

# Summary Report on Running Data Protection Competitions for Youths



International Working Group on Digital Education  
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*With the support of the CNIL and the Czech Office for Personal Data Protection, and the collaboration of other data protection authorities (11)*

**CNIL: French Data Protection Authority (France)**

- **Digital education Department**  
Pascale RAULIN-SERRIER  
Sophie VULLIET-TAVERNIER

**The Office for Personal Data Protection (Czech Republic)**

- **Press Department**  
David PAVLÁT

## **Contents**

|   |             |
|---|-------------|
| <b>Foreword: the purpose of the survey</b>                                  | <b>(4)</b>  |
| <b>The panel of authorities that contributed to the survey</b>              | <b>(5)</b>  |
| <b>I. Key lessons from the survey</b>                                       | <b>(7)</b>  |
| - Comparative table of the main characteristic of the types of competitions | (12)        |
| <b>II. Detailed analysis of the competitions' characteristics</b>           | <b>(13)</b> |
| 1. The themes   | (13)        |
| 2. Methods of setting up competitions                                       | (14)        |
| 3. The financial / human / communication resources employed                 | (18)        |
| <b>III. Conclusions</b>   | <b>(21)</b> |
| <b>Appendices</b>   |             |
| - Appendix 1: Survey Questionnaire  | (22)        |
| - Appendix 2: Table of categories of competitions                           | (28)        |

## Foreword: the purpose of the survey

In October 2014 when the 2015 action programme of the International Working Group on Digital Education was adopted, the members of the International Conference notably recommended the development of a "privacy" competition kit to provide the data protection authorities wishing to engage in this type of action to have a guideline on the subject. Prior establishment of an inventory of national competitions that had already been organised by the data protection authorities (DPA) seemed necessary.

A survey by questionnaire, led by France and the Czech Republic, was thus launched in 2015 and included the 11 authorities that had declared, during the general survey carried out in 2014<sup>1</sup>, having organised competitions for youths. The purpose of the questionnaire (see appendix 1) sent to the DPA was to gather information on the objectives, targets, implementation methods as well as the allocated resources (financial, human, communication). It also concerned collecting feedback from the authorities and the follow-up.

The numerous answers provided by our colleagues, whom we hereby heartily thank, made it possible to draw up a first inventory of practices and derive lessons for the right way to carry out this type of action. Therefore, this report is a summary of the results of this survey. Nevertheless, it is most certainly worth enhancing by additional feedback both from the DPAs that already participated in this survey and maybe others that hold competitions in the past and were not involved in this survey (ex. Macedonia, Uruguay...).

Considering the diversity of practices and the abundance of models, you are provided with, not a competition kit as such, but a draft methodological guide (or instruction booklet) useful for launching and carrying out competition projects, in the form of a check-list completed by a list (non-exhaustive) of the right questions to ask yourself. Of course, this document as well can be improved and adapted according to supplementary contributions by the members of the International Working Group.

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<sup>1</sup> Survey by the working group of Data Protection Authorities on digital education (September 2014)

## The panel of authorities that contributed to the survey:

Among the 11 data protection authorities (DPA) that declared having organised competitions, almost half are "young" data protection authorities located in Eastern Europe, for which the competition seems to consist of a method of increasing awareness that is quite current among youths and is part of media covered educational campaigns, notably on January 28th, European Data Protection Day. The Czech authority seems to have been the first DPA to organize a competition in 2007, a new edition of which has been run every year. Poland is also very active because it has organised at least 3 different competitions every year since 2011/2012 and initiated a 4<sup>th</sup> in 2014.

Among the other authorities, Canada and Ireland, which have long-standing experience in digital education, have been organising digital education competitions for youth for a long time and so has Hong Kong, which notably invested significant resources in the launch of competitions.

Finally, Spain, France and occasionally Italy have also recently become involved in operations of this kind, each with their own special features.

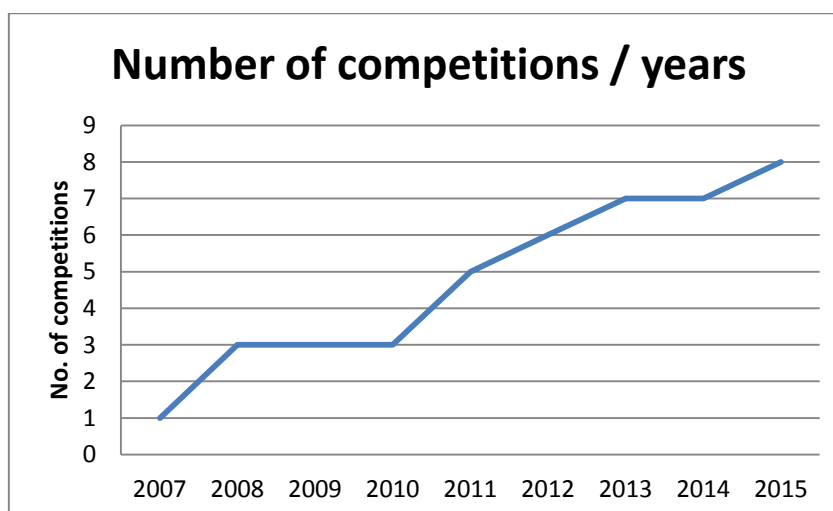
The table below summarises the number and frequency of competitions launched by the DPAs.

| COUNTRY              | Number of competitions held during one year | Number of competition rounds and years                             |
|----------------------|---|--|
| ALBANIA (AL)         | 1   | 2010 – 2012 - 2013<br><i>3 rounds</i>                              |
| BULGARIA (BU)        | 1   | 2012<br><i>1 rounds</i>  |
| CANADA (CA)          | 1   | 2008 - 2011<br><i>4 rounds</i>                                     |
| CROATIA (HR)         | 1   | 2013<br><i>1 round</i>   |
| SPAIN (SP)           | 1   | 2015<br><i>1 round</i>   |
| FRANCE (FR)          | 1   | 2014 - 2015<br><i>2 rounds</i>                                     |
| HONG KONG (HK1/ HK2) | 2   | HK1: 2011 – 2015<br><i>5 rounds</i><br>HK2: 2015<br><i>1 round</i> |

|                            |   |   |
|----------------------------|---|---|
| IRELAND (IE)               | 1 | 2008 – 2009<br><i>2 rounds</i>  |
| ITALY (IT)                 | 1 | 2011<br><i>1 round</i>  |
| POLAND (PL1/PL2/ PL3/ PL4) | 4 | PL1 2012 – 2014<br><i>3 rounds</i><br>PL2 2011 – 2015<br><i>4 rounds</i><br>PL3 2012 -2015<br><i>3 rounds</i><br>PL4 2014<br><i>1 round</i> |
| CZECH REPUBLIC (CZ)        | 1 | 2007 – 2015<br><i>9 rounds</i>  |

From 2007 to 2015 the authorities organised 43 competitions.

