Final Report of SDDP Co-Laboratory

How Do We Engage Educators?

Insafe *Plus CYPRUS* Training

17-19 September 2007

St. Raphael 5 hotel*

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Insafe *Plus CYPRUS* Training, Limassol, Cyprus

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How Do We Engage Educators?

Report on Ideal Means of Engaging Educators in the Internet Awareness Campaign, on Descriptors of an Ideal Collaboration Model between Nodes and Educators and on Problems that prevent the Nodes from Engaging with Educators.

EDITORS

Yiannis Laouris and Tatjana Taraszow

CONTENTS

CONTRIBUTORS

Co-laboratory problématique

1	Daniela Agius	Malta
2	Peter Behrens	Belgium
3	Susanne Boe	Denmark
4	Marjolijn Bonthuis	Netherlands
5	Rita Astridsdotter Brudalen	Norway
6	Claudia Ceccarelli	Italy
7	Anna-Maria Drousiotou	Cyprus
8	Marjolijn Durinck	Netherlands
9	Lena Fagerström	Sweden
10	Maria Kristin Gylfadottir	Iceland
11	Gry Hasselbalch	Denmark
12	Ronald Hechenberger	Austria
13	Karl Hopwood	UK
14	Gudberg Jonsson	Iceland
15	Bernhard Jungwirth	Austria
16	Liene Kalna	Latvia
17	Riitta Kauppinen	Finland
18	Stephanie Kutscher	Germany
19	Karin Larsson	Sweden
20	Stian Lindbol	Norway

Co-laboratory vision

1	Luu-Ly Mai	Luxembourg
2	Maria Elisa Marzotti	Italy
3	Paola Pendenza	Italy
4	Juuso Peura	Finland
5	Luca Pitolli	Italy
6	Alicja Puchala	Poland
7	Pascale Recht	Belgium
8	Janice Richardson	Brussels
9	Teemu Ruohonen	Finland
10	Anna Rywczynska	Poland
11	Veronica Samara	Greece
12	Ellen Stassart	Belgium
13	Jason Steele	UK
14	Tanja Šterk	Slovenia
15	Judith Swietlik-Simon	Luxembourg
16	Tom Van Renterghem	Belgium
17	Gráinne Walsh	Ireland
18	Agnieszka Wrzesien	Poland
19	José Luis Zatarain	Spain
20	Alenka Žavbi	Slovenia

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www.saferinternet.org

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:

- Cyprus Neuroscience & Technology Institute (Coordinator)
- Cyprus Broadcasting Corporation
- Family Planning Association
- University of Cyprus
- 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 Training Meeting documented in this report are members of CiTi.

ACKNOWLEDGEMENTS

The SDDP Facilitation Team who organized the SDDP co-laboratories 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-laboratories described in this report:

- Engaging Educators - Defining the *problématique*
- Engaging Educators - Defining the *ideal* means and *ideal* collaboration model.

All 40 participants were willing to dedicate the time necessary to work together with understanding to explore the weaknesses of the current model of interactions between nodes and educators as well as to envision both ideal means engaging educators in the Internet awareness campaign and the ideal collaboration model between Nodes and educators. Their hard work, perseverance and humor made the co-laboratories' 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 these 'Engaging Educators' co-laboratories consisted of: Ilke Dagli, Dr. Yiannis Laouris, Tonia Loizidou, Elia Petridou, Tatjana Taraszow, and Kerstin Wittig.

EXECUTIVE SUMMARY

This report documents the results of two co-laboratories, which took place during the Insafe Plus Training Meeting in Cyprus.

The co-laboratories were:

- Engaging Educators - Defining the *problématique*
- Engaging Educators - Defining the *ideal* means and *ideal* collaboration model.

The two co-laboratories, which took place in parallel and involved different participants, were implemented using a dialogue method known as Structured Dialogic Design Process. The participants produced 70 obstacles in the Engaging Educators *problématique* co-laboratory and 79 descriptors in the Engaging Educators *ideal* means and collaboration co-laboratory. Following a process of clustering, selecting, and exploring influences among different ideas, the participants came up with two influence maps. The mapping process enables the diverse group of Safer Internet stakeholders identify the root causes that contribute to their problematic network and highlight the ideas that will be most influential in their goal to put in place ideal means and an ideal collaboration model in order to engage educators .

In the 'Engaging Educators – Problématique Root cause Map' the root cause was obstacle 39 (Lack of ICT curricula for primary and secondary schools). The most influential driver in the 'Engaging Educators – Vision Influence Map' was descriptor 9 (Maximize institutional support, i.e. Ministry of Education). It is therefore concluded that the stakeholders (and this possibly includes the European Commission) need to address the root causes and influences by (1) working towards and therefore ensuring institutional support to engage educators and (2) developing ICT curricula together with educators and the Ministry of Education.

A follow-up co-laboratory should focus on possible actions by exploring options/actions, which could contribute towards alleviating these obstacles. The structuring/mapping of these options/actions would provide a clear and efficient roadmap to reach the ultimate goal of putting in place ideally functioning means and an ideally functioning collaboration model between Safer Internet Nodes and educators across Europe.

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 Insafe Training meeting which took place in Limassol, Cyprus September 17-19, 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 two SDDP co-laboratories 'Engaging Educators' documented here built on experiences gained from previous relevant training sessions in Bruges and Stockholm as well as the results of the 6-month evaluations (Customer Satisfaction Surveys) performed by the coordinating node.

Two simultaneous running co-laboratories were dealing with the topic of engaging educators. Co-laboratory A explored the weaknesses of the current model of collaboration between nodes and educators, while co-laboratory B envisioned not only ideal means of engaging educators in the Internet Awareness Campaign but also envisioned the ideal collaboration model between nodes and educators. Participants in co-laboratory A defined the exact nature of the problem, i.e. the *problématique*. The *triggering question* that was tackled in this co-laboratory was:

What are obstacles that prevent us from engaging educators?

Participants of co-laboratory B were asked to visualize the *ideal scenario* of a well-functioning and efficient collaboration model between nodes and educators. They were tackling the following *triggering question*:

What are descriptors of an ideal collaboration model between Nodes and educators?

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 or perceive the current situation or envision 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 these two co-laboratories are also expected to achieve new ways of solving old problems as to how to connect with educators to the fullest possible extent.

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 SDDP co-laboratories:

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 the desired situation and the current situation regarding an effective collaboration model between nodes and educators.

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.

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).

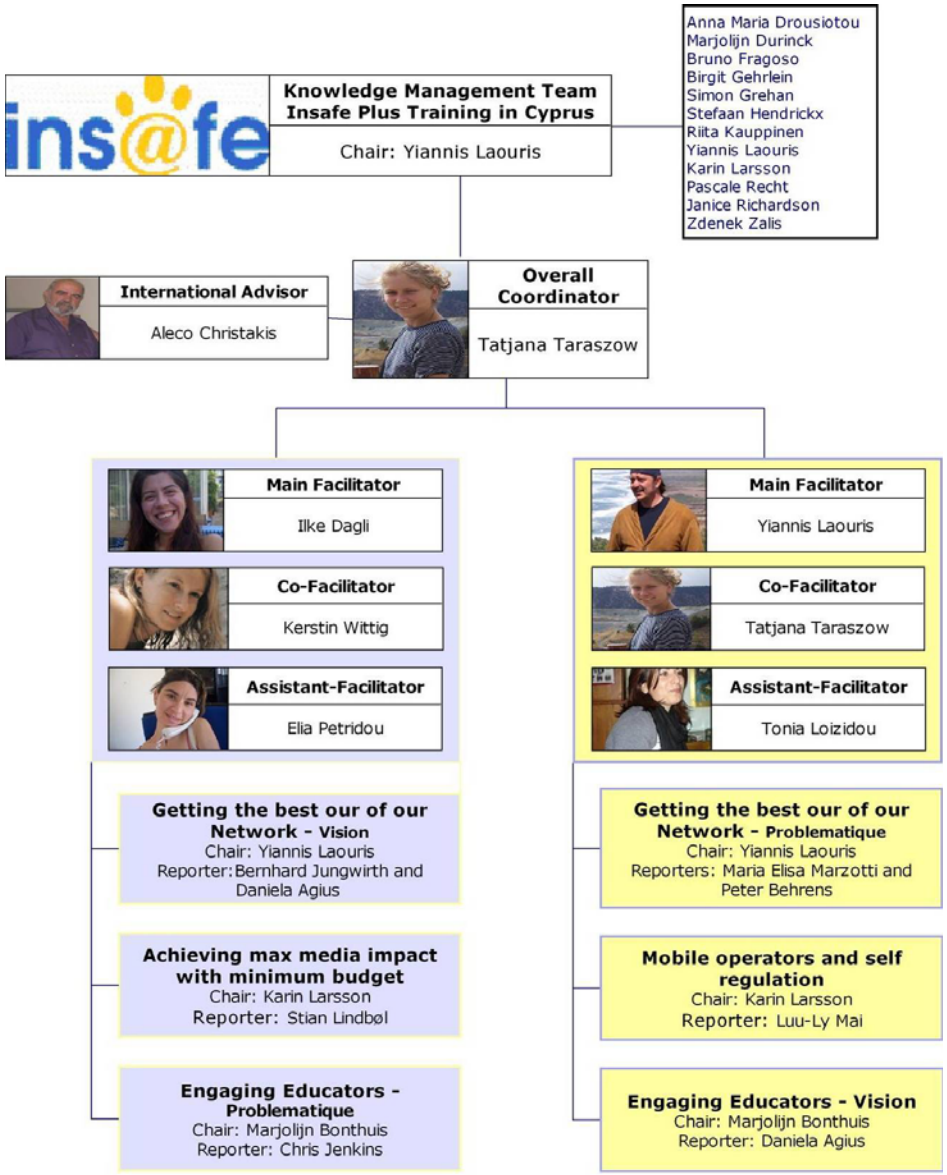
Forth All participants get five votes and are asked to choose their favourite (most important to them) ideas. Only ideas that received votes go to the next and most important phase.

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

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

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

3. ORGANIZATIONAL CHART OF SDDP CO-LABORATORIES, INSAFE TRAINING



4. RESULTS

The results of the two parallel co-laboratories on the problématique and vision of a collaboration model between nodes and educators will be presented for each co-laboratory separately.

4.1 Results of the co-laboratory 'Engaging Educators' – problématique

19 September 2007, half of the staff of the European network of Safer Internet Nodes engaged at St. Raphael Hotel, Limassol, Cyprus, for four hours in a structured dialogue focusing on the triggering question:

What are obstacles that prevent us from engaging educators?

