Survey of Data Protection Authorities regarding "Training of Trainers"

Progress Report

Contents

Background information

Following the 36th International Conference of Data Protection and Privacy Commissioners, the Data Protection Authorities (DPA) working group on digital education identified a priority action for 2015-2016: developing a tutorial kit for the training of trainers, on personal data protection and privacy.

To this end, it was decided to draw up an inventory of existing training and resources designed for teachers. The CNIL (French data protection authority) conducted a survey with its counterparts using questionnaires (see Appendix 1). Ministries of Education as well as panels of teachers and trainers from primary, secondary and higher education have also been consulted by certain DPAs.

The survey was designed to determine:

- if the subject of data protection is addressed in initial vocational or continuing training programmes, or in ad hoc teacher training,
- what educational content and resources are made available to teachers and students, by age group (under 6/6-10/10-12/12-15/15-17/17 years and above),
- what types of actors, both public and private, participate in the production of educational tools concerning data protection and responsible use of the Internet, aside from the DPAs,
- on which methods and topics consensus would be appropriate for inclusion in a tutorial kit for training trainers

Of the forty DPAs (or equivalent) taking part in the working group on digital education that were consulted, twenty have replied to date with some providing only statements to the questionnaire):

Albania (AL), Belgium (BE) Ontario Canada (ONT), CPVC Canada (CAN), Catalonia (CAT), Croatia (HR), Czech Republic (CZ), Finland (FI), France (FR), Gibraltar (GI), Greece (GR), Hungary (HU), Ireland (IE), Italy (IT), Latvia (LV), Luxembourg (LU), Mauritius (MU), New Zealand (NZ), Spain (SP), Switzerland (CH), USA FTC (US).

This progress report is non-exhaustive and therefore is solely intended to present certain trends. It must, above all, be considered in conjunction with another comprehensive study conducted in March 2015 for the European Commission by a consortium of DPAs from Poland, Hungary and Slovenia as well as the Free University of Brussels, within the framework of the ARCADES programme (Introducing dAta pRoteCtion AnD privacy issuEs at schoolS in the European Union)**.** This programme, co-financed by the European Commission, aims to develop new educational resources on data protection, designed for 6 to 18-year-olds.

The study, available at http://www.arcades-project.eu/images/pdf/State_of_the_art_report.pdf, will be presented in a panel session "How to train trainers on data protection," at the workshop held on 29 October 2015 in Amsterdam as part of the 37th international conference. The information collected will contribute to the work being carried out by the consortium, in particular the Polish DPA, to develop a set of educational materials including a manual of teaching aids information for teachers and the creation of lessons' scenarios allowing teachers to conduct debates with students on the protection of privacy and personal data[1].

Another project entitled "Minors - Internet and Technologies - Growing and Living together in a Digital World," conducted by the Catalan DPA, will also be presented. This project provides training workshops for students aged 13 to 15, support tools and a methodological guide, made available to teachers to bring up issues regarding the Internet and social networks in their classrooms.

Main findings of the survey:

In light of the responses provided by the DPAs several findings emerged from the survey:

- **Strictly speaking, there is no mandatory training of teachers on the topic of "data protection,"** except, apparently, in Hungary and Spain, within the framework of initial or continuing /ongoing training;
- **Content creation on data protection is primarily carried out by DPAs;**
- **Several interesting initiatives have emerged concerning educational resources designed for teachers (e.g. Ireland, Ontario Canada, Spain, Norway), but sometimes also for students, which could be adopted by other DPAs.** These resources can thus be used by teachers for their own training and to educate students;
- For the moment, educational resources available on our subjects for age groups have not been assessed, with some exceptions (Ontario Canada);
- The survey also allowed us **to identify priority privacy topics for a tutorial training pack.**

A. The training of teachers and educators

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[1] An experiment underway

Q1. Are teachers specifically trained on data protection issues?

Q2. How are teachers trained or informed about data protection subject matters?

Q3. By whom are the training sessions provided?

Q4. What is the duration of the training sessions or programmes?

Q5. Who provided funding for the training initiatives?

Of the 20 countries that responded to the questionnaire, 14 stated that teachers are not specifically trained in data protection.

It should be noted that, aside from Hungary and specific cases in Italy, data protection is not covered in the **initial vocational training programme** for future teachers. The initial training system in Italy, established by public bodies in the Ministry of Education, Universities and Research (MIUR), designs its course modules for all categories of teachers, including those teaching civic studies and social sciences.

In all other countries that responded to the survey, there is no initial training programme that introduces topics related to data protection yet.

Four countries (FR, SP, HU, IT) indicated that training on data protection is provided **within the framework of continuing education.**

In Spain, significant resources, including online courses, are made available to teachers. However, there are no specific training sessions.

In France, primary school teachers are required to attend 18 hours of continuing education per year, in principle covering all subjects. The French Ministry of Education recently announced the introduction, for the 2015-2016 school year, of three days of mandatory training on digital subjects, including a digital education module that should include data protection. For secondary school teachers, since there is no mandatory training plan, teachers can access thematic modules shared between "Académies" (regional education administrations) on a voluntary basis.

In Hungary, while training organisations are cited as partners responsible for continuing education on data protection topics, no data is available[2] on the programme's academic framework.

In Italy, the provisions regarding initial training also apply to teachers who may benefit from specific modules within the framework of continuing education.

However, the results of the survey demonstrate that, in a fairly widespread fashion, while the institutional systems of initial and continuing training do not yet take our subject matters into account (or do so only marginally), in reality, it is, at the very least, via **specific ad hoc training** complemented by **self-learning** approaches that teachers are trained in our data protection and privacy topics.

To this end, it is interesting to note that, in certain countries, specific ad hoc training on data protection is particularly targeted at computer science teachers (AL, LV, MU, HR), organised, in the case of Mauritius, by the Ministry of Information and Communications Technology. Nevertheless, this type of training is tightly focused on system and information security. Two other types of specific training were mentioned: one targeting psychology teachers, in particular covering topics related to cyberbullying (LV); the other targeting teachers in management training, to raise awareness of issues regarding data protection and privacy (FR).

Whether for **voluntary ad hoc training or specific training workshops for teachers**, modules or sequences are provided by **a variety of actors.** As mobilised stakeholders, **DPAs** occupy a primary position (BE-Flanders, CAT, IT, GI, FI, HU)**;** institutional and private **partners** are secondary.

As a general rule, funding for such training comes from the prescribers. Thus, ministries account for one quarter of the bodies providing funding and DPAs almost half. Mixed public-private or subsidised organisations provide additional funding. For more "technological" training, the providing organisations also ensure its development (LV, MA).

Finally, regarding the **duration of training**, available data principally concerns ad hoc, attendance-based specific training (workshops, seminars, webinars). Its duration varies between a few hours, half a day or a full day.

These findings do not take into account self-training time that teachers may devote, on their own initiative, to data protection issues. However, one third of the countries stressed that self-training was one of the methods used to train teachers on data protection.

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[2] http://www.mediatudor.hu/tanaroknak.php

B. Existing sources and resources

Questions 6 and 8 focus on the sources and content of training tools available to teachers and educators.

