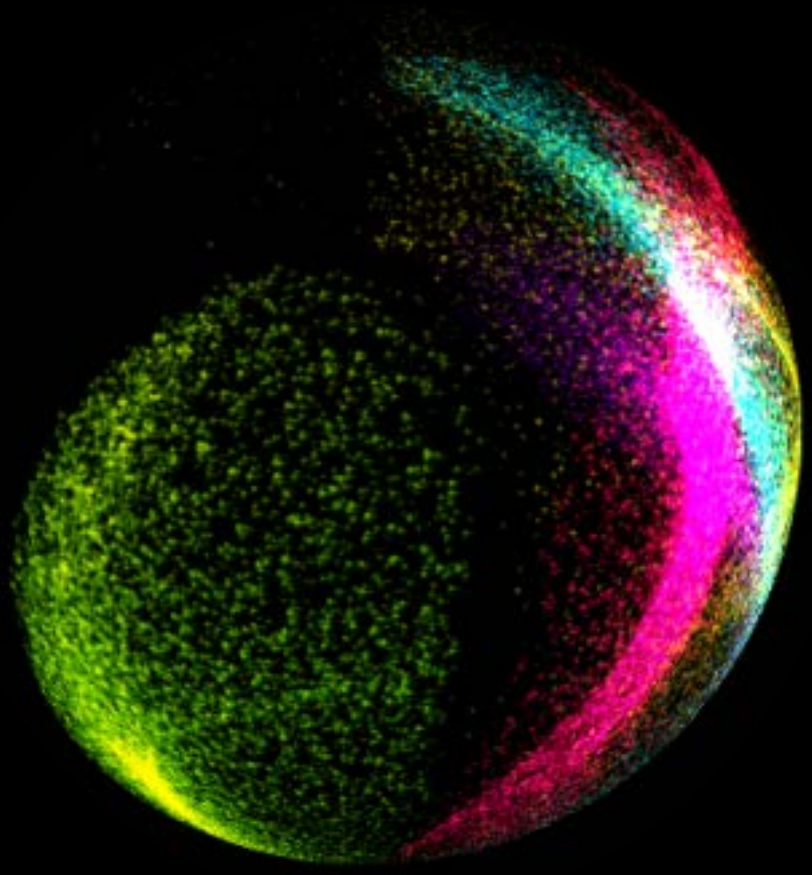

Democracy in the Digital Era

Manifesto

www.reinventdemocracy.info

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The “Democracy in the Digital Era: Manifesto” emerged through contributions from about 100 carefully chosen young leaders (plus 1000 “Shadow Participants”) from almost 50 countries. Participants have collaborated for more than 4,000 person hours in face-to-face Structured Democratic Dialogues. They have collectively identified Shortcomings of current systems of governance that could be improved through technology, and proposed concrete Actions to address them. The dialogues were implemented in compliance with the emerging Science of Dialogic Design. The purpose of the process was to collectively discover key concepts and themes for drafting a Manifesto to guide future reforms. The 4-page Manifesto presented in pages 10-13 was scientifically grounded on extensive analysis of all data collected during the implementation of the five, weeklong, regional Structured Democratic Dialogues. Each regional process (separate Reports available) produced distinct Influence Maps with Challenges and respective Actions that could be undertaken to enhance democracy in the digital age. The analysis that led to the key concepts and themes of the Manifesto included also word/tag clouds, data mining and advanced visualization techniques, visual representations of the connection of topics of interest, multiple rounds of voting, term frequency analysis, clustering analysis and cluster prioritization, and Interpretive Structural Modeling (embedded in the Structured Democratic Dialogue Process).

The report has been developed in the context of the “Reinventing Democracy in the Digital Era” Project (http://reinventdemocracy.info), which was funded by the United Nations Democracy Fund, and implemented by Future Worlds Center.

Democracy in the Digital Era: Manifesto
Yiannis Laouris & 105 others

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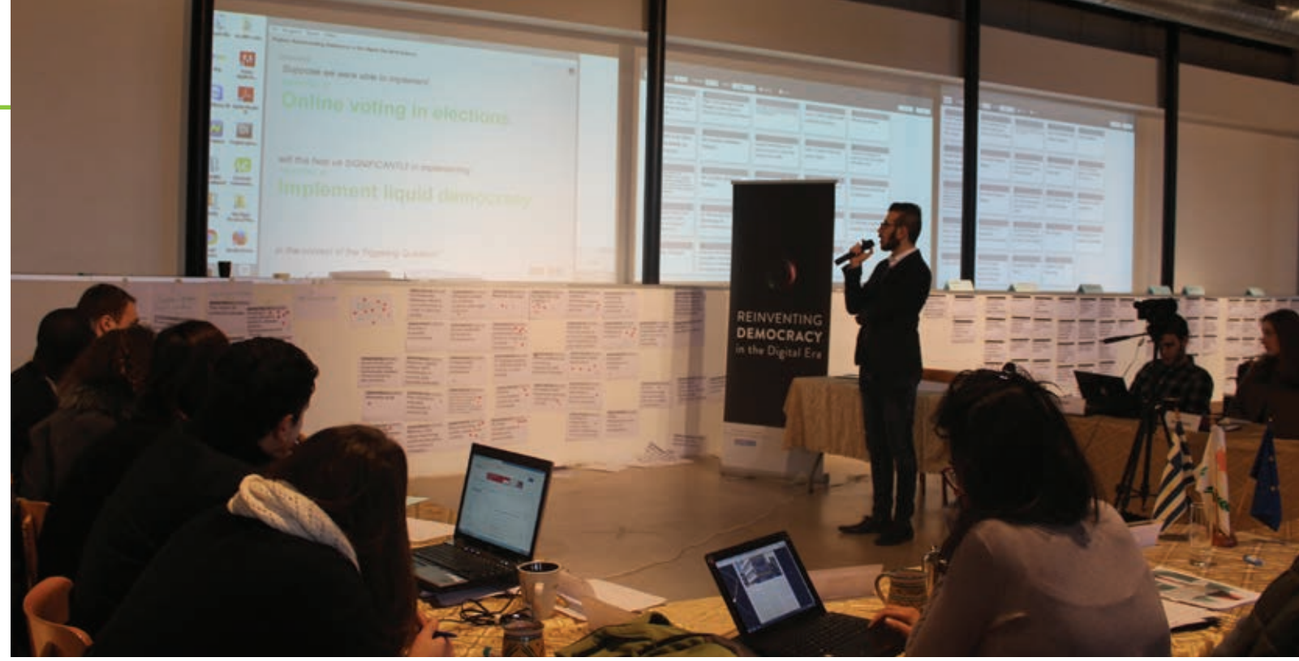

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Links to Raw Data and additional Reports

Interested readers may visit the Reinventing Democracy wiki, and the Reinventing Democracy section of Future Worlds wiki:

- www.reinventdemocracy.info
- www.futureworlds.eu/wiki/Reinventing_Democracy

Reports of all Structured Democratic Dialogues that led to drafting the Manifesto can be downloaded from:

- www.reinventdemocracy.info/w/Public_Reports
- www.futureworlds.eu/wiki/Reinventing_Democracy_in_the_Digital_Era_(UNDEF)

Preface to the Democracy in the Digital Era: Manifesto

The dawn of the new millennium has marked half a century without armed conflict between the world's major powers since the devastating two world wars; the longest period in the history of the modern system of states.

The 21st century has also marked unsurpassed developments in information and computer technologies. Yet, despite the enormous opportunities we as people have to thrive, the first two decades were loaded with increasing incidents of terrorism, international violence, unjustified military operations, abuses of human rights, and massive displacements of people. Civil wars and ethnic cleansings claimed countless innocent lives. Nearly one third of all countries have experienced some type of violent conflict during these first two decades.

International order, as well as governance at all levels, is in crisis.

δῆμος = people **κράτος** = power **δημοκρατία** = people power

The primary meaning of democracy, i.e., people holding the power to govern themselves, is deteriorating.

"it will slide, engineless and rudderless, under the surrounding sea of dictatorship, and whether the dictation comes from a politburo or a junta will make no difference"

Willy Brandt
Some decades ago

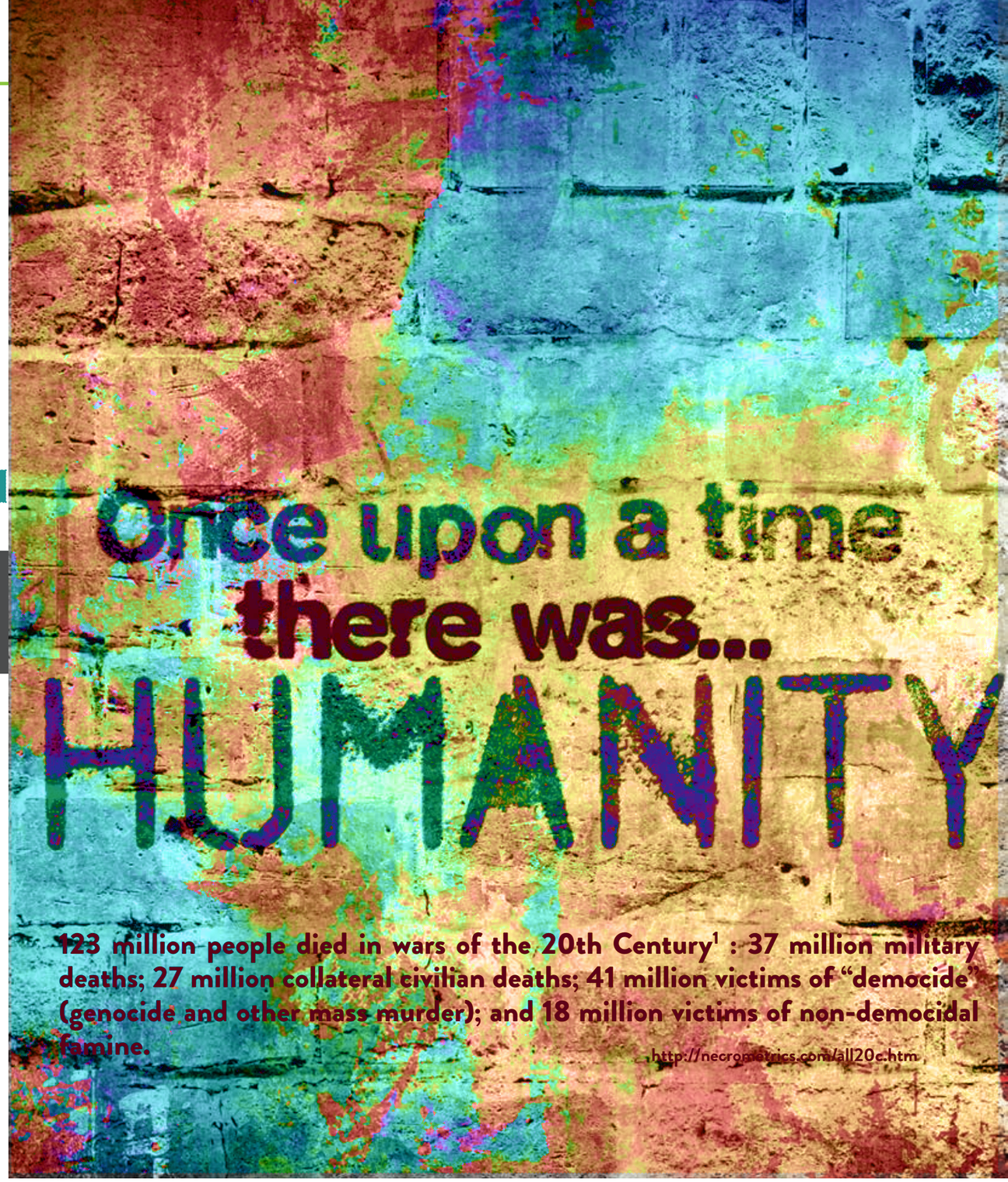
The greatest problem today is not the tyranny of government, but the concentration of money, and hence power. A handful of individuals, "elected," or members of large-corporations, take decisions that potentially influence the lives of all living and non-living things. In an era of unprecedented levels of corruption, such decisions do not take into account ethical or justice dimensions; they are not based on wisdom, but they mostly serve personal interests.

We, people on earth, have embarked on dangerous paths, which lead humanity towards dystopian dark futures.
It is overdue that we re-establish democracy in its true sense.

The "Democracy in the Digital Era: Manifesto," summarized in pgs. 10-13, proposes proposes that we use the gifts brought by the digital revolution to redesign our systems of governance. It is grounded on the premise that only through harnessing the collective intelligence and collective wisdom of people from all walks of life we can design futures that satisfy the needs and rights of all living and nonliving things, and honor the aspirations of every human being. The Manifesto offers practical guidelines and roadmaps on how to design innovative systems of governance that guarantee the survival of whatever we call "human" and associated "human values".

The Manifesto emerged through the application of Dialogic Design Science. The key concepts are scientifically grounded on processing and analysis of contributions from about 100 young leaders from about 50 countries who have collaborated for more than 4,000 person hours in face-to-face Structured Democratic Dialogues, plus unaccounted number of person hours of 1000 "Shadow Participants" invested in peer-to-peer and/or small-group virtual interactions.

The Manifesto will succeed if it kindles public debates and actions for designing new systems of governance at all levels.



1 www.scaruffi.com/politics/massacre.html

Democracy in the Digital Era: Manifesto

Participation of all Stakeholders

§1 The governing of human activities and relations is a matter of concern to all living and non-living things on earth and beyond. It is unethical to take decisions that affect the lives of people, or the future of life on earth, without the explicit permission and authentic participation of all those whose lives or futures are influenced. Indeed, the Law Requisite Action predicts that any action plans to redesign complex socio-technical systems without the authentic and true engagement of those whose futures will be influenced by the change are bound to fail. It is therefore imperative that future systems of governance put in place mechanisms by which all relevant stakeholders can participate effectively in envisioning, deliberating, designing and reforming systems in which they live. Special attention should be given to the "owners of the future" (i.e., the youth and the biosphere), women, and other currently underrepresented groups (i.e., vulnerable groups, people with non-citizen status, etc.), organized civil society (i.e., participation beyond traditional political structures), as well as those who represent the "rights" of non-human beings (i.e., plant and animal life, bio-technical environment, oceans, earth, atmosphere, and space and matter beyond earth).

Effective Participation

§2 The constitution must protect the right to participate, directly and indirectly, in all political and public life, and not only to vote and be elected. This right must eliminate marginalization and discrimination, as well as secure meritocracy and equal access to public service positions, fair, just, democratic, and effective decision-making, and good governance (§3) in the absence of corruption (§4). However, participation rights are inextricably linked to other human rights such as the right to peaceful assembly and association, to freedom of expression and opinion, and to access to information and education. Thus, effective participation can only be guaranteed when all relevant conditions are secured. The UN should ratify the "Right to Participate" as a basic human right, along with all accompanying requirements for authentic and effective participation.

§2.1 Access to information is a Human Right: Freedom of information is an extension of freedom of speech, a fundamental human right recognized in international law. "Right to Information Acts," ratified by some national parliaments should be consolidated by the UN to elevate "access to information" to a basic human right. It should be extended to include freedom of expression in any medium, be it orally, in writing, print, through the Internet, or through art forms, and accompanied by measures that make access simple, effective and meaningful.

§2.2 Effective Access: Citizens should have access to information, knowledge, and tools that empower them to act as "systems scientists" without having to master the theory or practice, just like astronauts are not expected to master or comprehend all sciences but they manage to use such sciences.

§2.3 Open Data, Open Technologies: As our dependence on technology increases, so does the need for democratization of processes of their design and development. We must guarantee access and simplicity of interfaces and Application Program Interfaces (APIs) that interact with public data.

§2.4 Participation at all levels: Democracy of the 21st century usually sadly refers to the right to take part in the high-level political processes, such as electing presidents and members of parliaments. We should encourage participation from very young ages and in in all spaces and forums, from local to global.

Effective Management and Governance in Public Spheres

§3 Whereas a license is required to drive a car, a clean criminal record is sufficient to allow anyone on the driving wheel of a country. Ancient Athenians applied lottery to "elect" their representatives, because they believed that even a man without education, but one using ethics and responsibility as compass, could govern. Today's complex challenges however require that those elected, as well as senior public servants, must have satisfactory knowledge, experience and skills, in addition to sound, and verifiable adherence to ethics and values. Moreover, the system should feature checks and balances and options for stakeholders' participation in decision-making (§1,2), beyond those designed centuries ago to serve centuries old systems of governance. Unlike any other physical or biological system, the systems of electing and monitoring representatives and other senior public servants lack the most rudimentary characteristic of any viable system: "feedback," and "accountability."

§3.1 Monitor, assess and optimize systems of governance: Systems of governance should utilize science, and harness the digital era to provide more, faster, and efficient services to the citizens. Early detection of incidents of bureaucracy, corruption, and other failures is key.

§3.2 Balance confidentiality and public interest: Transparency at all levels of management and governance increases public trust, accelerates feedback, and enhances our ability to correct and optimize systems. Politicians' and senior technocrats' drafts of documents, bills, activities, positions, voting preferences, and decisions should be published and made accessible (§2).

§3.3 Revise systems of elections and representation: More often than not, those we elect to represent our interests and aspirations, fail to do so; even worse, they may even take advantage of their position to satisfy their own personal interests since monitoring, accountability, and effective punishment are absent (§4). Digital, and block chain technologies can create real-time, secure, and anonymous "connections" between citizens and their representatives. The mandate should be revoked if a representative looses more than a weighted majority (e.g., >70%) of her supporters. Citizens could also engage in frequent, multiple, direct voting processes, without relying on intermediaries. Pros and cons, as well as threats of all new solutions should be considered and addressed (§2).

§3.4 Unethical behavior of elected or other officials is a criminal offence: Serving the interests and representing the aspirations of others is an act of trust, and its betrayal should have serious consequences.

Abolish Corruption

§4 Corruption emerges when those in power become greedy and exploit system weakness for personal benefit. Greediness can be addressed, in a longer term, through educational reforms that develop empathy, teach ethics and values, train in mindfulness and meditation, and cultivate sustainable development. Technology can guarantee that processes are efficient (§3), secure, transparent, easy to monitor at all stages (by those in charge as well as the public at large), and resilient to exploitation. Moreover, it can provide early detection of violations.

§4.1 Unrestricted access to public processes: The digital era should guarantee instantaneous and effective (as defined in §2.1) access to all public processes by every citizen, private or public actor, CSO and/or media representative.

§4.2 All equal under the law: Article 7 of the Universal Declaration of Human Rights states that "All are equal before the law and are entitled without any discrimination to equal protection of the law." The immunity that politicians enjoy should be revised because such immunity encourages corruption.

Eradicate Violence, Poverty and Injustice

§5 The richest 1% owns half the world's wealth, when 1 in 10 people survive on less than $2 a day. Inequality is trapping hundreds of millions in poverty. We have an ethical responsibility to level financial and historical injustice not only because it undermines democracy by making voices unequal, but also because it powers up a bomb, which will explode. We must consider putting limits to the wealth that a single individual or legal entity can own and/or to the rate by which wealth can be concentrated. The premise that "all people are born equal" might need to be revisited when wealth can be inherited without restrictions.

Citizenship Education

§6 The idea of democracy is inherent in civics education, but democracy, participation,institutions, human rights, and the rule of law should not remain abstract concepts, but principles, which determine the way we live and interact with each other. Young and adult citizens alike should experience these virtues in their families, schools, neighborhoods, local communities, public and private institutions, as well as in all interactions with institutions of the state at large. Citizens should feel reassured that all institutions respect governance of the people by the people, and are accountable to citizens. Schools should practice these principles at all levels of the educational process, empowering children to participate in their own learning, choose what to learn, co-design their learning environments, as well as engage their local communities and serve local needs in the realm of citizens science and open schooling. Citizenship education also includes awareness campaigns about human rights, the role of citizens, incentives and mechanisms for interactions and collaborations between government, local authorities, societal organizations and agents of change. In the era of hyper-connectivity, advanced digital literacy is of utmost importance. Especially younger learners must learn to be critical, to recognize fake media, and to appreciate how data manipulation can influence public opinion and disempower people.

Harness the Digital Era to design new models of Governance

§7 The digital era has rendered all types of intermediaries obsolete. Increased connectivity, along with enhanced access to information, has opened up enormous new opportunities, including the possibility for direct democracy. By connecting people directly with law making and/or decision-making processes, technology can allow large numbers of people to participate in debates and decisions. Such developments present new challenges. The majority is not always right: Democratic vote may produce unwise decisions, because people typically vote without considering the repercussions of their choices, and because they lack the tools to examine and explore the complex relations between the numerous parameters.

§7.1 Harness Collective Wisdom: We survive as human race because we are able to solve problems. However, the challenges we face today are far too complex for any single individual to tackle them alone. There is an urgent need for technologies that enable effective massive participation and collaboration between people, as well as between machines and people; technologies that empower humans to act and operate as systems scientists (§2.2); allow them to share thoughts and interact authentically in multiple public (real and virtual) spaces; guarantee that wisdom always prevails in their choices and actions.

§7.2 Protect the Authenticity and Anonymity of Citizens' Opinions and Choices: With increased dependence on technology, new forms of systemic vulnerabilities emerge, such as hacking and stealing identities and personal data, manipulating public opinion and disempowering people through data manipulation, etc. Repartition of power and responsibility among public authorities, corporate agents, and citizens should be balanced. Research and tools to combat such threats is an absolute priority.

§7.3 Respect and Enhance Human Cognitive Limitations: The overwhelming bombardment with information through digital screens has brought to light significant cognitive limitations in our attentional abilities! In line with the Onlife Manifesto, "Societies must protect, cherish and nurture humans' attentional capabilities." To be able to evaluate exponentially increasing options and the impact of our choices, we need artificial intelligent agents, and tools that would allow us to browse and interact, not only with information, but also with simulations and projected futures that emerge depending on choices we might make.

This Manifesto is only the beginning towards designing a new world that is sustainable, just and ethical...

Scientific Grounding of the Manifesto

The 3 page Manifesto is scientifically grounded on large-scale processing and extensive analysis of contributions from about 100 young leaders from about 50 countries who have collaborated for more than 4,000 person hours in face-to-face Structured Democratic Dialogues (SDDs), plus unaccounted number of person hours (of the same youth pioneers plus additional 1000 others referred to as "Shadow Participants") invested in peer-to-peer and/or small-group virtual interactions.

A battery of diverse scientific methodologies was applied in concert to achieve gradual data-, and idea compression until we could identify the most significant, most critical themes, which, in turn, informed and imposed the focus and content of each Paragraph (i.e., Section) of the Manifesto. The following diagram depicts a semi-quantitative model of how the results of each methodology informed our decision as to what to include, and to what extent, in the Manifesto. The weight given to the results of each approach is reflected by the width of the arrows.

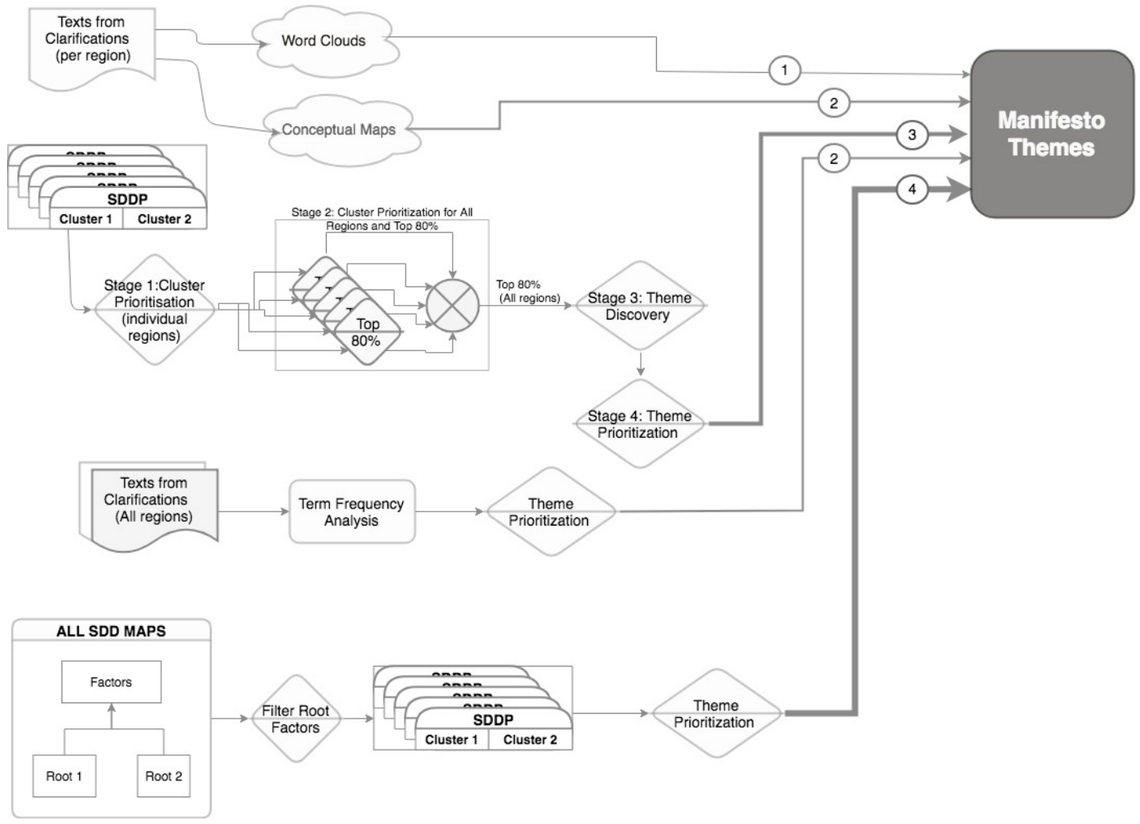
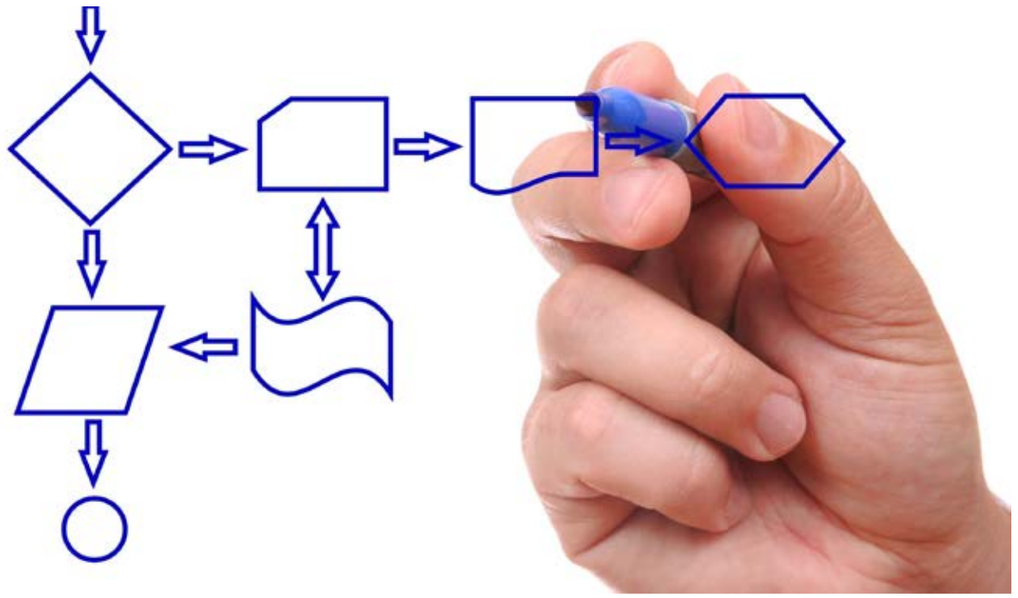


Figure 1: The five methodological approaches deployed to inform the content of the Manifesto.
The width of the arrows leaving each approach depicts the relative importance given when drafting the Manifesto.

