

REINVENTING
DEMOCRACY
EUROPEAN INITIATIVE

REINVENTING DEMOCRACY IN THE DIGITAL ERA

European Initiative

Structured Democratic Dialogue Report

This project is funded by the United Nations Democracy Fund (UNDEF).
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DEMOCRACY
EUROPEAN INITIATIVE



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This report has been developed in the context of the Reinventing Democracy in the Digital Era Project (<http://reinventdemocracy.info>). Reinventing Democracy in the Digital Era is a project funded by the United Nations Democracy Fund (UNDEF) and implemented by Future Worlds Center (FWC) with the support of the Implementing partners and many liaisons that are supporting local, national, regional and/or global activities.

The project's key objective is to increase youth participation and collaboration in decision making processes with regards to democratic governance by empowering young people from across the world to invent and propose new, innovative and concrete actions aiming at reinventing democracy by taking advantage of what the digital era has to offer.

More than 1000 young people will contribute with ideas face-to-face and virtually during five Co-Laboratories engaging ICT and structured democratic dialogue methodology. The process is designed to mobilize young people and to increase interaction among youth globally with the aim to advocate for and enable meaningful youth participation in democratic processes.

This report presents the results of Reinventing Democracy in the Digital Era – European Initiative.

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BACKGROUND

Our world is currently faced with a number of major challenges, ranging from increasing inequality, which leaves large parts of society without access to basic needs; wars and security threats; a food system in crisis and the carrying capacity of our planet being at its tipping point. The Millennium Development Goals are reaching their end date in a year's time from now, and a new global framework is currently being negotiated among the world leaders. One of the key questions, however, is how democratic and participatory is this and other democratic processes when youth are not being included?

The overarching goal is to increase the active participation of next-generation citizens at all levels of governance. The project specifically aims at strengthening the communication and collaboration among youth across the world using structured dialogue, new innovative ICT-based solutions and tools to find common ground for increased participation.

Project activities are designed to empower participants to take the future in their hands and develop concrete action proposals that will enhance meaningful youth participation in local, regional and/or national governance. The key activity are the regional Structured Democratic Dialogue Co-Laboratories where 100 youths will create action plans and lay the foundation to coordinated action such as a jointly authored e-book for change, a Manifesto for 21st Century and -video clips "50 Proposals for Action".

INTRODUCTION

The Structured Democratic Dialogue Process (SDDP) co-laboratories are organized with aim to increase youth participation and collaboration in decision making processes with regards to democratic governance by empowering young people from across the world to invent and propose new, innovative and concrete actions aiming at reinventing democracy by taking advantage of what the digital era has to offer.

Future Worlds Center (FWC) organized a week long co-laboratory in order to accumulate the collective wisdom of the youth in Europe. The co-laboratory was attended by a total of 20 participants.

METHODOLOGY: THE PROCESS OF STRUCTURED DIALOGIC DESIGN

The Structured Democratic Dialogue Process (SDDP) is a methodology which supports the generation of truly democratic and structured dialogue amongst teams of stakeholders. It is particularly effective in the resolution of complex conflicts, interests, and values, and in achieving consensus based on a common understanding and strategy. It is based on 7 complex systems and



cybernetics axioms, and has been grounded both scientifically and empirically in hundreds of settings on a global scale for the past 30 years.

The Cyprus team has extensive experience in the application of the methodology. They have utilized it in many public debates in order to facilitate organizational and societal change. For example, they have utilized it in four European networks of experts. The Cost219ter¹ is a network of scientists from 20 countries (18 European, the USA, and Australia) who are interested in exploring the question of how Euro zone technologies and next generation networks can make their services more useful to people with special needs. The Cost298² network also aims to make ambient intelligence technologies more accessible to the wider public.

The scientific communities of Cost219ter and Cost298 utilized SDDP in order to outline the obstacles which inhibit the application of the above technologies on a wider level. Based on the results of the SDDP, they designed a corresponding strategy for the next 3 years. Insafe³ is a European network of 27 Awareness Nodes who used SDDP in many meetings in order to identify the inhibitors, produce a vision of the future, and agree on a plan of action. More relevant information is available on the CyberEthics Awareness Node website, available at www.CyberEthics.info.

The UCYVROK⁴ network utilized SDDP in order to determine the reasons for which young people in Europe do not participate in European programs. The results were presented to the European Parliament. The SDDP methodology was also used in order to ease the dialogue between Greek-Cypriots and Turkish-Cypriots since 1994. This dialogue culminated in the creation of a peace movement. Many reports are still being utilized by the network, and are available on the program's page.

SDDP was designed especially so that it can assist non-homogenous groups in tackling complex problems within a reasonable and restricted time frame. It facilitates the annexation of contributions by individuals with vastly different views, contexts, and aspirations, through a process that is structured, conclusive, and the product of cooperation.

A team of participants, who are knowledgeable of a particular situation, generate together a common outline of ideas based on a common understanding of the current problematic situation and a future ideal one. SDDP promotes the focused communication between participants and supports their ownership of the solution as well as their actions towards implementing it.

¹www.cost219ter.org.

² www.cost298.org.

³ www.saferinternet.org.

⁴<http://ucyvrok.wetpaint.com>.

STRUCTURE AND PROCESS IN A TYPICAL SDDP CO-LABORATORY

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

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

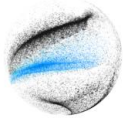
The three phases are implemented using exactly the same dialogue technique. Each phase leads to similar products:

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

In the following, the process of a typical SDDP session, with its phases, is described in more detail.

First The breadth of the dialogue is constrained and sharpened with the help of a ***Triggering Question***. This is formulated by a core group of people, who are the Knowledge Management Team (KMT) and is composed by the owners of the complex problem and SDDP experts. This question can be emailed to all participants, who are requested to respond with at least three contributions before the meeting either through email or wikis.

Second All contributions/responses to the triggering question are recorded in the ***Cogniscope II™*** software. They must be short and concise: one idea in one sentence! The authors may clarify their ideas in a few additional sentences.



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- Third** The ideas are clustered into categories based on similarities and common attributes. If time is short, a smaller team can do this process to reduce time (e.g., between plenary sessions).
- Forth** All participants get five votes and are asked to choose ideas that are most important to them. Only ideas that receive votes go to the next and most important phase.
- Fifth** In this phase, participants are asked to explore influences of one idea on another. They are asked to *decide whether solving one problem will make solving another problem easier*. If the answer is a great majority an influence is established on the map of ideas. The way to read that influence is that items at the bottom are root causes (if what is being discussed are obstacles), or most influential factors (if what is being discussed are descriptors of an ideal situation or actions to take). Those root factors must be given priority.
- Sixth** Using the root factors, stakeholders develop an efficient strategy and come up with a road map to implement it.

