REINVENTING **DEMOCRACY IN THE DIGITAL ERA**

AMERICANINITIATIVE

www.reinventdemocracy.info

The report presents the results of **Reinventing Democracy in the Digital Era – American Initiative**. The main event took place at Buenos Aires (Argentina) between the 3rd and the 7th of December 2016. The face-to-face deliberations of approximately 600 person hours were implemented using Dialogic Design Science. The report includes activities conducted in the context of small grants given to the participants, which were implemented after the main event.

Reinventing Democracy in the Digital Era – American Initiative.
Yiannis Laouris, Roxana Gardenas, Nicolina Karaolia, Olivia Constantinou & 15 others.

Contents

Once upon a time
there was...
HUMANITY

The setting

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

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

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

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

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

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

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[1] **futureworlds.eu/wiki/Reinventing_Democracy**
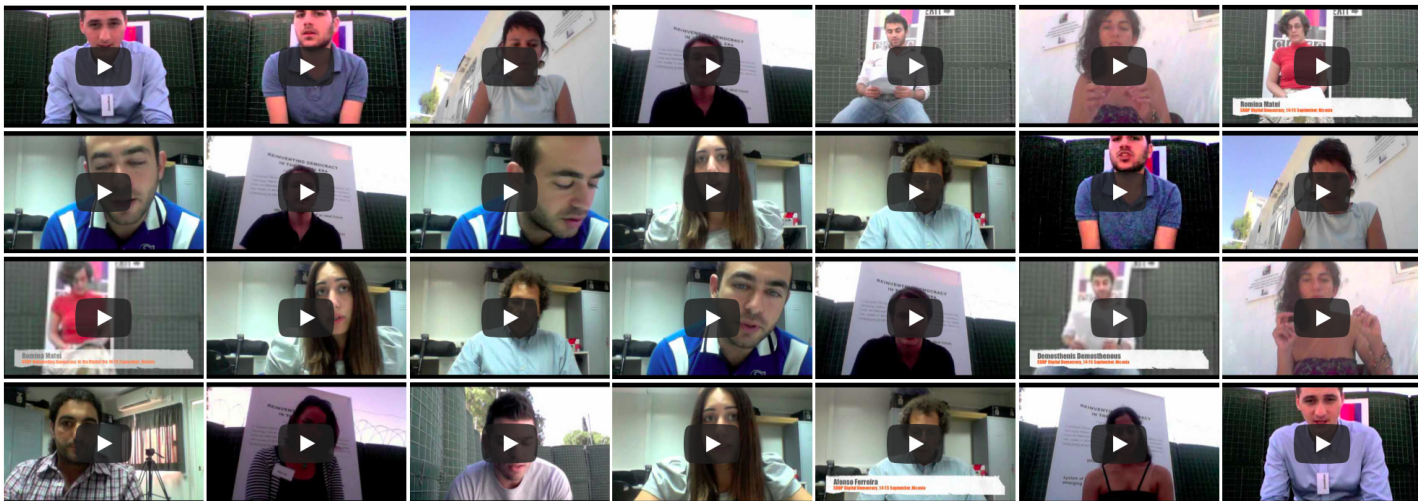
A screenshot of the videowall of ideas cuptured during a Structured Democratic Dialogue conducted in 2012 in collaboration with the Digital Task Force of the European Commission under the auspices of the EC Commissioner for Education.

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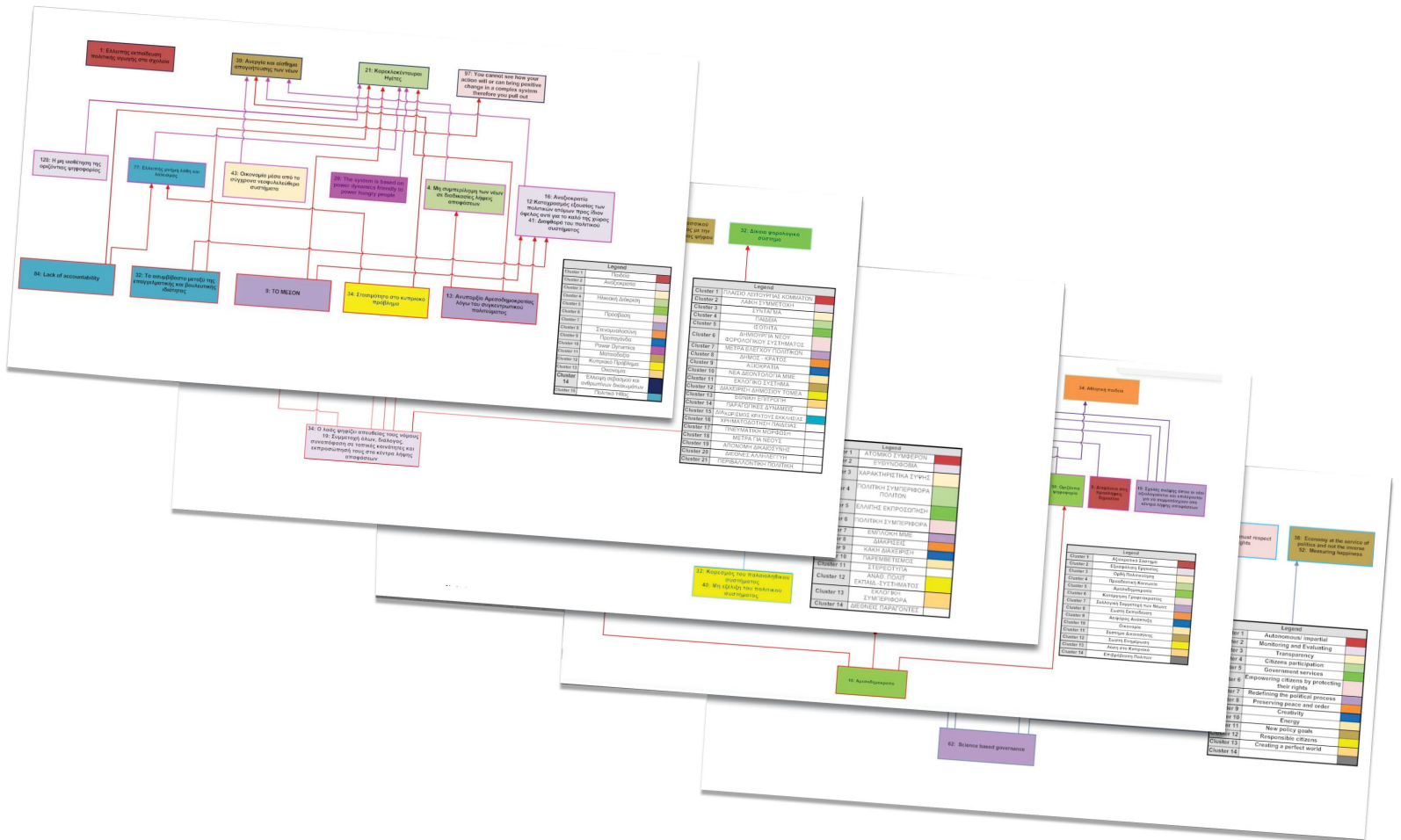
Background

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

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

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

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

Problem Analysis

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

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

Limited joint action for change

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

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

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

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

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

Project Strategy

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

1. Sharing the experiences and outcomes from European SDD Co-laboratories with youth activists from other continents and develop a joint understanding of root causes for the lack of youth participation in official democratic processes;

2. Engaging 100 young participants from around the globe in regional SDD Co-laboratories during which they will design solutions for the key root causes previously identified, and thus contribute to the development of new and innovative systems of governance;

3. Empowering the young participants to take action and promote their very own ideas and solutions, both within their local community as well as on a broader national/ international level;

4. Utilizing the broad range of ICT tools available to young people, such as social media, videos, etc. to build a wide platform for Reinventing Democracy – accessible to young people from around the world.

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

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

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

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

The use of Digital Technologies

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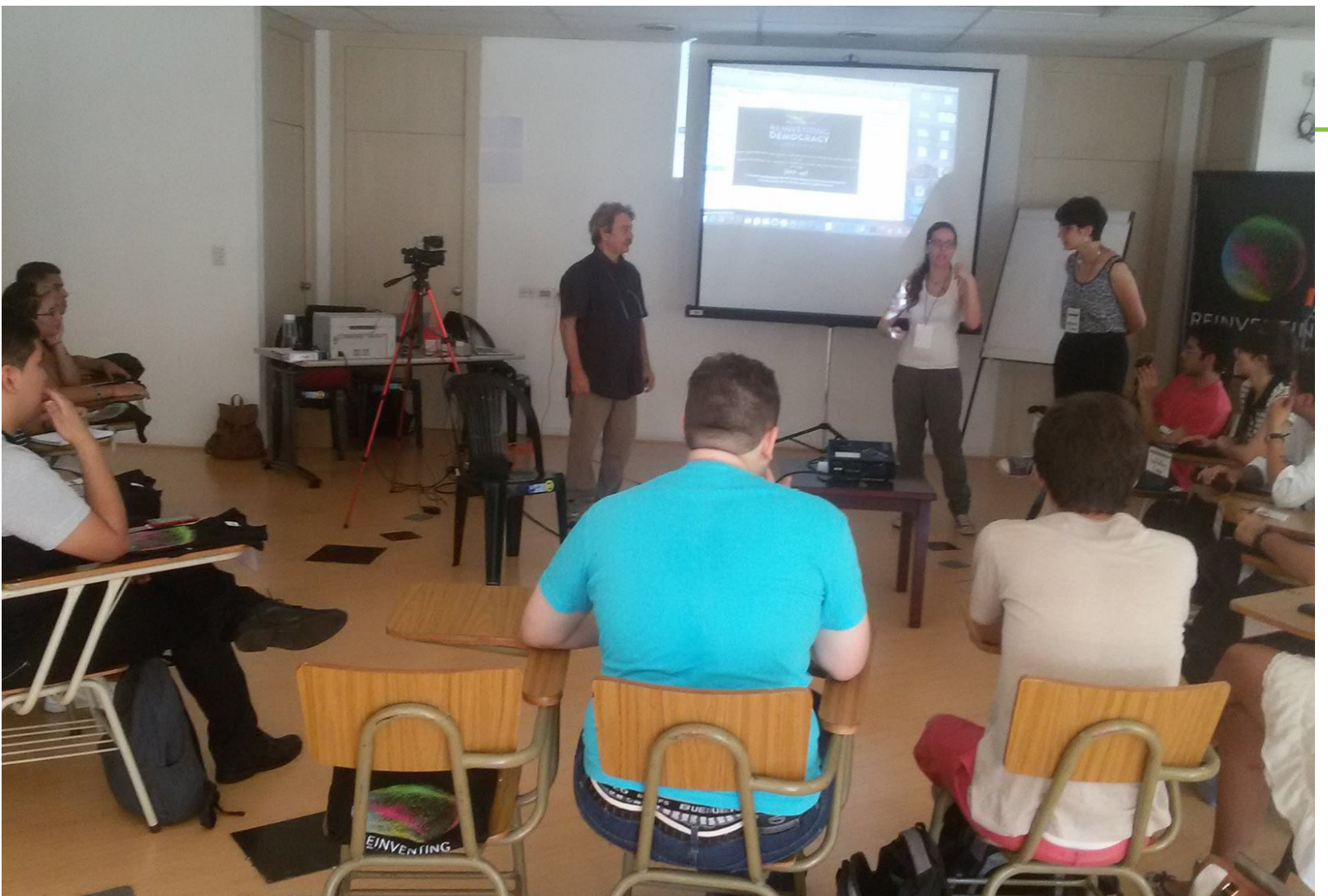
About Structured Democratic Dialogue

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

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

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

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

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

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

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

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

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

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

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

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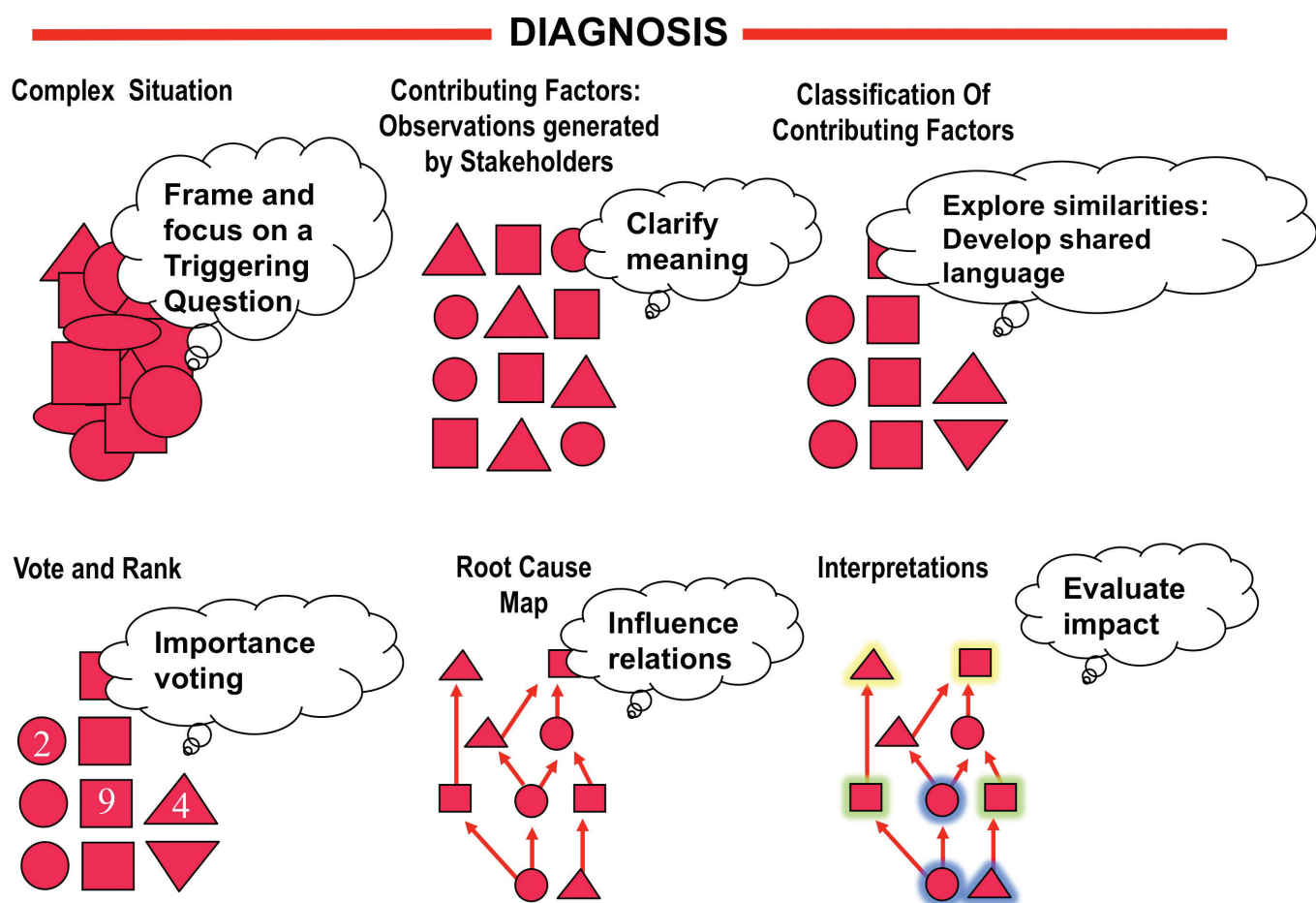
The SDD methodology was chosen over other options for a number of reasons, such as (a) its current format makes extensive use of technology, thus making it more efficient and attractive to young people, (b) the results of the discussions reflect the genuine views and authentic opinions of the participants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

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

Using Cutting Edge Technologies

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

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

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

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

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

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

IdeaPrism
Available as App and on the web, it facilitates the implementation of face-to-face as well as asynchronous and hybrid dialogues. The only tool that allows video clarifications, App-to-App communication, voting using multiple criteria as well as real-time virtual projections of all SDD outputs, either as web walls or as illustrations ready to be projected using a beamer.
http://www.ideaprism.net
https://itunes.apple.com/us/app/idea-prism/id769448500?mt=8
https://play.google.com/store/apps/details?id=com.iziss.ideaprism&hl=en

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

Further Information on SDD methodology

SDD

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

Books and Reviews

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

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

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

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

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

Software

Concertina Classic

Concertina Cluster Wall

Concertina Educational

Concertina for Researchers

Concertina Mobile

Concertina Idea Wall

Concertina Professional

Concertina Clicker

Concertina Clustering Tool

Concertina Export Tool

Concertina Idea Editor

Concertina Idea Video Wall

Concertina Influence Map Wall

Concertina Wisdom Summator

Cogniscope

idea prism

logosofia

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

Wikis and Websites

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

Practice Centers

Future Worlds Center: www.futureworldscenter.org

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

Demosophia

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

Selected Recent Publications of the Future Worlds Team

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

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

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

Selection of Core- and Shadow Participants

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

The selection criteria are detailed below with their respective weights:

Gender (20%)

Age: young people 18 – 30 years old (15%)

Anti-discrimination criteria (10%)

Years of relevant experience or/and prior relevant activities (10%)

Potential for organizing follow-up activities (10%)

Belonging to associations with wide networks (5%)

Communication skills (5%)

Reliability / Commitment (5%)

Country of origin / nationality (5%)

Availability of sponsors (10%)

Uninterrupted access to social networking (5%).

