Digital Citizenship Strategy for an Information and Communication Society Knowledge

Final document [1]

Digital Citizenship Strategy for an Information and Knowledge Society

[1] It is understood that the construction of digital citizenship is in constant change. In this sense, the framework of approach defined in this document, It not only requires a specific and interdisciplinary interpretation by segment and by social context, but also a review with some frequency of the conceptual agreements defined in the document itself.

Content

INTRODUCTION

In recent years, discussions related to the construction of Digital Citizenship have gained special relevance. From various areas, it is pointed out that the equitable development of our society implies considering Digital Citizenship as a central component for the exercise of 21st century citizenship.

The classical concept of "citizenship" refers to all the rights and obligations by which a person is subject to a relationship with the society to which he or she belongs. The quality of citizenship grants membership in an organized human community, transcending legal ties.

"Digital Citizenship" is a concept that is constantly under construction. It refers mainly to our behaviors and attitudes in digital spaces, including the exercise of rights and obligations.

UNESCO defines Digital Citizenship as a set of competencies that empower citizens to access, retrieve, understand, evaluate and use information for creative purposes. It also involves sharing information and media content in all formats, using a variety of tools in a critical, ethical and effective manner in order to participate and engage in personal, professional and social activities.

Digital Citizenship, therefore, must be able to exercise its rights and fulfil its obligations in the digital environment, a new environment but one that is integrated into the social space like a square or a street. It is understood that the full exercise of Digital Citizenship implies the development of skills that allow one to critically assume the information received, an understanding of the social and economic impact of technology, respect for the laws, knowledge and defence of established rights and the generation of new rights in relation to the digital environment.

Building citizenship in digital environments is a joint effort by a system that includes the State, academia, businesses and organized civil society, as well as each of us as members of a society in which we occupy different roles.

In this context, Uruguay is in a privileged position in the region. It has extensive coverage in telecommunications infrastructure and a consolidated regulatory framework.[2]and an Open Data policy. Through the Ceibal Plan, all children in public education have their own computer with internet and can share it with their families.[3]. In turn, the creation of the Ibirapitá Plan[4]has promoted digital inclusion for older people in order to improve social inclusion, participation and equity. Plans have been implemented to ensure that the population has basic digital literacy skills and programs linked to making procedures and services provided by the State available online, among other internationally recognized advances in Digital Government.

All these achievements are based on a sustained digital policy, reflected in the successive Digital Agendas that the country has carried out since 2008 to date.[5]. This

[2] UAIP:https://www.gub.uy/unidad-acceso-informacion-publica/; URCDP:http://www.gub.uy/unidad-Regulatory-Control-Personal-Data/
CERTuy:https://www.gub.uy/centro-nacional-respuesta-incidentes-security-informatica/

[3] https://www.ceibal.edu.uy/es/articulo/ceibal-en-cifras

[4] See:https://ibirapita.org.uy/

[5] See:https://uruguaydigital.gub.uy/agenda-digital/agenda-2020

The tool is based on a vocation for constant analysis and monitoring, with quality national statistics for its evaluation.[6]

These actions are contributing to the reduction of inequalities and access gaps between the higher and lower income population, and to the democratization of services, making digital development a hallmark of Uruguay within and outside its borders.

Furthermore, the country has led the ICT Development Index (IDI) of the International Telecommunication Union in Latin America and the Caribbean for eight consecutive years.[7], making it a very relevant player in the international context. Today, it is a member of Digital Nations, the group of the most digitally advanced countries in the world, being the first Latin American country to obtain this recognition.[8].

Uruguay has the conditions to address the current challenges of the Information and Knowledge Society and anticipate those that may arise in the future.

Based on the recognition of this national situation and the international context, joint work was carried out with different organizations and institutions related to the subject and common reference frameworks on Digital Citizenship were agreed upon to allow for the generation of coordinated and aligned awareness-raising strategies.

