

COMMISSION JEUNESSE 2017-2018



ETHICS AND
CYBERCITIZENSHIP:
A Youth Perspective

Québec



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CYBERCITIZENSHIP:
A Youth Perspective

**Commission de l'éthique
en science et en technologie (CEST)**

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Accessibilité Québec

Cover image

Shutterstock

2018 CEST-Jeunesse position statement filed at the
89th meeting of the Commission de l'éthique
en science et en technologie on 13 April 2018.

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Legal deposit – Bibliothèque et archives nationales du Québec, 2018

ISBN : 978-2-550-81914-1 (PDF)

2018 CEST-JEUNESSE

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Report on CEST-Jeunesse Proceedings



Official opening of the #CEST-Jeunesse 2018 forum. From left to right (near the screen): Pierre Després, co-organizer of the forum, *Penser la démocratie autrement* [Thinking differently about democracy]; Jocelyn Maclure, President, Commission de l'éthique en science et en technologie (CEST) [Commission on ethics in science and technology]; Sébastien Goupil, Secretary-General, Canadian Commission for UNESCO (CCUNESCO); and Maria Mourani, Government of Quebec Representative on the Permanent Delegation of Canada to UNESCO.



The cohort of college students with the Government of Quebec Representative on the Permanent Delegation of Canada to UNESCO and the Secretary-General, CCUNESCO.



Closing day: CEST-Jeunesse official spokespersons present issues raised and forum conclusions.



Discussion and exchange about a forum statement to reflect the views of the young participants.



Students during a working session.



Moderator Sacha Calixte, philosophy professor, Cégep Limoilou, during the deliberations with CEST-Jeunesse students.



Discussions between CEST-Jeunesse participants and their professors.



PREAMBLE BY THE *COMMISSION DE L'ÉTHIQUE EN SCIENCE ET EN TECHNOLOGIE*

The *Commission de l'éthique en science et en technologie* (CEST) is pleased to publish CEST-Jeunesse's seventh position statement. The project, which focused on cybercitizenship, ran from September 2017 to January 2018, and involved philosophy teachers and their students from several CÉGEPs (general and vocational colleges) in Quebec.

Every two years since 2005, CEST has held a youth commission activity known as CEST-Jeunesse. This project is an opportunity for CÉGEP students to explore concrete ethical issues associated with a given science and technology application, and to become familiar with CEST operations and ethical debate.¹

The Commission would like to highlight the outstanding quality of the work of CEST-Jeunesse participants, both during the preparation period and the actual discussion days. The findings and recommendations submitted will be passed on to the appropriate authorities.

The thoughtful deliberations of CEST-Jeunesse members could not come at a more timely moment. The scandal around Cambridge Analytica's use of personal Facebook data broke out between the time of the CEST-Jeunesse project and the publication of this position statement. The company used the data of millions of social network users in the United States to roll out a customized communications strategy targeting the electorate's fears based on individual psychological and socioeconomic profiles. This strategy sought to influence their votes by pushing them towards the candidate who had hired Cambridge Analytica, Donald Trump, who was subsequently elected as President of the United States.

This story reminds us that the data we share online, especially social networks, can be used for purposes that we might not initially expect. It is also a reminder that digital networks have social roles that have repercussions on the lives of citizens and the democratic life of nations. Protecting our personal data raises issues that include the integrity of institutions and democratic processes.²

The topic of cybercitizenship is a difficult one and can be approached from a number of angles. CEST-Jeunesse chose to focus on social networking, setting aside other relevant contexts such as the online gaming community or discussion forums. This limitation should be taken into account when reading the position statement. There are no obvious solutions to the issues. The Internet is global, which means that governments have a limited capacity to act, given that the leading companies in the digital marketplace are multinationals with widespread activities around the world. Regulatory powers exist but have a limited effect. If governments are somewhat reluctant to tackle these difficult issues, it is perhaps because few leaders are ready to take the bull by the horns. CEST-Jeunesse youth members challenge their elected representatives to assume that leadership role, especially given that the Quebec government, in its new Digital Strategy, recently affirmed the desire to take the lead as an agent of digital transformation around the world, involving greater responsibilities in terms of ethics, privacy and data management.³

1 For more information on this activity, see Appendix 2.

2 The Commission Secretariat explored this issue in its weekly online *Éthique hebdo* issue of 23 March 2018 [Online - French only].

3 Gouvernement du Québec, 2017. *Stratégie numérique du Québec : un projet de société* [Online - French only].

We can only hope that these young people will soon be leaders in this area for their society, and an inspiration to their peers.

It is important to listen to these youth. They have an inside perspective as people who see and experience hands-on the possibilities for action and empowerment offered by digital technology, as well as its limitations. Their message is simple: "We are not naive. Help us implement our ideas. Trust us. We are informed citizens and the very fact that we are 'digital natives' prepares us to make a difference from within to enhance public debate and the conflicting interests that have come to dominate it."

CEST-Jeunesse puts considerable emphasis on the responsibility of digital stakeholders and the accountability of individuals and organizations. It sees citizenship more as having rights and freedoms and less as being a member of a political community engaged in the public sphere. That might be surprising. However, CEST-Jeunesse strongly challenges the Government of Quebec in its recommendations and welcomes solutions that emanate from institutions so that the burden of change does not fall solely on individuals.

Lastly, the Commission would like to thank the members of CEST-Jeunesse and all those who helped make this event a success.

The activities of CEST-Jeunesse are made possible by the voluntary participation of philosophy teachers in the CÉGEP system. For this edition, three teachers from three Quebec CÉGEPs oversaw the students' preparatory work throughout the fall 2017 term.⁴

These teachers had their students work from information documents and discussion tools developed by the Commission Secretariat. The students conducted research and took part in workshops on the themes of digital technologies, democracy and citizenship. They then assembled for discussion days held in Quebec City.⁵ This position statement was prepared in the months following those sessions.

This year, CEST-Jeunesse invited Mr Sehl Mellouli,⁶ as an expert-in-residence who was available during discussions to answer students' questions. The Commission extends its deepest appreciation to Mr. Mellouli for his generous participation in CEST-Jeunesse.

From the outset of the project, the Commission received thoughtful advice from experienced teachers who participated in previous editions. Their contribution was key to the significant CEST-Jeunesse restructuring for the 2017-2018 edition.

For the first time this year, CEST-Jeunesse received invaluable communication and dissemination support from the Canadian Commission for UNESCO, for which we are very grateful. We would also like to thank our other partners: Maria Mourani, Quebec's representative to the Permanent Delegation of Canada to UNESCO, and the Quebec government's Youth Secretariat.

4 Robin Cormier (Limoilou), Katherine Deslauriers (Jean-de-Brébeuf) and Manon Lortie (Jonquière). The selection of only three teachers is explained in Appendix 2.

5 The composition of CEST-Jeunesse 2018, which consisted of 12 members from three CÉGEPs, is presented at the beginning of this document. For more details on the weekend program, see Appendix 3.

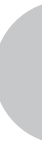
6 Mr. Mellouli is a professor in the Faculty of Business Administration at Laval University.