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

Webinar

The successfully selected Core-Participants were invited to organized webinars in order to meet each other (before the face-to-face events) and/or interact with the project staff, and/or interact with each other (after the face-to-face event). However, the participants created their own interactive groups using other technological platforms than the ones provided by the project, such as Whatsup, Viber and Messenger. Although it has been difficult to monitor and administer those groups, their initiatives were supported because participants developed a much stronger sense of ownership. Their interactions continue to the present date. They engage in many dialogues and share their everyday thoughts and experiences. These chat and video rooms have served and continue to serve as peer to peer empowerment tools.
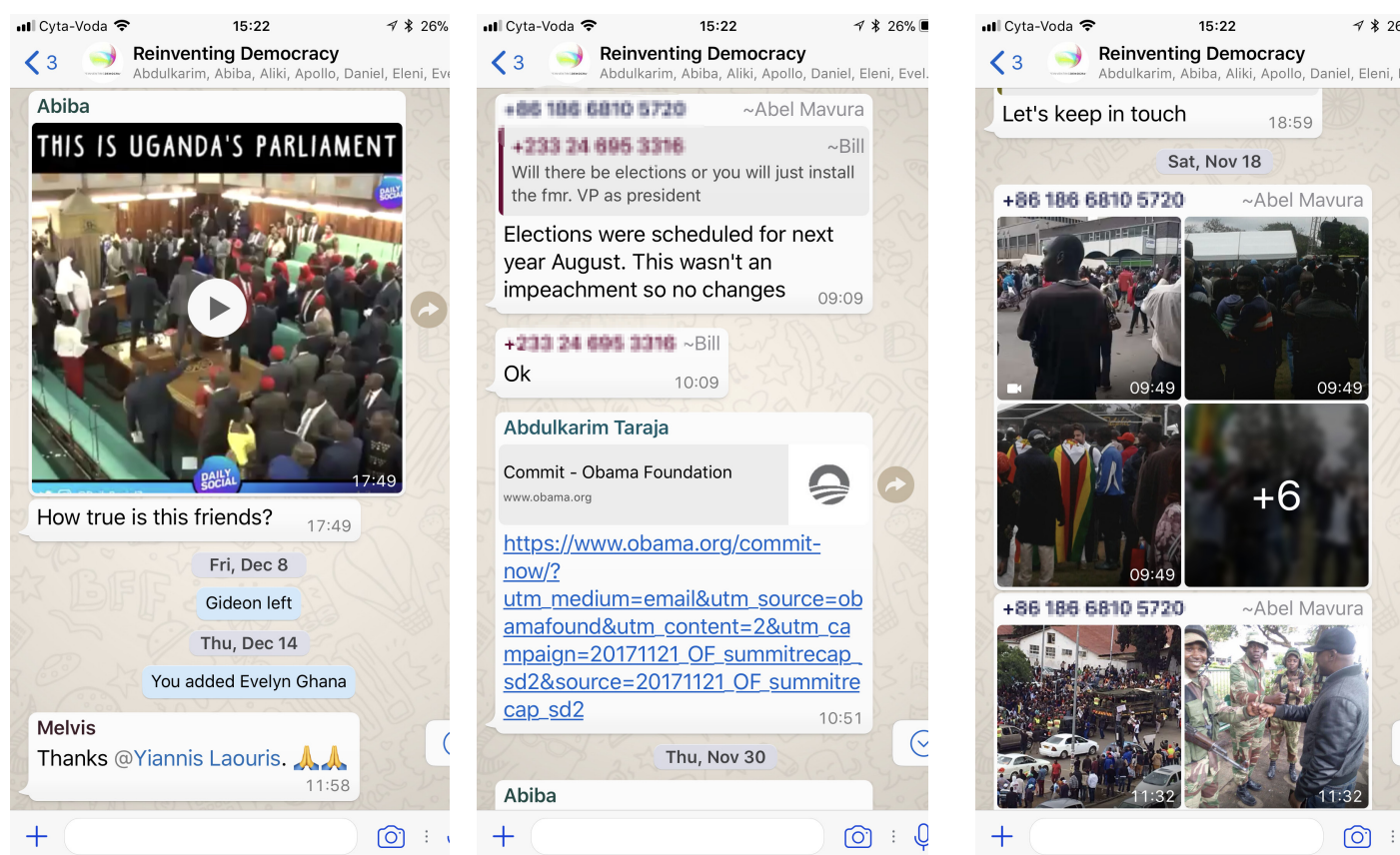
Screenshots from different social media. Participants created their own groups in social media and engaged in thousands of interactions, both as chats or videos. The organizers supported and honored their own-created spaces and used those for webinars to explain aspects of the project.

The Co-Laboratory

The Co-Laboratory took place in Buenos Aires (Argentina) between the 3rd and the 7th of December 2016. The particular place was chosen because (a) of the easy access from other Latin American countries, (b) the willingness of the local Universidad Nacional de San Martín to host the event, and (c) and the

"Cuales son las principales fallas / deficiencias de nuestros actuales sistemas de gobernanza?

support of Local Manager Dr. Natasa Loizou. The first two days were invested in an SDD aiming to identify the root shortcomings. The next two days were dedicated to exploring solutions and actions. On the last day, the participants worked on their possible projects and practiced public speaking by presenting them to the group and answering questions. The next section presents the results of the Shortcomings SDD.

What are key shortcomings of our current systems of governance?

Olivia Konstantinou
FACILITATOR

N
FA

Carolina Beron
ARGENTINA

Emil Rodriguez Salta,
ARGENTINA

Lina María Jaramillo Rojas Bogotá,
COLOMBIA

Maria Angela Regis
**ROSARIO, SANTA FE,
ARGENTINA**

Francisco Villatore
COSTA RICA/ SAN SALVADOR
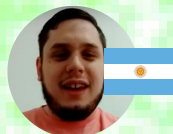
Marcos David Dominguez
ARGENTINA

Rodrigo Ivan Avalos
ARGENTINA
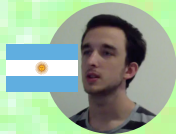
Mariano Schmidt Córdoba,
ARGENTINA

Nicolas Muñoz Arango Bogotá,
COLOMBIA

Ana Figueroa Pampa,
ARGENTINA

Nicolas Jares Córdoba,
ARGENTINA

Jairo Iván Matus Contrera
NICARAGUA

Mariana Rojas Bogotá,
COLOMBIA

Agustina Gricolo
ARGENTINA

Key

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Natasa Loizou
FACILITATOR

Nicolina Karaolia
FACILITATOR

Roxana Cardenas
LEAD FACILITATOR

Yiannis Laouris
LEAD FACILITATOR

15 Core Participants

5 Countries

57 Challenges

71 Actions

ey Challenges

: **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)**

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

: **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)**

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).

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

: **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).**

ey Actions

: **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).**

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

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

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

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

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

Idea Generation

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

Clarifications

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

The participants produced **57 Ideas** in response to the Triggering Question. ANNEX II - Ideas.

Clustering Ideas into Groups

The next step involved the clustering of observations using a bottom-up approach. This process takes much longer than top-down clustering methods, because it encourages discussion. Evolutionary learning takes place as the participants are encouraged to explore how specific aspects of their ideas might make them similar to other ideas; a process that forces them to draw further distinctions. Participants were asked to respond to a question like the one shown below and if 2/3 of them agreed, then the ideas were placed in the same cluster.

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

The ideas were clustered in 10 categories

Cluster 1: Cultura democratica

CHALLENGE 1
Hay demasiada distancia entre los votos de las personas y las decisiones que despues toman los gobernantes

CHALLENGE 13
Deficiencia para reestablecer los valores democraticos dentro del sistema educativo

CHALLENGE 18
Normalizacion y aceptacion de la corrupcion politica

CHALLENGE 19
El ciudadano se limita al ejercicio del voto y se olvida del control social

CHALLENGE 34
Sistemas de justicia basados solo en la aplicacion del castigo

CHALLENGE 39
Deficiencia de una educacion para la democracia y para el ejercicio responsable para la ciudadania

CHALLENGE 40
Discriminacion en opiniones de grupos sociales

CHALLENGE 49
Se basa en una logica egoista de que 'si yo gano, alguien tiene que perder'

CHALLENGE 52
Falta de memoria colectiva de los periodos de regimen no democratico

CHALLENGE 59
No apoyo a la educacion, prefieren personas ignorantes

Cluster 2: Participacion ciudadana

CHALLENGE 1
Hay demasiada distancia entre los votos de las personas y las decisiones que despues toman los gobernantes

CHALLENGE 5
Cierre de espacios a la ciudadania en las tomas de decisiones locales

CHALLENGE 23
Exceso de activismo politico en las redes sociales pero deficiencia de activismo real a traves de los mecanismos institucionales

CHALLENGE 30
Baja participacion ciudadana especialmente en jovenes

CHALLENGE 31
La distancia entre las personas y la toma y ejecucion de las decisiones genera desinteres por los asuntos publicos

CHALLENGE 43
Falta de comunicacion por parte del Estado acerca de la informacion necesaria para la solucion de problematicas sociales

CHALLENGE 46
Que los comicios sean para elegir personas, no promueve la discusion de ideas y proyectos

CHALLENGE 47
Falta de cooperacion con distintas formas de organizacion de la sociedad civil

CHALLENGE 66
Carencia de instancia de la participacion ciudadana directa

CHALLENGE 68
No hay correlacion entre las problematicas que aborda el gobierno y aquellas que demanda la poblacion civil para que sean solucionadas

Cluster 3: Proceso de selecion de funcionarios publicos

CHALLENGE 2
Inadecuado metodo de ingreso al sistema publico administrativo

CHALLENGE 17
Incorrecta designacion en el cargo a tomadores de decisiones por su falta de conocimiento en el area

CHALLENGE 27
Inadecuado diagnostico de la prioridades para los ciudadanos

CHALLENGE 58
Desconocimiento del cargo en el que se trabaja

CHALLENGE 61
Falta de concursos para acceder a cargos publicos o difusion de los mismos

Cluster 4: Concentracion del poder

CHALLENGE 4
Que se fundamentan en sistemas democraticos secuestrados por las mismas elites y promueven la desigualdad

CHALLENGE 11
No hay garantias para la participacion politica de actores con puntos de vista opuestos a los ya establecidos

CHALLENGE 33
Manipulacion de la opinion publica a traves de los medios de comunicacion a favor de una postura politica

CHALLENGE 35
Centralizacion del poder publico en una sola persona o un pequeño grupo (no electos)

CHALLENGE 56
No se fomenta la participacion de nuevos actores politicos

CHALLENGE 69
Uso excesivo del marketing politico para reducir a la politica a solo una foto

Cluster 5: Ineficacia administrativa

CHALLENGE 6
Ineficacia en los mecanismos burocraticos de los procesos administrativos de la funcion publica

CHALLENGE 7
Baja sistematización y disponibilidad de información en el orden publico para el desarrollo de politicas

CHALLENGE 20
Inadecuado manejo de los recursos publicos

CHALLENGE 22
Baja interelacion entre las distintas estructuras similares que funcionan en el Estado

CHALLENGE 26
Debilidad institucional (falta de capacidades) en los gobiernos locales y regionales

CHALLENGE 32
Falta de cooperacion entre diferentes organismos por caprichos egocentricos

CHALLENGE 36
Dificultad del buen uso del recurso 'tiempo' por desconocimiento tecnico en las administraciones de gobierno

CHALLENGE 37
Poco uso y resistencia a nuevas tecnologias en los procesos de la administracion publica

CHALLENGE 48
Desconocimiento de los mecanismos de participacion y de control politico

CHALLENGE 51
Improvisacion en la designacion de los funcionarios que se designan en las areas de ejecucion

CHALLENGE 65
(Falta de un metodo de organizacion claro en la estructura publica)

CHALLENGE 67
Falta de compromiso en gestiones

Cluster 6: Errores en la comunicacion gubernamental

CHALLENGE 8
Escasez de comunicación de las politicas sociales

CHALLENGE 12
Ineficiente comunicacion a la ciudadania sobre las responsabilidades de los distintos estamentos del Estado

CHALLENGE 21
Errores en la comunicacion gubernamental

CHALLENGE 43
Falta de comunicacion por parte del Estado acerca de la informacion necesaria para la solucion de problematicas sociales

CHALLENGE 54
Rechazo a ideas constructivas

CHALLENGE 55
La sociedad civil no tiene la informacion suficiente para participar en procesos de decision

CHALLENGE 63
Existe un exceso de propaganda politico-partidaria que busca impedir otras corrientes de pensamiento para la toma de decisiones

Cluster 7: Representadidad

CHALLENGE 3
Falta de representatividad

CHALLENGE 9
Existencia de desconfianza entre los actores

CHALLENGE 24
Falta de dialogos y consensos

CHALLENGE 38
Falta de democracia en la relacion 'gobernador y obernados'

CHALLENGE 50
Escaso dialogo multiactor para la toma de decision

CHALLENGE 53
Dilema entre los intereses particulares por encima del interes publico

CHALLENGE 60
Se permite que existan aspirantes a posiciones de representacion que buscan utilizar esa posicion en su beneficio

CHALLENGE 64
Los gobernantes necesitan realizar alianzas con grupos empresariales-comunicacionales de poder economico para mantener su gobernanza

Cluster 8: Rendicion de cuentas

CHALLENGE 10
Dificultad para llevar un control en el desarrollo de actividades

CHALLENGE 15
Baja cultura de rendicion de cuentas

CHALLENGE 16
Los representantes solo rinden cuentas a la hora de ser elegidos

Cluster 9: Politica publica

CHALLENGE 7
Baja sistematización y disponibilidad de información en el orden publico para el desarrollo de politicas

CHALLENGE 14
Falta de continuidad en el trabajo de inclusión

CHALLENGE 25
Falta de conocimiento total sobre la realidad local

CHALLENGE 28
Inexistencia de programas que fomenten el desarrollo de los recursos economicos de cada region

CHALLENGE 29
Mirada negativa a la hora de seguir generando proyectos sociales

CHALLENGE 41
Implementacion de politicas publicas sin enfoques diferenciales

CHALLENGE 44
Reduccion en el presupuesto para las actividades inclusivas

CHALLENGE 57
Falta de promocion de las TIC como medio de comunicacion e inclusion social

CHALLENGE 62
Imposicion de modelos de desarrollo de afuera que no tienen en cuenta nuestras particularidades socioculturales

CHALLENGE 70
Falta de acceso a programas sociales de capacitacion laboral

Cluster 10: Category 10

CHALLENGE 42
Falta de sensibilidad social en los funcionarios publicos
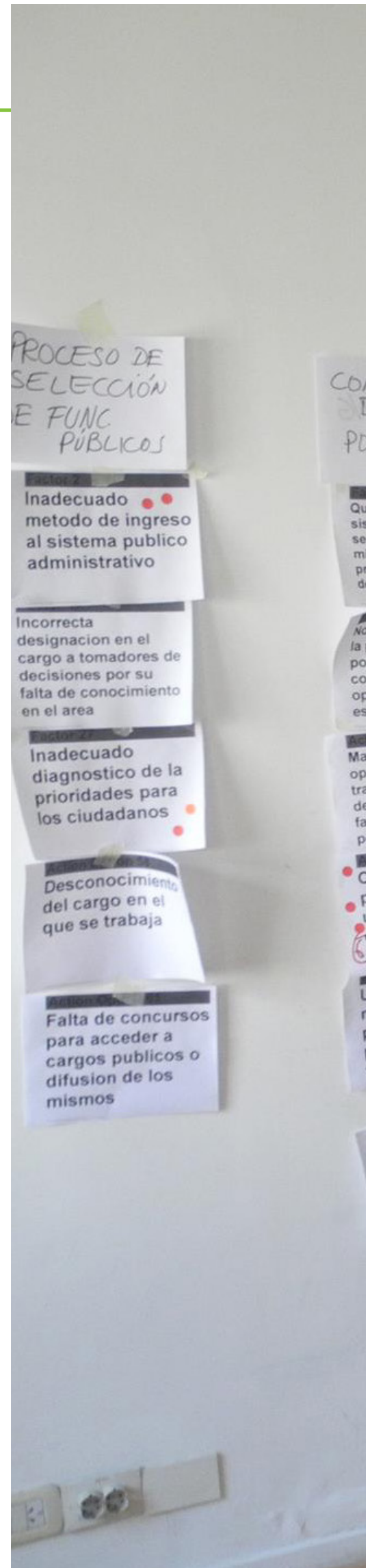
CONCENTRACIÓN DEL PODER

Que se fundamentan en sistemas democraticos secuestrados por las mismas elites y promueven la desigualdad

No hay garantias para la participacion politica de actores con puntos de vista opuestos a los ya establecidos

Manipulacion de la opinion publica a traves de los medios de comunicacion a favor de una postura politica

Centralizacion del poder publico en una sola persona o un pequeño grupo (no electos)

Uso excesivo del marketing politico para reducir a la politica a solo una foto

No se fomenta la participacion de nuevos actores politicos

Improvisacion en la designacion de los funcionarios que se designan en las areas de ejecucion

(Falta de un metodo de organizacion claro en la estructura pública)

INEFICACIA ADMVA.