Obstacles preventing Nodes from Engaging Educators

Insafe nodes' staff described 70 factors ahead of the co-laboratory and during the dialogue with the entire group. These factors appear as obstacles in Table 1 'Educators – Problématique – List of Obstacles'. For detailed information about the meaning of each factor please refer to Table 2 'Educators – Problématique – Obstacles with Clarification' in Appendix C.

Prioritizing the Obstacles

Each participant chose five factors that they thought were those most important. As shown in Table 3 'Educators – Problématique – Voting Results of the Obstacles', 21 factors received one or more votes. The four dominant statements that received seven or more votes are:

Obstacle #10: IT is not an integrated element of the training of teachers (13 votes).

Obstacle #25: They don't feel competent enough (7 votes).

Obstacle #28: Lack of attention on the subject from school management (7 votes).

Obstacle #62: Not involving students themselves (7 votes).

Table 1 'Educators - Problematique - List of Obstacles'

Triggering Question: *"What are obstacles that prevent us from engaging educators?"*

#: Obstacle

1: Complex education Networks (Jason Steele)
2: National political programs (Pascale Recht)
3: Not a big interest (Liene Kalna)
4: Educators motivation (Alenka Zavbi)
5: Lack of knowledge on educators´ knowledge on new media (Maria Kristin Gylfadottir)
6: Educators' self-assessment is that they are overburdened (Bernhard Jungwirth)
7: [DELETE] Educators don't have time (Marjolijn Durinck)
8: Educators are busy - everyone wants to reach them (Karin Larsson)
9: [DELETE] Lack of interest (Judith Swietlik-Simon)
10: IT is not an integrated element of the training of teachers (Susanne Boe)
11: Computer illiteracy (Paola Pendenza)
12: [DELETE] Lack of time and other resources among teachers and schools (Riitta Kauppinen)
13: Too many problems to solve their daily work in the classroom (Veronica Samara)
14: School curricula too full for other topics (Peter Behrens)
15: Lack of time (Teemu Ruohonen)
16: Lack of involvement educators when preparing materials (Jose Luis Zatarain)
17: Words before action (Rita Astridsdotter Brudalen)
18: Politics (Jason Steele)
19: Poor level of resources in schools (Pascale Recht)
20: Information flow (Liene Kalna)
21: Attitude towards ICT (Alenka Zavbi)
22: Access to educators and access to educators´ associations (Maria Kristin Gylfadottir)
23: Educators feel they don't know enough about internet (Bernhard Jungwirth)
24: [DELETE] Hard to get good contact (Marjolijn Durinck)
25: They don't feel competent enough (Karin Larsson)
26: [DELETE] Lack of time (Judith Swietlik-Simon)
27: [DELETE] Students are better at IT and have newer models (Susanne Boe)
28: Lack of attention on the subject from school management (Susanne Boe)
29: Inadequate educators' curricula (Paola Pendenza)
30: National projects are often too complicated and teachers are not asked to co-operate and participate locally (Riitta Kauppinen)
31: They have no idea about what we are talking about (Veronica Samara)
32: Too much competition from other topics (Peter Behrens)
33: Awareness (Teemu Ruohonen)
34: Need to contact key persons of Ministry (Jose Luis Zatarain)

Table 1 'Educators - Problematique - List of Obstacles'

Triggering Question: *"What are obstacles that prevent us from engaging educators?"*

#: Obstacle

35: [DELETE] Using ICT to enhance the pedagogy, not the other way (Rita Astridsdotter Brudalen)
36: Poor marketing (Jason Steele)
37: No status for ICT subjects (Pascale Recht)
38: Lack of the teachers (Liene Kalna)
39: Lack of ICT curriculums for primary and secondary schools (Alenka Zavbi)
40: Lack of education materials, particularly materials recognized as 'good quality' by educators (Maria Kristin Gylfadottir)
41: It's difficult to reach the right educators (Bernhard Jungwirth)
42: Hard to get good contact and contact persons (Marjolijn Durinck)
43: [DELETE] They lack support from their headmasters/principals (Karin Larsson)
44: No possibility for further education (Judith Swietlik-Simon)
45: [DELETE] Too little time for teachers to get into the subject (Susanne Boe)
46: [DELETE] Lack of time and technical resources in the school (Paola Pendenza)
47: Resistance of change is obvious (Riitta Kauppinen)
48: They are unmotivated to spend extra time (beyond their obligatory work) for the issue (Veronica Samara)
49: Teachers often reluctant towards technical topics (Peter Behrens)
50: Education of educators (Teemu Ruohonen)
51: Don't show properly campaign at schools results (Jose Luis Zatarain)
52: Respecting the process that educators have to go through where their role is completely changing (Rita Astridsdotter Brudalen)
53: Communication Technology (Jason Steele)
54: Lack of structured content availability (Judith Swietlik-Simon)
55: Insufficient in-service training (Susanne Boe)
56: Low awareness of their role as teachers (Paola Pendenza)
57: [DELETE] Lack of knowledge (Riitta Kauppinen)
58: Problem of federal states and distributed authorities (Peter Behrens)
59: Attitude (Teemu Ruohonen)
60: Safety issues not included in curricula (Jose Luis Zatarain)
61: Development has sometimes been technologically oriented (Riitta Kauppinen)
62: Not involving students themselves
63: Teachers are afraid
64: Access to school databases
65: Physical distance
66: Cultural issues
67: Supply and demand for training
68: Prohibition of sponsoring actions in school

Table 1 'Educators - Problematique - List of Obstacles'

Triggering Question: *"What are obstacles that prevent us from engaging educators?"*

#: Obstacle

69: Police record checks for educators
70: Rogue competitors in teacher training (Karin Larsson)

Table 3 'Educators - Problematique - Voting Results of the Obstacles'

Triggering Question: *"What are obstacles that prevent us from engaging educators?"*

(VOTES) Obstacle

10: *(13 Votes) IT* is not an integrated element of the training of teachers (Susanne Boe)
25: *(7 Votes)* They don't feel competent enough (Karin Larsson)
28: *(7 Votes)* Lack of attention on the subject from school management (Susanne Boe)
62: *(7 Votes)* Not involving students themselves
8: *(5 Votes)* Educators are busy - everyone wants to reach them (Karin Larsson)
47: *(5 Votes)* Resistance of change is obvious (Riitta Kauppinen)
1: *(4 Votes)* Complex education Networks (Jason Steele)
39: *(4 Votes)* Lack of ICT curriculums for primary and secondary schools (Alenka Zavbi)
42: *(4 Votes)* Hard to get good contact and contact persons (Marjolijn Durinck)
67: *(4 Votes)* Supply and demand for training
19: *(2 Votes)* Poor level of resources in schools (Pascale Recht)
30: *(2 Votes)* National projects are often too complicated and teachers are not asked to co-operate and participate locally (Riitta Kauppinen)
36: *(2 Votes)* Poor marketing (Jason Steele)
63: *(2 Votes)* Teachers are afraid
4: *(1 Votes)* Educators motivation (Alenka Zavbi)
18: *(1 Votes)* Politics (Jason Steele)
29: *(1 Votes)* Inadequate educators' curricula (Paola Pendenza)
38: *(1 Votes)* Lack of the teachers (Liene Kalna)
54: *(1 Votes)* Lack of structured content availability (Judith Swietlik-Simon)
61: *(1 Votes)* Development has sometimes been technologically oriented (Riitta Kauppinen)
70: *(1 Votes)* Rogue competitors in teacher training (Karin Larsson)
2: *(0 Votes)* National political programs (Pascale Recht)
3: *(0 Votes)* Not a big interest (Liene Kalna)
5: *(0 Votes)* Lack of knowledge on educators´ knowledge on new media (Maria Kristin Gylfadottir)
6: *(0 Votes)* Educators' self-assessment is that they are overburdened (Bernhard Jungwirth)
7: *(0 Votes)* [DELETE] Educators don't have time (Marjolijn Durinck)
9: *(0 Votes)* [DELETE] Lack of interest (Judith Swietlik-Simon)
11: *(0 Votes)* Computer illiteracy (Paola Pendenza)
12: *(0 Votes)* [DELETE] Lack of time and other resources among teachers and schools (Riitta Kauppinen)
13: *(0 Votes)* Too many problems to solve their daily work in the classroom (Veronica Samara)
14: *(0 Votes)* School curricula too full for other topics (Peter Behrens)
15: *(0 Votes)* Lack of time (Teemu Ruohonen)
16: *(0 Votes)* Lack of involvement educators when preparing materials (Jose Luis Zatarain)

Table 3 'Educators - Problematique - Voting Results of the Obstacles'

Triggering Question: *"What are obstacles that prevent us from engaging educators?"*

(VOTES) Obstacle

17: *(0 Votes)* Words before action (Rita Astridsdotter Brudalen)
20: *(0 Votes)* Information flow (Liene Kalna)
21: *(0 Votes)* Attitude towards ICT (Alenka Zavbi)
22: *(0 Votes)* Access to educators and access to educators´ associations (Maria Kristin Gylfadottir)
23: *(0 Votes)* Educators feel they don't know enough about internet (Bernhard Jungwirth)
24: *(0 Votes)* [DELETE] Hard to get good contact (Marjolijn Durinck)
26: *(0 Votes)* [DELETE] Lack of time (Judith Swietlik-Simon)
27: *(0 Votes)* [DELETE] Students are better at IT and have newer models (Susanne Boe)
31: *(0 Votes)* They have no idea about what we are talking about (Veronica Samara)
32: *(0 Votes)* Too much competition from other topics (Peter Behrens)
33: *(0 Votes)* Awareness (Teemu Ruohonen)
34: *(0 Votes)* Need to contact key persons of Ministry (Jose Luis Zatarain)
35: *(0 Votes)* [DELETE] Using ICT to enhance the pedagogy, not the other way (Rita Astridsdotter Brudalen)
37: *(0 Votes)* No status for ICT subjects (Pascale Recht)
40: *(0 Votes)* Lack of education materials, particularly materials recognized as 'good quality' by educators (Maria Kristin Gylfadottir)
41: *(0 Votes)* It's difficult to reach the right educators (Bernhard Jungwirth)
43: *(0 Votes)* [DELETE] They lack support from their headmasters/principals (Karin Larsson)
44: *(0 Votes)* No possibility for further education (Judith Swietlik-Simon)
45: *(0 Votes)* [DELETE] Too little time for teachers to get into the subject (Susanne Boe)
46: *(0 Votes)* [DELETE] Lack of time and technical resources in the school (Paola Pendenza)
48: *(0 Votes)* They are unmotivated to spend extra time (beyond their obligatory work) for the issue (Veronica Samara)
49: *(0 Votes)* Teachers often reluctant towards technical topics (Peter Behrens)
50: *(0 Votes)* Education of educators (Teemu Ruohonen)
51: *(0 Votes)* Don't show properly campaign at schools results (Jose Luis Zatarain)
52: *(0 Votes)* Respecting the process that educators have to go through where their role is completely changing (Rita Astridsdotter Brudalen)
53: *(0 Votes)* Communication Technology (Jason Steele)
55: *(0 Votes)* Insufficient in-service training (Susanne Boe)
56: *(0 Votes)* Low awareness of their role as teachers (Paola Pendenza)
57: *(0 Votes)* [DELETE] Lack of knowledge (Riitta Kauppinen)
58: *(0 Votes)* Problem of federal states and distributed authorities (Peter Behrens)
59: *(0 Votes)* Attitude (Teemu Ruohonen)
60: *(0 Votes)* Safety issues not included in curricula (Jose Luis Zatarain)