Within this framework, in August 2019, Agesic and UNESCO Montevideo convened public, academic and civil society organizations to a Digital Citizenship Working Group (GTCD) with the aim of preparing a document with recommendations for the design of a strategy on Digital Citizenship. Representatives of the following organizations and institutions participate in these meetings: Ministry of Education and Culture, Ministry of Industry, Energy and Mining, Codicen - Anep, National Institution of Human Rights, University of the Republic, Plan Ceibal, Ceibal Foundation, Technological University of Uruguay, UNESCO Montevideo, UNICEF Uruguay, Latin American Faculty of Social Sciences of Uruguay, Pensamiento Colectivo, Catholic University of Uruguay and Agesic.

In parallel with the preparation of this document, the transversal perspectives and dimensions of use contained in this strategy were validated in five thematic tables (“Early childhood”, “Youth”, “Older people”, “Gender” and “Role of the media”) within the framework of the Second Digital Citizenship Conference.

This Digital Citizenship Strategy for an Information and Knowledge Society presents the first actions to be carried out through an open construction process.[9],sharing the work done with stakeholders and referents who participated in the GTCD, gathering their vision and contributions. These actions seek to be the starting point for a process that must continuously monitor and rethink the way in which citizens use technology, as well as the results obtained to ensure digital transformation with equity.

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[6] For example, the ICT Use Survey (EUTIC). See: http://www.ine.gub.uy/encuesta-de-uso-de-la-tecnologia-de-la-informacion-y-las-comunicaciones See:https://

[7] www.itu.int/en/ITU-D/Statistics/Pages/publications/mis2017.aspx

[8] See: https://www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/comunicacion/noticias/uruguay-asumio-presidencia-del-digital-9 At

[9] the 2nd Digital Citizenship Conference in 2019, the cross-cutting perspectives, dimensions, and skills contained in this document were discussed in five thematic panels (early childhood, adolescence, the elderly, gender, and the media). Between June and September 2020, a public consultation was held on the document prepared by the Digital Citizenship Working Group.

DIGITAL CITIZENSHIP STRATEGY

1. Cross-cutting perspectives for Latin America

Starting from the reference frameworks and studies[10], as well as the particularities of the Latin American and Uruguayan reality for the generation of public policies that contribute to the development of Digital Citizenship (history, economic and social structure), the GTCD agreed on the following transversal perspectives to address the issue in Latin America:

Digital inclusion. Access to quality devices and connectivity, as well as the skills and educational level necessary for the development of instrumental digital literacy skills in all citizens. It also involves providing the appropriate conditions for universal accessibility.[11]so that all people can exercise digital citizenship, taking into account the specificities of each population (people with disabilities, the elderly, etc.), taking into account any reasonable adjustments that may be appropriate.[12]

Cultural capital. Attitudes, knowledge and skills that enable access, representation and production of diverse cultural forms.

Democratic culture.Recognition of cultural diversity, different points of view and opinions, valuing and caring for common spaces and the environment, ensuring inclusion and social equity.

Stake.Use of all available channels to intervene in strategic decisions that affect people's daily lives, with an emphasis on public affairs.

Human rights.Respect for human rights enshrined at the international, regional and national levels[13]and consideration of the new challenges that come into play in digital environments[14]. Assuming that the gaps in society are also reproduced in the digital environment, emphasis is placed on how

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[10] See "Annexes".

[11]Universal Accessibility Concept: "Universal accessibility refers to the set of characteristics that an urban environment, building, product, service or means of communication must have in order to be used in conditions of comfort, safety, equality and autonomy by all people. It presupposes the strategy of "Design for All "and it is understood without prejudice to theReasonable Adjustments that should be adopted." (Universal Accessibility and Design for All. ONCE Foundation. 2011).

[12]Concept of Reasonable Adjustment: "Necessary and appropriate modifications and adaptations that do not impose a disproportionate or undue burden, when required in a particular case, to ensure that persons with disabilities enjoy or exercise, on an equal basis with others, all human rights and fundamental freedoms." (Convention on the Rights of Persons with Disabilities, United Nations (2006).

