REINVENTING **DEMOCRACY IN THE DIGITAL ERA**

EUROPEANINITIATIVE

Future Worlds Center

UNDEF The United Nations Democracy Fund

www.reinventdemocracy.info

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The report presents the results of **Reinventing Democracy in the Digital Era – European Initiative**. The main event took place at resort village Platres at Troodos mountains (Cyprus) between 8th and 12th February 2016. The face-to-face deliberations of approximately 800 person hours were implemented using Dialogic Design Science. The report includes activities conducted in the context of small grants given to the participants, which were implemented after the main event.

Reinventing Democracy in the Digital Era – European Initiative.
Yiannis Laouris, Maria Georgiou, Andreas Andreou, Eleni Philippou, Nuri Silay, Andreas Shoshilos & 18 others.

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Once upon a time
there was...
HUMANITY

The setting

Future Worlds Center (FWC), world-pioneer in the development and application of Structured Democratic Dialogue (SDD), has designed and implemented a series of three, week-long dialogues in 2012[1] engaging more than 60 youth leaders from 10 European countries aiming to identify the shortcomings of our current socio-, political-, economic system that discourage youth participation, and determine those characteristics of an ideal system of governance that would encourage them to participate. The results of those dialogues were quite encouraging and served as pre-cursor to the Reinventing Democracy in the Digital Era project. The FWC team decided to replicate the dialogues at a global scale, refine the focus adding the possible role of technology in shaping future systems of goverments, and harness the collective wisdom of young leaders from across the globe to draft a Manifesto, which could serve as our compass towards a new global vision for youth participation in matters that influence their lives.

The results are based on the collective work of about 100 young leaders from more than 50 countries who have collaborated for a total of more than 4,000 person hours in face-to-face workshops plus unaccounted number of person hours working individually. This report is one of five: one per global region. The following Triggering Questions were used to guide the discussions:

What are key shortcomings of our current systems of governance that could be improved through technology?

What concrete action, project or product would you propose to solve a particular shortcoming of current systems of governance?

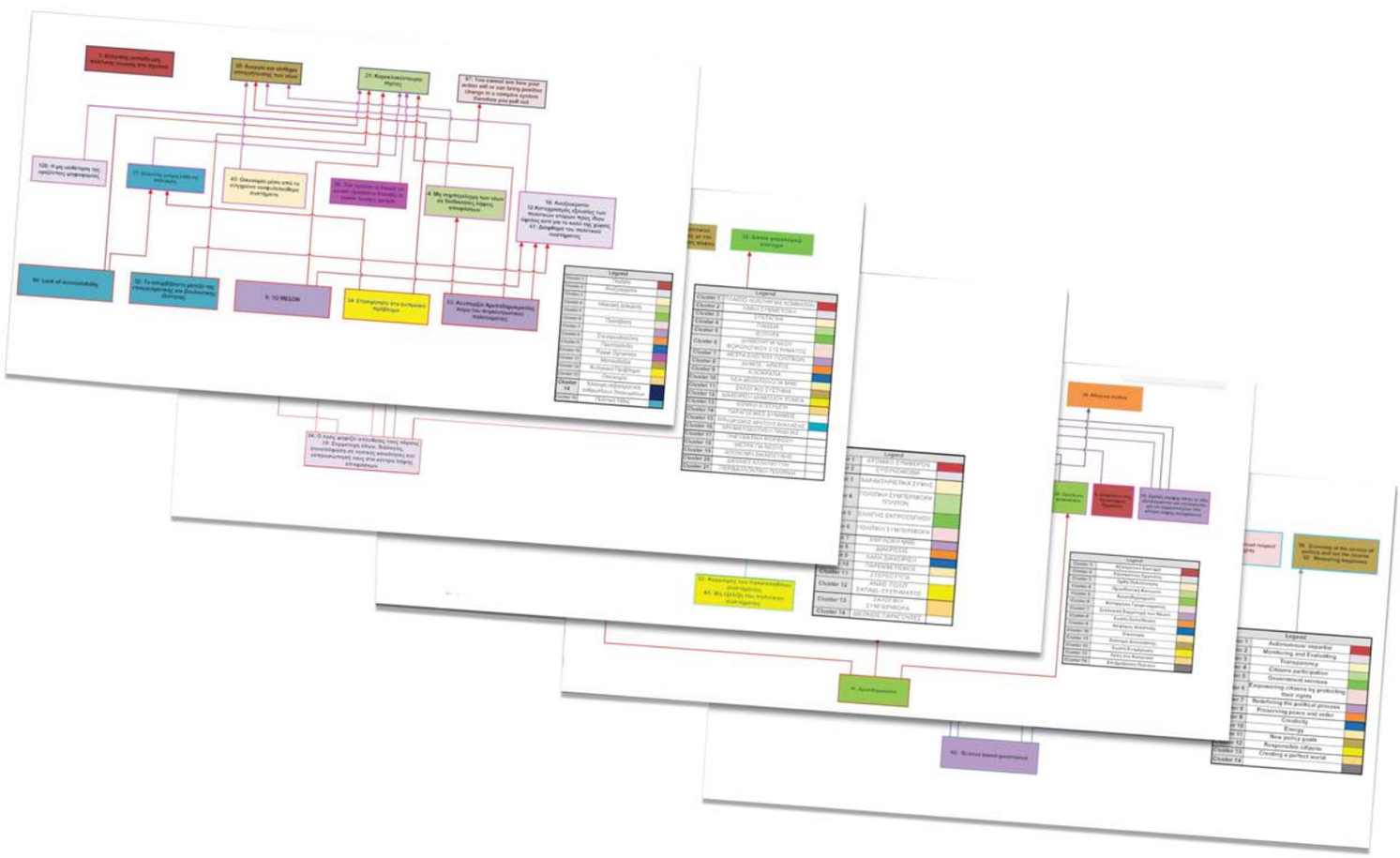
For summary data on all related activities visit:
http://reinventdemocracy.info
http://futureworlds.eu/wiki/Reinventing_Democracy

Download this and all other reports at:
http://reinventdemocracy.info/w/Reports_Depository

[1] **futureworlds.eu/wiki/Reinventing_Democracy**

A screenshot of the videowall of ideas cuptured during a Structured Democratic Dialogue conducted in 2012 in collaboration with the Digital Task Force of the European Commission under the auspices of the EC Commissioner for Education.

http://futureworlds.eu/wiki/Reinventing_Democracy_in_the_Digital_Era_(2012)



Background

Our world is currently faced with a number of major challenges, ranging from increasing inequality, which leaves large parts of society without access to basic needs; wars and security threats; a food system in crisis: the carrying capacity of our planet being at its tipping point, and many others. The eight Millennium Development Goals [1] have reached their end date in 2015, and a new global framework, known as Sustainable Development Goals [2] has been negotiated among the world leaders: now with seventeen goals. The key question remains: Can our world ever be sustainable when the next generations are not consulted and are not part of decisions that influence their lives, and when our humanistic values are continuously deteriorating [3]? This initiative is grounded on almost 30 years of action research grounded in Dialogic Design Science (the science behind Structured Democratic Dialogue), an approach that seeks to uncover underlying root causes to societal challenges, as well as actions with the greatest leverage towards achieving positive change.

Whilst the overarching goal is to increase the active participation of next-generation citizens at all levels of governance, the project's key objective is to increase youth participation in democratic governance by empowering young people from across the world to invent and propose new, innovative and concrete actions. The project specifically aims at strengthening the communication and collaboration among youth across the world using structured dialogue, new innovative ICT-based solutions and digital tools to increase participation.

More than 100 young people contributed ideas face-to-face and almost 1000 contributed directly or indirectly (i.e., shadow participants contributing through their respective Core Participants) in the context of five Co- Laboratories (i.e., one per global region) implemented using the Structured Democratic Dialogue (SDD) methodology and fully exploiting possibilities available in the digital era. The process was designed to mobilize young people and to increase interaction among youth globally, with the aim to advocate for and enable meaningful youth participation in democratic processes.
Despite representing a fifth of the world's population, youth remain largely absent from, or underrepresented in political decision-making processes. While the youth are active in social media spaces, most of the policy-making and advocacy still take place through traditional means and media.

[1] **en.wikipedia.org/wiki/Millennium_Development_Goals**
[2] **en.wikipedia.org/wiki/Sustainable_Development_Goals**
[3] **Flanagan and Bausch (2011) have shown "The growing irrelevance of traditional values and continuing failure to evolve new value system" to be the**

Problem Analysis

Despite low youth participation in political processes and elected institutions, young people participate in democratic life through other means, such as political movements, youth organizations, and ad-hoc community initiatives mostly on informal arenas. Their meaningful participation in these processes depends on the political, socio-economic and cultural context and requires both young people and youth organizations to have the opportunities and capacities for youth participation, as well as operate within an enabling environment for civil society and especially young people.

The disengagement of young people in formal democratic processes is the long-term problem to be solved. This project will directly address the following two more specific challenges:

Limited joint action for change

While youths across the world are facing similar obstacles to access the political decision-making arena there are limited opportunities for them to share those experiences and to explore and propose solutions in a structured way and through personal or even virtual interactions.

To have a stronger voice, youth around the world should unite.

Limited use of ICT / social media to influence the political agenda

Young people nowadays are immersed in a fast-developing virtual world, which has become part of their every-day lives at school and work; it is their preferred tool to network, to find a job; a platform for new ideas and online discussions. Today's educated and IT-skilled youth, who will be the leaders of tomorrow's societies, expect participatory processes to evolve in this very same framework. Official political processes however are still quite detached from these developments, and thus present yet another gap between real/virtual life and the political decision-making. Most policy-making and high-level advocacy take place through traditional means and media. Youths, with limited resources and contacts, often have limited access and possibility to influence. Through previous SDDs Co-Labs, other young participants identified the "outdated" political system with regards to technology as one of the main causes for low youth participation in democratic processes[1]. Among the younger generation social media is increasingly in shaping public opinion. It is therefore imperative that we strengthen these channels in order to mobilize youths more effectively. This project creates a platform for youths to meet, in person and through social media tools in order to enable them to envision, invent and propose innovative actions designed to facilitate their participation in democratic processes.

[1] **www.futureworlds.eu/w/images/d/d0/Digital_Era_Report_Final.pdf Page 21**

Project Strategy

Based on the problem analysis, and in order to reach the key objective, the project strategy is built on the following key components:

1. Sharing the experiences and outcomes from European SDD Co-laboratories with youth activists from other continents and develop a joint understanding of root causes for the lack of youth participation in official democratic processes;
2. Engaging 100 young participants from around the globe in regional SDD Co-laboratories during which they will design solutions for the key root causes previously identified, and thus contribute to the development of new and innovative systems of governance;
3. Empowering the young participants to take action and promote their very own ideas and solutions, both within their local community as well as on a broader national/ international level;
4. Utilizing the broad range of ICT tools available to young people, such as social media, videos, etc. to build a wide platform for Reinventing Democracy – accessible to young people from around the world.

The project uses Structured Democratic Dialogue (SDD). We chose this particular methodology because of its uniqueness in empowering and mobilizing participants to take action. In addition, the SDD methodology is based on scientific laws, which have been repeatedly validated, empirically and scientifically, in the arena of practice. This methodology supports groups of diverse stakeholders with conflicting opinions and interests to effectively discuss a matter of joint concern, integrate their knowledge, and democratically redesign their socio-organizational systems and practices reaching consensus agreement for effective collaborative action. Youth citizens' representatives develop a common language, a shared understanding of the problematic situation in which they are embedded, and become better equipped to formulate their ideas, suggestions, and strategies with clarity. The interaction empowers youth to take follow-up actions thus ensuring their strong commitment to change. Participants of the co-Laboratories design and develop concrete ideas for action and have the space and support to build their own action plans. The facilitating team assists the participants in identifying ways to promote their ideas, engage with political decision-makers, as well as mobilize members of the community. A manifesto grounded on a compehensive analysis and compilation of all ideas, and jointly drafted, is finally used to engage more youth across the world and hopefully encourage the media to host live debates between project participants and national or international policy makers thus connecting them with youth and citizen pioneers.

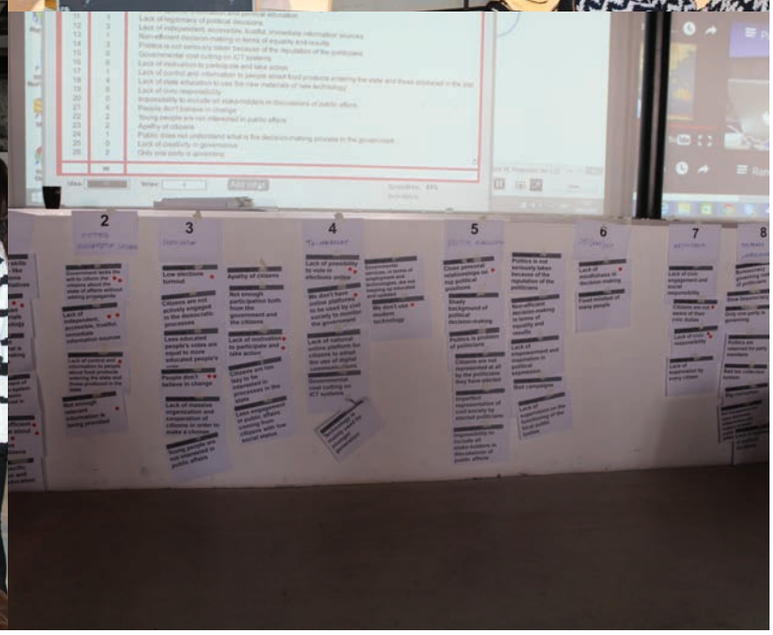
Project activities were designed to empower participants to take the future in their hands and develop concrete action proposals that can enhance meaningful youth participation in local, regional and/or national

governance. The key activity were regional Structured Democratic Dialogue (SDD) Co-Laboratories (Co-Labs) where 100 youths created action plans and laid the foundation to coordinated action, such as jointly authored e-books for change, a Manifesto for 21st Century and video clips with Proposals for Action.

To build on the results from the Co-Laboratories, and to ensure sustainability and effective implementation of the action plans, regional and global webinars were arranged among the participants whenever necessary and possible. Furthermore, participants were encouraged and supported to promote their own ideas and the outcomes of the project in their respective local communities and media.

The use of Digital Technologies

In all the above, technology is used to support the process, as well as to ensure a wide outreach of the young people's actions and ideas via social media campaigns, digital videos, blogs and online articles etc. In addition, using the mobile application IdeaPrism™, the project engages large numbers of young people who might not be able to physically participate in the co-Laboratories. Through this mobile application, their ideas are shared and validated by their peers not only from their respective communities, but on a global scale. Participants are also invited to join regional and global webinars on Participatory Democracy. Online technologies strengthen communication and interaction among the participants.



About Structured Democratic Dialogue

All discussions between participants were facilitated using the Structured Democratic Dialogue (SDD) methodology. The SDD uses a strict and structured facilitation process supported by technology to capture the authentic opinions and views of participants. Specially designed software helps shorten the time needed to explore the influence that one idea might exert on another using an intelligent optimization algorithm known as Interpretive Structural Modeling (ISM).

For about 3-4 hours participants submit single-sentence responses as well as long clarifications in responce to a specific Triggering Question. In all Co-Laboratories (this term is preferred over 'workshop' to emphasize the fact that participants explore and discover together) of this project the same two Triggering Questions have been used:

What are key shortcomings of our current systems of governance that could be improved through technology?

What concrete action, project or product would you propose t solve a particular shortcoming of current systems of governance?

During the first few hours, other participants may ask clarification, but no judgment questions. A bottom-up approach is subsequently applied to cluster all Statements into groups according to similarity and then participants are asked to choose the five they consider most important. The Statements that receive two or more votes enter the final discussion in which participants explore influence relations such as:

If we make progress in addressing Challenge (or Action) X
Will this help us SIGNIFICANTLY address Challenge (or Action) Y?

Since the number of combinations is in the order of several hundrents, the ISM algorithm is applied to reduce them to less than one to two hundreds using inductive logic, thus making it possible for the participants to explore the full spectrum of the issue. The result is an Influence Map, which is a tree structure that represents the collective wisdom of the participants and their consensus as to which Challenges (or Actions) are the most influential, i.e., ideas that end up at the root of the map are much more influential when it comes to addressing the overall challenge (or action).

