



# Final Report of SDDP Co-Laboratory

## The Road Ahead: Safer Internet Day 2009 on a Local and European Level

**Insafe *Plus* Annual Stakeholder Meeting**

*6-7 December 2007*

*Crowne Plaza Hotel*

*Brussels, Belgium*

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Insafe *Plus* Annual Stakeholder Meeting, Brussels, Belgium

6-7 December 2007

## **How do we Organize a Well Attended and Successful Safer Internet Day 2009 on a Local and European Level?**

Report on Developing Ideas, Initiatives, Projects and Actions Locally or Jointly at the European Level for a successful / well attended Safer Internet Day 2009.

### **EDITORS**

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[www.Cyberethics.info](http://www.Cyberethics.info)

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Insafe is the Coordinating Node of all European Safer Internet Awareness Nodes. It is run by the EU Schoolnet and represents a network of national nodes that coordinate Internet safety awareness in Europe. The network is set up and co-funded within the framework of the European Commission's Safer Internet plus Program.



CyberEthics is the Cyprus Safer Internet Awareness Node, which hosted the Insafe Plus Training meeting in Limassol, Cyprus, September 17-19, 2007. The CyberEthics campaign is co-funded by the EU Commission DG Information Society and Media and the partners in Cyprus, which are:

- o Cyprus Neuroscience & Technology Institute (Coordinator)
- o Cyprus Broadcasting Corporation
- o Family Planning Association
- o University of Cyprus
- o Olive Branch Foundation.



The Cyprus Intercultural Training Initiative is a loose Association of experts trained to organize co-laboratories using the SDDP method. The people who served as facilitators of the various sessions of the Insafe Plus Annual Stakeholder Meeting documented in this report are members of CiTi.

## **ACKNOWLEDGEMENTS**

The SDDP Facilitation Team who organized the SDDP co-laboratory documented here, as well as the CyberEthics Team, would like to thank the Insafe Coordinating Node as well as all EU Nodes who have participated for their enthusiastic contributions, time, energy and expertise they brought to the co-laboratory described in this report:

- Safer Internet Day 2009 - Defining an *Action Plan*.

All 16 participants were willing to dedicate the time necessary to work together with understanding to share old and new ideas and to describe projects that have already worked successfully. Their hard work, perseverance and humor made the co-laboratory's experience both richly diverse and productive. The participants, i.e. the experts in the safer use of the Internet, are the primary authors of views expressed in this document.

The Facilitation Team of the 'Safer Internet Day 2009' co-laboratory consisted of: Ilke Dagli and Polis Aniftos.



## EXECUTIVE SUMMARY

This report documents the results of the 'Safer Internet Day 2009' co-laboratory – Defining an Action Plan, which took place during the Insafe Plus Annual Stakeholder Meeting in Belgium. The co-laboratory, which involved different participants, was implemented using a dialogue method known as Structured Dialogic Design Process. The participants produced 60 ideas/actions in the co-laboratory. Following a process of clustering, selecting and exploring influences among different ideas, the participants came up with an influence map. The mapping process enables the diverse group of Safer Internet stakeholders highlight the ideas that will be most influential in their goal to achieve a successful Safer Internet Day 2009 locally and at the European level.

The most influential driver in the 'Media - Influence Map' is idea 8 (Learn from (un)successful events from all nodes). It is therefore concluded that the stakeholders (and this possibly includes the European Commission) need to address these influential drivers by exchanging good and bad practice examples as well as general ideas and practical tips with respect to organizing a Safer Internet Day. A follow-up co-laboratory should be used to structure more initiatives/actions in order to receive a more detailed map of the influential drivers. The structuring/mapping of these actions/initiatives would provide a clear and efficient roadmap to reach the ultimate goal of all Safer Internet Nodes across Europe to reaching a successful and well attended Safer Internet Day 2009 both on a local and European level. Another follow-up meeting could then focus on the actual implementation of the actions/initiatives identified.

# 1. INTRODUCTION

For the first time ever, all Awareness Nodes of the EU Safer Internet project used the Structured Design Dialogue Process (SDDP) during their regular Insafe Plus Annual Stakeholder Meeting, which took place in Brussels, Belgium December 6-7, 2007. The SDDP is a technique that facilitates dialogue by engaging all stakeholders in a democratic manner. The primary aim of an SDDP co-laboratory is to achieve consensus regarding actions for improvements, based on a shared understanding of the current situation. The process is designed in such a way as to harness the collective wisdom of all participants. In a SDDP co-laboratory, the participants are the experts whose shared knowledge is extracted and then used to generate influence maps between separate ideas.

The SDDP co-laboratory 'Safer Internet Day 2009' documented here built on experiences gained from previous relevant training sessions in Bruges, Stockholm, and Limassol as well as the results of the 6-month evaluations (Customer Satisfaction Surveys) performed by the coordinating node.

The co-laboratory was dealing with sharing and developing ideas, projects, initiatives, and methods that nodes can take either locally or jointly at the European level in order to organize a successful and well attended Safer Internet Day 2009. Participants collected and exchanged as much information and

knowledge as possible to be used accordingly by the nodes so as to organize Safer Internet Days 2009 in all Insafe nodes across Europe. This co-laboratory, therefore, defined an *action plan*; the *triggering question* that was tackled in this co-laboratory was:

**What actions can nodes take either locally or jointly at the European level in order to organize a successful / well attended Safer Internet Day 2009?**

After having participated in the structured dialogue it was expected that:

- Participants would gain a deeper understanding of the complexity of the situation and the interconnections between "ideas";
- Participants would have the opportunity to understand how the "others" may think and what actions they would like to take in order to achieve the "ideal" situation;
- A "voted" consensus between all participants taking part in the co-laboratory would emerge in the "influence tree" as a joint product.

Following the presentation and discussion of the results, participants were expected to develop a roadmap to achieve progress. The results of this co-laboratory are also expected to assist the nodes to use ideas or projects that have already worked successfully for some of the nodes as well as to test these ideas and methods in the own country.

## 1.1 Meetings of the Insafe Knowledge Management Group

The Insafe Knowledge Management Group met the following days in order to discuss, decide, and formulate the final versions of the triggering questions used during the various SDDP co-laboratories at the Insafe Plus Training Meeting and Insafe Plus Annual Stakeholder Meeting:

### Impromptu meeting of 20 June 2007

Held in Luxembourg and focused on training meeting in Cyprus from 17-19 September 2007.

### Teleconference of 28 June 2007

Continued discussion on content of Cyprus training meeting.

### Meeting of 26 July 2007

This meeting took place in the Insafe community chat room and further examined the content of the sessions to be included in the Cyprus training meeting.

### Meeting of 31 July 2007

Review of draft program, best practice sharing session and mobile phone session.

### Meeting of 10 August 2007

Preparation of Cyprus training.

### Meeting of 23 August 2007

Cyprus training meeting, information pack, virtual tours of community, overview of coming meetings.

### Email communication of 6 – 29 November 2007

Formulation of the Triggering Questions for the Insafe Brussels Meeting.

## 2. METHODOLOGY: STRUCTURED DIALOGIC DESIGN PROCESS

The Structured Dialogic Design Process (SDDP) is a methodology that supports *democratic* and *structured* dialogue among a heterogeneous group of stakeholders. It is especially effective in resolving complex conflicts of purpose and values and in generating consensus on organizational and inter-organizational strategy. It is scientifically grounded on seven laws of cybernetics/systems science and has been rigorously validated in hundreds of cases throughout the last 30 years.

