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e-Literacy, Schools and Municipalities Towards
a Common Goal: e-Citizenship

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Abstract

International guidelines advocate for citizens participation in government decision-making processes through information and communication technologies mediated by the Internet (e-governance and e-government). However, the levels of youth participation are still unsatisfactory, and international studies show little effectiveness of media literacy education in Portugal, underlying electronic participation literacy.

Consequently, the research question—“How can education for media literacy be conducive of a participatory e-citizenship among young people?”—engaged in light of the mismatch between e-governance strategies with regard to young people’s civic engagement, on the one hand, and young people’s perceptions of themselves as e-citizens on the other.

The study population consisted of 12 mayors and 12 municipal technicians, two formal youth institutions, 12 directors of public secondary schools, and 131 teachers and 1392 students of 11th and 12th grade. The data was obtained through questionnaires, interviews, and website analysis.

A mixed methods approach allowed the conclusion that weak e-governance political goals aimed towards young people allied with weak educational citizenship and media literacy strategies determining the young people’s informal and formal online participation. In support of this, 14.5% of the variance ($R^2=0.145, F(4)=38.22, p<0.001$) of their levels of formal online participation is predicted by regular meetings with mayors, students’ levels of media literacy, students’ informal online participation, and students’ perceptions of their possibility to participate. In addition, 15.7% of the variance ($R^2=0.157, F(4)=47.45, p<0.001$) of students’ levels of informal online participation is predicted by students’ formal online participation, students’ levels of media literacy, and the opportunity to participate in action and innovation projects at school. Students’ formal online participation is also positively correlated with students’ perception of possibility to participate [$r(1136)=0.114, p<0.001$] and their mobile Internet access [$r(912)=0.073, p=0.028$].

Keywords: electronic governance, electronic citizenship, digital and media literacy, citizenship education, online youth participation.

Resumo

Diretivas internacionais preconizam a participação dos cidadãos através da governança e governo eletrónico. Contudo, os níveis de participação jovem continuam não satisfatórios e estudos internacionais evidenciam pouca eficácia da educação para a literacia mediática em Portugal, literacia subjacente à participação eletrónica.

Consequentemente, a questão de investigação “Como é que a educação para a literacia mediática pode conduzir a uma cidadania eletrónica participativa dos jovens?”, teve subjacente uma incompatibilidade entre as estratégias de e-governança com relação à participação cívica dos jovens, e por outro, as perceções dos jovens de si mesmos como cidadãos.

A população do estudo foi constituída por 12 presidentes de câmaras municipais e 12 técnicos camarários, 2 instituições formais de juventude, 12 diretores de escolas secundárias públicas, 131 docentes e 1392 alunos do 11º e 12º ano). Para a obtenção dos dados optou-se por questionários, entrevistas e análise de páginas de internet.

A metodologia mista aplicada permitiu concluir que os fracas objetivos políticos de governança eletrónica dirigida aos jovens aliados às fracas estratégias educacionais de cidadania e literacia mediática afetam a participação formal e informal online dos jovens, pois 14.5% da variância ($R^2=0.145$, $F(4)=38.22$, $p<0.001$) dos seus níveis de participação formal online tem como previsores os encontros regulares com presidentes de câmara, os seus níveis de literacia mediática, a sua participação informal online e as suas perceções de possibilidade de participação e 15.7% da variância ($R^2=0.157$, $F(4)=47.45$, $p<0.001$) dos seus níveis de participação informal online tem como previsores estatísticos a sua participação formal offline e online, os seus os níveis de literacia mediática e a possibilidade de participarem em projetos de ação e inovação nas escolas. Mais, a sua participação formal online está também positivamente correlacionada com a perceção de possibilidade de participar [$r(1136)=0.114$, $p<0.001$] e com o acesso móvel à internet [$r(912)=0.073$, $p=0.028$].

Palavras-chave: governança eletrónica, cidadania eletrónica, literacia mediática e digital, educação para a cidadania, participação juvenil online.

Resumo da tese em Português:

Diretivas internacionais preconizam a participação dos cidadãos através da governança e governo eletrónico. Contudo, os níveis de participação jovem continuam não satisfatórios e estudos internacionais evidenciam pouca eficácia da educação para a literacia nos media em Portugal, literacia subjacente à participação eletrónica.

Desde sempre os meios de comunicação foram o veículo privilegiado para o exercício de comunicação entre o poder local e o cidadão e como instrumento de fazer chegar a voz do cidadão ao poder local. Estas funções mantêm-se nos dias de hoje e com o desenvolvimento de ferramentas online, é possível assistir a um crescente número de ações dos governos e de governação eletrónica, que conduzem a uma maior utilização da Internet por parte do cidadão para o acesso à informação, à prestação de serviços e para a comunicação com os eleitores, seja através de portais, redes sociais (e.g. Twitter e Facebook) ou, em alguns países, do voto eletrónico.

Implementar estratégias que dotem os cidadãos de competência nas TIC para que o investimento financeiro e humano realizado nas TIC na última década tenha retorno no mundo laboral e económico-social são fundamentais. Este processo passa por aprender os significados e potencialidades da globalização trazida pela Internet, fomentando a proximidade entre vários agentes de uma comunidade, tais como autarquias locais, associações e organizações cívicas, cidadãos não organizados e empresas (Komito, 2005).

Aliado a isso, está o facto de a educação para a cidadania não ser prioridade da agenda escolar (Sousa, 2007), impedindo a aprendizagem de conceitos como segurança, contratação e privacidade na Internet, e a interiorização da responsabilidade dos jovens no desenvolvimento do país. Essa desresponsabilização também é sedimentada pelo e-gov que continua, na sua maioria, circunscrito a meros processos administrativos, reproduzindo práticas anteriores à Internet e não aproveitando as suas potencialidades (Ferraz de Abreu, 2007). Isto impede uma dinâmica democrática baseada numa parceria entre governo e cidadão, em que estes estão ativamente envolvidos na definição do processo e conteúdo da tomada de cidadão (OCDE,

2003). Daí não será eficaz apenas trabalhar nas escolas ou apenas junto das autarquias quando se pretende que estas esferas sejam capazes de interagir e construir conjuntamente.

Resultante do elevado investimento financeiro e humano por parte do Governo da República (Plano Tecnológico de 2005), ocorreram alterações nas políticas tecnológicas Portuguesas. Contudo, os regulamentos e procedimentos de e-governança continuam inadequados e impedem a real contribuição das TIC para a participação (Ferraz de Abreu, 2001) e não dão resposta às diretivas Internacionais que solicitam:

a) estratégias de e-gov que potenciem melhorias no processo de governança, tais como redução dos custos, ganhos na eficiência e na eficácia, melhoramento dos serviços, através de uma maior transparência, menor corrupção, maior responsabilização, e incremento de mecanismos de participação no processo de tomada de decisão (Banco Mundial, s.d.; OCDE, 2003);

b) uma e-cidadania que vise atingir o maior número de pessoas, de forma a permitir a sua participação suportada por um conjunto diferenciado de tecnologias, onde seja facultada informação mais acessível e mais assimilável, para que ocorram contribuições esclarecidas e profícuas que sustentem o debate (OCDE, 2003).

Esta investigação foi motivada pela necessidade de estudar estratégias que equipem os cidadãos com competências inerentes à participação eletrónica, para que o investimento humano e financeiro realizado no domínio das TIC na última década tenha retorno no mundo labora, na coesão económica e no desenvolvimento social. Este processo envolve aprender os significados e potencialidade que a globalização trazida pela Internet, promovendo a proximidade entre os vários membros de uma comunidade, como as autoridades locais, organizações cívicas, os cidadãos não organizados e empresas. No entanto, a procura de respostas não está limitada a um único estudo nem a um único investigador e esta investigação foi realizada no contexto de um programa de doutoramento individual e não no âmbito de uma equipa de investigação.

Sendo literacia nos media um pré-requisito para uma cidadania eletrónica participativa (Comissão Europeia, 2007), este estudo pretende desenvolver um trabalho empírico em estreita relação entre professores, alunos e órgãos governamentais locais, contribuindo para um conhecimento teórico e aplicado sobre e-cidadania bem como para os processos de ensino.

Assim, olhar para as diferenças e as contribuições de diferentes níveis e atores para uma melhor compreensão sobre as estratégias desenvolvidas pelos municípios que convidam a participação e as escolas que trabalham diretamente com os jovens qua cidadãos.

Os objetivos são:

1. Caracterizar as representações de cidadania e da utilização das TIC nas tendências atuais de pesquisa em TIC na educação, na educação para os media e em documentos curriculares da escola, que descreve o ensino em Portugal.

2. Analisar objetivos e estratégias de e-governança bem como as estratégias de cidadania e literacia nos media ao nível municipal, institucional de juventude e escolar.

3. Caracterizar as representações de cidadania de decisores, os professores e os alunos do 11º e 12º e como elas se refletem sobre os objetivos e estratégias de e-governança, nas estratégias de sala de aula.

4. Analisar a participação online formal e informal dos alunos.

5. Apontar recomendações sobre o desenvolvimento da educação para a literacia nos media, na formação de professores e investigação em educação.

6. Apresentar recomendações que possam contribuir para o desenvolvimento do e-governança promotoras da cidadania e da participação ativa, mediadas pela Internet dos jovens.

À luz da introdução e dos objetivos do estudo, o enfoque interdisciplinar, que cruza várias linhas de investigação (de literacia nos media, e-governança, e-cidadania e educação) promete produzir um conjunto de dados mais precisos e detalhados, oferecendo mais abrangente responde à pergunta de pesquisa norteadora “Como é que a educação para a literacia nos media pode conduzir a uma cidadania eletrónica participativa dos jovens?”, baseando-se na hipótese central de uma incompatibilidade entre as estratégias de e-governança com relação à participação cívica dos jovens, por um lado, e as perceções dos jovens em si mesmos como os e-cidadãos que podem ser guiada por:

- Os decisores políticos não têm como objetivo promover a participação dos jovens, nem usar ferramentas adequadas para fomentar a participação online dos jovens;

- As fracas estratégias de cidadania e literacia nos media dificulta a participação dos jovens;

- A participação formal dos jovens é limitada pelas suas perceções de si mesmos como cidadãos.

A população do estudo foi constituída por 12 presidentes de câmaras municipais e 12 técnicos camarários, 2 instituições formais de juventude, 12 diretores de escolas secundárias publicas, 131 docentes e 1392 alunos do 11º e 12º ano

O estudo recorreu a uma metodologia mista para a obtenção dos dados optou-se pela aplicação de questionários presenciais aos diretores de escola, aos professores e aos alunos; a aplicação de questionários online aos técnicos camarários e às instituições de juventude. Mais, realizaram-se questionários online e entrevistas presenciais aos presidentes de câmaras municipais. Estes dados foram analisados em três dimensões principais: a) os objetivos políticos e estratégias de e-governança com foco em jovens (nível municipal, instituições de juventude e de escola); b) estratégias de cidadania e literacia nos media (nível municipal, instituições de juventude e de escola) e c) participação cívica dos jovens offline e online e as perceções de cidadania com recurso às TIC dos decisores políticos, professores e alunos.

Esta metodologia permitiu concluir existirem diferenças estatisticamente significantes entre as médias obtidas para os níveis de literacia nos media, participação formal e informal online e perceção de participação, através da aplicação de um Mann-Whitney U-Teste aplicado ao conjunto dos alunos e os resultados foram os seguintes :

Ano de escolaridade

- Participação Formal Offline ($U=79,242, Z=-3,41, p=0,001, r=-0,003$), com médias dos alunos do 11º ano e 12º ano de 569,4 e 629,0, respetivamente;

- Participação Informal Online ($U= 161,181, Z=-2,43, p= 0,015, r=- 0,002$), com médias dos alunos do 11º ano e 12º ano de 570,8 e 618,7, respetivamente;

- Participação Formal Online ($U= 144,197, Z=-3,33, p= 0,001, r=- 0,003$), com médias dos alunos do 11º ano e 12º ano de 540,2 e 601,4, respetivamente.

Idade de legal de voto

- Participação Formal Offline ($U= 83,861, Z=-3,41, p= 0,001, r=-0,003$), com médias dos alunos <18 e >18 de 610,9 e 521,3, respetivamente;

- Participação Informal Online (U= 83,861, Z=-2,04, p= 0,041, r=- 0,002), com médias dos alunos <18 e >18 de 584,4 e 639,69, respetivamente;

- Participação Formal Online (U= 75,763, Z=-3,23, p= 0,025, r=- 0,002), com médias dos alunos <18 e >18 de 560,3 e 617,1, respetivamente;

- Perceção de possibilidade de Participar (U= 84,449, Z=-2,13, p= 0,033, r=- 0,002), com médias dos alunos <18 e >18 de 587,5 e 645,5, respetivamente.

Dimensão demográfica municipal

- Literacia nos media (U= 76,024, Z=-2,25, p=0,025, r=0,07), com as média das médias cidades e pequenas cidades de 587,6 e 651,5, respetivamente;

-Perceção de possibilidade de Participar (U= 77142,5, Z=-2,08, p= 0,037, r= 0,006), com as média das médias cidades e pequenas cidades de 605,3 e 545,9, respetivamente.

Quanto aos resultados dos professores os totais de estratégias de literacia nos media e cidadania não houve diferenças significativas entre as médias obtidas para os grupos género e idade, quando aplicado o mesmo teste.

A metodologia mista permitiu também analisar correlações entre os totais obtidos para a participação formal offline e online, participação informal online, para os níveis de literacia nos media e para a perceção de possibilidade de participação, a idade, o acesso móvel à Internet e variáveis municipais. Foram realizados cocientes de correlação de Pearson para o conjunto de todos os alunos e os resultados foram os seguintes:

- a idade está positivamente correlacionada com a participação formal online [r(1135)=0,089, p=0,003], com a participação informal online [r(1183)=0,087, p= 0,087] e com a perceção da possibilidade de participar [r(1190)=0,065, p=0,025]. Por outro lado, a idade está fracamente negativamente correlacionada com a participação formal offline [r(1,191)=0,066, p=0,023];

- a literacia nos media está positivamente correlacionada com a participação formal online [r(1134)=0,178, p<0.001], com a participação informal online [r(1182)=0,169, p<0.001] e com os municípios desenvolverem parcerias com as escolas em projetos de cidadania (ambiente, empreendedorismo, desenvolvimento de propostas de estudantes, democracia, gestão política ou melhores alunos visitam o município) [r(1182)=0,068, p= 0,018];

- a participação Formal Online está medianamente positivamente correlacionada com a participação informal online [r(1135)=0,343, p<0,001]; fracamente correlacionada positivamente com a percepção da possibilidade de participar [r(1136)= 0,114, p<0,001] e com o acesso móvel à Internet [r(912)=0,073, p= 0,028];

- a participação online informal também está positivamente correlacionada com participação formal Offline [r(1183)= 0,116, p<0,001], com a existência de um conselho de juventude no município [r(1186)=0,077, p=0,008], com os municípios implementarem outras medidas de envolvimento dos jovens para além dos conselhos de juventude municipais [r (1186)=0,067, p=0,022], com os municípios desenvolverem parcerias com as escolas em projetos de cidadania (ambiente, empreendedorismo, desenvolvimento de propostas de estudantes, democracia, gestão política ou melhores alunos visitam o município) [r (1186)=0,095, p=0,001];

- a percepção de possibilidade de participar também está positivamente correlacionada com os municípios desenvolverem parcerias com as escolas em projetos de cidadania (ambiente, empreendedorismo, desenvolvimento de propostas de estudantes, democracia, gestão política ou melhores alunos visitam o município) [r(1186)=0,080, p=0,006] .

Relativamente aos totais obtidos pelos professores nas estratégias de cidadania e de literacia no media, os seus níveis de literacia nos media e a sua participação formal e informal online, os resultados do cocientes de correlação de Pearson mostram as seguintes correlações:

- as estratégias de literacia nos media estão fortemente correlacionados positivamente com as estratégias de cidadania [r(109)=0,564, p<0,001], medianamente correlacionadas positivamente com os seus níveis de literacia nos media [r=(109)=0,288, p=0,02] e com a sua participação formal online [r (109)=0,333, p<0,001];

- a sua literacia nos media está medianamente correlacionada positivamente com ambas as suas participações online formais [r(112)=0,362, p<0,001] e informais [r(113)=0,321, p<0,001], fracamente correlacionada positivamente com a sua formação [r(114)=0,207, p=0,026]; fracamente correlacionada positivamente com a percepção sobre a participação informal online dos seus alunos [r(109)=0,214, p=0,024] e medianamente correlacionada positivamente com a sua percepção sobre as ações de literacia nos media dos seus alunos [r(114)=0,336, p<0,001] ;

- a sua participação informal online está também positivamente correlacionada com a sua participação formal online [$r(111)=0,305$, $p=0,016$]. Além disso, a sua participação informal online está correlacionada positivamente com suas percepções sobre as ações de literacia nos media dos alunos [$r(113)=0,199$, $p=0,033$] e com sua percepção da participação informal dos alunos [$r(113)=0,224$ $p=0,001$];

- a sua participação formal online está também positivamente correlacionada com a sua percepção sobre a participação formal online de seus alunos [$r(112)=0,317$, $p=0,001$].

Relativamente a fatores determinantes, os resultados mostram que:

- 14.5% da variância ($R^2=0.145$, $F(4)=38.22$, $p<0.001$) dos níveis de participação formal online dos jovens tem como previsores estatisticamente significativos os encontros regulares com presidentes de câmara ($\beta=-0.070$, $p=0.035$), os seus níveis de literacia nos media ($\beta=0.123$, $p<0.001$), a sua participação informal online ($\beta= 0.320$, $p<0.001$) e as suas percepções de possibilidade de participação ($\beta= 0.110$, $p<0.001$);

- 15.7% da variância ($R^2=0.157$, $F(4)=47.45$, $p<0.001$) dos níveis de participação informal online dos jovens tem como previsores estatisticamente significantes a sua participação formal offline ($\beta=0.107$, $p<0.001$) e online ($\beta= 0.299$, $p<0.001$), os seus os níveis de literacia nos media ($\beta=0.136$, $p<0.001$) e a possibilidade de participarem em projetos de ação e inovação nas escolas ($\beta=-0.144$, $p<0.001$)

- 10.4% da variância ($R^2=0.104$, $F(5)=23.69$, $p<0.001$) dos níveis de literacia nos media dos jovens tem como previsores estatisticamente significantes a sua participação formal online ($\beta=0.139$, $p<0.001$), a sua participação informal online ($\beta=0.134$, $p<0.001$), a escola implementar projetos de literacia nos media SeguraNet ($\beta=-0.246$, $p<0.001$), Radios & TV na Net ($\beta=-0.082$, $p=0.012$) e jornais escolares ($\beta=-0.215$, $p<0.001$).

Em conclusão, os fracas objetivos políticos de governança eletrónica dirigida aos jovens aliados às fracas estratégias educacionais de cidadania e literacia nos media afetam a participação formal e informal online dos jovens. Mais, a literacia nos media contribui para a participação formal e informal online dos jovens e as suas percepções afetam a sua participação.

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Chapter I- Introduction

International guidelines advocate citizen participation in government decision-making processes through information and communication technologies (ICT), mediated by the Internet. Organizations such as the World Bank and the Organization for Economic Co-operation and Development (OECD) recognize the potential of ICT to foster improvements in governance processes, such as cost reductions, gains in efficiency and effectiveness, improved services through greater transparency, decreased corruption, greater accountability, and increased public participation in decision-making processes. Furthermore, authors who support the Internet for e-governance purposes have presented its use as a potential means to reach a higher number of people, enabling them to participate with the support of a diverse set of technologies that provide more accessible and diverse information. In turn, this allows people to make more enlightened and fruitful contributions to public debate.

Consequently, the Portuguese government has made large investments (human and financial, notably following the Portuguese Technological Plan of 2005) in this area, and various changes have occurred in Portuguese technological policies. In Portuguese schools, these investments resulted, notably, in access to computers, broadband Internet, and ICT training for teachers. However, regulations and procedures for e-government remain inadequate, which has prevented ICTs from effectively contributing to citizen participation in decision-making processes. In Portugal, European comparative studies show a) a fragility of the intentional school curriculum in promoting media literacy; b) a lack of civic participation in general; and c) a low level of online civic participation among young people specifically.

Therefore, youth participation levels are still unsatisfactory, and the lack of citizenship among young people is a consequence of a shared responsibility between the educational system, including teachers, and the local government bodies.

User-friendly tools are already available on the Internet, and smart phones and other mobile devices are widely used by young people to achieve various goals. Further, media has always been the privileged mean used by governments to talk with citizens and to give a voice to citizens.. Governments are taking a growing number of governmental actions online. This, in turn, leads to a higher need for Internet use by citizens to access information and services, to communicate, through portals or social network websites (e.g., Facebook and Twitter), or in

some countries, through electronic voting demand for compatible skills. However, being taught to become a citizen (later) instead of being on already (while at secondary school) allied to mainly being asked to elect the representatives, prevents the development of the critical attitude needed to deal with digital and media messages and to be civically engaged

Therefore, this research was driven by the need of strategies that equip citizens with skills inherent to both media and participatory e-citizenship so that the human and financial investment made on ICT in the last decade has a return on the work environment and on economic and social development. This process involves learning the meanings and potentiality of the globalization brought by the Internet, promoting closeness between several members of a community, such as local authorities, civic organizations, unorganized citizens, and businesses. However, the search for answers is not limited to a single study or to a single researcher, and this research was conducted in the context of an individual doctoral programme and not under a research team. Therefore, the present thesis is a result of an exploratory study that considers the complexity of citizenship though ICT while focusing on the following analytical conceptual research diagram:

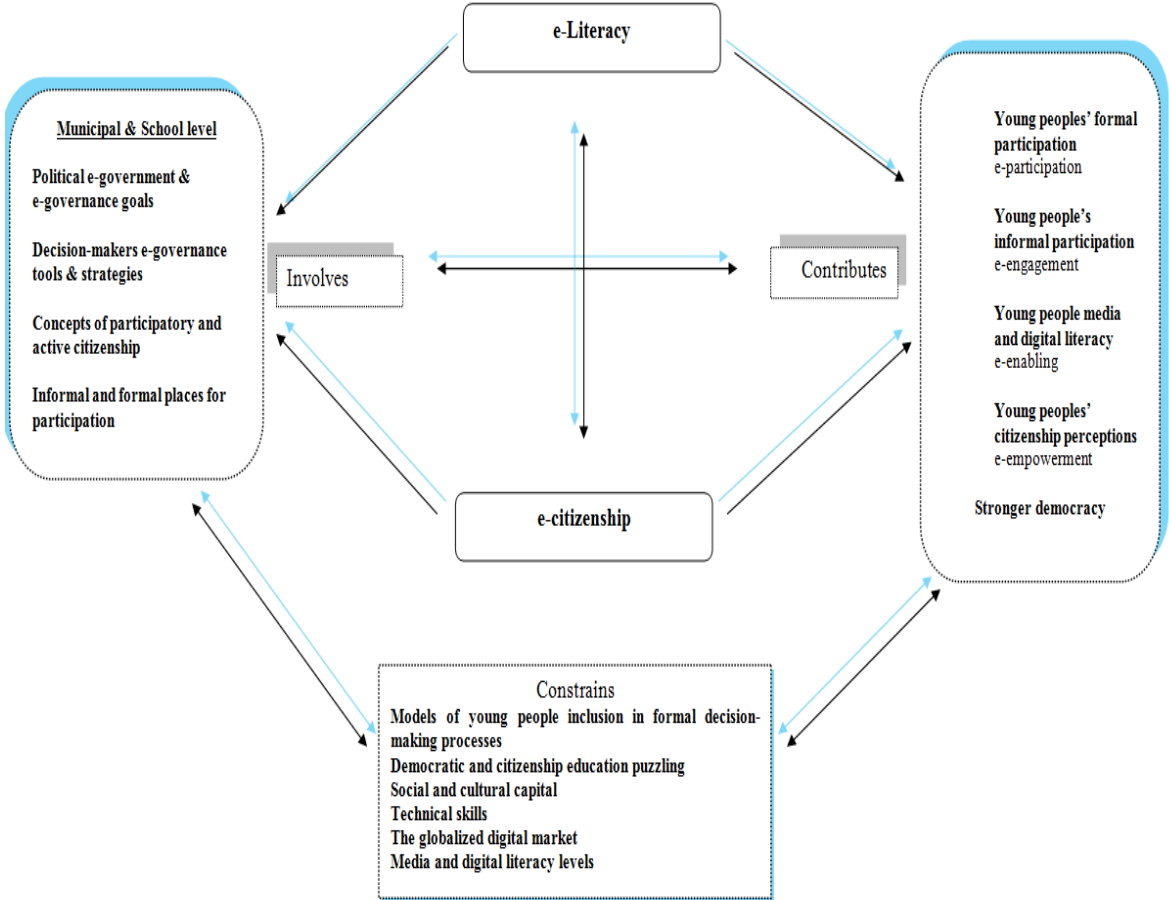


Figure 1. Research conceptual diagram

As the analytic conceptual diagram shows, the research underpins the consideration that young people can and ought to be included in formal decision-making processes to ensure the development of a strong democracy and a society that relies on critical and skilled citizens who are vigilantes on political measures that might hinder their freedom and quality of life. Thus, as we live in a Western technological society, it is, therefore, necessary to foster media and digital skills, which are also 21ST century skills. At the same time, we have to acknowledge informal places for participation. By doing both of these, we are enhancing the possibilities for citizenry participation and enabling people to see into the decision-making processes, to take a role in them, and to become “co-owners” of the decisions.

In conclusion, this research involves looking at different layers of citizenship through ICT and the actors involved at a municipal, youth formal institutional, and school level, from the adults who make political decisions to youth who grow up under those decisions developing a sense of being a citizen.

1.1 Research Goals

Since media literacy is a pre-requisite for a participatory citizenship (European Commission, 2007), this study intends to develop an empirical work in a close relationship between teachers, students, and local government bodies to contribute a theoretical and applied knowledge about e-citizenship as well as to teaching processes. Thus, to look at the differences and contributions from different levels and actors, a better understanding will be achieved on strategies undertaken by municipalities that invite participation and schools that work directly with young people qua citizens

The research goals include the following:

To characterize the representations of citizenship and the use of ICT in the current research trends on ICT in education, in media literacy, and in school curriculum documents, which outline the teaching in Portugal.

1. To analyze e-governance goals, aims, and strategies on both citizenship and media at a municipal and school level.

2. To characterize the representations of citizenship of decision-makers, teachers, and 11th and 12th grade students and how they are reflected in the goals and e-governance strategies as well as in school and classroom strategies.
3. To analyze students' formal and informal online participation.
4. To point out recommendations for the development of media literacy education, for teacher training, and for research in education.
5. To present recommendations that can contribute to the development of e-government strategies that promote active citizenship and participation mediated through the Internet.

1.2 Research Question and Hypothesis

In light of the introduction and the research goals, this inter-disciplinary focus, which crosses multiple lines of research (media literacy, e-governance, e-citizenship, and education), promises to produce a more accurate and detailed dataset, offering more comprehensive answers to the guiding research question: "How can education for media literacy be conducive of participatory e-citizenship among young people?" This question is engaged in light of the core hypothesis of a mismatch between e-governance strategies with regard to young people's civic engagement, on the one hand, and young people's perceptions of themselves as e-citizens on the other, which might be guided by the following:

- Decision-makers do not politically aim to promote young people's participation nor use adequate tools to foster young people's online participation.
- Weak citizenship and media literacy strategies hinder young people's participation.
- Young people's formal participation is constrained by their perceptions of themselves as citizens.

The hypothesis will be tested through the municipal, youth formal institutional, and school level data, which includes mayors, municipal technicians, youth formal intuitions, school council members, teachers. And students. Three main dimensions will be involved: a) e-governance political goals and online strategies focusing on young people (municipal, youth formal institutional, and school level), b) citizenship and media

strategies (municipal, youth formal institutional, and school level), and c) young people's offline and online civic engagement, and perceptions of citizenship and ICT among decision makers at a municipal-level (mayors), youth formal institutional level, and school level (teachers, and students).

1.3 Thesis Outline

As the research involves a certain level of complexity, this thesis is structured in three main parts: theoretical framework (chapter 2 and 3), empirical work (chapters 4 and 5), and findings and discussion (chapters 6 and 7). A brief description of each chapter follows.

Chapter 2 tries to respond to the analytic conceptual framework of the thesis and, therefore, explores the theories on e-democracy and e-governance, which are fundamental to frame e-citizenship and constitute the rationale of the thesis. Under this section, the thesis presents international institutional frameworks, such as those from the World Bank, Organisation for Economic Co-operation and Development (OECD), and the United Nations as they represent political goals for e-government and e-governance. The thesis also uses academia perspectives (e.g., Tapscott, Malhotra, Hirst, Norton, and Fraga) as they contribute to the analysis on political goals regarding the participation and involvement of citizens. Further, this chapter will also discuss e-government models and e-governament Portuguese political measures with the purposes of revealing what have been done in policy terms and in research on municipalities in Portugal (e.g., Santos & Amaral, Aleixo, Ferreira, and Carvalho), giving insights on the Portuguese reality and contributing to inform on the variables and indicators used. The section represents the analysis on political goals to involve young people, under 21, in decision-making processes.

The e-citizenship section of the literature review works through the what, the why, the who, and the places to reveal the theoretical questions, doubts, reflections, and drives of this research. In addition, it discusses issues such as the importance and consequences of e-citizenship and participatory actions; issues of who is participating (e.g., Marshall, Dahlgren, Coleman, Delanty, Hoskins, Villalba, & Saisana, Matthews, and Brubaker); issues on formal vs informal channels of participation and issues of disaffection and dissatisfaction on authorities and on democracy (e.g., Rousseau, Dewey, Blaug, Pateman, Coleman & Bulmer,

Dahlberg, Barber, Macintosh, Wright, Komito, Norris, Bennett, Rheingold, Livingstone, Klingemann, Torcal, and Magalhães). This section aims to support conceptions of citizenship, in particular, e-citizenship among young people and why they tend to be excluded or exclude themselves.

The last two sections of this chapter focus on the involvement of young people on the decision-making process (e.g., Sinclair & Franklin, Brady, Bragg, People, Hart, and Shier), on international and Portuguese school curricula on citizenship (e.g., Lopes, Benton, & Cleaver, Menezes & Ferreira, and Santos), and social-technological factors (e.g., Putnam, Verba, Schlozman, & Brady, Cohen & Rogers, Roßteutscher, Viegas, Cope & Kalantzis, Chen, Boase, & Wellman Bourdieu, Blau, Coleman, and Selwyn). These encompass the constraints of young people's participation (offline and online, formal and informal). Finally, it concludes with media and digital literacy (e-literacy) skills (e.g., Buckingham, Jenkins, Luke, Gee, Castells, Ferraz de Abreu, Potter, Clinton, Purushotma, Robinson, and Weigel) and how they are crucial for e-citizenship of Western young citizens who are part of a wired technological world where they spend significant time in what is presented here as the global playground. The section is here because it constitutes the basis of the research question.

Chapter 3, the methodology chapter, discusses the epistemological and axiological aspects of the mixed methods approach and how they are reflected in the research design and strategy. It also explains the rationale for a cluster sampling through latent class analysis (LCA) and the limitations on conducting a study on e-citizenship. Finally, it presents a proposal of an e-citizenship indicators composite model, which informs the design of the instruments (semi-structured interviews, questionnaires, and website analyses) and informs the analysis (content analysis, descriptive analysis, and inference analysis). In addition, the e-citizenship indicators composite model is based on the active citizenship composite indicators model presented by Hoskins and Mascherini (2009) and on the active citizenship indicators presented by Weerd et al. (2005).

Further, this chapter comprises the techniques and instruments chosen. It ends with a description of the ethical conduct during the data collection and the subsequent data analysis.

Chapter 4, the data collection and analysis chapter, identifies the procedures of data collection, the representativeness of the sample, and its characteristics; therefore, it will explain the reason behind the choices of the indicators used for the cluster sampling process.

This chapter also presents how the instruments were constructed in order to incorporate the three study dimensions: a) e-governance political goals and online strategies focusing on young people (municipal, youth formal institutional, and school level), b) citizenship and media strategies (municipal, youth formal institutional, and school level), and c) young people's offline and online civic engagement, and perceptions of citizenship and ICT among decision makers at a municipal-level (mayors), youth formal institutional level, and school level (teachers, and students).

Further, it presents the description of the descriptive and inferential statistics conducted on the data collected, which implies data transformation in total scores to better test the hypothesis and to make it possible to make inferences on the results. These total scores include media literacy, formal and informal online teachers' and young people's participation, offline young people's formal participation, decision-makers' citizenship and media literacy strategies, and teachers' citizenship and media literacy classroom strategies. In addition, it presents and characterizes codes from the content analysis.

Chapter V, the results chapter, presents the data according to the three dimensions of the study. Sometimes the results are presented by case study and others as a whole, according to the goals of the analysis and the need to avoid repetition. As the amount of data collected is significant, detailed results are presented in the appendixes, enabling a flow in the results chapter. For each dimension of the study, a brief summary is written. The chapter ends with a section of mixing the data to present the results of inference statistics (differences between rank means of groups, correlations, and predictors) conducted on the dataset of all students. This strategy contributes to a better understanding on how the data from different sources and levels (municipal and school) are related or affected. Further, it contributes to the verification of the individual case study analysis.

Chapter 6, the discussion chapter, starts with a summary of the results according to the three dimensions of the study. As the study works through the complexity of the e-citizenship, making it hard to follow sometimes, the discussion focuses only on the hypothesis in light of the three study dimensions results. Other findings will not be presented or discussed as this thesis is already dense. Further, the chapter presents limitations, and some are from the data collection; others emerge through the data analysis.

Finally, chapter 7 draws conclusions by reviewing the research goals, research question, and hypothesis. This will be followed by empirical considerations on three levels: theoretical, methodological, and training.

The theoretical contributions and further research for education, e-governance, and e-planning knowledge areas emerge from the findings and limitations on students' media and digital literacy (e-literacy) correlations with young people's formal and informal participatory online actions, correlations between e-governance strategies and young people's formal and informal participatory online actions (school and municipal level), teachers' media and digital literacy strategies and levels (e-literacy) correlations with students' media and digital literacy (e-literacy), formal and informal online participatory actions, and finally, youth perceptions of themselves as citizens in relation to their formal and informal online participatory actions.

The methodological contributions result from the use of questionnaires within a school environment and on citizenship and participation, which are difficult issues for young people to write about as the thesis itself drives from, and the use of the e-citizenship composite indicators model proposed in this thesis.

The training contributions and further research level focus mainly on the e-planning approach to e-governance at the municipal level and to the return on governmental investment on teachers' media and citizenship classroom strategies.

Finally, the next section presents some concepts and the acronyms used in this thesis.

1.4 Concepts and Acronyms

In spite of discussions and theories on citizenship and what constitutes a citizen, this thesis underlies the concept of active citizens towards the individual involvement in participatory democracy, focusing more on citizens' involvement in decision-making and deliberative democracy and in which more people are involved in the negotiations over policy development (B. Barber, 2003; Hoskins & Mascherini, 2009; Mutz, 2006). Thus, e-citizenship is defined as being a citizen in the digital world. When talking about e-citizenship, the same elements of "analogue" citizenship are applied: the civil, the political, the social, the affectivity or identity, and participation.

Further, e-citizenship is not seen as substitution for non-digital citizenship actions. Rather, it is seen as taking advantage of available technological tools and today's online habits. It is seen as using the affordances of technologies but not claiming them as the only determinant or that they will directly lead to citizenship participatory actions.

In turn, technological affordances are defined as what each mode can offer, or indeed, what limitations. This concept from the interdisciplinary field of science and technology studies, was introduced as a way to cope with technological determinism which perceives social relations as actively caused by technology (Hutchby, 2001, pp. 441-442). The same author, argues that "Affordances are functional and relational aspects which frame, while not determining, the possibilities for agentic action in relation to an object." (Hutchby, 2001, p. 444). Further, in line with the anti-determinist sense, affordances are perceived possibilities for action, referring to what people perceive and signify during their actual interaction with a technological artefact (Vyas, Chisalita, & van der Veer, 2006).

In this thesis, technological affordances are used rather than technological inherent qualities, meaning that different technologies imply different political possibilities that also depend on the social context. This difficult dialogical and dichotomised relationship might lead us to technological determinism or to the other extreme, social determinism. To avoid these extreme positions, it should be recognized that technologies are subjected to complex interactions with the social, economic, political, and cultural contexts into which they emerge and, at the same time, recognize that technologies are "not all completely open to any reading by any person at any time" (Selwyn, 2010, p. 44). In this sense, technologies are shaped by the social, and their affordances shape our social relations.

The concept of e-governance focus on e-government strategies for citizens direct participation including e-democracy, e-voting, online political involvement and other measures taken online in regards to the decision-making processes (Fang, 2002; Harris, 2000), therefore, in relation to technological affordances and e-citizenship.

Finally, e-literacy refers to media and digital literacy. Rather than distinguishing between digital and media literacy, it is important to understand the many aspects of e-literacy, not to reframe it from a children-centred approach or from a media-centred approach, but to recognize it, fundamentally, as the set of knowledge, skills, and dispositions for the digital age, meaning e-literacy. Such an understanding integrates the power of technology to shape

our use of it, the cultural and social frames that we live within, and the agency that each of us has developed throughout our existence.

Other concepts will be used but will be defined in the writing as they are not as crucial to understanding the rationale developed within literature review chapter.

Finally, some acronyms used include the following list:

- ICT: Information and Communication Technologies
- e-gov: e-government
- e-government relations: G2C: e-government to the citizen
 G2B: government to the private sector
 G2G: government to the government
 G2E: government to the employees
- UMIC: Portuguese Agency for the Knowledge Society
- NAMLE: National Association for Media Literacy Education (United States)
- OECD: Organization for Economic Co-operation and Development
- TV: television
- PC: personal computer
- RNAJ: Portuguese National Youth Associations Registry
- YNP: Youth National Portal
- EYP: European Youth Portal
- RYA: Azorean Youth Regional Authority
- NYC: National Youth Commission
- Case studies: M11: Mainland cluster 1 case study 1
 M12: Mainland cluster 1 case study 2
 M21: Mainland cluster 2 case study 1
 M22: Mainland cluster 2 case study 2
 M31: Mainland cluster 3 case study 1
 M32: Mainland cluster 3 case study 2
 A11: Azores cluster 1 case study 1
 A12: Azores cluster 1 case study 2
 A13: Azores cluster 1 case study 3
 A21: Azores cluster 2 case study 1
 A22: Azores cluster 2 case study 2
 A23: Azores cluster 2 case study 3

Chapter II- Literature Review

As it was introduced, this chapter will explore the theories on e-democracy, e-governance, e-citizenship and socio-technological constraints to e-citizenship represented on previous conceptual diagram which frame this thesis (figure 1). It also propose e-literacy as a way to foster and improve young people's civic engagement, therefore, participatory online actions.

2.1 e-Democracy and e-Government: bridges to e-Citizenship

It is widely believed that the use of ICT by western governments may represent a path of social innovation, progress and new democratic dynamics. Today, the use of e-democracy in Western countries is an essential issue. In order to reflect on the possibilities that it represents, a clear understanding of concepts of democracy and some of the related problems are needed. Notably, reflection on concepts such as disaffection with democracy, dissatisfied democrats, or critical citizens is particularly relevant, as these have emerged from recent research on political culture as factors that can hinder political participation and representation.

There is a great multiplicity of theories on democracy, and as the phenomenon has undergone many changes throughout the centuries, so has the body of thought that relates to it. The concept and related theories are difficult to synthesize, in part due to the complexity of the series of transformations through which popular governments and democratic parliaments have evolved on the way to reach currently implemented systems. Offering a comprehensive portrait on this thesis therefore lies far beyond the scope of this thesis. For reasons of economy and relevance, this thesis will not attempt a comprehensive analysis of the concept, nor will try to present all its possibilities. To make the task more feasible, the thesis will focus on current dimensions of democratic theory and practice that are relevant to the issue of e-citizenship and, therefore, to e-governance strategies.

Reflecting on what counts as a democratic system and its relationship to the concept of citizenship implies taking into account Dahl's (2000) words about the last half of the twentieth century: "The world witnessed an extraordinary and unprecedented political change.

All of the main alternatives to democracy disappeared, turned into eccentric survivals, or retreated from the fields to hunker down in their last strongholds” (p. 1): democracy, in this sense, is embedded in the dynamics and changes experienced by communities, societies, and countries the world over, through their particular structures, political systems and culture. Thus, the ideal of democracy can be invented anywhere and at any time. It is constantly being reinvented and transformed according to particular needs, contexts, and cultures, even if some of these changes have been slow and subtle, and have sometimes produced something that is unrecognizable as democracy.

A look at the literature shows that concepts of democracy are always somehow interconnected with political institutions and people, the citizens. Theorists such as Dahl (2000) argue that from classical Greece, with the adoption of popular governments by each city-state until its subjugation to Macedonia and, afterward, by Rome; to classical Rome, with the popular government of the Republic, conferring Roman citizenship, which entitled citizens to the rights and privileges of popular assemblies; to the northern Europe of the free Vikings, with their assemblies, or “Ting,” in the Trondheim region and several Scandinavia areas; to the combination of political institutions originating in Britain, Scandinavia, the Netherlands, and elsewhere north of the Mediterranean, a variety of democratic concepts and systems were implemented. Dahl (2000; Gillin, 1919, cited by Dahl, 2000) also goes further and examines the cases of earlier human societies, which in some local conditions also favoured the emergence of popular participation in government and, in some cases, conducted popular assemblies to elect kings. Each of these systems was constructed according to a hierarchy and which affected the set of rights that it conferred; therefore, all individuals could not participate on an equal basis, nor did they share the same privileges.

In Rome, only citizens of the Republic had the right to participate in the popular government. Initially, this included only aristocrats, and later, when plebeians were accepted, they sometimes were prevented from doing so due to the lack of physical space; in Greece, the right to participate was restricted to male citizens; in Scandinavia, only some freemen could participate, depending on wealth and status—and for some tribes, participation also depended on territory and blood relations. In spite of factors such as geographic localisation, wealth, the influence of culturally powerful individuals (e.g., shamans, priests, or prophets), wars or demographics, these systems were rooted enough to leave lasting democratic influences on

political institutions and traditions which have extended as far as today's democratic systems (Dahl, 2000; Gillin, 1919 cited by Dahl 2000).

It is common for traditional theories of democracy to distinguish three main perspectives on democracy and citizenship: liberalism—focusing on individual rights, with the role of the state reduced to acting to protect citizens' freedom by reducing the obstacles to free exchange in the marketplace and the achievement of individual liberty and happiness (Mill, 2010; Rawls, 1999); communitarianism, sometimes seen as a response to liberalism's extreme individualism, which emphasizes the sense of community, values, and cultural cohesion as determining factors for political community, and asserts that democracy depends on the active participation and civic virtues of its citizens (Paul, Paul, & Miller, 1996; Taylor, 1989; Walzer, 1991)—and republicanism—which emphasizes both individual and group rights, and the role of conflict that results from asserting and defending them (B. R. Barber, 2003).

Despite its complexity and longstanding democratic tradition, the Western world started on its path to today's democracy in the last century, with some setbacks such as the imposition of other non-democratic systems by military force, and, in recent history, military, fascist, Nazi, or communist regimes that turned into dictatorships in Europe and the Western world.

As de Sousa Santos and Avritzer (2003) point out in their reflection on European social construction, the world wars, and the Cold War, “the 20th century was indeed a century of intense conflict in relationship to democracy” (p.1). The changes experienced in democratic systems throughout human history pushed the Western world to a more representative democracy. This was due to a need for a higher level of participation in the decision-making processes of governments (Dahl, 1958, 2000), culminating in what de Sousa Santos and Avritzer (2003) call the “double pathology: the pathology of participation, especially due to the dramatic increase of abstention, and the pathology of representation, the fact that citizens feel themselves increasingly underrepresented by those who they elect” (p.6). Moreover, researchers from the classical theory of political culture, such as Almond and Verba (1963), argued that democratic political culture needs the support of the public in order to persist, and that the public presents a persistent syndrome of attitudes of political alienation, clientelism, particularism, discontent, and distrust which has prevailed throughout time (Inglehart, 2003). Authors such Dalton (1996) and Inglehart (1997) pointed out changes in values orientation during the 20th century which led to the widening of the distance between citizens and elected

officials. Thus, these attitudes might hinder democracy as considered in terms of political participation, representation, and citizens' ability to choose freely (Held, 2006).

These ideas were also studied in the 1970s by Di Palma in his examination of political disaffection, which involves the "subjective feeling of powerlessness, cynicism and lack of confidence in the political process, politicians and democratic institutions, but with no questioning of the political regime" (Di Palma, 1970, p. 30). These phenomena have been discussed by a number of authors encompassing dissatisfaction, low confidence in government and institutions, and lack of party attachments (Pharr & Putnam, 2000; Torcal, 2006) or the growth of critical citizens (Norris, 1999, 2011).

Some authors argue that the political disaffection of citizens differs between northern and southern European democracies (Robert Putnam, Leonardi, & Nanetti, 1994; Torcal & Magalhães, 2009) and between old and young democracies (Katzenstein, 2003; Torcal, 2006). Specifically, high levels of distrust toward politicians and parties are said to explain low levels of political and social engagement in Southern European countries (Torcal & Magalhães, 2009). For the latter authors, political culture in southern European countries is deeply rooted in a traditionalist-culturalist model characterized by traditionalism, fatalism, elitism, and charismatic leadership, which contributes to low levels of citizen participation.

Katzenstein (2003) and Torcal (2006) also argue that the citizens of older democracies are more experienced with democratic systems, and that they have therefore had time to evaluate the function, achievements, and performances of democratic institutions, in contrast to the citizens of young democracies, a difference whose effects may dominate over those of different individual explanatory factors for political disaffection. In line with these thoughts, Magalhães (2005) argues that older democracies develop a "democratic disaffection" that is more significant than the "democratic dissatisfaction" present in young democracies. For the author, "instead of growing discontent fuelling political activism within an accepted democratic framework, feelings of estrangement from politics tend to breed political passivity and acquiescence" (p. 976). Consequently, authors such Putnam, Torcal, and Magalhães argue that the phenomena of democratic and political disaffection are as important as illegitimacy and discontent, although they represent different dimensions of the decline in civic engagement and social trust, and that increases in these phenomena are highly negative for democracy, since they amplify the gap between citizens and the state or the elected. These

authors argue that citizens might believe in democracy as the best system, but nevertheless distance themselves from the democratic process due to distrust in democratic and social institutions—which, they argue, explains high levels of electoral abstention in a number of countries.

However, some authors question these consequences, arguing, on the one hand, that political support or disaffection should be conceived as a multidimensional phenomenon (five-dimensional, according to Norris, 1999) whose multiple aspects are often blurred in practice, as distinct issues such as declining confidence in electoral processes, decreasing trust in politicians, or falling support for democratic values are treated as a single undifferentiated phenomenon (Norris, 1999). On the other hand, a number of authors (Dalton (1999); Newton (1999); Norris (1999); Klingemann (2013) argue that passivity among citizens and their questioning of the democratic processes can have positive effects, representing guarantees of a democratic dynamics based on opposition and counter-powers of the dominate political power.

Norris's (1999) five dimensions are: a) political community, “usually understood to mean a basic attachment to the nation beyond the present institutions of government and a general willingness to cooperate together politically” (Norris, 1999, p. 6); b) regime principles, which represent the political value system; c) regime performance, connected with the support for the way the political system functions; d) regime institutions, related to attitudes toward governments, parliaments, and other democratic institutions and e) political actors, which relates to the evaluation of the actions and performance of politicians. It is important to acknowledge how these dimensions can be easily blurred or not recognized, and how they can contribute to different readings of the complex problem of disaffection.

Norris (1999, 2011) presented the concept of critical citizens, who are not disengaged but instead are critical of democratic actors and/or institutions. Norris argues that this concept better explains citizens' political behaviour, and suggests that critical citizens improve the quality of the democratic process as their dissatisfaction with established authorities and top-down institutional leads them to petition for new democratic channels. Some studies support this thesis, on a number of grounds: evidence of a consistent association between social and political trust is weak (Newton, 1999) which is not in line with Robert Putnam et al. (1994) thesis which claim the political disaffection of citizens; Trust in governments is not

undermined by economic failures (Miller & Listhaug, 1999); institutional support tends to be higher in states with wider political rights (Norris, 1999), and younger generations demand new forms of political engagement through social movements and direct forms of democracy (Inglehart, 1999).

In addition, Klingemann (2013) argued, when comparing old and young democracies, supporters of democracy as a form of government can be satisfied or dissatisfied with the design of political institutions and the performance of political actors—not disaffected with democracy, therefore, but only with certain dimensions of it. He also concluded that those who are most dissatisfied “might also increase the pressure on political elites in old and new democracies to keep improving on democratic standards and policy performance.” (p.22). For strengthening the participatory elements of democratic cultures, then “dissatisfied democrats” may thus deserve the label of “critical citizens” (p.22).

If, on the one hand, citizens are disaffected with democracy and they mistrust the political process, politicians, or democratic institutions, they may as a result fail to participate, eroding democracy, a situation that municipalities and schools might have a role in preventing or mitigating. On the other hand, by demanding more effective democratic measures and being critical or dissatisfied, new generations may be able to contribute to the establishment of new democratic dynamics that both schools and municipalities have to take into account in developing their strategies, taking advantage of new technological affordances.

2.1.1 e-Democracy

In the context of the participation pathology presented by de Sousa Santos and Avritzer (2003) presented previously and new demands for other forms of democracy or new means of participation, new technologies have been perceived as having the potential to reshape democratic life. The push for Internet-enabled e-democracy emerged in the early to mid-1990s, as use of the Internet began to take off in the developed world.

Allied to the development of e-democracy theories and practices was the preoccupation with deliberative spaces, especially discussion forums, linked to the assumption that online spaces would enable a self-reflective, tolerant, critical, and sustained citizen engagement (Vedel, 2006). In this paradigm, academics thought that citizens would deliberate free from constraints of time, space, and narrow formal channels, whether acting as citizens, elected

representatives, or on behalf of administrations, parliaments and associations, within the democratic process and at all stages of governance.

The idea of a wider technologically “enhanced” public sphere, in particular in the work of scholars such as Habermas, Dahlberg and Froomkin was the most significant prompt for the development of academic work and pilot projects in this area. Froomkin (2004), for instance, supported these ideas, highlighting the potential of new technologies to enhance the quantity and quality of mass participation within the realm of representative democracy. Dahlberg (2001, p. 616) points out the prospect, highlighted by what he calls the “deliberative camp” of thinking and practice around the Internet and democracy, that the Internet can offer “the means for an expansion of the public sphere of rational-critical citizen discourse—discourse autonomous from state and corporate power through which public opinion may be formed that can hold official decision makers accountable.”

The spread of social movements’ use of online tools to protest, lobby, raise awareness for their causes, and stimulate debates solidifies the concepts of the public sphere presented by such scholars (Coleman, 1999; Coleman, Morrison, & Svennevig, 2008; Dahlberg, 2001; Kumar & Vragov, 2009). However, there have also been some critical voices regarding the real potential of the Internet tools. These voices include Chadwick (2008), Komito (2005); Norris (2001, 2003), who argue that only small groups of citizens choose to participate in policy-oriented online political action, and that there is a marked reluctance on the part of decision makers to implement deliberative online consultation measures. At the same time, some writers emphasize the distribution of power as a constraining factor in online engagement, as in (Chadwick, 2008, p. 16) argument that “online engagement implies a diffusion of power, though this is a matter for empirical exploration and it requires rethinking a range of firmly embedded assumptions about representation and the role of intermediaries in liberal democratic political practice.”

Although decision-makers have undertaken projects and measures to implement e-democracy, these seem to be grounded in narrow definitions of e-democracy, which are reduced to the use of information technology for democracy, thereby undermining the potential of ICT to engage citizens in the democratic process. Thus, those definitions seem to reduce e-democracy to the use of consultative processes through online tools such as e-discussions, petitions, surveys, and e-voting, separately or combined (Grönlund, 2003; Moreno-Jiménez & Polasek, 2003),

which normally are implemented in local contexts. However, other definitions imply a more profound change of paradigm despite continuing to conceive e-democracy in terms of consultation processes followed by e-voting. In A. Macintosh (2004, p. 2) working definition,

e-democracy is concerned with the use of information and communication technologies to engage citizens, support the democratic decision-making processes and strengthen representative democracy. The principal ICT mechanism is the internet accessed through an increasing variety of channels, including PCs, both in the home and in public locations, mobile phones, and interactive digital TV.

This reflects the need to diversify tools used to enhance the engagement of citizens in democratic decision-making processes. In parallel, Clift's (2003) definition of e-democracy is the use of information and communications technologies and strategies by democratic actors within the political practices of national, regional and local communities, these can include governments, elected officials, media and major online portals, political parties or interest groups, civil society organizations, etc. This definition focuses on the actors rather than on the technology and emphasizes the role of stakeholders taking advantage of the opening-up of the democratic process to a wider set of actors and prompting their involvement.

One of the cited advantages is the online availability of information and policy as a way to increase citizens' awareness of public affairs, notably when taking part in decision-making processes. At the same time, the online presence of governments (civic nets or portals) encourages dialogue between policy-makers and civil society; political groups can run online advocacy campaigns, and political parties can promote their programmes online (Biasiotti & Nannucci, 2004). These advantages, and related critiques regarding low levels of participation in consulting and e-voting highlight a set of factors that are decisive for the typology of e-democracy strategies. These factors notably include e-government strategies, citizens' levels of literacy, and citizens' access to technology, questions that are discussed in the following sections.

2.1.2 e-Government & e-Governance

The institutions of democracy must be able to call on their citizens to participate and to be engaged in the decision-making process. This call can be issued in different ways and using different tools, from public meetings, public hearings, posters, and participatory budgets, to

the use of suitable technological tools available through the internet. The choice of tools should be determined by the goals that are set and the desired level of engagement. From the recent literature on e-government it is clear that this term has different meanings for different people. Nevertheless, there is a common core: the use of ICT and the Internet by a government to provide information to citizens.

Definitions from the international sphere include, for example, the following "e-government covers the use of new information and communication technologies by governments, applied to all its functions." (United Nations, 2003); "the use of ICT, particularly the Internet as a tool to achieve better governance, bringing efficiency improvements, services and sharing of information" (OECD, 2003, p. 12) and

The use by government agencies of information technologies (such as wide area networks, Internet and mobile computing) able to transform relations with citizens, businesses and other government units. These technologies can serve different purposes, such as improved service delivery to citizens, more effective interactions with business and industry, citizen empowerment through access to information and greater efficiency in government administration"(World Bank, 2001, p. np) .

In this context, then, the use of ICTs, and particularly the Internet, is taken as a component of strategies used to improve the work done by governments, from a perspective of process efficiency and the improvement of services offered by government to citizens (G2C); by government to the private sector (G2B); by government to the government (G2G), and by government to employees (G2E), relationships which the World Bank focus. As for the G2E relationship it is not commonly focused upon because many researchers include it within the G2G relationship; however, considering that workers do not have the same power neither are in the same line of decision as decision-makers and policy-makers, workers do not actually fall within the G2G relations—it is appropriate to include this relationship in its own right, as emphasized by Riley (Riley, 2001).

Implicit to the G2C relationship with regard to the efficacy of the process, is an intention to make it more transparent, more convenient and less corrupt in order to increase citizens' trust in government (OECD, 2003) through cost reductions and revenue growth associated with the process of care. Authors such as Tapscott (1996) and Malhotra (2001) present for e-gov goals such as reducing costs to the private sector as a result of both electronic processing and the

sharing of documents and information between government departments, decreasing errors and delays. These authors present these factors as contributing to improvement in decision-making processes.

P. Hirst and Norton (1998) report the existence of e-gov transformation processes in three domains: internal, external, and relational. The internal domain involves the improvement of the efficiency and effectiveness of collaborative work, as well as cross-checking between different government departments and agencies, thereby reducing processing time and paperwork and eliminating lengthy, inefficient bureaucratic processes. The external domain bears on the potential of ICT to improve transparency toward citizens and the private sector. The third domain is the relationship between citizens and the various levels of government, which has implications for the democratic process and structural government. On the other hand, some authors, such as de Guchteneire and Mlikota (n.d.) and Heeks (2002), suggest distinguishing three main areas of application of e-government in order to simplify the G2C, G2G, G2B, G2E taxonomy, namely: a) e-governance: the automation of administrative processes and the creation of strategies for the operation of departments and their functions, b) e-citizenship and e-services: the development of links between governments and citizens and the automated delivery of services, and c) e-society: the between the government relationships and interactions with the society (external agencies, private sector, and citizens).

Authors such as Palvia and Sharma (2007) understand e-gov as a process of modernization of Public Local Administration (PLA) strongly supported by ICT for the delivery of public services and transforming the nature of interaction with citizens and businesses.. Thus, these authors also focus on the G2C domain, by specifically referring to the relationship between Government and Constituents, which is centred on the interaction between governments, elected representatives, political parties, and citizens, aiming the e-democracy. This domain covers discussions about public affairs, online interactions between politicians and constituents, webcasting of meetings or municipal assemblies, and electronic voting.

Focusing exclusively on citizen participation within the process of e-gov, an OECD report (2003) states that e-gov should be a strategy to give voice to citizens and amplify this voice, which can be used to encourage citizens to participate and think constructively on public issues. Broader perspectives should be taken into account on the G2C relationship, such as that of Abramson and Means (2001), who define e-gov as any sort of electronic interaction

between government, the public (citizens and businesses), and employees. This definition is also supported by Fraga (2002), who defines e-gov as the transformation of internal and external processes using government ICT resources, although he highlights the participation factor participation.

It is evident, then, that there are a wide range of concepts of e-gov, some based only on information provision through ICT, others based on transactional processes between governments and the private sector. The need for citizen engagement in the decision-making processes of government should be treated by default as a norm, assuming that applying measures and procedures that will best serve the common good is a fundamental purpose of government, and that doing so is only possible if decision-makers are close enough to the public to be able to know and understand what the common good consists in and what the interests of the public are. Moreover, the involvement of citizens may add value in the form of the contributions of diversified opinion and solutions, as describe below.

2.1.3 Models of e-Government

The development of e-gov worldwide has pushed researchers and policy makers to implement and evaluate e-gov strategies: as a result many evaluation models are presented in the literature. However, the focus of the present study is not on models for the evaluation of e-gov, but on the strategies developed by Portuguese municipalities to promote young people's e-citizenship. Thus, it is important to present some of the institutional and individual models used in Portuguese studies on e-gov (presented in the next section) to establish a framework for the analysis of the present study and present the dimensions in terms of which e-gov is commonly evaluated. The following table sums up the most common e-gov models.

Table 1. Overview of Institutional e-Gov Models

Model	
Stages, levels or phases	
Baum and Di Maio (2000) 4 stages dependent steps integrating a higher level of ICT and complexity.	
Organizational Step	Transformation: Agencies transform operational processes to offer more efficient, integrated, personalized and unified services.
Technological Step	Transaction: Users can complete entire transactions online (public service execution such as payments, receiving licences, including private)
	Interaction: Users can contact agencies through the website or self-service (e.g., e-mail)
Digitalization Step	Web presence: Agencies providing basic information to the public (static content).
The eEurope Action Plan (European Commission, 2002) driven from the Digital Agenda of the European Commission, served as the basis for the EU annual benchmarking. Initially with 4 levels of sophistication of public services, now identifies 5 levels.	
Customization provides data integration and automated services.	
Transaction provides complete transactions	
Bidirectional interaction allows bidirectional interaction	
Simple Interaction enables unidirectional interaction	
Information: provision of public information	
Non-existent: website not available	
In 2001 the United Nations (2010) presented firstly with 5 stages and currently with 4 stages efficient web-based public service	
	<p>↑ Connected Services: Transversality across various departments and ministries of continuous and coherent information. Operates transversely data and knowledge within government agencies (central or local) through integrated applications. User profiles enable greater citizen participation in governance and decision-making.</p> <p>Transactional Services: Users can perform non-financial transactions (e.g., e-voting, downloading and uploading forms). Bidirectional communication with citizens (e.g., requesting and receiving input on policy and programs); some form of electronic authentication of the identity of the citizen is required to complete the transaction.</p> <p>Enhance Information Services: Simple unidirectional or bidirectional system, enables downloading forms for services, audio and video.</p> <p>Emerging Information Services: One single or a few independent web sites providing formal, specialized, updated information and some links to other governmental agencies.</p>

It seems clear that these models are more focused on information exchange or services than on how to involve citizens in governance or decision-making processes, with the exception of the United Nations model, which includes it in its highest level.

Table 2. Overview of Individual Researchers' e-Gov Models

Model
Stages, levels or phases of e-gov
<p>Esteves (2005): Five stages of e-gov maturity based on the eEurope model. The transition from one phase to the next occurs simultaneously with the increase in both the complexity of the systems used and the level of associated costs. It involves a set of indicators for each phase which represent a numerical quantification with a coefficient that determines a value for the state of e-gov development: $eValue = (4 \times 0.25) + (2 \times 0.5) + (2 \times 0.75) + (7 \times 1) + (1 \times 1,25) = 11,75$.</p> <p style="text-align: center;">Presence Urb.Inf. Interact. Trans. e-Democracy</p>
<p>↑ e-Democracy: Forums or chats are available Transaction: Content for mobile devices; online operations; online consultation of the state of processes; certificate issuance; online access to personal data; online payments; customization. Interaction: E-mail interaction; information on the telephone number of the municipality Urban information: Map of the city; information on transportation. Presence: Minutes of the municipal council/municipal newsletter, search engine, sitemap.</p>
<p>L. Santos and Amaral (2008): Based on the eEurope model, but with the guiding principle of the online services quality made available to citizens and businesses by public administrations. It presents 4 levels of maturity.</p>
<p>↑ 4- Transaction: entirely dematerialized services (e.g., online payments and following procedures from application through monitoring and delivery) 3- Download and upload of forms; communication mechanisms to query the status of processes 2- Download: availability of forms to download 1- Publication of Information</p>
<p>Siau and Long (2005): five-stage e-gov model resorting to meta-synthesis method.</p>
<p>↑ e-Democracy: offers tools such as online voting, polling and surveys Transformation: vertical (different levels of government) and horizontal integration (departments or governments in different locations). Transaction: users, including private sector can conduct complete online transactions (e.g., license applications, taxes, updating personal data) Interaction: simple interaction between governments and users (e.g., search engines, e-mail, official form downloads) Web presence: Simple and limited information (e.g., agency's vision and mission, office hours, contact information, and official documents). Some level of non-static information.</p>

It is possible to identify a common ground of the features for information and services in these different models. However, the models of individual researchers focus on participatory e-gov strategies, with the exception of that of Santos and Amaral. Furthermore, it is clear that the models of both institutions and individual researchers aim mainly to evaluate usability, while none of them take into account issues such as levels of digital and language literacy, age, or special needs.

This section will present some of the main Portuguese policies related to governance, the use of ICT to improve governance in Portugal, citizenship education, and media literacy measures reflecting international guidelines.

2.1.4 e-Government Measures in Portugal

Some of the measures taken in the last decade are presented in the following table.

Table 3. Principal Portuguese e-Gov Measures

Year	Measure
1995	The 30th Constitutional Government (1995-1999) defined the information society as an area of governmental intervention
1996	Mission for the Information Society and establishes a mandate to promote broad national debate on the subject of the information society, which is the topic of a draft Green Paper which contains proposals for action in the short, medium and long term, to be submitted to Assembly of the Portuguese Republic.
1997	The Green Paper for an Information Society in Portugal is approved: this strategic document defines the main guidelines and areas of intervention needed for sustained implementation of the information and knowledge society in Portugal.
1998	Digital cities and regions programme is launched in Portugal
1999	Definition of the strategic axes of the National Initiative for the Information Society, resulting from the Green Paper for the Information Society. Measures to ensure that the information provided by public administrations on the Internet is likely to be understood and searchable by citizens with special needs, demanding the adoption of appropriate technical solutions.
2000	Internet Initiative. Operational Information Society Programme (POSI)
2001	Definition of mechanisms for the systematic evaluation of the web pages of public administrations, allowing the assessment of their compatibility with basic quality criteria.
2002	Definition of the new institutional framework of government activity in the fields of innovation, information society, and e-government. Creation of the Mission Unit for Innovation and Knowledge (UMIC)
2003	Establishment of the Action Plan for e-Government, which focuses on the provision of integrated, quality, citizen-centred public services, and efficiencies, transparency and costs, directly fulfilling XV Government's Programme, which establishes the development of a Strategic Information Plan 2005
2005	Portuguese Technological Plan is approved. Creation of the public institute UMIC - Agency for the Knowledge Society, which replaces the Mission Unit for Innovation and Knowledge. LigarPortugal (Connect Portugal) is launched
2006	Annual Local Authority Simplex programme is launched.
2007	Establishment of new rules for access by people with special needs to the websites of public administrations. Electronic Citizens' Card is launched
2008	e-Escolinha (Little e-school) is launched. First generation of the small Portuguese low-cost laptop Magalhães is produced and distributed in elementary schools.
2012	Portuguese Digital Agenda, which aims to foster the development of the digital economy by companies and the state, in order to enhance productivity in terms of products, services and technological solutions oriented toward international markets.
2013	Azorean Technological Agenda is launched. Its aims are constructed around the "smart islands" concept of enhancing competitiveness through the appropriate use of the latest technological developments, innovation and the creation of new value-added products, contributing to solving social challenges and promoting economic regional development.

Not being possible to explore each measure presented in the table, the ones considered particularly important in the context of the present thesis will be developed. The first of these is the Digital Cities and Regions programme, which promoted increasing the sophistication of municipalities' use of ICT, and at the same time, increased the covered geographical area and e-gov domains (Simões, 2008). This programme defined the infrastructure of a digital city as a network of computers and modems (or equivalent artefacts) linked by telephone lines to a central server, requiring also an agreement with an Internet service provider to connect a city to the world. Digital cities relate to a physical space. (Simões, 2008, p. 23)

Developed within the scope of National Initiative for the Information Society and like other similar initiatives elsewhere in the world, it had the following goals: a) improving urban life; b) enhancing economic competitiveness and employment, and c) supporting citizens with special needs and social system (Simões, 2008). In 2003 the Operational Program for the Knowledge Society (from the Portuguese Programa Operacional da Sociedade do Conhecimento—POSI) produced a Guide for the operationalization of Digital Cities and Regions, defining a Digital City/Region as

a network of digital infrastructure, institutions and skills that support the development of social capital and the creation, accumulation and dissemination of knowledge about a particular territory. Its objectives are: (a) to strengthen the social capital of a region, (b) to stimulate continuous learning, and (c) to imbue the information technologies in the daily routine of local government and civil society in order to increase competitiveness through regional innovation systems, improve the quality of life in rural and urban areas, promote the participation of citizens, and sustainably develop the economy of a geographical area. (POSI & UMIC, 2003, p. 15)

The goals of the Digital Cities and Regions programme thus also cover the G2G, G2B and G2C relationships through ICT resources and means for citizens' participation. This was possible by the municipal' investment in Information Systems (IS) capable, internally and externally, to collect and process this information and to provide as increasing diversity of online services on the G2C and G2B domains.

Furthermore, laws have been created to oblige local authorities to adjust their procedures and to make them available to the citizen. The Portuguese BASE Portal may represent the best example of a successful transparency-enhancing e-gov measure. This portal is an initiative

whose aim was to ensure the transparency of Public Contract Code procedures, including “directly negotiated” contracts concluded without going through a full tendering process (*ajuste direto*). Municipalities are obliged to use the BASE Portal to publicize such contracts, making their financial governance available to the public. At the same time, and from the legal point of view, Decree - Law No. 54-A/99 of February 22 identifies a set of financial documents that must be advertised 30 days after the consideration and approval of the contract by the deliberative body (Art. 4). The same Decree-Law indicates that municipalities have to submit financial information to the Regional Coordinating Committees (and afterwards to the General Directorate of Municipal Administration: Art. 6), to the National Institute of Statistics (Art. 7), to the Directorate General for the Budget (Diretor Geral do Orçamento) (Art. 8), and to the Court of Auditors. Therefore, an Official Accounting Plan for Local Authorities (POCAL) was established, which includes Municipalities. This measure offers citizens the possibility of improving the accountability of their elected representatives through access to and evaluation of information about their actions.

Another important Portuguese initiative is the Portuguese Technological Plan, which was approved in 2005. This initiative is

an action plan on how to implement an articulated set of policies aimed at stimulating the creation, diffusion, absorption, and use of knowledge as a lever to transform Portugal into a dynamic economy, able to assert itself in the global economy. (Ministério da CiênciaTecnologia e Ensino Superior, 2005, p. 3)

This plan falls under the Lisbon Agenda, which is based on macroeconomic stability, employment and training, and competitiveness, and which includes the dimensions Knowledge, Research, and Innovation. The Portuguese Technological Plan has as strategic axes:

- 1- **Knowledge** to prepare the Portuguese for the knowledge society, fostering structural measures aimed at raising the average education levels of the population, creating a comprehensive and diverse range of lifelong learning programmes, and mobilizing the population for the Information Society.
- 2- **Technology**: overcoming the scientific and technological delay, focusing on strengthening scientific and technological institutions, public and private,

recognizing the role of business in creating skilled jobs and in research and development (R&D).

- 3- Innovation: Boosting innovation, facilitating the adaptation to challenges of globalization through the dissemination, adaptation and use of new processes, forms of organization, services and products.(Ministério da CiênciaTecnologia e Ensino Superior, 2005, p. 4)

A number of significant initiatives and programmes resulted from this strategic plan, although some are beyond the scope of this thesis and others are too complex to explore here. However, the Technological Plan for Education (including “little e-school” and the Magalhães laptop) are covered below, in the final section of the literature review. Another important Portuguese e-gov programme is Ligar Portugal (Connect Portugal).

The LigarPortugal programme is a strategic vector of the Portuguese Technological Plan based on a set of concrete tools for action. Not only did it boost Portuguese e-gov, it also had an important role in combating Portuguese digital illiteracy and expanding the coverage broadband Internet access. The action developed within this programme had several aims: to promote “modern” citizenship; to ensure a competitive national telecommunications market; to ensure the transparency of public administrations; to promote the increased use of ICT; and to encourage technological and scientific development (Ministério da Ciência Tecnologia e Ensino Superior, 2005). This programme thus covers G2B, G2G and G2C e-gov domains. Regarding G2C relations, this document argues that “modern” citizenship implies the use of ICT as a “normal tool to access information, education, cooperative work, and public discussion” (Ministério da Ciência Tecnologia e Ensino Superior, 2005, p. 5).

Examining these different actions, several threads can be recognized: the need to develop digital literacy; and the need to develop strategies to involve citizens and other stakeholders in economic development. This framework is reflected in actions such as: a) facilitating students’ use of computers at home by halving their cost to families through tax reduction, and progressively promoting the availability of computers to families with lesser financial resources; b) duplicating the Internet Spaces Network for free public access to broadband, accompanied by specialized conditions for users with special needs, stimulating their functioning as community centres; c) creating a public offer of Internet, guaranteeing free access to public services and public interest provided via the Internet, and d) developing a

computer security policy, providing adequate resources for the purpose. Other actions are discussed below, in the final section of the literature review.

On the other hand, a government programme called the “local authority Simplex” (*Simplex Autárquico*) was developed: its aim was to simplify administrative procedures and it required local governments to take measures to facilitate the interaction of citizens and businesses with public administrations. The programme was launched in July 2008 under the management of the Agency for Administrative Modernization, and was guided by principles such as public consultation, transparency, and accountability. This is the main measure taken in Portugal to intervene in the relationship between municipal governments and their constituents based on the principle that social pressure for the provision of quality public services increases with government’s proximity to citizens.,

This programme is built on four strategic pillars: a) internal functioning of municipal services; b) the provision of services to citizens and the private sector; c) interaction within public administrations in general (local and central); and d) citizenship and democracy (Agência para a Modernização Administrativa, 2011). Although they do not directly mirror the four areas of e-Gov presented earlier (G2C, G2B, G2G and G2E), they correspond to them in some respects. On closer look at these four pillars reveals that their focus is not the use of ICT in governance as such, but they aim to improve governance through increasing and improving communication, information availability and access, rationalization of resources, online services, collaborations, cooperation and information flow, transparency, accountability and citizens’ involvement in decision-making processes, which are the goals of e-gov, and which can be made possible and/or facilitated by the use of ICT.

The state of e-Government in Portugal

The most systematic study on e-government in Portugal was a long-term survey of the presence of local authorities on the Internet carried out by the Gávea Laboratory at the University of Minho (L. Santos & Amaral, 2012). This team collected data every two years between 1999 and 2009. The first wave of the survey was carried out in 1999, analyzing the 153 municipal websites that existed at the time at the time; the second wave, in 2001, analyzed 222 municipalities (L. Santos & Amaral, 2008). In 2003 the same authors published the study "Local e-Government in Portugal," with the support of the Agency for the Knowledge Society (UMIC), this time identifying 259 municipalities with an online presence.

In the following waves (2005, 2007 and 2009), they identified 303, 306 and 308 websites respectively.

These findings show that, in 2009, a tiny minority of Portuguese municipalities offered entirely dematerialized services from the application stage all the way through monitoring and delivery to online payment, while the majority were simply offered forms for download by citizens, to be used in paper form, to access municipal services. These findings show that further work is needed in order to involve citizens in decision-making processes using ICT. Furthermore, it indicates that in general, in Portugal the required conditions for the development of a close and comprehensive C2G relationship are not yet present.

In addition, the municipalities that Santos and Amaral considered to be at level 4 of e-gov maturity are on the mainland. The study also reveals a persistent and direct relationship between municipalities' maturity index and their size class: municipalities in Class A (>100,000 electors) scored higher (2.68), followed by Class B (50,001-100,000) with 2.50, Class C (10,001-50,000) with 2.38 points, and finally Class D (0-10,000) with 1.93 points (L. Santos & Amaral, 2012). This findings are not surprising if we consider the possibility that a critical mass of population may create a different dynamic with the local authorities, inducing social stress on decision-makers and leading them to push for the development of e-gov.

Another source of data on e-gov in Portugal is the annual study on the use of ICT in local public administration conducted by the UMIC in collaboration with the National Statistical Institute. This major quantitative study, which started in 2000, involves all local authorities. The most recent report is on data from 2011, and it shows that the main services provided on the websites of municipalities are:

downloading and printing forms (94%); Internet public consultation (82%); e-mail contact (80%); "subscribing to online newsletters (70%); geographic information systems/interactive maps (62%); requests for garbage collection and street cleaning (44%); online library services (43%); internships and employment mibility (39%); completion and submission of online forms (39%); user support (38%); surveys of citizens on the Internet (35%); and monitoring individual construction processes (29%) (UMIC, 2012 np)

This data is coherent with the findings of L. Santos and Amaral (2012), as well as those of UMIC (2012), showing that municipalities in Portugal mainly use the Internet for search and communication between the executives and citizens: searching and collecting information/documentation (99%), e-mail (98%), exchanging electronic files (98%), external communication with other municipalities, joints municipalities and agencies of Central Public Administration (91%), consulting supply catalogues (88%), accessing databases (87%), interface with citizens (82%), which support the data for the main services. Finally, the activities whose conduct over the Internet was growing fastest were: electronic purchases (68% of municipalities) and the sale of goods and services (33% of municipalities; (UMIC, 2012).

Other studies have been carried out on municipal websites in Portugal, but with less comprehensive coverage. Aleixo (2005) analyzed 28 municipal websites from the Azores and Santarém in terms of usability and the digital divide, using the cognitive walkthrough method and a set of usability guidelines (from the “Research-Based Web Design & Usability Guidelines” of the Digital Communications Division in the U.S. Department of Health and Human Services), concluding that most of the problems with these municipalities’ website fell outside the traditional areas of concern in terms of usability (navigation, multimedia objects, and page layout), and were instead connected with optimizing the user experience presents the highest level, widgets and links. The most significant reason that he identified for these problems was the lack of intuitive design, therefore requiring more effort on the part of the user. In addition, Aleixo found that excessive page loading time, inadequate format and terminology, and poor feedback may contribute to the maintenance of the digital divide.

Almeida (2011) adapted the eEurope model presented above to analyze the e-gov services of municipalities in the Viseu district. His model consisted of four stages: 1) Presence – the provision of static web content; 2) Provision – provision of relevant and updated information, and downloading of documents; 3) Transaction – bidirectional services available to users, and 4) Transaction – two-way interaction, no requirement to use paper or go to municipal offices (this stage combines the “Customization” and “Transaction” phases of the eEurope model). He drew the following conclusions regarding municipal websites: a) all the municipalities that replied to the questionnaire had at least one computer/informatics technician; b) only four municipalities had a frequently asked questions (FAQ) page; c) only seven municipalities had a “site map”; d) the majority of the municipalities were at the first and second stages of e-gov

maturity; e) of municipalities that had reached the third stage, only five municipalities offered online completion of forms, and only two enabled the use of mobile devices to access their webpage and services, while nine municipalities had a profile on social networks such as Facebook, Youtube, and Twitter profile, and f) a small number of municipalities had reached the highest stage of maturity, where only “public Internet access on the municipality” was the criteria with full application (Almeida, 2011).

In the same year, Ferreira (2011), aiming to profile e-participation initiatives in the Portuguese municipalities, used questionnaires and two central government websites to analyze e-participation initiatives (<http://www.op-portugal.org> and <http://www.portaldocidadao.pt>). Some of its noteworthy conclusions on 187 Portuguese municipalities included the following: a) Newsletters and email were the most commonly used means of communication, at 85% and 65% respectively. Only 31% of respondent municipalities offer text messaging services, and 1% MMS services; b) There is a “culture” of talking to the mayor and not with other council members; c) Traditional means such letters are still used, and ICT is complementary to these; d) Social network presence: 60% of the respondent municipalities were present on social network sites (99% on Facebook and 36% on Twitter); e) 45% provided means for citizens to participate in conservation, cleaning; and improving public spaces (Setubal was the municipality with the highest number of initiatives); g) 25% had strategic agendas where citizens had some level of participation in setting the agenda. However, chats were only present in 7% of the municipalities; h) the maximum level of participation that can be granted to the citizen (e-empowerment) is 4 and i) Lisbon, Odemira, Sesimbra, and Trofa were the municipalities with the best practices, and greater Lisboa was clearly the area where e-participation initiatives were most developed, both in quantity and in effective decision-making power given to citizens.

Finally, A. Carvalho (2012) analyzed 136 municipalities, aiming to collect critical points on Portuguese e-gov. His focus was on the G2C and G2B e-gov domains, and he gathered data through questionnaires and website analysis. Some interesting conclusions from the website analysis regarding the websites and e-democracy and e-participation can be summed up as follows: a) The majority of municipalities (51%) used Microsoft-IIS servers, versus 42% of Apache users, which is not in line with the world trend toward the use of open-source software (59% worldwide) over Microsoft-IIS (15% worldwide); b) On municipal portals with password access is the most common strategy. The Portuguese electronic citizens’ card

was used by less than a quarter of the municipalities; however, it presents a steep growth perspective (from 21% to 73% within a year); c) municipal plan and budget discussion and mailboxes for opinions are the most common strategies to promote citizen participation; d) e-consultation exists in a small percentage of municipalities and higher than e-deliberation tools.

2.2 From Citizenship to e-Citizenship

The democratic dynamic requires that citizens, regardless of their social and cultural capital, ethnicity, age, or social-economic status, be able to take part in democratic processes. Participating and engaging with a community might mean more than taking part in the pre-established formal processes of democratic institutions. It means, at the least, to be able to communicate one's needs and collaborate with decision makers and other stakeholders in order to improve our quality of life and that of the people with whom we share infrastructures and services.

2.2.1 The What of e-Citizenship

In order to explore the above, it is necessary to understand the existing perspectives on citizenship. In fact, the concept is interconnected by its analytical application to juxtapose rights and obligations of different groups within society. Further, the concept of citizenship is historically marked by the French Revolution, when a detachment between citizenship and human rights occurred. Thereafter, citizenship was widely understood as individuals belonging to a community wherein they could contribute to legislation, either directly or indirectly, through the elections of those said to "represent" them and other citizens, according to the principle of universal suffrage. However, the right to vote and to be elected depended on several factors; it was far from being universal.

Marshall (Marshall, 2009) identified three main components, or elements of citizenship: a) the civil, b) the political; and c) the social. The three are not mutually exclusive; all can exist at the same time, depending on the model of democracy that gives rise to them. Each is associated to different consequences and actors.

The guiding principle of the first is official membership in a nation-state, associated with a set of compulsory laws, regulations, and customs, which, according to Marshall (2009), are connected with the “rights necessary for individual freedom – liberty of the person, freedom of speech (...) and the right to justice” (p.148). This conception entails legal duties and socially sanctioned responsibilities such as voting, taxes, and socially accepted behaviours. Marshall singles out the right to justice as being “of a different order,” defining it as “the right to defend and assert all one’s rights on terms of equality with others and by due process of law.” The democratic institutions connected with this part of citizenship can be the courts.

The political conception of citizenship extends this first conception: it involves the possibility of being an active constituent of a political body who is capable of exerting democratic influence upon other citizens and the state itself. This concept emphasizes the need for information to be pluralistic sources, deliberation through dialogue with other citizens about political questions, and finally, lobbying in order to influence public policies and decisions, which can consist in actions ranging from putting up posters, voting for a candidate or party, or joining a pressure group, to demonstrating in the streets or breaking unjust laws. This part of citizenship implies democratic institutions such as parliaments and local councils.

The guiding principle of the third of Marshall’s elements of citizenship, the social, addresses the general life circumstances of individuals; and covers a whole range of rights from welfare and security to “live the life of a civilized being according to the standards prevailing in the society” (p.149), with schools and social services as examples of related institutions.

Historically, the civic dimension of citizenship came before the political dimension in the majority of Western countries. Over time, citizenship has been used for different reasons and with different goals, sometimes underlying only administrative elements. Brubaker (1992, p. 3) argues that institutions of citizenship have been “an essential instrument of the administrative and political culture of the modern nation-state.” Nonetheless, as Marshall (2009) argued, legal opportunities are of the utmost importance, but they are not sufficient to ensure a flourishing civil society or a system of government where citizens are properly heard. The phenomenon of immigration is a decisive factor for the theorization of citizenship as nationality (Brubaker, 1992). This conception is still widespread: it is therefore important to distinguish nationality from citizenship, although the civil and political elements of citizenship are to some extent connected to the conception of nationality. Concepts of the

boundaries of the citizenry have notably been emphasized during legal and social struggles around immigration, and often play a strong role in what has been called “affective citizenship,” which is related to feelings of identity and civic belonging which underlie a closer relationship to the state, community, and fellow citizens (Brubaker, 1992; Roche, 1992; Schudson, 2006; Turner, 1990).

Furthermore, the concept of identity has grown in sociology and philosophy studies on citizenship, stressing the need for individuals to see themselves as citizens in order to be able to act as citizens, and to participate as citizenship, as a subject with the attributes of agency (Dahlgren, 2006; Mouffe, 2005). At the same time, others have challenged the classic universalistic liberal view of citizenship in the light of dramatic social, cultural and political changes in late modern society, arguing that there is a need to revise and update our understanding of citizenship, expanding it beyond the topic of the rights and responsibilities of the individual in relationship to the state (Hoskins, Villalba, & Saisana, 2012).

In contrast to the framing of citizenship as nationality, particularly in multicultural and multiethnic societies where many different voices make a variety of claims with regard to citizens’ rights, the social element of citizenship has been reinforced and strengthened, and related social and political changes have forced a widening of the associated theoretical framework (Marshall, 2009; Matthews, 2001). Hence, issues concerning the civil and political elements of citizenship feature citizenship not only as a set of rights and responsibilities, but also as identity and participation (Delanty, 2000), reinforcing the idea of the “choice and commitment to become a citizen, to come to *belong*” (Dudley, Robison, & Taylor, 1999, p. 429) and the normative perspective which “provides the basis of ideas about what a society that is sensitive to individual rights as well as to social justice should look like” (Matthews, 2001, p. 299). In this light, three other components of citizenship—*affectivity*, *identity* and *participation*—are intrinsically bound up with the three elements presented by Marshall. Thus, there has been a shift in how citizenship is understood toward individuals’ involvement in participatory democracy, focusing more on citizens’ involvement in decision-making; and deliberative democracy, which involves more people are in negotiations over policy development (B. R. Barber, 2003; Hoskins & Mascherini, 2009; Mutz, 2006).

More recently, concepts of global citizenship, participatory citizenship, and active citizenship have flourished, each acknowledging the need to involve more people in the decision-making

processes of democracy and its structures. The term “active citizenship,” for example, has been used by international democratic institutions when developing proposals for the European Commission’s Lisbon 2010 Strategy towards developing a competitive ‘knowledge society’ and ‘greater social cohesion’ (European Commission, 2000). Hoskins and Mascherini (2009, p. 462) define the term as “Participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy.” The goal underlying this concept is the empowerment of citizens in order not only to make their voice heard, but to develop their sense of belonging so as to amplify the value of democracy, equality and respect for differences. Thus, according to Fishkin (1997), there are four conditions for political participation and engagement: political equality, deliberation, participation, and non-tyranny. These conditions stand in a close relationship to what Dahl (2000) identifies as the arguments for democracy over any other political system, which are connected with the elements of democracy, but most importantly with its affective, identity, and participatory components.

These goals and strategies of involving more people lead naturally to a discourse of using newer technologies to do so. The Internet is seen as a factor with the potential to broaden opportunities for the exercise of the political element of citizenship due to its pluralistic base. People who experience constraints on the civic dimension of their citizenship may thereby be able to maintain its political dimension at a higher level, not through formal democratic institutions but through their power to influence other citizens. At the same time, if we consider immigrants, we might ponder their likely maintenance of ties with relatives and others in their country of origin, and their possible formation of virtual networks with others who are in similar circumstances, increasing their power to solve problems and intensify the civic and political parts of their citizenship(s).

With regard to the social part of citizenship—its identity, affective, and participatory aspects—it is easy enough to identify a set of factors that might play determinant role, such as social group, schooling and literacy levels, technical expertise, and age. On the other hand, the diversity of tools available online could contribute to building and reinforcing the identity and affective constituents of citizenship, as will be discussed further on in this chapter.

Thus, in the digital era, a citizen becomes an e-citizen, meaning that “citizens must learn how to turn real citizens of an electronic community and how to use the Internet possibilities in order to become aware of what e-Citizenship implies.” (Biasiotti & Nannucci, 2004, p. 270) When thinking about e-citizenship, the same taxonomies can be applied as in the case of “analogue” citizenship: the civil, the political, the social; affectivity, identity, and participation. However, this type of citizenship implies another element which is connected to technology and to digital and media literacy, as will be discussed through this chapter. This element breaks with the linear and unilateral conception of political communication, and according to Coleman (2006, p. 259) “digital citizenship entails a more multi-layered, open-ended notion of political interaction that more often than not strays some distance from the traditional preoccupations of instrumental politics.”

According to Parker (1990), both citizenship and e-citizenship should be seen as “not only a matter of preserving democracy [but] also a matter of creating it” Parker (1990, p. 17). The elements of citizenship, and therefore of e-citizenship, require the involvement of citizens. Certain conditions must be met for this to happen. On the one hand, citizens must be asked to participate and given the proper tools to do so. On the other, people must see themselves as full citizens (identity and bonds). Schools have long been seen as the place where the skills needed for citizenship and the sense of being a citizen are developed. In reality, however, their orientation tends to be to prepare students to become citizens *later*, rather than understanding themselves as actual citizens already. Thus, this prevents them from engaging in a participatory fashion or promoting change as they grow. According to Coleman (2006, p. 258), “The tendency has been to treat young people as apprentice citizens who need to be broken in to the strange rituals of governance, usually via unconvincing exercises in political simulation.”

These assumptions may lead young students to experience powerlessness and an incapacity to engage in civic issues, ultimately leading to misconceptions of the nature of citizenship as well as a greater distance, as adults, from participatory action. Mayor (1998) argues that becoming active and able to participate in decision-making processes requires an appropriate education. However, citizenship education is not a priority on the Portuguese school agenda (Sousa, 2007), preventing young people from acquiring concepts such as security, services hiring and privacy on the Internet, and young people’s internalization of their responsibility for the direction taken by their own country. On the other hand, to fulfil the potential of e-

citizenship, e-democracy and e-gov strategies should be adapted to the characteristics and modes afforded by technology, as mentioned above, and develop further in the following sections.

2.2.2 The Why of e-Citizenship

The opening of political processes to citizens' voices through the internet might be an important factor in the development of a new democratic dynamic. As P. Hirst and Norton (1998) observed, the democratic dynamic gains if vertical and horizontal relationships are established between decision-makers and citizens, assuming that the intention of e-gov strategies is not only to provide information and services but also to help citizens and other stakeholders to act. In addition, these benefits, through their unmeasurable political gains, will “rebound directly to the elected officials, candidates, political parties and organizations that move boldly into the world of e-government and make it their own” (Curtin et al., 2003, p.15) and only bear their fruit in terms of civic engagement, services, and public participation over time.

However, e-gov regulations and procedures remain inadequate, preventing the effective use of ICT to allow and increase participation (Ferraz de Abreu, 2002)—partly due to the procedures that have been chosen to engage citizens, and partly due to the technological tools and designs used by decision-makers. Underlying this are questions of power as well as concepts of democracy and public participation which constrain the actual participation of citizens. In this context, Bennett (2008) argues, regarding young people, that the majority of the communications towards them are based on a top-down model, undermining their authenticity and leading to so-called “indifference” or “apathy” with regard to political issues among young people.

Issues such as power, agenda-setting, and regulation are clearly associated to the concepts of democracy (participatory, direct, or representative) and community. Different models of democracy lead to different structures. The consequences of having a democracy based on institutions is that measures and strategies applied to involve citizens must go through those same institutions, due to the underlying concept of “incumbent democracy” (Blaug, 2002), which centralizes effective democracy in the “representative” structures. More critical approaches to democracy tend to focus on the powerlessness, assuming that the effectiveness of a democracy arises from the collective accession to common interests (Blaug, 2002;

Coleman & Blumler, 2009). For instance, direct democracy is seen as a vital way to maintain active community life and to make public and democratic institutions accountable, promoting conflict resolution through a participatory process (B. R. Barber, 1998). Both focus on the possibility of empowering citizens through strategies enabling them to fully participate in the public decisions and administrative techniques that affect them. But more important still is to recognize their right to be involved in decision-making processes, and the need for inclusive and accountable institutions that are able to provide a space for them to be engaged in those processes (B. R. Barber, 1998; Coleman & Blumler, 2009; Ferraz de Abreu, 2002).

A closer look at the literature on public participation within e-democracy seems, to some degree, to reduce the issue to the questions of electronic voting and the use of technology to get information flowing between the government and the public (Dahlberg, 2001; Grönlund, 2003; A. Macintosh, Robson, Smith, & Whyte, 2003). These narrow conceptions seem not to acknowledge the idea of the citizen as a (potentially transformative) agent in their own community and country. Thus, it may be possible identify two major areas within e-democracy: a) elections and consultation, and b) dialogue with citizens. The first is clearly connected with technical issues, in which aspects such as the design of tools, access to the tools and to broadband Internet are crucial, while the second is more connected with issues of problem solving and decision making.

The concept of e-democracy is thus closely connected with that of public participation, a part of active citizenship. In this sense, public participation can safely be described as the involvement of the public in decision making and the activities of democratic institutions more generally—with higher levels of participation in not only the outcomes of decisions, but also setting the agenda. Therefore, as others have observed, the nature of the individual, and the common good are important for democracy (B. R. Barber, 1998; J. Dewey, 1997; Pateman, 1975; Rousseau, 2004), therefore, for e-democracy.

B. R. Barber (1998) argues that participation contributes to the configuration of citizens individualities without thereby casting doubts on collective participation, since it assumes that through participation the "other" becomes real. This notion of participation depends on individual education by "the growth of the community through participation, that simultaneously promotes participation and civic activity as a way to educate individuals to think publicly as citizens within an informed citizenship and through a sense of public and

justice" (p.152). He also argues that participation is by nature a public act, stating that "participation is to participate in the public discourse and participate in public action (action that is possible only when the actors are working together) to create public things *Res Publica*" (2000, p.12-13).

Dewey and Barber identify the values underlying frequently used mechanisms of public participation as consubstantial with those of actors who seek to regulate the consequences of public transactions in order to influence the regulation of public policies or to initiate the making of the public (which ultimately becomes the state) and regulate public transactions directly. Advocating that citizens work on solving common problems outside the political or formal arena, which might lead to the identification of alternative criteria, lead to a coagulation of public opinion around a set of options with regard to a particular issue, educate the public about various issues, and, finally, legitimate the state (Walters, Aydelotte, & Miller, 2000)

Selznick (1949, cited by Ferraz de Abreu, 2002) divide these same mechanisms into two types: a) administrative participation, which aims to transform the citizen into a reliable instrument for achieving administrative goals and b) substantive participation, which tries to give citizens a real role in determining the political agenda. However, Pateman (1975), for example, argues that participation is only total when each individual has equal power to influence the decisions arising from the decision making processes and, therefore, more important than the result is the process in itself. Ferraz de Abreu (2002) also states that although acknowledging the existence of different agendas is crucial, it is possible to reconcile the two types of mechanisms identified by Selznick.

Ferraz de Abreu's formulation on technical elitism (control only by "experts" as opposed to incremental gains and education and, ultimately, empowerment of the public), which, to some extent, corresponds to Patman's idea. These technical aspects will be further developed later in this chapter.

In political theory, the participatory discourse recently took on a new élan under the label of the "active welfare state," wherein all citizens are conceived as actively taking part in the development and maintenance of the welfare state. Although they involve attempts to include and stimulate the participation of a wider range of social groups, some neoliberal concepts of participation processes in the "active welfare state" have narrowed the concept of

“participation” to employment on the labour market (Jans, 2004; Stroobants, 2002), or to processes of consultation rather than actual decision making. Consultation involves seeking views, often about existing programmes, normally at the initiative of decision-makers; it can be more or less collaborative and does not necessarily involve participation. The reach of participation is considerably deeper, as described by Bragg (2007, p. 8):

engaging a range of stakeholders, or those affected by an issue, project or proposal from the start of a process, in order to generate ideas, deepen debate, come up with solutions, and involving them in taking decisions about matters that affect their lives.

Participation thus becomes an instrument to deal with the insecurities and unpredictability of a risk society, pushing forward participatory consultation methods (Ackermann, Feeny, Hart, & Newman, 2003), than the real involvement of citizens in the process of decision-making as it is defined by the OECD (2003).

At the same time, it is important to emphasize the interconnections between the e-citizenship and participation component of e-citizenship as well as the multi-layered nature of the concept of “participation”—a word that is used to describe extremely varied activities in widely differing circumstances. However, as may already be clear, in the present thesis, this term is used to refer to citizens’ participation in decision-making processes which affect them directly or in which they have an interest as citizens. In this context, then, Arnstein (1969, p. 216) definition of citizens’ participation as “a categorical term for citizens’ power” is a fitting one. She goes on to describe the relevant systems in the following apposite way:

It is redistribution of power that enables the have-not citizens, presently excluded from the political and economic processes, to be deliberately included in the future. It is the strategy by which the have-nots join in determining how information is shared, goals and policies are set, tax resources are allocated, programs operated, and benefits like contracts and patronage are parcelled out. In short, it is the means by which they can induce significant social reform which enables them to share in the benefits of the affluent society.

Although the redistribution of power that Arnstein envisaged was obviously connected with the context that its author was writing from, it is still valid for today’s have-nots, in

relationship to factors such as social and cultural capital, literacy levels and, in the case of electronic citizens' participation, to technology.

In light of this conception, the following need to be pursued. 1) To reach as many people as possible in order to enable them to participate; 2) Supporting participation through a diverse set of technologies in order to provide for participation using the communication skills of the highest possible proportion of citizens; 3) Providing relevant, maximally accessible and assimilable information in different formats, in order to enable more informed contributions; and 4) Engaging the greatest possible number of citizens to allow more fruitful contributions, enriching and strengthening debate. They also argue that the process of democratic participation involves the provision of resources allowing citizens to inform themselves, mechanisms of participation in decision-making, and the ability to contribute to and influence the political agenda. Underlying these goals are three terms: a) information: the unilateral relationship in which government produces and provides information to citizens; b) consultancy: the bilateral relationship in which public provides feedback to the government as a result of a prior call for participation and based on the information provided by the government, and c) active participation: a relationship based on partnership between government and citizens, in which both are actively engaged in defining both the process and the content of decision making. This last term, active participation, highlights the concept of citizens as active agents in setting the public policy agenda, although the ultimate decision and responsibility lies with governments.

In addition, these concepts are rooted in the skills developed by each citizen, and they therefore cannot be thought of exclusively in terms of technology or cultural capital. Thus, a combining factors influence the act of participation in itself. Moreover, the need to resort to different channels reinforces the idea that we cannot aspire to a democratic process if we cannot guarantee accessibility and the tools that make it possible. This is why A. Macintosh (2004) definition of electronic democracy specifies that it involves a set of different channels (e.g., PCs, both at home and in public locations; mobile phones; interactive digital TV) in strengthening representative democracy, either through e-voting or through e-participation in democratic decision-making. Nonetheless, dealing with these channels also requires cognitive skills, which may act as a limitation in spite of today's higher levels of schooling. Lippman's "deaf spectator" metaphor may thus still apply to the use of ICT in fostering (e-)democracy. Consequently, even if citizens are made more capable of "hearing" what is being discussed by

policy-makers and decision-makers through an array of mediated political messages and images, some of the required skills may not yet be developed, and/or the content might not be “to their taste.”

Thus, establishing a real relationship between “representatives” and the “represented” entails a deeper ongoing connection between the two types of agents. In this context, both A. Macintosh (2004) levels of participation, based on the OECD scale, and Coleman and Blumler (2009) characteristics of connection are important. Macintosh’s levels of participation focus on the *e-enabling* effects of providing Internet access to citizens who do not normally have it, and who are thus able to take advantage of the vast range of information available over the Internet (therefore, Internet can cover the greatest number of citizens, and to its diversification); *e-engagement*, which involves consultancy related to enabling deeper contributions from citizens and to sustaining the debate (this level is top-bottom, from government to citizens); and *e-empowerment*, which might leads to active participation and promotes effective influence over national political agendas (bottom-up, running from citizens to government). In Coleman and Blumler’s (2009) analysis of connection in e-gov, *closeness* implies a discursive dialectic between uninformed and informed, strong and weak, taking into account the complexity of societies, existing inequalities, linguistic diversity, and the possibility of communicating at many levels; *mutuality* implies the ability to reach and to be reachable in a reciprocal influence; *coherence* is the ability to integrate discourse and practice, limiting obedience to party interests and structures; and *empathy* is the notion of knowing the meaning of being in the other’s shoes, rather than disregarding the existence of inequalities—ethnic, religious, economic, gender, etc.

Considering the previously presented elements or guiding principles of e-citizenship, and the idea that e-citizenship stands in a reciprocal relation with participation, while on the one hand participation is a constituent of e-citizenship, on the other hand it is also an output of it, whereby young people are also the “who” of the e-citizenship. Hence, it seems important to think about young people and how they learn to engage in their own community. Partially as a result of school policies, many young people continue to be excluded from participation processes because they lack the necessary training, access to technology (computers and broadband); and awareness of the importance of participation, as well as the notion that they are rightly conceived as actors in this context. Furthermore, models of participation commonly exclude young people from participatory processes. Participation therefore

depends not only on individual determination, but also on the skills and technology that are available to permit and promote participation. Nevertheless, social and cultural capital and the disposition to be an active member of a community play an important key in the process.

2.2.3 The Who of e-Citizenship

The question of the *who* of e-citizenship is that of the "public" in public participation—who "may" and/or "should" participate—and of what, in this context, is seen as public. In this respect, J. Dewey (1991) stresses the difference between public and private based on the consequences of an act. A private act or transaction is one whose consequences affect only those directly involved in the process, and a public act is one which consequences affect others, even beyond their immediate involvement. Thus, he defines the public as "all who are affected by direct or indirect consequences of a transaction or act, to such an extent that is necessary to consider carefully and systematically these consequences." (J. Dewey, 1991, p. 12) and as he points "The clear consciousness of a communal life, in all its implications, constitutes the idea of democracy." (J. Dewey, 1991, pp. 148-149)

At the same time, decision makers opt to promote participation through media (traditional and new) using closed structures—which entails, on the one hand, maintaining control of the agenda, and on the other hand, using tools and forms of discourse that are experienced by many citizens as dominant and elitist. Furthermore, some of the incentives promoted in a top-down fashion are characterized by long absences of politicians and limited physical presence with citizens, and particularly young citizens (Coleman, 2006; Wright, 2008). As a consequence, the social groups and movements which actively participate in the decision-making processes promoted by e-gov strategies are the same groups that were already active in those processes before the introduction of ICT due to their participatory habits (Komito, 2005).

This idea is also supported by Buckingham (2003) when he refers to civic engagement actors as "the usual suspects," arguing that "the competencies that are involved in making sense of the media are socially distributed, and that different social groups have different orientations towards the media, and will use them in different ways" (p.39). Moreover, a (Albero-Andrés, Olsson, Bastardas-Boada, & Miegel, 2009, np) states that

The Internet is an important tool for already engaged young people (...) in focus groups with already active young citizens the Internet is constantly presented as for instance a 'hub' for political activities, or as an important 'node' for civic activities" (2009, np).

The American Pew Survey also corroborates the fact that "while a minority is interested in exploiting these uses for pro-social political action, the majority of users are content to view the technologies as means for individual expression (articulated through consumer choices)" (Bennett, 2007, p. 10).

As a consequence of the disproportionate role of the "usual suspects" in e-democracy, this form of civic engagement might be seen as reinforcing group identity, information-sharing, and community-building. This collective action is characterized by political networks which are disconnected from government agencies, leading to the reinforcement of political institutions due to the continuing concentration of power in government agencies, elected legislatures, and transnational and intergovernmental bodies, without the participation of "ordinary" citizens, who are not normally digitally proficient, socially confident, and politically articulate. Therefore, those who take time and recognize the importance of taking action and participating are those who are already over-represented in political participation (Coleman & Blumler, 2009).

Trust in governments and its formal ways of governance are important issues, which demand the promotion of relations that are more bilateral and more horizontal, allowing communication flow in both directions: from government to citizen and from citizen to government. Thus, the communication should be take place within a framework defined by values such as respect and solidarity for all those involved in the process, and governments should strive to develop that trust through the services they provide to citizens so that they feel part of the decision making process, learning that they can participate in the system and benefit from such participation (Komito, 2005; Norris, 2001, 2003). Furthermore, Buckingham (2000) argues that young people's lack of interest in news and their disconnection from politics reflects their perception of disempowerment, idea supported by Jenkins (2006) when he states that "By and large, young people are not defined by society as political subjects, let alone as political agents. Even in the areas of social life that affect and

concern them to a much greater extent than adults – most notably education – political debate is conducted almost entirely ‘over their heads’” (pp. 218-219).

Political and civic engagement may have changed in the last three decades, with a shift in how citizens perceive their activity and representation, and young people may now be more inclined to take part in informal actions and seek other pathways to empowerment as citizens. In this light, Bennett (2007) divides the population into “Actualizing Citizens”—who are less likely to vote and more likely to mistrust traditional media and politicians, but more likely to be involved in volunteering work and to participate in community action within less structured networks—and “Dutiful Citizens,” who feel a sense of obligation toward formal democratic structures, such as voting and political parties, and who are the main audience for new media. On the other hand, considering that the Internet is a common ground for Western countries, a sphere that is not yet state-dominated or privatized, and that to some extent is neither incorporated within (nor detached from) existing power relations, the internet could serve to amplify other voices that normally are excluded, if citizenship education and literacy are developed in order to develop a sense of citizenship among young people.

Consequently, the acknowledgment of societal behaviours brought about by the reciprocal influence between technology and social changes, along with their relationship to the concept of citizenship in a globalized and wired world, should be at the heart of the school curriculum on citizenship as it will be argued below in other sections of this chapter.

2.2.4 The Places of e-Citizenship

Internet tools present a matchless potential to involve young people in democracy: the majority of Western young people can relate to such tools and use them on their daily life. Thus, as Bennett (2007) argued, “[t]he cascading advance of new media platforms and social software enables unprecedented levels of production and distribution of ideas, public deliberation, and network organization” (p.1). The convergent and participatory culture of the Internet gives it the potential to lead us to the collective intelligence that Lévy (2010) describes as

the capacity of human collectives to engage in intellectual cooperation in order to create, innovate and invent. It can be applied at any scale, from work teams to huge networks or even to our whole species. Collective intelligence is a determining factor

in competitiveness, creativity and human development in a knowledge based economy, or in an information economy. (p.71)

Thus, the widespread use of the Internet fosters participation cross-nationally and even globally. Knowledge, collaboration, and sharing are no longer determined by geographical barriers, and national issues can be transformed into international awareness at the speed of a click. Statistics on the Internet's biggest social network, Facebook (2011), underline the power of new media and the ability to create common content:

- There are over 900 million objects with which people interact (pages, groups, events, and community pages);
- The average user is connected to 80 pages for communities, groups and events;
- The average user creates 90 pieces of content every month;
- More than 30,000 pieces of content (web links, news, publications, notes, photo albums, etc.) are shared each month;
- More than 250 million active users gain access to this network through mobile technology, being the most active users on Facebook.

Notwithstanding the machine behind this network, and even if it enables the dissemination of anti-democratic manifestos, it nevertheless represents a significant shift in how people communicate and organize themselves politically, and how it makes available multiple resources for civic engagement and political manifestos. These figures highlight the opportunity created by Internet-based tools to increase the public sphere at an international level. Even if its effects on civic participation are uncertain or not measurable, these figures support the concept of a deliberative field for rational-critical citizen discourse through which public opinion may be formed and official decision makers can be held accountable (Dahlberg, 2001)

This idea is reinforced by authors who consider the Internet a deliberative space, that enhances democracy and has a positive influence on political participation independently of civic participation (Chadwick, 2008; Rheingold, 2002). The fact that an average user is connected to 80 pages for communities, groups, and events means that individuals are able to gather information to form an opinion on various issues; the same average user is able to

create approximately 90 pieces of content per month, reinforcing the idea that public opinion, and therefore the public sphere, may develop in any physical or virtual space. This is not to say that all pieces of content are critical, pertinent content, or that they are related to the state or the political realm; it simply shows that in principle, means exist for more people to obtain alternative information from diversified sources even if it is not related to citizenship or public participation. In reality, this information is often provided by grassroots organizations and individuals around the world, decreasing overall dependence on traditional media. This paradigm shift of the average consumer into a producer of information and media reshapes and restores the potential for a more "critical" public sphere, in contrast to the "strategic" public sphere acclaimed by Habermas.

Furthermore, the results of some studies suggest that young people are not getting involved through the Internet as might be expected. The ICT Country Profile for Portugal from the European Commission, for example, says that

Despite the high availability of DSL, fixed broadband penetration is relatively low in Portugal (18.6 %), standing in 22nd place in the EU. Nevertheless, 98% of connections are at least 2 Mbps. Household connectivity went up only by 2 pp in 2009, and stands at 48 %.” (European Commission, 2010, p. 178).

At the same time, this study emphasises the efforts of Portuguese governments to improve and deliver online services but with low levels of success (a low rate of use): “this success in the supply of electronic services stands in contrast with the low usage of e-government services by citizens (though the percentage of the population returning completed forms through e-government services is the 9th highest in the EU) (p.178).

The grounds for this observation presented in the report are focused on the low levels of schooling of the Portuguese population. However, these figures also might be connected to the inadequate Portuguese citizenship curriculum, which prevents students from using ICT to interact with and take part in public processes..

Governments’ main devices of electronic governance thus far have consisted in allowing the completion of forms via the Internet, and the study indicators do take these types of procedures into account, as well as the percentage of the population whose lack of access to a fast Internet connection prevents them from choosing to access local services online. On the

other hand, the study involved a population between the ages 16 and 75, which includes adolescents and young adults, who might be participating but in different ways, using different and less formal channels to connect with decision makers or express their thoughts.

In addition, the findings of the Study on Current Trends and Approaches to Media Literacy in Europe (UAB, 2007) states that

Although Media literacy is present in the Portuguese education system, it has only a discrete presence in the curriculum. There are some references to media studies. ICT is seen as an important subject and a skill to be acquired by all students. In the “Orientações do Ministério da Educação para a Disciplina de TIC” it is said that ICT is undoubtedly embedded in the national curriculum and that the subject should not be considered part of IT, but as a subject where skills in informatics are linked with those specific of [sic] other areas of learning.

ICT is a core subject for the 8th, 9th and 10th years and is also present in the national curriculum as a basic cross-curricular subject, related to general skills, specific methodologies and acquiring general and specific competences (in handling information, working methods, communication, etc.) (p. 53)

In fact, as of the present writing, ICT is not longer included in the Portuguese Grade 10 curriculum and proposed changes to the school curriculum would withdraw ICT from Grades 8 and 9, replacing them with a similar school subject but that begins in Grade 2. Thus, the lack of explicit training in media literacy skills in the curriculum prevents students from developing them and using them in their daily life. Section 2.3.2 and 2.4 of this chapter takes a closer look at the school curriculum.

The Portuguese government has been making efforts to expand broadband coverage and access to technology since 2005 through the Portuguese Technological Plan: as a result, “the number of computers and internet connections in basic and secondary education has been increased and all primary and secondary public schools have a broadband connection. (...) Wireless internet markets are developing at a high rate: both laptop and 3G mobile phone use are above average and Portugal is one of the leading countries in mobile broadband” (p.178). Despite these efforts it seems that Portuguese citizens have been using the Internet mainly to seek “information about education and training, which at 27% of the population is well above

the EU average of 24%.” (p.178). These findings are also present in the EU Kids Online study.

On the one hand, at the European level the study findings show that

adults and children agreed that children use the internet as an educational resource, for entertainment, games and fun, for searching for global information and for social networking, sharing experiences with distant others. Other opportunities, such as user-generated content creation or concrete forms of civic participation, are less common (Hasebrink, Livingstone, & Haddon, 2008, p. 25).

and on the other hand,

Parents are more likely to stress online opportunities to access global information (Sweden, Poland, Italy, and Greece) and the use of the Internet as an educational resource (Denmark, Greece, Ireland, Sweden, Norway, Italy). They tend to underestimate the value to their children of the Internet for social relationships and entertainment. (Hasebrink et al., 2008, p. 26)

Therefore, there might be a positive correlation between how children and parents perceive the Internet and the opportunities that it provides, especially within the group of pre-adolescents that were interviewed on the EU Kids go online survey. Although the study does not focus on this relationship, it might be argued that, to some degree, parents’ perception of the use of the Internet for civic engagement determines how children perceive themselves as participants in civic life through this means. This possibility is arguably supported by the study’s findings on the correlation between parents’ and children’s Internet usage, such as the fact that children “whose parents claim to use the Internet themselves are significantly more likely to use the Internet (58%) than those children whose parents do not use the Internet (34%)” (Hasebrink et al., 2008, p. 16) and that “[a]cross Europe, a fair body of research evidence suggests that adults and children agree that children use the internet as an educational resource... Other opportunities, such as user-generated content creation or concrete forms of civic participation, are less common” (p.64). It thus seems reasonable to suppose that children mimic their parents’ Internet use behaviours to some degree.

The EU Kids Online study also proposed a conceptual model for online opportunities and risks, according to the content provider’s “motives or social goals,” which is summarized in Table 4.

Table 4. Online Risks & Opportunities & Providers’ Motives

Child’s role		Providers’ motives		
		Education	Civic engagement	Identity & social
Opportunities	Recipient	Use of educational resources (including edutainment)	Use of global information	Advice
	Participant	Contact with others with shared interests	Exchange among interest groups	Social networking, sharing experiences
	Actor	Self-initiative or collaborative learning	Concrete forms of civic engagement	Expression of identity
Child’s role		Providers’ motives		
		Commercial	Aggressive	Values
Risks	Recipient	Advertising, spam, sponsorship	Violent/ hateful content	Racism, biased or misleading info/ advice (e.g., drugs)
	Participant	Tracking/harvesting personal information	Being bullied, harassed or stalked	Self-harm, unwelcome, persuasion
	Actor	Illegal downloads, hacking, gambling	Bullying or harassing another	Providing advice e.g. suicide/pro-anorexic chat

Table adapted from EU kids go online (Hasebrink et al., 2008, pp. 27-28)

Although the study’s findings do not support the argument that young people are taking an active role within the web in terms of civic engagement, it must be acknowledged that the study’s focus was on the opportunities and risks inherent to the Internet, and not specifically on civic engagement behaviour within the social web. From the analysis of the Portuguese questionnaire, it is clear that it focused mainly on the children’s behaviour in relationship to communicating and exposing their formal identity through public profiles, public images, and the provision of personal information; security and risks (e.g., sexual harassment) and the skills involved in dealing with such risks within social networks, which are also places on the web where civic engagement might take place. But the study did not focus on the content of young people’s posts or activities with regard to the question of civic engagement or of their self-perception as civically engaged.

The European Civic Web study (Miegel et al., 2007, np) took a closer look at the use of Internet tools for civic engagement. It highlighted the observation that

Some significant internet practices among European youth emerge: educational and pedagogic uses, solving everyday problems or information seeking, consumption—socially conscious and mundane, communicating with friends and family, consuming news online, participating in organizations for leisure and civic purposes...

In addition, it states that the “Internet opens up spaces for public, or semi-public, discussions between young people,” although it avoids the generalisation that all young people participate in discussions, mainly due to the sporadic practices indicated by the various national reports on their participation in various online civic fora. Parallel to this, some evidence shows that there is distrust of the internet as a source of valid information: “When comparing the Internet to other media, young users in our sample sometimes point to newspapers as more reliable sources of information” (Miegel et al., 2007). A closer look at the rationale presented by the researchers in their D16 Report (Albero-Andrés et al., 2009) offers some further details regarding cultural and social factors which determine online practices:

Spain: the use of internet in civic/political participation appears to be closely related to the previous practices in offline action, and also to the closeness that the issue has to their immediate contexts and generational needs. Family traditions in civic/politic participation play an important role in the decision to get involved (p.10)

Sweden: that the Internet can be shaped into a reason for civic engagement and participation. This is to say, young people’s everyday Internet practices in Sweden do sometimes become their point of departure for civic engagement. Young people’s file sharing practices together with the fact that these practices are threatened by legislation and surveillance were found on occasion to make them civically engaged (p.10)

At the same time, disaffection or dissatisfaction with authorities and democracy discussed by Klingemann (2013), Torcal (2006), Magalhães (2005) and (Norris 2003), which will be explored further below in this chapter, can be seen in the findings on the Civic Web Hungarian report as “interviewed young people expressed the opinion that they cannot change the world around them, that there is nothing they can do to change the social issues they are unhappy with” (p.30), or in the Netherlands report which states that “young people’s perceptions of how politicians are and how they communicate may lead to their

disengagement from formal politics and, subsequently, to their embracing of alternative, extra-parliamentary forms of civic or political participation” (p.48).

However, there is some evidence that sustains the idea that youngster’s outlook the Internet as a place to be active. For instance, one of the findings of the Spanish report: “The participants in that group agreed that the information that can be found in the Internet could be a starting point to make people conscious about things that are happening that are not right” (93); or, in the report for the Netherlands: “Most activities within this mode fall within the realm of formal politics, such as sending a letter to a politician or government official, and working for a political party” (p.37).

2.3 The Participatory Gap Between Young Citizens and Public Agencies

When reflecting on the elements of citizenship and consequently on the elements of e-citizenship, it is easy to understand that, to some extent, the status of children and young people as citizens is kept on hold due to the evolution of Western societies, which on the one hand recognize children as people with special rights of protection, and on the other, the wish to improve and promote their independence and autonomy with a view toward the development of full citizenship (James, Jenks, & Prout, 1998; Jans, 2004; Prout, 2000). This tension is the consequence of maximizing children and young people’s protection and reduce their social participation (e.g., professional) which existed in the 18th and 19th centuries. If in one hand, nowadays societies wish to protect young people, not recognizing their right to take part in democratic process they, on the other hand, prevents them to develop their sense of responsibility and full citizenship (Jans, 2004; Kirby, Lanyon, Cronin, & Sinclair, 2003).

Furthermore, the implementation of compulsory school mirrors these trends and at the same time, the late right to vote and to take action in democratic processes underlie the school curricula and e-governance strategies. The disbelief in young people’s abilities and skill in taking part in decision-making processes results in the reduction of the civil and political elements of citizenship available to this group, leading to its limitation in adulthood, and

influencing on how children perceive themselves as citizens with full rights. In spite of the limitations and consequences brought by the evolution of young people's rights and obligations, the protection provided is a remarkable step forward to a fair and equalitarian society and combined with the recognition of children as social actors, capable of constructing and "creating social relationships, rather than as the 'cultural dopes' of socialization theory" (James, 1997), lead to ongoing progression in how adults and institutions perceive young people. This paradigmatic change entails children as producers rather than passive recipients and consumer, still to achieve as it will be presented during this chapter.

Furthermore, the findings reported in the previous sections support some of the ideas that are being developed throughout this chapter. Despite the constraints inherent to the typical models which are implemented by the formal institutions (e.g., governments, Non-government Organizations and informal groups), this section will focus on what it is considered as determinant factors for young people not being active or getting engaged with the civil society, which are: 1) their social and cultural capital are major factors influencing their engagement in political or social issues; 2) different technologies have different affordances; they are not 3) identifying their one acts as being engaged and being active as a result of the cultural and social conception of being civically engaged and the agents entitle to do so and 4) they are using non-formal spaces to do it and, therefore do not acknowledge their acts as being engaged acts within the norms and formal participatory spaces.

Regarding to the first point, the UK findings in Civic Web study very well pose:

Cultural and/or sub-cultural goals, personal and familial morality, a strong sense of injustice either personal or communal, and strong faith, ideological, political, or other identity (gender, sexuality, and ethnicity) seem to be the most common motivations for sustained civic/political participation. Most of these cut across generations, applying equally to young people and other adults (Albero-Andrés et al., 2009, p. 10).

Therefore, it depends on social and cultural factors regardless the technology as it will be discussed later on in this chapter. Some of the social factors can be described by the two categories presented by Bennett (2007) about young people's engagement: the reasonably active engaged and the relatively passive and disengaged. Regarding the first, "it emphasizes generational changes in social identity that have resulted in the importance of peer networks

and online communities.” (p.8). This paradigm acknowledges young people as active through creative expression due to the failure of governments and conventional political life to include young people and due to the decline of the credibility of institutions. In respect to the second paradigm, it acknowledges the autonomous forms of expression such as consumer politics, or the occasional protest with the social networks “while keeping the focus on the generational decline in connections to government (e.g., voting patterns) and general civic involvement (e.g., following public affairs in the news) as threats to the health of democracy itself” (Bennett, 2007, pp. 8-9).

If there is a shift in young people’s outlook on citizenship in post-industrial democracies, it means that the decision-makers should be aware of those changes, and not expects people to still feel a) obligated to engage in government-centred activities; b) voting is the core democratic act; c) following political life through mass media and d) expresses their interests through parties. Therefore, young people may be “more inclined to become interested in personally meaningful, lifestyle-related political issues, rather than party or ideological” (Bennett, 2007, p. 21). These perspectives on citizenship may hit at the core of the social spaces (affinity spaces) and citizenship content shared by young people today.

Although there has been some attempts to bridge this gap by decision-makers, which are using more the virtual world (e.g., social networks and blogs) in order to cope and to keep up with the globalized and wired world but they still employ typical one-way conventional communication to mobilize supporters, and for some authors they are “markedly skewed more toward the parents of today’s younger voters than toward youths themselves” (Xenos & Foot, 2007, p. 60), and it seems that the way they do so are still too distant and rather vertical.

At the same time, young people may view those attempts still as formal channels of spreading the word. Others are, for instance the grassroots movements and civic groups, that choose and can afford to do so, adopt issue-based strategies which may be seen as more effective to promote civic engagement, such as campaigns or online petitions at the same time they convey information through informal discourses, building networks based on individual’s interests and their social connections. In addition, they resort to inform then involve approach and diversify their communication tools, which includes online pools, questionnaires, invitations to participate in their activities (artistic or political) and collaboration through

debates and discussions (Montgomery, 2007; Ward, 2011), therefore, increasing their opportunities to be more successful with regard to engage young people.

Underlying these strategies is the affordance for interactivity and closeness, which may not be easy or possible for politicians and decision-makers. The fact that these organizations work outside of the political and state infrastructures gives them some flexibility and a looser connection, enabling either a transactional or a co-productive interactivity. As some authors insist (Macintosh, Xenos and Foot, Jenkins, etc.), to foster youth engagement in civic life, policy-makers and politicians should develop online tools enabling a more genuine interactivity, therefore, the use of the second generation of the Internet as if it were the first generation, will not foster participation among young people. Nevertheless, citizens' lack of skills (individual or civic) for participatory citizenship is impossible to ignore, despite the social shifts that might have occurred.

Hence, low levels of youth civic engagement might be explained by a range of factors at both macro-level and micro-level. Factors such as their socioeconomic status; how they see themselves as active participants of a society; their interpersonal networks; the governmental institutions promoting limited actions to engage them; the concept of efficacy; the technology tools and procedures chosen by them and by the governments; the lack of credibility/trust political institutions represent to young citizens; the poor levels of citizenship and civic education school agenda and poor levels of media skills promotion within the school system. It is necessary, therefore, to rethink about the young people's identity within the media landscape, which is the meaning-making processes involved; how to create opportunities for them to engage with civic society and to become more active within the formal channels and what is the role of schools in this process.

However, to think about citizens and civic engagement using technology is rather complex, on the one hand there are social and cultural constrains and on the other hand, there are technological affordances, rather than technological inherent qualities, meaning that different technologies imply different political possibilities that also depend on the social context. This difficult dialogical and dichotomised relationship could lead to technological determinism, or to the other extreme, social determinism. To avoid these extreme positions it should be recognize that technologies are subjected to complex interactions with the social, economic, political and cultural contexts into which they emerge and at the same time, recognize that

technologies are “not all completely open to any reading by any person at any time” (Selwyn, 2010, p. 44). In this sense technologies are shaped by the social and their affordances shape our social relations. In this section it will be presented citizenship constraints related with both social and technological factors.

2.3.1 Inclusion of Young People in Decision-Making Processes

There are two main reasons to include young people in the decision-making processes which have been already introduced in previous sections. Firstly, the UN Convention on the Rights of the Child upholding children’s rights, where children are citizens and service users, sharing the same fundamental rights to participate as others and they have the right to be consulted. As a result, a paradigmatic change occurred towards young people as subjects of rights, rather than just recipients of adult protection. Secondly, the concept of children as goods and services consumers, accordingly with the growth of consumer movement, children gained the right to exercise their preferences and influence the improvement of goods and services (Sinclair, 2004; Sinclair & Franklin, 2000). This trend, led to their participation to be reduced to consulting for the purpose of the growth of the market and some authors even suggest that service user involvement may be the driver for young people’s participation across Europe (T. Barber, 2009; Crawford, Rutter, & Thelwall, 2003; Kirby et al., 2003). Despite the major influence of these two reasons on legal procedures and their social impact, there is now an increasing level of varied activity under the general title of children’s participation across the statutory and voluntary sectors.

However, other reasons can be drawn from the literature such as improvement of services where children can be consulted or participate in changing systems and services (Kirby et al., 2003; Sinclair, 2004); to improve the decision-making process due to the relation between participation and accurate decisions (Kirby et al., 2003); to enhance democratic processes through the strengthening of children’s participation in their own community and to enhance children’s skills which are seen as important for debate, negotiation and prioritisation (Lansdown, 2001; Sinclair, 2004). It seems rather important to include young people in decision-making on issues which are of interest not only for the sake of skill development but far more importantly, to achieve the goal of improving the perception of being a citizen and the concretization of all elements of citizenship.

Hence, if children are brought up in participatory environments, they may internalize concepts of democracy and citizenship, and the learning processes and the positive experience may play an important role over time shaping their meaning and perceptions of citizenship. This argument is supported by Dahlgren (2000, p. 338) when he argues that “For people to see themselves as citizens, and for a civic culture to flourish, involves thus the mutual interdependence of knowledge and competencies, loyalty to democratic values and procedures, as well as established practices and traditions”. Consequently, this might increase future opportunities for them to get involved in democratic institutions when they are older due to practice at participating in community affairs (Bragg, 2007; Head, 2011), thereby reducing the gap between young people and adults with respect to democracy and civic engagement.

Finally, there is the citizens’ agenda – the currency of citizenship as a political issue – which strengthened the call for young people’s involvement as members of a community. This calls have prompt the children agenda within Western countries, enhancing participatory practices which enables children the feel their voices heard with regard to what is of concern to them and relevant to their lives with a political end, inclusive, and transformative implying challenging the dominant discourse of representing children in their best interests due to their lack of the skills required to participate in policy debates (Brady, 2007; Bragg, 2007; People, 2004). This argument underlie values of social exclusion and social inclusion, thus, it aims to provide space for children and young people to be heard, preventing the growth of marginalization and discrimination of youth in political agenda and policy making.

The Western trend of excluding youth from participatory processes of democracy is rooted in our societies although some nongovernmental organizations (NGO) try to bring them into the decision-making processes, they still face some challenges (Cutler & Taylor, 2003; Jans, 2004). The majority of those NGO’s subscribe the principles of United Nations Convention on the Rights of the Child as well as the majority of Western Countries, emphasizing young people’s participation in its 12th article which states if children are able to express their views, it is necessary for adults to create the opportunities for them to do so (United Nations, 1989). Alongside with the subscription of United Nations Convention on the Rights of the Child, a set of laws, rules, procedures and theories flourished and promoted youngster’s participation. Nevertheless, these movements generally stress children’s intrinsic rights as autonomous individuals deserving of equality, choice, respect and consideration, rather than

meeting other goals (Alderson, 2008; Hart, 1992; Kirby et al., 2003) on the one hand, and the growing influence of the consumer. The market pushed forward mechanisms of giving youngster's a voice mainly through consultant processes (Kirby et al., 2003; Sinclair, 2004).

Participatory models regarding children and young people are normally described in hierarchical layers and, in some cases, resort to the metaphor of a ladder. The most popular are summarized in the following table:

Table 5. Youth Inclusion Models

Arnstein (1969) Eight rungs on a ladder of citizen participation	Hart (1992) Ladder of Young People's Participation	Treseder (1997) Degrees of Participation	Shier (2001) Pathways to Participation	Kirby et al. (2003) A model of the level of participation	Wong, Zimmerman, and Parker (2010) TYPE Pyramid
Citizen control	Youth-initiated, shared decisions with adults	Youth-initiated, shared decisions with adults	Young people share power and responsibility for decision making	Children/youth share power and responsibility for decision making with adults	Youth have voice and active participant role, youth and adult share control
Delegate Power	Youth-initiated and directed	Youth-initiated and directed		Children/youth are involved in decision- making (together with adults)	Youth have voice and active participant role, adults give youth most control
Partnership	Adult initiated, shared decisions	Adult initiated shared decisions with children	Young people are involved in decision- making process	Children/young people make autonomous decisions	Youth have voice and active participant role, youth have total control
Placation	Consulted and informed	Assigned but informed	Young people's views are taken into account		Youth have voice, adults have most control
Consultation	Assigned but informed	Consulted and informed	Young people are supported in expressing their views	Children/young people's view are taken into account by adults	Lack of youth voice and participation, where adults have total control
Information	Tokenism		Young people are listened to		
Therapy	Decoration				
Manipulation	Manipulation				

These authors describe young people's participation in different degrees of participation, stating, however, that some of them are considered non-participatory. In what regards to Arnstein (1969), she defines the eight rungs on the ladder of participation, starting at the

bottom with the non-participatory rungs, followed by the three degrees of Tokenism and ending with the three degrees of citizen power. Underlying this model is the major assumption that participation types are linear and citizens' power types are preferred and it is build from the perspective of the end users rather than the institutions that are responsible to promote participation practices.

In what concerns to Hart's model, although he reflected on his hierarchical model, presenting the notion of simultaneous stages and recognizing the need to reconsider the adaptation of the ladder metaphor, stating that it "focuses on programmes or projects rather than on children's everyday informal participation in their communities and it is largely limited to describing the varying roles adults play in relation to children's participation." (Hart, 2008, p. 20), he reinforces the importance of categories represented in its model due to the fact that Western countries still segregate young people from everyday participatory activities with adults in their communities, resulting in "the removal of children from informal participation with adults in their communities." (p. 20).

A closer look to Treseder (1997) model, offers a nonlinear youth-driven model participation based on the practibility of the model. The author argues that his model represents nonlienar nodes in which non-is more important than the others, although he reffers to the notion of degrees of participation including the categories of "Assigned but informed" and "Consulted and informed", which could be easily placed in a non-participation group or under a definition of consultation rather than under the concept of participation.

Shier's (Shier, 2001) model follows a sequence structure, i.e., cause and effect, reflecting on pathways of participation underlying questions, opportunities and obligations stages inherent to the level of the actors commitment and goals on each level. Despite the escaping from the ladder metaphor, its conception relies on Hart's model and introduces the notion of levels of participation, resulting, therefore, in the classification as participatory of what could be considered as consultancy and focu on adults' views of participation.

The model presented by Kirby et al. (2003) underlie the multi-layer concept of participation, recognizing at least seven dimensions alongside with the levels of participation, such as presented, focus of the decision-making; content of the decision-making; nature of participation activity; frequency and duration of participation and children and young people involved. Therefore, this model escapes from the consultancy cathegory due to the fact that

not only young people are heard but their voices are taken into account and this fact is closely connect with dimension the authors present. Furthermore, the authors recognize that each level depends on how adults engage with young people during activities and on how power relationships may change within those activities (Kirby et al., 2003). The major contribution of these model, driven by a research project, is a subjacent typology of organizations which is: a) Consultation-focused organisations, b) Participation-focused organisations and c) Child/youth-focused organisations. This classification takes into account the organization purpose, their values in relationship to young people's participation and, consequently the recognition of gains in involving them in the decision-making processes.

Finally, the Typology of Youth Participation and Empowerment (TYPE) Pyramid, is non-linear model as well and incorporates intergenerational linkages as a result of recent research on youth-adult partnerships. This model underlie Freire's theory and its main goal is to empower young people in their community (Wong et al., 2010). Thus, builded in a piramid form, it describes participation in terms of adult control or youth control towards the pluralistic goal, where youth and adult share control.

Each stage, level or category of these models are seen as a step forward to the fully participation of young people but are constrained to the goals of the organizations which implement them and, at the same time, they influence how children perceive their right to participate and to act within structures in which they are involved. Although these models do not take technology into account, it seems clear that institutions are rooted in principles inherent to these models and because of it; they might underlie the implemented e-gov strategies, as discussed further below in this chapter.

As a recognition of the importance of involving youth at the municipal level, in 2009 the Portuguese government created municipal youth councils as an advisory body to the municipality on matters related to youth policy aiming, among other things, collaboration defining and implementing municipal youth policies, ensuring their articulation and coordination with other policy sectors such as employment, vocational training, housing, education, culture, sport, health and social work (Assembleia da República, 2009). Further, the same law focused on goals such as: a) to ensure hearing and representation of public and private entities at the municipal level; b) to deepen the understanding of cultural and social-economics youth indicators; c) to promote debates on youth aspirations and needs of young

people resident in the respective municipality; d) to disseminate research concerning youth; e) to promote local youth initiatives; f) collaboration within municipal power related with youth; g) encourage and support youth associative activities, ensuring their representation in the local bodies, as well as from other public and private national and foreign entities; h) to promote collaboration among youth organizations in its scope.

Thus, these goals underlie the recognition of youth consulting, to be heard and represented on issues which are of their interest but they do not claim for youth opinion to be binding or to involve youth in the decision-making process through voting or deliberation. This advisory model enabler of youth being informed, where youth have a voice but adults are in control of the decisions are considered low levels of youth involvement by authors such as Hart (1992), Shier (2001), Kirby et al. (2003) and Wong et al. (2010).

The municipal youth council is obliged to issue opinions on a) general lines municipal youth policy, in the annual municipal plan; b) the municipal budget, with regard to youth policies and other policies areas associated with youth; and c) proposals for regulations or municipal ordinances relate to youth policy which support the advisory process. However, the municipality is obliged to request these opinions after the approval of those documents. This means that the municipality has no obligation to hear the municipal youth council before presenting the proposals, to discuss them with the municipal youth council or to involve them in the approval, process. Therefore, the opportunities for youth are even fewer and rather more difficult to be successful.

This law was only change in 2012 clarifying that municipal youth council opinion was not binding or deliberative and the opinion on municipal proposals for regulations relate to youth policy which support the advisory process demand a consulting process previously to the approval process of those regulations and it establish a audition and debate between the municipal executive and the municipal youth council to present and discuss municipal youth policy, the annual municipal plan, and the municipal budget, with regard to youth policies and other policies areas associated with youth (Assembleia da República, 2012) . Nonetheless, the deliberative power is clearly not the goal, as the non-binding announcement was written several times and always with the advisory competence.