FURTHER INFORMATION ON SDDP

<p>You can begin your search on the Internet</p>	<p>Lovers of Democracy, Ozbekhan, Christakis, Club of Rome, SDDP, Cyprus Civil Society Dialogue etc.</p>
<p>Book by Aleco Christakis; A must for beginner or advanced practitioners</p>	<p>http://Harnessingcollectivewisdom.com</p>
<p>A Wiki for Dialogue community support</p>	<p>http://blogora.wetpaint.com</p>
<p>Institute for 21st Century Agoras</p>	<p>http://www.globalagoras.org</p>
<p>Lovers of Democracy; Description of the technology of Democracy</p>	<p>http://sunsite.utk.edu/FINS/loversofdemocracy /</p>
<p>New Geometry of Languaging And New Technology of Democracy by Schreibman and Christakis</p>	<p>http://sunsite.utk.edu/FINS/loversofdemocracy /NewAgora.htm</p>
<p>Cypriot applications with diverse stakeholders and complex situations:</p> <ol style="list-style-type: none"> 1. Information technology in the service of peace building; The case of Cyprus. <i>World Futures</i>, (2004), 60, 67–79 2. A systemic evaluation of the state of affairs following the negative outcome of the referendum in Cyprus using a structured design process. In: <i>Systemic Practice and Action Research</i>, 2009, 22:1, 45-75 3. The miracle of Cyprus - Civil Society Dialogue for Peace Revival 	<p>http://www.informaworld.com/smpp/content~db=all~content=a725289197?words=laouris*</p> <p>http://www.springerlink.com/content/65025866mnk65p52/?p=4e796e7288eb4a6fa465fb901060a9ed&pi=0</p> <p>http://www.civilsocietydialogue.net/</p>

IDENTIFYING THE SHORTCOMINGS OF THE CURRENT SYSTEMS OF GOVERNANCE

On the 8th of February until the 12th of 2016, young people from all across Europe gathered together in Platres, Limassol, Cyprus for a week-long co-laboratory to reinvent democracy.

The day started with interactive activities to help participants to get to know each other, followed by an introduction to the project and the SDD methodology. The participants had some time to reflect on the root causes identified in the previous European SDDP Co-Laboratories and discuss with each other. This process has helped participants to move on to the first Triggering Question of the co-laboratory:

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

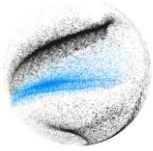
The structured dialogue has contributed to a shared understanding among the participants as to which are the major problems and gaps that need to be addressed.



The participants of the co-laboratory shared 43 ideas in response to the triggering question. Each idea appears with a detailed description in ANNEX II - Ideas and Clarifications.

To facilitate the process of clustering, participants were divided into three smaller groups where they were asked to group their ideas into clusters.

Each group divided the ideas into a different number of clusters. The first group had clustered their ideas into 12 clusters:



Cluster 1: Stakeholders inclusion

- CHALLENGE 1**
Lack of consciousness of citizens that they can participate in issues of democracy and governance
- CHALLENGE 7**
Lack of adequate diverse stakeholder representation in the policy making process
- CHALLENGE 11**
Discrimination and segregation of women and other minority groups in issues of democracy governance and policy formulation
- CHALLENGE 19**
Lack of inclusion in governance structures
- CHALLENGE 23**
Power of understanding good governance
- CHALLENGE 28**
Politicization of governance
- CHALLENGE 36**
Championing for publics participation in governance

Cluster 2: Youth/Grassroots Participation

- CHALLENGE 2**
Engagement of youth from grassroots in issues of governance and democracy
- CHALLENGE 32**
Dwindle passion among the youth to have change

Cluster 3: Religious Intolerance

- CHALLENGE 3**
Religious intolerance by both the government and the citizens

Cluster 4: Transparency/Accountability

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

Cluster 5: Right to Information

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

Cluster 6: Corruption

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

Cluster 7: Red Tape

- CHALLENGE 14**
Red tape

Cluster 8: Information Technology

- CHALLENGE 15**
Lack of government goodwill to support information technology as a key tool of democracy and good governance
- CHALLENGE 30**
Failure to acknowledge the need for a technological fix for democracy and governance
- CHALLENGE 31**
Inadequate ICT governance systems and facilities

Cluster 9

- CHALLENGE 16**
Inadequate orientation to the reforming of democratic systems and structures and an improvement in policy making

Cluster 10: Self-esteem

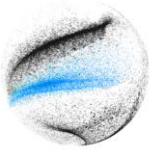
- CHALLENGE 35**
The timid souls
- CHALLENGE 41**
Low self-esteem and self-defeatist approach to governance

