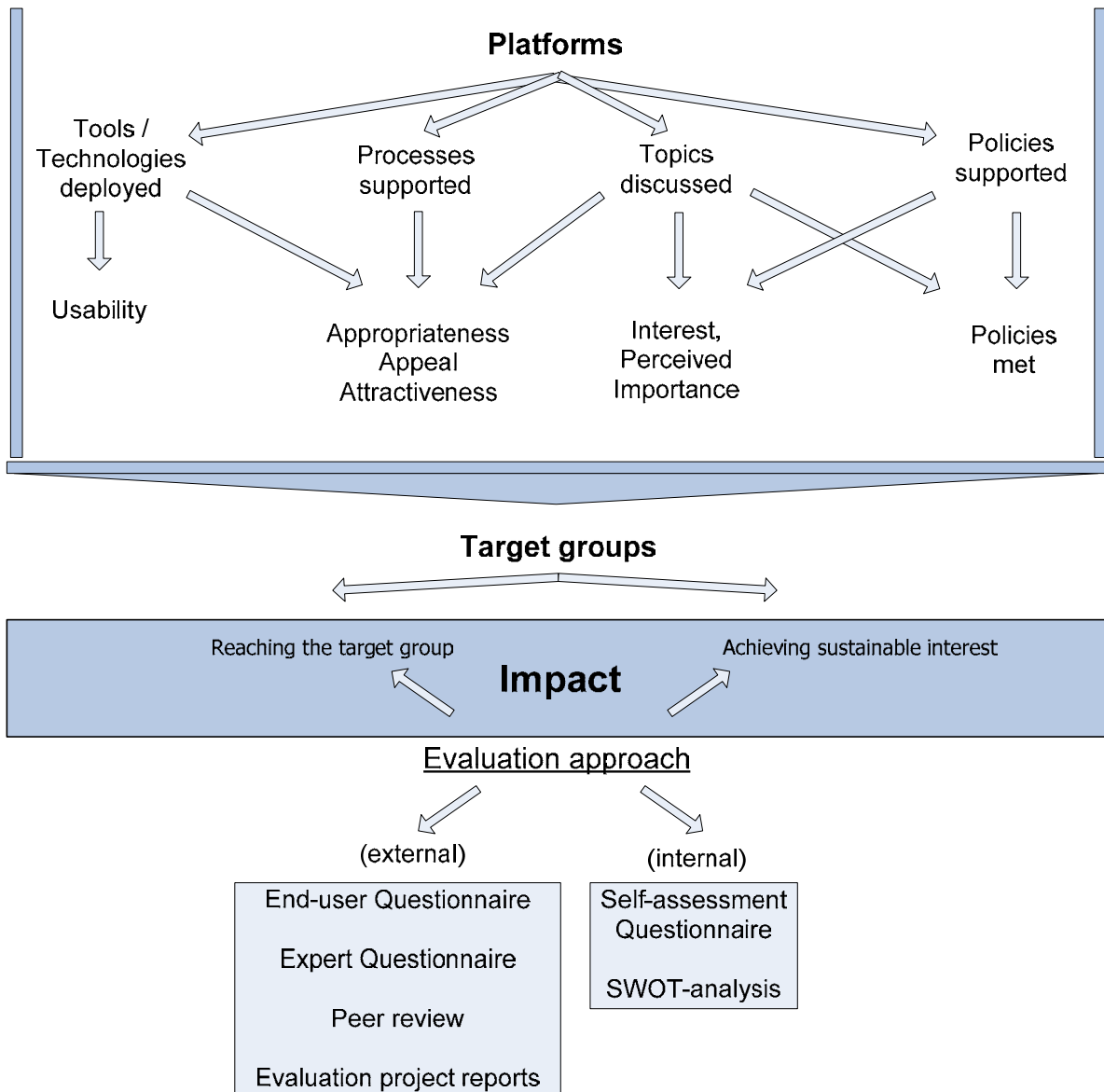


Figure 9: Core aspects to assess the impact of e-participation projects, and overall concept for impact evaluation

First step was to identify commonalities of the e-participation projects. Since all e-participation projects develop a platform for e-participation and thereby focus on the legislation process, the main – and most tangible - results of the e-participation projects are their platforms. Hence, these results serve as point of departure for the evaluation methodology in order to define what to evaluate.

Second step was to define the assets to be assessed. On the basis of the two main questions to be approved (a) the quality of reaching the target groups; b) whether sustainable interest has been reached), the insights from the theories and practical cases introduced in chapter 2, and the question of what influences the platform design and output, the assets were classified as follows:

- *Tools and Technologies* refers to the ICT deployed and used for participation. The technical platform is a key feature and basic means of e-participation. It is the artifact through which interaction takes place in e-participation contexts. It represents the virtual meeting place of

citizens and/or politicians. Tools and technologies are therefore building the infrastructure on which the e-participation processes are carried out and supported. Thus, the shape, the level of support, convenience and usability are – besides assets mentioned further on - important biases for a successful e-participation project.

- The *Processes supported* refer to the different stages within the legislation process, e.g. agenda setting, policy formulation, decision making, policy implementation, and policy evaluation (see Wimmer (2007)). The processes to be evaluated detail course, development, progress and impact of citizen participation. The level of engagement of citizens in the different stages of the legislation process is crucial in ensuring continued interest of citizens. If citizens will not perceive that their voice is heard in the respective stage of an e-participation process, they will lose interest in participation and, hence, sustainable impact is not reached. Technical platforms deployed in the e-participation processes can provide crucial support for citizens in tracing whether their voice has been heard or not throughout the participation.
- *Topics discussed* is yet another criterion impacting the success and sustainability of e-participation projects. If the topics are not interesting to the citizens, citizens will not engage in the participation process, and they will not remain active in discussions. Hence the different topics argued about in the respective legislation process are a key factor to the evaluation of the e-participation projects.
- The e-participation projects *support* certain *policies* in their implementation. In order to evaluate the impact towards strategic policies at EU, national and/or regional level, this criterion is to be investigated, too. The respective questions in the MOMENTUM evaluation will therefore be, which policies are addressed, and how a project contributes to achieving sustainable impact towards the implementation of strategic policies.

These assets form the criteria for evaluation at programmatic level, since they impact the quality and usefulness of services provided through the e-participation platforms as perceived by end users. By basing the MOMENTUM evaluation methodology on these four assets, a strongly socio-technical approach is chosen. Taking these four evaluation assets as starting point, the interaction between the target groups via the platform brings up a set of more detailed questions for evaluation on the interrelations among these programmatic criteria. These are for example:

- Does the usability of the tools and topics deployed have any impact on the target group?
- Are the tools and topics deployed appropriate for the process?
- Are the tools and topics deployed appropriate for the topic?
- Are the tools and topics deployed appropriate for the policy to be supported?
- Do the tools and technologies applied appeal and/or attract the target group?
- Are the processes supported appropriate for the topics discussed?
- Do the processes supported appeal and/or attract the target group?

- Are the topics discussed of interest to the target group?
- How important is the target group perceiving the topic discussed?
- Which policies are addressed?
- How does the project contribute to achieve sustainable impact on the policy supported and the overall e-participation strategies of the EC?

