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**Gender representations and ICT among Brazilian youth in the
context of children's rights –
reflections from a qualitative investigation
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Aims for today...

Present the project ICT & gender for adolescents 2016, qualitative comparative project Sao Paulo (CETIC.br) / Buenos Aires (FLACSO)
– description of work: background, aims, topics, methods

Link the project with the children's rights agenda and SDG 2030 (gender equality) re:

- Areas of investigation and theoretical articulation
- Choice of methodology – sample size and composition, selection criteria

Reflect on the intersections between the children's rights agenda and the gender equality agenda

Aims of the project

To investigate through qualitative methods:

- Ways of access, practices of use, opportunities, self-presentation, privacy and technology related violence - their gender dimension
- Discourses and social representations about young people's uses of internet and social media (how they reproduce or challenge gender stereotypes)

To analyse the data on five key areas - young people in SP/BA (11-12, 13-14, 15-17), adults (parents and teachers) and to produce local and a comparative research reports

To present results relevant for the agendas of promoting children and young people's rights and gender equality at key international events

To reflect on relevant gender-sensitive indicators to be included in future ICT surveys

To further determine specific areas in need for more exploration from a gender perspective

Objectives in detail

To investigate through qualitative methods:

1. Young people's **access to devices and internet**, conditions of appropriation; the role of family members, including siblings, and peer group in access to devices and internet. Exploring social representations around gender-specific access to devices and internet;
2. **Uses, activities, opportunities**; the role of family members, including siblings, and peer group in how young people use ICTs and the internet. Exploring social representations around gender-specific uses and activities online, exploring what opportunities and benefits young people feel they have and how these connect to gender differences;

Objectives in detail . . .

3. **Socialisation of privacy, online and offline** – exploring how different socialisation agents (family, school, media, peer group) inculcate different ideas about personal boundaries and privacy according to gender, how these ideas are replicated or challenged in what young people choose to share of themselves online and with whom;
4. **Self-presentation and expression online** –exploring how young people conform to stereotypical gender norms online or challenge them;
5. **Technology-based violence** – exploring gender-specific violence, including harassment, discrimination, verbal violence (including being called names), revenge porn/ dissemination of nude photos, slandering (e.g. being ridiculed online for not conforming to norms regarding physical beauty).

Design of the study

Qualitative (partially) comparative study São Paulo/ Buenos Aires, limits and options:

Resources, specific contextual agendas with smaller or bigger impact regarding gender differences

Design in São Paulo:

16 focus groups + 25 individual interviews

- 16 focus groups – children and adolescents 11 to 17 years old
- 12 individual interviews – fathers and mothers
- 06 individual interviews – teachers (male, female)
- 2^a round: 07 individual interviews with adolescents 15 to 17 years old

The sample

*Young people
Focus groups*



Focus groups	Class	Type of school	Age range	Sex
Group 1	AB1	Private	11 to 12	Male
Group 2	AB1	Private	13 to 14	Male
Group 3	AB1	Private	15 to 17	Male
Group 4	C2	Public	11 to 12	Male
Group 5	C2	Public	13 to 14	Male
Group 6	C2	Public	15 to 17	Male
Group 7	AB1	Private	11 to 12	Female
Group 8	AB1	Private	13 to 14	Female
Group 9	AB1	Private	15 to 17	Female
Group 10	C2	Public	11 to 12	Female
Group 11	C2	Public	13 to 14	Female
Group 12	C2	Public	15 to 17	Female

Focus groups	Class	Type of school	Age range	Sex	Race (IBGE)
Group 1	AB1	Private	15 to 17	Female	Black/ mixed
Group 2	C2	Public	15 to 17	Female	Black/ mixed
Group 3	AB1	Private	15 to 17	Male	Black/ mixed
Group 4	C2	Public	15 to 17	Male	Black/ mixed



The sample

*Young people
Individual interviews*



In-depth individual interviews (Internet users)	Class	Type of school	Age range	Sex/ gender	Sexuality
1	C2	Public	15 to 17	Female	Homosexual
2	C2	Public	15 to 17	Male	Homosexual
3	AB1	Private	15 to 17	Female	Homosexual
4	AB1	Private	15 to 17	Male	Homosexual
5	n/a	n/a	15 to 17	Queer	n/a
6	n/a	n/a	15 to 17	Queer	n/a
7	n/a	n/a	15 to 17	Queer	n/a

The sample

Adults



Individual interviews parents	Class	Age (child)	Parent	Sex (child)
1	C2	11 to 12	Mother	Female
2	C2	13 to 14	Mother	Female
3	AB1	15 to 17	Mother	Female
4	C2	11 to 12	Mother	Male
5	AB1	13 to 14	Mother	Male
6	C2	15 to 17	Mother	Male
7	AB1	11 to 12	Father	Female
8	C2	13 to 14	Father	Female
9	C2	15 to 17	Father	Female
10	C2	11 to 12	Father	Male
11	AB1	13 to 14	Father	Male
12	C2	15 to 17	Father	Male

individual interviews teachers	Type of school	Age (pupils)	Sex (teachers)	Subject
1	Private	11 to 12	Female	Biology
2	Public	13 to 14	Female	Humanities
3	Private	15 to 17	Female	Exact
4	Public	11 to 12	Male	Humanities
5	Private	13 to 14	Male	Exact
6	Public	15 to 17	Male	Biology



Challenges

- **Methodological choices:** FGs or GIs; selection criteria for individual interviews with young people - purposive sampling of queer, homosexual, black/mixed); important variables
- **Data collection:** age range - adequate language; length and depth; sensitive topics: how to talk about identity and gender inequality with young people, how to talk about violence and gender violence; use of video material (e.g. youtube, news pieces) to stimulate discussion on violence; choice of mediators
- **Comparative aspects:** how to ensure comparability of data (common research framework and areas, common topics guides) - different settings for data collection, comparing different contexts, only some areas are comparative; coding and analyses

Intersecting agendas in the project: SDG 2030 gender equality and children's rights

1. Selection of research areas - access; uses, activities, opportunities; socialisation of privacy; self-presentation online; technology-based violence
2. Methodological choices: sample - inclusion of voices of invisible/ less visible groups; consultations with young people
3. Dissemination and networking

SUGESTIONS AND CRITIQUES

Relevance of the study?

**Topics for deeper/
further
exploration?**

**How to expand the
debate?**

**Lessons learnt from other
studies?**

**Intersectionality and
overlapping
agendas?**

Points of attention?

Thank you!



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