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 [more]
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
Global Sharing and Coping

I could have also called this UIA guest page GLOBAL CHANGE or LOCAL AND GLOBAL CHANGE - as my work started about global environmental issues in 1988 with such wide and universal themes. Only because I was involved in two or more projects at that time, and have a certain background which was about preparing and documenting decisions and presenting results, I was able to make the bridge, combine what normally is not seen as one - or in one solution. As both project concepts are not only of wider interest and unique in their approach, specially in their time we are proposing here to follow each background independently and then join in again the flow of events.

HARMONIZATION

The first and most central entry points have been around a G7 and SRU German Environmental experts initiative which was taken up by the UN- Environment Programme UNEP - HEM. late 1980 -- 1992

GLOBAL CHANGE

The other started with the GLOBAL CHANGE conference 1988 in Moscow.

Germany and other countries had been invited to present „Challenges to Science and Politics“ in form of Conferences and Exhibitions. As I was invited to contribute I had to think anew on how such complex Issues could be communicated to the broader public, raising awareness and consciousness, and being correct and helpful for scientists, politicians, and industry at the same time. I go public now 1998 as after having this touring exhibition 8 years in Germany, but never been shown outside Germany, and being updated and in high demand, there is high danger of losing this piece and milestone. Politics look east and local when the exhibition was opened in May 1990. The result we have no public eye and information about the exhibition, its scope and results. As this is fatal in my view, I fee I have to change and address that.
A Panorama of Understanding:

Part 1 and 2

Being and Feeling Part of Life and Nature

in a Panorama for helping to find and share Orientation and Understanding

Towards a Panorama of Understanding

Nature as a Blackbox:

Towards a Panorama of Understanding

A Broader Spectrum for Floating Between and Beyond What we Know and Miss

A CONTINUATION OF ARTICLE AS EXCERPTED FROM PAPER FOR WORLD FUTURES JOURNAL and PRESENTED AT ISSS 40TH ANNIVERSARY, BUDAPEST, 9-1996

SEMINAR QUESTION:
What Wholeness means to me? -
How can it be best imparted to others?

A Panorama of Understanding

PART 1

Being and Feeling Part of Life and Nature

in a Panorama for helping to find and share Orientation and Understanding

by Heiner Benzing
Situational Analysis
Positionality and Personality are deeply intertwined and so is our identity connected to our fields of activities, influence, and frames of references.

The issue is that we think, act, and associate not just for ourselves "the I" in modern societies or just our families, friends, groups, classes, nations, "the we", but also with others, something apart from us like the "you" or the others. Traditionally we have been focusing on the me and the you, ignoring the positions and personalities of others and ignoring the greater whole of all beings or the we of Gaia's earthlings, or other living thingssss or communicates, and maybe even aliens or call it "other".

To concretely communicate and share individual positions, differences and commons and constructively realise differences and create greater commons we have to keep in mind not only the who, but also the where, how and what. What we are talking here about are fields within fields, or patterns within patterns and meta-patterns.

The Problems
Our language and ways of thinking and reasoning (dualistic and clockwise) approaches, our labellings and maybe call it "box thinking". Footnote 1, and our annotations and sign systems, where we separate our representations into -sign-systems which are isolated symbols, icons and indexes (according to C.S. Peirce. Not connecting like in our living world our observations and concepts like our perception through the senses in the natural world leads to another deep canyon for our shared mental constructions.

Focussing with deconstructivism, constructivism and radical constructivism into one-eyed or ego-centered construction in our sweet Isolation leads into and reinforces isolation and hinders shared observations and realities.

An another issue are the different scale platforms, our actions and effects we cause on other levels, spacial and temporal dimensions. Finally we have to connect this with other spheres, other cultures and languages.

One possible way which needs exploration and testing - AND connections to other ways and mean to re-connect If we embody fields of action and interests we can relate and overlay these "fields within fields", (Stuhlman) we can see patterns and
Model Thinking & Pragmatics
Herbert Stachowiak 1965 - 2004

Studium Generale, Springer, 1965
Scientific Thought, UNESCO 1972
Allgemeine Modelltheorie, Springer 1973
General Model Theory
Modell und Modelldenken im Unterricht
Klinkhardt 1980
Modell und Kunst, 1981
Pragmatics Pragmatik, Vol. I-V
Meiner 1986-96
s.a.: Quergeist
Vol. 22, no. 1
(October 2004)

Official Newsletter of the
International Federation of Systems Research

SECOND EDITION
OF THE INTERNATIONAL ENCYCLOPEDIA
OF SYSTEMS AND CYBERNETICS

Charles François (editor), KG Saur Verlag-Thomson, München, 2004
Updated and augmented in more than 740 pages, 1700 articles, some of them with figures, tables and diagrams, and 1500 bibliographical references.
Embodiment and Empathy

- Michelangelo
- Petrarch – Petrarka

- How to have a NEW RENNAISANCE !!
• REALISM
• PHENOMENALISM
• SENSUALISM
• MATERIALISM
• MATHEMATISM
• RATIONALISM
• IDEALISM
• PSYCHISM
• PNEUMATISM
• SPIRITUALISM
• MONADISM
• DYNAMISM
The Word, the Symbol, the Picture, the Idea are not the Truth

But we pray to the picture, we worship – admire – adore - idolize the symbol and icon (maps & models) we credit the word with much significance…

And all this is very destructive ! because then the word, the symbol, the image is becoming more important than everything.

