

Report of the International Working Group on Digital Education - October 2016



38th International Conference of Data Protection and Privacy Commissioners in Marrakech

In October 2016, the International Working Group on Digital Education, set up following the “Resolution on digital education for all” (2013 - Warsaw), is presenting its annual report on implementation of the 2015-2016 work programme. A new roadmap will be submitted during the International Conference’s closed session with a view to continuing application of all the Resolution’s provisions and announcing priority actions set on behalf of the group for the year 2016-2017.

It should be borne in mind that the Working Group operates in the absence of a dedicated budget and that, up until now, all expenses pertaining to translations into the two working languages (French and English) of publications, studies and reports, creation of media and event organisation (meetings and/or conferences) have been covered by the national budgets of the Authorities that are the usual organisers of dedicated actions.

Among work carried out since 2013, we may mention the creation of a logo, translation of five studies, activity reports, a guide to young people’s competitions, a teaching competency framework and two resolutions. As Group Moderator, I would like to extend my sincerest thanks to the Czech Authority, the Office of the Privacy Commissioner of Canada, Luxembourg’s Privacy Commission, the Catalonian Agency and France’s National Commission for Information Technology and Civil Liberties (CNIL) for their contributions, as well as to the European Commission for so graciously making the online resources platform available.

The Group was expanded in 2016, and now numbers **52 Data Protection Authorities (DPAs), active members and observers.**

The Working Group’s 2015-2016 action programme was based on 3 priority focuses:

1. Evolution of the services provided by the CIRCABC web platform for sharing digital education resources;
2. Creation of a common tutorial pack aimed at the “training of trainers” with regard to the protection of personal data and privacy;
3. Publication of a competition guide intended for Data Protection Authorities and study of the feasibility of launching an international competition for young people aiming to reward exemplary and/or innovative educational actions regarding protection of privacy.

This report seeks to take stock of these 3 actions and related meetings, and put forward a new roadmap for the coming year.

Two meetings were held in 2015 and 2016: (*Meeting reports available on CIRCABC*)

- A Working Group **workshop** alongside the 37th International Conference on 29 October 2015, with 40 DPAs and European institutional partners taking part to debate two topics: **“Competitions and training kits on privacy: what are the best approaches to reaching young people?”**. The CNIL presented the results of two studies carried out on the subject ¹ and invited a number of DPAs to provide relevant feedback in order to debate the effectiveness of training actions and competitions embarked upon with target sectors of the public.

- **A joint meeting with the ARCADES Conference and the International Working Group on Digital Education, held in Barcelona on 4 March 2016** (*Meeting reports in French and English available on CIRCABC*)
120 participants attended the Conference (students, teachers, and national and European partners associated with the ARCADES project) including 20 representatives of DPAs in 8 countries in Europe and Africa. The three ARCADES project partner countries presented the results of national training seminars held for school staff, pupils and teachers. Top billing was given to the young winners of the ARCADES competition on the best scenario for classes on protection of privacy. The WG discussed its draft competition guide, taking note of observations and suggestions, and presented guidelines for drafting the reference framework for educating schoolchildren in protection of personal data (see below).

Action 1: Evolution of the services provided by the CIRCABC web platform for sharing digital education resources concerning protection of personal data

A survey designed to assess satisfaction with the CIRCABC platform’s operational functioning over the past year collected answers from half of the 21 DPAs belonging to the Digital Education Group. The main points arising from the survey are as follows:

(*Assessment reports in French and English available on CIRCABC*)

¹ - Study on “Training Trainers”, which reviews the current state of play with regard to existing training courses and resources, for the attention of educators teaching our subjects – September 2015

- Study on “Management of young people’s competitions on personal data protection”, highlighting a wide variety of practices and classifying such competitions into four categories – September 2015

- 70% of respondents to the survey consider the workspace on CIRCABC to be extremely useful as well as providing ease of navigation in its present architecture (user-friendliness and clarity of themes)
- 70% of DPAs took part in downloading documents from the platform and had no problems in completing (when required) information notes summarising targets and resource content.
- Over 70% of DPAs deemed that documents featuring on the platform in their language of origin should be translated into English, and 30% would like documents in their language of origin also translated into French.
- 80% of DPAs are interested in creation of a discussion forum to exchange viewpoints on subjects related to the various aspects of education on data and privacy protection.

