Academy of ICT Essentials for Government Leaders

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Module

11

Social Media for Development

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The Academy of ICT Essentials for Government Leaders Module Series

Module 11: Social Media for Development

FOREWORD

In this age of accelerated technological advances and rapid diffusion of information and communication technologies (ICT), we are seeing unparalleled growth in our capacity to address enduring development problems. Numerous success stories demonstrate how ICT can enable greater access to public services; fight illiteracy and diseases; preserve and protect the environment; increase resilience; mitigate the risk and impact of disasters; and improve the lives of the marginalized and vulnerable. ICT creates opportunities for us to devise new strategies towards inclusive, equitable and sustainable socio-economic growth and development.

In Asia and the Pacific, the growth and proliferation of technological innovations have supported and facilitated the region's remarkable transformations. The region is simultaneously home to countries which are technology leaders and innovators, yet, at the same time, many countries – particularly developing ones – lag behind in terms of ICT adoption and deployment. Factors such as the lack of ICT infrastructure, access, and financial resources only serve to perpetuate this enduring digital divide.

While the ability of countries to deploy and utilize ICT necessitates adequate ICT infrastructure and resources, the institutional and human capacities to harness the full potential of ICT for economic growth and sustainable development are equally important. In recognition of this, the Asian and Pacific Training Centre for Information and Communication Technology for Development (APCICT) was established on 16 June 2006 as a regional institute of the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP), with a mandate to assist ESCAP member States in leveraging ICT for development (ICTD) through human and institutional capacity development.

Guided by its mandate, APCICT developed the "Academy of ICT Essentials for Government Leaders" (the Academy), its flagship capacity building programme that consists of inter-linked modules which impart essential knowledge and skills to help government officials and policymakers develop, implement and manage ICT-based strategies and initiatives. Launched in 2008, the Academy continues to be adopted by an increasing number of countries in Asia and the Pacific, and even beyond. The programme, which has received strong national ownership from member States, is increasingly being integrated in national civil service training and human resource development frameworks, and localized by APCICT's national partners to effectively meet unique local contexts.

In a continuously changing ICT landscape, ICTD capacity building needs evolve as well. APCICT/ ESCAP is committed to providing member States with high quality and relevant capacity building programmes and services that respond to their current and emerging needs and challenges. This Academy Module introduces the concept of social media and their applications for social and economic progress. Developed through a rigorous needs assessment and multi-stakeholder review process, the Module responds to the needs of member States for a capacity development resource on the effective use of social media in development initiatives. It is our hope that Governments and development stakeholders in the region, or anyone interested in the field of ICT for development, will find this Module valuable in their efforts to integrate ICT in regional and national development efforts.

Shamshad Akhtar

Under-Secretary-General of the United Nations
and Executive Secretary of ESCAP

PREFACE

In promoting inclusive and sustainable development, the importance of developing the human resource and institutional capacity in the use of information and communication technologies (ICTs) cannot be underestimated. In and of themselves, ICTs are simply tools, but when people know how to effectively utilize them, ICTs become transformative drivers to hasten the pace of development and bring about positive changes. With this vision in mind, the Academy of ICT Essentials for Government Leaders (Academy) was developed. The Academy is a comprehensive ICT human capacity building resource that aims to help developing countries fully benefit from the opportunities provided by ICTs.

The Academy is the flagship programme of the United Nations Asian and Pacific Training Centre for Information and Communication Technology for Development (APCICT), and is designed to equip government officials with the ICT knowledge and skills to fully leverage ICT for socio-economic development. It has reached thousands of individuals and hundreds of institutions throughout the Asia Pacific and beyond since its official launch in 2008. The Academy has been rolled-out in 27 countries in the Asia Pacific region, adopted in numerous government human resource training frameworks, and incorporated in the curricula of university and college programmes throughout the region.

The impact of the Academy is in part a result of the comprehensive content and targeted range of topics covered by its eight initial training modules, but also due to the Academy's ability to configure to meet local contexts and address emerging socio-economic development issues. As a result of strong demand from countries in the Asia Pacific, APCICT in partnership with its network of partners has developed additional Academy training modules designed to enhance capacity in the use of ICT in areas such as disaster risk management, climate change abatement, and the use of social media for development.

Adhering to APCICT's "We D.I.D. It In Partnership" approach, all Academy modules have been *Developed*, *Implemented* and *Delivered* in an inclusive and participatory manner, and they draw upon the expertise and experience from an extensive and exceptional group of stakeholders. The entire Academy has been developed through a systematic approach based on needs assessment surveys conducted across the Asia Pacific region, and consultations with government officials, members of the international development community, and academics and educators. Research and analysis on the strengths and weaknesses of existing training materials, and a peer review process carried out through a series of regional and subregional workshops are part of the systematic approach to ensure that the modules are relevant and effective. Through this approach, the Academy has been developed into a comprehensive curriculum covering a range of important ICT for development (ICTD) topics, and indicative of the many voices and contextual nuances present across the region.

APCICT's inclusive and collaborative approach to developing the Academy has also created a strong and fast-growing network of partners to facilitate the delivery of ICTD training to government officials, policymakers and development stakeholders throughout the Asia Pacific region and beyond. The Academy continues to be rolled-out and adopted into training frameworks at the national and regional levels in different countries and regions as a result of close collaboration between APCICT and training institutions, government agencies, and regional and international organizations. This principle of partnership will continue to be a driving force as APCICT works with its partners to continuously update and further localize the Academy material, develop new Academy modules to address identified needs, and extend the reach of Academy content to new target audiences through new and more accessible mediums.

Complementing the face-to-face delivery of the Academy programme, APCICT has developed an online distance learning platform called the APCICT Virtual Academy (http://elearning.unapcict. org), which is designed to enable participants to study the material at their own pace. The Virtual Academy ensures that all the Academy modules and accompanying materials are easily accessible online for download, dissemination, customization and localization. The Academy is also available in DVD to reach those with limited or no Internet connectivity.

To enhance accessibility and relevance in local contexts, APCICT and its partners have collaborated to make the Academy available in Armenian, Azeri, Bahasa Indonesia, Chinese, English, Khmer (Cambodia), Mongolian, Myanmar, Pashto, Russian, Tajik and Vietnamese, with plans to translate the modules into additional languages.

Clearly, the development and delivery of the Academy would not have been possible without the commitment, dedication and proactive participation of many individuals and organizations. I would like to take this opportunity to acknowledge the efforts and achievements of our partners from government ministries, training institutions, and regional and national organizations who have participated in Academy workshops. They not only provided valuable inputs to the content of the modules, but more importantly, they have become advocates of the Academy in their countries and regions, and have helped the Academy become an important component of national and regional frameworks to build necessary ICT capacity to meet the socio-economic development goals of the future.

APCICT initiated this Academy Module on Social Media for Development in response to demand from Member States for a learning resource on how social media tools and technologies—that have grown in popularity and use in recent years—could be leveraged by governments in support of national development strategies and programmes. The Centre conducted a rigorous development and review process in producing this new Module, including an expert group meeting, several rounds of expert reviews conducted through online surveys, and regional meetings and national workshops that gathered comments and feedback from APCICT's partners and stakeholders.

I would like to take this opportunity to acknowledge the valuable efforts of a group of outstanding individuals who have made this Module possible, including Emmanuel C. Lallana who is the Module's primary author; James Larson for his contributions in its initial development; the participants of the Expert Group Meeting on Social Media for Development in Incheon in February 2013; the national and subregional partners who participated in the multiple rounds of review of the manuscript; and Christine Apikul for editing the module. A note of gratitude is extended to the national and subregional partners, resource persons of the Academy, and participants of the workshops, trainings and partners meetings organized in support of the development of this Module.

I sincerely hope that the Academy will help nations narrow ICT human resource gaps, remove barriers to ICT adoption, and promote the application of ICT in accelerating inclusive and sustainable development.

Hyeun-Suk Rhee

Director
UN-APCICT/ESCAP

ABOUT THE MODULE SERIES

In today's "Information Age", easy access to information is changing the way we live, work and play. The "digital economy", also known as the "knowledge economy", "networked economy" or "new economy", is characterized by a shift from the production of goods to the creation of ideas. This underscores the growing, if not already central, role played by ICTs in the economy and in society as a whole.

As a consequence, governments worldwide have increasingly focused on ICTD. For these governments, ICTD is not only about developing the ICT industry or sector of the economy but also encompasses the use of ICTs to engender economic as well as social and political growth.

However, among the difficulties that governments face in formulating ICT policy is that policymakers are often unfamiliar with the technologies that they are harnessing for national development. Since one cannot regulate what one does not understand, many policymakers have shied away from ICT policymaking. But leaving ICT policy to technologists is also wrong because often technologists are unaware of the policy implications of the technologies they are developing and using.

The *Academy of ICT Essentials for Government Leaders* module series has been developed by the UN-APCICT/ESCAP for:

1. Policymakers at the national and local government level who are responsible for ICT policymaking;

2. Government officials responsible for the development and implementation of ICT-based applications; and

3. Managers in the public sector seeking to employ ICT tools for project management.

The module series aims to develop familiarity with the substantive issues related to ICTD from both a policy and technology perspective. The intention is not to develop a technical ICT manual but rather to provide a good understanding of what the current digital technology is capable of or where technology is headed, and what this implies for policymaking. The topics covered by the modules have been identified through a training needs analysis and a survey of other training materials worldwide.

The modules are designed in such a way that they can be used for self-study by individual readers or as a resource in a training course or programme. The modules are standalone as well as linked together, and effort has been made in each module to link to themes and discussions in the other modules in the series. The long-term objective is to make the modules a coherent course that can be certified.

Each module begins with a statement of module objectives and target learning outcomes against which readers can assess their own progress. The module content is divided into sections that include case studies and exercises to help deepen understanding of key concepts. The exercises may be done by individual readers or by groups of training participants. Figures and tables are provided to illustrate specific aspects of the discussion. References and online resources are listed for readers to look up in order to gain additional perspectives.

The use of ICTD is so diverse that sometimes case studies and examples within and across modules may appear contradictory. This is to be expected. This is the excitement and the challenge of this newly emerging discipline and its promise as all countries begin to explore the potential of ICTs as tools for development.

Supporting the *Academy* module series in print format is an online distance learning platform—the APCICT Virtual Academy —with virtual classrooms featuring the trainers' presentations in video format and presentation slides of the modules (visit http://e-learning.unapcict.org).

In addition, APCICT has developed an e-Collaborative Hub for ICTD, or e-Co Hub (http://www.unapcict.org/ecohub), a dedicated online site for ICTD practitioners and policymakers to enhance their learning and training experience. The e-Co Hub gives access to knowledge resources on different aspects of ICTD and provides an interactive space for sharing knowledge and experiences, and collaborating on advancing ICTD.

MODULE 11

This module introduces the concept of social media and the various applications for social and economic progress. It also guides the development of a social media policy. A supplementary set of guidelines on "Social Media for Government" provides practical "how-to" steps for starting up and managing social media tools and technologies.

Module Objectives

The module aims to:

1. Introduce the concept of social media and various applications in a developmental context;
2. Raise awareness among policymakers and government officials about the application of social media for socio-economic development;
3. Provide an understanding of the implications for national policy and programme formulation emerging from the role of social media in promoting development; and
4. Produce a capacity development resource that can help bridge the knowledge gap on the effective use of social media in development initiatives.

Learning Outcomes

After working on this module, readers should be able to:

1. Describe the main categories of social media and their defining characteristics;
2. Discuss the ways in which social media can be used positively to help promote development goals in their country;
3. Identify policies to deal with the side effects of social media and suggest how they can be implemented in their nation;
4. Understand participatory decision-making through social media for development; and
5. Develop a plan to harness social media for use by government.

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Acronyms

APCICT	Asian and Pacific Training Centre for Information and Communication Technology for Development (United Nations)
CDC	Centers for Disease Control and Prevention (USA)
ESCAP	Economic and Social Commission for Asia and the Pacific (United Nations)
ICT	Information and Communication Technology
IFAD	International Fund for Agricultural Development
ITU	International Telecommunication Union (United Nations)
MGI	McKinsey Global Institute
NASA	National Aeronautics and Space Administration (USA)
NGO	Non-Governmental Organization
OCHA	Office for the Coordination of Humanitarian Affairs (United Nations)
SNS	Social Networking Site
UN	United Nations

List of Icons

 Case Study

1. INTRODUCTION

This section aims to:
- **Provide an overview and definition of social media; and**
- **Discuss the different types of social media.**

The International Telecommunication Union (ITU)—the United Nations specialized agency for information and communication technologies (ICTs)—has observed that: **"**Social media has emerged in recent years as an essential tool for hundreds of millions of Internet users worldwide and a defining element of the Internet generation."[1]

By one estimate, over half (62 per cent) of adults worldwide already use social media.[2]

Box 1. Surprising Social Media Statistics

1. The fastest growing demographic on Twitter is the 55-64 year age bracket.
2. 189 million of Facebook's users are "mobile only".
3. YouTube reaches more US adults aged 18-34 than any cable network.
4. Every second two new members join LinkedIn.
5. Social media has overtaken porn as the no. 1 activity on the web.

Source: Belle Beth Cooper, "10 surprising social media statistics that will make you rethink your social strategy", 18 November 2013. Available from http://www.fastcompany.com/3021749/work-smart/10-surprising-social-media-statistics-that-will-make-you-rethink-your-social-stra.

Notably, "there is no significant gender gap in Internet usage."[3] In fact, according to a 2012 study, "women use social media more than men."[4]

Social media is growing worldwide regardless of government structures, levels of Internet access and culture. Engagement, measured by the average number of hours per visitor spent with social networks, is also increasing. There is also a measurable shift taking place in patterns of media usage around the world that suggests communications are going social, particularly among teenagers and young adults, the so-called "digital natives".

So what do people do when in social media?

The Pew Research Center's 2012 Global Attitude Project reveals that music and movies are the most popular activities among those who participate in social networks. The following countries have at least three-quarters of social networkers sharing their view about music and movies: China (86%), India (85%), Mexico (84%), Greece (83%), Turkey (78%), Tunisia (77%) and Italy (75%).[5]

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1   ITU, *Trends in Telecommunication Reform 2012: Smart Regulation for a Broadband World - Summary* (Geneva, 2012), p. 14. Available from http://www.itu.int/dms_pub/itu-d/opb/reg/D-REG-TTR.13-2012-SUM-PDF-E.pdf.

2   Cara Pring, "99 New Social Media Stats for 2012", 10 May 2012. Available from http://thesocialskinny.com/99-new-social-media-stats-for-2012/.

3   Amelia Chen, "How Women are Shaping the Internet", *Tech In Asia*, 16 August 2010. Available from http://www.techinasia.com/how-women-are-shaping-the-internet/.

4   Alissa Skelton, "Social Demographics: Who's Using Today's Biggest Networks", 9 March 2012. Available from http://mashable.com/2012/03/09/social-media-demographics/. For a regional breakdown see comScore Data Mine, "Women Spend More Time Social Networking than Men Worldwide", 22 December 2011. Available from http://www.comscoredatamine.com/2011/12/women-spend-more-time-social-networking-than-men-worldwide/.

5   Pew Research Center, Global Attitudes Project: Social Networking Popular Across Globe – Arab Publics Most Likely to Express Political Views Online, 12 December 2012, pp. 4-5. Available from http://www.pewglobal.org/files/2012/12/Pew-Global-Attitudes-Project-Technology-Report-FINAL-December-12-2012.pdf. All references to the Pew study in the subsequent paragraphs are from this report.

The cybercitizens of Egypt, Jordan, Lebanon and Tunisia lead in the use of social networking for expressing political views and community issues: "More than seven-in-ten users of social networking sites in these countries have posted about community issues on these sites, and at least six-in-ten have shared their views about politics."

Interestingly, religion is not a particularly popular topic among users of social networking. Only about a third or less have posted on religion in 14 countries in the study. The exceptions were Egypt (at 63%), Tunisia (63%) and Jordan (62%).

According to the Nielsen's Social Media Report 2012, product research is a dominant use for social media:

> Social media's influence on purchase intent is strong across all regions, but strongest among online consumers in the Asia-Pacific, Latin America and Middle East/Africa markets. Thirty per cent of online consumers in the Middle East/Africa region and 29% in Asia-Pacific use social media on a daily basis to learn more about brands/products/services, with one-third of respondents in both regions connecting on a weekly basis.[6]

In terms of social media use by gender, we find the following:

- ·Men are more likely to use social media for business or dating. Women are more likely to use social media for relationships, sharing, entertainment and self-help.
- ·Men prefer quick access to deals or information. While women prefer a social media encounter with brands. Women are also less likely to take action on paid digital advertising.[7]

Box 2. Social Media in Arab Women's Empowerment

In the Arab world, men remain twice as likely as women to be users of social media. The barriers to women's utilization of social media can be divided into two categories: environmental and personal. Environmental factors constitute the largest barriers to Arab women's use of social media, specifically "societal and cultural constraints," in addition to "access to ICT" and "lack of relevant content for women." ... On the other hand, the personal factors, which have more to do with the skills or abilities of female social media users themselves, such as "levels of education," "ICT literacy," "confidence in social media" as a means for communication, and "levels of trust in ICT's security and privacy" are all viewed as barriers, but with smaller impact.

How can this "virtual" gender gap be closed? If the barriers to gender equality in social media use are mainly personal, then any interventions to address this gender gap should be focused on "fixing the women" by introducing more training for women or increasing their education, for instance. However, the regional survey results clearly show that barriers are predominantly environmental, and require efforts in addressing discriminatory attitudes and cultural constraints on women.

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6   Nielsen, Social Media Report 2012, p. 24. Available from http://blog.nielsen.com/nielsenwire/social/2012/.

7   Alexandra Bahou, "How men and women use social media differently", *The Indy Channel*, 8 April 2014. Available from http://www.theindychannel.com/news/how-men-and-women-use-social-media-differently.

The findings of the survey show clear similarities in the views of male and female social media users in the Arab region. Arab men and women largely agree on issues related to social media and its implications for women and civic participation. They use social media in similar ways and have similar opinions on the role that social media can play in women's empowerment.

Perhaps the most important finding of this research is the shared view of social media as a tool for women's empowerment. The majority of respondents felt that social media had the potential to be an empowering and engaging tool for women, whether in social, economic, legal, political or civic arenas. These perceptions contrast with the reality of gender inequalities that persist in the Arab region when it comes to these domains. In that sense, social media can potentially be a "change agent" towards women's empowerment in Arab societies. It is positively viewed by many social media users, whether men or women, as a medium that can trigger changes and offer new approaches for addressing these inequalities.

Even though social media is largely viewed as a tool for empowerment, ... 40 per cent of respondents asserted that social media may also present new concerns for women's civic participation. Additionally, the overarching "real life" barriers for women's empowerment may not be surmountable using social media alone. While "virtual" participation might be a first step towards women's empowerment, it may not necessarily translate into real-life participation in mainstream political, civic and public arenas. The real-life barriers on the ground within these arenas should not be underestimated, and need to be addressed in efforts to promote gender equality in the region.

Source: Dubai School of Government, "The Role of Social Media in Arab Women's Empowerment", *Arab Social Media Report*, vol. 1, no. 3 (November 2011), pp. 11-12.

In order to fully appreciate the potential of social media for development purposes, we begin by understanding what social media is.

1.1   What is Social Media?

There are at least 34 definitions of social media ranging from, "social media are primarily Internet-based tools for sharing and discussing information among human beings" to "it is a thing of opposites; compelling and annoying, time wasting and time efficient, useful and useless."[8]

Some definitions focus on the technology that underlie it: "Social media is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content."[9] Why is Web 2.0 part of the definition? Because it is the "platform for the evolution of social media." Unlike the original web, it is "a platform where content and applications are no longer created and published by individuals, but instead are continuously modified by all users in a participatory and collaborative fashion."[10]

8   Chris Lake, "What is social media? Here are 34 definitions", *Econsultancy*, 19 March 2009. Available from http://econsultancy.com/kr/blog/3527-what-is-social-media-here-are-34-definitions.

9   Andreas M. Kaplan and Michael Haenlein, "Users of the world, unite! The challenges and opportunities of Social Media", *Business Horizons*, vol. 53 (2010), p. 61. Available from http://openmediart.com/log/pics/sdarticle.pdf.

10 Ibid.

A related definition of social media is that they are "platforms that provide users the ability and tools to create and publish their own mini web sites or web pages."[11]

There are also definition in "techno-biological" terms:

> Social media is an ever-growing and evolving collection of online tools and toys, platforms and applications that enable all of us to interact with and share information. Increasingly, it's both the connective tissue and neural net of the web.[12]

Some define social media by comparing it with other communications media, like mass media. In this approach, the "many-to-many", interactive nature of social media is contrasted with mass media's one-to-many, one-way nature. It is also pointed out that social media content is primarily produced by its users, while mass media content is predominantly produced by professionals and/or professional media companies.

A useful definition is one that identifies its essential elements:

> Social media is best understood as a group of new kinds of online media, which share most or all of the following characteristics –
>
> - **Participation** – Social media encourages contributions and feedback from everyone who is interested. It blurs the line between media and audience.
> - **Openness** – Most social media services are open to feedback and participation. They encourage voting, comments and the sharing of information. There are rarely any barriers to accessing and making use of content, and password-protected content is frowned on.
> - **Conversation** – Whereas traditional media is about "broadcast" (content transmitted or distributed to an audience), social media is better seen as a two-way conversation.
> - **Community** – Social media allows communities to form quickly and communicate effectively. Communities share common interests, such as a love of photography, a political issue or a favourite TV show.
> - **Connectedness** – Most kinds of social media thrive on their connectedness, making use of links to other sites, resources and people.[13]

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11 Any Campbell, "Social Media – A Definition", 21 January 2010. Available from https://blogs.law.harvard.edu/amy/2010/01/21/social-media-a-definition/.

12 Heidi Cohen, "30 Social Media Definitions", 9 March 2011. Available from http://heidicohen.com/social-media-definition/.

13 Anthony Mayfield, What is Social Media (iCrossing, 2008). Available from http://www.icrossing.co.uk/fileadmin/uploads/eBooks/What_is_Social_Media_iCrossing_ebook.pdf.

1.2   Types of Social Media

Researchers points to at least seven kinds/forms of social media:

1. Social network sites or social networking sites
2. Blogs
3. Wikis
4. Podcasts
5. Forums
6. Content communities
7. Microblogging[14]

Social Network Sites or Social Networking Sites (SNS) are "web-based services that allow individuals to: (1) construct a public or semi-public profile within a bounded system; (2) articulate a list of other users with whom they share a connection; and (3) view and traverse their list of connections and those made by others within the system."[15] SNS sites allows us to "digitally represent our connections with other users—meaning that we can use these sites to model our network of social relationships by requesting and accepting friends or contacts."[16] SNS is not only for social butterflies. Among the benefits of SNS are: (1) managing a wider network of weak ties and bridging social capital; (2) discovering information about others to help develop common ground; and (3) coordinating and mobilizing social action.[17]

Facebook is the leading SNS. Facebook's main attraction may well be that it has made a "return to neighbourly communications" in a globalizing society possible. In 2012, Facebook had an estimated 901 million monthly active users, who spend almost eight hours per month on the site.[18] Qzone has 712 million Chinese users who write blogs, share photos and music in 2013.[19] While RenRen—the "Facebook of China"—has 172 million users in the same year.[20] Wikipedia's list of SNS includes:

- Academia.edu – for academics/researchers
- BIGADDA – an Indian SNS
- Care2 – on green living and social activism
- Cyworld – a popular South Korean SNS
- English, baby! - for students and teachers of English as a second language
- GovLoop – for people working in and around government
- italki.com – a language learning social network
- LinkedIn – a business and professional networking
- NGO Post – for non-profit news sharing and networking, mainly in India
- Ravelry – on knitting and crochet
- Vamfirefreaks.com – on gothic and industrial subculture
- Zoo.gr – a Greek SNS[21]

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14 Ibid.

15 Danah M. Boyd and Nicole Ellison, "Social Network Sites: Definition, History, and Scholarship", *Journal of Computer-Mediated Communication*, volume 13, no. 1 (October 2007), pp. 210-230. Available from http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2007.00393.x/full.

16 Nicole B. Ellison, Cliff Lampe and Charles Steinfield, "Social Network Sites and Society: Current Trends and Future Possibilities", *interactions* (January-February 2009), p. 6. Available from http://operi.us/pdftribute/pdfs/EllisonLampeSteinfield2009.pdf.

17 Ibid.

18 Cara Pring, "99 New Social Media Stats for 2012", 10 May 2012. Available from http://thesocialskinny.com/99-new-social-media-stats-for-2012/.

19 GO-Globe.com, "Social Media in China – Statistics and Trends", 12 March 2013. Available from http://www.go-globe.com/blog/social-media-china/.

20 Ibid.

21 Wikipedia, "List of social networking websites". Available from http://en.wikipedia.org/wiki/List_of_social_networking_websites.

Blogs, short form of "web logs", are sites "containing the writer's or group of writers' own experiences, observations, opinions, etc. These blog sites often have images and links to other websites.[22] Blogs give anyone an opportunity to publish his/her own view for the world to read and get feedback. There are three main styles of blogging: (1) personal blogs – where the blogger recounts his/her offline life; (2) filter blogs – where the blogger sifts the web for the reader; and (3) topic-driven blogs.[23]

In its early days blogs were seen as a threat to newspapers. They were seen as "killing off newspapers".[24] But blogging has evolved from the individual blogger publishing his/her own views to bloggers who are part of big professional sites (such as Huffington Post). Newspapers too have evolved—blogging is now a feature of most news organizations. As an observer notes: "News sites are becoming bloggier, with more assiduous editorial standards, while big blog sites are becoming newsier."[25]

As of July 2012, there are an estimated 31 million US bloggers discussing a wide range of issues.[26] Below is a list (with short descriptions) of the five most influential bloggers (according to Technorati):

- The Huffington Post – a news website, content aggregator and blog that receives over one million comments each month.
- Mashable – *a* news website focused on social media news, but also covers news and developments in mobile, entertainment, online video, business, web development, technology, memes and gadgets.
- BuzzFeed – a website that combines a technology platform for detecting viral content with an editorial selection process to provide a snapshot of the "viral web in realtime". It consists of a time-sequential list from users and staff members of posts (usually either a video, image or link) that captures the essence of viral media currently resonating on the web.
- Business insider – a US business and technology news website.
- The Verge – a website that covers the intersection of technology, science, art and culture. [27]

Bloggers provide insights on political regimes. A compilation of Caracas Chronicles' best blogs has been described as "an essential for anybody interested in Venezuela."[28] Bloggers also play a role in social change. In Tunisia, "bloggers played a key role in spreading ideas, information and accounts of brutality in the run up to the revolution that ousted Zine El Abidine Ben Ali."[29] Egypt's 160,000 bloggers have been influential in the 2011 uprising that toppled Mubarak.[30]

Most people know of **wiki** because of Wikipedia. Wikipedia is to wiki what Facebook is to social networking. A wiki "is a piece of server software that allows users to freely create and edit web page content using any web browser."[31] It is the platform used by Wikipedia, "a collaboratively

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22 Dictionary.com, "blog". Available from http://dictionary.reference.com/browse/blog.

23 Jill Walker Rettberg, *Blogging* (Cambridge, UK, Polity, 2008), pp. 9-17.

24 Alex Priest, "Blogging and Social Media are Killing Off Newspapers - Including the New York Times?", Technorati, 9 September 2010. Available from http://technorati.com/social-media/article/blogging-and-social-media-are-killing/.

25 Felix Salmon, "How blogs have changed journalism", 16 March 2011. Available from http://blogs.reuters.com/felix-salmon/2011/03/16/how-blogs-have-changed-journalism/.

26 Zac Johnson, "State of the Blogging World in 2012", 25 July 2012. Available from http://www.blogworld.com/2012/07/25/state-of-the-blogging-world-in-2012/.

27 Technorati, "Top 100". Available from http://technorati.com/blogs/top100/. The short descriptions of the blogs are from Wikipedia.

28 Jose de Cordoba, "Blogging the Revolution: Caracas Chronicles and the Hugo Chavez Era by Francisco Toro and Juan Cristobal Nagel", *Americas Quarterly* (Summer 2013). Available from http://www.americasquarterly.org/content/blogging-revolution-caracas-chronicles-and-hugo-ch%C3%A1vez-era-francisco-toro-and-juan-cristobal.

29 Angelique Chrisafis, "Tunisia's most influential bloggers prepare for historic elections", *The Guardian*, 22 October 2011. Available from http://www.theguardian.com/world/2011/oct/22/tunisian-elections-bloggers.

30 Mary Beth Sheridan, "US warns against blocking social media, elevates Internet freedom policies", *Washington Post*, 28 January 2011. Available from http://www.washingtonpost.com/wp-dyn/content/article/2011/01/28/AR2011012804554_2.html?sid=ST2011012806871.

31 What Is Wiki, 27 June 2002. Available from http://wiki.org/wiki.cgi?WhatIsWiki.

edited, multilingual, free Internet encyclopedia."[32] Even more impressive than Wikipedia's over 24 million articles, (over 4.1 million in the English edition of Wikipedia alone), is that Wikipedia is written collaboratively by volunteers around the world. This massive feat was made by following these basic concepts that are at the heart of all wikis:

- Open and instantaneous editing
- A full record of edits
- Special editing syntax that is considerably easier to learn than HTML
- Linked pages – all pages on Wikipedia are linked to other Wikipedia pages to form a web of hypertext or interlinked pages
- Multimedia content
- Content standards – Wikipedia does not take everything; all articles must be encyclopedic, neutral and verifiable
- Content up for discussion – each wiki page and article has an associated discussion or talk page. Interested editors can discuss any changes to an article
- Incremental improvements to articles
- Collaborative decision-making
- Community – a dedicated and complex volunteer community is behind Wikipedia, developing content, policies and practices
- Multilingual content – the articles are not just in English
- Totally free – no fees are charged for accessing the content on Wikipedia[33]

A **podcast** is "a type of digital media consisting of an episodic series of audio radio, video, PDF, or ePub files subscribed to and downloaded through web syndication or streamed online to a computer or mobile device."[34] Podcasting gives an individual the ability to set up his/her own radio station. It is considered by some as a "disruptive technology" since it "allow(s) for new and different ways of doing familiar tasks, and in the process, may threaten traditional industries."[35]

There are podcasts on a wide range of topics. We can get an idea of the range from categories of the Podcast Awards: business, comedy, cultural/arts, education, entertainment, food and drink, gaming, gay/lesbian/bisexual/transsexual, health/fitness, mature, movies/films, music, politics/news, religion inspiration, science, sports, technology, and travel.[36]

Other have asked if podcasts are still relevant in the age of multimedia. But it remains popular. In 2013, there were 31 million people that were downloading at least one podcast a month in the US.[37] The continuing popularity of podcasts has been attributed to the "growing strength of mobile, the continued (but slightly lessened) strength of Apple for podcast discovery and download, and a slow but ever-growing increase for Android in terms of podcast consumption."[38]

Forums are "online discussion sites where people can hold conversations in the form of posted messages."[39] It is "hierarchical or tree-like in structure: a forum can contain a number of subforums, each of which may have several topics."[40] Forums trace their origins to the dial-

32 Wikipedia, "Wikipedia". Available from http://en.wikipedia.org/wiki/Wikipedia.

33 Phoebe Ayers, Charles Matthews and Ben Yates, *How Wikipedia Works: And How You Can Be a Part of It* (San Francisco, CA, No Starch Press Inc., 2008), pp. xxi-xxii. Available from http://ia600603.us.archive.org/31/items/HowWikipediaWorks/HowWikipediaWorks.pdf.