The assets to be assessed and their interrelations are building the framework of MOMENTUM's evaluation methodology. Next step is to concretise the impact in a way that measurable evaluation is ensured. Retaining this, we have to mention the fact that e-participation in practice is still in an experimental stage. Hence sustainable e-participation is rarely achieved so far, but is it not the most desirable impact?

There is little appreciation of the resources, participatory processes and effectiveness of e-participation. Consequently the most important impact that projects should achieve is going beyond just reaching the target group. Creating sustainable interest within the target group and keeping the target group visiting the platform not only for once but several times already indicates certain success of e-participation. Since the strategic aims of the EC eParticipation Preparatory Action reach far beyond this "naïve" goal, MOMENTUM aims to go beyond that simple indicator for success. On this ground of understanding we will distinguish three degrees of assessment results in the evaluation:

0. The platform could neither attract sustainable interest nor reach the target group => NO IMPACT achieved.
1. The platform could not attract sustainable interest but it reached the target group => SMALL IMPACT achieved.
2. The target group could be reached and the platform could attract sustainable interest of the target group => HIGH IMPACT achieved.

Certainly, the projects co-funded under the EC eParticipation Preparatory Action should reach degree 2.

The MOMENTUM evaluation method is designed as a two part approach as demonstrated in Figure 10. It consists of:

1. An internal self-assessment of experts engaged within the projects. These experts will assess the impact of the project they are involved in on the basis of their perception of success. The instruments to be used will be structured questionnaires and SWOT analyses.
2. External evaluation through target users and experts in the field. The instruments to be deployed are structured questionnaires and evaluation reports.

Internal assessment	External assessment
----------------------------	----------------------------

Self-assessment by expert project members	Structured Questionnaire	End user	Questionnaire	Structured
		Experts in the field		
	Semi-structured SWOT-Analysis	Peer Review		
		Evaluation reports	Reports	Unstructured

Figure 10: Two part approach of the MOMENTUM evaluation methodology

The purpose of this two part approach is to eliminate certain biases accompanying specific evaluation methods. For example according to Bortz and Döring (2002), self-assessment involves the risk that these internal stakeholders may tend to evaluate their project more positive than the project is de facto or as an external person would evaluate it. Hence external evaluation is assumed to be more objective than self assessment. However, external assessment also involves certain risks, such as external evaluators usually have less knowledge about the intervention and the environment to assess, because external evaluators get to know most at second hand and from sporadic visits of the test environment. In contrast to this, internal evaluators work every day with the intervention, and hence receive an immense information advantage. In order to pay attention to both kinds of design risks, the MOMENTUM evaluation methodology will include both, self-assessment and external evaluation.

Self-assessment allows sustainable evaluation through feedback loops that can be frequently applied and seamlessly integrated into every day practice of the e-participation projects. It is strongly related to a formative evaluation that takes place at frequent intervals and therewith presents frequent interim findings with the objective of modifying and improving the ongoing interventions of the e-participation projects. To gather raw data for the self-assessment in a structured way, a questionnaire has been developed which proves evaluation criteria such as how many users, hits, and posts the e-participation projects have, what subjects they address, which stakeholders are targeted and engaged. The full self-assessment questionnaire is attached in annex 1. Moreover, the e-participation projects will be asked to complete a *SWOT analysis* which can be completed openly (i.e. without any specifications given to the content by MOMENTUM). The template is attached in annex 3.

In addition to the questionnaire and the SWOT analysis, those projects that just ended are asked to provide the MOMENTUM consortium with the *available evaluation reports* from the projects.

From this, and in respect to MOMENTUM's own findings, feedback will be provided to the e-participation projects in respect to challenges, barriers and lessons learnt in the conduction of their e-participation project implementation.

As already pointed out, the evaluation methodology also contains an external assessment. It is on the one hand addressing the end users (citizens and/or politicians). On the other hand, experts that work in the field of e-participation will be asked to assess the e-participation projects via a questionnaire and via peer review reports.

To start with, the *questionnaire for end users* consists of a number of questions investigating if the user is reached or not, and if he or she is reached to identify if the platform could attract his or her interest regularly. Several questions investigate the interrelations and interdependencies between platform attributes, a positive or negative attitude, and the behaviour of users to continue the use of the platform based on the four key criteria of evaluation described earlier in this report. The full end user questionnaire is attached in annex 4.

The *e-participation expert's questionnaire* and the *peer review questionnaire* address a similar purpose. Beyond the normal questionnaire, experts and peers are asked to critically assess the potential impact of the projects based on their expertise. Both groups will be asked to provide detailed argumentation on how (if at all) and how far sustainable impact – as it is defined in the scope of this report - is reached by a project and its current platform design (general e-participation project consideration) as well as the assets shaping sustainable impact (i.e. tools and technologies applied, processes supported, topics discussed, and policies supported).

In the following section the evaluation criteria are defined and described in more detail.

3.2. Evaluation criteria

The definition of evaluation criteria is the basis, on which the e-participation projects are compared with one other. Thereby the choice of appropriate evaluation criteria is crucial for the quality of results. The better the criteria are, the better will the findings and the guidance be.

This section details the individual evaluation criteria including measurable values. Therefore the targeted goals of the intervention covered through the four different aspects of the e-participation projects platforms are described (for details see Figure 8 and Figure 9). From this the precision of the problem scope is tackled. Within the scope of the deliverable at hand overall impact analysis is aimed. But the underlying group of e-participation projects is regarding their goals relatively heterogenous as already mentioned above. Hence the development of a common evaluation criteria catalogue that reflects the different intervention goals must be implemented on a more abstract level. The level of abstraction increases, the more heterogenous the intervention goals of the e-participation projects are. But the higher the level of abstraction is, the more difficult is it to extract sound evaluation criteria. First of all hypotheses are developed and operational precised into certain key criteria. Whereby the key criteria will be detailed into sets of questions that describe these criteria.

In general the hypotheses test for reaching out widely and keeping sustainable interest of the end users (citizens and politicians) in order to assess the general impact of the e-participation projects. Then the hypotheses are more precisely directed to the key criteria identified (see also Figure 9):

- Tools and Technology: ICT deployed in the field of and used for participation
- Processes supported: different stages within the legislation process
- Topic tackled: different topics processed in the legislation process

- Policy supported: different policies in the field of and addressed to participation

In the following, hypotheses and key criteria are broken down into detailed questions.

3.3. Evaluation procedure

MOMENTUM is monitoring e-participation projects thereby evaluating the impact of project results and the platforms deployed towards improved e-participation. Figure 11 shows the overall view on the MOMENTUM evaluation framework thereby depicting several interrelations and interdependencies (marked by the arrows). For instance the four assets to be assessed are in some cases related to the same key evaluation criteria.

