Session: “Defining identities, privacy management, crime and cyberbullying in the (dis)connecting digital universe

Digital Inclusion narrative of Brussels disadvantaged youth: A qualitative longitudinal diary research on the experiences and visions on Digital Inclusion

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OVERVIEW

I. CONTEXT

II. RESEARCH AIM & RESEARCH QUESTIONS

III. THEORETICAL FRAMEWORK

IV. EMPIRICAL FRAMEWORK
I. CONTEXT

**DIGITAL SOCIETY: RISK OR OPPORTUNITY?**

- The emergence of Information and Communication Technologies (ICTs), such as Internet, mobile phone, tablets, digital TV and radio, calls for an urgent and critical reflection on **how to think and build inclusive digital societies for all** (Heeley & Damodaran, 2009; Van Dijk, 2005; Warschauer, 2004). The profound digital transformation of our society not only forces us to think about

  ⇒ How ICTs affect people’s life and communities?

  ⇒ How it should and could benefit the most disadvantaged individuals and social groups?
II. RESEARCH AIM & QUESTIONS

- My thesis aims to close the gap in research about theorizing digital inclusion by investigating the narratives of digital inclusion from the perspective of disadvantaged Brussels youth. In particular:
  - Whether, how and which narratives on digital inclusion are emerging?
  - To what extent and how do disadvantaged youth communities construct collective and individual identities vis-à-vis these narratives?

=> Choice of focusing on Brussels youth can be ascribed to the research context as well as my personal attributes.
III. THEORETICAL FRAMEWORK

1. Digital Inclusion studies
2. Digital Inclusion & disadvantaged youth
III. THEORETICAL FRAMEWORK

DIGITAL INCLUSION STUDIES (1)

• A substantial body of literature in Digital Inclusion studies explores how to provide an environment in which the whole of the society can engage with and benefit from the digital transformation.

• Over the last decades and more, these discussions of building open and inclusive digital societies have evolved

• Digital Inclusion can be addressed according three frameworks
### III. THEORETICAL FRAMEWORK

**DIGITAL INCLUSION STUDIES (2)**

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<tr>
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<tbody>
<tr>
<td>• <em>What</em> is digital inequality?</td>
<td>• <em>How</em> does digital inequality occur?</td>
<td>• <em>Why</em> is digital equality crucial?</td>
</tr>
<tr>
<td>• Focus on material and cognitive conditions (access, skills, use)</td>
<td>• Focus on contextual conditions (social status, social context, etc.)</td>
<td>• Focus on the normative dimension and societal consequences (social justice, social recognition, etc.)</td>
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<td>• Mossberger et al., 2003; Livingstone &amp; Helsper, 2007; van Dijk, 2005, ...</td>
<td>• Haché et al., 2010; Helsper, 2012; Jouët, 2000, ...</td>
<td>• Doueihi, 2011; Granjon, 2011; Kiyindou, 2009, ...</td>
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III. THEORETICAL FRAMEWORK

DIGITAL INCLUSION STUDIES (3)
III. THEORETICAL FRAMEWORK
DIGITAL INCLUSION & DISADVANTAGED YOUTH (1)

• Even though disadvantaged youth is rarely entirely 'offline' or disconnected, they have a higher risk than their peers to be confronted to digital exclusion.

• Digital inclusion research addresses socio-economic explanatory variables, such as age, gender, ethnicity, income or education.

⇒ The experience of, and the discourse articulated around digital inclusion by disadvantaged youth communities themselves remain largely under-research.
III. THEORETICAL FRAMEWORK

**DIGITAL INCLUSION & DISADVANTAGED YOUTH (2)**

<table>
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<tr>
<th>Socio-demographic &amp; socio-economical reasons</th>
<th>Broader social context</th>
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<tbody>
<tr>
<td>• Age</td>
<td>• Structural (poverty)</td>
</tr>
<tr>
<td>• Gender</td>
<td>• Institution (education system)</td>
</tr>
<tr>
<td>• Location</td>
<td>• Psycho-individual (discrimination, racism)</td>
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<td>(de Walle, Bradt, Bouvemie-Debies, 2013)</td>
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⇒ Individual and structural mechanism of social inequalities
⇒ “Youth living in socially vulnerable situations”
IV. EMPIRICAL FRAMEWORK

