SUSTAINABLE
DEVELOPMENT
GOALS

Model work standard for implementers of informal education using the developed courses for training purposes aimed at teachers of informal education, community leaders, social animators, counselors, employees of training institutions in non-formal structures

Project: Education for sustainable development

KA2 – Small-scale partnerships in adult education

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Table of contents

I. Introduction

Objectives of the training work:

Increased knowledge, skills, awareness and social competence of course participants and preparation for the implementation of pro-environmental behaviors that participants will exhibit after the course.

The model standard for the work of non-formal education implementers is based on the following principles:

1. The instructor's preparation for the class, the compatibility of the content provided with the course curriculum.
   - define as precisely as possible the scope of work
   - designing a detailed lesson plan (handout), in accordance with the course syllabus
   - planning the appropriate pace of classes
   - planning a diverse form of classes (lecture, discussion, multimedia presentation, group work, activation methods).
   - making sure there are enough breaks
   - preparation of a set of questions and tasks for participants
   - preparation of materials in electronic form (presentation, multimedia materials) and in traditional form, if required by the nature of the class
   - prepare the equipment (laptop, projector, etc.) and take care of Internet access
2. The instructor's transfer of knowledge and skills in a clear, understandable, logical, orderly manner.
   - Create an atmosphere conducive to audience focus
   - Breaking the ice - flexibility and adaptation
   - Analysis of training needs before the start of the course
   - Stress management -movement for creating dynamics
   - Creative reflection, cultural diversity, teamwork
   - Patience
   - Visualization for easier perception
   - Using language appropriate to the audience

3. The instructor's linking of theoretical content with practice.

   - practical activities preceded by the transfer of theoretical knowledge
   - practical tasks serve strictly defined training purposes
   - it is important to provide inspiration/examples of good practice

4. Optimal use by the instructor of teaching resources (including multimedia, review materials, etc.):

   - technical
     - auditory (broadcasts, recordings, podcasts),
     - visual (slides, computer programs),
     - visual and auditory (movies, TV shows);
   - conventional
     - textbooks,
     - graphic aids,
     - models.

5. Inspiring the course participants to think independently by the instructor.

   - shared values and a clearly defined course objective

6. Arouse curiosity, interest, involvement of participants by the instructor.

   - encouragement and acceptance
   - forbearance and patience
   - praise and recognition

7. Keeping the attention of participants until the end of the class by the instructor.

   - Associativity - using current real-life examples
   - Targeting tasks rather than memorization
   - Use of e-resources
   - Avoiding digressions
   - Avoiding reading from a page
   - Adjusting the pace of the message to the audience

8. Open and friendly attitude of the presenter towards the audience.

9. Punctual beginning and ending of classes by the instructor.

   - it is unacceptable to start classes late

- prolongation of classes is allowed only in justified situations, e.g., in connection with questions from students

10. The manner of teaching and didactic methods are appropriate for the achievement of the outcomes envisaged in the course program.
    - Implementation of activities in accordance with the scenario / outline
11. Use of the students' previous knowledge, including the knowledge provided in previous course classes.
    - referring to the knowledge, skills and experiences of the listeners as often as possible
12. Clarity of the formulated expectations by the instructor.
    - The starting point for the formulation of requirements is the course syllabus that sets the learning objectives, the planned results the range of content to achieve them.
13. Activation, opportunities for participants to pose questions.
    - Asking questions and allowing participants to ask them
    - Use of activation methods during workshop activities
    - Encouraging participation in the discussion
14. Maintain participants' attention until the end of the class.
    - Storytelling
    - Troubleshooting
    - Referring to specific examples
15. Linguistic correctness of the presenter.
    - Taking care to use correct Polish language
16. The various elements of the didactic process are implemented in terms of achieving the course outcomes - knowledge, skills and social competence.
    - Implementation of activities in accordance with the scenario / outline
17. Taking care of safety rules, including sanitary safety.
    - Ensuring safe conditions for participants

- Provide necessary information on applicable health, safety and sanitation regulations
- Compliance with applicable health and safety regulations
- Compliance with applicable sanitary regulations

18. Ability to deliver the course online

- The use of modern information and communication tools, in a way that allows you to understand the content conveyed to the same extent as in classical classes.

19. Provide electronic teaching materials after each class.

- The materials are in line with the course curriculum and relevant to the stated objectives.
- A variety of materials and making them more attractive (videos, podcasts, multimedia quizzes, etc.) is advisable.

20. The organization of classes (plan and schedule) are consulted with the participants

- The time capabilities of the participants should be taken into account, including the possibility of combining study with work and other activities.

21. Taking care of the high quality of the teaching infrastructure used during the course, in:

- Adequate teaching and social facilities, with access for the disabled.
- High quality IT infrastructure.

22. To build a community sensitive to ecological and sustainable development issues based on course participants and trainers.

- Raising environmental awareness
- Promoting pro-environmental attitudes.

II. Information about the project

The main objective of the project was to improve the quality of ongoing educational activities, including changing the way classes are taught by developing an original course (collectively forming one coherent international course) based on digital solutions aimed at building knowledge, skills and attitudes among adults in the Partnership area on climate change and sustainable development.

The intermediate goal was to strengthen the capacity of the Partnership by improving the competence of the staff and collaborators involved in the project, and to obtain in-depth information on the state of knowledge and awareness of local residents on climate change, ecology and sustainable development.

The indicated objective is directly in line with the provisions of the horizontal priority of the Erasmus+ Program Environment and the fight against climate change. The prepared offer of informal education is aimed directly at the elements indicated in the priority. The assumption of the project is based on an in-depth analysis of the knowledge and awareness of residents from the territory of the Partnership, analysis of the offer of education and systemic solutions supporting ecology with elements of sustainable development and climate issues.

The developed educational offerings were prepared electronically and posted on the public educational platform Moodle.

Tasks based on the use of digital tools (digitization of courses and the survey process, as well as virtual dissemination) is in line with the vision and directions of development of the Partnership because, in view of the threats posed by the COVID - 19 pandemic, all actors of formal and informal education have shifted the burden of education to a formula on the

distance. This is due not only to recommendations and safety requirements, but also is a solution that has been in use for many years and within the framework of training people with limited time
(saving commuting and accommodation), wishing to independently shape the hours of study (working people, raising children). In this regard, both the research process itself and its digital version, as well as educational course programs with a distance learning formula, are in line with the priority of Digitization (Digital Transformation).

Project results

1) Model Sustainability course using digital tools aimed at building knowledge, skills and attitudes among adults in the Partnership area on climate change and sustainability.
2) International meetings (e.g., exchange of experiences, getting to know the host organization, joint training or participation in workshops).
3) Dissemination meetings in Poland and Hungary.
4) Increased knowledge of project participants on climate change, sustainable development and the environment treated as a heritage of future generations
5) Formation of positive attitudes among project participants regarding ecology, climate change, sustainable development
6) Increased knowledge and capacity building of the Partnership in the areas of intervention activities.

III. Brief description of the developed course.

Introduction to energy conservation and renewable energy in Poland.

In Poland, regarding the results of this survey, many people seem to be concerned about their energy security, and a fairly significant portion of the population seems uncertain about the viability of renewable energy solutions. With today's global energy crisis resulting in high prices and shortages that are hurting consumers, businesses and entire economies, it has never been more important to use energy more wisely. We can do this by making simple changes in behavior and habits to use less energy in our daily activities. We can also save energy by investing in more energy-efficient products that reduce both our energy bills and our environmental footprint.

Regarding the issue of renewable energy, various factors such as socio-cultural, institutional and technological barriers persist among the public, due to the poor spread of education in RE technology. Another barrier is the lack of creative methods to use other sources of renewable energy and the high cost of using existing sources through available technology for ordinary people. In addition, some of the existing technologies cannot meet the total energy needs of society, so they are also not cost-effective. To overcome these barriers, new and creative technological advances must be explored to harness energy from new sources using cost-effective technologies, thereby contributing to meeting the world's energy needs. One strategy to achieve this goal is to introduce the concept of RE into the educational spectrum starting in high school and to spread the idea to the less educated part of society, so that many future holistic citizens will be informed of the serious necessity of RE technology, which will motivate them to develop new creative and technological innovations in this field.

The course consists of two modules:

Module 1. Ways to save energy in our daily lives

1. Our responsibility: reducing our environmental footprint. Basic concepts:
   a. What is an ecosystem?
   b. Ecology - you hear about it, but what is its meaning?
   c. Sustainability - who invented the term and why?
   d. Ecological footprint - you learn it and reduce it accordingly to survive....
2. Seven ways to save energy:
   a. Lowering the thermostat by just 1°C will save about 7% of heating energy and reduce average bills by €50-70 per year.
   b. Default boiler settings are often higher than needed. Lowering the hot water temperature will save 8% of heating energy and reduce the average bill by 100 euros.
   c. Close windows and doors, insulate pipes and prevent drafts around windows, chimneys and other gaps to keep warm air inside.
   d. Replace old bulbs with new LEDs and only turn on the ones you need.
   e. Walking or biking is a great alternative to driving a car for short distances, helping to save money, reduce emissions and reduce congestion.
   f. Over longer distances, where walking or biking is impractical, public transportation still reduces energy consumption, congestion and air pollution.
   g. Optimize your driving style to reduce fuel consumption: drive smoothly and at slower speeds on highways, close windows at high speeds, and make sure tires are properly inflated.

