Session Futures of Education, Art and Cultural Studies

FUTURES of learning and negotiation, policy-making, and awareness/consciousness

Heiner Benking

Keyword:
Democracy, Education, the Future of Models, Systems, Media, Signs and Senses

Check: benking.de/futures
CAPTAIN CHART COMPASS

PILOT or CAPTAIN?

SITUATION ROOM and SPACES

WAR and PEACE ROOMS

As we lost our Direction
We doubled our Efforts

SDGs
Commons Action
Commons Cluster for the United Nations

commonsactionfortheunitednations.org

ABOUT THE COMMONS  COMMONS AT WORK  COMMONS RESOURCES  FINANCING FOR DEVELOPMENT
LINKS  WHO WE ARE  CONTACT US  UN TRAINING  LANGUAGE CENTERS

† Return to eJournal

Commons eJournal | November 2015

Viewing Trees and Woods:
Connecting Dots, Links, Sectors, and Frames

Heiner Benking and Rob Wheeler

Published October 2015 Edition of the Mother Pelican ~ A Journal of Solidarity and Sustainability

“The commons is not something we need to invent; it’s there waiting to be discovered”
—Jay Walljasper
On the Commons Senior Fellow

Next Strategy Meeting HLPF
Currently, there is no Strategy Meeting scheduled:
pelicanweb.org
pelicanweb.org/solisustv11n10
page5.html
pelicanweb.org/solisustv07n05
page6.html

This article is about ways to outline and represent the SDG goals and ways to communicate and achieve them. Links to more information: 2000-2015 MDGs, 2015-2030 SDGs, FOCUS AREAS
- Wherefrom / Whence ?

- Why ?

- Whereeto / Whither ?
Heiner Benking

Heiner Benking is one of the Mentors in Digital Communication Strategy and Policy of the Reinventing Democracy project.

Short Profile pasted from my General Thinking page: [1] an extended profile can be found at the Future Worlds Center Practitioner Training Workshop website: [2] It is about re-inventing democracy, multi-track diplomacy, peace-making, and policies and strategies to harness "the wisdom of the people". Maybe check my dedication to CITIZEN SCIENCES first: [3] 

"Me? - I had a couple of lives/professional episodes: technician and engineer, planner, consultant, sales and marketing, infographics coiner, environmental management and research, curator, futurist, educator, facilitator, … in fields as wide as: environmental education, culture, youth, media,... My function is capacity building along and across scales and cultures in an appreciative, attentive style typical for concerned generalists, thinkers, in-betweeners, hazardeurs, trim-tabs, and go-getters... to open dialog and deliberations towards shared positive futures.

In a nutshell: Journalist - Facilitator - Consultant - Futurist


Highly recommended in this context is a forthcoming Mother Pelican article on "sharing and gifting in traditional and modern times"[12] and proposals to use SDDP for the CHALLENGES TO HUMANITY of the Millennium Project: [13] the CAPS Info Day. CAPS stands for Collective Awareness Platforms for Sustainability and Social Innovation of the European Commission, CAPS2015:[14] CAPS2016: [15], and the Volkswagen Stiftung - Herrenhausen Inquiry: Governing the
Contributions and Challenges for Peace and Development
for Participatory Research, Citizen Sciences and Fab Labs

Pia Viviani
deputy director citizen science, Foundation Science et Cité
Representative of Tous Scientifiques
Speaker as representative of ECSA for OSI 2016 in Geneva

Heiner Benking
Independent Journalist and Facilitator, ECSA Advisory Board Member
ECSA Technology and Policy Board Member
Delegate of OSI as member to ECSA
in the founding boards of Open-Forum, Youth-Leader, Positive-Nett-Works, CGI, …
Advisory Board of ECOSOC - IHTEC – and member of the UN-ECOSOC Global Commons Alliance
The BookBoXX
A civic vocational training, community building, and cultural and media heritage project

Heiner Benking, INBAK Berlin

There is a need for youth coming together across fields, languages and cultures. Nobody would doubt that, but how to be inclusive across generations, scales, sectors and media; making use of the various skills, competences and capacities.

The Institute for Sustainability in Education, Work and Culture in Berlin (INBAK) is hosting the “BücherboXX” (BookBoXX) project to bring European vocational training students in exchange programmes together. The aim is to learn via practical implementation and the connected subject terms not only to work together and reach objectives, but build community, look into old and new media, do cultural events but also negotiating their own designs – and eventually even learn the different national languages. Youth is living in “Do Banks” meanwhile the older generation is still talking about “Think Tanks” - how about additionally joint and common efforts?

