

# Report of the International Working Group on Digital Education – September 2017



## 39<sup>th</sup> International Conference of Data Protection and Privacy Commissioners in Hong Kong

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### Foreword:

As Group Moderator, I would like to extend my sincerest thanks to the New-Zealand Office of the Privacy Commissioner for the sterling work done by the ICDPPC Secretariat staff and enhanced support he brought to the visibility of our Digital Education Working Group, in particular:

- By dedicating a **specific space on the international conference website** to our activities and group reports, and indexing our key initiatives which allowed us to communicate within and outside our Data Protection Authorities community as well,
- By regularly publishing in the ICDPPC Newsletter states of progress of our working group's activities,
- And in terms of innovation, by launching the **First Global Privacy and Data Protection Awards in 2017**, which highlighted 46 creative initiatives from our authorities in the field of Privacy Education intended for public audiences, Youth and the educational community.

In 2017, the DEWG expanded to **54 DPAs members, representing 6 major zones of the world:**

- **Europe: 31**
- **Africa: 8**
- **Asia-Pacific: 6**
- **North America: 4**
- **Latin America: 4**
- **Near / Middle East: 1**

We would be pleased to welcome other authorities who would like to join our work.

This report seeks to take stock of the three main actions of the working group's **2016-2017 action plan program**, and put forward a new roadmap for the coming year to be agreed by our DPA colleagues [in pursuance of the objectives related to the Warsaw and Marrakech resolutions in Digital Education.

This year, the action plan program was based primarily on the implementation of *the Marrakech Resolution for the adoption of an international Competency Framework on Privacy Education* (October 2016). That is to say on two priorities focusing as a follow up of actions covered by digital

education activities, including providing new resources to the Competency framework and a third focus suggested to deal with e-Learning platforms and educational online services.

1. **Implementation of the Competency framework on Privacy Education in study programs and curricula, including organising it through use of available teaching resources in accordance with age-groups concerned and proposing pathways for training educational staff;**
2. **Evolution of the services and content of the CIRCABC web platform with sharing digital education resources concerning protection of personal data and making the educational resources base available to the educational community;**
3. **The question of development, and widespread use on the part of the education community of eLearning platforms, online services and applications dedicated to the education community with regards to privacy issues.**

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**Action 1: Implementation of the Competency framework on Privacy Education in study programs and curricula, including enhancing it with teaching resources in accordance with age-groups concerned and proposing pathways for training educational staff (See the PowerPoint presentation)**

Objective: To ensure proper coordination and report on states of progress related to the implementation of the framework at national / regional levels by DPAs

Feedback information related to this action shows a strong mobilization committed by a large number of authorities (27 DPAs) and in particular, exploring partnership opportunities with national educational actors to include the international competency framework with appropriate resources in school curricula and teacher training.

- Media coverage of the framework, dialogue with the relevant education authorities and integration into curricula

The competency framework has been largely promoted on the DPAs websites and social media also via special co-organized events in schools and during the Safer Internet Day (in February 2017). Many countries have contacted their relevant ministries (of Education, Innovation, Digital Strategy)<sup>1</sup> or even their national parliament<sup>2</sup> in order to fully prepare the integration of this framework into curricula.

In this purpose, it has been translated in six more languages, namely, Albanian, Catalan, Hungarian, Italian, Polish and Spanish (in addition to French and English).

The collaboration and partnerships with education authorities have been strengthened and resulted in reform projects that will encompass the topic of digital education, conducting an

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<sup>1</sup> ALB / CA / CAT/ CH/ CY/ CZ / EE/ FR/ GI/ HU/ IT/ LU/ MLD/ ML/ MU/ MX/ ONT/ PL/ SN/ SP

<sup>2</sup> MX/ SP

audit and listing all existing actions on data protection in classes and in curricula, creating working groups with the Ministry to develop the framework and supplement it with relevant resources and capacity (human and financial) tailor made to each academic cycle, or developing online tools to enable to navigate through the competences of the framework (see the PowerPoint presentation by CNIL).