Ineficacia en los mecanismos burocraticos de los procesos administrativos de la funcion publica

Baja sistematizacion y disponibilidad de informacion en el orden publico para el desarrollo de politicas

Baja interelacion entre las distintas estructuras similares que funcionan en el Estado

Debilidad institucional (falta de capacidades) en los gobiernos locales y regionales

Inadecuado manejo de los recursos publicos

Falta de cooperacion entre diferentes organismos por caprichos egocentricos

Poco uso y resistencia a nuevas tecnologias en los procesos de la administracion publica

Desconocimiento de los mecanismos de participacion y control politico

Errores en la comunicacion gubernamental

Escasez de comunicación de las politicas sociales

Ineficiente comunicacion a la ciudadania sobre las responsabilidades de los distintos estamentos del Estado

Falta de comunicacion por parte del Estado acerca de la informacion necesaria para la solucion de problematicas sociales

Existe un exceso de propaganda politico-partidaria que busca impedir otras corrientes de pensamiento para la toma de decisiones

Dificultad del buen uso del recurso 'tiempo' por desconocimiento tecnico en la administraciones de gobierno

Falta de compromiso en gestiones

REPRESENTATIVIDAD

Existencia de desconfianza entre

Falta y cons

RENDICION DE CUENTAS

Dificultad para llevar un control en el desarrollo de actividades

Baja cultura de rendicion de cuentas

entantes

POLITICA PÚBLICA

Falta de continuidad en el trabajo de inclusión

acceso a programas sociales de capacitacion laboral

Matemática FAMAF 1962 50 AÑOS

Voting

After all ideas have been clustered, the participants were asked to vote the **five** ideas that they consider as more important from the pool of all ideas. Ideas that receive at least two votes from the participants are selected to the next stage.

For this SDD the ideas that received votes are:

Votes	Idea
7	**42: Lack of social sensibility in civil servants (Falta de sensibilidad social en los funcionarios públicos)**
6	**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)**
5	**15: Low Accountability Culture (Baja cultura de rendicion de cuentas).**
5	**18: Normalization and acceptance of political corruption**
5	**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).**
4	**25:Lack of knowledge about the local reality (Falta de conocimiento total sobre la realidad local).**
4	**41: Implementation of public policies without divergent approaches (Implementacion de politicas publicas sin enfoques diferenciales).**
3	**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).**
2	2: Inadequate method of entering the public administrative system (Inadecuado metodo de ingreso al sistema publico administrativo).
2	6: Inefficiency of the bureaucratic mechanisms of the administrative processes of the public function (Ineficacia en los mecanismos burocraticos de los procesos administrativos de la funcion publica).
2	8: Shortage of communication of social policies (Escasez de comunicación de las politicas sociales).
2	20: Inadequate management of public resources (Inadecuado manejo de los recursos públicos).
2	28: Lack of programs to promote the development of the economic resources of each región (Inexistencia de programas que fomenten el desarrollo de los recursos económicos de cada región).
2	33: Manipulation of the public opinion through the means of communication in favor of a political position (Manipulacion de la opinion publica a traves de los medios de comunicacion a favor de una postura política).
2	46: The elections are to choose people and do not promote the discussion of ideas and projects (Que los comicios sean para elegir personas, no promueve la discusion de ideas y proyectos).
2	55: Civil society does not have sufficient information in order to participate in decision-making processes (La sociedad civil no tiene la informacion suficiente para participar en procesos de decisión).

Once all ideas with 2 or more votes were structured, participants were offered a new opportunity to select factors among those that previously received no or only one vote. Based on this new selection, the following ideas were also structured: 37, 22, 24,30, 4, and 25.
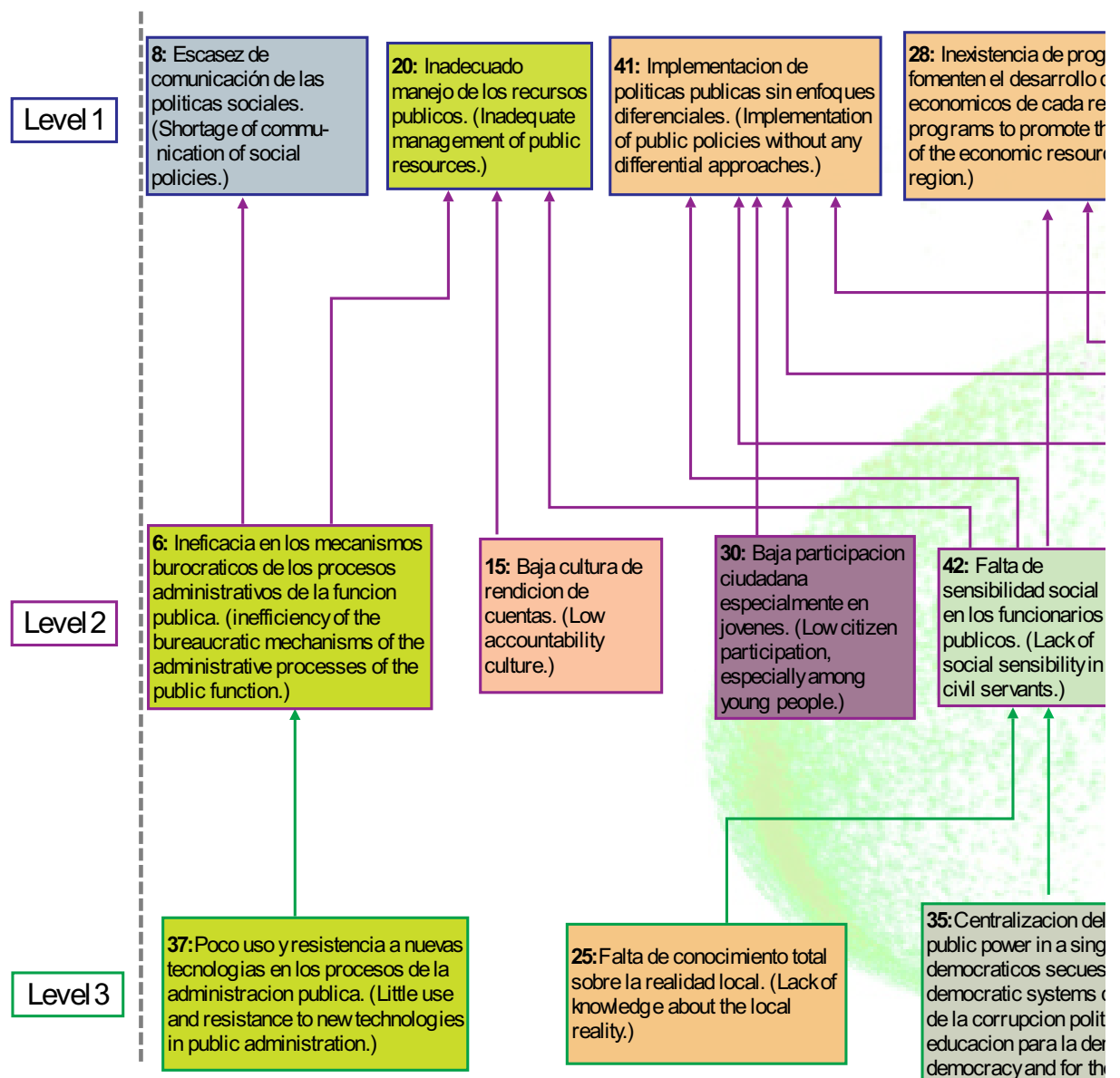
Structuring Challenges in an Influence Map

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

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

Key C

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#18: No

#39: Ine
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Level 1

8: Escasez de comunicación de las politicas sociales. (Shortage of commu- nication of social policies.)

20: Inadecuado manejo de los recursos publicos. (Inadequate management of public resources.)

41: Implementacion de politicas publicas sin enfoques diferenciales. (Implementation of public policies without any differential approaches.)

28: Inexistencia de prog fomenten el desarrollo economicos de cada re programs to promote th of the economic resour region.)

Level 2

6: Ineficacia en los mecanismos burocraticos de los procesos administrativos de la funcion publica. (inefficiency of the bureaucratic mechanisms of the administrative processes of the public function.)

15: Baja cultura de rendicion de cuentas. (Low accountability culture.)

30: Baja participacion ciudadana especialmente en jovenes. (Low citizen participation, especially among young people.)

42: Falta de sensibilidad social en los funcionarios publicos. (Lack of social sensibility in civil servants.)

Level 3

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

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

35: Centralizacion del public power in a sing democraticos secues democratic systems de la corrupcion polit educacion para la der democracy and for the

Challenges

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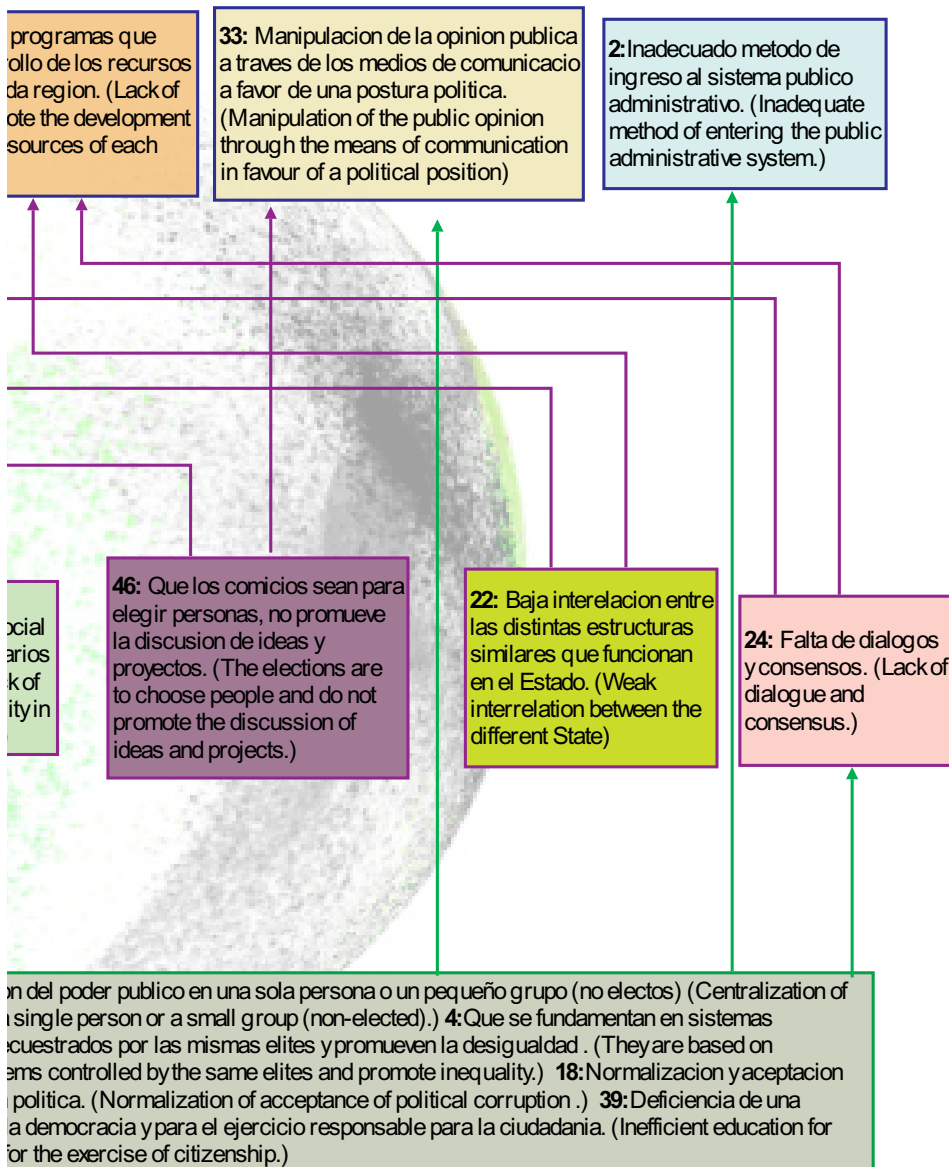
Lack of knowledge about the local reality (Falta de conocimiento total sobre la realidad local).

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)

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).

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

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).

programas que
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33: Manipulacion de la opinion publica a traves de los medios de comunicacio a favor de una postura politica. (Manipulation of the public opinion through the means of communication in favour of a political position)

2: Inadecuado metodo de ingreso al sistema publico administrativo. (Inadequate method of entering the public administrative system.)

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46: Que los comicios sean para elegir personas, no promueve la discusion de ideas y proyectos. (The elections are to choose people and do not promote the discussion of ideas and projects.)

22: Baja interelacion entre las distintas estructuras similares que funcionan en el Estado. (Weak interrelation between the different State)

24: Falta de dialogos y consensos. (Lack of dialogue and consensus.)

on del poder publico en una sola persona o un pequeño grupo (no electos) (Centralization of
single person or a small group (non-elected).) **4:** Que se fundamentan en sistemas
ecuestrados por las mismas elites y promueven la desigualdad. (They are based on
ems controlled by the same elites and promote inequality.) **18:** Normalizacion y aceptacion
politica. (Normalization of acceptance of political corruption.) **39:** Deficiencia de una
a democracia y para el ejercicio responsable para la ciudadania. (Inefficient education for
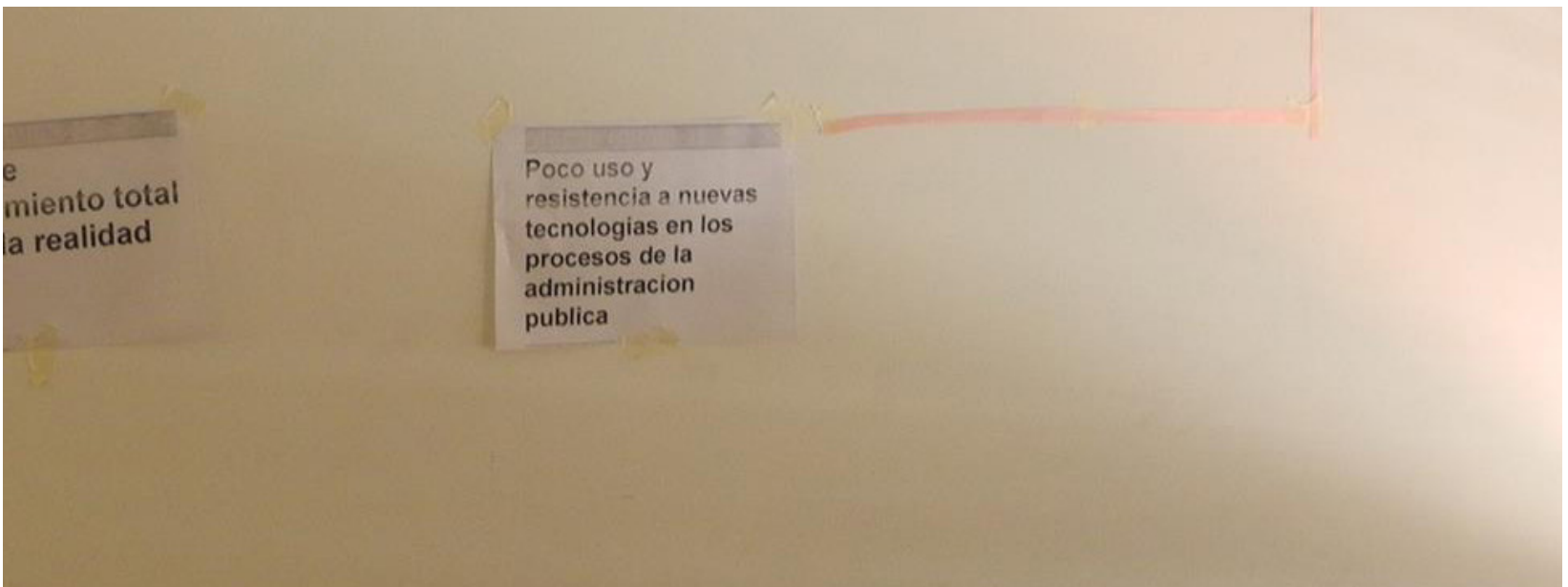or the exercise of citizenship.)