The practical exchange leads to reflect about the “other” disciplines, the “other peoples” and how to co-create collectively something aesthetic. A practical and even socio-cultural fabric reflects and supports how community is built, how commons are realized and cultivated, and last but not least, what service, sharing and gifting means at home and abroad, and much fun is supporting learning and helping common “evolve”.

Multi-lingual, easy DIY handbooks are central issues in Citizen Sciences curricula development.

Flyer as produced for the UNESCO – DESD:
Visual Access Strategies for Multi-Dimensional Objects and Issues

A new World View, based on the Hyperlink ECO-CUBE, for better understanding and communication about multi-disciplines like Ecology

12 Theses

Thesis 1  Framework
Thesis 2  Separate vs Whole
Thesis 3  Holo-experience
Thesis 4  Isolation
Thesis 5  Re-binding
Thesis 6  Nomenclature
Thesis 7  Visual Immediacy
Thesis 8  Imagery & Place
Thesis 9  Experience of Scales
Thesis 10  Exploring Eco-Scaling
Thesis 11  Natur-Raum-Zeit
Thesis 12  Dialogue of "Whole"
 WHICH FIELD ?

OURS FIELD?

Subtitle of Fig 1: Although the perspectives of the world's people vary in space and time, every human concern falls somewhere on the space time graph. The majority of the world's people are concerned with matters that effect only family or friends over a short period of time. Others look far ahead in time or over a large area - a city or a nation. Only few people have a perspective that extends far into the future.

Later we can read in the book: that in contrast to the majorities focus in the quadrant in the lower left “box”, the book concerns itself with the upper right quadrant or “box”.


See also: The Club of Rome - The Predicament of Mankind, 1970
Finding distance and perspective or feeling lost in the “woods” and afraid of “walls”? 
CONFIGURING GLOBALLY AND CONTENDING LOCALLY

Shaping the global network of local bargains by decoding and mapping Earth Summit inter-sectoral issues
Documents relating to Polarization, Dilemmas and Duality, by Anthony Judge

http://www.laetusinpraesens.org/docs00s/globgov.php#exc 2008

### Fig. 1a: Inter-sectoral Strategic Dilemmas of Sustainable Development

<table>
<thead>
<tr>
<th>Privileged function</th>
<th>Constrained function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population/Relief Security/Peace Vulnerable groups Women/Youth P</td>
<td>Population security P</td>
</tr>
<tr>
<td>Well-being/Health Employment (formal) Quality of life Welfare/Fulfilment W</td>
<td>Sacrifice of well-being (+jobs) for population relief/growth? PW</td>
</tr>
<tr>
<td>Learning/Education Science/Research Culture/Arts/Lang, Inform./Commun.</td>
<td>Sacrifice of education (+culture) for population relief/growth? PL</td>
</tr>
<tr>
<td>Production/Trade Industry/Technology Agriculture/Fish Energy/Mining</td>
<td>Sacrifice of production (+trade) for population relief/growth? PT</td>
</tr>
</tbody>
</table>

- **UN Bodies**: UNFPA, UNV, Security CI, UNICEF, UNHCR, INSTRAW, WHO, ILO, HABITAT, UNRISD, UNESCO, WIPO, UNU, UNITAR, IPU, ITU, ACCIS, ILO, IAEA
COHERENCE AND CHAOS IN OUR UNCOMMON FUTURES
Visions, Means, Actions

XIII World Conference of World Futures Studies Federation, WFSF 1993

Poster and Sessions and Workshops - Turku, Finland, August 23-27, 1993

12 Theses about new forms of education for Positive Futures:

Thesis 1: A framework is required to allow the individual to find his place in the universe and develop an overall perspective. It is also necessary to relate information in repositories with observations about the world and with individual viewpoints. Some sense of harmony will result when one comes to understand the global perspective and realises that each individual is an integral part of the whole, just as each brick is an integral part of the wall. This realisation will help to combat feelings of apathy and futility. It is important that this concept models only the physical universe, and thus leaves open the possibility of influence by spiritual forces.

Thesis 2: Children grow up in a world of separated fields, and are encouraged through intense competition to specialise at an early age. The increasing demand for holistic and integrated approaches to system- and process-oriented concepts is contradicted by efforts to limit the natural exploratory tendencies of children. Once these tendencies are suppressed, it is often not possible to counteract a transformation which has resulted in an analytic being devoid of spirituality and creativity.

Thesis 3: Ecology is not presented as a multi-disciplinary field because only sector-oriented and causal thinking, as opposed to system-oriented thinking, are taught. Such a multi-disciplinary perspective can thus only be obtained through broad practical and physical experience. A conceptual image, which is more than just a mental framework and an associated paradigm, is therefore difficult to achieve.