Module 2. Renewable energy sources - who can afford it?

Want to stay up to date on energy technology and innovation? Understand the ABCs of green energy? Learn what innovation means in practice? We must strive to connect our community to the heart of the energy transition. Learn about the players and technologies shaping a sustainable future through events, stories and expert opinions. From community initiatives to the latest news and research, discover more with this course module....

Brief description of the developed course.

Renewable energy solutions are becoming cheaper, more reliable and more efficient every day. Our current reliance on fossil fuels is unsustainable and harmful to the planet, so we need to change the way we produce and consume energy. Implementing these new energy solutions as soon as possible is essential to combat climate change, which is one of the greatest threats to our survival.

1. Renewable energy sources
   a. Solar (photovoltaic) energy
   b. Wind
   c. Hydropower
   d. Geothermal energy (heat pumps)
   e. Biomass
   f. Biogas
   g. Waste heat management
2. How to use renewable energy on a small scale?

Renewable energy systems often seem too expensive, are often weather-dependent and face problems with energy storage. A viable solution is a system that produces energy from at least two different renewable sources, which is called a hybrid renewable energy system (HRES). It can be based on the simultaneous production of useful energy from solar, wind, hydro or geothermal sources. A biomass energy conversion system can also be used for this purpose. Of course, the energy extracted from the storage can also be treated as a source of renewable energy, once the storage element is charged using RES. HRES has a number of advantages, including the most important one of stabilizing the operation of the entire system. An example would be a photovoltaic (PV) system operating simultaneously with a wind turbine.

Self-assessment: an interactive online questionnaire: how do you save money and ensure your well-being with an energy-conscious lifestyle?

IV. Technical requirements necessary for proper operation, description of the process of logging in and registering on the educational platform.

Using an educational platform.

Glossary:

1) E-learning platform - an information system used in the process of distance learning to create and share materials for e-courses and to communicate among e-course participants.
2) Distance learning - a process of education in which knowledge is transferred with the help of digital media, and communication and interaction between participants is largely carried out through electronic channels.
3) E-learning infrastructure - refers to the software (software) and hardware (hardware) resources used in the distance learning process.
4) E-learning - education using digital media.
5) E-course - a form of teaching conducted using e-learning infrastructure.
6) E-course participant - a user with permissions to use the resources of the e-learning platform and actively participate in courses;
7) Instructor - a user with permissions to use the resources of the e-learning platform and to implement the e-course.

Technical requirements:

Moodle requirements: **Hardware** (unless the user is using a hosted server).

- Disk space: min. 160MB of free space. However, you will need to have more space to store teaching materials.
- Memory: 256MB minimum, 1GB recommended. As a general rule of thumb, Moodle can support 50 *simultaneous* users for every 1GB of RAM, but the numbers may vary depending on your hardware and software.

Software:

- Web server software. Most people use Apache, but the Moodle platform should work with any server that supports PHP, such as IIS on Windows platforms.
- PHP scripting language (version 4.1.0 or later), with the following settings:
  - GD library enabled, with support for JPG and PNG formats.
  - Session support (session support) enabled.
  - File uploading enabled
  - Safe Mode must be disabled (in the forums located on moodle.org you will find a description of the problems caused by this mode)
- A working database server: MySQL or PostgreSQL are the databases fully supported and recommended by Moodle 1.0.9. All other databases will be supported in Moodle 1.1.
- In most cases, these requirements are met by default. But if it's different, ask your host provider why, and consider moving elsewhere.

A web browser that correctly displays Moodle pages:

- Firefox 3 and later
- Safari 3 and later
- Google Chrome 4 and later
- Opera 9 and later
- MS Internet Explorer 7 and later
- and others

Functionality of the e-learning platform necessary for the implementation of classes.

For proper implementation of the courses, it is recommended that the e-learning platoform should allow at least:

1) publication of teaching materials in various formats (texts, illustrations, animations, audio-video recordings, etc.);
2) synchronous and asynchronous communication between e-course participants (chat, forum);

3) creation of various interactive forms of checking the knowledge and learning progress of e-course participants, including self-checking tests, quizzes, open and closed questions, among others;
4) off-line question creation, where the user performs the task outside the e-learning platform and sends the result to the e-course instructor;
5) substantive and organizational individualization of the learning process;
6) self-monitoring and monitoring of learning progress;
7) use of help in the tab for users of the e-learning platform.
8) access to the platform continuously 24 hours, 7 days a week, unless the restriction of access to the platform is justified by technical reasons, such as the need to update the platform. Participants and instructors should be informed of the restriction of access to the platform in advance.

General rules for using the e-learning platform

Proper implementation of courses through the e-learning platform involves the following rules to be observed by the instructor and e-course participants:

1. The instructor, prior to the implementation of the course using the e-learning platform, should be trained in the methodology of e-learning classes and the functionality of the platform. The scope of the training is outlined in the following section.
2. The participant, before taking the course, should have the opportunity to receive training in the use of the e-learning platform.
3. Only registered participants should be allowed to implement the courses.
4. It is forbidden to place materials on the platform in a way that violates the copyrights of others, as well as content that is offensive, obscene, indecent or not metrically related to the e-course.
5. The person posting materials on the e-learning platform shall bear full responsibility for its content and for infringement of the copyrights of others due to unauthorized use.
6. The course instructor, in case of violation of the above task by e-course participants, is obliged to take action to remove the consequences of the violation of the rules and prevent further violations. For this purpose, the instructor may block access to the course to the participant who violates the rules of use of the e-learning platform.
7. The course organizer should provide the necessary technical support to the course instructor and participants in the use of the e-learning platform. It is recommended that

the course organizer develop, in the form of rules and regulations, the rules of participation in the course. The rules should be made available to participants and instructors before the course implementation begins.

The scope of using the e-learning platform to deliver courses

Courses using distance learning techniques and methods can be conducted in the form of:

1) traditional courses supported by e-learning tools,
2) complementary (blended, blended learning) courses consisting of a portion conducted using traditional classroom methods and a fully e-learning portion,
3) full e-learning courses.

The extent of the use of the e-learning platform for courses is decided by the instructor, unless the extent has been set top-down.

When choosing the scope of use of the e-learning platform, special attention should be paid to the need for the participant to acquire specific practical skills.

In this case, if the functionality of the platform, prevents the participant from acquiring the assumed practical skills, it should be used only as a tool to support the teaching process.

Conducting classes using an e-learning platform

Teaching using an e-learning platform includes:

1) posting of materials on the e-learning platform, along with information on the rules and manner of conducting consultations, rules of grading course participants, deadlines and form of course credit. If it has been established top-down, the materials should be posted according to the scheme adopted by the organizer.
2) providing participants with a key to access the course.
3) holding discussions (e.g., using chat or forums), synchronous and asynchronous consultations.
4) ongoing monitoring of the participant's learning progress.
5) verification of knowledge, skills and social competence obtained by the participant.
6) course evaluations by the participant.

Scope of training for course instructors

The instructor, prior to the implementation of the course using the e-learning platform, should be trained in the methodology of e-learning classes and the functionality of the platform. The training should cover the following topics:

1. specifics of teaching and differences from traditional teaching,
2. preparation and implementation of the didactic process with the use of distance learning methods and techniques, as well as ways to evaluate its quality,
3. The functionality of applications used in the process of distance learning,
4. Legal issues concerning education using the Internet.

Blocking access to the course

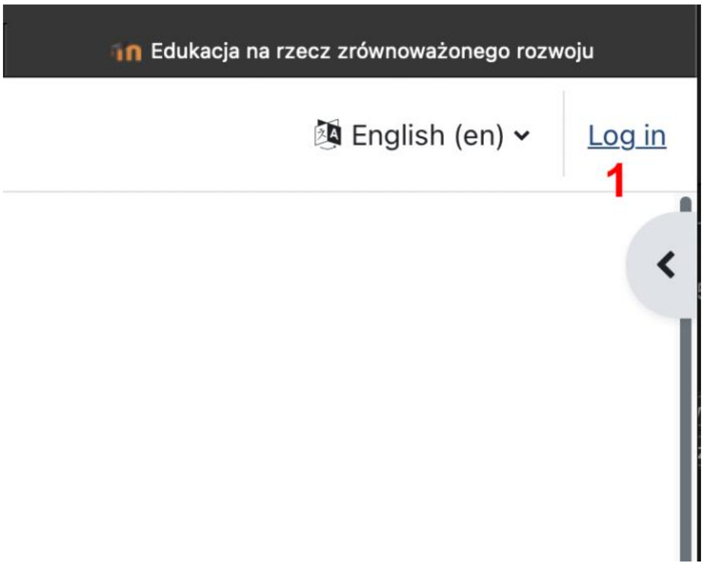
The instructor may block a participant's access to the course if the participant:

1. the user uses the e-learning platform in a way that is contrary to the accepted rules of use,
2. the user is in arrears with payments to the course provider,
3. there is a suspicion of extortion of access parameters to the e-learning platform by unauthorized persons,
4. there is a suspicion of using the information contained in the e-learning platform for unfair competition purposes.