Methodologies and Criteria used to discover themes for inclusion in the Manifesto

Five different scientific methodologies were deployed to inform the Manifesto. (i) Simple Word Clouds provided a helicopter view of the content of the participants' debates. The thin line leaving the [Word Cloud] box, illustrates that the weight given to this information from word clouds when informing the Manifesto was low (in this case indicated as "1"). (ii) Term Frequency Analysis (fourth from the top in the diagram) provided a quantitative measure of how often certain terms were used in a certain context. Again the thickness of the line indicates that, while this information is more relevant than a simple word count (i.e., Word Clouds), it is still not of great significance when it comes to deciding themes for the Manifesto; it was given thickness "2". (iii) Conceptual Maps inform us how topics of interest are *connected*. This information was used to decide the context in which certain terms (e.g., "corruption", "online platforms", etc.) were mentioned. The results from this analysis was given equal weight with the previous. (iv) The decision for identifying and choosing themes for the final Manifesto was actually based mainly on the results of the application of a theme discovery methodology using the clusters that emerged from the SDDs, as well as on (v) the root factors of the MAPS created during the SDD processes.

The next sections provide short explanations of how each different types of analysis was implemented.



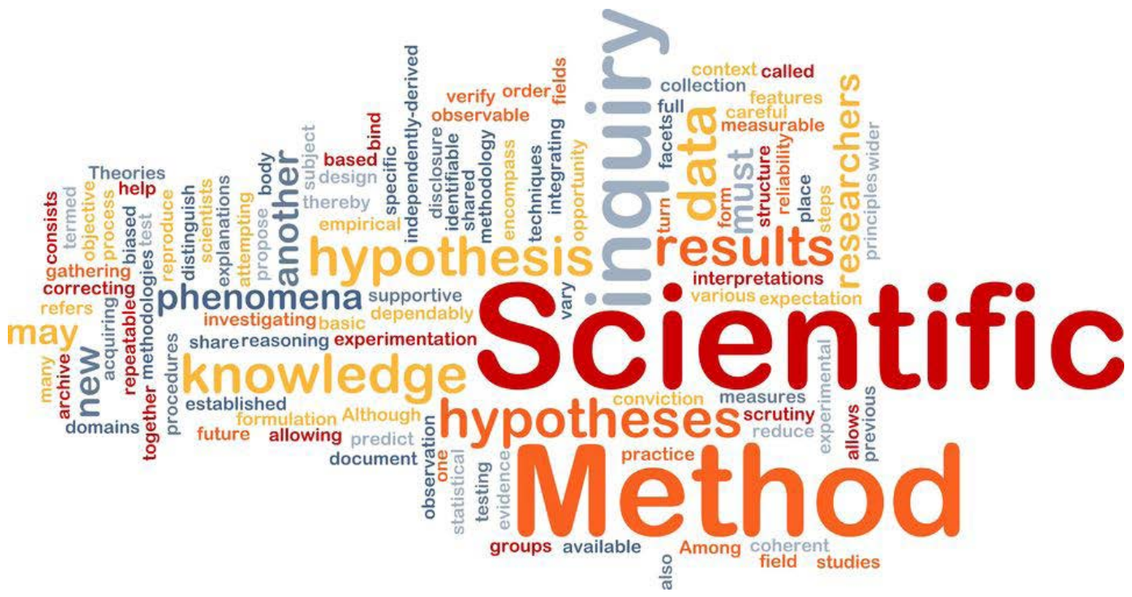
1. Word/Tag Clouds

World (Tag) cloud analysis was used to get a helicopter view, that is, a first impression of what the participants were talking about and which words were used a lot during their deliberations. We used as input, the full text provided as Clarifications for their Statements. Wherever this was not available, their video clarifications were transcribed.

Pages 28-39 document this analysis and provide short discussions and reflections by the analysts' in their effort to interpret why certain words were used more frequently than others in each region and what that might mean.

How was this used as input for the final Manifesto

Even though the most prominent tags were taken into account as themes revealing sensitivities and/or importance by the participants of the respective regions, their weight in choosing the final themes for the Manifesto was rather small (i.e., as reflected by the very thin line leaving the [Word Cloud] box in the previous illustration.



2. Conceptual Maps based on the adjacency matrix of a network

The purpose of the next level of text mining was to explore how topics of interest were connected. The reader should note that the input for this analysis were the texts from the Clarifications of the Statements across each region.

In contrast to the Word/Tag analysis, which was conducted above, this technique was used in order to discover concepts that are mentioned together. It recognizes multi-word co-occurrences. For example, if the term "Politician" is often discussed in proximity with the term "Corruption," one couldn't refrain from assuming that the participants most probably discussed the challenge of addressing corruption within the circles of people in power. Another example is the proximity of terms such as "Transparency" and "Accountability," which can be interpreted as the participants' point of view that transparency is something that relates to accountability, i.e., in this case, transparency can used used as a measure towards making political decisions more accountable to the people.

VOSviewer 1.6.6 was used to create and explore visual representations of connection of topics of interest to the participants[1]. The VOSviewer software is freely available[2]. Participant statements and clarifications were first fed to a pre-processing program called CoWo[3]. CoWo removes "stop words" and then through an n-gram detection approach creates a list of concept pairs. This list is prepared in a format for network analysis by VOSviewer in which it is then referred to as a co-occurrence matrix. A similarity matrix is obtained by normalizing the co-occurrence matrix using a similarity measure known as the association strength sometimes referred to as the proximity index or as the probabilistic affinity index. In this way it shows that the similarity between two items is proportional to the ratio of the observed number of co-occurrences and the expected number of co-occurrences. VOSviewer then creates a map based on the similarity matrix using a technique, which works similar to multi-dimensional scaling. It "minimizes a weighted sum of the squared Euclidean distances between all pairs of items". This is a constrained optimization problem, which is converted into an unconstrained optimization problem solved using a majorization algorithm called the SMACOF algorithm described in the multidimensional scaling literature. VOSviewer then ensures consistent results by centering the picture, maximizes variance on the horizontal dimension using Principal Component Analysis, and controls reflection. Higher similarity is associated with higher squared weight of their Euclidean distance.
The items that have high similarity are located close to each other; those with low similarity are farther apart. Modularity or 'community structure' in the graph is detected, which is sometimes referred to as 'groups', 'communities', or 'clusters' in the network analysis literature. That is nodes which are highly connected to each other, but which have lower connectivity to other nodes outside their group form a cluster. VOSviewer color codes the clusters. With respect to modeling text with graphs in this way, clusters may represent topics. For the analysis and synthesis we present the visuals in two different forms:

- One that shows the connections between the terms

- One that emphasizes only the clusters and proximity replacing individual connections with color intensities and proximities

Note: The above explanation was adapted from pages 11-13 in Nees Jan van Eck and Ludo Waltman (2009) VOSviewer: A Computer Program for Bibliometric Mapping, Erasmus Research Institute of Management (ERIM), ERS-2009-005-LIS, http://hdl.handle.net/1765/14841.

Pages 40-51 document this analysis and provide short discussions and reflections by the analysts' in their effort to interpret why certain words were used more frequently than others in each region and what that might mean.

How was this used as input for the final Manifesto

The results of this analysis were quite useful for both the discovery of themes that would become key for drafting the Manifesto, as well as for deciding how themes should be treated together (e.g., transparency and accountability). The close associations between the "hottest" (i.e., colored red) terms in the respective clouds map to the final themes selected for the Manifesto using the other methods provides additional evidence for the importance of this analysis.

1 Nees Jan van Eck & Ludo Waltman (2011). Text mining and visualization using VOSviewer. ISSI Newsletter. 7.
2 www.vosviewer.com. Copyright 2009-2017 Nees Jan van Eck and Ludo Waltman.
3 Cowo: create semantic maps from your texts. http://clementlevallois.net/portfolio.html. Released 25 November 2012 by Clement Levallois.

3. Theme Discovery Methodology applied on Clusters

We next used a three stage approach to discover key themes using as input the names of all the Clusters created during the SDDPs. Where the names were not completely descriptive of the ideas included in that cluster, we used the specific descriptions and meanings of the ideas included in that particular cluster.

Stage 1: Cluster Prioritization
Calculation of cumulative Influence scores and votes for each cluster (per region).
Normalization of the votes and influence scores for each cluster.

Stage 2: Cluster Prioritization
Ranked the Clusters of each region, first according to Influence, and then by vote.
Selected only those clusters whose cumulative influence summed up to 80% of the total. Combine all the region's top 80% clusters.

Stage 3: Theme Discovery

The next sections describe the method applied for each stage in greater detail.

Stage 1: Cluster Prioritization for Individual Regions

The analysis required a stepwise process explained below.

Step 1
We created an excel spreadsheet with the individual clusters along with the total number of votes that the ideas in that cluster have received as well as the total influence of the same ideas. The following table illustrates the format of this tables.

Idea	Statement	Votes	Influence
Idea X	Idea(x) title	# of votes of Idea(x)	Influence score of Idea(x)
Idea Y	Idea(y) title	# of votes of Idea(y)	Influence score of Idea(y)
Idea Z	Idea(z) title	# of votes of Idea(z)	Influence score of Idea(z)
		Total votes for Cluster 1	**Total Influence Score for Cluster 1**

At the bottom of each column in bold are the total votes and total influences.

To find the Influence Scores we used the Matrix on the Map. We imported the Matrix into an excel spreadsheet and made sure to check for cycles. Then we added each row to find the number of influence per challenge.

Step 2:
Next we sorted each cluster table first by Influence, then by Vote, and then by Idea number.

Step 3:
We created a new table (see below), with cluster code (i.e. the number of the cluster in the particular region), Cluster Name, Total Votes of all ideas in that Cluster, their normalized value and their cumulative, as well as Total Influence Scores of the ideas in that cluster, their respective normalized values, and again their cumulative.

Then we sorted this table first by Normalized Total Influence Scores, then by Normalized Total Votes, and then, whenever necessary, by Cluster Number.

Cluster #	Cluster Name	Votes	Norm. Total Cluster Votes (%)	Cumul. Votes (%)	Total Cluster Influence Score	Norm. Total Influence Score (%)	Cumul. Influence Score (%)
1	[Name X]	#	%	%	#	%	%
2	[Name Y]	#	%	%	#	%	%
3etc	[Name Z]	#	%	%	#	%	%

[LEGEND]
Table exemplifying the organization of the votes and influence scores and the calculation of normalized values and their cumulative.

Step 4:
We finally used the Cumulative Influence Scores to chose those clusters that made up >80% of the total. If by that stage the cumulative votes were less that 80%, we included additional clusters so that at least 80% of the total cumulative votes were also included.

Stage 2: Cluster Prioritization for All Regions and Top 80%

Once cluster prioritization was complete for individual SDDPs in Stage 1, we began this next stage of analysis, compiling the clusters from ALL regions. We decided to take the clusters that comprise around 80% of the voting and influence importance, and create an excel with the top clusters from all regions, including the normative votes and influence scores. The cluster code where expressed using the Region abbreviation, Action/Challenge, number eg., AM A 2 (American Action cluster 2). The color of the Cluster number represents the color of the region.

Cluster Code	Cluster name	Normalized Total Votes	Normalised Total Influence Scores
Region abbreviation, Action/ Challenge, number	Cluster name	%	%
Region abbreviation, Action/ Challenge, number	Cluster name	%	%
Region abbreviation, Action/ Challenge, number	Cluster name	%	%

Next we sorted the clusters first by Normalised Total Influence Scores, then by Normalized Total Votes, and if necessary by cluster number (much like we did for sorting the clusters for individual regions in stage 1). This helped us identify the most significant clusters of all the SDDs, representing the participants' corresponding ideas.

Looking at the final table, the five highest ranked clusters ended up including one cluster from each region.

The most important clusters were:

- African action cluster 8: Capacity building & Awareness
- American Action cluster 2: Citizen participation
- European action cluster 6 Electoral reform
- Australasian action cluster 3: Communication between government and people
- Middle East and Northern Africa challenge cluster 6: Transparency.

Stage 3: Theme Discovery

Once we had the list of the most important clusters from every region, we began the third stage of analysis, i.e., Theme Discovery. This was done manually, extracting the general themes from each cluster until we believed we covered all the general themes. The diagram below exemplifies the approach.

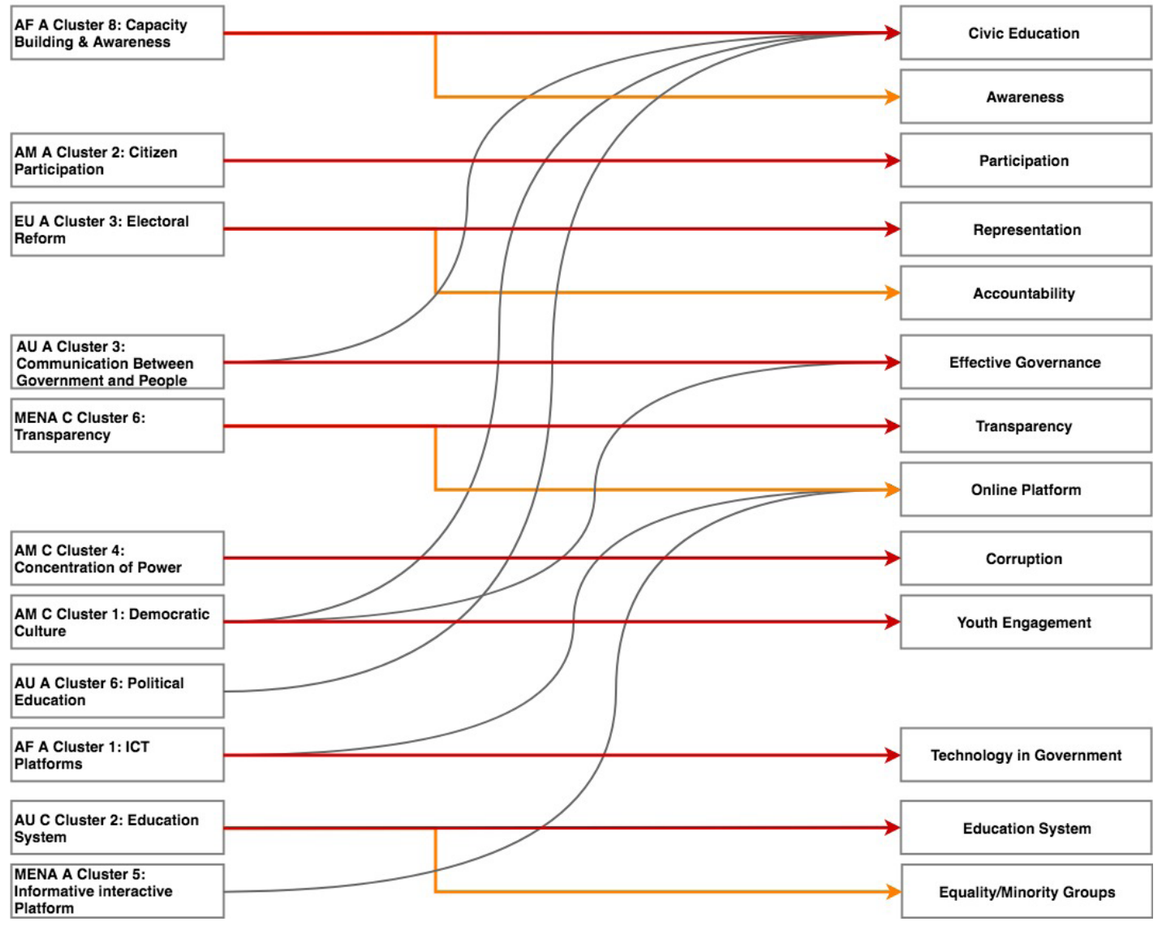


Figure 2: Theme discovery using a modified agglomerative clustering approach

The Diagram illustrates the method by which we "discovered" themes. On the left are the Clusters as selected by the previous stages. On the right are the themes.

We applied a technique modified from the standard Agglomerative Clustering, to come up with a number of Concept Containers (i.e. Clusters) that could host the most frequently used terms. This technique is basically a "bottom up" clustering method, in which each term (starting from the top) is placed in its own Container. The naming of the container (i.e., theme) was done either using the original term (from the cluster name) or a generalisation of it to allow subsequent similar-in meaning terms to also be placed there. The meaning of was taken from the actual ideas contained in the respective cluster. As new containers (i.e., themes) were formed, they were sometimes merged if their meaning was very similar. The process was terminated when clusters on the left did not require the creation of new containers to "host" their meanings. This approach allowed us to come up with more than a dozen important themes.

The list below provides more details regarding the definitions we used for the top 13 themes discovered.

1. **Civic education**- Educating people on their rights and obligations as citizens, i.e. voting, and creating general understanding of democracy and government processes.
2. **Awareness**- Promoting and engaging in democratic processes
3. **Participation**- Citizen participation in the democratic process
4. **Representation**- Create more equal representation of the public in government
5. **Accountability**- Holding government officials accountable to their constituents
6. **Effective governance**- This represents general government reforms, and changing or introducing new system, structures or institution
7. **Transparency**- Allow citizens access to information to keep the government accountable and to stay informed
8. **Online platform**- refers the use of websites, social media, etc. for the purpose of engaging or informing people. For example, government departments make a website to discuss policies or the use of social media to organise events.
9. **Corruption**- Abu**se** of powers by government officials
10. **Youth engagement**- Increase youth engagement through projects, internships, use of technologies, etc.
11. **Technology in government**- refers to specific processes in government using technology, i.e, online voting, updated administration and bureaucracy, etc.
12. **Education system**- General education reforms i.e., better education in rural areas, equal access, etc.
13. **Equality/ minority groups**- (in)equalities, (in)justices, and discrimination or inclusion of minority groups i.e. women, youth, disabled or racial/religious minorities.

Once we believed we covered all the general themes discussed by the participants, we used this list in subsequent analyses.

Stage 4: Theme Prioritization using expert's opinions

In order to assign possible weights to each theme, we invited five experts to conduct an evaluation exercise. Their responses were averaged. Specifically, we asked them to consider carefully the contents of each cluster from those selected in the previous stage (always having in mind the actual participant's ideas within the respective cluster) and distribute 10 points to the themes, assigning numeric value to the themes which they thought were addressed most by the meanings in that cluster. The table below provides an example to exemplify the process.

		Theme 1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	
AF A 8	Title	4		1			3		2						**10**
AM A 2	Title				2			5		1		1		1	**10**

[legend]
Five experts were asked to distribute 10 points across themes for each cluster.

How was this used as input for the final Manifesto
This analysis had a much more significant weight than those previously described in deciding key themes of the Manifesto as well as deciding the extent and depth to which each theme should be covered. The results of this analysis are illustrated in pages 54-56. As it turned out, Effective governance, Education, Transparency, Online Platforms, Participation, Corruption, Youth engagement and Accountability, received very high scores. That is why these themes were given significant attention in the drafting of the Manifesto.

4. Term Frequency Analysis

In order to explain the next type of analysis, it is necessary to distinguish between "word" and "term." A term is a word that has meaning (semantics) and most often refers to objects, ideas, events or a state of affair. A term is (in addition to being a word) a point of reference, a concept, whereas a word is only a constituent of language. Hence, term is a word that is mentioned frequently in connection with many other words. Term frequency analysis was therefore used in order to provide a quantitative measure of how often certain terms were mentioned. We used as Input for this analysis the concatenated texts from all clarifications across all regions, in contrast to the Word/Tag analysis, which was conducted separately for each region. Thus, the terms that ranked top, were terms used most frequently across all regions. For example, this analysis, ranked at the top the terms "young people," "social media," "online platform," "democratic process," and "decision making." Even with a bird eye's view, the naive observer could reasonably assume that the participants' focus and concerns centered predominantly on two themes: (a) What and how (maybe also Why, Who, and When) digital technologies should be used; (b) A significant concern is how the youth participates in democratic processes and decision making.

The raw data used for this analysis are available as Appendices pgs. 100-102.

Term Frequency Methodology

The program we used for Term Extraction is Termine[1] using the Tree Tagger program for generic text (i.e., not the standard Genia Tagger, which is specialized for Bio-Medical texts) and the theoretical grounding was based on relevant literature[2].
This software algorithm recognizes multi-word co-occurrences. However, it uses more advanced statistical analysis to calculate the likelihood ratio for terms consisting of two or more words appearing together. The method uses the text as input to produce a list of candidate multi-word terms. These are then ordered by the degree to which a stable lexical unit is related to some domain-specific concepts, which is referred to as Score.[3]
The score is a domain-independent method for automatic term recognition, which combines linguistic and statistical analyses, emphasis being placed on the statistical part. The linguistic analysis enumerates all candidate terms in a given text by applying part-of-speech tagging, extracting word sequences of adjectives/nouns based, and stop-list. The statistical analysis assigns a score to a candidate term by using the following four characteristics:

- The occurrence frequency of the candidate term
- The frequency of the candidate term as part of other longer candidate terms
- The number of these longer candidate terms
- The length of the candidate term

The output list was evaluated by the analysts assuming that they are domain experts. The candidate terms were ranked according to score (Note: The first column in our tables is the rank; terms with the same score are assigned the same rank; terms that were excluded are not shown). The domain experts could scan the list starting from the top and process as many as time and money allowed. For the purposes of this analysis we present the analysis for ca. 280 terms, but for "extracting" concepts for the purposes of drafting the Manifest, we have constrained ourselves to the top 20-30.

1 http://www.nactem.ac.uk/software/termine/
2 Frantzi, K., Ananiadou, S., & Mima, H. (2000). Automatic recognition of multi-word terms: the c-value/nc-value method. International journal on digital libraries, 3(2), 115-130.
3 Wong, Wilson. 2009. "Determination of Unithood and Termhood for Term Recognition." In Handbook of Research on Text and Web Mining Technologies, By Wilson Wong, 500-529. Western Australia

Theme Prioritization using expert's opinions

This term frequency list was used to validate the themes discovered in the previous analyses. Like we did for the "Theme Discovery Methodology applied on Clusters", also here we have invited five experts to conduct an evaluation exercise. Their responses were averaged. Specifically, we asked them to consider carefully the meaning of each term and distribute 10 points to the themes, assigning numeric value to the themes which they thought was addressed most by the meaning in that term. For example, the most frequently used term, "young people", corresponds with the themes participation, civic education and youth engagement.

How was this used as input for the final Manifesto
The results of this analysis were only used to confirm that the themes discovered in the the previous analysis were relevant.

5. Analysis using Root Factors from Structured Democratic Dialogues

Pivotal to the overall analysis was the consideration of the factors that ended up at the root(s) of the Influence Maps, which represent the embodiment of the participants' collective wisdom. The next section explains shortly the SDDP Methodology and the process that leads to the production of Influence Maps.

The analysis was conducted in three steps.

Step 1:

Calculation of Normalized Preference Votes and Influence Scores
For the first step of the analysis we used only those Statements that ended up at the root(s) of each Influence Tree. We subsequently examined the Influence Score of each Statement in the Tree and selected those Statements from the lower two levels, or enough so as to include 1⁄3 of all Statements from each Tree. If two Statements at the same level had equal Influence Scores, both were selected. For those Statements that were selected, we documented their corresponding Preference Votes. Both Influence Scores and Preference Votes were normalized.

Step 2:

Ranking of Statements
In Step 2, we ranked the Statements first using their Normalized Influence Scores, and subsequently by their Normalized Preferences Votes. Whenever necessary, the ranking was completed using their Statement Number.

Step 3:

Theme Mapping and Prioritization using expert's opinions
Five experts in the domain subject were asked to conduct an evaluation exercise. Specifically, we asked them to consider carefully the meaning behind each Statement and distribute 10 points to the themes produced during the application of the Theme Discovery Methodology applied on Clusters previously. They were advised to assign numeric values to the themes, which they thought were primarily addressed by the meaning in that Statement. They were free to distribute their 10 points as they felt was most appropriate for the expression of the meaning. This process also served as validation for the discovery of the Themes. Their responses were averaged.

How was this used as input for the final Manifesto
The Analysis using the Root Factors from the SDDPs was given the greatest weight in the process of (1) choosing the key Themes of the Manifesto, and more importantly (2) deciding the extent and depth to which each of those Themes should have been addressed in the Manifesto.

The results of this analysis are documented in pgs 62-77.

The analysis using the Root Statements from the SDDPs resulted in the following themes receiving the highest scores:

- Effective Governance
- Participation
- Transparency
- Civic Education
- Equality/Minority Group
- Online Platforms
- Education Systems

As a consequence of the above results, these specific themes were given significant attention in the drafting of the Manifesto.

Structured Democratic Dialogue

The Structured Democratic Dialogue Process (SDDP) Methodology was used for the implementation of all regional dialogues. At the heart of SDDP, the Interpretive Structural Modeling (ISM) algorithm is used to reduce the time that participants need in order to conclude a dialogue with consensus. The ISM process explores influence relations between pairs of Statements, thus gradually leading to the construction of what is called an Influence MAP. Such MAPs provide a visual representation of how Statements are interrelated. Statements that end up at the root of the MAP are the ones that exert maximum influence to those above. In the case when the Influence MAP includes Challenges, Statements at the root are the key challenges, i.e., root causes. When the MAP is about actions, Statements at the root are considered to be the deep drivers for change.

During the first 1-2 hours, each participant (in round-robin format) proposes single-sentenced Statements without being allowed to elaborate on the meaning of his/her contribution. In the next 1-3 hours, the group reviews all Statements one-by-one, and the other participants may now ask the corresponding author for clarification. Judgment questions are not allowed in this step.

In the next step, called Clustering, a bottom-up approach is applied in order to cluster all Statements into groups according to similarity. This leads to a bottom-up discovery of Categories (i.e., in some ways, equivalent to the dimensions of the issue at hand). Finally, participants are asked to choose, among all Statements, five they consider as the most important. The Statements that receive two or more votes enter the final discussion (i.e., the ISM step) in which participants explore influence relations between two Statements at a time, using a question like below:

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

During the SDDPs the following questions were 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?

The diagram in the next page, exemplifies the steps of the SDDP process.

In the results section, we provide all Influence Maps along with their corresponding root factors, i.e., those ideas that the collective wisdom of the participants (following a structured face-to-face process of ca. 800 person hours per region, i.e., 4000 hours total) placed them at the root of the tree. As explained previously, this process is very rigorous and highly participatory (i.e., the SDDP process for harnessing collective wisdom to generate consensus). Therefore, Statements (and their deeper meaning) that were extracted in the context of the analysis using the Root Factors from the SDDPs, were given much higher priority when choosing Themes and their weights for the Manifesto.