Thesis 4: Individuals feel helpless and powerless because they don't perceive their contribution or their relationship to the world as a whole. The result is apathy and abdication of responsibility based on the lack of a perception that action or inaction on the part of the individual will have an impact on the overall system.

Thesis 5: Only through localisation of effect in space and time is a feeling of deep knowledge created. Reference to the environment or neighbourhood are essential to developing practical approaches to problems and to the optimisation of learning.

Thesis 6: There is a necessity to develop a new network nomenclature, which can additionally contain imagery of various dimensions and metaphors. Such catalytic "concept-language" simplifies and speeds communication and allows mediation of complex decision scenarios. The resulting unified "terminology/"imageology/"metaphorology" allows multi-dimensional thought and helps to identify cultural differences in expression and understanding. The present use of language does not allow distinct terminology, only relative terms, which require pictures and metaphors to make sense, especially in multi-dimensional domains.

Thesis 7: Since children appreciate the use of simple pictures and stories to explain complex relations, this form of communication should be seriously considered. Children seem to think visually, but this technique is underexploited and not completely understood. That catalytic powers of thinking and speaking in pictures are suppressed is readily seen in comparing cultural differences in memorisation.

Thesis 8: The process of self-discovery and the development of self-esteem are strongly related to the concepts of home and intimacy. If the boundaries of thought and perception are extended, for example from village to country to planet, adequate concepts for thoughts are required for improved imagination, mapping, and living according to such expanded perceptions. Imagination which supports this expanded context, the reference to details, and related knowledge and experience creates advanced creativity and catalytic possibilities, and thus allows for deeper insight.

Thesis 9: One major problem is the lack of experience with and feeling for spatial and time scales. They must be experienced outside of the conventional range of individual observation, and have direct implications for relationships with and management of natural resources. Without a perception of scales and dimension, there is no space for responsibility and ethics.

Thesis 10: Imagination and creativity are wasted if an early "fun and games" approach to obtaining a capability for making mental transitions between structures, subjects, scales, and relationships is not taken. The word intuition in the Greek and Roman sense included inspiration in a parallel mode: seeing the overall picture at a single glance, followed by perusal of the details. The trick is to learn to oscillate between these forms of mental exercise and thereby foster ingenuity.

Thesis 11: If we can show the various phenomena of nature in a single framework, we will have a universal system for perceiving nature in time and space (Natur-Raum-Zeit). Understanding the interaction and communication between individual processes, and the unique position and importance of each contribution, a new sense of responsibility and community-oriented thinking may develop.

Thesis 12: A new dialogue with nature requires the concept of a web forming the whole (Ilya Prigogine). With hierarchical self-similar structure (as in the Chinese Feng-Shui concept), a new cosmopolitical and universal thinking may develop. This requires visualisation and abstract and consistent images of unified depth, which assist in bridging dimensions. If children can be enticed by such simple pictorial content, and take pleasure in exploring these concepts, a first step has been made. Detail to any desired depth may be added later using electronic referencing and documentation aids.
Oh, oh... there goes another one... I guess we'd better go with Plan "B".
Visual Access Strategies for Multi-Dimensional Objects and Issues

A new World View, based on the Hyperlink ECO-CUBE, for better understanding and communication about multi-disciplines like Ecology
Normal or Paradigmatic Science as "Puzzle-Solving"

According to Kuhn, once a paradigm has been accepted by a scientific community, subsequent research consists of applying the shared methods of the disciplinary matrix to solve the types of problems defined by the exemplar. Since the type of solution that must be found is well defined and the paradigm "guarantees" that such a solution exists (though the precise nature of the solution and the path that will get you to a solution is often not known in advance), Kuhn characterizes scientific research during normal or paradigmatic science as "puzzle-solving".
Crisis of
Order, Orientation, Meaning,...

Watch your Symbols, Icons, Words, & Metaphors, Worlds,...

- a prison
- a varieté
- a show
- a labyrinth
- a bomb
- a sweet pie
- the final flood of post-modern Cyber Culture?
No covenant in modern times
Many Portals - but no „Common House“

http://pespmc1.vub.ac.be/macroscope/
„Magnetic Portals“: Information Strategy Magazine, July/August 1998
COGNITIVE PANORAMA

A conceptual superstructure that defines and identifies topics as logical places, displays relations and connections within these topics or issues.

This concept has been introduced by H. BENKING. The following comments are Benking's explanations, plucked from a series of papers and lectures (see bibliography).

"The cognitive panorama is a metaparadigm to counteract cyberculture's anticipated impact due to its: 1) open-ended universality, 2) loss of meaning, 3) loss of context."

