

# Facilitation Guide



## A CONSTITUTION FOR





# Thank you!

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## WELCOME TO A CONSTITUTION FOR 2076

**Dear future facilitator,**

Thank you so much for taking the time to learn more about the process we used during [A Constitution for 2076](#). However you came to this resource, I hope that you find nuggets that are helpful for your work.

The underlying assumption of this process is a shared commitment to liberal democracy. The “democracy” piece means governance by the will of the majority and the “liberal” piece means the protection of individual rights. What counts as an individual right and how the majority expresses its will for governing was part of the conversation we had through this process.

The strategic foresight process laid out in this facilitation guide was designed to help create the basis for an advocacy campaign. I would encourage folks who are considering replicating all or a portion of this exercise to think about how you will utilize the findings and insights in advance of beginning the process and modify it to meet your needs. For Democracy 2076 and our allies, the work began as I met with folks 1:1 to get to know them and invited them, grew as they discussed participating in this process with their colleagues, and continued as we used this process to begin to align on a set of possible amendments. This will be an ongoing journey, as participants bring the insights from this process back to their communities and into June 2024 when we will be reconvening to develop a campaign to amend the Constitution.

Our experience in running this process was that who was in the room was the most important piece of the puzzle. Relationships are the cornerstone to working together effectively, especially given the complexity of problems, which is why we thought it was vital to host this gathering in-person. We had a total of **53 participants joining us between in-person and virtual programming with 41 states and DC are represented. Of the participants 39 people work at the state-level, 4 are constitutional law experts, 1 is a comparativist, 4 are artists/journalists, and 5 are futurists.** When identifying possible participants we were looking for folks who would find this process useful for their existing work, people who are familiar with the complexity of the issues and diversity of perspectives in their communities, and people who are well networked in their state to share this offering with others. Everyone had a range of expertise and experience, both from their professional lives but also from their lived experiences.

It is a tremendous honor and privilege to co-create our shared vision of American democracy for the next generation with all of you. Please reach out if I can be of any assistance.

With gratitude,



**Aditi Juneja,**  
Executive Director of  
Democracy 2076

# Sample AGENDA

## DAY 1

Time	Agenda Item
5:30 PM - 6:00 PM	Check-in and snack service
6:00 PM - 6:45 PM	<a href="#"><b>Speed Dating (pg. 8)</b></a>
7:00 PM - 8:30 PM	Dinner

## DAY 2

Time	Agenda Item
8:00 AM - 9:00 AM	Breakfast
8:30 AM - 9:00 AM	Welcome: Agreements & Agenda
9:00 AM - 10:00 AM	<a href="#"><b>World Building 1: Scenario Archetypes (pg. 13)</b></a>
10:00 AM - 11:00 AM	<a href="#"><b>Character Creation (pg. 16)</b></a>
11:00 AM - 11:30 AM	30 minute break + snacks
11:30 AM - 1:00 PM	<a href="#"><b>World Building 2: With Constitutions (pg. 18)</b></a>
1:00 PM - 2:00 PM	Lunch
2:00 PM - 4:00 PM	<a href="#"><b>Projections 1: Demographic Shifts (pg. 23)</b></a>
4:00 PM - 4:30 PM	Wrap Up
4:30 PM - 7:00 PM	Free Time
7:00 PM - 8:30 PM	Dinner

**DAY 3**

Time	Agenda Item
8:00 AM - 9:00 AM	Breakfast
9:00 AM - 11:00 AM	<b><u>Projections 2: Climate Change (pg. 27)</u></b>
11:00 AM - 11:30 AM	30 min break + snacks
11:30 AM - 1:30 PM	<b><u>Projections 3: The Future of Work &amp; Inequality (pg. 30)</u></b>
1:30 PM - 2:30 PM	Lunch
2:30 PM - 4:30 PM	<b><u>Collective Compare &amp; Contrast (pg. 33)</u></b>
4:30 PM - 5:00 PM	Wrap Up
5:00 PM - 7:00 PM	Free Time

**DAY 4**

Time	Agenda Item
8:00 AM - 9:00 AM	Breakfast
9:00 AM - 10:30 AM	<b><u>Thank you, Commitments, Learning Partner, &amp; Google form (pg. 34)</u></b>
10:30 AM - 10:45 AM	Boxed Lunch, Goodbyes & Exits

# DAY 1 *Facilitation*

## Materials

- |   |   |
|---|---|
| <input type="checkbox"/> Set up <b>Gift Exchange Table</b> to package gifts: <ul style="list-style-type: none"> <li><input type="checkbox"/> Brown packaging boxes / paper bags</li> <li><input type="checkbox"/> Ribbon</li> <li><input type="checkbox"/> Colored markers</li> <li><input type="checkbox"/> Decorative tape</li> <li><input type="checkbox"/> Participant name stickers</li> </ul> | <input type="checkbox"/> Set up <b>Dinner Conversation:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Notecards</li> <li><input type="checkbox"/> Pens</li> </ul> |
|---|---|

## GIFT *Exchange* PROCESS

1. Bring your gifts to the table on D1 or by D2 morning latest. All gifts will be displayed like in an altar. No name tags or stickers are needed at this stage.
2. On D2 till D3 lunch, participants should select their gift recipient/facilitators may randomly assign gift recipients.
3. By D2, a new table will be setup with packing material, message cards, and stickers w/ recipient names.
4. Each participant picks up their gift from the altar display, wraps it, writes their message to the person about how this object brings them hope for the future. Adds the sticker w/recipient's name on it and leaves it at the table.
5. As participants arrive for dinner on D3, they collect the gift which has their name on it and brings it to the dinner table.
6. Exchange will happen post dinner pre dessert.
7. Open the gift > share it with the group > show it.
8. The person who has gifted it to you, stands up and shares their story.
9. Popcorn this process. The person who was the gift giver, now opens their gift.

# Speed DATING

## Overview

This event will take place in a **happy-hour-like** setting before dinner. **4 groups** will respond to a series of questions, listed below.

## Faciliator notes

Begin with a light touch hello and welcome.

## Script

1. We will spend the next 40 minutes in our version of a speed date to enable quick introductions between all our participants.
2. You all have been assigned a group name A, B, C, or D. Once you have all assembled in your groups we will share three questions for you to answer as you move through the groups. The first two of which will remain the same and the third one will rotate as you move to the next group. Remember to have fun and keep the flow going! If you have any questions about the process, we're here to help.
3. **Process begins >>** Let's take 5 minutes to form our groupings. Once in your group, please wait for a signal from us to begin. And go!