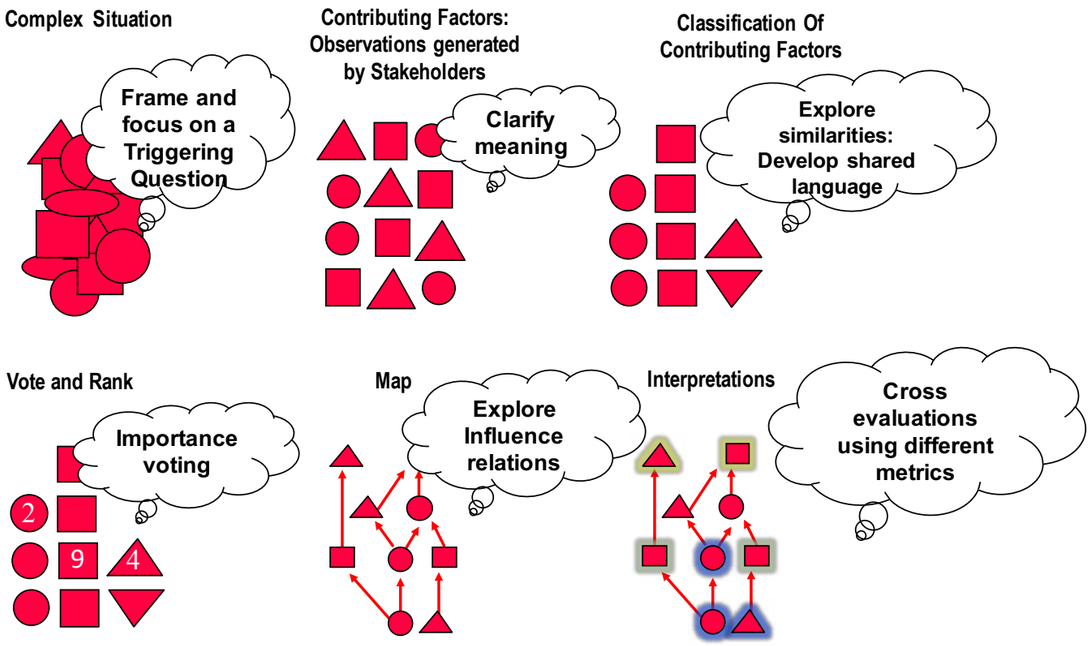


Figure 3: Steps in the application of the SDD Process

The SDDP approach emerged in the '70s out of the works of the Club of Rome (1970) founded by Aurelio Peccei[1] an Italian Industrialist. 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, 1994; Warfield & Cardenas, 1994). IM evolved into SDDP through contributions of Aleco Christakis and the 21st Century Agoras Group (for books, comprehensive reviews or easy-to-read descriptions: 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[2], which served as vision and compass for systems scientists involved in the refinement of the emerging Science of Dialogic Design.

Özbekhan is credited for the formulation of the *Axiom of Engagement*[3], which states "it is unethical to design action plans for complex social systems without the engagement of the community of stakeholders." This was the main justification for launching the Reinventing Democracy in the Digital Era project; i.e., engaging young people (i.e., the owners of the future) in re-designing the systems that govern their lives. The SDDP evolved into its present format, i.e., using digital technologies to enable scaling-up, communicating results with others, and improving its fidelity, with contributions of Yiannis Laouris, Aleco Christakis and their group at Future Worlds Center. The group has introduced the SDDP hybrid version, i.e., partly face-to-face and partly synchronous (Laouris and Christakis, 2007); they have also developed free Apps, e.g. IdeaPrism[4], which allows the collection of contributions (both text and video) from participants, as well as evaluation of individual Statements using multiple criteria (e.g, SMART criteria, Impact, Feasibility, Probability of being implemented without intervention, etc.). Laouris is also credited for the *Law of Requisite Action*[5], 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" (Laouris, Laouri, and Christakis, 2008). The group has also developed Cogniscope v3[6] using requirements proposed by the international community of practitioners for a next-generation tool (conducted as virtual SDDP in 2012[7]; Laouris, Y., Christakis, A. N., Dye, K. M., et al., 2014), ISM Parallel[8], and other advanced tools used in the SDDPs in this project.

1 https://en.wikipedia.org/wiki/Aurelio_Peccei
2 www.futureworlds.eu/wiki/The_Predicament_of_Mankind
3 www.futureworlds.eu/wiki/Foundational_Axioms_of_Dialogic_Design_Science

References:

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Flanagan, T. R., Bausch, K. C. (2011). A Democratic Approach to Sustainable Futures: a workbook for addressing the global problematique. Ongoing Emergence Press.

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

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

Laouris, Y. and Christakis, A. (2007). Harnessing collective wisdom at a fraction of the time using Struc- tured Dialogic Design Process in a virtual communication context Int. J. Applied Systemic Studies, 1(2), 131–153.

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Schreibman, V. and Christakis, A. (2007) 'New agora new geometry of languaging and new technology of democracy; the structured design dialogue process', Int. J. Applied Systemic Studies, Vol. 1, No. 1, pp.15–31.

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Warfield, J. N., & Cardenas, A. R. (1994). A handbook of interactive management. Ames: Iowa State University Press.

4 www.IdeaPrism.net, http://www.futureworlds.eu/wiki/IdeaPrism
5 www.futureworlds.eu/wiki/Law_Requisite_Action
6 www.ekkotek.com/index.php/products/wisdom-tools/cogniscope3
7 www.futureworlds.eu/wiki/SDDP_Design_of_the_next_generation_Cogniscope/Webscope
8 ekkotek.com/index.php/products/wisdom-tools/ism-parallel

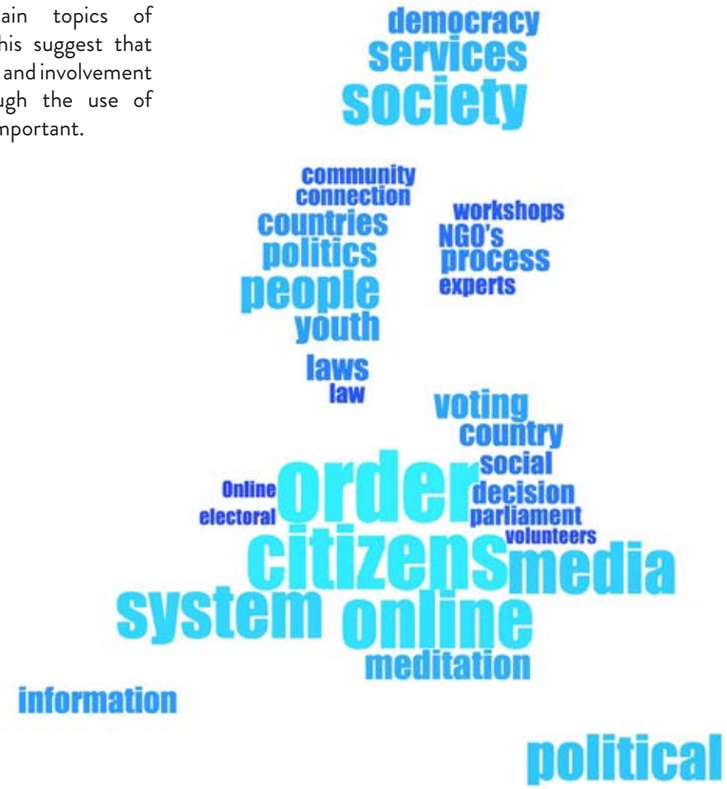
1. Word/Tag Clouds

Shortcomings

For the European region, “information”, “technology” and “participate” were hot topics, expressing need for participation and the participants desire for greater access to information through technology. Concepts such as “citizens”, “people” and “public” are common concepts, highlighting the importance of people at the center of democracy. “System”, “process” and “order” were can also be seen in the word cloud, suggesting the prioritization of efficient governance. “Responsibility”, “active”, “engaged” and “involved” were found many times in the European text, suggesting the importance of civic duties and participation. Lastly, “digital” and “online” also show the importance of technology in democracy.

Participate
Information
Technology
Citizens
Public

Actions



“Order”, “citizens” and “system” were mentioned often within the participants text, suggesting efficient government. “youth”, “media”, and “online” were the other main topics of conversation. This suggest that the engagement and involvement of youth through the use of social media is important.

Order
Citizens
System
Online
Media

REINVENTING DEMOCRACY
EUROPEANINITIATIVE

Shortcomings

The concepts of "process" and "citizens" were mentioned often in the African text. "Rights" and "power" were also hot topics, suggesting the challenge of corruption and lack of transparency. Also along the same concept of transparency, "access" and "participate" can distinctly be seen in the word cloud. The synonymous concepts of "electoral" and "elected" express the participants desire for greater representation or possible electoral reform. "Youth", and "media" were the other main topics of conversation. This suggest that the engagement and involvement of youth through the use of social media is important.

Citizen
Information
Rights
Power
Participate

Actions

This word cloud for African Actions shows this region's very keen in technology, "ICT", "mobile", "media" all are prominent on the map. "Access" and "power" are both frequently used terms, suggesting the need for transparency to combat corruption. Lastly, this region understands the importance of involving young people, as seen with the concepts of "student", "youth", and "young".

Citizens
Access
Power
Youth
Media

REINVENTING DEMOCRACY
AFRICANINITIATIVE

Shortcomings

The word “world” and “fight” only appear in the MENA context, this may suggest the international challenges to democracies in the Middle East. The mention of “rights” also stands out in comparison to other regions. “Youth” and “women” and “accessibility” are mentioned often, highlighting the need of participation of minority groups and equal access to government. “Digital” and “online” also are key terms that show the need for technology.

Rights
Digital
Fight
Women
Online

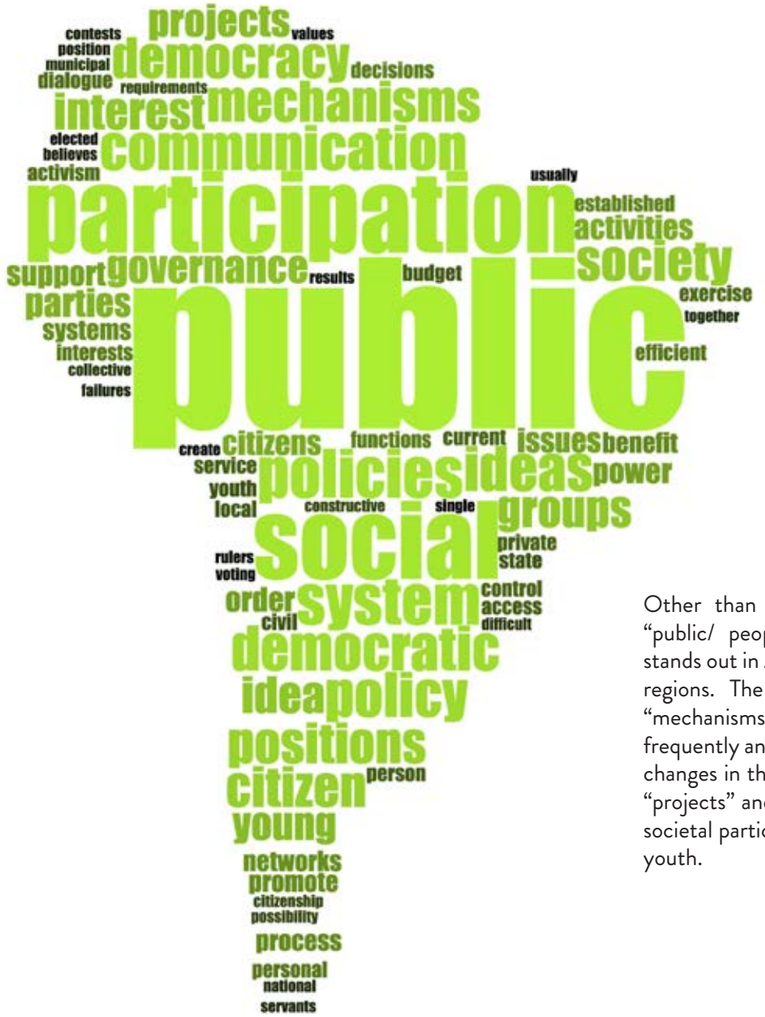
Actions

Much like the MENA challenges, “world” is a concept that was discussed really only in this region. The topics of “law”, “court” and system” express the need for systemic change in the region. “Access”, “online”, and “digital” again, suggest the use of technology to increase transparency.

Political
Online
System
Access
Law

REINVENTING
DEMOCRACY
MIDDLEEASTERNINITIATIVE

Shortcomings



Other than the most common words of "public/ people", the word "participation" stands out in America compared to the other regions. The words "communication" and "mechanisms" also appear comparatively frequently and suggest the need for systemic changes in the region. The topics of "social", "projects" and "young" suggest the need for societal participation and engagement of the youth.

Public
Participation
Social
Communication
Governance

Actions

People
Participation
Corruption
Information
Youth

REINVENTING DEMOCRACY
AMERICANINITIATIVE

Shortcomings

"Education" stands out most in this region. Use of the words "groups", "community", "system" and "society" seems indicative of the culture and the importance of society as a whole. "Technology" and "development" were also important to the participants of Australasia, highlighting the importance of progress with regards to technology and democracy.

People
Technology
Education
Groups
Develoment

Actions

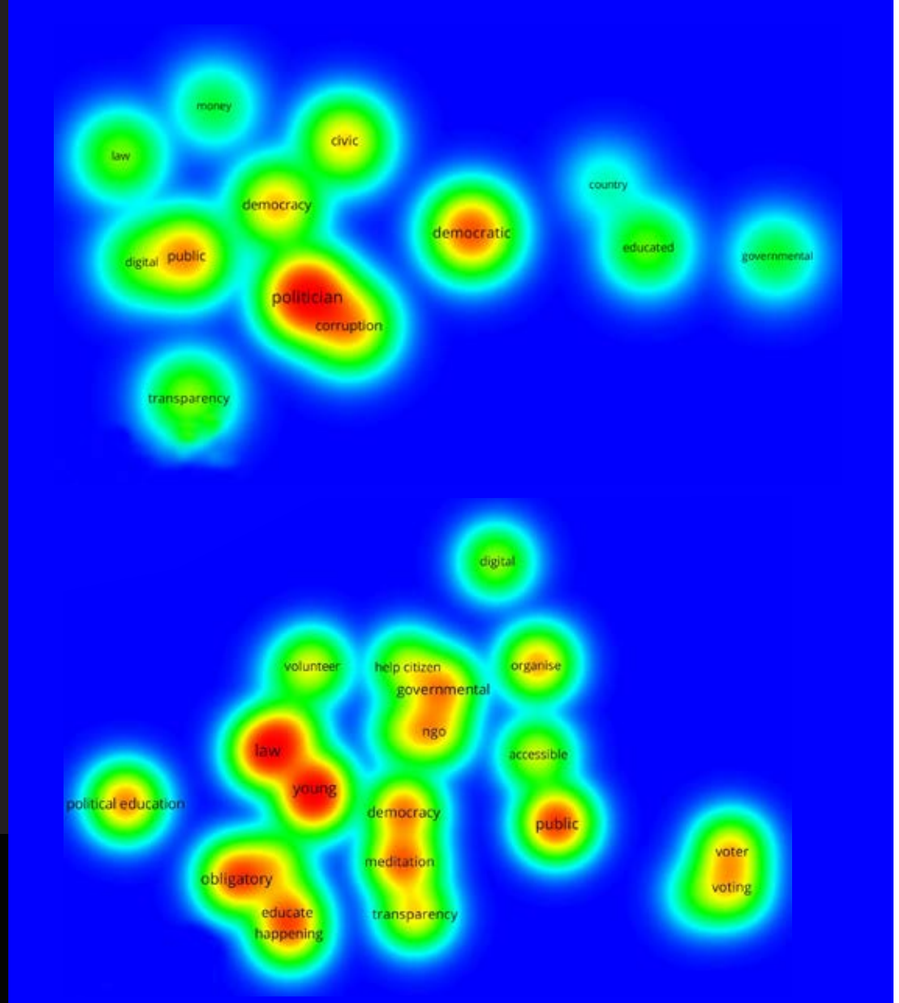
"System", "process", "public" and "technology" appear more frequently than in other groups. "Communities" and "groups" are also very relevant in this region. "Behaviour", "future" and "leadership" are topics that seem to be specific to the Australasian context.

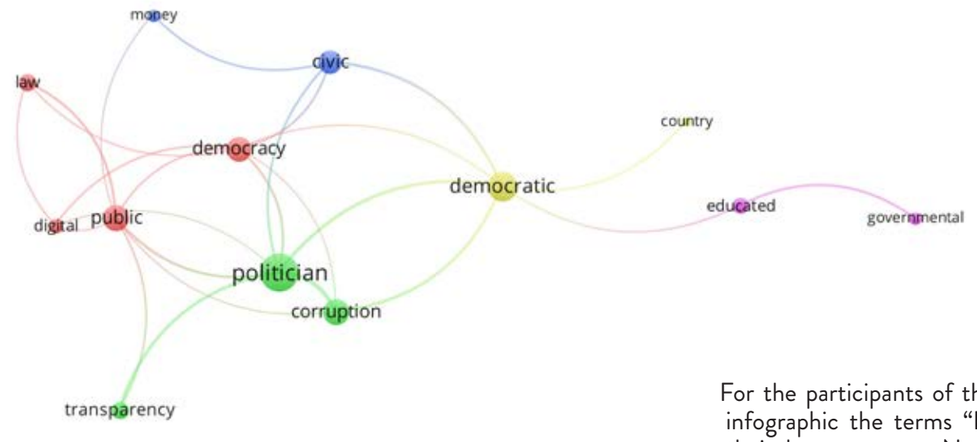
System
Communities
Technology
Youth
Public

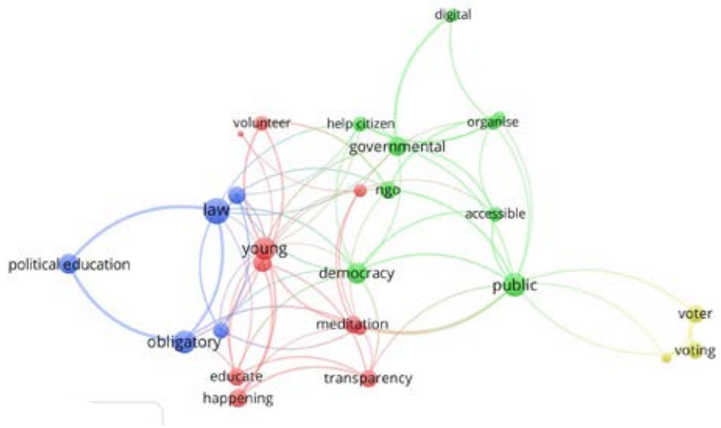
REINVENTING DEMOCRACY
AUSTRALASIAINITIATIVE

2. Conceptual Maps based on the Adjacency Matrix of a Network

Actions Shortcomings







Democratic	§2, §2.4, §5, §6
Politician	§3, §3.2, §3.3, §3.4, §4
Digital	§3.1, §3.2, §4.1, §6, §7, §7.3
Corruption	§2, §4, §4.1, §4.2
Public	§1, §2, §4, §7.1, §7.2
Law	§2.1, §2.2, §2.3, §3.3, §3.4 §4, §5

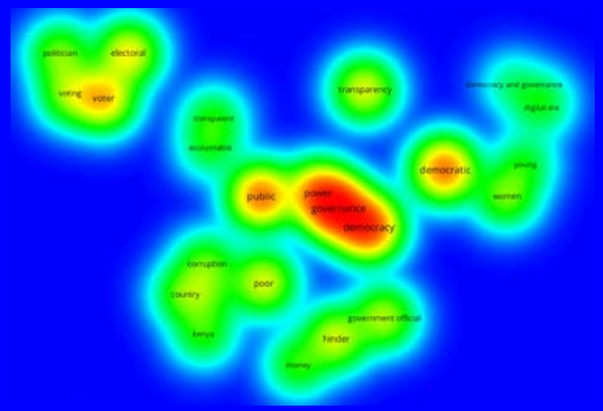
EUROPEAN INITIATIVE

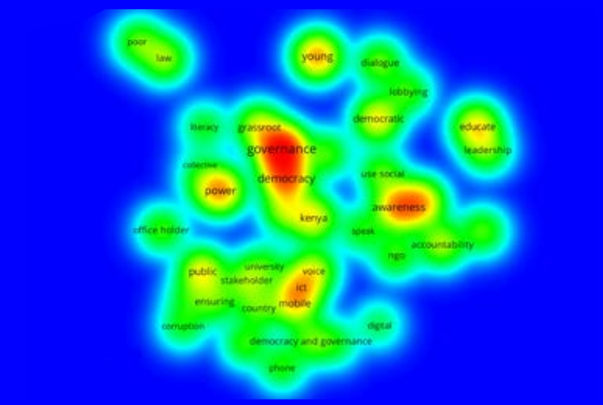
For the participants of the European dialogue, in the challenges infographic the terms “Politician” and “Democratic” appear as their key concerns. Noticeable is the short distance between the terms “corruption” and “politician.” The meaning of this proximity is that these two terms are often used together. It reflects the participants’ frustration with corrupt politicians. Almost on the same island, closely related to “politician” are the terms “democratic,” “public,” “democracy,” and “civic.” “Digital” almost overlaps the term “public.” The term “transparency” is also closely related to both these terms, perhaps suggesting actions to increase transparency in an effort to combat political corruption and empower the public with access to more information. “Digital” and “public” are also closely related, showing the participants’ ideas of how increasing the use of digital technologies could support the informing and engaging of the public. This proximity between “digital” and “public” is found in most regions, reinforcing the goal of the project, to reinvent democracy in the digital era. The Actions infographic is richer featuring multiple hot terms in separate island. “Law,” “young,” and “volunteer” are close together. Below the terms “obligatory,” and “educate,” in close proximity to “political education” pin point to the need for actions in citizenship and peace education. “Democracy,” “mediation,” and “transparency” are in close proximity and interconnected, revealing the views of the European participants on how these concepts are inter-related and in their minds they belong together. Three terms that relate to civil society, i.e., “ngo,” governmental,” and “help citizen” reveal their interest in seeing civil society becoming stronger and work close together with government. On the right side, the term “public” is connected to :accessible” and “organize, as well as to “voter” and “voting”.

In sum, the European participants appear to be as concerned about political corruption as participants of other regions. They, too, see a better future being shaped by the younger generations and adhering more to the law. The frequent appearance of the term “obligatory” reveals a concern that Europe might have given its citizens too many freedoms! They highlight the importance of civil society shaping the public sphere, with transparency and transparency and softer methods of resolving conflicts such as mediation.

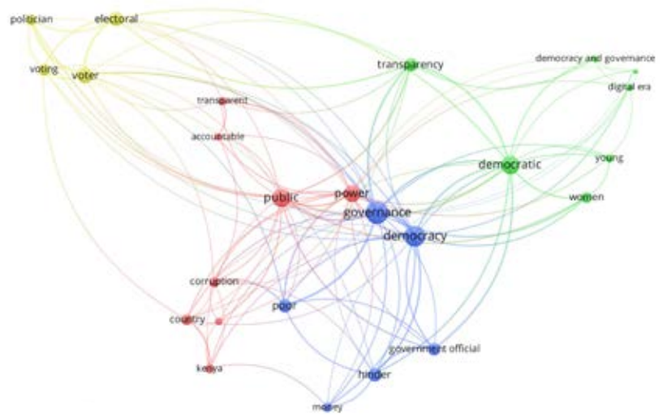
Mapping key terms to the Manifesto: The Table on the left provides a quick reference on where in the Manifesto each area of concern or priority (i.e., term) has been treated.

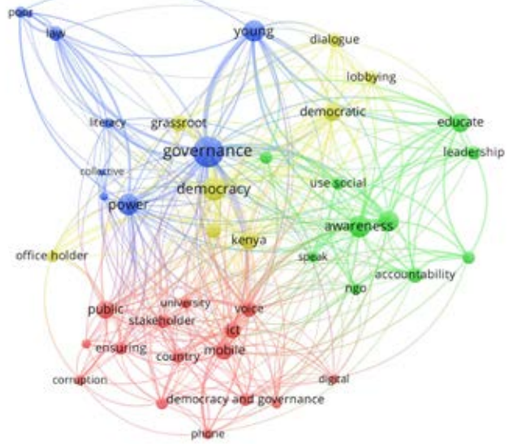
Actions Shortcomings





Democratic	§2, §2.4, §5, §6
Governance	§1, §2, §3, §3.1, §3.2, §6, §7
Transparency	§3.2, §4, §4.1
Accountability	§3, §3.3, §3.4, §4, §6
Corruption, money	§2, §4, §4.1, §4.2
Inequality	§1, §5
Electoral	§2.3, §3.3, §3.4
Digital	§3.1, §3.2, §4.1, §6, §7, §7.3





"Democracy", "Governance" and "Power" are seen as key issues in the African Region. Closely related to these issues, are "transparency" and "accountability". The close relationship signifies the importance of transparency and accountability for good governance and democracy. Terms relating to the election process, including "electoral", "voting" and "voter" are closely related to politician, and connected with both "transparent" and "transparency". Again, this shows the participants desire for greater transparency in a number of governing processes.

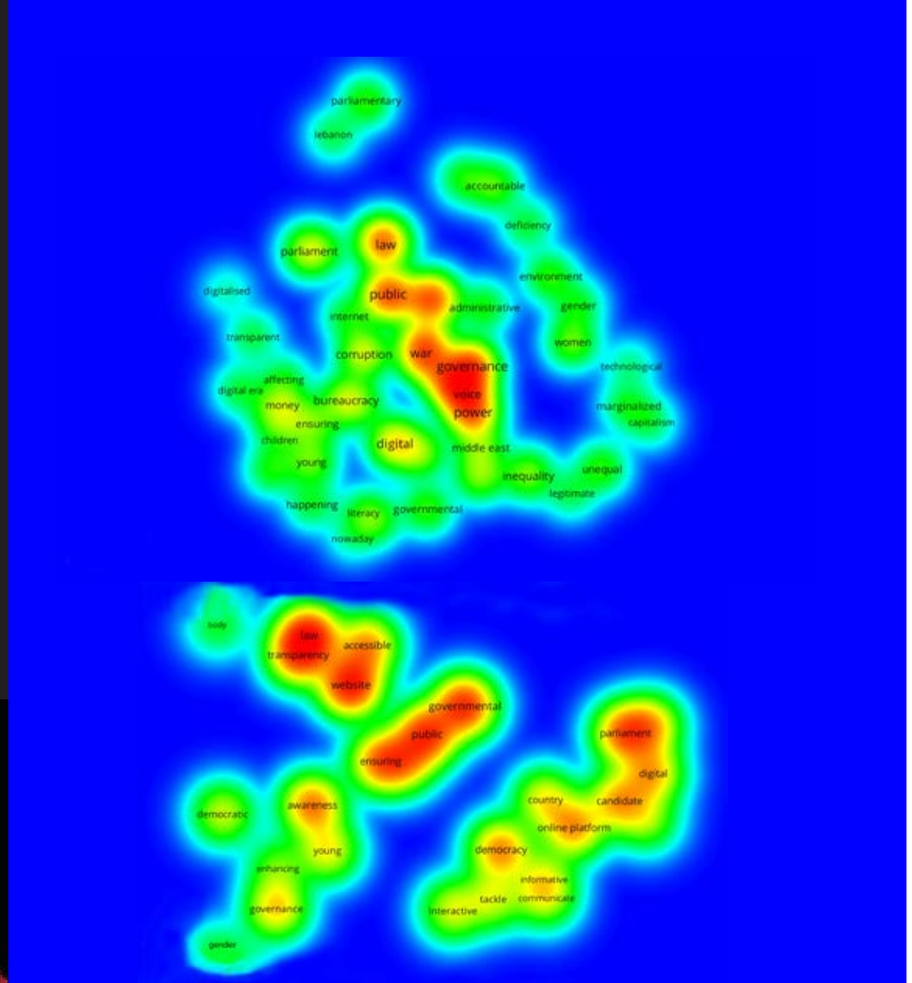
The Actions infographic is richer featuring multiple hot terms in separate island, "Governance", "democracy" and "power" are central, similar to the challenge infographic. Another hub of terms is centralized around "stakeholder", "university", "public" and "voice". This suggested that the general public should have a stronger voice, including all stakeholders (old and young). When looking at the content, "the poor", "women" and "young" often are mentioned in the context of inequality and being under represented. These terms related to inequality are also closely related to "corruption", suggesting the connection of inequality being driven by corruption, but can be improved by "transparency" and "accountability" (also closely related, as pictured). "Educate" and "leadership" are very close together, establishing their co-occurrence, this reflects the participants interest in increasing both general education as well as citizenship and political education in order to inform tomorrow's leaders. More distantly related are the ideas of "digital issues", "ICT", "mobile", and "use social" (media). All of these terms relating to technology highlight the participant's ideas for progress in government, i.e. mobile voting, as well as using technologies to better education and inform citizens through social media or government websites.