Table 3 'Educators - Problematique - Voting Results of the Obstacles'

Triggering Question: *"What are obstacles that prevent us from engaging educators?"*

(VOTES) Obstacle

64: *(0 Votes)* Access to school databases
65: *(0 Votes)* Physical distance
66: *(0 Votes)* Cultural issues
68: *(0 Votes)* Prohibition of sponsoring actions in school
69: *(0 Votes)* Police record checks for educators
Total Votes Cast: 75

The Root Cause Map

The voting results were used to select factors for the subsequent structuring phase to identify inter-relations among the generated obstacles. Participants structured 14 obstacles. The following Figure 1 'Educators – Problématique – Root Cause Map' shows the resulting influence tree map. 14 factors were structured within four layers/levels.

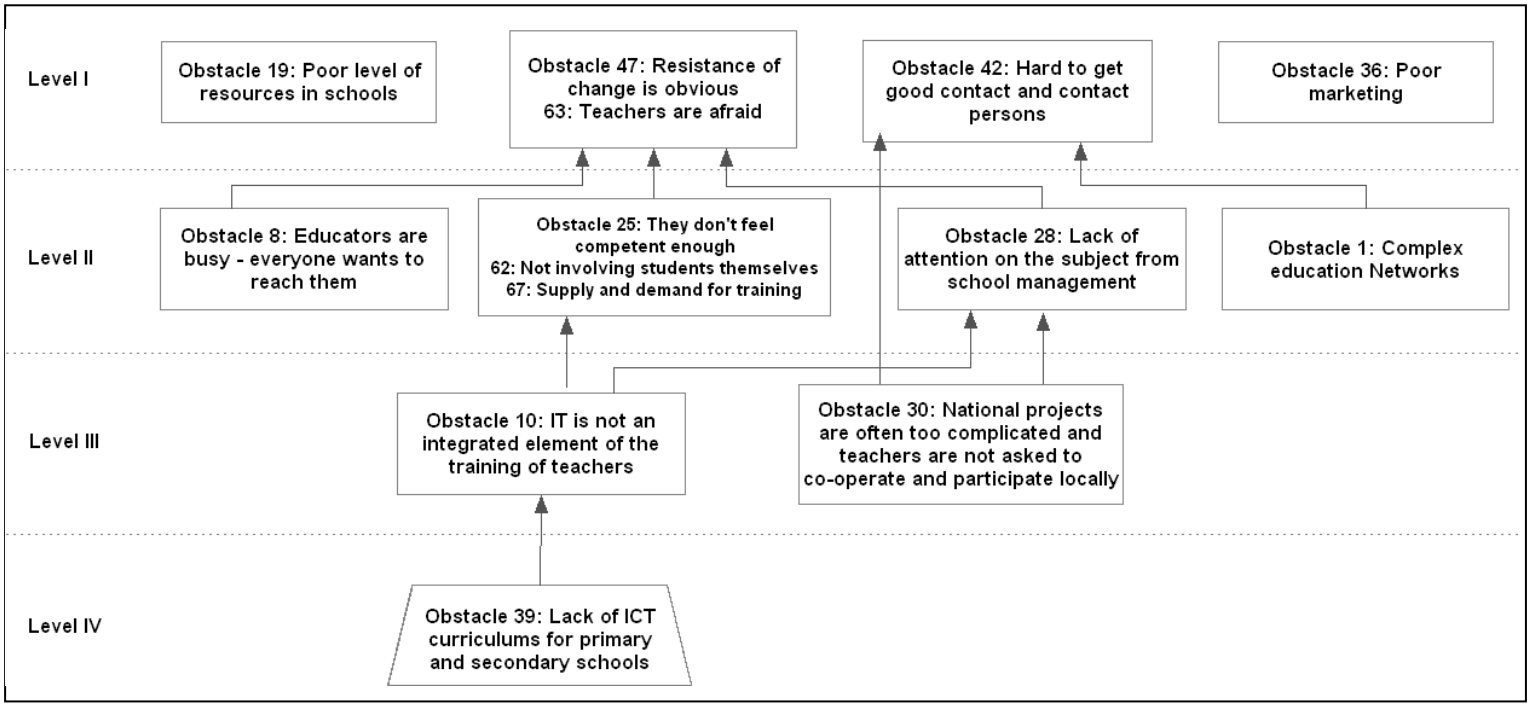


Figure 1 'Educators – Problématique – Root Cause Map'

The 14 factors were structured within four levels and are related according to the influence they exert on each other. Those factors that appear lower in the Root Cause Map, hence are positioned at the root of the tree, i.e. Level IV, are more influential in terms of influence than those at higher levels and are the ones to tackle preferentially. More specifically, **Obstacle #39: Lack of ICT curriculums for primary and secondary**

schools, located at Level IV in the Map, influences many of the other factors appearing on the Map. Furthermore, **Obstacle #30: National projects are often too complicated and teachers are not asked to co-operate and participate locally**, **Obstacle #1: Complex education network**, and **Obstacle #8: Educators are busy – everyone wants to reach them** are root causes as well. Since no arrows feed into these Obstacles from Obstacle #39 these ones are also root causes of the overall Obstacles Engaging Educators Map.

4.2 Results of the co-laboratory 'Engaging Educators' – vision

19 September 2007, the other half of the staff of the European network of Safer Internet Nodes engaged at St. Raphael Hotel, Limassol, Cyprus, for four hours in a structured dialogue focusing on the triggering question:

What are descriptors of an ideal collaboration model between nodes and educators?

Descriptors characterizing ideal means of engaging educators and an ideal collaboration model between nodes and educators

Insafe nodes' staff described 79 ideas ahead of the co-laboratory and during the dialogue with the entire group. These ideas appear as descriptors in Table 4 'Educators – Vision– List of Descriptors'. For detailed information about the meaning of each idea please refer to Table 5 'Educators – Vision – Descriptors with Clarification' in Appendix D.

Table 4 'Educators - Vision - List of Descriptors'

Triggering Question: *"What are descriptors of an ideal collaboration model between the Nodes and educators?"*

#: Descriptor

1: [DELETE] Simple means of setting up and visualizing mutually beneficial goals (Gudberg Jonsson)
2: Engage Education Representatives in project plans (Daniela Agius)
3: [DELETE] Providing high quality educational materials (Ronald Hechenberger)
4: Maximize Node visibility to teachers (Luu-Ly Mai)
5: Depending on national organization of education, find key person of Ministry (Ellen Stassart & Tom Van Renterghem)
6: IT and internet safety issues are integrated in the training of teachers (Gry Hasselbalch)
7: Knowing of each others existence (Marjolijn Bonthuis)
8: [DELETE] Educate teachers (Lena Fagerström)
9: Maximize institutional support (i.e. Min. of Education) (Maria Elisa Marzotti)
10: Involve educators across the country in SID celebrations (Agnieszka Wrzesien)
11: [DELETE] Reach the 'webwise' teachers (Juuso Peura)
12: Make easy the access to resources made available by the project (Luca Pitolli & Claudia Ceccarelli)
13: [DELETE] Permanent contact with them (i.e. sending newsletters) (Anna Rywczynska)
14: Node works with the Dept. of Education (Graine Walsh)
15: Internet safety as part of school curricula (Stephanie Kutscher)
16: Keep it simple and easy (Teemu Ruohonen)
17: One lesson per year dedicated to the safer internet (Anna-Maria Drousiotou)
18: Equality and partnership (Alicja Puchala)
19: Use easy accessible website (Stian Lindbol)
20: Develop and provide with concrete tools and contents for teachers (Agnieszka and Jose Luis Zatarain)
21: [DELETE] Active involvement of both parties in developing / updating educational material (Gudberg Jonsson)
22: Organize trainings to educators on how to promote to the children the safer use of the internet (Daniela Agius and Anna-Maria Drousiotou)
23: [DELETE] Teacher education is key (Ronald Hechenberger)
24: [DELETE] Integrate safety message in teachers training (Luu-Ly Mai)
25: Develop ways to inform teachers through dedicated channels (Ellen Stassart & Tom Van Renterghem)
26: Educators feel supported and inspired by nodes with relevant resources (Gry Hasselbalch)
27: Come to an agreement (Marjolijn Bonthuis)
28: Keep this node teachers updated (Lena Fagerström)
29: Emphasize teachers' educational role for a safety use of NT (Maria Elisa Marzotti)
30: [DELETE] Provide them with concrete tools (Agnieszka Wrzesien)
31: [DELETE] Work with national administratives (Juuso Peura)
32: Create a collaborative community (Luca Pitolli & Claudia Ceccarelli)

Table 4 'Educators - Vision - List of Descriptors'

Triggering Question: *"What are descriptors of an ideal collaboration model between the Nodes and educators?"*

