

SIXTH FRAMEWORK PROGRAMME

FP6-045003-WEB-DEP Western Balkans Democratic Participation



ANNEX TO EXISTING E-PARTICIPATION PRACTICES WITH RELEVANCE TO WEB.DEP

Internal Report	
Project Reference No.	045003
Relevant work package:	Work package 2: Base-line Definition To become part of D 2.1 - Current situation, high -level definition of WEB.DEP Priority areas and stakeholders
Date:	11/06/2007
Author(s):	E. Smith and A. Macintosh, Napier University (ITC)
Document Type:	Annex to internal report (Existing e-Participation Practices with Relevance to WEB.DEP)
Status:	Final
Document ID:	

ANNEX TO EXISTING E-PARTICIPATION PRACTICES WITH RELEVANCE TO WEB.DEP: THE CASE STUDIES

This document forms the annex to the report “Existing E-Participation Practices With Relevance To WEB.DEP¹”. It contains the full analysis of the 29 Case Studies on which the report is based.

TABLE OF CONTENTS

1.	Albanian-Serb Information Exchange Forum (kosovakosovo.com)	3
2.	Armenian Forum	6
3.	BBC Action Network	9
4.	Caithness.org.....	12
5.	Debatepedia	15
6.	Deme – Platform for online deliberation.....	18
7.	Demos: Delphi Online Mediation System.....	21
8.	e-Community Council	24
9.	e-consultation.org	27
10.	EPA.net East Palo Alto Community Network.....	30
11.	Funredes Tradauto	33
12.	Global Kids: Newz Crew.....	37
13.	Great Lakes Water Quality Agreement Review	40
14.	HeadsUp.....	43
15.	Highland Youth Voice (Your Voice forum)	48
16.	Junior Summit (1998).....	53
17.	Law Commission Forum.....	57
18.	Local issues forums	62
19.	Ministry of Finance Forum - Macedonia.....	65
20.	Oncom – Online Communities	67
21.	Open Government Website Of Mongolia	70
22.	Politika.lv.....	75
23.	Reconciling for the future online forum.....	79
24.	Self-Sufficiency Task Force	82
25.	Seoul's Cyber Policy Forum	85
26.	Slashdot	88
27.	Today I Decide (TOM).....	92
28.	V@W - International Virtual Workshop	97
29.	Zeno (Dito 2)	101

¹ WEB.DEP project website: <http://www.web-dep.eu/>

1. Albanian-Serb Information Exchange Forum (kosovakosovo.com)

1. Title	Albanian-Serb Information Exchange Forum (kosovakosovo.com ²)
2. General description	<p>http://www.kosovakosovo.com/ Internet-based news resource. Forum structured around invited contributions.</p> <ul style="list-style-type: none"> • Area: Kosovo (and surrounding area) • Target users: Serbs and Albanians, especially media and journalists.
3. Basis of initiative	<ul style="list-style-type: none"> • Established by <ul style="list-style-type: none"> ◦ Center for Democracy and Reconciliation in Southeast Europe (CDRSEE) Non-profit³ ◦ Beta Media Center in Belgrade: Private, independent news agency⁴ ◦ KosovaLive agency in Pristina: non-profit, independent news agency⁵ • Supported so far by UNESCO⁶, OSCE Belgrade⁷ and the Friedrich Ebert Stiftung⁸ • Launched 9th June, 2004⁹ <p>Long-term objective¹⁰</p> <ul style="list-style-type: none"> • “to broaden and strengthen the common ground between Serb and Albanian media and journalists as well as the respective societies at large. The idea is to help enhance a robust peace process between the two communities which will in one other shape or form inevitably take place in the immediate future. A public support for it could be enhanced through the power of the media.” <p>Specific project objectives</p> <ul style="list-style-type: none"> • “To facilitate and improve dialogue between Albanian and Serb journalists and media and their readers; • To combat stereotypes that Serbs and Albanians have of each other by providing informed and reliable news” <p>“The above objectives would be achieved through the following time-bound project aims:</p> <ul style="list-style-type: none"> • To re-establish direct information channels between Albanians and Serbs; • To improve the quality and accuracy of the news in the Albanian and Serb communities in the region and in the diaspora; • To increase the availability to the public of good quality news on the other community; • To increase the communication and contacts between Albanian and Serb journalists; • To de-polarise the extreme views that Serbs and Albanians have of each other through conducting and publishing an opinion poll.” • CDRSEE are involved in a variety of initiatives in South East Europe: “committed to investigating specific ways of enhancing and encouraging social dialogue and building social cohesion”.¹¹ <p>Completion/success: The initiative seems to have some success, but does not currently have funding to continue.</p>

² Name made up of Albanian and Serbian names for the region.

³ <http://www.cdsee.org>

⁴ <http://www.beta.co.yu/>

⁵ <http://www.kosovalive.com/>

4. Democracy Context	Disputed territory (currently semi-autonomous region, legally part of Serbia) Division between 2 communities (Serb and Albanian)
5. Participation area	<ul style="list-style-type: none"> • Information Provision • Community and trust building • Discourse
6. Direction of communication/ level of participation	Direction of communication –peer to peer (non-governmental) Level of participation - eInforming
7. Stage in policy cycle	Not specifically linked to policy life-cycle .
8. Stakeholders	<ul style="list-style-type: none"> • Forum owners/managers/staff (including translators) • CDRSEE and the 2 news agencies that established the initiative • Journalists – main target users, forum contributors • Leaders and experts – invited to provide articles and statements (discussion is a reaction to these) • Members of the community (objectives should diffuse through community.)
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> • Registration – not required • Authentication - Personal information required to post a comment: full name, email address and the comment. Don't know if the email address is verified. • Privacy statement - not found • Conditions of use statement –not found • Moderation policy – not found • Disclaimer – “The contents of the www.kosovakosovo.com website is the sole responsibility of the Centre for Democracy and Reconciliation, KosovaLive and the Medijski Centar Beta, and can in no way be taken to reflect the views of the donors for the Albanian Serb Information Exchange Forum”
10. Moderation, facilitation, content-rating	<p>“The website was edited one day by KosovaLive in Pristina and the next by Beta in Belgrade. Being aware of the sensitivity of the issues we would be dealing with, we set up a mechanism whereby the CDRSEE would jump in and arbitrate in the case of an editorial disagreement. It gives us great pride to say that in 18 months, such arbitration was not sought even once. Furthermore, there have been occasions when the two teams worked and signed news items together.”¹²</p> <p>No further information about policies or roles found yet.</p> <p>Content rating – comments are “reactions” to articles (like a blog-format) but no technical support for users to rate each others comments.</p>
11. Accessibility of the tool	<ul style="list-style-type: none"> • No obvious accessibility problems to use website • No information about level of experience and skills needed to add content or moderate • No accessibility statement
12. Language support	<ul style="list-style-type: none"> • Articles and news available in three languages: Albanian, English and Serbian • However, no translation of comments (reactions)
13. Channel availability	<ul style="list-style-type: none"> • Web-based forum • Can receive news headlines by email

⁶ <http://www.unesco.org/>

⁷ <http://www.osce.org/>

⁸ <http://www.fes.de/>

⁹ Press release for launch http://www.cdsee.org/pdf/kkcom_pr.pdf

¹⁰ Objectives quoted from http://www.cdsee.org/project_kosovakosovo.html

¹¹ http://www.cdsee.org/aboutus_mission.html

¹² <http://www.kosovakosovo.com/announcement/>

	<ul style="list-style-type: none"> • No information about any other channels
14. Technologies	<ul style="list-style-type: none"> • Function – forum similar to blog format – Comments follow articles without threading. • No information found about technical basis of initiative.
15. Evaluation mechanisms	No information about inbuilt evaluation mechanisms.
16. Further examples	<ul style="list-style-type: none"> • Offline conferences associated with Kosovakosovo.com • “Reconciling for the future online forum” -earlier CDRSEE online initiative with similar objective. Also a case study for this report.
17. Further information	<ul style="list-style-type: none"> • Further information about the project: http://www.cdsee.org/projects.html • A “social research” survey was conducted in the area as part of the wider project. The results of this are combined with articles contributed to the forum (in English, Albanian and Serbian): Kelmend Hapciu, Ljubica Markovic and Nenad Sebek (eds) (2006) “KosovaKosovo.com” Belgrade, Prishtina and Thessaloniki http://www.cdsee.org/pdf/KosovoKosova.pdf

2. Armenian Forum

1. Title	Armenian forum
2. General description	<ul style="list-style-type: none"> • http://www.forum.am/ • Forum hosts online discussion groups or 'communities'. These communities are organised thematically into groups. Bulletin boards, mailboxes, photo galleries and newsletters available. • Area: Armenia • Target users: individuals and groups
3. Basis of initiative	<p>Include:</p> <ul style="list-style-type: none"> • Launched by Armenia's National Academy of Sciences with support from UNDP (United Nations Development Program)¹³ and Armenian Ministry of Finance and Economy • Launched in 2001 • Objective: "We wanted to support the development of information society and democratic governance, through the use of the Internet,"¹⁴ The forum is considered a tool for building e-democracy. <p>"develop more efficient public administration, enhance public participation, encourage transparency and reduce corruption... Armenian public would benefit from an online discussion forum as part of their transition to democratic citizenship."¹⁵</p> <ul style="list-style-type: none"> • Combination of online and offline initiatives (See rules of engagement below) • Part of larger UNDP Armenia scheme¹⁶ <p>Completion/success</p> <ul style="list-style-type: none"> • The website is still live and in use, having undergone a recent redesign. • Coleman and Kaposi's contributors felt that the forum had (so far) been fairly successful. However, participation rates were not very high.
4. Democracy Context	<ul style="list-style-type: none"> • Armenia moving towards democracy after gaining independence from the Soviet Union in 2001. Concern expressed about lack of transparency from government, electoral fraud (in 2003) and media bias¹⁷. (Elections due May, 2007) • Telecoms: Note importance of Armenian Freenet to this initiative¹⁸
5. Participation area	<ul style="list-style-type: none"> • Information Provision • Community building / Collaborative Environments, • Deliberation
6. Direction of communication/ level of participation	eInforming possibly eConsulting objective to be eEmpowering - persuade citizens they could participate meaningfully in policy formation

¹³ <http://www.undp.org/>

¹⁴ Artashes Darbinyan, Project Coordinator for UNDP's ICT for Development in UNDP in "Armenia" in Amy Mahan and Yuri Misnikov (eds) "How to Build Open Information Societies (A Collection of Best Practices and Know-How) "; 2004, UNDP
Armenian chapter available here:

<http://unpan1.un.org/intradoc/groups/public/documents/UNTC/UNPAN018496.pdf>

¹⁵ Coleman and Kaposi (2006) p83

¹⁶ <http://www.undp.am/> and <http://www.ict.am/>

¹⁷ Coleman and Kaposi (2006) p83

¹⁸ <http://www.freenet.am/> The Armenian Freenet (ArmFN) was created in the framework of UNDP Armenia Internet Project in 1997. The Internet Project aims to support the development of Internet and information technologies in Armenia. Following the best traditions of the Internet, the ArmFN provides free services to individuals, as well as non-profit, education and research organisations, Government and other institutions. The most popular service provided by the Armenian Freenet is free email accounts.

7. Stage in policy cycle	(1) agenda setting And (2) policy formulation
8. Stakeholders	<ul style="list-style-type: none"> • Project team (UNDP Armenia and the National Academy of Sciences of the Republic of Armenia) • Forum hosts – initiate and moderate (manage) communities • Members of offline groups (and experts) were targeted to start/join the online thematic communities¹⁹ • “Experts” (in the themes) initially chosen/trained as facilitators (More about facilitators’ roles below)
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> • To start a community – meet with team (vetted for seriousness) and agree to facilitate • Read only – open to anyone • To contribute to the discussion: need to register (don’t know what details are required) • Rules of engagement developed in offline workshops –see below
10. Moderation, facilitation, content-rating	<ul style="list-style-type: none"> • Facilitators were recruited as subject experts, then trained in facilitation. • When someone asks to set up a topic-based group (community) they take on the role of facilitator and manager –part of their role is to recruit members. • To educate participants in understanding the rules of engagement for online communities, in February 2001 Forum organised a workshop on community building, led by a visiting professor at the Armenian School of Public Administration who was supported by the US Civic Education Project. Representatives of prospective online communities worked together at this workshop to brainstorm and “interactively discuss” the goals, means, and overall importance of online communities.²⁰
11. Accessibility of the tool	<ul style="list-style-type: none"> • Designers worked with potential users to design the tool. • Do not have information about accessibility WAI conformance etc (though notice possibly problematic use of JavaScript menus on the home page)
12. Language support	<ul style="list-style-type: none"> • The forum is only available in Armenian • Note that the National Academy of Sciences are working with the UN University in Tokyo on suitable Universal Networking Language ²¹resources.
13. Channel availability	<ul style="list-style-type: none"> • Forums combine online and offline. • Mailboxes are mentioned
14. Technologies	<p>Tool design based on work with offline groups “simulating” an online forum. Various online tools adjusted to match needs of “prospective users”. Note – based on idea of thematic communities</p> <p>Initial website included:</p> <ul style="list-style-type: none"> • a bulletin board • administrative tools (for which facilitators to register new members and manage discussion threads • member mailboxes and web pages • links to useful online resources • newsletters • a help section <p>Later additions:</p> <ul style="list-style-type: none"> • Galleries (members can upload pictures and photos to their communities to illustrate discussions) • Documents - facilitators of the communities can place lengthy papers such as draft laws for downloading by community members • Voting’ option: enables participants to reach decisions on issues by voting

¹⁹ Coleman and Kaposi, 2006, p 86

²⁰ Coleman and Kaposi, 2006, p 86

²¹ <http://www.undl.org/>

15. Evaluation mechanisms	The information provided for registration provides some information for evaluation. Most members seem to be also registered with (provided with access by) Freenet
16. Further examples	<p>Related initiatives:</p> <ul style="list-style-type: none"> • See Mahan and Misnikov (2004) ²² including Freenet and the National e-Governance System for Territorial Administration of Armenia (started 2002)
17. Further information	<ul style="list-style-type: none"> • Coleman, S., Kaposi, I. (2006); "New democracies, new media, what's new? A study of e-participation projects in third-wave democracies" http://www.ega.ee/handbook/#_Toc132047448 • Artashes Darbinyan, Project Coordinator for UNDP's ICT for Development in UNDP in "Armenia" in Amy Mahan and Yuri Misnikov (eds) "How to Build Open Information Societies (A Collection of Best Practices and Know-How) "; 2004, UNDP (Referenced here as Mahan and Misnikov, 2004) Armenian chapter available here: http://unpan1.un.org/intradoc/groups/public/documents/UNTC/UNPAN018496.pdf

²² Armenian chapter: <http://unpan1.un.org/intradoc/groups/public/documents/UNTC/UNPAN018496.pdf>

3. BBC Action Network

1. Title	BBC Action Network ²³
2. General description	<p>http://www.bbc.co.uk/dna/actionnetwork/</p> <ul style="list-style-type: none"> Open online forum, run by the BBC, for people to influence issues they care about. Most of the content is written by the public and reflects their views. Citizens can raise issues/campaigns called 'networks'. These can be searched by issue or locality. Citizens can comment on/join each other's campaigns. Designed to have a strong relationship with the real world. Area: UK Target users: UK public
3. Basis of initiative	<ul style="list-style-type: none"> Initiated by staff at the BBC²⁴ - public UK media organisation In 2003 (then called iCan) <p>Objectives:</p> <ul style="list-style-type: none"> "A survey following the general election in 2001 showed that though people are less interested in party politics, they are still passionate about individual issues. Action Network was launched to help people discuss these issues and get involved in their local communities through their individual concerns. Action Network is politics with a small 'p': local campaigns and pressure groups having a say in decisions that affect their neighbourhood."²⁵ Redesign launched June 2005 under new name: BBC Action Network Winner of 2005 "Top 10 Who Are Changing the World of Internet and Politics"²⁶ However, the network does not seem to be particularly busy, given its position within the bbc website. Action Network is designed to be strongly related to (encourage, publicise and provide web space for) offline initiatives: "our aim is to encourage people to take action in the real world."²⁷ Importance of presence on BBC website (publicity, link to news and current affairs)
4. Democracy Context	<p>The UK is a parliamentary democracy with a constitutional monarchy. However, concern has been expressed at low levels of political participation – e.g. as evidenced by falling turnouts at elections.²⁸</p> <p>Telecoms: 57% of UK households had Internet access from home in 2006²⁹ though figures for digital TV and mobile phones are higher³⁰</p>
5. Participation area	<ul style="list-style-type: none"> Information Provision Community building Campaigning

²³ Formerly iCan

²⁴ <http://www.bbc.co.uk/>

²⁵ <http://www.bbc.co.uk/dna/actionnetwork/whatisactionnetwork#4> see also Kevill (2003) "Why the BBC has invested in iCan" <http://news.bbc.co.uk/1/hi/technology/3239501.stm>

²⁶ http://www.politicsonline.com/content/main/specialreports/2005/top10_2005/

²⁷ Email from Amber Rose, Senior Broadcast Journalist, BBC News Interactive

²⁸ E.g. Electoral Commission and the Hansard Society (2003); "Audit of Political Engagement 3"; Electoral Commission, London.

http://www.electoralcommission.org.uk/files/dms/Auditofpoliticalengagement3-fullreport_20006-14653__E__N__S__W__.pdf

²⁹ <http://www.statistics.gov.uk/CCI/nugget.asp?ID=8>

³⁰ <http://www.statistics.gov.uk/CCI/nugget.asp?ID=1710&Pos=6&ColRank=2&Rank=224>

6. Direction of communication/ level of participation	Peer to peer (public) Level of participation: eInforming and eCollaborating Potentially eEmpowering
7. Stage in policy cycle	Could be used at any stage in the policy lifecycle as essentially issue-based
8. Stakeholders	<ul style="list-style-type: none"> • BBC staff as technology providers • BBC staff as information providers (some in depth briefs provided) • Anyone accessing the site on a read only basis • People who are registered. Registered members can: <ul style="list-style-type: none"> ○ Post notices on local notice board ○ Write articles, guides and case studies for the site ○ Set up Action Network campaigns ○ Register support or opposition to other people's campaigns ○ Add comments on other people's posts • People who have "campaigns"
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> • Registration and authentication – users need to provide authentication information when they register (user name, password and security question) • Members are also asked for their real name –this is publicly displayed – and their email address (not displayed). The email address needs to be verified for the membership to be activated. • Rights and responsibilities are set for whole bbc website³¹. Members have to agree to rights and responsibilities as part of registration process. These are essentially the same as the bbc website's Terms of Use: http://www.bbc.co.uk/terms/ • Plus the Action Network rules http://www.bbc.co.uk/dna/actionnetwork/actionnetworkrules • Privacy Policy (for whole bbc website): http://www.bbc.co.uk/privacy/
10. Moderation, facilitation, content-rating	<ul style="list-style-type: none"> • The network is moderated by its staff. • Users can complain using a "complain" link provided near each comment. • Users can also correct/contact each other by posting public messages or private messages across the network.
11. Accessibility of the tool	<ul style="list-style-type: none"> • The bbc website is well-regarded in terms of accessibility and has extra information and tools to help http://www.bbc.co.uk/accessibility/³²
12. Language support	<ul style="list-style-type: none"> • Action Network may only be used in English or Welsh (though other parts of the bbc website are available in up to 33 languages³³)
13. Channel availability	<ul style="list-style-type: none"> • RSS feed • Email newsletter
14. Technologies	<ul style="list-style-type: none"> • The website is organised around "campaigns". These are started by members (i.e. registered users) and organised like blogs. Campaigns have a number of different sections that allow owners to display updates, campaign aims, contact details and links. Static information like the campaign's aim is displayed on the right hand side of the page. On the left are articles (including articles about events). Other visitors comment on these like a blog. • The website also supports "Noticeboards": a place to ask questions or suggest ideas. Posting a notice is a way to highlight a concern about an issue and find out if other people have similar feelings about it. • Noticeboards and campaigns are indexed in 2 ways –by locality and

³¹ See http://www.bbc.co.uk/signon/sso_popups/rights.shtml?/icanimages/sso_resources

³² The bbc also provide a 3rd-party accessibility study of their website though this is from 2002, so can tell us little about the current design of the Action Network: System Concepts Ltd (2002) "Accessibility study of BBCi: Problems faced by users with disabilities"

http://www.bbc.co.uk/commissioning/newmedia/pdf/BBCi_Accessibility_Study_7-10-02.pdf

³³ <http://www.bbc.co.uk/worldservice/languages/>

	<p>issue. Directory pages collect all the different types of posts for an issue or place. On each one you'll find the two most recent notices and most recently updated campaigns and links to see a full list of each. There are also upcoming events, recent articles and organisations and relevant links.</p> <ul style="list-style-type: none"> • You can also see a list of members signed up for a chosen locality (who have agreed for their names to be published in this way.) • The website also offers facilities for members to send messages to each other without revealing their email addresses via an "Action Network Message" • The system used is called DNA. It's an in house (bbc) platform, which allows users to add and create content. It's used across the BBC for websites that have user generated content.
15. Evaluation mechanisms	In order to join the network people need to supply a minimum of demographic data: their name, email address and location.
16. Further examples	Part of one of the UK's busiest websites - http://www.bbc.co.uk/ - though not currently promoted on it (no home page link)
17. Further information	An external evaluation is due for publication soon, through ICELE ³⁴

³⁴ International Centre of Excellence for Local eDemocracy <http://www.icele.org/>

4. Caithness.org

1. Title	Caithness.org
2. General description	<p>http://www.caithness.org/ Forums: http://forum.caithness.org/</p> <ul style="list-style-type: none"> • Community website, with various notice boards (local and community news, tourism, commerce, local groups and entertainments), directory services and forums • Caithness, Scotland – most northerly county in mainland Britain; about 700 square miles; population of around 27,500. • The website is aimed at everyone with an interest in the area
3. Basis of initiative	<ul style="list-style-type: none"> • The project was started in 1999 by a local citizen: Bill Fernie <p>Objective: "I started the web site to try to help the area by drawing together in one place much of the information that was available for the voluntary and charitable sector. I saw very quickly that there were many other possibilities for promoting the area in new ways - combining social information and the data that anyone making a trip to the area might need. I looked at what was popular as the site developed and extended it in many directions as they suggested themselves to me."³⁵</p> <ul style="list-style-type: none"> • The initiator decided against applying for any sort of funding in order to run the website as self-supporting. However, the site has never made a profit. • In 2001 the website won Yell.com's Best Community Site award and Web Site Of The Year³⁶. • The website is one of the UK's most successful local community websites – receiving over 1million hits per day during busy periods.³⁷ • "the forum alone on the web site gets over 4500 individual visitors a day and the numbers continue to rise. Hit rate in our forum alone in May 2007 was 6,656,679. The site as whole I am estimating will pass 100,000,000 hits for the year 2007."³⁸
4. Democracy Context	See BBC Action network study for UK context. However, the area (Highland region) has a reputation for above average democratic activity. ³⁹
5. Participation area	Note that e-democracy was not one of the initial aims of the website, but it is used by local people and politicians for the following: Information Provision, Community building, Consultation, Campaigning, Deliberation
6. Direction of communication/ level of participation	Direction of communication – Mostly peer to peer Open to citizens, candidate, councillors and members of various parliaments to use to inform or gather opinion. eInforming, eConsulting, eCollaborating, eEmpowering
7. Stage in policy cycle	Not aimed at policy formation, but could be used at any stage in the policy lifecycle.
8. Stakeholders	<ul style="list-style-type: none"> • Staff (has previously had staff, but currently only Bill is paid staff) • Forum moderators (mostly volunteers) • People who contribute news or add notices about events • People who use one of the services – e.g. to buy or sell • Forums: registered users, guests (can only read)

³⁵ Rural Gateway Interview with Bill Fernie, 11th February, 2004

<http://www.ruralgateway.org.uk/cgi-bin/item.cgi?id=458&d=11&h=24&u=46&dateformat=%o-%b-%h>

³⁶ <http://www.caithness.org/fpb/october/yellowards/index.htm>

³⁷ <http://www.caithness.org/about.htm>

³⁸ Email from Bill Fernie, June 2006

³⁹ See analysis of the 2003 Scottish Parliament election results:

<http://www.scottish.parliament.uk/msp/elections/2003/analysis/index.htm>

9. Rules of engagement (owner/provider and/or end-user)	<p>The following apply specifically to the forums.</p> <ul style="list-style-type: none"> • In order to register, visitors are asked to agree to the Forum Rules⁴⁰. The forum rules include a privacy statement. • They are required to give the minimum of personal information – an email address⁴¹ that is verified (also a chosen user-name and password). Image verification is used. They may add information about who referred them to the site and their local time zone. They opt in or out of receiving emails from administrators or other members.
10. Moderation, facilitation, content-rating	<ul style="list-style-type: none"> • Moderators: Moderators oversee specific forums. They generally have the ability to edit and delete posts, move threads, and perform other manipulations. Becoming a moderator for a specific forum is usually rewarded to users who are particularly helpful and knowledgeable in the subject of the forum they are moderating.⁴² • Registered members can edit or delete their own posts at a later date. • The website has an extensive moderation policy⁴³, with an “infraction system” –i.e. the use of virtual red or yellow cards. • The forum rules are comprehensive, though individual forums may have extra specific rules. • Members can “rate” threads. You may find a small menu on thread pages which allows you to 'rate this thread' with a number between 1-5, expressed in “stars”. Once enough votes have been cast for the thread rating, you may see a set of stars appear with the title of the thread in the thread listings. These stars reflect the average vote cast, and can allow you to quickly see which threads are worth reading. • Members can also gain credit by referring other people to the forums.
11. Accessibility of the tool	<ul style="list-style-type: none"> • No specific claims about/problems with usability were found • No evidence of special efforts to pass compliance tests (e.g. no doc type declaration, no WAI - or similar - compliance sign⁴⁴)
12. Language support	<ul style="list-style-type: none"> • The website (including forums) seems to be only available in English • However, the underlying technology (vBulletin) is used to support forums in a variety of languages and scripts.⁴⁵
13. Channel availability	<ul style="list-style-type: none"> • News and forums are available as RSS feeds • Email notification available for threads you subscribe to
14. Technologies	<p>Forums:</p> <ul style="list-style-type: none"> • Forums work like fairly traditional bulletin boards with themes, top level comments and threads. These can be viewed in a variety of modes: <ul style="list-style-type: none"> ○ Linear Mode (Oldest First) - In this mode, posts are displayed chronologically from oldest to newest. Posts are shown in a flat mode so that many posts can be viewed simultaneously. ○ Linear Mode (Newest First) - This is the same as the above mode, except that posts are ordered in an opposite way (newest first). ○ Threaded Mode - In this mode, a tree is shown along with every post. This tree allows you to see the relationship each post has to others, in terms of who responded to whom. Only one post is shown at a time. ○ Hybrid Mode - This mode is a mixture of the linear and threaded modes. The post tree is displayed like in the threaded mode, but multiple posts are displayed simultaneously like in the linear modes.

⁴⁰ <http://forum.caithness.org/showthread.php?t=13581>

⁴¹ Note –web-based email addresses –like hotmail –are not accepted and a full list of banned domains is kept: <http://forum.caithness.org/showthread.php?t=1275>

⁴² http://forum.caithness.org/faq.php?faq=vb_read_and_post#faq_vb_moderator_explain

⁴³ <http://forum.caithness.org/showthread.php?t=13581>

⁴⁴ WAI: Web Accessibility Initiative <http://www.w3.org/WAI/>

⁴⁵ <http://www.vbulletin.com/links.php?linkcatid=international>

	<ul style="list-style-type: none"> Contributors can use a WYSIWYG editor to add emphasis in their posts Users can post polls when they start a new thread⁴⁶ and vote in each other's polls. Forums are powered by vBulletin® Version 3.6.4 which works in PHP with MySQL: http://www.vbulletin.com/
15. Evaluation mechanisms	<p>Very little information is needed to register –the only demo graphic information is that revealed by a (non-web-based) email address. The website publishes its "hits"⁴⁷</p>
16. Further examples	<ul style="list-style-type: none"> vBulletin is used by a wide variety of groups e.g. http://www.vbulletin.com/links.php?linkcatid=international A company has come out of Caithness.org -Scorrie Internet Services⁴⁸. They build and host websites for commercial and community organisations.
17. Further information	<p>See "articles about us" and "research on us" left hand side bar of http://www.caithness.org/about.htm</p> <p>e.g.</p> <ul style="list-style-type: none"> e.g. Rural Gateway Interview with Bill Fernie, 11th February, 2004 http://www.ruralgateway.org.uk/cgi-bin/item.cgi?id=458&d=11&h=24&u=46&dateformat=%o-%b-%h Laura Hamilton Thomson (2001) "Can the creation of Community Networks enhance social capital in rural Scotland?". Dissertation submitted in part fulfilment of the requirements for the degree of BA Hons Sociology and Social Policy University of Stirling http://www.caithness.org/laurathompson/index.htm Roger Seeney (2001) "Digital Communities" as part of an MSc Information Studies http://www.caithness.org/research/index.htm

⁴⁶ http://forum.caithness.org/faq.php?faq=vb_read_and_post#faq_vb_poll_explain

⁴⁷ <http://www.caithness.org/about.htm>

⁴⁸ <http://www.scorrie.co.uk/>

5. Debatepedia

1. Title	Debatepedia
2. General description	<p>http://debatepedia.com/</p> <ul style="list-style-type: none"> • Enables users to present and organise unique arguments made by third-party sources (e.g. by scholars, experts, leaders) on both sides of a debate. By providing a "logic tree" debate methodology, it enables debates to be organised in the most understandable way. • Wiki-based technology. • Nominally International, but has so far been mostly taken up by US issues • Target user group: Any English speaking Internet user
3. Basis of initiative	<ul style="list-style-type: none"> • Founded in the summer of 2006 by Georgetown University graduate Brooks Lindsay and Georgetown University under-grad student William Wnekowicz. A larger group of students and professors then aided in the development of the idea. • The main question driving the idea through this formative period was: how can "open-source" technology be applied to debate and analysis. By the winter of 2006, the model for bridging this gap was based on 3 foundational assumptions: <ul style="list-style-type: none"> ○ That arguments made within the public sphere at specific points in time can be created as facts, presented in an encyclopedia form, and that this can be objectively regulated by Debatepedia "wiki" editors and administrators. ○ That there is a finite number of <i>unique</i> arguments being made in public debates, making it possible to regulate the length of any given debate article under the criteria that all presented arguments be <i>unique</i>. ○ That the split-screen/question/sub-question Debatepedia logic tree is ideal for framing debates, and that it is compatible with "wiki" technology.⁴⁹ <p>Aim of tool:</p> <ul style="list-style-type: none"> • for uncovering all of the unique arguments in important public debates and for developing a complete and rational position.⁵⁰ • A new organisation and tool. Still in the process of setting up an advisory board and looking for funding.⁵¹
4. Democracy Context	Designed to be used internationally.
5. Participation area	Information Provision, Collaborative Environment Note that users cannot add their own opinions.
6. Direction of communication/ level of participation	(Note that Debatepedia is not designed as an e-participation tool.) eInforming, eCollaborating
7. Stage in policy cycle	Note that Debatepedia is not designed as an e-participation tool. However it could be used to support any of the following if relevant factual information was added: <ol style="list-style-type: none"> (1) agenda setting (2) policy formulation (3) decision-making (5) policy evaluation.