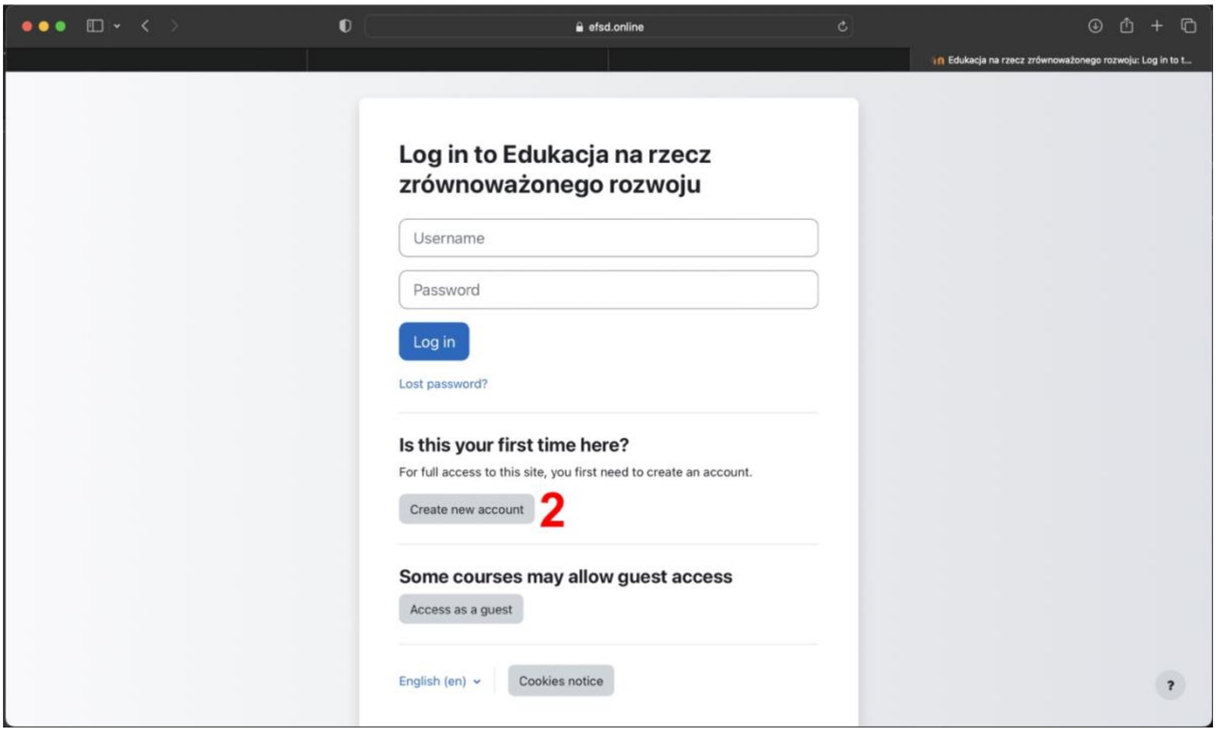
Access may be unblocked after the reasons for blocking have been explained and ceased.

Instructions for creating an account on the e-learning platform.

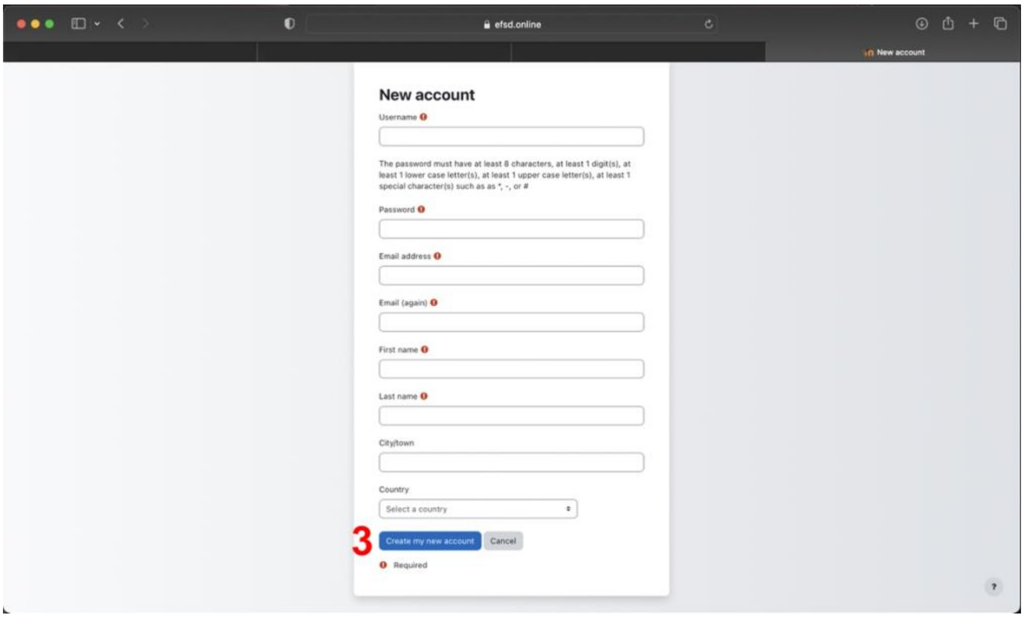
1. We go to the website: www.en.efsd.online
2. Click on the "Login" button visible in the upper right corner of the screen (1)



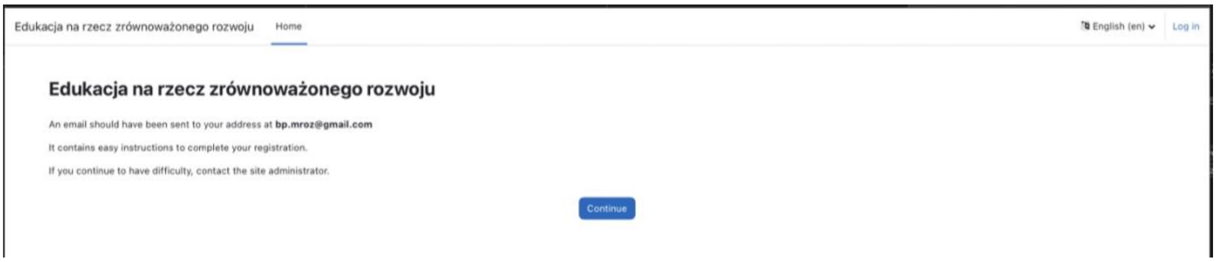
3. Then click on the "New Account" button (2).

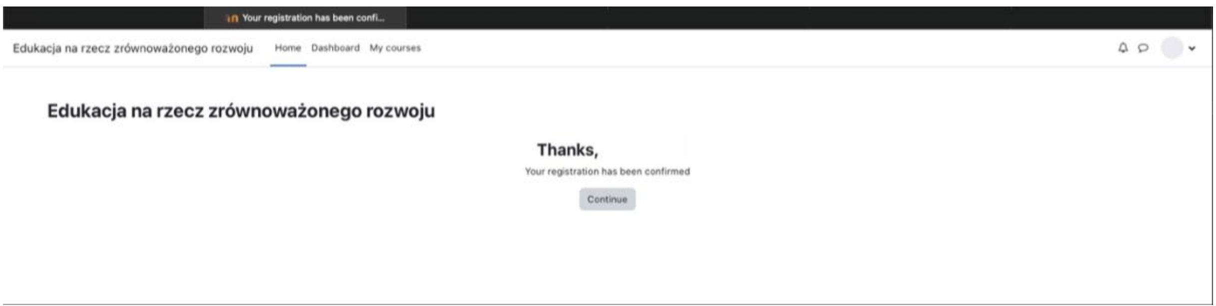


4. On the next window, fill in all the data marked as mandatory (!) and then click "Create my new account" (3).



5. The next step is to confirm the creation of an account by clicking on the activation link that was sent to the email address provided during login.





V. Methodology for creating an e-learning course.

E-learning course design:

– divide the entire course into modules - it is best to separate the modules based on the topics that will be covered in the course.
– within the module extracted lessons - the number of them depends on the instructor;
– further divide the lessons into short time units, in which we cover a particular issue pertaining to the lesson. These sections should be at most 20 minutes long. Short sessions in e-learning allow the participant to better focus on the material being learned. This division also allows the participant to search for the unit of material that interests him.
– include relevant learning outcomes in the course structure - learning outcomes should be assigned strictly to the topics discussed. Learning outcomes should be divided into subject-specific, operationalized ones, which we write next to the program learning outcomes - the general counterparts of the subject learning outcomes, which will be the objectives to be achieved by the participant during the course.
– at the end of each lesson, there should be a section for ongoing monitoring of the achievement of the established learning outcomes, i.e. checking tasks. The presence of tasks under each lesson will help to systematize the participant's knowledge, give him a picture of the progress he has made. Tasks can be placed under each of the thematic sections into which we have divided the lessons. Placing sentences under each session makes the course more dynamic, less monotonous. Tasks should invariably serve to verify the achievement of learning outcomes.
– each lesson should also include sections with a summary - listing the most relevant issues discussed in the lesson. Draws attention to the most important elements of a lesson. Allows you to systematize your knowledge.
– each section should include information on how the content within the section will be presented (video, audio file, presentation, infographics, etc.).
– the final element in the course structure should be an exam - the number of assignments depends on the instructor. They should address the most relevant aspects of the topic.

They can be in a similar or the same formula as the tasks that appeared in the course. The purpose of the exam is to systematize the participant's knowledge.

