

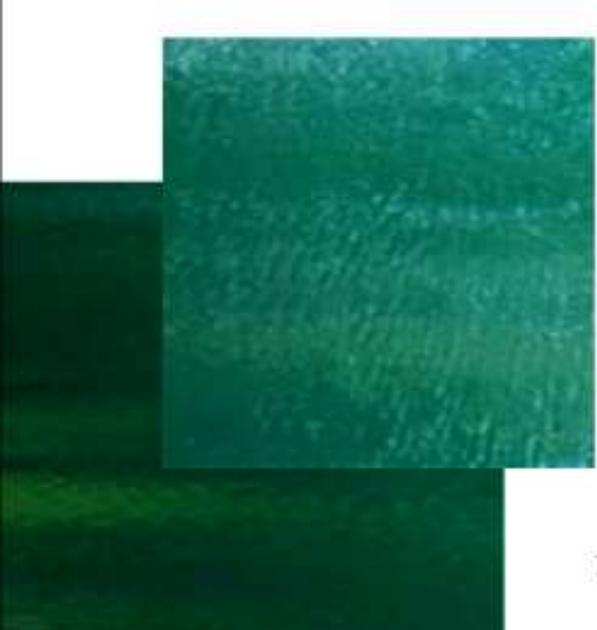
A decorative graphic consisting of two overlapping squares. The top square is a dark green color, and the bottom square is a lighter, teal-green color. They are positioned in the upper left corner of the slide.

Queens University, Belfast

Developing and applying
knowledge at a community
development organisation:

Creating social media platforms
as shared community spaces

Kirandeep Kaur Summan

A decorative graphic consisting of two overlapping squares. The top square is a dark green color, and the bottom square is a lighter, teal-green color. They are positioned in the lower left corner of the slide.

14th May 2012

Contents

1.	Introduction and literature review.....	page 3- 7
2.	Participatory Scale.....	page 7-10
3.	Methodology.....	page 11-16
4.	Research Findings.....	page 17 - 19
5.	Use of Social Media as a Participatory Tool for Community-led Action	page 20

Appendix

- i. Assignment 1(A1)
- ii. Community Profile with appendices
- iii. Staff interview summary and initial recommendations
- iv. Final Recommendations for the organisation with Practical application of theory on the social media platforms with references and useful online resources
- v. SLOC Analysis
- vi. Action Plan

N.B. This report is a shortened version of a masters' assignment and report which was submitted to a Northern Irish community development organisation. The organisation which is the object of the case study has been anonymised. The organisation will be referred to as a community development organisation (CDO). The location of the organisation has also been changed to the general area of South Belfast.

Community organisations have increasingly begun to use social media platforms to communicate their missions, and demonstrate transparency of their actions. This report focuses on participation of diverse communities alongside the objective of creating a sustainable social media platform as a virtual shared space for CDO. This author conducted a brief community profile in south Belfast, Northern Ireland. The profile contained a section on *Social Media creating Shared Spaces* (appendix 2:6), which considered the strength of organisations' social capital reflected in the use of Facebook. The profile found that the area was a longstanding mixed population with both Catholic and Protestant communities. Although not all communities shared the perception of being mixed and as a result some communities felt threatened (Byrne et al, 2006). Alongside this is a significant increase in ethnic minorities in South Belfast compared to South Belfast (Byrne et al, 2006).

The 5 key projects at CDO interact with the communities through targeted activities (appendix 3). Each project has specific community development (CD) aims for target groups (appendix 4). Final recommendations were made with these issues in mind (appendix 6). The aim was to establish a deliberative process between the researcher, management and staff. During the interview process new issues became apparent requiring the Literature Review (A1:8) to be expanded to reach the objectives.

This report considered social media as a tool to potentially increase social capital for local community organisations (A1:8). The literature focused on how local organisations can benefit from social media by providing a connection to online forms of social capital and creating a shared space. In this space access of external networks is not constrained by issues of hierarchy or local rules and participants therefore are more likely to share information, creativity and connect with others (Wasko et al 2005).

The concept of participation has been central in this project. Firstly, to understand the potential scope of interaction, and to analyse how the organisation can use social media as a participatory tool. Secondly, participation informed the methodology and informed the researcher's personal learning. Social media is participatory by its nature. In A1 participation was conceptually linked to sustainability through the discussion of Bradley's scale (2004 cited in A1: Figure 3:6). In the methodology this meant a need for inclusion of the staff to ensure the continuity of the project beyond this report.

There are differing conceptions to what participation is, and is considered with reference to citizenship and democracy. Cornwall and Gavanta (2001) trace four intersecting types of participation (Figure 1). Cornwall and Gavanta highlight the importance of participation in accountability and self-development, but also 'starting with the articulation of grassroots needs and priorities and moving towards the establishment of self-sustaining local organisations' (2001:33).

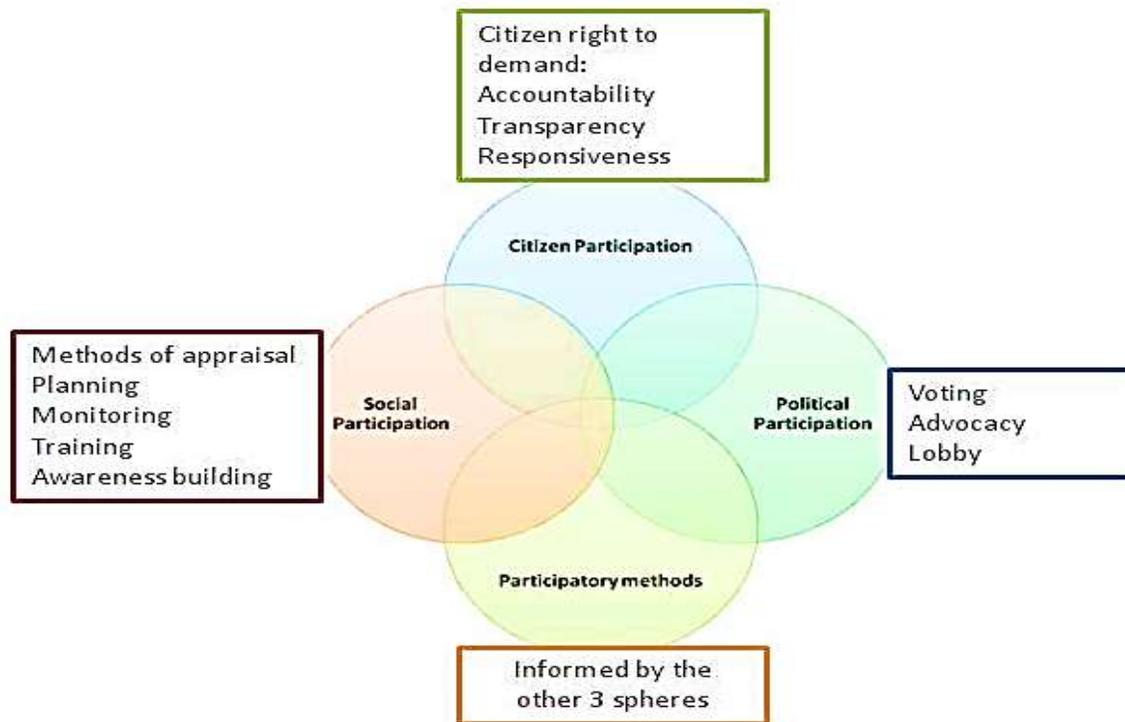


Figure 1: Linking approaches to participation

Adapted from Cavell and Gavanta, 2001 Figure 1:33

Local organisations need to ensure relevancy of social actions through local community involvement. Participation of local communities in social actions provides a range of benefits from improving skills and knowledge participants as well as social learning opportunities for the organisation (Rifkin and Kangere, 2001).

Involvement takes four forms and is shaped by social and political influences (Figure 2). The forces that shape participation can both empower people to act or limit their influence (Appendix 7:3-4). Participation of the online community space depends on the rate of commitment to foster access and skills (Zinnbauer, 2007). This commitment will empower members to define the CDO social media in a creative manner reflective of the community needs.

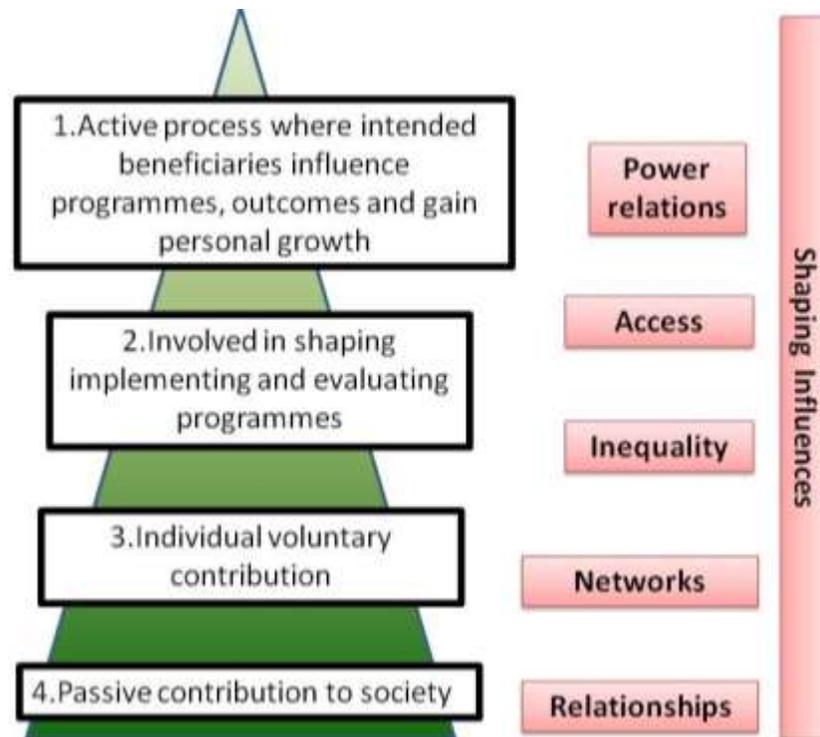


Figure 2: Participatory approaches and influences.

N.B. Inequality can also be termed positively (equality) highlighting empowerment.

Social capital has both positive and negative impact on participation, as networks limit outside influence or interaction with those seen as other (Campbell et al, 2010). Participation without influence is not true participation. This engagement takes place on public and civic, social and individual levels (Brodie et al, 2009). Participation, whilst shaped by social context, is a multi-faceted process with individuals, groups, communities, organisations and institutions entering and exiting at different levels.

CDO has promoted South Belfast as mixed with shared spaces. Whilst the organisation would see the benefits of including beneficiaries at the higher levels of participation (Figure 2), it is impossible to contact and involve all members of the target communities. Social media as a participatory tool would not be able to involve all, particularly those with a lack of Information Communications Technology (ICT) skills. However, envisioning CD as the delivery of knowledge, also provides CDO with the opportunity to support non-ICT literate members of the community and bridging the digital divide through encouraging

collaborative-learning (Taylor and Marshall 2004) and community action. Use of social media offers an opportunity to those who might otherwise be 'left out of the loop' (Greenberg 2010:336) and as such it can enhance the participatory methods the organisation already engages in. This links an approach labelled Community Informatics Systems (CIS), which brings together the concepts of ICT into a community embedded context and CD (Taylor and Marshall, 2004).

Participatory Scale

Participation scale was created considering potential organisational activities on social media, with respect to increasing interaction (Figure 3 and Appendix 6).



Figure 3: Participatory actions for the organisation to interaction with local communities and other organisations

The level of participation increases higher up the scale, The organisation's role changes from a proactive initiator of activities to a more mediatory, and finally monitoring role between the online self-initiated actions of members of the community. This scale draws on several sources mentioned in the conceptualisation of participation and the theoretical perspectives offered in Figure 1 and 2 and Bradley's increasingly meaningful participation scale (2004). This scale also incorporates a participant-led approach, which utilises the participant's knowledge and experience to carry out social actions and challenge the structural inequalities.