Jiddu Krishnamurti

additions and bad translation  by Heiner Benking
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
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>
</tr>
</thead>
<tbody>
<tr>
<td>N. v. Kues (Cusanus)</td>
<td>C. S. Peirce</td>
<td>A. Warburg</td>
<td>work in progress</td>
</tr>
<tr>
<td>ANALOGON</td>
<td>INDEX</td>
<td>ORIENTATION</td>
<td>CONTEXTS</td>
</tr>
<tr>
<td>SYMBOLON</td>
<td>SYMBOL</td>
<td>WORDS</td>
<td>SUBJECTS</td>
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<tr>
<td>ICON</td>
<td>ICON</td>
<td>IMAGE</td>
<td>OBJECTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACTION</td>
<td>Systematic, communicative ETHICS &amp; PRAGMATICS</td>
</tr>
</tbody>
</table>

Jonas / Stachowiak
WORLD
as PICTURE, as IKON, MODEL, ARTEFACT, NUMBER
CURRENT EXHIBITION

>> Introduction / Abstraction and Empathy
>> Program / Tours
>> Education
>> Edition / No 48
>> Information / When and Where
>> Press Service / News

>> Preview
>> Archive

DEUTSCHE BANK & THE SOLOMON R. GUGGENHEIM FOUNDATION

15.8.–16.10.2009
Albers, Buthe, Palermo, Schütte
Guston, Klee, Mondrian

ABSTRACTION AND EMPATHY

It is considered to be one of the most groundbreaking art-historical books of the 20th century: Wilhelm Worringer’s dissertation Abstraction and Empathy published in 1907. Worringer’s ideas not only changed academics’ view of art history, but also had a
Reflections and a work report towards shared frames of references and visions in a big-picture overview „mode“ or „scaffolding“

Heiner Benking
Independent Futurist and Facilitator
1. To create knowledge in a spirit of openness to the world, integrating new perspectives
2. To think and act in a forward-looking manner
3. To acquire knowledge and act in an interdisciplinary manner
4. To be able to plan and act in cooperation with others
5. To be able to participate in decision-making processes
6. To be able to motivate others to become active
7. To be able to reflect upon one’s own principles and those of others
8. To be able to plan and act autonomously
9. To be able to show empathy for and solidarity with the disadvantaged
10. To be able to motivate oneself to become active

Gestaltungs – Competences

UNESCO - Education for Sustainable Development
Gestaltungs-Competence 1 & 7

To create knowledge
in a spirit of
openness to the world,
integrating new perspectives

1.

To be able to reflect
upon one’s own principles
and those of others

7.
1. To create knowledge in a spirit of openness to the world, integrating new perspectives

2. To think and act in a forward looking manner

3. To acquire knowledge and act in an interdisciplinary manner

4. To be able to plan and act in cooperation with others

5. To be able to participate in decision-making processes

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7. To be able to reflect upon one’s own principles and those of others

8. To be able to plan and act autonomously

9. To be able to show empathy for and solidarity with the disadvantaged

10. To be able to motivate oneself to become active
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
Futures Design or (Gestaltung) - socially, culturally and sustainably sound and lasting

see:

- UNESCO-DESD Bonn foot-hand-mind-prints  www.mindprints.tv
- "Global Gestalt-Competence" will therefore become a key discipline for the 21. Century. BUERDEK, Hochschule fuer Gestaltung, Dean of Industrial Design Department, Offenbach am Main, GERMANY
- The discussion of shaping – designing – Gestalt-shaping is ongoing....

We recommend here strongly to look into DESIGN – GESTALTUNGS capacities and skills which not only shape objects but communities and futures.

Please see this link to get started: http://redesignresearch.com/ or http://nextd.org/
Basic classes of simulated reality and their proponents

Reality
Nature, Man Made World

Virtual Reality
Sutherland, Furness

Augmented Reality
Feiner, Stricker

Augmented Virtuality
Gelernter, Ishii

Double Augmented Reality
Mankoff

Blended Reality
Turner; Benking

Merged and Morphed Realities
Judge, Benking,
see: spatial metaphors & User Interface design
see: Composite Cognitive Panorama or Panopticum

http://www.ceptualinstitute.com/genre/benking/visual/visualization.htm extend with and from Veltman 98

<table>
<thead>
<tr>
<th>10 universelle Werte</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Universalism</td>
<td>Universalismus</td>
</tr>
<tr>
<td>2. Benevolence</td>
<td>Mildtätigkeit</td>
</tr>
<tr>
<td>3. Power</td>
<td>Macht</td>
</tr>
<tr>
<td>4. Achievement</td>
<td>Ehrgeiz</td>
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<tr>
<td>5. Self-Direction</td>
<td>Selbstbestimmung</td>
</tr>
<tr>
<td>6. Stimulation</td>
<td>Anregung</td>
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<tr>
<td>7. Hedonism</td>
<td>Hedonismus</td>
</tr>
<tr>
<td>8. Tradition</td>
<td>Tradition</td>
</tr>
<tr>
<td>9. Conformity</td>
<td>Gleichförmigkeit</td>
</tr>
<tr>
<td>10. Security</td>
<td>Sicherheit</td>
</tr>
</tbody>
</table>
Ecological Theology and Environmental Ethics

ECOTHEE Oikos - Ecumene - Ecudomy

Orthodox Academy of Crete, 2-6 June, 2008

Missing Context and Orientations in Modern Times:

TOWARDS A NEW COVENANT:
EMBRACING A DIALOGUE AND DECISION CULTURE TO ADDRESS THE CHALLENGES OF THE AGORAS OF THE 21ST CENTURY

Using Systems Thinking to Construct Agoras of the Global Village
World Futures, Publisher: Taylor & Francis
The Journal of General Evolution

DIALOGUE AMONG CIVILIZATIONS
Role of Culture
in Dialogue among Civilizations

“Dialogue Toward Unity in Diversity"
Words yes words, make them solid.
so you can pick them up and throw them.

that is the problem:
how to make the intangible real.

T.S. Eliot
Composing the Present Moment - Marsilio Ficino

WINE - AROMAS - MUSIC - LIGHT
"We cannot departmentalize our thinking...

We cannot think of economic principles and ethical principles

Underneath all our thinking, there are certain fundamental principles
to be applied to all our problems."

Mary Parker Follett
The greatest single achievement of science in this most scientifically productive of centuries is the discovery that we are profoundly ignorant; we know very little about nature and understand even less. Lewis Thomas A century simply concerned with analysis and which is at the same time afraid of synthesis is not on the right path for only both together like breathing in and out comprise the life of science.