## Questions

1. What is your name and the story of your name?
2. Where are you visiting from and what is the story of your community?
3. One of the following questions will be called out each round as you rotate:
  - Where were you the first time you voted?
  - Who represents an ideal citizen?
  - When was the first time you became aware of democracy vs. authoritarianism?
  - Who was the first person you felt excited about that you voted for?

## Housekeeping

- This is the first group activity noted in the agenda
- Facilitators will write all Q's on a flipchart for visibility
- Facilitators will read Q's out loud
- Speed dating groupings will be made at check-in with nametags

# Dinner CONVERSATION Starter QUESTIONS

## Overview

Assigned tables for guests as per scenario archetypes + facilitator.

## Faciliator notes

- Casual conversations at dinner, getting to know the group, followed by conversation starter questions
- Reminder to read their archetypes and menu of amendments for tomorrow's session

## Questions

*During dinner read out the below questions, leaving time for discussion in between:*

1. What are three values that you'd want to see represented in a Constitution?
2. What are three things about human nature that you believe to be true?

## Closing Script

*After dinner, read the reflection prompt below:*

Think about what your preamble to a Constitution might look like given the conversation about values and human nature you had at dinner.

# DAY 2 Facilitation

## Materials

- Computer to run slides
- Flipcharts for note taking (on stands)
- Note-taking tools; sharpies, highlighters, pens, loose paper, pencils, post-its
- Materials for NameTags (character creation block)
  - Lanyards to be given out ahead of time
  - Markers on tables for 'naming' your character on back

### Housekeeping

- Welcome remarks
  - Mention gift exchange here
- At closing, share reflection Q
- Facilitators will distribute notecards to collect dinner table Q's responses for final report share out



## Facilitator notes

*Begin with light touch hellos and welcomes.*

*Read script below:*

### Sample Process

- Our facilitation team will be your process experts. Each facilitator is supporting two teams throughout this week, we'll be moving throughout the space to try to keep an ear on conversations and help move through the process. One of our team members is running the virtual sessions in parallel with this group. We will have a chance to interact with this group tomorrow afternoon during our final session.
- We expect the unexpected this week!

### On Mindset

- We understand this can be a challenging task that we're asking each of you to take on. Remember to stay curious, stay open

### Community Agreements

- We are ready to begin 3 days of co-creating a constitution for 2076
- Our morning begins with community agreements that we will share verbally and invite you to collaborate on before signing your initials
- **We agree to....**
  - 1. Be present.** Limit use of phones, excuse yourself from the conversation as needed
  - 2. Be curious.** We will honor each other's perspectives, share this space, and lean into discomfort. Hold loosely to ideas. Be open to change. Invite us all to take the time to get to know folks who we don't yet know, be curious about each other and open to new ideas and surprises about the people in the room.
  - 3. Be mindful** of our positionality (Check your privileges, be mindful of your identities). Acknowledge intent, while address-

ing impact. Everyone in this room has a range of expertise and experience, both from their professional lives but also from their lived experiences that will be valuable for these conversations. And, they are all necessary perspectives for us to endeavor to develop A Constitution for 2076 together.

- 4. Step up, step back.** If you're the type of person who tends to talk less and be more hesitant, make an effort to step up. Conversely, if you tend to share a lot, make an effort to step back.
  - 5. Oops, ouch policy** - If you say something that is hurtful or problematic and you realize it, you can say "oops" to acknowledge it and then try again. Alternatively, if someone else said something harmful or problematic then you can say "ouch," which lets everyone know that there's something that needs to be discussed further.
  - 6. Not let perfect be the enemy of done.** We are not looking to create something perfect - neatly wrapped in a bow, we seek to make progress, learn, share and iterate together. This will be an ongoing journey.
  - 7. Others,** please add/modify this list so it feels most productive for your needs this week.
- We invite you to initial the community agreements before we begin our work together so we understand that each of us is committed to this process and a generative atmosphere.
  - We would like to extend an invitation for you to acknowledge your fears as you enter the year 2076 or your fears about the present day and share them with us on the flip chart provided

*Note: Take 5-7 minutes for room to settle down before diving into the first World Building session*

## SCENARIO ARCHETYPES

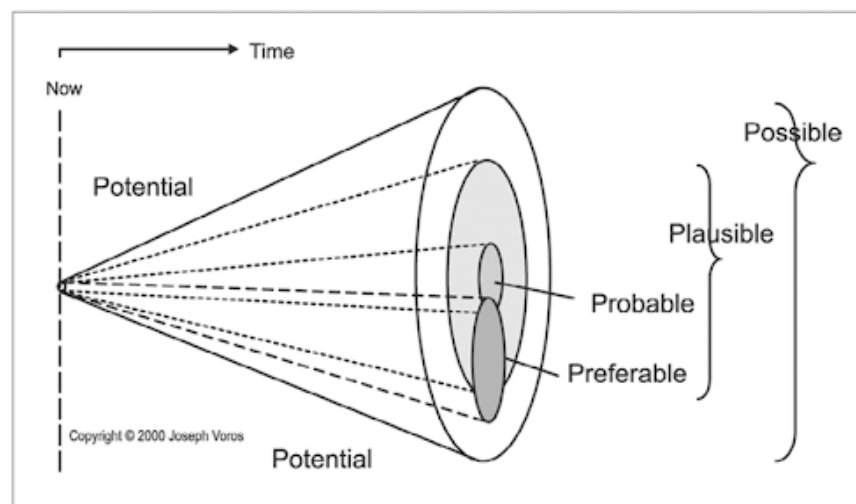
### INTRODUCTION

These archetypes were created by Jim Dator, professor emeritus of the Hawaii Research Center for Futures Studies. He explains a bit more here regarding the application of these scenario archetypes in foresight practices:

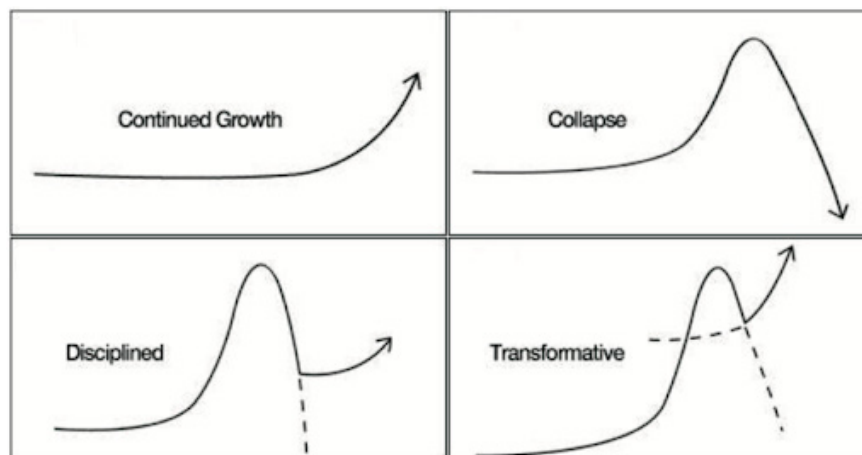
These four futures are "generic" in the sense that varieties of specific images characteristic of them all share common theoretical, methodological and data bases which distinguish them from the bases of the other three futures, and yet each generic form has a myriad of specific variations reflective of their common basis.

