

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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Sponsors: Prof. P. Vendramin (UCL) & Prof. L. Van Audenhove (VUB)

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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)*

### Digital Inequalities Frameworks

- *What is digital inequality?*
- Focus on material and cognitive conditions (access, skills, use)
- *Mossberger et al., 2003; Livingstone & Helsper, 2007; van Dijk, 2005,...*

### Digital Practices Framework

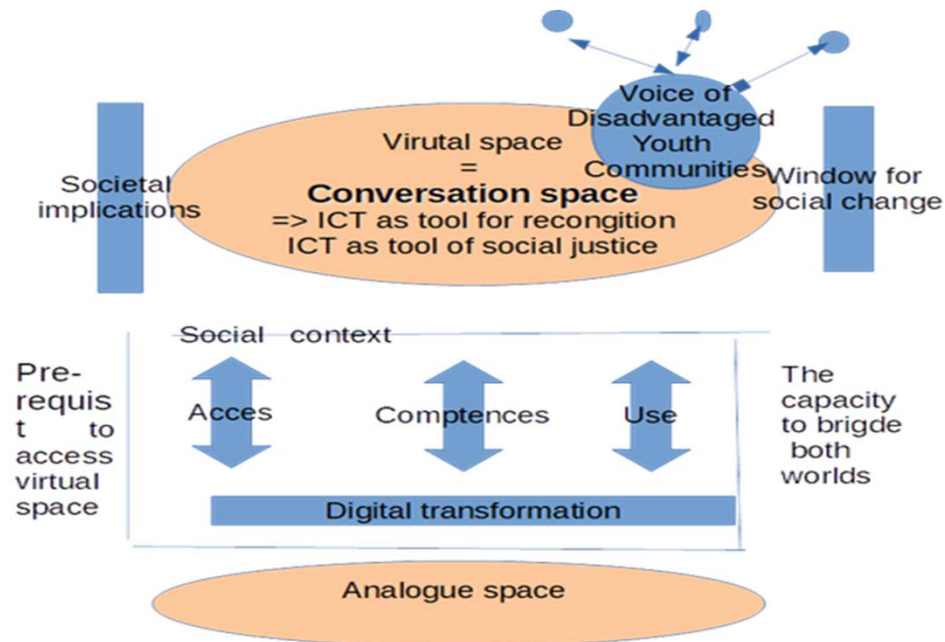
- *How does digital inequality occur?*
- Focus on contextual conditions (social status, social context, etc.)
- *Haché et al., 2010; Helsper, 2012; Jouët, 2000,...*

### Digital Ethics Framework

- *Why is digital equality crucial?*
- Focus on the normative dimension and societal consequences (social justice, social recognition, etc.)
- *Doueihi, 2011; Granjon, 2011; Kiyindou, 2009....*

# III. THEORETICAL FRAMEWORK

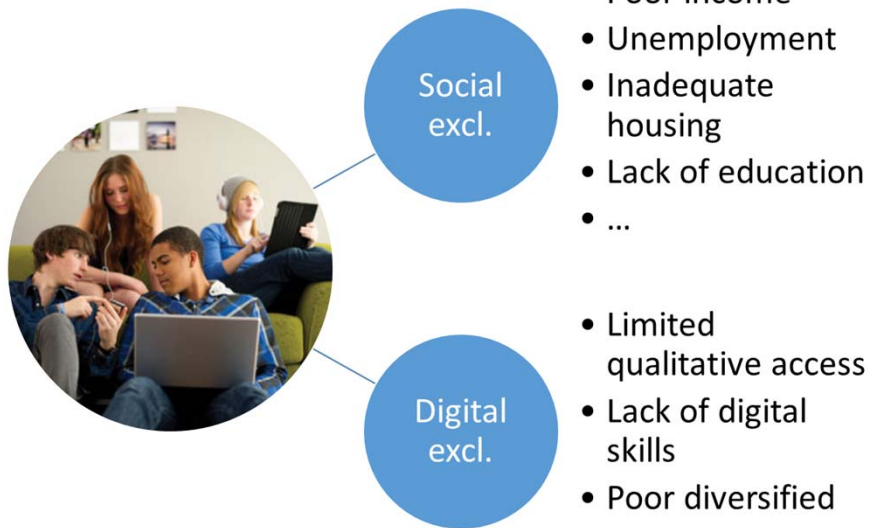
## *DIGITAL INCLUSION STUDIES (3)*





# 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)*

#### **Socio-demographic & socio-economical reasons**

- Age
- Gender
- Location

#### **Broader social context**

- Structural (poverty)
- Institution (education system)
- Psycho-individual  
(discrimination, racism)

(de Walle, Bradt, Bouvernie-De  
bies, 2013)

⇒ 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 interview 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