The SDDP methodology was chosen to support the European network of Safer Internet Nodes in structuring the stakeholder representatives' ideas on an action plan regarding the organization and achievement of a successful and well attended Safer Internet Day 2009, locally and on the European level.

The SDDP is specifically designed to assist inhomogeneous groups to deal with complex issues, in a reasonably limited amount of time. It enables the integration of contributions from individuals with diverse views, backgrounds and perspectives through a process that is participatory, structured, inclusive and collaborative.

A group of participants, who are knowledgeable of the particular situation, are engaged in collectively

developing a common framework of thinking based on consensus and shared understanding of the current or future ideal state of affairs. SDDP promotes focused communication among the participants in the design process and their ownership of and commitment in the outcome.

### 2.1 Structure and Process in a typical SDDP co-laboratory

When facing any complex problem, the stakeholders can optimally approach it in the following way:

1. Develop a shared vision of an ideal future situation. This ideal vision map serves as a magnet to help the social system transcend into its future state.
2. Define the current problématique, i.e. develop a common and shared understanding of what are the obstacles that prevent the stakeholders reaching their idealized vision.
3. Define actions/options or a roadmap to achieve the goals.

## Methodology: Structured Dialogic Design Process

The three phases are done using exactly the same dialogue technique. Each phase completes with similar products:

- (1) A list of all ideas [SDDP is a self documenting process].
- (2) A cluster of all ideas categorized using common attributes.
- (3) A document with the voting results [erroneous effect=most popular ideas do not prove to be the most influential].
- (4) A map of influences. This is the most important product of the methodology. Ideas are related according to the influence they exert on each other. If one is dealing with problems, then the most influential ideas are the root causes. Addressing those will be most efficient. If one is dealing with factors that describe a future ideal state, then working on the most influential factors means that achieving the final goal will be easier/faster/more economic, etc.

In the following, the process of a typical SDDP session with its phases is being described more precisely:

First The breadth of the dialogue is constrained and sharpened with the help of a triggering question. This is formulated by a core group of people, who are the Knowledge Management Team (KMT) and is composed by the owners of the complex

problem and SDDP experts. This question can be emailed to all participants, who are requested to respond with at least three contributions before the meeting.

Second All contributions/responses to the triggering questions are recorded in the CogniScope II software. They must be short and concise, hence contain one idea in one sentence. The authors may clarify their ideas in a few additional sentences.

Third The ideas are clustered into categories based on similarities and common attributes. A smaller team can do this process to reduce time (e.g., between plenary sessions).

Forth All participants get five votes and are asked to choose their favorite (most important to them) ideas. Only ideas that received votes go to the next and most important phase.

Fifth In this phase, participants are asked to explore influences of one idea on another. For example, they might be asked to decide whether solving problem x will make solving problem y easier. If the answer is yes (great majority) an influence is established on a map of ideas. The way to read that influence is that items at the bottom are root causes (if what is being discussed are obstacles), or most

## Methodology: Structured Dialogic Design Process

influential factors (if what is being discussed are descriptors of an ideal situation or actions to take). Those root factors must be given priority.

Please refer to Annex A: Structured Dialogic Design Process – Frequently Asked Questions for more detailed information.

Sixth Using the root factors, participants develop an efficient strategy and come up with a road map to implement it.

### **3. RESULTS OF THE CO-LABORATORY 'SAFER INTERNET DAY 2009'**

6 December 2007, staff of the European network of Safer Internet Nodes engaged at Crowne Plaza Hotel, Brussels, Belgium, for three hours in a structured dialogue focusing on the triggering question:

**What actions can nodes take either locally or jointly at the European level in order to organize a successful / well attended Safer Internet Day 2009?**

#### **Ideas and Actions to take locally or jointly at the European level to organize a successful and well attended Safer Internet Day 2009**

Insafe nodes' staff described 60 ideas and actions ahead of the co-laboratory and during the dialogue with the entire group. These ideas and actions appear as actions in Table 1 'SID 2009 – List of Actions'. For detailed information about the meaning of each idea/action please refer to Table 2 'SID 2009 – Actions with Clarification' in Appendix C.

## Table 1 'SID 2009 - List of Actions'

Triggering Question: "What actions can nodes take either locally or jointly at the European level in order to organize a successful/well attended Safer Internet Day 2009?"

#: Action

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- 1: Make a competition where from each country one person (pupil) wins a trip to come to Brussels or Luxembourg together with his family (Liene Kalna)
- 2: Competition like debate, seminars where children after having discussions receive an Insafe network chairman signed certificates (Liene Kalna)
- 3: Apply a questionnaire on nodes website (Rita Astridsdotter Brudalen)
- 4: Avoiding competitions since they do not contribute significantly to attracting the general public to SID events (Ajda Jerman Kuzelicki)
- 5: A penetrating action involving politicians (Ajda Jerman Kuzelicki)
- 6: Engage celebrities in the event (Ajda Jerman Kuzelicki)
- 7: Usage of 'alternative' promotion strategies and below the line promotion (Ajda Jerman Kuzelicki)
- 8: Learn from (un)successful events from all nodes (Veronica Samara)
- 9: Mass media promotion and attention (Veronica Samara)
- 10: Keep the competitions very simple (Veronica Samara)
- 11: Engage with the government so that they actively contribute in the promotion of SID (Veronica Samara)
- 12: Announce a high profile event on SID, with well-known personalities (Veronica Samara)
- 13: Make contact with press in early stage (Inge Aarts)
- 14: Adapt to current events in media (Inge Aarts)
- 15: Find and cooperate with strong partner (Inge Aarts)
- 16: Attract 'celebrity' / well known person (Inge Aarts)
- 17: Start planning early (Stephanie Kutscher)
- 18: Try to find as many partners as possible (Stephanie Kutscher)
- 19: [DELETE] Inform the media (Stephanie Kutscher)
- 20: Include VIPs (Stephanie Kutscher)
- 21: Develop a media spot promoting SID at the European level and that spot to be broadcasted or used by stakeholders at the national level (Agnieszka Wrzesien & Jose Luis Zatarain)
- 22: Blogathon (Jose Luis Zatarain)
- 23: Specific and unique slogan (Jose Luis Zatarain)
- 24: Try to sign a Formal Agreement of collaboration among key actors (Jose Luis Zatarain)
- 25: Be sure to have important news for the media (Stefaan Hendrickx)
- 26: Work together with important stakeholders (Stefaan Hendrickx)
- 27: If there is an enthusiastic class among the participants for the contest, then you can go a step further (Stefaan Hendrickx)
- 28: A co-operation between countries can be interesting (Stefaan Hendrickx)
- 29: Competition - create a computer game (Julia Barlinska)
- 30: Website with best competition creations (Julia Barlinska)
- 31: International parents' panel (Julia Barlinska)



## Table 1 'SID 2009 - List of Actions'

Triggering Question: "What actions can nodes take either locally or jointly at the European level in order to organize a successful/well attended Safer Internet Day 2009?"