34 Wikipedia, "Podcast". Available from http://en.wikipedia.org/wiki/Podcast.

35 Robert Godwin-Jones, "Emerging Technologies: Skype and Podcasting: Disruptive Technologies for Language Learning (paginated PDF version)", *Language Learning & Technology*, volume 9, no. 3 (September 2005), pp. 9-12. Available from http://llt.msu.edu/vol9num3/emerging/default.html.

36 Podcast Awards. Available from http://www.podcastawards.com/.

37 Patrick Caldwell, "Podspotting: The state of podcasting 2013", *The Daily Dot*, 7 March 2013. Available from http://www.dailydot.com/entertainment/state-of-podcasting-2013-roman-mars/.

38 Next Market, "Podcast Downloads: Mobile Ascending, Apple Still Dominant, Android Making Strides". Available from http://blog.nextmarket.co/post/68990990079/podcast-downloads-mobile-ascending-apple-still.

39 Wikipedia, "Internet forum". Available from http://en.wikipedia.org/wiki/Internet_forum.

40 Ibid.

up bulletin board systems of the 1970s. But they are a form of social media because, from a technological perspective, forums "are web applications managing user-generated contents."[41]

Forums may not be sexy because they are text-based, but they have a considerable reach. According to a survey of American social media users, "more Americans (who are) 12 and older read message boards each week (62 per cent) than read blogs (54 per cent)."[42] The same survey reveals that nearly two-thirds of those surveyed read online message boards each week.

As to be expected there is a wide variety of topics being discussed by forums. The following are rated by Squidoo as among the "20 of the best and most interesting discussion forums":

• Asia Finest Discussion Forum (http://www.asiafinest.com) – on Asian issues
• Volconvo (http://www.volconvo.com/forums/) - for controversial issues
• Grace Centered Forums (http://www.gracecentered.com/christian_forums/index.php) – on topics of interest to Christians
• Unexplained Mysteries Discussion Forums – on the unexplained mysteries in our world
• Perspectives (http://www.perspectives.com/forums/) – for uptight people who do not like the perspectives of others[43]

A **content community** is "defined by a group of people coalescing online around an object of interest held in common. The object can be just about anything e.g., photos, videos, links, topic or issue, and is often organized and developed in a way that either includes social network elements or makes them central to the content."[44]

YouTube and Flickr are the most popular content communities. YouTube has becomes the world's video-sharing site. Seventy per cent of its traffic comes from outside the US and it is localized in 39 countries and across 54 languages.[45] Following are some staggering facts about YouTube:

• 60 hours of video are uploaded every minute, or one hour of video is uploaded to YouTube every second.
• Over 4 billion videos are viewed a day.
• Over 3 billion hours of video are watched each month on YouTube.
• More video is uploaded to YouTube in one month than the three major US networks created in 60 years.[46]

Flickr is an image hosting site that is home to over 7 billion images.[47] In Flickr, users upload photos, index them with tags, post them to thematic groups, and put comments to them. While only a photo's owner can post to a group, any user can tag and comment on other users' photos. It has been argued that the "main originality of Flickr is the way it facilitates conversation between amateurs of photography, who doesn't know each other in real life and who both play and gain reputation with photography."[48]

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41 Ibid.

42 Jason Falls, "Forums Outperform Blogs in Social Media Use", *Social Media Explorer*, 10 October 2012. Available from http://www.socialmediaexplorer.com/social-media-research-2/forums-outperform-blogs-in-social-media-use/.

43 Squidoo, "20 of the best and most interesting discussion forums". Available from http://www.squidoo.com/20OfTheMostInterestingInternetDiscussionForums.

44 Technology In Prevention, "Content Communities". Available from http://technologyinprevention.wikispaces.com/Content+Communities.

45 Jeff Bullas, "35 Mind Numbing YouTube Facts, Figures and Statistics – Infographic", 23 May 2012. Available from http://www.jeffbullas.com/2012/05/23/35-mind-numbing-youtube-facts-figures-and-statistics-infographic/#rZ0h465xBbfijZSf.99.

46 Ibid.

47 Flickr blog, "Say hello to the new Flickr Uploadr", 25 April 2012. Available from http://blog.flickr.net/en/2012/04/25/say-hello-to-the-new-flickr-uploadr/.

48 Christophe Prieur and others, "The Strength of Weak Cooperation: A Case Study on Flickr". Available from http://arxiv.org/pdf/0802.2317.pdf.

Microblogging "is the practice of posting small pieces of digital content—which could be text, pictures, links, short videos, or other media—on the Internet."[49] Twitter and Sina Weibo are the leaders in this field.

Twitter users send and read "tweets"—text-based messages of up to 140 characters. As of July 2012, Twitter has 517 million accounts (with only 141.8 million of those users in the US).[50] The top three cities in terms of tweets are: Jakarta, Tokyo and London. It has been observed that:

> Twitter is changing. Once a platform for quick and innocuous updates about people's day to day lives, it's become a resource for revolution, charity, politics and emergency relief. It's gone from a pithy distraction used by attention deficit adolescents to a practically mandatory space of worldwide interaction and connection—a great leveler of people.[51]

Sina Weibo, was described in early 2011 as "a red-hot microblogging service... (whose) features now far surpass those of Twitter, including threaded comments, pictures, videos, instant messaging and location-based services."[52] By 2013, it has more than 500 million users.[53] According to a BBC report:

> (Sina) Weibo's ability to connect people has been used by campaigns to help street children, boycott polluting companies, even to ban the use of sharks' fins in soup. ... It has also given ordinary people new opportunities for self-expression; not only can 140 characters in Chinese express more than in a western language, but Weibo has pioneered the inclusion of video and photographic images."[54]

Another Chinese microblogging site, Tencent Weibo has 507 million users.[55]

Others consider **social network game** as a form of social media. According to Wikipedia, a social network game is "a type of online game that is played through social networks, and typically features multiplayer and asynchronous game play mechanics."[56] Others talk of social games that are characterized by the following features:

• **Turn-based** – A social game is not social unless you are playing with another person. As such, social games enable users to take turns.
• **Awareness of others' actions in games** – When you could see in your news feed that your friend just bit another one of your friends to turn them into a vampire, suddenly there is social context, making you more likely to interact with the game.

49 Educause, "7 things you should know about microblogging", 7 July 2009. Available from http://www.educause.edu/library/resources/7-things-you-should-know-about-microblogging.

50 Ingrid Lunden, "Analyst: Twitter passed 500m users in June 2012, 140m of them in US; Jakarta 'biggest tweeting' city", *Tech Crunch*, 30 July 2012. Available from http://techcrunch.com/2012/07/30/analyst-twitter-passed-500m-users-in-june-2012-140m-of-them-in-us-jakarta-biggest-tweeting-city/.

51 Lindsey Weedston, "Top 10 Best Uses of Twitter in 2012", *Social Media Today*, 28 December 2012. Available from http://socialmediatoday.com/lindsey-weedston/1113606/top-10-best-uses-twitter-2012.

52 Kai Lukoff, "China's Top 15 Social Networks", *TechRice*, 8 March 2011. Available from http://techrice.com/2011/03/08/chinas-top-15-social-networks/.

53 GO-Globe.com, "Social Media in China – Statistics and Trends", 12 March 2013. Available from http://www.go-globe.com/blog/social-media-china/.

54 Duncan Hewitt, "Weibo brings change to China", *BBC News Magazine*, 31 July 2012. Available from http://www.bbc.co.uk/news/magazine-18887804.

55 GO-Globe.com, "Social Media in China – Statistics and Trends", 12 March 2013. Available from http://www.go-globe.com/blog/social-media-china/.

56 Wikipedia, "Social Network Game". Available from http://en.wikipedia.org/wiki/Social_network_game.

- **Casual gaming** – "Social gaming" is not really for so called "hardcore gamers". As it is currently referred to, social gaming is for the average user and not for someone who plans on playing 24 hours a day. Then again, that may be an unexpected side effect.
- **Multiplayer** – You cannot be social without there being other people so whether it is two or two hundred users, the game has to be multiplayer for it to be social.
- **Based on social platforms** – In the context of social gaming, social platforms provide users with an identity and the backbone for simple forms of communication (such as notifications, etc.)[57]

Farmville is perhaps the most popular (or well known) social game.

The US government does not list games but **gamification** among the commonly used types of social media.[58] It is defined as "the practice of using game technology or design principles for something that is not inherently game-like." It specifically states that:

> Gamification should not be confused with serious games— games that are designed to teach, motivate, practice or train for interactive simulations. Instead gamification uses the psychology and philosophy of video games employed by video game designers to motivate behavior.[59]

1.3   Social Media as a Tool

A key point to remember about social media is that it is a form of "many-to-many communications" where "people can input and receive information to and from the Internet; they will be able to connect and communicate dynamically within a flexibly formed scope; there will be no artificial boundary between information and communication tools; and the definition of "many" will go well beyond people to include entities such as organizations, products, processes, events, concepts and so on."[60]

It is hard to neatly delineate what is included and what is not included in social media. The margins are blurry. While this may matter for academics and researchers, this is acceptable for our purposes. What is important is that we have a good (even broad) understanding of what social media is so we can exploit its unique features to achieve developmental goals.

But there are a number of things that we have to remember when we consider how social media can be a tool for development.

The first is that social media, like other technologies, are enabling and constraining tools. They enable new kinds of activities but do so within their own terms. For instance, teachers can use Twitter to create hashtags around lessons and topics that students can follow and keep a record of what was taught in class. But teachers have to tweet using a maximum of 140 characters at a time. Facebook enables new modes of sharing and collaboration but users have to learn to create, use and maintain a Facebook page, including understanding Facebook's privacy policies and settings.

57   Nick O' Neill, "What Exactly are Social Games", Social Times, 31 July 2008. Available from http://socialtimes.com/social-games_ b690.

58   HowTo.gov, "Types of Social Media". Available from http://www.howto.gov/social-media/social-media-types.

59   HowTo.gov, "Using Gamification in Federal Projects". Available from http://www.howto.gov/social-media/gamification.

60   Organic Design, "Many-to-many". Available from http://www.organicdesign.co.nz/Many-to-many.

Social media also does not operate in a vacuum. Unfortunately, like other new technologies, social media "conventionally operates so as to enrich and empower those with the resources (and the capabilities) to manage and direct those processes in their own interests both on corporate and individual levels."[61] Thus, in order to widely enjoy the benefits of social media, one must not only address technical issues or how to develop competencies. One must also look at the social structure and culture.

Exercise 1. Social media in my country

Give one example for at least five (of seven) different types of social media being used in your country. Examples could include private and/or commercial uses (and not just government use) of social media. Fill in the table below.

Where possible include some data (e.g., under SNS: *The Philippines has been nicknamed the "Social Networking Capital of the World" because up to 95 per cent of all Internet users are on SNS.*)

You may use the Internet/web to search for different uses of social media in your country.

Types of social media	Examples and uses (with data)	URL
SNS		
Blogs		
Wikis		
Podcasts		
Forums		
Content communities		
Microblogging sites		

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61 Michael Gurstein, *What is Community Informatics (and Why Does It Matter?)* (Milan, Polimetrica, 2007), p. 14.

2.   SOCIAL MEDIA AND SOCIETY

> **This section aims to discuss the transformational effect of social media on society.**

In this section we examine three areas where social media is changing society: social relationships, economic production and political participation.

2.1   Social Media and Social Relationships

Anthropology Professor Daniel Miller suggests that social media, particularly Facebook, affects the individual in two ways: (1) Facebook helps to make relationships; and (2) Facebook helps those who struggle with relationships.[62]

Facebook facilitates the creation of "social networks"—a tightly knit group that serves as an individual's support system and safety net. Think "relatives", "gang", "alumni associations", "church mates". Facebook did not invent social network."[63] Facebook did not even invent computer-based networks. What Facebook did is to make it easier to connect and sustain a relationship with family members, close friends, neighbours, former classmates and others.

Social media eliminates the need for face-to-face interaction to create/sustain social networks. Miller argues that this is a boon for the elderly, mothers who find they have to stay at home with young children, and those who feel shy, less attractive, or less confident, in face-to-face situations.

Social media has become an important link to the outside world for stay-at-home mothers. A 2009 study in the US revealed that: "Mothers with children at home are more likely to use social media than any other average person."[64] Retirees also benefits from social media. Doug Shadel, of the American Association of Retired Persons, believes that Facebook and Skype are "a great way for [retirees] to keep track of the lives of people who are important to them."[65] Social media also helps those who are physically challenged. Twitter is being used by those physically disabled, "as their stage to create newfound identities, unconstrained by their bodies' limitations."[66]

Social media helps build communities, particularly "intentional communities of common concerns and convictions."[67] Intentional communities are groups that we choose to be a part of because of shared interest, causes or objectives. Unintentional communities are those where we become members by virtue of birth or residence. Family and nationality are unintentional communities. In the past, creating and maintaining intentional communities is circumscribed by geography. Beyond a certain distance, maintaining intentional communities require a lot of effort and mobility. Social media makes participation in intentional communities easy. For instance,

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62   Daniel Miller, *Tales from Facebook* (Cambridge, UK, Polity Press, 2011), pp. 165-180.

63   Lee Rainie and Barry Wellman, *Networked: The New Social Operating System* (Cambridge, MA, MIT Press, 2012), p. 21.

64   Avi Savar, "Study: Stay-at-home moms dominate social media", 21 September 2009. Available from http://c2c.bigfuel.com/momentum/trends-momentum/study-stay-at-home-moms-dominate-social-media.

65   Vanessa Ho, "Facebook Keeps Families in Touch", *AARP Bulletin*, 1 January 2012. Available from http://www.aarp.org/technology/social-media/info-01-2012/facebook-keeps-families-in-touch-wa.html.

66   Carmen R. Gonzales, "Twitter: Remaking the Persona of the Physically Challenged", *TwiTip*. Available from http://www.twitip.com/twitter-remaking-the-persona-of-the-physically-challenged/.

67   D. E. Wittkower, "A Reply for Facebook Critics", in *Facebook and Philosophy* (Chicago and La Salle IL, Open Court, 2010), p. xxv.

Facebook effortlessly allows individuals to create "groups" (a shared group for you and some of your friends, like your film night buddies, sports team, siblings or book club). For each group, the privacy settings can be: "open" (anyone can see the group, who is in it and what members post), "closed" (anyone can see the group and who is in it, but only members see posts), or "secret" (only members see the group, who is in it and what members post). Social media, like other technologies that made us mobile (e.g. cars, trains and planes), gives individuals more options on which communities to join.

Another virtue of social media is that it enables efficient social bonding despite geography. For instance, social media allows migrant workers to sustain a relationship with family and friends, thereby relieving the effect of their living in different countries.

This ability to sustain relationships across oceans is not a trivial matter. According to the International Organization for Migration, there are 105 million persons working in a country other than their country of birth.[68] Most of them leave their homes because of lack of economic opportunities or to seek better opportunities abroad. Others leave because of violence or lack of freedoms. Regardless of motivation, they all have to contend with loneliness of being separated from their families and friends. Social media has made working overseas more tolerable.

2.2   Social Media and the Economy

Social media is helping small businesses grow, unlocking new values by increasing knowledge worker productivity and creating new ways of producing things.

Small Business

Using social media in business is not only for large corporation. The statistics below shows that small businesses also benefit from social media:

- After receiving 1,000 Facebook likes, small businesses received a 158 per cent increase in web traffic, and businesses with over 51 Twitter followers gained 106 per cent more web traffic than those with 25 followers.
- The 2013 Vision Critical Survey reported that 4 in 10 social media users purchased an item after sharing it or favouriting it on Twitter, Facebook or Pinterest. Further, 29 per cent of people who shared or favourited an item on Facebook proceeded to purchase the item within 24 hours. Even between 1-3 weeks later, customers were still buying something they had seen and liked on Facebook at a steady 29 per cent.
- Social media does not just drive online sales, but in-store sales as well and at comparable rate. After sharing or favouriting something via Twitter, 17 per cent were driven to purchase the item in-store while 18 per cent were driven to purchase the item online. Pinterest is also the most likely to drive spontaneous purchasing, as 47 per cent of Pinterest users just "happened upon" an item online before deciding to make the purchase, while only 28 per cent were actually looking for a particular item.
- With 75 per cent of 18-34 year old social media users checking their Facebook several times a day, it is not hard to see how 42 per cent of businesses acquired customers through this platform. Moreover, 57 per cent acquired customers via LinkedIn's networking channels, and 48 per cent via Twitter.[69]

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68 International Organization for Migration, "Labour Migration". Available from http://www.iom.int/cms/en/sites/iom/home/what-we-do/labour-migration.html.

69 Cara Pring, "Social Media and Other Tips for New Small Businesses", *The Social Skinny*, 10 November 2013. Available from http://thesocialskinny.com/social-media-and-other-tips-for-new-small-businesses/.

Marketing experts suggest that social media is an effective way for small businesses to connect with customers and build a brand for little cost. But creativity is required. Effective use by small businesses means "creating informative, relevant content at a rate that does not become annoying to the people who follow your social media."[70]

Box 3. Twitter Best Practices for Small Businesses

One of the most important goals for a small business is ensuring growth and popularity. To be able to connect with existing customers and potential consumers, and establishing a relationship can be extremely beneficial for any business to flourish. One of the best ways to achieve this is to make use of the potential that popular social media sites such as Twitter have to offer. Twitter is not very difficult to use. If learnt and employed correctly it can prove to be the right step that your business needs to reach new heights of success by helping you connect with customers and strengthening your message.

Regular tweeting about your business and issues that are relevant is a great way to capture people's attention to what you have to offer. Using hashtags in your tweets are the best way to make your readers aware of the context of your tweet. According to Twitter, tweets that include a hashtag followed by a keyword can dramatically increase the popularity and following that tweets can achieve.

Getting your tweets retweeted should be one of your main aims. Tweets that have been retweeted can gain a huge audience, which in turn can drastically increase the reach of your brand name.

Establishing credibility and publishing content that is of high quality is very important for you to achieve the maximum out of your business' Twitter account. Using Twitter and integrating this social media platform into your customer service strategy has proved to be extremely efficient and effective. Promoting tweets that you know will be well accepted in the community can be the perfect start for gaining a base of followers and achieving popularity over a larger community.

Source: Mark Scott, "Twitter Best Practices for Small Businesses", *Social Media Today*, 17 October 2013. Available from http://socialmediatoday.com/docmarkting/1833391/twitter-best-practices-small-businesses.

The Social Economy

A study by the McKinsey Global Institute (MGI) entitled "The Social Economy" estimates that between USD 900 billion and USD 1.3 trillion in value could be gained through the use of social media in consumer packaged goods, retail financial services, advanced manufacturing and professional services.[71] Two thirds of this estimated value could come from "improving communications and collaboration within and across enterprises."[72] Social media also has the potential to improve knowledge worker productivity by 20-25 per cent.[73] Furthermore:

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70 Morgan Harding, "Social media important tool for small business", *The Times-Tribune.com*, 10 November 2013. Available from http://m.thetimes-tribune.com/news/business/social-media-important-tool-for-small-business-1.1582774.

71 MGI, *The social economy: Unlocking value and productivity through social technologies* (2012), p. 3. Available from http://www.mckinsey.com/insights/high_tech_telecoms_internet/the_social_economy.

72 Ibid.

73 Ibid.

A considerable fraction of the USD 900 billion to USD 1.3 trillion value potential in these industries could be captured by consumers in the form of lower prices, higher quality products, offerings better suited to their needs and improved customer service.[74]

How can social media make this possible? The MGI study suggests that social media has distinctive properties that make them "uniquely powerful enablers of value creation", as follows:

- Social media endows social interactions with the speed, scale and economics of the Internet;
- Social media provides a means for any participant to publish, share and consume content within a group;
- Social media can create a record of interactions and/or connections (a "social graph") that can be used by consumers to manage their social connections and by others to analyze social influence; and
- Social media can "disintermediate" commercial relationships and upend traditional business models.[75]

More concretely, the value creating impact of social media can be seen at the organization level. Table 1 identifies how social media contributes to various activities.

Table 1. The contribution of social media to activities at the organization level

Activities	Social Media Contribution
Product Development	• Derive customer insights • Co-create products
Operations and Distribution	• Help forecast and monitor • Use to distribute business processes
Marketing and Sales	• Derive customer insights • Use social technologies for marketing communication/ interaction • Generate and foster sales leads • Social commerce
Customer Service	• Provide customer care
Business Support (e.g. HR, Finance and Accounting)	• Improve collaboration and communication • Match talent to tasks
Enterprise-wide	• Improve intra- or inter-organizational collaboration and communication • Match talent to tasks

The MGI report also observed that social media "can be disruptive to existing power structures, either corporate or governmental" because it "allows people to connect at a different scale and create a unified, powerful voice—as consumer groups or entire societies—that can have significant impact on the ways in which dialogues are shaped and policy is made."[76]

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74   Ibid., p. 9.
75   Ibid., pp. 2-3.
76   Ibid., p. 8.

Wikinomics

Social media does not only create new values, it also transforms the economy.

Don Tapscott and Anthony Williams suggest that "new forms of mass collaboration are changing how goods and services are invented, produced, marketed and distributed on a global basis."[77] They call this new arts and science of collaboration "wikinomics".

For Tapscott and Williams, social networking is becoming social production, where self-organizing groups of peers design and produce everything from software to motorcycles.[78]

Wikinomics is based on collaboration, openness, sharing, integrity and interdependence:

- Openness, both in terms of disclosure to stakeholders and the use of open technologies and standards, is believed to be a new competitive force and an essential precondition for building productive relationships with potential collaborators.
- In wikinomics, sharing means releasing or handing over of assets, either by placing them in the "commons" for others to use or by sharing them with interested users under revenue generating licensing agreements.
- The forces of this complex networked age, and not just by regulators and institutional shareholders, is driving corporates to act with integrity.
- The interdependence—of actions and events—encourages and enforces mutual cooperation through a new division of labour among business, government, the civic sector and the individual citizen—a new pillar enabled by the Internet.

Local Motors is a good example of wikinomics. Local Motors describes itself as the leader in "next-generation, crowd-powered automotive design, manufacturing and technology."[79] It is a unique car manufacturer because it relies on an online community of designers from 121 countries to design next-generation cars (instead of an in-house Research and Development Department). It manufactures its state-of-the-art composite car frames but not the engine and other car parts. It sources these from the secondary market. It does not own a massive manufacturing facility but is building a network of microfactories around the US to produce cars that will be designed for that particular geography. There are no Local Motors dealerships. Local Motors only sell their cars via the Internet.

Another example of wikinomics is "Ideagoras"—online market places for solutions and talent.

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77 Don Tapscott and Anthony D. Williams, *Wikinomics: How Mass Collaboration Changes Everything* (New York, Penguin Group, 2006), p. 10.

78 Don Tapscott and Anthony D. Williams, *Macrowikinomics: Rebooting Business and the World* (London, Atlantic, 2010), pp. 26-35.

79 Local Motors blog. Available from https://localmotors.com/blog/press/.

Case Study 1. Ideagora, a Marketplace for Minds

A growing marketplace for ideas, innovations and uniquely qualified minds is changing the long-standing rules of innovation and talent management. Companies seeking solutions to seemingly insoluble problems can tap the insights of hundreds of thousands of enterprising scientists without having to employ everybody full-time. This shift is rippling through Corporate America and changing the way companies invent and develop products and services.

Take Colgate-Palmolive. The company needed a more efficient method for getting its toothpaste into the tube—a seemingly straightforward problem. When its internal Research and Development Team came up empty-handed, the company posted the specs on InnoCentive, one of many new marketplaces that link problems with problem-solvers. A Canadian engineer named Ed Melcarek proposed putting a positive charge on fluoride powder, then grounding the tube. It was an effective application of elementary physics, but not one that Colgate-Palmolive's team of chemists had ever contemplated. Melcarek was duly rewarded with USD 25,000 for a few hours work.

Today, some 120,000 scientists like Melcarek have registered with InnoCentive and hundreds of companies pay annual fees of roughly USD 80,000 to tap the talents of a global scientific community. Launched as an e-business venture by US pharmaceutical giant Eli Lily in 2001, the company now provides on-demand solutions to innovation-hungry titans such as Boeing, Dow, DuPont, P&G and Novartis.

Today, these companies are pioneers among thousands of businesses that participate in what we call "ideagoras"—places where millions of ideas and solutions change hands in something akin to an eBay for innovation.

Source: Don Tapscott and Anthony D. Williams, "Ideagora, a Marketplace for Minds", *Bloomberg Businessweek*, 15 February 2007. Available from http://www.businessweek.com/stories/2007-02-15/ideagora-a-marketplace-for-mindsbusinessweek-business-news-stock-market-and-financial-advice.

2.3   Social Media and Political Participation

Social media enables new forms of political participation—how citizens ensure that their interests are translated into policies that serve them—because it provide means for citizens to engage in discussions with each other, their elected representatives and other political officials on how to steer society. In societies with more developed ICT infrastructure we already see new forms of social media-enabled political participation.

The 2012 Pew Research Center's Internet and American Life Project reports that 39 per cent of all American adults have done at least one of the following eight civic or political activities:

- Like/promote political material
- Encourage others to vote
- Post thoughts on issues

- Repost political content
- Encourage others to act
- Post links to political stories
- Belong to political group on SNS
- Follow officials/candidates on social media[80]

New social media-enabled forms of political participation is also emerging in developing countries. The "selfie protest" is an example. A selfie—"a photograph that one has taken of oneself, typically with a smartphone or webcam and uploaded to a social media website"—was Oxford Dictionary's word of the year in 2013.[81] It is also widely popular. Some see selfies as narcissistic.[82] Others see it as empowering. But selfies have also become a mode of political protest.

In December 2013, a car bomb attack that killed a politician and some bystanders led to a "selfie protest" against violence in Lebanon.[83] The death of a teenager who was taking selfies with his friends moments before the explosion prompted a group of young Lebanese to create a Facebook protest page called "Not a martyr". Their goal was to portray the bystander who was killed as a "victim" and undermine the view that he is a "martyr". Aside from the Facebook page, a Twitter account was set up and soon thereafter #notamartyr began to trend. The protest organizers asked others to post selfies with short messages. More than 7,000 people have "liked" the page, and hundreds have posted their own selfies.[84]

A selfie protest was also mounted by migrants in the US. The soft-glove treatment given to Justin Bieber—a Canadian teen pop star—by US immigration authorities in 2014 triggered a selfie protest among US immigrants from the developing world. According to an Al Jazeera report:

> Young immigrants have used the hashtag #undeportable to post selfies with fake blonde hair and blue eyes, sending the message that they believe preferential treatment is given to white immigrants and that anti-immigrant rhetoric is often against Latinos.[85]

Elections and Political Campaigns

Social media has also had an important effect on elections and political campaigns.

The US elections of 2008 and 2012 showed the world how social media can help win national elections.[86] A study on the role of social media in the 2008 US Presidential elections concludes that:

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80 Pew Research Center, "Social Media and Political Engagement", 19 October 2012, pp. 2-5. Available from http://www. pewinternet.org/files/old-media//Files/Reports/2012/PIP_SocialMediaAndPoliticalEngagement_PDF.pdf.

81 Trey Barrineau, "Selfie named word of the year for 2013", *USA Today*, 5 December 2013. Available from http://www.usatoday. com/story/life/people/2013/11/18/selfie-named-word-of-the-year-2013/3634727/.

82 What I See, "Selfie obsession: Narcissistic or empowering?" Available from http://whatiseeproject.com/news/selfie-obsession-narcissistic-or-empowering.

83 Cordelia Hebblethwaite, "#BBCtrending: Lebanon's #notamartyr selfie protest", BBC. Available from http://www.bbc.co.uk/news/ blogs-trending-25623299.

84 Israel News, "Lebanese teen's death sparks selfie anti-violence protest". Available from http://www.ynetnews.com/ articles/0,7340,L-4475471,00.html.

85 Al Jazeera, "#Undeportable campaign argues racial bias in US immigration enforcement", 27 Janaury 2014. Available from http://america.aljazeera.com/watch/shows/the-stream/the-stream-officialblog/2014/1/27/-undeportable-campaignarguesracialbia sinimmigrationpolicy.html.

86 Alex Kantrowitz, "8 Big Social Media Takeaways from the 2012 Election Campaign", 1 November 2012. Available from http:// www.pbs.org/mediashift/2012/11/8-big-social-media-takeaways-from-the-2012-election-campaign306.html.

> Social media has profoundly changed political communications in the United States. … The 2008 US presidential election was another step in the direction of democratic discourse enabled by social media technology. While the end-state of such discourse is not possible to predict, what is clear is that the people formerly known as the audience, empowered by technologies and spurred on by their fellow formerly passive audience compatriots have a bigger role to play than ever before.[87]

The influence of social media is also evident in Brazil's October 2010 elections for President, Senate, Governor, and the lower house of Congress, known as the Chamber of Deputies. A study finds:

- The vast majority of major party candidates who won their race, across all levels of office, have integrated digital media into their overall campaign strategies; and
- All of the winning governors who had the backing of minor parties had successful Internet, social and mobile media strategies. Senators from minor parties who won office had better organized social media campaigns than losers. For federal deputies, the contrast between winners and losers is most stark: Winning minor party candidates invested in Internet, social and mobile media campaigns significantly more than their opponents.[88]

Among its conclusions is that those who won in Brazil's 2010 elections have invested more in Internet, social and mobile media strategies than their opponents.[89]

Social media's sway over elections is increasingly felt in the developing world. In Asia, social media played important roles in the elections in Singapore (2011), India and Malaysia (2013), and Indonesia (2014).

Singapore's 2011 elections shocked the foundation of the country's political system. For the first time in decades, the dominant political party, the PAP, received only 60 per cent of the popular votes. Many attributed the "success" of the opposition to social media. A study by Singapore's Institute of Policy Studies shows that the "Internet helped raise political awareness in the two years leading to the election, but the web's influence during the campaign itself was 'not as much as a lot of people thought'."[90] Other analysts believe that social media's impact on the elections had been broader: "social media's influence on the elections carried more in the way of 'soft power' highlighting the more far-ranging transformational effects that social media campaign coverage had on Singapore politics as a whole."[91]

In Indonesia's 2014 parliamentary elections all qualified political parties used social media to engage voters.[92] Traditional media outlets provided extensive election information via social media. Non-governmental organizations (NGOs) and election watchdogs also used social media to solicit public reports of vote buying and other electoral violations. This is because social media

87 Emily Metzgar and Albert Maruggi, "Social Media and the 2008 U.S. Presidential Election", *Journal of New Communications Research,* vol. 4, issue 1 (Spring/Summer 2009), pp. 161-162. Available from http://fralincm.files.wordpress.com/2011/06/socialmedia_08election.pdf.

88 Jason Gilmore and Philip N. Howard, "Does Social Media Make a Difference in Political Campaigns? Digital Dividends in Brazil's 2010 National Elections", Center for Communication and Civic Engagement Working Paper 2013-2, University of Washington, 6 May 2013, p. 14. Available from http://ccce.com.washington.edu/projects/assets/working_papers/Does%20Social%20Media%20Make%20a%20Difference%20in%20Political%20Campaigns.pdf.

89 Ibid.

90 Shibani Mahtai, "Poll Questions Social Media's Influence in Singapore Politics", *The Wall Street Journal*, 6 October 2011. Available from http://lkyspp.nus.edu.sg/ips/wp-content/uploads/sites/2/2013/06/WSJ_Poll-Questions-Social-Media_061011.pdf.

91 David Black, Arina Dafir and Philip Behnke, "The Digital Heartland: Social Media and the Political Transformation in Singapore", in Alastair Carthew and Simon Winkelmann (eds.), *Social Media and Elections in Asia-Pacific – The Growing Power of the Youth Vote* (Singapore, Konrad Adenauer Stiftung, 2013), p. 113. Available from http://www.blackbox.com.sg/wp_new/wp-content/uploads/2013/11/Social-Media-and-Elections-in-Asia-Pacific-David.pdf.