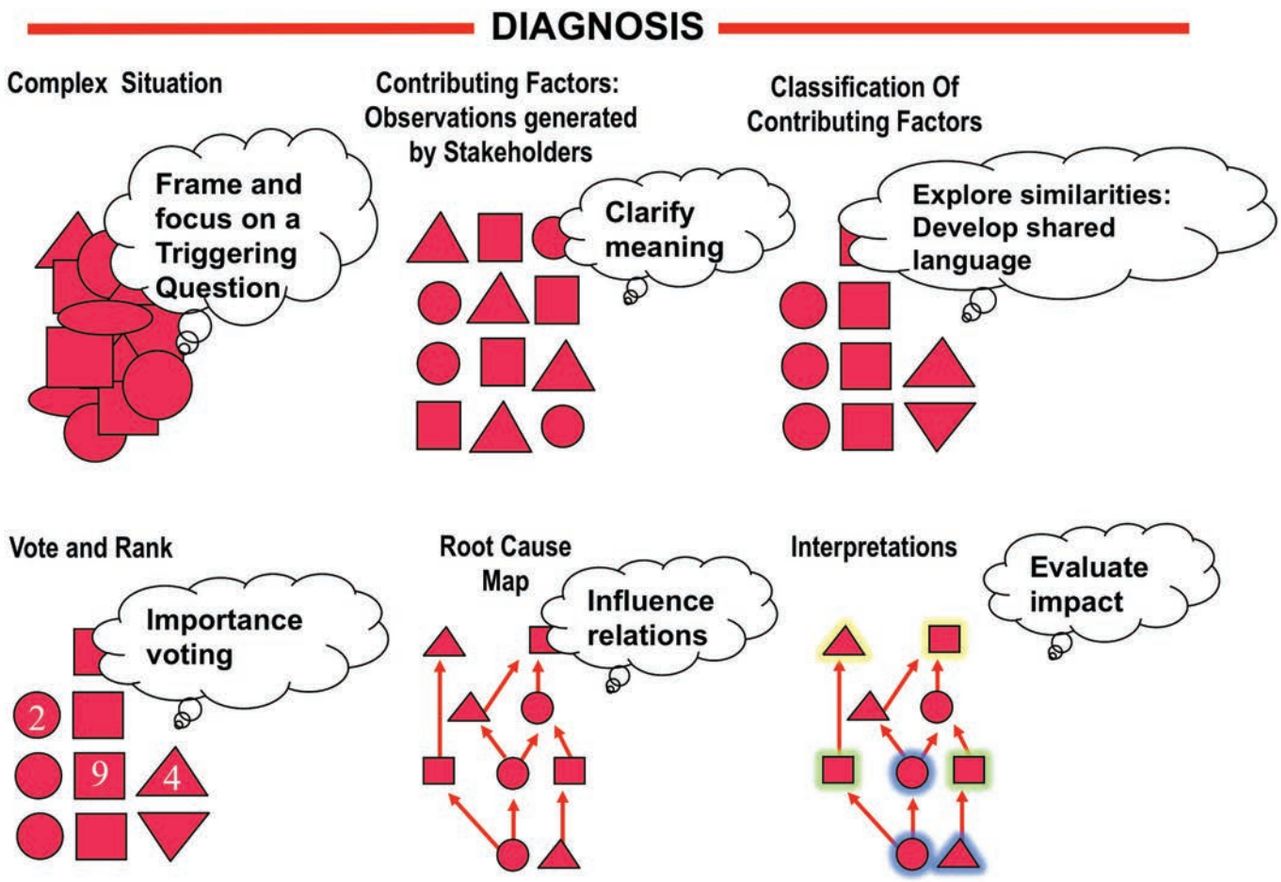
The SDD approach emerged in the '70s out of the works of the Club of Rome founded by Aurelio Peccei an Italian Industrialist (1970). John Warfield and his group are credited for developing the ISM algorithm, the scientific grounding within a Science of Generic Design, and the first version of the methodology, which was known as Interactive Management (IM) (Warfield, 1976, 1982; Warfield & Cardenas, 1994). IM evolved into SDD through contributions of Aleco Christakis and the 21st Century Agoras Group (for books and comprehensive reviews: Christakis and Bausch, 2006; Flanagan and Christakis, 2009; Schreibman & Christakis, 2007; Laouris 2012). Hasan Özbekhan, co-founder and first director of the Club of Rome wrote the original prospectus for The Club of Rome, The Predicament of Mankind (Club of Rome, 1970), which served as vision for systems scientists addressing issues of energy, overpopulation, depletion of resources and environmental degradation.

Özbekhan is credited for the formulation of the Axiom of Engagement, which states "it is unethical to design action plans for complex social systems without the engagement of the community of stakeholders." The SDD evolved into its present format, which harnesess digital technologies with contributions of Yiannis Laouris and his group at Future Worlds Center. They have introduced a hybrid version, i.e., partly face-to-face and partly synchronous (Laouris and Christakis, 2007) and they developed a free App known as IdeaPrism[1], which allows the collection of contributions (both text and video) as well as their evaluation using multiple criteria (e.g, SMART, Impact, Feasibility, Probability, etc.).

[1] **www.IdeaPrism.net**

They have also developed Cogniscope v3 using requirements proposed by the international community of practitioners for a next-generation tool (conducted as virtual SDD in 2012; Laouris, Y., Christakis, A. N., Dye, K. M., et al., 2012), ISM Parallel[1], and other advanced tools used in the SDDs of this project (see section: Using Cutting Edge Technologies). Laouris is credited for the Law of Requisite Action, which states that 'the capacity of a community of stakeholders to implement a plan of action effectively depends strongly on the true engagement of the stakeholders in designing it. Disregarding the participation of the stakeholders the plans are bound to fail[2]."

The graph illustrates the steps of implementation of a typical SDD process.



The SDD methodology was chosen over other options for a number of reasons, such as (a) its current format makes extensive use of technology, thus making it more efficient and attractive to young people, (b) the results of the discussions reflect the genuine views and authentic opinions of the participants (i.e., no "editing" of what is said is permitted), (c) the implementation of SDD introduces and cultivates important aspects of democratic processes, and (d) the project coordinators are world pioneers, have extensive experience and have implemented co-laboratories worldwide using SDD.

[1] ekkotek.com/index.php/products/wisdom-tools/ism-parallel
[2] dialogicdesignscience.wikispaces.com/Laws+%287%29

Using Cutting Edge Technologies

The Structured Democratic Dialogues for this project took full advantage of cutting-edge technologies both theoretical and technological.

SDD: Structured Democratic Dialogue
A dialogue conducted in compliance with the Dialogic Design Science. Also referred to as Structured Democratic Dialogue Process, or Structured Dialogic Design Process (SDDP).

ISM: Interpretive Structural Modeling
Invented by John N. Warfield (1989). Provides a structured method for dealing with complex situations: generates a visual map of the situation (or problem) that is used to obtain new insights, and construct new approaches to the problem at hand. Incorporates pairwise comparison, transitive logic and concept synthesis to construct an influence map. ISM is embedded in the CogniScope v3.2 Classic, Concertina, Logosofia and IdeaPrism.
http://reinventdemocracy.info/w/Interpretive_Structural_Modeling

DDS: Dialogic Design Science
DDS is the theoretical foundation of the Methodology. The actual implementation process is usually described simply as Structured Democratic Dialogue.

Cogniscope v3.2 Classic
Software that supports the implementation of face-to-face dialogues designed in compliance with the requirements imposed by Dialogic Design Science. The original CogniScope™ was designed by Aleco Christakis and developed by CWA Ltd. and was running only on Windows 95 machines. The requirements for CogniScope v3.2 Classic were developed by theoreticians and practitioners from across the world, that participated in a virtual SDDP organized by Future Worlds Center and the Institute for 21st Century Agoras in 2012. The Classic v3, developed by Ekkotek Ltd., runs on Windows and Mac computers, and includes almost all requirements requested by the community. http://ekkotek.com/index.php/products/wisdom-tools/cogniscope3

Concertina
Array of 14 tools that support the implementation of face-to-face as well as asynchronous and hybrid dialogues running on a variety of systems including web and mobile devices. Special versions for researchers and educators capture a wealth of data and indices such as timestamps, interactions, statistics, etc.
http://ekkotek.com/index.php/products/wisdom-tools/concertina

IdeaPrism
Available as App and on the web, it facilitates the implementation of face-to-face as well as asynchronous and hybrid dialogues. The only tool that allows video clarifications, App-to-App communication, voting using multiple criteria as well as real-time virtual projections of all SDD outputs, either as web walls or as

illustrations ready to be projected using a beamer.
http://www.ideaprism.net
https://itunes.apple.com/us/app/idea-prism/id769448500?mt=8
https://play.google.com/store/apps/details?id=com.iziss.ideaprism&hl=en

Idea and Video Wall
Special tool, also available within Concertina and IdeaPrism, which supports the virtualization of all SDDP outputs (i.e., A4 pages are projected on the wall along with Statements, Clusters, Influence Maps, etc.) using beamers to project them on the surrounding walls during a face-to-face SDDP implementation.

Further Information on SDD methodology

Begin your search on the Internet
Use keywords such as: Structured Democratic,Dialogue, Dialogue Design, Lovers of Democracy,Hasam Ozbekhan, John Warfield, Aleco Christakis, Yiannis Laouris, Club of Rome, Civil Society Dialogue[1].

Books and Reviews

Christakis, A.N. and Bausch, K. (2006). How People Harness Their Collective Wisdom and Power to Construct the Future in Co-Laboratories of Democracy. Information Age Publishing, Inc.

Flanagan, T. R,, and Christakis, A. N., (2009). The Talking Point: Creating an Environment for Exploring Complex Meaning. Information Age Publishing Inc.

Laouris, Y., and Dye, K. (2017). Manual for Organizing Structured Democratic Dialogue* Events: The SDD Playbook, Future Worlds Center Press, Nicosia, Cyprus

Bausch, K. (2015). With Reason and Vision: Structured Dialogic Design, Ongoing Emergence Press, Cincinatti, OH 45274

Laouris, Y. (2012). The ABCs of the science of structured dialogic design. International Journal of Applied Systemic Studies, 4(4), 239-257.

Software

Concertina Classic · Concertina Cluster Wall · Concertina Educational · Concertina for Researchers · Concertina Mobile · Concertina Idea Wall · Concertina Professional
Concertina Clicker · Concertina Clustering Tool · Concertina Export Tool · Concertina Idea Editor · Concertina Idea Video Wall · Concertina Influence Map Wall · Concertina Wisdom Summator

Cogniscope · idea prism · logosofia

[1] en.wikipedia.org/wiki/Civil_Society_Dialogue_project_in_Cyprus

Wikis and Websites

http://www.dialogicdesignsscience.wikispases.com
blogara.wikifoundry.com
http://www.futureworlds.eu/wiki/Structured_Dialogic_Design_Process

Practice Centers

Future Worlds Center: www.futureworldscenter.org

Institute for 21st Century Agoras: www.globalagoras.org

Demosophia

Lovers of Democracy: Description of the technology of Democracy: sunsite.utk.edu/FINS/loversofdemocracy/

Selected Recent Publications of the Future Worlds Team

Laouris, Y., and Michaelides, M. (2017). "Structured Democratic Dialogue: An application of a mathematical problem structuring method to facilitate reforms with local authorities in Cyprus." European Journal of Operational Research. https://doi.org/10.1016/j.ejor.2017.04.039

Laouris, Y., Dye, K. M.C. , Michaelides, M., and Christakis, S.N. Co-laboratories of Democracy: Best Choices for Designing Sustainable Futures (2014) In: G.S. Metcalf (ed.), Social Systems and Design, Translational Systems Sciences 1, DOI 10.1007/978-4-431-54478-4_7, Springer Japan. 175-193.

Laouris, Y. 2014 Reengineering and Reinventing both Democracy and the Concept of Life in the Digital Era (2014). In: L. Floridi (ed.), The Onlife Manifesto, DOI 10.1007/978-3-319-04093-6_16, Springer International Publishing Switzerland.

Selection of Core- and Shadow Participants

Special criteria were used for the selection of the Core Participants. For the Co-Laboratory we tried to choose about 20 (gender balanced) participants, with at least half of the participants travelling from other countries. A key concern was to keep gender equality among the participants, and to secure that those selected have extensive relevant previous experience, enjoy recognition among their peers in their respective countries and possess an extensive and powerful network, which they will be able to utilize in order to ensure maximum impact of their work and dissemination of the results and deliverables of the project. This was considered necessary to counterbalance the fact that politics are in general "monopolized" by men. By ensuring a balanced gender, social economic status and ethnicity representation in the Co-Laboratories, the perspective and ideas of the young women is now prominent in all outcome documents. Participants were recruited through online application systems, utilizing global alliances and through social media. The needs of marginalized and/or vulnerable groups were also taken into account in the project design and an overall balanced representation was attempted.

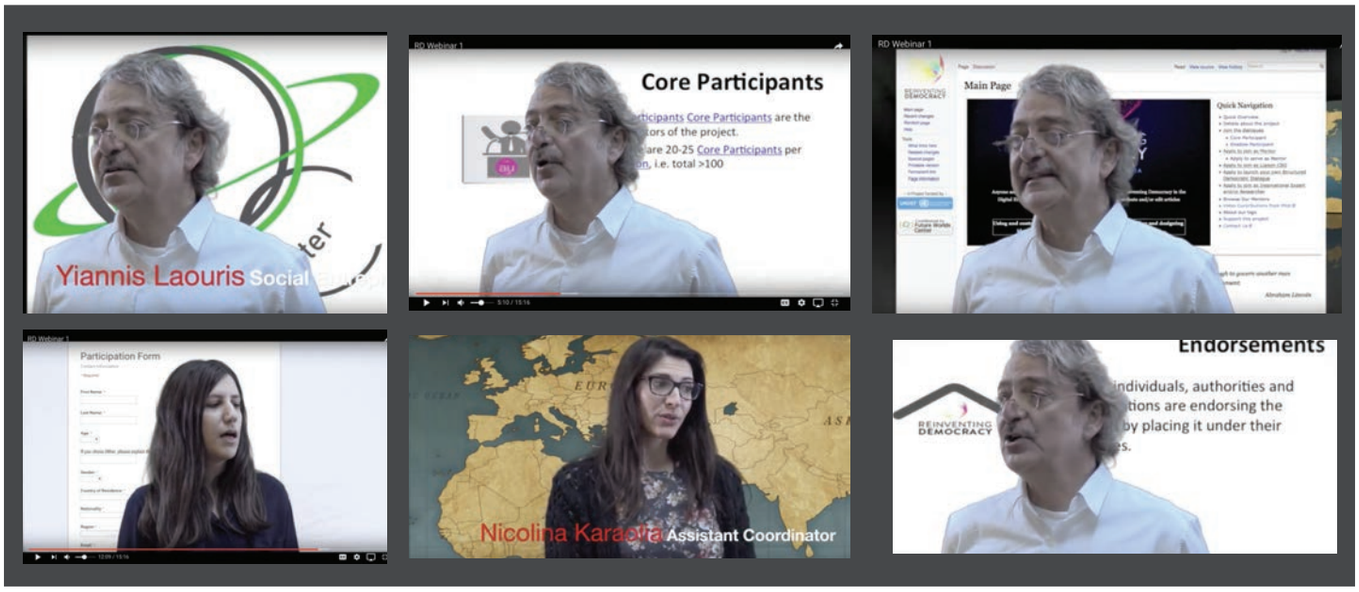
The selection criteria are detailed below with their respective weights:

Gender (20%)
Age: young people 18 – 30 years old (15%)
Anti-discrimination criteria (10%)
Years of relevant experience or/and prior relevant activities (10%)
Potential for organizing follow-up activities (10%)
Belonging to associations with wide networks (5%)
Communication skills (5%)
Reliability / Commitment (5%)
Country of origin / nationality (5%)
Availability of sponsors (10%)
Uninterrupted access to social networking (5%).

Before attending the co-Laboratory, each participant should have secured at least 10 others (from the same country or region to serve as hers/his “Shadow Participants.” These virtual participants contributed their thoughts and ideas during the events being in direct communication with their respective Core Participants and/or using the IdeaPrism™ App or through the website.

Webinar

On the 18th of January, 2016, the successfully selected Core-Participants had the opportunity to join a live webinar. Yiannis Laouris, Project Director, introduced them to the philosophical basis and the design of the project. Maria Georgiou, Project Coordinator, explained the process of completing their applications by adding information about their shadow participants and local networks, and Nicolina Karaolia, Assistant Project Coordinator introduced herself as their liaison available to help them with all logistics and preparations for their travel.



The Co-Laboratory

The Co-Laboratory took place at resort village Platres (Troodos mountains Nicosia) between 8th and 12th February 2016. The particular place was chosen because in the early 20th century it served as place for peace negotiations and global meetings. Also the President of the Community Council, Mr. Panayiotis

What are key sh
current systems c
could be improved t

Papadopoulos, has supported the event enormously. The first two days were invested in an SDD aiming to identify the root shortcomings. The next two days were dedicated to exploring solutions and actions. On the last day, the participants engaged in public speaking exercises. The next section presents the results of the Shortcomings SDD.

ıortcomings of our
of governance that
through technology?

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ALBANIA

Vincent Chauvet
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Jagoda Banach
POLAND

Anastasiia Klymentenko
UKRAINE

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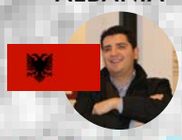

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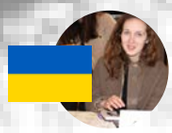

Viktoria Pomazova
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alaz
PUBLIC

Leslie Timngum Ngam
VIDEO EXPERT

20 Core Participants

7 Countries

57 Challenges

71 Actions

Key Challenges

#24: Public does not understand what is the decision-making process in the government

#5: Government lacks the will to inform the citizens about the state of affairs without adding propaganda

#38: Big Corruption

#50: Citizens are not represented by the politicians they have elected

#6: Lack of mindfulness in decision making

#1: Lack of possibility to vote in elections online

Key Actions

#16: Ensuring that the right to participation is a constitutional right

#39: Online consultation portal for law proposals

#20: Online voting in elections

#10 Changing electoral laws

#48: Implement liquid democracy

#37: Publishing government data online to increase transparency

#41: Increase the role of NGOs

Idea Generation

After carefully examining together the Triggering Question and discussing briefly the ideas submitted previously on Idea-Prism, the participants were asked to state their ideas, responding to the TQ, using a single-sentence statement. In this phase, the Facilitator asked one by one, in a round-robin manner, all participants for their statements. The process continued in multiple rounds until all ideas have been collected. The ideas were recorded using the Cogniscope Classic v.3 software. In parallel, and during the short break before the next stage, the Technical Assistant copied the ideas in IdeaPrism and matched them to their corresponding authors.

Clarifications

The participants were then invited to stand in front of the group and actually "pitch" for 1-2 minutes. Each participant got the floor to explain his/her idea(s) to the rest of the participants. The goal was that everyone was clear about the meaning. Clarifications were now recorded directly through Idea-Prism and made available to the cloud and on YouTube, so that Shadow Participants as well as Core Participants would have the possibility to review them at a any later stage. The decision to place participants in front of an audience and a camera was a conscious one. It was justified by the fact that their generation grows up with digital devices, video messaging and more public sharing. Furthermore, the theoretical thesis of the project is that in order to achieve tangible impact in transforming society, young active citizens need to learn to verbalize and share their concrete ideas widely. Immediately after their pitches, the audience was given the opportunity to ask clarification questions. At this stage, no judgment questions or statements were allowed, in compliance with the SDD theory and practice.

The participants produced **57 Ideas** (i.e., Shortcomings) in response to the Triggering Question. ANNEX II - Ideas.

Clustering Ideas into Groups

The next step involved the clustering of observations using a bottom-up approach. This process takes much longer than top-down clustering methods, because it encourages discussion. Evolutionary learning takes place as the participants are encouraged to explore how specific aspects of their ideas might make them similar to other ideas; a process that forces them to draw further distinctions. Participants

were asked to respond to a question like the one shown below and if 2/3 of them agreed, then the ideas were placed in the same cluster.