Time estimation in an e-learning course:

- the amount of material should be matched to the time needed to assimilate it.
- when estimating the time, it is necessary to take into account the circumstance that the participant with the passed issue usually meet for the first time. Full understanding of the presented material will require him, for example, to analyze the content, think, read the issue several times.
- appropriate time estimation should also apply to the section with tasks to be solved. Usually here, too, the participant should be given more time to answer than the course instructor needs.
- do not include the time needed to solve tasks in the lecture unit time.
- the content selected for the course should be determined by the time you want to allocate to the course. Do not include content in the course that was not considered in the time estimation.
- time should also be estimated taking into account the nature of the target group, its needs, etc.
- as mentioned earlier, individual units of the course should not last longer than 20 minutes.

Defining learning outcomes

- we begin the description of a given learning effect with a verb in the active side.
- we use one verb when formulating one learning outcome. We use operative verbs.
- avoid verbs with overly general, vague meanings, e.g., know, understand, be aware.
- avoid sentences that are too complicated, elaborate. In such a situation, it is better to define a given learning outcome using a few sentences.
- programmatic learning outcomes should relate to the programmatic learning outcomes defined for the entire course curriculum.
- learning outcomes should be measurable and observable.
- learning outcomes should be assessable.

- outcomes should be achievable - when defining learning outcomes, it is necessary to take into account the time allotted for its achievement and the means available to achieve it.
- when defining learning outcomes, it is necessary to take into account the way in which their achievement will be assessed. For this reason, they should not be defined either too generally or too specifically.
- the learning outcome should be detailed enough to provide the opportunity to select the most relevant part of the learning material and adequate control tasks.

List of check questions in defining learning outcomes

- Was the focus on outcomes/effects rather than processes, e.g., was the focus on what students would be able to demonstrate rather than on how the learning process occurred?
- Does the description of each learning outcome open with a verb in the active side?
- Did you use only one verb for each learning outcome?
- Have you managed to avoid verbs such as: know, understand, learn, be familiar with, be set on, be aware of?
- Are the formulated learning outcomes observable and measurable?
- Can the formulated learning outcomes be assessed?
- Are all learning outcomes aligned with the objectives and content of the course/module of study?
- Has a recommended number of learning outcomes been formulated (no more than nine for a course/module)?
- Is it possible for the participant to achieve the intended learning outcomes within the specified time and with the specified available resources?

Types of e-learning courses

Synchronous course - a course conducted with the participation of the instructor:

- we can use open-ended tasks that will be evaluated by the instructor.
- provide the opportunity to use a wider range of tools to verify the achievement of learning outcomes.
- allows verification of social competence.
- gives a greater opportunity to control the course.

Asynchronous course - implemented without the supervision of an instructor

- should not contain open-ended tasks/questions.
- we mainly use closed questions.
- not possible to verify learning outcomes in the area of social competence.
- tasks should include feedback indicating why a particular answer is correct/incorrect.

What else should be kept in mind when constructing an e-learning course?

- the technical capabilities of the e-learning platform on which the course will be posted.
- customizing the course for display on other devices.
- taking into account the special needs of people with disabilities.
- posting materials that do not infringe the copyrights of others (choose those made available under open Creative Commons licenses)
- the course must be updated - remember that the matter placed on external servers can be removed from it at any time, by participants will lose the opportunity to use it during the course.
- using different language versions if the course will be used by people from different countries.
- efforts should be made to make the content and materials as practical and interactive as possible.

Sample e-learning course structure template

COURSE NAME

…………………………………………..

COURSE DESCRIPTION

………………………………………….

COURSE OBJECTIVES

…………………………………………

PREREQUISITES

1. …………………………….
2. …………………………….
3. …………………………….

THE LEARNING OUTCOMES IN QUESTION

KNOWLEDGE
…………………………
SKILLS
……………………
COMPETENCES
……………………………………

COURSE CONTENTS

Each module requires reading of materials (article, book, video, presentation). The module includes a review test, the passing of which is a prerequisite for moving on to the next module. The test includes questions to check the participant's familiarization with the materials. Tasks require self-activity, including chat. Number of thematic modules to be decided by the instructor. Each module can be a combination of lectures and exercises, prepared by the participants themselves.

Module I

Module topic	Attachments: Pdf, power point Comments	Number of working hours	Estimated time
Introduction to the subject: a self-recorded video (3-4 minutes) by the instructor, introducing himself, the scope of the subject, the exam requirements.			
INTRODUCTION TO THE MODULE: what the module is about (content description) , what students will do independently, what will be the basis for the module credit.			
MODULE CONTENT:……………..			
FILM/LECTURE ……..			
MATERIALS			
1. Numbered and titled power point presentations 2. Bibliography for the module: e.g. Zawistowska H., Dębski M., Górska-Warsewicz H., *Polityka turystyczna*, PWE, 2014, pages.... . Where possible and available attached document in pdf 3. Links to Youtube videos with the duration of the video. 4. Links to websites			
TASKS			
1. View.... 2. Find on the web..... 3. Read..... 4. Execute..... 5. Write..... 6. Comment.... 7. Calculate.... 8. Task in the formula of Thinking Design or other educational technique			
CHAT/FORUM			
1. Exchange insights with colleagues 2. Rate ... 3. Express your opinions on... 4. As you understand.... 5. Who has a different opinion? 6. Why is this the case? 7. What does it mean? 8.			
MODULE I SELF-ASSESSMENT TEST			

COMMENTS ON THE MODULE TEST

- The text should be considered as a mandatory form of module credit conditioning the activation of independent work and thinking of the student, obliging him to meet the requirement of the number of hours of independent work
- The test should contain no less than 10 closed questions
- The test should check the participants' familiarity with the materials for the module (video, presentations, bibliography...).
- Test is not a substitute for independent tasks to be completed
- The test can be placed on the student platform at the request of the lecturer, with correct answers to be indicated for automation of results
- It is recommended to consider 60% of correct answers as a passed text

Module II and following as above

EXAMINATION OF THE ENTIRE SUBJECT:

Examinations are not recommended in the form of a test, but in the form of a paper, essay, presentation, video or oral.

VI. Good practices for organizing and conducting training and courses.

Organization of training/courses

1) Preparation of training/courses should be preceded by a demand survey. The training/course should respond to the identified needs and expectations of potential recipients.
2) In the case of closed-door training (implemented for a known audience), the baseline level of the group's competencies that will be developed during the training should be examined, and the group's desired outcomes of the training/course implementation should be identified. The needs survey should also take into account the opinions of the participants' immediate superiors, co-workers, subordinates, customers and other stakeholders interested in the results of the participants' work.
3) Methods for diagnosing participants' needs should go beyond interviews and surveys of participants.
4) Trainees should be provided with materials that include a summary of the training/course content with references to the knowledge sources on which it was based.
5) The teaching materials offered to support the educational process are used in a way that respects the copyrights of others.
6) At a minimum, the training/course program should include the following: learning outcomes, preliminary requirements for the participants' level of proficiency, the time and form of training, an outline of the curriculum, including the names of topics with timeframes.
7) Registration of the course of training/course should be provided. Documentation recording the course of training should include, at a minimum, attendance lists, records of credits and examinations, certificates issued to participants.

Implementation of training/courses

1) The educational methods used are:
   - various
   - involving participants
   - tailored to the specifics of adult learners
2) Participants should be provided with at least one form of support in consolidating learning outcomes:
   - recommendations and tips for self-study after the training/course
   - additional exercises and tasks to be completed after the training/course
   - post-training sessions
   - additional e-learning lesson
   - consultation with the training/course leader (personal or distance)
   - moderated by the presenter discussion form
   - access to the knowledge base (articles, exercises, other materials) to support further self-education
3) Provide the trainee/trainee with individual feedback on learning progress.
4) Use procedures for assessing the learning outcomes of the training/courses implemented.
5) The training/course should be held at a location that meets the following conditions:
   - area adapted to the size of the group
   - access to daylight and artificial lighting
   - comfortable air temperature
   - no disruptive outside noise
   - housekeeping
   - access to sanitary facilities
   - appropriate furnishings, allowing the arrangement of space adapted to the specifics of training
   - adaptation to the needs of people with disabilities (ramps, elevators, adapted toilet and training room)
   - a separate area for resting during the break
   - access to the Internet and office equipment (e.g., photocopier, fax machine, printer)

- the training room should be equipped with a variety of resources and materials, including a flipchart or whiteboard, paper and writing utensils for participants, a computer (laptop), equipped with MS Office type software, an overhead projector

8) The training/course schedule should take into account the following guidelines:
   - the duration of the training is adequate for the stated objectives and proposed methods
   - the duration of one module/departure does not exceed 5 consecutive days
   - duration of classes including breaks does not exceed 8 clock hours per day
   - regular breaks of no less than 15 minutes per 2 clock hours are scheduled during the course of the class
   - during classes lasting more than 6 hours, one break of min. 45 minutes
9) The organization of the training should provide guidelines for dealing with unforeseen difficulties, e.g., absence of the instructor, unavailability of the training/course venue.

Standard for staff competence and development

1) He or she should have relevant documented professional experience or education or qualifications appropriate to the subject area of the services provided.
2) He has a proven pedagogical background preparing for adult education.
3) The trainer is constantly improving his competence - participating in additional training/courses and other forms of updating knowledge and skills in the area of training provided.

VII. Safety procedures related to COVID - 19 in case of implementation of courses in closed IT / training rooms equipped with IT equipment.