[13]https://www.un.org/es/universal-declaration-human-rights ; American Convention:https://www.oas.org/dil/esp/tratados_b-32_convencion_americana_sobre_derechos_humanos.htm ; CONVENTION ON THE RIGHTS OF THE CHILD http://www.impo.com.uy/bases/leyes-international/16137-1990

[14]We share some links that reflect on human rights in the digital environment: https://www.deusto.es/cs/Satellite/deusto/es/universidad-deusto/sobre-deusto-0/derechos-humanos-en-entornosdigitales#:~:text=Every%20person%20has%20the%20right%20to%20the%20protection%20of%20their%20data,privacy%20of%20online%20communications. "Initiative in the Human Rights section, page 239 of the book Youth, transformation, digital and forms of inclusion in Latin America. https://digital.fundacionceibal.edu.uy/jspui/handle/123456789/229; https://www.gub.uy/agencia-gobierno-electronico-sociedad-informacionconocimiento/politicas-y-gestion/derechos-ciudadania-digital

the various categories of inequality operate in an articulated manner (from an intersectional perspective) in the rights linked to migration, gender, disability, economic and educational inequality.

2. Dimensions of uses and competences

It is established that the dimensions that must be considered for addressing the construction of Digital Citizenship refer to the way in which people use ICTs. It is understood that these uses lead citizens to improve their quality of life, enhance the opportunities that the digital environment offers and generate a space for coexistence and respect for human rights in which all people are represented, included and safe. In this sense, three dimensions are established: "Responsible and safe use", "Critical and reflective use" and "Creative and participatory use". It is necessary to clarify that these dimensions are not located in a hierarchical order, but rather they feed back on each other.

2.1 Critical and reflective use

This dimension focuses on a person's ability to understand and critically evaluate technologies and information. Among other aspects, it involves:

Information analysis.Knowing how to select, analyse, compare and process information on the web. Recognising reliable information and sources and knowing how to detect misinformation and fake news.

Ability to question content.Understand how technologies work and how they produce, prioritize and distribute content.

Understanding non-neutrality.Recognize that subjectivities, power relations, biases, political and commercial interests operate in the digital environment.

Understand what algorithms are and how they work.Understand how our data is obtained, managed and used as input for the development of Artificial Intelligence tools[15]and the impacts this technology has on our daily lives.

Identify the interests involved.Recognize the value of data and the power of the multiple actors that manage the digital environment.

Be aware of the digital ecosystem.Knowing who participates, how they relate and how decisions are made in the digital environment.

[15] For more information, we recommend consulting the Artificial Intelligence Strategy for Digital Government https://www.gub.uy/agencia-gobierno-electronicosociedad-informacion-conocimiento/sites/agencia-gobierno-electronico-sociedad-informacion-conocimiento/files/documentos/publicaciones/Estrategia_IA%20- %20versi%C3%B3n%20espa%C3%B1ol.pdf.

Understanding digital divides.Be able to reflect and highlight the ways in which the web and technology affect inequalities.

2.2 Responsible and safe use

It involves practices linked to generating a safe space for citizen coexistence in the digital environment. This means:

Self-regulation. Decide the amount of time spent surfing the web and define how, when, how much and for what it is used.

Ethical behavior.Reflect on possible ways to resolve each situation with personal and social responsibility for a peaceful and sustainable world and with the motivation and will to care for the common good.[16]

Empathetic behavior.Understand how my actions in the digital environment affect others.

Know and exercise rights in the digital environment.Be responsible, recognize and exercise rights to build a safe digital environment, and know what organizations and mechanisms exist to protect those rights.

Digital footprint awareness.Be aware of the scope and construction of the digital footprint, both your own and that of others, made up of traces of information about beliefs, values, skills, interests, hobbies, location and images.

Building digital identity.Knowing how to manage the set of information published about me on the Internet, which reflects my image and determines my digital reputation, that is, how other people see me in this environment.

Privacy management.Being able to decide what, how, when and where to expose my information and that of other people.

Risk management.Be aware of the risk situations that can arise on the Internet and understand how to manage or avoid them.

2.3 Creative and participatory use

It refers to the skills that allow us to use technologies creatively and take advantage of them for participation. Users, recipients, consumers and audiences can become creators, producers and authors. The creative and participatory dimension of digital citizenship involves:

[16] Definition inspired by the "Guide to Global Citizenship Education prepared by UNESCO" https://unesdoc.unesco.org/ark:/48223/pf0000233876

Develop content.Know how to create, edit and share valuable digital content, recognizing and respecting the ecosystem of copyright and open licensing.