Does Idea X have SIGNIFICANT common attributes with Idea Y to justify putting them in the same Cluster?

This process is typically conducted with the support of Cogniscope v.3. If time is short, a smaller team can do this process (e.g., between plenary sessions). To accelerate the process of clustering during this Co-Laboratory, and to allow more discussions and interactions between them, participants were divided into three groups, and were asked to group the ideas into clusters.

Each group divided all 57 Ideas into a different number of clusters, as shown in the following pages.
They were also asked to give titles to the clusters.

Group 1 Clustering

Cluster 1: Technology

- **1:** Lack of possibility to vote in elections online
- **4:** we don't use modern technology
- **34:** We don't have online platforms to be used by civil society to monitor the government
- **53:** Bad tax collection syxtem
- **54:** Bad campaigns
- **56:** Lack of national online platform for citizens to adopt the use of digital communications

Cluster 2: Education

- **2:** Lack of new skills for citizens-like active positions and new initiatives
- **7:** Less educated people's votes are equal to more educated people's vote
- **18:** Lack of state education to use the new materials of new technology
- **33:** Technology is mainly used by younger generations
- **42:** Fixed mindset of many people
- **55:** Bad management of the education system and the academic people involved in this systems
- **57:** Lack of know-how and financial resources

Cluster 3: Citizens

- **3:** Citizens are not actively engaged in the democratic processes
- **16:** Lack of motivation to participate and take action
- **19:** Lack of civic responsibility
- **21:** People don't believe in change
- **22:** Young people are not interested in public affairs
- **23:** Apathy of citizens
- **29:** Lack of supervision by every citizen
- **31:** Lack of supervision on the functionality of the local public bodies
- **37:** Lack of civic engagement and social responsibility
- **39:** Less engagement in public affairs coming from citizens
- **40:** Citizens are too laze to be interested in processes in the state
- **41:** Low elections turnout
- **48:** Lack of massive organisation of citizens in order to make a change
- **47:** Citizens are not aware of their civic duties

Cluster 4: Government

- **5:** Government lacks the will to inform the citizens about the state of affairs without adding propaganda
- **6:** Lack of mindfulness in decision making
- **8:** Slow bureaucracy
- **9:** Lack of appropriate security concerning the inflow of immigrants
- **11:** Lack of legitimacy of political decisions
- **13:** Non-efficient decision-making in terms of equality and results
- **17:** Lack of control and information to people about food products entering the state and those produced in the state
- **15:** Governmental cost cutting on ICT systems
- **25:** Lack of creativity in governance
- **30:** Bureaucracy governing instead of politicians
- **32:** Non-scientific approach on governmental processes
- **38:** Big corruption
- **43:** Not enough participation both from the government and the citizens
- **51:** Governmental services, in terms of employment and technologies, are not keeping up educated and updated

Cluster 5: Media

- **10:** Lack of specific information and political education
- **12:** Lack of independent, accessible, trustful, immediate information sources
- **14:** Politics is not seriously taken because of the reputation of the politicians
- **20:** Impossibility to include all stake-holders in discussions of public affairs
- **24:** Public does not understand what is the decision-making process in the government
- **28:** Lack of sufficient knowledge about political procedures among citizens
- **35:** Not enough relevant information is being provided
- **36:** Not transparent and open diplomatic relationships and matters between politicians from different countries
- **46:** Shady background of political decision-making

Cluster 6: Systemic Challenges

- **26**: Only one party governing
- **27:** Politics are reserved for party members
- **44:** Lack of empowerment and inspiration in political expression
- **45:** Close personal relationships on top political positions
- **49:** Imperfect representation of civil society by elected politicians
- **50:** Citizens are not represented at all by the politicians they have elected
- **52:** Politics is problem of politicians

Group 2 Clustering

Cluster 1: Education

- **2:** Lack of new skills for citizens-like active positions and new initiatives
- **18:** Lack of state education to use the new materials of new technology
- **24:** Public does not understand what is the decision-making process in the government
- **55:** Bad management of the education system and the academic people involved in this system
- **28:** Lack of sufficient knowledge about political procedures among citizens
- **10:** Lack of specific information and political education

Cluster 2: Information Sources

- **5:** Government lacks the will to inform the citizens about the state of affairs without adding propaganda
- **12:** Lack of independent, accessible, trustful, immediate information sources
- **17:** Lack of control and information to people about food products entering the state and those produced in the state
- **35:** Not enough relevant information is being provided

Cluster 3: Participation

- **41:** Low elections turnout
- **3:** Citizens are not actively engaged in the democratic processes
- **7:** Less educated people's votes are equal to more educated people's vote
- **21:** People don't believe in change
- **48:** Lack of massive organisation and cooperation of citizens in order to make a change
- **23:** Apathy of citizens
- **43:** Not enough participation both from the government and the citizens
- **16:** Lack of motivation to participate and take action
- **40:** Citizens are too lazy to be interested in the processes in the state
- **39:** Less engagement in public affairs coming from citizens with low social status

Cluster 4: Technology

- **1:** Lack of possibility to vote in election online
- **34:** We don't have online platform to be used by civil society to monitor the government
- **56:** Lack of national online platform for citizens to adopt the use of digital communication
- **15:** Governmental cost cutting on ICT systems
- **33:** Technology is mainly used by younger generation
- **51:** Governmental services, in terms of employment and technologies are not keeping up educated and updated
- **4:** We don't use modern technology

Cluster 5: Political Representation

- **45:** Close personal relationships on top political positions
- **46:** Shady background of political decision-making
- **52:** Politics is problem of politicians
- **50:** Citizens are not represented at all by the politicians they have elected
- **49:** Imperfect representation of civil society by elected politicians
- **20:** Impossibility to include all stake-holders in discussions of public affairs
- **14:** Politics is not seriously taken because of the reputation of the politicians
- **13:** Non-efficient decision-making in terms of equality and results
- **44:** Lack of empowerment and inspiration in political expression
- **54:** Bad campaigns
- **31:** Lack of supervision on the functioning of the local public bodies

Cluster 6: SYS (Mind) Set

- **6:** Lack of mindfulness in decision making
- **42:** Fixed mindset of many people

Cluster 7: Responsibility

- **37:** Lack of civic engagement and social responsibility
- **47:** Citizens are not aware of their civic duties
- **19:** Lack of civic responsibility
- **29:** Lack of supervision by every citizen

Cluster 8: Systematic Challenges

- **30:** Bureaucracy governing instead of politicians
- **8:** Slow bureaucracy
- **26:** Only one party is governing
- **27:** Politicians are reserved for party members
- **53:** Bad tax collection systems
- **9:** Lack of appropriate security concerning the inflow of immigrants
- **8:** Big corruption
- **36:** Not transparent and open diplomatic relationships and matters between politicians from different countries
- **11:** Lack of legitimacy of political decisions
- **25:** Lack of creativity in governance
- **57:** Lack of know-how and financial resources
- **32:** Non-scientific approach on governmental processes

Group 3 Clustering

Cluster 1: ICT

- **Challenge 1:** Lack of possibility to vote in elections online
- **Challenge 4:** We don't use modern technology
- **Challenge 15:** Governmental cost cutting on ICT systems.
- **Challenge 18:** Lack of state education to use the new materials of new technology
- **Challenge 33:** Technology is mainly used by younger generation
- **Challenge 51:** Governmental services, in terms of employment and technologies, are not keeping up educated and updated
- **Challenge 56:** Lack of national online platform for citizens to adopt the use of digital communication

Cluster 2: Education

- **Challenge 2:** Lack of new skills for citizens- like active positions and new initiatives.
  - **Challenge 47:** Citizens are not aware of their civic duties.
- **Challenge 7:** less educated people's votes are equal to more educated people's votes
  - **Challenge 55:** Bad management of the education system and the academic people involved in this system.
- **Challenge 10:** lack of specific information and political education
- **Challenge 12:** Lack of independent, accessible, trustful, immediate information sources
- **Challenge 28:** Lack of sufficient knowledge about political procedures among citizens
- **Challenge 35:** Not enough relevant information is being provided.
- **Challenge 42:** Fixed mindset of many people.
- **Challenge 44:** Lack of empowerment and inspiration in political expression

Cluster 3: Government

- **Challenge 5:** Government lacks the will to inform the citizens about the state of affairs without adding propaganda
  - **Challenge 36:** Not transparent and open diplomatic relationships and matters between politicians from different countries.
- **Challenge 9:** lack of appropriate security concerning the inflow of immigrants
  - **Challenge 57:** Lack of know-how and financial resources
- **Challenge 14:** Politics is not taken seriously because of the reputation of the politicians.
- **Challenge 17:** Lack of control and information to people about food products entering the state and those produced in the state
- **Challenge 25:** Lack of creativity in governance
- **Challenge 31:** Lack of supervision on the functioning of the local public bodies
- **Challenge 34:** We don't have online platforms to be used by civil society to monitor the government

Cluster 4: Decision Making

- **Challenge 6:** Lack of mindfulness in decision making
- **Challenge 11:** Lack of legitimacy of political decisions
- **Challenge 13:** Non-efficient decision-making in terms of equality and results
- **Challenge 20:** Impossibility to include all stake-holders in discussions of public affairs
- **Challenge 24:** Public does not understand what is the decision-making process in the government
- **Challenge 29:** Lack of supervision by ever citizen
- **Challenge 32:** Non-scientific approach on governmental processes.

Cluster 5: Bureaucratic Systems

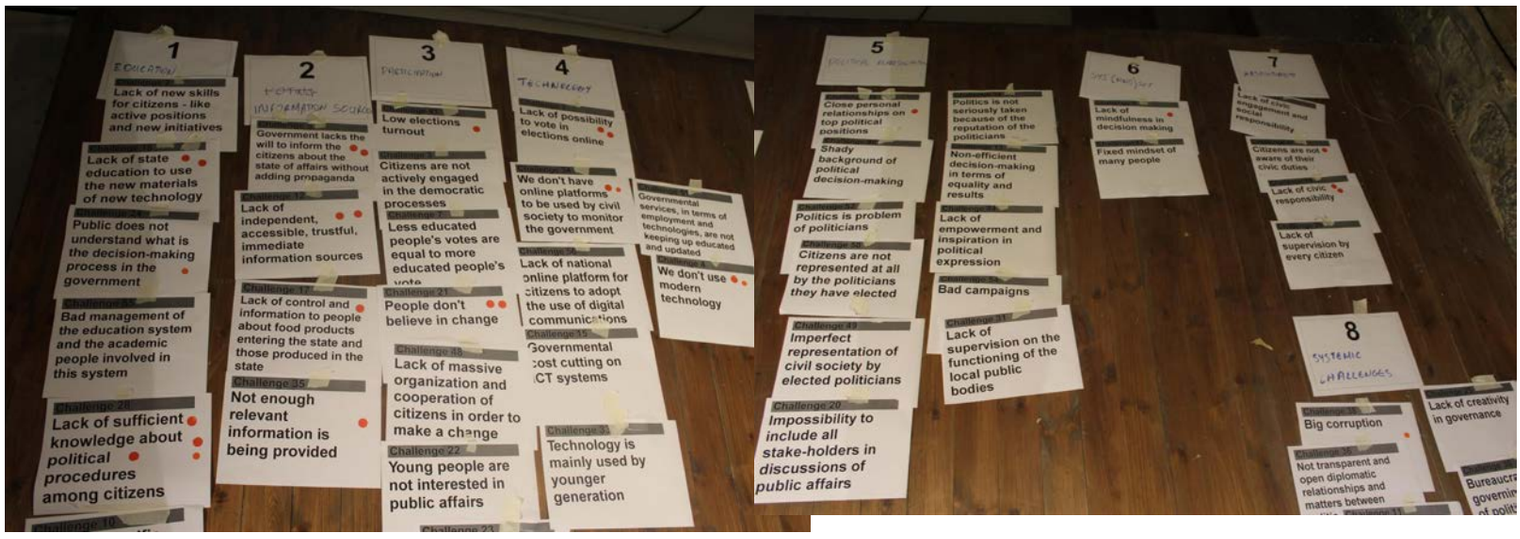
- **Challenge 8:** Slow bureaucracy
- **Challenge 30:** Bureaucracy governing instead of politicians
- **Challenge 53:** Bad tax collection system

Cluster 6: Motivation

- **Challenge 3:** Citizens are not actively engaged in the democratic processes
  - **Challenge 39:** Less engagement in public affairs coming from citizens with low social status
- **Challenge 16:** Lack of motivation to participate and take action
  - **Challenge 40:** Citizens are too lazy to be interested in processes in the state
- **Challenge 19:** Lack of civic responsibility
  - **Challenge 41:** Low election turnout
- **Challenge 21:** People don't believe in change
  - **Challenge 43:** Not enough participation both from the government and the citizens
- **Challenge 22:** Young people are not interested in public affairs
  - **Challenge 48:** Lack of massive organization and cooperation of citizens in order to make a change
- **Challenge 23:** Apathy of citizens
- **Challenge 37:** Less engagement and social responsibility

Cluster 7: Politics

- **Challenge 26:** Only one party is governing
- **Challenge 27:** Politics are reserved for party members
- **Challenge 38:** Big corruption
- **Challenge 45:** Close personal relationships on top political positions
- **Challenge 46:** Shady background of political decision-making
- **Challenge 49:** Imperfect representation of civil society by elected politicians
- **Challenge 50:** Citizens are not represented at all by the politicians they have elected
- **Challenge 52:** Bad campaigns



Voting

After all ideas have been clustered, the participants were asked to choose the **five** ideas that they considered more important from the pool of all ideas. Ideas that received at least two votes from the participants were selected for the next stage.

For this SDD the ideas that received votes were:

Votes	Idea
8	**38: Big corruption**
6	**16: Lack of motivation to participate and take action**
6	**19: Lack of civic responsibility**
6	**28: Lack of sufficient knowledge about political procedures among citizens**
5	**37: Lack of civic engagement and social responsibility**
4	18: Lack of state education to use the new materials of new technology
4	21: People don't believe in change
4	55: Bad management of the education system and the academic people involved in this system
3	5: Government lacks the will to inform the citizens about the state of affairs without adding propaganda
3	8: Slow bureaucracy
3	12: Lack of independent, accessible, trustful, immediate information sources
3	14: Politics is not seriously taken because of the reputation of the politicians
3	50: Citizens are not represented at all by the politicians they have elected
2	1: Lack of possibility to vote in elections online
2	4: We don't use modern technology
2	6: Lack of mindfulness in decision making
2	22: Young people are not interested in public affairs
2	23: Apathy of citizens
2	24: Public does not understand what is the decision-making process in the government
2	26: Only one party is governing
2	27: Politics are reserved for party members
2	34: We don't have online platforms to be used by civil society to monitor the government
2	47: Citizens are not aware of their civic duties
2	51: Governmental services, in terms of employment and technologies, are not keeping up educated and updated
1	7: Less educated people's votes are equal to more educated people's vote
1	10: Lack of specific information and political education
1	11: Lack of legitimacy of political decisions
1	13: Non-efficient decision-making in terms of equality and results

1	17: Lack of control and information to people about food products entering the state and those produced in the state
1	30: Bureaucracy governing instead of politicians
1	32: Non-scientific approach on governmental processes
1	35: Not enough relevant information is being provided
1	36: Not transparent and open diplomatic relationships and matters between politicians from different countries
1	41: Low elections turnout
1	42: Fixed mindset of many people
1	45: Close personal relationships on top political positions
1	52: Politics is problem of politicians
1	53: Bad tax collection system

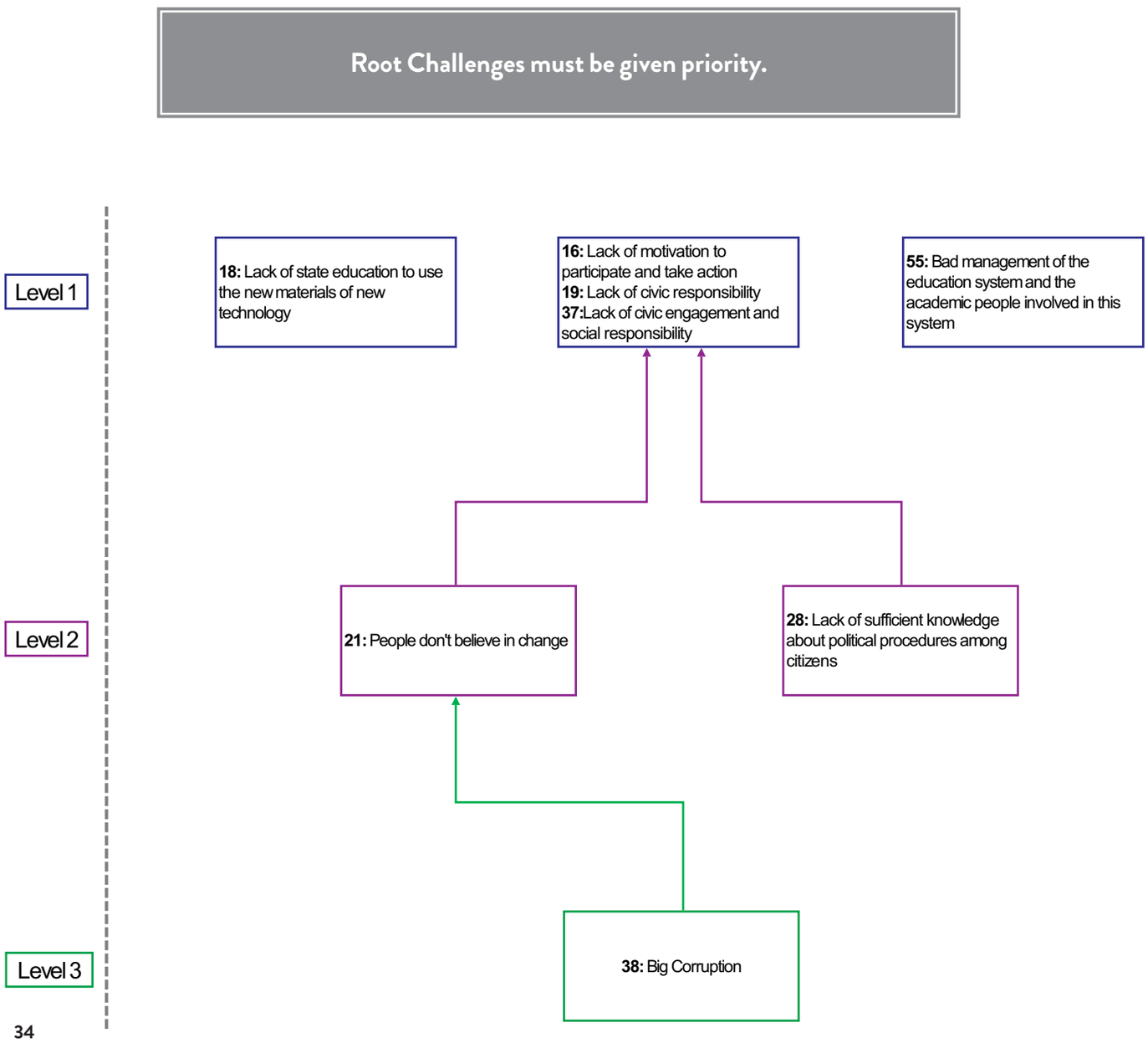
In total, thirty-eight (38) ideas out of the total of fifty-seven (57), received one or more votes. This is described scientifically by the parameter of SpreadThink or Divergence (ST or D respectively), whose value in this case is 68% and reflected the degree of disagreement. According to numerous previous studies, the average degree of Spreadthink is 35-45%. SpreadThink is defined as (V-5)/(N-5) where N is the total number of ideas and V is the number of ideas that received one or more votes.