#: Descriptor

33: [DELETE] Educators take part in trainings organized by the node (Anna Rywczynska)
34: [DELETE] Map IS lessons to curricula (Graine Walsh)
35: Teachers are 'forced' to take part in seminars (Stephanie Kutscher)
36: Repeat yourself (Teemu Ruohonen)
37: [DELETE] Trainings of educators on how to promote to the children the safer use of the internet (Anna-Maria Drousiotou)
38: Develop good material that educators will use (Stian Lindbol)
39: Launch informative campaigns for teachers (Jose Luis Zatarain)
40: [DELETE] Simple and multilayer design of a community platform (Gudberg Jonsson)
41: Involve educators in developing resources (Daniela Agius)
42: [DELETE] Integration into curriculum (Ronald Hechenberger)
43: Work together with other organizations (Ellen Stassart & Tom Van Renterghem)
44: Educators are aware of the nodes existence (Gry Hasselbalch)
45: Create shared product development (Marjolijn Bonthuis)
46: [DELETE] Use the educators as a reference group (Lena Fagerström)
47: Maximize ICT use in schools (Maria Elisa Marzotti)
48: Offer educators certificates/acknowledgements of their involvement in IS topics (Agnieszka Wrzesien)
49: [DELETE] Contacts with educators societies (Anna Rywczynska)
50: Internet safety should be part of teachers' academic training (Stephanie Kutscher)
51: Go close to educators (Teemu Ruohonen)
52: Together educators and nodes to organize seminars to educate the parents on the safer use of the internet (Anna-Maria Drousiotou)
53: Nodes must participate at schools (Stian Lindbol)
54: Targeting teachers when campaign at schools (Jose Luis Zatarain)
55: Organize activities in schools (Daniela Agius)
56: School management focuses on internet safety issues (Gry Hasselbalch)
57: Maximize communication among parents and teachers (Maria Elisa Marzotti)
58: [DELETE] Have a representatives of educators in project's advisory boards (Anna Rywczynska)
59: Listen to educators (Teemu Ruohonen)
60: Training teachers on the basis of a clear model and approach (Maria Elisa Marzotti)
61: Policy (Teemu Ruohonen)
62: [DELETE] Nodes engage with educators (Karl Hopwood)
63: [DELETE] Improve communications with schools (Karl Hopwood)
64: [DELETE] Face to face training (Karl Hopwood)
65: Identify teachers' needs (Tanja Sterk)

Table 4 'Educators - Vision - List of Descriptors'

Triggering Question: *"What are descriptors of an ideal collaboration model between the Nodes and educators?"*

#: Descriptor

66: Use teachers as multipliers (Janice Richardson)
67: Train youth volunteers to act as educators
68: Collaborate with educational periodicals and journals (Jose Luis Zatarain)
69: Educate and involve school principals in IS (Graine Walsh)
70: Bridge the gap between teachers and pupils using IS as a tool (Maria Elisa Marzotti)
71: Support teachers' networking (Teemu Ruohonen)
72: Collaborate with books publishers on tasks on IS (Stian Lindbol)
73: Collaboration between educators and police to organize training sessions (Anna-Maria Drousiotou)
74: Provide standards and support models for para-educators (Janice Richardson)
75: Give teachers visibility (Agnieszka Wrzesien)
76: Implement school competitions to open dialogue in class (Janice Richardson)
77: Address issues such as cyber-bullying, bullying and eating disorders (Jose Luis Zatarain)
78: Create local or regional co-operations so the schools work with local companies, experts or other institutions (Teemu Ruohonen)
79: Provide them with information about help line and hotline services (Agnieszka Wrzesien)

Clustering the Descriptors

The participants altogether grouped these 79 descriptors into five categories based on common attributes among the ideas identified by the Nodes’ staff. These categories were named the following: (1) Materials, (2) Collaborations, (3) Training Teachers, (4) Visibility, and (5) IS and the Curriculum. For more detailed information, refer to Figure 2 ‘Educators – Vision - Cluster’.

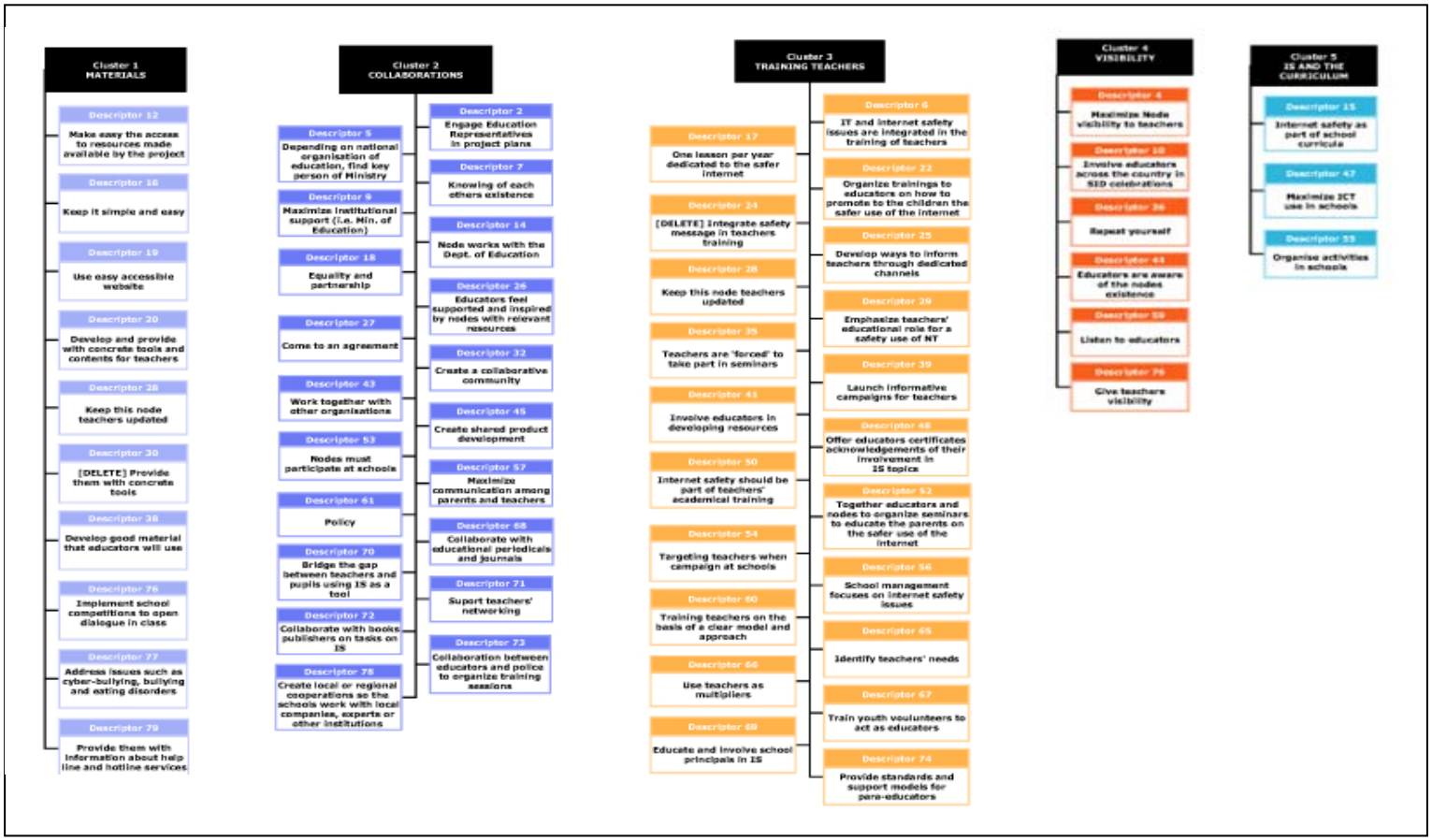


Figure 2 ‘Educators - Vision - Cluster’

Prioritizing the Descriptors

Each participant chose five ideas that they thought were the most important. As shown in Table 6 'Educators – Vision – Voting Results of the Descriptors', 27 descriptors received one or more votes. The five dominant statements that received five or more votes are:

Descriptor #15: Internet safety as part of school curricula (14 votes)

Descriptor #20: Develop and provide with concrete tools and contents for teachers (14 votes)

Descriptor #50: Internet safety should be part of teachers' academic training (10 votes)

Descriptor #66: Use teachers as multipliers (8 votes)

Descriptor #9: Maximize institutional support (i.e. Min. of Education) (7 votes).

Table 6 'Educators - Vision - Voting Results of the Descriptors'

Triggering Question: *"What are descriptors of an ideal collaboration model between the Nodes and educators?"*

(VOTES) Descriptor

15: *(14 Votes)* Internet safety as part of school curricula (Stephanie Kutscher)
20: *(14 Votes)* Develop and provide with concrete tools and contents for teachers (Agnieszka and Jose Luis Zatarain)
50: *(10 Votes)* Internet safety should be part of teachers' academic training (Stephanie Kutscher)
66: *(8 Votes)* Use teachers as multipliers (Janice Richardson)
9: *(7 Votes)* Maximize institutional support (i.e. Min. of Education) (Maria Elisa Marzotti)
22: *(5 Votes)* Organize trainings to educators on how to promote to the children the safer use of the internet (Daniela Agius and Anna-Maria Drousiotou)
44: *(5 Votes)* Educators are aware of the nodes existence (Gry Hasselbalch)
45: *(4 Votes)* Create shared product development (Marjolijn Bonthuis)
59: *(4 Votes)* Listen to educators (Teemu Ruohonen)
29: *(3 Votes)* Emphasize teachers' educational role for a safety use of NT (Maria Elisa Marzotti)
10: *(2 Votes)* Involve educators across the country in SID celebrations (Agnieszka Wrzesien)
12: *(2 Votes)* Make easy the access to resources made available by the project (Luca Pitolli & Claudia Ceccarelli)
18: *(2 Votes)* Equality and partnership (Alicja Puchala)
47: *(2 Votes)* Maximize ICT use in schools (Maria Elisa Marzotti)
4: *(1 Votes)* Maximize Node visibility to teachers (Luu-Ly Mai)
24: *(1 Votes)* [DELETE] Integrate safety message in teachers training (Luu-Ly Mai)
26: *(1 Votes)* Educators feel supported and inspired by nodes with relevant resources (Gry Hasselbalch)
35: *(1 Votes)* Teachers are 'forced' to take part in seminars (Stephanie Kutscher)
41: *(1 Votes)* Involve educators in developing resources (Daniela Agius)
43: *(1 Votes)* Work together with other organizations (Ellen Stassart & Tom Van Renterghem)
52: *(1 Votes)* Together educators and nodes to organize seminars to educate the parents on the safer use of the internet (Anna-Maria Drousiotou)
53: *(1 Votes)* Nodes must participate at schools (Stian Lindbol)
56: *(1 Votes)* School management focuses on internet safety issues (Gry Hasselbalch)
65: *(1 Votes)* Identify teachers' needs (Tanja Sterk)
69: *(1 Votes)* Educate and involve school principals in IS (Graine Walsh)
74: *(1 Votes)* Provide standards and support models for para-educators (Janice Richardson)
79: *(1 Votes)* Provide them with information about help line and hotline services (Agnieszka Wrzesien)
1: *(0 Votes)* [DELETE] Simple means of setting up and visualizing mutually beneficial goals (Gudberg Jonsson)
2: *(0 Votes)* Engage Education Representatives in project plans (Daniela Agius)
3: *(0 Votes)* [DELETE] Providing high quality educational materials (Ronald Hechenberger)
5: *(0 Votes)* Depending on national organization of education, find key person of Ministry (Ellen Stassart & Tom Van Renterghem)
6: *(0 Votes)* IT and internet safety issues are integrated in the training of teachers (Gry Hasselbalch)