> **Q6. Are tools or material available for the teachers' training? (Please provide web links.) And if so by whom?**
>
> **Q8. Should you be are aware of any relevant teaching material designed for teachers as well as stakeholders initiatives aimed to train them , in your opinion, which ones would be worthwhile including in the training kit?**

This inventory identifies the means available for teachers to acquire digital education, enrich their own knowledge regarding data protection and make use of educational tools or "kits" for their own lessons in line with the target levels of training in primary and secondary education.

Besides the DPAs, the various structures serving as "sources" are principally national education ministries, actors from the public or private spheres, as well as external service providers.

It emerges that the DPAs develop resources and ready-to-use training modules as a priority, either on their own initiative (ONT, CAN, FI, SP, MU[3]) or in collaboration with the Ministry of Education (GI, GR[4], CZ, CAT, IE).

Several DPAs have developed educational resources in the form of manuals, kits and videos that have been adopted and/or adapted by other authorities.

One example is the manual entitled *"Sign Up, Log In, Opt Out: Protecting your Privacy & Controlling your Data[5]"* published in 2007 by the Irish Data Protection Commissioner, in collaboration with the Curriculum Development Unit of the Department of Education and Science in Ireland. This manual was distributed in all secondary schools and is available at https://www.dataprotection.ie/docs/CSPE-Booklet/862.htm.

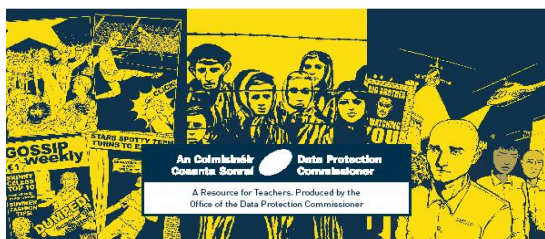[3] Mauritius plans to develop training seminars after having produced and distributed booklets in schools.

[4] The Greek DPA carried out several training sessions on data protection, focusing on social networking sites via a Webinar network connecting teachers and students in schools, the Ministry of Education and the DPA.

[5] This manual is divided into four sections: 'What is privacy?', 'Privacy as a Human Right', 'Rights and Responsibilities', and 'Technology'.

This manual was notably adopted in Spain.

Similarly, the *"du bestemmer"* (I decide) educational kit designed by the Norwegian DPA is available in Norwegian, but also in English, French, Flemish and German[6], with certain parts available in Swedish, Finnish, Danish, Arabic and Urdu. It is now used by over twenty countries.

It includes a website (http://www.dubestemmer.no/) with practical exercises and thematic videos broken down according to age groups, as well as manuals and posters.

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[6] Source: ARCADES report, March 2015

Most other DPAs publish resources for teachers and parents[7] on their website.

In France, besides the "educnum" site[8] recently established by the CNIL within a collective framework of digital education stakeholders, which it initiated (cf. www.educnum.fr), the Ministry of Education has provided, for several years, a portal site for educational resources, www.eduscol.fr designed for teachers and providing practical guides on data protection[9] in particular. We also note the initiative taken by one of the *Ecoles Supérieures du Professorat et de l'Education* (Higher Schools for Teaching and Education, ESPE)[10] whose resources page, in a section dedicated to digital education regarding "rights and duties," addresses many topics related to data protection, privacy, rights and duties within the framework of the French "Data protection" law targeted at minors, social networks, etc., with links to practical guides and other resources.

The following external partners create or provide training related to Internet use and protection of privacy, designed for teachers and trainers:

- *Internet sans crainte*, a French version of the European *Safer Internet* programme to raise awareness regarding Internet use and risks, directed by a private provider specialised in the production of educational tools for the very young, with the support of the *Délégation aux Usages de l'Internet* (Delegation on Internet use) and the European Commission,
- *MédiaSmart* in Canada, from the *Centre en charge de la formation numérique et des médias* (Centre in charge of digital and media training), co-funded by institutions including the Canadian DPA and private actors,
- *MédiaSmart* in Hungary, which has a non-profit organisation status,
- *Mediacoach* in Belgium (a Center in charge of delivering training for professionals working with young people and / or adults who want to integrate media literacy in their own practice) *as well as* **the Knowledge Centre for Media Literacy** *and* **the Institut for Teaching and Vocation Training** (*l'Institut de la formation en cours de carrière),*
- *CARnet* in Croatia, a university and research network disseminating training via an online portal,
- The *Safer Internet* programme and its national Centre, the Society for Media Education, the National Audiovisual Institute, the Competition Authority and projects for raising awareness and Child Safety on the Internet in Finland,

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[7] Cf pages 21 et seq of the ARCADES report

[8] This site replaces the junior website previously accessible on the website of the CNIL.

[9] http://eduscol.education.fr/internet-responsable/communication-et-vie-privee/maitriser-son-identite-numerique/connaitre-et-controler-ce-quon-enregistre-sur-vous.html

[10] Académie de Lyon (Lyon regional education administration)

- **NGOs such as "Save the Children"** in Finland and **"International Child Safety Service"** in Hungary.

Finally, at European level, as part of Insafe, *the European schoolnet* has published a manual for educators: *"The web we want: teachers on line,"* in the form of lesson plans, with the support of Google, Liberty Global and the European Commission. http://www.webwewant.eu/web/guest/handbook-for-educators

Regarding existing resources for training and learning, the study identifies, from among a list of tools, several of the most common **media types** available to teachers.
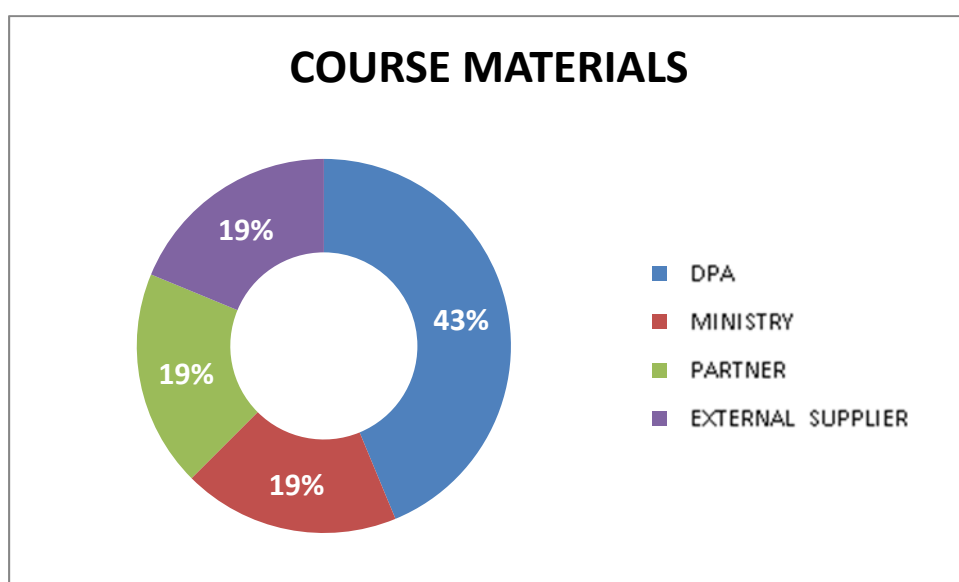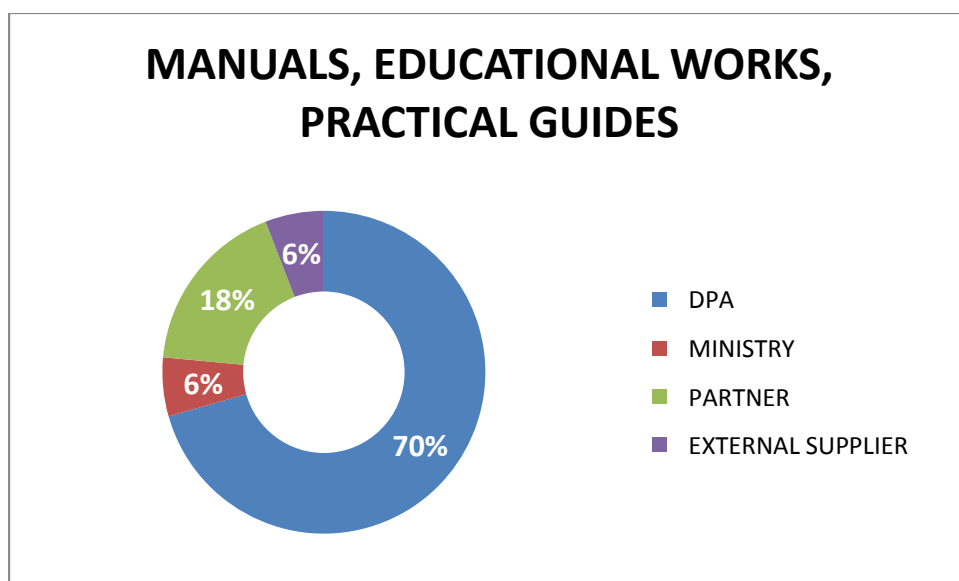
In the four figures below, we took 13 responses from countries into account which fully covered the educational materials topic.