We can conclude that the participants from the the African dialogue believe that the concepts of democracy and good governance need to be reinforced primarily by greater transparency and equality, then though structural and institutional changes, such as in the electoral system and digital issues.

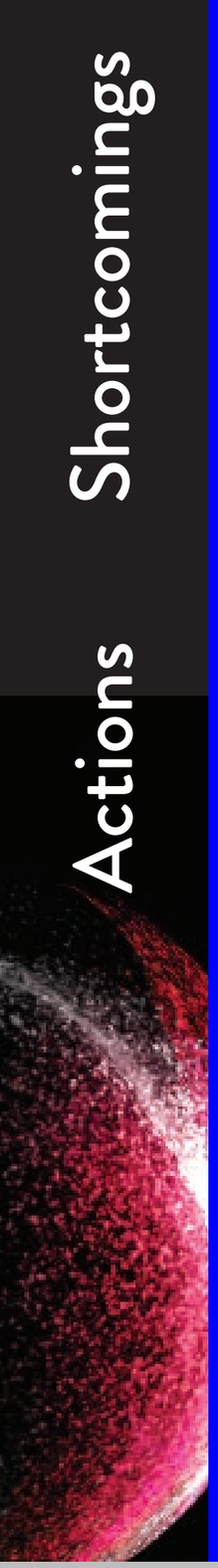
Mapping key terms to the Manifesto: The Table on the left provides a quick reference on where in the Manifesto each area of concern or priority (i.e., term) has been treated.

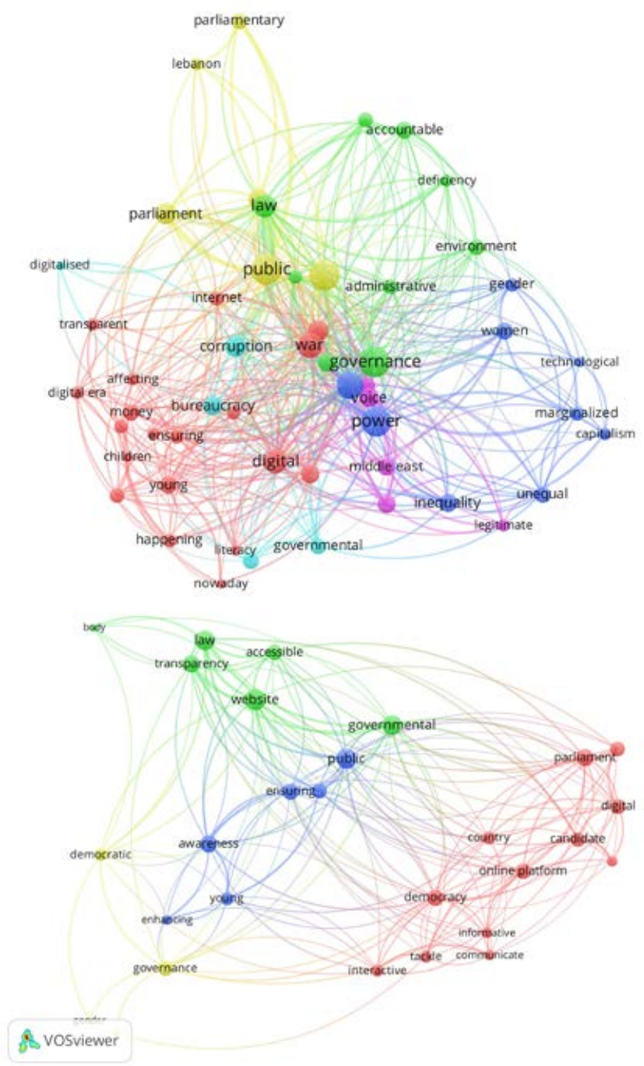
Shortcomings

Actions



Governance	§ 3
War	§ 5
Power	§ 3.3, § 3.4, § 4.2
Voice	§ 1, § 2, § 6, § 7.1, § 7.2
Public	§ 1, § 2, § 4, § 7.1, § 7.2
Law	§ 2.1 § 2.2, § 2.3, § 3.3, § 3.4, § 4, § 5
Digital	§ 2.2, § 2.3, § 3.1, § 3.3, § 4.1, § 6, § 7
Bureaucracy	§ 3, § 4.1
Corruption, Money	§ 4
Inequality, Women, Gender	§ 5
Environment	§ 1
Accountability	§ 3.4, § 4





The hot topics for the participants of the Middle East and North Africa (MENA Region) dialogue on challenges, were around the terms: "power," "governance," "war," "voice," "public," "law," and "digital." The intensity of connections between terms in general is remarkable, especially for the terms "digital," and "governance." The terms "power" and "voice" are densely interconnected to "gender," "women," "inequality," "unequal," and "marginalised," highlighting the fact that women are virtually excluded from politics and decision making processes. Examining the actual original clarification texts, reveals that the meaning of some terms like "public," governance," and "law" is in many cases different from the meaning of the same terms in other regional dialogues, e.g., "public" for Europeans refers to public (real and virtual) spheres, for latin Americans it refers to the interests of the masses, while for Asians the term is less frequent and had a different connotation. The term "digital," along with terms such as "bureaucracy," "corruption," and "money," are close to the central concerns. Everything else appears to be more or less of equal importance, i.e., this region's network shows a greater variety of concerns at comparable frequencies. Also closely related to the central issues are issues related to "inequality" (below), "women", "gender," "environment," and "accountability" (on the right side). Looking at the actions infographics and connectivity maps, hot terms include again "government" and "public," but now also three key terms that pinpoint the rule of law (law, transparency, parliament), as well as multiple terms that have to do with digital era (e.g., accessible, website, ensuring, interactive, online platform, digital)

The appearance of terms like "digital," online platform," "interactive," and "informative" close to (and/or on the same island) the hot term "parliament" could be interpreted as the participants' vision and demand for harnessing digital opportunities in electoral and accountability challenges, thus aiming better models of governance with less corruption.

Finally, noteworthy is also the fact that the islands of connections are more connected between them than those of other regions.

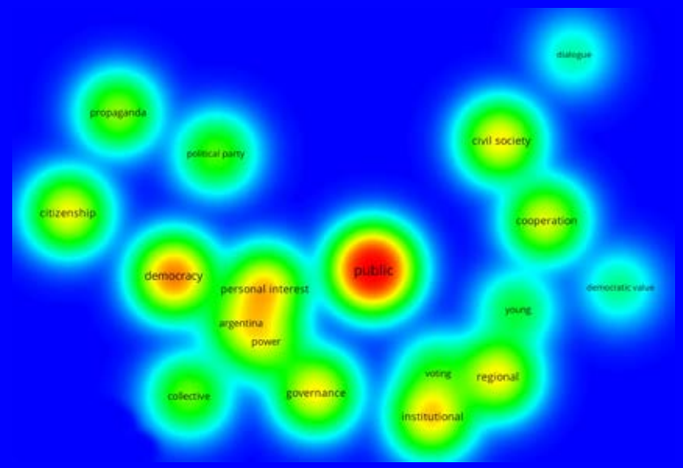
In sum, the greatest concerns of the MENA participants appear to be related to issues of power and corruption, war and injustices (gender, inequalities, marginalisation).

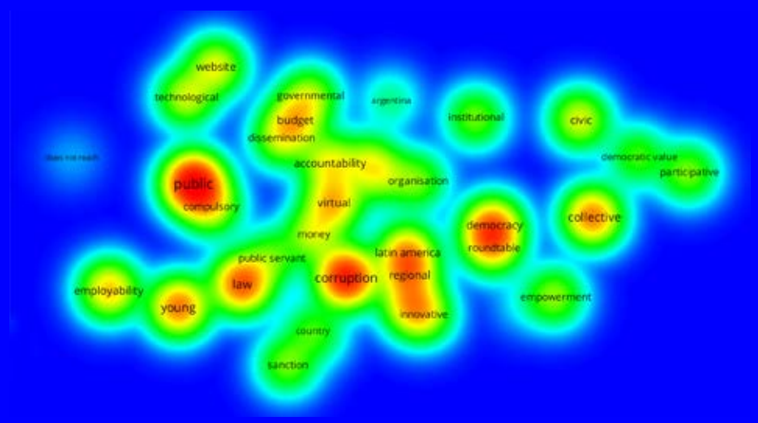
Mapping key terms to the Manifesto: The Table on the left provides a quick reference on where in the Manifesto each area of concern or priority (i.e., term) has been treated.

If this fills the space, then all should be expanded along these lines. The content of course needs to be carefully thought and to make political and regional sense

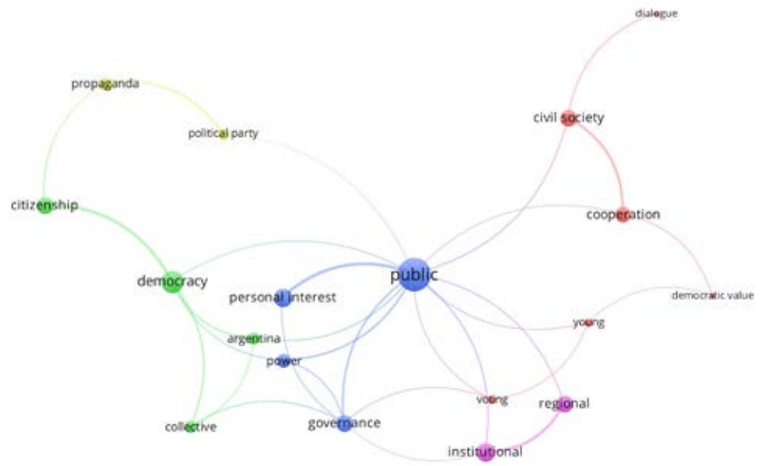
Shortcomings

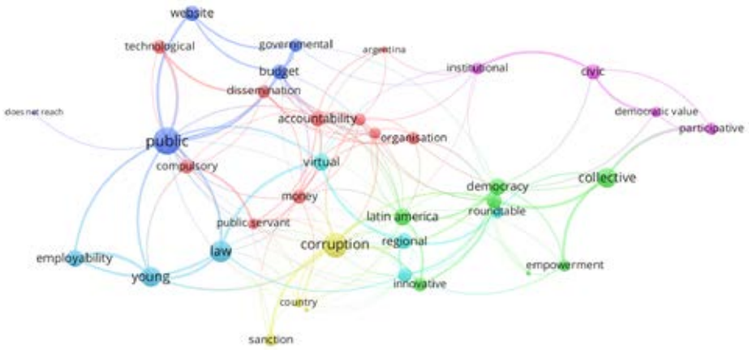
Actions





Public:	§1, §2, §4, §7.1, §7.2
Democracy:	§2, §2.4, §5, §6
Corruption:	§2, §4, §4.1, §4.2
Citizen(ship):	§1, §2.2, §3.1, §3.3, §4.1, §6, §7.2
Civil Society:	§1, §2.4, §7.3
Institutions:	§6
Power:	§3.3, §3.4, §4.2
Vote/ Election:	§2, §2.3, §3.3, §3.4





The American regions challenge infographic is not as populated as the action graphic, and all terms seem to be related to “Public”. This is can be interpreted as the participants understanding that democracy in the region can and must be for the public and influenced by greater public participation. Other issues of importance are “democracy” and “cooperation”. Smaller centres related to public are “citizenship”, “civil society” and “institutional”. This reflects the American participant’s desire for a more active civil society, participation and cooperation. Citizenship also was often used in the context of educating people on their rights as citizens and how to participate effectively. When the public is better educated on their citizen rights and obligation, they are able to make informed decisions and express greater interest in political issues. The terms “personal interest” and “power” and closely related, similarly related are “propaganda” and “political party”. This suggests that corruption of individual politicians and parties are challenging democracy.

In the action network, “corruption”, “money”, “public servant” and “sanctions” co-occur in the text often, implying the participants longing to fight corruption. “Young”, “law”, “compulsory” and “public” are seen in a group and suggest that need for laws making compulsory public participation and the inclusion of the youth. In the text this idea is often expressed in the form of compulsory voting.

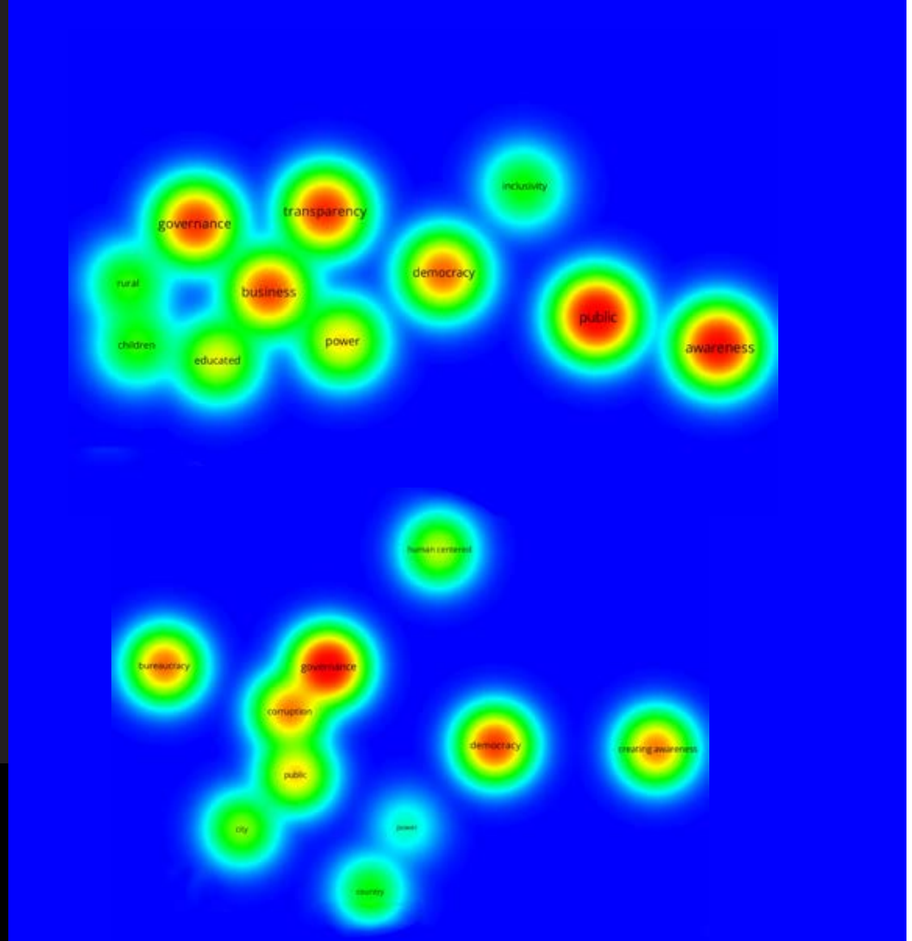
The American dialogue seems to have the most discussion about specific technologies and innovation that can and should be used, with terms like “website”, “technological”, “virtual”, and “innovation” found often in the text. Notice the connections between “dissemination”, “accountability” and “technological”, suggesting that technologies can be used to increase transparency and hold politicians accountable. This can be done through government publishing all data online, using social media to keep voters informed or even systems of online communication between the public and officials. Again, this reflects the main goal of this dialogue, purpose actions to reinvent democracy in the digital era.

In conclusion, the main concerns of the American region relate to greater public participation, education and the use of technologies in governance.

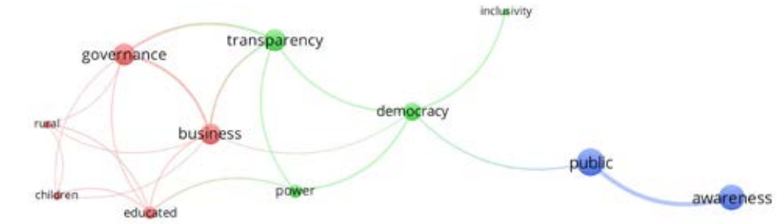
Mapping key terms to the Manifesto: The Table on the left provides a quick reference on where in the Manifesto each area of concern or priority (i.e., term) has been treated.

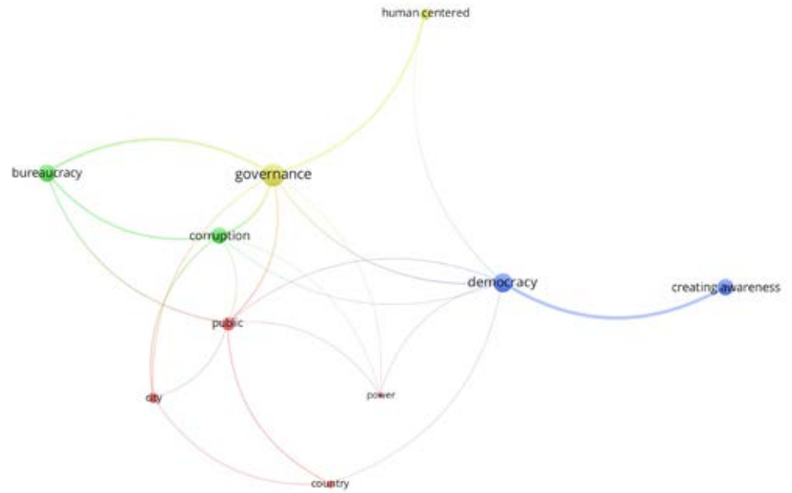
Shortcomings

Actions



Public:	§1, §2, §4, §7.1, §7.2
Democracy:	§2, §2.4, §5, §6
Transparency:	§3.2, §4, §4.1
Business: ?	
Governance:	§1, §2, §3, §3.1, §3.2, §6, §7
Power:	§3.3, §3.4, §4.2
Bureaucracy:	§3, §4.1
Corruption:	§2, §4, §4.1, §4.2





For the Australasian region, “transparency”, “democracy” and “governance” are key issues. Other orbiting factors include “business” and “public”. It is interesting to note that business is not a central issue in other regions, this highlights the different style of democracy and governance in the Asian region that has a strong focus on economics.

Note the connection between “corruption” and “bureaucracy”, similar to other regions, stressing the participant’s frustration with injustices and their suggested actions to fight corruption.

“Educated” is also a term used frequently within the text, most often in the context of education citizens about their rights and obligations. Education is also used in the context of fighting inequality in rural areas.

3. Theme Discovery Methodology applied on Clusters

3. Theme Discovery using Clusters from all Regions

The method is described in detail in section "3. Theme Discovery Methodology applied on Clusters". The results of Stage 1 analysis are shown in 10 separate tables in the Appendixes pgs. x-y. In each page, the cluster prioritization for individual regions is shown along with a table which shows those clusters which produce the top 80% of the cumulative influence. The Table shown here is the result of the Stage 2 analysis. The application of Stage 3 analysis provided us with 13 new "containers" (i.e., Clusters). The exact themes that resulted from this are shown in the methodology section in pg 19. In order to extract the relative importance of the these "containers" we applied the analysis referred to as Stage 4. The summary Table shows that Effective Governance (72 points), Education System (61 points), Transparency (53 points) followed by three themes that scored almost the same (Online Platforms, Participation, Corruption and Youth Engagement.

Cluster #	Cluster name	Norm. Votes	Norm. Influence
AF A 8	Capacity Building & Awareness	40.2%	47.9%
AM A 2	Citizen participation	23.7%	41.9%
EU A 6	Electoral Reform	28.7%	32.8%
AU A 3	Communication between government and people	17.9%	32.5%
MENA C 6	Transparency	14.1%	31.7%
AM C 4	Concentration of power	18.7%	31.0%
AM C 1	Democratic culture	17.3%	29.9%
AU A 6	Political Education	28.9%	27.7%
AF A 1	ICT Platforms	28.6%	24.9%
AU C 2	Education system	7.3%	24.7%
MENA A 5	Informative interactive platform	14.9%	24.6%
EU C 6	Representation	11.5%	23.9%
MENA C 5	Political Atmosphere	15.3%	22.5%
AU C 5	Representation & Participation	24.4%	21.3%
AF C 5	Right to Information	19.0%	19.4%
AU A 4	Education system	22.2%	19.3%
EU A 1	Mobilizing citizens	18.4%	19.0%
EU A 2	Information	16.1%	19.0%
AF C 1	Stakeholder Inclusion	19.0%	17.8%
EU C 7	Technology	8.3%	17.7%
MENA C 1	Marginalized	15.3%	17.5%
AM A 1	Innovation in education	14.3%	17.4%
MENA A 7	Constitutional reform	13.9%	16.4%
MENA A 8	Political and civil education	13.9%	16.4%
EU A 4	Government planning	8.0%	15.5%
AU C 4	Transparency	14.6%	14.6%
EU C 10	Corruption	13.5%	14.2%
EU C 3	Information	13.5%	14.2%
AF C 4	Transparency/ Accountability	11.4%	14.1%
AU C 1	Corruption	26.8%	13.5%
AU C 3	Government structures	14.6%	13.5%
MENA A 13	Evaluation system	12.9%	13.1%
AM C 5	Ineffective administration	8.0%	12.6%
MENA A 10	Government online platform	12.9%	11.5%
MENA C 7	Ethical Inefficiencies	25.9%	10.8%
AF A 6	Right to Information Bill (Law)	3.60%	10.7%
AM A 8	State mechanisms	13.2%	10.5%
AF C 9	Lack Reform	5.1%	10.5%
MENA C 9	External influences	3.5%	10.0%
AF C 12	Contemporary Issues	10.1%	9.4%
AF C 2	Youth/ Grassroots participation	10.1%	9.4%
AM A 7	Corruption	17.1%	9.3%
EU C 2	Participation	15.6%	8.8%
AF A 10	Policy	9.80%	8.8%
AU A 1	Government structures	15.6%	8.4%
AM C 9	Public Politics	16.0%	8.0%
AF C 11	Ethnicism	3.8%	7.3%
EU C 4	Civic duties	13.5%	7.1%
AM A 3	Political Control	11.8%	7.0%
MENA A 9	Communication between people and government	10.9%	6.6%
AM C 2	Citizen participation	6.7%	5.7%
EU A 8	Communication networks	13.8%	5.2%
MENA C 8	Violation of the Rule of Law	1.2%	4.2%

Theme Scores from All Clusters	
Themes	**Top 80% Clusters**
Effective governance	72
Education system	61
Transparency	53
Online platform	48
Participation	47
Corruption	47
Youth Engagmenet	47
Accountability	44
Technology in government	39
Civic Education	24
Representation	18
Awareness	16
Equality/Minority group	14

4. Term Frequency Analysis

4. Term Frequency Analysis

The method is described in detail in section "3. Theme Discovery Methodology applied on Clusters." The raw data are shown in the Appendix.

The Table below show the 57 top terms that scored 4 and above. Five experts scored the relative contribution of each of these terms towards the themes discovered in the previous analysis. The "Theme Scores from Term Frequency" table summarizes these results, which look surprisingly similar to the summary results of the previous analysis. Here Effective Governance (79 points), Participation (65 points), Transparency (51 points), Youth Engagement (50 points).

Rank	Term	Score
2	young people	39
3	social media	38.9
4	online platform	22
5	democratic process	19
7	decision making	15
8	constitutional court	13
9	political party	11
10	political system	9.8
11	service delivery	9.7
12	electoral process	9
12	political education	9
12	digital era	9
15	democratic governance	8
16	long term	7
16	minority group	7
16	political process	7
16	election process	7
16	current system	7
16	evaluation system	7
22	public evaluation system	6.3
22	public evaluation system	6.3
23	educational system	6
23	young generation	6
23	mobile voting	6
23	democratic system	6
23	governmental institution	6
23	red tape	6
29	online voting	5.5
30	electoral system	5
30	good governance	5
30	political life	5
30	rural area	5
30	job opportunity	5
30	equal opportunity	5
30	political world	5
30	civil education	5
30	governance system	5
30	young age	5
30	historical injustice	5
43	government institution	4
43	relevant information	4
43	constitutional principle	4
43	sustainable development	4
43	change agent	4
43	awareness campaign	4
43	developed country	4
43	public fund	4
43	21st century	4
43	negative ethnicity	4
43	judicial authority	4
43	adequate diverse stakeholder representation	4
43	international player	4
43	low income	4
43	media bias	4
43	digital divide	4
43	mobile technology	4
43	decision maker	4

Theme Scores from Term Frequency

Themes	Term Frequency
Effective governance	79
Participation	65
Transparency	51
Youth Engagmenet	50
Accountability	48
Technology in government	45
Civic Education	41
Education system	40
Online platform	37
Representation	34
Awareness	29
Corruption	24
Equality/Minority group	17

5. Analysis using the Root Factors from the SDDs

5. Analysis using the Root Factors from the SDDs

As already mentioned in section 5, the analysis using the root factors from the Structured Democratic Dialogues was given the highest weight (see Fig. 1) in deciding and selecting the key concepts and themes for the Manifesto. The analysis proceeded in steps as follows:

In Step 1 we extracted 29 Challenges, and 28 Actions, which following the implementation of the Structured Democratic Dialogues ended up at the root(s) of each region's respective Influence Maps. A total of 57 ideas were included.
In Step 2, we calculated the normalized values for the individual Influence Scores and Preference Votes of each of those root factors.
In Step 3, we mapped these Statements to the Themes discovered in Section 3 of the analysis.
In Step 4, we calculated the cumulative normalized score of each theme.
The Table "Theme Scores from Root Ideas," at the end of this sub-section summarizes the theme prioritization results.
The results are to some extend similar with the ones produced using the "Theme Discovery using Clusters from all Regions" methodology explained in Section 3. Also here Effective Governance (71 points), Participation (60 points) and Transparency (56 points) received the top scores. In this analysis themes related to education ranked higher (Civic Education, 54 points, and Education System, 47 points), as well as Equality/Minority issues (51 points). Among the remaining themes , Online Platforms, Corruption and Technology in Governance again scored high.

Selection of Key Challenges

The following sections highlight those Challenges, which following the implementation of the Structured Democratic Dialogues ended up at the root(s) of each region's Influence Map. A total of 29 ideas were included.

#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

#34: Deficiency in the process of raising awareness around the rights of citizens

#45: Lack of women's engagement in politics

#30: Absence of meritocracy in governmental institution

#18: Corruption

#1: Lack of consciousness of citizens that can they participate in issues of democracy and governance,

#10: Rampant run-away impunity among key government officers on public utilities

#16: Inadequate orientation to the reforming of democratic systems and structures and an improvement in policy making

#8: Non existence of the right to information

#13: Limited public access to information on two levels

#29: Poor infrastructure, negative ethnicity and historical injustices

#26: Brutality of governments to those who speak about democracy

#37: Limited use of and resistance to new technologies in public administration processes. (Poco uso y resistencia a nuevas tecnologias en los procesos de la administracion publica)

#25 : Lack of knowledge about the local reality (Falta de conocimiento total sobre la realidad local).