Table 6 'Educators - Vision - Voting Results of the Descriptors'

Triggering Question: *"What are descriptors of an ideal collaboration model between the Nodes and educators?"*

(VOTES) Descriptor

7: *(0 Votes)* Knowing of each others existence (Marjolijn Bonthuis)
8: *(0 Votes)* [DELETE] Educate teachers (Lena Fagerström)
11: *(0 Votes)* [DELETE] Reach the 'webwise' teachers (Juuso Peura)
13: *(0 Votes)* [DELETE] Permanent contact with them (i.e. sending newsletters) (Anna Rywczynska)
14: *(0 Votes)* Node works with the Dept. of Education (Graine Walsh)
16: *(0 Votes)* Keep it simple and easy (Teemu Ruohonen)
17: *(0 Votes)* One lesson per year dedicated to the safer internet (Anna-Maria Drousiotou)
19: *(0 Votes)* Use easy accessible website (Stian Lindbol)
21: *(0 Votes)* [DELETE] Active involvement of both parties in developing / updating educational material (Gudberg Jonsson)
23: *(0 Votes)* [DELETE] Teacher education is key (Ronald Hechenberger)
25: *(0 Votes)* Develop ways to inform teachers through dedicated channels (Ellen Stassart & Tom Van Renterghem)
27: *(0 Votes)* Come to an agreement (Marjolijn Bonthuis)
28: *(0 Votes)* Keep this node teachers updated (Lena Fagerström)
30: *(0 Votes)* [DELETE] Provide them with concrete tools (Agnieszka Wrzesien)
31: *(0 Votes)* [DELETE] Work with national administratives (Juuso Peura)
32: *(0 Votes)* Create a collaborative community (Luca Pitolli & Claudia Ceccarelli)
33: *(0 Votes)* [DELETE] Educators take part in trainings organized by the node (Anna Rywczynska)
34: *(0 Votes)* [DELETE] Map IS lessons to curricula (Graine Walsh)
36: *(0 Votes)* Repeat yourself (Teemu Ruohonen)
37: *(0 Votes)* [DELETE] Trainings of educators on how to promote to the children the safer use of the internet (Anna-Maria Drousiotou)
38: *(0 Votes)* Develop good material that educators will use (Stian Lindbol)
39: *(0 Votes)* Launch informative campaigns for teachers (Jose Luis Zatarain)
40: *(0 Votes)* [DELETE] Simple and multilayer design of a community platform (Gudberg Jonsson)
42: *(0 Votes)* [DELETE] Integration into curriculum (Ronald Hechenberger)
46: *(0 Votes)* [DELETE] Use the educators as a reference group (Lena Fagerström)
48: *(0 Votes)* Offer educators certificates/acknowledgements of their involvement in IS topics (Agnieszka Wrzesien)
49: *(0 Votes)* [DELETE] Contacts with educators' societies (Anna Rywczynska)
51: *(0 Votes)* Go close to educators (Teemu Ruohonen)
54: *(0 Votes)* Targeting teachers when campaign at schools (Jose Luis Zatarain)
55: *(0 Votes)* Organize activities in schools (Daniela Agius)
57: *(0 Votes)* Maximize communication among parents and teachers (Maria Elisa Marzotti)
58: *(0 Votes)* [DELETE] Have a representatives of educators in project's advisory boards (Anna Rywczynska)
60: *(0 Votes)* Training teachers on the basis of a clear model and approach (Maria Elisa Marzotti)

Table 6 'Educators - Vision - Voting Results of the Descriptors'

Triggering Question: *"What are descriptors of an ideal collaboration model between the Nodes and educators?"*

(VOTES) Descriptor

61: *(0 Votes)* Policy (Teemu Ruohonen)
62: *(0 Votes)* [DELETE] Nodes engage with educators (Karl Hopwood)
63: *(0 Votes)* [DELETE] Improve communications with schools (Karl Hopwood)
64: *(0 Votes)* [DELETE] Face to face training (Karl Hopwood)
67: *(0 Votes)* Train youth volunteers to act as educators
68: *(0 Votes)* Collaborate with educational periodicals and journals (Jose Luis Zatarain)
70: *(0 Votes)* Bridge the gap between teachers and pupils using IS as a tool (Maria Elisa Marzotti)
71: *(0 Votes)* Support teachers' networking (Teemu Ruohonen)
72: *(0 Votes)* Collaborate with books publishers on tasks on IS (Stian Lindbol)
73: *(0 Votes)* Collaboration between educators and police to organize training sessions (Anna-Maria Drousiotou)
75: *(0 Votes)* Give teachers visibility (Agnieszka Wrzesien)
76: *(0 Votes)* Implement school competitions to open dialogue in class (Janice Richardson)
77: *(0 Votes)* Address issues such as cyber-bullying, bullying and eating disorders (Jose Luis Zatarain)
78: *(0 Votes)* Create local or regional co-operations so the schools work with local companies, experts or other institutions (Teemu Ruohonen)

Total Votes Cast: 95

The Influence Map

The voting results were used to select ideas for the subsequent structuring phase to identify inter-relations among the generated ideas. Participants structured 14 descriptors. The following Figure 3 'Educators – Vision – Influence Map' shows the influence tree.

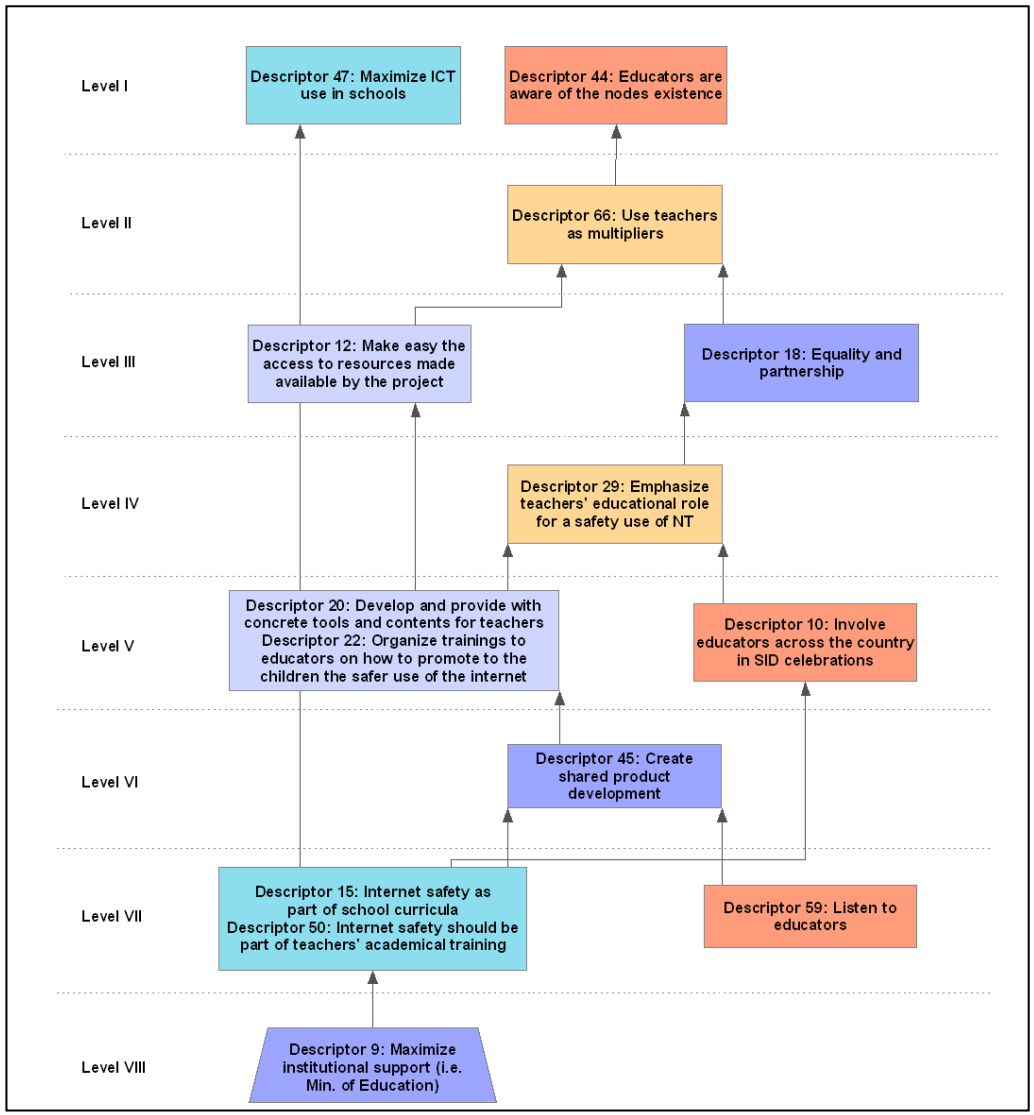


Figure 3 'Educators – Vision – Influence Map'

The 14 ideas were structured within four levels and are related according to the influence they exert on each other. Those ideas that appear lower in the Influence Map, hence are positioned at the root of the tree, i.e. Level VIII, are more influential in terms of influence than those at higher levels and are the ones to tackle preferentially.

More specifically, **Descriptor #9: Maximize institutional support (i.e. Min. of Education)**, located at Level VIII in the Map, and influences most of the other descriptors appearing on the Map. Furthermore, **Descriptor #59: Listen to educators**, at Level VII is a root cause as well. Since no arrow feeds into the Descriptor #59 from Descriptor #9 Descriptor #59 is also root ideas of the overall Ideal Collaboration 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 maps. The two maps will be contrasted and compared with regard to their respective most influential ideas.

The two co-laboratories took place in parallel, therefore the participants were different and had no possibility to interact or influence each other. In the 'Educators–Problématique' co-laboratory the 20 participants represented 14 countries because some countries had more than one participant, i.e., Netherlands (2), Denmark (2), Iceland (2), Austria (2), Sweden (2), and Norway (2). In the 'Educators–Vision' co-laboratory the 20 participants represented 10 countries because some countries had more than one participant, i.e., Italy (3), Poland (3), Belgium (3), Luxembourg (2), Slovenia (2), and Finland (2). 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 lead to the adoption of Dye's Law of the Requisite Evolution of Observations[1], which states that evolutionary learning occurs in a structured dialogue as the observers learn how their ideas relate to one another.