#: Action

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- 32: Be active in defining goals and activities (Melinda Martino)
- 33: Adapt activity to cultural context as much as possible (Melinda Martino)
- 34: Identify and engage collaborators at an early stage (Melinda Martino)
- 35: Engage the adolescents in the development (Hlif Bodvarsdottir)
- 36: Involve local partners & give visibility to local events (Agnieszka Wrzesien)
- 37: Use SID to launch new awareness initiatives (Agnieszka Wrzesien)
- 38: [DELETE] Develop a media spot promoting SID at the European level (Agnieszka Wrzesien)
- 39: Media event with partners presenting studies around safety issues and internet (Nel Broothaerts)
- 40: Safer Internet funfare (Nel Broothaerts)
- 41: Develop with children a safe internet charter and signed by politicians (Nel Broothaerts)
- 42: [DELETE] Writing competition (Marko Eriksson)
- 43: More help from the European Commission in promoting SID, use institutional means of communication to involve national governments into the event (Anna Rywczynska)
- 44: Have a main TV channel as media patron (Anna Rywczynska)
- 45: Have developed and permanent contacts with schools during the whole year (Anna Rywczynska)
- 46: Produce a good TV and radio spot (Anna Rywczynska)
- 47: Organize Safer Internet Day-chat (Teemu Ruohonen)
- 48: Develop project to follow safer internet actions at schools (Teemu Ruohonen)
- 49: Focus on families (Teemu Ruohonen)
- 50: Electronic art fair competition where the youth votes (Anna Maria Drousiotou)
- 51: Stalls in main squares of main towns giving out promotional material (Anna Maria Drousiotou)
- 52: Exchange of roles, experiences and visions between children and adults in teaching about safer internet issues (Ajda Jerman Kuzelicki)
- 53: Decide on a safer internet day theme that emphasizes the positive aspects of the internet (Melinda Martino)
- 54: Mix forum with children and parents exchanging ideas on internet safety tips (Hlif Bodvarsdottir)
- 55: Make an online game that can be played on safer internet day
- 56: Intensify promotion of hotline and help line services
- 57: Focus on a couple of activities on the safer internet day
- 58: Downloadable presentations for teachers to deliver to pupils on safer internet day
- 59: At schools older pupils can teach younger ones
- 60: Don't be afraid to use networks such as youtube

## Clustering the Ideas and Actions

The participants altogether grouped these 60 ideas and actions into five categories based on common attributes among the ideas identified by the Nodes' staff. These categories were named the following:

(1) Competition, (2) Cooperation, (3) Promotion, (4) Basic Ideas, and (5) Involving the Public. For more detailed information, refer to Figure 1 'SID 2009 - Cluster'.

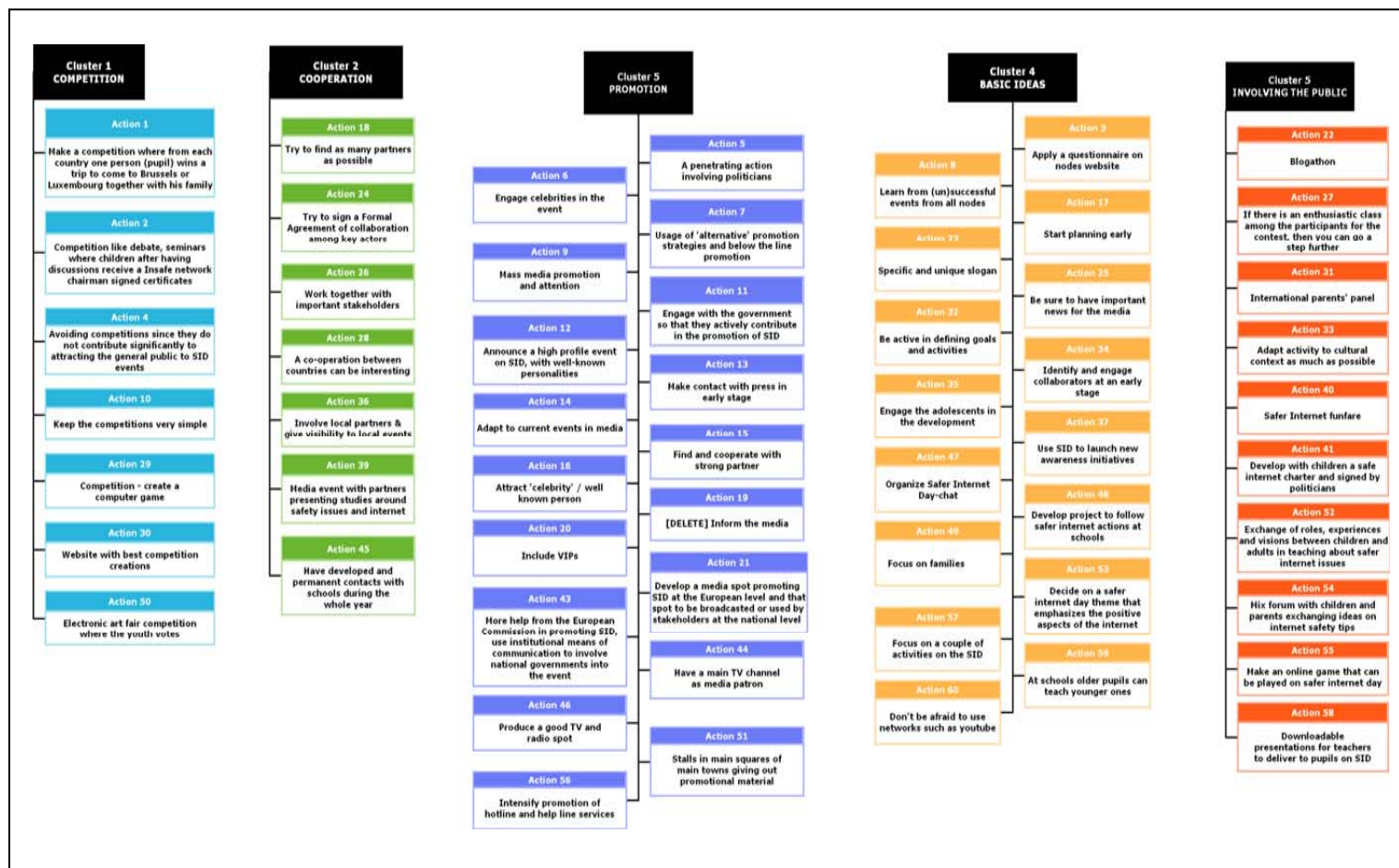


Figure 1 'SID 2009 - Cluster'

## **Prioritizing the Ideas and Actions**

Each participant chose five factors that they thought were those most important. As shown in Table 3 'SID 2009 – Voting Results', 34 actions received one or more votes. The four dominant statements that received seven or more votes are:

**Idea/Action #8: Learn from (un)successful events from all nodes**  
(10 votes).

**Idea/Action #52: Exchange of roles, experiences and visions between children and adults in teaching about safer internet issues** (9 votes).

**Idea/Action #53: Decide on a safer internet day theme that emphasizes the positive aspects of the internet** (7 votes).

## Table 3 'SID 2009 - Voting Results of the Actions'

Triggering Question: "What actions can nodes take either locally or jointly at the European level in order to organize a successful/well attended Safer Internet Day 2009?"

