

National Digital Citizenship Strategy for an Information and Knowledge Society

Uruguay 2024 - 2028





This document is the product of a participatory process of review and update of the Digital Citizenship Strategy 2020- 2023.

This review process began in June 2023 and ended in December of the same year.

In June, two cycles of dialogue roundtables were held, with participants from the public and private sectors, academia, international organizations, and civil society.

During July and August, building on the input generated by the roundtables, the Digital Citizenship Working Group (GTCD) prepared the first draft of the 2024- 2028 Strategy.

In September, interim reviews of the first draft were carried out with the authorities of the organizations that belong to the GTCD. On the 25th of that same month, the public consultation was launched.

During the month of October, the draft document remained public on Agesic's Digital Citizen Participation Platform.

In November, the GTCD analyzed the comments and assessed their relevance. All comments were answered through the same platform.

In March 2024, the 2024-2028 Strategy is published.

Find more information about the Digital Citizenship Working Group on Agesic's Citizen Participation Platform



Contents

Introduction	4
Digital Citizenship Working Group	6
Purposes of the Strategy	7
What we mean by digital citizenship	8
Conceptual framework for approaching digital citizenship	9
Human rights approach	10
Cross-cutting perspectives	11
Diversity perspective	12
Inclusion perspective	13
Sustainability and well-being perspective	14
Dimensions and skills	15
Understanding the functioning and conditions of the digital environment	16
Coexistence and practices in the digital environment	17
Creation and participation in the digital environment	19
Strategic lines	20
Governance on the topic	21
Awareness-raising and Skills Development	22
Research	23
References	24



Introduction



Three years after the creation and implementation of the first Digital Citizenship Strategy in Uruguay, prepared by the Digital Citizenship Working Group (GTCD) following a public consultation, this new version is being published, seeking to respond to the current challenges to the exercise of citizenship in the digital environment.

Internet access in households across the country continues to grow. 91% of households have some type of internet connection. 90% of people aged 14 and over are users, and 83% use the internet daily. This growth occurred mainly among people aged 65 and over and people with a low level of education. Despite this increase, differences still

persist in usage and in people's level of digital skills. These differences are evident mainly between younger and older people (in favor of the younger) and between people with lower and higher levels of education (in favor of those with a higher level of education). ¹

At the same time, Uruguay is a country that in recent years has been forging an identity around the digital and its place in the international sphere, both in terms of technology production and export, and as an actor that actively develops public policies and Innovation and development in these areas ².

The advent of emerging and disruptive technologies, such as generative artificial intelligence, and the speed with which the cycle between data, algorithms, and platforms develops and feeds back on itself, establish the need to recognize that technologies are neither neutral nor harmless, and that it is necessary to guarantee the population access to information about their positive and negative impacts.

In this regard, it is important to recognize that data are not neutral records, algorithms are not technical processing of neutral data, and platforms are not mere mediations for doing things online, as is often claimed ³.

The impacts that may arise in the context of the development of disruptive technologies such as artificial intelligence (AI) go beyond the individual, encompassing collective and social effects. That is, one can speak of systemic impacts of many of these digital technologies. For example, those linked to their effects on the future of work and on democracy as key elements.

It is therefore necessary to incorporate an approach to the analysis of these technologies that addresses their multiple consequences for society at large, bearing in mind that it is often the widespread, repetitive, or cumulative nature of a practice that can make it harmful from a social perspective ⁴.

In this regard, an analogy can be drawn, for example, with environmental impact, which encompasses a social dimension that cannot always be reduced to demonstrable individual harm. That is, one can speak of systemic impacts of environmental deterioration, for which digital technologies are responsible and of which they are also potential providers of responses to many of these challenges.

¹ EUTIC 2022: <https://www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/datos-y-estadisticas/estadisticas/encuesta-uso-tecnologias-informacion-comunicacion-2022>

² ICT sector in Uruguay: <https://www.uruguayxxi.gub.uy/uploads/informacion/e534236bc01775dcc31a5be4e640c1ebba577946.pdf>

³ Costa, Flavia (2021), *Tecnoceno: Algoritmos, biohackers y nuevas formas de vida*, Buenos Aires, Taurus

⁴ <https://policyreview.info/articles/analysis/beyond-individual-governing-ais-societal-harm>

Part of these current transformations being experienced by Uruguayan society and the world are also driven by changes in production systems and datafication. The so-called fourth industrial revolution ⁵ is not only a change in the ways of producing and generating markets. It also entails substantive transformations in societies that must be understood by all the actors involved, including citizens as a whole.