#35: Centralization of public power in a single person or a small group (non-elected) - (Centralizacion del poder publico en una sola persona o un pequeño grupo (noelectos)

#4: They are based on democratic systems controlled by the same elites and promote inequality (Que se fundamentan en sistemas democraticos secuestrados por las mismas elites y promueven la desigualdad).

#18: Normalization and acceptance of political corruption. (Normalizacion y aceptacion de la corrupcion política).

#39: Inefficient education for democracy and for the exercise of citizenship (Deficiencia de una educacion para la democracia y para el ejercicio responsable para la ciudadanía).

#13: Quality Education

#7: Lack of use of technology to engage youth

#17: Intolerance

#16: Women are not represented adequately in the Indian Democracy

#2: Lack of proper education

#6: Right to information for citizens

Selection of Key Actions

The following sections highlight those Actions, which following the implementation of the Structured Democratic Dialogues ended up at the root(s) of each region's Influence Map. A total of 28 ideas were included.

#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

#14: Online interactive and fun platform dedicated in addressing the issues related to the youth's engagement in politics as well as the enhancing of awareness regarding the rights of citizens

 # 1: Mandatory participation in political youth centers during high schools

#58: Awareness campaigns about human rights and the role of citizens

#56: Creating monitoring and evaluation system in work places and governmental institutions

#55: Development of effective supporting units

#52: Create a platform where independent candidates can share their programs and views

#18: Economic Empowerment Of The Less Advantaged

#26: Engage Legal Practitioners And Experts To Come Out With An Extensive Legal Framework On The Right To Information

#45: Develop A System Or A Tool Using ICT To Make Information Easily Accessible To All

#34: Increase Literacy Among Citizens In Rural Areas Through The Use Of Change Agents

#22: Initiate models of discussion of the law and the media existing in different levels and years of education (Iniciar modelos de discusion de proyectos de ley, mediaticos, actuales en los distintos niveles y años educativos).

#15: Develop an exchange platform with services offered to save the world (Desarrollar una plataforma de intercambio donde se ofrescan servicios para salvar al mundo).

#52: To work together with social organizations (Trabajar en conjunto con organizaciones sociales).

#78: Create a citizen dialogue for solving problems. (Crear un dialogo ciudadano para la solucion de problemas).

#45: Create a project to promote citizen participation through alternative mechanisms (Crear un proyecto para fomentar la participacion ciudadana a traves de mecanimos alternativos).

#33: Application of a participatory budget at the neighborhood level (Aplicacion de un presupuesto participativo a nivel barrio).

#31: Educate people about their rights

#3: Develop two way communication between citizens and government

#32: Government must interact more with the people

#30: Inclusive youth development

#10: Online courses for facilitating education in rural areas

The Table on the right includes the root Statements extracted from the Influence Maps shown in the previous pages. The Statements are sorted in descending order by their normalized Influence Score. The second column shows their corresponding normalized Preference Voting scores.

Idea	Norm. Vote	Norm. Influence	Statement
MENA A 14	6.1%	23.0%	Online interactive and fun platform dedicated in addressing the issues related to the youth's engagement in politics as well as the enhancing of awareness regarding the rights of citizens
AU A 31	2.2%	18.1%	Educate people about their rights
AM C 35	8.1%	15.1%	Centralization of public power in a single person or a small group
AM C 18	6.8%	15.1%	Normalization of acceptance of political corruption
AM C 39	6.8%	15.1%	Inefficient education for democracy and for the exercise of citizenship
AM C 4	4.1%	15.1%	They are based on democratic systems controlled by the same elites and promote inequality
MENA C 34	3.5%	15.0%	Deficiency in the process of raising awareness around the rights of citizens
MENA A 58	6.1%	14.8%	Awareness campaigns about human rights and the role of citizens
AU A 3	8.9%	13.3%	Develop two way communication between citizens and government
AU A 32	4.4%	13.3%	Government must interact more with the people
AM A 52	1.3%	12.8%	To work together with social organizations
AU C 13	2.4%	12.4%	Quality education
EU A 39	2.3%	12.1%	Online consultation portal for law proposals
AM A 15	6.5%	11.6%	Develop an exchange platform with services offered to save the world
MENA C 45	3.5%	10.8%	Lack of women's engagement in politics
AF C 1	7.6%	10.5%	Lack of consciousness of citizens that they can participate in issues of democracy and governance
AF C 16	5.1%	10.5%	Inadequate orientation to the reforming of democratic systems and structures an in improvement in policy making
EU A 16	3.4%	10.3%	Ensuring that the right to information is a constitutional right
EU A 44	2.3%	10.3%	Increase youth leadership training politically and socially
MENA A 56	6.1%	9.8%	Creating monitoring and evaluation system in world places and governmental institutions
MENA A 1	3.1%	9.8%	Mandatory participation in political youth centers during high schools
AF A 18	8.0%	9.2%	Economic empowerment of the less advantaged
AF A 26	2.7%	8.8%	Engage legal practitioners and experts to come out with an extensive legal framework on the right to information
AF A 45	5.4%	8.4%	Develop a system or a tool using ICT to make information easily accessible to all
AU A 30	4.4%	8.4%	Inclusive youth development
AM A 45	3.9%	8.1%	Create a project to promote citizen participation through alternative mechanisms
AM A 78	2.6%	8.1%	Create a citizen dialogue for solving problems

EU C 50	5.2%	8.0%	Citizens are not represented by the politicians they have elected
EU C 26	2.1%	8.0%	Only one party is governing
EU C 27	2.1%	8.0%	Politics are reserved for party members
AU C 16	4.9%	7.9%	Women are not represented adequately in the Indian democracy
AU C 2	2.4%	7.9%	Lack of proper education
AF C 8	6.3%	7.3%	Non existence of the right to information
AF A 34	2.7%	7.3%	Increase literacy among citizens in rural areas through the use of change agents
AF C 13	2.5%	7.3%	Limited public access to information on two levels
AF C 29	2.5%	7.3%	Poor infrastructure, negative ethnicity and historical injustices
AU A 10	4.4%	7.2%	Online courses for facilitating education in rural areas
EU C 38	8.3%	7.1%	Big corruption
EU C 5	3.1%	7.1%	Government lacks the will to inform the citizens about the state of affairs without adding propaganda
EU A 20	9.2%	6.9%	Online voting in elections
EU A 48	4.6%	6.9%	Implement liquid democracy
EU A 10	2.3%	6.9%	Changing electoral laws
AF C 10	1.3%	6.8%	Rampant run away impunity among ket government officers on public utilities
AU C 6	4.9%	6.7%	Right to information for citizens
AU C 17	2.4%	6.7%	Intolerance
MENA A 55	8.2%	6.6%	Development of effective supporting units
MENA A 52	0.0%	6.6%	Create a platform where independent candidates can share their programs and views
AF C 26	10.1%	6.3%	Lack of consciousness of citizens that they can participate in issues of democracy and governance
EU C 1	2.1%	6.2%	Lack of possibility to vote in elections online
AF A 39	1.8%	5.7%	Thrain women, youth and other minority groups representative on citizen journalism
AU C 7	7.3%	5.6%	Lack of use of technology to engage youth
EU C 24	2.1%	5.3%	Public does not understand what is the decision making process in the government
EU A 71	2.3%	5.2%	People to people connection to take initiative
AM C 25	5.4%	4.7%	Lack of knowledge about the local reality
AM A 33	3.9%	4.7%	Application of a participatory budget at the neighborhood level

Idea	Norm. Vote	Norm. Influence
AM C 37	0.0%	4.7%
EU C 6	2.1%	3.5%
MENA C 30	9.4%	3.3%
MENA C 18	5.9%	3.3%
AM A 22	5.2%	1.2%

Statement
Little use and resistance to new technologies in public administration
Lack of mindfulness in decision making
Absence of meritocracy in governmental institutions
Corruption
Initiative models of discussion of the law and media existing in different levels and years of education

Challenges	**Root Factors**	**Other Factors**
Civic Education	MENA34, AF1, AM39	AM13, AM39, EU10, EU28, MENA1, MENA32
Awareness	EU24, MENA 34, EU5	AU27, AF38, AM39, AM48, EU28
Participation	MENA45, AF1, AU7	AU18, AF36, EU23 EU37, AM2, AM30, MENA2, MENA10
Representation	EU50, AM25, AU7	AF7, AM1, AM3, EU49, MENA15, MENA12, MENA28
Accountability	MENA13, AF13, AM35	AF4, AF5, AF17, MENA24, AM20, AM15, AM42
Effective governance	EU6, MENA30, AF16	AU37, AF9, AF14, EU8, MENA16, AM8, AM6
Transparency	EU5, MENA8, AU6	AU34, AF6, AM55, EU12, MENA8, MENA13
Online Platform	AM37, AU7	EU51, EU34, MENA57, MENA22
Corruption	EU38, MENA18, AF10, AM35	AU1, AF22, AF24, EU14, EU45, MENA8, AM33,
Youth Engagement	AU7	AF32, AF2, EU22, MENA7, AM30
Technology in Governance	EU1, AM37, AU7	AU11, AF15, AF31, MENA26, EU15
Education System	AU13, AU2	EU55, MENA3, EU18
Equality and Minority groups	MENA45, MENA26, MENA29, AM4, AM18, AU17	AU12, AU23, AF3, AF11, MENA17, MENA36, AM28, AM40

Actions	**Root Actions**	**Other Actions**
Civic Education	MENA1, AU31, AM22	AU17, MENA54, EU7, EU12, EU30, EU31
Awareness	MENA58, AU31	AU22, AF33, EU7, EU26
Participation	EU16, AM52, AM45, AM22	AM3, AM25, AF25, EU20, EU4, EU38, MENA2
Representation	EU48, AU3, AU32	AF16, AF32, EU10, EU18
Accountability	MENA56, EU37	AM9, AF2, AF49, AU3, MENA10, MENA32, EU2, EU22, EU40
Effective governance	EU10, MENA56, AU32	AU5, AM21, AF14, MENA6, MENA16, EU70
Transparency	EU37, AF26, AF45	AU2, AM23, AF7, MENA4, MENA17, MENA30, EU16, EU37
Online Platform	EU39, MENA14, MENA52, AF45, AM15	AU8, AM58, AM23, AF6, EU6, MENA5, MENA20
Corruption	MENA55, MENA56	AM24, AM68, AF1, AF15
Youth Engagement	MENA14, MENA1, AU30	AU18, AM57, AF48, AF33, MENA19, EU44, EU60
Technology in Governance	EU20, AU3, AF45	AM43, AM47, AF1, AF3, AF50, AU1, EU56, MENA28
Education System	AF34, AU10	AU29, AM18, MENA9, MENA8, EU43, EU49, EU59
Equality and Minority groups	AF18, AM33	AU9, AM2, AF3, AF13, AF16, MENA25

Theme Scores from Root Ideas	
Themes	**Root Ideas**
Effective governance	71
Participation	60
Transparency	56
Civic Education	54
Equality/Minority group	51
Education system	47
Online platform	47
Corruption	40
Awareness	38
Technology in government	37
Representation	37
Youth Engagmenet	35
Accountability	27

Concepts to Factors Associations

The last method of analysis and synthesis involved the generation of associations between the emerging key concepts (from all previous processes) and factors (across all regional data) as contributed originally by the participants. These associations were created by domain experts.

APPENDICES

Cluster Prioritization Analysis - Shortcomings

Cluster 1: Decision process

Idea	Statements	Votes	Influence
14	Politics is not taken seriously because of the reputation of politicians	3	5
20	Impossibility to include all stakeholders in discussions of public affairs	0	
31	Lack of supervision on the functioning of the local public bodies	0	
44	Lack of empowerment and inspiration in political expression	0	
46	Shady background of political decision-making	0	
		3	**5**

Cluster 2: Participation

Idea	Statements	Votes	Influence
21	People don't believe in change	4	5
16	Lack of motivation to participate and take action	6	4
22	Young people are not interested in public affairs	2	1
23	Apathy of citizens	2	
41	Low election turnout	1	
3	Citizens are not actively engaged in the democratic processes	0	
39	Less engagement in public affairs coming from citizens with low social status	0	
40	Citizens are too lazy to be interested in the processes of the state	0	
43	Not enough participation both from the government and the citizens	0	
48	Lack of massive organization and cooperation of citizens in order to make a change	0	
		15	**10**

Cluster 3: Information

Idea	Statements	Votes	Influence
24	Public does not understand what is the decision making process in the government	2	6
28	Lack of sufficient knowledge about political procedures among citizens	6	5
12	Lack of independent, accessible, trustful and immediate information sources	3	5
10	Lack of specific information and political education	1	
35	Not enough relevant information is being provided	1	
		13	**16**

Cluster 4: CIvic duties

Idea	Statements	Votes	Influence
19	Lack of civic responsibility	6	4
37	Lack of civic engagement and social responsibility	5	4
47	Citizens are not aware of their civic duties	2	
29	Lack of supervision by every citizen	0	
		13	**8**

Cluster 5: Education

Idea	Statements	Votes	Influence
18	Lack of state education to use the new materials of new technology	4	2
55	Bad management of the education system and the academic people involved in this system	4	1
7	Less educated people's votes are equal to more educated people's votes	1	
42	Fixed mindset of many people	1	
2	Lack of new skills for citizens- like active positions and new initiatives	0	
33	Technology is mainly used by younger generation	0	

Cluster 6: Representation

Idea	Statements	Votes	Influence
50	CItizens are not represented at all by the politicians they have elected	5	9
26	Only one party is governing	2	9
27	Politics are reserved for party members	2	9
45	Close personal relationships on top political positions	1	
52	Politics is a problem of politicians	1	
49	Imperfect representation of civil society by elected politicians	0	

Cluster 7: Technology

Idea	Statements	Votes	Influence
1	Lack of possibility to vote in elections online	2	7
4	We don't use modern technology	2	6
34	We don't have online platforms to be used by civil society to monitor the government	2	6
51	Government services, in terms of employment and technologies, are not keeping up educated and updated	2	1
15	Government cost cutting on ICT systems	0	
56	Lack of national online platform for citizens to adopt the use of digital communications	0	
		8	**20**

Cluster 8: Decision making process

Idea	Statements	Votes	Influence
6	Lack of mindfulness in decision making	2	4
11	Lack of legitimacy of political decisions	1	
13	Non-efficient decision making in terms of equality and results	1	
32	Non scientific approach on governmental processes	1	
		5	**4**

Cluster 9: Bureaucracy

Idea	Statements	Votes	Influence
8	Slow bureaucracy	3	4
30	Bureaucracy governing instead of politicians	1	
53	Bad tax collection system	1	
54	Bad campaigns	0	
		5	**4**

Cluster 10: Corruption

Idea	Statements	Votes	Influence
38	Big corruption	8	8
5	Government lacks the will to inform the citizens about the state of affairs without adding propaganda	3	8
17	Lack of control and information to people about food products entering the state and those produced in the state	1	
36	Not transparent and open diplomatic relationships and matter between politicians from different countries	1	
9	Lack of appropriate security concerning the inflow of immigrants	0	
25	Lack of creative in governance	0	
57	Lack of know how and financial resources	0	
		13	**16**

Clusters Prioritized

Cluster	Cluster name	Cluster votes	Cumul. vote	Cumul. Vote %	Norm. votes	Cluster influence	Cumul. Influence	Cumul. influence %	Norm. influence
6	Representation	11	11	11.5%	11.5%	27	27	23.9%	23.9%
7	Technology	8	19	19.8%	8.3%	20	47	41.6%	17.7%
3	Information	13	32	33.3%	13.5%	16	63	55.8%	14.2%
10	Corruption	13	45	46.9%	13.5%	16	79	69.9%	14.2%
2	Participation	15	60	62.5%	15.6%	10	89	78.8%	8.8%
4	Civic duties	13	73	76.0%	13.5%	8	97	85.8%	7.1%
1	Decision process	3	76	79.2%	3.1%	5	102	90.3%	4.4%
8	Decision making process	5	81	84.4%	5.2%	4	106	93.8%	3.5%
9	Bureaucracy	5	86	89.6%	5.2%	4	110	97.3%	3.5%
5	Education	10	96	100.0%	10.4%	3	113	100.0%	2.7%

Cluster Prioritization Analysis - Actions

Cluster 1: Mobilizing citizens			
Idea	Statements	Votes	Influence
41	Increase the role of NGOs	7	4
48	Implement liquid democracy	4	4
71	People to people connection to take initiative.	2	3
2	Civic assessment	2	
1	Establish an organization and organize people	1	
3	Encouragement of the general public to become involved in the political process	0	
5	Organize events	0	
11	Creating all accessible platform for organizing people and taking action	0	
24	Voluntary work	0	
28	Organize regular artistic/ tech workshops in schools with recycled materials	0	
69	Opportunity to take part in government work	0	
		16	**11**

Cluster 2: Information			
Idea	Statements	Votes	Influence
16	Ensuring that the right to information is a constitutional right	3	6
37	Publishing government data online in order to increase transparency	7	4
46	Create an evaluation system of government services	2	1
4	Online platform for food products and not only , exiting or entering in our country, with specific sensors to detect composition and other data	2	
21	To monitor economical and social problems of government	0	
45	Social media promises-collecting platform during electoral campaign	0	
		14	**11**

Cluster 3: Political education			
Idea	Statements	Votes	Influence
31	Obligatory exam for political science after high school	2	1
7	Developing political education among citizens	0	
12	Courses and training for people about how government works	0	
30	Making a law about improving political education and making it obligatory	0	
38	To engage people in different kind of actions in their locality	0	
42	Create a network of volunteerism to youth organizations and the community to understand the system of governance	0	
47	Establish one hour per week at school for reading the Constitution of your own country	0	
55	Using infographics and videos for visualization	0	
60	Encourage youth to take action against the system and the organization of their local perspective	0	
67	Organize the community to behave ethically and sensitively towards the governing system	0	
		2	**1**

Cluster 4: Government planning			
Idea	Statements	Votes	Influence
44	Increase youth leadership training politically and socially	2	6
36	Measure success	2	2
56	Making some of the government meetings online in order to reduce costs	2	1
8	Make dynamic action plans for government and decision making	1	
23	Governmental joint projects exploiting technologies between old and young for best practices	0	
25	Governmental specialist internships in countries that have solved specific problems	0	
27	Provide a scientific environment	0	
64	Including students in decision-making bodies	0	
68	Encourage women participation in politics	0	
		7	**9**

Cluster 5: Taxes			
Idea	Statements	Votes	Influence
9	Citizens who can not pay taxes can work for their local municipality in their own field of expertise	2	1
		2	**1**

Cluster 6: Electoral Reform			
Idea	Statements	Votes	Influence
39	Online consultation portal for law proposals	2	7
20	Online voting in elections	8	4
10	Changing electoral laws	2	4
35	Disconnecting public media from politics	4	2
40	To have counterparts in media and government	3	1
70	Time limitation of electoral positions	3	1
13	Introduction of blind voting	2	
14	Creating the dialog for experts to solve the problem of equal votes	1	
29	Pay citizens to vote and participate in political life	0	
33	Independent members of parliament	0	
61	Introduce mandatory voting	0	
		25	**19**

Cluster 7: Employee Well being			
Idea	Statements	Votes	Influence
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	2	1
15	Creating meditation rooms/ spaces in government buildings and public institutions in order to encourage a daily meditation for everyone	1	
51	Ice Skating courses for members of parliament	0	
65	Organize weekend retreats for practicing meditation and mindfulness together with other people	0	
		3	**1**

Cluster 8: Communication networks			
Idea	Statements	Votes	Influence
18	Creating a communication platform between political representatives and citizens	6	2
54	Restoring the value of journalism	6	1
17	The voice of powerful people	0	
19	Creating a platform with information about projects of citizens	0	
22	Create a digital connection through social media for citizens to share their ideas about the system	0	
26	Conferences between citizens and politicians in order to discuss issues	0	
32	Social networks as tools for transparency	0	
50	Creating an independant channel about political happenings, run by young people	0	
		12	**3**

Cluster 9: Education System			
Idea	Statements	Votes	Influence
52	Popularization of debating in schools	5	2
43	Online platform on everything happening with education system	0	
49	Unify education and make it accessible and free to everyone	0	
53	Introduce meditation at schools	0	
59	To have communication and connection with the ministry of education	0	
62	Improving the students' status	0	
		5	**2**

Cluster 10: Online Government services			
Idea	Statements	Votes	Influence
6	Extensive use of governmental digital services creating one stop services	1	
57	To demand creation of websites with online services for every state organization	0	
58	Accessible public internet for all citizens for them to be able to reach e-governmental services	0	
63	Creating an application for people that are not familiar with political procedures	0	
66	Updated websites of ministries and government	0	
		1	**0**

Clusters Prioritized

Cluster	Cluster name	Cluster Votes	Cumul. Vote	Cumul. Vote %	Norm. Vote	Cluster influence	Cumul. Influence	Cumul. Influence %	Norm. Influence
6	Electoral Reform	25	25	28.7%	28.7%	19	19	32.8%	32.8%
1	Mobilizing citizens	16	41	47.1%	18.4%	11	30	51.7%	19.0%
2	Information	14	55	63.2%	16.1%	11	41	70.7%	19.0%
4	Government planning	7	62	71.3%	8.0%	9	50	86.2%	15.5%
8	Communication networks	12	74	85.1%	13.8%	3	53	91.4%	5.2%
9	Education system	5	79	90.8%	5.7%	2	55	94.8%	3.4%
7	Employee well being	3	82	94.3%	3.4%	1	56	96.6%	1.7%
3	Political Education	2	84	96.6%	2.3%	1	57	98.3%	1.7%
5	Taxes	2	86	98.9%	2.3%	1	58	100.0%	1.7%
10	Online government services	1	87	100.0%	1.1%	0	58	100.0%	0.0%

Cluster Prioritization Analysis - Shortcomings

Cluster 1: Stakeholder Inclusion

Idea	Statements	Votes	Influence
1	Lack of consciousness of citizens that can they participate in issues of democracy and governance	6	20
11	Discrimination and segregation of women and other minority groups in issues of democracy, governance and policy formulation	3	9
7	Lack of adequate diverse stakeholder representation the policymaking process	3	3
36	Championing for public's participation in governance	1	2
19	Lack of inclusion in governance structures	1	
28	Politicization of governance	1	
23	Power of understanding good governance	0	
		15	**34**

Cluster 2: Youth/ Grassroots participation

Idea	Statements	Votes	Influence
2	Engagement of youth from grassroots in issues of governance and democracy	4	9
32	Dwindle passion among the youth to have change	4	9
		8	**18**

Cluster 3: Religious intolerance

Idea	Statements	Votes	Influence
3	Religious intolerance by both the government and the citizens	3	4
		3	**4**

Cluster 4: Transparency/ Accountability

Idea	Statements	Votes	Influence
10	Rampant run-away impunity among key government officers on public utilities	1	13
5	Lack of a citizen's monitoring and reporting tool for projects and service delivery by government	3	5
4	Inadequate, low and weak accountability information by leaders	1	4
6	Lack of transparency, which causes lack of trust in the government and the democratic process	2	3
17	Lack of policy review by citizens	1	2
22	Non-transparent electoral systems	1	
9	Abuse of formal and informal structures due to self-vested interests	0	
20	Misappropriation of public funds	0	
34	Irresponsibility of media houses	0	
		9	**27**

Cluster 5: Right to information

Idea	Statements	Votes	Influence
8	Non existence of the right to information	5	14
13	Limited public access to information on two levels	2	14
38	Inadequate information on electoral process by citizens to achieve democracy	5	5
21	One-sided communication between leaders and the people they represent	2	4
12	Infamous system of social media surveillance	1	
37	Media censorship and journalists harassment by government	0	
42	Less information flow to the public on governance and democracy	0	

Cluster 6: Corruption

Idea	Statements	Votes	Influence
24	Deep-rooted ethnicism tribalism in government appointment	3	5
18	Value of relationship before principle in handling issues	1	
9	Abuse of formal and informal structures due to self-vested interests	0	
40	Unrestrained cartels that hinder democratic processes	0	
43	The love for political power to the detriment of effective implementation of democratic policies	0	
		4	**5**

Cluster 7: Red tape

Idea	Statements	Votes	Influence
14	Red tape	3	4
		3	**4**

Cluster 8: Poor Technology

Idea	Statements	Votes	Influence
31	Inadequate ICT governance systems and facilities	4	10
15	Lack of government good will to support information technology as a key tool of democracy and good governance	1	
30	Failure to acknowledge the need for a technological fix for democracy governance	0	
		5	**10**

Cluster 9: Lack Reform

Idea	Statements	Votes	Influence
16	Inadequate orientation to the reforming of democratic systems and structures and an improvement in policy making	4	20
		4	**20**

Cluster 10: Self-esteem

Idea	Statements	Votes	Influence
35	The timid soul	1	
41	Low self-esteem and self-defeatist approach to governance	1	
		2	**0**

Cluster 11: Ethnicism

Idea	Statements	Votes	Influence
29	Poor infrastructure, negative ethnicity and historical injustices	2	14
27	Disregard of traditional terrorism as a political strategic choice	1	
		3	**14**

Cluster 12: Contemporary Issues

Idea	Statements	Votes	Influence
26	Brutality of governments to those who speak about democracy	8	12
25	Ineffective justice delivery system in the 21st century	0	6
33	Failure to reinvent traditional democracy and governance	0	
		8	**18**

Clusters Prioritized

Cluster	Cluster Name	Cluster Votes	Cumul. Votes	Cumul. Votes %	Norm. Votes	Cluster Influence	Cumul. Influence	Cumul. Influence %	Norm. Influence
5	Right to Information	15	15	19.0%	19.0%	37	37	19.4%	19.4%
1	Stakeholder Inclusion	15	30	38.0%	19.0%	34	71	37.2%	17.8%
4	Transparency/ Accountability	9	39	49.4%	11.4%	27	98	51.3%	14.1%
9	Lack Reform	4	43	54.4%	5.1%	20	118	61.8%	10.5%
2	Youth/ Grassroots participation	8	51	64.6%	10.1%	18	136	71.2%	9.4%
12	Contemporary Issues	8	59	74.7%	10.1%	18	154	80.6%	9.4%
11	Ethnicism	3	62	78.5%	3.8%	14	168	88.0%	7.3%
8	Poor Technology	5	67	84.8%	6.3%	10	178	93.2%	5.2%
6	Corruption	4	71	89.9%	5.1%	5	183	95.8%	2.6%
3	Religious Intolerance	3	74	93.7%	3.8%	4	187	97.9%	2.1%
7	Red Tape	3	77	97.5%	3.8%	4	191	100.0%	2.1%
10	Self-esteem	2	79	100.0%	2.5%	0	191	100.0%	0.0%

Cluster Prioritization Analysis - Actions

Cluster 1: ICT Platforms

Idea	Statements	Votes	Influence
45	Develop a system or a tool using ICT to make information easily accessible to all	6	22
16	Gender mainstreaming and equal opportunities for all in policy making	3	13
52	Social media advocacy and campaign to address information gap.	4	11
3	The adaptation of information communication technology to promote equity and equality in governance	3	11
50	Development of government ICT systems and facilities	2	5
1	Digital archiving to solve the problem of red tape	4	3
8	Use Of E-learning to keep office bearers informed of current changes and trends in governance	2	
12	Storming social media platforms	2	
28	Government's should adopt Kaizen as a management tool to check against red tape, unaccountability and corruption	2	
6	Social media as a dissemination tool for information exchange	1	
22	Social media as an effective tool that can be used by citizens to access leaders and crowd source for solutions	1	
24	Use of animation techniques in governance	1	
51	Deployment of government ICT facilities and training people on how to use them	1	
		32	**65**