MEDIA PROVIDED FOR TEACHER TRAINING
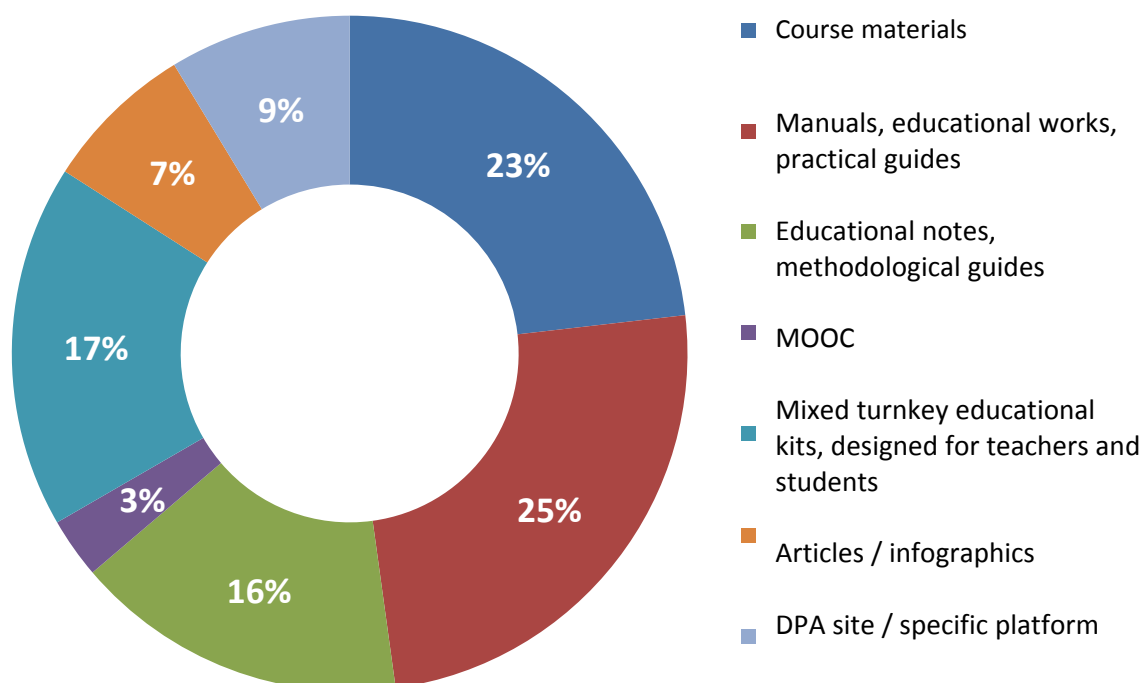
Manuals, educational works, practical guides and course materials stand out among the panoply of the most produced resources. They represent, respectively, 25% and 23% of all media available for teacher training.

These resources are mainly produced by DPAs (70% and 43%) and, to a lesser extent, by Ministries of Education (6% and 19%). Other educational resources are produced by partners and external service providers (19% and 18%), which now produce almost as much as the educational authorities (6% and 19%).

MANUALS, EDUCATIONAL WORKS, PRACTICAL GUIDES

- DPA — 70%
- MINISTRY — 6%
- PARTNER — 18%
- EXTERNAL SUPPLIER — 6%

COURSE MATERIALS

- DPA — 43%
- MINISTRY — 19%
- PARTNER — 19%
- EXTERNAL SUPPLIER — 19%

Mixed turnkey educational kits, designed for teachers and students, as well as **educational notes and methodological guides** are educational materials tailored to the needs of trainers (respectively 17% and 16% of all teaching media made available). This media is principally produced by the DPAs (67%), ministries (17%), and external partners and service providers (8% each).

MIXED TURNKEY EDUCATIONAL KITS, DESIGNED FOR TEACHERS AND STUDENTS

- DPA
- MINISTRY
- PARTNER
- EXTERNAL SUPPLIER

67%
8%
17%
8%
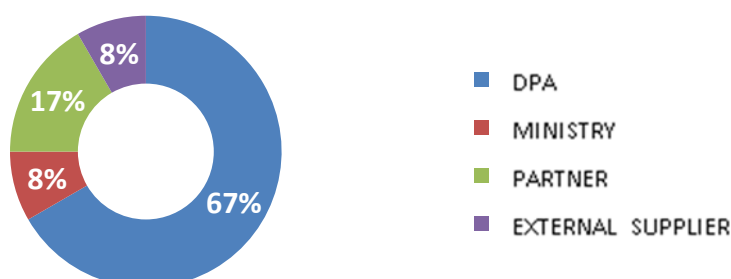
Among teaching resources, **educational notes and methodological guides** are slightly less prominent (16%). Over 60% are provided by the DPAs and the remaining third by partners (36%).

Specific platforms created by DPAs are among the online resources facilitating the distribution of services and content designed for teachers. 9% of respondents cite them as tools.

Articles and infographics provide relevant news items and case studies for trainers. Online resource pages are growing and allow educators to keep up-to-date with and address current "hot topics" in order to launch classroom discussions. In Gibraltar, the DPA website has numerous links to videos and articles on the issues of privacy and bullying on social networks, to serve as educational resources for teachers.

MOOC are seldom mentioned as training tools (3% of stated resources).

C. Key topics of common interest on data protection and privacy

Q9. / Q13. What are the key topics studied by teachers and students regarding digital technologies and uses with regard to data protection and privacy?

- by age group?

Q10. Among these key topics, which ones in your opinion should be must-providing in a tutorial kit?

In Question 9 of the questionnaire, the countries were asked to check key topics of study among a given list of topics in the context of the training of trainers in data protection. We illustrate in the table below the number of countries in which specific key data protection topics are studied.