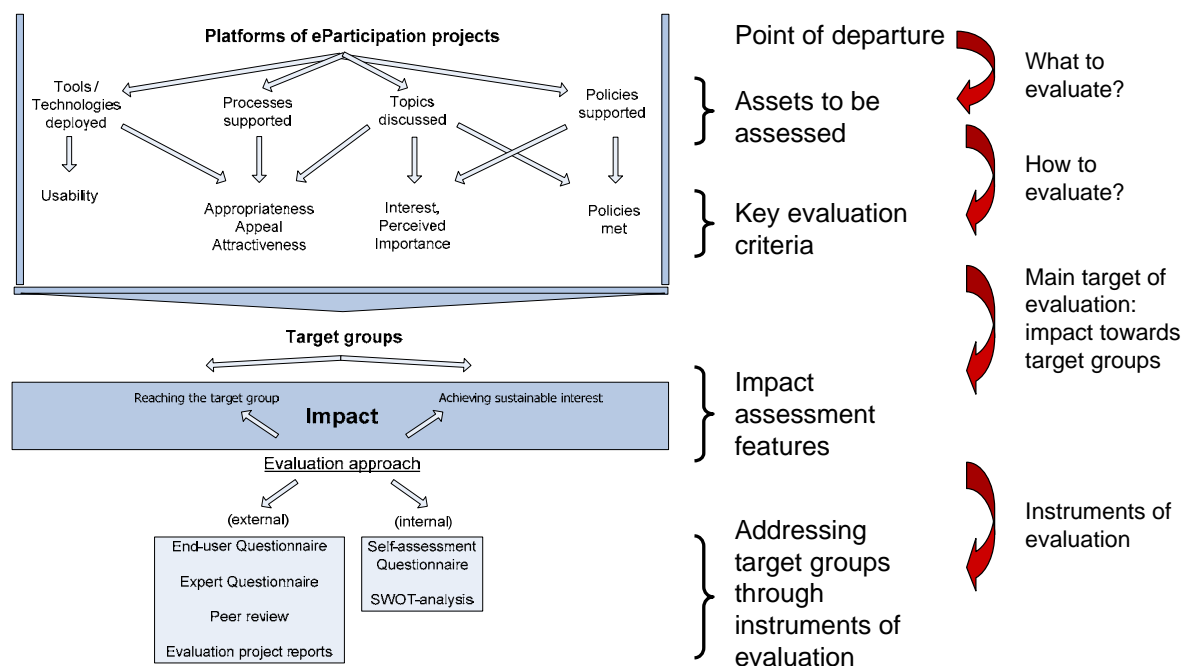


Figure 11: Overall view on the MOMENTUM evaluation framework

The four evaluation questionnaires addressing four different target groups are in the centre of the evaluation approach; one questionnaire for internal project experts; three are for external stakeholders. First mentioned questionnaire is developed for self-assessment which means that people engaged in the projects are aimed to complete this questionnaire in order to provide information that will bring an e-participation project perspective to the study, permit a description of the advanced solutions in the e-participation domain, and help the MOMENTUM consortium identify the multiple dimensions of successful e-participation projects. The results of this questionnaire are most crucial for this methodology because these are the people with the most project knowledge and the discretion and authority to act quickly on many findings. For the conduction of MOMENTUM's impact measurement activities, perspectives of people internally the projects are important. Many questions asked are related to existing administration data and those which can be automatically collected through ICT (e.g. web analytics). However, the self-assessment questionnaire does not stand alone although it covers all key criteria. Its key evaluation criteria are also related to the three external assessment questionnaires in order to evidence the data received from the self-assessment with those from external assessment on the one hand. On the other hand not all key criteria can be assessed through the same group of external stakeholder likewise because they do not have the same background and knowledge, as well as the same level of involvement and interaction with respective

e-participation project. Hence, the user interest questionnaire addresses different purposes thereby consisting of different questions than the e-participation experts and peer review questionnaire does. It consists of several questions within the following evaluation domains:

- **Interest generated:** assessing if end users are reached or not through the project and platform, and if they are reached, could the project attract their interest sustainably.
- **Technical related aspects:** evaluating the “e” within an e-participation project: did the projects’ chosen ICT approach meet ergonomics of tools and technologies, i.e. usability, robustness, availability, navigation?
- **Process related aspects:** evaluating the process quality from the end users’ perspective, i.e. end users’ role in the participation process (where in the stages and to what extent); the effective engagement of stakeholders; the capabilities required from the end users (skills, knowledge about democratic processes); in how far end users perceived that participation is assisted by the process; the importance of feedback given by the stakeholders; or the functions provided by the e-participation platform to support the overall process implemented.
- **Topics related aspects:** gathering data about the perceived importance and attractiveness of the topic(s) tackled by the different e-participation projects throughout an online discussion along an e-participation process; overall appreciation of the end users concerning the topics discussed.

End users are not asked about the policies supported through the platform because we assume that only experts in the field of e-participation know about related policies. We assume that only experts will know such policies and be able to assess how well (if at all) a policy is tackled by a project platform. Hence policy-related aspects are only included in the expert questionnaires (e.g. peer review and general e-participation expert questionnaires).

Based on the results of the external assessment and in particular the user questionnaire we will identify which aspects of the platform are judged as positive and negative, and if there is a dependency between a positive/negative judgement and the behaviour of the user to remain interested and continuously use the platform, then we may derive statements out of it which aspect of the platform has the most impact on the consumer behaviour and which aspects have only low impact. Correspondingly a priority list can be constructed out of it for feedback creation.

The following subsection detail the aim of testing, underlying hypotheses, key criteria assessed and instruments of evaluation used.

3.3.1. General Impact

As already stated above we define impact as the ability of the e-participation platform to reach the target group and sustainable keep user’s interest which is also the first aim of testing.

Aim of testing impact is: Reaching the target group and reaching sustainable interest?

From this, three different hypotheses followed including the distinctions of impact towards three different levels of impact. High impact is achieved if e-participation project reaches out widely, i.e.

users keep sustainable interest. Low impact is scored if the e-participation project reaches out widely, but users do not keep interest (lack of sustainable interest). No impact is achieved at all if the e-participation project does not reach out widely.

Hypothesis:

H1: Projects reach out widely; users keep sustainable interest -> high impact reached

H2: Projects reach out widely, but users do not keep interest -> low impact reached (lack of sustainable interest)

H3: Projects do not reach out widely, and users do not keep interest -> no impact

Instruments of evaluation:

1. Internal: Self assessment questionnaire
2. External: User evaluation questionnaire
3. Internal and External: SWOT-analysis
4. External: Evaluation reports

Based on these hypotheses two sets of questions (one set to test if the projects could reach out widely; and one set to identify if they could attract sustainable interest) are created in order to judge the impact of the e-participation projects. These two sets of questions build the first part of the self-assessment questionnaire and the user interest evaluation questionnaire. The questions within the single sets are not the same for the self-assessment and the user interest evaluation but they address the same criterion from the respective perspective. As you may see there is a method to always evidence internally made statements with external ones, hence sets of questionnaires included in the self-assessment questionnaire always have a counterpart within one or more external evaluation questionnaires. Consequently is section 1(2) of the user interest questionnaire the counterpart to section 1(2) of the self-assessment questionnaire because both sections test the same criterion, reach out widely (sustainable interest).

Internal: self assessment questionnaire (see Annex 1)

Section 1 of questions (reaching the target group):

- Are all stakeholders included who are able to influence the participation process or who are being affected by the project?
- How many users did you contact?
- Which means (channels, media, etc.) did you use to reach the target users?
- How many users did you reach i.e. how many visits did you have at your platform?
- To what extent was the effort carried out to reach users worth it in respect to the users effectively reached?

Section 2 of questions (Sustainably engaging the target group):

- How many users did contribute, e.g. post arguments, vote for arguments, etc.?
- On average, how often did users contribute?
- Do you expect that users will come back to participate again after the project terminates? Please provide a detailed explanation of your assumption!