Also each of the alternatives has "good" and "bad" features. None should be considered as either a bad or a good future per se. There is no such thing as either a "best case scenario" or a "worse case scenario". Also, there is no such thing as a "most likely scenario". In the long run, all four generic forms have equal probabilities of happening, and thus all need to be considered in equal measure and sincerity. This last point is very important.

[Journal of Future Studies | Nov. 2009](#)



[Credit: Voros' futures cone](#)



[Credit: Dator's Four futures](#)

## SCENARIO ARCHETYPES

Developed by Democracy 2076 based on the the School of International Futures archetypes using the archetype framework of Jim Dator, Hawaii Futures Studies Research Center:

**1**

### **Continued Growth or the “official future:” assumes continuation of current growth trajectories.**

The global economy continues to grow due to technology, despite the slow global population growth. We continue to live in an increasingly globalized world as it has for the last 50 years and cross-country inequality continues to decline globally, as it has been for the last 40 years. The bifurcation between capitalism and democracy continues to grow as more and more people adopt values of consumerism and individualism as democracy continues to decline globally (as it has been for nearly 20 years). The global population continues to age and the number of international migrants continues to grow, resulting in the global loneliness crisis continuing to grow. Finally, global temperatures continue to rise, leading to more frequent and severe natural disasters.

**2**

### **Silver Linings: dominant systems have run out of runway and show signs of decay.**

Amidst intersecting existential crises (e.g. wars, pandemics, climate crises, social unrest), trust in large cities and national institutions deteriorates even as those cities and institutions continue to exist, leading many to seek solace in homogeneous communities with localized, self-sustaining economies. Traditional forms of value tied to materialism and interaction amongst different types of people are replaced by an emphasis on community traditions within small homogeneous groups due to the immediate needs of survival, security and self-sustainability with technology as a tool of adaptive resilience.

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**SCENARIO ARCHETYPES**

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**3****Constrained Society: constraints are navigated through the imposition of limits.**

In response to global challenges, societies adopt strong governance models, with the help of technology, to ensure resource sustainability and pricing that reflects true costs and limit externalities. Some are democratic whereas others are not. The emphasis shifts from personal freedom to personal responsibility, where the ability to be constrained in consumption of resources is seen as a personal achievement and provides social capital because it ensures security and adheres to tradition.

**4****Transformation: a world in which new possibilities are unlocked by upending old rules.**

Driven by disruptive technologies and alternatives to economic growth measures, societies experience a paradigm shift from focusing on material consumption and efficiency to experiential social pursuits and technology as a tool to support human endeavors. This leads to a tremendous reduction in income inequality and a reduction in consumption. The transformation heralds a future where value is rooted in social bonds that provide new experiences and where care for others provides meaning to individuals.

# WORLD *Building* 1

## ► SCENARIO ARCHETYPES

### Script

- Take some time to note your first impressions on the flipcharts. Use your sticky notes.
- Discuss with the group
- Next, we encourage you to go through as many questions as you can based on verge domains: Define, Relate, Connect, Create, Consume, Destroy
- Take some time to note your responses on the flipcharts. Use your sticky notes
- Reminder to consider STEEP V. They are embedded in the revised verge Q's for reference
- Spend the last 10 minutes of this session to capture notes on the flipchart

### Housekeeping

- Be sure teams are taking notes on easels to prepare
- Each group's flip chart will have verge domain Q's listed so individuals can add their stickies/first impressions.
  - Group facilitators will take responsibility for this for their 2 groups each. This is needed for our final report out
- Keep a track of timing!
- Build the habit of summarizing each session. Assign a scribe/manager

**Note:** *Archetypes will have been assigned and shared ahead of this block. We anticipate participants requiring time to discuss this as a team ahead of entering the Verge Q's just to align on their interpretation of the scenario archetype itself.*

**TOP TIPS FOR SCENARIOS** from Cat Tully, Executive Director of School of International Futures:

- 1. Put yourself in the future and look back** - don't question, hold back on skepticism, just try to work out how that might have happened. You will find you challenge your own assumptions of what is possible.
- 2. They are called scenarios for a reason** - put people in them, populate them with drama and emotion, rich content, be imaginative and stretch the point
- 3. No Heaven or Hell - always winners and losers** - all of them have risks and opportunities
- 4. There is no right answer.** Don't sweat it... go over heavy ground lightly - don't get stuck, just carry on and then look back. If it doesn't work to begin with, play with it - move around the timeline, tweak it, ask yourself "what needs to change for it to be possible - what happened to make it possible?" - not holy items, but scaffolding to help
- 5. Analogies can be helpful** - especially 2nd / 3rd order implications over time - STEEPV
- 6. There are no right answers.** This can be fun! You are building a skill and exercising a new muscle when you do this work. Practicing flexible thinking for the benefit of strategic foresight.

## &lt; 45 MINUTES &gt;

Participants are encouraged to go through as many questions as they are able to as a group.

## QUESTIONS BASED ON VERGE DOMAINS

(originally developed by Richard Lum, Vision Strategy Foresight LLC and Michele Bowman, AndSpaceConsulting, and expanded on by SOIF and Democracy 2076).

### STEEP-V:

Social  
Technology  
Economic  
Environmental  
Political  
-  
Value

Credit: Frances J. Aguilar

### DEFINE

- What are the **concepts, ideas and paradigms** that we use to define ourselves and define the world around us?
- This includes things like worldview, religion, social values, and attitudes.
- What slogans would **political** parties campaign on in this world?

### RELATE

- How do we relate to each other – what are the **social structures and relationships** that inform what organizations exist?
- This includes things like social hierarchies, family structures, business models, and political structures.

### CONNECT

- How do people connect in this world, what **technologies and practices** connect people, places and things?
- For example, information technology, transportation, urban design, and language.

### CREATE

- What are the **processes and technologies**, including energy and raw materials, used to create goods and services?
- What is our relationship to the **environment**?
- Who or what is driving innovation and discovery (eg. is it human, non-human, trans-human)? Consider manufacturing, efficiency, and rule-making.