The Commission hopes that, by giving youth a voice and encouraging them to take an ethical look at the issues that concern them, CEST-Jeunesse 2018 will make a unique contribution to public debate, and that this work will be the starting point for broader and more ambitious thinking about cybercitizenship.

Chair, *Commission de l'éthique en science et en technologie*,



Jocelyn Maclure



INTRODUCTION

The concept of "cybercitizenship" or "digital citizenship" refers to codes of conduct in the digital world. While digital technology offers positive opportunities for renewed citizenship or citizen action, the use of this technology for political purposes also raises ethical and social issues. The Internet – and the digital world in general – is seen both as a space of freedom and expression, with new possibilities for collaboration and collective action, and as a sometimes addictive commercial space that can contribute to feelings of isolation and withdrawal. Identities in physical, social and digital worlds are interrelated in complex ways without completely overlapping. These identities compel a fresh look at issues of anonymity and privacy (e.g., the "right to be forgotten," actions hidden behind an avatar, personal data collection, cybersurveillance, etc.).

While new information technologies also change our ethical compass and require new learning to guide our behaviour in the digital world, the technology has developed too quickly for well-defined social and ethical codes to keep pace. For instance, the line between private and public spaces is becoming increasingly blurred, especially for new generations. Digital technology also raises issues of trust and accountability (e.g., trolling, fake news, etc.).

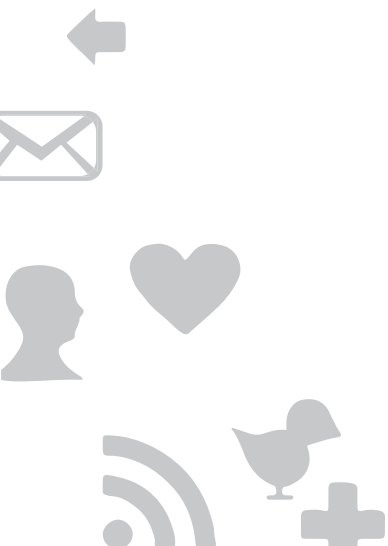
What norms and values should guide our online interactions? How can we make the digital world a democratic space that promotes participation and expression? Are the commercial aims of the major digital players such as Google, Amazon, Facebook and Apple (GAFA) compatible with the ideal of freedom advocated by Internet pioneers? How can we make people aware of both the risks and the new possibilities for democracy offered by digital technology?

The **7th CEST-Jeunesse** assembled in January 2018, with these questions as a starting point. The CEST-Jeunesse members – 12 CÉGEP students – pondered the meaning of cybercitizenship, cybercitizen rights, responsibilities and obligations, and what they could expect from government. This position statement reports on the work done by CEST-Jeunesse 2018, its questions, findings and recommendations. It also submits a draft *Digital Citizenship Charter* for public discussion.

The first chapter of the position statement presents what is meant by cybercitizenship or digital citizenship and the major challenges it represents.

In the second chapter, CEST-Jeunesse focuses on five main ethical issues related to cybercitizenship: freedom of expression and quality of information; personal and social responsibility of digital stakeholders; transparency; privacy; and justice.

In the third and final chapter, CEST-Jeunesse makes eight recommendations for the government, the private sector and civil society for applying cybercitizenship values and addressing the challenges and issues raised.





1. THE DIGITAL WORLD: BLURRING THE BOUNDARIES BETWEEN PUBLIC AND PRIVATE SPACES

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The Internet and digital networks constitute a complex environment that mirrors society: a place of communication and information; mobilization and political action; socialization and seduction; surveillance and voyeurism; trade and business; criminal activity, and so on. What goes on there is sometimes highly visible – such as the lives exposed in social media – and sometimes much less so, such as lines of code and algorithms that determine what we see, competing commercial interests to attract our attention to specific content and monopolize it, or Deep Web* activities.

The digital world is somewhat a reflection of society, albeit a slightly skewed one, given its own particular distortions. Individuals are often faceless and anonymous to one another – even though they are easily identifiable for businesses and organizations collecting their data. Online political positions are often polarized, contributing to increasing social tensions. The interactivity of Web 2.0 promised to bring us closer together, break down borders and build communities. While there is some truth to those promises, we have also seen the sinister effects on the quality of our collective coexistence and civic relations.

Our online interactions therefore have a more overarching impact on the quality of community life. A number of events of recent months and years captured CEST-Jeunesse's attention:

- The #MeToo movement denouncing sexual violence, and its potential for social change;
- The fake news* phenomenon and its impact on quality of information and public debate;
- Internet use by violent extremist groups to recruit supporters ("soldiers") and spread hate propaganda;
- The recent undermining of the principle of Internet neutrality in the United States, and the fear that the same phenomenon could occur in Quebec, with the related risks regarding equitable access to diverse content;⁷
- The growth of targeted advertising and website customization based on digital footprints or cookies* left by individuals (e.g., browsing data or personal information);
- The lagging adoption of open source and free software by individuals and organizations;
- Multiple incidents of hacking, fraud and identity theft, illegal activities on the Deep Web* and so on.

⁷ The Commission Secretariat explored this issue in its weekly online *Éthique hebdo* edition of 10 February 2017 [Online - French only].

* Denotes glossary entry.

These concerns prompted CEST-Jeunesse to wonder whether, in the current context, digital technology serves humans well, and if it ultimately offers more advantages than disadvantages. Is a responsible and optimal use of digital resources collectively encouraged? Do we really know what we are being exposed to when we browse the Internet and share sometimes personal information? Does the Internet promote democracy or rather does it help bolster anti-democratic movements? What are the roles of citizens and governments in establishing core values such as civic-mindedness and solidarity for the digital world?



The Internet as a public space

Is it the Internet's role to promote citizenship and democracy? We see the digital world as a place where many private interests intersect, including those of individuals as citizens or consumers, those of governments and political parties, and those of private business. But the Internet is also considered a *public space*, a concept that refers to many places accessible to everyone in which people move around or come together.

In political philosophy, the closely related concept of "public sphere" refers specifically to an abstract place for citizens to debate and critically reflect, characterized by the confluence of arguments and rational discussion on challenges faced by everyone.

The concept was examined by German philosopher Jürgen Habermas, drawing on the work of Emmanuel Kant. For Habermas, the public sphere is the process in which "the state-governed public sphere [is] appropriated by the public of private people making use of their reason and was established as a sphere of criticism of public authority."⁸ The creation of a public sphere is therefore considered to be characteristic of liberal democracies in which authority can be publicly challenged, and where citizens enjoy freedom of expression and are actively involved in public debate.

This abstract public sphere exists in and through concrete places that are somewhat imperfect manifestations of it. For instance, citizens' assemblies, the news media and online forums can be considered public spheres or spaces. More broadly, the Internet is also a concrete manifestation of a public sphere. While it may be a gathering place to meet and discuss that is open to everyone, it is a far cry from an agora where people can speak freely. The very structure of this public realm is often the result of choices made by the major digital companies – choices made based on commercial interests for which the exact content is hidden in the background of websites and networks.

8 Habermas, Jürgen (1991). *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*, Cambridge, MIT Press, p. 51.



From citizenship to cybercitizenship

How can citizenship be expressed in the digital world? Does the exercise of cybercitizenship simply involve being an ordinary citizen, but online? Or are there characteristics specific to the digital context that requires a different approach to citizenship?