92 Andrew Thornley, "Indonesia's Social Media Elections", *In Asia*, 2 April 2014. Available from http://asiafoundation.org/in-asia/2014/04/02/indonesias-social-media-elections/.

is widely accessed on mobile devices even though Indonesia's Internet penetration is low.[93] About 52 million Indonesians access social media using mobile devices (equivalent to 21 per cent of its population). In the period between January to March 2013, Jakarta accounted for 2.4 per cent of the globe's 10 billion tweets.[94] Bandung, the country's third largest city, produces more tweets than Los Angeles or Paris.[95]

Social media is also a feature of India's nationwide parliamentary elections in 2014. According to CNN:

> A bevy of politicians, who, at first sight, seem antiquated and traditional in their flowing kurtas and Gandhi caps are turning to social networking sites to engage Internet-savvy first time voters. Having an official YouTube channel or an active Facebook page is now as important as holding mass rallies and plastering candidates' faces on billboards.[96]

The use of social media represents a new stage in the history of Indian elections. As observed by Kapil Gupta, founder of an online media agency: "Earlier, elections in India were governed by either the rich class or the rural poor … Now, even the middle class is interested, and social media is where they can express their opinion and talk."[97]

So why is social media influencing elections in least-likely places (e.g., India, Indonesia and Cambodia where Internet penetration is low)? There are at least four reasons for this as follows:

1. Social media and the youth vote. Political parties seek to reach the young, first time voters through social media. In Indonesia, an estimated 67 million people reached voting age by the 2014 election.[98] Almost a quarter of Malaysia's 13.3 million registered voters was under the age of 25, with more than 3 million new Malaysian voters in 2013.[99] Of the 790 million eligible Indian voters, about 160 million were between the ages of 18 and 24 years old.[100]

2. Social media and the urban voter. While developing countries' national social media penetration rates are low, urban social media penetration rates are higher. A study conducted by IRIS Knowledge Foundation and the Internet and Mobile Association of India showed that social media could influence the electoral outcome in as many as 160 out of 543 constituencies represented in the Lok Sabha, the lower house of the Indian Parliament.[101] These constituencies are mostly located in urban area where the Internet is widely used. In Cambodia, a number of "rural" voters are Cambodians who work in urbanized areas like Phnom Penh or Siem Reap where social media use is widespread. They work and spend most of their time in the cities, but they are registered voters in their home provinces.[102]

93   Simon Kemp, "Social, Digital and Mobile in APAC in 2014", 23 January 2014. Available from http://wearesocial.net/tag/indonesia/.

94   Enricko Lukman, "Indonesia is Social: 2.4% of World's Twitter Posts Come From Jakarta [Infographic]", *Tech In Asia*, 13 March 2013. Available from http://www.techinasia.com/indonesia-social-jakarta-infographic/.

95   Abdul Qowi Bastian and Benjamin Soloway, "The Year in Indonesian Social Media", *Jakarta Globe*, 30 December 2013. Available from http://www.thejakartaglobe.com/tech/the-year-in-indonesian-social-media/.

96   Arshiya Khullar and Alisha Haridasani, "Politicians slug it out in India's first social media election", *CNN*, 10 April 2014. Available from http://edition.cnn.com/2014/04/09/world/asia/indias-first-social-media-election/.

97   Ibid.

98   Henry Belot, "Indonesia's social media election — for better or worse", *Crikey*, 7 May 2013. Available from http://www.crikey.com.au/2013/05/07/indonesias-social-media-election-for-better-or-worse/.

99   Kate Lamb, "Malaysia's first-ever social media election", *Global Post*, 4 May 2013. Available from http://www.globalpost.com/dispatch/news/regions/asia-pacific/130503/malaysia-elections.

100 Murali Krishnan, "India's Political Parties Embrace Social Media", *Deutsche Welle*, 5 February 2014. Available from http://www.dw.de/indias-political-parties-embrace-social-media/a-17410388.

101 Ibid.

102 Faine Greenwood, "Social Media Drives Youth Involvement in Cambodia's National Elections", Tech President, 31 July 2013. Available from https://techpresident.com/news/wegov/24223/rising-social-media-use-drives-youth-involvement-cambodias-national-elections.

3. Social media is a source of independent news and information for voters. In Malaysia, where traditional media is predominantly state-owned, online sites play an important role in providing an independent voice.[103] The same is the case in Cambodia and Singapore.[104] In Indonesia:

> Social media represent the democratization of information—or content created by the people, for the people. In the context of elections in Indonesia, this does several things: it promotes public participation, allows voter information to circumvent the popular conventional media (all of which have partisan affiliations and charge mightily for content and advertising), and it decentralizes the discourse away from the one-sided lectures that have dominated election campaigns in the past.[105]

4. Presence of Successful Local Early Adopters. In Jakarta's 2012 Gubernatorial elections, Joko Widodo ("Jokowi") beat the incumbent Fauzi Bowo through a campaign that used social media tactics such as flash mobs and music video (a parody of One Direction's *What Makes You Beautiful)* instead of relying solely on canvassing the city with traditional posters and campaign slogans.[106] India's Aam Aadmi Party or Common Man's Party won power in New Delhi by raising more than 100 million rupees (USD 1.6 million) online, but also reached out to 3.5 million people ahead of the voting day with a Facebook application called "Thunderclap".[107]

There is no denying that political campaigns in developing countries still rely on the traditional and old fashioned ways of campaigning such as posters, rallies, as well as house-to-house canvassing to win voters. But social media is beginning to change the game. At the very least, a social media strategy is becoming an integral component of any electoral campaign strategy. As Internet and mobile penetration rates in developing countries soar, social media will become more central in these countries' elections.

Social Movements

Social media is transforming another form of popular participation—social movements or "a set of people who voluntarily and deliberately commit themselves to a shared identity, a unifying belief, a common program and a collective struggle to realize that program."[108]

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103 Kate Lamb, "Malaysia's first-ever social media election", *Global Post*, 4 May 2013. Available from http://www.globalpost.com/dispatch/news/regions/asia-pacific/130503/malaysia-elections.

104 For Cambodia see Faine Greenwood, "Social Media Drives Youth Involvement in Cambodia's National Elections", Tech President, 31 July 2013. Available from https://techpresident.com/news/wegov/24223/rising-social-media-use-drives-youth-involvement-cambodias-national-elections. For Singapore see David Black, Arina Dafir and Philip Behnke, "The Digital Heartland: Social Media and the Political Transformation in Singapore", in Alastair Carthew and Simon Winkelmann (eds.), *Social Media and Elections in Asia-Pacific – The Growing Power of the Youth Vote* (Singapore, Konrad Adenauer Stiftung, 2013), p. 113. Available from http://www.blackbox.com.sg/wp_new/wp-content/uploads/2013/11/Social-Media-and-Elections-in-Asia-Pacific-David.pdf.

105 Andrew Thornley, "Indonesia's Social Media Elections", *In Asia*, 2 April 2014. Available from http://asiafoundation.org/in-asia/2014/04/02/indonesias-social-media-elections/.

106 Djohasnsyah Saleh, "Indonesia falls for social media: Is Jakarta the world's number one Twitter city?" Available from http://www.ipra.org/itl/02/2013/indonesia-falls-for-social-media-is-jakarta-the-world-s-number-one-twitter-city.

107 Murali Krishnan, "India's Political Parties Embrace Social Media", *Deutsche Welle*, 5 February 2014. Available from http://www.dw.de/indias-political-parties-embrace-social-media/a-17410388.

108 Charles Tilly, "Social Movements Enter the 21st Century", paper prepared for the conference on Contentious Politics and the Economic Opportunity Structure: Mediterranean Perspectives, University of Crete, Rethimno, 17-18 October 2003, p. 9. Available from http://falcon.arts.cornell.edu/sgt2/pscp/documents/tilly2003-03.pdf.

Studies show that the Internet, in general, is affecting social movements in the following ways:

- Facilitating the traditional form of protests such as rallies, demonstrations and collection of signatures, but it will hardly replace these forms;
- Allowing for immediate mobilization across the globe;
- Serving as a tool to provide information that tends to be suppressed by the more established media; and
- Affecting the internal structure of social movement organizations –
  - In the long run, ICT may help to intensify communication among all parts of an organization (including the rank and file) thereby challenging to some extent the dominant top-down flow of communications.
  - ICT helps forge temporary alliances and coalitions, both vertical and horizontal, across different movements.[109]

Clay Shirky believes that social media has made it "easier for groups to self-assemble and for individuals to contribute to group effort without requiring formal management (and its attendant overhead)."[110] Consequently, "these tools have radically altered the old limits on the size, sophistication and scope of unsupervised action..." Many point to the events collectively known as the "Arab Spring" as proof of social media's capacity to enable the successful pursuit of collective action with limited formal organization or traditional structures.[111]

Box 4. New Modes of Citizen Engagements

1. Syrian rebels are using social media as an organizing tool: The importance of the Internet was demonstrated to the world by the way social media tools were used during the Arab Spring to mobilize entire populations against unpopular regimes. Reports have demonstrated that rebels opposing Syria's Ba'athist government are using social media for everything from fundraising to the exchange of military tactics.

2. Citizens livestreamed electoral fraud during the recent elections in the Ukraine: The October 2012 Ukrainian Parliamentary elections were fraught with strife as opposition members accused the incumbents of electoral fraud and thousands took to the streets in protest in the country's capital, Kiev. The final results of the elections were left unpublished for weeks after the elections took place, and opposition parties threatened to declare the new parliament illegitimate. Instead of sitting back and waiting for the results to be announced, however, citizens took the matter into their own hands by documenting what they believe to be electoral fraud.

3. An online platform allows activists and community groups to plan shared activities and initiatives in Jerusalem: The online platform "Grassroots Al Quds" brings together different activists and organizations that work for human rights all over Jerusalem. The platforms claims to allow grass-roots activists to pose solutions to problems that politicians are either ignoring or creating, demonstrating the ability of new technologies to be utilized as problem solving tools that give a voice to otherwise voiceless populations. The platform also allows its users to share their activities and the progress being made in their communities with a wider audience.

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109 Wim Van De Donk and others (eds.), *Cyberprotest: New Media, Citizens and Social Movements* (London and New York, Routledge, 2004), pp. 18-19. It is important to note that the utility of the Internet goes both ways. Opponents of social movements also benefit from ICT's advantages, thus, so long as all actors use ICT to a similar degree, the existing constellation of powers will remain.

110 Clay Shirky, *Here Comes Everybody: The Power of Organizing Without Organization* (London, Allen Lane, 2008), p. 21.

111 See Manuel Castells, *Networks of Outrage and Hope: Social Movements in the Internet Age* (Cambridge, UK, Polity, 2012).

4. Finland implements laws from an online crowd sourced proposal: Finland passed a law that allows every citizen proposal that collects 50,000 signatures or more to be voted on by Parliament. Not only can citizens propose laws online, but the government is also legally obliged to listen to and consider the voters' demands. Considering that 90 per cent of the Finish population uses the Internet, this piece of legislation could be considered one of the most democratic ever implemented, and all thanks to the remarkable power of technology.

Source: Cristina Maza, "How Facebook Changed Politics Forever", *Policy Mic*, 2 December 2012. Available from http://www. policymic.com/articles/19998/how-facebook-changed-politics-forever.

In sum, the various social media platforms have "become central forces in the construction of sociality" and that both its "owners and users have helped shape and are shaped by this construction."[112]

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112 Jose van Dijck, *The Culture of Connectivity: A Critical History of Social Media* (Oxford, Oxford University Press, 2013). p. 23.

3. SOCIAL MEDIA AS A DEVELOPMENT TOOL – PART 1

> This section aims to explain how social media is used in rural development, environmental protection, citizen science, and education.

Social media for development is a subset of ICT for development, or the use of ICT to facilitate integrated approaches and cost-effective scalable solutions in key sectors of development, such as poverty reduction, education, health care, natural resources management, and disaster risk management.[113] The key point here is that ICT in general, and social media in particular, are tools for "advancing the richness of human life".[114]

But they are not like other tools for development. According to Paula Uimonen, an ICT for development practitioner:

> Social and mobile media are revolutionary, because they facilitate, even fortify, the culture of networking. At a time when the dominant global trend is directed at deconstruction of the social (deregulation of the private sector, privatization of the public sector, degradation of our environment), the fact that social and mobile media enable people to connect and mobilize translates into revolutionary (in the sense of counter-hegemonic) power.[115]

On a more practical level social media (and this is true of mobile media/technologies as well) offers development workers: a potentially cheap and efficient way to link citizens with their governments, the chance to monitor real-time progress on projects, and the ability to connect people from remote parts of the world to share experiences and teach best practice.[116]

"Social media is perhaps one of the greatest allies of development workers" according to Roxanna Sami of the International Fund for Agricultural Development. She explains:

> Today we can get our messages out immediately through Twitter and through blogs. Our PowerPoint presentations are available on tools such as Slideshare, photos from our projects and programs are readily available through Picasa and Flickr and everyone can see our achievements and challenges through our videos available on YouTube and Blip TV. At the same time, we have the opportunity to hear first hand and listen in real-time to issues and challenges as they emerge. We are in a position to get FIRST HAND information.[117]

113 Usha Rani Vyasulu Reddi, *Module 1: The Linkage between ICT Applications and Meaningful Development*, The Academy of ICT Essentials for Government Leaders Module Series, (Incheon, UN-APCICT/ESCAP, 2011), p. 23. Available from http://www.unapcict.org/academy.

114 The phrase is from Nobel laureate Armatya Sen, cited in http://hdr.undp.org/en/humandev/origins/.

115 Paula Uimonen, "Social and Mobile Media in ICT4D", in *Social Media in Development Cooperation*, Ricky Storm Braskov, ed. (Ørecomm at Malmö University and Roskilde University, 2012), p. 22. Available from http://orecomm.net/wp-content/uploads/2012/04/SocialMediaOrecomm2011.pdf.

116 Maeve Shearlaw, "Saving the world through social media? How development is going digital", *The Guardian*, 4 January 2013. Available from http://www.guardian.co.uk/global-development/poverty-matters/2013/jan/04/saving-world-social-media-development-digital.

117 Roxanna Samii, "Social Media is Rural Development's Best Friend!" 15 March 2010. Available from http://rsamii.blogspot.com/2010/03/social-media-is-rural-developments-best.html.

In subsequent pages we will look at best/good/interesting practices of the use of social media in rural development, environmental protection, citizen science, and education.

3.1   Rural Development

Among the area where ICT has been recognized as playing a catalytic role in developing rural areas are: decision-making process; market outlook; empowering rural communities; targeting marginalized groups; and creating employment.[118]

By its very nature, social media is a unique tool for empowering rural communities. As we have seen, social media enhances/amplifies the "voice" of individuals, communities or sectors of society. Social media enables participatory development.

A good case of community empowerment is the story of tumeric farmers in India where one account on Facebook saved many farmers in Maharashtra's Sangli district from becoming impoverished.[119] The popular SNS was used by local farmers to discuss the tumeric price crash with farmers from other parts of the country. Through these discussions, the Sangli farmers decided not to participate in a local auction. The result: "Using social media, the news spread like a forest fire and 25,000 turmeric farmers of Sangli heard of the boycott. The boycott served its purpose as the prices doubled."[120]

Agricultural researchers in developing countries have expressed the desire to use social media and other digital communications platforms to communicate their findings.[121] However, "lack of workplace incentives" accounts for their low use of digital communication tools.[122]

Digital Green provides a good example of how technology can be used to transform agricultural extension systems.

118 Hilda Munyua, "Information and Communication Technologies for Rural Development and Food Security: Lessons from Field Experiences in Developing Countries", November 2000. Available from http://www.fao.org/sd/cddirect/cdre0055b.htm.

119 Gupta Anmol Rail and Zafar Shahila, "Rural India: The Next Frontier for Social Media Networks", *International Journal of Engineering Research and Technology*, vol. 2, no. 1 (2013), pp. 2-3. Available from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=32&cad=rja&ved=0CDUQFjABOB4&url=http%3A%2F%2Fwww.coolage.in%2F2013%2F01%2F15%2Fsocial-media-the-driver-of-transformation-in-rural-india%2F&ei=kDIrUfv7OYW3rAew8YH4Dg&usg=AFQjCNFUbUnvc5pplY8y3Jd_6pLgqeK-Iw.

120 Ibid.

121 Imogen Mathers, "Agricultural research communication needs more support", *SciDevNet*, 10 August 2012. Available from http://www.scidev.net/en/science-communication/news/agricultural-research-communication-needs-more-support--1.html. Results are based on responses from 1,500 researchers, the majority working in Africa, Asia and Latin America.

122 Ibid.

Case Study 2. Digital Green

Digital Green, launched in 2006, operates as an independent NGO. Its core work is the production of short videos on agricultural techniques, which are made by and for farmers themselves and are highly localized in their content and language or dialect. To date, it has produced more than 2,500 short films and reached around 150,000 farmers.

In 2012, it went a step further by launching Farmerbook, a social networking platform for farmers and the facilitators who show the videos in each village and lead discussions among small groups of 12-15 farmers. These facilitators were already gathering lots of data and feedback from the farmers about the videos they were watching and the techniques they were adopting. With Farmerbook, all that information is being turned into personal farmer profiles and plotted on a map, available to view on the Farmerbook web page.

Mediators print and share these profiles at the meetings, creating a local social networking system within the group and beyond, to include the whole village.

"There are usually six to eight groups per village," says Rikin Gandhi, Chief Executive of Digital Green. "So there might be 100 people in the village. That may seem small, but in reality they often operate at caste or familial levels, and might not have a relationship with others. Using Farmerbook, and printing off the village pages, facilitators can connect these individuals and groups so they can reflect on why some farmers do one thing or another."

Previous research had already found that the Digital Green model of disseminating agricultural knowledge through group video viewing was at least five times more likely to encourage farmers to adopt the new practices compared to existing extension systems. The organization is now working on a controlled study specifically on the impact of Farmerbook, evaluating the change in practices brought about by the social networking platform compared to the existing video model.

For now, Farmerbook is still an online/offline hybrid form of social networking, with mainly just the facilitators themselves actually online. But as mobile technology continues to expand, Digital Green is anticipating the farmers themselves being online and taking the networking into their own hands.

"We're now working on making a mobile, accessible version of Farmerbook," says Gandhi. "Things are moving fast, and I think in 3-5 years even the most interior communities will have data connectivity and be able to use the platform."

Source: Caspar van Vark, "New versus old media: How best to get information to smallholder farmers", *The Guardian*, 7 February 2013. Available from http://www.guardian.co.uk/global-development-professionals-network/2013/feb/07/smallholder-farmers-radio-mobile-social-networking.

Digital Green did not stop with short videos and a social networking platform. They have produced a social game called "Wonder Village" where players set up a simulated village economy and have opportunities to relate with the actual farmers.[123] In this game, accessible through Facebook, "players are placed in a resource-constrained setting and pursue quests like setting up small farms of paddy and maize, and supplying raw materials to farmers' markets."[124]

The International Fund for Agricultural Development (IFAD) is an example of an international agency using social media to promote rural development. IFAD uses the following social media channels:

- Facebook – http://www.facebook.com/pages/ifad/107399332627995?ref=ts
- Twitter – http://twitter.com/ifadnews
- IFAD social reporting blog – http://ifad-un.blogspot.com/
- Blip.Tv – http://ifad.blip.tv/
- YouTube – http://www.youtube.com/user/IFADTV
- Picasa – http://picasaweb.google.com/ifad.photolibrary/
- Slideshare – http://www.slideshare.net/ifad

IFAD uses these channels to: advocate for increased investment in agriculture; share rural development and agriculture related information; contribute to the broader rural development discourse; report back and keep colleagues informed of workshops, learning events and of visits to IFAD-funded projects/programmes; and engage in a dialogue with their stakeholders, partners, advocates and friends.[125] It has also issued a guideline to encourage staff to use social media tools to conduct business and requests in an appropriate way.[126]

3.2   Environmental Protection

It is not surprising that social media has become one of the main tools that activist use to raise awareness about the protection of nature and rally public support for environmental causes. A study on "Technology and Communication in the Environmental Movement" reports that: "Internet-related technologies have been highly successful in enabling environmental organizations to inform, organize and motivate citizens to act on environmental issues with impressive results."[127]

In the United States, huge numbers of young people are getting engaged in the environmental movement as a result of "the employment of marketing tools such as social media, celebrity ties, guerilla tactics and community engagement."[128]

In China, the environmental movement is rapidly gaining momentum "through increased awareness, social media and organized activism."[129]

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123 Digital Green, "Wonder Village". Available from http://digitalgreentrust.org/wondervillagegame.

124 Ibid.

125 Roxanna Samii, "IFAD social media guidelines: Good practices on getting the most out of social media tools", IFAD, April 2011, p. 3. Available from http://www.karianet.org/files/0000/10/IFAD%20social%20media%20guidelines.pdf.

126 Ibid.

127 Kim Leeder, "Technology and Communication in the Environmental Movement", *Electronic Green Journal*, vol. 1, no. 25 (2007).

128 Rachel Newman, "This is NOT your Parents' Environmental Movement", 26 April 2011. Available from http://www.triplepundit.com/2011/04/environmental-movement/.

129 Tara Holmes, "China's Growing Environmental Movement", 24 July 2012. Available from http://www.care2.com/causes/chinas-growing-environmental-movement.html#ixzz2MBWZfpv0.

In Jordan, the "Halt Ajloun Deforestation Campaign" successfully used social media to achieve its goal.[130] The campaign organizers started a Facebook page in September 2011 that attracted more than 5,000 supporters and succeeded in stopping the construction of a military academy in Ajloun's Bergesh Forest.

YouTube is being used for environment education. "Live and Learn", an NGO, has published a step-by-step guide to composting that is narrated in the local language and highly visual.[131]

350.org is another example of a social media-enabled environmental movement. It was established in 2008, with the goal of building "a global movement to solve the climate crisis."[132] In October 2009, its members staged 5,200 coordinated environmental protest rallies in 181 countries—reportedly the largest concerted global political action.[133] 350.org's success is attributed not only to good organizing but also to the new tools used by the organizers—Twitter, Facebook and Flickr.

Greenpeace also uses social media in its environmental campaigns.

Case Study 3. Social Media, Greenpeace and Barbie

Only seven months into the year, Barbie has already accomplished an impressive number of personal and career goals in 2011. In addition to partying it up in Malibu, the eleven-and-a-half-inch plastic doll has started a new career as an architect, launched a clothing line at Uniqlo, reunited with her soulmate and fellow doll Ken Carson, and also, according to Greenpeace, taken on a new hobby: killing rainforests.

Concentrating on the plastic blonde beauty, the leading environmental campaign group launched a social-media-heavy campaign on 7 June 2011 against toy companies Mattel, Disney, Hasbro and Lego for sourcing packaging materials from endangered Indonesian rainforests through the controversial supplier, Asia Pulp & Paper.

Greenpeace initiated the campaign in early June by releasing a spoof YouTube video. The spoof plays on Mattel's current advertising campaign that involves Ken winning Barbie back after seven years apart.

In the YouTube video, Ken discovers Barbie's deforestation habits in Indonesia and dramatically ends their recently renewed relationship. Ten days after it was first uploaded, the YouTube clip was viewed over a million times in multiple languages, according to Greenpeace in July 2011.

The day after the video's release, Greenpeace spread Ken's anguish further by hanging a giant banner on Mattel's El Segundo headquarters that showed Ken's frowning face declaring, "Barbie, It's Over. I Don't Date Girls That Are Into Deforestation."

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130 Hana Namrouqa, "More Environmentalists Using Social Media for Activism", 21 December 2012. Available from http://www.hispanicbusiness.com/2012/12/21/more_environmentalists_using_social_media_for.htm.

131 Live & Learn, "Solid Waste Management". Available from http://www.livelearn.org/projects/solid-waste-management.

132 350.org, "What We Do". Available from http://350.org/about/what-we-do/.

133 Ben Whitford, "How Social media is helping galvanise the Greens", *Ecologist*, 24 January 2013. Available from http://www.theecologist.org/News/news_analysis/1780506/how_social_media_is_helping_galvanise_the_greens.html.

In addition to these initial promotions, Greenpeace's biggest campaign manoeuvre was its use of Facebook and Twitter to incorporate the public in its attack against the toy companies. Greenpeace directed users on the social media sites to confront Mattel via Barbie's pages and also send e-mails directly to Bob Eckert, Mattel's Chief Executive Officer.

The resulting influx of hundreds of comments on Barbie's Facebook page caused Mattel to shut off comments for days and delete any mention of rainforests. Within days, almost 200,000 e-mails complaining about producing toy packaging from rainforest materials were sent to Mattel's offices, according to Greenpeace.

Greenpeace also sponsored social media pages for the heartbroken Ken, so users could lend their support and follow the latest campaign updates and news. Ken's Greenpeace Twitter page "ken_talks" includes tweets such as, "Yes, love is blind—I guess mine was blind to Barbie's appetite for rainforest destruction!"

Greenpeace International's main Facebook page dedicated to lashing out against Barbie has over 900,000 likes and has included a contest for users to design a "Rainforest Destroyer look" for the doll.

Source: Rachel Stine, "Social media and environmental campaigning: Brand lessons from Barbie", *Ethical Corporation*, 5 August 2011. Available from http://www.ethicalcorp.com/supply-chains/social-media-and-environmental-campaigning-brand-lessons-barbie.

3.3   Citizen Science

Social media is helping to revive citizen science—"a form of research collaboration involving members of the public in scientific research projects to address real-world problems."[134]

For author and environmentalist Caroline Fraser "social networking promises to link scientists with the public, empowering naturalist armies to act on their behalf: monitoring species, observing behavioural patterns, and reporting the presence of invasives and changes in climate, vegetation and populations."[135] Examples include:

- **NatureWorm** – An SNS designed to kindle interest in natural history on a wide scale.
- **iNaturalist.org** – An online community created by students at University of California, Berkeley's School of Information where users can upload photos and discuss sightings.
- **Project Noah** – "A tool to explore and document wildlife and a platform to harness the power of citizen scientists everywhere."[136] It has been downloaded to over 100,000 smart phones in one year.

134 Andrea Wiggins and Kevin Crowston, "From Conservation to Crowdsourcing: A Typology of Citizen Science", p. 1. Available from http://crowston.syr.edu/system/files/hicss-44.pdf.

135 Caroline Fraser, "Tapping Social Media's Potential to Muster a Vast Green Army", *Yale Environment 360*, 11 July 2011. Available from http://e360.yale.edu/feature/tapping_social_medias_potential_to_muster_a_vast_green_army/2424/.

136 Project Noah. Available from http://www.projectnoah.org/.

- **Chesapeake Bay Games** – An interactive computer simulation that plays out over a 20-year horizon, allowing teams to take on the roles and responsibilities of oystermen, crabbers, crop and dairy farmers, real-estate developers and policymakers, everyone with an impact on one of the world's most endangered watersheds. As teams make decisions based on economic and regulatory restrictions, determining how much land to cultivate or how many crabs to trap, they watch the real-time, long-term consequences of their choices playing out.[137]

Case Study 4. Social Networking Could Help Save Amphibians

You have surely heard how tweeting has connected birders through the social media site Twitter. Well, champions of amphibians are linking up the same way. These creatures are disappearing at alarming rates around the globe, from salamanders losing their forest habitat in Central America to frog populations worldwide threatened by a deadly fungus called chytrid. About a third of all amphibian species face extinction. Even as some species vanish, researchers are enlisting the public's help to find them—and map their locations through an online social network called the Global Amphibian Blitz.

The online portal, hosted by iNaturalist.org and cosponsored by the Smithsonian Conservation Biology Institute, among others, allows people to upload their photos of frogs, salamanders, and their cousins, tagged with geographic locations. Posters can sign on through Facebook, Google, or even Twitter. Hard-to-identify creatures are flagged with question marks; users, experts, or site curators can then attempt to ID them

So far the resulting map of amphibian sightings has logged photos capturing more than 500 of the 6,000-plus species across the planet—even one, Holdridge's toad, that was presumed to have gone extinct in 2008. The scientist who posted that sighting intentionally used false coordinates in order to protect the population, which highlights some of the problems of relying on a social network to do science. Just as on Facebook, people can lie about their identities, or the origins of their amphibian photos. "It's pretty much open source," says Vance Vredenburg of San Francisco State, a cofounder of the project who studies emerging infectious disease in amphibians. But the network also has "powerful checks and balances" from regular users—just like Wikipedia.

Despite its imperfections, the effort could possibly prove priceless. Citizen scientists can be the eyes and feet on the ground for professional herpetologists, who have limited funding and people power, Vredenburg explains. For his own research, Vredenburg fully expects that someone will report a population of yellow-legged frogs that survived chytrid but his team missed. Clues to how such populations handle the onslaught might help researchers save other amphibians.

Source: Naomi Lubick, "Social Networking Could Help Save Amphibians", November-December 2011. Available from http://www.audubonmagazine.org/articles/conservation/social-networking-could-help-save-amphibians.

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137 Caroline Fraser, "Tapping Social Media's Potential to Muster a Vast Green Army", *Yale Environment 360*, 11 July 2011. Available from http://e360.yale.edu/feature/tapping_social_medias_potential_to_muster_a_vast_green_army/2424/.

The use social media in citizen science projects are often considered a form of crowdsourcing applied to science.[138] It works not because it blurs the lines between scientists and citizens. Citizen science works because "amateurs can provide information that scientists could never dream of collecting on their own" simply "by being in the right place at the right time and armed with a camera."[139]

3.4   Education

It has been predicted that by 2018, "80 per cent or more of schools, colleges and universities will be using social media as not just a marketing tool, but as an actual cog in the learning process of students."[140]

Already, the New York City Department of Education recognizes that:

> Social media technology can serve as a powerful tool to enhance education, communication and learning. This technology can provide both educational and professional benefits, including preparing New York City Department of Education students to succeed in their educational and career endeavors.[141]

Social media can benefit education in the following ways:

- Social media can provide an impetus for inquiry-based approaches and collaboration.
- It can also provide the building blocks for an environment that enables multiple forms of support by allowing learners to connect, interact and share ideas in a fluid way.
- Wikis and collaborative writing and editing tools can be useful extensions to conventional writing approaches. They also enable sharing and publication of the artefacts produced as a result of the learning activity, and invites feedback from peers. By publishing and presenting their work to a wide audience, learners benefit from the opportunity to appropriate new ideas, and transform their own understanding through reflection.
- SNS and blogs are social interactive spaces where learners can choose to explore facets of their own identity, as well as engage in personal self-expression, dialogue and knowledge sharing with others.[142]

In the specific case of podcasting, it can be used in education for the following reasons:

- Podcast are great alternatives for delivering research content or lessons to students who need remedial or extended support;
- Students can create their own podcast to share their learning experiences with each other and also with other students from other schools;

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138 Andrea Wiggins and Kevin Crowston, "From Conservation to Crowdsourcing: A Typology of Citizen Science". Available from http://crowston.syr.edu/system/files/hicss-44.pdf.

139 Cited in John R. Platt, "Citizen Scientists and Social Media Aim to Help Prevent Frog Extinctions", 31 May 2011. Available from http://blogs.scientificamerican.com/extinction-countdown/2011/05/31/citizen-scientists-and-social-media-aim-to-help-prevent-frog-extinctions/.

140 Phil Treagus, "How can Social Media be used in Education", 11 March 2013. Available from http://www.socialnomics.net/2013/03/11/how-can-social-media-be-used-in-education/

141 NYC Department of Education, NYC Department of Education Social Media Guidelines (Spring 2013). Available from http://schools.nyc.gov/NR/rdonlyres/BCF47CED-604B-4FDD-B752-DC2D81504478/0/DOESocialMediaGuidelines20120430.pdf.