All the answers provided by the 18 members of the digital education WG were taken into account. In the table, we do not only consider key topics of study in the context of the training of trainers, but also key topics used in course material for children and students, for example. Further, we only consider the subset of most popular topics of the list of topics in the questionnaire, for clarity.

The table below shows that the main topics studied in most countries are:
- Personal data
- Online privacy, social networks
- Security of data and passwords security
- Social media
- Rights and duties,
- Aliases/ anonymity
- Photos and rights to an image
- Digital identity
- Mobile phones and
- Cyberbullying.
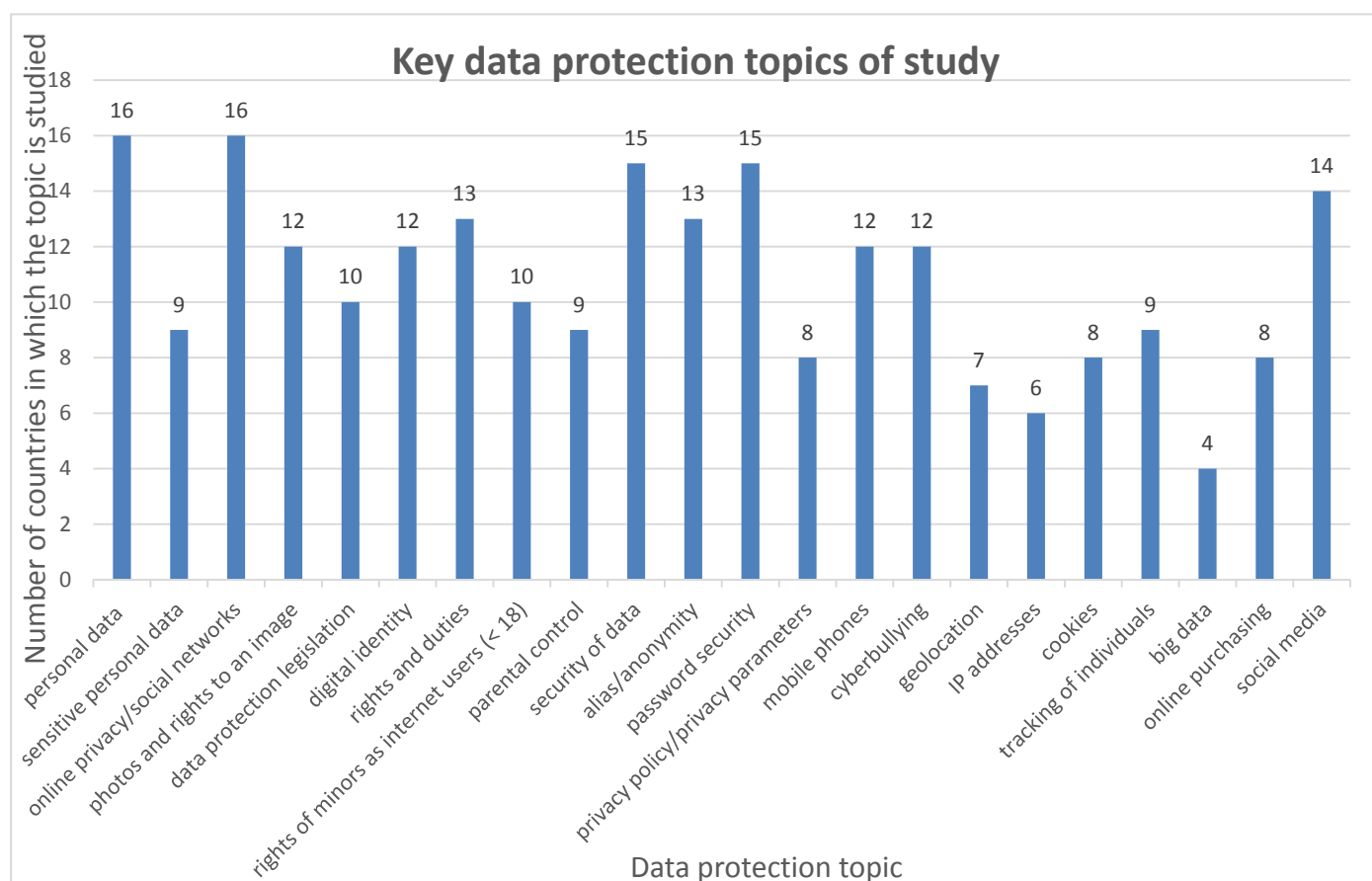
In relation to "Privacy", 16 countries of 18 have pointed out "concept of personal data" and "online privacy/social networks" as key topics of study. Also in the top of the topics' list "rights and duties" (13 of 18), "photos and rights to an image", "digital identity" (12 of 18), and "rights of minors as internet users (under 18 years) (10 of 18), while "profiling", "DPA missions" and "citizenship" are in the last positions in the ranking of key topics of study.

Regarding "Confidentiality", the answers to the questionnaires clearly indicate a high number of countries identifying "security of data", "password security" (15 of 18), and "alias/anonymity" (13 of 18) as a key topics of study. The topics "surveillance" and "CCTV" are key topics of study only for few of the countries (2-3 of 18).

In the context of the category "Digital technologies and uses with regard to privacy", it is important to point out that "social media" "(14 of 18), "cyberbullying" and "mobile phones" (12 of 18) are key topics of study for most countries.

Interestingly, although big data is an extremely topical subject, it is a key topic of study for only 4 of 18 countries. As we will see further in the report, 3 of 13 countries think that big data should be a topic to be integrated into a tutorial kit.

- Key topics of study by age group

In Question 13 of the questionnaire, the countries were asked to indicate key topics of study by age group. The results in this section take into account the answers provided by 13 countries that filled in the questionnaire.

First of all, it should be noted that, based on the replies to the questionnaires, students between 12-15 and 15-17 study more data protection topics than students between 6-10 and 10-12.
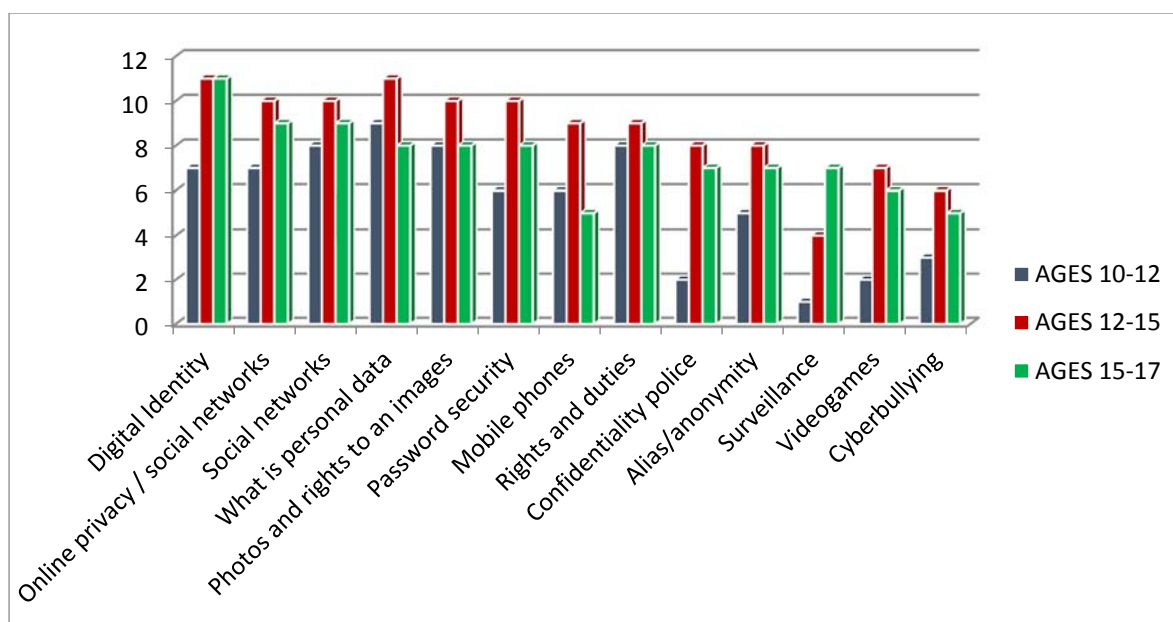
The teaching topics most used for students between 12-15 are "what is personal data" (11 of 13), "digital identity" (11 of 13), "online privacy/social networks", "photos and rights to an image", "social networks", and "password security" (10 of 13); "cyberbullying" is used only by 6 of the 13 countries/DPAs.