J.W. v. Goethe
Future Ethics only with Space and Time (and Culture) Horizons

Hans Jonas

Two roads diverged in a wood, and I --
I took the road less traveled by.
And that has made all the difference.

Robert Frost

The greatest single achievement of science
in this most scientifically productive of centuries
is the discovery that we are profoundly ignorant;
we know very little about nature and understand even less.

Lewis Thomas
“Science is build up with facts as a house is with stones. But a collection of facts is no more science as a heap of stones is house”

Henri Poincare (1854-1912)
ABSTRACT
The paper reviews representations and signs that might help us to come to common and shared realization in an integral age. It explores how we can use models and schemas in order to share "common frames of reference." The authors explore possible ways of embodying and linking worlds or realities. These include the construction of a-perspective or extra realities that can help us to jointly create meaning and understanding beyond our directly observable meso-scale and ego-centric "environment/vicinity." We explore ways to merge and morph - know, connect, translate and transform schemas - and overcome the dualisms or schisms in our conceptions and mental models, as this is understood as one criteria in Gebser’s structure of moving from the Rational to the Integral. One step is seen to include and move beyond the physical and visual (perspective) space to shared and combined (merged and morphed spaces), spaces were we can jointly create and move boundaries in our perceived and created worlds using processes of dialogue. The authors suggest this fundamental step in coming to the concretion of shared dimensions in order to avoid the dangers of post-modern vagueness and Beliebigkeit, or the creations of new myths and belief systems, as they would lead us back into former forms of human development. Instead, we strive for a broader basis for imparting and dialogue - which is part the motto of the INTEGRAL STRUCTURE - coming to a broader and shared collective understanding. The authors believe that Gebser shows us a way out of dualistic, anthropocentric thinking that leaves us enslaved by physical space concepts and "boxed" thinking, and provides ways towards sharing not only physical but also mental manifestations and imaginations. Gebser seems to be urging us to look into the inclusion of all layers or structures and not ending only in meditative state, but standing on the ground, surveying the world with our eyes and sharing or imparting concepts of a bigger and shared picture in order to expand our realms of being.

Heiner Benking and Sherryl Stalinski

"The concretion of time is one of the preconditions for the integral structure; only the concrete can be integrated, never the merely abstract."  
--Jean Gebser, The Ever-present Origin, p.99  
(emphasis of "one" added by the authors)

Words  
words - yes words.  
Make them solid  
So you can pick them up and throw them.  
That is the problem.  
How to make the intangible real, lifelike....  
--J. R. Lloyd
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>Population security</th>
<th>Well-being Health</th>
<th>Learning Education</th>
<th>Production Trade</th>
<th>Environment impacts</th>
<th>Regulation equity</th>
<th>Privileged function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sacrifice of one form of well-being for another? WW</td>
<td>Sacrifice of well-being (+jobs) for education, research? LW</td>
<td>Sacrifice of one form of education for another? LL</td>
<td>Sacrifice of production (+trade) for economic growth? ET</td>
<td>Sacrifice of one form of production for another? TR</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Sacrifice of well-being (+jobs) for population relief/growth? PL</td>
<td>Sacrifice of production (+trade) for population relief/growth? PT</td>
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<td>Sacrifice of one form of education for another? LT</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Privileged function</th>
<th>Environment for population relief/growth? PE</th>
<th>Environment for well-being? WE</th>
<th>Environment for education, research? LR</th>
<th>Environment for economic growth? ER</th>
<th>Environment for one environmental benefit for another? RE</th>
<th>Environment for equity for another? RR</th>
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</thead>
<tbody>
<tr>
<td>Constrained function</td>
<td>Sacrifice of one form of equity for population relief/growth? PR</td>
<td>Sacrifice of one form of equity for well-being? WR</td>
<td>Sacrifice of one form of equity for education, research, etc.? LR</td>
<td>Sacrifice of one form of equity for economic growth? TR</td>
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<td></td>
<td>Sacrifice of one form of equity for environment? ER</td>
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<thead>
<tr>
<th>Privileged function</th>
<th>UN Bodies</th>
<th>Sector</th>
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<tbody>
<tr>
<td>Constrained function</td>
<td>UNFPA, UNV</td>
<td>Relief</td>
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<td>Security CI</td>
<td>Military, Peace</td>
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<td>UNICEF, UNHCR</td>
<td>Indigenous</td>
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<td>INSTRAW</td>
<td>Women, Youth</td>
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<td>WHO</td>
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<td>ILO</td>
<td>Labour</td>
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<td>HABITAT, UNRISD</td>
<td>Religions</td>
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<td>UNESCO, WIPO</td>
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<td>Science</td>
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<td>UPU, ITU, ACCIS</td>
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<td></td>
<td>UNDP, UNCTAD</td>
<td>Development</td>
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<td>UNIDO, GATT</td>
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<td>UNEP, UNESCO</td>
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<td>HABITAT, WMO</td>
<td>Conservation</td>
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<td>ICAO, IMO</td>
<td>Architects</td>
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<td>ECOSOC, ACC</td>
<td>NGO coalit.</td>
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<td></td>
<td>UNDP</td>
<td>Law, Rights</td>
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<td></td>
<td>ILO</td>
<td>Finance/Bank</td>
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<tr>
<td></td>
<td>IBRD, IMF</td>
<td></td>
</tr>
</tbody>
</table>
No covenant in modern times
Many Portals - but no „Common House“

Source: http://pespmc1.vub.ac.be/macroscope/
„Magnetic Portals“: Information Strategy Magazine, July/August 1998
Watch your metaphors and models!