The number of competitions per year is constantly increasing and although in 2007 only the Czech Republic organised a competition, in 2015, 6 competitions were counted.



Nonetheless, it should be noted that of these 6 competitions, some were organised by the same entity (HK organised 2 competitions and so did PL). Some authorities have not run competitions for at least 2 years (AL, BU, CA, HR, IE and IT).

## **I. Key lessons from the survey**

The comparative analysis of the competitions leads to the following conclusions:

### **Points in common...**

- 1. If raising youth awareness of data protection is of course, a common objective for everyone, so is in particular, the general theme of responsible use of the Internet (FR, CZ, CA, BU, HK, IE, SP, IT, PL2).**
- 2. In a vast majority of cases the DPAs indicate having launched these competitions in view of educational reuse of award-winning resources by teachers (9/11) as well as the DPAs (7/11).**
- 3. For all the competitions it concerns initiatives launched and managed by the DPAs but with at least the support or even the actual participation of public authorities (Ministry of National Education, Ministry of Digital Affairs, and Ministry of New Technologies), partners in the technological fields, notably Cinematography Institutes.**
- 4. The financial resources involved are generally limited even though there are disparities according to the type of competition held.**
- 5. Consequently, the launch of competitions, regardless of the category, is not accompanied by widespread information campaigns (except, maybe, for Hong Kong).**

### **...But there is a wide variety of competitions**

- 1. There is no real single competition model since each one has its specific features (see complete list in appendix 2), which is why it is difficult to establish a competition kit that is valid for everyone.**
- 2. However, these competitions can be classified in 4 major categories:**

- A 1<sup>st</sup> category (Cat 1) concerns "traditional" visual and literary arts (drawing, painting, essays) open to primary and secondary school students (AL, BU, HR, HK2, PL2) including higher education students (PL2) (7-25 years)

#### Special features:

These competitions especially concern primary or even secondary school students (except for Poland which organised a competition for higher education students), who are asked to do drawings or paintings or to write texts (poems, essays, compositions, etc.) that illustrate the privacy issue. The number of participants is usually relatively limited (an average of about sixty<sup>2</sup>). Nevertheless, it is worth noting that the Croatian authority's competition, for which the aim was to imagine and write the end of a story specially invented by a successful author, produced 300 narratives.



Bulgaria



Hong Kong

The establishment of these competitions is usually based on prior educational preparation by teachers.

The results of works carried out by the pupils are either exhibited or even published or disseminated on the DPA websites or on websites intended for youths.

Their budgets are relatively low (from €500 to €1,300<sup>3</sup>) in terms of communication, resources available to the classes (paper, pencils, brushes and paint!), as well as prizes which are basically in the form of books, bags, T-shirts, computer supplies, etc...

BU: [http://az-deteto.bg/az-i-internet/photo\\_view.html](http://az-deteto.bg/az-i-internet/photo_view.html)

PL2 : [http://www.giodo.gov.pl/420/id\\_art/8712/j/pl](http://www.giodo.gov.pl/420/id_art/8712/j/pl)

<http://www.pwc.pl/pl/biuro-prasowe/2015/2015-04-22-konkurs-esej-dla-studentow.jhtml>

HK2: <http://www.pcpd.org.hk/youthprivacy/en/student-ambassador-program.html>

<sup>2</sup> Average to be analysed with caution: the figures provided do not always make it possible to determine whether it concerns the number of classes or the number of pupils who participated.

<sup>3</sup> Apparently, except for Hong Kong.



- **A 2<sup>nd</sup> category (Cat 2) open to all types of multimedia or artistic creations, technical works (drawings, games, videos, badges, goodies, applications, prototypes, etc....) by youths (7-25 years) (CZ, HK 1, FR, PL1, PL3)**

#### **Special features:**

This category of competition is aimed at collecting all types of creations by youths, pupils and even public and private university students.

Note the special feature of France's competition in which students were asked to produce educational resources for younger children.

Therefore, there was complete freedom in the choice of the medium used, which fosters creativity and innovation. According to the choice of the medium, students should be provided with technical support including notably, IT support. The time for designing the mediums is therefore to be taken into account to define the duration of the competition (an average of 3 to 4 months).

Depending on the editions of competitions, the number of participants within the projects presented varies from 3 to 600<sup>4</sup>; student participation is rather estimated between 15 and 25 with an average of 50 schools.

The cost to establish these competitions is therefore very variable (an average of 20,000 euros) both for the participants and for the DPAs which must have access to technical as well as human resources to ensure proper receipt of these mediums as well as their evaluation by experts. Management of applications, pre-selection and a jury are also more complex.

The resources produced by these competitions, in principle provide a range of educational tools that can be reused by the DPAs as well as the teachers and parents, and the students who designed them can be offered professional openings on the market for educational products for youths.

CZ: [https://www.uoou.cz/en/vismo/zobraz\\_dok.asp?id\\_org=200156&id\\_ktg=1378&archiv=0&p1=1011](https://www.uoou.cz/en/vismo/zobraz_dok.asp?id_org=200156&id_ktg=1378&archiv=0&p1=1011)

HK1: <http://www.pcpd.org.hk/youthprivacy/en/student-ambassador-program.html>

FR: <http://www.educnum.fr>

PL1: <http://www.giodo.gov.pl/1520061/j/pl>

PL3: [http://www.giodo.gov.pl/487/id\\_art/7779/j/pl](http://www.giodo.gov.pl/487/id_art/7779/j/pl)

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<sup>4</sup> A maximum of 600 enrolments was recorded for CZ in 2011, bearing in mind that this competition was held in a library and included a "Wild Web Woods" game launched by the Council of Europe during the European Data Protection Day [mailto:http://www.wildwebwoods.org/popup\\_langSelection.php](mailto:http://www.wildwebwoods.org/popup_langSelection.php)

- **A 3<sup>rd</sup> category (Cat 3) reserved for the production of a single type of medium (videos or mobile applications) by youths from 13 to 18 years or age above (CA, IT, IE, PL4)**

**Special features:**

This category of competition is limited to the production of a single type of medium, videos, which implies more organised and more technical specifications (length of the video - e.g.: less than 120"-, restoration formats, quality and technical definition, etc.) and sometimes it covers the right to personal data protection but also to copyright (IT). Such competitions sometimes require calling on specialists for the selection and the jury. However, Canada called on students chosen by their peers and their professors.

Undoubtedly due to the technicality of the medium, a limited number of projects are presented: 3 for the mobile application competition (PL4), 10 to 75 (CA) for the other competitions.

Although the medium is the same, the competition themes can vary with new editions (CA).

The duration of these competitions is approximately several months and their cost varies from 2,000 to 4,000 euros. As is the case for the previous category, the video resources produced, generally broadcasted on DPA websites, can be reused by the DPAs as well as teachers.

