

TELECENTRES AS PROMOTERS OF DIGITAL CITIZENSHIP AMONGST POOR POPULATIONS IN BELO HORIZONTE, BRAZIL

Samir Rodrigues Haddad¹, Abilio Oliveira², Anne-France Beaufils³

¹*Instituto Universitário de Lisboa (ISCTE-IUL), ISTAR-Iscte, Portugal,
samir_haddad@iscte-iul.pt*

²*Instituto Universitário de Lisboa (ISCTE-IUL), ISTAR-Iscte, Portugal,
abilio.oliveira@iscte-iul.pt*

³*Research Centre for Communication and Culture (CECC), Universidade Católica Portuguesa, Universidade Católica Portuguesa, Portugal,
abeaufils@fch.lisboa.ucp.pt*

In the current information society, over half the world's population still does not have access to the Internet. This problem strikes mostly elderly people, poor people, people with little schooling, dwellers in rural areas, and affects women more than men. Scant access to Information and Communication Technologies (ICTs) makes the exercise of citizenship difficult and generates social exclusion. For this reason, policies of digital inclusions have been promoted. We address what has been done in Belo Horizonte, Brazil, where the implemented programmes make available spaces called "telecenters", equipped with computers connected to the Internet, of free public access, located in communities of poor people. In this study, the main goal is to understand how citizenship, net society, ICTs and telecentres are perceived by the disadvantaged people who use them in Belo Horizonte. Data were collected from semi structured focus groups, held in five telecentres, with 32 participants, men and women, between 18 and 70 year of age, poor people with a low level of schooling. To feel more prepared to participate in society as active citizens, participants acknowledge, on the one hand, the need to access information freely and to get ICTs training and, on the other hand, the key role that digital inclusion programmes plays to achieve these goals. From the results obtained, one infers that telecentre effectively stimulate the exercise of citizenship and that, in this way, they are relevant to eschew social and digital exclusion. A set of indicators regarding participants' perceptions emerged from the qualitative analysis.

Keywords: citizenship, digital citizenship, telecentre, indicators, net society, information and communication technologies.

1. INTRODUCTION

Information and Communication Technologies (ICTs) and Internet access in particular have a central role in enabling people to live and participate in contemporary societies (e.g., [1]). This access is still too limited, however. "Although more than four billion people now have some kind of Internet access, almost the same number remains without access worldwide" ([2], p.1). "In Brazil, of its 216 million inhabitants (May 2022), the "fully connected, who use the Internet 29 days a month, on average, total 49.4 million Brazilians. The group represents 29% of the population over 16 years of age and is composed of white people, who are mainly in classes A and B, and who are more educated" (<https://g1.globo.com/tecnologia/noticia/2022/03/21/mais-de-33-milhoes-de-brasileiros-nao-tem-acesso-a-internet-diz-pesquisa.ghtml>).

We urgently need to understand what society we live in and what conditions are needed for the development of countries, communities and people. This awareness will enhance the role of ICTs as essential tools to promote the development of populations, communities and cities and, therefore, for the exercise of citizenship [3] Daily activities rooted in social, political and civil rights, together with access to the Internet and information, constitute the exercise of digital citizenship. Statistics on Internet access do not show the true exercise of digital citizenship. "Many of the people who are counted as connected in official statistics actually experience fragile, intermittent, and unaffordable connections. This makes their meaningful inclusion in digital governance initiatives often impossible. Understanding more about the true nature of the unconnected, the least connected, and the poorly connected is essential for those wishing to make digital citizenship inclusive of disadvantaged communities" ([2], p. 1).

However, new technologies are expensive and there is a digital gap between those who can benefit from them and those who cannot. Still, there is evidence that it is possible to reduce this digital exclusion and promote citizen participation in a fair and equal way [4] [5]. This has been achieved, especially in countries where digital inclusion programmes are implemented to promote training, ICTs and access to digital worlds amongst people in social classes that have low purchasing power. Telecentres are probably the main digital inclusion programmes. Telecentres are

public, free-access spaces equipped with computers connected to the Internet, coordinated by monitors, implemented in communities where people are marginalised in some way and have low incomes [5]; [6].