Mitigating digital divides.Be able to work so that information technologies can be used to mitigate inequalities.

Have the ability to innovate with ICT.Know how to use digital tools and processes for innovation projects.

Develop communication skills.Being able to interact, exchange, propose, express oneself and socialize in a digital environment.

Using ICT for individual, community and social transformation.Promote the right to participate in democracy and community engagement, while using digital technologies as a tool for transformation.

3. Lines of action and objectives

In order to make the above definitions effective, three main lines of action are proposed with specific objectives for each of them:

3.1 Digital Citizenship Governance

This line of action aims to ensure that the construction of Digital Citizenship has an interdisciplinary, interinstitutional and transversal approach throughout the country. To this end, the main specific objective is to institutionalize the Digital Citizenship Working Group. This is aimed at generating knowledge, recommendations and actions that contribute to the construction of comprehensive and articulated public policies for the promotion and development of Digital Citizenship. The main objectives are:

a. Identify the Digital Citizenship ecosystem, that is, the organizations that comprise it, the roles and relationships that exist in Uruguay. Likewise, it seeks to consolidate[17]the Working Group, which must hold face-to-face meetings at least once a month.

b. Provide continuity and coordination to the multiple efforts made as part of public policies on the subject, seeking to align messages to citizens and their positioning on the public agenda.

[17] The current members of the group were summoned by UNESCO Montevideo and Agesic taking into account their experience in the subject. Throughout this period, the need to incorporate other organizations that consider perspectives that are not currently present in the group has been identified. In this sense, it is understood that this space is under constant construction and open to the incorporation of other organizations linked to the subject.

c. Promote and protect the construction of Digital Citizenship.

d. Address the topic of Digital Citizenship from different perspectives, reflecting on it from a holistic perspective.

e. To be a consulting group that, through inter-institutional and multidisciplinary debate, generates recommendations and good practices that contribute to eliminating the factors and conditions that hinder the development of full Digital Citizenship.

f. To insert Uruguay as a reference on the subject at a regional and international level.

3.2 Capacity development

This line of action aims to contribute to the development of the skills necessary to use the digital environment in a responsible, safe, critical, reflective, creative and participatory manner. In this sense, it is understood that it is necessary to continue working on the actions carried out[18] people involved in the subject, as well as to delve into the generation of instances of articulation and coordination that enhance the efforts of each of the country's organizations for the construction of Digital Citizenship. The main objectives are:

a. Provide a one-stop shop for access to educational resources that enable work on building Digital Citizenship.

b. Design a common path for the development of digital skills for different segments of the population.

c. Design and develop products, resources, theoretical and programmatic content for the exercise of Digital Citizenship at national and regional levels, adapted or oriented to different audiences.

d. Generate exchanges and common dissemination on the different initiatives promoted by each of the organizations working on the subject.

e. Motivate and support with resources and tools the debate and reflection on digital citizenship in the educational community, articulating with the different key actors in education.

f. Contribute to the development of initial and ongoing training actions for people working in the public sector and in key sectors such as health, finance, education, among others.

3.3 Research

The line of action for research and debate generation seeks to promote instances of analysis and monitoring that contribute to evaluating the construction of Digital Citizenship through its dimensions of use and strategic spheres.

[18] See Annexes

of action (social, economic, cultural and political). This line aims to contribute to the design of public policies based on evidence. To this end, the main objectives proposed are:

a. Generate joint research on the different ways in which citizens use ICTs.

b. Provide a single window for access to research related to Digital Citizenship.

c. Maintain up-to-date information on the progress of the construction of Digital Citizenship.

d. Conduct specific research.

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ANNEXES

Background

Although the term “Digital Citizenship” is relatively new, it is important to highlight the contributions of some currents that have contributed from different areas to the consolidation of this term and the relevance of its approach.

From Educommunication, with Mario Kaplún (1923-1998), Paulo Freire (1921 – 1997) and Celestine Freinet (1896 – 1966) emerged the pedagogy of communication, the reflection on the interrelation of communication and education, education for critical reception and the management of communication processes, among others.