Furthermore, looking at the composition of municipal youth councils, they involve the mayor, a member of each citizen or political group represented in the municipal assembly, one

representative of the municipality on the regional youth council, a representative of each local youth association registered in the National Registry of Youth Associations (Registo Nacional de Associações Jovens, RNAJ), a representative of basic and secondary students' association of the municipality, a representative of the higher education students' association of the municipality, a representative of the local, a representative of each students' federation registered with the RNAJ whose geographic scope of activity is confined to the municipality or in which student unions of the municipality represent more than 50% of the members, a representative of each youth branches political parties elected for the municipality organs or municipality assembly and a representative of each youth associations equated to youth association.

This composition reveals the inclusion of organized young people which implies already a certain level of civic engagement among youth as well as it reveals a highly formal form of participation. Actually, only with the changes to the law in 2012, students' associations could be represented even if they were not registered with the RNAJ.

Further, the law foresees that the "municipality must provide a page on the municipal website to the municipal youth council so that it can maintain up to date information about their composition, powers and functions and disseminate initiatives and deliberations" (Assembleia da República, 2009 article 24^o). This in fact is in line with the investment in ICT Portuguese infrastructure through its Technological Plan and with European trends on the use of ICT to foster citizens' participation and inclusion in the decision-making process. In addition, this would entail a close contact between the municipal executive and the municipal youth council and at the same time, recognizes the importance of these councils to disseminate information using the municipal resources as they have no individual or specific budget to develop their work.

The same model is used in the Regional Advisory Council for Youth (Decreto Legislativo Regional no.10/99/A where the composition includes a) 4 governors (the Regional Secretary for Education and Social Affairs, the Regional Director of Youth Employment and Vocational Training, a representative of the Government in the Regional Advisory Council for Youth, the Association of Municipalities of the Azores); b) 1 catholic (secretariat of the diocesan youth ministry); c) at least 5 young adults (a representative of youth branches union confederations of the Azores, Association of young farmers, Association of young entrepreneurs, of non-

governmental entities involved in the fight against drug abuse and a representative of the Students higher education association); d) 11 can be young adults or younger (a representative of youth branches of political parties, youth with disabilities, Association of Guides of Portugal, Association of scouts of Portugal, National Scouts Association, youth associations related to sport, youth associations¹ which are registered in the regional register, a student of vocational schools and a representative informal youth groups) and e) one is guaranteed to be under 21 as he/she is secondary school student (association of secondary school students).

Hence, this Regional Advisory Council for Youth is mainly constituted by adults (5) or young adults (16). The only way to balance this numbers it would be if some of the organized groups listed in the literature review such as political branches of youth political parties, scouts, sport youth collectives, youth associations or youth informal groups or choose to be represented by young people under 18, which normally does not happen. Therefore, young people under 18 have fewer ways to interact and develop participation skills and habits. In spite of the limitations, the advisory youth council constitutes an example of good practices on consulting youth and youth stakeholders as their competences are to issue opinions (requested or by own initiative) on matters relating to regional youth policies (e.g., legal diplomas, annual plan of the Regional Council for Social Dialogue) and to evaluate, analyze and discuss, in order to advice, on matters relevant to Azorean youth (Decreto Legislativo Regional n. ° 10/99/A).

In spite of similarities to the municipal youth council, this Regional Advisory Council for youth does not substitute for the municipal youth council in Azores, which are affected on the youth municipality council Portuguese law.

2.3.2 Democratic and Citizenship Education Puzzling

At a European level, and recognizing the need to foster young people's formal participation, citizenship education has been discussed in the past decades with the increase of debates about public education, educational goals and policies. Democratic citizenship education became an explicit goal of educational policy-making and reforms in Europe through two main documents – Resolution adopted by the Standing Conference of the Ministers of Education (Cracow, 15-17 October 2000) and Recommendation (2002) 12 of the Committee of Ministers to member states on education for democratic citizenship (adopted by the

¹ Youth collectives registered on the regional register system have 3 representatives.

Council of Europe Committee of Ministers on 16 October 2002)– in addition, UNESCO identified ‘education for active and responsible citizenship’ as a priority to foster a better quality of young people’s education and these measures led to 2005 as the ‘European Year of Citizenship through Education’.

Both European documents set democratic citizenship education as a priority, stressing the importance to develop a democratic education, which included education for democracy or learning democracy, throughout formal European school curricula independently of the form or strategies each country would adopt, either as in the preamble of education laws or as a separate chapter. Consequently, several names appeared, different focuses were developed and integration of curricula was conducted differently.

As it was up to each country to decide how to implement these documents, several lines were developed which underlined different concepts of democracy and different pedagogical approaches, preventing a homogeneous concept and, therefore, a common matrix within the European Union. Although it was also aimed to develop a common sense of citizenship and a way to face the rapid spread of globalization, which had behind the need to promote the sense of belonging to European Union it could not happen without imposing such union or identity. At the same time, it required a response and conciliation of identity and the plurality of cultures to a more multicultural or intercultural environments and society resultant of migratory movements (Durán, 2000). Therefore, there were countries where it was developed as a specific subject, integrated into other subjects, included as a cross-curricular theme or adopted a combination of a separate subject, integrated programs and cross-curricula contents (Council of Europe, 2004; Schulz, Ainley, Fraillon, Kerr, & Losito, 2010).

As for the focus, within the countries of the European Union, according to the All-European study on education for democratic citizenship policies study (Council of Europe, 2004), it can be identified four main domains:

- a) civic education, civic culture or citizenship education (e.g., Austria, France, Greece, Slovenia, Belgium, The Netherlands, UK/England);
- b) civic, social and political education, civic; legal and social education; education for human rights and democratic citizenship (e.g., Ireland, France, Croatia, Germany);

- c) social studies, social sciences, science of society, living together, social, personal health education, personal and social development, knowledge about society (e.g., Germany, Hungary, Iceland, Italy, the Netherlands, Denmark, Slovakia, Slovenia, Norway, France, Portugal, UK/Scotland)
- d) disciplinary combinations such as history and civic education, history, civic education and economics, history and social studies, anthropology and social studies, religious and moral education, study of man and ethics, ethics, social sciences, geography and history (e.g., Austria, Denmark, Hungary, Italy, Finland, Poland, Hungary, UK/Scotland, Spain).

Thus, each country developed according to their political goals and cultural context. For instance, France developed a legal and social education as well as living together which was considered important due to their multicultural reality, while the UK, with its regionalism specificities, focused on citizenship education and religious and moral education. The statutory citizenship education was introduced in England in 2002 for all students between 11 and 16 as a response to the democratic deficit (Lopes, Benton, & Cleaver, 2009) and to promote three inter-related strands: social and moral responsibility, community involvement and political literacy (Crick, 2000).

Further, the same study identified trends: a) in south-eastern, central and eastern European regions, where “the political changes of the 1990s led to a need for greater curricular support for EDC in the form of a specific and mandatory subject.” (; b) Western and Northern European countries privileged integrated approaches and mostly, non-statutory part of the curriculum; c) the prevalence of mixed models in Southern-Europe and d) integrated approaches normally take place in primary education whereas separate subjects are more frequent at the secondary level.

The International Civic and Citizenship Education Study (ICCS) conducted by the International Association for the Evaluation of Educational Achievement (IEA) conducted in 38 countries around the world, showed that civic and citizenship education is developed through a broad range of processes which take place in the classroom and the school, including the development of factual knowledge, understanding and skills and some of them, provide opportunities for young people to “participate in learning by doing, both in and beyond school” (Schulz et al., 2010, p. 30). Furthermore, this study revealed that the most

frequently topics developed in civic and citizenship education were human rights, understanding different cultures and ethnic groups, the environment, parliamentary and governmental systems, and voting and elections while the less frequently topics include communications studies, legal system and courts, the economy and economics, regional institutions and organizations, resolving conflict and voluntary. The Eurydice (2005) study also highlighted that countries emphasizing knowledge of democracy and political institutions along with a growing focus on human rights while the Education for Participatory Citizenship in Societies in Transition (Educação para a Cidadania Participatória em Sociedades em Transição, or EduCiParT) study showed that it was very common to the 30 participant countries the terms responsibility, equal opportunities and active participation in the democratic process (Menezes & Ferreira, 2012).

Some studies have found that education in general has a positive impact on active citizenship behaviors, where age in years is positively and significantly correlated with individuals' engagement in protests and social change activities, being a member of a political party, and voting (Hoskins, d'Hombres, & Campbell, 2008), which are indicators in the composite model of active citizenship developed by Hoskins et al. (2006). For the same authors, formal education may contribute to the development of active citizenship, an observation that is "certainly noteworthy for policy makers as this may be a justification for the massification of higher education which could be as strong as the economic argument" (Hoskins et al., 2008, p. 398). Further, Torney-Purta, Lehmann, Oswald, and Schulz (2001) based on the IEA Civic Education Study, argues that civic knowledge is a predictor of young people's intention to vote as well as explicit teaching about democracy or accessing traditional media.

However, these last authors stress the added value of democratic knowledge as a way to provide effects on students' acceptance of norms, belief in democratic values and voting formal processes. Thus, participatory and critical skills are relegated to the background of political intentions and therefore, school practices. Further, a sense of democratic indoctrination and voting in the formal and traditional forms underpins the relevance of citizenship and democratic education and it encompasses citizenship

according to models of fixed life based on absolute values, identity, national culture, individuality and freedom, to persist into authoritarianism, dogmatism

and to reduce all appeals for participation in society to delegation of powers, to limit the equipping young people (M. Santos, 2012, p. 47)

Although the themes of democratic and citizenship education include knowledge and understanding of political institutions, human rights, social and community cohesion, diversity, and sustainability, they do not emphasize the need for participation, resolution of conflicts or voluntary work which underlie students to have an active role and to develop a higher level of literacy for participatory actions; nor do they focus on the use of technologies which, together with other skills, is crucial to the project of meeting the demands of the globalized world which underlies the European resolutions. On the other hand, some curricular perspectives are based on the social capital theory which underlie the decay of civic engagement discussed previously in this chapter, others are based on civic republicanism (Crick, 2000) which aimed to rectify the increase democratic deficit of young people. In addition, democratic and citizenship education can be seen as a way to decrease the democracy disaffection, dissatisfaction or to contribute to the raise of critical citizens as it was presented previously. Nonetheless, the tensions between communitarians and republicans are evidenced in democratic and citizenship education curricula as Crick (2000) argues with regard to UK curricula.

Further, in both studies presented previously, the results showed that the time allocated is low (1 to 2 hour per week) revealing the reduced importance given, relatively to the traditional school subjects, which also explain the fact that in the majority of the countries, it is not mandatory. The lack of consensus regarding the purpose and utility of citizenship, together with practical issues, can hinder the development of citizenship skills and citizenship curricula content may contribute to fostering narrow perspectives of what it is to be a citizen, therefore affecting young people's participation in the present and in the future time. It is relevant to stress that the acknowledging and recognizing its importance leads to the time factor is crucial to develop concrete educational strategies enhancing students' participation besides their formal representation on school bodies or in their own social body as well as the financial resources which is allocated to the subject.

Also, from the perspective of policy-making citizenship education and other initiatives is desirable for young people to engage in the civic and political life, developing democratic values and skills which enable them to adhere to democratic ideals and therefore, to maintain

the democratic system. At the same time, the fast changes taking place in postmodern societies also play a role in young people's values which, therefore, must be taken into account as they are different from the previous generations and schools have to incorporate these new values and issues in their daily routines.

Portuguese citizenship education status

Following the European trend and based on the board consensus that citizenship and democratic education contributes to the health and stability of democracy, human rights content is privileged as a response to new challenge this post-modern society in the Portuguese citizenship education curricula.

However, Portugal already had introduced democratic education into their educational policies in 1986 via the basic law on the education system (Lei de Bases do Sistema Educativo, 46/86) which stresses

Education promotes the development of democratic and pluralistic, respectful spirit of others and their ideas, open to dialogue and free exchange of opinions, forming citizens able to judge with critical spirit and creativity the social environment in which they integrate and to engage in its progressive transformation" (Article 2, point 5)

The same law encompasses the development of a national identity and the individual development through the reflection of spiritual, aesthetic, moral and civic values which should ensure civic and moral education of young people fostering individual contributions to the society, which reflects the national environment immersed in the revolution ideals as well as influences of authors such as Paulo Freire or Agostinho da Silva.

Since then, Portuguese school curricula undergone to several changes and in 2001 three non-disciplinary areas were created and citizenship education as mandatory (Law-Decree n.º 6/2001 e n.º. 209/2002). These documents represent the recognition of citizenship education as a cross-curricula approach as well as a subject itself with 45 minutes week time for the 3rd cycle of education which comprise the 7th, 8th and 9th grade (3^ociclo). The non-disciplinary areas were Civic Education (Formação Cívica), Project area (Área de Projecto) and monitored study (Estudo acompanhado).

As for Civic Education aimed the development of civic awareness as a key element of “formation of responsible citizens, critical, active and involved with appeal, in particular the exchange of experiences of the students and their participation, individual and collective life in the classroom, school and community ” (Decreto-lei nº. 6/2001) and in 2011 it was extended to the 10th grade.

The 10th grade subject, with weekly 45 minutes, did not cancel the cross-curricular citizenship development nor the principle of transversality explicit in Law-Decree no. 74/2004. Instead it aimed to:

- develop attitudes of personal and social responsibility in students constitution of their itineraries and life projects, a perspective of training for participatory citizenship, lifelong learning and to promote an entrepreneurial spirit;
- promote a culture of freedom, participation, reflection, quality and assessment outlining the responsibilities of each individual in the process of personal and social change;
- contribute to development of the democratic spirit and practice by adoption participatory processes in school life and in public life and in assumption of rights and obligations as the guarantor of their individuality and social cohesion;
- to give students the knowledge, skills and attitudes needed for making informed decisions about their health and sexuality;
- enhance the participation of parents, students, teachers, health professionals and others in the educational process.

From the goals, it is clear that 10th grade civic education is divided into 2 mandatory themes— Human rights and health and sexual education—which represent two thirds of the school year time attributed to this school subject, while for the other third it would be the school’s responsibility to choose the themes, reinforcing Portuguese schools’ autonomy through flexible curriculum proposals. Further, like the 3rd cycle, it is not requested any specific training to teach this subject, meaning that any teacher is seen as capable to teach and it is this

teacher who is responsible to ensure the transversality and to manage the project developed by their class, informing the rest of the class teachers.

The same document warns of possible problems when teaching sexuality and focuses on the need for an open and non-judgmental reaction from the teachers when promoting sexual education. However, it does not mention the need for training neither in sexual education nor in citizenship. There are no concerns expressed about teachers' capabilities to promote debates or civic skills. In addition, the same curriculum does not mention at all the use of ICT or the development of media literacy which is widely acknowledged as a inherent to an active citizenship. Moreover, this document introduces a set of citizenship skills to be, transversally, developed between the 10th and 12th grade. However, sexual education and citizenship education are not mandatory training for teachers in Portugal, which means that all teachers have the obligation to develop strategies to foster the development of knowledge and skills inherent to these issues despite their background training or their values which can serially hinder a healthy development of such skills in the classroom context as well it contributes to unaccountability when not developing.

Another important point is that the goals encompass the involvement of the school community as it foresees the adoption of participatory processes in school life, which goes beyond the classroom context and it rather depends on the school council and on the school community as a whole. It is therefore not compatible with the random choice of teachers and the lack of mandatory teacher training. In spite of these problems, it undoubtedly constitutes a step forward for the Portuguese school system towards a more democratic life. Thus, it foresees and acknowledges the importance for young people to develop citizenship and participatory skills and practices within the school environment as well as for the future and health of democracy.

However, this 10th grade civic education curriculum only lasted one year as it was withdrawn by the current Ministry of Education and Sciences of XIX Constitutional Government of Portugal, with the law-decree n°. 139/2012. In fact, the same government withdrew the three non-disciplinary subjects, civic education, project area and monitored study from the 3rd cycle of education. These new reform underpins the transversality of citizenship education across the curricula "Liable to be addressed in all curriculum areas, not being imposed as a mandatory subject in its own, but

allowing schools the decision of its offer under its materialization autonomous discipline "(Decree-Law n °. 139/2012). This decree considers that schools should develop "civic education projects, health, financial, media, road safety consumer, entrepreneurship and religious and moral education, with an optional frequency".

Thus, it is the opposite direction of European and International guidelines for education policies and in opposition to recent studies on the positive correlations between citizenship education and the civic and political engagement revealing the lack of recognition of its importance for democratic existence. Further, it does not take into account the problems that Western country face as disaffection and dissatisfaction with democracy as a political system nor it recognizes the need for school to be the provider of democratic values and, therefore, participatory habits which are inherent and crucial for an critical and active citizenship.

It is well developed the need to foster citizenship education by practicing and by learning not to be guided by activation of a perspective, but a perspective of agency as Walther, Stauber, and Pohl (2009) argued, which involves the inclusion of clear and objective goals in school curricula. Further, it implies a governmental investment in schools to provide citizenship education which is based

in the construction of knowledge and learning to think, to protest, to negotiate, to live, the argument, to decide, to distrust our prejudices, to listen to others, to postpone judgments, to harmonize our interest to the collective interest, to manage difficulties, to appreciate the value of democracy, to engage in the collective construction of a better world (M. Santos, 2012, p. 41)

Therefore, the absence of a mandatory subject constitutes a step back in the emphasis placed on democracy in Portuguese school curricula, which in turn was already fragile. Despite the weakness that the previous had it was a journey towards the dialectic construction of education for citizenship, education in citizenship and through citizenship. Further, in the past citizenship in Portugal was prevented to be developed in a concrete and efficient way due to the lack of teachers' training and time to do it in a transversal process, as each subject curriculum is demanding itself not leaving space for variations or immersions in specific citizenship topics but it was, somehow, safeguarded by the Civic Education as a subject.

2.3.3 Social and Cultural Capital Constraints on e-Citizenship

As the above presentation emphasizes, schools and social organizations play an important role in youth citizenship. It is clear that are the young people collectives and organized groups recognized through the register process, which are the ones to be called to consulting processes; therefore, it is necessary to reflect on the role of youth collectives and their role in devolving participatory habits and their representativeness of young people.

Although it is a rather complex issue, which involves macro and micro approaches and different perspectives on how and if collectives contribute to democracy life as an incubator or schools of democracy, it is possible to draw a common believe that associations contributed to the modern democracy. From Tocqueville to the communitarians or for self-organized groups which support the idea of collectives offering a positive contribution to the development of attitudes and civic values of those who belong and participate in them (R. Putnam, 2001; Tocqueville & Bender, 1981), neo-pluralists (Joshua Cohen & Rogers, 1993; P. Hirst, 2013), neo-corporatist (Schmitter, 1994) and supporters of a strong democracy (B. R. Barber, 2003) underlie their thoughts on the notion that democracy underpins an associative life. From the literature social integration, functional help to the decision-making process, political legitimacy and interests' mediation constitutes the main functions of the associations to the democratic life.

Communitarians, pluralist and theorists of social capital such Putnam or Hirst argue that associations contribute to the development of virtues and democratic skills which are needed for the political realm, therefore, they are learning places encouragers of political participation in line with Tocqueville's notion of democratic schools and Rousseau's ideas of virtues as a outcome of participation (Verba, Schlozman, & Brady, 1995). Putnam argued that associations were crucial to prevent social, democratic and economic decay and these thoughts underlie concepts of spaces where people develop participatory identities, raise awareness for the importance and need to participate and at the same time, the development of inherent skills for political participation. In the same line, Hirst argues that democracy cannot survive without associations while Barber, underlying a participatory democracy, focus on political priority over private interests and a deep conviction that people are willing to participate in politics and capable of developing inherent skills.

For these authors, people would organized themselves naturally and freely in opposition to Cohen and Rogers who considered necessary to create such associations as their theory emphasizes the need for mediation and representation of different interests through associations which could be seen as social partners and therefore, a step forward to the pluralist. For these two authors, association leaders were to be accountable for their actions and decisions but they had to have power to influence and defend the associations' interests. Further, Cohen and Rogers also argued that associative democracy is not democratic as it serves economic growth through the increase of governance competences despite their thoughts on the positive civic impacts of collectivism.

However, author such as Roßteutscher (2000) raised questions on the (direct and indirect) democratic impact of the political and social role of associations and the democracy levels within those associations. On the one hand, he recognizes that low levels of participation are not contradictory to the direct impact of associative life. On the other hand, Roßteutscher argues that associations contribute more to social control than to individual freedom which is in line with Weber's ideas on associative life.

As studies showed that people who are involved in collectives are more politically informed, more interested in political issues and slightly more active politically, he argues that there are no substantial differences between actives members and nominal members of those associations therefore, he argues the need for more research on associations' passive and active members in order to support with evidences that an active participation in social organizations train civic virtues and participatory skills. Further, he argues that the impact is "limited to conventional patterns or institutionalized political participation" (in addition to the fact that studies showed that macro data do not support micro data with regard to a positive relation between social participation and protest activities. In fact, the macro data studies show a negative correlation between radicalism and protest and social participation in associations.

This argument is used by the author and others such as Crenson (1983) to stress the relation between associations and passivity and not political participation. Crenson even argues that the more distrust there is the more political action there will be and Norris (2002) argues that interpersonal confidence has a greater effect on political action than belonging to a collective, refuting Putman's theory that social integration contributes positively to trust and, therefore,

to civic engagement and political action. Further, Verba et al. (1995) showed that the positive correlation between membership in associations and tolerance exists but it is more significant the more number of associations people belong to and they are more determined by the level of education than the other way around. Finally, (Viegas, 2011) attributes to individual socialization process, social integration, life paths make them more publicly active and tending to be more involved in social and political realm. Furthermore, this author empirical data showed a low level of participation of Portuguese associations, especially those who are connected with new social movements, cultural organizations and unions which reveal to be a weak contribution for the deliberative process.

Looking at the virtual environment and technological affordances, we may reflect upon the need of Internet users to adjust themselves according to the social needs and demands represented within those environments. The non-linear, multimodal and discontinuous characteristics of those environments enables users to develop new identities towards public participation and to be civically engaged differently. As Livingstone (2004a) argues, young people are more motivated to construct their identity and to form social groups through the negotiation of cultural meanings and at the same time, virtual environments are disembodied and massaging detachable from people, time and context (Cope & Kalantzis, 2000).

Taking into account Buckingham (2008) argument regarding technological determinism,

Young people may be “empowered” as consumers, at least in the sense of being able to access a much wider range of goods and services much more easily. But as yet there is little sense in which they are being empowered as citizens; only a minority is using the technology to engage in civic participation, to communicate their views to a wider audience, or to get involved in political activity. (p.45)

It will be argued in this section that young people’s civic participation is happening but in rather different modes with the acknowledgement that their virtual identity is also constrained by social contexts such as class, gender, language, disability, ethnicity and cultural capital. In fact, these factors affect the access to the Internet and its usage as it is state by some studies, for example with regard to higher socioeconomic status households, lower-class children being more exposed to Internet risks, the relationship between Internet penetration rates and affluence and education (Albero-Andrés et al., 2009; Chen, Boase, & Wellman, 2002; Chen &

Wellman, 2005; Coleman & Blumler, 2009; Hasebrink et al., 2008). Connected with these findings is the cultural capital developed by Bourdieu in the 80's of the last century.

With regards to this issue, Bourdieu's cultural capital may be useful to explain the unequal online achievements of young people originating from different social classes by analogy to the unequal scholastic achievement for the same group. In both embedded and objectified forms, cultural capital contributes directly for the figures presented. Regarding the embedded form, the one related with "long-lasting dispositions of the mind and body" (Bourdieu, 1986, p. 243), as an integral part of the person and cannot therefore be changed instantaneously, rather it "coasts time, time which must be invested personally by the investor" (Bourdieu, 1986, p. 246) and if the investor do not have the tools, i.e., access to the Internet at home their achievements are limited to outdated machines of public libraries with software and domains filters as well as a lesser capability of storage or transmit, comparing with the young people which have a personal computer and fast broadband (Jenkins, 2006).

At the same time, the investors might lose their expectations towards the value of the Internet in their lives, keeping their distance and increasing their level of disadvantage, contributing to the vicious cycles of the participatory gap. In addition to this is the positive relation between the investors beliefs in their ability to influence the political realm and their participation, the concept of efficacy (Coleman et al., 2008; McCluskey, Deshpande, Shah, & McLeod, 2004).

Computers, mobile phones, video cameras and broadband are nowadays objectified forms of cultural capital. This concept from Bourdieu could be applied to young people who have no access to those goods at home due to the lack of economic and cultural capital are detached from both material and symbolical appropriation. At the same time, the fact that they are not familiarized with it as young people from upper classes are will decrease their economic and cultural capital, maintaining, therefore, the social *status quo*.

Acquainting with the fact that each person appropriates technological artefacts differently and following to the Social Construction of Technology (SCOT) a given technology has different interpretation and usage for different social groups and, in fact, these relevant social groups are not the initial designers and producers (Selwyn, 2012) meaning that each social group will reconstruct technology according to their goals and experiences, thus, different process of meaning making of technology. These leads us to the third Bourdieu's form of cultural capital, the institutionalized state form, the institutional recognition—mostly in the form of

academic credentials or qualifications—of the cultural capital of an individual, it is closely connected with the media literacy—concept which it will be worked in further sections of this chapter—necessary to cope with the media content and the web as well as, the skills that are developed during lifetime. Thus, a young person whose school curriculum does not develop such skills presents a higher probability of being excluded from the digital world. At the same time, technologies can be incorporated into our lives in different ways as objects with specific functions, depending to some extent on the role they play in our domestic sphere, how we perceive them as our own and how we incorporate them into our social routines (Silverstone, 2007). Consequently, individuals who are less familiarized with it will be less competitive in the workplace, on the one hand, and communities that tend to neglect the importance of developing technical skills are contributing to a possible future of social exclusion of their children; on the other hand. At the same time, citizenship is rather a process in which people engage and learn by doing it in order to embody it (Dahlberg, 2001).

This takes us to the social relations that young people develop and how they influence skill development and the achievement of their goals—in short, their social capital.(Bourdieu, 1986) characterizes social capital as a mechanism to gain access to resources, i.e., a process that allows people to find and manage the resources they need to achieve their goals. This concept is extremely important to characterize the vitality of a neighbourhood, a city or a country (R. Putnam, 1996, 2001), and as Putnam highlights, it "refers to connections among individuals – social networks and norms of reciprocity and trust that arise from these connections." (R. Putnam, 1996, p. 37), hence it can be one of the factors that leads to the distrust of policy-makers and politicians as well as disaffection and dissatisfaction discussed by Klingemann (2013), Torcal (2006), Magalhães (2005) and Pharr and Putnam (2000).

Concerning this virtual environments R. Putnam (2001) and Wellman, Haase, Witte, and Hampton (2001) based their analysis on social networks and trust relationships that exist within the community and typify social capital as: a) network, characterized by informal relationships between friends, neighbours and colleagues; b) participatory, characterized by the involvement in volunteering and political organizations and c) community commitment, characterized by the level of trust and commitment to the community. However, there are other authors who establish three categories of social capital: proximity, linking and bridging, where proximity is characterized by a close interaction within the community but, contrary to what Putnam argues, may imply the existence of ties between the various groups. The linking

category, is characterized by vertical links such as the relationship between low budget non-governmental organizations with government agencies (World Bank, 2010) and, finally, the bridge capital is primarily characterized by horizontal relations between different communities (e.g., relations between religious and non-religious communities in promoting social justice). Notwithstanding the differences between these two perspectives on social capital, both recognize trust as a requirement, although the second does not consider it as the core of social capital, nor does it characterize social capital as a determinant factor for civic engagement.

Highlighting the fact that people have to establish close relationships and feel integrated into the community that goes beyond the scope of their neighbourhood or city (Guest & Wierzbicki, 1999; Wellman et al., 2001), the lack of recognition by traditional media, decision-makers and policy-makers of young people as political subjects or agents prevents an effective development of their citizenship identity. In fact, many scholars argue that the Internet has a positive impact in the way people live because it enables them to access a diversified range of information, to get involved in groups and organizations, and acts as a meeting point which potentially minimizes the importance of characteristics such as race, age, and socioeconomic status (Jenkins, 2006; Luke, 2000; Sproull & Kiesler, 1991). Thus, if these factors are minimized, the development of social capital will follow the same trend, at least with regard to the lower social classes, the geographically isolated, and the disabled (Jones, 1998; Wellman et al., 2001). Moreover, the Pew Study shows that online communities enables users to connect with others, which share the same interests, despite the physical and social constraints (Horrigan, 2002), contributing for the establishment of new social relationships, supporting the development of ties between people (Finholt, Sproull, & Kiesler, 1990). Authors such as Rheingold, Aranha, and Buescu (1996) and Müller (1999) also reported that many of the relationships which started online end up going to the physical reality.

Nonetheless, the access to the Internet is, for authors such as Rheingold and Wellman, still remarkably the core of the maintenance and aggravation of social exclusion and safeguarding of the social *status quo*, hence, still far from the utopia of Internet empowerment of these communities. Jenkins, Clinton, Purushotma, Robinson, and Weigel (2006) concerning the digital gap, defines participation gap as the unequal access to opportunities, experiences,

development of skills and knowledge which are preponderant to prepare youth to fully participate in the world.

Although this matter is not consensual, it is possible to infer that the Internet: a) transforms social capital by providing an accessible, synchronous and asynchronous easy-to-use and low-cost means of communication between people with common interests (Wellman et al., 2001); b) increase the social capital through the interactions between friends and relatives but only for individuals who have significant levels of cultural capital (Kraut et al., 2002); c) decreases social capital due to entertainment and media services which prevents people to meaningfully interact in the non-virtual world (Nie, Hillygus, & Erbring, 2002); d) complements the social capital due to the level of Internet penetration in people's lives as an alternative way to establish new relationships and strengthen the existing ones (Quan-Haase & Wellman, 2004).

2.3.4 Technical Constraints on e-Citizenship

The idea of technical skills which is used here is based on the view that strategies for the empowerment of young people ought to take into the account the technical knowledge required to cope with this technological world. At the same, it involves recognizing that to think about participation, civic engagement or citizenship through technology, it is essential to think about how the tools used will condition these acts, and conversely, how the tools used are conditioned by the skills developed.

If we focus our attention for the four key concepts presented by Buckingham (2003) for media literacy – production, language, representation and audiences – it seems clear that there is an interdependency between these and technical skills. It's acknowledging that knowing how to programme or to understanding the logic of computer programming, the logic of algorithms or even how a video camera works is as important as writing and reading in the nineties century. If before the knowhow of reading and writing helped citizens to take a role in their society, nowadays, knowing how to manipulate and to decode what is presented as templates or already made pages or blogs, might contribute to a higher level of participation within the digital world.

The intentions of European programmes also mirror numerous views for media literacy, such as "the ability to see, understand, and appreciate with criticisms and to create media content" (European Commission, 2007, n.p.). These recommendations aim to develop a full and active

citizenship with the premise that "A high level of media literacy can contribute to achieving the Lisbon objectives, fostering the emergence of a knowledge economy" (European Commission, 2007, n.p.)

Examining even further, the New London Group presents the concept of "multiliteracies" with a strong connection with democratic life. The results of the New London Group perfectly reflect the dynamic aspect of the concept of literacy and its relationship to the need to cover a broader range of competencies, rather than only writing and reading. This dynamic, which is in constant evolution, does not depend only on the factors that have been mentioned thus far: it is also a result of social transformations and the need to think in a sustainable way to develop cities and, therefore, countries.

If it were possible to define generally the mission of education, it could be said that its fundamental purpose is to ensure that all students benefit from learning in ways that allow them to participate fully in public, community and economic life.(New London Group, 2000)

From this statement it is clear that literacy is a vital factor with regard to public participation and to any democratic system. The need for multitasking workers or "portfolio people", as defined by Gee (2000), referring to the emergence of a new kind of person who has a set of skills as a result of the projects and the work developed throughout their life, rather than the limited set of skills developed during their school years. This means that people, particularly young people, are increasing their capabilities not only within the school environment but also in other informal sets where learning happens. This notion of informal sets or learning environments fits with the concept of identity and places of social/participation/affinities. Furthermore, schools lost their status as the singular place of education in the last three decades: now, there is a worldwide classroom where development of competences takes place, raising questions of who is teaching young people. How do they empower themselves as individuals and as groups? Who gives them power to operate within and deal with social contexts? Who are the agents of the schooling system?

Aside from these questions, Gee (2000) points out "Old-style capitalism involved large corporations with many workers and many layers of hierarchical control, most of which existed to 'supervise' the lowest-level workers and 'tell them what to do'" (p.44), whereas the new capitalism underlines and lives through partnerships and knowledge in a highly

distributed system that depends on flexibility rather than on expert knowledge. Although part of this argument may make sense, it seems unavoidable to think that Western European cultures are rooted in the idea of expert skills and knowledge that can be identified easily by higher education systems, where students choose their majors and their degree in specific and well-defined areas of knowledge and, if they wish to study other areas, there are filters for the post-graduations which represents closed doors and obstacles.

There is a consensus that media and media usage have social and cultural aspects, but it must also be noticed that various forms of technology – not only personal computers and Internet but also smartphones and tablets –are, to some extent, shaping how we communicate and interact due to their respective affordances. The technological determinism that might seem to be implicit here – from the perspective that the web is the ideal tool to promote participatory citizenship and civic engagement – is rather the acknowledgment of the way we relate to some technologies due to their affordances, which determine not our use of it, but the possibilities that it offers us. It will be presented here some points that underline by argument:

1- Berners-Lee, Cailliau, Pellow, and Secret (1993, p. 792)state that “The World Wide Web (W3) was developed to be a pool of human knowledge, which would allow collaborators in remote sites to share their ideas and all the aspects of a common project” (p.792).

2- Ferraz de Abreu (2002, p. 13) argues that

When we move to broadcasting technologies, the tendency was to have the information being processed at the source, by whatever means (one simple is the pre-recorded emissions, or combination and overlapping of sounds and images collected at different places and / or times). By contrast, processing at the receiver end is typically restricted to simple devices able to convert signals into human perceptible forms (p.13)

3- Castells (2003, pp. 36-37) states that

The Internet culture is the culture of the creators of the Internet. By culture I understand a set of values and beliefs informing behaviour. (...) The Internet culture is characterized by a four-layer structure: the techno-meritocratic culture, the hacker culture, the virtual communitarian culture, and the

entrepreneurial culture. Together they contribute to an ideology of freedom that is widespread in the Internet world.” (p. 36-37)

From these three points it can be seen that the World Wide Web was a product of a certain culture within academia, with a certain context. Yet its development was based in an open and broader community and ruled by an open distribution of source code, meaning that the knowledge itself was available to those who wished to share, use or contribute to its improvement and sophistication, without being subject to corporate interests, in a truly participatory culture. In this sense, it was available to those that were outside of the closed and highly institutionalised academic culture. The hackers’ community contributed immensely to the development of the software and virtual environments that we use today – and indeed, they still do. Furthermore, the second generation of the World Wide Web, was, to some extent, shaped on the basis of needs demonstrated by nontechnical users, pressing for new and more user-friendly tools, for more freedom. At the same time, the shift between the first and the second generation was from a passive user to an active user. From reading web pages to interacting with people in synchronous ways, from copy-pasting information to becoming the author of that information, from depending on national phone companies to using Skype to communicate, from buying calls and texts from the mobile companies to buying Intent data packages. This shift brought about dramatic change in our well-structured and hierarchical societies, namely in the realm of media, where people without technical knowledge or expertise in media could produce their own content instead of being just consumers.

Despite the fact that technological development is always already a product of social contexts, political and economic interests (e.g., radio, telephone and the Internet) and as Buckingham (2003, p. 39) states with regards to literacy “Social action is inevitably related to the operation of power within society; and so we might say that literacy is about the production of symbolic meanings, which in turn embody and enact particular relationships of power” (p.39), what happened with the World Wide Web was prompted and determined by non-mainstream power cultures. It was brought up by groups that were not inside the power systems; therefore, it was somehow different. Instead of consisting only of technological knowledge developed within academia alone, it was open to all who wanted to participate and knew how to do so.

Within the history of technology and scientific evolution there was always already a political and economic interest behind it, in the sense that science has always a economic and social dimension and the technology itself is constructed within these frames. As well, the Internet was also. However, the broadband, satellite network, fibre optics and μ computers allow us, by its technical nature, to be from “many to many”, non-limit reach and processed in the sources (Ferraz de Abreu, 2002; Jenkins, 2006), therefore, the technological structure thus has affordances which contribute, influence and determines how we communicate differently now from how we did it before. In fact, the way a device is constructed, what it allows us to do with it, which level of freedom it gives us affect its potentialities and how we engage to it. How we bring it to our lives, and as Blau (2005, p. 3) “A new generation of media-makers and viewers are emerging which could lead to a sea change in how media is made and consumed.” (p.3).

Some technologies which enable further citizen participation, e-participation tools, are summarized in the following table:

Table 6. Descriptions of e-Participatory Tools

Tool	Tool Description
Chat room	Enables chatting sessions with the citizen. Launched especially for e-participation.
Forums	Online discussion between groups
Decision Making Games	Allow users to view and interact with animations that describe and simulate relevant aspects of a problem in the case within the scope of political decision-making.
Virtual Communities	Enable citizens, with the same interests, to interact, share and build relations.
Online surgeries	Specifically constructed to withstand the dialogue and interaction between the elected representatives and the communities they represent.
e-Panels	Group of citizens appointed for the purpose, are named as opposed to self-selected groups of participants with specific time intervals to give their opinion on an issue.
e-Petitioner	Enables online petitions and online support of the petition.
e-Deliberative survey	Enables discussions in small groups and are used also for random sampling, facilitating public participation in specific issues.
e-Consultation	Designed specifically to allow consultations where we can expose a specific issue and report on it, afterwards, it can open to receive answers or comments from the participants.
e-Voting	Active voting via the Internet or a mobile device, which is a safe environment for managing the voting and counting of votes.

2.3.5 The Globalized Digital Market and e-Citizenship

The dialectic relationship between the social construction of technology and the changes brought by technology are harder to grasp without falling in a technological or social determinism and as Selwyn (2010, p. 91) well points out “it would seem worthwhile for researchers to give some thought as to how best to account for the increasingly complex social settings within which technologies are produced and implemented.” (91).

In the openness of the World Wide Web, the existing templates, the semiotic signs used, the grammar, the social networks chosen, the non-linearity of web pages, the opt out and opt in structures and the functionalities of devices, they influence how people from different countries and cultures interact with it. At the same time, the same openness and the participation culture within the web, all templates, jargons and functions are a result of that worldwide participation. In other words, the importance of some cultural characteristics is reduced by certain technological settings, and those same settings are a result of a mixture of cultures. As it is reasoned by Blau (2005, p. 3) “This bottom up energy will generate enormous creativity, but it will also tear apart some of the categories that organize the lives and work of media makers...A new generation of media-makers and viewers are emerging” (p. 3).

Acknowledging the changes in the media empire which had the monopoly of copy rights and the power to introduce or to take out of the maker their products, it is clear that they had to adjust to this new reality at the same time, people had (and still do) to adjust to the rapid developments that occur within the media realm. Jenkins (2006, p. 138) argues that “Media companies are giving out profoundly mixed signals because they really can’t decide what kind of relationships they want (...). They want us to look at but not touch, buy but not use, media content” (p.138).

Some of the adjustments are strategies connected with purchasing media content online for low prices (for laptops, PCs and mobile phones) paying for licence agreements. Some of the strategies undergo the concept of free trial that will lead to the payment after a period of time or the upgrade notion that is embed in some social software. Corporations are lobbying throughout the political realm in order to enforce copy rights laws applied to the Internet, to forbid downloads and even in more subtle ways, such as the upload/download speed. This difference between the speed of an average Internet connection for downloading products from the web and to upload content is one of the major factors that prevent people to become

producers or active participants. The download speed is always faster than the upload, underlining the consumer perspectives instead of a producer perspective.

Supporting this uploading speed issue and the access to broadband with quality to transform people from being passive consumers to active producers are the figures of the European study ICT Profiles (2010, p. 178), with regard to Portugal

Despite the high availability of DSL, fixed broadband penetration is relatively low in Portugal (18.6 %), standing in 22nd place in the EU. Nevertheless, 98 % of connections are at least 2 Mbps. Household connectivity went up only by 2 pp in 2009, and stands at 48 %. A positive development here is that 96 % of connected households have a broadband connection (p.178)

In addition, the facilities brought by the democratization of professional video cameras and editing software made it possible for an average person to make their own videos with a small budget and to upload them to web sites and social networks such as Flickr or YouTube. Therefore, reducing the upload speed is reducing the freedom and increasing the control of the content. Nowadays media corporations have to negotiate with the web users in order not to lose them as clients and to avoid their competitiveness in the market. McCracken (1998, pp. 89-90) states:

Corporations will allow the public to participate in the construction and representation of its creations or they will, eventually, compromise the commercial value of their properties. The new consumers will help create value or they will refuse it.... On the one hand, corporations like to unleash the dogs of copyright. On the other, intellectuals like Harris who insists that there is something morally objectionable about corporate control of what ought to be a collective possession. There is a middle ground. Corporations have a right to keep copyright but they have an interest in releasing it. The economics of scarcity may dictate the first. The economics of plenitude dictate the second. (p. 89-90)

This negotiation brought a more democratic and levelled relationship between the producers and consumers. Far from being an equal power between the corporations and the web users, it constrained the monopoly and the media power of corporations. Looking to mass media, they

had to adjust also to the blogging, the citizen journalism, the web viral content and the grassroots creativity production. They had to beware of such channels, looking for content, to co-opt and circulate, bringing them into the mainstream “old media”. This integration and acknowledgement empowered the grassroots movements widening, to some extent, the control of the media agenda. People from all over the world, and not only the Western world, may therefore, determine what is and what is not important to spread, bringing alternative ideas for the public sphere, without constraints dictated by media corporations. This new political and popular culture “reflects the pull and tug of these two media systems: one broadcasts and commercial, the other narrowcast and grassroots” (Jenkins, 2006, p. 211).

However, the market reacts to these prompts and it is clear that the private-state relations within the technological realm persist. So, if we focus for example on the introduction of ICT in schools and public institutions, it is possible to recognize some level of technological determinism, the hopes and the global market influence on policy-making around the world. As policies formalised expressions of the various engagements that take place between the state and citizens, therefore, the policies of the last 20 years with regard to the introduction of technologies in schools might be framed in terms of three different types interventions: those using legal and regulatory means, those based on distribution of resources, and those designed to achieve normative change (Selwyn, 2010). These three types of interventions underpin the ideological belief that introducing digital technologies in schools would better prepare students for the labour market and would, consequently, promote the “knowledge economy” and encourage economic competitiveness and efficiency in the post-industrialised world. Rather than contextualizing or take into account the educational goals, provoking a “clash” between expectations and achievements. This also can be seen in the intentions of European programs which value contributing to the knowledge economy through the use of technologies. Thus these European programs are focused on technical and market values in a functionalist approach rather than democratic or civic purposes *per se*.

Hence educational technology policy-making are infused in a complex social, political and economic relations, introducing software, smart boards, online content and broadcast services which involve maintenance, training, technical support and prophetic products as a result of “private sector interests responsible for providing a range of digitally based or digitally-enhanced products and services to education systems and schools” (Selwyn, 2010, pp. 69-70), being Microsoft, Apple, RM, Oracle, BT and Dell to examples. These can also be applied to

the acquisition of technological infrastructures for public institutions and, to some extent, might constrain the systems in which public services are provided. These companies tend to sell their products as promises of empowerment, freedom, efficacy and transformation, although their main purposes are not educational or democratic concerns rather they have technological and profit goals. As the media and social discourses about technology are, to some extent, embedded with technological hopes and digital-age social images, it makes school practitioners permeable to those advertisements due to their high expectations towards technologies. Not wishing to be left out of or left behind by the digital revolution, teachers and policymakers find themselves trapped in the need for guidance and consulting from technology corporations (Buckingham, 2007) .

Authors such Zhao, Lei, and Conway (2005) found a high similarity among development and developing countries and they all based on a techno-centric approaches. At the same time, the relations between the IT industries and the public services pressed policy-makers to “consume” digital technologies either in schools and public institutions, therefore, the bet on e-government and e-learning in the last decade, for example, should consider the influence of the technological market. As Brown and Murray (2005, p. 84)write,” the use of ICT in schools (...) is intertwined deeply with globalisation, the rise of neo-liberalism, the celebration of technology consumption (...) new digital technology is part of a wider political, economic and ideological agenda” (p.84).

Moreover, some authors argue against the technological enthusiast, stating that the web is not enough to promote the changes in the democratic realm or the way students learn citizenship or democracy. Clearly the World Wide Web world have changed and developed according to corporate and political interests, it is true that the technology by itself cannot and will not change rooted and millenary cultures; it is obvious that the people are not all going take part in this participatory culture; it seems clear that it is a social space vulnerable to hegemony and governed by market forces still little known or poorly defined and with place for censorship and surveillance by the state, employers or other established elites (Cammaerts, 2008); and that the people less informed and literate are not aware of these surveillance mechanisms (Calhoun, 2004); it also is a form of opinion reinforcement (Davies, 1999) and the fact that users often do not know the line or who controls the editorial content which becomes a real impediment to free space for deliberation and participation. Moreover, it has been posed that

political parties may take advantage of the use of ICT but not necessarily of participatory tools in particular.

The World Wide Web created an unprecedented set of new possibilities, with a freer flow of ideas and content, on how we perceive the world, how we get in touch with the world, how we search for things in the world. However, it calls urgently for the development of new skills and literacy for participatory media; new capabilities due to different powers interconnecting which overlap in order to diminish the influence of the marketplace of technologies in schools that might lead to misconceptions, misuse, underuse, or overuse of these technological artefacts, contributing to a vicious cycle where the less digital- and media-literate are vulnerable to the marketing of corporations. Therefore, it must be acknowledged that if digital and media literacy are developed within schools and public democratic institutions, the aim in so doing should be to increase the level of knowledge and awareness of the affordances that each technology has to offer according to the goals that we pursue, rather than consuming devices that constrain the democratic dynamic.

2.4 From e-Literacy to e-Citizenship

Bearing in mind the influence of the market on policy-making with regard to the electronic government and schools, the social and cultural capital issue and the technical skills presented in the previous section, it is also fundamental to think how some conception about digital knowledge affects the school curricula and how it affects the public and general discourse about technology. If on the one hand there are the enthusiastic, there are, on the other hand, the unconvinced. While some use discourse full of flourishes, the others paint it all in grey. The enthusiasm which might be present throughout this chapter acknowledges the negative aspects of the virtual world, and recognizes the similarities of the physical with the virtual world, as it described in the previous sections. Thus it is not considered that virtual environments are the response to all the citizenship and civic engagement existing nowadays rather it reasons that the 21st young people are being active and civic engaged in different ways than the previous generations. Not meaning, therefore, that it is expected for them to intervene in the physical world as the young people of the previous generations.

Moreover, the idea of “digital natives” (Prensky, 2001) has been prevailing in some policy-makers preventing to acknowledge the fact that even if young people are more familiarized with technological tools, with the Internet, computers, video-games or any other device they still need to go further in the development of certain skills the same way they have to improve their speaking, writing and reading skills despite the fact that they reach school with the ability to speak their mother tongue, and in some cases, writing and reading in a lower level. In addition, with regard to mother tongue learning it is consensual that school should improve students’ ability to apply the grammar, to write in formal ways, to interpret texts and to have total control of their language. Therefore, school policies should not be based on the assumption that students are digital natives and that all have access to digital devices, therefore do not need to develop specific skills and to have control of the content conveyed through technological mediums.

Parallel to this, some of the action taken within the virtual world might not be recognized by young people as civic action due to a set of factors which are going to be developed during this section in more detail but also due to the degree of freedom they experience within the virtual environment without having the responsibility to be pro-actives in the physical world. Hence, it is important to underline the fact that it is very difficult to measure if the actions within the virtual world are translated into action on the physical world. This would require longitudinal studies as well as accurate tools to measure behaviour change. Nevertheless, it seems important to reflect on the new spaces and what might be boosted within.

2.4.1 e-Literacy

Thinking and learning about media and their devices is fundamental for schools and social agents to reflect on how to empower youth through skill development which enable them to become producers, as J. Potter (2012) argues: “Technological determinism leads us nowhere in the end; however, thinking and learning about the media that gets made and distributed on those devices might” (np).

At the same time, to rethink in factors such as “determining the truth value of information has become increasingly difficult in an age of increasing diversity and ease of access to information” (Hobbs, 1998, np) which is connected with the Google search engine being supported by a *folksonomy* rather than in the traditional taxonomies which are based on a logic of expertise. These *folksonomies* rely on overlapping themes, vaguely defined;

classification held by all of us, the users; network structure-interrelated topics and continually promoting changes in knowledge structures. The unaware and media illiterate young person might develop school research work based on this rather than in taxonomies well rooted in the Western cultures. These thoughts reinforce the need to improve school strategies based on the development of critical thinking skills enabling students to reflect on the image, role, codes and structures within the web and how to become a citizenship in this net. Also, it is crucial that they know how to manipulate those codes and the signs that are used and to develop the technical skill to do it.

Furthermore, as the technology takes over both the work and leisure spaces, it is inevitable to take media literacy into the realm in order to capacitate citizens with the skills which enable them to take an active role and to compete in those places. If we decide to ignore that the literacy requirements have changed we are marginalization citizens in the “global village” (Castells, 2003) and not preparing them for the labour market (Reynolds & Caperton, 2011b). There is a need to incorporate this new landscape of literacy and to think about education in the Information Age. As Luke (2000, p. 71) argues, “unless educators take a lead in developing appropriate pedagogies for these new electronic media and forms of communication, corporate experts will be the ones to determine how people will learn, what they learn, and what constitutes literacy” (p. 71) and on the other hand, Castells (2003) argues that the speed of change on the Internet leaves no room for choice, limiting the development paths in order to favour only those nations opting for digital education of their populations. For this reason, they will perpetuate digital inequalities, reinforcing crisis that is part of the marginalization of countries that do not choose—or do not have the opportunity to choose—immersion in the Information Age.

Therefore, rather than distinguishing between digital and media literacy, it is important to understand the multiple aspects of literacy as a whole, not to reframe it either from a children-centred approach or from a media-centred approach but, fundamentally, to recognize it as the set of knowledge, skills and dispositions for the digital age: in short, e-literacy. To integrate the power of the technology to shape our use of it, the cultural and social frames that we live within and the agency that each of us developed throughout our existence.

Underlying the arguments posed in this chapter is the notion of literacy. Not as an autonomous model, which by itself is enough to promote changes or to make youth act

towards their community (B. Street, 2003) neither in an ideological model of literacy, that is more sensitive to the cultural aspects, “not simply a technical and neutral skill that it is embedded in social constructed epistemology principles” (B. V. Street, 2005, p. 417). These ideas of writing and reading as social activities lay the foundations for the emergence of concepts such as “literacy practices” and “literacy events.” Consequently, the notion of literacy developed within the present study follows, to some extent, a social perspective supported by several authors (Buckingham, 2003; Cope & Kalantzis, 2000) stressing the social nature and form of literacy according to the cultural context. For example, Buckingham (2003, p. 38) states that “literacy cannot be considered separately from the social and institutional structures in which it is situated” (p. 38).

According to Livingstone (2004b),

Indeed, literacy is a concept grounded in a centuries-old struggle between enlightenment and critical scholarship, setting those who see literacy as democratizing, empowering of ordinary people against those who see it as elitist, divisive, a source of inequality. Debates over literacy are, in short, debates about the manner and purposes of public participation in society. (n.p.)

Although it is clear that goals in relationship to literacy are not neutral but culturally contextualized and shaped, they generally respect and are subject to the dominant ideology. Therefore, political literacy goals will depend on what policy-makers expect to gain from it. If we look through the 20th century in Europe, being literate meant something very close to the need to read and write and reproduce the norms, rather than to be critically active and act upon the community in order to transform it. As Cope and Kalantzis (2000, p. 234) state, “literacy is perhaps the pivotal element in the project of modern education” (p.234)

For instance, the movement of scientific literacy formally began after the end of World War II, as a result of the use of scientific knowledge in the construction of the atomic bomb, launched by the United States of America against the Japanese empire in Hiroshima and Nagasaki, which led to the destruction of these two cities and hundreds of thousands of deaths. The consequent Cold War made this period of world history a major contributor to scientific and technological advances and therefore, for significant social change and new paradigms and new problems associated with them. For the first time, some organized groups in the scientific community started to show the explicit concern of having ordinary citizens

question and understand these developments. Being scientifically literate means understanding the science, in its canonical and social dimensions, not detached but rather in a relationship of close interdependence. However, it was only in 2001 that UNESCO presented a solid definition of this notion, in its report "The Training of Trainers Manual for Promoting Scientific and Technological Literacy (STL) for All", stating that

STL is usually taken to mean developing the ability to utilize science knowledge creatively in everyday life, to solve problems, make decisions and hence improve the quality of life. This is based on acquiring educational skills at the intellectual, attitudinal, societal and interdisciplinary levels. (p.22)

The outlook above focuses on the actions of individuals as citizens, and implies the promotion of scientific literacy because it enhances "the capacity to use scientific knowledge, to identify questions and to draw evidence-based conclusions in order to understand and help make decisions about the natural world and human interactions with it." (OECD, 2000 p. 21).

Some of these skills are framed as critical thinking skills, which underpins the capability to improve quality of life and the development of a set of values and ethics to cope with the presence of humans in the planet as part of a system which involves other creatures; dealing with the energy and food resources; multiculturalism; the political and economic interests engaged by policies that are implemented. For instance, although it is not explicit, the definition given by the OECD implicitly advocates questioning and conscious action with knowledge of the facts as a basis for social development and a democratic dynamic. Similar to this is the definition of education for media literacy, which has been studied since 1930, and which in the 1970s attracted interest from researchers, especially in the area of sociology that focused on issues related to the influence of the dominant ideology on the information conveyed by media, its production, codes, and control over its content (Masterman, 1997).

It has been argued that education for this literacy should be a central issue in the analysis of the neutrality of media images, involving: a) engaging with questions of production, b) examining the techniques used to create the "reality effect", c) raising questions about the ideological impact of the media's construction of "common sense", and d) considering how the audience "reads" and responds to media content (Masterman, 1997, p. 41). Complementing this, the National Association for Media Literacy Education (NAMLE) (2009) defines media literacy as "the ability to access, analyse, evaluate and communicate

information in various ways, taking an inter-disciplinary approach. Media literacy is a necessary response, realistic and unavoidable for the complex and constantly changing environment around us." This definition is based on the assumption that media literacy is the ability to encode and decode the symbols transmitted by the means and the capacity to synthesize, analyse and produce mediated messages. This is supported also by W. Potter (2010, p. 13) who states that "the key to becoming more literate lies in developing a broad set of skills that can help with any type of message from any type of medium" (p. 13), and Buckingham (2003, p. 38), who states that literacy is not to be seen "merely as a kind of cognitive 'tool kit' that enables people to understand and use media" (p.38)

Reading Potter carefully, it is interesting to observe the focus on the fact that every media outlet involves the mobilization of expertise aggregated with individual interests. He points out the individual locus—goals and personal motivations—and the structures of knowledge—individual organizational frameworks. This does not occur spontaneously and it is connected. This leads us to a sceptical look at definitions which rely only on skill development. We may note, in this context, that the concept of scientific literacy and media literacy underlies the concept of critical thinking developed by Ennis (Ennis, 1987; Ennis, 1987 cited by Oliveira, 1992). Ennis (1996) defines critical thinking as reasonable reflective thinking that is focused on deciding what to believe or do. Critical thinking so defined involves both dispositions and abilities or skills. As well we might argue that underlying the concept of literacy is the development of critical thinking skills. They may be developed through reading, writing or manipulating media but, more important than the means which are used to develop them is to be sure that they are, in fact, being developed.

A brief comparison between Ennis' critical thinking taxonomy and Potter's characteristics of media literacy is included in this table from T. Fonseca and Oliveira (2011):

Table 7. Comparative Table: Ennis on Critical Thinking and Potter on Media Literacy

Abilities identified by Ennis (1996)		Abilities identified by Potter (2010)
Focusing on a question		Analysis
Analysing arguments		
Observing and judging observation reports		
Asking and answering questions of clarification and/or challenge		
Judging the credibility of a source		Evaluation
Deducing and judging deductions		Deduction
Inducing and judging inductions		Induction
Making value judgments		Evaluation Grouping
Defining terms, and judging definitions in three dimensions		
Identifying assumptions		
Deciding on an action		Synthesis
Interacting with others		Abstraction
Ennis (1985)		Potter (2010)
Dispositions	Seek reasons Try to be well informed Take (or change) a position when the evidence and reasons are sufficient to do so Look for alternatives Be open-minded	Personal Locus
	Keep in mind the original and/or the basic concern Take into account the total situation Seek a clear statement of the thesis or question Use and mention credible sources Try to remain relevant to the main point Seek as much precision as the subject permits Deal in orderly manner with the parts of a complex whole Use one's critical thinking abilities Be sensitive to the feelings, level of knowledge, and degree of sophistication of others.	Knowledge Structures

This effort of comparison is relevant to systematizing what can be considered the “heart” of scientific and media literacy: critical thinking (T. Fonseca & Oliveira, 2011). This is reinforced if we consider that education for media literacy should contribute to transform media consumption as an active and critical process, attempting to make each of us more familiar, critical and more able to cope with different types of media, interacting with multimodal information. As well, the idea of Jenkins et al. (2006, p. 4) Jenkins et al (2006, p.4) that media literacy involves "the ability to interact meaningfully with tools that expand mental capacities". Although the definitions of literacy are presented very close on its core, the design of these authors includes the concept of distributed cognition as consumer awareness, as a producer of media, having the capacity for multitasking and for navigation

cross media. All of these skills are to some extent, connected with being critical and using cognitive skill to do it.

The critical skills are also seen as central to media literacy in creative, cultural and critical approaches to this concept (Bazalgette, Parry, & Potter, 2011; Burn & Durran, 2007; European Union, 2006), which emphasize that young people are in contact and interact with media before they know how to read or to write, that therefore they are familiarized with different media modalities, and that schools should not neglect that fact. In addition, through this approach it is possible to help children to develop inference and prediction skills. At the same time, The British Film Institute (nd), in its text “Reframing Literacy”, emphasizes the fact that young people are already engaged with moving images and texts, which are not taken into account in primary schools. Similarly, Bazalgette et al. (2011, p. 3) argue that “listening to children involves an informed awareness of the kinds of conceptual issues that children may be struggling with an awareness that tends to be blocked by a prescriptive curriculum based solely on children’s acquisition of print literacy” (p.3). This important point is connected with the idea of taking identities into account in order to promote participation.

The European Charter for Media Literacy (European Union, 2006) states that media-literate people should be able to “Analyse critically the techniques, languages and conventions used by the media, and the messages they convey; Identify, and avoid or challenge, media content and services that may be unsolicited, offensive or harmful” (np) as well as arguing that the development of media literacy enables people to develop, among other things, “critical skills in analysing and assessing the media and creative skills in using media for expression and communication, and participation in public debate” (np). The same document perceives media literacy underlining its effective use within the logic of democratic rights and civic responsibilities. In addition, within the 3 C’s approach (cultural, creative and critical) it is central the idea that media literacy is invariably cultural having, therefore, a social function related with the practices in which we engage as part of a group, community or society (Burn & Durran, 2007). From these perspectives, it is clear that on the one hand, media literacy is connected with the capability to interact meaningfully within the community, and on the other hand, that the roles that media play in our lives are culturally shaped through social interactions and practices within media environments.

The development of critical thinking skills and the cultural aspect of media literacy it also obvious in the core principles of National Association for Media Literacy Education (National Association for Media Literacy Education (NAMLE), 2009) which are 1) active inquiry and critical thinking about the messages we received and create; 2) building and reinforcing skills for all learners of all ages depending on integration, interaction and exercise; 3) developing informed participation, reflective and engaging; 4) recognizing that the media are part of a culture and function agents of socialization, and, 5) recognizing that people use their individual skills, beliefs and experience to construct their own meaning about the messages conveyed by the media.

Moreover, as Luke (2000) presents is notion of critical literacy as one which involves: a) meta-knowledge about ideas and information is structured in different media and genres and how this lead to how it influences people's understanding and the social context in which is produced and what it produces; b) the technical ability to manipulate and analyse in order to enable people to negotiate within those systems and c) the capability to decode the existing relationships of interests and power within those systems and how they flow into other social institutions, acknowledging that it is not enough to give people tools and to teach them how to use them. It is crucial to develop ways of helping people to see beyond the tool itself, raising awareness on how those tools were designed, which were the purposes and how to manipulate them in order to be active upon them rather than to be submissive to it. The same author emphasizes the need to give students the critical analytical tools in order for them to consider the social and political consequences of how technologies change.

As Buckingham (2003) states, media literacy is not the best term due to the broader analytical understanding which is involved when dealing with media. Learning about electronic citizenship, therefore, must undergo the development of deeper concepts than only knowing how to access the Internet or to use a template. It should bring technical aspects into consideration in order to give the freedom for young people to interact meaningfully with those tools and not only as a passive agent that uses Internet tools exactly as are they presented. As well, as Cope and Kalantzis (2000, p. 234)states, from the point of view of multiliteracy, literacy is

a matter of design or transformation; drawing on available designs of meaning,
to be sure, but always adding something of yourself and thus changing the

world in your designing. (...) literacy is in its nature multimodal—a matter of visual as well as linguistic design. (p234)

Therefore, it is necessary to look at school informal spaces in order to prepare young people to face the world challenges as citizenship does not depend solely on formal education and formal learning is clearly not the only factor as to why people participate, skills and literacy are also developed in contact with the world as it is., which includes the virtual dimension.

Portuguese e-literacy status

Although it is recognized that schools and universities are the basic channels for digital and media literacy and, in order to offer global responses, proper training and updating courses are to be implemented and present curricula are to be adjusted in order to include attention to innovation problems, Portugal presented until 2012 a discrete presence in the curriculum (UAB, 2007). In fact, the study *Current trends and approaches to media literacy in Europe* reported some references to media studies in the Portuguese curriculum based on the ICT school subject although it rather focused on developing skills suitable with Microsoft tools on the 8th, 9th and 10th grades. Further, the approach is similar to citizenship education which is a cross-curricular subject developing general and specific competences (in handling information, working methods, communication, etc.).

This transversal view was followed, between 2005 and 2011, by teachers training in ICT regardless their background training and equipping schools with broad band Internet, computers and other resources as a result of the Portuguese Technological plan as it was mentioned previously in this chapter. Further, the introduction of computers in schools was made in 1985 with the national project Minerva.

However, two things happened in the last few years. Firstly, the Ministry of Education and Sciences published recommendations on education for media literacy (recommendation no.6/2011), recognizing that “Media literacy is a matter of inclusion and citizenship in today's information society [...] avoiding or reducing risks of exclusion from community life”(n.p.). Secondly, in 2012 the same constitutional government withdrew ICT as a mandatory subject in 9th grade (with 90 minutes per week, and after it had already been withdrawn from the 10th grade) to an optional subject in the 7th and 8th grades. The latter measure is based on school autonomy and the transversal intention of developing ICT in the curriculum.

Although the contradictory measures, the fact is that ICT rather depend on the school council and pedagogical council to acknowledge the importance and need for the development of technological and digital skills. Another factor which plays a role is the existence of ICT teachers allocated in the school, meaning that schools with such teachers may decide to offer ICT while schools without those teachers will see less value in hiring new teachers or these purposes. However, the digital native presented previously underpins the government decisions as well it is rooted in less digitally and media literate teachers and decision-makers which can hinder the development of desirable skills.

At the same time, how will the media literacy be implemented if there is no specific time to do it? This constitutes a step back in relationship to what is known from studies on literacy and citizenship, especially in postmodern societies based on technological structures and artefacts. Further, if schools do not offer ICT subject nor have a clear goal with regard to what to develop and how to teach ICT and media literacy skills, then how will young people, future adults, now use e-government strategies or participate online?

2.5.3 Young People's Global Playground

Will seek to develop a rationale of what young people engage with and to what extent; it is determinant to electronic citizenship. Without attempting to deeply discuss identities within virtual environment with regard to self-presentation, the higher or lesser degree of authenticity, the influence of peer pressure or the level of cultural constraints, this section will provide a reflection on the concept developed in the context of this study, enlightening the two arguments presented at the beginning of the last section of these chapter: young people they are not 3) identifying their one acts as being engaged and being active as a result of the cultural and social conception of being civically engaged and the agents entitle to do so and 4) they are using non-formal spaces to do it and, therefore, do not acknowledge their acts as being engaged acts within the norms and formal participatory spaces.

The set of features available through virtual environments (e.g., less hierarchical structured and interactive multimodal sources of information) might drive young people to be keen to search for information, to be disposed to receive and cope with different modes, political ideas or ethical values in contrast with the traditional media forms of informing young people. From Buckingham (2000, p. 35) analysis of how TV shows try to address young people's attention for news, the entertainment aspect takes an important role as a result of the

assumptions made up about “their interests, their experiences, their existing knowledge and their cognitive abilities, as distinct from those of adults” (p.35). Furthermore, he argues that TV news is itself conventionally defined and that it does not have a role to play in political education.

By contrast, it is possible argue, that the Internet and other virtual environments promotes freedom to choose the source and to choose which mode to engage rather than the forced driven by the assumptions made by TV and news producers upon young people identities and identification that tend to be somewhat, paternalistic. Supporting this hypothesis Carpini (2000, np) suggests that “the Internet and related technologies provide new ways for tapping existing interest in particular issues and using this interest to motivate and facilitate action” with regard to young people civic engagement.

In addition, the Internet is not seen by young people as a formal channel or even, as it was argued before, as reliable source of information, therefore, the web might be seen as *global playground* where they have the sense of responsibility for making their own rules, they contribute to the development of the community and even in some cases, they create their new personas. Thus, the freedom to collect information, to hyperlink political posts, images and entertainment resources might give a sense of freedom without necessarily corresponding to the same feeling of responsibility towards their actions. In addition, the global playground might not only be a characteristic of the generation born in the 90’s but also the previous generation that already has embodied some of the Internet and mobile technologies practices and routines. Although it is important not to confuse the fact that those Hauben (1996) identified as “generation Z” (“netizens”) are familiarized with such technologies and have incorporated them into their social activities with the idea of “digital natives” presented by several authors, as we will see throughout this chapter.

This concept of the global playground refers to Jenkins et al. (2006) concept of participatory culture as well as Gee (2005) concept of affinity spaces.

Participatory culture is described as one:

1. With relatively low barriers to artistic expression and civic engagement;
2. With strong support for creating and sharing one’s creations with others;

3. With some type of informal mentorship whereby what is known by the most experienced is passed along to novices;
4. Where members believe that their contributions matter;
5. Where members feel some degree of social connection with one another (at the least they care what other people think about what they have created) (p.7)

It is, therefore, relatively easy to assume that young people who navigate the Internet on a regular basis experience the convergent culture brought by the available multimodal tools. This sense of elasticity and ownership explored and developed within the web counterpoints the lack of voice and decision-making power in the physical world. In this sense, the global playground is a place where young people might tend not to identify their activities as taking part in the normative roles and formal participation mechanisms of their own community or as being civic engage. Nonetheless, by using online forums about sports, blogging about their feelings or clicking on a like sign from a social network in a controversial, political or social issues they are contributing, on the one hand for a broader (global) discussion and, on the other hand, integrating the concepts of being civic engage, that is, to act within the global playground.

The concept of affinity spaces, which Gee (2005) develops in relationship to gaming, is important because he goes further than the widely discussed concept of the avatar; he considers the fact that those affinity spaces are raised upon a common endeavour, the people's common interests, goals or practices, rather than in terms of race, gender, age or social class. Accordingly, these factors might be deployed within affinity spaces, but only when the actors choose to do so. Another characteristic of those spaces is the levelled positions they may offer, as he states:

The whole continua of people from new to experienced, from unskilled to highly skilled, from minorly interested to addicted, and everything in between, is accommodated in the same space—based on their own choices, purposes and identities—and still mingle with others as they wish, learning from them when and where they may choose” (2005, p. 225).

The features of the affinity spaces, as Gee argues, allow those who move in them the freedom to pursue their own will with regard to learning. In addition, it encourages the development of various forms of knowledge: intensive and extensive, individual and distributed and

dispersed. This power of individuals to make their own choices, notably about who should be legitimized, promotes different forms of and routes towards to participation and, therefore, sustains the participatory culture and the convergence culture within the global playground. In addition, Merchant (2006, p. 239) adds the concepts of anchored and transient identities to Gee affinity spaces focusing on their continuum

a continuum from which instances of identity performance are drawn. I also suggested that interactions, contexts and events are likely to make certain aspects of identity more or less salient at any given time and in any particular social interactions. (p.239)

thus, the author acknowledges that the transient identities are mutable over the time due to the influence of factor such as “maturation, changing cultural conditions and peer group affiliations. These identities are defined in relation to media narratives, ideologies, popular culture, iconic objects, social activities and networks.” (p.239). He also argues that “The sorts of identities that are performed in online communication are likely to vary considerably with the environment (email, discussion board, blog or online game) and the nature of the relationship (familiarity or affinity) to the other or others” (p.237). Furthermore, virtual environments are no longer based on the computers in a desk rather they are mobile enabled by wireless Internet access, mobile applications and “individuals are connected by their phones, but their phone is not tied to a place and its environment (such as family or office)” (Wellman et al., 2006, p. 1). Davies and Merchant (2009) argue this mobility and engagement in the meaning-making practices entails the use of particular identities.

The young people’s global playground it is therefore, within virtual environments and they appear to enhance young people’s empowerment easily than the traditional media due to the erosion of old structures and the flexible traditional bonds to political parties or political movements. The postmodern citizenship might expand their characteristics within virtual environments, leading to new opportunities for identity formation. These places provide a proliferation of new values, lifestyles and, more pluralistic citizenship action, such as sharing a YouTube video of school cyber bullying, twit a rage statement against the school testing system or even arguing through the manipulation of a still image. Empowerment does come from making meaning of the tools that are available to act according to a set of values and dispositions by analogy to the school playground. From making meaning of the fact that the

space is no longer attached to a specific school or friends, rather it is open to people from different places, cultures, ages, classes, genders and ethnicities. Making meaning of the synchronicity and co-presence of others; the blurred genres of media and who is who and what is private and what is to become public is the foundation of the globalised world of nowadays young people, therefore, reshaping the “world” within the global playground. The analogy of global playground with the school playground can be better understood resorting to the table, although more could be said and the line which separates them is not closed rather open:

Table 8. School and Global Playground Characteristics

Category	School Playground	Global Playground
Communication and Identification	Opportunities and places for young people to make friends and play away from the control of adults	Opportunities and places for young people to express themselves away from the control of adults
	Improve friends relations with strength hierarchical family relations	Improve friends relations shifting from a strength hierarchical family relation to more egalitarian peer relation
	Physical and limited to school time	Virtual but being in touch and always on allows to be “physically” present whether at home or at school
	Verbal	Multimodal (texts, video, music, photos, visual design)
	Group centred: one-to-one or one-to-group	Pluralistic: many-to-many (due to the structure of the virtual environments)
	Mainly friends from their social network	Mainly friends from their social network but with strengthen ties with friends outside of the daily group or distant family
	Private and local	Private or public and global
	One under construction profile	Many under constructor profiles
	Higher restriction choosing with whom they are and communicate	Higher autonomy choosing with whom they are and communicate
	Gender, ethnic, social and cultural capital intense interferences	Gender, ethnic, social and cultural capital lower interferences
Opportunity for peer interaction	Creation of a Counter-culture	Creation of a Counter-culture
	How to choose, to avoid rules, to deal with people	How to choose and avoid rules which websites to visit and to be part of
	Discussions and debates about their worries and community problems	Posts, replays and likes about their worries and community problems
	Oral transmission of games and rhymes is child-initiated and out of the adults world	Virtual transmission of web content (videos, music, manifestos, petitions, blogs, etc.) and viral information, within the adults world
Misbehaviour and defy the rules	Bullying	Cyber bullying
		Illegal downloads
		Cheating on their age and profile
Adults reaction	Adults can be over-anxious about children hurting themselves or	Adults worry about safety, data, strangers and paedophiles.

	others.	
	Schools tent to “police” with adults surveillance	Schools tent to “police” by blocking the Internet access or domain access
Market persuasion	Over commercialization of toys, computer brands, tablets, mobile phones, video-games...	Over advertisement of social networks, search engines, software and games

In the academia the playground is a wide research field from different perspectives and within different disciplines and researchers acknowledges that playground games and songs are important cultural texts. As well, the Internet has been the object of study in the past 15 years not as the nowadays playground. Therefore, the global playground raises several questions related with actions towards it and how to prepare young people to be in those places. As in the past drug campaigns and safe sex were developed during the last 25 years the same should be developed avoiding the trap of the institutional discourse of safety and security due to the fact that the global playground presents itself with an unprecedented new world of possibilities which might be narrowed by a traditional and paternalistic discourse. Thus, in order to avoid simplistic approaches to it, it is necessary to pose questions on

- a) how to deal with it such as to what extent should “adults” (parents, teachers, policy-makers, decision-makers, stakeholders, etc.) interfere;
- b) which discourse should be developed by policy-makers in order to prevent harm and guarantee safety but through participation rather than “police”;
- c) how to decrease the vulnerability which teachers and parents feel towards; should rules be enforced within by adults; what strategies should be developed to increase the level of awareness about the power relations and the market goals;
- d) how to research or act in these back and hidden place without taking the play and the informality;
- e) how to bring education (values and ethics) into it without transforming into a structured adult world;
- f) which skills should nowadays decision-makers have in order to communicate and interact within this global playground;
- g) which tools can be used by the decision-makers in order to reach these 21st generation;

- h) what structure should have the citizenship, ICT and media school curriculum;
- i) which skills are needed to be developed in order to help young people to cope with pressure and with identity issues within the global playground;
- j) which kind of knowledge should be passed to students in the classroom context in order to prepare them to face the difficulties and survive within;
- k) how to integrate and not exclude.

Refocusing to participation component of citizenship within the global playground, and being aware that the global playground is not yet a global phenomenon (due to the lack of access and technological cultures) and in those countries where it is already occurring, mainly the Western countries, it does not mean that the participation within necessary correspond to a participation in the physical world or that it means that young people are active to bring political changes at least, it means that they might be doing it or bringing that change but differently from the past generations, therefore, it is reasonable to give the benefit of the doubt and to be open minded enough to pose the possibility of cultural shift in how people participate. At the same time, most of the events which take place in the physical world with regard to the lack of the process of participations-action-change also might happen in the global playground but in different levels, and with different mindsets towards the world and how we perceive them as it provides means for oppositional voices to be heard and for youth to express themselves in new ways even in the more traditional structures.

The 21st century, therefore, might be characterized, for now, as a wired and globalized world within a convergent and participatory culture, it can be argued that the global playground where young people spend time and are engaged, they are users with certain predispositions and affinities. We might argue that Jenkins (2006) Internet users, the ones which—push the convergence; design the connections between the media that they engage; make public the results of these connections; distribute and reinvent; are more likely to be active, not passive consumers of media; are socially connected and not isolated consumers and are public and noisy users, not silent and invisible consumers—are in fact within the global playground.

Hence, rather than expecting young people of the 21st century to be civically engaged in the same way as previous generations, it is crucial to look how they are doing it from their perspective, i.e., from within their global playground, and thus through their tools, grammars,

and choices. As a consequence, schools should act in order to prepare their students to cope with the codes within those environments and promote the skills needed for them to continue to be active rather than leading them into the passive positions of the past. As J. Potter and Banaji (2012) say with regard to young people's engagement through informally organised networks, "if only the systems were permeable and permissive and allowed for the simple integration of technological tools to think and interact with," (n.p.) or as J. Potter (2012) says, "Let's connect with learner lives and cultures" (n.p.). Nowadays, the web can break down power monopolies, if we are prepared with the right knowledge and skills. Schools should act on this and recognize the existence of new playgrounds.

Chapter III - Methodology

This chapter will present the methodological and research design choices made in order to answer the following question: “How can education for media literacy be conducive to participatory e-citizenship among young people?” This question is examined in the light of a mismatch between e-governance strategies with regard to young people’s civic engagement, on the one hand, and young people’s perceptions of themselves as e-citizens, on the other, which might involve a number of factors:

- decision makers’ failure to politically aim to promote young people’s participation or ensure the use of adequate tools to foster young people’s online participation;
- weak citizenship and media literacy strategies hindering young people’s participation;
- constraints on young people’s formal participation imposed by their perceptions of themselves as citizens.

This central hypothesis is tested through the analysis of tools and perceptions, which are taken to play a determinant role in young people’s perceptions of themselves as e-citizens, and therefore in their civic engagement. A mixed methods approach through the following dimensions are investigated: a) municipal e-governance political goals and online strategies focusing on young people; b) school e-governance political goals and online strategies; c) school citizenship and media strategies; d) young people’s offline and online civic engagement and perceptions of citizenship and ICT among decision makers at a municipal-level (mayors), youth formal institutional level, and school level (teachers, and students).

3.1 Challenges of e-Citizenship Research

As argued above, citizenship implies action and participation: therefore, it is rather difficult to develop a research programme on this topic without running up against limitations of time and the difficulty of measuring the direct implications of this concept.

3.1.1 Research Epistemology and the Mixed Methods Approach

Having a background in natural sciences which structured how the author of the present study perceives the sciences and understands how scientific studies are conducted, choosing a research paradigm in this area was not easy or straightforward. Dilemmas were a recurrent feature of the decision-making process. Although recognizing the political, economic, and social dimensions of the sciences can add more information into the equation, at the same time, it can lead to questioning the process, making it hard not to get lost in considerations about potential choices of research question or methodology. This process of thinking was influenced by a frame of mind derived from both learning and teaching physics, which led process of asking, cyclically, whether scientific principles were really being respected, and what they mean in research, whether in the hard sciences or the social sciences. Should those who are studying social and political topics frame their work differently? Is looking into social systems and people different than looking into our environmental (non-human) surroundings? Is it possible or desirable to apply the same critical vision and approach to data analysis in this context? Are we seeking objective knowledge as much as possible? Should our experiments be reproducible by others? How can the integrity of the data be properly safeguarded?

These questions represent some of the doubts and reflections that were experienced during the planning stages of this study, as well as the main questions which framed the methodological choices. Furthermore, from the presupposition, resulting from a background in the natural sciences, that the natural sciences are the basic process for acquiring and testing knowledge, other questions emerged about its object, nature, objectivity, and what constitutes verifiable data in the context of this research. The object of the social sciences is humanity: people's behaviour, actions, perceptions, constructions, concepts. This inevitably increases the interdependence between the object of study and the subjects who study it, but this is part of the interpretation process and at the same time, it demands for a greater awareness of the researcher to that process.. Thus, while natural science operates in a single hermeneutic circle, social science operates within a double hermeneutic (Sayer, 2000). Moreover, to some extent, biases are always present in any scientific process.

The dualism between the knower and the known entails a certain degree of interdependence between the object and the subject who is studying it, due to issues such as: a) the set of

assumptions and intellectual structures underlying particular forms of data collection and analysis (Kuhn, 1970); b) the researcher's perceptions of the world and its complexity, in general (Patton, 1990)—meaning the paradigm; c) how the participants in the study perceive themselves in relation to the study and to society; and d) the data that participants deliver, conditioned by their own paradigms. Therefore, although objectivity is the goal of any scientific process, it must be acknowledged that what will be collected and analysed is, to some extent, limited by the actors and the methods of the study, which is also the case in the natural sciences.

Thus, a research process, whether inductive or deductive, is always accompanied by a certain degree of doubt, uncertainty, and limitation. If, on the one hand, it is impossible for researchers as subjects to completely alienate themselves from their own concepts, values, ideologies, ethics, and cultural and social background—meaning that there is some level of subjectivity in every form of research and knowledge—on the other hand, the context, conditions, factors, and variables at stake might lead them to postpone the rejection of the hypothesis and further investigation. These limitations can be found in both inductive and deductive processes, particularly due to the constraints built into researchers' concepts and frameworks (Kuhn, 1970; K. Popper, 1963), and even more generally to the status of knowledge as a result of social processes. These limitations are connected to Popper's (1972, p. 27) concept of falsifiability, as he explained in the following example:

It is far from obvious from a logical point of view, that we are justified in inferring universal statements from singular ones, no matter how numerous; for any conclusion drawn in this way may always turn out to be false: no matter how many instances of white swans we may have observed, this does not justify the conclusion that all swans are white. (p.27)

In addition, the classic statement of the empiricist viewpoint regarding the construction of hypotheses also applies to social sciences, and thereby raises a set of old and recurrent doubts about their characteristics: i.e., hypotheses must be clear, specific, testable with available methods, and value-free (Frankfort-Nachmias & Nachmias, 1996). A researcher might present a clear hypothesis to test but, to some extent, frame their thoughts in some way that is subjective and thus not detached from their convictions. Nevertheless, awareness of what factors, motivations, and values underpin a research enterprise can contribute to the

transparency and accuracy of the research process. This can include acknowledging where the object of research is not to seek “one” or “the” truth, but to achieve a higher level of comprehension of the phenomenon under study in order to inform and frame the observer toward the observed reality (whether physical or social).

In spite of the doubts presented here and motivations underlying the present study, the research was guided by various components of scientific and critical thinking: a) empiricism, the use of empirical evidence, b) rationalism, the practice of logical reasoning and c) skepticism, possessing a skeptical attitude (Schafersman, 1997). It is also framed by both pragmatic and transformative perspectives. On the one hand, there is the attempt to understand what works for young people’s participatory online actions; on the other hand, democratic and transformative intentions have been present throughout the research process. Therefore, both qualitative and quantitative data were needed to achieve a deeper understanding of the problem and to understand possible correlations between variables which emerge from the triangulation of different sources and actors who play a role in e-citizenship. A mixed-methods approach was chosen to achieve these ends.

The choice of a mixed methods approach comes naturally given this choice to triangulate between a range of different types and sources of data. In fact, during a significant period of time, mixed methods were called triangulation, a term defined by Webb, Campbell, Schwartz, and Sechrest (1966), developed by Denzin (1970) and explored by Campell and Fisk’s (D. Campbell, 1988)..

Although the use of mixed methods has sometimes been criticized due to tensions between the different theoretical and philosophical perspectives associated to different methods, mixed-methods research bridges post-positivist and social constructivist or interpretive worldviews, or pragmatic perspectives and transformative perspectives (Greene, 2008). Hoshmand (2003) and Greene (2008) argue that these tensions can be a source of knowledge through a dialectical discovery process.

J. Dewey (2004), in his educational research, argued that when analyzing and judging ideas we should consider both their empirical and practical consequences. Following Dewey, authors such as Johnson and Onwuegbuzie (2004), acknowledging the difficulty of definitely resolving any epistemological, axiological, or methodological differences that arise when using mixed methods, argue for the “use [of] a method and philosophy that attempt to fit

together the insights provided by qualitative and quantitative research into a workable solution” (p.15). Pragmatism is therefore in order in resolving such tensions. Further, Morgan (2007) argues that if researchers are seeking to do what “works”—which implies focusing on the research problem and answering questions with the aid of both objective and subjective knowledge—then this is not opposite to mixed methods. On the other hand, from a transformative perspective—where a view to creating a more just and democratic society underpins all stages of the research process—resorting to a mixed-methods approach makes sense (Mertens, 2010).

Johnson, Onwuegbuzie, and Turner (2007) define mixed methods as follows:

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration (p.123).

This “triangulation” of data and sources of data contributes to reducing bias and reinforces claims based on qualitative sources by showing that independent measures agree with, or at least do not contradict them.

In the context of the present study, ensuring the validity and reliability of results requires careful attention for a variety of reasons. These include a) the complexity of e-citizenship phenomena, combining the role of local authorities and the role of schools; b) the exploratory nature of the research, notably the attempt to better understand actual e-citizenship practices; c) the involvement of multiple actors: decision makers (local authorities and school councils), teachers, and students; d) the wide variety of components of interest within the research setting and e) the combination of complex concepts of literacy and citizenship with the concrete phenomena of Internet use demands the collection of different types of data, and is more readily describable through a mixture of methods rather a single one.

Moreover, the choice of which data to collect also depended on what Gillham (2000) identified as a balance between time-cost and data richness. The factors that had to be juggled included: a) the process of developing and piloting the interviews, in relation to the study goals and time available; b) managing the number of people involved, in relation to the study

goals and time available; c) setting up and travelling to and from the locations throughout Portugal where interviews were conducted and questionnaires administered, which involved both time and costs; d) transcribing the interviews, requiring time and other resources, and finally, e) analyzing the interviews and questionnaires, in relation to the goals of the study as well as the available time and resources. Thus, for example, the decision to use paper questionnaires as opposed to online questionnaires, despite the considerably greater costs associated to their application, was justified as a way to guarantee not only a higher number of responses but also to ensure that all schools would have the means to respond. Municipalities, on the other hand, were offered the options either of responding to the questionnaire online or to print them out and respond on paper as it will be discussed further in section 4.1.2 of this chapter.

In light of the respective advantages and disadvantages of qualitative and quantitative research methods, a mixed-methods approach contributes for increasing validity and reliability of the study. In addition, and far more importantly, the motivation for this choice was to deepen and widen our understanding of a specific problem, taking into consideration different dimensions of e-citizenship, as well as improving the consistency and accuracy of the data by providing more comprehensive information on the object under analysis.

Further, the use of mixed methods implies triangulation, which means bringing together different approaches to the same problem, resulting in a form of dialectical learning about the problem which “thrives on the contrasts between what seems self-evident in interviews, what seems to underlie the lay discourses, what appears to be generally true in questionnaires, and what differences arise when comparing all these with official interpretations of the same thing” (Olsen, 2004, p. 4). Thus, as argued in the first section of this chapter, the empiricist concept that facts “speak for themselves” ignores the complexity of the world, and ignores both the definition of fact and the observer who defines and analyzes it.

Focusing on validity and reliability, this study used triangulation of data and sources in a mixed-methods approach. This use of a variety of forms and sources of data contributed to a better understanding of e-citizenship, as the different participants in the study play different roles in relationship to the problem, and all those involved in the study are potentially key sources of evidence in answering the research question.

The data and sources used to examine the different issues raised by the research question “How can education for media literacy be conducive of participatory e-citizenship among young people”, were as follows:

For e-Governance Political goals and strategies: mayors’ interviews and questionnaires, municipal technician questionnaires; school council questionnaires; municipal websites; and school websites;

For citizenship and media strategies: mayors’ interviews; school council questionnaires; teachers’ questionnaires; and students questionnaires;

For young people’s offline/online civic engagement: mayors’ interviews; municipal technicians’ questionnaires; school council, teachers’, and students’ questionnaires;

For citizenship perceptions: mayors’ interviews; school council, teachers’, and students’ questionnaires.

3.1.2 Assessing e-Citizenship and its Limitations

It must be recognized that all knowledge is conceptually mediated and socially produced, and therefore context-dependent, despite the existence of a real world which is independent of the researcher’s knowledge. As a consequence, in studying a phenomenon such as e-citizenship, it is essential to recognize the involvement of a range of actors and contexts, and the need to study phenomena as they evolve over a relatively long period. Active e-citizenship is also a compound of skills, attitudes and knowledge that is closely interconnected with knowledge about how society works, with possession of the skills needed to participate effectively, and with the conviction that one has the right to participate actively. Evaluating these can be difficult for time reasons – because being a citizen is a process or dimension of daily action, in opposition to a singular and isolated moment such as an election—and due to existing normative processes and the variables involved as described in the literature review. As highlighted by Kirby, Bryson, Initiative, and Britain (2002), while there is a growing literature on how and why young people should be involved in the process of decision-making in the public realm, much remains to be done in evaluation and research on how best to do so, and thus on measuring the possible impact of interventions in this area.

Furthermore, driven by the literature review (e.g., the growing influence of the consumer, the children's rights agenda, and new paradigms within social sciences that have increased the understanding of youngsters as competent social actors) and in keeping with the goals and premises of the study, there is an obvious need to look at the research problem from different perspectives and, at the same time, to recognize the role of each of these actors. The population involved in the present study thus included a range of actors from two institutional contexts. Each is followed by the respective reasons for the choice to include them in the study.

A) Portuguese secondary schools: 11th and 12th grade students, their teachers, and the school council. They were chosen due to:

i) The high level investment in technological infrastructure, including both wired and wireless Internet in all schools in Portugal;

ii) The observation, based on an analysis of Portuguese secondary curricula on science-technology-society and environment (STS-E) approach in both sciences school subjects and specific content on the self and the community in Philosophy school subject;

iii) The general need to develop young people's media literacy and citizenship skills;

iv) The fact that people under 21 are seen as moderate to heavy users of the Internet, or even "digital natives" (Jenkins et al., 2006, Gee, 2005, Luke, 2000) suggests a requirement of awareness and critical understanding of the underlying messages and codes. Simultaneously, they are preparing themselves to start a working life in the community and in their country, including through the right to vote;

v) Teachers' responsibility for the implementation of curricula, and of educational strategies and methodologies;

vi) School councils' responsibility for implementing the school policies determined by the Pedagogical Board and the School Assembly/General Board.

2) Local Authorities

vi) High levels of national government investment in municipal technological infrastructure, including mandatory municipal websites as e-governance strategies;

vii) Role as the organ with the competence to “implement and enforce municipal assembly deliberations,” “Decide on the purchase and lease of goods and mobile good and services, in accordance with law,” and “Approve projects, tendering programs, specifications and the award in respect of works and procurement of goods and services” (Assembleia da República, 1999, 2002);

viii) Request citizens’ participation, requiring policymakers to diversify and adapt municipal means to achieve mayor’s political goals;

viii) The power residing in local authorities to make decisions about online participation mechanisms that, if they take advantage of the features of the Internet, could drive new dynamics of community involvement;

ix) Responsibility for the Municipal Educational Commission, whose chief tasks are the “coordination of educational policy, articulating the intervention within the education system, educational agents and stakeholders, analyzing and monitoring this system and proposing actions considered appropriate for promoting higher standards efficiency and effectiveness.” (Ministério das Cidades Ordenamento do Território e Ambiente, 2003);

x) The potential for them to gain from thorough reflection on innovative e-governance mechanisms, which they can apply in order to increase the social capital of their constituents and the municipality’s territorial competitiveness.

However, it must be acknowledged from the outset that it is impossible to isolate the specific impact of formal education, due to its complex interactions with other factors. It was also not feasible to undertake a deep comprehensive analysis of informal and non-formal education in the present study. Moreover, since some of the respondents are politicians and other professionals who are involved in decision-making about e-gov goals, strategies, and

processes, they might be attached to their own practices and choices, and their responses might reflect power relationships that they are involved in, to some extent limiting their ability to be objective and/or their desire to analyse their own practices. On the other hand, these same actors are also citizens, with their own concepts, perceptions and values, putting them in a dual position. For these reasons, both the “safety” of quantitative approaches, associated to rigorous statistical analysis and objectivity, and the “richness” of qualitative analysis, which provides a wider understanding and a wider set of tools to interpret the data, are of value in this context.

Finally, for logistical reasons, the impact of parental education on perceptions of citizenship and of what is valuable for young people to develop at home or in other community activities and school will not be analysed.

3.1.3 A Proposal for a Composite Indicator Model of e-Citizenship

Measuring a concept requires a set of indicators which will constitute the data on the basis of which it will be evaluated. At the same time, there is no single clear and consensual definition of e-citizenship. As the literature review makes clear, while this concept, or set of concepts, has its origins in policymaking, it has been developed through a highly interdisciplinary literature, ranging across the social sciences, including education, technology, sociology, psychology, political science, and civil society and community development research. The associated complexity makes it impossible to fully integrate all of these contributing domains in the present study. In addition, while e-citizenship is defined in terms of abstractly defined guiding principles and components, it is important to make it operational.

To this end, a model was constructed on the basis of the models of e-citizenship surveyed in the literature review (Dahlgren, 2006; Mouffe, 2005; Mathews, 2001; Brubakers, 1991; Marshall, [1950]2009), and particularly on the Active Citizenship Composite Indicator (ACCI) of Hoskins and Mascherini (2009) and the active citizenship indicators presented by de Weerd et al. (2005). This model takes into account the identity, affinity, and participation components of e-citizenship, through the formal and informal ways in which individuals view themselves and act as e-citizens. The inclusion of informal aspects ensures the coverage of a range of different channels for expressing e-citizenship, thus including the identity, affinity, and participation components in different forms.

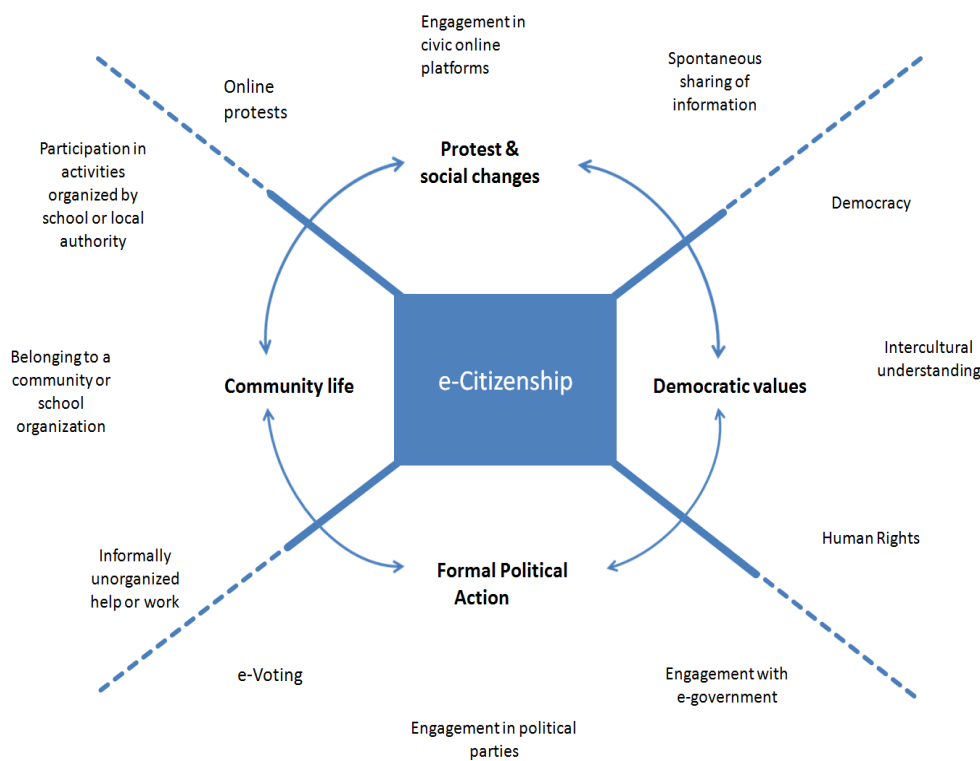


Figure 2. Proposed e-citizenship composite indicator model

- The concept of (e-)citizenship is multidimensional, with its civil, political, and social parts, and the components of identity, affinity, participation and technology. These components and their interdependence, interconnections, and sometimes overlap, are operationalized through questions in the the questionnaires and interviews that inquire about four dimensions of e-citizenship. Furthermore, they inform the analysis stages. The dimensions, and the particular subdivision of questions about them into themes, were as follows:
- Democratic values, which themselves consist in: a) democracy, b) intercultural understanding, and c) human rights.

These three closely connected indicators, controversial and difficult to define or to measure, are rooted in the literature on democracy, either in its liberal, communitarist, or republican forms. Due to the nature of democracy, human rights and intercultural understanding they are based on individual action within the electronic environment, through publishing, consulting, or forwarding online content. *Democracy* here refers to a democratic system, its consequences, and its values of respect, freedom, equity, and social

justice. *Human rights* consists in respect for all human beings regardless of their ethnicity, gender, age, and social and economic status, and the principle of non-discrimination, recognizing human rights conventions. *Intercultural understanding* is also connected with recognizing and respecting the other, but in the sense of culture differences and intercultural contexts.

- Formal political action: includes a) e-voting, b) engagement in political parties, and c) engagement with e-government. The *e-voting* measure relates to participation in the democratic system and in democratic procedures which require or allow electronic voting. This could include e-voting in any election or formal political selection process, but also online petitions, online questionnaires, or online referenda. Formal political action is not restricted to actions in formal or structured political environments: any form of “e-voting” in the global playground could be included. The measure of engagement in political parties is restricted to a more formal and structured form of participation and action as an e-citizen. It also includes receiving newsletters and mailing lists, and consulting, following, or publishing in political blogs and forums.

Engagement with e-government refers to using and resorting to any e-government tool or strategy, providing or accessing information or services, and taking part in formal decision-making process or consulting ongoing public processes. It also includes using municipal websites or following any government (local or central) on social networks such as Facebook or Twitter.

Protest and Social Change includes a) online protests, b) engagement in civic online platforms, and c) spontaneous share of information.

This dimension focuses on online actions and activities that are sometimes viewed as unconventional forms of participation, aiming to establish a specific agenda or push for its recognition. These are ways that citizens attempt, outside of formal political channels, to make their voices heard and influence the political agenda. Online protests include any form of protest against or in favour of some idea, concept, ideal or programme. It includes any other action that the actor/citizen views as a form of protest..

Engagement in civic online platforms consists in participation in social movements, NGOs, or other organized online citizens’ platforms. It includes accessing or posting on virtual communities around environmental, human rights or social issues, receiving or creating

online newsletters, mailing lists, and discussion forums or blogs (e.g., <http://meurio.org.br/>). *Spontaneous sharing of information* means any spontaneous posting of information about an issue concerning public life. It includes both publishing and responding to posts on social media.

- Community life includes a) participation in activities organized by local authorities, b) belonging to a community organization, and c) unorganized help or work. This dimension is based on Marshall's notion (2009) of community membership as a facet of citizenship. Its focus is on participation in various types communities at the local level: religious, business, cultural, social, sport, parent–teacher organizations, etc. This dimension focus on social capital and the social part of e-citizenship, although it influences the other two parts as well.

Participation in activities organized by local authorities refers to taking part in online activities promoted by local authorities, regardless of type (e.g., photo/video/literature contests, tours, volunteering). *Belonging to a community organization* refers to being part of sports, scouts, religious, business, cultural, social, or any other type of community organization, and using the Internet to express membership and participate in those communities. Although there is generally a strong physical component inherent to these forms of membership, what counts in this composite indicators model of e-citizenship are specifically online (Internet-mediated) interactions with and within these communities. *Unorganized help or work* is online action taken on an informal basis between citizens. It can consist in many things: forwarding images or videos from a demonstration; creating a website to help someone manage information about a specific issue; creating online applications that enable others to post or make information available (e.g., Geographic Information Systems for Occupy movement camping protests); participating in online platforms aimed at improving the city (e.g., <http://www.lxamanha.pt/>, <http://www.nexthamburg.de/>), gathering dispersed online information or committing oneself to an online goal (e.g., through a platform such as <http://www.pledgebank.com/>); providing information about the neighbourhood (e.g., <http://www.fixmystreet.com/>); or providing online help based on personal knowledge or expertise.

In conclusion, within the time frame suitable available for a doctoral research project, it was only possible to analyse selected aspects of e-citizenship. Moreover, as a consequence of the social and economic context, the research plan went through some changes before data

collection: consequently, not all of the originally identified dimensions were studied in-depth. Nevertheless, this model underlies the research design and the choice of instruments.

3.2 Research Methods and Design

As explained in the previous section, a mixed methods approach was chosen, on grounds that it would offer a range of angles from which to grasp perceptions and strategies of e-governance in municipalities and schools.

3.2.1 Sampling

To select the sample of the study in the most objective possible fashion, it was necessary to choose the agents among whom the selection would be made, and decide whether the selection would take place at the level of municipalities or of individual schools. However, the aim of the present study was not to investigate the perspective of either municipalities or schools separately, but rather the two in close relationship. The dearth of studies regarding e-citizenship education, combined with the existence of an annual questionnaire on the use of information and communication technology (ICT) by public administrations conducted by the Knowledge Society Agency (UMIC, *Agência para a Sociedade do Conhecimento*) and Statistics Portugal (INE, *Instituto Nacional de Estatística*), contributed to this choice of focus. The greater number of recently updated indicators on ICT use available with regard to public administrations as opposed to schools also reinforced the decision to start by selecting municipalities and only then to move on to the selection of schools.

Time and resource limitations made it impossible to study all Portuguese municipalities (278 on the mainland, 19 in the Azores, and 11 in Madeira). Consequently, a clustering analysis was conducted in order to group municipalities according to their attributes, in order to better understand their characteristics and, afterward, to select a workable smaller population, which represents the reality with some level of accuracy. Clustering consists in “a group of statistical algorithms used to classify objects on the basis of their similarity with respect to a set of attributes” (Jupp, 2006, p. 28). In other words, clustering analysis produces a typology which can also be defined as “a hierarchical system of categories used to organize objects according

to their similarities and dissimilarities” (J. R. Fonseca, 2012, p. 2) similarities and dissimilarities which can be used to describe and understand data (Kemp, Griffiths, & Tenenbaum, 2004).. Its aim is to partition a dataset into meaningful subgroups, when the number of subgroups and other information about their composition are unknown. Clustering methods vary from broad heuristic explorations to highly formal classification procedures (Fraley & Raftery, 1998).

Creating relatively homogenous subgroups—typified by shared attributes, or similar positioning within a certain parameter space—allows us to establish a quantitative foundation for sampling the study population and arriving at insights which reflect the diversity of situations. Studies in sociology on homogenous subgroups or typologies of individuals or objects have played an important role in the formulation of theories on issues such as social class (J. R. Fonseca, 2012).

Thus, a cluster sampling was performed on data from municipal websites and on municipal socio-demographics for the following reasons: a) it provided a means to group Portuguese municipalities according to their e-governance tools and online presence using a set of relevant indicators; b) it provided a set of different socio-demographic indicators; and c) the lack of data about relevant issues at the municipal scale. The indicators used will be presented in the next chapter.

The choice of clustering method itself has implications for the grouping that results. Latent class analysis (LCA) was chosen over hierarchical cluster analysis (HCA) mainly for the following reasons:

- a) Minimizing interference from the researcher when choosing the number of clusters and the cluster method, which does not happen in HCL (Kemp et al., 2004);
- b) The high number of objects (278 municipalities for the mainland; 19 for the autonomous region of the Azores) for a dendrogram analysis (Evveritt & Dunn, 2001);
- c) Minimizing the chances of having to choose between several different possible solutions due to the fact that, “because there are several clustering methods and proximity measures, for each combination (method, proximity measure) cluster analysis output (dendrogram) is quite different” (J. R. Fonseca, 2012), as happens with HCA;

- d) The probabilistic method used by LCA rather than the generally statistics methods used by HCA (J. R. Fonseca, 2012; Kemp et al., 2004);
- e) The characterization of each subgroup, i.e., the LCA simplifies the characterization of each subgroup by producing a percentage value for each attribute in each cluster.

3.2.2 Research Plan

As e-Citizenship and how media literacy is related to young people’s electronic civic engagement are the main objects of this study, the present research design was chosen in order to seek evidence on different stakeholders’ perceptions and how these are reflected in, on the one hand, municipal and school e-governance strategies, and on the other hand, in teachers’ classroom strategies for citizenship and media literacy and students’ online actions.

Thus, this research plan was built around a set of indicators of active citizenship which will be explored and explained further in this chapter. Its implementation depended on the agents’ availability and the time taken to respond to the invitation to participate and to set a schedule for data collection (interviews, administration of questionnaires). Therefore, the timeline presented on the plan is the real timeline and not the one that was proposed at the beginning of the study. **December 2012** -----> **May 2013**-----> **September 2013** -----> **December 2013**

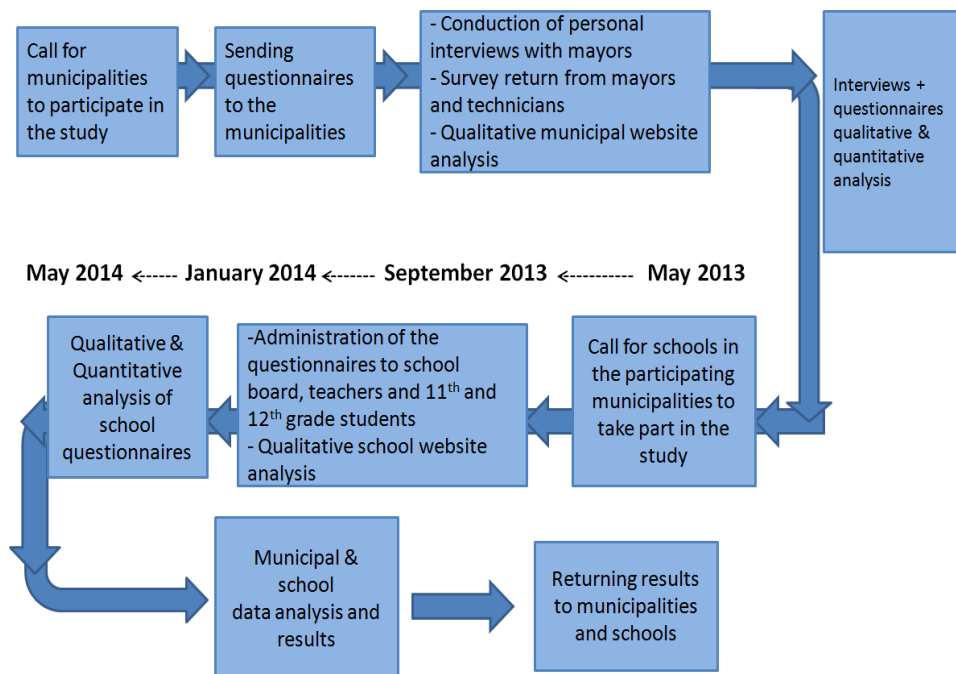


Figure 3. Research Plan

3.2.3 Techniques and Instruments

The analysis of municipal websites led to the conclusion that there was a need, for the purposes of the study, to analyse other websites, for a number of reasons:

- Municipal web pages lack a focus on young people, raising a question: “If municipalities are not focusing on issues of e-governance in young people, who is doing so?”
- A brief analysis of relevant Portuguese legislation (Assembleia da República, 2006; Assembleia Legislativa Regional, 1999; Ministério das Finanças, 2012; Presidência do Conselho de Ministros, 2007), identified the main set of formal bodies with websites focused on young people;
- in Azores, the Regional Youth Portal, run by the Azorean Youth Regional Authority , acts as the coordinator for the Regional Advisory Youth Council (Assembleia Legislativa Regional Região Autónoma dos Açores, 1999);
- the National Youth Council is the Portuguese representative body of young people which can directly influence the political agenda;
- the European Youth Portal is the main European Union website for young people.

These additional websites were thus analysed: a) the Portuguese youth portal; b) the website of the National Youth Council; c) the Regional Youth Portal; and d) the European Youth Portal. This decision led to the administration of questionnaires to those responsible for these institutions, as discussed further below in this chapter.

Semi-structured interviews

There were a number of reasons for the choice to use this type of interview, some connected with the particular respondents and the information that each would be able to give. In the case of mayors, a more informal setting was possible but at the same time, it was preferable to interview them alone to create an environment where they feel comfortable to speak freely and reduce the sense of potential judgment (Quivy & Campenhout, 1992).

In keeping with the norms for semi-structured interviews, a set of open questions were posed to the respondent, facilitating the collection of in-depth data on their practices and the reasons for them. At the same time, closed questions were prepared in order to ensure the gathering of

certain information necessary for the study. As a communication process, the semi-structured interview allowed to be flexible in incorporating the information provided in responses, guide the interview to obtain richer data, and to attain closure (Silverman & Marvasti, 2008). In addition, this type of survey made it possible to collect information on perceptions related to e-citizenship and, at the same, on decision makers' aims with regard to e-governance strategies.

The questionnaires

As one of the survey instruments, the questionnaires were administered for the purposes of both qualitative and quantitative analysis because they made it possible to reach a greater number of people, despite the higher level of required resources, such as money and time. Six different specific questionnaires were created and administered respectively to: a) mayors; b) city hall technicians; c) school council members; d) teachers; e) students, and f) formal youth website decision makers.

The questionnaires were sent by e-mail to mayors, municipal technicians, and youth formal website decision makers, while the school questionnaires were administered face-to-face and on paper. These decisions were made for the following underlying reasons:

- a) The busy schedule of most mayors, as well as the Youth National Commission. Sending the questionnaire by e-mail allowed them to respond according to their availability.
- b) Not knowing who was responsible for the management of the municipal website; therefore, the questionnaire was sent by e-mail to the mayor (or the general municipal e-mail address), and then given by the mayor to whoever they thought would be the best person to respond to the questionnaire.
- c) In the case of the Azorean Youth Regional Authority , questionnaire was sent by email due to the distance between the mainland and the Azores and the cost of the flight;
- d) The student questionnaires were administered face-to-face on paper since, contrary to what was initially planned, it was not possible to conduct focus group interviews with the students due to time limitations. This emerged as the best alternative and enabled a higher number of responses than might have been obtained with online surveys

- e) The school council members and teachers questionnaires were also administered face-to-face on paper instead of online, increasing the numbers of school accepting to participate in the study due to limitations on Internet and computers access in schools.

A common aspect of all questionnaires was the attempt to decrease research bias by having predefined questions (both open-ended and closed) regardless of the particular context of the municipality or school (Ghiglione & Matalon, 1992). Moreover, since some of the questions were personal—on social-demographic characteristics, personal use of the Internet, and personal participation as citizens—the questionnaire prevented respondents from feeling intimidated about answering them (Hill & Hill, 2005).

The websites

In order to triangulate with the data collected through interviews and questionnaires, municipal and school websites were also analysed. This analysis was carried out from the perspective of the user, without any higher level of access to the website or portal, in the aim of looking at the tools, services, and information that are made available to citizens.

This part of the investigation was structured by the goals of the study: it was therefore oriented toward examining websites from the perspective of young people of secondary school age. As the author is not within that age range, and therefore cannot claim to have the perspective of a person in this age range, but training in teaching, combined with 10 years of experience as a teacher working with students between ages 12 and 23, mean that the observations were nonetheless rooted in relevant experience. The practice of teaching and creating tests and other activities appropriate to this age range in terms of language, content, and visual validity and structure contributed to this analysis.

Online participation depends, among other factors, on the online availability and the technical functioning of websites used for this purpose. Assessing these two factors involved searching for errors and verifying the compliance of HTML content with the Web Content Accessibility Guidelines (WCAG 2.0) of the World Wide Web Consortium (W3C), as a way to determine whether citizens' access would be affected by them. Such errors and failures of compliance could prevent those who are not “digitally literate,” or who are disabled, from accessing and, therefore, from participating.

In addition, another motivation for this component of the study was to seek to better understand the aims and goals behind the use of ICT in governance tools, as discussed above in the literature review and in the interviews section. The features, which will be presented in the next chapter, are connected with the availability (or absence) of information relevant for young citizens on the website, as well as the question of whether the website provided enough indications for young people wanting to seek more information to be able to do so. On the other hand, it was necessary to look at the use of technological features presented in the next chapter for communication and e-participation. It is worth noting that the point of this exercise was not to determine whether young people were *actually* participating or using those tools, but only whether they were available for young people to do so if they wished. The set of elements and tools that were analysed was based on the literature reviews of research studies with e-participation, namely Fraga (2002), Macintosh (2004) and Siau and Long (2005), as well as on Portuguese studies on municipal websites, such as Almeida (2011), A. Carvalho (2012), and L. Santos and Amaral (2012).

Field notes

Some field notes were taken during the interviews and the administration of the questionnaires, which provided reminders of questions and doubts that emerged during the process and ideas which turned to be very helpful during the writing stages.

Moreover, it was possible to take notes on the environment of each city hall and each school. Observations of aspects such as human relationships, organized activities, and advertising in municipal and school spaces, better informed the analysis.

This chapter aimed to explain the reasoning behind the methodological choices made in this study: a mixed methods approach based on semi-structured interviews, questionnaires, website analyses, and field notes. The next chapter will explain how the data was collected and how the analysis was conducted.

Chapter IV - Data Collection and Analysis

This chapter will present the cluster analysis conducted; the instruments—semi-structured interviews, questionnaires websites and field notes—and the techniques used for data collection. In the section on per-dimension analysis, a description of the quantitative and qualitative data will be presented. The section on “mixing the data” then explains how the data from different actors, sources, and methods was analysed and combined.

4.1 Data Collection

This subchapter will discuss the procedures, the representativeness of the sample, and the sample characteristics.

4.1.1 Cluster Sampling

Procedures

The software used for LCA was the Latent GOLD 4.5 software package. The study population was selected through a multi-stage process in order to ensure a higher level of objectivity and reliability:

1. Selection of the available indicators of the use of ICT by Portuguese municipalities from Santos & Amaral, Aleixo, Ferreira, A. Carvalho and UMIC—which were divided into two dimensions of e-gov strategy for the purposes of this study—and justification of the selection of indicators: a) ICT affordances and b) services and activity (Table 9).

Both of these dimensions can be related to the knowledge axis of the Portuguese Technological Plan (PTP), with its strategic goals of mobilizing the Portuguese “information and knowledge society” and its aim of “Encouraging the democratic participation of citizens through the use of ICT, information dissemination, demand for information and participation in decision-making” (Ministério Economia Inovação, 2009 n.p.). However, a report from the Agency for the Knowledge Society entitled “The use of information and communication

technology (ICT) by the public administration 2011” showed that as of 2010, all central and regional government bodies and municipalities already had were online (Agência para a Sociedade do Conhecimento (UMIC), 2011). Therefore, it was necessary to select another indicator which would reflect municipalities’ use of ICT and help group them together.

The choice of the ICT affordances dimension—i.e., the affordances of technology for e-citizenship—is based on the emphasis in the literature on the ways that technologies are shaped by the social, and how in turn their affordances shape our social relations (Selwyn, 2010) and influence how we communicate (Blau, 2005).

a) The type and speed of the municipality’s own Internet connection was treated as an indicator of the will to invest in innovative and efficient e-gov strategies due to its consequences for the uploading and downloading of data and, consequently, the government’s ability to make information and services available to citizens and

b) the type of Internet connection determines the e-gov strategy implemented due to its scope and potential to involve citizens and, as a consequence, the proximity of the G2C relationship.

The indicators of the services and activity dimension are:

- a) the indicators available at the municipal level which best respond to the goals defined by World Bank (n.d.) and OECD (2003) with regard to the G2C relationship through the use of ICT;
- b) the indicators “Reasons for the decision to create the website,” “Has a strategy for ICT development,” and “Scope of ICT development” made it possible to cluster municipalities by the similarity of motivation for e-gov development and e-gov strategies, and
- c) the indicators “Source of the resources used in implementing, maintaining and updating the website” and “Frequency of website content updates” characterize local government’s relationship to the private sector (G2B), to other levels of government (G2G), and to other social actors.

Table 9. ICT Indicator Dimensions

ICT Affordances dimension			Indicators							
Type of Internet connection	Internet access speed	ICT equipment used	Services or functionalities available on the website	Type of information made available on the website	Activities developed on the Website	Decisive reasons to create the website	With a strategy for ICT development	Scope of the ICT development strategy	Source of the resources used on the website	Frequency of updating content of the website
<p><u>Type of Internet connection includes:</u> Modem (access via the normal telephone line); RDIS; DSL (xDSL, ADSL, SDSL, etc.); cable; fibre optic; dedicated Access; Another permanent connection (satellite, WI-FI);</p> <p><u>Internet access speed:</u> from under 2 Mbs to above 128 Mbs</p> <p><u>ICT equipment used includes:</u> E-mail; Local Area Network (LAN); Wireless; Virtual Private Network (VPN); Intranet; Network (WAN); Extranet; Videoconferencing</p>			<p><u>Services or functionalities available on the website includes:</u> Order of material relating to the Municipality; Download and print forms; Filling and submission of online forms; Online payment through website; Newsletters subscription; specific suggestions and complaints Email; Discussion forums between citizens and town executive for Public Consultation Processes; Monitoring processes; Request for rubbish collection, street cleaning; Platforms online voting; Electronic ticketing (eg selling tickets for shows); Citizens Surveys; Purse internships and employment; Broadcast via videoconference meetings and municipality sessions ; User support (List FAQs, Helpdesk); Ability to ensure secure transactions: Online library services; Gauging the degree of user satisfaction; Geographic Information Systems / Interactive maps; Customer online (eg Virtual Service Counter).</p> <p><u>Type of information made available on the website includes:</u> Info on services, rights and duties of citizens; Organizational chart of the Municipality; Contacts curriculum and major contributor to city workers; Announcement meetings and events city workers; Minutes and resolutions made at meetings; Business plans and; Activities Report; Information on municipal plans and local plans; Information on municipal taxes; Administrative Acts/minutes; Events calendar; Transport information / Transport Systems; Directory of educational institutions / training; Information on major political forces in the city; Historical information/ archaeological; Multimedia galleries (photos, videos, etc.); Useful information (pharmacies, hospitals, police, etc.); Information on businesses and local economic activities; Geographical information / maps.</p> <p><u>Activities developed on the Website includes:</u> Search and collect information /documentation, Access to databases, Electronic exchange of files, e-mail, Supply inquiry catalogues , External communication with other Municipalities, Parish Councils and Central Government bodies; Electronic business, Dissemination service, products sale (goods and / or services) of the municipality, Desburocratization procedures, Interface with citizens.</p> <p><u>Decisive reasons to create the website includes:</u> Provide online services; Disseminate information institutional of the Municipality; Promote Tourism and Culture; Disseminate cultural agenda/sports and others; Promote socio-economic development of the Municipality; Promote the new information technologies to householders; Narrowing the relationship between local government and citizens; Approximate their emigrant communities to the Municipality; Promote transparency and administrative modernization</p> <p><u>Scope of the ICT development strategy includes:</u> ICT Infrastructure; Policy on ICT security; Services for citizens via Internet; Shopping via the Internet or other electronic networks; Training and / or certification in ICT</p> <p><u>Source of the resources used in implementing, maintenance and update the website includes:</u> Only services of the municipality; Only external entities or both</p> <p><u>Frequency of updating content of the website includes:</u> Permanent update or Non permanent update</p>							

2. Two main educational indicator dimensions were created: one for secondary schooling and the number of computers per student (Table 10).

Table 10. Educational Indicator Dimensions

	Indicators	
	Secondary schooling dimension	Ratio of computers per student dimension
Number of students enrolled in public secondary schools	Transition rate / completion of regular secondary education	Ratio of computers per student in secondary education

Regarding the secondary schooling dimension, these indicators help characterize each municipality in terms of the number of young people who pursue studies at the secondary school level, which is, to some extent, connected with social and cultural capital, as discussed in the literature review. Besides characterizing this key part of the study population, this indicator may reflect some of the factors that influence a) the needs felt by each municipality with regard to online services, activities, and technological tools made available online to young citizens, and b) local e-gov goals and strategies, both according to the age and schooling levels of its young population. Additionally, the study focused on public schools because only public schools receive PTP funding and a great percentage of municipalities do not have private secondary schools.

The “Transition rate/completion of regular secondary education” indicator is in line with the indicators and goals of the Knowledge axis of the PTP—to prepare the Portuguese for the knowledge society—which includes the strategic goal of raising median educational levels as measured by the indicator “Population with secondary education (age between 20 and 24)” (Ministério Economia Inovação, 2009), although in the present case the criterion is applied to young people within the age rank 15 to 21, rather than young adults.

The number of computers per student dimension was selected mainly because:

- a) it corresponds to a key goal of the knowledge axis of the PTP for 2010, a ratio of 5 computers per student (Ministério Economia Inovação, 2009), that is the goal set under the Education and Training 2010 (Ministério da Educação, 2008);
- b) according to the PTP progress report (Conselho Consultivo do Plano Tecnológico, 2009) 100% of schools were equipped with broadband internet access by the year 2009. There was

therefore a need to include another indicator that would differentiate schools in different municipalities (i.e., a measurable indicator of their technological strategy);

c) it presumably reflects the extent to which young people have access to computers and internet without depending on home access, and

d) of the potential associated with the use of computers and the development of media and digital skills in schools (Burn & Durran, 2007; Hobbs, 2011; Jenkins, 2006; UNESCO, 2007).

3. This clustering was performed on three different groups of municipalities; municipalities from the a) mainland Portugal; b) the Autonomous Region of the Azores and c) the Autonomous Region of Madeira². This division reflects the legal autonomy of Azores and Madeira with respect to school curricula, local authorities, and school budgets, all of which can influence the use and availability of technology. Furthermore, the sources of educational data from the autonomous regions differ from those for the mainland. At the same time, this division allows a more accurate and representative picture of the country.

After the clusters were identified—3 clusters for the Mainland and 2 clusters for the Azores, which will be presented in the next chapter—the following steps were taken between December 2012 and August 2013:

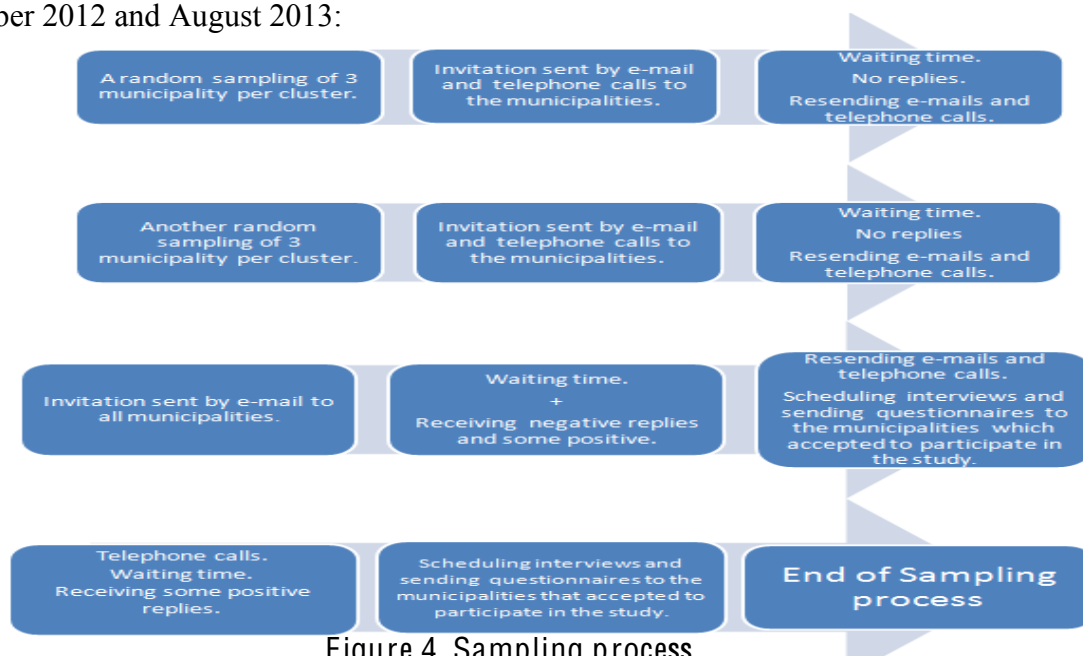


Figure 4. Sampling process

² There are no clusters for the Autonomous Region of Madeira because the Regional Authorities did not send the data needed for the cluster sampling as it will be presented further in this chapter.

The goal was to have one municipality from each cluster, while knowing that the schools in a given municipality might not accept the invitation to participate, and that the process of agreement to participate could take time. Given time constraints, it was thus necessary, in order to guarantee the inclusion of at least one municipality from each cluster, to begin collecting data on municipalities which accepted the invitation and, in parallel, to continue the sampling process. By the end of June, only one municipality from the third mainland cluster had accepted to participate in the study; therefore, the sampling process continued until August. More municipalities in the Azores responded positively due to the fact that it was possible to interview them in August while the author was travelling in the islands and the municipalities were less resistant to participating in the study.

The process of school sampling involved calling and sending e-mails to those schools which were the only one in the municipality and a random sampling in other cases with the exception of M32 and A21. Although this process began in May 2013, data collection could not be carried out until September due to exams during June and July. In order to respect school dynamics, data collection from schools started in October as explained further in section 4.1.2 below.

The mainland educational data used was provided by the General-Directorate for Education Statistics, Ministry of Science and Science Education (Direção-Geral de Estatísticas da Educação e Ciência do Ministério da Educação e Ciência); the data from Azores was provided by the Documentation and Statistics Division of the Regional Education Authority for Science and Culture of the Autonomous Region of the Azores (Secretaria Regional da Educação, Ciência e Cultura da Região Autónoma dos Açores, Devisão de Documentação e Estatística).

The data from Madeira were to be provided by the Observatory of Education and Culture, which is part of the Regional Secretariate for Education and Culture of the Autonomous Region of Madeira (Secretaria Regional de Educação e Cultural da Região Autónoma da Madeira, Observatório do Sistema Educativo e Cultural). However, despite persistent and sustained efforts, the Observatory of Education System and Culture did not send any of the requested information, despite multiple requests by mail, e-mail, and telephone. It was therefore not possible to include Madeira in the sampling process, which led to its exclusion from the study.

Cluster sampling was thus used, identifying three clusters for the mainland and two clusters for Azores according to the following statistical model:

Table 11. Cluster Sampling Statistical Model

Mainland Model							
	LL	BIC(LL)	AIC(LL)	Npar	L ²	p-value	Class.Err.
3-Cluster	-10498.6	22899.43	21673.29	338	17868.33	1	0.015
Azorean Model							
	LL	BIC(LL)	AIC(LL)	Npar	L ²	p-value	Class.Err.
2-Cluster	-431.957	1305.1268	1231.914	184	811.1603	1	0

As explained above, it was not possible in terms of time and resources (human and financial) to study all municipalities.

Representativeness of the sample

As it was not possible to apply simple random sampling within each cluster, as it is shown on the Figure 3, although this was the aim of the procedure as planned. A second stage was followed by sending e-mails to all the municipalities. The following table shows the study sample that emerged at the end of the sampling process:

Table 12. Cluster Dimensions

	Mainland	Azores
Number of municipalities which accepted / Total municipalities in the cluster		
Cluster 1	2/102	5/12
Cluster 2	3/98	4/7
Cluster 3	2/77	---

The following figure shows how the clusters were distributed geographically:

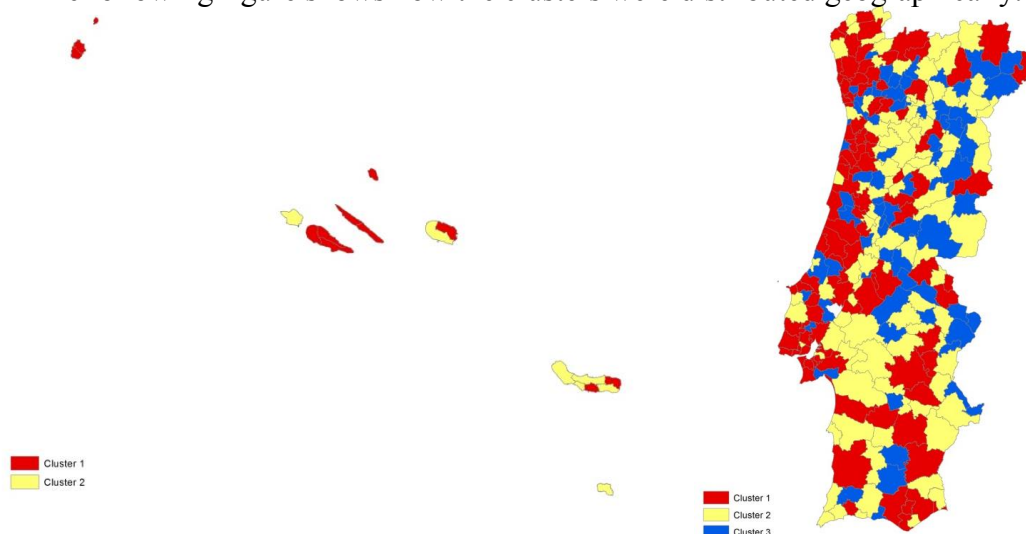


Figure 5. Geographical distribution of clusters

For the present study it was important to identify clusters of municipalities to insure the best possible way to select one from each type to use a mixed methodology (qualitative when choosing the attributes and quantitative in the application of a clustering method). Each selected municipality constitutes a case study and they represent their cluster, and collectively the selected case studies represent the country (see Appendix 1 for detailed cluster characterization).

The questionnaires were sent to all of the municipalities which accepted the invitation to participate in the study and the mayors of all the participating municipalities were interviewed, but not all the municipalities returned the questionnaires. From the mainland one questionnaire was not returned, and from the Azores two municipalities did not return questionnaires.

As for the selection of schools, a random selection was carried out to choose among the schools in municipalities with more than one. Unfortunately, in two of the mainland municipalities none of the schools accepted to participate in the study, arguing that it was not on their agenda or that they were not interested in participating in any data collection exercise which could be used to evaluate their school. Additionally, in the Azores, in some cases the only school in a given selected municipality did not accept to participate, either because they expected explicit formal authorization from the regional educational authority despite the provision of documents showing that the study was authorized by the Ministry of Education and approved by the regional educational authority, or because they were not interested.

The case studies are labelled according to geographical position (mainland, M, or Azores, A), and cluster (1, 2 or 3), and individually labelled in a sequence within each cluster (1, 2, or 3). The labels are as follows:

Table 13. Case Study Labels

Mainland			Azores		
Cluster	Case study	Label	Cluster	Case study	Label
Cluster 1	1	M11	Cluster 1	1	A11
Cluster 1	2	M12	Cluster 1	2	A12
Cluster 2	1	M21	Cluster 1	3	A13
Cluster 2	2	M22	Cluster 2	1	A21
Cluster 3	1	M31	Cluster 2	2	A22
Cluster 3	2	M32	Cluster 2	3	A23

According to the number of public secondary schools in each municipality, the number of schools in the sample corresponds either to 100%, 50%, or 33.3% of the schools in a given municipality:

Table 14. Number of Participating Schools out of the Total Schools in Each Municipality

	Mainland			Azores		
	Case studies	Schools participants	Total municipal schools	Cases studies	Schools participants	Total municipal schools
Cluster 1	M11	1	1	A11	1	1
	M12	1	3	A12	1	1
				A13	1	1
Cluster 2	M21	1	3	A21	1	2
	M22	1	1	A22	1	3
				A23	1	1
Cluster 3	M31	1	1			
	M32	1	2			

The number of students and teachers in each school and the number who participated in the study are given in the following table:

Table 15. Number of Teachers and Students Involved in the Study by Case Study

	Mainland						Azores					
	M11	M12	M21	M22	M31	M32	A11	A12	A13	A21	A22	A23
Total # of teachers	34	33	32	32	16	8	34	20	30	34	34	34
Teachers <i>N</i>	11	13	17	9	7	7	10	15	16	7	10	8
Total of students	267	150	212	98	24	14	233	66	74	226	140	253
Students <i>N</i>	244	118	181	77	22	14	206	44	24	183	121	158
	Mainland						Azores					
	M11	M12	M21	M22	M31	M32	A11	A12	A13	A21	A22	A23
Total # of teachers	34	33	32	32	16	8	34	20	30	34	34	34
Teachers <i>N</i>	11	13	17	9	7	7	10	15	16	7	10	8
Total of students	267	150	212	98	24	14	233	66	74	226	140	253
Students <i>N</i>	244	118	181	77	22	14	206	44	24	183	121	158

These totals correspond to the total of teachers teaching the 11th and 12th grade according to school council information and the total students enrolled in the 11th and 12th grades in September.

According to the number of questionnaires returned and the number of students enrolled in September in each school, the real margin of error for the results at a 99% confidence level is:

Table 16. Real Margin of Error for Questionnaires

Outcome	Total in the 11 th & 12 th grade	N	Real Margin error (%)
Teachers	352	130	8.9%
Students	1685	1392	1.44%

Sample characteristics

The main characteristics of the cases are presented in the following table:

Table 17. Municipal Sample Characteristics

Case	Demographic category	Population ³	Number of civil Parish	City or village	Statistical Territorial Unit (NUTS II)
M11	Medium	45,932	18	City	Centre
M12	Medium	24,930	10	City	Alentejo
M21	Medium	41,243	39	City	North
M22	Small	6,169	4	Village	Centre
M31	Small	10,585	5	Village	Centre
M32	Medium	38,999	8	City	North
A11	Medium	21,035	11	City	RAA
A12	Small	4,391	4	Village	RAA
A13	Small	4,711	6	Village	RAA
A21	Medium	35,402	19	City	RAA
A22	Medium	68,809	24	City	RAA
A23	Medium	32,112	14	City	RAA

The demographic categories used were the following:

- Small: population less than or equal to 20,000 inhabitants;
- Medium: between 20,001 and 100,000 inhabitants;
- Large: more than 100,000 inhabitants.

³ Data retrieved from the 2011 census (INE, 2012)

The data were drawn from the 2011-2012 Financial Yearbook of Portuguese Municipalities (J. Carvalho, Fernandes, Camões, & Jorge, 2013). In total, the Yearbook identifies 24 large-size, 101 medium-size and 183 small-size municipalities.

The general characterization of the school sample is in the following table:

Table 18. School Sample Characteristics

Case	Grade levels	Headquarters of a school group ⁴	Involved in the School Park (<i>Parque escolar</i>) project?
M11	7 th to 12 th	Not applicable	Yes
M12	10 th to 12 th	Yes	Yes
M21	10 th to 12 th	Yes	Yes
M22	7 th to 12 th	Yes	No
M31	7 th to 12 th	Yes	No
M32	7 th to 12 th	No	No
A11	7 th to 12 th	Not applicable	Not applicable
A12	5 th to 12 th	Yes	Not applicable
A13	7 th to 12 th	Yes	Not applicable
A21	7 th to 12 th	Not applicable	Not applicable
A22	7 th to 12 th	Not applicable	Not applicable
A23	7 th to 12 th	Not applicable	Not applicable

4.1.2 Techniques and Instruments

This section will present the techniques and instruments used during this study.

