Outline of program - Make the Future

To: UNDP
From: Waag Society

Background

UNDP has conducted large-scale consultations (online, meet ups, questionnaires) with citizens worldwide. The focus of this consultation was to identify ambitions, dreams and expectations that citizens have for the society they live in. The consultations were described in nation specific reports.

These reports are the common ground to start the program 'Make the Future'[1]. The focus of this program is to make and create sustainable solutions for societal challenges, as they were identified in the Post 2015 consultations and Spot the Future. To use a methodology of making and prototyping is a trial for UNDP. Based on the outcomes of the program, UNDP can decide to incorporate such methodologies in their scope of activities. This implies that Waag Society is able to transfer the methodologies and tools to the local UNDP-teams.

Waag Society is contracted for her expertise on creative processes and co-creational design, but mainly on her expertise on applied technology. These technologies stimulate the innovative talents of local groups and citizens. Therefore the sessions, methodology and tools have a large focus on prototyping with technology.

In sum:
- Make the Future is based on Post 2015 - consultations
- Methodology of Make the Future is transferred to UNDP
- Methodology/toolkit and sessions, hosted by Waag Society, have a large technological focus.

Topics

The topics in the Post 2015 consultations are high-level topics. During the workshops it is essential to narrow these topics down to tangible challenges. During several individual and coordination calls the following topics have emerged in the three countries.

Armenia:
Post 2015 topics:
1. Growth and employment
   a. Economic growth in itself fails to promote national well-being or job creation
   b. Migration: external labour migration and protection of migrants
2. Inequalities
   a. Provide vulnerable groups with both social aid and social integration opportunities. People prefer independent living opportunities to welfare benefits.
3. Health
   a. Non-communicable diseases, particularly cardiovascular diseases, cancer, diabetes and chronic obstructive lung diseases (citizen-led prevention engines?)
4. Food security
5. Environmental protection and sustainable development
   a. Increased effectiveness in land-use (cooperatives?)
   b. Complex action against desertification is essential, particularly in water use management (monitoring tools?)
   c. Economic activities damaging the environment and especially over the use of resources (there is a lack of data - new monitoring tools would be useful)
   d. Comprehensive information about the ecosystem
6. Governance

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[1] UNDP is cooperating with Edgeryders on the program 'Spot the Future'. Spot the Future started several weeks earlier than Make the Future and aims to create an online community with engaged citizens.

Most urgent topics, also on the Edgeryders platform (Spot the Future) are:
- Employment
- Environmental impact of economic activities

Georgia:
Post 2015 topics:
1. A good education
2. Better job opportunities
3. Better healthcare
4. Protection against crime and violence
5. Honest and responsive government
6. Support of people who cannot work

The people of Georgia choose to live in a secure environment where human capital, i.e., healthcare and education; standard of living, i.e., job opportunities and social security are fostered by **an honest and responsive government**.
(…)
An honest and responsive government was perceived as a precondition for creating such an enabling environment. Participants also named other necessary conditions for their engagement - **responsible citizens** and **well developed civil society** as well as **institutionalized channels for participation**.
(…)
Requirements with good government:
- Serve people
- Fulfill promises
- Serve National interest and set right priorities
- Guarantee social security
- Ensure improvement of living standards
- Guarantee territorial integrity of the country
- Ensure equality
- Ensure education

(…)
Goals to be achieved were outlined with respect to the government, which were linked with the understanding of its functions and therefore mostly its responsiveness and readiness to engage the public in decision-making:
- Ensure a responsive government to the concerns of people;
- Create trust in government;
- Provide civic education to citizens, increase their responsibility in ongoing processes;
- Ensure citizens' participation in the decision-making process;
- Create coherent policy for the country's development through consultations with the population.

It would be good if the topic for Make the Future could collide with the Hackathon / Challenge Georgia CO is going to run on **'citizen decision making interaction'**, where youth groups are invited to come with successful models of communication based on their experience.

Egypt:
Post 2015 topics:
- **Human Security**
  Rising crime, violence, and the inability of the state to maintain order as well as provide for basic health and food needs of vulnerable populations

- **Economy**
  Investor flight, decline of tourism, the loss of jobs, and accordingly rising poverty

- **Education**
  The mismatch between what the education system offers and the requirements for economic growth and competitiveness (absence of Creativity in curriculum)

- **Poverty and Regional Disparities**

- **Population dynamics**
  Population growth amid shrinking resources and a discourse that is opposed to birth control

- **Civic Disengagement of Youth and the Rise of a Conservative Discourse**

- **Gender equality**
  The loss of previous gains given the rise of conservative, religious forces and the prevailing discourse on gender roles and relations

- **Environment**
  Water and energy management, and wastewater in rural areas

- **Violence against Children**

For Spot the Future the focus is on environmental challenges, and employment and poverty alleviation will be crosscutting issues. The idea is to explore, how by providing solutions to tackle environmental challenges in Egypt, employment opportunities for youth and a positive impact in terms of poverty alleviation can be generated.