From Diagnosis to Action

During the next two days, the co-laboratory focused on proposals for action. The participants were asked to propose actions through which shortcomings of our current systems of governance, as they identified before, could be resolved. They were encouraged to make proposals that took advantage of what the digital era could offer, but they were not constrained to only such proposals. The participants came up with a total of 71 proposals, listed in the ANNEXES section. They followed the same process as before to cluster,
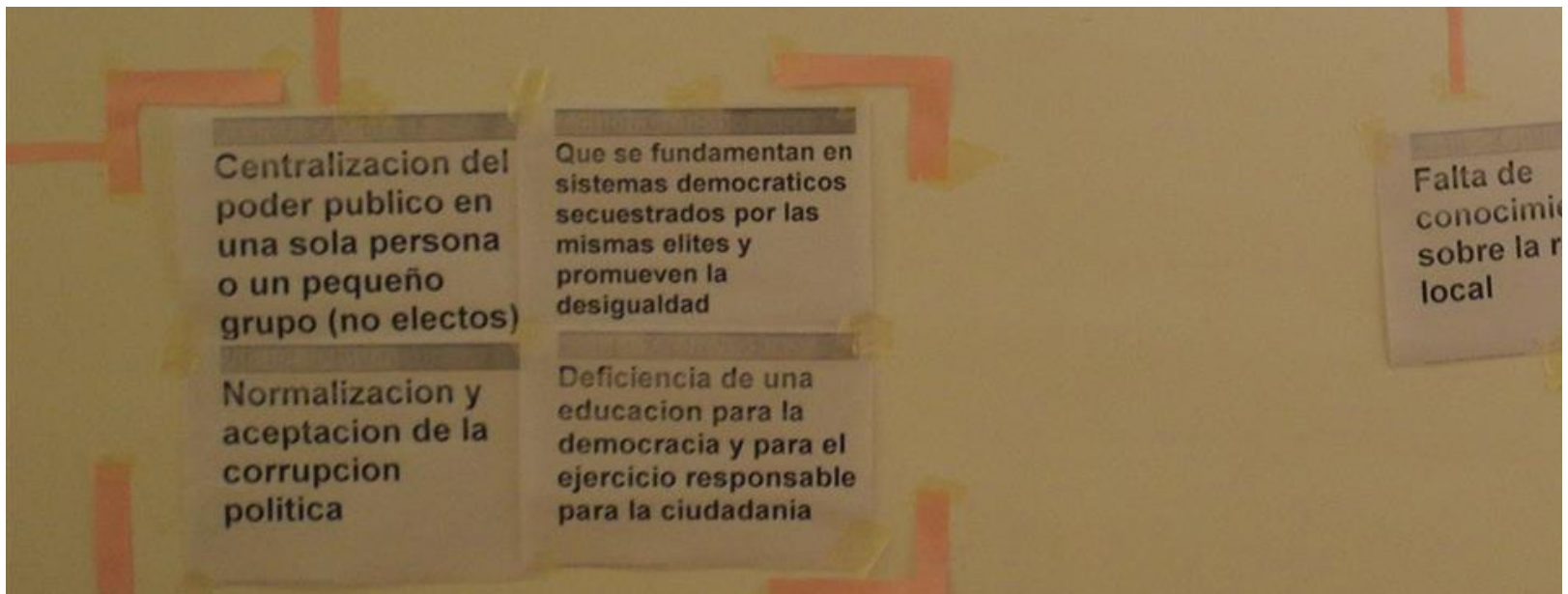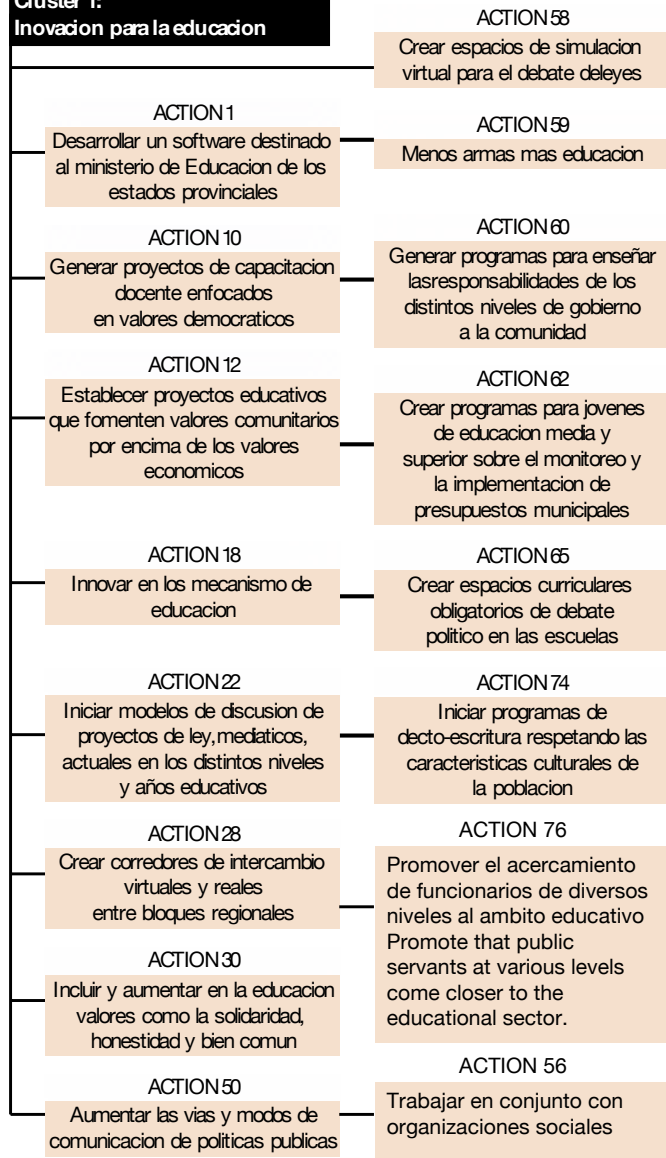

What concrete a
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select and structure their proposals into Influence Maps. The eight resulting clusters are shown in the next pages. The Table that follows shows the results of the voting. They have completed their MAP in two stages, first structuring ideas with two or more votes and then using a re-voting process (choosing from proposals that received one or none votes) they agreed to structure additional proposals. The resulting maps are also shown in the next pages.
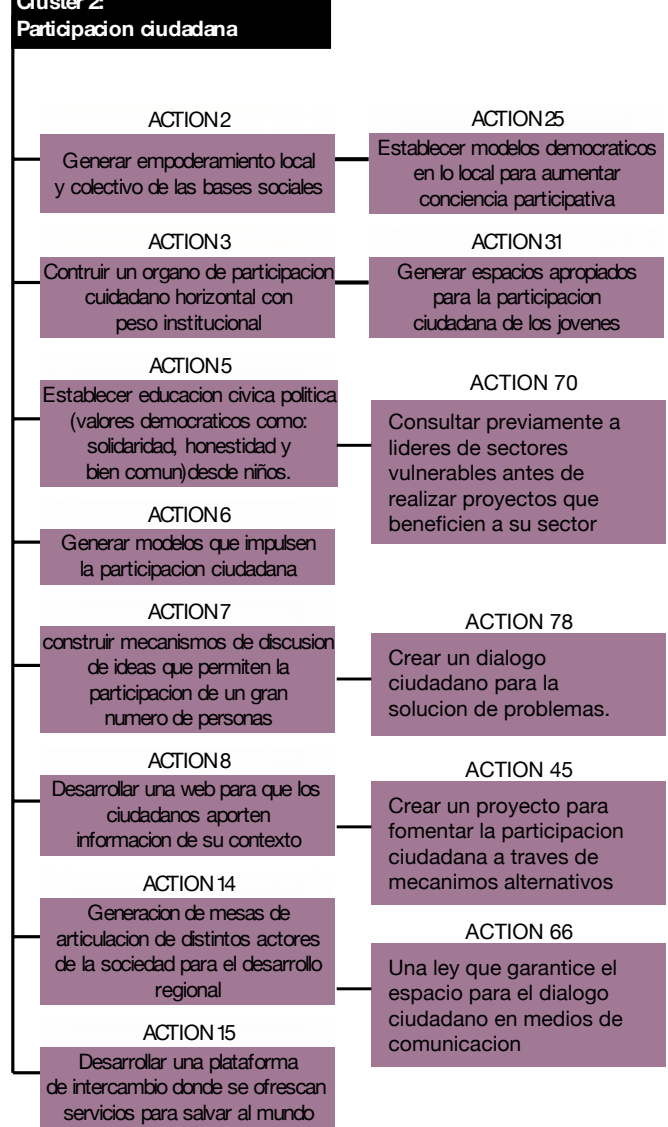

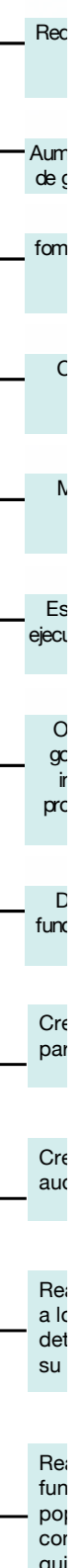ction, project or
u propose to solve
coming of current
governance?

Cluster 1:
Inovacion para la educacion

ACTION 1
Desarrollar un software destinado al ministerio de Educacion de los estados provinciales

ACTION 10
Generar proyectos de capacitacion docente enfocados en valores democraticos

ACTION 12
Establecer proyectos educativos que fomenten valores comunitarios por encima de los valores economicos

ACTION 18
Innovar en los mecanismo de educacion

ACTION 22
Iniciar modelos de discusion de proyectos de ley, mediaticos, actuales en los distintos niveles y años educativos

ACTION 28
Crear corredores de intercambio virtuales y reales entre bloques regionales

ACTION 30
Incluir y aumentar en la educacion valores como la solidaridad, honestidad y bien comun

ACTION 50
Aumentar las vias y modos de comunicacion de politicas publicas

ACTION 58
Crear espacios de simulacion virtual para el debate de leyes

ACTION 59
Menos armas mas educacion

ACTION 60
Generar programas para enseñar las responsabilidades de los distintos niveles de gobierno a la comunidad

ACTION 62
Crear programas para jovenes de educacion media y superior sobre el monitoreo y la implementacion de presupuestos municipales

ACTION 65
Crear espacios curriculares obligatorios de debate politico en las escuelas

ACTION 74
Iniciar programas de decto-escritura respetando las caracteristicas culturales de la poblacion

ACTION 76
Promover el acercamiento de funcionarios de diversos niveles al ambito educativo Promote that public servants at various levels come closer to the educational sector.

ACTION 56
Trabajar en conjunto con organizaciones sociales

Cluster 2:
Participacion ciudadana

ACTION 2
Generar empoderamiento local y colectivo de las bases sociales

ACTION 3
Contruir un organo de participacion cuidadano horizontal con peso institucional

ACTION 5
Establecer educacion civica politica (valores democraticos como: solidaridad, honestidad y bien comun) desde niños.

ACTION 6
Generar modelos que impulsen la participacion ciudadana

ACTION 7
construir mecanismos de discusion de ideas que permiten la participacion de un gran numero de personas

ACTION 8
Desarrollar una web para que los ciudadanos aporten informacion de su contexto

ACTION 14
Generacion de mesas de articulacion de distintos actores de la sociedad para el desarrollo regional

ACTION 15
Desarrollar una plataforma de intercambio donde se ofrescan servicios para salvar al mundo

ACTION 25
Establecer modelos democraticos en lo local para aumentar conciencia participativa

ACTION 31
Generar espacios apropiados para la participacion ciudadana de los jovenes

ACTION 70
Consultar previamente a lideres de sectores vulnerables antes de realizar proyectos que beneficien a su sector

ACTION 78
Crear un dialogo ciudadano para la solucion de problemas.

ACTION 45
Crear un proyecto para fomentar la participacion ciudadana a traves de mecanimos alternativos

ACTION 66
Una ley que garantice el espacio para el dialogo ciudadano en medios de comunicacion

Cluster
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Cluster 3: Control politico

ACTION 4
Reducir el propagantismo politico a la hora de comunicar politicas publicas

ACTION 9
Aumentar la revision de los planes de gobierno previo a los comicios

ACTION 11
fomentar una cultura de rendicion de cuentas a todos los niveles

ACTION 17
Cumplimiento obligatorio de la plataformas de los partidos politicos

ACTION 20
Modificar metodo de trabajo entre estructuras del Estado

ACTION 21
Establecer una metodologia de ejecucion de acciones subordinada a ideas y no a personas

ACTION 23
Obligar a cada institucion de gobierno a crear una web con informacion actualizada de programas, politicas publicas y fondo economico

ACTION 36
Desarrollar una campaña de fundraising para donar un valor a un politico

ACTION 51
Crear sanciones radicales para actos de corrupcion

ACTION 56
Creacion de organos de auditoria en tiempo real

ACTION 61
Realizar consultas anuales a los jovenes sobre determinados proyectos de su interes

ACTION 40
Realizar pruebas a funcionarios de eleccion popular que garanticen que conocen al sector que quieran representar

Cluster 4: Empleo publico

ACTION 13
Implementacion previa de la capacitacion a las designaciones administrativas

ACTION 34
Crear una plataforma web con todos los concursos de ingreso al sistema publico

ACTION 38
Aumentar la capacitacion e intercambio de los funcionarios publicos

ACTION 75
Fomentar la implementacion de pasantias en la administracion publica

ACTION 47
Desarrollar un sistema virtual de capacitacion y evaluacion para el acceso a la administracion publica

ACTION 73
Develop an excellency award for public servants.

ACTION 48
Crear un mecanismo interactivo de intercambio de lecciones aprendidas durante procesos de participacion regionales

ACTION 39
Establecer evaluaciones periodicas a los funcionarios

ACTION 55
Promover programas de capacitacion laboral virtual y gratuitos

Cluster 5: Inovacion social

ACTION 16
Crear una app para los ciudadanos con fines de desarrollo social

ACTION 27
Desarrollar una fabrica tecnologica para el desarrollo, difusion de movilizaciones ciudadanas

ACTION 29
Desarrollar un museo memoria virtual que contenga practicas artisticas que visualicen problematicas locales

ACTION 35
Establecer canales alternativos de comunicacion y dialogo interregional para visualizar problematicas

ACTION 37
Crear una agenda virtual que agrupe por areas las politicas sociales que se estan desarrollando

ACTION 43
Impulsar una politica publica que promueva la innovacion tecnologica

ACTION 63
Desarrollar un banco de documentales comunitarios para exponer problematicas juveniles de latinoamerica

Cluster 6: Ley de cuota

ACTION 19
Porcentaje obligatorio de jovenes en empresas, partido politicos, instituciones gubernamentales para generar mayor empleabilidad juvenil

Cluster 7: Corrupcion

ACTION 24
Combatir la corrupcion a traves de procesos de sensibilizacion, formacion y denuncia ciudadana

ACTION 32
Sanciones legales y economicas a medios de comunicacion que acusen sin pruebas

ACTION 68
Crear una campaña que sensibilice a los jovenes sobre los efectos de la corrupcion

ACTION 64
Aumentar y fomentar el uso de las redes sociales en las distintas edades

Cluster 8: Mecanismos del estado

ACTION 26
Aumentar la actividad de los promotores territoriales llevando las propuestas directas a los beneficiarios

ACTION 33
Aplicacion de un presupuesto participativo a nivel barrio

ACTION 46
Eliminar las alianzas de empresarios con funcionarios publicos en ejercicio Eradicate business alliances with public servants in office.