Cluster 11: Ethnicism

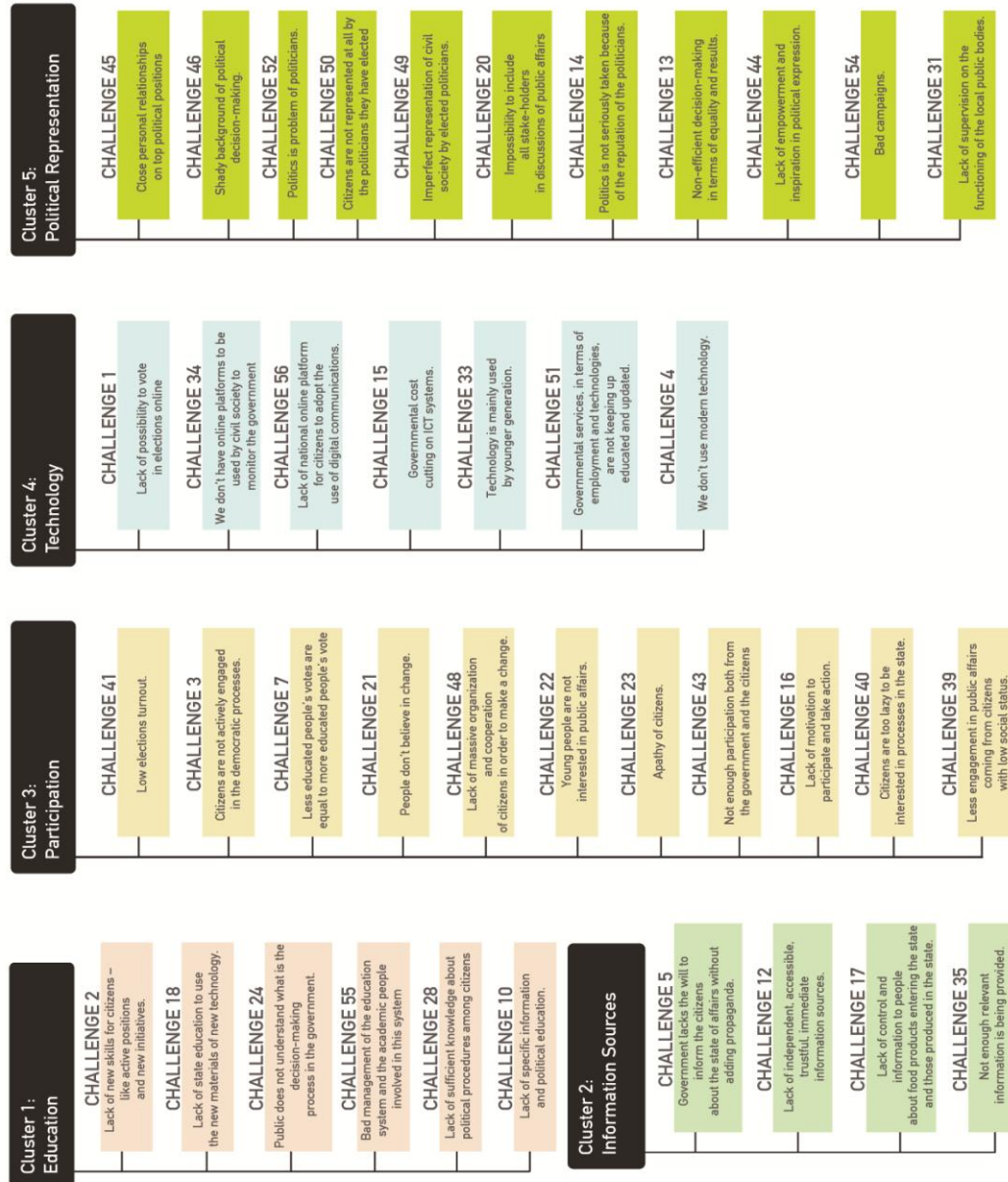
- CHALLENGE 27**
Disregard of traditional terrorism as a political strategic choice
- CHALLENGE 29**
Low self-esteem and self-defeatist approach to governance

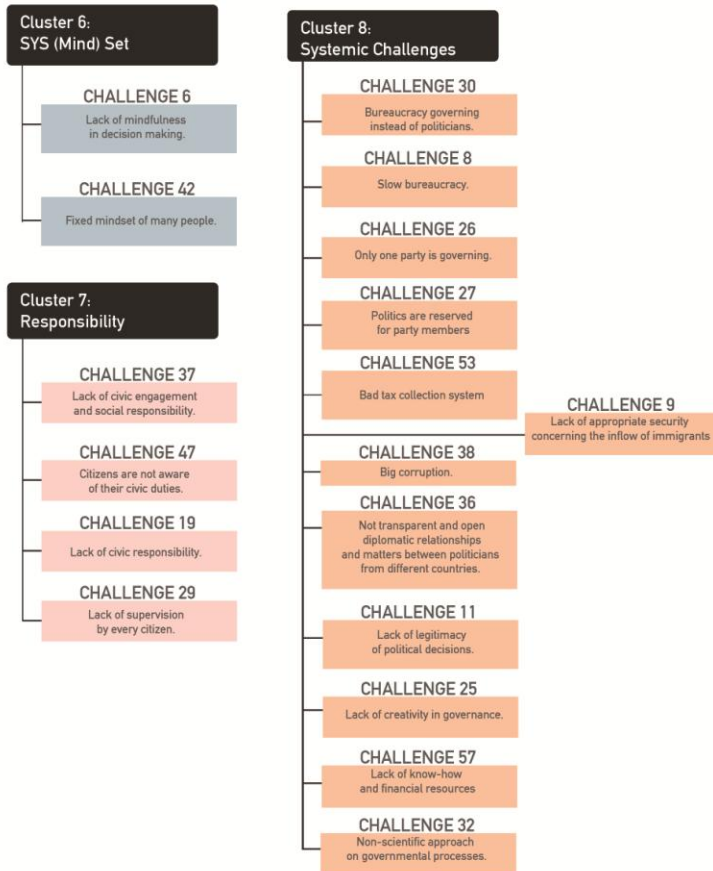
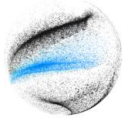
Cluster 12: Contemporary Issues

- CHALLENGE 25**
Ineffective justice delivery system in the 21st century
- CHALLENGE 26**
Brutality of governments to those who speak about democracy
- CHALLENGE 33**
Failure to reinvent traditional democracy and governance