External: user evaluation questionnaire (see Annex 4)

Section 1 of questions (reach out widely):

- How did you learn about the project (channels)?

Section 2 of questions (sustainable interest):

- How often did you visit the platform?
- How often did you contribute, e.g. by posting an opinion, by participating in an opinion poll, etc.?
- What were your motivations to contribute (or not) to the discussion?
- Are you aware of the purpose and objective of the platform?
- Will you come back to participate again after the project terminates?

Internal and External: SWOT-analysis (see Annex 3)

SWOT analysis (for peer reviewers and self assessment)

SWOT: Reaching out widely

Strengths	Weaknesses
Opportunities	Threats

SWOT: Sustainable Interest

Strengths	Weaknesses
Opportunities	Threats

External: Evaluation reports³

Analysis of indications extracted from the individual evaluation reports provided by the projects.

In the following subsections the single aspects of the platform (e.g. technology/tools, topic, participation process, and policies) are queried in order to receive data about:

- What is the reason for coming back -> Technology/tools, topic, participation process

3.3.2. Technology and tools related impact

³ For existing evaluation reports there are no templates available because these reports are individual to the project. For instance these reports can either be audit/project evaluation approaches rely on external reviewers or performance measurement activities conducted by people engaged in the project (Dawes/Pardo (2008)).

Tools and technologies are the tangible criteria along which to assess the technical assets of an e-participation platform. Thereby a set of criteria helps to evaluate the quality of tools and technology, as well as qualities impact on consumer behaviour. Tools and technology related impact is tested by its degree of contribution to achieve sustainable interest.

Aim of testing impact is: How do tools and technologies deployed in the platform contribute to achieving sustainable impact?

Hypothesis:

H1: Projects have deployed innovative tools and technologies which effectively contribute to achieving sustainable impact (-> appealing tools and technologies, which attracted users to participate in further discussions)

H2: Projects have deployed tools and technologies which are not accepted by the users and, hence do not contribute to achieve sustainable impact (users will not come back to use these tools for participation)

Instruments of evaluation:

1. Internal: self-assessment
2. External: use interest evaluation questionnaire
3. External: experts and peer review questionnaire

Internal: Self-assessment (see Annex 1)

Section 1 of questions (ease of use):

- Did you implement any quality management mechanism for testing the usability of the tools and technologies deployed? (e.g. usability tests before the pilots) If yes, which ones did you use?
- Do you use support mechanisms for improving usability? (e.g. to fulfil specific usability criteria) If yes, which ones did you use?
- Do the technologies and tools deployed comply to the Web Content Accessibility Guidelines (WCAG) 2.0 to meet the needs of people with disabilities? If yes, which level of WCAG is reached?

Section 2 of questions (innovativeness):

- Which tools do you use in your platform? (e.g. chat, argument visualisation, content management, workflow, social networking, etc. please also name the products used)
- Which specific technologies do the tools and your platform base on? (e.g. specific ontologies, XML, etc.)
- Which tools are used most by the end users (citizens and politicians)? (please name the tools per indicated frequency)
- How would you judge the degree of innovativeness of the tools and technologies applied?
- Would you agree with the following statement: "the higher the degree of innovation is, the higher is the attractiveness of the platform for end-users"?

External: user interest evaluation questionnaire (see Annex 4)

Section 1 of questions (ease of use):

- Do you think the platform (the sum of tools and information provided online) is easy to use?
- Do you think learning to operate the platform is unproblematic? Does the platform allow an intuitive handling?

Section 2 of questions (perceived usefulness):

- Overall, would you assess the tools and technologies deployed in the platform appropriate for of the online participation in the project?
- Overall, would you deem the tools and technologies deployed in the platform appropriate for the topic discussed?
- Do you miss certain participation functionalities and services, which were not provided in the online platform but which you may know from other participation experiences? If yes, which ones (please name)?

Section 3 of questions (intention to sustain use):

- Does the platform offer you any benefits you would not have in traditional participation that attract you to sustain use the platform?
- Will you continue to use the platform?

External: peer review and e-participation experts questionnaire (see Annex 2 and 5)

Section 1 of questions (ease of use):

- Do you think the platform as easy to use?
- Do you think learning how to operate the platform is easy? Does the platform allow an intuitive handling?
- Do you think the technologies and tools applied confer to the accessibility guidelines of WCAG?
- How would you asses the user friendliness of the tools and technologies deployed?

Section 2 of questions (perceived usefulness):

- Would you say that the tools and technologies deployed in the platform are appropriate for this kind of participation?
- Would you say that the tools and technologies deployed in the platform are appropriate for the topic?
- Do the applied tools and technologies meet the requirements of the process?
- Would you say that the platform contributes to the development of an Information Society?

Section 3 of questions (choice of tools and technologies)

- Are there any tools and technologies you miss and perceive as very important for the topic?
- Are there any tools and technologies you miss and perceive as very important for supporting the legislation process?

Section 4 of questions (innovativeness)

- How would you assess the degree of innovation of the tools and technologies applied?

The questions for experts and peer review are more detailed and specific because experts in the field of e-participation are better informed about e-participation tools and technologies than users. Their expertise allows to us to ask for aspects e.g innovativeness of the applied tools and technologies in more depth.

3.3.3. Process related impact

Aim of testing impact is: How do processes introduced in the platform contribute to achieve sustainable impact?

Hypothesis:

H1: Projects have established advanced participation processes which are accepted by the users and hence effectively contribute to achieve sustainable impact (-> users like the participation processes and will come back again to participate, because they think they can create impact on decisions)

H2: Projects have established participation processes which however are not accepted by the users and, hence do not contribute to achieve sustainable impact (Users think the participation process does not pay off (-> with process users think that they do not reach impact on decisions))

Instruments of evaluation:

1. Internal: self-assessment
2. External: use interest evaluation questionnaire
3. External: experts and peer review questionnaire

Internal: self-assessment questionnaire (see Annex 1)

Section 1 of questions (facts):

- What phase of legislative process is targeted by your project?
- What level of engagement do you comply with through your participation process?
- What level of legislation process does your project targeted?

External: user interest evaluation questionnaire (see Annex 4)

Section 1 of questions (contribution):

- Were you satisfied with the legislative process you were engaged in through the online discussion?
- What level of engagement in the legislation process did you reach through the online participation?
- Through your contributions, did you reach an impact in the legislation theme discussed online?
- Are you satisfied with the influence you achieved?
- Do you think your visions and ideas will be further considered?
- Does the result you expected match the result you have received?

Section 2 of questions (appeal):

- Did you like the role you are playing in the process?
- How satisfied were you with the process?

Section 4 of questions (sustainable interest):

- Do the processes supported attract you to participate again?

External: peer review and e-participation questionnaire (see Annex 2 and 5)

Section 1 of questions (appropriateness):

- Does it become clear which objectives are followed by the process?
- Do you think the process supported is appropriate for the topic?
- Do you miss certain functions and services?

Section 2 of questions (appeal):

- Do you think users like the role they are playing in the process?
- How satisfied were you with the functions and services offered by the platform?

Section 3 of questions (economics):

- Randomly how would you assess the contribution users have within the process?
- Does it become clear which information/decisions of the ongoing processes will be available and transparent?
- Does it become clear when and how contributions to the topic from participation go into ongoing process?

Section 4 of questions (economics):

- Do you think the process is effective?
- Do you think the process is efficient?