Belo Horizonte, in the state of Minas Gerais, is one of the Brazilian cities that use this programme, with 402 active telecentres in December 2013 and less than 42 in 2022. In Brazil, the public bodies that manage programmes related to the information society do not carry out in-depth quality analysis on them. They present only some quantitative data or indicators following international standards to measure ICTs – e.g., the number and type of connections, number of computers per household and number of mobile phones per resident. No qualitative studies on the use of telecentres and on the reasons behind their demand were found, so that their final objectives as a social and inclusive programme could be evaluated. Focusing on the survival of telecentres as a public policy dedicated to underprivileged people – poor people – without access to ICTs in the city or, more precisely, in the metropolitan area of Belo Horizonte, we developed an extensive qualitative study, aiming to ascertain and understand:

What do these users think about ICTs and telecentres, what do they usually do at telecentres, how do they feel there, and what are their perceptions about the concepts of citizenship and digital citizenship?

To answer this complex research question, we propose, as objectives:

- 1) Finding out what users' perceptions (in terms of meaning, thoughts and feelings) are about ICTs and the Information and Knowledge Society (IKS), and how ICTs and the IKS are important for them.
- 2) Finding out what users' perceptions (in terms of meaning, thoughts and feelings) are about telecentres, what they usually do there and how they are important in their lives (in order to facilitate their social integration).
- 3) Finding out users' perceptions about citizenship and digital citizenship, and how they view the role of ICTs, digital tools, and telecentres in exercising digital citizenship.
- 4) Proposing new indicators on telecentres, ICTs, citizenship, and digital citizenship that can be used in future studies (by questionnaire) in large urban centres to study the perceptions of users with the characteristics of those included in the present study.

2. METHODOLOGY

The focus group technique was used, encouraging debate, sharing and confrontation concerning matters under discussion (e.g., [7]; [8]);. The choice of this method was, firstly, to find out the social and educational situation of telecentre users in a large urban centre, such as Belo Horizonte, and how important ICTs are to them in today's society. Then, to understand what telecentres mean for these people (in the actions they perform, the opportunities they are offered, etc.), what the community's characteristics are (socioeconomic level, local political leaders, people's involvement in social movements to improve the community, local action by the State, etc.) and the characteristics of the telecentre (location, role of the manager, etc.). Finally, recalling the final objective of encouraging the exercise of citizenship, to analyse what they understood by citizenship and digital citizenship and how ICTs and telecentres helped in exercising them. This qualitative phase was also due to a lack of indicators and scales to aid a quantitative study by questionnaire in order to find the relationship between telecentres and citizenship in low-income groups, mostly residents in social class C and D neighbourhoods.

Participants and procedure

Five telecentres were chosen for the focus groups by drawing lots, without setting dates or times but with the agreement of local managers. Participants were chosen at random, for each focus group, from the people who were using the telecentre at that time on that day, without discrimination by gender, profession or age (provided that they were over 18). Thus, data were collected at five telecentres: *Grupo Convivência da Comunidade Ventosa*, *Centro Cultural Padre Eustáquio*, *Comunidade Kolping Padre Teodoro – Vila Belém*, *Instituto Bacana de Mais* and *Centro de Recondicionamento de Computadores – CRC*, located in low-income neighbourhoods, making up a sample of 32 participants, all regular users of telecentres: 19 men and 13 women aged 18 to 70 (an average age of 38 years old). Retired participants represented 25% of the sample and the others were workers (34.38%), students (28.13%) and unemployed people (12.50%).

Analytical, thematic and statistical approach

A content analysis was then carried out, in accordance with [9]. The data collected were analysed and systematised using the categorical or thematic technique.