Cluster 2: Mobile Voting

Idea	Statements	Votes	Influence
7	Transparency in voting	3	1
		3	**1**

Cluster 3: Good Governance

Idea	Statements	Votes	Influence
29	The essence of good governance	2	
5	Invest in change to come to corrupt government and not from the same government	1	
41	A voice for governance	0	
		3	**0**

Cluster 4: Triggering personal responsibility

Idea	Statements	Votes	Influence
2	Public officers willingness and willfully to take personal responsibility of their actions in service	1	
		1	**0**

Cluster 5: Accountability system

Idea	Statements	Votes	Influence
21	Application for monitoring and reporting service delivery and projects by government	3	2
4	Mobile voting in higher learning institutions	0	
		3	**2**

Cluster 6: Right to Information Bill (Law)

Idea	Statements	Votes	Influence
26	Engage legal practitioners and experts to come out with an extensive legal framework on the right to information	3	23
37	Linking with other organizations with similar objectives	1	5
		4	**28**

Cluster 7: Legal Matters

Idea	Statements	Votes	Influence
14	Lobby / engage state actors, civil society and citizens to repeal any law that hinder democracy and good governance.	3	11
9	Application of E-justice and shadow organization to check and strengthen implementation of the rule of law with no one above it.	2	5
15	Combatting run away impunity via restorative justice	5	1
10	Use of unorthodox means to combat brutality of governments	0	
		10	**17**

Cluster 8: Capacity Building & Awareness

Idea	Statements	Votes	Influence
18	Economic empowerment of the less advantaged	9	24
34	Increase literacy among citizens in rural areas through the use of change agents	3	19
39	Train women, youths and other minority groups representatives on citizen journalism	2	15
32	Mentorship and capacity building among women, minority groups and people with disability	2	12
48	Structured dialogue for youth participation	7	11
19	Cultivating the habit of proper orientation from time to time	5	11
33	Mobilising and organising youth to educate and create awareness and also engaging local leaders	5	11
13	Conduct training and empowering programs to youth and women	4	11
30	Overcoming dwindled passion among the youth in Kenya	2	11
36	Using civil education to combat poor infrastructure, negative ethnicity and historical injustice	3	
38	Create awareness / educate citizens particularly young people and the minorities on democratic process and lobby for the active participation in any democratic process	2	
20	Lobby for the strengthening of systems / structures that support democracy and good governance	1	
43	Invest on massive civic education on democracy, governance and human rights on the grassroots and keep the information accessible all time	0	
53	Meet with and train women and youths as candidates for political office at local and national levels.	0	
		45	**125**

Cluster 9: Curbing religions influences

Idea	Statements	Votes	Influence
11	Curbing religious intolerance among the youth in Kenya	0	
		0	**0**

Cluster 10: Policy

Idea	Statements	Votes	Influence
31	Engaging grassroot youths in governance and democracy	3	11
46	Forming a movement to champion the issue of accountability	1	11
49	Policy review by citizens	3	1
47	Implementation of policies on the planet	3	
25	Extending policy making to the grassroots	1	
		11	**23**

Clusters Prioritized

Cluster	Cluster name	Cluster Votes	Cumul. Vote	Cumul.Vote %	Norm. Vote	Cluster Influence	Cumul. influence	Cumul.Influence %	Norm. Influence
8	Capacity Building & Awareness	45	45	40.2%	40.2%	125	125	47.9%	47.9%
1	ICT Platforms	32	77	68.8%	28.6%	65	190	72.8%	24.9%
6	Right to Information Bill (Law)	4	81	72.3%	3.6%	28	218	83.5%	10.7%
10	Policy	11	92	82.1%	9.8%	23	241	92.3%	8.8%
7	Legal Matters	10	102	91.1%	8.9%	17	258	98.9%	6.5%
5	Accountability system	3	105	93.8%	2.7%	2	260	99.6%	0.8%
2	Mobile Voting	3	108	96.4%	2.7%	1	261	100.0%	0.4%
3	Good Governance	3	111	99.1%	2.7%	0	261	100.0%	0.0%
4	Triggering personal responsibility	1	112	100.0%	0.9%	0	261	100.0%	0.0%
9	Curbing religions influences	0	112	100.0%	0.0%	0	261	100.0%	0.0%

Cluster Prioritization Analysis - Shortcomings

Cluster 1: Marginalized

Idea	Statement	Votes	Influence
45	Lack of women's engagement in politics	3	13
15	The lack of representation raises the question of political legitimacy	4	4
36	Exclusion of minorities or marginalized groups in decision making	3	4
66	Lack of positive discrimination towards marginalised groups	2	
28	Neglect of the needs of vulnerable groups in the decision making process	1	
13	Lack of accessibility of official papers	0	
52	Racial discrimination	0	
56	The wide gap between generations	0	
65	Lack of access to basic rights and services for immigrants	0	
		13	**21**

Cluster 2: Inequality

Idea	Statements	Votes	Influence
43	Equal starting conditions for each human development which will also lead available equally to get involved modern technological upgrowth in the world	2	
23	Poverty which is separating us from technology	0	
		2	**0**

Cluster 3: Education

Idea	Statements	Votes	Influence
47	Not effective promotion and strengthening of awareness regarding the importance of education	2	
3	Less accessibility to education for all people	1	
38	Education leak	1	
		4	**0**

Cluster 4: Participation

Idea	Statement	Votes	Influence
7	Lack of interest and engagement by the youth	6	2
1	Youth are not well informed about the democratic procedures	5	2
32	Lack of the knowledge on the role of a citizen	1	
2	Lack of participation	0	
4	Scarcity of information	0	
6	The fact that the educational system is not digitised using biometrics	0	
49	Lack of the specific information and politic education	0	
		12	**4**

Cluster 5: Political Atmosphere

Idea	Statement	Votes	Influence
19	Lack of democratic governance	7	12
9	Lack of freedom of speech	3	12
57	No online communication channels between government and citizens	3	3
21	Balance of power shapes democracy	0	
25	Denying people's requirements	0	
26	The elections are manually conducted	0	
27	Insufficient and unequal access to governmental information	0	
40	Difficulty entering the political world	0	

Cluster 6: Transparency

Idea	Statement	Votes	Influence
34	Deficiency in the process of raising awareness around the rights of citizens	3	18
24	No public evaluation systems	0	12
30	Absence of meritocracy in governmental institutions	8	4
8	Enabling corruption by the lack of transparency	0	4
33	Lack of information	1	
5	Making presidency by inheritance	0	
20	Lack of publicity of parliamentary decisions	0	
50	Transparency in parliamentary elections	0	
55	Lack of accountability	0	
61	Mediatisation of public stances/information	0	
68	Lack of trust between state officials and citizens	0	
		12	**38**

Cluster 7: Ethical Inefficiencies

Idea	Statement	Votes	Influence
64	Media bias	7	8
18	Corruption	5	4
16	Bureaucracy	9	1
60	Bribery and favouritism	1	
		22	**13**

Cluster 8: Violation of the Rule of Law

Idea	Statement	Votes	Influence
31	Deficiency of the rule of law which leads to a lack of trust of the population in the governments	0	4
17	The negative intervention of religion and the traditional customs government decisions	0	1
14	Deficiency in the mechanism of constitutional accountability by the people	1	
11	Violation of the principle of separation of powers	0	
37	Non application of international legislations and agreements in ministries	0	
51	Submission of the judicial authority resulting to unstable and unsecured law	0	
		1	**5**

Cluster 9: External Influences

Idea	Statement	Votes	Influence
41	International dynamics shape local 'democracy'	3	12
44	Outside interferes	0	
63	Self-concerned intervention of states in other vulnerable states	0	
		3	**12**

Cluster 10: Digitalization

Idea	Statement	Votes	Influence
22	Not using the digital tools for the population to follow up or monitor election process	1	
29	Lack of the access to technology	0	
		1	**0**

Cluster 11:

Idea	Statement	Votes	Influence
39	Lack of sufficient funds to improve technology	1	
35	The lack of sustainable development	0	
		1	**0**

Cluster 12: Mobilization

Idea	Statement	Votes	Influence
10	Misconception and lack of mobilization of civil resistance	0	
		0	**0**

Cluster 13: Partisan Issues

Idea	Statement	Votes	Influence
48	Every topic is turned into a partisan issue	0	
		0	**0**

Cluster 14: No link between people and government

Idea	Statement	Votes	Influence
12	Complicated and unequal access for citizens to communicate with their governing bodies	1	
69	Impossibility to influence decision making	0	
		1	**0**

Cluster 15: Traffic Crowdedness

Idea	Statement	Votes	Influence
58	Traffic crowdedness	0	
		0	**0**

Cluster 16: Future leader building

Idea	Statement	Votes	Influence
43	Lack of efficient capacity building parallel systems to prepare future leaders	0	
		0	**0**

Clusters Prioritized

Cluster	Cluster name	Cluster votes	Cumul. Votes	Cumul. vote %	Norm. votes	Cluster influence	Cumul. Influence	Cumul. Influence %	Norm. influence
6	Transparency	12	12	14.1%	14.1%	38	38	31.7%	31.7%
5	Political Atmosphere	13	25	29.4%	15.3%	27	65	54.2%	22.5%
1	Marginalized	13	38	44.7%	15.3%	21	86	71.7%	17.5%
7	Ethical Inefficiencies	22	60	70.6%	25.9%	13	99	82.5%	10.8%
9	External influences	3	63	74.1%	3.5%	12	111	92.5%	10.0%
8	Violation of the Rule of Law	1	64	75.3%	1.2%	5	116	96.7%	4.2%
4	Participation	12	76	89.4%	14.1%	4	120	100.0%	3.3%
3	Education	4	80	94.1%	4.7%	0	120	100.0%	0.0%
2	Inequality	2	82	96.5%	2.4%	0	120	100.0%	0.0%
10	Digitalisation	1	83	97.6%	1.2%	0	120	100.0%	0.0%
11	Development	1	84	98.8%	1.2%	0	120	100.0%	0.0%
14	No link between people and government	1	85	100.0%	1.2%	0	120	100.0%	0.0%
12	Mobilization	0	85	100.0%	0.0%	0	120	100.0%	0.0%
13	Partisan issues	0	85	100.0%	0.0%	0	120	100.0%	0.0%
15	Traffic Crowdedness	0	85	100.0%	0.0%	0	120	100.0%	0.0%
16	Future leader building	0	85	100.0%	0.0%	0	120	100.0%	0.0%

Cluster Prioritization Analysis - Actions

Cluster 1: International Impact

Idea	Statements	Votes	Influence
1	Mandatory participation in political youth centers during high schools	3	
33	Partnership with international and local bodies for the information in development	0	
38	Stop exploitation of developing countries by the economically powerful states	0	
		3	**0**

Cluster 2: Job matching software

Idea	Statements	Votes	Influence
49	Create a job matching software for students that is relevant to their field and flexible to their schedules, eliminating the bias of gender, sex, religion, race and other diversity factors	2	1
11	Automatic selection of potential candidates in the job recruitment process	2	
3	Use digitized standardized matching system to recruit governmental employees and representatives	1	
51	Creating a website that helps youth in finding job opportunities in return for engaging in debates in their field of study	1	
2	A social networking platform for volunteers / youths looking for opportunities posted by nonprofits and government agencies	0	
42	A better system of governance would be through the people we recruit to work at such big positions at the government	0	
		6	**1**

Cluster 3: Social Reconstruction

Idea	Statements	Votes	Influence
18	Resistance to the patriarchal system and trying to find some new form of governance	0	
36	Formulating regulations by government that focus on implementing gender equality	0	
		0	**0**

Cluster 4: Role of Media

Idea	Statements	Votes	Influence
8	Opening an independent and educational TV channel to reach rural areas and villages	1	2
44	Ensuring media participation in human rights awareness campaigns	2	
23	Establishing media ethical declaration to generalize for all media agencies	0	
		3	**2**

Cluster 5: Informative interactive platform

Idea	Statements	Votes	Influence
14	Online interactive and fun platform dedicated in addressing the issues related to the youth's engagement in politics as well as the enhancing of awareness regarding the rights of citizens	6	14
20	Creating an online platform that easily explains the different formal tools youth can use to issue a complaint to the parliament	7	1
29	Creating an online platform for citizens to voice their concerns, that will categorize them into a clear database, to be addressed by the government in the upcoming parliamentary sessions	1	
47	Online weekly survey platform where citizens vote on articles to be discussed in the parliament's next session	1	
7	Social media platform that does not interact with, but rather informs citizens of their rights and the structures of their government.	0	
13	Establish online platform of social media on activism and expression of ideas, it will also offer training 20 people related to activism in the middle east	0	
15	Create a digital independent press board	0	
25	Creating a network of advocates for minorities and marginalized groups	0	
40	Creating an online platform for youth all around the world to share thoughts on democracy and challenges they face	0	
43	Launch online platforms for communication with the public	0	
		15	**15**

Cluster 7: Constitutional reform

Idea	Statements	Votes	Influence
58	Awareness campaigns about human rights and the role of citizens	6	9
10	Create a constitutional court independent from the government that ensures respect of the constitution and fundamental rights	5	1
31	Organizing online sessions of Q&As on the rights of citizens	2	
26	Reforming the basic law or constitution in a way that guarantees the political, social and economic rights	1	
27	A parallel independent consultation body to explain the limitations of the constitution	0	
		14	**10**

Cluster 8: Political & civic education

Idea	Statements	Votes	Influence
1	Mandatory participation in political youth centers during high school.	3	6
9	Enhancing primary and secondary school curriculums by providing a proper and thorough education on systems of governance	2	2
6	Decentralising the government institutions through reinforcing the local governing bodies	6	1
54	Enhancing the political education starting from the secondary level	2	1
19	Encouraging youth participation in politics in following up the government behaviour through technologies	1	
37	The availability of governing knowledge to prevent mal-administration	0	
45	A series of workshops about civic engagement for youth	0	
53	Education system to discover other governance	0	
		14	10

Cluster 9: Communication between people and government

Idea	Statements	Votes	Influence
21	Call center for citizens issues	3	3
5	Mobile application for communication between citizens and their government officials	8	1
		11	**4**

Cluster 10: Government online platform

Idea	Statements	Votes	Influence
52	Create a platform where independent candidates can share their programs and views	0	4
12	Create a website that re-organizes data on politicians' financial information	4	1
17	Government information management systems	3	1
30	Create a website developed by the government aiming to extend, in an accessible way, all of the law, governmental decrees and jurisdictional decisions	2	1
28	Online voting systems for representatives	2	
34	Surveys for citizens in order to establish data based decision making	2	
4	Government data must be available online to increment transparency level	0	
24	Creation of an online election platform	0	
46	Create an online platform for political consultation	0	

Cluster 11: Support agencies

Idea	Statements	Votes	Influence
55	Development of effective supporting units	8	4
22	Establish subsidiary government agencies to assist with the policies and problems faced in the countries	0	
		8	**4**

Cluster 12: Representative policy

Idea	Statements	Votes	Influence
50	Make public every year the accounts of the political parties and establish a financial cap to ensure an equality for all parties	1	
57	Limit the possibility for an elected representative to be elected more than two times for the same mandate	0	
		1	**0**

Cluster 13: Evaluation systems

Idea	Statements	Votes	Influence
56	Creating monitoring and evaluation system in work places and governmental institutions	6	6
32	Confronting what studies show and what politicians say(for example fact checker)	7	2
		13	**8**

Cluster 14: Sub committees

Idea	Statements	Votes	Influence
16	Formulating sub-committees to focus on the short term issues	0	
		0	**0**

Clusters Prioritized

Cluster	Cluster name	Cluster votes	Cumul. vote	Cumul. vote %	Norm. votes	Cluster influence	Cumul. Influence	Cumul. influence %	Norm. influence
5	Informative interactive platform	15	15	14.9%	14.9%	15	15	24.6%	24.6%
7	Constitutional reform	14	29	28.7%	13.9%	10	25	41.0%	16.4%
8	Political and civil education	14	43	42.6%	13.9%	10	35	57.4%	16.4%
13	Evaluation system	13	56	55.4%	12.9%	8	43	70.5%	13.1%
10	Government online platform	13	69	68.3%	12.9%	7	50	82.0%	11.5%
9	Communication between people and government	11	80	79.2%	10.9%	4	54	88.5%	6.6%
11	Support agencies	8	88	87.1%	7.9%	4	58	95.1%	6.6%
4	Role of media	3	91	90.1%	3.0%	2	60	98.4%	3.3%
2	Job matching software	6	97	96.0%	5.9%	1	61	100.0%	1.6%
1	International Impact	3	100	99.0%	3.0%	0	61	100.0%	0.0%
12	Representative policy	1	101	100.0%	1.0%	0	61	100.0%	0.0%
3	Social Reconstruction	0	101	100.0%	0.0%	0	61	100.0%	0.0%
14	Sub committees	0	101	100.0%	0.0%	0	61	100.0%	0.0%

Cluster Prioritization Analysis - Shortcomings

Cluster 1: Democratic culture

Idea	Statements	Votes	Influence
18	Normalization and acceptance of political corruption	5	13
39	Inefficient education for democracy and for the exercise of citizenship.	5	13
19	They only vote, forgetting of social control	1	
40	Discrimination in social groups' opinions	1	
52	Improvised nomination of public servants designated in the implementation areas	1	
1	There is too much distance between the people and the decisions made by the government	0	
13	Deficiency in reestablishing democratic values within the educational system.	0	
34	Justice systems based solely on punishment.	0	
49	It is based on the selfish logic of "if I win, someone else has to lose"	0	
50	Scarce multi-stakeholder dialogue in decision-making	0	
		13	**26**

Cluster 2: Citizen participation

Idea	Statements	Votes	Influence
46	The elections are to choose people and do not promote the discussion of ideas and projects	2	3
30	Low citizen participation, especially among young people.	1	2
43	Lack of communication by the State concerning the necessary information for solving social problems	1	
66	Lack of a direct citizen participation institution.	1	
1	There is too much distance between the people and the decisions made by the government	0	
5	Closure of spaces for citizens in local decision-making	0	
23	Excess of political activism in social media but lack of real activism through institutional mechanisms.	0	
31	Distance between people and decision-making and decision-implementation creates disinterest for public affairs	0	
47	Lack of cooperation with different forms of the civil society organisations	0	
68	There is no correlation between the problems addressed by the Government and the ones sought by the civil society.	0	
		5	**5**

Cluster 3: Selection process for public officials

Idea	Statements	Votes	Influence
2	Inadequate method of entering the public administrative system	2	1
27	Inadequate diagnosis of citizens' priorities.	1	
17	Wrongful nominations in decision-making positions, due to the lack of knowledge of the people chosen in the respective positions.	0	
58	Members of the staff don't know each other	0	
61	Lack of competitions to accede to publico offices or lack of dissemination of those competitions.	0	
		3	**1**

Cluster 4: Concentration of power

Idea	Statements	Votes	Influence
35	Centralization of public power in a single person or a small group (non elected)	6	13
4	They are based on democratic systems controlled by the same elites that promote inequality	3	13
33	Manipulation of the public opinion through the means of communication in favor of a political position	2	1
11	There is no safeguard for the political participation of actors with opposing points of views to those already established	1	
56	The participation of new political actors is not encouraged.	1	
69	Excessive use of political marketing that reduces politics in a single photo.	1	
		14	**27**

Cluster 5: Ineffective administration

Idea	Statements	Votes	Influence
37	Limited use of and resistance to new technologies in public administration processes	0	4
6	Inefficiency of the bureaucratic mechanisms of the administrative process of the public function	2	3
22	Weak interrelation between the different State structures	1	3
20	Inadequate management of public resources	2	1
32	Lack of cooperation between different organisations, due to egocentric desires.	1	
7	Low systematization and availability of information in public order for the development of policies	0	
26	Institutional weakness (lack of capabilities) in local and regional governments and administrations	0	
36	Difficulty in using well the resource of time, due to the ignorance of technical matters in the Government's administration.	0	
48	Lack of knowledge on the mechanisms of political participation and control	0	
51	Improvised nomination of public servants designated in the implementation areas	0	
65	Lack of a clear organisational method in the public structure.	0	
67	Lack of commitment in the administration	0	
		6	**11**

Cluster 6: Errors in government communication

Idea	Statements	Votes	Influence
8	Shortage of communication of social policies	2	1
55	Civil society does not have sufficient information in order to participate in decision making processes.	2	
12	Inefficient communication to citizens about the responsibilities of the State's different responsibilities.	1	
43	Lack of communication by the State concerning the necessary information for solving social problems	1	
63	There is an excess of political-party propaganda that seeks to obstruct other schools of thought in decision-making	1	
21	Mistakes in terms of communicating.	0	
54	Rejection of constructive ideas	0	
		7	**1**

Cluster 7: Representation

Idea	Statements	Votes	Influence
24	Lack of dialogue and consensus	1	3
3	Lack of representativeness	1	
50	Scarce multi-stakeholder dialogue in decision-making	1	
9	Distrust among stakeholders	0	
38	Lack of democracy in the relation between "governor and governed"	0	
53	Lack of collective memory of the times when the regimes were not democratic	0	
60	Applicants to positions of political representation can use their position to their personal interest.	0	
64	The rulers need alliances with business groups, communication groups and groups with economic power, in order to stay in power.	0	
		3	**3**

Cluster 8: Accountability

Idea	Statements	Votes	Influence
15	Low accountability culture	5	2
10	Difficulty in monitoring the activities	0	
16	Representatives only give account when they are elected	0	
		5	**2**

Cluster 9: Public politics

Idea	Statements	Votes	Influence
25	Lack of knowledge about the local reality	4	4
41	Implementation of public policies without divergent approaches	4	1
28	Lack of programs to promote the development of the economic resources of each region	2	1
14	Work on inclusion has been decreasing	1	
62	Imposition of foreign development models that do not take into account the local social and cultural traits.	1	
7	Low systematization and availability of information in public order for the development of policies	0	
29	A negative look when it comes to keep on creating social projects.	0	
44	Decrease of the budget available for inclusive activities	0	
57	Lack of promotion of ICT as social inclusion and communication tools	0	
70	Lack of access to social programmes for labour capacity-building.	0	
		12	**7**

Cluster 10: Civil servants

Idea	Statements	Votes	Influence
42	Lack of social sensibility in civil servants	7	4
		7	**4**

Clusters Prioritized

Cluster	Cluster name	Cluster Votes	Cumul. vote	Cumul. Vote %	Norm. Votes	Cluster influence	Cumul. influence	Cumul. Influence %	Norm. Influence
4	Concentration of power	14	14	18.7%	18.7%	27	27	31.0%	31.0%
1	Democratic culture	13	27	36.0%	17.3%	26	53	60.9%	29.9%
5	Ineffective administration	6	69	92.0%	8.0%	11	64	73.6%	12.6%
9	Public Politics	12	39	52.0%	16.0%	7	71	81.6%	8.0%
2	Citizen participation	5	51	68.0%	6.7%	5	76	87.4%	5.7%
10	Civil servants	7	46	61.3%	9.3%	4	80	92.0%	4.6%
7	Representation	3	75	100.0%	4.0%	3	83	95.4%	3.4%
8	Accountability	5	56	74.7%	6.7%	2	85	97.7%	2.3%
6	Errors in government communication	7	63	84.0%	9.3%	1	86	98.9%	1.1%
3	Selection process for public officials	3	72	96.0%	4.0%	1	87	100.0%	1.1%

Cluster Prioritization Analysis - Actions

Cluster 1: Innovation in education

Idea	Statements	Votes	Influence
52	To work together with social organizations	1	11
58	Create virtual simulation spaces for the debate of laws	3	2
22	Initiative models of discussion of the law and the media existing in different levels and years of education	4	1
18	Innovate in education mechanisms	2	1
10	Create training projects for teachers, focused on the democratic values.	1	
1	Develop a software for the Ministry of Education of provincial States.	0	
12	Establish education projects that promote community values over economic values.	0	
28	Create virtual and real exchange platforms between regional blocks.	0	
30	Include and increase the education of values such as solidarity, honesty and the common good.	0	
50	Increase public policies' communication ways and means.	0	
59	Less weapons, more education.	0	
60	Develop programmes to teach the responsibilities of the different government levels to the community.	0	
62	Create programmes on the monitoring and implementation of municipal budget for young people in high-school and university.	0	
65	Create obligatory syllabus for political debate in schools	0	
74	Start reading-writing programmes that respect the cultural characteristics of the population.	0	
76	Promote that public servants at various levels come closer to the educational sector	0	
		11	**15**

Cluster 2: Citizen participation

Idea	Statements	Votes	Influence
15	Develop an exchange platform with services offered to save the world	5	10
45	Create a project to promote citizen participation through alternative mechanisms	3	7
78	Create a citizen dialogue for solving problems	2	7
66	A law that guarantees that space for citizen dialogue in the media	0	5
25	Establish democratic models on the local level, in order to increase the participatory consciousness	0	4
3	Build a mechanism of horizontal civic participation with institutional weight	5	2
2	Generate local and collective empowerment for the social bases	3	1
5	Establish political civic education (democratic values such as: solidarity, honesty and common good), starting from childhood.	0	
6	Create models that that promote citizen participation	0	
7	Build mechanisms for the discussion of ideas that allow the participation of a large number of people	0	
8	Develop a website for citizens to provide information on their context.	0	
14	Creation of roundtables for regional development, with the participation of different actors	0	
31	Create appropriate spaces for the youth's citizen participation.	0	
70	Previously consult leaders of vulnerable areas before implementing projects that benefit their area.	0	
		18	**36**

Cluster 3: Political Control

Idea	Statements	Votes	Influence
9	Increase review of pre-election governance plans	6	3
23	Make every governmental institution create a website with update information about their programmes, public policies and budget.	0	2
21	Establish a methodology for executing actions subordinate to ideas and not people	2	1
40	Organise exams for elected public servants in order to make sure that they know the area they want to represent.	1	
4	Reduce political propaganda when it comes to public policy dissemination	0	
11	Promote a culture of accountability at all levels.	0	
17	Compulsory compliance of the political parties' platforms	0	
20	Change the working methods between the State institutions.	0	
36	Develop a fundraising campaign to donate a value to a politician	0	
51	Create radical sanctions for corruption acts.	0	
53	Make compulsory the annual reporting on high-level public servants' funds	0	
56	Create auditing bodies in real time.	0	
61	Conduct annual consultations among youth, on specific projects of their interest.	0	
		9	**6**

Cluster 4: Public employment

Idea	Statements	Votes	Influence
13	Prior implementation of training for the designated persons for administration	3	5
47	Develop a virtual system for training and evaluation for access to public administration	0	1
34	Create a website that includes all the competitions for entering the public sector.	1	
38	Increase trainings and exchanges for public servants.	0	
39	Establish periodic evaluations for public servants.	0	
48	Create an interactive exchange mechanism for lessons-learnt during regional participation processes.	0	
55	Promote free virtual training programmes	0	
73	Develop an excellency award for public servants.	0	
75	Encourage internships in public administration.	**0**	
		4	**6**

Cluster 5: Social innovation

Idea	Statements	Votes	Influence
29	Develop a museum for virtual memory that contains artistic practices representing local issues.	8	4
43	Promote a public policy for technological innovation.	1	1
16	Create a new app for citizens, for social development purposes.	0	
27	Develop a technological factory for development and dissemination of citizens' mobilisations.	0	
35	Establish alternative communication and inter-regional dialogue channels, to visualise social issues.	0	
37	Create a virtual agenda that groups by areas the social policies that are being developed.	0	
49	Institutionalise-formalise social networking for problem-solving.	0	
63	Develop a community documentaries bank, to expose Latin American youth issues.	0	
		9	**5**