It can be concluded that the particular participants exhibited significantly more divergence in their opinion than the typical average. This implies that in their discussions they probably did not invest sufficient time to reach higher levels of convergence or that the participants had very different points of view and approached the issue in completely different ways. A high Spreadthink can also mean that the subject is indeed complex and kindles debates.

Structuring Challenges in an Influence Map

At this stage, participants were asked to explore influences of one idea on another. They were asked to decide whether making progress in addressing or resolving one Challenge would make the resolution of another Challenge SIGNIFICANTLY easier. If the answer following a structured discussion was "Yes" with a great majority (67%), an influence was established on the map of ideas. The participants structured first those challenges that received four or more votes.

The resulting Influence Map, consisting of three different levels, is shown below. The way to read such a tree structure is that addressing Challenges at the bottom are root causes is much more effective.



In a following round of mapping, the participants structured additional factors. The map was enriched as shown in the next page. The collective wisdom of the participants revealed the following challenges as those that need to be addressed with priority:

Key Challenges

#38: Big corruption

#1: Lack of possibility to vote in elections online

#6: Lack of mindfulness in decision-making

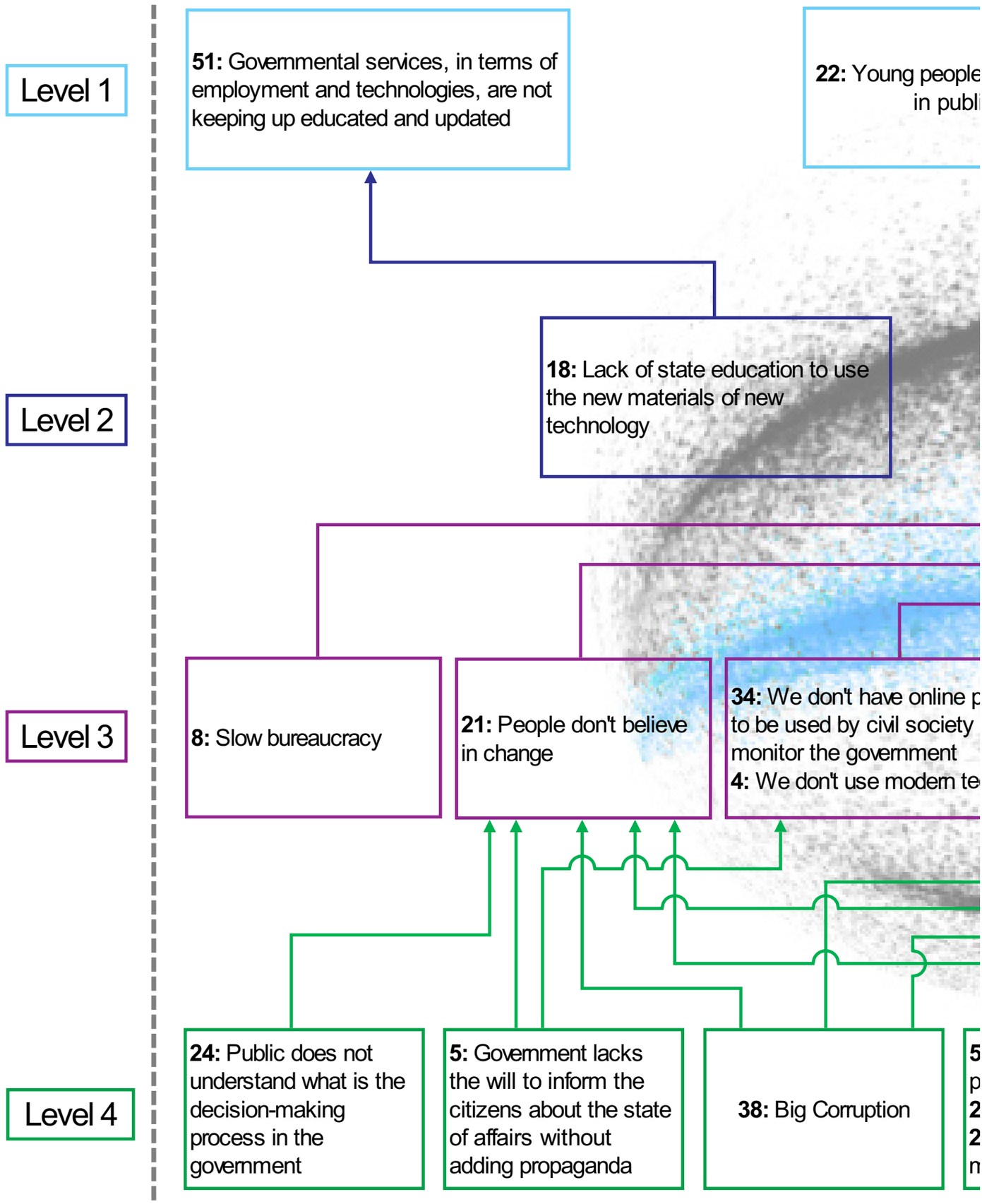
#24: Public does not understand what is the decision-making process in the government

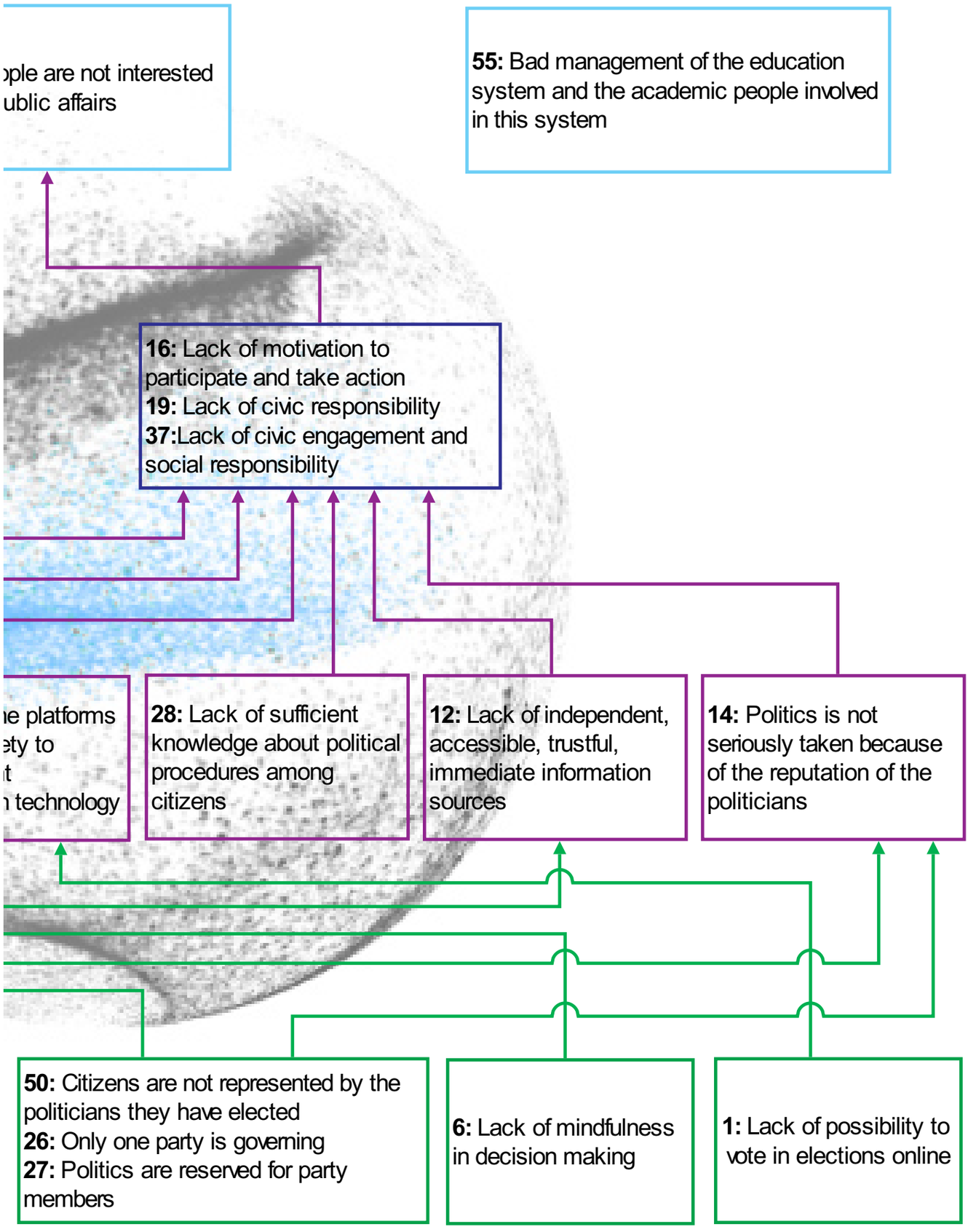
#50: Citizens are not represented at all by the politicians they have elected

#5: Government lacks the will to inform the citizens about the state of affairs without adding propaganda

#26: Only one party is governing

#27: Politics are reserved for party members


Level 1
Level 2
Level 3
Level 4
51: Governmental services, in terms of employment and technologies, are not keeping up educated and updated
22: Young people in publi
18: Lack of state education to use the new materials of new technology
8: Slow bureaucracy
21: People don't believe in change
34: We don't have online p to be used by civil society monitor the government
4: We don't use modern te
24: Public does not understand what is the decision-making process in the government
5: Government lacks the will to inform the citizens about the state of affairs without adding propaganda
38: Big Corruption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16: Lack of motivation to participate and take action
19: Lack of civic responsibility
37:Lack of civic engagement and social responsibility
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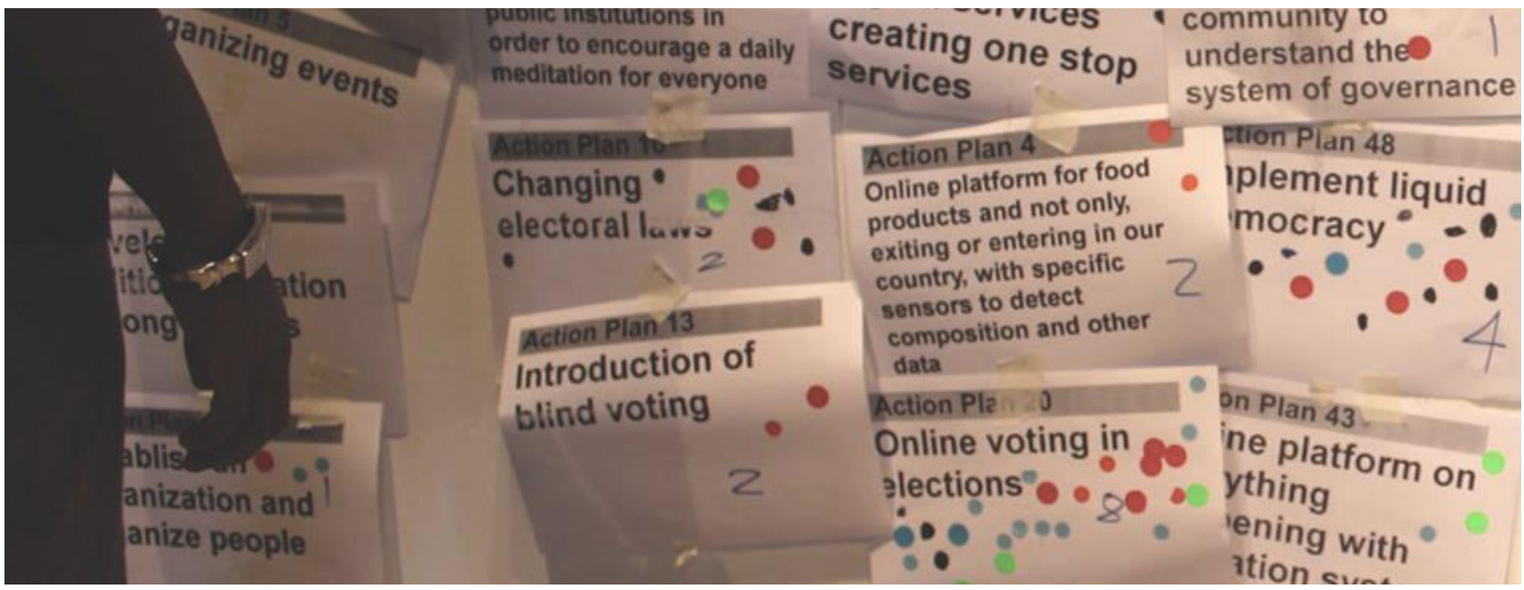
28: Lack of sufficient knowledge about political procedures among citizens
12: Lack of independent, accessible, trustful, immediate information sources
14: Politics is not seriously taken because of the reputation of the politicians
50: Citizens are not represented by the politicians they have elected
26: Only one party is governing
27: Politics are reserved for party members
6: Lack of mindfulness in decision making
1: Lack of possibility to vote in elections online

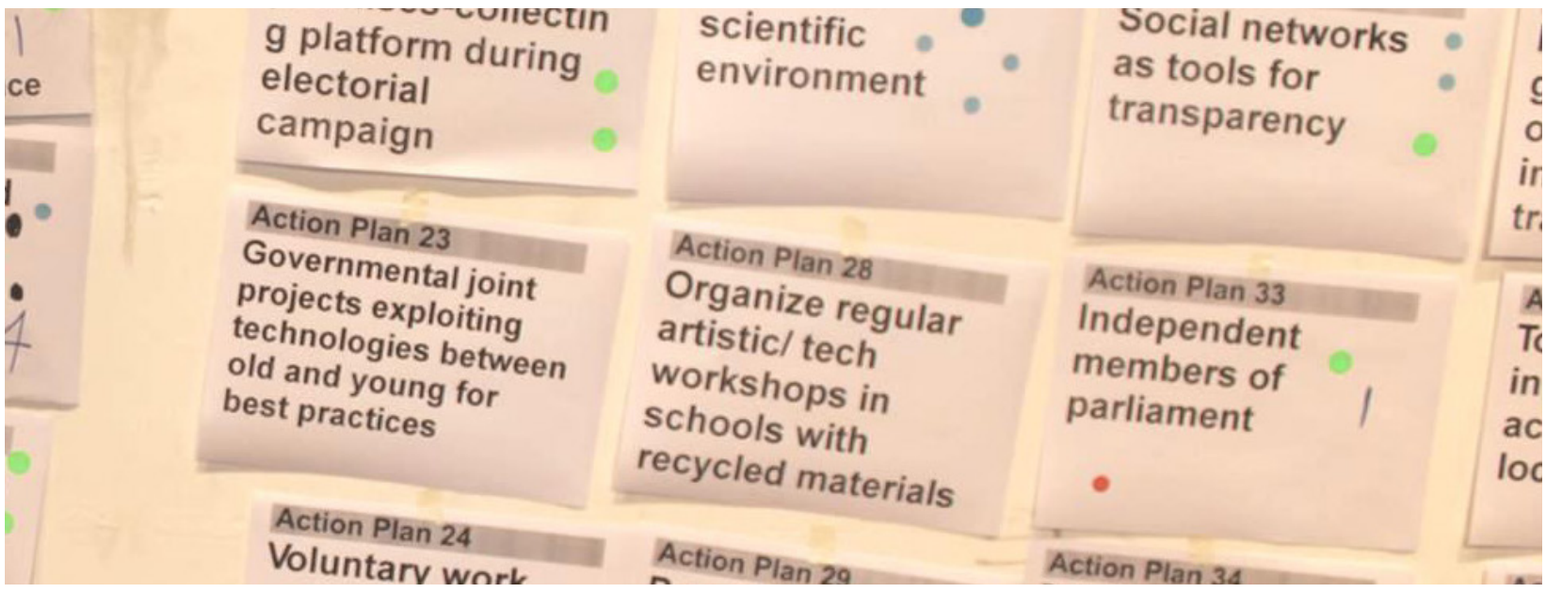
From Diagnosis to Action

During the next two days, the co-laboratory focused on proposals for action. The participants were asked to propose actions through which shortcomings of our current systems of governance, as they identified before, could be resolved. They were encouraged to make proposals that took advantage of what the digital era could offer, but they were not constrained to only such proposals.



What concrete a product would you a particular shortc systems of g

The participants came up with a total of 71 proposals, listed in the ANNEXES section.