CEST-Jeunesse believes that citizenship is defined primarily in terms of *status* and *action*. First, as a status granted by a nation, it comes with a series of rights and freedoms as well as duties and responsibilities to which citizens are subject by virtue of belonging to a given political community. Second, it is the carrying out of certain actions by individuals that contribute to building and maintaining collective coexistence.⁹ How are these two aspects of citizenship reflected in the digital world to create what we call cybercitizenship?

The first aspect related to status encounters some obstacles on the Internet. For instance, the digital world is highly transnational, with public spaces extending beyond national borders. The relationship to a nation that grants citizenship status, and a specific territory over which the nation has exclusive jurisdiction, is altered. A person with cybercitizenship status comes up against several different legal frameworks, and it is more difficult for the country of which that person is a citizen, to protect his or her rights and freedoms online.

The second aspect related to action remains quite similar in the digital world. With citizenship comes a certain requirement to participate in public affairs. Strictly speaking, citizens not only advance their own preferences but they state them publicly, comparing their positions in debates with fellow citizens and submitting arguments in support of their positions. This, however, is not an obligation, and some people are more active than others in the public space, online as elsewhere. Cybercitizenship can also be active or passive, with individuals participating actively, or less so, in democratic life and in promoting harmonious coexistence in the digital public spaces. Given that part of democratic life now takes place online, access to those digital public spaces could be considered a right that ensures that an individual's political participation or disengagement is truly a choice, given that limited access to technology (technological exclusion) can lead to political exclusion.

Lastly, these actions are necessarily guided by values. A value is an evaluative concept – related to what should be – that gives meaning to a situation or action, and reflects the importance that an individual or group attaches to some things (which have "value"). Values such as respect, responsibility, inclusion, solidarity or the protection of personal interests can boost a person's participation in public life.

9 For these aspects of citizenship, CEST-Jeunesse draws primarily on: Audard, Catherine (1996). "Le citoyen," in Canto-Sperber, Monique (Ed.) *Dictionnaire d'éthique et de philosophie morale*, Paris, Presses universitaires de France, pp. 266-270.

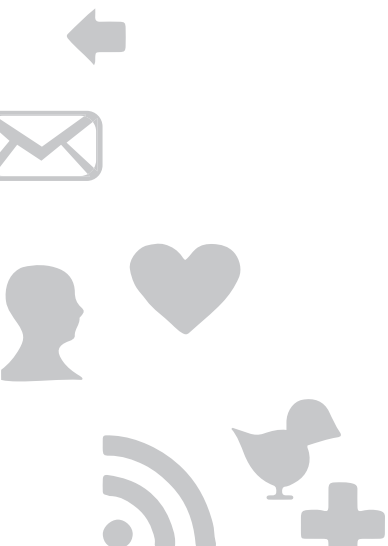
What is "cybercitizenship"?

For CEST-Jeunesse, a cybercitizen is, first, someone who enjoys the rights and freedoms guaranteed by the country in which he or she lives: freedom of expression, the right to security, the right to privacy and so on. However, these rights and freedoms are sometimes undermined in the digital world.

Second, a cybercitizen is someone who gets information from and interacts with fellow citizens online, as a way of engaging and participating in democratic life.

In addition to legal status and social roles, citizenship is also defined by values. Therefore, a cybercitizen – in addition to having rights and freedoms and being an active member of the community – is someone who embraces, or should embrace, values such as civility, civic-mindedness and solidarity, and expresses those values in his or her online activities.¹⁰

¹⁰ For these three values, CEST-Jeunesse refers to: Direction de l'information légale et administrative (2013). "Quelles sont les valeurs associées à la citoyenneté," on the *Vie publique.fr* website (France) [[Online - French only](#)]. See also definition of "cybercivility" (glossary).



2. ETHICAL ISSUES OF CYBERCITIZENSHIP

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An ethical issue arises when a value or ethical principle is involved in a situation, or when there is a conflict between different values or ethical principles.¹¹ CEST-Jeunesse recognizes that citizens' participation in the digital world involves many values and principles, including: freedom of expression; personal autonomy; personal accountability (e.g., exercising caution when disclosing personal information) and accountability to others (e.g., responsible use of others' data); respect and civility; justice; transparency; the quality of information available to or disseminated by citizens; privacy; anonymity; critical thinking; and so on.

Based on its understanding of cybercitizenship and its discussions on the values and principles involved, CEST-Jeunesse identified five major issues detailed below.

2.1. Freedom of expression and quality of information

The exercise of citizenship is closely related to the ability to actively participate in political life and public debates. This participation is supported and encouraged by fundamental rights and freedoms, including freedom of expression. In a democracy, it is critical that each citizen can make their voice heard, even if it clashes with the views of the majority. The very **legitimacy** of the democratic deliberation and decision-making process is based on the possibility for each party to present their positions and supporting arguments. The inclusion of diverse perspectives in public debate is one condition of the **acceptability** of the resulting decisions.

The quality of information available is also an essential condition of the exercise of **citizenship** and, more generally, **autonomy**. Diversified and detailed information gives individuals a complete and accurate picture of issues that concern them. They can then go on to develop an informed opinion on those issues in keeping with their values and aspirations, and to publicly share and discuss their positions with their fellow citizens.

The advent of the Internet and social media has had both positive and negative effects on freedom of expression and quality of information. The Internet is certainly a place of freedom where everyone can find a space to express their opinions. It is a powerful dissemination, communication and information tool that provides access to a plethora of content. However, this tool can be used for malicious purposes, including intimidation, harassment, defamation and manipulation. Because of the nature of social media, people are often caught up in echo chambers*, filter bubbles*, or highly polarized debates fuelled by trolls*.

The relationship between freedom of expression and quality of information is not black and white, with a lot of grey areas. On the one hand, freedom of expression and quality of information are mutually reinforcing. Freedom of expression is facilitated by accessible quality information, and all relevant information, even if it is disturbing, must be given free expression so that citizens can develop their opinions and critical thinking.

¹¹ For more on ethics and its vocabulary, see the "Éthique" section on the CEST webpage [[Online - this section in French only](#)].

And yet, freedom of expression and quality of information can also be at cross-purposes. For instance, when everyone expresses themselves, the volume of information balloons to the point where it becomes difficult for the average citizen to make sense of it all, a phenomenon known as “information overload”*. While not everyone is informed, or informed to the same extent, the weight given to their postings is often similar. Opinions can be expressed and shared instantly. The expertise and **credibility** of sources become difficult to assess in the onslaught of information disseminated online.

Should posting fake or misleading news be protected by freedom of expression, despite its negative impact on the quality of information available and on public debate? A balance needs to be struck between these issues. It is CEST-Jeunesse's view that the information produced for the general public should be thorough, accurate and relevant – provided that these restrictions do not unduly impinge on freedom of expression – to promote development of critical and objective thinking. CEST-Jeunesse also reiterates the importance of the following values as a framework within which to exercise freedom of expression: **respect for an individual's physical and moral integrity, public safety and privacy**.

