National Strategy of Digital Citizenship for a Society of Information and Knowledge

Uruguay 2024 - 2028

Grupo de Trabajo Ciudadanía Digital

Grupo de Trabajo
Ciudadanía
Digital

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

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

In June, two roundtable discussions were held, with the participation of people from the public and private sectors, academia, international organizations and civil society.

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

In September, mid-term 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 WGCD reviewed the comments and assessed their relevance. All comments were accepted. tested through the same platform.

Strategy 2024 will be published in March 2024 - 2028.

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

Content

Introduction 4

Digital Citizenship Working Group 6

Purposes of the Strategy 7

What we understand by digital citizenship 8

Conceptual framework for addressing 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 in the subject 21

Awareness and Skills Development 22

Investigation 23

References 24

Introduction

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

Internet access in households in 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 educational level. Despite this increase, there is still a lack of access to the Internet.

There are still differences in the use and level of digital skills of people. These differences are mainly evident between younger and older people (in favour of the younger ones) and between people with a lower and higher educational level (in favour of people with a higher educational level).[1]

In turn, Uruguay is a country that in recent years has been forging an identity around the digital and its insertion in the international arena, both in terms of production and export of technology, but also 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 feedbacks, establishes 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 sense, it is relevant to identify that data are not neutral records, algorithms are not neutral technical data processing 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. In other words, we can speak of systemic impacts of many of these digital technologies. For example, those linked to their effects on the future of work and democracy as key elements.

It is therefore necessary to incorporate an analytical approach to these technologies that addresses their multiple consequences on society in general, taking into account that it is often the widespread, repetitive or cumulative nature of the practice that can make it harmful from a social perspective.[4].

In this sense, an analogy can be established, for example, with environmental impact, which encompasses a social dimension that cannot always be reduced to demonstrable individual damage. In other words, one can speak of systemic impacts of environmental deterioration, for which digital technologies are responsible and 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), Technocene: Algorithms, Biohackers, and New Ways of Life, Buenos Aires, Taurus*
4 *https://policyreview.info/articles/analysis/beyond-individual-governing-ais-societal-harm*

Part of these current transformations that Uruguayan society and the world are experiencing are also due to the transformations in production systems and datafication. The so-called fourth industrial revolution[5]It is not just a change in the forms of production and market creation. It also implies substantial transformations in societies that must be understood by all the actors involved, including the citizenry as a whole.

Likewise, the accelerated process of concentration of digital environment activity in small private platforms, which lead and establish their own rules and compete for the attention of more than half of the world's population (which is the one that currently has access to the Internet)[6], implies a challenge to the democratic exercise and sovereignty of countries.[7]

At the same time, it is necessary to recognize that technological development is capable of generating new and greater scope in the spaces of social and political participation; of enhancing the autonomy of people and allowing access to diverse populations and cultures; of fostering creativity and collaborative developments; and of promoting the exercise of full citizenship. In this sense, 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 involves both obligations of the States, as well as responsibilities of the private sector, organized civil society, international organizations, academia and citizens as a whole. Together with the recognition of these responsibilities, these actors must be able to participate in the creation of policies related to the digital environment.[8].

Digital Citizenship Working Group

The GTCD is responsible for developing and ensuring the implementation of this Strategy. It is an open space for institutionalized participation[9], made up of the public sector, civil society organizations, academia and international organizations. Its mission is to agree, promote and implement conceptual frameworks of reference 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 has access to the Internet: https://ourworldindata.org/internet*
7 *See the report The role of large internet platforms and their impact on freedom of expression and public deliberation: https://www.observacom.org/wp-content/uploads/2021/04/undp-uy-pub-PNUD-Obervacom-2021.pdf*
8 *IACHR. RELEASE. Paragraphs 96 and 97: https://www.oas.org/es/cidh/expresion/docs/publicaciones/internet_2016_ENG.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 where to address, implement and monitor the construction of citizenship in the digital environment in Uruguay.

Purposes of the Strategy

This Strategy is based on a human rights approach and seeks to enable people to know their rights and the mechanisms to exercise 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 on the exercise of rights.

Its main purpose is to establish conceptual and common action frameworks that contribute to guaranteeing and promoting human rights in the digital environment, reducing the inequalities generated therein and improving the quality of life of individuals and society as a whole.

