Lessons learned in training ‘safe users’ of confidential data

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How to train users of confidential data

• Confidential data users
  o can’t be trusted (all potential “intruders”)
  o don’t care about data protection
  o do want to know the law
  o aren’t interested in the nuances of confidentiality

• Therefore we need to
  o teach them the legal framework
  o give clear unambiguous rules
  o ensure awareness of consequences

• This also protects the data holder
  o misuse only arises from deliberate flouting of rules
  o (as long as we have covered everything relevant...)
How to train users of confidential data

• In short, the ideal course
  o **frightens** the user with knowledge of consequences
  o **educates** the user in the rules of data use
  o **authorises** the user to use data, but on his/her own
  o **responsibility**

• Q: Are we missing anything?

• A: Everything important about
  o data access
  o pedagogy
  o human psychology
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What do we know about... researchers?

- Trustworthy
- Well-intentioned
- Predominately intrinsically motivated
- Human
What do we know about... psychology?

• The information we hear is affected by our
  o motivations
  o social environment
  o preconceptions

• Rationalisation preferred to rationality
What do we know about... teaching?

- Interaction better than lectures
- Self-discovery better than instruction
- Very low retention of facts
- Face-to-face better than passive medium
How to train users of confidential data & data holders effectively

• Assume researchers are...
  o there because they have to be
  o expecting to learn facts
  o focused on themselves
  o focused on their research careers

• But they are also
  o sensible, intelligent and willing to engage
  o able to hold complex discussions on nuanced topics
  o annoyed by being seen as ‘untrustworthy’
  o uninterested in and unlikely to retain detail
  o human
The new model: principles

- Simple, broad messages, not detailed facts
- Attitudes, not behaviour
- Community, not individual
- Positive not negative
- User-centred, not provider-centred
- Interaction, not instruction
Old versus new

- **Old**
  - **F** frighten them
  - **E** to educate them
  - **A** authorise them but shift
  - **R** responsibility

- **New**
  - **S** simple
  - **A** attitudinal
  - **C** communitarian
  - **P** positive
  - **U** user-centred
  - **I** interactive
Old versus new: evidence

• Directly (breach prevention): almost none
• Indirectly (positive behaviours): lots of anecdotal evidence

• Current project to gain evidence:
  o new course designed upon these guidelines
  o pre-/post-course attitudinal questionnaires
  o follow-up behavioural analysis

• Results by the next UNECE conference...
Questions?