ACTION 67
Eliminar los programas de clientelismo politico

ACTION 42
Instalar oficina de informacion dentro de la zona de los sectores vulnerables

ACTION 64
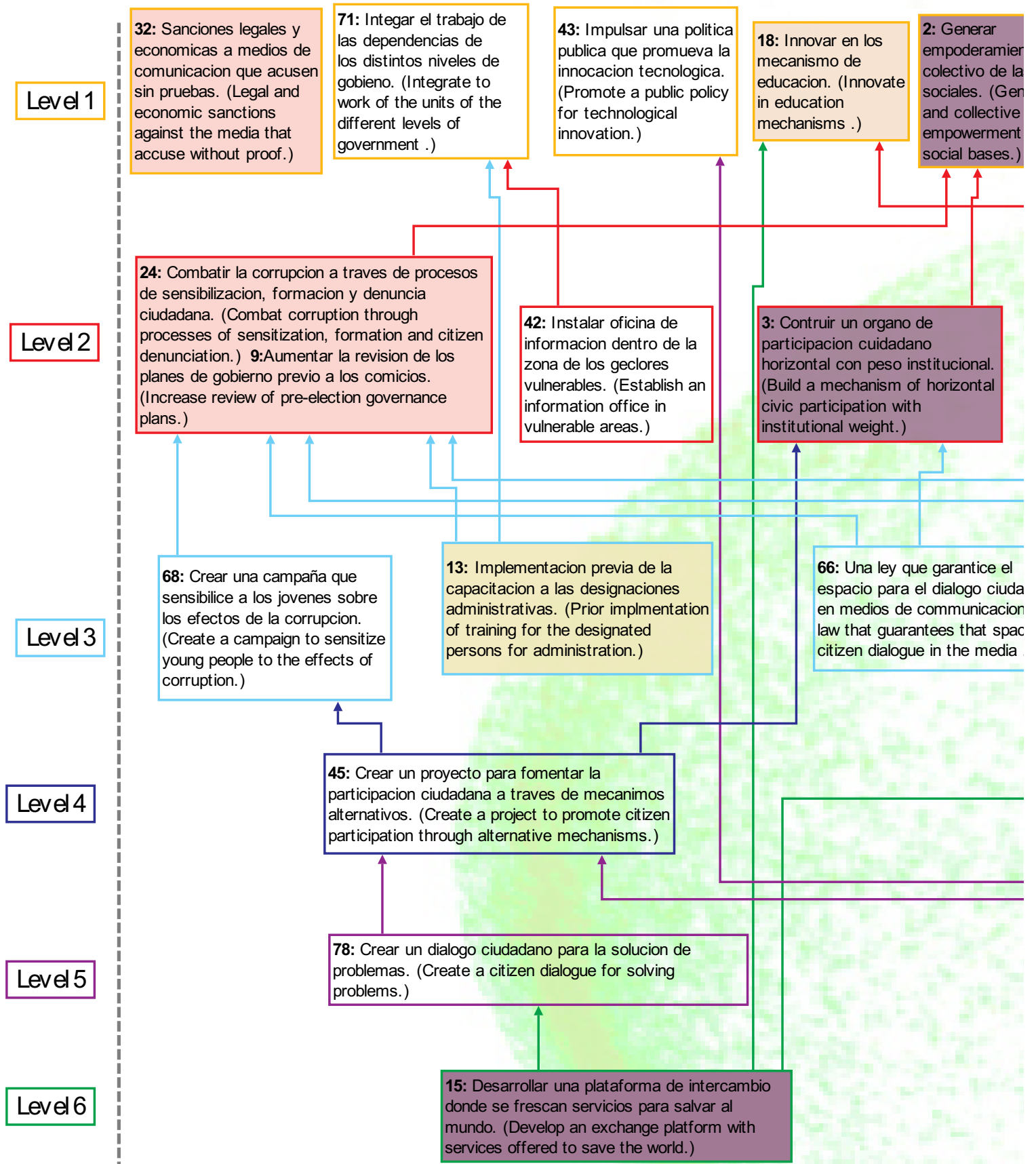Aumentar y fomentar el uso de las redes sociales en las distintas edades

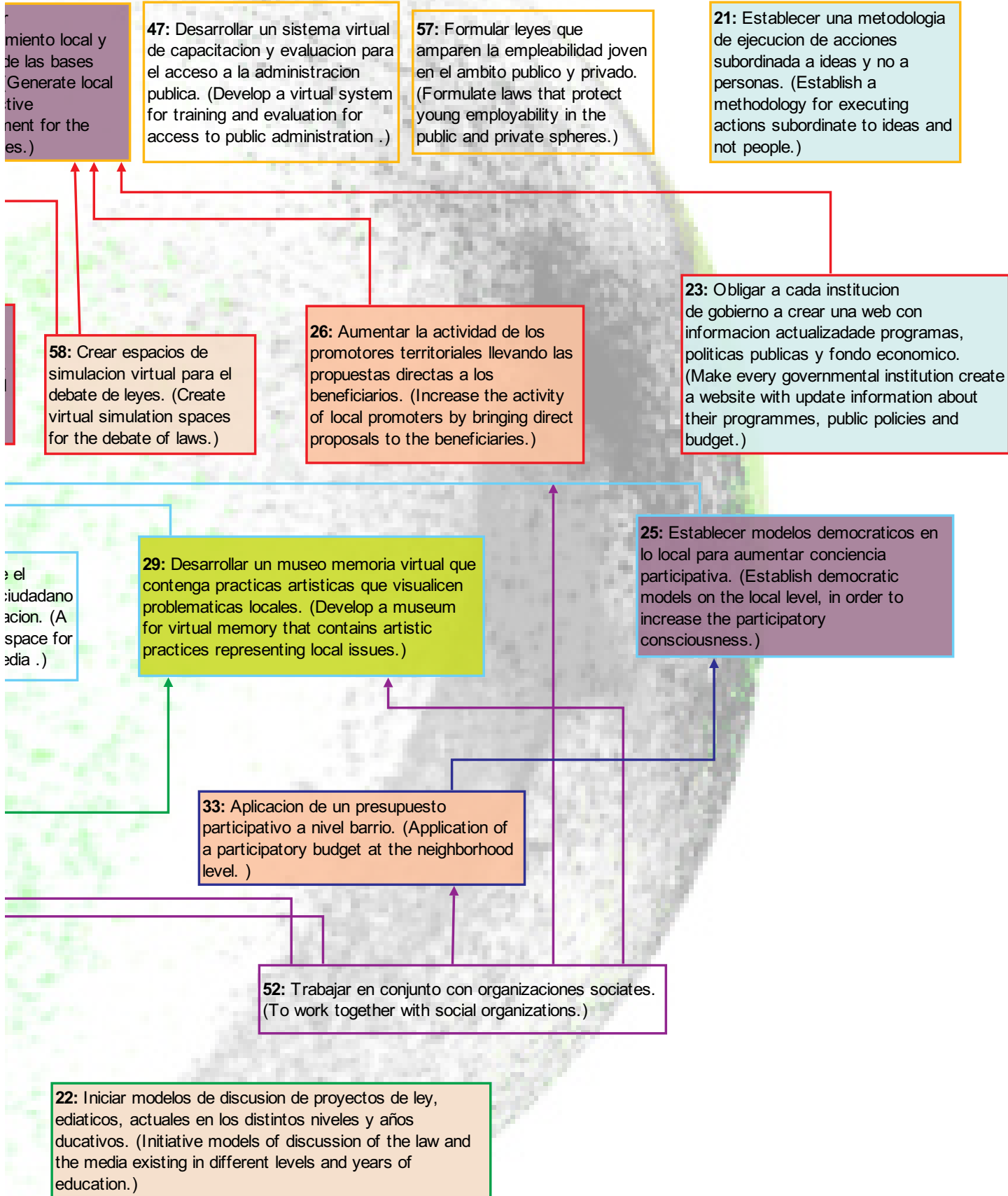| #	Votes	Action Plan
24	**8**	**Combat corruption through processes of sensitization, formation and citizen denunciation (Combatir la corrupcion a traves de procesos de sensibilizacion, formacion y denuncia ciudadana).**
9	**6**	**Increase review of pre-election governance plans (Aumentar la revision de los planes de gobierno previo a los comicios).**
3	**5**	**Build a mechanism of horizontal civic participation with institutional weight (Contruir un organo de participacion cuidadano horizontal con peso institucional).**
15	**5**	**Develop an exchange platform with services offered to save the world (Desarrollar una plataforma de intercambio donde se ofrescan servicios para salvar al mundo).**
22	**4**	**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).**
2	3	Generate local and collective empowerment for the social bases (Generar empoderamiento local y colectivo de las bases sociales).
13	3	Prior implementation of training for the designated persons for administration (Implementacion previa de la capacitacion a las designaciones administrativas)
26	3	Increase the activity of local promoters by bringing direct proposals to beneficiaries (Aumentar la actividad de los promotores territoriales llevando las propuestas directas a los beneficiarios).
33	3	Application of a participatory budget at the neighborhood level (Aplicacion de un presupuesto participativo a nivel barrio).
45	3	Create a project to promote citizen participation through alternative mechanisms (Crear un proyecto para fomentar la participacion ciudadana a traves de mecanimos alternativos).
58	3	Create virtual simulation spaces for the debate of laws (Crear espacios de simulacion virtual para el debate de leyes).
71	3	Integrate the work of the units of the different levels of government (Integrar el trabajo de las dependencias de los distintos niveles de gobierno).
18	2	Innovate in education mechanisms (Innovar en los mecanismos de educación).
21	2	Establish a methodology for executing actions subordinated to ideas and not people (Establecer una metodologia de ejecucion de acciones subordinada a ideas y no a personas).
32	2	Legal and economic sanctions against the media that accuse without proof (Sanciones legales y economicas a medios de comunicacion que acusen sin pruebas).
47	2	Develop a virtual system for training and evaluation for access to public administration (Desarrollar un sistema virtual de capacitacion y evaluacion para el acceso a la administracion publica)
52	2	To work together with social organizations (Trabajar en conjunto con organizaciones sociales).
57	2	Formulate laws that protect young employability in the public and private spheres (Formular leyes que amparen la empleabilidad joven en el ambito publico y privado).
66	2	A law that guarantees the space for citizen dialogue in the media (Una ley que garantice el espacio para el dialogo ciudadano en medios de comunicación)
68	2	Create a campaign to sensitize young people to the effects of corruption (Crear una campaña que sensibilice a los jovenes sobre los efectos de la corrupción).
78	2	Create a citizen dialogue for solving problems. (Crear un dialogo ciudadano para la solucion de problemas).

The tree structure includes the 26 proposals. The key actions are the ideas that ended up in the root of the MAP as listed below.

Key Actions

#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).**

Level 1

32: Sanciones legales y economicas a medios de comunicacion que acusen sin pruebas. (Legal and economic sanctions against the media that accuse without proof.)

71: Integar el trabajo de las dependencias de los distintos niveles de gobieno. (Integrate to work of the units of the different levels of government .)

43: Impulsar una politica publica que promueva la innocacion tecnologica. (Promote a public policy for technological innovation.)

18: Innovar en los mecanismo de educacion. (Innovate in education mechanisms .)

2: Generar empoderamien colectivo de la sociales. (Gen and collective empowerment social bases.)

Level 2

24: Combatir la corrupcion a traves de procesos de sensibilizacion, formacion y denuncia ciudadana. (Combat corruption through processes of sensitization, formation and citizen denunciation.) **9:**Aumentar la revision de los planes de gobierno previo a los comicios. (Increase review of pre-election governance plans.)

42: Instalar oficina de informacion dentro de la zona de los geclores vulnerables. (Establish an information office in vulnerable areas.)

3: Contruir un organo de participacion cuidadano horizontal con peso institucional. (Build a mechanism of horizontal civic participation with institutional weight.)

Level 3

68: Crear una campaña que sensibilice a los jovenes sobre los efectos de la corrupcion. (Create a campaign to sensitize young people to the effects of corruption.)

13: Implementacion previa de la capacitacion a las designaciones administrativas. (Prior implmentation of training for the designated persons for administration.)

66: Una ley que garantice el espacio para el dialogo ciuda en medios de communicacion law that guarantees that spac citizen dialogue in the media

Level 4

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

Level 5

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

Level 6

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

47: Desarrollar un sistema virtual de capacitacion y evaluacion para el acceso a la administracion publica. (Develop a virtual system for training and evaluation for access to public administration .)

57: Formular leyes que amparen la empleabilidad joven en el ambito publico y privado. (Formulate laws that protect young employability in the public and private spheres.)

21: Establecer una metodologia de ejecucion de acciones subordinada a ideas y no a personas. (Establish a methodology for executing actions subordinate to ideas and not people.)

...miento local y ...de las bases ...Generate local ...tive ...nent for the ...es.)

58: Crear espacios de simulacion virtual para el debate de leyes. (Create virtual simulation spaces for the debate of laws.)

26: Aumentar la actividad de los promotores territoriales llevando las propuestas directas a los beneficiarios. (Increase the activity of local promoters by bringing direct proposals to the beneficiaries.)

23: Obligar a cada institucion de gobierno a crear una web con informacion actualizadade programas, politicas publicas y fondo economico. (Make every governmental institution create a website with update information about their programmes, public policies and budget.)

...e el ...ciudadano ...acion. (A ...space for ...edia .)

29: Desarrollar un museo memoria virtual que contenga practicas artisticas que visualicen problematicas locales. (Develop a museum for virtual memory that contains artistic practices representing local issues.)

25: Establecer modelos democraticos en lo local para aumentar conciencia participativa. (Establish democratic models on the local level, in order to increase the participatory consciousness.)

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

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

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

Preparing for the Media, Interviews and other Activities

During the event, participants had ample opportunities to practice their public speaking skills. They were expected to explain their ideas not only in front of their co-participants, but also in front of the camera. Their contributions regarding challenges we face as well as their proposals for remedy of such actions have been published in video walls:

http://buenos.reinventdemocracy.info/barriers.html

http://buenos.reinventdemocracy.info/actions.html

The last day of the Co-laboratory was devoted to developing action projects and practicing public speaking. Participants with actions that came out to be the most influential led groups and others with similar ideas joined. Three grous were formed. They developed and presented their projects.

On the last day, a symposium was co-organized with Prof. Alexander Laszlo, Director of Leadership and Systemic Innovation PhD program at the Buenos Aires Institute of Technology.

Action Group Grants

• Visits to vulnerable sectors of our city in order to know youth movements and artistic initiatives among others. During this visit we had the support of the City Institute for the protection of Youth and Children • IDIPRON- and tool place at the end of November.

• Visit to the municipality of Soacha aimed to deliver scholar material and donations to children from this vulnerable area. This activity was developed in febrruay 2017

• Street painting activity and free lecture about new masculinities: November 2017

• Symbolic performance with candles to commemorate the lives of our social leaders that has been killed during the implementation of the peace agreement between FARC and Colombian Government: December 2018

• Pics of our participation in Build Peace 2017 conference where we won the prize as the best initiative of technology and peace during the Hackathon: December 2018

• Pics of our work with young people from a provisional detention centre from minor offenders -CESPA- to stablish the artistic offer we might offer to their reintegration process. September, October

• Pics of our art exhibition contribution to the artistic event "Exilios" that took place in Paris between 9-11 November.

Sin importar la edad, todos los vecinos interesados en promover la paz desde lo local se reunieron.

Crean espacio para la paz en Cedritos

Vecinos trabajan para generar buenas ideas

Tatiana Ortiz Landecho
EL TIEMPO Zona

● Para lanzar en el sector el grupo 'Cedritos por la Paz', una iniciativa comunitaria que promueve los acuerdos de La Habana, ayer se realizó el evento denominado 'La paz se toma Cedritos', el cual tuvo dos propósitos: mostrar este proyecto y visibilizar el barrio como un espacio de convivencia y reconciliación.

Luego de que el pasado 2 octubre en el país ganara el voto por el 'No' en el Plebiscito, María Fernanda Reyes, Lina Jaramillo y Adriana Rivera, todas vecinas, decidieron unirse para trabajar por el mismo objetivo: involucrar a Cedritos en la dinámica de la

"Queremos invitar a todas las personas que viven en la zona a movilizarse y a acompañar todas las demostraciones ciudadanas que se están dando en el país a favor de la paz y la reconciliación. Amamos nuestro barrio, es bonito, vibrante, pacífico y por esto creemos que en el contexto actual del país nuestra comunidad debe superar la apatía y hacerse sentir sobre el anhelo que nos une a todos", afirmaron las vecinas.

Entre las actividades que realizaron en el evento estuvo una sesión de yoga y meditación, en la que participaron jóvenes músicos universitarios que acompañaron la sesión con canciones llenas de mensajes alusivos a la paz, la reconciliación y la uni

Posteriormente, una batucada y un grupo de jóvenes artistas entraron por la Ciclovía rumbo al parque con música y sonidos de carnaval haciendo alusión al momento en el que la paz se tomó Cedritos. Asimismo, se realizó un recorrido con una urna en la que los asistentes depositaron papeles en los que escribieron aquellas acciones que pueden llevar a cabo desde el barrio, para promover la paz en nuestro entorno inmediato.