Providing Information (appendix 6:3-4)

Jackson and Purcell asserted that technology was used as information-control, along with the observation that the State is not a dominant force on the internet, but that the flow of information is controlled by individuals and NGOs-type organisations (1997). Individuals and local communities therefore can significantly impact information, shaping their political and geographic space online. Community organisations act as intermediaries and facilitate connections to relevant government bodies, other organisations or individuals (Zinnbauer, 2007). Nahapiet and Ghosha (1998) found that organisations have high levels of social capital, which can facilitate the increase of intellectual capital through a process of sharing information (Level 4, Figure 2). Providing connections to information through the social media platform allows organisations to tap into formal, professional and informal networks. Harnessing ICT and using the knowledge acquired from internet sources and communities of practice, can be used for social benefit (Taylor and Marshall, 2004).

Supporting Diversity (appendix 6:5-6)

There is a history of tension between the mixed communities within South Belfast, with the levels of ethnic minorities increasing (Byrne et al, 2006). Zinnbauer (2007) highlighted the use of ICT networking in linking diverse groups, particularly in amplifying the sense of bonding social capital between ethnic minorities by creating a shared virtual experience. *Maghreb.nl* is an example of a site for ethnic minorities to connect, share information and experiences.

Tensions within diverse communities inform how participation takes place. Social media is a shared public space, where the diversity of South Belfast and the tensions of that diversity will be reflected. Participation need not always be about reaching consensus between different contributors. Enacting a deliberative process can produce information relevant to the organisational activities (Appendix 7:8-9).

Co-operation and Collaboration (appendix 6:7-8)

Co-operation has been viewed as connecting to and supporting organisations, groups and participants (Social Participation in Figure 1), and collaboration as an extension where different parties work jointly to achieve an aim (Level 2, Figure 2). The advantage of a pluralist approach is that it addresses issues of power but also provides a mechanism for the delivery of community benefit and development (Taylor and Marshall, 2004). CDO is a shared space, where co-operation and collaboration already takes place; the task is to reflect this virtually.

Zinnbauer (2007) highlighted the importance to link community organisations to ICT innovators (Appendix 6:11). However, creating the space where ideas can mingle and swap to create new forms, would be beneficial to promoting innovation (Johnson, 2010). Johnson (2010) stressed that connectivity is essential for the innovation and creation of new ideas. Smith (2009) highlights how social media can support creativity by facilitating an online 'studio', where ideas can be shared and developed without participants having to physically meet. Virtual meetings can take place independent of both time and space (Smith, 2009). Smith (2009) further states how 'technologies shifts creative practice from the individual to the 'dynamic interplay' between communities of users' (Sporton, 2009 cited in Smith, 2009:6).

CDO staff can use the platform to widen the circle of participation and increase resources in terms of knowledge, expanding the potential for innovation within their projects.

Community-led action (appendix 6:9-10)

Zinnbauer stated that 'bottom-up community initiatives play a pivotal role to complement markets and governments in creating a prospering equitable society' (2007:33). This requires 'handing over the stick' to communities (de Koning, 2005:2). Self-respect and empowerment are the key starting points for many

community activists. The process of knowledge production enhances participants' self-confidence and self-worth (de Koning, 2005:2).

Social media is increasingly linked to community-led action and advocacy. Participation is organic, springing from pro-active individuals or online groups. *Isabelproject.eu* is a space for those facing exclusion to work together to reduce their vulnerability through online participatory journalism. Reifman and Greenhow (2009) researched youth civic engagement on Facebook to discover that it provided an efficient platform to catalyse youth-initiated conversation related to civic engagement. This is akin to a CIS approach, which is embedded in the context of communities of practice. These approaches provide legitimacy for CD action (Taylor and Marshall, 2004). This community-action would relate to the 1st level of Figure 2 and Citizen Sphere in Figure 1.

Organisational Reflection and Learning

There is the potential for organisational-learning through interaction with the community online; specifically for staff and participants to improve their ICT skills. Online 'communities of practice facilitate learning and skills exchange... [and are] supportive to elderly workers and ICT learners' (Zinnbauer, 2007, pp.33). There is an opportunity for CDO to increase their links with other local associations, which already offer ICT training (appendix 6:4). According to Garrison et al (2000) learning occurs between three interdependent elements; social presence, cognitive presence and teaching presence, which together are the community-of-inquiry. For Garrison et al collaboration is linked to cognitive development in individuals, as 'cognition cannot be separated from the social context' (2000:92). He stresses that collaboration depends not only on the individual but also the technology or tools used, which inevitably shapes relationships (Schrage, 1995:137 cited in Garrison et al, 2000:92). This would involve promoting the community-of-inquiry as an organisational approach to develop skills, enhance productivity and inform an organisational strategic review.

Methodology

The initial step was to incorporate participation with the staff through semi-structured interviews and consultation. The original aim for this was to use increasing levels of participation in order to create a sense of ownership and ensure the sustainability of the project.

Semi-structured interviews

The rationale for the semi-structured interviews was detailed in A1:5-6. Interviews were used to gain more in-depth information than questionnaires (S4S, 2011). Any form of quantitative research would not have addressed the beliefs, views or surface stories of the projects, which were necessary to collect in order to create the activity plan (appendix 5). The interviewees were the project leaders and other members of staff, who were linked to the projects. An ethics form was created and participants were asked to give their consent to use the information for this research, and to inform the website (appendix 4 and appendix 7:1).

A Strengths, Limitations, Opportunities and Constraints (SLOC) analysis was carried out to understand the qualitative data gathered in a critical manner (appendix 9). A SLOC was chosen instead of a Strengths, Weaknesses Opportunities and Threats (SWOT) as it was thought this would be less likely to cause issues with the management given the sometime sensitive nature of some of the issues discussed (Appendix7:5). In addition 4 questions were asked to compare and analyse the 4 key sections of the SLOC (Figure 5).

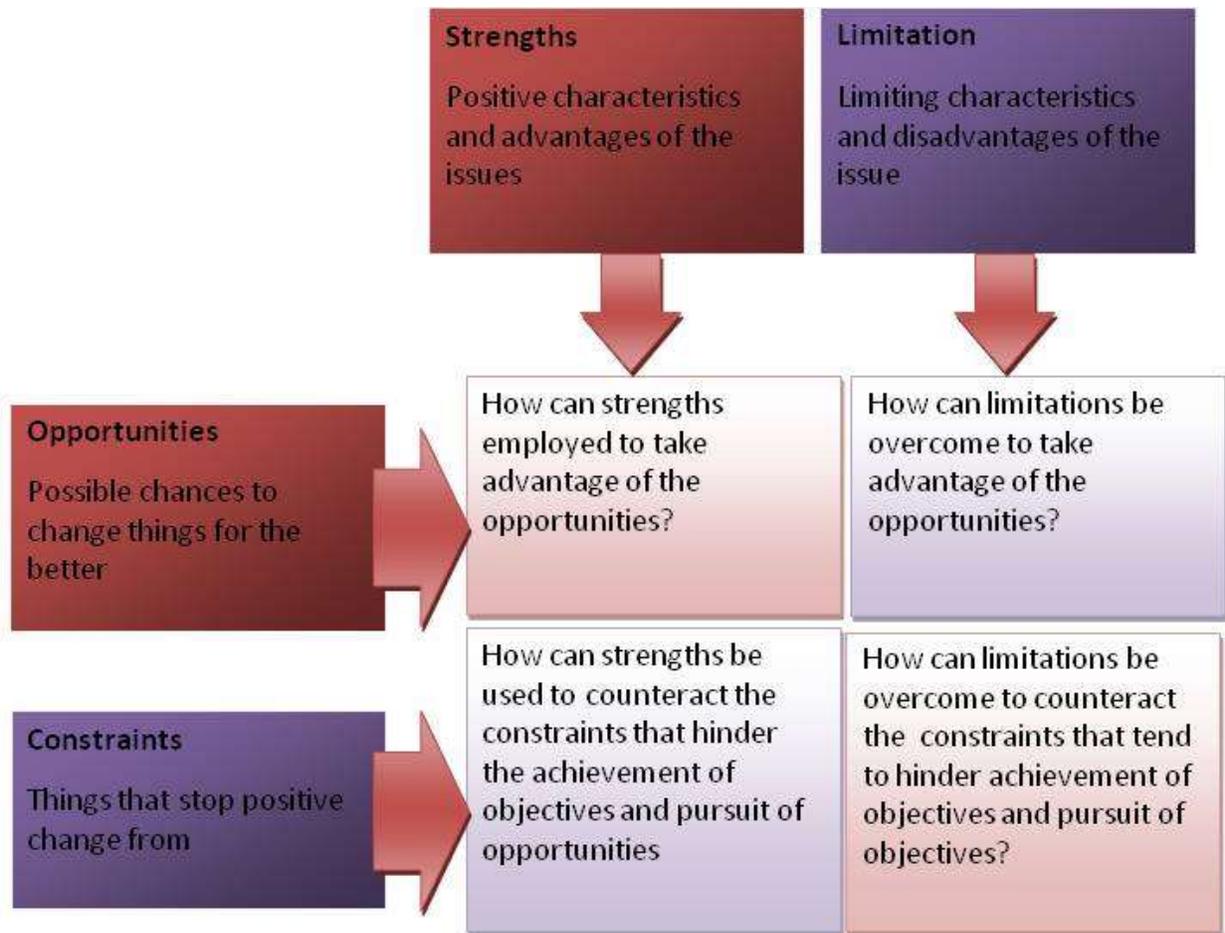


Figure 5; SLOC outline and questions (Appendix 9)

This analysis highlighted key issues and needs and helped to form the basis of the activity plan (Figure 6).

Key Issues Highlighted from the SLOC

- i. Training to support rather than inform
- ii. Deal with the diversity and tensions in the community
- iii. Research in copyright and child protection legislation and issues that may affect the project
- iv. Inclusion of management and staff in certain steps
- v. Continual research of new methods of the use of social media
- vi. Create a social media policy
- vii. Create a social media handbook for staff
- viii. Hire a social media volunteer

Figure 6: Key Points from SLOC (Appendix 9:3)

The SLOC and the interviews also highlighted further theoretical research, which could be applied to this project and has enriched the literature review from A1.

Activity Plan

Reflecting on the SLOC and the interviews, the original project staging (A1: Figure 1:4) needed to be expanded to create a more detailed activity plan. Stakeholder Evaluation Boyd et.al (2007) (A1 Figure 2:5) and Increasingly Meaningful Participation Scale adapted from Bradley (2004) (A1 Figure 3:6) were used to expand on the original basic project plan (A1 Figure 1:4). The activity plan (Figure 4 and appendix 10) was created to incorporate the elements of the different participatory methods.