Semi-structured interviews

The semi-structured interviews were focused in four dimensions: e-Government political goals and strategies, citizenship and media strategies, young people's online civic engagement, and perceptions on e-citizenship. A set of questions were prepared and posed (see Appendix 2); some others emerged during the interviews, according to the answers given by the interviewee.

The following table presents the main fixed questions and the corresponding dimensions of the study: a) e-governance political goals and online strategies focusing on young people (municipal, youth formal institutional and school level), b) citizenship and media strategies (municipal, youth formal institutional and school level) c) young people's offline and online

⁴ "School group" refers to the translation from the Portuguese *Agrupamento de escolas* which is a result of political measures to group schools of different grade levels under a single administrative body.

civic engagement and perceptions of citizenship and ICT among decision-makers at a municipal-level (municipal, youth formal institutional and school level).

Table 19. Interview Questions & Dimensions

Question	Dimension			
	e-Governance political goals & strategies	Citizenship & media strategies	Young people's online civic engagement	Perceptions on e-citizenship
As a policy and decision-maker, which are the main aims for the webpage and/or the presence of the municipality on social networks?	x			x
How would you describe the level of achievement of these aims with regard to youth?	x		x	
What are the difficulties that have been most frequently experienced in achieving the aims?	x		x	x
Can you tell me a little about the process of selection of content posted to the website and/or social networks?	x		x	x
Do you think young people actively participate in your community?			x	x
Does the municipality have a public space with computers and Internet access?	x	x		
Does the municipal government promote measures of inclusion of young people in processes of public participation and decision-making?	x		x	x
Does the municipality have any technological tools designed to engage young people in public participation processes and decision-making processes?	x		x	x
Is the municipal government involved with schools on citizenship projects?		x		
Is there any activity which involves elementary or secondary education in the municipal activities?		x		
What is a citizen in the twenty-first century?				X
If you had the opportunity to pose a question to young people about citizenship and youth ICT, what question would it be?			x	

The interview made it possible to seek further details and to explore the reasons behind the strategies and measures, depending on the answers to the pre-scripted questions. For example: “Please explain why the municipality is not present on social networks?”

To collect data related to the aims and goals for the use of ICT in governance that are discussed in the literature review—access to information and services, improving the quality of services (e.g., better governance, efficiency, transparency), use of ICT tools to offer citizens more opportunities to participate in democratic processes (Palvia and Sharma, 2007; OECD (2003); United Nations, 2003; Fang, 2002; Heeks (2002); Malhotra (2001); Riley, 2001; Tapscott (1996); United Nations, nd)—and to triangulate this data with the website analysis and the questionnaires in order to determine the stage/level of e-governance of each municipality (United Nations (2010); L. Santos and Amaral (2008); Siau and Long, 2005; European Commission, 2002; Baum and Di Maio, 2000). Therefore, the interview was partly driven by the need to uncover information about topics such as:

Municipal web presence: a) Is the mayor involved in the management process? b) Who prepares content? c) Is there a specific concern about the content that goes on the internet; d) Is there any difference between the content of the municipality's webpage and its social network profile(s)?

Online tools for young people's participation: a) Discussion forums, email, suggestions, complaints, reporting problems in the city; b) Online voting on projects to implement.

In addition, in order to understand how the municipality involves young people, and to classify the model of youth involvement in the municipality on the basis of models from authors such as Arntein (1969), Hart (1992), Treseder (1997), Shier (2001), Kirby et al. (2003), and Wong, Zimmerman and Parker (2010), during the interviews information was also collected on issues such as:

Promotion of young people's participation in the community: “If yes, please give me some examples. If not, please give some reasons.”

Measures in favour of young people's inclusion in public participation and decision-making processes: If yes: “Can you tell me a little about those measures?” If not: “Please explain why.” If not mentioned, it was asked if there was a municipal youth council.

Municipal involvement in school citizenship projects: If yes: “Please tell me more about it.” If no, the researcher gave examples such as an Open Day, Youth Council, and youth participation in the municipal assembly.

It was always made clear during the interviews that the goal was not to assess whether or not young people participate online—other instruments and data would be used to determine this—but to understand whether young people are invited to participate, and to determine how if so. Finally, with regard to digital and media literacy (e-literacy), a set of sub-questions were prepared in case the mayors did not give certain relevant information. For example, if they indicated that there is a public space with computers and Internet access, other questions could include: “Does the City Hall promote training?” and “Who is the target of that training?”

Procedures.

The interviews were divided into a set of four phases: introduction, opening development, central core, and closure. A trialling and piloting process was first carried out in order to identify a range of factors which had to be attended to, rectified, and/or highlighted when conducting the actual interview. It was not possible to pilot directly with mayors, but the process was carried out with decision makers who had previously been mayors. After each mayor’s acceptance, an interview was scheduled either by phone or by e-mail. As the researcher had to travel to different municipalities, and not all the municipalities have railways or daily buses, the mayor’s secretaries were all very thoughtful in helping schedule the interviews. The interviews were conducted according to the following timeline:

Table 20. Interview timetable

Municipality	Date (2013)	In the study?
A11	May 27 th	Yes
M31	June 15 th	Yes
M23	June 26 th	No/Schools did not accept to participate
M21	June 27 th	Yes
M11	July 25 th	Yes
M12	July 26 th	Yes
M32	July 29 th	Yes
A24	July 31 st	No/School did not accept to participate
A22	August 1 st	Yes
A23	August 3 rd	Yes
A15	August 9 th	No/School did not accept to participate
A12	August 12 th	Yes
A14	August 13 th	No/School did not accept to participate
A13	August 16 th	Yes
A21	August 30 th	Yes
M22	September 16 th	Yes

All interviews were conducted in mayors' offices/chambers as scheduled by the mayors, with the exception of M32, who kindly proposed to be interviewed in Lisbon due to his busy schedule, lack of transportation to the municipality, and the fact that he was going to be in Lisbon for other reasons. All the interviews happened during the week, at different hours, except A23, which was conducted on a Saturday, in City Hall.

Each interview was recorded using a tablet with HD Audio Recorder Pro, an application for the Android operating system, which was placed on the table near the mayor. This device was chosen due to a) the lack of need for an external microphone, which would disturb the interviewer; b) its small size (7" screen), again in order to avoid disturbing or catching the attention of the interviewee; c) its familiarity as an artefact, similar to a smartphone, which people are used to, and d) portability and ease of transferring data, which is stored in a standard format, to any other device. The interviews were transcribed in order to be analysed.

Data analysis.

The interviews were analysed using QSR NVivo 10, which made it possible to a) search for an exact word or words that are similar in meaning; b) code the interviews by question and at the same time minimize researcher bias; c) add new codes which could emerge from the data and easily go back to the other interviews to recode and d) graphically represent the codes and attributes, facilitating a deeper understanding of the data. The transcripts are in the appendix 3.

Questionnaires

Although the roles were different, the different questionnaires had common questions (closed and open-ended), which made it possible to triangulate data on the corresponding issues.

All the questionnaires (see appendix 4) started with a simple text presenting the goals of the questionnaires and establishing a confidentiality agreement. The questionnaire was organized according to the same dimensions as the interviews: e-Government political goals and strategies, citizenship and media strategies, young people's online civic engagement, and perceptions on e-citizenship. A socio-demographic dimension was added in order to search for possible correlations between these variables and online perceptions and actions.

In what follows, each dimension of the questionnaire will be presented:

- a. Socio-demographic variables and offline participation

Dimension of analysis: social-demographic characterization and media and digital training

Rationale: it was considered important to pose some questions which would test arguments presented in the literature on the influence of age, gender, training and offline participation on ICT usage (Hauben, 1996); Prensky, 2001; Gee (2005) and civic engagement and participation (Komito, 2005; Norris, 2001). In addition, teachers' number of years working in the same establishment, as well as their other roles besides teaching, could both influence the promotion of citizenship, due to the time required to develop a project and to identify with the human environment. On the other hand, and grade is important due to the school curricula.

Table 21. Structure of the Questionnaires

Question	Agent
Age and gender	All
Highest level of education completed	Decision makers, Technicians and Teachers
Indicate if you have had training in the following areas(...)?	School council and Teachers
Did you actively take part in some group or association	Students
Have you voted in elections for (...)	Students
Grade	Students
How long have you held the position?	Decision makers, Technicians and Teachers

b. Personal Internet usage

Dimension of analysis: e-Governance political goals & strategies; citizenship & media strategies; young people's online civic engagement; and perceptions of citizenship and ICT

Rationale: According to Hasebrink et al. (2008) there seems to be a positive correlation between frequency of Internet usage and online participatory actions. Furthermore, as mobile and tablet usage has been increasing in Portugal, it was important to investigate whether these devices have an influence on Internet usage frequency, and whether they are linked to levels of digital and media literacy and to e-governance strategies. These questions also enabled the collection of data on: a) access to media and internet tools (Wellman et al., 2001, Rheingold, 2002); b) media literacy skills, attitudes and dispositions (consumer vs. producer; Jenkins, 2006; Miegel et al., 2007; Buckingham, 2008); c) the composite indicator of active citizenship of Hoskins & Mascherini (2009) for the themes related to citizenship (e.g., human rights, democracy and intercultural understanding) and d) what actions respondents take on the internet to seek opportunities for formal and informal participatory actions as discussed in the literature review.

Table 22. Questions on the Questionnaires About Personal Internet Usage

Question	Agent	Measure/Indicator
How often do you use the Internet other than to consult e-mail?	Decision makers technicians & students.	Different devices and Internet usage frequency.
How often do you perform the following actions on the Internet?	All	Media literacy skills, attitudes and dispositions.
Have you performed the following actions on the Internet?	All	Online participatory formal and informal actions.
Do you have a blog?	Mayors	Media literacy skills, attitudes and dispositions.
How often do you perform the following actions on social networks (Facebook, LinkedIn, Google +, Twitter, etc.)?	All	Media literacy skills, attitudes and dispositions. Online participatory formal and informal actions.

Mayors were asked to state the type of blog they had, if any. Students, teachers and school council members were asked to state whether they perform certain actions online and whether they perceive that teachers/students do so as well [I do; They do]. They then had to explain the differences between their own actions and those of teachers/students: this acts as an indicator of their perceptions of how e-citizenship depends on age and role.

c. Institutional web presence and ICT decisions

Dimension of analysis: e-Governance political goals & strategies, and Citizenship & media strategies.

Rationale: the same as in the mayors' interviews. Information relevant to the e-gov goals of increasing access to information and services, improving the quality of services (e.g., better governance, efficiency, transparency), use of ICT tools to offer citizens more opportunities to participate in democratic processes (Palvia and Sharma, 2007; OECD (2003); United Nations, 2003; Fang, 2002; Heeks (2002); Malhotra (2001); Riley, 2001; Tapscott (1996); United Nations, nd)—and at the same time, achieving deepen compression on the appropriateness of the tools used to pursue the related e-government strategy goals (Hobbs, 1998, Ferraz de Abreu, 2002 Castells, 2003, B. Street, 2003, Coleman, S. et al, 2008).

Table 23. Questions on Questionnaires Regarding Institutional Web Presence and ICT Decisions

Question	Agent	Measure/Indicator
What is the importance, for youth policies, of the availability of the following features on the municipal website?	Decision-makers	availability and importance of e-participatory tools
The content available on the website and/or social networks is...	Decision makers and students	availability and importance of e-participatory tools
Which services and features are available on the website?	Municipal technician, Formal youth websites decision-makers	availability and importance of e-participatory tools
Describe 3 goals behind the current configuration of the web page.	Municipal technician, Formal youth website decision makers, and school council	e-governance strategies and political goals
Please indicate the target profile of the website.	Technician	Target
Is the choice of design (i.e., tools, language, organization, etc.) of the web page the responsibility of the institution or a company?	Technician, Formal youth website decision makers	Decisions and allocation of resources
Who prepares the content for the web page and/or social networks? What concerns are there about the selection of content that goes into the web page and / or social networks?	Formal youth website decision makers and school council	
Is there a teacher in the school who responsible for the management/maintenance of ICT or the Educational Technology Plan?	School council	
Is there training for students or teachers in(...)	School council	
Indicate which websites you use to get information about youth.	Students	Institutional web usage

Note: Decision makers include: mayors, formal youth website decision makers, and school council member
Some of these questions were followed by an open question which allowed respondents to clarify their answers and elaborate.

d. Institutional citizenship practices online and offline

Dimension of analysis: e-Governance political goals & strategies, citizenship & media strategies, young people's civic engagement, and perceptions on ICT & citizenship

Rationale: to collect data for an analysis of practices aimed at young people's civic engagement and citizenship education, it was necessary to pose a set of questions where the agents had to state real practices related to citizenship, ICT, and citizenship through ICT.

Besides the (Miegel et al., 2007) and EU Kids Online (Hasebrink et al., 2008) studies, there have been few or no questionnaires focusing on young people and civic engagement (online

or offline); therefore, the questions posed were informed by these studies and by Current Trends and Approaches to Media Literacy (UAB, 2007); b) media and digital literacy for citizenship, democracy, and civic engagement focusing on young people (Buckingham, 2003; Coleman, 2006 and Cope and Kalantzis, 2000) and; c) Eurydice (2005); Menezes and Ferreira (2012); Pedro and Pereira (2010), Schulz et al. (2010), and the Council of Europe (2004) European democratic and citizenship education and on Portuguese students' participation in schools on; and d) on the European Charter for Media Literacy.

Table 24. Questions on Questionnaires by Agent and Indicator

Question	Agent	Measure/Indicator
Does your institution take measures to include young people in processes of public participation and decision making?	Formal youth websites decision-makers	Youth decision-making involvement in e-governance strategies
In school, secondary school students (...) How often do the school council or the direction perform the following actions?	School council	Youth decision-making involvement in e-governance strategies
How often do you perform the following actions in the context of the classroom?	Teachers	Resources and school strategies to promote citizenship
Give a website that you use as an educational resource that is exemplary in promoting citizenship using ICT in secondary-school pupils.	Teachers	Resources and school strategies to promote citizenship
What do you think it means to be a citizen in the twenty-first century?	Formal youth website decision makers, school council, and teachers	Perceptions of citizenship
Explain in your own words what it is for you to be a citizen. Do you think that the school helps you to be a citizen?	Students	Perceptions of citizenship and school role
Check the initiatives that the school is involved in.	School council	Resources and school strategies to promote citizenship

Some of the questions were followed by an open question which allowed the respondent to elaborate on the reasons for their answer.

Finally, a question was posed to the students, aiming to give them the opportunity to speak their mind:

If you had the opportunity to speak to the mayor of your city about electronic citizenship and youth, what you would ask?

The collected questions will be sent to the mayors of each municipality.

Procedures.

After the questionnaires were constructed, there was a pilot stage of administration and collection of data and observations, in order to identify and correct errors and to test scales, language, and the time required to complete the questionnaire.

The questionnaires were piloted:

- two decision-makers and politicians for the mayors and for the National Youth Commission and Azorean Regional Youth Authority questionnaires;
- two computer scientists for the City Hall technician questionnaire;
- four teachers for the school council and teachers' questionnaires;
- four students (9th and 11th grade) for students' questionnaire.

After piloting, some changes were made to the scales, some items were added, and the questionnaires were sent. The first questionnaires sent were those of the mayors' and the municipal technicians; these were sent before the interviews were conducted, by e-mail as an attached Microsoft Word document and accompanied by a link to the online version of the questionnaire. The reason for the use of the two format was that possibility of incompatibility between the Word version used to prepare the Word file with the version or operating system used in the city hall. An online questionnaire was thus constructed using Google Forms and a word document due to the mayors' unknown levels of digital literacy.

Although the two formats differed and, therefore, their visual validity and viewing conditions were not the same, the advantages overcome this. Providing the two formats:

- Decreased the obstacles to completion of the questionnaire, ensuring a higher response percentage;
- Ensured that mayors with different digital and media literacy levels would be able to complete the questionnaire.

The following table presents the ways in which the questionnaires were returned:

Table 25. Method of Questionnaire Return by Municipality

Municipality	mayor	Technician	In the study?
M11	Scanned document	Online	Yes
M12	No return	No return	Yes
M21	Online	Online	Yes
M22	Word document	Word document	Yes
M23	Word document	Word document	No
M31	Word document	Word document	Yes
M32	Word document	Word document	Yes
A11	Word document	Word document	Yes
A12	No return	Online	Yes
A13	Online	Online	Yes
A14	No return	No return	No
A15	No return	No return	No
A21	No return	Paper	Yes
A22	Word Document	Word Document	Yes
A23	Word Document	Online	Yes
A24	Word Document	Online	No

As presented previously, the results of the analysis of formal youth websites led to the extension of an invitation by e-mail, followed by telephone calls, to the National Youth Council and the Azores Youth Regional Authority, the Youth Portuguese Institute (Instituto Português da Juventude), and the European Youth Council to participate in the study by responding to the questionnaire. However, only the President of the National Youth Council and the Azores Youth Regional accepted, and sent their questionnaire by e-mail.

In order to administer the questionnaires in the schools, the instrument had first to be submitted to the Portuguese Ministry of Education (Ministério da Educação, 2007) for monitoring and registration of the instruments through an online system (available at <http://mime.gepe.min-edu.pt/>). The result of this process was the approval of the questionnaire and its registration under the number 0408600001. Despite the fact that they study had already been approved by the Azorean Regional Education Authority and by the Education Ministry, which is valid for Azores (Ministério da Educação, 2007), due to the lack of any other specific Azorean law regarding studies and questionnaires in schools, an e-mail was sent which presented the questionnaires, methodology, and goals (the same that was sent to the Education Ministry itself) to the only school in Azores that did not accept to participate in the study due to the lack of formal authorization. The Azorean Regional Education Authority did not reply to any of these contacts.

Following the questionnaire approval process, an authorization request was sent to the schools in order for ask parents and guardians for a informed consent for students to participate..

These informed consents were to be collected before the administration of the questionnaires to guarantee anonymity of the students.

The choice to use paper questionnaires in the schools was based on the fact that some of the schools might not have enough computers available for the students to reply by computer. In addition, as some schools were reluctant to participate in the study, it was a way to decrease the obstacles and work required from school personnel, given their heavy existing workload.

All the questionnaires were entered into a database for analysis, and all the open questions present in the questionnaires for mayors, municipal technicians, school council members and teachers were transcribed. It was not possible to transcribe all the students' answers to the open questions given to the large number of questionnaires and the time available. However, more than 50% of the answers were transcribed. For the students' open questions, the analysis was conducted using the paper questionnaires themselves and a selection of answers were transcribed, which best exemplified the answers, codes, and themes in the overall set of questionnaires.

Data analysis.

The database was created in Microsoft Excel 2007. The same software was used in the descriptive statistical analysis (frequency distributions for categorical variables, and the mean and standard deviation for continuous variables) of the responses of all questionnaires. In addition, IBM's SPSS Statistics software (v. 22) was used for the descriptive statistical analysis, correlation analysis, and linear regressions on all teachers and students questionnaires.

The websites

Procedures.

Websites analyses were conducted after the interview with the mayor, in the case of the municipalities, and after the questionnaires were administered, in the case of the schools.

The main reason for analysing the websites after the administration of the questionnaire (interviews and questionnaires) and before the analysis of the questionnaire data was mainly due to:

- the delays in mayors' responses to the invitation to participate, which made it impossible to know which municipalities would accept to participate in the study. It was not feasible to analyse each website just before each interview due to the fact that some of the municipalities accepted one or two days before the interview took place;
- the need to confirm with the schools which was their actual website, as some had two websites associated to the school, and others had a school group (a consequence of the government's creation of school groups including different schools and different levels of schools);

The main advantages of proceeding in this way were that:

- more objective collection of the interview data, as the researcher had no deeper knowledge about the website, preventing biasing of questions by judgments, evaluations, or preconceptions;
- by analysing only the correct school website, time was more efficiently used;
- more objective triangulation of the data, through prevention of the questionnaire analysis from affecting or constraining the way that the websites would be observed and analysed.

The main disadvantage of this sequence was that the interviews did not include certain specific questions about the website which could have helped to clarify certain issues.

Data analysis.

The website analysis was carried out in a phased process. The first step consisted in quantifying the functionality and access of the website by checking for HTML errors, and the second was a content analysis of the features, elements, and tools.

To identify and quantify HTML errors, the Access Monitor tool of the UMIC (<http://www.acessibilidade.gov.pt/accessmonitor/>) was used, which is an online tool for assessing the functionality and accessibility of websites (their compliance with WCAG 2.0 and W3C guidelines). This tool calculates an index of the design practices on the site, ranking them from 1 to 10 (10 are the best practices), and evaluates the application of WCAG 2.0 compliant stylesheets (CSS 3.0 and CSS 2.1); the (x) HTML style rules placed online or in the page header and the (x) HTML validation code. The index varies between 1 and 10, where 10 is best practice.

Access Monitor produces an extensive report, with information on the number and types of errors produced. These were then examined from an e-Planning perspective, therefore, a look at the technology in the aim of understanding the obstacles that a young citizen can face preventing online participation.

For the content analysis of website features, elements, and tools, the NVivo 10 software was used. This content analysis software can be used to compile and analyse content from different websites.

The aim of the website content analysis was to draw inferences, from texts, drawings, or video sources, to the context of their use (Krippendorff, 2004). It is intended to offer a systematic, replicable technique for compressing many words of text into a smaller set of content categories based on explicit coding rules (Stemler, 2001). Doing this content analysis enabled the researcher to identify and describe the focus, priorities, or attention of the institutions and their policies (Weber, 1990). Trends and patterns on the websites were identified, and word counts permitted inferences on the greatest concerns, explicit goals, and policies on e-citizenship and e-participation for young people.

The coding of municipal and school websites was followed by a preliminary examination of the data through the elements and attributes mentioned above. The following categories were established on the basis of that examination: youth inclusion & participation; educational & social policies; communication tools for citizens; and e-participation tools. The procedure for establishing these categories is described below.

After the process of content analysis was conducted a quality control was undertaken and a statistical analysis was performed in order to infer on the categories and the codes.

Field notes

Some of the notes taken systematically during trips to collect data (conduct interviews and administer questionnaires) were:

Municipality:

- Citizens in the city hall waiting for the mayor with or without an appointment as it was asked. This offered some context for understanding some of the answers given by the mayors with regard to citizens' approach to the City Hall and to the mayor himself;

- Wireless internet access in the city hall,
- A public space with Internet access, by asking or through a mobile device (e.g., tablet or mobile phone with wireless on) in order to inform the interview with the mayor with possible questions related to its contribution to digital and media literacy.

Schools:

- Existence of a student union. This was determinant for the analysis of the questionnaires, as some of the questions on the student questionnaires focused on participation in the student union, and in some cases the reason why students said they did not vote or could not participate was because their school had no student union;
- The presence or absence of computers, Internet, and projectors in the classrooms: all the schools had computers and projectors available in the classroom or in a specific classroom which could be booked. This was important due to the question on teachers' questionnaire about practices in the classroom context related to citizenship and ICT. Lack of access to such tools would prevent them from implementing those strategies;
- Wireless internet access: all the mainland schools were provided with wireless Internet through the Education Ministry, although it was a closed network. This facilitates students' access to the Internet through their mobile devices if they have them;
- Computers available for students (e.g., library or a specific room): knowing whether students had access to computers at the school was required to better understand the answers to some of the questions on the questionnaires;
- Publicity for students' work or projects in the corridors: this gave an idea of students' involvement in the school community, and whether the school council and teachers value student work and participation. At the same time, it offered context for some students' answers focused on activities held at Christmastime, such as the collection of goods for families in need;
- Student spaces (indoors and outdoors): this informed the analysis of students' answers in light of the spaces and resources available to them;

- Atmosphere in the teachers' room: to understand how teachers received the questionnaires. This relates to the fact that in some schools the environment was hostile, which could influence the results. This is described further in the next chapter.

4.2 Analysis by Study Dimension

This subchapter will present the description of the qualitative and quantitative analysis of the collected data. The subchapter is divided according to the dimensions of the study in order to clarify the aims in relation to each dimension and the way that they were respectively pursued in the analysis.

4.2.1 e-Governance Political Goals and Strategies

1. Descriptive statistics based on the questionnaires from municipal technicians, representatives of formal youth institutions, and school council members were used to characterize institutional web presence. In addition, a score was calculated for web tools whose presence on the municipal website was asked about on the municipal technicians' questionnaire. The maximum possible score was 10 points: 1 point for each tool present out of the 10 listed under question 9 on the technicians' questionnaire.
2. Descriptive statistics based on questions from the students' questionnaires were used to characterize what they thought about the municipal and school websites in relationship to e-government strategies for young people.
3. Descriptive statistics were computed to characterize the students' usage of formal youth websites.
4. The first step of the content analysis of the websites, the use of the Access Monitor online tool (described above), was followed by a descriptive statistical analysis of the errors by type. The last stage of the website analysis consisted in establishing the presence or absence of a set of information and tools divided into different sections.

4.2.2 Citizenship and Media Literacy Strategies

For the analysis of citizenship and media literacy strategies a set of total scores was calculated on the basis of the teachers' questionnaires, and descriptive and inferential statistics were applied in order arrive at a deeper understanding of the data. These scores were as follows:

Teachers' Media Literacy Strategies (MLTS): this score is the sum of the first 15 items on question 12 of the teachers' questionnaire, which deals with media and digital literacy teaching strategies—i.e., what teachers do in the classroom and what skills they intend to promote and promote. For each item that teachers responded with “Never/almost never” 0 points were scored; for “low” frequency 1 point was scored; for “some” frequency 2 points were scored; for “frequently” 4 points were scored; and for “I do not have that resource available in my classroom” 0 points were scored, as all the schools were equipped with computers, Internet and multimedia projectors either in all classrooms or in specific classrooms that teachers could reserve. The maximum possible score was 60.

Citizenship Teachers' Strategies (CTS): this score represents all the items on citizenship development in the classroom, whether or not they involve the use of ICT, corresponding to the last 9 items for question 12 on the teachers' questionnaire. The scoring process was identical to the one for teachers' media literacy strategies. The maximum possible score was 36.

Training corresponds to the sum of training teachers had regardless of type. One point was given for each “yes” response. School council member responses to this question were considered as teachers responses. The maximum training score for teachers was 15 points. Although they were not expected to have all of the different possible types of training, and the content of the training was not known, all the types of training were assigned the same score, and the more training teachers had, the more points they would achieve.

School Citizenship Promotion is based on the items from question 15 on the school council questionnaire which are related to the promotion of citizenship in the school. Each “1 (Never/almost never)” response was scored 0 points; each “2 (low frequency)” response was scored 1 point; each “3 (some frequency)” response was scored 2 points; and each “4 (frequently)” response was scored 4 points. The maximum possible score was 28.

Descriptive and inferential statistics were computed for:

Decision-makers' strategies

1. A content analysis was performed on the answers to the questions on the inclusion of young people in decision-making processes posed to mayors and formal youth decision makers (National Youth Commission and Azorean Regional Youth Authority) in their questionnaires.
2. Descriptive statistics were computed on the responses to questions 13, 14, 15 and 16 from the school council questionnaire, which are related to media literacy, school citizenship strategies, and students' involvement in decision-making processes regarding issues that concern their interests.

Teachers' classroom strategies

1. A content analysis was conducted, followed by the calculation of descriptive statistics, on responses to the question to teachers about the web object which best exemplified their use of ICT for citizenship and the reasons for it. The codes which emerged are presented in the following table:

Table 26. Teachers' Exemplary Type of Web Object

No use of web objects	Does not use ICT	e-Learning platforms	General topics	SNWS, personal blogs & Google	Formal Participation	Videos or photos	Written online media
Due to lack of time, either due to an extended curriculum or to final national exams	Does not use any ICT (work or personally)	e-learning platforms such as Moodle or publishers platforms such as virtual school (<i>escola virtual</i>)	School-related or general citizenship topics	Social network sites (Twitter, Facebook, Google+) or blogs	Formal Municipal websites or social network pages, project sites, formal NGO websites, online initiatives or petitions	Multimodal media	Formal or informal news sites

Table 27. **Teachers’** Reasons for the Choice of Web Object Codes

Based on content diversity	Based on teaching content	Development of skills or scientific literacy	Trust and reliability	Students’ interest	Based on media characteristics (user-friendly/easy to understand/updated originality/interactivity)	Based on values	Based on virtual community
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2. Pearson product-moment correlation coefficients (r) were calculated to investigate the strength and direction of relationships between the variables.⁵ Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity⁶ (Kitchens, 2003; Pallant, 2010). Furthermore, to interpret the strengths of the correlations, Cohen’s guidelines were applied (Jacob Cohen, 1988).⁷

3. A descriptive analysis of classroom media and citizenship strategies by teachers’ age group was carried out.

4.2.3 Young People’s Perceptions of Online and Offline Civic Engagement and Citizenship

For the analysis of young people’s offline and online actions and e-citizenship, a set of scores was calculated from the students’ questionnaires, and descriptive inferential statistics were applied in order to deepen understanding of the data. These scores were:

Media Literacy (TSML) – this total score is a sum of all the items present on the question 8. As the items represent different skills, attitudes and dispositions towards media, different scores were given for to the responses to each of them, as follows. Download: 1 point; Upload: 2 points; Contract reading: 3 points; Privacy settings: 3 points; and Critical evaluation: 3 points. In addition, for both the Download and Upload categories, since the students were not expected to check all of the items depending on their individual preferences and tastes, 1 point was scored if the student checked at least one of the items in each of these categories. The maximum possible score was 12.

⁵ The continuous variables were the scores for teachers’ media literacy strategies, teachers’ citizenship strategies, and training.

⁶ The Kolmogorov-Smirnov and Shapiro-Wilk tests were used as references, meaning that if sig. > 0.05 then the data was considered to respect the normality condition. Linearity was confirmed by visual inspection of scatterplots.

⁷ According to Cohen (1998) values of $0.10 < r < 0.29$ represent “small” effects; $0.30 < r < 0.49$ correspond to “medium-sized” effects, and values of $0.50 < r < 1.0$ are “large” effects.

Informal Participation Online (TSIFPON) – this is a sum of all the items included in question 9 along with four items (D, E, F and G) included in question 10. These items correspond to informal actions which, for the purposes of the present study, are regarded as forms of participation in informal settings. As they represent different levels of individual engagement, they were assigned different scores. The points were given if the respondent reported having done at least one of the actions described in the category. The point distribution was as follows. Consulting: 1 point; Likes: 1 point; Sharing: 2 points; Comments: 2 points; and Voting: 2 points. The maximum possible score was 8 points.

Formal Participation Online (TSFPON) – this score corresponds to the sum of the items (A, B, C, H, I, J, K, L, M and N) included in question 10 which refer to a formal setting or a formal participation action. As different categories of items represent different levels of individual engagement they have different scores. Moreover, as performing all of the actions was not considered as requirement for the respondent to participate, the points were attributed if the respondent reported having performed at least one action under each of the following groups of items: a) J - 1 point; b) A, B, C and I - 2 points; c) K, L and M - 2 points, d) H and N - 2 points. The maximum score was 7 points;

Formal Participation Offline (TSFPOff) – this is a score for the formal offline actions included in the students' questionnaire. Two points were assigned if the respondent gave at least two “yes” answers⁸ to the items under question 4 about environment, human rights, scouts, and cultural activities. One point was given for sports because it is from a different dimension of civic engagement. One point each was given for the two voting items which do not depend on being of legal voting age. The maximum possible score was 5.

Perception of Possibility to Participate (TSPP) – this score is constituted by the sum of points of the items included in question 6 of the students' questionnaire. Each “Yes, I can” or “Yes, I can but I'm not interested” scored 1 point, whereas “No, I can't” scored 0. The maximum is 11 points, which implies a high level of knowledge of what they can participate in, and therefore a high perceived level of possibilities for participation. According to the law, students can participate in all the presented items.

Teachers' Media Literacy (TTSMML) this score represents the total of items included in question 8 of the teachers' questionnaire and question 6 of the school council members'

⁸ Yes answers included less than a year or in the last 12 months.

questionnaire (for the purposes of this particular score, the latter were included as teachers). The score assigned depended on the item, as different items refer to different skills, attitudes and dispositions towards media. The scores per item were as follows. Download: 1 point; Upload: 2 points; Contract reading: 3 points; Privacy settings: 3 points; and Critical evaluation: 3 points. For the Download and Upload categories, 1 point was scored if the respondent reported at least one of the items in each of these categories. The maximum possible score was 12.

Students' Media Literacy from Teachers Perspective: this score is the sum of what teachers think students' habits and online behaviours regarding the media literacy items is. The scoring process is identical to the previous one, but it covers teachers' perception of what students do, rather than what students report themselves.

Teachers' Informal Participation: this is a sum of all the items included in question 9 along with four items (D, E, F and G) included in question 10 of the teachers' questionnaire and questions 7 and 8 on the school council questionnaire. These items correspond to informal actions which, for the purposes of the present study, are regarded as forms of participation in informal settings. As they represent different levels of individual engagement, they were assigned different scores. The points were given if the respondent reported having done at least one of the actions described in the category. The point distribution was as follows. Consulting: 1 point; Likes: 1 point; Sharing: 2 points; Comments: 2 points; and Voting: 2 points. The maximum possible score was 8 points.

Students' Formal Participation Online from Teacher perspective: this score is the sum of what teachers think students do in relation to the informal online participation items. The scoring process is identical to the previous one, but it is based on what teachers reported perceiving that students do.

Teachers' Formal Participation Online this scores correspond to the sum of the items (A, B, C, H, I, J, K, L, M and N) included in question 10 of teachers' questionnaires (and 8 of the school council member questionnaire) which refer to a formal setting or a formal participation action. As each category of items represent different levels of individual engagement they were assigned different scores, and as performing all of the actions was not considered as requirement for the respondent to participate, the points were attributed if the respondent reported having performed at least one action under each of the following groups of items. a)

J - 1 point; b) A, B, C and I - 2 points; c) K, L and M - 2 points, d) H and N - 2 points. The maximum possible score was 7 points.

Students' Informal Participation Online from Teacher perspective total: this score is the sum of what teachers think students' behaviour is in relation to the formal online participation items. The scoring process is identical to the previous one, but it is based on teachers' reported perception of what students do.

The descriptive and inferential analysis was conducted as described in the following subsection.

Young people's civic engagement online and offline

1. A Mann-Whitney U-Test was conducted: this is a non-parametric test used to compare two independent groups when the dependent variable is either ordinal or continuous, but is not normally distributed. Preliminary analyses were conducted to ensure that there was no violation of the assumptions on the type of variables (ordinal or continuous dependent variables⁹; two categorical independent variables, independent groups¹⁰), independence of observations and equal sample dispersion (Siegel & Castellan, 1988). In addition, in the cases where the sample was too small, badly distributed, or with many ties, as the asymptotic significance is not in general a good indication of the significance, the significance level was chosen based on the exact distribution of statistical test, or Exact Sig [2*(2-tailed d)] (Nachar, 2008). Furthermore, the following hypotheses were tested:

$$H_0: \text{Median}_A = \text{Median}_B$$

$$H_a: \text{Median}_A \neq \text{Median}_B$$

with a significance level of $\alpha = 0.05$ and the following groups: voting age (A: <18 years; B: >18 years), grade (A: 11th grade; B: 12th grade) and gender (A: female; B: male). To calculate the effect size, the expression $r = \frac{z}{\sqrt{N}}$ was used, where r is the effect size, Z is the z-score, and

⁹ Continuous variables used: scores for Media Literacy, Informal Online Participation, Formal Online Participation, Formal Offline Participation and Possibility of Participating

¹⁰ Different groups: voting age, grade, and gender, which are categorical. The age variable was recoded in relationship to the legal voting age in Portugal (18) into two values: values in the range [15;17] were recoded as 1, and values in the range [18;21] were recoded as 2. Mean scores for these two groups could then be compared. The maximum was 21 due to the data. Gender was coded as female or male. School grade was coded as 11th grade or 12th grade.

N is the total number in the sample. Cohen's guidelines¹¹ (Jacob Cohen, 1988, pp. 284-287) were then applied to interpret r .

2. In the case where the sample corresponded to the universe, a descriptive analysis was conducted to compare differences in the mean for the groups: groups: voting age (A: <18 years; B: >18 years), school grade (A: 11th grade; B: 12th grade) and gender (A: female; B: male).

3. Pearson product-moment correlation coefficients (r) were calculated to investigate the strength and direction of relationships between the variables¹² (the various scores, mobile Internet access frequency, and age in years). Preliminary analyses were performed to ensure that the assumptions of normality, linearity and homoscedasticity¹³ (Kitchens, 2003; Pallant, 2010) were not violated. To interpret the strengths of the correlations, Cohen's guidelines were applied (Jacob Cohen, 1988).

4. Pearson product-moment correlation coefficients (r) were computed to investigate the strength and direction of the relationships between the variables¹⁴ from the teachers' questionnaires. Preliminary analyses were performed to ensure no violation of the assumptions. To interpret the strengths of the correlations, Cohen's guidelines were applied (Jacob Cohen, 1988).

5. A content analysis was conducted on responses to the open questions 4.1, 5.1 and 6.1, followed by the computing of descriptive statistics. These questions are related to the reasons

11 Cohen suggests that 0.01 means a "small" effect, 0.06 a "moderate" effect and 0.14 a "large" effect.

¹² Continuous variables: scores for Media Literacy, Informal Online Participation, Formal Online Participation, Formal Offline Participation, and Possibility of Participating, as well as age in years. The continuous variable for mobile internet access frequency was a result of a recoding (question 7 from the students' questionnaire on "Frequency of Internet access using different devices". Mobile and tablet values "1- once a month" and "2- once a week" were recoded as 1; "3-once a day" and "4- several times a day" were recoded as 2; and "5- I don't have the device" was recoded as 0) and computed (sum of code 2). Personal home computers were not included in the analysis because all students and all schools had them.

¹³ The Kolmogorov-Smirnov and Shapiro-Wilk tests were used as references, meaning that if sig. > 0.05 then the data was considered to respect the normality condition. Linearity was confirmed by visual inspection of scatterplots.

¹⁴ The continuous variables were: Teachers' Media Literacy (TTSML) Students' Media Literacy from the Teachers' Perspective (STSMLTP); Teachers' Informal Online Participation (TSIFPOnT); Students' Informal Online Participation from the Teachers' Perspective (STSIFPOnTP); Teachers' Formal Online Participation (TSFPOnT); Students' Formal Online Participation from the Teachers' Perspectives (STSFPOnTP).

why respondents i) do not participate offline; ii) did not vote for their social bodies and government bodies; and iii) think they cannot participate, or that they can participate but they have no interest in doing so, in social bodies, school decisions and social issues. The codes are presented in the following table:

Table 28. Students' Codes for Offline/Online Formal Participation

Not to participate in local groups or collectives						
Lack of information /publicity	No access	Not interested	No time, no opportunity	Was not encouraged to do so	Never thought about that	
There is no information in the city or village about those activities or groups	There are no such activities or youth groups/collectives	The student is not interested in participating	Due to school schedules, students have no time to participate or no opportunity	Students who need to be encouraged to do so and nobody did it.	Students who never thought they could participate in such activities or groups	
Not to vote						
Students' union does not exist	Disbelief in politicians/decision makers		Not interested in politics		Personal reasons	
The school board does not allow the existence of the students' union or one was never formed	Students who stated they do not believe in politicians or decision makers, therefore they decide not to vote because they believe that voting makes no difference		Students who claim they have no interest in politics or in the decision-making process		Students who could not vote due to personal reasons such of sickness, being ineligible as an immigrant, or absence	
I can't participate						
Feeling of Powerlessness	Responsibility of adults/governors	Must be over 18	Not interested in politics	No time	Nothing to change	"It doesn't concern me"
Students who claim they have no power, or not enough knowledge	Students who claim its not their responsibility to participate, but that of adults	Students who claim they cannot participate because they are under 18	Students without interest in politics or in the decision-making process	Due to school schedules students have no time to participate	Students who claim there is nothing to change, everything is as it should be	Students who claim that it does not concern them (from the Portuguese "não me diz respeito")
I can, but I'm not interested						
Lack of empowerment	Responsibility of adults/leaders	Must be over 18	Disbelieve in politicians/political system	Nothing to change	"It doesn't concerns me"	
Students who claim their voices are not heard, there is no development of skills	Students who claim its not their responsibility to participate, but that of adults	Students who claim they cannot participate because they are under 18	Students who stated they do not believe in politicians, decision makers, or the political system	Students who claim there is nothing to change, everything is as it should be	Students who claim that it does not concern them (from the Portuguese "não me diz respeito")	

7. A content analysis was conducted on responses to the open question to students and teachers' about the reasons for the differences between what students and teachers do online with regard to media literacy, formal, and informal participation. The codes that emerged are presented in the following table:

Table 29. Codes for the difference between students' and teachers' online actions

Students						
Different individual media use	Age-related skills, social function and knowledge	Geographically distant to their reality	Feeling of empowerment	Feeling of powerlessness		
It depends on the individual choices and tastes, not on role or age (student or teacher)	Teachers have different social roles, have more skills and knowledge, therefore, do it more	It is too distant from them, outside of their city or reality, therefore, they do not perform those actions	Believe individual/collective actions make the difference, therefore, students or teachers do it	Disbelieve that individual/collective actions make any difference, therefore, students do not do it		
Teachers						
Students' higher level of Internet and social network usage	Students' lack of literacy, critical thinking skills	Students' tendency to share personal information online	Students' lack of interest in social issues	Students' lack of good manners	Students' disbelief in citizenship	Features of the technological tool
Students spend more time online, therefore, perform more actions than teachers	Students do not have the skills or critical thinking to do it, they do not perform those actions	Young people share everything online without being aware, therefore, they do it more often than teachers	Young people are not interested in social problems or in what is happening in the country or in the world, therefore, they do not perform those actions	Young people are rude and have no manners, they do or not perform those actions	Young people disbelieve in citizenship and in politicians, they do not perform those actions	Based on the opportunities afforded by the tools, students and teachers perform differently
Common to students and teachers						
Age-related interests	Lack of knowledge of what students/teachers do		Adults' lack of media/digital skills	Unawareness of such tools/sites		
Different ages have different interests	Students or teachers do not know what the other does online		Teachers have less digital and media skills than students	Does not know such websites or tools exist		

e-Citizenship perceptions

1. A content analysis was conducted on responses to the question to students which asked for a web object which best exemplified their concept of online citizenship along with a brief explanation, followed by a descriptive analysis. The following table presents the results.

Table 30. Types of Web Objects

Unaware of such web objects	Web security	TV websites	General topics	Social networks, personal blogs & Google	Formal participation	Videos, photos, or games	Written online media
Responses which stated they did not know such objects or did not know what a web object was	Responses which focus on online security, privacy and copyrights	Responses which focus on Portuguese television websites	Responses which focus on school-related topics or general citizenship topics (environment citizenship, racism, violence, etc.)	Responses focused on social network sites (Twitter, Facebook, Google+) or blogs	Responses which focus on formal municipal web or social network pages, project sites, formal NGO - websites, online initiatives or petitions	Responses focused on multimodal media	Responses focused on formal or informal news sites

Table 31. Reasons for the Choice of Web Object Codes

Based on individual needs	Based on nationality value	Based on the content	Based on media characteristics	Based on values	Based on virtual community bonds
Responses which focus on the dependence on their own needs rather than the form, content or type of web object	Responses which focus on objects made in Portugal in Portuguese	Responses which focus on the content of the web object, regardless of type	Responses which focus on user-friendliness, ease of understanding, up-to-dateness/originality or interactivity of the web object	Responses which focus on moral values or democratic values (e.g., solidarity, respect for others)	Responses which focus on the bonds developed by the member or users of the website or the web object.

2. A content analysis was conducted on responses to the open question on what it is to be a citizen, followed by the calculation of descriptive statistics. Students were asked to use their own words, and teachers and decision makers were asked what it is to be a citizen in the 21st century. The codes that emerged are presented in Table 31.

3. A content analysis was conducted and descriptive statistics computed on responses to the question which asked students whether they think the school helps them to be a citizen, and if so, how. The codes that emerged are presented in Table 32.

Table 32. Citizenship Attribute Codes

Students		Teachers			Decision-makers		
Tax-driven	Active political participation for a better world	Focused on the use of ICT	Social & environment sustainability	Kennedy quote	Accountability		
Responses which focus on tax payment, having a job or having education which enables having a job.	Responses which focus on global political action or global participation.	Responses which focus on the benefits and harms of ICT usage.	Responses which focus on promoting social and environmental sustainability or on consequences of market, industrialization and social gaps.	Responses alluding to John F. Kennedy's Inaugural Address, January 20, 1961.	Responses which focus on the need for decision-makers and citizens accountability		
Common to students, teachers & decision-makers							
Country- or city-based concept	Belonging to a community	Moral values	Rights & duties	Democratic values	Active participation in the city/country	Individual development	To vote
Responses which focus mainly on living in a country or city or focused on the Portuguese economic crisis	Responses which focus on being part of a community, helping the community/society or keeping with the standards of a community, be integrated, being accepted	Responses which focus on values such as solidarity, self-awareness, discipline, and responsibility, or which mention things such as being a normal person, knowing how to behave, living in conformity, living correctly, not making trouble.	Responses which focus on respecting the rules or the law and having rights.	Responses which focus on respect for the other, accepting differences, equal rights, human rights.	Responses which focus on being active, doing things for the council, city or country.	Responses which focus on being a person, an individual, a knowledgeable or informed individual	Responses which focus on voting in formal elections
Common to teachers & decision makers							
Skilled and Updated		Global citizen			Superhero		
Responses focused on: being critical, staying up to date, managing information, agility & adaptability to new situations		Responses focused on globalization			Responses focused on the differences from the 20 th century, or superhero skills		

Table 33. Students' Codes for School Contribution to their Citizenship

Codes for "Yes, school does contribute"								
Democratic values	Labour market	Civic Education	Protest & Social Change	Skills & Knowledge	Individual development	Becoming vs. Being	Morality	Rules and punishment
School enables them to learn how to respect others, how to deal with different students and teachers, to live in a community	School prepares them to the labour market or the knowledge economy.	Schools have formal civic Education, hold lectures, or organize activities	School teaches them to protest, to take formal political action either through students' union, voting, or petitions	School develops skills & knowledge	School contributes to their development as a person	School helps them to be a citizen in the future or prepares them for their future life.	School develops moral values, right and wrong.	School gives rules and punishes those who do not respect them; teaches how to behave in society, good manners and discipline
Codes for "No, school does not contribute"								
Lack of civic education	Based on a capitalist system		No social/political development		Its formats		Social classes	
School does not provide civic education or citizenship skills. School agents do not manifest mutual respect or concern for students' rights.	School promotes capitalism and is developed according to the capitalist system.		School is disconnected from the outside community; there is no social life and no debates on politics or social problems.		School only serves the principle of brainwashing students to fit them for the market.		School contributes to the existence of different social classes instead of diminishing the differences between students.	

4.3 Mixing the data

After the analysis of each case study, datasets for all students and all teachers were created, excluding data from M32 and A21 as these case studies were not randomly selected. These datasets were used to verify the results obtained in the case study analysis, contributing to the discussion. The inferential statistical analysis that was conducted was as follows:

1. A Mann-Whitney U-Test was conducted on the dataset of all students to compare pairs of independent groups: by voting age (A: <18 years; B: >18 years), school grade (A: 11th grade; B: 12th grade), gender (A: female; B: male), and municipal population class (A: medium/city; B: small/village). In addition, the same test was conducted to compare the differences between the independent groups by gender (A: female; B: male) and age group (A: [18; 43], B: [44; 69] for teachers' scores for media and citizenship classroom strategies. Preliminary analyses were performed to ensure that the assumptions (type of variables, independence of observations, and equal sample dispersion: Siegel & Castellan, 1988) were not violated. The test investigated the following hypotheses:

$$H_0: \text{Median}_A = \text{Median}_B$$

$$H_a: \text{Median}_A \neq \text{Median}_B$$

with a significance level of $\alpha = 0.05$.

2. Pearson product-moment correlation coefficients (r) were computed using the student dataset to investigate the strength and direction of relationships between the variables (scores, mobile Internet access frequency, age in years, and municipality). Preliminary analyses were performed to ensure that the assumptions of normality, linearity and homoscedasticity were not violated, and a significance level of $\alpha = 0.05$ was used.

3. Pearson product-moment correlation coefficients (r) were computed to investigate the strength and direction of relationships between the variables from the teachers' dataset. Preliminary analyses were performed to ensure that the assumptions were not violated.

4. A multiple regression analysis was conducted to identify possible predictive effects of a range of factors, including: students' scores, age, school year, school citizenship promotion

score, school courses offered, students' involvement in the school's decision-making processes, school media projects features of school and municipal websites, municipal policies on young people's web content contributions, regularity of mayors' contact with young people, and municipal school project development. A preliminary analysis was conducted to ensure that the assumptions of normality, linearity, multicollinearity, and homoscedasticity were not violated (Field, 2013; Pallant, 2010; Tabachnick & Fidell, 2013).

In conclusion, the mixed-methods approach was applied to the data from decision makers, teachers, and students in order to ensure the greatest possible validity and reliability. As e-citizenship is a complex issue involving various agents, the analysis was divided up according to the dimensions of the study. The results are thus again presented by dimension in the next chapter.

Chapter V- Results

As it was explained in the previous section, the results chapter is divided according to the study dimensions, i.e., e-governance political goals and strategies, citizenship and media literacy strategies, Young people's perceptions of online and offline civic engagement and citizenship perceptions, followed by a section of mixing the data. The first dimension, e-governance political goals and strategies the results will be presented in three sections: goals and achievement, website analysis and students' perspectives on institutional websites. On the citizenship and media literacy strategies the results will be presented in two sections: decision-makers' strategies and teachers' classroom strategies. The last dimension, Young people's perceptions of online and offline civic engagement and citizenship perceptions the results will be presented by each case study.

For some analysis, the results will be presented as a whole to enable a better understanding of the results and fluidity. However, in others subchapters, it was necessary to present by each case study, despite the repetitiveness. In the end of the chapter a brief summary will be presented.

5.1 e-Governance Political goals and Strategies

This subchapter aims to present the results on the political goals and political strategies regarding e-governance. The results aim to verify or refute the hypothesis that decision-makers, regardless their level, are using inadequate e-governance strategies to reach and involve young people as their political goals are not directed to them and ICT affordances are not being used. Furthermore, the results of the website analysis will contribute to a deeper understanding of the real practices despite the political discourse of the agents.

5.1.1 Goals and Achievements

In this section it will be presented the goals and the levels of achievement defined by the decision-makers. Further, at the municipal level, it will also be presented the perspective of the municipal technician responsible for the maintenance for the municipal web presence.

Youth formal institutional level

As it was previously explained, only two of the four decision-makers of Youth Formal Websites participated in this study, therefore, it is only possible to present the responses of the National Youth Commission (NYC) and the Azorean Youth Regional Authority (RYA).

In regards to goals, the following table presents the results of the content analysis which was conducted:

Table 34. Youth Formal Institutions Web Priorities

Outcome		Priorities		
		1 st priority	2 nd priority	3 rd priority
RYA	Webpage	Access to information to young people.	Improving communication between young people and governmental bodies	Publicize good practices and evidence of the work done over the years
	SNWW	Access to information to young people.	Improving informal communication with young people.	Contribution of content by young people. Evaluate youth reactions to political measures.
NYC	Webpage & SNWW	Access to information to young people.	Giving more visibility to young peoples' collectives/informal groups activities and projects	Publicity of the Institutional activities and political positions.

In addition, the Youth National Commission perceives the level of goals achievement as sufficient for the website and good for the Social Network websites profiles whereas the Regional Azores Youth Authority perceives both as very good.

The Regional Azores Youth Authority considered all tools and functions very important with the exception of youth political parties and decision-making games which were considered important.

Looking at the Youth National Commission, the results are presented in the next table:

Table 35. Youth National Commission Web Tools & Functions

Outcome	Tools & Functions	
Of little importance	Important	Very important
Chat rooms and discussion forums on youth issues. e-Deliberation on issues of interest to young people.	Collection of suggestions about the municipalities. e- Petitioner and /or local campaigns. e-Voting for youth projects. e-Consultation on youth issues. Publicity of the institution's activities. Links to local youth associations. Links to youth political parties.	Decision-making games.

In the questionnaire they were asked to state the main concerns for the websites which are resumed in the following table:

Table 36. Youth Formal Institutions Website Main Concerns

Outcome	Main concerns			
	Language	Content	Technical	Technological tools
YNC	Cared language but informal. Colloquial and in the first person	Only content directly concerning the YNC role	Short texts with a still image.	Intranet Document share with other collectives which are members of the YNC.
RYA	Clarity and easy understandable for any young person despite their level of literacy. Use of multimedia to facilitate the understanding of the information	Pertinent updated information. Local, regional and international. Individual or collective.	Focus on the titles and on still images, hyperlinks to different sources to allow fast access to the information.	15 micro sites; Events calendar; News section; Tags; Archives (news and multimedia); Video database

Further, in regards to young people under 18 years, both decision-makers consider their institution website as being promoter of young people participation on the institution activities; civic participation in the community.

Municipal level

A brief characterization of the mayors is presented in the following table:

Table 37. Mayors Socio-Demographic Characterization

Outcome	Age	Gender	Academic level	Years as Mayor	Status
M11	[44,56]	Male	Degree	8	Elected
M12	[44,56]	Female	Master	2	Substituting
M21	[57,69]	Male	Master	12	Elected
M21	[44,56]	Male	Degree	8	Elected
M31	[44,56]	Male	Degree	4	Substituting
M32	[44,56]	Female	Degree	4	Elected
A11	[44,56]	Male	Degree	8	Elected
A12	[44,56]	Male	Secondary School	8	Elected
A13	[31,43]	Male	Degree	8	Elected
A21	[31,43]	Female	Degree	2	Substituting
A22	[44,56]	Male	Degree	1	Substituting
A23	[44,56]	Male	Degree	8	Elected

The main reasons presented by the mayors for municipal web presence are summarized on the following table:

Table 38. Mayors' Main Reason for Municipal Web Presence

Outcome	Main reasons		
	1 st reason	2 nd reason	3 rd reason
M11	Knowledge is power	New media paradigm	Mandatory by law
M12	Mandatory by law	---	---
M21	Modernity	Innovation	---
M22	Modernity	---	---
M31	New media paradigm	Knowledge is power	---
M32	Knowledge is power	Modernity	---
A11	No information	---	---
A12	Modernity	---	---
A13	Mandatory by law	---	---
A21	Mandatory by law	---	---
A22	Innovation	---	---
A23	Mandatory by law	---	---

Looking at the content which is available in the municipality website and/or social networks sites profiles, all the mayors (90.0% respondents) considered the content to be promoter of both youth participation in municipal activities and civic participation in the community. As for the website being prepared by young people 48.8% responded *Yes* (cases M12, M22; A11;A12; A21; A23); 24.4% responded *No* (cases M11; M21; A13) and 16.3% responded it was not part of their goal (cases M31, M32).

As for mayors’ perspective on web tools and functions, as being important for youth policies on their municipality (see Appendix 6 for detailed results), the results, of the six mayors who responded to the question, are presented in the following figure:

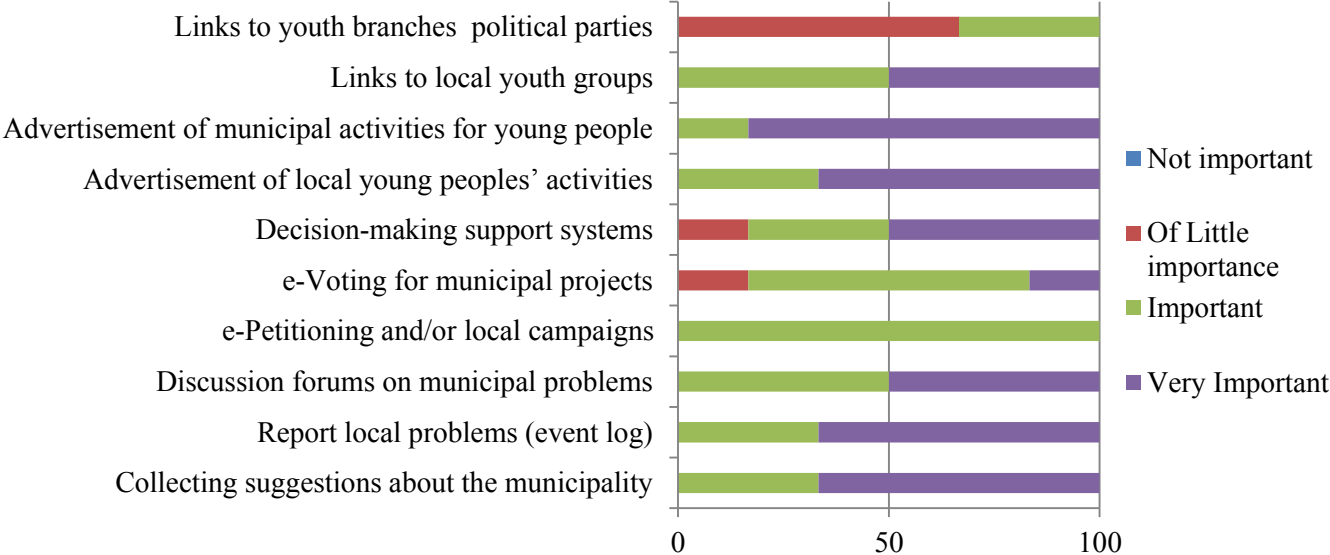


Figure 6. Importance given to web tools and functions by mayors

The characterizations of the municipalities’ according to the municipality technician are in the following table:

Table 39. Municipal General Web Characterization

Outcome	Technician’ Years working at the City Hall	Years Municipality web presence	Choice of the design	Web Tools Total Score
M11	8	8	Only by the City Hall	6
M21	8	12	City hall and a business	7
M21	8	8	City hall and a business	6
M31	4	12	City hall and a business	5
M32	8	8	City hall and a business	7
A11	8	12	Only by the City Hall	8
A12	4	12	City hall and a business	0
A13	4	12	City hall and a business	5
A21	4	8	Only by the City Hall	4
A22	*	12	Only by the City Hall	7
A23	8	12	Only by the City Hall	8

* On the questionnaire the technician only marked other situation category without stating the years.

Looking at means, the following table show some results:

Table 40. Municipal Web Tools Total Scores Means

Outcome	Web Tools Total Score		
	Years of web presence	Years with the same technician	Design of the webpage
	$M_{8\text{years}}=6.00, SD=0.82$	$M_{4\text{years}}=3.5, SD=2.4$	$M_{\text{Municipality}}=6.6, SD=1.6$
	$M_{12\text{years}}=5.17, SD=2.9$	$M_{8\text{years}}=7.0, SD=0.89$	$M_{\text{Municipality + Bussiness}}=5.0, SD=2.6$

The results show that for these case studies there is no correlation between the years the municipality has a website or other web presence with the amount of tools they have available in their website. This trend is not verified to the years the technician works as responsible for the maintenance of the website where the websites with the same person working for longer with the website presents a higher number of available e-participatory tools. Further, for these cases studies the fact that the municipality is the responsible for the design of the webpage implies a slightly higher number of e-participatory tools made available on the webpage.

The main reasons presented for resorting to a business for the design of the website they was importance of exterior know-how. In addition, all the technicians stated that the municipal webpage have: Mechanism to collect suggestions of the municipality; publicity on municipality activities targeting young people and External links to local youth associations (sports, cultural, environmental, etc.). None of the municipalities have Mechanism for submitting petitions and/or local campaigns; only two municipalities have a Mechanism to discuss problems of the municipality (case studies A11 and A23) and only one has External links to youth political party (case study A23).

The next tables will present the results on the goals for the websites and social network profiles from the decision-maker perspective and municipal technicians:

Table 41. Mainland Mayors' Political Goals and e-Governance Aims

	Goals	Levels of goals achievement	Target	Content	Users	
M11	Website SNWS	Information Access Proximity between the elected and the elector Proximity & communication with citizens	Sufficient	Active population Young people	Formal and official information Events & pictures	Young Active population]25;40[years
M12	Website SNWS	Information Access Information Access	Good	No specification	Legal documents Events & pictures Updated	Young Adults]25; 30[years
M21	Website	Information Access Proximity with Diaspora and with the citizen Transparency and Efficacy of the processes Citizens participation Touristic development	Sufficient	No specification	Legal documents Municipality information	Young adults]25; 30[years Diaspora
M22	Website SNWS	Proximity to citizens	Good	Young adults	Legal documents Information Events	Adults (>30 years)
M31	Website SNWS	Transparency Democratic communication Touristic development Communicate & proximity with citizens Proximity with Young people	Good	Adults Young people	Official decisions Events	Adults (>30 years) Young people
M32	Website SNWS	Transparency and Efficacy of the processes Information Access Democratic communication Citizens participation Quality of the services Communicate & proximity with citizens	Good Very Good	Adults Young people	Official decisions and documents Events Participatory budget Same information but with images	Adults (>30 years) Young people

Table 42. Azorean Mayors' Political Goals and e-Governance Aims

	Goals	Level of goals achievement	Target	Content	Users
A11	Website Proximity to the Diaspora	Good	Young adults	Official documents and documents	Diaspora
	SNWS Proximity to young people		Young people		
A12	Website Citizens participation Proximity between the elected and the elector Efficacy of the process Reduction of costs Information Access	Insufficient	Active population	Official documents and information	Adults (>30 years)
	SNWS Proximity & communicate with citizens		Adults		
A13	Website Communication with the citizen Information access	No information	Young people	Official documents	Adults (>30 years)
	SNWS		Adults		
A21	Website Information Access Efficacy of the process Reduction of costs	Does not know	Young people	Official documents and information	Adults (>30 years)
	SNWS Citizens participation		Adults		
A22	Website Accountability Information Access Transparency and Efficacy of the process Reduction of costs Citizens participation	Good	Everyone	Official documents and information	Adults (>30 years)
	SNWS Proximity & Communication with citizens Information access		Young adults		
A23	Website Efficacy of the processes Information Access Proximity with the Diaspora Citizens participation	Good	Adults	Official documents	Young Adults Diaspora Young people
	SNWS Proximity to the citizen		Young people (different portals)		
				Events	

Table 43. Mainland Municipal Technicians' Perspectives on Goals, Targets and Content

Outcome	Goals	Level of achievement	Age	Schooling	Occupation	Content	Content preparation
M11	Website SNWS	No information	25-50 15-35	Secondary > 9 th grade	Construction sector Any	Institutional information News Projects and events	Communication office
M21	Website SNWS	Simplicity Functionality Objectivity Wide visibility Update "On Time" Diversification	Very Good	Everybody		No difference	Communication office
M22	Website SNWS	Functionality Appealing Information Access Information Access Users feedback Modernity & interaction	Good Very good	Does not know		Tourism Cultural Institutional Informal. More images Events	The technician and the Executive
M31	Website SNWS	Simplicity Appealing design Articulation with SNWS Proximity with the Executive Access and commodity Daily updated	Good Good	Youth Young-adults Seniors Young people	Any Any	Workers Unemployed Students Workers	The same but more developed on SNWS Executive, specially the Vice-President
M32	Website SNWS	Accessible to everyone Updated permanently Proximity with the electorate To be where the citizen is Information democratization Fast dissemination	No information	Does not know		Institutional information Publicity Press Service, Image and Public Relations	

Table 44. Azorean Municipal Technicians' Perspectives on Goals, Targets and Content

Outcome	Goals	Level of achievement	Age	Schooling	Occupation	Content	Content preparation
A11	Website Agglomerate municipal websites	No information			All age groups	Same but on the SNWS there are more images and videos	Communication office
	SNWS Communication More audiences by sharing To be where the citizen is						
A12	Website Dissemination Information Access	Insufficient		No information		No difference	City Hall workers
	SNWS Dissemination Information Access						
A13	Website Information Access Proximity to the electorate	Very good	All	Mandatory	Students & employed	Official documents	Chief office and technicians
	SNWS Information Access Proximity to the electorate	Good	25-35	Mandatory	Students	Events	
A21	Website Inform Provide forms	Good		No specific target		No information	Communication office
	SNWS Does not know	Does not know					
A22	Website Objectivity Services availability	Very Good				Official documents Services and forms	City hall technicians
	SNWS Informal access to the municipality	Good		Everybody		General information	
A23	Website Accessibility Ease of use Communication	Good	25-50	9 th grade	All		Media office and Assistant
	SNWS Accessibility Ease of use Communication	Good	28-35	>9 th grade	All	Short messages Appealing	

The following section it will be presented other aspects related with the goals and aims of each municipality.

Mainland cases

Case Study M11.

For this Mayor there is still the lack of e-participation habits and the use of e-participatory tools. Thus, “so it is perhaps necessary to make a campaign to promote a routine use of these tools click” (Mayor M11), reason why he considered sufficient the levels of achievement for the website. It is rather common for citizens to send an e-mail or a private message through the Facebook municipality profile namely for suggestions, claims, asking for meetings and he has a high level of interactions on Facebook. Furthermore, the technician does not have information on language, technicalities or technologies.

Case study M12.

Neither the mayor nor the technician returned the questionnaire. However, from the interview, the mayor considers that the municipality has a lack of human resources in ICT and that it is their priority to develop offline proximity rather than online. Further, the mayor considers the Geographic Information Systems an added value for the good work of the municipality services.

Case study M21.

The mayor considers more important the offline proximity and he thinks that the Municipality should not be on Social Network sites due to the lack of institutionalisation of those Websites. While the Diaspora uses the online services whereas the elders choose to talk with him in person. For this purposes, the mayor has a specific day of the week to meet and talk with citizens at the City hall. The mayor argues that the low use of the municipal web services is due to the lack of e-participatory habits. Although the mayor stated that the municipality did not have a profile on social networks websites, the technician said they had (it was verified through *Facebook* there profile). As for the concerns, the technician refers to images carefully chosen; careful language and content and the tools which best fit the purpose.

Case study M22.

It is not the Mayor who reads the e-mails but the staff which selects the information to pass to the Mayor. Further, the technician main concerns are: accessible language; clarity, appealing and use of images.

Case study M31.

The Social network profiles are used more often by young people whereas the elder prefer to use the e-mail to make suggestions. Further, the technician main concerns are: informative simple texts, synthetic, colloquial language, with text and images together.

Case study M32.

The mayors estimate that the participation on the social net work profile is 80% from young people. The municipality also has a Facebook profile specifically for the youth participatory budget. Further, as the goals do not intent to reach young people, the technician did not evaluate them and the main concerns are: standardization and respect graphics (fonts, colour, language, graphic language); simple, direct and concise language; “communication revolves around the same concept of a common thread. Each piece of information is complementary, allowing for an immediate imposition of corporate identity association” (TM32), and dynamic and animated navigation with intuitive, visually attractive and user friendly design.

Azorean Cases

Case study A11.

The mayor considers the use of ICT as an important and inevitable resource for his governance. Further, technician main concerns are: technical documents availability; simple and perceptive language.

Case study A12.

This mayor considers himself info-excluded has his levels of media and digital literacy are, from his perspective very low. Further, the main concerns were not explained by the technician.

Case study A13.

This mayor did not return the questionnaire. Further, technician main concerns are care with to the orthographic level, quality images; appropriate language to the general public and dissemination of quality images, videos, accessible to external links.

Case study A21.

This mayor did not returned the questionnaire; however, from the interview, the mayor considers that the communication and suggestions published or sent to the municipality, either by e-mail or through social network is related with municipality services and not for the decision-makers. Further, the technician stated that there are no specific concerns regarding young people.

Case study A22.

This mayor did not return the questionnaire. For the technician the only concern presented was an accessible language.

Case study A23.

The concerns presented by the technician were: icon accessibility and visibility; appealing and synthetic language; simple content and easy to use.

School level

A brief characterization of School council member is presented in the following table:

Table 45. School Council Members' Socio-Demographic Characterization

Outcome	Age	Gender	Academic level	Years in the School council
M11	[44,56]	Male	Degree	*
M12	[44,56]	Female	Degree	[1 to 4]
M21	[57,69]	Male	Degree	*
M22	[44,56]	Female	Degree	[8 to 12]
M31	[44,56]	Male	Degree	*
M32	[44,56]	Female	Master	[1 to 4]
A11	[44,56]	Female	Degree	[1 to 4]
A12	[31,43]	Male	Degree	[1 to 4]
A13	[44,56]	Female	Degree	16
A21	[44,56]	Male	Degree	[4 to 8]
A22	[44,56]	Male	Degree	>12
A23	[31,43]	Male	Degree	[1 to 4]

*There is no information in the questionnaire.

Looking to the stage which the school council members had training, the majority had training in training courses after their degree and they are as it follows:

- Citizenship or Civics education: 80% had training;
- Digital Resources or ICT in classroom context: 80% had training
- Media Education or Multimedia: 50% had training;
- Internet: 60% had training;
- Programming languages: 30% had training.

The following table presents the most important goals which justify the configurations of the school website and the school profile on Social Networks websites (SNWW):

Table 46. School Council Goals and e-Governance Goals Priorities

		1 st priority	2 nd priority	3 rd priority
M11	Web Site	Access to information to a greater diversity of stakeholders in school community.	Diversity and flexibility of solutions to school while human and physical space	Students' participation in school activities.
	SNWS	Students' participation in school activities.	Access to information to a greater diversity of stakeholders in school community.	Diversity and flexibility of solutions to school while human and physical space
M22	Web site & SNWS	Access to information to a greater diversity of stakeholders in the school community.	Quality public education service provided.	Greater closeness between social stakeholders and school
M31	Web site	Students' participation in school activities.	Transparency of the acts of school administration and management.	Greater proximity between the guardians and the school.
	SNWS	Students' participation in school activities.	Contribution of content by students.	Greater proximity between the guardians and the school.
M32	Web site	Community integration, by which the school serves a specific social reality, with specific characteristics and features.	Greater closeness between social stakeholders and school.	Greater proximity between the guardians and the school.
A11	Web site	Transparency of the acts of school administration and management.	Quality public education service provided.	Greater proximity between the guardians and the school.
A12	Web site	Access to information to a greater diversity of stakeholders in the school community.	Greater proximity between the guardians and the school.	Transparency of the acts of school administration and management.
A21	Web site	Transparency of the acts of school administration and management.	Student participation in school activities.	Quality public education service provided
	SNWS	Students' participation in school activities.	Contribution of content by students.	Access to information to a greater diversity of stakeholders in the school community.
A22	Web site	Efficiency in school management	Access to information to a greater diversity of stakeholders in the school community.	Students' participation in school activities.
A23	Web site	Students' participation in school activities.	Greater closeness between social stakeholders and school	Access to information to a greater diversity of stakeholders in the school community.
	SNWS	Students' participation in school activities.	Access to information to a greater diversity of stakeholders in the school community.	Greater closeness between social stakeholders and school

Note: There is no information on M12, M21 or A13 priorities. M32, A13 and A22 did not mark any priority for the SNWS. A11 and A12 do not have a SNWS profile.

The descriptive statistics is presented in the following figures:

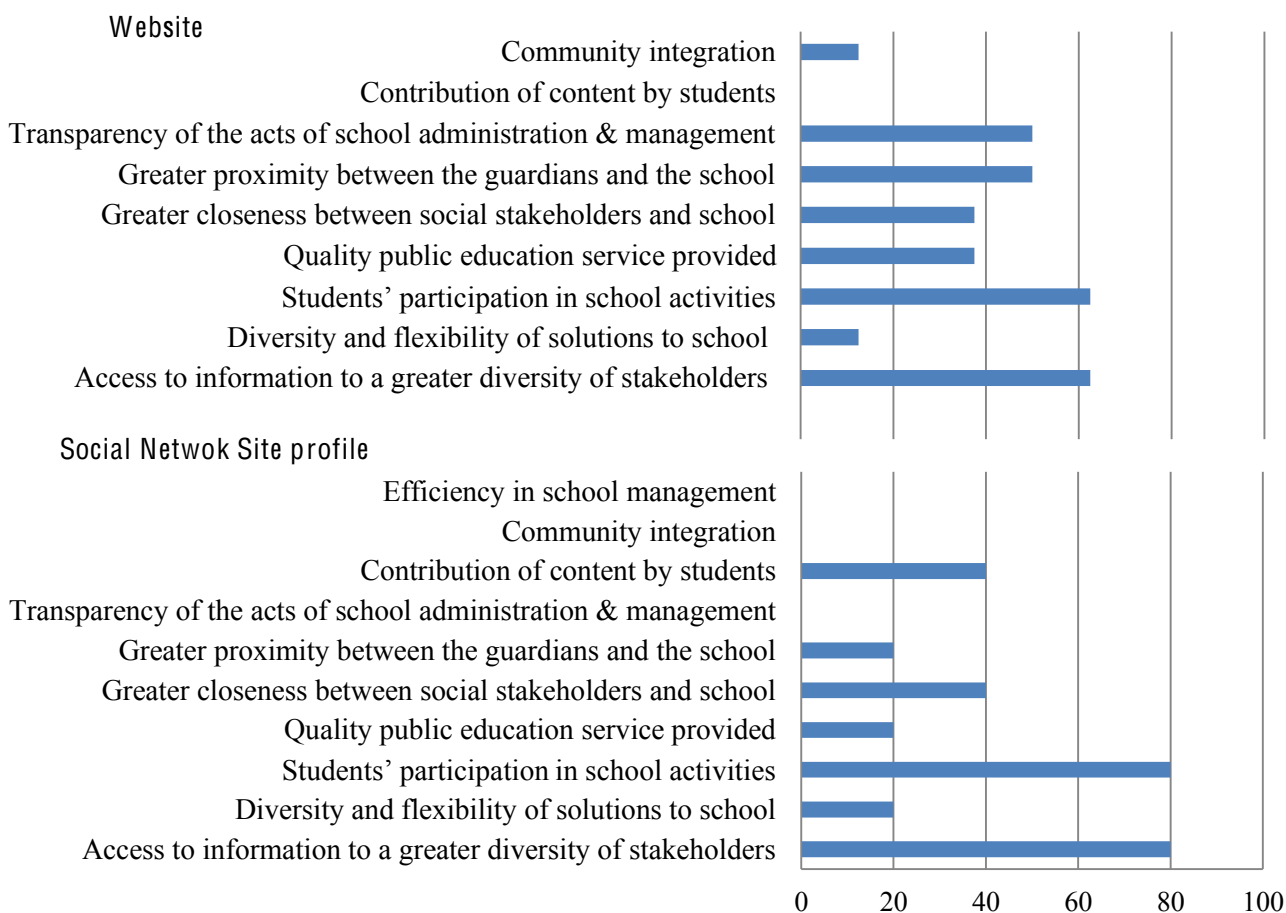


Figure 7. School council goals and e-governance aims by frequency

Has for levels of these goals achievement, the following tables show the results:

Table 47. Mainland School Levels of Goals Achievement

Outcome	Levels of goals achievement					
	M11	M12	M21	M22	M31	M32
Website	Insufficient	No information	Very good	Good	Insufficient	Does not know
SNWS			No information			

Table 48. Azorean School Levels of Goals Achievement

Outcome	Levels of goals achievement					
	A11	A12	A13	A21	A22	A23
Website	Very good	Very good	Good			
SNWS	No profile	No profile	No information	Good	Good	Very good

Looking at web tools and functions, the figures show the descriptive statistics on the importance given by the school council member (see Appendix 7 for detailed qualitative results):

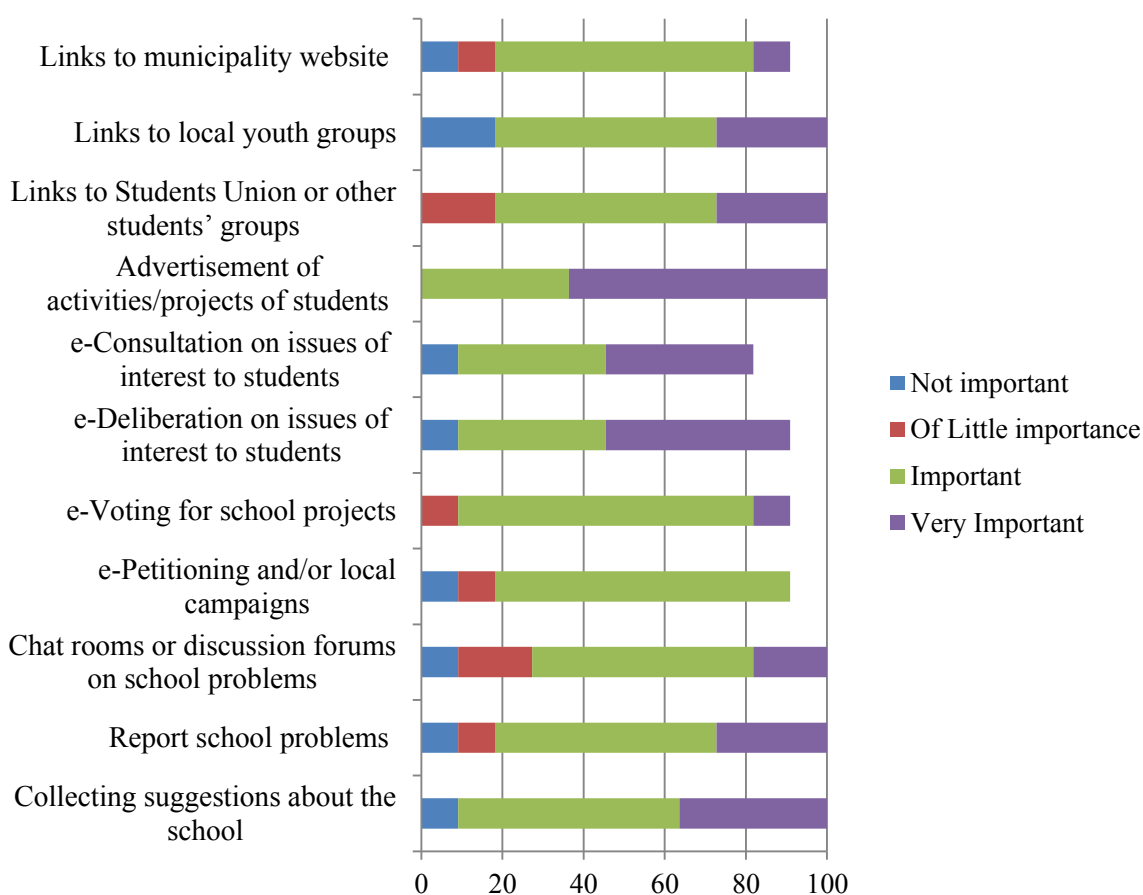


Figure 8. School council members' given importance to web tools and functions

The following table shows the role of the teacher responsible for the maintenance/management of ICT or the School Technological Plan:

Table 49. Features on ICT or School Technological Plan

Outcome	Features on ICT or School Technological Plan	
	Teaching Group	Main role
M11	This school does not have a teacher responsible for the management of ICT or a teacher responsible for the Technological School Plan.	
M12	No information	
M21	No information	Defines and finds solutions for computers and network problems
M22	No information	He/She does not have enough time for the project due to service distribution criteria. He/She only supports teachers solving occasional problems”
M31	This school does not have a teacher responsible for the management of ICT or a teacher responsible for the Technological School Plan.	
M32	230– Mathematic and Sciences, 2nd cycle (2º ciclo)	Managing all the equipment, and software necessary to school operation
A11	No information	Supports teachers on ICT maintenance
A12	No information	Keep the school webpage updated
A13	550-Computer sciences	Administrate and coordinate the school ICT
A21	550-Computer sciences	Collection and publication of all relevant information on the school website
A22	550-Computer sciences	No information
A23	550-Computer sciences	No information

5.1.2 Website Analysis

In this section it will be presented the access monitor index as well as the content analysis conducted on each website from the user’s perspective. The content analysis focused on the language, educational and social policies, communication tools, youth policies, e-participatory tools, school life and structure and documents in accordance with the role each institution plays, as it was explained in the previous chapters.

Youth Formal institutional level

The table presents the result of the Access Monitor Index:

Table 50. Youth Formal Institutional Websites Access Monitor Index

Outcome	Access Monitor Index
YNC	5.6
YP	4.3
RYA	2.8
EUUP	5.2

From the results the Youth National Commission has the highest Index opposing to the Azorean Youth Portal. As for percentage of errors according to the type of errors (see Appendix 8 for detailed results), the descriptive statistics which was conducted to the Access Monitor report show that none of the websites passed on the battery of tests type “A”. Further, all of them present errors *Links to bypass blocks of information* and *W3C Standards: (X) HTML + CSS*. A discussion on the implications of these errors will be conducted in the discussion chapter. As for the content analysis, the following tables show the results:

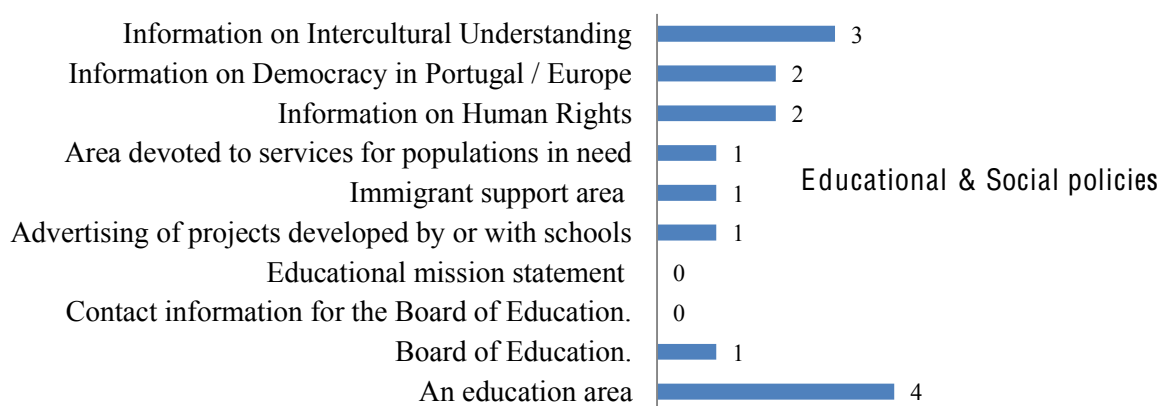


Figure 9. Youth formal institutional educational & social policies websites features

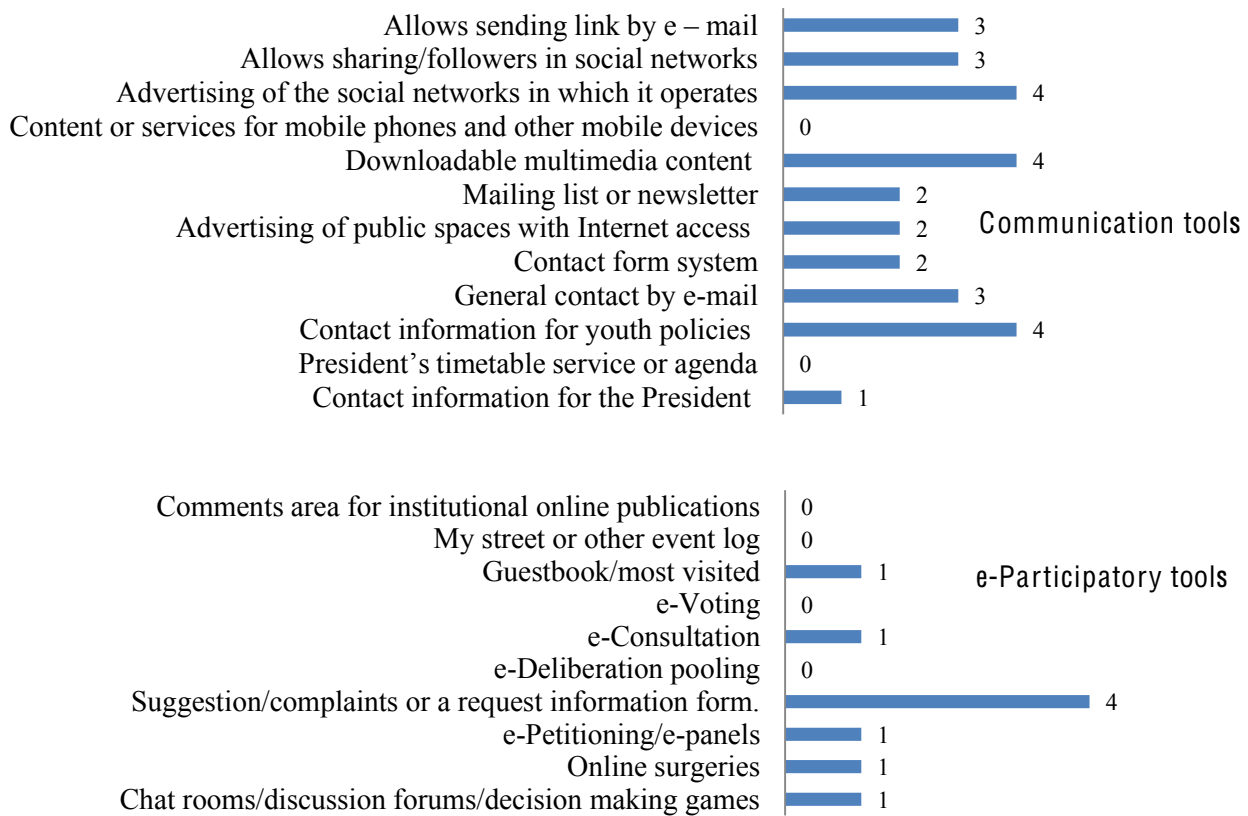


Figure 10. Youth formal institutional websites features

All the websites have a common ground which is to be informative and they are quite formal in their language although the Youth National Commission and the Youth Nation Portal have some pages which the content and the language is informal and the discourse is direct. Although the European Youth Portal is the one presenting more e-participatory opportunities, this website still resorts to less dynamic ways of doing it; nonetheless, they have monthly e-panels with different youth issues such as unemployment. This website as a specific area for participation which includes the strands:

- a) Have your say (were young people can submit and post videos/images or texts on their thoughts, it depends on approval;
- b) Get involved (which includes Eurodesk counter for questions; application to European Programme “Choose your role in the model of European Union” for young people between 18 and 26 years old (http://europa.eu/youth/article/choose-your-role-model-european-union-0_en); and “Express your opinions in the European Youth Parliament” programme for young

people between 16 and 22 years old according to a National Commission process (http://europa.eu/youth/article/express-your-opinions-european-youth-parliament_en);

c) Your stories which is a list of links for European Youth Projects.

Municipal level

The table presents the result of the Access Monitor Index:

Table 51. Municipal Web Page Access Monitor Index

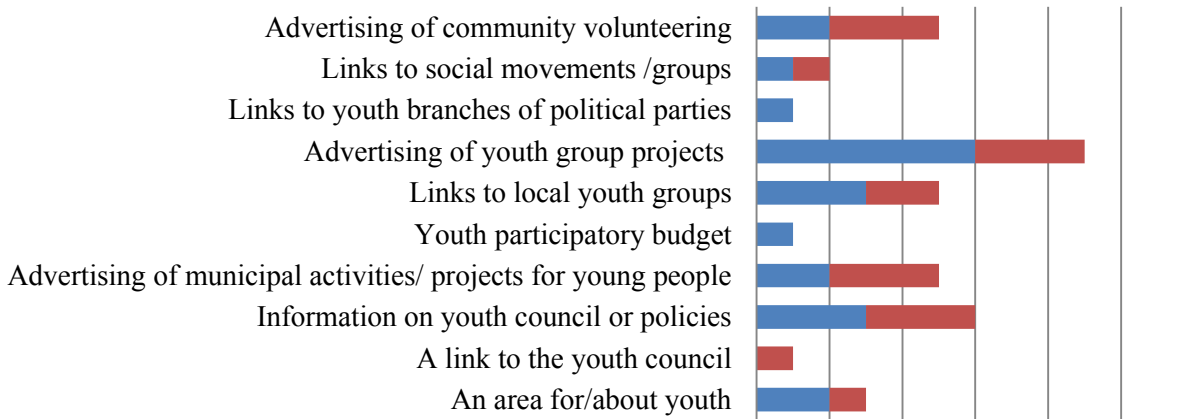
Outcome	Access Monitor Index	Access Monitor Index	
M11	7	A11	3.2
M12	6	A12	3.4
M21	2,9	A13	4.3
M22	4,5	A21	3.4
M31	3,7	A22	8.4
M32	5,6	A23	4.4

From the results it is possible to see that the mean for the Mainland is higher than for Azores (MMainland=5.6, SD=1.38; MAzores=3.56, SD=0.49).

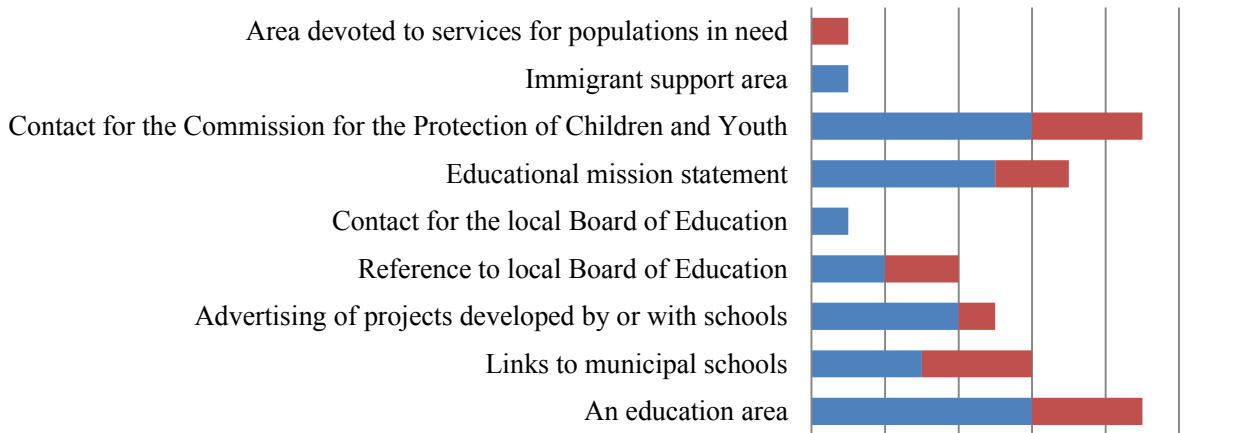
The error analysis of the functionality and accessibility of the websites showed that the test did not retrieve the combination AA+AAA or A+AA+AAA level of errors and none of the analysed municipalities' websites passed on the battery AccessMonitor tests level "A". Looking at the HTML elements founded both on Mainland and Azorean municipal' website presents high percentage of problems in *Links to bypass blocks of information, W3C Standards: (X) HTML + CSS, Marking the page primary language*. In addition, Azorean municipalities' websites present a higher percentage of errors level A, AAA and A & AAA simultaneously than Mainland municipalities and also presented *Alternative text in image format, Marking graphical buttons, Marking headers and Marking form errors*.

The content analysis on the municipality websites (see Appendix 9 for more detailed results), from the user perspective, are presented in the following figures:

Youth policies



Educational & Social Policies



Communication tools

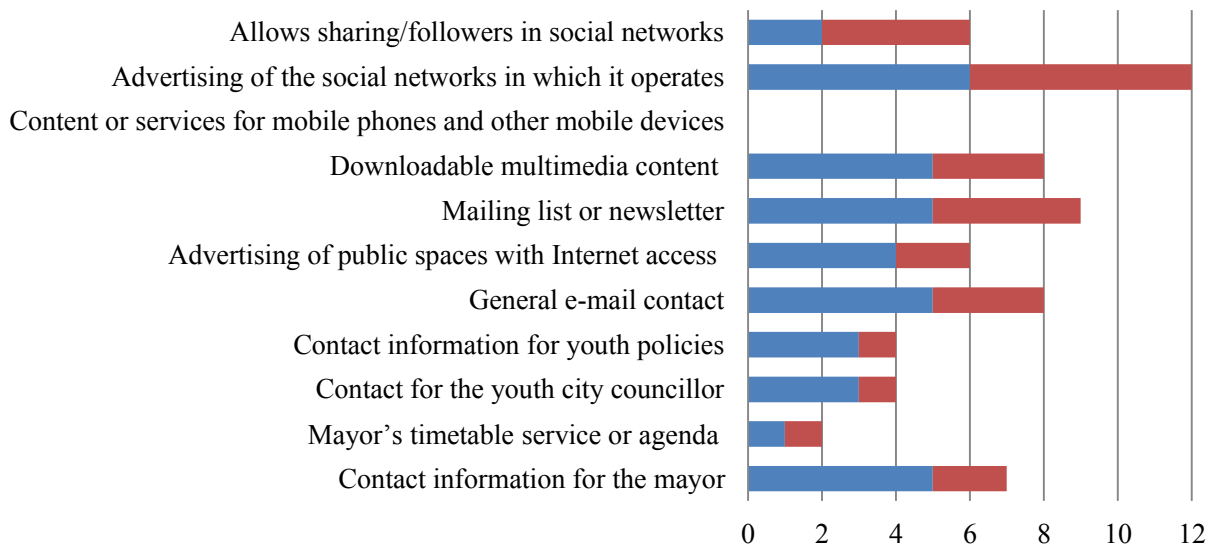


Figure 12. Features of the municipal websites by frequency

e-Participatory tools

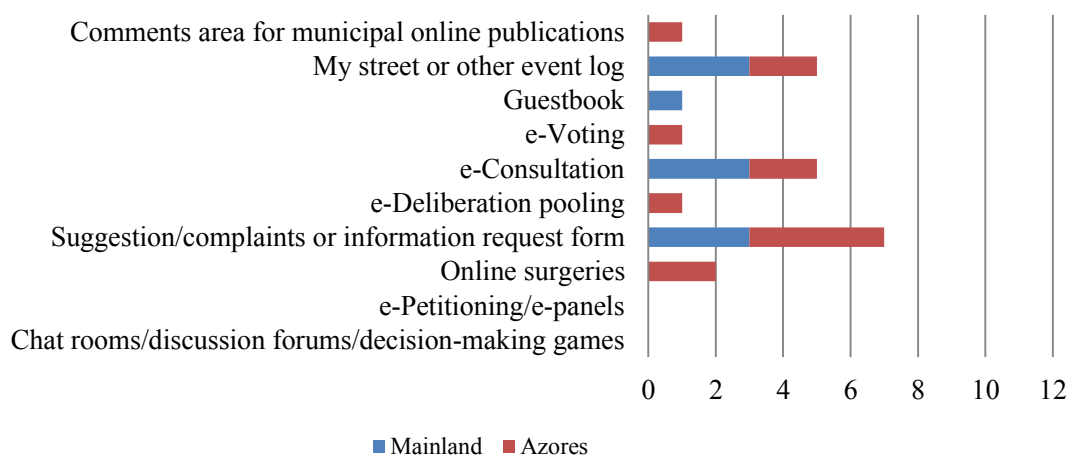


Figure 13. Municipal websites e-participatory tools

As for the analysis on the website language and agents (see Appendix 9 for detailed results) only M32 and A23 use informal language and have young people as target. Further, only 33.3% of the municipal websites explicitly ask for participation and all of them have an informative tone.

School level

The table presents the result of the Access Monitor Index for the schools' websites:

Table 52. School's Websites Access Monitor Index

Outcome	Access Monitor Index		Access Monitor Index	
	M11	5.4	A11	5.7
	M12	4.2	A12	2.9
	M21	5.4	A13	5.4
	M22	5.6	A21	4.5
	M31	7.1	A22	4.4
	M32	5.3	A23	3.2

From the results it is possible to see that the mean for the Mainland is higher than for Azores ($M_{\text{Mainland}}=5.5$, $SD=0.85$; $M_{\text{Azores}}=4.35$, $SD=1.03$). The highest value in the Mainland corresponds to a small school whereas in Azores it corresponds to a large school. The error analysis of the functionality and accessibility of the websites (see Appendix 8 for detailed results) show that the test did not retrieve the combination AA+AAA or A+AA+AAA level of errors and none of the analysed school' websites passed on the battery AccessMonitor tests level "A".

Looking at the HTML elements founded in Mainland school website present all of them failed *Links to bypass blocks of information* and *W3C Standards: (X) HTML + CSS* and a high percentage of problems in *Marking forms, Marking headers, Marking links, menus, and text of links* and *Use of absolute units*. The Azorean websites present both a higher percentages of errors and diversified errors. However, not all the websites failed *Links to bypass blocks of information* or *W3C Standards: (X) HTML + CSS* as it happened with the Mainland websites. Further, only two Azorean schools had a Web portal and only one had a blog as the school web presence. A deeper discussion on the repercussions of these errors on accessing participation will be conducted on the Discussion Chapter.

As for the content analysis (see Appendix 9) on the schools websites from the user’s perspective, the following figures will present the results:

Communication tools

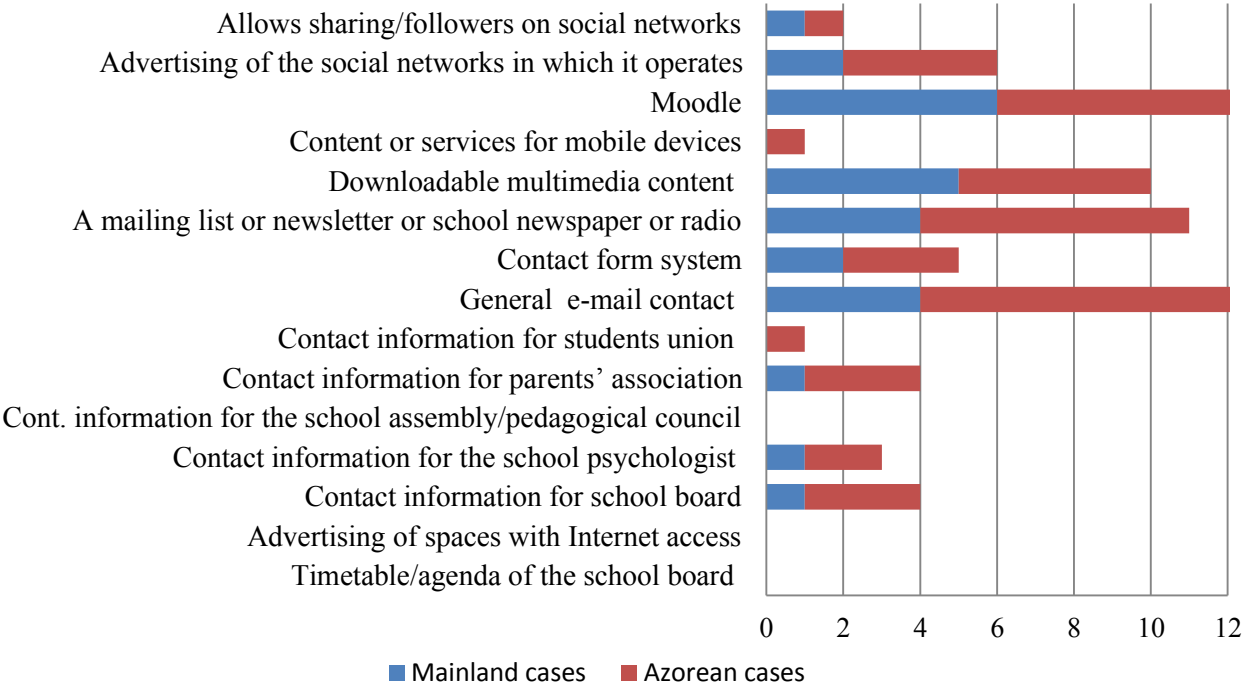
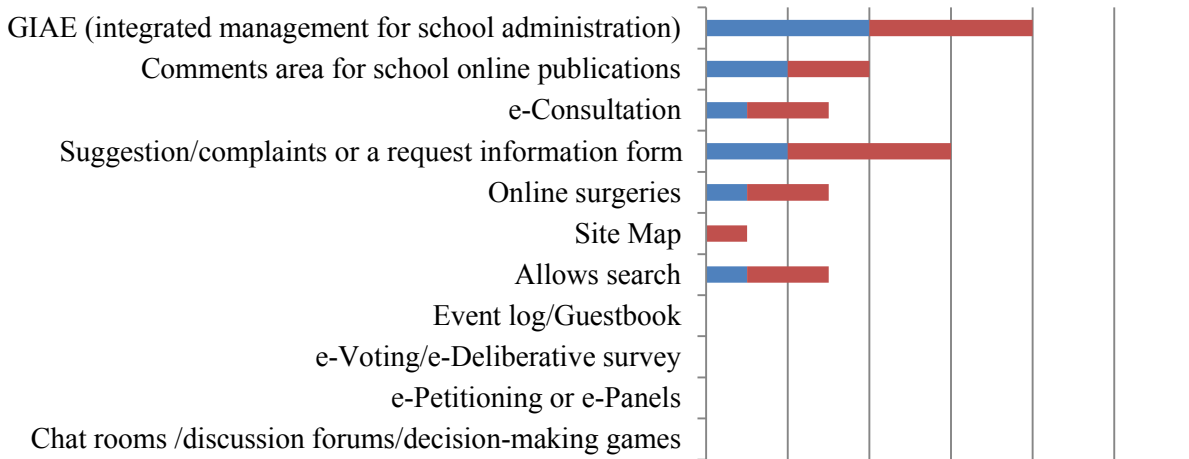
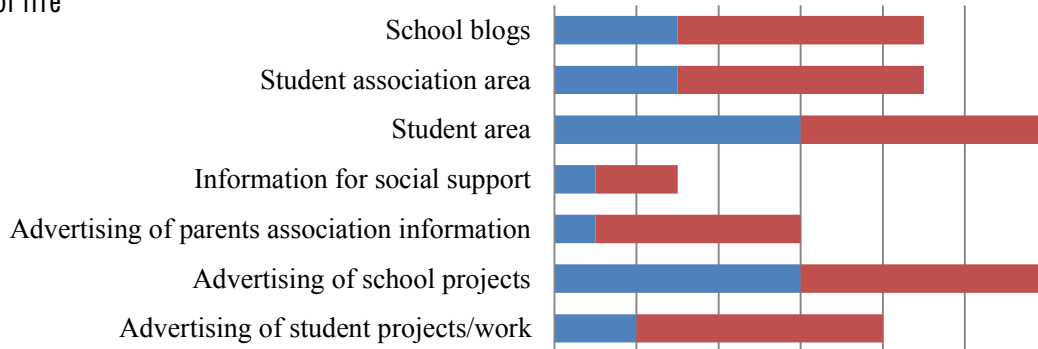


Figure 14. School’s websites communication tools

e-Participatory tools



School life



Structure & Documents

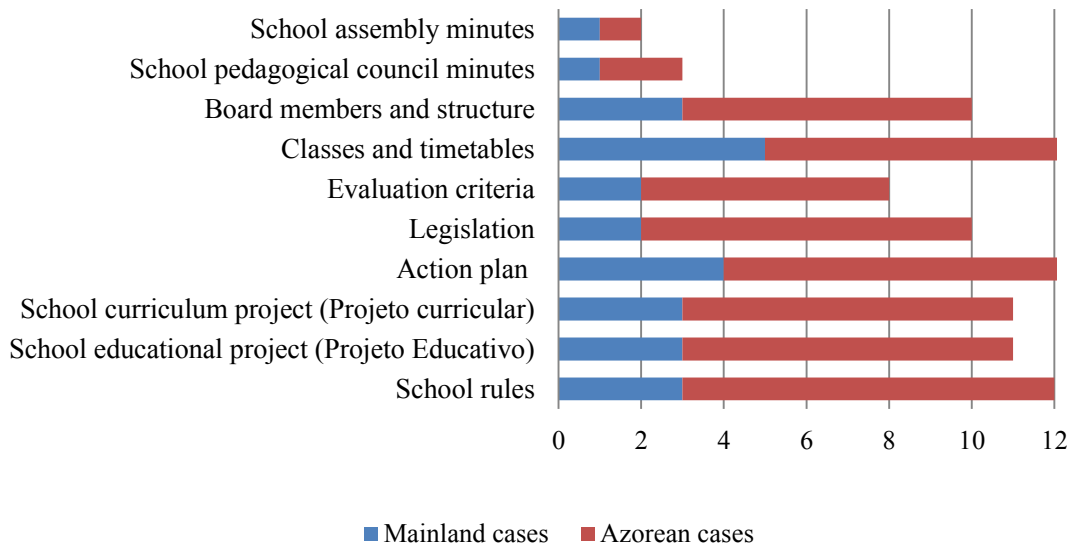


Figure 15. Schools' website features

Social & Community life

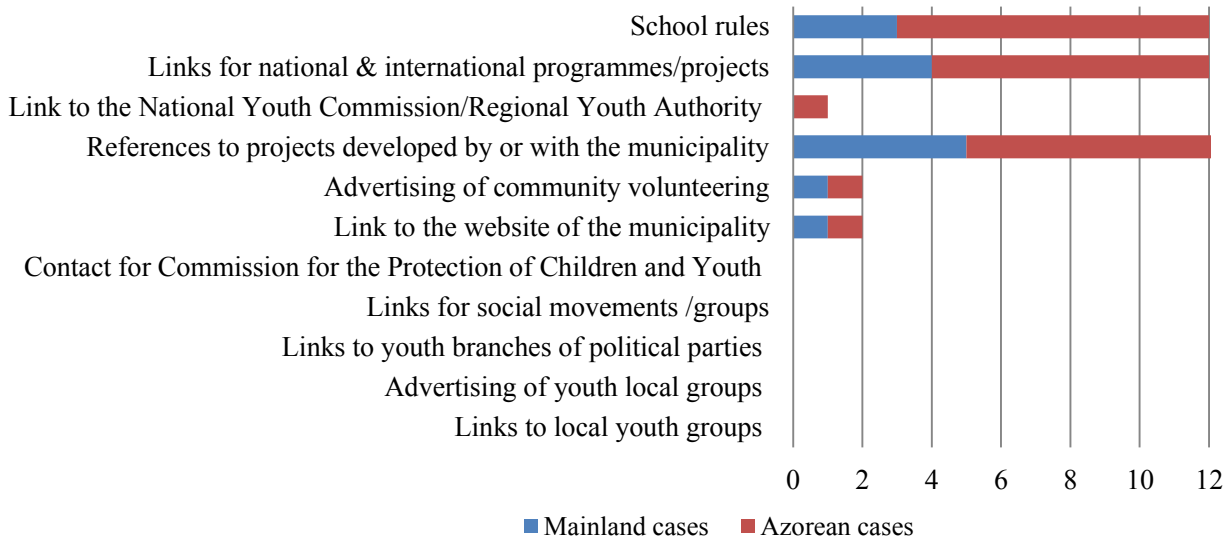


Figure 16. School's websites social & community life

All the school websites present a formal language and it is not clear that the content is for young people. As for the request for participation, 50% had a clear statement. The Azorean figures show that only two schools explicitly asks for participation although the language and is rather formal without being clear that the content is for young people.

5.1.3 Students' Perspectives on Institutional Websites

The following figure shows the results (see Appendix 10 for detailed results on each case study) for students' usage of youth formal institutional and perspectives on their municipal and school websites:

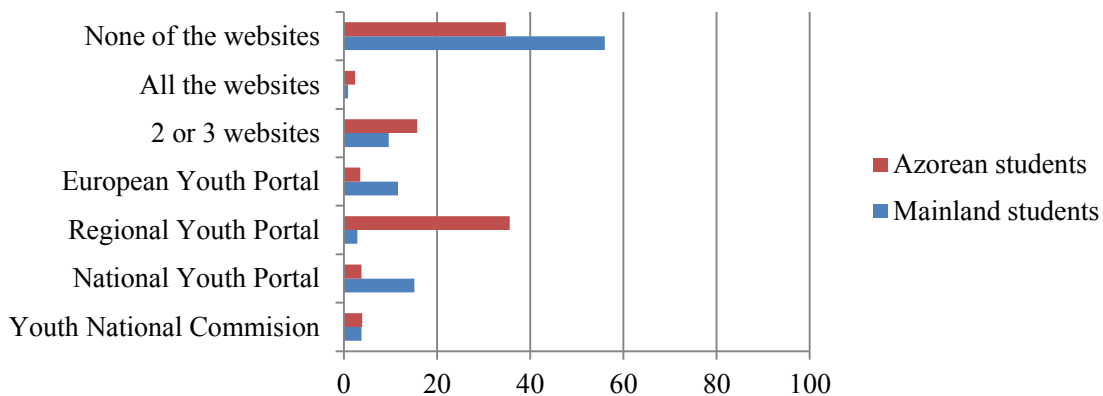


Figure 17. Students' usage of youth institutional websites

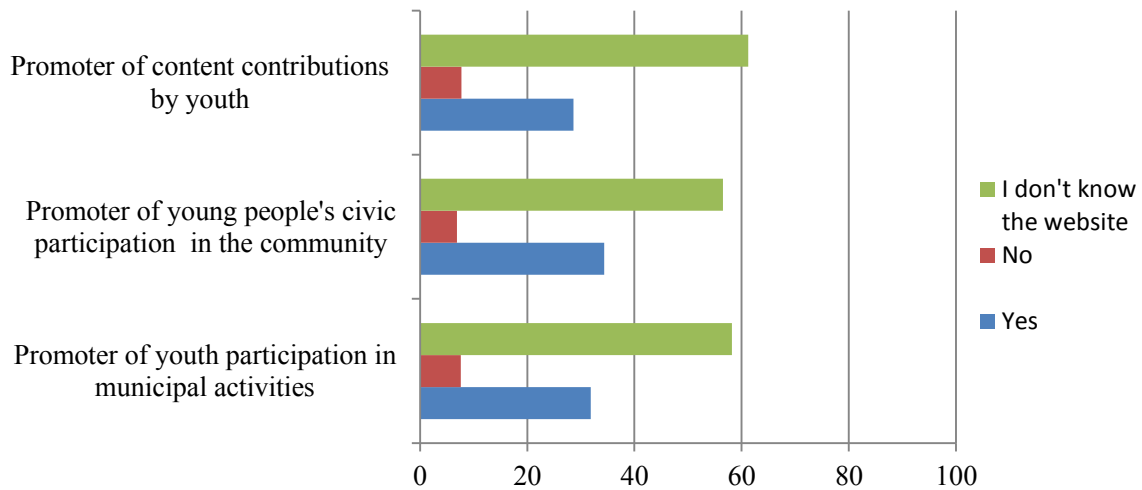


Figure 18. Students' perspectives on municipal websites

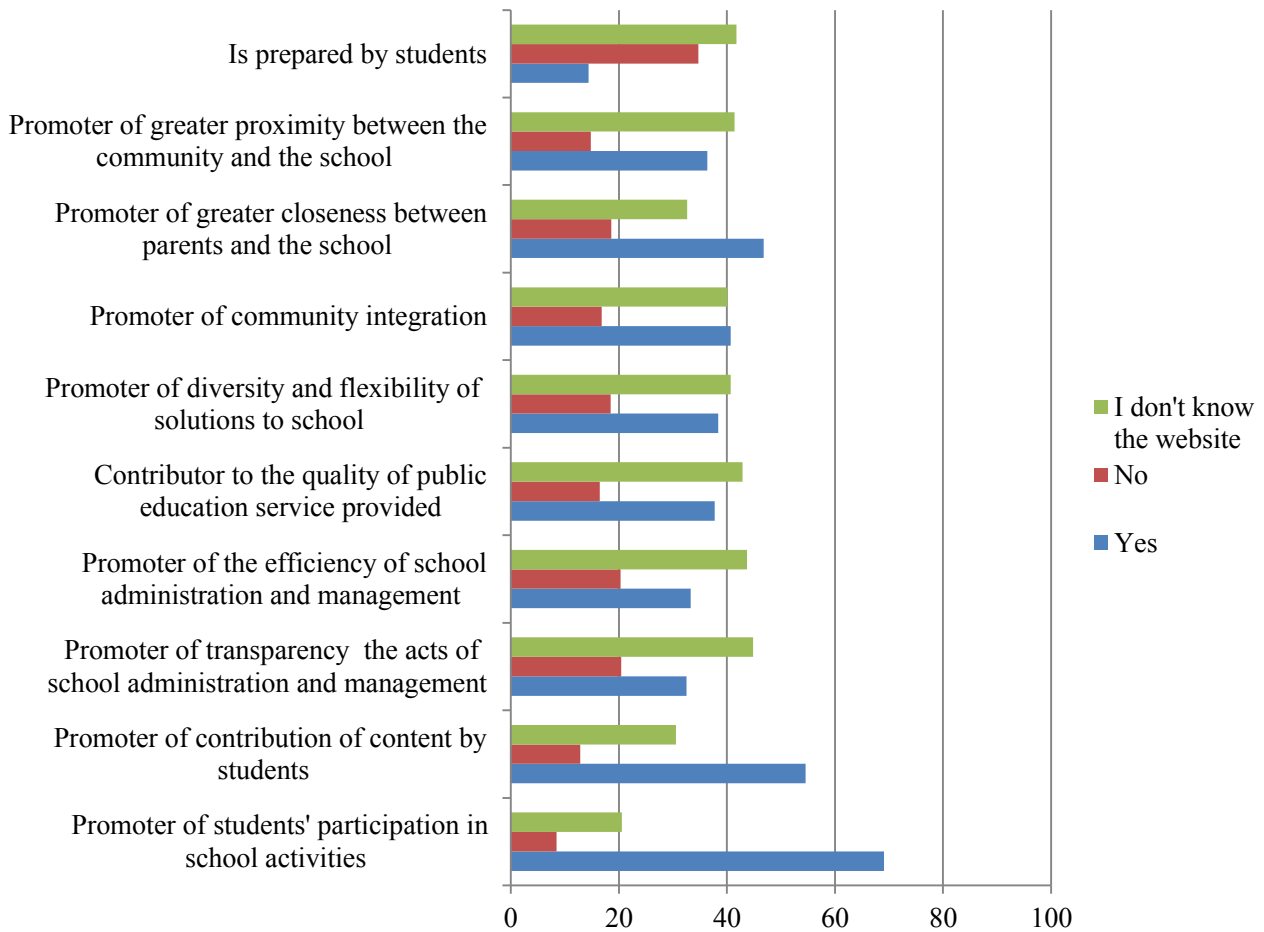


Figure 19. Students' perspectives on school websites

5.1.4 Section Summary

At youth formal institutional level

Information access is the main priority for both the Youth National Commission and for the Azorean Youth Regional Authority . Further, for the Azorean Youth Regional Authority the social networks websites enable young people's contributions due to the informal setting which provides. Contrary to the Azorean Youth Regional Authority , the Youth National Commission considers decision-making games very important and Chat rooms, discussion forums on youth issues and e-Deliberation on issues of interest to young people of little importance. Both use multimodal formats and care for language to convey information but none considered to have content contribution from young people under 18 years old as a goal.

From the website analysis, none of the websites passed the A tests of the Access and the majority of the Mainland students do not use any of the youth formal institutional websites (56.0%) while in Azores the percentage of non-users is lower (34.8%). Further, the Mainland students tend to use more the National Youth Portal and the Azorean students tend to use more the Regional Youth Portal.

At a municipal level

The main reasons presented for the web presence were: statutory status is the reason presented by more mayors (36.4%), modernity (27.3%), knowledge is power paradigm (18.2%), new media paradigm (9.1%) and innovation (9.1%). Further, in regards to importance given by the mayors: links to youth branches of political parties is considered as of little importance by the majority of the mayors (66.7%), e-petitioning and/or local campaigns were considered as important for all the respondent mayors and e-Voting for municipal projects were considered as important for majority of the mayors (66.7%); all mayors considered both advertisement of municipal activities/projects for young people and local young people's activities and projects as important or very important, discussion forums on municipal problems and decision-making support systems 50% of the mayors considered very important. Finally, the most used participatory tools used before ICT – collecting suggestions about the municipality and reporting local problems – are not yet considered very important for all the mayors (33.3% considered important).

For these case studies there is no correlation between the years the municipality has a website or other web presence with the amount of tools they have available in their website. This trend is not verified to the years the technician works as responsible for the maintenance of the website where the websites with the same person working for longer with the website presents a higher number of available e-participatory tools. Further, for these cases studies the fact that the municipality is the responsible for the design of the webpage implies a slightly higher number of e-participatory tools made available on the webpage.

As for main political goals, they were: a) information access (9 mayors), efficacy of the process (6 mayors) for the webpage, b) proximity (6 mayors) and communication with citizens (5 mayors) for the social network sites. Citizen's participation is a goal for the website (5 mayors) but it is not presented as a goal for the social network sites by any mayor, while communication with citizens is presented on the social network sites by 5 mayors it is not presented for the webpage.

From the technician point of view, the goals were: a) information access (7 technicians), functionality (4 technicians), simplicity, appealing and accessibility (3 technicians), only 2 technicians mentioned to provide forms or services, 2 technicians to be close to the electorate and 1 to communicate for the website and b) advertize, providing a mean to access updated information (8 technicians), use of technological affordances such as interaction (2 technicians), wide information visibility (2 technicians), ability to reach more audiences through sharing (1 technicians) and fast dissemination of information (1 technicians) for social network sites profiles.

In regards to young people's goals, only two mayors considered explicitly the use of SNWS to reach or to bring closer young people and none of them considered any goals specifically for young people under 21 for the website. Moreover, municipalities wish to reach young adults, aged between 25-35 years (3 municipalities) and the vast majority either do not have a specific target (7 municipalities) for both municipality webpage and social network.

As for municipal websites, none of the websites passed the A tests of the Access Monitor tool and in all cases, the vast majority of the students do not know their municipal website (Mainland \cong 58.4%, Azores \cong 60.0%). Further, approximately 30% of the students considered the municipal website promoter of youth participation in municipal activities

(Mainland=30.7%, Azores=33.7%), of young people's civic participation in the community (Mainland=29.2%, Azores=32.5%) and of content contributions by youth (Mainland=32.5%, Azores=26.2%).

At the school level

None of the schools considered students contribution to the website as a main priority and the majority considered students' participation in school activities and access to information to a greater diversity of stakeholders as main priorities for the configuration of both their website (60%) and social network website profiles (80%). Further, efficiency in school management, community integration and transparency of school administrative & management acts were not presented as a main priority for none of the schools.

As for the importance given by school members, the main results were: a) very important to advertise students' activities/projects (63.6%) and b) important e-Petitioning and/or local campaigns (72.7%), e-voting for school projects (72.7%), links to Students Union or other students' groups (54.5%) and links to municipality website (63.6%). As for the most used participatory tools used before ICT – collecting suggestions about the school and reporting school problems – are not yet considered very important for all the school council members were only 36.4% and 27.3%, respectively, considered very important.

The majority of the schools have a teacher responsible for the maintenance/management of ICT or the School Technological Plan (63.6%); however, all the Azorean cases have one and they are mainly from computer sciences group.

In regards to school's websites, none of them passed the A tests of the Access Monitor toll and the overall trend for Mainland students to know their school website although there are different opinions on how promoter it is for the items present in the questionnaire. Case study M32 is an exception, where the majorities of the students do not know any of the points presented but think it brings the community closer to the school. As for Azorean results, students tend to think the school website promotes some of the items but there are mix opinions. Case study A23 is an exception in which the majority of the students marked yes for all the items. As being prepared by students, the majority either says no or they do not know.

As for elements and attributes, the institutional website analysis can be summarized as follows:

Youth policies, educational & social policies: only one municipality has a link for youth branches of political parties, 3 municipalities have an area about/for youth. The majority has advertisements on youth group projects but only 5 advertise projects developed by or with school and less than half have links to youth local groups. As for youth formal institutional websites, only one advertises projects developed by or with schools and none have an educational mission statement. Further, the majority of the municipal and all the youth institutional websites have an educational area; only 1 has municipal and 1 youth institution have the contact or the board of education; 9 have the contact for commission for the protection of children and youth, half of municipal websites have links to municipal schools and information on youth council or policies.

Communication tools: no municipal or youth institution website has content or services for mobile devices and 1 of the schools has; all of municipalities and youth institutions advertise the social network websites they operate whereas only 4 schools do. The majority has contact information for the mayor, a general email, mailing list and downloadable multimedia, mainly photographs. On the other hand, 3 schools have contact information for the school council, none have for the school assembly or for the pedagogical council, 3 have for parents association and 1 have for students association. Only 4 schools have downloadable multimedia, also mainly photographs and 7 have mailing list, newsletter or school news paper. None of the schools have a timetable services or agenda for the school council and only 2 have the mayor's timetable or agenda and the double have a contact for youth city council or for youth policies. As for advertising of public spaces with internet access half of the municipalities and youth institutions have it in opposition to none of the schools has. As for the youth institutions, all have downloadable multimedia content and contact information for youth policies but only one has a contact for the president of the institution.

e-Participatory tools: only one municipality, no youth institution and two schools have comments area for online publications; 7 municipalities and 4 schools have suggestion/complains or information request form; 2 municipalities and 2 schools have online surgeries. As for *My street* or other event logs, only 5 municipalities have and neither youth institutions or school have. As for direct participation 1 municipality have e-voting and e-deliberation pooling, 5 have e-consultation and none of the municipalities or schools have e-petitioning, e-panels, chat-rooms, discussion forums or decision-making games. On the other

hand, no school or youth institutions have e-voting or e-deliberation pooling. Further, 1 youth institution has e-consultation, chat rooms, discussion forums and e-panels.

School life: all schools advertise their projects but only 8 advertise students' work/projects and 6 advertise parents' projects. All have a student's area but only 9 have for the students' association and 6 for the parents' association.

Social & community life: all have links to national or international projects and advertisement for projects developed by or with the municipality, , only one has a link to national/regional youth commission authority, only 2 have community voluntary and links to the municipal website. None of them have contact to the commission protection or links social movements, youth branches of political parties, local youth group or municipal youth council or add youth groups.

School structure & documents: all have school rules, action plan, classes and timetables. All most all have school educational and curriculum project but only 8 have evaluation criteria. As for accountability and transparency purposes, 2 schools have the assembly minutes and 3 the pedagogical council minutes; 10 have school council structure and the same number has legislation for students.

5.2 Citizenship and Media Literacy Strategies

This sub-chapter will present the results of the qualitative and quantitative analysis conducted to the decision-makers and teachers questionnaires. Moreover, the sub-chapter is divided in three sections, according to the institutional level. In each it will be presented the main results on their citizenship and media literacy strategies that each actor implements regarding young people under 18. These results will help to test the hypothesis of weak strategies to develop and involve young people on the decision-making process and therefore, its consequences on their concepts of themselves as citizens and the lack of participatory habits. In the end of the chapter, a brief summary will be presented.

5.2.1 Decision-Maker' Strategies

In this section it will be presented the results on the strategies developed by decision-makers which includes the data of the questionnaire conducted to the National Youth Commission and to the Azorean Youth Regional Authority of Azores, the interview conducted to the mayors and the questionnaire conducted to the school council members.

Youth formal institutional level

Looking at the strategies taken by the youth formal institutions to include young people in the decision-making processes, it is possible to understand that the two institutions which agree to participate in the study develop very different strategies.

As for the Youth National Commission, their strategies are based on the organization social bodies which have total freedom to act according to their internal rules. There is no other information on how they do it and which actions are taken. Further, this institution perceives the Portuguese youth civic participation as

Young people are far from participatory processes which they consider anachronistic processes. The participatory processes have no concrete answers to youth daily challenges (Youth National Commission questionnaire)

As for the Azorean Regional Youth Authority, the institution develops a concrete set of measures to involve young people in the decision-making process such as a Youth Council which as the main role to be a

Advisory body to the Regional Government on matters relating to policy and youth with the skills to express opinions to be a forum for debate, and propose measures to the regional government aimed at better integration of youth in political, social, cultural and economic life (Azorean Youth Regional Authority questionnaire).

In addition to this, there is the implementation of face-to-face forums in all islands with the presence of the Azorean Youth Regional Authority “where all young people participate as they wish”.

Municipal level

Looking at general aspects of formal youth inclusion on decision-making process as well their strategies concerning media and citizenship issues, the following tables show the results for the Mainland and Azorean municipalities:

Table 53. Mainland Youth Municipality Strategies

	Youth Municipality Council		Youth Municipality strategies		
	Main youth collectives involved	Role	Media	Citizenship	With school
M11	Youth local collectives Youth branches political parties Students' union	Consultation Intergenerational contract	SNWS profile	Regular meetings with youth collectives	Supporting schools activities & projects Development of students proposals
M12	Youth local collectives	Consultation	SNWS profile	Fire department demonstrations Veterinary demonstrations Consultation of youth collectives on annual municipality festivities Annual budget for youth collectives	Environmental Education
M21	Youth collectives Students	Consultation	None specific	Transference of local public spaces for youth collectives develop their activities	Supporting schools activities & projects
M22	Does not exists		- SNWS profile - Youth content may be sent by email to the to City Hall services.	Sports Consultation of youth collectives on annual municipality festivities	Supporting schools activities & projects Entrepreneurship projects
M31	Youth branches political parties Institutions representatives Youth local collectives	Consultation	- SNWS profile - Youth content may be sent by email to the City Hall services, properly identified and after a careful analysis, and the perceived importance of the issue given the characteristics of the City Hall page, it could be published online.	Monthly meeting with non organized or organized young people Scholarships Sports Music education Volunteering work	Supporting schools activities & projects
M32	Youth collectives Youth clubs Youth branches political parties	Consultation	- SNWS profiles (municipality & youth participatory budget) - Youth content may be sent by email to the to City Hall services.	Youth participatory budget Youth Municipal Assembly	Development of Students projects/proposals Elected representatives go to school once a year

Table 54. Azores Youth Municipality Strategies

Youth Municipality Council		Youth Municipality strategies		
Youth collectives involved	Role	Media	Citizenship	With school
A11	Does not exist	- SNWS profile - e-consultation on Municipality annual festivities - Youth content may be sent by email to the to City Hall services or trough a message on Facebook, Youtube or Google+ - Training (video, photo)	English classes Sciences Laboratory (Fun Sciences) Consultation of youth collectives on annual municipality festivities Scholarships	Supporting schools activities & projects
A12	Only regulated	Consultation	SNWS profile	Scholarships 2 Supporting schools activities & projects Environment
A13	Only regulated	Consultation	SNWS profile Municipality News Paper & radio content	Youth collectives consultation for annual Municipality festivities Scholarships Supporting schools activities & projects
A21	Youth local collectives Youth branches political parties	Consultation	-SNWS profile -Young people cannot contribute with content to the webpage	Veterinary demonstrations Supporting schools activities & projects Health education Domestic violence
A22	Youth local collectives Youth branches political parties	Consultation	-SNWS profile	Consultation of youth collectives on annual municipality festivities Environment Democracy Political management Best students visit the municipality
A23	Youth local collectives Youth branches political parties	Consultation	- SNWS profile - A youth portal - A specific link for young people's content contributions	Consultation via youth portal Supporting schools activities & projects

School level

In regards to secondary students taking part of the decision-making process the results are:

Table 55. School's Policies on Students' Involvement on The Decision-Making Processes

Participate in...	Mainland cases					Azores cases						
	11	21	22	31	32	11	12	13	21	22	23	
...the proposal of flexible management of the curriculum	No	No	No	No	No	No	No	No	No	No	Yes	No
...action and innovation project development	No	No	No	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes
...decision-making of school on academic schedules and times	No	No	Yes	No	No	Yes	No	Yes	No	No	No	Yes
...decision-making of classes constitution	No	No	Yes	No	No	Yes	No	Yes	No	Yes	Yes	Yes
...decision-making of school spaces occupation	Yes	No	Yes	No	No	Yes	Yes	--	Yes	Yes	Yes	Yes

As for School Citizenship Promotion Total Score, the results were ($M=9.72$, $SD=4.1$):

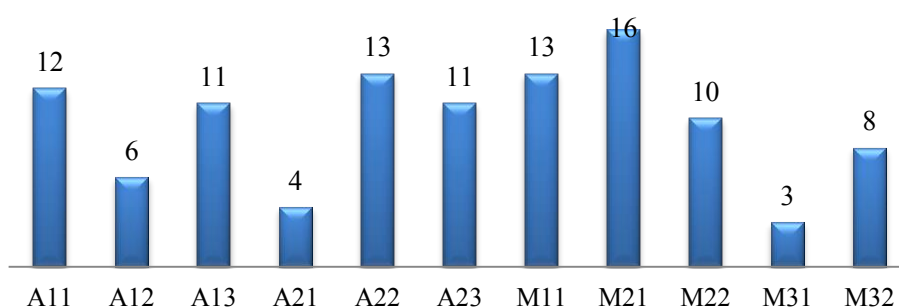


Figure 20. School's citizenship promotion total score

Looking at the curricular or training that school offer to students, teachers or both, the following table shows the results:

Table 56. School Curricular or Training Offer

	Information and Communication Technologies	Media education or multimedia	Introduction to computer applications or programming languages or Web Edition	Citizenship or Civic Education
M11	Students	Students	Students	No offer
M21	Students	Teachers	Teachers	Students
M22	Students	No offer	No offer	No offer
M31	Students	No offer	Students	Students
M32	Students	No offer	No offer	Students
A11	Students	No offer	No offer	No offer
A12	Students	No offer	No offer	No offer
A13	Teachers	Teachers	Teachers	Students
A21	Teachers	No offer	Teachers	Teachers
A22	Students & Teachers	No offer	Students	Students & Teachers
A23	Students & Teachers	No offer	No offer	Students

Note: there are no results for the M12 because they did not respond the questionnaire.

As for projects, the following the results were:

Table 57. School Projects

Projects	Mainland cases					Azores cases						
	11	21	22	31	32	11	12	13	21	22	23	
Webin@rs DGE	No	No	No	No	No	No	No	No	No	No	No	No
Seguranet	Yes	Yes	Yes	No	No	Yes	No	No	Yes	No	No	No
Radios and Televisions School on the Net	No	No	Yes	No	Yes	No	No	Yes	No	No	No	No
eTwinning	No	No	Yes	No	Yes	No	No	No	No	No	No	No
School newspapers	No	Yes	Yes		No	No	Yes	Yes	No	Yes	No	No
Digital Safety Seal for schools	No	No	No	No	No	No	No	No	No	No	No	No
GeoRed	No	No	No	No	No	No	No	No	No	No	No	No

Although all schools are Eco-Schools only 3 of them stated in the questionnaire where it was asked for other projects.

5.2.2 Teachers' Classroom Strategies

In this section it will be presented the results on the strategies developed by teachers to develop students citizenship and media literacy, which includes the data of the questionnaire conducted to them. The results will helps to verify the hypothesis of the study which is that

schools are not implementing effective strategies in a classroom context conducive with the development of citizenship and media literacy preventing young people from developing participatory habits and therefore, contributing for concepts of becoming a citizen rather than young people being already a citizenship.

Mainland cases

Case study M11.

As for correlations between Media Literacy, Citizenship Teachers’ strategies and training, only the first two respected all the assumptions, a Pearson product-moment correlation coefficient (r) was conducted and the results showed that the variables were statistically significantly correlated variables [r=0.435, n=11, p=0.181].

Looking at the descriptive analysis on teachers’ media literacy and citizenship classroom strategies:

Table 58 M11 Descriptive Statistics Teachers’ Strategies by Age

Outcome	Group						
	[31;43]		[44;56]			[57;69]	
	Total	n	M	SD	n	TS	n
Media Literacy	22	1	18.6	10.5	9	1	1
Citizenship	13	1	10.9	6.7	9	2	1

In addition, all teachers had training in Digital or ICT Educational Resources in the context of the classroom; 5 of them had training in programming and more than 50% had training in Civic Education or citizenship Education, Media Education or multimedia and on Internet usage. These figures include the School council member.

Case study M12.

As all the three variables respected all the assumptions, the Pearson product-moment correlation coefficient (r) was conducted and there was a strong positive correlation between Media Literacy and Citizenship Teachers’ strategies variables [r=0.607, n=13, p=0.028] and no correlations with teachers’ Training Total Score.

Looking at the descriptive analysis on teachers’ media literacy and citizenship classroom strategies:

Table 59. M12 Descriptive Statistics Teachers’ Strategies by Age

Outcome	Group							
	[31;43]			[44;56]			[57;69]	
	M	SD	n	M	SD	n	TS	n
Media Literacy	12.5	4.0	4	16.1	10.5	8	12	1
Citizenship	9.8	4.6	4	12.4	6.6	8	6	1

As for training and including the School council member, all teachers had training in Digital or ICT Educational Resources in the context of the classroom; 3 of them had training in programming; 2 had training in Media Education or multimedia and at least 50% had training in Civic Education or citizenship Education and on Internet usage.

Case study M21.

As all the assumptions were verified, the Pearson product-moment correlation coefficient (r) was conducted and there was a positive strong correlation between Media Literacy and Citizenship Teachers’ strategies variables [r=0.798, n=18, p=0.00] and no correlations with Training Total Score.

As for the descriptive statistic to media literacy and citizenship classroom strategies, the following table show the results:

Table 60. M21 Descriptive Statistics Teachers’ Strategies by Age

Outcome	Group							
	[31;43]			[44;56]			[57;69]	
	M	SD	n	M	SD	n	TS	n
Media Literacy	13.3	102	7	16.0	9.0	7	6	1
Citizenship	10.1	8.7	7	14.4	12.5	7	4	1

In regards to training and including the School council member, all teachers had training in Digital or ICT Educational Resources in the context of the classroom; 2 of them had training in programming; 5 had training in Media Education or multimedia; 5 had training in Civic Education or citizenship Education and more than 50% had training on Internet usage.

Case study M22.

As all the assumptions were verified, the Pearson product-moment correlation coefficient (r) was conducted and there was a positive strong correlation between Media Literacy and Citizenship Teachers' strategies variables [$r=0.738$, $n=10$, $p=0.023$] and no correlations with Training Total Score.