Likewise, the accelerated concentration of activity in the digital environment in a small number of private platforms, which lead and set their own rules and compete for the attention of more than half of the world's population (those who currently have internet access) ⁶, poses a challenge to democratic practice and to the sovereignty of countries. ⁷

At the same time, it must be recognized that technological development is capable of opening new and broader scope in the spaces of social and political participation; of enhancing people's autonomy and allowing access to diverse populations and cultures; of fostering creativity and collaborative development; and of encouraging the exercise of full citizenship. In this regard, it is key to promote and guarantee the development of certain skills capable of generating these potential positive impacts.

On the other hand, it must be understood that the exercise of citizenship and the functioning of the digital environment involve both obligations of States and responsibilities of the private sector, organized civil society, international organizations, academia, and citizens as a whole. Along with the recognition of these responsibilities, these actors must be able to take part in the creation of policies related to the digital environment ⁸.

Digital Citizenship Working Group

The GTCD is responsible for developing this Strategy and overseeing its implementation. It is an open, institutionalized space for participation ⁹, made up of the public sector, civil society organizations, academia, and international organizations. Its mandate is to agree on, promote, and implement conceptual reference frameworks and strategic lines

⁵ Fourth Industrial Revolution <https://iap.unido.org/index.php/es/articles/que-es-la-cuarta-revolucion-industrial>

⁶ Globally, 60% of the world's population accesses the internet: <https://ourworldindata.org/internet>

⁷ See the report *El papel de las grandes plataformas de internet y su impacto sobre la libertad de expresión y la deliberación pública*: <https://www.observacom.org/wp-content/uploads/2021/04/undp-uy-pub-PNUD-Observacom-2021.pdf>

⁸ IACHR. RELE. Paragraphs 96 and 97: https://www.oas.org/es/cidh/expresion/docs/publicaciones/internet_2016_ESP.pdf. UN. Special Rapporteur on Freedom of Opinion. Paragraph 19: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N18/270/45/PDF/N1827045.pdf?OpenElement>

⁹ In 2021, by resolution No. 009/2021 of the Honorary Board of Directors of AGESIC, the Group was institutionalized, consolidating its operation and continuity.

from which to address, implement, and monitor the building of citizenship in the digital environment in Uruguay.

Purposes of the Strategy

This Strategy is based on the human rights approach and seeks to enable people to know their rights and the mechanisms for exercising them; to recognize and understand the interactions and tensions that arise in the digital environment; and to identify the ethical, social, and political problems that datafication, profiling, and platformization unleash, and their possible consequences for the exercise of rights.

Its main purpose is to establish conceptual frameworks and common frameworks for action that help guarantee and promote human rights in the digital environment, reduce the inequalities generated within it, and improve the quality of life of individuals and of society as a whole.

It should be made clear that this is a Strategy that focuses on building citizenship in the digital environment and that must necessarily engage in dialogue with other strategies or specific conceptual frameworks that delve into related topics. In this regard, documents such as the Cybersecurity Framework, the Artificial Intelligence Strategy, the National Data Strategy, and the regulatory frameworks for Personal Data Protection, Digital Accessibility, Environmental Protection, or Access to Public Information deepen, complement, and constantly interact with the contents of this Strategy.

The specific purposes are:

- To offer a conceptual framework and common strategic lines for addressing the exercise of citizenship in the digital environment in Uruguay, linking up and positioning the country in the regional and international context.
- To drive, coordinate, and monitor the actions carried out by the various organizations that address this topic, whether or not they are part of the Digital Citizenship Working Group, fostering collaboration to strengthen their impact.
- To guide organizations that, within the framework of their work with specific population groups, issues, and interests, decide to incorporate into their work, or to delve deeper into, topics related to the exercise of citizenship in the digital environment.
- To contribute to the generation of knowledge and to the development of the conditions and skills needed to understand how the digital environment works, reflect on practices of coexistence, and foster forms of participation and creation in this environment.

- To strengthen the exercise of citizenship in the digital environment, focusing on populations in situations of inequality and vulnerability, as well as on the various groups that can influence whether or not the conditions of inequality in this environment are reproduced.

What we mean by digital citizenship

In everyday usage, the concept of citizenship is associated with all the rights and obligations by which a person is bound in a relationship with the society to which they belong. The United Nations Educational, Scientific and Cultural Organization (UNESCO) ¹⁰ conceives of citizenship as global citizenship, linked to the interdependence and interrelation among countries in the economic, cultural, and social domains.

On the other hand, the environment, the sphere in which people build themselves as social beings, has been transformed by the impact of digital development. Citizenship is redefined in this still novel and changing space, which has become one more place to inhabit, like the square or the street.

Digital citizenship is understood as a concept under constant construction. It is the practical and critical exercise of citizenship in the digital environment, recognizing that what we do in the non-virtual sphere -in the exercise of our citizenship- can also take virtual forms that enable or restrict citizen practices.