### CONSUME

- How does the **economy** function?
- How do we consume goods and services and– how do we acquire and use them?
- This includes things like modes of exchange, consumer preferences, and marketing.

### DESTROY

- In what ways do people destroy **value** and what might be the reasons in doing so?
- For example, where do we see violence in the world, what happens to waste, and what are the attempts to undermine rules and norms?

# CHARACTER *Creation* < 30 MINUTES >

## Facilitator notes

The first 30 minutes of this block are individual activities in a group setting. Facilitators encourage participants to work alone and use the group for any discussion as needed.

**Agreeableness** can be described as cooperative, polite, kind, and friendly

**Openness** to experience denotes receptivity to new ideas and new experiences

**Extroversion** is characterized by outgoingness, high energy, and/or talkativeness

**Introversion** characterized by a preference for the inner life of the mind over the outer world of other people

**Neuroticism** is typically defined as a tendency toward anxiety, depression, self-doubt, and other negative feelings

**Conscientiousness** reflects the tendency to be responsible, organized, hard-working, goal-directed, and to adhere to norms and rules.

**STEP 1:** Imagine an individual who will witness life in 2076. This could be a grandchild, child, niece, nephew, sibling, your favorite neighbor, student, co-worker, mentee.

**STEP 2:** Create a self portrait or something that represents this person (either described in writing or drawn) and build on this character by answering the following questions:

- What is their name, How old are they, What state do they live in?
- What do they do for work?
- Do they have time outside of work in your archetype? If so, how much? How do they spend their time outside of work?
- What kind of food do they have available in your archetype? What kind of food do they enjoy?
- How do they get around to places in your archetype?
- How do they define their community? When was the last time they got together with people in their community? What was the occasion?
- What makes them laugh? What makes them cry?
- What causes them stress?
- What's the view from their window?
- What are their personality traits? (i.e. introverted or extroverted, open-mindedness, agreeableness, conscientiousness, neuroticism, etc)

# CHARACTER *Immersion* < 30 MINUTES >

## Script

Here we want to encourage you all to practice negotiation and discussion as a group. This one is playful and fun.

< 5 MINUTES >

**STEP 1:** Go around the group and introduce yourself as this new character in 2076 including your name, how old you are, what state you live in.

< 25 MINUTES >

**STEP 2:** As a group, **negotiate a decision** on the following as your new character: A wedding party deciding on whether or not to have a joint bachelor/bachelorette party.

# **WORLD *Building* 2**

## **▶ WITH CONSTITUTIONS**

### **Faciliator notes**

Say out loud what you'd like them to cover in each 30 min block. Use notes from below.

### **Script**

1. Welcome back, I hope you all got a chance to stretch the mind and body as we step into world building two with constitutional amendments.
2. This session is subdivided into 3 groups of 30 minutes to: 1) understand the opportunities and challenges of your world, 2) explore possible amendments and 3) identify what amendments you'd want between now and 2076 to accelerate bringing about the opportunities in your world and prevent the challenges of your world.
3. Remember, this menu is only a starting point. Feel free to use them as ideas to build upon. Create your own version that suits your worlds' needs.
4. Be sure to get your notes on your flipcharts.

### **Housekeeping**

Ask participants to individually add their amendments to the flipcharts. This will be helpful in visualizing their thinking and communicating it with group members. This will become their bank and then can mark which ones to take forward (will go in our final report out).



< 30 MINUTES >

**STEP 1: Identify the needs of your new world.** What are the opportunities in your world that you'd want to make sure society took advantage of? What are the challenges in your world that you'd want to make sure are addressed?

< 30 MINUTES >

**STEP 2: Take 5 minutes to review the menu of constitutional ideas.** Identify 3 ideas that are unique, surprising or unfamiliar to you. Take 5 additional minutes to come up with additional ideas or modify ones on the menu (they don't need to be ones that currently exist in the world). Use the remaining 20 minutes to have an open group discussion on the ideas that resonate with you and to get clarification on possible ideas.

< 30 MINUTES >

*Note: There will be time later to discuss amendments to address demographic changes, work and income inequality, and climate change.*

**STEP 3: Use this opportunity to focus on jurisdiction and election amendments.** Take 5 minutes to individually identify your top 3 amendment ideas. Think of the amendments as interventions between now and 2076 to move towards the things in your world you like and prevent the things in your world we don't like. Then, as a group, discuss what 3 ideas you would want between now and 2076 to address the opportunities and challenges of your scenario. Give some thought as to the highest leverage amendments (e.g. if we have these 3, then other changes become more possible) rather than simply trying to grab bag as many changes as possible. We're suggesting you focus on elections amendments here because they're less likely to naturally come up as part of projections and we think some of the jurisdiction amendments might help you resolve either the more globalized or localized elements of your world.



## MENU OF CONSTITUTIONAL IDEAS

### ELECTIONS

**Implement Sortition to randomly choose representatives rather than elections.**

- ▶ Similar to the practice of sortition in ancient Athens and occasional use in modern political processes. [Source](#).

**Citizen Assemblies, where a random group of citizens are selected to deliberate important public questions and offer recommendations.**

- ▶ In Ireland, in 2011, there was a citizen assembly that considered a number of constitutional ideas and made 40 recommendations including same-sex marriage, which had 79% support. This led to a national referendum with the country supporting it and adopting same-sex marriage with 62% support. [Source](#). Paris implemented permanent citizen's councils in 2021 to shape the theme of their participatory budgeting process, advise City Council on their agenda, launch an evaluation mission to evaluate an existing city policy and ask city council a question the same way other electeds can. [Source](#).

**Enable direct election for committee chairs in legislative bodies.**

- ▶ Direct election of committee chairs by members of the committee exists in some parliamentary systems, such as the UK. [Source](#).

**Amend the Constitution to nationalize election administration including voting methods (e.g. open primaries, ranked choice voting) and registration processes (e.g. automatic voter registration, ID requirements).**

- ▶ Countries including Australia, UK and Canada have a national authority responsible for overseeing and conducting elections. The degree of centralization can vary, and some countries may involve local or regional authorities in the administration process. [Source](#).

**Abolish the Electoral College.**

- ▶ Only the United States has a system like the Electoral College. In the 41 democracies with a combined head of state and head of government, 33 directly elect their head of government and the 7 that elect indirectly give the power to the national legislature (Germany and India). [Source](#).

**Repeal Citizens United and enact campaign finance reforms.**

- ▶ Among other OECD nations, only the United States and Finland have limits on contributions, but not spending. Some countries like Australia, Denmark, Germany don't have limits on spending but don't allow for TV ads, provide TV ads to candidates for free and only allow campaigning for a short period of time before elections (6 weeks in Germany), most also have substantial public funding of elections. [Source](#).