As for the descriptive statistic to media literacy and citizenship classroom strategies, the following table show the results:

Table 61. M22 Descriptive Statistics Teachers' Strategies by Age

Outcome	Group				
	[31;43]		[44;56]		
	TS	n	M	SD	n
Media Literacy	6	1	17.9	8.1	8
Citizenship	4	1	17.3	6.9	8

Looking at training and including the School council member, all teachers had training only the School council member did not have training in Digital or ICT Educational Resources in the context of the classroom; 1 of them had training in programming; 1 had training in Media Education or multimedia; 4 had training on Internet usage and more than 50% had training in Civic Education or citizenship Education.

Case study M31.

As all the assumptions were verified, the Pearson product-moment correlation coefficient (r) was conducted and there was no significant statistical correlation between the variables Media Literacy Teacher's Strategies, Citizenship Teacher's strategies and Training total score. These results might be affected by the sample size, which was too small which prevented to reach a significant level.

As for the descriptive statistic to media literacy and citizenship classroom strategies, the following table show the results:

Table 62. M31 Descriptive Statistics Teachers' Strategies by Age

Outcome	Group					
	[31;43]			[44;56]		
	M	SD	n	TS	n	
Media Literacy	19.5	5.9	6	18	1	
Citizenship	12.5	4.3	6	4	1	

As for training and including the School council member, more than 50% had training in Digital or ICT Educational Resources in the context of the classroom; programming, Civic Education or citizenship Education, Media Education or multimedia and on Internet usage.

Case study M32.

As all the assumptions were verified, the Pearson product-moment correlation coefficient (r) was conducted and there was no significant statistical correlation between the variables Media Literacy Teacher's Strategies, Citizenship Teacher's strategies and Training total score. These results might be affected by the sample size, which was too small which prevented to reach a significant level.

Looking at the descriptive statistic to media literacy and citizenship classroom strategies, the following table show the results:

Table 63. M32 Descriptive Statistics Teachers' Strategies by Age

Outcome	Group								
	[31;43]			[44;56]			[57;69]		
	M	SD	n	M	SD	n	TS	n	
Media Literacy	16.7	7.0	3	10.0	5.7	2	25	1	
Citizenship	18.3	8.7	3	12.0	1.4	2	14	1	

All teachers had training in Digital or ICT Educational Resources in the context of the classroom; 1 of them had training in programming; 3 of them had training in Media Education or multimedia and more than 50% had training in Civic Education or citizenship Education and on Internet usage. These figures include the School council member.

Azores cases

Case study A11.

As all the assumptions were verified, the Pearson product-moment correlation coefficient (r) was conducted and there was no significant statistical correlation between the variables Media Literacy Teacher's Strategies, Citizenship Teacher's strategies and Training total score.

Looking at the descriptive statistic to media literacy and citizenship classroom strategies, the following table show the results:

Table 64. A11 Descriptive Statistics Teachers' Strategies by Age

Outcome	Group							
	[31;43]			[44;56]			[57;69]	
	M	SD	n	M	SD	n	TS	n
Media Literacy	8.2	4.4	6	18.3	1.2	3	17	1
Citizenship	14.5	7.4	6	21.0	8.2	3	20	1

All teachers had training in Digital or ICT Educational Resources in the context of the classroom except the School council member; 1 of them had training in programming; 2 had training in Media Education or multimedia; 2 had on Internet usage and 50% had training in Civic Education or citizenship Education

Case study A12.

As all the assumptions were verified, the Pearson product-moment correlation coefficient (r) was conducted and there was no significant statistical correlation between the variables Media Literacy Teacher's Strategies, Citizenship Teacher's strategies and Training total score.

The descriptive statistics to media literacy and citizenship classroom strategies are presented in the following table:

Table 65. A12 Descriptive Statistics Teachers' Strategies by Age

Outcome	Group										
	[18;30]			[31;43]			[44;56]			[57;69]	
	M	SD	n	M	SD	n	M	SD	n	TS	n
Media Literacy	24.5	0.7	2	17.2	10.4	9	5.7	4.9	3	13	1
Citizenship	12.5	5.0	2	11.3	9.1	9	8.3	2.1	3	12	1

All teachers had training in Digital or ICT Educational Resources in the context of the classroom; 7 of them had training in programming; and at least 50% had training in Civic Education or citizenship Education, Media Education or multimedia and on Internet usage. These figures include the School council member.

Case study A13.

As all the assumptions were verified, the Pearson product-moment correlation coefficient (r) was conducted and there was no significant statistical correlation between the variables Media Literacy Teacher’s Strategies, Citizenship Teacher’s strategies and Training total score.

The descriptive statistics to media literacy and citizenship classroom strategies are presented in the following table:

Table 66. A13 Descriptive Statistics Teachers’ Strategies by Age

Outcome	Group					
	[31;43]			[44;56]		
	M	SD	n	M	SD	n
Media Literacy	17.8	11.0	12	17.3	4.9	3
Citizenship	12.8	5.3	12	11.3	8.1	3

As for training and including the School council member, 14 teachers had training in Digital or ICT Educational Resources in the context of the classroom; 6 of them had training in programming; 7 had in Civic Education or citizenship Education; 5 had in Media Education or multimedia and 12 had training on Internet usage.

Case study A21.

As normality was not verified, it was not possible to perform a Pearson product-moment correlation coefficient (r).

As for the descriptive statistics to media literacy and citizenship classroom strategies, are presented in the following table:

Table 67. A21 Descriptive Statistics Teachers' Strategies by Age

Outcome	Group								
	[31;43]			[44;56]			[57;69]		
	TS	n		M	SD	n	MD	SD	n
Media Literacy	17	1		11.3	9.4	4	12.0	10.6	3
Citizenship	9	1		9.5	3.4	4	11.7	8.1	3

All teachers had training in Digital or ICT Educational Resources in the context of the classroom; 1 of them had training in programming; 4 had in Civic Education or citizenship Education; 1 had in Media Education or multimedia and 3 had on Internet usage. These figures include the School council member.

Case study A22.

As all the assumptions were verified, the Pearson product-moment correlation coefficient (r) was conducted and there was a positive strong correlation between Media Literacy and Citizenship Teachers' strategies variables [$r=0.837$, $n=12$, $p=0.001$] and no correlations with Training Total Score.

As for the descriptive statistics to media literacy and citizenship classroom strategies, are presented in the following table:

Table 68. A22 Descriptive Statistics Teachers' Strategies by Age

Outcome	Group								
	[31;43]			[44;56]			[57;69]		
	M	SD	n	M	SD	n	MD	SD	n
Media Literacy	18.5	16.3	2	20.43	9.6	7	12.0	8.5	2
Citizenship	17.0	11.3	2	19.43	8.1	7	17.0	8.9	2

Looking at the training and including the School council member, 9 of the teachers had training in Digital or ICT Educational Resources in the context of the classroom; 1 of them had training in programming; 6 had in Civic Education or citizenship Education; 6 had in Media Education or multimedia and 8 had on Internet usage. These figures include the School council member.

Case study A23.

As all the assumptions were verified, the Pearson product-moment correlation coefficient (r) was conducted and there was a positive strong correlation between Media Literacy and Citizenship Teachers' strategies variables [$r=0.857$, $n=9$, $p=0.003$] and no correlations with Training Total Score.

As for descriptive statistics on media literacy and citizenship teachers' strategies, the following table show the results:

Table 69. A23 Descriptive Statistics Teachers' Strategies by Age

Outcome	Group							
	[18;30]		[31;43]			[44;56]		
	TS	n	M	SD	n	MD	SD	n
Media Literacy	9	1	21.4	12.1	5	21.3	9.7	3
Citizenship	6	1	12.8	9.5	5	17.0	15.0	3

Looking at the training and including the School council member, all of the teachers had training in Digital or ICT Educational Resources in the context of the classroom; none of them had training in programming; 5 had in Civic Education or citizenship Education; 3 had in Media Education or multimedia and 4 had on Internet usage.

Citizenship-teaching web object.

In regards to the web object chosen by the teachers which would better explained their online resource to promote citizenship in their classroom and the explanation of the reasons why are presented in the following tables. There are several types of web objects and the trend is institutional websites, and social net works, blogs & Google for both Mainland and Azores teachers. In addition, school related websites for Mainland whereas e-learning platforms for the Azores are also a trend.

Table 70. Citizenship Teaching Web Object

Category of the resource	Percentage					
	M11	M12	M21	M22	M31	M32
School related websites	16.7	7.1	11.1	--	12.5	14.3
Institutional Websites	--	21.4	11.1	30.0	--	28.6
Written Online media	--	--	5.6	--	12.5	--
Video & Still images	--	--	5.6	--	0.0	14.3
SNWS, blogs & Google	16.7	7.1	11.1	20.0	12.5	--
e-Learning platforms	8.3	7.1	11.1	10.0	12.5	--
No Time to use the Internet	8.3	14.3	--	10.0	--	--
Does not use ICT	--	--	--	--	--	--
	A11	A12	A13	A21	A22	A23
School related websites	--	--	34.0	--	8.3	44.4
Institutional Websites	--	20.0	11.0	11.1	8.3	--
Written Online media	--	20.0	22.0	11.1	--	--
Video & Still images	--	--	--	22.2	--	--
SNWS, blogs & Google	9.1	20.0	22.0	11.1	41.7	22.2
e-Learning platforms	18.2	20.0	--	--	8.3	22.2
No Time to use the Internet	--	--	--	--	--	--
Does not use ICT	--	10.0	11.0	--	--	--

Table 71. Reasons for the Web object

Category of the reason	Percentage					
	M11	M12	M21	M22	M31	M32
Content diversity	16.7	7.1	11.1	10.0	--	14.3
Curricula Content	8.3	14.3	27.8	20.0	12.5	14.3
Development of literacy & skills	16.7	7.1	--	--	--	28.6
Media Characteristics	--	7.1	5.6	10.0	12.5	--
Virtual Community bonds	--	7.1	--	--	--	--
Students' interests	--	--	5.6	--	--	--
Moral Values	--	--	--	--	--	--
Trust & Reliability	--	--	--	--	12.5	--
	A11	A12	A13	A21	A22	A23
Content diversity	18.2	67.0	--	11.1	8.3	33.3
Curricula Content	18.2	--	29.0	22.2	25.0	22.2
Development of literacy & skills	--	--	--	--	16.7	--
Media Characteristics	--	--	14.0	--	8.3	--
Virtual Community bonds	--	--	--	--	--	--
Students' interests	--	33.0	57.0	11.1	--	--
Explicit values	--	--	--	--	--	11.1
Trust & Reliability	--	--	--	11.1	8.3	--

Content diversity and curricula content are main reasons for both Mainland and Azores teachers and development of literacy and skills comes as a third reason for the Mainland teachers whereas students' interests come for the Azorean teachers.

As for the descriptive and inference statistics on classroom strategies for media literacy and citizenship, the results show low points for both total scores for media literacy strategies ($M=16.60$; $SD=9.5$) and citizenship strategies ($M=12.6$; $SD=7.8$). The following sections will present the results according to each case study, although these results might be affected by the sample size that was too small for each case study, which could have prevented for the variable to reach a significant level.

5.2.3 Section Summary

At youth formal institutional level

The two youth formal institutions have different approaches. If one promotes face-to-face forums where young people (organized or not) participate and present their ideas, fears and demands, the other does not have a concrete strategy.

At municipal level

At a formal level, not all the municipalities of this study have a Youth Municipal Council despite the law. In fact, two do not have them (M22 and A11) and two have them, but they are only regulated not yet implemented (A12 and A13). These municipal youth councils work as a consulting body to municipal youth policies for all the municipalities of the study, without any binding power and it is rather common for the executive not to follow youth opinions as some mayors stated (e.g., M21) and only one mayor affirmed that young people were not really part of the decision-making process (M11) even if they were consulted.

From the data, the participants on the municipal youth councils are mainly organized youth local collectives or associations (7 municipalities) and political parties' youth branches (6 municipalities) and in only two cases, students are involved. Further and outside of the municipal youth council competences, only three mayors developed other formal measures such as intergenerational contracts (M11), transference of local public spaces for youth collectives to develop their activities (M21), youth participatory budget (M32) and youth collective consultation on the annual youth activities budget (M12).

Turning to the use of media and citizenship focusing on youth SNWW profiles are the main tool used to promote young peoples' citizenship skills and habits (11 mayors). Further, from the respondent technicians, not all the municipalities accept youth content contributions for the webmail and only two present alternative ways to e-mail. In fact, A11 is the one present in the main social network sites (Facebook, Twitter, Youtube and Google +) and A23 has specific youth portal.

At school level

Looking if secondary students are part of the decision-making process, the results showed that 4 schools do not allow students to participate in none of the items present on the questionnaire; only one school allows students to participate in the management of the curricula flexible proposal, which may include regional and local components, respecting the essential cores defined at national level as the autonomy of schools legislation predicts. In addition, the majority of the schools do not allow students to participate in the development action and innovation project proposals (54.4%), in the decision-making school rules for schedules and times (63.6%) neither to participate in decision-making of classes constitutions (54.5%). On the other hand, the majority of schools (63.6%) allow students to participate in decision-making of school spaces occupancy.

The School Citizenship Promotion Total Score ($M=9.72$, $SD=4.1$), where the highest (16 points) and the lowest (3 points) total score are from Mainland schools although all of them present rather low scores. Further, the most frequent actions are: promotion of reflection and debate on human rights, cultural differences, ethnicity, gender equality and environmental issues (8 schools) and the creation of opportunities for action on issues of human rights, intercultural, gender equality and environmental issues (8 schools) although only 4 schools do it very frequently, followed by volunteering in the community (6 schools). As for the least frequently measures they are: promotion of reflection and debate on the issues of our legal system, courts and government institutions (only 3 school do it with some frequency) and promotion of students' participation in school decision processes besides to their participation in the general council or school assembly (only 4 schools do it with some frequency).

As for teacher's classroom strategies entailing citizenship their total score of Citizenship Teachers' strategies mean $M=12.7$; $SD= 7.7$. Mainland and Azores presented similar results. Strategies taken more frequently by teachers were: promotion of volunteerism in the

community and students' participation in civil society (9 schools), creation of opportunities to act on issues such as human rights, cultural differences, ethnicity, gender equality and environmental issues (6 schools). As for the strategies which were never or rarely implemented the most common were: promoting students' participation through voting mechanisms (9 schools) and promoting reflection and debate on the issues of our legal system, courts and government institutions (8 schools). Mainland and Azorean teachers have the same trends for both more frequent activities and never or rarely implemented activities.

The majority (6 schools) offers students citizenship or civic education and 46.9% of respondent teachers had training in citizenship or civic education.

As for media literacy strategies the total scores for teachers' media literacy strategies were $M=16.8$, $SD=9.3$ and only 13 out of 129 teachers obtained a total score above 30 points. Further, the strategy more frequently implemented was promoting active questioning and critical thinking about the messages conveyed in the media, traditional and Internet (common to 10 schools) followed by the promotion of the use school portal or school web page (common for 6 schools). As for the strategies which are never used by these teachers were the promotion of online debates for students on citizenship issues (common to 6 schools) followed by the development of skills associated with developing applications as an alternative to existing models on the Internet (common for 5 schools). Nonetheless, both strategies which had the most frequency for never used category are as well the least frequently on all the schools.

As for training, 93.8% of the respondent teachers had training in digital resources or ICT in classroom context; 53.8% on Internet and 39.2% in media education or multimedia and all schools offer ICT either to students (11 schools) or to teachers (4 schools) were 3 schools offer to students introduction to computer applications, programming or web edition, as specific school subject.

Further, Mann-Whitney U-Test show no statistical significant differences between the age ranges [18; 43] and [44; 69] for teachers' media literacy and citizenship strategies and the Mann-Whitney U-Test showed no statistical significant differences between genders on teachers results.

Looking at correlations, the results may be summarized as:

Teacher's total score media literacy with Students' total score media literacy from teachers' perspective (1 school), with Teacher's total score informal participation online (1 school) and with Teacher's total score formal participation online (2 schools);

Students' total score media literacy from teachers' perspective with Teacher's total score informal participation online (2 schools), with Students' total score informal participation online from teachers' perspective (1 school), with Teacher's total score formal participation online (5 schools), with Students' total score formal participation online from teachers' perspective (1 school);

Teacher's total score informal participation online with Teacher's total score formal participation online (2 schools);

Students' total score informal participation online from teachers' perspective with Students' total score formal participation online from teachers' perspective (4 schools), with Teacher's total score formal participation online (1 school).

5.3 Young People's Perceptions of Online and Offline Civic Engagement and Citizenship

In this subchapter it will presented the results on both young people's online and offline civic engagement and citizenship in order to verify the hypothesis of the inadequate strategies and tools developed by the decision-makers to involve them in the decision-making processes and to develop participatory habits. The offline dimension will give insights on what young people do and how it affects their online participation as the literature review tend to present positive correlations. Further, this subsection will present the results on students, teachers and decision-makers' perceptions on citizenship allowing us to test the hypothesis on young people's concept of themselves as citizens. In the end a brief summary of the results will be presented.

5.3.1 Youth Formal Institutional Level

As the youth formal institution decision-makers, their citizenship attributes were:

Youth National Commission: democratic values and critical thinking;

Azorean Youth Regional Authority : global citizenship, informed and democratic values.

5.3.2 School and Municipal Level

In this section the results will be presented by each case study including the school and the municipal level.

Mainland Case Studies

Case Study M11.

a. Young **People's** on/offline civic engagement

As for differences between different groups of students, there was no significant difference for any Total Score by voting age, school grade or gender (see Appendix 11 for detailed results), meaning that these scores cannot be explained by voting age, school grade or gender.

Seeking correlations between the variables a Pearson product-moment correlation was conducted. The results suggest that Internet Mobile Internet Access and Total Score for Formal Participation Offline have no correlation with any of the other variable. On the other hand, there is weak positive correlation between age and both forms of online participation, informal [$r(242)=0.168$, $p=0.009$] and formal [$r(238)=0.128$, $p=0.048$], where 2.8%¹⁵ and 1.6%, respectively, are explained by age.

Further, there seems to be a weak positive correlation between Total Score for Media Literacy and Total Score Formal Participation Online [$r(238)=0.208$, $p=0.001$], meaning with 4.3% of Formal Participation Online is explained by Media Literacy Scores with a high statistical significance level. Finally, Total Score Possibility to Participate has a weak correlation with both forms of online participation where the Informal form as a negative [$r(242)=-0.159$, $p=0.013$] whereas the Formal is positive [$r(238)=0.143$, $p=0.027$], meaning that the Informal

¹⁵ Percentage shared variance calculated with the value of r^2 .

Participation Online increases/decreases with the Perception of the Possibility to Participate decreases/increases. As for correlations between the Teachers' Total Scores Media Literacy, Informal and Formal Online Participation and Students' Total Scores form Teachers' perspectives, a Pearson product-moment correlation coefficient (r) was conducted and the results showed that only Students' Total Score Media Literacy from Teachers Perspectives has a strong positive correlation with what teachers perceive students' Formal Participation Online [$r(10)=0.68$, $p=0.015$]. Meaning that the more media literacy actions students do the more formal participatory online actions they will perform from the teachers perspectives.

A descriptive statistics was applied to the content analysis of the open questions about formal participation Offline and voting in formal elections, the results were:

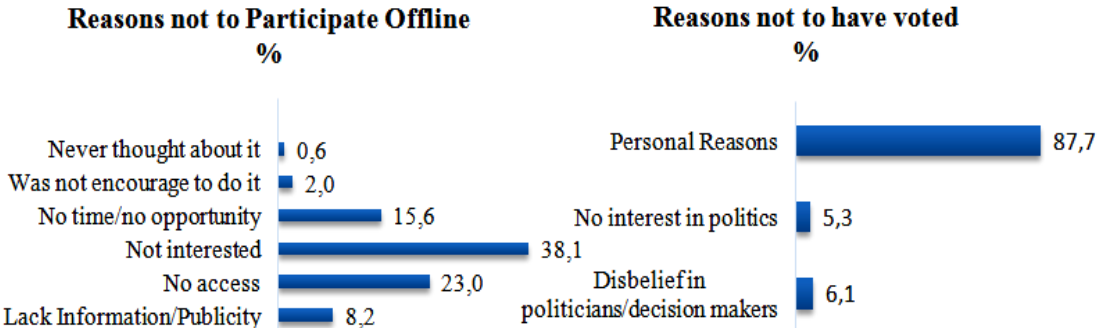


Figure 21. M11 Students reasons for formal no participation offline

The results show that the majority of the students are not interested in taking part of a group or a collective and if they are, they are prevented due to the lack of existence in their municipality. As for voting in formal elections, the majority was under 18 years and the ones who could, disbelieved in politicians or decision makers or are not interested in politics. As for the reasons on their participatory possibilities, the figures show the results:

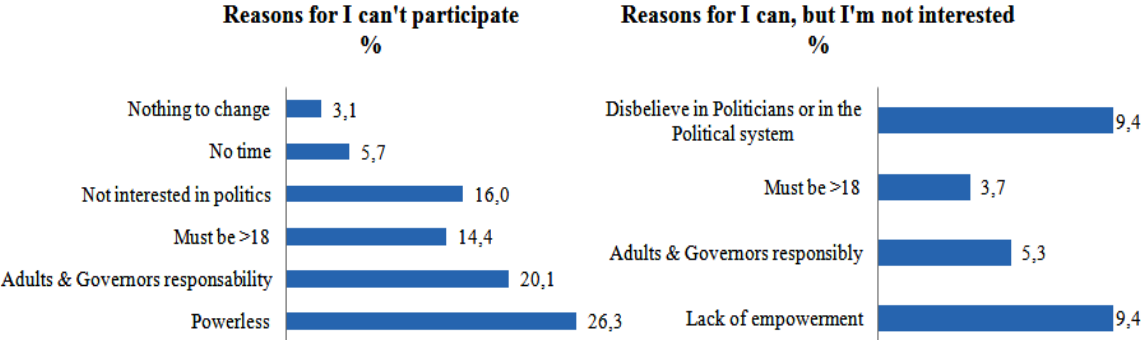


Figure 22. M11 Students' reasons on participatory possibilities

The majority feel powerlessness stating that students have no influence/voice/ not within their reach/can't change/not allow or lack of skills to do it or that it is the responsibility of the adults rather than their own. In addition, the lack of empowerment had the same percentage of disbelieve in politicians or in the political system for “I can, but I’m not interested”.

Looking at reasons why there was a difference between what students did and what teachers do the results were:

Table 72. M11 Reasons for the Differences Between Students And Teachers Online Actions

		Percentage		
		Media Literacy actions	Informal Online Participation	Formal Online Participation
Students	Different individual media use	20.0	20.4	20.0
	Age related interests	21.2	20.0	13.5
	Age related skills, social function and knowledge	9.4	21.2	26.9
	Adults Lack of media/digital skills	2.0	0.8	0.0
	Unawareness of the existence of such tools/sites	18.8	8.6	4.9
	Lack of knowledge of what teachers do	0.8	0.8	0.0
	No difference	0.4	0.8	0.4
Teachers	Age related interests	8.3	--	--
	Students’ lack of literacy/critical thinking skills	25.0	--	--
	Students’ tendency for personal online sharing	25.0	25.0	--
	Students’ lack of interest for social issues	--	--	16.7
	Features of the technological tool	--	8.3	--
	Lack of knowledge of what students do	--	8.3	8.3
	Students’ lack of good manners	--	--	8.3
Students’ disbelieve in citizenship	--	--	16.7	

Missing values- Media literacy actions: 27.3% students, 41.7% teachers; Informal Online Participation: 27.3% students, 58.3% teachers; Formal & Informal Online Participation: 34.3% students, 50% teachers.

The figures show that in both Formal and Informal online participation the main reason presented by students was related with the skills, knowledge and the social function that adults have which is different from the students whereas this reason has less than 10% for media literacy actions. As for teachers, students’ low informal participation online is mainly due to the students’ lack of interests for social issues and students’ *lack of good manners* for the low formal online participation. In addition, for the media literacy actions, both students and teachers think that the actions are related with interests due to different age (work related). Surprisingly, 18.8% of the students seem to not be aware of the possibility to download, upload or to read critically the information or the contracts of the services

available online. For the 3 questions, individual tastes come in second place for the most presented reason by students. Further, teachers tend to think that students spend their

b. Citizenship Concept

Looking at the attributes of citizenship concepts, the following figures show the results of the descriptive statistics on the content analysis for the students and teachers:

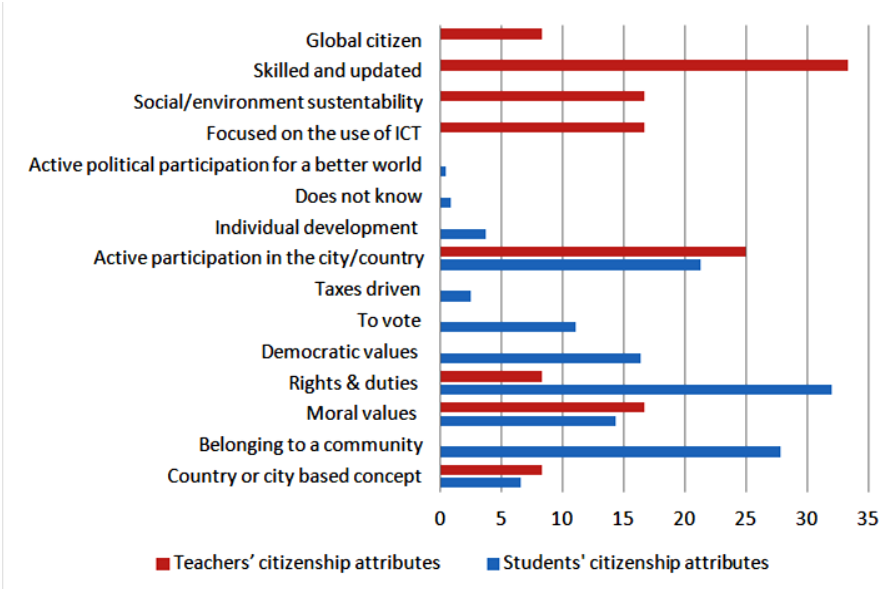


Figure 23. M11 Citizenship attributes percentages

The percentages of missing values for students were 21.7% for students and 16.7% for the teachers. As for the Mayor, his concept is based on Global citizenship, being skilled and updated and a Superhero. The main skill is to be adaptable to the change.

As for how school contributes to be a citizen the results were:

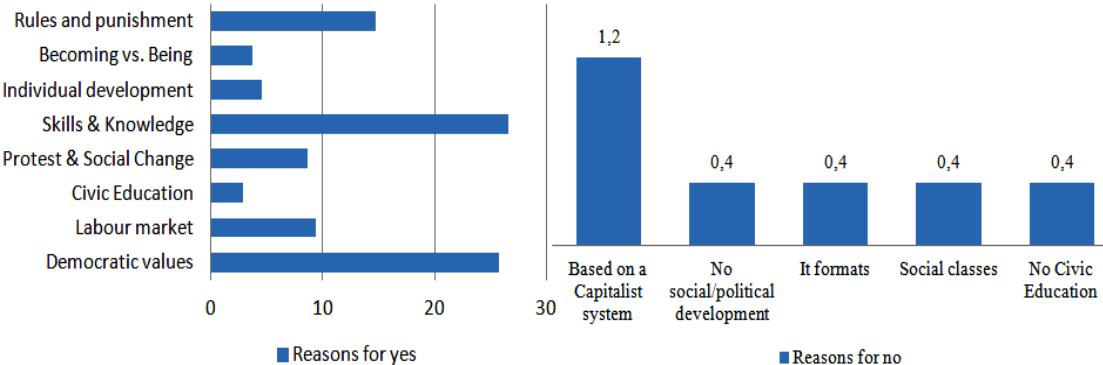


Figure 24. M11 Percentages of occurrences of students' reasons on how school contributes or not for their citizenship

The grand majority (90%) of the students responded *Yes* against 0.4% who responded *No*. Seeking for the web objects which best represent students' online citizenship, the results were:

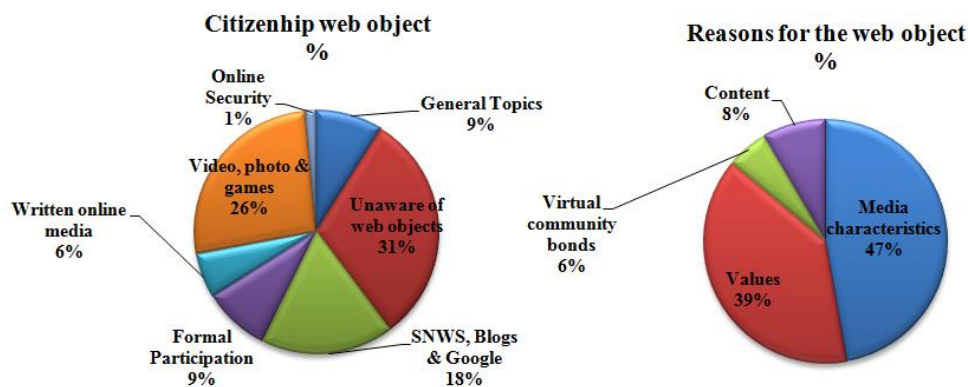


Figure 25. M11 Students citizenship web object

Only 14.8% of the students presented a web object and the majority did not explain the reason (72.1%).

Case Study M12.

a. Young People's on/offline civic engagement

A Mann-Whitney test was conducted to analyse the difference in the means rank of the total Scores Media Literacy, Formal Participation Offline, Informal and Formal Participation Online in the groups: voting age, school grade and gender. The results of the test showed that there was a significant effect of school grade (the mean rank of 11th grade and 12th grade were 56.7 and 62.5, respectively; $U= 1131$, $Z=-2.35$, $p= 0.019$, $r=- 0.02$) for Total Score Formal Participation Online, with a small effect size; and a significant effect of voting age (the mean rank of <18 and >18 years were 57.4 and 78.46, respectively; $U= 408$, $Z=-2.19$, $p= 0.028$, $r= 0.21$) for the Total Score Formal Participation Offline with a large effect size.

Seeking for correlations between the variables, the Pearson Correlation was conducted; the results were: Formal Participation Offline and Possibility to Participate Scores are not correlated with none of the variables. Age is weakly positively correlated with Formal Participation Online [$r(110)=0.191$, $p=0.044$]; Informal Participation Online is medium positively correlated with Formal participation Online [$r(110)=0.388$, $p<0.001$] and Mobile Internet Access is weakly positively correlated with Formal Participation Online

[r(88)=0.251, p=0.017] and Media Literacy is weakly positively correlated with Formal Online Participation [r(110)=0.190, p=0.044].

As for correlations between the Teachers' Total Scores Media Literacy, Informal and Formal Online Participation and Students' Total Scores form Teachers' perspectives, a Pearson product-moment correlation coefficient (r) was conducted and none of the variables were statistically significant correlated.

The following figures show the results of the descriptive analysis to the content analysis of the students' questionnaires:

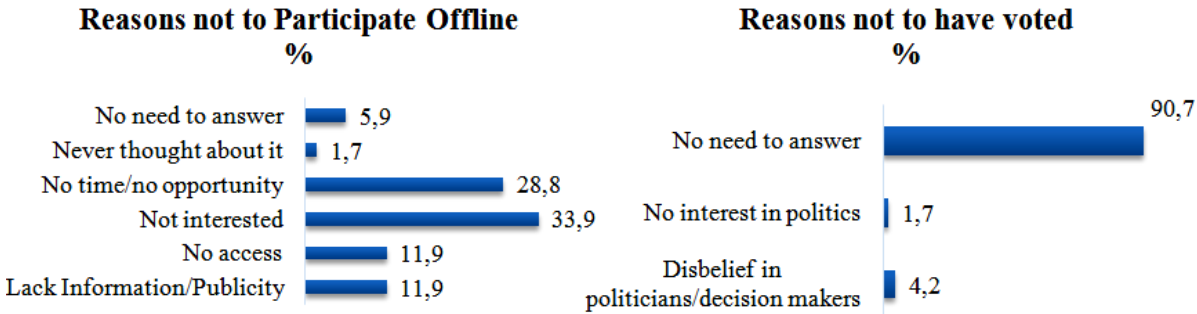


Figure 26. M12 Students' reasons for formal no participation offline

A minimal percentage of the students did not respond to these questions (Reasons not to participate offline= 5.9% and Reasons not to have voted= 3.4%). Seeking for the reasons presented on their perceptions of participation possibility, the figures show the results:

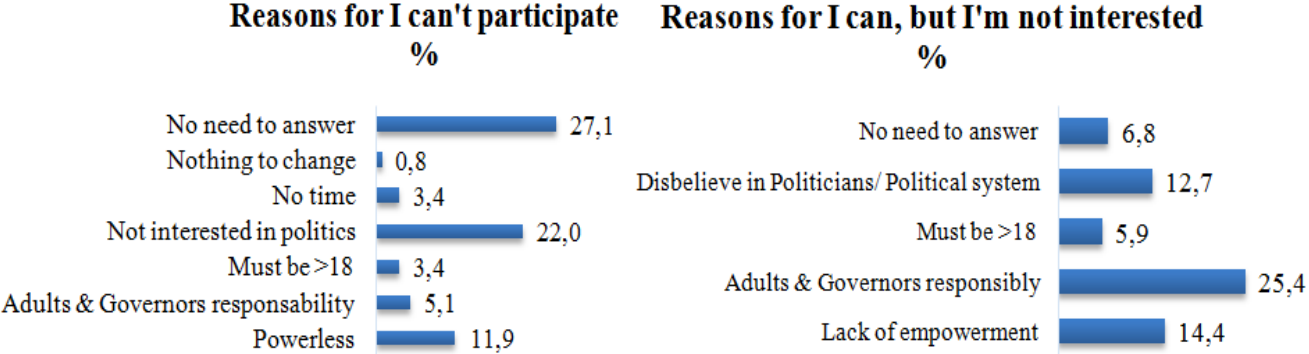


Figure 27. M12 Students' reasons on participatory possibilities

A total of 34.7% and 51.4%, respectively, of the students did not explain their answers. Looking at the reasons given by students and teachers on the different online actions, the table shows the results:

Table 73. M12 Reasons for the Differences Between Students And Teachers Online Actions

		Percentage		
		Media Literacy actions	Informal Online Participation	Formal Online Participation
Students	Different individual media use	9.3	6.8	12.7
	Age related interests	26.3	33.9	27.1
	Age related skills, social function and knowledge	4.2	9.3	15.3
	Adults Lack of media/digital skills	3.4	0.8	--
	Lack of knowledge of what teachers do	1.7	1.7	--
	No difference	12.7	4.2	3.4
Teachers	Students' lack of literacy/critical thinking skills	28.6	--	--
	Students' tendency for personal online sharing	7.1	--	--
	Students' lack of interest for social issues	--	28.6	21.4
	Lack of knowledge of what students do	--	7.1	--
	Features f the technological tool	--	--	7.1
	Students' lack of good manners	--	--	7.1

Missing values- Media literacy actions: 42.4% students, 64.3% teachers; Informal Online Participation: 43.2% students, 64.3% teachers; Formal & Informal Online Participation: 41.5% students, 64.3% teachers

Teachers do not perceive individuals interests on media use or the absence of difference as reasons which explain the differences between them and students.

b. e-citizenship perceptions

The figures show the attributes of citizenship given by students and by the teachers:

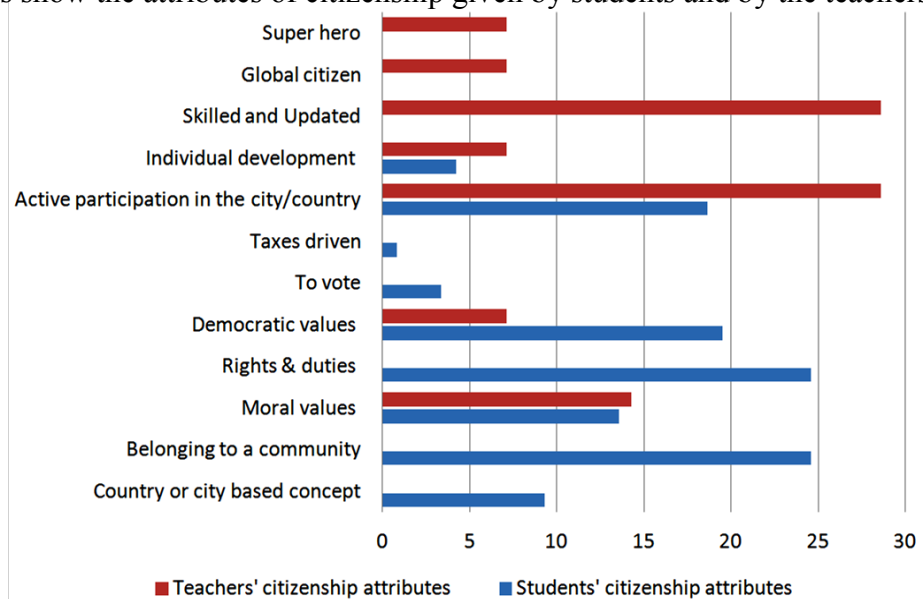


Figure 28. M12 Students and teachers' citizenship attributes percentages

A total of 22.9% of the students and 15.4% of the teachers did not respond the question. Moreover, the majority of the students explain that law abidance and respect the civil

obligations and having rights and belonging to a community are the main attributes, both with 24.6% whereas being active in the city or in the country comes in third with 18.6%. Looking at the teachers' figures, Active participation and skilled & updates are the main attributes with 28.6% each and Moral values as second with 14.3%. As for the Mayor, she conceives a citizen has being active in their city and country as well as being skilled and updates. In addition, the main skill which is referred is to be critical.

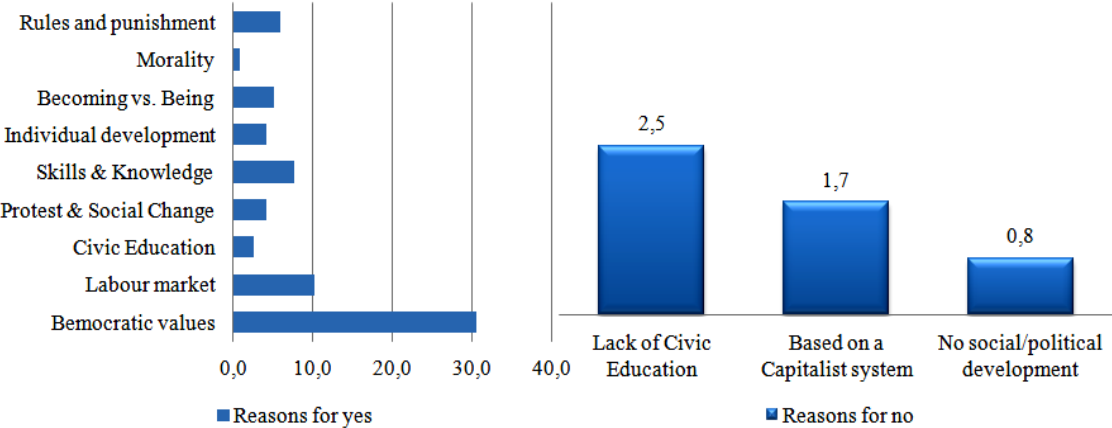


Figure 29. M12 Percentages of occurrences of **students' reasons on how school contributes for their citizenship**

The grand majority responded if the school contributed for them to be a citizen (91.6%) where 90.8% said *Yes* and 0.8% said *No* and 68.6% explained their reasons.

As for citizenship web objects the vast majority did not presented (80.5%) and only 8.5% presented their reasons. The results are presented in the following figures:

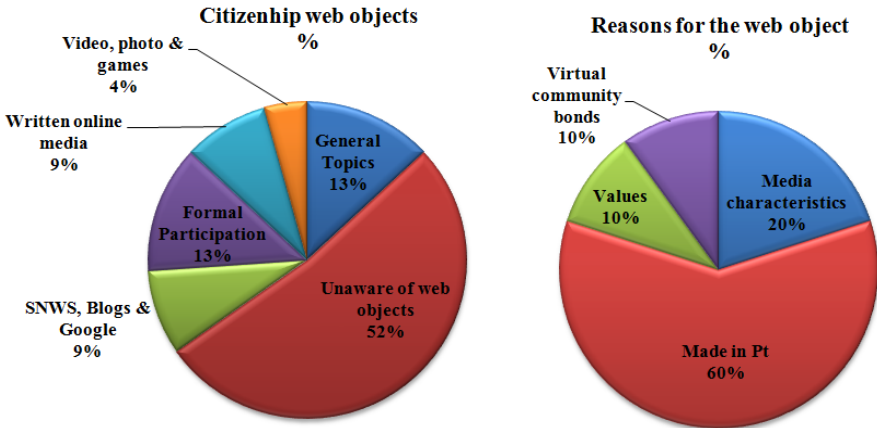


Figure 30. **M12 Students' citizenship web object**

The majority of students did not know any web object and the ones who knew, considered the fact of being Portuguese or written in Portuguese important.

Case Study M21.

A Mann-Whitney test of the total Scores Media Literacy, Formal Participation Offline, Informal and Formal Participation Online in the groups: voting, school grade and gender. The results of the test showed that there was a significant effect of gender (the mean rank of female and male were 98.9 and 81.01, respectively; $U= 3240$, $Z=-2.33$, $p= 0.02$, $r=- 0.17$) for Total Score Media Literacy and for Total Score Possibility Participating (the mean rank of female and male were 80.5 and 104.3, respectively; $U= 2975$, $Z=-3.07$, $p= 0.02$, $r= 0.23$), both with a large effect size.

Searching for the correlations between variables, the results of the Pearson Correlation which conducted variables Age, Mobile Internet Access and TS Possibility to Participate are not correlated with any of the variables. Further, Informal [$r(176)=0.233$, $p=0.002$] and Formal Participation Online total Scores [$r(169)=0.204$, $p=0.007$] are weakly positively correlated with Media Literacy; Informal Participation Online and Formal Participation Offline are weakly positively correlated [$r(176)=0.198$, $p=0.008$]; Informal Participation Online and Formal Participation Online are medium positively correlated [$r(169)=0.434$, $p<0.001$].

As for the Pearson product-moment correlation coefficient (r) conducted to teachers' online actions and their perceptions on students' actions, the results show that what teachers' perceive of their students online actions regarding media literacy is positively correlated with what they perceive for students' participatory formal [$r(16)=0.639$, $p=0.004$] and informal online actions [$r(16)=0.547$, $p=0.019$] and to their own formal [$r(16)=0.601$, $p=0.008$] and informal [$r(16)=0.494$, $p=0.037$] participatory actions. This means that the more media literacy score students have, the more they participate formally or informally online. Further, teachers' total scores are all strongly positively correlated, meaning the more media literacy actions the more informal [$r(16)=0.526$, $p=0.025$] and formal [$r(16)=0.601$, $p=0.008$] participatory online actions are performed by them.

The following figures show the descriptive analysis of the content analysis to the students' open questions:

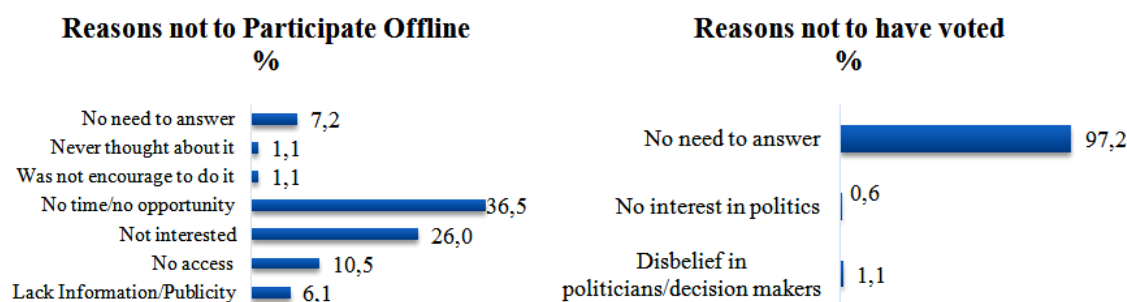


Figure 31. M21 Students’ reasons for formal no participation offline

The majority of students do not have time to participate in local collectives or have no opportunity. Not being interested comes in second for reasons not to be part of local associations. The grand majority of the students were under 18 (92.3%) and the students over 18 either could not vote due to their birth date or they do not believe in politicians or are not interested in politics.

The following figures present the results for the reasons students presented for not participating in social bodies or issues:

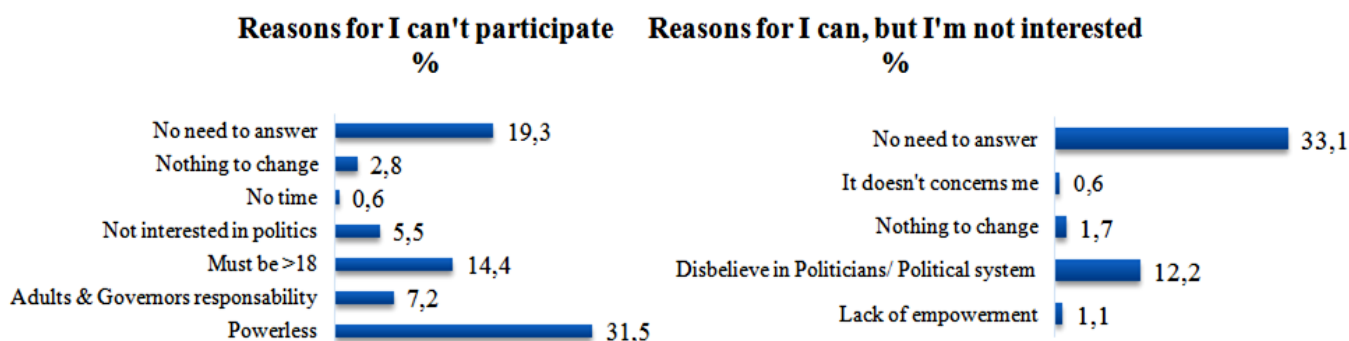


Figure 32. M21 Students’ reasons on participatory possibilities

The majority think they cannot participate because they feel powerlessness or they have to be over 18. As for the ones who think they can, but they are not interested in doing it, the main reason was disbelieve in politicians or in the political system. However, there are small percentages who are satisfied with their reality not having anything to change.

The following table presents the reasons given by students and teachers for the different online actions:

Table 74. M21 Reasons for the Differences Between Students And Teachers Online Actions

		Percentage		
		Media Literacy actions	Informal Online Participation	Formal Online Participation
Students	Different individual media use	12.7	13.3	11.6
	Age related interests	8.3	3.3	3.9
	Age related skills, social function and knowledge	5.0	12.2	17.7
	Adults Lack of media/digital skills	2.2	0.6	0.6
	Unawareness of the existence of such tools/sites	1.7	9.9	3.9
	Lack of knowledge of what teachers do	0.6	--	--
	Feeling of powerlessness	0.6	0.6	1.7
	No difference	11.0	5.5	5.5
Teachers	Age related interests	5.6	--	--
	Students' tendency for personal online sharing	5.6	--	--
	Students' lack of interest for social issues	--	11.1	5.6
	Lack of knowledge of what students do	--	5.6	5.6

Missing values- Media literacy actions: 58.0% students, 88.9% teachers; Informal Online Participation: 54.7% students, 83.3% teachers; Formal & Informal Online Participation: 44.8% students, 88.9% teachers.

The main reason for the media literacy actions is related with individual use of media and individual tastes followed by no difference between them whereas for teachers, the main reasons are related with the difference of age and the idea that students share everything online opposing to adults who are more careful with what they share. As for informal online participation, different individual media use comes again as the main reason followed by the difference between young people's skills, knowledge and social function and adults. The same reasons are presented for the formal participation, but in a different order.

b. e-citizenship perceptions

The following figures show the results of the content analysis to the students and teachers concepts of citizenship:

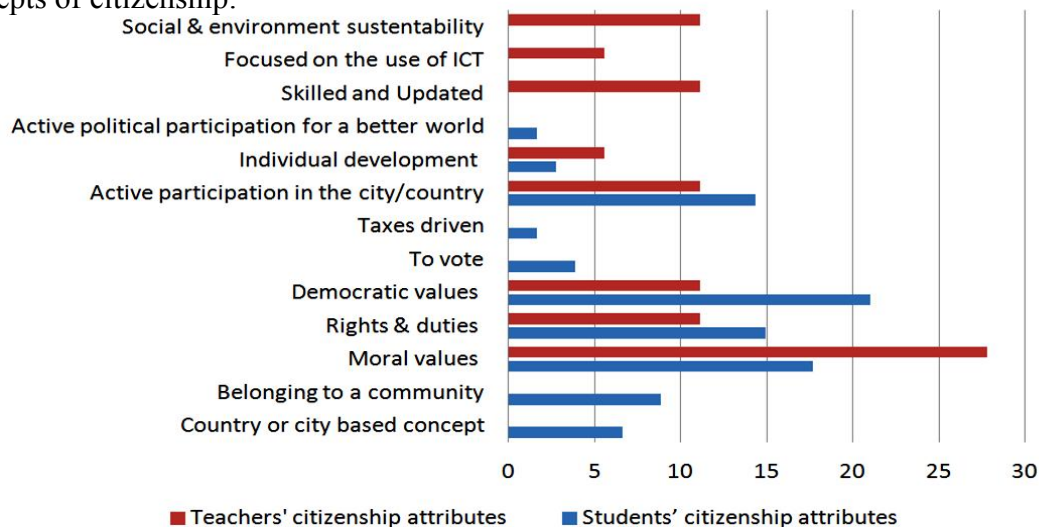


Figure 33. M21 Students and teachers' citizenship attributes

There were 37% of the students and 27.8% of teachers did not respond the question on citizenship concept. For students, citizenship is mainly based on democratic values and in moral values such as responsibility and charity. Moreover and in consonance, the Mayor attributes includes Moral values, Kennedy’s quote, Active participation and skilled and updated. The main skill is the adjustability.

Looking how school contributes for their citizenship, 53.6% of the students did not explain the reasons. The vast majority responded that school contributed for their citizenship (84.5%) against 9.9% which said no. Only 5.5% did not respond the question yes or no. The following figure shows the results:

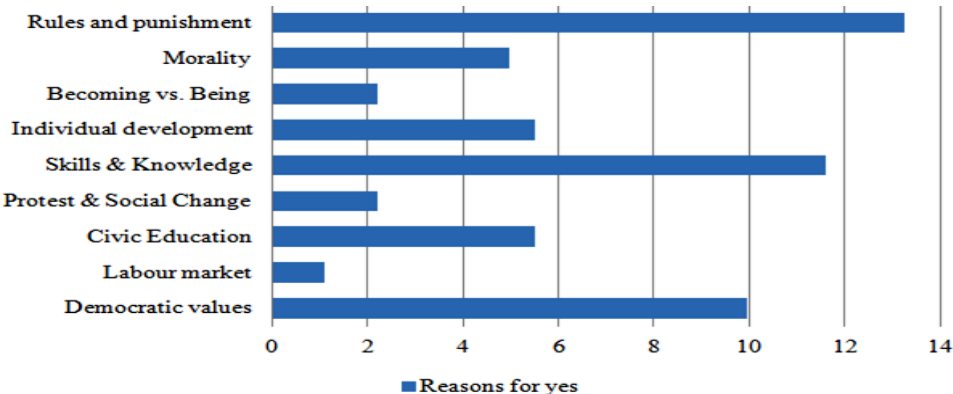


Figure 34. M21 Percentages of occurrences of **students’ reasons on how school** contributes for their citizenship

The majority of the students see school has a place where there are rules and punishment for the ones who breaks the rules; therefore, it contributes to their citizenship. Further, 2.2% of the students presented Lack of civic education for the main reason for school not helping them to be a citizen.

As for the citizenship web object, the figures show the results:

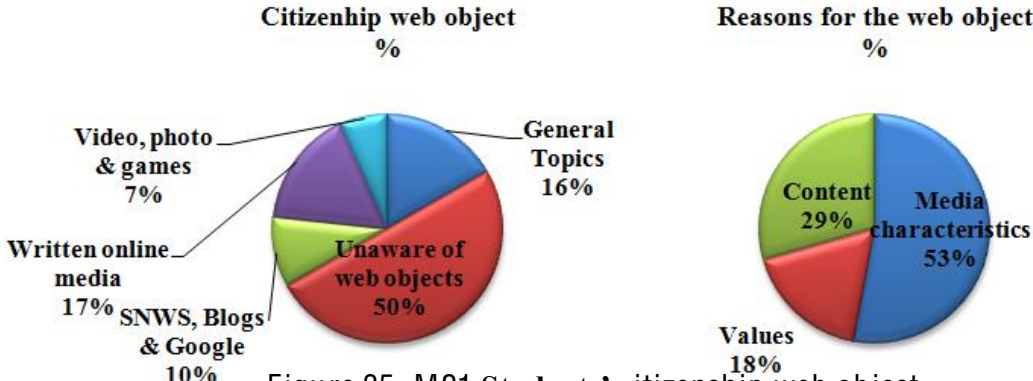


Figure 35. M21 **Students’ citizenship web object**

The majority of students did not present a web object (83.4%) values which are in line with the 50% of students which argued that they did not know any web object. Nonetheless, written online media appears as the web object with the highest percentage and media characteristics as the main reason for the chosen web objects.

Case Study M22.

a. Young People's on/offline civic engagement

In regards to difference between groups (see Appendix 11 for detailed results) , the results showed a significant difference between students under 18 and over 18 for Media Literacy scores ($M_{<18}=10.42$, $SD=4.33$; $M_{>18}=6.83$, $SD=4.22$), where younger students have more media literacy items than the eldest which imply a higher level of uploading and/or higher online dispositions; no significant difference between the 11th and 12th grade students neither between female and male, meaning that the Total Scores results are not affected by school grade or gender.

In order to seek for correlations between the variables, the Pearson product-moment correlation was conducted; the results suggest that Internet Mobile Internet Access and Total Score Formal Participation Offline have no correlation with any of the other variable. On the other hand, there is medium positive correlation between formal online participation with age [$r(62)=0.407$, $p=0.001$], informal participation online [$r(60)=0.434$, $p<0.001$] and a possibility to participate [$r(61)=0.346$, $p=0.006$] and a weak positive correlation with media literacy [$r(62)=0.256$, $p=0.043$].

A Pearson product-moment correlation coefficient (r) was conducted to Teachers' Total Scores Media Literacy, Informal and Formal Online Participation and Students' Total Scores form Teachers' perspectives and the results showed that only Formal and Informal Students' participation from teachers' perspectives are strongly positively correlated and statistically significant [$r(8)=0.765$, $p=0.010$].

As for the reasons presented by the students on offline participation and on what they could or not participate the figures show the results. As for the not voting reasons:

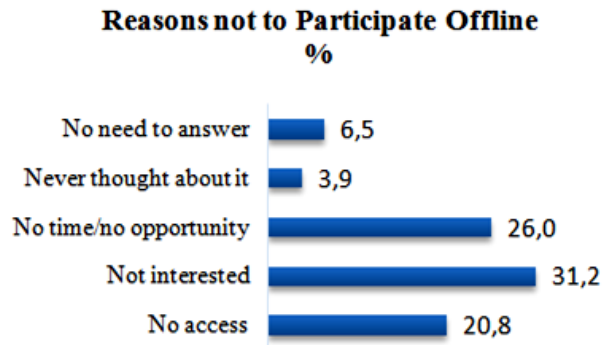


Figure 36. M22 Students' reasons for formal no participation offline

Only 11.7% did not respond to the question on offline participation and 92.2% of the students were under 18 or because they voted to elect both the class and the students' union representatives. Furthermore, the majority of the students are not interested in participating in local collectives followed by the ones who do not have time or no opportunity to do it. As for reasons presented for not being participating in social issues or social bodies, the figures show the results:

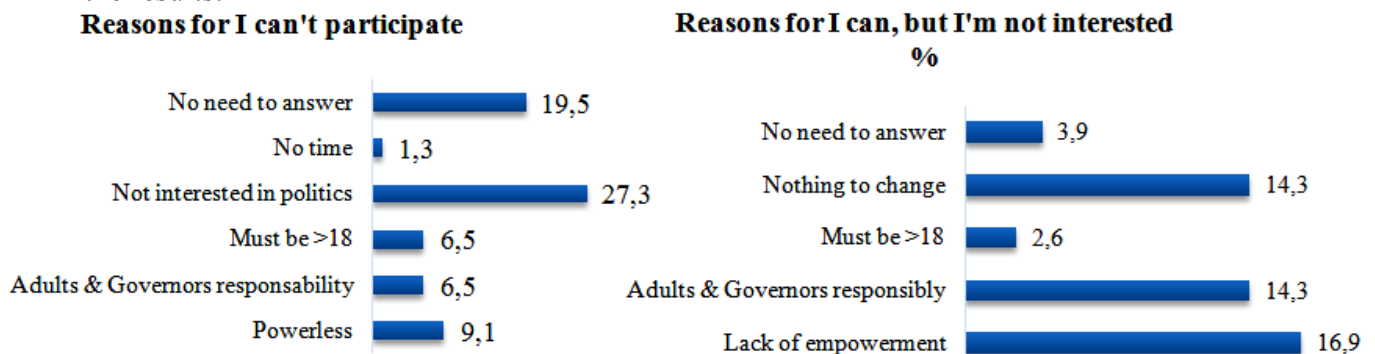


Figure 37. M22 Students' reasons on participatory possibilities

The majority of these students think they cannot participate because they have no interests in politics followed by their powerlessness feelings. On the other hand, the ones who think they can participate claim lack of empowerment which prevents them to participate. An interesting point is the fact that the same percentages who think it is adults responsibility is equal to the ones who think there is nothing to change.

As for the differences between students and teachers online, the table presents the results:

Table 75. M22 Reasons for the Differences Between Students And Teachers Online Actions

		Percentage		
		Media Literacy actions	Informal Online Participation	Formal Online Participation
Students	Different individual media use	6.5	11.7	10.4
	Age related interests	14.3	10.4	15.6
	Age related skills, social function and knowledge	1.3	5.2	11.1
	Unawareness of the existence of such tools/sites	--	1.3	1.3
	Lack of knowledge of what teachers do	11.7	11.7	35.6
	Geographical distant to their reality	--	--	17.8
	No difference	11.7	7.8	--
Teachers	Age related interests	10.0	--	--
	Students' lack of literacy/critical thinking skills	10.0	20.0	--
	Students' tendency for personal online sharing	10.0	--	--
	Students' lack of interest for social issues	--	--	10.0

Missing values- Media literacy actions: 54.5% students, 70.0% teachers; Informal Online Participation: 50.6% students, 80.0% teachers; Formal & Informal Online Participation: 58.4% students, 90.0% teachers.

Students and teachers are in line for the different online action regarding media literacy which the main reason is age related interests. As for informal online participation, students attribute the differences to different individual media use and age related interests. On the other hand, formal online participation is different due mainly due to the distance between students and what happens. Looking at their teachers, students lack of critical thinking skills as well literacy reason why they do not engage in informal participation actions and, their lack for social issues prevent students from participating in formal online actions.

b. e-citizenship perceptions

The following figures present the attributes of citizenship given:

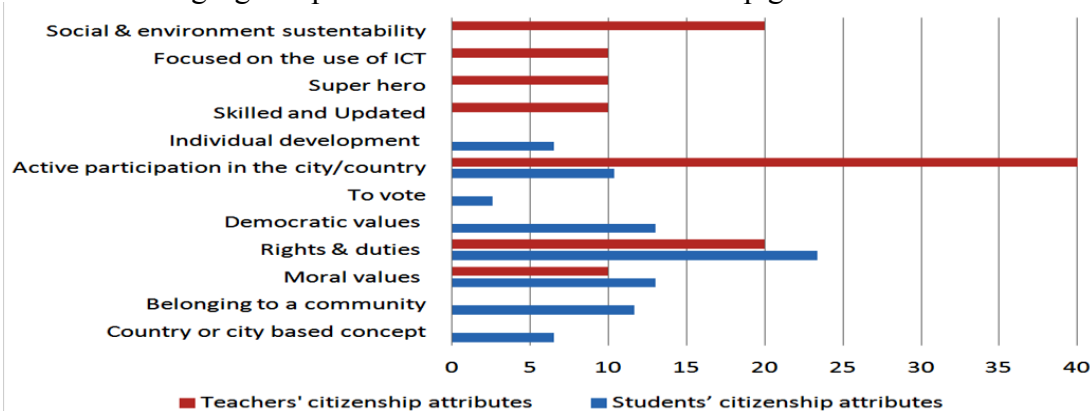


Figure 38. M22 Students and teachers' citizenship attributes

The majority of the students and teachers responded to the question (59.7% and 70.0% respectively). If rights and duties are the main attribute given by students followed by democratic values, active participation is the main attribute for the teachers. Nonetheless, rights & duties as well as social and environmental sustainability comes equally as second attribute for teachers. Further, the Mayor attributes is, to some extent, in line with teachers as he presented active participation and the notion of community. The following figure shows how school contributes for their citizenship:

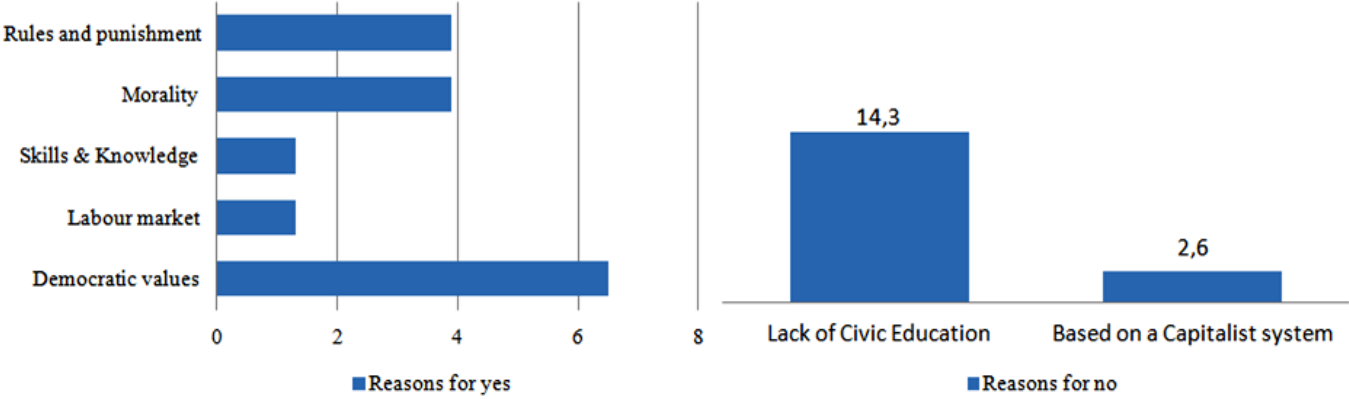


Figure 39. M22 Percentages of occurrences of **students'** reasons for school contributes to their citizenship

The majority of the students did not respond to explain the reasons for their response (66.2%). From the 33.8% of the students who responded yes or no, the same percentage responded yes and no. The main reason for the students who believe school contributes for their citizenship is the development of democratic values such as respect towards the other while the main reason presented by the students which do not believe school contributes is the lack of civic education.

Looking at the web object which represents their citizenship, the figures show the results:

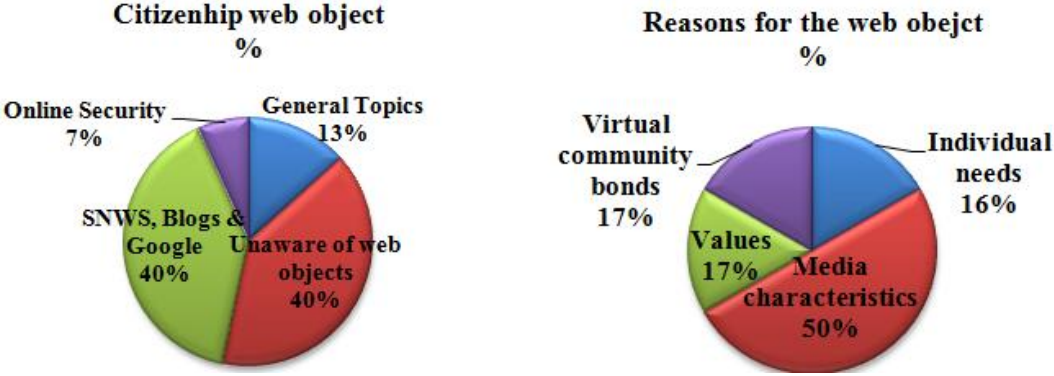


Figure 40. M22 Students' citizenship web object

The majority of the students did not responded the question (80.5%) and the ones who did it, presented social net work sites, blogs or Google as their object and the main reason is the media characteristics.

Case study M31.

a. Young **People’s** on/offline civic engagement

There was no significant difference between the groups of voting age or female and male in none of the Total Scores, which means that these scores cannot be explained by voting age or gender. There is a statistically significant mean difference in Total Score for Informal Participation ($M_{11thgrade}=5.38, SD=2.14; M_{12thgrade}=3.11, SD=2.82$) and Total Score for Possibility to Participate ($M_{11thgrade}=5.23, SD=4.09; M_{12thgrade}=8.00, SD=3.04$). Therefore, 11th grade students tend to take more informal online participatory actions than do 12th grade students and perceive themselves with less possibility to participate in social bodies or issue.

Seeking for correlations between the variables, the Pearson product-moment correlation was conducted. The results suggest that there is no correlation between the variables, probably due to the reduced number of cases compared with the number of variables. The same happened for the Teachers’ Total Scores Media Literacy, Informal and Formal Online Participation and Students’ Total Scores form Teachers’ perspectives.

As for the reasons presented for students’ action on/offline and for their perception in what they can or cannot participate, the following figures show the results:

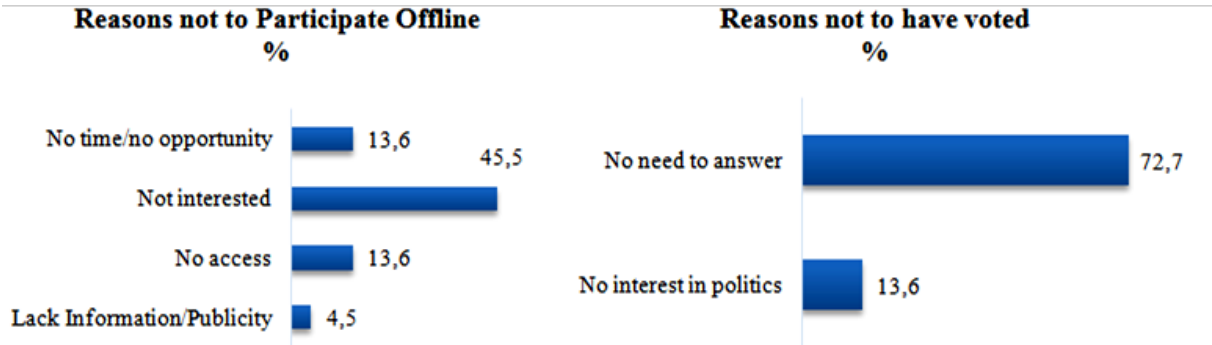


Figure 41. **M31 Students’ reasons for formal no participation offline**

The grand majority of the students gave reasons for their answer (77.3%) and the main reason is the fact that they are not interested in participating.

As for voting, only 31.8% was over 18. The students are not interested in politics that is why they did not vote. As for reasons for not participating in social bodies and issues, the vast majority (81.8% for both) explained why they couldn't or they were not interested, are presented in the following figures:



Figure 42. M31 Students' reasons on participatory possibilities

Students tend to have no interests in politics and they disbelieve in politicians or in the political system. Looking at the differences between students and teachers online actions, the following table shows the results:

Table 76. M31 Reasons for the Differences Between Students And Teachers Online Actions

		Percentage		
		Media Literacy actions	Informal Online Participation	Formal Online Participation
Students	Different individual media use	4.5	9.1	9.1
	Age related interests	13.6	18.2	22.7
	Adults Lack of media/digital skills	4.5	--	--
	Age related skills, social function and knowledge	--	--	4.5
	Lack of knowledge of what teachers do	--	--	4.5
	No difference	27.3	18.2	9.1
Teachers	Age related interests	12.5	--	--
	Students' lack of literacy/critical thinking skills	37.5	25.0	--
	Students' lack of good manners	--	--	12.5
	Lack of knowledge of what students do	--	25.0	--
	Students' lack of interest for social issues	--	--	37.5

Missing values- Media literacy actions: 50.0% students, 50.0% teachers; Informal Online Participation: 54.5% students, 50.0% teachers; Formal & Informal Online Participation: 50.0% students, 50.0% teachers.

The majority of the students see no difference between their online actions and their teachers except for the formal online participation, where they attribute to age related different interests. On the other hand teachers attribute the lack of literacy and critical thinking of their students for both media literacy and informal online actions and lack of students' interests in social issues for formal online participation.

b. e-citizenship perceptions

The following figures show the results of the content analysis to the attributes of citizenship by students and teachers:

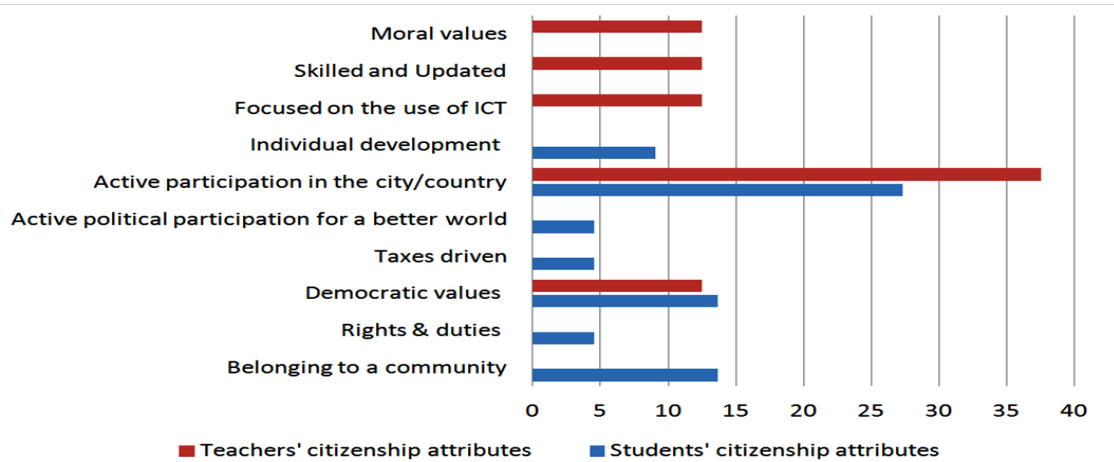


Figure 43. M31 Students and teachers' citizenship attributes

The vast majority of the students responded to the question (77.3%) while 50% of the teachers did not. Active participation is the main attribute for both students and teachers and both of them considered democratic values an attribute. On the other hand, mayors' attributes were moral values, rights and duties, community driven and individual development. As for how school contributes for their citizenship, the figures show the results:

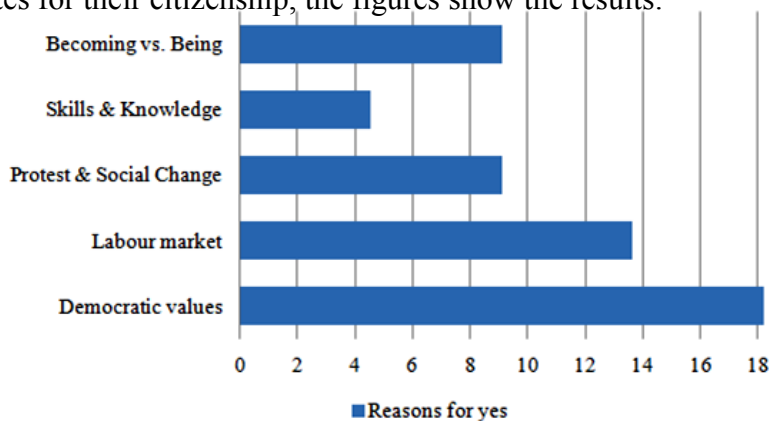


Figure 44. M31 Percentages of occurrences of students' reasons how school contributes to their citizenship

The majority of the students explained if school helped them to be a citizen (59.1%) with 54.5% explaining the reasons for yes and 4.5% explaining reasons for no. The development of

democratic values is the main reason for the yes opposing to lack of civic education as the reason for the no.

In regards to Citizenship web object, only 2 students responded (1-General Topic and 1-Formal Participation). Both of them presented the same reason, individual needs.

Case Study M32.

a. Young **People’s** on/offline civic engagement

As this school only had 11th grade students and under 18 years old, and it is not random, no hypothesis test can be done.

The results of the Pearson product-moment correlation suggest that only Possibility to participate is strongly positively correlated with the students’ age [$r(12)=571, p=0.033$]. One of the reasons might be the number of cases, which are very small and may not reach statistical significance at the $p<0.05$. As for the Pearson product-moment correlation coefficient (r) conducted to Teachers’ Total Scores Media Literacy, Informal and Formal Online Participation and Students’ Total Scores form Teachers’ perspectives and the results show that only Teacher’s total scores Informal and Formal participation online are strongly positively correlated [$r(5)=0.911, p=0.004$], meaning that the more formal participatory online action they do the more informal online participatory action they will perform and vice-versa.

The majority were under 18 years old and there was no Students Union, the figures show their reasons for no participating offline and their perceptions on what they can or not participate:

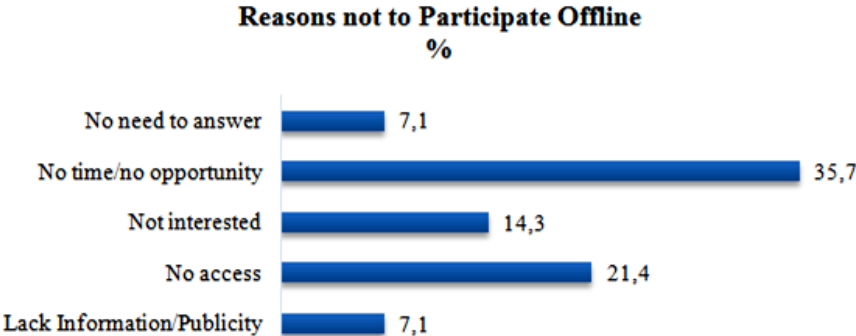


Figure 45. M32 Students’ reasons for formal no participation offline

The vast majority of the students explained their reasons for not participating online (85.7%) and they claim they do not have time or have no opportunity to do it. This reason is followed by no access in their municipality to local collectives or other activities. As for reasons presented for not having the possibility or not having interests in participate on social bodies and issues, the figures show the results:

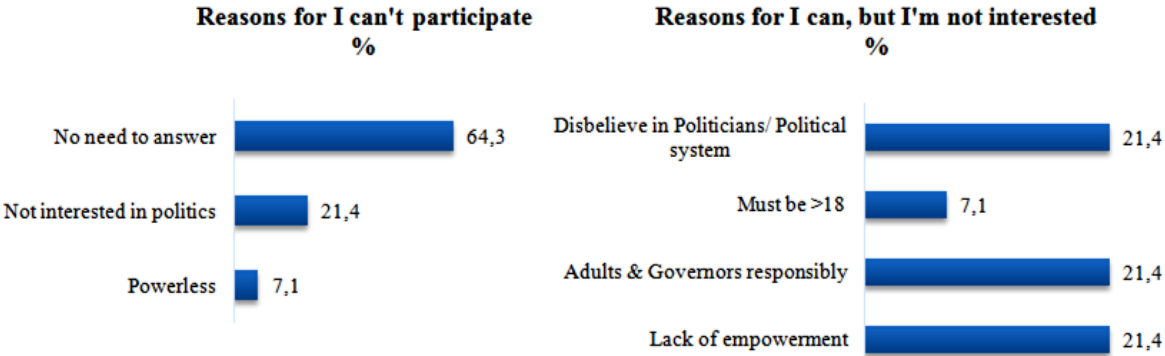


Figure 46. M32 Students’ reasons on participatory possibilities

Students tended to explain their reasons for I can’t and I can, but I’m not interested (92.9% and 71.4% respectively). Thus, not being interested in politics and disbelieve in politicians are the main reasons. Along with these reasons there is a feeling of powerlessness and the lack of empowerment. As for the reasons for different online actions:

Table 77. M32 Reasons for the Differences Between Students And Teachers Online Actions

		Percentage		
		Media Literacy actions	Informal Online Participation	Formal Online Participation
Students	Different individual media use	35.7	42.9	42.9
	Age related interests	21.4	35.7	35.7
	Adults Lack of media/digital skills	--	--	--
	Age related skills, social function and knowledge	28.6	7.1	14.3
	Lack of knowledge of what teachers do	--	--	--
	No difference	7.1	7.1	--
Teachers	Age related interests	28.6	14.3	--
	Students’ lack of literacy/critical thinking skills	42.9	42.9	28.6
	Students’ lack of good manners	--	--	14.3
	Students’ lack of interest for social issues	--	--	28.6
	Students’ tendency for personal online sharing	14.3	--	--
	Lack of knowledge of what students do	--	28.6	28.6
	Features of the technological tool	--	--	14.3

Missing values- Media literacy actions: 7.1% students, 14.3% teachers; Informal Online Participation: 7.1% students, 14.3% teachers; Formal & Informal Online Participation: 7.1% students, 14.3% teachers.

The majority of the students relate the different online actions to the individual use of media whereas teachers tend to attribute the lack of literacy and critical thinking skills of their students for different media and informal online actions. Further, students' lack of interests for social issues comes as the second higher percentage for differences on formal online participation.

b. e-citizenship perceptions

Looking at the attributes given to citizenship, the following figures show the results:

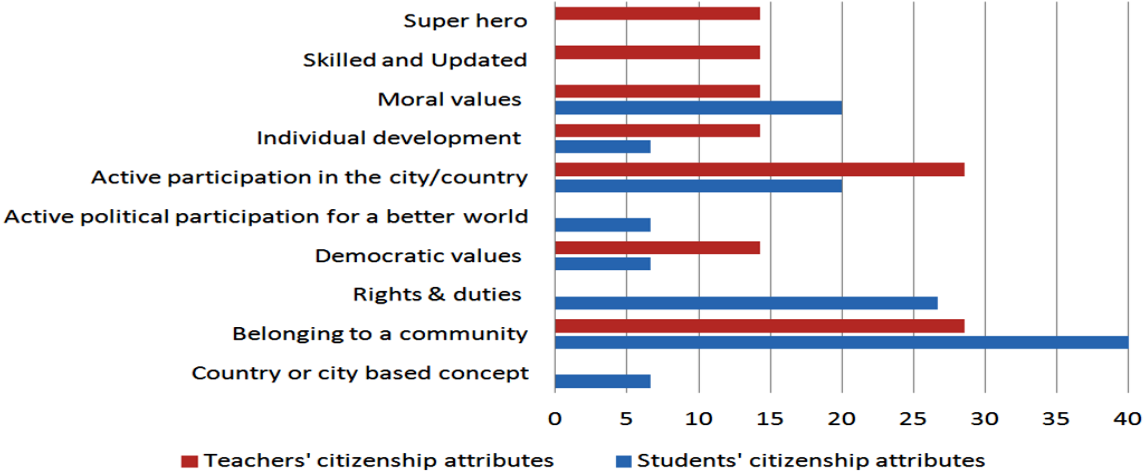


Figure 47. M32 Students and teachers' citizenship attributes

The majority of the students and teachers explained their concept of citizenship (93.3% and 71.4% respectively). Both students and teachers present community driven or community belonging with the highest percentage. However, for teachers this attribute had equal percentage to active participation whereas for students it came in third after rights & duties. The mayor concepts involve being active participation in the city and a sense of community, skilled and updated and rights and duties.

The reasons how school contributes for their citizenship are presented in the following figure:

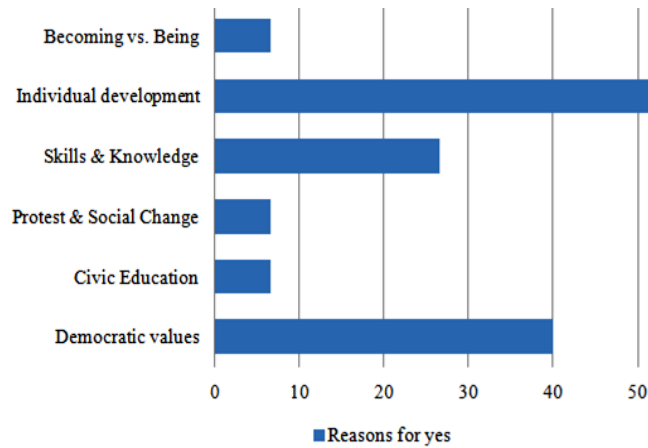


Figure 48. M32 Percentages of occurrences of students' reasons how school contributes to their citizenship

The majority of students responded to the question and explained their reasons (73.3%) and said that school contributed for their citizenship. The main reason is school contributing for their individual development and democratic values.

Looking at the web object which explained their citizenship 66.7% presented one but none explained the reasons for their choice. The web objects were:

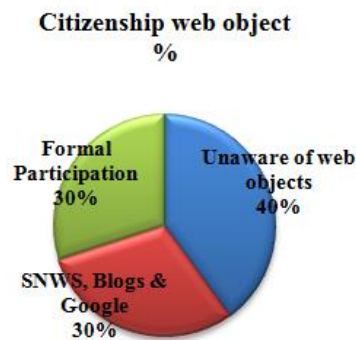


Figure 49. M32 Students' citizenship web object

Azores Case Studies

Case Study A11.

a. Young People's on/offline civic engagement

The results (see Appendix 11) show that there are no significant difference between the groups in the Total Scores, meaning that they are not affected by affected by voting age, school grade or gender.

Testing the correlation between the variables, Pearson product-moment correlation was conducted, the results suggest Media Literacy is weakly positively correlated with age [r(204)=0.166, p=0.017] and with Formal Participation Online [r(204)=0.165, p=0.018] and has a medium positive correlation with Informal Participation Offline [r(204)=0.336, p<0.001]; Formal Participation Offline has a weak positive correlation with Informal Participation Online [r(204)=0.156, p=0.025] and with Possibility to Participate[r(204)=0.166, p=0.017]. Finally, Formal and Informal Participation Online are medium positively correlated [r (201)=0.419, p<0.001].

A Pearson product-moment correlation coefficient (r) was conducted to Teachers' perspectives and online actions. The results show that Students' Total Scores Media Literacy from teachers' perspective and Teachers' Informal Participation are strongly positively correlated [r(9)=0.613, p=0.045], meaning that teachers perceive that the more students perform media literacy actions the more informal participatory online actions they will do. The same trend for the Students' Formal and Informal Participation Online actions from teachers' perspectives, which are strongly positively correlated [r(9)=0.625, p=0.040]. Further, Teachers' Total Scores Media Literacy and their Formal Participation are strongly positively correlated [r(9)=0.727, p=0.011] and Teachers' Total Scores Informal Participation Online is strongly correlated with Students' Total Score Formal Participation Online [r(9)=0.680, p=0.021]. This means that on the one hand, the more teachers do online regarding to media literacy the more they will participate informally. On the other hand, the more teachers informally participate online the more they perceive students formally participate online.

As for reasons given by students to not participate offline, 94.7% of the students presented their reasons for not participating offline only 13.6% was over 18. Moreover, only 5.4% had to explained why they did not voted. The following figures show the results:

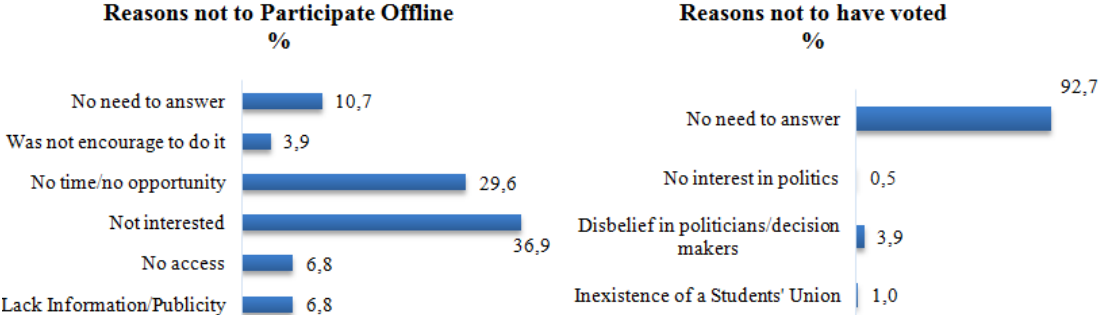


Figure 50. A11 Students' reasons for not participating offline

Students tend not to be interested in participating followed by not having time. As for not voting, the main reason is disbelieve in politicians or decision-makers. Looking at the reasons for thinking they cannot participate or they are not interested in participating in social bodies or social issues, the following resulted:

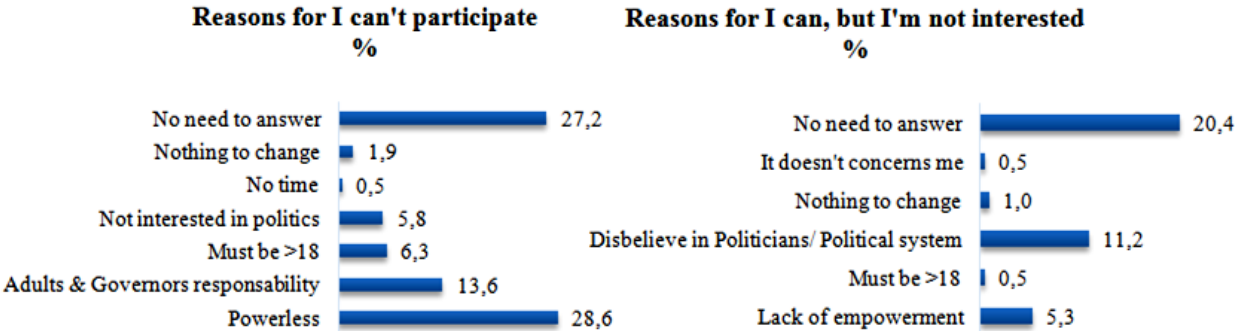


Figure 51. A11 Students’ reasons on participatory possibilities

The majority explained their reasons (84.0%) and the feeling of powerlessness is the main reason followed by students considering it is adult’s reasonability to participate and decide. Disbelieve in politicians or in the political system was the reason with higher percentages followed by lack of empowerment. Seeking for reasons for the differences on online actions between students and adults, the results are presented in the following table:

Table 78. A11 Reasons for the Differences Between Students And Teachers Online Actions

		Percentage		
		Media Literacy actions	Informal Online Participation	Formal Online Participation
Students	Different individual media use	16.5	20.4	18.0
	Age related interests	20.4	5.8	3.4
	Adults Lack of media/digital skills	2.4	1.5	--
	Age related skills, social function and knowledge	3.9	26.2	32.5
	Lack of knowledge of what teachers do	0.5	--	1.0
	Unawareness of the existence	2.4	4.4	5.3
	Feeling of empowerment	--	0.5	--
	Feeling of powerless	--	--	3.9
	No difference	18.0	6.3	1.9
Teachers	Students’ lack of interest for social issues	--	--	27.3
	Students’ lack of literacy/critical thinking skills	18.2	18.2	--
	Students’ lack of good manners	--	--	27.3
	Adults Lack of media/digital skills	9.1	--	--
	Students' higher level of Internet and SNW usage	--	9.1	--
	Students’ tendency for personal online sharing	18.2	--	--
Lack of knowledge of what students do		--	18.2	--

Missing values- Media literacy actions: 35.9 % students, 54.5% teachers; Informal Online Participation: 35.0% students, 54.5% teachers; Formal & Informal Online Participation: 34.0% students, 45.5% teachers.

Age related interests were the main explanation of media literacy actions for students while students' lack of literacy, critical thinking and tendency to share their lives online were the main explanations for teachers.

b. e-citizenship perceptions

Almost all students (80.6%) and all teachers responded to what is to be a citizen. The following figures present the citizenship concept attributes given by the students and by the teachers:

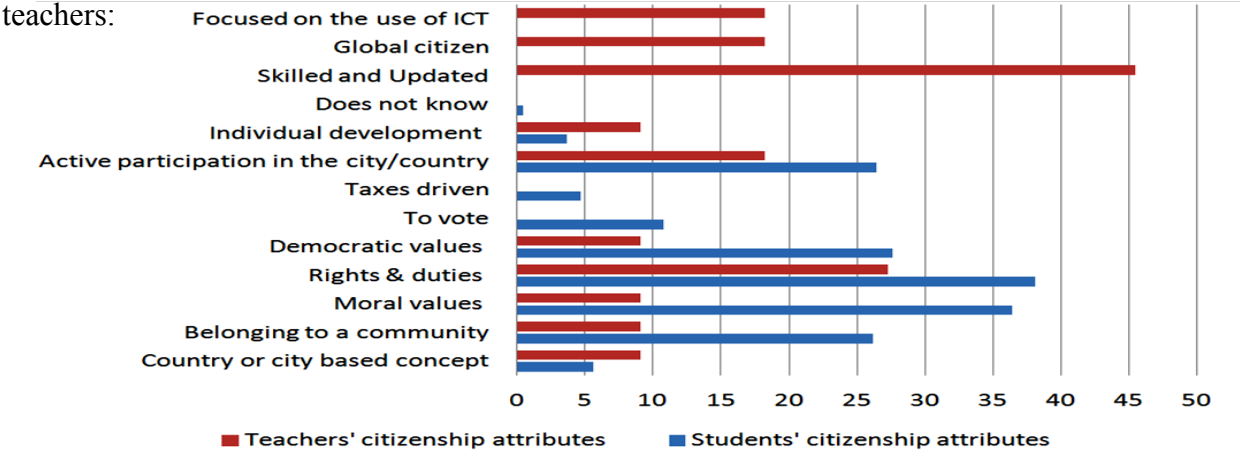


Figure 52. A11 Students and teachers' citizenship attributes

Rights & duties is the attribute with more percentages for students whereas teachers main attribute was skilled and updated. Active participation comes in third for both students and teachers. On the other hand, the mayor main attribute was active participation in the council and in the country, with or without ICT.

Seeking for reasons if school contributed for students' citizenship, the figures show the results:

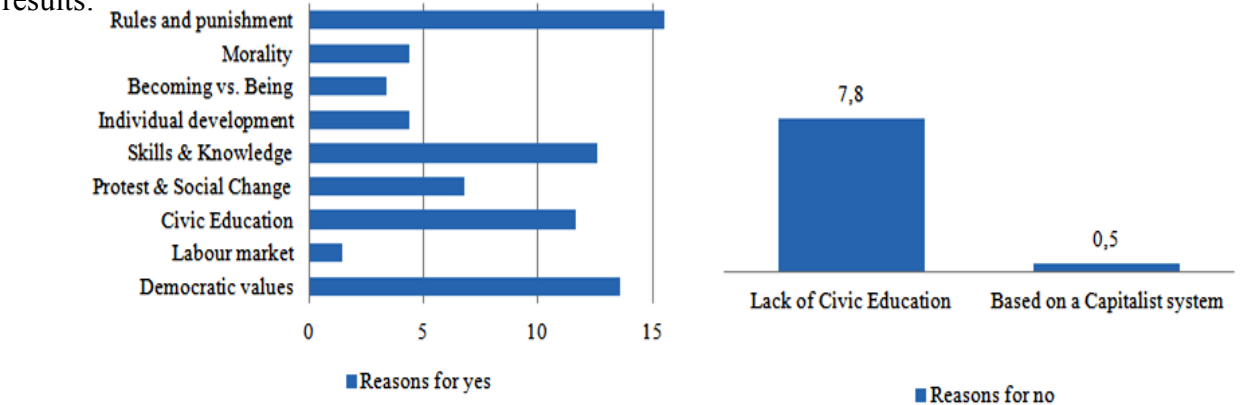


Figure 53. A11 Percentages of occurrences of students' reasons if school contributes to their citizenship

The majority of the students explained their reasons (65.0%) from which 8.3% considered no. For the yes, school having rules and punishing the transgressors is the main reason followed by the development of democratic values. The lack of civic education and a model based on capitalism were the reasons presented for those who do not believe school contributes for their citizenship. Looking at the web object which best represented citizenship and the reasons, the following figures present the results:

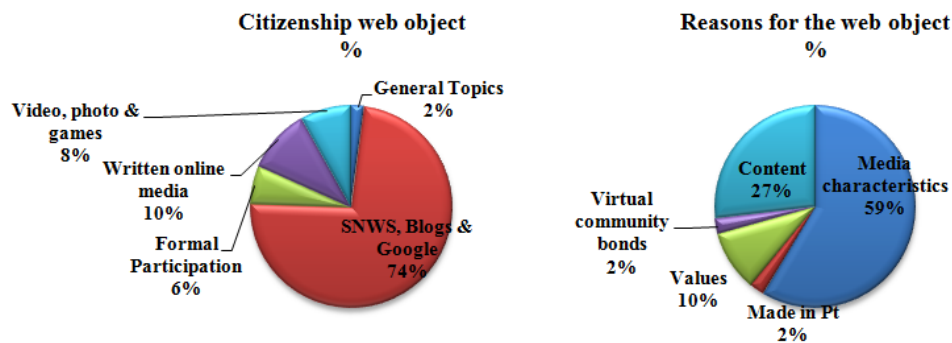


Figure 54. A11 Students' citizenship web object

The majority of the students did not present a web object (76.2%) or presented reasons (80.1%). Nonetheless, social net works, blogs and Google represent the main type of objects and their characteristics are the main reason.

Case Study A12.

a. Young People's on/offline civic engagement

The results show no statistic significance difference between the school grade groups but they showed a statistically significant difference between the means the two groups of voting age for Total Score Formal Participation Offline ($M_{<18}=3.48$, $SD=1.30$; $M_{>18}=6.79$, $SD=1.30$) and Online ($M_{<18}=2.13$, $SD=2.42$; $M_{>18}=0.86$, $SD=1.61$). The results indicate that these scores are affected by the school grade of the students, where students under 18 perform more formal participatory actions online and offline than the students over 18. Further, there was a significant difference between the groups female and male for Media Literacy Scores ($M_{female}=7.92$, $SD=4.11$; $M_{male}=5.87$, $SD=4.02$), meaning that these scores can be explained by gender. Students from 11th grade tend to perform more online actions regarding media literacy items than 12th graders (see Appendix 11)

Testing the correlation between the variables, Pearson product-moment correlation was conducted, the results suggest that media literacy is medium positively correlated with Formal Participation Offline [r(40)=0.372, p=0.015] and with Informal Participation Online [r(41)=0.344, p=0.024]; Informal and Formal Participation Online are medium positively correlated [r(36)=0.468, p=0.003].

A Pearson product-moment correlation coefficient (r) was conducted and the results show that Teachers’ Total Score Media Literacy is strongly positively correlated with Students’ Total Score Media Literacy from Teachers perspectives [r(14)=0.681, p=0.004], meaning that the more media literacy actions teachers perform the more they think student do. Further, Teachers’ Total Score Formal Participation is strongly correlated with Students’ Total Score Media Literacy from Teachers’ perspectives [r(14)=0.561, p=0.024], implying that the more formal online actions teachers do a higher score for media literacy they perceive their students will achieve. Students’ Total Scores for Formal and Informal Participation Online from teachers’ perspectives are strongly correlated [r(14)=0.514, p=0.042], implying that the more they perceive their students do formally online the more they perceive they will informally act online.

As for reasons given by students not to take part of offline collectives the figure shows the results:

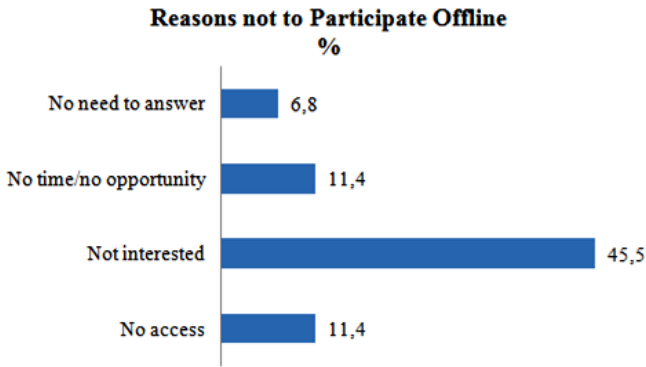


Figure 55. A12 Students’ reasons for not participating offline

In regards to not voting either the students were under 18 or they voted, therefore, there are no results for the reasons. More, 75% explained why they did not participated offline and the main reason presented was lack of interest followed by no time or opportunity and no access. As for the reasons presented for possibility to participate they are showed in the following graphs:

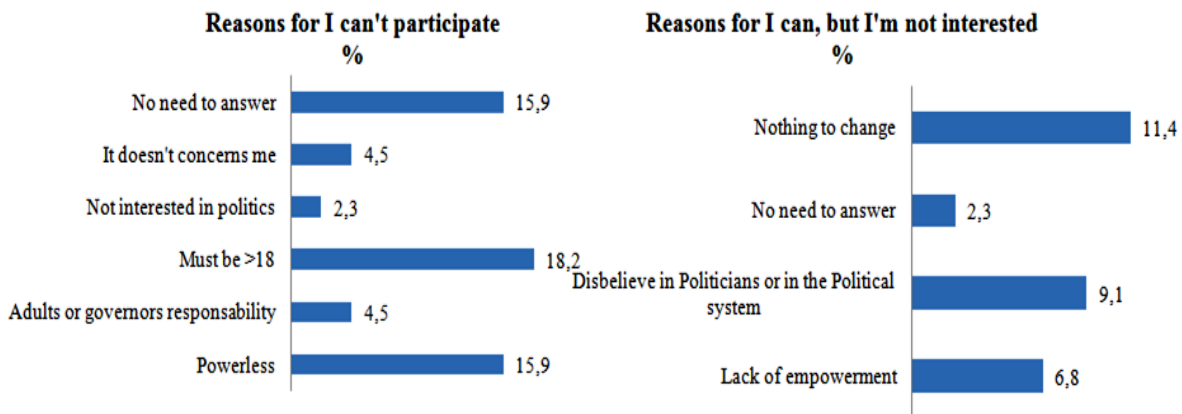


Figure 56. A12 Students' reasons on participatory possibilities

The majority of the students explained their reasons why they could not (61.4%) in opposition to the 29.5% which explained why they were not interested. The main reason was the fact they have to be over 18 to be able to do it followed by a feeling of powerlessness. On the other hand, nothing to change was the main reason presented for not participating followed by disbelieve in politicians or in the political system despite the fact they can. Looking at the reasons for the different online actions, the following table shows the results from the students and teachers perspectives:

Table 79. A12 Reasons for the Differences Between Students And Teachers Online Actions

		Percentage		
		Media Literacy actions	Informal Online Participation	Formal Online Participation
Students	Different individual media use	2.3	--	--
	Age related interests	4.5	2.3	2.3
	Age related skills, social function and knowledge	2.3	--	6.8
	Unawareness of the existence	2.3	2.3	2.3
	Feeling of powerless	2.3	6.8	--
	Feeling of Empowerment	--	2.3	4.5
	Lack of knowledge of what teachers do	--	--	11.4
	No difference	20.5	22.7	2.3
Teachers	Age related interests	12.5	6.3	6.3
	Students' lack of literacy/critical thinking skills	12.5	6.3	12.5
	Students' lack of interest for social issues	--	12.5	12.5
	Adults Lack of media/digital skills	6.3	--	--
	Students' tendency for personal online sharing	6.3	--	--
	Students' higher level of Internet and SNW usage	--	6.3	--
	Lack of knowledge of what students do	--	--	--
	Unaware of such tool	--	--	--
No difference	--	--	--	

Missing values- Media literacy actions: 65.9 % students, 62.5% teachers; Informal Online Participation: 63.6 % students, 68.8% teachers; Formal & Informal Online Participation: 70.5% students, 68.8% teachers.

The majority of students think that there is no difference between their and teachers online actions with the exception for formal participatory actions, where students believe teachers' skills, knowledge and social function is the main reason for their different actions. On the other hand, teachers attribute different interests related with age and students' lack of literacy and critical thinking for the media literacy actions; students' lack of interest for social issues for informal participatory online actions and both students' lack of interest for social issues, literacy and critical thinking for the formal participatory actions.

b. e-citizenship perceptions

The attributes of citizenship concepts given by students and teachers are as follows:

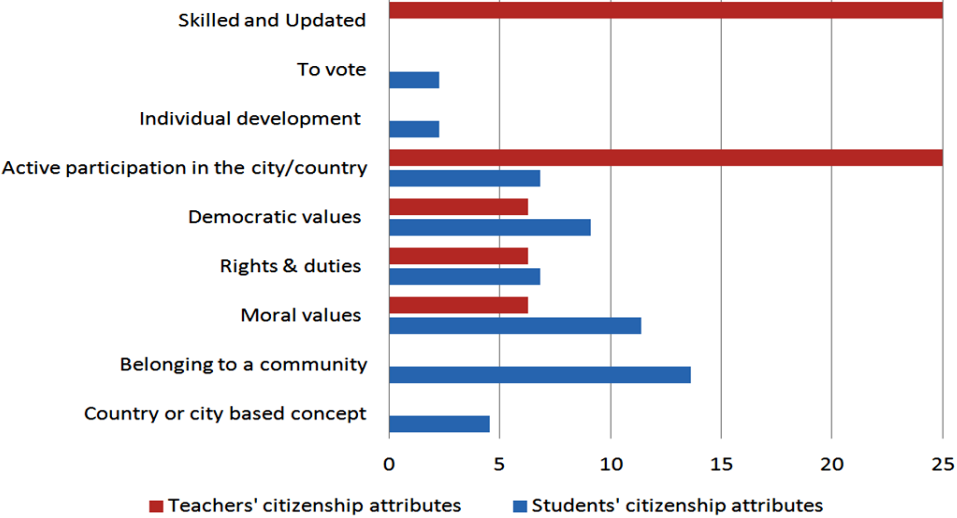


Figure 57. A12 Students and Teachers' citizenship attributes

The School council member and 31.8% of the teachers did not give an explanation on what is a citizen on the 21st century. Moreover, the majority of students did not respond the question (56.8%). Nonetheless, belonging to a community was the attribute with the highest percentages followed by moral values given by students whereas active participation and skilled & updated were the two attributes with the highest percentage for the teachers. The mayor attribute is in line with the students, belonging to a community.

In spite of 72.7% of the students did not respond the question, the ones who explained the reasons were only the ones who consider that the school contributes for their citizenship and the reasons are as follows

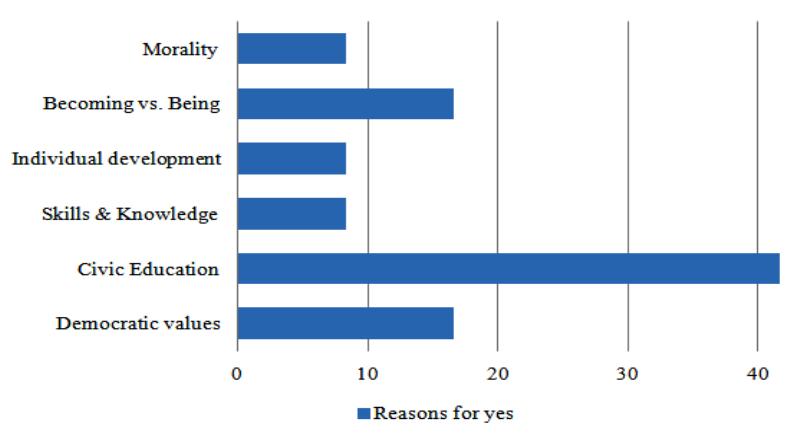


Figure 58. A12 Percentages of occurrences of students' reasons how school contributes to their citizenship

These students did not present any web object to exemplify their citizenship; therefore, there is no data related with the web objects.

Case Study A13.

a. Young People's on/offline civic engagement

Seeking if there were differences between the groups, the results showed that there was no statistic significant difference; therefore, none of these total scores are affected by voting age, school grade or gender.

Looking at the correlation between the variables, a Pearson product-moment correlation was conducted and the results suggest that Possibility to Participate is medium positively correlated with Formal Participation Online [$r(18)=0.496$, $p=0.026$]; Informal Participation Online and Formal Participation Offline are strongly positively correlated [$r(22)=0.519$, $p=0.009$].

A Pearson product-moment correlation coefficient (r) was conducted to teachers' online actions and their perceptions on students online actions and the results show Teachers' Formal Participation Online is strongly positively correlated with what they perceive students perform regarding to media literacy [$r(12)=0.611$, $p=0.020$]. Further, Teachers' Formal Participation Online are strongly positively correlated with what teachers' perceive students do regarding formal online participatory actions [$r(10)=0.647$, $p=0.012$], meaning that the

more teachers participate formally online the more they think students participate formally online.

A descriptive analysis was made to student’s open questions and the results are:

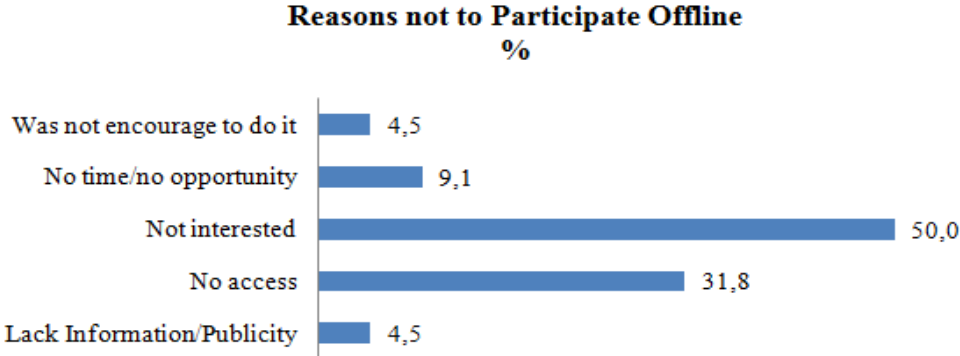


Figure 59. A13 Students’ reasons for not participating offline

Almost all the students explained why they did not participating offline (91.7%) and all students over 18 voted or did not give reasons for not to vote. Not interested in participating was the main reason given by the students followed by no access to collectives or activities in their municipality. Looking at the reasons presented for their possibility to participate, the following figures show the results:

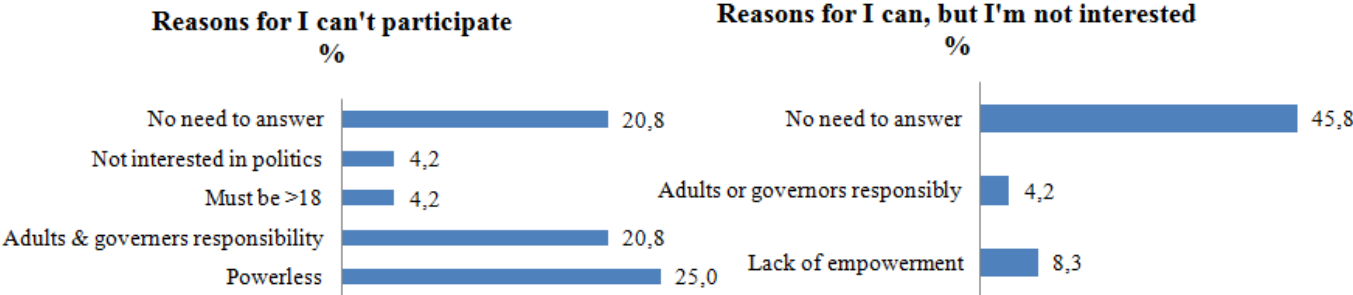


Figure 60. A13 Students’ reasons on participatory possibilities

The majority of the students explained why they think they cannot participate (75.0%) and why they could but they were not interested in doing it (58.3%). The feeling of powerlessness and adults’ responsibility are the main reasons for both situations. Looking at the reasons for the different online actions, they were:

Table 80. A13 Reasons for the Differences Between Students And Teachers Online Actions

		Percentage		
		Media Literacy actions	Informal Online Participation	Formal Online Participation
Students	Different individual media use	12.5	12.5	8.3
	Age related interests	8.3	4.2	8.3
	Age related skills, social function and knowledge	4.2	12.5	12.5
	Geographical distant to their reality	--	--	16.7
	Feeling of powerlessness	--	8.3	8.3
	Feeling of Empowerment	--	4.2	8.3
	Lack of knowledge of what teachers do	16.7	16.7	8.3
	No difference	16.7	8.3	--
Teachers	Age related interests	--	12.5	12.5
	Students' lack of literacy/critical thinking skills	25.0	18.8	--
	Students' lack of interest for social issues	--	--	31.3
	Students' higher level of Internet and SNW usage	--	12.5	--
	Lack of knowledge of what students do	6.3	--	18.8
	Unaware of such tool	--	25.0	--
	No difference	12.5	--	--

Missing values- Media literacy actions: 41.7% students, 52.04.5% teachers; Informal Online Participation: 33.3 % students, 25.0% teachers; Formal & Informal Online Participation: 29.2% students, 37.5% teachers.

The majority of the students consider no significant difference between their and teachers online media literacy and informal actions whereas teachers' attributed to students' lack of literacy and critical thinking skills. Formal participatory actions are less conducted by the students due to the distance to their reality while teachers believe the main reason is students not having interests in social issues.

b. e-citizenship perceptions

The attributes of the citizenship concept given by the students and teachers are as follows:

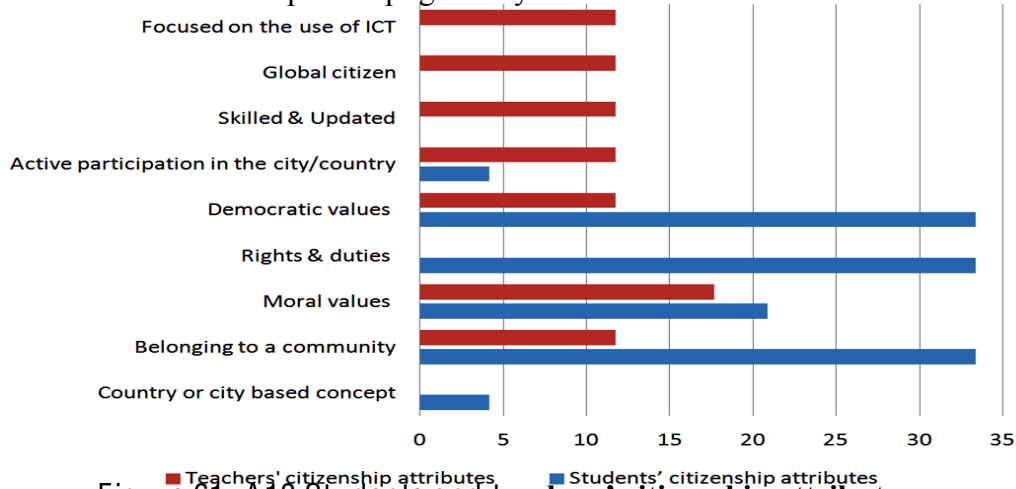


Figure 61. A13 Students and teachers' citizenship attributes

The School council member, 47.1% of the teachers and 20.8% of the students did not respond to the question on what is to be a citizen. As for the mayor, the attribute were moral values, republican values, democratic values; active in their own city, superhero and community bonds. Looking how schools help students to be a citizen, the figure shows the results:

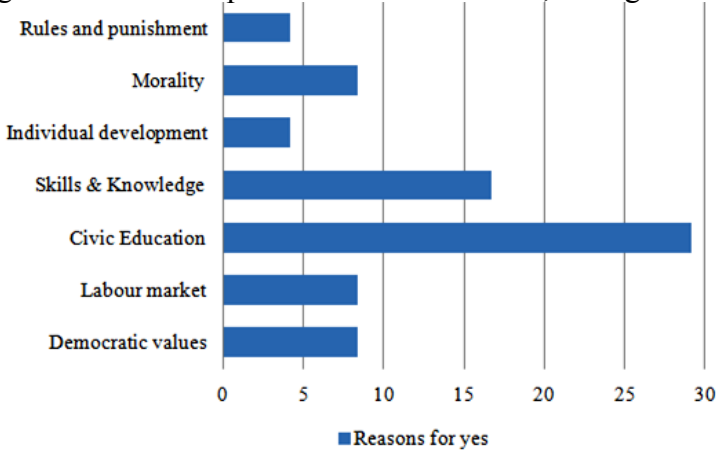


Figure 62. A13 Percentages of occurrences of **students’ reasons** how school contributes to their citizenship

All the students considered that the school helps them to be citizens and only 33.3% did not explain how the school contributed to their citizenship. The main reason presented is the classes of civic education. As for the citizenship web object and its reasons the figures show the students responses:

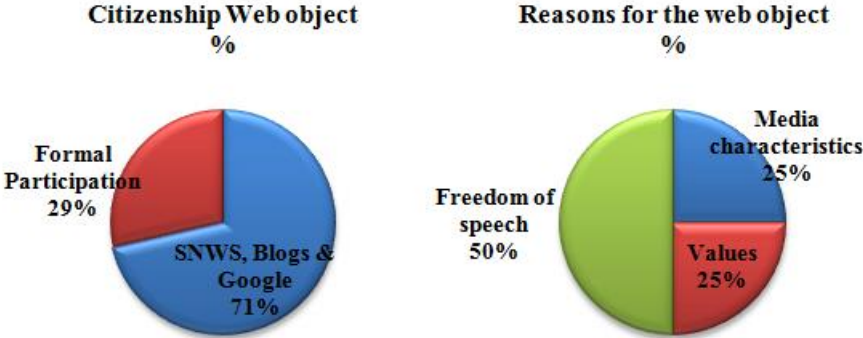


Figure 63. A13 Students’ citizenship web object

Despite the low percentage of responses (29.2%) social net works, blogs and Google represent the main type of web object for these students and the freedom of speech associated with this objects is the main explanation.

Case Study A21.

a. Young People's on/offline civic engagement

As this was not a random sample, no hypothesis test can be conducted.

A Pearson product-moment correlation coefficient (r) was conducted to Looking at correlations, a Pearson Correlations was conducted the results indicate that Media Literacy and Informal Participation Online have a weak positive correlation [$r(179)=0.168$, $p=0.024$]; Formal Participation Online and Media Literacy are weakly positively correlated [$r(177)=0.191$, $p=0.011$]; Informal and Formal participation Online have a medium positive correlation [$r(177)=0.418$, $p<0.001$]. As for Pearson product-moment correlation coefficient (r) conducted to teachers' online actions and their perceptions on students' actions there are no statistical significant correlations.

Looking at the students' open questions related with the reasons for offline participation, voting and perception on what they can or cannot participate, the figures show the results:

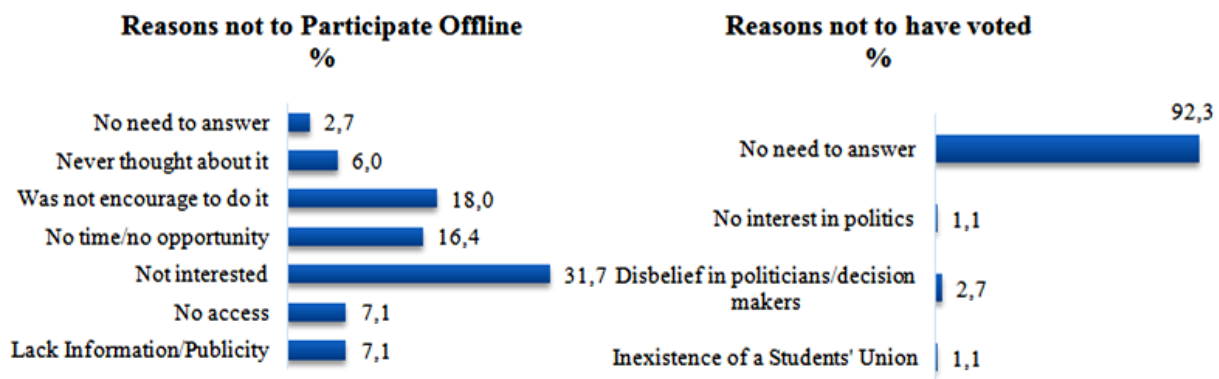


Figure 64. A21 Students' reasons for not participating offline

The majority of the students explained their reasons (89.1%) and from the 14.3% who could vote, 90.3% explained why they did not voted. The main reason for not participating offline is the lack of interest followed by the fact that students were not encourage doing it. On the other hand, disbelieve in politicians or decision-makers are the main reason for not voting. Looking at the reasons for possibilities to participate, the figures show the results:

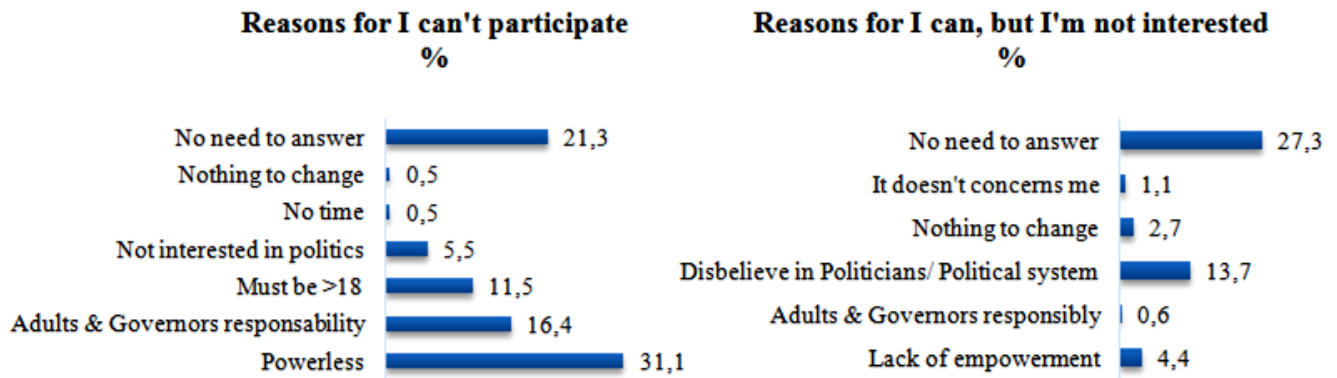


Figure 65. A21 Students' reasons on participatory possibilities

From the students who think they cannot participate, 86.9% explained why whereas 49.7% explained why they can, but there are not interested in doing it. The main reason for not being able to participate was the feeling of powerlessness followed by adults and governors responsibility. The disbelieve in politicians or in the political system is the main reason for the lack of interest in participating, followed by the lack of empowerment. As for the explanations given by students and teachers for their differences online, the table shows the results:

Table 81. A21 Reasons for the Differences Between Students And Teachers Online Actions

		Percentage		
		Media Literacy actions	Informal Online Participation	Formal Online Participation
Students	Different individual media use	15.3	19.1	11.5
	Age related interests	18.0	11.5	6.6
	Adults Lack of media/digital skills	3.3	1.1	1.1
	Age related skills, social function and knowledge	7.7	20.2	28.4
	Lack of knowledge of what teachers do	1.1	2.2	0.5
	Unawareness of the existence	3.3	4.4	7.1
	Geographically distant to their reality	--	--	2.7
	Feeling of powerlessness	--	--	2.2
	No difference	12.6	5.5	1.1
Teachers	Students' lack of interest for social issues	--	--	11.1
	Students' lack of literacy/critical thinking skills	22.2	11.1	--
	Features of the technological tool	--	11.1	33.3
	Students' disbelieve in citizenship	--	--	11.1
	Students' tendency for personal online sharing	33.3	--	--
	Lack of knowledge of what students do	--	33.3	--

Missing values- Media literacy actions: 38.8 % students, 44.4% teachers; Informal Online Participation: 63.9% students, 44.4% teachers; Formal & Informal Online Participation: 38.8% students, 44.4% teachers.

Age related interest is the reason with the highest percentage presented by students for the differences whereas for teachers were the tendency of young people to share everything on the internet. Informal and formal participatory actions have the same reason for the students which are the age; knowledge and social function that adults have while for teachers explain that the affordances of the technologies are the reason.

b. e-citizenship perceptions

Seeking for the concepts of citizenship, the following figures show the attributes given by teachers and students:

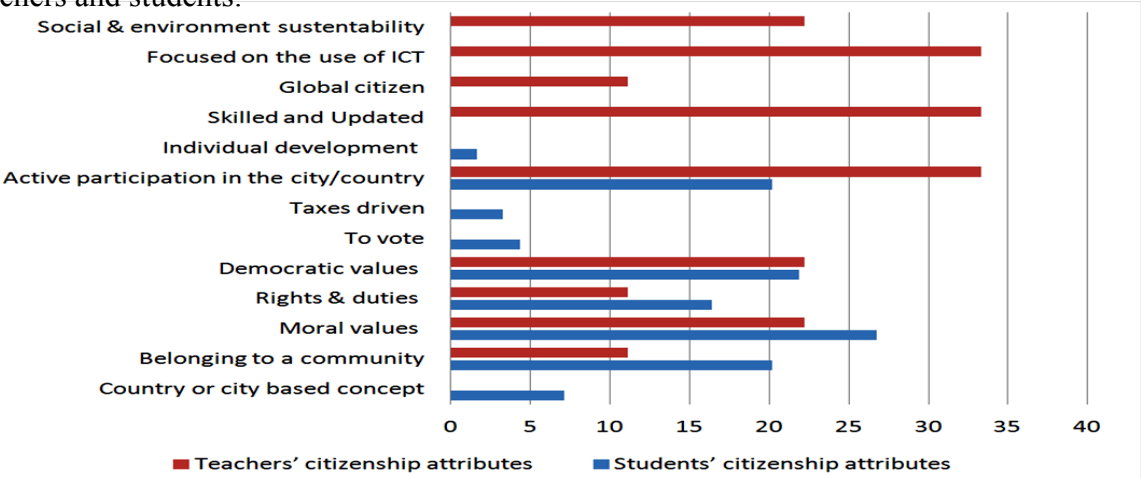


Figure 66. A21 Students and teachers' citizenship attributes

All the teachers and 81.4% of the students responded to the question. The attribute with the highest percentages for students was moral values followed by democratic values. Teachers results show three attributes with equal percentage which are focused on the use of ICT, active participation and skilled and updated. The mayor attributes were moral values and democracy and with teachers, with active participation. As for reasons on how school contributes for their citizenship, the figure shows the results:

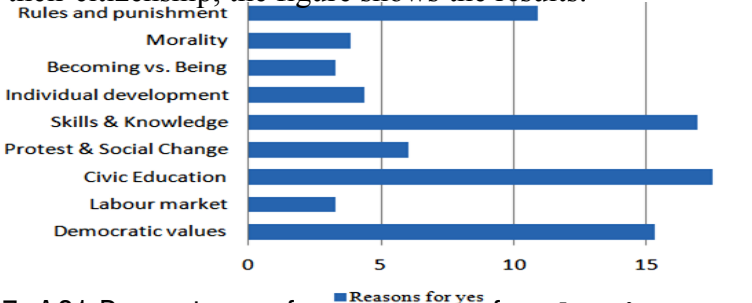


Figure 67. A21 Percentages of occurrences of students' reasons on how school contributes to their citizenship

Almost all the students explained their reason (73.2%) from which 7.1% claimed school lacking of civic education as the reason for the no whereas the majority who said yes, argued the same fact for the yes. As for the citizenship web object, the figure shows the results:

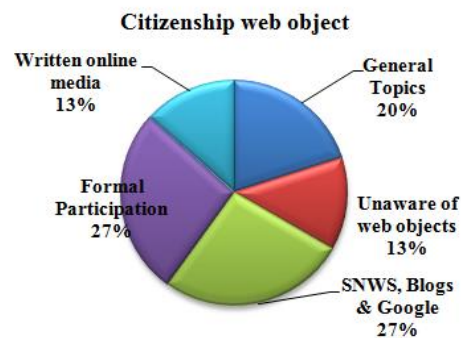


Figure 68. A21 Students' citizenship web object

Only 8.2% presented a web object which in fact is not specific objects, they are related with citizenship topics, and only 2.2% explained that media characteristics and 1.1% the content were their main reason.

Case Study A22.

a. Young People's on/offline civic engagement

A Mann-Whitney to evaluate the difference in the mean rank of the total Scores Media Literacy, Formal Participation Offline, Informal and Formal Participation Online in the groups. The results showed that there was no significance difference in none of the Total Scores for 11th and 12th grade neither for female nor male. As for of voting age, the results show that that there is a difference in the mean Total Score Formal Participation Offline ($U=1245$, $z=-2.05$, $p=0.040$, $r=0.19$), with a large effect size. Students under 18 years had an average of 65.32, while students over 18, had 51.92.

A Pearson product-moment correlation coefficient (r) was conducted and the results suggest that Mobile Internet Access is weakly negatively correlated with Informal Participation Online [$r(87)=-0.262$, $p=0.013$], i.e. the more the access the less the informal participation online; Media Literacy and Formal Participation Online are weakly positively correlated [$r(113)=0.226$, $p=0.015$]; Formal Participation Offline and Informal Participation Online are weakly positively correlated [$r(119)=0.183$, $p=0.045$]; Informal Participation and Formal

Participation Online are medium positively correlated [$r(114)=0.449, p<0.001$] and Possibility to Participate and Formal Participation Offline are negatively correlated [$r(119)=-0.180, p=0.048$], i.e. that the higher students perceive they can participate the more they will participate formally offline.

As for the Pearson product-moment correlation coefficient (r) conducted to teachers online actions and their perceptions on the students only Students' total Score Informal and Formal Online participation had a strong positive correlation [$r=0.748, n=12, p=0.005$].

The following figures show the results of the 95% of the students which explained why they did not participated offline and from the 15.7% that are over 18, 94.2% explained why did not voted:

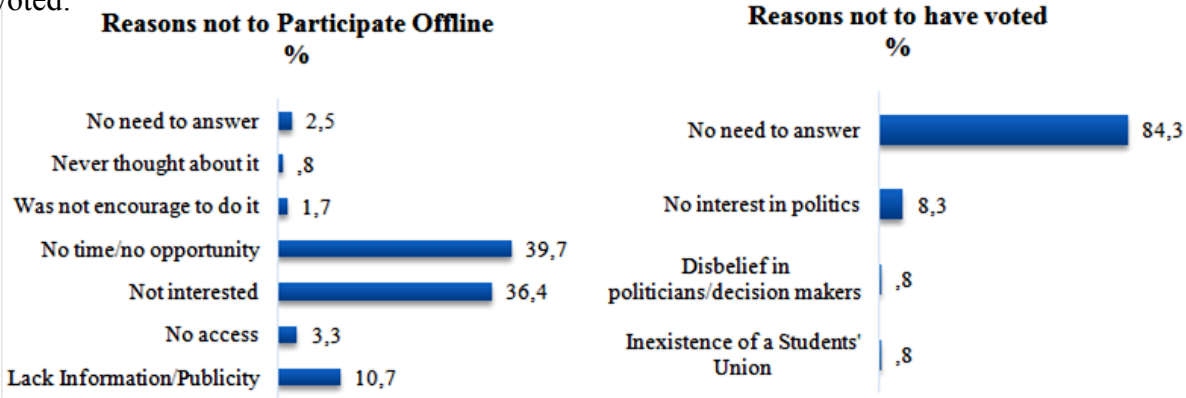


Figure 69. A22 Students' reasons for not participating offline

The main reason were no time or no opportunity followed by not having interest in participating. On the other hand, the main reason for not voting is the lack of interest in politics followed by disbelieve in politicians or in the decision-makers. As for the reason on their participatory possibilities, the results were:

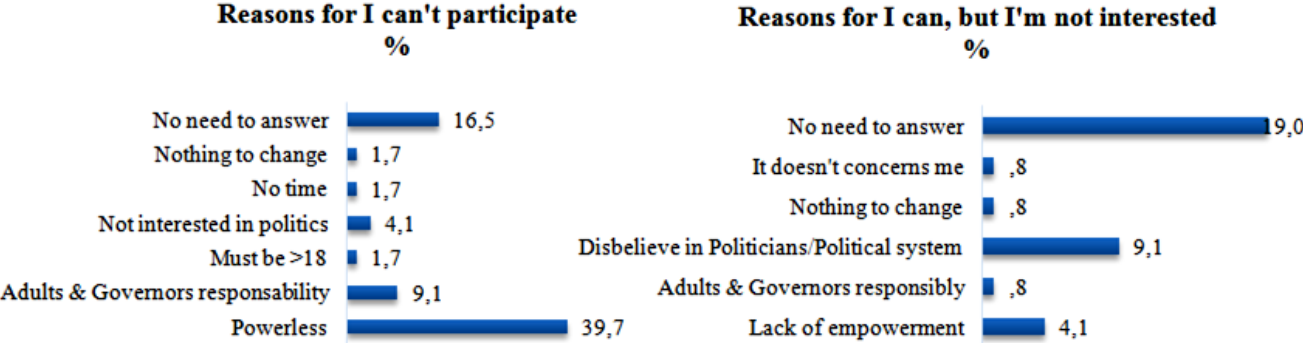


Figure 70. A22 Students' reasons on participatory possibilities

The majority of the students explained their reasons for why they think they cannot participate (74.4%) while the majority of the students decided not to explain why they were not interested (34.7%). Further, the reason with the highest percentage is the feeling of powerlessness for the impossibility to participate whereas disbelieve in politicians had the highest percentage given by the ones who think they can participate but are not interested.

As for the given reasons for the differences between students and teachers' online actions, both students and teachers attribute age related interests for the differences on media literacy actions. Further, different individual media use was the reason with the highest percentage from the perspective of students for informal participatory online actions while teachers' attributes students' lack of literacy and critical thinking for these differences. Finally, students think the age, knowledge and social function explains why there are differences between students and teachers' formal participatory online behaviour whereas teachers explain through students' lack of literacy, critical thinking, and good manners. As the following table shows the results:

Table 82. A22 Reasons for the Differences Between Students And Teachers Online Actions

		Percentage		
		Media Literacy actions	Informal Online Participation	Formal Online Participation
Students	Different individual media use	17.4	17.4	15.7
	Age related interests	24.0	14.9	9.9
	Adults Lack of media/digital skills	3.3	0.8	--
	Age related skills, social function and knowledge	2.5	16.5	24.0
	Lack of knowledge of what teachers do	5.8	5.0	1.7
	Unawareness of the existence	0.8	0.8	--
	Geographically distant to their reality	--	--	5.0
	No difference	12.4	8.3	2.5
Teachers	Age related interests	33.3	--	--
	Students' lack of interest for social issues	--	--	16.7
	Students' lack of literacy/critical thinking skills	25.0	58.3	8.3
	Features of the technological tool	--	8.3	16.7
	Students' disbelieve in citizenship	--	--	8.3
	Students' tendency for personal online sharing	25.0	--	--
	Students' lack of good manners	--	--	16.7
Lack of knowledge of what students do	--	16.7	--	

Missing values- Media literacy actions: 33.9 % students, 16.7% teachers; Informal Online Participation: 36.4% students, 16.7% teachers; Formal & Informal Online Participation: 41.3% students, 33.3% teachers.

b. e-citizenship perceptions

Searching for concepts of citizenship, the following figures show the results:

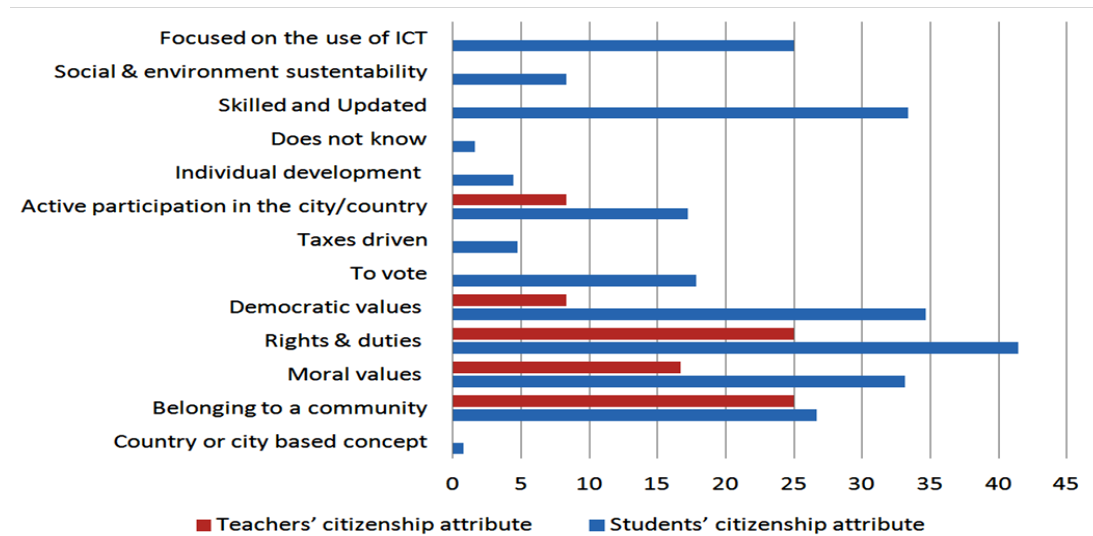


Figure 71. A22 Students and Teachers' citizenship attributes

The majority of the students and teachers explained their reasons (82.6%, 91.7%, respectively). While students' highest percentage was for rights & duties followed by democratic values, the teachers' highest percentage was for skilled and updated. As for the Mayor, his concept of citizenship involves attributes such as active participation, accountability and rights & duties.