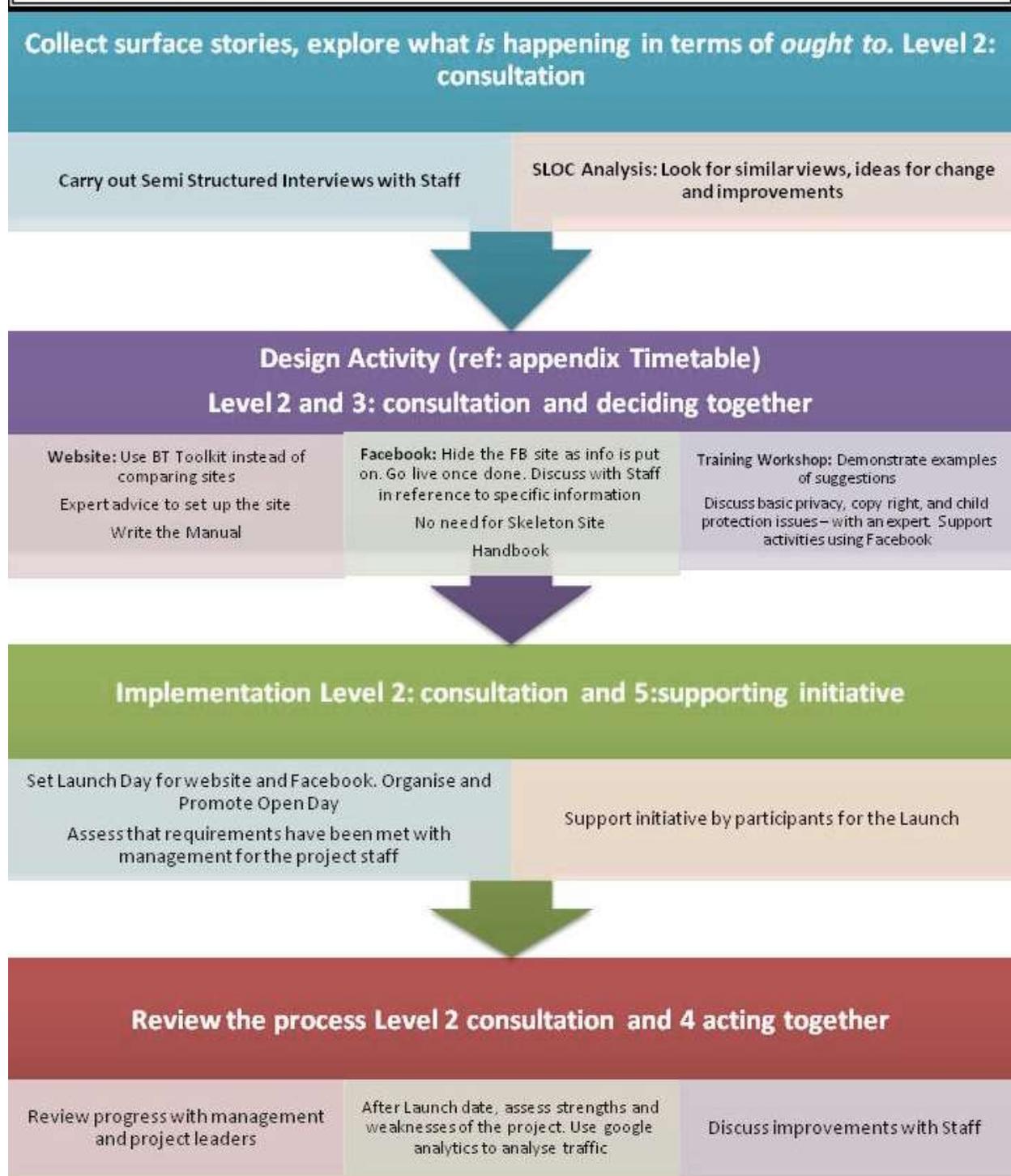
The key change from consultation was to include core management in decision-making and review (appendix 10:3). Researching a method for monitoring highlighted the use of Google Analytics; an online free software that analyses website and social media traffic, in the review stage. The next stage was to consult with management to agree to a timetable.

This activity plan focused on four key stages;

1. ***Collection of surface stories***
2. ***Design activity plans through consultation***
3. ***Implementation of activity plan and timetable***
4. ***Review***

The underlying aim behind the activity plan was to create a deliberative process between management, staff and the researcher.

Figure 7: Action Plan with reference to Staff Semi Structured Interviews and adapted notes from Stakeholder Evaluation Boyd et.al (2007) (A1 Figure2:5) and Increasingly Meaningful Participation Scale from Bradley (2004) (A1 Figure 3:6). Activity Plan adapted after discussions with management.



Implementation of the Activity Plans

The activity plans and the timetable will aim to implement theoretical research and data gathered from the interviews and the SLOC analysis. Implementation will be staged over the next six weeks with the end date being the launch date (appendix 8). Following discussions with management the timetabled plan was devised focusing on three key areas; Website, Facebook and Training (appendix 11).

The staff were asked in the interview stage about the content of the website and social media, however further consultation was needed to clarify details. Management needed to be kept informed and consulted. A number of online sources from the internet were used to write the website blurb (appendix 3) and support the technical aspects; from how to blogs, Facebook help pages and online video guides, to online free software (appendix 7:7). A learning aspect was in regards to search engines such as Google which scan headlines in website when creating search lists, which are subsequently prioritised according to relevancy (appendix 7:6, 8).

For the training workshop it was decided to ask experts with direct experience of using social media to discuss: issues around privacy, setting up Facebook events and using social media to enhance projects. Two groups and training dates will be set. This time will be used to generate ideas for the launch, with staff to discuss how to promote the project pages. This time will also be used to provide the findings of this research.

Review Stage

The review of the social media has been recommended for September 2012. Google Analytics should be used to monitor both the website and Facebook and to create reports (appendix 6:12). This will provide a basis for the review to give statistical data ascertaining the utility of the sites and how to further encourage participation.

Research Findings

Staff had limited time due to commitments to their own projects (appendix 7:10). Whilst it would have been preferable to take advantage of facilitation techniques and increase participation of staff, it would have been costly in terms of time. It was also important to include core management in to any decision. My presence at the organisation was limited, which may have also have impacted how the staff and management related to me (appendix 8 and appendix 7:7, 10).

The interviews highlighted power structures at the organisation (appendix 7:3-4), which interestingly corresponded to the shaping influences of participation (Figure 2). For the interviews ethic forms were constructed for the staff to sign. Once the interview notes were written staff were contacted via email to confirm the notes were accurate. All staff interviewed signed these forms. Additional permission was asked for the forms to be passed onto the administrator, which all agreed to. There was an issue with the Advice Project, which could not attend the interviews. A copy of the feedback form was emailed out along with the initial proposals (appendix 7:7). The decision was then made with the administrator to give the Advice team the draft version of the website blurb to cross-check the information to save time (appendix 7:7 and appendix 8). It was also decided to have an Advice Facebook page that was limited to the provision of information.

A notable omission was the inclusion of the management in the interviews. The reason initially was to focus on the project stories, though it was felt that including management in the interviews would have benefited the overall understanding of the organisational structure. Nevertheless, management were included extensively in the consultation stages.

Had this been a dissertation piece, the surface stories would have been collected first and more in-depth information on the use of social media would have been conducted separately. This impacted the

literature review, which would have been constructed in one stage after the surface stories rather than in two stages.

The SLOC analysis (appendix 9) was conducted independently, not with members of the organisation. This was problematic as it meant the only person to analyse the data in-depth was the researcher and not members of the organisation, who would have benefited from the process.

The information gathered from the theoretical review will inform the training workshop, and this report will be disseminated with suggestions for future research. Recommendations were drawn from the theoretical review as well as practical advice from online sources (appendix 5:7, appendix 6). The Final recommendations were also linked into the National Occupation Standards for Community Development in order to ensure relevancy to CD work of CDO.

There is the possibility of extending this report for the benefit of a local refugee organisation, with application for empowerment related to skills for employment training and English-language acquisition.

Reflection Personal Learning

Since I wrote the First Thoughts document (A1:1) there have been many changes. At that time the possible research was related to relevancy and strategic planning. It became apparent that social media became the more salient issue for the organisation. Nevertheless, the issue of relevancy and strategic planning was an undercurrent topic throughout the interview and implementation stages. Staff highlighted a disparity in the perception of CDO by the local community and its actual activities (appendix 7:2). The surface stories gathered also linked to other aspects of the organisational structures, and from a personal learning perspective it was interesting to see the informal structures (appendix 7:2-4).

My own limited technical knowledge meant an advice-seeking and heuristic approach was needed. Issues such as meta-tags, keywording and content advice had to be sought from online resources. The key issue in regards to the website was funding. Professional website developers would not have been affordable. Free resources, such as hosting by BTtoolkit and advice services for voluntary organisations were used to gain information on how to proceed.

'...Paulo Freire made an important contribution to the understanding of the education by linking the process of knowing with the process of learning. Linking knowing and learning through an outgoing cycle of action and reflection leads to the development of a critical awareness about the world in which people live'

(Freire, 1972 cited in de Koning 2001:1)

A heuristic approach, or trial and error and learning from the experience, was necessary to make decisions and formulate plans. This linked to Freire's advice in linking knowing and learning to develop a critical awareness of the working environment (appendix 7:10)

Facebook proved to be a useful tool for research and has expanded my personal social networking capability in relation to this topic, along with the access to knowledge capital. My professional background is as an ESOL teacher, which has meant that working on social media was out of my professional comfort-zone. Academically, personal learning has included expanding knowledge of the formats for report writing.

In theoretical terms a great deal was learnt in how to research new and innovative topics. It was also discovered that concepts, which were not considered as relevant actually formulated the thinking behind the literature and the participatory scale (appendix 7:8).

Use of social media as a Participatory Tool for Community-led Action

In Northern Ireland the issue of shared spaces has been important considering the issues of the Troubles and the post-conflict society. The impact of increased migration has meant that South Belfast has become more mixed than before. This along-side the increased use of technology has meant that shared spaces are not only physical spaces such as a Community House, but also online spaces where individuals are able to interact as they choose.

The theoretical aspects and practical application of the concepts will be disseminated through the training workshops at CDO, and potentially in an article. The review stage will reveal more in regards to the application of the theories discussed, and will outline further research. Further areas of research could consider virtual shared spaces and the impact on the participation of communities as a part of CD, with reference to CIS. This will generate further research and give direction to similar projects, particularly in the use of social media as a participatory tool for CD. There is potential for CD organisations to consider social media as an integral aspect of community action.

References

Brodie, E., Cowling, E., and Nissen, N., (2009) Pathways through Participation Literature Review [online report] Available at: <http://pathwaysthroughparticipation.org.uk/wp-content/uploads/2009/09/Pathways-literature-review-final-version.pdf>, accessed 17th April 2012

Page | 21

Byrne, J., Hansson, U., Bell, J., (2006) Mixed residential communities in Northern Ireland, P2 Shared Living, Institute for Conflict Research [online Belfast report] Available at: <http://www.conflictresearch.org.uk/Resources/Documents/P2%20-%20Shared%20Living.pdf>, accessed 1st April 2012

Campbell, A., Hughes, J., Hewstone, M., and Cairns, E., (2010) Social capital as a mechanism for building a sustainable society in Northern Ireland Community Development Journal 45 (1): 22-38, [online] Available at: <http://cdj.oxfordjournals.org/content/45/1/22.abstract>, accessed 10th April 2012

Cornwall, A., and Gaventa, J. (2001), Bridging the gap: citizenship, participation and accountability, PLA Notes, Chapter 7 [online] Available at: http://siteresources.worldbank.org/INTPCENG/1143372-1116506145151/20511060/plan_04007.pdf, accessed 19th April 2012

De Koning, K. (2001) Participatory appraisal and education for empowerment? PRA notes CD-Rom, Chapter 6, [online] Available at: http://www.planotes.org/documents/plan_02406.PDF, accessed 13th April 2012

Esposito, J. L, and Voll, J. O., (1994) Islam and Democracy, Middle East Quarterly, Vol.1, No.3 (September) [online] Available at: <http://www.meforum.org/151/islams-democratic-essence>, accessed 22nd April 2012

Facebook (n.d.) Best practices, how to get more likes [online video guide] Available at: <http://www.facebook.com/help?page=133956243386200>, accessed 17th April 2012

Facebook (n.d.) Business Solutions, Help [social media] Available at: <http://www.facebook.com/help/ads-and-business-solutions>, accessed 14th April 2012

Facebook (n.d.) Meetup [social media application] Available at: http://apps.facebook.com/meetups/?fb_source=dashboard_toplist, accessed 18th April 2012