Section 5 of questions (facts):

- What kinds of processes are available at the platform?

3.3.4. Topic related impact

Aim of testing impact is: How do topics discussed via the platform contribute to achieve sustainable impact?

Hypothesis:

H1: Projects have tackled up-to-date topics of discussion which have attracted the users to participate in the discussion (->sustainable impact is achieved)

H2: Projects have tackled topics of discussion which have not attracted users (sustainable impact is not achieved)

Instruments of evaluation:

1. Internal: self-assessment
2. External: use interest evaluation questionnaire
3. External: experts and peer review questionnaire

Internal: self-assessment questionnaire (see Annex1)

Section 1 of questions (facts):

- What legislation areas are tackled by your project?
- Do you target a specific current draft legislation?
- What specific topics of the legislation are addressed?
- How well perceived by the end users to you assess the topics discussed?

External: user interest evaluation questionnaire (see Annex 4)

Section 1 of questions (appeal):

- Do you find the topics discussed in the platform appealing and interesting?

Section 2 of questions (perceived importance):

- How would you judge the importance of the topics discussed?

Section 3 of questions (attractiveness):

- Does the topic attract you to return to the portal and online participation? If not, what prevents you from coming back?

Section 4 of questions (appropriateness):

- Does the platform provide proper participation tools to sufficiently inform you about the topics under discussion? If not, what are you missing?
- Does the platform provide proper participation tools and structuring mechanisms to engage in the online discussion of the topics? If not, what could be improved to provide better facilities (functionalities, services)?

External: peer review and e-participation experts questionnaire (see Annex 2 and 5)

Section 1 of questions (general interest):

- Are you aware of purpose and objective of the platform?

Section 2 of questions (perceived importance):

- How would you judge the importance of the topic based on your experience?
- Do you think that there are differences between the stakeholders (researchers, users, legislators, etc.) to judge the importance of the topic?

If yes,

- Who do you think will judge the topics as important?
- Who do you think will judge the topics as unimportant?

Section 3 of questions (attractiveness):

- Do you assume that the topic attract users to return to the website? Why?

3.3.5. Policy related impact

Aim of testing impact is: Which policies are addressed and how does the project thereby contribute to achieve sustainable impact?

Hypothesis:

H1: Projects have followed policies to direct their results and design the platform, and therewith have caught user's interest (->sustainable impact is achieved)

H2: Projects have followed policies to direct their results and design the platform, but have not caught user's interest (sustainable impact is not achieved)

Instruments of evaluation:

1. Internal: self-assessment

Internal: self-assessment questionnaire (see Annex 1)

Section 1 of questions (influence of policies):

- Is the project directed to any policy? If yes, to which policies?
- Which topics of the policies named are addressed through the project?

Section 2 of questions (tools and technologies):

- Has the policy tackled influenced choice of tools and technologies for the platform? If yes, in how far?

Section 3 of questions (processes supported):

- Has the policy tackled influenced the stage of legislation process you have addressed? If yes, in how far?
- Has the policy tackled influenced the level of legislation you are addressing in your e-participation project (EU, national, regional/local)? If yes, in how far?

Section 4 of questions (topic addressed):

- Has the policy tackled influenced the topic you have chosen? If yes, in how far?

External: peer review and e-participation experts questionnaire (Annex 2 and 5)

Section 1 of questions (influence of policies):

- Are you able to recognise a well-known policy underlying the project to which the project may be directed to? If yes, which policies do you think the project is directed to?
- Would you recommend any specific policy or policies to which the project should direct its efforts? If yes, which would you recommend and why?

Section 2 of questions (tools and technologies):

- Are you able to recognise a policy that seems to have influence on the tools and technologies applied?

If yes,

- Which policy seems to have influence on the tools and technologies applied?
- Would you say that it is a positive or negative influence regarding the goal to reach and sustain user's interest?

Section 3 of questions (processes supported):

- Are you able to recognise a policy that seems to have influence on the processes supported?

If yes,

- Which policy seems to have influence on the processes supported?
- would you say that it is a positive or negative influence regarding the goal to reach and sustain user's interest?

Section 4 of questions (topic supported):

- Are you able to recognise a policy that seems to have influence on the topic addressed?

If yes,

- Which policy seems to have influence on the topic addressed?
- Would you say that it is a positive or negative influence regarding the goal to reach and sustain user's interest?

4. Implementation plan for the evaluation method

The point of departure for the implementation plan for the e-participation projects evaluation method is the final set of questionnaires developed within this report. Figure 12 shows the roadmap from the e-participation projects evaluation method (D2.5) throughout the implementation of the assessment instruments (questionnaires, SWOT analyses) via online forms, and the analysis as well as synthesis of the evaluation results, towards the e-participation projects evaluation report (D2.8).

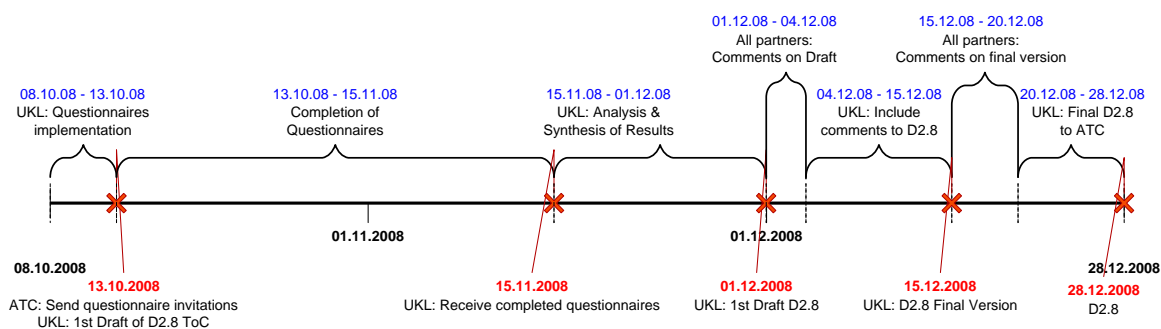


Figure 12: Implementation plan for the evaluation method

According to Figure 12 next step in the MOMENTUM project process for evaluating the e-participation projects will be to implement the questionnaires in Annexes I, II, IV and V as well as the SWOT-analysis in Annex III via online forms.

4.1. Implementing the questionnaires online

As already stated above the University of Koblenz-Landau (UKL) will implement these questionnaires and SWOT-analysis templates via online form and will host them until the end of the project. The online questionnaires will be linked to the websites of the e-participation projects to collect the relevant data from end users and experts (internal and external assessments).

The implementation of the questionnaires via online form offers a range of advantages, e.g. anonymisation, time- and location-independent consultation, semi-automated analysis, documentation of proceedings, objectivity of results and economic aspects. In contrast to traditional paper-based questionnaires the online survey allows for immediate processing and thereby real-time statistics. This means that the results of closed questions are available immediately after response. Besides, we do not assume a constant number of probands hence the implementation of online questionnaires allows us to satisfy any demand at uncharged costs.

The professional implementation of an online survey requires that data are collected in a way that avoids unwanted effects e.g. minimise reactance, and supports the achievement of validity and reliability. Besides, it is important to consider the ease of use. Hence the next step will be to evaluate several possible software applications for implementing the questionnaire. Therefore we will consider technical aspects, as well as usability criteria in order to choose the best possible and applicable software solution. Before linking the online questionnaires to the e-participation projects websites we will process some pre-tests with a small group of probands. These pre-tests aim at identifying

redundancies, difficult questions, scalability issues of answers, if it is possible to give useful responses at all, if instructions are clear, etc. and assess the look and feel of the online questionnaires.