⁴⁹ http://debatepedia.com/index.php/Media_Kit

⁵⁰ <http://debatepedia.com/index.php/Debatepedia:About>

⁵¹ http://debatepedia.com/index.php/Media_Kit

8. Stakeholders	<ul style="list-style-type: none"> Registered users – can add facts by editing the wiki or discuss edits Founders People working closely on the project Users with administrative privileges (Users who contribute significantly may get administrative privileges) 3rd parties who are quoted on the site
9. Rules of engagement (owner/provider and/or end-user)	<p>Registration and authentication</p> <ul style="list-style-type: none"> To make changes users need to create an account. To do this, they need to provide a username, password and email address and (optionally) their real name. There is no evidence that the email address needs to be verified. Privacy statement makes clear that users' IP addresses are logged.⁵² Conditions of use - see Guiding Principals⁵³ <p>Administrative privileges include:</p> <ul style="list-style-type: none"> deleting users editing blocked pages blocking pages moving pages <p>Regular users can</p> <ul style="list-style-type: none"> “rollback” or change another person's edit <p>The software has the ability to route every single edit to an administrator for approval⁵⁴</p>
10. Moderation, facilitation, content-rating	<p>Users can essentially moderate each other by editing each other's contributions. If they are sceptical, but unsure, they can discuss the point on the page's accompanying discussion page.</p>
11. Accessibility of the tool	<ul style="list-style-type: none"> No obvious accessibility problems with the technology, though contributors need to follow good practice⁵⁵ Wikis are not difficult to use, but can be intimidating for non-experienced or less confident users.
12. Language support	<p>Help pages are currently only available in English. Content could be added in other languages, but there are no examples of this yet.</p>
13. Channel availability	<ul style="list-style-type: none"> Web-based Some use of email: “Enables others to contact you through your user or user_talk page without needing to reveal your identity”.⁵⁶
14. Technologies	<ul style="list-style-type: none"> Debatepedia enables “editors” to add content to a “logic tree debate medium” : editors initiate debate with a “yes”/“no” question. The “yes” and “no” arguments are then presented down the left and right sides of the page in a split-screen. (See Image⁵⁷) Users are enabled to break down the main question and it list of pros and cons into sub-questions

⁵² http://debatepedia.com/index.php/Debatepedia:Privacy_policy

⁵³ <http://debatepedia.com/index.php/Debatepedia:About>

⁵⁴ Information about administrative rights from email from William Wnekowicz, Debatepedia.com, info@debatepedia.com

⁵⁵ E.g. see Wikipedia <http://en.wikipedia.org/wiki/Wikipedia:Accessibility>

⁵⁶ <http://debatepedia.com/index.php?title=Special:Userlogin&type=signup>

⁵⁷ http://debatepedia.com/index.php/Image:Debatepedia_4x6_back.jpg

⁵⁸ <http://www.wiki.org/wiki.cgi?WhatIsWiki>

⁵⁹ See also <http://en.wikipedia.org/wiki/Wiki>

	<p>that represent real sub-debates that haven taken place within the larger public debate. Pros and cons (in the form of added 3rd-party references) are then organised under the sub-questions.</p> <ul style="list-style-type: none"> • Wiki is a piece of server software that allows users to freely create and edit Web page content using any Web browser. Wiki supports hyperlinks and has a simple text syntax for creating new pages and crosslinks between internal pages on the fly.⁵⁸ For the user, this feels like a very literal editing a web-page (rather than editing html)⁵⁹ Users can usually also discuss changes (each page has an accompanying discussion page) • Debatepedia 2007 is Open source wiki Content is available under GNU Free Documentation License 1.2.⁶⁰
15. Evaluation mechanisms	Changes and visits are tracked by user account and IP address – but beyond this, not much demographic information seems to be stored.
16. Further examples	Related initiative – Wikipedia: http://wikipedia.org/
17. Further information	<p>The initiative is still too new to be evaluated. It would be useful to see who becomes more involved through funding and their proposed advisory Board⁶¹</p> <p>“From the description on the site you sent to me, it looks like these countries are looking to set up some sort of wiki. I'd like to let you know that Debatemedia, Inc., the parent company that started Debatepedia.com, is currently in a software development project to create a more user friendly environment. I believe that we can be instrumental in helping you develop this project.” –email from William Wnekowicz, Debatepedia.com, info@debatepedia.com</p>

⁶⁰ <http://www.gnu.org/copyleft/fdl.html>

⁶¹ http://debatepedia.com/index.php/Media_Kit

6. Deme – Platform for online deliberation

1. Title	Deme – Platform for online deliberation.
2. General description	<p>http://groupspace.org/</p> <ul style="list-style-type: none"> • Web-based platform for online deliberation (formerly referred to as “POD”). Deme is being developed as an asynchronous environment for groups to meet, discuss, and come to decisions via the World-Wide Web. Deme can either be installed on your own server, or accessed via the free prototype hosting service on Groupspace.org. • geographical area – project based in the US but open to groups from anywhere • Groups that might find Deme useful include advocacy, service, or civic organizations, trade union groups, neighbourhood/homeowner associations, religious organizations, university groups, social clubs, loose groups of activists, and “online communities” (those whose interaction takes place primarily on the Internet). We especially have in mind small-to-medium sized groups of between 2 and 200 people, who interact outside of the Internet (i.e. in “real life”), and who have some purpose or mission that requires collective decision making. Although it is particularly aimed at civil society groups, government organizations should be able to use it as well.⁶²
3. Basis of initiative	<ul style="list-style-type: none"> • Initial project based at Stanford University (US) Partnership for Internet Equity and Community Engagement (PIECE)⁶³ • Deme seems to have launched in 2004⁶⁴ <p>Designed to support participation among low income groups (initially in the Palo Alto area) who found it difficult to attend groups which met face to face:</p> <p>“Deme was inspired by participation in and observation of community and nonprofit organizations, grassroots activist groups, neighborhood associations, church committees, university meetings, and labor groups. These groups have different structures, sizes, levels of openness/closedness, and decision making styles, but all share a need to deliberate on decisions and all have face-to-face meetings. [...]</p> <p>Despite our aim of providing a tool that many types of groups can use, the Deme project grew out of specific concerns about enhancing participation in deliberative discourse, and about empowering people such as residents of the low-income, multilingual community of East Palo Alto who face many barriers to civic involvement. A report prepared by PIECE researchers⁶⁵ in the summer of 2002 attempted to make the case for the potential of online deliberation to help democratize and build social capital and trust in East Palo Alto.</p> <p>In an academic context, our work generally aligns with the perspective known as “deliberative democracy”, which holds that democracy can only be enhanced by tying social decisions to thoughtful, fair, and informed dialogue among stakeholders, rather than through the filtering and manipulation of raw public opinion by power holders.</p> <p>A common theme of participant-observations leading up to the design of Deme was that the need to make group decisions in face-to-face meetings often serves as an excuse for inner-circle, nontransparent decision making at</p>

⁶² http://groupspace.org/wordpress/?page_id=43#who

⁶³ <http://piece.stanford.edu/>

⁶⁴ Todd Davies, Brendan O'Connor, Alex Angiolillo Cochran and Jonathan J. Effrat (2004) “An Online Environment for Democratic Deliberation: Motivations, Principles, and Design”
<http://www.stanford.edu/~davies/deme-principles.pdf>

⁶⁵ “Community Democracy Online: A Preliminary Report from East Palo Alto”
<http://www.stanford.edu/~davies/APSA-2002.pdf>

	<p>many levels in society, ranging from small informal activist organizations to the US Government."⁶⁶</p> <ul style="list-style-type: none"> • Work was funded by various grants and scholarships (based at Stanford)⁶⁷ • See the PIECE projects page for related initiatives⁶⁸. Note East Palo Alto Network (EPA.net) is also a case study for this report, though the network does not use the Deme software.
4. Democracy Context	See above – democracy limited for low income citizens.
5. Participation area	<ul style="list-style-type: none"> • Information Provision, Community building / Collaborative Environments, Campaigning, Deliberation, Discourse, Polling
6. Direction of communication/ level of participation	<p>peer to peer</p> <p>eInforming, eCollaborating, eEmpowering</p>
7. Stage in policy cycle	Note importance of group. Primarily to support decision-making, but collaborative environment could support most stages in the cycle.
8. Stakeholders	<ul style="list-style-type: none"> • The tool is focused around groups. • Groups can also have sub-groups (like a committee meeting on a particular topic). • Horizontal communication between groups is also possible. • Groups creator defines privacy
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> • To create an account users need to supply a user name, password, email address and first and second name. However, some groups may be private/invitation only. • Deme supports guest (anonymous) reading and posting, at the discretion of the group's creator.⁶⁹
10. Moderation, facilitation, content-rating	No rules of engagement accompany the groupware –presumably it's up to each group to decide roles and conditions of use.
11. Accessibility of the tool	<ul style="list-style-type: none"> • Long term commitment to compliance with WAI standards. Cross-browser support is quite good in the current version (PHP Deme), and will continue to be in the next one (ruby on rails deme) which will work in most browsers and all major operating systems - Windows, Mac, Linux, Solaris. • Primarily a visual tool. Would require a different approach (especially for discussing a document) for visually impaired users.⁷⁰
12. Language support	<ul style="list-style-type: none"> • Mostly available in English • A version of PHP Deme exists for Catalan, with an interface developed in Catalonia.
13. Channel availability	<ul style="list-style-type: none"> • PHP Deme is email integrated - you can post and read comments via email⁷¹
14. Technologies	<ul style="list-style-type: none"> • "It provides the functionality of message boards and email lists for discussion, integrated with tools for collaborative writing, item-structured and document-centered commentary, straw polling and decision making, and storing and displaying group information."⁷²

⁶⁶ http://groupspace.org/wordpress/?page_id=43#agenda

⁶⁷ http://www.groupspace.org/wordpress/?page_id=13

⁶⁸ <http://piece.stanford.edu/projects.html>

⁶⁹ "How secure is deme?" http://groupspace.org/wordpress/?page_id=43#secure

⁷⁰ Interface described in Todd Davies, Benjamin Newman, Brendan O'Connor, Aaron Tam, Leo Perry; (2006) "Displaying Asynchronous Reactions to a Document: Two Goals and a Design" Presented at "CSCW '06", November 4 -8, 2006, Banff, Alberta, Canada

⁷¹ "An Online Environment for Democratic Deliberation: Motivations, Principles, and Design" (ibid)

⁷² http://groupspace.org/wordpress/?page_id=43#usage

	<ul style="list-style-type: none"> • PHP version Requires Apache, MySQL, and PHP >= 4.1 on Linux or perhaps a unix-like system. Has been tested on redhat 9's apache/php/mysql setup: 2.0/4.2.2/3.23. Deme has not been tested on PHP for Windows.⁷³ • Next version: The new version has a redesigned interface⁷⁴ heavily utilizing AJAX technologies. The new version will require a Ruby on Rails server. • Opens source⁷⁵
15. Evaluation mechanisms	The principals: "The online platform should therefore <i>build in feedback and assessment</i> from group members, shared both within the group and with tool providers, at different stages during and after tool adoption." However, there's no evidence that this was completed.
16. Further examples	This page lists only open groups: http://groupspace.org/groups.php
17. Further information	<ul style="list-style-type: none"> • Todd Davies, Brendan O'Connor, Alex Angiolillo Cochran and Jonathan J. Effrat (2004) "An Online Environment for Democratic Deliberation: Motivations, Principles, and Design" http://www.stanford.edu/~davies/deme-principles.pdf • "Community Democracy Online: A Preliminary Report from East Palo Alto" http://www.stanford.edu/~davies/APSA-2002.pdf • Todd Davies, Benjamin Newman, Brendan O'Connor, Aaron Tam, Leo Perry; (2006) "<i>Displaying Asynchronous Reactions to a Document: Two Goals and a Design</i>" Presented at "CSCW '06", November 4-8, 2006, Banff, Alberta, Canada http://www.stanford.edu/~davies/cscw06-poster-paper.pdf

⁷³ <http://www.groupspace.org/base3/README.txt>

⁷⁴ "*Displaying Asynchronous Reactions to a Document: Two Goals and a Design*" (ibid)
<http://www.stanford.edu/~davies/cscw06-poster-paper.pdf>

⁷⁵ See licence : <http://www.groupspace.org/base3/LICENSE.html>

7. Demos: Delphi Online Mediation System

1. Title	Demos: Delphi Online Mediation System
2. General description	<p>http://demos-project.org/index.html</p> <ul style="list-style-type: none"> • DEMOS supports the full process of discussion/consultation through various online tools, including an online forum, polling, surveying (and formulating the results). Note that demos uses the deliberation system "Zeno", which is included here as a separate case study. • Demos has been used in Hamburg (Germany) and Bologna (Italy) • It has so far been used to involve citizens in discussions about the future of their areas (planning)
3. Basis of initiative	<ul style="list-style-type: none"> • DEMOS is an international Research & Development project funded by the European Commission (IST-1999-20530). • TUHH Technologie GmbH, TU Hamburg-Harburg, Fraunhofer Institute for Autonomous intelligent Systems (AiS), Fraunhofer Institute for Open Communication Systems (FOKUS), Ibermática, User Interface Design, Ipsos-RSL, Nexus, City of Bologna (Iperbole), City of Hamburg (hamburg.de). See http://demos-project.org/partners.html • Begun September 2000 for 30 months (ended March 2003?) <p>Objective:</p> <ul style="list-style-type: none"> • "to exploit novel forms of computer mediated communication in order to support democracy on-line ('e-democracy') and to enhance citizen participation in modern societies."⁷⁶ <p>How was it developed from the initial idea?</p> <ul style="list-style-type: none"> • Step 1 - Construction of a scenario in order to illustrate the possible development of the discussion⁷⁷ • Step 2 - Specification of an idea model of process phases⁷⁸ • Step 3 - Usability tests of the first interface conducted on an exclusive audience⁷⁹ • Step 4 - development and test of the first prototype⁸⁰ • Step 5 –development of final platform⁸¹
4. Democracy Context	Has so far been used in cities in developed democracies.
5. Participation area	Note- has been particularly used in "planning" Information Provision, Community building / Collaborative Environments, Consultation, Deliberation, Discourse, Mediation, Spatial planning
6. Direction of communication/ level of participation	City governments have used it to consult with their citizens –essentially top-down. eInforming, eConsulting, eCollaborating
7. Stage in policy cycle	So far used in (1) agenda setting and (2) policy formulation
8. Stakeholders	Authorities use tool to consult citizens/ involve them in decision-making/planning. It is also suggested that it could be used by organisations to consult their staff. <ul style="list-style-type: none"> • Stakeholders – consulters and consultees.

⁷⁶ Luehrs, R., Malsch, Th. and Voss, K. (2001) "Internet, Discourses and Democracy" In: Terano, T. et al. (eds): New Frontiers in Artificial Intelligence. Joint JSAI 2001 Workshop Post -Proceedings. Heidelberg: Springer-Verlag. S. 67-74. http://demos-project.org/resources_publications.html

⁷⁷ http://demos-project.org/progress_scenario.html

⁷⁸ http://demos-project.org/progress_modell.html

⁷⁹ http://demos-project.org/progress_usability.html

⁸⁰ http://demos-project.org/progress_prototyp.html

⁸¹ <http://demos-project.org/progress.html>

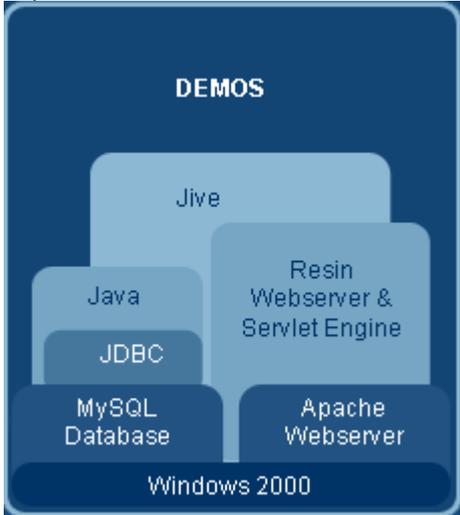
	<ul style="list-style-type: none"> Actors defined by the system: Initiator, moderator, mediator/expert, work group member⁸²
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> Users have to log in to use the system but the discussion may be available publicly on a read-only basis. Have not found information about "Conditions of Use" used in pilots or information needed to register.
10. Moderation, facilitation, content-rating	<ul style="list-style-type: none"> Moderators summarise the discussion and choose main issues/agreements to move forward from one phase of the discussion to the next. Moderators also manage the discussion: (summarise the developing debate on a regular basis, try to tease out and manage emerging conflicts and answering questions) Technology supports moderators being elected by users (don't know if this happened in any of the pilots) In the Hamburg City debate there was an infraction policy (yellow card) "In general the moderators used two different ways to communicate with the users: messages in the forum (one-to-all-communication) and messages in the personal area or emails (one-to-one-communication). The strategy of the moderators was to intervene as early as possible. Nearly all messages concerning violations of rules were sent by email instead of posting them into the forum, in order to not disturb the constructive discussion. Almost all of the admonished participants acted insightfully and changed their behaviour after such an intervention."⁸³
11. Accessibility of the tool	<ul style="list-style-type: none"> Technology for users to take part designed to be technologically inclusive and accessible⁸⁴ <p>"On the user side, a very heterogeneous environment was expected. Most of the environments should be supported. Due to varying operating systems and web browsers no proprietary extension could be used (i.e. Microsoft ActiveX), instead standardized methods must be used. Most of the operations are executed on the server side within Java Server Pages to shield the user from implementation details. Only a small part of code has to be executed on the user side for displaying and navigation within a forum. This is implemented in JavaScript, so the user's browser has to support JavaScript. In addition, Cookies have to be enabled for authentication purposes."⁸⁵</p>
12. Language support	<ul style="list-style-type: none"> It seems that the tool has been used in German and Italian. No specific information about language support has been found.
13. Channel availability	<ul style="list-style-type: none"> The process outlines a variety of possible technologies feeding into the discussions – online and offline forums and discussions, questionnaires, email, chat, small group work.
14. Technologies	<p>Various methods and phases which feed into one another:</p> <ul style="list-style-type: none"> Unstructured iterative discussion sessions and structured debates with goal-directed cycles, organised and controlled by a moderator or a group of moderators differentiated user roles and access rights modes for communication and feedback (direct/indirect, public/protected) support for differentiated types of user-interaction sorting and aggregating quantitative data and qualitative semantic content (free answers, comments and statements) participative "bottom up" specification of issues, construction of questionnaires, and selection of experts

⁸² Phase model (Complex) ; http://demos-project.org/progress_modell.html

⁸³ Rolf Lühns, Steffen Albrecht, Maren Lübcke, Birgit Hohberg (2006) "How to Grow? Online Consultation about Growth in the City of Hamburg: Methods, Techniques, Success Factors" <http://unpan1.un.org/intradoc/groups/public/documents/other/unpan024321.pdf>

⁸⁴ http://demos-project.org/concept_technology.html

⁸⁵ http://demos-project.org/concept_technology01.html

	<ul style="list-style-type: none"> • conflict resolution strategies allowing differentiated outcomes (convergence, consensus, divergence, "rational dissent") • self-organization and subgroup formation allowing different levels of aggregation and distribution • methods facilitating the maintenance of process coherence and coordination in the face of large numbers of participants with high fluctuation rates.⁸⁶ <p>Technologies used in pilots:</p>  <p>Figure 1 System architecture of DEMOS.1 in the Hamburg trial http://demos-project.org/concept_technology02.html</p> <ul style="list-style-type: none"> • The DEMOS system is available for licencing under an ASP model. The application including the moderation service is available as a turn-key system through Wornex. • Note also that the version of DEMOS currently used by TuTech in its eDemocracy projects is an entirely new implementation, based on the same concepts, in PHP. • For more information about technologies used in the pilots described here, see the "Zeno" case study. (Zeno is an Open Source Internet groupware system, written in Java.)
15. Evaluation mechanisms	<p>Registration information provided Most of the technologies used could also be used to evaluate the process.</p>
16. Further examples	<p>Pilots</p> <ul style="list-style-type: none"> • At the Technical University of Hamburg-Harburg (TUHH), the DEMOS system was used to find out how teaching at the university could be evaluated and improved. (2001)⁸⁷ • In the City of Bologna citizens were invited to discuss the issue of Traffic in Bologna. The DEMOS process ran for six weeks in January and February 2002.⁸⁸ • City of Hamburg, 2002: From November 4th until December 2nd, the citizens of Hamburg had the opportunity to discuss and develop ideas how to let Hamburg grow (See "How to Grow" below)
17. Further information	<ul style="list-style-type: none"> • Rolf Lührs, Steffen Albrecht, Maren Lübcke, Birgit Hohberg (2006) "How to Grow? Online Consultation about Growth in the City of Hamburg: Methods, Techniques, Success Factors" http://unpan1.un.org/intradoc/groups/public/documents/other/unpan024321.pdf

⁸⁶ <http://www.wornex.com/content/view/16/83/>

⁸⁷ http://demos-project.org/prototyp_pilot_hamburg.html

⁸⁸ http://demos-project.org/prototyp_pilot_bologna.html

8. e-Community Council

1. Title	e-Community Council
2. General description	<p>http://www.ecommunitycouncil.org.uk/</p> <ul style="list-style-type: none"> • An online environment based on blogs and questionnaires to support the work of community councils (representing neighbourhoods of approx 3-5000 people) – especially informing local citizens and encouraging their participation. • Project involved 6 community councils in central Scotland, UK • Each community council website is aimed at people in that community council's area (e.g. a village and its surroundings)
3. Basis of initiative	<ul style="list-style-type: none"> • This was an ITC project (International Teledemocracy Centre⁸⁹, Napier University). The project was first initiated by a local Community Councillor. • Partners: Stirling Council, the Association of Community Councils for the Loch Lomond & Trossachs National Park area, Stirling Assembly, the Association of Scottish Community Councils. The project had the support of local MSP: Dr Sylvia Jackson.⁹⁰ • The project was funded by the Scottish Executive⁹¹ • The project ran from February 2004 to January 2006, however the websites are still live and a couple of them are in use. <p>Objective: to investigate how technology could be developed to help regenerate democracy at the local community level.</p> <p>Developed in 2 phases 1 –working with a specific Community Council to develop a toolkit to support their work (pilot, evaluate, improve) 2 – generalise and roll out to other community councils involved (pilot, evaluate, improve)</p>
4. Democracy Context	Community councils operate at a very local level and are semi-independent of local government. They receive very little central government funding or support, although some is coordinated through municipal level government.
5. Participation area	Community councils are often asked by other local and national agencies to consult their community. Much of their work involves environmental and economic planning processes <ul style="list-style-type: none"> • Information Provision, Community building / Collaborative Environments, Consultation
6. Direction of communication/ level of participation	Mostly e-consultation, though people also bring up issues that the community councils raise with municipal level government.
7. Stage in policy cycle	(1) agenda setting (2) policy formulation (3) decision-making
8. Stakeholders	For each council: <ul style="list-style-type: none"> • Community councillors • People in the local community • to some extent other elected representatives – especially municipal government

⁸⁹ <http://itc.napier.ac.uk/>

⁹⁰ <http://itc.napier.ac.uk/ITC/projectSummaries.asp#Project2>

⁹¹ <http://www.scotland.gov.uk/>

<p>9. Rules of engagement (owner/provider and/or end-user)</p>	<p>Community councillors – are given admin rights for their community council. Their login then enables them to access non-public areas of their e-community council website.</p> <p>Members of the community do not need to register. If they wish to contribute (e.g. add a comment to an item) they are asked to provide a name. To encourage access, no further verification or security checks are made. The lack of registration means that demographic data is not available, but a privacy policy is not required.</p> <p>The conditions of use statement appears wherever a contribution can be made (e.g. below a comment form):</p> <ul style="list-style-type: none"> • “Users of this website who wish to add a comment are requested to observe the following conditions. You may not: use offensive or abusive language; make statements of a personal nature; make advertising statements; include text which is not relevant. The providers of this system shall be the sole judge of whether, in relation to any text, the conditions of use have been breached and reserve the right to remove comments that breach these conditions of use. The providers of this system reserve the right to amend, at any time, these conditions of use and accept no liability for the comments posted to these pages.”⁹²
<p>10. Moderation, facilitation, content-rating</p>	<p>The Community councillors moderate the website against the conditions of use policy outlined above.</p>
<p>11. Accessibility of the tool</p>	<ul style="list-style-type: none"> • The website has been developed by working with the community councillors in order to minimise the technical skill needed to manage it. • The developers sought to make a usable and WAI compliant website ⁹³
<p>12. Language support</p>	<ul style="list-style-type: none"> • Only available in English
<p>13. Channel availability</p>	<ul style="list-style-type: none"> • Internet via web browser. No email mechanisms used. • RSS enabled
<p>14. Technologies</p>	<p>The website supports the community council in their activities with the community via:</p> <ul style="list-style-type: none"> • A blog-type function – councillors can add items – text or documents and people comment on the item. Comments are shown in chronological order and unthreaded • A similar function is used to support “consultations” • There is facility for councillors to create questionnaires for the public to respond to online. • An events diary and useful contacts facility are also provided. • There is also a Councillor only section for councillors to work together to share and draft items. • The toolkit is currently written in ASP. Information is held in a SQL server database.
<p>15. Evaluation mechanisms</p>	<p>No demographic data collection is built in which could be used to analyse user interaction. However, the questionnaire mechanism could be used by the community councillors for evaluation</p>
<p>16. Further examples</p>	<p>There are currently 6 e-community councils of which 3 are fairly active:</p> <ul style="list-style-type: none"> • Bannockburn: http://www.ecommunitycouncil.org.uk/bannockburn/

⁹² <http://www.ecommunitycouncil.org.uk/bannockburn/item.asp?id=677#conditions>

⁹³ Whyte, A. and Macintosh, A.: (2006); ‘An e-Democracy Model for Communities: Final Report of the e-Community Council Project’ http://itc.napier.ac.uk/ITC/Documents/e-community_council_final_report.pdf

	<ul style="list-style-type: none"> • Cambusbarron: http://www.ecommunitycouncil.org.uk/cambusbarron/ • Strathfillan: http://www.ecommunitycouncil.org.uk/strathfillan/
17. Further information	<p>The website has been evaluated with community councillors, local residents and members of the public as part of its final evaluation.: Whyte, A. and Macintosh, A.; (2006); <i>'An e-Democracy Model for Communities: Final Report of the e-Community Council Project'</i> http://itc.napier.ac.uk/ITC/Documents/e-community_council_final_report.pdf</p> <p>See also</p> <ul style="list-style-type: none"> • Whyte, A., Macintosh, A., McKay-Hubbard, A. and Shell, D.; (2005); <i>'Towards an e-Democracy Model for Communities'</i> http://itc.napier.ac.uk/ITC/documents/e-community_council_D2_Model_v2_2.pdf • Whyte, A., Macintosh, A., McKay-Hubbard, A. and Shell, D.; (2005); <i>'e-Community Council User Requirements Specification'</i> http://itc.napier.ac.uk/ITC/documents/e-community_council_user-requirements-v2-2.pdf • Macintosh, A., McKay-Hubbard, A. and Shell, D (2005); <i>'Using Weblogs to Support Local Democracy'</i>; Proceedings of the International Conference TCGOV 2005; March 2-4, 2005; Bolzano, Italy; pp1-12. • Macintosh, A. and McKay-Hubbard, A., (2004); <i>'Renewing democracy with "e-Community Councils"'</i>; Proceedings of e-Society 2004 IADIS International Conference; 16-19 July, 2004; Avila, Spain.