La iniciativa surgió en el barrio Belmira, ubicado en la calle 141 con carrera Séptima, por tres vecinos entre los 29 y 35 años, pero hoy ya son cerca de ciudadanos trabajando en este proyecto al que se han unido jóvenes des los 20 años hasta person
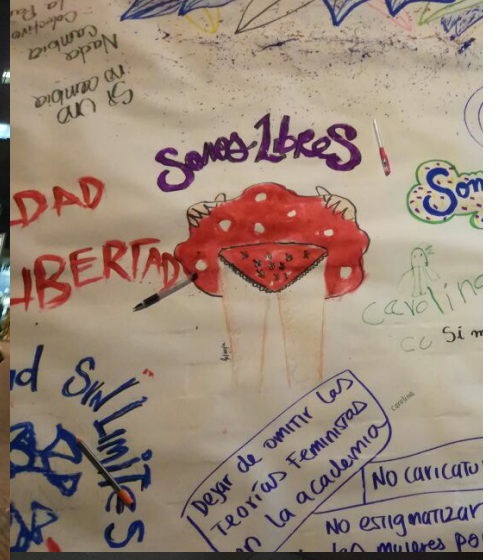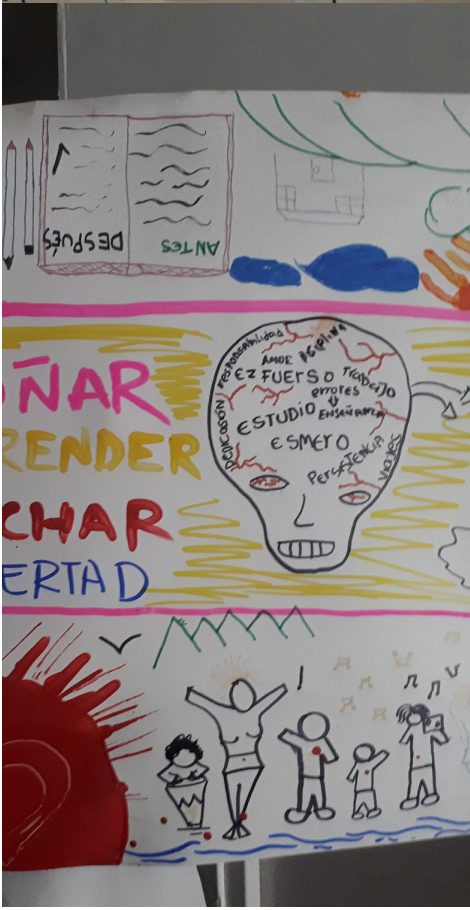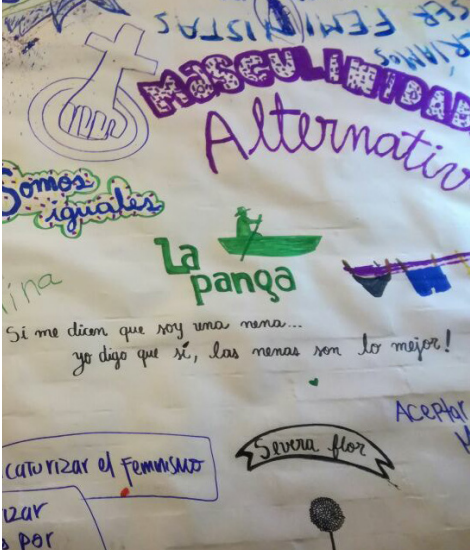
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SDD Facilitators

Lead Facilitator

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

Local Organizer

Ms. **Natasa Loizou** holds a BA in Politics and International Relations (University of Canterbury, GB), an MSc in International Security (University of Bristol, GB), and a specialization on Social Sciences Research Methods (University of Bristol, GB). She is currently undertaking her doctoral studies on social sciences, at the Latin American Faculty of Social Sciences (FLACSO), under a scholarship granted by the Argentinean National Council of Scientific Research and Technology (CONICET). She is a researcher at the Centre of History Studies of Science and Techniques "Jose Babini"of the National University of San Martin (UNSAM). Meanwhile, she has been teaching in different national public and private universities in Argentina for the last 8 years. Currently she is the general coordinator of the Delta Foundation (Fundación Delta) based in Capital Federal, Argentina, whose work is focused on producing knowledge and promoting human rights and social inclusion, democratic public security, civilian disarmament and promotion of peace culture, as well as diagnose and elaborate plans for capacities development.

Senior Facilitator

Dr. **Roxana Cárdenas** is a world-leader in the development and application of the Science of Dialogic Design. She co-authored many books with John Warfield, inventor of the Interpretive Structural Modeling algorithm, including the Handbook of Interactive Management. Roxana received a BSc in Industrial and Systems Engineering from Instituto Tecnológico y de Estudios Superiores de Monterrey University and continued at Aix-Marseille Université with a D.E.A. at Economic Systems Engineering. She received her Ph.D. in System Science from Cass Business School. Between 2003 and 2006, she worked as a Project Manager at Tecnológico de Monterrey. Between 2006-2009, she was Deputy General Director for Planning to Oficina de la Presidencia de la República Mexicana. Between 2009 and 2014, she worked for Tecnológico de Monterrey as Director for Social Education and Development. Since June 2014 she is the coordinator of the citizen planning programme at Tecnológico de Monterrey.

Prodject Cordinator

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

Assistan Facilitator

Mrs. Olivia Konstantinou joined Future Worlds Center first as a participant in the seminar SDDP Youth envisage and design their ideal future in July 2012 at Paphos and later as trainee to be certified as SDD Facilitator. She studied BA Education at the University of Aristotle in Thessaloniki and she has a Master's degree in Spanish as a Second Language. She is a member of the progressive union of teachers and actively involved in politics. She is a teacher in a primary school at the public sector. She also taught in the Complutense University of Madrid as a Spanish language teacher-assistant for adults,in 2008.

Participants

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

Maria Angela Regis	She is from Argentina. Maria Angela Regis, Procuradora, Abogada, y Profesora en Ciencias Jurídicas, reside en Argentina. Es Especialista en Educación Superior y TIC y Especialista en Educación Superior y Derechos Humanos, formacion brindada por el Ministerio de Educación de la Nación Argentina. Su compromiso social la llevo a disertar en el Foro Latinoamericano sobre Desarrollo Sostenible bajo la temática Santa Fe: Educar en Energías Renovables (organizado por la Municipalidad de Rosario)y participar del Seminario Interdisciplinario: Políticas Publicas, Derecho al Desarrollo y Acceso a la Justicia en el MERCOSUR, realizado entre la Universidad Nacional de Rosario y la Instituto Interamericano de Derechos Humanos. Actualmente cursa la Diplomatura Superior Universitaria en Políticas Antidiscriminatorias dictada por el Instituto Nacional contra la Discriminación, la Xenofobia y el Racismo (INADI) y la Diplomatura en Formación Sindical, dictada por la Universidad Nacional de San Martín. Como participe activo del Proyecto Global Reinventar la Democracia en la Era Digital, durante este año 2017, implemento el Programa Nacional de Mediación Escolar en tres instituciones educativas públicas de nivel medio a las que pertenece.
Jairo Iván Matus Contrera	He is from Nicaragoua. Jairo Matus (1992), currently: Associate Researcher at the Central American Institute of Juridical and Political Studies (ICEJP-UPOLI), he was a trainee at the National Center for State Courts (NCSC-Nicaragua), Coordinator of Communication Projects for Development Center for Studies for Governance and Democracy (CEGODEM), I finish his studies of the degree in Law at the Polytechnic University of Nicaragua. He has a postgraduate degree in "Democratic Governance and Human Rights of Groups in a Condition of Vulnerability.", A graduate in Advanced Program in Youth Leadership from Thomas More University, also holds a Diploma in Political Leadership and Management from the American University (UAM) , and a Diploma of Extension in Training of Trainers in National Taxation by the Polytechnic University of Nicaragua (UPOLI).

Ana Figueroa

She is from Argentina.

Ana Lucía Figueroa Martín is Lic in Relation Internationals from Universidad Nacional del Centro de la Provincia de Buenos Aires. She worked as voluntary in Rotary Internacional. Currently, Ana is investigator about Human Rights and NGO's works.

Lina María Jaramillo Rojas

She is from Colombia.

Lina María Jaramillo studied political science and she has two masters degrees in international studies and international development. She was awarded in 2012 with a chevening scholarship to study at the University of Bristol; in 2015 she was awarded by the Korean International Cooperation Agency with a scholarship to participate in a training program about community empowerment, in South Korea. In the past she has worked with the United Nations in projects related to human development, economic inclusiveness and peacebuilding at local level. Now she is working on monitoring the peace process implementation in Colombia with the Kroc Institute from the University of Notre Dame. She is also supporting the work of Insight on Conflict, a global peacebuilding organisation where she is peacebuilding expert.

Gustavo Ortiz

He is from Costa Rica.

Gustavo Ortiz has a bachelors degree at Law and a Master Degree in Diplomacy of University of Costa Rica. Gustavo is also a writer and a photographer and has had a radio program for young people interested in democracy and politics. Currently working as a consultant in different areas as Real Estate and other topics related to entrepreneurship world and climate change.

Nicolas Muñoz Arango

He is from Colombia.

Nicolás Muñoz is a political scientist at the University of Rosario in Bogotá who has worked with vulnerable populations and peacebuilding through music. His academic interests are based on cultural processes, peacebuilding, and conflict resolution. He is currently studying a master's degree in cultural studies at the National University of Colombia, he is a member of the La Panga collective, he participated in the workshop reinventing democracy in Latin America in 2016.

Mariana Rojas

She is from Colombia.

Mariana Rojas is a political scientist at the Rosario University in Bogotá, she has worked with victims of the Colombian armed conflict, and has experience in developing vulnerable communities. She also has experience in the public and private sector, is currently working with processes of true, justice and reparation. Her academic interests lie in alternative mechanisms of participation and peacebuilding such as art and culture, as well as work with armed groups and victims of violence. She's currently a member of La Panga collective. She participated in the workshop Reinventing Democracy in Latin America in 2016.

Emil Rodriguez

He is from Argentina.

Emil Rodríguez, study history at CED Salta, Argentina and he is working at ISICANA (Binational Center - U.S. Embassy in Argentina)

Francisco Villatore

He is from Costa Rica/San Salvador.

He volunteer in different youth organizations of civil society the last seven years and he represented his country in different forums, summits, seminars, trainings and debates around the world. This has allowed him to gain great experience in subjects such as: citizen participation, youth, environment, social influence, marketing, politics, communications, poverty reduction, public relations, advertising, among others.

He is the current regional president of the VotaJoven Association which works in El Salvador, Honduras and Costa Rica to encourage participation in different topics of national interest. He is also the Director of Rejues Salvadoran Youth Network Abroad.

Mariano Schmidt	He is from Argentina.
Nicolas Jares	He is from Argentina.
Carolina Beron	She is from Argentina.
Francisco Villatore	He is from Argentina.
Rodrigo Ivan Avalos	He is from Argentina.
A g u s t i n a Gricolo	She is from Argentina.

Annex I

List of Challenges:

Challenge 1: There is too much distance between the people and the decisions made by the government

Challenge 2: Inadequate method of entry into the public administrative system
The methods to enter the public service are usually not transparent. Usually resort to income for favors or personal affinity with someone in the middle.

Challenge 3: Lack of representativeness
The lack of representativeness is configured as one of the most structural failures of current governance systems for 3 reasons. In the first place, due to the lack of credibility in the voting systems; secondly, due to the lack of education with participatory bases; and third, because of the lack of interest in political processes.

Challenge 4: That are based on democratic systems hijacked by the same elites and promote inequality
The inequality that our governance system suffers is a product of the concentration of power by a few political and economic elites that perpetuate their political agendas to defend the same old interests and for their own benefit.

Challenge 5: Closure of spaces for citizens in local decision-making

Challenge 6: Inefficiency of the bureaucratic mechanisms of the administrative processes of the public function

Challenge 7: Low systematization and availability of information in public order for the development of policies

Challenge 8: Lack of communication of social policies
It is observed that the States generate social policies, have good initiatives and seek to communicate them. But these do not reach the corresponding sector, as it may be the most vulnerable, because the corresponding roads are not used or are inadequate.

Challenge 9: Distrust among stakeholders

Challenge 10: Difficulty to keep track of the development of activities
Every activity has a planning process in its beginning and a surrender at the end, in this idea I capture that the difficulty is in the course of the execution arriving at the end of the project without having concrete numbers of participation. It is not known if the budget is viable and if the actions are carried out

Challenge 11: There are no guarantees for the political participation of actors with opposing points of view to those already established

One of the failures of the governance system is undoubtedly the lack of guarantees for new actors to participate in the political arena. In this sense, we tend to always face the choice between similar ideas without the possibility of radically contrary positions. This is because the entrance to the system of visions opposed to those already established is not allowed.

Challenge 12: Inefficient communication to citizens about the responsibilities of the different estates of the State
By an inefficient communication of the responsibilities of the different estates of the State. Causes a confusion in the citizenship of who must go before a need!

Challenge 13: Deficiency to reestablish democratic values within the education system
Education is one of the fundamental pillars of every society, but it needs to reestablish democratic values - justice, equity, equality, tolerance, cooperation, respect, etc. - before the development of problems such as bullying, violence and discrimination within the educational sphere.

Challenge 14: Work on inclusion has been decreasing

Challenge 15: Low accountability culture
Low interest of people to ask their officials to account and that these do not render accounts to the people who chose them

Challenge 16: Representatives only give account when they are elected

Challenge 17: Incorrect designation in the position to decision makers due to lack of knowledge in the area
Linked to the previous idea, the positions are occupied by people who have no knowledge or training in the area in which they are going to perform.

Challenge 18: Normalization of acceptance of political corruption

Challenge 19: They only vote, forgetting of social control

Challenge 20: Inadequate management of public resources

Challenge 21: Mistakes in terms of communicating
It is a very broad but very clear statement. positive and negative errors in the administration of national, provincial, municipal government. Miscommunication between the state apparatus towards the population and between the agencies. Misuse of mechanisms when communicating. Eg excessive use of national chains that were in Argentina for each public policy, lack of transparency of information to be made public each management.

Challenge 22: Low interrelation between the different state structures
Little communication between organisms of the same State to address needs, problems, requests for the population. The citizen must spend a lot of time to collect all the information you need to file across multiple locations. Whether they interact / work together, transmit that information with the communications advantages that exist today would be much less cumbersome for citizens perform a procedure in the state

apparatus. The author believes that if this practice seems

Challenge 23: Excess of political activism in social media but lack of real activism through institutional mechanisms
There is broad political activism on social networks, but no changes were observed in the processes of actual participation. This is due to two causes: 2- The tools are not necessary or are old. 2- Lack of culture of citizen participation. In social networks there are many people reviewing "political" issues (political parties, public works, specific needs, etc.) but does not use the institutional mechanisms (established by law or participation in political parties, NGOs) established. Eg The plebiscite in Colombia. One entered the social networks and it seemed that the "Yes" would win. However, when I win the vote "No". There is an excessive use of social networks, but that is not changing reality. Failure in governance is that traditional institutional mechanisms or do not allow public participation, or social networks show a false activism. Modify this failure depend on the rulers

Challenge 24: Lack of dialogue and consensus
Depending on the topic of public policy stakeholders (citizen-citizen, governors-citizens) should discuss the feasibility of the policy to be implemented to solve the problem.

Challenge 25: Lack of knowledge about the local reality
The importance of knowledge of where you work is important to know in which area further. Having this prior knowledge helps the work to be effective, but not knowing 100% local conditions detrimental to system performance.

Challenge 26: Institutional weakness (lack of capabilities) in local and regional governments
There is no coordination between the central government and regional governments which causes poor implementation of public policies or institutional breakdown in communication. Local and regional governments are small and usually lack the capacity for efficient management of resources, it does not have the capacity or sufficient tools to implement public policy. There is a lack of coordination with the central government. Inability to take advantage of decentralization. institutional cohesion needed to push through viable public policy.

Challenge 27: Inadequate diagnosis of citizen's priorities
One of the reasons why we are experiencing a crisis of representation is that once governments take over the executive branch do not meet the priorities of citizenship. They spend resources on propaganda and advertising guidelines and not satisfy basic needs.

Challenge 28: Lack of programs to promote the development of the economic resources of each region
Every locality has resources that can contribute to the development of its economy, for it is necessary to create educational programs for students - especially the secondary level - can glimpse the future a possible job opportunity and a growth opportunity level regional.

Challenge 29: A negative look when it comes to keep on creating social projects
Decreased interest in continuing to finance social projects. There is a budget cut and trends eliminate welfare projects. While highlighting their benefits in the evolution of the project the government prefers

to cut budget for these policies. The author believes that the government considers investing resources in these projects is to lose resources.

Challenge 30: Low citizen participation, especially among young people
The author emphasizes that there is little citizen participation of young people. They only participate with the worst voting are not involved in making decisions that will affect them later or benefit. When asked whether there are mechanisms for youth participation replied that if there are (NGOs, political parties) and added that if they were obsolete or inadequate to meet demand should be modified and strengthened.

Challenge 31: Distance between people and decision making and desist implementation creates distrust in public affairs
It is important the involvement of citizens in all parties involved in the definition, implementation, evaluation of public policy. The author suggests that because in his view, would allow citizens appreciate the decision taken during the execution of public policy.

Challenge 32: Lack of cooperation between different organizations, due to egocentric desires
Today many public policy projects cover different areas of government, which in theory should be involved to an efficient outcome. However, there are the author perceives a lack of cooperation between the various secretaries, ministries when developing projects. Projects that have much more potential left behind or with few results because there was no adequate cooperation between the various state agencies. When an idea possibly evolve into a projector Public Policy within an area of government (ministry, secretary, etc.) there is a reluctance to share the idea to be worked together with other areas is generated. This affects the potentiality of Public Policy. Its objectives are limited by the lack of opinions, comments provided by different visions affecting the problem.

Challenge 33: Manipulation of the public opinion through the means of communication in favor of a political position
The media impose on society the topics. The media set up an agenda of issues and impose his gaze. Invited to debate generally agree with the view of the medium. people who think differently to install a real debate is not invited.

Challenge 34: Justice system based solely on punishment
Justice systems are setting aside tries to understand why people act as they do if they act wrongly and against society, and ignores the victims. The justice system focuses only on applying a punishment no possibility of rehabilitation or transformation of society.