Exercising citizenship in the digital environment means understanding the ways in which data, algorithms, and platforms shape personal, community, and social attitudes. It also means knowing about human rights and the mechanisms for exercising them and for claiming them when they are not duly respected and guaranteed. It also means reflecting on practices in that environment in order to foster coexistence and achieve greater personal, community, and social well-being.

In short, digital citizenship is a concept that refers to the way we understand and inhabit the digital environment. To fully exercise rights and responsibilities, it is key to approach the digital environment in a responsible, safe, critical, reflective, creative, and participatory way, with the aim of developing as individuals and as a society ¹¹.

¹⁰ Global citizenship education: preparing learners for the challenges of the twenty-first century - UNESCO Digital Library <https://unesdoc.unesco.org/ark:/48223/pf0000244957>

¹¹ To delve deeper into each of these conceptual developments, the GTCD prepared the document: "Construyendo ciudadanía en entornos digitales. Punto de partida"

Conceptual framework for approaching digital citizenship



The aim of this framework is to establish the minimum agreements from which the actions of this Strategy are understood, designed, and implemented.

It is grounded, first, in the human rights approach, recognizing as intrinsic characteristics the universality, indivisibility, interdependence, and integrality of rights as a whole.

In turn, it consists of a set of cross-cutting perspectives that, although they are not exclusive to the building of citizenship in the digital environment, must be valued and

considered as a way of implementing the human rights approach in the design and execution of policies in this field.

It also proposes dimensions from which to approach the building of citizenship in the digital environment, through the development of certain skills .

Human rights approach

This approach refers to the representation and expression of the set of values that make up the ethical stance from which to think about citizenship in the digital environment. It recognizes the ethical and legal foundations on which, within the framework of this Strategy, responses are sought to be shaped and guarantees provided for functioning in the digital age.¹²

It is linked to the recognition of the conditions necessary to be able to live a dignified life, in accordance with the idea that every human life is valuable and as such must be respected and protected. Technological development and the digital environment must incorporate these conditions.

With regard to the digital environment, this approach means taking into account the obligations and responsibilities of the various actors that today make up and influence the ecosystem, reaffirming:

- The role of the State as the primary guarantor of the exercise of these rights, both in the physical territory and in the digital territory, which today together make up the social territory in which people live.
- The responsibility of private sector companies to respect, prevent, mitigate and, where necessary, remedy the negative consequences for human rights that are found to arise in the course of their activities.
- The effective and timely participation of civil society and the multiple stakeholders in the process of building, implementing, and monitoring policies.
- Academia in its role of analysis, conceptual development, and the generation of research and empirical evidence to support the debates on this topic.
- The international community , in its relevance as a space to amplify attention and to facilitate deliberation on, and intervention in, the global public agenda regarding the building of citizenship in the digital environment.

¹² "The human rights approach rests on two fundamental pillars: the State as guarantor of rights and the party responsible for their promotion, defense, and protection; and individuals and social groups as holders of rights, with the capacity and the right to claim them and to participate." Paragraph 44 of the Report: <http://www.oas.org/es/cidh/informes/pdfs/PoliticasPublicasDDHH.pdf>

On the other hand, it is recognized that human rights are always unfinished, in constant evolution. In this regard, the challenge arises of analyzing certain rights in light of the evolution of technological development and its impacts on the population. Taking into account the debate between the position that has prevailed until now in human rights bodies, namely that all human rights are also guaranteed by human rights norms in the digital environment, and those who maintain the need to incorporate new concepts for the rights that come into play especially in the digital environment. Some examples in reference to these discussions are the right to disconnect, to a digital legacy, to freedom of expression online, to digital personal identity, to transparency and accountability in the use of algorithms, to have a final human recourse in the decisions of expert systems, to equality of opportunity in the digital economy, and to accessibility in the digital environment. As well as the right to the comprehensive protection of individuals and respect for human rights in the development and use of neurotechnologies.¹³

Cross-cutting perspectives

Establishing cross-cutting perspectives for thinking about the building of citizenship in the digital environment has the following objectives:

- **Strengthen a critical outlook:** act as a frame for questioning, contributing to, and enriching the way of thinking and working on the building of citizenship in the digital environment.
- **Recognize the starting points:** identify the structural conditions that shape the exercise of citizenship, as well as those that are heightened and come into play specifically in the digital environment.
- **Guide design and implementation:** based on these perspectives, develop the guidelines, objectives, actions, and products of this Strategy.