In the 'Educators–Problématique – Root Cause Map,' the factors that turned out as the root causes are factor 39 (Lack of ICT curricula for primary and secondary schools). Interestingly, the most influential descriptor that appears as the root driver in the 'Educators–Vision – Influence Map' is descriptor 9 (Maximize institutional support [i.e. Ministry of Education). There appears to be a perfect match between what the group perceived as the greatest obstacle and the descriptor that will be most influential as the groups embark on their goal to engage educators. The conclusion from this interpretation is therefore straightforward. The stakeholders (and this possibly includes the European Commission) need to address the root causes and influences by (1) working towards and therefore ensuring institutional support to engage

[1] 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.

educators and (2) developing ICT curricula together with educators and the Ministry of Education.

A follow-up co-laboratory should focus on possible actions by exploring options/actions, which could contribute towards alleviating these obstacles. The structuring/mapping of these options/actions would provide a clear and efficient roadmap to reach the ultimate goal of putting in place an ideally functioning strategy to engage educators with all Safer Internet Nodes across Europe.

Focusing on the Next Level

Let's shift now our attention to the next level (just above the root). The group perceives the following as most significant obstacles:

10 IT is not an integrated element of the training of teachers

30 National projects are often too complicated and teachers are not asked to co-operate and participate locally

Ideas that could contribute towards the goal of having an ideal collaboration model between nodes and educators are:

15 Internet safety as part of school curricula

50 Internet safety should be part of teachers' academic training

59 Listen to educators

Interestingly two factors, one perceived as an obstacle and the other one perceived as influential towards achieving an ideal collaboration between the nodes and educators, are related to the training of teachers (Obstacles map: 10; Vision map: 50). Two other factors, one again perceived as an obstacle and another one perceived as influential towards engaging educators are related to true dialogue, communication, and co-operation with the educators (Obstacles map: 30; Vision map: 59). Finally, the last influential idea towards ideal means and an ideal collaboration model identified deals with the topic IS and the curriculum. The conclusion that should be derived from this result is: nodes should explore possibilities to influence the content of academic training of teachers with the goal to integrate IT and Internet safety as part of the teachers' training. In the same line, the results show that nodes should try to make IT and Internet safety as part of school curricula. Both conclusions might entail: (1) Initializing first contact as well as maintaining regular contact with official institutions responsible for both the content and structure of teachers' academic training and school curricula, e.g. Ministry of Education; (2) Regular contact and communication with schools and/or teachers on an individual base for future co-operation with respect to jointly develop IT and Internet safety projects at single schools; (3) Open dialogue with teachers not only to inform them about the node's ideas but also to listen carefully and empathically to the teachers' needs, ideas, and vision.

Interpreting Ideas at the Top Levels of the Tree

The ideas that end up at the top levels 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[2]. For example obstacle 42 in the *Problématique* map received a rather high number of votes with 4 votes during the selection process, but turned out to have minimal influence in the context of the goal of working towards an ideal collaboration between nodes and educators. Furthermore, obstacles 19 and 36 (2 votes each) are not connected and therefore not related to any other obstacle identified. This might be due to time constraints during the structuring of the obstacles. A follow-up co-laboratory that focuses on the finalization of the structuring process could result in showing relations of obstacles 19 and 36 with other obstacles.

In general, factors at the top must be given lower priority if the interest is to make progress and address efficiently the problematic situation, hence, the deep driver obstacles. 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*!

[2] 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-levels, the group of the Engaging Educators problématique co-laboratory perceives the following as most significant obstacles that prevent nodes from engaging educators:

8 Educators are busy – everyone wants to reach them
25 They don't feel competent enough
62 Not involving students themselves
67 Supply and demand for training
28 Lack of attention on the subject from the school management
1 Complex education networks

Interestingly but not surprisingly at the middle level of the root cause tree emerges an obstacle that reflects a completely new issue: involvement of the students (Obstacle 62). Interpreting this result, the Insafe network identified the students themselves as an influential link between the nodes and the educators. Apparently, in the past, it was not possible to effectively engage the educators without having cooperated and involved the students. The majority of these middle obstacles, however, are related to issues concerning the teachers, i.e., time constraints of the teachers, teachers' abilities and skills regarding ICT, and teachers' training (Obstacles 8, 25, 67). Finally, one idea is taking the complex situation of education and its network into account (i.e., Obstacle 1).

To complete the discussion and interpretation of the ideas in the middle levels of the tree, the group of the Engaging Educators vision co-laboratory perceives the following as most significant ideas that describe their ideal collaboration model:

45 Create shared product development
20 Develop and provide with concrete tools and contents for teachers
22 Organize trainings to educators on how to promote to the children the safer use of the Internet
10 Involve educators across the country for SID celebrations
29 Emphasize teachers' educational role for a safety use of NT
12 Make easy the access to resources made available by the project
18 Equality and partnership
66 Use teachers as multipliers

These middle level descriptors are spread over five levels, which is a rather fascinating result of influence map. Here again not unexpectedly the majority of these descriptors are directly related to the teachers, their training, their role, and how to 'use' them (e.g., Descriptors 20, 22, 10, 29, 66); three ideas are related to tool/product development and access (i.e., Descriptors 45, 20, 12); another descriptor entails a more philosophical approach of an ideal collaboration model, i.e., basing co-operation with educators on principles such as equality and partnership to learn from each other's

experience and knowledge (i.e., Descriptor 18). With respect to the categories, the descriptors in the main body had been clustered into the following categories: Collaborations (Descriptors 45, 18), Materials (Descriptors 20, 12), Training Teachers (Descriptors 22, 29, 66), and Visibility (Descriptor 10).

The use of structured dialogue during the Limassol meeting provided a good paradigm of a case where structured democratic and professionally moderated dialogue among the diverse group of so many stakeholders across Europe succeeded to produce well-documented, clearly stated results. Moreover, this methodology enabled the participants to reach consensus, not on individual issues and topics, but (1) regarding the overall understanding of the problematic situation and (2) concerning the factors that will be most influential in their effort to put in place an ideally operating collaboration model to engage educators.

The main conclusion that should be derived from these results is:

The nodes should (1) focus on teachers' needs and problems on the one hand and on their skills and roles on the other hand to engage them more often and effectively, (2) explore means of gaining institutional support to adapt the academic teacher training as well as the curricula, (3) develop and provide important and specific material and tools for teachers, and (4) involve the students themselves as means of collaboration with the educators in order to reach the overall goals.

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 six co-laboratories.

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)[3] and the Spreadthink (ST)[4]. 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
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
What initiatives/actions can Nodes take in order to encourage the mobile industry to take desired actions?	53	5	29	14	3	8.21	55

[3] 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)

[4] The Spreadthink (ST) is defined as: ST = V/N * 100

About the Total Number of Ideas

We know from Warfield's work[5] that the average of observations, i.e., the number of ideas generated needed to adequately describe a complex problem is 64. In the Engaging Educators problématique co-laboratory discussed here the number of observations was 70, in the Engaging Educators vision co-laboratory the number of observations was 79. 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*[6]).

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 they structured 14 out of 21 and 14 out of 27 respectively. Optimally, and considering the facts that (a) in the root cause map of the problématique co-laboratory two obstacles are not connected to any other obstacles and (b) the influence map of the vision co-laboratory consists of eight levels with half of the levels containing one descriptor only, the participants, i.e., the Insafe nodes' staff should have structured a few more obstacles and descriptors.

About the Number of Levels in the Maps

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.

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

[6] Turrisi, P.A. (Ed.) (1997). *Pragmatism as a Principle and Method of Right Thinking*: State University of New York Press.

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 Engaging Educators problématique co-laboratory the SCI was 3.07; in the Engaging Educators vision co-laboratory the SCI was 8.59. Compared to similar situations studied by the same facilitators' team, the SCI of the problématique co-laboratory is average whereas the SCI of the vision co-laboratory is considered high, indicating a fairly complex vision of the Insafe nodes regarding an ideal collaboration model between the nodes and educators. The SCI is so high only for the Mobile Industry co-laboratory and the Engaging Educators vision co-laboratory.

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 cases, for the Engaging Educators problématique co-laboratory the ST was 30, for the Engaging Educators vision co-laboratory 34. Compared to the other co-laboratories they are the lowest. This indicates very similar opinions among the participants. This number is amazing considering the diversity in personnel, national interests, and backgrounds of the participants.

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

FACILITATION TEAM

Ms. Ilke Dagli

Ms. Dagli has a Bachelor in Political Science. She is a trained SDDP facilitator with extensive experience in co-laboratories involving politicians, economists and media people. She works closely with Prof. Aleco Christakis, President of the 21st Century Agoras in furthering the applicability of structured dialogue.

Dr. Yiannis Laouris

Dr. Laouris is a Senior Scientist and President of CNTI. Heads the "New Media in Learning," and the Neuroscience Lab. Neuroscientist (MD, PhD) and Systems engineer (MS) trained in Germany and the US. Publishes in the area of learning through computers, the web and mobile phones and about the potential role of IT to bridge the gaps (economic, gender, disabilities etc.) in our society. Participates in Cost219: Accessibility for All, and Cost276: Knowledge Management. Laouris was a co-founder of a chain of computer learning centers for children (www.cyber-kids.com). He is the Executive Director for the CyberEthics project.

Ms. Tonia Loizidou

Ms. Tonia Loizidou holds a BSc in Psychology from Central Michigan University, USA and MSc in Applied Psychology from Brunel University, UK. She is also in the process of receiving her qualification in Cognitive Behavioural Therapy from Beck Institute of Cognitive Therapy and Research, USA. She has been working with CNTI since May 2006, holding the position of the administrator. She has been involved in projects of the EU Citizenship, Human Rights Program and CyberEthics; she is coordinating the Peaceful Europe project and maintains the psychologist's position for the Unit for the Rehabilitation of Victims of Torture. Her future involvement will also include scientific research and facilitation of small groups engaged in authentic dialogue.

Ms. Elia Petridou

Ms. Petridou has received her Bachelor of Arts degree in New Jersey City University with a double major in Economics and Political Science, and a Masters in International Relations from McGill University. Previously she served as coordinator for the Media literacy and the EU Citizenship projects. Now she is Director for the Hotline and Associate for the Awareness Node. Ms. Petridou is also a trained facilitator for the Structured Dialogic Design Process and serves as the Secretary of the Cyprus Intercultural Training Initiative.

Ms. Tatjana Taraszow

Ms. Taraszow has a Master's degree in psychology with the emphases on media, educational, and organizational psychology as well as political science as an elective subject. She did her studies at University of Würzburg,

Germany, University of Tuebingen, Germany, and McGill University, Canada. She is also a trained mediator and trained facilitator of Structured Dialogic Design Process. Ms. Taraszow was with CNTI between August and October 2006 in the context of an ongoing collaboration with the title "Multimedia-based learning programs for children with dyslexia - Hibernation" between Prof. Peter Gerjets' team at KMRC (Knowledge Media Research Center) and Yiannis Laouris. In addition to this project, Ms. Taraszow is working in on the development of the scientific grounding and theory for the role that the "categorization ability" plays in learning. For the latter a paper was submitted to the EARLI conference (Budapest, August 2007). Since February 2007 she is in addition the south coordinator of the bi-communal Civil Society Dialogue Project.