The thematic content analysis, coding, made it possible to transform the (original) texts by cutting (selection of units), counting (selection of counting rules), classification and aggregation (choice of categories) in coded recording units in accordance with the categories and subcategories created, allowing us to find out the characteristics connected to each category. The recording units of the researcher and support team were not coded. Recording

units, for categorisation and frequency count purposes, are the segments of content that are considered units of meaning to be coded and considered as base units [9]. Semantic (according to theme, idea) and linguistic (according to sentence, word) criteria were used to code the participants' statements (as recording units), following a system of codes: gender, age group, information society, ICTs, citizenship and telecentre, direct and indirect impacts of telecentres.

The results presented below were extracted by inference and frequency of the recording units (selected statements) and classified into a category and specific subcategory or general.

3. RESULTS

To answer the questions, we observed the frequency of the meaningful recording units of the participants (men and women) on the themes discussed, inferring some results that we shall present in the text below, illustrated by the participants' statements. Looking overall at the results by gender and by the themes of information society, telecentres and citizenship, men and women spoke most often about telecentres, then about the information society and, lastly, about citizenship. Women spoke about telecentres more frequently than men, which may indicate that they have a greater affinity with telecentres and feel a greater sense of belonging to them than men. The average number of recording units or statements was 1.7 for men and 1.8 for women, with no significant differences in their perceptions. The results of this analysis are not conclusive for us to define the reasons that also led them to speak less about the information society and citizenship than about telecentres. Still, they may be an indication that the social status and the level of ICT use are variables that interfere with the appropriation of the use of ICTs or the full exercise of active citizenship (see Table 1).

Table 1.

Average frequency by sex recording units on the information society, telecentres, citizenship and digital citizenship.

Category	Females (N=13)	Males (N=19)	Total
Information Society/network	68	142	210
Information Society/IT	74	129	203
Citizenship (and digital citizenship)	62	117	179
Telecentres	150	162	312
Direct Impacts/ICT skills	43	34	77
Direct Impacts/Internet access	36	57	93
Direct Impacts/access to computers	16	27	43
Indirect Impacts/communication and leisure	83	106	189
Indirect Impacts/culture and language	13	27	40
Indirect Impacts/education	48	57	105
Indirect Impacts/health	12	18	30
Indirect Impacts/governance	4	7	11
Indirect Impacts/employment and income	21	55	76
Indirect Impacts/cross-cutting	13	36	49
Indirect Impacts/territorial identities	81	147	228
	724 (average =1.7)	1121 (average=1.8)	1845

3.1. Perceptions about the information and knowledge society and ICTs

Participants associate information and knowledge society with an increasingly global society, where processes and people are connected thanks to ICTs and the Internet, facilitating online communication and participation through social networks. They consider that the technological evolution has made life in society better and easier. They also acknowledge that exclusion arises from the fact that a significant section of the population is not connected, and because they have neither the knowledge nor the financial capacity to get access to ICTs. Social classes with a greater purchasing power have thus better opportunities in education, in the job market and in social life. E.g.: “We are network-connected, and we send e-mails, WhatsApp, Facebook messages, in the end, we are closer, more connected too.” (F, 63)

Concerning ICT use on a daily basis, they argue that technology is indispensable in order to study, learn, research, work, pay bills, communicate, purchase, date, play and help people. Most acknowledge that the Internet is essential to access ICTs and its use irreversible and growing. For the older people, human values and cultural habits should prevail over technology. The youngest people prefer mobile phones to computers because they are cheaper, portable and easy to use everywhere. However, they recognise that they pay less attention on mobile phones and that they learn less than on the computer or in any on-site activity. E.g.: “I reckon you have to take part if not you’re out of the world.” (M, 65)

Social issues highlights include: a loss of cultural habits (playing in the street, reading, writing), Internet addiction, exclusive access to public policy processes via ICTs (e.g., health-related), overconsumption and overload of available information, and a lack of time to analyse. They distrust online shopping and online payments because of their poor mastering of the technology and their fear of making mistakes. E.g.: “Cultural habits have worsened [playing in the streets with other children].” (F, 19)