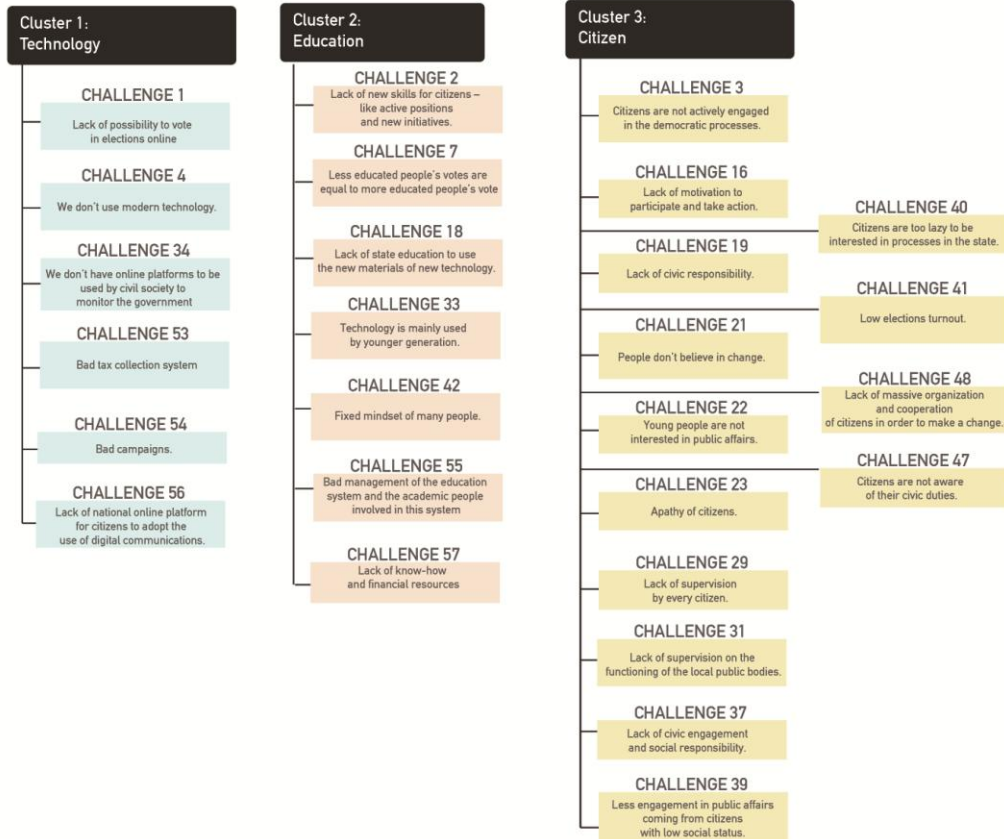


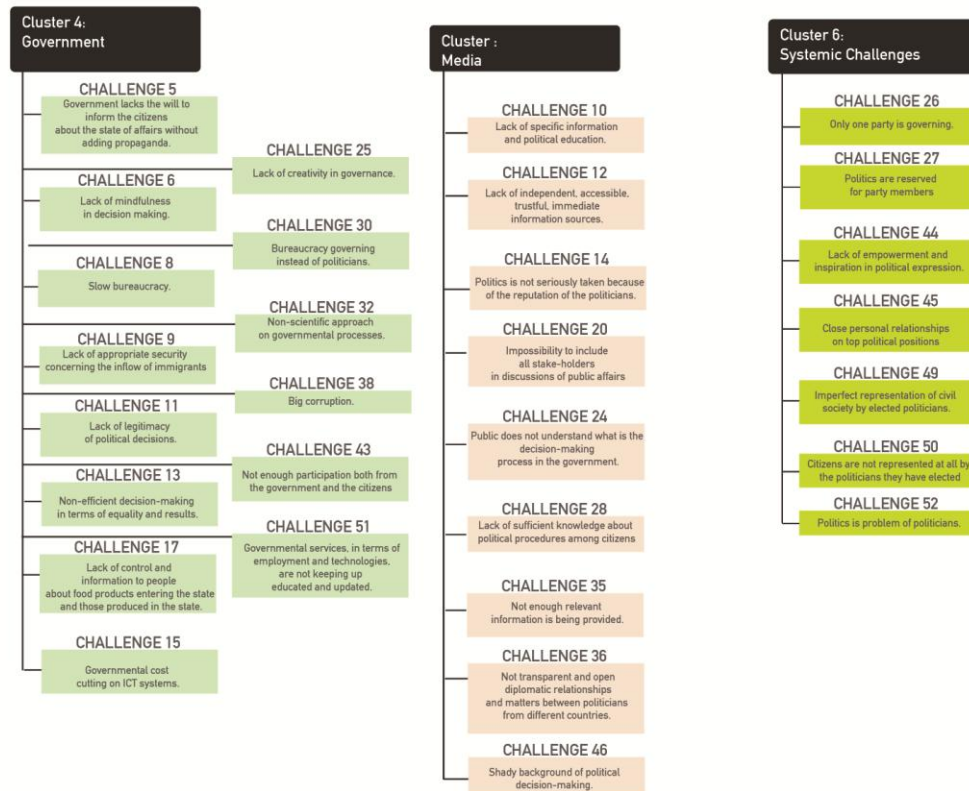
The second group had clustered their ideas in the following groups:





The last group have clustered their ideas in the following clusters:





After having clustered their ideas, participants have cast votes the five ideas that they each felt were more important. The ideas receiving the most votes were:

- 38: (8 Votes)** Big corruption
- 16: (6 Votes)** Lack of motivation to participate and take action
- 19: (6 Votes)** Lack of civic responsibility
- 28: (6 Votes)** Lack of sufficient knowledge about political procedures among citizens
- 37: (5 Votes)** Lack of civic engagement and social responsibility
- 18: (4 Votes)** Lack of state education to use the new materials of new technology
- 21: (4 Votes)** People don't believe in change
- 55: (4 Votes)** Bad management of the education system and the academic people involved in this system
- 5: (3 Votes)** Government lacks the will to inform the citizens about the state of affairs without adding propaganda
- 8: (3 Votes)** Slow bureaucracy
- 12: (3 Votes)** Lack of independent, accessible, trustful, immediate information sources
- 14: (3 Votes)** Politics is not seriously taken because of the reputation of the politicians
- 50: (3 Votes)** Citizens are not represented at all by the politicians they have elected
- 1: (2 Votes)** Lack of possibility to vote in elections online
- 4: (2 Votes)** We don't use modern technology
- 6: (2 Votes)** Lack of mindfulness in decision making
- 22: (2 Votes)** Young people are not interested in public affairs

- 23: (2 Votes) Apathy of citizens
- 24: (2 Votes) Public does not understand what is the decision-making process in the government
- 26: (2 Votes) Only one party is governing
- 27: (2 Votes) Politics are reserved for party members
- 34: (2 Votes) We don't have online platforms to be used by civil society to monitor the government
- 47: (2 Votes) Citizens are not aware of their civic duties
- 51: (2 Votes) Governmental services, in terms of employment and technologies, are not keeping up educated and updated
- 7: (1 Votes) Less educated people's votes are equal to more educated people's vote
- 10: (1 Votes) Lack of specific information and political education
- 11: (1 Votes) Lack of legitimacy of political decisions
- 13: (1 Votes) Non-efficient decision-making in terms of equality and results
- 17: (1 Votes) Lack of control and information to people about food products entering the state and those produced in the state
- 30: (1 Votes) Bureaucracy governing instead of politicians
- 32: (1 Votes) Non-scientific approach on governmental processes
- 35: (1 Votes) Not enough relevant information is being provided
- 36: (1 Votes) Not transparent and open diplomatic relationships and matters between politicians from different countries
- 41: (1 Votes) Low elections turnout
- 42: (1 Votes) Fixed mindset of many people
- 45: (1 Votes) Close personal relationships on top political positions
- 52: (1 Votes) Politics is problem of politicians
- 53: (1 Votes) Bad tax collection system