### JURISDICTION

**Promote global cooperation to address global problems, ceding some sovereignty to global bodies or through regional sovereign bodies.**

- ▶ The United Nations work on global issues through cooperation but lack any enforcement powers. [Source](#). But, the countries in the European Union (EU) have ceded sovereignty to it. [Source](#).

**Implement asymmetric decentralization to allow regions to have different degrees of autonomy based on their unique needs and circumstances.**

- ▶ Some countries, like Canada, Spain and the United Kingdom have asymmetric devolution. [Source](#).

**Subsidiarity Principle: Incorporate the principle of subsidiarity in the constitution, which encourages decision-making at the most local level possible, ensuring that power and responsibilities are decentralized appropriately.**

- ▶ This principle is expressly in Germany's constitution. [Source](#).

### RIGHTS/RESPONSIBILITIES

**Ensure rights for future generations.**

- ▶ Hawaii, Illinois and Montana's state constitutions include rights for future generations. Norway and Bolivia have this as well. [Source](#). In 2015, Wales passed the Well-Being of Future Generations Act. [Source](#).

**Rights for nature.**

- ▶ Ecuador, New Zealand, and Uganda have laws granting natural objects rights. Court rulings in India, Colombia, and Bangladesh have granted them too. [Source](#).

**Truth and Reconciliation Commission: Establish a TRC to address historical injustices and promote national healing with a requirement for reparations.**

- ▶ This mechanism is inspired by the South African Constitution, which included provisions for the Truth and Reconciliation Commission after the end of apartheid. [Source](#). The establishment of a TRC in South Africa did not have a “positive action” requirement for reparations as desired by the ANC. Rwanda, Colombia, and Zimbabwe have provisions for TRC’s in their Constitutions. [Source](#).

**Maximum income ratio or universal basic income (UBI).**

- ▶ Switzerland held a referendum in 2013 on a maximum income ratio within companies (which did not pass). [Source](#). Universal basic income experiments have recently been conducted in Stockton, LA, New Orleans, Birmingham, Denver, and Columbia. They were first proposed in 1969 by Richard Nixon and piloted in Denver and Seattle in the 1970s. [Source](#).

**Right to leisure and rest.**

- ▶ Russia, Bhutan, Spain and Italy have the right to leisure and rest as part of their Constitutions. [Source](#).

**Guarantee a right to health which includes safe drinking water and adequate sanitation, safe food, adequate nutrition and housing, healthy working and environmental conditions, health related education and information, and gender equality.**

- ▶ Countries like India, South Africa and Ecuador have a right to health. [Source](#).

**Right to education.**

- ▶ Countries like Germany, France, and Finland have a right to education. [Source](#).

**Ensure the right to shelter/housing.**

- ▶ The right to housing is recognized in countries like South Africa. [Source](#). Massachusetts has a right to shelter law for families, but not individuals. [Source](#).

**Balanced budget amendment – requiring a balanced federal budget, aiming to limit government spending and national debts.**

- ▶ Germany enshrined a balanced budget in their Constitution since 2009. [Source](#).

**Create limitations to the 1st amendment.**

- ▶ Hate speech is against the law in Germany, Canada, and Mexico. [Source](#). Countries like China, Belarus and Burkina Faso have criminalized spreading misinformation, they’re being criticized for being used against critics of the government. France has a law against misinformation in the 3 months before an election. [Source](#).

**Create a right to vote.**

- ▶ France, Germany, South Africa, and Canada have affirmative rights to vote. [Source](#). Australia and Belgium have mandatory voting. [Source](#).

**Uphold personal data privacy and the right to delete/disappear.**

- ▶ Data privacy regulations, like GDPR in the EU. [Source](#).

**LAWMAKING****Implement multiple executives.**

- ▶ Switzerland has a Federal Council with seven members who each oversee a federal executive department and decisions are made collectively. They take turns being the President, as the head of state with no particular authority, besides chairing the council. [Source](#).

**Establish alternatives to economic measures of growth and Cabinet positions.**

- ▶ New Zealand released a well-being budget in 2019. Bhutan has Gross National Happiness as part of their Constitution. In 2016, the United Arab Emirates created a Minister of State for Happiness and Well-being. [Source](#).

**National referenda – direct vote by the electorate on a proposal, law, or political issue.**

- ▶ Almost every European country has a provision for national referenda including Switzerland, France, and Ireland (which requires it for Constitutional change). 49 states in the United States require voters to ratify Constitutional change. [Source](#). Connecticut, Hawaii, and Illinois require a referenda on whether a state constitutional convention should be called every ten or twenty years. [Source](#).

**Participatory budgeting, where citizens get to influence how a portion of a budget is allocated.**

- ▶ Paris currently has the world’s largest participatory budgeting with 5% of its capital budget being

decided through participatory budgeting, it was notable for using digital tools to engage citizens in the process. [Source](#). In NYC, \$31 million of its \$89 billion budget (.035%) is done through participatory budgeting. In [a study](#) of Porto Alegre, a Brazilian city which is often heralded as the first to enact participatory budgeting, researchers at the World Resources Institute found that PB proved “less effective” with larger-scale projects, due to their complexity. Overall, PB was better suited to “mobiliz[e] popular demands around discrete, small-scale infrastructure about which neighborhood residents could more or less agree. [Source](#).”

### **Reform the Supreme Court with age limits, create an enforceable ethics code, change how judges are selected, limits on judicial review and require consensus.**

- ▶ Countries like Canada and 30 U.S. states (California, New York, Alabama, Texas, Michigan, Florida, Arizona) have mandatory retirement ages for judges. [Source](#). In Europe, many Constitutional Court judges serve for fixed 9-12 years terms and aren’t eligible for reappointment. [Source](#). All other federal judges, besides SCOTUS, and all state judges abide by an ethics code. [Source](#). The Supreme Court’s new ethics code doesn’t have an enforcement mechanism. [Source](#). In France, judicial review must take place before a law has taken effect and in France, Germany, New Zealand and South Africa only specialized constitutional courts can hear claims of unconstitutionality. [Source](#). In Germany, Spain and Portugal, justices require a supermajority of their legislature for confirmation. [Source](#). In Belgium, France, and Italy opinions require consensus and there are no dissenting opinions. [Source](#).

### **Empower the Speaker of the House with additional executive powers.**

- ▶ In many parliamentary systems, such as the United Kingdom (UK), the Prime Minister is a member of parliament and the leader of the majority party and can be removed from office through a vote of no confidence. [Source](#). Many new democracies have opted for these systems to encourage coalition building and a closer relationship between the executive and legislative branches and avoid concentrating power in a single executive to limit the risk of authoritarianism. [Source](#).