CA: [www.viepriveedesjeunes.ca](http://www.viepriveedesjeunes.ca)

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

IE: [www.youtube.ie/dataprotection](http://www.youtube.ie/dataprotection)

PL4: [http://www.giodo.gov.pl/1520208ie\\_art/8539/j/pl](http://www.giodo.gov.pl/1520208ie_art/8539/j/pl)

- **A 4<sup>th</sup> category (Cat 4) open to primary school pupils (10-12 years), schools and teachers to participate in an on-line game and quiz (SP)**

**Special features:**

The competition that illustrates the 4<sup>th</sup> category, launched by Spain in 2015, is original as it is based on the use of 5 on-line mini-games and a quiz, designed at the initiative of the DPA, not only for the competition but also as a long-term educational medium on the DPA website and can be used in class as well as at home. Using it for the competition makes it possible to test the product for those same uses.

This type of competition has the advantage of reaching and involving a large number of classes (167) and students (22,000 contributions) in the competition and of becoming a part of

current youth practices related to interactive games. It should be noted that the prize was attributed to a school and not to the pupils.

Notwithstanding the initial human and financial investment (€21,000 for designing the game), this competition turns out to be quite inexpensive. It does not require management of applications, pre-selection or final jury (replaced by automatic scoring according to the answers provided). Anyway, it seems to be easily reproducible.

SP: <http://www.tudecideseninternet.es/concurso>



**Comparative table of the main characteristics of the different types of competitions**

|  | Targets                               | Participants and number  | Com/prize/ logistics financial resources   | Duration  | Human resources      | Public partners   | Private partners                                   | Prizes   | Jury  | Country and number of rounds             |
|--|---------------------------------------|--|--|---|----------------------|---|--|--|---|--|
| <b>Category 1:</b><br>"traditional" visual and literary arts - students and higher education from 7/25 years | 7/25 years                            | Primary and secondary school students = ~80 participants/edition                                   | from €500 to €1,300 (€30,000 for HK)   | Between 1 week and 4 months (avg.: 1.5 months)  | From 3 to 10 persons | Schools and/or Ministries of Education and local authorities    | NGO, sometimes businesses (e.g.: PWC)              | Less than €1,000 and mostly gifts (books, T-shirts, trips, digital supplies, etc.) | 3 to 5 persons from the DPA or the teaching profession                                    | AL (3), BU (1), HZ (1), HK2 (2), PL4 (1) |
| <b>Category 2:</b> all types of creations by young pupils and students from 13/25 years                      | 6/18 as well as the teachers /parents | 15 to 25 projects and approximately 50 schools (with a maximum of 600 participants for CZ in 2011) | From €700 to €70,000 (related to the launch) with an average of €30,000 for all the expenses | Between 2 months and 10 months (avg.: 4 months) | 3 pers.              | Schools and/or the Ministry of Education and local authorities  | NGO, sometimes businesses or corporate foundations | More than €1,000, often in cash  | 4 to 9 persons from the DPA; technical, communication, university and industrial profiles | CZ (9), HK1 (5), FR (2), PL1(3), PL3 (3) |
| <b>Category 3:</b> video production and mobile app 13 years/adults   | 13 - 18 years and above               | Mainly secondary school students (= ~50 projects/edition)  | From €4,000 to €20,000, expenses are mainly related to the Prize and the equipment           | Between 3 months and 7 months (avg.: 5 months)  | 3 pers.              | schools   | Businesses (Google, Guida Monaci, etc.)            | More than €2,000, mainly in cash plus video-related gifts                          | 3 to 5 persons from the DPA, partners and video specialists                               | CAN (4), IE (2), IT (1) PL4 (1)          |
| <b>Category 4:</b> participation in an on-line game by classes of pupils 10-12 years old                     | 10/12 years                           | Primary school pupils, students and teachers (167 schools, 22,000 students)                        | €27,000, including €21,000 in the development of the game                                    | 3 weeks   | 7 pers.              | The Ministry of Education, the schools and Regional authorities |  | €1,200 in gifts (e-readers)  | Not applicable  | SP (1)                                   |

## II. Detailed analysis of the competitions' characteristics

### 1. Themes, targets and participants

#### - The themes

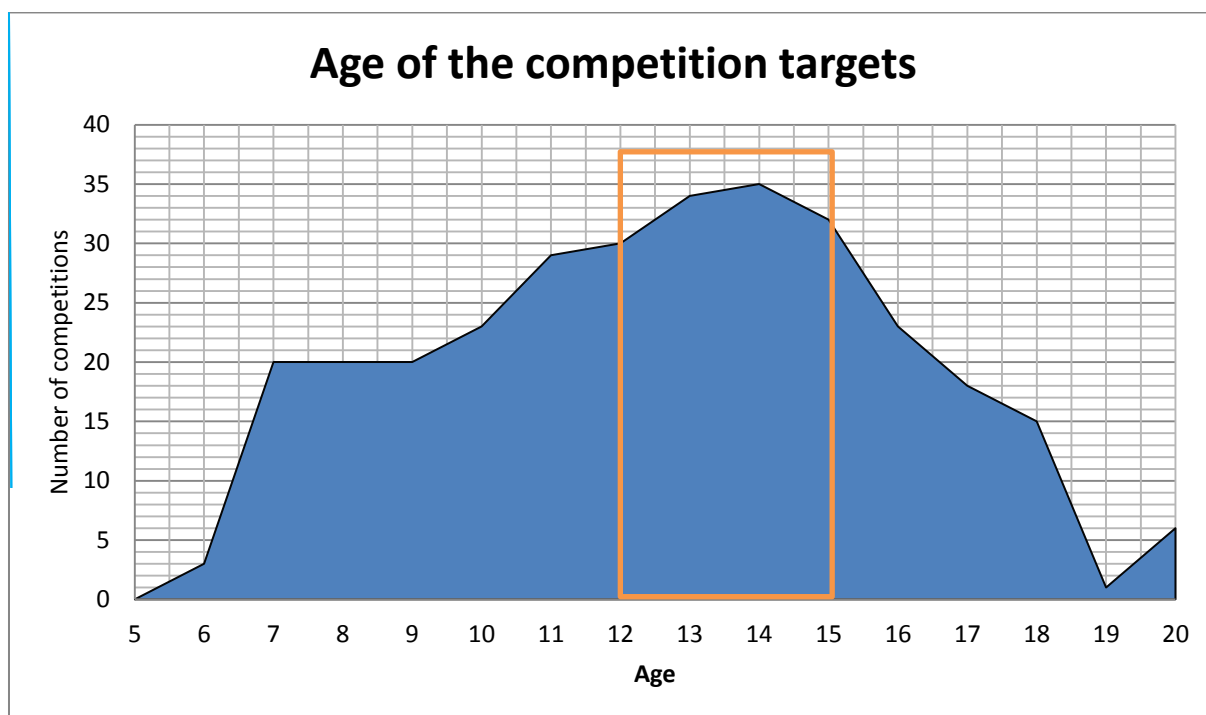
The themes broached in the framework of the competitions favoured an *approach in the form of positive advice*, namely, "How to raise awareness of good uses of the Internet", "How to protect your privacy", Practising responsible browsing (AL, BU, CAN, FR, IT, PL1, SP).