Media Education highlights the contributions of the British Film Institute (BFI) and its six categories of analysis[19], Len Masterman and his recommendations regarding what should be addressed in Media Education[20], David Buckingham and his emphasis on critical understanding of how the media works, which allows us to understand how they represent the world and how they produce meanings and, in turn, how they are used by audiences. The European Union's (EU) interest in media education has increased in recent decades and reached its peak in early 2015, after representatives of the Ministries of Education of the Member States (MS) signed the Paris Declaration. In addition to committing to promote and implement policies for media education, in said declaration they agreed to focus on the development of social skills, critical thinking, civic skills, social inclusion and non-discrimination in the population of the region.[21].

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[19] ***Agencies***: Who communicates and why? Who produces the message? What is its intention and ideology? ***Categories***: What type of document is it? What genre does it belong to? To what extent does the genre influence the understanding of the text? ***Technologies***: How is it produced? What technologies does it use and how do they influence the final product? ***Languages***: How do you convey what you want to say? What codes and conventions do you use? ***Representations***: How does it present the topic? What does it include and what does it exclude? How does it talk about social groups? Does it use stereotypes? ***Audiences***: Who is the message addressed to? How does it appeal to its audiences? How do audiences reinterpret the content they receive?

[20] ***Everything the media communicates is constructions***The media offer representations and constructions that respond to their editorial line, ideology and intentions. Media education must unravel what these intentions are and analyze what each medium includes and excludes from the fact it reports. ***The media influences our perception of the world***. Therefore, it is necessary to analyze the way in which these constructions affect our perceptions and ideas. ***Audiences give meaning to messages***. Each person interprets or “negotiates” meaning differently, depending on his or her personal, family, social and cultural context. Media education should explore the particular way in which different audiences reinterpret messages. ***The media responds to owners***Media education seeks to analyze who owns the medium that broadcasts the message and how this ownership influences the content it transmits. ***Each medium has its own language, aesthetics and codes***Language remains a key element in media education. This education must teach how to recognize the forms of the message and analyze the way in which language affects the content.

[21] In 2016, the European Commission and the Council of Europe (CoE) published the report “Mapping of media literacy practices and actions in EU-28”. This report presents a state of the art in the Member States in terms of the main actors involved and projects developed in the field, as well as the skills on which these have focused and their level of significance.

We would also like to highlight UNESCO's efforts and, in particular, the conceptualization of "Media and information literacy for the construction and understanding of Digital Citizenship"[22].

Regarding the conceptual frameworks on Digital Citizenship, the following organizations developed the frameworks in depth:

The CoE has been working with the Council of Europe (CoE) to develop the Digital Citizenship Education Project. To this end, the CoE conducted an extensive literature review and survey of policies, programmes and projects, as well as several consultation sessions with key experts on the subject. In all cases, input was incorporated and experts from different regions (Europe, the United States, Canada, New Zealand and Australia) participated. In developing the Digital Citizenship skills framework (10 Domains), the CoE considered it essential to incorporate a variety of frameworks directly related to the subject. These frameworks cover media education models, internet literacy, digital skills, global skills, socio-emotional learning and education in democratic culture and values. Thus, the CoE resumes the axes of media education and defines Digital Citizenship as "the management of skills that allow people to function responsibly in the digital environment". Digital Citizenship –in this perspective- includes very diverse skills, such as the ability to create, share, socialize, research, communicate, learn, work and play. It involves three major dimensions:

- *Knowing how to be online:* Access to the digital environment. Ability to avoid any form of digital exclusion. Media and information literacy: thinking about technologies.
- *Online Wellness:* Skills to exercise ethical behavior and empathy with others. Healthy use of technologies. Responsible management of identity and digital footprint.
- *Online Rights:* Skills to participate in a democratic society and to recognise the responsibilities and rights that allow building a safe digital environment for all. Understanding the concept of privacy.

The European Union (the European Digital Competence Framework) also defines digital competences. In its view, digital citizenship includes the following aspects and dimensions:

- *Information literacy*: Ability to locate, select and process information/content on the web. Analysis of sources.
- *Communication and collaboration*: Knowing how to interact and collaborate through technologies. Being able to participate in a digital environment.
- *Creation of digital content*: Ability to create and edit digital content. Understanding copyright on the web.