9. e-consultation.org

1. Title	e.consultation.org
2. General description	<p>http://www.e-consultation.org/</p> <ul style="list-style-type: none"> • Long-running project to study the use of electronic computing and communication technologies in consultation processes. Over the course of the project a variety of technologies have been used for consultation/discussion with “real” groups. This includes polling and preference-matching. • Ireland (Northern Ireland and Eire: Republic of Ireland)
3. Basis of initiative	<p>Include:</p> <ul style="list-style-type: none"> • The e-consultation study group began to meet in 2000: a group of people and organisations centred on Queens University Belfast.⁹⁴ • The current phase of the project was initiated in 2003 by 3 academic partners: Queen's University Belfast, the University of Maynooth and Letterkenny Institute of Technology applied for a €580,000 research grant on e-consultation. It was accepted by the Irish Higher Education Authority in Dublin by July and finally awarded in January 2004.⁹⁵ <p>Objectives of current phase:</p> <ol style="list-style-type: none"> 1) To identify the social context and political implications of electronic forms of consultation and participation in Ireland, North and South. 2) To identify the e-consultation technologies and processes that are most appropriate to the needs of diverse local communities and to determine the best ways to apply these technologies and processes, focussing on the identified needs. 3) To advise, help, study and evaluate at least two electronic consultation exercises over the project period, and report on what has been learned from them. 4) To disseminate the results of the research through an online e-consultation guide and training workshops to help groups develop their awareness of and basic skills in e-consultation. <p>The project's final report was published in 2006⁹⁶, but the e-consultation trials and study group continue.</p>
4. Democracy Context	<ul style="list-style-type: none"> • The island (Republic of Ireland and Northern Ireland) has a history of conflicts, especially sectarian. Some e-consultations have been across both regions, some have been in the context of sectarian conflict within Northern Ireland. Note particularly the possible impact on peace and reconciliation in the area.⁹⁷ • Public sector organisations in Northern Ireland have a statutory duty to consult their users and the public on a variety of policies and implementations.
5. Participation area	Community building / Collaborative Environments, Consultation, Deliberation, Mediation, Spatial planning and Polling
6. Direction of communication/ level of participation	The project is especially aimed at top down consultation. eConsulting, eCollaborating

⁹⁴ <http://wiki.e-consultation.org/tiki-index.php?page=AboutUs>

⁹⁵ <http://wiki.e-consultation.org/ResearchProject>

⁹⁶ Honor Fagan, G., Newman, D., McCusker, P. and Murray, M. (2006) *Final Report: e-consultation: evaluating appropriate technologies and processes for citizens' participation in public policy*

http://www.e-consultation.org/files/ecrp_report.pdf

⁹⁷ <http://wiki.e-consultation.org/tiki-index.php?page=ResearchImpactReconciliation>

7. Stage in policy cycle	Different mechanisms may be appropriate to different stages in the policy lifecycle: (1) agenda setting [includes awareness and problem perception] (2) policy formulation (5) policy evaluation.
8. Stakeholders	The online guide identifies: <ul style="list-style-type: none"> • Policy makers (commissioning an e-consultation) • Organisers (designing and managing one) • Facilitators (of one part of an e-consultation) • NGOs and activists • Technologists • And participants⁹⁸
9. Rules of engagement (owner/provider and/or end-user)	The project emphasises the importance of designing each consultation – e.g. picking the tools and how they are used – for each situation/group. This would include the information that would need to be provided to register and, the information which would be made public. An example set of terms and conditions is that requiring agreement in order to register for the e-consultation forum. ⁹⁹ Note that some e-consultation trial websites do not use any registration process at all in order to maximise participation. “The Wheel” asks contributors for the following information to accompany their comment: name, town (optional), email address and phone number (optional) ¹⁰⁰
10. Moderation, facilitation, content-rating	These would need to be chosen for each initiative.
11. Accessibility of the tool	For each trial the website was specifically put together using a range of technologies. Therefore usability and accessibility varied: Problems included: <ul style="list-style-type: none"> • content provided by the organisation –not being adapted for online reading. • Instructions not clear enough • Navigation problems • Need to set out expectations, devise limits to the particular consultation, and state what will happen to submissions.
12. Language support	<ul style="list-style-type: none"> • Seem to be only available in English
13. Channel availability	<ul style="list-style-type: none"> • Various technologies used over various channels
14. Technologies	Various technologies are being investigated. These have been grouped into the following: <ul style="list-style-type: none"> • Supporting one-way information transfer (website, email address, comment form) • Supporting Dialogues (online chat, video conferencing, e-mailing lists, discussion forums) • Exploring problems and planning solutions (electronic meetings software like Zing and Web IQ) • Measuring needs and preferences (online petitioning, e-polling/e-voting, online surveys) • Writing Documents (weblogs, wikis and collaborative drafting environments)¹⁰¹

⁹⁸ http://www.e-consultation.org/guide/index.php/Main_Page

⁹⁹ <http://ecrp.mgt.qub.ac.uk/phpBB2/profile.php?mode=register>

¹⁰⁰ <http://wheel.e-consultation.org/wiki/index.php/Special:YourView>

¹⁰¹ <http://www.e-consultation.org/technologies.html>

15. Evaluation mechanisms	This would vary from one initiative to another
16. Further examples	<p>Current e-consultation trials:</p> <ul style="list-style-type: none"> • The Wheel (Active Citizenship) http://wheel.e-consultation.org • Diversity online exhibition (for young people) http://diversity.e-consultation.org/home • The North South Exchange Consortium http://nsec.e-consultation.org/ • Waterways Ireland e-Consultation http://waterways.e-consultation.org/ • Northern Ireland Youth Forum http://youth.e-consultation.org/ <p>Recent</p> <ul style="list-style-type: none"> • The Irish Government's first online e-consultation http://www.econsultation.ie/ The report from the consultation is now published.¹⁰² And the e-consultation group are involved in the evaluation
17. Further information	<ul style="list-style-type: none"> • The online guide is a collaboratively produced resource – e.g. much of it wiki-based, so continually under development: http://www.e-consultation.org/ • Honor Fagan, G., Newman, D., McCusker, P. and Murray, M. (2006) "Final Report: e-consultation: evaluating appropriate technologies and processes for citizens' participation in public policy" http://www.e-consultation.org/files/ecrp_report.pdf • Simon Stephens, Paul McCusker, David O'Donnell, David R. Newman and G Honor Fagan (2006); "On the Road from Consultation Cynicism to Energising e-Consultation"; <i>Electronic Journal of e-Government</i> Volume 4 Issue 2 2006 (87 - 94) http://www.ejeg.com/volume-4/vol4-iss2/stephens_et_al.pdf • http://www.nuim.ie/nirsa/econsult/

¹⁰² Houses of the Oireachtas, Joint Committee on Communications, Marine and Natural Resources: "Tenth Report. Considerations, recommendations and conclusions on the Joint Committee's consultation on the draft General Scheme of the Broadcasting Bill" April 2007
<http://www.oireachtas.ie/documents/committees29thdail/committeereports2007/Broadcasting.pdf>

10. EPA.net East Palo Alto Community Network

1. Title	EPA.net East Palo Alto Community Network
2. General description	<p>http://www.epa.net/</p> <ul style="list-style-type: none"> The Community Network has brought technology access points, a community web portal, and knowledge transfer to residents of the low-income, multi-lingual and multi-ethnic community of East Palo Alto, California. This case study concerns the portal (online resource centre) which includes: <ul style="list-style-type: none"> Local news and information, notice board/CMS tools to support transparency and community development (also hosts websites of community groups) Forums for engaging in community life, sharing ideas and thoughts, and for experimenting with technology Space to post/store photos, documents etc Area: East Palo Alto has a low-income, ethnically diverse population of approximately 30,000 within a 2.5 square mile area, near San Francisco Bay and Silicon Valley.
3. Basis of initiative	<ul style="list-style-type: none"> EPA.net led to the establishment of PIECE¹⁰³ (Partnership for Internet Equity and Community Engagement) at Stanford University, US –a joint project between “Plugged in¹⁰⁴” and Stanford’s Symbolic Systems Program. Some funding from Technology Opportunities Program (TOP) of the US Department of Congress¹⁰⁵ Started in 2003, but rooted in earlier research in the community. <p>Objectives:</p> <ul style="list-style-type: none"> Close digital divide in East Palo Alto Provide up to date local information (no area newspaper) to support the community (e.g. local groups can advertise their events) Facilitate community spirit and involvement –especially through forum discussions of local issues. Provide various technology resources to support community in developing skills <p>Note the importance of the related TAPs (Technology Access Points) initiative¹⁰⁶</p> <p>See also the Deme case study in this report (based at PIECE)</p>
4. Democracy Context	Low income seemed to prevent locals attending meetings and being involved in community decision-making. ¹⁰⁷
5. Participation area	Information Provision, Community building / Collaborative Environments, Campaigning, Deliberation

¹⁰³ <http://piece.stanford.edu/projects.html>

¹⁰⁴ <http://www.pluggedin.org/>

¹⁰⁵ Brandi Thompson, Todd Davies and Rolando Zeledon (2005) "Building Digital Bridges: Lessons from Technology Initiatives in East Palo Alto" draft paper for "Online Deliberation 2005 / DIAC-2005" <http://www.online-deliberation.net/conf2005/viewabstract.php?id=66>

¹⁰⁶ <http://www.epa.net/taps/>

¹⁰⁷ Benjamin Sywulka, Todd Davies, Randy Saffold and Roma Jhaveri (2003) "Computers and Community in East Palo Alto: Report on the survey conducted among East Palo Alto residents regarding their computer usage and community involvement prior to the launch of the East Palo Alto Community Network" <http://piece.stanford.edu/piece-computer-survey.pdf>

6. Direction of communication/ level of participation	Essentially peer to peer eInforming, eCollaborating, eEmpowering However, one of the forum topics is “Community Resources and City Government” and this is used by city government to post notices and answer questions.
7. Stage in policy cycle	Not really relevant
8. Stakeholders	<ul style="list-style-type: none"> • EPA staff (administrator, content manager, executive producer)¹⁰⁸ • Plugged in staff (plus students and academics working on related projects at Stanford) • Staff in Technology Access Points • Local community organisations – especially those with website hosted on the network • Registered users e.g. local people/groups contributing articles/posting notices • People who access the site to get information
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> • To create an account for the network (e.g. to post a comment) users need to give an email address, password (plus security Q&A), first and last name, website address (optional), agreement to Terms of Use and Acceptable Use policies. • Terms of use: http://www.epa.net/info/terms.html • Acceptable use: http://www.epa.net/info/acceptable.html • Privacy and security: http://www.epa.net/info/privacy.html • Cookies need to be enabled to login/register.
10. Moderation, facilitation, content-rating	<p>“Technical Mechanisms: Regular scans for unusual traffic that could be evidence for inappropriate content will be conducted. Links to common adult content blocking software will be posted as well.</p> <p>Monitoring: EPA.net’s content manger will conduct random checks of user posts and request removal of inappropriate material. Though we cannot guarantee that all user-contributed content on Epa.net will be screened, we will make great efforts to monitor public areas of the website, particularly those areas oriented for minors. Our goal is to recruit volunteers, in particular active contributors to the Epa.net site, to serve as facilitators of specific areas of the website. We will also encourage users to report any content they feel to be inappropriate to the facilitators and/or website administrators. As all users must register before they are able to post any content, we will have the ability to respond accordingly to any infringement of our Acceptable Use Policies.”¹⁰⁹</p>
11. Accessibility of the tool	<ul style="list-style-type: none"> • A great deal of effort seems have gone into making the tool usable – for example by providing comprehensive instructions and advice for using the network.¹¹⁰ These include information about what a discussion forum is. • Users are also encouraged to learn html and use it in posts (gaining skills is an objective

¹⁰⁸ <http://www.epa.net/info/aboutus>

¹⁰⁹ <http://www.epa.net/info/acceptable.html>

¹¹⁰ http://www.epa.net/epa_help/epahelp

12. Language support	<ul style="list-style-type: none"> • Instructions and most of the content are in English • Some content in Spanish • Note PIECE research into languages¹¹¹ especially “Report on the Non-English Speaking Community in East Palo Alto in relation to their potential use of EPA.net”¹¹²
13. Channel availability	<ul style="list-style-type: none"> • The network is primarily web-based, but the discussion forum makes use of (and can be used via) email (e.g. comments can be forwarded by email)
14. Technologies	<p>The forum:</p> <ul style="list-style-type: none"> • The forum is divided into subjects • Threads consist of a top level comment, followed by a series of non-threaded replies • Top level comments are titled by their owners <p>EPA.Net runs on OpenACS¹¹³ (Open Architecture Community System) which is open source</p>
15. Evaluation mechanisms	<p>The website has a comprehensive privacy statement¹¹⁴ linked to from the bottom of every page. This explains what kind of information may be collected about (registered) users and why.</p> <p>It lists 5 kinds of information collected:</p> <ol style="list-style-type: none"> 1) Administrative Information 2) “My Profile” Information 3) Files 4) Survey Information 5) Usage Data <p>See further information below for evaluation methods and survey results.</p>
16. Further examples	<ul style="list-style-type: none"> • The website is a network that also hosts community group websites. • Deme is related initiative (see case study above)
17. Further information	<ul style="list-style-type: none"> • Evaluation of 3-year grant period: Brandi Thompson and Todd Davies (2005); “East Palo Alto Community Network Top Evaluation Report” Prepared for the Technology Opportunity Program (TOP) US Department of Commerce http://ntiaotiant2.ntia.doc.gov/top/docs/eval/pdf/066001010e.pdf • Good evaluation – thorough methodology: Benjamin Sywulka, Todd Davies, Randy Saffold and Roma Jhaveri (2003) “Computers and Community in East Palo Alto: Report on the survey conducted among East Palo Alto residents regarding their computer usage and community involvement prior to the launch of the East Palo Alto Community Network” http://piece.stanford.edu/piece-computer-survey.pdf • Papers on this page: http://piece.stanford.edu/projects.html

¹¹¹ <http://piece.stanford.edu/projects.html>

¹¹² EPA.net Non-English Functionality Group (2002) Report on the Non-English Speaking Community in East Palo Alto in relation to their potential use of EPA.net
<http://piece.stanford.edu/piece-community-interviews.pdf>

¹¹³ <http://openacs.org/>

¹¹⁴ <http://www.epa.net/info/privacy.html>

11. Funredes Tradauto

1. Title	Funredes Tradauto
2. General description	<p>http://funredes.org/tradauto/</p> <p>Funredes¹¹⁵ have been working with automatic translation technologies to support multilingual virtual conferences – mostly based on email list technology.¹¹⁶ However, the process is more than an automated translation service: Funredes call it an “intercomprehension” aid service.</p> <p>The current version of this is known as Tradauto.</p> <p>The Tradauto process is used in over 20 contexts internationally.</p>
3. Basis of initiative	<p>FUNREDES is a Non-Governmental Organization, dedicated to the dissemination of New Information and Communication Technologies (especially the Internet) in developing countries, with the objective of contributing to regional development and integration.</p> <p>Tradauto grew out of the EMEC method: Effective Management of Multilingual Electronic Conferences. This is a process, applied on top of moderated email lists, which includes an element of language translation.</p> <p>The EMEC method was conceived 2 NGOs (in 1996-1997): FUNREDES and Enda-Caribe.¹¹⁷ and field tested by Funredes in 2000 in the frame of the MISTICA project.</p> <p>Objective:</p> <ul style="list-style-type: none"> • The purpose of the EMEC project is, on one hand, to handle the electronic conferences better and therefore to face the “overload” of information. On the other hand, to make communication inside the virtual communities easier, and to develop it, particularly through the multilingualism of the list.¹¹⁸ <p>This is generally a 3 step process:</p> <ol style="list-style-type: none"> 1) sending of a presentational e-mail of the original message (an e-mail with the key data of the message and a summary of it) 2) Storage\display of this message in an associated web site 3) Translation of each message (of the original message - sent by the member - and of the “synthesis” - written by the EMEC team). <p>The EMEC method was piloted in the MISTICA list¹¹⁹ which ran in Spanish, French, Portuguese and English. The pilot ended in 2000.</p> <p>Movement from EMEC to Tradauto:</p> <ul style="list-style-type: none"> • Comment from Daniel Pimenta: “the original work was with EMEC an ambitious method for managing efficiently electronic conferences using a kind of ‘librarian’ approach and including language translation by humans assisted by program. Mistica gave us an opportunity to make a field trial of EMEC during a little more than one year. The cost per message is important and prevented the experiment to follow up. Now, the service provided for that cost was outstanding and I keep thinking that

¹¹⁵ <http://funredes.org/english/index.php3>

¹¹⁶ <http://funredes.org/tradauto/>

¹¹⁷ <http://funredes.org/endacaribe/traduccion/es/endacaribe.html>

¹¹⁸ http://www.funredes.org/mistica/english/emec//method_emec/faq1.html

¹¹⁹ The MISTICA list is aimed at people interested in discussing the “Methodology and Social Impact of the Information and Communication Technologies in America”

	eventually the market will understand that such investments are worthwhile (in the name of democracy!). Several years after, seeing no space for an EMEC follow-up, we opened Tradauto which is a very low cost low level version of what was the real ambition. The real issue with Tradauto is making people understood this is NOT a translation service but rather an aid for inter-comprehension (which relates directly to democracy).
4. Democracy Context	The tool is designed to support inclusion by enabling people to participate in their own language.
5. Participation area	Community building / Collaborative Environments, Deliberation, Discourse (Pimienta adds research-action, advocacy)
6. Direction of communication/ level of participation	Peer to peer eCollaborating, eEmpowering
7. Stage in policy cycle	Could be used as part of any stage.
8. Stakeholders	The following actors are identified: <ul style="list-style-type: none"> • Translators for output revision¹²⁰ a person reads each message and fixes the most visible mistakes of the translation software. See below (Rules of engagement) • Translators for input revision: a person revises each message and rewrites it in a manner which will provide more reliable output from the translation program. • Developers – people involved in integrating the list management with the software translation. • Maintenance- the service tends to be unstable and need fixed regularly • Various operational roles: subscription management, monitoring of the quality of service, user support. • Moderators -see below (Moderation, facilitation, content-rating) for moderator's role. Improving "netiquette" in use of email lists is one of the drivers of the EMEC method • One person may take on a combination role –promoting good dialogue as well as language ready for translation. They may also be involved in summarising posts -e.g. for gist translation
9. Rules of engagement (owner/provider and/or end-user)	"The following guidelines are recommended to assist the translation process: OT = original text PT = preferred text <ol style="list-style-type: none"> 1. Check the spelling and grammar of the messages you send us. A spelling error will result in a mistranslation or the non-translation of a word. A grammatical error will make it more difficult for the program to identify the syntactic function of all words in a given sentence. Use your spellchecker! 2. The translation engine used to translate your messages is designed for texts that are correctly punctuated. Punctuation marks, such as commas and periods, help the program to identify sentences and clause boundaries. A period should therefore be placed at the end of each sentence. The symbols /, *, _ and - should not be contiguous with words. Add a space to separate them. For instance, change male/female to male / female. 3 . Use upper and lower case. A sentence should always start with a capital letter; a sentence typed entirely in upper case may cause translation problems. 4. Divide lengthy and complex sentences into shorter sentences. In particular, avoid using parentheses and dashes to set phrases apart.

¹²⁰ <http://funredes.org/tradauto/index.htm/traducservices>

	<p>5. Whenever possible, avoid using passive structures, for example: OT: A copy of the report will be sent to all Allies. PT: We will send a copy of the report to all Allies.</p> <p>6. Whenever possible, avoid idiomatic expressions: OT: It happens once in a blue moon. PT: It rarely happens.</p> <p>7. Include optional words that clarify the function of other words in the sentence, such as that or whom in the examples below: OT: The book I bought was very interesting. PT: The book that I bought was very interesting. OT: The man I wanted to see was on vacation. PT: The man whom I wanted to see was on vacation.</p> <p>8. Similarly, if the subject of a sentence refers to more than one verb and is separated from the second/third verb by a number of words, you should repeat the subject in front of each verb, like this: OT: They visited our warehouse yesterday and bought several products. PT: They visited our warehouse yesterday and they bought several products.”¹²¹</p>
<p>10. Moderation, facilitation, content-rating</p>	<p>These are the aims listed for moderation of EMEC lists (like Mistica)</p> <ul style="list-style-type: none"> • to avoid the contamination of the list by off-topic messages (administration messages, advertisements) • It eliminates non standard formats like HTML • Each message is received by moderation and checked before being sent to the list. • Moderation should not be seen as censorship, as the aim of moderation is to maintaining fluent discussion at a good level, eliminating repetitive, out of focus and provocative messages and also disguised advertising messages • If any doubt occurs, the moderation always establishes a direct dialogue with the person who sent the message before deciding not to send it to the list.¹²²
<p>11. Accessibility of the tool</p>	<ul style="list-style-type: none"> • The Tradauto method shows various levels of cost – though these are 100 or 10m times lower than professional translation • WAI etc- The tool seems to mostly be used for email lists, preferring plain text and avoiding html. WAI issues would be relevant for any web version or archives.
<p>12. Language support</p>	<ul style="list-style-type: none"> • So far Funredes has experimented with English, French, Portuguese and Spanish. They have been looking for software for other languages, especially Haitian Creole. See below (technologies) for more detail about technologies used in the translation process. • Note Daniel Pimenta’s involvement with Funredes and his work on measuring language content in on the Internet. See Pimenta, D (2005) “Linguistic Diversity in Cyberspace –Models for Development and Measurement” in Paolillo, J. Pimenta, D. and Prado, D. (eds)(2005): “Measuring Linguistic Diversity on the Internet” Paris, France, UNESCO. http://portal.unesco.org/ci/en/ev.php-URL_ID=12850&URL_DO=DO_TOPIC&URL_SECTION=201.html • See http://funredes.org/lc for the main language project : Observatory of Linguistic Diversity in the Net

¹²¹ <http://funredes.org/tradauto/>

¹²² http://www.funredes.org/mistica/english/emec//method_emec/faq2.html#mod

13. Channel availability	<ul style="list-style-type: none"> Essentially email, with web archives
14. Technologies	<p>Funredes took the decision, in 2003, to automate the process of creating the translated message (previously done by cutting and pasting from the output of the translation program into the list server manager) and thus minimise dependency on human intervention (except obviously for the monitoring and the maintenance).</p> <p>The experience has shown that even for the simplest management of automatic translation different options exist which could make the process more or less friendly and in turn more or less costly to develop and maintain.¹²³</p> <p>Possible technology partners\software:</p> <ul style="list-style-type: none"> Atamiri - a multi-lingual machine translator.¹²⁴ <p>Note: there is a lack of open source (or even Unix-based) commercial packages usable for Tradauto. This obliges the programming perform via interfacing websites such as the following:</p> <ul style="list-style-type: none"> GlobalLink - Multilingual content management software for Oracle from eTranslate¹²⁵ BabelFish - translator with web interface, but limited languages currently available¹²⁶
15. Evaluation mechanisms	This would vary from project to project.
16. Further examples	<p>Various discussion lists are associated with the project:</p> <ul style="list-style-type: none"> Mistica¹²⁷ (Portuguese, French, Spanish, English) Live Salsa: Electronic conference on culture in the Caribbean¹²⁸. (French, Spanish, English) Seems to still be in use. Cardicis¹²⁹ Information Society and Cultural Diversity at the Caribbean. (French, Spanish, English) Seems to still be in use. Cardis¹³⁰ – informal and non moderated list for CARDICIS workshop participants Bohio¹³¹ – collaboration and community action in Haiti (French and Spanish) - seems to be live And several external lists for which Funredes offer the service (such as ICANN's , WSIS related)
17. Further information	<ul style="list-style-type: none"> EMEC is documented in http://funredes.org/emec A good description of the EMEC method: Catherine Dhaussy and Daniel Pimenta (1999) "<i>The EMEC Methodology (Efficient Management of Multilingual Electronic Conferences): A Step Towards Direct Democracy</i>" http://funredes.org/english/publicaciones/index.php3/docid/356 This was also published in "Upgrade" http://www.upgrade-cepis.org/issues/2002/1/up3-1Pimienta.pdf Evaluation questionnaires were carried during all stages of the Mistica project: http://funredes.org/mistica/english/evaluations/

¹²³This document aims at giving an idea of the different options and their corresponding cost.: <http://funredes.org/tradauto/index.htm/traducservices>

¹²⁴ concept developed by Bolivian Ivan Guzman de Rojas for a matrix language representation (using the Aymara indigenous language as pivot) which allows to develop a truly multilingual machine translator, i.e. one program, one lexical and grammatical data base, supporting various languages capable of operating either as source or target language, with simultaneous translation from any source language to various target languages. <http://www.atamiri.cc/>

¹²⁵ <http://www.etranslate.com/>

¹²⁶ <http://babelfish.altavista.com/>

¹²⁷ <http://funredes.org/mistica/>

¹²⁸ <http://funredes.org/salsa/>

¹²⁹ <http://cardicis.org/index.php?lan=en>

¹³⁰ <http://cardicis.org/cardis/>

¹³¹ <http://bohio.org>

12. Global Kids: Newz Crew

1. Title	Global Kids: Newz Crew
2. General description	<p>http://www.newzcrew.org/</p> <p>A discussion forum based on 'youth circles' (inspired by Weblab's Small Group Dialogues¹³²). Newz Crew uses the Internet and news media to develop and promote media literacy and youth engagement in the democratic process.</p> <p>People register and are allocated discussion groups. Discussion groups exist for a preset amount of time – though the group can vote to continue. News items are posted on the website and group discussions are mostly based on these items. Group members can start new topics for their group. Featured discussions are shown on the website.</p> <ul style="list-style-type: none"> • Participants come from all over the world, though the organisation is US – based. There is also a US slant to the news and topics • Participants should be between 14 and 19 years old
3. Basis of initiative	<p>The project is run by Global Kids and NewsHour Extra.</p> <ul style="list-style-type: none"> • Global Kids¹³³ is a New York City-based educational organisation that supports urban youth to become global citizens and community leaders. • NewsHour Extra¹³⁴ is the student section of the Online NewsHour, - a PBS news program. PBS is a non-profit media organisation.¹³⁵ <p>Newz Crew launched in 2004.</p> <p>The project followed on from E.A.9.11 - "Everything After 9 11". This was the first "Youth Circle" run by Global Kids. It was a way to talk about issues arising from the September 11th attacks in the US¹³⁶</p> <p>Objectives</p> <ul style="list-style-type: none"> • Promote media literacy and democratic engagement in young people. Global Kids also have objectives to promote leadership in young people and values like tolerance in a multi-ethnic society. <p>The project is very successful: hundreds of groups have taken part over the last 3 years.</p>
4. Democracy Context	<ul style="list-style-type: none"> • Many people have expressed concern about a lack of political engagement / opportunity for participation among young people. • The project also promotes media literacy –which has implications for democratic efficacy.
5. Participation area	Information Provision (and understanding), Community building / Collaborative Environments, Deliberation
6. Direction of communication/ level of participation	Strongly peer to peer, with young people involved at all levels in the running of the project. eInforming, eCollaborating, eEmpowering
7. Stage in policy cycle	Could be used at any stage. (Note that young people may not have any official mechanisms for taking part in the policy cycle)

¹³² <http://weblab.org/>

¹³³ <http://www.globalkids.org/>

¹³⁴ <http://www.pbs.org/newshour/extra/>

¹³⁵ <http://www.pbs.org/>

¹³⁶ <http://www.globalkids.org/ea911/>

http://newzcrew.org/webx?98@919.AcNra0ZSrWp.0@sgd_about.html#3

http://newzcrew.org/webx?98@919.AcNra0ZSrWp.0@sgd_about.html#4

8. Stakeholders	<ul style="list-style-type: none"> • “The Team”¹³⁷ - global kids involved in the project – monitor dialogue groups (though there as a resource, not as moderators) • Young people who are assigned to a dialogue group • NewsHour Extra journalists • Editors – people who choose the items to be featured as Newz Flashes¹³⁸ • Teachers – tools are provided for teachers to integrate Newz crew into their lessons¹³⁹ • Organisations promoting or sponsoring the project¹⁴⁰
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> • Participants are asked to think about guidelines for taking part (using a slightly contrived method of self-questioning online¹⁴¹). The guidelines are summarised as: <ul style="list-style-type: none"> ○ Participation ○ safe space ○ commitment ○ respect the topic • Information needed to register: first name, last name, email address, age, gender, city, state, country. Users are also asked to provide a biography or introduction for their group, a “screen name” and a password. Some optional information is collected to aid evaluation. See below (evaluation mechanisms). Users must also agree a terms and conditions box. • Participants can also be signed up by their teachers • Further Terms and Conditions, privacy, disclaimers and legal statements: http://newzcrew.org/webx?sgdPrivacy@190.CaExa0IOar9.1@.bebc200
10. Moderation, facilitation, content-rating	<ul style="list-style-type: none"> • Group members (participants) manage their discussion groups between them, including handling any conflict. Monitors are available if necessary.¹⁴² • The Featured Discussion process encourages participants to deliberate well. Excerpts and links appear on the home page.¹⁴³ These also facilitate ideas moving between groups: “We encourage you to vote to feature exchanges using the “Feature these posts” button at the top of the discussion pages. Please provide a few words explaining why you’ve selected the exchange. The exchanges in the Featured Discussions area are selected by our editors to highlight interesting and notable material, based on suggestions from participants like you.”¹⁴⁴
11. Accessibility of the tool	<ul style="list-style-type: none"> • The dialogue process seems to be easy to use, with many tasks covered in the FAQs¹⁴⁵ In addition, participants can ask monitors for help. • There is no evidence of particular efforts being made to achieve WAI compliance (or similar) e.g. no “doc type” statement. • No specific accessibility policies appear on the website.
12. Language support	<ul style="list-style-type: none"> • Although the project is nominally international, no information appears about supporting any language apart from English and all discussions appear to be in English.
13. Channel availability	<ul style="list-style-type: none"> • Contributions need to made via the website. • However, daily digests of a groups messages and topic updates are available via email¹⁴⁶
14. Technologies	Newz Crew uses WebLab’s Small Group Dialogue (SGD) software ¹⁴⁷ :

¹³⁷ http://newzcrew.org/webx?98@393.HcYda1dLrU3.0@sgd_credits.html

¹³⁸ <http://newzcrew.org/webx?allGuidedPostsPV@411.NcYga1OaraB.0@>

¹³⁹ http://newzcrew.org/webx?98@398.RceLa15hrYl.0@sgd_teacherslounge.html

¹⁴⁰ http://newzcrew.org/webx?98@396.NcFea1IZrXN.0@sgd_thanks.html

¹⁴¹ <http://newzcrew.org/webx?18@@!autopool=.1ad47599>

¹⁴² http://newzcrew.org/webx?98@593.6cMha2AKrwi.0@sgd_help.html#aa

¹⁴³ <http://newzcrew.org/>

¹⁴⁴ http://newzcrew.org/webx?98@593.6cMha2AKrwi.0@sgd_help.html#d

¹⁴⁵ http://newzcrew.org/webx?98@850.4caDa2lerUc.0@sgd_help.html

¹⁴⁶ http://newzcrew.org/webx?98@1019.jcRNa3e7rgl.0@sgd_help.html#l

	<ul style="list-style-type: none"> • “Size - structure over clamour Participants are assigned to multiple small groups, instead of joining a crowded, anonymous mass. • Time - investing, not driving by Limited lifespan of each group promotes commitment and provides closure. • Accountability - listening instead of flaming Emphasis on member bios and member-promoted content drives visibility, a sense of belonging and self-regulation. • Efficiency - automation reduces moderation Tracking, administration and notification system for users and hosts allows for cost-efficient community monitoring.” <p>The latest version of the software was built by Web Crossing¹⁴⁸ for a Unix platform.</p>
15. Evaluation mechanisms	<p>Optional information is collected at registration (i.e. before taking part):</p> <ul style="list-style-type: none"> • Year in school • Race/ethnicity • Urban/rural • Fluency in online communication • How likely are you to use online communication to get information? • Why are you joining? • Do you think it will be successful? • Would you be prepared to be interviewed about your experience? • How did you hear about this?
16. Further examples	<p>WebLab’s software has also been used in other contexts, most famously “Listening to the City”: http://dialogues.listeningtothecity.org/</p> <ul style="list-style-type: none"> • See http://weblab.org/sgd/approach.html for a list of projects. • See also E.A.9.11 - “Everything After 9 11”.¹⁴⁹ <p>Global Kids have developed a number of online projects that have involved e-participation and community initiatives. These are documented on their blog: http://holymeatballs.org/</p> <ul style="list-style-type: none"> • Video from virtual summer program, Camp Global Kids: http://www.holymeatballs.org/podcasts/CampGK2006.mov • Video from our recent collaboration with Unicef: http://www.youtube.com/watch?v=jQr0izgm0iw • Ayiti - Our teen developed online game about Poverty in Haiti: http://www.TheCostofLife.org
17. Further information	<ul style="list-style-type: none"> • Global Kids were involved in a youth participation project based on evaluation¹⁵⁰ – they worked with a adults to develop and carry out an evaluation. 5 youth media groups took part: Barry Checkoway and Katie Richards-Schuster (2006) “Participatory Evaluation For Community Change: Final Report”; Presented to Education Development Center, Inc. and Time Warner Foundation¹⁵¹ • Small Group Dialogue evaluations: http://weblab.org/sgd/evaluation.html

¹⁴⁷ <http://weblab.org/sgd/approach.html>

¹⁴⁸ <http://www.webcrossing.com/>

¹⁴⁹ <http://www.globalkids.org/ea911/>

¹⁵⁰ http://www.youthlearn.org/youthmedia/evaluation/youthparticipatory_eval.asp

¹⁵¹

<http://www.ssw.umich.edu/youthAndCommunity/pubs/ParticipationEvaluationforCommunityChange.pdf>

13. Great Lakes Water Quality Agreement Review

1. Title	Great Lakes Water Quality Agreement Review
2. General description	http://www.webdialogues.net/cs/ijc-greatlakes-home/view/di/77?x-t=home <ul style="list-style-type: none"> • Web-based bilingual dialogue/online consultation with long range planning theme. Focussed over 4 days. • Part of wider consultative process to identify issues for US and Canadian governments to consider prior to reviewing the Great Lakes Water Quality Agreement. • November 29-December 2, 2005 • Region: Great Lakes and St. Lawrence River basin, US and Canada.
3. Basis of initiative	<p>The 2 governments asked the International Joint Commission (IJC)¹⁵² to run the overall consultation. The IJC worked with WestEd¹⁵³ as part of their Web Dialogues initiative¹⁵⁴</p> <p>Main objective</p> <ul style="list-style-type: none"> • To identify issues citizens felt the Agreement needed to address and whether or how citizens thought the Agreement should be changed. <p>Sub-objectives:</p> <ul style="list-style-type: none"> • Create a conversation among the people of the area, enable participants to discuss their concerns with each other; increase their understanding of other points of view; raise the level of discussion and input to the public record. • Further inform the public about the Great Lakes Water Quality Agreement • Provide a way for members of the public unable to attend face to face meetings to join the consultation. <p>It should be noted that the IJC explicitly set the goal of hearing and understanding the range of perspectives on the discussion topics. No attempt was made to reach consensus on any issues.¹⁵⁵</p> <ul style="list-style-type: none"> • Only 250 people participated in the web dialogue, which both the IJC and WestEd considered low¹⁵⁶. • More than 4,100 people participated in the larger consultation process altogether, including nearly 2,700 who participated by sending form letters from a submit form on third-party websites.
4. Democracy Context	Canada and US –cross-border initiative
5. Participation area	Mainly consultation also Information Provision, Community building / Collaborative Environments, Deliberation, Spatial planning,
6. Direction of communication/ level of participation	The consultation was a top-down process. eInforming, eConsulting
7. Stage in policy	(2) policy formulation