Source: USGCRP report 2000

Source: BIOLOG, page 12
Biodiversity and Global Change
www.pt-dlr.de, Nov 2003
Crisis of
Order, Orientation, Meaning,…

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

 NSURL a prison
NSURL a varieté
NSURL a show
NSURL a labyrinth
NSURL a bomb
NSURL a sweet pie
NSURL the final flood of post-modern Cyber Culture?
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”.


pls. see also The Club of Rome - The Predicament of Mankind, 1970
Interactive relations among hierarchically ordered subsystems of an organism, Inscribed Domains, P. Weiss, In: Beyond reductionism, Alpbach 1968, pls. see more: IFSR - ISSS
GLOBAL LEARN DAY
WELCOME TO EUROPE

Finding distance and perspective or feeling lost in the “woods” and afraid of “walls”? 
The Word, the Symbol, the Picture, the Idea are not the Truth

But we pray to the picture, we worship – admire – adore - idolize the symbol and icon, we credit the word with much significance…

And all this is very destructive! because then the word, the symbol, the image is becoming more important than everything.

Jiddu Krishnamurti
1. Raum- und Zeit-bezogenheit
Dimensionierung: vier (viel) dimensional
Perspektivität: aperspektivisch
Betontheit: raum-zeitfrei

2. Signatur: Die Kugel

3. Wesen: (Charakter): Diaphanität

4. Struktur: Gegenwärtigende, diaphanierende Gänzlichung

5. Möglichkeit: Ganzheit durch Gänzlichung und Gegenwärtigung

6. Akzentuierung
Objektiv (außen) (Weltaspekt)
Bewußter Geist
Subjektiv (innen) (Energetik)
Konkretion

7. Bewußtseins-formen
Grad: Durchsichtigkeit
Bezug: Auf ein “Innen” bezogen: Einatmend? oder Atempause?

8. Manifestations-formen
Effiziente: Diaphainon (offenes, geistiges Wahren)
Defiziente: Leere (atomisierende Auflösung)

9. Grundhaltung und Energetikträger
Konkretion *Integral: Diaphanieren Wahren

10. Betonte Organe: Scheitel

11. Realisations- und Denkformen
Grundlage: Konkretisieren und Integrieren, Wahrnehmen und Durchblicken
Art und Weise: Arational: akausal, ganzheitlich
Struktur: Integrierendes Diaphanieren
Ausdruck: Wahrung
Formulierung: Weltwahrung: die wahrgenommene und wahrgegebene Welt
“Grenzen”: frei
Valenz: multivalent

12. Etheologem: Gottheit, Synairese, Diaphanik

13. Äußerungsformen: Wahren: Gegenwart

14. Bezüge:
zeithafte: gegenwärtig (achrionische Ursprungsgegenwart des Ganzen)
soziale: Menscheit
generelle: ichfrei, amateriell, apsychisch

15. Lokalisation der Seele

16. Formen der Bindung
Hirnrinde und Humorale: Praeligio (preligere): gegenwärtigend und konkretisierend und integrierend
Ursprung: Gegenwart (Wahrgeben – Wahrnehmen)

17. Motto: Ursprung: Gegenwart (Wahrnehmen_Wahrgeben)

Siehe auch: Jean Gebser:
Ursprung und Gegenwart, Zweiter Teil – Zwölftes Kapitel: Die Konkretisierung des Geistigen
Composing the Present Moment  -  Marsilio Ficino

external reality, depth and transparency, Therefore grasping things solely through the senses overlooks other

material re: WINE - AROMAS - MUSIC - LIGHT

dimensions from which powerful syntheses may derive.

poetic imagination, mode of fantasy - prophetic madness one, shift in time perspective, beauty lures the soul away

from concreteness and literalism, activating the deeper strata of the soul

Sources: Composing the Present Moment (Anthony Judge), The Planets Within (Thomas Moore)

see: http://laetusinpraesens.org/
Keeping our Commons (houses, oceans, trees, families, communities ...) with the help of shared metaphors and models in „order“ to feel „at home“ and / or „save“ and so help us cope in times of Globalisation and Cyberculture.

* Models for sharing „order“ and commons in times of hypercognition (Lakoff) with reference to Erich Fromm and the need for shared frames of references or orienting generalisations.

Making ourselves at home in global modern worlds in an agreed-upon shared cognitive spaces, called a cognitive panorama in 1990

* Oikos and Ecumene, or the Ekistic Grid to share intangible realms in a shared embodied global

* A work-report about a World-House or House of Eyes to share meaning and help communicating about complex post-modern intangible issues beyond the dualistic mental or cognitive models of dualism.
Oikos and Ecumene as nested houses?
Bamberg May, 25, 2007

“Science is build up with facts as a house is with stones.

But a collection of facts is no more science as a heap of stones is house”

Henri Poincare (1854-1912)

I would try to argue and add: Not just sciences, but all exact and fine arts.
This is just an internal repository of slides – out of order – a dump only for discussion!!

I contributed to the Sustainability Week as it seems the ideal and fertile ground to bring together diverse fields.

Opportunities are abound but it needs an open Space to design the frame and width and the depth of a global theme like: Futures, Cultures, of Sustainability.

Below you find a lot of powerpoint slides for discussion in our HUB groups during the session or later as the themes, issues, and occasions evolve. Presently we only have in mind the GOV. 2.0 bar camp, the Berlin Change Days, this Sustainability Week and the WWW CONFERENCE in Potsdam.

Heiner Benking is preparing audio-aided-slides – probably with slideshare – so the diverse issues and themes can be revisited!