As for if school contributed for their citizenship only 9.1% of the students said it did not. Further, 62.8% explained their answers as it follows:

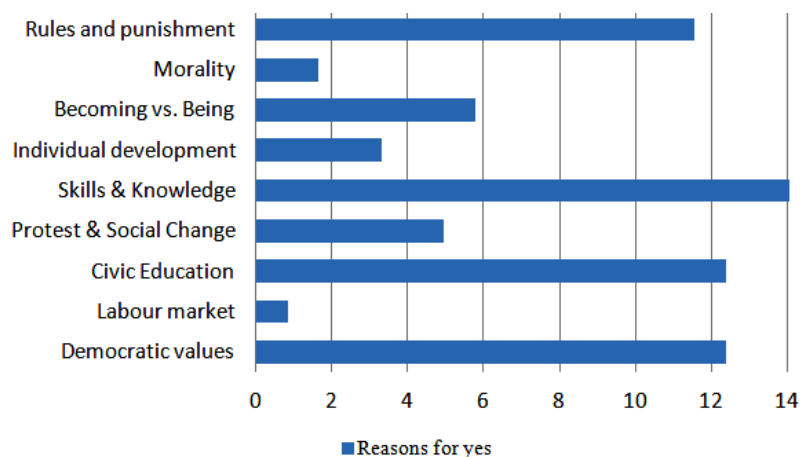


Figure 72. A22 Percentages of occurrences of students' reasons on how school contributes to their citizenship

As for why school did not contributed for their citizenship, 8.3% of the students argued the lack of civic education while the development of skills and knowledge was the reason with the highest percentages for those who believe that school contributes for their citizenship.

Looking at the web object which explains their citizenship, the figures show the results:

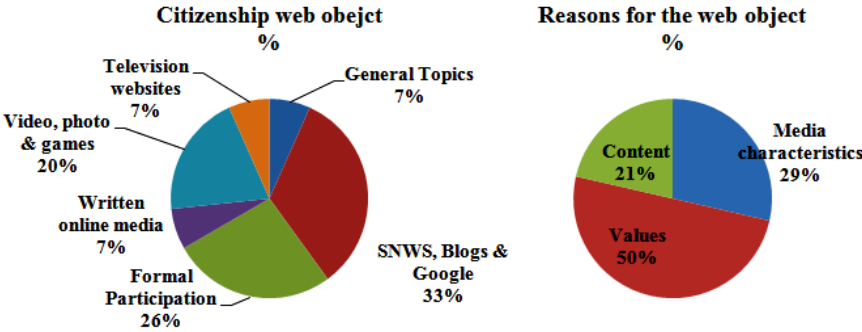


Figure 73. A22 Students’ citizenship web object

Despite the low percentage of responses (12.4%) the social net works, blogs and Google represent the main web object while the reason for the web objects choices are connect with values.

Case Study A23.

a. Young **People’s** on/offline civic engagement

The results showed no statistical significant difference between the mean of groups. Thus, students’ total scores are not affected by voting age, school grade or gender.

The Pearson product-moment correlation conducted shows a weak positive correlation between Age and both Media Literacy [r(156)=0.165, p=0.038] and Possibility to Participate [r(156)=0.226, p=0.004]; Media Literacy has weak positive correlation with both Informal [r(156)=0.195, p=0.014] and Formal [r(152)=0.197, p=0.014] Participation Online; Formal Participation Online has a strong positive correlation with Informal Participation Online [r(152)=0.398, p<0.001].

As for the Pearson product-moment correlation coefficient (r) conducted to teachers online actions and their perceptions on students online actions the results showed that Teachers’ Total Score Formal Participation online is strongly positively correlated with Students’ Total

Score Media Literacy form Teachers Perspectives [$r=0.669$, $n=9$, $p=0.049$] and Teachers' Total Score Informal Participation Online is strongly positively correlated with Students' Total Score Informal Participation Online [$r=0.688$, $n=9$, $p=0.041$]. Meaning that teacher' perspectives on students' media literacy actions increases with teachers' informal participatory actions. On the other hand, Students' informal participation online actions increase with the increase of Teachers' informal participatory online actions.

Almost all students presented a reason for not participating offline (96.2%) and 99.4% explained why they did not voted. However, only 7% was over 18. The following figures show the results:

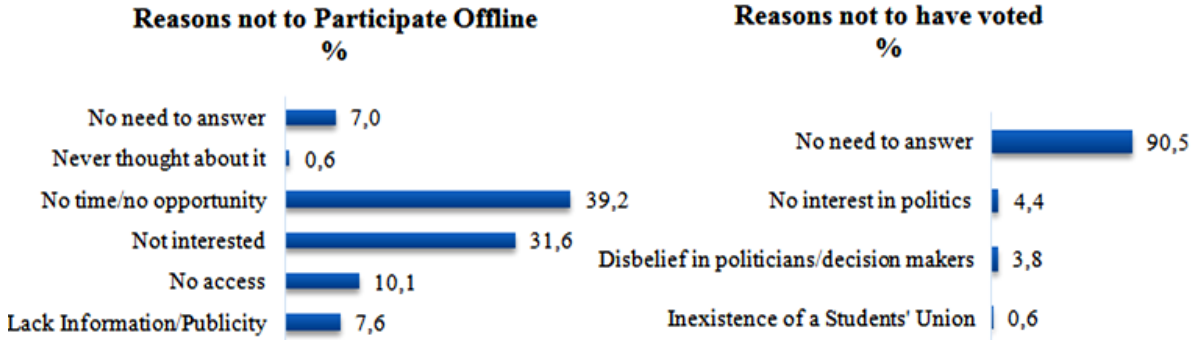


Figure 74. A23 Students' reasons for not participating offline

The highest percentage was lack of time or opportunity followed by no interest in participating. On the other hand, the main reason for not voting was the lack of interest in politics. Looking at the reasons on participatory possibilities, the figures show the data results:

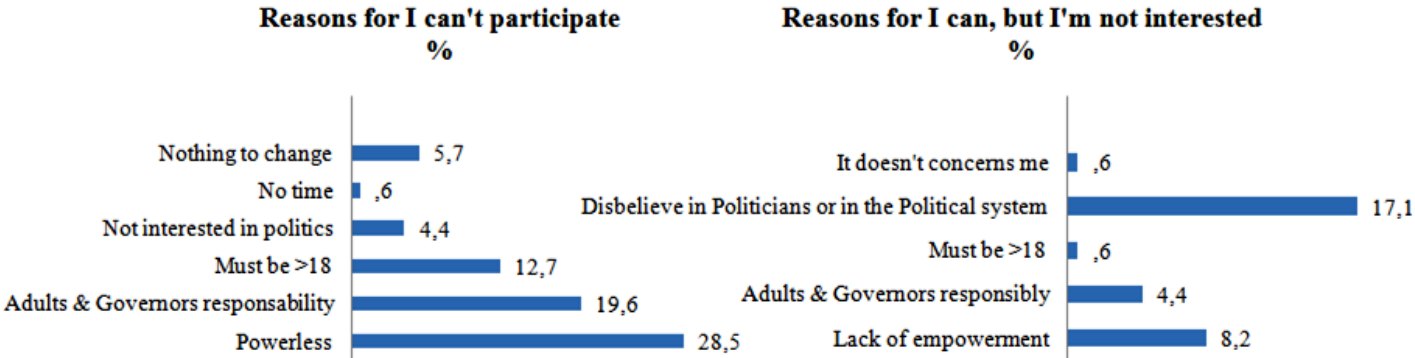


Figure 75. A23 Students' reasons on participatory possibilities

Almost all the students who responded they could not participate explained why (93.7) and more than half explained why they could but were not interested (54.4%). The main reason for not being able to participate is the feeling of powerlessness followed by adults' responsibility to decide or participate. On the other hand, disbelieve in politicians or in the political system had the highest percentage for students disengagement.

As for the reasons presented for the differences between students and teachers' online actions, both media literacy and informal participatory online actions presents the same highest percentage for different individual media usage as explanation for the differences between students and teachers' online behaviour while age related skills and social function is the reason with the highest percentage for formal online participation given by students. On the other hand, teachers considered the technological affordances as the main reason for the difference both in media literacy actions and in formal online participation. However, formal participation was also related with students' lack of literacy and critical skills which was in fact, the main reason presented also for the informal participation

The table summarizes the results:

Table 83. A23 Reasons for the Differences Between Students And Teachers Online Actions

		Percentage		
		Media Literacy actions	Informal Online Participation	Formal Online Participation
Students	Different individual media use	20.9	20.9	24.7
	Age related interests	19.0	10.1	6.3
	Adults Lack of media/digital skills	2.5	0.6	--
	Age related skills, social function and knowledge	6.3	17.7	27.2
	Lack of knowledge of what teachers do	0.6	1.8	1.3
	Unawareness of the existence	6.3	11.4	3.8
	Geographically distant to their reality	--	--	--
	Feeling of powerlessness	--	--	2.5
	No difference	14.6	10.9	1.3
Teachers	Students' lack of interest for social issues	11.1	--	22.2
	Students' lack of literacy/critical thinking skills	11.1	44.4	--
	Adults lack of media/digital skills	11.1	--	--
	Students' higher level of Internet and SNW usage	--	33.3	--
	Features of the technological tool	22.2	--	22.2
	Students' disbelieve in citizenship	--	--	11.1
	Students' tendency for personal online sharing	11.1	--	--
	Lack of knowledge of what students do	--	--	22.2

Missing values- Media literacy actions: 29.7 % students, 33.3% teachers; Informal Online Participation: 30.4% students, 22.2% teachers; Formal & Informal Online Participation: 32.9% students, 22.2% teachers.

b. e-citizenship perceptions

Seeking for concepts of citizenship, all teachers and the majority of students explained their concept of citizenship (67.7%). The figures show their attributes:

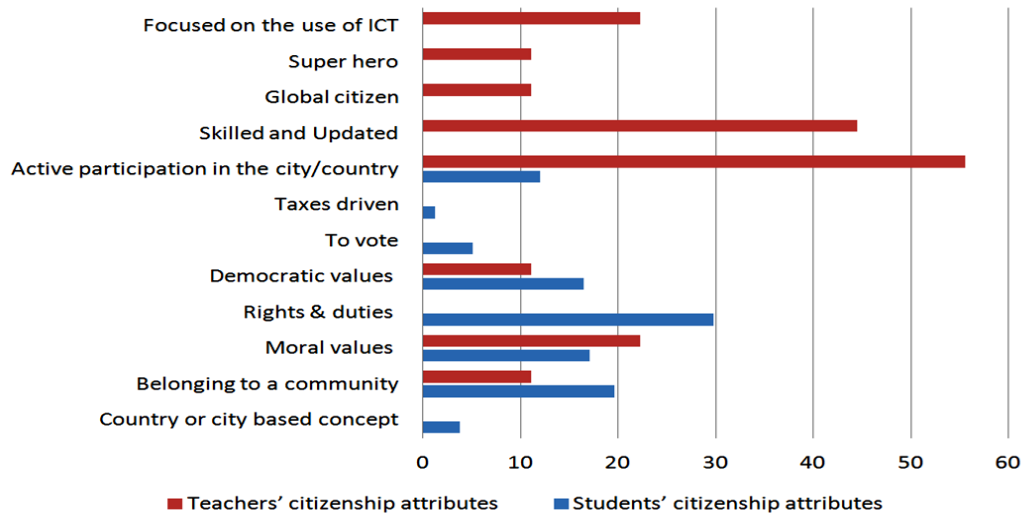


Figure 76. A23 Students and teachers' citizenship attributes

Rights and duties is the attribute with the highest percentage from students' perspective followed by belonging to a community whereas active participation and being skilled and updated are the attributes with more percentage on the teachers' side. Further, the mayor concept of citizenship is in line with both, presenting active participation and belonging to a community as attributes for citizenship. Looking if school contributes to students' citizenship, the graph shows the results:

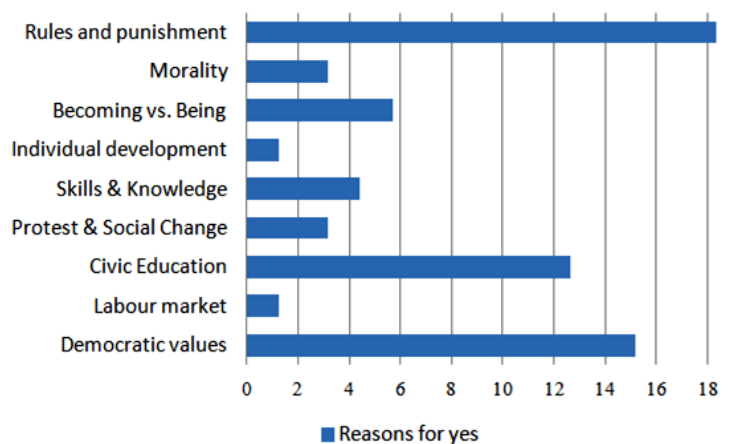


Figure 77. A23 Percentages of occurrences of students' reasons on how school contributes to their citizenship

The majority explained how school contributed to their citizenship (60.8%) and 5.7% said no and explained why. As for the yes group, the fact that school has rules and punish the transgressor followed by democratic rules are the attributes with the highest percentage whereas the lack of civic education is the reason for the group who responded no.

Seeking for a deeper understanding of citizenship concept and the use of ICT, the following figures show students' web objects:

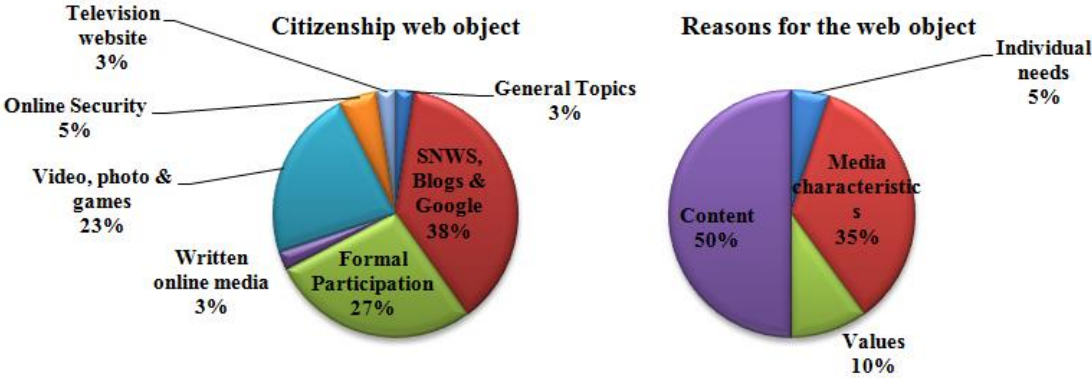


Figure 78. A23 Students' citizenship web object

Despite the low responses (25.3%), social net works, blogs and Google are the type of object with higher percentage and the reason is the content which they may convey.

5.3.3 Section Summary

The results on the possibility to participate can be summarized as: a) 57.2% of the students say they could not participate in political matters of the country, 51.1%, on social matters of the country, 46.3% on matters pertaining to student life in the country and 57.6% on European social issues & policies, deciding rules on time schedules and academic school (51.2%), on deciding school classes (59.5%), on decision-making occupation of school spaces (48.4%); b) 21.5% of the students said they could but were not interested in political matters of the country, 22.8% said they could but were not interested on social matters of the country, 21.3% said they could but were not interested on matters pertaining to student life in the country; 22.8% said they could but were not interested on European social issues & policies and 39% said they could but they are not interested in participating on students' association, 32.0% said they could but they are not interested on flexible management proposal of the curricula of their school and said they could but they are not interested on preparing content for the school web page (36.2%).

Some of the reasons for not being able to participate were: feeling powerlessness (20.5%), adults and/or governors responsibility to do it (9.8%), not interested in politics (7.8%) and have to be over 18 (7.5%). As for not being interested in participating, some were: disbelieve in politicians or in the political system (6.0%); lack of empowerment to act (3.6%) and it is adults and/or governors responsibility to participate (3.7%).

Some of the reasons presented by both teachers and students on the difference between teachers and students' online actions were: a) teachers pointed out students' lack of literacy and critical thinking skills as the main reason for both media literacy online actions (19.6%) and informal online actions (23.9%) and students' lack of interests for social issues (23.2%) and good manners (5.8%) for formal online actions; b) students think it is due to age related interests (18.2%) for media literacy actions and both different individual media use and teachers knowledge, skills and social function (16.7%) as main reasons which prevent them to be more informally active online and lack of skills, knowledge and social function (23.1%) and different individual interests (15.7%) for formal participatory online actions.

On citizenship attributes, students' main results were: rights and duties (30.7%), belonging to a community (27.3%), democratic values (25.2%) and moral values (24.0%). On how school contributes for their citizenship, 81.2% of the respondents answered that school did contribute for their citizenship while only 7.4% of the respondents answered the opposite. The main results were: 26.5% school enabled their acquaintanceship with different people (students, teachers and school staff), development of skills and knowledge given by 21.8% of the students and rules and punishment (18.9%) with students explained that the existence of schools rules and punishments for the transgressors contributed for them to learn the existence of laws to be respected in order to be a citizen. As for the students who think school does not contribute, the main reason were: lack of citizenship education and habits (6.7%), schools is based on a capitalist system (0.5%), lacking of social or political development (0.2%), it formats (0.1%) and it fosters differences on social classes (0.1%), with A11 (15% of their students) and A22 (19% of their students) representing the more unsatisfied students.

Looking at teachers' citizenship attributes, the main results were: active participation (30.4%), skilled and updated (29.5%) and moral values (e.g., responsibility and solidarity) (25.0%). Further, only eleven teachers presented democratic values and none of the school council

members did it while rights & duties, which includes how to respect the law, how to behave and to have rights was presented by 10.7% of the teachers.

Looking at mayors' citizenship concepts and attributes, the main results were: active participation (9 mayors), community drive (6 mayors), moral values (4 mayors) and being skilled & updated (4 mayors) were agility and adaptability to new situations was the main skill.

Both students and teachers presented social networks sites, blogs and Google search engine as their main web object which described their citizenship. Students' results of media literacy actions total scores were $M=8.5$; $SD=3.5$ and teachers' results were $M=7.9$; $SD=3.5$.

As for differences between the group mean rank, the results may be summarized as:

Differences in the voting age group in the total scores for media literacy for 8.3% of the schools, formal participation offline in 25.0% of the schools and formal participation online in 8.3% of the school;

Differences in the school grade group in the total scores for formal participation online in 16.7% of the schools and possibility to participate in 8.3% of the schools;

Differences in the gender group in total scores for media literacy in 16.7% of the schools and possibility to participate in 8.7% of the schools.

As for correlations, the results may be summarized as:

Age is positively correlated with total scores for media literacy in 16.7% of the schools, formal participation online in 25.0% of the schools, informal participation online for one school and possibility to participate in 16.7% of the schools;

Mobile internet access is positively correlated with the total score formal participation online in 8.7% of the schools and negatively correlated with the total score informal participation online in 8.7% of the schools;

Total score media literacy is positively correlated with total scores formal participation offline in 8.7% of the schools, formal participation online in 41.7% of the schools, informal participation online in 41.7% of the schools and with possibility to participate in 8.7% of the schools;

Total score formal participation offline is also positively correlated with total scores formal participation online in 8.7% of the schools, informal participation online in 25.0% of the schools and with possibility in 8.7% of the schools and negatively correlated in 8.7% of the schools;

Total score formal participation online is also positively correlated with total scores informal participation online in 66.7% of the schools and with possibility to participate in 25.0% of the schools;

Total score informal participation online is also negatively correlated with total score possibility to participate 8.7% of the schools.

5.4 Mixing the Data

In this subchapter it will be presented the results of the process of mixing the qualitative and quantitative data aiming to benefit from the advantages of both methods, enriching the findings.

For this purposes, all the data was merge and the analysis focused on: a) the differences between school grade, voting age, gender and demographic municipal dimension in order to clarify if Formal Participation Offline, Informal and Formal online Participation, Possibility to participate and Media Literacy total scores were affected by these groups, b) on correlations between the same total scores and with age, mobile internet access, school grade, school citizenship Promotion Total Score, ICT Courses for students, Media Courses for students, Applications/Programming Courses for students, Citizenship or civic education Courses for students, Students' participation in the curricula, Students' participation in projects, Students' participation in schedules, Students' participation in class constitution, Students' participation in school spaces occupancy, Municipality Webpage asks for participation, School Webpage asks for participation, Young people can contribute with content, Mayor has regular contact with young people, existence of a youth council in the municipality, municipalities implementing other measures besides to involve young people youth municipality council, Municipality develops projects with school, GeoRed project,

SeguraNet, Radios & Tv on the net, School News Paper and c) on predictors the analysis was according to the results of the correlations analysis for the dependent variables informal and formal online participation and media literacy as it they constitute the hypothesis of the study.

Further, for the teachers' data, correlations were tested between Teachers' media literacy scores with both their formal and informal online participation; with their training, teachers' perceptions on formal and informal, teachers' perceptions on their students formal and informal online participation, teachers' perceptions on students' media literacy actions.

The results presented are the ones were there are differences, correlations and the significant predictors.

5.4.1 Differences Between Groups

Merging all the students' data the results of the test showed that there was no significant effect of gender but there was a significant effect of:

School grade on

- Total Score Formal Participation Offline ($U=79242$, $Z=-3.41$, $p=0.001$, $r=-0.003$), with a small effect size. The mean rank of 11th grade and 12th grade were 569.4 and 629.0, respectively;
- Total Score Informal Participation Online ($U=161181$, $Z=-2.43$, $p=0.015$, $r=-0.002$). The mean rank of 11th grade and 12th grade were 570.8 and 618.7, respectively;
- Total Score Formal Participation Online ($U=144197$, $Z=-3.33$, $p=0.001$, $r=-0.003$). The mean rank of 11th grade and 12th grade were 540.2 and 601.4, respectively.

Voting age on

- Total Score Formal Participation Offline ($U=83861$, $Z=-3.41$, $p=0.001$, $r=-0.003$), with a small effect size. The mean rank of <18 and >18 were 610.9 and 521.3, respectively;
- Total Score Informal Participation Online ($U=83861$, $Z=-2.04$, $p=0.041$, $r=-0.002$). The mean rank of <18 and >18 were 584.4 and 639.69, respectively;
- Total Score Formal Participation Online ($U=75763$, $Z=-3.23$, $p=0.025$, $r=-0.002$). The mean rank of <18 and >18 grade were 560.3 and 617.1, respectively;

- Total Score Possibility to participate ($U=84449$, $Z=-2.13$, $p=0.033$, $r=-0.002$). The mean rank of <18 and >18 were 587.5 and 645.5, respectively.

Demographic municipal dimension on

- Total Score Media Literacy ($U=76024$, $Z=-2.25$, $p=0.025$, $r=0.07$). The mean rank of medium/city and small/village were 587.6 and 651.5, respectively;

-Total Score Possibility to Participate ($U=77142.5$, $Z=-2.08$, $p=0.037$, $r=0.006$). The mean rank of medium/city and small/village were 605.3 and 545.9, respectively.

As for teachers results on total scores on media literacy and citizenship strategies there was no significant differences on the means for tested groups gender and age range.

5.4.2 Correlations

The results for students' total scores, age, internet mobile access and municipality correlations were:

- Age is positively correlated formal online participation [$r(1135)=0.089$, $p=0.003$], with informal online participation [$r(1183)=0.087$, $p=0.087$] and with the perception of possibility to participate [$r(1190)=0.065$, $p=0.025$]. On the other hand, age is weakly negatively correlated with formal participation offline [$r(1191)=0.066$, $p=0.023$];
- Media literacy actions is positively correlated with formal online participation [$r(1134)=0.178$, $p<0.001$], with informal online participation [$r(1182)=0.169$, $p<0.001$] and with municipalities partnering with schools on citizenship projects [$r(1182)=0.068$, $p=0.018$];
- Formal Online participation is medium positively correlated with informal participation online [$r(1135)=0.343$, $p<0.001$]; weak positive correlation with perception of possibility to participate [$r(1136)=0.114$, $p<0.001$], with mobile internet access [$r(912)=0.073$, $p=0.028$];
- Informal Online participation is also positively correlated with formal Offline participation [$r(1183)=0.116$, $p<0.001$], municipalities implementing other measures besides to involve young people youth municipality council [$r(1186)=0.067$, $p=0.022$], with the existence of a youth council in the municipality [$r(1186)=0.077$, $p=0.008$]; with municipalities partnering with schools on specific citizenship projects (environment, entrepreneurship, development of

students proposals, democracy, political management or best students visit the municipality) [r(1186)=0.095, p=0.001];

- Possibility to participate is also positively correlated with municipalities partnering with schools on specific citizenship projects (environment, entrepreneurship, development of students proposals, democracy, political management or best students visit the municipality) [r(1186)=0.080, p=0.006].

The results for teachers' total scores, media literacy and citizenship strategies correlations were:

- Media literacy strategies are strongly positively correlated with citizenship strategies [r(109)=0.564, p<0.001], medium with both teachers' media literacy [r(109)=0.288, p=0.02] and teachers' formal participation online [r(109)=0.333, p<0.001];

- Teachers' media literacy scores is medium positively correlated with both their formal [r(112)=0.362, p<0.001] and informal [r(113)=0.321, p<0.001] online participation; weakly positively correlated with their training [r(114)=0.207, p=0.026]; weakly positively correlated with teachers' perceptions on informal students' online participation [r(109)=0.214, p=0.024] and medium positively correlated with their perception on students' media literacy actions [r(114)=0.336, p<0.001];

- Teachers' informal online participation is also medium positively correlated with their formal online participation [r(111)=0.305, p=0.016]. Furthermore, teachers' informal participation is weakly positively correlated with their perceptions on students' media literacy actions [r(113)=0.199, p=0.033] and on students' informal online participation [r(113)=0.224, p=0.001];

- Teachers' formal online participation is also medium positively correlated with what they perceive are the formal online participation of their students [r(112)=0.317, p=0.001].

5.4.3 Predictors

Dependent variable: total formal participation online

The results of the linear regression indicated that four predictors explained 14.5% of the variance ($R^2=0.145$, $F(4)=38.22$, $p<0.001$). It was found that Mayors' regular meetings with young people ($\beta=-0.070$, $p=0.035$), TS Media Literacy ($\beta=0.123$, $p<0.001$), TS Informal Participation Online ($\beta= 0.320$, $p<0.001$) and TS Possibility to Participate ($\beta= 0.110$, $p<0.001$) can predicted the TS formal online Participation of the students.

Dependent variable: total informal participation Online

The results indicated that five predictors explained 15.7% of the variance ($R^2=0.157$, $F(4)=47.45$, $p<0.001$). It was found that TS Formal Participation Offline ($\beta=0.107$, $p<0.001$), TS Media Literacy ($\beta=0.136$, $p<0.001$), TS Formal Participation Online ($\beta= 0.299$, $p<0.001$) and students' possibility to participate on school action and innovation projects ($\beta=-0.144$, $p<0.001$) can predicted the TS Informal Participation of the students.

Dependent variable: media literacy online actions

The results indicated that five predictors explained 10.4% of the variance ($R^2=0.104$, $F(5)=23.69$, $p<0.001$). It was found that TS Formal Participation Online ($\beta=0.139$, $p<0.001$), TS Informal Participation Online ($\beta=0.134$, $p<0.001$), School project SeguraNet ($\beta=-0.246$, $p<0.001$), School Project School Radios & Tv on the Net ($\beta=-0.082$, $p=0.012$) and School Project news papers ($\beta=-0.215$, $p<0.001$) can predicted the TS Media Literacy actions of the students.

In conclusion, this section focused on mixing the qualitative and quantitative data in order to have a deeper understanding on the data that was collected. The analysis showed statistical significant predictors for formal and informal online participation and for media literacy online actions. Age, Mobile Internet access and school year were not statistical significant which is in line with the study hypothesis as it will be discussed in the next chapter.

Chapter VI – Discussion

This chapter will summarize the results and present possible interpretations for the findings in light of the literature review contributing to the research question “How can education for media literacy be conducive of participatory e-citizenship among young people” and the study hypothesis. It will also present the questions that arise as consequences of the results, from the application of the instruments used, and the sample itself.

6.1 Results Summary

The results that will be summarized in this section reflect the challenge to have a deeper understanding of the problems faced by young people as active e-citizens, which demands taking note of different levels and from different agents. Further, besides the agents involved, the chapter analyzes the websites as they constitute e-government online strategies with any available resource for the researcher to observe the actual tools used by the decision-makers, allowing for the analysis of language, agents, and errors associated with access to participation.

6.1.1 e-Governance Political Goals and Strategies

The following results are the key results from the questionnaires and interviews conducted to decision-makers on their political goals and implemented strategies:

- The majority of mayors have a degree (9 mayors). Only one has a secondary school academic level, and the majority of the mayors have the same age range which is [44; 56[.
- Both respondents from youth formal institutions have a degree: one is female within the age range [36; 44[and the other is male within the age range [25; 36[.
- In terms of teacher training: 46.9% had training in citizenship or civic education; 93.8% in digital resources or ICT in classroom context; 53.8% on the Internet; 39.2% in media education or multimedia; and 23.8% in programming.

- The majority of the school council members had training in citizenship or civic education (63.6%), in digital resources or ICT in classroom context (81.8%), and on the Internet (54.4%). A minority had training in media education or multimedia (27.3%) and in programming (18.18%). None of the youth formal websites have links for social movements, and only the National Youth Commission website presents links for the youth political parties.
- The Azorean Youth Regional Authority does not present a link or information on the Regional Advisory Council for Youth (*Conselho Consultivo Regional de Juventude*) nor the National Youth Commission. Education has a specific area on all the youth formal websites, but only the National Youth Commission explicitly states educational policies presenting an educational mission statement with goals, relevance, and strategy, which is developed by its Board of Education (with specific rules and roles). Democracy as a theme is present on the National Youth Commission, National Youth Portal, and the European Youth Portal, but not on the Azorean Youth Regional Authority Portal.
- The European Youth Portal uses more e-participation and the only one clearly asking for young people to participate through ICT. All the youth formal websites offer downloads of some multimedia content with activities or projects previously developed by the institution or from other institutions. Only the European Youth Portal has videos as project tutorials made by young people across Europe.
- The National Youth Commission manages a simple webpage without any level of technical sophistication and with a low level of interactivity, and it considers e-participatory tools, such as chat-rooms, discussion forums and e-deliberation, of little importance. The same is not true for the Azorean Youth Regional Authority, who manages a portal with 15 micro sites, has human resources, and considers as very important all e-participatory tools with the exception of youth branches of political parties and decision-making games.
- In regards to the language used, the youth formal websites are less formal than the municipal's websites. The National Youth Portal has a clear tendency for informal language, while the others use informal languages only in some sections.
- The main goals for e-governance strategies for the two youth formal institutions are information access, improving communication with young people through publicity of the institutional work or institutional political positions. In regards to level of goals

achievement, the Youth National Commission perceives it as sufficient for the website and good for the social network profiles, whereas the Regional Azores Youth Authority perceives both as very good.

- Besides the Azorean Youth Regional Authority portal, the National Youth Commission is the least used by mainland students of the four websites, whereas the National Youth Portal is the least used for Azorean students. Nonetheless, the tendency for mainland students is not to use these websites, whereas the Azorean students tend to use the Azorean Youth Regional Authority Portal.
- None of the municipalities has mechanisms for local campaigns, petitions, discussion forums, chat rooms, games, decision-making, or discussion panels;
- Only one municipality has electronic voting and e-deliberative pooling, only 3 municipalities have a section for young people, and all municipal pages have suggestions for mechanisms and institutional advertisement.
- Azorean municipalities present a deficit of communication systems and e-participation tools, independently of the size of each municipality.
- All the municipal technicians stated that the municipal webpage have mechanisms to collect suggestions and content or services for mobile phones and other mobile devices.
- The more traditional tools, such as mailing lists, newsletters, suggestions, or complaints forms, or information requests, are the most common. Social network websites (SNWS), such as Facebook and Twitter, are being used by all municipalities except one, with Facebook being the preferred choice. Mainland municipal websites tend to adverse more wireless access.
- The importance for the mayors for e-participatory tools:
 - 50% considered very important and 50% considered important to collect suggestions and reported problems.
 - 50% considered very important and 50% considered important advertisement activities or projects for young people, local young people's activities or projects, and external links to local youth collectives.
 - External links for youth branches of political parties, the majority considered of little importance, with 2 that considered them either very important or important.
- Mayors' e-governance political goals include information access (9 mayors) and efficacy of the process (6 mayors) for the webpage, whereas for the social network sites, the goals

are proximity (6 mayors) and communication with citizens (5 mayors). Further, citizen participation is a goal for the website (5 mayors), but it is not presented as a goal for the social network sites by any mayors. Communication with citizens is presented for the social network sites by 5 mayors, but it is not presented for the webpage.

- The main reasons presented by mayors to use ICT and Internet were modernity (4 mayors) and knowledge is power (3 mayors). These reasons are present on SNWS, which is seen by the mayors as a way to respond to modernity and, secondly, to give citizens access to information and, therefore, knowledge. Reasons such as innovation and a new media power paradigm were presented by 2 mayors.
- As for the technicians, information access was also identified as a goal for the majority of the technicians (7 technicians), followed by functionality (4 technicians) and simplicity, appeal, and accessibility (3 technicians). Only 2 technicians mentioned to provide forms or services, 2 technicians to be close to the electorate and 1 to communicate. The profiles on social network sites also aim to advertise, providing a means to access updated information (8 technicians), use of technological affordances, such as interaction (2 technicians), wide information visibility (2 technicians), ability to reach more audiences through sharing (1 technician), and fast dissemination of information (1 technician).
- In regards to young people's goals, 2 mayors considered explicitly the use of SNWS to reach or to bring young people closer; none considered any goals specifically for young people under 21 for the website.
- Three municipalities target young adults, between 25-35 years old; 7 do not have a specific target for either the municipality webpage or social networks. These goals are being achieved as the majority of mayors acknowledge that the main website users are young adults between 25 and 35 and active population between 30 and 45 years old. Only 3 of the websites ask directly for participation and, within them, 1 with a formal language. Overall, the language is very formal and directed towards medium to high levels of linguistic literacy.
- None of the schools has mechanisms for local campaigns, petitions, discussion forums, chat rooms, discussion boards, games, decision-making, electronic voting, or deliberation. Looking at the language used on the websites, all the school websites present a formal language, and it is not clear that the content is for young people. As for the request for participation, 50% had a clear statement.

- For school council members' e-governance priorities: 62.5% presented access to information as the first, second, or third priority; 62.5% presented students' participation in school activities as a first, second, or third priority; 50% presented both transparency of school administration acts and management, and greater proximity between the guardians and the school; 37.5% presented both quality public education service provided and greater closeness between social stakeholders and school constitute priorities for the schools. None of the schools presented students' content contributions as a priority for the websites. Only 1 school presented efficiency in school management and diversity & flexibility of solutions to school as a human and physical space or community integration, by which the school serves a specific social reality, with specific characteristics.
- For the social network profiles, the main priority of the school council members was the access of information as a priority for the majority of schools with the same percentage of students' participation in school activities although more schools presented students' participation in school activities as their first priority. 40% presented both students' content contribution and greater closeness between social stakeholders and the school. None of the schools presented efficiency in school management, transparency of the acts of school administration and management, or community integration as a priority for the social network profiles.
- From the users' perspective, 2 schools have the assembly minutes and 3 the pedagogical council minutes; 8 have evaluation criteria; 10 have a school council structure; and the same number has legislation for students. None have contact information for the school pedagogical council or for the school assembly. All have school rules, action plans, classes, and timetables, and almost all have school educational and curriculum projects. All schools advertise their projects: 8 advertise students' work/projects, and 6 advertise parents' projects. None of them has a contact to the youth commission protection or links social movements, youth branches of political parties, local youth groups, or municipal youth councils. None adds youth groups; only one has a link to a national/regional youth commission authority; only 2 have community volunteering and links to the municipal website, and all schools have links to national or international projects and advertisement for projects developed by or with the municipality. All schools have a student area, 9 for the students' association – which normally is empty – and only 1 has a direct link, contact, or information on the students' association structure. Facebook is the main social

network site, but only 4 schools advertise on it. There are 2 schools without a profile on social network website; 4 schools have a comments area for school online publications, 3 schools had e-consultation, but none of the school websites has an event log, e-voting, e-deliberative pooling, e-petition, e-panels, or decision-making games.

- The majority of school council members considered having a link to students' association or other students' group as important (6 schools) or very important (3 schools). There are 3 schools without a students' association. The majority considered it either important or very important to have an event log to report school problems and a mechanism to collect suggestions about the school while the majority considered as important e-voting school projects, e-petitioning and/or local campaigns, e-deliberation on issues of interests to students, and e-consultation on issues of interests to the students. Four schools considered important and 4 schools considered very important chat rooms and discussion forums on schools' problems; 8 schools have integrated management for school administration systems, 11 have Moodle (e-learning platform), and 10 have a contact email. None has a timetable service or agenda of the school council.
- None of the websites passed the battery of Type A tests (Accessibility Guidelines for Web Content Accessibility Guidelines (WCAG) 2.0 and W3C Recommendation related to technical problems that prevent / hinder access to content and services available for people with low levels of digital literacy and/or special needs).
- The mean access monitor index was very similar between all institutional websites for the mainland and Azores ($M_{\text{MunicipalMainland}}=5.6$, $SD=1.38$; $M_{\text{MunicipalAzores}}= 3.56$; $SD= 0.49$; $M_{\text{SchoolsMainland}}=5.5$, $SD=0.85$; $M_{\text{SchoolsAzores}}=4.35$, $SD=1.03$; $M_{\text{YFormalInstitutions}}=4.45$, $SD=1.24$), with Azorean websites presenting a lower mean than the mainland.
- Five municipal and 2 youth formal institutions websites had errors on *Using Javascript*, level A, such as “Some mouse-functions have a match for logic functions with keyboard-dependent”; therefore, there should be a keyboard event handler that would perform the same tasks as the mouse event handlers.
- Five municipal websites and 1 school website failed on level A, marking graphical buttons, preventing access of information from any modality (e.g., visual, auditory, or tactile) depending on the users' needs since there are no alternative texts.
- Two municipal and 6 school websites presented errors on text formatting (line spacing and justified text,) level AAA, which prevents people with dyslexia or other cognitive

disabilities from reading the information presented in blocks of text justified because the lines are very close together.

- Two municipal, 2 youth formal institutional, and 5 school websites presented an AAA level error on marking headers, failing “to facilitate the process of browsing the site, it is important to organize the headers according to their hierarchical levels”.
- All websites, with the exception of the A13 school website, presented an A level error on the W3C Standards: (X) HTML + CSS regarding the ambiguity in Web pages “derived from code that is not in conformity to formal specifications in force. The results of this test were obtained through the Office of the W3C Markup Validation,” and “Duplicate values posted in the id attribute may become problematic for user agents, since they rely on these attributes to determine the relationship between the different parts of the content.”
- Six municipal, 3 youth formal institutional, and 8 school websites presented the combination of errors level A and AAA for marking links, menus, and text of links. They all presented the same combination: A - “This failure occurs when a link is composed only of non-text content, such as an image, and the non-text content is implemented in a way that can be ignored by assistive technology. When the image is the only content in the link, it is absolutely essential that this image has a caption (i.e., an alternative equivalent textual)”, or AAA - “This occurrence is related to a common fault that links like "click here" or "more" need the information around them to contextualize their purpose. Only the context users can distinguish the links and determine its purpose.”
- Three municipal, 1 youth formal institutional, and 5 school websites presented a combination of A and AA level errors for elements and attributes of presentation/obsolete against only a quarter for the Mainland websites. Regarding level A error, the most common was that “Separate the layers of the structure, function and induce the semantics enables the presentation using a format that can be programmatically determinable through structural layer” and all the AA level errors where it stated, “The CSS should be used to control visual presentation of text. By separating style markup content, publishers can simplify the shape and clear marking of the content, making it at the same time more affordable.” Only one of these websites was not from Azores.

6.1.2 Citizenship and Media Literacy Strategies

The Azorean Youth Regional Authority develops face-to-face meetings, and it has a Regional Advisory Youth Board, while the National Youth Council lacks a specific strategy other than having social bodies that decide, autonomously, what to do and how to do it.

As for municipals strategies, results were obtained from three dimensions: formal, informal, and partnering with schools strategies:

Formal level: 2 municipalities (M22 and A11) do not have a Youth Municipal Council; 2 have them, but they are only regulated and not yet implemented (A12 and A13). These municipal youth councils work as a consulting body, without any binding power, to municipal youth policies for all the municipalities of the study, and it is rather common for the executive not to follow youth opinions as some mayors stated (e.g., M21). Only one mayor affirmed that young people were not really part of the decision-making process (M11) even if they were consulted. Municipal councils are mainly organized youth local collectives or associations (7 municipalities) and political parties' youth branches (6 municipalities), and in only 2 cases, students are involved.

- Most common problems: limitations of youth participation through the municipal council as it was quite formal (e.g., M11, M21, M31); youth branches of political parties lobby for their political party agenda, preventing enriched and fruitful discussions and contributions (e.g., M31).
- Other formal measures: 4 mayors developed formal measures, such as intergenerational contracts (M11), transference of local public spaces for youth collectives to develop their activities (M21), youth participatory budget (M32), and youth collective consultation on the annual youth activities' budget (M12).

Informal level: 3 mayors presented specific activities (M12 and M31) that include volunteering work in the city hall and youth municipal assembly. However, these activities are not followed by any other measure, which limits the reach of each. Five mayors (M12, M22, A11, A13, and A22) consult youth for the municipal festivities promoting informal consulting processes, which can take the form of a talk on the street or a meeting in City Hall (mainly concerts at the local festivities).

Partnerships with schools, either from the City Hall to the school or vice versa:

The majority of mayors revealed that the main responsibility is towards primary schools with which they have legal obligations concerning maintenance, meals, and other resources. In regards to middle or secondary schools, they revealed that normally the schools contact them for technical support, such as transportation, lectures, or other resources, that might involve subsidizing students' works. However, some demonstrated concern on developing and contributing to a better educational system that involves a close partnership with all schools. One mayor (M32) visits schools to allow students to interact with the elected body, promoting closer relations between them as well as promoting the discussion of the Portuguese democratic system. One mayor (A22) brings the best students to City Hall to meet the mayor and to talk about the Portuguese democratic system and the functions of the local administration (A22). Three municipalities (A12, A21, and M12) develop projects on health, environmental, or violence awareness education, and 3 municipalities (M11, M22, and M32) promote the development and implementation of students' projects in the municipality.

Turning to the use of media and citizenship focusing on youth, it is notable that SNWW profiles are the main tool used to promote young people's citizenship skills and habits (11 mayors). Not all the municipalities accept youth content contributions for the website, and only 2 present alternatives to email submissions.

The school results on effective measures to promote students' citizenship and media literacy showed the following:

Students' participation: 4 schools do not allow students to participate in any of the items presented on the questionnaire; only 1 school allows students to participate in the management of the curricula's flexible proposal, which may include regional and local components, respecting the essential cores defined at the national level as the autonomy of school legislation requires; 63.6% allow students to participate in decision-making regarding school spaces' occupancy; 54.4% do not allow students to participate in the development action and innovation project proposals; 63.6% do not allow students to participate in the decision-making for school rules for schedules and times; and 54.5% do not allow students to participate in decision-making for class constitutions.

Most frequent citizenship strategies: Promotion of reflection and debate on human rights, cultural differences, ethnicity, gender equality, and environmental issues (8 schools); creation of opportunities for action on the issues of human rights, intercultural understanding, gender equality, and environmental issues (8 schools), although only 4 schools do it very frequently, followed by volunteering in the community (6 schools).

Least frequent citizenship strategies: Promotion of reflection and debate on the issues of the legal system, courts, and government institutions (only 3 school do it with some frequency); promotion of students' participation in school decision processes outside of participation in the general council or school assembly (only 4 schools do it with some frequency).

Most frequent media literacy strategies: Promotion of active questioning and critical thinking about the messages conveyed in the media, both traditional and Internet (common to 10 schools); promotion of the use the school portal or school Web page (common for 6 schools).

Least frequent media literacy strategies: Promotion of online debates for students on citizenship issues (common to 6 schools); development of skills associated with developing applications as an alternative to existing models on the Internet (common for 5 schools). Nonetheless, both strategies with the most frequency for never used category are also the least frequent in all the schools.

School curricula offered to teachers or students: 6 schools offer students citizenship or civic education; all schools offer ICT either to students (11 schools) or to teachers (4 schools); 3 schools offer students introduction to computer applications, programming, or web edition as a specific school subject.

Schools' projects: None of the schools is involved with Webin@rsDGE, Digital Safety Seal for Schools and GeoRed. The projects with highest percentage are Seguranet (45.5%) and offline school newspaper (54.5%).

Teachers' results on citizenship and media literacy showed the following:

Teacher's classroom citizenship strategies: Mainland and Azores presented similar results and have the same trends for both more frequent activities and never or rarely

implemented activities. The majority of the teachers tend not implement the strategies present on the questionnaire, achieving low points on their total score of Citizenship Teachers' strategies ($M=12.7$; $SD= 7.7$).

Most frequent strategies: Promotion of volunteerism in the community and students' participation in civil society (common to 9 schools); creation of action opportunities on issues such as human rights, cultural differences, ethnicity, gender equality, and environmental issues (common to 6 schools).

Never or rarely implemented strategies: Promotion of students' participation through voting mechanisms (common to 9 schools); promotion of reflection and debate on the issues of the legal system, courts, and government institutions (common to 8 schools).

Main citizenship attributes: Active participation (30.4%); being skilled and updated (29.5%); moral values (e.g., responsibility and solidarity); (25.0%) and rights & duties (10.7%); and democratic values (8.9%).

Literacy strategies: Total scores were low ($M=16.8$, $SD=9.3$) with only 13 out of 129 teachers obtaining a total score above 30 points.

Citizenship web educational resources: Facebook, individual blogs, and Google search engine; less than 10% presented school-related websites (e.g., astropt.org; cienciahoje.pt, stra.mit.edu/genetics) and institutional websites (e.g., DECO, IPAMA).

Reasons for the web educational resources: 11.3% content diversity of the websites, 16.2% curricula content; 4.9% aim to develop literacy skills (mainly fostering scientific literacy) and 2.1% trust and reliability.

Teachers' total scores media literacy and citizenship strategies correlations: Media literacy strategies showed a strong positive correlation with citizenship strategies [$r(109)=0.564$, $p<0.001$], medium with both teachers' media literacy [$r(109)=0.288$, $p=0.02$] and teachers' formal participation online [$r(109)=0.333$, $p<0.001$]. Further, teachers' media literacy scores show a medium positive correlation with both their formal [$r(112)=0.362$, $p<0.001$] and informal [$r(113)=0.321$, $p<0.001$] online participation; weak positive correlation with their training [$r(114)=0.207$, $p=0.026$]; weak positive correlation

with teachers' perceptions of informal students' online participation [$r(109)=0.214$, $p=0.024$]; and medium positive correlation with their perception of students' media literacy actions [$r(114)=0.336$, $p<0.001$].

Teachers' informal online participation: This element shows a medium positive correlation with teachers' formal online participation [$r(111)=0.305$, $p=0.016$]. Furthermore, teachers' informal participation shows a weak positive correlation with their perceptions of students' media literacy actions [$r(113)=0.199$, $p=0.033$] and of students' informal online participation [$r(113)=0.224$, $p=0.001$]. Teachers' formal online participation also shows medium positive correlation with what they perceive as the formal online participation of their students [$r(112)=0.317$, $p=0.001$].

Teachers' media literacy and citizenship strategies: By teacher's age, these strategies do not allow determining whether age affects these results due to the low number of respondents, although the results of the Mann-Whitney U-Test showed no statistically significant differences between the age ranges [18; 43] and [44; 69]. Further, for the same reason, it was not possible to conclude whether age would be a factor for citizenry strategies in the classroom, although the Mann-Whitney U-Test showed no statistically significant differences between the age ranges [18; 43] and [44; 69]. Finally, the Mann-Whitney U-Test showed no statistically significant differences between genders on teachers' results, although the number of respondents was small; therefore, a more extended study would be necessary to verify this trend.

Students' results include the following:

How a variable contributes to their citizenship: 26.5% of the students pointed to democratic values; 21.8% pointed to development of skills and knowledge; 18.9% pointed to rules and punishment; 14.8% pointed to civic education (formal subject or occasional lectures or activities); and 8.2% presented some kind of social change or protesting as reasons to explain how school contributed to their citizenship.

Why school does not contribute to their citizenship: Lack of citizenship education and habits (6.7%) was identified first, followed by the fact that schools are based on a capitalist system (0.5%). Residuals percentages were shown for lack of social or political

development (0.2%), its format (0.1%), and it fosters differences on social classes (0.1%). A11 (15% of its students) and A22 (19% of its students) are the more unsatisfied students.

Main citizenship attributes: Rights and duties (30.7%), belonging to a community (27.3%), democratic values (25.2%), and moral values (24.0%)

6.1.3 Young people's Perceptions of Online and Offline Civic Engagement and Citizenship

Students' formal online participation is positively correlated with the following:

Individual case studies:

- Levels of digital and media literacy in 41.7% of the study cases (60.9% students).
- The perception of power of civic participation of young people in 25% of cases studied (24.8% students).
- Informal participation offline in 25% of the cases studied (25.2% students).
- Mobile access to the Internet in a case study (8.5% students).
- Age in 25% of case studies (31.5% students), while there is a mean rank difference for the voting age (> 18 years) only for 1 of the case studies (8.7% students).

There is also a difference in the mean rank on the school grade for 16.6% of the case studies (corresponding to 10.1% of students) with the 12th grade presenting a higher score ($U=144197$, $Z=-3.33$, $p=0.001$, $r=-0.003$).

Dataset of all students:

- Informel participation online [$r(1135)=0.343$, $p<0.001$]
- Perception of possibility to participate [$r(1136)=0.114$, $p<0.001$]
- Mobile Internet access [$r(912)=0.073$, $p=0.028$]
- Age [$r(1135)=0.089$, $p=0.003$]

There is a difference in the mean rank of the school grade with the 12th grade presenting a higher score ($U=144197$, $Z=-3.33$, $p=0.001$, $r=-0.003$).

Students' informal online participation is positively correlated with the following:

Individual case studies:

- Formal offline participation in 66.7% of the case studies (78.1% students).
- Media literacy in 41.7% of the cases studies (58.1% students).
- Formal participation offline in 25% of the cases studied (25.2% students).
- Age in only 1 case (17.5% students).

The M11 case study, which represents 17.5% of the students, reveals a negative correlation between informal participation and perception of possibility to participate.

Dataset of all students:

- Age [$r(1183)=0.087$, $p=0.087$]
- Media literacy actions [$r(1182)=0.169$, $p<0.001$]
- Formal online participation [$r(1135)=0.343$, $p<0.001$]
- Formal offline participation [$r(1183)=0.116$, $p<0.001$]
- Municipalities implementing other measures other than to involve young people in youth municipality council [$r(1186)=0.067$, $p=0.022$]
- Existence of a youth council in the municipality [$r(1186)=0.077$, $p=0.008$]

Municipalities partnering with schools on specific citizenship projects (environment, entrepreneurship, development of students' proposals, democracy, political management, or best students visit the municipality) [$r(1186)=0.095$, $p=0.001$]

There is a difference in the mean rank of the school grade with the 12th grade presenting a higher score ($U=161181$, $Z=-2.43$, $p=0.015$, $r=-0.002$), in voting age ($U=83861$, $Z=-2.04$, $p=0.041$, $r=-0.002$) with older students achieving a higher mean rank.

Students' media and digital literacy scores are positively correlated with the following:

Individual case studies:

- Age in 2 cases studies (26.1% students).
- Formal offline participation in one case study (3.2% students).
- Formal participation online in 41.7% of the case studies (60.9% students).
- Informal online participation in 41.7% of the cases studies (58.1% students).
- Possibility to participate in one case study (5.5% students).

There is a mean rank difference between the school grade in one case study, which only represents 5.5% of the students, and between the gender in two case studies, which only represents 11.6% of the students, with female achieving a lesser mean rank.

Dataset of all students:

- Formal online participation [r (1134)=0.178, p<0.001]
- Informal online participation [r(1182)=0.169, p<0.001]
- Municipalities partnering with schools on citizenship projects [r (1182)=0.068, p=0.018]

There is a mean rank difference for demographic municipal dimension (U=76024, Z=-2.25, p=0.025, r=0.07) where small cities and villages presented a higher mean rank.

Students' possibility to participate scores are positively correlated with the following:

Individual case studies:

- Age in two case studies (14.5% students).
- Media literacy in one case study (5.5% students).
- Formal participation offline in one case study (14.8% students) and negatively in one case study (8.7% students)

There is a difference in the mean rank in gender for one case study (13% students) and school grade for one case study (17.5% students).

Dataset of all students:

- Formal online participation [r (1136)=0.114, p<0.001]
- Municipalities partnering with schools on specific citizenship projects (environment, entrepreneurship, development of students' proposals, democracy, political management, or best students visit the municipality) [r(1186)=0.080, p=0.006]

There is a difference in the mean rank in voting age (U=84449, Z=-2.13, p=0.033, r=- 0.002) with older students achieving a higher mean rank, and in demographic municipal dimension (U=77142.5, Z=-2.08, p=0.037, r=0.006) with students of medium/city presenting a higher mean rank

Predictors include the following:

Dependent variable: Total Formal Participation Online

Mayors' regular meetings with young people ($\beta=-0.070$, $p=0.035$), TS Media Literacy ($\beta=0.123$, $p<0.001$), TS Informal Participation Online ($\beta= 0.320$, $p<0.001$), and TS Possibility to Participate ($\beta= 0.110$, $p<0.001$) can predict the TS Formal Online Participation of the students, explaining 14.5% of the variance ($R^2=0.145$, $F(4)=38.22$, $p<0.0010$).

Dependent variable: Total Informal Participation Online

TS Formal Participation Offline ($\beta=0.107$, $p<0.001$), TS Media Literacy ($\beta=0.136$, $p<0.001$), TS Formal Participation Online ($\beta= 0.299$, $p<0.001$), and Students' Possibility to Participate on School Action and Innovation Projects ($\beta=-0.144$, $p<0.001$) can predict the TS Informal Participation of the students, explaining 15.7% of the variance ($R^2=0.157$, $F(4)=47.45$, $p<0.001$).

Dependent variable: Media Literacy Online Actions

TS Formal Participation Online ($\beta=0.139$, $p<0.001$), TS Informal Participation Online ($\beta=0.134$, $p<0.001$), School Project SeguraNet ($\beta=-0.246$, $p<0.001$), School Project School Radios & TV on the Net ($\beta=-0.082$, $p=0.012$), and School Project Newspapers ($\beta=-0.215$, $p<0.001$) can predict the TS Media Literacy Actions of the students, explaining 10.4% of the variance ($R^2=0.104$, $F(5)=23.69$, $p=<0.001$).

6.2 Discussion

From the findings presented, the weak goals for youth e-participation by municipalities, schools, and youth formal institutions allied with low use of technological tools closer to those used by young people—such as chat rooms, forums of discussion, decision-making games, e-voting, and other applications that highlight innovation and modernity—support the hypothesis presented: decision-makers were not politically aiming to promote youth participation nor using adequate tools to achieve young people's participation. This is also verified by the formal language used by the majority of the websites, the low percentage of

explicit requests for participation, and the low percentage of students' content contribution for the institutional websites.

Also supporting the hypothesis regarding political goals are the main municipal website users, young adults and adults (25-45 years old). This is not surprising given the period of Portuguese educational democratization and the fact that the schooling and academic level are substantially higher for the generations socialized under democracy. Therefore, among the population as a whole, these groups have more cognitive skills to engage with politics and a stronger sense participation, as A. Campbell, Converse, Miller, and Stokes (1960,1980) and Magalhães (2005) argued. As for the young adults, the school system developed ICT education with the Minerva project between 1985 and 1994 (Ponte, 1994). This led to the inclusion of ICT until 2012 a mandatory for the 9th grade; today it is an optional subject. In addition, if institutional documentation (e.g., related with construction or sanitary services) is the main available information, young adults are the generation raised with more access to technologies in school and at home; therefore, they will be more likely to resort to e-governance strategies to sort needs.

Looking at the youth formal intuitions, only the European Youth Portal is using the website to ask for young people to participate in order to involve citizens, particularly young citizens (Coleman, 2006; A Macintosh & Whyte, 2006). In regards to website tolls and links, none of the websites have links for social movements, and only the National Youth Commission website presents links for youth political parties. The Azorean Youth Regional Authority does not present a link or information on Regional Advisory Council for Youth (*Conselho Consultivo Regional de Juventude*) nor to The National Youth Commission, which might be influenced (and influence) the regional identity that overlaps the national identity. Further, all websites mention Facebook, and the governmental websites are more complex and use more technological sophistication, which might be explained by the human and financial resources of the institutions. In fact, the non-governmental website, the National Youth Commission, is the one resorting to more traditional ways of communication (e.g., newsletters or mailing lists).

As for the governmental institutions, within democratic systems, the websites could be a way for decision-makers to foster and reinforce democratic values through actions and information. However, the Azorean Youth Regional Authority portal does not use its website

to do it. Both the National Youth Commission and the National Youth Portal have relevant information on human rights and intercultural understanding, which are two other themes considered important for active citizenship (Hoskins et al., 2012).

Information access and improving communication with young people through publicity of the institutional work or political positions were the main goals for e-governance strategies presented by the two formal youth institutions involved in the study. The National Youth Commission might see its reach limited not by the lack of resources, but by the lack of political will to have youth contribute content, hindering youth representation; its role in lobbying for youth interests; and not being accustomed to coping with a lack of resources.

As for the Azorean Youth Regional Authority, it would be expected to see some of the e-participatory tools implemented to foster youth participation. The absence might be explained by political goals that do not necessitate e-participatory tools, such as e-voting, e-panels or e-deliberative pools. This leads to a weak strategy for fostering formal political action, engagement in community life or stronger democratic values among youth, which underlies a participatory e-citizenship and is presented on the e-citizenship composite indicators model. Further, formal web presence is based both on unilateral information and on the concept of a fixed wall that fails to take advantage of technological affordances.

Even though the National Youth Commission is managed by young adults, it has no explicit statement for young people's participation (civic or political) within the organization, in the country, or in the European Union. This can explain it being the least frequently used of the four websites used by Mainland students.

Finally, if youth formal institutions websites are the bridge between the government institutions and young people, thus, the face of the youth policies and what is considered important in relation to what information a young citizen should access there, there is no clear or common subject-matter. There is also no clear intention of using available technology and its affordances to empower young people with respect to their civic engagement, preventing more enriched and effective participation.

In the same line, the mayors presented similar political goals for the municipal webpage, whereas for the social network sites, goals focused on proximity and communication with citizens, which are e-governance goals defined by several international institutions (OECD,

2003; United Nations, 2003; World Bank, 2010) and authors (Fraga, 2002; Riley, 2001). In addition, only one mayor (case M32) presented all the common goals described in the literature review (Fraga, 2002; OECD, 2003; Riley, 2001; United Nations, 2003; World Bank, 2010). These political goals align with the main reasons presented by the mayors, supporting the idea of being where the citizen is and modernity, common reasons presented in the literature by authors, such as Palvia and Sharma (2007).

From the results, the political discourse raises some questions. Citizens' participation is not a priority for the majority of the mayors, and for the ones who make it a priority, it is for the websites. Thus, the political view of participation underpins formal channels opposed to places that lack institutionalism, such as the social network websites, as it was assumed by the mayor of M21, therefore, not the public sphere. On the other hand, for the informal channels, such as the social network websites, proximity and communication with citizens are main goals, raising the question of what the mayors do with this proximity and with the information given by citizens through these channels. Is it only considered citizens' participation if it goes through formal channels? In fact, from mayors and technicians' perspective, the goals are more attainable for the social network websites. Therefore, we might ask what constitutes citizen participation.

In spite of the ambiguity, mayors' goals are also coherent with the technicians' responses, which focused on information access. For both websites and social network websites, technicians' goals rely on one-way interaction from the executive to the citizen, providing a poor means of two-way communication. This one-way interaction hinders citizens participation as it contributes to a distance between the executive and the citizen as well as it does not take advantages of the technological affordances to bring closer the executive and the citizen and to improve efficacy of the processes.

If giving access to information constitutes a very first step for citizen engagement, it is far from being enough to promote active participation. Other tools must be used in order to accomplish significant levels of participation. The results on the importance of e-participatory tools showed that decision-making support systems and e-voting are not seen as very important for 80% of the mayors, which might constitute a reason for the low levels of positive and useful citizen contributions (A. Macintosh, 2004; A Macintosh & Whyte, 2006). In fact, only one municipal website has an e-voting and e-deliberation pooling, and only one

has a place for commenting on municipality online publications, which reflects the absence of two-way or deliberative tools (e-petitioner, e-panels, chat rooms, discussion forums, decision-making games), opposing what is considered to be promoter of good e-governances practices presented by Fraga (2002) and Macintosh (2004), but in-line Almeida (2011), A. Carvalho (2012), and L. Santos and Amaral (2012) on Portuguese municipality websites that demonstrated low levels of e-participatory tools.

Both Azorean and Mainland websites presented more traditional (emails and e-consultation) web tools, supporting the literature (Siau & Long, 2005) and implying a higher level of both formality (structure and vocabulary) and intention (less spontaneous and asynchronous). From the users' perspective, aiming to involve citizens on decision-making processes and to engage them in the community through local administrative strategies (Heeks, 2002; OECD, 2003; World Bank, 2010) is only true on a minority of municipal websites that ask directly for participation. Even then, they resort to a rather formal language. Also, a minority of the websites present tools, such as online forms, that demand less structured writing, with specific areas to fill or multiple choice sections on the issue, helping people more efficiently structure their writing and the services.

Another preponderant factor for e-governance to succeed and to develop media and digital literacy (Hobbs, 2010; Jenkins et al., 2006) is access to the Internet, and half of the municipalities have a public Internet presence for citizens to access information. In fact, although the results for each case study analysis are not in-line with the findings on the dataset of all students, this dataset showed a positive correlation between formal online participation and mobile Internet access [$r(912)=0.073$, $p=0.028$].

Despite the fact that all mayors considered the content of the webpage to promote both youth participation in municipal activities and civic participation in the community, the lack of clear definitions, along with aiming to reach everybody, demonstrates a dispersion on using the available resources (human and technological). This contributes to low levels of efficiency and efficacy, as established by World Bank (2010) or OECD (2003), for the government administration as also claimed by the mayors. The low number of respondents aiming to reduce the costs, which is emphasized by Tapscott (1996) and Malhotra (2001) as positive factors for the improvement of decision-making processes, and increase transparency. This is considered a crucial factor in the relations between those who govern (the State, the local

authorities, the political system) and those who are governed (the citizenry, the public) by several authors P. Hirst and Norton (1998) Palvia & Sharma, 2007), and the Portuguese action plan for e-governance, established in 2003 by the 15th overnment's programme.

The exposed might explain the majority of the students not knowing their municipality websites with the exception of the M31, M32, A13, A23, and A22 case studies, where there are mixed opinions.

At a school level, once again, the website is conceived as the formal channel where the students' contribution are not aimed and efficiency in school management, diversity, and flexibility of solutions to schools, while human and physical space and community integration are seen as less important goals. Consequently, factors that improve and contribute to people's belief in the political system and democratic institutions, when then lead to participation (Komito, 2005; Norris, 2001, 2003), are being minimized by schools' decision-makers. This is similar to what happens with the others decision-makers of the study. These figures also show that there is a replication of the previous non-Internet reality where the information was posted on school walls, and parents would go there to access it. Afterwards, some of them would transcend the hierarchical school structure and some of them faced an even more difficult obstacle—different cultural capital—as a result of the Portuguese low levels of literacy.

With respect to the accountability and transparency purposes, which are the aims of e-governance theorists, the majority of schools do not post the official minutes of school bodies. Yet all of them post the rules, the action plans, classes, and timetables, and almost all have a school educational and curriculum project. Thus, concepts of accountability, transparency, right to access information, students' and parents' empowerment need clarification.

The tools considered to promote a higher level of participation in the decision-making process, closeness between decision-making and the community, and a more horizontal structure (Brady, 2007; Coleman, 2006) are not being implemented despite the political will of the school councils to hear the students. The lack of e-participatory tools might be explained by the lack of human and financial resources of the Portuguese public schools. Only one school said it did not have a person responsible for the management of ICT in the school. The schools with someone responsible for it, explained the lack of available time to

deal with all of the problems (due to services hours and new policies). Despite the existence of such a person, not all of them have a degree in computer sciences or in similar areas. Actually, as elder teachers of typing, administrations, and similar school subjects were converted to the ICT teaching group, after some training, they represent a significant percentage of teachers responsible for ICT management. Further, the vast majority of school council members and teachers had no training in media education or multimedia and in programming, leading to reduced technological knowledge and skills to implement e-participatory tools on school council websites.

The impact on students' formal participation within the school political life might be negatively affected, resulting in a reduced formal participation and, consequently, in their perceptions on citizenship, as only one school has a link, contact, or information on the students' association structure. The vast majority have an empty students' area. Further, the existence of a link or an area for the students' association and other students groups would, on the one side, recognize their importance to the school community and, on the other hand, would develop students' responsibility and autonomy while empowering them on their work and participation. It would also contribute to the development of a democratic identity and participatory habits.

From the websites' figures, it is easy to understand that people with lower levels of media literacy will find obstacles when accessing the Internet pages. As a result, some of them will a) not be able to accomplish their goals; b) get lost within the website, or c) lose their willingness, leading them to give up on using the municipal, youth formal institutions, or school web pages. Thus, obstacles to e-citizenship due to errors, such as AA level on *marking links, menus, and text of links* (4 municipal and 1 school website), which is related to a common fault that links such as "click here" or "more" need the information around them to contextualize their purpose. Therefore, only contextualized users can distinguish the links and their purpose or A level on *marking image maps* (1 municipal website), which is connected with the *alt* attribute of each area element and serves the same purpose at a selectable area of an image. Therefore, if there is no *alt* attribute, then assistive technologies are not able to identify the element or to convey its purpose to the user.

Other citizens will be prevented from accessing information and becoming further involved due to their disabilities or special needs, which are not being taken into account. These errors

are connected to the mouse event handlers, *Marking graphical buttons*, preventing accessing information from any modality (e.g., visual, auditory, or tactile) depending on the user's needs since the alternative texts are not there. Further, *Text formatting (line spacing and justified text)*, level AAA, which prevents people with dyslexia or other cognitive disabilities from reading the information presented with blocks of text justified because the lines are very close to each other. Finally, errors connected with technological affordances and availability, e-planning, and human and financial institutional resources might undermine the systems and make them less efficient, less transparent, which supports the demand of higher levels media literacy and/or higher level of motivation for participation; therefore, the errors affect e-governance and, consequently, e-citizenship.

Another important factor is that the municipal web content is mainly prepared by a specific communication office or image and public relations of the City Hall office for the majority of the municipalities (7), whereas only 3 executives contribute and prepare it. Therefore, on one side, the technicians deal with the technical parts without having the political and social perspective, and on the other side, the communication staff and the executives are imbued by political goals, but without technological knowledge or awareness, i.e., without an e-planning perspective. The same lack of e-planning perspective is happening in the schools. Teachers have knowledge on citizenship but not on media education and programming, which prevents a more enriched and effective use of available technology and its affordances.

In the light of what has been discussed throughout this section, the potential of technological affordances to foster citizens' participation is reduced by political goals—such as access to information and one-way communication—that constrain the use of appropriate tools. These tools, if used effectively, would provide concrete participation in decision-making processes that aim to achieve service quality, efficacy of the processes, and cost reduction. As a consequence, the websites are being used as stiff walls while social network site profiles are being used as e-mail substitutes and merely replications of the website information. This supports previous findings (Coleman et al., 2008; Nyerges & Patrick, 2007). On the other hand, positive and enriched citizen contributions for effective citizen participation in the decision-making processes (OECD, 2003; United Nations, 2003; World Bank, n.d), regardless of citizens' age, are not being well-defined. Therefore, they are not succeeding. Furthermore, the findings in this chapter support previous studies (Coleman et al. (2008); Ferraz de Abreu

(2002) Castells (2003) that claimed inadequate e-governance strategies are used to achieve theoretical e-governance goals.

As for the hypothesis of weak citizenship strategies aimed at involving young people in the decision-making process and, therefore, its consequences on their concepts of themselves as citizens, youth formal institutions and municipalities showed the lack of intentions to develop other strategies besides consultation. This highlights their fragilities in implementing effective participatory strategies or strategies that would contribute to the development of participatory habits among youth. In addition, the low scores of schools' citizenship promotion and teachers' citizenship and media strategies reinforce the young people's limited opportunities to participate and, at the same time, to develop skills inherent to participatory actions and participatory habits. Consequently, the hypothesis that citizenship and media strategies developed by decision-makers and schools are constraining young people's participation is verified.

In fact, the results showed that mayors' regular meetings with young people, students' media literacy online actions, and students' informal online participatory actions can predict 14.5% of the variance of students' formal online participatory actions ($R^2=0.145$, $F(4)=38.22$, $p<0.001$). Students' formal offline participation, students' media literacy online actions, students' formal online participatory actions, and students' possibility to participate in school action and innovation projects can predict 15.7% of the variance students informal participatory online actions ($R^2=0.157$, $F(4)=47.45$, $p<0.001$). Further, 10.4% of the variance of students' media literacy online actions can be predicted by students' formal and informal online participatory actions, schools projects such as SeguraNet, School radios & TV on the net, and school newspapers ($R^2=0.104$, $F(5)=23.69$, $p<0.001$).

The findings showed that youth formal institutions, municipalities, and schools boards do not develop clear and effective citizenship and media strategies for young people to participate in the decision-making process, but rather sustain their strategies on the consulting stage. Thus, their level of youth involvement is low and can be matched to placation or a consultation level on youth participatory models presented in previous research (Arnstein, 1969; Hart, 1992; Treseder, 1997; Shier, 2001; Kirby et al., 2003; Wong et al., 2010). However, the study case M32 is an exception as the municipality implements a youth participatory budget; thus, it has a higher level of youth inclusion underlining young people's involvement in the decision-

making process (Shier, 2001). Further, some municipalities, such as M11 and M21, by having informal meetings with youth collectives, formalizing intergenerational contracts, or transferring public spaces to youth collectives are promoting partnerships (Arnstein, 1969), initiatives that involve shared decisions (Hart, 1992; Treseder, 1997), and decision-making processes with young people that might represent a higher level than consultation.

In addition, none of the case studies' data revealed the highest levels of youth inclusion on decision-making process according to the models presented on the literature review (Wong et al., 2010; Hart, 2008; Kirby et al., 2003; Shier, 2001; Arnstein, 1969), which underlie delegating power or citizens' control or young people shared decisions with adults or youth have total control.

, As for both youth formal institutions, the fact that there is no deliberative power given to youth collectives on the decisions taken by the governmental regional bodies or by the board of the National Youth Commission, the stage of consulting is not suppressed. The Azorean Youth Regional Authority, by developing two different strategies, is working in two different layers: the unorganized youngsters, who can participate in the face-to-face meetings and express their thoughts, and the organized youth stakeholders, who include youth Azorean collectives, are part of the governmental Regional Advisory Council for Youth (Conselho Consultivo Regional de Juventude). However, the face-to-face forums are not binding or deliberative, and the deliberative process is undertaken by the regional governmental bodies, which excludes youth stakeholders.

With similar concerns, but with different political and legal status or competences, the National Youth Council does not constitute an advisory council for youth policies of the government with legal power, which reduces its influence. Although it has legally recognized status to partner in youth policies, its power is quite constrained because it has as a mission to represent youth collectives before the powers and claims the right to be heard and consulted on concerning all matters relating to the Portuguese youth (National Youth Commission status, 1985, 2006, 2012). Therefore, the results obtained through the questionnaire showed an absence of a strategy other than having social bodies that decide, autonomously, what to do and how to do it. This lack of strategy aligned with the lack of legal recognition on being consulted or issuing opinions as well as with the lack of financial resources that might cause limitations to its potential to promote citizenship among young people

Their citizenship attributes are reflected in their practices in regards to democratic values in the case of Youth National Commission, and in regards to global citizenship, to being informed, and democratic values in the case of Azorean Youth Regional Authority . This can be seen on both the Youth National Commission and Azorean Youth Regional Authority Portal websites through the available information.

Besides the formal process of consultation implemented by the municipalities through their municipal Youth Council, as a consequence of formality and agendas, some mayors prefer informal ways to involve young people. They resort to informal consulting arrangements, such as monthly meetings with the Mayor. These meetings can be opened to every young person interested in presenting ideas as well as to hear what the mayor has to say (M31) or regular meetings at City Hall with youth collectives to present and discuss youth policies and measures (M11).

The results of the dataset of all students showed a positive correlation between informal online participation and municipalities implementing other measures besides involving young people in a youth municipality council [$r(1186)=0.067$, $p=0.022$]; existence of a youth council in the municipality [$r(1186)=0.077$, $p=0.008$]; municipalities partnering with schools on specific citizenship projects (environment, entrepreneurship, development of students proposals, democracy, political management, or best students visit the municipality) [$r(1186)=0.095$, $p=0.001$], which demonstrates that municipal strategies to promote citizenship statistically affect young people's citizenship behaviors. Therefore, regardless the consulting format, mayors should not consult young people mainly at the local festivities (e.g., concerts), which correspond to consulting youth for consumerism purposes (Sinclair, 2004; Sinclair & Franklin, 2000) when referring that children gained the right to exercise their preferences and influence the improvement of goods and services and, as other previous research (Barber, 2009; Crawford, Rutter, & Thelwall, 2003; Kirby et al., 2003) highlighted, shows a trend of reducing young people's participation to consulting for the purpose of market growth.

The figures on how students are part of the decision-making process in schools show how few opportunities they have to participate in the decision-making processes of issues that align with their interests. Although all the questionnaire points are permitted by law to be included, schools are including them. This might explain why the majority of students tend to think they

cannot participate on deciding rules on time schedules and school classes, or the fact that almost half think they cannot participate in decision-making for the occupation of school spaces due to the feeling of powerlessness (20.5%) followed by the idea that it is adults' responsibility to do it (9.9%). In addition, a significant percentage of the students affirm they can participate, but they are not interested in participating in students' association, on flexible management proposals of the curricula at their school, and on preparing content for the school web page.

Even though studies were not found on secondary schools in Portugal focusing these issues, the present results are in-line with the Portuguese study developed by Pedro and Pereira (2010), which demonstrated that the majority of students between the 7th and 9th grades felt their participation in school life was satisfactory or sufficient, and the majority thought it was the school council's responsibility to decide on how school should work. In addition, 61.7% of the participants in Pedro and Pereira (2010) considered their involvement in school life decisions as indispensable.

Further, the figures on the reasons they cannot or do not want to participate also support the concept of disaffection presented by Di Palma (1970) and used by authors such as Magalhães (2005), Klingemann (2013); Torcal (2006), or Klingemann (2013) as they were mainly connected with feelings that their voices are not heard, not taken into account, or the lack of skills to do it followed by their idea that it is adults' responsibility and a small percentage of the students who think it not their concern; therefore, they have no interest in doing it.

Reinforcing the lack of students' empowerment to participate in the decision-making process are the low frequency of effective measures obtained to promote students' citizenship in schools. Despite the fact that M21 achieved the higher score for frequent effective measures, this is a school where secondary students cannot participate in the curricula proposal, on action and innovation project development, or in decision-making on schedules, on class constitutions, or occupation of school spaces. These results tend to support the findings of a previous all-European study on education for democratic citizenship policies, which argues that is necessary to "extend the participation of students and community representatives in the education system, particularly in school management" (Torney-Purta and Barber (2005, p. 23).

Hence, debates and other activities designed to foster students' reflection on citizenship issues present in the school curricula but promote knowledge on issues seen as important for an informed citizenship, that might lead to a greater participation and to a democratic understanding, improving the democratic life (e.g., legal system, courts, and government institutions) are not being developed. In addition, if schools tend not to include other students besides two representatives of the general council/school assembly, schools are missing the opportunity to contribute actively for the understanding of what is to participate in a community, to develop critical-thinking skills, argumentation, and contributing to students' interests and school community problem-solving. This not only constrains the development of citizenship habits, but it also reduces creative and innovative solutions (Kirby et al. (2003); Sinclair (2004).

Teachers classroom strategies entailing citizenship showed similar results, which support previous studies on citizenship in Portugal showing that citizenship it is not a priority for Portuguese schools and that it has rather unclear goals (M. Santos, 2000; Sousa, 2007). Further, the majority of schools offer students' citizenship or civic education, and 46.9% of respondent teachers had training in citizenship or civic education. However, only 14.8% of the students pointed to civic education (formal subject or occasional lectures or activities), and 8.2% presented some kind of social change or protesting, which includes participation for social change or political actions, dimensions of the e-citizenship composite indicators model, as reasons to explain how schools contributed to their citizenship.

In spite of the 81.2% students claiming that school does contribute to their citizenship while only 7.4% of the respondents claimed the opposite, their explanations on how schools contribute to their citizenship was that schools enabled their acquaintanceship with different people (students, teachers, and school staff) and, therefore, their democratic values (26.5%). A significant percentage explained rules and punishing the transgressors contributed to them learning the existence of laws to be respected in order to be a citizen (rules and punishment, 18.9%), which is in-line with their concepts of what it means to be a citizen. In fact, rights and duties was the citizenship attribute with the highest percentage given by students (30.7%), followed by belonging to a community (27.3%) and democratic values (25.2%). As for explanations on why schools did not contribute to their citizenship, lack of citizenship education and habits (6.7%) comes first, followed by the fact that schools based on a capitalist

system and residuals percentages for lacking social or political development it formats, and it fosters differences on social classes, with A11 (15% of their students) and A22 (19% of their students) representing the more unsatisfied students.

This non-involvement of youth on decision-making by decision-makers and teachers can lead to a youth distancing of local collectives and activities, as the figures showed. In fact, 30.1% of the students have no interest in doing so, and a non-residual percentage claim the lack of information or not having access, which reveals the limited governmental support and promotion to youth local collectivities relative to sports,¹⁶ which was the activities with more involvement in the past year.

Not involving young people also demonstrates that these decision-makers and teachers still see young people as passive agents of their learning processes; therefore, they are not promoting citizenship skills that contribute to increasing student participation, autonomy, adaptability to new situations, and critical thinking, which are skills considered survival skills for presented by Wagner (2010), who wrote on multinational CEO perspectives on what it would consider good skills in employees and considered as fundamental for the labour market by Reynolds and Caperton (2011a). Thus, these skills would fit a double purpose: growth of economy and the growth of participatory citizenship.

Looking at the media literacy strategies developed by municipalities and youth formal institutions of the study, the findings show a clear lack of political goals to develop among youth, although some of them develop strategies to promote ICT use among youth. In fact, the SNWS are the main strategy as they are faced by these decision-makers as innovative, modern, and enablers of youth proximity to the decision-makers through the informal setting they provide.

The content of the interviews with the mayors revealed the use of the Internet public spaces (Espaço Internet) as a space to give access to the Internet, to information, and for some municipalities, to help facilitate the use of the Internet. However, it is mainly for elder people,

¹⁶ The percentage for sports category was 95.6% of responses, and from these, 29.3% said they have participated in sports in the last 12 months.

who the mayors assume have the need, with the exception of the case study A11, which has training for youth on video and photography on a regular basis. In addition, only some municipalities accept youth content with procedures involving emailing to the services of the City Hall, but not a specific one. Once again, A11 approach the process by taking advantage of its SNWS profiles on Facebook, YouTube or Google+, and A23 has a specific link for young people to send their content on the its youth portal. Further, the municipality involvement in school community is still not very widespread, and it is manly to support school activities with transportation or other resources, which undermines the development of school openness and the development of democratic education. In fact, Azorean municipalities tend to have more diversity and a clearer focus on technologies affordances as they tend to use them to reach young people. They do it to communicate with them, to involve them in the community as it is the example of the youth portal developed by the case study A23 or the municipality news paper & radio of the case study A12.

The majority of the decision-makers are Internet users, but they tend not to use it for participation purposes. The majority uses it for personal reasons to communicate with friends and families. The M11 mayor is an exception, having an active participation on Facebook with electors as a mayor. These figures might contribute to explaining the low use of e-participatory tools driven from their individual experiences as citizens. If they, as citizens, do not use the affordances of the technology to be active citizens, they might tend not to recognizance its importance or choose not to do it because of, as M21 mayor stated, a lack of institutionalism or, as A23 affirmed, a fear of transference of the non-virtual world and the bonds that are developed in the virtual world, where the emotional and social interactions lack humanity. Nonetheless, it is rather important to refer that a significant percentage of mayors are sceptical on the use of the Internet for governance purposes as they fear it can cause damage to the proximity governance that they entail.

As for school media strategies, they do not diverge from the citizenship strategies. However, teachers' media literacy strategies and teachers' media literacy levels represent a different impact as they can explain why the high level of financial investment of the Portuguese government on equipping schools with broadband Internet and with computers, smart-boards, video-projectors, and other technological resources do not correspond to increasing students' media literacy levels or their online participation.

If teachers' results showed a high percentage of teachers with training on digital resources, ICT in classroom context and the Internet, it also showed low scores on classroom strategies fostering media literacy that involves skills that can help with any type of message from any type of medium (Potter, 2010), such as engaging with the production, with the ideological impacts of the media's construction of "common sense" (Masterman, 1997), the analysis that evaluates and communicates information and the interdisciplinary natural capacity to synthesize, analyse, and produce mediated messages (NAMLE, 2009). Further, students' results ($M=8.5$; $SD=3.5$) and teachers' ($M=7.9$; $SD=3.5$) on media literacy actions total scores express their low levels of media and digital literacy. This adds to the fact that there was no correlation at all between teachers' training and their media literacy classroom strategies; therefore, training impacts are not visible in their teaching strategies.

The fact that the majority of teachers had training in digital resources or ICT in the classroom context does not explain the majority¹⁷ aligning with the students' web object, social network sites, blogs, and Google search engine as their main educational resources to promote citizenship in a classroom context, and only less than 10% presented school-related websites (e.g., astropt.org; cienciahoje.pt, stra.mit.edu/genetics) and institutional websites (e.g., DECO, IPAMA). Also, less than 5% of the teachers aim to develop literacy skills, mainly scientific literacy, and even less pointed to trust and reliability as reasons for resorting to the online educational resource. In addition, none of the schools is involved with Webin@rsDGE, Digital Safety Seal for Schools, and GeoRed which are national and international educational projects aiming the development of media and digital literacy and the use of technologies in school context.

Despite the low teachers' media literacy scores, they are positively correlated with their media literacy strategies in the classroom [$r(109)=0.288$, $p=0.02$], which implies not being digitally and media skilled. Thus, teachers will not develop conducive strategies in the classroom and, as a consequence, hinder students' critical and knowledgeable use of Internet services and tools. Consequently, this does not prepare students to use e-governance tools implemented by the municipalities or youth formal institutions e-governance strategies.

¹⁷ Only 82 teachers responded to this question while 270 students did it.

It is possible, therefore, to infer that the training developed within the technological plan was focused on the use of digital resources without aiming to the devolvement of teachers' or students' media literacy skills, but rather to improve the levels of use and the consumerism of online media tools. In other words, the training did not foster the media literacy skills mentioned above as they did not significantly increase the levels of producing educational resources that entailed students passing from a consumer and passive position to *producers*. It could also be argued that the training fostered this, but the teachers did not learn or develop the skills to implement. However, the percentage of training on digital educational resources was 98%, which included teachers from all over the country and from different school subjects and backgrounds, which implies different training centres because in Portugal, teachers' training centres are by discipline. Thus, it virtually impossible that all 131 teachers would be the ones who did not learn the lesson well.

Further, the results showed that teacher's media literacy scores were positively correlated with their perception of students' media literacy actions; therefore, there is another obstacle to the classroom pedagogical approach to media literacy as teachers own experiences influence what they conceive their students experience is, which might be explained by the Pygmalion effect (Rosenthal effect). Under this effect, teachers' expectations on students' knowledge and skills constrain teachers' actions in the classroom. Thus, their strategies are confined to what they perceive necessary without thinking of the future consequences as media literacy is not a curricula item or transversally implemented content; therefore, it is not mandatory, but rather depends on the teachers' sensibility.

Further, the significantly low levels of media literacy strategies developed by schools can contribute to the rise of online consumers instead of producers as well as open the door for businesses and experts from enterprises to decide what students, futures adults, will learn, do, and buy, as Luke (2000) advocated. This has a consequence not only from the consumerism perspective, but also of the concepts of what constitutes literacy and, therefore, citizenry.

The discussion regarding citizenship and media literacy constitutes evidence that literacy concept cannot be faced individually without social and institutional structures in which it is situated (Buckingham, 2003). It also provides evidences to what Selwyn (2012) referred to when talking on technological determinism, which fails to consider how each social group will reconstruct technologies as a result of their goals and experiences. Therefore, if on one

hand, teachers present low levels of media literacy, they will not implement strategies that focus on the development of such skills, and on the other hand, their citizenship strategies constrain the development of their media literacy strategies as they involve the same dispositions, attributes, and skills. The same happens on literacy itself when the two are reversed in a Western technologically based century, which should be effective to enable youth to deal with these technologies as well as act towards their community and become civically engaged.

On the hypothesis that postulates that youth formal participation is constrained by how youth perceives themselves as citizens, the findings on the perception of possibility to participate that affect, statistically, their online formal participation, but it does not affect informal online participatory actions or depend on gender or school year, supports this hypothesis.

Considering the figures on *I can't participate* and *I can, but I'm not interested in doing it* for civic participation, they clearly show that young people think they cannot participate in political matters of the country, on social matters of the country, on matters pertaining to student life in the country, on European social issues and policies, on deciding rules on time schedules and academic school, on deciding school classes, and on decision-making on the occupation of school spaces, which are rather formal forms of participation and which are explained by students as their feelings of powerlessness and that those actions are adults' responsibility. Therefore, this is in-line with the hypothesis on youth perceptions of themselves as citizens. Consequently, the responses are related with students' feelings of lacking the skills and their voice not being heard as when it is, it is not deliberately.

Moreover, if they think they can participate, which is felt by a minority, they have no interest in doing so on those issues or in students' association, on flexible management proposal of the curricula of their school, and on preparing content for the school web page, which leads to other factors, such as disaffection, distrust. or dissatisfaction, that have already been presented and which hinder both youth civic engagement and youth perceptions of themselves as citizens as they also think it is due to lack of empowerment and that it is adults' or governors' responsibility to do it. Therefore, this is in-line with the constraints of youth perceptions of themselves as citizens on formal participation.

In fact, in terms of the voting age that reinforces the civil dimension of citizenship (Marshall, [1950] 2009) and the social most common notion of citizenship, namely to elect the representatives, the results of the dataset of all students showed a statistically significant difference between the mean rank for their total score of both informal ($U=83861, Z=-2.04, p=0.041, r=-0.002$) and formal ($U=75763, Z=.23, p=0.025, r=-0.002$) online participation and for the possibility to participate ($U=84449, Z=-2.13, p=0.033, r=-0.002$) with older students presenting a higher mean rank. These results are in-line with the positive correlations between age with formal online participation [$r(1135)=0.089, p=0.003$], informal online participation [$r(1183)=0.087, p=0.087$], and with the perception of possibility to participate [$r(1190)=0.065, p=0.025$]. Therefore, the older they are, the more they participate formally or informally online and the more they perceive the possibility to participate, which means that young people tend to think that participation is for older people, not for themselves.

Even though we can attribute these findings with the growth of maturity that comes with age, the dataset of all students would not show a significant difference on students' offline participation with students under 18 presenting a higher mean rank ($U=83861, Z=-3.41, p=0.001, r=-0.003$), which means they tend to participate more offline than their older colleagues. Further, if schools actively developed concrete actions and strategies fostering the participatory aspect of citizenship, citizens' interventions, and participation, the trend would be to older students to participate more as they would have more habits. As a result, the school grade would have an effect as students would be more skilled as they would feel as if it is expected to achieve with the course of the schooling process and the maturity that comes with age.

As other factors are playing a role besides the natural age, these adulthood roles and the perceptions of possibility to participate can, in fact, be a result of the lack of empowerment and possibilities to participate developed by schools and municipalities discussed in the previous sections since gender or school grade did not show any statistically significant difference on the groups' means rank.

On the other hand, once again the growth of dissatisfaction or discontent with democracy presented by Klingemann (2013), Torcal (2006), Magalhães (2005), or Norris (2001, 2003) is also supported by the findings of 34.1% of the students explaining that they are not interested in participating in offline collectives and/or activities; 2.8% are not interested in politics; and

3.0% disbelieve in politicians or decision-makers as reasons they do not vote in formal elections. Further, 6.0% explained disbelief in politicians or in the political system; 3.6% lack of empowerment to act; and 3.7% think it is adults' and/or governors' responsibility to participate. Therefore, disaffection results. This trend is also present when the majority of the students responded they could not participate in political matters of the country (57.2%), on social matters of the country (51.1%), on matters pertaining to student life in the country (46.3%), and on European social issues and policies (57.6%). This was further shown by the fact that 21.5%, 22.8%, 21.3%, and 22.8%, respectively, stated they could, but they were not interested in doing it.

Inherent to the possibility to participate are the concepts of citizenship. Both teachers and mayors presented active participation as the highest percentage attribute, while the common attribute for the two youth formal institutional representatives were democratic values. From the students' figures, their citizenship attributes are closer to the youth formal institutions as a significant percentage presented democratic values (25.2%). Nonetheless, community belonging had a significant expression for both students and municipalities, while being skilled and updated had a significant expression for teachers, mayors, and youth formal institutional representatives, but not for students. As for common attributes between teachers, mayors, and students, moral values present a significant percentage for the three while rights and duties is rather more significant for students (30.7%) and mayors (25.0%) than for teachers (11%).

Concepts of citizenship are not a consensus, and from the findings, mayors and teachers are not being coherent between their attributes of citizenship and their classroom classes, which can hinder students' participatory citizenship as it will be discussed further in this chapter. Also, as some students said, "It is in school learning almost everything I know" (M11, A003) "because the school make[s] us what we are going to be in the future" (M12, ACV005) or "the school forms me as an individual" (A21, A009).

This creates mismatch between teachers' and mayors' attributes of what constitutes a citizen and the strategies they implement. If on the one hand teachers and mayors acknowledge the need to actively participate and the need to be skilled in the 21st century, their classrooms and municipal strategies are not consistent with it. Therefore, they are not aiming to promote youth participation nor promoting strategies for youth active participation, which are

hypotheses of the study. In fact, the dataset of all students revealed a positive correlation between the possibilities to participate with municipal partnerships with schools on specific citizenship projects [$r(1186)=0.095$, $p=0.001$], which is consistent with the idea behind this thesis: the need for collaborative measures fostering citizenship as a participatory aspect as it contributes to young people's perceptions of active citizenship.

On the other hand, students think that law abidance constitutes a good citizen, and they are learning that moral values underlie the notion of being a citizen. These attributes underlie submission, what should be thought about, desired, reproduced, or consumed and fixed models on how to live based on absolute values that reduce people's actions to a delegation of power and prevent young people from being equipped with the cognitive skills. This approach ignores ethical, affective, and social skills (Santos, 2012). This is also supported by the fact that active citizenship skills and participatory actions are not being developed as these attributes were not significant for students. Further, these difficulties to explain and define citizenship and, consequently, to promote it and to learn it can significantly contribute to the disaffection and dissatisfaction felt by citizens, including young citizens, rather than to the gradual distrust of politicians, decision-makers, or the political and democratic system. Thus, as Norris (1999) emphasized, the concept of political support is multidimensional.

Moving to informal and formal online participatory actions, there is a positive correlation between informal and formal offline participation [$r(1183)=0.116$, $p<0.001$]. Consequently, the development of skills to navigate critically on the Internet and students' informal participatory actions contribute to their formal online participation.

As for the school grade, the results of the dataset of all students showed that 12th-gradestudents tend to have a higher mean for both formal ($U=144197$, $Z=-3.33$, $p=0.001$, $r=-0.003$) and informal ($U=161181$, $Z=-2.43$, $p=0.015$, $r=-0.002$) online participation than their colleagues. However, the size of the effect for the difference of school grade is very small for both variables, which might be connected with three factors:

- a) the fact that both grades have students over 18, which affects their formal and informal online participation;
- b) the fact that some (probably the majority) of 12th-grade students already had a philosophy in the 11th grade, where they work on formal issues of citizenship; and

c) despite all the students having had civic education until the 9th grade (Formação Cívica) and in a project area (Area de Projeto), only 12th-grade students might have had Civic Education in the 10th grade as Civic Education as a school subject for the 10th grade was introduced in the 2011/2012 school year, and it was withdrawn from the curricula in the same year.

Further, no statistical significance was present on the differences on the mean rank between 11th and 12th grade for the perceptions of possibility to participate. This tends to support the idea that it is not determined by the curricula. With informal online participation, there was a negative correlation with Internet mobile access with only one case study, which corresponds to 8.7% of students, but it was not corroborated by the findings on the dataset of all students as the results showed no statistically significant correlation between mobile Internet access and informal participation.

As for formal online participation low scores (M=1.5; SD=1.8), they underpin the concept of becoming rather than already being a citizen with full rights to participate. In addition to the positive correlation between possibility to participate and age, this form of online participation is also positively correlated with media literacy [$r(1134)=0.178$, $p<0.001$]. However, there was no statistically significant correlation with formal offline participation. This means that students' media literacy skills have an effect on what they do in regards to formal participation. In turn, this means that the more digitally literate they are, the more formal online participatory actions they will perform.

Further, these findings for formal online participation do not support previous studies, which found a positive correlation between offline participation and online participation, underlining the idea that people who participated more online were the ones already participating and being engaged offline (Komito, 2005; Norris, 2001, 2003) or that young people specifically were not engaging online due to their offline participation (Hasebrink et al., 2008)). Instead, these findings allied to what has been exposed through the discussion, supporting the ideas presented by Roßteutscher (2000) or Viegas (2011), which claim other influences on political action instead of the causal effect between collective membership and political participation.

Looking at students' informal online participation for the individual case studies, the analysis of the results showed that students' informal online participation is positively correlated with

their media literacy in 41.7% of the cases studied, which corresponds to 58.1% of students, and with their formal participation offline in 25% of the cases studied, which corresponds to 25.2% of students.

Both of these results are supported by the dataset of all students where the results showed a positive correlation between informal participation online with media literacy [$r(1182)=0.169$, $p<0.001$] and with formal offline participation [$r(1183)=0.116$, $p<0.001$]. Therefore, the more offline participation students have, the more informal participatory actions they will perform. Similarly, the more digital and media literacy students have, the more informal participatory action they will perform. In addition to these results, there was a statistically significant difference between the mean rank achieved on informal participation online for voting age and school year, but not by individual analysis of the case studies.

As for teachers' perceptions on what students do online, they are correlated with what teachers do online. Examples of this are the positive correlations between a) teachers' informal participation with their perceptions on students' informal participatory online actions [$r(113)=0.224$, $p=0.001$], b) teachers' formal online participation with their perceptions on students' formal online participation [$r(112)=0.317$, $p=0.001$], and c) teachers' perceptions on students' media literacy online actions [$r(114)=0.336$, $p<0.001$]. It might then infer that teachers' online actions affect their perceptions on what students do, i.e., the more digitally and media literate teachers are, the more they think their students are, and the more the teachers act formally or informally online, the more they think their students do as well. As consequence, constraining teachers' actions in the classroom can be explained by the Pygmalion effect (Rosenthal effect), which is common in educational sciences literature. This also can be reinforced by the widespread idea of the digital natives that hinder the development of digital and media literacy of the students because it is assumed that younger generations do not need to develop these skills as they already have them.

Moving to media literacy actions, these cannot be attributed to school year or gender as there was no significant statistically significant difference between the media literacy scores. As for age, although there was a significant difference for two case studies, the dataset of all students did not support this finding. However, it plays a crucial role on young people's formal and informal online participatory actions since the figures showed a positive correlation with both forms of online participations, as presented previously. These findings on the school grades

support the findings of previous studies conducted on media literacy in Portugal, which pointed to the fragility of the Portuguese intentional school curricula in promoting media literacy (UAB, 2007).

Further, the results also showed that teachers' media literacy scores are positively correlated with both their formal [$r(112)=0.362$, $p<0.001$] and informal [$r(113)=0.321$, $p<0.001$] online participation, which is in-line with the students' results. This reinforces the idea that informal and formal online participation are correlated with media literacy online actions and with each other, despite the age.

In conclusion, the weak goals for youth e-participation by municipalities, schools, and youth formal institutions, the low use of adequate technologic tools, and weak citizenship and media literacy by these decision-makers and teachers hinder young people's online participation and constrain youth concepts of themselves as citizens and their perceptions on the possibility to participate. Further, mismatches between teachers' and mayors' citizenship attributes and their strategies also contribute to the lack of effectiveness of the development of 21st century skills, which are inherent to e-citizenship. In the next chapter, the limitations of the study will be discussed.

6.3 Limitations of the Study

From the findings and discussion presented, time and resources constitute limitations on the data and findings. For this study, the main limitations to the research goals were as follow:

- Major structural changes were (and still are) happening as a consequence of the financial and economical crises experienced in Portugal, which led to the intervention of the European Commission, the European Central Bank (ECB), and International Monetary Fund (IMF) and an economical bailout.
- Schools' board members and teachers have been a target of many political changes and critical measures that hindered researchers' access to school data and actors.

- Busy mayors' schedules prevented more attention to citizens or researchers, and some of them were preparing their campaigns for the municipal elections between September 2012 and July 2013.
- Both municipalities and schools had problems with email communication, delaying or not responding to the emails.
- The school terms and the thesis period limited the research instruments to questionnaires, which do not allow the researcher to present other questions and obtain more detailed data. It would be rather difficult to implement focus groups or interviews without disturbing the classes, penalizing students, or decreasing the number of students involved in the study.
- Top-bottom hierarchical structures prevented the flow of communication and information, delaying the timing of responses.
- The lack of studies on citizenship and media literacy involving the local authorities and policy impacts limited the literature review and consequently, the discussion.

The above limitations do not invalidate the study; they simply give a more realistic picture of the results. Therefore, interviews and the questionnaires had to take these factors into account by limiting the questions and not being able to go back to the participants, which was also constrained by the distance between the localities.

From these limitative aspects, issues such as more fully developed information on the technicians' role on the web settings or on the web content versus the goals were not obtained in sufficient depth to infer whether the goals they presented were defined by the political decision-maker or by the communication office. At the same time, from the analysis of the questionnaires, the communication offices are responsible for the preparation of the web content in a significant number of municipalities. Therefore, it would be very important to have them involved in the study as well. This involvement would enable a better and deeper understanding of their goals and strategies for the municipal web presence as well as provide data on their knowledge or levels of media literacy, which could help to understand possible correlations between the variables of the study regarding to e-governance strategies.

As the sample of municipalities was not random and it was a small number, it was not possible to apply hypothesis tests to their data or to analyse relations and correlations between variables, such as socio-demographics and personal Internet use. As the majority of mayors had a degree, it seems plausible to infer that this is not a factor on their strategies, which were very similar between those with degrees and one with a master's degree. Any differences between the two were not enough to claim that the academic level affects the decisions on e-governance strategies. In addition, as the majority of the mayors have the same age range [44; 56] and the strategies are similar, we might infer that this variable does not affect the results of e-governance goals, aims, or strategies. Thus, it was not possible to assess mayors, technicians, or youth formal institutional leaders on their levels of media literacy and, from there, to analyse the relations between different variables. The questionnaire data served essentially to inform the analysis and the discussion on whether they were users or not and their online citizenship behaviours. Turning to the use of media and citizenship focused on youth, it is notable that SNWW profiles are the main tool used to promote young people's citizenship skills and habits (11 mayors). Further, from the respondent technicians, not all the municipalities accept youth content contributions for the webmail, and only two present alternative to email.

Still focusing on the municipal level, it was not possible to discuss whether gender affected the strategies implemented by the mayors as the number of females and males was not equivalent. Further, the number of years as a mayor and whether they were elected or were substituting, although not having a significant number of respondents, still might affect the results. Therefore, it would be necessary to have more respondents to verify this hypothesis.

As for youth formal institutional leaders, it was not possible to discuss whether any of the socio-demographic variables would affect or contribute to their actions and results as they were only two and representing different hierarchical levels of decision-making. In addition, it would be very important to interview other youth formal stakeholders, such as the of the Portuguese Youth Institute, responsible for the Youth National Portal, allowing us to understand its goals and strategies on e-governance, e-literacy, and e-citizenship. This understanding would shed light not only on a political level, but also at the technical level, which includes the informatics, the communication, and image technicians as it should not be seen separately when analyzing e-governance strategies.

Another element that limited the study was the lack of data regarding who constitutes the youth collectives and youth stakeholders involved in the decision-making process of the mayors. In other words, it will be important to conduct a study on the youth collectives to collect data that would allow for understanding which collectives are involved, whether it depends on their social capital, and the extent of their power to influence other young people. On the other hand, it would also be interesting to understand who participates more in the youth participatory budget (M32) and whether they belong to collectives. These figures would help us to better understand the influence of membership in a collective on participatory actions, and to test claims that people who participate more offline are those who also take more advantage of possibilities for online participation (Komito, 2005; P. Norris, 2001, 2003), as discussed in the previous section. It is important to determine to what extent they contribute to the maintenance of the status quo on participation, acting as arms of the politically elected force or the opposition, and, therefore, deepen the role that the latter play in municipal choices about e-participatory tools for (in particular, non-organized) young people.

On the school side, the existence of great tension in schools as a result of political and government measures to face the economic and financial crises made teachers sometimes very hostile towards the collection of data. It is not possible to see to what extent it influenced the data of the questionnaires. At the same time, this dissatisfaction towards governmental measures might explain teachers' concepts of citizenship as being active participators of the community on a political level. Due to the crises, teachers, who are citizens in general, might realize and acknowledge the need to participate and intervene in the social and political realm in order to influence political measures. In addition, it is important to refer that this study was developed during the period of major strikes and demonstrations on the part of public services, especially teachers. Therefore, this anxiety and recognition of the importance to act might partially explain the mismatch between teachers' concepts of citizenry for the 21st century and their professional practices.

Another important fact was impossibility to choose or to have an active voice on which teachers would respond to the questionnaire. It was not possible to have a significant number of representatives of each school subject; therefore, it is not possible to seek or to conclude specific trends on whether school subject or academic background would affect the strategies implemented. Further, as this study did not intend to analyse teachers' training, there was no

data on the content of teachers citizenship, ICT, and digital education resources training since it is not possible to better understand which would be the general goals of each training. Therefore, it is not possible to infer whether they aimed the development of teachers' citizenship and media literacy skills or the classroom use of ICT for the development of students' digital and media literacy or citizenship. The same happened in regards to school council members, creating another disadvantage by lacking data on governance or administration training that would help to understand school administration and governance training. This could be significant since, for the Mainland, it is a prerequisite to being a school director.

In regards to the total scores of teachers' media literacy and citizenship strategies by teacher age, the low number of respondents does not allow concluding whether age affects these results, although the results of the Mann-Whitney U-Test show no statistically significant differences between the age ranges [18; 43] and [44; 69]. Despite of this trend which refutes the idea of digital emigrants versus native emigrants or that elder teachers are less likely to use ICT or media strategies, a more comprehensive study should be conducted with more respondents to verify this trend and results. Further, for the same reason, it was not possible to conclude if age would be a factor for citizenry strategies in the classroom although the Mann-Whitney U-Test show no statistical significant differences between the age ranges [18; 43] and [44; 69]. A more extended study with more participants for each age group would be necessary to verify this trend.

In addition, the Mann-Whitney U-Test showed no statistically significant differences between genders on teachers' results, although the number of respondents was small. Therefore, a more extended study would also be necessary to verify this trend.

Finally, the students' questionnaire was a limitation as it was big, complex, and difficult for young people to understand some of the questions. Although it was tested with students from different school grades, it limited the collection of web objects and their explanations. This was a problem caused by the impossibility to apply focus groups and interviews, which would enable students to express themselves better without the constraints of writing skills as well as the facilitate showing the citizenship web objects asked on the questionnaire directly on the Internet. Although some were to send it by email, none of the students or teachers sent it.

Another constraint of the questionnaire was the absence of a question asking directly whether students had Civic Education in the 10th grade as it would be then possible to analyse how it affected the results.

The complexity of the study, the approach, and the attempt to account for differences throughout the work (actors, institutions, roles, and data) contributed to verifying the study hypothesis, representing a humble contribution for the research in e-planning, e-governance, and education. As this thesis was not developed under a team project but rather an individual PhD, the researcher had to deal with and manage travelling around the country, (going to the very north, to centre and to the interior of Portugal and to 6 of the 9 islands of Azores) and different mayors' and schools' schedules, the limitations presented are to some extent, justified, and justify further research, which will be discussed in the next chapter.

Chapter VII- Conclusion

In this chapter, main conclusions and recommendations will be drawn, and the focus of further studies or future research will be discussed based on the findings and limitations of this study.

7.1 e-Literacy and e-citizenship: Positive Results When Schools and Municipalities Work Together

As it was stated in the beginning of this thesis, media literacy is indispensable for the development of inherent skill for participatory actions through ICT, namely the Internet. This is a shared responsibility of schools and municipalities; they should promote participatory habits and both citizenship and media literacy skills. From what was presented in the previous chapter, the study hypotheses were verified.

As media literacy is positively correlated with youth formal and informal online participation, with teachers' formal and informal online participation, with teachers' perceptions on informal online participation of their students, and with teacher's perceptions on students' media literacy, this study supports studies from different knowledge areas. These areas claim neither a non-technological nor a social determinism, and within them, the literacy concept cannot be faced individually without social and institutional structures in which it is situated. Therefore, the municipalities partnering with schools on citizenship projects, which underpins theories on the importance of media and digital literacy for the development of citizenship and 21st century skills, was demonstrated to be a predictor of media literacy in this study. As for schools, the development of projects such as SeguraNet, School Radios & TV on the net, and school newspapers are some of the predictors found for media literacy actions of the students.

The results also showed that youth formal online participation is positively correlated with mobile Internet access, which supports studies calling for broad band Internet access for all citizens. Moreover, formal online participation is predicted by mayors' regular meetings with young people, media literacy, possibility to participate and informal online participatory actions and not with formal offline participation. Therefore, in order to promote civic

engagement of young people, it is necessary and crucial to involve youth in the decision-making processes to develop their media skills and participatory habits.

Further, as voting age is positively correlated with formal and informal online participation, as well as with the possibility young people perceive to participate, support the hypothesis that how young people perceive themselves as citizens is a constraint to participation. Thus, the civil concept of citizenship still remains, and participatory habits are not being promoted by the decision-makers or teachers, as the findings showed. Thus, if the mayors are mainly consulting, formally or informally, young people on activities for the municipal annual festivities, they are fomenting these two forms of offline participation, yet not promoting and encouraging other forms of offline participation. This leads to limits on both youth civic engagement in the community and youth perceptions of themselves as citizens, increasing the perception that other forms of participation are for adults to handle.

Even though institutions might value formal online participation more than they value informal participation, young people of the 21st century grow up in a wired environment, developing informal habits online. However, they are not digital natives and therefore, they have to learn and increase their knowledge, their critical-thinking skills, and their ability to analyze, argue, select, and evaluate what they do online as students' low results showed. As a consequence, the aim is for them to go from passive consumers to active producers because these skills are crucial for the citizenship and economy of their century.

Thus, as informal participation is happening among young people, mayors ought to reflect on the importance given to informal channels and to youth local collectives to foster youth participation. These online settings are privileged places for youth to interact from the perspective and experience of the mayors, and as the results showed, informal online participation is a predictor of formal online participatory actions. At the same time, formal offline actions are also a predictor of informal online participatory actions; therefore, recognizing the importance of youth collectives and their activities is a way to foster informal online participation. Further, the lack of effective measures by the municipalities allied to the lack of skills development results in formal involvement seeing its reach constrained. Therefore, youth inclusion in the decision-making process and their participation is reduced to consultation processes, mainly for consumerism purposes.

In addition, informal online participation is also positively correlated with the existence of a youth council in the municipality, municipalities implementing other measures besides involving young people in youth municipality councils, with municipalities partnering with schools on specific citizenship projects (environment, entrepreneurship, development of students proposals, democracy, political management, or best students visit the municipality). Thus, it is rather important for schools and municipalities to work closely together.

Further, if online strategies fostering youth participation are almost absent, reduced to informal communication on social network sites either by schools or municipalities, there are fewer opportunities for youth to interact formally or informally with their municipalities. Then they are culturally prevented from developing participatory habits. In fact, this is supported by the clear positive correlation between informal and formal online participation, which means the more informally they engage with political and social issues, the more they will engage formally with those issues.

Other conclusions of the study closely connected with the high financial investment by the Portuguese Government through the Technological Plan are the teachers' results on media literacy. It is possible to infer that the training developed within the Portuguese plan was focused on the use of digital resources without aiming to devolve teachers' or students' media literacy skills, but rather to improve the levels of use and increase the consumerism of online media tools. In other words, the training did not foster the media literacy skills mentioned above as they did not significantly increase the levels of producing educational resources, which entailed students passing from a consumer and passive position to a producer position (*producers*). Further, these figures can imply training models that are not suitable for the effective development of media and participatory skills but only the transmission of knowledge, which involves passivity of the learners. In this case, teachers prevent the future effective and efficient implementation of strategies that foster critical use of media means and tools.

From the attributes on citizenship, it is possible to see the mismatches between the concepts and the practices by teachers and mayors. However, from the students' answers, schools and municipalities, as humanly plural environments, are facilitating the process through interaction with others and the development of a community sense rather than a result of the formal politics, policies and practices of school councils, teachers, and mayors that students

are perceiving as democratic values. Therefore, these institutions are missing their opportunity and minimizing their reach to explore and promote democracy and, therefore, citizenship. These institutions are, in fact, transferring their power to the school playground and the global playground, the Internet.

7.2 Empirical Contributions and Further Research

Emerging from the results and the discussion chapter, the study has some implications on a theoretical level, on training, and on further research, while will all be discussed in this section.

Although this study was based on case studies, and therefore cannot be easily generalised, the number of students involved was significant, and their answers can contribute to theories on e-governance, education, and e-planning. The fact that their formal online participation is predicted by media literacy, informal online mayors' regular meetings with young people, and the possibility to participate brings other preponderant factors for disaffection and dissatisfaction in democracy,—public participation and political attitudes and behaviours. The present results bring data from young people under 21, who are not the usual study participants. To some extent, this explains individual factors not based on socio-demographic data. In addition, the same results constitute evidence for concepts of citizenship, how students behave online, and how they engage with formal political and social actions. It also contributes empirically on how young people engage in informal online participatory actions. Equally important, it contributes to defining the determinant factors of this informal engagement. Further, these results contribute to the e-governance and e-government knowledge area as they showed that informal settings predict formal participatory online actions. In addition, the study contributes for refuting the idea that people who engage offline are the ones engaging online.

In other words, it would be very important to conduct a study on this, that youth collectives are a result of and constrain the development of participatory citizenship in terms of offline and online actions. It would be rather important to access if they are acting as arms of the politically elected force or the opposition, and, therefore, deepen the role that the latter play in municipal choices about e-participatory tools for (in particular, non-organized) young people.

In addition, it would be interesting to understand the age and dynamics within the youth associations to understand which participatory models and levels of decision-making are being developed and how they can contribute for both citizenship participatory actions and perceptions of citizenship, which as was demonstrated, have influence on young people's participatory actions online.

As for the area of e-planning theoretical research, the data confirms previous studies on how e-governance strategies are inadequate to achieve theoretical e-governance goals. In addition, the data contributed with empirical evidences of the need for transversal, multi- and interdisciplinary research between the technologies and social sciences as it can be biased without the social and institutional structure context. Thus, not being technological nor socially deterministic, the results showed evidence on how the technological tools, when not implanted or badly implanted, can prevent people from participating due to low levels of literacy and to errors preventing their effective use.

Further e-planning research could focus on the users of the municipal websites to understand their levels of media literacy and their perceptions on being citizens as it could constitute tracks for both low levels of municipal e-governance strategies and dissatisfaction or distrust on the democratic system, as it was evidenced in young people's data. Therefore, to analyse how the Internet impacts dissatisfaction or distrust levels on citizens from northern-southern democracies and old-young democracies since the Internet is seen as the global world at the same time that the technological affordances enable a wider scope of citizenship information and participatory actions.

Moreover, as for the critical citizens or dissatisfied democrats, although it was not the purpose of this study, it is impossible to infer if these young people are critical citizens, but the evidence is in-line with concepts of dissatisfied democrats where students revealed to believe in democracy while a significant percentage showed signs of dissatisfaction. Therefore, by focusing on youth under 18, a study with adequate indicators and a thinner analysis would greatly contribute to the controversial side of this concepts as well as the difference between northern-southern democracies and old-young democracies to further develop the same line of inquiry while focusing on online participation.

It would also be important to develop a study focusing on mayors' concepts on what constitutes public participation and participation on the decision-making process as the results from the interviews were ambiguous. It would be important to understand whether the fact that the communication is online affects their concepts of public participation. Future research would, therefore, need to clarify what mayors do with the information given by their electors on the social network sites as a result of their informal communication.

Further, the media literacy results offer evidence on their importance for the market, the social and political realm, and how internet access is positively correlated with formal online participatory actions. In addition, they contribute to the need for further research on how young people see themselves as citizens and media consumers and their differences when compared to adults.

From the exploratory aspect of the study, the data constitutes the first stage of empirical evidence to support the concept of a global playground called the Internet. In fact, the informal online actions offer empirical evidences and discourse that lifted the veil on what policy-makers should develop in order to prevent harm and guarantee safety, but through participation rather than "police"; what tools can be used by the decision-makers in order to reach the 21st generation; how to research or act in these hidden virtual places without removing the fun and their informality; how to bring education (values and ethics) into the spaces without transforming them into a structured adult world; or which skills should decision-makers have today in order to communicate and interact within this global playground.

Further, the study can serve as a productive framework from which to study some of the questions raised in the literature review, such as how to decrease the vulnerability that teachers and parents feel towards the global playground? Should rules within it be enforced by adults? What strategies should be developed to increase the level of awareness about the power relations and the market goals?

Looking at methodological implications, this study did not intend to study these concepts *per se* and how they influence directly on citizens' participatory actions, online or offline. Better indicators are needed to empirically support and validate this perspective contributing to the development of knowledge on how they limit the use of technological affordances by older

citizens. Further, when dealing with online concepts and web objects, questionnaires and interviews must allow the respondents to access the Internet while responding. The results show how the lack of online questionnaires or Internet access prevented obtaining in-depth data on the citizenship web objects of the students and the online citizenship educational resources of their teachers.

In addition, this study constitutes the first attempt to use the proposed e-citizenship composite indicators model. Although the model derives from the literature review on active citizenship indicators, it needs more research to deepen each model dimension. However, the study brings empirical research for the democratic dimension, which includes democracy, human rights, and intercultural understanding; community life with participation in activities organized by local authorities, belonging to a community organization, and unorganized help or work; protest and social change that includes online protests, engagement in civic online platforms, and spontaneous sharing of information; and political formal political action, which includes e-voting, engagement in political parties, and engagement with e-government. These dimensions are some of the indicators used on the mayors' interviews and on all the questionnaires, which led to the results on formal and informal online participation as well as for the strategies implemented by teachers and decision-makers. Finally, these indicators were used on the themes presented on the websites.

From the findings, the instruments did not collect data on indicators such as informal unorganized groups (community life dimension) and spontaneous sharing of information (protest and social changes). In fact, interviews would better fit those purposes.

There are also several implications for the educational sciences. The study revealed the influence of teachers' ideas and literacy on students' achievements in regards to online formal and informal participatory actions and media literacy online actions. Further, it constitutes evidence on the low levels of teachers' media literacy, on their low frequency of citizenship and media strategies, on how concepts of citizenship affect youth formal and informal online actions, and the mismatch between their citizenship and their practices. Therefore, this study reinforces the theories that claim citizenship is needed in the school curricula and in teachers training for that purpose.

Further, the empirical evidence has implications on citizenship and media and digital literacy curricula because the evidence reinforces theories and recommendations on citizenship and media literacy education, as was shown in the correlations between the lack of effective strategies implemented by schools and poor outcomes of informal and formal online participation among youth.

In addition, teachers' choices and decisions on school and classroom strategies entailing citizenship, media, and digital literacy must be better understood. Other factors should also be studied, such as socio-demographic variables, school subjects, and time as a teacher. This includes focusing also on training. This research would had to have focused on higher education to include initial teachers' training on the one hand, and post-graduate courses for teachers and teachers' training given by schools or training centres on the other. The need increases as a consequence on the high level of investment by the governments and teachers in training, and qualification does not have repercussions on school and classroom strategies. Therefore, it does not affect the development of students' skills for this century, as the study showed.

Additionally, some recommendations can be made at municipality and school level:

- Redefine and clarify structural concepts during teachers' training, enabling teachers' reflection and commitment to develop learning experiences which contribute for students to gradually experience and develop citizenship skills.
- Examine the school projects developed in partnership with municipalities in order to analyse the practices conducted, the skills developed, and the perceptions of citizenship being promoted. This would also challenge decision-makers to come together and work collaboratively, enhancing young people's civic engagement.
- Examine school and classroom strategies to bring closer policies and practices while also implementing teachers' and decision-makers' concepts of citizenship for the 21st century that imply active participation.
- Promote students' project development as the data explicitly showed it is a predictor for formal and informal online participation.

- Promote informal meetings with local organized and non-organized youth as it has been demonstrated it is a predictor for formal online participation.
- Improve and extend partnerships between municipalities and schools on citizenship issues as the study showed a positive correlation with students' perceptions of the possibility to participate and with informal online participation, which means that the more projects students are involved in and the more contact with the executive and the local administration, the more they perceive they can participate. Thus, the more they will participate online.

As for contributions and implications on a training level, the data on teachers' training, citizenship or media-related, demonstrates that training models are not suitable for the effective development of media and participatory skills, but only for the transmission of knowledge, which involves passivity of the learners, in this case, teachers, preventing the future effective and efficient implementation of strategies that foster critical use of media means and tools. Thus, teachers' training ought to be framed by the consequences, in the short and long term, of the development of these media and participatory skills as they have impacts on the political and economical life of citizens. Further, they ought to focus more on developing 21st century skills, which implies passing from a consumer perspective to a producer perspective and will contribute to their students embracing and growing in a culturally shaped participatory environment and participatory culture. However, teachers' training cannot be conducted if broadband Internet, mobile devices, and other sophisticated technologies only exist outside of the school or if they do not play a crucial role on how today's students behave, learn, and assimilate knowledge and, therefore, on what kind of literacy training imposes.

Municipal technicians' and mayors' training can benefit from the findings as they constitute empirical evidence on how young people relate with online technologically, what they use more, and why. Further, it is important to stress that municipal web content, in this study, was mainly prepared by a specific communication office or image and public relations of the City Hall office for the majority of the municipalities, whereas only three executives contributed to and prepared it. Therefore, on one side, we have the technicians dealing with the technical parts without having the political and social perspective, and on the other side, we have the communication staff and the executive imbued by political goals but without technological

knowledge or awareness, i.e., without an e-planning perspective. The same lack of e-planning perspective is happening in the schools, where teachers have knowledge on citizenship but not on media education and programming. This prevents a more enriched and effective use of technological affordances for citizenship. Therefore, training in e-planning is needed at both the municipal and school level.

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Appendixes

Appendix 1- Clusters Description

Mainland Model								
	LL	BIC(LL)	AIC(LL)	Npar	L ²	df	p-value	Class.Err.
3-Cluster	-10498,6	22899,43	21673,29	338	17868,33	5,35x10 ²⁹	1	0,015

Azorean Model								
	LL	BIC(LL)	AIC(LL)	Npar	L ²	df	p-value	Class.Err.
2-Cluster	-431,957	1305,1268	1231,914	184	811,1603	4,18x10 ²⁷	1	0

Mainland Cluster characterization

	Cluster1	Cluster2	Cluster3
Cluster Size	0,3753	0,3537	0,271
Indicators			
ICT equipment use e-mail, LAN network, wireless, VPN, Intranet, WAN, Extranet, Videoconference			
EPIECE	No	Yes	No
EPILAN	No	Yes	No
EPIWIREL	No	Yes	No
EPIVPN	No	Yes	No
EPIINTRA	No	Yes	No
EPIWAN	No	Yes	No
EPIEXTRA	No	Yes	No
EPIVIDEO	No	Yes	No
Type of Internet connection Modem, RDIS, DSL (xDSL, ADSL, SDSL, etc.), Cable, Optical fibre, Dedicated access, satellite or wi-fi and mobile connections GPRS, GSM or 3G)			
TLIMODEM	No	No	Yes
TLIRDIS	No	Yes	No
TLIDSL	No	No	Yes
TLICABO	No	Yes	No
TLIFO	No	Yes	No
TLIACDE	No	Yes	No
TLIOL	No	Yes	No
TLILMEST	No	Yes	No
TLILMLAR	No	Yes	No
Internet speed			
]2;8[Mb/s	No	No	Yes
]8; 16[Mb/s	Yes	No	No

[16;128[Mb/s	No	Yes	No
[32, 64[Mb/s	No	Yes	No
[64,128[Mb/s	No	Yes	No
>128 Mb/s	No	Yes	No
Activities developed on the Website			
Search and collect information /documentation, Access to databases, Electronic exchange of files, e-mail; Supply inquiry catalogues , External communication with other Municipalities, Parish Councils and Central Government bodies, Electronic business, Dissemination service, Desburocratization procedures, Interface with citizens, products sale (goods and/or services) of the municipality			
ADIPRINF	No	Yes	Yes
ADIABDAD	No	Yes	No
ADITEFIC	No	Yes	No
ADICELEC	No	No	Yes
ADICCAPR	No	Yes	No
ADICOMUE	No	Yes	No
ADICOMPR	No	Yes	No
ADIDIVUL	No	Yes	No
ADIVENDP	No	Yes	No
ADIDESBP	No	Yes	No
ADIINTER	No	Yes	No
Decisive reasons to create the website			
Provide online services; Disseminate information institutional of the Municipality; Promote Tourism and Culture; Disseminate cultural agenda/sports and others; Promote socio-economic development of the Municipality; Promote the new information technologies to householders Narrowing of the relationship between local government and citizens; Approximate their emigrant communities Municipality; Promote transparency and administrative modernization.			
RCDISPOS	No	Yes	No
RCDIVULI	Yes	Yes	No
RCPROMVT	Yes	No	No
RCAGENCU	No	Yes	No
RCPROMDE	No	Yes	No
RCPROMTI	No	Yes	No
RCESTRER	Yes	Yes	No
RCAPROEM	No	Yes	No
RCPROMMO	No	Yes	No
Services or functionalities available on the website			
Download and print forms; Filling and submission of online forms; Newsletters subscription; specific suggestions and complaints Email; Monitoring processes (eg Virtual Service Counter), Request for rubbish collection, street cleaning; Customer online Citizens Surveys; Pursue internships and employment; User support (List FAQs, Helpdesk); Online library services; Geographic Information Systems/ Interactive maps			
SFENCOMA	No	Yes	No
SFDOWIMP	No	Yes	No
SFPREENS	No	Yes	No
SFPAGAMO	No	Yes	No
SFSUBSNW	No	Yes	No
SFESUGRE	No	Yes	No
SFFORUDI	No	Yes	No
SFPCPUBL	No	Yes	No

SFAPOBR	No	Yes	No
SFPRLLIM	No	Yes	No
SFPVOTAC	No	Yes	No
SFBILHET	No	Yes	No
SFINQUCI	No	Yes	No
SFBESEM	No	Yes	No
SFTVREG2	No	Yes	No
SFFAQS	No	Yes	No
SFGTRANS	No	Yes	No
SFBIBLIO	No	Yes	No
SFSATISF	No	Yes	No
SFSIG	No	Yes	No
SFATEND	No	Yes	No
Type of information made available on the website			
Info on services, rights and duties of citizens; Organization chart of the Municipality; Contacts curriculum and major contributor to city workers; Announcement meetings and events city workers; Minutes and resolutions made at meetings; Business plans and; Activities Report; Information on municipal plans and local plans; Information on municipal taxes; Administrative Acts/minutes; Events calendar; Transport information / Transport Systems Directory of educational institutions / training; Information on major political forces in the city; Historical information/ archaeological; Multimedia galleries (photos, videos, etc.); Useful information (pharmacies, hospitals, police, etc.); Information on businesses and local economic activities; Geographical information/maps			
IDINFSER	No	Yes	No
IDORGANC	Yes	No	No
IDCONTCU	No	Yes	No
IDAVISRE	No	Yes	No
IDATASR	No	Yes	No
IDPLANAC	No	Yes	No
IDINFPLA	No	Yes	No
IDINFOTA	No	Yes	No
IDATADM	No	Yes	No
IDAGENDA	No	Yes	No
IDINFTRN	No	Yes	No
IDDIRECE	No	Yes	No
IDINFPOL	No	Yes	No
IDINFHIS	No	Yes	No
IDMMEDIA	No	Yes	No
IDINFUTI	No	No	Yes
IDEMPACL	No	Yes	No
IDMAPAS	No	Yes	No
Source of the resources used in implementing and maintenance and update the website			
Implementation of the website; Website maintenance; Website Update			
IW			
Only City Hall services	No	Yes	No
Only outside entities	No	No	Yes
Both	Yes	No	No
WM			

Only City Hall services	Yes	No	No
Only outside entities	No	No	Yes
Both	No	Yes	
EDTIC	No	No	Yes
WUp			
Only City Hall services	No	No	Yes
Only outside entities	No	No	Yes
Both	No	Yes	No
With a strategy for ICT development	Yes	No	No
Scope of the ICT development strategy ICT Infrastructure; Policy on ICT security; Services for citizens via Internet; Training and / or certification in ICT			
AEDINFRE	Yes	No	No
AEDSEGU	No	Yes	No
AEDSERVC	No	Yes	No
AEDCOMPR	No	Yes	No
AEDFORMC	No	Yes	No
Secondary schooling			
Rate Schooling			
taxa [0;25[	No	No	Yes
taxa [50;75[	No	Yes	No
taxa[75;100]	No	Yes	No
Number of Enrolled secondary students			
<100	No	No	Yes
[100;1000[	Yes	No	No
[1000;6000[	No	Yes	No
[6000;9000[	Yes	No	No
≥ 9000	No	Yes	No
Ratio computer per 5 students			
>5	No	Yes	No

Azorean cluster characterization

	Cluster1	Cluster2
Cluster Size	0.631	0.368
Indicators		
ICT equipment use e-mail, LAN network, wireless, VPN, Intranet, WAN, Extranet, Videoconference		
EPICE	No	Yes
EPILAN	No	Yes
EPIWIREL	No	Yes
EPIVPN	Yes	No

EPIINTRA	No	Yes
EPIWAN	No	Yes
EPIEXTRA	No	Yes
EPIVIDEO	No	Yes
Type of Internet connection		
Modem, RDIS, DSL (xDSL, ADSL, SDSL, etc.), Cable, Optical fibre, Dedicated access, satellite or wi-fi and mobile connections GPRS, GSM or 3G)		
TLIMODEM	No	Yes
TLIRDIS	Yes	No
TLIDSL	No	Yes
TLICABO	No	Yes
TLIFO	No	Yes
TLIACDE	No	Yes
TLIOL	No	Yes
TLILMEST	No	Yes
TLILMLAR	No	Yes
Internet Speed		
< 2 Mb/s	Yes	No
>4 Mb/s e <8 Mb/s	Yes	No
>8 Mb/s e <16 Mb/s	No	Yes
>16 Mb/s e <32 Mb/s	No	Yes
Activities developed on the Website		
Search and collect information /documentation, Access to databases, Electronic exchange of files, e-mail; Supply inquiry catalogues , External communication with other Municipalities, Parish Councils and Central Government bodies, Electronic business, Dissemination service, Desburocratization procedures, Interface with citizens, products sale (goods and/or services) of the municipality		
ADIPRINF	No	Yes
ADIABDAD	No	Yes
ADITEFIC	No	Yes
ADICELEC	No	Yes
ADICCAPR	No	Yes
ADICOMUE	No	Yes
ADICOMPR	No	Yes
ADIDIVUL	No	Yes
ADIVENDP	No	Yes
ADIDESBP	No	Yes
ADIINTER	No	Yes
Decisive reasons to create the website		
Provide online services; Disseminate information institutional of the Municipality; Promote Tourism and Culture; Disseminate cultural agenda/sports and others; Promote socio-economic development of the Municipality; Promote the new information technologies to householders Narrowing of the relationship between local government and citizens; Approximate their emigrant communities Municipality; Promote transparency and administrative modernization.		
RCDISPOS	No	No
RCDIVULI	No	Yes
RCPROMVT	No	Yes
RCAGENCU	No	Yes
RCPROMDE	No	Yes

RCPROMTI	No	Yes
RCESTRER	No	Yes
RCAPROEM	No	Yes
RCPROMMO	No	Yes
Services or functionalities available on the website		
Download and print forms; Filling and submission of online forms; Newsletters subscription; specific suggestions and complaints Email; Monitoring processes (eg Virtual Service Counter), Request for rubbish collection, street cleaning; Customer online Citizens Surveys; Pursue internships and employment; User support (List FAQs, Helpdesk); Online library services; Geographic Information Systems/ Interactive maps		
SFENCOMA	No	Yes
SFDOWIMP	Yes	No
SFPREENS	No	Yes
SFSUBSNW	No	Yes
SFESUGRE	No	Yes
SFFORUDI	Yes	No
SFPCPUBL	No	Yes
SFAPOBR	No	Yes
SFPRLIM	No	Yes
SFPVOTAC	No	Yes
SFBILHET	No	Yes
SFINQUCI	No	Yes
SFBESEM	No	Yes
SFTVREG2	No	Yes
SFFAQS	No	Yes
SFGTRANS	No	Yes
SFBIBLIO	No	Yes
SFSATISF	No	Yes
SFSIG	No	Yes
SFATEND	No	Yes
Type of information made available on the website		
Info on services, rights and duties of citizens; Organization chart of the Municipality; Contacts curriculum and major contributor to city workers; Announcement meetings and events city workers; Minutes and resolutions made at meetings; Business plans and; Activities Report; Information on municipal plans and local plans; Information on municipal taxes; Administrative Acts/minutes; Events calendar; Transport information / Transport Systems Directory of educational institutions / training; Information on major political forces in the city; Historical information/ archaeological; Multimedia galleries (photos, videos, etc.); Useful information (pharmacies, hospitals, police, etc.); Information on businesses and local economic activities; Geographical information/maps		
IDINFSER	No	Yes
IDCONTCU	No	Yes
IDAVISRE	No	Yes
IDATASR	No	No
IDPLANAC	No	Yes
IDINFPLA	Yes	No
IDINFOTA	Yes	No
IDATADM	Yes	No
IDAGENDA	Yes	No
IDINFTRN	No	Yes

IDDIRECE	No	Yes
IDINFPOL	Yes	No
IDINFHIS	No	Yes
IDMMEDIA	Yes	No
IDINFUTI	No	Yes
IDEMPACL	No	Yes
IDMAPAS	No	Yes
Source of the resources used in implementing and maintenance and update the website Implementation of the website; Website maintenance; Website Update		
IW		
Only City Hall services	Yes	No
Only outside entities	Yes	No
Both	No	Yes
WM		
Only City Hall services	Yes	No
Only outside entities	Yes	No
Both	No	Yes
EDTIC	No	Yes
WUp		
Only City Hall services	Yes	No
Only outside entities	Yes	No
Both	No	Yes
With a strategy for ICT development	No	yes
Scope of the ICT development strategy ICT Infrastructure; Policy on ICT security; Services for citizens via Internet; Training and / or certification in ICT		
AEDINFRE	No	Yes
AEDSEGU	No	Yes
AEDSERVC	No	Yes
AEDCOMPR	No	Yes
AEDFORMC	No	Yes
Secondary schooling		
Schooling rate		
taxa [50;75[	Yes	No
taxa[75;100]	No	Yes
Number Enrolled Secondary students		
<100	Yes	No
[100;1000[	No	Yes
[1000;3000[	No	Yes
Ratio computer per 5 students		
>5	Yes	No

Appendix 2- Semi-structured interview-guide

Entrevista. Presidente de Câmara

Bom dia/Boa tarde, eu sou Tânia Fonseca, aluna do Doutoramento em e-Planning pelas Universidades de Lisboa, Nova de Lisboa, de Aveiro e Técnica de Lisboa. A minha Faculdade é a Faculdade de ciências da Universidade de Lisboa.

Esta entrevista insere-se no trabalho de investigação intitulado “*e-Literacy, schools, municipalities towards a common goal: e-citizenship*” e tem por objetivo recolher dados que irão contribuir para o estudo de certos aspetos sobre governança eletrónica, cidadania digital e juventude. Tal como foi dito na mensagem de correio eletrónico, após a recolha e análise de dados, os mesmos ser-lhe-ão enviados para que possa participar também na análise e nas conclusões do estudo, uma vez que se trata de uma investigação-ação participada.

Vou-lhe pedir que antes de iniciarmos, que me indique se leu o acordo de consentimento informado que lhe foi enviado? Relembro que não será necessário a assinatura de nenhum documento; a concretização desta entrevista pressupõe o seu consentimento informado.

Se tiver questões sobre este estudo, por favor não hesite em perguntar-me.