¹⁵² The International Joint Commission is an independent binational organization established by the Boundary Waters Treaty of 1909. Its purpose is to help prevent and resolve disputes relating to the use and quality of boundary waters and to advise Canada and the United States on related questions
<http://www.ijc.org/>

¹⁵³ <http://www.wested.org> A non-profit research, development, and service agency working with schools and communities

¹⁵⁴ <http://www.webdialogues.net/>

¹⁵⁵ Frank Bevacqua, Paula Fedeski-Koundakjian, Laurie E. Maak, Nicholas Dewar (2006); "Public consultation in the Great Lakes-St. Lawrence river basin: Online and face-to-face" in National Civic Review; Volume 95, Issue 2, Date: Summer 2006, Pages: 48-53

¹⁵⁶ IJC speculated this was due to "consultation fatigue" – three government processes had held a large number of public meetings around the basin with in six months.

cycle	(3) decision-making
8. Stakeholders	<ul style="list-style-type: none"> • US and Canadian governments. • IJC staff • WestEd staff – dialogue experts • Topic experts (e.g. panellists) <p>(note that WestEd do “not consider IJC, supporting staff, WestEd staff and topic experts to be stakeholders”)</p> <ul style="list-style-type: none"> • Bilingual facilitator – divides topic into focus points (i.e. starts threads) • Supporting staff members – questions and clarifications • Participants (from local community – may have been involved in another stage of the consultation –e.g. face to face meeting)
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> • Dialogue publicly accessible, but need to register to contribute. • Information required to register: First and last names, email address, a “login” name, a password and role in the dialogue (from a list) • Optional: Title, organisation, city, province, state, zip/postal code, country, phone, nearest lake or river (from a list), interest in the waters of the Great Lakes (from a list), first language, age, rural/urban, how heard about the dialogue (from a list), personal statement, prior attendance in one of 14 public meetings, whether others would be participating indirectly through registrant, • Guidelines include Discussion ground rules (what to do and what not to do)¹⁵⁷ • Privacy – basic information about participants is published on the website: name and location/organisation if known¹⁵⁸ • Demographic information (from optional) is also displayed¹⁵⁹
10. Moderation, facilitation, content-rating	<p>Roles¹⁶⁰:</p> <ul style="list-style-type: none"> • Participants - policymakers, researchers, practitioners, subject experts, support providers and interested community members • Panellists (marked as active or inactive on that day) - pose questions, offer insight, raise complex issues, share their expertise. Panellists’ contributions help everyone to get engaged with the important issues and become better informed, resulting in a more productive discussion. Panellists may introduce additional discussion topics to the conversation. • Facilitator - introduces the Focus Points each morning. He/she encourages everyone to join in the conversation, ensures that all aspects of the topics are considered and keeps the conversation focused on the discussion topics. The facilitator reminds people about the discussion ground rules, when necessary, refocuses the discussion, and calls for clarification as needed. The facilitator can also edit or delete messages when appropriate or necessary. • Host - member of staff representing the organization that is holding the dialogue. • Summarizer - prepares an overview of discussion highlights from the previous day’s topic.
11. Accessibility of the tool	<ul style="list-style-type: none"> • The Web dialogues’ website contains a link to the W3C validation service to show that its CSS¹⁶¹ is valid. • No other accessibility information or problems found.
12. Language support	<p>French and English</p> <ul style="list-style-type: none"> • WestEd modified its existing English-only web dialogue site to accommodate multiple languages

¹⁵⁷ <http://www.webdialogues.net/cs/ijc-greatlakes-guidelines/view/di/77?x-t=guidelines.view>

¹⁵⁸ <http://www.webdialogues.net/cs/ijc-greatlakes-participants/view/di/77?x-t=participants.view>

¹⁵⁹ <http://www.webdialogues.net/cs/ijc-greatlakes-participants/view/di/77?x-t=ijc.parstat.view>

¹⁶⁰ <http://www.webdialogues.net/cs/ijc-greatlakes-guidelines/view/di/77?x-t=guidelines.view#roles>

¹⁶¹ CSS (Cascading Style Sheets) is the recommended method to control the appearance of items on a web page

	<ul style="list-style-type: none"> • A team of translators from the Government of Canada's Translation Bureau learned to enter their text into the discussions using a special "manager" view. • The aim was to make participants' comments available in both languages in as near to real-time as possible (to make the French dialogue experience equivalent to the English one). The four translators (two translating into English and two into French) were prepared to be working 12 hours each day • However, the mornings saw the largest volumes of postings, creating a back-log of messages awaiting translation. As a result, francophone participants were faced with a substantial list of postings labelled "awaiting translation." This may have incited bilingual participants to switch to the English side where, even if they found it harder to participate, they at least had completely up-to-the-minute texts. In any event, there were few original French postings, which meant that the two into-French translators were carrying most of the load. By the third day, the Translation Bureau had assigned an additional four into-French translators to the dialogue. <p>It was noted that shorter messages would improve the dialogue flow and keep translation costs lower.</p>
13. Channel availability	<ul style="list-style-type: none"> • The dialogue took place online. • Each morning when the day's discussion was introduced by the facilitator, participants received an email providing an overview of the day's agenda, panellists and recommended resources in the library.
14. Technologies	<p>How the dialogue worked:</p> <ul style="list-style-type: none"> • Focused, four-day Web dialogue at the end of the public consultation period. • The dialogue website contained a library of background resources and displayed collective demographics on the participants. Names linked to personal profiles containing additional information,, (giving participants a sense of the community they were entering) • Each day's topic was divided into multiple focus points — separate threaded conversations that were guided by a bilingual facilitator. • Supporting staff members responded to questions and called for clarifications. Once introduced, discussions remained open for the duration of the dialogue so that participants could read and contribute to the conversations if new ideas occurred to them later. • Daily summaries captured discussion highlights and linked to each topic's agenda. Emailed to participants at 9:00 a.m <p>The WebDialogue application operates on a platform that uses either a Solaris or Linux operating system, an Apache Web Server, a MySQL database and middleware software from Community Servers, Inc. that is written in PERL and Java script.</p>
15. Evaluation mechanisms	Were asked to complete voluntary surveys
16. Further examples	<p>WestEd public dialogues: http://www.webdialogues.net/pub/htdocs/archives.htm From 1986-2002, Web Dialogue Developer Laurie Maak produced public policy dialogues for Information Renaissance¹⁶²</p>
17. Further information	<ul style="list-style-type: none"> • A synthesis of the contributions is available on the IJC website¹⁶³ • Outline and review of the online dialogue¹⁶⁴

¹⁶² <http://www-new.info-ren.org/>

¹⁶³ <http://www.ijc.org/en/activities/consultations/glwqa/synth.php>

¹⁶⁴ Frank Bevacqua, Paula Fedeski-Koundakjian, Laurie E. Maak, Nicholas Dewar (2006); "Public consultation in the Great Lakes-St. Lawrence river basin: Online and face-to-face" in National Civic Review; Volume 95, Issue 2, Date: Summer 2006, Pages: 48-53

14. HeadsUp

1. Title	HeadsUp
2. General description	<p>http://www.headsup.org.uk/</p> <ul style="list-style-type: none"> • Discussion forum for young people (under 18) based on political issues. • The forum is supported by relevant background information and reference material for both young people and educators. • One issue at a time with each issue organised into topics. • Moderators take on characters. • Members of parliaments and assemblies take part in the discussions. <ul style="list-style-type: none"> • Area: UK • Aimed at under18s
3. Basis of initiative	<ul style="list-style-type: none"> • Project initiated by the Hansard Society – a British educational charity aiming to promote effective and inclusive parliamentary democracy¹⁶⁵. • The website is currently funded by the UK's House of Commons and Department of Constitutional Affairs (DCA).¹⁶⁶ <p>Objectives:</p> <ul style="list-style-type: none"> • to build young people's levels of political awareness and participation so that they can play an effective role in the democratic processes affecting their lives. • HeadsUp is also a space politicians can use to consult with young people and find out their ideas, experiences and opinions.¹⁶⁷ <p>Started as a pilot project in June 2003, ran for a year, then redesigned.</p> <ul style="list-style-type: none"> • The initiative is successful –with increasing numbers of young people and people in power (e.g. legislators/members of parliament) taking part. HeadsUp has over 3800 individual registrations, with an average of 300 posts per forum and over 40% of posts being made out of school hours. • To date, over the 2006/2007 academic year, an average of 10 elected members have participated in the forums. Ministers, MPs and MEPs from all political parties have participated, with recent debates seeing the welcome involvement of our first MSPs and AMs¹⁶⁸. • There are 5 HeadsUp Forums per academic year, each lasting for 3 weeks. • Young people themselves vote on which topics they want to debate on the site, which gives them important ownership and buy-in. During this academic year forums completed have covered sport, the constitution and law and order, with topics as diverse as the environment and family breakdown still to come. • Findings from one topic were mentioned in the UK Parliament's House of Commons¹⁶⁹
4. Democracy	Concern about lack of political engagement in the UK especially among

¹⁶⁵ <http://www.hansardsociety.org.uk/> The Hansard Society do a large amount of work in e-democracy <http://www.hansardsociety.org.uk/programmes/e-democracy> They also run courses in online moderation and facilitation.

¹⁶⁶ <http://www.headsup.org.uk/content/default.asp?page=s10>

<http://www.parliament.uk/> and <http://www.dca.gov.uk/>

¹⁶⁷ <http://www.headsup.org.uk/content/default.asp?page=s5>

¹⁶⁸ MP- Member of (UK) Parliament, MEP – Member of European Parliament, MSP – Member of Scottish Parliament, AM – Assembly Minister (e.g. the devolved government of Wales: the Welsh Assembly)

¹⁶⁹ Ross Ferguson: "Heads up for democratic renewal" The Guardian <http://society.guardian.co.uk/e-public/story/0,,1714622,00.html> 22nd February 2006

Context	<p>young people. It was hoped that the forum would be used as part of the Citizenship Curriculum – introduced into schools in 2002</p> <p>Note also that the forum is for use by people too young to vote (U.K age of electoral majority is 18)</p> <p>Hopefully resources like HeadsUp will help give young people the information with which they can make an informed decision about voting when they turn 18.¹⁷⁰</p>
5. Participation area	Information Provision, Consultation, Deliberation
6. Direction of communication/ level of participation	<p>The forum is used on both a peer to peer basis (for discussion) and a top-down basis (for consultation)</p> <p>eInforming, eConsulting, eEmpowering</p>
7. Stage in policy cycle	<p>HeadsUp has fed directly into policy-making on a couple of occasions</p> <p>(2) policy formulation</p> <p>(5) policy evaluation.</p>
8. Stakeholders	<ul style="list-style-type: none"> • Young people participating in the forum as individuals. For young people it provides a platform where their voices can be heard by policy and decision makers, enabling them to participate fully in the democratic process. • Young people participating in the forum through schools (e.g. in lesson time) • Teachers or youth workers. For teachers, HeadsUp is a free resource for teaching political literacy, and is particularly suited to delivering the Citizenship curriculum. • People in power/parliamentarians influenced by the forum. Note that parliamentarians are given some training to help them take part and have their own pages on the website For Parliament, Government, policy and decision makers, the forum presents a structured platform suitable for consulting with young people in a specific constituency or across the UK. • Heads – moderators given characteristics to take on different moderation roles One member of Hansard Society staff “plays” more than one moderator role. Continual moderation is considered crucial to make a deliberative forum work, with moderators playing the role of facilitators. Whenever there is opportunity, the moderators step back from discussion and allow young people to deliberate amongst themselves.

¹⁷⁰ Additional information HeadsUp provided by Barry Griffiths, HeadsUp Project Manager, The Hansard Society

<p>9. Rules of engagement (owner/provider and/or end-user)</p>	<ul style="list-style-type: none"> • Hansard society staff or associates using the site as a focus for research • Forum guidelines contain simple do's and don'ts with some information about how the forum works.¹⁷¹ • The characteristics of the "Heads" reveal more advice on using the forum well¹⁷² • Anyone can access the live forums. However, to post a comment you need to be registered. Once a forum is closed, the comments are analysed and become available as a report (pdf file) These are available in a special feedback section: "HeadsOn"¹⁷³ <p>To register:</p> <ul style="list-style-type: none"> • Individuals can send an email, including their name, age, which part of the country they live in, preferred username and password.¹⁷⁴ • Teachers can register groups using an online form¹⁷⁵ <p>Feedback</p> <ul style="list-style-type: none"> • Legislators are also asked to respond to suggestions coming out of the forums and these responses are posted in the "HeadsOn" section for young people to read and respond to.
<p>10. Moderation, facilitation, content-rating</p>	<p>Pre-moderation: all posts are checked (by the Hansard Society moderator) before appearing on the website.</p> <p>The "Heads":</p> <ul style="list-style-type: none"> • Master Zen - "Life is full of mysteries that can amaze or frustrate us. We seek answers but sometimes they are not there to find. By talking about things and listening to other people's points of view, we can get closer to understanding. My job on HeadsUp is to persuade people to keep their minds open and to always be prepared to have their opinion changed." • Chilli - "I'm a happy, peace-loving citizen. The kinda guy who's always looking on the bright side. I see the best in everyone and every situation. For me the creed, the colour and the name don't matter. It's all about respect. You'll see me on the site reminding people to chill and look for the positive side of a person or idea, even when it might seem there isn't one." • Gruff - "I've heard people say that I'm stubborn and negative. That's total rubbish. Life isn't a bed of roses and I think it's important to remember that. I'll be around to remind people that although they might only see the good in something, there's probably another not so sunny side." • BigEd - "It's natural to disagree during a discussion. You can feel so strongly about an issue that you will want to convince people that you're right. Best way to do this is back up your argument or opinion with stats, quotes, figures and details. In the spirit of good science, you'll see me on the site when I think people need more evidence to back up their argument. But feel free to ask questions too." • Justice - "With my legal wisdom I can take into account all sides of an argument and sift through loads of information. The other part of my job is to lay down the law, making sure people remain respectful toward

¹⁷¹ http://www.headsup.org.uk/content/default.asp?page=s1_8

¹⁷² http://www.headsup.org.uk/content/default.asp?page=s5_2

¹⁷³ <http://www.headsup.org.uk/content/default.asp?page=s4>

¹⁷⁴ http://www.headsup.org.uk/content/default.asp?page=s5_5

¹⁷⁵ http://www.headsup.org.uk/content/register.asp?page=s7_4

¹⁷⁶ http://www.headsup.org.uk/content/default.asp?page=s5_2

	each other and don't lower themselves to insults, threats or swearing. Of course, everyone on HeadsUp is good at talking things out, so I don't expect to be acting as peace-keeper too often." ¹⁷⁶
11. Accessibility of the tool	<ul style="list-style-type: none"> The website has been designed to be compliant with a variety of accessibility standards and includes this information in an accessibility page.¹⁷⁷
12. Language support	<ul style="list-style-type: none"> The website is only available in English
13. Channel availability	<ul style="list-style-type: none"> The forum is web-based You can sign up to receive forum reports (from closed forums) by email. The HeadsUp team also send out regular e-newsletters to teachers and young people. These newsletters inform participants about the detail of upcoming debates, including dates, questions posed and legislators involved, as well as flagging up other projects of interest.
14. Technologies	<p>HeadsUp is divided into various sections:</p> <ul style="list-style-type: none"> Support pages about the website The forum – users to respond to questions that the current issue has been broken down into. The forum is not threaded further. Users need to be logged in and a forum needs to be live to access the forum pages. Back up – information about the current issue, divided into topics (mirrored in the forum) Student zone¹⁷⁸ - additional information from users – e.g. related participation stories, evaluation form. Also contains a poll where young people can vote on future forum topics – the top 5 become the subject of forums in the 2007-08 academic year. Teacher section – additional information for teachers including lesson activities related to the current forum. HeadsOn – feedback from previous issues. Dog Digital¹⁷⁹ are responsible for the current website design (the software is a development of previous versions of HeadsUp). Have not found any further information about specific technologies used or licensing.
15. Evaluation mechanisms	<ul style="list-style-type: none"> Participants are invited to give feedback in the Studentzone¹⁸⁰. An evaluation survey is currently available both offline and online (one for young people and one for teachers) and a detailed evaluation report will be written this summer based on data collected throughout the 2006-07 academic year. Parliamentarians are asked for feedback and this is displayed in the HeadsOn section along with feedback from participants¹⁸¹
16. Further examples	<ul style="list-style-type: none"> The Hansard society are involved in a series of projects (often involving innovative use of multi-media and ICT) with young people under their Citizenship Education programme¹⁸² Further initiatives spring from the Hansard Society's e-Democracy program¹⁸³ A major Hansard Society e-democracy project is the current Digital Dialogues program¹⁸⁴ - an independent investigation into the use of online technologies to promote dialogue between central government and the public. The Law Commission Forum case study presented below is part of that initiative.

¹⁷⁷ <http://www.headsup.org.uk/content/default.asp?page=s12>

¹⁷⁸ <http://www.headsup.org.uk/content/default.asp?page=s3>

¹⁷⁹ <http://www.dogdigital.co.uk/>

¹⁸⁰ <http://www.headsup.org.uk/content/default.asp?page=s3>

¹⁸¹ http://www.headsup.org.uk/content/default.asp?page=s4_9

¹⁸² http://www.hansardsociety.org.uk/programmes/citizenship_education

¹⁸³ <http://www.hansardsociety.org.uk/programmes/e-democracy>

17. Further information	<ul style="list-style-type: none">• Ross Ferguson: "Heads up for democratic renewal" The Guardian http://society.guardian.co.uk/e-public/story/0,,1714622,00.html 22nd February 2006• A series of improvements are planned for later this year.
-------------------------	---

¹⁸⁴ <http://www.digitaldialogues.org.uk/>

15. Highland Youth Voice (Your Voice forum)

1. Title	Highland Youth Voice
2. General description	<p>Website: http://www.highlandyouthvoice.org/home.asp Forum: http://www.highlandyouthvoice.org/YourVoice/</p> <p>e-Democracy website for youth parliament. The parliament is called Highland Youth Voice (HYV). The tools are developed and hosted by the ITC (International Teledemocracy Centre, Napier University¹⁸⁵) Includes</p> <ul style="list-style-type: none"> • Content management system for dissemination of news and information, recording and archiving parliament business • E-voting system and online support for elections • Policy debating forum <p>Aimed at mostly 12 – 18 year olds In the Highland Region of Scotland (Highland is the Authority for most of Northern Scotland)¹⁸⁶</p>
3. Basis of initiative	<p>The youth parliament was initiated by a group of public bodies in Highland, centred on the Council. The idea was to give young people more input into what went on in the area and make Highland a good place to live as a young person. The longitudinal goal was to encourage young people to stay in the region or return after attending college elsewhere (and tackle de-population)</p> <p>Highland Council involved ITC from the beginning – asking them to provide a website to support online elections to the parliament in 2000. In 2001 a project was outlined for the ITC to develop e-democracy tools as part of a participatory design project, working closely with youth parliament members. ITC are currently working on related projects for Highland Youth Voice. This stage of the project is due to end in Autumn 2007. The e-democracy tools will then be transferred to Highland Youth Voice or superseded.¹⁸⁷</p> <p>Highland is a sparsely populated, mountainous area (16,000 young people spread over 26,000 square km). The parliament is only able to meet face to face twice a year. It was envisaged that e-democracy tools would help the parliament carry on its business between meetings. It would also help other young people in the area to become involved.</p> <p>The website is still in use, though use of the tools has been patchy overall, with some periods of success (especially for the forum) and others of neglect. The website did not become central to the business of the parliament in the way that was hoped.</p> <p>The website is related to a National website for young people in Scotland: Young Scot.¹⁸⁸ This also contains e-democracy tools for young people and has a strong relationship with the Scottish Youth Parliament.¹⁸⁹</p>
4. Democracy Context	<ul style="list-style-type: none"> • The youth parliament was specifically designed to increase young people's participation in local government. (The members are mostly

¹⁸⁵ <http://itc.napier.ac.uk/>

¹⁸⁶ Note that Caithness (as in the Caithness.org case study) is a region within Highland region.

¹⁸⁷ <http://itc.napier.ac.uk/ITC/ProjectInfo.asp?ID=9>

¹⁸⁸ <http://www.youngscot.org/>

¹⁸⁹ <http://www.scottishyouthparliament.org.uk/>

	<p>under 18 and unable to vote). The parliament has been successful in this¹⁹⁰.</p> <ul style="list-style-type: none"> The initiative also aims to equip people with the knowledge and self confidence needed to be active citizens.
5. Participation area	Information Provision, Community building, Consultation, Campaigning, Deliberation, Voting
6. Direction of communication/ level of participation	<p>Council to young people Young people to Council Peer to peer eInforming, eConsulting, eEmpowering</p>
7. Stage in policy cycle	<p>Input into all stages in policy lifecycle. Forum has been used for:</p> <ol style="list-style-type: none"> (1) agenda setting [includes awareness and problem perception] (2) policy formulation (5) policy evaluation.
8. Stakeholders	<ul style="list-style-type: none"> The youth parliament's sponsors: Highland Council¹⁹¹, Highlands and Islands Enterprise¹⁹², Police (Northern Constabulary¹⁹³), NHS Highland¹⁹⁴, Scottish Natural Heritage¹⁹⁵, Fire and Rescue¹⁹⁶, Communities Scotland¹⁹⁷ National groups Local youth participation staff Youth Parliament members Young people in the area involved in the parliament or local youth forums Other young people in the area (e.g. can vote for parliament members and use the forum). All are registered. Teachers
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> All young people in the area (secondary school age) are registered for the parliament. The database holds only necessary information about them- school, school-class, name, login details. No contact details are stored. Each person has the following login details: user name (their first name combined with a number), password (which they can change) PIN. The user name and password are used to make a comment in the forum or to access the Admin section (if the person has those privileges) They are also used as part of the online voting system. The PIN is used in the system, but not visible to users. Different users have different levels of admin rights. At the bottom, users can enter comments in forums, but not enter content in the CMS. Parliament members (plus others) can enter content and use a private forum to discuss parliamentary business. Those with more Admin rights can moderate boards, retrieve other users' logins and change other users' details. The Admin section includes CMS tools and a members' forum. This requires a login to access. Apart from this section, the website is open to everyone on a read-only basis.
10. Moderation, facilitation, content-rating	<ul style="list-style-type: none"> There is a <i>Privacy and Conditions of Use</i> statement which applies to the forum and any public boards.¹⁹⁸ It includes warnings about posting personal information –as the website is for young people. The conditions

¹⁹⁰ E.g. they successfully campaigned to have a youth convener on the Council:
<http://www.highlandyouthvoice.org/News/NewsItem.asp?NewsID=615&archive=25/09/2006>

¹⁹¹ <http://www.highland.gov.uk/>

¹⁹² <http://www.hie.co.uk/>

¹⁹³ <http://www.northern.police.uk/>

¹⁹⁴ <http://www.nhshighland.scot.nhs.uk/>

¹⁹⁵ <http://www.snh.org.uk/>

¹⁹⁶ <http://www.hifb.org/>

¹⁹⁷ <http://www.hifb.org/>

¹⁹⁸ <http://www.highlandyouthvoice.org/YourVoice/conditions.asp>

	<p>are displayed beneath all comment forms.</p> <ul style="list-style-type: none"> • The policy-debating forum is post-moderated, as users need to enter their user name and password in order to make a comment. Each comment is displayed with the contributor's username and school. • Users may make anonymous comments. These are comments which are not accompanied by the users' user name and school, though users need their login details to make anonymous comments. These are pre-moderated. • Expert witnesses – all adult users are classed as “expert witnesses”. Their debate comments show in a different colour to mark them out. They have facilitation roles in the forum – draw users out by asking for more opinions or reasoning, help to keep the debate on topic, bring factual information into the heart of the debate (in case users did not read the background information). Young people seem to value their contributions –it makes it seem like they are being listened to. • The website also has a Shout Out board. This is open to anyone to post on. Contributors are asked for their name and place. This is pre-moderated. • Moderation is currently done by ITC staff. An alert mechanism is used to email staff when new content is added to any part of the website.
11. Accessibility of the tool	<ul style="list-style-type: none"> • The website has been developed with young people in order to make it as easy to use as possible. Evaluations of use of the forum¹⁹⁹ reveal that it is easy to read comments and post and reply to them. • Developers have prioritised accessibility, including minimising functional use of JavaScript • Full WAI compliance not achieved
12. Language support	<ul style="list-style-type: none"> • The website is only available in English. Gaelic is a local language - spoken as a second language by some young people in the area and undergoing a revival. It is envisaged that the amount of Gaelic content included and supported will increase.
13. Channel availability	<ul style="list-style-type: none"> • The tools are only available on the website • Email alerts are used to let moderators know about changes to the website.
14. Technologies	<p>The forum²⁰⁰</p> <ul style="list-style-type: none"> • The forum is organised into “debates”. Each debate is focussed on one topic. These may be consultations initiated by sponsors or third-parties. More than one debate may run at a time. • Each debate consists of an introduction, background information and the comments. Some of the background information is included in the first comments (Opening Comments) made by the Expert Witness. • Closed debates²⁰¹ contain all the above, plus feedback from the debate's initiator. However, links to make a comment or reply to a comment are not available. • Removed comments –when a comment is removed for contravening the Conditions of Use, it is replaced by a message “Comment removed: see Conditions of Use” (linked to the conditions statement at the bottom of the page). There is also a facility to remove comments, so that they do not show at all. This is useful for test or duplicate comments.²⁰²

¹⁹⁹ Smith, E., Macintosh, A. and Whyte, A. (2006); ‘Organised use of e-democracy tools for young people’. in Electronic Government: Communications of the Fifth International EGOV Conference 2006; September 4-8, 2006; Krakow, Poland; pp260-267
Abstract: <http://itc.napier.ac.uk/ITC/Abstract.asp?ID=71>

²⁰⁰ <http://www.highlandyouthvoice.org/YourVoice/>

²⁰¹ <http://www.highlandyouthvoice.org/YourVoice/Archives.asp>

²⁰² It would also be useful for spam comments in a board that did not require registration

	<p>Comments are threaded. All comments are shown in full on the page at the same time.²⁰³. The most recently added comment or used thread is at the top. Comments are colour-coded into comments/replies and Expert Witness/young person.²⁰⁴ When a debate is live, each comment has a “reply to this” link next to it. This encourages use of the reply mechanism, threading and interaction with each other’s comments.</p> <ul style="list-style-type: none"> • The website is written in ASP. Non-static content is held in SQL server. The website is currently hosted on Microsoft SQL server 2003 • Pages are set to display in CSS and html. Javascript is used to validate forms, but these are also validated server-side. The software was written (and is currently hosted) by ITC²⁰⁵
15. Evaluation mechanisms	<ul style="list-style-type: none"> • Contributions all contain the user name of the contributor (for the CMS and forum –though not the shout out board.) <p>The following have been used as the basis of evaluation mechanisms:</p> <ul style="list-style-type: none"> • Server log files • Comparison of statistics (especially for online voting) • Workshops with users –including designing and evaluation • Questionnaires (paper and online)
16. Further examples	<ul style="list-style-type: none"> • The forum was initially based on early ITC e-consultation software²⁰⁶ but has evolved through workshops and feedback with users • The e-voting system and electoral support pages were based on an initial ITC system developed for HYV²⁰⁷. Since 2000, it has developed after evaluation of each election. This has fed into the design of other ITC e-voting systems, i.e. those used to support Napier’s Academic Board elections²⁰⁸ • See also other ITC projects: http://itc.napier.ac.uk/ITC/projectsIndex.asp
17. Further information	<p>ITC website: http://itc.napier.ac.uk/ITC/ProjectInfo.asp?ID=9</p> <p>Publications:</p> <ul style="list-style-type: none"> • “Highland Youth Voice Elections 2006: Evaluation” Smith, E. and Macintosh, A; November 2006 http://itc.napier.ac.uk/ITC/Publications.asp#ID74 • Smith, E., Macintosh, A. and Whyte, A. (2006); ‘Organised use of e-democracy tools for young people’. in Electronic Government: Communications of the Fifth International EGOV Conference 2006; September 4-8, 2006; Krakow, Poland; pp260-267 • “Highland Youth Voice Elections 2004: Evaluation” Smith, E. and Macintosh, A; January 2005 http://itc.napier.ac.uk/ITC/Publications.asp#ID10 • Masters, Z., Macintosh, A. and Smith, E., (2004); ‘Young People and E-Democracy: Creating a Culture of Participation’; Proceedings of Third International Conference in E-Government, EGOV 2004; Zaragoza, Spain; 30th August to 3rd September, 2004. • Smith, E. and Macintosh, A. (2003); ‘E-voting: the powerful symbol of e-democracy’; Proceedings of DEXA 2003, the 2nd International Conference on Electronic Government - EGOV 2003; Prague, Czech Republic, September, 2003 • Smith, E., Macintosh, A. and Whyte, A. (2003); ‘Culture and context in an

²⁰³ This was what young people wanted when the website was developed with their input. It works well, except for very busy debates.

²⁰⁴ Example of comments:

<http://www.highlandyouthvoice.org/YourVoice/readComments.asp?debate=12&archive=yes>

²⁰⁵ <http://itc.napier.ac.uk/>

²⁰⁶ E.g. <http://itc.napier.ac.uk/ITC/projectSummaries.asp#Project12>

²⁰⁷ <http://itc.napier.ac.uk/ITC/projectSummaries.asp#Project14>

²⁰⁸ <http://www.e-voter.org.uk/>

	<p>online voting system for young people'; in Duquenoy, P. Fischer-Hubner, S., Holvast, J. and Zuccato, A. (eds) Risks and Challenges of the Network Society: Proceedings of the second IFIP Summer School, 4-8th August 2003, Karlstad, Sweden, August 2003; pp107-114</p> <ul style="list-style-type: none">• Macintosh, A., Robson, E., Smith, E., Whyte, A. (2002); 'Electronic Democracy and Young People'; Social Science Computer Review; Spring 2003, 21 (1); pp43-54• Smith, E., Macintosh, A. and Whyte, A.; (2002); 'Invisibility Vs Transparency'. Proceedings Volume 2 of the 16th British HCI Conference London; September, 2002; London:BCS pp166-170• Whyte, A. (2001); E-Voter and the Highland Youth Voice Elections http://itc.napier.ac.uk/ITC/Publications.asp#ID3
--	--

16. Junior Summit (1998)

1. Title	Junior Summit
2. General description	<p>http://www.jrsummit.net/</p> <ul style="list-style-type: none"> • 1998 Summit: Nearly 3,000 participants from 139 countries communicating with one another through an innovative on-line forum, using translation technology. • People were grouped into home rooms (small groups, mostly sharing languages). They suggest topics (first stage for a few weeks). List of 60 topics, participants vote to choose 20. They then choose topics and move to topic groups (mixed languages) –i.e. well-defined schedule • All content (including the discussions) could also be used via email • The forum was international. The project was based at MIT (US)²⁰⁹ • Participants mostly 10-16²¹⁰. Specific inclusion efforts were made. 3,000²¹¹ children from 139 countries took part²¹²
3. Basis of initiative	<ul style="list-style-type: none"> • Isao Okawa organised the first junior summit in Japan (based on the 1995 G7 Summit). The summit was online for 6 months, culminating in a face to face summit for a minority of participants. Discussions were in English. • Nicholas Negroponte, director of the Massachusetts Institute of Technology (MIT) Media Laboratory, attended the Tokyo summit and was impressed. Negroponte and Okawa decided together that the Media Lab would host the 1998 summit. • The information society was the main topic • Major corporate sponsors were Citicorp, Lego, and Swatch. Additional partners included Sybase, Real Networks, Kodak, Polaroid, Lyris Technologies, WorldPoint, Chatspace, Africa Online, and others. <p>Objective:</p> <ul style="list-style-type: none"> • Involve children and young people in discussions about planning the future (like the G7 Summit discussions) • Technically: to make the content available to as many people as possible <p>Timeline: See http://www.jrsummit.net/002tplswhy_jrs.wpi.html Progress – many still involved years later – e.g. in the online newspaper²¹³</p>
4. Democracy Context	<ul style="list-style-type: none"> • The objective was to involve children and young people in discussions about the future. This group of people is largely disenfranchised. • Notably the organisers sought to include a diverse selection of young people from across the globe. This did not reflect the make-up of G7 representatives!
5. Participation area	Collaborative Environments, Deliberation, Polling
6. Direction of communication/ level of participation	Largely peer to peer, though outcomes were well publicised and presented to an audience at MIT ²¹⁴ . They also fed into action by the people involved. eInforming, eCollaborating, eEmpowering
7. Stage in policy cycle	(1) agenda setting [includes awareness and problem perception] (2) policy formulation (4) policy implementation
8. Stakeholders	<ul style="list-style-type: none"> • Organisers (including research staff) at MIT • Organisers (e.g. in partner organisations) globally

²⁰⁹ <http://web.mit.edu/>

²¹⁰ Cassell, J., Tversky, D. (2005). The Language of Online Intercultural Community Formation in Junior Summit '98. Journal of Computer-Mediated Communication.
<http://www.soc.northwestern.edu/justine/publications/JCMC.Cassell.Tversky.pdf>

²¹¹ These were selected from 9,000 applicants.