Facebook (n.d.) MixCloud [social media application] Available at: http://www.facebook.com/connect/uisever.php?app_id=49631911630&method=permissions.request&redirect_uri=http%3A%2F%2Fapps.facebook.com%2Fmixcloud%2F%3Ffb_source%3Ddashboard_toplist&response_type=none&display=page&perms=email%2Cpublish_actions&auth_referral=1, 18th April 2012

Facebook (n.d.) WattPad [social media application] Available at: http://www.facebook.com/connect/uisever.php?app_id=2582347323&method=permissions.request&r

[edirect_uri=http%3A%2F%2Fapps.facebook.com%2Fwattpad%2F%3Ffb_source%3Ddashboard_toplist&response_type=none&display=page&perms=publish_actions&auth_referral=1](http://www.facebook.com/wattpad%2F%3Ffb_source%3Ddashboard_toplist&response_type=none&display=page&perms=publish_actions&auth_referral=1), accessed 18th April 2012

Foucault, M., (1977) Discipline and Punish, translated by Alan Sheridan, St.Ives, Penguin Books

Frieze Design (n.d.) Web design services for charities [website] Available at: http://www.friezedesign.co.uk/website_design_charities.html, accessed 13th April 2012

Page | 22

Garrison, D. R., Anderson, T., and Archer, W. (2000) Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105 [online] Available at: http://communitiesofinquiry.com/sites/communityofinquiry.com/files/Critical_Inquiry_model.pdf, accessed 5th April 2012

Greenhow,C. and Reifman,J., (2009)Engaging Youth in Social Media: Is Facebook the New Media Frontier? University of Minnosota Research Report [online] Available at:blog.communitystarter.org/research/Research_HotDish_Summary.pdf, accessed 1st April 2012

Google Adwords, (n.d.) Home page, Google [website] Available at: https://adwords.google.com/o/Targeting/Explorer?c=1000000000&u=1000000000&o=kt&ideaRequestType=KEYWORD_IDEAS, accessed 14th April 2012

Google Analytics, (n.d.) Home Page, Google, Available at: <http://www.google.com/analytics/features/index.html>, accessed 14th April 2012

Interactive Social media for integration and skills bartering (Isabel) Project (n.d.)[website] Available at: <http://www.isabelproject.eu/Mediacenter/FE/CategoriaMedia.aspx?idc=5&explicit=SI>, accessed 17th April 2012

Jackson, M. and Purcell.D., (1997) SocietyPolitics and Media Richness in World Wide Web Representations of the Former Yugoslavia, *Geographical Review*, Vol. 87, No. 2, Cyberspace and Geographical Space (April) 219-239 [online] Available at: <http://www.jstor.org/stable/pdfplus/216006.pdf?acceptTC=true> Accessed 29th March 2012

Johnson, S. (2010)Where do good ideas come from? [online video] Available at: http://www.youtube.com/watch?feature=player_embedded&v=NugRZGDbPFU, accessed 5th April 2012

King, A.B. (2008) Website Optimization: Speed, Search Engine & Conversion Rate Secrets [e-book] O'Reilly media, Sebastopol CA Available at: <http://books.google.co.uk/books?id=f8-7pWbn9KEC&lpg=PA25&ots=g2GQOEy3lp&dq=website%20keywords%20headlines%20how%20to&pg=PP1#v=onepage&q=website%20keywords%20headlines%20how%20to&f=false>, accessed 12th April 2012

Nahapiet,J. and Ghosha,S., (1998) Social Capital, Intellectual Capital, and the Organizational Advantage *The Academy of Management Review*, Academy of Management, Vol. 23, No. 2 (April) 242-266 [online] Available at: <http://www.jstor.org/stable/259373> .Accessed: 18/03/2012 12:36, accessed 15th April 2012

National Occupation Standards for Community Development (NOSCD) (2009) [online] Available at: <http://www.fcdl.org/nos>, accessed 1st May 2012

Pathways through Participation Briefing paper 1 (2009) What is participation? [online briefing report] Available at: <http://pathwaysthroughparticipation.org.uk/wp-content/uploads/2009/09/Briefing-paper-1-What-is-participation1.pdf>, accessed 19th April 2012

Rifkin, S.B., and Kangere, M., (2001) What is Participation? CBR A participatory strategy in Africa, Chapter 3 [online] Available at: <http://www.asksource.info/cbr-book/cbr03.pdf>, accessed 10th April

Skills4study(S4S)(2011) Palgrave Macmillan Publishers limited [website] Available: <http://www.palgrave.com/skills4study/studentlife/postgraduate/choosing.asp>, accessed 6th April 2012

Smith, S. (2009) The creative use of online social media to increase public engagement and participation in the professional arts through collaborative involvement in creative practice. Available at: <https://www.dora.dmu.ac.uk/handle/2086/3233>, accessed 7th April 2012

Taylor, W and Marhsall, S (2004) Community Informatics Systems: a meeting place for useful research, in Community Practice in the Network Society, Day, P and Schuler, D (2004) eds. London, Routledge Chapter 14:200-212

Torres, C.A. (1998) Paulo Freire Education and transformative social justice and learning, Paulo Freire Institute (UCLA) [online] Available at: <http://www.ipfp.pt/cdrom/Pain%E9is%20Dial%F3gicos/Painel%20A%20-%20Sociedade%20Multicultural/carlosalbertotorres.pdf>, accessed 8th April 2012

Vol zone (n.d.) Internet and Web services [website] Available at: http://www.volresource.org.uk/services/serv_web.htm, accessed 13th April 2012

Wasko, M., and Samer, F., (2005) Why should I share? Examining social capital and knowledge contribution in electronic networks of practice MIS Quarterly (March) Vol.29, No. 1

Zinnbauer, D. (2007) What can Social Capital and ICT do for Inclusion? European Commission Directorate-General Joint Research Centre, Institute for Prospective Technological Studies, European Communities [report] Available at [<http://ftp.jrc.es/EURdoc/eur22673en.pdf>] [accessed 8th April 2012]

Appendix 1:

Developing and Applying Knowledge at South Belfast Community Development Association: creating social media platforms to be used as shared community spaces

Assignment 1

Kirandeep Kaur Summan

26th March 2012

Contents

First Thoughts Document.....p1

Project Report

Introduction and Context.....p2

Aims and Objectives.....p2

Organisational Ethos and Benefits.....p2-3

Project Scope and Execution: A brief action plan.....p3-5

Methodological Choices and Developing Skills and Knowledge.....p5-6

Literature Review.....p7

Interim Report.....p8

Appendix

Appendix 1: CDO Capacity Chainp10

Appendix 2: Project Proposal for Shared Spaces online.....p11-14

Appendix 3: Staff Feedback Form.....p15-17

Appendix 4: Log and Personal Reflection.....p18-22

Project Introduction and Context

South Belfast Community Development Association (CDO) was established in 1974 as a multipurpose community organisation. It has 5 main projects targeting the vulnerable members of the communities in South Belfast.

‘Operating as a resource centre and acting as a catalyst for the creation and delivery of social actions to tackle disadvantage and address those issues which impact on development and quality of life matters for vulnerable individuals and groups’ (CDO Annual Review 2009/10).

CDO is a shared space allowing members of community groups access to a safe venue.

Compared to organisations in the area CDO has made less use of social media platforms. The website has not been updated recently; the latest news section mentions the Graphic Novel published in 2008 (CDO.net, 2008). A Facebook (FB) page was set up, but has no information or interaction. Information for the site has been gathered, but because of time constraints staff have been unable to update. It has been suggested that the main issue that there isn’t a culture at CDO to use the internet to share information, although staff willingly use the internet to access information. The challenge is to create interactive sustainable online space, which suits individual projects.

Aims and Objectives

To engage staff and participants in the creation of sustainable social media platforms as shared spaces. CDO aims to develop social media platforms as shared spaces for staff, participants of the project and the general public. The project aims to include CDO staff and participants of the projects as key users to drive engagement. The key focus of the participatory process is to develop an online space that is reflective of the key users’ needs.

This project provides the opportunity to apply theoretical knowledge of participatory approaches in planning, execution and review stages and to improve facilitation skills by provide short training workshops.

Organisational Ethos and Benefits

CDO's ethos is built on the concepts of empowerment and innovation. This project will contribute to CDO's ethos by creating a platform where sharing can be a social resource for the organisation and the key users. It also ties in to their capacity building strategies (appendix 1). Page | 27

Project Benefits

1. **Use FB as a point of contact:** use as inclusive online space to share information and express support.
2. **News:** documenting developments and achievements. **Connect** with other similar organisations. Keep up-to-date with community issues
3. **Space for collaboration between projects:** discuss new ideas or as an informal space for reflection on projects
4. **Transparency;** specific project pages to inform others of activities and gain support for upcoming events
5. **Recruitment;** used to drive a higher level of engagement by recruiting new participants for projects or volunteers. Could be developed into a wider communications or fundraising strategy
6. **Advocacy:** raise awareness of specific issues related to the projects. Support and reflect a wider advocacy policy

Project Scope and Execution: a brief action plan

There is a wide scope for the innovative uses of social media to be incorporated into the individual projects (appendix 2). Key users will customise and decide the limits of the space.

The key to sustainability of the project is participant involvement and regular updating of the FB pages.



Figure 1: Project Staging

1. **Review and Discussions:** Hold discussions with management to decide key area for potential research.
2. **Research** possible uses of social media and the benefits for community organisations and find theoretical support.
3. **Consult with staff:** using a Semi Structured Interview strategy to assess experience, knowledge and ideas. Use to spring board further action or review of action plan.
4. **Participation:** Include staff in decision making for website and FB. Set up basic information for the pages. Include events, updates on activities, or messages to staff, with varying privacy settings.
5. **Training workshops:** in the basic functional aspects, privacy, legal issues in using social media. How To Guide to be created.
6. **Include participants** with the view to create an interactive Facebook activity to further drive engagement. See Appendix 2 : Suggestions section Proposal Shared Spaces Online.
7. **Review stage:** Reflect collectively with key users on the project and discuss next steps.

Reflection and results will be passed onto the organisation in the form of this report and additional notes along with the review to ensure the main objective of relevancy to individual projects has been met.

Methodological Choices and Developing Skills and Knowledge

This project requires research of social media used in local community organisations. Information can be obtained from reviewing similar organisations' use of social media, How To blogs, research journals and personal contacts. This can then feed into training workshops and an action plan that is reflective of CDO's needs.

Using the process outlined below in Figure 2 by Boyd et al. (2007) this project aims to include the staff to define an action plan. Staff will be actively encouraged to direct the creation of the social media space, shaping it to their requirements. Therefore, a stakeholder approach will be considered with the aim to include staff and later participants of projects as the main drivers of engagement.

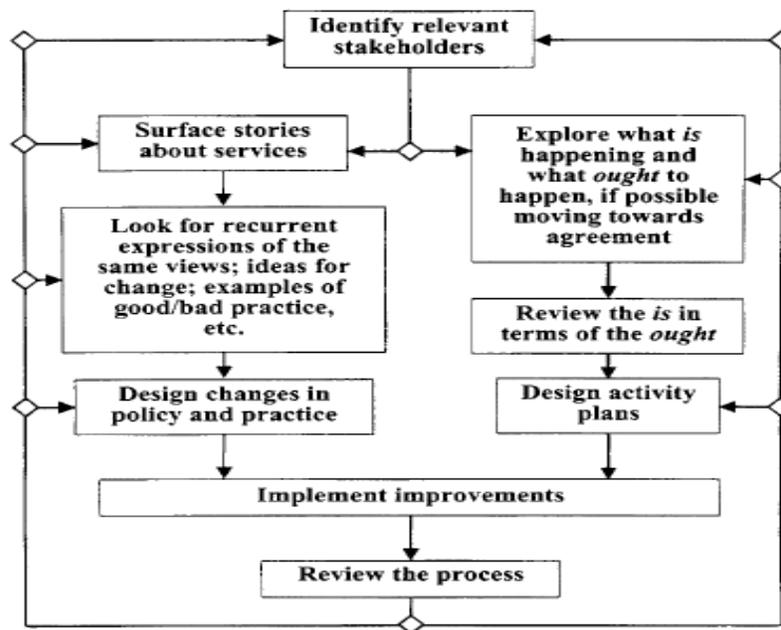


Figure 2: Stakeholder Evaluation Boyd et.al (2007)

The questions raised from this model are; how to include the stakeholders and at what stage? What methodology would engage the key users, and utilise their experience?