In conclusion, although this brief survey testified to the usefulness of having a shared platform for education resources on data protection available, I think it should also be emphasised that numbers of users and contributors could be much greater, in order to enable improvement and continuing updating of the base (which currently has some 200 documents uploaded, a number of them in several language versions). In addition, it would certainly be an opportune time to think about opening up the base, in particular to the educational community.

I suggest the following priority avenues for action for 2016-2017, **in order to ensure better sharing of resources and viewpoints:**

→ As platform administrators, the CNIL and Luxembourg's National Commission for Data Protection (CNPD) will continue to provide information notes and practical advice **for reception of new subscribers, setup of additional services** (forum themes, diary, notifications of new downloaded documents, etc.), and addition of classification headings; indexing of resources will be improved (target audience and/or age-groups concerned);

→ **Member DPAs will be invited to add to the base with resources produced by our Authorities' partner bodies** (partners in education, in the media, UNICEF, UNESCO, the Council of Europe, etc.);

→ **It will be proposed** that we share our experience with regard to **online training modules** in the form of MOOCs, eLearning, and videos made for teachers, Data Protection Officers (DPOs) and other relevant audiences;

→ Thought will be given to the eventual possibility of **making the educational resources base available to the educational community**, on websites intended for its use, for example (such as, www.openeducationeuropa.eu in Europe).

Action 2: Creation of a tutorial pack aimed at the "training of trainers" with regard to the protection of personal data and privacy

2.1 Draft teaching Competency Framework

As referred to in Action 2, *“Drafting of a common tutorial pack for training trainers”*, the CNIL put forward a draft teaching competency framework for educating school children in protection of personal data and privacy, intended for teachers and educational staff, along with a proposal for an **International Resolution** in its support, to promote its dissemination among countries’ education authorities.

This document is based on nine key competences areas organised in terms of **knowledge and skills outcomes** with regard to protection of personal data; as its principal author, the CNIL started off by analysing a number of conceptual frameworks connected with digital literacy and consulting educational practitioners at national and international level. Following this, some Working Group’s member Authorities (close to twenty in all from Europe, North America and Africa) analysed the draft, and their relevant comments and suggestions helped improve the final version to be presented during this International Conference.

The international DPA community is therefore making a block of key competencies available to educational staff, which will enable them to grasp and pass on to their students the values and culture attached to personal data protection as well as knowledge and general understanding of digital rights and responsibilities.

Incorporation of the block of competencies into school curricula will require training the staff who will be putting it into practice, organising it by age levels and illustrating it through use of available educational resources. This being so, all partner actors in [primary and secondary] school education are invited to lend their active support to the educational environment in contributing to development of teaching aids and classwork.

2.2 Proposal of a “Resolution to adopt an international Personal Data Protection Competency Framework”

The draft resolution submitted on the joint initiative of the CNIL and the Office of the Privacy Commissioner of Canada, and presented for adoption during the 38th International Conference, seeks to:

- Have the training reference framework for use by educators teaching classes on data protection adopted;
- Call Governments’ attention to the need to act in cooperation with our DPAs to:
 - o Promote its dissemination and use in school curricula and teacher training;
 - o Design and propose pathways for training educational staff in data protection;
 - o Encourage research on pedagogy and teaching methods relating to protection of privacy and personal data, so as to ensure that development of resources and activities in this field is based on work that has been scientifically carried out and professionally proven practices.

With regard to priority avenues for action for 2016-2017, I propose (as the resolution provides for) that the Working Group ensures DPAs put forward and/or, in collaboration with educators concerned, contribute to production of teaching resources adapted to the skills to be taught and the age-groups concerned. In particular, it will be a question of:

→ **Bringing together education professionals and DPAs to define** the degrees of depth required for each area of knowledge and skills covered by the training competency framework, **in accordance with the age-groups under consideration;**

→ **Discussing the production of teaching resources adapted to self-training and educating in support of the competency framework** and making them available to education professionals and their audiences;

→ **Ensuring** effective coordination of DPAs with a view to reporting, during the next International Conference, on states of progress in dissemination of a culture of data protection and privacy in school curricula and educators' training pathways.