142 Catherine McLoughlin and Mark J. W. Lee, "Social software and participatory learning: Pedagogical choices with technology affordances in the Web 2.0 era", Proceedings *ascilite Singapore,* 2007, pp. 671-672. Available from http://www.ascilite.org.au/conferences/singapore07/procs/mcloughlin.pdf.

- Teachers can record audio podcast to provide additional and revision material to students to download and review at a time that fits them the best;
- Podcast can hugely benefit auditory learners and help them in their learning; and
- Creating podcast allows students to develop several important skills such as researching, writing, speaking effectively, solving problems, managing time, grabbing attention and improving their vocabulary.[143]

Box 5. Twitter: The Implications for Teaching and Learning

Much has been written about the benefits of active learning strategies—using tools and techniques that engage students in ways other than simply listening to an instructor and taking notes. In the same way that clickers facilitate active learning, Twitter, too, could be used in an academic setting to foster interaction about a given topic. Metacognition—the practice of thinking about and reflecting on your learning—has been shown to benefit comprehension and retention. As a tool for students or professional colleagues to compare thoughts about a topic, Twitter can be a viable platform for metacognition, forcing users to be brief and to the point—an important skill in thinking clearly and communicating effectively.

Source: Educause Learning Initiative, "7 things you should know about...Twitter", July 2007. Available from http://net.educause.edu/ir/library/pdf/ELI7027.pdf.

"Classroom Salon" and "Open Study" are two interesting social media tools in education.

Classroom Salon, a tool developed by Alex Cheek, Ananda Gunawardena and David Kaufer at Carnegie Mellon University, is an online social collaboration tool that can be used for the following:

- Encouraging social reading. Teachers can post documents that students need to read and annotate.
- Implementing a flipped classroom. A flipped classroom allows teachers to record their live lessons, post them on YouTube, share them through Classroom Salon and embed comments and questions. Students learn by watching the videos, usually at home, and what used to be homework is done in class with teacher offering more personalized guidance and interaction with students, instead of lecturing.
- Students can post writings while teachers or other students can provide comments to improve writings.[144]

The tool has been used by over tens of thousands of teachers and students all over the world. Classroom Salon also has a feature that allows instructors to track learner analytics in order to gauge both student participation and individual effectiveness.[145]

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143 Med Kharbach, "Top 4 Tools to Create and Share Podcasts with Your Student", *Educational Technology and Mobile Learning*. Available from http://www.educatorstechnology.com/2013/09/top-4-tools-to-create-and-share.html.

144 Classroom Salon. http://www.cs.cmu.edu/~ab/Salon/GetStarted/.

145 Classroom Salon, "How does it work", Available from http://www.classroomsalon.org/#about.

Open Study is an example of an online social learning community that allows students to connect with other students studying the same things at the same time. Its mission is "to make the world one large study group, regardless of school, location or background."[146] Among its key features are focused on providing an interaction that lets a user: (1) know who is online, (2) ask questions, (3) join discussions, (4) study together, (5) thank a user for help, and (6) chat with other users in real time.[147]

The use of social media in education is in its infancy. Many are not yet convinced. Nevertheless:

> There are now richer and more engaging pathways to learn than ever before, but this calls for us to engage with the new tools and gain a deeper understanding of their potential for enabling choice, creativity and self-direction for learners.[148]

146 Open Study, "About Us". Available from http://blog.openstudy.com/about/.

147 Ashwin Ram, Hua Ai, Preetha Ram and Saurav Sahay, "Open social learning communities", in *Proceedings of the International Conference on Web Intelligence, Mining and Semantics (WIMS '11)* (New York, 2011). Available from http://doi.acm.org/10.1145/1988688.1988691.

148 Catherine McLoughlin and Mark J. W. Lee, "Social software and participatory learning: Pedagogical choices with technology affordances in the Web 2.0 era", Proceedings *ascilite Singapore,* 2007, p. 672. Available from http://www.ascilite.org.au/conferences/singapore07/procs/mcloughlin.pdf.

4. SOCIAL MEDIA AS A DEVELOPMENT TOOL – PART 2

> **This section aims to explain how social media is used for improving public health, combatting corruption, and reducing disaster risks.**

In the previous section we looked at the role of social media in rural development, environmental protection, citizen science, and education. In this section we examine social media's role in improving public health, combatting corruption, and enabling new forms of disaster communication and management.

4.1 Public Health

Social media is an important component of e-health as it can provide timely, accessible and credible health information that is critical for improving public health outcomes.[149] As noted by Christine McNab:

> Twitter and other social media tools might not bring health to all, but they can help to bring accurate health information to many more people than ever before. After all, one fact sheet or an emergency message about an outbreak can be spread through Twitter faster than any influenza virus.[150]

A good example of health professionals exploring the opportunity to use social media to listen and engage with health stakeholders is the #Ministermondays Twitter chats. Every other Monday, Rwanda's health minister, Dr. Agnes Binagwaho (@agnesbinagwaho) participates in the #Ministermondays Twitter chats.[151] Topics that have been discussed includes family planning and mental health. She is also using Twitter to make major policy statements—like the building of sufficient toilets in hospitals.[152] Rwanda's health minister also blogs at http://dr-agnes.blogspot.com/.

Social media and mobile broadband can be used to teach patients and communities about low-cost interventions that could benefit their health. In particular, communication through social media "could increase the access women have to information they can use to keep their family healthy."[153]

149 Christine McNab "What social media offers to health professionals and citizens", Bulletin of the World Health Organization, 2009. Available from http://www.who.int/bulletin/volumes/87/8/09-066712/en/.

150 Ibid.

151 Maeve Shearlaw, "Saving the world through social media? How development is going digital", *The Guardian*, 4 January 2013. Available from http://www.guardian.co.uk/global-development/poverty-matters/2013/jan/04/saving-world-social-media-development-digital.

152 Karen Grepin, "PBF: Plumbing Based Financing?" 27 January 2012. Available from http://karengrepin.com/2012/01/pbf-plumbing-based-financing.html.

153 Social Media Healthcare, "Social Media Could Improve Health in Developing Nations". Available from http://smhcop.wordpress.com/2011/01/23/social-media-could-improve-health-in-developing-nations/.

"Mama: Together for Safe Births in Crises" is an an SMS service for health-care providers in remote locations.[154] SMS messages are linked directly to a Facebook page where the online community can endorse responses to be sent back to the user. The intention is to create a community to better share health-care knowledge and practices.

Social media is increasingly being used in the battle against HIV-AIDS. In Jamaica, its widespread use among Jamaica's most-at-risk populations, specifically sex workers and men who have sex with men, led a study to recommend that social media be used as part of a multichannel health information campaign.[155] In the US, the National Minority AIDS Council, a US-based coalition working in multiracial communities, have developed a toolkit entitled "HIV Prevention Goes Social: Using Social Media to Create, Connect, and Come Together"; and a workbook "HIV Prevention Goes Social Part II: Social Media Strategy, Policy, and Monitoring Workbook".[156] The Elizabeth Glaser Pediatric AIDS Foundation, which is supporting more than 7,300 sites around the world, is using social media in all aspects of its work to help eliminate pediatric HIV.[157]

Box 6. How Social Media Can Raise Public Health Visibility

Social media is no longer a tool; it is the worldwide engine for real-time communication. For public health leaders, influential messaging depends on a strong online presence.

In a webcast, the United States Centers for Disease Control and Prevention (CDC) National Prevention Information Network discussed strategies to help public health professionals nurture successful social media practices. Additionally, speakers highlighted successful social media campaigns as blueprints for tracking metrics, with platforms including Twitter, Facebook, Google Plus and Instagram.

APHA's LinkedIn group, which has more than 32,000 members, was praised for its cross-channel evaluations. Jennifer Smith, a web and digital content specialist at CDC's National Center for HIV/AIDS, discussed APHA's integration of Bitly, a web URL shortener, and Google Analytics, a tool that provides statistics for website activity.

"With Bitly tracking their number of clicks, they discovered new members were very interested in the CDC budget," Smith said. "In another post about National Football League players featured in flu prevention ads before the Super Bowl, they generated hardly [any] clicks."

"The lesson they learned was that members really want timely content, but pop culture stuff is not necessarily intriguing to them. This is a good time-saving lesson to apply so valuable staff resources are not spent developing content [that are not needed]."

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154 Humanitarian Innovation Project, "Using Social Media for Connecting Maternal Health Practitioners in Emergencies". Available from http://www.oxhip.org/innovations/using-social-media-for-connecting-maternal-health-practitioners-in-emergencies/.

155 R. Johnson and others, *Social Media Use among Most-at-Risk Populations in Jamaica* (Washington, D. C., C-Change/FHI 360).

156 National Minority AIDS Council, *HIV Prevention Goes Social Part II: Social Media Strategy, Policy, & Monitoring Workbook* (2012). Available from http://www.aidseducation.org/documents/NMAC_Social_Media_Workbook_final-PARTII-Sept.2012.pdf.

157 Michelle Betton and Nyaka Mwanza, "Combatting HIV with Social Media", 8 October 2013. Available from http://www.pedaids.org/blog/entry/combatting-hiv-with-social-media.

Metrics can be analyzed from numerous tracking tools, including:

- Coremetrics – for Facebook and Twitter
- HootSuite – for Facebook, Twitter, LinkedIn, Google Plus, WordPress and others
- Lithium – for Facebook and Twitter
- Radian6 – for Facebook, Twitter and YouTube
- Simply Measured – for Facebook, Twitter, YouTube, Google Plus, Vine and others
- Omniture – for all social media channels

"Determine the goal you want to reach, because it is not all about metrics," said Heather Cole-Lewis, a postdoctoral research fellow at Columbia University in New York. "Some of it is about the actual relationship that you are building. As long as you are on the same page as your key stakeholders and in tune with your actual population, it is a little bit easier to figure out what success is."

Public health might not have competitive marketing budgets, but lessons learned from creative web strategies—such as Seattle Children's Hospital's "Cat Immersion Project," which used Facebook to lift the spirits of a teen girl battling cancer—show that low-cost web tools can unite for powerful messaging, said Erin Edgerton, health communication and marketing director at Danya International.

Edgerton added: "One of the things I learned today is how much animals help to increase engagement."

Source: Dan, "How social media can raise public health visibility", Public Health Newswire, 5 June 2013. Available from http://www.publichealthnewswire.org/?p=7721.

4.2   Corruption

The negative effect of corruption on economic growth is well established—"Corruption has its adverse effects not just on static efficiency but also on investment growth."[158]

A 2011 study on corruption in developing countries confirm the widespread belief that "corruption is substantial in magnitude—whether in the form of bribes given to civil servants or graft from public expenditures."[159]

Social media is already being harnessed in the fight against corruption.

In Kosovo, the web platform http://www.kallxo.com allows citizens to report corruption through social media, SMS and the web. It aims to raise citizens' awareness and participation on the level and form of corruption occurring in Kosovo by visualizing and mapping reported corruption cases.[160]

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158 Pranab Bardhan, "Corruption and Development: A Review of Issues", *Journal of Economic Literature*, vol. 35, no. 3 (September 1997), p. 1327. Available from http://siteresources.worldbank.org/INTEASTASIAPACIFIC/Resources/226262-1253782457445/6449316-1261623644460/corruption-and-development.pdf.

159 Benjamin A. Olken and Rohini Pande, "Corruption in Developing Countries", August 2011, p. 13. Available from http://www.hks.harvard.edu/fs/rpande/papers/Corruption%20in%20Developing%20Countries.pdf.

160 United Nations Kosovo Team, "Empowering Citizens to Fight Corruption through Social Media". Available from http://www.unkt.org/empowering-citizens-to-fight-corruption-through-social-media/.

"I Paid A Bribe" is the mother of all anti-corruption websites. It was established in 2010 "to tackle corruption by harnessing the collective energy of citizens."[161] According to its website:

> You can report on the nature, number, pattern, types, location, frequency and values of actual corrupt acts on this website. Your reports will, perhaps for the first time, provide a snapshot of bribes occurring across your city. We will use them to argue for improving governance systems and procedures, tightening law enforcement and regulation, and thereby reduce the scope for corruption in obtaining services from the government.

This website's traffic comes from all across the globe—197 countries/territories have visited the website and close to 40 per cent of total visits are from outside India.[162] The 60 per cent who visit the site from India are from 86 cities—with the metropolitan areas of Bangalore, Mumbai, Chennai, New Delhi and Hyderabad hosting the most visitors. This high level of traffic has also been attributed to the use of social media such as Twitter and Facebook to promote the site.

"I Paid a Bribe" allows victims of graft to share their bribe stories anonymously and track incidents of corruption online.[163] The site has three sections: (1) stories about bribes that were paid, broken down by region and government department; (2) stories from people who refused to pay a bribe; and (3) stories of honesty.

"Bribe Nigeria" is another site that is also based on India's "I Paid A Bribe".[164] It was set up to raise awareness about corruption and address its impact on the West African country.

"Not Here" is a project that seeks to develop web and mobile interfaces to rate and report corruption in Uganda.[165]

The "Chanjo Project" is another anti-corruption initiative using social media with an interesting twist (see case study 5).

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161 I Paid a Bride, "About I Paid a Bride". Available from http://www.ipaidabribe.com/index.php?q=About-us.

162 One World Foundation India, "I Paid a Bride – India" in *ICT Facilitated Access to Information Innovations: A Compendium of Case Studies from South Asia* (2011). Available from http://access2info.asia/i_paid_a_bribe.pdf. Subsequent information is from this source.

163 Teo Kermeliotis, "Activist use web to fight back in anti-corruption battle", *CNN*, 20 April 2012. Available from http://edition.cnn.com/2012/04/19/business/corruption-africa-technology.

164 Ibid.

165 Ricky Storm Braskov (ed.), Social Media in Development Cooperation (Ørecomm at Malmö University and Roskilde University, 2012), p. 25. Available from http://orecomm.net/wp-content/uploads/2012/04/SocialMediaOrecomm2011.pdf.

Case Study 5. The Chanjo Project

The Chanjo Project tackles corruption by combining music, social media and mobile phones. *Chanjo*, which means "vaccination" in Kiswahili, is a campaign against corruption, laziness and selfishness. A group of Tanzanian musicians tours the entire country and performs in open public spaces, playing music with a strong anti-corruption message while encouraging open debate among participants. To reach a wider audience, the project team documents their activities through a blog using photos and videos, which also expands the public forum for debate. The music is distributed for free through the Internet and over mobile phones.

In the Chanjo Project artistic creativity has to be balanced with technological limitations. The Chanjo project team is composed of young artists with very limited technical skills. In preparation for this project it became clear that the group had to involve a young blogger to master the online interface. Even then, the team faces problems integrating the blog into their activities. While they are experts at organizing performances and involving their audiences in interactive debate, their blogging is not all that astute. In this respect, Facebook offers a complimentary communication tool. Some of the team members have large (+1,000) networks in Facebook, and they are far more used to Facebook than blogging. In a Tanzanian cultural context, Facebook ties in with local notions of friendship, thus mediating the cultural ethos of *pamoja* (togetherness) that characterizes social relations. Through status updates and wall posts on their Facebook pages, the Chanjo performers are able to share information as well as direct their friends to the blog, thus using one social medium to promote another social medium.

Source: Ricky Storm Braskov (ed.), *Social Media in Development Cooperation* (Ørecomm at Malmö University and Roskilde University, 2012), pp. 26-27. Available from http://orecomm.net/wp-content/uploads/2012/04/SocialMediaOrecomm2011.pdf.

These social media sites provides the ordinary citizens with new anti-corruption tools. According to Ben Elers, Programme Director for Transparency International: "In the past, we tended to view corruption as this huge, monolithic problem that ordinary people could not do anything about... Now, people have new tools to identify it and demand change."[166]

Can these sites defeat corruption (or at least bribery)? David Eaves is hopeful:

> Where the mix of technology, activism and culture come together,
> traditional forms of corruption, particularly transactional corruption,
> may become harder to hide and so harder to sustain.[167]

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166 Stephanie Strom, "Web Sites Shine Light on Petty Bribery Worldwide", *The New York Times*, 6 March 2012. Available from http://www.nytimes.com/2012/03/07/business/web-sites-shine-light-on-petty-bribery-worldwide.html?pagewanted=all&_r=0.

167 David Eaves, "What Technology Can and Cannot Do in the Fight Against Corruption", 3 January 2013. Available from http://techpresident.com/news/wegov/23325/what-technology-can-and-cannot-do-fight-against-corruption.

4.3   Disaster Communication and Management

Social media has already come to play a prominent role in disaster communication and crisis-management.

Disaster communication "deals with information disseminated to the public by governments, emergency management organizations and disaster responders, as well as disaster information created and shared by journalists and the public."[168] A US study on disaster communication reveals that the American public use social media during disasters for the following reasons:

- **Because of convenience** – Social media provides nearly immediate access to up-to-date information, community interaction, and support for the public during disasters;
- **Based on social norms** – Individuals are more likely to use a particular medium if (1) their friends and family frequently use it, and/or (2) if they trust and ascribe a high level of credibility to social media;
- **Based on personal recommendations;**
- **For humour and levity** – Although using humour during disasters at first might seem discordant with disasters' gravity, positive emotions such as those elicited by humour can be important coping mechanisms during disasters;
- **For information seeking** – Disasters often breed high levels of uncertainty among the public, which prompts them to engage in heightened information seeking;
- **For timely information** – Social media provide real-time disaster information, which no other media can provide;
- **For unique information** – Oftentimes, individuals experiencing the event first-hand are on the scene of the disaster and can provide updates more quickly than traditional news sources and disaster response organizations;
- **For unfiltered information** – The public check in with social media not only to obtain up-to-date, timely information unavailable elsewhere, but also because they appreciate that information may be unfiltered by traditional media, organizations or politicians;
- **To determine disaster magnitude** – Research has shown that if the public do not receive from official sources the information they desire when they desire it, they will fill in the blanks;
- **To check in with family and friends** – For those with family or friends directly involved with the disaster, social media can provide a way to ensure safety, offer support and receive timely status updates;
- **To self-mobilize** – During disasters, the public may use social media to organize emergency relief and ongoing assistance efforts from both near and afar;
- **To maintain a sense of community** – During disasters the media in general and social media in particular helps to provide and maintain a sense of community; and
- **To seek emotional support and healing** – Social media is positioned to facilitate emotional support, allowing individuals to foster virtual communities and relationships, share information and feelings, and even demand resolution.[169]

As to be expected, each social media channel is used for different purposes. For instance, people turn to blogs for emotional release and support, log onto Twitter to find and distribute breaking news, and watch and post YouTube videos to view and share shocking disaster visual.[170]

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168 Julia Daisy Fraustino, Brooke Liu and Yan Jin, "Social Media Use during Disasters: A Review of the Knowledge Base and Gaps", final report to Human Factors/Behavioral Sciences Division, Science and Technology Directorate, U.S. Department of Homeland Security, 12 December 2012. Available from http://reliefweb.int/sites/reliefweb.int/files/resources/Social%20Media%20Use%20during%20Disasters.pdf.

169 Ibid., pp. 14-18.

170 Ibid., p. 14.

Those who do not use social media during disasters, cited the following reasons: (1) privacy and security fears, (2) accuracy concerns, (3) access issues, and (4) knowledge deficiencies.[171]

Case Study 6. Social Media and the 2011 Thailand Floods

In late 2011, heavy seasonal rains in Thailand led to the most severe floods in at least five decades. Millions of people across the country were affected and the Word Bank estimated economic damages and losses of USD 45.7 billion. Government and public participation in social media played an unprecedented role during the floods, with journalists, relief organizations, citizen reporters, government officials, volunteers and private citizens keeping abreast of developments by sharing real-time information through Facebook, Twitter and YouTube.

Government participation through social media

There were a number of official initiatives using social media on behalf of the Thai authorities. This included the launch of the http://www.floodthailand.net website, which included information and interactive tools from the official Flood Relief Operation Centre. Visitors to the website could find emergency telephone numbers and post messages seeking assistance. The Ministry of Information and Communications Technology established an official Twitter account that it used to disseminate updated flood information and details of government assistance. The Bangkok Metropolitan Administration used Facebook and Twitter, in addition to their official website, to communicate with the general public. In addition, other government entities such as the Provincial Electric Authority and the Royal Irrigation Department provided information to the public through Twitter and Facebook, among other means.

Public participation through social media

In addition to the official government efforts, a number of initiatives created by individuals or private groups sought to provide further information to the public. A private group called Thai Flood created the website http://www.thaiflood.com and undertook efforts to coordinate the relief efforts of other parties by using the website as an information centre. In addition to its website, the Thai Flood group also communicated to volunteers and the public at large through Facebook and Twitter. Another group of volunteers, SiamArsa, used wide networks on both Facebook and Twitter to coordinate relief efforts and disseminate flood-related information. Students from Thammasat University used a Twitter account and Facebook page to keep people informed about relief plans and facilities for flood victims.

A series of short videos using animated cartoons, produced by a film director and an advertising agency entrepreneur, presented basic facts about the floods and disaster preparedness tips, in a simple, pleasant and intuitive manner. The videos, posted on YouTube and shared via Facebook and Twitter, helped citizens overcome the confusion caused by the flow of information provided by all forms of mainstream and social media. The videos were so popular, with over three million total views on YouTube that within a short period of time government media began broadcasting the video clips as well.

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171 Ibid., p. 19-20.

> **Lessons learned**
>
> The profusion of social media activity and the flood of information provided to the public during the 2011 Thailand floods led to a sense of "information overload" among many citizens. Information released by different sources often contained conflicting details, and the complex nature of the flood situation made it difficult to meet the most important information needs of citizens: the timing, location and path of the flood water. Citizens were concerned about whether or not they had to leave their homes and relocate their families.
>
> Traditional media sources were unprepared to provide rapid, detailed and localized content in clearly accessible language. The large number of information sources—social and mainstream media, government, private, group and volunteer—led to cases of information overload that caused confusion, anxiety and cases of "panic buying" of durable goods. The vast array of entities, groups and individuals contributing information through social media may also have exacerbated the spread of misinformation and rumours related to the floods.
>
> Although the widespread use of social media tools may have had some unintended consequences, the overall benefits of social media were recognized and it is clear that the government and public participation through social media will continue to evolve during future disasters.
>
> *Source*: Dominic Leong

Social media has changed the paradigm in disaster relief and management.[172] The old paradigm was one-to-many: big institutions and aid workers parachute into a crisis, assess the situation, and dispense with aid with the limited information they have. The new paradigm is many-to-many:

> Rather than sit idly waiting for help, victims supply on-the-ground data using cell phones or whatever communication channel is available to them. Rather than simply donate money, a self-organized network volunteers triages this data, translating and authenticating text messages and plotting incidents of interactive mapping displays that help aid workers target their response. And rather than just forge ahead with narrow institutional priorities, new communication channels... enable the whole emergency relief ecosystem to operate like a coherent entity.[173]

In the new paradigm disaster victims are not merely aid recipients but also active participants in relief and rehabilitation. They use SMS, Twitter and e-mail to help create crisis maps that provides critical information and situational awareness to first responders. The Ushahidi-Haiti Project exemplifies this new paradigm.

Ushahidi is a crisis mapping platform that was developed after the violence erupted in the aftermath of the 2007 Kenyan elections. It allowed individuals to post information via SMS, MMS or the web to create a real time map of election irregularities, intimidation and violence. Ushahidi has since been used in the Ugandan and Congo elections and in various disasters including the Haitian earthquake.

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172 Anand Giridharadas, "Africa's Gift to Sililcon Valley: How to Track a Crisis", *The New York Times*, 13 March 2010. Available from http://www.nytimes.com/2010/03/14/weekinreview/14giridharadas.html?_r=0; and Don Tapscott and Anthony Williams, *Macrowikinomics: Rebooting Business and the World* (London, Atlantic, 2010), p.6.

173 Don Tapscott and Anthony Williams, *Macrowikinomics: Rebooting Business and the World* (London, Atlantic, 2010), p.6.

Within hours after the 2010 Haiti earthquake struck, the Ushahidi-Haiti team was mobilized. A free emergency texting number was advertised via radio. Soon after, Ushahidi-Haiti received thousands of messages reporting trapped victims. These messages were in Creole and had to be translated to English "by a diffuse army of Haitian-Americans in the US" before they could be plotted on a "crisis map" to inform rescue teams and relief efforts.

There are a number of unique features about this initiative. One, the text messages from Haiti were received and processed at the Ushahidi-Haiti situation room 1,500 miles north of Haiti at Tufts University outside Boston, USA. Second, "not only was Ushahidi crowdsourcing crisis information in near real-time but (it was) also crowdsourcing translation in near real-time."[174]

What did the Ushahidi-Haiti Project accomplish? An independent review reported that the project accomplished the following:

- Addressed key information gaps in the very early period of the response, during the critical first days and weeks after the earthquake, before United Nations and other large organizations were operational;
- Provided situational awareness and critical early information with a relatively high degree of geographic precision;
- Provided situational information for smaller NGOs that did not have a field presence in Haiti;
- Helped smaller, privately funded responses to more appropriately target needs; and
- Facilitated private citizen actors.[175]

The same report noted that Ushahidi-Haiti was also "relevant in the sense that it directly engaged affected Haitians and the Haitian Diaspora in the articulation of need and the organization of local capacity for response."[176]

The relevance of social media in disaster relief was also evident in the aftermath of the devastating 2011 earthquake and tsunami that hit Japan. During this crisis, websites powered by broadband Internet were a lifeline for many as landlines and mobile communication networks collapsed in the hours following the earthquake. As noted in the news media, Twitter and Facebook became the easiest, quickest and most reliable way of staying in touch with relatives as well as providing emergency numbers and information to those in stricken areas.[177] Skype and Google also became invaluable resources.[178]

174 Patrick Meier, "Ushahidi & the Unprecendented Role of SMS in Disaster Response", *Wired*, 23 February 2010. Available from http://haitirewired.wired.com/profiles/blogs/ushahidi-amp-the-unprecedented.

175 Nathan Morrow and others, "Independent Evaluation of the Ushahidi Haiti Project", 8 April 2011, p. 4. Available from http://www.alnap.org/pool/files/1282.pdf.

176 Ibid.

177 Huffington Post, "Twitter, Facebook Become Vital During Japan Earthquake", 16 March 2011. Available from http://www.huffingtonpost.com/2011/03/11/twitter-facebook-become-v_n_834767.html.

178 Harry Wallop, "Japan earthquake: how Twitter and Facebook helped", *The Telegraph*, 13 March 2011. Available from http://www.telegraph.co.uk/technology/twitter/8379101/Japan-earthquake-how-Twitter-and-Facebook-helped.html.

Case Study 7. Crowdsourcing goes Mainstream in Typhoon Responses

After Typhoon Haiyan smashed into the Philippines on 8 November 2013, an army of volunteers mobilized and worked around the clock to help guide relief efforts. But these were no boots on the ground. Instead, they were citizens from around the world who quickly analysed satellite imagery and other data, generating maps to provide relief agencies with invaluable crowdsourced information.

Crowdsourced disaster response, until a few years ago informal and often haphazard, is now getting more organized, and is being embraced by official humanitarian organizations and integrated into relief operations. Volunteer efforts have multiplied thanks to the arrival of online mapping tools, the increasing popularity of social networks such as Twitter and Facebook, and the spread of mobile phones. A suite of volunteer groups are emerging that contribute to disaster response in tight coordination with conventional relief organizations.

Take the Humanitarian OpenStreetMap Team, one of the ten digital volunteer organizations officially tasked by the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) and the Philippine Red Cross the day before typhoon Haiyan made landfall.

After Haiyan, many relief organizations, including OCHA and the medical aid group Médecins Sans Frontières (also known as Doctors Without Borders), went into the Philippines carrying with them continually updated maps of the country generated by more than 1,000 OpenStreetMap volunteers from 82 countries.

The Humanitarian Open StreetMap Team used satellite and aerial imagery and other geographical data sets to furnish maps with more than two million annotations and features such as damaged and intact buildings, blocked and open roads, and the locations of key infrastructure such as hospitals.

Source: Declan Butler, "Crowdsourcing goes mainstream in typhoon response", *Nature*, 20 November 2013. Available from http://www.nature.com/news/crowdsourcing-goes-mainstream-in-typhoon-response-1.14186.

Exercise 2. Using Social Media for Development

Give one example of how your government can use social media tools to pursue each of the development goals discussed in section 3 and 4. Examples can be hypothetical (i.e. not currently existing). Describe each example. Please fill out the table below.

	Rural Development	Environmental Protection	Citizen Science	Education	Public Health	Combatting Corruption	Disaster Risk Reduction
SNS							
Blogs							
Wiki							
Podcast							
Forums							
Content Community							
Microblog							

5.   SOCIAL MEDIA AND GOVERNANCE

> **This section aims to:**
> * **Describe how social media enables participatory and collaborative governance; and**
> * **Discuss the good practices in governments' use of social media.**

Social media enables collaborative governance:

> A governing arrangement where one or more public agencies directly engage non-state stakeholders in a collective decision-making process that is formal, consensus-oriented and deliberative, and that aims to make or implement public policy or manage public programs or assets.[179]

While the ability to enable citizen participation is generic to ICT, it was only with social media that the promise of active, meaningful citizen participation in governance can be fully realized.

e-Participation is defined broadly as "extending and transforming the political processes by the use of information and communications technology."[180] Another definition is "the use of information and communication technologies to broaden and deepen political participation by enabling citizens to connect with one another and with their elected representatives."[181] For Macintosh there are three levels of e-participation:

* **e-Enabling** or the use of ICT to reach the wider audience by providing a range of tools and applications to cater for the diverse technical and communicative skills of citizens;
* **e-Engaging** or consulting a wider audience to enable deeper contributions and support deliberative debate on policy issues; and
* **e-Empowering** or the use of ICT to support active participation and facilitation of bottom-up ideas to influence the political agenda.[182]

The European Union has been funding research and pilot projects on e-participation since 2000.[183] From 2010, the United Nations has included an e-Participation Index in its biennial e-government survey. The e-Participation Index "assesses the quality and usefulness of information and services provided by a country for the purpose of engaging its citizens in public policymaking through the use of e-government programs."[184]

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179 Chris Ansell and Alison Gash, "Collaborative Governance in Theory and Practice", *Journal of Public Administration Research and Theory*, vol. 18 (2011), p. 544. Available from http://sites.duke.edu/niou/files/2011/05/Ansell-and-Gash-Collaborative-Governance-in-Theory-and-Practice.pdf.

180 "State of the Art in e-Participation", p. 5. Available from http://www2.fu.uni-lj.si/iiu/Clanki/IDEAL_EU_D2.1_State_of_the_Art_in_e_participation.pdf.

181 Definition is by Ann MacIntosh cited in Geanina Diana Moraru, "E-participation: Involving citizens in public policies", 6 April 2010, p. 1. Available from http://www.public-policies.eu/uploads/Geanina_Diana_Moraru_-_E-governance_paper.pdf.

182 Ann Macintosh, "Characterizing E-Participation in Policy-Making", in *Proceedings of the 37th Hawaii International Conference on System Sciences* (2004), p. 3. Available from http://unpan1.un.org/intradoc/groups/public/documents/un-dpadm/unpan038449.pdf.

183 Tim Bonnemann, "List of EU E-Participation Research Projects 2000-2010", *Intellitics*, 13 August 2012. Available from http://www.intellitics.com/blog/2012/08/13/list-of-eu-e-participation-research-projects-2000-2010/.

184 United Nations Public Administration Programme, "E-Participation". Available from http://unpan3.un.org/egovkb/egovernment_overview/eparticipation.htm. This e-Participation Index has been criticized for being "wrong" because, "even very undemocratic countries can score high..." on this index. See Ake Gronlund, "Connecting eGovernment to Real Government: The Failure of the UN e-Participation Index", in *Electronic Government: 10th IFIP WG8.5 International Conference, EGOV 2011, Delft, The Netherlands, Aug 28-Sept 2, 2011 Proceedings*, Marjin Janssen and others, eds. (Heidelberg, Springer, 2011), p. 35.

