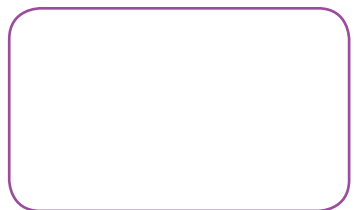
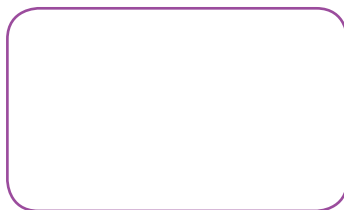
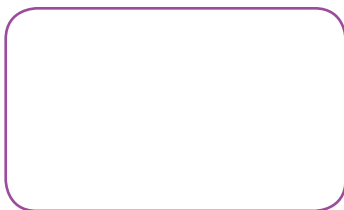


REINVENTING DEMOCRACY IN THE DIGITAL ERA
AUSTRALASIAN INITIATIVE



www.reinventdemocracy.info

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The report presents the results of **Reinventing Democracy in the Digital Era – Australasian Initiative**. The main event took place virtual with IDEA PRISM between October and November, 2017.

Reinventing Democracy in the Digital Era – Australasian Initiative.

Yiannis Laouris, & 17 others.

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A textured wall with graffiti and the text "Once upon a time there was... HUMANITY". The wall is made of stone or concrete blocks, with various colors of paint (red, blue, green, yellow) splattered and brushed across it. The text is written in a bold, black, sans-serif font. The word "HUMANITY" is written in a larger font size than the preceding text.

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 2012¹ 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 governments, 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:

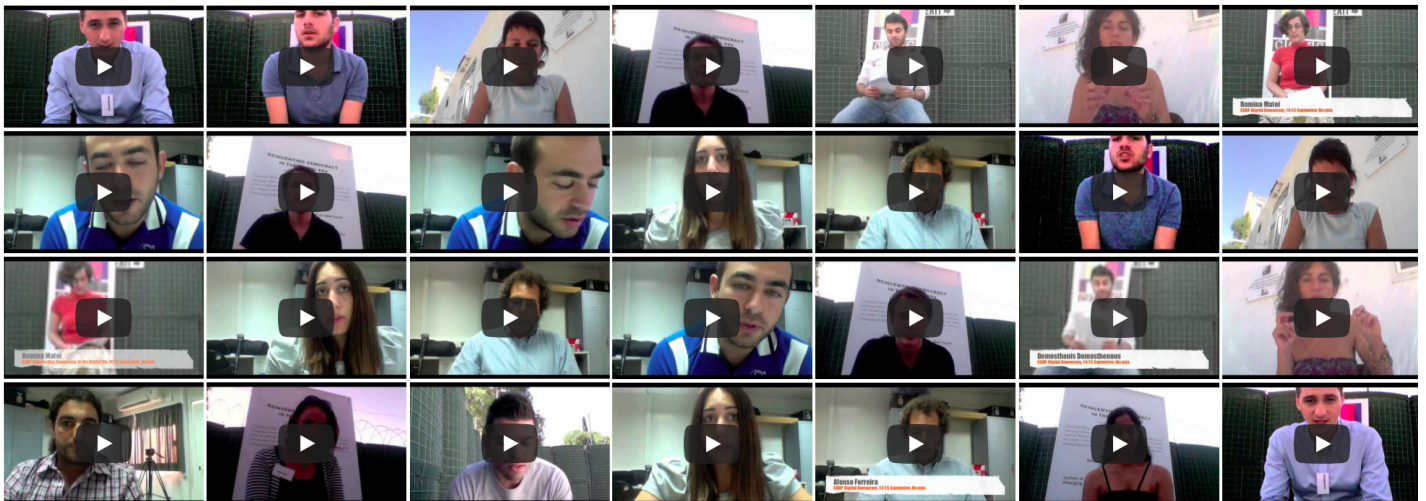
<http://reinventdemocracy.info>

http://futureworlds.eu/wiki/Reinventing_Democracy

Download this and all other reports at:

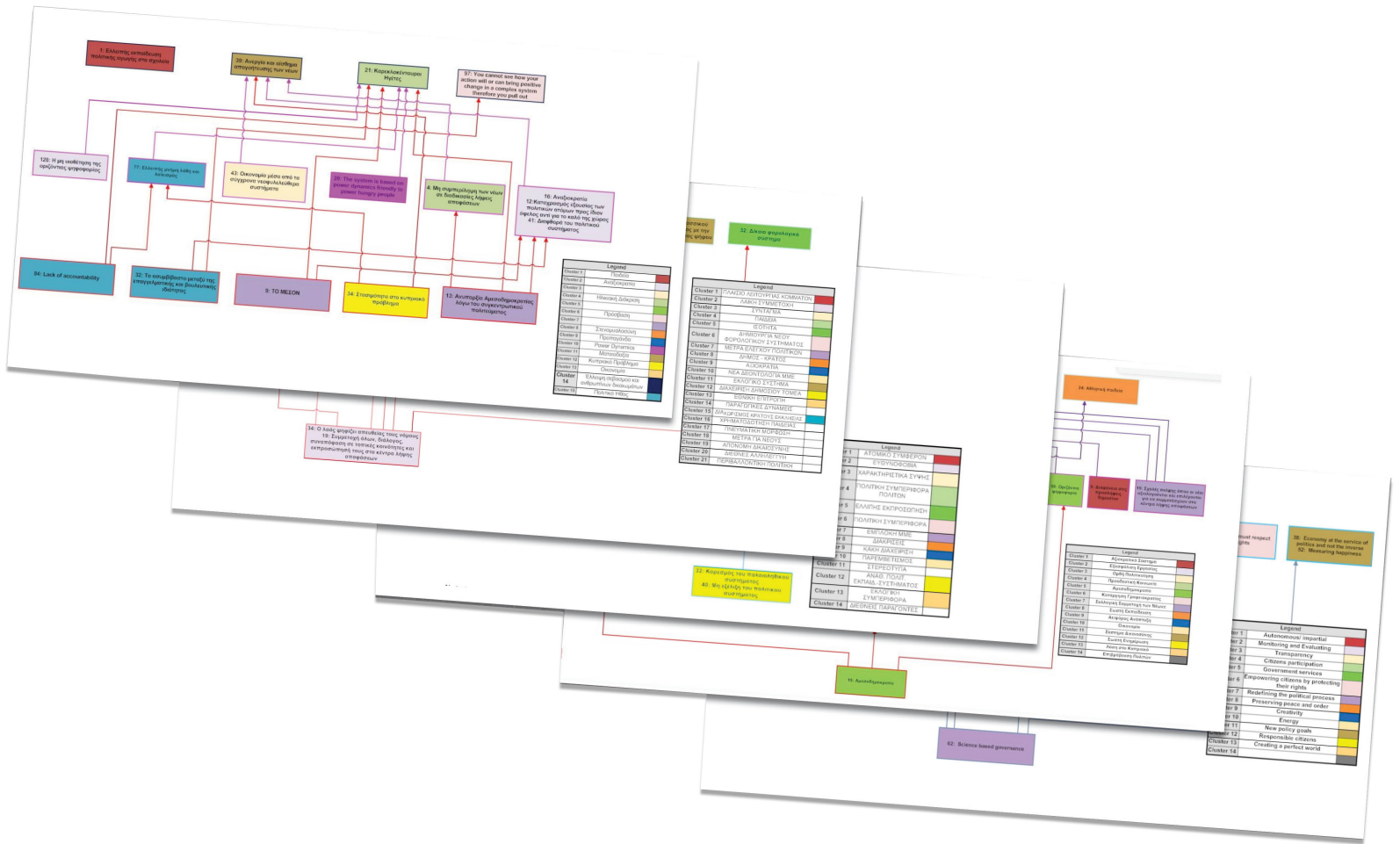
http://reinventdemocracy.info/w/Reports_Depository

¹futureworlds.eu/wiki/Reinventing_Democracy



A screenshot of the videowall of ideas captured 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_\(2012\)](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.

¹en.wikipedia.org/wiki/Millennium_Development_Goals

²en.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 processes¹. 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.

¹www.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 comprehensive 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 response 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 to 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 hundreds, 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).