²¹² William Wright and Scott Gunn (1999); "Running an Online Forum with 3,000 Kids from 139 Countries" in "Proceedings of the 9th Annual Conference of the Internet Society, INET'99", San Jose, US
http://www.isoc.org/inet99/proceedings/2c/2c_2.htm

²¹³ <http://journal.jrsummit.net:8001/>

²¹⁴ <http://www.jrsummit.net/tplsnews.wpi.html>

	<ul style="list-style-type: none"> • Content organisers • Technical organisers (hardware and software) • Moderators • Other people who facilitate young people taking part (e.g. teachers) • Children and young people who took part online • Children and young people elected by their peers to attend the offline summit 																												
<p>9. Rules of engagement (owner/provider and/or end-user)</p>	<ul style="list-style-type: none"> • The moderators were given guidelines “adult moderators were trained to keep their participation to the absolute minimum-dealing with technical issues, and questions about the structure of the program.” (Cassell and Tversky, 2005) • A mailing was sent to the participants containing a CD of software and instructions for the online forum.²¹⁵ “the Junior Summit was a closed group of people-only those elected to the forum could access it-and the goals and structure of the forum were made explicit early on. Much like the imagined communities of nationalism described by Anderson (1991), these young people were told to think of themselves as a community, despite the fact that they had never seen one another. However, adherence to structure and participation in the stated goals were not policed by adults.” (Cassell and Tversky, 2005) 																												
<p>10. Moderation, facilitation, content-rating</p>	<ul style="list-style-type: none"> • Forum –works in small groups (of about 40 –due to personnel constraints). Each has a moderator²¹⁶. First organised into “home groups” (sharing language) then “topic groups” (mixed language) • 23 moderators hired (about 15 hours a week each). Most had experience working with online education projects. Moderators to cover all languages • Moderators received list of participants in their homeroom and information that helped them understand the history and goals of the project, including some guidelines for moderators. An online mailing list for moderators was put in place. <p>Schedule:</p> <table border="0"> <thead> <tr> <th>Week</th> <th>What happened</th> </tr> </thead> <tbody> <tr><td>1.</td><td>9/1 intro question: Tell everybody about yourself...</td></tr> <tr><td>2.</td><td>9/7 intro question: Tell everybody about your community</td></tr> <tr><td>3.</td><td>9/14 intro question: How are computers used?...</td></tr> <tr><td>4.</td><td>9/21 begin to suggest topics</td></tr> <tr><td>5.</td><td>9/28 select topic area; move to topic area</td></tr> <tr><td>6.</td><td>10/5 topic area</td></tr> <tr><td>7.</td><td>10/12 topic area (by 16th choose topic delegate)</td></tr> <tr><td>8.</td><td>10/19 topic area</td></tr> <tr><td>9.</td><td>10/26 topic area (finish draft of position paper)</td></tr> <tr><td>10.</td><td>11/2 send position papers to another topic group for review</td></tr> <tr><td>11.</td><td>11/9 revise position paper</td></tr> <tr><td>12.</td><td>11/16 week of summit</td></tr> <tr><td>13.</td><td>11/23 wrap-up from summit</td></tr> </tbody> </table>	Week	What happened	1.	9/1 intro question: Tell everybody about yourself...	2.	9/7 intro question: Tell everybody about your community	3.	9/14 intro question: How are computers used?...	4.	9/21 begin to suggest topics	5.	9/28 select topic area; move to topic area	6.	10/5 topic area	7.	10/12 topic area (by 16th choose topic delegate)	8.	10/19 topic area	9.	10/26 topic area (finish draft of position paper)	10.	11/2 send position papers to another topic group for review	11.	11/9 revise position paper	12.	11/16 week of summit	13.	11/23 wrap-up from summit
Week	What happened																												
1.	9/1 intro question: Tell everybody about yourself...																												
2.	9/7 intro question: Tell everybody about your community																												
3.	9/14 intro question: How are computers used?...																												
4.	9/21 begin to suggest topics																												
5.	9/28 select topic area; move to topic area																												
6.	10/5 topic area																												
7.	10/12 topic area (by 16th choose topic delegate)																												
8.	10/19 topic area																												
9.	10/26 topic area (finish draft of position paper)																												
10.	11/2 send position papers to another topic group for review																												
11.	11/9 revise position paper																												
12.	11/16 week of summit																												
13.	11/23 wrap-up from summit																												
<p>11. Accessibility of the tool</p>	<p>Designed to be easy to use (by email or web browser), over very low bandwidth. Use of html only to display on legacy browsers (project is in 1998)</p>																												
<p>12. Language support</p>	<p>Languages:</p> <ul style="list-style-type: none"> • English, French, Spanish, Portuguese, and Chinese (Simplified). <p>Technology or process used to support mixed language use:</p> <ul style="list-style-type: none"> • “Incoming mail messages were routed to the Lyris mailing list management software. Lyris handed them off to a Perl script, which requested translation into the appropriate languages and stored the original message and all translations in the database. The messages were then sent out to mailing lists, so that, for example, an English speaker would see an original Spanish message followed by a machine translation into English. We felt that it was important to emphasize the 																												

²¹⁵ <http://www.jrsummit.net/tplsnews.wpi.html>

²¹⁶ See Wright and Gunn for how this system was chosen

	<p>utility as well as the pitfalls of machine translation, so translations were always displayed beneath original texts. Participants could view original messages as well as translated messages on the website.</p> <ul style="list-style-type: none"> • In normal performance situations, the full turnaround time for individual message processing was about 10 seconds. During this time, several things happened: the message was received by our mail server, translations were requested, the original message and all translations were stored in the back-end database, the message and its translations were sent out to the appropriate mail lists, and the message became available on the dynamically generated website." (Wright and Gunn, 1999)²¹⁷ • The website archive of the summit is available in Arabic, English, Spanish - Latin American, French, Hebrew, Japanese, Portuguese – Brazilian, Russian, Chinese Simplified and Chinese Traditional
13. Channel availability	<p>"The goal was to build a system with an e-mail core, so that those without Web access could participate fully. E-mail messages were displayed on the website, and responses could be made using a Web interface or a standard e-mail client." (Wright and Gunn, 1999)</p>
14. Technologies	<p>See Language Support for description of the translation process.</p> <p>Commercial products used together to save development time:</p> <ul style="list-style-type: none"> • E-mail list management: Lyris, by Lyris Technologies • Machine translation: Enterprise Translation Server, by Transparent Language • Database: Microsoft SQL Server <p>The forum ran on six servers:</p> <ul style="list-style-type: none"> • Digital Unix: mail accounts, ftp, participant Web pages • Digital Unix: online forum Web server, CGI scripts • Windows NT: public Web server, Chinese machine translation • Windows NT: database storage • Windows NT: machine translation (French, Spanish, Portuguese) • Windows NT: mailing list management <p>Note that they also organised computers to be distributed to some participants (Wright and Gunn, 1999)</p>
15. Evaluation mechanisms	<p>"The data sets that comprise the Junior Summit are of three types: (1) the 48,000 messages posted to the online forum for the period September 1998-September 2003; (2) in-depth interviews about the effects of the Junior Summit conducted with</p>

²¹⁷ "We used off-the-shelf machine translation (MT) software, along with our own internally developed web-based forum software (and commercial email list software to get things into people's email boxes). This solution was required because we had limited time, so we wanted to use as much off-the-shelf software as possible. What we used was state-of-the-art for 1998, but I'm sure there is better software out now. In particular, the MT software was very deficient in allowing us to use APIs, so we had to cobble together our own mechanisms for requesting almost real-time translations. These days, I'm sure most MT software will have good APIs, most likely web services.

There was another issue, which was the general quality of MT, and while that has gotten better in the intervening years, MT is still not at a place where it can replace human translators. For that reason, we provided a mechanism for our participants to replace any of our MT real-time translations with human translations. So people could get the gist almost instantly, but more accurate and subtle translations could be available after a bit of a delay.

Frankly, I have not had occasion to stay in touch with this area of technology much since I left MIT. My impression though, is that the technology is still rarely used, partly for the reasons I mentioned (MT still not really adequate for understanding beyond basic "gisting"). I also think there is a tendency in many fora to assume that participants will either know English or be able to learn it quickly. I hope you'll put this technology to work. Certainly if one hopes to have broad participation in online fora, especially for those who may not benefit from English-language education in schools, one needs to provide a mechanism for people to communicate across language barriers. I think our model of almost-instant MT, coupled with HT later one, still makes sense." Email from Scott Gunn, technical lead of project

	78 participants from 20 countries five years after the Summit began; (3) questionnaires on socio-psychological variables (primarily self-efficacy, meaningful instrumental activity, social networks) filled out by the same subset of 78 of the children five years after the summit began." (Cassell and Tversky, 2005)
16. Further examples	<ul style="list-style-type: none"> • The 1998 Summit was inspired by the 1995 Summit. • The tradition continues – e.g. UNICEF's C8²¹⁸ and UNICEF's "Voices of Youth" forums²¹⁹
17. Further information	<ul style="list-style-type: none"> • William Wright and Scott Gunn (1999); "Running an Online Forum with 3,000 Kids from 139 Countries" in <i>Proceedings of the 9th Annual Conference of the Internet Society, INET'99</i>, San Jose, US http://www.isoc.org/inet99/proceedings/2c/2c_2.htm • Cassell, J., Tversky, D. (2005). "The Language of Online Intercultural Community Formation in Junior Summit '98" in <i>Journal of Computer-Mediated Communication</i>. http://www.soc.northwestern.edu/justine/publications/JCMC.Cassell.Tversky.pdf • Cassell, Justine, Huffaker, David, Tversky, Dona & Ferriman, Kim (2006) "The Language of Online Leadership: Gender and Youth Engagement on the Internet ". <i>Developmental Psychology</i> 42 (3) http://www.soc.northwestern.edu/justine/publications/Cassell_et_al_DevelopmentalPsych06.pdf • Cassell, J. (2002). "'We Have these Rules Inside': The Effects of Exercising Voice in a Children's Online Forum". In S. Calvert, R. Cocking and A. Jordan (eds.), <i>Children in the Digital Age</i>. New York: Praeger Press, pp. 123-144. http://www.soc.northwestern.edu/justine/publications/jrsummit.chap.cassell.01.pdf • History: http://www.jrsummit.net/001tplswhy_jrs.wpi.html • For young people's views (especially of the offline summit) see http://journal.jrsummit.net:8001/

²¹⁸ <http://www.unicef.org.uk/c8/index.asp>

²¹⁹ <http://www.unicef.org/voy/index.php>

17. Law Commission Forum

1. Title	Law Commission Forum (a Digital Dialogues case study)
2. General description	<p>http://forum.lawcom.gov.uk/</p> <ul style="list-style-type: none"> • Forum to enable people to participate in a discussion on law reform. The forum should feed into the Law Commission's program of reform²²⁰. The forum is divided into timed stages, so that one phase of the discussion feeds into the next. • Format –a discussion forum (visually resembles a blog) • The forum is part of a wider study: Digital Dialogues (http://www.digitaldialogues.org.uk/) • Target audience –anyone with an interest • Area – England and Wales
3. Basis of initiative	<p>Law Commission objective:</p> <ul style="list-style-type: none"> • The Law Commission was established to keep the law of England and Wales under review with a view to its systematic development and reform. Our aim is to achieve more accessible, intelligible and modern law. <p>Forum objective:</p> <ul style="list-style-type: none"> • "For people to participate in a discussion on law reform" ²²¹. Another channel for people to be involved in the Law Commissions' process. – i.e. responses will be considered alongside those received through other media. <p>This online forum is being run within the Department for Constitutional Affairs²²² 'Digital Dialogues' pilot. Digital Dialogues Objective:</p> <ul style="list-style-type: none"> • The pilot will explore the potential of information and communication technology to support central government communications and consultations. Support and evaluation is being provided by the Hansard Society²²³, an independent, non-partisan charity. • This is a "phase 2 pilot": "Phase two of Digital Dialogues will build on the networks, practices and processes established during phase one: attempting to broaden these across central government and test the guidance material produced from phase one. New case-studies will be combined with a number carried over from phase one to allow the longitudinal evaluation vital to establishing sustainable practise. <p>New case-study leaders will be offered the tools utilised in phase one of Digital Dialogues – blogs, forums and webchats. In addition, phase two will make available applications that are beginning to see mainstream use – wikis, podcasting, file-sharing directories, audio-visual blogs, mapping software, virals. New case-study leaders will also be encouraged to combine applications – for example, converging polling software with forums, or photo-sharing with mapping tools. Any applications will be offered the opportunity to make use of one or more of these platforms in isolation from or in parallel to conventional, offline techniques.</p> <p>Phase two of Digital Dialogues will be completed in early 2007."²²⁴</p> <ul style="list-style-type: none"> • Forum open: Mon 5th February – Fri 30th March 2007

²²⁰ <http://www.lawcom.gov.uk/> - note that all government departments referenced for this case study are Westminster Government ones – i.e. with a UK/ England or England and Wales remit

²²¹ <http://forum.lawcom.gov.uk/about>

²²² <http://www.dca.gov.uk/>

²²³ <http://www.hansardsociety.org.uk/> See also HeadsUp above

²²⁴ <http://www.digitaldialogues.org.uk/>

4. Democracy Context	UK Modern idea to make law accessible to the public.
5. Participation area	Consultation
6. Direction of communication/ level of participation	Top down eConsulting
7. Stage in policy cycle	(1) agenda setting [includes awareness and problem perception] (2) policy formulation
8. Stakeholders	<ul style="list-style-type: none"> • The Department for Constitutional Affairs (DCA) who commissioned the Digital Dialogues research • The Hansard Society – running the Digital Dialogues research • The Law Commission – outcomes feed into their program • Expert users – e.g. legal experts • Special interest and pressure groups • Citizens with an interest
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> • Terms and Conditions²²⁵ • Web discussion rules²²⁶ • Moderation policy²²⁷ • Privacy and data protection for the website²²⁸ <p>All posted on website, clear and comprehensive Registration:</p> <ul style="list-style-type: none"> • Users need to register to contribute – though not to read <p>The registration form asks them to set up a username and to give their email address. Then:</p> <ol style="list-style-type: none"> 1) First Name 2) Last Name 3) What age bracket do you come under? (18-24, 25-34, 35-44, 45-54, 55-64, over 65) 4) Please indicate your gender? (male, female) 5) To which of these ethnic groups do you consider you belong? (English, Irish, Scottish, Welsh, British, Other White background, White and Black Caribbean, White and Black African, White and Asian, Other Mixed background, Indian, Pakistani, Bangladeshi, Other Asian background, Caribbean, African, Other Black background, Chinese, Other ethnic group) 6) Where do you live? 7) How often do you use the internet? (Frequently, Regularly, Occasionally, Hardly ever) 8) Where do you most commonly access the internet from? (Home, Work, Library, Public access point, Combination, Other) 9) Please state why you wanted to get involved in this forum? 10) How did you find out about this consultation site? 11) Have you taken part in any online consultations/forums before? (Yes, no) 12) Have you ever taken part in Government consultations before? (Yes, no) 13) Have you ever taken part in Law Commission consultations before? (Yes, no) 14) I agree to the discussion rules of this site. ²²⁹

²²⁵ http://forum.lawcom.gov.uk/terms_and_conditions

²²⁶ http://forum.lawcom.gov.uk/forum/web_discussion_rules

²²⁷ http://forum.lawcom.gov.uk/forum/moderation_policy

²²⁸ http://forum.lawcom.gov.uk/site_information

²²⁹ Thanks to an email from Laura Miller at the Hansard Society for this information.

<p>10. Moderation, facilitation, content-rating</p>	<ul style="list-style-type: none"> • The moderation policy contains information about what moderation is. • Forum moderated by the DCA's Law Commission consultation team, with occasional support from the Hansard Society²³⁰. • Pre-moderation used, but only available in office hours <p>The Discussion Forum Rules: By registering with this site you agree to abide by the following rules. These are standard web discussion rules that are designed to ensure participants feel safe, keen to take part and the discussion meets its objectives:</p> <ol style="list-style-type: none"> 1) Debate should be lively but also respectful. 2) Stay relaxed – though this inquiry is important and influential, taking part should be a positive experience. 3) Don't incite hatred on the basis of race, religion, gender, nationality or sexuality or other personal characteristic. 4) Don't swear, use hate-speech or make obscene or vulgar comments. 5) Don't provide information identifying your child, his or her address or school as being involved in court proceedings. 6) Don't break the law. This includes libel, condoning illegal activity and contempt of court (comments which might affect the outcome of an approaching court case). Please don't post private addresses, phone numbers, email addresses or other online contact details. 7) Don't send any documents used in any court proceedings or quote from such documents. 8) Don't provide information regarding the substance of a dispute before a court 9) Don't engage in "spamming". Please don't add the same comment to more than one forum. 10) Don't advertise. You can mention relevant products and services as long as they support your comment. 11) Don't impersonate or falsely claim to represent a person or organisation. Please don't mislead other users by abusing our registration procedure. 12) Don't post in a language other than English. We hope in the future to be able to support translation. 13) Stay on-topic. Please don't post messages that are unrelated to this online forum. 14) Don't be party political – this site is about consensus-building, not party political point-scoring. 15) Under 16? – If you are aged 16 or under, please get your parent/guardian's permission before participating in this online forum. Users without this consent are not allowed to participate or provide us with personal information. <p>If a comment contravenes the discussion rules it will not be published or will be removed from the forum. Posts may be returned to the participant by email, along with a reference to the broken rule(s). The participant will be invited to make appropriate changes in order that the post can be reconsidered. However, if a participant repeatedly breaks the rules that</p>
---	---

²³⁰ The Hansard Society are experts in online moderation –they used to offer a course on this.

	participant's user account will be suspended and may be permanently revoked. ²³¹
11. Accessibility of the tool	<ul style="list-style-type: none"> As this is a pilot tool, it is presumed that the Law Commission consultation team had the skills or support they needed. Accessibility statement: "This site complies with Priority 1 of the Web Content Accessibility guidelines published by the W3 consortium"²³² Also an email address for technical help.
12. Language support	<ul style="list-style-type: none"> English
13. Channel availability	<ul style="list-style-type: none"> Mainly available as a website Forum has xml feed capabilities
14. Technologies	<ul style="list-style-type: none"> Threaded discussion forum divided into topics.²³³ 2 phases – an initial phase to gather suggestions for areas off the law needing reform. This discussion was summarised and the areas converged into areas of law (e.g. employment law). These "areas of law" were discussed in the second phase –looking for more detail about what people wanted reformed and why.
15. Evaluation mechanisms	<p>As this is part of a pilot study, evaluation mechanisms are built in.</p> <ul style="list-style-type: none"> An online survey to be completed at the start of the consultation An evaluation survey at the end <p>Need to be registered and logged in to complete the surveys See below for survey questions.</p>
16. Further examples	<ul style="list-style-type: none"> Digital Dialogue case studies phase 1: http://www.digitaldialogues.org.uk/interimreport/parttwo These have been completed and evaluated for the Interim Report²³⁴ Phase 2 case studies²³⁵. These are finishing and being evaluated.
17. Further information	The Full Digital Dialogues report will include an evaluation of this pilot and be published in Summer 2007.

Pre-Consultation survey:

- How often do you use the internet? (Frequently; Regularly; Occasionally; Hardly ever)
- Where do you access the internet? (Home, Work, Library, internet café, Combination, Other)
- Please state why you wanted to get involved in this forum?
- How did you find out about this online forum?
- Have you participated in other online consultations/discussion forums? (Yes, No)
- If yes, please give us more info (topic, date, name of the consulting body) – (not compulsory)
- Have you been in contact with the Law Commission before? (Yes, No)
- Have you given evidence to Parliament before? (Yes, No)
- Nobody in Parliament or government ever listens to people like me (Agree, disagree)
- There is not much I can do to change the way the country is run (Agree, disagree)
- Do you have any other comments to make? (not compulsory)

Post-Consultation survey:

- Are discussion forums a useful means of engaging with the Law Commission? (Yes, No, Don't know)

²³¹ Email from Hansard Society

²³² Statement: http://forum.lawcom.gov.uk/site_information

WAI link given: http://forum.lawcom.gov.uk/site_information

²³³ The forum is set up with blog-based technology, but functions more like a forum than a blog

²³⁴ <http://www.digitaldialogues.org.uk/interimreport>

²³⁵ List currently here: <http://www.digitaldialogues.org.uk/>

- 2) Briefly, what are the advantages of online deliberation as you see them? (not compulsory)
- 3) Briefly, what are the disadvantages of online deliberation as you see them? (not compulsory)
- 4) Would you participate in online deliberation in the future? (Yes, No, Don't know)
- 5) Would you recommend participation in online deliberation to others? (Yes, No, Unsure)
- 6) How often did you post a contribution to the forum? (frequently, occasionally, rarely, never)
- 7) How often did you read other participants' posts? (frequently, occasionally, rarely, never)
- 8) How often did you visit the forum over its duration? (frequently, occasionally, rarely, never)
- 9) If you registered but did not post, briefly tell us why (not compulsory)
- 10) Did Law Commission representatives make sufficient contributions to the discussion? (Yes, No, Unsure)
- 11) In which direction was the main flow of deliberation in the forum? (between participants, from participants to policy team, from policy team to participants, even balance)
- 12) Did you learn anything about the Law Commission from participation in this forum that you did not know previously? (yes, no, don't know)
- 13) Did you learn anything from the other participants in the forum? (yes, no, don't know)
- 14) If yes to the above two questions, outline briefly how (not compulsory)
- 15) What was the main objective of the forum as you understood it? (not compulsory)
- 16) In your opinion, did the forum perform the role it set out to? (Yes, no, don't know)
- 17) Briefly state one thing you like most about the forum
- 18) Briefly state one aspect of the forum you would change to improve it
- 19) Do you have any comments about this website, online consultation or the public's role in policy making? (not compulsory)

18. Local issues forums

1. Title	Local issues forums
2. General description	<p>http://e-democracy.org/ http://forums.e-democracy.org/</p> <ul style="list-style-type: none"> • Email lists for discussing local issues. Each list is an online community (forum) for a geographical area. Over time both software and policies for use have developed. Now available as a tool (GroupServer) which combines the lists with online forum/community tools.²³⁶ • Each forum is specific to an area. Forums are currently live in: <ul style="list-style-type: none"> United Kingdom <ul style="list-style-type: none"> ○ Brighton & Hove ○ Bristol - Knowle West - Greater Bedminster ○ London Borough of Newham United States - Minnesota – State-wide <ul style="list-style-type: none"> ○ Minneapolis ○ Roseville ○ St. Paul ○ Winona <p>New forums are starting in New Zealand.</p> • Forums are aimed at everyone with email access and an interest in local issues.
3. Basis of initiative	<p>The lists grew out of Minnesota E-Democracy which held world's first election oriented website in 1994. It was started by volunteers, who become a non-profit organisation. One of these volunteers was Steven Clift²³⁷, now chair of E-Democracy's board and organiser of Do-Wire²³⁸</p> <p>Issues Forum objective:</p> <ul style="list-style-type: none"> • A space for sustained participation in local democracy. See Mission and Goals²³⁹ <p>UK pilots:</p> <p>In 2004, E-Democracy were funded by the Local eDemocracy Project²⁴⁰ to bring Local Issues Forums to the UK²⁴¹ The goal of this project was to document the Local Issues Forum process, create training materials, develop appropriate open source software to support Local Issues Forums, and launch a pilot project in the UK. The long term goal, was to demonstrate the effectiveness of Local Issues Forums as means of engaging UK citizens in local decision making processes and to offer this model of citizen participation to communities across the country.²⁴²</p> <p>The Issues forums model, partly due to the UK project support, is now successfully expanding geographically, though the Minnesota forums are still by far the most successful in terms of participation and influence.²⁴³</p>

²³⁶ <http://www.e-democracy.org/groupserver/>

²³⁷ <http://www.publicus.net/>

²³⁸ <http://www.dowire.org/>

²³⁹ <http://e-democracy.org/about.html>

²⁴⁰ This was a UK government project (primarily England and Wales). It's documentation is now held by ICELE: <http://www.e-democracy.gov.uk/site/index.php>

²⁴¹ <http://www.e-democracy.org/uk/press.html>

²⁴² Case Study produced for Local eDemocracy Project
http://www.icele.org/site/scripts/download_info.php?fileID=890

²⁴³ See the Flash-based Issues Forum Stories with video interviews (especially the Mayor of Minneapolis)
<http://www.e-democracy.org/experience/>

4. Democracy Context	Varies across areas- though seems to be successful in areas with a stronger tradition of community/civic involvement. Probably the longest-running e-democracy initiative.
5. Participation area	Information Provision, Community building / Collaborative Environments, Consultation, Deliberation Also – online support for electoral information e.g. online hustings
6. Direction of communication/ level of participation	Mostly peer to peer, but also used by people in power to consult and for citizens to bring issues to local government. eInforming, eConsulting, eCollaborating, eEmpowering
7. Stage in policy cycle	Is used at almost all stages in the policy process, (depending on local government buy-in) but mostly during early stages. (1) agenda setting [includes awareness and problem perception] (2) policy formulation (3) decision-making (4) policy implementation (5) policy evaluation.
8. Stakeholders	<ul style="list-style-type: none"> • Citizens²⁴⁴ • Community activists • Elected officials/decision-makers • Journalists • Issues forum staff/board (mostly volunteers)
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> • To join a local forum someone need only supply a name (full names are preferred) area and email address²⁴⁵. However, the GroupServer software also supplies space for a profile where members may supply more information (e.g. website or blog URLs) • Key rules for issues forums: <ul style="list-style-type: none"> ○ All posts must be signed by the author's full and actual name. ○ Two posts per person per day ○ No personal attacks. ○ Issues discussed must be local issues. ○ The Forum Manager has the duty to warn and remove members who fail to comply with forum rules.²⁴⁶ • Full rules for all forums: http://www.e-democracy.org/rules/ • Each forum also has its own charter. This may include the forum's goals, typical topics, participation rules, information about the forum's board/manager²⁴⁷ • City-wide forums require 100 registered participants to open²⁴⁸
10. Moderation, facilitation, content-rating	<ul style="list-style-type: none"> • Each forum has a manager, whose job is to aid the smooth running of conversation – by enforcing the rules in the most diplomatic or practical way. Detailed instructions/advice on fulfilling this role are contained in The Forum Managers' Guide section of the Guidebook (p24). These are recommended reading for anyone hosting or moderating any sort of online forum. • The manager has a key role in facilitating the forum • Forums are not pre-moderated • Participants can be suspended based on official rule violations for specific

²⁴⁴ The advantages of the forums for people in each of these groups are documented here: <http://e-democracy.org/center/whyjoin.html> and in more detail in the Local Issues Forum Guidebook <http://www.e-democracy.org/uk/guide.pdf>

²⁴⁵ <http://e-democracy.org/uk/ifs/signupform.doc>

²⁴⁶ See Local Issues Forum Guidebook p21 for reasons and more details

²⁴⁷ E.g. Brighton and Hove charter: <http://forums.e-democracy.org/groups/bh/charter>

²⁴⁸ "Minneapolis is the largest forum with close to 800 registered participants (not including many more web visitors)." –email from Steven Clift

	<p>amounts of time with procedures for appeal and due process.</p> <ul style="list-style-type: none"> • “Fewer than 5 posts out of over 100,000 have been removed, edited, or annotated.”²⁴⁹ • The rule restricting posts to 2 per day is enforced by the GroupServer software.
11. Accessibility of the tool	<ul style="list-style-type: none"> • Most participation takes place via email, though the forums can also be used through a simple web interface. • No specific accessibility statements appear on the website
12. Language support	<ul style="list-style-type: none"> • Have not found groups using other languages than English
13. Channel availability	<ul style="list-style-type: none"> • Email, web and RSS
14. Technologies	<ul style="list-style-type: none"> • E-democracy.org have been moving all their groups and lists to GroupServer²⁵⁰ over the last 3 years. • GroupServer is a GPL open source collaboration server. It supports many-to-many interaction in groups and communities via email and an integrated web forum interface. • Websites supported by GroupServer provide a secure, personalised content structure with member directories, postings by topic, RSS and e-mail digest modes, document sharing, and web-based forum management and many other features. GroupServer renders XML content dynamically using XSLTs and is built on Zope and written in Python. • GroupServer is designed and developed by OnlineGroups.Net²⁵¹.
15. Evaluation mechanisms	<p>The websites supporting the forums have a variety of mechanisms for participants to get involved in progressing the project –including blogs and wikis²⁵²</p>
16. Further examples	<p>GroupServer technology is also used by the Do-wire groups²⁵³ a family of e-democracy lists</p>
17. Further information	<ul style="list-style-type: none"> • Local Issues Forum Guidebook (2005) Prepared by E-Democracy.Org for the UK Pilot Issues Forums http://www.e-democracy.org/uk/guide.pdf • Case Study produced for Local eDemocracy Project (2005) http://www.icele.org/site/scripts/download_info.php?fileID=890 • UK Pilot information: http://www.e-democracy.org/uk/ • More information: http://e-democracy.org/if • E-Democracy Experience: about the forums in multimedia: http://www.e-democracy.org/experience/ • About E-Democracy: mission and background: http://www.e-democracy.org/about.html • Research: Links to articles and resources: http://www.e-democracy.org/research/ • See Project products: http://e-democracy.org/uk/notes.html

²⁴⁹ Email from Steven Clift

²⁵⁰ <http://groupserver.org/>

²⁵¹ <http://groupserver.org/groupserver/us/index.html>

²⁵² Project blog <http://e-democracy.org/blog> Wiki: <http://e-democracy.org/wiki>

²⁵³ <http://groups.dowire.org/index.xml>

19. Ministry of Finance Forum - Macedonia

1. Title	Ministry of Finance Forum - Macedonia
2. General description	<p>Ministry of Finance website: www.finance.gov.mk Introduction in English: http://www.finance.gov.mk/gb/index.html</p> <p>Forum where citizens could make suggestions about draft laws or initiatives. It's not clear if the forum section is still live.</p> <ul style="list-style-type: none"> • Area: FYRO Macedonia • Aimed at experts and general public
3. Basis of initiative	<p>Started (by the Ministry of Finance?) as part of an e-democracy program – possibly EU-funded.²⁵⁴</p> <p>Objective: Increase transparency and public understanding of government processes.</p> <p>Note also “The Ministry of finance promotes the development of the legislative framework that supports digital signatures and other regulation close with e-commerce. This move is expected to help the expansion of electronic transactions in the Macedonian market.” (Kekenovski and Apostolova, 2004)</p> <p>We do not have much information about this project – including who initiated it, when it was initiated, how successful it was or whether any of it is still live.</p>
4. Democracy Context	<p>Within a mostly peaceful and successful move towards independence and democracy, some problems have been identified with ethnic divisions, pressures on media freedom, lack of transparency from the Government, lack of trust in the Government. Accepted as candidate for accession to EU.²⁵⁵</p> <p>Telecoms –recently privatised (from government control). Coming out of a protected-monopoly situation. Aggressive campaign to build IT and telecoms infrastructure.²⁵⁶</p>
5. Participation area	<p>(Hard to judge with little information available)</p> <p>Information Provision, Collaborative Environments</p> <p>Importance of transparency</p>
6. Direction of communication/ level of participation	<p>Mostly top-down or invited by government.</p> <p>eInforming, eConsulting</p>
7. Stage in policy cycle	<p>(Hard to judge with little information available)</p>
8. Stakeholders	<ul style="list-style-type: none"> • Ministry of Finance ministers and staff • People with a specialist interest • Ordinary citizens • Those interested in increasing transparency/tackling corruption.