### **Allow the President to directly introduce legislation and guarantee some voting process around this.**

- ▶ The heads of the different branches of the EU have this ability, although notably they are all councils, and not a single executive. [Source](#). In New York State, the Governor can do this with the budget. [Source](#).

### **Reapportion or redefine the selection structure of the Senate.**

- ▶ Some countries, like Lebanon, have a legislative chamber representing religious sects. [Source](#). Some countries, like Germany, have a chamber where representatives are appointed by state governments. [Source](#).

### **Limit the authorities of the Senate..**

- ▶ In the UK, the House of Lords cannot continuously block legislation from the House of Commons. The Lords can delay passage by a year, but the Commons can reintroduce and pass it without the Lords consent. [Source](#).

### **Multi-member Congressional districts based on population size and proportional representation.**

- ▶ The Constitution originally required each member of the House to not represent more than 30,000 people. Subsequently, the Permanent Apportionment Act of 1929 capped the number of representatives in the House at 435. [Source](#).

### **Enact quotas and reserved seats for underrepresented populations in legislatures.**

- ▶ 69 countries, including France, Italy, and Mexico have legislated candidate quotas to ensure women candidates with the average number of candidates being 28.7%. [Source](#). 30 countries, including Uganda and Afghanistan, have reserved seats in their federal legislature for women with the average number of reserved seats being 26.8%. [Source](#). Some countries, like New Zealand and Taiwan, have provisions for indigenous representation. Maine does as well. [Source](#).

### **Term limits for federal legislative members.**

- ▶ 16 U.S. states have term limits for legislators including California, Arkansas, Michigan, Ohio, Louisiana, Arizona, Nebraska, Oklahoma, and Maine. [Source](#).

# PROJECTIONS 1

## ► DEMOGRAPHIC SHIFTS

### Facilitator notes

- The first hour is about inhabiting this Projection from your world’s vantage point. Take time to read, discuss and embody or inhabit what this could mean for your world. There may be things about this projection for 2076 that don't make sense for your world because you've already made amendments that resolve some of the issues, that's fine as long as you can explain what amendments you implemented in the 50 years that made the projection not happen!

### Housekeeping

- All major questions will be written out on flipcharts
- First Projection of the event, even pacing here
- All team members will need to contribute to note taking
- Assign one notetaker to help manage this process within teams



- The second hour is focused on choosing the 3 amendments that most ensure a democratic future/outcome for your world. This is your first of 3 Projections sessions. The structure of these sessions will remain the same for all 3 sessions. The only thing that changes here is the Projection itself and the focus of your challenge. Pay particular attention to this focus. For Demographic Shifts, the challenge asks you to focus on amendments in the lawmaking and rights/responsibilities categories. We think this will help you consider whether the solutions to these challenges can be resolved legislatively or need constitutional amendments. You are not limited to these categories, but please do pay close attention to these domains as you engage.
- Celebrate divergent perspectives
- When you hear, ‘that could never happen’ or ‘I can’t imagine this..’ remember to check the assumption. Ask, ‘why not?’ What’s the assumption? State it clearly.
- There may be some changes you’d like to see in your worlds that cannot be addressed via a constitutional amendment. These may be cultural or values changes. **WE WANT TO KNOW** these changes! Please note any relevant shifts in your docs and on your flipcharts.

# PROJECTIONS 1

## ► DEMOGRAPHIC SHIFTS

In 2076, the global population exceeds **9 billion**. Significant demographic changes, including aging populations and changing migration patterns, impact the social fabric and economic stability. Whereas in **2015**, the United States was 62% White, 18% Hispanic, 12% Black and 6% Asian, by **2065**, the country is 46% White, 24% Hispanic, 13% Black, and 14% Asian. The nation grapples with a significantly older population due to increases in life expectancy and declining birth rates. **Over 20 percent** of the population is 65 and older in 2076, compared to **17 percent** in 2023; leading to an increased demand for healthcare services and social support for seniors. Social security and **medicare became insolvent in the early 2030's**. Additionally, the ratio of workers to elderly population shifted from **6:10 in 2023** to **5:10 in 2076**.

## ► UNDERSTANDING AND IMPLICATIONS (60 min)

STEEP-V:

Social  
Technology  
Economic  
Environmental  
Political  
-  
Value

- 1 **Read and discuss** the scenario. (15 min)
- 2 **From the vantage of your world-view:** what are the gaps in the scenario? Please provide additional detail where needed. (10 min)
- 3 **What are the implications** of the scenario on your world? (35 min)

- What are the implications of this Projection for your state? Please share if and how it will be different for different groups of people in your state including conflicts that might emerge or how experiences might be different. (Go around the table)
- Who are the winners? Who are the losers? Who has power?
- What worked about **your world** Constitution in this scenario? What didn't?
- Are there parts of your scenario archetype that are **incompatible with the Projection**?
- How do your answers change to the world-building questions given these projections?

### DEFINE

- What are the **concepts, ideas and paradigms** that we use to define ourselves and define the world around us?
- This includes things like worldview, religion, social values, and attitudes.
- What slogans would **political** parties campaign on in this world?

### RELATE

- How do we relate to each other – what are the **social structures and relationships** that inform what organizations exist?
- This includes things like social hierarchies, family structures, business models, and political structures.

### CONNECT

- How do people connect in this world, what **technologies and practices** connect people, places and things?
- For example, information technology, transportation, urban design, and language.

### CREATE

- What are the **processes and technologies**, including energy and raw materials, used to create goods and services?
- What is our relationship to the **environment**?
- Who or what is driving innovation and discovery (eg. is it human, non-human, trans-human)? Consider manufacturing, efficiency, and rule-making.

### CONSUME

- How does the **economy** function?
- How do we consume goods and services and– how do we acquire and use them?
- This includes things like modes of exchange, consumer preferences, and marketing.

### DESTROY

- In what ways do people destroy **value** and what might be the reasons in doing so?
- For example, where do we see violence in the world, what happens to waste, and what are the attempts to undermine rules and norms?

## ► AMENDMENTS *(60 min)*

**CHALLENGE:** What are the amendments that are needed between now and 2076 to ensure the constitution will both prevent implications you find undesirable about the projection and ensure governance in your scenario is responsive, effective, and representative? Use this opportunity to focus on lawmaking and rights/responsibilities amendments.

- 1** What are the amendments we propose as a group to **address the shortcomings of the existing Constitution** that will allow us to respond to this Projection?
- 2** How will these amendments improve or change this scenario?