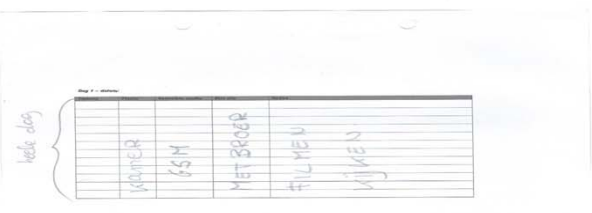
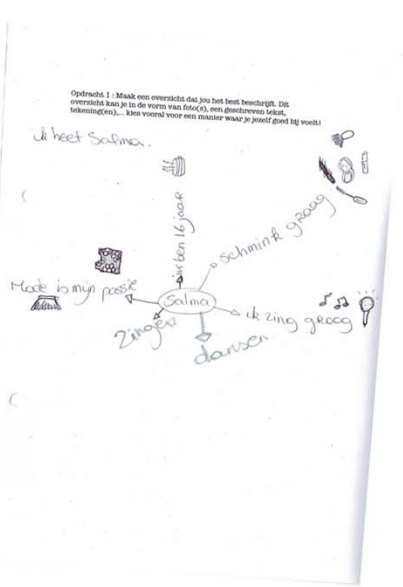
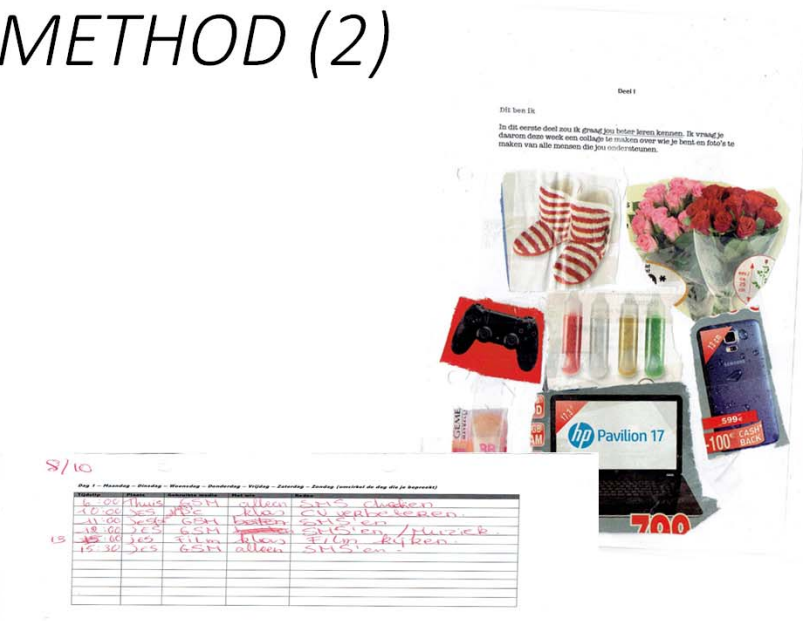
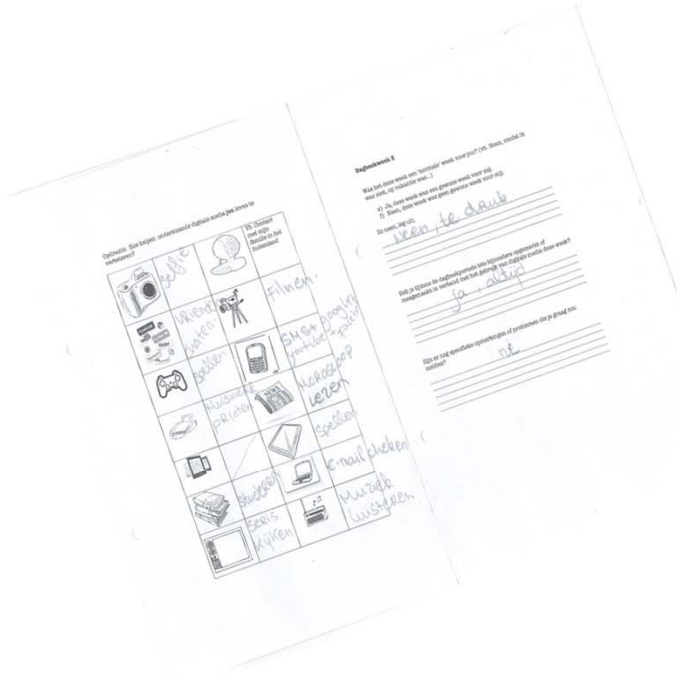
- Encouraged to fill in a diary as much as possible in an active and original way, according to their own feelings and personality (Carter & Mankoff, 2005).
- Three themes:
  - (1) The world of young people
  - (2) The relationship with their district and Brussels
  - (3) Digital media use

### 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 meaning making process (*why and how*)

# Thank you for your attention

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