- Feedback from school and other field partners, promotion of the use of the framework in lessons practices, adaptation of resources by competency and age groups

The feedback was particularly positive from schools on the use of the competency framework in the context of training workshops organized with students and their parents<sup>3</sup>. A review of teaching resources available in schools has been conducted in order to identify any remaining gaps between existing lesson plans and the framework, and develop appropriate training materials to address them<sup>4</sup>.

- Development of initial and ongoing training for teachers / supervision

If the framework is considered as a useful basis to structure teachers' approaches, numerous countries are considering more developed programs to raise awareness amongst teachers school leaders and parents (e.g. *new videos on digital skills acquisition have been developed for a family training plan*<sup>5</sup>). Training modules are conducted targeting teachers and school directors on the fundamental data protection principles aimed at national vocational education, other useful contacts are also made with University to develop training for teachers, and the National Education Training Institute<sup>6</sup>. Other online training programs are currently being prepared to be made available to teachers, supervisory staff and school leaders<sup>7</sup>.

- Postponed initiatives

Some other DPA offices informed us of having no plans at current stage with regards to this issue, but will consider the possibility of prioritizing it in the future while further developing their current yearly awareness program with school partners<sup>8</sup>.

**With regard to follow-up actions for 2017-2018**, (as another major challenge related to this outcome), I suggest:

→ The DPAs continue the exchange of experiences to build on successful and replicable initiatives to integrate into school curricula the teaching of a culture of protection of privacy and personal data through the framework and other key inputs essential to dissemination of a digital citizenship culture

<sup>3</sup> ALB/ CAT/ CY/ FR/ GI/ GR/ HU/IR/ LU/ MD/ MX/ SN/ SP

<sup>4</sup> ALB/ CAT/ CY/ FR/ GI/ GR/ HU/IR/ LU/ MD/ MX/ SN/ SP

<sup>5</sup> CZ/ FR/ GI/ SP

<sup>6</sup> FR/ LU/ALB/ MX/ SN

<sup>7</sup> FR/ LU/ SN

<sup>8</sup> BE/ GR/ MK/ MO/ EE

→ **Discussing** if it could be relevant to consider adopting an enhanced version of the framework, sequenced by age groups concerned, complemented with examples of adapted resources, where appropriate, and on condition that the advanced progress of the work allows it?

→ The DPAs provide teaching aids and classwork on the one hand, and training pathways in the field of digital education to the beneficiaries of teachers and educational staff on the other hand (*in the form of e-Learning or any other teaching method*).

## **Action 2: Providing the CIRCABC web platform with new services related to content sharing in digital privacy education and making the educational resources base available to the educational community**

Objective 1: **Encourage sharing of resources between DPAs facilitated by the use of the CIRCABC platform**

34 registered users only with the status of contributor DPAs are registered on the CIRCABC platform (i.e. a total of 26 DPAs registered).

Updating the online library (main input):

- Provided some 50 additional resources uploaded in 2017 incorporating a brief summary of its content downloaded by CNIL [in French and English]
- Added a section dedicated to “Parents Guides”
- As a matter of fact, very few DPAs have uploaded new resources during the year and access registered to the website is also unstable (*some 400 logs - it can vary from 5 to 118 views per month corresponding to the maximum of CNIL’s activities of up loadings materials on the platform in July 2017*)
- Online publishing of a detailed plan of the site (a mind map) aimed to facilitate easy navigation and classification in the current architecture of the platform
- Sending notification to the registered members on CIRCABC on new materials uploaded has already been tested. This would make members of the interest group more aware of new content on the platform and raise interest in the uploaded documents (*outstanding operational functioning offering the possibility to its members to accept or refuse any further notification*).

Main figures: **240 documents uploaded in various languages**, among which:

- Varied teaching and training quality resources providing *mixed ready-to use kits for teachers and students (with online training material, quizzes, articles, working documents, exercises, games, etc.)*, *guides and ideas for practical cases for the classwork, videos, posters, comics, thematic factsheets, vademecum for students/ teachers; 2017 study report on key resources for DPAs, competency framework, parents’ guides*.
- The potential for more than hundred quality resources identified for further uploading which might include educational thematic series sequenced by age groups concerned

(sourcing from DPAs internet-based websites, ICDPPC listed inventory for the Awards, national and international institutional sites)

- But there has been very little input on the part of DPAs.