It is important to clarify that this is a Strategy that focuses on building citizenship in the digital environment and that it must necessarily converse with other specific strategies or conceptual frameworks that delve into related topics. In this sense, documents such as the Cybersecurity Framework, the Artificial Intelligence Strategy, the National Data Strategy, the regulatory frameworks for the Protection of Personal Data, 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 to address the exercise of citizenship in the digital environment in Uruguay, articulating and positioning the country in the regional and international context.
- Promote, coordinate and monitor the actions carried out by the different organizations that address this issue, whether or not they are part of the Digital Citizenship Working Group, promoting collaboration to strengthen its impact.
- To provide guidance to organizations that, within the framework of their intervention with population groups, specific problems and interests, decide to incorporate into their work or delve deeper into topics related to the exercise of citizenship in the digital environment.
- Contribute to the generation of knowledge and the development of the conditions and skills to understand how the digital environment works, reflect on coexistence practices and promote forms of participation and creation in this environment.

- Strengthen the exercise of citizenship in the digital environment by focusing on those populations in situations of inequality and vulnerability, as well as on the various groups that may influence the reproduction, or not, of the conditions of inequality in this environment.

What we understand by digital citizenship

On a daily basis, the concept of citizenship is related 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 United Nations Educational, Scientific and Cultural Organization (UNESCO)[10], conceives citizenship as a global citizenship, linked to the interdependence and interrelation between countries in the economic, cultural and social domains.

On the other hand, the environment, the sphere in which people are constructed as social beings, has been transformed due to the impact of digital development. Citizenship is redefined in this still novel and changing space that has become another place to live in, like the square or the street.

Digital citizenship is understood to be a concept that is constantly under construction. It constitutes 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 assume virtual formats that enable or restrict citizen practices.

Exercising citizenship in the digital environment involves understanding the ways in which data, algorithms and platforms influence personal, community and social attitudes. In turn, it involves knowledge of human rights, the mechanisms to exercise them and claim them when they are not duly respected and guaranteed. It also involves reflecting on practices in this environment to generate coexistence and achieve greater personal, community and social well-being.

In short, digital citizenship is a concept that refers to the way in which 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, in order to develop ourselves as individuals and in society.[11].

10 *Global Citizenship Education: Preparing learners for the challenges of the 21st 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: "Building citizenship in digital environments. Starting point"*

Conceptual framework for addressing digital citizenship

This framework aims to establish the minimum agreements from which the actions of this Strategy are understood, designed and implemented.

It is based, first of all, on the**human rights approach**, recognizing as intrinsic characteristics the universality, indivisibility, interdependence and integrality of the rights as a whole.

In turn, it is composed of a set of**transversal perspectives**which, although they are not exclusive to the construction of citizenship in the digital environment, must be valued and

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

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

Human rights approach

This approach refers to the representation and expression of the set of values that constitute the ethical positioning from which to think about citizenship in the digital environment. It recognizes the ethical and legal bases on which, within the framework of this Strategy, we seek to configure responses and provide guarantees for development in the digital era.[12]

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

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

- The role of**State**as the main guarantor of the exercise of these rights, both in the physical territory and in the digital territory, which today constitute the social territory in which people live.
- The responsibility of companies in the**private sector**to respect, prevent, mitigate and, if necessary, remedy the negative consequences on human rights that are observed in the context of their activities.
- The effective and timely participation of the**civil society**and the multiple parties involved in the process of building, implementing and monitoring policies.
- The**academy**in its role of analysis, conceptual development, generation of research and empirical evidence that supports the debates around this topic.
- The**international community**, in its relevance as a space to amplify attention and facilitate deliberation and intervention in the global public agenda in relation to the construction of citizenship in the digital environment.