Parte I- Relativamente à presença da Câmara Municipal na Internet, gostaria de lhe fazer algumas perguntas:

(questões orientadoras)

- 1- A Câmara Municipal tem página da Internet e/ou está presente nas redes sociais. Como decisora política, quais são os principais objetivos para a página da internet e para a presença nas redes sociais, caso a CM tenha perfil? Se não estiverem presentes nas redes sociais, pode falar-me por que não estão presentes?
- 2- Como descreveria o nível de concretização desses objetivos no que diz respeito aos jovens (perceber se os jovens fazem comentários, “gostos”, partilhas, consultas, comentários, etc. Qual o público que mais consulta e recorre à página da Internet e às redes sociais onde a CM tem perfil?)
- 3- Quais as dificuldades mais sentidas na concretização dos objetivos?

Pode falar-me um pouco sobre o processo de seleção do conteúdo que vai para a página da Internet e o que vai para as redes sociais, por exemplo: a) considera-se envolvido no processo

de gestão; b) quem prepara o conteúdo; c) existe alguma preocupação específica do conteúdo que vai para a internet; d) existe alguma diferença entre o conteúdo que vai para a página e o que vai para as redes sociais?

Parte II- Utilização das Tecnologia de Informação e Comunicação e governança

(questões orientadoras)

Relativamente à utilização das Tecnologias de Informação e Comunicação na governança e cidadania jovem, gostaria de fazer algumas perguntas.

Considera que os jovens de Entroncamento participam ativamente na sua comunidade? Se sim, por favor dê-me alguns exemplos. Se não, por favor apresente algumas razões.

Existem algumas medidas de inclusão dos jovens nos processos de participação pública e tomada de decisão? Se sim, pode falar-me um pouco sobre essas medidas? (tentar obter qual a idade e características destes jovens, offline versus online). Se não, explique-me o porquê.

Existem ferramentas tecnológicas pensadas para o envolvimento da população jovem em: processos de Participação pública (e.g., fóruns de discussão, e-mail, sugestões, reclamações, problemas na cidade);

processos de tomada de decisão (e.g., votação online sobre projetos a implementar)?

A Câmara está envolvida com as escolas em projetos de cidadania? Se sim, pode falar-me um pouco desses projetos por exemplo: que tipo, idades dos jovens e níveis de ensino?

Existe algum atividade que envolva jovens do ensino básico ou secundário na CM? (dar exemplo de dia aberto, hemicycle para jovens, participação na Assembleia municipal, etc).

O que acha que é ser-se cidadão no século 21ST?

Em termos de

a) Características deste “cidadão” que incluam idade, escolarização, etc;

b) O papel da tecnologia na relação entre esse “cidadão” e os órgãos de governança; d) Grau e tipo de participação têm esse “cidadão”

Agora a última pergunta:

Se tivesse a oportunidade de fazer uma pergunta aos jovens sobre cidadania eletrónica e juventude, que pergunta seria?

Não sei se gostaria de acrescentar mais alguma informação sobre este tema. Se não, agradeço-lhe muito a colaboração e o tempo que disponibilizou.

Appendix 3- Interview transcripts

M11

TF: A primeira pergunta é: quais são os objetivos para si enquanto decisor político para a utilização da página da Internet da câmara e a presença nas redes sociais online?

Há uma nova já velha frase, que é de que - informação é poder. E portanto nesse sentido é a obrigação de os decisores políticos e daqueles que de alguma forma representam os cidadãos, ir comunicando com os cidadãos em cada momento. Bom, hoje todos sabemos, digamos que o novo perfil, o novo paradigma da organização social passa muito pelas redes sociais, passa pela internet, talvez até mais do que pelos jornais, que eram o meio de comunicação, digamos que vigente e se calhar o único durante tempo(?), e depois as televisões e as rádios num outra perspetiva, e portanto tem a ver muito com isto, tem a ver com a promoção de uma ligação mais próxima entre aqueles que são os cidadãos e aqueles que representam os cidadãos em cada momento. E portanto é isso que fazemos da página do Facebook, da página do site da camara, da utilização da Internet no seu todo, e no meu caso, devo dizer que numa forma até particular, não há dia em que não haja mensagens privadas em que (??) no Facebook, por exemplo, de cidadãos a reclamar coisas, a fazer sugestões, a pedir reuniões... portanto hoje é uma coisa absolutamente banal que um cidadão escreva uma mensagem no Facebook, por exemplo, uma mensagem privada, a pedir para se reunir comigo porque gostaria de apresentar um projeto, gostaria de colocar uma questão etc.

E outros numa linguagem talvez até mais agressiva, faz parte disto, a reclamar de uma determinada situação que não está bem e que portanto é utilizada. Depois para além disso, há uma página do chamado site da câmara, que tem aquelas informações institucionais - as catas, deste tipo de coisas, mas que também procura de alguma forma informar tudo o que nós estamos a fazer aqui, para que os cidadãos online possam perceber o que estamos a fazer. E há ainda uma outra versão, que ainda não é muito utilizada, que é um link destinado exatamente a recolher mensagens de anomalias que surgem, do ponto de vista mais urbanístico, sei lá que a calçada precisa de ser reparada num sítio, que a lâmpada de iluminação pública deixou de funcionar, etc etc. E portanto é isto, o novo paradigma em que vivemos é um paradigma de aldeia global, não há fronteiras, há informação online, aquilo que hoje sabemos de uma coisa fica desatualizada amanhã, e portanto todos nós vamos acompanhando a evolução das diversas circunstâncias, em função disso. Portanto é uma ponte com regularidade entre os cidadãos e aqueles que o representam.

TF: E sente que estes propósitos estão a ser cumpridos, sendo que os cidadãos, e se pensar mais no mais jovens, se eles aderem ao Facebook, por exemplo? Se participam de alguma forma, se enviam... Essas mensagens que falou têm alguma ideia se serão camadas mais jovens ou pessoas mais velhas?

Seguramente que são camadas mais jovens. Eu diria assim já da população ativa mas ainda jovens. Os mais jovens então já não passam sem isso. E eu tenho uma relação muito particular com o Facebook, aliás ainda há dias um jornal aqui da região, um jornal de Leiria, organizou na Fnac um debate sobre a utilização das redes sociais, e convidaram-me para ser orador neste debate porque, segundo eles, não sei se isso é bom se é mau, eu era a pessoa presidente de camara e alguém com visibilidade política, aquele que mais utilizava o Facebook, com 5 mil amigos, e que tipo de relação (5 mil que é um top, não é ?) tinha com eles, que tipo de amigos tinha, como é que fazia essa filtragem, esse tipo de coisas.

Agora seguramente que lhe devo dizer uma coisa: são as camadas mais jovens, alguns da população ativa mas ainda jovens, como sabemos. Eu diria assim em linguagem brejeira se me permite - do meio para baixo. E há também uns focos aqui e ali de pessoas mais idosas que já começam a utilizar instrumentos desta natureza. Por exemplo a nossa universidade sénior tem tido um papel ativo nessa matéria, porque os alunos da universidade sénior, que são pessoas da chamada 3ª idade, têm também aulas de informática e aprendem como abrir uma página no Facebook, como utilizá-la, como comunicar com os outros, etc. E portanto isto é muito positivo. Mas a nossa sociedade por ventura está a evoluir, melhor dizendo, a modificar-se depressa demais, e isto tem também alguns perigos, que importa no momento destes, importa também sublinhar, que é o perigo de uma nova exclusão, ou seja há um conjunto vasto de cidadãos que, há muito poucos anos era cidadãos absolutamente integrados, eu diria até com uma lucidez de líder de opinião, se quiser, porque tinham informação, contactos... e mais uma vez era a informação que significava poder, e portanto de alguma forma eram pessoas ativas, lúcidas, com pensamento próprio, com respeitabilidade social etc, e que agora ficam excluídos, são os novos analfabetos, porque são info-analfabetos, e isso é um perigo para a sociedade, porque desenvolve-se a duas velocidades e portanto aumentando o fosso entre estes dois grupos, se é que podemos resumir a dois grupos, então criamos aqui uma sociedade a dois tempos, que é absolutamente nefasta.

TF: Quando falou que tem uma das ferramentas que está disponível no vosso site que é de **apresentar problemas da própria cidade... Pelo aqui que percebi não é muito utilizada. Razões ?**

Não. O Homem é um animal de hábitos, sabe? E portanto é talvez necessário fazer uma campanha para promover um click de rotina na utilização destas ferramentas. Mas há sucedâneos e há alternativas. As mensagens privadas no Facebook, o uso dum email simples, como quem escrevia uma

carta há poucos anos atrás, e agora envia um email para o presidente da camara, apresentando uma qualquer situação, um qualquer projeto, uma questão de diálogo - de alguma forma colmata essa falta de utilização. E portanto isso foi, digamos que uma tentativa de criar um link próprio para essas circunstâncias. Mas sabemos que a sociedade é um pouco avassaladora. Movimenta-se em onda, e portanto quando precisa de resolver um problema dessa natureza - desenrasca-se, como se diz na gíria! Ou manda email ou telefona ou qualquer coisa e, portanto, não houve de facto uma adesão a essa caixinha que existia mesmo com esse objetivo. Não tenho qualquer espécie de preocupação com isso, porque de facto as pessoas todos os dias - você nem imagina - me escrevem coisas - às vezes simpáticas, outras vezes não tanto - mas procuram criar uma relação... isto vai em crescendo, a dada altura será a coisa mais natural do mundo que as pessoas comuniquem desta forma.

TF: Há diferença entre o conteúdo que vai para a página do Facebook e a página da Internet - não em termos da informação institucional por si só (portanto os regulamentos e isso) mas outro tipo de conteúdos sobre atividades ou isso, se há uma seleção ou há informação que está num sítio e no outro também?

Eu diria que a esmagadora maioria da informação está nos dois sítios. São dois caminhos distintos, digamos que mais formal, mais institucional que... aliás é obrigatório ter... que tem o dever de estar devidamente preenchido com os diversos mecanismos formais da governança, se quiser. Sei lá, a ata da camara é um documento público e um documento oficial, e que portanto veicula um conjunto de decisões, e portanto isso faz parte da página oficial... o Facebook terá um conteúdo, digamos, mais informático, mais resumido. Obviamente que a ata da Câmara não está no Facebook.. Nem faria qualquer sentido que estivesse. Estão as deliberações, e digamos que alguma justificação a ela associadas. Por que razão se tomou esta medida. Há um conjunto de fundamentos que inspiram uma determinada decisão, e portanto é digamos que uma página mais informativa.

E depois há uma informação coreográfica, se quiser. Uma coisa é a informação escrita, um texto que fundamenta uma decisão, e outra coisa é uma informação fotográfica, de vídeo, a propósito de um determinado evento que surgiu. Por exemplo hoje foi o último dia em que nós organizamos um passeio para os idosos do concelho. Levamo-los a visitar museus, é um dia para cada freguesia. Portanto há uma frota de autocarros da Câmara que levam os idosos visitar museus, há um programa, e depois há um picnic na hora de almoço, e depois há uma série de acontecimentos de convívio durante toda a tarde num local agradável, e portanto há fotografias que se tiram dos idosos a dançar, a conversar etc. Portanto isso é um informação mais fotográfica... bom, não é uma informação propriamente dita - é uma informação de que o município fez aquilo, e esta também é um elemento importante na relação entre o cidadão, neste caso um cidadão idoso, e aquilo que o representa no

sentido de promover alguma ligação, as pessoas gostam de se ver nesse papel e nesse momento, nessa participação recreativa, neste caso.

TF: E os jovens, também há assim registros fotográficos ou de vídeo de atividades que a câmara tenha eventualmente com as escolas no Facebook ?

Há de todas, de todas! Nós felizmente temos uma intensa atividade - se você for ver a página da câmara do Facebook...Se calhar já foi lá espreitar...

TF: Já fui espreitar...

E portanto há sempre eventos, há uma programação, diria até se calhar demasiado intensa. Num destes dias numa sexta feira à noite havia 3 eventos aqui dentro da (???) todos promovidos por nós, um pelo museu, outro pela divisão cultural, outro pela biblioteca... há vários eventos permanentemente, e portanto nós procuramos fotografar isso, noticiar isso... do ponto de vista do que aconteceu e de alguma forma transformar isso num estímulo para que se transforme numa tradição, para que ocorra mais vezes, para que leve mais gente a participar. E por essa via estou em querer que talvez das vias mais importantes para que haja cada vez mais gente a participar em cada um dos eventos.

Por exemplo lançámos no primeiro Domingo de Julho um novo evento que vai ser regular, que é no primeiro e terceiro Domingo de cada mês uma coisa em que é o mercado Eco-rural. E o que é isto? O que se pretende é aquele cidadão que produz batatas, que produz alfaces, que produz um doce qualquer coisa, tenha um espaço para poder vender os seus produtos, dessa forma ajudar a economia familiar, e ao mesmo tempo para nós consumidores, podermos ter acesso a produtos que não são normais em termos de supermercado, e que também gostamos e que.. para quebrar a rotina, ou temos mesmo prazer em consumir, etc. E portanto este tipo de rotinas sempre devidamente informadas vão crescendo, vão levando cada vez mais gente a participar, quer do lado da venda daquilo que faz - (??) até uma peça de artesanato, qualquer coisa deste tipo, quer do lado da compra. Portanto chamamos mercado Eco-rural exatamente par estimular este conceito de diferença entre aquilo que são as grandes massas produtivas de frutas e de alimentos etc.

TF: Gostaria de saber se existem medidas de inclusão dos jovens nos processos de participação pública e de tomada de decisão.

Como gosto de responder sempre com sinceridade - acho que ainda não. Nós criámos recentemente - tem 6 meses - um órgão chamado concelho municipal de juventude. Que tem um regulamento próprio devidamente aprovado, onde participam as associações juvenis, as juventudes partidárias, os escuteiros, as associações dos estudantes etc... toda essa gente participa nisso, e portanto este estar a dar os primeiros passos.

A sua criação vai de encontro à tentativa de responder melhor à sua pergunta num futuro próximo, mas eu identifico a necessidade de fomentar e incrementar mais esses mecanismos. De qualquer forma devo-lhe dizer que senti um pouco(??) a necessidade de incrementar mais isso, o que estamos a preparar é uma coisa chamada “contrato intergeracional”, aliás estão ali numa sala reunidos 3 homens exatamente a preparar este contracto.

O desafio que lhes fiz foi um desafio de que me apresentem um documento com um conjunto de medidas de intervenção na área da juventude, que eles desejassem que o município desenvolvesse, e eu vou assinar um contracto com um grupo vasto de jovens que ficará com uma subscrição ilimitada, no sentido em que eu me comprometo perante eles a desenvolver as medidas que eles desejam que nós incrementemos, faço-me entender ? E portanto, isto para identificar que sinto de facto essa falta, até porque hoje há uma imagem, que eu acho que é absolutamente nefasta e negativa, de separação entre aquilo que é a gestão da coisa pública, leia-se: política, e aquilo que é o exercício da cidadania, ou seja, cada cidadão acha que tudo o que é política é um malandro, e o que é curioso é que quando as coisas correm mal na governança, normalmente são os técnicos que são os culpados das grandes asneiras. Ainda agora quem caiu do governo foi o Victor Gaspar e o (como é que se chamava aquele do pastel de nata, o da economia (?). Não me recordo, pronto. Esses dois, um académico brilhante e um técnico absolutamente conceituado são os autores da maior porcaria, segundo o que consta, não é, e portanto foram esses que caíram.

Portanto eu acho que isto é fatal para a Democracia e para a resistência da sociedade enquanto tal. No dia em que esse caos se instalar definitivamente, então cada um de nós terá que ter uma espingarda, porque deixará de haver uma organização social. Ao contrário, é preciso levar as pessoas a participar na organização social e criticando-a, moldando-a e levando-a a que possa melhorar a raiz da sua função, que é corresponder aos anseios das populações.

TF: E considera que os jovens - não sabem se acha que eles participam aqui no município - jovens até aos 18 anos, por exemplo se eles participam, se eles não participam porque não têm qualquer interessa ou por essa razão, por desconfiança do próprio sistema?

Eu não me queixo da minha relação com os jovens. Como lhe disse, antes pelo contrário, estão neste momento ali a preparar um documento... Jovens aí, um é presidente da associação de estudantes que tem 18 anos - fizeram agora, está a ver o tipo de jovens que são. Portanto não me queixo e sei que tenho uma boa relação com eles, uma relação amistosa, de envolvimento... porque os oiço, porque os levo a conversar comigo, às vezes estou aqui uma hora com 2 ou 3 jovens a discutir assunto nesta sala, e a pedir-lhes opinião, que eles devem ficar... naquela cabeça ficar a pensar - “bom, o presidente da Câmara vai-me pedir uma opinião, este gajo é uma coisa muito estranha”.

Mas eu faço questão de fazer isso exatamente para os envolver, para eles perceberem o quanto é difícil, ou fácil, resolver problemas que são de todos. A tal gestão da coisa pública. E portanto não me queixo mas, identifico no país, uma propensão negativa, como disse atrás, de afastamento irrevogável, embora essa palavra agora tenha um significado diferente... de afastamento irrevogável entre os cidadãos e os políticos, que é uma coisa absolutamente má. Até porque ninguém é político verdadeiramente: as pessoas estão numa determinada função. Por exemplo, um presidente de câmara tem uma limitação de mandatos, como sabe, embora haja aí uns chico-espertos que inventam soluções para serem candidatos nem casa do vizinho e tal...

TF: E de facto essa desconfiança faz com que a própria democracia fique debilitada, não é? Se as pessoas não acreditam no sistema, dificilmente ele vai funcionar! Se a câmara tem projetos com as escolas, que foquem questões de cidadania - **seja de ambiente, de direitos humanos...**

Olhe, a todos os níveis nessa matéria não sinto grande, hiato, grande dificuldade. Queria lembrar-me de alguns aspetos...

Ainda recentemente fizemos uma exposição exatamente sobre questões de... com a APAV (com a Associação de Apoio à Vitima) e aí, à volta de uma exposição organizamos normalmente colóquios, debates com os alunos, este tipo de coisas que versam afinal de contas a questão da consciência cívica, e portanto da cidadania. Em diversas frentes nós procuramos ter essa regularidade de evento(?).

São de facto bastantes, mas mais do que isso, vou-lhe dar um exemplo, recentemente a turma de design da nossa escola profissional, que é presidida por mim também, e portanto que é um sistema de ensino à margem que conhece(?) - à margem porque é mais profissionalizante - a turma de design convidou-me para ir a uma aula com o objetivo de perceber de que forma é que eles podia inventar um projeto que pudesse ser bom para a cidade e para o concelho. E eu sugeri-lhes o nosso (---) lá em baixo junto à ribeira - que é um espaço verde com equipamentos e etc, que talvez precisasse de uma reconversão, e desafiei-os a fazerem uma proposta. Turma de design, uma proposta para reconversão disto. E então trabalharam afincadamente e a dada altura fizeram peças em 3 dimensões sobre como eles vêem o (---) ideal. Puseram o palco para concertos num sítio, puseram até wc para cães, puseram um conjunto de apoios - uma cafetaria, puseram um conjunto de... um lago, com os barcos a remos para as pessoas passearem, etc.

Portanto reforçaram aquilo que é um local lúdico e interessante da cidade, reforçaram isso com as suas ideias, e depois fizemos com essas peças em 3 dimensões, uma exposição na galeria municipal com pompa e circunstância para eles sentirem, digamos que, estimulados no trabalho que acabaram de fazer, e aqui tem um exemplo, de estímulo da cidadania, e disse-lhe, tive a oportunidade de lhes dizer na abertura, que estava muito honrado por jovens da nossa terra terem produzido aqueles elementos, o

que se constitui numa expressão concretizada, dum crítica que eles próprios fazem à organização da cidade, e duma proposta que eles estão a fazer para que ela melhore. E portanto esta consciência nós estimulamo-la muito e de facto há, de facto, muitos elementos que contribuem para esta ideia.

TF: O que é que acha que é ser cidadão no século 21ST ?

Oh... é viver angustiado!

Acho que é um caso geral... porque há um clima de incertezas... Sabe que, até agora e durante umas décadas as coisas estavam todas formatadas - era tudo muito fácil - a escola começava às 9h e acabava às 4 e tinha uma aula de língua portuguesa que dizia aquele programa que o ministério mandava dizer, os bons alunos era aqueles que decoravam mais coisas... não sei se percebeu a minha palavra?

E portanto isto estava tudo fácil, e as pessoas quando acabavam o curso tinham emprego automaticamente, bastava não se chatear com o patrão para estar garantido para o resto da vida, que era uma apresentação já perfeitamente anunciada com (??). Depois nós queríamos ir a Espanha, tirávamos o passaporte, e depois queríamos ir a França a mesma coisa... portanto isto era tudo muito formatado. Não tinha nada que enganar, era tudo... Era como se fosse o borda d'água da cidadania, não é? Hoje as coisas alteraram-se radicalmente.

Nós vivemos na terra sem fronteiras. Aquilo que está acontecer na China, ou na Argentina, nos Estados Unidos ou na Tailândia, acontece ao mesmo tempo aqui, do ponto de vista informativo, e isso altera desde logo o paradigma da organização social. Depois há a inexistência de fronteiras para pessoas, para bens e para capitais altera o formato económico-financeiro da organização social.

Depois o conhecimento e a informação desenham aspirações e ambições maiores, e portanto frustrações maiores quando não concretizadas. Na minha geração, acabar um curso e arranjar um emprego era uma coisa automática e estável. Hoje cada jovem tem que estar preparado para exercer 10, 15 profissões absolutamente diferentes ao longo da sua vida ativa - se tiver a sorte de o conseguir exercer - ter um emprego por exemplo. E para isso tem que estar muito bem preparado enquanto cidadão e não enquanto estudante. Ou seja, entroncando numa pergunta absolutamente simples: para que serve a escola?

Dirão os mais distraídos que a escola serve para formar profissionais disto ou daquilo: engenheiros, advogados médicos cabeleireiros na escola profissional etc. Bom, mas a escola não, deve servir na minha ótica para formar cidadãos. E um cidadão bem formado é aquele que consegue desempenhar essas 10, 15 profissões diferentes ao longo da sua vida ativa porque enquanto cidadão está dotado das competências necessárias e suficientes para o poder fazer, e portanto para sobreviver nesta selva.

Sendo assim, significa que a escola tem que se transformar brutalmente, e naturalmente tem que ter o seu módulo da formatação ministerial, que é o tal programa oficial, mas tem que depois ser algo de versátil, que dote os jovens de um conjunto de outras competências, em diversas áreas que, não tendo a ver com o programa, o prepara para desempenhar funções de - cariz social mais alto ou mais baixo - porque é necessário ter um emprego para poder comer. Não sei se estou a ser muito cruel na análise mas acho que é um pouco isso.

E portanto ser cidadão no século 21ST, que era a sua pergunta inicial, é de facto algo muito angustiante. Portanto as pessoas ou estão digamos que motivadas para se prepararem muito bem, e são cidadãos do mundo, que conhecem o mundo por ter estado lá e também porque têm uma caixinha mágica que permite conhecê-la todos os dias, ou então são absolutamente frustradas, porque também conhecem o mundo de ouvir falar, mas não tem acesso a ele e ficam frustrado por um lado, e por outro lado porque profissionalmente, e também pessoalmente, reconhecem em si a incompetência e a incapacidade para vir a conhecer o mundo melhor. Não sei se me faço entender? E portanto é algo de perfeitamente angustiante ser um cidadão dos tempos que correm. Nós fabricamos e destruímos mitos, à velocidade da luz, e isto é absolutamente perigoso.

De onde é que surgem as “Sementes da Violência” ? É um livro muito giro, não sei se já leu ? De um escritor Norte Americano chamado Evan Hunter. Tem um livro chamado Sementes de Violência. De onde é que surgem as sementes de violência? É exatamente desta incapacidade para... desta ausência de uma luz ao fundo do túnel, para que as pessoas se sintam motivadas a dar passos, e a conquistarem o seu próprio espaço, pessoal e profissional. E depois estas pessoas que o conseguem fazer naturalmente andam sempre à mercê desta frustração - gera-se uma inquietação social, eu diria que daqui ao caos é um ápice. E isso é preocupante, isso é preocupante.

TF: Durante esta resposta falou na escola, isto leva-me automaticamente a perguntar-lhe o seguinte: como é que vê que a escola poderá preparar o cidadão, que competências é que serão estas, pelo seguinte: a educação para a cidadania foi retirada e, por exemplo apontou várias vezes para o computador, portanto as pessoas terem conhecimento do mundo, ou navegarem **pela internet... mas também a escola também retirou, também não faz parte do curriculum nacional as tecnologias de informação e comunicação. Ou seja, foi retirada a escola, os espaços definidos para o desenvolvimento destas competências. Como é que vê que como é que poderá então a escola desenvolver as condições necessárias...**

Nesse ponto de vista, e permita-me discordar de si - porque isto senão é um monólogo muito chato, não é? Temos que fazer aqui um combate! Nesse ponto de vista discordo de si... discordo não, não fico tão preocupado como a sua pergunta insinua.

O que é que eu quero dizer com isto, quero dizer que se houver uma disciplina chamada tecnologias de informação, ou uma disciplina chamada educação para a cidadania, ou qualquer coisa do género, naturalmente que tentará transformar-se naquilo que é a formatação do (???) que eu falava à pouco. Bom, isso é muito pouco, é muito pouco porque depois caímos numa rotina, digamos que perversa, de que as pessoas têm que decorar uma série de conceitos que ali são ditos no conteúdo programático da educação para a cidadania, ou da outra e, depois precisam de passar e portanto têm que responder bem no exame e a coisa fica por aí... Eu acho que deve ser muito mais do que isso!

Acho de facto tem que haver um tronco comum na formação de todos os indivíduos. Claro, seria absolutamente fatal que um cidadão português não dominasse a língua portuguesa. Se calhar hoje há muitos cidadãos portugueses que não dominam a língua portuguesa. E isso é muito mau. Se calhar é fundamental que cada cidadão tenha conceitos matemáticos avançados para o ajudar a refletir, para conhecer, no fundo a estrutura física organizativa, e até metafísica do mundo.

Bom seria absolutamente fatal que um jovem português não aprendesse Inglês de forma correta, porquê? Porque hoje vivemos na aldeia global, quer ele vá ser professor, quer vá engraxar sapatos para a Suécia, ele precisa saber falar inglês. Bom, há um tronco comum, estou a pincelar alguns exemplos, digamos. Há um tronco comum. Mas depois a escola tem que ser versátil, tem que ser verdadeiramente uma casa da cidadania, no sentido de ajudar o estudante a estudar, ajudar o estudante e refletir, a questionar. Como dizia o José Saramago: estudem mas questionem.

Não é? Ensinem a estudar mas ensinem a questionar. Para que toda esta aprendizagem ao longo da vida se transforme num prazer profundo... Isto não acontece. E não acontece muito por culpa da escola formal, do meu ponto de vista. Eu tenho um filho com 18 anos, que fez agora, e acabou o 12º ano à dias. E teve que ir fazer uma prova específica de língua portuguesa, e eu confesso que fiquei com uma dor de cabeça de ler algumas provas, pelas quais ele estava a estudar - outro exames, não é? Que é uma coisa absolutamente doentia! Estamos a falar de um miúdo que fez agora 18 anos, tal como os outros, em que se põe uma frase do António Mega Ferreira a falar do Pessoa, e a dizer que “o ‘eu lírico’ dos heterónimos do Fernando Pessoa é muito mais profundamente não-sei-quê do que o dos heterónimos - comente!” .

Epá eu acho que isto é uma masturbação intelectual que é absolutamente despropositada numa prova de língua Portuguesa para miúdos desta idade, ou seja é um exagero. E isto tem uma função, ou tem um resultado único, se quiser, que é espantar os alunos da escola. Pô-los a odiar a escola, pô-los a odiar o Fernando Pessoa, por ventura, que é um crime! Pô-los a odiar o hábito de leitura, o gosto pela literatura, pela língua portuguesa, tudo isto. Era o que eu sentiria se com 17 anos a minha escola me esforçasse - desculpe o palavrão - a encornar aquilo. E portanto as coisas não podem ser assim. É

preciso estimular os jovens num cruzamento fecundado com a cidadania, com os conceitos da sociedade, com a análise crítica, com a análise social, com aquilo que se passa no mundo, com uma espécie de comparação até com das diversas organizações sociais, do mundo e da inspiração que as levou ali.

Não é? Porque no fundo nós temos uma identidade cultural que é o corolário de uma história, de um percurso de um povo, e portanto tudo tem a sua razão de ser. E esta envolvência, este casamento entre aquilo que é a formação de um jovem, ou de um cidadão, e aquilo que são os diversos obstáculos e apelos do mundo, deve ser um estímulo promovido pela escola. Portanto é aí que eu acho que a escola falha um pouco.

TF: Eu - permite-me que diga - concordo, o que eu considero é que, aliás é uma das minhas hipóteses de estudo - é que os jovens não participam porque as escola ensina-os a tornarem-se cidadãos no futuro quando forem grandes quando tiverem 18 anos, não os educa e não os encara **desde jovens a serem o que são: cidadãos, desde que nascem, portanto...**

Você já reparou que qualquer miúdo com 10, 11, 12 anos não tem um segundo para brincar, isto é absolutamente negativo, não é? Anda na escola, tem o ATL, tem o OTL, tem a música, o piano, a informática, o hipismo, o futebol, o ballet e..

Dorme todo roto, e no outro dia acordo estremunhado para ir à escola e nem ouve o que se está lá a passar... isto está tudo errado! Vou-lhe dar um exemplo, que eu já lhe disse que sou um tagarela - uma vez fui visitar uma coisa que é o PETI, você provavelmente não sabe o que é. PETI foi um organismo criado há muitos anos atrás para combater o trabalho infantil, e depois essa questão ficou relativamente ultrapassada no país e então mudou um pouco a agulha e passou a ser uma coisa destinada - um organismo público dependente do ministério da solidariedade social, e que cujo objetivo era de alguma forma procurar integrar os jovens rebeldes - aqueles que não vão à escola, que partem tudo estão sempre a apanhar faltas disciplinares e não sei quê... os cancos, os problemas da escola.

Bom, e então fui visitar o PETI da Chamusca, que funcionava dentro da escola secundária da chamusca. E então falaram de um caso de um jovem que eu conheci lá, que morava em Alcanena, você não tem a noção da geografia mas é um bocado longe. E durante um ano esse jovem não foi um único dia à escola em Alcanena. Rebelde, faltava sempre, fugia, não sei o quê, trinta-por-uma-linha - um problema grave! A escola, a primeira coisa que queria fazer era correr com ele dali para fora porque era distúrbio permanente, não é?

Não assumiu a sua responsabilidade, a escola... Bom, colocaram esse miúdo no PETI e todos os dias se levantava às 6 da manhã para apanhar um autocarro até Torres Novas, onde depois apanha um outro autocarro até à Chamusca, para ter aulas numa escola, onde funcionava dentro da escola uma ilha isolada com um formato diferente que era o PETI. E então esse miúdo, durante aquele ano lectivo não faltou uma única vez às aulas na Chamusca, apesar de toda esta dificuldade. E porquê? Porque é que a mesma pessoa, e a sociedade tem a oportunidade naquela altura de decidir se quer formar um delinquente ou um cidadão - e a sociedade optou por formar um delinquente - correu com ele da escola - “não quero aqui problemas, não sei quê...” e, ouve uma outra parte da sociedade que já em agonia, porque isso já acabou, tentou formar um cidadão... e ele nunca faltou nenhuma vez, e porquê? Eu fui assistir a uma aula de matemática dele, como é que era a aula de matemática?

Desenharam um campo de futebol no quadro, todo completo, e estavam a medir as áreas do campo de futebol, as áreas da grande área, o volume da bola, e portanto tudo aquilo era uma aula de matemática, mas era com futebol. E ele estava com uma atenção deslumbrante. Está a ver? E porque é que não ser assim? Os hábitos de leitura? Então mas como é que é possível?... Eu estou a falar à vontade porque sempre fui um rato de biblioteca, quero dizer tenho 3 mil livros só eu... desde pequenino sempre fui assim, mas o meu filho, eu não consigo que ele leia um livro, porque a escola não lhes estimula isso. Quando se fala de literatura, vamos estudar o Fernando Pessoa, a escola diz-lhe assim - comenta esta coisa do Mega Ferreira com 130 palavras.. está a ver o que é isto? O que é o ‘eu lírico’?! Por amor de Deus, isto era numa tese de doutoramento é que se tratava disto, acho eu.

TF: Primeiro se calhar estimular, e depois então apresentar as regras! A minha última pergunta. Que - não sei bem se faz sentido (uma vez que tem uma relação relativamente próxima aos jovens) aqui mas - a pergunta é: se pudesse colocar uma questão aos jovens sobre cidadania e tecnologias, qual é que seria?

Isso é muito difícil! Sobre cidadania e tecnologias? Não faço ideia. Uma questão sobre cidadania e tecnologias?

De que forma podemos utilizar as novas tecnologias mantendo todos os cidadãos no usufruto das mesmas? Porquê? Eu há bocado falei-lhe disso - as novas tecnologias estão a promover um novo grupo de analfabetos de grande dimensão e, ia-me um bocado por exemplo que em Lisboa, no ministério não-sei-das-quantas se decide que a partir de agora toda a gente manda a declaração de IRS na Internet. Esquece! Daqueles que são os meus concidadãos que eu represento, que são analfabetos, de facto por disliteracia profunda, e que ganham 250€ de pensão de reforma, e que nem sequer têm dinheiro para os comprimidos, quanto mais para ouvir falar do que é um computador?

E portanto irrita-me esta naturalidade com que se decide que a partir de agora se podem fechar os balcões da segurança social, porque isso agora trata-se com um *call center* não-sei-onde, e qualquer cidadão manda e-mail se tiver dúvidas... é absolutamente mentira! Eu acho que é a grande machadada na cidadania é excluir os cidadãos daquilo que é a organização social. Acho que é um pouco isto. E portanto fazer um desafio aos jovens para encontrar um formato de reequilibrar a sociedade, naturalmente num patamar mais elevado de conhecimento das novas tecnologias e afins... reequilibrar a sociedade desta forma parece-me uma coisa adequada. Quer dizer quando se despedem as pessoas por qualquer razão porque agora a máquina responde por elas. Vamos pagar a portagem já não está lá uma pessoa, já é uma máquina. Podemos fazer o que quer que seja... naturalmente estamos a promover uma exclusão social gravíssima, que irá ter resultados absolutamente negativos, e que demorará mais uma geração a recuperar. Portanto eu acredito sempre que o amanhã vai ser melhor que ontem, sou progressista. Isso significa que podemos fazer este desafio aos jovens na minha convicção que eles terão uma resposta para isto. Safei-me?

TF: Safou-se!

M12

TF: E a primeira pergunta é: se existem objetivos diferentes para, enquanto decisora política, utilização no site da Câmara, e para a presença nas redes sociais ?

Existe. O que me está a dizer é se no próprio site da Câmara alguma diferenciação entre os conteúdos dum lado e do outro das redes. Para já dizer-lhe que site da Câmara, é um site que neste momento está completamente obsoleto e vai ter que ser alterado. Ainda não o fizemos porque precisamos aqui de alguém que consiga fazer a programação correta desse site, de acordo com o organigrama que foi alterado este ano. Mas, relativamente à questão da juventude, há uma preocupação deste município para com esse público, e nós temos um equipamento na Câmara, há para além de outros, que tem a ver muito com esta componente da juventude, que é o CAE (Centro de Artes e Espetáculos). Portanto (*) tem um centro de artes e espetáculos, onde existem vários eventos ao longo do ano... a nossa agenda cultural é considerada a (*) melhor agenda cultural a nível do país, isto pela sociedade portuguesa de autores, portanto não somos nós que dizemos, é a sociedade portuguesa de autores.

E temos sempre bandas, temos muitas atuações muito viradas para os jovens. Há aquelas que são transversais por dão para todos, que são ballet, os concertos, os teatros etc, mas depois

temos uma grande componente virada para os jovens. Temos uma programação que é muito dirigida a eles, inclusive começa muitas vezes até só a partir da meia-noite.

Digamos que próprio centro de artes e espetáculos tem uma parte, uma componente que é dirigida para todo o público, e depois tem uma que é mais dirigida os jovens que chama-se a (*), portanto lá dentro há um(??) dois espaços físicos, perfeitamente identificados e que são separados, e há um que é muito utilizado por isso para com os jovens - com ballet, com danças contemporâneas, com bandas de garagem, com determinados performances mais, digamos, radicais.. e isso aparece no site da Câmara. Portanto se for à zona que diz centro de artes e espetáculos aparece toda essa componente. Depois temos outra componente também, que é a componente do Desporto.

Onde também no site da Câmara aparecem as atividades que são desenvolvidas com os jovens. É verdade que o site devia estar organizado de outra forma, de maneira a ser fácil, portanto termos acesso aos conteúdos, mas eles existem. E de facto, nós tentamos dividir de algum modo, e ter contemplado essa componente, assim como temos dias específicos para a juventude, dias que marcantes, fazemos muita coisa que tem a ver com a camada mais jovem.

Há muitos eventos em (*) ligados desde o (*), as caminhadas, o BTT... portanto que não são propriamente para pessoas sénior, são mais para jovens... a própria baja(?). Depois em redor de isto tudo há sempre festivais, espetáculos... portanto há muita atividade nesse aspeto e é dirigida. Se me disser que o site espelha isso - não, não espelha! Não espelha, é algo que nós temos que alterar, mas o site está obsoleto neste momento, mas não só para esta temática que me está a por, mas também para outras temáticas.

TF: Não sei se tem dados sobre isto, mas se as pessoas utilizam - mesmo que não os jovens - se utilizam o site da Câmara?

Temos, isso sim porque nós conseguimos contabilizar...

TF: E a população adere bem ao...

Adere, principalmente para tentar perceber, tipo, a agenda do Centro de Artes e Espetáculos, hoje em dia já muita gente utiliza o site da Câmara, precisamente para ver o que é que há em termos de Teatro, em termos de Cinema, em termos de espetáculos... portanto utilizam muito o site da Câmara.

TF: E a rede social, sei pelo menos que o Facebook está lá...

Exatamente, o Facebook é das coisas que nós mantemos mais atualizada, e nas redes sociais chegamos a ter, às vezes - depende do espetáculo que temos ou (??) dos comentários que se fazem, mas temos de facto.. o Facebook é muito procurado.

TF: E sente que é mais procurado por uma camada mais jovem, ou por uma camada adulta, ou os jovens adultos?

Eu penso que são jovens e jovens adultos. Não lhe consigo agora distinguir exatamente mas sim, obviamente que os jovens e jovens adultos... até pelo tipo de comentários nós percebemos que são pessoas relativamente novas.

TF: E a população utiliza ou o site ou a página Facebook para fazer comentários sobre, não sei desde o trânsito ou se existe alguma danificada que precisa de obras ou se que tipo de observação fazem?

Não, não. Normalmente somos nós no Facebook. Utilizam mais o Facebook do que utilizam o site da Câmara. E no Facebook o que é que aparece? Nós metemos fotografias que diz respeito a um evento, a uma atividade, e aparece muito aquele tipo de comentário - “Gosto”, “Não gosto”, “devia lá estar isto”, “devia lá estar aquilo”, e porque é que “razão isto está”, “deviam-se fazer mais coisas assim”, ou “porque é que não se faz”... fazem-se algumas sugestões. Não tanto ligado a obras ou a sinais ou ao trânsito. Essa parte é mais no site. Nas redes sociais, que neste caso é o Facebook, é mais uma questão social. Mais de comentários sobre aquilo que se lá coloca.

TF: E enviam mensagens privadas com algumas observações, ou muitas vezes o que acontece são observações ou comentários até mais desagradáveis. Isto é recorrente?

Nem por isso. No Facebook não aparece muito. É verdade que temos um administrador. Quando há qualquer coisa mais... também retira. Mas não, não temos tido muitos casos desse, não.

TF: Em relação ao site: existe algum espaço em que as pessoas possam deixar comentários? E as pessoas aderem?

Há. Há, e as pessoas aderem. Agora ultimamente tem sido, porque este ano foi um ano atípico e choveu imenso e há muita erva por tudo quanto é sítio, apesar de já termos feito dois cortes, mas as pessoas comentam, pronto, a cidade que está suja... não é propriamente suja, é erva que nasce e que dá mau aspeto obviamente. E é esse tipo de comentários que eles fazem.

TF: E sente que as pessoas utilizam mais facilmente esses espaços online para interagirem com o Município, ou ainda continuam a fazê-lo presencialmente, portanto sem as tecnologias?

As pessoas de mais idade fazem-no presencialmente. Portanto não recorrem e repare, nós estamos numa região em que a população é extremamente idosa, portanto o nível etário é elevado, portanto as pessoas têm para já a Câmara é um bocadinho também, e a presidente da Câmara é um bocadinho aqui também...

Faz um bocadinho de apoio social. E as pessoas às vezes vêm aqui até só para falar. E ainda há muita ligação, e nós fazemos aqui uma política de proximidade junto dos cidadãos, porque compreendemos que isso aconteça numa população deste tipo, com estas características... que é necessário mesmo.

TF: Existe algum tipo de formação dada pela Câmara ou por alguma instituição que tenha conhecimento aqui, que dê formação - ou por exemplo pela universidade sénior ou há formação em tecnologias?

Há. Nós próprios, Câmara, temos um espaço, que é o espaço Internet, que disponibilizamos - é dentro da biblioteca Municipal, temos uma sala, em que as pessoas se quiserem aprender, nós não só ensinamos, como também ajudamos por exemplo as pessoas a preencher o IRS, a utilizar uma plataforma, portanto também há.

Depois há as escolas aqui que é uma escola particular que é a escola Silvina Candeias, que é uma escola que abrange várias áreas que vai desde o desporto, portanto atividades de desporto, o ballet, a dança contemporânea, a música, o fado, sei lá, dentro da música uma data de coisas - desde o step ao judo, karaté. E que também ela oferece uma universidade sénior, portanto ela própria também tem esse serviço para os seniores.

TF: Existem algumas medidas de inclusão dos jovens em processos de participação pública e tomada de decisão ?

Há. Nós temos vários protocolos com várias associações de jovens. E o que é que acontece: nós reunimos com essas associações no sentido de às vezes até de planificar as atividades que eles vão fazer. Por exemplo ainda ontem tive aqui a assinar um protocolo com uma associação que é a (*), que é uma associação de jovens que neste momento está a desenvolver atividades, eles próprios, são pessoas muito novas - na ordem dos 20 e poucos anos, no máximo 28 anos, que estão a desenvolver uma candidatura, da qual nós somos parceiros, portanto só assim é que se viabilizou a candidatura, e que tem a ver com a integração de crianças carenciadas. E portanto que é o programa Escolhas, não sei se já ouviu falar. E isso foi feito aqui com eles todos.

Depois é assim, tudo o que é atividades da Câmara a nível cultural, ou a nível desportivo, nós chamamo-los cá porque eles também têm que contribuir para a comunidade. Por outro lado a Câmara dá-lhe, entrega-lhes um subsídio mediante um plano de atividades que eles têm que cumprir. Se

cumprirem tudo têm x, se cumprirem menos têm x', portanto há um regulamento para a atribuição desses subsídios, e portanto há de facto aqui, e eles próprios também são tidos em conta na decisão de algumas atividades. Ainda ontem tive aqui reunida com 22 associações culturais, e estavam várias associações que são de jovens. Estava uma associação que é a terrinha, outra que é a (*), estavam também os jovens forçados. Portanto há várias associações... outro que é o (*).

Várias associações de jovens estivemos a planificar alguns eventos para Setembro, dos quais eles vão fazer parte - uns como figurantes, outros também fazendo a própria animação de rua... E portanto eles fazem também parte. E é aberta feita a discussão com eles como é que vai, cada um dá a sua opinião, o que é que acham, o que é que não acham, o que é que deve ser feito, o que é que não deve ser feito debaixo de uma temática que evidentemente que é o município que dá essa temática, e agora vamos ouvir... e há depois sempre alguém que orienta, que direciona.

TF: A Câmara está envolvida com escolas em projetos de cidadania ?

Temos. Temos mesmo projeto de cidadania.

TF: Pode falar-me sobre eles?

Sim. Temos mesmo um projeto de cidadania. E a cidadania não se limita só à componente de ajudar o outro, ou de sermos responsáveis acima de tudo. Mas tem a ver, por exemplo, temos projetos com as escolas, por exemplo, da introdução da alimentação saudável, nas escolas... e isto até em enquadrar com o próprio instituto (*) temos outra de cidadania que é feita pelo veterinário da Câmara, que é uma área muito engraçada, porque ele faz uma abordagem aos. Começa logo no primeiro ciclo, chamando a atenção de que os animais são importantes na vida das pessoas, e que os devemos tratar também com e isso também é cidadania, obviamente.

E depois também fazemos junto com a ação social, algumas intervenções também na escola de sensibilização, por exemplo, de comportamentos a ter com a população, com o lixo, o dividir... que normalmente é feito: Câmara mais outra entidade, por exemplo com a (*) que faz a reciclagem do lixo. Combinamos e vão a Câmara, juntamente com a (*), promove uma atividade na escola, para que os miúdos percebam que tem que se separar o lixo, porque é que se separa o lixo, porque é que o plástico deve ir para um lado, o que é que se faz depois ao plástico, o que é que acontece ao papelão... pronto e o dar exemplos, porque é que as coisas podem-se transformar.

Assim como com a ação social relativamente à sua responsabilidade perante os mais velhos, os mais idosos. Portanto vai-se fazendo ao longo do ano várias coisas deste tipo, também fazemos com a própria GNR, este ano promovemos no Dia da Criança - temos um jardim muito grande aqui na cidade de (*), que é mesmo no centro da cidade de (*), e uma das coisas que promovemos foi exatamente

vários jogos, e várias atividades, e nessas atividades nós fomos buscar as associações todas desde a associação para eles poderem entrar dentro de um carro de bombeiros, perceberem o que é que os bombeiros fazem, o que é que são os incêndios, porque é que não devemos deixar lixo na rua, principalmente vidros - por causa da altura dos focos de incêndios etc.

Depois tínhamos a própria PSP com uns karts, portanto e os semáforos, para eles aprenderem as regras de trânsito, e que devem passar as passadeiras, que devem andar nos passeios... pronto esse tipo de coisas. Depois tínhamos também médicos veterinários que tinham cavalos e burros à disposição, em que eles tomam ligação também com estes animais, e percebem também que estes animais que sendo animais não são brinquedos, precisam de descansar, precisam de beber água, precisam de alimento, precisam que os tratemos bem.

Como digo - há aquelas ações - que essas são mesmo levadas à escola pelo próprio Veterinário da Câmara Municipal que normalmente depois promove desenhos, conta histórias e normalmente faz também campanhas de adoção de animais. Mas há assim portanto esta campanha de sensibilização antes. Há várias coisas que são feitas ao longo do ano nas escolas.

TF: Alguns municípios têm, tipo, hemiciclos ou trazer os jovens à assembleia municipal, ou à camara para discutir alguns temas, isto já foi feito aqui ?

Como digo no âmbito de atividades, eles são convocados e vêm, como por exemplo ontem com (??) que isso especificamente, portanto a desenvolver uma candidatura que tem várias atividades, vários eventos, e eles são chamados para participar nesses eventos, no Dia da Cidade, na Feira (*), nos Santos Populares, agora vai ser na Feira (*), em que eles vão fazer dois eventos: um é um casamento à antiga, portanto do início do século passado, e o outro vai ser uma manifestação.

Porque nós tínhamos uma fábrica e houve uma greve em 1911, uma greve muito grande que resultou do facto de esse fábrica terem elementos femininos e elementos masculinos que trabalhavam na fábrica, e que havia um senhor que se fechava numa determinada divisão da fábrica com uma senhora que era casada. E o que é que as mulheres da fábrica fizeram foi chamar a atenção do patrão que isso não podia acontecer porque dava má fama às restantes mulheres, e portanto elas exigiam que houvesse respeito e que isso não acontecesse dentro da fábrica, ainda por cima se calhar até com o conhecimento do próprio dono da fábrica.

Na altura o dono não fez caso, elas foram pedir ajuda aos colegas e no dia seguinte manifestaram-se em frente, e portanto essa foi uma. Está registado, existe até a publicação de um livro que vai ser lançado em Setembro, e portanto no âmbito do lançamento dessa publicação, que tem a ver exatamente com a revolta de 1911, que foi uma das greves aqui importantes aqui em (*), vai-se fazer

uma recriação dessa época, e evidentemente os jovens que vão recriar essa época e vão fazer de figurantes.. e ontem estavam todos entusiasmados cada um dava a sua ideia, os forçados até diziam temos como é que vamos?

Porque entretanto o sapateiro era o Sr. que fazia as canastras e etc, portanto temos que recuar no tempo e perceber como é que era o conjunto de pessoas que moravam ali perto da fábrica que se percebendo do barulho que estava a ocorrer também apareceram. E eles vão fazer de figurantes, uns vão estar mesmo envolvidos na greve, outros vão fazer de figurantes observadores. Eles têm de facto há aqui uma dinâmica grande. Além do que eles têm também uma carta da juventude, portanto há feito deste município que rege a participação deles, das atividades.

TF: O que é que acha que é ser cidadão no século 21ST?

Olhe é extremamente complexo porque um tem que ser uma pessoa extremamente polivalente, e acima de tudo tem que ser uma pessoa interventiva e crítica porque hoje em dia eu penso que se chegámos onde chegamos foi exatamente porque também é culpa nossa, porque nós achamos que era.

Que alguém fazia sempre tudo por nós, que haveria alguém que iria continuar a fazer por nós e deixamo-nos levar. Portanto eu acho que temos que ser cada vez mais conscientes da realidade, cada vez mais preparados, e portanto mais críticos e ao mesmo tempo muito polivalentes, porque de facto nós temos passado de contexto para contexto muito rapidamente, e temos também que estar munidos de muitas ferramentas.

TF: Não sei se faz sentido para si mas pensar qual será o papel das tecnologias neste século.

As tecnologias vão ser muito importantes neste século e, repare, se não fossem hoje as tecnologias em termos de informação daquilo que nós temos que todos os dias trabalhar, seria muito complicado. E hoje conseguimos muito rapidamente ter informação acerca de qualquer coisa.

Eu consigo estar aqui neste gabinete, pego no computador - desde o parecer jurídico, desde informar-me o que é que está a acontecer noutra país, a ter por exemplo, imagine, ainda à pouco eu estava à procura de uma ata que me servisse, digamos, de minuta, para uma ata que eu tenho que fazer que tem a ver com a abertura de um concurso. Portanto hoje em dia quem não tiver esta ferramenta que eu já não digo que é mesmo uma exigência, quase se disser que somos analfabetos se não tivermos esta ferramenta, e é de facto desde a divulgação, da promoção de um território, é importantíssimo por tantas novas tecnologias. Repare, nós hoje saímos, pegamos num iPhone, vamos ao Google e temos que ter lá a informação - habituamo-nos de tal maneira que já nem pensamos, isto já é automático, quase. Tudo, já não conseguimos passar sem ter estas ferramentas que é importante, que eu digo que é imprescindível porque senão somos mesmo analfabetos nesta sociedade.

TF: Se pudesse fazer uma pergunta aos jovens dos 14 aos 18 anos sobre cidadania eletrônica, qual é que seria?

Essa é uma pergunta difícil! Porque eles para já com certeza que sabem muito mais sobre a cidadania eletrônica do que eu - há uma coisa que é o respeito através utilização destas ferramentas, e é a ética. O respeito para com o outro, e a ética. E hoje em dia também, estas ferramentas têm uma parte também má, que é a utilização, muitas vezes inapropriada destas ferramentas para atingir outros, para denegrir imagem, para se fazer determinadas coisas, e portanto uma das perguntas que eu iria fazer de certeza absoluta é se eles têm consciência de que apesar de haver aqui, digamos que, algo que não é propriamente humano - que é uma máquina - que do outro lado existem pessoas, e se têm consciência disso, portanto tem que haver aqui ética na utilização destas ferramentas.

M21

TF: Enquanto decisor político, como é que vê, ou quais são os objetivos que estabeleceu, ou que vai estabelecendo para a página da Internet e/ou presença nas redes sociais?

A Câmara não tem presença nas redes sociais, mas tem uma página, e temos uma página cujo... portanto o objetivo da criação da página é ter o cidadão permanentemente informado sobre as atividades da Câmara. Mas não é só informado sobre aquelas atividades que são notícia. É informado sobre os regulamentos existentes na Câmara. As datas da Câmara Municipal, atas da Assembleia Municipal, todo o conjunto de decisões que são tomadas... portanto ter o cidadão permanentemente em contacto com aquilo que é a atuação do Município, numa forma transparente e livre. O objetivo da página no Município é isso. Depois há situações que são de acesso universal, e há outras situações que são de acesso mais restrito, mas que são de acesso mesmo assim. Nós queremos, e tínhamos como objetivo que a página do Município permitisse um acesso, digamos, universal a todos os cidadãos e em todos os lugares do mundo - ou seja (ainda não conseguimos, ainda estamos nesse caminho e ultimamente temos tido a preocupação de inovar, também no campo informático) - a desmaterialização e a capacidade, por exemplo, que um cidadão de (*), mesmo estando noutro país estrangeiro possa acompanhar um processo que colocou aqui na Câmara; um cidadão de (*) que possa saber ver, imprimir um mapa através da informação geográfica da sua casa; seja capaz de pagar ou de perguntar determinado tipo de situação... Num enquadramento muito genérico pretendemos que a página da Câmara aproxime o Município dos Municípes num contexto moderno e funcional, e no fundo transmita ao Município uma ideia de que a Câmara

não é nada distante... é próxima e está aqui para servir os cidadãos. Isso é um caminho longo, difícil. Nós temos página do Município à, seguramente, uma década, praticamente, fomos aperfeiçoando. Tentando aperfeiçoar, e hoje temos a disponibilização de um conjunto de informações relativamente vasta. Houve tempos em que foi classificada como entre as melhores 10 num conjunto de itens, não é todos mas estava bem classificada, mas ultimamente não tem havido propriamente essa classificação - também muitas vezes não interessa tanto essa classificação, interessa é que o cidadão seja capaz de interagir também com a Câmara e nós temos aqui aquilo que se chama uma das possibilidades que é A Minha Rua onde os cidadãos podem enviar para a Câmara determinado tipo...

TF: E as pessoas aderem?

É assim, eu posso falar por aquela informação que vem dirigida a mim diretamente, porque há muita que vai diretamente para os serviços, portanto já está encaminhada para os serviços... agora, pela que me chega a mim, ainda há uma participação razoável de cidadãos nesse sentido, ou seja, começam-se a habituar a que, se mandarem o seu problema desta forma ele também pode ser resolvido. Portanto não estar a aguardar que venham aqui. Como digo assim genericamente a página do Município é uma página em que nós pretendemos informar o Município de tudo o que se passa, mas mais do que isso, colocar o Município em contacto com o Município, no contexto moderno, num contexto funcional e em que o cidadão sinta que é o mais importante e que é para o serviço dele que nós estamos aqui.

TF: E diga-me uma coisa, consegue perceber, das pessoas que participam, portanto utilizando por exemplo A Minha Rua, faixas etárias? Se consegue perceber se são mais **velhos, se são mais novos...**

Várias. Naturalmente é gente mais nova que participa nisso. O cidadão com mais idade ainda tem a tendência no dia em que vem à cidade, por qualquer motivo, vem pessoalmente e eu recebo-o. Às terças-feiras e eu costumo dizer em todas as terças-feiras vêm-me (??) todos os dias mesmo descer as escadas, subir as escadas. Esse acesso fácil temo-lo também. Mas através desse são essencialmente é assim - não trás lá a idade! Mas aquilo que me apercebo por alguns que conheço pelo discurso, será sempre aí entre os 20 e os 40 anos que são aqueles casais jovens, pessoas que chegaram aqui, que por qualquer motivo encontram situações que... alguns que vêm do estrangeiro que nota-se que quando vêm (é uma situação que eu

noto como digo aqui, não sei se isso percentualmente é muito significativo ou não mas já notei por várias vezes) que quando é nesta altura do Verão, são pessoas que têm cá as casas e vêm do estrangeiro e esses estão mais habituados a fazer essa chamada de atenção pela internet. Normalmente também procuramos quando são coisas para explicar ou para responder, ou eu ou alguém, mesmo aqueles que vêm para mim, e para os restantes, tentar pelo mesmo meio responder. Alguns não têm resposta, não é? Pedem uma coisa que a gente (??). É assim, então normalmente os nossos serviços passam lá, e a pessoa depois há um ou outro que acaba por mandar “ah já cá vieram, já...”. Mas atenção: isto que eu estou a dizer não é ainda (interrupção)

Mas dizia eu, que o facto de falar nisto com algum entusiasmo leva-me a pensar que isto ainda é muito pouco utilizado em termos genéricos, ou seja pelo conhecimento que eu tenho da população deste concelho - isto não chega nem a 5% da população-, mas longe de 5%! Dá-me ideia... às vezes eu penso, no universo, serão mil as pessoas, 2 mil as pessoas... são capazes de ser 5 mil as que têm acesso, mas aquelas que utilizam, acho que não posso estar enganado, mas parece-me que é um circuito ainda relativamente fechado. Acho é que com o facto de existir essa possibilidade, poderá levar as pessoas sucessivamente a poder utilizá-la mais.

TF: ...portanto criar uma própria cultura de utilização ?

Criar, isto também vem tudo de hábitos, não é? Nós temos aqui determinado tipo de eventos culturais que começaram por ter 20 pessoas e hoje têm duzentas. Ao fim de 5 anos, quer dizer começaram a fidelizar determinados públicos. Eu julgo que quando o cidadão entender que utilizando este meio consegue a mesma coisa do que vir aqui, vai começar a utilizar este meio que é mais simples. Portanto cabe, também à instituição, ser capaz de responder um pouco à expectativa que o cidadão coloca. Eu por exemplo, agora ultimamente não tenho feito tanto, mas havia uma altura que quando mandavam os email eu respondia a todos. Claro que a dada altura não tinha hipótese de mas a pessoa a quem eu respondia sentia que tinha algum interlocutor. Depois a partir de dada altura comecei a pedir também que me respondessem de outros serviços. Mas também não era havia alturas em que se acumulava, mas estávamos aqui também tempos sem nada, ou seja, acho que ainda não é um meio de utilização genérica mas possivelmente vai aumentar em muito na medida em que for capaz de dar resposta.

TF: E por que é que acha que não é uma utilização genérica, por que é que acha que as pessoas ainda não utilizam?

É assim, nós temos que ver, a população do Concelho de (*) pode agrupar-se de duas formas, do meu ponto de vista. Nós temos uma população abaixo dos 8 anos que tem vindo a diminuir, e tem aumentado a população, sobretudo a partir dos 65. Nós hoje, nas 42 mil pessoas, temos cerca de 10 mil com mais de 65 anos, e temos 8 mil com menos de 18. Já não falo com menos de 14 que ainda são menos... Isso quer dizer que nós podemos agrupar as pessoas por faixa etária. Esta faixa etária grande não utiliza os meios. Quem utiliza é a gente mais nova e até determinada idade não a utilizam por motivos de cidadania. Aqueles que utilizam por motivos de cidadania são as pessoas, entendo eu, com mais formação, e que são capazes de, lá está, que têm a capacidade para utilizar as ferramentas que têm da forma que eles entendem mais adequada. E essa, do meu ponto de vista, é uma faixa já está a falar em faixa etária mais reduzida, e ao mesmo tempo agrupando de outra forma por conhecimentos. Temos uma parte enorme da população que provavelmente pelo nível de formação que tem não está tão desperta para utilizar este tipo de meios como outros. Agora nós já temos, até na cidade sobretudo, uma utilização. Agora parece-me é que, a utilização, pela experiência que tenho, não utilizando mas... de vez em quando procurando aperceber-me do que se passa. Há uma utilização muito mais generalizada das redes sociais, nomeadamente Facebook.

TF: Mas isso leva-me a outra questão, por que é que a Câmara não tem presença?

...usam isso e não usam tanto para outros serviços. Pergunta-me assim - porque é que a Câmara...? É uma decisão pessoal, eu... é assim - entendo eu que é expor a instituição... não é a mesma coisa que isso (??) tendo de mim próprio a uma situação dessas não o devo fazer. Acho que nem me prestigia a mim nem prestigia a Instituição. Acho que a Instituição deve estar atenta ao fenómeno, mas deve utilizar outros meios muito mais institucionais, como é o caso da página aberta dessa forma que não tem que ver muitas vezes não estou a condenar nem quem vai nem o Facebook nem o Twitter nem nada disso! Percebo-o perfeitamente, entendo-o perfeitamente, agora não. Se quisermos dizer numa linguagem como “não vai com o meu estilo?”, portanto não e ao mesmo tempo se calhar o não ir com o meu estilo entendo que a Câmara também não deve ir por essa via. Entendo que o Município deve ter a sua página Institucional e não deve estar sujeita a isso... sendo que, mesmo... a Câmara está

aberta a crítica porque mesmo através dos outros meios há pessoas que fazem as suas críticas, que nós entendemos.

Agora o Facebook - as redes sociais bem utilizadas, são efetivamente um grande meio, digamos assim, de troca de conhecimentos de tudo. Mas as redes sociais têm uma utilização, muitas vezes, perversa. Há pessoas que estão no Facebook sempre com determinado tipo de carga agressiva, frustração etc, que no fundo acabam por, inquinando se assim quisermos dizer, todo um conjunto de boas intenções. Com certeza que, sendo professora sabe que tem uma boa turma, mas basta haver um indivíduo que altera aquilo tudo e é capaz de, digamos, de prejudicar um trabalho... e portanto, se me perguntar assim que: “não tenho outras razões, nem razões de ordem científica nem tecnológica...?” nada disso, é mesmo essa percepção. E portanto como, pelo menos enquanto não for substituído, tenho o poder dessa decisão, entendo que o Município não deve entrar. Sendo certo que sou um adepto de que a página do Município deva estar em permanente atualização, tornar-se cada vez mais atrativa eu interfiro muitas vezes com o responsável da página sobre a ordem das notícias e isso, e até as datas quando a notícia... veja, todos os quando passo por aqui, a página do Município vejo uma vez ou duas, e às vezes tem lá “no dia 18 há qualquer coisa”, e às vezes no dia 19 ainda está como o dia 18, e eu sou o primeiro a chamar a atenção da actualização permanente que a página tem, estar atento.. pronto depois nós temos a página aquele acesso como disse, nós aqui temos acesso internamente, eu posso ir aqui a muitos documentos... portanto temos atas e minutas, temos circulares e editais, portanto precisão de acesso... temos aqui a Divisão dos Recursos Humanos, ou seja temos aqui o quadro do pessoal do Município, obviamente sem outra identificação que não seja o número de pessoas por divisão Documentos Internos que circulam entre as diversas divisões - isso já vamos utilizando relativamente...Lista Telefónica, isto é, não só aqui da Câmara como também dos Municípios vizinhos CCDR etc os Regulamentos Municipais estão todos aqui... os Orçamentos Municipais...

TF: Portanto têm uma dupla função: o para dentro, portanto o funcionamento interno. **Eu já consultei, já andei, portanto mas estive só na parte... pois é isso que ia dizer..**

A parte externa! Depois a parte interna tem o PDM, tem aqui o CCD que é os trabalhadores da Câmara, o Núcleo de Qualidade porque agora temos as Auditorias Internas que funcionam também os SIG (Sistema de Informação Geográfica); a parte Informática, em que os nossos sistemas de Informática vão explicando aqui, por exemplo houve aqui uma alteração, eles

dizem o que é barrado, o que não é barrado, portanto tomam essas explicações e, até temos aqui, portanto já que estamos no acordo ortográfico esta é a parte Interna, mas muita destas - Regulamentos etc, vão para a parte Externa. Que depois é possível e o que é que está mais na página do Município? Estão um conjunto de documentos estratégicos do Município, desde o PDM, Plano de Desenvolvimento etc, que depois estão na página do Município que nós...portanto esta é a página da Internet e que depois no Município vamos ver porque aqui tem a Autarquia, o Concelho isto tudo tem consulta e depois tem um conjunto - com certeza que a colega já viu - tem um conjunto de situações aqui de informação. Já tivemos uma outra apresentação, esta é interessante, mesmo no Turismo agora há uma transposição da maioria da informação interna para depois a informação externa, ou seja, o cidadão pode perfeitamente consultar o regulamento das águas e resíduos, o regulamento de publicidade. Tudo isso está em permanente abertura. E eu sei que consultam, por exemplo os orçamentos e isso que aqui há tempos uma das notas que deram era assim: “porque é que no orçamento tem (não sei) 300 (não sei quantos) mil euros para um campo de relva sintética e não fazem não - sei-quantos?”. E achavam que o campo que era uma coisa e (??) Essa por acaso respondi-lhe a dizer - é um investimento para a formação dos jovens etc etc. pronto, agora às vezes tem resposta, outras vezes não. Mas nota-se que uma ou outra pessoa está atenta. Sou-lhe sincero quando digo que não acho que seja representativo. Há é uma utilização por um conjunto de cidadãos ainda restrito. Era bom que a generalidade dos nossos cidadãos pudesse já fazer essa utilização... como aqui dentro! O objetivo aqui dentro também está longe de ser concretizado.

Nós já desmaterializamos em papel, quando era há 10 anos tínhamos aqui um monte de papeis todo ao fim do dia, agora bem menos. Mas ainda não digamos assim, ainda não chegamos nós agora até já temos um sistema de aviso aos cidadãos quando eles têm aqui qualquer problema, por sms. Portanto, um cidadão daqui que tenha determinado tipo de situação que está em incumprimento, por sms avisa-se. Acho que é uma coisa interessante mas acho que podemos ainda evoluir no sentido de ter outras coisas, portanto estamos num caminho em que se calhar estamos a dar os primeiros passos num caminho longo que eu julgo que as pessoas vão ter que percorrer, a percorrer...

TF: Agora, relativamente aos processos de participação pública e tomada de decisão da Câmara, se existem medidas concretas para jovens, ou seja, ouvir os jovens sobre

espaços que eles tenham interesse, se eles são trazidos à discussão, se eles são trazidos à participação e se eventualmente têm algum papel na decisão?

Em 3 aspetos: primeiro, nós fomos dos primeiros Municípios a instituir o chamado Concelho Municipal da Juventude. Mas instituir uma situação em concreto, não quer dizer que isso venha a reverter na tal participação e na tal audição. Esse por um lado. E hoje temo um Concelho Municipal da Juventude que funciona, que reúne, que dá as suas ideias, etc. Mas talvez não seja por aí a principal forma de participação, Mas vamos ao segundo aspeto: eu sempre tive para mim como conceito de que, a Câmara não tem de ter políticas para a, ou melhor, dito de outra forma: não deve ser o executivo camarário a avançar com políticas para a juventude. O executivo camarário deve dar facilidade e dar execução às políticas que a juventude pede, e eu reúno com regularidade com jovens, das escolas etc, e temos aqui uma associação juvenil, chamada A Voz da Juventude. Já foi muito mediatizada, já deu na televisão por várias vezes com diversas iniciativas, e eu ouço essencialmente essa associação juvenil, porque foram os primeiros a entender um pouco e a ir de encontro àquilo que eu quero. E eu dizia-lhe assim: “você não me venham aqui perguntar qual a política que a Câmara tem para isto?”. Não vocês vêm aqui pedir o que é que querem... vocês vêm aqui dizer assim - “olhe nós queremos fazer isto”, e a Câmara vai-vos dizer se pode ou não pode. Evolui ao ponto de nós termos recuperado a antiga secretaria da Utada aqui em (*) e o antigo Ministério para Centro de Artes Criativas da Juventude, e hoje está cedida a essa Voz da Juventude que exerce lá as suas atividades, é um edifício enorme onde são eles que organizam as férias ativas durante o Verão, a loja Ponto Já (?) nacional e, a quinta do Rebentão, que a Câmara adquiriu, e portanto são eles que gerem isso.

A segunda questão, para além de termos as instituições da juventude a funcionar, embora se calhar elas estarem a funcionar não quer dizer que elas estejam a ter resultados. Temos por outro lado, externamente a isso, este facto real que vai de encontro àquilo que eu sempre pensei que é: para a juventude não devemos... eu às vezes digo assim “não devem ser os cotas a dizer o que é que os jovens vão fazer!”. Epá, tendes que ser vós a dizer assim: “olhe...” Ainda agora vai haver aí um espetáculo agora em Julho, interessantíssimo. Vieram-me aqui um grupo de jovens que não tem nada a ver com a Voz da Juventude. Chegaram aqui, queriam falar comigo: “nós queremos no mês de Julho a fazer uma coisa assim na rua de Sto António e tal, podemos?” - “Epá podem! Já deviam ter pedido!”. Por exemplo, bandas de

garagem, nós já criamos aqui espaços, e agora na Eurocidade temos um para as bandas de garagem ensaiarem para poderem toca onde também não incomodem as pessoas, etc. Portanto, temos isso. E é curioso que houve um ano que nós tivemos aqui os Xutos & Pontapés, a meu gosto porque é uma das bandas do meu tempo, e acabaram por ter quase tanta gente das nossas bandas de garagem e aqui da miudagem de (*) como, fiquei eu a ver uma decepção para mim, ver só 2 mil pessoas a ver os Xutos & Pontapés - imaginei que iam estar lá 3 ou 4 mil, não é? Mas pronto, as coisas são o que são! Isto para dizer o quê? Que nós temos essa ideia de abrir à juventude o nosso apoio à iniciativas que os jovens têm. Depois ouvi-los noutras circunstâncias. Aí tanto institucionalmente através do Concelho Municipal da Juventude onde eles têm que se pronunciar... como digo, essa parte institucional é aquela que, se calhar, pronto tem esse carácter mas tem menos efeito. Mas eles pronunciam-se sobre o orçamento, sobre essa coisa...pronunciamento que a gente ouve quem faz o orçamento somos nós, levamo-lo lá mesmo que eles se pronunciem contra - o orçamento fica na mesma, não é isso que está em causa. Agora a outra parte, mesmo dos mesmos de uma maneira mais informal dessa forma de dizer assim: “o que é que vocês querem, digam lá, o que é que vamos fazer para o ano? Vamos fazer isto” e a Câmara pode apoiar isto ou aquilo - nessa altura a gente ouve-os também relativamente a decisões municipais, e é interessante que aí há uma participação maior.

Se quisermos, nós aqui sentimos mais participação, informalmente e através de associações próprias dos jovens, do que através daquilo que institucionaliza que é um concelho municipal da juventude onde, digamos que talvez ali há aquele bloqueio institucional que leva a que tudo seja feito de maneira diferente... e depois é assim - isto muito concretamente - os da oposição não vêm, não é, por também têm representante dos partidos... normalmente não vêm porque acham que não vale a pena e portanto institucionalmente, do meu ponto de vista a institucionalização do concelho municipal da juventude, não ajuda, pelo contrário. Ajuda muito mais favorecer a criação de associações juvenis, e além disso ouvi-las nesse aspeto informal, e disponibilizar os meios para que eles possam, o que é que nós fizemos à juventude?

Disponibilizamos-lhe aquele espaço onde eles podem exercer atividade ao fim ao cabo eles agora que se organizam, têm é que manter aquilo, a Câmara também não vai pagar-lhe a luz nem a água - “vocês têm que se entender”. Eles podem lá ter sistemas de incubação, etc. E eu

tenho ainda uma outra noção, que é a que termino esta resposta absoluta. Nós fazemos mais pela juventude apostando bem na educação do que estando a ter uma política de juventude direta. E portanto quando me perguntam assim “então e a Câmara - políticas de juventude?”, eu digo sempre: aquilo que têm é fazer aquilo que eles nos pedem para fazer, sugestões a gente não dá. Agora apostamos na educação.

Na educação nós damos todo o apoio que seja necessário para que, desde pequenas as crianças também se possam habituar a ter esse espaço de intervenção, de capacidade de intervenção. E há situações interessantes que a gente vê crescer no sentido de darem opinião, mesmo jovens de uma turma da escola do primeiro ciclo que dizem: “nós queríamos, gostávamos que fosse feito...”. Às vezes são coisa que não custa nada, outras vezes também se pedem coisas que são um bocadinho difíceis. Mas atendemos tanto quanto possível a esse tipo de sugestões, etc. Às vezes até respondemos, quando é fácil dizemos assim “olhe isso afinal amanhã já está...” pronto e há outras coisas que não. Mas digo eu, indo de encontro e resumindo agora a questão, o que me parece é que a institucionalização do Concelho da Juventude etc, não me parece ser o caminho, digamos, mais eficaz. Não quer dizer que seja mau mas não é...pelo menos aqui. O mais eficaz é ouvir realmente? É! Por ver a livre associação dos jovens, a livre iniciativa, e apoiar as iniciativas que os jovens propõem... e investir na educação, porque é fundamental.

TF: Aqui a educação leva-me à segunda pergunta nesta área que é: a Câmara desenvolve projetos em parceria com as escolas. A pergunta é: se existe projetos que foquem mesmo a cidadania, portanto a promoção de cidadania **dentro de... pode ser** diferentes temas - desde o ambiente até direitos humanos, democracia, seja o que for mas se tem esta preocupação do desenvolvimento da cidadania?

Talvez por de formação profissional, eu sempre separei - eu digo muitas vezes, utilizo muitas vezes essa expressão - eu digo assim, sobre a educação podia dar palpites, mas como presidente de Câmara evito... embora digo assim é na área em que me sentia mais à-vontade para dar palpites, mas evito. E portanto a Câmara não interfere com a orientação pedagógica didática da escolas, agora tem obrigação legal de, as escolas do pré-escolar, primeiro ciclo, transporte, refeições, nós temos tudo isso mas alargamos, alargamos as refeições até ao 12º ano sobretudo para os alunos carenciados, alargamos o transporte também até ao 12º ano para os carenciados, ou seja, a Câmara vai para lá daquilo que a lei prevê. Vou chegar já à

pareceria com a escolas. Para além disso nós apoiamos na compra de livros, o escalão A, a lei prevê... nós vamos ao dobro daquilo que a lei prevê no escalão A e B, e temos ainda uns milhares de alunos que apoiamos. Apoiamos as atividades extra curriculares. Os alunos do pré-escolar e do primeiro ciclo, 6 euros por aluno, mais 2 mil e 500 euros depois pelos transportes a cada uma das escolas etc, portanto a um conjunto de apoios. Onde é que está a pareceria com os agrupamentos?

Aqui em (*) nada é feito na educação, seja por proposta da Câmara quando a gente se lembra de algum palpite, ou dos nossos serviços que esse já não é palpite, temos gente muito capaz na educação; seja por iniciativa das escolas, sempre que há qualquer coisa reúne a grande pareceria é reunir para rever respostas comuns. Se for ao histórico, por exemplo, da regularização da rede escolar etc.

Aqui em (*) nunca houve posição nenhuma que não fosse da Câmara, que fosse das escolas ou que fosse do Concelho municipal da Educação, não a requisição vai depois de passar por isso. Câmara agrupamentos e concelho municipal da educação. Portanto a grande pareceria que se cria é a confiança mútua e o não se fazer nada sem toda a rede estar devidamente... Conseguimos trazer a essa rede os privados. Nomeadamente aqui só temos privados ao nível do pré-escolar e primeiro ciclo. E temos mais gente no pré-escolar privado que no público ainda. Agora começa a mudar, porque nós temos melhor oferta pública para alguns privados não ficarem muito satisfeitos, mas é assim temos muito mais ou melhor oferta pública, e as condições de vida das pessoas levam a aderir muito mais ao público. Mas só talvez este ano é que começamos a ter... ela por ela, a inversão. Porque habitualmente tínhamos sempre mais no privado, mas conseguimos trazê-los também a este projeto. E portanto a grande pareceria que existe é esta: programarmos tudo em conjunto. Ao ponto da Câmara ter sido responsável até às extracurriculares, fomos das primeiras Câmaras a transferir novamente para os agrupamentos porquê? Porque detetamos que começava a haver professores sem horários etc, que podiam ser completos dessa forma, portanto, do ponto de vista objetivo e prático funcionou sempre foi a rede e a capacidade de nunca tomarmos qualquer tipo de decisão que não fosse do conhecimento de todos, inclusive da escola profissional e, por exemplo, fomos dos primeiros Concelhos a ter uma coordenação da oferta profissional ao nível da escola profissional e das escolas públicas.

Só não conseguimos dominar o centro de formação que pertencia ao ministério da economia e esses fogem-nos aos (?) mas, mas lá chegará um dia, porque eu falei ao ministro da educação já por várias vezes que, a formação em Portugal só passa a ser correta, e deixamos de desperdiçar dinheiro, quando a formação for coordenada também a esse nível. Não é o centro de emprego ir oferecer a mesma formação que a escola profissional do que uma escola secundária, a pagar dinheiro às pessoas para elas fugirem de um lado para o outro e irem ter uma formação em que é certificação, não é qualificação, e que há uma diferença grande. São certificados não qualificados. Julgo que está para sair uma lei - era suposto ter saído esta semana - que vai coordenar essa situação, finalmente. Se assim sair, é bem. Sendo que nós aqui procuramos fazê-lo. Como digo, entre município, agrupamentos de escolas, escola profissional e mesmo estabelecimentos privados no pré-escolar e primeiro ciclo, faz-se sempre tudo e programa-se sempre todo o ano escolar em conjunto.

As diversas atividades são programadas no Concelho municipal de educação, primeiro e depois são período a período monitorizado o que se fez ou não fez e programado ou reprogramado o período seguinte. Portanto como essa pareceria aqui funcionou sempre, pronto como digo talvez, por de formação profissional separe a questão do apoio da Câmara de qualquer interferência em termos pedagógico-didáticos, mas por outro lado leva-me a ter esse trabalho em rede que é fundamental. Por isso é que nós passamos de 80 escolas para 16, e nunca ouvi em (*) qualquer contestação. Porque andamos 2 anos a trabalhar com os professores essa e o Município investiu muito. Nós nunca mudamos nenhum aluno de escola que ele não vá para uma escola melhor do que a que tem. Nunca aconteceu isso. Preocupamo-nos em não ter transportes de mais de 20 minutos. Por isso fazemos esforços enormes, às vezes dobramos transportes para que a criança não ande mais de 20 minutos de transporte. Portanto há aqui um esforço e isso é trabalhado em conjunto com os agrupamentos que nos ajudam muito, até às vezes nos horários, em ter nas escolas atividade para os alunos que por ventura venham de transporte escolar de manhã e para não ir ao meio-dia andarmos a desdobrar transportes ficam durante a tarde a trabalhar na escola, de acordo também com as associações de pais, ou seja, digamos em termos mais genéricos, a comunidade educativa aqui a esse nível funciona muito em rede.

TF: O que é que é ser cidadão neste século, no século 21ST?

É uma pergunta assim mais em boa verdade ser cidadão no século 21ST devia ser a mesma coisa que ser cidadão no século XX ou no XVII ou no 21STI! Agora julgo que hoje, e eu penso que a pergunta eu entendo dessa forma, as exigências que hoje se colocam às pessoas, e digamos, o confronto com a realidade é que é diferente. Eu julgo que cidadão no século 21ST deve ser uma pessoa que deve procurar estar informada mas sobretudo deve procurar intervir. Eu condeno muito as pessoas que criticam sem ser capazes de apresentar, sem ser capazes de intervir, ou seja, à pessoa exige-se que - se acha que qualquer coisa não está bem, que diga que não está bem.

Podemos concordar ou não, mas temos obrigação de a ouvir, e portanto para mim o cidadão do século 21ST é o cidadão, no fundo recuperando aquele velho conceito republicano - e eu aí sou perfeito adepto desse conceito - um cidadão íntegro, honrado, capaz de intervir na sociedade. No fundo, parafraseando o Americano, o que no fundo vem de encontro à nossa república - não é perguntar o que é que o estado pode fazer por ele mas o que ele pode ou se quisermos genericamente - não é o que a sociedade pode fazer por ele mas o que é que ele pode fazer pela sociedade. Eu julgo que essa responsabilidade cabe-nos a todos.

TF: E aí inclui-se um aluno ou um jovem de 14 anos?

Acho que deve incluir, o jovem de 14 anos é um cidadão como outro qualquer, acho que cada cidadão deve de acordo, obviamente com a sua faixa etária e a sua responsabilidade social, deve ser preparado para responder da mesma forma. Se calhar um de 6 anos procurar a ajudar-se a responder dentro daquilo que é exigido, como o de 14, como o de 20, como o de 60 ou 80, e hoje cada vez mais o cidadão até mais tarde deve procurar ter essa intervenção.

TF: A minha última pergunta que é: se tivesse oportunidade de perguntar a um grupo de alunos, numa escola (não enquanto professor, mas enquanto decisor político) do ensino secundário entre os 14 e os 18 anos, uma pergunta só sobre cidadania, participação pública e tecnologias, qual seria a pergunta?

Eu era capaz de lhes perguntar, a qualquer deles, se alguma vez se preocupou em saber como é que funcionava uma autarquia? Para poderem interferir exatamente naquilo que é o dia-a-dia da autarquia - como cidadãos. Para me parecer, é interessante.

As pessoas não têm a mínima noção genérica com é que funciona o poder local. Tem ideia: “está ali uma pessoa que foi eleita...”, não, acho que as pessoas deviam ter a noção de como

funciona para dizer assim, “olha, nós sabemos que aquilo tem responsabilidades sobre os jardins, portanto, o que é que eu posso pedir relativamente a isso? Tem responsabilidade sobre o abastecimento de água, o que é que se pode fazer relativamente a isso?”. Mas também ter a noção de que se o hospital não funciona bem não vir à Câmara questionar porque é que o hospital não funciona bem. Porque a Câmara não tem rigorosamente nenhuma situação a ver com o hospital. Se por exemplo a estrada para a escola está com buracos, é à Câmara que compete tapar, se for estrada municipal, se for nacional não. Mas ter essa noção, mas dentro da escola, se o telhado caiu e a escola é secundária, não é nem do primeiro ciclo nem pré-escolar, a responsabilidade já não pode ser atribuída à Câmara, mas não quer dizer que a Câmara se for solicitada não vá lá arranjar aquilo, mas não é dessa responsabilidade, e portanto a um jovem entre os 14 e 18 anos, julgo que é uma altura para ele começar a distinguir entre qual é a responsabilidade de cada instituição pública, para poder exigir de cada uma aquilo que ela lhe pode dar.

(...) conversa sobre o sistema educativo.

TF: Se é possível, através da autonomia da escola, e no trabalho até de proximidade entre a autarquia e a escola, se não é possível fazer, ou desenvolver algum tipo de projeto em que a própria autarquia não é - assuma essa responsabilidade nem sobreponha ao trabalho da escola, mas que possa fazê-la ali?

Sim, é possível. Vamos lá a ver, posso-lhe dar um exemplo. A Câmara propôs duas ou três situações, uma dela que tem dado muito resultado que é um programa chamado Viver a Escola, foi a Câmara que propôs. O que é que isso pretende? Pretende, por exemplo, que os alunos do meio rural venham pelo menos uma vez por mês à cidade, ou à piscina, ou à biblioteca - nós temos uma excelente biblioteca - ou à música, portanto seja o que for. Foi um programa proposto pela Câmara. Nós pagamos o transporte e que as escolas aderiram.

E as crianças adoram esse estão nas aldeias, dizem à vezes as mães e os pais com quem a gente contata, que estão ansiosas pelo dia em que então vir à piscina é uma coisa portanto existe esse programa ao nível este programa viver a escola, provavelmente nós aí admitimos com humildade que possa ter sido uma restrição, isto é como havia as atividades curriculares para o primeiro ciclo... nós restringimos isso, por exemplo, para o pré-escolar. Mas há outras propostas que o município tem feito, por exemplo: concursos - ainda agora estão a decorrer

vários, a Câmara faz por exemplo, só o ano passado eram os 100 anos do 8 de Julho, que foi aqui a implementação da República. Concurso generalizado para as escolas com prémios que depois a atribuir pela próprias escolas, a Câmara nisso de Júri não se mete, senão já tem problemas que chegue noutras circunstâncias, quanto mais ser júri. Mas ajuda aqui nas escolas pode-se fazer isso. Aqui ainda temos uma parceria muito interessante maior, ainda que é com o regimento de infantaria que também participar connosco, portanto este tipo de parecerias existe. Aquilo que propões já é mais avançado, dizer assim -no âmbito da cidadania pode ter mais propostas? Podemos claramente. Provavelmente nunca avançam com isso mas acho que é um campo a explorar perfeitamente. Temos consciência - temos às vezes o facto de mim agora faça aqui se calhar nem sempre a consciência no dia-a-dia nos lembra, não é? O ritmo da vida, muitas vezes leva a que há situações que nos passam ao lado continuamente, e a gente então quando lembra-se o ritmo é diferente. E se calhar nós...tendo este relacionamento e esta capacidade de lidar com as escolas, talvez por nosso ritmo diário das escolas, não exploramos se calhar o que devíamos explorar essa situação.

Mas eu gostava, não, tinha.

Uma das coisas que eu, vou-lhe dizer: nós aqui, por sugestão minha, logo no primeiro mandato, não deu resultado nenhum, a gente também aqui não tem só têm muitas coisas que correram bem, mas tem outras coisas. Pronto não materiais mas que deixaram alguma decepção. No primeiro mandato, aí no segundo ano, digo assim: todos os meses nós vamos disponibilizar-nos para estar no auditório a ouvir questões do público. Chamamos nós a isso - dar voz ao município. A primeira vez ainda foi lá p'raí 50 pessoas com alguma curiosidade. Começaram a não ir. Quer dizer, eu depois argumentei isso muitas vezes, argumentava a dizer assim (mesmo com aqueles críticos): - “epá, mas nós temos um programa e disponibilizamo-nos para ir e ninguém lá vai perguntar...”. E há um, um dia, arquiteto de formação, meu amigo que foi jornalista como eu, que eu também cheguei a escrever para os jornais noutros tempos e tal e eu um dia disse-lhe assim e ele é crítico é crítico, não é que não concorde com muitas coisas mas talvez por ser amigo é dos principais críticos, o que é bom. E ele ia escrever um artigo no jornal assim um bocadinho para o duro e tal e eu disse assim - “ouve lá, em vez de escreveres isto porque é que não foste à voz do município perguntar?”. E lá respondeu - “Ah porque lá tu respondes sempre”. E eu digo assim, pois e já sabes que eu no jornal que nunca respondo, porque eu tenho por princípio nunca responder a nada dos jornais.

Porque quem leu, leu, que não e eu digo assim - “então agora já te utilizaste de um pelo facto de me conheceres sabias que eu no jornal não te respondia, e lá respondia, claro”, portanto ele utiliza o jornal. As pessoas começaram a fugir a isso. No segundo reativamos, e agora no terceiro o resultado foi sempre o mesmo, ou seja, é uma decepção - não é nós disponibilizar nós chegamos a mudar os dias. “Epá à Segunda pode não ser tão bem, vamos à Terça”, já percorremos os dias da semana todos menos o Domingo. O resultado é o mesmo. A gente tem lá 20, 30 pessoas. As que lá vão, muitas delas, 20 vão lá para nos bater palmas, porque são aquelas que vão sempre - não perguntam nada, está sempre tudo bem, mesmo que não estejam, e batem palmas! E tem lá dois ou três que vão sempre fazer as mesmas perguntas... porque são aqueles que - “pá, ai é? Então vamos lá que eu vou lá!”. E pronto, e aquilo não dá resultado. Nós inovamos, chegamos a levar de cada vez um projeto novo para mostrar, para discutir nem isso!

Ou seja, a decepção é não ver o público desperto para esse tipo de e depois vem uns criticar e dizer - “porque a Câmara não diz nada, não fala, não discute!”. Quer dizer e uma pessoa põe isto e é assim. Ou seja é assim que vivemos. Prontos e nós temos que ser realistas. De maneira que eu a dada altura eu dizia - “Epá eu desisto, não vale a pena estar a fazer isso”. Se calhar é mau desistir mas um dia corremos o risco de ir lá os 4 e ficar a jogar cartas porque não dá. E também porque o cidadão muitos, pronto os cidadãos não são todos iguais, e há uns que são mais malandros - passo a expressão - e que dizem assim, é muito mais fácil criticarem sem enfrentar as pessoas e mandar os meus palpites, ou no anonimato, com assinatura falsa, etc - embora a gente aqui, isto é um meio pequeno a gente depois conhece-os todos - do que estar a enfrentar a situação. É isso que se vê. Eu sou dos que acredita que as novas gerações, acho que à medida que vão andando vão melhorando esta capacidade.

M22

TF: Primeira questão que tenho para lhe colocar é: para si, enquanto decisor político, quais são os objetivos de ter um site e de ter (??) no Facebook ?

É tentarmos chegar principalmente aos mais jovens, pronto dos 40 para trás - também há malta com 60, 70 anos...

Eu tenho 42 e também sou...

Mas tentar chegar aos mais jovens, porque eles são mais sensíveis às novas tecnologias, e nesse sentido, pronto, é uma aposta na modernidade e no século 21ST, a ideia é essa.

TF: Diga-me uma coisa: sente que as pessoas enviam emails - já me esteve a falar que o (*) já esteve a falar aqui das questões que as pessoas mandam primeiro - eu gostaria de saber se alguns email são dirigidos a si, portanto se sente que as tecnologias aproximaram as pessoas de si?

Acho que sim, às vezes até mesmo pode não... da Câmara mandam, mas mesmo para o meu particular também mandam...Deixe-me só fazer aqui uma... isto acontece em muitos casos de Câmaras, que é - não é o Presidente que vê o próprio email, é o chefe de gabinete que vê e depois filtra a informação e faz chegar e depois reencaminha, porque repare nós recebemos por dia centenas de coisas, 90% delas não tem interesse nenhum, mas por exemplo no Facebook eu à noite, agora que a minha filha está lá nos Emirados, gosto de lá estar e pronto, e depois há muito sei lá tenho 2 ou 3 mil amigos e depois ou eu me meto com eles, ou eles metem-se comigo, e muitas vezes até olha ainda hoje um que veio aqui - infelizmente muitos são é para pedir emprego coitados - veio aqui um, é nesse sentido, muitas vezes até no próprio Facebook, lá no como é que se chama aquilo ?

TF: ...as Mensagens. E sente que essas pessoas que falam consigo no Facebook são - **falou-me que até à faixa dos 40 (não é que os 42 não esteja...)**

Normalmente até aos 40, sei lá 90% mexem, depois para cima é, p'raí metade. Mas, por causa de um projeto que a Câmara desenvolveu, que é um projeto Universidade Sénior, é verdade que uma grande parte das pessoas dos 60 anos para cima, neste momento já utilizam quer o computador, quer o Facebook. Muitos deles que à noite - e há muito agora aquele esquema de colocar fotografias antigas, por exemplo (*) e não-sei-quê põe fotografias antigas - são as próprias pessoas de idade que fazem isso, e eles próprios é que lá vão comentar. Por causa dessa situação na Universidade.

A Universidade Sénior tem à volta de 20 professores em regime voluntariado(?) e cerca de 100 alunos, dos 50 até aos 85 anos. E eles com as novas tecnologias, como diz o (*) e muito bem, foi aí desmistificaram aquela empreitada(?) que era uma coisa do arco da velha, certamente a programação é muito difícil, não é, mas o utilizador comum já faz (?) com facilidade.

TF: Agora vou-lhe perguntar se existem medidas de inclusão de jovens nos processos de participação e tomada de decisão ?

O Concelho municipal da educação e não-sei-quê, andamos para implementar isso, reconheço que é um, pronto é um falhanço, mas ainda não conseguimos... O concelho municipal de educação, ainda por acaso somos dos municípios que ainda não temos, mas muitas vezes, por exemplo nas festas da vila, há sempre uma noite dedicada à juventude onde envolvemos as associações locais, e eles próprios é que organizam. Depois a Câmara dá um pequeno subsidio, não é? Não há muitas associações juvenis, pois não? Há o quê? Duas ou três. Não, há poucas, e nós procuramos por exemplo na feira do (*) envolvemos os escuteiros, nas festas envolvemos a associação dos jovens... e depois ao nível do desporto também há aquelas situações de agora, não é na tomada de decisão.

Pois aquele é um orçamento participativo, não era ?

TF: Não necessariamente, podia ser, por exemplo, o Concelho de juventude. Era no sentido se existe, se está constituído, **se funciona...**

Não ainda não está, infelizmente não está. E há dias estive em Braga. Mas olhe que tenho também temos!. alguma sensibilidade para lidar com a juventude, não só que somos país, não é? (??) isso. Ainda há dias em Braga, em Dezembro houve aquele encontro nacional dos jovens, e eu também estive, até estive 3 dias, e estive com uma senhora da Câmara de (*) - aí sim a (*) já tem outra dimensão, não é, e então ela própria estava especializada no concelho municipal de juventude, até nos mandou legislação e isso tudo... e não é questão das juventudes partidários também, também é normal que a Câmara que está (daquele(?) falando assim), que está no executivo, também beba daquilo que vem da juventude... Ah, às vezes isso é verdade. Olha o (*), às vezes esporadicamente temos um pequeno revés onde nos alertam, especialmente para o trabalho, para o emprego, não é?

Para a questão dos espaços desportivos...

É.. em pequenas coisas...

TF: A Câmara está envolvida com escolas em projetos de cidadania. Se tem? Com as escolas.

Temos um excelente relacionamento com o agrupamento de escolas, e projetos de cidadania em que é que...Eu em termos de projetos de cidadania, não tenho assim de memória. Penso que temos alguns projetos na área do empreendedorismo, agora de cidadania penso que não.

Mas temos a todos os níveis com a escola, nem envolvemos(??)

Sim, sim. Agora que diga, por exemplo, projetos de inclusão... Há aquela situação da Ribeira de São Pedro também... Mas provavelmente é numa lógica mais abrangente do que a cidadania em si...

TF: Mas a Câmara trabalha com a escola desde o primeiro ciclo, e que tipo de apoio é que dá às escolas do concelho ?

Então tudo o que hoje ainda agora, tive agora a reunião com o Cláudio, que é o responsável da parte desportiva por exemplo na pré, os técnicos - neste caso são técnicos superiores da área do desporto, para lhes dar aquela atividade física elementar inicial na pré. Depois do primeiro ciclo introduzir-lhes o Xadrez. Temos cá um professor... está a ver, (??ado) com grande sucesso. Que é um árbitro, que agora arbitrou o campeonato do mundo! É o mestre(*), ainda agora tivemos uma reunião com ele.. portanto o primeiro ciclo, e o segundo ciclo. O pessoal também vai ajudar no segundo ciclo. O Xadrez... o Teatro.

E depois há projetos que são promovidos pelas escolas e que... Olha o Teatro o ano passado tivemos cá o Presidente da Federação Portuguesa de Teatro a sensibilizar a escola (?), aliás e há dias, o (*), também já é um reflexo disso mesmo.

Sim repare que há aqui situações que têm a ver com apoio logístico que a Câmara dá.

É que isso, entre aspas não é que seja nossa obrigação mas é o básico - apoios nos transportes, apoios na organização disto e daquilo e depois há alguns projetos comuns que são desenvolvidos, por exemplo aquela situação que vos levou a Bruxelas isso eu não sei bem como é que foi mas isso também é um projeto de cidadania.

Ah.. foi, foi, não entregaste(?) também com a Câmara, o GT não sei o quê... uma da turma foram ao Parlamento Europeu, por exemplo, e eu próprio também fui a acompanhar. Há dois anos, há uma parceria Câmara - Sta. Casa agrupamentos Escolas, fomos à Roménia, no âmbito do Coemnius, está a ver? tudo isso...Se calhar tem mais a ver com a cidadania, penso que será mais isso...

TF: Queria-lhe perguntar a si, o que é que é ser cidadão no século 21ST ?

Ser cidadão para mim é ser não estar só na plateia, também ter a coragem de ir para a frente para o palco, porque muitas vezes nós estamos nestes cargos públicos, não é, e somos constantemente só as pessoas só dizem mal. Dizer bem é raro entrar alguém a agradecer alguma coisa que a Câmara tenha... não fazemos mais do que a nossa obrigação. E ser cidadão é também ser parte de muitos problemas e ter a coragem de ir para o palco, e também falhar, e também compreender, porque é muito fácil estar na plateia eu também nunca falhei nenhum penalty no estádio da Luz, sabe porquê porque nunca marquei! Pronto, ali ser cidadão é ser(?). Inclusive a todos os níveis, e não ter medo de falhar e não ser só crítico e também ser parte integrante da sociedade.

TF: E como é que acha que as tecnologias vão desempenhar ? que papel é que as tecnologias vão desempenhar neste século, portanto no século do cidadão ?

Pronto, ela realmente permite maior aproximação, permite-me que haja mais transparência a todos os níveis, permite-me muito mais rapidez em tudo e mais alguma coisa reconheço que também talvez um senão é que as novas tecnologias por um lado também a automatização de muita coisa também tira o emprego a muita gente, não foi? Por um lado é muito bom, por outro lado.

Criou-se emprego nessa área mas depois...

Não sei mas acho que.. pronto este mundo globalizado pôs-se mais a nulo as grandes diferenças que há à escala mundial, não é? E estou-me agora a lembrar quando aqui (???) o que é que haverá numa Síria, no Egipto, na África inteira, na Ásia onde as pessoas vivem com um Euro por dia, não é ? Tudo isto, não sei... isto até o mundo ser nivelado, em termos de justiça, nós estamos acima da média de certeza não está? A nossa maneira de viver nos 200 países do mundo ou 220, nós somos p'raí o quê, o 30º?.. qualidade de vida 35º ? 27º? 40º? Estamos muito acima da média. Mas acho que é bom, é bom não sei, eu acho que isto é muito complicado! Acho que devemos preocupar é tentar nivelar e olhar para os mais desfavorecidos, e se todos nós tivermos uma todos os dias 2 atitudes com alguém que precise, nem que seja um telefonema, nem que seja pronto, olha, qualquer pequena atitude tentar fazer este mundo muito mais justo e equilibrado. Porque é que interessa ao Ronaldo ganhar 20 milhões, e por essa África abaixo eu só fiz um pequeno fiz um pequeno - foi a Lisboa fui a

Tanger, com a Ana Paula, com a minha mulher. E eu não conhecia, pronto, fomos ed barco, 3 dias, 2 noites e depois ia a lembrar-me - não há nada de luxo mas e ali bem perto pessoas a viver a 1 Euro por dia, não é ? Nós a irmos de, pronto, num barco nada de luxo mas com tudo e mais alguma coisa e.. por outro lado pessoas que também têm se um cão gosta se uma cadela com todo o respeito! se uma cadela gosta ou uma gata gosta dos filhos, uma mulher gosta também é de outra maneira, é evidente. E como é que neste mundo ainda globalizado, em termos de dormirmos com as consciência tranquila quando há pessoas a passar fome e quando há,. pronto e estas novas tecnologias acho que nos puseram isso mais a nu ! Há muito a fazer não é? uma pessoa, pela igualdade, eu já nem digo pois olhe...

TF: Última pergunta: se tivesse oportunidade de colocar uma questão aos jovens dos 14 aos 18 anos sobre cidadania eletrónica, qual é que seria ?

Pois eu não duvido, 99% deles gostam.. os que têm acesso a isso gostam das novas tecnologias e de todas essas (??) que é que eu lhes incluía? que participem mas que o contacto humano... nunca deixem o contacto humano porque pode também ser o princípio e o fim de muita coisa. Isto é importantíssimo mas o contacto humano... um beijo na face, o afeto, isso também é importantíssimo... por exemplo eu falo com a minha filha no Facebook, porque ela está nos Emirados, vai para...

Foi para lá há 15 dias, ainda é muito recente!

Há um mês e pouco, está a ver, mas não há nada como... mais vale um beijo na face, ou até uma bofetada quando é para corrigir uma coisa boa do que... é muito bom, já me sinto recompensado por falar com ela mas.. o afeto e presença humana, e uma voz amiga e... acho que isso também é muito importante. Acho que as duas coisas completadas, não é ?

TF: E sente que os jovens... há uma coisa que as pessoas, ou que é muito comum ouvir é que: os jovens não participam!

Estão descrentes com a política ao nível.. à escala mundial. Não é? E nacional e local... as pessoas não acreditam porque dizem que nós prometemos tudo até lá chegarmos e depois quando estamos aqui esquecemo-nos. Mas muita vez é: somos metralhados... ainda hoje...isto também é um conelho pequenino - uma pessoa abre a porta há sempre um pequeno problema, uma pessoa depois muitas vezes está na frente da batalha nem tem tempo de vir atrás perguntar se está bom. Quando eu estou a vir para aqui reconhece que às vezes esqueço-

me... não é esquecer - não tenho tempo, não tenho... tinha para apoiar que precisa mas muitas (??) vezes por exemplo, para outros níveis, o governo o governador civil dos antigos, ou do estado também é raro errar. Eu não me lembro de alguém ter ligado “ouça olhe, e no Concelho precisam de alguma coisa?”. Está a ver, é outra escala, pronto, isto é um turbilhão de problemas... mas acho que as novas tecnologias mesmo assim acho que é bom...

TF: E sente que os jovens então, se não participam mais é uma desconfiança, é um descrédito na instituição?

Eu tenho dois filhos e dois enteados e tenho 4 sobrinhos... o que eles me dizem é que se eles estão um bocado estragados, é que a culpa é nossa porque lhes demos tudo. Também é um bocado verdade. Eu sei muitas vezes o meu pai, meu saudoso pai, ia dando e ia tirando. E agora reconheço que talvez como pai não fui o bom pai que ele foi porque, não é por dar quase tudo que os noto melhores. Muitas vezes até se encostam! As coisas aparecem feitas e depois não sabem... e a vida cada vez há-de ser mais difícil porque cada vez os jovens têm mais formação, têm todos alta formação. É uma guerra pacífica mas enorme, e aqueles que viveram à custa dos pais e dos avós muitas vezes não estão capazes para enfrentar este mundo globalizado. Muito mais jovens, por exemplo como os Chineses, como os Alemães, os Estados Unidos, os da Índia, os não-sei-quê são.. jovens altamente bem formados a todos os níveis, e que muitas vezes os nossos... mas eu acredito, olhe, se não for eu a acreditar... se não formos nós a acreditar em Portugal que é que... não é?

Desculpe lá isto nem foi uma entrevista nem foi nada!

Mas isto é para quem??

M31

TF: Então a primeira pergunta é: Enquanto decisor político quais são os objetivos para utilizar um site, e para estar nas redes sociais ?

Comunicar. Essa é hoje a principal preocupação que deve ter um decisor é comunicar. Comunicar bem, mas que não se deturpe o conceito de comunicação. O objetivo comunicar não tem nada a ver com a promoção da imagem - comunica é democratizar a decisão. É fazer com que os Municípios, com os cidadãos de uma maneira geral, percebam quais são as intenções da administração, que as entendam, porque muitas das vezes aquilo com que somos

confrontados é com reações adversas que resultam da falta de informação, quando a pessoa esclarecida consegue perceber a decisão, e muitas vezes até a partilha, ao contribuir de forma positiva para ela. Ou seja a ausência do conhecimento, a ausência da informação é uma coisa terrível, porque normalmente é destrutiva de qualquer decisão ou de percurso. Por isso comunicar é fundamenta. E eu hoje, não podemos ser alheios ao fenómeno que é as novas tecnologias e a maneira como particularmente os mais jovens geram dependências da informação. Se perguntar a um jovem como é que ele colhe a informação dele, garantidamente que não é no jornal. Cada vez se lê menos em papel. Os jovens não têm a tradição de ler em papel, e claramente a questão do Facebook, desde que tomamos a decisão no Município de ter perfil no Facebook percebemos muito rapidamente que a nossa mensagem para os mais jovens passava!. Até na promoção dos eventos culturais, nas decisões, nas obras públicas, de repente vejo - e eu tenho o barómetro em casa, porque tenho 3 filhos, e os meus filhos até à data não faziam a mais pequena ideia das decisões do pai no que dizia respeito à obra pública, ignoravam por completo! Quando nós começamos a comunicar no Facebook, rapidamente disseram “Oh pai, vão fazer não sei o quê, então vais fazer...?”, quer dizer, começaram a comentar comigo aquilo que eras as decisões da Autarquia e a estratégia da Câmara Municipal. Por isso é absolutamente fundamental termos noção dessa realidade, da ferramenta enorme que são as novas tecnologias, e de as usarmos de forma adequada. Também tem que haver alguns cuidados, nos conteúdos, os conteúdos têm que ser inócuos no que às políticas promocionais diz respeito, ou seja informação; informação. Não é informação tratada não, é informação, por forma a que ela também seja credível, para não ser uma informação cujo acesso fique logo à partida condicionado, em que as pessoas façam juízos de valores prévios. Isso é fundamental, essa é a nossa perspetiva.

TF: E sente que os cidadãos que utilizam, ou que vão consultar o site da Internet, são os mesmo do Facebook, ou percebe mesmo que há esta separação entre os mais jovens Facebook e mais velhos: Câmara ?

Há! A percepção que nós temos no contacto é que, claramente, que o site institucional está muito vocacionado para um determinado público que não é o mais jovem, ou seja, nós temos o site institucional a actualizar diariamente, passo a expressão, e não tínhamos a consequência, os jecos(?) que temos hoje junto dos mais jovens quando passamos para o Facebook. Não tínhamos mesmo. O site institucional as festas do município são em Setembro,

que não são umas festas que se resumam à realidade do município, é porque recebemos à volta de 80 mil pessoas vindas de todo o país, e nessa altura nós sentíamos que aumentava o número de visitas no site da Câmara Municipal assim tipo - 10 mil visitas por dia a mais - que estavam à procura de programa, à procura do alojamento, enfim, mas aí é o evento que gerou a atratividade do site. No ano passado já fizemos o seguinte: partilhamos essa informação no perfil do Facebook e no site - baixou significativamente no site. Ou seja só iam lá porque não tinham alternativa para aceder à informação. E é normalmente uma festa muito participada pelos mais jovens, percebemos que no Facebook as partilhas, aquilo era.. parecia um vírus! Literalmente, porque os mais jovens vão à procura claramente do Facebook.

TF: Diga-me uma coisa, quer no site ou no Facebook, tem por hábito receber emails ou comentários sobre questões do município tipo, a rua está com problemas ou está suja **ou... deste tipo de questões ?**

Utilizam também. Apesar de que eu passei a fazer moderação de comentários porque exatamente para que aquela plataforma não fosse uma plataforma politizável, ou seja que não fosse eventualmente alimentada por um conjunto de pessoas - essa experiência nós também colhemos, eu tenho aí um município que, no verdadeiro exercício de democrático(?) em que toda a gente pode opinar, de repente, que nos aproximamos de um processo eleitoral, tem 4 ou 5 pessoas com perfis falsos gerados a mal-dizer literalmente de manhã à noite no perfil da Câmara, quer dizer... e isto acaba para retirar toda a credibilidade ao processo, então não informações nem a abonar nem a desabonar, ok ? Tenho o meu email pessoal do presidente, está disponível, o do gabinete de apoio está disponível, é linkar... se quer mandar mensagem para qualquer coisa, quer chamar a atenção, é. Carrega, abre o email e manda - e aí recebo imensos. Aí recebo imensos.

TF: E sente que as pessoas têm mais à vontade ou mais facilidade em utilizar o email do que se dirigir à Câmara para pedir uma audiência ?

Mais comodidade. Sendo certo que eu, muitas das vezes, quando os assuntos são de maior complexidade sugiro sempre um encontro pessoal. Eu gosto de falar com as pessoas. Até porque se torna mais fácil falarmos com as pessoas do que estarmos literalmente a escrever hora a fio em respostas que muitas das vezes nem sequer são completas. Quando são questões muito simples, de o sinal que caiu ou o buraco ou... agora quando alguém pretende opinar

sobre a estratégia, sobre as políticas intervenção, eu acho que aí só faz sentido conversarmos diretamente, porque senão estarmos ali a fazer sobre estratégia, a escrever... eu costumo dizer que me dói as pontas dos dedos... não tenho paciência para isso. Então normalmente convido as pessoas à gente (?) da reunião, e algumas - não todas curiosamente - porque há pessoas que conseguem opinar por detrás de um computador, mas chegar junto de si e argumentar... não o fazem, não são capazes. Não são capazes de sair do anonimato. Só dão o seu contributo se ele estiver protegido no anonimato. Quando têm que confrontar, não surgem. Outras surgem. E ficam muito satisfeitas com o facto de ter sido aquela via para promover um encontro com o presidente e para poder conversar com ele.

TF: E sente que os jovens têm este interesse em enviar um email a sugerir ou a querer saber mais sobre as estratégias do município, ou os jovens que poderão fazer isso são os jovens adultos, apenas ?

Os jovens cada vez se interessam menos pelas dinâmicas daquilo que é a gestão pública nos seus territórios. Eu acho que isto é um, enfim, é um acontecimento que está generalizado ao país. As pessoas estão-se a começar a alhear daquilo que são as responsabilidades da gestão do próprio país. E muito contribuíram os partidos políticos e os principais atores para esse efeito. Ou seja para que as pessoas despissem do seu exercício de cidadania a contribuição para as causas públicas. Eu digo muitas vezes que ser autarca não nada mais do que cumprir uma obrigação de cidadania, de se dispor a cuidar daquilo que é seu e que é dos outros. E que cabe a todos. Por isso todos tínhamos que dizer que na (*) pelo menos devia aparecer milhares de candidatos. E sempre defendi, até em tempos internos(?) no partido, que as candidaturas às autarquias locais não deviam estar partidárias, não deviam estar associadas siglas, deviam ser movimentos de cidadão, devíamos reforçar a participação - reforçar no sentido de cidadania; de pertença da comunidade. Porque de repente um indivíduo é candidato, mas é candidato por detrás duma sigla. E o facto de se deixar apropriar por um partido, faz com que outros não o possam partilhar da forma como devia acontecer. Nós perdemos valores, muitas das vezes perdemos valores, perdemos pessoas que têm capacidade para contribuir, porque não se querem associar a determinados movimentos. E hoje os jovens afastam-se. Afastam-se claramente muito disso. Isto depende de Concelho para Concelho, como é óbvio. Nós temos um trabalho nas escolas, particularmente nas escolas secundárias, um trabalho muito próximo, para de alguma forma gerar sentimento de pertença nos jovens, e

envolvê-los nos processos. E isso tem ajudado a que eles se preocupem com a sua terra, e que desenvolvam alguns projetos, até muito interessantes em termos de contributos positivos, daquilo que gostavam de ver alterado, daquilo que gostavam que seja a política de juventude... nós temos em determinadas áreas curriculares, eles têm que fazer mesmo trabalhos de aquilo que gostariam de ver-se na política de juventude no seu concelho.

TF: Portanto parceria com a própria...

...com a escola.

TF: portanto a escola e a Câmara trabalham...

... e a Câmara, sim.

TF: Isso é uma das minhas perguntas, portanto se quiser falar um pouco desse projeto, porque uma das questões que eu tenho é se a Câmara está envolvida com as escolas em projetos de cidadania. Aqui cidadania num conceito bastante amplo...

Nós fomos construindo... as autarquias locais são chamadas ao processo no que à educação diz respeito, apenas para suportar encargos. Foi-nos assim durante muitos anos. Ou seja a Câmara municipal é desejada na escola quando há uma despesa adicional que é preciso suportar. Quando é preciso meter mais um auxiliar, quando eventualmente há uma reparação para fazer. E a comunidade educativa nunca sentiu a autarquia como uma entidade com legitimidade para contribuir para um projeto educativo, para fazer parte dos processos. E, temos resistências. Isto depende muito dos interlocutores. Atualmente tenho diretores de agrupamento mais abertos à participação da autarquia, e ao contributo da autarquia mesmo na definição das estratégias e da organização de conteúdos. Eu aí um dia destes dizia a um dos diretores dos agrupamentos, que a minha prespetiva sobre a formação do ser humano vai muito para além da escola. É tão importante na formação do ser humano a dimensão académica, quanto a atividade cultural ou a atividade desportiva. É por isso que decidimos concentrar estas 3 áreas. Eu disse que tinha que democratizar na (*) o acesso ao desporto e à cultura, nomeadamente ao ensino da música e do canto. Então procuramos fazer um produto que seja quase uma oferta pós-laboral - passo a expressão - em que eles têm estudo acompanhado, e praticam desporto, e têm música, ou seja uma oferta integrada, que depois levam para a escola para muitas das disciplinas também o processo de aprendizagem, e depois têm também outra dimensões de exercício, que é chamada cadeira de cidadania, onde eles

estão a fazer trabalhos, normalmente trabalhos é que desde o contributo, por exemplo, os nossos bolseiros - nós temos neste momento bolsas. De ensino universitário temos 75 bolsas de ensino Universitário, e 40 bolsas de ensino secundário, com um investimento anual que já ronda os 75 mil euros. Para o município da (*) é um esforço imenso, isto para Lisboa representava milhões, em termos percentuais. E as nossas bolsas têm sempre contrapartidas, e a contrapartida do bolseiro é: serviço comunitário.

TF: Interessante.

Os bolseiros têm sempre que dar uma contrapartida, e a contrapartida é integrarem-se socialmente, fazer voluntariado e ir para SS's, sentir a comunidade, perceberem que há coisas que vão mais longe do que a realidade das suas próprias famílias, que há pessoas que precisam de ajuda, fazer voluntariado nos bombeiros, e fazer voluntariado na Câmara municipal, no atendimento ao público damos-lhe formação para fazer atendimento ao público, para perceberem a interação.. vão(?) para perceberem a interação com o cidadão - o que é que o cidadão se queixa, o que é que o cidadão precisa, em que é que a Câmara serve o cidadão - ter essa perceção, porque normalmente não têm, não sabem sequer o que é que o município administra, desde a participação nas atividades culturais, desde desenvolverem projetos.. tem sempre essa contrapartida, e trabalhamos muito com as escolas nesse aspeto, de construir projeto com eles.

TF: Falou à pouco na construção, e agora novamente no construir projeto com os alunos, e na questão da agenda para jovens, eu gostaria de saber se existem medidas de inclusão dos jovens nos processos de participação e de tomada de decisão?

Existir existem. Agora temos que ter cuidado de como é que fazemos estas integrações. Os concelhos municipais de juventude, que é uma figura muito engraçada, mas que mais uma vez, ou o legislador quando constituiu, construiu com o propósito de politizar os processos desde muito cedo. Quando a representação nos concelhos municipais de juventude está condicionada, começa logo - representantes das organizações políticas de juventude. Começa logo aí! Depois representantes das instituições ou associações juvenis e não deixa espaço para o jovem enquanto jovem

TF: ... não organizado..

dizendo que “Eu gostava de...”. Ou seja já tem que forçosamente o obrigar a integrar-se em organizações se ele por ventura quiser participar ativamente nas decisões. Isto para mim já dificulta. Eu aliá um bocadinho em resposta a isso, tenho esvaziado literalmente o concelho municipal de juventude em favor de uma espécie de conselho consultivo que eu tenho constituído com os jovens. Neste momento vai em 60 mas aquilo pode chegar até aos 400. Aqueles que quiserem vir falar com o presidente uma vez por mês, 2 horas ao final de tarde de 6ª feira, venham falar. Eu sento-me lá no salão nobre e fala com aqueles que aparecerem. Meto-me lá no meio deles e conversamos. Eu levo 2 ou 3 temas, que no Facebook divulgamos antecipadamente a dizer - esta sexta feira vamos falar disto. E aparece um, aparece dois, aparece três, e neste momento já estão a aparecer... mas isto aparecer das estruturas políticas, são bem vindos se quiseres vir lá das juventudes... da JSD, da juventude popular, seja do que for são bem-vindos mas - estão em igualdade de circunstâncias com os outros. Nos direitos e nas obrigações. Que é de ouvir e de falar tranquilamente sobre a sua terra. E isto tem funcionado para mim muito melhor do que estas estruturas formais em que há representatividades e que normalmente há logo posicionamentos para acautelar os interesses e as estratégias... eu dar nas vistas para o cargo de não-sei-o-quê... por exemplo uma coisa que eu não gosto...

TF: E sente que esses jovens, quer os partidários - mas esses com certeza já têm agendas mais próprias - e os outros apresentam já ideias concretas para o município, ou vão muito no explorar e o querer ouvir? ...ou eles já tem alguma atitude mais interventiva ou ainda muito passiva ?

Muito passiva, ou seja, propostas concretas aparecem de vez em quando, em que resultam marcadamente de sensibilidades que não estão fundamentadas mas, pronto, é do processo criativo, como eu costumo dizer. Desenvolveu o processo criativo, tem uma ideia, quer partilhá-la... os restantes dão mais opinião do que a procuram formar. Ou seja querem ouvir um project, querem perceber e depois dão contributos: dizem “ah então e se fosse assim, e se fosse de outra maneira, e como é que chegamos aqui ou acolá”, mas normalmente não são eles que apresentam a proposta. Contribuem para a proposta. Tem sido assim, particularmente em termos de requalificação do espaço público eu agora tenho feito muito isso - que espaço público é que queremos, o que é que queremos privilegiar no espaço público - porque há sempre este dilema terrível de fecharmo-nos no espaços ao trânsito e os jovens têm que

contribuir fortemente para que estes processos possam ser implementados, porque eu ainda vivo na (*) um conceito de que se porventura eu conseguisse vir de carro aqui ao bar era muito mais funcional do que obrigar a estacionar lá fora. E sempre que queremos fechar um pequeno espaço privilegiando o uso pedonal, é uma guerra, literalmente uma guerra! E os jovens têm um papel muito forte nisso, nessa consciência de procurar informar opinião em casa de forma diversa. Porque hoje os pais ouvem mais os filhos do que os filhos ouvem os pais. É a sensação que eu tenho.

TF: Uma outra questão que eu tenho, que é: o que é que é ser-se cidadão no século XXI?

Isso é uma coisa muito complicada! Ser-se cidadão... sabe que, ainda ontem, numa pequena iniciativa lá no meu município, falavam um bocadinho sobre isso. Nós vivemos num tempo muito próprio. Um tempo em que todos, infelizmente uns mais do que outros passam por privações, por dificuldades. E a nossa democracia é ela própria ainda também muito jovem, e foi construída muito numa cultura exacerbada do direito, esquecendo-nos nós que o gozo dos nossos direitos têm que resultar em primeira instância do cumprimento das nossas obrigações. E que a cidadania é dar e receber e não só receber dum qualquer divindade, porque quando ouço falar do estado, ou das autarquias, ou administração, eu fico confuso porque não sei quem é - objetivamente eu não sei quem é. Pensava eu que eramos nós todos. E quando alguns se julgam credores de tudo, outros têm que ser objetivamente aqueles que são os pagadores, ou seja para que uns só tenham direitos, outros têm obrigações, e eu temo um bocadinho isso, temo um bocadinho a sociedade que se constrói neste processo, e a forma como as pessoas se sentem responsáveis. Só que as crises são momentos também de oportunidade, e nesta fase: 2 caminhos. Ou o Homem se isola, se torna egocêntrico, pensando que o problema começa em si e termina em si, e que ele é a origem do problema mas também é a solução, e reivindica de terceiros apenas, sem que ele participe em nada, ou se reforça os laços sociais. Ou as pessoas saltam de si, e percebem que o vizinho do lado é importante porque ele também vive, também passa dificuldades, também pode ajudar ultrapassar as minhas dificuldades, e reforçamos os laços sociais. E aí é muito importante claramente as associações, e eu tenho dito isto: os municípios pequenos têm uma enorme vantagem - é construirmos cultura de bairro, construirmos a identidade, sociedade em que a nossa felicidade resulte daquela que colocamos provocamos nos outros. Em que gerimos (??) tínhamos por preocupações coletivas, porque se assim não for, então restructuramo-nos

definitivamente. Tenho algum receio do que aí vem. E particularmente da forma como os jovens, e nós vemos isso, hoje a cultura que se introduz num jovem é ser competitivo. Tens que ser melhor, melhor, melhor... eu digo isto muitas vezes aos meus filhos: mais importante que amanhã vocês sejam melhores do que o vizinho do lado, é que amanhã sejais melhores do que hoje sois. Sejam competitivos com vocês mesmos, no sentido do crescimento humano, e relativizem esta questão do outro e da comparação, que é uma coisa que me aflige numa forma muito particular. Para que sociedade vamos ter no século 21ST ? Não sei. Eu espero que uma sociedade mais coesa, com gente consciente de que a sua vida depende da vida dos outros, porque não esse literalmente o caminho que eu sinto que estamos a tomar. E depois o facto de a generalidade da nossa população se estar a alhear de coisa pública, estar a começar a considerar que há um conjunto de gente que nasce com um código genético qualquer especial que tem a obrigação de cuidar daquilo que é nosso, e é desses que nós temos que exigir, e é com esses que temos que gritar colectivamente... deixa-me preocupado.

TF: E como é que a tecnologia pode aqui entrar nesta relação entre os que cuidam daquilo que é nosso e o nosso ser enquanto cidadão.

Voltamos ao mesmo: uma questão de comunicarmos. De democratizarmos a informação e a decisão. A forma como nós construímos opinião neste país está fortemente condicionada. Nós construímos opinião com base na informação que nos chega pelos principais órgãos de comunicação social, e essa informação também está ela muito orientada. Nós fazemos uma cultura da desgraça! Este país, por melhor coisa que me aconteça no meu município eu não consigo cobertura televisiva, se entretanto dois indivíduos se esbofetarem um ao outro e houver uma desgraça, garantidamente temos os canais de televisão todos. Quer dizer nós temos uma cultura negativa. Uma cultura de comunicação e divulgação francamente negativa que não ajuda em nada o cidadão a ter uma postura positiva na relação com a administração. Agora o que eu acho é que é preciso, e as novas tecnologias têm esta particularidade, de condicionar ou de formar e de integrar. Julgo que hoje há um conjunto de pessoas que já partilham a sua opinião, e que têm um conjunto de seguidores que, se não fossem as novas tecnologias, não teriam essa oportunidade. Há muitos bloggers hoje que desfazem a opinião, que dão a opinião e que são seguidos e que são, enfim, acarinhados já por um conjunto de pessoas que, noutras circunstâncias, não teriam oportunidade sequer porque, ou eram comentadores políticos residentes em canais de televisão, ou então não teríamos outra

solução para os ouvir e para perceber o que pensam sobre o país e sobre um conjunto de outras coisas. Agora depende muito, voltamos ao mesmo. Há sempre uma sede de controle sobre a informação, e quanto mais ela foi diversificada, melhor é para o cidadão, mais consciente fica o cidadão das realidades em que vive, e mais rapidamente lhe gera sentimento de pertença, gerando-lhe também a oportunidade de opinar e de se integrar. Eu acho que aí é fundamental, completamente.

TF: Tomei aqui nota de uma coisa que disse que me parece... eu ainda nem tinha pensado nisso.. é uma coisa tão interessante porque nós estudamos um tema mas ficamos às vezes tão fechados naquilo que estamos a estudar, e depois quando vamos efetivamente recolher dados é que as coisas começam a fazer sentido e ganham outro corpo, que é a questão de: disse que os órgãos de comunicação social. se duas pessoas se esbofetarem terão atenção, mas se acontecer alguma coisa na (*) não chega à comunicação social - há alguma forma que o Município da (*), ou outros municípios mais pequenos, possam utilizar as tecnologias para não só através de texto (porque muitas vezes é texto e imagem - fotografia - imagem fixa) mas de utilizar as novas tecnologias para fazer vídeos ou... trazer mais informação para... portanto não através dos media tradicionais mas através dos novos media ?

Nós temos um projeto de valorização ambiental que tem a ver com uma estratégia do município. O município da (*) tem mais de 80% do seu território classificado como mrserva agrícola nacional, como reserva ecológica nacional, rede de leitura dois mil (?) na zona protecção especial da Ria de Aveiro... enfim, é isso que nos trás cá hoje. E foi durante muitos anos apresentado pelos autarcas que tinham responsabilidades, como principal constrangimento para o desenvolvimento do concelho. Todas essas servidoras(??) administrativas, e em 98 quando cheguei à autarquia, a nossa estratégia da equipa de que eu fazia parte, era transformar os constrangimentos em potencialidades. E depois de elas serem potencialidades de que forma é que elas podiam ser valorizadas ? Isto para falar das novas tecnologias temos um projeto que se chama (*) que não é mais do que restituir às pessoas o ecossistema Ria, através de um conjunto de trabalhos, alguns deles de construção civil pesada, de requalificação das margens da Ria, de organização mas também depois de trabalho científico de caracterização do ecossistema e de à porte(?) qualitativo dessa informação àqueles que são os visitantes. E depois temos, das novas tecnologias, para quê ? Desde guias

individuais, descarregar para um smartphone um guia individual, que o acompanha nestes percursos que diz - “vira à esquerda, vira à direita, aqui tem oportunidade de ver isto, ver aquilo” até à possibilidade das pessoas construírem elas próprias percursos. Elas construírem os percursos, comentarem os percursos, divulgarem os percursos... e tem sido este tipo de ferramentas que nos tem gerado a atratividade sobre o território. Mais do que ser a comunicação institucional, tem sido o cidadão que tem a oportunidade ele próprio de contribuir ativamente na construção de um produto, e na divulgação desse produto que tem funcionado. Claramente do género de a não comentar... alguém que constrói pode também ter... a ferramenta tem a possibilidade de anotar observações, por exemplo “eu tive aqui, não gostei disto, não gostei do que vi ali ou a informação não está correta..” e aquilo imediatamente nos reporta, até dizer “olhem eu estive aqui mas gostei muito mais de ir acolá! Achei imensa piada aparecer em tal sitio, epá a minha sugestão é que não alterem as características do lugar”.. e constrói sugestões, e isto tem funcionado muito bem, ou seja as novas tecnologias hoje são uma ferramenta extraordinária, é preciso é que a gente oriente a utilize de uma forma positiva. Claramente.

TF: Há muitas pessoas que se queixam que os cidadãos mais velhos não aderem às tecnologias por falta de formação, então uma das questões que coloco sempre é se o Município ou alguma instituição ligada ao município ou no município, dá formação a pessoas mais velhas ?

Continuamos aliás um bocadinho na linha daquilo que são um dos principais eixos comunitários de apoio, que tem a ver com a formação. Temos 3 instituições no concelho que continuam a fazer certificações de competências na área das TIC. Duas IPSS's e uma associação que também tem feito candidaturas, a própria Câmara nos 3 espaços de Internet públicos que tem, continua a ter 2 vezes por semana gratuitamente monitores para ajudar as pessoas... aparece muita gente de idade a querer construir perfil no Facebook. É.. vão à Internet para construir. Vão aos postos dos espaços da Internet para construir perfil no Facebook. Um dia destes apareceu um funcionário e disse-me uma coisa muito gira: apareceu uma senhora com 60 e tal anos, trazia uma fotografia tipo passe, que era a fotografia que ela queria que ficasse no perfil, e então já trazia no papel anotado que dados pessoais é que queria que lá ficasse... mas a senhora tinha um propósito: era interagir com a comunidade imigrante, e com familiares que estavam lá fora, e que ela tinha ouvido dizer que era uma forma

extraordinária de estar com eles e de os ver. Então queria que o rapaz a ajudasse - “você tem que me ajudar que é para ver se eu falo com a minha neta, porque me disseram que eu por aqui consigo falar com a minha neta!”. Nós temos uma realidade muito própria no que à emigração diz respeito. Temos, só numa cidade dos Estados Unidos, uma comunidade superior aos residentes do Concelho. O Município da (*) teve 4 décadas a perder população a um ritmo incrível. Nós na cidade Newark, no estado de New Jersey, temos 14600 naturais, numa comunidade. E esta ligação à comunidade é muito forte, muito muito forte. Então os mais idosos que estão no Concelho e que têm... enfim o fenómeno da emigração trespassou todas as famílias... hoje é difícil encontrar uma família que não tenha um membro que tenha estado na emigração. Então há muitos descendentes. Segundas, terceiras gerações, já quartas gerações que mantêm os contactos com a (*) através destas novas tecnologias, não há dúvida nenhuma.

TF: E esses emigrantes utilizam, tem noção se eles utilizam o site da Camara para **resolver assuntos para saber mais sobre...**

Não! Não porque aí tem uma particularidade: nós temos nas nossas principais comunidades de emigrantes, temos apoio lá, ou seja temos gabinete. No caso de Newark nessa comunidade, o vice-presidente da Câmara é um (?). Então o gabinete de apoio dele faz atendimento direto, ou seja nós interagimos, o nosso balcão interage com a segunda secretária do vice-presidente, ou seja ela tem lá um perfil, ela é funcionária, literalmente funcionária da Câmara. Ela no computador dela tem um perfil que lhe permite abrir os meus programas de backoffice, fazer requerimentos, submeter requerimentos, como se o cidadão estivesse ao balcão da Camara da (*), é exatamente a mesma coisa. E temos isso na cidade de Newark, temos isso também no Canada onde temos uma comunidade com mais de mil (*), temos em Paris, porque também temos no Consolado uma pessoa que é da (*) e que faz esse trabalho, ou seja nós procuramos pontes nas comunidades para criarmos forma das pessoas submeterem pedidos, quer dizer tem todas as respostas, pode-se submeter nos Estados Unidos um pedido de licenciamento para a construção de uma moradia, não tem dificuldade nenhuma. Chega ao gabinete do vereador Augusto Amador, e se estiver os documentos submete-os lá, os termos de responsabilidade podem ser carregados cá se o técnico for de cá, (???) lá, por isso as pessoas interagem com extrema facilidade. E nós depois fazemos uma brincadeira todos os anos que é ter uma reunião de Câmara nas comunidades, nós temos que forçosamente ir aos Estados Unidos 4, 5

vezes por ano. É no aniversário dos clubes, no dia de Portugal, na festa das enguias, temos que nos manter ligados...

TF: Tem uma comunidade grande...

Sim, temos uma comunidade muito grande.

TF: A última questão que é: se tivesse oportunidade de fazer uma pergunta, uma questão aos jovens dos 14 aos 18 anos sobre cidadania eletrónica e juventude, qual é que seria ?

Bem, se calhar primeiro fazia-lhes a eles a pergunta que me fez para começar. Até que ponto é que é importante essa ferramenta, até que ponto é que ela serve para reforçar a intervenção social do próprio cidadão, do próprio jovem, até que ponto é que reconhece naquela ferramenta a importância e capacidade para interagir socialmente e para contribuir para a sua comunidade ? Porque o desafio que se coloca como em tudo na vida é assumirmos o lado bom, Todas estas coisas democratizaram o acesso às coisas boas e às coisas más, às boas ou más utilizações. Nem tudo é bom. Eu tenho 3 filhos, e às vezes tenho a sensação que vivo sozinho em casa porque se eu não decretar horários cada um está fechado literalmente no seu covil, no seu mundo, nas suas relações em frente a um monitor horas a fio. O que destrói laços que são fundamentais de base, na minha ótica, eu que sou um apologista da família. É preciso ter equilíbrios e às vezes a discussão que eu tenho em casa com eles, e já não são tão bebés assim, o meu filho mais velho tem 19 anos e a miúda tem 15 e o mais novo tem 13, e eu pergunto-lhes “ok, muito bem, 3 horas depois o que é que cada um de vocês ganhou? Vamos lá fazer um resumo das 3 horas que passaram em frente ao computador. Um de cada vez. O que é que estiveste a fazer, o que é que ganhaste?” - até podes-me dizer “tive a jogar, do ponto de vista lúdico distrai-me...”. Ok, então vamos avaliar: o teu objetivo era distraíres-te, haveria alguma forma mais positiva de ocupares essas 3 horas ? “ah eu estive a ler..”. Ok, tudo bem. “eu estive a estudar”. Tudo bem, vamos ver se tu estás a utilizar uma ferramenta extraordinária de forma a te enriqueceres enquanto ser humano. Ou então uma coisa é crescer, e o que eu lhes digo, outra coisa é vegetar. E o meu amigo acabou de anular 3 horas da sua existência, como às vezes eu digo “epá vocês anularam 3 horas da existência, daqui a um bocadinho estão com o saldo negativo!”. A vida não volta para trás, temos que viver com sede, e o que caracteriza os jovens é viverem com sede da vida, epá então não vegetem, não percam 3

horas em frente a um monitor sozinhos para coisa nenhuma quando há tanta coisa interessante na vida para se fazer, tanto para dar, tanto para receber, porque quando damos recebemos, e é... é um desafio permanente que eu coloco e eu acho que é aquilo que.. é a consciência do uso das coisas. É não fazermos por fazermos, não utilizarmos de forma indiferente. É uma ferramenta extraordinária. Temos o mundo nas nossas mãos e nos nossos olhos, estamos no meio de uma praça pública, muito de repente porque estamos a interagir e a conversar com 20, 30, 40 pessoas, ok. Então agora façamo-lo para construir alguma coisa, para nos valorizarmos. Porque senão é inútil. Mas isso é um problema da juventude. Eu quando vejo a minha rapaziada a almoçar e a mandar sms's... e é assim, uma mão fica por baixo... “epá ficaste maneta?”... e quando chega o momento de falar com as pessoas não há assunto. Às vezes é uma coisa que me aflige profundamente. “Epá mas estiveste a mandar mensagens... acabaste de falar já tens mensagens para mandar...”. E mensagens de aqui para acolá ? E daqui para aí ? Quer dizer há aqui uma deformação qualquer que...

TF: Há uma transformação!