The topic "digital identity" (11 of 13) is one of the most used topics for students between 15-17, while "online privacy", "social networks" (9 of 13), "photos and rights to an image" and "personal data" (8 of 13) are less used than for students between 12-15. "Cyberbullying" is a topic of study for only 3 of 13 countries/DPAs for students between 10-12, while it is taught in 5 of 13 countries to students between 15-17.

"Rights and duties" is identified as a topic used by the same number of countries for teaching for students between 10-12 and 15-17 (8 of 13). "Rights and duties" is studied by students between 10-12 in more countries than the topics ''digital identity'', ''surveillance'', or ''cyberbullying''.

The topic "mobile phones" is taught by relatively few countries compared to other topics (especially to students between 15-17).

D. Data protection" themes that should be integrated into a kit for training of trainers

In Question 10 of the questionnaire, the countries were asked to indicate essential key data protection topics that should be part of a tutorial kit.

Data protection topics for a tutorial kit

Number of countries for which the topic should be part of a tutorial kit

Data protection topic
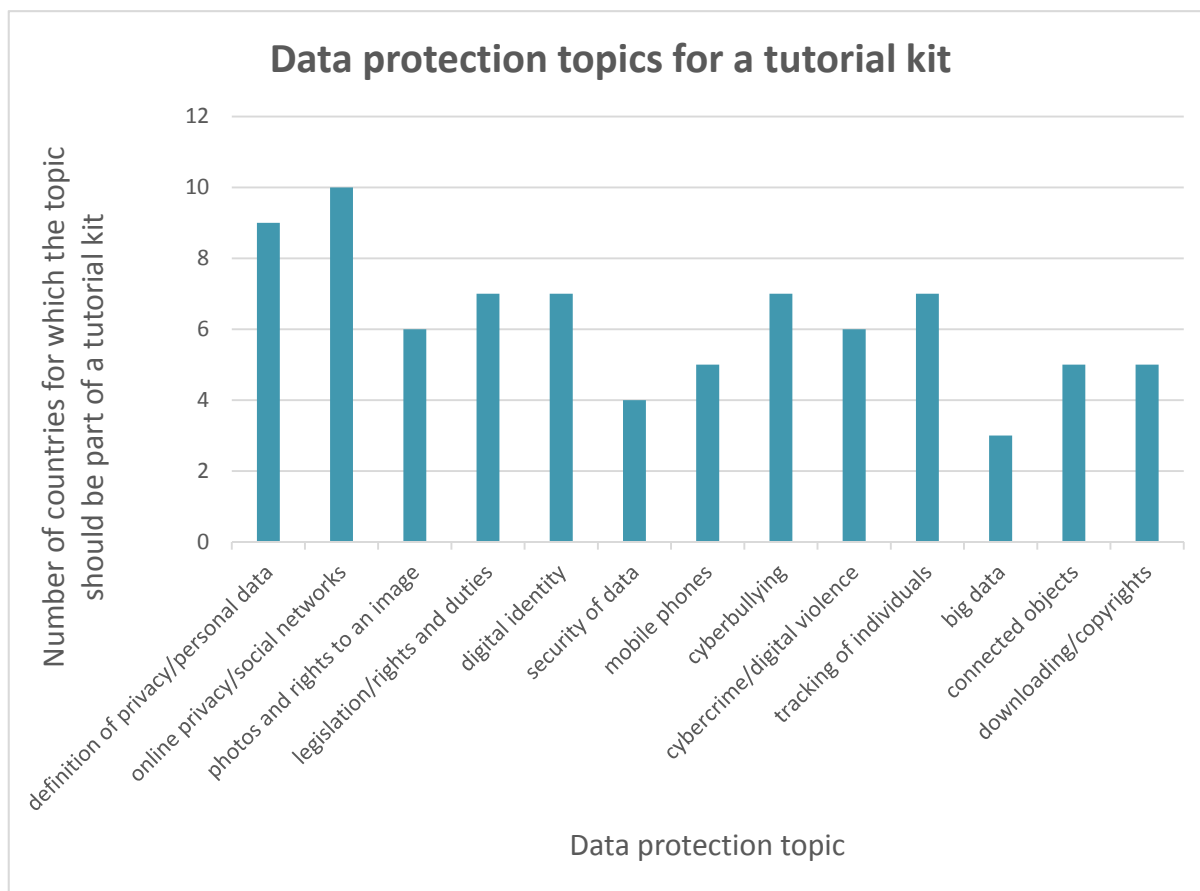
The main topics that were brought up are:
- Defining privacy and personal data,
- Online Privacy/Social networks,
- Photos and Rights to an image,
- Legislation, Rights and duties,
- Digital identity,
- Security of data (including password security),
- Mobile phones,
- Cyberbullying,
- Cybercrime/digital violence,
- Tracking of individuals,
- Big data,
- Connected objects, and
- Downloading/copyrights.

Some of these topics have been indicated by several countries. We illustrate in the above table the number of countries for which specific data protection topics should be integrated into a tutorial kit.

The countries that provided a statement to the questionnaire did not explicitly mention key data protection topics that should be incorporated into a future tutorial kit, and the Regulatory Authority of Gibraltar provided a more general answer to this specific question by stating that any "hot topics" or current technological developments of significant interest to the general public and to children should be considered for a tutorial kit.

As we mentioned before, the data protection topics in the above table are the main topics that were suggested by several countries Other topics were only mentioned by a few countries (less than four), e.g. social media, online purchasing, open source software, search engines, alias/anomymity, biometrics, new technologies.

The definition of privacy and personal data, online privacy and social networks are the main topics mentioned by a large majority of countries. Indeed, the definition of these basic concepts should clearly be part of a training kit (regardless of the age of pupils and students).

7 out of 13 countries stated that the topics legislation, rights and duties, digital identity, cyberbullying and tracking of individuals should be included in a training kit.

The topics photos and rights to an image and cybercrime/digital violence should be integrated into a tutorial kit according to 6 of the 13 countries. In addition, five of the 13 countries consider the topics mobile phones, connected objects, and downloading/copyrights as essential data protection topics for a tutorial kit.