12 *"The human rights approach is based on two fundamental pillars: the State as guarantor of rights and subject responsible for their promotion, defense and protection; and individuals and social groups as subjects with rights and the capacity and right to claim and 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 sense, the challenge arises of analyzing some rights based on the evolution of technological development and its impacts on the population. Considering the debate between the position that has prevailed until now in the human rights bodies, that all human rights are guaranteed by human rights standards also in the digital environment, and those who maintain the need to incorporate new concepts for the rights that are put into play especially in the digital environment. Some examples in reference to these discussions are the right to disconnection, to the digital legacy, to freedom of expression on the network, to digital personal identity, to transparency and responsibility in the use of algorithms, to have a final human authority in the decisions of expert systems, to equal opportunities in the digital economy, to accessibility in the digital environment. As well as the right to comprehensive protection of people and respect for human rights in the development and use of neurotechnologies.[13]

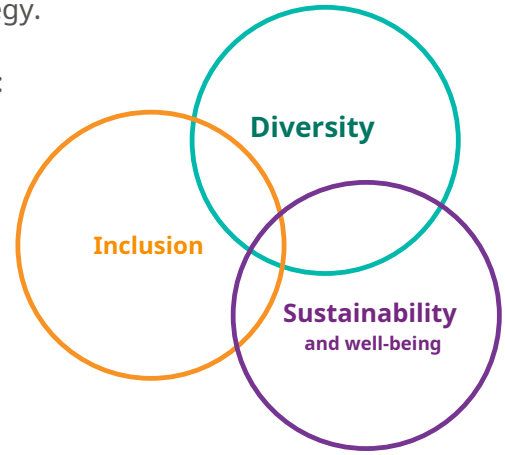
Cross-cutting perspectives

Establishing transversal perspectives to think about the construction of citizenship in the digital environment has the following objectives:

- **Enhancing a critical perspective:**act as a framework to challenge, contribute to and enrich the way of thinking and working on building citizenship in the digital environment.
- **Recognize the starting points:**identify the structural conditions for the exercise of citizenship and those that are enhanced and put into play specifically in the digital environment.
- **Guide design and implementation:**develop, based on these perspectives, the guidelines, objectives, actions and products of this Strategy.

In this sense, three transversal perspectives are considered:

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



13 *See: Inter-American Declaration of Principles on Neuroscience, Neurotechnology and Human Rights: 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 between diverse populations. However, the process of concentration that this environment undergoes establishes new forms of power and control that exacerbate existing ones and, at the same time, create new modes of exclusion and peripherality.[14]In this sense, it is necessary to respect and promote diversity, to ensure the representativeness and integration of plurality in the participation, appropriation and construction of this environment. It is therefore important to consider all diversities in order not to contribute to the creation of a homogeneous, biased digital environment, ensuring that all populations and knowledge are represented and able to participate and influence.

From this perspective, it is proposed to consider at least the following diversities:

- **Cultural:**refers to the cultural heritage and production, to the construction of knowledge, skills and practices that allow access, representation, preservation, appreciation and production of diverse cultural forms.
- **Gender-sex:**refers to the importance of considering gender diversity in the digital environment from the design, production and exchange stages for technological development based on rights.
- **Territorial:**It refers to taking into account that people's places of origin, as well as their places of adoption, constitute a determining identity element that comes into play in the digital environment and must be considered.
- **Generational:**It refers to the differences, specificities and possible vulnerabilities of each generational segment being considered and respected so that all people can participate and exercise their rights.
- **Racial Ethnicity:**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 others:**refers to the need to generate the appropriate conditions to promote 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 different disability situations.

14 Cobo, C (2019) I accept the conditions, uses and abuses of digital technologies. FundaciónSantillana.

Inclusion perspective

Information and Communication Technologies (ICTs) 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 previously distributed socioeconomic resources.[15]

In the digital environment, pre-existing inequalities are reproduced and new ones are generated. For this reason, it is necessary to recognize them in the exercise of rights, in the conditions of access, autonomy of use and participation in this environment, from an intersectional approach, paying special attention to those inequalities that refer 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 to consider, at least, the following aspects:

- **Social inequalities:**It refers to the need to intervene to compensate for disadvantageous situations and avoid exacerbating asymmetries, recognizing pre-existing inequalities that particularly affect certain groups, such as people with disabilities; age groups, with special emphasis on the elderly and children; women and dissidents; people of African descent; and other vulnerable or underprivileged populations.

- **Infrastructure:**It refers to the development, use or choice of infrastructure, software and platforms that guarantee national sovereignty as an initial and enabling condition for people's activity in the digital environment. It refers to the ability to have the deployment of accessible, quality and affordable connectivity infrastructures for people. As well as having the capacity to adapt the infrastructure
  and technological developments to the technical requirements demanded by the dynamics of technological evolution.