Rules of safe conduct for trainers:

1. Classes should not be conducted by a person who manifests disease symptoms indicative of an infectious disease.
2. Training may not be conducted by a person who is in quarantine or home isolation.
3. Training may not be conducted by a person who resides at home with a person under quarantine or isolation in a home environment.
4. Each time you enter the building where the training takes place, you must disinfect your hands.
5. The instructor on the premises of the training facility shall wear a protective mask or visor in situations that warrant it, especially if justified by health and comfort reasons.
6. Trainers should disinfect their hands before entering the teaching room.
7. Trainers should keep their mouths and noses covered during the class, if it is not possible to provide a 2-meter distance between the trainees.
8. In case of alarming symptoms indicating coronavirus infection, follow the procedure adopted by the training provider. In particular, isolate the person with symptoms from other people.
9. The trainer, before the start of the class, draws the attention of the participants to the necessity:
   a. maintaining at least 1.5 - 2 meters spacing from each other;
   b. leave personal belongings in the place designated for this purpose;
   c. hand disinfection before entering the teaching room;
   d. wearing a veiled mouth and nose on the premises of the University, including during classes.
   e. each time a deterioration in health is reported;
10. The trainer shall announce a break in the class at least every hour to ventilate the room. The break should not last less than 10 minutes.
11. The trainer shall make an attendance list of those attending the class, which shall constitute evidence in any epidemiological investigation.

12. If you need to take your body temperature, you should report such needs to the employee on duty in the building.
13. Each trainer should be trained in the applicable principles of infection prevention.

Rules of safe conduct for trainees:

1. Individuals who manifest disease symptoms indicative of an infectious disease may not participate in the training.
2. Persons who are in quarantine or home isolation may not participate in training.
3. Persons who reside at home with a person under quarantine or isolation in a home environment may not participate in training.
4. Each time you enter a training facility, you must disinfect your hands.
5. Persons on the premises of the training facility should wear protective masks or visors in situations that warrant it, especially if justified by health reasons.
6. Items brought to class should be limited to only the necessary.
7. Participants shall use only their own utensils. If other participants need to use the utensils, these items must be disinfected after each use.
8. Hands should be disinfected before entering the teaching room.
9. The person participating in the activity should have his nose and mouth covered.
10. The number of people in the teaching room at any one time may not exceed the number of available seats. Information about the number of participants and the need to observe basic safety rules (the need to cover the mouth and nose and disinfect the hands before entering the halls, keeping a distance) is posted on the door of the teaching room.
11. In the teaching room, the requirement to maintain at least 1.5-2 meters of distance between participants in the class should be observed.
12. In the teaching room, only the designated seats should be occupied.
13. Meals are not allowed in the teaching room.
14. During breaks, people should not group together, at least 2 meters distance should be maintained.
15. Matters related to the service of the educational process should be dealt with in the first instance by telephone or e-mail. If a participant's personal appearance is required, a prior appointment is necessary.

16. In case of deterioration of health, this fact should be reported to the trainer or the employee on duty in the building and follow further instructions.
17. If you need to take your body temperature, you should report such needs to the employee on duty in the building.
18. Each class participant should be trained in the applicable principles of infection prevention.

Information on the rules for the use of the hall during the declared epidemic state.

It is recommended that a notice be posted in front of each room where classes will be held:

– the maximum number of people that can be in the room;
– duty to disinfect hands and cover mouth and nose;
– obligation to occupy only designated places;
– maintaining at least 1.5-2-meter distance from other people;
– a ban on changing the arrangement of chairs;
– the ban on eating in the room;
– about the obligation to inform the instructor or the employee on duty in the building about the deterioration of health.

VIII. Safety Procedures.

General safety guidelines and rules.

The training organizer shall ensure safe and hygienic working and educational conditions, in particular, by providing adequate infrastructure and training.

In order to ensure safe and hygienic conditions in the university for the implementation of training, the training organizer:

1) analyze and identify risks to health and life, and assess and document the risks associated with work and education in the university, resulting from the implementation, and take preventive measures to reduce these risks;
2) cooperates with the authorities responsible for occupational health and safety, employee representatives and participants in the areas referred to in point. 1;
3) analyzes the circumstances and causes of education-related accidents;
4) defines the main lines of action in the field of occupational safety and health and education;
5) determines how to provide and use the infrastructure, including technical equipment;
6) determines by means of relevant orders:
7) on the basis of the results and analysis referred to in item. 1, conclusions are drawn up, which will be the basis for use primarily in the process of organizing work and education, in planning investments, and in developing proposals to the owners of facilities for the modernization and repair of facilities that are in the use of the training organizer on the basis of relevant contracts.
8) the buildings and premises of the University used under relevant contracts, as well as the areas and facilities belonging to them, in accordance with their function and purpose, should meet all the necessary requirements referred to in generally applicable laws.
9) evacuation routes on the premises of the building in which training is conducted should be maintained in good condition, not posing any danger to their users;
10) carry out periodic inspections of the condition of the premises and technical equipment in terms of occupational health and safety and education;

11) fixed firefighting devices and fire alarm systems should be used;

12) all firefighting equipment shall be subject to technical inspections and maintenance activities in accordance with generally applicable regulations.

13) comply with the obligation to agree with the owners of facilities, all types of fire hazardous work;

14) practical checking of the organization and conditions of evacuation from the facilities in use should be carried out;

15) The organizer should designate itself employees to perform firefighting and evacuation tasks;

16) evacuation plans and escape route markings are posted in conspicuous places;

17) it is necessary to develop and implement procedures for evacuating people with disabilities, especially in places that are unsuitable or not fully adapted to their special needs;

18) the condition of the equipment of the premises, in particular: furniture, equipment (they should meet ergonomic requirements) , devices and installations, must not constitute a danger to persons using these premises;

19) periodic technical inspections of installations and equipment are the responsibility of the owner - administrator of the facility or the user and should be carried out in accordance with generally applicable regulations;

20) when organizing and equipping workplaces and training places, ergonomic principles should be taken into account;

21) when organizing and equipping workplaces and training places, the needs of people with disabilities should be taken into account;

22) premises should be maintained in proper sanitary condition;

23) all teaching facilities shall be equipped with first-aid kits stocked with first-aid supplies with instructions on the principles of first aid, and trained employees shall be designated to provide first aid to victims of emergencies;

24) in conspicuous places in the buildings shall be placed information on the safe and hygienic use of the premises and technical equipment in question the rules of conduct

in the event of an accident or emergency, as well as plans for the evacuation of people from the university buildings with the marking of evacuation routes;

Rules for the use of premises and infrastructure by users

All persons residing on the premises of the training facilities are obliged to make proper use of the infrastructure, premises and technical equipment, and in particular to:

1) compliance with the regulations and rules of occupational health and safety and fire regulations;
2) to comply with the internal regulations in force on the premises;
3) behave in a manner that does not endanger the safety of others;
4) maintaining order and cleanliness;
5) to preserve in an undamaged condition the premises and technical equipment,
6) ensuring proper security of equipment located in the premises in use;
7) reporting to employees any comments on the defects that have occurred, or negligence that may have an impact on the inadequate protection of property, or posing a risk of its loss or destruction;
8) adhere to the established dates and times of use of the premises;
9) to move only in the premises to which they are authorized;
10) comply with the ban on smoking tobacco products and electronic cigarettes, except in the place designated for this purpose (smoking room),
11) comply with the ban on bringing and using weapons and other dangerous objects and materials
12) to comply with the prohibition on bringing in and consuming alcoholic beverages, narcotics and psychotropic substances;
13) compliance with the prohibition on the use of open flames and flammable agents;
14) comply with the prohibition of any activity incompatible with the activity with which the building administrator has agreed;
15) adhere to the prohibition on making the premises, infrastructure and equipment available to others without the consent of the building administrator;

16) to observe the prohibition of unauthorized persons from unauthorized places and premises;

17) non-destruction of property belonging to the owner of the building and property of third parties whose property is located on its premises;

18) no unauthorized persons to make any repairs, upgrades, modifications or other unauthorized manipulations to installations, technical equipment and other elements of infrastructure and technical equipment;

19) compliance with the prohibition of unauthorized use and operation of machinery, tools and technical equipment, used in the process of work and education,

20) compliance with the prohibition of movement on bicycles, roller blades, skateboards and other equipment that can cause damage to the surface of the premises;

21) to refrain from participating in training when conditions do not comply with health and safety regulations and pose a direct threat to his health or life, or when the activities he performs threaten such danger to others.

22) to refrain from performing activities that require special mental and physical fitness in case his mental and physical condition does not ensure their safe performance, which poses a danger to him and others.

23) to perform all activities in the classroom in a manner that does not pose an accident hazard to himself and those around him;

24) familiarize themselves with and comply with the instructions, rules and regulations in force during classes;

25) to follow the instructions given by the instructors;

26) maintaining order and tidiness at activity stations;

27) taking care of the equipment and facilities entrusted;

28) report large noticed defects that pose a danger to life or health;

29) start up equipment and apparatus only after reading the instructions, obtaining permission from the instructor;

30) to report to the instructor any accident that occurs during teaching activities and to provide basic assistance to those injured in an accident;

31) comply with the safety rules during activities on the WSTiE premises and those specified by the internship organizer;

32) the class instructor is obliged to prevent the commencement of classes if the condition of the place or equipment of the room where the classes are to be held does not ensure the safe conduct of the classes. If a state of danger to health or life arises or becomes apparent during the course of classes, the conduct of such classes shall be immediately discontinued, and, if necessary, the endangered place shall be abandoned in accordance with the evacuation plan.