Cluster 6: Quota law

Idea	Statements	Votes	Influence
57	Formulate laws that protect young employability in the public and private spheres	2	1
19	Mandatory percentage of young people in companies, political parties, and government institutions in order to boost youth employability.	1	
54	Make compulsory the participation in the legislative assembly of at least one representative from vulnerable areas	0	
		3	**1**

Cluster 7: Corruption

Idea	Statements	Votes	Influence
68	Create a campaign to sensitize young people to the effects of corruption	2	4
24	Combat corruption through processes of sensitization, formation and citizen denunciation	8	3
32	Legal and economic sanctions against the media that accuse without proof	2	1
77	Create severe sanctions for companies that owe large amounts of money to the State.	1	
44	Create a Latin American innovative campaign that encourages the non-acceptance of corruption and the dismantling of democracy.	0	
		13	**8**

Cluster 8: State mechanisms

Idea	Statements	Votes	Influence
33	Application of a participatory budget at the neighborhood level	3	4
26	Increase the activity of local promoters by bringing direct proposals to the beneficiaries	3	2
42	Establish an information office in vulnerable areas.	0	2
71	Integrate to work of the units of the different levels of government	3	1
46	Eradicate business alliances with public servants in office.	1	
64	Increase and encourage the use of social networking at different ages.	0	
67	Eradicate political clientelism programmes	0	
72		0	
		10	**9**

Clusters Prioritized

Cluster	Cluster Name	Cluster Votes	Cumul. Vote	Cumul. Vote %	Norm. Vote	Cluster Influence	Cumul. Influence	Cumul. Influence %	Norm. Influence
2	Citizen participation	18	18	23.4%	23.4%	36	36	41.9%	41.9%
1	Innovation in education	11	29	37.7%	14.3%	15	51	59.3%	17.4%
8	State mechanisms	10	39	50.6%	13.0%	9	60	69.8%	10.5%
7	Corruption	13	52	67.5%	16.9%	8	68	79.1%	9.3%
3	Political Control	9	61	79.2%	11.7%	6	74	86.0%	7.0%
4	Public employment	4	65	84.4%	5.2%	6	80	93.0%	7.0%
5	Social innovation	9	74	96.1%	11.7%	5	85	98.8%	5.8%
6	Quota law	3	77	100.0%	3.9%	1	86	100.0%	1.2%

Cluster Prioritization Analysis - Shortcomings

Cluster 1: Corruption

Idea	Statements	Votes	Influence
17	Intolerance	1	6
11	Technology in Democracy: A double edged sword?	3	3
34	Lack of transparency	4	2
1	Corruption	3	1
21	Increasing presence of special interest groups	0	
		11	**12**

Cluster 2: Education system

Idea	Statements	Votes	Influence
13	Quality education to rural areas	1	11
2	Lack of proper education	1	7
3	Poverty	1	4
33	Lack of specialization	0	
		3	**22**

Cluster 3: Government Structure

Idea	Statements	Votes	Influence
37	Dysfunctional design of systems with the little scope of e-design	3	4
35	There is a gap between the people and the government	2	4
15	Inadequate policy formulation and implementation	1	4
4	Lack of innovation in current system of governance	0	
5	The bureaucracy is averse to new methods of public administration	0	
8	Constitutional structure	0	
9	Impaired audit of and feedback for execution of plans and policies at local level	0	
		6	**12**

Cluster 4: Transparency

Idea	Statements	Votes	Influence
6	Right to information for citizens	2	6
38	Weak system of M&E of welfare policies, programs, and schemes	1	4
18	Issues with voting	3	3
		6	**13**

Cluster 5: Representation & Participation

Idea	Statements	Votes	Influence
7	Lack of use of technology to engage youth	3	5
23	Participation of different communities	1	4
12	Inclusivity	4	3
16	Women are not represented adequately in the indian democracy	2	7
22	Youth participation in politics	0	
		10	**19**

Cluster 6: Technology

Idea	Statements	Votes	Influence
28	Lack of non violent communication and inner peace	1	4
32	Ageing world	1	4
10	Resistance to change in masses	0	
		2	**8**

Cluster 7: Civil education

Idea	Statements	Votes	Influence
27	Uncertainty over the definition of democracy	2	2
31	Lack of public health awareness	1	1
26	Association with sensitive ideas	0	
29	Lack of respect for diversity	0	
30	Intolerance drives conducted by religious communities among ill informed population groups	0	
		3	**3**

Clusters Prioritized

Cluster	Cluster name	Cluster Votes	Cumul. Vote	Cumul.Vote %	Norm. Vote	Cluster Influence	Cumul. influence	Cumul.Influence %	Norm. Influence
2	Education system	3	3	7.3%	7.3%	22	22	24.7%	24.7%
5	Representation & Participation	10	13	31.7%	24.4%	19	41	46.1%	21.3%
4	Transparency	6	19	46.3%	14.6%	13	54	60.7%	14.6%
1	Corruption	11	30	73.2%	26.8%	12	66	74.2%	13.5%
3	Government structures	6	36	87.8%	14.6%	12	78	87.6%	13.5%
6	Technology	2	38	92.7%	4.9%	8	86	96.6%	9.0%
7	Civil education	3	41	100.0%	7.3%	3	89	100.0%	3.4%

Cluster Prioritization Analysis - Actions

Cluster 1: Governing structures

Idea	Statements	Votes	Influence
15	Human centered design for problem solving in governance	3	5
5	Training the bureaucracy	2	1
27	Decentralised systems checking corruption at levels of governance and bureaucracy by introducing local, community-level programs	2	1
1	Introduce innovation in governance	0	
		7	**7**

Cluster 2: Right to information

Idea	Statements	Votes	Influence
2	Develop laws for right to information	2	5
		2	**5**

Cluster 3: Communication between government and people

Idea	Statements	Votes	Influence
3	Develop two way communication between citizens and government	4	11
32	Government must interact more with the people	2	11
11	Policy formulation by proper testing and communication	1	3
6	Setting up of grievance redressal call center and toll free helpline numbers for receipt of recorded complaints	1	2
		8	**27**

Cluster 4: Education system

Idea	Statements	Votes	Influence
30	Inclusive youth development program	2	7
10	Online courses for facilitating education in rural areas	2	6
8	Creating awareness about technology	2	2
9	Ways for inclusivity	3	1
29	Education criteria set by the election commission	1	
13	Challenge of intolerance addressed through quality education	0	
25	Self development programs, inner peace training	0	
26	Quality education to help deal with the problem of diversity	0	
		10	**16**

Cluster 5: Participation

Idea	Statements	Votes	Influence
18	Youth participation	3	5
14	Youth participation for strengthening the M&E of welfare schemes, programs and policies	1	
12	Solution to the challenge of women's representation	0	
19	Percentage based participation for all communities	0	
		4	**5**

Cluster 6: Political education

Idea	Statements	Votes	Influence
31	Educate people about their rights	1	15
7	Use of different forms of visual media and communication to drive psychological change at local level	3	4
22	Creating awareness on the definition of democracy	3	2
16	Tackling special interest groups	2	1
17	Dealing with ill informed voters	2	1
23	Educating people on the shortcomings of democracy	1	
28	Environmental awareness through community driven associations and city wide campaigns	1	
		13	**23**

Cluster 7: Corruption

Idea	Statements	Votes	Influence
33	If leadership endeavours in the promotion of democratic members rather than member as a democrat	1	
		1	**0**

Clusters Prioritized

Cluster	Cluster name	Cluster Votes	Cumul. Vote	Cumul.Vote %	Norm. Vote	Cluster Influence	Cumul. influence	Cumul.Influence %	Norm. Influence
3	Communication between government and people	8	8	17.8%	17.8%	27	27	32.5%	32.5%
6	Political Education	13	21	46.7%	28.9%	23	50	60.2%	27.7%
4	Education system	10	31	68.9%	22.2%	16	66	79.5%	19.3%
1	Government structures	7	38	84.4%	15.6%	7	73	88.0%	8.4%
5	Participation	4	42	93.3%	8.9%	5	78	94.0%	6.0%
2	Right to information	2	44	97.8%	4.4%	5	83	100.0%	6.0%
7	Corruption	1	45	100.0%	2.2%	0	83	100.0%	0.0%

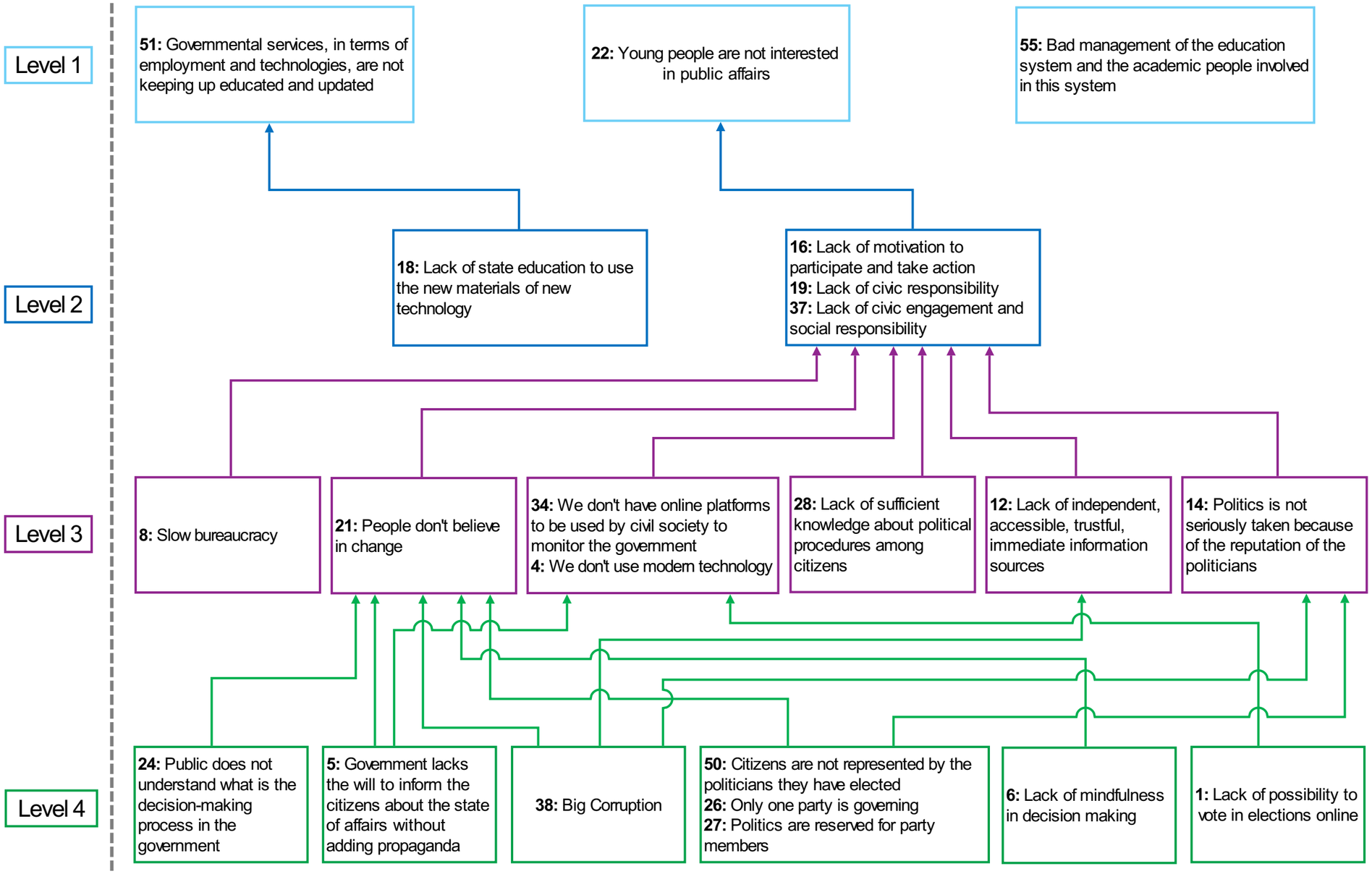
Term Frequency Analysis

Rank	Term	Score
2	young people	39.00
3	social media	38.86
4	online platform	22.00
5	democratic process	19.00
7	decision making	15.00
8	constitutional court	13.00
9	political party	11.00
10	political system	9.80
11	service delivery	9.75
12	electoral process	9.00
12	political education	9.00
12	digital era	9.00
15	democratic governance	8.00
16	long term	7.00
16	minority group	7.00
16	political process	7.00
16	election process	7.00
16	current system	7.00
16	evaluation system	7.00
22	public evaluation system	6.34
23	educational system	6.00
23	young generation	6.00
23	mobile voting	6.00
23	democratic system	6.00
23	governmental institution	6.00
23	red tape	6.00
29	online voting	5.50
30	electoral system	5.00
30	good governance	5.00
30	political life	5.00
30	arab world	5.00
30	rural area	5.00
30	job opportunity	5.00
30	equal opportunity	5.00
30	political world	5.00
30	civil education	5.00
30	governance system	5.00
30	african country	5.00
30	young age	5.00
30	historical injustice	5.00
43	government institution	4.00
43	relevant information	4.00
43	constitutional principle	4.00
43	sustainable development	4.00
43	change agent	4.00
43	awareness campaign	4.00
43	developed country	4.00
43	public fund	4.00
43	21st century	4.00
43	negative ethnicity	4.00
43	judicial authority	4.00
43	adequate diverse stakeholder representation	4.00
43	international player	4.00
43	low income	4.00
43	media bias	4.00
43	digital divide	4.00
43	mobile technology	4.00
43	decision maker	4.00
61	public office holder	3.17
61	combat poor infrastructure	3.17
61	online communication channel	3.17
61	social media platform	3.17
61	accessible public internet	3.17
61	quality project implementation	3.17
61	democratic political system	3.17
61	improved service delivery	3.17
61	subsidiary government agency	3.17
61	social networking platform	3.17
61	state broadcasting medium	3.17
61	social medium platform	3.17
61	local public body	3.17
61	diverse stakeholder representation	3.17
61	online voting system	3.17
61	successful voter education	3.17
77	democratic procedure	3.00
77	big problem	3.00
77	public debate	3.00
77	government agency	3.00
77	service provider	3.00
77	arab spring	3.00
77	training people	3.00
77	government building	3.00
77	gender mainstreaming	3.00
77	online discussion	3.00
77	public servant	3.00
77	political issue	3.00
77	government decision	3.00
77	civic engagement	3.00
77	fact chequer	3.00
77	mobile application	3.00
77	local democracy	3.00
77	house committee	3.00
77	ICT facility	3.00
77	capacity building	3.00
77	equal vote	3.00
77	civic responsibility	3.00
77	policy making	3.00
77	public affair	3.00
77	access information	3.00
77	poor infrastructure	3.00
77	democratic country	3.00
77	blind voting	3.00
77	arab country	3.00
77	social structure	3.00
77	racial discrimination	3.00
77	public relation	3.00
77	timid soul	3.00
77	prime minister	3.00
77	action plans	3.00
77	traditional party	3.00
77	education system	3.00
77	everyday life	3.00
77	government official	3.00
77	mobile phone	3.00
77	continuous improvement	3.00
77	technological world	3.00
119	run away impunity via restorative justice	2.58
119	nobel peace laurel wangari muta mathai	2.58
119	current semi democratic mideternian governance system	2.58
122	diverse stakeholder	2.33
123	disseminate information country wide managed	2.32
123	many people will become aware	2.32
123	infrastructural hindrance basic information appliance	2.32
126	public officer	2.00
126	government information management system	2.00
126	son seif el islam	2.00
126	traditional terrorism	2.00
126	human rights	2.00
126	inadequate ict governance system	2.00
126	world today	2.00
126	idea group decision-making experiment	2.00
126	mobile app	2.00
126	electoral law	2.00
126	online digital voting systems	2.00
126	greater top-down performance pressure	2.00
126	main reason	2.00
126	grass root	2.00
126	rural community	2.00
126	bad tax collection system	2.00
126	digital tool	2.00
126	financial cap	2.00
126	tax return	2.00
126	accountability information	2.00
126	transparent informative news outlet	2.00
126	active participation	2.00
126	vicious circle	2.00
126	religious intolerance	2.00
126	online session	2.00
126	political leader	2.00
126	sufficient fund	2.00
126	medium agency	2.00
126	jus- tice delivery system	2.00
126	red tape digital archiving	2.00
126	independent candidate	2.00
126	core system	2.00
126	specific problem	2.00
126	political space	2.00
126	digital communication	2.00
126	governance structure	2.00
126	recycled material	2.00
126	citizen access	2.00
126	respective community	2.00
126	many african political elite	2.00
126	decision-making process	2.00
126	government goodwill	2.00
126	online signature	2.00
126	less access	2.00
126	current issue	2.00
126	information accessible all time	2.00
126	digital programme	2.00
126	public medium	2.00
126	specific information	2.00
126	policy implementation social medium	2.00
126	end online shopping site	2.00
126	political agenda	2.00
126	people opinion	2.00
126	peaceful protest	2.00
126	central government	2.00
126	public participation	2.00
126	parallel independent consultation body	2.00
126	public information	2.00
126	specific position	2.00
126	innovative idea	2.00
126	information system	2.00
126	community leader	2.00
126	government policy	2.00
126	big corruption	2.00
126	international dynamics	2.00
126	unequal access	2.00
126	citizen weekly participation platform	2.00
126	active member	2.00
126	financial muscle	2.00
126	collective freedom	2.00
126	democracy won	2.00
126	successful state	2.00
126	current government	2.00
126	traditional councils form part	2.00
126	existing one-sided communication line	2.00
126	technology technology	2.00
126	gender equality	2.00
126	office holder	2.00
126	political expression	2.00
126	party member	2.00
126	involved modern technological up-growth	2.00
126	ballot box	2.00
126	formal education	2.00
126	digital screen	2.00
126	low ranking government official	2.00
126	daily basis	2.00
126	public matter	2.00
126	personal project	2.00
126	advanced techno- logical equipment	2.00
126	cultural diversity	2.00
126	political competition	2.00
126	social factor	2.00
126	governance issue	2.00
126	formal tool	2.00
126	basic law	2.00
126	liquid democracy	2.00
126	voter turnout	2.00
126	government datum	2.00
126	world community	2.00
126	ineffective justice delivery system	2.00

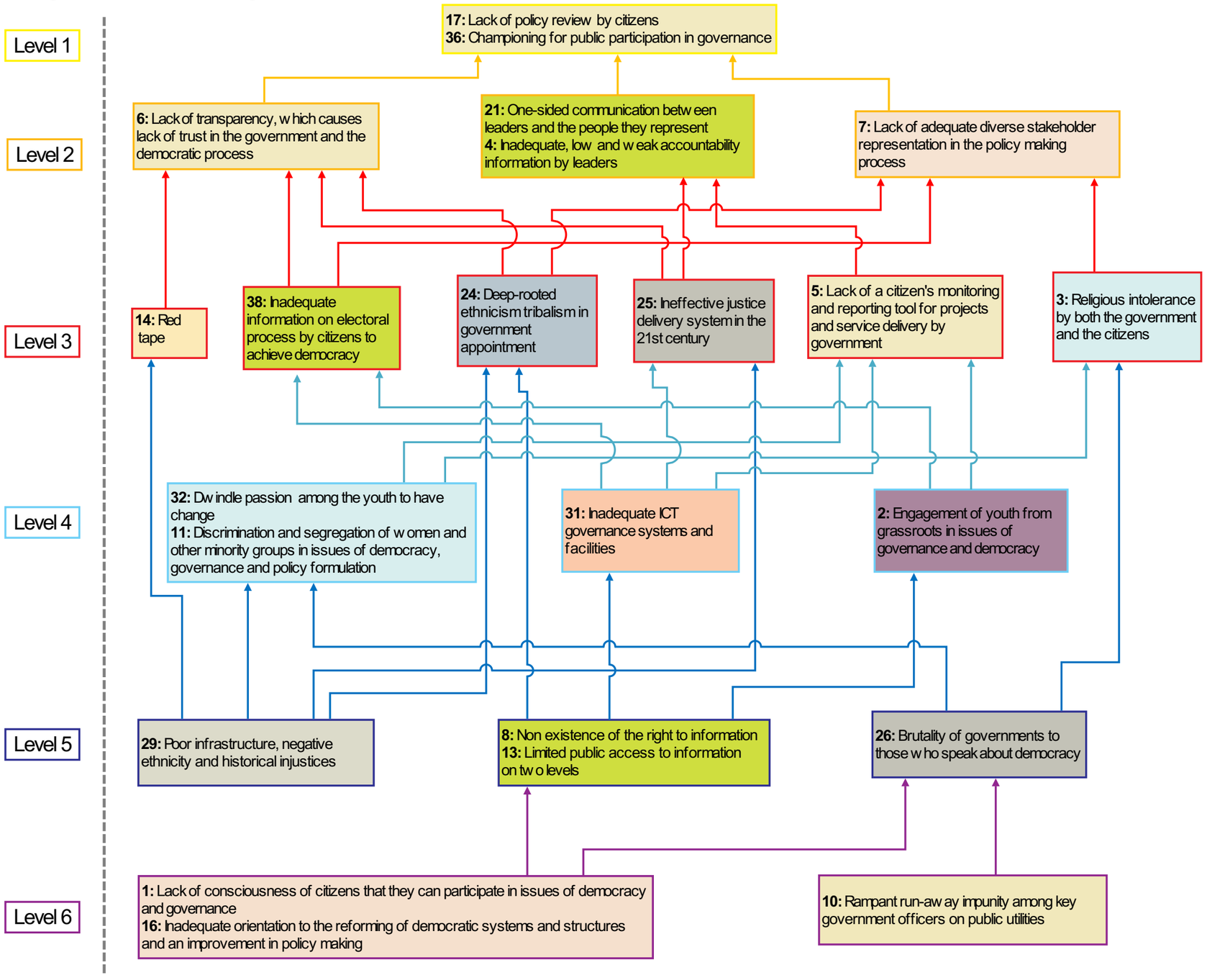
For more detailed data and also information regarding all related activities, the reader should visit: http://reinventdemocracy.info http://futureworlds.eu/wiki/Reinventing_Democracy
Download this and all other reports at: http://reinventdemocracy.info/w/Reports_Depository

126	rapid change	2.00
126	democratic election	2.00
126	governmental official	2.00
126	global warming	2.00
126	voter education	2.00
126	traditional democracy	2.00
126	official paper	2.00
126	personal responsibility	2.00
126	house duty	2.00
126	independent body	2.00
126	governmental process	2.00
126	train woman	2.00
126	political decision	2.00
126	digital technology	2.00
126	african country government position	2.00
126	administrative procedure	2.00
126	civic assessment	2.00
126	independent educational tv channel	2.00
126	digital governance	2.00
126	security breeching	2.00
126	active participant	2.00
126	public evaluation system evaluation	2.00
126	democratic tool	2.00
126	cohort group	2.00
126	signature journal	2.00
126	smart phone	2.00
126	representative democracy	2.00
126	entire population	2.00
126	state organization	2.00
126	social responsibility	2.00
126	modern technology	2.00
126	online service	2.00
126	medium house	2.00
126	democratic principle	2.00
126	material well-being	2.00
126	local governance	2.00
126	stress management	2.00
126	food product	2.00
126	african country political leader	2.00
126	interactive feature	2.00
126	public resource	2.00
126	21th century radical transformation	2.00
126	physical activity	2.00
126	many people	2.00
126	crowd source	2.00
126	parliamentary election	2.00
126	governmental information	2.00
126	governmental service	2.00
126	ethnic bias	2.00
126	online weekly survey platform	2.00
126	human factor	2.00
126	parliament member	2.00
126	daily life	2.00
126	mandatory voting	2.00
126	be updated by friday	2.00
126	political procedure	2.00
126	poor governance	2.00
126	usual western democratic setup	2.00
126	scientific environment	2.00

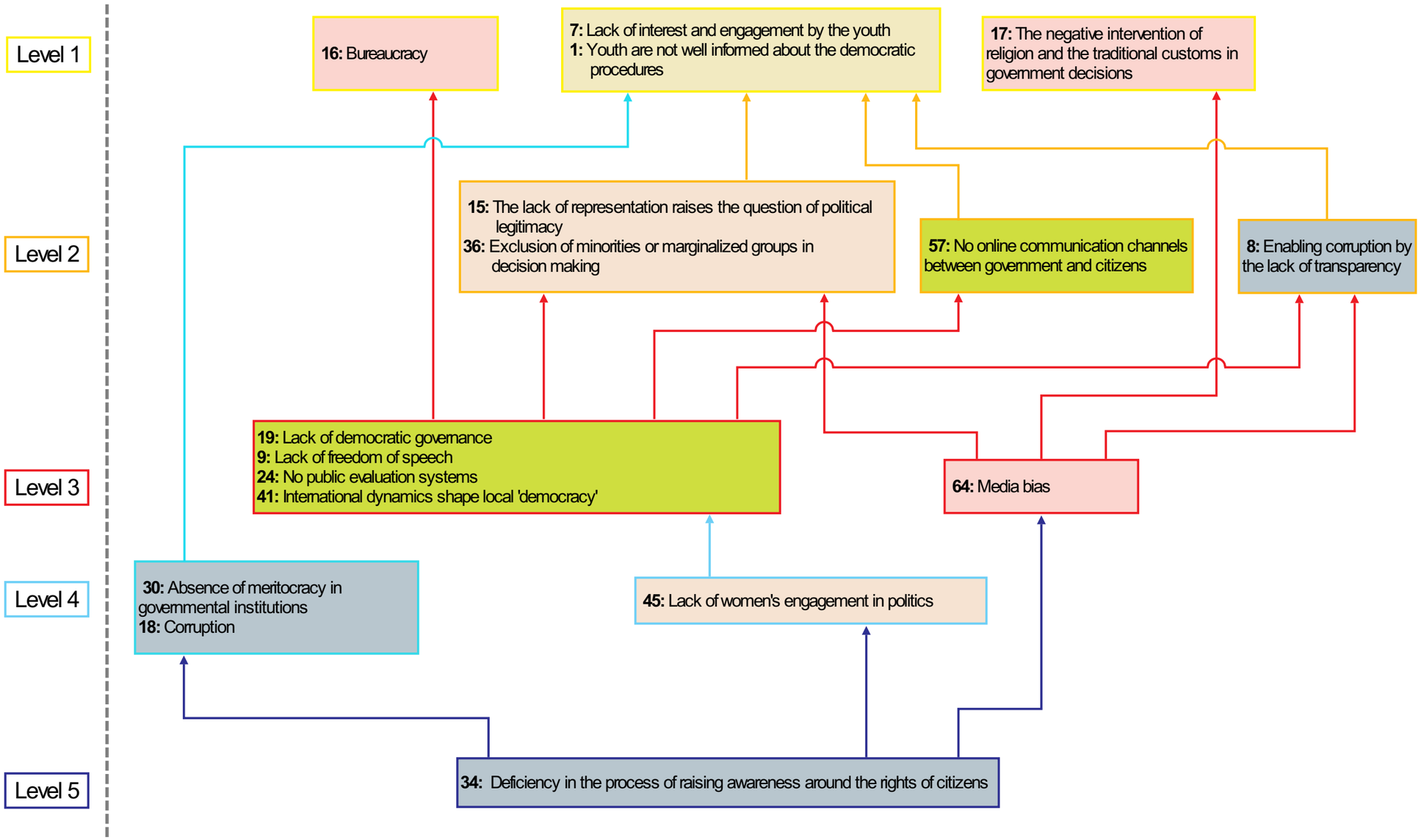
Influence MAP: European Region - Shortcomings