Há! Isto é uma coisa... Eu sou um bocado retrógrado ainda nesse aspeto, das novas tecnologias não... eu consumo-as com moderação, confesso, consumo-as com moderação porque tenho muito medo dos excessos... e faz-me confusão algumas coisas... faz-me imensa confusão porque depois somos muito superficiais. Aquilo que eu mais tenho chateado a rapaziada nessas reuniões de 6ª feira é a superficialidade. A maneira displicente como passamos pela vida e pelas coisas. Tudo é consumido, mas consumido é tudo muito efémero. Veja, quando eu quero, quando eu os esforço a refletir ou a olhar par o lado, a construir a olhar para a frente, porque (??) “pá, um de vocês garantidamente, mais ano menos ano se vai sentar deste lado, ok? E eu como tenho filhos mais novos do que vocês, eu quero que vocês cuidem do futuro dos meus filhos, por isso fazem o favor de ter alguma competência! É sempre o desafio que coloco é ter consciência do ato, acho que é fundamental a consciência do acto. Não se agir por instinto. Os instintos são coisas que - importantes na nossa vida, às vezes precisamos deles para os tais 20 segundos de loucura, que é o que nos faz transcender e ficar no patamar seguinte, para podermos progredir, porque temos aquele bloqueio. Agora 20 segundos de loucura não pode ser uma existência de dormência. E (??) que a rapaziada às vezes eles, eles não me compreendem, dizem que eu sou muito chato. “Lá vem ele obrigar a pensar!...”. Tem uma miúda que vai a todas, tem uma miúda muito engraçada, tem 17 anos,

uma miúda que todas as sextas feiras lá está, e então eu provoco-a muito. E ela começa “Ouve, lá estás tu, lá estás tu a querer-me obrigar a pensar!”. Eu achei imensa piada porque depois eu dizia “epá mas o propósito não é esse, é pensarmos juntos? o que é que vieste cá fazer?”. “Epá, esta história de pensar...”.

A disponibilidade para pensar é uma tarefa árdua! É uma coisa brutalmente pensativa. Agora por a rapaziada a pensar ? Epá isso não é pensar na roupa que vai vestir, na interação que tem com o namorado ou com o amigo ou não sei o que, ou para onde vai beber uns copos... é uma chatice. “Pensar? E ali logo por cima nos outros? O que é que eu tenho a ver com os outros? Eu vivo a minha vida!”. Quer dizer, mas espera aí, a tua vida não pode ser vivida sem pensar nos outros. Tu estás intimamente ligada a todos aqueles que estão à tua volta. E ela começa logo - “lá entrou ele no estado Zen!”. Mas é um fim de tarde de Sexta-feira muito giro, muito giro.

TF: E faz todas as semanas?

Faço quase todas as semanas. O que está marcado é 2 vezes por mês, de 15 em 15 dias. Mas por questão de agenda, ajusto. Mas já tenho clientes assíduos, que já estão a mandar email a dizer: “como é que é? sexta feira há ou não há?!”

TF: E exemplos de temas que leve...

A educação. Desporto. Cultura. Até o ordenamento do território. Turismo. Eles gostam muito de falar de turismo. Perspetivas da abertura... falamos de muita coisa, falamos por exemplo, um dia destes... dos últimos temas que falei com eles... tenho uma reunião da rede social marcada para a semana. e decidi falar daquilo que é o papel das GPSS, e das associações. Até que ponto é que é importante, até que ponto é que nós somos importantes, o que é que nós queremos, que respostas nós precisamos, o que é que tu julgas, quais são as tuas perspetivas duma santa casa da misericórdia e dizer “pá, algumas vês pensaram na santa casa da misericórdia?” - “ui! isso é quando for velho!”. “Ok. que respostas é que têm a santa casa da misericórdia, conhecem a instituição? Estás a pensar na santa casa quando fores velho, mas a santa casa começa aos 3 meses de idade. Que respostas é que nós temos, até que ponto é que é importante as IPSS, de que forma é que nós podemos ajudar ? É um bocadinho trabalhar isto. Pensar na rede, nos serviços complementares. Esta rapaziada não consegue pensar a alargar horizontes. Perceber então como é que... mas é que não consegue como também não

conseguem os adultos. Eu quando vejo competitividade entre duas IPSS uma ao lado da outra, quando eu vejo gente a fazer apoio domiciliário em que para uma carrinha, outra ultrapassa e para na porta a seguir, depois a outra ultrapassa e.. a disputar clientes... tudo isto me faz imensa confusão. E foi uma reunião engraçada, falar sobre o papel das IPSS, sobre a rede social, sobre as respostas coletivas, de que maneira é que - voltamos ao mesmo, quer dizer eu tenho direitos, mas direitos a partir de quem ? Estás a ver a IPSS lá da tua rua. Aquilo é tudo voluntariado, tudo rapaziada que está lá a dar para os outros. E tu, só queres ? E quando é que lá vais dar alguma coisa ? Epá porque é que não vais lá nas férias ter uma experiência. Houve um conjunto deles que se disponibilizaram para agora, na segunda quinzena de agosto fazer voluntariado nas IPSS. Foi engraçado. Para terem também uma experiência. Perceberem quais são os contextos... os temas são muito diversificados. É o que naquela semana me ocorrer. O que me ocorrer naquela semana, é o que vai para cima da mesa para a gente se chatear uns aos outros.

TF: E eles às vezes propõem temas ou... ?

Eles às vezes conduzem a reunião. E eu deixo ir. Temos começado por coisas e terminado noutras completamente diferentes. Propor temas, nunca houve nenhum que me mandasse um email a dizer “Olá, agora queria falar isto..”. Não. Mas se ele quiser ele fala. Eu começo com um espectro muito largo, que dá para todo o lado, depois a rapaziada vai seguindo, vão discutindo, vão trocando ideias, fazemos ali um fórum, uma coisa simpática, que tem contagiado, porque depois - não sou eu que os convido pessoalmente são eles que dizem - “olhem, à sexta feira o presidente faz uma coisa engraçada, a gente vai para lá mandar uns bitaites uns para os outros e tal, aquilo é giro, anda lá também ver.” - e vem um, e vem outro, e vem outro e aquilo está a crescer... tenho aquele núcleo duro que já é assíduo, acha piada, continua a crescer.

TF: E sente que o ambiente mais informal facilita esta interação ?

De longe, de longe. Nem me sento. Faço aquilo no salão nobre mas prescindo da mesa de hora de tudo, fazendo aquilo à volta da fogueira, literalmente. Já lhes disse que qualquer dia é no jardim, de manta! Já que eles dizem que eu entro numa fase Zen, vamos para a manta de perninha cruzada! Não, a informalidade no máximo. Se conferirmos formalidade: há distância. Há medo, há recuo, as pessoas acomodam-se, ficam frios... Não, muito próximos,

nada de microfones, microfones afligem, a rapaziada nova não gosta de ver um microfone à frente porque dá-lhes palco e eles lidam mal com o palco, se lidam bem é porque já têm outro tipo de ambições - de vez em quando aparece um outro.. mas num esquema de que até os mais humildes possam participar. Possam quase segredar-lhe. Ok, temos ali um clima informal, somos mais, chegamos ali à volta, uma primeira, uma segunda fila, não fundo de sala. Fundo de sala é gente que não participa, acabou. Não, temos que arranjar ali uma maneira de fazer isto, e agora vou saltar para o espaço público, vamos começar a fazer no espaço público. A intenção de... eu trouxe para a Câmara um modelo que eu tinha de liderança num grupo de jovens. Há uns anos que conduzo o grupo de jovens lá da paróquia, de que faço parte e disse: epá se eu começasse a transportar para a dimensão da gestão pública este conceito paraquial aqui de envolvimento na rapaziada... se eu estou a conseguir envolvê-los, fazê-los participar, ter projetos, ter iniciativas, se calhar isto também nos aproximava da administração pública. Porque era sempre uma confusão... que era separar o autarca do tipo que os ajuda a conduzir. Aquilo era sempre, um gajo a chegar, fecho a gaveta, agora deixou de ser o autarca... qualquer dia nós, independentemente de estarmos num determinado espaço a intervir numa determinada condição não deixamos de ter um conjunto de responsabilidades em que nos olhamos no pleno. E as coisas têm corrido bem. Depende muito da forma como... eu tenho por exemplo um vereador que já tentou mas é muito formal, e eles não combinam bem com o estilo da... é formal, vamos lá a ver, é muito seco! Às vezes nós temos que deixar dizer disparates. Nós precisamos que eles digam disparates. E não podemos dizer à primeira que é disparate, senão bloqueamos o indivíduo. Ele tem que dizer, ele tem, e tem que deixá-lo, deixar andar. E se for disparate temos que esperar que outro diga que é um disparate. E se for uma ideia muito estapafúrdia a gente vai à frente buscá-la, não pode ser... foi o que eu já lhe estou farto de dizer “opá assim não te safas!”. “Não podes entrar nisto como se fosse um debate político, em que um indivíduo diz uma coisa que... e tu contra-argumentas em cima e rachas o rapaz, não tem condição(?) nenhuma para o rapaz crescer!

Então não lhe dás hipótese nenhuma dele aprender coisa nenhuma nem tu aprenderes com ele, arrumas logo com ele! Isto não é para os abater a todos”. Mas ele é muito seco, entra muito a matar. Desmancha logo a ideia do tipo. O tipo fica logo reservado, pronto. O que eu lhe disse, “epá tens que fazer aí uma terapia de grupo diferente para conseguir”. Porque eu o criei, começa a ser, eu queria alimentar, alimentar este projeto, mas não o consigo alimentar dependendo só de mim, ou seja isto é muito por eu estar às sextas-feiras com o presidente, só

que o presidente tem mais que fazer, e tem que estar uma sexta-feira ou outra, mas tem que ter alguém que continue, porque isto é um projeto comunitário de verdadeira integração, e tenho que ter alguém que dê continuidade à dinâmica para que eu possa estar, em vez de duas vezes por mês, uma vez por mês possa fazer esta brincadeira, mas não estou a conseguir. Agora vamos lá a ver se para a próxima eu consigo uma outra pessoa que lidere este processo.. Porque agora também quero começar a fazer outra coisa que é - introduzir convidados. Convidar, pessoas. Convidar jovens, menos jovens, convidar gente que dá testemunho. Porque o testemunho é uma coisa fantástica. Ajuda imenso a percebermos. As pessoas falar daquilo que vivem...

TF: Torna real não é? Concretiza...

Fiz isso com uma enfermeira, que tem muitos jovens recém licenciados que... dizem que este país é uma porcaria porque não tem respostas para eles... foi o que eu lhe disse - “então este país vai ser uma porcaria mais um século porque nunca terá resposta para todos os licenciados”. É tão fácil quanto isto. Das duas uma, ou metemos números clausos no acesso ao ensino superior e passamos a abrir vagas em função daquilo que o mercado precisa, ou então se queremos democratizar o acesso ao ensino superior e continuar a ter um conjunto de cursos que eu não sei para que eles servem, nem as próprias universidades me conseguiram explicar o que é que os alunos com aquela formação fazem depois... ainda um dia destes perguntei em Aveiro ao nosso magnífico reitor... quanto o meu filho se candidatou outra vez eu fiquei a conhecer os cursos todos da universidade. Então somei um conjunto deles que, epá porque me resignei à ignorância... eu ia ver a estrutura curricular, eu vi o nome do curso - “epá está aqui uma coisa importante, mas para quê?”. E depois encontrei o reitor e disse “Oh reitor, explique-me lá o que é que a malta deste curso faz?”. Ele começou a olhar para aquilo e disse assim “Este curso é da nossa universidade?”, “este curso é seu” dizia eu(?), “epá isto é uma coisa a sério” dizia ele... “epá tens que ir perguntar ao coordenador que eu não sei!”. As expectativas são obviamente altas. E essa enfermeira, até porque, o primeiro ministro foi, enfim eu não direi mal interpretado, eu acho que às vezes não é um problema do conteúdo, é a forma como se comunica - quando ele de alguma forma desafiou os jovens a emigrarem... eu trouxe uma enfermeira que é da (*), natural da (*) que acabou há dois anos o curso, e depois de acabar o curso estava a trabalhar, não a 3€80 conforme se tornou público mas a 3€20 à hora em 3 instituições do Porto, em que fazia trabalho numa, trabalho noutra, trabalho noutra.

E ela dominava bem o Francês (??) e eu chateia sempre para ela fazer um processo de certificação na embaixada - “vai-te certificar em termos linguísticos, porque a França é brutalmente deficitária de enfermeiros, e podes ter uma oportunidade”. Ela foi a primeira vez, chumbou no teste porque o teste tinha muito Francês técnico, muito associado ao exercício das funções, ela foi fazer um curso, na segunda vez passou, e está neste momento no hospital central no Mónaco. Como o salário mínimo nacional para a carreira de enfermeiro são 1980€ ela começou com 2500€, e como é muito boa profissional, neste momento já tem responsabilidades de coordenação, já lhe vão aumentar o vencimento... Nós não temos essa oportunidade cá, e o resignarmo-nos e continuarmos a querer que os outros façam por nós aquilo que nós próprios não estamos disponíveis para fazer é um bocado complicado, e o testemunho dela foi muito engraçado, porque o testemunho dela é aquele testemunho de quem não se resigna. Diz “ok, pronto, eu gostava de trabalhar aqui, estar perto dos meus pais, de manter as relações de amizade que tinha.. não posso, não posso, sou um cidadão do mundo, não ganhei o Euro milhões, não nasci num berço de ouro, tenho que trabalhar, tenho que procurar as oportunidades. E também uma funcionária que eu gosto muito, que é a diretora das relações internacionais da Câmara de Coimbra, que é uma funcionária que me entrou para a Câmara Municipal como auxiliar de serviços gerais. Eu gosto muito de ter convidado para estas coisas(??). Abriu uma vaga às uns 7 anos atrás, no tempo em que ainda podíamos contratar alguém, para auxiliar de serviços gerais, que não é mais do que uma contínua numa escola. Concorreram 97 candidatos, metade da coluna eram licenciados. E quando chegou a ela, ela tinha uma licenciatura em línguas, com um mestrado em traduções simultâneo e um doutoramento em qualquer coisa de um estudo que ela fez sobre a origem do Latim e não-sei-o-quê... Eu olhei para aquilo e disse - “ai minha Nossa Senhora”.. O curriculum da mulher nunca mais acabava. Quando ela entrou, eu até me senti constrangido enquanto presidente do júri eu disse - “a Sra. vai me desculpar, a Sra. tem noção clara do conteúdo funcional da carreira a que se propõe?”, e ela virou-se para mim e disse: “não tenho a mais pequena dúvida, tem sim senhor, não é para fazer nada do que a universidade me ensinou, é só mesmo para fazer aquilo que a minha mãezinha me explicava em pequena”, diz ela. “Há uma certeza que pode ter, se eu conseguir essa vaga, eu vou fazer lindamente porque a minha mãe está muito satisfeita desde muito cedo comigo, ou seja, eu sou uma excelente varredoura, limpo tudo...principescamente, mas há uma coisa que eu vou continuar a fazer, eu vou chatear-vos ao máximo, vocês vão saber a cada dia que nasce o sol que eu estou aqui, e no dia em que, se

precisarem de mim, eu vou dizer - estou presente. Mas até debaixo de água! Se precisarem de alguém para traduzir debaixo de água eu também meto um escafandro e vou”. E foi a atitude dela inconformada.. que nós tivemos lá um seminário promovido por um laboratório, daqueles seminários muito importantes do ponto de vista científico, para os médicos, que incluem pensão completa numa unidade 5 estrelas... Então eles precisavam de alguém... vieram à Câmara Municipal, saber se tinha alguém que os ajudasse em termos de tradução, porque tinham convidado estrangeiros e tal... e eu disse ok, estivemos a olhar... “olha, falar com a cachopa”. Aquilo era a um fim de semana, começava a uma quinta-feira e terminava segunda feira, e ela disse: “concerteza!”, coordenou aquilo tudo. E precisavam mais não sei quem - “eu tenho umas amigas, eu chamo já, moveu aquilo tudo, montou aquilo tudo.”. Estava um médico de Coimbra que, cujo filho era vereador na Câmara de Coimbra, e que lhe falou ao filho. Disse - “opá fomos à (*), a (*) tem uma funcionária excelente, fomos acolhidos duma maneira a tal...”. O tipo ligou-me, ligou lá para a Câmara e disse - “epá nós estamos a precisar no nosso gabinete que cuida das relações institucionais com as comunidades geminadas - e nós temos 11 geminações - e estávamos a precisar de uma pessoa. E precisamos que seja uma pessoa que fluentemente trabalhe as línguas, que produza documentos em língua estrangeira - documentos fidedignos, que nos cuide destas relações - da relação institucional. E soube que vocês têm uma auxiliar de serviços gerais excelente...”. E eu disse - “temos!” - “E se a gente por cedência não havia oportunidade?” - “bem, é questão de falar com a rapariga”, ela era de Águeda. Fui falar com a rapariga, disse-lhe “olhe, surgiu uma oportunidade”, e ela disse “e deixa-me ir?” - “deixo Maria, vai embora, se quiseres ir...”, então já foi! Eu sei que vai ter saudades minhas porque eu me ria como ninguém... uma mulher muito bem disposta, e eu dou sempre o exemplo dela porque foi o facto de ser humilde, se dispôr a trabalhar sem nenhum preconceito de se estar a agarrar a um estatuto de um doutoramento, e que se lhe abriu uma porta. E para dizer a esta rapaziada: “vocês têm de começar, comecem por qualquer sitio”. É empregado de balcão - tem toda a dignidade do mundo. Um dia chegam lá. Porque hoje a gente se chegar às caixas.. um dia destes pôs-me a olhar para isso lá no Continente em Ovar - a quantidade de anéis de curso nas miúdas... eu a olhar para as caixas e a olhar para as mãos delas... imensos anéis de curso. Daqueles aneis de curso naquelas áreas das psicologias e do serviço social, daquelas coisas então isso é em quantidades industriais. Enfim, é a vida!

M32

TF: A Câmara Municipal tem página da Internet e/ou está presente nas redes sociais. Como decisora política, quais são os principais objetivos para a página da internet e para a presença nas redes sociais, caso a CM tenha perfil? Se não estiverem presentes nas redes sociais, pode falar-me por que não estão presentes?

A Câmara Municipal da (*) está presente na internet e nas redes sociais com a intenção de informar a população de toda a atividade municipal, dando igualmente a conhecer os serviços que o Município tem à disposição de todos os cidadãos.

Desta forma, promovemos junto dos Municípes uma cidadania ativa, impulsionando a disseminação da tecnologia e fomentado a integração de sistemas e processos com vista à inclusão digital.

A verdade é que consideramos que a sociedade de informação aliada às Tecnologias de Informação e Comunicação, assume hoje um importante papel na economia e uma clara oportunidade de modernização e de geração de conhecimentos e riqueza para os seus utilizadores.

Atualmente a internet assume-se como um dos mais importantes veículos de informação, potenciador de um espaço democrático de debate num verdadeiro exercício de cidadania permanente. Por isso mesmo, temos vindo a aprofundar esta oportunidade de estar presente, quer nas redes sociais quer na internet, para modernizar os serviços municipais e para incentivar a transparência e a aproximação aos Municípes, de forma a oferecer serviços públicos mais eficientes, menos burocratizados e de melhor qualidade.

É neste contexto, que temos concretizado um conjunto de ações tendentes à desmaterialização e reengenharia de processos, através do recurso a ferramentas de workflow e gestão documental integradas com outros sistemas existentes na Autarquia.

Trata-se assim, de um sistema integrado de gestão com foco centrado no município e constituído por um conjunto de procedimentos organizados e integrados num modelo de gestão previamente definido, e neste campo, há ainda a destacar a adesão do município, ao programa Simplex Autárquico, de modo a diversificar os canais de prestação de serviços, facilitando o contacto entre Autarquia e Municípes.

Na verdade, a concretização do “Governo Eletrónico” e a utilização das mais modernas tecnologias de informação e comunicação permite-nos melhorar os níveis de eficiência, de eficácia e de qualidade do serviço que prestamos todos os dias aos nossos Municípes, que estão sempre informados de toda a atividade municipal, podendo participar ativamente em todas as ações em que estejam interessados.

TF: Como descreveria o nível de concretização desses objetivos no que diz respeito aos jovens **(perceber se os jovens fazem comentários, “gostos”, partilhas, consultas, comentários, etc. Qual o público que mais consulta e recorre à página da Internet e às redes sociais onde a CM tem perfil?**

Consideramos que o nível de concretização junto dos jovens, dos objetivos atrás descritos é bastante positivo, já que atualmente todos os jovens têm acesso permanente à internet, e relacionando-se em rede acabam por receber informações sobre o Município. De resto, se analisarmos a participação no facebook da Câmara Municipal da (*) percebemos que praticamente 80% dos participantes são jovens, que aproveitam estes instrumentos para conviver, mas também para se manterem atualizados e informados.

E foi justamente a pensar nos mais novos e para potenciar a sua participação online que criámos o portal do Orçamento Participativo Jovem e o respetivo Facebook, especialmente dedicado às temáticas dos mais novos, dois instrumentos que acabam por complementar o Portal e o Facebook do Município.

TF: Quais as dificuldades mais sentidas na concretização dos objetivos?

A única dificuldade que poderíamos apontar seria a de não chegar a toda a população, ou seja, há ainda uma franja da população que ainda não utiliza a internet e as redes sociais com regularidade, logo não tem acesso à informação disponível.

TF: Pode falar-me um pouco sobre o processo de seleção do conteúdo que vai para a página da Internet e o que vai para as redes sociais,

Tenho conhecimento prévio de toda a informação que vai para o Portal e para as redes sociais, pois trata-se de conteúdos produzidos internamente nos nossos serviços, designadamente no Serviço de Imprensa, Imagem e Relações Públicas. De resto, quando considero que alguma informação deve constar nestes meios, solicito diretamente a sua publicação.

Entretanto, todos os conteúdos que são difundidos no Portal são depois publicados em simultâneo no Facebook, com imagens e chamadas de atenção mais sucintas, logo mais adequadas às características deste meio.

TF: Considera que os jovens de (*) participam ativamente na sua comunidade? Se sim, por favor dê-me alguns exemplos. Se não, por favor apresente algumas razões.

Os jovens Trofenses participam ativamente na comunidade, quer através de iniciativas promovidas pelas suas escolas, quer através de ações desencadeadas no seio das associações, clubes e coletividades a que pertencem, quer através dos mecanismos e instrumentos que, enquanto Câmara Municipal,

criámos precisamente para fomentar e dinamizar a sua cidadania ativa, como é o caso do Orçamento Participativo Jovem e do Conselho Municipal da Juventude.

TF: Existem algumas medidas de inclusão dos jovens nos processos de participação pública e tomada de decisão? Se sim, pode falar-me um pouco sobre essas medidas? (tentar obter qual a idade e características destes jovens, offline versus online). Se não, explique-me o porquê.

Como já referi, na (*), demos nos últimos quatro anos, um novo e forte impulso às políticas de juventude, criando o Conselho Municipal da Juventude e lançando o projeto pioneiro do Orçamento Participativo Jovem da (*) (OPJ), que aposta na inclusão dos jovens nos processos de participação pública e tomada de decisão.

O Conselho Municipal da Juventude funciona como um espaço privilegiado de diálogo e análise dos problemas da juventude, visando a promoção de atividades e iniciativas de e para os jovens, e baseia-se num trabalho de parceria alargado, efetivo e dinâmico com os vários membros, apostando num planeamento estratégico da intervenção e estimulando a participação dos mais novos na vida cívica, cultural e política.

Já o Orçamento Participativo Jovem mobiliza milhares de jovens dos 10 aos 30 anos, de todas as freguesias, o que lhes permite a participação ativa na decisão do seu próprio futuro.

A prova da importância deste projeto é, não só a inauguração das duas primeiras obras com a marca OPJ, em dezembro de 2012, o Circuito (*) Ativa, apresentado pelo Agrupamento de Escuteiros 447 de Santiago de Bougado, e o Laboratório de Ciências inaugurado em julho de 2013, na EB2/3 Napoleão Sousa Marques, apresentado por um grupo de alunos daquela escola, mas também o reconhecimento nacional e internacional já granjeado pelo nosso OPJ.

Este projeto já aprovou seis obras pensadas e votadas pelos jovens, no valor total de 65 mil euros e para o próximo ano, os Trofenses até aos 30 anos terão à disposição 30 mil euros para proporem obras que beneficiem toda a população.

TF: Existem ferramentas tecnológicas pensadas para o envolvimento da população jovem em processos de Participação pública ou em processos de tomada de decisão?

As ferramentas tecnológicas que podemos apontar já foram referidas anteriormente, e são o Portal específico do Orçamento Participativo Jovem da (*) e o respetivo Facebook, onde 95% da participação ativa é protagonizada por jovens com menos de 30 anos. De resto, as inscrições em cada ciclo do Orçamento Participativo Jovem são efetuadas online, e só os jovens inscritos podem apresentar projetos e votar as propostas a concurso.

TF: A Câmara está envolvida com as escolas em projetos de cidadania? Se sim, pode falar-me um pouco desses projetos por exemplo: que tipo, idades dos jovens e níveis de ensino?

A Câmara Municipal da (*) está profundamente envolvida num dos maiores projetos de cidadania do País, que é como já foi descrito o Orçamento Participativo Jovem da (*), já apresentado como exemplar na Suécia no seminário Internacional Participatory Budgeting organizado pela Associação Sueca de Regiões - Swedish Association of Local Authorities and Regions.

Este projeto envolve todas as escolas do Concelho, desde o básico ao secundário, cujos alunos a partir dos 10 anos, têm à disposição, em cada ano, uma verba específica, em 2013 foram 10 mil euros, prevendo-se um aumento já em 2014, para aplicar num projeto que beneficie a comunidade escolar.

Nesta linha, já foram aprovados três projetos para implementar nas escolas, o Laboratório de Ciências que já está em funcionamento na (*), o “Circuito Desportivo” da (*) e o projeto "Viva a Biblioteca!", apresentado pelos alunos do 4º ano das (*) e (*).

Em paralelo, a Assembleia Municipal Jovem que encerra cada ciclo anual do Orçamento Participativo Jovem da (*) é também mais um instrumento privilegiado de participação dos jovens do Concelho. Nesta Assembleia são os jovens que conduzem a sessão, apresentam os projetos, fazem as votações, efetuam (colaboram) a contagem dos votos e anunciam os vencedores, num momento que lhes é totalmente dedicado.

Noutro momento, a cada mês de novembro, e no âmbito das comemorações do aniversário de criação do Município da (*), também desenvolvemos uma iniciativa que tem suscitado grande entusiasmo junto dos mais novos, que é a ação “os Autarcas vão à escola”, em que cada um dos membros do Executivo Municipal visita vários estabelecimentos de ensino para “estar à conversa” com os alunos sobre temáticas da escolha dos estudantes, e sobre questões relacionadas com a função de Autarca, de modo a incentivar o interesse dos jovens pela participação cívica e política, sublinhando a importância da sua contribuição para a resolução de questões que afetam o seu presente e o futuro individual e coletivo, e fazendo ouvir as suas propostas junto dos órgãos do poder político local.

TF: O que acha que é ser-se cidadão no século 21ST?

Na minha perspetiva, o cidadão pleno do século 21ST terá com toda a certeza formação superior além da licenciatura, ao nível do mestrado e do doutoramento, e será bem informado, ativo, exigente e participativo.

Este cidadão procurará ter uma opinião fundamentada da forma como a sociedade está organizada e estará pronto a dar o seu contributo para a construção de uma comunidade, que vá para além da sua própria atividade profissional, participando portanto também em projetos coletivos.

Deve ser exigente quanto ao papel do Estado e compreender que só tem a ganhar com um Estado forte e independente, com melhor qualidade de serviço e mais eficiente.

O cidadão do século 21ST encara a sociedade como uma sociedade de oportunidades, mais aberta e flexível, assumindo os seus deveres cívicos e apostando na sua valorização para ter mais oportunidades. Quanto à vertente tecnológica desta cidadania do século 21ST, o que passará a ser realmente importante, será não só o acesso à tecnologia, mas principalmente a aquisição de uma adequada aptidão literária digital, ou seja, o conhecimento e habilidades necessários ao uso das tecnologias e a habilidade de se adaptar à sua evolução rápida.

TF: Se tivesse a oportunidade de fazer uma pergunta aos jovens sobre cidadania eletrónica e juventude, que pergunta seria?

Perguntava aos jovens o que procuram nas redes sociais e de que modo gostariam que instituições como uma Câmara Municipal se apresentasse nestes novos suportes, e ainda de que forma estes poderiam contribuir para aumentar o interesse dos mais novos pela participação cívica ativa, salutar e construtiva.

Não sei se gostaria de acrescentar mais alguma informação sobre este tema. Se não, agradeço-lhe muito a colaboração e o tempo que disponibilizou

A11

TF: Eu gostaria de saber: como autarca quais são os seus sonhos ou seus objetivos para a página da Internet e para as redes sociais? São os mesmos, se tem públicos alvos diferentes, se os conteúdos são diferentes, o que é que pretende em cada uma delas?

Nota: Nós efetivamente tem públicos alvos diferentes, não propriamente pela intervenção direta da Câmara, mas por aquilo que está a acontecer efetivamente, ou seja nós quando disponibilizamos determinado tipo de instrumentos, há sempre uma fase de lançamento mas ao fim de algum período conseguimos fazer uma avaliação. Por exemplo enquanto que a página da Internet é utilizada - e nós vemos isso por comentários e situações que nos mandam - quase a 50% por (????) portanto é uma situação que é interessante. É extremamente interessante constatar isso, porque nós depois fizemos este controle, e o que se verifica é que a página da Internet praticamente a 50% tem servido para manter viva a ligação entre a

Diáspora e nós cá estamos, nós quer dizer na globalidade. Ao nível local, temos um público que não é na minha ótica maioritariamente jovem em termos do site, e isto obriga primeiro de tudo a uma avaliação, quer dizer, com aquilo que nós oferecemos quem é que está a utilizar... e ao percebermos que o público jovem não tem nenhuma preponderância na página da Internet é preciso revelo e torná-la, em primeiro lugar eventualmente apelativa, e em segundo, lugar os jovens, na nossa perspetiva, vão aquilo que é desafiante e que acham que podem marcar. Eu penso que esta postura que nós estamos a ter através do ciclo de debates que estamos a fazer aberto à população.. e cada vez mais vê-se que nós temos tido sempre boa afluência... mas é uma amostra pequeniníssima, num concelho em que temos cerca de 25 mil pessoas a contar também com a população móvel, temos tido uma média 30, 40, 50. Nunca podemos fazer uma leitura profunda de que aquilo que se diz ou que se pensa aqui que é efetivamente aquilo que a grande maioria das pessoas pensam. Acho que são ideias que ficam - como costume dizer: fica o Perú - e a partir daí é preciso saber como é que se vai recheá-lo e como é que se vai encher. A estratégia, quer do site quer principalmente através das redes sociais, que têm uma presença bastante escassa, tendo em conta o universo de outras entidades... ou por um lado nós ainda não fomos suficientemente apelativos... porque acima de tudo acho que nós temos tido muito uma perspetiva que as Câmaras na generalidade têm: de passar para ali facto - o que aconteceu ontem - e não desafia o suficiente para chegar onde nós queremos. Ainda ontem tiveste uma intervenção brilhante numa perspetiva que efetivamente toca a campainha, quer dizer, os jovens não vão entrar em sites ou em redes sociais para ver que ontem o Presidente da Câmara apresentou não sei o quê, se calhar entraram muito quando se apresentou o cartaz do (??)da Festas por exemplo, mas não é isso que nós estamos aqui. Nós temos de ser capazes de desafiar os jovens apelando à participação deles, porque os jovens não vão vir para aqui para ciclos de debates mas se calhar estes ciclos de debates lançados por temáticas nas redes sociais ou onde quer que seja, se calhar podem ter um conjunto de contributos que nós não teríamos outra forma de os obter. Em termos de síntese à pergunta que faz: nós temos esses dois instrumentos, eles não estão suficientemente apelativos para chegarmos ao público jovem. Por um lado estão, ao nível da nossa clientela entre aspas, da Diáspora - e isto vê-se perfeitamente pelos números - mas nós precisamos chegar ao Público jovem e para isso vamos ter que reajustar o que temos e não só em termos de "layout" mas acima de tudo em termos de conteúdo e desafiar através dos desafios do conteúdo motivar uma participação mais ativa.

TF: E qual é a dificuldade que sente nessa gestão do conteúdo mais dirigido aos jovens?

Em 1º lugar se calhar temos a trabalhar nessas áreas pessoas que não conseguem, ou não estão a conseguir, colocar-se na pele dos jovens. Muitas das vezes o problema, e isto passa-se com entidades públicas e passa-se com empresas privadas, nós temos uma área estante (ou é de marketing ou é de comunicação) mas o maior desafio de qualquer área é ter sempre a perceção do que é que pode ser interessante para aqueles a quem vamos chegar. E neste sentido, eu penso que o trabalho que foi feito foi bem feito, mas que perante a leitura dos números se constata isso, e que é: aquilo não foi desenhado para chegarmos aos jovens, não propositadamente mas porque os resultados são evidentes - não vale a pena tapar o sol com a peneira. Os jovens valorizam muito mais (e esta é a minha perspetiva com aquilo que eu fui aprendendo também), os jovens se não são chamados a participar e não são temáticas que lhes interessem passam ao lado. Como qualquer um de nós na nossa vida. Se eu estou a ver um programa de televisão que não me interessa eu mudo! Eu sei que existe, eu penso que o nosso problema não é as pessoas não saberem que nós existimos, o problema está exatamente na atratividade. E se efetivamente metem lá conteúdos que é para eu ver o que é que aconteceu ontem ou anteontem, o que é que disse este ou disse aquele, não posso contar que seja um espaço permanente de interação. Por exemplo as festas, as festas têm outro grupo(?) porquê, por natureza é um grande evento que nós temos obviamente para todos os públicos, mas o público jovem... o público jovem fez das Festas da (*) aquilo que elas são hoje... o público jovem opina, se gosta de Djs se gosta dos concertos - uns gostam outros não gostam... e isto vai acontecer sempre, o importante é que as pessoas ligam. E que nos façam chegar “inputs”, e se a gente não for capaz de tornar esses espaços apelativos, e também respondendo aquilo que dizias, eu acho que a Câmara não foi suficientemente astuta para dizer: eu quero chegar àquele público, a minha estratégia tem que ser esta. Mas isto tudo é sempre um ciclo evolutivo com a nossa vida. O importante é que a gente faz as coisas, temos que ter humildade de as avaliar e reajustá-las, reorientá-las para onde nós queremos. E nesse momento nós estamos nessa fase. Nós temos que fazer uma reorientação destes instrumentos, para podermos chegar ao público jovem.

TF: Relativamente à Câmara gostaria de saber se existem processos de participação envolvendo os jovens. Por que falou questão das festas da (*) em que os miúdos, os jovens participam e dizem na sua opinião se gostam ou não gostam, e retirando essa fase

me que já há uma apresentação da Câmara dos artistas, se há antes algum mecanismo de os envolver num processo de tomada de decisão, usando a tecnologia ou sem a tecnologia e para qualquer assunto?

Relativamente às Festas da (*), como disse é um evento muito marcado, aliás o nosso sucesso está muito colado aquilo que os jovens fizeram, não só vindo mas sendo os principais elementos. Nós temos por acaso aí um case-study de sucesso, porquê? Normalmente nós criamos uma zona de campismo, os jovens vêm da outras ilhas e vêm acampar. Nós criamos uma zona de campismo, não pudemos fazer um parque de campismo definitivo porque tendo em conta a proximidade em relação a uma zona demarcada (?), portanto uma zona húmida reconhecida a nível Europeu, não é legalmente possível ter o chamado parque de campismo com as condições, e nós queríamos uma zona de campismo que funciona perímetro. O que é que nós fizemos: nós cobramos um valor simbólico para forçar que os jovens se tenham que inscrever, a partir do momento em que eles se inscrevem para aceder ao parque, nós ficamos com os contactos, emails e telefones, de todos os jovens. Neste ano vieram aqui, em termos das ilhas todas pelos registos a gente fica que temos jovens de todas as ilhas dos Açores. A partir daí nós criamos um patamar duma base de dados, que é uma amostra que é importante, é uma amostra de jovens das ilhas todas que tiveram no evento. Portanto, ao contrário das sondagens telefónicas, e às vezes a gente tira conclusões com pessoas que não tiveram naqueles lugares - naquele caso concreto temos. E a partir daí abrimos uma porta muito importante no sentido do contacto com (???) ter o “input” e o “output”... mesmo que eles não venham em anos seguintes, eles vão indiscutivelmente marcar por todo o lado a imagem, porque... aquilo que o presidente da Câmara diz que as festas são é uma coisa; aquilo que um jovem de São Miguel, do Pico, Faial.. a imagem com que ficou relativamente àquilo que é bom, àquilo que tem de ser melhorado, é para nós uma relevância extrema. E a través desta base de dados que nós garantimos, começou à dois anos a esta parte, começamos a criar um espaço de interação com aqueles utilizadores, que não são presidentes mas que veem a festa pela festa. Portanto como digo é um “case-study” que tem funcionado... é óbvio que eu não posso ter os emails de toda a gente do concelho mas nós podemos perfeitamente começar a criar uma amostra do Concelho representativa de toas as freguesias dos jovens que habitam nos espaços rurais; dos jovens que habitam na zona mais urbana... e ter.. e em relação àquelas que são as matérias de fundo,

as matérias que no fundo vão marcar o futuro, o futuro deles... as decisões que eu estou a tomar hoje não estou a tomar por mim, e hoje é preciso isto ficar claro. Eu de alguma maneira fui legitimado ganhando as eleições para assumir essa responsabilidade, o que é certo é que se eu perante as decisões que tomo tiver mais em conta aquele que é o sentimento das pessoas sobre aquelas temáticas, eu tenho a certeza que irei muito mais de encontro aquilo que são os anseios. Estamos aqui a falar de Cidadania, estamos a falar de governança, e cada vez mais se fala... portanto as pessoas elegem, as pessoas votam e elegem os seus representantes, para a Câmara, para as Assembleias etc, para as Freguesias.. muitas vezes os políticos eleitos... não sou propriamente um político de profissão... o que eu gosto de fazer é administrar empresas, isso é aquilo que sempre me motivou, e depois fiz aqui uma deslocação e tentei aplicar um espírito privado à coisa pública mas só para te dizer que eu não acho que a maior parte dos políticos já achas, que a partir do momento em que são eleitos estão legitimados para fazerem o que querem - um cheque em branco passado pelas pessoas. E nós temos vindo a observar que talvez um dos maiores elementos de afastamento entre os cidadãos que elegem e os políticos que são eleitos passa exatamente por isso. As pessoas quando votam muitas vezes por princípio têm uma pequena franja tem questões político-partidárias, portanto ideológicas, etc. A grande maioria das pessoas votam porque confiam mais num ou no outro para os desafios até independentemente das cores políticas.. hoje me dia nenhum partido político garante em um candidato uma vitória e felizmente que assim é. Obviamente há sempre uma franja de 15% ou 20% que é garantido mas não é suficiente para ganhar. O candidato tem que ser capaz de acrescentar muito mais que aquilo que o partido lhe dá para conseguir ganhar. O meu entendimento, e acho que talvez uma das maiores revoluções, entre aspas, que tem que ser feita entre os eleitos e os cidadãos, é que eu tenho que ter por obrigação, à medida que o mandato vai andado, que os desafios vão acontecendo, que as grandes decisões têm de ser tomadas, eu tenho quase que por obrigação voltar a ouvir quem me elegeu (ou não elegeu)...nós temos por exemplo neste momento uma situação concreta que demonstra precisamente o contrário, o que se está a passar relativamente à reforma da saúde nos Açores. Ou seja o povo elegeu, elegeu maioritariamente um partido político que escolheu um governo - que é outro dos problemas (???) é que em relação às Câmaras o povo elege diretamente os seus governantes, em relação ao governo o povo elege uma Assembleia, portanto nenhum dos secretários, nem das ideias concretas relativamente às (???) é avaliada de fundo nesta altura. Na minha opinião aumenta muito a responsabilidade dos eleitos de oscultarem a população ao

nível dos grandes processos de reforma. Pode-se dizer que está escrito no manifesto e não sei quê... ninguém vê (?), não vale a pena a gente se iludir e dizer que até é legítimo me dar para fazer o que eu quero porque estava escrito no manifesto com palavras airosas que ninguém entendeu o que lá estava... e mesmo até que estivesse objetivamente, só (??) a falar nisto a maior parte dos cidadãos não alevantam(?). Isto tudo a propósito de referir em relação aos instrumentos que nós temos de delegação à cidadania, eu acho que a gente tem que, o próximo passo a dar é nós termos, criar de base uma plataforma de interação, segmentar, ou seja por vezes há políticas e há decisões que eu tenho que tomar irão afetar mais um segmento que outros como há que afetam todos - se eu falar de saúde afetam todos, se eu falar de educação se calhar afetam os pais e as crianças e menos os idosos. Se falar de redes de apoio social à permanência dos idosos nas freguesias... é mais importante eu ouvir o que é que pensam os idosos que alguma pessoa de 20 anos porque tem outro tipo de sensibilidade. É preciso criar esta plataforma, e nós não podemos ficar à espera que ela venha ter connosco. Nós é que temos que fazer isso, e temos que utilizar este instrumento colocando por exemplo 10 dias 20 dias à disposição determinadas ideias, onde é que a gente pensa ir; porque é que pensar... e ter permanentemente um feedback que favoreça o reajustamento das decisões antes delas ocorrerem. É esta a ideia que eu tenho do caminho que a gente deve prosseguir nesta matéria, portanto ter uma ligação mais estreita, obviamente utilizando... (???) hoje em dia a questão dos inquéritos telefónicos, são extremamente caros, e demonstra uma não utilização de instrumentos que nós temos hoje em dia que são as novas tecnologias.

TF: Vou perguntar se a Câmara está envolvida com as escolas em projetos de cidadania. Nós temos uma situação muito particular (...) a resposta do ensino, mas não tanto quanto devia ser. Portanto no fundo isto sintetiza. E porquê? A realidade dos Açores é uma realidade muito específica relativamente ao relacionamento das Câmaras com as escolas. E específico já porquê. Ao contrário do resto do país as regiões autónomas têm os governos regionais que ocupam um espaço intermédio entre a política de educação central e aquela que do papel dos Municípios. E isto significa na prática que a única área de educação que é efetivamente afeta à gestão municipal é o primeiro ciclo. E mesmo assim bastante limitada porque a nossa responsabilidade é ao nível das infraestruturas. Ou seja qual é a responsabilidade objetiva da Câmara em termos duma política educativa?

A responsabilidade objetiva é ter os edifícios em condições - com as janelas arranjadas, com as torneiras, com as casas de banho em condições, etc - e entregar este edifício, neste caso concreto ao governo regional que é quem o preenche, que é quem é responsável pelo transporte das crianças, que é responsável por tudo o que ocorre dentro destes espaços. E esta matéria é preciso sempre alguma diplomacia e algum cuidado em tudo o que nós fazemos para depois não haver um confronto com a entidade que tem formalmente a responsabilidade em gerir. Nós prosseguimos um caminho basicamente que assentou neste pressuposto que é: o governo regional tem a responsabilidade de gerir o que se passa dentro do espaço, é que fala com os pais, é que fala... apenas quando tem uma torneira avariada contata a Câmara ou quando tem uma situação qualquer. E nós dissemos assim: o governo regional oferece um pacote base, no fundo é o tal serviço público de educação, que oferece igual a todos os concelhos dos Açores, a todas as freguesias dos Açores em que têm escolas. Portanto as Câmaras mantêm, entregam os edifícios, eles colocam os professores... o que nós dissemos foi, no nosso concelho a gente quer mais. A gente quer ir além daquilo que é o pacote base, e começamos muito cedo - nós fomos o primeiro concelho no país a ensinar Inglês nas escolas do primeiro ciclo num protocolo na altura que fiz com o instituto British School.. em que inclusivamente os livros nós é que pagávamos sem distinguir com declarações de IRS do que quer que seja.. todos nós sabemos o que é que é isso. Aqueles que são funcionários públicos etc .. e retrata os que não são funcionários públicos (???) de IRS (??). Não me senti minimamente bem, quer dizer pago-te o livro a ti, não pago àquele, nomeadamente porque eu corri a fórmula do honorário da escola (??) Não imagina o problema que foi em algumas freguesias conseguir implementar, ou seja, teoricamente é uma situação utópica - como é que uma Câmara paga a um instituto British School que é um instituto altamente credenciado para o ensino do Inglês. Ele vão aos edifícios escolares, vão à escola - nem sequer é uma questão dos pais terem que levar - aquilo é logo na continuidade do horário. Eles saiam lá às 15h ou 15h30 e tinham ali 45min, logo a seguir, ou seja as crianças nem sequer precisavam de sair do espaço em que estavam. E eu tive muita dificuldade em que isto pudesse ocorrer em muitos sítios porquê? Porque houve uma revolta das auxiliares porque diziam que tinham que sair àquela hora porque depois os miúdos sujavam as salas posteriormente; porque as senhoras professoras não queriam com os meninos (obviamente conjugavam com meninos de várias salas) que iam e que mexiam nas coisas que estavam dentro das salas dos outros. Nós tivemos que ultrapassar estas coisas todas. Mas

continuamos por essa via. Fomos para o ensino do Inglês. Temos o ensino das ciências através do projeto da Fun Science que tem vindo a ser reajustado e que é muito querido pelos professores, porque acima de tudo acabava por fazer uma coisa que eles é que tinham obrigação de fazer, que é dar uma componente prática ligada às ciências, mas isso sem o apoio dos professores estes projetos não têm sucesso. Cheguei a ter (?) à matemática. Nos inquéritos que nós tivemos, mais de 50% achavam que não tinham qualidade etc.. eu também não ia continuar com uma despesa quando na generalidade dos professores não gostava... até achava que o projeto era bastante interessante, mas não interessa o que eu acho, mas o problema aqui é esse. E fomos até por outra via, para a saúde. Nós realizamos, anualmente, diagnósticos de saúde a todas as crianças do concelho na área da visão, da audição e da nutrição. Numa primeira fase fazemos protocolos e pagamos isso a entidades externas, mas depois aparece sempre a parte do governo regional muito ofendida com o que a Câmara está a fazer, é o dizer que eles não respondem etc. E depois com uma pareceria com o centro de Saúde da (*): “não não nós temos meios para fazer, queríamos era que a Câmara comprasse os equipamentos móveis para a gente se poder deslocar às escolas. E neste momento estamos neste patamar, que até é o melhor de todos: a Câmara compra os aparelhos, eles vão às escolas, fazem anualmente a todas as crianças do ensino básico (já estão a ir ao 2º ciclo também) - a todos os alunos. Tu referes-te muito à parte da cidadania. Nós basicamente em termos concretos fomos pelos extracurriculares fomos complementar o pacote base. Porque nós queríamos mais do nosso concelho, e em termos de cidadania nós temos tido basicamente sons(?). Fizemos parcerias - com a PSP com estruturas de ambiente, de reciclagem, na parte da cultura, o desafiar a escolher textos sobre a (*) sobre o concelho...escrevemos todos os anos, a vereação da cultura escolhe uma temática que entrega às escolas e depois premeia os trabalhos que são feitos nomeadamente na área da literatura portuguesa... já apoiamos a publicação de livros que crianças fizeram no âmbito destes projetos. E basicamente a nossa ação ao nível da Cidadania tem sido neste sentido: por um lado desenvolver lá e com eles determinadas temáticas, e por outro lado também desafiando-os a participar em determinados projetos de cidadania designadamente no desenho, na educação visual escolheu-se algumas temáticas e os professores trabalharam com as crianças estas matérias, e depois no ramo grande nomeadamente no (?) fizemos exposições de trabalhos etc. Tem sido isso, pode-se fazer mais coisas mas nomeadamente tem sido este o

caminho que nós temos seguido até agora.

TF: Se tivesse que definir o cidadão do Século 21ST, como é que ele seria ?

Eu acho que o cidadão do século 21ST tem das características mais difusas que algum dia a história da humanidade, e tento retratar um pouco qual é o meu pensamento. Eu acho que o cidadão do Séc. 21ST por um lado tem uma vertente de uma nova visão efetiva do cidadão e da sua participação cívica, tudo aquilo que eu referi até agora, é um direito e uma obrigação ter um papel cívico ativo de participar nem que seja através duma rede social a dizer o que é que acha daquilo ou de aqueloutro com capas (?) e com eles(?) ou que quer que seja, mas por outro lado ainda continua a ser um cidadão marcado, com uma cultura - no nosso caso em particular -- que é normal. Por um lado temos uma faceta daquilo que os nossos pais, que a sociedade onde estamos integrados, nos passaram. Por um lado com coisas muito positivas - a nossa cultura, valores etc - que continuamos a ir buscar.

Dou-te um exemplo concreto, continuamos a ter hoje em dia o Carnaval ou os Impérios (?) ou Banco de Espírito Santo, continuamos a ver as novas gerações a entrarem a tomarem conta, e a conseguirem de alguma forma inovar sem destruir. Portanto eles têm estas duas, mas por outro lado também tem toda a componente preconceituosa, que os nossos pais também nos passaram e que a gente também está a passar aos nossos filhos. Quando eu digo que eles são bastante difusos em quê? É porque muitas vezes eles têm muita dificuldade em perceber e em dizer de forma claro onde é que a gente deve ir, porque são demasiado marcados por estes dois momentos. O mundo mudou muito rapidamente em pouco tempo e as gerações apanhadas neste período brusco são muito marcadas por isso. Se formos um pouco mais atrás, por exemplo antes do 25 de Abril, havia basicamente características que eram comuns à maioria das pessoas de - sabemos o que é que não queremos e somos capazes de lutar para ter algo de diferente. Hoje isto ocorre menos. Por outro lado há outro aspeto, eu acho que o cidadão do Séc. 21ST é muito mais egoísta do que as suas gerações anteriores. Também foi um pouco este mundo que a gente foi criando. É verdade que queremos uma liberdade de espírito, queremos participar, não queremos passar cheques em branco nem cartas brancas a ninguém em áreas nenhuma. Nós queremos ter a possibilidade de discutir educação, discutir saúde, discutir aquilo que o presidente da Câmara faz... somos marcados por aquilo que também nos passaram... mas não temos uma ideia clara de para onde é que se deve ir. E eu acho que este facto resulta muito disto. Esta geração está muito marcada por duas visões

distintas. Uma visão muito conservadora, e uma visão completamente revolucionária de que é preciso mudar tudo, que tudo o que existe, é para acabar. E eu penso que o tempo a curto espaço vai criar os equilíbrios necessários fundamentalmente por uma razão, é que, o cidadão do Séc. 21ST, aquele que vai ter poder de decisão, está a braços com um dos maiores desafios da história da humanidade que é resolver uma grave crise económica sem recurso a uma guerra. Porque a gente quando olha para a história diz, então como é que as nossas civilizações resolveram as graves crises económicas por que passámos? E normalmente as graves crises económicas foram resolvidas com guerras. O cidadão do Séc. 21ST não quer, e bem, resolver com guerra com mortos com o que quer que seja permitindo que haja um ajustamento populacional e que as coisas voltem a normalizar-se. E é efetivamente este desafio que está a motivar muitos jovens, até bem mais novos, a terem um papel na nossa sociedade, uma relevância que nunca jovens de 16/17 anos tiveram na história.

É que a juventude começou a perceber que nós não podemos deixar nas mãos da geração dos nossos pais toda responsabilidade de resolver o nosso futuro. Nós temos que fazer parte efetiva da resolução do nosso futuro. Por isso a diferença entre aquilo que eu penso que é o cidadão do Séc. 21ST, que é esta falta de clareza resultante de duas facetas distintas que conflituam permanentemente e que marcam esse trato, entre aquilo que terá que ser. E o que terá que ser vão ser sempre estas duas vertentes de personalidade, de cultura, de valores, de princípios, mas vai ter de ganhar um equilíbrio que ainda hoje não ganhou. A gente hoje muito facilmente ouve dizer-se mal de tudo, e depois quando queremos dar um contributo positivo temos muita dificuldade em que ele chegue com alguma consistência, e isso é um pouco demonstrativo daquilo que eu estou a dizer, porque é da falta de reajustamento, e este reajustamento permitir uma visão mais ou menos clara do que é que o cidadão do século 21ST pretende.

TF: Um jovem de 15 anos ou 16 anos como é que pode exercer a sua cidadania ?

Pode através de imensos portais de interação que hoje em dia existem e através de outro que obviamente as entidades públicas têm responsabilidade. Mas por exemplo um jovem de 15/16 anos pode começar, e neste momento não tem barreiras absolutamente nenhuma, a exercer a sua cidadania através de ações de voluntariado e participação (???) no nosso caso nós temos uma riqueza enorme na vertente associativa. Por exemplo desde escolas de música, filarmónicas, os grupos desportivos nos seus diversos escalões, as casas do povo, os impérios

do espírito santo, as comissões de festas... nós temos uma possibilidade ínfima de fazer... mas temos depois em paralelo outras questões. Nós vemos por exemplo grupos de jovens a constituírem-se com a maior das facilidades com objetivos claros. Alguns deles são sociais - ler junto de idosos que estão em situações de solidão - são cada vez mais - a repartir as tarefas e ajudar os idosos a fazerem as suas compras do mês; a ajudarem na marcação de consulta ou no acompanhamento que não tenham com que fazer. Portanto os jovens não têm, na minha ótica, qualquer barreira a terem uma participação cívica mais ativa. Penso que eles ainda têm barreiras em terem uma participação cívica em matérias de decisão política-estratégica porque a minha geração na generalidade ainda não abriu as portas o que devia para poder entrar, mas eu dou-te um exemplo concreto, o próprio site da Câmara que eu já assumi que não tem sido suficientemente atrativo para os jovens, tem lá uma plataforma permanente em que qualquer munícipe pode e deve fazer chegar (aquilo tem ligação direta ao meu email pessoal) orientações, propostas, sugestões de projetos... por exemplo só para ver os resultados disso: nós temos mais ou menos uma dúzia de participações em praticamente 6 meses de atividade, portanto mesmo naqueles que vão abrindo alguma coisa, as pessoas ainda não estão a ter essa... penso que será muito por aí. Há muito a fazer dos dois lados. Em termos da participação cívica eu acho que, nesta fase na maior parte dos casos depende mesmo de os jovens terem vontade de.

TF: Se tivesse oportunidade de fazer uma pergunta aos jovens sobre cidadania eletrónica qual é que seria? Jovens até aos 18 anos.

Eu acima de tudo faria uma pergunta que posso transformar também num apelo. Eu quero que vocês me ajudem na medida que for também a vossa disponibilidade e a vossa vontade, a definir as fases principais dum projeto que reforce a participação cívica através da utilização de instrumentos eletrónicos. Esta mesma pergunta que tu me colocaste agora e que eu estou a tentar responder, que é, vocês digam-me o que é que eu tenho que fazer para que vocês possam ter uma participação cívica mais ativa nomeadamente ao nível das competências que são públicas. E até posso lançar, portanto ainda ontem deixaste este desafio da Câmara, lançar projetos aos jovens. E agora no âmbito dessa discussão eu posso dizer o que é que eu farei... disseste: o que é que eu perguntava. O que eu pergunto objetivamente é o que é que vocês acham que eu tenho que fazer (eu quer dizer aqui representante de Câmara ou entidades públicas ou pessoas eleitas) nesta matéria para que vocês possam ter uma participação mais

ativa e que indiscutivelmente terá que ser pela via eletrónica. O jovens não vão vir aqui assistir a painéis de passos (??) do que quer que seja, mas porventura se algumas questões forem lançadas numa plataforma são capazes de pensar, de se juntarem até em grupos e de fazer chegar essas sugestões. Portanto a pergunta que eu faria é o que é que vocês acham que nós devemos fazer para que vocês possam efetivamente participar mais ativamente, e eu penso que isso passa claramente por tornar apelativos e atrativos estes instrumentos que a tecnologia disponibiliza para esta participação.

A12

TF: quais são os seus objetivos enquanto assessor político - eu sei que é 99.9% (neste momento) não utilizador da Internet, mas quais são os objetivos para a presença da Câmara na Internet através da sua página e, no caso se tiver, presença nas redes sociais ?

É muito importante a presença da Câmara tanto na Internet como nas redes sociais, embora como já percebeu aqui da nossa conversa eu seja uma pessoa quase info-excluída r(??) e percebo muito bem que no mundo de hoje, no mundo moderno que é uma aldeia global, é muito importante a presença. Porque os cidadãos, não só os jovens com (??) até ao inquérito, mas muita gente as usa e portanto há um conhecimento, há uma aproximação das entidade políticas, por exemplo da própria Câmara e até pode ser das juntas de freguesia. As pessoas têm um conhecimento muito mais próximo - daqui a bocadinho a reunião extraordinária que temos de Câmara, a ata vai para a página da Internet. Eu recebo telefonemas daquilo que eu disse que era da Radio (*), ou do (*) online, ou até de pessoas a perguntar-me “olha isto está aqui eu não percebo bem isto, qual foi esta decisão?”. Portanto percebo muito bem que a nossa página é bastante vista, e que é uma maneira de divulgar - primeiro até é barata - e de colocar os dãos(?) num contacto muito próximo com a realidade e com a vida do dia-a-dia do município.

TF: E sente que há diferenças, ou a Câmara tem diferenças naquilo que coloca na página e diferenças naquilo que coloca no Facebook, e se as pessoas que utilizam uma e utilizam outra são diferentes, a sua sensibilidade ?

Eu não tenho essa perceção real. Quem me telefona eu não sei se a viu pela Internet, se teve num outro. Agora que percebo e, nestes quatro anos - neste meu primeiro mandato - notei

uma evolução muito grande nestes contactos de pois(?). Também melhorou-se muito a página da Internet, a situação do Facebook é relativamente recente... e eu notei que as perguntas que vem para a Câmara, principalmente para mim por telemóvel, são cada vez mais. Portanto quer dizer que a página está a ser visualizada. E quis, é muito importante, e o que queremos é melhorá-la.

TF: E sente que - disse há bocadinho que não era só os jovens portanto está mais aberto, não é aquela ideia que às vezes temos que é só jovens que utilizam a Internet, neste caso a página da Câmara - sente que essas pessoas, se não fosse a Internet, vinham-lhe bater à porta ?

Alguns. Porque é muito confortável estarmos na nossa casa, no nosso escritório, no computador, vê isso e “olha, vamos fazer aqui uma crítica construtiva. vamos fazer uma sugestão”. Tem enfim muitas coisas muito interessantes. Porque nós temos aqui no hall de entrada a (caixa??)... das sugestões mas, porquê ? Ainda no princípio quando foi novidade apareceram talvez neste mandato 3 ou 4, depois à medida que o tempo foi passando, principalmente através da Internet, vão aparecendo as sugestões, e aqui na (*), como temos a própria rádio (*), e o (*) Online, são situações que nós vemos através disso, sugestões, também críticas, no fundo não são só sugestões, mas alguma críticas até são construtivas, lançam ideias muito bonitas, há ideias muito interessantes mas às vezes são um bocadinho utópicas porque se percebe que não são realizáveis em tempo real, porque a situação do país, da região e do município são situações económicas difíceis, e portanto cada vez mais as aplicações práticas no dia a dia vão ser mais difíceis. O próximo mandato vais ser um mandato difícil, porque a situação económica não é famosa e o governo nacional vai-nos cortar 25% do fundo de equilíbrio financeiro. Estamos a viver numa Câmara pequena como a nossa, a situação que é... Agora que a Internet, acho que é muito importante, eu estou completamente à vontade nisso, porque acho que, tanto eu que tenho que aprender e que me adaptar a esta situação, mas temos recebido coisas muito interessantes... aliás uma das coisas que vamos ter agora na nossa campanha eleitora, e que vai ser uma - não propriamente uma bandeira, que há outras mais importantes mas - vamos falar muito de orçamento participativo à nossa dimensão. Temos de ter consciência que os cidadão de cada freguesia se possam pronunciar sobre o que é que acham em cada ano pequeninas coisas que se possa melhorar na sua freguesia.

TF: E sente que os jovens, ou os mais jovens mesmo, têm através da utilização da Internet, aproximam-se mais da Câmara, ou sente que os jovens continuam um bocadinho afastados desta realidade da autarquia.

Através da Internet e das redes sociais, eu penso que eles estão muito próximos. Em termos práticos não é muito fácil vir aqui um jovem à Câmara. Pelo caminho, quando estou nos lugares e através - ou das juventudes partidárias ou de grupos informais - sabe-se sempre dos grupos de amigos... pronto e sabe como é as conversas de café e de esplanada, agora quando estão juntos chama-se a atenção... Há pouco uma crítica... nós inaugurámos este verão aqui a nossa praça em campo de são francisco e realmente temos umas sanitárias que são um luxo, mas uma proposta de várias mães que lhe faltam um fraldário. Plenamente percebemos que depois de ter aquilo tão bom falta uma pequena coisa tão simples. Pronto e que temos que arranjar. Isto não vem só através das redes sociais, vem também dos contacto informais com as pessoas, e que nos chamam a atenção.

TF: Dificuldade que sente na gestão para si, sempre como presidente, na gestão ou na Informação da Internet? Sente, ou da utilização da Internet na governança ?

É preciso alertar porque, o nosso técnico não chega a tudo. Ele é responsável por toda a parte informática e geralmente todos os dias tem um computador para resolver. Aqui a minha secretária tem dada uma colaboração excecional a essa situação, ou se pedem a uma outra pessoa que dê.. portanto não está só no(*), mas mais alguma outra pessoa quando pedimos que nos dê uma ajuda para que a página.. que estejam os dados acessíveis, com rapidez, com eficiência, que se leia alguma coisa que venham nas redes sociais, que nos alertem... portanto precisamos de ter um trabalho bastante importante sobre isso.

TF: A outra questão é: se a Câmara, ou em parceria com outra instituição, dá formação em tecnologias de informação e comunicação às camadas mais velhas ? Pergunto isto porque há muitos municípios que se queixam não é a realidade portuguesa (??), nos Açores menos que no resto de país, do envelhecimento da população. E então eu gostaria de saber se há esta preocupação de dar formação a mais velhos, a mais novos ?...

Existe esse preocupação mas outras entidades aqui na região, através do governo regional, têm feito muitas ações de formação financiadas por essa área. Que é que a Câmara fez? A

Câmara através do nosso técnico tem colaborado com todas as entidades que pedem, e estamos por exemplo agora com programas do governo regional. Tivemos o programa Fios(?), já tivemos uma primeira edição, agora numa segunda em que o nosso técnico também dá algumas aulas de conhecimentos base com grupos... o programa Fios, com o outro programa que eu recordo agora o nome, mas programas do governo regional em que pedem a nossa colaboração e nós a fazemos. Formalmente é pedido, e o (*) tem colaborado com todas instituições que o pedem.

TF: Agora mudando aqui um bocadinho a questão, já numa tónica mais da relação da Câmara com os jovens, que é - se existem medidas de inclusão dos jovens nos processos de participação pública e tomada de decisão ?

Diretamente não, ainda não! Nós demos os primeiros passos para a formação do concelho local da juventude. Não foram ainda dados muitos passos.. e esperamos que no próximo mandato ele seja realmente um órgão em que se possa ouvir, fazer ouvir as ânsias, os anseios da juventude. Mas contudo nós, com essa preocupação, logo que chegámos aqui mudamos o regulamento das bolsas de estudo, com a nossa preocupação porque, o regulamento anterior estava muito virado para cursos específicos com necessidades da Ilha. Nós deixámos na mesma alguns cursos que achamos importantes para a ilha, mas passámos a ter também uma parte de bolsas para as famílias carenciadas. As pessoas gostaram muito dessa abertura, e portanto, nós estamos agora com 10 bolsas, mais ou menos 5 para cada lado. A gente também não consegue ter muito mais porque o nosso (???) não é fácil, mas damos 10 bolsas por ano. O que.. dentro do possível... O que não quer dizer que a pessoa tenha bolsa todos os anos do curso, porque aquilo é baseado no IRS, todos os anos as pessoas têm que se candidatar, mas pronto já estamos satisfeitos porque pelo menos aqueles 10 em cada ano é uma ajuda. Temos bolsas, por exemplo o máximo são 305€. Sabemos que não é o ideal, mas é o possível, e quem a recebe fica muito satisfeito. Portanto é virado para os jovens. Temos o cuidado de, no primeiro ano que aqui chegámos fizemos um curso, pagámos um curso de nadadores salvadores, foi essencialmente gente jovem, para as nossas bandeiras azuis, mas que este ano tivemos montes de problemas. Nós oficialmente temos bandeiras azuis que não podem estar hasteadas porque só temos um nadador-salvador, e precisava dois. Realmente fizemos um investimento muito grande... Temos duas bandeiras douradas, temos a qualidade das águas, temos tudo menos a bandeira hasteada, porque as juntas de freguesia não conseguiram... é um

acordo de colaboração com as juntas.. a Câmara ainda conseguiu, temos aqui um nadador salvador, por exemplo, do Porto. Veja a situação que é não conseguirmos ninguém(??) nem na região. Mas pronto, estamos abertos a essa situação, se for preciso no próximo ano tentar de novo alguma coisa que faça com tivéssemos da ilha. O porquê na ilha? Isto apenas é no Verão, e as pessoas que têm o curso não querem deixar.. percebemos bem, um é pintor, outro tem outra profissão, não vai deixar para dois meses, porque lhe causa esses problemas, mas se for uma situação difícil, é uma pena porque tínhamos a qualidade das águas, todo o trabalho feito, o investimento e chegamos à hora certa: temos um nadador salvador para cada lugar, e falta-nos o segundo para ter a bandeira-azul. É uma pena.

TF: A Câmara está envolvida com a escola em projetos de cidadania?

Sim, podemos dizer que sim, porque a escola praticamente não faz grandes movimentações sem ter a colaboração da Câmara, aliás, nenhuma instituição praticamente da nossa ilha faz, sem ter o apoio da Câmara, e nós percebemos porque.. a (*) tem mais de 40 instituições - 5 coros, 5 filarmónicas, 5 clubes... tem muita instituição que, não vive só, não é à sombra, mas também com o pouco apoio que nós lhe podemos dar, embora seja simbólico... também outra coisa que nós mudámos foi o regulamento dos apoios. Portanto também tem a ver anualmente com o trabalho que as pessoas fazem. Por exemplo os clubes de futebol tem a ver com o número de jovens que estão lá. Os coros pelo número de pessoas que vão aos coros; as filarmónicas pelo número de pessoas, pelo número de alunos que tem nas suas escolas... portanto tem tudo a ver com o número de pessoas e com as atividades que fazem. Quanto mais atividade estas associações promoverem, mais a Câmara apoia, dentro do limites. Mas veja a situação, com 40 associações, não é fácil... por exemplo, as associações que tiveram mais dinheiro anda à volta de 4 mil euros - a filarmónica de (*) e o futebol. 4 mil, 4 mil e pouco... depende das atividades e do número de pessoas. A escola tem um jornal, edita normalmente um exemplar ou dois por ano... nós pagamos uma boa parte desse jornal. Qualquer atividade que a escola faz que envolve a comunidade, nós estamos aqui. O Dia da Criança, pelo Carnaval nós pagamos os transportes, para que todos os miúdos façam aqui a festa em (*), portanto nas grandes atividades da escola lá está o nome da Câmara - porque entendemos que é importante a nossa participação. Olhe a EcoEscolas também(??) a vice-presidente é representante. Eu sou o representante mas é na assembleia de escolas. Fizemos um programa muito giro com as escolas que é a Brigada do Amarelo, por causa da recolha

seletiva. Muito interessante e demos um prémio à escola que vence. Isso é interessante para incentivar os nossos miúdos, porque uma das coisas que não está bem, e então agora de verão aparece tanta reclamação, mas nós estamos muito bem colocados na recolha do vidro, do cartão e do plástico, a nível nacional, temos estado várias vezes em primeiro lugar, o que nos satisfaz. Mas agora de Verão tem sido... pronto, há mais gente, e ainda bem que há mais gente, porque a nossa ilha precisa é de gente, mas também com o calor, mais gente... às vezes menor sensibilidade das pessoas. Às vezes há pessoas que deixam o lixo fora à noite quando sabem que a gente só recolhe de dia. Nós estamos a recolher lixo todos os dias - o indiferenciado 2ª, 4ª e 6ª. Os outros dias tenho-o ouvido (?), e as pessoas sabem, nós até distribuimos uns panfletos e os cestos para a separação do lixo. Esta Câmara fez uma campanha porta-a-porta em 2011, portanto nem sequer foi por ser um ato eleitoral porque em 2011 não houve! Mas fizemos um trabalho em mais de 90% das casas para entregar a verde, a amarela e a azul, porque a Câmara anterior já tinha para o indiferenciado, portanto acho que estamos a fazer um bom trabalho, mas que ainda precisa aperfeiçoar, mas acho que é um bom trabalho e esta Câmara deve orgulhar-se desse trabalho.

TF: A próxima pergunta é o que é que é para si ser cidadão no século 21ST ?

Cada vez mais uma ligação muito forte às pessoas, uma maior abertura, um maior contacto. E isso não me é difícil porque eu sou uma pessoa de face, de trato, de um relacionamento muito aberto com as pessoas, gosto muito de estar com as pessoas, desde miúdo... isso também talvez até com a minha formação e a profissão - o ser professor é um contacto constante com as pessoas e, bom(?) não tenho problemas de relacionamento, em qualquer lugar sinto-me bem e gosto muito de trabalhar com as pessoas. Aliás gosto muito de andar por fora, de... dizem-me às vezes que se eu estou aqui dentro, eu não tomo as decisões cá dentro, querem que eu esteja fora... pronto, é muito mais agradável estar com as pessoas... e ouvir, ouvir a sensibilidade das pessoas para tomar as decisões, é muito importante os pequenos pormenores, às vezes que não nos chamam a atenção “falta ali tal coisa, se você...”. Porque às vezes aqui no papel não estamos a ver bem o contacto com as pessoas. O cidadão do século 21ST tem de ser um cidadão aberto. E eu percebo que tenho que abrir no sentido das redes sociais a esta parte mas humanamente estou, como cidadão, bem adaptado a este século.

TF: última pergunta é: se tivesse oportunidade de colocar uma questão a algum dos jovens dos 14 aos 18 anos sobre cidadania eletrónica, qual é que seria ?

O que se poderia fazer para melhorar, na (*), toda esta parte ? Não se pode fazer muito mais! Porque nós estamos em 3 sítios com redes muito boas, embora este Verão, e ali a Ana não me deixa falar... (*). Aqui o centro de (*) e o Aeroporto estão com banda larga, e de graça - o sistema WI-FI. Mas houve aqui umas criticazinhas porque baixou um bocadinho aqui, principalmente (*). Na (*) ainda não ouvi críticas... não sei ou há menos gente a utilizar na (*)... aqui o centro de (*), ou há mais gente porque... os dias antes de começar a trabalhar fui para a biblioteca porque não tinha degraus, e muita gente, muitos estrangeiros, iam ali para a biblioteca para usar... e mesmo cá fora nas mesas que se punham para os miúdos a gente põe ali mesas para os miúdos estarem a pintar, todos os dias... (??) ao lado da biblioteca. E há ali muito boa gente que se vê ali a trabalhar... estes telemóveis de 3ª geração que já têm Internet, as pessoas lá dentro(??) e aqui toda a praça - eu não sei se consegue apanhar toda a praça.. pois aqui à volta como baixa um bocadinho, vejo as pessoas ali sentadas perto da biblioteca, vejo ali muitos estrangeiros ali... é pena mas pronto, estas coisas custam dinheiro, infelizmente.

A13

TF: Para si enquanto decisor político, quais são os objetivos? da presença (?) no site, portanto a existência dum site, e nas redes sociais ?

Olhe, os objetivo são informar as pessoas das nossas atividades. Nós vamos atualizando informação (por acaso aqui é engenheira Isabel que faz esse trabalho), informando as nossas atividades, informando tudo o que se passa no concelho, nos mais diversos domínios: desporto, cultura, ações de formação, oportunidades de emprego, tudo o que se possa imaginar. A nossa rede dos nossos equipamentos (?) é uma rede que tem importância no concelho, porque nós temos o centro de Arte Ciências(?) do Mar, temos o posto de turismo, temos a biblioteca, temos o auditório ondem decorrem muitas atividades, como por exemplo o cinema. E depois temos um conjunto de iniciativas (?? âmbito mais??) relacionado com os miúdos na biblioteca. Mais(?) relacionado com o ambiente temos uma equipa extraordinariamente activa, designadamente ao nível dos trilhos, fotografia, enfim. Temos também um vice-presidente que é licenciado em música que programa uma série de atividades que vão sendo conhecidas, e portanto o site tem essa vertente informativa, uma informação

atual... o site tem também um repositório de todos os regulamentos, os programas e atos da câmara e da assembleia municipal, atas, liberações, despachos, questões relacionadas com os recursos humanos.. e nesse sentido também publicita toda a vida do município, do ponto de vista do que são as oportunidades de emprego do próprio município que, enfim agora terminámos com uma empresa municipal e, portanto, tudo agora se centra no município. Antes tínhamos a empresa e (*) e a câmara municipal com a necessidade de terminar com a empresa devido de facto às imposições legais, nós agora estamos centrados na câmara. Por outro lado, eu em relação às redes sociais, nós não temos grande atividade... é a Isabela que faz também essa atualização... eu, até por limitações de tempo, não participo na apreciação, nas trocas e comentários que possam surgir... vou acompanhando, vamos recebendo da parte dos nossos munícipes: queixas, sugestões, aconselhamentos... os que consideramos válidos, aqueles que de fatos são interessantes nós tentamos resolver. O último, posso dar o exemplo, há uma placa da toponímia(?) da Vila, que perdeu as letras e foi-nos chamada a atenção através do facebook para essa situação, e eu fiz um print da fotografia e já estamos a preparar uma nova placa com que vai substituir (???). Portanto é também uma fonte de participação dos cidadãos, a nível da ideias, do que acham também que está menos bem... temos já vários projetos em curso, mas de facto opiniões que nós consideramos, e portanto é também uma forma de receber críticas construtivas, algumas menos positivas na forma como são apresentadas mas, é o meio em que vivemos e portanto, eu diria que em síntese é um instrumento poderosíssimo de chegar até mim... ah e depois temos um email dedicado a mim, para onde as pessoas mandam todas a suas sugestões, reclamações e onde de facto emitem a sua opinião, de forma livre obviamente, e portanto existe alguma participação que eu depois respondo, tento sempre responder em tempo útil muito curto - dou-lhe um exemplo de uma festa que aconteceu aqui há tempos num salão, num espaço que depois correu mal, portanto houve muito barulho e um dos vizinhos a certa altura, aí às 4h manhã apresentou uma queixa por aquilo que se estava a passar, e eu às 9h manhã respondi e acionámos o processo todo de investigação, para saber das licenças, enfim, em relação com a Polícia, etc.

É de facto uma forma extraordinariamente interessante de me relacionar com os munícipes, que obviamente tem complementado depois com a conversa que tenho no dia a dia, porque tenho imensa abertura e... fui presidente de junta, portanto tenho essa ligação muito próxima das pessoas, e sobretudo as mais velhas, elas recorrem muito, eu diria exclusivamente, ao contacto pessoal.

O jovens já têm esta abordagem mais através das novas tecnologias, e portanto neste novo site que foi feito há relativamente pouco tempo, eu tenho essa preocupação de ouvir e tentar buscar as boas ideias que nos estão a apresentar, por forma a corrigir coisas que nos correm mal... enfim, como é normal... portanto nesse aspeto é um meio de extraordinária importância.

TF: Sente que jovens recorrem mais ao Facebook que à página da Internet aqui do Município, ou consultam também mas enviam mais sugestões, ou mais comentários pelo Facebook?

Não há grande participação ao nível do Facebook da Câmara. Estas pessoas que apresentam as reclamações que falava e sugestões etc são pessoas até já, enfim, meia idade por assim dizer, malta ali pela casa dos 40's... são pessoas... muito deles reformados, pessoas ligadas à comunicação social, maior parte funcionários públicos que gozam tempo e portanto têm acesso a este tipo de tecnologias de informação, comunicação. O que eles fazem, muito ou mais, é na relação que têm com outros jovens no Facebook, em que nós acedemos por via mais pessoal (designadamente a engenheira(?) Isabel) e que muitas vezes reporta-me as situações que são comentadas entre eles e que pois merecem atenção e merecem.... digamos que a política aqui não teve um grande benefício por parte dos jovens por forma substantiva. Portanto há participações mas não tanto quanto... portanto o tipo de conversas, o tipo de mensagens que são trocadas são mais entre eles e aí nós vamos tendo algumas coisas por forma indirecta, não há grande fluxo do ponto de vista do Facebook e do email da Câmara não existe assim um grande fluxo que supostamente devia haver, mas a política de facto não desperta muito nos jovens essa.. com algumas exceções... mas na verdade a política vai-se tornando cada vez menos importante para os jovens. E isso sente-se na forma um bocadinho desleixada, um bocadinho desligada a questões que lhes interessa muito. Por exemplo o caso das bolsas de estudo, em que os jovens que vão estudar têm apoio se a família tiver carências financeira, têm apoio através do nosso regulamento de apoio de atribuição das bolsas de estudo, mas de facto eu noto que não há uma grande intervenção, e o sentimento generalizado no país, também se reflete bastante no município.

TF: Eu quero trabalhar ainda esta questão que levantou, que é esta questão do desinteresse. O município dá formação em tecnologias de informação e comunicação a alguma faixa etária específica, ou trabalha com alguma instituição que dê formação ?...

Nós tivemos nos últimos dois anos algumas ações de formação com um formador chamado Arlindo que tem uma empresa de formação, portanto fez um protocolo connosco. Numa primeira fase através da (*) agora já através do município, destinou-se aos mais velhos, pessoas que não tiveram na sua juventude contacto (não havia) com estas tecnologias... proporcionámos em várias freguesias esse tipo de apoio, esse tipo de formação, e mais recentemente proporcionámos uma formação mais de carácter de comércio, sustentado pela lei (?) informática... aí já empresário e pessoas que de facto têm negócios, maiores ou menores, e que não estão muito familiarizados com... e nós também fizemos essa.. com uma adesão bastante significativa, através também do (*).

TF: Agora voltando à questão dos jovens e do interesse que parece ser generalizado. Quais são as razões que aponta para esse desinteresse, por parte dos jovens de participar de uma forma ativa na política local ?

Eu julgo que a principal razão é a forma como os media abordam esta problemática da política, do que é ser político... há um desvirtuamento sistemático de toda a comunicação social, em especial da televisão, pegando sempre nos casos menos positivos, nos casos de corrupção, nos casos em que as coisas de facto não tiveram bem, as pessoas cometeram erros, cometeram ilegalidades, algumas foram mesmo presas, como se sabe, outras fugiram para o estrangeiro, e portanto essas situações são tratadas até à exaustão, e passa uma imagem para a sociedade em que é tudo corrupto, as pessoas estão cá para se aproveitarem, é tudo desonesto, a política não é uma atividade nobre, a política não é a arte de governar, a política é a arte de enganar o povo, é a arte de enriquecer... portanto essa imagem cola. Cola e se as pessoas também não tiverem uma parte que lhes interesse diretamente, vamos imaginar um caso em que nós temos neste momento, por exemplo, 50 pessoas... o nosso universo de mão de obra do pessoal é cerca de 100 pessoas, e portanto nós temos mais 50 pessoas na sua maioria jovens que estão integrados em vários serviços no município, com apoio de programas do governo regional, o Recupere(?) os CTT (?), enfim vários programas em que nós também entramos com uma parte de dinheiro para pagar a esse jovens, a maior parte são jovens... e portanto estes jovens que entraram cá estão-se a aperceber que o município não é aquilo que

passa para o exterior, estando de fora. O município trabalha em prol da comunidade, ajuda quem mais necessita, apoia em todas as festas, tem um programa cultural intenso, tem uma intervenção extremamente importante na educação, é decisivo na parte da rede viária, no abastecimento de água, na saúde, em várias atribuições e competências que nos são cometidas(?). E eu tive esse discurso com eles, eles têm uma responsabilidade porque eles são a imagem do município, eles têm que perceber por um lado aquilo que o município faz e por outro lado têm que agir, sobretudo aqueles que têm contacto com o público, numa lógica de respeito, num atendimento respeitoso, e conhecedor das regras da casa, etc. Esses jovens seguramente terão uma imagem quando saírem dos programas completamente diferente. Mas aqueles que não têm contacto muito direto com a Câmara e que não têm, digamos qualquer interesse nessa abordagem, de facto desvalorizam o papel da Câmara municipal e criticam tudo. Portanto os jovens, como se sabe, são pessoas irreverentes, em que tudo está mal, há sempre ali uma pontinha de qualquer coisa que não está bem, e portanto há essa tendência também para - “o que é que me interessa Câmara, o que é que me acrescenta? Porque é que eu vou votar? Votar porquê? Porque o fulano quer continuar no governo ou porque o fulano quer recuperar o poder.. ah eles querem é... a gente já sabe!”. Portanto (?) este tipo de leitura, com algumas exceções, que também as há, de pessoas que intervêm depois no processo político desde muito jovens, são chamados designadamente pelas juventudes partidárias, duma forma muitas vezes desvirtuada, pouco isenta.. mas a verdade é que - voltando um pouco ao início da resposta - a comunicação social tem um papel muitíssimo interventivo nessa imagem negativa. Eu julgo que, tirando alguns artigos de opinião e tirando um ou outro dossier que surge e que aborda também casos positivos, regra geral as más notícias são aquelas que são publicitadas e depois é fácil generalizar, é fácil de facto criar uma imagem negativa. Nós, e no caso concreto nas Câmaras das Lages e do Pico, temos relações muito estreitas com dois tipos de instituições que também de alguma forma contribuem para esses universos para melhorar um pouco a imagem da câmara. Um universo é o universo do desporto. Portanto temos muitas equipas, à nossa escala, com muitos jovens que julgo que terão percebido na sua maioria que os apoios que a camara dá, as condições que a camara oferece do ponto de vista das suas instalações, dos equipamentos, o acompanhamento que faz... e temos um vereador cuja principal função é a parte do desporto... eles terão percebido, esses jovens, terão percebido a importância do suporte financeiro e logístico e até de carinho que a camara lhe proporciona. O outro grupo de instituições são as Filarmónicas. As filarmónicas têm um peso

extraordinariamente importante no concelho. Temos 6 filarmónicas, são as escolas de música, ao fim e ao cabo, e portanto os maestros, os diretores, as pessoas que compõem o núcleo das filarmónicas, e nós que apoiámos milhões de euros desde que aqui estamos, as filarmónicas, - enfim, (?) porque há uma que não tivemos apoios, portanto tem a sua vida estruturada - terão percebido também que a câmara, tal como as juntas de freguesia, contribuem nos transportes, na aquisição de fardamentos, na aquisição de instrumentos, nas deslocações ao exterior, no pagamento aos formadores que fazem as aulas de música, que dão as aulas de música.. enfim terão percebido também a importância da camara municipal na sua atividade formativa, numa componente tão importante como é a música.

TF: A camara tem medidas de inclusão dos jovens nos processos de participação pública e tomada de decisão ?

Nós temos, desde logo, quando nós fazemos as listas, que foi o que aconteceu agora, há uma preocupação de ter jovens que representem essa faixa etária. Portanto eles terão acento na assembleia municipal, nas juntas de freguesia... e muitos assuntos que há discussão pública nós fazemos chamadas de grupos jovens, digamos que a consulta para que essas consultas públicas sejam consolidadas. Temos os mandatários jovens. Cada freguesia apresentou dois mandatários que terão uma participação - isto nesta fase da campanha, nesta fase de estruturação - que depois prosseguem fazendo a ponte, muitas vezes conosco - mas nesta fase eles têm uma participação ativa ou com ideias, chamando a atenção para coisas que estão menos bem, e por exemplo, um caso concreto: em relação ao programa da semana dos bombeiros - dando sugestões sobre os grupos que devemos ou não devemos ter... se tem ou não tem um DJ, se tem os kartings, se tem os rapel... enfim uma série de atividades - por exemplo uma sugestão foram os jogos tradicionais, uma pessoa jovem que sugeriu que se devia retomar os jogos tradicionais (?), e portanto há de facto ligações e inclusão na medida do possível... eles também, estou-me a lembrar, em que são jovens que fazem a página do jornal "O Dever", que são entrevistas que são conduzidas por jovens, e são eles que selecionam os entrevistados, pessoas que tiveram papéis ativos nas empresas, na igreja, nas várias áreas de atuação social... têm um programa de rádio que a (*) que acabou há pouco tempo, é segunda-feira de manhã, em que eles (?) sem qualquer condicionalismo ou orientação da minha parte, da parte do executivo, são eles que de facto estruturam o programa, e são capazes de estabelecer uma conversa de rua, são capazes de ouvir várias

opiniões sobre um determinado tema, fazem uma cobertura dos principais acontecimentos, portanto eu diria que é uma abordagem jovem, numa forma ainda que subtil, sobre a qual agora é que estou a refletir com esta conversa, de incluir outros jovens, outras opiniões de jovens... digamos que nesta casa enquanto eu aqui estiver haverá essa liberdade de expressão, de intervenção... porque se for um jovem a fazer um programa de rádio obviamente que as suas diretrizes serão diferentes, do que se for uma pessoa já consagrada ou com outro percurso de vida, e portanto digamos que nós temos essa preocupação, temos agora aberto um concurso também para passar as pessoas da empresa municipal para o interior, para dentro, para os quadros da câmara. São jovens, aliás são todos jovens - com vários tipos de formação - assistente social, engenheiro de informática, assistente operacional, técnicas de turismo... são jovens que definiram um trabalho fantástico em relação aos trilhos, que é um dos principais produtos turísticos das Lages e do Pico, e do Pico numa forma geral, e portanto é um casal jovem... os dois trabalham na (*) (*), que desenvolveram esse trabalho. Eles apresentaram o projeto e executaram-no e portanto hoje temos algum estudo.. faltam homologar muitos poucos trilhos num produto que realmente tem uma procura excepcional sobretudo dos nórdicos. Nós temos de facto uma cultura que não sendo de forma consciente dirigida para os jovens, eles estão incluídos em toda esta máquina, uma máquina poderosíssima...

TF: Tenho que lhe perguntar se tem o conselho de juventude ?

Temos o conselho de juventude regulamentado mas não funciona, nunca funcionou. Por várias razões... porque nunca (?) o momento. Estamos aqui há pouco mais de 3 anos, não é desculpa - é um pecado! mas a verdade é que ainda não montámos. Mas está o anterior executivo, tinha-o regulamentado mas ainda não o ativámos.

TF: A Câmara está envolvida com as escolas em projetos de cidadania?

Tivemos envolvidos num grande projeto de cidadania que se chamava... fomos parceiros do conselho nacional de educação que era... qualquer coisa cidadania... agora não me lembro do nome mas posso rever aqui... portanto estivemos envolvidos, participámos, houve várias conferências, vários momentos em que entrevistamos... estou a tentar lembrar-me do nome do programa... foi fechado há muito pouco tempo, envolveu vários parceiros, em especial a escola... participamos também no conselho local(?) de educação, obviamente, gerimos a (?).

Participamos no conselho pedagógico da escola, mas de facto eu diria que esse tipo parceria está aquém do que devia ser. Digamos que a escola (e eu sou professor também, entre outras coisas, estou fora do ensino há 10 anos mas fui professor durante muitos anos) fala-me curiosamente e em especial nos seus projeto educativos de muita abertura à sociedade. É sempre um traço mais ou menos comum do planeamento das suas atividades para fora, de abertura à sociedade.. mas na prática não concretiza muito. Também é preciso entender que os professores estão sobrecarregados, fala-se muito nisso e é verdade, as pessoas estão muito sobrecarregadas com carga burocrática, além de eletiva específica, mas na verdade na prática não existe esse tipo de entendimento e aí faz falta. Faz falta. Tirando um ou outro momento em que um de nós poderá fazer uma palestra em que podemos chamar a escola a participar num ou no outro projeto, aliás esse projeto de que falava há pouco foi promovido pelo conselho nacional de educação... É um problema que existe, e de resto a escola tem mesmo - tinha não sei se entretanto os (?) foram alterados - tinha cadeiras específicas de cidadania,... mas o papel das autarquias da camara, assembleia municipal e juntas, foi sempre um papel pouco considerado. Por várias razões, mas fazia sentido alterar essa relação.

TF: O que é que acha que é ser cidadão no século 21ST ?

Ser cidadão no século 21ST é atender ao outro. Enfim ao longo dos tempos houve sociedades mais ou menos abertas, ou seja houve sociedades menos individualistas, mais centradas no outro, em ajudar, em perceber o contexto em que vamos, em aprender valores que são importantes na estruturação pessoal e social. Portanto ser cidadão é participar, é participar a vários níveis, é ajudar que precisa, é ter abertura para se envolver num projeto de que se goste. É preciso que também as pessoas tenham uma abordagem naturalmente emotiva, afetiva, que vale mais do que qualquer abordagem racional e portanto essa abertura, essa entreaajuda, esse contributo para uma sociedade mais justa, recorrendo neste século às novas tecnologias, que de alguma forma estabelecem uma rede interpessoal mas ao mesmo tempo criam muitas ilhas... quer dizer a ideia que tenho das redes sociais é que também vão aprisionando as pessoas a algumas redes e portanto as pessoas depois não saem dali. Esgotam o seu tempo, a sua criatividade e o seu trabalho, a sua Ação.. há mais vida para além das redes sociais, e portanto ser cidadão no século 21ST é ter uma intervenção do ponto de vista político. Julgo que a política terá, de uma lógica democrática expressando livremente o seu pensamento, a política terá sempre uma ação decisiva no bem estar das pessoas, na qualidade

de vida, na atratividade dos lugares, no cuidado do meio ambiente, na promoção turística, e portanto no aumento do fluxo de pessoas que são exteriores ao meio onde vivemos; nas relações interrelacionais... portanto ser cidadão é um pouco (?) de tudo isto - é dizer o que se pensa, é intervir de uma forma arrojada, audaz (tem faltado aqui e ali alguma audácia), é ser honesto. Julgo que os portugueses têm um pouco que se ajustar a sua condição, sobretudo ao nível financeiro, que nunca souberam assumir, isto é um realismo, um pragmatismo de acordo com a realidade económico-financeira, e portanto ser cidadão é de facto criar esta nova forma de estar e de agir na sociedade e claro, que obviamente, também estou a levar isto um pouco para uma lógica menos positiva mas felizmente temos muitos bons exemplos . em especial aqui nos açores, em especial aqui nas Lages do Pico de jovens que se interessam pelos outros a troco de nada e que participam de forma graciosa, e portanto são agentes do bem-estar, sobretudo dos mais velhos, sobretudo de quem não tem comida, de quem não tem um (?), portanto salvo aí muito boas exceções convém salientar. E portanto ser jovem do século 21ST é ser corajoso, é intervir e é de certa maneira também olhar o lado positivo da vida. Carregamos um bocadinho esta coisa do Fado, não é, o Fado numa lógica um bocado mais triste, mas tristezas não pagam dívidas e eu sou um otimista por natureza e eu gosto de puxar as coisas de uma forma realista mas ao mesmo tempo de uma forma otimista e positiva... um bocadinho aquela lógica do presidente Kennedy que é: não vale a pena tentar sempre ver o que é que os políticos e a sociedade e as filarmónicas e o clube desportivo e outras entidades culturais e o clube de teatro e a irmandade do espirito santo etc podem fazer por mim - o que é que eu posso fazer por essas agremiações(?) por essas associações, como é que eu posso de facto contribuir estando em paz comigo próprio. Há aqui um problema também com este desvio dos valores sobretudo cristãos, há também aqui alguma falta de paz em muito jovens, que não sabe muito bem para onde vão, que nunca estão satisfeitos com nada, mal grado(?) por terem condições de vida que os nosso pais e os nossos avós não tiveram.. e portanto é um bocadinho essa busca dessa paz, dessa tranquilidade de estarmos bem connosco e com os outros.. é estar neste caminho de insatisfação por um lado, mas por outro lado de em cada conquista nos sentirmos bem, de sorrir, e de ajudar a quem mais precisa.

TF: Última questão: se tivesse oportunidade de colocar uma questão aos jovens dos 14 aos 18 anos sobre cidadania eletrónica, qual é que seria ?

A questão que eu colocaria aos jovens sobre cidadania eletrónica seria: como é que se podia concretizar a democratização do uso desse tipo de meios de comunicação, isto é, de que forma é que toda a sociedade - de forma controlada e não exagerada - como é que nós podíamos alargar o espectro dos beneficiários e das mais valias que esse tipo de cidadania representam.. como é que eles podiam contribuir para que todos, e sobretudo os mais velhos, pudessem ter melhor qualidade de vida, acesso a mais informação, ter outro tipo de intervenção social através exatamente da cidadania eletrónica ?

A21

TF: para si enquanto decisora política quais são os objetivos da presença da Câmara na Internet (website e das redes sociais)?

Em alguns ambientes, em alguns lugares do mundo, neste momento quem não está na Internet quase que não existe. Esta é uma frase comum e real. A (*) é uma cidade Europeia onde a Internet já tem um peso muito grande , e onde as pessoas já consultam muito aquilo que está disponível na Internet para conhecerem a cidade ou recolherem alguma informação. Assim sendo a Câmara de (*)tem apostado cada vez mais em trabalhar com novas tecnologia, quer internamente quer externamente. Internamente nós já temos toda a gestão documental da Câmara informatizada. E todos os despachos que até há muitos poucos anos atrás eram dados em papel e passavam o papel de pessoa para pessoa , neste momento é tudo dado informaticamente. O documento entra e é digitalizado e a partir dai tudo circula internamente - numa rede interna - por todas as pessoas ficando registado inclusive em que dia é que a pessoa deu o despacho, quem é que é responsável pelo mesmo, portanto isto por si só já é muito importante porque nos dá alguma informação do trabalho de cada uma das pessoas e depois conseguimos perceber quem é que é responsável pelo quê. Alé do mais permite que as coisas decorram de uma forma mais célere. Porque eu sigo (?) despachar, no mesmo segundo enviar para outra pessoa que rapidamente despacha e envia e no mesmo dia passa por várias pessoas e por vários espaços físicos.

Nós temos diversas, nem sei o número exato, diversas ferramentas. Temos Gestão Documental mas depois temos o Programa de Obras, temos o Programa de Taxas, de

habitação Social etc, todas elas são (?). Portanto internamente recorreremos a estas ferramentas e são essenciais no funcionamento da Câmara.

Externamente, temos a nossa página, o nosso site, temos o Facebook, temos o Twitter, temos a Agenda Municipal que é .. que apesar de ser em suporte de papel e distribuída por todas as casas (porque ainda temos muitas freguesias e muitas pessoas que não têm computador) mas depois ela é digitalizada e colocada no site. Temos a newsletter que é enviada semanalmente para a mailing-list que temos de pessoas. Temos um programa que está a ser desenvolvido - já era para ter sido desenvolvido - que permitirá as pessoas colocarem as suas questões e interagirem com a Câmara via o site - que já deveria estar disponível este ano mas houve opções financeiras que tiveram de ser tomadas e efetivamente, infelizmente não houve verba para isso este ano mas que acredito que eventualmente no próximo ano ou no outro já seja possível e numa forma reduzida acho que é isto... também nos “30 anos, 30 medidas” queremos desenvolver aplicações para Smartphones para que as pessoas possam levar(?) no Concelho e possam ter informação extra do Concelho. Temos o Centro Interpretativo(?) que pretende estar muito baseado nas novas tecnologias. Enfim, o Concelho de (*)usa e abusa das novas tecnologias que são fundamentais para o nosso dia-a-dia.

TF: Sente que as pessoas que usam a página, portanto, o site oficial da Câmara e o Twitter ou o Facebook são grupos etários diferentes ou sente que são mais ou menos as mesmas pessoas (pela sua sensibilidade, não quer dizer que tenha dados efetivos) ?

São grupos etários diferentes mas com maior incidência nas faixas etárias mais novas. Ou seja temos um pouco de consulta de quase todas as idades mas se formos a ver 80% são abaixo dos 40 talvez, ou 40 e poucos anos. Depois pensamos que se calhar daí metemos mais uns 10% que estarão entre os 40/50 e depois... residual a partir daí, sem dúvida nenhuma.

Estas gerações que já nasceram neste ambiente ou que pelo menos apanharam o processo educativo escolar neste ambiente, naturalmente recorrem a estas ferramentas, nomeadamente o Facebook ...

TF: Diga-me uma coisa, por exemplo no Facebook, sente que as pessoas (sejam jovens ou assim mais jovens - adolescentes ou mais jovens perto dos 40) deixam comentários sobre aquilo que se passa na cidade, ou apenas fazem os Likes, os Gostos... ?

Há um bocadinho de tudo. Maioritariamente os Likes... há muita consulta de informação, mas vão aparecendo os comentários, vão surgindo comentários sem dúvida nenhuma. Também levantam questões às vezes em termos de bilheteiras, se têm alguma dificuldade colocam a dificuldade - o problema que tiveram também lá. Mas maioritariamente, a maior parte das pessoas quando falam no Facebook falam para pessoas que conhecem. Esta página com é institucional as pessoas conhecem, vão ver o que é que existe, por vezes comentam mas normalmente consultam e fazem o Like ou não e... comentam menos.

TF: E não enviam por exemplo mensagens para (?) pelo Facebook ou por Email a fazerem sugestões para a cidade ou críticas ?

Por vezes fazem. Não é muito muito frequente mas por vezes fazem. Por vezes fazem, depois dão entrada e têm o devido encaminhamento e são respondidas também pelos técnicos. Colocam questões às vezes de horários, às vezes questões muito práticas: de horários de filmes ou porque é que um filme foi mudado... colocam mais essas questões...

TF: E sente que de alguma forma estas tecnologias aproximam-na dos cidadãos ou as pessoas continuam a dirigirem-se aqui à Câmara para pedir para falar consigo ?

Estas tecnologias eu sinto que não me aproximam propriamente a mim, eu penso é que o que acontece é que facilitam a vida às pessoas relativamente ao município, não especificamente comigo - mesmo porque não sou eu que trabalho a página da Câmara, nem a página nem o Facebook. Eu penso é que facilita a vida às pessoas porque permite-lhes à distância estabelecer contacto com o município ou recolher informação. Também facilita a vida ao município porque permite dar essa informação a custos inferiores e duma forma mais abrangente. Agora especificamente comigo, muito pontualmente. Por vezes são colocadas questões (aliás ainda ontem estive a responder a uma delas) pelo Email direto da Câmara, e são colocadas e sem dúvida nenhuma que facilita mas não especificamente comigo, são dirigidas à Câmara e as questões são colocadas à instituição e pontualmente são colocadas a mim. Por vezes também acontece, já tive várias vezes de responder a questões colocadas a mim diretamente, mas na sua esmagadora maioria são colocadas ao município.

TF: Em relação à juventude e às políticas da juventude, existem políticas de inclusão dos jovens nos processos de participação e/ou tomada de decisão pela Câmara ?

As medidas que são adotadas são adotadas de forma abrangente, o que quer dizer que não há uma estratificação. Se é jovem pode participar ou se é jovem não pode participar - não é isso que acontece. Dou o exemplo agora da situação recente do primeiro passo que se deu para o orçamento participativo. Foi aberta a hipótese das pessoas se manifestarem numa forma generalizada sobre aquilo que consideravam ser mais importante para o Concelho, e as pessoas manifestaram-se - jovens ou menos jovens - mas as pessoas manifestaram-se. Não há tanto uma estratificação. Existe um Conselho de Juventude sem dúvida nenhuma, aliás um Conselho Municipal de Juventude até porque é obrigatório que assim seja, e aí há alguma manifestação dos seus representantes nas reuniões que vão havendo. Mas não tem de haver... as coisas não têm de estar tão estratificadas. Os jovens participam como todas as restantes pessoas. Aliás são os jovens que mais participam, e quando nós temos estas soluções do Facebook etc, são maioritariamente os jovens que lá estão.

TF: A Câmara tem projetos com as escolas sobre cidadania, portanto para trabalhar questões de cidadania. Nas escolas do Concelho existem estes projetos? Se sim quais são?

A Câmara tem um trabalho muito próximo realizado com as escolas (essencialmente com as escolas do Primeiro Ciclo) que vão sendo desenvolvidas, portanto, a Câmara assume parcerias com as escolas, transporta (?) para n-atividades extra curriculares - para o desporto mas também para diferentes atividades que vão sendo realizadas ao longo do ano nomeadamente teatro (atividades culturais) em que o jovem participante (?). Nós vamos proporcionando a estes miúdos aquilo que se não for a Câmara a proporcionar...neste momento até nem há muitas entidades que o possam fazer. E portanto nós vamos proporcionando que os eventos aconteçam, vamos também transportando as crianças, vamos assumindo responsabilidades nesta matéria. Da mesma forma vamos participando com diferentes entidades ao longo do ano que nos vão solicitando apoio ou parceria para campanhas de sensibilização - também contra por exemplo violência doméstica; campanhas de obesidade; campanhas de adoção de animais... todo este trabalho vai ser realizado ao longo do ano, muitas vezes como iniciativa nossa muitas vezes como parceiro. Nós não devemos fazer tudo mas devemos sempre que útil estar associados da forma que conseguirmos e é isso que vai acontecendo ao longo de um ano.

Vamos ter muitas vezes ações que partem de nós, principalmente quando percebemos que não estão a surgir entidades a desenvolver essas ações, mas tentamos que sempre que haja

iniciativa privada nós damos um passo atrás e somos apenas parceiros - estamos na retaguarda a dar o apoio que é necessário - mas os privados sempre que dão um passo à frente tentamos que haja autonomia nessa Ação.

TF: Existe alguma atividade anual, ou com alguma regularidade, em que reúna jovens das escolas na Câmara para perceber como é que funciona uma Câmara, qual o papel **duma Autarquia, tipo ou um Hemiciclo ou uma Assembleia Municipal de jovens... se existe este tipo de atividades ?**

Não. Não existe com pena nossa porque já falámos nessa situação por diversas vezes. Não há nada estruturado, e é uma coisa que faz muita falta. Porque a verdade é que os miúdos - principalmente fim de liceu - quando chegámos e falámos com os miúdos - e eu posso dar-lhe o exemplo porque eu quando acabei o liceu também não sabia - não sabem o que é uma Assembleia Municipal, o que é uma Câmara Municipal, ou uma Junta e uma Assembleia de Freguesia... não diferenciam ou não percebem qual é o papel de cada um. Não conhecem as pessoas, normalmente não conhecem as pessoas que estão no espaços... e muitas vezes é culpa dos próprios (e aqui faço reconhecimento da minha culpa) . Se nós não nos damos a nos conhecer a eles, eles não nos conhecem. Do seu dia-a-dia e daqueles que são os interesses naturais dos jovens, nós ficamos um pouco à margem. É preciso despertar a curiosidade e é preciso despertar acima de tudo, porque a partir dos 18 anos já assumem responsabilidade activa numa Câmara - votando não é - e é importante que percebam o que é que estão a fazer para cada uma das situações, e por vezes não sabem. E eu acho que era muito importante desenvolver mas não foi desenvolvido ainda.

TF: O que é que é para si ser Cidadão do Século 21ST ?

O que é que é ser cidadão? Depende muito do lugar do mundo em que nos encontramos, a verdade é essa. Porque apesar de estarmos cada vez mais numa aldeia global, mas ainda existem diferenças muito importantes entre as partes... Em (*), pensando o que é que é ser cidadão, cada vez mais eu entendo que é ter cada vez mais oportunidade de participar ativamente no meu Concelho... no meu País... Eu tenho as portas abertas para me poder manifestar, para opinar, para sugerir, para votar como... claro como... embora em outros países as mulheres por exemplo não possam votar. Portanto eu tenho um papel cada vez mais ativo - representativo não é, é mínimo - mas tenho a possibilidade de agir... em suma é isso:

eu sou uma pessoa que tem a possibilidade de fazer - pela comunidade ou por mim - e fazendo por mim contribuo para a comunidade.

TF: E qual é que poderá ser o papel das tecnologias nesse ser activo ?

Tudo, tudo. Poderá ser tudo, porque... as tecnologias e as redes sociais - pensando agora nas redes sociais - têm um impacto enorme junto das pessoas. Aliá vimos recentemente a nível internacional o impacto que as redes sociais tiveram em alguns países, em algumas manifestações, em alguns resultados - alguns muito dramáticos - que aconteceram em alguns países. As novas tecnologias são uma arma poderosíssima que como todas as armas, como todos os fármacos, usados na proporção correta têm um efeito - ou da forma correta têm um efeito - usados da forma errada têm outro. Portanto é uma arma muito poderosa que nos obriga a ser extremamente responsáveis porque as consequências poderão ser muito positivas mas também poderão ser muito negativas. As novas tecnologias estão acessíveis neste momento a quase toda a gente, pelo menos nos países mais ocidentais.. também nos mais orientais - temos ali alguns países a meio, com mais dificuldade - mas é uma arma poderosíssima que tem de ser usada com muita responsabilidade.

TF: Sente que existe aqui no Conselho de (*)uma parte da população que não utiliza as tecnologias, não só porque não tem - pode não ter computador em casa ou acesso à internet - ou porque também não sabe utilizá-las ? Estou a de camadas que normalmente estão associadas a **pessoas mais ... seniores.**

Há pessoas que não têm... e não tendo contacto, olhar para um computador é como olhar para um Adamastor. Acham que nunca vão conseguir e entendem que já passou o seu tempo e que agora já não vale a pena. Depois as novas tecnologias estão em evolução permanente. Aquilo que eram os computadores há 10 anos atrás é muito diferente do que aquilo que eram há 5 e daquilo que é hoje. E há uma evolução constante e é difícil às vezes para as pessoas mais idosas ou mais velhas acompanharem essa evolução, porque para nós há coisas que são muito lógicas porque nós vivemos essa evolução e sabemos como é que as coisas são. Mas para eles começarem por um passo e depois daqui a um ano já não é assim ... já altera, por vezes já é difícil ... Eu acho que as pessoas não participam mais porque não sentem essa necessidade muitas vezes, não(?) têm alguém que as apoie, e não têm essa vontade. Por vezes não têm essa

vontade. Teriam a vontade de saber mas não têm a vontade de dar os passos para saber, então preferem não... deixarem-se como estão.

Pese embora em algumas freguesias, e nós temos alguns trabalhos que vamos apoiando nalgumas freguesias, hajam alguns centros que disponibilizam computadores e consulta de Internet gratuitamente. E o que é certo é que já se verificam pessoas mais velhas a começarem a consultar e a gostarem... embora sempre numa fase muito inicial, mas gostam. Eu penso que esta é uma situação que esta geração mais velha - algumas pessoas vão-se familiarizando mas vão conseguir viver sem terem que recorrer muito. Isto com o andar dos anos é que será transversal a todas as gerações, penso eu.

TF: E a Câmara - falou em algumas freguesias, por exemplo tem centros que disponibilizam Internet e computador - dá formação as essas camadas ?

Nós temos um espaço próprio no centro cultural, onde disponibilizamos os computadores e a Internet, consulta aberta ao público em geral. Aparte disso temos também... existem diferentes freguesias que têm os seus espaços para que haja essa consulta. Quando solicitado apoio nós vamos dando apoio para essa mesma formação mas, atendendo a que existem atividades governamentais com competência direta nas ciências e tecnologias esse recurso acaba por acontecer diretamente aos membros do governo e menos à autarquia para dar formação muito pontualmente. Nós acabamos é por vezes nós de recorrer à formação mesmo internamente para funcionários e nos novos programas é que vamos dando alguma formação.

TF: Última pergunta: se tivesse oportunidade de colocar uma questão aos jovens dos 14 aos 18 anos sobre cidadania eletrónica, qual é que seria ?

Colocar aos jovens... não sei se é tanto colocar uma questão aos jovens - é uma preocupação que eu tenho. Eu já tive 14, 15 e 16 anos, e na altura achava que já era uma pessoa com responsabilidade de 20 ou 20 e poucos anos. Hoje com 38 anos tenho plena consciência que não era, que não sabia que não tinha essa responsabilidade. E que não estava preparada para ter uma ferramenta (que na altura não tinha mas hoje tenho) de livre acesso, como hoje está disponível. É preocupante que os jovens tenham acesso a essa ferramenta de forma tão aberta, tão disponível. É uma ferramenta importantíssima para a sua formação, é importante que possa aceder à Net e consultar, mas ao mesmo tempo é preocupante que não haja barreiras, porque não podemos pensar que uma criança, um miúdo de 14, 15 anos tenha consciência

para saber “bom, ali não devo ir, aqui não devo consultar”. Achem sempre que podem consultar porque têm capacidade de distinguir uma coisa da outra e nem sempre têm. Portanto a mim preocupa-me que o acesso seja tão facilitado mas que também não haja possibilidade de o controlar dessa maneira. Porque nós precisamos que os miúdos tenham acesso, mas não conseguimos criar barreiras em que seja só um acesso parcial. Nem mesmo aqueles limites parentais que se colocam, a verdade é que pouco inibem, inibem algumas situações mas os miúdos hoje conseguem perfeitamente dar a volta a tudo isso. Portanto é um misto. É uma mais-valia enorme - volta sempre ao mesmo discurso - mas é ao mesmo tempo um perigo.

É o mesmo que estar a colocar um medicamento ao pé de um miúdo. Se tiver com dor de cabeça e tomar um vai-lhe fazer bem, se tomar 10 vai-lhe fazer muito mal. E às vezes eles não sabem a dose.

TF: Nós também nessa altura conseguíamos dar a volta e contornar aquilo que nos era vedado, arranjavamos formas.. porque se calhar é natural da adolescência. Eu acho que se calhar a questão do vedar não é através do controle do acesso, mas uma coisa que muitas vezes falha na escola e que é as questões da ética na Internet. E se calhar desenvolvendo esta questão, da mesma forma que os nossos pais nos ensinaram a ética em relação a coisas do dia-a-dia... **mas se calhar falta esta questão de ensinar as questões de ética em relação à Internet e tentar consciencializá-los para isso.**

Sem dúvida, a educação é um aspeto fundamental para qualquer pessoa, vai-lhes dando noções e limites. Mas também temos de ter noção que essa educação vai assumindo para os jovens diferentes formas consoante o ano de vida em que estão. Nós passamos todos uma fase em que achamos que os pais são uns exagerados, e que nada daquilo é verdade e que somos independentes e que já (?). E uma coisa é “à vista” - na minha altura na minha adolescência os meus pais diziam “não vais” e eu não ia, mesmo porque não podia sair do pé deles e estaria sentada ao pé ou à vista... e outra coisa é dizerem “estás ao computador mas não vais consultar isto ou aquilo ou aqueloutro. E eu até posso entender... pior, é - eu posso até nem consultar mas posso ser consultada via Internet. Há muita gente na Internet que me pode procurar . Se eu estivesse ao pé dos meus pais não iria chegar nenhum estranho ao pé de mim e dizer “olha agora vou estabelecer uma conversa contigo” sentada ao lado dos meus pais.

Mas se tiver sentada ao lado dos meus pais no computador isso até pode acontecer, se um estiver a olhar para o lado a ver televisão e eu estiver na sala ao computador, posso estar a ser abordada sem os meus pais se aperceberem, não é? Ingenuidade. Os miúdos são ingénuos em determinada fase. São muito mais ingénuos que aquilo que pensam porque têm a ilusão, como nós tivemos: “comigo? comigo não, eu já sei perfeitamente, eu já controlo, os outros é que não...” e todos passamos por isso.

TF: As questões da segurança na Internet é uma preocupação que é muito presente. É interessante que também há as preocupações com a segurança rodoviária, e há programas para segurança rodoviária, mas ainda são muito poucos os programas (começam agora a surgir) de segurança na Internet. Como se fosse da mesma forma.

Exatamente. E é fundamental que apareça, fundamental. Curiosamente, e por vermos as diferenças por faixa etária, por vezes estou em casa e os meus filhos estão ao computador, e a minha mãe tem receio e diz-me “tu não devias deixar os miúdos estarem sozinhos na Internet. Aquilo é muito perigoso!”, o termo é este. E eu, depositando alguma confiança nos miúdos: “não há problema nenhum, vão sempre aos mesmos”... sei que eles não vão, já transmiti... mas na verdade é que depois há sempre algum receio. É natural.

A22

TF: A primeira questão que eu coloco sempre é: para si enquanto decisor político, quais são os objetivos para o site da Câmara, e para presença da Câmara nas redes sociais ?

O meu objetivo é: abertura, transparência e acessibilidade. De modo a assegurar a que haja uma divulgação permanente, porque a comunicação social normal obriga a um arquivo e as (??) regra não fazem esse arquivo de informação, nem prestam toda a informação. Se através do site o município e os serviços da administração local tiverem toda a informação, há com tranquilidade permanência e fidedignidade a informação disponível. Portanto este é um dos objetivos, a de acessibilidade à informação sem necessidade do próprio munícipe, do próprio utente fazer arquivo dessa informação que ela está registada e disponível no site. A outra é dar também um sinal de transparência e comunicabilidade. E aí o site tem de ser interativo, isto é as pessoas devem (os utentes, os munícipes) ter a oportunidade de questionar, fazer sugestões, conhecer os seus próprios processos sem necessidade de deslocação física. No outro objetivo que não está apenas no site, mas numa organização digitalizada por funcionamento da

administração local, e esse é um objetivo de interação, e portanto de transparência e comunicabilidade. O outro tem a ver com o objetivo de apreciação crítica. Isto é quanto mais nós expusermos o que está feito, o que se está a fazer e o que se propõe fazer, mais fácil é permitir que as pessoas possam ter uma apreciação crítica, possam também com isso ajudar ao escrutínio da produtividade da eficiência e da eficácia das ações e, com isso também serem proponentes, portanto, em regra são estes 3 objetivos que eu penso que é a informação digitalizada através de um site e da digitalização em geral por substituição do papel do funcionamento da burocracia interna inevitável infelizmente, da administração pública toda ela, sou seja central ou regional ou local, facilita depois aquilo, para além da poupança, uma acessibilidade muito mais vantajosa e muito mais fidedigna. São estes os objetivos.

TF: E para as redes sociais, e para o Facebook, sente que... se as pessoas utilizam com maior facilidade o Facebook ou consultam ou fazem comentários do que o site da Câmara ou...

Tudo isto funciona por tempos e modas. Provavelmente é o Facebook que neste tempo está na moda, e portanto eu direi que o escrutínio, a atenção, a regularidade da visita se faz mais através do facebook do que uma consulta ao site. E nessa medida é bom juntar, ir acompanhado com as novas redes sociais, aquelas que estão mais 'in', aquelas que garantem mais massa crítica na apreciação, assegurar que nós tenhamos também este meio. Mas aqui na verdade é mais um veículo de transmissão que propriamente a consolidação da organização. Um site na minha opinião deve ser a consolidação da organização é digitalização do funcionamento burocrático (?) de procedimentos e de comunicação também deve ser mais sólida e consolidada e, as redes sociais, neste caso a mais vantajosa e a mais divulgada - o Facebook, é uma forma de garantir mais acessibilidade e mais vulgarização na emissão da mensagem ou na receção das apreciações críticas e sugestivas. Mas um não dispensa o outro.

TF: E, provavelmente não terá estes dados, mas da sua sensibilidade quem é que utiliza mais o Facebook, será umas camadas mais jovens ou já é uma utilização alargada, portanto relativamente ao Facebook da Câmara.

Nós temos felizmente uma população mais jovem, mais urbana, com maior literacia digital e informática. Mas há muita gente ainda que sofre de absoluta iliteracia no relacionamento com a internet, e portanto fica excluída desse plano. Mas estou convencido que a literacia

informática e das redes sociais já não se fica apenas pela juventude. Há uma classe, de tendência mais urbana e de alguma... mesmo que viva no meio rural mas.. pronto com um nível académico mais elevado em qualquer zona seja ela citadina urbana, seja ela mais rural. E tenho por certo que tem (?) etária privilegiada já, porque está a estender-se. Eu penso que tem mesmo mais a ver é com a literacia informática, ou a iliteracia informática do que propriamente a questão etária.

TF: Isso leva-me a uma questão que é: se a camara dá alguma formação ou tem parcerias ou algumas instituições que tenha conhecimento que dão formação a adulto, **neste sentido das tecnologias contribuir para a iliteracia digital...**

Nós temos procurado sim em facilitar aos mais jovens e aos mais seniores acesso à informática quando não têm por meios próprios possibilidade de ter em sua casa. E portanto nós temos os clubes informáticos, espalhados pelas freguesias que assegura disponibilização de computador de acesso à net para as pessoas que frequentam este espaço - sejam eles mais jovens sejam eles seniores. Isso temos feito, agora ações de formação - claro está um monitor a acompanhar - ações de formação à moda típica, de forma típica: não!

Mas com este acompanhamento atípico se vai dando apoio. Porque depois o resto, sobretudo para os mais jovens, é tudo muito autodidático, e portanto as pessoas depois procuram a sua própria formação de forma autodidática. O que eu penso que é importante aqui assegurar é que a democratização do nosso sistema pela via digital é muito importante e deve ser uma exigência da administração pública, e no caso da administração local, em particular. Porque se nós tivermos como objetivo a democratização do sistema, que não passa senão por uma necessidade de mais participação; de mais divulgação; de maiores e maiores escrutínio social ao que se faz e ao que se propõem fazer, a digitalização e a internet ajuda muito isso, e portanto este é também um dever de democratização da democracia, e da gestão da governança local. Eu tenho procurado também assegurar conforto e facilidade quando procuramos dar através das soluções tecnológicas - das TIC Tecnologias da Informação e da Comunicação - assegurar que haja mais conforto e menos (?) para quem quer ser, enquanto administrado, vigilante da administração. E portanto nós temos procurado fazer isso, e temos muitas soluções na prestação dos serviços. Todas as utilities que a governança local promove para os munícipes, eu tenho procurado introduzir-lhes (??) soluções de tecnologia que facilite a vida. E é assim com o estacionamento - o pagamento do estacionamento; é assim com o acesso

ao consumo de água; é assim com os pagamentos de tachas; é assim com o pagamento dos processos de licenciamento; é assim com a própria gestão do pessoal; será assim num próximo futuro com os pagamentos relativos às subvenções e aos apoios financeiros atribuídos à instituições, enfim, tudo o que promover mais abertura, mais transparência, mais escrutínio e mais apreciação crítica por parte da população, que se pode fazer com muito mais facilidade através da digitalização dos processos e da sua divulgação pela internet, mais democrático será o poder democrático do poder local.

TF: Falou em alguns pontos que eu acho muito importantes e também pensando que o Dr. Bulier(?) tem um email presidencial num contexto em que todas as Câmaras muitas vezes é o geral. Sendo que a população utiliza esse email para apresentar sugestões, fazer cometários, fazer críticas (umas mais ou menos construtivas), utilizam este email ?

Sim. O correio eletrónico é uma solução muito importante. Até, devo dizê-lo, tenho procurado não ter exclusivo o acesso a ele. Preciso de ter apoio para o acesso, senão eu estaria sempre condenado a não dar resposta por incapacidade aos contatos por correio eletrónico. Portanto o meu correio eletrónico é pessoa, no sentido nominal, mas tanto eu como as pessoas do meu gabinete, da minha absoluta confiança e com garantia de absoluta confidencialidade, têm acesso ao correio eletrónico de modo a podermos ter capacidade de resposta. Há no entanto, e aí sim funciona a rede social - designadamente o Facebook - uma outra comunicação do qual eu tenho sido alvo e promotores(?), e com grande satisfação (e esta sim é absolutamente confidencial e pessoa) através do Facebook. Tenho recebido muitas mensagens, umas de (??), outras de sugestões para intervenção. E portanto sugestão e apreciação crítica ao funcionamento dum serviço, à eficácia e eficiência do sistema. Mas sempre num tom, que eu devo reportar com grande satisfação, muito civilizado, muito proactivo, muito apoiante. No sentido de contribuírem para melhorar e aperfeiçoar. Não um maldizer crítico pela crítica. Eu tenho recebido pessoas a solicitar apoio e ajuda de carácter de assistência social, tenho recebido através do Facebook mensagens a apontar uma situação na via pública que está mal, outra que diz respeito, é um interesse particular da pessoa mas que em espaço público prejudica e que chamam a atenção. Outros relativo a um interesse público geral também(?), designadamente a proteção dos animais, a questão da recolha dos resíduos sólidos... Enfim, muito destas sugestões, que até expressão alguma afetividade com a pessoa do presidente da Câmara, é feita pela rede social e pelo Facebook.

TF: E sente que, não havendo a rede social, essas pessoas teriam o mesmo à vontade para se dirigirem aqui à Câmara e manifestarem essas sugestões ou essas questões, ou acha que aqui isto de fato faz a diferença?

Facilita muito. Não é uma questão de à-vontade - eu penso que até teriam. O problema é mesmo disponibilidade de tempo. E, até mesmo a ajuda do presidente de Câmara para uma reunião forma é muito inferior à disponibilidade que tem enquanto faz uma viagem, enquanto está em casa fora de horas, enquanto está num concerto que possa no intervalo apreciar através dos sistemas hoje mais modernos ainda - através do telemóvel dos sistema Android, do iPhone - ter acesso, quer ao seu correio eletrónico, quer ao Facebook ou a qualquer outra rede social, facilita. E portanto não é uma questão da à-vontade do interlocutor, do administrado, mas o conforto da facilidade e a acessibilidade. E eu penso que isso ajuda muito, porque se for para marcar agenda eu próprio admito: eu estou do lado de cá enquanto administrador, já estive e estou muitas vezes do lado de lá como administrado, e sei que é muito difícil, quer dum lado quer do outro, ter disponibilidade de agenda para ser recebido ou receber. E eu percebo quando se formaliza muito esta comunicação física para agendamento - tudo é mais difícil, tudo é mais demorado. Por essa vida tudo é muito mais facilitado.

TF: Quanto a uma questão que é da formalização. Relativamente aos jovens, este carácter mais informal que o Facebook dá, ou mesmo o site da Internet, achas que os aproxima da autarquia, ou não vê assim grande diferença ?

Bom, eu penso que tem muito a ver com uma atitude prévia da própria pessoa. A rede social serve para uns por causa do seu próprio formação ou dos seus próprios preconceitos para crítica, maldizer. Criar muitas vezes uma onda, até com perfis falsos, de injúria até. Este é um problema precedente: o acesso. É um problema de carácter e de preconceito. E às vezes as pessoas até com a capacidade e coragem de se afirmar como são, criam perfis falsos. Outros têm uma boa formação de carácter, não têm preconceitos de relacionamento... sim, eu acho que a rede social, a comunicação por correio eletrónico aproxima, ajuda-os a ser muito mais interativos, muito mais participantes na vida coletiva e pública. Nessa medida é bom. O que eu penso é que não devem desanimar, porque eu próprio que estou agora do lado do administrador, às vezes acolho a sugestão, a apreciação crítica, corrijo de acordo com a

apreciação crítica, de acordo com a sugestão, posso fazer uma atuação imensa porque tenho possibilidade de comunicar à pessoa que já fiz, decorreu de como sugeri, apreciei a sua crítica e aperfeiçoei a ineficácia do sistema com esta e aquela ação - vamos ver porque algumas têm reação e resultado imediato, outras são de médio-longo prazo. Nem sempre é assim. Mas tenho notado em alguns casos, devo dizer-lhe, olhe poderia aqui exhibir-lhe já uma mensagem no Facebook que vi esta manhã, porque esta manhã em convívio (que era um compromisso que tinha pessoal, mas também de convivialidade pública), fui dar um passeio de bicicleta para testar aqui as nossas facilidade e utilities quanto à circulação às duas rodas, e estive a fazer comigo próprio porque é diferente - eu costumo dizer que “ninguém tem a percepção da vida se viver apenas nas bordas dela”, precisamos de meter-nos no meio da vida para ter a verdadeira percepção da vida - e portanto, se eu tenho que gerir uma facilitação às circulação em duas rodas na cidade, o melhor é mesmo eu próprio andar de duas rodas e experimentar ver, sentir a vida e não viver apenas na borda dela. E depois quando cheguei a casa, agarrei (??) do telemóvel, que é um Android, e consultei o meu Facebook e verifiquei que havia um munícipe a cumprimentar com satisfação de uma ação que a Câmara fez (que não foi ela que apontou para o meu Facebook, foi o vizinho dela). Eu respondi ao vizinho dizendo que agradecia a informação da situação que era sobre o ponto de vista (?) de higiene e saúde pública gravosa, mandei os serviços fazerem a devida intervenção, já o fizeram, está resolvido, não foi a pessoa que fez a apreciação crítica que expressou a sua satisfação pelo resultado, foi uma outra pessoa que o fez, e portanto tem esta coisa de... numa vezes nós termos uma interação com princípio meio e fim, mas outras vezes não. Qualquer por impossibilidade, por agenda... mas o que verdadeiramente aqui conta e interessa, e portanto isso não penaliza nada esta forma de comunicação, é o resultado aparecer, e portanto eu sei hoje que a pessoa que me fez a apreciação crítica e sinalizou a ineficiência, ou omissão do sistema, deve estar satisfeita porque viu o resultado, mesmo que não tenha comunicado a sua satisfação - outro vizinho que já estava... numa situação de um terreno que estava abandonado e (??) privado mas que estando como estava já pondo em causa e em risco uma situação de salubridade e saúde pública, eu decidi, de forma administrativa tomar posse do espaço e mandar fazer aos serviços, fazer a limpeza, a desratização e a desbaratização. E portanto foi num ato de (não se tratou na minha opinião de uma abuso de poder mas de uma) intervenção de posse que quiz salvaguardar, embora entrando em propriedade privada, salvaguardar o interesse público. E às vezes isso também é preciso ter coragem. Razão pela

qual os serviços, por si só, nunca interviriam. Tratava-se de uma propriedade privada! Como houve uma comunicação ao presidente da Câmara, por via informal, tomei conhecimento, avalei a situação, ví que estava mesmo - por ponderação feita por mim e pelos técnicos do serviço - que estava em causa uma questão de salubridade e de risco de saúde pública - fiz essa intervenção com posse administrativa do espaço. Eis como essa situação informal permitiu ter um resultado satisfatório. E também não fico à espera que a pessoa depois venha fazer o reconhecimento, interessa é resolver o problema. Curiosamente outras pessoas quiseram, avaliando com certeza com objetividade.. enfim a sensibilidade da própria situação, porque não era uma exigência direta da administração pública intervir ali, naquela caso. Mas com o alerta, dirigido a (??) foi possível, e eles estão satisfeitos. E isso foi feito com essa comunicação eletrónica e eu fico satisfeito com isso, porque qualquer político, qualquer administrador público tem como interesse estar ao serviço e resolver o problema das pessoas. Muitas vezes a dificuldade é essa: os problemas são muitos, os meios são poucos. E nós definimos as prioridades, e algumas situações ficam por resolver, ficam de fora. Ou de forma definitiva, ou por não terem a prioridade ficam para segundo plano em termos de calendário. E claro, os que vêm o seu problema resolvido ficam satisfeitos, os que não, não ficam. Mas aqui tem que haver um poder discricionário. O eleito e o político para decidir - quando têm recursos escassos para o grau e a dimensão das necessidades, escolher o que é prioritário. E esta é que é a política. Política é a arte do possível e portanto faremos tudo o que é possível com a definição(?) das prioridades próprias.

TF: Eu agora passo para uma outra parte da entrevista que é... já relativamente às políticas da Câmara se existem medidas de inclusão dos jovens nos processos de participação pública e tomada de decisão?

Existem, sobre o ponto de vista informal. Isto é (também existem sobre o ponto de vista formal, mas (?) acabam por ter mais influência decisiva são do ponto de vista informal) eu próprio quero ter uma equipa eleita, enquanto político e administrador, de gente jovem. Eu quero que a minha equipa, no seu convívio e auscultação e aconselhamento, ausculte os jovens. E portanto este procedimento feito por essa via garante uma participação informal. Eles próprios não sabem muitas vezes que estão a participar e ser decisivos na fundamentação e na motivação para uma determinada decisão (afirmativa ou negativa - dum requerimento qualquer, duma opção ou prioridade) mas são. Depois existe a outra componente que é a

formal. E nessa componente formal, o município tem alargado (?) até um conselho municipal de juventude. Eu tenho procurado assegurar, nas áreas cujo pelouro é atribuído a determinados vereadores, da educação; do desporto; do apoio à habitação - designadamente para a primeira habitação - que haja naturalmente uma incidência para a política de juventude. Associativismo escolar, igualmente. Mas eu também tenho procurado, e com isso, bom, a Câmara municipal como é aliada vai criar - está no processo que é moroso; pedagógico - optar pelo chamado orçamento participativo, com efeito deliberativo - não está em funcionamento ainda. Comecei a fazer esse debate, e essa discussão e essa (?) este ano, 2013... penso que haverá condições para 2014 já contar com a participação, com o regulamento aprovado para que o orçamento de 2015, esse, já seja um orçamento participativo. Mas o procedimento começa a correr já em 2014. A verdade é que à hora e a data que estamos a falar, estamos praticamente a menos de 2 meses dum ato eleitoral, e portanto haverá um novo mandato, portanto a motivação que lá está já não pode ser para eficácia no fim deste mas sim para concretizar no próximo mandato.

TF: E sente que os jovens participam, têm esta vontade ou necessidade de participar, quer no conselho de juventude, quer das formas informais, ou sente que há assim algum desinteresse ?

Eu acho que a generalidade da juventude tem desinteresse na participação direta. Porque o que eu noto muitas vezes é que são as juventudes partidárias que estão mais envolvidas pela disputa político-partidária nesta participação formal, do que propriamente a juventude sem facção partidária. E a minha preocupação é exatamente pela via informal captar o interesse desta outra juventude na sua participação pelas vias informais. Porque em regra, infelizmente na minha opinião, a via formal da participação fica muitas vezes condicionada mais aos que têm já um terminado jogo de intervenção e participação político-partidária que os transformem em interlocutores nos casos críticos por oposição ao poder instalado ou, os outros de afirmação, conformação e apoio ao poder instalado. E nessa medida tenho uma preocupação de assegurar meios de participação informal, porque assim mais facilmente se chega à outra juventude.

TF: E porque é que acha que a outra juventude não se envolve tanto ?

Porque acho que exatamente pela sua condição de jovens preferem uma certa irreverência, uma certa, até, anarquia ocupacional, mais ligada à práticas desportivas, mais ligada às práticas associativas mas de carácter artístico do que propriamente de carácter político. E acho que isso faz parte da (??) dessa fase etária. Mas se nós criarmos eventos, movimentos que assegure a sua participação por adesão genuína e espontânea, por se reverem naquela prática, eles acabam por participarem. Tem que ser é pelas vias informais. A administração ir à procura da juventude. A governança local ir à procura da juventude, e não a governança local ficar à espera que a juventude venha participar de forma formal na formação da decisão e da motivação das decisões públicas de governança local. E portanto temos que fazer aqui uma inversão das situações, porque a vida é como é, não é como devia ser, e eu acho que a governança local, como toda a governança, deve ser realista e portanto adaptar-se ao que há na sociedade, o que a sociedade é e não apenas no que deve ser. Porque se for - e eu até estou convencido que é mais fácil - transformar a sociedade no dever ser, reconhecendo-a tal como ela é e intervindo nela tal como ela é, par depois a fazer caminhar para o dever ser, do que ficarmos quietos e mudos na expectativa de que a sociedade é como deve ser, e portanto se não é como deve ser esquecemo-nos dela. Não pode ser!

TF: A Câmara está envolvida com as escolas em projetos de cidadania.

Absolutamente. Nós temos vários programas. Eu tenho promovido, aliás não consigo ter sucesso num projeto que tinha para este mandato, mas espero poder ter para o próximo mandato, se (porque sou candidato) merecer a confiança do eleitorado, que é a de fazer a administração aberta à juventude. E portanto eu quero promover um concurso nas escolas para, também daí criar estímulos ao mérito e à excelência na escola, de fazer uma Assembleia Municipal dos jovens, e eles poderem participar. Fazer um dia do jovem mais qualificado - os jovens mais qualificados da escola que tenham tido melhores notas, que tenham tido melhor comportamento, poderem passar uma manhã com o presidente da Câmara para verem como é que funciona o Presidente da Câmara, portanto eu a organizar (pedi aos serviços para se organizar) um regulamento para distribuir pelas escolas exatamente para fazer esse efeito. Que é para os familiarizar desde pequenos com a gestão política da sua vida quotidiana na escola. E estou a promover isso, é a forma que eu quero de aproximar os jovens da administração. A par disso nós temos programas de apoio às escolas e às suas iniciativas, muitas de carácter educativo e pedagógico para as questões ambientais, para as questões da

cidadania, para as questões da formação da democracia, uma formação política de carácter democrático e autonómico(?), vivemos nos açores e portanto gostamos de incentivar o conhecimento da nossa juventude para a importância do autogovernos(?) em autonomia que ajuda. É uma proximidade dos políticos e da decisão política, dos administrados através do poder local e da autonomia política (??) autogoverno para os Açores. Essa política tem sido desenvolvida com muito sucesso, porque os próprios professores aderem muito a isso e têm encontrado aqui na Câmara Municipal (??) e penso que na generalidade da governança local muita aceitação para iniciativas que depois merecem apoio logístico e financeiro por parte do poder local.

TF: O que é que é para si ser-se cidadão no século 21ST ?