In this regard, three cross-cutting perspectives are considered:

- **Diversity perspective**
- **Inclusion perspective**
- **Sustainability and well-being perspective**



¹³ See: Declaración de principios interamericanos en materia de neurociencias, neurotecnologías y derechos humanos: https://saib.es/wp-content/uploads/CJI-RES_281_CII-O-23_corr1_ESP.pdf

Diversity perspective

The digital environment creates the possibility of exchanges among diverse populations. However, the process of concentration that this environment is going through establishes new forms of power and control that exacerbate existing ones and, at the same time, create new modes of exclusion and peripheralization¹⁴. In this regard, it is necessary to respect and promote diversity, and to ensure representativeness and the integration of plurality in participation in, appropriation of, and construction of this environment. It is important, then, to take all forms of diversity into account so as not to contribute to the creation of a homogeneous, biased digital environment, seeking to ensure that all populations and forms of knowledge are represented and are able to participate and have influence.

This perspective proposes taking into account, at least, the following forms of diversity:

- **Cultural:** refers to cultural heritage and production, and to the construction of knowledge, skills, and practices that allow access to, representation, preservation, appreciation, and production of diverse cultural forms.
- **Sex and gender:** refers to the importance of sex and gender diversity being taken into account in the digital environment from design, production, and exchange, for a rights-based technological development.
- **Territorial:** refers to taking into account that people's places of origin, as well as their places of adoption, constitute a determining element of identity that comes into play in the digital environment and needs to be considered.
- **Generational:** refers to ensuring that the differences, specificities, and possible vulnerabilities of each generational segment are taken into account and respected so that all people can participate and exercise their rights.
- **Ethnic and racial:** refers to the importance of considering the variety of ethnic groups in the design, exchanges, and developments of the digital environment.
- **Physical, psychosocial, intellectual, sensory, or other:** refers to the need to create the right conditions to foster the representation and participation in the digital environment of people in relation to their various physical, psychosocial, intellectual, sensory, or other health situations. Paying special attention to the different situations of disability.

¹⁴ Cobo, C (2019) *Acepto las condiciones, usos y abusos de las tecnologías digitales*. Fundación Santillana.

Inclusion perspective

Information and Communication Technologies (ICT) have enormous potential for development. However, their equitable use depends not only on the characteristics of these technologies, but also on how they interact with socioeconomic resources that are already distributed.¹⁵

Pre-existing inequalities are reproduced in the digital environment, and new ones are generated. It is therefore necessary to recognize them in the exercise of rights, in the conditions of access, in autonomy of use, and in participation in this environment, from an intersectional approach, paying special attention to those inequalities related to factors such as age, gender identity, sexual orientation, physical and cognitive condition, educational or work trajectories, and social and cultural capital.

The inclusion perspective proposes taking into account, at least, the following aspects:

- **Social inequalities:** refers to the need to intervene to compensate for disadvantageous situations and avoid sharpening asymmetries, recognizing pre-existing inequalities that particularly affect certain groups, such as persons with disabilities; age groups, with special emphasis on older persons and children; women and sexual and gender dissidents; people of African descent; and other populations whose rights have been violated or that are in situations of vulnerability.
- **Infrastructure:** refers to ensuring that the development, use, or choice of infrastructure, software, and platforms provide guarantees of national sovereignty as an initial and enabling condition for people's activity in the digital environment. It refers to the capacity to deploy connectivity infrastructure that is accessible, of good quality, and affordable for people. As well as having the capabilities to adapt infrastructure and technological developments to the technical requirements demanded by the dynamics of technological evolution.
- **Access to devices:** having devices that are accessible in terms of availability and cost, and effective for the activity in terms of the technical capabilities and functionalities that users require, including reasonable accommodation.¹⁶

¹⁵ Dodel, M. (2021) *Socioeconomic Inequalities and Digital Skills*. In Rohlinger, D.D & Sobieraj, S. (Eds.) *The Oxford Handbook of Sociology and Digital Media*. Oxford University Press: Oxford, UK. DOI: 10.1093/oxfordhb/9780197510636.013.30

¹⁶ Concept of reasonable accommodation: "Necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms" (Convention on the Rights of Persons with Disabilities), United Nations (2006).

- **Accessibility:** refers to the need to conceive the development of digital technologies and services as tools for breaking down barriers and not for reinforcing existing ones. A development that is accessible so that everyone can exercise their citizenship in the digital environment, taking into account the specificities of each population.
- **Digital citizenship literacy:** refers to the development of instrumental and fundamental skills across the whole population for the exercise of citizenship in the digital environment.

Sustainability and well-being perspective

All development must be thought of in terms of sustainability. We are living through a period in which technological development has irreversible effects on the ecosystem, a leap in scale in our relationship with the environment ¹⁷. Understanding the situation, recognizing responsibilities, and working to reduce the negative impacts of this development and enhance its positive ones must be a fundamental axis when thinking about the building of citizenship in the digital environment as well.