The semi structured interviews (appendix 3) will provide surface stories about the current services, exploring what *is* happening. The use of broad questions will allow the staff to express what *ought to be* the case. Conducting interviews with an individual projects will cost time, but will be more centred on project needs. During these interviews action plans can then be decided, which further developments will be based on.

Robert Chambers' theories of participatory approaches showed a move from information extraction to inclusion of those who were previously left out of decision-making processes. In summing up Chambers' theories, Bradley (2004) states that 'participation is a process of collective analysis, learning and action'. In later stages this project will aim to increase the level of participation and draw on facilitation techniques and toolkits. Narayan (1993) stated that 'projects become more sustainable appropriate and effective as the level of local participation increases' (cited in Bradley, 2004, p.14). Perception of relevancy could impact how key users will engage with the online space.



Figure 3: Increasingly Meaningful Participation Scale.

Adapted from Bradley (2004) Participatory Approaches: A Facilitators Guide

The semi structured interview will aim to be at level 2 of the above figure in discussing the current situations and at level 3 in deciding an action plan. This forms the basis for actions at level 4 and 5, where the key users are able to use the space independently. Learning gained from this process will also aid in choosing the appropriate participatory technique at different stages.

Two relevant theories have influenced this project; the use of participatory approaches to encourage engagement, which has already been discussed, and how social media can create bridging social capital to improve organisational capacity.

CDO works with a large cross section of society and in particular vulnerable groups. Research has shown that youth with lower self-esteem gained more in terms of bridging social capital than higher esteem participants when using FB (Steinfeld et al, 2008). Social interactions online also aid in reducing barriers to create a wide range of connections (Steinfeld et al, 2008) improving bridge social capital. This shows potential for CDO to reach more members of the community who suffer from low esteem. The concept of social capital also informs how to structure the online space, i.e. by focusing on networking capacity rather than a space solely for giving information.

Resnick (2001) links what he terms SocioTechnical capital to bridging social capital and highlights its' use as a collective resource for sharing knowledge and encouraging participation. The use of socioTechnical capital can improve organisational productivity and reduce of the time burden of networking (Resnick 2001). These factors are important for a community organisation that runs on voluntary capacity with limited time frames. Staff at CDO have repeatedly brought up the issue of the time and work balance as a barrier to engaging in activities not directly related to their projects.

As stated by Lewis et al (2008) 'cultural behaviours and norms play an important role in shaping cultural boundaries' by initiating a social media space and opening up participation to the communities in a online form, CDO are in a sense creating new norms of interaction and reassessing their cultural boundaries.

References

CDO Annual Review, (2009/10)

CDO.net (2008) www.CDO.net [website] [Accessed 12th March 2012]

Boyd, A. Geerling, T., Kagan, C., Midgley, P., and Walsh, MP., (2007) Systemic evaluation: a participative, multi-method approach, *Journal of Operational Research Society*, 58, p.1306 -1320 Available at [http://www.jstor.org/stable/4622819] [Accessed 18th March 2012]

Bradley, D (2004) *Participatory Approaches: A Facilitator's Guide*, Voluntary Services Overseas

Flouch, H., and Harris, K., (2010) Social Capital and Cohesion, Online Neighbourhood Network Study, Section 1, The Neighbourhood Networks Group Available at; [\[http://networkedneighbourhoods.com/wp-content/uploads/2010/12/Online-Nhood-Networks-Section-1-rev1.pdf\]](http://networkedneighbourhoods.com/wp-content/uploads/2010/12/Online-Nhood-Networks-Section-1-rev1.pdf) [Accessed 16th March 2012]

Flouch, H., and Harris, K., (2010) Supportive and Negative Behaviour in local online spaces, Online Neighbourhood Network Study, Section 2, The Neighbourhood Networks Group Available at; [http://networkedneighbourhoods.com/wp-content/uploads/2010/12/Online-Nhood-Networks-Section-2-rev-1.pdf] [Accessed 16th March 2012]

Lewis, K., Kaufman, J., Gonzales, M., Wimmer, A., Christakis, N., (2010) Tastes, ties, and time: A new social network dataset using Facebook.com, *Social Networks* 30 pp 330–342

Resnick, P., (2001) Beyond Bowling Together, *SocialTechnical Capital* [online] Available at [https://www.socialtext.net/data/workspaces/socialmediaberkeley/attachments/syllabus:20071225213123-0-32017/files/ResnickSTK.pdf] [Accessed 21st March 2012]

Steinfeld, C., Ellison, N.B., Lampe, C., (2008) Social Capital, Self-esteem, and use of online social network sites: a longitudinal analysis, *Journal of Applied Developmental Psychology* 29 pp 434–445 Available at: [https://www.msu.edu/~nellison/Steinfeld_Ellison_Lampe%282008%29.pdf] [Accessed 21st March 2012]

Appendix 2: Proposal for Shared Spaces online

Expansion on the Project Outline in Assignment 1:

Purpose and Objectives

To make the CDO website (www.CDO.net) more up-to-date, user friendly and reflective of CDO's current project activities and develop social media as a shared space for staff, participants of the project, and those seeking information on CDO's current activities as well as the general public.

The project aims to be carried out with inclusion of CDO staff and participants of the projects to drive engagement. The key focus of the participatory process is to develop a social media space that is reflective of the key users' needs.

Possible long term goals:

- a) Expanding to other platforms, either public or professional, once online culture has been established for use of online training courses.
- b) Use of social media space as a part of a participatory approach of CDO's community development work

Relationship to CDO's Ethos and Organisational Themes

1. **Enabling:** This project will add to CDO's ethos of 'enabling by' creating a platform sharing can be a social resource for both the organisation, but also for individual participants involved in the projects. This can be expressed by providing information important to the members of that community and creating a space for discussion to carry out actions in the community. It is also a space for the mutual exchange of skills.
 - a. Other organisations have used social media platforms for informal training, improving the capacity of individuals by offering a space for reflection. It can be used too as a space in which staff or group associated with CDO can express their thoughts in relation to CDO's work and stimulate discussion on practice. This could be particularly useful as staff mainly communicate their actions during meeting, and despite have the same work space might not for various reasons be able to discuss in regards to their projects. A closed space on FB may provide an informal space for staff to air work matters and generate discussion or support.
 - b. Social media can represent the CDO on a wider scale, and show the support and links between other organisations. Local organisations can benefit from social media as it can provide a connection to online forms of social capital, by creating a bonding or bridging space. It also accesses external networks free from the constraints of hierarchy and local rule, where participants are more likely to share and connect with others. Shared spaces can after all be both physical and virtual.
2. It also allows a space for participants of the project as well as Staff to comment on the projects' progress, contribute and feel included.

- a. By including participants of projects, and other community members, will develop a sense of inclusion and will aid in the sustainability of the social media spaces. Along with this it will empower those members to define the CDO online spaces themselves to in a manner that is reflective of their own needs and creatively.
3. The Arbour Website (www.thearbour.org.uk) was done by one of the learners in an ESOL class in Tower Hamlets, London. Although, she had very basic English, she had been a website designer in her own country but had been unable to work in her field since coming to the UK. The staff at the community centre supported her with the text, but she did all the programming and design. It was an empowering experience for her and the other learners who then took IT training courses to learn how to use online spaces.
4. **'Creative expression and experimentation'** (CDO Annual Review 2009/10):

Social media spaces have been used by other organisations for: Q&A sessions with 'experts', virtual book clubs, informal training, mentoring, photo-stories, debates, posting additional information to support training courses, link to other pages or petitions, mutual skills exchange (skills/work on offer), competitions, and many more. The online space can be tailored and used in a variety of different ways by staff and project participants. Research has also been done on including social media with the use of participatory approaches for community development.

Membership segments/Audience

There are two key sets of users: Staff and Participants of Projects. The general Public (including other associations) are secondary users and need to be kept in mind. This shared space should be inclusive and open to all; however the principle users and drivers of interaction online will be staff and participants of CDO's various projects and associate projects. A staff page as a staff room will have closed membership.

Suggestions for the use of the social media space

1. **Separate login** for each project so staff can login under X Project Staff rather than personal FB or CDO.
2. **Virtual Staff Room**, which can be members only and used to source information/informal training.
3. **Micro blogging** through the notes function – short and sweet and easily digestible for those reading
4. **'Just Exchange'** a mutual skills exchange section, where participants can 'offer' or 'request' time and activities rather than exchange money
5. **Logo Redesign:** suggest a competition to redesign CDO's logo for the website. Upload the suggestions and ask participants to join and like/share the photos. The one with the most likes/shares wins have has their redesign on the site. (Could also do design/redesign a logo for individual projects.)
6. **Creating a Viral Video:** Using perhaps a cross community group of youth, (from the projects or outside) who can create a viral video on South Belfast, or one of the Projects. Again this can be competitive to by getting the highest number of likes and shares as a method of promoting the FB page.
7. **Photovoice:** depict an individual project's work by telling the story of the project/key people through photos taken by participants. Again, can add a competition element to engage participants if needed/suits. This also has been used by other organisations as an advocacy

tool; Witness Hunger used this technique to show and raise awareness of the poverty and hunger and social welfare as experienced in the United States.

The above are suggestions only to show the scope of the space, and can be tailored to the requirements of the projects and CDO, through discussions and deciding how various projects will want to be involved in creating their online space. For example, the **advice service** may find it useful to have a simple FB page and perhaps could have **online advice sessions** (either by appointment or a set time) for those who cannot make it to the drop in clinics. Or they may find this too demanding on their time and wish to have a simpler online space that offers key information and links.

N.B. Likes and Shares on Facebook are useful as the individuals who like/share a post from CDO or one of its projects then receive status updates whether or not they are friends.

Costs and Resources

To be discussed with organisation and management

Possible complications and Challenges

Website/Facebook/Twitter pages are a representation of the Community Centre to the wider world and this raises certain issues:

1. Uncertainty on how represent CDO on the social media platform
2. Cost: Facebook will be free but will require a great amount of time. Website: costs
3. Timing, must be initiated, but dependant on staff schedule
4. Involvement of participants: can take time, how to engage, who to include
5. Internet access for participants or staff
6. Lack of experience using social media in the workplace: unsure also how to make it interactive or interesting
7. Upkeep
8. What if participants post inappropriate material? Will a code of conduct be needed?
9. Privacy
10. Cyber bullying? Staff time to monitor and act as site administrator

Reference

Chilton, M., Jenny Rabinowich, J., Council, C., Breaux, J., (2009) Witnesses to Hunger: Participation through Photovoice to Ensure the Right to Food, Health and Human Rights, 11, 1 pp78 – 85.

Website

Surface stories: Issues from past experience and considering the previous website/s

1. Did like being able to click into each project area separately
2. Having a Community House image was a good visual representation
3. Not useful in giving specific information in regards to the projects and specific events and activities
4. Not clear and concise; too wordy in places
5. Language was filled with jargon and not easy to understand for someone not connected to CDO
6. Hard to navigate
7. Out of date
8. May have influenced funding as it did not give a professional impression
9. Wouldn't use the website to give information about CDO to other organisations
10. Lack of knowledge from staff on how to update it, which led to the website being updated less often and less efficiently
11. Not having a website means to only way to contact people quickly is to call them, but information could be provided online which was save time/workload
12. Word of mouth is the best way at the moment to recruit, and contact participants
13. More people would contact if they knew about the range of services on offer

'it was more business-y opposed to fun, accessible and local'

'made a mockery of the organisation'

The overall feeling appears to be that the website doesn't represent the community work the organisation carries out in the light it should be presented. This links with the perception from the staff that perhaps the communities in the area don't know enough about what activities the organisation does, which was a shame from an organisational point of view and for the communities. There was an overall hope that a professional, clear and informative website was aid to challenge this perception by giving greater transparency of projects' activities.