In the framework of one of the competitions organised by Poland, precise themes are submitted as case studies to high school and higher education students (PL2):

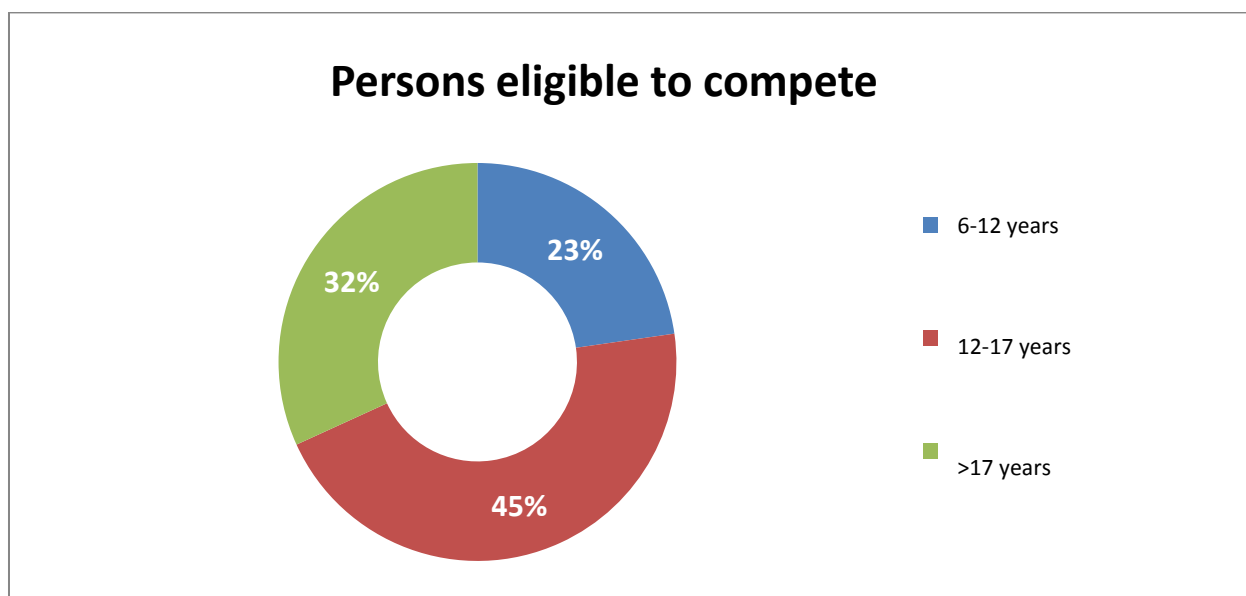
- Data protection on social networks of football supporters' websites
- Data protection of job seekers processed by the technological IT networks
- Client profiling for marketing reasons
- Student monitoring during written exams.
- Illegal disclosure of student data to create on-line films.

#### - The targets

As it can be noted on the graph below, the 12 - 15 age group is the target of choice.



It is also interesting to note as shown in the graph below, that among the eligible persons to compete, the 12– 17 age group is principally targeted (45%), followed by the 12- 17 years (32%) and last the 6- 12 age group (23%).



## 2. Methods of setting up competitions

### - The partners

#### **Institutional partners**

In general, there are partnerships with the Ministries of National Education, Youth and Sports, Digital Affairs Administration, the Ministry in charge of ICT or the Children's Ombudsman. The types of partnerships indicated in the survey are not very clear; it could be displayed patronage, but also logistics support to school networks, or even financial support in case of prizes, totally covered by the institutional authorities (PL).

#### **Private partners**

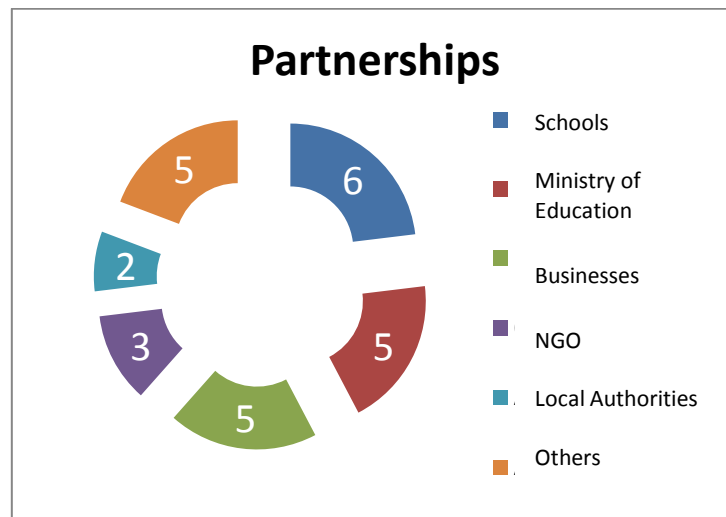
Several DPAs called on private partners (notably, Guida Monaci SpA (IT), Google (IE), Fondation AXA Prévention (FR), Fondation Cybersécurité (PL)) for financial assistance, the jury, the prize-giving venue, giving of gifts, etc.

### NGO partners

Overall, the NGOs seem to be hardly present, except occasionally through representatives of family associations.

### The partners from the media

A few partners from the media can be seen: TV, Radio, occasionally Newspapers, or media training centres.

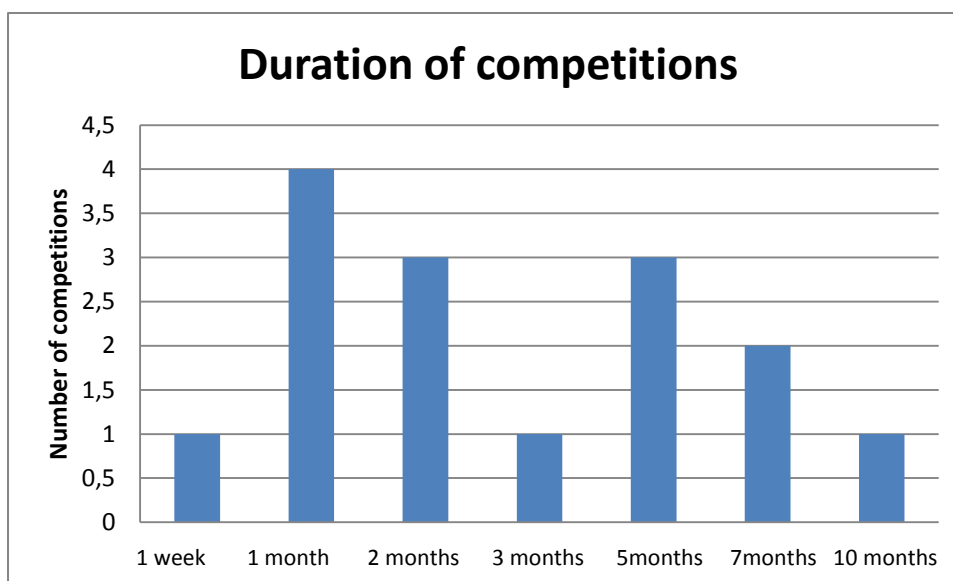


The graph above shows how cooperation is balanced between key partners on competitions with DPAs.