This means fostering people's well-being and social, economic, and environmental sustainability. By well-being we mean the subjective and objective conditions associated with the physical, psychological, social and economic, temporal, and cultural aspects that affect people's quality of life in the digital environment.

This perspective proposes taking into account, at least, the following aspects:

- **Biopsychosocial:** refers to the way of orienting our citizen practice in the digital environment so as to take into account development in the health and quality of life of individuals, communities, and cultures; and the creation of growth opportunities in an equal and equitable way.
- **Environmental:** refers to care for the environment and natural resources, considering the impact of digital development and of our everyday behavior on the environment. The depletion of natural resources (water, mineral, and fossil) entailed by the manufacture of devices, the burden of the emissions involved in keeping them running, and the consequences of decisions regarding the final disposal of technological waste, as well as the impacts of the carbon footprint and the water use required for training machine learning models ¹⁸, make up a complex picture that needs to be considered. At the same time, recognizing that technological development can create opportunities to mitigate some of its effects and respond in times of crisis.

¹⁷ Costa, Flavia (2021), *Tecnoceno: Algoritmos, biohackers y nuevas formas de vida*, Buenos Aires, Taurus

¹⁸ Strubell et al., ACL 2019, *Energy and Policy Considerations for Deep Learning in NLP*, URL: <https://aclanthology.org/P19-1355> (in English)

Dimensions and skills

Approaching the building of citizenship in the digital environment from different dimensions of analysis and approach, as well as through the development of certain skills, reflects the complexity of the topic and the need to analyze it critically through complementary and interdependent approaches.

The proposed dimensions are not exhaustive, with the understanding that they can be expanded with new and complementary perspectives.

In turn, in order to address the skills to be developed, it is necessary to start from an agreement on what is meant by fundamental and instrumental digital skills.

To develop in any field of knowledge, people need fundamental competencies, based on critical thinking and on the ability to analyze, evaluate, argue, decide, and communicate.

Applying these competencies to the digital environment requires training in skills that are specific to this environment. These are the so-called digital skills.

Digital skills are defined as the sum of knowledge, capacities, abilities, attitudes, and strategies required for the use of digital technologies and the internet. These skills fall into two broad categories: “fundamental digital skills” and “instrumental digital skills.”

The latter refer to aptitudes and proficiencies linked to the handling of the tool and, because they are centered on the instrument, are called “instrumental digital skills”. These skills are the ones that facilitate the practical use of digital devices, platforms, and applications, whether to access information or to better manage the task at hand.

For their part, “fundamental digital skills” seek to promote in people critical thinking in the use of the internet and the ability to understand, analyze, infer, solve problems, make decisions, transform, communicate, create, and participate in the digital environment.¹⁹

The dimensions considered in this Strategy will focus on what has been termed “fundamental digital skills,” recognizing that exercising citizenship in the digital environment also requires having instrumental skills.

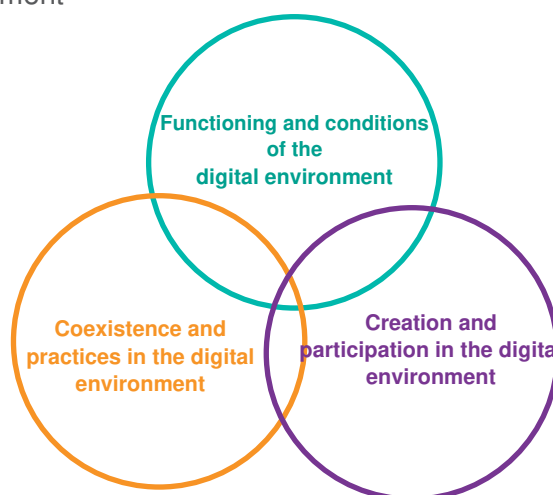
¹⁹ Morduchowicz, Roxana (2021) <https://www.gub.uy/comunicacion/publicaciones/lo-fundamental-de-lo-instrumental-desafios-para-desarrollar-habilidades>

These dimensions and skills have the following objectives:

- **Consider different approaches:** address both the understanding of the underlying logics of the digital environment and reflection on personal and collective practices, as well as the building of the skills needed to take advantage of digital technologies to create, participate, and have influence.
- **Recognize the complementarity and interdependence among the different approaches:**
recognize the need to work on and develop the defined knowledge and skills in an interdisciplinary way. It is not enough to go deeper into a single dimension in order to exercise citizenship in the digital environment.
- **Identify the skills:** define a series of specific skills that the population needs to develop as a guide for exercising citizenship in the digital environment

The proposed dimensions are:

- *Understanding the functioning and conditions of the digital environment*
- **Coexistence and practices in the digital environment**
- **Creation and participation in the digital environment**



Understanding the functioning and conditions of the digital environment

This dimension focuses on the skills needed to understand and critically evaluate the functioning and conditions of the digital environment. Recognizing the importance of understanding the rules of the digital environment as key to making informed decisions.