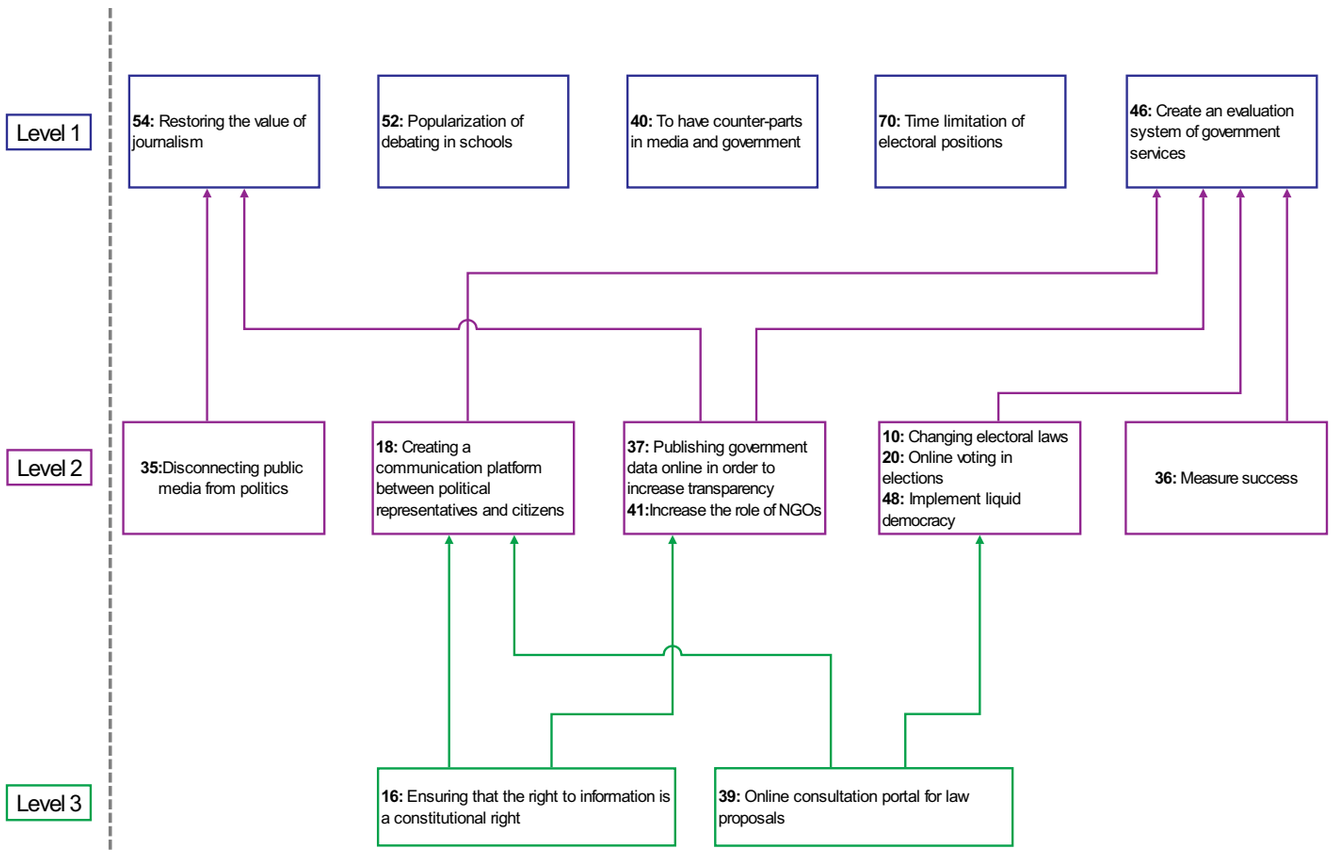
ıction, project or u propose to solve coming of current governance?

#	Votes	Action Plan
20	**8**	**Online voting in elections**
37	**7**	**Publishing government data online in order to increase transparency**
41	**7**	**Increase the role of NGOs**
54	**6**	**Restoring the value of journalism**
18	**5**	**Creating a communication platform between political representatives and citizens**
52	**5**	**Popularization of debating in schools**
35	4	Disconnecting public media from politics
48	4	Implement liquid democracy
16	3	Ensuring that the right to information is a constitutional right
40	3	To have counter-parts in media and government
70	3	Time limitation of electoral positions
2	2	Civic assessment
4	2	Online platform for food products and not only, exiting or entering in our country, with specific sensors to detect composition and other data
9	2	Citizens who can not pay taxes can work for their local municipality in their own field of expertise
10	2	Changing electoral laws
13	2	Introduction of blind voting
31	2	Obligatory exam for political science after high school
34	2	Provide meditation and mindfulness courses that show links to creativity, stress management, self-empowerment and other topics relevant to individual's daily life challenges
36	2	Measure success
39	2	Online consultation portal for law proposals
44	2	Increase youth leadership training politically and socially
46	2	Create an evaluation system of government services
56	2	Making some of the government meetings online in order to reduce costs
71	2	People to people connection to take initiative
1	1	Establish an organization and organize people
6	1	Extensive use of governmental digital services creating one stop services
8	1	Make dynamic action plans for government and decision making
14	1	Creating the dialog for experts to solve the problem of equal votes
15	1	Creating meditation rooms/ spaces in government buildings and public institutions in

Action Plan 11
Creating all-accessible platform for organizing people and taking a
Action Plan 3
Encouragment of the general public to become involved in the political process
Action Plan 2
Civic assesment
Citizens who
pay taxes
for their local municipality in their own field of expertise
Action Plan 14
Creating the dialog for experts to solve the problem of equal votes
Action Plan 5
Organizing events
Developing political education among citizens
Action Plan 12
Courses and training for people about how government works
Action Plan 1
Establish an organization and organize people
Creating a platform with information about projects of citizens
Government/citizens
Action Plan 17
The voice of powerful people
Action Plan
Ensuring that the right to information is a constitutional right
Make dynamic action plans for government and decision making
Digital platform
Action Plan 18
Creating a communication platform between political representatives and citizens
Action Plan 15
Creating meditation rooms/ spaces in government buildings and public institutions in order to encourage a daily meditation for everyone
Action Plan 6
Extensive use of governmental digital services creating one stop services
Action Plan 42
Create a network of volunterism to youth organizations and the community to understand the system of governance
Changing electoral laws
Action Plan 4
Online platform for food products and not only, exiting or entering in our country, with specific sensors to detect composition and other data
Action Plan 13
Introduction of blind voting
Online voting in elections
Action Plan 22
Create a digital connection through social media for citizens to share their ideas about the system
Action Plan 21
To monitor economical and social problems of government

Action Plan 36
Measure success
Action Plan 41
Increase the role of NGOs
Action Plan 46
Create an evaluation system of government services
Action Plan 51
Iceskating courses for members of parliament
Action Plan 60
Encourage youth to take action against the system and the organization of their local prospective
Action Plan 37
Publishing government data online in order to increase transparency
Action Plan 50
Creating an independant channel about political happenings, run by young people
Action Plan 47
Establish one hour per week at school for reading the Constitution of your own country
Action Plan 52
Popularization of debating in schools
Action Plan 57
To demand creation of websites with online services for every state organization
Action Plan 38
To engage people in different kind of actions in their locality
Including students in decision-making bodies
Action Plan 53
Introduce meditation at schools
Action Plan 39
Online consultation portal for law proposals
Action Plan 44
Increase youth leadership training politically and socially
Unify education and make it accessible and free to everyone
Action Plan 59
To have communication and connection with the ministry of education
Action Plan 40
To have counter-parts in media and government
Action Plan 58
Accessible public internet for all citizens for them to be able to reach e-governmental services
Action Plan 55
Using infographics and videos for visualization

The participants started to cluster the ideas in small groups. However, the time did not allow for this process to be completed. Therefore they were asked to choose their top 5 ideas from all ideas on the wall without offering them a complete clustering. This voting was used to structure originaly only those ideas that received 3 or more votes (i.e., red stickers in the photos).
The tree structure below includes all proposals that have received 3 or more votes.



Subsequently, they were given again stickers, now in a different color Ii.e., light green), and were asked to choose among the ideas that received 2 votes. Based on the results of this phase of preference voting, the ideas 10, 36, 39, 46 were added on the Map. Then, they structured the remaining ideas that received 2 votes. Even though time did not allow for further structuring, participants were given a third round of voting in which they were asked to choose among ideas that received 0 or 1 vote (i.e., small green dots). The result of this voting is not reported here but it is analysed by the scientists.

The resulting final tree structure is shown in the next page. The most influential actions are listed here:

#39: Online consultation portal for law proposals

#44: Increase youth leadership training politically and socially

#39: Online consultation portal for law proposals

#71: People to people connection to take initiative

#44: Increase youth leadership training politically and socially

#16: Ensuring that the right to participation is a constitutional right

Further up the tree, other influential proposals include:

(a) Ideas that have to do with the use of technology such as:

20: Online voting in elections

10: Changing electoral laws

48: Implement liquid democracy

37: Publishing governmentdata online in order to increase transparency

18: Creating a communication platformbetween political representativesand citizens

(b) Better media and role of NGOs as auditors

35 Disconnecting public media from politics

41: Increase the role of NGOs

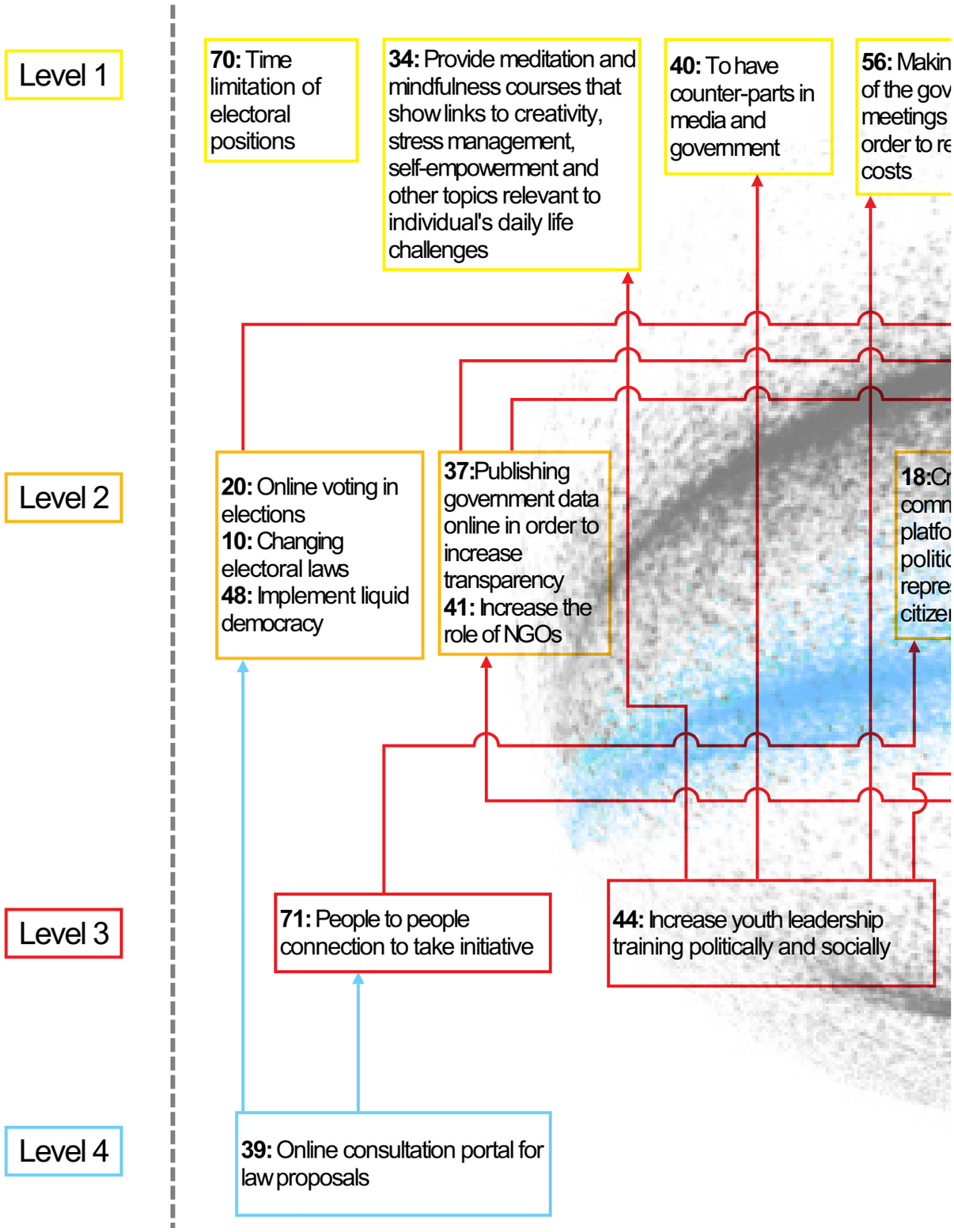
(c) Education

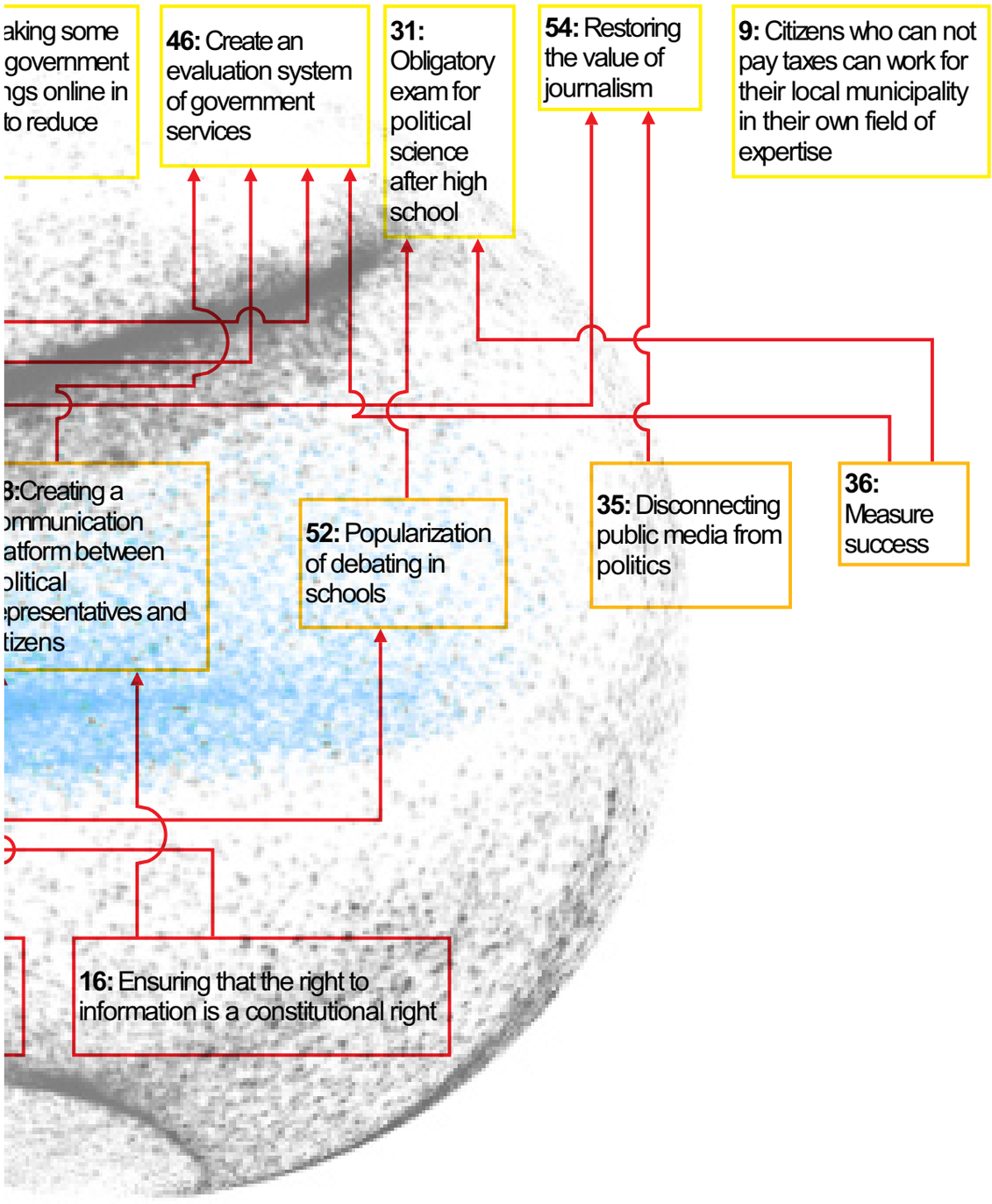
52: Popularization of debating in schools

(d) More efficient systems:

36: Measure success

It is worthnoting that the root factors have changed as the participants structured more ideas. It is not unusal that ideas that have received very few votes turn out to be very influential. This phenomenon has been called Erroneous Priorities Effect (Dye & Conaway, 1999; Laouris & Dye, 2017), in the sense that if stakeholders decide to take action without considering the influence relations between ideas (and without structuring een those with less votes) their actions will not be as effective, or they might even be “erroneous”.


Level 1
Level 2
Level 3
Level 4
70: Time limitation of electoral positions
34: Provide meditation and mindfulness courses that show links to creativity, stress management, self-empowerment and other topics relevant to individual's daily life challenges
40: To have counter-parts in media and government
56: Makin of the gov meetings order to re costs
20: Online voting in elections
10: Changing electoral laws
48: Implement liquid democracy
37:Publishing government data online in order to increase transparency
41: Increase the role of NGOs
18:Cr comn platfo politic repre citizer
71: People to people connection to take initiative
44: Increase youth leadership training politically and socially
39: Online consultation portal for law proposals


aking some government ngs online in to reduce
46: Create an evaluation system of government services
31: Obligatory exam for political science after high school
54: Restoring the value of journalism
9: Citizens who can not pay taxes can work for their local municipality in their own field of expertise
3:Creating a ommunication atform between olitical epresentatives and tizens
52: Popularization of debating in schools
35: Disconnecting public media from politics
36: Measure success
16: Ensuring that the right to information is a constitutional right

Preparing for the Media, Interviews and other Activities

The last day of the weeklong workshop was devoted to activities that aimed to empower the youth leaders in using modern media to disseminate their messages.