# (VOTES) Action

- 8: (10 Votes) Learn from (un)successful events from all nodes (Veronica Samara)
- 52: (9 Votes) Exchange of roles, experiences and visions between children and adults in teaching about safer internet issues (Ajda Jerman Kuzelicki)
- 53: (7 Votes) Decide on a safer internet day theme that emphasizes the positive aspects of the internet (Melinda Martino)
- 17: (5 Votes) Start planning early (Stephanie Kutscher)
- 58: (5 Votes) Downloadable presentations for teachers to deliver to pupils on safer internet day
- 60: (5 Votes) Don't be afraid to use networks such as youtube
- 4: (4 Votes) Avoiding competitions since they do not contribute significantly to attracting the general public to SID events (Ajda Jerman Kuzelicki)
- 6: (4 Votes) Engage celebrities in the event (Ajda Jerman Kuzelicki)
- 9: (4 Votes) Mass media promotion and attention (Veronica Samara)
- 10: (4 Votes) Keep the competitions very simple (Veronica Samara)
- 21: (4 Votes) Develop a media spot promoting SID at the European level and that spot to be broadcasted or used by stakeholders at the national level (Agnieszka Wrzesien & Jose Luis Zatarain)
- 25: (4 Votes) Be sure to have important news for the media (Stefaan Hendrickx)
- 40: (4 Votes) Safer Internet funfare (Nel Broothaerts)
- 12: (3 Votes) Announce a high profile event on SID, with well-known personalities (Veronica Samara)
- 20: (3 Votes) Include VIPs (Stephanie Kutscher)
- 26: (3 Votes) Work together with important stakeholders (Stefaan Hendrickx)
- 43: (3 Votes) More help from the European Commission in promoting SID, use institutional means of communication to involve national governments into the event (Anna Rywczynska)
- 45: (3 Votes) Have developed and permanent contacts with schools during the whole year (Anna Rywczynska)
- 11: (2 Votes) Engage with the government so that they actively contribute in the promotion of SID (Veronica Samara)
- 13: (2 Votes) Make contact with press in early stage (Inge Aarts)
- 15: (2 Votes) Find and cooperate with strong partner (Inge Aarts)
- 35: (2 Votes) Engage the adolescents in the development (Hlif Bodvarsdottir)
- 50: (2 Votes) Electronic art fair competition where the youth votes (Anna Maria Drousiotou)
- 1: (1 Votes) Make a competition where from each country one person (pupil) wins a trip to come to Brussels or Luxembourg together with his family (Liene Kalna)
- 3: (1 Votes) Apply a questionnaire on nodes website (Rita Astridsdotter Brudalen)
- 5: (1 Votes) A penetrating action involving politicians (Ajda Jerman Kuzelicki)
- 14: (1 Votes) Adapt to current events in media (Inge Aarts)
- 18: (1 Votes) Try to find as many partners as possible (Stephanie Kutscher)
- 36: (1 Votes) Involve local partners & give visibility to local events (Agnieszka Wrzesien)

### Table 3 'SID 2009 - Voting Results of the Actions'

Triggering Question: "What actions can nodes take either locally or jointly at the European level in order to organize a successful/well attended Safer Internet Day 2009?"

# (VOTES) Action

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- 46: (1 Votes) Produce a good TV and radio spot (Anna Rywczynska)
  - 47: (1 Votes) Organize Safer Internet Day -chat (Teemu Ruohonen)
  - 49: (1 Votes) Focus on families (Teemu Ruohonen)
  - 51: (1 Votes) Stalls in main squares of main towns giving out promotional material (Anna Maria Drousiotou)
  - 54: (1 Votes) Mix forum with children and parents exchanging ideas on internet safety tips (Hlif Bodvarsdottir)
  - 2: (0 Votes) Competition like debate, seminars where children after having discussions receive a Insafe network chairman signed certificates (Liene Kalna)
  - 7: (0 Votes) Usage of 'alternative' promotion strategies and below the line promotion (Ajda Jerman Kuzelicki)
  - 16: (0 Votes) Attract 'celebrity' / well known person (Inge Aarts)
  - 19: (0 Votes) [DELETE] Inform the media (Stephanie Kutscher)
  - 22: (0 Votes) Blogathon (Jose Luis Zatarain)
  - 23: (0 Votes) Specific and unique slogan (Jose Luis Zatarain)
  - 24: (0 Votes) Try to sign a Formal Agreement of collaboration among key actors (Jose Luis Zatarain)
  - 27: (0 Votes) If there is an enthusiastic class among the participants for the contest, then you can go a step further (Stefaan Hendrickx)
  - 28: (0 Votes) A co-operation between countries can be interesting (Stefaan Hendrickx)
  - 29: (0 Votes) Competition - create a computer game (Julia Barlinska)
  - 30: (0 Votes) Website with best competition creations (Julia Barlinska)
  - 31: (0 Votes) International parents' pane. (Julia Barlinska)
  - 32: (0 Votes) Be active in defining goals and activities (Melinda Martino)
  - 33: (0 Votes) Adapt activity to cultural context as much as possible (Melinda Martino)
  - 34: (0 Votes) Identify and engage collaborators at an early stage (Melinda Martino)
  - 37: (0 Votes) Use SID to launch new awareness initiatives (Agnieszka Wrzesien)
  - 38: (0 Votes) [DELETE] Develop a media spot promoting SID at the European level (Agnieszka Wrzesien)
  - 39: (0 Votes) Media event with partners presenting studies around safety issues and internet (Nel Broothaerts)
  - 41: (0 Votes) Develop with children a safe internet charter and signed by politicians (Nel Broothaerts)
  - 42: (0 Votes) [DELETE] Writing competition (Marko Eriksson)
  - 44: (0 Votes) Have a main TV channel as media patron (Anna Rywczynska)
  - 48: (0 Votes) Develop project to follow safer internet actions at schools (Teemu Ruohonen)
  - 55: (0 Votes) Make an online game that can be played on safer internet day
  - 56: (0 Votes) Intensify promotion of hotline and help line services
  - 57: (0 Votes) Focus on a couple of activities on the safer internet day
  - 59: (0 Votes) At schools older pupils can teach younger ones
- Total Votes Cast: 105

## The Influence Map

The voting results were used to select factors for the subsequent structuring phase to identify inter-relations among the generated actions. Participants

structured 13 ideas/actions. The following Figure 2 'SID 2009 – Influence Map' shows the resulting influence tree.