Ms. Kerstin Wittig

Ms. Kerstin Wittig has a M.A. in International Relations / Peace and Conflict Studies, Educational Sciences and Islamic Sciences from the University of Tuebingen, Germany. She has conducted a 3-months field research for her M.A. dissertation on bi-communal activities in Cyprus in 2004. Kerstin has been with CNTI since October 2005. She has an interest in Conflict Resolution and Management and she is trained as a facilitator. Her main responsibilities at CNTI include developing of new projects, drafting of project proposals, networking with European NGOs, especially in the field of Development Education. She is the local coordinator for European projects, and she also coordinates the organization's efforts to assist victims of human trafficking in Cyprus.

Triggering Question: *"What are obstacles that prevent us from engaging educators?"*

Obstacle 1: Complex education Networks (Jason Steele)
Complex educational networks. In UK many different levels of authorities.

Obstacle 2: National political programs (Pascale Recht)
Complicated.

Obstacle 3: Not a big interest (Liene Kalna)
Many teachers in Latvia are not very interested to work and do something after their working day.

Obstacle 4: Educators motivation (Alenka Zavbi)

Obstacle 5: Lack of knowledge on educators´ knowledge on new media (Maria Kristin Gylfadottir)

Obstacle 6: Educators' self-assessment is that they are overburdened (Bernhard Jungwirth)
Many interest groups have requests what educators should teach.

Obstacle 7: [DELETE] Educators don't have time (Marjolijn Durinck)
With the more than full education scheme and all the tasks that lay on the shoulders of teachers it is very hard to fit in lessons or discussions about safer internet.

Obstacle 8: Educators are busy - everyone wants to reach them (Karin Larsson)
Awareness nodes compete with lots of other players who want to get their message through to educators, a fact that makes it harder for us to get their attention.

Obstacle 9: [DELETE] Lack of interest (Judith Swietlik-Simon)
Many educators are not interested in Internet and other modern technologies.

Obstacle 10: IT is not an integrated element of the training of teachers (Susanne Boe)
Lack of practical and theoretical knowledge about IT among educators.

Obstacle 11: Computer illiteracy (Paola Pendenza)
Computers and Internet as well do not form part of instruction, and teachers do not make use of NT as an aid in the teaching of their subjects, but only as a tool. They have a poor knowledge of technical information, so they tend to feel inadequate when they come to dealing with NT, and consequently delegate the problem to IT teachers and the students' families.

Obstacle 12: [DELETE] Lack of time and other resources among teachers and schools (Riitta Kauppinen)
Basic school day is enough for many.

Obstacle 13: Too many problems to solve their daily work in the classroom (Veronica Samara)
Therefore, they many times consider the issue of Internet safety too advanced to get involved.

Obstacle 14: School curricula too full for other topics (Peter Behrens)

Obstacle 15: Lack of time (Teemu Ruohonen)
Educators already have too much work to do (even if this is important).

Obstacle 16: Lack of involvement educators when preparing materials (Jose Luis Zatarain)
Need collaboration for education environment campaign materials.

Obstacle 17: Words before action (Rita Astridsdotter Brudalen)
Using language educators can identify with to reach them. We talk too much and do too little. Action before words.

Obstacle 18: Politics (Jason Steele)
Educational hierarchy, conflicts.

Obstacle 19: Poor level of resources in schools (Pascale Recht)
Computers.

Obstacle 20: Information flow (Liene Kalna)
Sometimes the information doesn't achieve the educators because not all of them understand computer and IT science.

Obstacle 21: Attitude towards ICT (Alenka Zavbi)

Obstacle 22: Access to educators and access to educators´ associations (Maria Kristin Gylfadottir)

Obstacle 23: Educators feel they don't know enough about internet (Bernhard Jungwirth)
They are afraid of losing their role as experts.

Obstacle 24: [DELETE] Hard to get good contact (Marjolijn Duringk)
You depend on intermediary organizations to spread your message, because if educators don't know you, they won't read your message.

Obstacle 25: They don't feel competent enough (Karin Larsson)
Many educators know that their students know much more about internet than they do themselves.

Obstacle 26: [DELETE] Lack of time (Judith Swietlik-Simon)
Many educators may have the interest but not the time to engage in Internet related topics. To keep track with the curricular-demands is a challenging task and there is no time left for further topics, like the Internet or new technologies.

Obstacle 27: [DELETE] Students are better at IT and have newer models (Susanne Boe)
The result is that educators are afraid that teaching will break down/ be undermined.

Obstacle 28: Lack of attention on the subject from school management (Susanne Boe)

Obstacle 29: Inadequate educators' curricula (Paola Pendenza)
The curricula of most teachers and educators are not able to meet the urgent and continuously evolving needs of children and the increasing requirements from the Net. It should be necessary an instructive update in order to make up for "digital delay".

Obstacle 30: National projects are often too complicated and teachers are not asked to co-operate and participate locally (Riitta Kauppinen)

Obstacle 31: They have no idea about what we are talking about (Veronica Samara)

Obstacle 32: Too much competition from other topics (Peter Behrens)
Drug abuse, environment protection, AIDS etc.

Obstacle 33: Awareness (Teemu Ruohonen)
They don't know. Awareness raises very slowly almost every matter.

Obstacle 34: Need to contact key persons of Ministry (Jose Luis Zatarain)
EUN can help on this.

Obstacle 35: [DELETE] Using ICT to enhance the pedagogy, not the other way (Rita Astridsdotter Brudalen)
A common misunderstanding.

Obstacle 36: Poor marketing (Jason Steele)
Not making educational professionals aware of our products.

Obstacle 37: No status for ICT subjects (Pascale Recht)

Obstacle 38: Lack of the teachers (Liene Kalna)
In Latvia is problem with high educated teachers in computer science.

Obstacle 39: Lack of ICT curriculums for primary and secondary schools (Alenka Zavbi)

Obstacle 40: Lack of education materials, particularly materials recognized as 'good quality' by educators (Maria Kristin Gylfadottir)

Obstacle 41: It's difficult to reach the right educators (Bernhard Jungwirth)
Lots of energy and resources can be lost in bureaucracy and targeting the not interested ones.

Obstacle 42: Hard to get good contact and contact persons (Marjolijn Durinck)
Every school has a different system, different people who deal with internet matters, some have an ICT coordinator, some a young enthusiastic teacher, some say it's management business, so it's hard to find the right person when sending messages to schools.

Obstacle 43: [DELETE] They lack support from their headmasters/principals (Karin Larsson)

Obstacle 44: No possibility for further education (Judith Swietlik-Simon)
Most schools don't provide some extra time for further education to their staff. With that, occupying with new technologies has to take place during the free time.

Obstacle 45: [DELETE] Too little time for teachers to get into the subject (Susanne Boe)

Obstacle 46: [DELETE] Lack of time and technical resources in the school (Paola Pendenza)
Due to short time available and low IT resources available in the school, teachers are not able to be effectively involved in educational and awareness projects on NT.

Obstacle 47: Resistance of change is obvious (Riitta Kauppinen)

Obstacle 48: They are unmotivated to spend extra time (beyond their obligatory work) for the issue (Veronica Samara)

Obstacle 49: Teachers often reluctant towards technical topics (Peter Behrens)

Obstacle 50: Education of educators (Teemu Ruohonen)
Doesn't work…

Obstacle 51: Don't show properly campaign at schools results (Jose Luis Zatarain)
Education Ministry should know what we do in that field.

Obstacle 52: Respecting the process that educators have to go through where their role is completely changing (Rita Astridsdotter Brudalen)
Help for self-help to the teacher. Don't push; be supporting and respectful of the teachers' competence.

Obstacle 53: Communication Technology (Jason Steele)
Poor technology making it harder to advertise products.

Obstacle 54: Lack of structured content availability (Judith Swietlik-Simon)
Although there's already a good choice of pedagogical material, it is still not that easy to find a way to it.
Providing well-structured information bases/websites to educators with short introduction courses at school may be helpful.
The educators need to have a direct access to information without loosing time by searching for the right way.

Obstacle 55: Insufficient in-service training (Susanne Boe)

Obstacle 56: Low awareness of their role as teachers (Paola Pendenza)
They should recognize their essential role played to guarantee a safer use of NT for children and adolescents, without delegating the task to the families.

Obstacle 57: [DELETE] Lack of knowledge (Riitta Kauppinen)
ICT and learning is not familiar for all.

Obstacle 58: Problem of federal states and distributed authorities (Peter Behrens)

Obstacle 59: Attitude (Teemu Ruohonen)
They don't know or understand.

Obstacle 60: Safety issues not included in curricula (Jose Luis Zatarain)
Should be.

Obstacle 61: Development has sometimes been technologically oriented (Riitta Kauppinen)
Teachers need clear instructions and models: how to integrate.

Obstacle 62: Not involving students themselves

Obstacle 63: Teachers are afraid

Obstacle 64: Access to school databases
So we can market our products to schools.

Obstacle 65: Physical distance
Long ways to travel to do face-to-face training.

Obstacle 66: Cultural issues

Obstacle 67: Supply and demand for training
Demand for us to train educators is more than the resource that we can provide.

Obstacle 68: Prohibition of sponsoring actions in school

Obstacle 69: Police record checks for educators
UK - have to ensure that all educators have to be checked; takes long time; some people don't have the check, so cannot be trained.

Obstacle 70: Rogue competitors in teacher training (Karin Larsson)
There are lecturers touring the country spreading shocking examples on what children and young people do online. Their aim seems to be to scare rather than empower teachers and parents.

Triggering Question: *"What are descriptors of an ideal collaboration model between the Nodes and educators?"*

Descriptor 1: [DELETE] Simple means of setting up and visualizing mutually beneficial goals (Gudberg Jonsson)

Descriptor 2: Engage Education Representatives in project plans (Daniela Agius)
Seek advice and feedback from education ministry and organizations.

Descriptor 3: [DELETE] Providing high quality educational materials (Ronald Hechenberger)
With burning topics that ignite interest by teachers and kids.

Descriptor 4: Maximize Node visibility to teachers (Luu-Ly Mai)
Teachers need to know that the node and initiative exist, how to get in contact with the node, and what has the node to propose to teachers (what kind of activities, objectives and outcomes, how long does it take for an activity ...).