33) class instructors should have adequate training to ensure that classes are conducted in accordance with health and safety regulations and rules. In addition, instructors of classes in laboratories, laboratories and those conducting classes in physical education should be trained in first aid.

34) the instructor is obliged to check before the start of teaching and admittance of class participants that the technical condition of machinery and equipment and electrical installation, the general condition of the room does not pose a threat to the life and health of students.

35) during the classes, the person conducting the classes shall take direct care of the participants of such classes

Equipment of halls and other utility rooms

All technical devices and equipment of rooms, offices should be:

1) equipped with safeguards to protect users from injury and the effects of any dangerous or harmful agents;

2) take ergonomic principles into account;

3) maintained in a condition that ensures full operation and safety of work and education.

It is unacceptable to equip the premises with technical devices and equipment that do not meet the requirements of safety regulations, including regulations on conformity assessment.

Technical devices and equipment that are temporarily out of order, damaged or under repair should be clearly marked and secured in such a way that it cannot be started and used.

In the place where classes are conducted with the use of technical devices and equipment shall be placed in a conspicuous place, instructions/regulations specifying the rules of safe and hygienic use.

In certain cases, class participants shall be equipped with all necessary personal protective equipment to protect themselves from the effects of dangerous or harmful factors used during classes;

The person who conducts classes with the use of technical devices and equipment shall familiarize the participants of such classes with the rules and methods of work that ensure safety when performing the activities of the classes.

Rules for using the computer lab

1) before using the computer lab, familiarize yourself with the rules for the use of computer equipment established by the building administrator;
2) the user before starting work is required to check the completeness and general condition of the computer set;
3) any deficiencies, damages, defects in computer equipment should be reported to the class instructor or the employee on duty in the building;
4) the user is obliged to take care of and respect the computer equipment. For damages caused by improper use of computer equipment, the user is materially liable;
5) put your workstation in order when you are finished;
6) it is forbidden to download from the Internet, copy, install or place on computer disks any applications without the permission of the instructor or the employee in charge of equipment maintenance;
7) computers can only be shut down by going to the Start menu and selecting Shutdown. Do not use the button on the computer case for this purpose.
8) prohibited:
    - use of software that is under an educational license for commercial purposes;
    - use of equipment for commercial activities;
    - obstructing the work of the instructor or other users;
    - installing the software yourself;

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- making any changes to the system settings of computers;
- knowingly or intentionally damaging or subjecting to damage computer equipment;
- opening the case of the computer set and making any independent repairs;
- publishing content that violates the common law or internal regulations of the building administrator;
- bringing in and consuming food and beverages;
- bringing in outerwear, large bags, suitcases, etc.
- deleting and changing files of other users;
- touching or disconnecting any computer equipment wiring;
- the use of computer hardware for cryptocurrency;
- posting on the Internet:
  - images of violence;
  - pornographic content;
  - content that offends or denigrates others;
  - content calling for hatred against others;
  - the image of a person without his or her consent;
  - personal data of others;
  - advertisements for alcohol, tobacco, gambling;
  - content that violates the copyrights of others;
  - sending spam;
- circumventing system security;
- sending virus and other malware;
- attempts to illegally enter third-party information systems;
- using a fake IP address;
- any other activities that threaten the security of the Internet and other users

Emergence instructions in case of emergencies

General instructions for dealing with fire

General provisions

- when a fire is noticed, if possible, activate the alarm system by pressing the ROP button,
- immediately about the fire danger notify the appropriate services
- in the situation of finding a fire that directly threatens health or life, make a report to the University's emergency number and e-mail address,
- launch handheld firefighting equipment immediately in the event of a small fire,
- if you hear the alarm signal, head for the emergency exits and leave the building immediately, heading for the designated evacuation areas,
- provide assistance to people who cannot evacuate on their own,
- if possible, turn off devices and equipment connected to the mains,
- the instructors are responsible for the evacuation of participants from the teaching premises,
- obey the leader of the evacuation and firefighting operation (until the arrival of firefighting units),
- carry out instructions promptly, and if necessary, provide the necessary information to the fire unit commander.

General instructions for dealing with accidents

General provisions

- Anyone who noticed the accident or became aware of it is obliged to immediately provide assistance to the injured person, keeping in mind their own safety.
- Use the rescue equipment available at the site.
- At the same time as the first-aid measures, professional help from emergency services should be summoned.

How to call an ambulance. What a report should contain when calling for an ambulance:

1) exact address with the name of the town
2) what happened
3) number of injured persons
4) condition of the victim
5) name and phone

Never hang up the first phone call! The dispatcher may have additional questions.

- At the same time, measures should be taken to eliminate or minimize the danger (e.g., attempt to extinguish the fire with a fire extinguisher located near the accident site, disconnect the electricity) to prevent it from escalating.
- An employee who is injured in an accident, if his state of health allows it, is obliged to immediately notify his supervisor of the accident.
- Securing the site of the accident means that until the causes and circumstances of the accident are established, machinery and equipment that have been immobilized in connection with the accident must not be started up, their position must not be changed, as well as the position of other objects, and unauthorized persons must not be allowed to enter the site of the accident.
- If necessary, notify the facility administrator of the incident.
- After the arrival of the summoned services, provide the commander of the operation with the necessary information, cooperate with the rescuers and follow their instructions.
- After all post-accident activities are completed, get permission from your supervisor to return to your workstation, restart equipment, etc.

General instructions for dealing with emergencies

General provisions

- Breakdowns of equipment and installations should be reported to the employee on duty at the facility.
- Breakdowns that require immediate repair should be reported directly to the relevant services (emergency water and sewage services, emergency electricity services, emergency gas services, emergency heating services)
- Service employees, as part of their activities, are required to externally check the condition of the heating, plumbing, electrical systems.
- Service employees are obliged to check received information on irregularities that may threaten to cause an emergency, and to inform their superiors and the facility administrator of perceived defects and hazards.

Rules of conduct

Technical services and the administrator of the facility after the discovery of an emergency shall be obliged:

- Immediately inform those in the danger area of the imminent danger.
- Perform fault localization.
- Assess the degree of risk.
- If necessary, stop the work.
- Close the main technical valves.
- Until the arrival of external technical and rescue teams, take measures, if possible, to limit the expansion of the accident.
- In the event of danger to the life or health of the occupants in the area of the occurrence of the accident, carry out evacuation of the occupants.
- Upon arrival at the site of the notified units, provide the necessary information, cooperate closely and obey the instructions of the commander of the rescue operation.

General instructions on what to do if you receive a shipment of unknown origin

If you receive a shipment of unknown origin or suspicious for the following reasons:

- improper labeling or unconventional shipments,
- incorrectly written commonly used words, phrases,
- strange return address or lack thereof,
- given a check mark with certain restrictions, e.g. to hand, do not X-ray,
- a parcel postmarked with a postmark that does not correspond to the return address,
- no sender or no sender address,
- strange external appearance of the shipment including, for example, unusual weight, dimensions, shape, too carefully packed with excessive packing material,
- other reasons that raise doubts.

One should:

1) Leave the shipment in place on a reasonably level stable surface.
2) Do not smell, touch or look at it closely.
3) Warn other people who are in the room, leave and close the room until a specialized team arrives.
4) Cause persons who touched the shipment to wash their hands.
5) Compile a list of such people and forward them to competent persons.
6) Secure all items that came into contact with the suspicious shipment.

If a suspicious shipment has been opened and contains any solid substance, you should:

1) Do not move this substance.
2) Do not cause air movement (close the windows turn off the ventilation system).
3) Carefully cover the spilled contents with paper or other material.
4) Notify the occupants of the room of the event.
5) Close the room and wash the exposed parts of the body very thoroughly.

In the cases described above, an emergency report should be made immediately to the university's emergency number and e-mail address, and supervisors and the facility administrator should be notified.

Once the specialized services arrive, it is imperative to follow their instructions.

General instructions for dealing with the threat of detonation of an explosive device

Sources of information about the bombing threat:

- letter
- call
- email message
- suspicion based on observation
- finding a suspicious package (object) that may be an explosive charge

Procedure in case of receipt of information

A person who has received information about a possible cargo explosion must not disregard such news.

In case the information arrived by phone, you should:

- remain calm, do not panic
- conduct the conversation calmly trying to get as much information as possible, such as where the cargo is, why it was planted, and at the same time listen for any sounds from afar (e.g. traffic, bustle, etc.).
- memorize all possible data obtained and the manner of the threat uttered (e.g., irritated voice loud whispering, etc.).
- let the caller finish relaying the information
- report the threat to the university's emergency number and email address
- notify superiors of the threat
- according to the decision of superiors, evacuate from the threatened object
- after the arrival of the relevant services, to the leader of the action pass all the information obtained.

Upon the arrival of the services, the entire proceedings are covered by the commander of the action and, therefore, his instructions must be strictly followed.

General instructions for dealing with construction disasters

A construction disaster is the unintentional and at the same time sudden and unexpected destruction of a construction object (in whole or in part). A construction disaster is most often violent in nature, lasts a relatively short time and is very destructive.