It includes the development of the following skills:

- **Analyze information and question content:** know how to search for, select, analyze, compare, and process information on the web. Recognize reliable information and sources and know how to detect disinformation. Understand how the functioning of digital technologies produces, ranks, and distributes content.
- **Understand the use of data:** recognize the value of data and the power that managing it gives to multiple actors in the digital ecosystem. Understand how digital

traces work, that is, the pieces of information about beliefs, values, skills, interests, hobbies, location, and images that make up one's own digital footprint and that of others.

- **Identify the use of algorithms and their impacts:** understand how data are obtained, managed, and used as input for the development of tools to profile people, and the impacts this has on different populations. Understand that recommendation algorithms mediate in search engines, social networks, live-streaming platforms, etc., and recognize how these rank and prioritize what is shown, what each person sees, and the order in which they see it. Recognize the existence of bias in the construction of algorithms. Identify the importance of algorithmic transparency.

- **Understand how artificial intelligence (AI) and other high-impact digital innovations work:**

critically consider the impact and consequences that the mass adoption of disruptive and emerging digital technologies has on our lives, attending to the collective and social effects that in many respects can transcend a person and their immediate surroundings. Identify the potential of these technologies to improve people's quality of life. Reflect on their use, biases, and impacts on human rights and on populations in situations of vulnerability, and in certain areas such as education, health, employment, the economy, and public safety.

- **Recognize that technology is not neutral:** understand that subjectivities, interests, and biases operate in the digital environment. Identify the implicit points of view in the generation of data, in the construction and functioning of algorithms, in the design and mediation of platforms, as well as in the language that prevails in this environment.

- **Understand how the digital ecosystem works:** know who takes part in the digital environment, its governance, and its power relations. Identify the responsibilities of the different actors that make up this ecosystem. Understand the impacts that this functioning has on people's everyday lives and on the environment in general. Identify and recognize the public debate on digital policy and its repercussions for the exercise of citizenship.

Coexistence and practices in the digital environment

This dimension focuses on the skills for generating practices that help make this space a place of healthy coexistence. Recognizing that the space itself must provide the minimum conditions of security for people and for healthy relationships.

It includes the development of the following skills:



- **Know and exercise rights in the digital environment:** know how to recognize, exercise, and ensure respect for human rights, also in the digital environment, taking into account the legal framework that underpins them. Know the existing mechanisms for claiming their guarantee and protection.
- **Seek ethical and empathetic behavior:** understand how my actions affect other people and the ecosystem in terms of the possibility of creating a healthy digital space.
- **Manage use:** reflect on the capacity to decide how much time is spent browsing the web and seek a healthy balance in the relationship with digital technologies, defining what, how, when, how much, and what for they are used, understanding how the attention economy works and its impacts on health. Develop the capacity for self-regulation and for supporting other people in the process of self-regulation.
- **Manage risks:** be aware of the risk situations that can arise on the internet and understand how to prevent or manage them. Recognize the forms of violence that are reproduced and amplified in the digital environment and identify where to turn to report them. Recognize the importance of protecting online security and the ways of doing so. Adopt habits for preventing the most common security errors (cyber hygiene). Know where to turn in the event of scams or cybercrimes.
- **Manage digital footprint and identity:** seek a conscious and critical management of the trace we want to leave with our actions and interactions in the digital environment, also recognizing the record that other individuals and platforms may make of my interactions.
- **Manage privacy:** understand the importance of privacy and how it comes into play in our behavior and in that of the people with whom we share and interact in the digital environment. Identify certain behaviors such as the effect of the loss of social restraints and inhibitions when acting on the internet (“online disinhibition” ²⁰), or the so-called “privacy paradox” ²¹. Seek to understand and manage the privacy options available to users. Know where to turn in the event of a privacy violation. Recognize the relevance of personal data protection from both an individual and a collective perspective.