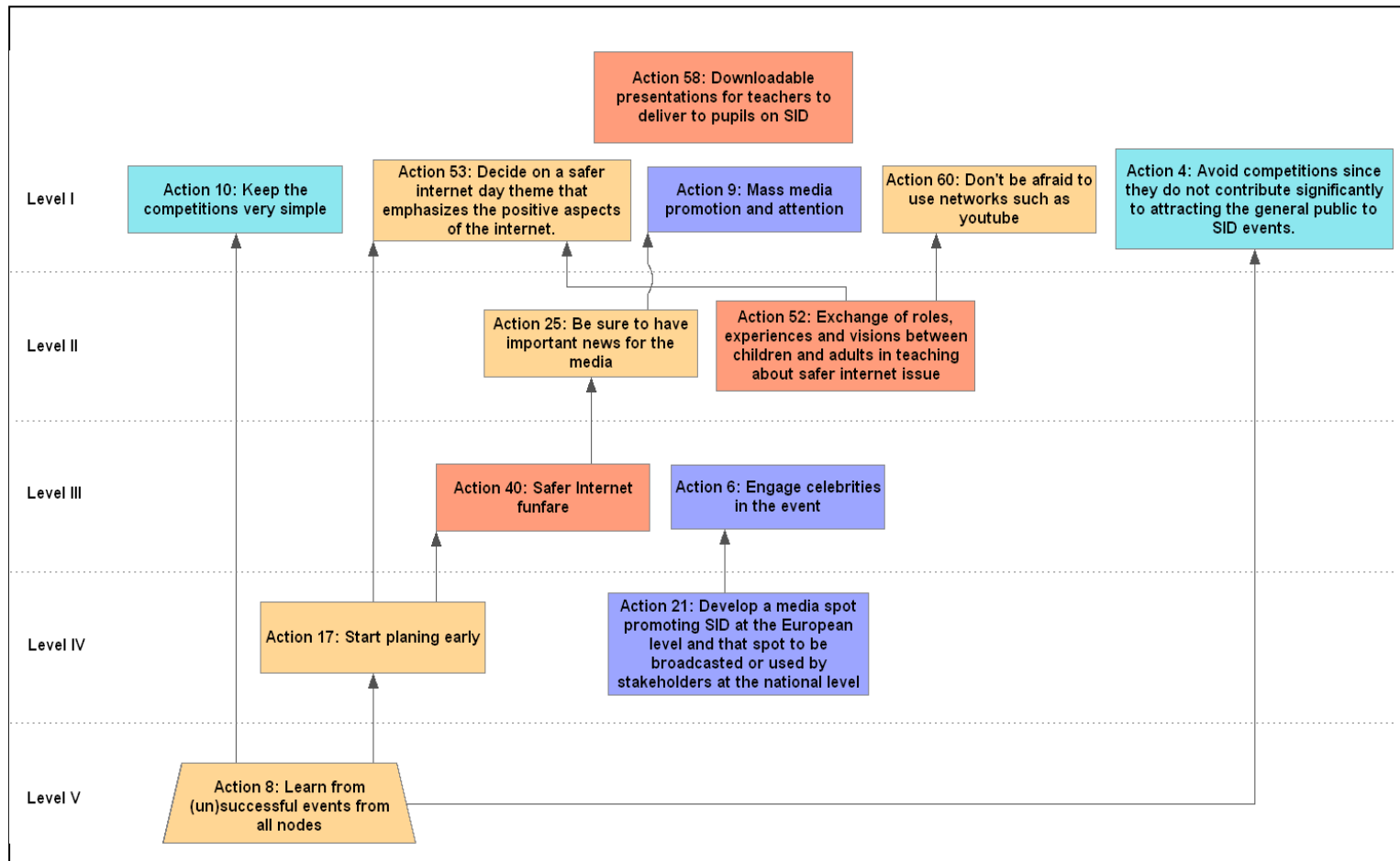


Figure 2 'SID 2009 – Influence Map'

The 13 ideas/actions were structured within five levels and are related according to the influence they exert on each other. Those ideas/actions that appear lower in the Influence Map, hence are positioned at the root of the tree, i.e. Level V, are more influential in terms of influence than those at higher levels and are the ones to tackle preferentially. More specifically, **Action #8: Learn from (un)successful events from all nodes**, located at Level V in the Map, influences most of the other actions appearing on the Map. Furthermore, **Action #21: Develop a media spot promoting SID at the European level and that spot to be broadcasted or used by stakeholders at the national level** at Level II is also a root cause. Since no arrow feeds into this action from action #8 action #21 is also a root idea/action of the overall SID 2009 Map.

## 5. DISCUSSION OF RESULTS AND CONCLUSIONS

The greatest value of this methodology lies in its power to identify the root causes of a problematic situation and highlight the ideas that are most influential when one attempts to achieve progress. We will therefore begin the interpretation of the results with a discussion that focuses on the “deep drivers,” i.e., the items that appear at the root of the map.

In the Safer Internet Day co-laboratory the 16 participants represented 12 countries because some countries had more than one participant, i.e., Belgium (2), Finland (2), and Poland (3). Since no individual voting data have been kept in record it is not possible to evaluate possible country bias. However, the method as such invites participants to transcend from their individual points of view and consider ideas in an objective way, as they continuously have to “relate” their ideas to the ideas of others. Previous research has led to the adoption of Dye’s Law of the Requisite Evolution of Observations<sup>1</sup>, which states that evolutionary learning occurs in a structured dialogue as the

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<sup>1</sup> Dye, K. M. & Conaway, D. S. (1999). *Lessons Learned from Five Years of Application of the CogniScope Approach to the Food and Drug Administration*. CWA Report, Interactive Management Consultants, Paoli, Pennsylvania.

observers learn how their ideas relate to one another.

The most influential action that appears as the root driver in the ‘SID 2009 – Influence Map’ is: Action 8 (Learn from (un)successful events from all nodes). Furthermore, Action 21 (Develop a media spot promoting SID at the European level and that spot to be broadcasted or used by stakeholders at the national level) can be interpreted as a root driver as no arrows feed into this action from other actions. The conclusion from this result is therefore straightforward. The stakeholders (and this possibly includes the European Commission) need to address these influential drivers by (1) exchanging good and bad practice examples as well as general ideas and practical tips with respect to organizing a Safer Internet Day and (2) jointly developing a media spot to be used from all nodes.

A follow-up co-laboratory should be used to structure more initiatives/actions in order to receive a more detailed map of the influential drivers. The structuring/mapping of these actions/initiatives would provide a clear and efficient roadmap to reach the ultimate goal of all Safer Internet Nodes across Europe to reaching a successful and well attended Safer Internet Day 2009 both on a local and European level. Another follow-up meeting



could then focus on the actual implementation of the actions/initiatives identified.

### **Interpreting Ideas at the Top Level of the Tree**

The ideas that end up at the top level of the tree are usually *obviously important*, but according to the collective work *not influential!* In many cases, ideas that make it to the top level might have received significant votes during the selection process. This is referred to as the Erroneous Priority Effect<sup>2</sup>. For example, idea 53 received the third highest number of votes (7 votes) during the selection process, but turned out to have minimal influence in the context of the goal of achieving maximum media impact.

In general, ideas at the top must be given lower priority if the interest is to make progress and address efficiently the deep driver actions. The appearance of the Erroneous Priority Effect is a demonstration of the strength of this methodology. *If the participants haven't gone through the structuring phase and used their own votes to decide which actions to take, their decisions would not have been focused on factors that are most influential!*

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<sup>2</sup> The EPE was demonstrated first by Kevin Dye and refers to the fact that individual preferences voted on prior to relational inquiry may prove to be "Erroneous" if at the end they are collectively judged to not be the most influential.

### **Interpreting Ideas in the Middle of the Tree**

The main body of the results is usually in the middle levels. Many distinct and good ideas end up in these levels. They might not have maximum power with regard to their ability to facilitate the process of change. However, they must still be considered very carefully because: (1) Sometimes ideas at the root are not so easy to address/resolve, while some ideas in middle levels might be more accessible. More often than not, individual participants have knowledge, tools or resources, which can immediately address such ideas. We should not delay the process of addressing them when such circumstances apply. (2) One idea in a middle level may still be "intensively connected," to ideas that lie above. This makes it a very influential idea, because addressing it makes addressing all those that are connected above it easier to address. (3) A particular participant or team may already pose the tools or know-how to materialize an idea in the middle of the structuring, thus making change cost effective.

Focusing attention to the mid-level, the group of the SID co-laboratory perceives the following as most significant actions/initiatives that could contribute to reach a successful Safer Internet Day 2009:

- 17 Start planning early
- 21 Develop a media spot promoting SID at the European level and that spot to be broadcasted or used by stakeholders at the national level
- 40 Safer Internet funfare
- 6 Engage celebrities in the event
- 25 Be sure to have important news for the media
- 52 Exchange of roles, experiences and visions between children and adults in teaching about safer internet issues

### **Short Discussion about further Scientific Parameters**

The SDDP provides further techniques and scientific methods that can provide deeper analysis and greater understanding of various aspects of the dialogue. Many of these methods are probably beyond the scope and needs of this particular dialogue. We therefore restrict our further analysis to a brief summary of additional points that might be of value and to some basic comparisons of various parameters between all eight Insafe co-laboratories.

## Discussion of Results and Conclusions

**Table 7. Comparison of scientific descriptors across the different co-laboratories**

The table compares the total number of ideas generated; the number of categories produced during the clustering process, the number of ideas that received at least one vote, the number of ideas that the participants managed to “structure” during the mapping phase, the number of levels in the map, the Situational Complexity Index (SCI)<sup>3</sup> and the Spreadthink (ST)<sup>4</sup>. Please refer to the text for interpretation of the data.