Some habits have become less common, such as watching TV, reading books, writing on paper with a pen, or even using the computer. E.g.: “I am not a TV-watcher (...). I get updated on the computer.” (M, 19)

The Internet is recognised as an essential resource for life in society and is irreversible. They believe it to be beneficial for gaining awareness, education, understanding, transforming, demonstrating, forming opinions, participating, helping and distracting, and gradual use can help change the community. Aspects connected to use of the Internet (see Table 2) include negative aspects that need to be overcome, such as laziness, simplification, invasion of privacy, fear and insecurity.

Table 2.

Positive and negative aspects about the Internet.

Aspects	Positive	Negative
Being more active, dynamic	x	
Being more confident	x	
Being calmer	x	
Loss and invasion of privacy		x
Insecurity and fears about using processes that involve money		x
Laziness and simplification when learning		x
Lack of concentration, distraction from achieving goals		x
Discomfort of being tricked		x
Dependence and addiction in Internet use		x

In short, the youngest, who use ICTs the most, are satisfied with learning, confidence and empowerment achieved by mastering technologies, with self-confidence in searching for information, keeping up-to-date and discussing political and economic issues, and they mention positive results at work. The oldest reveal some feelings of sadness (about the loss of cultural habits), lack of confidence and fear about using new technologies, particularly regarding financial operations.

All the participants, overall, fear the “evil side” (or perils) of ICTs, as they consider that this society, through technology, increasingly excludes people who do not have access to ICTs and do not master them. Still, their representations about the information society reveal slight differences according to gender (see Table 3). Women

place greater emphasis on friendship, social ties and concerns about children and social class, which interferes with the quality of access and opportunities to live better in society. Men, on the other hand, more often highlight the loss of cultural habits and refer to the recent past “that time” and “in the past”, with nostalgia.

Table 3.

Frequency of words on the information society, ICTs and the Internet by sex.

Males			Females		
Word	Frequency	Average	Word	Frequency	Average
internet	24	1.3	people	38	2.9
people	20	1.1	internet	26	2.0
technology	14	0.7	mobile phone	12	0.9
do	11	0.6	social	11	0.8
world	11	0.6	computer	9	0.7
to know	11	0.6	understand	9	0.7
former	9	0.5	Facebook	9	0.7
computer	9	0.5	to know	9	0.7
epoch	8	0.4	world	8	0.6
society	8	0.4	friends	7	0.5
Facebook	7	0.4	talk	6	0.5
book	7	0.3	society	6	0.5
believe	6	0.3	children	5	0.4

3.2. Perceptions about telecentres

Telecentres have direct and indirect impacts on their users. Access to a computer and the Internet are the two main reasons why those people go to telecentres. Activities related to territorial identities, communication and leisure, followed by those related to education, employment and income, cross-cutting impacts, culture and language, health and government services represent the indirect impacts of telecentres (see Fig. 1).

Participants recognise that telecentres provide a sense of social belonging because they are located near their homes, where, peacefully and quietly, people can work, study or simply be and feel welcomed without any kind of discrimination regarding their gender, age, race or social status. The physical space, managers and monitors' help are valued features. Telecentres have positive impacts on their lives: ways of thinking critically, improving education and vocational training levels, learning social norms, raising income, sharing knowledge and pleasure in using ICTs (see Fig. 1). E.g.: “[Telecentres] are for anyone in the community (...) whatever their age, colour, race, social background.” (M, 24). • “[I use the telecentre because] it is near to my house, and it is a place... which gives me support to do several activities.” (M, 48)

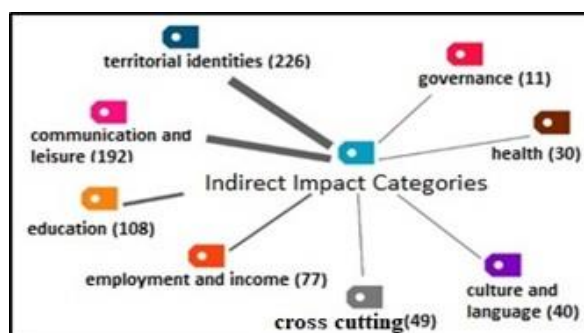


Fig. 1. Indirect impact categories for telecentres

While youngsters go to the telecentre mainly to communicate and for leisure activities, older people give the health category as the most important aspect (see Fig. 2).