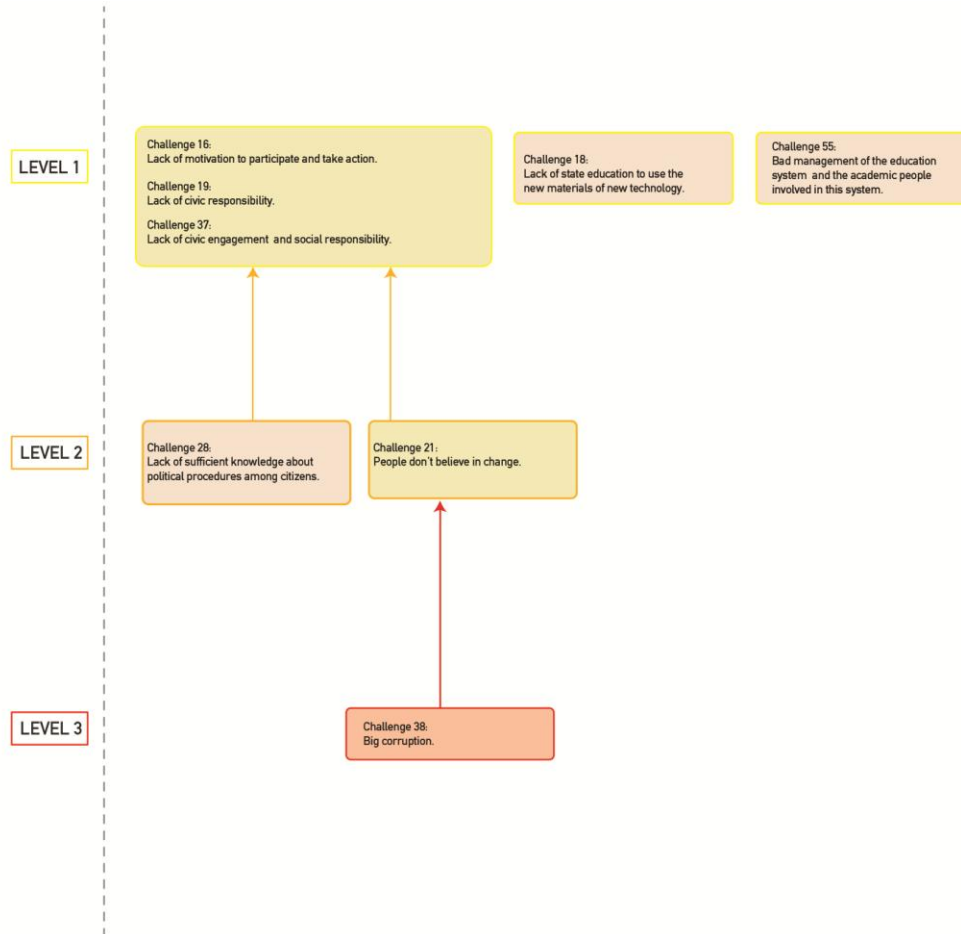
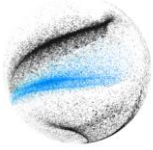
A total of 8 ideas were structured in the map of influences. This is described scientifically by the parameter of Spreadthink or divergence (ST or D respectively), whose value in this case is 68% of disagreement.

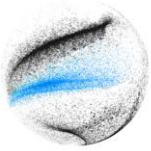
According to numerous studies, the average degree of Spreadthink is 40%. Based on this, we can conclude that the particular participants exhibited significantly more divergence than the average. This implies that in their discussions they probably did not invest sufficient time to reach higher levels of convergence or that the participants were very different in their points of view and approached the issue in completely different ways.

The results of the voting procedure were used in order to select ideas for the following structural process. The participants were able to structure 8 ideas, which as mentioned before had received one or more votes. The resulting "Tree of Influences" demonstrates the basic ideas which could provide indications in answering the triggering question. The tree or map is constituted by six levels of influence.

TREE OF INFLUENCE

The tree of influences is made up of three different levels. The ideas on the lowest level are those with the greatest degree of influence. The participants agreed that the following ideas were the most important and that any action related to the subject of democracy should be taken into account:





CONCLUSIONS

The goals of the co-laboratory were achieved in the following ways:

1. One list of factors was generated in response to the Triggering Question;
2. The factors were clarified in plenary, thus enabling participants to achieve a better understanding of the views of others regarding the key shortcomings of our current systems of governance that could be improved through technology.
3. The actors were clustered in an interactive manner, thus providing opportunities for further and deeper clarifications of salient distinctions between separate ideas. The process is crucial for what we call “evolutionary learning” (i.e., during the process participants “lose” connection to their own personal ideas and stereotypes in favor of a collective and shared thinking);
4. Participants voted for the factors that they considered most important. They subsequently managed to “structure” all these ideas and produce one influence map for the Triggering Question. It must be noted that co-laboratories rarely manage to “structure” all ideas that receive votes;
5. An influence map has been produced for the Triggering Question, containing 18 ideas in the form of Trees of Influence;
6. The participants had time to discuss the influence map and in general agreed that the arrows in the map made sense to them.
7. More importantly, the structured dialogue process empowered the participants to identify and understand the key shortcomings of our current systems of governance that could be improved through technology.

PROPOSING ACTIONS TO SOLVE PARTICULAR SHORTCOMING OF THE CURRENT SYSTEM OF GOVERNANCE

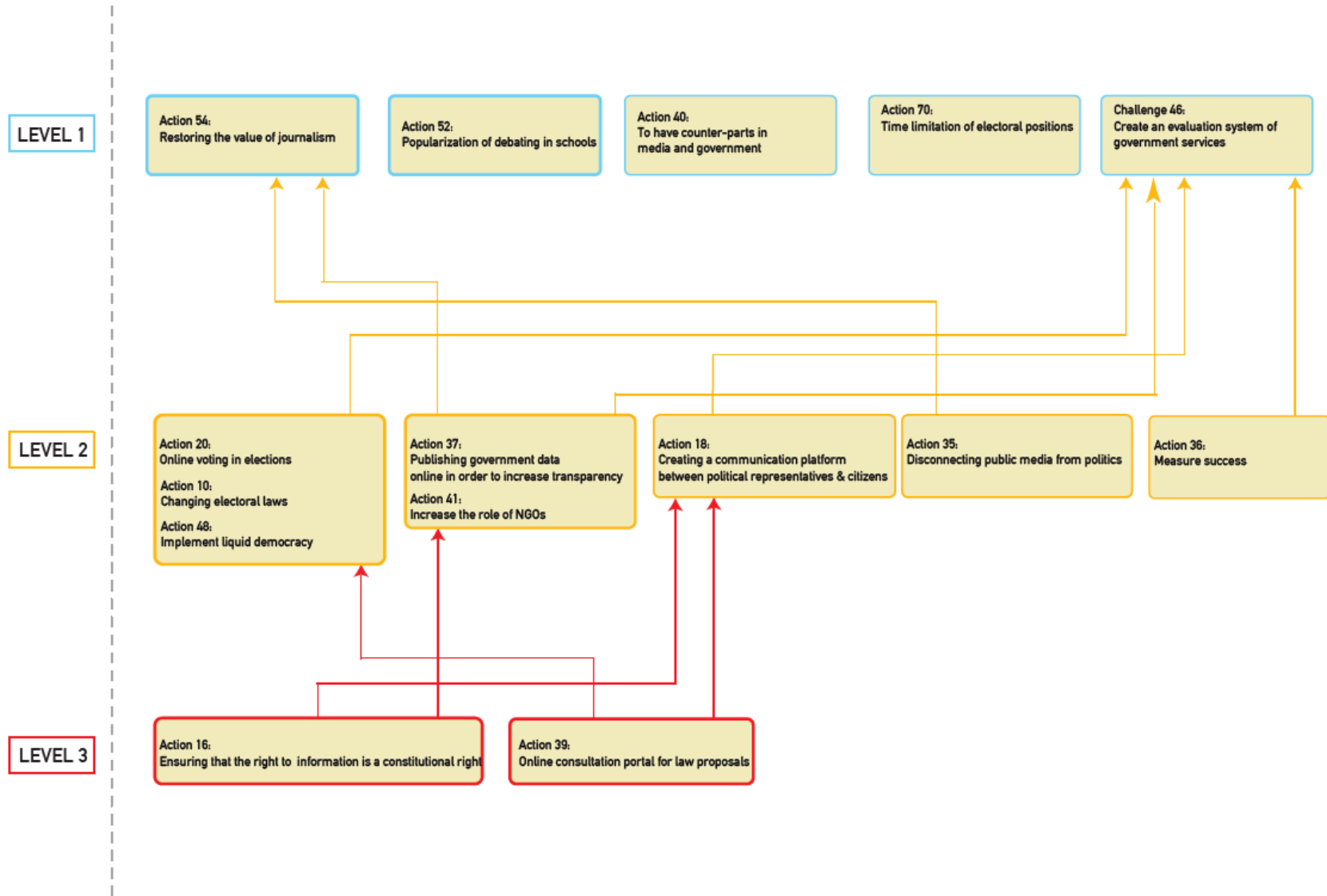
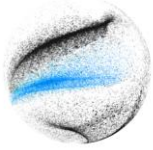
In the next part of the co-laboratory, participants were asked to propose actions and products in order to solve particular shortcomings of the current system of governance by responding to the following triggering question:

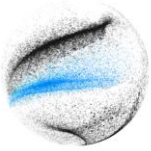
“What concrete action, project or product would you propose to solve a particular shortcoming of current systems of governance?”



Participants shared 71 ideas in response to the triggering question. Each idea appears with a detailed description in ANNEX II - Ideas and Clarifications.

To facilitate the process of clustering, participants were divided into three smaller groups where they were asked to group their ideas into clusters.





- 20: (8 Votes) Online voting in elections
- 37: (7 Votes) Publishing government data online in order to increase transparency
- 41: (7 Votes) Increase the role of NGOs
- 54: (6 Votes) Restoring the value of journalism
- 18: (5 Votes) Creating a communication platform between political representatives and citizens
- 52: (5 Votes) Popularization of debating in schools
- 35: (4 Votes) Disconnecting public media from politics
- 48: (4 Votes) Implement liquid democracy
- 16: (3 Votes) Ensuring that the right to information is a constitutional right
- 40: (3 Votes) To have counter-parts in media and government
- 70: (3 Votes) Time limitation of electoral positions
- 2: (2 Votes) Civic assessment
- 4: (2 Votes) Online platform for food products and not only, exiting or entering in our country, with specific sensors to detect composition and other data
- 9: (2 Votes) Citizens who cannot pay taxes can work for their local municipality in their own field of expertise
- 10: (2 Votes) Changing electoral laws
- 13: (2 Votes) Introduction of blind voting
- 31: (2 Votes) Obligatory exam for political science after high school
- 34: (2 Votes) Provide meditation and mindfulness courses that show links to creativity, stress management, self-empowerment and other topics relevant to individual's daily life challenges
- 36: (2 Votes) Measure success
- 39: (2 Votes) Online consultation portal for law proposals
- 44: (2 Votes) Increase youth leadership training politically and socially
- 46: (2 Votes) Create an evaluation system of government services
- 56: (2 Votes) Making some of the government meetings online in order to reduce costs
- 71: (2 Votes) People to people connection to take initiative
- 1: (1 Votes) Establish an organization and organize people
- 6: (1 Votes) Extensive use of governmental digital services creating one stop services
- 8: (1 Votes) Make dynamic action plans for government and decision making
- 14: (1 Votes) Creating the dialog for experts to solve the problem of equal votes
- 15: (1 Votes) Creating meditation rooms/ spaces in government buildings and public institutions in order to encourage a daily meditation for everyone
- 22: (1 Votes) Create a digital connection through social media for citizens to share their ideas about the system
- 24: (1 Votes) Voluntary work
- 25: (1 Votes) Governmental specialist internships in countries that have solved specific problems
- 29: (1 Votes) Pay citizens to vote and participate in political life
- 33: (1 Votes) Independent members of parliament
- 42: (1 Votes) Create a network of volunteerism to youth organizations and the community to understand the system of governance
- 43: (1 Votes) Online platform on everything happening with education system
- 49: (1 Votes) Unify education and make it accessible and free to everyone
- 50: (1 Votes) Creating an independent channel about political happenings, run by young people
- 51: (1 Votes) Ice-skating courses for members of parliament
- 53: (1 Votes) Introduce meditation at schools
- 59: (1 Votes) To have communication and connection with the ministry of education
- 68: (1 Votes) Encourage women participation in politics



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ANNEX I FACILITATORS

Lead Facilitator

Dr. Yiannis Laouris is a neuroscientist and systems engineer, currently working as Senior Scientist and Chair of the Cyprus Neuroscience and Technology Institute (CNTI). His team of about 20 runs over 15 research- and social intervention European funded projects, focusing at the interface of science and society. He promotes the application of broadband technologies as tools in peace building and to bridge the digital, economic, educational and inter-personal divides in our planet. He was the Founder of a chain of computer learning centers for children (www.cyber-kids.com) which expanded in 7 countries and received numerous prestigious awards. His contributions in systems science applications were also recognized by the Hellenic Society for Systemic Studies who honoured him with their 2008 Award. He is a senior SDDP Facilitator and has several publications about the theory of the science of dialogic design. Laouris has about 50 papers in peer reviewed journals, half of which in neuroscience, a quarter in applied systems science and peace, and the rest in IT-children and neuroscience of learning.