In the event of a threat of a construction disaster and evacuation from the facility, you should:

Leaving the building

- immediately inform those in the area of danger about the imminent danger.
- make an emergency report to the university's emergency number.
- notify the university authorities, the facility administrator.
- if possible, provide first aid to the injured.
- if possible:
- take with you basic documentation, the most valuable property,
- when you cannot leave the building/room through the exit door, staircase due to danger or other obstacles, escape through the window if possible.
- take extra caution - watch out for ceilings, stairwells.

When you do not have the ability to leave the building:

Hang a white sheet or tablecloth in the window - as a sign to rescuers that you need help.

When you are immobilized (bedridden):

- Call for help, tap on light metal parts.
- If you have a phone - use it to call for help.
- Save your strength, oxygen, try to stay calm.

When you left the building:

- Notify the rescue operation leader of the people who are still left in the premises of the building, as well as those who are currently and definitely outside the building.

- If you have information that is helpful to the rescue operation, pass it on to the rescue service immediately.
- Do not return to the site of the disaster or enter the accident-damaged building without permission from the building department, which will determine whether such entry is safe.
- If you have suffered an injury (are injured) report to the medical aid station.

The manager of the rescue operation checks:

- whether everyone has left the building;
- secures the disaster area;
- gathers information about those who remain in the building;
- to the injured provide medical assistance;
- cooperates with specialized emergency services.

After the arrival of the emergency services at the facility, the manager of the rescue operation so far provides all information about the incident to the manager of the emergency services.

IX. Processing of personal data (RODO).

Definitions from the area of data protection.

In order to properly perform duties related to the processing of personal data, it is necessary to learn and understand the basic concepts operating in this area.

Personal data – is a key concept in the area of personal data. According to the regulation, it is "information relating to an identified or identifiable natural person, (...) an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of the individual."

Breaking down the above definition into its basic elements, one should distinguish:

- information concerning - it should be understood broadly - appearance, name, surname, PESEL number, eye color, fingerprint, style of dress, social position, etc. However, whether w given information can be considered personal data depends on the specific circumstances. First of all, it is necessary to examine whether the w information we will have in our possession will allow us, alone or in conjunction with other information, to identify a specific person. A mere name or held function in isolation from other circumstances will not be considered personal data.
- an identified or identifiable natural person - that is, the possibility of determining the identity of a given natural person, whereby the possibility of identifying a person must be beyond doubt, i.e. any assumptions, presumptions are excluded here. The regulation indicates that "in order to determine whether a natural person is identifiable, it is necessary to take into account all reasonably likely means (including the extraction of records relating to the same person) that are reasonably likely to be used by the administrator or another person to identify the natural person directly or indirectly. In order to determine whether a method can be used with reasonable likelihood to identify a person, it is necessary to take into account all objective factors, such as the cost and time required to identify the person, and to take into account the technology available at the time of processing, as well as technological advances." Information is therefore not considered to identify a person if, despite the cost, time spent or steps taken, it would be difficult to use the information to identify the person.

Controller of personal data - means a natural or legal person, public authority, unit or other entity that alone or jointly with others determines the purposes and means of processing personal data. The controller of personal data may be:

- a natural person conducting business (registered in CEIDG);
- an individual who does not have an entry in CEIDG, but performs professional, gainful activity, such as a graphic designer working under a contract for work;
- legal entities: limited liability company, joint-stock company, foundations, associations, state-owned enterprises, etc.
- public authorities:
- entity or other entity: limited partnership, general partnership, partnership, limited joint-stock partnership,

Categories of personal data – The RODO lists three categories of personal data: ordinary data, special data, and data relating to convictions and criminal acts.

- **Ordinary data -** such as name, surname, home address, date and place of birth, telephone number, occupation, image, e-mail address, etc.
- **Special categories of personal data** (sensitive data, sensitive data) - this will be only data that the European legislator has directly classified into this category.

Article 9 of the RODO indicates that a special category of data consists of information:

- revealing racial or ethnic origin,
- revealing political views,
- revealing religious beliefs or worldviews,
- revealing trade union affiliation,
- concerning the processing of genetic data,
- disclosing biometric data to uniquely identify an individual,
- disclosing data concerning the health, sexuality or sexual orientation of that person (...).

As a rule of thumb, processing of the aforementioned categories of personal data is prohibited, unless it is done only in situations where the RODO permits processing.

The processing of sensitive data involves the need to fulfill additional safeguards for its protection.

- Data on convictions and criminal acts or related security measures listed in Article 10 of the Regulation.

Personal data processing - is an operation or set of operations performed on personal data or sets of personal data. Operations can be performed in an automated or non-automated manner. These include, in particular:

– collection,

– consolidation,

– organizing,

– organizing,

– storage,

– adapting or modifying,

– downloading,

– review,

– exploitation,

– disclosure by message,

– distribution or other sharing,

– matching or merging,

– limiting,

– removal or destruction.

Looking at the above catalog of activities, it should be considered that, in fact, any activity to which personal data will be subjected will constitute its processing.

Ways of obtaining personal data – The RODO distinguishes two ways of obtaining personal data:

– Primary - collection of data from the data subject;

– Secondary - collecting data not from the data subject.

Large-scale data processing – the RODO itself does not define the concept of large-scale data processing. Instead, it provides some guidelines to assess whether we may be dealing with large-scale data processing in a given case. The Article 29 Group notes that the notion of large scale cannot be based on a quantitative criterion; this should be recognized on a case-by-case basis in each situation. However, it can be assumed that the more strongly an entrepreneur's activities are connected to the Internet, such as running an online store, the more likely it will become that the processing is on a large scale. The same will be the case when the service provided by the entrepreneur involves the provision of so-called smart devices, such as cars that park themselves, or heat meters that check whether household members are at home. In these types of cases, it will be possible to speak of large-scale data processing.

Legal grounds for processing personal data – the legal grounds for processing personal data specified in the RODO are independent and autonomous from each other. This means that the processing of personal data is lawful if at least one of these grounds is present. These grounds include:

- the data subject has consented to the processing of his or her personal data for one or more specified purposes;
- processing is necessary for the performance of a contract to which the data subject is a party, or to take action at the request of the data subject prior to entering into a contract;
- processing is necessary to fulfill a legal obligation of the controller;
- processing is necessary to protect the vital interests of the data subject or another natural person;
- processing is necessary for the performance of a task carried out in the public interest or in the exercise of public authority entrusted to the controller;
- processing is necessary for the purposes of legitimate interests pursued by the controller or by a third party, except where such interests are overridden by the interests or fundamental rights and freedoms of the data subject which require protection of personal data, in particular where the data subject is a child.

If personal data is processed on the basis of consent, it must be shown that the person whose data is being processed actually gave that consent.

Consent states:

- voluntary,
- specific,
- aware,
- unambiguous,

An expression of will in which the data subject, in the form of a statement or explicit affirmative action, allows the processing of his or her personal data.

The statement of consent expressed in writing must:

- be rearranged in a way that is clearly distinguishable from the other issues,
- be rearranged in an understandable and easily accessible form,
- be written in clear and simple language,

The consent form for the processing of personal data should contain:

- a clearly defined purpose for the processing of personal data, e.g., marketing, sales, to send a newsletter, etc.
- indication of the scope of data that will be processed in connection with the realization of the purpose, e.g. name, email address, etc.
- information about the controller of personal data (name, address, other contact details)
- information about the possibility of withdrawing consent - the person should be informed about the possibility of withdrawing consent before he/she gives consent, and withdrawal of consent must be easy just like giving consent, so the information about the possibility of withdrawing consent should also include the way in which such a statement can be made, e.g. by sending it to the indicated e-mail address. What is important is that withdrawal of consent does not affect the legality of data processing that was carried out before the declaration of withdrawal of consent was made.

The most common mistakes made when collecting consent statements for processing personal data:

- combining several purposes for processing consent within a single form, e.g., marketing purpose, commercial purpose, etc., or combining consent to process personal data with other consents or statements. Such a construction of a statement is incorrect, as it does not give freedom of choice for which purpose personal data is to be processed;

- giving consent in the form of a checkbox - bearing in mind that consent must be given in a clear and unambiguous manner, checkboxes must not be checked in advance.

Basic principles of personal data processing

- processed lawfully, fairly and transparently for the data subject (lawfulness, fairness and transparency);
- collected for specific, explicit and legitimate purposes and not processed further in a manner incompatible with those purposes (purpose limitation);
- adequate, relevant and limited to what is necessary for the purposes for which they are processed (data minimization);
- correct and updated as necessary, and personal data that is inaccurate in light of the purposes of its processing must be promptly deleted or corrected (correctness);
- kept in a form that makes it possible to identify the data subject for no longer than necessary for the purposes for which the data are processed (retention limitation);
- processed in a manner that ensures adequate security of personal data, including protection against unauthorized or unlawful processing and accidental loss, destruction or damage, by means of appropriate technical or organizational measures (integrity and confidentiality).

At the same time, the administrator is responsible for compliance with the above rules and must be able to demonstrate compliance (accountability).

Information obligation - it specifies what information must be provided to the person whose personal data we process.

In the case of primary data acquisition, the legislator provided for an exemption from the information obligation only to the extent that the data subject already has the information.