[22] ***Media literacy***: refers to the ability to understand the role of the media in democratic society, critically evaluate the content they transmit and use them for expression and participation.***Information literacy***: emphasizes access to information, knowing how to locate it, evaluate it, process it, use it ethically and communicate it to others.

- *Security*: Ability to manage privacy. Know how to build digital identity and protect reputation.
- *Troubleshooting*: Ability to identify problems and solve them in a digital environment.

Likewise, since 2015, through the European Digital Market strategy, the European Commission has developed different lines based on digital competences. Specifically, since 2016, the European Commission has created the*Skills Agenda for Europe,* which aims to address the digital skills gap in the European Union through various instruments and initiatives, including: the coalition for digital jobs and skills, projects to promote programming training for students and funding for projects in education and digital skills, among others.

In the United States, the contribution of Harvard University stands out. There, the Youth and Media department developed the dimensions that, according to them, a digital citizenship program should focus on:

- *Privacy and reputation*:Knowing what it means and how to manage it.
- *Identity*: Understand how each one is presented on the web. *Positive*
- *behavior*: How to create kind and healthy relationships. *Security*: How
- to protect personal information on the Internet.
- *Interaction with the community*: How to use social media to raise awareness and drive change.

Finally, and taking into account that this is not an exhaustive list of contributions and frameworks on Digital Citizenship, knowing that there is much more material that has not been considered, the contributions of the DQ Institute are taken into account. This institute, together with the World Economic Forum, also developed a series of competencies that define Digital Citizenship. These could be summarized as:

- Knowing how to build a digital identity and understand the effects of the footprint left on the web.
- Use technology in a balanced way through self-regulation. Recognize risky
- behaviors: identify them and understand how they affect Internet browsing.

- Managing personal digital security: understanding privacy, knowing the risks and how to avoid them.
- Express empathy; Know how digital behavior can affect others.

- Build digital literacy, understand the structure and functioning of digital media.

National reference studies

The GTCD identifies the existence of valid measurement tools at a national level to deepen the understanding, comprehension and dimensioning of Digital Citizenship. Among them, we can highlight:

ICT Use Survey (EUTIC): The EUTIC is a specific statistical survey at an official level to find out the reality of access and use of information and communication technologies in Uruguay. It is carried out by the National Institute of Statistics (INE) and Agesic. Its objective is to obtain reliable and quality information about access to ICTs and their uses by people and households. The thematic axes of the EUTIC are: “Access to ICTs”, “Knowledge and skills”, “Internet and cell phone uses” and “Digital Government”. The EUTIC is a key element for the design and decision-making related to public policies on telecommunications and digital inclusion in the country. This survey has been carried out for the years 2010, 2013 and 2016 and the 2019 edition is currently being carried out.

Digital Citizenship Knowledge, Attitudes and Practices (CAP) Survey: This is a study that is carried out annually by Agesic's Information Society department. It examines the behavior of Uruguayans in dimensions such as ICT use and skills, trust in the web channel as a means of interaction with the State, and trust in the State as a manager of web channels, among others.

Kids Online Uruguay: This is an empirical and systematic study on the risks and benefits of Internet use in Uruguayan children. The study in Uruguay is part of Kids Online and Global Kids Online: a research and dissemination network that seeks to generate comparative evidence on the use of the Internet by children around the world, to promote their rights in the digital age.

DQ: The study was created by the DQ Institute of Singapore with the aim of assessing the level of digital skills in children aged 8 to 12, promoting the development of Digital Intelligence (DQ), understood as the sum of social, emotional and cognitive skills that allow individuals to face challenges and adapt to the demands of digital life. The instrument consists of an anonymous online questionnaire in Spanish, composed of 60 questions that must be completed in one hour during a single session. The test allows for the assessment of three macro-levels (“Digital Citizenship”, “Digital Creativity” and “Digital Literacy”) and eight associated dimensions (“Online Identity Management”, “Online Privacy”, “Online Time”, “Risks Associated with Internet Use”, “Cybersecurity”, “Digital Footprints”, “Critical Thinking” and Online Empathy).