Co-Laboratory	# of ideas generated	# of categories	# of ideas voted	# of ideas structured	# of levels in the map	SCI	Spreadthink (%)
Getting The Best Out Of Our Network - Defining the problématique	61	6	26	24	6	3.08	43
Getting The Best Out Of Our Network - Defining the ideal network	74	9	29	15	5	3.66	39
Getting The Best Out Of Our Network - Defining an action plan	59	5	33	14	4	1.33	56
Engaging Educators – Defining the problématique	70	-----	21	14	4	3.07	30
Engaging Educators – Defining the ideal collaboration	79	5	27	14	8	8.59	34
Achieving max media impact with minimum budget	82	6	29	10	4	4.68	35
Encourage the mobile industry to take desired actions - Actions	53	5	29	14	3	8.21	55
Safer Internet Day 2009 - Actions	60	5	34	13	5	3.76	57

<sup>3</sup> The complexity index (SCI) is defined as  $SCI = DK(N-7)/R(R-1)$  where

V = Number of ideas receiving 1 or more votes

N = The number of ideas

K = The number of connections in the map

R = The number of ideas in the map

D =  $(V-5)/(N-5)$

<sup>4</sup> The Spreadthink (ST) is defined as:  $ST = V/N * 100$

### **About the Total Number of Ideas**

We know from Warfield's work<sup>5</sup> that the average of observations, i.e., the number of ideas generated needed to adequately describe a complex problem is 64. In the SID co-laboratory discussed here the number of observations was 60. This is a first indication of the richness and diversity of contributions offered by the participants. A too large number might be an indication of a complicated situation. (Refer to discussion below concerning the Situational Complexity Index)

### **About Number of Categories**

The number and content of categories is very useful when the group engages in the practical phases of addressing systematically the various obstacles and ideas. The categorization phase does not have a visible effect on the final outcome. The exercise of categorizing factors serves to understand better the ideas especially as they differentiate between one another (Peirce's Law of *Requisite Meaning*<sup>6</sup>).

### **About the Number of Ideas Structured**

Optimally, participants can structure all ideas that received votes. In practice however, because of time limitations, participants manage to structure only ideas that received many votes. In our case

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<sup>5</sup> Warfield, J. N. (1995). Spreadthink: Explaining ineffective groups. *Systems Research*; Vol. 10 No 1, pp. 5-14.

<sup>6</sup> Turrissi, P.A. (Ed.) (1997). *Pragmatism as a Principle and Method of Right Thinking*: State University of New York Press.

they structured 13 out of 34. Optimally, and considering the fact that one action at the top level is not connected to any other action the Insafe nodes' staff should have structured a few more actions.

### **About The Number of Levels in the Map**

The number of levels in the map is usually a reflection of the number of ideas that the group of participants managed to structure in the influence map. For these co-laboratories, the participants achieved a more than average number, which is highly regarded considering the limited amount of time they had for this process. Partly the reason is because the process began off-line (before the actual face-to-face meetings) with the collection of ideas by email. This preliminary work encouraged the participants to learn something about the methodology and to begin their thinking before the actual co-laboratory.

### **About the Situational Complexity Index**

The Situational Complexity Index (SCI) is a useful measurement to evaluate how complex is a problem compared to other analogous problems. In the case of the SID co-laboratory the SCI was 3.76. Compared to similar situations studied by the same facilitators' team, the SCI is considered average, indicating a complex but manageable situation. The SCI is much higher for the Mobile Industry and the Engaging Educators vision co-laboratories.

### **About Spreadthink**

The Spreadthink (ST) is a measure that is very helpful to evaluate the degree of agreement among the participants. Looking at the formula ( $ST = V/N * 100$ ) it is easy to recognize that it reflects the percent of ideas that received votes. In our case, for the Media co-laboratory the ST was 57. Compared to the other co-laboratories it is the highest. This indicates very diverse opinions among the participants of how to organize a Safer Internet Day.

## STRUCTURED DIALOGIC DESIGN PROCESS

### FREQUENTLY ASKED QUESTIONS

#### **What does SDDP stand for? What is the difference with SDP?**

The Structured Design Process (SDP) or Structured Dialogic Design Process (SDDP) is a methodology that enables groups of stakeholders to discuss an issue in a structured democratic manner that enables them to achieve results. It is a deeply reasoned, scientific, psychosocial methodology that has evolved from over 30 years of development to its current implementation as a software-supported process for large-scale, collaborative design.

#### **When was the first time that structured dialogue was considered necessary?**

The need for such an approach was first envisioned by systems thinkers in the Club of Rome ([Ozbekhan](#), 1969, 1970), and systematically refined through years of deployment in Interactive Management (IM), to emerge as methodically grounded dialogue practice that now is supported by software specifically designed for the purpose (e.g., [CogniScope](#) system). Interactive Management, originally developed by John Warfield and [Alexander Christakis](#) in the early 1970's (Christakis, 1973; Warfield & Cardenas, 1994), has evolved into its third generation as SDDP.

#### **What does Agoras mean?**

The agoras were the vital centers of the Greek cities. The outdoor markets and convention halls of Athenian Agoras is where gossip mixed with politics. The agora of Athens was the birthplace of democracy. Here the town's citizens discussed pressing issues and made decisions on the basis of popular vote.

#### **What is the Institute for 21st Century Agoras?**

The [Institute for 21st Century Agoras](#) is a volunteer-driven organization dedicated to vigorous democracy on the model of that practiced in the agoras of ancient Greece. It employs Co- Laboratories of Democracy that enable civil dialogue in complex situations. Systems thinkers who were also presidents of the International Society for Systems Science ([ISSS](#)), such as Bela Banathy and [Alexander Christakis](#), founded the Institute.

#### **What is the Club of Rome?**

The [Club of Rome](#) was founded in April 1968 by [Aurelio Peccei](#), an Italian industrialist, and [Alexander King](#), a Scottish scientist. The Club of Rome is a global think tank and center of innovation and initiative. As a non-profit, non governmental organization (NGO), it brings together scientists, economists, businessmen, international high civil servants, and heads of state and former heads of state from all five continents who are convinced that the future of humankind is not determined once and for all and that each human being can contribute to the improvement of our societies. [Hasan Özbekhan](#), [Erich Jantsch](#) and [Alexander Christakis](#) were responsible for conceptualizing the original

prospectus of the Club of Rome titled "The Predicament of Mankind." This prospectus was founded on a humanistic architecture and the participation of stakeholders in democratic dialogue. When the Club of Rome Executive Committee in the summer of 1970 opted for a mechanistic and elitist methodology for an extrapolated future, they resigned from their positions.

### **How are co-Laboratories different from workshops?**

Many group processes engender enthusiasm and good feeling as people share their concerns and hopes with each other. Co-Laboratories go beyond this initial euphoria to:

- Discover root causes;
- Adopt consensual action plans;
- Develop teams dedicated to implementing those plans; and
- Generate lasting bonds of respect, trust, and cooperation.

Co-Laboratories achieve these results by respecting the autonomy of all participants, and utilizing an array of consensus tools including discipline, technology, and graphics that allow stakeholders to control the discussion. Co-Laboratories are a refinement of Interactive Management, a decision and design methodology developed over the past 30 years to deal with complex situations involving diverse stakeholders. It has been successfully employed all over the world in situations of uncertainty and conflict.