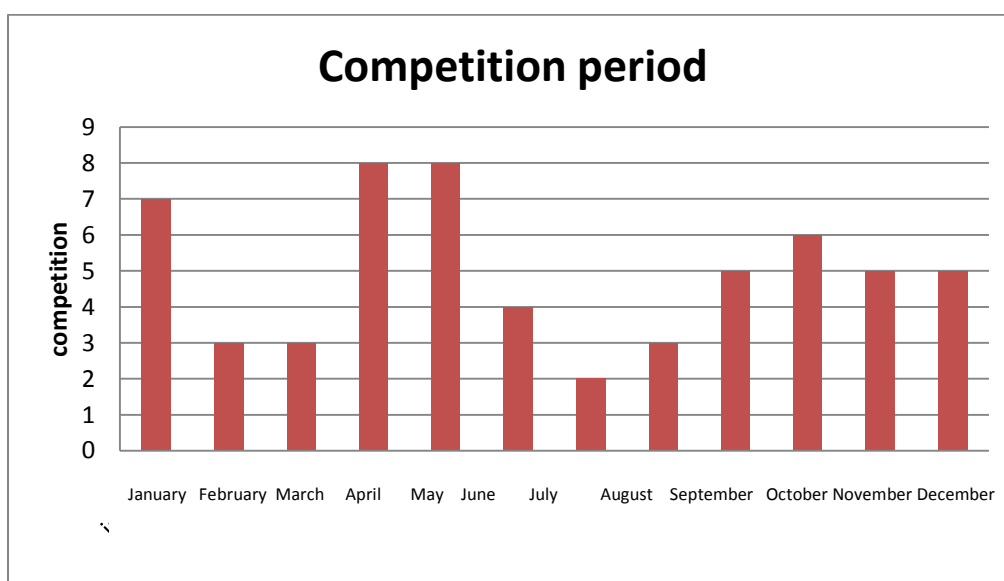
#### - The competition process

The competition's terms and conditions are described in the rules and/or support kits including links to the educational resources that are on the DPA website, guides, brochures (FR, SP, IT), FAQ (SP), case studies (PL2), and even a declaration of commitment by the participant (PL 4).

It is interesting to note that training or specific workshops prior to the competition are sometimes organised for teachers and students (CZ, SP).



Competition periods are usually from October to January and then April to May. These periods correspond with the school periods that are most appropriate for developing such projects (as some DPAs indicated in their choice of mobilisation period).



#### - The jury

For 6 competitions a pre-selection of projects is scheduled: AL, CA, CZ, IE, FR, PL1.

Juries are mainly composed of the organising authority's representatives (about 4 or 5 members) which involves communication experts, jurists, IT experts, representatives of institutional partners, the educational and private sphere, and even sociologists, according to the type of projects to which the competition is open (technological, videos, children's drawings, students' writings, etc...). No on-line vote was implemented.



#### **- The evaluation and selection criteria**

The criteria have a certain homogeneity, regardless of the type of competition and creations. The first selection criterion, shared by all the authorities, is a criterion of pertinence to the theme that is addressed. Although the quality of the presentation is also an important criterion, the jury also pays attention to originality, creativity and artistic value. Finally, the clarity and effectiveness of the "privacy" message to the targets are of course taken into account.

According to the target and the type of medium required, the selection can be based on additional criteria: legal reasoning, quality and precision of expression, etc. (e.g.: PL), conformance with technical requirements, qualities of "Privacy by design / by default", and include mechanisms that enable limiting the conservation of data to a useful period, limiting distribution to third parties, integrating the capacity to prevent any misuse, design quality, functionality and security.

It should be noted that for France, the capacity for "industrialisation" of the project that was presented was one of the criteria expressed.

#### **- The prizes**

Practices are very different from one competition to another. The prizes can be awarded to pupils or students, alone or in teams, to classes or even to schools.

Some authorities, such as Hong Kong, created specific prize categories: Junior level / senior level merit, Most Creative, Best Performance, Best Team Slogan, Best Partner School and Best Team Spirit.

Canada established a Public Prize attributed via vote by the youths selected beforehand by their peers and their professors.

Rewards can be in the form of financial donations from €50 to €7,000, gifts in the form of gift vouchers, computer equipment and supplies (tablets, laptops, e-books, etc.), or books, games, bags, caps and other promotional objects with the DPA logo.

Other rewards initiated by some authorities should be noted:

- A training course with the DPA (PL 1)
- A stay including the hotel and a day of tours, offered to prize-winning students and families, to cultural and symbolic places (the town of Prague, its national library, the national partner radio), tours and exchanges with the Authority itself (CZ, IT), support for the prize-winners in the development of their project through the establishment of contacts (FR).

Finally, symbolic distinctions are sometimes awarded:

- Golden pen statuette for the Programme (PL 3)

- Event trophy with the name of the winner for each prize-winning student (FR)
- Distinctions (PL), Congratulation letters (PL, FR), Honours (BU)
- Plate mentioning the event (IT).

### 3. The financial / human / communication resources employed

#### - The budget

As previously indicated, the budgets vary considerably from one competition to another.

In category 1 of competitions open to "traditional" visual and literary arts, **the dedicated budget varies** from €500 (AL) to €30,000 (HK).

In category 2 competitions open to all types of creations, the budget ranges from €700 (CZ) to €70,000€ (FR). This sum was notably the result of the creation of a website dedicated to digital education and financial donation of the prize, a part of the expenses having been paid by other partners and the competition having been organised by the CNIL but in the framework of actions taken by a group of stakeholders from the educational sector.