What would like to see in the new website:

1. An outreaching website, which appeals to the wide range of potential participants, along with current participants of projects
2. Avoid in house-language and jargon. Be presented as open to the community
3. Using an IT company cost too much, so staff need to know how to update
4. Timetable of activities, holidays and opening hours as well as contacts per project page
5. Visual, vibrant and engaging
6. Useful links section
7. Professional, clear and specific information
8. Maps showing the services in the area (either project specific not general)
9. Possible use as a basic key information then to re-direct to other social media
10. Easy to use and navigate

[should show that the]
'...Community House
belongs to the
community'

Concerns:

The question to ask is;
will this be good value
for money? Is it needed?

provide online if at all.

1. **this could still be costly even with free web-hosting in terms of training and staff time to update and would need training on how to use the software**
2. **privacy of user groups. Would need to know what information specifically they would want to**

It was frequently stressed that project specific and CDO specific information needed to be clearly presented as openly as possible. Website needs to be easy to navigate. Concerns centred over whether the website could be made useful in an affordable way in terms of time as well as resources.

Facebook

Uses and interest

1. **Interested in potential uses for fundraising, advocacy, recruitment and networking through interaction with participants**
2. Facebook is an easy to use tool, which is very effective in getting the message out
3. Participatory uses such as photovoice, video virals, etc could potentially improve and enhance certain projects' activities
4. **Promotion of Events**
5. Virtual Staff room as a drop in point could potentially be useful so that information is made available to all staff
6. Sign post through to other project events – enhance interproject networking
7. Could supplement word-of-mouth technique to get information
8. Enhance community involvement and ascertain community views on the projects and their reach
9. Could be used to research community views on CDO
10. a shared community space to make suggestions/comments/debate
11. Engender a community owned feeling
12. Promote other connected groups and neighbourhood activities
13. Encourage use of social media in the community, and potentially improve ICT skills
14. Professional space to network with participants, other organisations and general public
15. More of a positive experience for [young women] and young participants

'...are we still relevant? I think we are, but how can we know that?'

Concerns

1. **Opening up to the community may mean being prepared for criticism and deciding how to deal with it. Need to respond fairly in a manner that shows the comment has been taken on board whether or not it can be acted on**
2. **Virtual staff room won't be used enough**
3. **Could be new and exciting in the beginning then get tedious**
4. **Child protection issues for certain projects. Would need to update permission forms to include social media**
5. **Not for socialising as this would look unprofessional**
6. **Should be viewed as a pilot, and is reviewed and updated regularly**
7. **Overloading the pages so some projects' updates dominate others**

'Too much choice might mean that it won't go anywhere'

8. **Privacy settings: certain parts of information, such as emails, invitations may have to be hidden or only shown to certain individuals/groups**
9. **Administrator to monitor comments/posts**

There is a general feeling that Facebook could be a useful organisational tool, though there are legitimate concerns of online behaviour and child protection. A key issue that was frequently stated was that it needed to be kept up-to-date by staff, who are already very busy.

Training Wanted

- Potential for the use of the Facebook

i.e. examples of suggestions using a dummy site or existing examples
- How to update the website and the chosen software
- Privacy settings, creating events and aspects of Facebook for organisational use
- Child protection issues if relevant to the project
- Copy right issues for photos and videos

Project Specific

Interdependence

- **Use of Facebook as primarily contact and interactive point, website to contain general blurb which outlines project's activities**
- If wanted: a separate Project Facebook: linking to main CDO, champions pages, events page
- Use of photovoice especially useful in the storytelling aspect of the training for Champions
- Promotion of Events of the project and linked groups
- Additional use of Twitter
- Need to add social media to the permission forms for youth
- Allow space for debate – linking to changing social attitude aspect of the project

Extending Positive Relations

- **Use of website as primary information point (due to the amount of the same information needing to given to different sources) and Facebook as interactive supplement and networking tool**
- Separate page off CDO Facebook
- Logos for EU and Peace III needed on both website and Facebook
- Promote Events
- Have participants from very diverse backgrounds so would be a visually attractive page with specific information relating to course timetables, application forms for training (pdf format), FAQ relating to commonly asked questions from the emails received by project leader
 - Links to related groups in the Peace III programme, especially for Events
 - Class notes put online either in website or Facebook
 - Participants would be interested in creating video viral/photovoice to promote the project. Interested in meeting soon to discuss this.

Health and Play Development

- **Website to main informational point (due to same information needing to be given to different sources) and Facebook as networking space**
- Need to add social media to the permission forms for youth
- Promote Events
- Timetabled information on class and holidays on the main website
- Update Facebook with signing in dates and class updates
- Possible use of Facebook for video virals created by youth – issues with child protection to be addressed first

Crèche

- **Already have website space with Sure Start but would welcome information also put up on CDO site. Wary of Facebook use for child protection reasons**
- Timetable of opening hours and holidays
- Map of local crèches and parent and toddler groups – either website or Facebook
- Need to add social media to the permission forms, although do not recommend putting up photos/videos of children in the crèche
- Promoting events, with possible fundraising through Facebook

General Recommendations

1. Be **flexible** according to project needs
2. Joint Facebook and website **Launch:** through an **open day** and participatory activities such as video virals or photovoice competition, and posters in the computer suite in the library or post cards in houses. (N.B. participatory uses would be free and run through projects groups, but others will cost). Timetabled as possible end date of this initial social media project
3. Look into **fundraising** through social media and possible gain outside training in this area
4. Look in to possibility of more **'advanced' training** in use of social media
5. Research more into **Child protection** and **Copyright issues**
6. Timetable in a **social media review** at the end of the summer to see what has worked, what could be improved on and what further training is warranted
7. **Connect** to other groups in South Belfast who already make regular use of social media. Learn from their experience
8. Put together a **Social Media Policy** and **Handbook for Staff**
9. **Policy for dealing with comments**

Website

1. **Get involved section** on the website outlining how to volunteer and what specific areas/projects need volunteers, i.e. volunteering in reception or taking part in a steering group
2. Billboard could open up to the community: [Friday] morning drop-in – tea/coffee with computers. Using the virtual spaces online, but physically in the building.
3. Agree with the projects and users to exactly what information is required. This should be concise and worded carefully to be clear and open to all the community.
4. Have more than **one staff member** able to update the site if needed
5. **Research and compare** alternative hosting to assess which is the most reflective of CDO's needs

Facebook

1. Highlight use as a professional, organisational tool
2. Keep **researching** and up-to-date with possible uses
3. **Virtual Suggestions box** set to private or as personal message function on Facebook connected to a policy for dealing with comments both positive and negative
4. **Trial run a virtual staff room**, closed off, so that staff have a drop in point – to give a little extra information that might be useful to the other projects on events etc. Could also use the micro-blogging function as a newsletter – short bullet pointed notes on activities
5. **Monitor regularly** – staff are aware that this could affect the way CDO is seen by the community

Appendix 4: Final Recommendations for CDO, with practical application of the theory

The main report highlights the use of social media for community participation. However, as stated in the report participation in terms of the relation between the organisation and communities can take place on varying levels.

Below is figure 3 from the report. These recommendations will expand from the theoretical base given in the report, to highlight practical applications and actions the organisation can take at each level.

The recommendations have been based on the information available at the time, and are free or cheap to use. The internet and social media is constantly updating. Staying up to date is vital.

Most of these recommendations are centred on the use of Facebook. The reason for this whilst there are many social media platforms to use on an organisational level, some of which have been mentioned within this report, the easiest course of action is to develop familiarity with one particular platform as an organisation. Expanding to other sites and the use of those sites then is more targeted to specific groups and staff initiating actions will have had experience in using the social media.

This participation scale takes account of the National Occupation Standards for Community Development (NOSCD), which were written to guide community development practice. In particular the standards which relates to 'the differences between information giving, consultation, participation, working together and joint decision-making as approaches to engaging with communities '(NOSCD, 2009 KA4.7:59) has been strongly considered in the writing of these recommendations.

Providing Information

As highlighted by the report, information exchanges on the internet are not geographically bound nor controlled by states.

This means that community organisation can exert a great deal of influence on activities on the local area through providing information specifically related to the areas in which they operate. The provision of clear information will encourage community to start to engage with the organisation. This will allow the organisation to also benefit from other sources of information through professional or informal channels online. Engagement through information is an important first stage.

However, CDO does still have an obligation to ensure that ‘all relevant legal requirements have been met’ (NOSCD, 2009 KA3 S10.11:52). Rules and measures taken should also be clearly stated on their website and social media. There are ‘factors to take into account when choosing methods of publicity and seeking media support for specific campaigns’ (NOSCD, 2009 KA3.27:50), which in this case would mean child protection and copy right issues need to be addressed.

i. **Map with local services using Facebook Places.app**

This is a simple Facebook app which will place a map on the CDO Facebook page. On this page you can either link to or provide information on local services. For instance, on the crèche page it could be useful to highlight information on other playgroups in the area for parents. This also opens an opportunity for co-operation (see co-operation, b.). Can also map links to other local services on relevant project pages.

ii. Provide simple, clear outline of each project on the website, with timetables where necessary.

This information should be **jargon-free**, with all community development terms explained to be more inclusive. This promotes a learning atmosphere as well as creating a greater sense of transparency.

iii. **Provide Links**

News articles, websites or videos related to Campaigns or Legislation related to Advice. Upload and promote podcasts or radio shorts on Facebook **MixCloud** (see community-led action ii.)

iv. **Get involved section** on the website

Outlining how to volunteer and what specific areas/projects need volunteers, i.e. volunteering in reception or taking part in a steering group

v. **Use Polling function on Facebook**

Other organisational Facebook groups ask questions on the local area (quiz-type), or to gather information. This can generate interest, *likes*, and provide information on community. Possible use to gather information on community attitudes and needs for the strategic review.

vi. **Meet up App**

This app organises meet-ups for local groups. CDO could use to organise or provide the venue for these meet-ups.

vii. **Micro-blogging**

Notes function on Facebook: it can be used as a mini-newsletter either distributed internally or across the Facebook, detailing organisational activities. This is not a full blog or an article, it is important that it should be short and jargon-free, used only to highlight key upcoming events.

viii. *Promote learning opportunities to individuals and groups who are under-represented in the take up of learning provision (NOSCD, 2009 KA5 S17.6:70)*

There is a potential to start a group providing **ICT training** for the use of social media to vulnerable groups in the community or staff. There is an online training website that works with the elderly to promote use of social media and ICT skills to stay in touch with family; **Senior.Net.se**.

'Promote the understanding of diversity and ensure the equality of opportunity in their area of responsibility' (NOSCD, 2009 KA1S4.7:36)

Many companies use the internet to promote products or services. However, as a community development organisation the use of the internet and social media in particular is very different. In certain senses, people are far more receptive to social groups advocating on social media than with companies promoting products or advertising on their social media space. CDO's main point of advocacy is the diversity and benefits of a multi-cultural shared environment that South Belfast has. Representing this online will be therefore a vital aspect of the project. Another aspect is the local-global linkages which can spring from advocating online, providing potential to broaden the scope of the projects.

Flexibility in managing diversity is also essential, as diverse groups interacting together also have diverse motivations and needs. There is potential for South Belfast's communities to be reflected on the social media platform. The question for the organisation is how to deal with the issues this will bring up, and use it for a positive end.