Simulated Press Conferences and Interviews

The participants selected ideas that were related, similar or which could benefit if tackled together. Their respective authors were asked to form four small groups of 2-4 individuals to present their ideas in a format simulating a press conference. The audience could ask questions and the whole event was video taped.

http://platres.reinventdemocracy.info/interviews.html

Interviews inside a 2500 year old Greek theater

A visit to the ancient theater of Kourion was organized on the fourth day. Participants were interviewed and the videos were posted as a video wall on the project's website:

https://en.wikipedia.org/wiki/Kourion

http://platres.reinventdemocracy.info/koureion.html

Conference with the local project

A small 2h conference was co-organized with the local community. The Reinventing Democracy participants shared their initiative with local and European stakeholders concerned with governance issues at the local authorities level.

Closure with "Promises"

The project was concluded with a session during which each participant was requested to reflect on the experience and commit to a promise:

http://platres.reinventdemocracy.info/promises.html

REINVENTIN
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in the Digital

Action Group Grants

Future Worlds Center invited the participants to apply for the Regional Action Group Grant. One grant was available through the UNDEF contract to support an action with up to $1,200.00. Participants were invited to propose Actions that promote good governance and social and political development. Their proposals should have been grounded on one or more actions contributed during the European co-Laboratory. Actions were expected to encourage and support dialogue, the use of ICT to promote governance and cooperation, freedom of speech, protection of human rights, active participation in the democratic processes, gender empowerment and equality, and social transformation among others.
To be eligible, an Action Group should include of at least 3 members of the Core Participants. The participation of their Shadow Participants was encouraged. The duration of the action should be from 1 – 4 months (including preparation time).

Proposed activities could include:
1. Social media and advocacy campaigns
2. Interactive platforms
3. Capacity building trainings
4. Online journals, magazines or books
5. Educational activities for youth
6. Youth Forums
7. Public events such as panel discussions, fairs and festivals

In order to apply for the action grant, applicants were expected to fill-in an application form and a concept note not exceeding 2 pages in length: Section 1 - Description of action (max. 1 page): This section described the challenge to be addressed and how the proposed action would contribute to the solution of this challenge. Section 2 – Objectives, activities and budget breakdown.

Selection of Actions
Three Action Group projects were submitted. The International Advisory Board proposed to Future Worlds Center to consider funding more than, not only because the proposals were truly impressive and interesting, but more importantly because the Board felt that the enthusiasm of the young people should have received the encouragement and support to implement their ideas. Future Worlds approved two projects:
“Democracy is a challenge, debate it,” led by Anastasis (Ukraine)
“Where are the immigrants,” led by Jakub Górnicki (Poland)

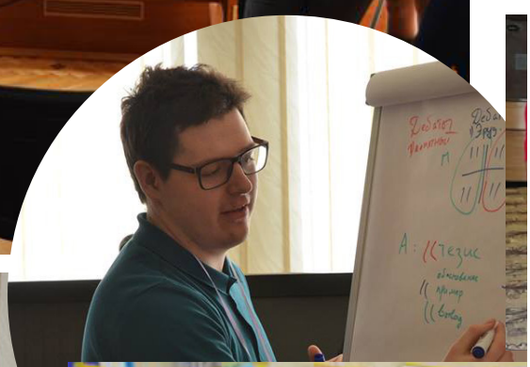
Democracy is a challenge; debate it!

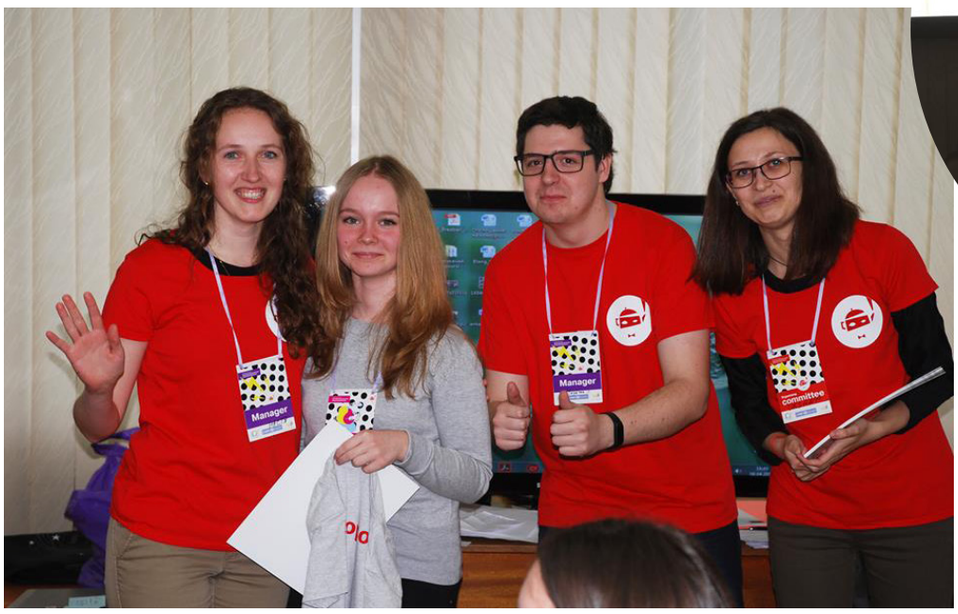
Team

Aleksandra Ignatoski
Fofana O Kerfala
and Shadow Participants:
Serhii Zhyzhko, President of Kherson State University's debate club
Stanislav Bilyi, Consultant about political system and democracy in Ukraine

The project was implemented through debates among students. Process of the understanding democracy was elaborated through discussions highlighting historical, political and social aspects. Games and educational trainings were used to support participants learn how to listen to their opponent and how to be able to "see" the big picture and the interconnections of arguments.

Young people are not aware of their civic duties. The main goal of this project was to bring different methods of the discussion into their daily life to help them take conscious decisions.
Students were engaged in 2-month trainings improving their knowledge and skills. Four methods of personal development were aplied: democracy lectures, debate lectures, self-awareness lectures and debate games. As a result, self awareness and leadership among youth through competitive atmosphere and intense knowledge transfer was achieved. The popularization of debating among youth as a form of




Manager
Manager
committee

Manager
Participant
Let's do it,
Ukraine!

public discussion was also an important aspect. The participants understood their role in the democratic processes and their civic duties, and this understanding helps them to be included in these processes both at the stage of discussion and at the stage of making the concrete decisions.

Objectives, activities and budget breakdown

The purpose of the project - to create conditions for the expansion of knowledge of students using the debate. The project was active for 2.5 months, engaged 32 participants, 3 organizers, 5 judges, 5 volunteers and 14 coaches. Four methods were used to induce personal development: democracy lectures, debate lectures, self-awareness lectures and debate game.

Key trainings:

- Democracy lectures (political culture, the history of democracy, human rights, feminism, etc.);
- Debate lectures (how to prepare to debate round, debate analysis, refereeing a debate, debate management etc.);
- Self-awareness lectures (teamwork, conflict-free communication, systems thinking, structural democratic dialogue, etc.);
- Debate game (resolution is related to the main topics (democracy, civic responsibility, decision making by citizens, taking action);

Where are the imigrants

Team

Jakub Górnicki, https://pl.linkedin.com/in/jakubgornicki,
Aida Bruni, http://urly.it/21rtd,
Aleksandra Ignatoski, https://www.linkedin.com/inignatoski

The project built on Challenge 12 “Lack of independent, accessible, trustful, immediate information sources”. The aim was to work towards creating a real time interactive data driven platform, which would show where the migrants are and how they move through Europe.

The applicants argued using SMART criteria:

S Specific

The problem with the audience and public with refugees is that they are only made aware by big media

when some crisis happens. After 2015 events, right now migrants are almost not present as a topic. But they still continue to flee their homes and travel to Europe. The problem is that people are not made aware constantly or regularly at least about important issues related to refugees. Whereas this is an issue which has proven to be one of the key in elections in Poland, UK and soon France in Germany.

Their vision is to provide real time info on refugees and migrants number in Europe.
Tool will:
- Show data related to migrants from many European countries,
-Utilize Frontex and UNHCR data with data obtained by FOIA from selected migration offices from target countries.
Published with modern layout, mobile responsive web and made easy to browse.

Benchmark projects
To get look and feeling of what it might look like here are some examples:
https://www.washingtonpost.com/graphics/world/exodus/black-route/
http://www.nytimes.com/interactive/2015/09/03/magazine/migrants.html
http://www.nytimes.com/interactive/2015/09/15/world/europe/migrant-borders-europe.html

M Measurable
This is how the aplicants propose to measure impact of their project
- Number of datasets we sue to get data,
- Number of FOIA request we will send to get the data,
- Number of countries represented in the project,
- Number of views generated by the story,
- Number of quotes generated by the story in other media

A Achievable
- data from all EU countries and selected non-EU on the platform,
- 50,000 people in first 3 days of launch of the platform will visit it,
- ensuring that data is being regularly added to the platform using automatic webscrapers,
- available in English and Polish

This project was conbsidered quite “SMART” and promising. It has been selected for the larget grant and funds were committed for the implementation of the software.

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SDD Facilitators

Lead Facilitator

Dr. **Yiannis Laouris** is a social, science, and business entrepreneur trained as a neuroscientist and systems engineer in Germany and the US. He founded Future Worlds Center and his team runs over 15 research- and social intervention projects that focusevat the interface of science and society. He promotes the application of broadband technologies as tools in peace building and to bridge the digital, economic, educational and inter-personal divides in our planet. He was the founder of a chain of computer learning centers for children, which expanded in 7 countries and received numerous prestigious awards. His contributions in education, peace and systems science applications were honored in more than 12 awards Yiannis is an international leader in the theory and application of the science of structured democratic dialogue and conducts research towards developing systems to enable scaling up participatory dialogic processes to engage asynchronously thousands of people in meaningful authentic dialogues, thus accelerating institutional and societal change.

Prodject Cordinator

Ms. **Maria Georgiou** joined Future Worlds Center first as an intern for both the New Media Lab and the Global Education Unit and then in April 2012 as a Project Coordinator for several projects within the Global Education Unit. She served as the Project Coordinator for Reinventing Democracy in the Digital Era (UNDEF), Youth of the world! and Let's get active!. Previosuly, she coordinated the EIDHR co-funded project Act Beyond Borders. Her role included organizing international workshops, panel discussions, conferences and capacity building trainings in Israel, West Bank and Cyprus. Prior to that, Maria was responsible for the coordination of the Youth in Action project Reinvent democracy (YiA 1.3) and has supported the FWC team to implement projects such as Youth envisage and design their ideal future (YiA 5.1), and Reinventing Democracy in the Digital Era sponsored by the European Commssion.

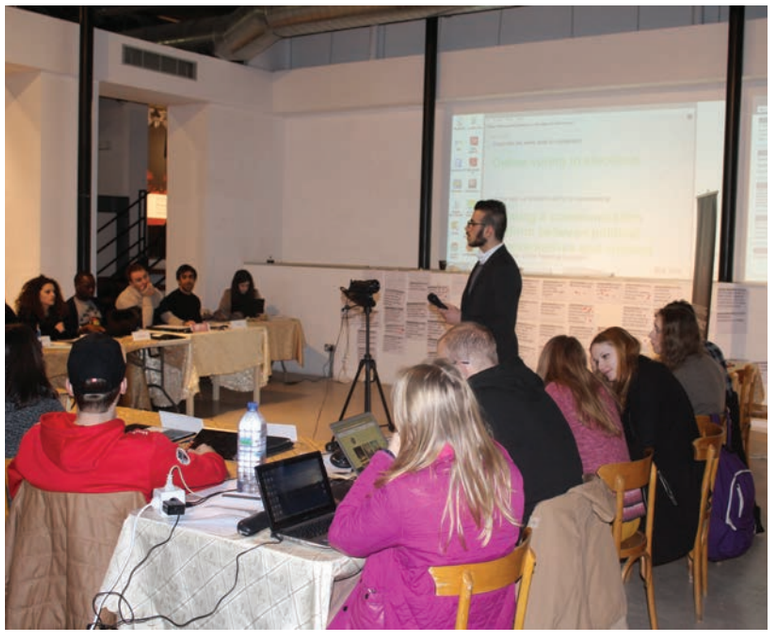
Assistant Facilitators

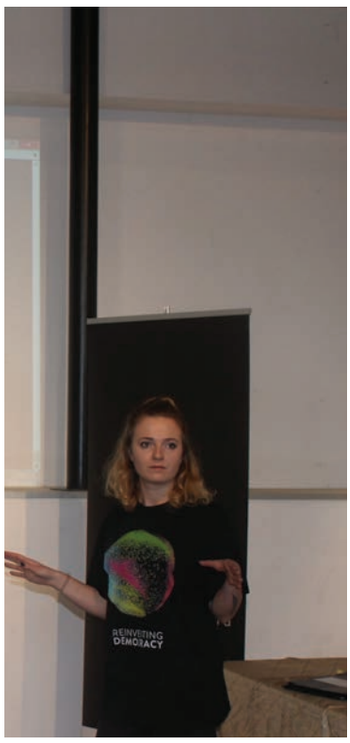
Ms **Nicolina Karaolia** has a BA in Education and an MA in Human Rights and has worked as a teacher, project and research assistant, election observer, facilitator and trainer in Cyprus and abroad. Nicolina is an experienced trainer in peace and human rights education and has collaborated with organizations like Worlds Campus International (Japan), Up with People (USA) and the AHDR (Cyprus) in numerous trainings for children, teenagers, youth and educators. She also has experience as an SDD facilitator with Future Worlds Center.

Assistant Facilitators

Mr **Andreas Andreou** holds a BA degree on Humanities from the University of Essex. He is currently persuing his Master of Laws in UCLan Cyprus and he focuses on Peace-building, Inter/Intra-State Conflict Settlement, International Human Rights Law and EU Constitutional Law and Governance. Among his professional interests in the Non-Governmental sector is democratisation and participation, political reform, global education and peace.

Online voting in elections
REINVENTING
DEMOCRACY
in the Digital Era




REINVENTING
DEMOCRACY

porting Youth Initiatives

Participants

The Knowledge Management Team who organized the SDD co-laboratory would like to thank the participants for the time, enthusiasm, and wisdom which they dedicated to this dialogue.

Kerfala Fofana Ousmane

Kerfala, holds a Master in English World Studies at University of Bordeaux Montaigne –Bordeaux -France. He is the President Founder of NGO Together as One for Development Exchange Programs abroad for promoting the peace and educational revolution (http://as1together.wix.com/ngo1) for 4 years of NGO experience. He served as a campus ambassador of project Indiafrica a Shared Future (www.indiafrica.in) aims at engaging multiple stakeholders in India and Africa through contests, fellowships, discussions, events, collaborative projects and cultural exchanges. He has also experienced, first-hand, the comforting effect of being able to contact an adviser who genuinely cares for the success of children, refugees etc. He has experience in Emergency work as a volunteer with International Rescue Committee (http://www.rescue.org). During this period, he served as a general secretary and President of confederation of African Students and Trainee in Morocco and organized several events about different issues.

Xhoni Gero

Xhoni Gero is one of the Core Participants of the European SDD of the Reinventing Democracy in the Digital Era project. Xhoni finished his studies at the Polytechnic University of Tirana in 2012. He was graduated in Bachelor of Science in Telecommunication, studies that have followed further in his Master studies at the same university. In 2014 he decided to start following some classes of Jurisprudence in the Faculty of Justice, at the University of Tirana. He started his career in 2010 when he started working at MC Networking. This company grew with him and now is a well know ISP not only in Tirana but a company that offer his services in most cities of Albania. In 2012 he started working as a ICT Specialist at the Agricultural University of Tirana, in Albania without quitting to his first job at MC Networking. Since than the IT department has been one ff the most well organized in the University. Since he was a teenager, he revealed some interesting features in leadership and become one of the student with most influence in his High School. He also started some cooperation with the “Epoka e Re” centre in his hometown in 2006. Even after moving to Tirana he continues to help the centre as a volunteer by assisting not only as e ICT specialist but also as a trainer for the youth generation.

Nikola Kostic	Nikola is President and Founder of an NGO called UBER Group that focuses on informal education, providing other students with skills needed after graduating or in general.
Aleksandra Ignatoski	She is a radio presenter, travel journalist, event host, volunteer and debate mentor currently studying Management on Faculty of Economics of University of Rijeka. She is a member of Students' Council of University of Rijeka, Leo Club Rijeka and Rijeka Debating Union. Her main interests are educational politics and behavioral economics.
Agnija Kazusa	Agnija is a certified meditation and mindfulness coach, a writer and a youth worker. Originally from Latvia, she keeps travelling all around the world – from Helsinki to Cairo, from Bogota to Tokyo – to continuously search, learn and discover herself within different cultures, customs and religions.
Anastasiia Klymentenko	Anastasiia is from Ukraine. She graduated in 2015 and has a Master Science Degree in History. She is a member of some regional youth organizations in Ukraine. One of them is "New generation" and another one is Youth Council at the Mayor in Kherson. The main goal of these organizations is to engage young people to different usefull activities. In such way they can to improve skills and also to get new knowledges.
Viktoria Pomazova	Viktoria is a student of Kharkiv National University of Economics Simon Kuznets in Ukraine. She had internship and international projects about leadership, communication and cultural exchange. She has participated in many conferences in Ukraine concerning youth activity and global problems.
Joanna Annion	She is born and raised in Estonia and studies in Tallinn's University Middle East Studies. She volunteers as spokesperson to refugees and teaches English to children. She has participated in many international Erasmus plus project around Europe concerning youth activity and global problems.
Nikola Pribisova	Nikola is coming from Slovakia but currently staying in Cyprus where she studies Business Administration at American College. She is also working as an intern in a financial company and is also working for a NGO Cyprus-Slovakia Business Association. Even though her studies are not related to politics, she believes that being part of the world of politics is very important since we need to take action and decide on the things happening around us.

Jagoda Banach

Jagoda is a studen of European Studies in her hometown Lublin in Poland. She is graduating this year. She took part in Erasmus+ Programme in Nicosia, Cyprus in 2014/2015. During her stay in Cyprus she has done intership in Embassy of Poland for two months. In September she came back to Cyprus for three weeks to do another internship in Cyproman. She tries to be active as a student and citizen and look for new experiences and inspirations. Her dream is to experience cultures around the world and become real world's citizen.