We also noticed the existence of a negative perception concerning these spaces, but that is not directly related to the spaces themselves.

Telecentres are indeed becoming emptier, with fewer users, a fact that may result

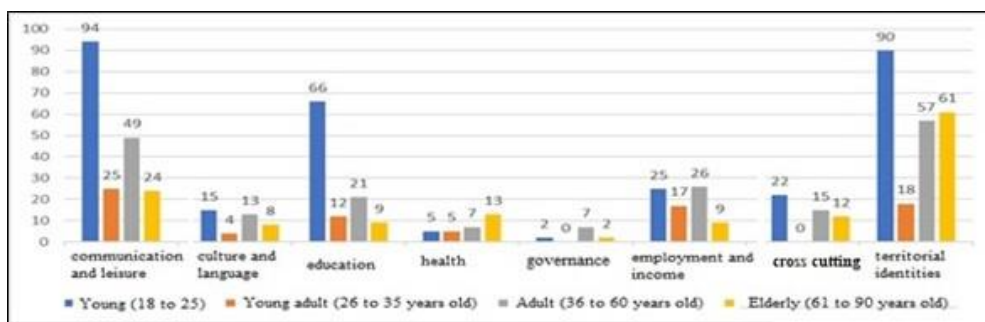


Fig. 2. Indirect impacts categories for telecentres by age group

from insufficient advertising of the place, a lack of monitors to help people, low-quality technological infrastructure (computer and Internet) and scant training courses on offer. E.g.: *“It is half empty. There is lots of space here. How many people come today?”* (M, 48)

In short, telecentres are valued as spaces for digital inclusion, in various aspects, because they foster research, study, knowledge and the possibility of doing things via the use of the Internet and ICTs. In this case, we did not find any significant differences between men’s and women’s perceptions.

3.3. Perceptions about citizenship and digital citizenship

Most of them are not fully aware of what comes with citizenship. Their statements encapsulate their basic rights, organised into three main themes: to live better in society, to take part in society and to belong to a community. E.g.: *“For me, it is every right to live in society, equal rights for all.”* (M, 19)

‘Civil rights’ mean to have freedom of opinion and movement, to have freedom to choose any religion, to respect everyone’s space and to be respected. Social rights are related to achieving a job and income, and having access to free public services (health, education, transport, leisure, security, among others), of good quality and close to their homes. Political rights are connected to the freedom to express themselves politically and to vote, participate in movements and social mobilisations, take part in, lead and fight for improvements in the community.

It is in relation to citizenship that we find that perceptions significantly distinct between genders: while women perceive it mainly as a recognition of civil, political and social rights, men see it more as a need for action and interaction, for the community and society in which they live (see Table 4).

Table 4. Frequency of words on citizenship by sex.

Males			Females		
Word	Frequency	Average	Word	Frequency	Average
community	19	1	law	12	0.9
neighbourhood	15	0.8	Internet	12	0.9
Internet	15	0.8	information	8	0.6
speaking	12	0.6	doing	6	0.5
society	10	0.5	social	6	0.5
law	8	0.4	right	5	0.4

Digital citizenship is associated with the formation of critical thinking and of awareness, with dynamic, inclusive, and collective actions, with the conquest of rights by active, responsible and intervening citizens, essentially by using ICTs, the mastering of which is gradual and complex, since various aspects of technological and socioeconomic development are involved. In this regard, they state that illiterate people and people without ICT skills are automatically excluded from the exercise of digital citizenship. E.g.: *“Digital citizenship is to follow behavioural standards [on the Internet].”* (M, 24)