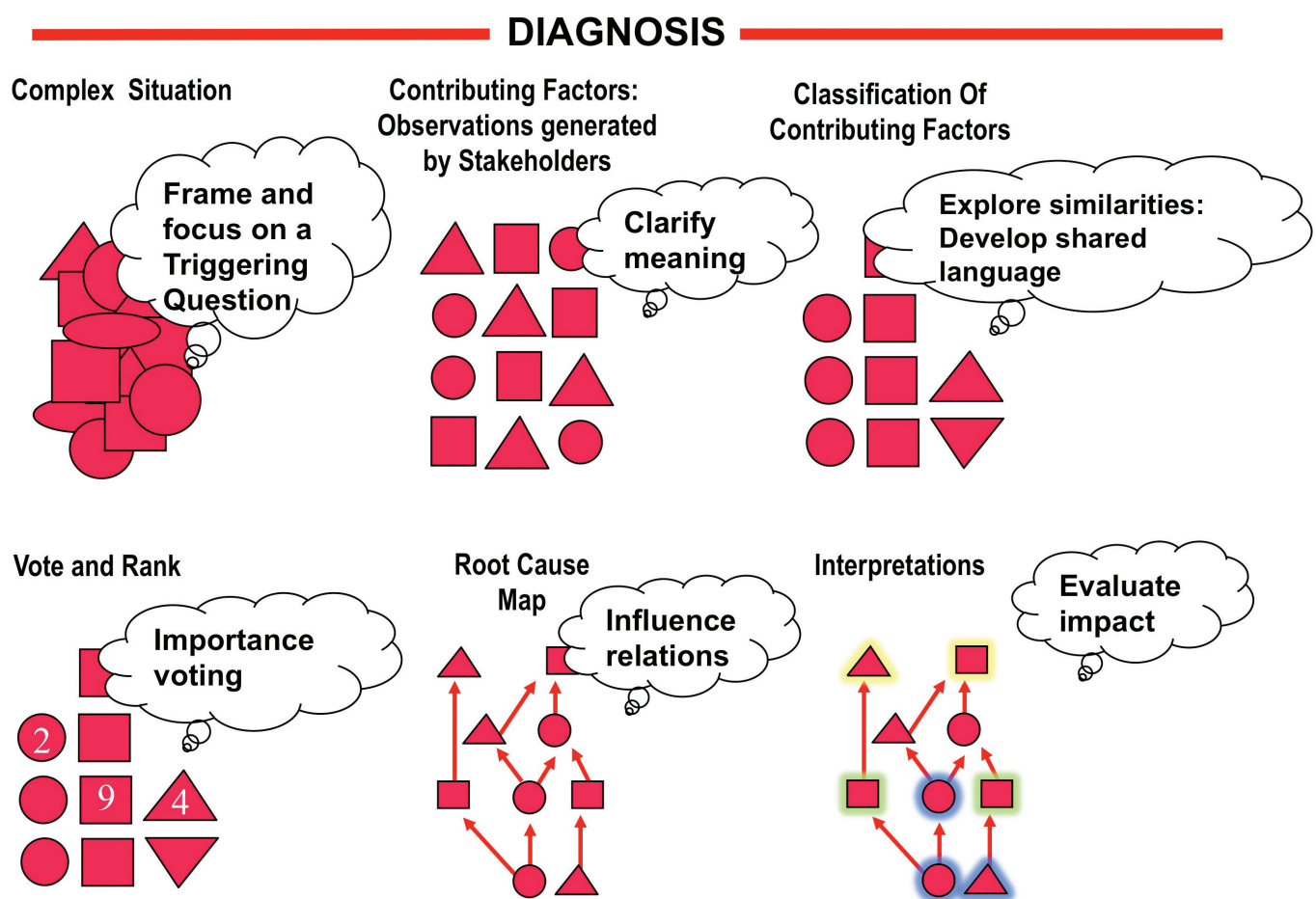
The SDD approach emerged in the '70s out of the works of the Club of Rome founded by Aurelio Peccei an Italian Industrialist (1970). John Warfield and his group are credited for developing the ISM algorithm, the scientific grounding within a Science of Generic Design, and the first version of the methodology, 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 harnesses 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 IdeaPrism¹, 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.).

¹www.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 Parallel¹, 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 fail².’

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.

¹ekkotek.com/index.php/products/wisdom-tools/ism-parallel

²dialogicdesignscience.wikispaces.com/Laws+%287%29

Using Cutting Edge Technologies

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

SDD: Structured Democratic Dialogue

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

ISM: Interpretive Structural Modeling

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

http://reinventdemocracy.info/w/Interpretive_Structural_Modeling

DDS: Dialogic Design Science

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

Cogniscope v3.2 Classic

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

Concertina

Array of 14 tools that support the implementation of face-to-face as well as asynchronous and hybrid dialogues running on a variety of systems including web and mobile devices. Special versions for researchers and educators capture a wealth of data and indices such as timestamps, interactions, statistics, etc.

<http://ekkotek.com/index.php/products/wisdom-tools/concertina>

IdeaPrism

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

illustrations ready to be projected using a beamer.

<http://www.ideaprism.net>

<https://itunes.apple.com/us/app/idea-prism/id769448500?mt=8>

<https://play.google.com/store/apps/details?id=com.iziss.ideaprism&hl=en>

Idea and Video Wall

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

Further Information on SDD methodology



Begin your search on the Internet

Use keywords such as: Structured Democratic Dialogue, Dialogue Design, Lovers of Democracy, Hasam Ozbekhan, John Warfield, Aleco Christakis, Yiannis Laouris, Club of Rome, Civil Society Dialogue¹.



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, Cincinnati, 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



¹en.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 key 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.

The Co-Laboratory

The co-laboratory took place using virtual technologies only, without any physical sessions between the participants. The regional organizer, i.e., Youth for Peace International, Global Focal Point - Humanitarian Affairs, UN Major Group of Children and Youth has supported the selection of the participants in close collaboration with the implementing organization and organized multiple webinars with them. The virtual sessions and collections of contributions took place between October and November 2017.

What are key shortcomings of current systems and how could be improved to

**Shortcomings of our
of governance that
through technology?**



17 Core Participants



7 Countries



38 Challenges



35 Actions



YIANNIS LAOURIS
LEAD FACILITATOR



KATERINA FOTIOY
FACILITATOR/TECHNOLOGY EXPERT



KEVIN DYE
FACILITATOR



ASPASIA KSIDEA
ACCISTAN FACILITATOR



LESLIE NGAM
VIDEO EXPERT

Key Challenges

- #12: Inlusivity
- #34: Lack of transparency
- #1: Corruption
- #7: Lack of use of technology to engage youth
- #11: Technology in Democracy: A double edged sword?
- #18 Issues with voting
- #37: Dysfunctional design of systems with the little scope of e-design

Key Actions

- #3: Develop two way communication between citizens and government
- #7: Use of different forms of visual media and communication to drive psychological change at local level
- #9: Ways for inclusivity
- #15: Human centered design for problem solving in govenance
- #18: Youth participation
- #22: Creating awareness on the definition of democracy



Rafay Iqbal Ansari
PAKISTAN



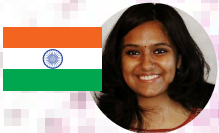
Uzma Gul
PAKISTAN



Shagun Sharma
INDIA



Tamzid Sikder
BANGLADESH



Sakshi Sharma
INDIA



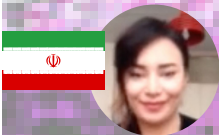
Suraj Raj Pandey
NEPAL



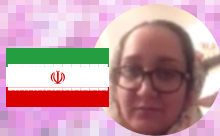
Gayan Rajapaksha
SRI LANKA



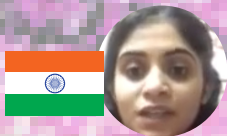
Shivam Aggarwal
INDIA



Afsaneh Seifnaji
IRAN



Shadi Rouhshahbaz
IRAN



Manasvi Sathish
INDIA



Omang Agarwal
INDIA

Idea Generation

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

Clarifications

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

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

Clustering Ideas into Groups

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

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

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

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

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

Group 1 Clustering

Cluster 1: Corruption

- ACTION 1
Corruption
- ACTION 11
Technology in democracy: a double edged sword?
- ACTION 17
Intolerance
- ACTION 21
Increasing presence of special interest groups
- ACTION 34
lack of transparency

Cluster 2: Inequalities in education

- ACTION 2
Lack of education
- ACTION 3
Poverty
- ACTION 13
Quality education to rural areas
- ACTION 33
Lack of specialization

Cluster 3: Governmental structures

- ACTION 4
Lack of innovation in current system of governance
- ACTION 5
The bureaucracy is averse to new methods of public administration
- ACTION 8
Constitutional structure
- ACTION 9
Impaired audit of and feedback for execution of plans and policies at local level
- ACTION 15
Inadequate policy formulation and implementation
- ACTION 35
There is a gap between the people and the government
- ACTION 37
Dysfunctional design of system with little scope for re-design

Cluster 5: Participation

- ACTION 7
Lack of technology to engage youth
- ACTION 12
Inclusivity
- ACTION 16
Women are not represented adequately in the Indian democracy
- ACTION 22
Youth participation in politics
- ACTION 23
Participation of different communities

Cluster 6: Societal resistance

- ACTION 10
Resistance to change in masses
- ACTION 28
Lack of non violent communication and inner peace
- ACTION 32
Ageing world

Cluster 7: Political education

- ACTION 26
Association with sensitive ideas
- ACTION 27
Uncertainty over the definition of democracy
- ACTION 29
Lack of respect for diversity
- ACTION 30
Intolerance for diversity
- ACTION 31
Lack of public health awareness

**Cluster 4:
Transparency**

ACTION 6

Right to information for citizens

ACTION 18

Issues with voting

ACTION 38

Weak system of M&E of welfare policies,
programs, and schemes

Structuring Challenges in an Influence Map

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

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

Root Challenges must be given priority.