- i. **Virtual Suggestions** set to private or as personal message function on Facebook connected to a policy for dealing with comments both positive and negative

Address criticism directly by creating a policy for comments, deciding when to challenge, address, hide and keep for reference or delete.
(see reference to Kings Fund comments policy)

- ii. Allow space for **debates** [under a policy for commenting]

'Support people to identify and review areas of potential conflict, common ground and shared interests' (NOS CD, 2009 KA3 S11.2:52)

Post questions or highlight issues in the local community. Highlighting social issues and debating the best course of action. Areas of agreement and continuing disagreement should be documented for future reference (NOSCD, 2009 KA3 S11.10:54) Whilst an agreement may never be reached the conversation will reveal social attitudes that the organisation can take into account when considering policy or project activities.

iii. Support flexible learning: **Extending Positive Relations Project**

'Use a variety of participative methods and techniques in the delivery of training that take into account different learning styles and past experiences of learning' (NOSCD, 2009 S18.7:74)

Moodle.org: encourage flexible and blended learning

Moodle is free community software. Online courses can be created to supplement the face-to-face training at CDO. Class notes, additional materials, short quizzes, and assignments can be put online. Learners can interact with each other and the tutor at their own pace. This would be beneficial for those who cannot make to every session, due to other commitments which can act as barriers to learning, moodle can provide a way to overcome them' (NOSCD, 2009 KA5.3:69).

iv. **Space for user groups**

This can involve physically providing space on the premises but also space online to conduct meetings or have discussions. If CDO provides this as a closed group admin page for the user groups to arrange meetings, post updates and organise events.

v. **Local-global**

'Identify and act, where appropriate, to encourage established, settled communities and newer communities to work together' (NOSCD, 2009 KA1S3.10:34)

Given South Belfast's diversity, using an asset-based approach to using technology in community relations could be an area CDO can expand into. Pinkett (2001) highlighted the issue that often individuals are unaware of the information in regards to different communities in their local area, particularly by a lack of ethnic minority-generated content. This can be challenged by CDO expanding their links with local ethnic minority groups, to encourage these groups to take an online presence through the **Virtual Community House**. This support can take the form of providing online space as a separate admin page managed by CDO, training workshops to use social media, and advocating on their behalf. (ref: community-led actions). This would also provide diaspora links to their home communities and CDO international connections.

Co-operation

'The importance of making strategic alliances to build support' (NOSCD, 2009 KA3.26:50)

Social media is best used as a networking tool. Connecting with other organisations, individuals and groups can become a valuable resource expanding the reach of the projects CDO has.

- i. **Connect** to other groups in South Belfast, such as Rosario Youth Club, who already make regular use of social media. Learn from their experience and gather information on updates on the use of social media.

Facebook's **BranchOut.app** is a professional networking site. Opportunity to network, hire future volunteers or staff.

Blogs such as theEword (see references), offer advice to voluntary organisations on how to use social media. There are further references at the end of these recommendations. However, it is important to remember that social media is constantly evolving and researching new blogs and sources of information would be beneficial.

- ii. Using the project pages as methods of **connecting** to other organisations.

e.g. Connecting to the other crèches in the area and organise a discount for the parents would help reduce the waiting list, but also could provide opportunities for further collaboration in terms of events or future volunteers to support the crèche.

- iii. Invite 'experts' for an online **Q&A session**:

This can supplement activities of any of the projects to generate interest and promote upcoming events. This can also be more convenient for the experts as they can choose a time which suits them, provided they have internet access. These sessions can also promote social actions and provide useful community information. The organisation can control through the privacy settings who can access this event.

Collaboration

There are a number of ways staff at CDO can link together online, and create a collaborative space to work together on projects. Cloud storage spaces offer free online space, which can be accessed from different locations at the same time. This offers space for collaboration on projects. Stephen Johnson in his video podcast 'Where do good ideas come from?' highlights the need for collaboration.

i. **Virtual staff room**

a) Closed member Facebook group for staff. Staff will have a virtual drop in point, to pass on information that might be useful to the other projects, updates on events, or use as a networking space within the team.

b) **Yammer** (see references)

This is a closed social networking space for organisations. Equally easy to use as Facebook, it is also free to set up an account, though there may some later costs depending on the services CDO wishes to use. This can be used for networking, collaborating across projects as well as uploading and sending files, which are too big for email.

ii. **Sales force** (see references)

This is a bigger networking and collaborative space with a range of services; include cloud storage (to store big data files) as well as networking and collaborative tools. Ordinarily it costs over £70 per month but they do offer free year long licenses, which are updated provided the services are used regularly. Charitable or voluntary organisations can apply for these licenses by signing up to the 30 day free-trial and sending in an application. There is no obligation to continue the trial if the organisation decides Salesforce is not appropriate for the projects. There are also free webinars (Web training) in using social media.

iii. **Google Drive** (see references)

This is free cloud and collaboration space. Large files can be uploaded and worked on from different locations. Google offer up to 5GB of storage for free and up to 25GB for \$3.50 per month.

‘Work in ways that enable and support the development of strong, autonomous community groups and which do not encourage dependency on the practitioner’ (NOSCD, 2009 KA1S4.5:36)

Encourage and support individual initiatives to participate with the organisation on the social media platform; from allowing participants: to raise issues relevant to them, to inform others and debate. This could be supporting the use of photovoice/video virals to highlight the participants’ stories or concerns perhaps in response to government changes of campaigns that are current. Creating their own radio short or podcast and promote for free on MixCloud (Facebook App) through the CDO page. Setting up their own virtual book club through the organisations Facebook pages, to act as *a virtual shared space* in a **Virtual Community House**, would benefit participants who cannot agree on a fixed available time to still be able to interact.

i. Allow participants to **suggest initiatives**

Use ‘Participative and inclusive methods to encourage communities/groups to identify and express their own needs, interests and concerns’ (NOSCD, 2009 KA2.13:41)

The participants *dictate the process* by approaching the organisation to highlight an issue, choose the theme, the level of participation and construction of the action. E.g. **Isabelproject.eu**. There are issues around child protection/copy-right, which would frame and limit participation.

ii. Facilitate the creation of **media** to be used a story-telling or advocacy.

Participants create, edit and upload the photos/videos/podcasts, which will promote a sense of ownership and ICT skills. These can be showcased on the project Facebook page to generate likes and hence awareness of the organisations activities.

Storytelling: Interdependence Project

Photovoice

This has been used by many Non-for profit organisations to highlight issues through photography. Participants are given the resources to take the photos that depict their life.

It is important that participants agree to and actively participate in creating the photo albums to go on the Facebook. This should also generate likes.

Video virals/podcasts

Participants create the videos or podcasts on the themes or ideas they want to present. The video can be put on the project Facebook page, and the podcast Facebook **MixCloud.app**, on which you can create and upload podcast or radio shorts which are then broadcast internationally.

WattPad

This is a creative writing app on Facebook. To date non-profits haven't used this app. There are limits to use these for commercial purposes or spamming. But, if there are creative members of the groups involved in the IDProject then, this is an app that can be used for them to write rather than create photo albums/video/podcasts. Stories can be published under the CDO name to protect their identity if they wish.

iii. **Community Content**

Pinkett (2001) discusses a project called Creating Community Connections (C3), which aimed to empower local residents to create their own online content in regards to their community in Chicago, and work alongside local institutions (schools, libraries, etc), organisations, businesses and neighbourhood groups. As an adjacent to one of the five main projects at CDO an online community set up facilitated to create content that portrays South Belfast as mixed and shared neighbourhood; using a variety of methods from those mentioned above as well as graphic drawings, 'mapping' areas and telling histories associated with the community.

iv. **Mutual Skills Exchange and Virtual Volunteering (ref: Volunteer Now)**

In certain areas at CDO there is an opportunity to allow volunteers to facilitate the works of the projects; in reception, social media, research etc. A method to facilitate volunteer could be to implement a time-banking system. Volunteer Now have started a scheme offering support to organisations to initiate a system.

Time-banking is a system where volunteers can deposit time into the bank by giving practical help, in exchange being able to withdraw from the time-bank and receive practical help in return. Volunteers could deposit into the time-bank by volunteering a few hours at reception, and receive time in return from being allowed equivalent time in mentoring, or taking a sports or health class.

This could involve translating the time-bank in both a virtual as well as physical sense. It can be advertised on the Facebook to involve member of the community to sign up.

Volunteers can also commit time virtually, by monitoring the Facebook pages or researching for updates.

This would CDO to cut costs and engender an online community.

Final Organisational Recommendations

a) Fundraising

Donate.app; This is a Facebook app that allows people to donate funds to either a cause, campaign or event.

Simple Fundraising; Website for donors to support not-for profits organisations. This is an online resource where organisations to be able to receive funds directly from donors. Create a profile page and link to the Facebook. Project Blogs will also increase awareness and willingness to donate.

b) Hire a **social media volunteer** to support monitoring and research

Contact FE colleges or higher education institutions; and discuss hiring students as social media volunteers to manage, research social media for voluntary organisations.

c) Be **flexible** according to individual project needs

These recommendations are general but each project may interpret them differently according to needs.

d) Privacy

The privacy issue should be discussed further with staff. There are ways of creating professional staff Facebook account, separate from personal account, or setting up privacy settings so those friends with CDO will only have limited access to staff's details.

e) Look for '**advanced**' training in use of social media

There are free trainings, online resources, and webinars available for organisations. There is a webinar on the 31st May 2012 (references: Social media for Social Good) Encourage staff to have training, or provide training to peers on subjects they are familiar with.

Access information and resources, which are available to voluntary organisations such as Frieze design and VOL Zone (see references). These resources have free professional support and information how to use social media.

f) Research more into **Child protection** and **Copyright issues**

g) Put together a **Social Media Policy** and **Handbook for Staff**

h) **Create a policy** for dealing with **comments**

i) Timetable in a **social media review** at the end of the summer using **Google Analytics**

Google Analytics will create reports in regards to number of returning visitors, popular pages and activities, so that CDO can adjust projects pages accordingly. Or seek training and advice on how to improve in specific relations to certain pages and activities.