- **Device Access:**have accessible devices in terms of availability and cost, effective for the activity in terms of technical capabilities and functionalities for what users require, including reasonable adjustments.[16]

15 *Dodel, M. (2021) Socioeconomic Inequalities and Digital Skills. In Rohlinger, DD &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 modifications and adaptations which do not impose a disproportionate or undue burden, when required in a particular case, to ensure by 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 to break down barriers and not to enhance existing ones. An accessible development so that in the digital environment all people can exercise their citizenship, taking into account the specificities of each population.

- **Digital Citizenship Literacy:**refers to the development of instrumental and fundamental skills in the entire 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 going through a time 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 and enhance the positive ones that this development entails must be a fundamental axis when thinking about the construction of citizenship also in the digital environment.

This involves promoting people's well-being and social, economic and environmental sustainability. We understand well-being as the subjective and objective conditions associated with the physical, psychological, social, economic, temporal and cultural aspects that affect people's quality of life in the digital environment.

From this perspective, it is proposed to consider at least the following aspects:

- **Biopsychosocial:**It refers to the way we guide our civic practice in the digital environment, considering the development of health and quality of life of people, communities and cultures; and the generation of growth opportunities in an equal and equitable manner.

- **Environmental:**It refers to environmental care and natural resources, considering the impact of digital development and our daily behavior on the environment. The depletion of natural resources (water, mining and fossil) that involves the manufacture of devices, the weight of emissions that is involved in keeping them in operation and the consequences of decisions regarding the final disposal of technological waste, as well as the impacts of the carbon footprint and water use that requires the training of machine learning models.[18], makes up a complex panorama that must be considered. At the same time, it must be recognized that technological development can generate opportunities to mitigate some of its effects and respond in times of crisis.

17 *Costa, Flavia (2021), Technocene: Algorithms, Biohackers and New Forms of Life, Buenos Aires, Taurus*
18 *Strubell et al., ACL 2019, Energy and Policy Considerations for Deep Learning in NLP, URL: https://aclanthology.org/P19-1355*

Dimensions and skills

Addressing the construction 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 subject and the need to analyze it critically through complementary and interdependent approaches.

The proposed dimensions are not exhaustive, but can be expanded with new and complementary perspectives.

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

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

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

It is defined**digital skills**as the sum of knowledge, capabilities, skills, attitudes and strategies required for the use of digital technologies and the Internet. These skills are divided into two broad categories: “fundamental digital skills” and “instrumental digital skills”.

The latter refer to skills and abilities linked to the handling of the tool that, because they are centered on the instrument, are called**“''Instrumental digital skills''**These skills are those that facilitate the practical use of digital devices, platforms and applications, either to access information or to carry out better management of the task at hand.

For their part, the**““fundamental digital skills”**They seek to promote critical thinking in people when using 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 called “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-desafiospara-desarrollar-habilites*

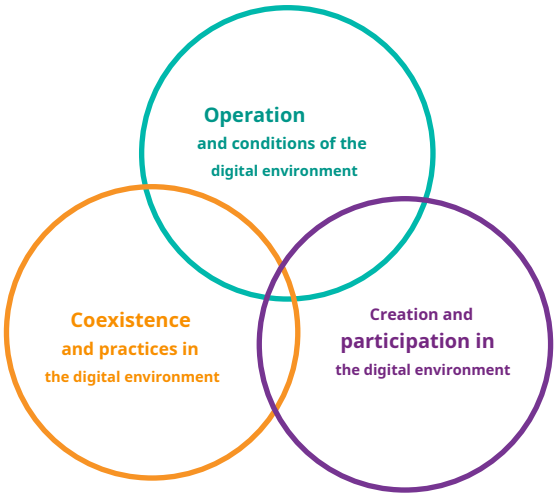
These dimensions and skills aim to:

- **Consider different approaches:**address both the understanding of the operating logic of the digital environment and the reflection on personal and collective practices, as well as the construction of the skills necessary to take advantage of digital technologies to create, participate and influence.
- **Recognize the complementarity and interdependence between different approaches:** Recognizing the need to work and develop defined knowledge and skills in an interdisciplinary manner. It is not enough to delve into a single dimension to exercise citizenship in the digital environment.
- **Identify the skills:**define a series of specific skills that the population has 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 to understand and critically evaluate the functioning and conditions of the digital environment, recognizing the relevance of understanding the rules of the digital environment as a key to making informed decisions.