Challenge 35: Centralization of public power in a single person or a small group (non elected)
Despite the existence of democratic mechanisms of choice at a time to plan and execute public policies it is only carried out the task by one person or a small group and excludes the whole system was democratically elected. That policy should not be characterized by the opinion of one person, but should go through the consensus of those who shape the structure of government. This allows cases of corruption or mismanagement of resources are given. The most serious problem is that often people involved in these decisions that were not democratically elected as secretaries, members of the political party of the current government that are not part of government, financiers, etc.

Challenge 36: Difficulty in using well the resource of time, due to the ignorance of technical matters in the government's administration
Time resource is fundamental in life, for our social life, our professional and essential for public adminis-tration and governance activities. Because at stake social issues, urgent issues, basic needs, health issues, education. There is lack of technical knowledge in government administrations on efficient time man-agement resource. Many times there are executors of public policies that do not know how to meet the demand. This causes issues dilate in time to be immediately result.

Challenge 37: Little use and resistance to new technologies in the processes of public administration

Challenge 38: Lack of democracy in the relation between "governor and governed"
The governor is detached from what the citizen chooses and is no longer democratic by not complying with the policies proposed in the election campaign. Performs activities / public policies according to their interests and the interests begin to prevail. The electoral process takes place properly in most countries, as there is a relationship representative / represented, since the selection process of democracy is accepted. This process will be called Democracy Authorization, but on the other hand, once representative came to power there was a change and the relationship becomes governor / governed by this I mean that this stage of democracy is exercise (exercise democracy) which generally is not democratic because the rulers do not fulfill what they promised they would do.

Challenge 39: Inefficient education for democracy and for the exercise of citizenship
It needs an education focused on involving our young people, children and university and must partici-pate. In the author's opinion, the education system does not encourage citizen participation, but it makes people afraid to participate, to consult, to exercise the role it plays in their respective places. School from what I've seen is that children are called to obey and follow rules without question, without participating, without proposing. He believes it is necessary for the democratic values that lead to participation.

Challenge 40: Discrimination in social groups opinions
Sometimes in democratic processes the opinion of majority is heard but the opinion of small groups are ignored or discriminated, especially when it comes to elections. Diversity of opinions should be respected and heard in order to be represented.

Challenge 41: Implementation of public policies without any different approaches
If a government, whatever the model of government, does not take into account the particularities of the population, the actions will not be successful, efficient and the results will not be as expected. Governance systems should take factors, identity and other elements when applying public policies.

Challenge 42: Lack of social sensibility in civil servants
Many times, public servants have many functions to do, and it may lead to a lack of sensibility. Sometimes it makes difficult to receive a good service and makes complex a good administration of public services. Many politicians don't even know a popular neighborhood.

Challenge 43: Lack of communication by the State concerning the necessary information for solving social problems
Wrong communication. For example, in my case, as a teacher, I have to deal with drug problems. If I tell this to Principal he may not know what to do or how to do. I know it because I had a Human Rights background but many others teachers won't know what to do.

Challenge 44: Decrease of the budget available for inclusive activities
Low budgets affect kids and teenagers to participate in outdoor activities, as trips or others. Without any money, they cannot afford to go to school trips or summer camps, which are activities they feel part of a group and share with others.

Challenge 45: Low support to innovate ideas
Many young people have ideas but some don't know how to put them to work. It happened to me that there was difficult to find support for innovation ideas. Not just me but other young people feel they are not encouraged to innovate and sometimes they even face some corruption as some people ask something in exchange for help in public institutions.

Challenge 46: The elections are to choose people and do not promote the discussion of ideas and projects.
During elections, for example, people have to choose between two candidates, in this case, congressmen, but the discussion is not about ideas or projects, but it goes about personal positions, and they forget to communicate political positions. (Same sex marriage, importations) It may lead to misrepresentation because people ignore real ideas.

Challenge 47: Lack of cooperation with different forms of the civil society organisations

Challenge 48: Lack of knowledge on the mechanisms of political participation and control
Ignorance of other political mechanisms of participation and control. People assume voting during elections is the only way to participate in democratic life. Other mechanisms as referendums or public consultations may be important to make a control and to reinforce civic participation. People ignore those other options.

Challenge 49: It is based on the selfish logic of "if I win, someone else has to lose."
There is an idea about governance and democratic life is under a dual composition between winners and losers. This logic promotes an individual benefit without caring the collective benefit. We should change from this logic to a win- win idea.

Challenge 50: Scarce multi stakeholder dialogue in decision making
If decisions taken can change realities, we must start a dialogue between private companies and communities or civil society in order to influence-change. For example, in one Nicaraguan community private sector gathered with locals to create wastebaskets in the streets. A simple collaboration as that helped a lot the life in the community. A dialogue is necessary to unite people and solve certain conditions in communities.

Challenge 51: Improvised nomination of public servants designated in the implementation area
Many times, new governments select people to join public service without any preparation or knowledge of the public administration. This people ignore functions of their own labor positions. Improvisation may lead to mistakes.

Challenge 52: Dilemma between personal interest over public interest.
Personal interest is over public interest. We must understand that good governance should meet the interest of majority, looking the public benefit over private interests. It doesn't mean we must forget the importance of private sector, but public as a whole, must be the priority.

Challenge 53: Lack of collective memory of the times when the regimes were not democratic
A lack of collective memory can be dangerous. For example in Argentina, 1983, democracy returns after years of dictatorship. So, generations that grew up under democracy ignore history and that can affect democracy. It is a mistake to forget what have happened before and because of that we, as Argentineans, can experience a failing democracy.

Challenge 54: Rejection of constructive ideas
Everything can be changed. Everything can be altered in case it doesn't fit needs. But rejection of constructive ideas previously applied before can block progress. We need to be open to new and constructive ideas.

Challenge 55: Civil society does not have sufficient information in order to participate in decision making processes
Civil society lack of appropriate information in order to make decisions. Due to it, many times we make wrong selections that affect political representation in public positions.

Challenge 56: The participation of new political actors is not encouraged
Young participation is not enough. Some political parties always speak about changes and include young people in the slogans or used as political marketing, but at the end, the old people is always in the positions. There are no new political actors.

Challenge 57: Lack of promotion of ITC as social inclusion and communication tools
Technology policies shouldn't be limited to give a laptop or a cellphone. A real Tech policy must promote between the people not just to be receivers of technology but creators or generators in order to produce, exchange and become first hand participants of the tech revolution.

Challenge 58:Members of the staff don't know functions or job requirements
Many times, work staff ignores functions and requirements to the job. Many of them also face the lack of requirements to handle a good performance.

Challenge 59: There is no support for education, as they prefer ignorant people
The worst enemy of a politician is well educated people. In that way, it is important for establishment

people who ignore how to ask for results or question the actions taken in public service. We must promote a better education.

Challenge 60: Application to positions of political representation can use their position to their personal interest

We can see it in how political campaigns, methods of vision and control work are administered by the same people who hold positions in goverment. This enables the possibility that a person is carrying out two charges at the same time, which is a failure of the governmental system.

Challenge 61: Lack of contests to access public offices or dissemination of those competitions

In some cases, there are few contests to access public positions that are usually occupied by people close to employees, leaving aside the appropriate process for their selection. Similarly, these contests are not disseminated to the population.

Challenge 62: Imposition of foreign development models that do not take into account the local, social and cultural traits

We see it reflected in the differential approach to indigenous communities or Afro-descendant groups. The idea that we have about development and poverty does not call the attention to the governments because they handle a different idea of development, and not including them as we understand affects the governance system causing the lack of inclusion.

Challenge 63: There is an excess of political party propaganda that seeks to obstruct other schools of thought in decision making.

The excess of propaganda generates a messianic model in the political parties, believing to have the answers to the shortcomings of the country affirming to be able to lead the course for having suffered. In this way citizens create a sense of belonging to political parties and often cause majorities to elect a single ruler and not allow plurality's meaning in any of the levels.

Challenge 64: The rulers need alliances with business groups, communication groups and groups with economic power, in order to stay in power.

Nowadays, government efforts need to ally with communication groups or economic groups (in Argentina are the largest groups). They are the backers of the government in society, generating a great effect on public opinion that can support or banish the current government.

Challenge 65: Lack of clear organizational method in the public structure

In particular, it is a general idea, but it brings together all the ideas that we have been talking about in "How to improve democracy and the organs of the State in charge of governing us".

Challenge 66: Lack of a direct citizen participation institution

When speaking about direct citizen participation I refer to the mechanisms that are foreseen in the different national, provincial and departmental or municipal instances, mayors depending on each country. For example: In Argentina we have three forms of direct citizen participation, such as the vote, referendum (non-binding), bills (adequate number of varied signatures is needed). This is not found at the provincial or municipal level, causing a lack of direct citizen participation institutions.

Challenge 67: Lack of commitment in the administration
The importance of knowing "where are we working" is important to know which area to deepen. Having this prior knowledge allows you to carry out in what was promised in the electoral campaigns and in your subsequent execution of power. "They must comply with what they promised".

Challenge 68: There is no correlation between the problems addressed by the government and the ones sought by the civil society
Government does not prioritize problems of the populations in their respective territories and only adjusts a general agenda. From it the executive government plans its public policies and I think it is one of the main failures.

Challenge 69: Excessive use of political marketing that reduces politics in a single photo
Currently, in Argentina, it is fashionable to go to a neighborhood supermarket, "to be human", take a photo with family and often that's all, includes all political and is not so much solve the current problems of citizens. "It is not taking a picture and uploading it to a social network".

Challenge 70: Lack of access to social programmes for labour capacity building
Work training programs exist, what is difficult is to access them. Sometimes they are provided in institutions in large urban centers and remote localities have difficulties with relocation and that is why these programs are not accessed.

Challenge 71: Lack of support for youth employability
There is a lack of youth support when we make proposals, it happened to me once I presented a proposal that I saw the last time I went to Spain, for example: there are subsidies to companies to hire people with motor disabilities (you have to hire a certain amount of people by law) or subsidies to hire young people, then it is required by law that young people be hired and it would be another option that should be implemented in Central America. But it would be good to ensure that there are no more unemployed youth in large numbers.

Annex II

List of Action Plans:

Action 1: Develop a software for the ministry of education of the provincial states
Its objective is to improve communication between the different levels to make effective the application of the regulations when solving specific social problems.

Action 2: Generate local and collective empowerment for the social bases
One of the main problems is that our democracy is controlled by always the same elites and that the power is very much centralised. So, what this action suggests is that our social bases, the communities on the basis of the pyramid have the capacity to participate through their own empowerment in concrete actions of participation and dialogue.

Action 3: Build a mechanism of horizontal civic participation with institutional weight
Build a horizontal body for citizen participation with an institutional value. Facing the representation crisis and the politicians who do not respond to what citizens expect, there should be a body that would allow each citizen to participate, express their opinion, suggest. In many cases in Argentina this exists in some form but it usually serves the purpose of a consulting body and not for decision-making. How would I do it? I would do it through a virtual platform, through social media, ...

Action 4: Reduce political propaganda when communicating public policies
Use the achievements of public policies as belonging to the party with political propaganda. A clear difference must be established between them to avoid confusion regarding the function of the public official: to work for the common good. Although the achievements of a management should be recognized, these should not be taken as achievements of the party, since in the management different forces come together (NGOs', social movements, unions, other political parties). For this reason these achievements can not be taken as belonging to a party. I believe that in this way the feelings of citizen reticence would be reduced, increasing their participation.

Action 5: Establish political civic education (democratic values such as: solidarity, honesty and common good), starting from childhood.
Establish civic and political education, democratic values, from childhood. It's easier for children to absorb information. That's why it would be great in educational institutions for children, from an early age, not necessarily as a specific class, to dedicate some time to learn about democratic values. Dedicate time to reinforce civic education to have a more critical and participative youth in affairs of national interest, youth that really engages.

Action 6: Create models that promote citizen participation.
One of the main reason for non-participation is the lack of interest. Create models of how to vote or how

decision-making works, in order to reinforce interest and citizen participation.

Action 7: Create mechanisms for the discussion of ideas that allow the participation of a large number of people.

Thinking from our own experience, for a conflict that affects a small number of people, many times the reflex reaction is to create an assembly to discuss the problem and find the best solution. As the number of people grows, this becomes less and less possible. It even happens, when the group becomes bigger, that the majority of the people affected are not present in these assemblies. I think it's interesting to think about different mechanisms, not necessarily mechanisms that require the presence of the people, so that everyone interested could participate without the need of finding a time and place where everyone could meet. The technological tools that have been developed should be used for this.

Action 8: Develop a website for citizens to provide information on their context

The objective is to create a web that each citizen directly contributes information of its applicable to public policies.

Action 9: Increase review of pre-election governance plans

Establish a period prior to the elections where the candidates will have to present until a determined deadline their the government plans (proposals). This would give time to citizens to read and decide on each one of the proposals. This could be done by volunteers, academics, etc who could analyse the proposals and then give information. At the end of each period, there should be also an analysis of the proposals and how many were reached.

Action 10: Create training projects for teachers, focused on the democratic values.

A general training programme for teachers focusing on democratic values. Since there is a deficit in the democracy education and we are suggesting civic and political education, I think that the first thing to do is to have educators (teachers) who are trained for this and in a way that they could also incite the interest of the children and make them internalise these values.

Action 11: Promote a culture of accountability at all levels

In Latin America, accountability is almost inexistent. This could be achieved through awareness-raising campaigns that would have an impact on citizens. At the same time all available marketing and dissemination possibilities should be used: actors, important civil society organisations, who would start being accountable (report on) all the money that enters the organisation and how this money is used. Start to create in people a culture of accountability: it's good to be accountable, welcome politicians who do report on their budget. But at the same time, train and educate the youth for them to understand the importance of accountability and make accountability a habit for future generations.

Action 12: Establish education projects that promote community values over economic values.

Establish educational programmes that focus on community values instead on tools on how to enter the economic system. All participation capacities are normalised. Education is conditioned in a way that the same power-relations are maintained. This means that we are educated in a way that would get us in the economic system while increasing the same power gap.

12B: How to measure this? Education is also used as a tool to maintain the same system. We found that there are 2 tools for maintaining the same established power order: education (or the lack of education) and corruption. We would need to re-design the education system in a way that does not educate us with the aim of introducing us to the economic system, but instead to learn what is our role in the community. How to measure this? Get small local groups. There are very isolated places where there is not much State presence. Places like these, we could try these different education models and see how it works to then apply it in other places.

Action 13: Prior implementation of training for the designated persons for administration

Action 14: Creation of roundtables for regional development, with the participation of different actors
These roundtables would accompany the work of the government. Some roundtables already exist but the problem is that often their members are just members of the elite and usually from a conservative sector of societies. Create these roundtables from local to national level (and if they already exist include in them) with people from popular economy, from cooperatives, political and social organisations, students and other communal collectives.

Action 15: Develop an exchange platform with services offered to save the world
I go on the platform and I write that I need help in implementing a project so that people in my community understand what "reconciliation" means. And it turns out that on that platform there is a superhero from Argentina who developed a model for "constructing memory" that helps for reconciliation. This person contacts me and tells me "I did a reconciliation project, implementing such and such activities. Let's get in touch and find out how you can adapt my project to your idea and develop it in your community." So this activity will be completely from a citizen's initiative. The necessary funds for developing the platform could be found through presenting the project to international development, or to NGOs that would be interested in buying the project. It is measurable because there could be a pilot-project for a year and then the platform could start working. It is specific because it has a specific objective. And it would have a very important outcome because it would be a space for knowledge exchange, it creates a network of people working to change things, and it collects information about concrete ideas and specific actions.

Action 16: Create an app for citizens for social development purposes
That each citizen has the possibility to access easily and directly the information related to carrying out social development actions.

Action 17: Compulsory compliance for political parties' platform.
I think that people actually vote by empathy and not really for what the politicians propose. Politics in society are dishonored. There is a bad image of politics. So, I suggest this because it would be a way to clean the "name" (reputation) of politics. If it is compulsory that they have to comply with it, before proposing it, they would have to analyse the situation, do a diagnosis, will have to say how, find resources, study in what situation they are that would allow them to actually comply with it. And society will say that for what they proposed and I voted for it, at least they complied with it.

Action 18: Innovate in the education mechanism
It is public knowledge the shortcomings that the educational system presents today. It has become obsolete by limiting itself to preparing people to enter the labor market, and in many cases inefficiently. The use of technological and artistic resources must be an obligation in the compulsory curricula of the 21st century student. Teaching methods have remained over time and fail to take advantage of the potential that each student has. The lack of attractiveness that the current educational system offers to the 21st century student would explain school drop-out rates, poor grades and the low social value that education is given today.

Action 19: Mandatory percentage of young people in companies, political parties, government institutions to generate greater youth employability
As already implemented in European countries, and there is already a precedent of percentages of women and invalids in different companies and institutions; you can create by law a percentage of compulsory young people in companies to encourage their hiring and lower their unemployment rate

Action 20: Change the working methods between the State institutions.