4.2. Completion of the questionnaires

For the completion of the questionnaires, the user questionnaire (see Annex IV) will be linked to the official public websites of the e-participation projects end users are assessing. At the same time the self-assessment will be conducted in an iterative process whereby the projects have to complete the self-assessment questionnaire (Annex I) several times in order to compare their results at different points in time thereby deriving feedback on project progress. Then a questionnaire for experts working on the field of e-participation is conducted for external expert review. Last point deals with the scientific community which will serve as external control function in order to comment on the e-participation projects as well. The experts' group addressed here consists of both experts from the other e-participation projects monitored by MOMENTUM (peer review; see Annex II) and of experts who are not directly involved in these projects, but are interested in supporting this work with their expertise in the field of e-participation (e.g. epractice.eu; see Annex V). Besides uploading these questionnaires to the websites of the e-participation projects, the experts' questionnaire will be distributed during the relevant workshops of each project, as well as during the concertation meetings. Moreover, the MOMENTUM consortium will draw on their wide-spanned network and invite known experts on e-participation to complete the e-participation expert's online questionnaire located at the websites of the e-participation projects. The questionnaire itself consists of several questions for experts including the ones for end users (see Annex V).

However, in order to reach as many contributions as possible we will prepare an invitation letter to the monitored e-participation projects, the end users, and experts. MOMENTUM will send out the invitation letters to experts in the field of e-participation including invitations to the monitored projects for completing the self-assessment, to the peer e-participation projects also monitored by MOMENTUM for completing the peer review questionnaire, as well as general well-known experts working and researching in the field of e-participation. MOMENTUM will not invite the end users directly because they are not known by MOMENTUM and therefore it is more efficient and effective to overhand this task to the respective e-participation projects.

In sum, for completing the questionnaires the following proposals have been made in order to ensure the maximum contribution from the projects as well as from the relevant stakeholders:

- Implement the questionnaires via online form
- Link the online questionnaires from UKL's server to the different e-participation project websites
- Create awareness and ask participants to fill in the online questionnaires during relevant workshops of projects
- Create awareness and ask participants of the concertation meetings to fill in the online questionnaires

5. Conclusion and Outlook

In conclusion, this study investigates the relationship between service quality and sustainable use from an end user perspective.

Since the platform is the primary intersection point between end users (citizens and politicians) and service providers (platform hosts), usability of applied technologies and tools to access transactional content and procedural information is a crucial quality criterion for evaluating e-participation projects, as well as an appropriate process design to discuss the topic of interest.

A twofold approach serves as a means for describing and covering interrelations and interdependencies between key aspects and criteria of the e-participation platform on the one hand, as well as a control instrument to evidence the answers given by the probands.

Next step will be to implement the different evaluation questionnaires via online forum and to invite stakeholders for completing these questionnaires in order to ensure maximum contribution. Analysis and synthesis of the MOMENTUM methodology will be described in the corresponding e-participation projects evaluation report (D2.8) that aims at assessing and comparing practices already applied on e-participation as addressed in the relevant e-participation projects, as well as ensuring that the knowledge and experience of e-participation that already exists is systematically exposed and shared across key stakeholders to the benefit of all.

In line with the requirements and goals written down in the Description of Work (MOMENTUM (2007a)) the e-participation projects evaluation methodology (D2.5) presented in the report at hand involves the implementation of the evaluation methodology with the aim to assess the potential impact of the e-participation project results. In addition the e-participation projects evaluation report (D2.8) derives best practices and lessons learnt, as well as identifies barriers and constraints from the results received from the conduction the e-participation projects evaluation methodology. Besides possible opportunities for reuse and adoption of related knowledge and experience in future initiatives and projects are identified to finally provide relevant feedback to the projects involved, the EC as well as the relevant key stakeholders.

It is to be noted that through the implementation of the questionnaires, as well as through first responses, the questions of respective questionnaires might be slightly modified if necessary. Such contingency changes in the questionnaires will be reported in D 2.8 as well. Yet, it is important to provide some flexibility at this stage of methodology specification, since first responses to questionnaires frequently result in slight modifications (with the purpose to streamline and finetune the questionnaires towards the intended analysis).

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Annex 1: Self-Assessment Questionnaire Template

Project identification	
Project acronym:	
Project title:	
Project URL	
Project start date	
Project duration	
Project Progress	a) at project setup stage b) at implementation stage d) at pilot execution stage e) completed f) project suspended
Contact Point	
Key stakeholders	
Target group	

Reaching the target group	
1.1	Are all stakeholders included which are able to influence the participation process or which are being affected by the project? <input type="checkbox"/> yes <input type="checkbox"/> no
1.2	How many users did you contact?
1.3	Which means (channels, media, etc.) did you use to reach the target users?
1.4	How many users did you reach i.e. how many visits were recorded at the platform?
1.5	To what extent was the effort carried out to reach users worth it in respect to the users effectively reached? Scale with 0 (not worth) - 10 (absolutely worth)
Sustainably engaging the target group	
2.1	How many users did contribute, e.g. post arguments, vote for arguments, etc.?
2.2	On average, how often did users contribute? 1 time 2 times 3-4 times 5+ times
2.3	Do you expect that users will come back to participate again after the project terminates? <input type="checkbox"/> yes <input type="checkbox"/> no
	Please provide a detailed explanation of your assumption:

Tools and technology related aspects		
3.1	Did you implement any quality management mechanism for testing the usability of the tools and technologies deployed? (e.g. usability tests before the pilots)	<input type="checkbox"/> yes <input type="checkbox"/> no
	If yes, which ones did you use?	
3.2	Do you use support mechanisms for improving usability? (e.g. to fulfil specific usability criteria)	<input type="checkbox"/> yes <input type="checkbox"/> no
	If yes, which ones did you use?	
3.3	Do the technologies and tools deployed comply to the Web Content Accessibility Guidelines (WCAG) 2.0 to meet the needs of people with disabilities?	<input type="checkbox"/> yes <input type="checkbox"/> no
	If yes, which level of WCAG is reached?	<input type="checkbox"/> WCAG -A <input type="checkbox"/> WCAG -AA <input type="checkbox"/> WCAG -AAA
3.3a	Which tools do you use in your platform? (e.g. chat, argument visualization, content management, workflow, social networking, etc. please also name the products used)	Text field to list the tools
3.3b	Which specific technologies do the tools and your platform base on? (e.g. specific ontologies, XML, etc.)	Text field to list the tools
3.4	Which tools are used most by the end users (citizens and politicians)? (please name the tools per indicated frequency)	Most often: Second most: Regularly: Less frequently: Not used, although provided:
3.5	How would you judge the degree of innovativeness of the tools and technologies applied?	<input type="checkbox"/> State of the art <input type="checkbox"/> Incremental innovation <input type="checkbox"/> Radical innovation <input type="checkbox"/> Systematic or transformative innovation
3.6	Would you agree with the following statement: "the higher the degree of innovation is, the higher is the attractiveness of the platform for end-users"?	<input type="checkbox"/> yes <input type="checkbox"/> no
Process related aspects		
4.1	What phase of legislative process is targeted by your project?	<input type="checkbox"/> Drafting <input type="checkbox"/> Formation <input type="checkbox"/> Implementation <input type="checkbox"/> Impact
4.2	What level of engagement do you comply with through your participation process?	<input type="checkbox"/> Informing <input type="checkbox"/> Consulting (Discussing for opinion gathering) <input type="checkbox"/> Engaging (Discussing, with decision at Politician's level) <input type="checkbox"/> Empowering