Nonetheless, they further claim the right for everyone to have Internet access, obtain and share information through digital means, know their rights and duties and participate in the information and knowledge society with better quality of life. Not only can the Internet facilitate knowledge about and exercise of rights and obligations, but it also provides opportunities to achieve citizenship. E.g.: “*The possibility of getting information, showing your work, revealing who you are, what you are doing, if you’re a politician or a musician.*” (M, 48). “[Citizenship] works if there is a leadership that really defends the community that fights for us.” (M, 65)

These findings allow us to respond to the first three objectives. We must also notice that, as a final result of this exploratory study, 119 indicators emerged (see Appendix A), based on the selected (and most relevant) quotes for each category and subcategory. Due to space limitations in this article, it is not possible to demonstrate all the analyses made to answer this objective (using MAXQDA).

The indicators were then grouped and adopted as important themes and categories. Thus, and in response to the fourth objective, we can propose new indicators on telecentres, ICTs, citizenship and digital citizenship, that can be used in future studies (by questionnaire) with poor populations to study users’ perceptions. These indicators are also important because they represent the real situation of poor people in large Brazilian urban centres - people from low social classes with very low incomes, little education, with no access to ICTs or mobile phones in their homes, and who use the telecentres as a last chance to feel digitally and socially integrated in (an information) society.

4. CONCLUSIONS

This study aimed to understand how the information (and knowledge) society, ICTs, telecentres (considering their role at personal and collective levels), citizenship and digital citizenship are perceived by the most disadvantaged populations in Belo Horizonte (Brazil). To this end, the focus group technique was used at five telecentres to encourage discussion on focused concepts, with a total of 32 participants, all regular users of telecentres.

Firstly, it was important to observe that telecentre users understand that taking part in this (information and knowledge) society involves having skills and feeling good about using ICTs. That itself highlights the importance that telecentres have for these people.

It was found that the use of telecentres is associated with positive (direct and indirect) impacts on the users’ lives, facilitating free access to online information and knowledge (reducing the gap between telecentres’ users and people who have more financial resources), and fostering the integration and participation of people in the community and society. Participants acknowledge the importance of having a qualification, training and enjoying the use of ICTs, in order to live in today’s society. From a utopian perspective, it is assumed that all have the same opportunities, disregarding socioeconomic and educational inequalities, age differences, and professional career and personal paths, which involve differences of opportunities. However, telecentres have allowed their users to access information and ICT training, infusing them with new feelings and behaviours. In this regard, ICTs make them take on a new, more critical attitude to obtain information and knowledge and in decision-making processes, stimulating participation in society with their own opinions, thus giving them greater self-assurance, confidence and social well-being [10][11]. [2] reiterates that mobile phones do not replace the important role of telecentres in terms of socialising, learning, access to information and knowledge thanks to free Internet use and the enhancement of ICT skills from free computer use.

Signs of risks or negative perceptions about the information and knowledge society were also indicated, linked to a loss of cultural habits, great dependence on ICTs and mass copycat behaviours. The elderly, in particular, poorer and less literate people (whose access to and mastering of ICTs are more limited) cannot or are unable to understand and follow these changes and hence feel excluded digitally and socially with limited ability to intervene in the community and fully exercise their citizenship.

However, in general, participants know their basic rights (civil, social and political), expressed in the major themes analysed: belonging to a community, participating and living better in society. They also recognise that telecentres promote social participation, individually or collectively, mediating the relationship of the community with public fora and online public services, thus contributing to the exercise of digital citizenship.

It is noted that the exercise of digital citizenship cannot be bound to socioeconomic condition, as the role of fostering access to people’s fundamental rights falls to public policies. The subjects we interviewed find the space (não seria “look for spaces where they can communicate...”) in telecentres to communicate, claim their rights, enjoy themselves, learn, participate fully in society and search for new opportunities. There are, therefore, social differences, associated with access to information and the mastering of ICTs, but the idea of stratification of the right to citizenship by social classes is rejected. In the information society, citizens are at its core as active participants and are quite able to master ICTs.