### **What are usual purposes applications of SDDP?**

SDDP is the perfect tool to support a diverse group of stakeholders resolve conflicts and work together in designing by consensus a new vision/solution/strategy/roadmap. It is perfect for:

- Resolve issues among diverse stakeholders
- Democratic large-group decision-making
- Policy design & decision-making
- Complex (wicked) problem solving
- Strategic planning & effective priority setting
- Portfolio & business asset allocation
- Problem identification

### **How many hours does a group need to invest on a co-laboratory?**

The duration of a typical co-laboratory ranges from a minimum of 10-20 hours to over 100 hours. The application of virtual technologies has made it possible to shorten the time required for an SDDP application, while securing the fidelity of the process and of the products. Parts of the co-laboratory are done asynchronously (e.g. through email communication having the facilitators compile and share all data) and others synchronously, in a physical or virtual environment. The virtual SDDP model has been described in a paper by [Laouris & Christakis](#).

### Is SDDP grounded on solid science?

The SDDP is scientifically grounded on seven laws of cybernetics recognized by the names of their originators:

1. Ashby's Law of Requisite Variety (Ashby, 1958);
2. Miller's Law of Requisite Parsimony (Miller, 1956; Warfield, 1988);
3. Boulding's Law of Requisite Saliency (Boulding, 1966);
4. Peirce's Law of Requisite Meaning (Turrisi, 1997);
5. Tsivacou's Law of Requisite Autonomy in Decision (Tsivacou, 1997);
6. Dye's Law of the Requisite Evolution of Observations (Dye et al., 1999) and
7. Laouris Law of Requisite Action (Laouris & Christakis, 2007).

### Which are the four Axioms of Dialogic Design?

1. COMPLEXITY: We live in a world that is very complex. Problems are complex & interconnected.
2. PARSIMONY: Human cognition & attention is limited. Attention and cognition is usually overloaded in group design.
3. SALIENCY: The field of options in any evaluation is multidimensional. "Salient synthesis" is difficult.
4. ENGAGEMENT: Disregarding the participation of the stakeholders in designing action plans is unethical and the plans are bound to fail.

### Where can I read more about SDDP?

You can search about SDDP on Wikipedia or visit any the following sites:

Book by Aleco Christakis; A must for beginner or advanced practitioners	Book	<a href="http://Harnessingcollectivewisdom.com">http://Harnessingcollectivewisdom.com</a>
A Wiki for Dialogue community Support	The Blogora	<a href="http://blogora.net">http://blogora.net</a>
Institute for 21st Century Agoras	Website	<a href="http://www.globalagoras.org/">http://www.globalagoras.org/</a>
Lovers of Democracy; Description of the technology of Democracy	Website	<a href="http://sunsite.utk.edu/FINS/loversofdemocracy/technologyofdemocracy.htm">http://sunsite.utk.edu/FINS/loversofdemocracy/technologyofdemocracy.htm</a>
New Geometry of Language And New Technology of Democracy by Schreibman and Christakis	Publication	<a href="http://sunsite.utk.edu/FINS/loversofdemocracy/NewAgora.htm">http://sunsite.utk.edu/FINS/loversofdemocracy/NewAgora.htm</a>
Application of SDP in a network of scientists from 20 countries by Laouris and Michaelides	Book chapter	<a href="http://www.tiresias.org/cost219ter/inclusive_future/inclusive_future_ch7.htm">http://www.tiresias.org/cost219ter/inclusive_future/inclusive_future_ch7.htm</a>
A paper on the application of synchronous/asynchronous SDDP by Laouris and Christakis	Publication	<a href="http://sunsite.utk.edu/FINS/loversofdemocracy/Laouris_Christakis_VirtualSDDP_2007_04_28.pdf">http://sunsite.utk.edu/FINS/loversofdemocracy/Laouris_Christakis_VirtualSDDP_2007_04_28.pdf</a>



Triggering Question: *"What actions can nodes take either locally or jointly at the European level in order to organize a successful/well attended Safer Internet Day 2009"*

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**Action 1: Make a competition where from each country one person (pupil) wins a trip to come to Brussels or Luxembourg together with his family. (Liene Kalna)**

*It will promote situation that children will see how the Insafe network works. Children can take a trip to Brussels to participate.*

**Action 2: Competition like debate, seminars where children after having discussions receive an Insafe network chairman signed certificates. (Liene Kalna)**

*It will promote understanding that Insafe is not a one country project.*

**Action 3: Apply a questionnaire on nodes website. (Rita Astridsdotter Brudalen)**

*To attain information of what children and youngsters will be interested in attending. Regarding what the users would like to do on SID.*

**Action 4: Avoiding competitions since they do not contribute significantly to attracting the general public to SID events. (Ajda Jerman Kuzelicki)**

*Mostly they attract those who participated. We did not get much coverage from the media last year in Slovenia.*

**Action 5: A penetrating action involving politicians. (Ajda Jerman Kuzelicki)**

*An information package on the safer Internet issues distributed to the members of the parliament.*

**Action 6: Engage celebrities in the event. (Ajda Jerman Kuzelicki)**

*Celebrities can attract attention not only of young people, but also adults.*

**Action 7: Usage of 'alternative' promotion strategies and below the line promotion. (Ajda Jerman Kuzelicki)**

*Personal contacts not only the public media to attract action from the public.*

**Action 8: Learn from (un)successful events from all nodes. (Veronica Samara)**

*It is highly important to exchange not only 'best practices', but also 'lessons learned' and the reason of (possible) failure, among all nodes. Only then, will we be able to understand what goes well, and what not, what our target groups like and what not, in order to make ourselves better.*

**Action 9: Mass media promotion and attention. (Veronica Samara)**

*Well in advance, the nodes need to trigger the mass media attention, and keep it 'alive' up to the Safer Internet Day, and if possible even beyond. more research and results. start from this triggering event. Keep the attention after the day for a few weeks.*

**Action 10: Keep the competitions very simple. (Veronica Samara)**

*For countries with low media literacy (such as Greece), it is highly important to have competitions, where schools, educators and kids can participate without having the latest technological equipment and laboratories in schools.*

**Action 11: Engage with the government so that they actively contribute in the promotion of SID. (Veronica Samara)**

*Use the promotion and dissemination channels of various ministries and actively involve them in SID. In return, the Node promotes the ministries as active collaborators engaged in Internet safety (through press releases, website, etc).*

Triggering Question: *"What actions can nodes take either locally or jointly at the European level in order to organize a successful/well attended Safer Internet Day 2009"*

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**Action 12: Announce a high profile event on SID, with well-known personalities. (Veronica Samara)**

*It is a high opportunity to gather stakeholders and known personalities to speak about Internet safety; such an event will automatically attract the media's and the public's attention. Not ministers etc, but celebrities that are very popular to the people.*

**Action 13: Make contact with press in early stage. (Inge Aarts)**

*Let them know early what you are planning so they can tell you where they are interested in and what you can do to make your message interesting enough so that they will come. This way you will increase your chances on for instance television attention.*

**Action 14: Adapt to current events in media. (Inge Aarts)**

*This too will generate more possibilities on media coverage.*

**Action 15: Find and cooperate with strong partner. (Inge Aarts)**

*This partner can give you for instance more media attention or give financial support.. like last year in Holland.*

**Action 16: Attract 'celebrity' / well known person. (Inge Aarts)**

*This makes the event more attractive for media and can give the message you send more authority.*

**Action 17: Start planning early. (Stephanie Kutscher)**

*Address partners, schools etc. way before the "big day".*

**Action 18: Try to find as many partners as possible. (Stephanie Kutscher)**

*On the national, local and regional it has proved to be very effective.*

*Q. Examples?*

*A. Events and actions from regional factors, at several levels with different partners.*