		(Decision-making in hands of citizens)
4.3	What level of legislation does your project target?	<input type="checkbox"/> EU <input type="checkbox"/> National <input type="checkbox"/> Regional
Topic related aspects		
5.1	What legislation areas are tackled by your project?	
5.2	Do you target a specific current draft legislation?	
5.3	What specific topics of the legislation are addressed?	
5.4	How well perceived by the end users to you assess the topics discussed?	<input type="checkbox"/> Very well perceived <input type="checkbox"/> Perceived interesting <input type="checkbox"/> Better perception expected <input type="checkbox"/> No perception at all
Policy related aspects		
6.1	Is the project directed to any policy?	<input type="checkbox"/> yes <input type="checkbox"/> no
	If yes, to which policies?	
6.2	Which topics of the policies named are addressed through the project?	
6.3	Has the policy tackled influenced choice of tools and technologies for the platform?	<input type="checkbox"/> yes <input type="checkbox"/> no
	If yes, in how far?	
6.4	Has the policy tackled influenced the stage of legislation process you have addressed?	<input type="checkbox"/> yes <input type="checkbox"/> no
	If yes, in how far?	
6.5	Has the policy tackled influenced the level of legislation you are addressing in your e-participation project (EU, national, regional/local)?	<input type="checkbox"/> yes <input type="checkbox"/> no
	If yes, in how far?	
6.6	Has the policy tackled influenced the topic you have chosen?	<input type="checkbox"/> yes <input type="checkbox"/> no
	If yes, in how far?	

Annex 2: Peer Review Questionnaire Template

Tool and Technology related aspects		
1.1	Do you think the platform is easy to use?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.2	Do you think learning how to operate the platform is easy? Does the platform allow an intuitive handling?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.3	Do you think the technologies and tools applied confer to the accessibility guidelines of WCAG?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.4	How would you assess the user friendliness of the tools and technologies deployed?	0 (= user friendly) - 10 (= not user friendly) scale
1.5	Would you say that the tools and technologies deployed in the platform are appropriate for this kind of participation?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.6	Would you say that the tools and technologies deployed in the platform are appropriate for the topic?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.7	Do the applied tools and technologies meet the requirements of the process?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.8	Would you say that the platform contributes to the development of an Information Society?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.9	Are there any tools and technologies you miss and perceive as very important for the topic?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.10	Are there any tools and technologies you miss and perceive as very important for supporting the legislation process?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.11	How would you assess the degree of innovation of the tools and technologies applied?	<input type="checkbox"/> State of the art <input type="checkbox"/> Incremental innovation <input type="checkbox"/> Radical innovation <input type="checkbox"/> Systematic or transformative innovation
Process related aspects		
2.1	Does it become clear which objectives are followed by the process?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.2	Do you think the process supported is appropriate for the topic?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.3	Do you miss certain functions and services?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.4	Do you think users like the role they are playing in the process?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.5	How satisfied were you with the functions and services offered by the platform?	<input type="checkbox"/>
2.6	Randomly how would you assess the contribution users have within the process?	<input type="checkbox"/>
2.7	Does it become clear which information/decisions of the ongoing processes will be available and transparent ?	<input type="checkbox"/> yes <input type="checkbox"/> no

2.8	Does it become clear when and how contributions to the topic from participation go into ongoing process?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.9	Do you think the process is effective?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.10	Do you think the process is efficient?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.11	What phases s of legislative process are available at the platform?	
Topic related aspects		
3.1	Are you aware of purpose and objective of the platform?	<input type="checkbox"/> yes <input type="checkbox"/> no
3.2	How would you judge the importance of the topic based on your experience?	
3.3	Do you think that there are differences between the stakeholders (researchers, users, legislators, etc.) to judge the importance of the topic?	<input type="checkbox"/> yes <input type="checkbox"/> no
If yes,	who do you think will judge the topics as important?	<input type="checkbox"/> researchers <input type="checkbox"/> users <input type="checkbox"/> <i>legislators</i> <input type="checkbox"/> <i>Do not know</i>
	who do you think will judge the topics as unimportant?	<input type="checkbox"/> researchers <input type="checkbox"/> users <input type="checkbox"/> <i>legislators</i> <input type="checkbox"/> <i>Do not know</i>
3.4	Do you assume that the topic will attract users to return to the website?	<input type="checkbox"/> yes <input type="checkbox"/> no
	Why?	
Policy supported related aspects		
4.1	Are you able to recognise a well-known policy underlying the project to which the project may be directed to?	<input type="checkbox"/> yes <input type="checkbox"/> no
If yes,	which policies do you think the project is directed to?	<input type="checkbox"/>
4.2	Would you recommend any specific policy or policies to which the project should direct its efforts?	<input type="checkbox"/> yes <input type="checkbox"/> no
If yes,	which would you recommend and why?	
4.3	Are you able to recognise a policy that seems to have influence on the tools and technologies applied?	<input type="checkbox"/> yes <input type="checkbox"/> no
If yes,	which policy seems to have influence on the tools and technologies applied?	
	would you say that it is a positive or negative influence regarding the goal to reach and sustain user's interest?	<input type="checkbox"/> positive <input type="checkbox"/> negative
4.4	Are you able to recognise a policy that seems to have influence on the processes supported?	<input type="checkbox"/> yes <input type="checkbox"/> no
If yes,	which policy seems to have influence on the processes supported?	

	would you say that it is a positive or negative influence regarding the goal to reach and sustain user's interest?	<input type="checkbox"/> positive <input type="checkbox"/> negative
4.5	Are you able to recognise a policy that seems to have influence on the topic addressed?	<input type="checkbox"/> yes <input type="checkbox"/> no
If yes,	which policy seems to have influence on the topic addressed?	
	would you say that it is a positive or negative influence regarding the goal to reach and sustain user's interest?	<input type="checkbox"/> positive <input type="checkbox"/> negative

Annex 3: SWOT Analysis Template

SWOT: Reaching out widely

Strength	Weaknesses
Opportunities	Threats

SWOT: Sustainable Interest

Strength	Weaknesses
Opportunities	Threats

Annex 4: User Evaluation questionnaire Template

This questionnaire addresses the end users of the e-participation projects (citizens and politicians) and aims at gathering information about their perception of the results of the e-participation projects.

Country:	
Age:	<input type="checkbox"/> < 15 <input type="checkbox"/> 15-20 <input type="checkbox"/> 21-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> 51-60 <input type="checkbox"/> 61+ (not retired) <input type="checkbox"/> 61+ (retired)
Sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female
Higher education:	<input type="checkbox"/> No <input type="checkbox"/> Undergraduate <input type="checkbox"/> Doctorate / PhD <input type="checkbox"/> Venia Docendi
Area of profession	<input type="checkbox"/> Unemployed <input type="checkbox"/> Employed: construction branch <input type="checkbox"/> Employed: services industry and trade <input type="checkbox"/> Employed: public sector <input type="checkbox"/> Employed: charity, clerical areas etc. <input type="checkbox"/> Employed: research or teaching area <input type="checkbox"/> Self-employed: owner of a company etc.