For this society to progressively become a reality, digital inclusion programmes are important and, within the latter, telecentres play an irreplaceable role as tools accessible to all, which directly and indirectly make for people’s training and updating as fully-fledged, free, informed and active citizens.

This study also reinforces the importance of qualitative research in the evaluation of public policies based on what people think, feel and how they behave in relation to them. We found that disadvantaged people who use telecentres feel less excluded digitally and socially. Conversely, and positively, they are able to improve their ICT use and change and diversify their own life paths, understand their role in the community and in society, and have access to new professional opportunities. They are therefore able to exercise their citizenship more fully, thus becoming netizens.

The present study is part of more comprehensive research with subsequent studies, the findings of which we expect to publish soon. Important indicators for the current project – also aiming to propose a renewed conceptual model for digital citizenship – have also resulted from this qualitative phase.

ACKNOWLEDGMENTS

This work was partially supported by Fundação para a Ciência e a Tecnologia, I.P. (FCT) [ISTAR Projects: UIDB/04466/2020 and UIDP/04466/2020].

REFERENCES

- 1.Castells, M. (2011). A era da informação: economia, sociedade e cultura. Sociedade em rede, vol. I. 4ª ed. Lisboa: Fundação Calouste Gulbenkian
- 2.Vota, W. (2019). The Digital Divide is Not Binary: The Five A's of Technology Access. ITC4 Works Available at: <https://www.ictworks.org/digital-divide-technology-access/>. Access on: February 17, 2022.
- 3.Portugal (2002). Qualidade e eficiência do Governo eletrónico – Plano de Ação para o Governo Eletrónico - UMIC Unidade de Missão Inovação e Conhecimento, 2002, pp. 1-66. Available at: <http://purl.pt/267/1/>. Accessed on: Jan, 23, 2022.
- 4.Sey, A., Coward, C., Bar, F., Sciadas, G., Koepke, L., Alampay, E., Best, M., Blake, T., Donner, J., & Gordon, A. (2013). Connecting people for development: why public access ICTs matter. Available at: <http://tascha.uw.edu/publications/connecting-people>. Accessed on: Fev, 16, 2016.
- 5.[Brasil-CGI.br-Comitê Gestor da internet no Brasil (2015). Available at: <https://cgi.br/media/docs/publicacoes/2/tic-centros-publicos-de-acesso-2013.pdf>. Accessed on: Jun, 05, 2021
- 6.Bailur S, (2006). Using Stakeholder Theory to Analyze Telecentre Projects. Information Technologies and International Development, 3(3): 61–80. Available at: <https://itidjournal.org/index.php/itid/article/view/230/100>. Accessed on: May., 15, 2022
- 7.Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2): 77–101. <http://dx.doi.org/10.1191/1478088706qp063oa>
- 8.Silva, I. S., Veloso, A. L., & Keating, J. B. (2014). Focus group: considerações teóricas e metodológicas. Revista Lusófona de Educação, 26: 175-190. ISSN 1646-401X.
- 9.Bardin, L. (2014). Análise de Conteúdo. Lisboa: Edições 70
- 10.Verdegem, P. (2011). Social Media for Digital and Social Inclusion: Challenges for Information Society 2.0. Research & Policies, TripleC 9 (1): 28-38. ISSN 1726-670X. Available in: <http://www.triple-c.at>.
- 11.Madon, S. (2005). Governance lessons from the experience of telecentres in Kerala. European Journal of Information Systems, 14(4): 401-416. Doi: 10.1057/palgrave.ejis.3000576.

Appendix A - Table 5

Table 5- Indicators emerging from the focus group

Table 5.

Indicators emerging from the focus group exploratory study.