Social media is seen as "a logical choice for filling in the gaps that prevent e-participation from becoming part of people's lives."[185] This is because social media: (1) increases general awareness of the issues at stake; (2) makes e-participation platforms more accessible to audiences that are otherwise not engaged in political debates; and (3) makes users' participation easier and more intuitive.

For others, social media in government is synonymous with "Government 2.0"—the "application of Web 2.0/Enterprise 2.0 applications and concepts in the public sector."[186] Government 2.0 "is essentially about using technology to realize a more open, transparent and consultative form of government."[187] It is where citizens "are invited more openly into a participative and empowering relationship with government in at least three main areas: (1) service design and delivery; (2) the workings and arrangements of the public sector and public governance; and (3) public policy- and decision-making."[188]

Globally, governments have started to use Web 2.0 applications to promote government information and services, communicate with their constituents, as well as encourage them to become more transparent, open and accountable. Government departments and agencies have opened its doors to the public by means of hosting their own accounts and pages in Facebook, Twitter, YouTube and other social media sites.

In 2012, 123 of 164 heads of states (75 per cent or 3 out of 4) were on Twitter.[189] US President Barack Obama topped the list with 24 million followers. Then Venezuela's President Hugo Chavez was a distant second place with 3.8 million followers. Third was Turkey's President Abdullah Gul with over 2 million followers. Jordan's Queen Rania with over 1 million followers was at fourth. At fifth was then Russia's President Dmitry Medvedev (who had both English and Russian accounts).[190]

Indonesia's President Susilo Bambang Yudhoyono is an avid Twitter user. He goes beyond using Twitter as a means of reaching out to ordinary Indonesians. As the spying row with Australia showed, he also uses Twitter as a platform to conduct foreign affairs.[191]

185 Oli Lacigova, Anna Maizite and Benjamin Cave, "eParticipation and Social Media: A Symbiotic Relationship?" *European Jounal of ePratice*, vol. 16 (June/July 2012), p. 73. Available from http://www.epracticejournal.eu.

186 Martha Batowski and Doug, "Embracing Government 2.0: Leading transformative change in the public sector", *Grant Thorton*, p. 5.

187 Australian Government, "Gov 2.0 Primer". Available from http://webguide.gov.au/web-2-0/gov-2-0-primer/.

188 Ibid.

189 Digital Daya, "Research Note: World Leaders on Twitter – Ranking Report", December 2012, p. 2. Available from http://www.digitaldaya.com/admin/modulos/galeria/pdfs/69/156_biqz7730.pdf.

190 Ibid., pp. 3-5.

191 Ibid.

Box 7. Nepal's PM Tweets

Nepal's Prime Minister takes time off from his busy schedule to engage citizens in dialogues on Twitter. Topics include issues related to national development like IT growth and political stability. The main benefit of tweeting is that the followers/citizens do not have to be logged into Twitter during the time of tweet broadcast. It is possible for the followers to digest tweets in their leisure time or even after weeks and months. The main disadvantage is the limited reach of this initiative as the majority of the Nepalese citizens do not use Twitter. However, with increasing mobile phone penetration and decreasing smartphone prices, the stage is set for a wider national dialogue using new media.

Dr. Baburam Bhattarai is the first prime Minister of Nepal to have taken social media seriously. His twitter account @brb_laaldhwoj, was created on 20 January 2013.

Note: Despite the Prime Minister's enthusiasm for Twitter, the use of Twitter is not allowed in government offices in Nepal.

Source: Bimal Shah

In terms of countries, New Zealand emerged as no. 1 in a ranking of "Top Ten for Government 2.0 in 2011".[192] Its set of social media guidelines has been described as "close to an almost perfect document.... It is a great blend of common sense and actionable advice, and can be easily tailored to different contexts."

The Australian government's use of social media is evident in the following 2011 statistics:

• Almost 50 federal agencies had Facebook pages (in the form of official pages or specific public campaigns);
• Close to 100 agencies, (ranging from major departments of defence, health and aging, to smaller agencies such as AusAID and the Australian Bureau of Statistics) had official Twitter accounts;
• Agencies such as the Department of Education, Employment and Workplace Relations, the Department of Finance and Deregulation, and the National Library of Australia blogged regularly; and
• Some 133 Web 2.0-related initiatives were organized by agencies. They included the creation of information portals and tools, campaigns, and data warehouses.[193]

In Mexico, Government 2.0 is seen as having "the potential to bring governments and their citizens closer together in a simple and effective way."[194] Unfortunately, "these tools and applications are currently receiving little use on state government sites."[195]

Governments' use of social media is varied. Gohar Kahn has documented Government 2.0 initiatives in the following domains: regulation; law enforcement; cross-agency collaboration; knowledge and human resources management; political participation and transparency; public sector information; and service provision.[196]

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192 Andrea Di Maio, "A Year in Review: Top Ten for Government 2.0 in 2011", *Gartner*, 27 December 2011. Available from http://blogs.gartner.com/andrea_dimaio/2011/12/27/a-year-in-review-top-ten-for-government-2-0-in-2011/.

193 Tim Lohman, "Federal Goverment Embracing 2.0", *Computerworld*, 9 June 2011. Available from http://www.computerworld.com.au/article/389642/federal_government_embracing_gov_2_0/.

194 Rodrigo Sandoval-Almazan and others, "The use of Web 2.0 on Mexican State Websites: A Three- Year Assessment", *Electronic Journal of e-Government*, vol. 9, no. 2 (2011), p. 117. Available from http://www.ejeg.com.

195 Ibid.

196 Khan, G.F., Govt. 2.0 Explained: Implementation scenarios, utilization model, and relationships (forthcoming).

The value of social media to government includes the following:

- Its immediacy, ease of use and relatively low barrier to entry means it will continue to displace other forms of communication and will become even more embedded in everyday life.
- Social media is more than just another route for one-time, one-way dissemination of static information. Government agencies can receive information back from populations, iteratively communicate with them about next actions, and reach and organize groups that then communicate with each other.
- Social media can connect large populations and remote groups, and content can be customized and updated almost instantly, at relatively low cost.
- Most significantly, an entire generation of voters and taxpayers now expects to communicate and conduct transactions through social media. Many citizens do not even remember life without such interaction. This is the new normal.[197]

For Australia, Government 2.0:

Makes democracy more participatory and informed;

- Improves the quality and responsiveness of services in areas like education, health and environmental management, and at the same time deliver these services with greater agility and efficiency;
- Cultivates and harnesses the enthusiasm of citizens, letting them more fully contribute to their well-being and that of their community;
- Unlocks the immense economic and social value of information and other content held by governments to serve as a precompetitive platform for innovation;
- Revitalizes the public sector and make government policies and services more responsive to people's needs and concerns by –
  - o Providing government with the tools for a much greater level of community engagement
  - o Allowing the users of government services much greater participation in their design and continual improvement
  - o Involving communities of interest and practice outside the public sector—which offer unique access to expertise, local knowledge and perspectives—in policymaking and delivery
- More successfully attracting and retaining bright, enthusiastic citizens to the public service by making their work less hierarchical, more collaborative and more intrinsically rewarding.[198]

In the following pages we will look at some good practice on the use of social media in government.

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197 Partnership for Public Service, "#CONNECTEDGOV: Engaging Stakeholders in the Digital Age", January 2013, p. 3. Available from http://ourpublicservice.org/OPS/publications/viewcontentdetails.php?id=218.

198 Government 2.0 Taskforce, "Engage: Getting on with Government 2.0 - Report of the Government 2.0 Taskforce", 2009. Available from http://www.finance.gov.au/publications/gov20taskforcereport/doc/Government20TaskforceReport.pdf.

5.1   Constitution and Laws

Iceland is a pioneer of the use of social media to enable citizen participation in drafting their fundamental law.

In 2010, in the aftermath of its "Kitchenware Revolution", a Constitutional Council was created to draft Iceland's new constitution.[199] The Council decided to harness the Internet to ensure the widest participation in the process. The Constitutional Council posted draft clauses on its interactive website and the public could comment underneath or join a discussion on the Council's Facebook page. The Council also had a Twitter account, a YouTube page where interviews with its members were regularly posted, and a Flickr account containing pictures of the 25 members at work, all intended to maximize interaction with citizens. Citizens could also "attend" Council meetings via live webcast. As noted by Manuel Castells:

> The (Constitutional Council) received online and offline, 16,000 suggestions and comments that were debated on the social networks. It wrote 15 different versions of the text, to take into consideration the results of this widespread deliberation. Thus, the final constitutional bill was literally produced through crowdsourcing. Some observers have labeled it a wiki-constitution.[200]

This crowdsourced constitution was approved in a referendum by a 2-1 margin and is waiting ratification by Iceland's parliament.[201]

New Zealand trail-blazed an electronic form of citizen participation in legislation. In the process of amending the law that governs its police and to reach a wider audience, a Police Act wiki was created in 2007, which "gave Kiwis an innovative way to suggest the wording for a new Act of Parliament."[202]

The Police Act wiki "produced several hundred constructive edits ranging from single-word suggestions through to lengthy paragraphs of commentary."[203] Its use as an e-participation tool has yielded at least three positive outcomes: (1) fresh ideas were raised; (2) increased awareness and engagement in the Police Act review; and (3) increased awareness on government use of web-based technologies and online social networking spaces for political participation.

In **Brazil**, Votenaweb provides citizens with an easy way to monitor their legislature. It includes: (1) "bills of the week" with an abstract, the politician who wrote the bill, and statistics about users and politicians votes; (2) a link to the full text of the bill; (3) a list of the politicians with basic information such as their career, the number of bills proposed in Congress, and their voting records; and (4) a users' space where anyone can check their similarities with politicians and/or other users based on voting records.[204] Like other initiatives, users can comment, send e-mails to friends or parliamentarians, and share information about a bill on Twitter and Facebook.

199 Samantha Rollins, "Iceland's crowd-sourced constitution: A brief guide", *The Week*, 23 October 2012. Available from http://theweek.com/article/index/235259/icelands-crowd-sourced-constitution-a-brief-guide.

200 Manuel Castells, *Networks of Outrage and Hope: Social Movements in the Internet Age* (Cambridge, UK, Polity, 2012), p. 39.

201 Sam Knight, "With New Constitution, Post-Collapse Iceland Inches Toward Direct Democracy", *Truthout*, 27 January 2013. Available from http://www.truth-out.org/news/item/14097-with-new-constitution-post-collapse-iceland-inches-toward-direct-democracy.

202 New Zealand Police, "Policing Act wiki launched", 25 September 2007. Available from http://www.police.govt.nz/news/release/3370.html/.

203 Future Melbourne Wiki, "From Consultation to Participation". Available from http://www.futuremelbourne.com.au/wiki/view/FMPlan/FromConsultationToparticipation.

204 Manuella Maia Ribeiro, "Votenaweb", *Technology for Transparency Network*, 3 May 2010. Available from http://transparency.globalvoicesonline.org/project/votenaweb.

Votenaweb has an interesting approach to the issue of citizen participation: "We believe that for citizens to approach policy, we must approach political questions using visual and written languages available, in addition to bringing together entertainment and knowledge."[205]

5.2   e-Rulemaking

Regulation is an important function of government. It is broadly defined as "imposition of rules by government, backed by the use of penalties that are intended specifically to modify the economic behaviour of individuals and firms in the private sector."[206] e-Rulemaking is "the use of new digital technologies in the development and implementation of regulations."[207] Its goals are to: (1) help streamline and improve regulatory management; (2) help inform citizens about governmental decision-making; (3) involve citizens more meaningfully in the rulemaking process; and (4) promote more cost-effective compliance.

The US federal government has been implementing e-rulemaking since the 1990s. By 2008, there are, "more than 170 different rulemaking entities in 15 Cabinet Departments and some independent regulatory commissions using a common database for rulemaking documents, a universal docket management interface, and a single public website for viewing proposed rules and accepting online comments."[208] Social media in e-rulemaking has led to Rulemaking 2.0—the use of social media to: (1) alert and engage stakeholders, and members of the general public, about rulemaking; and (2) build online discussion communities able to support effective rulemaking participation.[209]

An example of Rulemaking 2.0 is **Regulation Room**—a joint initiative of Cornell University and the US Department of Transportation. The award-winning Regulation Room is an example of "socially intelligent computing" that was "purposefully designed to include elements that could make rulemaking more transparent, participatory and collaborative."[210] More particularly:

> Regulation Room has characteristics of a blog, a discussion forum and an online education site... Its moderators interact intensively with users to perform mentoring and coordinating functions somewhat like moderators/administrators of highly developed online knowledge-creation communities, but they are conspicuously situated outside the user community and have a stake in the outcome other than enabling users to participate as effectively as possible.[211]

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205 Ibid.

206 OECD, "Glossary of Statistical Terms: Regulation". Available from http://stats.oecd.org/glossary/detail.asp?ID=3295.

207 Cary Coglianese, "E-Rulemaking: Information Technology and Regulatory Policy", Regulatory Policy Program Report No. RPP-05 (2004), p. 2. Available from http://www.hks.harvard.edu/m-rcbg/rpp/erulemaking/papers_reports/E_Rulemaking_Report2004.pdf.

208 Cited in Cary Coglianese, "Federal Agency Use of Electronic Media in the Rulemaking Process", Final Report to the Administrative Conference of the US, 15 December 2011, p. 5. Available from http://www.acus.gov/sites/default/files/Coglianese-Federal-Agencies-Use-of-Electronic-Media-in-Rulemaking-FINAL-REPORT.pdf.

209 Cynthia R. Farina and others, "Rulemaking in 140 Characters or Less: Social Networking and Public Participation in Rulemaking", *Pace Law Review*, vol. 31, no. 1 (Winter 2011), p. 387. Available from http://digitalcommons.pace.edu/cgi/viewcontent.cgi?article=1772&context=plr.

210 Cynthia R. Farina and others, "Rulemaking 2.0", Cornell Law Faculty Publications, Paper 179, 2011, p. 397. Available from http://scholarship.law.cornell.edu/facpub/179.

211 Ibid. p. 416.

It has been used to write the regulations on the Federal Motor Carrier Safety Administration proposal to ban texting by commercial motor vehicle drivers (the "texting rule"), and the second round of airline passenger rights regulations (the "APR rule"). The lessons learned from the two rulemaking efforts have been used not only to further refine Regulation Room itself but all other rulemaking 2.0 initiatives of the US government.

5.3 Knowledge Management

The 9/11 attacks on the US highlighted the poor information sharing among America's sixteen federal intelligence agencies. The US Department of Defense created **Intellipedia** to improve intelligence by sharing information and data.[212] According to Time magazine, "Intellipedia, a classified version of Wikipedia, ... is transforming the way US spy agencies handle top-secret information by fostering collaboration across Washington and around the world."[213]

Intellipedia comprises of three different wikis: JWICS, a top secret network; SIPRNet, predominately used by the State Department and Department of Defense on a more day-to-day basis; and Intelink-U, a sensitive but unclassified network originally a part of Open Source Intelligence, where users can share information on an unclassified network.[214] Out of the three wikis the top secret JWICS is the most active with over 400,000 pages and 57,000 user accounts.[215]

Like Wikipedia, Intellipedia is largely managed by volunteers and patrolled by "shepherds" who keep track of individual pages in their areas of expertise.[216]

Some of the core observations made by a study of Intellipedia are as follows:

1. Not everyone contributing to Intellipedia is a member of the Web 2.0 generation, and not all twenty-somethings are thrilled with it;
2. Intellipedia demonstrates that when analysts are provided an accessible space to share information they do so enthusiastically;
3. Intellipedia enables analysts to project a professional identity across historically stove-piped agencies;
4. Intellipedia enables divisions to promote their work across the Intelligence Community;
5. Analysts are using wiki software to create innovative ways of communicating;
6. Intellipedia is emerging as a knowledge marketplace; and
7. Intellipedia has the potential to change the nature of intelligence analysts' work.[217]

George W. Bush's White House provided this assessment of the "Wikipedia for spies":

212 Nancy M. Dixon and Laura A. McNamara, "Our Experience with Intellipedia: An Ethnographic Study at the Defense Intelligence Agency", A DIA Knowledge Laboratory Pilot Project, 5 February 2008.

213 Massimo Calabresi, "Wikipedia for Spies: The CIA Discovers Web 2.0", *Time*, 8 April 2009. Available from http://www.time.com/time/nation/article/0,8599,1890084,00.html.

214 Center for Strategic and International Studies, "Intellipedia". Available from http://csis.org/blog/intellipedia.

215 Ibid.

216 Massimo Calabresi, "Wikipedia for Spies: The CIA Discovers Web 2.0", *Time*, 8 April 2009. Available from http://www.time.com/time/nation/article/0,8599,1890084,00.html.

217 Nancy M. Dixon and Laura A. McNamara, "Our Experience with Intellipedia: An Ethnographic Study at the Defense Intelligence Agency", A DIA Knowledge Laboratory Pilot Project, 5 February 2008.

> Intellipedia mitigates barriers that result from misunderstanding over individual agency terminology and processes, and encourages coordination and debate regarding intelligence assessments at the front-end of the analytic process. This interagency understanding and dialogue, fostered through Intellipedia, encourages an improved collective understanding of national security issues and a more evenly shared, subject-based knowledge system.[218]

Diplopedia is a wiki-based encyclopedia for State Department personnel, to improve diplomacy through the sharing of information.[219]

Like other foreign ministries, a major State Department problem challenge was that knowledge gained by a Foreign Service Officer while serving at a particular post could be lost when the same officer is transferred to another post. There was "no strong system where prior job incumbents could be called upon to explain the intricacies of job process or subject matter."[220]

Diplopedia was installed on 26 May 2006, and launched on 26 September 2006. Its key principles are: (1) persistent, evolving knowledge; (2) lightweight, flexible platform for collaboration; (3) open and inclusive repository for information; (4) building community ownership of knowledge resources; and (5) informative and deliberative, not necessarily authoritative.[221]

A wiki-based solution to enable State Department personnel to access and share knowledge made sense as wiki enables horizontal information sharing. By 2012, Diplopedia has:

- Almost 18,000 articles, including biographies of foreign leaders and 1,200 acronyms and their definitions;
- Nearly 6,000 registered contributors (or 1 of every 10 authorized users), 350 of whom have made an edit in the past 90 days;
- 35,000 to 40,000 page views a week; and
- An average user visit of 3.5 minutes per article.[222]

There is a read-only Diplopedia for non-State Department civil servants dealing with international/ foreign affairs. There is also a "Diplopedia S" for American government personnel with security clearances.

Diplopedia is cheap. It uses an open source software and is maintained by an equivalent of 1.5 full-time employee. By comparison, NASA's Learned Information System, a knowledge management project, cost USD 782,000 to operate in 2011.[223]

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218 Results.Gov, "Intellipedia". Available from http://georgewbush-whitehouse.archives.gov/results/difference/information_sharing. html.

219 U.S. Department of State, "About Diplopedia", 12 October 2012. Available from http://www.state.gov/m/irm/ediplomacy/115847. htm.

220 Chris Bronk and Tiffany Smith, "Diplopedia Imagined: Building State's Diplomacy Wiki", in *Collaborative Technologies and Systems (CTS), 2010 International Symposium Proceedings*, 2010.

221 U.S. Department of State, "About Diplopedia", 12 October 2012. Available from http://www.state.gov/m/irm/ediplomacy/115847. htm.

222 Frank Konkel, "Diplopedia: Low Cost High Engagement", *FCW*, 19 December 2012. Available from http://fcw.com/ articles/2012/12/19/diplopedia-low-cost.aspx.

223 Ibid.

5.4   Local (Sub-National) Initiatives

Local governments are also using social media to engage citizens and provide public services.

The **Future Melbourne** initiative is considered as a best practice in the use of a wiki and blog to generate public participation in urban planning. In 2008, as part of the public consultation process, the City of Melbourne decided to put their city plan for 2020 (Future Melbourne) into a publicly editable wiki for a month. The programme involved several stages as follows:

- Specification and construction of the environment in collaboration with Collabforge using a free wiki tool (Twiki);
- Training of the Future Melbourne team, who moderated the wiki throughout the consultation process;
- A preliminary closed wiki round (13-25 March 2008) to test the technology with stakeholders; and
- An open wiki round (17 May-14 June 2008) allowing anyone to read or modify the Future Melbourne plan.[224]

During public consultation on Future Melbourne (17 May-14 June 2008), there were on average 2,500 page views per day, with around 30,000 page views in total over the four-week period.[225] There were also over 7,000 unique visitors to the site over the course of the month long consultation. These public participants collectively made several hundred contributions to the plan. In addition, the public consultation period attracted public participation in the planning process that was of a high quality, and diverse in its forms of engagement and the topics of consideration.

Particularly interesting is that "...not a single instance of spam, off-topic or offensive material was posted, despite the site being open to registration to anyone in the world 24 hours a day for four weeks during public consultation."[226]

SeeClickFix is an interactive website that enables users to report non-emergency issues in their communities, such as broken street lights, potholes, graffiti, etc.[227] Issues that need to be addressed are plotted on Google maps and local officials are notified. Community and local government responses are reported and tracked by users. There are currently 50 US cities equipped with back-end tools and mobile apps that make the process of fixing issues easier.

According to Ben Berkowitz, co-founder of SeeClickFix:

> It empowers citizens to be sensors in the public space, as opposed to having to pay public works inspectors or city engineers to do that kind of infrastructure review. Then, it actually allows city workers to use the mobile tools to track down the issues in the field. These are all things that have budget or cost-savings ramifications, as opposed to just political ramifications.[228]

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224 Craig Thomler, "The success of Future Melbourne – An online wiki-led consultation program", 15 October 2008. Available from http://egovau.blogspot.com/2008/10/success-of-future-melbourne-online-wiki.html.

225 City of Melbourne, "Future Melbourne Wiki: Post Implementation Review". Available from http://www.futuremelbourne.com.au/wiki/pub/FMPlan/WebHome/Future_Melbourne_Wiki_Post_Implementation_.pdf.

226 Ibid.

227 Citizen 2.0, "17 examples of social media and government innovation". Available from http://citizen20.redcut.ch/.

228 James Turner, "Citizens as public sensors", 12 April 2010. Available from http://radar.oreilly.com/2010/04/crowdsourcing-the-dpw.html.

NYC Simplicity Idea Market is a virtual suggestion box for New York City employees.[229] Launched in 2011, it is an interactive website where **"employees of all levels and agencies are invited to share their ideas on how the city government can work more effectively."**[230] Any City employee can post ideas, comment on the ideas of others, and vote for those they like best. The ideas getting the most number of votes will be reviewed by agency experts and the Mayor's office, the best ones will be implemented and their proponents informed.

Why focus on employee ideas? According to then New York City Deputy Mayor Stephen Goldsmiths:

> It is evident to me that the City employees that are interacting with customers on a daily basis have the best ideas on how to deliver City services more effectively and efficiently. It is also evident that government organizations, which are often very hierarchical and rule-driven, do not always do the best job of harnessing the valuable insights of their own employees. Idea Market breaks down some of these barriers to idea sharing so that City employees at all levels have a greater opportunity to have a hand in shaping government.[231]

Idea Market is part of a bigger city initiative called "Simplicity" with the goal of streamlining city government operations, weeding out unnecessary regulations, and encouraging innovation.

Jakarta, the capital city of Indonesia, is the second worst city after Bangkok in terms of traffic jams. Each day around 6 million commuters take 2-3 hours to travel to Jakarta.[232]

@TMCPoldaMetro is the Twitter account of the Jakarta Police's Traffic Management Centre. It was initiated by Jakarta Police to provide commuters up-to-date information on Jakarta's traffic condition. Information provided includes accidents (sometimes including photos of the accident) as well as information related to driver licensing and safety driving. In addition, citizens can send traffic updates to this Twitter account, thus allowing multi-way communication among citizens, facilitated by government (in this case the police).

@TMCPoldaMetro has a huge following among Jakarta commuters. 282,000 tweets and 2.25 million followers (as of 12 May 2014). This has motivated other regional police organizations to set up similar initiatives:

• West Java @TMCPoldaJabar created 19 June 2010
• Cilacap @TMCrescilacap created 9 September 2010
• Pacitan @lantas_pacitan created 8 September 2010
• Boyolali @LantasBYL_Jtg created 19 November 2010
• Bogor @TMCPolresBogor created 21 November 2010
• Bandung @TMC_restabesbdg created 1 December 2010
• Klaten @TMCPolresKlaten created 26 August 2011
• Semarang @TMCPolresSemarang created 17 June 2012

Even though GoogleMap also provides the same information,@TMCPoldaMetro is more popular among Jakarta commuter because it does not need a high bandwidth connection and can be accessed using mobile phones.

229 GovLoop, "Project of Week – NYC Simplicity Idea Market – Virtual Suggestion Box for Employees", 13 February 2011. Available from http://www.govloop.com/profiles/blogs/project-of-week-nyc.

230 Citizen 2.0, "17 examples of social media and government innovation", p. 8. Available from http://citizen20.redcut.ch/.

231 GovLoop, "Project of Week – NYC Simplicity Idea Market – Virtual Suggestion Box for Employees", 13 February 2011. Available from http://www.govloop.com/profiles/blogs/project-of-week-nyc.

232 This section on @TMCPoldaMetro is based on a paper written by Yuhdo Giri Suchayo.

Exercise 3. Using Social Media in Government

Using your own government as context/background, describe how you can use social media to address the four topics discussed in this section. You may also include initiatives that are not covered in the four topics. Please fill out the table below by listing the tools and describing how these tools are used per topic.

Issues	Social Media Tool	Details
Constitution and Laws		
e-Rulemaking		
Knowledge Management		
Local Government Application		
Others		

6. Social Media and Public Communications

This section aims to:
· **Show how social media has changed public communications; and**
· **Discusses how social media can be harnessed for government communications.**

This section is written with Joe Torres.

Public communications, also known as public relations, is a tool for businesses to promote brands, for politicians to campaign and get elected, for celebrities to sustain their popularity, for social activists to promote causes, and for governments to inform/educate the citizenry.

Public communications aims to strategically impart a message and is defined as a field built on ideas and images, persuasion and information, strategy and tactics. Seldom can a policy or a product succeed without a smart message targeted to the right audience in creative and innovative ways.

Public communications has changed with the advent of the Internet and the World Wide Web. New technology and social media revolutionized how people communicate and challenged traditional models of communication and dialogue.

Dan Hind, the author of "The Return of the Public" who blogs about the public sphere and media reform noted "encouraging signs that modern technology is making it possible to reconstruct some of the features of a public society."[233] He said modern technology now offers venues to the public to air their concerns. When in the past public communications was defined as "the communication of ideas to the broader public," now it means "engaging" the audience in a constant dialogue. Hind noted that "social network sites have offered opportunities for politically motivated publics to find one another."

Box 8. The Changing Landscape for US Media

The "State of the News Media 2013" report done by the Pew Research Center's Project for Excellence in Journalism in the United States noted the following:

1. The clearest pattern of news audience growth in 2012 came on digital platforms, and the proliferation of digital devices in peoples' lives seemed to be a big part of the reason.
2. In 2012, total traffic to the top 25 news sites increased 7.2 per cent, according to comScore. And according to Pew Research data, 39 per cent of respondents got news online or from a mobile device "yesterday", up from 34 per cent in 2010, when the survey was last conducted.
3. Some 31 per cent of adults owned a tablet computer as of 2013, almost four times the share recorded in May 2011. Pew Research also found that web-enabled smartphones are even more widespread: As of December 2012, about 45 per cent of adults owned a smartphone, up from 35 per cent in May 2011.

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233 Dan Hind, "The Return of the Public". Available from http://thereturnofthepublic.wordpress.com/.

4. Accessing news is one of the most popular uses for the devices, enabling Americans to get news whenever they want and wherever they might be. An August 2012 Pew Research study found that 64 per cent of tablet owners say they get news on their devices weekly; 37 per cent reported they do so daily. The trend is nearly identical for smartphone owners—62 per cent said they consume news on their device weekly, and 36 per cent do so daily.
5. When it comes to news people hear from friends and family, social media are playing a growing role, especially among young people, according to a Pew Research survey released in this year's report, though it is still far from replacing traditional word of mouth. Nearly three-quarters, 72 per cent, say the most common way they hear about news events from family and friends is by talking in person or over the phone. But 15 per cent get most news from family and friends through social media sites. And it rises to nearly a quarter among 18-to-25-year-olds. Seven per cent do so via e-mail. Either way, the vast majority say they then seek out news stories to learn more.

Source: Pew Research Journalism Project, "State of the News Media 2013". Available from http://stateofthemedia.org/.

6.1   Old, New and Social Media

"Old media," "new media," and more recently, "social media" are terms we encounter when we talk about media and public communications.

"Old media" is understood to refer to newspapers, magazines, television and radio, the so-called "traditional media" that captured the advertising and marketing businesses for decades.

The emergence of online or "new media"—websites and electronic newsletters—challenged the traditional sources of information. In more advanced economies, spending for online advertising has increased and "banner ads" on websites became popular.

Below are some of the perceived advantages of the emergence of new media:

- Old media is slow, detached and monolithic.
- Because of new media there is now a greater diversity of ideas and viewpoints.
- New media has injected new vitality and competition into news.
- You cannot cover any news if you are not in business and old media is dying financially.[234]

In an article published in the Asia-Pacific Institute for Broadcasting Development, Malaysian journalist Nagasvare D/O M. Krishnasamy noted that until the emergence of "new media," traditional mass media played a crucial role in connecting the world of individuals.[235] New media, however, challenged the "distinctive features" of traditional mass media to inform, educate and influence opinion.

With easy access to a growing number of sources of information come new challenges. An "information revolution" started to rise as the new media started to weaken government-owned platforms. New media is now providing an "immediate, informative, intelligent, interactive platform for discussion and debate," noted Krishnasamy.

The development of social media transformed the way people source their information. While

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234 Rand Media Group, "New Media vs Old Media". Available from http://www.randmediagroup.com/new-media-vs-old-media.

235 Nagasvare D/O M. Krishnasamy, "New Media vs Traditional Media", Asia-Pacific Institute for Broadcasting Development. Available from http://www.aibd.org.my/node/1226.

the old and new media create messages for the audience, social media engages and dialogues with the public.

"The Complete Guide to Social Media" identifies the properties that differentiate "traditional" and "social media":

1. Reach – Both traditional and social media technologies provide scale and enable anyone to reach a global audience.
2. Accessibility – The means of production for traditional media are typically owned privately or by government; social media tools are generally available to anyone at little or no cost.
3. Usability – Traditional media production typically requires specialized skills and training. Most social media does not, or in some cases reinvent skills, so anyone can operate the means of production.
4. Recency – The time lag between communications produced by traditional media can be long (days, weeks or even months), compared to social media (which can be capable of virtually instantaneous responses; only the participants determine any delay in response). As traditional media are currently adopting social media tools, this feature may soon not be distinctive anymore.
5. Permanence – Traditional media, once created, cannot be altered (once a magazine article is printed and distributed changes cannot be made to that same article), whereas social media can be altered almost instantaneously by comments or editing.[236]

But social media does not just coexist with traditional media as another (if radically different) channel for public communications. Social media also changes traditional media.[237]

Social media allows viewers to connect with TV shows and personalities in new ways: They can follow characters' Twitter feeds and "like" the shows on Facebook, where they get advance looks at upcoming episodes and more behind-the-scenes information than has ever been made available before.