There are precedents in Canadian case law in balancing freedom of expression, quality of information and personal protection, which are summarized by law professor Louis-Philippe Lampron thus:

[...] the Supreme Court of Canada has identified three core values of freedom of expression, based on which the degree of protection given to a wide range of expressive activities in the public sphere can be ranked. The expressive activities that contribute to seeking and attaining the truth, participation in social and political decision-making as well as various forms of individual self-fulfillment and human flourishing will enjoy the highest level of protection, unlike other forms that make no contribution, such as defamation, hate propaganda and spreading fake news.¹²



2.2. Personal and social responsibility of digital stakeholders

Responsibility is essentially the obligation to be accountable for our actions to our fellow citizens when those actions affect others, especially when they cause or are likely to cause harm to others. Acting responsibly therefore involves consistently considering the impact our actions can have on others.¹³ Seen in this light, organizations also have so-called "social responsibility" proportionate to the significance of the impact of their activities on society or the environment. For instance, social networks have responsibilities regarding the management of user data, and the media are responsible for considering the consequences of disseminating certain content, such as coverage that is voyeuristic or sensationalistic, or has the potential to fuel violent extremism.

12 Lampron, Louis-Philippe (2018). "La démocratie tributaire d'une information de qualité," *Contact, revue des diplômés de l'Université Laval* [blog] [Online - French only].

13 Commission de l'éthique en science et en technologie (2017). *La ville intelligente au service du bien commun*, Section 3.2. on Responsibility, p. 25 [Online - French only].

CEST-Jeunesse believes that all digital stakeholders, both users and providers, share a responsibility to maintain a healthy and respectful environment that encourages citizen engagement in the digital world. To a certain extent, it is our **duty as citizens** to engage in responsible online interactions.

However, not all users have the same capabilities or influence in this digital world. The actions of the digital giants have much more of an impact than those of smaller organizations or individuals. And amongst individuals, some have greater online visibility or credibility, while others who are less digitally literate are more vulnerable online or have fewer resources to exercise their cybercitizenship. CEST-Jeunesse therefore believes that responsibility cannot be *equally* shared among all users. Rather, the degree of responsibility should vary depending on capabilities, resources and influence.

In light of these disparities, it is also the responsibility of the more advantaged digital users, or those with an authoritative or referential role, to support the more vulnerable. For instance, individuals with low levels of digital literacy need to be supported in building skills that are essential to exercising their responsibility and cybercitizenship. For CEST-Jeunesse, the government, businesses, schools and parents all have a duty to educate, raise awareness and develop empowerment*, with a view to improving our online coexistence in keeping with the values of our society. The idea of **shared responsibility** therefore goes hand in hand with mutual **solidarity** in maintaining quality social interactions in the digital world.



2.3. Transparency

Transparency is increasingly emerging as a condition for the **acceptability** and **legitimacy** of actions by public or private organizations. Citizens expect to be clearly and immediately informed about how the information collected about them is used; which criteria are prioritized in decisions concerning them; the real, potential or apparent conflicts of interest of the organizations they deal with; and so on.

Transparency is required for building and maintaining a relationship of **trust** between an individual and a business or government. By giving individuals access to all relevant information, transparency supports them in exercising their **autonomy** by making informed choices aligned with their values and interests.

The Internet is, in many ways, a world that is both transparent and opaque. Our interpersonal relations seem very transparent, and we can directly reach large numbers of people, learning a great deal about them and vice versa. However, there are parts of the Web that we cannot see, including lines of code, information-processing algorithms that determine what is displayed on the platform, and collected data sets. Beyond the strictly technological aspect, there are also the commercial interests of platforms, algorithms that are often unintentionally biased, the network of players involved in the secondary use of data, and so on.

CEST-Jeunesse therefore sees the issue of network transparency as a key issue in ensuring the legitimacy of the action of the companies managing those networks, public trust, and the autonomy of network users. Everyone should be able to access meaningful and intelligible information about what is happening in the background of the networks they navigate. There is also the need to simplify terms-of-use documents and consent forms for data collection and use. Transparency not only requires the information to be *available*, but *accessible*, as well. That means that it must be easy to understand and concise enough to be read in a reasonable timeframe.

Given that full transparency may go against the **protection of the intellectual property** of businesses, the resolution of this issue involves conciliating the interests of individuals and society with those of companies.

CEST-Jeunesse also wondered whether transparency should apply to individuals as well. Do they have a duty not to mislead others about their identity? Do they have a right to online anonymity? These questions prompted CEST-Jeunesse to consider privacy and whether it is attainable on the Internet.



2.4. Privacy

Privacy issues mainly relate to individual **autonomy**.¹⁴ They involve an individual's right to access and modify their personal information acquired by a third party, as well as the purpose for which such information may be used and the extent to which it may be shared. Privacy also hinges on the discernment required from the person or organization collecting the data regarding what constitutes relevant information with regard to intended use and for which the consent of the person identified by that information is obtained.

Privacy expectations have been shaken up by current online practices and business models that focus on data collection and its use to create value. CEST-Jeunesse's initial finding is that, most of the time, online privacy is an illusion. A wide range of data is collected on individuals, who often give their consent without really reading or understanding the privacy policies and terms of use. This situation imposes a duty, primarily on the government, to educate citizens and help them understand the current limits to privacy on the Internet.

However, in the digital context, the notion of consent loses much of its purpose because it no longer seems able to adequately protect the individual. It is unrealistic to think that an online service user truly gives his or her informed consent to a platform's terms of use. As a result, when it is boiled down to an issue of consent, privacy does not sufficiently reflect the power imbalance between the players involved, the value of data or the distribution of the benefits of data usage, and the ramifications of potential breaches of privacy. Given the sensitive nature and massive amounts of data collected on a person by a host of online players, the risks associated with a leak or hack are huge. Here again, the government has a role to play in achieving a better balance between public and corporate interests.

In the digital world, discussions about privacy lead to at least two other considerations: **anonymity** and what is known as **the right to be forgotten**. Both are ways individuals can exercise control over their personal information or sensitive or potentially injurious information about them online. CEST-Jeunesse therefore supports making these tools available for citizens. However, this raises several issues. Anonymity can be used to commit crimes with impunity (**responsibility**), and some situations require individuals to identify themselves. The right to be forgotten can be at odds with the **public's right to information** or with **safety** considerations: should it be possible to hide information about one's past when that information could be useful to others, or to defend oneself against certain threats? In its principles and recommendations, CEST-Jeunesse attempts to strike a balance to restore individuals' control over their personal information and identity without adversely affecting safety or the right to information.

¹⁴ See the Commission's work on the role of information and communication technologies (ICT) in healthcare (2014) and in Smart Cities (2017 [in French]).

The "right to be forgotten": erasure and de-indexing

The advent of new information technologies has a significant impact on the protection of reputation and privacy given how easy it is to search for and access information, and given the permanence of personal information online. This situation can have a major impact on online reputation, particularly when it comes to minors [...]