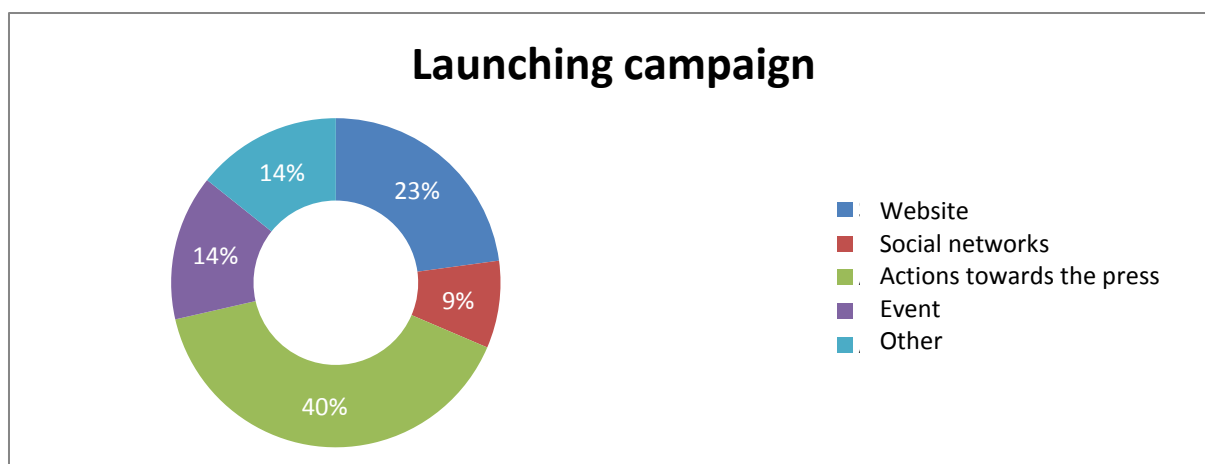
In category 3 open to the production of videos alone and mobil apps, the budget level varies from €4,000 (CA) to €20,000 (IT), a part of the expenses being related to the Prize for the latter.

In category 4 open to the implementation of on-line games and quiz, the budget amounts principally to the design and the development of the game with €21,000 (SP).

#### - Information campaigns

In most countries, communication actions, notably to launch competitions, were essentially carried out via the websites of DPAs and partners (institutions, communities, NGOs) (BU, CA, CZ, IE, FR, HK, IE, PL1, SP), and in a lesser proportion, by:

- press releases (CZ, FR, HK, IE, SP)
- articles / ads in magazines (BU, CZ, FR, PL1)
- social networks (CA, CZ, HG, PL2)
- TV spots (AL, HK,)
- a press conference (CZ, PL)
- an announcement on the radio (CZ)



The DPAs implemented other low-cost methods of broadcasting to relay stakeholders: e-mail listings of targeted schools, training centres, national partner teachers' networks, putting up Posters in training centres and schools.

Many DPAs seize the opportunity of the prize-giving to create a mobilisation media event attended by institutions and the media. Several prizes were awarded during ceremonies for **the European Data Protection Day** (AL, FR, IT, PL) or during **the Data Protection Week** in the Pacific-Asia region (HK). Other prize-giving ceremonies were organised in the framework of more broad-scale events with seminars, conferences or debates related to the themes of the competition (BU, HR, PL 1, PL 3, PL 4), or related to the students' end-of-year school programme (CZ, SP). Finally, it should be noted that to support the launch of their competition and prize-giving, France called on a symbolic digital economics "godfather", e-commerce Chairman and Managing Director and co-founder of a school for Internet professions.

#### - **Human resources**

The human resources mobilised by the DPAs are an average of 3 persons, all from internal teams: communication departments (AL, CA, CZ, FR, HK) and/or in charge of education (PL, FR, IE). Some authorities such as in Spain and Bulgaria indicate having occasionally mobilised 7 to 10 people.

The type of activities that the authorities subcontracted is quite limited and distributed when necessary, to technical and communication services prior to or after the competition:

- Creation of an illustration / corporate identity for communication concerning the competition (with production of a high definition version for the Web) (FR)
- Writing the rules of the competition (PL)
- Design of case studies (PL 2)

- Publication of prize-winners' collection of works (drawings, poems, narratives) and recommendations (BU)
- Video production service to integrate a DPA introductory message and subtitling in French and English on prize-winning videos (CA)
- Organisation and reception for the prize-giving ceremony (IE)
- Design of the on-line game (SP).

### III. Conclusions

The data protection authorities present positive reports overall, even though sometimes improvements are required (e.g.: for France the duration of the competition, the most significant communication actions) and most of them confirm their commitment to continue these initiatives over the short term.

Although, as we have seen, many DPAs have run new competitions for several years, several have also stopped actions of this kind. It would be interesting to know the reason for these decisions more precisely. Canada indicated that in 2008 it had a lack of educational video resources for youths (which is why the video competition was launched) and that at the end of 4 years of competition the market for this type of resource was somewhat "saturated", which is why it was stopped. Ireland, which stopped organising video competitions after 2 consecutive years for financial reasons, now mentions the desire to relaunch the idea of competitions if their budget and their authority's human resources undergo a favourable change over the coming years.

The workshop that will be organised on this theme at the Amsterdam conference in October 2015 might be the opportunity to compare points of view and in particular, the costs/advantages aspects and the areas for improvement for each category of competition.

It will also make it possible to broach the subject of the content of the draft methodological guide for the right way of holding competitions.

## APPENDIX 1 - SURVEY QUESTIONNAIRE

### QUESTIONNAIRE FOR DPAs WHICH HAVE ORGANIZED NATIONWIDE / REGIONAL COMPETITIONS

The French CNIL and the Czech Office for Personal Data Protection are acting as co-coordinators of **Action 3** aimed at **creating a competition package based on rewarding exemplary and/or innovative educational initiatives in the field of digital education**.

Please note that we know that such national competitions in some DPAs were developed years ago. Therefore, the questionnaire below remains optional even though the aim is to benefit from your experience when possible on the topics listed, either by preset answers (YES/ NO/ multiple choice answers) or by filling in some information

➤ Pascale RAULIN-SERRIER and David PAVLÁT would be happy to receive your answers to the questions below

**by Monday 15 June 2015** at the following e-mail addresses: [pserrier@cnil.fr](mailto:pserrier@cnil.fr) and [David.Pavlat@uouu.cz](mailto:David.Pavlat@uouu.cz)

**COUNTRY/ DPA:**

#### 1. Title of the (nationwide) competition

|  |
|--|
|  |
|--|

#### 2. Website (Where can we find the project or information about it? In which language?)

|  |
|--|
|  |
|--|

#### 3. Since when? How many editions?

|                                       |     |                          |                             |
|---------------------------------------|-----|--------------------------|-----------------------------|
| When was it held for the first time?  |     |                          |                             |
| Is it annual?                         | Yes | <input type="checkbox"/> | No <input type="checkbox"/> |
| Do you have a new project every year? | Yes | <input type="checkbox"/> | No <input type="checkbox"/> |

#### 4. What is / are the focus/foci / theme(s) of the project(s) and the target groups (children – age group / parents / teachers)?