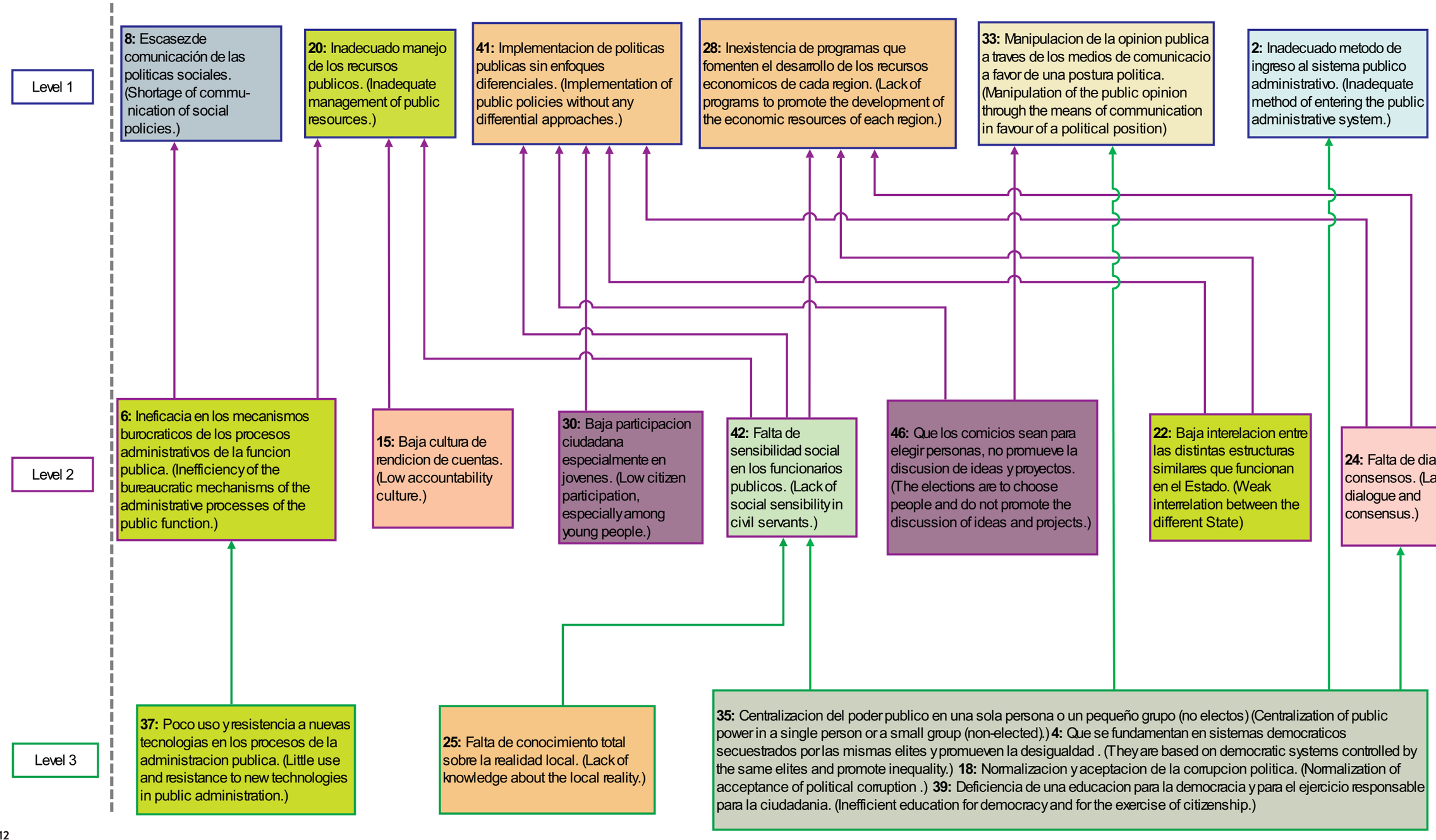
Influence MAP: African Region - Shortcomings



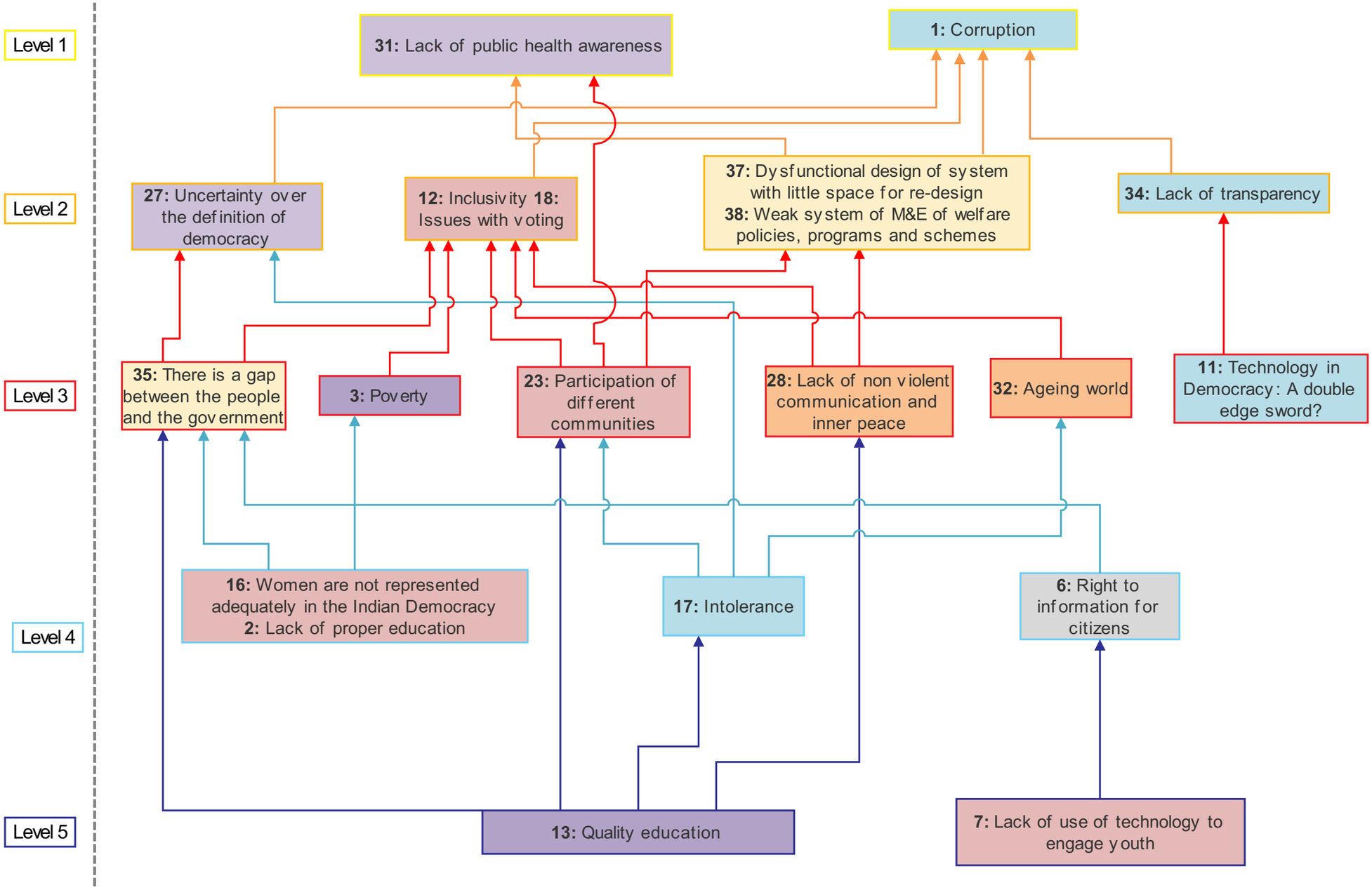
Influence MAP: Mena Region - Shortcomings



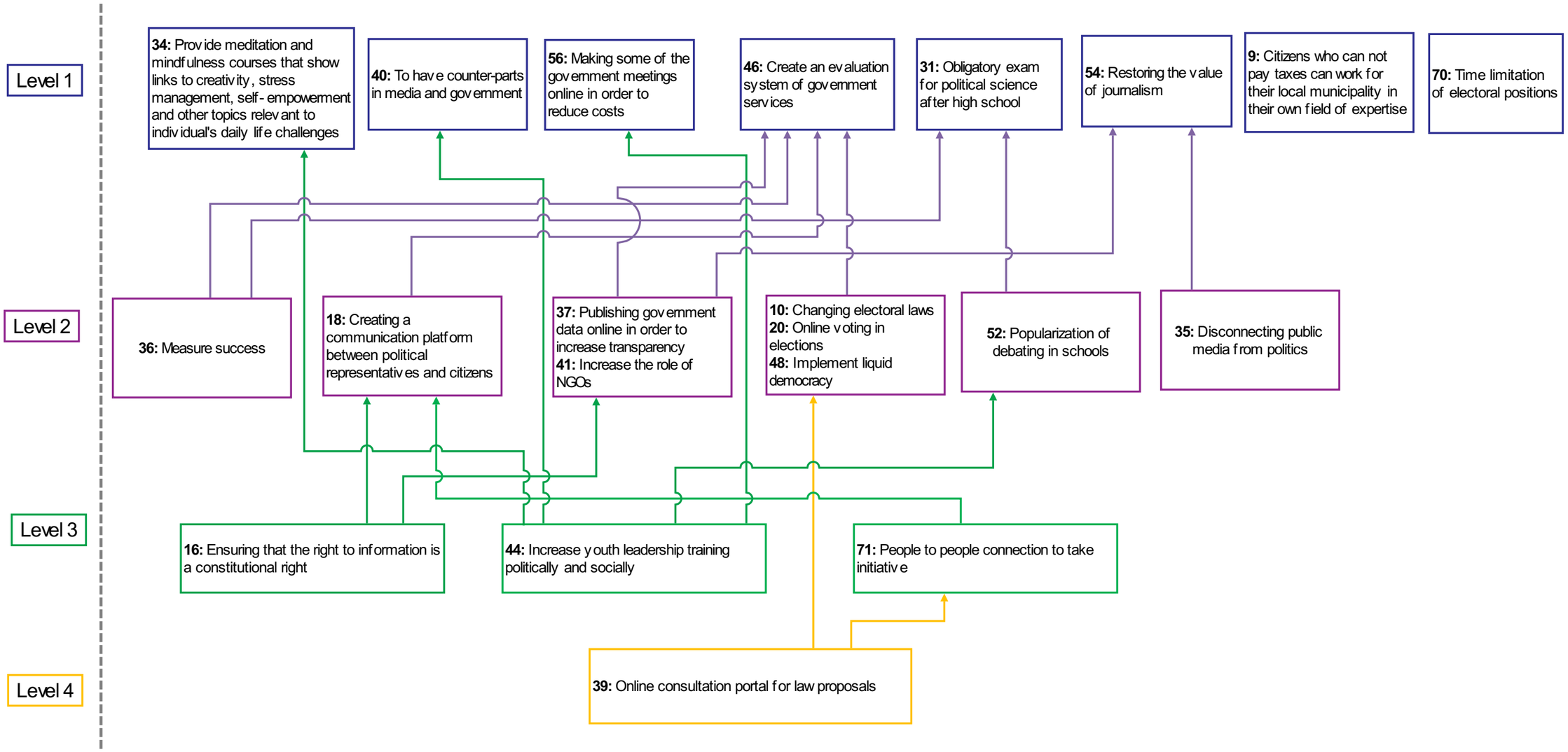
Influence MAP: American Region - Shortcomings



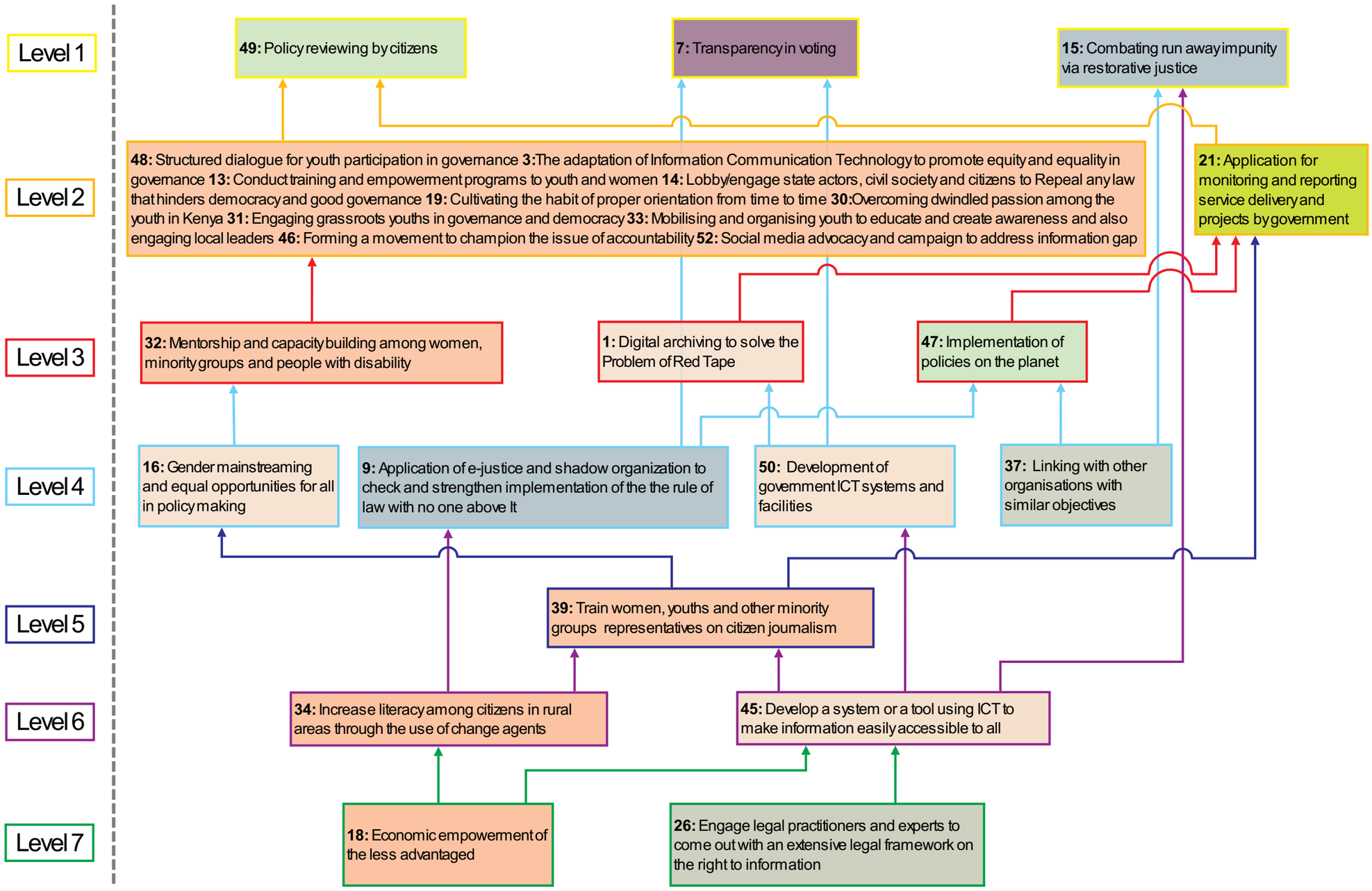
Influence MAP: Australasian Region - Shortcomings



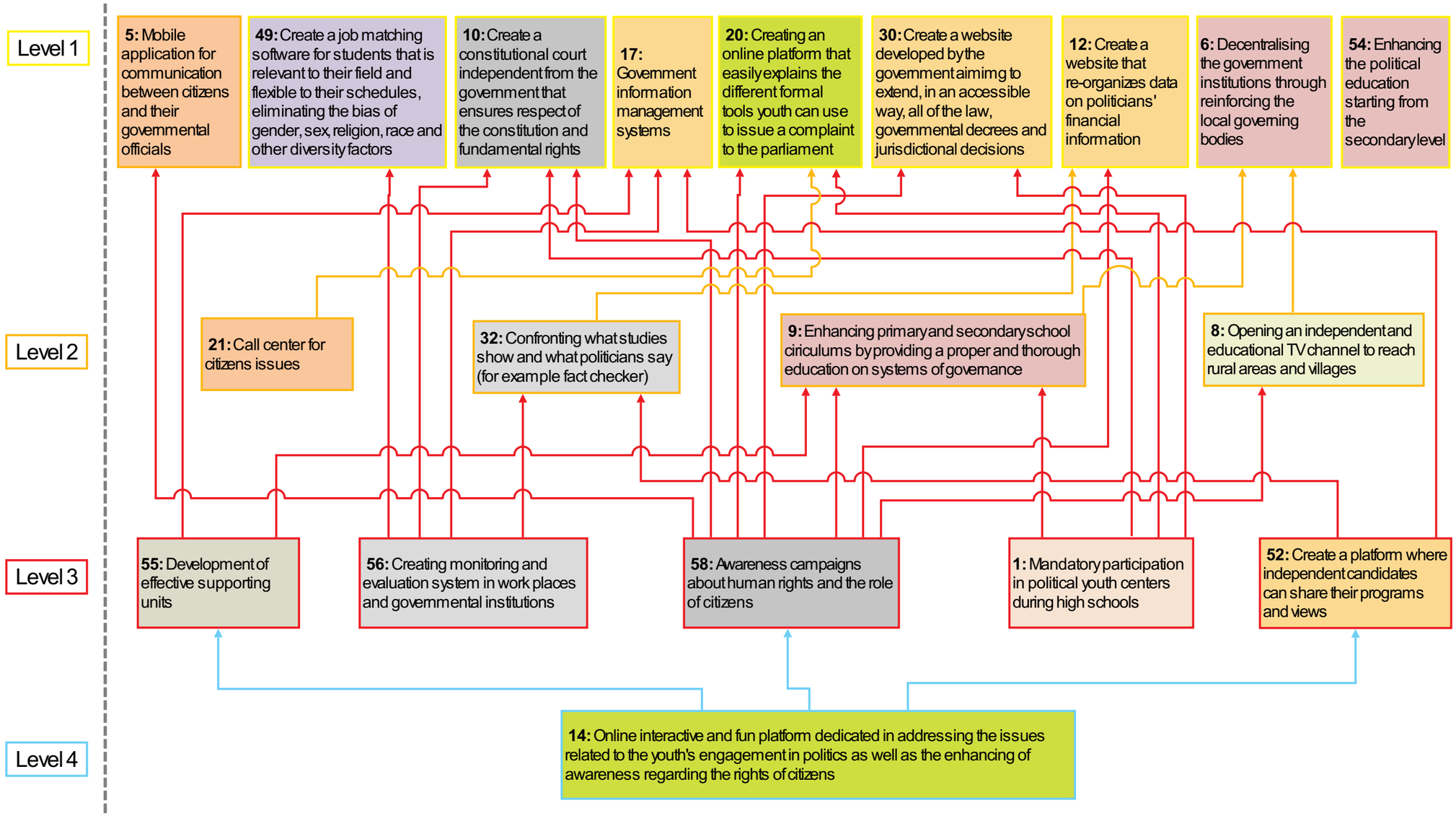
Influence MAP: European Region - Actions



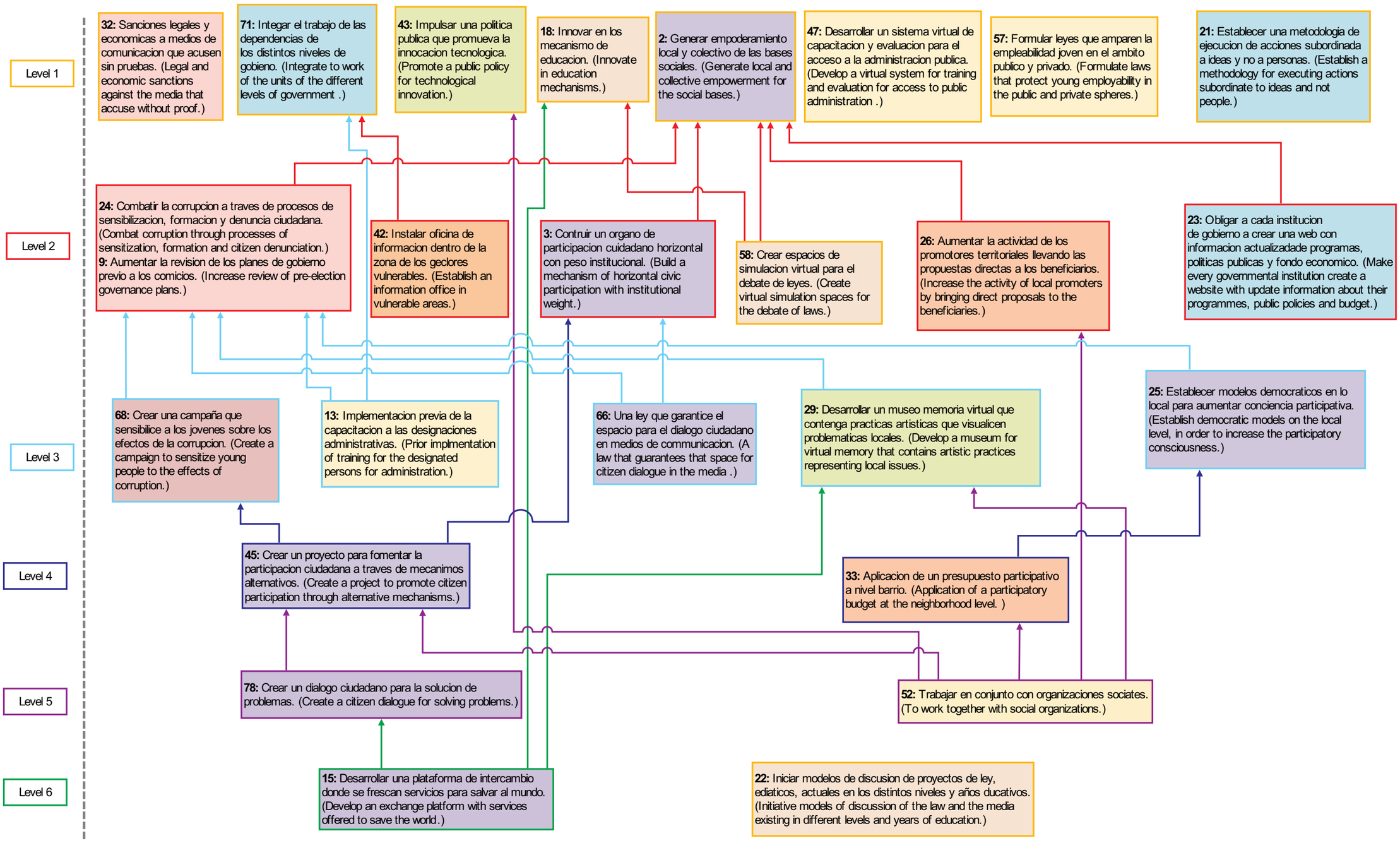
Influence MAP: African Region - Actions



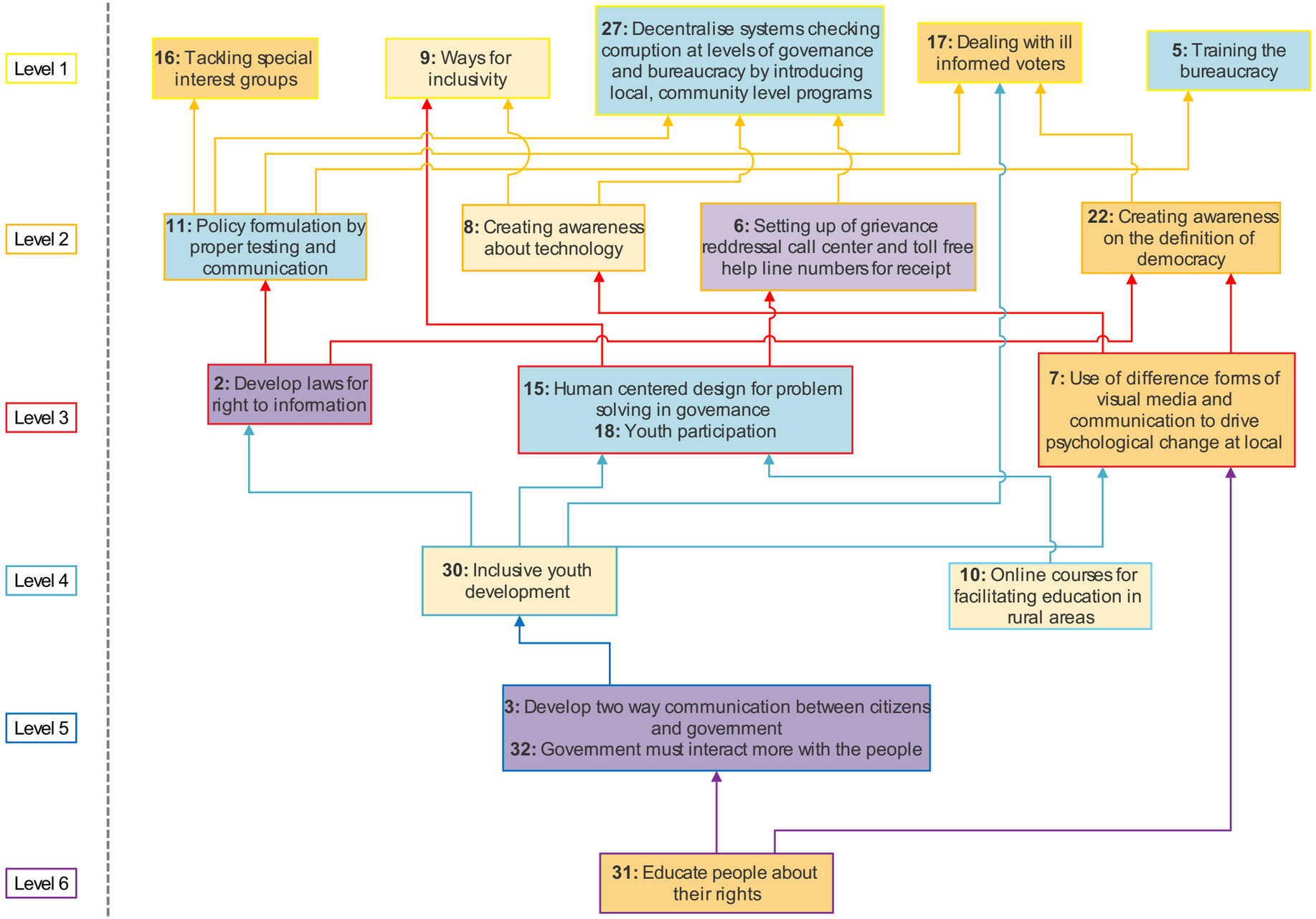
Influence MAP: Mena Region - Actions



Influence MAP: American Region - Actions



Influence MAP: Australasian Region - Actions



In the digital era, time and space contract

Country borders break apart, but we continue to run our countries as if we had control over their territories.

In the digital multiple societies in which we live, it is the G9, the G20, the IMF, the EU, the UN, the large corparations, the Money Markets, and many other invisible hands that take decisions on our behalf.

If we want to consciously design our futures, we, citizens, must get involved at all levels and participate in all decisions that influence our lives.

To so, we need to change the architecture of all decision-making systems.

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