Contact and sustainable use		
1.1	How did you learn about the project (channels)?	<input type="checkbox"/> Emails <input type="checkbox"/> Television <input type="checkbox"/> Radio <input type="checkbox"/> Journals <input type="checkbox"/> <i>Others (pls specify):</i>
1.2	How often did you visit the platform?	<input type="checkbox"/> 1 time <input type="checkbox"/> 2 times <input type="checkbox"/> 3-4 <input type="checkbox"/> 5+
1.3	How often did you contribute, e.g. by posting an opinion, by participating in an opinion poll, etc.?	<input type="checkbox"/> 1 time <input type="checkbox"/> 2 times <input type="checkbox"/> 3-4 <input type="checkbox"/> 5+
1.4	What were your motivations to contribute (or not) to the discussion?	
1.5	Are you aware of the purpose and objective of the platform?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.6	Will you come back to participate again after the project terminates?	<input type="checkbox"/> yes <input type="checkbox"/> no
Tool and technology related aspects		
2.1	Do you think the platform (the sum of tools and information provided online) is easy to use?	<input type="checkbox"/> Yes, very easy <input type="checkbox"/> Yes, fair <input type="checkbox"/> No, not that easy <input type="checkbox"/> No, very difficult
2.2	Do you think learning to operate the platform is unproblematic? Does the platform allow an intuitive handling?	<input type="checkbox"/> Yes, intuitive <input type="checkbox"/> Yes, fair <input type="checkbox"/> No, not much intuitive <input type="checkbox"/> No, problematic
2.3	Overall, would you assess the tools and technologies deployed in the platform appropriate for of the online participation in the project?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.4	Overall, would you deem the tools and technologies deployed in the platform appropriate for the topic discussed?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.5	Do you miss certain participation functionalities and services, which were not provided in the online platform but which you may know from other participation experiences?	<input type="checkbox"/> yes <input type="checkbox"/> no
	If yes, which ones (pls name)?	<input type="checkbox"/>
2.6	Does the platform offer you any benefits you would not have in traditional participation that attract you to sustain use the platform?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.7	Will you continue to use the platform?	<input type="checkbox"/> yes <input type="checkbox"/> no

Process related aspects		
3.1	Were you satisfied with the legislative process you were engaged in through the online discussion?	<input type="checkbox"/> yes <input type="checkbox"/> no
3.2	What level of engagement in the legislation process did you reach through the online participation?	<input type="checkbox"/> Informing <input type="checkbox"/> Consulting (Discussing for opinion gathering) <input type="checkbox"/> Engaging (Discussing, with decision at Politician's level) <input type="checkbox"/> Empowering (Decision-making in hands of citizens)
3.3	Through your contributions, did you reach an impact in the legislation theme discussed online?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> Don't know
3.4	Are you satisfied with the influence you achieved?	<input type="checkbox"/> highly satisfied <input type="checkbox"/> satisfied <input type="checkbox"/> less satisfied <input type="checkbox"/> not satisfied <input type="checkbox"/> <i>no statement</i>
3.5	Do you think your visions and ideas will be further considered?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> <i>Do not know</i>
3.6	Does the result you expected match the result you have received?	<input type="checkbox"/> yes <input type="checkbox"/> no
3.7	Did you like the role you are playing in the process?	<input type="checkbox"/> yes <input type="checkbox"/> no
3.8	How satisfied were you with the process?	<input type="checkbox"/> highly satisfied <input type="checkbox"/> satisfied <input type="checkbox"/> less satisfied <input type="checkbox"/> not satisfied <input type="checkbox"/> <i>no statement</i>
3.9	Do the processes supported attract you to participate again?	<input type="checkbox"/> yes <input type="checkbox"/> no
Topic related aspects		
4.1	Do you find the topics discussed in the platform appealing and interesting?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.2	How would you judge the importance of the topics discussed?	<input type="checkbox"/> Very important <input type="checkbox"/> Rather important <input type="checkbox"/> Less important <input type="checkbox"/> Not important at all
4.3	Does the topic attract you to return to the portal and online participation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If not, what prevents you from coming back?	
4.4	Does the platform provide proper participation tools to sufficiently inform you about the topics under discussion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If not, what are you missing?	
4.5	Does the platform provide proper participation tools and structuring mechanisms to engage in the online discussion of	<input type="checkbox"/> Yes <input type="checkbox"/> No

	the topics?	
	If not, what could be improved to provide better facilities (functionalities, services)?	

Annex 5: E-participation Experts Questionnaire Template

Country:	
Profession:	
Area of interest:	

Tool and Technology related aspects		
1.1	Do you think the platform is easy to use?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.2	Do you think learning how to operate the platform is easy? Does the platform allow an intuitive handling?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.3	Do you think the technologies and tools applied are barrier-free?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.4	How would you assess the degree of user friendliness of the tools and technologies deployed?	(0 (= user friendly) - 10 (= not user friendly) scale)
1.5	Would you say that the tools and technologies deployed in the platform are appropriate for this kind of participation?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.6	Are the tools and technologies deployed in the platform appropriate for the topic?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.7	Do the applied tools and technologies meet the requirements of the process?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.8	Does the platform contribute to the development of an Information Society?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.9	Do you assume that the tools and technologies deployed in the platform attract users to continue use the platform?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.10	Are there any tools and technologies you miss and perceive as very important for discussing the topic?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.11	Are there any tools and technologies you miss and perceive as very important for supporting the legislation process?	<input type="checkbox"/> yes <input type="checkbox"/> no
1.12	How would you assess the degree of innovation of the tools and technologies applied?	<input type="checkbox"/> State of the art tools and technology <input type="checkbox"/> Incremental innovation tools and technology <input type="checkbox"/> Radical innovation tools and technology <input type="checkbox"/> Systematic or transformative innovation tools and technology
Process related aspects		
2.1	Does it become clear which objectives are followed by the process?	<input type="checkbox"/> yes <input type="checkbox"/> no

2.2	Do you think the process supported is appropriate for the topic?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> <i>Do not know</i>
2.3	Do you miss certain functions and services?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.4	Do you think users like the role they are playing in the process?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.5	How satisfied were you with the functions and services offered by the platform?	<input type="checkbox"/>
2.6	Randomly how would you assess the impact users have within the process?	
2.7	Do you think the process is effective?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.8	Do you think the process is efficient?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.9	Does it become clear which information/decisions of the ongoing processes will be available and transparent ?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.10	Does it become clear when and how contributions to the topic from participation go into ongoing process?	<input type="checkbox"/> yes <input type="checkbox"/> no
2.11	What kind of processes are available at the platform?	
Topic related aspects		
3.1	Are you aware of purpose and objective of the platform?	<input type="checkbox"/> yes <input type="checkbox"/> no
3.2	Do expect that users like the topic of the platform?	<input type="checkbox"/> yes <input type="checkbox"/> no
3.3	How would you judge the importance of the topic based on your expertise?	<input type="checkbox"/>
3.4	Do assume that the topic attract users to return to the website?	<input type="checkbox"/> yes <input type="checkbox"/> no