|  |
|--|
|  |
|--|

#### 5. What are the main reasons and goals of the project?

|  |              |                          |                        |                          |         |
|--|--------------|--------------------------|------------------------|--------------------------|---------|
| a. To raise awareness of privacy issues among:                                     |              |                          |                        |                          |         |
| <input type="checkbox"/>   | young people | <input type="checkbox"/> | teachers               | <input type="checkbox"/> | parents |
| b. To generate up to date materials on data protection and privacy issues for use: |              |                          |                        |                          |         |
| <input type="checkbox"/>   | by DPA       | <input type="checkbox"/> | in schools by teachers |                          |         |

|   |
|---|
| <input type="checkbox"/> by others (to be completed): |
| <b>c. Other goals (to be completed):</b>              |

| 6. Who are the project applicants (competitors)?   |   |  |
|--|---|--|
| <input type="checkbox"/> Primary schools pupils    | <input type="checkbox"/> Secondary schools students | <input type="checkbox"/> Higher education students |
| <input type="checkbox"/> Teachers                  | <input type="checkbox"/> Schools                    |  |
| <input type="checkbox"/> Others (to be completed): |   |  |

| 7. What are the works or contributions?            |   |  |
|--|---|--|
| <input type="checkbox"/> Videos/ video clip        | <input type="checkbox"/> Mobil application  | <input type="checkbox"/> Quiz                |
| <input type="checkbox"/> Games                     | <input type="checkbox"/> A story / An essay | <input type="checkbox"/> News report writing |
| <input type="checkbox"/> Drawings / paintings      | <input type="checkbox"/> Photographs        | <input type="checkbox"/> Posters             |
| <input type="checkbox"/> Goodies (badges...)       | <input type="checkbox"/> Lessons            |  |
| <input type="checkbox"/> Others (to be completed): |   |  |

| 8. Number of entries received (per year)? |  |
|---|--|
|   |  |
|   |  |

| 9. Project timetable (dates of the official launching and for application) |
|--|
|  |
|  |

## Organization

| 10. Who is the organizer?                          |  |                                  |
|--|--|----------------------------------|
| DPA  | Yes <input type="checkbox"/>                       | No <input type="checkbox"/>      |
| 11. Who are the cooperators?                       |  |                                  |
| <input type="checkbox"/> NGOs                      | <input type="checkbox"/> The Ministry of Education | <input type="checkbox"/> Schools |
| <input type="checkbox"/> Local authorities         | <input type="checkbox"/> Businesses                |                                  |
| <input type="checkbox"/> Others (to be completed): |  |                                  |

| 12. Was the project completely prepared in and by your office? |                             |
|--|-----------------------------|
| Yes <input type="checkbox"/>                                   | No <input type="checkbox"/> |
| How many people from your Office participated?                 |                             |

|   |   |   |
|---|---|---|
| <i>What about the (cross-disciplinary) expertise of the team project?</i>                 |   |   |
| <i>Description of the work (activities):</i>  |   |   |
| <input type="checkbox"/>  | Coordination/ Communication/ Logistics      |   |
| <input type="checkbox"/>  | Assessment of the entries                   |   |
| <input type="checkbox"/>  | Training teachers (involved in the process) |   |
| <input type="checkbox"/>  | Other activities (to be completed):         |   |
| <i>What about the timetable of activities per person (in weeks or months men):</i>        |   |   |
| <i>If external workers or other outside bodies assisted, which tasks were outsourced?</i> |   |   |
| <input type="checkbox"/>  | Coordination                                | <input type="checkbox"/> Communication <input type="checkbox"/> Logistics |
| <input type="checkbox"/>  | Assessment of the entries                   | <input type="checkbox"/> Training teachers                                |
| <input type="checkbox"/>  | Other tasks (to be completed):              |   |

## Jury and Prize

### 13. Preselecting

Any shortlist prior to the jury?

Yes

☐

No

☐

By whom?

### 14. Make-up of the jury?

Number:

Who/ Which expertise?

### 15. Possibility of on-line or live vote?

Yes

☐

No

☐

Other means of voting?

### 16. Evaluation criterion

### 17. Category of prizes

How many prize winners?



|                                    |  |
|------------------------------------|--|
| Name of the Prize(s) or categories |  |
| <input type="checkbox"/>           |  |
| <input type="checkbox"/>           |  |
| <input type="checkbox"/>           |  |

| 18. Awards               |                                  |
|--------------------------|----------------------------------|
| <input type="checkbox"/> | A financial Prize (amount in €): |
| <input type="checkbox"/> | Certificates                     |
| <input type="checkbox"/> | Gifts (to be listed):            |
| <input type="checkbox"/> | Other rewards (to be completed): |

### Information Campaign

| 19. Did you launch an information campaign? |                           |                          |
|---|---------------------------|--------------------------|
| <input type="checkbox"/>                    | ads in the newspaper      | <input type="checkbox"/> |
| <input type="checkbox"/>                    | TV broadcasting           | <input type="checkbox"/> |
| <input type="checkbox"/>                    | press release             |                          |
| <input type="checkbox"/>                    | time on the radio         | <input type="checkbox"/> |
| <input type="checkbox"/>                    | on social media           | <input type="checkbox"/> |
| <input type="checkbox"/>                    | magazine articles         |                          |
| <input type="checkbox"/>                    | website                   | <input type="checkbox"/> |
| <input type="checkbox"/>                    | Press conference          | <input type="checkbox"/> |
| <input type="checkbox"/>                    | specific meetings         |                          |
| <input type="checkbox"/>                    | Others (to be completed): |                          |

| 20. Any guide documents provided in relation to the competition? |                             |
|--|-----------------------------|
| Yes <input type="checkbox"/>                                     | No <input type="checkbox"/> |
| Which documents?   |                             |

| 21. Did you officially appoint a "Godfather" for the event? |                           |                          |
|---|---------------------------|--------------------------|
| <input type="checkbox"/>                                    | VIP                       | <input type="checkbox"/> |
| <input type="checkbox"/>                                    | a teenage heartthrob      | <input type="checkbox"/> |
| <input type="checkbox"/>                                    | a high-tech manager       |                          |
| <input type="checkbox"/>                                    | Others (to be completed): |                          |

### Budget

| 22. Competition budget                            |                         |
|---|-------------------------|
| Total budget (in €):                              |                         |
| Main budget headings and approximate amount in €: |                         |
| <input type="checkbox"/>                          | Communication: .... EUR |
| <input type="checkbox"/>                          | Advertising: .... EUR   |

|                          |         |          |
|--------------------------|---------|----------|
| <input type="checkbox"/> | Travel: | .... EUR |
| <input type="checkbox"/> | Prize:  | .... EUR |
| <input type="checkbox"/> | Others: | .... EUR |

| 23. Funding                  |                             |
|------------------------------|-----------------------------|
| Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| From whom?                   | Amount in €:                |