Assistant Facilitators

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

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

THANKS

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

PARTICIPANTS

No.	Name	Country
1	Kerfala Fofana	France
2	Xhoni Gero	Albania
3	Nikola Kostic	Serbia
4	Aleksandra Ignatoski	Croatia
5	Agnija Kazusa	Latvia
6	Anastasiia Klymentenko	Ukraine
7	Viktorija Pomazova	Ukraine
8	Joanna Annion	Estonia
9	Nikola Pribisova	Slovakia
10	Jagoda Banach	Poland
11	Matus Balaz	Czech Republic
12	Aida Bruni	Italy
13	Jakub Gornicki	Poland
14	Nikitas Mahmudis	Greece
15	Vincent Chauvet	France
16	Stepan Kment	Czech Republic
17	Anna Routova	Czech Republic
18	Vilma Querama	Albania
19	Ion Muschei	Romania
20	Nuri Silay	Cyprus

The participants are the sole advocates of the views expressed in this document.



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SHORT BIOS OF PARTICIPANTS

Kerfala Fofana

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

Xhoni Gero

Xhoni Gero is one of the Core Participants of the European SDDP of the Reinventing Democracy in the Digital Era project. Xhoni finished his studies at the Polytechnic University of Tirana in 2012. He was graduated in Bachelor of Science in Telecommunication, studies that have followed further in his Master studies at the same university. In 2014 he decided to start following some classes of Jurisprudence in the Faculty of Justice, at the University of Tirana.

He started his career in 2010 when he started working at MC Networking. This company grew with him and now is a well know ISP not only in Tirana but a company that offer his services in most cities of Albania. In 2012 he started working as a ICT Specialist at the Agricultural University of Tirana, in Albania without quitting to his first job at MC Networking. Since than the IT department has been one of the most well organized in the University.

Since he was a teenager, he revealed some interesting features in leadership and become one of the student with most influence in his High School. He also started some cooperation with the "Epoka e Re" centre in his hometown in 2006. Even after moving to Tirana he continues to help the centre as a volunteer by assisting not only as e ICT specialist but also as a trainee for the youth generation.

Nikola Kostic

Nikola is President and Founder of an NGO called UBER Group that focuses on informal education, providing other students with skills needed after graduating or in general.

Aleksandra Ignatoski

She is a radio presenter, travel journalist, event host, volunteer and debate mentor currently studying Management on Faculty of Economics of University of Rijeka. She is a



member of Students' Council of University of Rijeka, Leo Club Rijeka and Rijeka Debating Union. Her main interests are educational politics and behavioral economics.

Agnija Kazusa

Agnija is a certified meditation and mindfulness coach, a writer and a youth worker. Originally from Latvia, she keeps travelling all around the world – from Helsinki to Cairo, from Bogota to Tokyo – to continuously search, learn and discover herself within different cultures, customs and religions.

Anastasiia Klymentenko

Anastasiia is from Ukraine. She graduated in 2015 and has a Master Science Degree in History. She is a member of some regional youth organizations in Ukraine. One of them is "New generation" and another one is Youth Council at the Mayor in Kherson. The main goal of these organizations is to engage young people to different usefull activities. In such way they can to improve skills and also to get new knowledges.

Viktoria Pomazova

Viktoria is a student of Kharkiv National University of Economics Simon Kuznets in Ukraine. She had internship and international projects about leadership, communication and cultural exchange. She has participated in many conferences in Ukraine concerning youth activity and global problems.

Joanna Annion

She is born and raised in Estonia and studies in Tallinn's University Middle East Studies. She volunteers as spokesperson to refugees and teaches English to children. She has participated in many international Erasmus plus project around Europe concerning youth activity and global problems.

Nikola Pribisova

Nikola is coming from Slovakia but currently staying in Cyprus where she studies Business Administration at American College. She is also working as an intern in a financial company and is also working for a NGO Cyprus-Slovakia Business Association. Even though her studies are not related to politics, she believes that being part of the world of politics is very important since we need to take action and decide on the things happening around us.

Jagoda Banach

Jagoda is a studen of European Studies in her hometown Lublin in Poland. She is graduating this year. She took part in Erasmus+ Programme in Nicosia, Cyprus in



2014/2015. During her stay in Cyprus she has done internship in Embassy of Poland for two months. In September she came back to Cyprus for three weeks to do another internship in Cyproman. She tries to be active as a student and citizen and look for new experiences and inspirations. Her dream is to experience cultures around the world and become real world's citizen.

Matus Balaz

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

Aida Bruni

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

Jakub Gornicki

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

Nikitas Mahmudis

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

Vincent Chauvet,



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

Stepan Kment

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

Anna Routova

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

Vilma Querama

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

ANNEX II

Ideas and Clarifications

List of Challenges:

Challenge 1: Lack of possibility to vote in elections online

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

Challenge 2: Lack of new skills for citizens - like active positions and new initiatives

People didn't have such opportunities in different periods of history. They only need to do something, what powerful people said. So now we need to work with that and teach people to not afraid their own thoughts, ideas and initiatives.

Challenge 3: Citizens are not actively engaged in the democratic processes

Challenge 4: We don't use modern technology

The election processes are too complicated with lots of papers' and people's work. It increases the risk to make mistakes and have no transparency.

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

Challenge 6: Lack of mindfulness in decision making

Challenge 7: Less educated people's votes are equal to more educated people's vote

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

Challenge 8: Slow bureaucracy

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

Challenge 9: Lack of appropriate security concerning the inflow of immigrants

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

Challenge 10: Lack of specific information and political education

Challenge 11: Lack of legitimacy of political decisions

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

Challenge 12: Lack of independent, accessible, trustful, immediate information sources

Challenge 13: Non-efficient decision-making in terms of equality and results

Challenge 14: Politics is not seriously taken because of the reputation of the politicians

Challenge 15: Governmental cost cutting on ICT systems

Challenge 16: Lack of motivation to participate and take action

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

Challenge 17: Lack of control and information to people about food products entering the state and those produced in the state

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

Challenge 18: Lack of state education to use the new materials of new technology

Challenge 19: Lack of civic responsibility

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

Challenge 20: Impossibility to include all stake-holders in discussions of public affairs

Challenge 21: People don't believe in change

Challenge 22: Young people are not interested in public affairs

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

Challenge 23: Apathy of citizens

Generally people are not interested what is going on around them.

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

Challenge 25: Lack of creativity in governance

Challenge 26: Only one party is governing

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

Challenge 27: Politics are reserved for party members

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

Challenge 28: Lack of sufficient knowledge about political procedures among citizens

most of the inhabitants of the countries are not aware how governments work , how the law is created and other procedures are carried on , it leads to ignorance of political sphere by citizens and they are not willing to participate in political life

Challenge 29: Lack of supervision by every citizen

Challenge 30: Bureaucracy governing instead of politicians

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

Challenge 31: Lack of supervision on the functioning of the local public bodies

Challenge 32: Non-scientific approach on governmental processes

Challenge 33: Technology is mainly used by younger generation

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

Challenge 34: We don't have online platforms to be used by civil society to monitor the government

Challenge 35: Not enough relevant information is being provided

The main point is to keep the people informed and aware of the happenings, keep them updated with everything and provide relevant information so that they have all the details needed

Challenge 36: Not transparent and open diplomatic relationships and matters between politicians from different countries

Challenge 37: Lack of civic engagement and social responsibility

Challenge 38: Big corruption

Challenge 39: Less engagement in public affairs coming from citizens with low social status

People living with low income, in socially excluded areas or so don't participate on public matters although they may own a Smartphone or have access to internet. Can't this be the way to include them in discussions?