It is now obvious that we risk drowning in an ocean of incoherent data which could lead us to total conceptual anarchy.

According to Benking, the proposed cognitive panorama 'allows us to embody and map concepts in their context and develop common frames of reference.'

Such a conceptual superstructure helps us to locate and become aware of: 1) what we know or miss, 2) where we are and what we think, 3) where we miss, understand or interrelate information. By avoiding a "lost-in-space" syndrome, we actually define cognitive spaces.

Through reflection on conceptual positions, outlining and embodying situations or topics (logical places or containers) we can follow meaning into embodied context and semantic spaces, and also scrutinize abstract "realities" by exploring participatory and collaborative approaches.

1) general information
2) methodology or model

KEY CONCEPTS:
- Cognition
- Concept
- Knowledge
- Ontology
- Philosophy of language
- Semantics
- Thought
- Truth

RECOMMENDED BOOKS:
- Concepts
- Context and Content
- Modern Philosophy of Language

WEB RESEARCH:
- Feed Concepts to Google
- Feed Tag Cloud to Google
A general diagram of mankind’s place in the global ecosystem using a VENN diagram subdivided as proposed by E. EDWARDS (1989)

The intersections represent specific fields of inquiry. EH is for example hydrodynamics. Any subset can be subdivided according to more particular necessity (A…A₁, A₂… Aₙ) Mankind and smaller human groups interact with any environmental subset. EHAG represents the most global dynamic and integrated ecosystem. Different and much more complex representations are possible as for example DOXIADIS’ ekistics or BENKING’s eco-cube.
Spacial versus Spatial:

Part I - Setting Common Frames of Reference

Part II - Spacial Knowledge Maps and Knowledge Models

Part III- Panoramic Thinking and End of This Journey

Heiner Benking

http://newciv.org/cob/members/benking/knowmap.html
People feel fine with icons (images) and symbols, but when Peirce in his sign theory introduced something in-between what he called index they are somehow destabilized and frightened - not able to believe in the either - or world of words or metaphoric pictures.

Just for the exercise we want to test Peirce's index here by considering his third category a spacial map or model. This would create room for communication and sensations when linking and merging of realities and bridge the media breaks. This in-betweening is further explored in ...

from chapter: Profound Ignorance and In-Between

Spacial versus Spatial – Part III:
   Panoramic Thinking and End of This Journey
Bewerbung PNW: Farah Lenser – Heiner Benking
Koordinations- und Service-Stelle
Heinrich Böll Foundation, March 2012
Bewerbung PNW: Farah Lenser – Heiner Benking
Koordinations- und Service- Stelle

Reale und Virtuelle Projekte als

Kulturkreative
Salons – Aktionen – Performances – Medien

• Künstlern
• Soziale und kulturelle Entrepreneure
• Kinder und Jugendliche
• politisch-soziale Aktivisten und Akteure der Bürgergesellschaft
Open – Forum
Formatlabor - Wie kommt das Neue in die Welt

- Partizipative Dialogverfahren
- Magic Roundtable, Open-Space, Salon-Design
- Demokratie neu erfinden
- Mediations- und Friedensprojekte

- Magic Roundtable – Begegnungen auf Augenhöhe
- Vielfalt der Modelle – Impuls und Austausch
- Perspektivenwechsel – Hören Fühlen Denken Handeln
- Eine Welt für Alle – Talk and Communication
Re-inventing Democracy with generative and disciplined transdisciplinary – intergenerational – intercultural Dialogues and Conversations

http://open-forum.de/open-space-open-forum.html
http://www.benking.de/open-forum/events/NeuesEuropa.html
http://sunsite.utk.edu/FINS/loversofdemocracy
http://open-forum.de/Dialogue_and_DecisionCulture.html
http://www.benking.de/dialog/dialog-among-civilizations.htm
Magic Roundtables: Sharing and Gifting in traditional and modern Times
Sharing - Giving - Gifting - Appreciation - Attention - Co-Creation - Trading ..... revisited
please note: this is a long updated version since long due which sets the stage - focussing additionally on anthropological and social-traditional aspects. See: Genevieve VAUGHAN and for societal/arts/media aspects Lewis HYDE.
Please check here later or request more from me or wait for the forthcoming FULL article in MOTHER PELICAN.

heiner@benking.de

Original title:
The Spoons, Beads, and Feathers Phenomenon -
Towards unconditional empowerment, co-creation, and appreciation cultures: SHARING & GIFTING:
Donation Dialogues – the antidote to distribution and moderation formats in conversations

Introduction
Ex-change between people in conversations maybe to commune-icate and raise awareness towards agreement and shared action is a very basic and magical thing for me. Do we exchange in reciprocity – "tit for tat" – a blow for a blow? Is it reciprocal altruism as we know it from evolutionary biology?