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

Key Challenges

#12: Inclusivity

#34: Lack of transparency

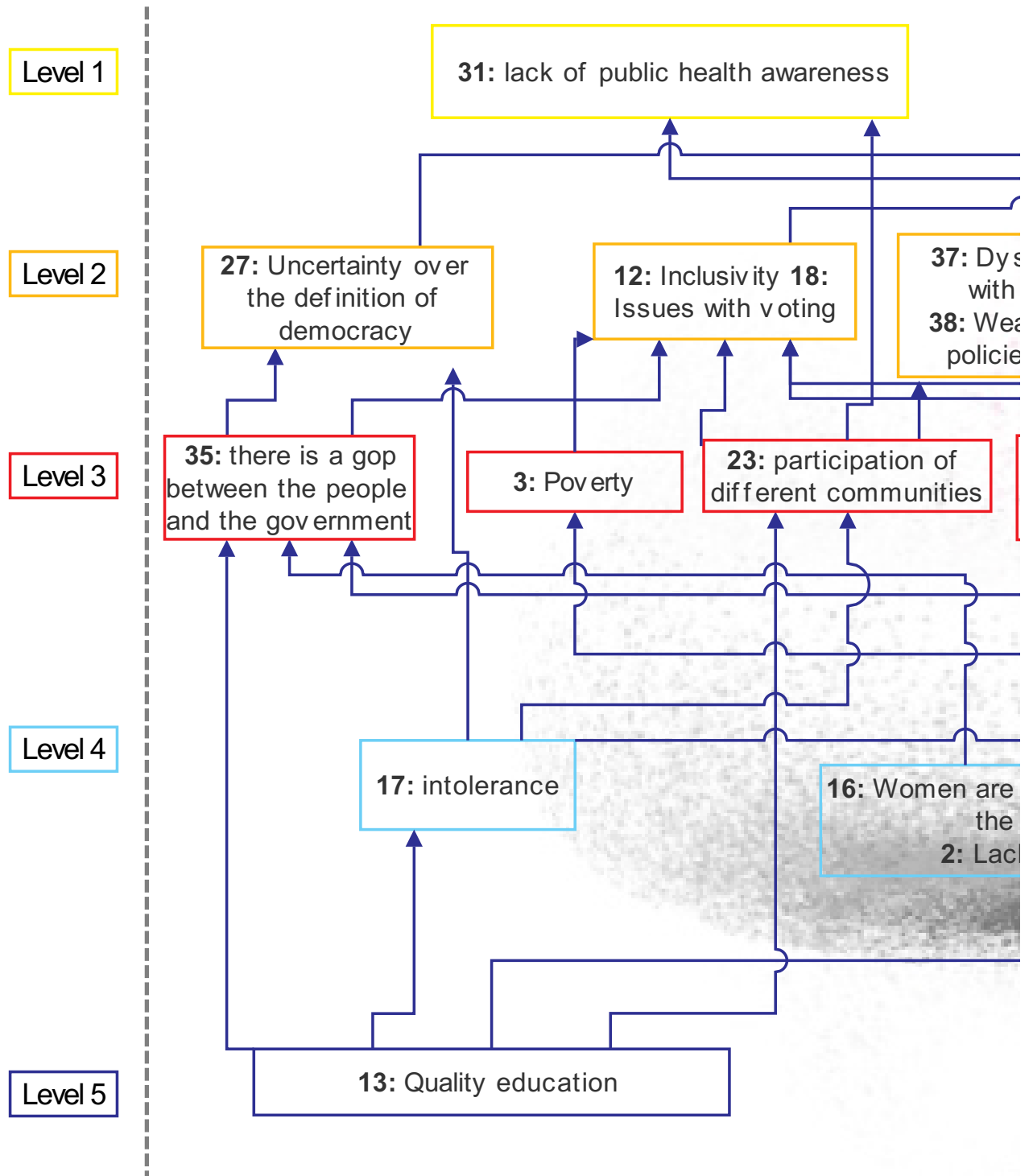
#1: Corruption

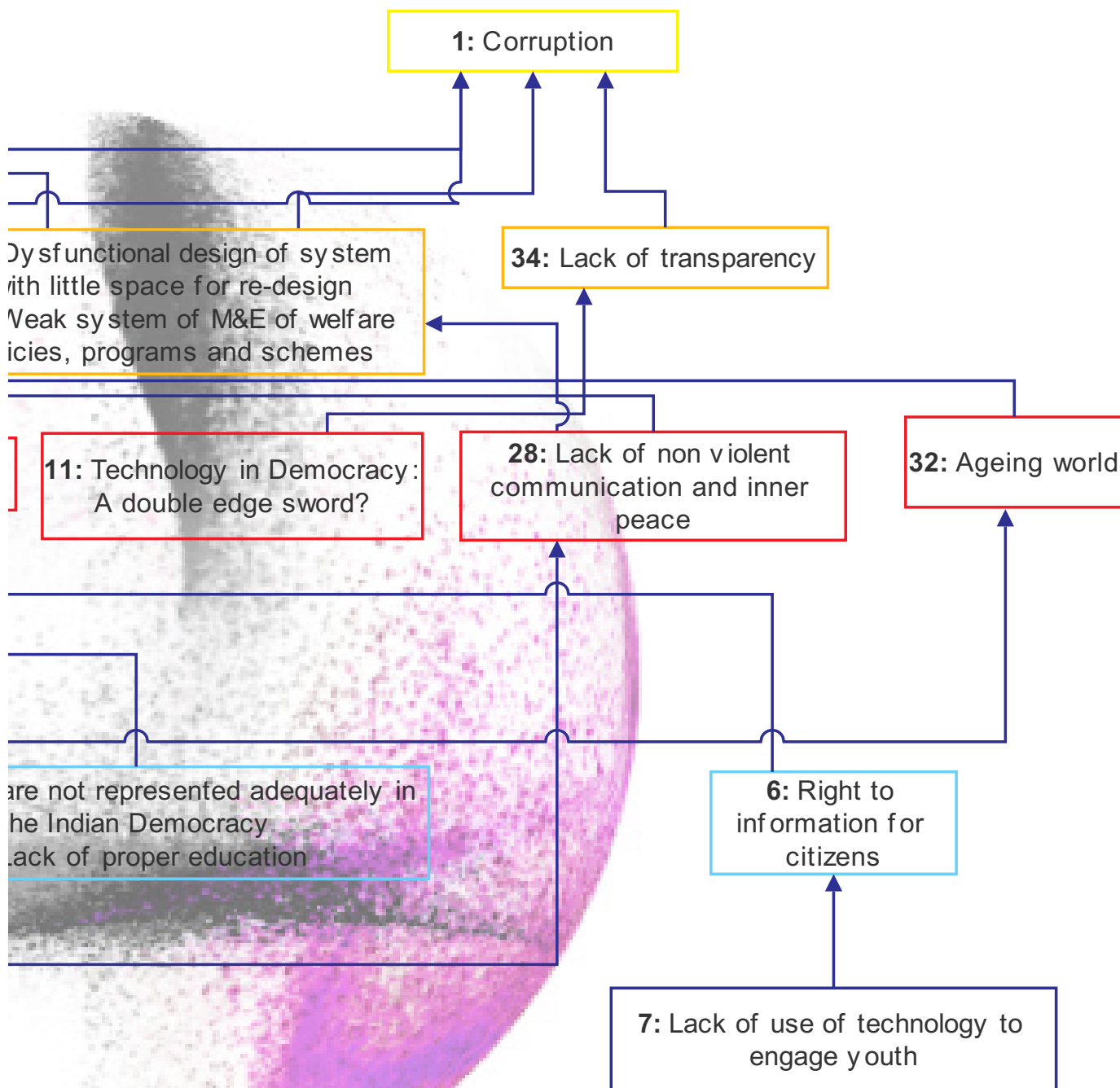
#7: Lack of use of technology to engage youth

#11: Technology in Democracy: A double edged sword?