At this place there is a need to thank interesting people who resonate with the work presented here and will get a proper section to see how pieces connect into a series of concerts and jam-sessions. Please note the names: Stachowiak, Schinz, Rittel, Veltman, Christakis, Hanks, Carleton, Jones, Dubberly, … and please wait for the on-line audio-slides in progress....
HUB Sustainability Week – 22nd to 26th of June

Wednesday 24

12:30 - 13:30 HUB lunch - Food production and consumption
We will be cooking Bio, fair trade, local and slow food. Introduction to the policy related to these themes. Please sign up through inigo.blanco@the-hub.net

16:00 - 17:00 Twitter Session on Sustainability @HUBBerlin
We will connect to some of our almost 1000 followers. HUB Berlin will be hosting the first twitter session ever. Start following @HUBBerlin and get ready for the experience

18:00 - 21:00 “Positive Change & Communication Culture” (in German)
MAGIQ ROUNDTABLE (Open-Forum Open-Space)
Magic Round-Table with contributions from participants (offers, teasers, and appetizers)
- Impulse Presentations: 15-20 Minutes

Eric Schneider:
Positive News Media “How to take positive change into education & citizen media”
(Eric is editor of Youth Leader Magazine and Noticias Positivas Radio Magazine)

Heiner Bangking:
Dialogue and Decision Cultures
(Heiner works around Environmental Education and Policy... and started the open-forum)
- Deliberation: the need for true Dialogue and shared Orientations and Paradigms
Moderator: Farah Lenz, Open-Forum, Journalist and Facilitator (to be confirmed)

Bio Food + Communication + Positive news + Fair trade + Magic Round Table + Slow food
HUB Sustainability Week – 22nd to 26th of June  18:00 – 21:00

Wednesday 24

MAGIC ROUND TABLE (Open-Forum Open-Space)
with contributions from participants (offers, teasers, and appetizers)

“Positive Change & Communication Culture”

(German & English)

Impulse Presentations: (15-20 Minutes)
* Positive News Media “How to take positive change into education & citizen media”, Eric Schneider
* Dialogue and Decisions Cultures - Deliberation: the need for true Dialogue and shared Orientations and Paradigms, Heiner Benking

For more information, offers for the Magic Round Table, etc.

http://berlin.the-hub.net

a space for people with good ideas for the world.
Wednesday 24, 18 – 21 hours

MAGIC ROUND TABLE
with bi-lingual presentations and deliberations moderated by Farah Lenser

Short Impulse Presentation by Heiner Benking

Dialogue, Decisions Cultures, and Deliberation: The need for true Dialogue and shared Orientations & Paradigms.
Gestaltkompetenzen...**

The presentation will restrict itself to 2 items presenting prevailing myths, dogmas, blind-spots, blunders, cliches, and fallacies in our society under the headline:
EVERYBODY KNOWS — Wie alles eits bekannt

- THERE IS NO OVERVIEW and ORIENTATION possible in our modern World - Es gibt keinen Überblick und keine Orientierung
  (Fokus Orientierungsrahmen für Bildung für nachhaltige Entwicklung (BNE))

- Dialog is difficult if not impossible with more than 3 people sitting together Eine notwendige andere Gesprächskultur - gezeigt am Beispiel Rundgespräche
WeltWeltWissen  Ideen- Projektwettbewerb
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
Dimensions of Globalisation

- ECONOMY
- POLITICS
- COMMUNICATION
- SOCIAL
- CULTURE
- ECOLOGY
Communication, Education and Public Awareness (CEPA)
A toolkit for NBSAP coordinators

Section 1. What is CEPA and how to get started
Section 2. How to network and raise awareness?
Section 3. How to engage stakeholders and mainstream biodiversity?
Section 4. How to plan communication strategically?

1. Fact sheets  2. Examples  3. Checklists
SKILLS, COMPETENCES, & CAPACITIES

See: OECD next slide COMPETENCES and slides: NNA, GEI, Niedersachsen,..
http://benking.de/bildung/NNA-competences-capacities-2007.PDF
Definition and Selection of Competencies (DeSeCo – by OECD)

Key competencies for a successful life and well-functioning society

Acting autonomously
ability to defend and assert one’s rights, interests, responsibilities, limits and needs
ability to form and conduct life plans and personal projects
ability to act within the big picture/the larger context

Using tools interactively
ability to use language, symbols, and text interactively
ability to use knowledge and information interactively
ability to use (new) technology interactively

Functioning in socially heterogeneous groups
ability to relate well to others
ability to cooperate
ability to manage and resolve conflict

Source: Definition and Selection of Competencies: Theoretical and Conceptual Foundations (DeSeCo), 2002
<table>
<thead>
<tr>
<th>Sprach- und Textkompetenz (Wissen)</th>
<th>Fachkompetenz</th>
<th>Selbstkompetenz</th>
<th>Sozialkompetenz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schreiben und Lesen von Fachtexten</td>
<td>Erfahrungen (Vorwissen) verbalisieren (verschriftlichen)</td>
<td>Redebiträge in Gruppen</td>
<td>Vertextlichung von Gruppenprozessen</td>
</tr>
<tr>
<td>Begründendes/erläuterndes Schreiben</td>
<td>Biographische Texte (Lebenslauf, Portfolio) schreiben</td>
<td>Über Gruppenprozesse reden</td>
<td>Über Gruppenprozesse reden</td>
</tr>
<tr>
<td>IT-basiertes Schreiben</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

| Methoden-Kompetenz (Prozess) | | | |
|-----------------------------|-----------------|-----------------|
| Probleme erkennen | Monitoring (eigenes Lernen überwachen) | Steuerung und Moderation von Gruppen | |
| Informationen verarbeiten | Selbstbeobachtung | Analyse kommunikativer Prozesse | |
| Problemlösungen präsentieren (Handlungsprodukte) | ... | ... | ... |

| Ethische Kompetenz (Haltung) | | | |
|-----------------------------|-----------------|-----------------|
| Ethische Grundlagen beruflichen Handelns | Eigenverantwortlich Handeln | Mit anderen kooperieren | |
| ... | Selbständig tätig werden | Anderen helfen | |
Umweltzentren der Zukunft befähigen und motivieren die Menschen, die Zukunft kreativ mitzugestalten.


Vorausschauendes Denken
Zum Beispiel: Zukunftswerkstatt
In Zukunftswerkstätten des Projekts Kinderwald der Agenda 21 Hannover entwickeln Kinder Ideen und Vorhaben, die auf ihrem eigenen Kinderwaldgelände realisiert werden.