Includes the development of the following skills:

- **Analyze information and question content:**know how to search, select, analyse, compare and process information on the web. Recognise reliable information and sources and know how to detect misinformation. Understand how digital technologies produce, prioritise and distribute content.
- **Understanding data usage:**recognize the value of data and the power that its management gives to multiple actors in the digital ecosystem. Understand how traces work

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

- **Identify the use of algorithms and their impacts:**understand how data is obtained, managed and used as input for the development of tools to profile people and the impacts it has on different populations. Understand that search engines, social networks, live streaming platforms, etc. mediate recommendation algorithms, 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 biases in the construction of algorithms. Identify the importance of algorithmic transparency.

- **Understanding how artificial intelligence (AI) and other high-impact digital innovations work:**Critically consider the impact and consequences that the widespread use of disruptive and emerging digital technologies has on our lives, taking into account the collective and social effects that in many ways can transcend a person and their immediate environment. Identify the potential of these technologies to improve people's quality of life. Reflect on their use, biases and impacts on human rights and vulnerable populations and in certain areas such as education, health, employment, the economy and public safety.

- **Recognizing 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 operation of algorithms, in the design and mediation of platforms, as well as in the language that prevails in this environment.

- **Understanding how the digital ecosystem works:**Understand who participates in the digital environment, governance and power relations. Identify the responsibilities of the different actors that make up this ecosystem. Understand the impacts that this operation has on people's daily 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 contribute to making this space a place of healthy coexistence, recognizing that the space itself must contain the minimum conditions of safety for people and for the exercise of healthy relationships.

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 supports them. Know the existing mechanisms to demand their guarantee and protection.

- **Seek ethical and empathetic behavior:**understand how my actions affect other people and the ecosystem in the possibility of generating a healthy digital space.

- **Manage usage:**reflect on the ability to decide the time spent surfing the net and seek a healthy balance in the relationship with digital technologies, defining what, how, when, how much and for what purpose it is used, understanding how the attention economy works and its impact on health. Develop the ability to self-regulate and accompany other people in the self-regulation process.

- **Managing risks:**be aware of the risk situations that can arise on the Internet and understand how to prevent or manage them. Recognize the violence that is reproduced and promoted in the digital environment and identify where to go to report it. Recognize the importance and ways to protect online security. Incorporate habits to prevent the most common security errors (cyber hygiene). Know where to go in case of scams or computer crimes.

- **Managing your digital footprint and identity:**seek 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 can make of my interactions.

- **Manage privacy:**understand the importance of privacy and how it is put into play in our behavior and that of the people with whom we share and interact in the digital environment. Identify certain behaviors as the effect of the loss of social restrictions 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 go in case of a privacy violation. Recognize the importance of protecting personal data from both an individual and collective perspective.

20 *Suler, J. (2004). The effect of online disinhibition. Published in Cyberpsychology and 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 value privacy highly, but behaviorally give up their personal data for very little or take no steps to protect their privacy. See: 1. Susanne Barth, Menno de Jong, The Privacy Paradox: Investigating the 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.*

2. Daniel Solove, "I Have Nothing to Hide" and Other Misunderstandings About 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

- **Have environmentally sustainable behavior:**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 developing digital content and solutions that can, among other things, help mitigate existing gaps and influence individual, community, social and environmental transformation. Recognizing the possibility of obtaining a positive result in the interaction with information and communication technologies (ICT).

Includes the development of the following skills:

- **Develop digital content and solutions:**know how to integrate, adapt, elaborate, re-elaborate, develop digital content, program, as well as know and apply copyright and usage licenses to both information and content. Know how to use digital tools and processes to generate innovative proposals in order to solve, improve or address existing situations.

- **Identify and mitigate digital gaps:**be able to detect how the digital environment can reproduce pre-existing gaps and generate new ones; and develop actions to collaborate in their mitigation.

- **Manage state information and services:**to know and exercise the right of access to public information, that is, all information that is generated or is in the possession of any public body. To be able to benefit from the use of public digital services, digital participation channels and access to public information for personal and social purposes.

- **Managing and using data:**know and use open data, including government data, to inform, create innovative services, visualizations and research that stimulate transparency and citizen participation in improving public policies.