#18 Issues with voting

#37: Dysfunctional design of systems with the little scope of e-design





From Diagnosis to Action

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

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

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

**action, project or
do you propose to solve
the coming of current
governance?**

Cluster 1: Government planning

- ACTION 1
Introduce innovation in governance
- ACTION 5
Training the bureaucracy
- ACTION 15
Human centered design for problem solving in governance
- ACTION 27
Decentralise systems check corruption at levels of governance and bureaucracy by introducing local, community level programs

Cluster 2: Legal matters

- ACTION 2
Develop laws for the right to information

Cluster 3: Governance

- D
- C
- F
- C

Cluster 5: Participation

- ACTION 12
Solution to the challenge of women's representation
- ACTION 14
Youth participation for strengthening the M&E of welfare schemes, programs and policies
- ACTION 18
Youth participation
- ACTION 19
Percentage based participation for all communities

Cluster 6: Political / Civil education

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

Cluster 7: Party p

- If lea dem

**Cluster 3:
Government and people communication**

ACTION 3

Develop two way communication between citizens and government

ACTION 6

setting up of grievance redressal call center and toll free helpline for receipt of recorded complains

ACTION 11

Policy formulation by proper testing and communication

ACTION 32

Government must interact more with the people

**Cluster 5:
Party politics**

ACTION 33

If leadership endeavours in the promotion of democratic members rather than member as a democrat

**Cluster 4:
Education**

ACTION 8

Creating awareness about technology

ACTION 9

Ways for inclusivity

ACTION 10

Online courses for facilitating education in rural areas

ACTION 13

Challenge of intolerance addressed through quality education

ACTION 25

Self development programs, inner peace training

ACTION 26

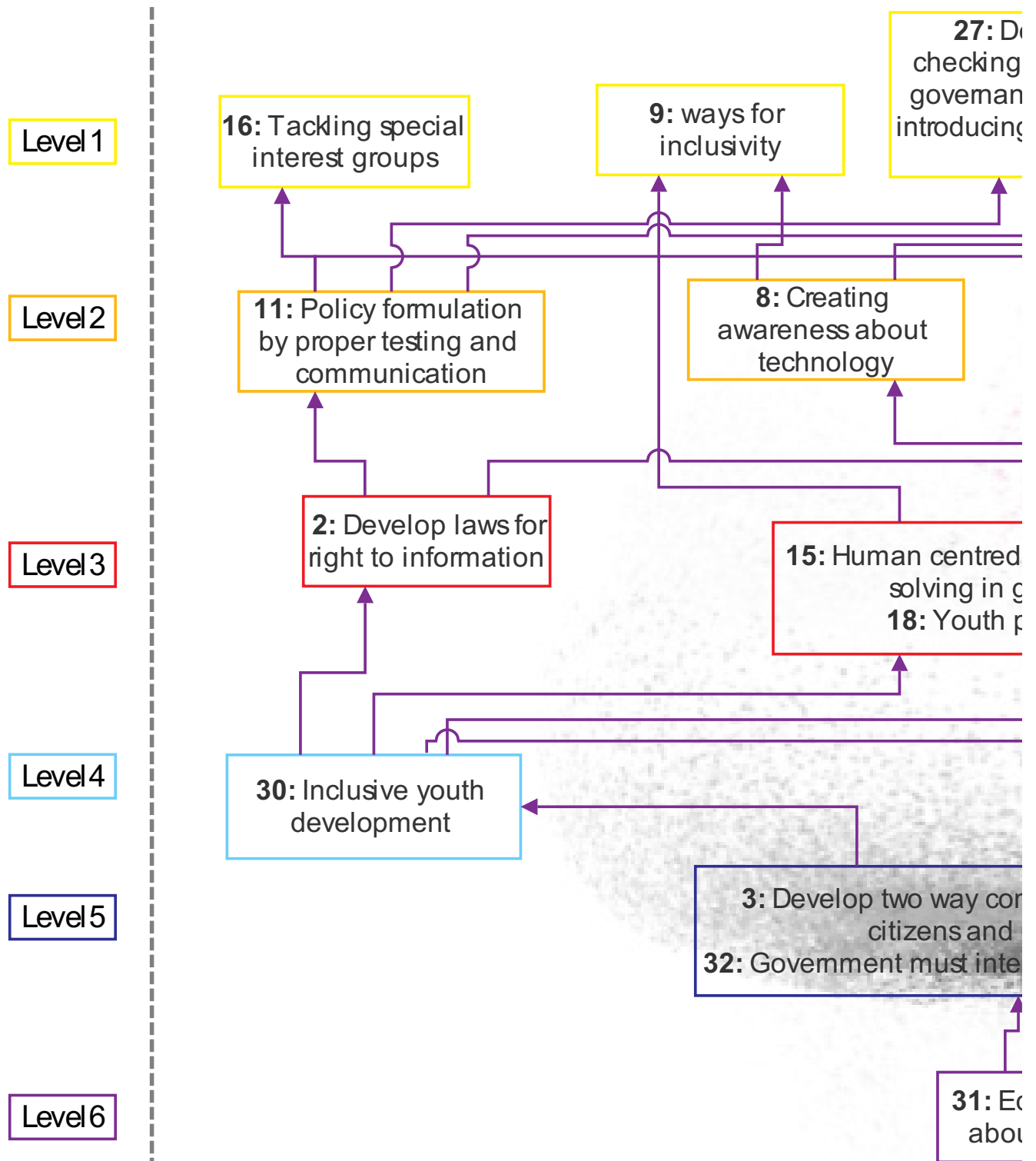
Quality education to help to deal with the problem of diversity

ACTION 29

Education criteria set by the election commission

ACTION 30

Inclusive youth development program



15: Decentralise systems
reducing corruption at levels of
transparency and bureaucracy by
implementing local, community level
programs

17: Dealing with ill
informed voters

5: Training the
bureaucracy

6: Setting up of grievance
redressal call center and toll
free help line numbers for receipt

22: Creating awareness
on the definition of
democracy

15: Human centered design for problem
solving in governance
with participation

7: Use of different forms of
visual media and
communication to drive
psychological change at local

10: Online courses for
facilitating education in
rural areas

3: Develop two way communication between
citizens and government
interact more with the people

9: Educate people
about their rights

- #3: Develop two way communication between citizens and government
- #7: Use of different forms of visual media and communication to drive psychological change at local level
- #9: Ways for inclusivity
- #15: Human centered design for problem solving in governance
- #18: Youth participation
- #22: Creating awareness on the definition of democracy

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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 focus at the interface of science and society. He promotes the application of broadband technologies as tools in peace building and to bridge the digital, economic, educational and inter-personal divides in our planet. He was the founder of a chain of computer learning centers for children, 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.

Lead Facilitator



Mr. **Kevin Dye** came to an interest in Systems Science through his study of Thermodynamics. He co-founded a Venture Capital-based company Decision Support Systems Inc. in 1981. For ten years he led initiatives in Computer Supported Concurrent Engineering in building systems and aerospace. He was awarded a Sloan Visiting Fellowship at MIT to study Interactive Management for Large Scale Process Design through the lens of Coordination Science. Kevin has been a team member on large-scale, inter organizational applications of the CogniScope and Structured Dialogic Design teams involving a dozen to fifty organizations. His work includes Northern Ireland, Cyprus, the World Health Organization, the FDA and Pharmaceutical Companies R&D Strategy, the USDA, the National Patient Safety Foundation, the National Mental Health Association, State Departments of Education, City Creative Economy initiatives, Urban Health Care Leadership, long range futures work for Air Force Research, and local church leadership.

Assistant Facilitator



Mrs. **Aspasia Ksidea** holds an Applied Fine Arts diploma from Polikladiko Kalamatas, and a Bsc of Civil Infrastructure from A.T.E.I. Patras. Having completed her educational studies in 2006, she decided to remain at Patras, where she started her career as a graphic designer. At first, she was working in a small company Promo-plan (2006-2007) as a junior graphic designer. In 2007 she was given an opportunity to work as an art director/graphic designer for a company named Fresh-Ideas. Making the most of it, she worked for Mattel's projects until March 2011. At that time, she felt it was the right time to take the big step of moving to Cyprus and building a whole new life and career. Having settled in the island, she found job in September of 2011 at Sppmedia, where she was working as a graphic designer until February 2013.

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.

Afsaneh Seifnaji

was born in 1990 in Tehran, Iran. She has a passion for International affairs and policy, and has participated in many leadership and policy focused conferences, projects and workshops. Afsaneh has a Bachelor of Science in Journalism from Allameh Tabataba'i University in Tehran. She also has a Masters of Arts in International Relations from Tarbial Modares University in Tehran where she wrote her master thesis on "The role of Islamic Republic of Iran in providing peace and security in Middle East region".

Afsaneh has an impressive resume that highlights her interests in Peace, Conflict Resolution, International and Women's issues and Journalism. She is a City Coordinator for the World Peace Initiative Foundation in Iran, a volunteer at "Global Peace on the move xx" by the World Peace Initiative Foundation, and an Intern at the UN Information center in Tehran. She has participated in many Women and leadership workshops all over the world, from Iran to Australia. Afsaneh was a manager and Facilitator if Tehran Peace tour where she trained 400 people and organized 6 events. She is obviously an active member with in her community and is a member of the Iranian Muslim Journalist Association and the Iranian International Studies Association. She is also a Peace agent and meditation coach at the Peace Revolution Organization based in Thailand. Her work experiences include International Affairs Consultant for NCFDC, Journalist and English translator at Tasnim New Agency in the international Politics section and Advertisement Consultant and Journalist at the World of Economy Newspaper.

Gayan Rajapakshsa

was born in 1987 and has a passion for youth and community development, inter cultural dialogue and democracy, among others. He has a wealth of experience in a variety of committees and organizations. He is currently living and working in Sri Lanka. Gayan was a Global Youth Ambassador of Commonwealth You Peace Ambassadors Network, and has been Treasure of the Commonwealth You Network of Sri Lanka for the last 5 year. He was the National Organizer for the Sri Lanka Youth Parliament Alumni Association and participated as Delegate for the Young Leaders Exchange between Sri Lanka & UK 2012.