### The Award Ceremony

| 24. Day of the Award Ceremony   |
|---|
| <p>Was it connected to any specific occasion?</p> <p>No <input type="checkbox"/></p> <p>Yes <input type="checkbox"/></p> <p>Name of the specific event (to be completed):</p> |

| 25. Guest  |                                   |
|--|-----------------------------------|
| Number of guests/ participants:                    |                                   |
| Representing:                                      |                                   |
| <input type="checkbox"/> government:               | <input type="checkbox"/> schools: |
| <input type="checkbox"/> businesses:               | <input type="checkbox"/> NGOs:    |
| <input type="checkbox"/> Others (to be completed): |                                   |

### Feedback and follow-up of the competition

| 26. Assessment of the competition  |
|--|
| What made it special?  |
| Benefits provided:   |
| If the competition was stopped at the end of one or several editions, explain why? |

| 27. Any follow-up in relation to the competition? |
|---|
|---|

|   |                                    |
|---|------------------------------------|
| <b>Yes</b> <input type="checkbox"/>   | <b>No</b> <input type="checkbox"/> |
| <input type="checkbox"/> <i>Exhibitions</i><br><input type="checkbox"/> <i>Works used by the DPA</i><br><input type="checkbox"/> <i>Works used among teachers</i><br><input type="checkbox"/> <i>Works used by private partners</i><br><input type="checkbox"/> <i>Broadcasted by media</i> |                                    |
| <input type="checkbox"/> <i>Others (to be completed):</i>   |                                    |

|                            |
|----------------------------|
| <b>ANY SPECIAL COMMENT</b> |
|                            |

## Appendix 2 - 4 Categories of competitions

**Category 1: Art and Literary competitions (drawings, paintings, essays) for primary and secondary school and higher education students (7-25)**

|                     |   |
|---------------------|---|
| <b>Albania</b>      | <b>"Art Competition"</b> 3 winners in each category; <b>Best essay – Best Poetry – Best Painting</b><br><i>10-15 years - Primary school pupils +</i>  |
| <b>Bulgaria</b>     | <b>"Me and the Internet"</b> 15 prize-winning categories; <b>The Grand jury prize - 5 winners + 12 Honourable mentions</b><br><i>Children &amp; youths 7 – 17 years – Primary &amp; Secondary school students</i> |
| <b>Croatia</b>      | <b>"My Face story"</b> 39 Prize winners - Awards had to be given to Pupils from all Primary school grades<br><i>7-14 - Primary school pupils to age 14</i>  |
| <b>Hong Kong 2.</b> | <b>Inter-School Privacy Quiz Competition</b> 5 Prizes : Top Three + Merit distinction / Recognition of best team slogan / Recognition of best team spirit<br><i>11- 16 - Secondary schools</i>                    |
| <b>Poland 2</b>     | <b>The Essay competition</b> - 5 prizes winners<br>5 persons awarded with special distinctions / prizes   |

**Category 2: all types of multimedia, artistic, technical works (drawings, photos, stories, essays, goodies, games, videos clips, applications, prototypes...) for teenagers and youths (7-25)**

|                       |  |
|-----------------------|--|
| <b>Czech Republic</b> | <b>"My privacy! Don't Look, Don't Poke About!"</b> 6 Prize winners: the best three in two categories – 1. texts, 2. paintings, badges, posters<br><i>Children, youth 7 - 18 + teachers - Primary Secondary pupils – Teachers - Schools</i>   |
| <b>Hong Kong 1.</b>   | <b>TV News Feature on Personal Data Protection Competition (part of the Student Ambassador for Privacy Protection Programme)</b><br><i>11- 16 - Secondary schools - Top Three + Merit distinction / Most creative / Best performance / Best school partner</i>   |
| <b>France</b>         | <b>The Educnum "Privacy operation" Awards</b> - 2 Prize winners; <b>the Grand Jury Prize - the Jury's Special Prize</b><br><i>Students over 18 from higher education schools, universities, institutes</i>   |
| <b>Poland 1</b>       | <b>Privacy and personal data protection competition</b> - within GIODO's Poland-wide educational programme <b>"Your data –your concern. Effective protection of personal data- initiative for students and teachers"</b><br><i>About 5 prize winners and 10 distinctions</i><br>- School year 2012/2013 – multimedia, art and literary works competition |

|                 |  |
|-----------------|--|
|                 | - School year 2013/2014 – comic book or animation competition<br>- School year 2014/2015 – infographic works competition<br><i>Children and youths – Primary, Lower and Upper secondary schools</i>  |
| <b>Poland 3</b> | <b>Most interesting educational initiatives competition - within GIODO's Poland-wide educational programme "Your data –your concern. Effective protection of personal data- initiative for students and teachers"</b><br>1 <sup>st</sup> edition (2012/2013) – 3 main prizes awarded to 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> place winners<br>2 <sup>nd</sup> edition (2013/2014) – 1 main prize, 7 distinctions.<br>3 <sup>rd</sup> edition (2014/2015) – 3 main prizes, 7 distinctions<br><i>Primary, lower and upper secondary school teachers + vocational training centre teachers</i> |
| <b>Poland 4</b> | <b>Privacy-friendly mobile application competition - 1 main prize awarded to a winning team (of 2 persons)</b><br><i>Higher education students</i>   |

### Category 3: Videos and mobil apps for Youths and adults only (age 13 to adult)

|                |   |
|----------------|---|
| <b>Canada</b>  | <b>"My Privacy and Me" 1 to 3 Prize winners in 4 Categories: Cybersecurity - Mobile devices - On-line gaming - Social networking</b><br><i>students 13- 18</i>  |
| <b>Ireland</b> | <b>Private I, Public Eye - Video Clip Competition 2009 – 3 Prize winners</b><br><b>Privacy In the 21st Century - Video Clip Competition 2008 - 3 Prize winners</b><br><i>Over 13 + persons of any age - Secondary &amp; Third level students and others (adults)</i>  |
| <b>Italy</b>   | <b>"Privacy 2.0: Youths and New Technologies" - 3 Prize winners (an individual student, a class, a multi-class group, etc.)</b><br>- And the schools/ institutes attended by the prize-winning students<br><i>High school Institute students 16 – 18 years of age in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades, in scientific/ classic /artistic/ other categories</i> |

### Category 4: Class-targeted (10-12) on-line games and quiz

|                        |   |
|------------------------|---|
| <b>Spain<br/>Cat 4</b> | <b>"Pandijuegos"</b><br><b>"Pandi" is an abbreviation of "Pandilla": a group of children who are friends and who do things together. "Juegos" mean games.</b><br>Prize Winner: 1 school with 35 Prizes<br><i>11 - 12 - Primary schools –Students - Teachers</i> |
|------------------------|---|