Interdisziplinäres Herangehen
Zum Beispiel: Produktlinienanalysen und Lernorterfahrungen

Vernetzungs- und Planungskompetenz
Zum Beispiel: Planungswerkstatt
Das Konzept zur Freiflächen-Gestaltung für das neue Ökologische Bildungszentrum München wurde gemeinsam mit den Bürgerinnen und Bürger des Stadtviertels erarbeitet.

Fähigkeit zu Verständigung und Kooperation
Zum Beispiel: Rahmenprogramm
Ökologische Zusammenhänge, welche Rolle Verständigung und Teamarbeit bei 20 °C Schiffsneigung spielt.

Fähigkeit zu Solidarität
Zum Beispiel: Rahmenprogramm
Beim Bau der Erlebnisstadt Rachamanii im Regionalen Umweltzentrum Schortens lernten SchülerInnen aus Deutschland und Ungarn durch die Begleitung mit einem kolumbianischen Künstler die Natur aus indianischer Sichtweise zu sehen.

Reflexionskompetenz
Zum Beispiel: Modul Modell INTERNET
Im Workshop von Möbelmodell ging es um die Rolle der Kleidung für den eigenen Lebensstil, um den Vergleich mit anderen Kulturen und Zeiten, um die Entsorgungsproblematik und um Kinderschutz. Interaktive Methoden: Internetrecherche, Verkleiden, Theater- und Schreibwerkstatt.
Education for Sustainable Development at Secondary Level
Justifications, Competences, Learning Opportunities
Compiled by the Transfer-21 Programme’s ‘Quality and Competences’ working group

The slides below extract the broader orientation of what is meant by „Competences“ and how this can be organized from the above report which is available at:

Contents
Publication Data Contents 0 Education for Sustainable Development – Learning Goals and Targets for Secondary Level 7 1 The Contribution of the Area of Sustainable Development to General Education 12 2 Competence Areas of Education for Sustainable Development 3 Competence Areas of Gestaltungskompetenz 17 3.1 Gestaltungskompetenz in the context of the competence category 'Using tools interactively' (T) 17 3.2 Gestaltungskompetenz in the context of the competence category 'interacting in socially heterogeneous groups' (G) 18 3.3 Gestaltungskompetenz in the context of the competence category 'Acting autonomously' (E) 20 4 Learning Opportunities 22

„Gestaltungskompetenz? … die Fähigkeit, Zukunft zu gestalten!

Mit Gestaltungskompetenz wird die Fähigkeit bezeichnet, Wissen über nachhaltige Entwicklung anwenden und Probleme nicht nachhaltiger Entwicklung erkennen zu können. Das bedeutet, aus Gegenwartsanalysen und Zukunftsstudien Schlussfolgerungen über ökologische, ökonomische und soziale Entwicklungen in ihrer wechselseitigen Abhängigkeit ziehen und darauf basierende Entscheidungen treffen, verstehen und umsetzen zu können, mit denen sich nachhaltige Entwicklungsprozesse verwirklichen lassen. Die Gestaltungskompetenz unterscheidet zehn Teilkompetenzen, in denen die Schülerinnen und Schüler für die Zukunft ausgebildet werden sollen.

But how to translate this into English ??

Shaping-Competence ? – Design ?? - Futures-Creation-Competences ?
BNE - Gestaltungskompetenz

- Die Kompetenz, vorausschauend zu denken, mit Unsicherheit sowie mit Zukunftsprophesien, -erwartungen und -entwürfen umgehen zu können:
- Die Kompetenz interdisziplinär zu arbeiten
- Die Kompetenz, zu weltoffener Wahrnehmung, transkultureller Verständigung und Kooperation
- Partizipationskompetenz
- Planungs- und Umsetzungskompetenz
- Fähigkeit zur Empathie, Mitleid und zur Solidarität
- Die Kompetenz, sich und andere motivieren zu können
- Die Kompetenz zur distanzierten Reflexion über individuelle und kulturelle Leitbilder

(De Haan 2004)
The breakdown of the ‘classical’ competence concepts shows that these display clear parallels with the OECD competencies and facilitate the compatibility of the guidelines presented here with the categories in widespread use in Germany (c.f. table, below). At this point, it is to be expressly noted – and not only with regard to the domain-specific acquisition of Gestaltungskompetenz – that the acquisition of this competence is not limited to a single subject. Whereas subject learning is of particular importance in weighting up and judging situations for action, the acquisition of experience and Gestaltungskompetenz is understood in the following text as a task for the school as a whole: Gestaltungskompetenz and school quality in the sense of ESD thus complement one another systematically. On the basis of an analysis of national and international competence definitions, and on the basis of experiences, analyses and discussions in the context of the Transfer-21 programme, the following breakdown and classification of part-competences of Gestaltungskompetenz may be compiled (see next page):
Zukunftssicher – Nachhaltig – Gestaltend ??

All diese Bedeutungen und Fähigkeiten sind gefragt – in Ihrer Kombination !!