Make the Future could be framed around the same topics:
- Environment (as the main theme)
- Youth employment and poverty alleviation

WS has looked for overlap in themes and has selected the following possible themes for the workshop activities:

ARMENIA	EGYPT	GEORGIA
Youth (women) employment	**Youth employment**	**Better job opportunities** (urban)
Initial inequality	**Gender equality –** empowerment of women	**Freedom from discrimination, gender equality**
Active/integrating (social) support for vulnerable groups. develop **initiative motivations** of individuals	**Social welfare:** Provision of social & psychological care for youth	**Support of people who cannot work**
Non-communicable diseases, reproductive health - prevention, early diagnosis	**Youth health awareness –** campaigns, overall framework	**Better healthcare**
Desertification effectiveness in land-use [cooperatives?], water use management [monitoring tools?] and regulation.	**Environmental awareness** – education, creation of clubs, societies, NGO's	**Clean water** (rural)
	Enhancing youth participation in quality governance	**Responsive, honest government** (urban)

Focus and narrative (WS-perspective)

The main focus for Make the Future is 'design literacy'. Local citizens can develop their own "design thinking" capability, and indeed a level of design literacy, as they learn to transfer emotion and reflection into a structured design process. This new skill enables them to be a valued and active partner with other "experts" in the design team. When citizens discover their creative capabilities, they are able to create impact and make a difference.
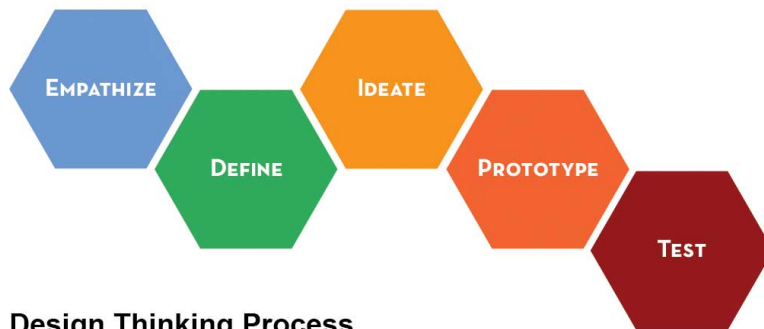
Design Thinking Process

The key element in Make the Future is building a local 'creative space'. A creative space enables users to cooperate in design processes. It's a physical meeting place where users of all backgrounds can come and join in designing solutions that have impact on their well being and environment. Mostly people from the neighbourhood will interact. The activities that are executed in the creative space focus on the development of talents and how talents can be used to create (alternative) employment and entrepreneurial chances. It's a learning space. Therefore unemployment (among youth) is the underlying theme of the creative space (and a high ranked ambition in the post 2015 consultations).

The physical space provides tools (not necessarily the full fab lab inventory), sell locally produced items and has an online presence, with a web shop or is open for coffee and a meeting place for the neighbourhood. Further idea could be to have a recycle area as well: people can bring old or broken machines. These machines are used for their spare parts and to build new machines or prototypes. This would be a low threshold acquaintance with the creative space.

Participants in the workshops will discover their personal talents and new ways in collaborating with other people in the community or neighbourhood. During the workshops participants will be working on a specific theme, since the Post 2015 consultations are too high-level. The following themes need to be specified further (by country officers UNDP and/or input from Spot the Future):
- Theme 1--- develop the creative space: design the room, activities, create website (and web shop) etc.
- Theme 2 --- healthcare: design tools/apps to diagnose diseases (i.e. xxx) in an early stage (outside of formal healthcare services)
- Theme 3 --- environmental impact: design system that detects pollution in water and water management
- Theme 4 --- social inclusion: design solutions that tackle inequality between men and women or that enable physically/mentally handicapped or gays to participate in society.

Include the outcomes of 'Day in the life of' in this narrative.

Research questions:
- What are the key success factors to repeat this process?
- What are the prerequisites for a creative space?
- How can we (WS) disseminate our insights?
WS gains insights and answers on these questions -> this will be disseminated through the toolkit

Target group
Waag Society proposes to work with youth as target group.
All country officers agreed to this proposal.

Reasoning to focus on youth:
- Great willingness to participate
- Open minded
- Next generation politicians
- Strong community (especially in Egypt)
- Employability among youth is limited (therefore drives migration among well educated young people)

Involvement with target group:
- UNDP Egypt has organised 'Get online week', which reached to approximately 90.000 participants
- UNDP Armenia runs an incubator; to stimulate entrepreneurship
- UNDP Georgia organises a challenge on engagement in decision making interaction
- Georgia: university organises hackatons.