Matus Balaz

Since 2013, he is studying Hockey coaching in Prague at Charles University. He is originally from Slovakia, but moved to Prague to fulfill his childhood aspiration of playing and coaching hockey. He is a coach in HC Hvezda Praha where he coaches children and teenegers.

Aida Bruni

Aida is a young Project Manager expert on EU funding opportunities for Youth and Renewable Energies, with a rich, strong and various background in Public Relations and Communications. She is currently living and working in Berlin, Germany.

Jakub Gornicki

Jakub Górnicki at ePaństwo Foundations is responsible for projects dedicated to data journalism, civic engagement and general strategy of the organisation. He also curates Personal Democracy Forum: Poland and CEE and On top of data. He started by building communities. He formerly did it for British and German startups. Then he started to create community around Sourcefabric, an open source software producer for professional media. As a media consultant, in the past three years he's helped various media outlets in Georgia (tspress.ge, liberali.ge, netgazeti.ge, and seven others), Turkey (taraf.com.tr) and West Africa (wacsi.org). He teaches new media and blogging, and was named one of the most influential bloggers in Poland in 2012, 2013 and 2014.

Nikitas Mahmudis

Nikitas Mahmudis is a post-graduate student, currently working on Certified System Analyst and Project Management Professional program, which is associated with the Hellenic Society for Systemic Studies and the University of Piraeus Research Center. He holds a bachelor degree in information technology, from Department of Informatics at the University of Piraeus. He works as an Information Technology technician and Electronics Engineer for the last 9 years. He also works as a guitar teacher and he takes part in several music gala and music concerts which take place in Conservatoires of Athens, Greece.

Vincent Chauvet,

Vincent Chauvet, born in 1987, was first educated in Dijon. After attending preparatory classes at Lycée Louis-le-Grand, he graduated from HEC Paris and Sciences Po in 2011. He holds a bachelor's degree in History from the Paris-Sorbonne University

Stepan Kment

Štěpán is still studying in Czech Republic and is planning to continue his studies abroad. He is interested in strengthening democracy especially in Czech high schools through organisation he leads. Štěpán is the chairman of The Czech High School Students Union, NGO that assembles and represents Czech high school students in public debate about their education. For some years Štěpán has participated on various projects, attended political simulations and organised some himself, i.e. European Youth Parliament or Prague Student Summit. He also holds work experience in biggest Czech NGO People in Need. He is interested in politics, international relations and travelling.

Anna Routova

Anna was born in the Czech Republic but she is currently studying in England. Her love of languages, travelling and learning has led her to participate in many international projects during high school: she has represented the Czech Republic in international debating competitions, participated in Model United Nations in California as well as Prague, and currently she is a secretariat member in the Czech High School Student Union. She decided to take part in the European Initiative of Reinventing Democracy as she enjoys meeting people from different cultural backgrounds and exchange ideas with them. Ultimately, she hopes to explore new ways in which technology can make a positive change to democracy, and bring her experience from the project to the Czech Republic through her network of shadow participants.

Vilma Querama

Vilma has a Bachelor Science Degree in Computer Engineering and on 2011 she graduated in Master of Science in Computer Science. She has followed different scientific and technology related workshops. She actually works as a Team Leader of the Computer - Telephony Integration Team, in a company in Albania. She has worked for four years as a System Engineer at the Inter-Ministerial Maritime Operational Centre (IMOC) in Albania. Vilma is part of the co-founders of 360 Social Innovation, NGO in Albania.

The day after

Virtually all participants have been extremely active in promoting and presenting the project and in general organizing follow up activities and events and publishing them in their respective social media. The photos below are samples from selected participants who shared their events with the project coordinators.

Annex I

List of Challenges:

Challenge 1: Lack of possibility to vote in elections online
The old method of voting - coming in person to office to give away your vote - shows ineffective. The voter turnout is getting smaller and citizens are therefore less engaged in representative democracy because they are not choosing their representative. Impossibility to vote online precludes creating broader civic society.

Challenge 2: Lack of new skills for citizens - like active positions and new initiatives
People didn't have such opportunities in different periods of history. They only need to do something, what powerful people said. So now we need to work with that and teach people to not afraid their own thoughts, ideas and initiatives.

Challenge 3: Citizens are not actively engaged in the democratic processes
I believe that one of the greatest things about democracy is that everyone can participate and influence the decision making process but the problem is that people don't really do that today, and they don't use all the opportunities that democracy brings because they don't believe they can make a change, and because the politician's decisions are not influenced by the people, and the people don't use these opportunities, the politicians feel like they can do whatever they want. which even decreases the peoples's motivation to somehow influence something and it is really a vicious circle because the people are not active the politicians feel like they can do anything they want. And i believe technology could solve that because for example the communication between the decision makers and people would be more efficient thanks to for example, social media.

Challenge 4: We don't use modern technology
The election processes are too complicated with lots of papers' and people's work. It increases the risk to make mistakes and have no transparency

Challenge 5: Government lacks the will to inform the citizens about the state of affairs without adding propaganda
I believe that the freedom of information law is a law, and something which we should begin our discussion about reinventing the democracy in the digital era. Because everything starts with the information, as soon as we have the information, we change. We change our actions, we change differently, we do something different, and the government knows it too. They tend to give us information, or block the information first, or slow down the process in which we can actually obtain the information and then if the information is not in the favour of the government, they try to change its meaning; there is a difference between saying the unemployment is 8% or saying the unemployment is very low. So i am trying to figure out a way in which we can preserve and maintain the live and 24 hour access to any public information there is, without fearing that the government will block it and so on. The information serves us, the public.

Challenge 6: Lack of mindfulness in decision making
No matter what a person's position is, almost everyone is lacking the clarity of the mind that we need in order to make decisions. Everything we do, think, and say comes from the mind, so if our mind is contaminated, angry, frustrated, stressed, or distracted by gadgets, we won't be able to make good decisions.

Challenge 7: Less educated people's votes are equal to more educated people's vote
We have more less educated people between us and if they have equal votes comparing to wiser people, it means that people who are not wise are responsible for the future of the countries.

Challenge 8: Slow bureaucracy
Instead of one united system that give institutions access to information about citizens, there are many smaller undigitalized systems. Uniting them can save the time needed to gain different documents and improve educational or health system.

Challenge 9: Lack of appropriate security concerning the inflow of immigrants
Currently we are facing world crisis and one of the biggest issue is inflow of immigration to my point of view it is extremely important to know who is coming to particular country, background and identity of those people

Challenge 10: Lack of specific information and political education
People are not educated how the processes behind the government work. And what they do and how they do it, and specially how you can change what they do it. In that case we need to emphasis and proclaim that the political education is important as well as to create some sort of political education thats effective, and that people can use and make the democratic process complete.

Challenge 11: Lack of legitimacy of political decisions
Decisions taken by closed door administrations may suffer from a lack of legitimacy in the eyes of the layman who wasn't involved in the decision making process and is frustrated by participated only once every 4 years in the political life

Challenge 12: Lack of independent, accessible, trustful, immediate information sources
Nowadays, even though we are in the so called "digital era", its really difficult, its a paradox. Because we have everything but we don't have the right information. It happens so many times that when something happens on a national or international level, because of the parties, or politicians own mainstream media, of course the information we get is completley wrong, or anyway its not trustful. So its really difficult even for the engagement of citizens, how can we expect a kind of activism by them if they are told the wrong information? So the first thing democracy should provide is totally free and reliable information for everybody.

Challenge 13: Non-efficient decision-making in terms of equality and results
Governments are making decisions with a non holistic and systemic approach, they try to fix something and they break something else. Every ministry doesn't collaborate physically with other ministries, they don't collaborate with each other. So they act with lack of information and this can be proved by the fact that they change their decisions continually.

Challenge 14: Politics is not seriously taken because of the reputation of the politicians
This is a problem because politicians are more known to media, their personal life, their lifestyle, and not the decisions that they make; this makes politics not believable for other people.

Challenge 15: Governmental cost cutting on ICT systems
For example, you have to find or book a seat in a theatre, or you have to book a normal check up, or you have to book a service at the police station, like renewing your driving licence. What you do normally is just use the booking services system. I think that most ICT services can be used by a core system, which means the same core systems can be used for different purposes and then you can add some more features to it. This comes with low cost but also with more services to the right people who use them.

Challenge 16: Lack of motivation to participate and take action
People are not motivated enough, stay passive and there is nothing that would drive them to participate, no need to take action or be active in any way

Challenge 17: Lack of control and information to people about food products entering the state and those produced in the state
People are not motivated enough, stay passive and there is nothing that would drive them to participate, no need to take action or be active in any way

Challenge 18: Lack of state education to use the new materials of new technology
the problem is that each year they invent new material of new technology, and before, from 2000 we used the bureaucratic computer, and after that they started using the laptop, and from laptop they get the iPad, and now the phone . So not all generations from that time to now, know how to use the technology, so we have to educate them how to understand and how to use the new material of new technology in order to inform the public, and how to connect.

Challenge 19: Lack of civic responsibility
Civic responsibility means very simple: responsibility of citizen. Last time people are fed up about politics and they choose to not participate at democratic process, thus the results of elections are not representative for them. Society has to be involved in democratic process, because they are part from this system. But more important, civic responsibility is a concept which has to be taken into account especially for the politicians. So when somebody take a decision, must take into account whole the community, must to be responsible.

Challenge 20: Impossibility to include all stake-holders in discussions of public affairs
Voting needs to be available online and not only by visiting government buildings. In some countries, for example Estonia, the ability to vote online has lead the citizens to be more involved, and so over time, the number of voters has increased. There needs to be attention paid to security breechings, however using ID's and online signatures will make online voting safer

Challenge 21: People don't believe in change
Because of some bad tradition, people don't act to change, they wait for change. They wait too long and then they don't get it, and so they don't believe that something can change.

Challenge 22: Young people are not interested in public affairs
Young people often feel like politics is restricted to 'adults', they are not attracted to contribute their ideas and make a change. However, we need young generation to be as active as possible, since it can provide fresh perspectives and innovative ideas, less influenced by stereotypes.

Challenge 23: Apathy of citizens
Generally people are not interested what is going on around them.

Challenge 24: Public does not understand what is the decision-making process in the government
The public does not understand the decision-making process in the government. Its not always the government's fault. There is a simple test you can do, which is going to the street, finding a lamp or a spot, and trying to figure out who is actually responsible for repairing it, and how much time its gonna take because of all the procedures. As soon as you know the answer and know all the costs, you can actually start differ-

ently; you can say that there is no money to do it, or that the process is too long and need to be changed. Or you can say that that it could have been done but someone in the government was lazy and didn't do it. This is our obligation as citizens to not always criticise but to understand how the decision-making processes work. We don't have to like it, we can understand it. And then if we don't like it, we can change it. Because we tend to criticise things that we don't actually know how they work.

Challenge 25: Lack of creativity in governance
This links very much to the mind. Which is concerning because, where does creativity come from? it comes from a clear and empty mind, a mind that is present. However, in nowadays there tends to be so much drama by technology, we are not present, we are thinking about the past and the future, and that disables our minds to think of new ways, to have that creativity for any problems that we need to solve. creativity is not just for artists, its something we all need, we all face problems in our daily lives, and if our mind is free, we can easily solve them.

Challenge 26: Only one party is governing
Is it still democracy if only one party is governing? It looks like communism is back.

Challenge 27: Politics are reserved for party members
On elections people choose a side, not a person. That means that it is extremely hard to do politics and participate in decision making without being a party member. Unfortunately, joining a ruling party is usually the only formal way to participate.

Challenge 28: Lack of sufficient knowledge about political procedures among citizens
Most of the inhabitants of the countries are not aware how governments work , how the law is created and other procedures are carried on , it leads to ignorance of political sphere by citizens and they are not willing to participate in political life

Challenge 29: Lack of supervision by every citizen
Even though it's the 21st century, and we have all the modern technology around us, we are not using it to supervise the government that is guiding us in leading the country. That being said, the citizens are not very interested in finding a way to supervise the government, even though that is a democratically legit action. In that case, we need to raise up the political education, but also create the means of communication with the citizens so that they can be more informed on how they can make a change or control what is happening by the government.

Challenge 30: Bureaucracy governing instead of politicians
Political initiatives may be hindered by bureaucrats who are not responsible before the people. Often politicians come or get out of power but bureaucrats can hold their office for a long time in spite of political alternatives

Challenge 31: Lack of supervision on the functioning of the local public bodies
Local public bodies, meaning the municipalities, the lower level of politics, the politics that effect the everyday life, not the prime ministers or ministers, but like the mayor of a city who is representing you on a lower scale and on a daily basis. Unfortunately it happens too many times that there is no supervision or control on the functioning of this body. So this effects us in a way that citizens are not engaged in politics, neither are the lower level politicians, Even if the people see corruption everyday, like in a small town, the people cannot pretend that they are active, because they are not active on a bigger scale. Democracy is made by people and citizens, and so things have to change from the bottom. We can't expect that someone will do something for us, we should start the change.

Challenge 32: Non-scientific approach on governmental processes

There is no objective evaluation on who makes the decisions, it is not enough to have an understanding of the problem, many skills and data are also needed. In addition, governments do not take an advantage of the scientific community of their countries, even though they could offer more skills and data.

Challenge 33: Technology is mainly used by younger generation
Technology and IT is not common among older generation and older generation do not have education and recourse to use technology. what's why there might be a problem solving issues that matter for older generation. Young people are more willing to try and study to use technology.

Challenge 34: We don't have online platforms to be used by civil society to monitor the government
There are no such platforms that can be used by civil society to monitor the work of the government. Meaning to monitor the budget, the transparency of using public funds. Moreover, to monitor if politicians are keeping the promises that they made during the election process.

Challenge 35: Not enough relevant information is being provided
The main point is to keep the people informed and aware of the happenings, keep them updated with everything and provide relevant information so that they have all the details needed

Challenge 36: Not transparent and open diplomatic relationships and matters between politicians from different countries
People living with low income, in socially excluded ares or so don"t participate on public matters although they may own a smartphones or have access to internet. Can"t this be the way to include them in discussions?

Challenge 37: Lack of civic engagement and social responsibility
The youth are not ready to be engaged for free, for example doing volunteer work for a year without getting paid. We need to convince the youth to be engaged without getting any money, and then later the funds will come. Moreover, there is a lack of social responsibility from the government, they do not support the youth which makes this a two-way problem.

Challenge 38: Big corruption
Big corruption, always is a key shortcoming, Through technology more people can be involved in democratic process and in this way politicians risk to not be elected in the next elections. Thus many times politicians choose to not improved such an initiative, furthermore they try to stop any actions which affect their popularity.

Challenge 39: Less engagement in public affairs coming from citizens with low social status
People living with low income, in socially excluded areas or so don't participate on public matters although they may own a Smartphone or have access to internet. Can't this be the way to include them in discussions?

Challenge 40: Citizens are too lazy to be interested in processes in the state
Most citizens are preoccupied with their houseworks, children, money problems, unemployment, and are tired from their everyday lives that they do not have the time or the desire to be engaged in political processes in their states. However, this does not apply to everyone.

Challenge 41: Low elections turnout
Free elections is the fundamental element of democracy - it ensures that everyone is represented. How-

ever, people's frustration and lack of trust in democracy often leads to a very low turnout, which means the democracy cannot function as big groups of people are underrepresented in the decision making.

Challenge 42: Fixed mindset of many people
People don't believe in changes and don't vote. Who votes usually do this according to stereotypes.

Challenge 43: Not enough participation both from the government and the citizens
There are ways in which the government could include the public in their decision making, for example, when introducing a new law, they should try and get the opinion of the public, NGOs, experts and people who are interested in the matter. This way they can give the people the possibility to speak their mind, and they will allow the citizens to have a voice. On the other hand, the citizens need to be more motivated to care and take part.

Challenge 44: Lack of empowerment and inspiration in political expression
People generally do not like politics, they see it as not clean, not trustworthy and generally dishonest. And so political expression should be done in a creative, empowering, and inspirational way in order to change the way we see politics.

Challenge 45: Close personal relationships on top political positions
Most top politicians know each other, they control each other, and so they overlook things and overlook the people which is one of the reasons for corruption.

Challenge 46: Shady background of political decision-making
People aren't familiar with the reason for making a certain decision. Without the needed transparency it is easier for big companies to effect the policies, and at the same time that creates a gap between politicians and the people.

Challenge 47: Citizens are not aware of their civic duties
Most of the people are concentrating on demanding their rights and privilleges and they don't understand that they should give something in return as well so it's important to educate them about their duties as a citizens

Challenge 48: Lack of massive organization and cooperation of citizens in order to make a change
Political parties have leaders but the people have no leaders. There is always a small group of people who want to make a change, however there are others who are not interested in making the change because they don't how know to do it. This problem is strongly present in many countries, both in developed and undeveloped. The problem is that people cannot organise themselves in big masses to create change, and this needs to be addressed because it is the key to making a change in the future.

Challenge 49: Imperfect representation of civil society by elected politicians
The representation system is broken, with severe underrepresentation of women, youngsters, immigrants, poor workers and overrepresentation of upper classes, leading to mistrust and biased decisions

Challenge 50: Citizens are not represented at all by the politicians they have elected
People are not represented even if they go and vote. When someone votes, it is like delegating your ideas and needs from the society you're living in at the moment. In Italy for example, a person can vote for the party of the future prime minister not the person, and this is an issue because in the end, the person who will have the decision making power will always be influenced by main stakeholders and so the people are

never represented as citizens. This needs a global change.

Challenge 51: Governmental services, in terms of employment and technologies, are not keeping up educated and updated
We have the same employments for many years, we have fixed knowledge culture and education, moreover, the technologies are old and not compatible with each other nor are efficient

Challenge 52: Politics is problem of politicians
People think that politics is a problem that can be solved only by politicians and that they have no say, which is incorrect because there are many NGO's available which gives the people a chance to participate. Furthermore, the knowledge of politics is so minimum and because of that people think they don't have the opportunity to participate.

Challenge 53: Bad tax collection system
We cannot and should not avoid taxes. But also we have to identify those in need and refound in a certain percent

Challenge 54: Bad campaigns
The political campaigns are very influential and basically make a big impact on the voters, and technology is one way how this could be improved

Challenge 55: Bad management of the education system and the academic people involved in this system
There needs to be a transparent platform online with all the data of every person involved in the academic system, and they need to be of respected background. The education platform can be borrowed from a successful state which has a successful educational system. This way we do not need to reinvent a new educational system, just borrow it from a successful state in order to have positive results.