This issue gave right to the "right to be forgotten," which originated primarily in Europe and involves measures to prevent information that could be harmful to a person's reputation from haunting them indefinitely. Although "the right to be forgotten" is a popular term, it is unclear and usually refers to one of two concepts:

- the *right to erasure*, namely, the right to have information removed from a website; or
- the *right to de-indexing* (some witnesses also refer to this as the right to "de-referencing" or the right to "delisting"), namely, the right to have a website containing personal information removed from the results of search engines such as Google.

Source: Standing Committee on Access to Information, Privacy and Ethics (2018). *Towards Privacy by Design*, House of Commons of Canada, p. 37 [\[Online\]](#).



2.5. Justice and accessibility

The social justice issue most frequently cited with regard to digital technology is that of the "digital divide," defined as inequalities in the capacity to access and contribute to information, knowledge and networks, and to benefit from the major development capabilities offered by information and communication technologies.¹⁵

This divide is twofold. It exists between individuals who have access to technology and those who do not. It also creates a gap between individuals who have the knowledge and skills required to get the most out of digital technologies and those who do not.¹⁶

In our increasingly connected world, such inequalities have a significant impact on individuals. If the Internet is seen as a public space, a popular medium for disseminating information, and a place for exercising citizenship, individuals who do not have access to the network or lack the resources or skills to use it independently are, to some extent, stripped of their citizenship and excluded from certain places where they could participate in democratic life. **Digital inclusion** (or e-inclusion) therefore becomes an imperative and a right that could be guaranteed by government.

15 Élie, Michel (2001). "Le fossé numérique, l'internet facteur de nouvelles inégalités?", *Problèmes politiques et sociaux* (No. 861), pp. 33-38.

16 See also the CEST-Jeunesse 2015 position statement on ICT in Education and the CEST position statement on Smart Cities (2017).

To be effective, digital inclusion must tackle the causes of the inequalities that create the digital divide and impede the independent use of digital technologies. Inequalities in terms of Internet access or digital literacy skills are affected by various factors,¹⁷ such as place of residence, age, socioeconomic status, education, and having a cognitive impairment (e.g., intellectual disability) or a physical disability (e.g., visual impairment).

In this context, CEST-Jeunesse proposes addressing the digital divide and potential solutions through the lens of "capabilities."¹⁸ This echoes the idea set out by the Commission in its 2017 position statement on Smart Cities, which found that it is not enough to have access to a computer and the Internet to be "connected." Taking advantage of digital technology requires having a good knowledge of the various technological uses and familiarity with digital codes to determine what online information is credible and to protect against some simple types of invasion of privacy (e.g., knowing what cookies and a cache are). While cybercitizens do not have to be digital specialists, they should be as prepared as possible to navigate through the online world and participate actively and in a meaningful way in online democratic life.

The "capabilities" approach

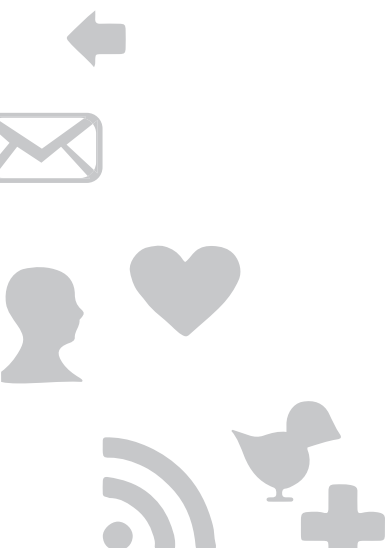
The "capabilities" approach stems from the work of economist Amartya Sen¹⁹ and philosopher Martha Nussbaum.²⁰ It focuses on what individuals are really capable of doing, rather than on the mere existence of rights or available resources. This approach therefore highlights that, in addition to access to things like computer equipment, individuals must also have specific skills and be in the right conditions to use them. It is only when all these elements are in place that individuals can truly benefit from the resources they have access to. In a nutshell, the approach refers to individuals' capacity to do things due to their education, knowledge, environment, access to resources, and so on.

17 Helsper, Ellen and Rebecca Eynon (2009). "Digital natives: where is the evidence?", *British Educational Research Journal*, Vol. 36, No. 3, pp. 1-18 [Online].

18 See box above.

19 Bénicourt, Emmanuelle. (2007). "Amartya Sen: un bilan critique," *Cahiers d'économie Politique / Papers in Political Economy*, vol. 2007/1 (No. 52), pp. 57-81 [Online - French only].

20 Nussbaum, Martha C. (2011). *Creating Capabilities. The Human Development Approach*, The Belknap Press, Harvard University Press, 256 p.



3. ANALYSIS AND RECOMMENDATIONS

3. ANALYSIS AND RECOMMENDATIONS

It is sometimes appropriate in ethical deliberations to rank issues from essential to ancillary. In this case, however, CEST-Jeunesse members concluded that prioritization would lead to a fragmentation of concerns that would hinder the desired holistic approach. The issues identified in this position statement are therefore interdependent, mutually supporting and of equal importance.

3.1. Prevent and raise awareness

The Internet, by increasing the speed at which information is spread, its visibility, and its ease of sharing, has an amplifying effect. This feature imposes responsibilities on all Internet users with regard to their online activity, and special efforts to raise public awareness are required. CEST-Jeunesse members feel that the government should assume responsibility for this awareness given that it has the duty and power to implement preventive measures.



CEST-Jeunesse recommends:

Recommendation 1

That the government develop advertising campaigns, fund community organizations and create a school program in a preventive approach aimed at building discernment and critical thinking in order to educate and inform citizens about

- the dangers of fake news;
 - the impact of their online activities.
-

3.2. Develop digital capabilities*

The inequalities with regard to access to digital technology and the skills for using it in a beneficial way – what is known as the digital divide – are a considerable challenge. What's more, some problem behaviours arising from digital use appear to be connected to that divide. CEST-Jeunesse members believe that greater digital literacy would make people less vulnerable because they would be better equipped to understand the issues (privacy, transparency, etc.) associated with Internet use. Concomitantly, increased literacy would address some of the inequalities that themselves pose a challenge.



CEST-Jeunesse recommends:

Recommendation 2

That the government assume its constitutional responsibility to educate by:

- Finding ways to strengthen public digital literacy*
 - Providing access to the digital public space.
-



It is also everyone's responsibility, commensurate with their capabilities, resources and influence, to share their knowledge with a view to raising awareness about and promoting better online behaviour.

CEST-Jeunesse recommends:

Recommendation 3

That we, as cybercitizens, recognize our responsibility to demonstrate good online behaviour, thereby promoting the well-being of the Internet community;

That parents and legal guardians recognize that they have a responsibility to encourage proper online behaviour in their children (critical thinking and good digital citizenship [cybercivility*]);

That informed cybercitizens recognize that they have a civic responsibility to promote good digital citizenship (critical thinking and cybercivility*)..

What is "cybercivility"?

Cybercivility consists of the online use of the same behaviours of civility and citizenship that are expected in the "real" world. Civility is the mutually tolerant recognition of individuals in the name of respecting human dignity that promotes a more harmonious society. At the individual level, civility consists in upholding and enforcing existing laws and regulations, as well as being aware of one's duties to society.²¹ Cybercivility therefore suggests that cybercitizens comply with the codes of collective coexistence and established social norms by applying them in their activities, their speech, and their online interactions.