Most recently Gayan has been working as the Country Coordinator for the International teen Conference in Nepal 2017/18 as well as acting as his Country Representative for Kathmandu Conference of Asia Pacific Peace and Development Service Alliance 2017/18. He is also the Country Coordinator for the Commonwealth Youth Peace Ambassadors Network. The list goes on as a tribute to his efforts and passions associated with Youth and Community Development.

Gayan has a wide range of education and training including Certificates in Media Studies from the University of Colombo, Certificate in Political Studies from the University of Sri Jayewardenepura, and a Professional Qualification in HRM from IPM Sri Lanka.

**Manasvi
Sathish**

was born in 1998 in Karnataka State, South of India. She is currently pursuing Bachelor of Arts from St. Stephen's College, Delhi. She is currently living and working in Delhi, India. As a student of only 20, she looks forward to bringing in youthful vigour and change in the international realm. She is an enthusiastic student with a critically developed global perspective, obtained through her extensive academic studies in an array of fields and areas outside of academics. She has been working for years now staying abreast with the happenings of the world in order to prepare herself for a career in the international realm. She is especially interested in the field of human rights and takes keen interest in analyzing those policies that can impact millions of people. Her optimism, the ability to persist despite all odds and the ability to bring warmth and kindness to the places she goes, are what have shaped her into the person she is today. She is also an ardent reader with an unflinching love for newspapers and books of all hues, and an inquisitive traveler too. She believes in her heart that she is meant to live a life full of passion, purpose, magic and miracles which is reflected in her work.

**Mannat
Dhillon**

was born in 1998 is currently in her second year of study at Delhi University majoring in Political Science with Honours. She has a passion for serving her community, arts, drama, music and travel. She has given so much of her time and efforts to her community as shown through her volunteering starting while she was still in grade school. She has held an art exhibition for raise funds for the needy, worked with the children in SOS children's village, was a student volunteer with the mentally challenged, as well as worked as a teacher with the NGO Indradhanush. Mannat is currently working as a Workshop Curator for Youth for Peace International. Through out her academic career she has been awarded for her many achievements, including the Certificate for Excellence for involvement in Green Revolution Global Certification Program.

Nabeela Iqbal

was born in 1996 from Sri Lanka. She is passionate about international affairs and has participated in many summits cultivating leaders and entrepreneurs. Nabeela has been accepted into the Faculty of Applied Science at University of Sri Jayawardhanapura for Biological Science and will attend 2018. She is currently reading for LLB (Hons) from the University of Staffordshire at APIIT Law School.

Just this year, Nabeela ranked 9th at the first ICC-KLRCA Willem C Vis Pre-Moot Competition, this was awarded by the Kuala Lumpur Regional Center for Arbitration in Malaysia for addressing issues based on International Commercial Arbitration. She also received an Outstanding Achievement for ability and creativity in the IN Vitro biology National Science and Engineer fair.

Nabeela has been involved in many projects dedicated to bettering her community. In particular, she took part in Dream Team Generation 5 which toured Sri Lanka spreading the message of peace and reconciliation at school assemblies and Workshops. She was also a member of Urban Legends, the group that organized the first street football festival in the country, with themes of gender equality, sports for social change and youth development. Most recently, Nabeela has become a Civil society member at the Regional Meeting of Young Parliamentarians of the Asia-Pacific and was the Chairperson for SL2-17 at the Sri Lanka Model UN Conference committed to finding solutions to domestic issues in the country to solve in the next 10 years.

**Omang
Agarwal**

is a Peace builder and voracious public speaker. He is working on creating community development opportunities, to facilitate capacity building in youth and increasing social impact of NGOs. He is currently living and working in New Delhi, India.

He has a strong and active background in policy. He worked as an Asia Representative for the Commonwealth Youth Peace Ambassadors Network and is the Co-founder/ Executive director of Youth for Peace International and ActAsia Summit. Omang has also volunteered his time at the Rotaract club of Delhi Central, serving as a Club Peace Representative. He has received many awards and recognitions in the field including runner up Queen's Youth Leader Award 2016, nomination for National Youth Awardee, and Shri Ram Sustainable Leadership Award.

Omang has a Bachelor of Arts in Political Science from the University of Delhi and a Diploma "Leading the Change" Queens Young Leaders batch 2017 from the University of Cambridge, with a major in Youth Work and Social development

Sakshi Sharma

Vis in her third year of studies at Aryabhata College, Delhi University pursuing a Bachelor of Commerce with Honours. She is driven and strives for excellence in everything she does whether it is grades, music or community involvement.

She has a wide range of experience as an intern in many organizations including working as Community Developer for Youth for Peace International, Outreach Intern for Outline India, Intern for Protsahan India Foundation, Project Coordinator for You Are Beautiful Project and Happiness Team Member for Human Circle. She also interned as a Marketing Analyst for the Indian Economist as well as Better Thinking Solutions.

Sakshi is eager to be involved within her college and has become a member of the Music Society and the Entrepreneur Society at Delhi University. She has also earned a Certificate in Public Policy as well as a Certificate of Participation on Global Training of Trainers on Youth and Peace Building.

**Shadi
Rouhshahbazi**

is energetic and passionate, looking to make change both in her community and internationally. Her main interests are interpersonal communication, education, development and human rights. She was born in 1994 and lives and studies in Tehran, Iran. She has a Bachelor Degree in English Language and Literature from Allameh Tabataba'i University and is currently studying for her Master's Degree in English Language and Literature from the same University. Her research area is around Colonization and Decolonization, Feminist literature, Gender Studies, Cultural Studies, Ecocriticism, South African Literature, Fantasy Literature and Peace Studies.

**Shagun
Sharma**

is a Commerce student in New Delhi and, at 21 years of age, has an impressive track record of leadership and achievements. Shagun has a great variety of experience within his field, including membership of Bizworld a commerce society, editor for Genesis an annual commerce magazine, and interning at BSES Yamuna Power. He is the Vice president of the Rotaract Club of Visioners League and has also volunteered at the Earth Hour '17 and Project Fuel in Delhi. In 2016, Shagun graduated as a Chartered Accountant-CPT from the Institute of Chartered Accountants of India and is currently pursuing a Bachelor of Economics Honours at the University of Delhi.

Shivam Aggarwal

is a social entrepreneur, design thinker, and a peace builder currently living and studying in New Delhi India. He is the co-founder of The Rising Bharat and is currently a Fellow with Youth for Peace International and the India-France Youth Forum. He also belongs to societies including the International Award for Young People, Connecting Dreams Foundation and the Rotaract Club in New Delhi. Shivam has taken part in delegations internationally, namely the SRCC Global Millennium Summit 2017 in Dubai and Ecotronix 2016 by the British Council. He was also awarded a distinction in an Economics Speakers session. Shivam is pursuing a Bachelor of Economics from the University of Delhi, India and he has a desire to spread narratives that make societies stronger.

Suraj Raj Pandey

is an aspiring social entrepreneur and business enthusiast. He has practical experience in leadership development roles, public speaking and programing and developing. He is currently living and studying in Kathmandu, Nepal. In true entrepreneur spirit, Suraj has a variety of experiences and ongoing commitments including being the Founder and Chief Executive Officer of Tatva Incorporated, FIBRO, and Managing Executive of Kaffe Codes. He is also the national Coordinator for the Bangladesh-Nepal Youth Convention and Chief Leadership Trainer for Global Peace Foundation Nepal.

Suraj's other experiences include being actively involved in a public speaking platform called Smart Club as a public speaker and judge. He has also debated and Adjudicated in various national levels. He was also recognized as 'Global Youth Peace Ambassador' by Rajiv Gandhi National Institute of Youth Development and participated as lead of the Nepalese delegation in the Global Peace Youth Exchange.

Suraj is pursuing a Bachelor Degree in Computing from Islington College, Kathmandu Nepal. Since a child he has dabbled in technologies and has a desire to pursue a career as an entrepreneur in the rapidly accelerating technical world.

Tamzid Sikder

of Bangladesh, has a wealth of experience in professional and volunteer positions in his home country and internationally.

He is the Coordinator for Membership and Partnership for the Commonwealth Youth Peace Ambassadors Network, Program Assistant for Peacempire aiming to empower women and spread awareness about violence against women. Tamzid was also a Young Fellow with South Asia Youth Society and awarded the South Asia Youth Society 'Young Fellowship Challenge' Award in 2016.

For 2 years, Tamzid was the Founder and President of the BUFT Model UN Association and promoted a united platform for the youth through exploring new ideas, networking and sharing diversified knowledge. He was also the Campus Ambassador for Bangladesh Youth Leadership Center in Dhaka. Tamzid participated in the Global Sustainability Summit 2017 on the Youth Delegate of Government of the People's Republic of Bangladesh in India. On top of all of this, he has still found time to volunteer in his community with the Bangladesh Fire Services and Civil Defense Directorate.

Tamzid has received a Bachelor of Science in Textile Engineering with a focus on Apparel Manufacture Engineering from the University of Fashion & Technology, Dhaka Bangladesh.

Uzma Gul

is from Pakistan with expertise in Legislation's and Policy Making.