**Note:** The **Menu of Constitutional Ideas** is on pages 21 - 23.

**Consider:**

**LAWMAKING**

**RIGHTS**

**ELECTIONS**

**JURISDICTIONS**

**ANTICIPATORY GOVERNANCE STRATEGIES**

- What rights/anticipatory governance amendments would allow us to be prepared instead of reactive?
  - Early Warning Systems
  - Resource Management
  - Diplomacy and Collaboration
  - Innovation and Research
  - Resilience Building

### **Wrap Up + Closing Facilitator notes**

Have people meet with a learning partner from a group outside of their own to reflect on the day for 10-15 minutes, then have them reconvene and ask folks to share reflections or insights from the day with the full group.



# PROJECTIONS 2

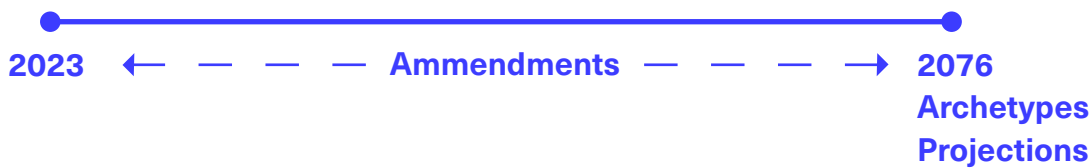
## ► CLIMATE CHANGE

### Facilitator notes

- The first hour is about inhabiting this Projection from your world’s vantage point. Take time to read, discuss and embody or inhabit what this could mean for your world. There may be things about this projection for 2076 that don't make sense for your world because you've already made amendments that resolve some of the issues, that's fine as long as you can explain what amendments you implemented in the 50 years that made the projection not happen!

**Housekeeping**

- All Amendments need to be added to the Amendments Table at end of P3
- Need one laptop per table to input



- The second hour is focused on choosing the 3 amendments that most ensure a democratic future/outcome for your world. This is your first of 3 Projections sessions. The structure of these sessions will remain the same for all 3 sessions. The only thing that changes here is the Projection itself and the focus of your challenge. Pay particular attention to this focus. For Climate Change, the challenge asks you to focus on amendments in the jurisdiction and rights/responsibilities categories. We think the jurisdiction amendments will help you consider the global nature of the challenge and there may be some rights/responsibilities that could also be helpful. You are not limited to these categories, but please do pay close attention to these domains as you engage.
- Celebrate divergent perspectives
- When you hear, ‘that could never happen’ or ‘I can’t imagine this..’ remember to check the assumption. Ask, ‘why not?’ What's the assumption? State it clearly.
- There may be some changes you’d like to see in your worlds that cannot be addressed via a constitutional amendment. These may be cultural or values changes. **WE WANT TO KNOW** these changes! Please note any relevant shifts in your docs and on your flipcharts.

# PROJECTIONS 2

## ► CLIMATE CHANGE

**Scenario:** According to climate models, in the absence of any intervention, global temperatures are projected to rise by approximately **2-4 degrees Celsius by 2100 or 3.6-7.2** degrees Fahrenheit leading to more frequent and severe natural disasters including heatwaves, hurricanes, and floods by 2076. Sea levels are expected to **rise by several feet by 2100**, displacing millions of people from coastal areas including in New York, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia Florida, Texas, Louisiana, Mississippi, and Alabama. Mass migrations are likely occurring as people flee affected areas.

Projections from the U.N. suggest that freshwater scarcity will affect **nearly half of the world's population** by 2050. Additionally, critical minerals, essential for advanced technology such as **solar panels, wind turbines and batteries**, will become **increasingly scarce** as **early as 2028**. Both of these challenges could possibly lead to geopolitical conflict as competition for resources grows.

## ► UNDERSTANDING AND IMPLICATIONS (60 min)

STEEP-V:

Social  
Technology  
Economic  
Environmental  
Political  
-  
Value

- 1 **Read and discuss** the scenario. (15 min)
- 2 **From the vantage of your world-view:** what are the gaps in the scenario? Please provide additional detail where needed. (10 min)
- 3 **What are the implications** of the scenario on your world? (35 min)

- What are the implications of this Projection for your state? Please share if and how it will be different for different groups of people in your state including conflicts that might emerge or how experiences might be different. (Go around the table)
- Who are the winners? Who are the losers? Who has power?
- What worked about **your world** Constitution in this scenario? What didn't?
- Are there parts of your scenario archetype that are **incompatible with the Projection?**
- How do your answers change to the world-building questions given these projections?

### DEFINE

- What are the **concepts, ideas and paradigms** that we use to define ourselves and define the world around us?
- This includes things like worldview, religion, social values, and attitudes.
- What slogans would **political** parties campaign on in this world?

### RELATE

- How do we relate to each other – what are the **social structures and relationships** that inform what organizations exist?
- This includes things like social hierarchies, family structures, business models, and political structures.

### CONNECT

- How do people connect in this world, what **technologies and practices** connect people, places and things?
- For example, information technology, transportation, urban design, and language.

### CREATE

- What are the **processes and technologies**, including energy and raw materials, used to create goods and services?
- What is our relationship to the **environment?**
- Who or what is driving innovation and discovery (eg. is it human, non-human, trans-human)? Consider manufacturing, efficiency, and rule-making.

### CONSUME

- How does the **economy** function?
- How do we consume goods and services and– how do we acquire and use them?
- This includes things like modes of exchange, consumer preferences, and marketing.

### DESTROY

- In what ways do people destroy **value** and what might be the reasons in doing so?
- For example, where do we see violence in the world, what happens to waste, and what are the attempts to undermine rules and norms?

## ► AMENDMENTS *(60 min)*

**CHALLENGE:** What are the amendments that are needed between now and 2076 to ensure the constitution will both prevent implications you find undesirable about the projection and ensure governance in your scenario is responsive, effective, and representative? Use this opportunity to focus on jurisdiction and rights/responsibilities amendments.

**1**

What are the amendments we propose as a group to **address the shortcomings of the existing Constitution** that will allow us to respond to this Projection?

**2**

How will these amendments improve or change this scenario?