Along with Paul Halmos 1916-2006

„Do not teach facts, stimulate acts“

and we can extend not teach only competences, fuctions, processes, but how they connect to a greater living and sense and furtures – securing whole.
<table>
<thead>
<tr>
<th>Classical competence terms</th>
<th>Competence categories in line with OECD (2005)</th>
<th>Part-competencies of Gestaltungskompetenz</th>
</tr>
</thead>
</table>
| Subject and Methodological Competence | Interactive use of media and methods (tools)  
- Ability to use language, symbols and text interactively  
- Ability to use knowledge and information interactively  
- Ability to use technologies interactively | T.1 Gather knowledge with an openness to the world and integrating new perspectives  
T.2 Think and act in a forward-looking manner  
T.3 Acquire knowledge and act in an interdisciplinary manner |
| Social Competence | Interacting in socially heterogenous groups  
- Ability to maintain good and durable relationships with others  
- Ability to cooperate  
- Ability to overcome and resolve problems | G.1 Ability to plan and act together with others  
G.2 Ability to participate in decision-making processes  
G.3 Ability to motivate others to get active |
| Personal Competence | Acting autonomously  
- Ability to act within the wider context  
- Ability to form and implement a life plan and personal projects  
- Awareness of rights, interests, boundaries and requirements | E.1 Ability to reflect upon one’s own principles and those of others  
E.2 Ability to plan and act autonomously  
E.3 Ability to show empathy and solidarity with the disadvantaged  
E.4 Ability to motivate oneself to get active |
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Kompetenz</th>
<th>Nr.</th>
<th>Kompetenz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Weltoffen und neue Perspektiven integrierend Wissen aufbauen</td>
<td>6.</td>
<td>Andere motivieren können aktiv zu werden</td>
</tr>
<tr>
<td>2.</td>
<td>Vorausschauend denken und handeln</td>
<td>7.</td>
<td>Die eigenen Leitbilder und die anderer reflektieren können</td>
</tr>
<tr>
<td>3.</td>
<td>Interdisziplinär Erkenntnisse gewinnen und handeln</td>
<td>8.</td>
<td>Selbständig planen und handeln können</td>
</tr>
<tr>
<td>5.</td>
<td>An Entscheidungsprozessen partizipieren können</td>
<td>10.</td>
<td>Sich motivieren können aktiv zu werden</td>
</tr>
</tbody>
</table>

1. To create knowledge in a spirit of openness to the world, integrating new perspectives

2. To think and act in a forward looking manner

3. To acquire knowledge and act in an interdisciplinary manner

4. To be able to plan and act in cooperation with others

5. To be able to participate in decision-making processes

6. To be able to motivate others to become active

7. To be able to reflect upon one’s own principles and those of others

8. To be able to plan and act autonomously

9. To be able to show empathy for and solidarity with the disadvantaged

10. To be able to motivate oneself to become active
1. To create knowledge in a spirit of openness to the world, integrating new perspectives

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8. To be able to plan and act autonomously

9. To be able to show empathy for and solidarity with the disadvantaged

10. To be able to motivate oneself to become active
Gestaltungskompetenz 1 & 7

1. To create knowledge in a spirit of openness to the world, integrating new perspectives

   *Weltoffen und neue Perspektiven integrierend Wissen aufbauen*

7. To be able to reflect upon one’s own principles and those of others

   *Die eigenen Leitbilder und die anderer reflektieren können.*
Gestaltungskompetenz fördern

http://www.umweltbildung.de/187.html

Umwelzentren der Zukunft befähigen und motivieren die Menschen, die Zukunft kreativ mitzugestalten.


Vorausgeschossenes Denken
Zum Beispiel: Zukunftswerkstatt
In Zukunftswerkstätten des Projekts Kinderwald der Agenda 21 Hannover entwickeln Kinder Ideen und Vorhaben, die auf ihrem eigenen Kinderwaldgelände realisiert werden.

Interdisziplinäres Herangehen
Zum Beispiel: Produktivitätsanalysen und Lerntests
Zu landwirtschaftlichen Produkten wurden alle Stationen vom Acker bis zum Teller verfolgt im Hinblick auf Energieverbrauch, Wirtschaftlichkeit Ökologie und Gesundheit. z.B. bei Natur & Kultur Köln
Oder dem Naturpädagogischen Zentrum Schultorf

Vernetzungs- und Planungskompetenz
Zum Beispiel: Planungswerkstatt
Das Konzept zur Freiflächen-Gestaltung für das neue Ökologische Bildungszenrum München wurde gemeinsam mit den Bürgerinnen und Bürger des Stadtviertels erarbeitet.

Fähigkeit zu Verständigung und Kooperation
Umwelt- und erziehungspädagogische Segeltour
Förderschüler aus Deutschland und Polen erfahren bei einer einwochigen Segeltour des ZERUM neben ökologischen Zusammenhängen auch, welche Rolle Verständigung und Teamarbeit bei 20 °C Schiffsnavigation spielt.

Fähigkeit zu Solidarität
Zum Beispiel: Pachamama
Beim Bau der Erdäcktpumpe Pachamama im Regionalen Umweltzentrum Schortens lernten Schülerinnen aus Deutschland und Ungarn durch die Begegnung mit einem kolumbianischen Künstler die Natur aus indianischer Sichtweise zu sehen.

Reflexionskompetenz
Zum Beispiel: Machen-Moja-Internet
Im Workshop von Moba-Spiel ging es um die Rolle der Freifläche für den eigenen Lebensstil und den Vergleich mit anderen Kulturen und Zeiten, um die Entsorgungsproblematik und um Kinderschutz. Interaktive Methoden: Internetrecherche, Verkleiden, Theater- und Schreibwerkstatt.
Futures Design or (Gestaltung) - socially, culturally and sustainably sound and lasting

see:

- **UNESCO-DESD Bonn foot-hand-mind-prints**  www.mindprints.tv
- "Global Gestalt-Competence" will therefore become a key discipline for the 21. Century. BUERDEK, Hochschule fuer Gestaltung, Dean of Industrial Design Department, Offenbach am Main, GERMANY
- The discussion of shaping – designing – Gestalt-shaping is ongoing….

We recommend here strongly to look into DESIGN – GESTALTUNGS capacities and skills which not only shape objects but communities and futures.