A Young Master Trainer trained by prestigious institutions nationally and internationally for Democratic Strengthening, Good Governance and Policy Making, working as Political Party Development Practitioner and Trainer especially focused on youth and women inclusive approaches Ms. Gul is working with an aim to Reinvent Democracy in the current era. Ms. Uzma, at a very young age, organized the first ever children's rally to support the first year anniversary Yom E Takbeer in 1999 (a day to celebrate when Pakistan became atomic power in 1998), and soon after martial law was imposed by Mr. Musharraf she created her niche to work as an activist for strengthening democracy and good governance within Pakistan. She used to be the youngest participant in most of the training's for capacity building and to further polish her skills so she can create awareness among masses on the importance of democracy in the country. She worked along with her colleagues on the idea of multi political party dialogues on sensitive issues in region. She was recognized as "Young Women of Excellence" in 2014, and was also recognized as "Emerging Women Leader" of 2015 by Institute of Peace and Diplomatic Studies, Pakistan. To engage the Pakistani youth in healthy discourse and expose them to the democratic process and practices, Pakistan Institute of Legislative Development and Transparency (PILDAT) launched the project of "Youth Parliament in Pakistan", being a Speaker to Youth Parliament she made to the top 2 participants who got scholarship to visit UK House of Lords and Denmark Parliaments and also a chance to observe their referendums of 2015. Later she got selected in a Fellowship Program in USA for Professionals on Legislative Process and Governance; Civic Engagement; NGO management; Economic Empowerment and Entrepreneurship and were young socio-political activists working in their countries trying to redefine the system and norms of the democratic scenario.

Ms. Uzma is Asia Pacific Regional Coordinator for Training, Innovation and Development at Commonwealth's Youth Peace Network, Global Citizen's Youth Advocate for SDGs across the world, Global Shaper at World Economic Forum, a strong supporter of UNCSR Resolution 2250 also named in "50 Influential young females of Pakistan" in 2016, receiver of "Young Women Ambassador of Pakistan" from USA in 2016.

Nominee of "UN International Peace Prize 2017", honored to represent at "First ever Asia Pacific Regional Youth Policy Making" and "First Ever Asia Regions Evidence based Peace Policy" organized by UN and the Commonwealth, Ms. Uzma was also awarded a shield of Appreciation by Ministry of Youth Affairs Sindh on 8th March 2017 recognizing her marvelous efforts and struggles in field of social and political activism. A very Positive, results-driven, and innovative individual with proven success in providing strong solutions and peoples satisfaction, Uzma takes pride in her abilities to effectively combine corporate /social objectives and values with personal and professional goals and work ethics.

A businesswoman known as International Speaker, Human Rights Defender, Development practitioner having vast experience in working with Youth and Women, she works to promote democracy and civic education promotion, build peace and achieve inclusive and sustainable development, also attached to various local, national and international Organizations that work on Youth/Women's social and development issues tackling poverty, Human Rights Violation, injustice, Violence against women, Child Rights and Labor, Education, Gender quality, Health and other issues that undermines development of a society; to uplift and develop Pakistani women and youth to enhance their role, so they can make a difference in our society

Annex I

List of Challenges:

Challenge 1: Corruption

There is a problem with education, and I do not mean in the cities. In the main cities, one can find a huge amount and variety of organized educational institutions of good quality. At the same time, in the villages, many people are suffering from lack of education. I think the problem is due to political administration; i.e. it is a governance issue. In some places, you can find a huge improvement in the education system, in some places you can find the quality dropping low, day-to-day. And, according to my point of view, village people cannot afford the city area education. They will have to live away from their house, and think of a different job and a different society. If there is equal opportunity in the different places then it would be good for the people also. I think we need to manage this education system as sustainable development. It can be good, at the same time, if we give priority to different places: like village and city and rural areas – different places in Nepal. We have mainly three types of geographical regions in Nepal: Terai, high mountains, and hills. It will be good to give priority to all these different regions, and improve education across Nepal, so that people will not suffer, a student will not suffer. They can get their education by staying in their home, they do not have to go outside, and these conditions can make a huge difference in their life and education. In their effort to be educated some people are very unlucky and they will get out of their track. This makes it easier to be misused by different people who want cheap labour for their business, for example. This is why these days we can find lots of teenage people or children working in hotels or in different bars for extremely low wages, an effect of ‘lack of proper education’. These are people who, after they are educated, they can gradually begin to make a contribution to the further development of their place too.

Challenge 2: Lack of proper education

There is a problem with education, and I do not mean in the cities. In the main cities, one can find a huge amount and variety of organized educational institutions of good quality. At the same time, in the villages, many people are suffering from lack of education. I think the problem is due to political administration; i.e. it is a governance issue. In some places, you can find a huge improvement in the education system, in some places you can find the quality dropping low, day-to-day. And, according to my point of view, village people cannot afford the city area education. They will have to live away from their house, and think of a different job and a different society. If there is equal opportunity in the different places then it would be good for the people also. I think we need to manage this education system as sustainable development. It can be good, at the same time, if we give priority to different places: like village and city and rural areas – different places in Nepal. We have mainly three types of geographical regions in Nepal: Terai, high mountains, and hills. It will be good to give priority to all these different regions, and improve education across Nepal, so that people will not suffer, a student will not suffer. They can get their education by staying in their home, they do not have to go outside, and these conditions can make a huge difference in their life and education. In their effort to be educated some people are very unlucky and they will get out of their track. This makes it easier to be misused by different people who want cheap labour for their business, for example. This is why these days we can find lots of teenage people or children working in hotels or in different bars for extremely low wages, an effect of ‘lack of proper education’. These are people who, after they are educated, they can gradually begin to make a contribution to the further development of their place too.

Challenge 3: Poverty

These days we can see that people are suffering from poverty, while at the same time we are talking about development and new technology. Again we don't realize how people suffer. I think that in poverty also the cause is the lack of sustainable development. We can see that rich people are getting involving in new technology, while at the same time poor people are suffering from the lack of food and little kind of things, basic needs of everyday life. I think we can improve poverty by giving them access to a proper education. Especially the poor children need to become qualified in skills. These days we can teach them how to be involved in technology, and how to improve technology, and we can try to teach them how to make different kind of tools and different kinds of things needed in, let's say, the farm sector. This education would mean that they don't have to go another place, and after they will be not suffer from poverty. I think that, instead of focusing on just their economic structure, we should try to understand, how they can get skills so they can learn and earn by themselves. It's a little like, don't feed them fish when they are hungry, just try to give them skills about fishing so they will not have to suffer more.

Challenge 4: Lack of innovation in current systems of governance

Current systems of governance are built on archaic methods which are not in consonance with the modern times. New and innovative ideas such as e-governance are not being adopted in its true letter and spirit. Outdated methods of governance are still in place which lead to less productivity

Challenge 5: The bureaucracy is averse to new methods of public administration.

They remain indifferent to the situation on ground and are more concerned about implementing rules which leads to red-tape. Moreover, the bureaucracy is untrained to cater to the demands of modern times

Challenge 6: Right to information for citizens

Our current systems of governance lack right to information for citizens, which raises doubts about the transparency in governance. Citizens have the right to know about the business of government institutions.

Challenge 7: lack of use of technology to engage youth

The youth is not interested to take part in the political process as they feel that their voices are not being heard. There is a lack of utilization of technology such as social media platforms to connect youth to the political process.

Challenge 8: Constitutional structure

Challenge 9: Impaired Audit of and feedback for execution of plans and policies at local levels.

It is often difficult to see the smooth and timely execution of the policies and plans of the government at local level. For example: When construction work(as small as fixing the small pits) in a given area is being done, it takes years long to complete the task in a locality which is underdeveloped as compared to other localities. In the meanwhile, the people living around face difficulties on a regular basis because of no effective feedback mechanism to reachout to the concerned authorities. If they reach, there is no effective audit mechanism to check if they have complied or taken any action in that regard.

Challenge 10: Resistance to change in masses

Majorly, Gen X and Y (be it local population or bureaucrats) have become resistant to change, because of the reluctance of taking up challenging tasks that may involve additional brain work and/ or physical involvement and breaking of the beliefs that they have regarding any task. For example: When GST had

been introduced in the Indian Economy, there had been a massive resentment towards its acceptance in businesses. Majority of the people failed to make an attempt to understand the purpose and long term impact. Various conflicts surrounded the step, but the key feature of democracy (i.e. it's for, by and of the people) had been used to create a resentment to accept the change by people and bureaucrats, but not to solve the existing situation that led to resistant.

Challenge 11: Technology in Democracy: A double edged sword?

Technology has indeed been beneficial in bringing about unprecedented changes in the government. However, the growing presence of technology can serve as a hindrance in the free and fair process of elections and hamper democracy. As has been seen in various countries, technology has served the interests of those in power, various technological inventions have been used to delegitimise elections and turn them in the favour of the elite. Further, with measures like Aadhar that provide for the complete mapping of a person, therefore enhancing the presence of the state in people's lives, which isn't conducive in a liberal society. It can be concluded that technology can serve both as a boon and a bane, if not used cautiously

Challenge 12: Inclusivity

Democracy is all about inclusivity, it is a universally accepted western liberal idea which gives importance to the individual over other things. However, it's been found that such ideas or their applicability has been in conflict with widely held beliefs practices and customs of certain communities often inviting the wrath of the very people it is meant to protect. This has led to the rise of popular support for authoritarian leaders who claim to protect their heritage. The idea of democracy and its implementation should be reviewed subject to conditions, lest it gives rise to its antagonist.