²⁵⁴ Most of the information in this case study is taken from Coleman, S., and Kaposi, I. (2006); “New democracies, new media, what’s new? A study of e-participation projects in third-wave democracies” http://www.ega.ee/handbook/#_Toc132047448 p31

²⁵⁵ Freedom House (2006) Country Report: Macedonia
<http://www.freedomhouse.org/template.cfm?page=47&nit=395&year=2006>

²⁵⁶ Ljubomir Kekenovski and Mirjana Apostolova (2004) “E-Government The Future Prospect In Macedonia” UNPAN <http://unpan1.un.org/intradoc/groups/public/documents/unpan012551.pdf>

9. Rules of engagement (owner/provider and/or end-user)	No information found
10. Moderation, facilitation, content-rating	No information found
11. Accessibility of the tool	No information found
12. Language support	Seems to have only been available in Macedonian.
13. Channel availability	No information found –presumably only available through a web interface.
14. Technologies	No information found
15. Evaluation mechanisms	No information found
16. Further examples	Skopje City Council started a project funded by EU Program for democratization and civil rights named as "e City Council" with the main objective: "Transparency and citizen involvement in Council sessions and councillors working". (Kekenovski and Apostolova, 2004, p6) The City of Skopje website ²⁵⁷ still contains a forum ²⁵⁸
17. Further information	<ul style="list-style-type: none"> • Coleman, S., and Kaposi, I. (2006); "New democracies, new media, what's new? A study of e-participation projects in third-wave democracies" http://www.ega.ee/handbook/#_Toc132047448 • Ljubomir Kekenovski and Mirjana Apostolova (2004) "E-Government The Future Prospect In Macedonia" UNPAN http://unpan1.un.org/intradoc/groups/public/documents/untc/unpan012551.pdf

²⁵⁷ <http://www.skopje.gov.mk/>

²⁵⁸ <http://www.skopje.gov.mk/Forum/>

20. Oncom – Online Communities

1. Title	Oncom, Online Communities
2. General description	<p>http://www.oncom.org.uk/</p> <ul style="list-style-type: none"> • Portals for geographic communities and for communities with particular interests (eg Arts, Business, Environment), with community news, notices, consultations, photographic features, campaigns. The open forum takes the form of “Letters to the editor”. Format is entirely web-based and designed to look colourful and familiar, something like an online “local paper” • The website also hosts consultations and online “hustings” for elections • Web space for local councillors and community groups • 12 geographic communities e.g. http://www.richmond-online.co.uk/ <p>Area:</p> <ul style="list-style-type: none"> • London Borough of Richmond upon Thames, South East England, UK • Aimed at people in the local community. Each portal covers a small geographic area aligned with the democratic geography/natural communities of the borough (e.g. Barnes –population 12,900)
3. Basis of initiative	<p>Founded by local resident. Independent. Run by volunteers. Unfunded.</p> <p>History:</p> <ul style="list-style-type: none"> • Web page of local links made for Hampton in 1997 at the suggestion of local voluntary care group (VCG) to provide the local e-community with a rallying point online. • Vision was for an e-community to enhance community spirit in this suburb • developed to include a service making free websites for local charities and campaigns. • at the request of the community, a system was developed to disseminate community-oriented local news, and a web forum (the VoxPop) devised as a voice for local people to express their interests on local issues • In 2000 Online Communities was rolled out across the borough with a bigger vision: to develop a network of local websites where people with no experience of the internet air very local issues and come together as a wider community, with a public platform for their views and concerns. • The community was run and funded by volunteers, but is currently looking for a more sustainable financial model, to finance a minimum of staff and technical development. <p>Objectives</p> <ul style="list-style-type: none"> • “To improve this social network and better empower local communities by progressively making inventive use of the web, enabling everyone however inexperienced to simply and effectively participate in direct democracy; to regenerate a community spirit; to continue the work of innovation to create more opportunities for involvement and interaction on the local internet; to reach everyone in the borough who wants to use Online Communities for activity relevant to where they live from wherever they may be (at work, at school, at day centres, etc); to better inform and educate.”²⁵⁹
4. Democracy Context	<p>The project is rare in terms of UK e-democracy by being a grass roots initiative (especially combined with its 10 year history)</p> <p>The project is based in one of the UK’s wealthier boroughs.</p>
5. Participation area	<p>Information Provision, Community building / Collaborative Environments, Consultation, Campaigning, Deliberation</p>

²⁵⁹ John Inglis, Online Communities (2007) “A future for Online Communities”
<http://forums.dowire.org/groups/ukie/files/f/11652-2007-01-12T221742Z/OncomProject2.doc>

6. Direction of communication/ level of participation	Mostly peer to peer and ground-up, but also used by councillors to consult or disseminate information. eInforming, eConsulting, eCollaborating, eEmpowering
7. Stage in policy cycle	Can be used at any stage of formulating or reviewing policy. (1) agenda setting [includes awareness and problem perception] (2) policy formulation
8. Stakeholders	<ul style="list-style-type: none"> • Oncom volunteers (editors and regular content producers)²⁶⁰ • People producing content on an occasional basis • Local organisations with pages hosted on the website/using the content management system. • People in government in the area, especially local councillors • Local citizens
9. Rules of engagement (owner/provider and/or end-user)	The forum is called Vox Pop ²⁶¹ "Vox Pop must be conducted in the tradition of Online Communities' Letters to the Editor" (Code of Conduct) <ul style="list-style-type: none"> • Vox Pop Code of Conduct: http://www.say-it-all.com/voxpathrut3/help/conduct.html • All visitors to the portal can view the forums. Users need to apply to register in order to contribute. Information required: real name, password, email address (web mail not accepted), home address. These applications are vetted by volunteers. • Citizen journalists who are trained to use the news content management system are representatives of local organisations, whose names and emails appear on the pages they publish.
10. Moderation, facilitation, content-rating	Post-moderated. "Letters are monitored; as writers publish in their own name risks are reduced and pre-moderation is not necessary. However, users sign up to the code of conduct on registration and they are held to it. Those transgressing can be suspended from access to the VoxPop." ²⁶²
11. Accessibility of the tool	<ul style="list-style-type: none"> • The website is specifically designed to encourage use (e.g. of the content management system) by people without IT skills. • Have not found any specific information about accessibility • Some pages use Frames, which can be problematic for some users.²⁶³
12. Language support	<ul style="list-style-type: none"> • English
13. Channel availability	Web-based <ul style="list-style-type: none"> • RSS news feeds from each page (used on many other websites) • Newsbox which allows other websites to display Oncom news stories live on their sites.
14. Technologies	<ul style="list-style-type: none"> • 12 community websites bound together in a portal. Each shares functions, rather than content (though some portal-wide content/issues). Each has own editorial team. • Each of the 12 locally-based portals access borough-wide and cross-cutting news.. • Content management systems allow local organisations/ councillors/people to produce their own pages • Each local portal also has its own local e-community • Directories of local information

²⁶⁰ Oncom staff are active in UK e-Democracy, so well known among people involved in the field.

²⁶¹ The translation given on the website is "Voice of the people"

²⁶² Email from Jill Sanders, Oncom

²⁶³ Oncom respond that the frameset doesn't seem to have been problematic for users: "Some pages use Frames, which has not been found to be problematic for users. The website is a nested frameset in order to ensure easy navigation and to accommodate the complex structure of the network." –Jill Sanders

²⁶⁴ E.g. http://www.say-it-all.com/voxpathrut3/index.php?act=thread&thread_id=6816&message_id=6816

	<ul style="list-style-type: none"> • Graphics widely employed, both to be user-friendly and attractive Vox pop threaded forum: <ul style="list-style-type: none"> • Simple threading within each subject. Comments may be posted as new subjects or replies. Comments are shown as title accompanied by name and the number of days ago it was posted. Click on a title to show the full comment below the thread list.²⁶⁴ • Each community has its own forum, but once registered, a user can post in any of the forums. • There are also borough wide forums (e.g. environment)
15. Evaluation mechanisms	<p>Information supplied to register to contribute includes demographic information (residential address)</p> <p>Usage statistics are published on the website,²⁶⁵ with an explanation of their provenance and reliability.</p>
16. Further examples	<ul style="list-style-type: none"> • Links to local information on other websites – e.g. rail enquiries • Comprehensive and well categorised links to websites with local relevance • Websites and photo galleries produced by Oncom volunteers about local places/issues e.g. Mogden Sewage Treatment Works: http://www.mogden.org.uk/
17. Further information	<ul style="list-style-type: none"> • About page: http://www.oncom.org.uk/comn/about.html • Jill Sanders (2005) "The story of Oncom - Online Communities in Richmond upon Thames" in eGov Monitor http://www.egovmonitor.com/node/3601/print • John Inglis, Online Communities (2007) "A future for Online Communities" http://forums.dowire.org/groups/ukie/files/f/11652-2007-01-12T221742Z/OncomProject2.doc • ICT Case Study: Online Communities National eWell-Being Awards 2005 commended entry²⁶⁶ • Awarded local services to the community through IT award, Richmond Council for Voluntary Services, 2005.²⁶⁷

²⁶⁵ <http://www.oncom.org.uk/comn/stats.html>

²⁶⁶ <http://www.digitalchallenge.gov.uk/project-space/online-communities/Digital%20Challenge%20Case%20study%20-%20Online%20Communities.pdf>

²⁶⁷ 2007 awards: <http://www.richmondcvcs.org.uk/awards07.html> Haven't found archive for 2005

21. Open Government Website Of Mongolia

1. Title	Open Government Website Of Mongolia
2. General description	<p>http://open-government.mn</p> <p>Website established in order to promote public-private dialogue on economic matters, and to involve citizens in law and policy-making. The site was intended to include information, draft laws, forum, online conference, and interviews conducted by the site's journalists. Rather than being a purely top-down initiative, the website has been run, until recently by various subcontractors (mostly NGOs) working for USAID - the US Agency for International Development ²⁶⁸.</p> <p>The Government of Mongolia is currently re-developing , re-designing and re-launching the Open Government Website (OGW) with an aim to integrate the new site into the Government of Mongolia's broader communications goals, and to improve the public/private dialogue on key economic issues.²⁶⁹</p> <p>See "Technologies" below for list of current content.</p> <p>The new website is primarily conceived of as a web-based Content Management System (CMS). The content for the web-based CMS site is divided into three categories:</p> <ol style="list-style-type: none"> 1) Information (News, Cabinet Resolutions, Your Government, Who Said What, The Press Room, National Programs & Priorities, FAQ, Kids, Invest Mongolia, Employment Opportunities, Scholarships) 2) Communications (Ask The Government, Vote Now, Contact us) 3) Services (Mobile services, downloadable PDF forms for scholarship, Subscription to press releases and employment opportunities, downloadable PDF press releases and downloadable photos). <p>Some of the functions that the Government of Mongolia would like the site to contain include: Subscription – email, PDF downloads, on-line chat, interactive map of Mongolia, on-line Poll, m-services, links and an abbreviated English version that will contain a limited News section, Your Government section and Invest Mongolia section.</p> <p>Area: Mongolia (though also used by people abroad)</p>
3. Basis of initiative	<ul style="list-style-type: none"> • Launched in December 2001 • The Open Government Website was set up by Chemonics LLC²⁷⁰, financed by USAID under the Economic Policy Reform and Competitiveness (EPRC) Project²⁷¹. The Asia Foundation was a subcontractor to Chemonics²⁷². • Funding and technical support from US Agency for International Development (USAID.) Hosted and maintained by Chemonics under the EPRC project

²⁶⁸ <http://www.usaid.gov/>

²⁶⁹ The Asia Foundation, Betina Infante (2006) "Strategy For The Open Government Content Management System" developed with The Cabinet Secretariat of the Government of Mongolia, Ulaanbaatar, under the USAID-funded EPRC project. This document has yet to be published on the Internet, but was provided by The Asia Foundation, Mongolia
<http://www.asiafoundation.org/Locations/mongolia.html>

²⁷⁰ a US-based institutional contractor <http://www.chemonics.com/>

²⁷¹ Economic Policy Reform And Competitiveness (EPRC) Project
<http://www.usaid.gov/mn/programs/eprc/index.html>

²⁷² <http://www.asiafoundation.org/Locations/mongolia.html>

	<ul style="list-style-type: none"> • Chemonics staff uploaded content. <p>Initial objective:</p> <ul style="list-style-type: none"> • To improve the transparency of government. The site was designed to open channels of information between government and citizens and encourage citizen participation in the policy-making process through online debate of draft laws and policy papers. The Mongolian Government, including the Prime Minister, Nambaryn Enkhbayar seem to have been aware of the process and approved of the concept.²⁷³ <p>Current objectives:</p> <p>to assist the Government of Mongolia in</p> <ol style="list-style-type: none"> 1) improving public and private dialogue on government policies and programs by providing citizens with greater access to information about government programs and policies; 2) disseminating timely and accurate information to the public; 3) soliciting feedback and information from the public to improve government operations and policies; 4) delivering on-line services that streamline government services-delivery and more effectively address citizens' needs. <p>Progress and current status:</p> <ul style="list-style-type: none"> • The website has kept its original design until now, with the exception of a slight technical upgrade made in January 2003 in its forum section to post public comments and inputs on draft laws and policy issues during the law-making process. • Current plans involve a complete overhaul of the website, from code to ownership. • The Government of Mongolia has assumed responsibility for the site and is in the process of redeveloping the OGW. The Asia Foundation is working closely with the Government on this effort. <p>WSA</p> <ul style="list-style-type: none"> • In 2003 was nominated for the World Summit Award in the e-government category²⁷⁴.
4. Democracy Context	<p>Difficult transition to democracy in early 90s.</p> <p>"Although international observers considered that at the 2005 election all candidates apparently had equal access to media coverage, members of the MDU, still in opposition to the incumbent MPRP, reported incidents of harassment by the state. In July 2005 a new media law came into force, transforming the state radio and television networks into an independent broadcasting service." (Coleman and Kaposi, 2006, p70)</p> <p>There is still much concern about corruption²⁷⁵ - the Government has responded by passing anti-corruption legislation and creating an anti-corruption agency which began operations in January 2007.</p>
5. Participation	Information Provision, Consultation

²⁷³ "Enkhbayar and his associates considered that Mongolia's relatively new democracy needed to improve transparency, especially in the complex legislative process which had prevented most citizens from evaluating and expressing opinions on draft legislation. Such information and engagement were considered necessary to foster the rule of law, as informed and engaged citizens are more likely to remain *law-abiding citizens*" Coleman, S. and Kaposi, I. (2006); "New democracies, new media, what's new? A study of e-participation projects in third-wave democracies"

²⁷⁴ http://www.ega.ee/handbook/#_Toc132047448 (p70 in pdf)

²⁷⁴ <http://www.wsis-award.org/index.php?folder=53> (not a category winner)

²⁷⁵ The Asia Foundation (2006) "Mongolia - Corruption-free for fairness and justice" <http://www.asiafoundation.org/pdf/MG-corruptionfree.pdf>

area	
6. Direction of communication/ level of participation	Conceived as a top-down initiative – though previously lacking in government involvement. ²⁷⁶ The Government of Mongolia aims to remedy this in the new website. The new website should also increase opportunities for participation. eInforming, eConsulting
7. Stage in policy cycle	Initially focussed on policy, but with more general e-democracy and e-government aims (1) agenda setting [includes awareness and problem perception] (2) policy formulation (4) policy implementation (5) policy evaluation.
8. Stakeholders	Involved in delivering the current plan: <ul style="list-style-type: none"> • Government of Mongolia²⁷⁷ including Cabinet Secretariat of the Government²⁷⁸ • Parliamentarians • Government Agency and Line staff • The IT working group for the project (including IT Department of the Secretariat and Asia Foundation staff/associates) will oversee site development and maintenance • Government of Mongolia webmasters will upload content • The Asia Foundation is providing assistance for software and hardware identified in the new website plan: Identified by the plan: <ol style="list-style-type: none"> 1. Primary <ul style="list-style-type: none"> • Mongolian Professionals (age 25 – 50), Mongolian Businesses, Foreign investors, Diaspora, University Graduates, Civil Service, Media 2. Secondary <ul style="list-style-type: none"> • Secondary School Students, Herders, Pensioners, Disabled
9. Rules of engagement (owner/provider and/or end-user)	Have not managed to find information about registration or terms and conditions either on previous site or within current plan
10. Moderation, facilitation, content-rating	Have not managed to find information about moderators or moderation policy.
11. Accessibility of the tool	<ul style="list-style-type: none"> • No information found
12. Language support	<ul style="list-style-type: none"> • Mongolian (Cyrillic script) • Some of the site (including transcripts) is available in English. • The current proposal includes an abbreviated English version that will contain a limited News section, Your Government section and Invest Mongolia section.
13. Channel availability	<ul style="list-style-type: none"> • Website, Email newsletter • “Superchats” have been organised on particular topics. These involved integration with other media: “In 2005 the website sponsored a national “Open Talk on Taxes” with the Ministry of Finance and General Department of National Taxation. This was broadcast live on national TV, radio and internet. Over 600 visitors from five different countries participated through the Internet chat lines and asked 63 questions; 115

²⁷⁶ Seems to have had tacit government support, though the government bore none of the costs of operation, nor did it provide content (The Asia Foundation)

²⁷⁷ The website's new motto will be “When it comes to government, ask us first”

²⁷⁸ The Cabinet Secretariat has authority for all communications originating from the Government of Mongolia

	<p>questions came through live telephone lines. There were 142 short text messages with questions and 14 questions from the live audience at the ICT Conference Hall.²⁷⁹ (Coleman and Kaposi, 2006, p71)</p>
14. Technologies	<p>Current contents of website:</p> <ul style="list-style-type: none"> • Home page- Address by the Prime Minister N. Enkhbayar to users of the website, news, information (including information released by the Government Press Office), tips, subscription to the Open Government Newsletter, search. • Legislation - Draft laws, Laws, Parliament agendas and Links with laws. The Parliament agendas page contains lists of laws adopted by the Parliament and pending laws. Links to other websites with Mongolian legislation. • Discussion- three sections: <ul style="list-style-type: none"> ○ Forum - participate in electronic discussions: comment on certain issues, initiate new discussions and view comments of other users. ○ Online conference - you can chat with high-level government officials and politicians, from time to time. ○ Questions and Answers section, interviews made by website's journalist. • Links - to other useful websites of government institutions and non governmental organizations. • Search²⁸⁰ – (not forum). • Contact information²⁸¹ • Have not found any information about technologies used to power the website.
15. Evaluation mechanisms	<p>No information found about in built mechanisms. The new OGW strategy describes how the website will be evaluated.: "The GOM will use server software to measure quantitative indicators, and will produce site traffic reports, including unique visits, page/information popularity, the geographic location of site readers, etc. Indicator: Increase external site traffic Indicator: Increased internal site users They will monitor the quantity of requests/suggestions, services used, and the timeliness and quality of the GOM's response to inquiries. Indicator: Increased number of inquires and suggestions Indicator: Decrease response time to inquiries and suggestions. Indicator: Use of suggestion The GOM will also monitor the timeliness of information uploads to assess the responsiveness and utility of the site. Indicator: Number of daily updates to the site. They will conduct periodic usability studies to improve and upgrade the site according to user needs. Indicator: Increased positive feedback on content, functions and user-friendliness Indicator: Increased user satisfaction" (Infante, 2006)</p>
16. Further examples	<ul style="list-style-type: none"> • The website has strong links with other media, including TV: "The Foundation will also support the Prime Minister's office in launching the national TV program "Open Government Website Presents..." to

²⁷⁹ Coleman and Kaposi include "An estimated total of almost 700,000 Mongolians tuned in to the programme." However, this figure is disputed as unlikely in a total population of 2.3 million Mongolians, of which 1.3 million live in rural areas. (William S. Infante)

²⁸⁰ Don't forget to type in Cyrillic, if you're doing search in Mongolian

²⁸¹ Summarised version of the website's Site Map page <http://www.open-government.mn/english/mapnew/index.php?vmenunum=200&vlang=1&vurl=/english/mapnew/index.php>

	<p>complement ongoing government efforts to build awareness of policy and institutional reform, and facilitate the participation of the public in decision making processes.”²⁸²</p> <ul style="list-style-type: none"> • See the website’s links page for other government websites, plus links to NGO websites, media organisations etc²⁸³
17. Further information	<ul style="list-style-type: none"> • EPRC project (2004) "Policy Brief: Transparency, The Open Government Website and Public Participation" http://www.eprc-chemonics.biz/documents/policy_briefs/20040919_opengov_en.pdf • Website FAQ in English²⁸⁴ • Overview from The Asia Foundation’s website²⁸⁵ • A case study in Coleman, S. and Kaposi, I. (2006); “New democracies, new media, what’s new? A study of e-participation projects in third-wave democracies” (p70 in pdf) ²⁸⁶ • The Asia Foundation, Betina Infante (2006) “Strategy For The Open Government Content Management System” developed with The Cabinet Secretariat of the Government of Mongolia, Ulaanbaatar, under the USAID-funded EPRC project. This document has yet to be published on the Internet, but was provided by The Asia Foundation, Mongolia http://www.asiafoundation.org/Locations/mongolia.html

²⁸² http://www.asiafoundation.org/Locations/mongolia_highlight2.html Note that the Government is now taking the lead in this.

²⁸³ <http://www.open-government.mn/english/linksnew/index.php>

²⁸⁴ <http://open-government.mn/english/phpgov/index.php?vlink=indexhome.php&vmenunum=100&vurl=/phpgov/index.php&vlang=1>

²⁸⁵ http://www.asiafoundation.org/Locations/mongolia_highlight2.html

²⁸⁶ The case study was based upon information reflecting the status of the OGW from inception till 2005. Changes introduced to the structure and management of the site initiated by the new Enkhbold government when it came to power in early 2006 resulted in a complete overhaul of the site strategy and operations which are currently being implemented with assistance from The Asia Foundation.

22. Politika.lv

1. Title	<p>Politika.lv (Policy)</p> <p>"In Latvian, no separate word for 'policy' exists, as 'politika' means both 'policy' and 'politics'. Negative connotations, such as corruption, have been closely attached to politics. By naming the policy portal 'politika', the SFL²⁸⁷ team encouraged a 'rehabilitation' of the word, giving it a new meaning and linking consultative policy-making and open debate."²⁸⁸</p>
2. General description	<p>http://www.politika.lv/ http://www.policy.lv/index.php?id=100373&lang=en</p> <ul style="list-style-type: none"> • Online portal dedicated to public policy in Latvia. Organised around three key components: resources (policy studies, draft legislation etc.), discussion (by way of publishing opinion articles and allowing for user comments) and providing interactive tools for public participation. • Discussion is largely linked to and conducted through articles: analysis and interviews, political and social studies, draft policy papers. • "Op-ed" (opinion editorial) articles published alongside lengthy, specialised policy papers, which may be less interesting to majority of users. Op-ed articles are commissioned from experts on specific topics describing a policy issue in non-technical language. This feature helped to make policy issues understandable to the general public, and has since proved a popular resource. Most of Politika.lv users read the op-ed articles, while few consult the lengthy policy papers.²⁸⁹ • Questionnaires and quick polls • Also thematic specials e.g. election special: analysis of past party manifestos and interactive tool "Try on a party!" (users could compare their views on issues with those of five leading candidates from the 10 main political parties) • The initial website included open, user generated forums, but these did not prove to be popular and are now used only in the context of on-line consultations, when users may introduce a new thread of discussion.²⁹⁰ • Independent • Area: Latvia
3. Basis of initiative	<ul style="list-style-type: none"> • Founded in 2001, by Soros Foundation Latvia²⁹¹ (SFL) (civil servants and representatives from Latvian NGOs involved in initial idea) • Since the beginning of 2003 Politika is part of the Centre for Public Policy PROVIDUS²⁹². Previous and current sponsors include the Soros Foundation – Latvia, Information Program of the Open Society Institute²⁹³, Society Integration Foundation²⁹⁴, US Embassy²⁹⁵, European Parliament Information Office in Riga²⁹⁶, United Nations Development Programme²⁹⁷, Royal Netherlands Embassy in Riga²⁹⁸, various European

²⁸⁷ Soros Foundation Latvia <http://www.sfl.lv/>

²⁸⁸ Coleman, S. and Kaposi, I. (2006); "New democracies, new media, what's new? A study of e-participation projects in third-wave democracies"
http://www.ega.ee/handbook/#_Toc132047448 (p79 in pdf)

²⁸⁹ Coleman, S., and Kaposi, I. (2006); "New democracies, new media, what's new? A study of e-participation projects in third-wave democracies"
http://www.ega.ee/handbook/#_Toc132047448 p77

²⁹⁰ email from Krista Baumane, publisher of Politika.lv and development director of PROVIDUS

²⁹¹ <http://www.sfl.lv/>

²⁹² <http://www.providus.lv/public/>

<http://www.policy.lv/index.php?id=102717&lang=en>

²⁹³ <http://www.soros.org/initiatives/information>

²⁹⁴ <http://www.lsif.lv/lv/>

²⁹⁵ <http://www.usembassy.lv/EN>

²⁹⁶ <http://www.europarl.lv/>

²⁹⁷ <http://www.undp.lv/?language=2>

	<p>Commission grants and contracts, the Latvian Government, Social Integration Foundation. In addition, since 2006 the website has started to receive voluntary user contributions and advertising revenues.</p> <p>Objectives: From the website:</p> <ul style="list-style-type: none"> • The primary objective of the web-site is to contribute towards raising the quality of public policy decisions in Latvia by promoting policy-making based on policy analysis, as well as to promote public participation in the policy process. Quality participation requires resources. Information is one of those resources therefore we aspire to become a comprehensive source of policy studies and critique. • We wish to develop this website as a meeting place for a virtual community – a public policy community constituted by researchers, analysts, decision-makers, non-governmental organizations, journalists and everyone concerned about Latvia’s development. • We offer an environment for critical discussions where professionals can debate about the research published, professional standards and methodological issues. • The website is also a place where new talent can get a good start, where a researcher can find professional growth opportunities, cooperation partners and identify financing possibilities for future projects.²⁹⁹ <p>From Coleman and Kaposi</p> <ul style="list-style-type: none"> • Politika was set up in response to two main concerns: the need for open and responsible public policy-making and the development of a Latvian information society. • Improve Latvia's online discussion culture by providing a non-commercial space. (that is driven by contents' quality instead of click-rate³⁰⁰) • editorial guidelines prioritise independence and serving the public interest by “providing truthful information and diversity of opinion.”³⁰¹
4. Democracy Context	<ul style="list-style-type: none"> • “Having joined the EU on 1 May 2004, Latvia is unquestionably considered ‘free’ by international standards, and is rated as such by Freedom House. The political party structure, however, has been described as weak and party politics unstable.” • “the requirements of the <i>acquis communautaires</i> were met in time for first round EU accession in 2004.”
5. Participation area	Information Provision, Collaborative Environments, Deliberation, Discourse
6. Direction of communication/ level of participation	Expert/citizen to government/media, citizen to citizen Also by government for e-consultation eInforming, eConsulting, eCollaborating, eEmpowering
7. Stage in policy cycle	Used at all stages in the policy lifecycle, but designed for early stages. Very influential (1) agenda setting [includes awareness and problem perception] (2) policy formulation (3) decision-making (4) policy implementation (5) policy evaluation

²⁹⁸ <http://www.undp.lv/?language=2>

²⁹⁹ <http://www.policy.lv/index.php?id=100373&lang=en>

³⁰⁰ email from Krista Baumane

³⁰¹ Coleman and Kaposi p73

8. Stakeholders	<ul style="list-style-type: none"> • Researchers (get work published) • Experts and other authors³⁰² • Public policy community³⁰³ • Decision-making institutions and policy-makers³⁰⁴ • NGOs • Citizens • Sponsors (especially Soros Foundation Latvia) • Media/journalists
9. Rules of engagement (owner/provider and/or end-user)	<p>To comment on articles/other resources, users can either</p> <ul style="list-style-type: none"> • “register” providing their e-mail address and choosing a nickname that will be theirs • or post a comment using any nickname without registering it (therefore, theoretically there is a possibility for them to use multiple nicknames). <p>For on-line consultations, registration is required for participants to submit comments (not to view them).³⁰⁵</p> <p>Privacy policy: http://www.policy.lv/index.php?id=100517&lang=en Editorial principals: http://www.policy.lv/index.php?id=100373&lang=en</p>
10. Moderation, facilitation, content-rating	<ul style="list-style-type: none"> • For regular comments, Editors and Contents Administrator monitor the discussion occasionally, more so if the published material concerns controversial issues, such as rights of the homosexuals when violations of discussion rules occur regularly. • Discussions are closely monitored only in the cases of on-line consultations, when the role of the moderator is to facilitate discussion threads, open up new ones and post messages received via e-mail. • There is no public content rating mechanism, however, the CMS allows Administrator to monitor most popular resources/articles.
11. Accessibility of the tool	<ul style="list-style-type: none"> • Administration and CMS designed to be used through a web browser and not require technical skills (like html) • Have not found any other information about accessibility
12. Language support	<ul style="list-style-type: none"> • Latvian. • A very brief overview of the Latvian version is available in English, mostly lists of policy studies, select translations of original contents and original language publications in the event that e.g. an interview is conducted in English, or an overseas author has contributed in English. The English version does not have any interactive features
13. Channel availability	<ul style="list-style-type: none"> • Website • Weekly email newsletter about updates to the site.
14. Technologies	<p>Latvian site:</p> <ul style="list-style-type: none"> • Main articles on which users can comment. Comments are not threaded. The comment box has a basic WYSIWYG³⁰⁶ editor (for adding bold, links and lists) • Weekly polls • Questionnaires • Plus special tools for events (like “Try On A Party!” or on-line consultations)

³⁰² Except for interviews and discussion moderation, the editors rarely hire journalists. The authors – who are paid roughly the market price of a 37-dollar set fee per article – are “policy experts, academicians, university professors, NGO representatives, government representatives or parliamentarians.” (Baumane personal communication, March 2004) Coleman and Kaposi p78

³⁰³ all actors participating in the public policy process -- parliamentarians, civil servants, NGOs and advocacy groups <http://www.policy.lv/index.php?id=100276&lang=en>

³⁰⁴ Coleman and Kaposi p81

³⁰⁵ email from Krista Baumane

³⁰⁶ “What you see is what you get”

15. Evaluation mechanisms	<ul style="list-style-type: none"> • Feedback surveys - general survey is conducted at least once a year to find out what users think about published pieces and what improvements they would like to see. Special projects, like election sections and the European Union special, have been evaluated in separate surveys, the last of which attracted up to 300 responses.³⁰⁷ • monitoring user visits/revisits, server statistics etc • references to Politika.lv in print media.
16. Further examples	<ul style="list-style-type: none"> • Deep links to features on other websites: e.g. "Integration Monitor" from Latvian Centre for Human Rights -a daily press review in English on human rights, integration, language and ethnic issues.³⁰⁸
17. Further information	<ul style="list-style-type: none"> • Coleman, S. and Kaposi, I. (2006); "New democracies, new media, what's new? A study of e-participation projects in third-wave democracies" http://www.ega.ee/handbook/#_Toc132047448 (p73 in pdf) • PowerPoint presentation: Krista Baumane, (publisher of Politika) "e-democracy in Latvia: balancing the bottom-up and top-down approaches" Tallinn, 8 April 2005 http://www.ega.ee/public/KristaBaumane_eDem_in_Latvia.ppt

³⁰⁷ Coleman and Kaposi, p81

³⁰⁸ <http://www.humanrights.org.lv/html/monitor/index.html>

23. Reconciling for the future online forum

1. Title	Reconciling for the future online forum
2. General description	<p>Have not found an online archive of the forum. URLs used have now been usurped.</p> <p>Information about the project: http://www.cdsee.org/project_reconcilingforthefuture.html</p> <ul style="list-style-type: none"> • Project to develop links and dialogue between people working in reconciliation and related fields in South East Europe. This included an online forum, plus a Youth forum, a database (of relevant people and organisations³⁰⁹) and an offline conference. • The online forum existed for only a short time to get input into the conference's agenda. • 2 online chats were held – though these were not directly connected to the project. (with Oli Rehn and Erhard Busek) The technology was also used for a chat with Javier Solana in 2004³¹⁰ <p>Targeted at people in working in reconciliation in South East Europe³¹¹, young people and people working with young people.</p>
3. Basis of initiative	<p>Project run by CDRSEE (Center for Democracy and Reconciliation in South East Europe)³¹² CDRSEE also involved in Albanian-Serb Information Exchange Forum (kosovakosovo.com) above.</p> <p>An initiative of the Hellenic Presidency of the European Union and of the Stability Pact for Southeastern Europe³¹³. Supported by the Hellenic Ministry of Foreign Affairs³¹⁴, the Royal Norwegian Ministry of Foreign Affairs³¹⁵, the Canadian Department of Foreign Affairs and International Trade³¹⁶ and the Swedish Ministry of Foreign Affairs³¹⁷.</p> <p>Objectives (of Internet forum):</p> <ul style="list-style-type: none"> • "To start up a region-wide dialogue that will help refine the agenda of the "Reconciling for the Future" Workshop; • To collect information of who is doing what in the field of reconciliation in order to start up a regional data-base that will keep record of such activities and projects and provide a mechanism for maximizing synergies and avoiding duplication; • To identify visionary projects and local champions of the process and advocate them to potential donors; and • To enhance a youth forum that will give a voice to the new generation to say how they want their countries and the region to look like in the future."³¹⁸ <p>Project Timetable:</p> <ul style="list-style-type: none"> • 20 January 2003: Internet Forum debate. Starting up the Database • 3-6 April 2003: Brainstorming Workshop • April - June 2003: Completion of the Database. Establishing the follow-up activities

³⁰⁹ <http://www.stabilitypact.org/pages/press/detail.asp?y=2003&p=5> Note that the URL on this page is no longer related to the project.