It is interesting to note that only 4 out of 13 countries consider security of data as a key issue to be included in a training kit although it is a key topic for 15 out of 18 countries.

Finally, big data is explicitly mentioned as a topic to be integrated into a tutorial kit by 3 of 13 countries.

First conclusions with regard to priority data protection and privacy issues for a tutorial training pack

The main topics that were suggested by different countries as essential key data protection topics as mentioned in the above table can be divided into 5 categories:

1) Definition of privacy and personal data, legislation, rights and duties

2) Online privacy/social networks, digital identity

3) Cyberbullying, downloading/copyrights, photos and rights to an image

4) Security of data, cybercrime/digital violence

5) Big data, connected objects, tracking of individuals, mobile phones

Regarding the 5 categories of topics listed above which can be considered as priority privacy issues for a tutorial training pack, other topics suggested by at most three of the countries could be integrated into these categories. For example, open-source software and online purchasing can be considered in the context of security of data. New technologies can be studied either in the context of category 4 or category 5 depending on the specific technology.

It is astonishing that none of the countries explicitly mentioned the concepts of privacy by design and privacy impact assessments in their answer (to Q 10). However, these topics could be approached in the context of categories 2, 4, or 5.

We could now proceed with **identifying different age categories** for which a given category of topics is relevant and develop training material on the topics in the category for the specific age category.

For example, category 3 from above (Cyberbullying, downloading/copyrights, photos and rights to an image) is already relevant for young people between 6 and 15 years,

whereas, category 4 (Security of data, cybercrime/digital violence) is relevant for young people from 10 years on.

E. Tools and learning methods by age group

Q15. What educational training medium is favoured for each age group?

The following figure shows the educational teaching methods most used and most relevant by age group in primary, secondary and higher education institutions.

Preferred medium by age group
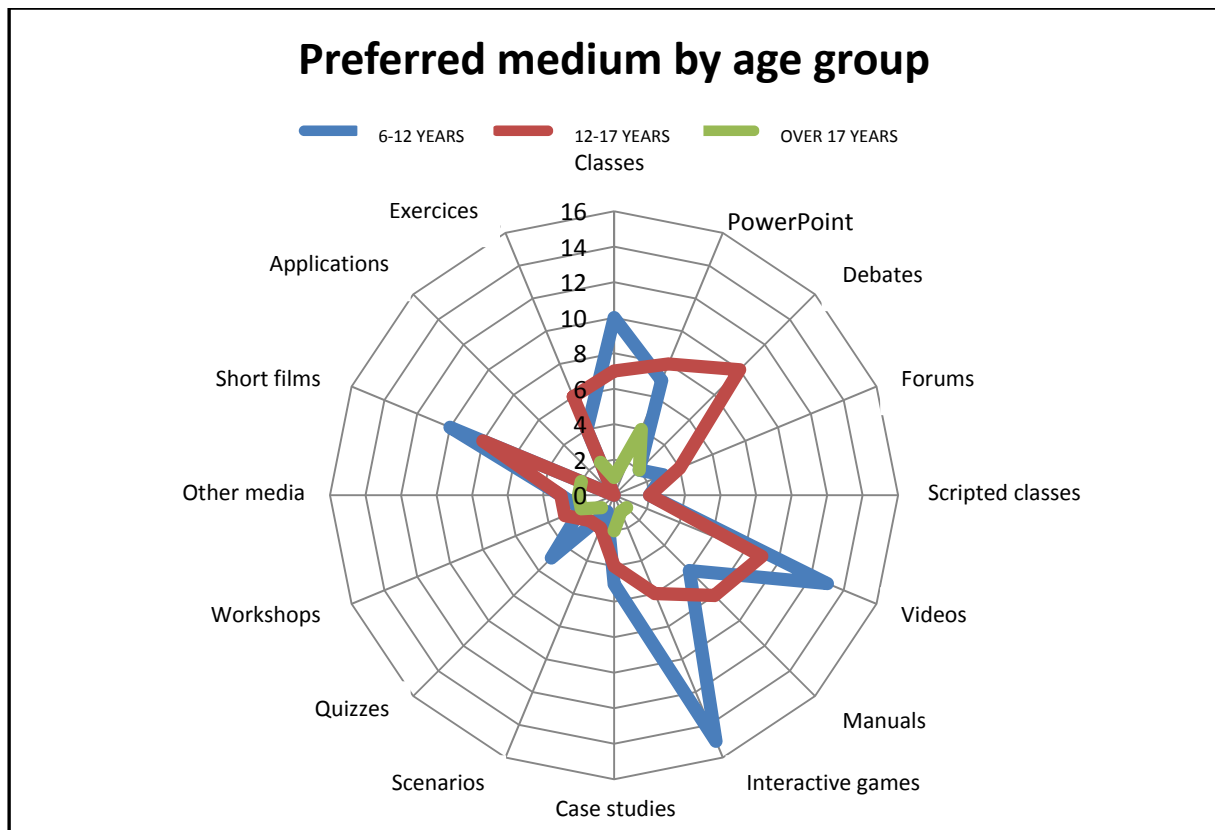
The figure shows that the media in use varies according to the age group:

- **For those aged 6-12**, interactive games and videos appear to be the most suitable media. Courses and short educational films come in second place. Therefore, it seems that predominantly visual media communicate most successfully with the very young.

- **For those aged 12-17**, debates, videos, manuals and short educational films are favoured. Students in this age group are still very receptive to visual media and are also open to exchanging and debating ideas, due to their acquisition and development of critical judgment skills.

- **Those over 17 years of age** seem harder to reach. They are principally targeted by PowerPoint presentations and workshops.

Concluding remarks

- Generally speaking, there is no uniform model for a kit to train trainers. Kits vary depending on the subjects covered and the intended target audience.

- There is no mandatory training of teachers on privacy topics. However, data protection authorities provide numerous educational resources in this regard.

- Some specific topics that should be included in a tutorial training kit emerge consensually between countries, namely the definition of such key concepts as "privacy" and "personal data," which require some know-how and key illustrations to understand these concepts.

- There is a strong correlation between the type of media used and the targeted age group as confirmed by the current feedback produced by ministries, teachers and educators

- It could be useful to adapt and adopt "proven" content developed by DPAs. In this regard, the effectiveness of resources included in training kits should first be assessed.