ICTs indicators (18)	Feelings regarding ICT indicators (12)	Internet indicators (9)
----------------------	--	-------------------------

Abandonment of traditional games and jokes (football in the street, dolls and others)	Updated	Time saving
Being open-minded (welcoming new ideas)	Capable	TV ending
Helping solve lots of our problems	Confident	Escape (or distraction) from reality
Bringing people from different social and educational levels together	Curiosity	Tool for people's awareness
Making life more complicated	Uncomfortable	Insecure way to carry out any operation
Internet addiction	Frustration	A means to make written complaints
Discussing/exchanging ideas	Independent	Means to encourage changes of opinion
Studying in a better way	Insecurity	Key resource for one to live day-by-day
Making people waste time	Power	Key network for information exchange
Unemployment (Technologies substitute human labour)	Thinking lazily	
Not reading books	Fulfilment	
Searching for a job	Satisfaction	
Achieving life goals		
Rejecting people who think or act differently		
Feeling integrated in society		
New social leadership arising		
Being too lazy to think		
Working better		

Citizenship indicators (11)	Digital citizenship indicators (23)
Helping to solve community issues	Helping each one to feel like a member of society
Achieving life goals	Fighting any kind of exclusion online (cultural, economic, territorial or ethnic)
Participating in political/social movements	Inviting others to take part in society
Participating in local development	Developing services for online governance
Being concerned about the collective or community (solidarity)	Teaching people to search for information
Respecting each one's space	Excluding people who do not master ICTs from society
Knowing one's role in the group	Guarantee of the right to internet access

Knowing how to listen and talk	Fighting against digital exclusion
Being entitled to work and income	Poor youngsters' access to internet (who are deprived of opportunities)
Having a house	The right to living in a society with social and political participation
Having food to eat	The right to get informed online
	The online process to conquer (equality of) rights
	The online process of liberation from a bad economic and social condition
	Being able to vote online
	Encouraging access to digital worlds
	Solving several issues online
	Feeling that I can help and solve any problem
	Feeling connected to someone, anywhere
	Mastering ICT use
	Having a critical approach when participating in online processes
	An active way to act that enhances the exercise of citizenship
	An online way to manifest and mobilise within the information society
	Using ICTs to raise awareness among people to live in society

Telecentre indicators (46) (16+11+19)		
Telecentre (16)	Telecentre manager (11)	Improvements at the Telecentre (19)
Welcoming people in the community	Inviting the local community for meetings on common interests	Opening at weekends
Helping people to change their level of schooling	Disseminating matters of interest to the community	Extending opening hours during the week
Helping the growth of community	Disseminating social events and political demonstrations	Increasing the offer of face-to-face basic level ICT courses
Learning new things	Drawing up material for the dissemination of social events and political demonstrations	Making equipment available to make copies and scan documents
Learning rules of social interaction	Managing the Telecentre's Facebook page with matters of local interest	Making a printer available for users

Empowering people for a professional activity	Offering work for tasks at the Telecentre	Providing a landline for urgent and important phone calls
Giving all people equal opportunities to access information	Organising leisure/culture-related activities for the community	Providing Wi-Fi for cell phone use
Being with friends	Guiding people in job seeking	Offering an online Spanish course
The existence of a peaceful study environment (silent)	Participating in meetings, commissions, public hearings and community councils	Offering an online English course
Placing people in the labour market	Promoting social action campaigns (e.g.: plastic caps swaps for wheelchairs, organising bazaars and donating to the community, and helping with the transport of people to the hospital)	Offering face-to-face courses on art, music, crafts or cooking
More freedom to act than at school (Internet, computers and others)	Being a local leader	Providing advanced level ICT instructors/monitors
Feeling safe		Providing a larger dissemination of the Telecentre and of its activities
Being welcomed nicely (at the Telecentre)		Providing a Telecentre Facebook page
Having company		Offering lectures on information society and knowledge
Taking children and youngsters off the street		Offering lectures on citizenship and digital citizenship
Working with other people		Providing quicker computer repair
		Improving the quality of internet access
		Offering back up school classes
		Replacing out-dated equipment