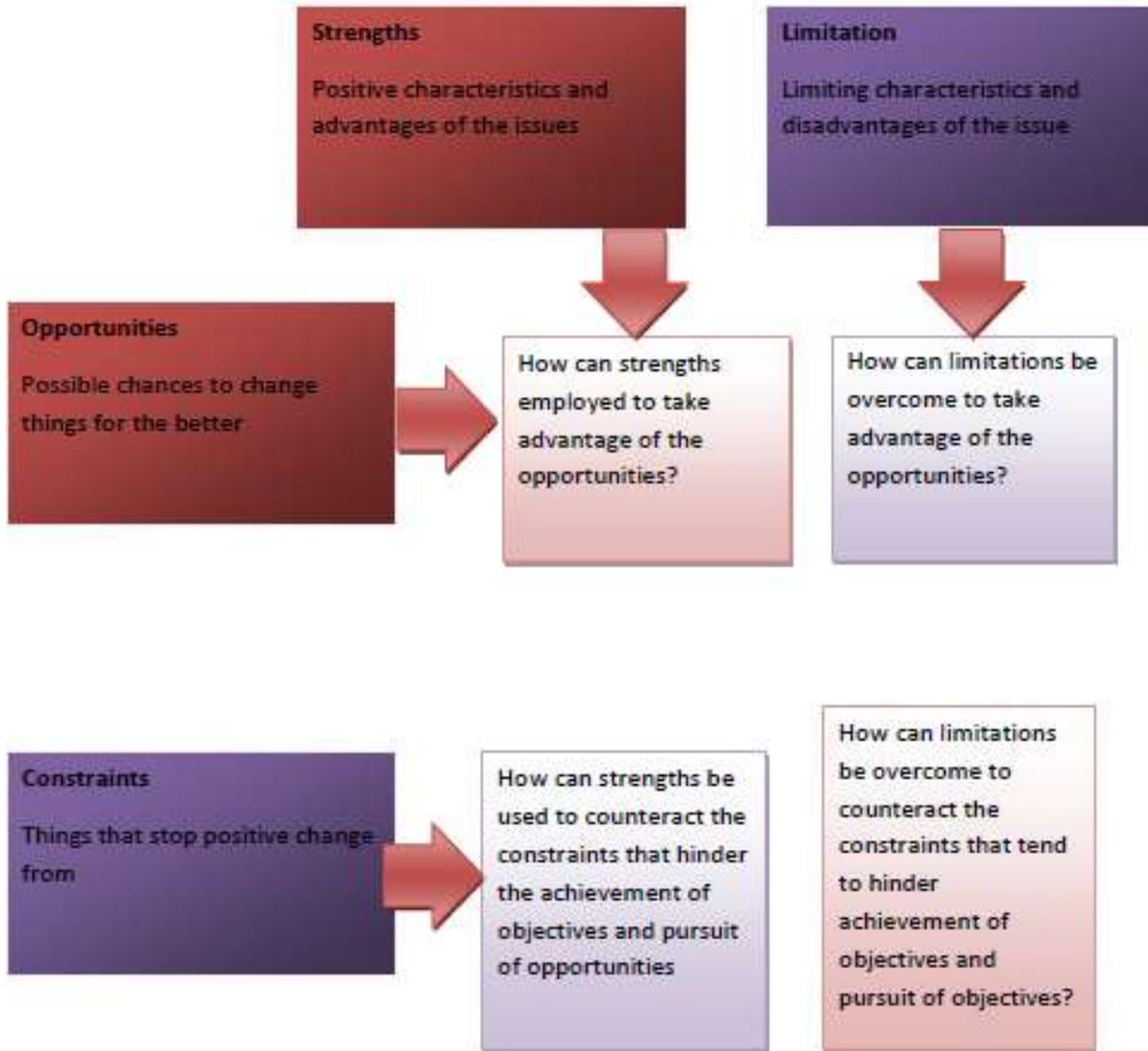
j) Joint Facebook and website **Launch:**

through an **open day** and participatory activities such as video virals or photovoice competition, and posters in the computer suite in the library or post cards in houses. **Billboard** could open up to the community: [Friday] morning drop-in – tea/coffee with computers. Effectively CDO will be opened up to include virtual as well as physical shared space.

Appendix 5: Strengths, Limitations, Opportunities and Constraints (SLOC)

Introduction

The social media project aims to create a Website and a Facebook for CDO, which are to be used for community purposes and as organisational tools. It was important to take into consideration the past experience of using social media and the present day issues surrounding implementing it. For this reason semi structured interviews were carried out with the staff. The information collected will be analysed below assessing the project's Strengths Limitations Opportunities and Constraints. This will then inform the initial design of the activity plan and the initial recommendations (ref: interview summary pp).



	<p>Strengths</p> <ol style="list-style-type: none"> 1. Desire from most of the staff and management to implement change 2. Expertise is evident in the staff interviewed 3. The organisation is well-connected to other local community groups, who may have relevant expertise to support the project 4. Staff have suggested participants will be interested in creating the interactive suggestions (photo-voice or video viral) 	<p>Limitations</p> <ol style="list-style-type: none"> 1. Not all staff are comfortable using Facebook as an organisational tool or updating the website 2. Staff are very negative about the previous website, which has caused some staff to be wary of changes. Do not see the opportunities or are concerned about time-cost of updating 3. Time limitation and workload prevent staff from taking an active role in deciding and designing along with updating the social media platforms 4. Core management need to approve any changes
<p>Opportunities</p> <ol style="list-style-type: none"> 1. Potential to create an outreaching website 2. Inform the local community of the services at the community house 3. Engender a community owned feeling 4. Improve transparency of BCDA's activities 5. Facebook: Raise awareness of fundraising campaigns through FB 6. Promote Events of different projects 7. Improve project activities 8. Improve inter-project networking by sign-posting people through to other project events 9. Re-connect with communities on a new platform 10. Engender a community owned feeling 11. Promote other connected groups and neighbourhood activities 12. Encourage social media use within the community, and potentially improve ICT skills 13. Professional space to network with participants, other 	<p>Using strengths to exploit opportunities:</p> <p>Support staff interest and participant involvement to create interactive suggestions for the launch, either in competition form or advocacy. The 'likes' will generate awareness and promote upcoming events. If used as a basis and with regular updates, and use of interactive suggestions, this could lead the organisation being able to take advantage of the opportunities.</p>	<p>Overcoming limitations and exploiting opportunities:</p> <p>Set up a training workshop that addresses the main issues to be aware of. This should be supplemented with a Social Media Policy and Handbook for the Staff</p> <p>Training to also include basic of how to use Facebook, privacy settings and updating of the website once a suitable hosting site has been found. This training will allow staff to take advantage of the opportunities themselves and adapt as they need to. Consultations with staff and management: Incorporate experience to improve the platforms and contacts to promote the launch. Insert a review process to discover whether the social media is useful</p>

<p>organisations and general public</p>		
<p>Constraints</p> <ol style="list-style-type: none"> 1. Funding – cannot pay for website hosting, or administrator 2. Commitments to funding requirements, events and links to outside organisations, mean that staff’s time is limited 3. Copyright and Child protection legislation could lead to issues for the organisation 4. Members of the public may comment in a critical, damaging or offensive manner 	<p>Using strengths to overcome constraints:</p> <p>The website/Facebook could also be used to recruit more volunteers to help support the project and recruit participants for project to meet funding requirements</p> <p>Staff can use the help of participants and volunteers to support the designing and updating of the platforms.</p> <p>Consultation process can be used to supplement the decision-making process with management and staff</p> <p>Use connections to other organisation to see their social media policies in order to write BCDA’s own policy</p>	<p style="text-align: right;">Page 57</p> <p>Considering how to Overcome the limitations in order to counteract the constraints:</p> <p>Training will allow for the organisation to be self-sufficient in managing the social media. Although, outside help (possibly from network resources) could enhance this training and the project, i.e. find a participant of the projects who has an interest in photography to take new photos for the site.</p> <p>Recruiting a social media volunteer to help maintain the sites: monitor comments and posts, create events pages for the staff, and research new ways to use the social media to benefit the organisation</p>

Summary SLOC

There are several issues that need to be addressed urgently. The first being the issue of funding. This will need to be discussed with management, and ways need to be researched where free resources in terms of hosting for the website and people with certain skills can be employed.

Participation of staff and management: Management also need to be consulted in order to ensure that there are no stumbling blocks later in the project. If staff agree to a project that later management disagree with this could cause issues. Both staff and management need to be kept updated and consulted.

Staff already have a great deal of experience and knowledge which could benefit the project. Support staff to encourage participant and manage the social media: where information is lacking support can be found to **provide training** in key areas; such as controlling privacy settings for Facebook, or methods of using the social media to enhance their projects. Continually research new ways to generate likes, with support of a volunteer, to take advantage of the potential opportunities the platforms offer the projects. Staff can also include participants from their own project to initiate activities to support this.

Research child protection using information resources such as <http://ceop.police.uk/>, http://www.nspcc.org.uk/Inform/informhub_wda49931.html and voluntary sector advice forums to keep up to date with the internet issues.

Research other organisations' policy to create a policy for the use of Facebook,(commenting policy)

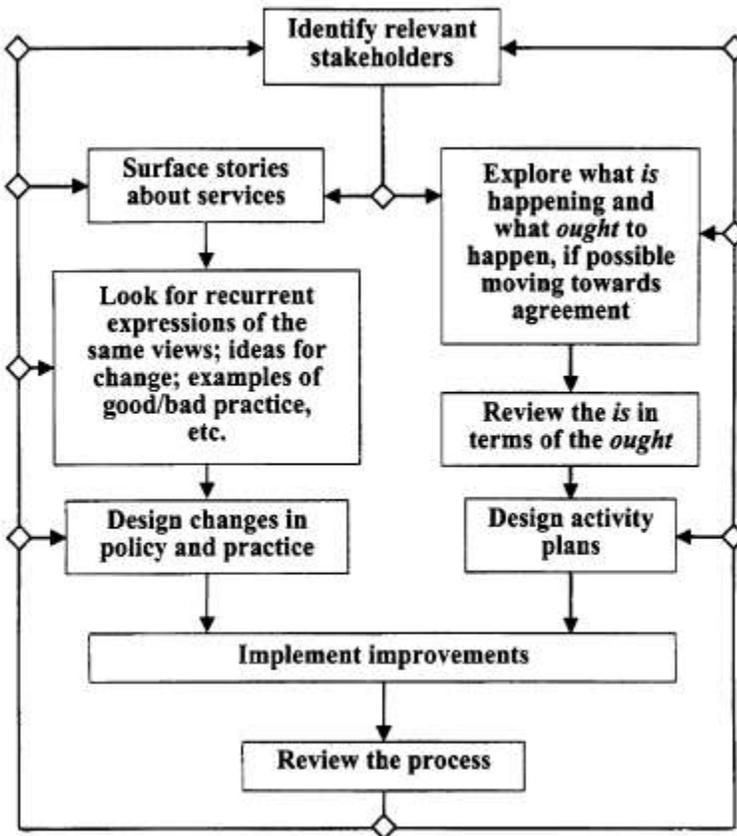
A social media volunteer can be recruited to help deal with the increased workload:

1. **Maintain** the site and the Facebook for staff when they cannot
2. **Monitor** comments and apply the Commenting Policy
3. **Ensure** that any photos/videos that are used do not infringe copyright or are offensive
4. **Research** new methods of using social media to support the projects' work
5. **Research** internet issues that might affect the 5 projects
6. **Highlight** issues to management

Appendix 8: Action Plan for the organisation

<p>Collect surface stories, explore what is happening in terms of <i>ought</i> Boyd et.al (2007)</p>	<p>Design Activity Plans Boyd et.al (2007)</p>	<p>Implementation Boyd et.al (2007)</p>	<p>Review the Process Boyd et.al (2007)</p>
<p>1. Semi Structured with staff and project workers Level 2: consultation Bradley's (2004)</p>	<p>3. Website: Use BT Toolkit instead of comparing sites Find further advice and help Set up site Write manual</p>	<p>6. Set Launch Day for website and Facebook. Organise and Promote Open Day Level 1: informing Bradley's (2004)</p>	<p>9. Review progress in conjunction with Project Staff and participants After Launch date, assess strengths and weaknesses of the project Discuss possible improvements with Staff Level 4: acting together Bradley's (2004)</p>
<p>2. Analysis: Look for similar views, ideas for change and improvements through SLOC: strengths, limitations, opportunities and constraints Level 1: informing Bradley's (2004)</p>	<p>4. Hide the FB site as info is put on. Go live once done. Discuss above with Staff only in reference to specific information No need for Skeleton Site Write Handbook Encourage Participation Level 2 and 3: consultation and deciding together Bradley's (2004)</p>	<p>7. Assess that requirements have been met for the project and adjust accordingly Level 4: acting together Bradley's (2004)</p>	
	<p>5. Training & Workshop Demonstrate examples of suggestions Discuss basic privacy, copy right, and child protection issues Participation using one of the suggestions Level 4: acting together Bradley's (2004)</p>	<p>8. connections with local community to discover and support initiative by participants for the Launch Level 5: support initiatives Bradley's (2004)</p>	

The above plan was drawn to together with consideration to the two sources below.



A1 Figure 1: Stakeholder Evaluation Boyd et.al (2007)

A1 Figure 2: Increasingly Meaningful Participation Scale.

Adapted from Bradley (2004) Participatory Approaches: A Facilitators Guide