Challenge 13: Quality Education to Rural Areas

Challenge 14: Quality education in rural areas

There is around 58% of children who are not able to complete their primary school, because it's unaffordable or there is no proper infrastructure available. Government can solve this by an inclusive use of technology.

Challenge 15: Inadequate policy formulation and implementation

Policies formulated by the government doesn't effect the citizen of the country rather sometimes it has counter effects on the economy as a whole.

Challenge 16: Women are not represented adequately in the Indian democracy.

Challenge 17: Intolerance

Challenge 18: Issues with voting

A lot of people do not have time to think beyond our personal lives and when it comes to voting, people often listen to TV, Radio and propaganda funding by people with bad intentions. So voters are not properly educated, and people do not read the little information out there. This leads to improper representation, and the wrong people in power.

Challenge 21: Increasing Presence of Special interest groups

There has been a rise in special interest groups and religious groups advocating for certain things, which can be good. But there have been times where these interest groups have been corrupt and divisive. And these groups rise to power and disrupt the social harmony.

Challenge 22: Youth participation in Politics

There is a lack of youth participation in political decision making and this leads to misrepresentation. There should be a percent based mechanism to make sure that young people's voice is heard nationally.

Challenge 23: Participation of different communities

The people, ethnicities and group who are being marginalized are not communicating with government and their voice is not being heard. And the people in power, the representative are not communicating with their community and representing them, they are operating on their own personal priorities and interest.

Challenge 26: Association with sensitive ideas

Due to lack of education around democracy, general people are associating it with sensitive issues like sins and taboos. Certain groups take advantage of this and manipulate people by promoting these associations.

Challenge 27: Uncertainty over the definition of democracy

The general public does not have a concrete idea of what democracy is. Instead, they have an illusion they have created in their mind of what they want and what the media is telling them. So the biggest challenge is combating misinformation.

Challenge 28: Lack of non violent communication and inner peace

As a society, we have lost our ability to communicate peacefully. To practice peaceful communication, we must all work on our inner peace. There are so many problems in our world, and people are under so much stress. When we are not peaceful citizens we can not participate peacefully. Inner peace and mental health must be worked on as a society to be able to address the wider, political problems.

Challenge 29: Lack of respect for diversity

We are living in countries that are rich with different people. But before we were born, we are labeled with a race, gender, language, etc. and our personal value comes from these things that are not a choice. This is a failure of the education system. We need better education and understand that we are all one, we are all human. Working towards a world where everyone respects each other equally should be a priority.

Challenge 30: Intolerance drives conducted by religious communities among ill-informed population groups

Technology, I believe, could help bring about a greater sense of awareness among people and initiate a chain of discussions around the validity and legitimacy of hateful, prejudiced agendas driven by right-wing groups. As young people are increasingly developing a taste for technology, especially mobile, it creates an immeasurable potential for creating a positive impact on the discourse.

Challenge 31: Lack of public health awareness

Public health can (and must be) aided by technology through engaging awareness drives among targeted populations based on research-based data and evidence

Challenge 32: Ageing world

The world is changing faster than ever, but people are not evolving with the times. People in general are static in their mind set and are unable to keep up the the advances and all the complexities.

Challenge 33: Lack of specialization

There is a lack of technical education. A BA is appointed as the minister of health, but he doesn't know about the health policies, the plans, administrative and operational procedures or issues in the field. Even-

tually people learn how to govern, but that is not efficient, there should be no time for the learning curve.

Challenge 34: Lack of transparency

The lack of transparency was not visible 20 or 30 years ago which reflects that democracy only got confined between the power and the money. The participation of the youth is condemned by policy makers, but it is still very important that democracy is for the people and by the people.

Challenge 35: There is a gap between the people and the government

The bridge between people and government is meant to build a better future. This is a transition point to keep money in power.

Challenge 36: Inclusivity

Democracy is all about inclusivity, it is a universally accepted western liberal idea which gives importance to the individual over other things. However, it's been found that such ideas or their applicability has been in conflict with widely held beliefs practices and customs of certain communities often inviting the wrath of the very people it is meant to protect. This has led to the rise of popular support for authoritarian leaders who claim to protect their heritage. The idea of democracy and its implementation should be reviewed subject to conditions, lest it gives rise to its antagonist.

Challenge 37: Dysfunctional design of systems with the little scope of e-design

India is a country with a population of 1.3 billion people and there are infinite systems. With the fast-paced developments in terms of advancement of technology and other socio-eco changes taking place, the re-designing of the system which impacts the lives of millions must be at the cornerstone of democracy. There are various systems in place in terms of education, religious belief, caste and other systems since decades but there is little representation of the voices of these communities. This points to the fact that the monotony of approaching the problems is stagnant as it disregards creativity and inclusiveness. However, considering the scale of Indian society, it is a cumbersome task to investigate the mechanism of the current system, reconciliation of the apparent changes, mapping and adopting a system which can be tweaked according to future events. Hence, an attempt must be made to re-design the current system and adopt an outlook of future system which is eligible for tweaking.

Challenge 38: Weak system of M&E of welfare policies, programs and schemes.

In order to ensure impact, Monitoring and Evaluation as a process needs to be strengthened. India with its population of 1.3 billion people and vastness of the demographic profile, it gets strenuous to monitor and evaluate the public welfare program and schemes in such a scale. As a result of which there is an emergence of distrust among the public regarding the proper allocation of public funds in line with adequate social welfare. This distrust coupled with a vicious cycle of lack of proper implementation can hamper the process of growth and development.



Annex II

List of Action Plans:

Action 1: Introduce innovation in governance

There is a need to promote e-governance at all levels for effective governance. This would not only allow a resource efficient governance but would also produce people-friendly results.

Action 2: Develop laws for right to information

Right to information is required to ensure transparency in the governance. Laws should be developed to allow citizens to seek information regarding the government institutions. The citizens should be able to question the actions of the government.

Action 3: Develop two-way communication between citizens and government

Social media can serve as a powerful tool in ascertaining the wishes of the citizens through feedback. Interaction with the citizens would allow the government institutions to bring improvements in the system and address the issues raised by the citizens. The youth could be engaged to take part in the political process through social media.

Action 5: Training the bureaucracy

There is a need to train the bureaucracy regarding modern methods of governance. The primeval methods of governance need to be shunned as they lead to wastage of resources. The bureaucracy need to keep track of the advancements in technology and utilize the modern tools to improve governance and provide better public service.

Action 6: Setting up of grievance redressal call centres and toll free helpline numbers for receipt of recorded complaints for each area under each MLA/local power.

The beauty of delegation shall lead to an effective handling of the population as big as India's. There is a need to simplify the act of addressing the feedback and grievances of the local population. Grievance redressal call center shall be set up near to the office or in the area where a particular local power, say an MLA operates. The center must have a team of 10-20 who handle the recorded complaints that they receive on the helpline numbers. A weekly/fortnightly critical analysis of the recordings shall lead to the highlight of the urgent and important grievances of the locals. Adequate and specific steps can be taken faster on the key problems identified.

Action 7: Use of different forms of visual media and communication to drive psychological change at local level.

People are often resistant to change because they fail to understand the purpose, relevance and outcomes expected of any government plan or policy. An economy has various media platforms through which various bodies, communities, corporates, government and public interact, either directly or indirectly. Such modes of communication must be used to communicate the need of public acceptance and support in various policies and plans that the government needs to execute for the betterment of the country's population. Advertisements showing short videos or skits indicating the need to take small actions at personal level need to be added in the ad-breaks on various channels. Showing of the impact through small acts, without buying any product or service, shall leave a positive psychological impact on the population and help them to better understand the plans and policies of the government. Various suggestions can be invited on toll free numbers and a Public support application of the concerned department of the government can

consolidate the views of users in a more systematised manner.

Action 8: Creating awareness about technology

To create awareness of technology it is important to have greater awareness and participation among the citizens. It is important for people to realize there could be a potential threat from the use of technology itself. And people should realize that technology is not used to mislead them. So it is essential to create greater awareness among the general populations regarding the benefits and vices of technology to counter what could be a hazard in technology.

Action 9: Ways for inclusivity

To insure that democracy is more inclusive, it is important that we reshape democracy with the ideas, practices and beliefs of the local communities. It is important to make sure that democracy is in line with what people believe instead of contradicting what the people want. If it is not inline with what people want then it is not a democracy. That is why it is important to ensure that we hold on to the key values of democracy while also making important changes so that it fits with the society it is being established in.

Action 10: Online courses for facilitating education in rural areas

So the education level could be improved by using of proper technology like initiating online courses in rural areas and appointing individuals to maintain the quality of the education provided.

Action 11: Policy formulation by proper testing and communication

Policy formulation must be for enhancing the lives of citizens of india, so when the policy is implemented before it, it should be properly tested with proper communication line between government and citizens.