**Action 19: [DELETE] Inform the media. (Stephanie Kutscher)**

*Inform them early and make sure they realize it's THE event of the year.*

**Action 20: Include VIPs. (Stephanie Kutscher)**

*As testimonials, on a panel, in a press conference...might be politicians or anybody else defined as "important " by the media.*

**Action 21: Develop a media spot promoting SID at the European level and that spot to be broadcasted or used by stakeholders at the national level. (Agnieszka Wrzesien & Jose Luis Zatarain)**

*Giving them the SID-promoter consideration when using it.*

**Action 22: Blogathon. (Jose Luis Zatarain)**

*Involving stakeholders cheap & easily.*

Triggering Question: *"What actions can nodes take either locally or jointly at the European level in order to organize a successful/well attended Safer Internet Day 2009"*

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**Action 23: Specific and unique slogan. (Jose Luis Zatarain)**

*Addressing the same message.*

**Action 24: Try to sign a Formal Agreement of collaboration among key actors. (Jose Luis Zatarain)**

*Self regulation. Commitment.*

**Action 25: Be sure to have important news for the media. (Stefaan Hendrickx)**

*Safer Internet Day and the SID contest do not have enough news value for the media. In the meantime, there are all kinds of special days (against smoking, against HIV, etc.). Such a day does not in itself attract attention. We must therefore put a framework around the day and the contest and link it to other important news about ICT and young people. And also work toward that activity (so plan and conceive it long enough beforehand).*

**Action 26: Work together with important stakeholders. (Stefaan Hendrickx)**

*This is related to the previous point: start to think long enough beforehand about what could be interesting materials or points of view to present on that day. A well-thought collaboration with the school world (ministries, universities (for new research), etc.) is always interesting.*

**Action 27: If there is an enthusiastic class among the participants for the contest, then you can go a step further. (Stefaan Hendrickx)**

*We once put such a class in contact with a popular television programme for children. The children and the school were thrilled to be allowed to take part in the programme, the makers of the programme were enthusiastic and we got more press coverage.*

*Q. Encourage it?*

*A. Not too much because you can not force it.*

**Action 28: A co-operation between countries can be interesting. (Stefaan Hendrickx)**

*Q. In what form?*

*A. Just cooperation.*

**Action 29: Competition - create a computer game. (Julia Barlinska)**

*A competition for children, where the task is to create a game prompting safe internet use; based on prepared game engines - ready to download from SID 2009 website.*

**Action 30: Website with best competition creations. (Julia Barlinska)**

*A website where other children can play the games that won the competition. create something like cothering compositions or a computer game contest in order to have some educational goals. Games connected to safe internet.*

**Action 31: International parents' panel. (Julia Barlinska)**

*Parent's session aimed at exchanging practices on children's safe Internet use.*

**Action 32: Be active in defining goals and activities. (Melinda Martino)**

*Being active in this process will enhance the nodes' chances of the goals and activities being applicable in their respective country - this will enable a successful implementation.*

Triggering Question: *"What actions can nodes take either locally or jointly at the European level in order to organize a successful/well attended Safer Internet Day 2009"*

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**Action 33: Adapt activity to cultural context as much as possible. (Melinda Martino)**

*The more tailored the activity is to the cultural context, the easier it will be to successfully implement.*

**Action 34: Identify and engage collaborators at an early stage. (Melinda Martino)**

*Identifying and engaging interesting collaborators at an early stage will enhance your chances of a partnership with them; finding the right collaborator can be of crucial importance to the SID activity's success.*

**Action 35: Engage the adolescents in the development. (Hlif Bodvarsdottir)**

*What do they or their parents want?*

*From the bottom up.*

**Action 36: Involve local partners & give visibility to local events. (Agnieszka Wrzesien)**

*It will allow showing the outreach of SID across the country/importance of local initiatives. Use NGO networks for extra curricular events to show that SID covers the whole country.*

**Action 37: Use SID to launch new awareness initiatives. (Agnieszka Wrzesien)**

*Highlight new project developments and at the same time make SID more interesting for the media.*

*Should have something new enough to get them interested.*

**Action 38: [DELETE] Develop a media spot promoting SID at the European level. (Agnieszka Wrzesien)**

*Such common action would help raise SID visibility.*

**Action 39: Media event with partners presenting studies around safety issues and internet. (Nel Broothaerts)**

*Interesting studies are not known to the wide public.*

**Action 40: Safer Internet funfare. (Nel Broothaerts)**

*Motivate schools to visit fares. It attracts the media.*

**Action 41: Develop with children a safe internet charter and signed by politicians. (Nel Broothaerts)**

**Action 42: [DELETE] Writing competition. (Marko Eriksson)**

*Easy to contribute: not too complicated as people don't want to take a part if contributing demand lots of work and/or including reading of many pages of instructions. Not to be too difficult as people will be discouraged.*

*C. Similar to Veronica's idea.*

**Action 43: More help from the European Commission in promoting SID, use institutional means of communication to involve national governments into the event. (Anna Rywczynska)**

*Maybe European Commission could increase the awareness about these celebrations on the governmental level.*

*It would be easier for the nodes to work better.*

Triggering Question: *"What actions can nodes take either locally or jointly at the European level in order to organize a successful/well attended Safer Internet Day 2009"*

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**Action 44:** Have a main TV channel as media patron. (Anna Rywczynska)

*They provide good coverage.*

**Action 45:** Have developed and permanent contacts with schools during the whole year. (Anna Rywczynska)

**Action 46:** Produce a good TV and radio spot. (Anna Rywczynska)

**Action 47:** Organize Safer Internet Day -chat. (Teemu Ruuhonen)

*Theme chats as part of SID happening where children and youth can talk about safer internet issues. Children can chat with professionals and ask questions.*

**Action 48:** Develop project to follow safer internet actions at schools. (Teemu Ruuhonen)

*Follow some school(s) and their actions to develop safer internet abilities among children, teachers, schools curriculum etc. Organize training if necessary. Project and process will be followed and documented to public web blog, articles, newspapers etc. Q. Only for SID? A. Start earlier and not for one day.*

**Action 49:** Focus on families. (Teemu Ruuhonen)

*Try to get more interaction between parents and children.*

**Action 50:** Electronic art fair competition where the youth votes. (Anna Maria Drousiotou)

*They can upload anything they like.*

**Action 51:** Stalls in main squares of main towns giving out promotional material. (Anna Maria Drousiotou)

**Action 52:** Exchange of roles, experiences and visions between children and adults in teaching about safer internet issues. (Ajda Jerman Kuzelicki)

**Action 53:** Decide on a safer internet day theme that emphasizes the positive aspects of the internet. (Melinda Martino)

**Action 54:** Mix forum with children and parents exchanging ideas on internet safety tips. (Hlif Bodvarsdottir)

*On the exact day or earlier.*

**Action 55:** Make an online game that can be played on safer internet day.

*Educational game about internet safety and tips.*

**Action 56:** Intensify promotion of hotline and help line services.

**Action 57:** Focus on a couple of activities on the safer internet day.

## Table 2 'SID 2009 - List of Actions with Clarification'

Annex B

Triggering Question: *"What actions can nodes take either locally or jointly at the European level in order to organize a successful/well attended Safer Internet Day 2009"*

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*Not all at the same time.*

**Action 58: Downloadable presentations for teachers to deliver to pupils on safer internet day.**

**Action 59: At schools older pupils can teach younger ones.**

**Action 60: Don't be afraid to use networks such as youtube.**

*Everybody should. So no discrimination.*

*Use them as a publisher, not specifically for collaboration, i.e myspace.*

*You can measure your success by how many hits you have.*



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