³¹⁰ Secretary-General of the Council of the European Union and High Representative for the Common Foreign and Security Policy (CFSP). See press release for "Q&As with Javier Solana" February, 2004 http://www.cdsee.org/pdf/ask_solana_pr_en.pdf

³¹¹ South East European countries: Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Moldova, Montenegro, Romania, Serbia and The Former Yugoslav Republic of Macedonia
<http://www.stabilitypact.org/about/default.asp>

	<p>Outcomes:</p> <ul style="list-style-type: none"> • The database is identified as being a success, but there is no up to date information about it³¹⁹ • Have not found any archive of Internet forum • Forum fed into Reconciling the Future, International Conference³²⁰/ Stability Pact Workshop in Thessaloniki³²¹
4. Democracy Context	Covers area of political instability with recent history of conflict (including ethnic conflict)
5. Participation area	Information Provision, Community building
6. Direction of communication/ level of participation	Peer to peer (mostly among NGOs but also youth groups) eCollaborating, eEmpowering
7. Stage in policy cycle	Not really related to policy, but designed to feed into workshop agenda (1) agenda setting [includes awareness and problem perception]
8. Stakeholders	<ul style="list-style-type: none"> • NGOs, people and organisation working in the area • Young people involved in the youth forum • Leaders in the area • International organisations involved (especially European organisations)
9. Rules of engagement (owner/provider and/or end-user)	Have not found this information.
10. Moderation, facilitation, content-rating	Have not found this information.
11. Accessibility of the tool	Have not found this information.
12. Language support	It seems that the forum was in English
13. Channel availability	Have not found this information.
14. Technologies	<ul style="list-style-type: none"> • Forum is mentioned • Online chat is mentioned • A database of relevant information was an outcome (This provides information about networks and organisations of the SEE region.)
15. Evaluation mechanisms	Have not found this information.
16. Further examples	<p>Related initiatives:</p> <ul style="list-style-type: none"> • Other CDRSEE projects, including Albanian-Serb Information Exchange Forum (kosovakosovo.com) above. http://www.cdsee.org/projects.html • "Reconciling for the Future, feature story' South East Europe TV (30th May, 2003) exchanges http://www.seetv-exchanges.com/transcripts/2003/2003-05-30.htm (relationship with

³¹² A non-profit <http://www.cdsee.org/>

³¹³ <http://www.stabilitypact.org/>

³¹⁴ <http://www.ypex.gov.gr/www.mfa.gr/eI-GR/>

³¹⁵ <http://www.regjeringen.no/en/dep/ud.html?id=833>

³¹⁶ <http://www.international.gc.ca/index.aspx>

³¹⁷ <http://www.sweden.gov.se/sb/d/2059>

³¹⁸ http://www.cdsee.org/project_reconcilingforthefuture.html

³¹⁹ http://www.cdsee.org/project_see_database_report.html

³²⁰ <http://www.cdsee.org/projects.html>

³²¹ <http://www.stabilitypact.org/pages/Press/detail.asp?y=2003&p=24>

	project not clear)
17. Further information	<ul style="list-style-type: none"> • Press release for Stability Pact Workshop in Thessaloniki http://www.stabilitypact.org/pages/Press/detail.asp?y=2003&p=24 • Project page on CDRSEE website http://www.cdsee.org/project_reconcilingforthefuture.html • History and Reconciliation in Southeast Europe ACTIVITY BRIEF (History and Reconciliation in Southeast Europe USAID Regional Services Center) http://www.usaid.gov/locations/europe_eurasia/countries/rsc/activities/activity_cdrsee.pdf

24. Self-Sufficiency Task Force

1. Title	Self-Sufficiency Task Force
2. General description	<p>www.gnb.ca/2026</p> <p>Forum archives: http://www.gnb.ca/2026/forumarchive-f.asp (French) http://www.gnb.ca/2026/forumarchive-e.asp (English)</p> <p>Bi-lingual (French/English) consultation, aiming to inform people of new Brunswick, stimulate debate and gather opinion.</p> <p>Online means of consultation used:</p> <ul style="list-style-type: none"> • Online Discussion Forum • Briefs and comments submitted by e-mail, fax and mail (made available online if permission given) • Online questionnaire (surveys to <i>measure</i> opinion with collated results displayed) • Online booking of private meetings with the Task Force <p>Plus regional Focus Groups.³²²</p> <ul style="list-style-type: none"> • Area New Brunswick, Canada
3. Basis of initiative	<p>Consultation ran from January – end of March 2007</p> <ul style="list-style-type: none"> • Initiated by government “In January 2007, Premier Shawn Graham launched his Self-Sufficiency Agenda. Co-chairs Francis McGuire and Gilles Lepage have been tasked with developing a plan to take self-sufficiency from conception to reality. They will outline their views in a series of papers. They will ask the questions that need to be asked and list some options for New Brunswickers to consider. • They will need to communicate – in person and online – with as many people as possible to gather their ideas and input. The final report will describe a new path for this province.”³²³ <p>Purpose:</p> <ul style="list-style-type: none"> • To stimulate a debate about the future direction of the province; • To inform New Brunswickers of the deeper issues affecting the province's capacity for growth; • To analyze the public's appetite for change; • To introduce the public to the wider ideas behind self-sufficiency, and • To advise the Premier on a series of reforms to direct the Self-Sufficiency Agenda. <p>Goals:</p> <ul style="list-style-type: none"> • A better informed public able to understand the complex issues of productivity and economic growth; • A mobilized business community willing to act quickly to improve productivity and retain workers; • The establishment of a group of third-party supporters willing to publicly endorse the individual steps of the Self-Sufficiency Agenda, and • A strong civil service ready to enact the premier's Self-Sufficiency Agenda. <p>Part of a consultative process which included reports, focus groups and stakeholder meetings.³²⁴</p> <p>Final report due in April 2007</p>
4. Democracy Context	<p>“To engage the public by soliciting ideas and initiating a conversation on the future strategic directions for the province.”³²⁵</p>

³²² Except for the Focus Groups, which were arranged individually, all were accessed/arranged through the Public website.

³²³ <http://www.gnb.ca/2026/index-e.asp>

³²⁴ Press release January 2007 Office of the Premier / Self-Sufficiency Task Force: “Premier announces Self-Sufficiency Task Force” <http://www.gnb.ca/cnb/news/sst/2007e0056tf.htm>

5. Participation area	Information Provision, Community building / Collaborative Environments, Consultation, Deliberation
6. Direction of communication/ level of participation	Top down Informing, eConsulting, eCollaborating
7. Stage in policy cycle	At the beginning of the policy process 1) agenda setting [includes awareness and problem perception] 2) policy formulation
8. Stakeholders	<ul style="list-style-type: none"> • Government (elected representatives), especially Premier • 2 co-chairs of the Task Force • other Task Force staff (from within New Brunswick government) • translators (for root comments and Task force reports) • Experts (e.g. on economics) • Citizens • Businesses and community groups • ex-pats (invited to take part in consultation) • Other Canadian provinces?
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> • Contributors do not register, but in order to post a comment in the discussion they need to provide their email address and name³²⁶ and spell out a word graphic as part of the comment form. • The following text appears in red above the comment form: "All comments are reviewed by a site moderator prior to posting. Statements considered libelous, hateful or of a commercial nature will not be posted. Comments appear in the language received" (plus statements considered "defamatory") • Html not allowed in comments. • "The Task Force Co-chairs also contribute, by posting questions and/or clarifying issues." ³²⁷ • The website has a comprehensive privacy statement³²⁸ covering the questionnaires and the forum
10. Moderation, facilitation, content-rating	Comments are moderated by someone with administrative privileges: "Both softwares [forum and questionnaire] have an administrator role. Beyond this, there are no assignable roles or functions." ³²⁹ Comments are pre-moderated. No information about what happens to rejected comments or the proportion of these received.
11. Accessibility of the tool	<ul style="list-style-type: none"> • No specific information about accessibility. • Contributors need to read a graphic and re-produce it as text to make a comment. This may be a barrier to blind people taking part.
12. Language support	<ul style="list-style-type: none"> • French and English –the software was specifically adapted to enable this e.g. navigation elements, instructions and questionnaires appear in your chosen language • Root comments (added by the Task force) and Task Force reports (which form a basis for discussion) are available in both languages • Other contributions (submitted briefs and comments) appear in the language in which they were written.
13. Channel availability	<ul style="list-style-type: none"> • The forum is web-based
14. Technologies	<ul style="list-style-type: none"> • Questionnaires, including a variety of ways to display the results³³⁰. The survey was built using Quask Software³³¹. This was the first time this

³²⁵ Email from Bonnie Buckingham Landry, Director of Web Services, Communications New Brunswick

³²⁶ There is a "remember me" option for the name and email address

³²⁷ From the website –page not currently live

³²⁸ <http://www.gnb.ca/2026/privacy-e.asp>

³²⁹ Email from Bonnie Buckingham Landry, Director of Web Services, Communications New Brunswick

	<p>particular software was used for an online questionnaire.</p> <p>The forums:</p> <ul style="list-style-type: none"> • Root comments outline the topic. E.g. On the forum's index page are seven statements on realities facing New Brunswick. • Each statement is accompanied by a link to the discussion in the form of the number of comments received on that statement. These comments are not threaded. French and English comments appear in the same thread. • The forum seems to be archived by month. • The Forum is based on software from DasBlog³³² • The survey was build using Quask Software³³³. This was the first time this particular software was used for this.³³⁴ • The forum is based on Open Source software³³⁵
15. Evaluation mechanisms	<ul style="list-style-type: none"> • Questionnaires contain demographic data • Contributors need to provide an email address to make a comment.
16. Further examples	Site is part of New Brunswick Government website http://www.gnb.ca/
17. Further information	<ul style="list-style-type: none"> • Results of consultation http://www.gnb.ca/2026/reports-e.asp • Press release January 2007 Office of the Premier / Self-Sufficiency Task Force: "Premier announces Self-Sufficiency Task Force" http://www.gnb.ca/cnb/news/sst/2007e0056tf.htm • A report on the consultation is due very soon (April 2007) • Criticism of limit of process http://www.citizenspress.org/cpleft/node/70

³³⁰ <http://www.gnb.ca/2026/survey/surveyResult1e.asp>

³³¹ <http://www.quask.com/> (not open source)

³³² <http://www.dasblog.info/> -open source application running on ASP.NET platform

³³³ <http://www.quask.com/>

³³⁴ Email from Bonnie Buckingham Landry

³³⁵ <http://www.dasblog.info/CategoryView.aspx?category=License>

25. Seoul's Cyber Policy Forum

1. Title	Seoul's Cyber Policy Forum
2. General description	<p>http://forum.seoul.go.kr</p> <ul style="list-style-type: none"> • An online discussion forum on a different topic for each month. The forum is run by Seoul Metropolitan Government(SMG) . Topics could be suggested by citizens and e-Democracy experts -- typically "hot" political issues affecting citizens' lives around the time of the discussions. Relevant materials are posted to guide citizens on topics, and expert opinions are posted to highlight the pros and cons of various issues. After the month-long discussions end, results are published on the web site. A few excellent discussions are given awards to encourage further discussions. • The Seoul Metropolitan Government posts summaries of the discussion results which list citizen opinions that are reflected in policies. This allows citizens to see that their opinions are meaningfully used in the policy-making process. Moreover, online opinion polls are used if issues warrant more input. See "Citizens' Opinions Adopted in City Policies from Online Discussions" in "Seoul E-Government Cyber Policy Forum -Cyber Acropolis for All Citizens" ³³⁶ • There is a separate Youth Cyber Forum – as young people may have a different policy agenda to adults. • Area: Seoul, South Korea • Seoul Metropolitan Government is the largest municipal government in Korea, administering services to 10 million citizens,
3. Basis of initiative	<p>Project initiated by Information Systems Planning Bureau (CIO) at Seoul Metropolitan Government in 2003</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To provide citizens with opportunities to understand policy issues. • To encourage citizens' participation in public administration and to obtain feedback about policy issues. • To reflect citizens' opinions in city policies and produce more tailored policy solutions for citizens. ³³⁷ <p>Context:</p> <p>In February 2003, the Seoul Metropolitan Government launched a new program to invite discussion on policy issues, opportunities to understand public policy, and to facilitate discussions. Seoul had already operated many online innovations such as Citizen Online Bulletin Board, Submitting Citizens Suggestion online, Citizen Cyber Monitors, and Online Opinion Polls.</p>
4. Democracy Context	<ul style="list-style-type: none"> • In 1993 first civilian president following 32 years of military rule. South Korea today is a fully functioning modern democracy. ³³⁸ • "In 2003, Seoul ranked top among 100 large cities of the world in the e-government assessment conducted by Rutgers University and sponsored by the UN. In "Political(Citizen) Participation" Index of the assessment, Seoul achieved the highest score, which means Seoul citizens already have sufficient opportunity to fully utilize the advantage of CPF. "³³⁹ • The E-government of Korean central government was ranked 5th in the world in 2004 by the UN ³⁴⁰
5. Participation area	Information Provision, Community building / Collaborative Environments, Consultation, Spatial planning

³³⁶ Information System Planning Bureau, Seoul Metropolitan Government (2005) "Seoul E-Government Cyber Policy Forum -Cyber Acropolis for All Citizens" p13

³³⁷ Seoul e-Government Cyber Policy Forum -Cyber Acropolis for All Citizens- Project description unpan1.un.org/intradoc/groups/public/documents/other/unpan022095.pdf p3

³³⁸ CIA World fact book <https://www.cia.gov/cia/publications/factbook/geos/ks.html>

³³⁹ Seoul e-Government Cyber Policy Forum -Cyber Acropolis for All Citizens- Project description unpan1.un.org/intradoc/groups/public/documents/other/unpan022095.pdf

³⁴⁰ <http://www.unpan.org/egovernment4.asp>

6. Direction of communication/ level of participation	essentially top down eConsulting
7. Stage in policy cycle	(1) agenda setting [includes awareness and problem perception] (2) policy formulation
8. Stakeholders	<ul style="list-style-type: none"> Seoul Metropolitan Government (everyone involved in policy formation) Those with a specific interest in e-government and e-democracy Adult citizens Young people
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> The website is open to the public on a read-only basis. Need to register to contribute Full name, Mailing address, Telephone number, etc. Have not found translations of terms of use statements.
10. Moderation, facilitation, content-rating	<ul style="list-style-type: none"> "No moderation is involved during the forum: Citizens would run the forum on their own and the web manager would interfere only to control the vulgar languages etc. and maintain the website for security purposes"³⁴¹ A special feature of Seoul's Cyber Policy Forum allows users to cast votes for good discussions. Citizens can add their votes to certain opinions, and then the most popular opinions rise to the top.
11. Accessibility of the tool	<ul style="list-style-type: none"> Do not have information about accessibility
12. Language support	<ul style="list-style-type: none"> Forums only available in Korean
13. Channel availability	<ul style="list-style-type: none"> Web-based forum Available via email
14. Technologies	<ul style="list-style-type: none"> One topic per each month. Topics could be suggested by citizens and e-Democracy experts -- typically "hot" political issues affecting citizens' lives around the time of the discussions. Relevant materials are posted to guide citizens on topics expert opinions posted to highlight the pros and cons of various issues. After the month-long discussions end, results are published on the web site "In June, 2005, SMG added the "Real-time Discussion Forum" where intensive discussions are tossed and passed between relevant civil servants, citizens and experts[...]The real-time forum is held for 1~3 days, and 2 fixed-hours a day."³⁴² The forum is built on open source technology³⁴³
15. Evaluation mechanisms	<ul style="list-style-type: none"> The forum includes a variety of mechanisms which could be used in evaluations, including registration data and online surveys. E-government Research Institute at the University of Seoul³⁴⁴ conducted a survey of Seoul citizens between September 24 and October 6, 2003, to examine the satisfaction level of citizens regarding the Cyber Policy Forum.: Number of respondents: 3,289 Seoul citizens, including an offline survey of 500 respondents and an online (e-mail) survey of 2,789 respondents.³⁴⁵
16. Further	<ul style="list-style-type: none"> Related initiatives – Chan-Gon Kim (Vice Mayor, Guro District of Seoul) Ph.D.

³⁴¹ Email from Eunshin Lee, Representative of Int'l Cooperation, Information System Planning Bureau, Seoul Metropolitan Government

³⁴² Seoul e-Government Cyber Policy Forum -Cyber Acropolis for All Citizens- Project description unpan1.un.org/intradoc/groups/public/documents/other/unpan022095.pdf

³⁴³ Email from Eunshin Lee

³⁴⁴ <http://www.uos.ac.kr/ceng/eresins/a110/cea110.jsp>

³⁴⁵ Chan-Gon Kim (2004); "Seoul's Cyber Policy Forum"; Case study prepared for Local e-Democracy National Project

examples	<p>Dissertation (Rutgers University-Newark, 2005) is titled "Public Administrators' Acceptance of The Practices of Digital Democracy: A Model Explaining The Utilization of Online Policy Forums In South Korea" and includes studies of the Cyber Policy Forum and related research and initiatives.</p> <ul style="list-style-type: none"> • Some of his research is summarised under the title "Four Stages of Digital Democracy"³⁴⁶ • There is also a good summary presentation from the " <i>Joint Academic Exchange Workshop on Information Policy & e-Government Models</i>"; Seoul, 2nd February 2007: http://egov.epfl.ch/UserFiles/File/Kim_Presentation.pdf
17. Further information	<ul style="list-style-type: none"> • Information System Planning Bureau, Seoul Metropolitan Government (2005) "<i>Seoul E-Government Cyber Policy Forum -Cyber Acropolis for All Citizens</i>"³⁴⁷ • Seoul e-Government Cyber Policy Forum -Cyber Acropolis for All Citizens-Project description: http://unpan1.un.org/intradoc/groups/public/documents/other/unpan022095.pdf • Seoul e-government website: http://www.e-seoul.go.kr/ • Case study from ICELE³⁴⁸ • Do-wire case study http://dowire.org/wiki/Seoul's_Online_Policy_Forum

³⁴⁶ E.g. his submission to the Do-wire list: <http://www.dowire.org/notes/?p=317>

And this wiki http://www.p2pfoundation.net/Four_States_of_Digital_Democracy

³⁴⁷ <http://english.seoul.go.kr/government/ICSFiles/afieldfile/2005/03/07/Seoulpolicyforum.doc>

³⁴⁸ http://www.icele.org/site/scripts/documents_info.php?documentID=426&pageNumber=9

26. Slashdot

1. Title	Slashdot
2. General description	<p>http://slashdot.org/</p> <ul style="list-style-type: none"> • “News for nerds” • Long standing community for people to share news and discuss technology, largely used by people interested or involved in software production –e.g. the Open Source community. • Users create the content by publishing articles (stories) • Comments are attached to articles (stories) similar to a blog format. • Has evolved an innovative and influential process for users to rate content provided by each other • Area: International (US-focus³⁴⁹)
3. Basis of initiative	<p>Slashdot was originally created in September of 1997 by Rob Malda. Today it is owned by OSTG³⁵⁰, which, in turn is owned by VA Software^{351, 352}. The founders sold the project as it became too busy³⁵³ for them to run. However they still run the project (Rob Malda and by Jeff Bates). They post stories and manage other sites for OSTG.</p> <p>The main objective was to provide a resource/framework for technology news (news of interest to “nerds”/ “geeks”³⁵⁴). When the site became popular a method was needed for organising the (user-contributed) content and the moderation/ratings system was devised.³⁵⁵</p> <p>The website seems to be supported by adverts and subscriptions, though they also offer technology services/solutions.</p>
4. Democracy Context	<ul style="list-style-type: none"> • International project. • The moderation/ratings system has been described as a type of democracy. It has also been criticised as undemocratic.³⁵⁶ • It should also be noted that Slashdot’s users represent very narrow demographics (e.g. they are mostly male)
5. Participation area	Information Provision, Community building / Collaborative Environments, Polling
6. Direction of communication/ level of participation	Not an e-participation tool, but very much a peer to peer technology
7. Stage in policy cycle	Not applicable
8. Stakeholders	<ul style="list-style-type: none"> • Founders and other editorial staff • People involved in creating the site (code) • OSTG and VA Software • Moderators (i.e. most regular users) • Members with a subscription • Registered members

³⁴⁹ They don’t mind that its US-centric <http://slashdot.org/faq/editorial.shtml#ed850>

³⁵⁰ Open Source Technology Group <http://www.ostg.com/>

³⁵¹ <http://www.vasoftware.com/>

³⁵² Rob Malda aka “Cmdr Taco” and Jeff “Hernos” Bates <http://slashdot.org/faq/slashmeta.shtml#sm100>

³⁵³ Slashdot typically serves 80 million pages per month. We serve around 3 million pages on weekdays, and slightly less on weekends <http://slashdot.org/faq/slashmeta.shtml#sm300>

³⁵⁴ <http://slashdot.org/about.shtml>

³⁵⁵ <http://slashdot.org/faq/com-mod.shtml#cm510>

³⁵⁶ Poor, N. (2005). Mechanisms of an online public sphere: The website Slashdot. Journal of Computer-Mediated Communication, 10(2), article 4. <http://jcmc.indiana.edu/vol10/issue2/poor.html>

	<ul style="list-style-type: none"> • Readers who don't contribute • advertisers
<p>9. Rules of engagement (owner/provider and/or end-user)</p>	<ul style="list-style-type: none"> • Users need to create an account (register) to contribute. Required information: Nickname, email address, time zone, spell out a word graphic <p>Guidelines for posting a comment (appear under the form) :</p> <ul style="list-style-type: none"> • reminder to preview and check URLs • Allowed HTML is listed • <URL:http://example.com/> will auto-link a URL <p>"Important Stuff</p> <ul style="list-style-type: none"> • Please try to keep posts on topic. • Try to reply to other people's comments instead of starting new threads. • Read other people's messages before posting your own to avoid simply duplicating what has already been said. • Use a clear subject that describes what your message is about. • Offtopic, Inflammatory, Inappropriate, Illegal, or Offensive comments might be moderated. (You can read everything, even moderated posts, by adjusting your threshold on the User Preferences Page) <p>Privacy and Terms of Service statements are on the OSTG website³⁵⁷</p>

³⁵⁷ <http://www.ostg.com/privacy.htm> <http://www.ostg.com/terms.htm>

<p>10. Moderation, facilitation, content-rating</p>	<ul style="list-style-type: none"> Any regular user and account-holder who has their browser set to accept cookies may moderate. The moderation system is a way for users to rate content (stories and comments) to emphasise the good content. <p>How does moderation work? “When moderators are given access, they are given a number of points of influence to play with. Each comment they moderate deducts a point. When they run out of points, they are done serving until next time it is their turn.</p> <p>Moderation takes place by selecting an adjective from a drop down list that appears next to comments containing descriptive words like "Flamebait" or "Informative." Bad words will reduce the comment's score by a single point, and good words increase a comment's score by a single point. All comments are scored on an absolute scale from -1 to 5. Logged-in users start at 1 (although this can vary from 0 to 2 based on their karma) and anonymous users start at 0.</p> <p>Moderators can not participate in the same discussion as both a moderator and a poster. This is to prevent abuses, and while it is one of the more controversial aspects of the system, I'm sticking to it. There are enough lurkers that moderate that, if you want to post, feel free.</p> <p>Moderation points expire after 3 days if they are left unused. You then go back into the pool and might someday be given access again.</p> <p>Concentrate more on promoting than on demoting. The real goal here is to find the juicy good stuff and let others read it. Do not promote personal agendas. Do not let your opinions factor in. Try to be impartial about this. Simply disagreeing with a comment is not a valid reason to mark it down. Likewise, agreeing with a comment is not a valid reason to mark it up. The goal here is to share ideas. To sift through the haystack and find needles. And to keep the children who like to spam Slashdot in check.”³⁵⁸</p> <ul style="list-style-type: none"> There is also a meta moderation system to manage the moderators³⁵⁹ A full description of the moderation system, including cumulative “karma” ratings is here: http://slashdot.org/faq/com-mod.shtml#cm510
<p>11. Accessibility of the tool</p>	<ul style="list-style-type: none"> As Slashdot is Open Source technology, its code-base should have a high level of compliance. However, no specific claims are made Contributions which use malformed html (that would effect the display of the website) are the only contributions removed from the website³⁶⁰ The website seems easy to use (though arguably that's not relevant to its users, who are technology-enthusiasts.) Contributors need to read a graphic and re-produce it as text to make a comment. This may be a barrier to blind people taking part.
<p>12. Language support</p>	<ul style="list-style-type: none"> Slashdot.org is in English There are other (independent) sites in other languages e.g. Japanese³⁶¹ There are also independent sites that aim to mirror Slashdot, using translated content –e.g. in Spanish and Portuguese³⁶²
<p>13. Channel availability</p>	<ul style="list-style-type: none"> Slashdot is primarily web-based RSS feeds are available

³⁵⁸ Malda <http://slashdot.org/faq/com-mod.shtml#cm600>

³⁵⁹ <http://slashdot.org/faq/metamod.shtml>

³⁶⁰ <http://slashdot.org/faq/com-mod.shtml#cm200>

³⁶¹ <http://slashdot.org/faq/editorial.shtml#ed850> <http://slashdot.jp/>

³⁶² <http://slashdot.org/faq/editorial.shtml#ed860>

	<ul style="list-style-type: none"> • Various email newsletters (e.g. daily) and alerts (e.g. someone replies to your comment) available
14. Technologies	<p>Forum functions:</p> <ul style="list-style-type: none"> • Comments follow stories • Each comment is accompanied by a rating (number) and a descriptive word (e.g. funny) • They can be threaded and displayed in a variety of ways: <ul style="list-style-type: none"> ○ “Flat mode displays all the comments in one gigantic list, without showing anything in the way of relationships between comments. ○ Threaded shows a hierarchy of responses, with replies as links to new pages. ○ Nested displays the same hierarchy of responses, but displays all of the comments. (This can be a bitch of a page to render on weaker platforms and in longer discussions.)”³⁶³ <p>Technology: Open source code known as Slash: http://slashdot.org/code.shtml Current hardware platform: http://slashdot.org/faq/tech.shtml#te050 There is a wiki to report and track bugs³⁶⁴</p>
15. Evaluation mechanisms	<p>This is less important for a commercial website. The registration process includes very little demographic data. Arguable the content ratings process is a form of continual evaluation.</p>
16. Further examples	<ul style="list-style-type: none"> • Websites based on Slashdot in other languages –see “Language Support” above • Other OSTG sites http://www.ostg.com/
17. Further information	<ul style="list-style-type: none"> • http://slashdot.org/faq/ • http://slashdot.org/code.shtml • Poor, N. (2005). Mechanisms of an online public sphere: The website Slashdot. <i>Journal of Computer-Mediated Communication</i>, 10(2), article 4. http://jcmc.indiana.edu/vol10/issue2/poor.html • Overview of Slashdot’s Content ratings system (p44-45) in Noveck, Beth Simone, “Designing Deliberative Democracy in Cyberspace: The Role of the Cyber-Lawyer” . <i>Journal of Science and Technology Law</i>, Vol. 9, Winter 2003 http://www.nyls.edu/docs/noveck_article.pdf

³⁶³ <http://slashdot.org/faq/com-mod.shtml#cm100>

³⁶⁴ http://sourceforge.net/tracker/?func=add&group_id=4421&atid=104421

27. Today I Decide (TOM)

1. Title	Today I Decide (TOM)
2. General description	<p>https://www.eesti.ee/tom/</p> <p>Portal provided by the Estonian government which includes facility for Estonians to present proposals for legislation (TOM allows citizens to engage more directly with the legislative and policy-making processes either by proposing new legislation or by suggesting amendments to existing laws.) If a proposal receives sufficient support, it is discussed by the government (the proposed idea will be sent further to the relevant governmental institution: mainly ministries, but also local governments. State Chancellery has an intermediary role)</p> <p>5 stage process:</p> <p>(1) Citizen (any person) submits an idea</p> <p>(2) Discussion with the author - Others (registered users of TOM) have 14 days to comment on the idea. Author may not take part in commenting phase.</p> <p>(3) Editing period -- the originator of the idea takes arguments into consideration amends as necessary (in 3 days).</p> <p>(4) The idea is voted on --A simple majority endorses the idea.</p> <p>(6) The idea moves to the government for processing - directed to the public agency whose administrative area it belongs to. According to the Public Information Act, the public agency has one month to either start implementation or to submit a substantiated answer that explains why the idea / proposal does not merit implementation. The answers are published on the portal.³⁶⁵</p> <p>This is described in a diagram on the website's Help page³⁶⁶.</p> <ul style="list-style-type: none"> • Area: Estonia • Target audience- citizens, but especially younger people. (There are no restrictions on who may use TOM. Anybody with access to Internet and desire to change things at all levels of governmental decision making can use the tool³⁶⁷)
3. Basis of initiative	<ul style="list-style-type: none"> • Initiated by the Estonian Government³⁶⁸ as part of a larger e-government project³⁶⁹. Coleman and Kaposi identify the site as being under the control of the State Chancellery, a department which includes the Prime Minister's Office. The State Chancellery owns the software for TOM, and is responsible for the portal's document management and development. • Launched in June 2001 • The State Chancellery is currently developing a citizens' participation portal and consultation will be a part in that as well as the present day TOM (due 2008). <p>Objective:</p> <ul style="list-style-type: none"> • Increase citizen participation: "The administration was keen to solve the problem of political disengagement in Estonia. Particularly in the light of Estonia's NATO membership and recent referendum on EU membership, the government needed to find new ways of promoting public debate." • Especially among young people: "By 2001 Internet penetration in Estonia was almost 90 percent among people aged between 15 and 35, so an online portal was regarded as an effective way of engaging young people. While many in this age group were active in debates concerning social and political issues,

³⁶⁵ Ubaldi, B. (2006) "Täna Otsustan Mina = Today I Decide Website (TOM)"

<http://unpan1.un.org/intradoc/groups/public/documents/unpan/unpan023590.pdf>

³⁶⁶ <https://www.eesti.ee/tom/help/>

³⁶⁷ Nele Leosk Program Director, e-Governance Academy Foundation Estonia

³⁶⁸ <http://www.valitsus.ee/>

<http://www.valitsus.ee/?lang=en>

³⁶⁹ <http://www.riik.ee/en/> Initial URL for e-government project.