Social media gives radio an opportunity to not only strengthen community ties but also "emphasize the personal nature of radio that online music services cannot replicate." DJs have their own Twitter accounts and converse with listeners via Facebook. Listeners can check in at radio remote broadcasts via Foursquare.

Most newspapers have online, interactive sites and have become more blog-like. Social media has also created an opportunity for newspapers:

> ...to reclaim their traditional roles in the communities they cover
> by serving as moderators in the often vigorous dialogue that goes
> on about issues facing these communities, from school funding to
> urban planning to taxation.[238]

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236 The Social Media Guys, "The Complete Guide to Social Media". Available from http://rucreativebloggingfa13.files.wordpress. com/2013/09/completeguidetosocialmedia.pdf.

237 Bill Cromwell, "Social media's real impact is on old media: The phenomenon goes well beyond Twitter and Facebook", *Media Life Magazine*, 7 October 2011. Available from http://www.medialifemagazine.com/social-medias-real-impact-is-on-old-media/. Subsequent discussions are based on this article.

238 Ibid.

6.2 Public Relations in the Age of Social Media

With the emergence of social media, public relations has also undergone a radical transformation.

From using fax machines to send out press releases and carrying a rolodex, then later a personal digital assistant or PDA, public relations practitioners now carry smart phones. Public relations practitioners now have to move faster and think quicker.

Bernice Burnside, Director of an Irish communications agency Bvisible, said:

> The "golden 24 hours" within which a company needed and was expected to respond to issues has become the "Golden Hour", with the arrival of Twitter and Facebook and the 24 hour news cycle. We've taken multi-tasking to a whole new level—while monitoring a breaking news story on Twitter so that our client can offer commentary, we might also be editing a blog post due to go live for another, while taking a call from a journalist who has just noticed another client's announcement on LinkedIn.

Box 9. Why Social Media is the New Public Relations

Social media dramatically lowers the cost of customer acquisition, and increases the lifetime value of a customer exponentially.

That's how good social media marketing really works. You invest indirectly in building a marketing asset (a blog) that will grow in value over time (as more content is added and relationships are made).

It also has the added bonus of being inherently viral, which means that when you reach a certain point, your customers will do your marketing for you. Each new customer will bring one or two customers of their own, simply through recommendations.

That gives you scale.

Scale lets you escape the problems you face in advertising. For example, when you acquire customers through advertising, you have to spend a certain amount, to get a little more back.

You inevitably get caught in a fixed ratio. So you have to spend USD 5 on advertising to bring in USD 10 of revenue. When you try to scale that into large numbers, you have to spend a significant amount to bring in each new customer.

Social media helps you scale your *reach and frequency*, while avoiding a fixed return for investment.

But that's not all.

One of the biggest advantages of social media is that it allows you to have a two-way discussion with people. This helps you to create a bond, and makes sure they remain happy customers. Social media is the new customer relationship management.

Getting happy customers to stick around longer will also help you get them to buy more often, drastically improving the lifetime value of each customer. And that goes straight to the bottom line. It's like free money, because you don't have to spend anymore time or money to "sell" them again.

Source: Brad Smith, "Why the New Social Media Definition is Public Relations". Available from http://fixcourse.com/social-media-definition/.

6.3   Social Media and Government Communications

Social media is also driving changes in government communications.

For the UK House of Lords, government communications today means "a continuous dialogue with all interested parties, encompassing a broader range of skills and techniques than those associated with media relations." [239] In their 2009 review of UK government communications they recommended "empowering the public through "customer-driven online communication"—the presentation of government information on the Internet to reflect user need and perceptions."[240]

In Canada, the objective of the Communications Policy of the Government of Canada is, "to ensure that communications across the Government of Canada are well co-ordinated, effectively managed and responsive to the diverse information needs of the public."[241] Canadian government officials are using social media in interesting ways. See box 10.

Box 10. The Canadian Government's Use of Social Media

According to CBC, the Minister of Finance Jim Flaherty will be presenting the next budget not only in person, but also in conjunction with social media. CTV News says this campaign will be using the hashtag #eap13; and he hopes to provide context and links to materials that are already available to MPs. Furthermore, he plans to upload an introductory video about the budget to YouTube, and his speech will be live-streamed with relevant graphics and videos that will further explain what has been a complicated and convoluted topic for most Canadians.

Source: Louie Chan, 21 March 2013.

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239 The definition is from the (UK) House of Lords, Government Communications: Report with Evidence – 1st Report of Session 2008-09, p. 45. Available from http://books.google.com.ph/books?id=qwCC-MuaGDcC&pg=PA46&lpg=PA46&dq=government+communications+definition&source=bl&ots=fNVHDMupYx&sig=wBl_bXPdlyUmwNqDk9UFiGuduxE&hl=en&sa=X&ei=rCd6Ue6zJM_irAfd0oHYBg&redir_esc=y#v=onepage&q=government%20communications%20definition&f=false.

240 Ibid., p. 12.

241 Government of Canada, "Communications Policy of the Government of Canada". Available from http://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=12316&section=text.

One can track the social media activity of the Canadian government organizations through http://gov.politwitter.ca.

In the United States, nearly all major federal agencies have started to have social media presence.

Box 11. Social Media in the US Government is More Advanced Than You Think

Did you know that the US Army publishes one of the very best social media handbooks on the planet—covering everything from "Army Branding" to "The Enemy Is Listening?"

Didn't think so. In fact, every armed service in the Department of Defense has a social media policy and roll out plan.

What about the SeeClickFix app? This is the app that lets you take a picture of a pothole (or other non-emergency problem) on your smartphone and upload it to the appropriate city department. Oh, and its white label, so it can be branded for your municipality.

Not to mention some innovative thinking going on in Mayor Cory Booker's Newark, New Jersey, or Mayor Michael Bloomberg's New York City about the untapped potential for social media as a public service and citizen engagement tool. Or the jaw-dropping amounts of campaign funds raised via social platforms by both sides in the 2012 presidential election.

Yup, government is killing it when it comes to social media. Seriously, that the US Army is ahead of most corporations right now on social media is pretty telling. Most corporations still don't get that social technologies can provide an external communication platform with customers, and an internal productivity enhancement for workers. But the US Army and a ton of government agencies, departments, municipalities, and more are marching down the path.

Source: Beverly Macy, "Social Media in Government is Way More Advanced Than You Think", Huffington Post, 4 March 2013. Available from http://www.huffingtonpost.com/beverly-macy/social-media-in-governmen_b_3002444.html.

Local governments are also adopting social media. Take the case of UK local governments. A 2012 survey of 78 local councils in the UK reveals the following:

- 95.9 per cent use social media as a communications channel
- 95.8 per cent post news stories and information
- 89.8 per cent promote specific events and campaigns
- 28 per cent engage in forums and blogs
- 25 per cent use social media for advertising
- 24.6 per cent use it as a one-way channel
- 8.5 per cent use it as a two-way channel
- 66.9 per cent use it as one- and two-way channels
- 34.7 per cent gave a four- or five-out-of-five for effectiveness as a way to communicate with residents[242]

Social media does not only "sell" government service, it can build relationships. It is not only a channel for government to give information to its citizens, it is also a medium for citizens to help fellow citizens and their government.

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242 Dean Spurrell, "An opportunity or a threat? How local government uses social media today", *The Guardian*, 7 February 2012. Available from http://m.guardian.co.uk/local-government-network/2012/feb/07/local-government-social-media-today.
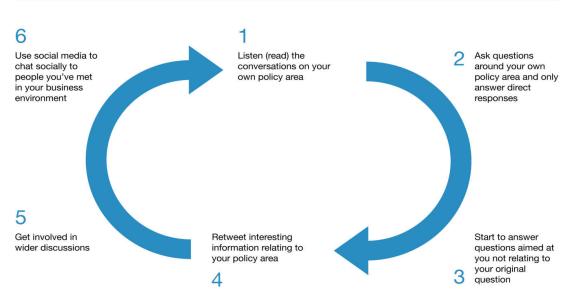
Social media helps government service by building a transparent community that fosters trust and dialogue among people. It can serve as a "comments and complaints board" for the public or a tool to solicit help during times of need. More importantly, social media can show people that their government is listening. Unfortunately, many governments do not take full advantage of the interactive nature of social media.

6.4   Harnessing Social Media for Government Communications

The UK government recognizes that social media, "alongside other communications ...can help government to communicate with citizens in the places they already are; to consult and engage; and be more transparent and accountable."[243] Its social media "engagement cycle" (see figure 1) details how to use social media to communicate, and also add value to the policy cycle.

Figure 1. The social media engagement cycle

The engagement cycle — social media

6 Use social media to chat socially to people you've met in your business environment

1 Listen (read) the conversations on your own policy area

2 Ask questions around your own policy area and only answer direct responses

5 Get involved in wider discussions

4 Retweet interesting information relating to your policy area

3 Start to answer questions aimed at you not relating to your original question

Source: UK Civil Service, "Social media guidance – How to use Social Media". Available from http://www.civilservice.gov.uk/news/lets-get-social/how-to-use-social-media

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243 UK Civil Service, "Social media guidance – How to use Social Media". Available from http://www.civilservice.gov.uk/news/lets-get-social/how-to-use-social-media.

Liz Azyan identifies five key considerations for social media in government:

1. Objectives – How does social media use support the organizational mission and overall communications strategy?
2. Privacy and security – What are the key issues and concerns?
3. Transparency and collaboration – How can social media tools create a more coordinated environment?
4. Engaging with the public – How has social media changed the way government engages with citizens?
5. Analytics and metrics – How to ensure accurate and targeted performance analysis?[244]

It is important to remember that a proactive public communication strategy does not exclude traditional and new media. Indeed, "the challenge is gathering and shifting multiple channels into one meaningful platform or form of delivery that government will be able to manage easily and citizens will see as seamless, proactive communication."[245]

That converged platform would have the following functionalities:

- It must allow website visitors to subscribe to information of specific interest to them, creating a personalized portfolio of a government agency's information.
- The ability to subscribe to information can be anywhere on the web, including the government website, YouTube, GOV.UK, Twitter, Facebook, Flickr, blogs, etc.
- Whenever content changes on any of these digital channels, the platform should automatically send multi-channel messages alerting subscribers to new or updated information.
- Users should be given options for subscribing to other related government information. Like one-stop shopping, a citizen should be able to easily sign up for additional government information.[246]

244 Beverly Macy, "5 Key Considerations for Social Media in Government", *HootSuite*, 3 April 2013. Available from http://blog. hootsuite.com/social-media-in-government/.

245 Liz Azyan, "Integrating Social Media in Government Communications", p.8. Available from http://govdelivery.co.uk/pdfs/WP_ LizAzyan_social_media.pdf.

246 Ibid., p. 7.

7.   Social Media Drawbacks

> **This section aims to discuss the negative effects of social media and how to mitigate them.**

Social media is like a double-edged sword. It can be used for good and it can be used for malevolent deeds.

7.1   Rumour and Defamation

While rumour mongering preceded social media by centuries, "social media platforms have turned the rumour mill into a supercharged rumour turbine."[247]

Rumours on social media can ruin reputations. Worse, social media fueled rumours can lead to violence. For example, on 30 September 2012, a 25,000 strong mob of Muslims burned at least five Buddhist temples (some of which were more than centuries old) and 15 Buddhist homes in southeastern Bangladesh. The mob was incited after a local Buddhist man allegedly posted a Facebook image demeaning the Quran.[248]

Because of the dangers posed by "supercharged rumour turbines" there are calls for social media regulation and other government actions. In Saudi Arabia some academics believe that "social media and websites (should) be strictly regulated and… any site used to sow seeds of sedition among society should be immediately blocked."[249] Some governments have cracked down on the use of social media to spread rumours using existing laws.

In the UK, two Facebook users who tried to fan the flames of the August 2011 riots were given four-year jail sentences.[250] One of those convicted created a Facebook event called "Smash Down in Northwich Town" for the night of 8 August, while the other created a page called "The Warrington Riots". Fortunately both efforts failed.

In China, individuals "will be charged with defamation if online rumours they create are visited by 5,000 Internet users or reposted more than 500 times." [251] Conviction will lead to three years in jail—the standard sentence for defamation.

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247 Midwest Democracy, "Social media make rumor mill faster, not smarter". Available from http://www.kansascity.com/2012/04/23/3569194/social-media-make-rumor-mill-faster.html.

248 RT, "25,000 Muslim rioters torch Buddhist temples, homes in Bangladesh", 30 September 2012. Available from http://rt.com/news/buddhist-temples-torched-bangladesh-342/. It was also reported that Barua was only tagged on the image which was posted by a group called "Insult Allah".

249 Saudi Gazette, "Control social media: Academics", 30 January 2014. Available from http://www.saudigazette.com.sa/index.cfm?method=home.regcon&contentid=201401301094223.

250 David Meyer, "Facebook riot posts lead to four-year jail terms", *ZDNet*, 17 August 2011. Available from http://www.zdnet.com/facebook-riot-posts-lead-to-four-year-jail-terms-3040093703/.

251 Jonathan Kaiman, "China cracks down on social media with threat of jail for 'online rumours'", *The Guardian*, 10 September 2013. Available from http://www.theguardian.com/world/2013/sep/10/china-social-media-jail-rumours.

It should also be noted that while social media has hastened the spread of rumours, it also can help in tracking and, perhaps, controlling their spread. By using social media to spread rumours, scientists are able to build computer models that help them understand how misinformation travels. [252] According to Jonah Berger at the Wharton School of the University of Pennsylvania, who studies social epidemics: "What makes social media different is that we have much easier ways of tracking how rumours spread."[253]

7.2   Privacy

Privacy is "the claim of an individual to determine what information about himself or herself should be known to others."[254] Privacy is important as it forms "the basis for individuals' rights such as free speech and religious freedom."[255]

Privacy has become a hot issue in the 21st century because the information that we are willing to disclose are in digital format and are accessible online. Furthermore, a lot of information about individuals are gathered without their knowledge and/or explicit approval. This problem is particularly acute when using social media because "...sharing personal information, experiences and opinions is the whole point of the service."[256]

According to a 2009 study conducted by AT&T Labs and Worcester Polytechnic Institute:

> The unique identifying code assigned to users by social networks can be matched with behavior tracked by cookies. This means that advertisers and others are able to use information gleaned from social networks to build a profile of a user's life, including linking browsing habits to one's true identity.[257]

Protecting privacy in the digital age begins with government action.

Governments need to promulgate new privacy laws that takes into consideration 21st century notions of privacy and security (the other side of the privacy coin).

Social media sites also have responsibilities in protecting privacy. At the very least they should make very clear their privacy policy and explain how they collect and use information about people who visit the site.

At the same time, individuals should be active in protecting their privacy. See box 12 for some tips on how, from the Government of Australia.

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252 Midwest Democracy, "Social media make rumor mill faster, not smarter". Available from http://www.kansascity.com/2012/04/23/3569194/social-media-make-rumor-mill-faster.html.

253 Ibid.

254 Alan F. Westin, "Social and Political Dimensions of Privacy", *Journal of Social Issues*, vol. 59, no. 2 (2003), p. 3. Available from http://www.privacysummersymposium.com/reading/westin.pdf.

255 Yves-Alexandre de Montjoye and others, "Unique in the Crowd: The privacy bounds of human mobility", *Nature*, 25 March 2013. Available from http://www.nature.com/srep/2013/130325/srep01376/full/srep01376.html.

256 Naomi Trony, "Social Media Privacy: A Contradiction in Terms?" *Forbes*, 24 April 2012. Available from http://www.forbes.com/sites/onmarketing/2012/04/24/social-media-privacy-a-contradiction-in-terms/.

257 Privacy Rights Clearning House, "Fact Sheet 35: Social Networking Privacy – How to be Safe, Secure and Social". Available from https://www.privacyrights.org/social-networking-privacy.

Box 12. Protecting Information Online

Here are some of the things you should think about when using SNS. They are not meant to scare you, just help you to be prepared.

- **Do not be under any illusions—it is not just your close friends listening in!** Think carefully about the information you post. Would you be comfortable with your teacher, university lecturer, employer, parents or a police officer reading the information you post?
- **Are you sure you want that information to be public?**
  Be careful about what sort of information you post on SNS.
  Remember that comments you post on SNS are mostly public. So, think carefully about what information you publish about yourself.
- **Remember that activities online affect your life offline**
  These different worlds are not as far apart as you think. When you give out information about yourself online, you make it easier for people online to find you offline.
- **Protected your own privacy? …what about your friends?**
  So you have been careful to protect your own privacy, but what about the privacy of other people? When you use a SNS, the privacy of your friends and family is in your hands.
  Think carefully about what you are going to post about others. Try putting yourself in their shoes. Maybe it would be a good idea to ask your friend before you post that information or photo.
  Remember that others have a right (like you) to control how information about them is made public.
- **Watch out for identity theft**
  Identity theft occurs when someone steals information about you, often so that they can steal money from you.
  You make it easier for identity thieves when you make lots of information about yourself public.

Source: Office of the Australian Information Commissioner. Available from http://www.oaic.gov.au/

7.3   Fraud

This section will address two instances of fraud connected to social media—identify theft and malware.

Identity theft occurs when sensitive information such as usernames and passwords are extracted and are used to create an alternate identity.[258] PC World reports that a person is vulnerable to identity theft if s/he provides at least three pieces of information on his/her SNS profile.[259] This is confirmed by a study conducted by the Javelin Strategy and Research that concluded that "SNS users might be putting themselves at a higher risk for identity theft because they are giving away far too much personal information on SNS..."[260]

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258 The Research Pedia "Disadvantages of Social Media". Available from http://www.theresearchpedia.com/research-articles/disadvantages-of-social-media.

259 Carrie-Ann Skinner, "Beware: Identity Theives Harvest Social Networks", *PC World*, 27 June 2009. Available from http://www.pcworld.com/article/167511/beware_identity_thieves_social_networks.html.

260 Rebecca Black, "9 Alarming Statistics About Identity Theft", 26 April 2012. Available from http://www.creditreport.org/9-alarming-statistics-about-identity-theft/.

Another cause for concerned is that "while many SNS users are concerned about security, more than half of these users admitted that they do not take any steps to actively protect themselves because they do not feel that that identity theft is a likely risk from using SNS."[261]

SNS users are recommended to follow these tips to protect oneself from identity theft:

- Avoid giving out personal information on social media sites, such as address, phone number, e-mail address or your birth date.
- Customize personal privacy settings in order to control the information shared to only a chosen few.
- Create complicated passwords and make sure that they are changed regularly.
- Make sure to thoroughly review the privacy policy of any SNS before using the site in order to understand how your data can be accessed and shared.
- Make sure never to click the box to save your password when you are on a public or work computer.
- Set up a free Google Alerts notification for one's name. You will get an e-mail every time your name shows up in a search online. This helps prevent identity theft because you can see where, how and why your name is being searched for online.[262]

The UCLA defines **malicious software** or **malware** as:

> Any software that gives partial to full control of your computer to do whatever the malware creator wants. Malware can be a virus, worm, trojan, adware, spyware, root kit, etc. The damage done can vary from something slight as changing the author's name on a document to full control of your machine without your ability to easily find out.[263]

The Ponemon Institute reports that malware attacks is one of the causes of data breach among organizations in Australia, France, Germany and the US.[264] A 2013 study estimated that losses caused by data breaches can add up to as much as USD 350 billion.[265] The same study estimated that firms will spend USD 114 billion dealing with malware-related cyberattacks in 2013.[266]

To prevent malware attacks through the use of SNS, it is recommended that users "only install well-known and trusted third party social networking applications, never click links in messages from unknown or untrusted contacts, and avoid clicking on links sent from trusted contacts unless you are certain where it will lead you."[267]

261 Business Wire, "The Truth about Social Media Identity Theft: Perception versus Reality", 21 June 2010. Available from http://www.businesswire.com/news/home/20100621005370/en/Truth-Social-Media-Identity-Theft-Perception-Reality

262 The tips are from the following sites: Business Wire, "The Truth about Social Media Identity Theft: Perception versus Reality", 21 June 2010. Available from http://www.businesswire.com/news/home/20100621005370/en/Truth-Social-Media-Identity-Theft-Perception-Reality; wikiHow, "How to Prevent Social Media Identity Theft". Available from http://www.wikihow.com/Prevent-Social-Media-Identity-Theft; and Linda Vincent, "Are You a Target for Social Networking Identity Theft?" *Fraud Avengers*, 11 September 2012. Available from http://fraudavengers.org/2012/09/are-you-a-target-for-social-networking-identity-theft/.

263 How To Protect Against Malicious Software. Available from http://www.seas.ucla.edu/security/malware.html.

264 Ponemon Institute. Available from http://www.ponemon.org/.

265 James Dohnert, "Business cost of malware spirals to $114b a year", 7 March 2013. Available from http://www.v3.co.uk/v3-uk/news/2253009/microsoft-study-pegs-attack-cost-as-usd114bn-annually.

266 Ibid.

267 MindfulSecurity.com, "Preventing the Spread of Malware", 26 September 2009. Available from http://mindfulsecurity.com/2009/09/26/preventing-the-spread-of-malware/.

7.4　Social Media as Time Suck

Social media is generally acknowledged to be a "time suck", defined by the Urban Dictionary as: "Something that's engrossing and addictive, but that keeps you from doing things that are actually important."[268]

Some of the advices given to avoid or minimize the time spent on social media include the following:

· **Avoid wasting time, prioritize your week.** Unexpected issues arise, but plan for the best and the worst. Proper planning will improve your productivity and efficiency.
· **Determine your daily/weekly time allocation for social media.** Having a set amount of time will help you and your team balance time, effort and results.
· **Give yourself time throughout the day to check your social networks.** For example, maybe you check in around lunchtime and before you leave work, or when you get home. Choose a routine that works for you.
· **Compose your updates in advance.** Schedule the posting of your social media messages. This will also avoid inundating your fans/followers with updates.
· **Identify and eliminate your top distractions.** Creating a daily schedule can significantly improve your productivity. But keep in mind the best days and times for engaging in social media activity.[269]

There are also tools (applications) to help individuals avoid the time suck.[270]

Lost productivity is the most often heard reason why social media is banned in many government agencies. Lost productivity is said to occur when employees spend a lot of time on social media sites—posting or updating content and/or playing games. By one estimate, social media is "costing the US economy $650 billion per year."[271] Another study, conducted by Nucleus Research reports that "given that 61 per cent of employees access Facebook at work, companies can reasonably estimate a cost of 1.5 per cent of total employee productivity."[272] Proskauer reports that 43 per cent of businesses from around the world have had to deal with employees misusing social networks.[273] These businesses also reported that 31.3 per cent of them have had to take disciplinary action against employees in relation to misuse of social networks. Revealingly, nearly half of the companies in the Proskauer survey still do not have social networking policies.

But an employee is not necessarily wasting time (or being unproductive) when visiting social media sites. The MGI study, mentioned previously, suggests that up to USD 1.3 trillion in value can be "unlocked" through the use of social media in various sectors of the economy. Specifically, this value would come from greater productivity as a result of more intensive use of social media in the enterprise. Social media, as box 13 shows, can make workers more productive.

268 Urban Dictionary, "Time Suck", 17 January 2009. Available from http://www.urbandictionary.com/define.php?term=time+suck.

269 Yvette Pistorio, "How to make social media less of a time suck", Ragan's Health Care Communication News, 11 June 2013. Available from http://www.healthcarecommunication.com/Main/Articles/How_to_make_social_media_less_of_a_time_suck_10626.aspx.

270 Courtney Seiter, "20 Tools To Stop The Social Media Timesuck", *Marketing Land*, 5 February 2014. Available from http://marketingland.com/20-tools-stop-social-media-timesuck-71332.

271 Jennifer Shore, "Social Media Distractions Cost U.S. Economy $650 Billion", *Mashable*, 3 November 2012. Available from http://mashable.com/2012/11/02/social-media-work-productivity/.

272 Nucleus Research, "Facebook: Measuring the Cost to Business of Social Notworking", July 2009. Available from http://nucleusresearch.com/research/single/facebook-measuring-the-cost-to-business-of-social-notworking/.

273 Proskauer, "Survey: Social Networks in the Workplace Around the World", undated. Available from http://www.proskauer.com/files/uploads/Documents/Survey-Social-Networks-in-the-Workplace-Around-the-World.pdf.

Box 13. Seven Ways Social Media Can Make You More Productive

1. **Seek advice** – Need advice on a topic? Social media can provide rapid tips, thoughts and inputs.
2. **Solve problems** – When you cannot solve a problem by yourself, ask the world. For example, a while back I was having a problem with a piece of software. I had googled and googled and could not find a solution. I put the problem out on my social media channels. Within twenty minutes, a gentleman from Sweden (with whom I had never communicated previously) sent me a link to the answer. Simple, yet powerful stuff.
3. **Reach companies** – Companies that are social media savvy are serving their customers in new and efficient ways.
4. **Get feedback** – Have an idea and need some input or feedback? Ask your social media audience. Often, you do not even have to ask for feedback. Just put an idea out there and see how much response and sharing it gets.
5. **Find ideas** – Whether it is for your business, blog or hobby, there has never been an easier time to find ideas.
6. **Communicate with a broad audience** – Social media allows individuals greater power than ever to communicate with a large audience. It used to be you had to go through a publisher or big media company. Authors, speakers, experts, can now reach their audience directly, immediately, and in most cases for free.
7. **Quick communication** – There is something special about the brevity of social media. Take Twitter. There is magic in those 140 characters. If you tried that with your e-mail, your recipients would think you were nuts. (Of course, e-mail is for a slightly different purpose.)

Source: Craig Jarrow, "7 Ways Social Media Can Make You More Productive", 2013. Available from http://timemanagementninja.com/2013/01/7-ways-social-media-can-make-you-more-productive/.

It can be argued that lost productivity is due to the inappropriate use of social media. If so, the proper response to the productivity challenge is not necessarily to ban social media in the workplace but to craft and implement "appropriate use" policy. Such a policy should specify the ways social media should be used, and what are the proscribed uses and the penalties for them.

Forrester's report entitled "To Facebook or Not to Facebook" gives the following guidelines when crafting terms of use for social media:

• Determine the level of access to SNS for different types of employees. Employees who interact more with customers may require more liberal access than those who are doing administrative work.
• Determine if there is a need to download software. Third-party Facebook applications, for example, can present security risks, so if the organization allows access to the site, consider blocking the ability to download software from it.
• Find the balance between personal use of social media and workplace productivity. Organizations can leave it to their employees to exercise their best judgement or enforce monitoring mechanisms on the use of social media sites.
• Determine which information are appropriate and inappropriate to post on social media sites. Also, be very specific about corporate proprietary information, confidential data and seemingly innocuous updates that could infer sensitive information.
• Set consequences for policy violations. The consequences will most likely vary depending on the violation and the circumstances. Be sure to clearly articulate what the violation penalty will be, if any.[274]

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274 Kristin Burnham, "Social Media Safety: Acceptable-Use Policies are Critical", *CIO*, 8 April 2010. Available from http://www.cio.com/article/590113/Social_Media_Safety_Acceptable_Use_Policies_Are_Critical.

A comprehensive and well-defined appropriate use policy will not only prevent abuse but also allow organizations to increase productivity through social media.[275]

7.5   Addiction

There is talk of social media addiction. For instance, Australia's ABC News reported that "social media addiction (is) a growing concern."[276] Others point out that there may be "overuse of social media but this does not necessary mean addiction to social media."[277] It is also pointed out that "studies on social media as an addiction are scarce and inconclusive."[278]

One study, conducted by Joanne Davila and Lisa Starr, found that the frequent discussion of problems with friends, particularly about romantic disappointments, via texting, instant messaging and social networks, is significantly linked with higher levels of depression. In this study, 83 girls aged around 13 years old were interviewed on one year, and were re-interviewed one year after. On both occasions they were tested for depressive symptoms.[279]

However, a survey among social media use of teens in the US, reveals that:

> Many more teens report a positive impact of social media use on their emotional well-being than a negative one. Most teens don't think their use of social media affects their social and emotional well-being one way or the other. But there are some teens who think that using social media does affect how they feel about themselves and their social situation.[280]

This study also contradicts the claim that links social media use with depression:

> Very few teens think that using their social network site makes them more depressed. Among all teen social network users, only 5% say using their social networking site makes them feel more depressed, compared to 10% who say it makes them feel less depressed.[281]

In a talk entitled, "Poke Me: How Social Networks Can Both Help and Harm Our Kids", Larry D. Rosen reported findings from his studies on some negative impacts associated with the use of social media:

275 Society for Human Resource Management, "Social Media: What are the advantages and disadvantages of social networking sites? What should we include in a policy?" 6 January 2012. Available from http://www.shrm.org/TemplatesTools/hrqa/Pages/socialnetworkingsitespolicy.aspx.

276 Irena Ceranic, "Social media addiction a growing concern", *ABC News*, 4 March 2013. Available from http://www.abc.net.au/news/2013-02-21/social-media-addiction-feature/4533228.

277 South University, "Does Social Media Addiction Really Exist?" Available from http://source.southuniversity.edu/does-social-media-addiction-really-exist-31795.aspx.

278 Ibid.

279 Chris Irvine, "Excessive chatting on Facebook can lead to depression in teenage girls", *The Telegraph*, 31 January 2009. Available from http://www.telegraph.co.uk/technology/facebook/4405741/Excessive-chatting-on-Facebook-can-lead-to-depression-in-teenage-girls.html.

280 Common Sense Media, "Social Media, Social Life: How Teens View Their Digital Lives", 26 June 2012. Available from http://www.commonsensemedia.org/research/social-media-social-life/key-finding-2%3A-teens-more-likely-to-report-positive-impact--.

281 Ibid.

- Teens who use Facebook more often show more narcissistic tendencies, while young adults who have a strong Facebook presence show more signs of other psychological disorders, including antisocial behaviours, mania and aggressive tendencies.
- Daily overuse of media and technology has a negative effect on the health of all children, preteens and teenagers by making them more prone to anxiety, depression and other psychological disorders, as well as by making them more susceptible to future health problems.
- Facebook can be distracting and can negatively impact learning. Studies found that middle school, high school and college students who checked Facebook at least once during a 15-minute study period got lower grades.[282]

However, Rosen also said that new research has found positive influences linked to social networking:

- Young adults who spend more time on Facebook are better at showing "virtual empathy" to their online friends.
- Online social networking can help introverted adolescents learn how to socialize behind the safety of various screens, ranging from a two-inch smartphone to a 17-inch laptop.
- Social networking can provide tools for teaching in compelling ways that engage young students.[283]

Box 14. How Do You Know If You Are Digitally Distracted?

"In addiction studies they use four to five hours a day as indicative of a problem," said Dr. Michael Bengtson (Professor and Chief of Child and Adolescent Psychiatry at the University of South Florida's Morsani College of Medicine). "But I think two to three hours might indicate the front end of a problem."

Ask yourself the same questions that help define other addictions:

- Does it get in the way of other tasks or activities?
- Do you feel an irresistible urge to use social media?
- Has it had a negative impact on your job, studies or relationships?
- Have you tried to cut down and failed?
- Have others complained about your behaviour or suggested you might have a problem?

Tips to cut back

- Close the social media screens/applications on your computer when you are working on something else. Same for e-mail, if that is what distracts you.
- Unless it is part of your job, do not use social media at work.
- Turn off the chat function on Facebook so you will not be distracted by pokes and pings. Disable push notifications on your phone.
- Set a time limit for social media use.
- Establish times when you disconnect completely, especially when you are on vacation.

Source: Irene Maher, "Social media can become an addiction, but you can break free", *Tampa Bay Times*, 25 July 2013. Available from http://www.tampabay.com/news/health/social-media-can-become-an-addiction-but-you-can-break-free/2133164.

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282 Rick Nauert, "Social Media's Impact on Kids a Mixed Bag", *Psych Central*, 8 August 2011. Available from http://psychcentral.com/news/2011/08/08/social-medias-impact-on-kids-a-mixed-bag/28425.html.