“Sharing” is subject to and depends on “what”, “who”, time-frames, expectations and assumptions it should be explored further. Is this something for free I share widely at a little or no cost? Is it of value?, personal?, conditional? With the expectation of reciprocity? Is it an altruistic, philanthropic empowerment without expectation? and return?

The question of when you give and with which expectations is very deep. Are you giving with “warm hands” and is there a communion in communities, is the gift given between generations and communities, or are we going into an impersonal “sharing attention and credit economy”? 
Emphases of Different Systems Approaches

<table>
<thead>
<tr>
<th>Approach</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Approaches for exploring value and boundary judgments about what should</td>
<td>Approaches for understanding complex causality, networks, feedback</td>
</tr>
<tr>
<td>be included in or excluded from analysis (including issues of power,</td>
<td>loops, vicious and virtuous circles, agent interactions, and the</td>
</tr>
<tr>
<td>marginalization and framing)</td>
<td>possible future consequences of policy options</td>
</tr>
<tr>
<td></td>
<td>Approaches for addressing conflict, exploring multiple perspectives,</td>
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<tr>
<td></td>
<td>developing mutual understanding, creating normative visions and</td>
</tr>
<tr>
<td></td>
<td>agreeing ways forward that people are willing to implement</td>
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<tr>
<td>Approaches for analysis in terms of nested systems with emergent</td>
<td></td>
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<tr>
<td>properties, and for developing viable and highly responsive</td>
<td></td>
</tr>
<tr>
<td>organizations at multiple levels (potentially, global to local)</td>
<td></td>
</tr>
</tbody>
</table>
Examples of the alignment of Existing Systems Theories and Methodologies

- Boundary Critique
- Critical Systems Heuristics

- System Dynamics
- Vanguard Method

- Viable System Diagnosis
- General System Evaluation

- Soft Systems Methodology
- Structured Dialogic Design
The Spectrum of meaning
example: „watching“

Individual” watching function graphically presented:
Is “watching you” – “guarding you” – “controlling you” a gradient? Graphs from A-B-C-D might provide insights into what a spectrum of meaning or fields of meaning could be and how to use them in the appropriate situational analysis.
Model Thinking & Pragmatics
Herbert Stachowiak * 1921, Publications 1965 - 2004

Studium Generale, Springer, 1965
Scientific Thought, UNESCO 1972
Allgemeine Modelltheorie, Springer 1973
General Model Theory
Modelle und Modelldenken im Unterricht
Klinkhardt 1980
Modell und Kunst, 1981
Pragmatics Pragmatik, Vol. I-V
Meiner 1986-96

s.a.: Quergeist

please see the slide from this ICSU- CODATA presentation about signs and models, supersigns and superstructures: small or large PDF download more at SLIDESHARE
Panel 1: Learning about cybersystemic governance from Limits to Growth.

Speakers: Alexander Christakis and Heiner Benking.
Response by Robert Hoffman

Input by Heiner Benking:

Revisiting, Reframing and Rescaling an embodied „Problematique“ and Covenant.

Reflections and Learnings about Systems, Models, Frames, Signs, Media, Representations (like Scaffoldings), Boundaries, Scales, Languages and Mindsets …. 
Perceps without Concepts are blind, Concepts without Percepts are empty.

Words without Actions are futile, Values without Contexts are meaningless.

(free after Leibniz, Kant, Margeaux)
Many models, many views
Invite, share, listen. co-create
See who sees & reflect upon it
Global seeing & feeling

21stCenturyAgora.org

a retrospective inquiry

Sept 2013

SAPREJ-12: Sustainable Alternatives for Poverty Reduction and Ecological Justice
Institute of Theology and Ecology of the OAC, International Ecological and Multidisciplinary Conferences
"Religion and Science can provide solutions for sustainability problems" - September 29, 2012, OAC, Chania, Greece

Enjoy a personal copy beforehand only for colleagues/friends and get the book with all the other contributions possible with support from Cambridge Scholar Publishing, available at the OAC. Check: ISBN: 978-960 86383-8-9

Collecting, Framing, Negotiating, and Connecting in Times of a GLocal “Problemætique”
Third session: 
Walls of menace to the Environment

Breaking down the walls that constrain environmental and sustainable development prospects). [Audio and Video]

New Science, new Language, new Thinking ?

HOW ABOUT?
OLD and proven, traditional and NEW Thinking and Doing and Sharing ?

[more]: New Renaissance 3, UN COP15 – UNFCCC side events Copenhagen 2009,
Continuously updated this Blog: www.quergeist.info
How about that for a beginning?