20 Suler, J. (2004). *The Online Disinhibition Effect*. Published in *CyberPsychology & Behavior: the impact of the internet, multimedia and virtual reality on behavior and society*, 7 3, 321-6. (in English)

21 “Privacy paradox” is the phenomenon whereby people say they strongly value privacy, but in their behavior give up their personal data in exchange for very little or take no steps to protect their privacy. See:

1. SusanneBarth, Menno de Jong, *The privacy paradox: investigating discrepancies between expressed privacy concerns and actual online behavior*, *Telematics and Informatics*, Volume 34, Issue 7, 2017, <https://doi.org/10.1016/j.tele.2017.04.013>. (in English)

2. Daniel Solove, “I’ve Got Nothing to Hide” and Other Misunderstandings of Privacy. *San Diego Law Review*, Vol. 44, p. 745, 2007, GWU Law School Public Law Research Paper No. 289, Available at SSRN: <https://ssrn.com/abstract=998565> (in English)

- **Behave in an environmentally sustainable way:** make decisions and carry out actions in the use of digital technologies that are informed and responsible with respect to their environmental impact.

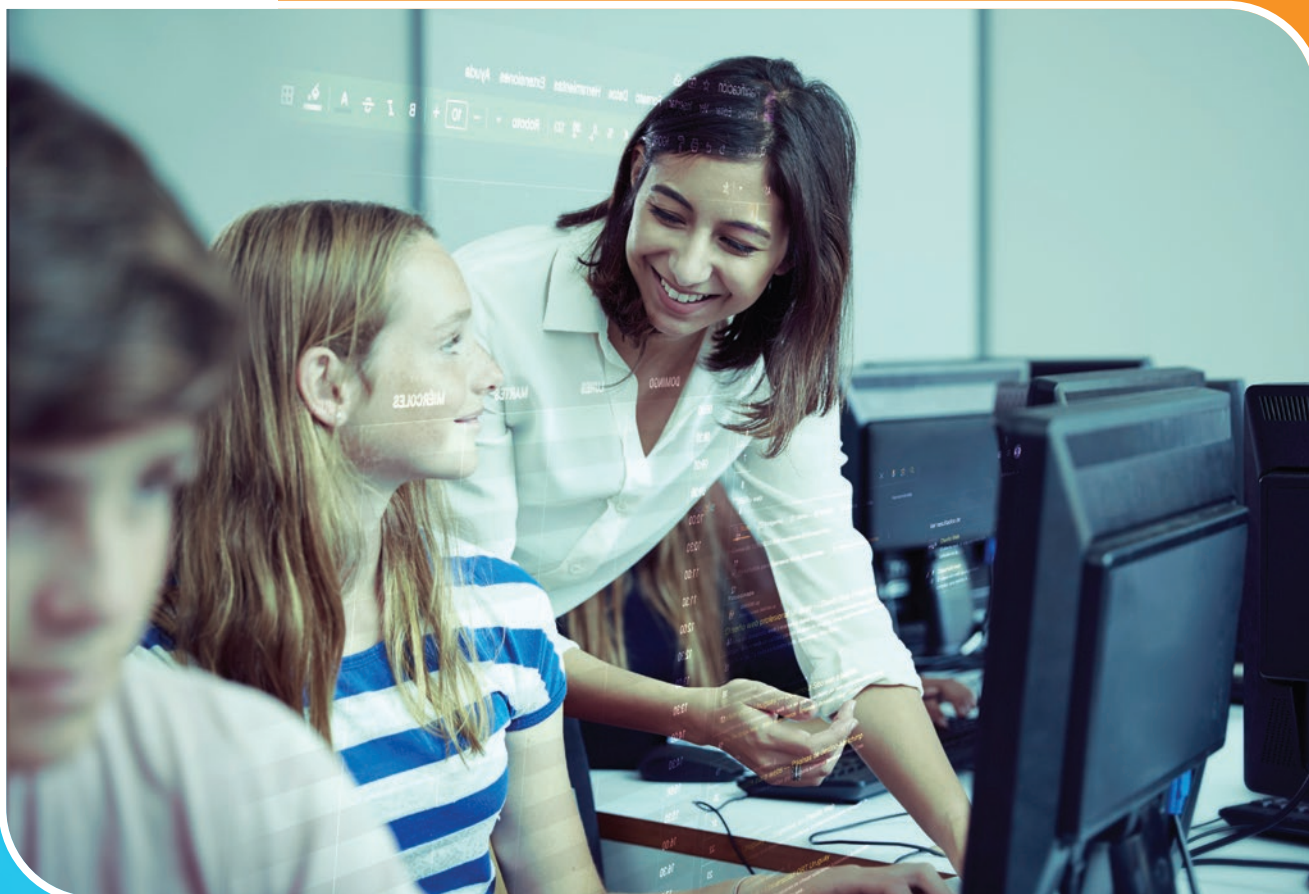
Creation and participation in the digital environment

This dimension focuses on the skills for exercising participation and for developing digital content and solutions that can, among other things, help mitigate existing gaps and bring about individual, community, social, and environmental transformation. Recognizing the possibility of obtaining a positive outcome in the interaction with information and communication technologies (ICT).