283 Ibid.

7.6   Cyberbullying

Cyberbullying occurs "when a young person torments, threatens, harasses, or embarrasses another young person using the Internet or other technologies, like cell phones."[284] Examples include mean text messages, rumours sent by e-mail, and embarrassing pictures or videos posted on SNS. Cyberbullying is no less real because it happens "virtually". Even worse, there is no safe place for the bullied as it can happen anywhere, 24 hours a day, 7 days a week.

According to the US-based Cyberbullying Research Center:

*   The mobile phone is the most popular form of technology and a common medium for cyberbullying;
*   About half of the young people have experienced some form of cyberbullying, and 10 to 20 per cent experience it regularly;
*   Mean, hurtful comments and spreading rumours are the most common type of cyberbullying;
*   Girls are at least as likely as boys to be cyberbullies or their victims;
*   Boys are more likely to be threatened by cyberbullies than girls;
*   Cyberbullying affects all races; and
*   Cyberbullying victims are more likely to have low self-esteem and to consider suicide.[285]

Suicides linked to cyberbullying are on the rise.[286] There is even one website claiming that nine teenage suicides in 2012 were attributed to cyberbullying on one social network site alone.[287] But a study conducted by John C. LeBlanc, Dalhousie University in Canada revealed that "it is not a cause of suicide... It's only one factor among many…People who are cyberbullied have, for the most part, been bullied in more traditional manners as well.[288]

Among the measures recommended to prevent cyberbullying are:

*   **Policies** – A policy that disallows cyberbullying and lays out the consequences is a means to arm a school or school district against this problem.
*   **Consequences** – Appropriate and fair consequences when bullying occurs, whomever the perpetrator and victims are, prevent cyberbullying. Bullies must not be perceived as immune on account of longevity or position. Consequences need to be applied consistently in order for a policy to prevent bullying to be effective.
*   **Family education** – Parents can prevent bullying both by modeling alternative behaviours, as well as explicitly pointing out behaviours that fall into the category of bullying.[289]

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284 DoSomething.org, "11 Facts About Cyber Bullying". Available from http://www.dosomething.org/tipsandtools/11-facts-about-cyber-bullying.

285 Bullying Statistics, "Cyber Bullying Statistics". Available from http://www.bullyingstatistics.org/content/cyber-bullying-statistics.html.

286 CBC News, "Cyberbullying-linked suicides rising, study says", 20 October 2012. Available from http://www.cbc.ca/news/technology/cyberbullying-linked-suicides-rising-study-says-1.1213435.

287 Ryan Broderick, "9 Teenage Suicides in the Last Year were Linked to Cyber-Bullying on Social Network Ask.fm", *BuzzFeed*, 11 September 2013. Available from http://www.buzzfeed.com/ryanhatesthis/a-ninth-teenager-since-last-september-has-committed-suicide.

288 CBC News, "Cyberbullying-linked suicides rising, study says", 20 October 2012. Available from http://www.cbc.ca/news/technology/cyberbullying-linked-suicides-rising-study-says-1.1213435.

289 Bullying Statistics, "Prevent Bullying". Available from http://www.bullyingstatistics.org/content/prevent-bullying.html.

7.7　Catfishing

The Urban Dictionary defines catfishing as: "The phenomenon of Internet predators that fabricate online identities and entire social circles to trick people into emotional/romantic relationships (over a long period of time)."[290]

Box 15. Catfishing and a US Football Star

Manti Te'o is an American football player who rose to fame during the 2012 college football season in the United States. As the star player on the Notre Dame University football team, Te'o led his team to the college national championship game. What made Te'o's story compelling was that midway through the football season, Te'o learned first of the death of his grandmother, Annette Santiago, and then of the death of his girlfriend, Lennay Kekua. Te'o had met Kekua on Facebook and they had maintained their long-distance relationship via Twitter, Facebook, text messages and telephone calls. Te'o got a lot of public sympathy for playing well in an important football game even though he was full of anguish for the death of his grandmother and girlfriend.

What nobody knew at the time was that Kekua never existed. Te'o claims to be a victim of an elaborate hoax commonly referred to as "catfishing", whereby an individual creates a fictitious online persona in order to pursue deceptive online romances. The man behind the Facebook account of "Lennay Kekua" used stolen photos on Facebook and Twitter in order to lure Te'o into believing he was developing a relationship with a genuine woman. Te'o and "Kekua" would exchange Facebook and Twitter messages and as they lived on opposite sides of the country, they would frequently talk on the telephone as well. During these phone conversations the man behind the catfishing hoax would disguise his voice and play the role of "Kekua". Eventually, the man behind the deception faked the death of "Kekua".

When news of the hoax broke, Manti Te'o issued the following statement:

> This is incredibly embarrassing to talk about, but over an extended period of time, I developed an emotional relationship with a woman I met online. We maintained what I thought to be an authentic relationship by communicating frequently online and on the phone, and I grew to care deeply about her. To realize that I was the victim of what was apparently someone's sick joke and constant lies was, and is, painful and humiliating. It further pains me that the grief I felt and the sympathies expressed to me at the time of my grandmother's death in September were in any way deepened by what I believed to be another significant loss in my life. … I hope that people can understand how trying and confusing this whole experience has been. In retrospect, I obviously should have been much more cautious. If anything good comes of this, I hope it is that others will be far more guarded when they engage with people online than I was.

Source: Dominic Leong

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290 Urban Dictionary, "Catfishing", 1 February 2013. Available from http://www.urbandictionary.com/define.php?term=Catfishing.

7.8   Mitigation Measures

By now it is should be apparent that social media is a double-edged sword. It enables value creation, participation and collaboration. However, its use can sometimes lead to rumour mongering, violation of privacy and, some alleges, addiction.

In dealing with the negative effects of social media it is important to remember that some of the problems associated with social media (rumours/gossips and cyberbullying) are also problems in the real world. Thus, a social media specific regulation would not necessarily solve these problems.

Corollary to this, existing laws can deal with social media-enabled transgressions. As noted in an online article:

> Defamation and defamatory comments are as much a problem on the Internet [as] other forms of media, if not more so. However, the same rules govern online publications as newspaper and other forms of media so there are steps and actions that can be taken to remedy the situation.[291]

With the above in mind, it is also the case that there are actions that stakeholders can do to mitigate the negative effects of social media.

In some instances, what is required is an appropriate use policy for social media. This is true for cases where the down side is a result of inappropriate use or abuse. An example of this approach is the US Federation of State Medical Boards' "Model Policy Guidelines for the Appropriate Use of Social Media and Social Networking in Medical Practice".[292] This guideline discourages doctors from "interacting with current or past patients on personal SNS" but recognizes that "SNS may be useful places for physicians to gather and share their experiences, as well as to discuss areas of medicine and particular treatments."[293] It also declares that "State medical boards have the option to discipline physicians for inappropriate or unprofessional conduct while using social media or social networking websites with actions that range from a letter of reprimand to the revocation of a license."[294]

An appropriate terms of use for all government social media initiatives is necessary to provide guidance to employees, protect its users, and even encourage non-users to make use of social media. The terms of use should be plain, detailed and immediately transparent to all users.

Social media users also have a role to play in ensuring appropriate social media use. This is through helping develop and abiding by social media norms and "netiquette"—the correct or acceptable way of communicating on the Internet. Professor Miller observes that Facebook is already site of normativity and netiquette. Social media users are expected to be aware of various genres and codes of usage and, failure to abide by these leads to moral pressure and sanctions. He elaborates:

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291 Reputation Hawk, "Online Defamation and Your Rights". Available from http://www.reputationhawk.com/onlinedefamation.html.

292 US Federation of State Medical Boards, "Model Policy Guidelines for the Appropriate Use of Social Media and Social Networking in Medical Practice", undated. Available from http://www.fsmb.org/pdf/pub-social-media-guidelines.pdf.

293 Ibid., p. 7.

294 Ibid., p. 9.

There can be direct sanctions against misbehavior... But this form of explicit control is far less common than the rise of a more consensual netiquette conforming to emerging genres without anyone having to enforce them.[295]

Government action can also mitigate the negative effects of social media. One of these is to promulgate new laws to protect citizens in cyberspace. These include:

- Privacy legislation. UNCTAD's Information Economy 2013 report called on developing countries to adopt and enforce privacy and data protection laws.[296]
- Laws against cyberstalking, identity theft and phishing. In the US, various states have addressed the issue of cyberbullying though laws (in their state education codes and elsewhere) and model policies (that provide guidance to districts and schools).[297]

But the most effective response to the challenges created by the misuse of social media remains education, in particular the development of information literacy. Governments could launch programme that will develop information literacy among its citizens. An information literate individual "is someone who knows how to determine when information is needed, access information using a range of tools, evaluate the information through critical thinking and analysis, and incorporate information into something new through a synthesis of materials."[298]

Blocking or any form of censorship of social media would likely not work. First, as noted in the article, "blocking is not 100 per cent."[299] Second, it can be defeated by tech-savvy individuals. Third, there are a number of websites that give advice on how to bypass blocking and/or Internet censorship.[300] Fourth, technology companies are developing tools to defeat blocking and are making these tools available to the public. In 2013, Google developed a tool called "uProxy" to help dissidents beat government efforts to block the Internet.[301] uProxy is reportedly similar to what Chinese citizens are using to go around China's Great Firewall.[302]

All stakeholders have a role to play in ensuring appropriate use of social media. But, at the end of the day, there is no substitute for individual responsibility. Social media is a digital tool and "whatever you put in your toolkit needs to be there because it solves a particular problem for you or it allows you to do something that matters to you that you weren't able to do or weren't able to as easily without that tool."[303]

295 Daniel Miller, *Tales from Facebook* (Polity Press, 2011), p. 187.

296 Claire Provost, "Poorer countries need privacy laws as they adopt new technologies", *The Guardian*, 4 December 2013. Available from http://www.theguardian.com/global-development/2013/dec/04/poorer-countries-privacy-laws-new-technology.

297 StopBullying.gov, "Policies and Laws". Available from http://www.stopbullying.gov/laws.

298 Thomas P. Mackey and Trudi E. Jacobson, "Reframing Information Literacy as a Metaliteracy", *College & Research Libraries*, vol. 72, no. 1 (January 2011), p. 70. Available from http://crl.acrl.org/content/72/1/62.full.pdf+html.

299 Crimperman.org, "Why internet blocking will not protect our children", 29 February 2012. Available from http://www.crimperman.org/2012/02/29/why-internet-blocking-will-not-protect-our-children/.

300 See for instance, HowToGeek.com, "5 ways to Bypass Internet Censorship and Filtering". Available from http://www.howtogeek.com/167418/5-ways-to-bypass-internet-censorship-and-filtering/.

301 Erin McClam, "Running battle: How Google hopes to beat countries cracking down on Internet Freedom", *NBC News*, 23 October 2013. Available from http://www.nbcnews.com/news/us-news/running-battle-how-google-hopes-beat-countries-cracking-down-internet-v21080699.

302 Ibid.

303 Harvard Business Review, "Boost your Productivity with Social Media", 20 December 2012. Available from http://blogs.hbr.org/ideacast/2012/12/boost-your-productivity-with-s.html.

8.   Developing a SM4D Policy

This section aims to:
• **Provide guidelines for creating a social media for development policy; and**
• **Give examples/cases of good practices that address specific issues related to social media for development policymaking.**

How do we harness social media for development? For the Australia's Government 2.0 Task Force:

> Leadership and policy and governance changes are needed to: shift public sector culture and practice to make government information more accessible and usable; make government more consultative, participatory and transparent; build a culture of online innovation within government; and promote collaboration across agencies.[304]

8.1   Leadership

The role of leadership in successful e-government implementation is already well established: "Strong political leadership is one of the most important success criteria for e-government projects in general and in developing countries in particular, even pointed to as the most important criteria by some."[305] In the case of social media initiatives: "By having leadership 'lead' the charge of social media it sends the message throughout the organization that social media is valued and should be utilized."[306]

While leadership support is important, the successful use of social media in organizations also requires an **Executive Champion for Social Media** and a **Social Media Lead**.

"Champions" are "mentors, investors and, perhaps most importantly, advocates who take that leap of faith and make doors open at that critical juncture to snatch success from the jaws of failure."[307] They are those who have clout (power, influence) in the organization who see the value of supporting new initiatives. Executive Champions for Social Media "get" social media (even if they themselves are not "techies" or "savvy" users). Their roles include:

• Establishing ownership and authority over the social space;
• Selling the social media vision to the highest levels of leadership;
• Credibly taking this vision to the rest of the organization; and
• Mediating disputes with authority.[308]

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304 Government 2.0 Taskforce, "Engage: Getting on with Government 2.0 - Report of the Government 2.0 Taskforce", 2009, p. x. Available from http://www.finance.gov.au/publications/gov20taskforcereport/index.html.

305 Bjørn Furuholt and Fathul Wahild, "E-government Challenges and the Role of Political Leadership in Indonesia: the Case of Sragen," in *Proceedings of the 41st Hawaii International Conference on System Sciences* (2008), p. 8. Available from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0CFoQFjAF&url=http%3A%2F%2Fciteseerx.ist.psu.edu%2Fviewdoc%2Fdownload%3Fdoi%3D10.1.1.130.3049%26rep%3Drep1%26type%3Dpdf&ei=rGQ5UZbPIePdigflwYGABA&usg=AFQjCNEqE-9_lqNZI9skhDCzOGg-nY3zdw&bvm=bv.43287494,d.aG.

306 Sampson/Carnegie, "Implementation of Social Media", 3 September. Available from http://www.sampsoncarnegie.com/implementation-social-media/.

307 Alexandra Reid, "The integral role of social media champions", 12 October 2011. Available from http://francis-moran.com/marketing-strategy/the-integral-role-of-social-media-champions/#sthash.eM8e6rx3.dpuf.

308 Christopher Barger, *The Social Media Strategist: Build a Successful Program from the Inside Out* (New York, McGraw Hill, 2012), p. 22.

The Executive Champion is also responsible for hiring the social media lead, building (with the social media lead) the social media team, and securing the social media budget.

The Social Media Lead is also known as Social Media Strategist or Social Media Manager. The Social Media Lead's typical duties include leading the organization's social media programme, participating in social media and acting as a resource person for the organization's units.[309] The job responsibilities include: (1) developing a strategy and plan; (2) leading and executing a formalized plan; (3) monitoring competitors and trends; (4) evangelizing new initiatives; (5) working with internal stakeholders; (6) managing a team; (7) measuring and reporting return on investment; (8) implementing policies and processes; (9) developing internal education and training; (10) working with agencies; and (11) managing a budget.[310]

Ideally, the Social Media Lead will have the following characteristics: (1) at the bleeding edge of new technologies; (2) be the first adopter; (3) advocate for trying new things; and (4) a forward thinker who will extract the maximum return on investment on social media initiatives.[311]

8.2   Using POST

Forrester has developed the "POST Approach" to help organizations develop their social media strategy.[312] It is an approach than can be adapted by governments interested in developing their respective social media strategies.

POST stands for people, objectives, strategy and technologies.[313]

- **People**. Who are your stakeholders and how do they use social media? You want to know where they are and what they are already doing to be able to determine how they will engage with your social media initiative. Do not use a "build it and they will come" approach. Instead, go to where they are!
- **Objectives**. What are your goals? There are five basic objectives that organizations can pursue with their social media strategy:
    - o *Listening* – To better understand your stakeholders
    - o *Talking* – To spread your message(s)
    - o *Energizing* – To invigorate/rally your base/supporters
    - o *Supporting* – To help your stakeholders support each other in order to achieve common goals
    - o *Embracing* – To facilitate stakeholders participation in governance, particularly in policy development and design/delivery of public service[314]
- **Strategy**. How do you change your relationship with your stakeholders? What do you want to get out of these relationships? Which direction do you want to take and what is the underlying proposition? Begin by imagining the endpoint. Your strategy will also help you define your measurements/metric for success.
- **Technologies**. What applications should you use? This step reflects the choices you make in the first three steps. Do not begin with technology then try and find uses for it.

309 Lauren Dell, "Social Media for the Career Minded", *Mashable*, 24 September 2011. Available from http://mashable.com/2011/09/24/social-media-career/.

310 Ibid.

311 Ibid.

312 Josh Bernoff, "The POST Method: A systematic approach to social strategy", 11 December 2007. http://forrester.typepad.com/groundswell/2007/12/the-post-method.html.

313 Charlene Li and Josh Bernoff, *Groundswell: Winning in a world transformed by social technologies* (Boston, MA, Harvard Business Press, 2008), p. 67.

314 Ibid., pp. 68-69.

Box 16. What's Your Social Media Strategy

Below are four distinct social media user types (based on an organization's tolerance for risk and uncertainty):

1. **The Predictive Practitioner** – Do you confine social media usage to a specific functional area, such as customer service or marketing, with little or no cross-functional coordination? Does every social media project have a clear business objective measured with existing metrics?
2. **The Creative Experimenter** – Do you embrace uncertainty and approach social media more as an opportunity to learn, for the purpose of improving business functions and practices? Do you position projects as "experiments"? Are you not overly concerned with predefining expected outcomes?
3. **The Social Media Champion** – Do you have a centralized social media group and leaders dedicated to coordinating cross-functional social media/social business efforts? Does the group develop policies and guidelines for social media use? Do you enlist executive champions and other evangelists, including external influencers, to promote and participate in your projects? Do you share best practices and lessons learned throughout your organization?
4. **The Social Media Transformer** – Do you have a portfolio of social media projects involving both internal employees and external stakeholders, including customers and business partners? Are your social media technologies tightly integrated with how you learn and work? Do projects typically encompass multiple functions and departments? Do you have group tasked with thinking about how social media can inform business strategy and culture?

Source: Susan Spaight, "What's your social media strategy", *Jigsaw*, 10 July 2011. Available from http://www.jigsawllc.com/2011/07/19/whats-your-social-media-strategy/.

8.3   Legal and Policy Environment

It is important to anchor government's social media policy/strategy to the broader e-government and innovation policy/strategy. The Singapore e-government plan, for example, incorporates the use of social media to promote e-participation (see box 17).

Box 17. Extracts from the Singapore eGov2015 Masterplan (2011-2015)

Co-creating for Greater Value
Today, citizens and businesses can access more than 1,600 online services and more than 300 mobile services provided by the Government. Besides continuing to improve the richness and quality of public services, the focus of eGov2015 will be to empower citizens and businesses to co-create new e-services with the Government.

Government as a Service Provider
Recognizing the Internet as an important channel for the direct delivery of information and services to the public, the Government will continue to improve the information and services delivered through government websites. Our Website Transformation Strategy seeks to provide customers with a seamless and integrated web experience across all government websites, while developing standards, common tools and capabilities to support government agencies in improving their websites.

Riding on the high smartphone penetration in Singapore, the Government will also be driving the next phase of the Mobile Government (mGov) programme to deploy more feature-rich and innovative mobile services. Customers can look forward to an enhanced mobile experience while accessing information from, and transacting with, the Government on the move.

With the desire to improve e-service delivery, the Government is always exploring the creation of useful e-services, including personalized e-services offered at the whole-of-government level. To this end, the Government will be deploying a one-stop trusted platform called OneInbox for the delivery of government electronic correspondences to individuals and subsequently, to businesses.

Government as a Platform Provider
With the rising popularity of **social networking**, Government can more easily tap on the collective intelligence of the crowd. As such, the Government can go beyond its traditional role as a service provider, to also serve as a platform provider to encourage greater co-creation of new e-services. For instance, members of the public will be able to readily look for and download publicly available government data from http://data.gov.sg, which can be used for research purposes, as well as to encourage the development of innovative and impactful applications.

The social media strategy should be embedded within an enabling policy and legal environment. In the US, the federal government's use of social media is governed by the following issuances:

- Office of Management and Budget Memorandum 10-23, *Guidance for Agency Use of Third-Party Websites and Applications* (June 2010)
- Office of Management and Budget guidance on *Paperwork Reduction Act and use of Social Media* (April 2010)
- *Guidelines for Secure Use of Social Media by Federal Departments and Agencies* (September 2009)
- *Records Management and Recent Web Technologies* – National Archives
- *Terms of Service Agreements* – Federal-compatible agreements with social media providers[315]

In Australia, the following guidance documents control social media use in the federal government:

- Australian Public Service Commission, *APSC Circular 2009/6: Protocols for online media participation*
- Gov 2.0 Taskforce Final Report, *Engage: Getting on with Government 2.0* (2009);
- Management Advisory Committee Innovation Report, *Empowering change: Fostering innovation in the Australian Public Service* (2010)
- Department of the Prime Minister and Cabinet, *Ahead of the Game: Blueprint for the Reform of Australian Government Administration* (2010)
- Freedom of Information Amendment (Reform) Act 2010 and Australian Information Commissioner Act 2010
- Open Government Declaration[316]

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315 HowTo.gov, "Using Social Media in Government". Available from http://www.howto.gov/social-media/using-social-media-in-government.

316 Craig Thomler, "Social media and Gov 2.0 in Australian Government", presentation made in August 2010. Available from http://www.slideshare.net/CraigThomler/social-media-and-gov-20-in-australian-government.

8.4   Crafting a Social Media Policy

As early as 2007, the US National Aeronautics and Space Administration (NASA) already formulated and began implementing their social media policy. Jeanne Holm (Chief Knowledge Architect at NASA's Jet Propulsion Laboratory) provides tips on crafting a social media policy for government agencies:

- Do not create a new policy, extend your current one to encompass social media. This is because the issues are generally the same and you are only using a different platform. Having said this, it is important that your policy recognizes and accommodates the differences among the platforms (or uniqueness of each platform) that you are using. Another way of wording this tip is your social media policy is a subset of your (overall) media policy.

- Make your policy broad. You do not want to revise your policy every time there is a "new, new thing". To accommodate what you cannot anticipate, craft your policy using broad and technology-neutral language.

- Ask for input from a varied group of individuals. Consult widely (particularly social media users in your agency and social media experts) on the content and language of your proposed policy.

- After the policy has been crafted, do not just publish and disseminate. NASA held a town-hall-style meeting to introduce changes to its media policy and used it gauge how their employees felt about the new policy. An important consideration is balancing the interests of those who are already using social media freely and those who wanted guidance to feel comfortable using social media.

- Reassess later down the line. Guidelines have to be iterative. After creating them, observe how the rules work over time. Change the rules when they are no longer working (i.e. not being followed).[317]

Holm underscores that you cannot expect employees to operate in a way that does not make any sense to them or cannot be done. This "happens often when those making the guidelines don't use social media themselves."[318]

8.5   Guidance for Civil Servants

Below are some good practices on guidance for civil servants on social media.

The UK Cabinet Office's "Participation online: Guidance for civil servants" is worth considering for its brevity. The UK's five principles for civil servants participation online are:

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317 Kristin Burnham, "How to Devise a Stellar Social Media Policy: NASA's Tips", *CIO*, March 2010. Available from http://www.cio.com/article/586813/How_to_Devise_a_Stellar_Social_Media_Policy_NASA_s_Tips?page=1&taxonomyId=3119.

318 Ibid.

- **Be credible** – Be accurate, fair, thorough and transparent.
- **Be consistent** – Encourage constructive criticism and deliberation. Be cordial, honest and professional at all times.
- **Be responsive** – When you gain insight, share it where appropriate.
- **Be integrated** – Wherever possible, align online participation with other offline communications.
- **Be a civil servant** – Remember that you are an ambassador for your organization. Wherever possible, disclose your position as a representative of your Department or Agency.[319]

UK government also have more detailed social media guidelines for the following jobs/roles in government: Guidance for Press Officers; Guidance for Marketers; Guidance for Internal Communicators; and Guidance for Policy Officials.[320]

India's "Framework and Guidelines for the Use of Social Media for Government" has identified the following as "core values" for using social media:

- **Identity** – Always identify clearly who you are, what is your role in the department and publish in the first person. Disclaimer may be used when appropriate.
- **Authority** – Do not comment and respond unless authorized to do so especially in the matters that are sub-judice, draft legislations or relating to other individuals.
- **Relevance** – Comment on issues relevant to your area and make relevant and pertinent comments. This will make conversation productive and help take it to its logical conclusion.
- **Professionalism** – Be polite, discrete and respectful to all, and do not make personal comments for or against any individuals or agencies. Also, professional discussions should not be politicized.
- **Openness** – Be open to comments, whether positive or negative. It is NOT necessary to respond to each and every comment.
- **Compliance** – Be compliant to relevant rules and regulations. Do not infringe upon intellectual property rights and the copyright of others.
- **Privacy** – Do not reveal personal information about other individuals, and do not publish your own private and personal details unless you wish for them to be made public to be used by others.[321]

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319 The Government Digital Service, "Social media guidance for civil servants", 17 May 2012. Available from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/62361/Social_Media_Guidance.pdf.

320 Ibid.

321 Department of Electronics and Information Technology, Ministry of Communications and Information Technology, Government of India, "Framework and Guidelines for the Use of Social Media for Government", undated, p. 9. Available from https://www.negp.gov.in/pdfs/Social%20Media%20Framework%20and%20Guidelines.pdf.

Box 18. Fifteen Commandments for Government Agencies on Twitter

1. Listen before you leap
2. Use your profile information properly
3. Have a disclaimer
4. Do not be a bully
5. Tweet regularly
6. Integrate my tweet approval process
7. Do not register alternate accounts
8. DO not automate your tweets
9. Tweet in the first person
10. Do not bait and switch
11. Do not spam
12. Be selective about who you follow
13. Monitor your account
14. Contribute to the conversation
15. Measure for success

Source: GovLoop, "15 Commandments for Gov't Agencies on Twitter". Available from http://www.govloop.com/page/15-commandments-for-government-agencies-on-twitter.

In providing guidelines one must remember that too many rules may serve as a disincentive for civil servants to contribute or participate in social media initiatives.

"Diplopedia Guidelines" is worthy of emulation for its succinctness.

Box 19. Diplopedia Guidelines

- **Assume the good intention of others.**
  If another Diplopedia user has posted something that is incorrect or incomplete, assume that this was an honest mistake. The normal standards of collegiality apply on this site.
- **If something is wrong, change it.**
  Do you see something that needs to be corrected? Go ahead and make the change yourself. If you don't know what the correction should be, consult with someone who does, and ask him or her to change it.
- **If something is missing, add it.**
  This is a corollary to the previous guideline. You have the power to create articles—use it. Or ask someone else to create that article. Even if you start with a single paragraph, it is far better than nothing, and others can build on your contribution.
- **Use plain language.**
  When writing or editing text, imagine that you are talking to someone who would like to know more details about your work and knows nothing about the internal workings of the State Department. Hundreds of new Foreign Service, Civil Service, and contract personnel join State every year. They are intelligent and eager to learn about the institution they work for. Diplopedia should be the first thing they turn to when they want to know something about their new workplace. Using acronyms, jargon and inside references will slow down their learning process, and the Diplopedia site will be less effective as a result. (For more information about plain language writing, visit the website http://plainlanguage.gov.)

- **Use the "Discussion" tab to discuss an article.**
  At the top of every article, there is a "Discussion" tab. This is a page that exists "behind" the article, and it is for discussions about the article's substance. If you would like to insert a note about the article, or carry out a dialogue with other Diplopedia users about the article's substance, this is the place to do that.
- **Use a neutral point of view.**
  Much like editing Wikipedia, Diplopedia editors should strive for a neutral point of view. Assert facts, including facts about opinions, but do not assert opinions directly in the prose. By "fact" we mean "a piece of information about which there is no serious dispute." If a statement of opinion or other non-neutral point must be made, clearly define which group, office, etc. is stating the point of view (attribution).

Source: U.S. Department of State, "IRM's Office of eDiplomacy: About eDiplomacy". Available from http://www.state.gov/m/irm/ediplomacy.

Finally, it is important to be realistic about staff contributions, particularly for initiatives using wikis and blogs.

The "participatory inequality" power law exists in social media.[322] This means that only a small per cent of users supply a large percentage of content. The general rule is: 90 per cent just read; 9 per cent occasionally contribute content; and, 1 per cent are active content creators. The ratio for Wikipedia, with its high participation demands and wide user base, is 99.8%; 0.2%; and 0.003%, respectively.

8.6   Resources

Social media initiatives need resources. It cannot be done for free. But governments do not have to spend a lot on it either. According to a study on the correlation of social media spending and business results: "It's not how much time and energy you put toward social media, but how well focused those resources are on areas that have the potential to create real business value."[323]

Mashable offers the following tips (gathered from successful social media users) on developing a social media budget:

- Identify your audience and your goals;
- Iterate and test new things; and
- Amplify what works with paid tools.[324]

There are at least three models for providing resources to social media initiatives:

- **Guerrillas** – Organizations who win with social media by focusing their minimal resources on the few activities that have potential to drive results. "They are winning through small but disciplined spend in social media."

322 Unless specified otherwise, the quotes and figures are from Cynthia R. Farina and others, "Rulemaking in 140 Characters or Less: Social Networking and Public Participation in Rulemaking" *Pace Law Review*, vol. 31, no. 1 (winter 2011), pp. 453-4. Available from http://digitalcommons.pace.edu/cgi/viewcontent.cgi?article=1772&context=plr.

323 Patrick Spenner, "3 Resourcing Models for Social Media", CEB, 10 January 2012. Available from http://www.executiveboard.com/marketing-blog/3-resourcing-models-for-social-media/.

324 Lauren Drell, "Crafting Your Social Media Budget: Experts Sound Off", *Mashable*, 23 July 2012 http://mashable.com/2012/07/23/social-media-budget/.

- **Shadow Jumpers** – Organizations that put a lot of resource into social media efforts, but don't see much payoff because they are focused on areas that are unlikely ever to produce business results.
- **Peanut Butter Spreaders** – **Organizations** that spend a lot on social media, but spread their social efforts too thinly across many opportunities.

Clearly, one wants to be a guerilla rather than shadow jumper and peanut butter spreader when it comes to social media spending.

Box 20. No Budget Social Media: Four Tips for Social on the Cheap

If you are a one-person, social media team struggling with little to no budget, or just looking to get social done on the cheap, the tips below are for you!

1.   Before you do anything else, determine your strategy.
From the start, it is important to know what you want to accomplish from social media. It will allow you to focus what little resources you have on setting your goals and achieving them.

2.   Put some efficiency into your process.
Establish a process. Simply schedule a time each day that is dedicated to routine social media maintenance.
Tools will help boost the efficiency of your social media efforts. There are many free or inexpensive tools on the web that can streamline your process, especially in regard to using the channel for listening.

3.   Develop quality content efficiently
If you can get your hands on a few dollars, you might want to consider crowdsourcing content creation. It can help you efficiently put many people to work creating your material.

4.   Get the word out
Your employee base is the first place you should turn.
Your customers can also help you get the word out.
A burgeoning online community would be the best way to get the word out, but building one without an advertising budget can be difficult. Fortunately, plenty of communities already exist. Consider joining a few instead of focusing on building your own.

Source: Clayburn Griffin, "No Budget Social Media: 4 Tips for Social on the Cheap", Social Media Explorer, 20 November 2013. Available from http://www.socialmediaexplorer.com/social-media-marketing/no-budget-social-media/.

8.7   Capacity Building

It is important to include social media training for civil servants in the social media strategy. In response to the question "How can government officials protect themselves from a social media meltdown?" Michael Schlossberg's no. 1 advice is:

> **Training, training, training.** Make sure everyone knows what they are doing. This includes how to use the actual social media platform, appropriate terminology and what each button means. Do not underestimate the importance of this; Jack Dromey, a member of the British Parliament, recently found himself in hot water when he tried to block a tweet containing gay pornography but favourited it instead.