Elinor Ostrom, Economy and Political Sciences, Nobel Prize Lecture, Dec, 8., 2009

- multi-perspective
- multi-positional and multi-centric
- mix of scales
- nested
- meta-data analysis research included
- diversity of rules and systems
- coping with dilemmas
- multi-level

- not chaotic – but complex
- common pool resources and sets
- common analytical tools and language
- common and diverse regimes across scales
- communication and agent-based models
- clarifying concepts, trust and reputation
- …. More:


From Cusanus and Peirce, to Warburg ...  
and further down the road less travelled

<table>
<thead>
<tr>
<th>„Models“</th>
<th>„Signs“</th>
<th>Library „levels“</th>
<th>„Cognitive Panorama“</th>
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<tr>
<td>N. v. Kues (Cusanus)</td>
<td>C.S. Peirce</td>
<td>A. Warburg</td>
<td>work in progress</td>
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<td></td>
<td></td>
<td>ACTION</td>
<td>Systematic, communicative ETHICS &amp; PRAGMATICS</td>
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</table>

Jonas / Stachowiak
The Need for a Paradigm Shift

• The step from Environmental Protection (Rio) to Sustainable Development (Johannesburg) implies a threefold shift of perspective, or paradigm shift:

  From sectorial thinking to systems thinking

  From deficit/problem to resource

  From knowledge to competence

Dr. Ueli Nagel, Zurich University of Teacher Education
Learnings from revisiting 40 years of the "Problematique"

An inquiry and outlook based on original Prospectus of the Club of Rome on the occasion of 40 years work on the Predicament of Mankind and the UN Climate Summit in Copenhagen in December 2009

Interview of Alexander Christakis by Heiner Benking

THIS WORK IS IN PROGRESS / please expect the upload in the next hours / please come back! / we have to wait for the official announcement at the SUVIVAL ACADEMY and CopenVegan / Veg Climate Alliance Initiative at the UNFCCC COP15 negotiations and the Klimaforum 09, the Peoples Climate Summit on the occasion of this event *Programme Sunday Dec. 13, 2009. Deadline Sunday 1 PM

Transcript of the Interview
Quest for Structured Response to Growing Worldwide Complexities and Uncertainties

1970 A PROPOSAL
Co-Laboratories of Democracy
How Co-Laboratories Of Democracy Work

Problematic Situation

Discover root causes; adopt consensual action plans; develop teams dedicated to implementing those plans; and generate lasting bonds of respect, trust, and cooperation.
Global Challenges for Humanity
- excerpt from 2011 State of the Future -

Also available 15 Global Challenges-Spanish Translation.

The 15 Global Challenges updated annually continue to be the best introduction by far to the key issues of the early 21st century.

--- Michael Marien, editor, Future Survey

STRATEGIC ARTICULATION OF ACTIONS TO COPE WITH THE HUGE CHALLENGES OF OUR WORLD TODAY
A Platform for Reflection
Reynaldo Treviño Cisneros and Bethania Arango Hisijara
Aguascalientes, México, April 2011

In: LA TRAMA ESTRATEGAR PARA ENFRENTAR LOS RETOS DEL MILÉNIO
Aguascalientes, México
Madrid, España, Julio 1, 2, 3 de 2011

The 15 Global Challenges provide a framework to assess the global and local prospects for humanity. Their description, with a range of views and actions to addressed each, enriched with regional views and progress assessments are updated each year since 1996 and published in the annual State of the Future. The short description of the challenges appears in the print version of the report, while a detailed, more complex one is on the CD that accompanies the report. The detailed version of the Global Challenges available in the CD’s Chapter 1 are totaling over 1,300 pages. For each Challenge, there is a more comprehensive overview, alternative views or additional comments from participants on the overview, regional perspectives and relevant information from recent literature, a set of actions with a range of views from interviews with decisionmakers to address the challenge, additional actions and views on those actions, and suggested indicators to measure progress or lack thereof.
Panel 1: Learning about cybersystemic governance from Limits to Growth.

Speakers: Alexander Christakis and Heiner Benking.
Response by Robert Hoffman

Input by Heiner Benking:
Revisiting, Reframing and Rescaling an embodied „Problematique“ and Covenant.
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Percepts without Concepts are blind,
Concepts without Percepts are empty.

Words without Actions are futile,
Values without Contexts are meaningless.

(free after Leibniz, Kant, Margeaux)
Kurt Hanks,  OUT OF THE BOX THINKING

I know the solution is here someplace, but I've repeatedly looked everywhere.