**Note:** The **Menu of Constitutional Ideas** is on pages 21 - 23.

**Consider:**

**LAWMAKING**

**RIGHTS**

**ELECTIONS**

**JURISDICTIONS**

**ANTICIPATORY GOVERNANCE STRATEGIES**

- What rights/anticipatory governance amendments would allow us to be prepared instead of reactive?
  - Early Warning Systems
  - Resource Management
  - Diplomacy and Collaboration
  - Innovation and Research
  - Resilience Building

# PROJECTIONS 3

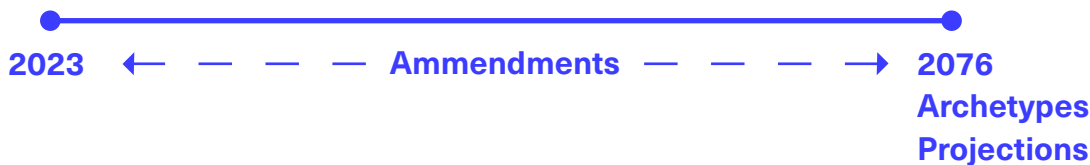
## ► THE FUTURE OF WORK AND INEQUALITY

### Facilitator notes

- The first hour is about inhabiting this Projection from your world's vantage point. Take time to read, discuss and embody or inhabit what this could mean for your world. There may be things about this projection for 2076 that don't make sense for your world because you've already made amendments that resolve some of the issues, that's fine as long as you can explain what amendments you implemented in the 50 years that made the projection not happen!

### Housekeeping

- All major questions will be written out on flipcharts
- All team members will need to contribute to note taking
- Assign one notetaker to help manage this process within teams
- Last 10 minutes for updating the spreadsheet



- The second hour is focused on choosing the 3 amendments that most ensure a democratic future/outcome for your world. This is your first of 3 Projections sessions. The structure of these sessions will remain the same for all 3 sessions. The only thing that changes here is the Projection itself and the focus of your challenge. Pay particular attention to this focus. For the future of Work and Inequality, the challenge asks you to focus on amendments in the lawmaking and rights/responsibilities categories. We think this will help you consider whether the solutions to these challenges can be resolved legislatively or need constitutional amendments. You are not limited to these categories, but please do pay close attention to these domains as you engage.
- Celebrate divergent perspectives
- When you hear, 'that could never happen' or 'I can't imagine this..' remember to check the assumption. Ask, 'why not?' What's the assumption? State it clearly.
- There may be some changes you'd like to see in your worlds that cannot be addressed via a constitutional amendment. These may be cultural or values changes. **WE WANT TO KNOW** these changes! Please note any relevant shifts in your docs and on your flipcharts.

# PROJECTIONS 3

## ► THE FUTURE OF WORK AND INEQUALITY

**Scenario:** Automation is expected to impact up to **50% of jobs** in **finance and banking, media and marketing and legal** by 2045. By 2076, as the result of new science and technology, new industries and job categories have emerged. However, the transition is not seamless, and there are challenges associated with retraining the workforce for emerging roles. The pace of this transition has, in some cases, outpaced the ability of workers to adapt, contributing to pockets of unemployment and underemployment. Additionally, absent intervention, economic inequality would continue to expand. In 2023, **69 percent of the total wealth in the United States was owned by the top 10 percent of earners**. In 2076, **88 percent** of the total wealth in the United States would be owned by the top 10 percent of earners if current economic consolidation trends continue without intervention.

## ► UNDERSTANDING AND IMPLICATIONS (60 min)

STEEP-V:

Social  
Technology  
Economic  
Environmental  
Political  
-  
Value

- 1 Read and discuss the scenario. (15 min)
- 2 From the vantage of your world-view: what are the gaps in the scenario? Please provide additional detail where needed. (10 min)
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## ► AMENDMENTS *(60 min)*

**CHALLENGE:** What are the amendments that are needed between now and 2076 to ensure the constitution will both prevent implications you find undesirable about the projection and ensure governance in your scenario is responsive, effective, and representative? Use this opportunity to focus on lawmaking and rights/responsibilities amendments.

- 1** What are the amendments we propose as a group to **address the shortcomings of the existing Constitution** that will allow us to respond to this Projection?
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**Consider:**

**LAWMAKING**

**RIGHTS**

**ELECTIONS**

**JURISDICTIONS**

**ANTICIPATORY GOVERNANCE STRATEGIES**

- What rights/anticipatory governance amendments would allow us to be prepared instead of reactive?
  - Early Warning Systems
  - Resource Management
  - Diplomacy and Collaboration
  - Innovation and Research
  - Resilience Building

**Facilitator notes**

Save 10 minutes at the end of projection 3 and ask folks to add their amendments into a shared spreadsheet. You may want to have them broken out by group and by world building II and each projection so you can see when each group chose to add their amendments.



# COLLECTIVE COMPARE & Contrast

## Faciliator notes

Aggregate the amendments folks gave you before the collective compare and contrast session so that you can see what amendments were the same and which were different. A lesson from the December facilitation is to give yourself a couple of hours for this task. You may also want to have categories of amendments so that you can appreciate the common themes (i.e. reforming Congress) rather than being focused on the specific amendments.

### Step 1: REVIEW

The full group reviews the **Combined Amendments Table** (projected) and flags any errors/missed categorizations to finalize the sheet for session use.

### Step 2: COMPARE AMENDMENTS WITHIN ARCHETYPE GROUPINGS

Partner with the other group that shared your scenario archetype to discuss your world and learn from one another about your amendments.

### Step 3: ALL GROUPS SHARE OUT

Each group assigns a **PRESENTER** to share out for their group. Does your group have an amendment that is completely different from ones others have selected? Prepare to share this/these amendment(s) with a brief explanation of your team's thinking.

### Step 4: REVISE AMENDMENTS

Having heard from the other groups about their amendments, consider whether there are any amendments you have made that you'd like to trade for other amendment ideas you have heard.

## Wrap Up + Closing Facilitator notes

Have people meet with a partner from a group outside of their own to reflect on the day for 10-15 minutes, then have them reconvene and ask folks to share reflections or insights from the day with the full group.

# LEARNING *Partner*

## ▶ MOVING FORWARD

### Faciliator notes

You've been giving folks time to reflect with their learning partner throughout the week, give them a final chance to reflect on how this work could be brought back home. For the December convening, we collected answers to the below questions as part of our end survey.

Questions and guidelines for accountability partners to think about in order to take this work forward:

- 1** As you're getting ready to head back, are there things you learned/identified/thought about here that will inform your existing work?
- 2** Are there pieces of this process (or even the entire process) that you might find useful to replicate with communities you're part of?
- 3** What are the barriers keeping you from replicating this? What are possible ways of overcoming those barriers?
- 4** What is one small step you can take over the next 2 weeks?
- 5** Schedule a time right now with your learning partner in the new year to check in about your small step and what comes next.

## WRAP *Up + Closing*

### Faciliator notes

After folks have met with their learning partner, reconvene and ask folks to share reflections or insights from this process with the full group.