He adds:

> The world of social media is still very new and rapidly evolving. As such, there is a healthy fear about its use. However, at its core, it's a tool that can be used for good or for bad. And you would never use any other kind of tool without first learning how to use it. So learn—and then jump in.[325]

The Director General of the Ministry of the Interior and Kingdom Relations of Netherlands echoes Schlossberg's views. In the former's Foreword to "Civil Servant 2.0", he talked about the new competencies that civil servants need to possess:

> In addition to the basic skills of the civil servant 1.0 (preparing reports, managing decision-making processes, dealing with politically sensitive issues), the civil servant 2.0 is proficient in the use of social media and interactive policy making and can offer solutions to society, involve members of the public in policy, and apply new forms of online cooperation.[326]

These competencies must be developed systematically. It is important that governments include social media training as part of its overall ICT capacity development strategy/plan.

In the US federal government, the General Services Administration piloted a 12-week "Social Media in Government" course that "aims to help new and aspiring social media practitioners understand the strategy and tools that will help them succeed in their roles."[327] Its "HowTo.gov" website offers the following webinars:

- Engaging Audiences with Twitter
- Instagram for Government
- Crowd–Sourced Wikis for Government
- Amplify Your Message With Thunderclap
- Storify: Creating Stories by Curating the Best of Social Media
- Google+ Hangouts

325 Mike Schlossberg, "How Government Leaders Can Stay Out of Social Media Hell", *Governing*, 14 January 2014. Available from http://www.governing.com/gov-institute/voices/col-how-government-leaders-stay-out-social-media-hell.html.

326 Davied van Berlo, *Civil Servant 2.0: New ideas and practical tips for working in government 2.0* (2008), p. 3. Available from http://book.ambtenaar20.nl.

327 Gadi Ben-Yehuda, "GSA Launches Pilot 12-Week Social Media Training", *IBM Center for The Business of Government*, 17 January 2012. Available from http://www.businessofgovernment.org/blog/business-government/gsa-launches-pilot-12-week-social-media-training.

- Yammer: The Power of Social Networking Inside Government Agencies
- Connecting Citizens: Foursquare and the National Archives and Records Administration
- WordPress for Government Blogs and Microsites[328]

Among their most requested training modules are: Social Media Performance Metrics; and Pinterest: Uses in Government.[329]

Adopting social media use without providing training for the civil service will increase social media risks like damage to reputation; disclosure of proprietary and/or confidential information; and legal, regulatory and compliance violations.[330]

8.8   Measuring Success

After creating the strategy and implementing it, we have to know if it is all worthwhile. How do we measure success?

Jegreu Cohen, who argues that "social media success metric must be tied to business goals," proposes a continuum of how success is measured:

- **Tracking the basics** – Success is measured using the obvious metrics, which are easy to compile: followers, likes, shares and comments.
- **Tracking and analysing** – Success is determined by how social media achieves goals. One starts measuring this by looking at how these are measured in the traditional sense and develop a methodology from measuring this in social media.
- **Tracking, analysing and integrating** – At this stage, the importance of social media is recognized at the highest levels within an organization. It is not just fully incorporated into regular reporting, but the information is so valued that it is taken into account for strategic planning.[331]

Avinash Kaushik suggests that what can be easily measured in social media is not what matters.[332] What matters "is everything that happens after you post/tweet/participate." The following are the four distinct social media metrics that should be measured to determine "success" (participating in a channel in an optimal fashion):

1. **Conversation rate** – This measures who are following us on social media and assesses whether what we are saying connects to them.
2. **Amplification rate** – or the rate at which your followers take your content and share it through their network.
3. **Applause rate** –
   - On Twitter – applause rate = no. of favourite clicks per post.
   - On Facebook – applause rate = no. of likes per post.
   - On Google Plus – applause rate = no. of +1s per post.
   - On a blog or on YouTube – applause rate = no. of +1s and likes per post (or video).

328 HowTo.gov, "Using Social Media in Government". Available from http://www.howto.gov/social-media/using-social-media-in-government.

329 HowTo.gov, "Training". Available from http://www.howto.gov/training.

330 see Charlene Li and Ed Terpening with Christine Tran, "Social Media Education for Employees: Reduce Social Media Risk and Activate Employee Advocacy for Scale – How Leading Companies Prepare Employees for Social Media Success", *Altimeter*, 5 December 2013.

331 Jeffrey L. Cohen, "Social Media Success Metrics Must be Tied to Business Goals", 2 December 2013. Available from http://www.salesforcemarketingcloud.com/blog/2013/01/social-media-success-metrics-must-be-tied-to-business-goals/.

332 Avinash Kaushik, "Best Social Media Metrics: Conversation, Amplification, Applause, Economic Value", 10 October 2011. Available from http://www.kaushik.net/avinash/best-social-media-metrics-conversation-amplification-applause-economic-value/.

4. **Economic value** – On all social media channels, economic value = sum of short- and long-term revenue and cost savings. Social media participation, done right, adds value to the organization's bottom line. However, some of it cannot be computed.

Kaushik's proposed metrics are useful for measuring social media success. The first three metrics are immediately usable for government social media sites. The fourth metric needs to be tweaked to make it more relevant to government sites; after all governments' bottom line is not the same as private businesses.

The US government, through the GSA's Center for Digital Services Innovation, has developed digital metrics for federal agencies for, "measuring, analyzing and reporting on the effectiveness of (agency) web, mobile, social media and other digital channels.[333] It provides guidance on:

- Common metrics – guidance, best practices and tools
- Reporting requirements and common tools
- Rationale and framework for common metrics and measures
- Case studies, training and additional resources

Exercise 4.

Prioritizing Social Media in Government Initiatives
Using the output from exercise 3 (i.e., a list of possible social media use in your government), prioritize the initiatives for funding, and provide the overall and specific rationale for the initiatives you prioritized for funding.

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333 HowTo.gov, "Digital Metrics for Federal Agencies". Available from http://www.howto.gov/web-content/digital-metrics.

9. Social Media Future

This section aims to identify the challenges to the global spread of social media and the future of social media.

The demise of Facebook has been predicted.[334] But Facebook insists that the news of its demise is greatly exaggerated.[335]

The supposed demise of Facebook is based on the observation that teens are leaving the SNS.[336] But what is not heralded is that "older folks are settling in".[337] The growth rate for adults over the same period that teenagers are abandoning Facebook are: 32.6 per cent for those aged 25 to 34; 41.4 per cent for 35-to-54 year olds; and 80.4 per cent for those 55 and older.

But even if Facebook is no longer "cool", other social media platforms are getting "hot".[338] In order to comprehend why social media remains "hot" and be able to predict its future, we have to first understand why we use social media.

9.1   Why is Social Media so Popular?

Among the reasons are that: social media provides an opportunity to meet new people; social media sites are user-friendly; social media enable individuals to join groups that share their interests; they are free to use; social media sites serves as a job market; and they help businesses to reach their potential customers easily.[339]

We need to dig deeper. According to Eric Qualman, the rapid spread of social media "is due in large part to its ability to help people avoid information indigestion."[340] Through social media sites, users benefit from other people's information processing. When our Facebook friends (or friends of friends) "like" certain products or services, they have done product research or have used the products themselves. Thus, saving us the time we would have spent on product research. Friends also provide links to interesting articles on common interests. This frees us from regularly browsing news websites.

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334 Agence France-Presse, "Facebook could fade out 'like a disease,' study says", 23 January 2014. Available from http://www.rappler.com/technology/news/48670-facebook-fade-out-study.

335 Julie Bort, "Princeton Study Saying Facebook Is Doomed Gets Destroyed In Hilarious Fashion By A Facebook Data Scientist", 24 January 2014. Available from http://www.businessinsider.com/facebook-scientist-slams-princeton-study-2014-1?utm_content=buffer4144e&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer.

336 Christopher Matthews, "More Than 11 Million Young People Have Fled Facebook Since 2011", Time, 15 January 2014. Available from http://business.time.com/2014/01/15/more-than-11-million-young-people-have-fled-facebook-since-2011/.

337 Barry Levine, "Teens abandoning Facebook, yet the world survives", *Venture Beat*, 16 January 2014. Available from http://venturebeat.com/2014/01/16/teens-abandoning-facebook-yet-the-world-survives/.

338 Bob Al-Greene, "10 Hot Social Networks to Watch", *Mashable*, 29 May 2013. Available from http://mashable.com/2013/05/29/10-hot-social-networks/.

339 Brandignity, "6 Reasons Why Social Networking Is So Popular These Days", 28 November 2012. Available from http://www.brandignity.com/2012/11/6-reasons-why-social-networking-is-so-popular-these-days/.

340 Eric Qualman, *Socialnomics: How Social Media Transforms the Way We Live and Do Business, Second Edition* (Hoboken, New Jersey, John Wiley and Sons, 2013), p. 3.

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Recently, scientists have weighed in on the issue. A recent study argues that social media popularity is related to our desire to manage our reputations. According to Dar Meshi, a neuroscientist at Berlin's Free University and the lead author of a paper published in Frontiers in Human Neuroscience, "As human beings, we evolved to care about our reputation (and in)... today's world, one way we're able to manage our reputation is by using social media websites like Facebook."[341]

In his book "Social", Eric Lieberman goes further. Based on his research on social neuroscience, Liberman argues that "our brain is profoundly social."[342] That "(w)e are driven by deep motivations to stay connected with friends and family."[343] He also maintains that there are "multiple social networks in our brains, sets of brain regions that work together to promote our social well-being."[344]

If Lieberman is correct, social media is a tool that not only mimics, but also one that best responds to the needs of our social brain.

9.2   A Mobile World

In its "2012 Year in Review", Al Jazeeera declared:

> The true revolution in social media was the new voices. It is the realisation of the "Long Tail" applied to communications. The promise of the Internet was realised; it accomplished what blogs alone could not. Anyone can now create and post content that is likely to be seen, and not sit on an unknown blog for months. People have been enabled, and some of those people are already changing the world.[345]

Not quite yet. While the global spread of social media has been phenomenal it still has ways to go to be completely global.

The digital divide, no longer a fashionable term, still exists. Technological inequalities among nations remain. According to the ITU, "(m)ost countries currently have an ICT infrastructure deficit."[346] In another report, the ITU also states that "two-thirds of the world's population, and more than three quarters of the population in developing countries, are not yet online, and of those that are, many do not have access to high-speed, high-quality Internet services."[347]

But there is hope. Mobile phones, which is rapidly spreading worldwide, is seen as bridging the digital divide and providing social media access to the unconnected.

341 Alan Boyle, "Addicted to Facebook fame? Blame your brain's nucleus accumbens", *NBC News*, 30 August 2013. Available from http://www.nbcnews.com/science/addicted-facebook-fame-blame-your-brains-nucleus-accumbens-8C11036930.

342 Mathew D. Liberman, *Social: Why Our Brains Are Wired to Connect* (New York, Crown Publishers, 2013), p. 241.

343 Ibid., p. ix.

344 Ibid, p. 10.

345 Rami Khater, "Social Media: Evolution, not revolution, *Al Jazeera*, 30 December 2012. Available from http://www.aljazeera.com/indepth/spotlight/2012review/2012/12/201212287591467599.html.

346 ITU, *Trends in Telecommunication Reform 2012: Smart Regulation for a Broadband World - Summary* (Geneva, 2012), p. 6. Available from http://www.itu.int/dms_pub/itu-d/opb/reg/D-REG-TTR.13-2012-SUM-PDF-E.pdf.

347 ITU, *Measuring the Information Society* (Geneva, 2012), p. 8. Available from http://www.itu.int/ITUD/ict/publications/idi/material/2012/MIS2012_without_Annex_4.pdf.

A United Nations study has noted that "more people on earth have access to cell phones than toilets."[348] By the end of 2014, global mobile phone subscribers will match the globe's population.[349] It has also been observed that "over the next few years, the most significant trend will be a shift from mobile voice to mobile data traffic as more and more people subscribe to wireless-network services for accessing the Internet."[350]

Unfortunately, not all mobile phone subscribers have access to the Internet and, hence, to social media. Smartphones—mobile phones with built-in applications and Internet access—represent only a third of all mobile phones sold globally.[351] The silver lining is that global smartphone penetration is projected to reach 45 per cent by 2016.[352] Regionally, Asia Pacific smart phone diffusion will increase from 28.5 to 38.6 per cent, and in the Middle East and Africa from 19.3 to 29.2 per cent in 2016.[353]

Despite its limited global reach, the smartphone is already an important means to access social media. Already "over 50 per cent of all Internet browsing are done on mobile device" and "48 per cent of Facebook's daily users access it on mobile phones."[354] In the Asia Pacific, 943 million of the 969 million active social media users access social media on mobile devices.[355] In developed countries, the "mobile first world"—where mobile platforms become the primary place to access the Internet—is already being felt.[356]

The growing importance of mobile devices and application is also illustrated in Facebook's decision to buy WhatsApps for USD19 billion in 2014. According to one analysis:

> With 450 million monthly users and a million more signing up each day, WhatsApp was just too far ahead in the international mobile messaging race for Facebook to catch up… Facebook either had to surrender the linchpin to mobile social networking abroad, or pony up and acquire WhatsApp before it got any bigger. It chose the latter.[357]

9.3   What Lies Ahead

Instead of predicting what will happen (which is very difficult) it might be more useful to begin by examining what will determine the use of social media in the future.

348 Yue Wang, "More People Have Cell Phones Than Toilets, U.N. Study Shows", *Time*, 25 March 2013. Available from http://newsfeed.time.com/2013/03/25/more-people-have-cell-phones-than-toilets-u-n-study-shows/.

349 Agence France-Presse, "Mobile phones to match globe's population in 2014: UN", 1 March 2013. Available from http://www.interaksyon.com/infotech/mobile-phones-to-match-globes-population-in-2014-un.

350 ITU, *Measuring the Information Society* (Geneva, 2012), p. 3. Available from http://www.itu.int/ITUD/ict/publications/idi/material/2012/MIS2012_without_Annex_4.pdf.

351 European Travel Commission Digital Portal, "Mobile/Smartphones". Available from http://etc-digital.org/digital-trends/mobile-devices/mobile-smartphones/.

352 Ibid.

353 Ibid.

354 Constance Aguilar, "10 Surprising Predictions about the Future of Social Media in 2014". Available from http://www.postplanner.com/predictions-future-of-social-media-2014/.

355 Simon Kemp, "250 Infographics on Social and Digital in Asia-Pacific", 16 January 2014. Available from http://socialmediatoday.com/we-are-social-singapore/2077156/250-infographics-social-and-digital-asia-pacific.

356 See Stephen Lawson, "Are we ready for a mobile-first world?" *Computer World*, 24 May 2013. Available from http://www.computerworld.com/s/article/9239536/Are_we_ready_for_a_mobile_first_world_ .

357 Josh Constine and Kim-Mai Cutler, "Why Facebook Dropped $19B On WhatsApp: Reach Into Europe Emerging Markets", *Tech Crunch*, 19 February 2014. Available from http://techcrunch.com/2014/02/19/facebook-whatsapp/?source=gravity.

Starr Knight believes that the future of social media will be dependent on the following:

- Tribes – We as humans, by nature, are social despite the many years spent relying on mass marketing. We will be using social media as a way to have conversations and build a community or tribe that share the same interests.
- Relevancy – Something that will always be crucial to social media is how relevant the content is that you are sharing.
- SoLoMo – We are in a new era now where being social, local and mobile are an important part of being on social media.[358]

"Tribes" and "relevancy" have been discussed. But what is SoLoMo?

SoLoMO "is the convergence of collaborative, location-based and on-the-go technologies."[359] It is a response to growing number of mobile users who "expect businesses to provide contextually relevant online resources that inform, entertain, or resolve."[360] Hyper-local, location-based campaign is one of the expected social media trends in 2014.[361] For Adam Guy:

> The future of social media is all about facilitating discoverable connections... Just updating your status or tweeting from your desktop is pretty lonely. But when you connect social with mobile and local, the power of social media increases.[362]

Now on to trends. Ryan Holmes, the Chief Executive Officer of HootSuite, believes that Brazil will become the "social media capital of the universe" partly because mobile phones make social media a "uniquely democratic institution in Brazil". [363]

Box 21. The Future of Social Media? Forget About the US, Look to Brazil

In villages in the remote Brazilian state of Para, deep in the Amazon rainforest, running water is a luxury and paved roads are few and far between. But there is Facebook.

Earlier this year, indigenous groups fighting a new hydroelectric dam under construction along the Xingu River turned to the social network to vent their frustrations. TheXingu Vivo Facebook page, which now counts 310 followers, logs their grievances against the project, keeping activists abreast of the struggle.

South America's most populous country, Brazil is also emerging as one of the region's most social-media savvy. Seventy-nine per cent of Brazilian Internet users (some 78 million people) are now on social media... fast approaching adoption rates in the US.

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358 Starr Knight, "The Future of Social Media", *Social Media Today*, 29 April 2013. Available from http://socialmediatoday.com/starrknight/1423216/future-social-media.

359 Tech Target, "SoLoMo (social, local and mobile)". Available from http://searchconsumerization.techtarget.com/definition/SoLoMo-social-local-and-mobile.

360 Jacey Gulden, "SoLoMo: The What and the Why", *Social Media Today*, 2 May 2013. Available from http://socialmediatoday.com/jacey-gulden/1429651/solomo-what-and-why.

361 Constance Aguilar, "10 Surprising Predictions about the Future of Social Media in 2014". Available from http://www.postplanner.com/predictions-future-of-social-media-2014.

362 Kantar Media, "The Future of Social is Mobile: Momentum Review No. 9", April 2012. Available from http://www.momentumreview.com/uk/future-social-mobile/.

363 Ryan Holmes, "The Future of Social Media? Forget About The U.S., Look To Brazil", *Forbes*, 9 December 2013. Available from http://www.forbes.com/sites/ciocentral/2013/09/12/the-future-of-social-media-forget-about-the-u-s-look-to-brazil/.

Brazil already counts 65 million Facebook users, second only to the US. It is the world's second-biggest user of Twitter (with 41.2 million tweeters and counting) and the largest market outside the US for YouTube. Meanwhile, a range of homegrown and foreign networks, from Google-owned Orkut to Ask.fm, keep social media users logged in for 9.7 hours a month, according to a 2013 comScore report.

Plus, all signs indicate Brazil is just hitting its social stride. Average time spent on Facebook among Brazilians increased 208 per cent last year, to 535 minutes per month. By comparison, global use declined by 2 per cent during the same period.

With social media saturation looming in the US and Europe, China's citizens stuck behind the Great Firewall (with no legal access to Twitter and Facebook) and India still in relatively early stages of the Internet revolution, Brazil suddenly seems poised to hold an unlikely distinction: social media capital of the universe.

Source: Ryan Holmes, "The Future of Social Media? Forget About The U.S., Look To Brazil", *Forbes*, 9 December 2013. Available from http://www.forbes.com/sites/ciocentral/2013/09/12/the-future-of-social-media-forget-about-the-u-s-look-to-brazil/.

Jeffrey Zeldman, a designer, writer and publisher believes that in the future social media would be:

- **Ubiquitous** – It will be baked into everything we use, from desktop software, to mobile and the web, to the thermostat and phone in our hotel room.
- **Monolithic** – While the web and its low barrier to entry will continue to enable the creation of small, diverse communities, and while small teams will continue to create wonderful social niche products, eventually (and fairly soon) two or three services/brands will come out on top and will be the channels through which 90 per cent of social commerce takes place.
- **Smarter** – It is becoming more seamlessly integrated into traditionally "private" activities such as banking and shopping, but it is still new enough, poorly integrated enough, and riddled with sufficient usability problems to currently be a niche or vanguard activity (i.e. done by web and social media geeks, not the public at large). That will change.
- **Invisible** – The phrase "social media" already used only by a small subsection of the public (tech journalists, consultants, investors, unemployed designers) will fall into complete disuse as social media becomes smarter, monolithic and ubiquitous—the background noise of all our lives, as little noticed as the electrical hum in our homes.[364]

One thing to worry about Zeldman's prediction is that social media will be monolithic—that 90 per cent of social commerce will takes place on only two or three services/brands. This is a cause for concern due to the negative effects of monopoly on innovation.

Perhaps the most interesting of the many predictions on the future of social media is that it will enable greater civic engagement—"individual and collective actions designed to identify and address issues of public concern."[365] Professor William Uricchio, Director of M.I.T. Comparative Media Studies, asserts that:

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364 Jeffrey Zeldman, "The Future of Social Media Is...", *Business Insider*. Available from http://www.businessinsider.com/future-of-social-media-2011-11#jeffrey-zeldman-designer-writer-and-publisher-5.

365 American Psychological Association, "Civic Engagement". Available from http://www.apa.org/education/undergrad/civic-engagement.aspx.

The future of social media is... rooted in the past! We've always been social, and after a century of turning our eyes to the heavy industry of media, we are learning again how to turn to one another. Conditions have changed, of course. Social media offer us malleable identities, global reach, instantaneous impact. We are beginning to see new forms of aggregate behavior. Understanding comes next, and with it, an appreciation that this newly enabled collectivity has implication and edge. The future of social media is, in a profound way, civic.[366]

366 William Uricchio, "The Future of Social Media Is...", *Business Insider*. Available from http://www.businessinsider.com/future-of-social-media-2011-11#professor-william-uricchio-professor-and-director-of-mit-comparative-media-studies-11.

Glossary

Bandwidth	The maximum amount of data transferred per unit of time over a network or the Internet.
Broadband	A type of technology that transmits high-speed data.
Browser, or web browser	A software application that locates, retrieves and displays content on the World Wide Web.
Digital native	One who is born in the digital age and is comfortable in using digital technologies.
e-Government	The use of information and communication technologies to improve the delivery of public services.
e-Pub	Short for electronic publication; alternatively capitalized as ePub, ePUB, EPub, or epub) a free and open e-book standard.
HTML	Stands for Hyper Text Markup Language, an authoring language used to create documents that are readable on the World Wide Web.
Hypertext	Text that contains links to other information on a web page or another website.
PDF	A file format, originally developed by Adobe Systems, that enables electronic display of documents by preserving most of its attributes (including color, formatting, graphics and more), regardless of software or hardware used to create the document.
Server software	A computer program that allows computers to execute services and computer programs in the same or other computers.
Startup	A company that was just started with the intent of making a repeatable and scalable business model.
Streamed online	Data/information that is delivered constantly through the Internet.
User-generated content	Any form of online content (video, blogs, discussion forum posts, digital images, audio files and other forms of media) produced and made available online by consumers/end users.
Viral	An electronic content that is circulated rapidly on the Internet.
Web	A subset of the Internet; consists of pages or sites that are accessible through a web browser.
Web 2.0	The term given to describe a second generation of the World Wide Web. Web 2.0 is a more dynamic version of the web as it allows users to easily collaborate and share information online.
Web syndication	An online publishing format that allows users to view headlines of the latest updates from their favourite blogs and websites from within their web browser or newsreader program.
Website	A group of World Wide Web pages that are connected to each other and are made available online.

Notes for Trainers

As noted in the section entitled "About The Module Series", this module and others in the series are designed to have value for different sets of audiences and in varied and changing national conditions. The modules are also designed to be presented, in whole or in part, in different modes, on- and off-line. The module may be studied by individuals and by groups in training institutions as well as within government offices. The background of the participants as well as the duration of the training sessions will determine the extent of detail in the presentation of content.

These "Notes" offer trainers some ideas and suggestions for presenting the module content more effectively. Further guidance on training approaches and strategies is provided in a handbook on instructional design developed as a companion material for the Academy of ICT Essentials for Government Leaders module series. The handbook is available at: http://www. unapcict.org/academy.

Using the Module

Each section of the present module begins with a statement of learning objectives. Trainers may use the objectives as a basis for assessing their progress through the module. Some of the sections contains discussion questions and practical exercises that may be accomplished by individual readers or used by trainers. These questions and exercises are designed to enable readers to draw on their own experience to benchmark the content and to think reflectively on the issues presented.

Case studies form a significant part of the module content. These are intended for discussion and analysis, particularly in terms of the extent to which the key concepts and principles presented in the module work in real-world projects and programmes. It is important for readers to appreciate the need to adapt the use of social media to suit local conditions. Trainers may encourage participants to cite other cases and examples from their own experience to substantiate the content of the module.

Structuring the Sessions

Depending on the audience, time available and local settings and conditions, the content of the module can be presented in different structured time capsules. What could be covered in sessions of different durations is outlined below. Trainers are invited to modify the session structure based on their own understanding of the country and audience.

For a 90-minute session

Provide an overview of the module. Refer to the "Summary" and introductory parts of each section to build your workshop content, and emphasize issues of most relevance to the participants. You may also choose to focus, for example, on Developing a SM4D Policy or Social Media Future, depending on the interests of the participants.

For a three-hour session

This would be an expansion of the 90-minute session structured to provide greater focus on certain sections. Depending on the background of participants, you may wish to run through the module overview and then focus on particular sections, like section 3 (Social Media in Development 1) or section 4 (Social Media in Development 2) or from one or two of sub-sections from these sections, such Rural Development or Public Health .

A three-hour session may also be divided into two 90-minute sessions. The first session can cover a summary of a relevant section and a case study discussion, and the next session can be spent on a group exercise like Developing an SM policy for the participants' agencies. Please see the "Something To Do" boxes for ideas for a group exercise.

For a full day session (6 hours duration)

A full day session can be divided as follows
- 1 hour to provide an overview and cover sections 1 and 2;
- 1 hour to cover section 3;
- 1 hour to cover section 4;
- 1 hour to cover sections 5 and 6;
- 1 hour to cover sections 7 and 8;
- 1 hour to cover section 9 and close the training.

Within each 1-hour session, the delivery method could vary. For the first session, you may wish to ask each participant about how they use social media for personal and work related purposes. This could be documented by each individual or by a facilitator/trainer. For the second session, you may wish to discuss a case study from section 3, either with the entire class or in groups. For the third session, you may wish to assign a group exercise and see how ICT governance can address some of the challenges identified by participants in the first session. Encourage group discussions and assign practical exercises in between presentations.

For a three-day session

A three day session can be divided as follows:
- 1 day for module overview, discussion of participants expectations and sections 1 and 2;
- 1 day for sections 3, 4, 5 and 6; and,
- 1 day for sections 7, 8 and 9.

Provide an overview at the beginning of each day and sum up at the end of the day. On the first day spend some time discussion how participants already use social media as well as their expectations for the training. On the final day, the last 90 minutes can be used for an open discussion and sharing of experiences related to the module content.

For a five-day session

This time frame should, for the most part, allow you to cover the module fully. Begin with a high level overview of the module, and then expand into each section. To sustain audience interest throughout the five days, ensure plenty of audience interaction and use the practical exercises as both a break from content presentation and as a means for making the subject matter more interesting.

Training Materials

Trainers are encouraged to adapt for use the slide presentations available at APCICT's website (http://www.unapcict.org/academy).

Trainers should use the lists of further readings, and look up the original documents and websites cited. Trainers may also use other relevant case studies, with appropriate referencing

About the Author

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UN-APCICT/ESCAP

The United Nations Asian and Pacific Training Centre for Information and Communication Technology for Development (UN-APCICT/ESCAP) is a regional institute of the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP). UN-APCICT/ESCAP aims to strengthen the efforts of the member countries of ESCAP to use ICT in their socio-economic development through human and institutional capacity-building with the focus on the following three pillars:

1. Training. To enhance the ICT knowledge and skills of policymakers and ICT professionals, and strengthen the capacity of ICT trainers and ICT training institutions;
2. Research. To undertake analytical studies related to human resource development in ICT; and
3. Advisory. To provide advisory services on human resource development programmes to ESCAP members and associate members.

UN-APCICT/ESCAP is located at Incheon, Republic of Korea.

http://www.unapcict.org

ESCAP

ESCAP is the regional development arm of the United Nations and serves as the main economic and social development centre for the United Nations in Asia and the Pacific. Its mandate is to foster cooperation between its 53 members and nine associate members. ESCAP provides the strategic link between global and country-level programmes and issues. It supports governments of countries in the region in consolidating regional positions and advocates regional approaches to meeting the region's unique socio-economic challenges in a globalizing world. The ESCAP office is located at Bangkok, Thailand.

http://www.unescap.org

The Academy of ICT Essentials for Government Leaders (Academy)

http://www.unapcict.org/academy

The *Academy* is a comprehensive ICT for development (ICTD) training curriculum with currently 11 modules that aim to equip policymakers with the essential knowledge and skills to fully leverage opportunities presented by ICTs to achieve national development goals and bridge the digital divide. Below are the short descriptions of the eleven modules of the *Academy*.

Module 1 - The Linkage between ICT Applications and Meaningful Development

Highlights key issues and decision points, from policy to implementation, in the use of ICTs for achieving the MDGs.

Module 2 - ICT for Development Policy, Process and Governance

Focuses on ICTD policymaking and governance, and provides critical information about aspects of national policies, strategies and frameworks that promote ICTD.

Module 3 - e-Government Applications

Examines e-government concepts, principles and types of applications. It also discusses how an e-government system is built and identifies design considerations.

Module 4 - ICT Trends for Government Leaders

Provides insights into current trends in ICT and its future directions. It also looks at key technical and policy considerations when making decisions for ICTD.

Module 5 - Internet Governance

Discusses the ongoing development of international policies and procedures that govern the use and operation of the Internet.

Module 6 - Information Security and Privacy

Presents information on security issues and trends, and the process of formulating an information security strategy.

Module 7 - ICT Project Management in Theory and Practice

Introduces project management concepts that are relevant to ICTD projects, including the methods, processes and project management disciplines commonly used.

Module 8 - Options for Funding ICT for Development

Explores funding options for ICTD and e-government projects. Public-private partnerships are highlighted as a particularly useful funding option in developing countries.

Module 9 - ICT for Disaster Risk Management

Provides an overview of DRM and its information needs while identifying the technology available to reduce disaster risks and respond to disasters.

Module 10 - ICT, Climate Change and Green Growth

Presents the role that ICTs play in observing and monitoring the environment, sharing information, mobilizing action, promoting environmental sustainability and abating climate change.

Module 11 - Social Media for Development

Provides a development-oriented perspective on social media and describes innovative ways for governments and development stakeholders to leverage them in national development strategies and programmes.

These modules are being customized with local case studies by national *Academy* partners to ensure that the modules are relevant and meet the needs of policymakers in different countries. The modules have also been translated into different languages. To ensure that the programme stays relevant and addresses emerging trends in ICTD, APCICT regularly revises the modules and develops new modules.

APCICT Virtual Academy (http://e-learning.unapcict.org)

The APCICT Virtual Academy is part of the multi-channel delivery mechanism that APCICT employs in the implementation of its flagship ICTD capacity building programme, the *Academy of ICT Essentials for Government Leaders.*

The APCICT Virtual Academy allows learners to access online courses designed to enhance their knowledge in a number of key areas of ICTD including utilizing the potential of ICTs for reaching out to remote communities, increasing access to information, improving delivery of services, promoting lifelong learning, and ultimately, bridging the digital divide and achieving the MDGs.

All the APCICT Virtual Academy courses are characterized by easy-to-follow virtual lectures and quizzes, and users are rewarded with APCICT's certificate of participation upon successful completion of the courses. All *Academy* modules in English and localized versions in Bahasa and Russian are available via the Internet. In addition, plans for more content development and further localization are underway.

e-Collaborative Hub (http://www.unapcict.org/ecohub)

The e-Collaborative Hub (e-Co Hub) is APCICT's dedicated online platform for knowledge sharing on ICTD. It aims to enhance the learning and training experience by providing easy access to relevant resources, and by making available an interactive space for sharing best practices and lessons on ICTD. e-Co Hub provides:

• A resources portal and knowledge sharing network for ICTD
• Easy access to resources by module
• Opportunities to engage in online discussions and become part of the e-Co Hub's online community of practice that serves to share and expand the knowledge base of ICTD