3.3. Protect the data and autonomy of cybercitizens

CEST-Jeunesse members believe that all people should have access to meaningful and intelligible information regarding the processing, storage, use and dissemination of their personal data.

Not only are the forms listing the terms of use of Web applications and software programs extremely long, but they are also written in language that is virtually meaningless to most of their users. By signing them, these people undertake to comply with provisions whose implications may not be clear to them. CEST-Jeunesse members therefore consider it is the government's duty to take action vis-à-vis digital companies.

²¹ See the "Quelles sont les valeurs associées à la citoyenneté" page on the *Vie publique.fr* (France) website [Online - French only].



CEST-Jeunesse recommends:

Recommendation 4

That the government require digital businesses to:

- Produce a more simplified, plain-language version of their terms of use so that they are truly accessible and promote free, informed and ongoing consent;
- Implement the appropriate tools for providing information in plain language so that the public can make judicious use of all their products;
- Protect cybercitizens by amending unfair user-contract terms;
- Acknowledge the intellectual property of information produced by others.

It is extremely difficult to remove information once it is online, and the disclosure of misleading or intimate information can cause serious damage to the reputation of a person or organization. CEST-Jeunesse members therefore deem it essential to protect privacy by allowing individuals both to choose the information they share, and giving them the right to remove what they have posted, provided there is no obstruction of justice or threat to public safety.



CEST-Jeunesse recommends:

Recommendation 5

That the government, in striking a balance between the public's right to information and protecting victims:

- Develop a "right to be forgotten" policy in which incidents are assessed on a case-by-case basis to protect privacy, pursuant to rulings of the European Court of Justice;²²
- Allow people using an application to opt out of the collection of data that is not essential or directly related to the application's operation, with no penalty.

²² In February 2018, the Standing Committee on Access to Information, Privacy and Ethics tabled a report entitled *Towards privacy by design: review of the Personal Information Protection and Electronic Documents Act*, in which it recommended: "That the Government of Canada consider including in the *Personal Information Protection and Electronic Documents Act* a framework for a right to erasure based on the model developed by the European Union that would, at a minimum, include a right for young people to have information posted online either by themselves or through an organization taken down." (Recommendation 11 on the right to erasure, p. 43); "That the Government of Canada consider including a framework for the right to de-indexing in the *Personal Information Protection and Electronic Documents Act* and that this right be expressly recognized in the case of personal information posted online by individuals when they were minors." (Recommendation 12 on the right to de-indexing, p. 48.)

3.4. Promote free and open-source software for greater transparency and empowerment*

The invisible nature of a large part of the digital world raises ethical issues in terms of legitimacy, trust of network managers and software creators, imbalance of power between players, and user autonomy. For CEST-Jeunesse, the increased use of free and open-source software is one way to address that lack of transparency and give users the information they need to understand the digital world in which they operate. It also gives them some control over the technological drivers of their online environment.

CEST-Jeunesse believes it is critically important to remind the government of its commitment in 2013 with the creation of the Centre d'Expertise en Logiciel Libre to support public agencies in developing solutions based on open-source software.²³



CEST-Jeunesse recommends:

Recommendation 6

That the government encourage the use of free and open-source software in the schools and the public service instead of proprietary software.

This position of CEST-Jeunesse 2018 builds on its 2015 edition, which recommended that the Quebec Department of Education encourage introducing free and open-source software in the schools, especially programs with a robust design team that has been in place for several years and can provide support.²⁴ However, CEST-Jeunesse 2018 extends its recommendation to all public institutions rather than just Quebec schools.

"Free and open-source" software

Free software is software that allows users:²⁵

- to access source code;
- to study and make any changes to the software;
- to copy the software;
- to improve the program and share its improvements with the user community.

²³ Quebec's Secrétariat du conseil du trésor, March 2013, document accessed on 23 March 2018 [Online - French only].

²⁴ CEST-Jeunesse (2015), *L'éthique et les TIC à l'école: un regard posé par des jeunes*, Government of Quebec, p. 18, Recommendation 5. [French only]

²⁵ Midy, Manon (2012). "Logiciels libres vs Logiciels ouverts, sachez faire la différence!", *Journal du Net*, December 2012 [Online - French only].

Open-source software must comply with the following 10 criteria:²⁶

- Free redistribution;
- The program must be distributed with source code or there must be a well-publicized means of obtaining the source code without charge;
- The licence must allow modifications and derived works, and must allow them to be distributed under the same terms as the licence of the original software;
- To maintain the integrity of the author's source code, the licence may require derived works to carry a different name or version number from the original software;
- The licence must not discriminate against any person or group of persons;
- The licence must not restrict anyone from making use of the program in a specific field;
- The rights attached to the program must apply to all to whom the program is redistributed without the need for execution of an additional license by those parties;
- The licence must not be specific to a product;
- The licence must not place restrictions on other software that is distributed along with the licensed software. For example, the licence must not insist that all other programs distributed on the same medium must be open-source software;
- The licence must be technology-neutral.

3.5. Find ways to more effectively separate economic and political power

CEST-Jeunesse believes that the digital world, as a public space, must remain an open space in which citizen participation is shielded from the undue influence of economic and private interests wherever possible.

However, both visible and invisible influencers have some power in shaping public opinion and citizens' decisions. Money and reputation also carry tremendous weight online. For CEST-Jeunesse, it is no longer enough to limit direct financial contributions to political parties to ensure a healthy distance between economic and political power. It is the government's responsibility to define and implement measures to address new ways of promoting (or undermining) a candidate or a political option using digital means.



CEST-Jeunesse recommends:

Recommendation 7

That the government assess ways to limit undue influence that an individual or organization may have in the digital public space, similar to Quebec's legislation on political party financing, to separate economic power from political power.

²⁶ Guilloux, Michael (2015). "Logiciel libre et open source: les deux concepts sont parfois utilisés de manière interchangeable. Mais quelle est la différence?", *Développez.com*, July 2015 [Online - French only]

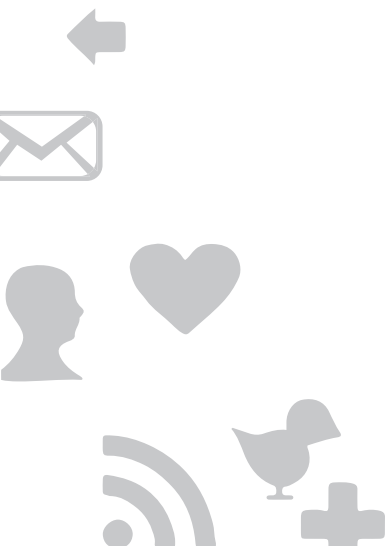
Lastly, CEST-Jeunesse members believe that the government has the responsibility to limit the power of digital companies by putting conditions on their establishment in a given area for public protection.



CEST-Jeunesse recommends:

Recommendation 8

That the government favour cybercitizens' interests over those of digital companies. If digital companies want to set up in a given territory, they must comply with the laws to promote public well-being, issued and enforced by that territory's government.