Challenge 56: Lack of national online platform for citizens to adopt the use of digital communications
We have many people from older generations don't know how to use a computer. Youth these days don't write anymore on paper, everything is digital, while the older generations are still using papers. The government has to come up with a plan to make a system for all generations in order to transmit their information through digital communication, and to contact the youth this way.

Annex II

List of Action Plans:

Action Plan 1: Establish an organization and organize people
In order for any idea, project or action to be successful, we need to apply the functions of management, which are: organising, planning and control. We need to establish an organisation or use an existing one and it should be a civil organisation. We need to bring people under the same umbrella, and motivate them to work in corporation in order to achieve one specific objective.

Action Plan 2: Civic assessment
If we create a platform about civic assessment, we can evaluate political decisions and later we can present the results for the government so they can see a feedback from society. NGO's and foundations can evaluate the assessment after giving questionnaires with specific questions to the people. The results can be a proof to the government that something is not going well or to inform them about society's opinion of them.

Action Plan 3: Encouragement of the general public to become involved in the political process
Many of us do not understand exactly what is going on in the country, and some know but don't have the courage to speak. And so the role of the NGO's will be to contact the general public, which are the not only the youth but also the older population, both will engage to understand what the political processes are.

Action Plan 4: Online platform for food products and not only, exiting or entering in our country, with specific sensors to detect composition and other data
What is suggested is to have an online platform where all data on food and other products are entered in an automatic way, placed on the border points of the country where food enters. Moreover, it should be equipped with sensors for composition detection. all this data will be online for the citizens to see. it will also be mandatory for the data entry to be done by a person, in order to check who evaluated the food. This plan will have a strong impact on the economy of the country, because there will be control on the import/export process. We will also have control over what we eat, because we are what we eat.

Action Plan 5: Organizing events
To gather the people together through events such as, workshops or conferences. This way issues that are bothering them will be discussed, and the people will be more aware of what is happening around them. At first, these events will be done locally, focusing on small community issues, and then expand globally.

Action Plan 6: Extensive use of governmental digital services creating one stop services
Instead of having a scattered way of getting paperwork done, bureaucratic offices and services can all go online. This can happen with the help of NGO's and UN influences.

Action Plan 7: Developing political education among citizens
We need to develop a software that can dynamically represent all the variables, and we need to be more efficient in planning, as well as in analysing all the requirements and things we are involved in. We can make more systemic thoughts on how the holistic approach of an issue can be more efficient. And so in one model, we can put all of the challenges and action plans and we can measure the weight of each one so we can make better decisions about where we can invest money and what the results can be. In this model we

can also see the connection between action plans and how they effect each other, moreover, each of the challenges and actions can contribute together and produce a result which shows what the best solution is.

Action Plan 8: Make dynamic action plans for government and decision making

I think to govern a country is like running a business. So we have to develop a software that can dynamically represent all the variables. These are some of methodologies that we use like the structured dialog that we have here. I would like to why we are using this plan. I will go very fast because the only one about business; success, vision, people, money is the same for the country. To be more efficient in planning an action we have to design a plan. We have to have vision, dreams, goals and actions, and thing we already now that are important. When we analyse all the requirement and the things that are involved in planning, we group them in blocks. We use this canvas for a more political blog because the times are changing and the world is looking towards individual people more. We can make some systemic thoughts about how the holistic approach of an issue can be more efficient. So we can put in a model all these challenges and action plans and we can measure the weight of each one and make better decisions about where we can invest money and what can be the results. This is a business plan of a business but it is the same for a country because we can imagine how an action in one place can effect an action in another place. So we can see how one action plan can effect other action plans that we couldn't even imaging. This is a model of how variables can affect the planning. The important thing is that all the challenges and actions can make a model and the result will show us the best solution. Because each of us have excellent ideas that can work. But here is an example, each part of the car can travel anywhere. If you only have the steering wheel, or only the tires, or only the engine, you can't go anywhere. Its only the holistic approach that can drive you somewhere. So its magical to change something and see all the effects. Is it important what kind of business model the government use? Its not about the model, its about where you have the specific problem, add all the variables and parameters that contribute to the problem. So if you can put all of it into a plan and connect each of them, they can give information that will help make decisions and help us imagine change. What makes you think this doesn't work where you don't see a problem, because there is long term planning in government? First, I don't think there is any relation between who is making the policy, plans and decisions. But an economical guy can not know how people will react to a new policy. So in a room we have psychologist, economist, and education people, all together they can put some parameters around the issue and make the plan. All can have the information to make a better decision together. In this way we see the results. We don't need to know why this economic theory or mathematic algorithm work, but if the scientist says that then the psychologist can understand it simply.

Action Plan 9: Citizens who cannot pay taxes can work for their local municipality in their own field of expertise Action

There needs to be an exchange system between the municipality and their citizens. For examples, when an electrician cannot cannot pay his 200 euro bills, the mayor can hire him, and this way the electrician will be able to lend his expertise for his environment. This way the risk of corruption can also be reduced.

Action Plan 10: Changing electoral laws

We seem to have many corrupt politicians and parties, this issue develops from flawed election laws, laws that will give incentives for one party in order to stay in power forever. These laws do not allow new people to emerge and be in power, and they tend to discriminate against women and individuals with low income. And so by changing the electoral laws and the way the campaigns are supported and financed, we can have a better functioning democracy.

Action Plan 11: Creating all-accessible platform for organizing people and taking action

In order to take actions, we need to be well organised and people need to be engaged. That's why we

need to develop a sustainable platform that would gather a big number of people. We need to use the big technologies which are available everywhere in order to organize all kinds of events and gatherings, so that we can engage and motivate people so that they make a change.

Action Plan 12: Courses and training for people about how government works
When it comes to politics, citizens don't fully understand the concepts and how things work. These courses and trainings will be vital for society and through workshops, people will have a better understanding of the political language, laws, concepts, and how the government works.

Action Plan 13: Introduction of blind voting
Blind voting means voters indicate a series of preferences for policies rather than directly selecting a party. These preferences are then matched to the policies of political parties? The voter is taken to have voted for the party that most closely matches their preferences.

Action Plan 14: Creating the dialog for experts to solve the problem of equal votes
Creating the dialogue for experts from different spheres to find the solution of equal votes and propose the new system of voting

Action Plan 15: Creating meditation rooms/ spaces in government buildings and public institutions in order to encourage a daily meditation for everyone (video not available)
Blind voting means voters indicate a series of preferences for policies rather than directly selecting a party. These preferences are then matched to the policies of political parties? the voter is taken to have voted for the party that most closely matches their preferences.

Action Plan 16: Ensuring that the right to information is a constitutional right
The more information we have the better decisions we make, and lack of information leaves room for mis-information. In order to protect any right, the legal system need to put it in the constitution. First of all, we need to find NGO's who can create pressure on the government to make changes in the constitution, secondly, we need to find current members of parliament who are willing to support all of this. Last but not least, to explain for citizens the importance of public information.

Action Plan 17: The voice of powerful people
Famous, successful and powerful people attract the attention of the youth. We can gather famous, powerful people, or even business men who have influence, and explain to them an idea that we would like to share with society, then, through social media, these individuals will be able to pass our message along to the youth who follow them and admire them.

Action Plan 18: Creating a communication platform between political representatives and citizens
Nowadays, there is a lack of engagement from citizens when it comes to democracy, politics feel very detached from citizens, and so we need to create a platform in which citizens can communicate quickly and efficiently with politicians. This would help citizens influence decision making. Moreover, the platform will be exciting for young people as they will feel that they could actually influence decision making, this helps create a trust in democracy, and all in all will generate a positive outcome.

Action Plan 19: Creating a platform with information about projects of citizens
This platform needs to be national, and needs to only include information about what projects citizens have already completed,and which projects are happening now.

Action Plan 20: Online voting in elections
Voting needs to be available online and not only by visiting government buildings. In some countries, for example Estonia, the ability to vote online has lead the citizens to be more involved, and so over time, the number of voters has increased. There needs to be attention paid to security breechings, however using ID's and online signatures will make online voting safer.

Action Plan 21: To monitor economical and social problems of government
Journalists and citizens need to be able to attend the sessions of parliaments . They have the right to follow up on what's going on in the parliament.

Action Plan 22: Create a digital connection through social media for citizens to share their ideas about the system
Creating a social media platform or a page, in which people can share their ideas on, and other people can comment on these ideas from all over the world.

Action Plan 23: Governmental joint projects exploiting technologies between old and young for best practices
This action plan suggests using the experience of the old and combining them with the innovative ideas of the young in order to achieve the best practises.

Action Plan 24: Voluntary work
Voluntary work is the first step in making a change. It has a good impact on society but also on the volunteers. With this process, some important information can be shared and taught between the volunteers and young people.

Action Plan 25: Governmental specialist internships in countries that have solved specific problems
There needs to be specialists and experts that can help citizens with the things they need when it comes using some systems. For example if it is a problem with law, then experts on law will help, and if its a problem with technology, then technology experts will help.

Action Plan 26: Conferences between citizens and politicians in order to discuss issues (video not available)

Action Plan 27: Provide a scientific environment
We should bring in some experts, and have an evaluation process, in order to suggest a scientific environment and to avoid being inefficient, which is something that happens in many countries.

Action Plan 28: Organize regular artistic/ tech workshops in schools with recycled materials
We need to develop a system that uses art and technology and present it to the educational system in order for it to be implemented in schools. This system will Preferably be for children from the ages of 10 until 13 years old. Moreover, the kids will be provided with a series of regular workshops, where they can work with recycled materials in an artistic way as well as going out to the street and paying more attention to their environment, which will make them more active in the community and more aware of politics.

Action Plan 29: Pay citizens to vote and participate in political life
We should pay citizens in order for them to give their time to vote. This motivates them and helps with the issue of youth disengagement that many countries are dealing with. This action is particularly in favour for

people who have low income, because they will have a more marginal incentive, and this can rebalance the fact that the upper class have more influence on the political processes.

Action Plan 30: Making a law about improving political education and making it obligatory
We need to change the laws in order to make political education obligatory, so that school kids and university students receive a professional political education and so they become more aware of the political processes.

Action Plan 31: Obligatory exam for political science after high school
If we need to educate people on how the government works and all the political processes, we need to start with the young generation. We need to implement an official exam in schools to make sure all students are getting educated on everything that has to do with politics and taking their education seriously.

Action Plan 32: Social networks as tools for transparency
To gather the people together in workshops or conferences where they discuss the issue that are important to them and educated them on what is happening.

Action Plan 33: Independent members of parliament
There should be no political parties and parliament members should be an independent people

Action Plan 34: Provide meditation and mindfulness courses that show links to creativity, stress management, self-empowerment and other topics relevant to individual's daily life challenges
Every individual in this world deals with everyday challenges, such as, stress and the lack of creativity needed to solve a problem. Because of these problems, we need to provide meditation and mindfulness courses in order to improve the quality of life and gain creativity, stress management, and self- empowerment.

Action Plan 35: Disconnecting public media from politics
There needs to be a set of rules for the public media on how to represent the public's interests by providing information, and how to disconnect from the government.

Action Plan 36: Measure success
There needs to be a way to make sure that we are achieving all of our ideas. This comes from measuring each step necessary, evaluating previews ideas, and making sure we have continuous motivation towards volunteers and young people.

Action Plan 37: Publishing government data online in order to increase transparency
Nowadays, corruption is always mentioned when identifying the challenges of democracy. That is why publishing data online and having transparency is important, it helps the public have more control over the government. Moreover, the media will be less biased towards the government and there will be less misinformation on the media's behalf.

Action Plan 38: To engage people in different kind of actions in their locality
Many people don't know or understand how government works, so there should be courses or trainings to educate them. This should be with many things including explaining simply law and treaties, and other decisions made in government.

Action Plan 39: Online onsultation portal for law proposals
There needs to be a new law proposal to implement an online portal so that citizens can comment on it and share their opinion.

Action Plan 40: To have counter-parts in media and government
Citizens need to get the news of any social or political policy before said policy is legislated by the government. This will help citizens organise protests or any democratic activity that protects their rights.

Action Plan 41: Increase the role of NGOs
It is known that NGO's can unite people who have the same interests, such as living in a democratic and free society as well as living in good conditions. NGO's can solve the problems of society better than public or local authority. And so by having NGO's, we can do more for our society. Having all that in mind, we need to involve NGO'S in the decision making processes, and give NGO's more power.

Action Plan 42: Create a network of volunteerism to youth organizations and the community to understand the system of governance
There is a need for volunteers to be engaged in workshops or NGOs in order to offer ideas and show their need for change. Moreover, when the volunteers are done, they will receive a certificate.

Action Plan 43: Online platform on everything happening with education system
The government needs to have an online platform in order to give transparency, knowledge and share information with people of it's country. The online platform will include information on the educational system, on what the students are studying, who the teachers are, and generally who is involved in the in the whole process.

Action Plan 44: Increase youth leadership training politically and socially

Action Plan 45: Social media promises-collecting platform during electorial campaign
Many politicians have twitter or Facebook accounts in which they use to socialise and/or give promises to the people. And so, there needs to be an NGO or someone from civil society to collect the result for the promises they made.

Action Plan 46: Create an evaluation system of government services
We need to create a system which can collect data by allowing a citizen to scan and evaluate the services he is receiving. This way we can ensure better governmental services.

Action Plan 47: Establish one hour per week at school for reading the Constitution of your own country
Middle/ High school children should read two articles per week in school from the constitution, in order to learn all about the decision making process and electoral system of their country.

Action Plan 48: Implement liquid democracy
Every citizen has the right to vote on every issue. Liquid democracy allows the citizen to direct his/her vote to someone he/she trusts in order to vote instead of him/her, and then, the person take back his/her delegation. Moreover, this process has no need for representatives and can be the best system to fix our problems. Last but not least, it can be done through social media and online technology.

Action Plan 49: Unify education and make it accessible and free to everyone
We need to make the educational system the same throughout the world, in order for it to be applicable to everyone. Moreover, it needs to be accessible and free to everyone in the world especially countries with struggling economies.

Action Plan 50: Creating an independent channel about political happenings, run by young people

Action Plan 51: Ice-skating courses for members of parliament
Implementing a physical activity for the parliament so that they won't get bored or lose motivation. Moreover, physical activity is a great way to stay focused.

Action Plan 52: Popularization of debating in schools
Debating should be obligatory in schools, because it is a special skill which helps with self expression, with growing, and with making better decisions.

Action Plan 53: Introduce meditation at schools
We should have classes for relaxing the mind, which is what meditation is. It needs to be obligatory, not only because it relaxes the mind, but because it also creates a habit of meditation from a young age.

Action Plan 54: Restoring the value of journalism
There should be at least one or two NGOs which focus solely on investigative journalism.

Action Plan 55: Using infographics and videos for visualization
implement the use of infographics and videos. For example, if people are unaware of democratic processes, one can create a picture and share it on social media, this way many people will see it and simply understand the process.

Action Plan 56: Making some of the government meetings online in order to reduce costs
We should use digital tools to organise meetings online. This way its cheaper, more interactive, and is easier to plan for a meeting.

Action Plan 57: To demand creation of websites with online services for every state organization
This action is needed in countries where people with disabilities need help with the services of state organizations. Online services will make it easier on individuals to use these services.

Action Plan 58: Accessible public internet for all citizens for them to be able to reach e-governmental services
There cannot be internet tools for democracy without internet. For this reason, there needs to be accessible public internet for all citizens in order for them to use these tools.

Action Plan 59: To have communication and connection with the ministry of education
In order to organise any event at any public school, you need to have an agreement with the primary or secondary school's education manager, and for that, you need to have a communication and connection with the ministry of education.

Action Plan 60: Encourage youth to take action against the system and the organization of their local

perspective
Youth need to educate themselves about democracy in order to take any action against the system.

Action Plan 61: Introduce mandatory voting
Introducing mandatory voting increases voter turnout. However, it is an unpopular measure, because sometimes people who are forced to vote, they vote randomly and without giving it any thought. It is still however a good way to increase voting turnout which is important in elections.

Action Plan 62: Improving the students' status
The government and people are not really aware of students and how powerful they can be. The form of formal education is not prone to giving students free time in order to organise and do some extracurricular activities. We also need to give students free time in order to find better jobs with better pay and to survive.

Action Plan 63: Creating an application for people that are not familiar with political procedures
Create an application where people can quickly search for legislations, treaties and laws, all these things should be written in a simple way in which everyone understands. The people should also have the opportunity to ask questions on this app, also, politicians and experts should answer to people's questions.

Action Plan 64: Including students in decision-making bodies
Students should be included as much as possible in the decision making bodies. We need them to participate and make decisions in society, not only old, white, males. Last but not least, we need to find young people from certain fields of interests and involve them in decision making bodies.

Action Plan 65: Organize weekend retreats for practicing meditation and mindfulness together with other people
This creates an opportunity for people to come together by spending quality time over a weekend doing meditation and mindfulness exercises, and developing compassion and empathy for each other, which is important.

Action Plan 66: Updated websites of ministries and government
Keeping information up to date is important for having a quality government.

Action Plan 67: Organize the community to behave ethically and sensitively towards the governing system
The community needs to be present, and to talk about how to behave in a society. And also for a community to know what to do, if something happens in their country.

Action Plan 68: Encourage women participation in politics
There needs to be more women active in politics, and while it is not the best as a short term solution, due to the fact that this puts pressure on women, it is best for as a long term solution. This it will make younger girls more interested in politics and so change will happen in the long term.

Action Plan 69: Opportunity to take part in government work
We need some kind of competition where people who are participating can take part in government work and various discussions.

Action Plan 70: Time limitation of electoral positions
Politicians hold a position for an extremely long time in some countries, which is something that separates

politicians and citizens. For those reasons, we need to have time-limited positions. This will also give opportunities for the younger generation to have a part in politics.

Action Plan 71: People to people connection to take initiative
People need to be connected with each other in society, this way they can teach other and share their ideas while having a connection.

Reinventing Democracy in the Digital Era – European Initiative

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