



Measuring impact of the use of social software

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Part of the Incluso project

- Develop an instrument that measures the progress and impact of the introduction and use of social software on the youth within the four pilots.
 1. Problems and solutions
 2. Measuring goal attainment
 3. Exploring correlations
 4. Proof of concept





Problems...

- Four different pilots
- Pilots did develop during the project
- Not many youngsters
- No use of real life data
- No control groups





... and solutions

We used several methods:

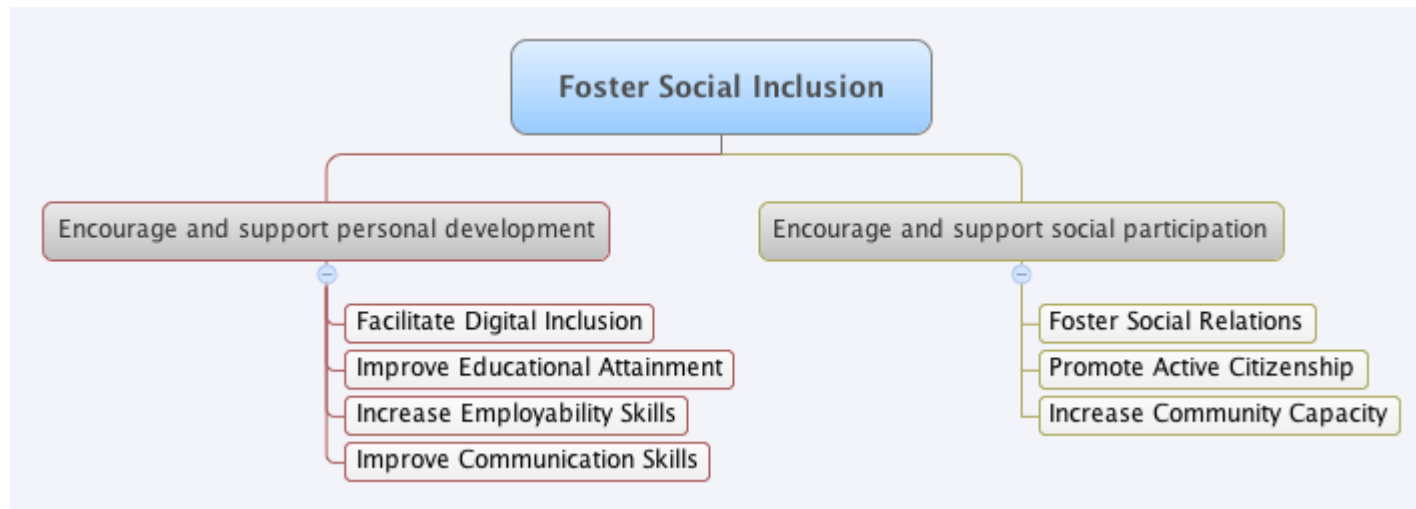
- Internet-based questionnaire
 - Data relating to youngsters who filled out the questionnaire twice
 - Data relating to youngsters who filled out the questionnaire once
- Questionnaire youth workers
- Youth focus group and success stories
- Additional research: Netlog survey