CONCLUSION

CONCLUSION

The Internet is a place where the right to speak has particular significance given the velocity of information sharing and the reach of posts. Online activities are an integral part of our current way of life, and Internet use has become a key part of social relationships as a source of information, an opinion medium, a tool for work or business transactions, and much more. No-one is immune: today, the common good and quality of harmonious coexistence depend a great deal on what happens online. It is in this context that CEST-Jeunesse 2018 set out to explore the issues raised by the complexity of these digital social relations and cybercitizenship.

CEST-Jeunesse members determined the issues raised by cybercitizenship to be of equal importance and closely connected. This is reflected in the recommendations, which often deal with two and sometimes three issues at once.

Recommendations 2 and 3 both deal with quality of information, justice and accessibility. They underscore the fact that information must not only reach users, but users must be able to understand it. For digital businesses, these recommendations also include the obligation to make information meaningful and intelligible to users.

Similarly, recommendations 4 and 5 target transparency, privacy, justice and accessibility to varying degrees and conditions. They highlight the need for individuals to understand the commitment they are making when they agree to terms of use. They propose that everyone should have the right to access and modify any information about themselves, regardless of whether it is visible to everyone on the Web or only to the companies with which they interact. Individuals should also be able to opt out of personal data collection.

Aware that some of the bolder recommendations could spark an outcry from companies whose business model is to collect, process and "commodify" the data of people using their products, CEST-Jeunesse decided to reach out directly to the Government of Quebec, calling on it to take concrete action. The youth commission is not naïve and understands that the government has limited influence in the digital world, where the notion of territory is almost nonexistent. That is why particular emphasis is placed on knowledge transfer aimed at putting power back in the hands of cybercitizens.

CEST-Jeunesse believes that it is the government's duty to raise awareness, educate and protect the public in general, and online users in particular. It is their view that this is the way for cybercitizens to take control of their digital environment, increase their knowledge, and take action to promote harmonious coexistence and a digital public space that fosters cybercivility.

It is clear that much remains to be done, and the speed at which the role of Web users in general and cybercitizens in particular are changing will no doubt raise new issues in the future. However, this preliminary effort provides a somewhat better understanding of young people's position on digital technology as well as an appreciation of their incisive analysis on issues that might be expected to be beyond them. Young people are, in fact, keenly aware of the many advantages of the Internet as well as its dangers and drawbacks. We would do well to trust them and their perspective: they are ideally placed to understand the connections between the real and digital worlds, and want to be involved.

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GLOSSARY

Empowerment

"Process by which a person or a social group becomes stronger and more confident with the capacity to change, grow and improve their lives and environment." [Translation of original French]

(OQLF, 2003. *Grand dictionnaire terminologique*.)

Filter bubble

A filter bubble occurs when users are in a digital environment that only presents them with certain filtered information, usually based on preferences inferred from their online behaviour and interactions with others. Filter bubbles reinforce users' beliefs and biases by not exposing them to any ideological perspectives different from their own. Closely related to echo chamber*.

Digital capabilities

Individuals' capacity to access and contribute to information, knowledge and digital networks due to their education, knowledge, available resources, environment, etc. In addition to having access to computer equipment, they must also have the required skills and be in the right conditions to use them. It is only when all of those elements are in place that individuals can truly benefit from the resources to which they have access.

Echo chamber (digital)

Similar to an acoustic echo chamber in which a listener hears and re-hears the same sounds reverberating within a hollow enclosure, a digital echo chamber describes a situation in which a user constantly sees the same content or type of content. For instance, information that is passed on by someone on a social network and continues to be passed on through connections on that network and by different sources, ultimately takes on too much importance within that circle of relationships. The "echo" of the information reinforces its perceived credibility and importance, going so far as to overshadow other contents.

Cybercivility

Term coined by CEST-Jeunesse to refer to the online use of the same behaviours of civility and citizenship that are expected in the "real" world. Civility is the mutually tolerant recognition of individuals, in the name of respecting human dignity that promotes a more harmonious society. At the individual level, civility consists in upholding and enforcing existing laws and regulations, as well as being aware of one's duties to society.²⁸ Cybercivility therefore suggests that cybercitizens comply with the codes of collective coexistence and established social norms by applying them in their activities, their speech, and their online interactions.

²⁸ See the *Quelles sont les valeurs associées à la citoyenneté* page on the *Vie publique.fr* (France) website [Online - French only].

Cyberdemocracy/e-democracy

"Democracy based on the use of interactive online resources to support the political process and relations with citizens to promote their direct and more active participation in public life and decision-making."
[Translation of original French]

(OQLF, 2005. *Grand dictionnaire terminologique*.)

Fake news

"Publication that imitates the structure of a media story, but which contains a mix of true and misleading information." [Translation of original French]

(OQLF, 2017. *Grand dictionnaire terminologique*.)

Information overload

Originally an accounting term, it also applies to the digital world: "State induced by the reception of more information than is necessary for users' needs or assimilation capacity." [Translation of original French]

(Canadian Institute of Chartered Accountants, 2006,
In: OQLF, 2013, *Grand dictionnaire terminologique*.)

Troll

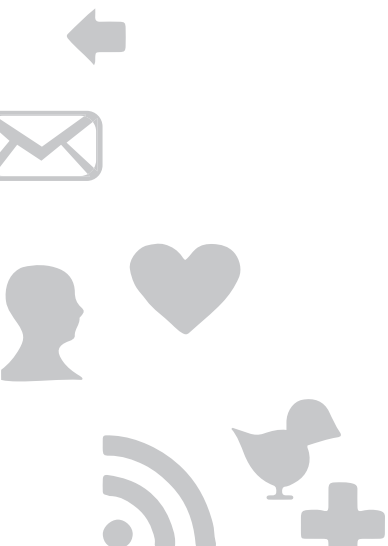
"A person who relentlessly posts controversial messages online to sow discord and upset the balance of a particular community." [Translation of original French]

(OQLF, 2013. *Grand dictionnaire terminologique*.)

Deep Web

Also called the "Dark Web": "Part of the Internet that consists of documents that are not indexed by traditional search engines." [Translation of original French]

(OQLF, 2017. *Grand dictionnaire terminologique*.)



APPENDICES

APPENDIX 1. DRAFT DIGITAL CITIZENSHIP CHARTER

CEST-Jeunesse 2018 is publishing a draft *Digital Citizenship Charter* for public discussion. The Charter sets out principles that reflect CEST-Jeunesse's primary areas of focus on the ethical issues related to cybercitizenship. While it does not claim to represent all stakeholders, CEST-Jeunesse hopes that the *Digital Citizenship Charter* will generate feedback and discussion, and lead to the development of principles that receive consensus in Quebec society.

The draft *Charter* is set out on the following page.



Draft DIGITAL CITIZENSHIP CHARTER

CEST-Jeunesse 2018

Freedom of expression and quality of information

- 1- The online freedom of expression of some should never negatively impact the physical and moral integrity of others, in an effort to safeguard public and personal safety and privacy. Therefore, no-one should use online freedom of expression to mislead, deceive or manipulate other Internet users.
- 2- The information produced for the general public must be thorough, true and relevant, provided that these obligations do not unduly impinge on freedom of expression, in order to promote development of critical and objective thinking.