1. Qualitative longitudinal diary studies
2. Narrative Inquiry Approach
3. Narrative analysis
IV. EMPIRICAL FRAMEWORK

SELECTION OF THE PARTICIPANTS

• Aged between 16 and 25 years at the moment of the interview.
• Involved in association or project aimed at Brussels disadvantaged youth communities.
  • Kurasaw Employment vzw, Maks vzw, Youth house Alhambra, AMOS (service d'Action en Milieu Ouvert Schaerbeek), GES (Groupe d'Etude Scolaire), SPI socio-professional integration project at Stadslabo JES vzw, and BON
• Respondents were found by a "snowballing" technique. (Goodman, 1961).
  • Important role of intermediaries while recruiting participants.
  • All these initiatives are located in the so-called "poor croissant" of the Brussels-Capital Region.
    • Anderlecht, Molenbeek and Brussels City, are characterized by high level of unemployment and poverty (Rea, Nagels & Christiaensen, 2009).
• Identify person who qualified to participate and correspond to the "disadvantaged youth"-profile.
• We recruited people who are challenging to reach out to.
IV. EMPIRICAL FRAMEWORK

QUALITATIVE LONGITUDINAL DIARY STUDIES

- Ten respondents were selected to participate at a series of three consecutive interviews (n = 30) structured around diary entries and media logbooks.
- The interviews were conducted at a weekly interval.
- The duration of the interviews: one hour to one hour and a half each.
- All interviews took place in person in Brussels.
- The interviews were conducted either in French or Dutch, based on the interviewees' preferences.
IV. EMPIRICAL FRAMEWORK

DATA COLLECTION METHOD (1)

**Individual in-depth interview**
- Narrative in-depth information about the digital practices and digital inclusion from the point of view of the interviewee.
- Semi-structured narrative interviews (Bryman, 2012)
  - Short introduction of the research
  - Biographical opening questions.
  - Questions on how local cultures influence digital practices.

**Diary entries**
- Encouraged to fill in a diary as much as possible in an active and original way, according to their own feelings and personality (Carter & Mankoff, 2005).
- Three themes:
  - (1) The world of young people
  - (2) The relationship with their district and Brussels
  - (3) Digital media use

**Media logbook**
- Daily (digital) media log book: what media they use, where, when, why and with whom?
- During three weeks
- Starting point or text fields for the series of three interviews with the selected respondents.
IV. EMPIRICAL FRAMEWORK

DATA COLLECTION METHOD (2)
IV. EMPIRICAL FRAMEWORK
NARRATIVE INQUIRY APPROACH (1)

• Narrative inquiry is both a concept and method to provide a 'VOICE' for those normally unheard and explore problems by analysing the experiences and visions of an individual (Barusch, 2012; Clandinin 2006; Riessman, 1993, 2000).

• Narrative inquiry consist of different kind of narratives, different methods and different theoretical underpinning, but “story” is the fundamental unit that accounts for human experiences (Andrews, Squire & Tamboukou, 2012; Holstein & Gubrium, 2012; Paszka, 2010)
IV. EMPIRICAL FRAMEWORK
NARRATIVE INQUIRY APPROACH (2)

• For the purpose of this inquiry, I have a particular interest in “personal narratives”, the underlying assumptions are:
  • Personal narratives of experience
  • Construction of the self, the others and world wide within “social structure interaction”
  • “Dialogical performances” (Krog, 1994), bring together different voices, world views and values systems so that we convey with one each other.
  • Possibility for dialogue and community
  • Extensive literature on narratives for social change
IV. EMPIRICAL FRAMEWORK

NARRATIVE ANALYSIS (1)

• Multiple ways in engaging in narrative analysis and narrative interpretations
  • Create matrix to categorize different kinds of narrative inquiries: whole content, whole form, categorical content and categorical form such as Lieblich, Tuval-Mashiah & Zilber (1998)
  • Narrative analyses such as Labov (1982)
  • Process of story telling such as McCormack (2004)
  • Three dimensional narrative inquiry space as an interpretative frame such as Clandinin and Connelly (2000)
  • Dramatic or narrative time such as Mattingly (2007)
IV. EMPIRICAL FRAMEWORK

NARRATIVE ANALYSIS (2)

- For the purpose of this inquiry, narrative analysis investigates on a comprehensive manner
- What stories are articulated, or themes
- The manner stories are put together or constructed, or structure
- The way thinking about the self in relation to others and how this changes are expressed through narratives, or reflexive

⇒ Go beyond thematic analyze (what) and understand the making process (why and how)
Thank you for your attention

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