These were aimed at goal attainment and exploring correlations





Goal attainment - 1





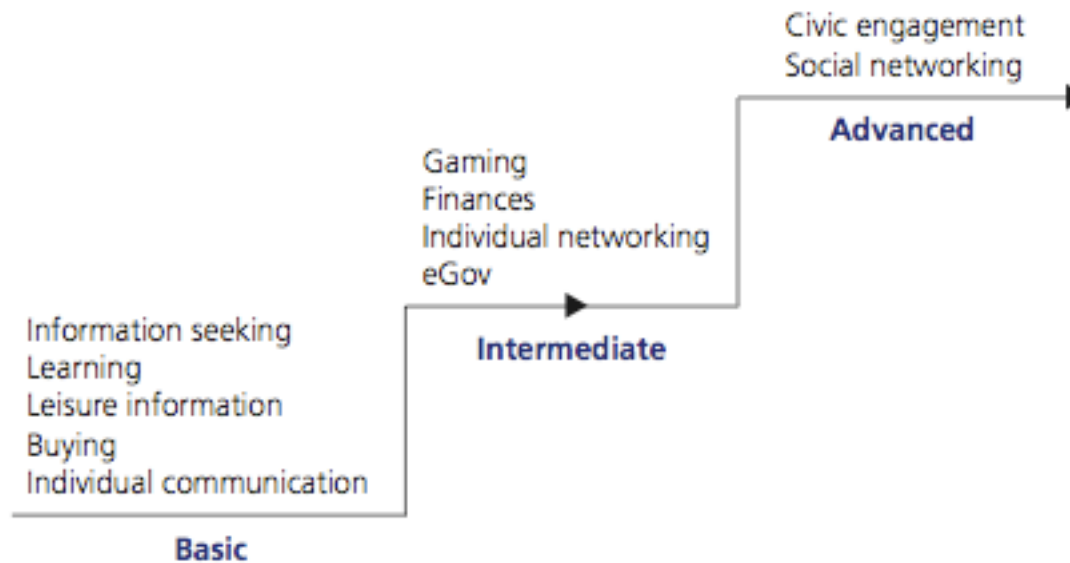
Goal attainment - 2

- The pilots did show that social software is a tool for youth workers if their aim is to facilitate social inclusion.
- The strategy of VJZ and Tonuso was aimed at giving access to internet (first digital divide) and helping the use of internet (second digital divide)
- At Shmu and U Siemachy the use of social software was encouraged alongside other important goals like improving communication skills or more active citizenship.





Goal attainment - 3





Goal attainment - 4

All pilots achieved results in facilitating digital inclusion of the youngsters, but they achieved considerably different results.

Youngsters from Shmu and U Siemachy are more active in social organisations.

No evidence for the assumption that participating in the INCLUSO pilot projects improves educational attainment.





Exploring correlations - 1

In our Incluso database digital inclusion is only measured by the frequency of using computers and the Internet.

Increased digital inclusion relates to

- better offline communication skills.
- more active citizenship (following the news)
- increased social capital through social software.





Exploring correlations - 2

The way people use computers is significant.

The analysis within the Netlog sample shows correlations with the same indicators of social inclusion.

But

The intensity of Netlog use explains offline communication skills, active citizenship and social capital better than frequency of using computers and the Internet.





Exploring correlations - 3

We also found one negative relation. Using the Internet relates to a lack of motivation at school.

Neither the intensity of Netlog use nor the frequency of using a computer are related to motivation at school. Perhaps youngsters just spend time on the Internet to play games, download music or movies or just to surf the web rather than for serious tasks. This also adds to the conclusion that one does not need to encourage Internet use per se, but rather specific use of social software.





Exploring correlations - 4

We observe no principal problems with respect to why other goals like better employability skills cannot be met. It is simply that we cannot present any evidence on this here.





Proof of concept - 1

To help youth achieve increased social inclusion, simply using the Internet is insufficient. One needs to encourage the use of social software. By encouraging the use of social software you can try to attain improved offline communication skills, more active citizenship and increased social capital.





Proof of concept - 2

Not only is the idea a fruitful one, but it is also possible to work on the issue effectively. The Incluso pilots resulted in increased access to ICT and social software, digital inclusion and/or improved online communication skills.

However, one has to be in control of how to use it. Our analyses suggest that all the strategies the pilots used can work.

The strategy of VJZ and Tonuso was aimed at giving access to internet (first digital divide) and helping the use of internet (second digital divide). At Shmu and U Siemachy the use of Internet was encouraged alongside other important goals like improving communication skills or more active citizenship (third digital divide).





Proof of concept - 3

It is possible to measure the impact of the use of social software. You need well defined interventions. You need enough youngsters. You can make use of the instruments developed in the Incluso project. See

www.incluso.org