Another proposal for 2016-2017 in extension of Action 2:

Examining the question of development, and widespread use on the part of educators and their students, of eLearning platforms and online services and applications dedicated to the education community, developed and made available online, usually free of charge, by private service-providers, and raising (as in other sectors) issues with regard to collection of students' personal data, from minors in particular;

→ **Appointing an Authority to head up examination of the question**, with support from the CNIL and other DPAs that wish to involve themselves;

→ Encouraging exchanges between DPAs over the coming year on the state of such practices and their active supervision in schools;

→ **Considering the proposal**, in a year's time, of another draft Resolution to provide a framework of recommendations regarding such school practices.

2.3 Open session on Digital Education during the 38th International Conference, Morocco 2016, on the theme:

"How do you educate on protection of data and privacy in today's scholastic environment?"

This open session relates to **recent initiatives taken by the International Conference with regard to digital education** [Competency framework and proposal for a Resolution] inviting Governments to systematically incorporate education in protection of personal data and privacy in school programs and curricula from primary school onwards.

Data Protection Authorities have an active role to play in collaborating with educators and providing a wide range of quality educational resources for teachers and pupils alike.

Two roundtables on this topic, set to take place on 20 October, will provide illustration of practical training tools promoted across the world's major regions:

- Europe: Tools developed in the context of the ARCADES Consortium's European project
- North America: Turnkey tools developed by the Ontario and Canada DPAs
- Asia: Tools for promotion in the Asiatic region, developed by the Hong Kong DPA
- Latin America: Resources promoted by Mexico's Authority in the Latin American region
- Africa: Tools developed in various African countries: Senegal, Morocco, Mauritius and Burkina Faso
- UNESCO "Education 2030" programme: a tool for education in world citizenship taking advantage of ICTs in *the framework for action for provision of quality inclusive and equitable education and lifelong learning for all*
- OECD: Presentation of results of the PISA² study "Connected for Learning?" (2015), an initial international comparative analysis of pupils' digital skills and learning environments.

Action 3: Publication of a competition guide intended for Data Protection Authorities and study of the feasibility of launching an international competition for young people aiming to reward exemplary and/or innovative educational actions regarding protection of privacy.

3.1 Publication of a competition guide

Following feedback collected in the context of the 2015 study carried out with Authorities that had already held national competitions designed for young people³, the CNIL and the Czech Republic's Authority designed a **methodological guide to organisation of youth competitions on data protection**.

The guide was designed as a *checklist* that identifies essential points to keep in mind and, for each subject area to be covered, details questions organisers need to ask themselves and gives practical advice.

The guide aims to assist Data Protection Authorities wishing to undertake organisation of competitions intended to promote exemplary educational and/or innovative actions and to reward young people, familiarising them with the issues involved in protection of privacy.

² Programme for International Student Assessment

³ Study on "The management of competitions for young people on protection of personal data" – September 2015

With regard to follow-up actions for 2016-2017, I would ask you to:

→ **Consider promoting the guide, in conjunction with the 2015 study on competitions for young people, among all DPAs and educational partners interested in developing “privacy” competitions.**

3.2 Discussion on how opportune and feasible it is for DPAs to organise an international competition:

It was suggested that a survey of Authorities be carried out to ascertain whether they would commit to an international competition and, if so, which model they deemed the most transferable on a wide scale among “the best competition formulas” (*identified in the 2015 study report on competitions*).

Discussion on the question, in particular during the Barcelona workshop in 2016, gave rise to the following observations:

- It would seem premature for DPAs to prioritise the launch of an international competition project given that there are other more important actions to be carried out on behalf of teachers and students;
- The Working Group should start by setting the main goals and examine whether an international competition of this kind might serve as a facilitator in contributing to promotion of a global model for data protection legislation.

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