It includes the development of the following skills:

- **Develop digital content and solutions:** know how to integrate, adapt, produce, rework, and develop digital content, and to program, as well as know and apply copyright and licenses of use for both information and content. Know how to use digital tools and processes to generate innovative proposals to solve, improve, or address existing situations.
- **Identify and mitigate digital divides:** be able to detect how the digital environment can reproduce pre-existing divides and generate new ones; and develop actions to help mitigate them.
- **Manage State information and services:** know and exercise the right of access to public information, that is, all information that is generated by or held by any public body. Be able to benefit from the use of public digital services, digital channels for participation, and access to public information for personal and social purposes.
- **Manage and use data:** know and use open data, including government data, to become informed and to create innovative services, visualizations, and research that stimulate transparency and citizen participation in improving public policy.
- **Create and participate for personal and social transformation:** understand the value of participation in a democracy, awareness of the public sphere, and commitment to the community, understanding what digitalization can contribute to participatory processes. Recognize and know how to use diverse formats of digital participation, from expressing interests and taking part in public debate and discussion, to mobilization and the development of intervention actions. Create knowledge and content that foster transformative actions in the digital environment.

Strategic lines



Based on the defined conceptual framework, it is proposed that the building of digital citizenship in Uruguay be worked on along three possible strategic lines. A series of objectives is defined for each of them. These lines and objectives are interrelated, and their results affect and feed back into one another.

The strategic lines and objectives defined in the following document are intended to guide organizations in carrying out actions linked to the building of citizenship in the digital environment over the next four years.

Each year the GTCD prepares an action plan with specific objectives and targets, which include the actions carried out by the Group and those linked to the topic that are carried out within the organizations that are part of it. At the end of each year, it reports on what has been carried out.

The proposed strategic lines are:

- 1. Governance on the topic**
- 2. Awareness-raising and skills development**
- 3. Research**



1. Governance on the topic

This line proposes that the building of digital citizenship take an interdisciplinary, inter-institutional, and cross-cutting approach. To that end, it proposes to disseminate the topic, strengthen the role of the GTCD, coordinate with other national and international actors, and establish mechanisms for updating, measurement, and monitoring.

Its main strategic objectives are:

- Coordinate with other national and international actors to broaden the approach to digital citizenship, harmonize ways of conceptualizing and working on it, identify possible lines of cooperation, and influence the incorporation of the topic into the public agenda. Promote exchange with figures linked to the internet governance ecosystem.
- Position the topic of building citizenship in the digital environment among qualified reference figures and among citizens, taking into account diverse populations and communication formats.

- Strengthen the GTCD in its role as a point of reference, developing internal training sessions on specific topics.
- Generate recommendations and good practices, as well as carry out a survey of reference regulations in order to systematize and convey the existing legal frameworks on the topic.
- Establish mechanisms for measuring and monitoring the objectives proposed in the Strategy, with attention to transparency and accountability, to ensure that this measurement and monitoring are public and make citizen participation possible.

2. Awareness-raising and skills development

The aim of this line is to contribute to developing the conditions and skills needed to understand how the digital environment works and its impacts on social interactions, democratic practice, the sovereignty of countries, and care for the environment. In turn, to reflect on our practices of coexistence and foster forms of participation and creation in this environment.

Its main objectives are:

- Develop theoretical content, training pathways, and educational resources for the exercise of digital citizenship at the national and international levels, adapted and targeted according to issues, segments, or different audiences. Strengthen the cross-cutting presence of the topic in the curriculum throughout people's entire educational trajectory.
- Promote reflection and raise awareness about digital citizenship among key sectors capable of reproducing inequalities or helping to mitigate them. Consolidate a line of training for citizens in general and a specific line of training of trainers, on all aspects concerning digital citizenship, coordinating with different institutions.
- Strengthen a network of reference persons who help disseminate the conceptual and action frameworks of digital citizenship. Form a community of practice to share accumulated experiences.

3. Research

This line seeks to promote analysis and monitoring activities that help evaluate the actions aimed at building digital citizenship. In turn, it proposes to contribute knowledge for the design of evidence-based public policies.

Its main objectives are:

- Update frameworks of reference and research on the topic; as well as gather and problematize the discussions and debates raised by the social implications that ICT impose on the building of citizenship in the digital environment.
- Survey and disseminate the actions and research being carried out for reflection on and building of citizenship in the digital environment.
- Guide, promote, and disseminate the development of new research on the topic. Emphasizing the need to broaden debate and research on the impacts of technological development on people, societies, and the environment.

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