Personal and social responsibility of digital stakeholders

- 3- All Internet users are responsible for their online activities; this responsibility may vary based on each user's socioeconomic status, capabilities, resources, age, and influence.
- 4- Governments, businesses, schools and parents have a duty to educate, raise awareness and develop empowerment with a view to improving harmonious coexistence online in keeping with the values of our society.

Transparency

- 5- All users should have access to meaningful and intelligible information regarding the processing, storage, use and dissemination of their personal data.

Privacy

- 6- Users should be informed and aware of the current fragility of online privacy.
- 7- The privacy of cybercitizens should be respected, provided there is no obstruction of justice or threat to public safety.
- 8- Except for services that legally require personal identification, individuals should be able to determine what identification data they consent to disclose; otherwise, they may choose anonymity and exercise their right to be forgotten within a legal framework to be established to that end.

Justice

- 9- Equitable access to digital capabilities (real ability to use computers and networks using digital resources, knowledge and digital literacy) must be guaranteed to promote inclusion.

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APPENDIX 2. DESCRIPTION OF CEST-JEUNESSE 2018 ACTIVITIES

The youth commission (CEST-Jeunesse) of the Commission de l'éthique en science et en technologie (the "Commission") is an activity held every two years for CÉGEP students. It consists of some 15 students from across Quebec who learn more about ethics by exploring a topic chosen by the Commission and subsequently prepare a position statement on the issue. The statement is approved and published by the Commission.

In previous editions, CEST-Jeunesse focused on electronic plagiarism (2005), neuro- marketing and advertising (2007), cyberbullying (2009), ethics in sport (2011), personalized healthcare (2013) and the use of information and communication technology in education (ICTE) (2015). The position statements and advocacy tools stemming from these editions are available on the Commission website (www.ethique.gouv.qc.ca).

CEST-Jeunesse 2018 ran from January 8-11, 2018. The groundwork for the meeting was laid in the participating CÉGEPs under the supervision of teachers during the 2017 fall term. Three teachers with previous CEST-Jeunesse experience were approached to hold the first entirely extracurricular edition. This format allows any interested student in a participating CÉGEP to register for the activity, rather than just the students taking the Ethics and Politics course that session. Given its success, we plan to recruit from at least five different CÉGEPs across Quebec for future editions.

Educational objectives

- Explore a given theme to determine the ethical issues;
- Engage in ethical discussions on the various aspects of the chosen topic in order to identify and rank (or prioritize) the values involved;
- Formulate recommendations for policy-makers, institutional decision-makers and other stakeholders who may have an interest in the subject.

Objectives

The mandate of CEST-Jeunesse 2018 was to consider the conditions for exercising citizenship in the digital world and to formulate recommendations based on the issues raised. These recommendations were then submitted to the Commission for comment and, if deemed relevant, to formally forward them on to the appropriate destination. The aim of these recommendations is to inform public debate by sharing a youth perspective.

The specific objectives are:

- Collect and share clear and accurate information on the topic;
- Identify relevant characteristics of ethical analysis by determining the values involved and the impact on the individuals, groups and organizations concerned;
- Formulate recommendations for dealing with these issues for policy-makers, institutional decision-makers and others who might be interested in the subject, supported by ethical arguments that lead to consensus among CEST-Jeunesse members;
- Prepare a draft *Digital Citizenship Charter*;
- Produce a clear, concise and detailed report that accurately reflects the work-session findings.

APPENDIX 3. CEST-JEUNESSE 2018 PROGRAM

Monday, January 8

1:00 PM Participants' arrival

Opening remarks

- Jocelyn Maclure, CEST Chair
- Pierre Després, Co-convenor of the *Penser la démocratie autrement* [a new way to think about democracy] forum
- Sébastien Goupil, Secretary-General, Canadian Commission for UNESCO
- Maria Mourani, Quebec's representative to the Permanent Delegation of Canada at UNESCO
- Dominique Anglade, Quebec Minister of the Economy, Science and Innovation (via video link)

2:00 PM Introduction of participants

Introduction of consultants

- Sehl Mellouli, professor in the Faculty of Business Administration at Laval University, and a member of the university's Institute for Information Technologies and Societies (IITS)

Introduction of facilitator

- Sacha Calixte, philosophy teacher at CÉGEP Limoilou

3:00 PM First work session – plenary

5:00 PM End of the first session

6:00 PM Working dinner

Tuesday, January 9

9:00 AM Work session – plenary

10:00 AM Health break

10:15 AM Work session – plenary

Breakout groups to discuss selected issues

11:45 AM Summary of discussions/questions or comments from observers

12:00 PM Lunch

1:15 PM Committee work

Each committee is tasked with considering a specific issue and with appointing a spokesperson to present a summary of the discussions the next morning.

- 2:00 PM [Health break](#)
- 2:15 PM Work session – committees
- 5:00 PM End of working day
- 5:30 PM Dinner

Wednesday, January 10

- 9:00 AM Work session – plenary
- 10:00 AM [Health break](#)
- 10:10 AM Work session – plenary
- 11:45 AM Summary of discussions/questions or comments from observers
- 12:00 PM [Lunch](#)
- 2:15 PM Work session – plenary
- 2:45 PM Summary of discussion/questions or comments from observers
- 3:00 PM [Health break](#)
- 3:15 PM Work session – plenary
- 5:00 PM Summary of discussions/questions or comments from observers
Appointment of the official CEST-Jeunesse 2018 spokespersons

Thursday, January 11 – Commission members in attendance

- 9:00 AM Oral presentation of issues and findings by the official CEST-Jeunesse spokespersons
- 10:00 AM Questions or comments from observers
- 10:15 AM [Health break](#)
- 10:30 AM Presentation of the draft *Digital Citizenship Charter* by CEST professionals
- 11:00 AM Questions or comments from observers
- 11:45 AM Final overview and acknowledgements
- 12:00 PM [Lunch](#)

End of CEST-Jeunesse 2018

Previous youth commission publications



Ethics and Cybercitizenship: a youth perspective is a position statement stemming from work undertaken by the seventh CEST-Jeunesse, an initiative of the Commission de l'éthique en science et en technologie. The members of this edition were CÉGEP students who engaged in ethical reflection on cybercitizenship, also called digital citizenship, a concept that deals with the norms and values of coexistence in the digital world.

What norms and values should guide our online interactions? How can we make the digital world a democratic space that promotes participation and expression? Are the commercial aims of the major digital players compatible with the ideal of freedom advocated by Internet pioneers? How can we make people aware of both the risks and the new possibilities offered for democracy by digital technology?

CEST-Jeunesse has outlined a series of ambitious recommendations in response to the issues of freedom of expression and quality of information; the personal and social responsibility of digital stakeholders; transparency; privacy; and justice. CEST-Jeunesse is also submitting a draft *Charter of Digital Citizenship* for public discussion in the hopes that this initiative leads to the development of principles that meet with consensus in Quebec society.

www.ethique.gouv.qc.ca

The mission of the CEST consists in informing, raising awareness, gathering opinions, promoting reflection and organizing discussions on the ethical issues raised by developments in science and technology, and in developing guidelines to inform stakeholders' decisions.

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