Action 21: Establish a methodology for executing actions subordinate to ideas and not people

Action 22: Start discussion models of bills, methods, current in the different levels and educational years
The objective of this idea is to create a democratic conscience from the foundations of society, maintaining a constant updating, seeking the development of critical thinking, the socialization of the students' context and the subsequent participation within the institutional mechanisms.

Action 23: Make every governmental institution create a website with update information about their programmes, public policies and budget.

Action 24: Combat corruption through processes of sensitization, formation and citizen denunciation

Action 25: Establish democratic models on the local level, in order to increase the participatory consciousness awareness

Action 26: Increase the activity of local promoters by bringing direct proposals to the beneficiaries

Action 27: Develop a technological factory for development and dissemination of citizens' mobilisations.

Action 28: Create virtual and real exchange corridors between regional blocks
It is intended to strengthen the links between the regional economic blocs, seeking the exchange between advanced students of different careers (future professionals) from institutes and universities.

Action 29: Develop a museum for virtual memory that contains artistic practices representing local issues.

Action 30: Include and increase the education of values such as solidarity, honesty and the common good.

Action 31: Generate appropriate spaces for citizen participation of young people

The creation of spaces for citizen participation in different areas such as the neighborhood, educational spaces, the State apparatus, etc. with innovative mechanisms that depart from the traditional debate the Senate would provide an incubator of ideas, proposals, fresh and novel visions for the solution of problems. I believe that currently there is a waste of the potential housed in youth, which as so often heard is a mass with attractive, innovative and flexible prospects. Traditional methods of problem solving fail to achieve their objectives, so alternating with new resources could be an interesting solution to observe.

Action 32: Legal and economic sanctions to media that accuse without evidence
These sanctions will serve so that the media are not used to defame, misinform and benefit certain sectors. Let's not talk just to talk. Do not accuse if there is no evidence to support what they say.

Action 33: Application of a participatory budget at the neighbourhood level
The proposal seeks that citizens have a direct choice on solutions to the needs that exist in their neighbourhood, through proposals and elections.

Action 34: Create a website that includes all the competitions for entering the public sector.

Action 35: Establish alternative communication and inter-regional dialogue channels, to visualise social issues.

Action 36: Develop a fundraising campaign to donate a value to a politician

Action 37: Create a virtual agenda that groups by areas the social policies that are being developed
It groups the information provided by the state, classifies it by areas (health, work, education, etc.), allowing the population to access updated and current information and have a notion if it benefits them, in a timely manner -through links.

Action 38: Increase trainings and exchanges for public servants.

Action 39: Establish periodic evaluations for officials
In our previous analysis we concluded that one of the shortcomings of the current democratic system was the inefficiency of public personnel due to lack of knowledge. This option that I propose seeks to solve this problem from the end and not the beginning. It may happen that the person to the public enters through a contest and once in the workplace he feels assured and does not continue with his training. Therefore, periodic evaluations would guarantee the training of the personnel, perhaps not on their own account, but because of an obligation not to lose their job.

Action 40: Organise exams for elected public servants in order to make sure that they know the area they want to represent.
Conduct tests on popular election officials to ensure they know the sector they want to represent. Perform knowledge tests, psychological, geography, among others. To ensure that the official is able to assume the position and that he really knows the needs of the sector he wishes to represent

Action 41: Establish an information office in vulnerable areas.

Action 42: Install information office within the area of vulnerable sectors
The purpose is to bring the information of social policies closer, as well as to facilitate the processing and advice on the procedures of the different dependencies.

Action 43: Promote a public policy for technological innovation.

Action 44: Create a Latin American innovative campaign that promotes non-acceptance of corruption and the dismantling of democracy.
 It is important to start from a local level of our countries. It is also important, on the regional level, when the region comes together and denounces corruption acts. Corruption has to be named as such. Corruption obstructs social development. There is a need for innovative methods and we have to look for the success stories in the region that have managed to emphasize on corruption. For example, there is an interesting case on the march in Guatemala. It was very important and was organised by the youth, on the idea that corruption is no longer accepted. That they have another president now, it's a different story! But they managed to stop a President on corruption grounds. It is important that people realise; that they can see through social media can see specific information on each country and how people/countries responded, to see how we get organised and act on it. Corruption kills and that's why we need to stop it. There is a lot of people around the world, including in Nicaragua, who can't go to school because of corruption; who can't go to a health centre to ask for medicine because there is corruption. It is important to name it and to say that we cannot be indifferent to corruption. If you say "this one is corrupted, he lets us down, let's wait for our turn so we get corrupted". No, we have to make people understand that if they accept corruption, they don't let that their country develops. We have to build consciousness through social media. Social media are very important for this because they also allow bi-national dialogue where we present important cases. We have currently a dialogue with Alberto Toboa. Maybe you've heard of Latin America's most corrupt President: our president, Arnoldo Aleman. There was a case against him for corruption, but the system at the time was not adequate and the man was freed and he is traveling around the world, saying that China is nicer, because the USA refused him the visa on corruption grounds. It is important that people know about this. And that corruption kills, that public servants cannot benefit from their function, that when there is national disasters and international help is sent, you cannot steal this help. And it is important that people from different countries start express themselves on this.

Action 45: Create a department charged with promote citizen participation through alternative mechanisms.
Hearing all the interventions, I think that we are going towards institutional solutions. Thinking of the causes for the problems of governmental systems, I don't think that institutional solutions are the way to go. I think it's important to promote the creation of alternative mechanisms because they are important within the same system. The solutions given by a democracy that is manipulated, it will not give us the mechanisms that would allow us to change things! This is why alternative mechanisms are important. Arts are important; any artistic expression method is determinant. Corruption is so normalised in some places.

Alternative mechanisms allow to reach other places that are impossible to reach with only the tools that language offers. If you listen to a song, it makes it easier for you to interiorise the different phenomena. There are massacres that are very well-known in Colombia: whole villages disappeared during the armed conflict. But then sometimes, some people in Colombia don't know it. Victims got organised to write and sing songs on what happened. These songs, people listen to them and understand the topics. They allow to reach sensitive points, impossible to reach otherwise. Let's get out of the merely bureaucratical solutions we are talking about. I feel that I would even change my action: I don't think there is a "responsible department" for that.

Action 46: Eradicate business alliances with incumbent public servants.
I think the text is clear enough. The idea is that there are not any private links. When public servants pass from one office to another, what they do is give to themselves benefits.

Action 47: Develop a virtual system of training and evaluation for access to public administration
It aims for the state to carry out the training of its applicants and the subsequent evaluation of them through virtual mechanics.

Action 48: Create an interactive exchange mechanism on lessons-learnt on regional participation processes.
So, the idea would be to create an Application that would include all the lessons-learnt on the different participation processes. In Colombia we have different mechanisms: a pre-consultation of the community, elections, regional participation and decision processes for intermediary governments. The idea would be to collect of these lessons learnt and map them geographically. When I would come to develop some participation initiative, I could go on this platform and see what sessions and results came out from these participation processes. But in evaluative terms; not what decisions where taken, but what were the conflicts, the lessons learnt, what this participation process gave us to work starting from there. Including as well the positive things that this mapping can offer us. To work on the phenomena that obstruct us from allowing people away from central areas to be included in decision-making, on the regional and national level.

Action 49: Institutionalise social media fora for problem-solving.
There is a political activism in social media that does not reach reality. It is way easier for people to express themselves through media like Facebook or Twitter, with many times legitimate ideas/claims. But many times they are not taken into account from municipalities or provinces, because they are only expressed through social media and not personally. I think that the tools are there: with a simple tag, municipalities can find out whether there is a specific claim, and take care of it. It shouldn't be necessary for people to loose their time for this.

Action 50 : Increase the ways and means of communication of public policies
As we concluded in our previous debate, in many cases there is public policy but the media fail. Because of this fact, there may be a tendency to consider when evaluating that public policy was not successful. However, the information corresponding to it does not reach the benefited sector does not mean that; but rather that there was a communication problem. Therefore, I propose that the communication mechanism be innovated and alternated. In the previous diagnosis, it must be evaluated if the beneficiary sector has

access to social networks, mass media such as television or radio, and choose the most appropriate

Action 51: Create radical sanctions for acts of corruption
Create more severe economic and legal sanctions for this type of crime. In countries like China the penalties for this crime are even extreme. So only apply economic sanctions and legal measures if it is viable and fair.

Action 52: Work together with social organisations.
I want to emphasize on what we've said before: knowing the local reality. Who is really aware of local realities at any time are local organisations. And this allows us to strengthen the help we are giving to society from the Government towards the people.

Action 53: Make compulsory the annual reporting on the funds of high-level public servants.
I think that it's important for accountability to have an overview of how the funds of public servants increase or decrease. This reminds me of the case of public servant in Nicaragua who earns 5000 USD per month, has a house that costs 3,5 million USD, a helicopter. This is an example of a public servant who has a registered income, lives a life that is disproportionate to that salary. Something is wrong. This annual report, would register where money comes from and how it is used. It would allow to improve accountability.

Action 54: That a minimum of one representative of vulnerable sectors is required in the legislative assembly
Since minorities are often not represented in the Deputies, it would be good to consider at least one candidate for each vulnerable sector so that it is easier for them to be heard and their proposals considered in the congress to support them.

Action 55: Promote free virtual training programs
That the state generates a virtual modality of job training programs, including virtual and face-to-face training spaces.

Action 56: Creation of real-time auditing bodies.
Accountability only happens when the Government is out. Years later is when we realise that the funds were not correctly used or wasted. So, here in Argentina, there is something that is informal but it is a real-time audit when it comes to analyse the proposals; we should promote a general creation of this.

Action 57: Formulate laws that protect young employability in the public and private spheres
Guaranteeing youth employability in private and public areas should be almost an obligation. Because this new mass of young professionals would diverge visions when it comes to generating ideas and making decisions for their own innovation potential of the era in which they grew up. If you plan to build a world of the 21st century, the participation of people of the current century and not only 20th century minds with such traditional methods should be mandatory.

Action 58: Create virtual simulation spaces for discussing laws.
Virtual simulation is a good way to put oneself in the position of someone else. In this case, the idea would

be for students to be able to have access to this: be able to feel how it is to be part of the decision-making, from the agenda until the voting.

Action 59: Less weapons more education
Taking the example of Costa Rica, leaving aside the arms and army, to solve their problems I go the legal and diplomatic way; invest that budget in education.

Action 60: Generate programs to teach the responsibilities of the different levels of government to the community
This idea seeks to teach what are the responsibilities of the different dependencies to society.

Action 61: Organise annual consultation with the youth on specific projects of their interest.
I think it's important to ask the youth but as well the concerned groups of people who would be affected by a specific project. For example, there was a housing project, where the architects of the project prepare the whole project without asking the indigenous people on their opinion. So when the project was finished, no one from the indigenous people who were supposed to receive the house went to live there. Because they didn't like the way it was designed. Another example would be in another country, about a project for teenagers: they had asked adults what the rules in terms of sexuality for teenagers should look like. So, it's another example where the interested groups are not consulted for a specific project. The youth in Latin America are the biggest part of the population and they should be consulted about subjects of interest for them.

Action 62: Create programmes for youth in secondary and university education, on the monitoring and implementation of municipal budgets.
I think that we talked a lot about education; the tools that education offers are very important for capacity-building. Capacity-building is a subject concerning the implementation and monitoring of municipal positions. This would allow the youth to grow to be responsible people who could claim on their local realities and create the change, allowing the actual implementation of those budgets destined to education, etc. It is important to create this consciousness from childhood, so when they grow up will live their life with these values and tools.

Action 63: Develop a community documentaries bank, to expose Latin American youth issues.
This idea focuses on the idea of democracy education. It is about developing a bank of community documentaries, in order to expose youth problems in Latin America. I suggested it because in various programmes I worked for, we worked with vulnerable communities of remote areas, and one university had the idea to do a project in order to bring professional photographers to these communities. They gave capacity-building workshops to these people and asked them a key-question: "What does poverty mean for you?" They gave them a workshop on photography and then they took them to take their own photos of what they consider poverty to be. The funny or paradoxical part of this is that none of the photos showed poverty. They showed their houses with pride, their fishing work with proudly. So this documentaries idea is basically this. Implement community-building workshops with communities to allow them to develop capacities on how create documentaries and other expression mechanisms, and at the same time they are generating a critical perspective on the problems that affect them. This is where

they develop a political attitude that is not necessarily linked to direct participation or direct political empowerment.

Action 64: Increase and encourage the use of social networking at different ages.

Action 65: Create obligatory syllabus for political debate in schools
The creation of these obligatory curricular spaces within the school booklet, allowed to appreciate the obligation that falls on the citizen participation. These spaces would encourage the feeling of citizen participation involving a new sector of society.

Action 66: A law that guarantees a space for citizen dialogue in the media.
I suggest an alternative that would allow that the media don't impose their perspective, but also give a space to civil society to expose their issues and also solutions to those issues, through dialogue and debate.

Action 67: Eradicate political clientelism programmes.
The idea is that the Government shouldn't create programmes in order to maintain their voters and the populations of vulnerable sectors. Often, they create tools that oblige those sectors, because of their conditions, to vote again for the incumbent Government. The programmes should help people go forward and not keeping them in the same position like a client, and obliging them to approve this type of programmes.

Action 68: Create a campaign to sensitize young people to the effects of corruption
It is important to create a campaign for awareness-raising concerning corruption. For example, it's not only about complaining about politicians. What is that corruption creates? Where does it lead us? And from there, find the solutions and the means to attack corruption. If we don't manage to explain to people why it is so important to stop corruption, we won't be able to fight against corruption that attacks itself all power spheres.

Action 69: Create a library of collective narration on participative communicty action.
Create a library of collective narrations on communal participation actions. Why this? The idea would be that we, the youth, should be the channel to implement or direct this proposal for community participation and that many times don't manage because they lack the mechanism. It would be like a platform where you can look up with a keyword different community actions that are uploaded on the platform. Having access to them would allow us to re-direct them or at least help those communities to see how they could implement those participative actions.

Action 70: Pre-consult vulnerable communities' leaders, before implementing projects that benefit their areas.
Many times projects are implemented, for example a municipality that think that it is a project that would have an impact but at the end of the day does not have that expected impact. In this case, this is because of ignorance, sometimes even of the real needs of the community that is supposed to be benefited from it. Furthermore, there is no previous consultation of the people who are supposed to benefit from it. The desired result is often not achieved. If we want to benefit a specific area, it is important to know there

needs and what people think about it. And you can do that through the leaders of those areas. If you only impose something, the impact does not reach the people in need.

Action 71: Integrate to work of the units of the different levels of government
Unite what the governmental bodies in different levels work on. We have to find on different levels, the bodies that work in a separate way for a same territorial area. We should create synergies between them to improve the implementation of the concerned policies, reach more people, make them for effective. Specific questions could be resolved without passing from the whole bureaucratically system, just by creating synergies between bodies in different State levels.

Action 73: Develop an excellency award for public servants.

Action 74: Start reading-writing programmes that respect the cultural characteristics of the population.
That the population, belonging or not to the current educational system and of any age, has the possibility of accessing the reading and writing programs.

Action 75: Promote the implementation of internships in public administration.
We have to take the competition in the labour market that often looks for the best vendor, for the best receptionist, and put it in public. Internships in public administration have many positive points. For a municipality or a company internships are useful because salaries are lower, and for someone who studied for this, internships are working experience. The internships in public administration exist but I think they are scarce.

Action 76 : Promote that public servants at various levels come closer to the educational sector
Compulsory curricular spaces in the educational field would offer a space to which public and administrative officials would approach, to comment to the school population about their functions, areas of concern, ways of proceeding, as access the organ they represent. I propose this idea, since I believe that there is a lack of knowledge about the functions and attributions of the different organs and dependencies of the State. This mechanism of dissemination at an early age of citizenship training would make it possible to prepare more educated citizens to defend their rights and that of their fellow citizens.

Action 77: Implement severe sanctions for companies that owe large amounts of money to the State.
Not paying taxes is another means of corruption. Corruption kills. Why? Because these funds from not paying taxes cannot reach social works. It's money than will later be missing when it comes to create a social policy etc. Severe measures should be taken. It is sad that multinational companies get to a country and they just say "I don't care, I am so big that I can evade taxes of 1 or 10 million dollars and I can keep working in the country and no one will say anything to me. I don't care." They protect themselves with different laws. Sever measures should be taken against these companies because there is flagrant corruption and no one cares.

Action 78: Create a social dialogue for problem-solving.
This might look similar to others but I will explain why I kept it. I consider it to be important because the

difference lays in "how". I think that there should be a consultation about what are the 10 (just to give a number) main problems that a specific area affronts. And among the people consult on which are the 10 main problems for them, and then create 10 roundtables to develop a project and a solution to each one of those problems. This way, there could be solutions given democratically from the affected populations.