International Computer and Information Literacy Study (ICILS): This is an international study developed by the International Association for Evaluation of the Educational Achievement - Netherlands (IEA). It was implemented in 2013 and 2018 in different participating countries. It is a standardized assessment that aims to determine the readiness of students to perform in the information age, determine the different factors that influence learning and the acquisition of digital skills, and obtain comparable data on performance in digital skills. Likewise, the instrument provides information on patterns of use of Information and Communication Technologies inside and outside the classroom, including attitudes towards technology and perceptions about functional knowledge of ICT.

Profile of the Uruguayan Internet user. It is a private investigation that the company Radar has been carrying out annually since 2003. The research consists of surveys to

people on access to and use of ICT, delving into a variety of topics such as e-commerce, social networks, types of devices used, browsers, etc. The survey is applied in two modalities, namely: a telephone survey to a random sample of 1,200 cell phone numbers aimed at people over 12 years of age and a self-administered online survey of 2,000 cases to people over 12 years of age, recruited through advertisements contracted on Facebook.

World Internet Project + Uruguay (WIP+UY): This is a nationally representative survey of people living in residential households. It is a product of the local adaptation of the World Internet Project questionnaire (replicated in approximately 50 countries) and, since 2016, in combination with the DiSTO Project questionnaire (From Digital Skills to Tangible Outcomes). WIP+UY 2013 corresponds to a sample of people aged 15 and over residing in households throughout the country that have a landline telephone.

WIP+DiSTO Oh:WIPUy + DiSTO, consists of the integration of the WIP and DiSTO projects in a longitudinal study of Uruguayan adults. WIPUy + DiSTO adapts and validates the DiSTO questionnaire ("From digital skills to tangible results") to Uruguay. It begins as a cross-sectional study of Uruguayan adults that moves in successive waves to a statistically representative panel of adult Internet users. The project is part of an international network in which Chile (Pontificia Universidad Católica de Chile), England (London School of Economics and Political Science) and Holland (University of Twente) participate. In 2017, the second edition incorporates the DiSTO questionnaire (WIP+DiSTO) and was carried out through a representative survey of all adults (18 years and older) with a cell phone in the country.

From technologies to tangible results.**From technologies to tangible outcomes: the role of digital skills in the wellbeing of Uruguay's public secondary education students:**It consisted of the adaptation, validation and implementation of the DiSTO project on a very specific population: public secondary education students in Montevideo. This research project aimed to gather empirical evidence on the relationship between digital skills, the uses of digital resources and the results that arise from the uses of the Internet at this specific moment in the life course of young Uruguayans. The study allowed to describe which students are benefiting the most from the use of the Internet, the role of digital skills in these results, as well as their interactions in the context of formal secondary education. It is developed by UCU and ObservaTIC-UdelaR.

Actions identified

The organizations that are part of the GTCD develop various actions that seek to promote safe, responsible, critical, creative and participatory use. Below are some examples of actions:

Training and sensitization	- Free online courses on Access to Public Information, Protection of Personal Data and Information Security. - Safe and responsible use workshops for teachers and the general public. - Inclusion projects and programs with families, educators, adolescents and the community. - Specific training courses for key stakeholders. - Awareness-raising activities. - Course for educators “The challenge of educating in the proper use of ICT”. - Awareness stands. - Thematic modules for 5th and 6th year secondary school students. - Virtual training for teachers and educators. Digital - Citizenship Workshops (awareness, good practices on the Internet and social networks). - Online moderation guide for families. - Neuroscience and Education. - Digital Citizenship Day. - Gender and ICT (5th and 6th year secondary school students). - Youth IGF Uruguay (raising awareness and training young people on aspects related to internet governance).
Investigation	- Research on the scope of the Ibirapitá Plan. Research on - citizen participation mediated by ICT. - Kids online Uruguay report. - Promoting research into the use, trends and perspectives of ICT.
Development of contents	- Design of content on different topics and profiles. - Development of robotics and programming platforms and programs.
Stake	- World Children's Day 2018. - Sowing experiences. Collecting experiences from teachers and students with the use of ICT. - Secondary school students as protagonists of citizen participation. - Creative and participatory use projects/programs. - Internet Governance Forum (IGF). - Girls in ICT Day. Basket of - services. - Participation in the Latin American Center for Solidarity Learning and Service.

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