Descriptor 5: Depending on national organization of education, find key person of Ministry (Ellen Stassart & Tom Van Renterghem)
It is very important to find a key person within a Ministry. This person can help you a lot to reach teachers and getting your messages to them.

Descriptor 6: IT and internet safety issues are integrated in the training of teachers (Gry Hasselbalch)
Teachers are open for and aware of internet safety issues.

Descriptor 7: Knowing of each others existence (Marjolijn Bonthuis)
This should be step 1. Organize a meeting.

Descriptor 8: [DELETE] Educate teachers (Lena Fagerström)
Choose teachers with large networks of colleagues.

Descriptor 9: Maximize institutional support (i.e. Min. of Education) (Maria Elisa Marzotti)
It recognizes officially our collaboration with teachers.

Descriptor 10: Involve educators across the country in SID celebrations (Agnieszka Wrzesien)
Polish model: let educators be creative, let them share their model of SID celebrations in their school and expose their ideas on the website (e.g. all local initiatives can be viewed by region).

Descriptor 11: [DELETE] Reach the 'webwise' teachers (Juuso Peura)
They will help to get the message though locally.

Descriptor 12: Make easy the access to resources made available by the project (Luca Pitolli & Claudia Ceccarelli)
Educators have to use efficiently their time.

Descriptor 13: [DELETE] Permanent contact with them (i.e. sending newsletters) (Anna Rywczynska)

Descriptor 14: Node works with the Dept. of Education (Graine Walsh)
Work with Dept. & teachers in the process.

Descriptor 15: Internet safety as part of school curricula (Stephanie Kutscher)

Descriptor 16: Keep it simple and easy (Teemu Ruohonen)
Design materials, campaigns etc. that are very simple to use.

Descriptor 17: One lesson per year dedicated to the safer internet (Anna-Maria Drousiotou)

Descriptor 18: Equality and partnership (Alicja Puchala)
We learn from each others and use experiences and knowledge of both sides to built programmes that really meet needs (of children, teachers, parents).

Descriptor 19: Use easy accessible website (Stian Lindbol)

Descriptor 20: Develop and provide with concrete tools and contents for teachers (Agnieszka and Jose Luis Zatarain)
Websites, leaflets, etc.

Descriptor 21: [DELETE] Active involvement of both parties in developing / updating educational material (Gudberg Jonsson)

Descriptor 22: Organize trainings to educators on how to promote to the children the safer use of the internet (Daniela Agius and Anna-Maria Drousiotou)
Training Programmes assist educators in becoming more familiar with the subjects and hence be more cooperative.

Descriptor 23: [DELETE] Teacher education is key (Ronald Hechenberger)
Support and develop regional teachers which are safer Internet evangelists.

Descriptor 24: [DELETE] Integrate safety message in teachers training (Luu-Ly Mai)
Get in contact with the body of the ministry of education in charge of the training of teachers and convince them to integrate such topic in the training of teachers.

Descriptor 25: Develop ways to inform teachers through dedicated channels (Ellen Stassart & Tom Van Renterghem)
Teachers are informed trough certain channels of communication. Knowing these channels gets your message trough.

Descriptor 26: Educators feel supported and inspired by nodes with relevant resources (Gry Hasselbalch)
Nodes have been open to educators needs and have developed tools and inspiration material that the educators feel they can use in their teaching.

Descriptor 27: Come to an agreement (Marjolijn Bonthuis)
Base: strengthen each other.

Triggering Question: *"What are descriptors of an ideal collaboration model between the Nodes and educators?"*

Descriptor 28: Keep this node teachers updated (Lena Fagerström)
Send them new material and information for them to spread in the network.

Descriptor 29: Emphasize teachers' educational role for a safety use of NT (Maria Elisa Marzotti)
It looks like they don't see clearly what they can do in this field.

Descriptor 30: [DELETE] Provide them with concrete tools (Agnieszka Wrzesien)

Descriptor 31: [DELETE] Work with national administratives (Juuso Peura)
Adopt the internet safety in curriculums and teacher training.

Descriptor 32: Create a collaborative community (Luca Pitolli & Claudia Ceccarelli)
Educators have to be an active part of this community.

Descriptor 33: [DELETE] Educators take part in trainings organized by the node (Anna Rywczynska)

Descriptor 34: [DELETE] Map IS lessons to curricula (Graine Walsh)
Work with curriculum support groups to create, design and map lessons & classroom activities to curricula.

Descriptor 35: Teachers are 'forced' to take part in seminars (Stephanie Kutscher)

Descriptor 36: Repeat yourself (Teemu Ruohonen)
In education everything changes too slowly. It just takes time.

Descriptor 37: [DELETE] Trainings of educators on how to promote to the children the safer use of the internet (Anna-Maria Drousiotou)

Descriptor 38: Develop good material that educators will use (Stian Lindbol)

Descriptor 39: Launch informative campaigns for teachers (Jose Luis Zatarain)
Should be a key target group.

Descriptor 40: [DELETE] Simple and multilayer design of a community platform (Gudberg Jonsson)

Descriptor 41: Involve educators in developing resources (Daniela Agius)
Educators' experience with children can be used to develop adequate resources. This can even be done together with children in school.

Descriptor 42: [DELETE] Integration into curriculum (Ronald Hechenberger)
Show how to integrate safer Internet issues into curriculums, secure support of ministry of education.

Descriptor 43: Work together with other organizations (Ellen Stassart & Tom Van Renterghem)
By working together you have more power to get into schools.

Descriptor 44: Educators are aware of the nodes existence (Gry Hasselbalch)
Educators know that the nodes are there with resources and information about children's use of the internet and the mobile.

Descriptor 45: Create shared product development (Marjolijn Bonthuis)
Best practice ' schoolblik': a collection of good lessons and products in one box for schools who want to introduce training programs for students or parents. We copied this idea from the Swedish Node.

Descriptor 46: [DELETE] Use the educators as a reference group (Lena Fagerström)
Get their opinion on new tools and ideas.

Descriptor 47: Maximize ICT use in schools (Maria Elisa Marzotti)
Media literacy of teachers is important to prompt media education among pupils.

Descriptor 48: Offer educators certificates/acknowledgements of their involvement in IS topics (Agnieszka Wrzesien)
It is important especially if Internet Safety is not in the curriculum…

Descriptor 49: [DELETE] Contacts with educators societies (Anna Rywczynska)

Descriptor 50: Internet safety should be part of teachers' academic training (Stephanie Kutscher)

Descriptor 51: Go close to educators (Teemu Ruohonen)
Everything should be as easy as possible for educators.

Descriptor 52: Together educators and nodes to organize seminars to educate the parents on the safer use of the internet (Anna-Maria Drousiotou)

Descriptor 53: Nodes must participate at schools (Stian Lindbol)

Descriptor 54: Targeting teachers when campaign at schools (Jose Luis Zatarain)
Workshops available for them.

Descriptor 55: Organize activities in schools (Daniela Agius)
Presentations, seminars and events held in schools will enhance affiliation.

Descriptor 56: School management focuses on internet safety issues (Gry Hasselbalch)
The school management finds internet safety issues important enough to give educators the time and space to work with internet safety in their class room.

Triggering Question: *"What are descriptors of an ideal collaboration model between the Nodes and educators?"*

Descriptor 57: Maximize communication among parents and teachers (Maria Elisa Marzotti)
In the confusion of educational roles, we feel a deep lack of communication between school and family which favors both educational agencies not to take their responsibilities.

Descriptor 58: [DELETE] Have a representatives of educators in project's advisory boards (Anna Rywczynska)

Descriptor 59: Listen to educators (Teemu Ruohonen)
What do they need or want.

Descriptor 60: Training teachers on the basis of a clear model and approach (Maria Elisa Marzotti)
Awareness node should favors training with multiplier stakeholders such as teachers organizations at national level.

Descriptor 61: Policy (Teemu Ruohonen)
Push media education aspects forward among decision makers.

Descriptor 62: [DELETE] Nodes engage with educators (Karl Hopwood)
Meaningful dialogue is crucial. What works and what doesn't. Educators need to be involved as they know what the best ways are to reach out to young people. They are the people who have to deliver the resources that are created by the nodes…

Descriptor 63: [DELETE] Improve communications with schools (Karl Hopwood)
Many nodes have excellent materials but these cannot always reach the places that they need to due to local bureaucracy and other government constraints.

Descriptor 64: [DELETE] Face to face training (Karl Hopwood)
This is vital in the early stages and will help to form the relationship between nodes and educators.

Descriptor 65: Identify teachers' needs (Tanja Sterk)
To find out what is important for teachers, what kind of information, materials, and support they really need.

Descriptor 66: Use teachers as multipliers (Janice Richardson)

Descriptor 67: Train youth volunteers to act as educators

Descriptor 68: Collaborate with educational periodicals and journals (Jose Luis Zatarain)
This descriptor comes from a PROTEGELES experience. In Spain there is a Media Group (Gaceta de los Negocios) that print two journals focused on educational issues and distributed free of payment at schools (500.000 units each one).
PROTEGELES signed a collaboration agreement to provide them content and to collaborate promoting ICTs and Internet safety issues among children.

Descriptor 69: Educate and involve school principals in IS (Graine Walsh)

Triggering Question: *"What are descriptors of an ideal collaboration model between the Nodes and educators?"*

Descriptor 70: Bridge the gap between teachers and pupils using IS as a tool (Maria Elisa Marzotti)

Descriptor 71: Support teachers' networking (Teemu Ruohonen)

Descriptor 72: Collaborate with books publishers on tasks on IS (Stian Lindbol)

Descriptor 73: Collaboration between educators and police to organize training sessions (Anna-Maria Drousiotou)

Descriptor 74: Provide standards and support models for para-educators (Janice Richardson)

Descriptor 75: Give teachers visibility (Agnieszka Wrzesien)
Allow teachers to publish on nodes websites

Descriptor 76: Implement school competitions to open dialogue in class (Janice Richardson)

Descriptor 77: Address issues such as cyber-bullying, bullying and eating disorders (Jose Luis Zatarain)
These are two important issues to tackle at school campaigns (especially in our case where two specialized helplines have been launched)

Descriptor 78: Create local or regional co-operations so the schools work with local companies, experts or other institutions (Teemu Ruohonen)

Descriptor 79: Provide them with information about help line and hotline services (Agnieszka Wrzesien)

Contact Details

Dr. Yiannis Laouris

President of Board and Senior Scientist

Cyprus Neuroscience & Technology Institute

New Media in Learning Unit

5 Promitheos, 1065 Nicosia, Cyprus

Tel +357 22 873820 Fax +357 22 873821

laouris@cyberethics.info

www.FutureWorldsCenter.org - www.cnti.org.cy - www.Cyberethics.info