Action 12: Solution to the challenge of women's representation

Action 13: Challenge of intolerance addressed through quality education

Action 14: Youth participation for strengthening the Monitoring and Evaluation of welfare schemes, programs and policies

India has a population of 1.3 billion with 50% of its population below the age of 25 and more than 65% below the age of 35. Thus, in order to tackle the problem of appropriate monitoring and evaluation strategies, involving youth from various disciplines like Economic, Sociology, Commerce, Psychology etc in the activity of m&e can prove beneficial to ensure a wider perspective. This could be achieved by designing a system wherein, the youth is trained regarding M&E and mentored by the program representative with the involvement of experts in the particular field. Thus, the involvement of three entities would ensure timely processing and streamline the process of planning and designing of policies. Consequently, this will not only strengthen the monitoring and evaluation process but also give an opportunity to the youth for cross-disciplinary learning, get acquainted with ground realities and therefore form an intersection of 'point of view' through dialogue in line with their respective discipline, to derive at a consensus by forming a dialectical relationship. Overall, involving the youth, program representative and experts from multi-disciplines in the process of designing the systems and solutions to the problem with a human-centered approach at the core with infusion of technology can restore faith in democracy

Action 15: Human-Centered Design for problem-solving in governance

System and Design Thinking as a human-centered approach to solve problems creatively can be adopted by officials. It has been observed that "Creativity, critical thinking, empathy and executive function are the four skills that are essential to thrive in 21st century. There is a huge gap in "What is right." and "What we think is right." Hence, integration of design and system thinking can bridge such a gap and facilitate in

addressing the problem on ground. This could be achieved by fostering/cultivating the mindset of creative confidence, bias towards action, constant iteration process and optimism to reduce the risk of failure. This would thus reap benefits manifold as it emphasizes the synergy of government with involved citizenship by gaining an in-depth understanding of ground realities with established human relationships.

Action 16: Tackling with Special interest groups

One way we can prevent special interest groups and religious group from becoming too powerful is by making people aware. It's really good to advocate for a certain cause, but if it crosses a line or if it's harming the social harmony or a process in society then people must become aware and stop such parties or groups from coming to absolute power. One solution is to stop them on time, make people aware and prevent them from coming to absolute power. There should be a check on these groups so it does not affect social harmony.

Action 17: Dealing with ill informed voters

To solve uneducated voters, people should read all information candidates have put forward like manifestos so that we can choose wisely. The problem lies in lack of awareness and the only way we can solve this problem is getting the information out and making people aware.

Action 18: Youth participation

There should be legislative actions on youth participation. Previously there has only been 33% participation for women and young people. But there should be more space for the young people.

Action 19: Percentage based participation for all communities

There are around 75% of Buddhists living in the country, 8% Muslims and 15% other. So there should be a space for these groups in a specific way. A percentage based system or ethnic group participation in political decision making. This will increase representations, and allow their communities to be heard.

Action 20: Creating awareness on the definition of democracy

Action 22: Creating awareness on the definition of democracy

If we fail to educate people on the actual meaning of democracy, we are allowing the haters of democracy to associate anything they want and to stereotype democracy with the harshest ideas and notions possible. This makes it easy to manipulate thoughts, emotions and ideas of people to the point where people won't believe in democracy even when you try to educate them. To tackle this [problem], I suggest breaking taboos and stereotypes and showing people the realities of these associations and how they have been tricked by the haters of democracy. This can be done with word of mouth or social media, it should be people to people.

Action 23: Educating people on the shortcomings of Democracy

This should be either through the education system, or through media.

Action 25: Self development program, inner peace trainings

Inner peace training is good for people working in government and policies. This will work with their stress and anger, teaching them mindfulness and visualization. This will create a more peaceful community.

Action 26: Quality education to help deal with the problem of diversity

We have to start with the young generation, while they are still shaping their personalities and ideas. If we

can show them that they are the same as other people of different races, we will build a more peaceful future. In school here needs to be more training about team building and exchanges in order for the kids to actually absorb other cultures and values. This will create a peace community and world.

Action 27: Decentralise systems checking corruption at levels of governance and bureaucracy by introducing local, community-level programs

In order to promote a fairer system for checking corruption at local levels, it is critical for decentralizing control over such structures of governance. This can be done through introducing community led and driven programs involving members from resident welfare associations and city municipalities and so on.

Action 28: Environmental Awareness through Community Driven Associations and City-Wide Campaigns

Years ago, I remember reading about an initiative led by a Mumbai resident living near Versova who cleaned garbage and litter left behind by patrons every weekend. As time went by, an increasing number of people in the area joined the initiative and eventually helped morph the cleanliness drive into a city-wide project. It was widely talked about by local and national press and inspired other similar projects across the country. If such initiatives could be institutionalised by communities across the country to generate awareness about the merits of segregating waste, using publicly available garbage bins, and the positive effects of sanitation, it might go a long way in facilitating a cyclical process that would help create a sustainable, clean environment to continue living in.

Action 29: Education criteria set by the election commission

A proper implementation and selection of the candidate within the party, we know who will represent them in the future and we can know the technical skill and particular positions.

Action 30: Inclusive youth development program

Young people will assist the senior's politicians in any political party, to learn all the procedures and observe how the government run. This can show the youth how to deal with people and how to plan a future. This will make them more productive and more passionate.

Action 31: Educate people about their rights

Action 32: Government must interact more with the people

Action 33: If leadership endeavours in the promotion of democratic members rather than member as a democrat, governance flourishes and challenge to democracy gradually diminishes which ultimately solves the issue.

Fundamentally democracy represents people's choice. People express their choice and voice during periodical election. Hence parties become the means of vox pop. This process implies that parties are ultimately considered as pillars of democracy. Every party has people's network raised from the strength of membership from where leadership emerges in the long span of time. Any party's destiny is largely governed by the practices and behaviour of their members which they have internalized in their life. on the basis of practice and behaviour, party's members can be categorized in following two groups. a. Democratic Members (DMs) b. Members as a Democrat (MADs) DMs are those who have internalized norms and values of democracy in practices and behaviour in their life and they anticipate similar practice and behaviour from others. However, such quality appear in MADs in a mock manner. Distance of such member with the people does not exist in a cosy way in comparison to DMs. MADs tend to maintain

warm relationship with leadership and succeed to make it intact. they are quite careful and sincere in the maintenance of such relationship. DMs pay tribute to their leaders and maintain relationship with public in a sincere manner. The existence of such relationship makes DMs public blessed. DMs enjoy bottom up blessings whereas MADs enjoy top down blessings. DMs always advocate for system and institutional arrangement where every member can assume their roles, responsibility and destiny. MADs, in this regard, have been broadly guided by the pick up attitude of the leaders. Roles and responsibility given by the leader becomes their prime concern. They are surrounded by handful people who are rich and opportunists. They represent elite attitude. On the contrary, DMs are always encircled by the public. DMs advocate for pro public policies like gender equity and equally, mass based decision making process, inclusiveness, meritocracy, transparency etc. Unfortunately, MADs have hidden attitude of favouritism, nepotism, corruption, abuse of authority and power. There is showing room of transparency in the practice and behaviour of MADs. There is huge gap in the presentation and implementation of MADs. They are the key source of eroding norms and values of democracy. Such behaviour makes them selective whereas DMs are intrinsically collective. MADs consider party work as an occupation however DMs consider party work as service to the public. MADs have rooted thought of “I do” attitude and they are less eager to give credit to the people. DMs, in this aspect, is guided by “We do” type of attitude and they enormously give credit to the people. Destiny of democracy depends on the rise and fall of democratic members (DMs) and Member as a democrat (MADs). If leadership endeavours in the promotion of DMs, governance flourishes and challenge to democracy gradually diminishes. If leadership inclines to MADs and become indifferent in the promotion of DMs, governance becomes we

Action 34: Weak system of M&E of welfare policies, programs and schemes.

In order to ensure impact, Monitoring and Evaluation as a process needs to be strengthened. India with its population of 1.3 billion people and vastness of the demographic profile, it gets strenuous to monitor and evaluate the public welfare program and schemes in such a scale. As a result of which there is an emergence of distrust among the public regarding the proper allocation of public funds in line with adequate social welfare. This distrust coupled with a vicious cycle of lack of proper implementation can hamper the process of growth and development.

Action 35: Dysfunctional designing of systems with little scope of re-design.

India is a country with a population of 1.3 billion people and there are infinite systems. With the fast-paced developments in terms of advancement of technology and other socio-eco changes taking place, the re-designing of the system which impacts the lives of millions must be at the cornerstone of democracy. There are various systems in place in terms of education, religious belief, caste and other systems since decades but there is little representation of the voices of these communities. This points to the fact that the monotony of approaching the problems is stagnant as it disregards creativity and inclusiveness. However, considering the scale of Indian society, it is a cumbersome task to investigate the mechanism of the current system, reconciliation of the apparent changes, mapping and adopting a system which can be tweaked according to future events. Hence, an attempt must be made to re-design the current system and adopt an outlook of future system which is eligible for tweaking.





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