É ser responsável. Eu gostaria que nós fizéssemos um verdadeiro upgrade de cidadania quando tivéssemos a consciência que somos todos contribuintes, mais do que subvencionados da administração pública. Esse é que é o verdadeiro salto qualitativo e cultural que a democracia portuguesa no século 21ST pode almejar: é que o cidadão tenha uma consciência de contribuinte, de responsabilidade e responsabilizante do gestor dos dinheiros públicos. De responsabilidade para não exigir nem pedir com um carácter populista uma gestão demagógica e sem sustentabilidade do investimento, e portanto um contribuinte responsável. E um contribuinte responsabilizante, um cidadão responsabilizante - quando ouvir que a gestão do dinheiro público está a ser encaminhada pela demagogia, pelo populismo, pela falta de sustentabilidade da sociedade e da nossa economia e do sistema financeiro, poder denunciar, agir para derrubar esse tipo de política e de gestor político. Esta é que é para mim o grande desafio da cidadania no século 21ST. Portanto transformar o cidadão de subsídio-dependente, subvencionado, num cidadão contribuinte, responsável e responsabilizante. Responsabilizante no sentido de responsabilizador, de exigente.

TF: Como é que aqui as tecnologias entram, ou podem entrar, qual o papel ?

Entram pela informação prévia. Há um deficit de informação na gestão pública para o cidadão comum. Mesmo para os eleitos que fazem os escrutínio na oposição, ou mesmo no poder, eles sentem que há - não direi negação de informação mas - falta de acompanhamento. E eu parece que estou a falar contra mim porque sou executivo, portanto acho que deveríamos criar um sistema que não depende muitas vezes do presidente da camara e o próprio funcionamento

dos serviços, criar hábitos de transparência, de coragem de mostrar o seu trabalho. Nunca é perfeito - que tem fragilidades, que tem virtudes - e eu sinto às vezes que os próprios serviços são muito defensivos e não gostam de abrir à transparência em absoluto o seu trabalho quotidiano. Mesmo que a vontade do político seja essa, muitas vezes sofre alguma resistência, porque a governança local não se faz apenas pela ação do político, aliás em regra não se faz maioritariamente por ação do político, faz-se pelo próprio sistema. O sistema dos recursos humanos, técnicos, pela mentalidade que os serviços, eles próprios já têm, com aquele ou outro político qualquer. É esta revolução de mentalidades que não pode ficar apenas marcada em horizonte de escrutínio ao político, mas a todo o sistema, incluindo a própria administração pública, e portanto aos próprios trabalhadores da administração pública. E o próprio sistema na privada tem que ser cada vez mais exigente e responsabilizante, isto é, há muita gente que por mediocridade recorre. Mediocridade na apresentação do seu próprio requerimento, e que complica. Isto é, se pretende de uma determinada ação da administração, casos(?) licenciamento - também porque a legislação é muito complexa, admito que sim, mas também porque muitas vezes há um certo desleixo, uma certa mediocridade na formulação dos requerimentos e dos pedidos para a administração pública - tudo se complica. Porque vêm deficientemente fundamentado, formulado o pedido, e os serviços, já eles próprios de tendência burocrática, têm uma dificuldade em encaminhar o que deficientemente é formulado, portanto devolvem. Há a persistência do erro. A administração não corrige, não aperfeiçoa a deficiência do requerimento. E portanto tudo se complica. Ora que quer dizer com isso é que as novas tecnologias podem ser um encaminhamento para facilitar não só a transparência e o escrutínio da gestão interna da casa, como ajudará com - muitas vezes aquilo que se chama a solução minutada do requerimento - ao requerente, que sabe as exigências que o quadro legal impõe para uma determinada duração(?), conforma-se com elas, apresenta-as tal como está, e quase de forma automática a decisão está tomada. Salvo as outras situações a ponderação, a definição de prioridades - aí já tem mais a ver com o político, que pode decidir se vai por um caminho ou vai por outro, mas aí já tem mais a ver com as prioridades políticas de governação. E por essa via(?) vai por um diálogo democrático, por um diálogo público de assunção, de responsabilidades e de prioridades para a ação na gestão dos dinheiros públicos e da administração. Mas em qualquer caso eu acho que a nova tecnologia facilita e ajuda.

TF: A minha última pergunta: se tivesse oportunidade de colocar uma questão aos jovens dos 14 aos 18 anos sobre cidadania eletrónica e governança, qual é que seria ?

Esse pergunta é difícil! A pergunta que lhes poderia fazer era se consideram-se mais estimulados a participar através da via eletrónica do que pela via formal da reunião ?

E se encarassem essa via eletrónica para uma participação cívica e civilizada então que deem sugestões de participação. O voto eletrónico, a apresentação de sugestões, a apreciação crítica da pré-decisões - porque nós temos de criar um hábito.. quanto mais as novas tecnologias de informação e comunicação se impuserem na gestão da governança local e da administração pública em geral, eu estou convencido que mais tendência haverá para quase uma lógica referendária. Mas exatamente para evitar esse risco precisaremos que o administradores tenham a humildade de começar por anunciar pré-decisões, isto é, não anunciarem decisões, e fazerem tendências de decisão e expor ao público, e não ficarem amuados se depois tiverem que aperfeiçoar a sua decisão ou tornar num caminho diferente. Porque se optarmos por esta lógica - aliás o código de procedimento administrativo já prevê, através da notificação prévia, da audiência prévia, este exercício de pré-decisão (até decisão) para promover cada vez mais a participação do administrado e do destinatário da decisão. Mas eu estou convencido que esta opção - era a pergunta que eu faria aos jovens dos 14 aos 18 anos - que utilizasse independentemente da sua maturidade intelectual social e profissional - que pudesse começar a despertar esse exercício, nem que fosse para as suas áreas especiais de interesse... e que o fizessem. Porque os políticos provavelmente, também pedagogicamente, mudariam a sua atitude. Terem a coragem de anunciar pré-decisões não fechadas, com isso assegurar também um culto de humildade para reformular as suas decisões de acordo com a audição feita, e tornar a decisão final muito mais aceitável por parte dos destinatários da mesma, e portanto já seria uma decisão eficaz, com consequências práticas muito mais fáceis por adesão à mesma decisão, do que propriamente o risco da contestação da decisão.

A23

TF: qual é o objetivo para si enquanto decisor político para a presença da Câmara através da página da Internet, ou do portal da Câmara e, no caso de estarem presentes **numa ou em mais redes sociais... portanto os objetivos para cada uma das presenças.**

Na parte do portal do site da Câmara. O portal acaba por ser sempre um valor de proximidade, ou seja a tentativa de fornecer ao cidadão, ou do Concelho e também àquele que não é do Concelho a informação mais qualitativa possível (??) o trabalho da Câmara municipal, na

perspetiva de lhe dar uma ideia real daquilo que a Câmara poderá fazer, em termos do seu trabalho e das competências que tem, mas daquilo que também lhe pode ajudar, ou seja, a essência do portal da Câmara amarras também a proximidade no sentido de facilitador da vida de cada um, fazendo com que realmente haja uma economia de movimentos. É essa a ideia base para além da informação que nós damos através do nosso trabalho.

Outro aspeto que me falou era da questão das redes sociais. Está-se a referir sobretudo ao Facebook, não é?

TF: Por exemplo...

Bom, aí é mais, tem mais um intuito informativo do que numa perspetiva de fornecimento de serviços. Nós ao possuímos essa ferramenta nós temos uma tentativa mais de proximidade das pessoas mas no capítulo da informação, não tanto na parte facilitadora da sua vida, ou dos serviços que apontam(?) através desse meio. O próprio meio também é mais limitador neste sentido. Portanto o Facebook interessa-nos mais neste perspetiva. Ou seja enquanto entidade pública dou responsabilidade perante aqueles que elegeram aqueles que neste momento estão a gerir a Câmara, mas independentemente disso de prestar contas dum serviço que vá sendo feito diariamente, e se isso ajudar os nossos munícipes a estarem cada vez mais informados sobre a dinâmica da Câmara, melhor. Portanto são ferramentas, na minha perspetiva, que se complementam, mas que têm amplitudes diferentes.

TF: Sente que os utilizadores do portal da camara e os utilizadores do Facebook são diferentes em termos de faixa etária ou, o cidadão que utiliza o portal também utiliza o Facebook ?

Eu acho que há uma diferença, por aquilo que é-me dado a ver. Há um perfil de utilizador diferente. O utilizador do portal é mais aquele utilizador que vai buscar informação mas que precisa de um serviço, ou seja, ou para solicitar o camião dos resíduos sólidos, ou para dar uma informação à cerca de que o seu caminho não está em condições, de que a sua luz está apagada, ou que alvitra a Câmara para a proximidade do Inverno e que é necessário repor um caminho que está danificado... este é o perfil do cidadão daquele que recorre ao site da Câmara. A ideia do Facebook, dá-me a ideia que é sobre tudo um tipo de pessoa mais consumidor, de informação, mais passiva nesse aspeto, mas parece que também mais jovem. Portanto eu diria que enquanto num parece-me que há aqui o capítulo da necessidade - eu vou

ao portal para resolver um problema, no outro dá-me a ideia que é: eu vou ao Facebook para saber o que está sendo feito. É essa a ideia, não sei se corresponde, quer dizer, no caso do portal da câmara é próximo da verdade. Do Facebook não sei tanto mas parece-me que há mais essa dinâmica informativa do que propriamente de através desse meio colocar qualquer questão à Câmara, ou qualquer interpelação.

TF: Sente por exemplo que, as pessoas utilizam o Facebook através, por exemplo dos comentários ou das mensagens privadas para fazer sugestões ou críticas ao trabalho da Câmara, ou isso não acontece mas acontece através de email - através o email da Câmara ou através do seu próprio email ?

Bom, há aqui uma dimensão que é preciso saber também, que é o seguinte. Eu tenho acesso ao portal da Câmara, muitas das solicitações que são feitas à Câmara é-me dado conhecimento, mas eu não sou utilizador nem muito menos o gestor do Facebook. Agora, de qualquer maneira, eu penso que a própria aposta que a Câmara fez no seu portal, na informação que dispõe e naquilo que quer receber... o feedback que eu tenho é o feedback que mais.... não só de requisição ed serviços mas também de propostas ou de críticas, mais o portal da Câmara. No Facebook também... eu se tivesse uma utilização diária dele (contrariamente a colegas meus que têm) podia-lhe dar uma informação mais fiel, mas eu penso que não é tanto quanto o portal da Câmara.

Mas eu pessoalmente não sinto muito vocacionado para uma utilização diária do Facebook porque preservo a minha concentração no trabalho. Eu acho que é um instrumento que me pode desviar dos objetivos que uma pessoa diariamente tem pela rapidez, e pela constância e pela permanência da troca de observações que podem até ser positivas mas que eu também julgo que são muito... como é que eu hei-de explicar... podem desconcentrar muito a pessoa em termos de trabalho.

TF: Consomem muito tempo. O tempo passa de outra forma.

Eu acho que sim. Eu já tive e utilizei durante algum pouco tempo, o Facebook, e sinceramente achei que realmente, para já aquilo pode ser viciante, e depois exige uma tensão de pensamento e de acompanhamento que é desgastante, para já, e depois interpelativo. Ou seja acompanhando as observações das pessoas, às vezes até menos próprias, eu sou chamado à interpelação, e essa interpelação consome não só tempo como também me pode desviar dos

objetivos que eu tenho traçados ou para o dia ou para a semana. É no fundo uma salvaguarda, não é?

TF: Duas perguntas que se colocam, que é: muitas Câmaras dizem que o site da Câmara, portanto ou o portal, permite uma maior proximidade não só com a comunidade local mas também com as comunidades emigrantes. Tem esta experiência aqui com a (*) ?

Sim, aqui também o nosso site permite isso. Ou seja até porque - não sei se teve acesso ao site.. nomeadamente a relação com o museu(?) de emigração, é uma relação muito viva, através do nosso site, não só pela procura de dados acerca das famílias que emigraram, também por ideias, sugestões... portanto o site é sem dúvida muito mais procurado.

TF: Há formação para as camadas mais velhas da população em tecnologias?

Há! É uma boa pergunta. Nós até... há sobretudo a partir das juntas de freguesia e das casas do povo. É um movimento que... é interessante esse movimento. Aliás há casas do povo que eu tenho conhecimento que fazem mais do que um curso para tecnologias de informação ao longo de um ano. Há juntas de freguesia que, inclusivamente, têm nas suas instalações centros TIC, Tecnologias de Informação e Comunicação. O próprio governo regional a um determinado momento, não tanto agora porque estão - por razão da crise - fomentou a criação destes centros. Nós não temos em todas as freguesias mas, por exemplo, nestes programas eleitorais agora, nós fomentamos a colocação dessas ações de formação relativamente à informática. Ou seja praticamente todas as nossas juntas de freguesia terão a responsabilidade de uns, sentindo o projeto mais do que outros, de fazer ações para a população. Agora pode é não ser um movimento contínuo ou persistente, um movimento estrutural numa freguesia ou noutra. Pode ser um movimento candente, mas ele existe. Há essa preocupação.

TF: Passamos assim mais para as (?) e cidadania. Eu gostaria de saber se a camara tem medidas de inclusão dos jovens em processos de participação publica e tomada de decisão.

Bom, nós temos... instauramos - penso que há 4 anos já - o concelho municipal da juventude, que tem sido um órgão consultivo, tem sido um órgão de sugestão pela própria natureza dele, de algum cuidado que a Câmara poderá ter relativamente à juventude. E aí é logo o elemento maior que nós temos em termos de visibilidade-institucional do ponto de vista da juventude.

Criámos também o portal da juventude, o cartão jovem, e dum ponto de vista de decisão formal, é sobretudo a participação direta que os jovens possam ter ou nas juntas de freguesia ou nas casas de povo, que ajuda à concretização de determinadas políticas. Portanto em termos institucionais, o único órgão que nós possuímos, ou temos, é o concelho municipal da juventude. Mas de qualquer forma o que lhe posso dizer é que nós, no nosso concelho - e isso está presente nesta formação das listas que hoje vou entregar daqui a bocado até às 11h no tribunal - está presente num concelho que é o mais jovem do país (é do país, não é da região) está presente uma forte carga de juventude. Ou seja só para lhe dar uma ideia, a média das idades das listas que eu vou agora entregar são 38 anos. E eu tenho médias de freguesias de listas que são 33 anos. Portanto há uma grande participação da juventude - eu quando digo da juventude, daqueles jovens que estão em início de carreira (miúdos??)... e eu penso que isto tem sido um fermento muito positivo para o desenvolvimento do concelho.

TF: A Câmara está envolvida com as escolas daqui do município em projetos de cidadania.

Sim. A Câmara colabora numa forma muito larga, ou toma uma colaboração de banda larga, com todas as instituições do concelho. Não só a escolha secundária que nós temos - é a única do concelho - mas também com as três do 2º e 3º ciclo que possuímos, que é Rabo de Peixe da Maia e aqui a da (*). Portanto nós apoiamos as iniciativas que se façam a partir das escolas, das casas de povo, daqueles que têm valências como os ATL's, os jardins de infância e a Creche. Portanto nós temos uma grande colaboração ao longo de todo o ano, quer nas iniciativas que são promovidas por eles, quer nos dias mundiais que se façam, quer nas festas típicas de cada freguesia... portanto em tudo aquilo que a Câmara pode, dá o seu contributo. Quer mesmo por vezes: cedência de materiais, de colaboração de transporte; na construção de alguma infraestrutura para a sua atividade... normalmente a Câmara é um elemento... na cedência inclusivamente quer de barracas e casas que nós fizemos... portanto a Câmara revela-se um instrumento importante, e essas instituições ainda apelam para que essa intervenção seja maior, porque isso no fundo também é uma grande redução de custos para eles. Mas nós não vamos a isso. Participamos com todo o gosto neste movimento.

TF: Que é que para si é ser-se cidadão no século 21ST ?

Ser cidadão no século 21ST é aquilo que eu sempre aspirei a ser na minha vida, que é, ser um elemento transformação, e ser um elemento de intervenção na minha comunidade. Portanto aquela célebre frase do Gandhi - “Sê o mundo que gostarias de ver”. Portanto acabo(?) para mim ter tido sempre desde jovem até hoje, um grande significado. Ou seja o sentido da presença institucional, quer seja fazendo parte de um grupo cultura, recreativo, ambientalista, quer seja numa agremiação (?) recreativa como uma banda de música, ou fazendo parte de um partido político... portanto a cidadania extravasa o âmbito político-partidário, coloca-se no canto da melhoria do meu espaço de vida - é assim que eu entendo a cidadania, é assim que eu acho que ela devia ser entendida. E ela nesse sentido é um elemento transformador positivo dos nossos espaços. Ou seja eu sou um criador e não um consumidor, é nesse perspectiva do século 21ST.

TF: E como é que vê... as tecnologias qual é que poderá ser o papel para esse cidadão ?

As tecnologias são um dos elementos fundamentais da nossa vida. Eu não sou um expert, aliás eu diria que sou um utilizador de nível muito baixo, mas precisamente porque eu preservo muito da vida enquanto vida - que é isso que no fundo nós estamos aqui a fazer os dois - a dialogar e fazer. Porque também há um aspeto muito perigoso das tecnologia que eu me recuso a fazer parte, que é no fundo o consumo. Ou seja eu posso ouvir no fundo rádio e viver a minha vida, mas se eu quiser ver televisão eu tenho que estar parado para ver televisão. Eu se quiser estar na internet eu tenho que lá estar e ver não sei quantos sites para chegar a um sitio e de repente passa uma hora ou duas... na Internet e na busca de sites. Portanto eu acho que tudo tem que ter um equilíbrio. A questão e a razão da boa vida tem a ver com um equilíbrio que nós (??) a nós próprios fazendo com que essas tecnologias não sejam introduzidas no meu espaço mas que eu possa utilizá-las porque elas têm um valor e um alcance que qualificam e melhoram a vida de cada um de nós. Só para lhe dar um exemplo: agora no dia 28 de Julho eu tenho um filho a estudar na Suécia, pela primeira vez ele fez anos fora, e nós festejamos o aniversário através do Skype! Quer dizer é uma coisa extraordinária que eu... pronto a primeira vez que fiz juntamente com os meus outros dois filhos e com a minha esposa, mas cá está, fizemos-lhe o bolo, ele estava do lado de lá, cantámos os parabéns... quer dizer é uma coisa de grande proximidade. A tecnologia tem essa situação fabulosa que é aproximar as pessoas. Falamos com ele todas as semanas... se fosse em outras circunstâncias a gente sentia-se mais longe, mais desgastados dum ponto de vista emocional.

Portanto as tecnologias aproximam também as pessoas, acabam com distâncias... Agora, eu continuo a pensar, e digo à Tânia é: eu tenho sempre muito presente isso. Mas isso é uma perspectiva pessoal que também tenho que lidar com os meus filhos, por exemplo eu tenho um de 15 anos que até é um aluno razoável, mas nós em casa temos sempre muito cuidado com o tempo que ele passa na internet (ele gosta muito da Internet) precisamente porque a vida não se resume a um ecrã. Portanto o ecrã deve estar na minha vida, mas a vida não está no ecrã. E é isso que eu e a mãe, somos (??) que as pessoas, enfim a gente deve conversar... eu adoro conversar e dialogar com as pessoas, mesmo aqui em termos de organização ou com os meus colaboradores e funcionários, coloco-me muito nessa posição, e escreve-se muito email, zango-me por vezes que digo com muito (??), porque às vezes eu estou com um funcionário ou um colega meu ao lado, porque é que eu não o chamo para conversar, (??) se é que eu dou uma questão e envio-lhe um email. Porque muitas vezes o email é uma espécie de uma desresponsabilização, mas até eu pondo a responsabilidade um do outro que até parece que o outro é que está a obrigar “ah espera que recebo o email”... eu não me vejo vida assim. Mas como eu já sou parte do outro mundo, não sei, não gosto de esse discurso passadista, mas tenho muito cuidado com este equilíbrio emocional que eu gosto de ter no gozo sublime da vida. Um pôr do Sol, eu gosto de dar uma caminhada, gosto de jogar futebol com os meus amigos, gosto de falar com as pessoas, gosto de saber como é que estão as suas famílias... portanto é a parte humana que eu acho que as tecnologias não podem de maneira nenhuma ofuscar. Pode me ofuscar quando uma pessoa não está atento. E é aí que eu vejo...

TF: Acha que os jovens, por exemplo dos 14 aos 18 anos, por exemplo aqui do município, ou mesmo se pensarmos no país, são interventivos, são este cidadão que se preocupa com esta parte humana que intervêm, que transforma, que falou referência de ser cidadão ?

É assim eu acredito sempre na juventude, e as respostas que eles têm, e os sonhos e o futuro, digamos que eles desejam para si, muitas vezes a sociedade mais adulta é que os castrou. Portanto, os jovens hoje têm desafios muito grande que certamente, nós também tivemos os nossos, eu também tive os nossos, mas o problema de estudar e não ter emprego... o problema do desemprego é um problema enorme. O problema de eu não poder realizar um ponto de vista conjugal ou mesmo pessoal, porque eu não tenho capacidade de alimentar-me a mim próprio, alimentar aqueles que eu possa fazer parte..e são tudo problemas também que

levam ao sofrimento da juventude, não é? Portanto eu acho que eles hoje têm uma capacidade criativa de pensar em soluções que os problemas que eles enfrentam são tão grandes que eles tentam lutar à sua maneira e não sua perspectiva pela melhoria deste mundo. Portanto eu não tenho a perspectiva de: “bem, no meu tempo é que era bom, nós é fomos a juventude(?), e agora nós temos um conjunto de trapalhões e de pessoas inaptas para isso...” Não! Até porque nós temos hoje a juventude mais bem formada em termo de qualificações, ainda temos muito caminho para andar. Ainda temos muito pobreza cultural, e mental mesmo. Mas sem dúvida que a juventude de hoje é uma juventude que cria ou tenta criar o seu próprio espaço face muitas vezes a um mundo que lhe é hostil. E a grande hostilidade está muitas vezes na dificuldade que eu tenho em, por exemplo trilhar no meu espaço ou na minha comunidade... aí imediatamente ganham um espaço para que eu possa realizar-me. Eu fiz o meu curso, tive a possibilidade de ir diretamente trabalhar, mas por exemplo dos 22 ou 24 jovens que fizeram o curso do meu filho, só dois ou três é que neste momento estão trabalhando... e ele se quis trabalhar teve a sorte de ficar na Suécia. É um exemplo. Portanto eu acredito na juventude há digamos... e temos de acreditar sempre na juventude! De maneira que não tenho a ideia nada de que são passivos ou isso, os problemas é que são maiores, maiores e piores.

TF: Minha última pergunta: se tivesse oportunidade de colocar um questão aos jovens dos 14 aos 18 anos sobre governança e cidadania eletrónica, qual é que seria ?

Isso é uma pergunta difícil! Não posso dar um conselho, tem de ser uma pergunta ?!

TF: Já agora pode partilhar o conselho!

Não, o conselho é.. eu acho é que realmente... o conselho que eu daria é deter um equilíbrio na sua vida como pessoas. Ou seja não serem enfeudados às tecnologias da informação, mas utilizarem as tecnologias da informação para o seu crescimento. É no fundo a forma como eu vejo isso, as tecnologias e as coisas têm que estar ao meu serviço, e não eu ao serviço delas! E muito dos problemas que por vezes sedo(?) acontece, mesmo em termos de crimes sobretudo em sociedades mais desenvolvidas como os Estados Unidos, tem a ver do enfeudamento destes jovens que entram no mundo tecnológico e depois pensam que as pessoas exteriores de carne e osso são bonecos que existem na televisão e que a gente pode, por exemplo disparar sobre elas... já aconteceu em tantas escolas nos Estados Unidos. O conselho que eu daria era

esse. A pergunta que eu fazia era mais uma exclamação: há mais mundo para além das tecnologias da informação... mas que as utilizem-na ! Era isso que eu diria.

Appendix 4- Questionnaires and Informed Consent form

Mayors' questionnaire

Este questionário insere-se no trabalho de investigação intitulado “*e-Literacy, schools, municipalities towards a common goal: e-citizenship*” e tem por objetivo recolher dados que irão contribuir para a análise de certos aspetos sobre governança eletrónica, cidadania digital e juventude.

Vou-lhe pedir que antes de responder, leia o acordo de consentimento informado de forma a decidir continuar neste estudo.

Acordo de Consentimento Informado

O trabalho de investigação: *e-Literacy, schools, municipalities towards a common goal: e-citizenship*, para obtenção de grau de Doutora em e-Planning pelas Universidades de Lisboa, Aveiro, Nova de Lisboa e Técnica de Lisboa, sob a orientação científica do Professor Doutor Pedro Ferraz de Abreu, Faculdade de Ciências, Universidade de Lisboa, e a coorientação científica do Professor Doutor John Potter, Institute of Education, University of London.

Neste estudo, pedimos-lhe para responder a um inquérito e a uma entrevista presencial que será gravada para facilitar a recolha e análise dos dados, que respeitará o anonimato do inquirido. A gravação será posteriormente destruída.

O questionário e entrevista têm por objetivo investigar perceções e conceitos de cidadania eletrónica bem como estratégias de governança eletrónica. Para isso, o presente questionário encontra-se dividido em três partes: Caracterização sócio-demográfica, onde lhe são pedidos alguns dados pessoais (4 questões); Caracterização da utilização pessoal da Internet (5 questões) e Questões relacionadas com a presença da Câmara Municipal na Internet, onde lhe são pedidas informações sobre os serviços e funcionalidades disponibilizados na Internet pela Câmara Municipal (3 questões).

O questionário e a entrevista são peças chave para o desenvolvimento do referido estudo e, por essa razão, apelo em primeiro lugar à sua participação e, depois, não existindo neste caso respostas certas ou erradas, para que as respostas aos diferentes itens correspondam de facto à

realidade, isto é, àquilo que de facto ocorre. As suas respostas são essenciais para podermos assegurar a confiança nos dados recolhidos.

O estudo poderá ajudar a comunidade científica a compreender melhor alguns aspetos relativos a esta temática. A sua participação neste estudo é completamente voluntária e não existe qualquer pagamento pela participação. Poderá abandonar o questionário e/ou entrevista a qualquer momento, bastando manifestar essa vontade.

As informações que dará neste inquérito, e, posteriormente na entrevista serão tratadas de forma anónima e confidencial. Ser-lhe-á pedido o nome da Câmara Municipal para controlo dos dados. Ser-lhe-ão também pedidos alguns dados pessoais importantes para compreendermos os resultados. Apenas os resultados agrupados serão analisados e divulgados unicamente para fins científicos ou educativos. Não será necessário a assinatura de nenhum documento; a realização deste questionário e entrevista pressupõe o seu consentimento informado.

Se tiver questões sobre este estudo, por favor não hesite em perguntar-me ou por correio eletrónico: fc22442@alunos.fc.ul.pt, tafi.girasol@gmail.com ou por telemóvel: 919282458.

Questionário

Por favor responda a TODAS as questões.

Existem três tipos de questões:

- as que apresentam um campo azul: devem ser respondidas com uma cruz na opção que considerar mais adequada. Se não visualizar o campo azul, coloque a cruz do lado esquerdo da opção que pretende selecionar
- as que apresentam uma tabela: devem ser respondidas com uma cruz na resposta que considerar mais adequada no interior da zona que se torna azul. Se não visualizar a zona a tornar-se azul, coloque a cruz na célula da opção que pretende assinalar.
- as questões que requerem a escrita de texto: escreva no campo azul. Se não conseguir visualizar o campo azul, escreva a sua resposta no espaço que se segue à questão.

Parte I: Caracterização sociodemográfica

Câmara Municipal de: [Clique aqui para introduzir texto.](#)

1. Idade:

- 1- [18; 30]anos 2- [31; 43]anos 3-[44; 56]anos
 4- [57; 69]anos 5- >70 anos

2. Género:

- 1- Feminino 2- Masculino

3. Habilitações literárias:

- 1- 1º ou 2ºciclo 2- 3º ciclo 3- Secundário 4- Licenciatura
 5- Mestrado/Doutoramento

4. Exerce a função de Presidente de Câmara há quanto tempo?

- 1-4anos 2- 8 anos 3. 12 anos

4.1 Se for outra situação, por favor indique qual:

Parte II: Caracterização da utilização pessoal da Internet

5. Com que frequência consulta a Internet sem ser para consulta de correio eletrónico (e-mail)?

	1. Uma vez por mês.	2. Uma vez por semana.	3. Uma vez por dia	4. Várias vezes ao dia	5. N/A [Não se aplica, não possui o dispositivo]
A. No computador de casa.					
B. No computador do trabalho.					
C. No telemóvel.					
D. No Tablet					

6. Com que frequência realiza as seguintes ações na Internet?

	1. Nunca/ Quase nunca	2. Pouca frequência	3. Alguma frequência	4. Muita frequência	5. N/A [Não se aplica, não utilizo a Internet ou por outra razão]
A. Descarrego (download), gratuitamente ou pagando, fotografias.					
B. Descarrego (download), gratuitamente ou pagando, vídeos.					
C. Descarrego (download), gratuitamente ou pagando, música.					
D. Descarrego (download), gratuitamente ou pagando, livros.					
E. Carrego (upload), gratuitamente ou pagando, fotografias.					
F. Carrego (upload), gratuitamente ou pagando, vídeos.					
G. Carrego (upload), gratuitamente ou pagando, música.					
H. Carrego (upload), gratuitamente ou pagando, livros.					
I. Carrego (upload), gratuitamente ou pagando, textos meus.					
J. Leio os contratos dos serviços que utilizo na Internet (ex. e-mail, redes sociais, blogues, etc).					
K. Consulto a página de Internet da Câmara Municipal enquanto cidadão(ã).					
L. Partilho informação a que acedo na página da Câmara Municipal enquanto cidadão(ã).					

7. Realizou as seguintes ações na Internet?

	1. Nos últimos meses	2. Há mais de 1 ano	3. Nunca
A. Fui signatário de uma petição a favor/contra uma causa.			
B. Particpei num protesto ou uma campanha a favor/contra uma causa.			
C. Iniciei um protesto ou uma campanha a favor/contra uma causa.			
D. Comentei notícias nas páginas oficiais de jornais.			
E. Comentei notícias ou comentários em blogues.			
F. Votei em processos de consulta de opinião promovida por jornais.			
G. Votei em processos de consulta de opinião em blogues.			
H. Criei um movimento em alguma das Edições da iniciativa do Portal Governo de Portugal intitulada “O Meu Movimento” (http://www.portugal.gov.pt/pt/o-meu-movimento.aspx).			
I. Votei em algum dos movimentos na iniciativa do Portal do Governo de Portugal intitulada “O Meu Governo”.			
J. Já participei em medidas de consulta pública, por exemplo, orçamentos participativos.			
K. Já participei em processos de tomada de decisão sobre assuntos públicos.			

7.1 Se assinalou alguma vez a categoria Nunca, por favor indique uma razão no campo que se segue para a(s) sua(s) escolha(s).

8. Tem um blogue?

1-Sim 2- Não

8.1 Se selecionou SIM, por favor indique de que tipo:

1- pessoal 2- político 3-de outra natureza

9. Com que frequência realiza as seguintes ações nas redes sociais (Facebook, LinkedIn, Google +, Twitter, etc)?

	1. Nunca/ Quase Nunca	2. Pouca frequência	3. Alguma frequência	4. Muita frequência	5. N/A [Não se aplica, pois não tenho conta em redes sociais ou por outra razão]
A. Consulta de notícias de grupos informais.					
B. Faço “Gosto” em imagens/vídeos/comentários relacionadas questões ambientais.					
C. Faço “Gosto” em imagens/vídeos/comentários relacionadas com discriminação étnica.					
D. Faço “Gosto” em imagens/vídeos/comentários relacionadas com discriminação entre géneros.					
E. Faço “Gosto” em imagens/vídeos/comentários com a situação económica, política ou social do país.					
F. Faço “comentários” em imagens/vídeos/comentários relacionados com questões ambientais.					
G. Faço “comentários” em imagens/vídeos/comentários relacionados com discriminação étnica.					
H. Faço “comentários” em imagens/vídeos/comentários relacionados com discriminação entre géneros.					
I. Faço “comentários” em imagens/vídeos/comentários relacionados com a situação económica, política ou social do país.					
J. Partilho ligações (links), vídeos ou imagens relacionadas com questões ambientais.					
K. Partilho ligações (links), vídeos ou imagens relacionadas com discriminação étnica.					
L. Partilho ligações (links), vídeos ou imagens relacionadas com discriminação entre géneros.					
M. Partilho ligações (links), vídeos ou imagens relacionadas com situação económica, política ou social do país.					
N. Partilho informação (links, imagens ou vídeos) de petições ou de movimentos sociais.					

Parte III: Questões relacionadas com a presença da Câmara Municipal na Internet.

10. Qual a importância – para as políticas públicas locais juvenis – de disponibilizar as seguintes funcionalidades na página da Internet da Câmara Municipal?

	1. Nada importante	2. Pouco importante	3. Importante	4. Muito importante
A- Recolha de sugestões sobre o município.				
B- Reporte de problemas locais (por exemplo, “A minha rua” ou “ <i>Fix My Street</i> ”).				
C- Discussão de problemas do município (por exemplo, um fórum).				
D- Apresentação de petições e/ou campanhas locais.				
E- Votação eletrónica de projetos camarários.				
F- Mecanismos de apoio à tomada de decisão.				
G- Divulgação de atividades ou projetos promovidos pelos jovens do município.				
H- Divulgação de atividades da Câmara Municipal dirigidas aos jovens.				
I- Ligações externas a associações locais de jovens (desportivas, culturais, ambientais, etc).				
J- Ligações externas às juventudes partidárias.				

11. A Câmara Municipal está presente nas redes sociais (Facebook, LinkedIn, Google+, Twitter, etc)?

1-Sim 2- Não

11.1 Se selecionou SIM, por favor, indique uma razão para a presença da Câmara Municipal estar presente nas redes sociais.

Clique aqui para introduzir texto.

12. O conteúdo disponibilizado na página da Internet e/ou redes sociais da Câmara Municipal é...

	1. Sim	2. Não	3. Não é o seu objetivo
... promotor da participação dos jovens nas atividades municipais.			
... promotor da participação cívica dos jovens na comunidade.			
... promotor da contribuição de conteúdo por parte dos jovens.			
... elaborado com a participação dos jovens na gestão do conteúdo.			

O questionário terminou. Muito obrigada pela colaboração e pelo tempo disponibilizado

Se tiver algum comentário sobre o questionário, por favor não hesite em utilizar o campo que se segue ou em alternativa, envie por correio eletrónico.

Clique aqui para introduzir texto.

Agradeço o envio do questionário por correio eletrónico (fc22442@alunos.fc.ul.pt).

Encontrar-nos-emos em breve para a realização de uma entrevista.

Tânia Fonseca

Municipal Technicians' questionnaire

Acordo de Consentimento Informado

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Neste estudo, pedimos-lhe para responder a um inquérito, que respeitará o anonimato do inquirido.

O questionário tem por objetivo investigar perceções e conceitos de cidadania eletrónica bem como estratégias de governança eletrónica. Para isso, o presente questionário encontra-se dividido em três partes: Caraterização sociodemográfica, onde lhe são pedidos alguns dados pessoais; Caraterização da utilização pessoal da Internet e Questões relacionadas com a presença da Câmara Municipal na Internet, onde lhe são pedidas informações sobre os serviços e funcionalidades disponibilizados na Internet pela Câmara Municipal.

O questionário é uma peça chave para o desenvolvimento do referido estudo e, por essa razão, apelo em primeiro lugar à sua participação e, depois, não existindo neste caso respostas certas ou erradas, para que as respostas aos diferentes itens correspondam de facto à realidade, isto é, àquilo que de facto ocorre. As suas respostas são essenciais para podermos assegurar a confiança nos dados recolhidos.

O estudo poderá ajudar a comunidade científica a compreender melhor alguns aspetos relativos a esta temática. A sua participação neste estudo é completamente voluntária e não existe qualquer pagamento pela participação. Poderá abandonar o questionário a qualquer momento, bastando manifestar essa vontade. Não será necessário a assinatura de nenhum documento; a realização deste questionário e entrevista pressupõe o seu consentimento informado.

Se tiver questões sobre este estudo, por favor não hesite em perguntar-me ou por correio eletrónico: fc22442@alunos.fc.ul.pt, tafi.girasol@gmail.com ou por telemóvel: 919282458.

Questionário

Por favor responda a TODAS as questões.

Existem três tipos de questões:

- as que apresentam um campo azul: devem ser respondidas com uma cruz na opção que considerar mais adequada. Se não visualizar o campo azul, coloque a cruz do lado esquerdo da opção que pretende selecionar
- as que apresentam uma tabela: devem ser respondidas com uma cruz na resposta que considerar mais adequada no interior da zona que se torna azul. Se não visualizar a zona a tornar-se azul, coloque a cruz na célula da opção que pretende assinalar.
- as questões que requerem a escrita de texto: escreva no campo azul. Se não conseguir visualizar o campo azul, escreva a sua resposta no espaço que se segue à questão.

Parte I: Caraterização sociodemográfica

Câmara Municipal de: [Clique aqui para introduzir texto.](#)

1. Idade:

- 1- [18; 30]anos 2- [31; 43]anos
 3-[44; 56]anos 4- [57; 69]anos 5- >70 anos

2. Género:

- 1- Feminino 2- Masculino

3. Habilitações literárias:

- 1- 1º ou 2ºciclo 2- 3º ciclo 3- Secundário 4- Licenciatura
5- Mestrado/Doutoramento

4. É responsável pela manutenção/gestão da página da Internet da Câmara há quantos anos?

- 1-4anos 2- 8 anos 3. 12 anos

4.1 Se for outra situação, por favor indique qual:

Parte II: Caracterização da utilização pessoal da Internet

5. Com que frequência consulta a Internet sem ser para consulta de correio eletrónico (e-mail)?

	1. Uma vez por mês.	2. Uma vez por semana.	3. Uma vez por dia	4. Várias vezes ao dia	5. N/A [Não se aplica, não possuo o dispositivo]
E. No computador de casa.					
F. No computador do trabalho.					
G. No telemóvel.					
H. No Tablet.					

6. Com que frequência realiza as seguintes ações na Internet?

	1. Nunca/ Quase nunca	2. Pouca frequência	3. Alguma frequência	4. Muita frequência	5. N/A [Não se aplica, não utilizo a Internet ou por outra razão]
M. Descarrego (download), gratuitamente ou pagando, fotografias.					
N. Descarrego (download), gratuitamente ou pagando, vídeos.					
O. Descarrego (download), gratuitamente ou pagando, música.					
P. Descarrego (download), gratuitamente ou pagando, livros.					
Q. Carrego (upload), gratuitamente ou pagando, fotografias.					
R. Carrego (upload), gratuitamente ou pagando, vídeos.					
S. Carrego (upload), gratuitamente ou pagando, música.					
T. Carrego (upload), gratuitamente ou pagando, livros.					
U. Carrego (upload), gratuitamente ou pagando, textos meus.					
V. Leio os contratos dos serviços que utilizo na Internet (ex. e-mail, redes sociais, blogues, etc).					
W. Consulto a página de Internet da Câmara Municipal enquanto cidadão(ã).					
X. Partilho informação a que acedo na página da Câmara Municipal enquanto cidadão(ã).					

7. Com que frequência realiza as seguintes ações nas redes sociais (Facebook, LinkedIn, Google +, Twitter, etc)?

	1. Nunca /Quase Nunca	2. Pouca frequência	3. Alguma frequência	4. Muita frequência	5. N/A (Não se aplica, pois não tenho conta em redes sociais ou por outra razão)
O. Consulta notícias de grupos informais.					
P. Faço “Gosto” em imagens/vídeos/comentários relacionadas questões ambientais.					
Q. Faço “Gosto” em imagens/vídeos/comentários relacionadas com discriminação étnica.					
R. Faço “Gosto” em imagens/vídeos/comentários relacionadas com discriminação entre géneros.					
S. Faço “Gosto” em imagens/vídeos/comentários com a situação económica, política ou social do país.					
T. Faço “comentários” em imagens/vídeos/comentários relacionados com questões ambientais.					
U. Faço “comentários” em imagens/vídeos/comentários relacionados com discriminação étnica.					
V. Faço “comentários” em imagens/vídeos/comentários relacionados com discriminação entre géneros.					
W. Faço “comentários” em imagens/vídeos/comentários relacionados com a situação económica, política ou social do país.					
X. Partilho ligações (links), vídeos ou imagens relacionadas com questões ambientais.					
Y. Partilho ligações (links), vídeos ou imagens relacionadas com discriminação étnica.					
Z. Partilho ligações (links), vídeos ou imagens relacionadas com discriminação entre géneros.					
AA. Partilho ligações (links), vídeos ou imagens relacionadas com situação económica, política ou social do país.					
BB. Partilho informação (links, imagens ou vídeos) de petições ou de movimentos sociais.					

Parte III: Questões relacionadas com a presença da Câmara Municipal na Internet.

8. A Câmara Municipal já possui página de Internet há quantos anos?

1-4anos 2- 8 anos 3. 12 anos

4. Se for outra situação, por favor, indique qual:

9. Quais os serviços e funcionalidades disponibilizados da página da Internet da Câmara Municipal?

A- Mecanismo de recolha de sugestões sobre o município.	
B- Mecanismo para reportar problemas locais (por exemplo, “A minha rua” ou “Fix My Street”).	
C- Mecanismo para discussão de problemas do município (por exemplo, um fórum).	
D- Mecanismo para apresentação de petições e/ou campanhas locais.	
E- Mecanismo para apresentação de votação eletrónica de projetos.	
F- Mecanismo de apoio à tomada de decisão.	
G- Divulgação de atividades ou projetos promovidos pelos jovens do município.	
H- Divulgação de atividades da Câmara Municipal dirigidas aos jovens.	
I- Ligações externas a associações locais de jovens (desportivas, culturais, ambientais, etc).	
J- Ligações externas às juventudes partidárias.	

10. A escolha do *design* (i.e. ferramentas, linguagem, organização, etc.) da página da Internet foi da responsabilidade da Câmara Municipal ou de uma empresa?

1- Apenas da Câmara Municipal 2- Apenas de uma empresa

3. Da Câmara Municipal e de uma empresa

10.1 Se selecionou a opção Apenas de uma empresa ou a opção Da Câmara Municipal e de uma empresa, por favor, indique uma razão para Câmara Municipal ter recorrido a uma empresa. [Clique aqui para introduzir texto.](#)

11. Indique, por favor, 3 objetivos definidos para a configuração atual da página da Internet da Câmara Municipal:

1- [Clique aqui para introduzir texto.](#)

1- [Clique aqui para introduzir texto.](#)

1- [Clique aqui para introduzir texto.](#)

Se não tem informação sobre os objetivos definidos, por favor, assinale uma com uma cruz.

12. Como descreveria o nível de concretização desses objetivos relativamente aos jovens?

1- Mau 2- Insuficiente 3- Bom 4- Muito Bom

5- Os objetivos apresentados não dizem respeito aos jovens.

6- Desconheço o nível de concretização dos objetivos.

13. Indique, por favor, o perfil do grupo-alvo da página de Internet da Câmara Municipal:

A. Grupo etário: [Clique aqui para introduzir texto.](#)

B. Escolaridade: [Clique aqui para introduzir texto.](#)

C. Ocupação: [Clique aqui para introduzir texto.](#)

D. Se não tem informação sobre o perfil do grupo-alvo, por favor, assinale com uma cruz.

14. A Câmara Municipal está presente nas redes sociais (Facebook, LinkedIn, Google+, Twitter, etc)?

1-Sim 2- Não

14.1 Se respondeu Não, por favor, indique as 3 razões principais para a Câmara Municipal não estar presente nas redes sociais:

1- [Clique aqui para introduzir texto.](#)

2- [Clique aqui para introduzir texto.](#)

3- [Clique aqui para introduzir texto.](#)

4- Se desconhece as razões, por favor, assinale com uma cruz.

14.2 Se respondeu Sim, por favor, indique os 3 objetivos principais definidos para essa presença.

1-

2-

3-

4- Se desconhece os objetivos definidos, por favor, assinale com uma cruz.

14.3 Se respondeu Sim, por favor, indique o nível de concretização desses objetivos relativamente aos jovens?

1- Mau 2- Insuficiente 3- Bom 4- Muito Bom

5- Os objetivos apresentados não dizem respeito aos jovens.

6- Desconheço o nível de concretização dos objetivos.

14.4 Se respondeu Sim, por favor, indique o perfil do grupo-alvo da Câmara Municipal na rede social mais visualizada:

A. Grupo etário:

B. Escolaridade:

C. Ocupação:

D. Se não tem informação sobre o perfil do grupo-alvo, por favor, assinale com uma cruz.

14.5 Se respondeu Sim, indique quais as diferenças entre o conteúdo que vai para a página da Internet e o que vai para as redes sociais?

15. Quem prepara o conteúdo para a página da Internet e/ou redes sociais?

16. Que preocupações existem na seleção do conteúdo que vai para a página da Internet e/ou redes sociais?

A- Técnicas:

B- Linguagem:

C- Conteúdo:

D- Ferramentas tecnológicas:

E-

17. No caso de os jovens poderem contribuir com conteúdo, por favor, indique como devem os jovens proceder?

O questionário terminou. Muito obrigada pela colaboração e pelo tempo disponibilizado

Se tiver algum comentário sobre o questionário, por favor, não hesite em utilizar o campo que se segue ou em alternativa, envie um comentário por correio eletrónico.

Agradeço o envio do questionário por correio eletrónico (fc22442@alunos.fc.ul.pt).

Tânia Fonseca

School Council questionnaires

Questionário TIC e Cidadania

Neste estudo pedimos-lhe para responder a um questionário que respeitará o anonimato do inquirido. O questionário faz parte do trabalho de investigação “e-literacia, escolas e autarquias para um objetivo comum: a e-cidadania” (e-Literacy, schools, municipalities towards a common goal: e-citizenship), para a obtenção do grau de Doutora em e-Planning, desenvolvido sob a orientação do Professor Doutor Pedro Abreu (Faculdade de Ciências, Universidade de Lisboa) e do Professor Doutor John Potter (Instituto de Educação, Universidade de Londres).

O questionário tem por objetivo conhecer, no universo escolas e autarquias, perceções sobre tecnologias de informação e comunicação e cidadania. As suas respostas irão ajudar a comunidade científica a compreender melhor estes aspetos. A sua participação neste estudo é completamente voluntária e não existe qualquer pagamento pela participação. Não será necessário a assinatura de nenhum documento. A realização deste questionário pressupõe o seu consentimento informado. Poderá abandonar o questionário a qualquer momento, bastando manifestar esse desejo.

No entanto, apelamos a que responda a este questionário pois a sua participação é essencial para que o estudo se possa desenvolver. Não existem respostas certas ou erradas. As respostas apenas devem corresponder à realidade, isto é, àquilo que de facto ocorre. As informações que dará neste questionário serão tratadas de forma anónima e confidencial.

O questionário encontra-se dividido em 3 partes, numa delas ser-lhe-ão pedidos alguns dados pessoais para compreendermos os resultados. Apenas os resultados globais serão analisados e divulgados unicamente para fins científicos ou educativos.

Se depois de ler estas informações decidir participar neste estudo, respondendo ao questionário, muito lhe agradecemos a sua preciosa colaboração e o seu tempo disponibilizado.

Se tiver questões sobre este estudo, por favor não hesite em perguntar-me. Pode fazê-lo por correio eletrónico fc22442@alunos.fc.ul.pt ou por telemóvel 919282458.

Nome do Concelho:

Para cada uma das questões do questionário, assinale a resposta ou as respostas que considerar adequada (s) para cada um dos casos.
 Por favor, responda a todas as questões.

Parte I

1. Idade

1. [18; 30]anos 2. [31; 43]anos 3. [44; 56]anos 4. [57; 69]anos

2. Género

1. Feminino 2. Masculino

3. Habilitações literárias:

1. Licenciatura em:

2. Mestrado/Doutoramento em:

3.Outra:

4. Exerce a função de Diretor/Presidente ou Subdiretor/Vice-Presidente da Escola há quantos anos?

1. [1 a 4[anos 2. [4 a 8[anos 3. [8 a 12] anos 4. Outra

5. Indique se já teve formação nas áreas que se seguem.

	1. Não	2. Sim, durante a formação inicial de professores	3. Sim, em formação de graduada	4. Sim, em pós- ações de formação
A. Cidadania ou Formação Cívica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Recursos Educativos digitais ou em TIC em contexto de sala de aula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Educação para os media ou multimédia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Linguagens de programação	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parte II

6. Indique se realiza as seguintes ações na Internet e as que percebe que os jovens realizam?

Eu realizo		Os alunos realizam
<input type="checkbox"/>	Descarregamento (download) gratuito ou pago de fotografias.	<input type="checkbox"/>
<input type="checkbox"/>	Descarregamento (download) gratuito ou pago de vídeos.	<input type="checkbox"/>
<input type="checkbox"/>	Descarregamento (download) gratuito ou pago de música.	<input type="checkbox"/>
<input type="checkbox"/>	Descarregamento (download) gratuito ou pago de livros.	<input type="checkbox"/>
<input type="checkbox"/>	Carregamento (upload) gratuito ou pago de fotografias.	<input type="checkbox"/>
<input type="checkbox"/>	Carregamento (upload) gratuito ou pago de vídeos.	<input type="checkbox"/>
<input type="checkbox"/>	Carregamento (upload) gratuito ou pago de música.	<input type="checkbox"/>
<input type="checkbox"/>	Carregamento (upload) gratuito ou pago de livros.	<input type="checkbox"/>
<input type="checkbox"/>	Carregamento (upload) gratuito ou pago de textos meus.	<input type="checkbox"/>
<input type="checkbox"/>	Leitura dos contratos dos serviços que utiliza (e-mail, páginas de redes sociais, etc).	<input type="checkbox"/>
<input type="checkbox"/>	Configuração das definições de privacidade das contas (e-mail, páginas de redes sociais, etc).	<input type="checkbox"/>
<input type="checkbox"/>	Avalia criticamente e verifica fontes de informação na Internet antes de utilizar a informação.	<input type="checkbox"/>

7. Indique se realiza as seguintes ações nas páginas das Redes Sociais (e.g., Facebook, Twitter) e as que percebe que os jovens em idade escolar realizam?

Eu		Os alunos
<input type="checkbox"/>	Consulto/Consultam notícias de grupos informais.	<input type="checkbox"/>
<input type="checkbox"/>	Faço/Fazem “Gosto” em imagens/vídeos/comentários sobre ambiente.	<input type="checkbox"/>
<input type="checkbox"/>	Faço/Fazem “Gosto” em imagens/vídeos/comentários contra discriminação étnica.	<input type="checkbox"/>
<input type="checkbox"/>	Faço/Fazem “Gosto” em imagens/vídeos/comentários sobre a discriminação de géneros.	<input type="checkbox"/>
<input type="checkbox"/>	Faço/Fazem “Gosto” em imagens/vídeos/comentários sobre a situação política/socio/económica.	<input type="checkbox"/>
<input type="checkbox"/>	Comento/Comentam imagens/vídeos/comentários sobre ambiente.	<input type="checkbox"/>
<input type="checkbox"/>	Comento/Comentam imagens/vídeos/comentários contra discriminação étnica.	<input type="checkbox"/>
<input type="checkbox"/>	Comento/Comentam imagens/vídeos/comentários sobre discriminação de géneros.	<input type="checkbox"/>
<input type="checkbox"/>	Comento/Comentam imagens/vídeos/comentários sobre a situação económica/política/social do país.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações, vídeos ou imagens relacionadas sobre ambiente.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações, vídeos ou imagens contra a discriminação étnica.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações, vídeos ou imagens sobre discriminação entre géneros.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações, vídeos ou imagens sobre situação económica/política/social do país.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações a de petições.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações, vídeos ou imagens de grupos ou manifestações realizadas no nosso país.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações, vídeos ou imagens sobre manifestações realizadas noutros países.	<input type="checkbox"/>

8. Assinale as ações que realizou na Internet nos últimos doze meses e as que percebe que os jovens realizaram?

Eu		Os alunos
<input type="checkbox"/>	Fui/Foram signatário(s) de uma petição por uma causa.	<input type="checkbox"/>
<input type="checkbox"/>	Participei/Participaram num protesto ou uma campanha por uma causa.	<input type="checkbox"/>
<input type="checkbox"/>	Iniciei/Iniciou um protesto ou uma campanha por uma causa.	<input type="checkbox"/>
<input type="checkbox"/>	Comentei/Comentaram notícias nas páginas oficiais de jornais.	<input type="checkbox"/>
<input type="checkbox"/>	Comentei/Comentaram notícias ou comentários em blogues.	<input type="checkbox"/>
<input type="checkbox"/>	Votei/Votaram em processos de consulta de opinião promovida por jornais.	<input type="checkbox"/>
<input type="checkbox"/>	Votei/Votaram em processos de consulta de opinião em blogues.	<input type="checkbox"/>
<input type="checkbox"/>	Criei/Criaram um movimento na iniciativa “O Meu Movimento” (http://www.portugal.gov.pt/pt/o-meu-movimento.aspx).	<input type="checkbox"/>
<input type="checkbox"/>	Votei/Votaram em algum dos movimentos na iniciativa do Portal do Governo de Portugal intitulada “O Meu Governo”.	<input type="checkbox"/>
<input type="checkbox"/>	Consultei/Consultaram a página da Câmara Municipal.	<input type="checkbox"/>
<input type="checkbox"/>	Consultei/Consultaram documentos de processos de consulta pública.	<input type="checkbox"/>
<input type="checkbox"/>	Participei/Participaram em processos de tomada de decisão (ex. e-votação sobre projetos municipais ou orçamento participativo)	<input type="checkbox"/>
<input type="checkbox"/>	Participei/Participaram em fóruns de discussão sobre projetos da Câmara Municipal.	<input type="checkbox"/>
<input type="checkbox"/>	Apresentei/Apresentaram sugestões ou Reporta problemas/situações concretas à Câmara Municipal via e-mail ou outra forma eletrónica.	<input type="checkbox"/>

9. Relativamente às questões 6, 7 e 8, por favor indique duas razões para as diferenças assinaladas.

Questão 6:

Questão 7:

Questão 8:

Parte III

10. Indique por ordem crescente 3 objetivos, de entre os que foram definidos para a configuração atual da página da Internet e para os perfis nas páginas online de Redes Sociais (e.g., Facebook, Twitter...) da Escola, que para si considera prioritários:

(1º- mais prioritário3º- menos prioritário)

	Página da Internet	Perfil nas Redes Sociais
... promover a participação dos alunos nas atividades escolares.	<input type="checkbox"/>	<input type="checkbox"/>
... promover a contribuição de conteúdo por parte dos alunos.	<input type="checkbox"/>	<input type="checkbox"/>
... promover a transparência dos atos de administração e gestão escolar.	<input type="checkbox"/>	<input type="checkbox"/>
... promover a eficiência na gestão escolar.	<input type="checkbox"/>	<input type="checkbox"/>
... promover a qualidade do serviço público de educação prestado.	<input type="checkbox"/>	<input type="checkbox"/>
... promover a diversidade e a flexibilidade de soluções para a escola enquanto espaço físico e humano.	<input type="checkbox"/>	<input type="checkbox"/>
... promover a integração comunitária, através da qual a escola se insere numa realidade social concreta, com características e recursos específicos.	<input type="checkbox"/>	<input type="checkbox"/>
... promover o acesso à informação a uma maior diversidade de agentes da comunidade escolar.	<input type="checkbox"/>	<input type="checkbox"/>
... promover uma maior proximidade entre os encarregados de educação e a escola.	<input type="checkbox"/>	<input type="checkbox"/>
... promover uma maior proximidade entre os agentes sociais e a escola.	<input type="checkbox"/>	<input type="checkbox"/>

Outro (s):

10.1 Como descreveria o nível de concretização desses objetivos que considerou prioritários?

	Página da Internet	Perfil nas Redes Sociais
Mau	<input type="checkbox"/>	<input type="checkbox"/>
Insuficiente	<input type="checkbox"/>	<input type="checkbox"/>
Bom	<input type="checkbox"/>	<input type="checkbox"/>
Muito Bom	<input type="checkbox"/>	<input type="checkbox"/>
Desconheço o nível de concretização dos objetivos.	<input type="checkbox"/>	<input type="checkbox"/>

11. Existe um docente responsável pela gestão/manutenção das TIC ou pelo Plano Tecnológico Educacional na Escola?

1. Sim 2. Não

11.1 Se respondeu Sim, descreva sucintamente as funções e o grupo de docência

12. Para o projeto educativo, qual a importância das seguintes funcionalidades serem disponibilizadas na página da Internet da Escola?

Utilize a seguinte escala:

1-Nada importante 2- Pouco Importante 3-Importante 4-Muito importante

	1.	2.	3.	4.
A- Recolher de sugestões sobre a Escola.				
B- Relatar problemas existentes na Escola (ex. “A minha rua”).				
C- Salas de Conversação ou fóruns de discussão sobre problemas da Escola.				
D- Apresentação de petições e/ou campanhas locais.				
E- Votação eletrónica de projetos escolares.				
F- e-Deliberação sobre questões de interesse para os alunos.				
G- e-Consulta sobre questões de interesse para os alunos.				
H- Publicitação de atividades ou projetos promovidos pelos alunos.				
I- Ligações externas à associação de estudantes ou outros grupos de alunos.				
J- Ligações externas a associações locais de jovens (e.g., escuteiros, desportivas, culturais ou juventudes partidárias).				
K- Ligação externa à página de Internet do Município.				

13. Existe oferta curricular ou formação, para alunos ou pessoal docente, em:

	Para alunos	Para o Pessoal Docente
A. Tecnologias de Informação e Comunicação.	<input type="checkbox"/>	<input type="checkbox"/>
B. Educação para os media ou multimédia.	<input type="checkbox"/>	<input type="checkbox"/>
C. Aplicações informáticas ou Introdução às Linguagens de Programação ou Edição Web.	<input type="checkbox"/>	<input type="checkbox"/>
D. Cidadania ou Formação Cívica.	<input type="checkbox"/>	<input type="checkbox"/>

14. Na Escola, os alunos do ensino secundário...

- A. ... participam na proposta de gestão flexível do currículo, com possibilidade de inclusão de componentes regionais e locais, respeitando os núcleos essenciais definidos a nível nacional.
- B. ... participam na proposta desenvolvimento de projetos de ação e inovação.
- C. ... participam na tomada de decisão sobre a adoção de normas próprias sobre horários e tempos letivos.
- D. ... participam na tomada de decisão sobre a constituição de turmas.
- E. ... participam na tomada de decisão sobre a ocupação dos espaços da Escola

14.1 Indique por favor as razões subjacentes às respostas que foram assinaladas.

15. Com que frequência o Conselho Executivo ou a Direção realiza as seguintes ações?

Utilize a seguinte escala:

1- Nunca/Quase Nunca 2- Pouca frequência 3- Alguma frequência 4- Muita frequência

	1.	2.	3.	4.
A- Promove a participação dos alunos através de mecanismos de votação para além da eleição de representantes dos corpos sociais de alunos.				
B- Promove a participação dos alunos nos processos de decisão da escola para além da sua participação no Conselho Geral ou Assembleia de Escola.				
C- Promove o voluntariado na comunidade.				
D- Promove a reflexão e o debate sobre direitos humanos, diferenças culturais, etnicidade, igualdade entre o género e questões ambientais.				
E- Promove a reflexão e o debate sobre processos eleitorais do país e da escola (autárquicas, legislativas, legislativas regionais, presidenciais, europeias, referendos, eleição dos corpos sociais de alunos).				
F- Promove a reflexão e o debate sobre questões do nosso sistema legal, tribunais e instituições governamentais.				
H- Cria oportunidades de ação sobre questões de direitos humanos, interculturalidade, igualdade entre o género e questões ambientais.				

16. Assinale as iniciativas em que a Escola está envolvida:

- Webin@rs DGE
- Seguranet
- Rádios e Televisões Escolares na Net
- eTwinning
- Jornais Escolares
- Selo de Segurança Digital para as escolas
- GeoRed

Outras:

17. O que é para si é ser cidadão no século XXI?

O questionário terminou!

Muito obrigada pela colaboração e pelo tempo disponibilizado.

Se tiver algum comentário sobre o questionário, por favor não hesite em utilizar o campo que se segue ou em alternativa, envie por correio eletrónico (fc22442@alunos.fc.ul).

Teachers' questionnaires

Questionário

TIC e Cidadania

Neste estudo pedimos-lhe para responder a um questionário que respeitará o anonimato do inquirido. O questionário faz parte do trabalho de investigação “e-literacia, escolas e autarquias para um objetivo comum: a e-cidadania” (e-Literacy, schools, municipalities towards a common goal: e-citizenship), para a obtenção do grau de Doutora em e-Planning, desenvolvido sob a orientação do Professor Doutor Pedro Abreu (Faculdade de Ciências, Universidade de Lisboa) e do Professor Doutor John Potter (Instituto de Educação, Universidade de Londres).

O questionário tem por objetivo conhecer, no universo escolas e autarquias, perceções sobre tecnologias de informação e comunicação e cidadania. As suas respostas irão ajudar a comunidade científica a compreender melhor estes aspetos. A sua participação neste estudo é completamente voluntária e não existe qualquer pagamento pela participação. Não será necessário a assinatura de nenhum documento. A realização deste questionário pressupõe o seu consentimento informado. Poderá abandonar o questionário a qualquer momento, bastando manifestar esse desejo.

No entanto, apelamos a que responda a este questionário pois a sua participação é essencial para que o estudo se possa desenvolver. Não existem respostas certas ou erradas. As respostas apenas devem corresponder à realidade, isto é, àquilo que de facto ocorre. As informações que dará neste questionário serão tratadas de forma anónima e confidencial.

O questionário encontra-se dividido em 3 partes, numa delas ser-lhe-á pedido o nome do Concelho para controlo dos dados e alguns dados pessoais para compreendermos os resultados. Apenas os resultados globais serão analisados e divulgados unicamente para fins científicos ou educativos.

Se depois de ler estas informações decidir participar neste estudo, respondendo ao questionário, muito lhe agradecemos a sua preciosa colaboração e o seu tempo disponibilizado.

Se tiver questões sobre este estudo, por favor não hesite em perguntar-me. Pode fazê-lo por correio eletrónico fc22442@alunos.fc.ul.pt ou por telemóvel 919282458.

Nome do Concelho:

Para cada uma das questões do questionário, assinale a resposta ou as respostas que considerar adequada (s) para cada um dos casos.
 Por favor, responda a todas as questões.

Parte I

1. Idade

1. [18; 30]anos 2. [31; 43]anos 3. [44; 56]anos 4. [57; 69]anos

2. Género

1. Feminino 2. Masculino

3. Habilitações literárias:

1. Licenciatura em:

2. Mestrado/Doutoramento em:

3.Outra:

4. Exerce a função de Diretor, Presidente ou Vice-Presidente da Escola há quantos anos?

1. [1 a 4[anos 2. [4 a 8[anos 3. [8 a 12] anos 4. Outra

5. Exerce a função de Diretor de Turma no 11º ou 12º ano?

1. Sim 2. Não

6. Qual a disciplina que leciona?

7. Indique se já teve formação nas áreas que se seguem.

	1. Não	2. Sim, durante a formação inicial professores	3. Sim, em formação de graduada	4. Sim, em pós- ações de formação
A. Cidadania ou Formação Cívica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Recursos Educativos digitais ou em TIC em contexto de sala de aula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Educação para os media ou multimédia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Linguagens de programação	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parte II

8. Indique se realiza as seguintes ações na Internet e as que percebe que os jovens realizam?

Eu realizo
realizam

Os alunos

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Descarregamento (download) gratuito ou pago de fotografias. | <input type="checkbox"/> |
| <input type="checkbox"/> | Descarregamento (download) gratuito ou pago de vídeos. | <input type="checkbox"/> |
| <input type="checkbox"/> | Descarregamento (download) gratuito ou pago de música. | <input type="checkbox"/> |
| <input type="checkbox"/> | Descarregamento (download) gratuito ou pago de livros. | <input type="checkbox"/> |
| <input type="checkbox"/> | Carregamento (upload) gratuito ou pago de fotografias. | <input type="checkbox"/> |
| <input type="checkbox"/> | Carregamento (upload) gratuito ou pago de vídeos. | <input type="checkbox"/> |
| <input type="checkbox"/> | Carregamento (upload) gratuito ou pago de música. | <input type="checkbox"/> |
| <input type="checkbox"/> | Carregamento (upload) gratuito ou pago de livros. | <input type="checkbox"/> |
| <input type="checkbox"/> | Carregamento (upload) gratuito ou pago de textos pessoais. | <input type="checkbox"/> |
| <input type="checkbox"/> | Leitura dos contratos dos serviços que utiliza (e-mail, páginas de redes sociais, etc). | <input type="checkbox"/> |
| <input type="checkbox"/> | Configuração as definições de privacidade das contas (e-mail, páginas de redes sociais, etc). | <input type="checkbox"/> |
| <input type="checkbox"/> | Avalia criticamente e verifica fontes de informação na Internet antes de utilizar a informação. | <input type="checkbox"/> |

9. Indique se realiza as seguintes ações nas páginas das Redes Sociais (e.g., Facebook, Twitter) e as que percebe que os jovens em idade escolar realizam?

Eu		Os alunos
<input type="checkbox"/>	Consulto/Consultam notícias de grupos informais.	<input type="checkbox"/>
<input type="checkbox"/>	Faço/Fazem “Gosto” em imagens/vídeos/comentários sobre ambiente.	<input type="checkbox"/>
<input type="checkbox"/>	Faço/Fazem “Gosto” em imagens/vídeos/comentários contra discriminação étnica.	<input type="checkbox"/>
<input type="checkbox"/>	Faço/Fazem “Gosto” em imagens/vídeos/comentários sobre a discriminação de géneros.	<input type="checkbox"/>
<input type="checkbox"/>	Faço/Fazem “Gosto” em imagens/vídeos/comentários sobre a situação política/socio/económica.	<input type="checkbox"/>
<input type="checkbox"/>	Comento/Comentam imagens/vídeos/comentários sobre ambiente.	<input type="checkbox"/>
<input type="checkbox"/>	Comento/Comentam imagens/vídeos/comentários contra discriminação étnica.	<input type="checkbox"/>
<input type="checkbox"/>	Comento/Comentam imagens/vídeos/comentários sobre discriminação de géneros.	<input type="checkbox"/>
<input type="checkbox"/>	Comento/Comentam imagens/vídeos/comentários sobre a situação económica/política/social do país.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações, vídeos ou imagens relacionadas sobre ambiente.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações, vídeos ou imagens contra a discriminação étnica.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações, vídeos ou imagens sobre discriminação entre géneros.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações, vídeos ou imagens sobre situação económica/política/social do país.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações a de petições.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações, vídeos ou imagens de grupos ou manifestações realizadas no nosso país.	<input type="checkbox"/>
<input type="checkbox"/>	Partilho/Partilham ligações, vídeos ou imagens sobre manifestações realizadas noutros países.	<input type="checkbox"/>

10. Assinale as ações que realizou na Internet nos últimos doze meses e as que percebeu que os jovens em idade escolar realizaram?

Eu		Os alunos
<input type="checkbox"/>	Fui/Foram signatário(s) de uma petição por uma causa.	<input type="checkbox"/>
<input type="checkbox"/>	Participei/Participaram num protesto ou uma campanha por uma causa.	<input type="checkbox"/>
<input type="checkbox"/>	Iniciei/Iniciou um protesto ou uma campanha por uma causa.	<input type="checkbox"/>
<input type="checkbox"/>	Comentei/Comentaram notícias nas páginas oficiais de jornais.	<input type="checkbox"/>
<input type="checkbox"/>	Comentei/Comentaram notícias ou comentários em blogues.	<input type="checkbox"/>
<input type="checkbox"/>	Votei/Votaram em processos de consulta de opinião promovida por jornais.	<input type="checkbox"/>
<input type="checkbox"/>	Votei/Votaram em processos de consulta de opinião em blogues.	<input type="checkbox"/>
<input type="checkbox"/>	Criei/Criaram um movimento na iniciativa “O Meu Movimento” (http://www.portugal.gov.pt/pt/o-meu-movimento.aspx).	<input type="checkbox"/>
<input type="checkbox"/>	Votei/Votaram em algum dos movimentos na iniciativa do Portal do Governo de Portugal intitulada “O Meu Governo”.	<input type="checkbox"/>
<input type="checkbox"/>	Consultei/Consultaram a página da Câmara Municipal.	<input type="checkbox"/>
<input type="checkbox"/>	Consultei/Consultaram documentos de processos de consulta pública.	<input type="checkbox"/>
<input type="checkbox"/>	Participei/Participaram em processos de tomada de decisão (ex. e-votação sobre projetos municipais ou orçamento participativo)	<input type="checkbox"/>
<input type="checkbox"/>	Participei/Participaram em fóruns de discussão sobre projetos da Câmara Municipal.	<input type="checkbox"/>
<input type="checkbox"/>	Apresentei/Apresentaram sugestões ou Reporta problemas/situações concretas à Câmara Municipal via e-mail ou outra forma eletrónica.	<input type="checkbox"/>

11. Relativamente às questões 8, 9 e 10, por favor indique duas razões para as diferenças assinaladas.

Questão 8:

Questão 9:

Questão 10:

Parte III

Utilize a seguinte escala:

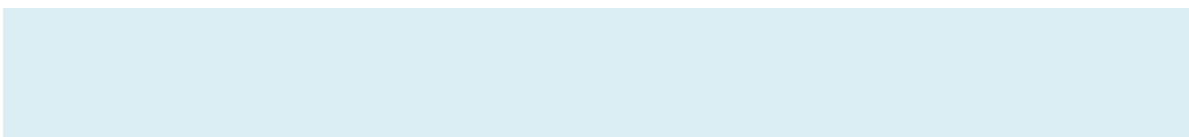
- 1- Nunca/Quase nunca 2- Pouca frequência 3-Alguma frequência 4- Muita frequência
5. Não tenho esses recursos à disposição

12. Com que frequência realiza as seguintes ações em contexto de sala de aula?

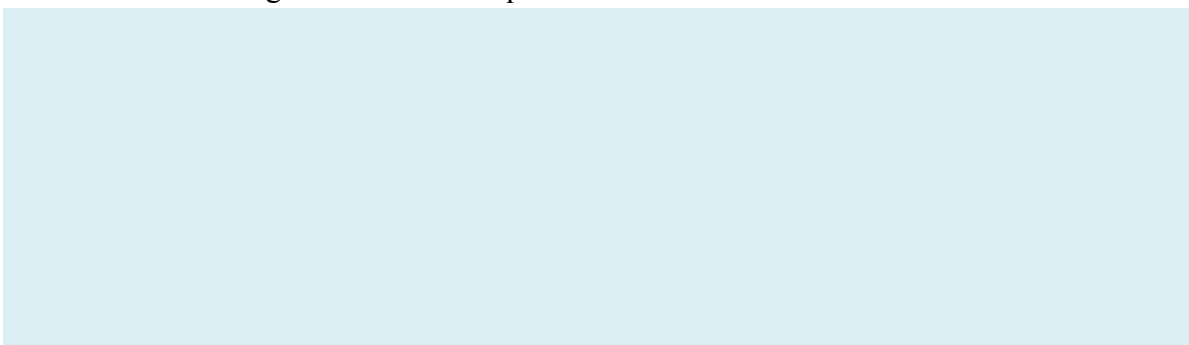
	1	2	3	4	5
Recorre à Internet para dar exemplos da relação entre os conteúdos programáticos e a sociedade/comunidade.					
Utiliza as redes sociais para comunicar com os alunos.					
Utiliza as redes sociais para partilhar informações de cariz social com os alunos.					
Promove a utilização, por parte dos alunos, de blogues educativos sobre questões socio-científicas.					
Recorre à visualização de vídeos <i>online</i> para exemplificar conceitos associados a cidadania.					
Promove debates <i>online</i> dirigidos aos alunos sobre questões ligadas a cidadania.					
Promove a produção de vídeos ou fotografias pelos alunos sobre questões e/ou problemas locais.					
Promove o desenvolvimento de competências associadas à segurança na Internet.					
Promove o desenvolvimento de competências associadas à ética na Internet.					
Promove o desenvolvimento de competências associadas a uma leitura crítica da informação veiculada na Internet.					
Promove o questionamento ativo e o pensamento crítico sobre as mensagens veiculadas nos media (tradicionais e Internet).					
Promove o desenvolvimento de competências associadas à construção de aplicativos como alternativa aos modelos já existentes na Internet (e.g., nos blogues, comunidades virtuais, etc).					
Promove a utilização da página da Internet ou o portal da escola.					
Promove a utilização da página da Internet do município.					
Promove o trabalho de grupo visando temas de cidadania com recurso às TIC.					
Promove a participação dos alunos através de mecanismos de votação.					
Promove a participação dos alunos nos órgãos de representação dos seus corpos sociais.					
Promove a participação dos alunos nos processos de tomada de decisão da escola.					
Promove o voluntariado na comunidade e a participação dos alunos na sociedade civil.					
Promove a reflexão e o debate sobre temas tais como direitos humanos, diferenças culturais, etnicidade, igualdade entre o género e questões ambientais.					
Promove a reflexão e o debate sobre processos eleitorais (autárquicas, legislativas, legislativas regionais, presidenciais, europeias, eleição dos corpos sociais de alunos).					
Promove a reflexão e o debate sobre questões do nosso sistema legal, tribunais e instituições governamentais.					
Cria oportunidades de envolver os alunos na sociedade civil.					
Cria oportunidades de ação sobre temas tais como, direitos humanos, diferenças culturais, etnicidade, igualdade entre o género e questões ambientais.					

13. O que acha que é ser cidadão no século 21ST?

14. Indique um sitio na Internet que utilize como recurso educativo que seja exemplificativo da sua prática letiva para a promoção da cidadania com recurso às TIC junto de alunos do ensino secundário.



14.1 Enuncie algumas das razões que fundamentem a sua escolha.

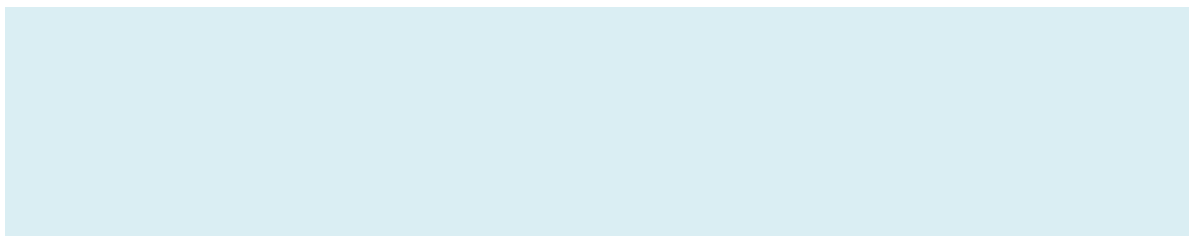


Muito obrigada pela colaboração e pelo tempo disponibilizado.

Se pretender receber os resultados do estudo e/ou contribuir para a análise dos resultados, por



Se tiver algum comentário sobre o questionário, por favor não hesite em utilizar o campo que se segue ou em alternativa, envie por correio eletrónico.



Questionário

TIC e Cidadania

Neste estudo pedimos-te para responder a um questionário que respeitará o teu anonimato. O questionário faz parte do trabalho de investigação “e-literacia, escolas e autarquias para um objetivo comum: a e-cidadania” (e-Literacy, schools, municipalities towards a common goal: e-citizenship), para a obtenção do grau de Doutora em e-Planning, desenvolvido sob a orientação do Professor Doutor Pedro Abreu (Faculdade de Ciências, Universidade de Lisboa) e do Professor Doutor John Potter (Instituto de Educação, Universidade de Londres).

O questionário tem por objetivo conhecer, no universo escolas e autarquias, perceções sobre tecnologias de informação e comunicação e cidadania. As tuas respostas irão ajudar a comunidade científica a compreender melhor estes aspetos. A tua participação neste estudo é completamente voluntária e não existe qualquer pagamento pela participação. Não será necessário a assinatura de nenhum documento. A realização deste questionário pressupõe o teu consentimento informado. Poderás abandonar o questionário a qualquer momento, bastando manifestar esse desejo.

No entanto, apelamos a que respondas a este questionário pois a tua participação é essencial para que o estudo se possa desenvolver. Não existem respostas certas ou erradas. As respostas apenas devem corresponder à realidade, isto é, àquilo que de facto ocorre. As informações que darás neste questionário serão tratadas de forma anónima e confidencial.

O questionário encontra-se dividido em 3 partes, numa delas ser-te-á pedido o nome do Concelho para controlo dos dados e alguns dados pessoais para compreendermos os resultados. Apenas os resultados globais serão analisados e divulgados unicamente para fins científicos ou educativos.

Se depois de leres estas informações decidires participar neste estudo, respondendo ao questionário, muito te agradecemos a tua preciosa colaboração e o teu tempo disponibilizado.

Se tiveres questões sobre este estudo, por favor não hesites em perguntar-me. Pode fazê-lo por correio eletrónico fc22442@alunos.fc.ul.pt ou por telemóvel 919282458.

Nome do teu Concelho:

Para cada uma das questões do questionário, assinale a resposta ou as respostas que considerar adequada (s) para cada um dos casos.

Por favor, responda a todas as questões.

Parte I

1. Ano de escolaridade: 1- 11ºAno 2- 12ºAno
2. Idade em Setembro de 20...
3. Género:
 - 1- Feminino 2- Masculino
4. Participaste ativamente em algum grupo ou associação?

Sobre/De...	1. Nunca	2. Há mais de 1 ano	3. Nos últimos 12 meses
A. Ambiente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Direitos humanos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Desporto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Escuteiros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Atividades culturais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Natureza política	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Trabalho voluntário	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.1 Se assinalaste pelo menos uma vez a categoria **nunca**, indica uma razão para não teres participado no(s) grupo(s) ou associação(ões) assinalada(s)

5. Já alguma vez votaste para:

	1. Sim	2. Não	3.N/A [Não se aplica pois tenho menos de 18 anos ou por outra razão]
Eleger o delegado/subdelegado de turma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eleger a Associação de estudantes da tua escola.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eleger o Presidente da República.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eleger o Governo da República.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eleger o Governo Regional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eleger os órgãos da autarquia local (e.g., Câmara Municipal, Junta de Freguesia).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.1 Se assinalaste pelo menos uma vez a categoria **Não** indica uma razão para não teres votado.

6. Em que medida achas que podes participar:

	1. Sim posso.	2. Não posso.	3. Sim posso, mas não estou interessado(a).
Na associação de estudantes da tua escola.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na proposta de gestão flexível do currículo da tua escola.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na proposta de projetos de ação e inovação na tua escola.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na tomada de decisão sobre a adoção de normas sobre horários e tempos letivos da escola.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na tomada de decisão sobre a constituição de turmas da escola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na tomada de decisão sobre a ocupação de espaços da escola.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nas questões que dizem respeito à vida estudantil do país.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na elaboração de conteúdo para a página da Internet da Escola.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Em questões sociais do país.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Em questões políticas do país.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Em questões sociais e políticas europeias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.1 Se assinalaste pelo menos uma vez a categoria Não Posso ou Sim posso, mas não estou interessado(a) indica uma razão para não teres votado.

Não posso:

Sim posso, mas não estou interessado(a):

7. Com que frequência consultas a Internet nos diferentes dispositivos?

	1. Uma vez por mês.	2. Uma vez por semana.	3. Uma vez por dia	4. Várias vezes ao dia	5. Não tenho o dispositivo
No computador de casa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No computador da escola.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No telemóvel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No Tablet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Indique se realizas as seguintes ações na Internet e as que julgas que os professores (incluindo da Direção) também realizam.

Eu realizo		Os professores
<input type="checkbox"/>	Descarregamento (download) gratuito ou pago de fotografias.	<input type="checkbox"/>
<input type="checkbox"/>	Descarregamento (download) gratuito ou pago de vídeos.	<input type="checkbox"/>
<input type="checkbox"/>	Descarregamento (download) gratuito ou pago de música.	<input type="checkbox"/>
<input type="checkbox"/>	Descarregamento (download) gratuito ou pago de livros.	<input type="checkbox"/>
<input type="checkbox"/>	Carregamento (upload) gratuito ou pago de fotografias.	<input type="checkbox"/>
<input type="checkbox"/>	Carregamento (upload) gratuito ou pago de vídeos.	<input type="checkbox"/>
<input type="checkbox"/>	Carregamento (upload) gratuito ou pago de música.	<input type="checkbox"/>
<input type="checkbox"/>	Carregamento (upload) gratuito ou pago de livros.	<input type="checkbox"/>
<input type="checkbox"/>	Carregamento (upload) gratuito ou pago de textos meus.	<input type="checkbox"/>
<input type="checkbox"/>	Leitura dos contratos dos serviços que utiliza (e-mail, páginas de redes sociais, etc).	<input type="checkbox"/>
<input type="checkbox"/>	Configuração das definições de privacidade das contas (e-mail, páginas de redes sociais, etc).	<input type="checkbox"/>
<input type="checkbox"/>	Avalia criticamente e verifica fontes de informação na Internet antes de utilizar a informação.	<input type="checkbox"/>

9. Indique se realizas as seguintes ações nas páginas das Redes Sociais (e.g., Facebook, Twitter) e as que julgas que os professores (incluindo da Direção) também realizam.

Eu
Professores

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Consulto/Consultam notícias de grupos informais. | <input type="checkbox"/> |
| <input type="checkbox"/> | Faço/Fazem “Gosto” em imagens/vídeos/comentários sobre ambiente. | <input type="checkbox"/> |
| <input type="checkbox"/> | Faço/Fazem “Gosto” em imagens/vídeos/comentários contra discriminação étnica. | <input type="checkbox"/> |
| <input type="checkbox"/> | Faço/Fazem “Gosto” em imagens/vídeos/comentários sobre a discriminação de géneros. | <input type="checkbox"/> |
| <input type="checkbox"/> | Faço/Fazem “Gosto” em imagens/vídeos/comentários sobre a situação política/socio/económica. | <input type="checkbox"/> |
| <input type="checkbox"/> | Comento/Comentam imagens/vídeos/comentários sobre ambiente. | <input type="checkbox"/> |
| <input type="checkbox"/> | Comento/Comentam imagens/vídeos/comentários contra discriminação étnica. | <input type="checkbox"/> |
| <input type="checkbox"/> | Comento/Comentam imagens/vídeos/comentários sobre discriminação de géneros. | <input type="checkbox"/> |
| <input type="checkbox"/> | Comento/Comentam imagens/vídeos/comentários sobre a situação económica/política/social do país. | <input type="checkbox"/> |
| <input type="checkbox"/> | Partilho/Partilham ligações, vídeos ou imagens relacionadas sobre ambiente. | <input type="checkbox"/> |
| <input type="checkbox"/> | Partilho/Partilham ligações, vídeos ou imagens contra a discriminação étnica. | <input type="checkbox"/> |
| <input type="checkbox"/> | Partilho/Partilham ligações, vídeos ou imagens sobre discriminação entre géneros. | <input type="checkbox"/> |
| <input type="checkbox"/> | Partilho/Partilham ligações, vídeos ou imagens sobre situação económica/política/social do país. | <input type="checkbox"/> |
| <input type="checkbox"/> | Partilho/Partilham ligações a de petições. | <input type="checkbox"/> |
| <input type="checkbox"/> | Partilho/Partilham ligações, vídeos ou imagens de grupos ou manifestações realizadas no nosso país. | <input type="checkbox"/> |
| <input type="checkbox"/> | Partilho/Partilham ligações, vídeos ou imagens sobre manifestações realizadas noutros países. | <input type="checkbox"/> |

10. Assinala as ações que realizaste na Internet nos últimos doze meses e as que julgas que os professores (incluindo da Direção) também realizaram.

Eu		Os Professores
<input type="checkbox"/>	Fui/Foram signatário(s) de uma petição por uma causa.	<input type="checkbox"/>
<input type="checkbox"/>	Participei/Participaram num protesto ou uma campanha por uma causa.	<input type="checkbox"/>
<input type="checkbox"/>	Iniciei/Iniciou um protesto ou uma campanha por uma causa.	<input type="checkbox"/>
<input type="checkbox"/>	Comentei/Comentaram notícias nas páginas oficiais de jornais.	<input type="checkbox"/>
<input type="checkbox"/>	Comentei/Comentaram notícias ou comentários em blogues.	<input type="checkbox"/>
<input type="checkbox"/>	Votei/Votaram em processos de consulta de opinião promovida por jornais.	<input type="checkbox"/>
<input type="checkbox"/>	Votei/Votaram em processos de consulta de opinião em blogues.	<input type="checkbox"/>
<input type="checkbox"/>	Criei/Criaram um movimento na iniciativa “O Meu Movimento” (http://www.portugal.gov.pt/pt/o-meu-movimento.aspx).	<input type="checkbox"/>
<input type="checkbox"/>	Votei/Votaram em algum dos movimentos na iniciativa do Portal do Governo de Portugal intitulada “O Meu Governo”.	<input type="checkbox"/>
<input type="checkbox"/>	Consultei/Consultaram a página da Câmara Municipal.	<input type="checkbox"/>
<input type="checkbox"/>	Consultei/Consultaram documentos de processos de consulta pública.	<input type="checkbox"/>
<input type="checkbox"/>	Participei/Participaram em processos de tomada de decisão (ex. e-votação sobre projetos municipais ou orçamento participativo)	<input type="checkbox"/>
<input type="checkbox"/>	Participei/Participaram em fóruns de discussão sobre projetos da Câmara Municipal.	<input type="checkbox"/>
<input type="checkbox"/>	Apresentei/Apresentaram sugestões ou Reporta problemas/situações concretas à Câmara Municipal via e-mail ou outra forma eletrónica.	<input type="checkbox"/>

11. Relativamente às questões 8, 9 e 10, por favor indique duas razões para as diferenças assinaladas.

Questão 8:

Questão 9:

Questão 10:

12. Escolhe algo publicado online que melhor exemplifique o teu conceito de cidadania eletrónica e explica-me o que é ou apresenta o endereço online para que eu o possa ver ou envia para fc22442@alunos.fc-ul-pt.

12.1 Apresenta três razões para teres escolhido esse objeto.

Parte III:

13. O conteúdo disponibilizado na página da Internet e/ou redes sociais da Câmara Municipal da tua cidade é ...

	1. Sim	2. Não	3. Não conheço
... promotor da participação dos jovens nas atividades municipais.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... promotor da participação cívica dos jovens na comunidade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... promotor da contribuição de jovens com conteúdo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. O conteúdo disponibilizado na página da Internet ou Portal e/ou redes sociais da Escola é...

	1. Sim	2. Não	3. Não sei
... promotor da participação dos alunos nas atividades escolares.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... promotor da contribuição de conteúdo por parte dos alunos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... promotor da transparência dos atos da administração e gestão escolar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... promotor da eficiência da administração e gestão escolar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... contribuidor da qualidade do serviço público de educação prestado.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... promotor da diversidade e a flexibilidade de soluções para a escola enquanto espaço físico e humano.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... promotor da integração comunitária.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... promotor de uma maior proximidade entre os encarregados de educação e a escola.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... promotor de uma maior proximidade entre os agentes da comunidade e a escola.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... é elaborado por estudantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Indica quais os sitios da Internet que utilizas para obter informações sobre juventude.

- 1- Comissão Nacional de Juventude 2- Portal Nacional da Juventude
 3- Portal da Juventude Açores 4- Portal Europeu da Juventude

16. Se tivesse a oportunidade de falar com o(a) Presidente da tua Câmara Municipal sobre cidadania eletrónica e juventude, o que lhe perguntavas?

17. Explica por palavras tuas o que é para ti ser cidadão.

18. Consideras que a escola contribui para que sejas cidadão?

- 1- Sim 2- Não

18.1 Dá exemplos concretos que justifiquem a tua resposta.

O questionário terminou!

Muito obrigada pela tua colaboração e pelo tempo disponibilizado.

Se pretendes receber os resultados do estudo e/ou contribuir para a análise dos resultados, por favor indica o teu endereço eletrónico.

Se tiveres algum comentário sobre o questionário, por favor não hesites em utilizar o campo que se segue ou em alternativa, envie por correio eletrónico.

Azores Regional Youth Authority and National Youth Commission questionnaire

Este questionário insere-se no trabalho de investigação intitulado “*e-Literacy, schools, municipalities towards a common goal: e-citizenship*” e tem por objetivo recolher dados que irão contribuir para a análise de certos aspetos sobre governança eletrónica, cidadania digital e juventude.

Vou-lhe pedir que antes de responder, leia o acordo de consentimento informado de forma a decidir continuar neste estudo.

Acordo de Consentimento Informado

O trabalho de investigação: *e-Literacy, schools, municipalities towards a common goal: e-citizenship*, para obtenção de grau de Doutora em e-Planning pelas Universidades de Lisboa, Aveiro, Nova de Lisboa e Técnica de Lisboa, sob a orientação científica do Professor Doutor Pedro Ferraz de Abreu, Faculdade de Ciências, Universidade de Lisboa, e a coorientação científica do Professor Doutor John Potter, Institute of Education, University of London.

O questionário e entrevista têm por objetivo investigar perceções e conceitos de cidadania eletrónica bem como estratégias de governança eletrónica. Para isso, o presente questionário encontra-se dividido em três partes: Caracterização sócio-demográfica, onde lhe são pedidos alguns dados pessoais (4 questões); Caracterização da utilização pessoal da Internet (3 questões) e Questões relacionadas com a presença da Direcção Regional da Juventude/Comissão Nacional de Juventude na Internet, onde lhe são pedidas informações sobre os serviços e funcionalidades disponibilizados na Internet pela Direcção Regional da Juventude/Comissão Nacional de Juventude (8 questões).

O questionário é uma peça chave para o desenvolvimento do referido estudo e, por essa razão, apelo em primeiro lugar à sua participação e, depois, não existindo neste caso respostas certas ou erradas, para que as respostas aos diferentes itens correspondam de facto à realidade, isto é, àquilo que de facto ocorre. As suas respostas são essenciais para podermos assegurar a confiança nos dados recolhidos.

O estudo poderá ajudar a comunidade científica a compreender melhor alguns aspetos relativos a esta temática. A sua participação neste estudo é completamente voluntária e não

existe qualquer pagamento pela participação. Poderá abandonar o questionário a qualquer momento, bastando manifestar essa vontade.

Apenas os resultados agrupados serão analisados e divulgados unicamente para fins científicos ou educativos. Não será necessário a assinatura de nenhum documento; a realização deste questionário pressupõe o seu consentimento informado.

Se tiver questões sobre este estudo, por favor não hesite em perguntar-me ou por correio eletrónico: fc22442@alunos.fc.ul.pt ou por telemóvel: 919282458.

Questionário

Por favor responda a TODAS as questões.

Existem três tipos de questões:

- as que apresentam um campo azul: devem ser respondidas com uma cruz na opção que considerar mais adequada. Se não visualizar o campo azul, coloque a cruz do lado esquerdo da opção que pretende seleccionar
- as que apresentam uma tabela: devem ser respondidas com uma cruz na resposta que considerar mais adequada no interior da zona que se torna azul. Se não visualizar a zona a tornar-se azul, coloque a cruz na célula da opção que pretende assinalar.
- as questões que requerem a escrita de texto: escreva no campo azul. Se não conseguir visualizar o campo azul, escreva a sua resposta no espaço que se segue à questão.

Parte I: Caracterização sócio-demográfica

1 Idade: 1. [18; 30]anos 2- [31; 43]anos 3-[44; 56]anos
 4- [57; 69]anos 5- >70 anos

2. Género:
 1- Feminino 2- Masculino

3. Habilitações literárias:
 1- 1º ou 2ºciclo 2- 3º ciclo 3- Secundário 4- Licenciatura
 5- Mestrado/Doutoramento

4. Exerce a função de Director(a) há quanto tempo?
 1-4anos 2- 8 anos 3. 12 anos

4.1 Se for outra situação, por favor indique qual:

Parte II: Caracterização da utilização pessoal da Internet

5. Com que frequência consulta a Internet sem ser para consulta de correio eletrónico (e-mail)?

	1. Uma vez por mês.	2. Uma vez por semana.	3. Uma vez por dia	4. Várias vezes ao dia	5. N/A [Não se aplica, não possui o dispositivo]
No computador de casa.					
No computador do trabalho.					
No telemóvel.					
No Tablet					

6. Com que frequência realiza as seguintes ações na Internet?

	1. Nunca/ Quase nunca	2. Pouca frequência	3. Alguma frequência	4. Muita frequência	5. N/A [Não se aplica, não utilizo a Internet ou por outra razão]
Descarrega (download), gratuitamente ou pagando, fotografias.					
Descarrega (download), gratuitamente ou pagando, vídeos.					
Descarrega (download), gratuitamente ou pagando, música.					
Descarrega (download), gratuitamente ou pagando, livros.					
Carrega (upload), gratuitamente ou pagando, fotografias.					
Carrega (upload), gratuitamente ou pagando, vídeos.					
Carrega (upload), gratuitamente ou pagando, música.					
Carrega (upload), gratuitamente ou pagando, livros.					
Carrega (upload), gratuitamente ou pagando, textos meus.					
Lê os contratos dos serviços que utilizo na Internet (ex. e-mail, redes sociais).					
Consulta o Portal do Governo Regional enquanto cidadão(ã).					

7. Realizou as seguintes ações na Internet?

	1. Nos últimos meses	2. Há 12 mais de 1 ano	3. Nunca
Foi signatário de uma petição por uma causa.			
Participou num protesto ou campanha.			
Iniciou um protesto ou uma campanha.			
Comentou notícias nas páginas oficiais de jornais.			
Comentou notícias ou comentários em blogues.			
Votou em processos de consulta de opinião promovida por jornais.			
Votou em processos de consulta de opinião em blogues.			
Criou um movimento em alguma das Edições da iniciativa do Portal Governo de Portugal intitulada “O Meu Movimento” (http://www.portugal.gov.pt/pt/o-meu-movimento.aspx).			
L. Votou em algum dos movimentos na iniciativa do Portal do Governo de Portugal intitulada “O Meu Governo”.			
M. Participou em medidas de consulta pública (e.g. orçamentos participativos).			
N. Participou em processos de tomada de decisão sobre assuntos públicos.			

7.1 Se assinalou alguma vez a categoria Nunca, por favor indique uma razão no campo que se segue para a(s) sua(s) escolha(s).

Parte III: Questões relacionadas com a presença da DRJ na Internet.

8. Indique, por favor, 3 objetivos definidos para a configuração atual da página da Internet ou Portal da instituição:

2- [Clique aqui para introduzir texto.](#)

3- [Clique aqui para introduzir texto.](#)

4- [Clique aqui para introduzir texto.](#)

5- Desconheço os objetivos.

9. Como classifica o nível de concretização desses objetivos?

1- Mau

2- Insuficiente

3- Bom

4- Muito Bom

5- Desconheço o nível de concretização dos objetivos.

10. Que preocupações existem na seleção do conteúdo que vai para a página da Internet ou Portal?

Técnicas: [Clique aqui para introduzir texto.](#)

Linguagem: [Clique aqui para introduzir texto.](#)

Conteúdo: [Clique aqui para introduzir texto.](#)

Ferramentas tecnológicas: [Clique aqui para introduzir texto.](#)

11. Qual a importância – para as políticas públicas de juventude – de disponibilizar as seguintes funcionalidades na página da Internet da instituição?

	1. Nada importante	2. Pouco importante	3. Importante e	4. Muito importante e
K- Recolha de sugestões sobre juventude.				
L- Discussão de problemas de juventude (e.g fórum).				
M- Apresentação de petições e/ou campanhas locais.				
N- Votação eletrónica de projetos.				
O- Mecanismos de apoio à tomada de decisão.				
P- Divulgação de atividades/projetos promovidos pelos jovens da Região.				
Q- Ligações externas a associações locais de jovens (desportivas, culturais, ambientais, etc).				
R- Ligações externas às juventudes partidárias.				

12. A DRJ está presente nas redes sociais (Facebook, LinkedIn, Google+, Twitter, etc)?

1-Sim 2- Não

12.1 Por favor, indique uma razão para a sua resposta.

13. O conteúdo disponibilizado na página da Internet e/ou redes sociais da DRJ é...

	1. Sim	2. Não	3. Não é o seu objetivo
... promotor da participação dos jovens nas atividades promovidas pelo Governo da República ou Regional			
... promotor da participação cívica dos jovens na comunidade.			
... promotor da contribuição de conteúdo por parte dos jovens.			
... elaborado com a participação dos jovens na gestão do conteúdo.			

14. Existem medidas de inclusão dos jovens nos processos de participação pública e tomada de decisão promovidas pela instituição?

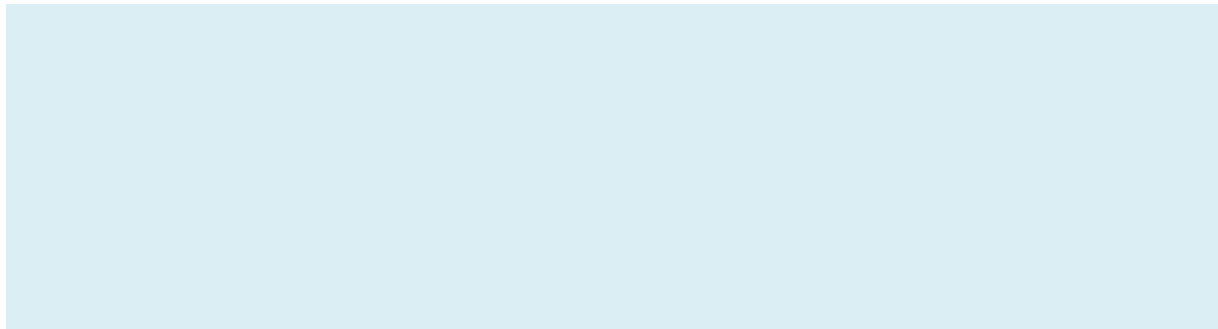
1-Sim 2- Não

14.5 Por favor, indique uma razão para a sua resposta. No caso de ter respondido Sim, indique por favor um exemplo.

15. O que é para si ser cidadão no século XXI?

O questionário terminou. Muito obrigada pela colaboração e pelo tempo disponibilizado.

Se tiver algum comentário sobre o questionário, por favor não hesite em utilizar o campo que se segue ou em alternativa, por correio eletrónico.



Agradeço o envio do questionário por correio eletrónico (fc22442@alunos.fc.ul.pt).

Tânia Fonseca

Appendix 5- Guardian Informed Consent statement and authorization

Questionário

TIC e Cidadania

Neste estudo pedimos ao seu educando para responder a um questionário que respeitará o seu anonimato. O questionário faz parte do trabalho de investigação “e-literacia, escolas e autarquias para um objetivo comum: a e-cidadania” (e-Literacy, schools, municipalities towards a common goal: e-citizenship), para a obtenção do grau de Doutora em e-Planning, desenvolvido sob a orientação do Professor Doutor Pedro Abreu (Faculdade de Ciências, Universidade de Lisboa) e do Professor Doutor John Potter (Instituto de Educação, Universidade de Londres).

O questionário tem por objetivo conhecer, no universo escolas e autarquias, perceções sobre tecnologias de informação e comunicação e cidadania. As suas respostas irão ajudar a comunidade científica a compreender melhor estes aspetos. A sua participação neste estudo é completamente voluntária e não existe qualquer pagamento pela participação. A realização deste questionário pressupõe o seu consentimento informado. Poderá abandonar o questionário a qualquer momento, bastando manifestar esse desejo.

No entanto, apelamos a que o(a) seu(sua) educando(a) responda a este questionário pois a sua participação é essencial para que o estudo se possa desenvolver. Não existem respostas certas ou erradas. As respostas apenas devem corresponder à realidade, isto é, àquilo que de facto ocorre. As informações que dará neste questionário serão tratadas de forma anónima e confidencial.

O questionário encontra-se dividido em 3 partes, numa delas ser-lhe-á pedido o nome do Concelho para controlo dos dados e alguns dados pessoais para compreendermos os resultados. Não será pedido o nome nem qualquer elemento identificativo. Apenas os resultados globais serão analisados e divulgados unicamente para fins científicos ou educativos.

Se depois de ler estas informações decidir autorizar o(a) seu(sua) educando(a) a participar neste estudo, respondendo ao questionário, muito lhe agradecemos a sua preciosa colaboração e o seu tempo disponibilizado.

Se tiver questões sobre este estudo, por favor não hesite em perguntar-me. Pode fazê-lo por correio eletrónico fc22442@alunos.fc.ul.pt ou por telemóvel 919282458.

Autorizo o meu educando a responder a este questionário

Appendix 6- Mayor’s evaluation to web tools and functions public policies for youth

Mainland Municipal web Tools and Functions evaluation

Outcome	Importance given by the Mayors					
	M11	M12	M21	M22	M31	M32
Collecting suggestions about the municipality			Important	Important	Very important	Very important
Report local problems			Very important	Important	Important	Very important
Discussion forums on municipal problems			Important	Important	Important	Important
e-Petitioning and/or local campaigns			Important	Very important	Important	Important
e-Voting for municipal projects			Of little importance	Very important	Important	Important
Decision-making support systems		No information	Of little importance	Important	Important	Very important
Advertisement of local young people’s activities/projects			Important	Important	Very important	Important
Advertisement of activities/projects for young people			Important	Important	Very important	Very important
Links to youth branches political parties			Of little importance	Very important	Of little importance	Of little importance
Links to local youth groups			Important	Important	Of little importance	Important

Azorean Municipal web Tools and Functions mayor's evaluation

Outcome	Importance given by the Mayors					
	A11	A12	A13	A21	A22	A23
Collecting suggestions about the municipality	Very important	Important				
Report local problems	Very important	Important				
Discussion forums on municipal problems	Very important	Very important				
e-Petitioning and/or local campaigns	Important	Important				
e-Voting for municipal projects	Very important	Important				
Decision-making support systems	Very important	Important			No information	
Advertisement of local young people's activities/projects	Very important	Very important				
Advertisement of activities/projects for young people	Very important	Very important				
Links to youth branches political parties	Of little importance	Important				
Links to local youth groups	Very important	Very important				

Appendix 7- School council member evaluation to web tools and functions

Mainland School web Tools and Functions school council memebr importance

Outcome	Importance given by the Mayors					
	M11	M12	M21	M22	M31	M32
Collecting suggestions about the school	Important	No information	No information	Very important	Very important	Important
Report school problems	Unimportant		Important	Very important	Very important	
Chat rooms or discussion forums on school problems	Of little importance		Important	Very important	Of little importance	
e-Petitioning and/or local campaigns	Of little importance		Important	No information	Important	
e-Voting for school projects	Of little importance		Important		Important	
e-Deliberation on issues of interest to students	Important		Very important			
e-Consultation on issues of interest to students	Important		Important			
Advertisement of activities/projects of students	Very important		Important			
Links to Students Union or other students' groups	Very important		Very important		Of little importance	
Links to local youth groups	Important		Very important		Unimportant	
Links to municipality website	Of little importance	Very important	Unimportant			

Azorean School web Tools and Functions school council member importance

Outcome	Importance given by the Mayors					
	A11	A12	A13	A21	A22	A23
Collecting suggestions about the school	Important	Important	Very important	Very important	Very important	Unimportant
Report school problems	Very important	Important	Very important	Of little importance		Important
Chat rooms or discussion forums on school problems	Very important	Important	Important	Important		Unimportant
e-Petitioning and/or local campaigns	Important	Important	Important	Important	Important	Unimportant
e-Voting for school projects	Important	Important	Very important	Important		Important
e-Deliberation on issues of interest to students	Very important	Very important	Very important	Important		Unimportant
e-Consultation on issues of interest to students	Very important	Very important	Very important	Very important		Unimportant
Advertisement of activities/projects of students	Very important	Very important	Very important			Very important
Links to Students Union or other students' groups	Of little importance	Important	Important			Important
Links to local youth groups	Important	Very important	Important			Important
Links to municipality website	Important	Very important	Important	Important		Important

Appendix 8- Access Monitor web errors

Youth formal institutions websites errors

Outcome	Errors (%)				
	A	AA	AAA	A & AA	A & AAA
Alternative text in image format	75.0	0	0	0	0
Inserting Multimedia (embed, object, iframe, applet)	25.0	0	0	0	0
Using Javascript	25.0	0	0	0	0
Marking headers	25.0	0	50.0	0	0
Marking links, menus, and text of links	0	0	25.0	0	75.0
Links to bypass blocks of information	100.0	0	0	0	0
Data Tables	25.0	0	0	0	0
Layout tables	25.0	0	0	0	0
Marking forms	50.0	0	0	0	0
W3C Standards: (X) HTML + CSS	100.0	0	0	0	0
Elements and attributes of presentation/obsolete	25.0	0	0	25.0	0
Use of absolute units	25.0	50.0	0	0	0
Metadata (title, navigation, redirect, reboot)	25.0	0	0	0	0
Marking the page primary language	50.0	0	0	0	0
Contrast Information	25.0	0	0	0	0

Mainland Municipal' website errors

Outcome	Errors Percentage				
	A	AA	AAA	A & AA	A & AAA
Alternative text in image format	37.5	0	0	0	0
Inserting Multimedia (embed, object, iframe, applet)	25.0	0	0	0	0
Using Javascript	25.0	0	0	0	0
Marking headers	37.5	0	25.0	0	0
Marking links, menus, and text of links	12.5	25.0	0	0	25.0
Marking frames and their equivalent alternatives	12.5	0	0	0	
Links to bypass blocks of information	50.0	0	0	0	0
Marking forms	25.0	0	0	0	0
W3C Standards: (X) HTML + CSS	62.5	0	0	0	0
Elements and attributes of presentation/obsolete	25.0	0	0	25.0	0
Use of absolute units	0	37.5	0	0	0
Metadata (title, navigation, redirect, reboot)	12.5	0	0	0	0
Marking the page primary language	50.0	12.5	0	0	0
Text formatting (line spacing and justified text)	12.5	0	0	0	0

Azorean Municipal' website errors

Outcome	Errors Percentage				
	A	AA	AAA	A & AA	A & AAA
Alternative text in image format	66.7	0	0	0	0
Marking image maps	16.7	0	0	0	0
Marking graphical buttons	50.0	0	0	0	0
Inserting Multimedia (embed, object, iframe, applet)	33.3	0	0	0	0
Using Javascript	33.3	0	0	0	0
Marking headers	50.0	0	33.3	0	0
Marking links, menus, and text of links	0	16.7	16.7	0	66.7
Links to bypass blocks of information	83.3	0	0	0	0
Marking forms	50.0	0	0	0	0
W3C Standards: (X) HTML + CSS	50.0	0	0	0	0
Elements and attributes of presentation/obsolete	33.3	0	0	50.0	0
Use of absolute units	0	83.3	0	0	0
Marking the page primary language	50.0	0	16.7	0	0
Text formatting (line spacing and justified text)	0	0	33.3	0	0

Mainland School website Errors percentage

Outcome	Errors Percentage				
	A	AA	AAA	A & AA	A & AAA
Alternative text in image format	66.7	0	0	0	0
Marking headers	0	0	50.0	0	0
Marking links, menus, and text of links	0	0	33.3	0	50.0
Links to bypass blocks of information	100	0	0	0	0
Data Tables	33.3	0	0	0	0
Marking forms	50.0	0	0	0	0
W3C Standards: (X) HTML + CSS	100	0	0	0	0
Elements and attributes of presentation/obsolete	16.7	0	0	16.7	0
Use of absolute units	16.7	50.0	0	0	0
Text formatting (line spacing and justified text)	0	0	33.3	0	0

Azorean School website Errors percentage

Municipal websites					
Outcome	Errors Percentage				
	A	AA	AAA	A & AA	A & AAA
Alternative text in image format	50.0	0	0	0	0
Marking image maps	16.7	0	0	0	0
Marking graphical buttons	16.7	0	0	0	0
Inserting Multimedia (embed, object, iframe, applet)	50.0	0	0	0	0
Marking headers	16.7	16.7	33.3	0	0
Marking links, menus, and text of links	0	16.7	0	0	83.3
Marking frames and their equivalent alternatives	16.7	0	0	0	0
Links to bypass blocks of information	83.3	0	0		0
Data Tables	16.7	0	0	0	0
Marking forms	33.3	0	0	0	0
W3C Standards: (X) HTML + CSS	83.3	0	0	0	0
Elements and attributes of presentation/obsolete	0	16.7	0	66.7	0
Use of absolute units	16.7	50.0	0	0	0
Metadata (title, navigation, redirect, reboot)	16.7	0	0	0	0
Marking the page primary language	83.3	0	0	0	0
Text formatting (line spacing and justified text)	0	0	66.7	0	0

Appendix 9- Institutional websites features from the users' perspective

Youth formal institutions websites

		Youth Formal Institutions Websites			
Content		Youth National Commission	Youth National Portal	Regional Youth Authority	EU Youth Portal
Communication tools to young citizens	Contact information for the President	x			
	President's timetable service or agenda				
	Contact information for youth policies	x	x	x	x
	General contact by e-mail		x	x	x
	Contact form system	x		x	
	Advertising of public spaces with Internet access (computers or wireless)		x	x	
	Mailing list or newsletter	x		x	
	Downloadable multimedia content (video, sound, games or still image)	x	x	x	x
	Content or services for mobile phones and other mobile devices				
	Advertising of the social networks in which it operates	x	x	x	x
	Allows sharing/followers in social networks		x	x	x
Allows sending link by e – mail	x	x		x	
e-Participation tools	Chat rooms/discussion forums/decision making games				x
	Online surgeries				x
	e-Petitioning/e-panels				x
	Suggestion/complaints or a request information form.	x	x	x	x
	e-Deliberation pooling				
	e-Consultation				x
	e-Voting				
	Guestbook/most visited		x		
	My street or other event log				
	Comments area for institutional online publications				
Educational and social policies	An education area	x	x	x	x
	Board of Education.	x			
	Contact information for the Board of Education				
	Educational mission statement				
	Advertising of projects developed by or with schools		x		
	Immigrant support area		x		
	Area devoted to services for populations in need		x		
	Information on Human Rights	x	x		
	Information on Democracy in Portugal / Europe		x		x
	Information on Intercultural Understanding	x	x		x

Municipal websites

Content		Mainland cases						Azores cases						
		11	12	21	22	31	32	11	12	13	21	22	23	
Youth Policies	An area for/about youth				x		x						x	
	A link to the youth council										x			
	Information on youth council or policies	x	x				x			x	x		x	
	Advertising of municipal activities/ projects for young people	x			x						x	x	x	
	Youth participatory budget						x							
	Links to local youth groups (e.g. scouts, sports, cultural)				x	x	x		x				x	
	Advertising of youth group projects (e.g. scouts, sports, cultural)	x	x	x	x	x	x			x	x		x	
	Links to youth branches of political parties													x
	Links to social movements /groups													x
Educational & Social Policies	Advertising of community volunteering	x					x			x		x	x	
	An education area	x	x	x	x	x	x			x	x		x	
	Links to municipal schools				x	x	x		x	x			x	
	Advertising of projects developed by or with schools	x			x	x	x						x	
	Reference to local Board of Education	x					x				x		x	
	Contact for the local Board of Education						x							
	Educational mission statement	x	x		x	x	x				x		x	
	Contact information for the Commission for the Protection of Children and Youth	x	x	x	x	x	x		x		x		x	
	Immigrant support area						x							
Communication tools	Area devoted to services for populations in need										x			
	Contact information for the mayor	x	x		x	x	x		x			x		
	Mayor's timetable service or agenda						x		x					
	Contact for the youth city councillor				x	x				x				
	Contact information for youth policies					x	x			x				
	General e-mail contact	x	x	x		x	x		x	x	x			
	Advertising of public spaces with Internet access (computers or wireless)				x	x	x	x					x	
	Mailing list or newsletter	x	x	x		x	x	x	x		x		x	
	Downloadable multimedia content (video, sound, games or still image)	x	x	x	x		x	x		x			x	
	Content or services for mobile phones and other mobile devices													
	Advertising of the social networks in which it operates	x	x	x	x	x	x	x	x	x	x	x	x	x
e-Participatory tools	Allows sharing/followers in social networks	x			x						x	x	x	
	Chat rooms/discussion forums/decision-making games													
	e-Petitioning/e-panels													
	Online surgeries										x		x	
	Suggestion/complaints or information request form	x	x	x			x			x	x	x	x	
	e-Deliberation pooling										x			
	e-Consultation				x	x					x			
	e-Voting												x	
	Guestbook				x									
	My street or other event log				x	x		x				x		
Comments area for municipal online publications												x		

School websites

Content		Mainland cases						Azorean Cases						
		11	12	21	22	31	32	11	12	13	21	22	23	
School Life	Advertising of student projects/work			x			x		x		x	x	x	
	Advertising of school projects	x	x	x	x	x	x	x	x	x	x	x	x	
	Advertising of parents association projects or information for parents						x	x			x	x	x	
	Information for social support				x			x						
	Student area	x	x	x	x	x	x	x	x			x	x	x
	Student association area				x	x	x		x	x	x			
	School blogs				x	x	x	x				x		x
Communication Tools	Timetable service or agenda of the school board, Contact information for the pedagogical council													
	Advertising of spaces with Internet access (pc's or wifi)													
	Contact information for school board				x				x				x	
	Contact information for the school psychologist				x				x					
	Contact information for the school assembly													
	Contact information for parents' association					x						x	x	
	Contact information for students union												x	
	General e-mail contact	x				x	x	x	x	x	x	x	x	x
	Contact form system				x	x				x				
	A mailing list or newsletter or school newspaper or radio				x	x	x	x				x	x	x
	Downloadable multimedia content (video, sound, games or still image)	x	x	x			x	x						
	Content or services for mobile phones & mobile devices											x		
Moodle	x	x	x	x	x	x	x	x	x	x	x	x	x	
Advertising of the social networks in which it operates						x			x		x			
Allows sharing followers on social networks						x								
Social & Community Life	Link to the municipality youth council													
	Links to local youth groups (e.g. scouts, sports, cultural)													
	Advertising of youth local groups (e.g. scouts, sports, cultural)													
	Links to youth branches of political parties, Links for social movements /groups													
	Contact for Commission for the Protection of Children & Youth													
	Link to the website of the municipality												x	
	Advertising of community volunteering					x								
	References to projects developed by or with the municipality				x	x	x	x	x	x	x	x	x	
	Link to the National Youth Commission Regional Youth Authority												x	
	Links for national & international programmes/projects				x	x	x		x	x	x	x		
Structure & Documents	School rules			x	x			x	x	x	x	x	x	
	School educational project (<i>Projeto Educativo</i>)			x	x			x	x	x		x	x	
	School curriculum project (<i>Projeto curricular</i>)			x	x			x	x	x		x	x	
	Action plan			x	x			x	x	x		x	x	
	Legislation			x	x			x	x	x	x	x	x	
	Evaluation criteria			x	x			x	x			x	x	
	Classes and timetables			x	x	x		x	x	x	x	x	x	
	Board members and structure			x				x	x	x	x		x	
	School pedagogical council minutes					x								
School assembly minutes			x											
e-Participatory tools	Chat rooms /discussion forums/decision-making games													
	e-Petitioning/e-panels/e-Deliberative pooling/e-Voting													
	Guestbook/ <i>My space</i> or other event log													
	Allows search					x				x				
	Site Map										x			
	Online surgeries					x					x			
	Suggestion/complaints or a request information form					x	x				x		x	
	e-Consultation					x					x			
	Comments area for school online publications							x	x					
	GIAE (integrated management for school administration)			x		x		x	x					

Websites language and content analysis

Content	Municipalities Mainland Cases					
	M11	M12	M21	M22	M31	M32
Explicit participation request?	No	Yes	No	No	No	Yes
What kind of language does it resorts to?	Formal	Formal	Formal	Formal	Formal	Formal Informal
Is the overall tone informative?	Yes	Yes	Yes	Yes	Yes	Yes
Are young people the targets?	No	No	No	No	No	Yes
Schools Azores case studies						
	A11	A12	A13	A21	A22	A23
Explicit participation request?	No	No	No	No	Yes	Yes
What kind of language does it resorts to?	Formal	Formal	Formal	Formal	Formal	Formal Informal
Is the overall tone informative?	Yes	Yes	Yes	Yes	Yes	Yes
Are young people the targets?	No	No	No	No	No	Yes

Content	Schools Mainland Cases					
	M11	M12	M21	M22	M31	M32
Explicit participation request?	No	Yes	Yes	No	Yes	No
What kind of language does it resorts to?	Formal	Formal	Formal	Formal	Formal	Formal
Is the overall tone informative?	Yes	Yes	Yes	Yes	Yes	Yes
Are young people the targets?	No	No	No	No	No	No
School Azores case studies						
	A11	A12	A13	A21	A22	A23
Explicit participation request?	No	No	No	No	Yes	Yes
What kind of language does it resort to?	Formal	Formal	Formal	Formal	Formal	Formal
Is the overall tone informative?	Yes	Yes	Yes	Yes	Yes	Yes
Are young people the targets?	No	No	No	No	No	No

Content	Youth Formal Institutions			
	YNC	YNP	RYA	EUYP
Does it explicit request for participation?	No	No	No	Yes
What kind of language does it resort to?	Formal & Informal	Formal & Informal	Formal	Formal
Is the overall tone informative?	Yes	Yes	Yes	Yes

Appendix 10- Students' usages and perspectives on institutional websites

Students' youth formal institutions website usages

		Least used	Most used	None used	All used			Least used	Most used	None used	All used		
		%	%	%	%			%	%	%	%		
M11	NYC	12.6	EYP	24.1	57.4	0.8	A11	NYP	5.1	AYP	46.9	33.5	4.9
M12	NYC	11.8	NYP	16.1	56.8	2.5	A12	NYP	4.6	AYP	40.6	54.5	0.0
M21	NYC	5.4	NYP	21.2	51.4	0.6	A13	EYP	0.0	AYP	29.2	62.1	0.0
M22	NYC	5.4	NYP	22.2	67.5	0.0	A21	NYP	5.0	AYP	46.3	38.3	0.5
M31	EYP	18.1	NYP	31.8	45.5	0.0	A22	EYP	3.3	AYP	45.4	28.1	5.0
M32	NYC	0.0	NYP	51.0	42.9	0.0	A23	NYP	5.1	AYP	62.1	27.8	0.6

AYP- Azores Youth Portal; NYC- National Youth Commission; EYP- European Youth Portal; NYP- National Youth Portal

Students' perspectives on their municipal websites

Promoter of youth participation in municipal activities?				Promoter of young people civic participation in the community?			
Yes		No	Don't know the site	Yes		No	Don't know the site
M11	33.2	5.7	60.2	M11	31.1	4.5	62.7
M12	33.9	8.5	55.9	M12	33.9	7.6	56.8
M21	21.0	14.4	62.4	M21	21.5	14.9	60.8
M22	32.5	7.8	51.9	M22	27.3	10.4	57.1
M31	63.6	9.1	27.3	M31	45.5	9.1	36.4
M32	50.0	0.0	50.0	M32	57.1	0.0	42.9
A11	33.5	2.4	62.1	A11	33.0	4.9	59.7
A12	25.0	11.4	59.1	A12	22.7	11.4	59.1
A13	41.7	8.3	45.8	A13	45.8	8.3	41.7
A21	25.7	9.8	60.1	A21	22.4	9.8	64.5
A22	24.8	5.0	67.8	A22	24.8	3.3	69.4
A23	51.9	6.3	41.8	A23	50.0	4.4	45.6

Promoter for web content contribution by young people.

Yes		No	Don't know the site	Yes		No	Don't know the site
M11	27.5	3.7	67.2	A11	23.8	6.8	67.0
M12	27.1	9.3	61.0	A12	18.2	9.1	65.9
M21	18.2	14.4	63.5	A13	37.5	12.5	45.8
M22	23.4	10.4	58.4	A21	18.0	9.8	68.3
M31	45.5	9.1	36.4	A22	23.1	5.0	70.2
M32	35.7	14.3	50.0	A23	41.1	4.4	53.8

Mainland students' perspectives on school websites

Promoter of...												Contributor to...					
Students' participation in school activities?			Students' content contribution?			Transparency of Management?			Management efficiency?			The quality of public education?					
Y	N	Don't know	Y	N	Don't know	Y	N	Don't know	Y	N	Don't know	Y	N	Don't know			
M11	73	5	22	54	12	33	28	18	54	30	20	50	39	13	48		
M12	72	3	24	64	12	24	36	12	51	38	11	48	48	11	39		
M21	75	4	18	56	12	29	37	14	48	38	13	46	49	8	39		
M22	86	1	12	65	7	26	38	14	43	46	8	42	49	8	36		
M31	86	9	5	68	5	23	41	14	46	41	18	41	55	14	27		
M32	29	21	50	14	29	57	36	21	43	36	21	43	36	7	57		

Promoter of...												Prepared by...					
Diversity & flexibility of school solutions?			Community integration?			Closeness between guardians and school?			Closeness between staff and school community?			Students?					
Y	N	Don't know	Y	N	Don't know	Y	N	Don't know	Y	N	Don't know	Y	N	Don't know			
M11	41	16	41	44	14	41	49	17	34	42	14	43	11	36	51		
M12	39	9	50	34	14	52	44	14	41	40	12	47	14	35	50		
M21	46	11	40	43	17	36	58	9	30	45	12	41	23	38	37		
M22	43	12	38	52	7	36	52	13	30	43	12	39	21	39	38		
M31	50	18	32	59	18	23	77	18	5	59	9	27	32	23	46		
M32	21	29	50	21	29	50	50	7	43	29	21	50	14	43	43		

Azorean students' perspectives on school websites

Promoter of...												Contributor to...					
Students' participation in school activities?			Students' content contribution?			Transparency of Management?			Management efficiency?			The quality of public education?					
Y	N	Don't know	Y	N	Don't know	Y	N	Don't know	Y	N	Don't know	Y	N	Don't know			
A11	75	7	15	57	14	27	36	19	43	35	19	44	30	19	48		
A12	39	21	34	27	23	43	11	23	57	14	25	55	11	21	59		
A13	63	8	21	54	13	29	29	25	42	29	21	46	21	25	50		
A21	54	24	21	43	21	33	22	32	44	23	36	38	21	33	45		
A22	79	6	14	64	8	27	34	28	36	31	27	39	35	24	39		
A23	41	4	54	84	2	13	69	6	23	36	26	35	41	18	39		

Promoter of...												Prepared by...					
Diversity & flexibility of school solutions?			Community integration?			Closeness between guardians and school?			Closeness between staff and school community?			Students?					
Y	N	Don't know	Y	N	Don't know	Y	N	Don't know	Y	N	Don't know	Y	N	Don't know			
A11	36	21	40	40	18	39	49	15	34	36	17	44	11	46	41		
A12	11	18	64	9	21	61	16	23	55	9	23	59	9	23	61		
A13	21	21	54	17	25	54	25	25	46	29	4	63	25	38	33		
A21	20	37	40	30	29	39	34	37	27	25	27	46	11	42	45		
A22	41	19	37	42	14	41	46	19	30	36	12	48	23	33	41		
A23	49	11	37	49	14	36	57	9	33	68	9	23	57	11	32		

Appendix 11- Students' Total Scores detailed means (voting age, school grade and gender) by case study

Case Study M11

M11 Descriptive Statistics Total Scores by voting age

Outcome	Group						Extreme Values ¹⁸	
	<18			≥18			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	8.06	3.12	218	8.73	3.34	26	12	0/1
TSFPOff	3.78	1.16	218	3.58	1.10	26	5	1
TSIFPOn	3.50	2.41	218	3.73	2.62	26	8	0
TSFPOn	1.23	1.60	214	1.46	1.50	26	7/5	0
TSPP	5.61	3.33	218	5.96	3.42	26	11	0/1

M11 Descriptive Statistics Total Scores by school grade

Outcome	Group						Extreme Values	
	11 th grade			12 th grade			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	8.35	3.20	119	7.91	3.09	125	12	0
TSFPOff	3.76	1.12	119	3.75	1.07	125	5	1
TSIFPOn	2.87	2.22	119	4.14	2.46	125	8	0
TSFPOn	1.16	1.56	116	1.35	1.62	124	5/7	0
TSPP	6.18	3.22	119	5.13	3.35	125	11	0

M11 Descriptive Statistics Total Scores by gender

Outcome	Group						Extreme Values	
	Female			Male			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	8.05	3.26	148	8.26	2.98	95	12	0/1
TSFPOff	3.72	1.12	148	3.81	1.20	95	5	1
TSIFPOn	3.56	2.48	148	3.48	2.35	95	8	0
TSFPOn	1.25	1.48	146	1.28	1.77	93	5/7	0
TSPP	5.84	3.25	148	5.34	3.44	95	11	0

¹⁸ These values are presented here just to give a clear idea on the data. When the value differs between the voting age, school year or gender, they are presented separated with a slash bar, where the first number refers to the first group of students.

Case Study M22

M22 Descriptive Statistics Total Scores by voting age.

Outcome	Group						Extreme values ²¹	
	<18			≥18			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	10,42	4,33	71	6,83	4,22	6	15/13	0/3
TSFPOff	3.90	1.23	71	3.00	1.41	6	5	1
TSIFPOn	3,82	2,79	67	5,20	3,35	5	8	0
TSFPOn	1,20	1,47	61	4,50	3,54	2	7	0/2
TSPP	5,49	3,12	71	7,33	3,50	6	11	0/3

M22 Descriptive Statistics Total Scores by school grade

Outcome	Group						Extreme values	
	11 th grade			12 th grade			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	9.76	4.55	46	10.71	4.19	31	15	0/3
TSFPOff	3.67	1.33	46	4.06	1.21	31	5	1
TSIFPOn	3.46	2.81	41	4.52	2.77	31	8	0
TSFPOn	0.72	0.94	36	2.07	1.99	27	2/7	0
TSPP	5.22	3.08	46	6.26	3.24	31	11	1

M22 Descriptive Statistics Total Scores by gender

Outcome	Group						Extreme values	
	Female			Male			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	10.76	4.01	51	8.92	4.94	26	15	0
TSFPOff	3.98	1.91	51	3.54	1.36	26	5	2/1
TSIFPOn	4.08	2.86	48	3.58	2.78	24	8	0
TSFPOn	1.15	1.32	41	1.59	2.09	22	5/7	0
TSPP	5.92	2.99	51	5.08	3.48	26	11	1

Case study M31

M31 Descriptive Statistics for Total Scores by voting age

Outcome	Group						Extreme values	
	<18			≥18			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	9.33	2.23	15	8.57	3.78	7	12	6/1
TSFPOff	3.93	1.16	15	3.43	1.13	7	5	2
TSIFPOn	4.27	2.76	15	4.86	2.55	7	8	1/0
TSFPOn	1.50	1.45	14	1.00	1.83	7	5	0
TSPP	6.53	3.76	15	6.00	4.40	7	11	1/0

M31 Descriptive Statistics Total Scores by school grade

Outcome	Group						Extreme values	
	11 th grade			12 th grade			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	9.08	2.02	13	9.11	3.69	9	12	6/1
TSFPOff	3.38	1.19	13	4.33	0.87	9	5	2/3
TSIFPOn	5.38	2.14	13	3.11	2.85	9	8	2/0
TSFPOn	1.00	1.58	13	1.88	1.46	9	5	0/1
TSPP	5.23	4.09	13	8.00	3.04	8	11	0/4

M31 Descriptive Statistics Total Scores by gender

Outcome	Group						Extreme values	
	Female			Male			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	9.00	2.97	16	9.33	2.25	6	12	1/7
TSFPOff	3.88	1.15	16	3.50	1.23	6	5	2
TSIFPOn	4.38	2.58	16	4.67	3.08	6	8	0/1
TSFPOn	1.31	1.40	16	1.40	2.19	5	5	0
TSPP	6.81	3.80	16	5.17	4.17	6	11	0/1

Case Study A11

A11 Descriptive Statistics Total Scores by voting age

Outcome	Group						Extreme values	
	<18			≥18			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	8.11	3.26	178	8.93	3.10	28	12	0/3
TSFPOff	4.04	1.09	178	3.52	1.28	28	5	1
TSIFPOn	4.55	2.36	178	4.81	2.68	28	8	0
TSFPOn	1.49	1.80	176	1.63	1.47	27	7/4	0
TSPP	6.60	3.43	178	7.04	3.36	28	11	0/1

A11 Descriptive Statistics Total Scores by school grade

Outcome	Group						Extreme values	
	11 th grade			12 th grade			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	7.76	3.38	105	8.69	3.06	101	12	0/1
TSFPOff	3.70	1.26	105	4.23	0.89	101	5	1/2
TSIFPOn	4.30	2.48	105	4.85	2.28	101	8	0
TSFPOn	1.38	1.86	104	1.66	1.63	99	7	0
TSPP	6.83	3.70	105	6.42	3.11	101	11	0

A11 Descriptive Statistics Total Scores by gender

Outcome	Group						Extreme values	
	Female						Highest	Lowest
	M	Highest	Lowest	M	SD	n		
TSML	8.08	3.16	132	8.45	3.44	73	12	1/0
TSFPOff	3.89	1.44	132	4.10	1.08	73	5	1
TSIFPOn	4.47	2.23	132	4.78	2.66	73	8	0
TSFPOn	1.35	1.52	132	1.82	2.10	71	7	0
TSPP	6.72	3.26	132	6.53	3.69	73	11	1/0

Case Study A12

A12 Descriptive Statistics Total Scores by voting age.

Outcome	Group						Extreme values	
	<18			≥18			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	7.54	3.83	28	6.79	4.87	14	12	0
TSFPOff	3.48	1.30	29	6.79	1.30	13	5	1/2
TSIFPOn	4.76	2.53	29	5.07	2.56	14	8	0/1
TSFPOn	2.13	2.42	23	0.86	1.61	14	7/6	0
TSPP	5.52	4.18	29	5.07	4.34	14	11	1/0

A12 Descriptive Statistics Total Scores by school grade

Outcome	Group						Extreme values	
	11 th grade			12 th grade			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	7.24	3.70	25	7.61	4.87	18	12	1/0
TSFPOff	3.28	1.24	25	3.72	1.23	18	5	1/2
TSIFPOn	5.20	2.45	25	4.58	2.65	19	8	1/0
TSFPOn	2.42	2.48	19	1.16	2.09	19	7	0
TSPP	4.92	4.02	25	6.26	4.47	19	11	1/0

A12 Descriptive Statistics Total Scores by gender

Outcome	Group						Extreme values	
	Female			Male			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	7.92	4.11	26	5.87	4.02	15	12	0
TSFPOff	3.58	1.24	26	3.07	1.16	15	5	2/1
TSIFPOn	4.96	2.38	27	4.87	2.80	15	8	0/1
TSFPOn	1.39	2.15	23	2.23	2.15	13	7	0
TSPP	4.78	4.12	27	6.06	4.18	15	11	1/0

Case Study A13

A13 Descriptive Statistics Total Scores by voting age.

Outcome	Group						Extreme values	
	<18			>18			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	8.20	3.53	20	10.00	2.83	4	12	3/6
TSFPOff	4.45	0.83	20	3.75	1.50	4	5	2
TSIFPOn	4.35	2.35	20	3.00	2.94	4	8/7	0
TSFPOn	0.82	1.55	17	1.33	1.53	3	5/3	0
TSPP	5.70	4.29	20	6.50	4.04	4	11/10	1

A13 Descriptive Statistics Total Scores by school grade

Outcome	Group						Extreme values	
	11 th grade			12 th grade			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	8.13	3.87	15	9.11	2.67	9	12	3/5
TSFPOff	4.33	0.90	15	4.33	1.12	9	5	2
TSIFPOn	4.53	2.72	15	3.44	1.81	9	8/6	0
TSFPOn	0.67	1.30	12	1.25	1.83	8	5/4	0
TSPP	5.47	4.27	15	6.44	4.19	9	11	1

A13 Descriptive Statistics Total Scores by gender

Outcome	Group						Extreme values	
	11 th grade			12 th grade			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	9.14	3.09	14	7.60	3.87	10	12	3
TSFPOff	4.21	0.89	14	4.50	1.08	10	5	2
TSIFPOn	4.21	2.12	14	4.00	2.94	10	7/8	1/0
TSFPOn	0.67	1.50	12	1.25	1.58	8	5/4	0
TSPP	5.50	4.00	14	6.30	4.60	10	11	1

Case Study A23

A23 Descriptive Statistics Total Scores by voting age.

Outcome	Group						Extreme values	
	<18			>18			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	8.26	2.78	122	9.36	3.19	36	12	1/0
TSFPOff	3.53	1.20	122	3.50	1.23	36	5	1
TSIFPOn	4.52	2.50	122	4.64	2.27	36	8	0
TSFPOn	1.85	2.05	121	2.12	2.01	33	7	0
TSPP	6.25	3.46	122	7.86	3.48	36	11	0

A23 Descriptive Statistics by school grade

Outcome	Group						Extreme values	
	<18			>18			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	8.19	2.90	90	8.94	2.87	68		
TSFPOff	3.34	1.63	90	3.76	1.22	68		
TSIFPOn	4.78	2.32	90	4.25	2.60	68		
TSFPOn	1.94	2.20	87	1.87	1.83	67		
TSPP	6.32	3.60	90	7.00	3.46	68		

A23 Descriptive Statistics Total Scores by gender

Outcome	Group						Extreme values	
	<18			>18			Highest	Lowest
	M	SD	n	M	SD	n		
TSML	8.19	2.90	90	8.94	2.87	68	12	0/1
TSFPOff	3.34	1.63	90	3.76	1.22	68	5	1
TSIFPOn	4.78	2.32	90	4.25	2.60	68	8	0
TSFPOn	1.94	2.20	87	1.87	1.83	67	7	0
TSPP	6.32	3.60	90	7.00	3.46	68	11	0