We must redouble our efforts and find the answer!

see:  Creating a Driving Vision (PDF)
      and  Getting out of THE BOX
Kurt Hanks, OUT OF THE BOX THINKING
Kurt Hanks,  PARADIGM MAPPING

http://hanksconsulting.com/page10.html
Kurt Hanks, PARADIGM MAPPING
Thinking/Reasoning learning room in Enlightenment Pedagogics

DENK-LEHRRAUM der Aufklärungspädagogik!
The ICC is in the MMI Library
a basis for teaching wholeness and connectedness -
what we know and how little we know!
GLOBAL LEARN DAY
WELCOME TO EUROPE

Sharing & bridging realities

- real spaces
  perceptual

- concept spaces
  conceptual

http://www.meta-self.com
http://ceptualinstitute/genre/
  benking/borderland.htm

Why not think the thing deep,
take space real and serious,
enjoy and play in spaces,
make spaces places which
can help making sense,
and ease understanding?
Global Sharing and Coping
GLOBAL CHANGE 1990-99

LINK TO GLOBAL CHANGE EXHIBITION
Ecological thinking is:

Thinking and understanding "inter" and "trans" or

"Interaction along and across hierarchical scales in a concrete and sharable way"
GOVERNING THE ANTHROPOCENE: CYBER-SYSTEMIC POSSIBILITIES?
HERRENHAUSEN PALACE, HANNOVER GERMANY. 30TH - 31ST JULY 2015
Programme for a Systemic Inquiry
Pointers to possibilities: Ekistics, Dymaxion World and Eco-Cube

Year: 2010

Patterns Essential to Individual and Global Health? (Part #8)

The metaphor offered by Rubik's Cube was used by Heiner Benking to develop a "Rubik's Cube of Ecology" in 1990 as part of the Global Change touring exhibition as a means of explaining the nature of integration and of developing a framework for co-ordination and harmonisation across various fields, areas, regions, disciplines and domains (Visual Access Strategies for Multi-Dimensional Objects and Issues, 1993). It was designed to offer a new world view, using a hyperlinked Eco-Cube, for better understanding and communication about multi-disciplines like ecology.

Views of the Eco-Cube

The Eco-Cube is reminiscent of the Ekistics Grid developed by C.A. Doxiadis as a framework for organizing information relevant to ekistics as the science of human settlements. This has been used to further develop ekistic concepts, and also in the application to practical problems. Such a grid display any component within two dimensions at a point of intersection of abscissa and ordinate. The abscissa of ekistic units remained constant in all uses of the ekistic grid, and the most usual ordinate consisted of the five ekistic elements: Nature, Anthropos (Man), Society, Shells (dwellings or buildings), and Networks, with a sixth line denoting their Synthesis.

There is also an affinity in such approaches with that of R. Buckminster Fuller in his concern with global use of resources and energy -- reflected to a significant degree in his polyhedral Dymaxion Map, its animations and his underlying philosophy, as discussed elsewhere (Geometry of Thinking for Sustainable Global Governance: cognitive implication of synergetics, 2009; Geometry, Topology and Dynamics of Identity: cognitive implication in fundamental strategic questions and dilemmas, 2009).

It is appropriate to note that Windows® offers a 2D picture puzzle that resembles Benking's original inspiration from Rubik's Cube (How to Play with Puzzles in Windows Vista). Other such picture puzzles are widely available on the web, notably allowing users to substitute their own pictures.

Such initiatives with respect to the environment raise the question as to whether equivalents might be developed with respect to individual health -- and its relationship to any environment through lifestyle diseases. The latter are implicitly of concern in the comprehensive approach to settlement design -- notably as subtly explored by environmental architect Christopher Alexander in his concern with contexts offering qualities where it was "good place to be" (A Pattern Language, 1977; The Timeless Way of Building, 1979).
Glocalization
A Critical Introduction

Victor Roudometof
Otto Schärli drawing with me the flow of information across order schemas and how meaning connects across sign and media systems and what this could mean for our communication and shared awareness/consciousness.
Global Sharing and Coping
Connecting Worlds, Scales, Media, & Forms/Structures
Multimedia
Where do we go from here?

Using Maps and Models, SuperSigns and SuperStructures

Heiner Benking
Towards a New Renaissance 3
Harmonising Spirituality, Nature and Health

EMBODYING, HARMONIZING and SHARING
OLD AND NEW SPACES & TIMES

Sharing Commons in an Embodied Covenant
Bringing together cultural expressions, sign systems,
perspectives and positionalities

Heiner Benking
Secretary Tagore-Einstein Council, Council of Global Issues,
Originator Open-Forum, PNW-Positive News Youth Views – Youth-Leader
These quests to master new knowledge owe much to systems theory, "chaos theory" (a seemingly contradictory combination of terms), complexity, [77] and developments in neural networks, whereby systematic treatments of apparently random forms bring unexpected patterns of order. What makes these trends the more significant is that thinkers concerned with the systematization of intellect, such as Guilford, have intuitively sought to link units, classes, relations, systems, etc. with products and operations (figure 12). Cf. the work of Heiner Benking.
Whoever imagines mental deep permeable barriers
which actually do not exist and then thinks them away, has understood the world.