Challenge 40: Citizens are too lazy to be interested in processes in the state

Challenge 41: Low elections turnout

Free elections is the fundamental element of democracy - it ensures that everyone is represented. However, people's frustration and lack of trust in democracy often leads to a very low turnout, which means the democracy cannot function as big groups of people are underrepresented in the decision making.

Challenge 42: Fixed mindset of many people

People don't believe in changes and don't vote. Who votes usually do this according to stereotypes.

Challenge 43: Not enough participation both from the government and the citizens

Challenge 44: Lack of empowerment and inspiration in political expression

Challenge 45: Close personal relationships on top political positions

Challenge 46: Shady background of political decision-making

Challenge 47: Citizens are not aware of their civic duties

most of the people are concentrating on demanding their rights and privileges and they don't understand that they should give something in return as well so it's important to educate them about their duties as a citizens

Challenge 48: Lack of massive organization and cooperation of citizens in order to make a change

Challenge 49: Imperfect representation of civil society by elected politicians

The representation system is broken, with severe underrepresentation of women, youngsters, immigrants, poor workers and overrepresentation of upper classes, leading to mistrust and biased decisions

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

Challenge 51: Governmental services, in terms of employment and technologies, are not keeping up educated and updated

Challenge 52: Politics is problem of politicians

Challenge 53: Bad tax collection system

We cannot and should not avoid taxes. But also we have to identify those in need and refund in a certain percent

Challenge 54: Bad campaigns

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

Challenge 55: Bad management of the education system and the academic people involved in this system

Challenge 56: Lack of national online platform for citizens to adopt the use of digital communications

Challenge 57: Lack of know-how and financial resources

List of Actions:

Action Plan 1: Establish an organization and organize people

Action Plan 2: Civic assessment

Action Plan 3: Encouragement of the general public to become involved in the political process

Action Plan 4: Online platform for food products and not only, exiting or entering in our country, with specific sensors to detect composition and other data

Action Plan 5: Organizing events

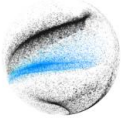
Action Plan 6: Extensive use of governmental digital services creating one stop services

Action Plan 7: Developing political education among citizens

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

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

Action Plan 10: Changing electoral laws



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

Action Plan 12: Courses and training for people about how government works

Action Plan 13: Introduction of blind voting

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

Action Plan 14: Creating the dialog for experts to solve the problem of equal votes

Creating the dialogue for experts from different spheres to find the solution of equal votes and propose the new system of voting

Action Plan 15: Creating meditation rooms/ spaces in government buildings and public institutions in order to encourage a daily meditation for everyone

Action Plan 16: Ensuring that the right to information is a constitutional right

Action Plan 17: The voice of powerful people

Action Plan 18: Creating a communication platform between political representatives and citizens

Action Plan 19: Creating a platform with information about projects of citizens

Action Plan 20: Online voting in elections

Action Plan 21: To monitor economical and social problems of government

Action Plan 22: Create a digital connection through social media for citizens to share their ideas about the system

Action Plan 23: Governmental joint projects exploiting technologies between old and young for best practices

Action Plan 24: Voluntary work

Action Plan 25: Governmental specialist internships in countries that have solved specific problems

Action Plan 26: Conferences between citizens and politicians in order to discuss issues

Action Plan 27: Provide a scientific environment

Action Plan 28: Organize regular artistic/ tech workshops in schools with recycled materials

Action Plan 29: Pay citizens to vote and participate in political life

Action Plan 30: Making a law about improving political education and making it obligatory

Action Plan 31: Obligatory exam for political science after high school

Action Plan 32: Social networks as tools for transparency

Action Plan 33: Independent members of parliament

There should be no political parties and parliament members should be an independent people

Action Plan 34: Provide meditation and mindfulness courses that show links to creativity, stress management, self-empowerment and other topics relevant to individual's daily life challenges

Action Plan 35: Disconnecting public media from politics

Action Plan 36: Measure success

Action Plan 37: Publishing government data online in order to increase transparency

Action Plan 38: To engage people in different kind of actions in their locality

Action Plan 39: Online consultation portal for law proposals

Action Plan 40: To have counter-parts in media and government

Action Plan 41: Increase the role of NGOs

Action Plan 42: Create a network of volunteerism to youth organizations and the community to understand the system of governance

Action Plan 43: Online platform on everything happening with education system

Action Plan 44: Increase youth leadership training politically and socially

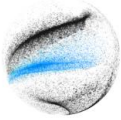
Action Plan 45: Social media promises-collecting platform during electoral campaign

Action Plan 46: Create an evaluation system of government services

Action Plan 47: Establish one hour per week at school for reading the Constitution of your own country

Action Plan 48: Implement liquid democracy

Action Plan 49: Unify education and make it accessible and free to everyone



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- Action Plan 50: Creating an independent channel about political happenings, run by young people**
- Action Plan 51: Iceskating courses for members of parliament**
- Action Plan 52: Popularization of debating in schools**
- Action Plan 53: Introduce meditation at schools**
- Action Plan 54: Restoring the value of journalism**
- Action Plan 55: Using infographics and videos for visualization**
- Action Plan 56: Making some of the government meetings online in order to reduce costs**
- Action Plan 57: To demand creation of websites with online services for every state organization**
- Action Plan 58: Accessible public internet for all citizens for them to be able to reach e-governmental services**
- Action Plan 59: To have communication and connection with the ministry of education**
- Action Plan 60: Encourage youth to take action against the system and the organization of their local perspective**
- Action Plan 61: Introduce mandatory voting**
- Action Plan 62: Improving the students' status**
- Action Plan 63: Creating an application for people that are not familiar with political procedures**
- Action Plan 64: Including students in decision-making bodies**
- Action Plan 65: Organize weekend retreats for practicing meditation and mindfulness together with other people**
- Action Plan 66: Updated websites of ministries and government**
- Action Plan 67: Organize the community to behave ethically and sensitively towards the governing system**
- Action Plan 68: Encourage women participation in politics**
- Action Plan 69: Opportunity to take part in government work**
- Action Plan 70: Time limitation of electoral positions**
- Action Plan 71: People to people connection to take initiative**