APPENDIX 1

WEBLINKS TO PRIVACY AND DATA PROTECTION RESOURCES, TOOLS & MATERIALS REFERRED TO BY COUNTRIES/DPAs IN THE SURVEY

Belgium :

http://www.enseignement.be/tice

http://www.enseignement.be/passeporttic

http://www.enseignement.be/index.php?page=27183&navi=3685

www.mediacoach.be

http://www.klascement.be/docs/47182

http://www.klascement.be/artikels/50850

http://mediawijs.be/sites/default/files/wysiwyg/emsoc_ehbo-kit_poster.pdf

MOOC registry: http://mediacoach.mediawijs.be/user/login

http://mediawijs.be/nieuws/mediacoach-mooc-online-leertrajact-over-mediawijsheid-gelanceerd
www.ikbeslis.be

Canada:

https://www.priv.gc.ca/youth-jeunes/fs-fi/index_e.asp

https://www.priv.gc.ca/youth-jeunes/fs-fi/res/gn_guide_e.asp

(www.youthprivacy.ca / www.viepriveedesjeunes.ca)

Catalonia :

http://www.xtec.cat/alfresco/d/d/workspace/SpacesStore/b3a6241b-433d-4221-b312-cbd9503b1e47/guiadidactica_privacitat.pdf

http://www.apd.cat/media/2890.pdf

http://www.xtec.cat/alfresco/d/d/workspace/SpacesStore/b3a6241b-433d-4221-b312-cbd9503b1e47/guiadidactica_privacitat.pdf

http://www.xtec.cat/alfresco/d/d/workspace/SpacesStore/1b0880c7-8fe0-410c-8555-b2d1d110edb5/Unitat%20Identitat%20Digital%20ESO%20definitiva.pdf

http://www.xtec.cat/alfresco/d/d/workspace/SpacesStore/d21f09a4-3870-4a83-93ac-6707f03b3593/UD%20ciberassetjament.pdf

http://www.menorsiprivacitat.cat/

http://www.xtec.cat/web/recursos/tecinformacio/internet_segura/videos

http://www.apd.cat/media/2502.pdf

http://www.apd.cat/media/2503.pdf

http://www.apd.cat/ca/contingut.php?cont_id=184&cat_id=215

Croatia :

http://www.carnet.hr

http://ucitelji.hr

http://www.azop.hr

http://www.petzanet.hr/

https://pogledkrozprozor.wordpress.com/2013/09/30/milijunski-projekt-kolama/

Czech Republic:

https://www.uoou.cz/en/VismoOnline_ActionScripts/File.ashx?id_org=200156&id_dokumenty=1108

https://www.uoou.cz/en/vismo/zobraz_dok.asp?id_org=200156&id_ktg=1085&archiv=0&p1=1011

http://www.wildwebwoods.org/popup_langSelection.php

Finland :

www.mediataitokoulu.fi

www.edu.fi

www.mll.fi

www.tietosuoja-lehti.fi

www.viestintavirasto.fi

www.hiiripiiri.fi

France :

http://www.primtice.education.fr/cycle3/culture-humaniste/fiche-detaillee-du-scenario.html?sheetid=3264

http://eduscol.education.fr/internet-responsable/

http://www.jeunes.cnil.fr/enseignants/

http://www.jeunes.cnil.fr/enseignants/fiches-pedagogiques/

https://www.france-universite-numerique-mooc.fr/courses/CNAM/01013/session01/about

http://www.educnum.fr/inscrivez-vous-au-mooc-informatique-et-liberte-sur-internet-avant-le-4-juillet/

http://www.educnum.fr/#outils-vie-privee

https://www.axaprevention.fr/conseils-internet/internet-enfants/permis-internet-enfants

http://spiralconnect.univ-lyon1.fr/webapp/website/website.html?id=1260098&pageId=251

http://spiralconnect.univ-lyon1.fr/webapp/website/website.html?id=1260098&pageId=258

http://www.adbs.fr/quizz-juridiques-50350.htm?RH=1189429391119

Gibraltar :

https://www.youtube.com/watch?v=KGr_KFiCX4s

https://www.youtube.com/watch?v=-Dn1Jmqecvk

https://www.youtube.com/watch?v=elYv-pZVgyo

http://www.telegraph.co.uk/technology/google/7951269/Young-will-have-to-change-names-to-escape-cyber-past-warns-Googles-Eric-Schmidt.html

https://www.youtube.com/watch?v=ZTYZMdbq8PE

https://www.youtube.com/watch?v=kOvw3EaHZ-o

https://www.youtube.com/watch?v=YLWmjpPoJHk

https://www.youtube.com/watch?v=Ttat93gBpEI

Hungria :

http://www.mediatudor.hu/tanaroknak.php

http://naih.hu/key-to-the-world-of-the-net-.html

http://naih.hu/files/adatvedelmi_infografika_20150126.pdf

http://naih.hu/files/20150127_NAIH-UNICEF-koezlemeny.pdf

http://naih.hu/files/Biztonsagosabb_Internet_Nap_2015_sajtoanyag.pdf

http://naih.hu/adatvedelemr-l-fiataloknak--kulcs-a-net-vilagahoz--projekt.html

http://naih.hu/-arcades--project.htm

Ireland :

www.youtube.ie/dataprotection

Italy :

http://www.sicurinrete.it/wp-content/uploads/2011/09/edizione-mondadori.pdf

http://www.sicurinrete.it/wp-content/uploads/2012/09/Libro-attivita-finale-s.pdf

http://www.garanteprivacy.it/web/guest/home/stampa-comunicazione/campagne-di-comunicazione-istituzionale

http://www.garanteprivacy.it/web/guest/home/docweb/-/docweb-display/docweb/1804368

http://www.generazioniconnesse.it/index.php

http://www.garanteprivacy.it/web/guest/home/stampa-comunicazione/campagne-di-comunicazione-istituzionale

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Ontario Canada:

https://www.ipc.on.ca/english/Resources/Educational-Material/Educational-Material-Summary/?id=1110

https://www.ipc.on.ca/english/Resources/Educational-Material/Educational-Material-Summary/?id=184

https://www.ipc.on.ca/english/Resources/Educational-Material/Educational-Material-Summary/?id=183

Spain:

http://formacion.chaval.es

http://www.tudecideseninternet.es/educadores/

http://www.agpd.es/portalwebAGPD/CanalDelCiudadano/menores/Recurso_educativo/index-ides-idphp.php

http://www.tudecideseninternet.es/menores/?q=node/184

http://mooc.educalab.es

http://www.tudecideseninternet.es/menores/

http://www.tudecideseninternet.es/concurso/juegos/index.html

http://www.tudecideseninternet.es/concurso/data/guia_pandijuegos.pdf

Vídeos "Pantallas Amigas": https://www.youtube.com/watch?v=WwMt4lVeDcY

Switzerland :

http://www.edoeb.admin.ch/datenschutz/00683/00697/index.html?lang=fr

http://www.netla.ch/fr/menu-blau/enseignants.html

United States FTC:

http://www.onguardonline.gov/about-us

https://www.facebook.com/AlertaenLinea.

http://www.consumer.ftc.gov/topics/privacy-identity

http://www.onguardonline.gov/features/feature-0004-featured-net-cetera-toolkit)

http://www.admongo.gov/lesson-plans.aspx

New-Zealand :

https://privacy.org.nz/further-resources/online-e-learning-privacy-modules/

APPENDIX 2   QUESTIONNAIRE

SURVEY ON EDUCATIONAL RESOURCES - QUESTIONNAIRE TO THE WP ON DIGITAL EDUCATION

TUTORIAL KIT AIMED TO THE TRAINING OF TRAINERS ON DATA PROTECTION AND PRIVACY

Further to our preliminary investigations, this survey explores existing resources of the authorities and outside partners and has a dual purpose:
- *Share precise information from every country on the methods, nature and content of teachers' training curricula in data protection and privacy*
- *Identify and assess existing teaching resources used by teachers with pupils/ students which could be relevant to feed the tutorial kit to be produced*

Please choose among the preset answers or items listed; you are also kindly invited to substantiate your answers with additional information where possible and to add the useful web links