As space is entrapped in geometry's network of lines, thought is caught in its (own) inherent laws.

Maps make the world comprehensible to us; we are still waiting for the star-maps of the spirit.
In the same way than ambling through fields we risk getting lost, the spirit negotiates its terrain.

* this is a critical translation issue:
WALLS & BOUNDARIES are „man-made“ – have no equivalent in Nature. The term Schranken therefore can be translated as restraining bounds, or semiphors, barriers & temporary permeable or translucent / transparent material/strata/membranes/transition zones).

Friedrich Rückert, Wisdom of the Brahmins a didactic poem, Charles T. Brooks in 1882
PERSPECTIVE taking

How about a combination of:

- PERSPECTIVES
- POSITIONS
- FRAMES of REFERENCES
Behavioral Performance in Compassion Rating

Behavioral Performance in Perspective-Taking
SUMMARY

* Embody - Immerse - Negotiate - Connect traditional and immersive and tangible, extensional, augmented, merged & morphed „Realities“ (phyiscal & conceptual & imaginary models of „reality“)

* Multi-modal Models including/connecting SuperSigns in Structures and Superstructures and their construction and overlap

* Dialog and Deliberation – Sharing and Gifting – Multi-track Diplomacy and Peacemaking

* Linking Creativity, Cognition, and Compassion

See also the Turku 1993 12 theses and publication: benking.de/education.htm Slideshare and YouTube publications - UNDEF re:inventing democracy profile & refs/pubs
The paper / presentation explores the fate of concrete solutions to introduce a combination of Solution Spaces in times of exploding Problem Spaces.

Innovative presentation and conceptualization methods were introduced at the ‘Communication Camp’ organized at the WFSF conference in Turku in 1993 and covered in the newsletter ‘Knowledge Spiral’ of the Youth and in the Finish weekly „HELSINGIN SANOMAT”.

These new communication methods have since been widely used and therefore we can now reflect on their successes, challenges, and possibilities for further use.

The key concepts included:

a) Open-Forum/Open-Space: a ‘Magic Roundtable’ conversation method which has led to online dialogues as well as ‘live encounters’, to encourage empathy in communication, as well as multi-track diplomacy and peacemaking efforts for community building.

b) Cognitive Panorama: Immersive spaces, externally oriented workspaces of the mind for spacial Erörterungen (deliberations and encounters) for an extra shared overview.

The session will revisit the 10 theses from 24 years ago: “our view of life is too flat”, will try to expand the themes, introduces “Out of the Box thinking and Paradigm-mapping” seminars, and critically review developments, looking back and forward.

We will discuss democracy, education, the future of the media, as well as the need to revisit the intersection of systems and models, imagination and shared augmented virtual realities, complexity and perplexity, signs and senses, concepts/signs and percepts/senses, ethics and policy-making.

Keywords: Democracy, Education, the Future of Models, Systems, Media, Signs and Senses, Levers, Birds-Eye, Ontology, Orientation, Spacial, Blind-spotting, Constellations, GLocal
Magic Roundtables: Sharing and Gifting in traditional and modern Times

Sharing – Giving – Gifting – Appreciation – Attention – Co-creation – Trading ….. revisited

please note: this is a long updated version since long due which sets the stage – focussing additionally on anthropological and social -traditional aspects. See: Genevieve VAUGHAN and for societal/arts/media aspects Lewis HYDE. Please check here later or request more from me or wait for the forthcoming FULL article in MOTHER PELICAN.

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Original title:
The Spoons, Beads, and Feathers Phenomenon –
Towards unconditional empowerment, co-creation, and appreciation cultures: SHARING & GIFTING: Donation Dialogues – the antidote to distribution and moderation formats in conversations

Introduction
Ex-change between people in conversations maybe to commune-icate and raise awareness towards agreement and shared action is a very basic and

there is also a stealing, grabbing and hijacking of attention, as we mention the “Talkers” in this article.

“Sharing” is subject to and depends on “what”, “who”, time-frames, expectations and assumptions it should be explored further. Is this something for free I share widely at a little or no cost? Is it of value?, personal?, conditional? With the expectation of reciprocity? Is it an altruistic, philanthropic empowerment without expectation? and return?

The question of when you give and with which