	<p>their activities did not actively feed into traditional decision-making channels.”³⁷⁰</p> <ul style="list-style-type: none"> • Provide channel for citizens to interact with Government, where a response was guaranteed. • In addition, TOM was designed to serve citizen-to-citizen communication (discussion/forum during commenting phase) • Initially opportunity for citizens to comment on draft laws published by the Government : pilot phase only. <p>Development</p> <ul style="list-style-type: none"> • Based on document management system the Government already used and hardware (e.g. server) already in place. • Project team looked into other contemporary online discussion sites, particularly from Scandinavia.³⁷¹ • The Prime Minister’s Office held a naming competition for the new e-democracy site. The winning entry, Täna Otsustan Mina (Today I Decide) came from an employee in the press department. <p>Current status:</p> <ul style="list-style-type: none"> • In June 2006, the portal had 6646 registered users; 1807 ideas had been proposed through it, of which 622 had been sent to ministries for responding.³⁷² • “In practice, TOM has come to be used by individuals (loyal visitors), not interest groups; the portal lacks legal basis that would make it a serious tool for government agencies; the portal’s real impact on the initiation of legislation and policy formulation cannot be assessed; and it fails to function as a public forum. In short, TOM reflects the views of its (loyal) visitors, not the public opinion. The portal does not currently function in accordance with its title “Today I Decide”, but as “Today I Think” or “Today I Propose”³⁷³ (See Nele Leosk’s comments on this assessment³⁷⁴) • Coleman and Kaposi express concern about low usage³⁷⁵
4. Democracy Context	<p>“Estonia was admitted to NATO in March 2004, and it joined the European Union (EU) the same year. Following the rejection of the EU constitution by French and Dutch voters in May 2005, Estonian support for the constitution decreased. However, the Estonian government does not plan to hold a national referendum on the issue and will continue the process of ratification of the EU constitution. In September, the government approved the plan to adopt the euro by January 2007.</p> <p>Estonia is considered the least corrupt country in the former Soviet Union.</p>

³⁷⁰ Coleman and Kaposi, 2006 p101

³⁷¹ Coleman and Kaposi, 2006 p104

³⁷² Ministry of Economic Affairs and Communications of Estonia (2007) “Information Technology in Public Administration of Estonia Yearbook, 2006”

<http://www.riso.ee/en/pub/2006it/index.php?mn=41&prnt=39>

³⁷³ Ministry of Economic Affairs and Communications of Estonia (ibid)

³⁷⁴ “I’d say it lacks high political support as, often times, turning the proposed ideas to a new legislation or in order to chance existing ones, a public official who gets the proposal in order to be considered for implementation, simply has not enough power. | Some proposals might be implemented later without being referred to etc. | There are not so many comments posted during commenting phase. There is no “real” or “active” forum. Still, the latest survey we carried out in our Academy proves that the idea presenters are satisfied with the quality of the comments and consider them useful. However, there are not so many of them. | Usually single persons present the ideas not interest groups etc. But, “hot” topics are always more debated and various ideas, views are presented) Nele Leosk Program Director, e-Governance Academy Foundation Estonia

³⁷⁵ “The number of active contributors to TOM remains small. When the portal first opened, there were days when between 10 and 20 proposals were posted. This dropped to on average just two or three per week and the number voting on proposals dropped to around 20, meaning that with only 11 votes a proposal can achieve the simple majority required for it to be referred to a ministry.” However, this situation may have changed. Coleman and Kaposi, 2006 p106

	<p>Corruption in the national government is low, although some concerns exist at the local level due to the lack of oversight mechanisms. Estonia is among the world's leaders in the use of e-government: an impressively transparent system makes government decisions almost instantaneously available on the internet, where Estonians may comment and exchange views. Estonia was ranked 27 out of 159 countries surveyed in Transparency International's 2005 Corruption Perceptions Index.</p> <p>The government respects freedom of speech and the press. Three national television stations, including two in private hands, broadcast both Estonian- and Russian-language programs.[...]Dozens of independent newspapers and radio stations offer diverse viewpoints, and Estonia is one of the most internet-friendly countries in the world..³⁷⁶</p>
5. Participation area	Information Provision, Collaborative Environments, Consultation, Deliberation, Polling
6. Direction of communication/ level of participation	Top down, peer to peer, possibly ground-up eInforming, eConsulting, eCollaborating, eEmpowering
7. Stage in policy cycle	(1) agenda setting [includes awareness and problem perception] (2) policy formulation
8. Stakeholders	<ul style="list-style-type: none"> • Government • Public agencies • Citizens –including people proposing ideas, people commenting on each other's ideas, people coming to look for information or otherwise visiting the site on a read-only basis.
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> • Everybody can follow TOM but just registered users can post ideas and comments and vote. • Users can register using the Estonian ID-card³⁷⁷, which is also used for e-voting, but this is not compulsory. Contributions appear on the website with some anonymity –i.e. a username (pseudonym) rather than a full name. "From the outset, the right of users to remain anonymous was regarded as an important principle of TOM and this offered protection for specialist experts or vulnerable citizens who wished to discuss issues without disclosing their identities."³⁷⁸ • For some months in 2005 (after State Chancellery developed and improved TOM), there was a requirement that only people who have registered with ID cards can vote (only these votes counted) but after criticism, that requirement was abolished). • Terms, conditions or privacy statements only available in Estonian.
10. Moderation, facilitation, content-rating	Coleman and Kaposi describe a one-person editorial role, including moderation for the website, though this is based on information received in 2004: "a full-time system operator who supervises the portal, deletes submissions which breach the site rules and forwards approved proposals to relevant government department for review. When ministerial responses are received, the operator posts them on the portal. Such a workload can be managed by a person employed in another capacity at the State Chancellery" ³⁷⁹
11. Accessibility of the tool	<ul style="list-style-type: none"> • No specific claims about/problems with usability were found • No evidence of special efforts to pass compliance tests (e.g. no doc type declaration, no WAI - or similar - compliance sign³⁸⁰)

³⁷⁶ Freedom House <http://www.freedomhouse.org/template.cfm?page=22&year=2006&country=6960>

³⁷⁷ <http://www.riso.ee/en/information-policy/projects/id-card>

³⁷⁸ Coleman and Kaposi p104 –The registration process has changed since their case study was written, though contributors still have control over how their identity appears on the website.

³⁷⁹ Coleman and Kaposi p103

³⁸⁰ WAI: Web Accessibility Initiative <http://www.w3.org/WAI/>

12. Language support	<ul style="list-style-type: none"> • Website only available in Estonian • Language laws restricting public information in other languages than Estonian. Ability to speak Estonian is necessary to become a citizen. Large Russian-speaking population in Estonia (due to previously being part of the former Soviet union).³⁸¹
13. Channel availability	<ul style="list-style-type: none"> • Web-based with possibility for RSS feeds • Many e-mail alert functions are available: to get information about processing the presented idea etc
14. Technologies	<ul style="list-style-type: none"> • See General Description above • Planned move to Open Source in 2008³⁸²
15. Evaluation mechanisms	<ul style="list-style-type: none"> • Registration and proposal process provides statistical and demographic data • "In May 2006, the State Chancellery commissioned a survey on the use of ICT for the engagement of citizens in democratic decision-making processes by ministries and the Parliament. Methods used for the realisation of the survey included a comparative analysis of websites and an electronic questionnaire to the members of the Parliament. Results and conclusions of an analogous survey carried out in 2004 by the Centre of Policy Studies PRAXIS were used for comparison."³⁸³
16. Further examples	<ul style="list-style-type: none"> • "Up to 2004, there existed a legislative forum Themis, administered by the Estonian Law Centre and aimed at the facilitation of consultation and participation. The experience received from the administration of the portal is planned to be taken into account in the development of the new engagement portal. • According to Ministry of Economic Affairs and Communications of Estonia: Electronic consultation and participation tools only exist on the websites of the Parliament, the MoEAC and the MoSA. Despite the good availability of information, websites of other ministries still provide only limited opportunities for voicing one's opinion on draft laws or policy documents online. FAQ columns and gallups are rare, yet the most common among consultation tools. A few feedback forms, questionnaires, Questions and Answers pages, guestbooks, and a blog were also found on the websites of ministries and the Parliament."³⁸⁴ • Nele Leosk: "all ministries provide at least some participation tools though not a variety of them (9 out of 11 have FAQ, 5 gallup etc.) [...]³⁸⁵ Still, only 3 ministries have a special web for consultations: Ministry of Economic Affairs and Communications, Social Affairs and Environment) • e-citizen and related projects³⁸⁶ • e-Governance Academy³⁸⁷ • e-voting in National elections³⁸⁸
17. Further information	<ul style="list-style-type: none"> • Ubaldi, B. (2006) "Täna Otsustan Mina = Today I Decide Website (TOM)" http://unpan1.un.org/intradoc/groups/public/documents/unpan/unpan023590.pdf • Ministry of Economic Affairs and Communications of Estonia (2007) "Information Technology in Public Administration of Estonia Yearbook, 2006" http://www.riso.ee/en/pub/2006it/index.php?mn=41&prnt=39 • RISO State Information System, Information Policy³⁸⁹

³⁸¹ Freedom House <http://www.freedomhouse.org/template.cfm?page=22&year=2006&country=6960>

According to the US State Department, the Law on Language prohibits the use of any language other than Estonian on public signs, advertisements, and notices, including election posters.

³⁸² Nele Leosk, by email

³⁸³ Ministry of Economic Affairs and Communications of Estonia (ibid)

³⁸⁴ Ministry of Economic Affairs and Communications of Estonia (ibid)

³⁸⁵ For more information contact Ms Nele Leosk, Program Director, e-Governance Academy Foundation Estonia

³⁸⁶ <http://www.riso.ee/en/information-policy/projects/e-citizen>

³⁸⁷ <http://www.ega.ee/>

³⁸⁸ <http://www.vvk.ee/engindex.html>

- | | |
|--|---|
| | <ul style="list-style-type: none">• Coleman, S., Kaposi, I. (2006); "New democracies, new media, what's new? A study of e-participation projects in third-wave democracies" http://www.ega.ee/handbook/#_Toc132047448 (p100 in pdf)• Andre Krull (2003) "ICT Infrastructure and E-readiness Assessment Report: Estonia" http://ec.europa.eu/idabc/en/document/4627/5665• Forthcoming: e-Governance Academy Foundation analysis carried out together with State Chancellery and European University Institute. |
|--|---|

³⁸⁹ <http://www.riso.ee/en/information-policy>

28. V@W - International Virtual Workshop

1. Title	V@W –International Virtual Workshop
2. General description	<p>http://tecfaseed.unige.ch/users/frete/ciarisworkshop/</p> <p>International Virtual Workshop:</p> <ul style="list-style-type: none"> • Bilingual 4 week online event (March 2007) • in Portuguese and English with "gist translations" of every post (mostly done by humans) • Supporting information available in both languages. • Discussion structured over 4 weeks, including weekly summaries • Inclusion of "Guest Speakers" <p>Target –People working against social exclusion/with an interest in social inclusion</p> <p>Area - The majority of participants at the Workshop came from Brazil and other Portuguese speaking countries.³⁹⁰</p>
3. Basis of initiative	<p>A follow-up to the World Conference "Social Protection and Inclusion : converging efforts from a global perspective", Lisbon 2 - 3 October 2006³⁹¹</p> <p>Organised by the International Labour Organisation's STEP Programme³⁹², and the TECFA Unit³⁹³ of the University of Geneva.</p> <p>Supported by the Portuguese Government (STEP Portugal project) and sponsored by Geneva International Academic Network GIAN³⁹⁴</p> <p>Themes:</p> <ul style="list-style-type: none"> • Modernising social assistance and improving access to social services to promote social inclusion. • Integrating economic and social approaches to combat social exclusion at the local level. <p>Objectives:</p> <ul style="list-style-type: none"> • Continue conversations from "World Conference" on above themes • Inform the new version of the Learning and Resources Centre on Social Inclusion (CIARIS³⁹⁵). <p>Ran from 5th to 31st March 2007</p> <p>Registrants include people from Albania, Cap Vert, France, Guinea Bissau, India, Mozambique, Netherlands, Philippines, Portugal, Uganda, UK, Ireland, and Spain</p> <ul style="list-style-type: none"> • Over 200 people registered and around 2/3 of these logged in • "The scope of discussions was extensive, encompassing both conceptual and practical dimensions, and often linking the two. In fact, establishing good bridges from concepts to practice and back proved to be the core challenge addressed via the Virtual Workshop and the subject of concern of some participants. We found that asynchronous discussions allowed time to reflect and then write."³⁹⁶
4. Democracy Context	International conference
5. Participation area	Community building / Collaborative Environments, Deliberation

³⁹⁰ <http://tecfaseed.unige.ch/users/frete/ciarisworkshop/?q=taxonomy/term/34>

³⁹¹ <http://www.psi-confliisboa.com/portal/index.php?lang=EN>

See also <http://tecfaseed.unige.ch/users/frete/ciarisworkshop/?q=node/77> for background to the Virtual Workshop

³⁹² <http://www.ilo.org/public/english/protection/socsec/step/>

³⁹³ <http://tecfaseed.unige.ch/>

³⁹⁴ <http://www.ruig-gian.org/>

³⁹⁵ <http://www.ilo.org/ciaris/>

³⁹⁶ <http://tecfaseed.unige.ch/users/frete/ciarisworkshop/?q=node/164>

6. Direction of communication/ level of participation	Peer to peer eCollaborating, eEmpowering
7. Stage in policy cycle	(policy of organisations involved) (1) agenda setting [includes awareness and problem perception] (2) policy formulation (4) policy implementation (5) policy evaluation.
8. Stakeholders	<ul style="list-style-type: none"> • Organisers, the Support Team³⁹⁷ • Those involved in translation • Those involved in facilitation –including summarising threads.³⁹⁸ • Registered participants (contributors and readers) • Visitors accessing the workshop on a read-only basis • Those involved with CIARIS³⁹⁹, especially those involved in transferring information from the workshop to the database • Special guests⁴⁰⁰ (give presentations: discussion follows) • Organisations who benefit from staff input from the workshop
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> • The V@W site is public. The discussion forums are available on a read only basis. Contributors' email addresses are not shown to visitors. • Need to register to contribute and see information about other registered participants. Being registered to the V@W allows: <ul style="list-style-type: none"> ○ the participants to recognize the authors of the messages posted in the forums; ○ to each participant to be contacted individually; ○ to all the participants to edit or delete their contributions. • "Each registered participant has a personal profile available on the site. The information available on the personal profiles has been provided by the participants. The participants may change their personal information if they wish, however, making public the name and email address in the V@W site is a condition to participate. Participants who do not want to make public this information should request the organizers to cancel their registration to the V@W." Terms of use⁴⁰¹ (also includes privacy statement and information about translation of posts)

³⁹⁷ <http://tecfaseed.unige.ch/users/frete/ciarisworkshop/?q=node/39>

³⁹⁸ In practice the support team seem to facilitate and translate. They are referred to as "animators"

³⁹⁹ <http://www.ilo.org/ciaris/>

⁴⁰⁰ <http://tecfaseed.unige.ch/users/frete/ciarisworkshop/?q=node/30>

⁴⁰¹ <http://tecfaseed.unige.ch/ciarisworkshop/html/terms-of-use.html>

10. Moderation, facilitation, content-rating	<p>Post-moderation:</p> <ul style="list-style-type: none"> • “The V@W Discussion Forums are facilitated “a posteriori” this means that all the messages are read by the organizers after being posted by their authors. The organizers reserve the right to edit or delete any message for any reason whatsoever within a reasonable time frame. • The facilitators will ensure that participant’s messages contribute to the discussion subjects and will manipulate messages to allow the good organization of the discussions. Participants will be informed on any change concerning their messages.”⁴⁰² • In practice, this seems to mean that the facilitators can move comments from one thread to another
11. Accessibility of the tool	<ul style="list-style-type: none"> • The website does not include an accessibility statement, though the Drupal software used does: Drupal is Section 508 and WCAG Priority 1, 2, 3 compliant.⁴⁰³ • It includes clear and comprehensive instructions for use in the V@W Help Guide⁴⁰⁴. This includes screenshots and the option to post a comment within the guide to request more information. “ In this way, the other participants will also benefit from the answers.” • There is also a print-friendly version of the website.
12. Language support	<ul style="list-style-type: none"> • The tool can be used in Portuguese or English – the navigation and all supporting materials are available in either language. • The Team provide gist translations of each post, unless the contributor has already done so (except in the café) Both the original and the translation are shown. • “It is human translation for the most part. Those of us less adept have been cheating a bit with Babelfish and Google translator, but we have a brilliant colleague in Portugal who checks the site 3-4 times a day and does these shorter translations. The “gists” are bullet points, inserted into the post in a different color that leave out a lot of the social wrappings (“Dear colleagues, etc.”). • Participation has been pretty light, so the burden has not been so much. If it was really active, it would be much harder. We have two others on standby. • All the conference pre-reading was translated as well and we have navigation in both languages and the library is pretty much fully in both languages. These materials will be an ongoing resource after the event.”⁴⁰⁵ • The system used was Drupal. This runs on English by default, but software can be downloaded to translate the interface. Available languages include Albanian, Serbian and Greek.⁴⁰⁶
13. Channel availability	<ul style="list-style-type: none"> • Web-based • 2 Newsletters per week distributed by email • Comments can be received (in real time) but not contributed by email • RSS feed available
14. Technologies	<ul style="list-style-type: none"> • Agenda –a work program for each week • Supporting materials (library) Forums⁴⁰⁷: • Two thematic discussion forums • Introductions area for participants to introduce themselves

⁴⁰² <http://tecfaseed.unige.ch/ciarisworkshop/html/terms-of-use.html>

⁴⁰³ <http://drupal.org/node/44661>

⁴⁰⁴ <http://tecfaseed.unige.ch/users/frete/ciarisworkshop/?q=node/4>

⁴⁰⁵ Email from Nancy White, Lead Workshop Facilitator, Full Circle Associates
<http://tecfaseed.unige.ch/users/frete/ciarisworkshop/?q=node/39>

⁴⁰⁶ <http://drupal.org/project/Translations>

⁴⁰⁷ <http://tecfaseed.unige.ch/users/frete/ciarisworkshop/?q=node/5>

	<ul style="list-style-type: none"> • Online café dedicated to free interactions and exchanges on subjects that may not be directly related to the main themes. • Special guests' discussion forums that are weekly events⁴⁰⁸. • Within each theme, discussions are organised by topic. (Contributors may suggest a new topic) • Forum is threaded. Contributors can post a top level comment (including giving it a title) or a reply • Users can control the way the comments are displayed (e.g. expand or collapse threads) • Documents may be uploaded and attached to comments <p>Open Source technology</p> <ul style="list-style-type: none"> • The workshop is hosted on Tecfaseed⁴⁰⁹. This is one of the Tecfa Unit servers. • The workshop runs on Drupal⁴¹⁰. Drupal is open source software licensed under the GPL, and is maintained and developed by a community of thousands of users and developers. Drupal is free to download and use.⁴¹¹ <p>Customising:</p> <ul style="list-style-type: none"> • The organisers spent a lot of time defining the needs for the workshop and adjusting the different "modules" to fit their needs.
15. Evaluation mechanisms	<ul style="list-style-type: none"> • Demographic data from registration • Organisers have participants' email addresses which could be used for evaluation • Participants were asked to complete an evaluation survey. This will contribute to a final report.
16. Further examples	<ul style="list-style-type: none"> • See TECFA Portal⁴¹² • See Basis of initiative (above) for organisations related to the workshop • Full Circle Associates (communications consultants involved in online communities, e.g. through organisation workshops on online facilitation) were involved through Nancy White⁴¹³
17. Further information	A report is being compiled.

⁴⁰⁸ See agenda <http://tecfaseed.unige.ch/users/frete/ciarisworkshop/?q=node/30>

⁴⁰⁹ TECFA is an academic unit in the field of educational technology, School of Psychology and Education, University of Geneva. Tecfa Community Portal bilingual (English, French) centre for exchange and collaboration.: <http://tecfaseed.unige.ch/door/>. Presumably the software was adapted to support Portuguese. This seems to host a large number of groups/forums.

⁴¹⁰ <http://drupal.org/>

⁴¹¹ <http://drupal.org/about>

⁴¹² <http://tecfaseed.unige.ch/door/>.

See forums: <http://tecfaseed.unige.ch/door/index.php?module=pnForum>

⁴¹³ <http://www.fullcirc.com/>

29. Zeno (Dito 2)

1. Title	Zeno (Dito 2)
2. General description	<p>http://zeno8.ais.fraunhofer.de/zeno/</p> <ul style="list-style-type: none"> • Discourse support system/groupware/platform for goal-oriented moderated online discussion • Tools to manage <ul style="list-style-type: none"> ◦ users/groups who participate and ◦ content (created and used in the discourse) • Tools-set includes argument-mapping, content management, discussion forums, surveys and integration with Geographical Information Systems. • The Zeno kernel is a Java library for building groupware systems for the Web. The library provides facilities for content management, user administration, as well as an email interface and notification services.⁴¹⁴ <p>Target:</p> <ul style="list-style-type: none"> • Any group that needs to deliberate and make decisions
3. Basis of initiative	<ul style="list-style-type: none"> • The first version of Zeno was developed as part of the European GeoMed project, which integrated Zeno with a Geographical Information Systems so as to enable citizens to discuss city plans on the Web. GeoMed was a joint European project funded in the Telematics Applications Programme as IE 2037 D13. (1996 – 99)⁴¹⁵ <p>Objectives</p> <ul style="list-style-type: none"> • Initially designed to support online mediation of discussions about political and planning issues. • An early e-democracy initiative – designed to use the Internet to involve more people, more fully in democratic decision-making, giving citizens an effective voice⁴¹⁶ <p>History:</p> <ul style="list-style-type: none"> • The City of Esslingen used Zeno to support public discussion on re-zoning land in 2001⁴¹⁷ • Used as the foundation of the DEMOS⁴¹⁸ system. (See DEMOS case study above) • Used by ZebraLog in 2003 for an eParticipation project in Berlin, about renovating the Alexadenerplatz square.
4. Democracy Context	Zeno has especially been used in planning and integrated with GIS systems for this purpose.
5. Participation area	Information Provision, Community building / Collaborative Environments, Consultation, Deliberation, Discourse, Mediation, Spatial planning, Polling

⁴¹⁴ <https://developer.berlios.de/projects/zeno/>

⁴¹⁵ Development -Partners: the German National Research Center for Information Technology (GMD), TNO-FEL and TNO-Bouw (the Netherlands), VUB (Belgium), Intecs Systemi (Italy), and Intrasoft (Greece)

User-partners: the City of Bonn (Germany), the City of Tilburg (the Netherlands), the Region of Tuscany (Italy), and the Technical Chamber of Greece.

In Barbara Schmidt-Belz, Thomas F. Gordon and Hans Voss (1999) "Urban Planning with GeoMed - First User Experiences 1" Eurocities, 4th European Digital Cities Conference. Salzburg, 1999. 135-38.

<http://www.tfgordon.de/publications/SchmidtBelz1999a.pdf>

⁴¹⁶ Gordon, Thomas F., and Gernot Richter. (2002) "Discourse Support Systems for Deliberative Democracy" in "eGovernment: State of the Art and Perspectives (EGOV)". Eds. Roland Traunmüller and Klaus Lenk. Aix-en-Provence: Springer Verlag, 2002. 248-55.

<http://www.tfgordon.de/publications/Gordon2002a.pdf>

⁴¹⁷ Märker, Oliver, Hans Hagedorn, Matthias Trénel and Thomas F. Gordon. 2002b. "Internet-based Citizen Participation in the City of Esslingen. Relevance - Moderation - Software." Pp. 39-45 in CORP 2002 - "Who plans Europe's future?" edited by M. Schrenk. Wien: Selbstverlag des Instituts für EDV-gestützte Methoden in Architektur und Raumplanung der Technischen Universität Wien.

⁴¹⁸ <http://demos-project.org/index.html>

6. Direction of communication/ level of participation	Government to citizen, Citizen to citizen, citizen to government eInforming, eConsulting, eCollaborating
7. Stage in policy cycle	Can be used at any stage, but especially useful for early stages (1) agenda setting [includes awareness and problem perception] (2) policy formulation (3) decision-making (5) policy evaluation.
8. Stakeholders	Users are divided into roles: 1) readers (browse the document and follow the dialog) 2) writer (write parts of the document or actively participate in the dialog) 3) moderators (edit the document or moderate the discussion) ⁴¹⁹ 4) administrator (create user communities, select editor of a user community) For a specific initiative, other stakeholders would be the instigators and those affected by any outcomes (e.g. a City council)
9. Rules of engagement (owner/provider and/or end-user)	<ul style="list-style-type: none"> • Zeno includes a directory service for managing users and groups of users. The directory maintains passwords, contact information, in particular email addresses, and user preferences. Directories are managed by "administrators" and are specific to the community using the system in that initiative.⁴²⁰ • Access rights are controlled in Zeno by assigning the roles of reader, author or moderator to users and groups for each journal. • The rights of each role are fixed by the Zeno system. They cannot be redefined by users. • Moderators have the most rights; with few exceptions they may do anything which can be done with a journal and its contents.
10. Moderation, facilitation, content-rating	Moderators are given extensive tools to manage the discussion. These include: <ul style="list-style-type: none"> • moving, copying, deleting, publishing and un-publishing articles, opening and closing topics, ranking or ordering articles and journals, and labelling articles and links to build conceptual graphs and visualize relationships. • Automatic link management helps moderators to preserve the referential structure when they restructure the content of a discourse. • A form of active moderation/facilitation is encouraged, including structuring and focusing the discussion, assuring lively debate, encouraging and developing argumentation, encouraging feedback⁴²¹ • Moderators may contact contributors via email to ask them to reply to certain statements.
11. Accessibility of the tool	<ul style="list-style-type: none"> • No specific information found about accessibility
12. Language support	<ul style="list-style-type: none"> • German or English
13. Channel availability	<ul style="list-style-type: none"> • Web (HTTP), Email (SMTP), News (NNTP), Weblog (RSS) • Journals may be subscribed to for delivery by email. Articles may be submitted via email. And email can be used for contact and feedback
14. Technologies	<ul style="list-style-type: none"> • Open Source groupware application, written in java • Extensible, object-oriented system architecture • Easily customisable user interfaces, using the Velocity template engine⁴²² and Cascading Style Sheets (CSS)⁴²³

⁴¹⁹ A more detailed description of these roles is given in Gordon and Richter, 2002
<http://www.tfgordon.de/publications/Gordon2002a.pdf> p3

⁴²⁰ Actually directories may have sub directories and permissions are inherited

⁴²¹ Detailed descriptions of the moderators' roles are given in Märker, Hagedorn, Trénel and Gordon, 2002
<http://www.ais.fraunhofer.de/~maerker/paper/CaseStudyEsslingen.pdf> p6

	<ul style="list-style-type: none"> • Is available for download under GNU Lesser General Public License (LGPL)⁴²⁴ <p>Data model:</p> <ol style="list-style-type: none"> 1) Journals - container-like objects, that can be used for many purposes, including shared workspaces, discussion forums, collaborative editing environments. Journals as discussion forums can be either threaded or linear. 2) Articles - are similar to email messages, support attachments. Contributions to a discourse are stored as articles. 3) Topics - thematic collections of articles (Topics and articles are contained in journals) <ul style="list-style-type: none"> • Journals, articles and topics - collectively known as Zeno resources, form a hierarchy of the content. Typed links allow resources to be connected, which results in graph of resources. • Moderators can move resources around this hierarchy. Links are automatically managed • Attributes describe the properties of resources, attachments and links which are relevant to the system or to the users. These attributes include those fixed by the system (e.g. the date a piece of content is created) and those designed by users for their own purposes.⁴²⁵
15. Evaluation mechanisms	This would depend on the way the tool was set up –e.g. how the registration process was configured. Most configuration seem to have included storing participants' email addresses. These can be used for follow-up questionnaires.
16. Further examples	<ul style="list-style-type: none"> • See "Basis of Initiative" above for previous uses of the system
17. Further information	<ul style="list-style-type: none"> • http://www.tfgordon.de/papers/papers.html • Gordon, Thomas F., and Gernot Richter (2002) "Discourse Support Systems for Deliberative Democracy" in <i>eGovernment: State of the Art and Perspectives (EGOV)</i>". Eds. Roland Traunmüller and Klaus Lenk. Aix-en-Provence: Springer Verlag, 2002. 248-55. http://www.tfgordon.de/publications/Gordon2002a.pdf • Barbara Schmidt-Belz, Thomas F. Gordon and Hans Voss (1999) "Urban Planning with GeoMed - First User Experiences 1" Eurocities, 4th European Digital Cities Conference. Salzburg, 1999. 135-38. http://www.tfgordon.de/publications/SchmidtBelz1999a.pdf • Dito User Manual (2003) http://dito.esslingen.de/zeno/forum/dito-usermanual.pdf • Additional clarification for this case study provided by Tom Gordon, Fraunhofer Fokus⁴²⁶

⁴²² <http://velocity.apache.org/>

⁴²³ Gordon and Richter, 2002 <http://www.tfgordon.de/publications/Gordon2002a.pdf>

⁴²⁴ <https://developer.berlios.de/projects/zeno/>

⁴²⁵ Gordon and Richter, 2002 <http://www.tfgordon.de/publications/Gordon2002a.pdf> p5

⁴²⁶ <http://www.fokus.fraunhofer.de/home/>

<http://www.fokus.fraunhofer.de/home/index.php?lang=en>