In the case of secondary sourcing, the RODO lists four cases in which the controller is exempt from the information obligation. These are when:

- the data subject already has this information,
- the provision of such information proves impossible or would require a disproportionate effort; in particular, in the case of processing for archival purposes in the public interest, for scientific or historical research, or for statistical purposes, or insofar as compliance with this obligation, may make it impossible or seriously impede the achievement of the purposes of such processing. In such cases, the controller must take appropriate measures to protect the rights and freedoms and legitimate interests of the data subject, including making the information available to the public,
- acquisition or disclosure is expressly regulated by Union law or the law of the Member State to which the controller is subject,
- personal data must remain confidential in accordance with the obligation of professional secrecy under Union or Member State law, including the statutory obligation of secrecy.

The information obligation should be fulfilled in a clear, transparent and easily accessible manner for the data subject. Legal language should be avoided and the content should be tailored to the recipient. Implementation of the information obligation requires analysis of all channels of communication between the school and the various data subjects.

Depending on how the data is collected, the institution may fulfill the information obligation in different ways. The information note can be included in the form, posted in the place where data subjects provide their data, placed on the website.

Obligations of the personal data controller - The RODO specifies a number of obligations to be fulfilled by the personal data controller. These include:

- comply with the information obligations of those to whom it processes data, including the realization of the right of access to personal data;
- to include a request for deletion of data (in accordance with applicable regulations) - in other words, to realize the right to be forgotten;
- take into account the objection to the processing of data for which it was filed;
- obligation of data portability, if the data subject has requested it;
- taking into account the withdrawal of consent that was given;

- the obligation to notify the data subject of a data breach;
- realization of other rights of data subjects that arise from the Ordinance or other laws;
- prepare proper documentation to ensure data protection, security of data processing;
- grant data processing authorizations and collect appropriate confidentiality commitments;
- sign entrustment agreements;
- implement appropriate solutions within the organization;
- train people who have access to data, make them aware of data security, including personal data;
- perform impact assessments of planned personal data processing operations before starting the process;
- keep a register of personal data processing activities;
- maintain a register of categories of processing activities;
- process data in accordance with the principles of the RODO Regulation, including, among other things, minimizing the amount of data collected and limiting its storage.

Measures for securing personal data – it is important to ensure that the processed personal data is properly secured. For this purpose, various measures can be used to secure personal data. E.g.:

- pseudonymization and encryption of personal data,
- the ability to ensure the confidentiality, integrity, availability and resilience of processing systems and services,
- the ability to quickly restore the availability of and access to personal data in the event of physical or technical damage,
- regularly test, measure and evaluate the effectiveness of technical and organizational measures to ensure processing security.

The RODO does not contain any specific guidelines on what data protection measures should be implemented in an organization. It only provides general guidelines in this regard. Organizational and technical data protection measures should be adapted to the identified risks and should take into account the state of the art.

Documentation of personal data processing – The RODO does not explicitly specify how the processing organization and security management of the processed data should be documented. It does, however, require that the security measures applied and all actions taken in this regard can be demonstrated. The RODO speaks only in general terms about the controller's implementation of adequate data protection policies if this is proportionate to the processing activities. The RODO more specifically points to: documenting the conduct of a data protection impact assessment, introducing a procedure for dealing with data protection breaches, or maintaining a register of personal data processing activities.

Data Protection Officer - The RODO does not define who the Data Protection Officer (DPO) is. It does, however, contain a catalog of duties that he or she must perform. Analyzing this catalog, it can be concluded that the DPO, is a person who supervises, under the authority of the controller, the observance of the application of technical and organizational measures to ensure the protection of processed personal data and the fulfillment of the provisions of the RODO.

The IOD's main responsibilities include:

- Informing and advising the controller, processor and employees who process personal data about their obligations under the RODO and other European Union or national laws;
- Monitoring compliance with personal data laws, policies of the controller or processor in the area of personal data protection, including segregation of duties, awareness-raising activities, training of personnel involved in processing operations, and related audits;
- Providing recommendations on the data protection impact assessment upon request and monitoring its implementation;
- Cooperation with the supervisory authority, i.e. the President of the Office for Personal Data Protection, such as reporting data protection violations;
- Acting as a point of contact for the supervisory authority on processing issues, including prior consultation, and consulting on all other matters as appropriate (Article 39(1))

The RODO emphasizes that the data protection officer shall be appointed on the basis of professional qualifications, in particular, expertise in data protection law and practices and the ability to perform the tasks referred to in Article 39 of the RODO. Transferring the above guidelines for the purposes of this study, it should be pointed out that the school's appointed data protection officer should be characterized by knowledge of the law and practices of the RODO, other EU regulations and national laws relating to the protection of personal data, knowledge in the administrator's area of operation and knowledge of administrative procedures and the operation of the entity.

Recording of processing activities – consists of keeping documentation (register) that contains all relevant information on the processing of personal data. The register of processing activities should contain comprehensive information about the processing of personal data in a given enterprise. It shall include the following information:

- the name and contact information of the controller and any co-controllers, and, where applicable, the controller's representative and the data protection officer;
- purposes of personal data processing, implementation of data collection obligations imposed by law, such as the Labor Code;
- description of categories of data subjects and categories of personal data. The categories of persons will include employees, students, members, customers. It is possible to process two categories of data, i.e. ordinary data (e.g. name, surname, home address, date of birth), as well as sensitive data (e.g. health status);
- categories of recipients to whom personal data have been or will be disclosed, including recipients in third countries or international organizations (for a definition of recipient, see Article 4(9) of the RODO);
- when applicable, the fact of transfer of personal data to a third country, that is, outside the European Union. Here, the European Commission has in mind primarily the United States of America. The transfer of personal data there is permitted as long as US contractors are members of the *Privacy Shield* program. A list of participating entities is available at the link https://www.privacyshield.gov/list. Whenever personal data is transferred outside the European Union, this must be indicated in the register of processing activities;
- if possible, planned dates for deletion of particular categories of data;
- a general description of the technical and organizational security measures referred to in Article 32(1) of the RODO.

Reporting violations of personal data processing - the personal data controller is required to report violations of personal data processing to the supervisory authority.

A breach in the processing of personal data should be understood as a security breach leading to the accidental or unlawful destruction, loss, modification, unauthorized disclosure of, or unauthorized access to, personal data transmitted, stored or otherwise processed (Article 4(12) of the RODO).

Conditions for recognizing a circumstance as a violation of personal data processing:

- must relate to data processed by the affected entity;
- the breach must result in the destruction, loss, modification, unauthorized disclosure or unauthorized access to personal data;
- The breach is the result of a data security breach.

Types of personal data processing violations:

- Breach of confidentiality - disclosure of data to an unauthorized person;
- Availability breach - permanent loss or destruction of personal data;
- Integrity violation - changing the content of personal data in an unauthorized manner;

In the event of a breach, the personal data controller shall immediately (if possible, no later than 72 hours after the breach is identified) report the breach to the supervisory authority, unless the breach is unlikely to cause harm to the rights or freedoms of individuals.

Elements of a violation report:

- the nature of the breach - the type of data, the approximate number of people affected;
- the name and contact information for the person from whom more information can be obtained, e.g., the Data Protection Officer, if appointed;
- anticipated consequences of a personal data breach;
- measures taken or proposed to remedy the violation or minimize the effects of the violation.

According to Article 34(1) of the RODO, if a personal data breach is likely to result in a high risk of infringement of the rights or freedoms of individuals, the controller shall notify the data subject of such breach without undue delay.

The controller is obliged to notify the data subject when two conditions are met together:

- a data protection breach will occur;
- it may cause a high risk of violation of the rights or freedoms of the data subject.

Such cases include situations where the breach leads to discrimination, identity theft, fraud, financial loss or reputational damage. If the breach involves sensitive data, it can be assumed that it is likely that such a breach could lead to the harms indicated above. It is not necessary for a high risk to materialize and for a violation of rights or freedoms to actually occur; therefore, it does not matter whether the violation ultimately occurs. The mere appearance of a high risk of violation of rights or freedoms is sufficient. Informing individuals in a timely manner about the violation that has occurred is intended to enable them to take the necessary preventive measures to protect themselves from the negative consequences of the violation.

Providing information and the trainee to a third party:

- such data sharing must have a legal basis;
- the scope of the data shared should not be broader than necessary to carry out the tasks imposed by law on the entity requesting the data;
- giving data over the phone - the most important thing is to identify whether the person is authorized to obtain information. If you have doubts about the identity of the person trying to obtain information, you should refuse to provide it. In emergency situations, there is usually no need to provide detailed health information. Sufficient information provided over the phone may be, for example, an indication of where the person is currently located, the location of the incident, the type of incident
- performing duties at an off-site training facility - taking personal data raises the risk of a data breach through loss, destruction, content substitution, damage or access to persons with disabilities. When performing duties off-site, it is necessary in each case to consider the possibility of adequate security of personal data, taking into account the degree of risk of a personal data breach, and possibly implement appropriate measures to minimize this risk or abandon such practice.
- publication of photos - the publication of the image is not supported by any legal provision. This issue is related not only to the protection of personal data, but also to the protection of the image as defined in the provisions on copyright and related rights.

As a personal good, the image is also protected under the Civil Code. For this reason, publication of an image will always require consent. This consent, however, must not be general, but must specify precisely what data and for what purpose are to be made available in a particular case. The processing of an image does not yet prove the processing of biometric data. Photographs are included in the definition of "biometric data" only in cases where they are processed by special technical methods that enable the unambiguous identification of an individual or confirmation of his or her identity.