We would advise DPA to get the views of a sample of teachers (from primary, secondary schools) on the questionnaire because they are ultimately the ones who are most in contact with the psychology and understanding of students ; also via the Education Department which could provide some interesting feed back

The questionnaire should be filled in and returned *(within 3 weeks)* **by 30 June 2015**

To the 6 DPA acting as co-coordinators of Action 2, *namely the French, Spanish, Catalan, Mauritius, Luxembourg, and Canadian DPA via emails*

COUNTRY/ DPA:

I- TRAINING OF TRAINERS

1. Are teachers specifically trained in Data protection issues?		
YES ☐	*NO* ☐	*Not available* ☐

| If Yes, please specify which categories of teachers are covered:

☐ IT teachers (in computer science)

☐ civic studies teachers

☐ teachers of history-geography | ☐ teachers of social sciences

☐ teachers of biology

☐ all categories

☐ Other disciplines (to be specified) : | |

2. How are teachers trained or informed about Data protection subject matters?		
By specific training or awareness raising initiatives *YES* ☐	*NO* ☐	☐ *Not available*

If yes, please specify which training or awareness raising initiatives :

☐ training courses included in their vocational training

☐ training courses as part of their ongoing training

☐ training courses as part of ad-hoc voluntary training

☐ specific training workshops to teachers

☐ self-education

☐ **Others** (to be specified):

3. By whom are the training sessions provided? (Please, specify for which types of training as mentioned in Q 2):

☐ DPA :

☐ Ministries (specify which body) :

☐ Partners (to be specified) :

☐ Digital software publishers :

☐ External service provider (to be specified) :

☐ **Others** (to be specified):

4. Duration of the training sessions or programmes ?

5. Who provided funding for the training initiatives?

6. Are tools or material available for the training of teachers (please add any useful web links) and if so, by whom?

Teaching materials	Originating from			
☐ course materials	☐ *DPA*	☐ *Ministries*	☐ *Partners*	☐ *External service provider*
web links				
☐ manuals/ teaching books/ fact sheet to teachers	☐ *DPA*	☐ *Ministries*	☐ *Partners*	☐ *External service provider*
web links				
☐ teaching notes/ methodological guidelines / lessons scenarios	☐ *DPA*	☐ *Ministries*	☐ *Partners*	☐ *External service provider*
web links				
☐ MOOCs	☐ *DPA*	☐ *Ministries*	☐ *Partners*	☐ *External service provider*
web links				
☐ mixed ready-to-use educational kits for teachers / and students	☐ *DPA*	☐ *Ministries*	☐ *Partners*	☐ *External service provider*
web links				
☐ articles / infographics				
web links				
☐ DPA site / specific platform				
web links				
☐ no specific materials				
☐ **Others** (to be specified):				
web links				

7. Do you know if there is any questionnaire used to check the level of knowledge of teachers in data protection issues?

YES ☐ *NO* ☐ ***Any comment :***	
web links	

8. Should you be aware of some valuable teaching materials designed to teachers as well as stakeholders initiatives aimed to train them, please, could you let us know the most relevant and effective ones in your opinion to be provided for the tutorial kit?

9. Key topics of study		
Definition of privacy		
☐ what is personal data	☐ data protection legislation	☐ DPA missions
☐ sensitive data	☐ rights and duties	☐ citizenship
☐ online privacy/ social networks	☐ digital identity	☐ rights of minors as internet users (under 18 year-olds)
☐ photos and rights to an image	☐ profiling	☐ parental control
Confidentiality		
☐ security of data	☐ password security	☐ privacy policy / privacy parameters
☐ alias/ anonymity	☐ surveillance	☐ CCTV
☐ URL		
Digital technologies and uses with regard to privacy		
☐ mobile phones	☐ IP addresses	☐ wifi
☐ search engines	☐ cookies	☐ tracking of individuals
☐ geolocation	☐ biometrics	☐ connected objects
☐ downloading / copyrights	☐ video games / online games	☐ opensource software
☐ cyber bullying	☐ cybercrime / digital violence	☐ online purchasing
☐ big data	☐ URL	☐ social media
☐ **Others** (to be specified):		

10. Among these key themes, which ones in your opinion should be must-providing in a tutorial kit?

II- Educational materials or approaches by teachers for training students in data protection and (online) privacy

11. Types of materials or approaches used		
☐ lessons	☐ video	☐ other multimedia supports
☐ PowerPoints	☐ manuals	☐ short education films
☐ structured discussion/debates	☐ interactive games	☐ app's
☐ discussion forums	☐ quizzes	☐ exercises
☐ lessons scenarios	☐ workshops	
☐ **Others** (to be specified):		

12. Who should define the curriculum content on data protection:
☐ in education programmes/ curriculum standards
☐ in   outcomes developed by schools in consultation with teachers
☐ by DPA in collaboration with teachers or the Ministry of Education
☐ by DPA alone

☐ **Others** (to be specified):

13. Which topics are used for teaching by age ranking? (Please tick or specify below)						
Topics	Under 6 year-olds	6 -10 year-olds	10–12 year-olds	12-15 year-olds	15-17 year-olds	beyond 17 year-olds
Definition of privacy						
☐ what is personal data						
☐ data protection legislation						
☐ DPA missions						
☐ sensitive data						
☐ rights and duties						
☐ citizenship						
☐ online privacy/ social networks						
☐ digital identity						
☐ rights of minors as internet users (under 18 year-olds)						
☐ photos and rights to an image						
☐ profiling						
☐ parental control						
Confidentiality						

☐ security of data						
☐ password security						
☐ confidentiality policy / privacy parameters/settings						
☐ alias/ anonymity						
☐ URL						
☐ surveillance						
☐ CCTV						
Digital technologies and uses with regard to privacy						
☐ social networks						
☐ mobile phones						
☐ IP addresses						
☐ wifi						
☐ search engines						
☐ cookies						
☐ tracking of individuals						
☐ geolocation						
☐ biometrics						
☐ connected objects						
☐ downloading / copyrights						
☐ video games / online games						
☐ opensource software						
☐ cyber bullying						
☐ cybercrime / digital violence						
☐ online purchasing						
☐ big data						
☐ URL						
☐ **Others** (to be specified):						

14. Which are the most current case studies?
(such as ID cards, Snowden case, « Big Brothers », films such as « Minority report" or « Facebook », cyber attacks/ data breaches,…)

15. Which methodology and materials are designed for use by age ranking? Please specify for lessons and workshops mainly the duration of the training sessions						
Teaching materials & web links	Under 6 year-olds	6 -10 year-olds	10 – 12 year-olds	12 -15 year-olds	15 -17 year-olds	beyond 17 year-olds
☐ lessons **web links**						
☐ structured discussion/ debate **web links**						
☐ manuals **web links**						
☐ Short education films **web links**						
☐ Videos **web links**						
☐ other multimedia support **web links**						
☐ PowerPoints **web links**						
☐ discussion forums **web links**						
☐ interactive games **web links**						
☐ case studies **web links**						
☐ scenarios **web links**						

☐ workshops *web links*						35
☐ Quizzes *web links*						
☐ lessons scenarios *web links*						
☐ exercises *web links*						
☐ **Others** (to be specified): *web links*						

16. Based on your experience, which teaching materials and resources designed for use by age ranking and by relevant topics, would be most suitable for Primary and Secondary students?

Thank you very much for your responses, comments and remarks!