- **Create and participate for personal and social transformation:**understand the value of participation in democracy, awareness of the public 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 the expression of interests, participation in debate and public discussion, to the mobilization and development of intervention actions. Create knowledge and content that promotes transformative actions in the digital environment.

Strategic lines

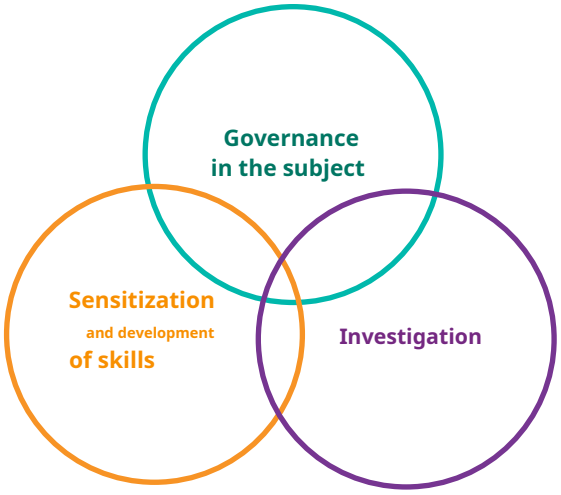
Based on the defined conceptual framework, it is proposed to work on the construction of digital citizenship in Uruguay in three possible strategic lines. A series of objectives are defined for each of them. These lines and objectives are interrelated and their results impact and provide feedback to each other.

The strategic lines and objectives defined in the following document are intended to guide organizations in the execution of actions related to the construction of citizenship in the digital environment for the next four years.

Every year, the GTCD prepares an action plan with specific objectives and goals, which include the actions carried out by the Group and those related to the topic that are carried out within the framework of the organizations that form part of it. At the end of each year, it reports on the execution carried out.

The proposed strategic lines are:

1. ***Governance in the theme***
2. ***Awareness and Skill development***
3. ***Research***



1. Governance on the subject

This line proposes that the construction of digital citizenship should have an interdisciplinary, interinstitutional and transversal approach. To this end, it is proposed to disseminate the topic, strengthen the role of the GTCD, articulate with other national and international actors and establish mechanisms for updating, measurement and monitoring.

Its main strategic objectives are:

- To work 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 exchanges with experts linked to the Internet governance ecosystem.

- Position the theme of citizenship building in the digital environment among qualified experts and citizens, considering diverse populations and communication formats.

- Strengthen the GTCD in its role as a reference, developing internal training instances on specific topics.
- Generate recommendations and good practices, as well as carry out a survey of reference regulations to systematize and transmit the existing legal frameworks on the subject.
- Establish mechanisms for measuring and monitoring the objectives proposed in the Strategy, taking into account transparency and accountability to ensure that this measurement and monitoring are public and that citizen participation is possible.

2. Awareness and skills development

This line aims to contribute to the development of the conditions and skills necessary to understand how the digital environment works and its impacts on social interactions, democratic exercise, the sovereignty of countries and environmental care. At the same time, it aims to reflect on our practices of coexistence and promote forms of participation and creation in this environment.

Its main objectives are:

- Develop theoretical content, training courses and educational resources for the exercise of digital citizenship at national and international level, adapted and oriented according to problems, segments or different audiences. Strengthen the transversal presence of the subject in the curriculum throughout the educational career of people.
- Promote reflection and raise awareness about digital citizenship in key sectors capable of reproducing inequalities or contributing to mitigating them. Consolidate a line of training for citizens in general and a specific line of training for trainers, in all aspects concerning digital citizenship, articulating with different institutions.
- Strengthen a network of experts who contribute to disseminating 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 instances that contribute to evaluating actions aimed at building digital citizenship. At the same time, it proposes to provide knowledge for the design of evidence-based public policies.

Its main objectives are:

- Update reference frameworks and research on the subject, as well as collect and problematize discussions and debates that raise the social implications that ICTs impose on the construction of citizenship in the digital environment.
- To highlight and disseminate the actions and research being carried out for reflection and the construction of citizenship in the digital environment.
- To guide, promote and disseminate the development of new research on the subject, emphasizing the need to broaden the debate and research on the impacts of technological development on people, societies and the environment.

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