Planning
The dates for the sessions in each country are:
24 - 26 April - Georgia
9 - 11 May - Egypt
30 May - 2 June - Armenia

Requisites
The following aspects are requisite for the visit:
- Availability of translator
- Camera
- Catering / kitchen (to cook evening dinner)
- Venue that can serve as creative space
- Venue is open during evening/night
- Availability of machines (laser cutter, vinyl cutter, 3D printer, milling machine, soldering)
- Instructables website (or channel)

Venue for Egypt:
Probably Ice Cairo -> there is a Fab Lab there.

Communication
TBD

Proposed outline
The outline of the sessions:
- Design workshop: participants design the intervention to specific topics/challenges
- Make-it-yourself workshop: participants built a prototype of their intervention
- Teaching design principles: aimed to train UNDP teams and engagement officers.
- Public event (afternoon/evening): presentations of prototypes and small hands-on session with all visitors.

Day 1 – Design workshop
+/- 25 workshop participants
Youth: mixed group (male & female), different social backgrounds, variety in skills/crafts

MORNING:

- Introduction	The workshop leaders introduce the participants to the general activities of the workshop and the motivation for the sessions. A timeline is provided. All participants introduce themselves to each other and to the workshop leaders.
- Ice breaker	Participants work on a **small design assignment** with very easy to use electronics (LED Throwies or Bristle Bots) in order to get things started and to 'break the ice'. The mastering of the simple electronics provides them with a sense of **empowerment and self-confidence** with regard to their own ability.
- Inspiration	The workshop leaders present **'success stories'** showcasing the innovative results of past citizens initiatives (Smart Citizen Kit, child builds radio in Sierra Leone, repair cafe's.)
- Introduction of the design themes	The workshop leaders present the **thematic areas** in which the participants will design. They are derived from the respective **UNDP country reports** (youth employment, initial inequality, better health care, etc.) Participants are divided in **groups of 4-5 people**.
- Value Ladder	The participants are asked to come up with **5 personal values** in relation to the theme, for which they are designing. First each individual defines his/her values, than they form pairs and negotiate together **5 shared values**, then they form a group of 4/5 again and negotiate the final **5 group values**. This values form a 'touch stone' for their later work.
- Design Process	The workshop leaders 'dissect' a **design product** in order to **illustrate the design process step by step.**
AFTERNOON:	
- Brainstorm techniques	The participants are introduced to a set of **brainstorm techniques** that they will then use in their own brainstorming session.
- Brainstorm session	The groups start **brainstorming about ideas within their theme of choice**, using the techniques that were introduced to them. If necessary they **go out in the street** to take pictures of perform short interview with citizens, in order to **collect supporting material for their concept and concept presentation**.
- Presentation brainstorm results and feedback	The groups present their ideas to each other and receive feedback.
- Wrap up and introduction to day 2	
EVENING:	
- Cooking and eating together	

Day 2 – Make-it-yourself workshop
+/- 25 workshop participants (same participants as Day 1)

MORNING:

- Introduction	The workshop leaders introduce the participants to the activities of the workshop. A timeline is provided.
- Prototyping	The participants are introduced to the materials with which they can work in building their prototypes. The prototypes can be made of paper, scrap (various recycled) materials and small electronics. The workshop leaders will support the creative process of transforming ideas into three-dimensional objects.
- Testing & feedback	Each group tests a prototype made by another group, gives feedback on their experience and recommendations for improvement of the prototype.

- Iterations to prototype	Participants use the feedback to improve their prototypes.

AFTERNOON:

- Presentation prototype and feedback	All groups present their prototypes and give feedback to each other.
- Instructables	The workshop leaders introduce the participants to the 'Instructables' format (http://instructables.com) This format will provide them not only with the possibility of showcasing their ideas online, but allows others to download their instructions and build the prototypes for their own use. The 'instructables' format also supports the participants in the preparation of their final presentation.
Prepare presentation public event Wrap up and introduction to day 3	The participants create their final presentations for the afternoon event on **Day 3**

EVENING:
Cooking and eating
together

Day 3 - Teaching design principles
with UNDP team & engagement officers

MORNING:
- Introduction
- Ice-breaker
- Design Thinking process
- Facilitation & Co-creation
  tools
- Do's & Don'ts / Tips &
  Tricks for facilitators

Public event: makers session
with stakeholders & public (total +/- 50 people)

AFTERNOON:
Opening
Presentations prototypes
Hands-on stakeholders &
public
Drinks & snacks