**Objective 2: Explore the opportunity and feasibility of making the CIRCABC educational resources base available to the educational community**

**This initiative could concern all or part of the educational resource base** to be downloaded from accessible public website to the educational community in Europe and beyond. This can include, for example, an international website specialized in data protection and/ or web portals already providing educational resources.

As first feedback information, the public portal "Open Education Europa" (OEE) [www.openeducationeuropa.eu/](http://www.openeducationeuropa.eu/) grants access to existing Open Education Repositories / (OER) free of copyright resources in Europe and beyond. The community includes some 20 000 professionals interested in e-Learning.

The CNIL has tested and uploaded the competency framework on OEE platform which is currently well placed on the homepage among downloads of recent news. It results that a specific section dedicated to data protection and privacy topics could be opened up in January 2018 by OEE platform's administrators if we plan to supply it with more contents.

This platform is open to all European and non-European countries in the world.

**It will now be a question of discussing the value of available free of copyright resources and the attractiveness of this OEE platform for targeting teachers and reviewing the workload to achieve it.**

**With regard to follow-up actions for 2017-2018 in order to facilitate the sharing of resources to implement the competency framework, I suggest:**

→The DPAs continue uploading pedagogical materials in the field of data protection on CIRCABC platform, i.e.

Complement CIRCABC with resources for teachers' lessons and more specific content to support teachers' vocational training paths for each area of knowledge and skills covered by the training competency framework

→ Create a small steering group to establish a call for expression aimed to conduct with CNIL and CNPD (Luxembourg Commission) a study extended to alternate educational portals.

**Action 3: The question of development, and widespread use on the part of the education community of eLearning platforms, online services and applications dedicated to the education community with regards to privacy issues.**

Many of e-Learning platforms and educational services facilitate collaborative learning and communication, but in doing so, also collect vast amounts of sensitive personal information about students, including behaviours, attitudes and students' personal data. But, are students' personal information appropriately protected?

**A detailed questionnaire was circulated on 15 July 2017** to all accredited Authorities on behalf of the Canadian OPC acting as current lead in this action with CNIL's commitment.

The survey aimed to examine "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 another sectors) issues with regard to collection of students' personal data, from minors in particular."

**Outcome:** Refer to the annexed document which will be presenting full outcome of the survey and proposals of recommendations by OPC of Canada.

**Follow-up of the 2016 action: Publication of a competition guide for Youth on data protection**

The DEWG has just published a **methodological guide to organize youth competitions on data protection**.

**About this guide**

This guide is designed as a *checklist* that identifies essential points to keep in mind when launching and conducting a competition. It describes in detail the questions to ask oneself for each point of the competition, *such as budgetary or communication issues, seeking for media partners, assessment criteria of applications for the jury, Prize-giving ceremony, annual assessments of the competition as well as risks management strategies*. It then gives some practical advice in relation to all of these aspects.

The guide has been conducted by **the French CNIL and the Czech Office for Personal Data Protection** and with the valuable assistance of the data protection authorities which had already held national competitions designed for young people<sup>9</sup>. It will be posted by end of September 2017 on the website of the international conference on behalf of the DEWG and will be accessible as a free of copyright resource.

**Who should use this Guide?**

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<sup>9</sup> Study on ["The management of competitions for young people on protection of personal data"](#) – September 2015

The guide aims to assist Data Protection Authorities wishing to undertake organisation of competitions intended to young people. It is a very nice challenge to promote within the framework of a competition, highly creative and innovative scenario developed by and intended for young people as peers, which aim to provide good practices to protect one's Privacy on the Internet. [For the last 3 years, the CNIL has been conducting in cooperation with the Digital Education Collective of actors the "Educnum Trophies" awarding and further accompanying young people aged between 18 and 25 in the development of innovative projects, embracing team spirit to create awareness raising messages in a playful way to the youngest!].

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