Please see this link to get started: http://redesignresearch.com/ or http://nextd.org/
### Basic classes of simulated reality and their proponents

<table>
<thead>
<tr>
<th>Reality</th>
<th>Nature, Man Made World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Reality</td>
<td>Sutherland, Furness</td>
</tr>
<tr>
<td>Augmented Reality</td>
<td>Feiner, Stricker</td>
</tr>
<tr>
<td>Augmented Virtuality</td>
<td>Gelernter, Ishii</td>
</tr>
<tr>
<td>Double Augmented Reality</td>
<td>Mankoff</td>
</tr>
<tr>
<td>Blended Reality</td>
<td>Turner; Benking</td>
</tr>
</tbody>
</table>

**Merged and Morphed Realities**

- Judge, Benking,

  see: [spatial metaphors & User Interface design](http://wwwCEPTualInstitute.com/genre/benking/visual/visualization.htm)

- [Composite Cognitive Panorama or Panopticum](http://wwwCEPTualInstitute.com/genre/benking/visual/visualization.htm)
Theorie der universellen menschlichen Werte Schwartz

(1992, 1994)

10 universelle Werte

<table>
<thead>
<tr>
<th></th>
<th>Universalismus</th>
<th>Mildtätigkeit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Benevolence</td>
<td>Macht</td>
</tr>
<tr>
<td>2</td>
<td>Power</td>
<td>Ehrgeiz</td>
</tr>
<tr>
<td>3</td>
<td>Achievement</td>
<td>Selbstbestimmung</td>
</tr>
<tr>
<td>4</td>
<td>Self-Direction</td>
<td>Anregung</td>
</tr>
<tr>
<td>5</td>
<td>Stimulation</td>
<td>Hedonismus</td>
</tr>
<tr>
<td>6</td>
<td>Tradition</td>
<td>Tradition</td>
</tr>
<tr>
<td>7</td>
<td>Conformity</td>
<td>Gleichförmigkeit</td>
</tr>
<tr>
<td>8</td>
<td>Security</td>
<td>Sicherheit</td>
</tr>
</tbody>
</table>
• REALISM
• PHENOMENALISM
• MATERIALISM
• SENSUALISM
• MATHMATISM
• RATIONALISM
• IDEALISM
• PSYCHISM
• PNEUMATISM
• SPIRITUALISM
• MONADISM
• DYNAMISM
CAN WE AFFORD ??
a battle of Perspectives, Metaphors, Analogies, Symbols, Images, Maps, and Models ?
Vorstellungen zu und Schutzbereitschaften von Biodiversität deutscher und chilenischer Schüler(innen)

Susanne Menzel & Susanne Bögeholz

Georg-August-Universität Göttingen
Zentrum für empirische Unterrichts- und Schulforschung (ZeUS)
Biologische Fakultät
Didaktik der Biologie
Übereinkommen über die biologische Vielfalt: CBD (1992)

- Art. 13a: „Die Vertragsparteien:
  (a) fördern und begünstigen das Bewusstsein für die Bedeutung der Erhaltung der biologischen Vielfalt [...] sowie die Verbreitung dieser Thematik durch die Medien und ihre Einbeziehung in Bildungsprogramme [...]“

Ethische und faktische Komplexität
(Barkmann und Bögeholz 2003)

**Faktische Komplexität**
- 3 Ebenen der Biodiversität
  - Artenvielfalt
  - Genetische Vielfalt
  - Vielfalt der Ökosysteme
- Unsicheres Wissen
- Interdisziplinäre Anlage der Problematik

**Ethische Komplexität**
- Gerechtigkeitsfragen & Benefit Sharing
- Fragen von Empathie und Mitgefühl
- Verantwortungsattribute

Ökologisch-soziale Dilemmata
Theorie der universellen menschlichen Werte
(Schwartz 1992, 1994)

<table>
<thead>
<tr>
<th>10 universelle Werte</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Universalism</td>
<td>Universalismus</td>
</tr>
<tr>
<td>2. Benevolence</td>
<td>Mildtätigkeit</td>
</tr>
<tr>
<td>3. Power</td>
<td>Macht</td>
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<td>4. Achievement</td>
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<td>9. Conformity</td>
<td>Gleichförmigkeit</td>
</tr>
<tr>
<td>10. Security</td>
<td>Sicherheit</td>
</tr>
</tbody>
</table>
VBN Modell Value-Belief-Norm Theorie (e.g. Stern 2000)

<table>
<thead>
<tr>
<th>Wissen &amp; Wahrnehmung</th>
<th>Werte</th>
<th>Überzeugungen</th>
<th>Normen</th>
<th>Handeln</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wissen</td>
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<tr>
<td>Problemverneinung</td>
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<tr>
<td>globalen / lokalen</td>
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<tr>
<td>Biodiversitäts-</td>
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<tr>
<td>verlusts</td>
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<td>ökologische</td>
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<tr>
<td>sozioökonomische</td>
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</tr>
<tr>
<td>Problemwahrnehmung</td>
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<tr>
<td>der Ursachen für</td>
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<tr>
<td>den Verlust</td>
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</tr>
<tr>
<td>globaler / lokaler</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Biodiversität</td>
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<td></td>
</tr>
<tr>
<td>Eigene Konstrukte</td>
<td></td>
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</tr>
</tbody>
</table>

- Universalismus
- Benevolenz
- Macht
- Ehrgeiz
- Selbstbestimmung
- Stimulation
- Tradition
- Sicherheit

Wahrgenommene
- egoistische
- altruistische
- biosphärische

Konsequenzen des Biodiversitätsverlusts

Persönliche Normen zum Schutz der
- globalen / lokalen
- Biodiversität

Handeln zum Schutz der
- Biodiversität

- Aktivismus
- Handeln im privaten Raum

NEP

VBN Theorie

Verantwortung für und
Möglichkeit zum Handeln

um Bedrohungen für
globale / lokale
Biodiversität zu reduzieren
Pls. see:

„Extensions“ and excentric positionality, „workplaces of mind“ and Jean Gebser: „Only the „concrete“ can be integrated“. 
SUPER-STRUCTURE

In some of the next slides we see a proposal from 1993 with Paul Uhlir, CODATA, USA and others to show how long we are already trying to establish “common frames of references” across scales to locate and relate data and information, and also „signs“ in (next slides), coded – or non coded data.

The proposals for a conceptual superstructure were done for example for the RIO 1992 process, see summary and outlook on behalf of NOEL BROWN, UNEP-RONA

Or the ICSU CODATA 1992 in Beijing „Bridges and a Masterplan“ and 1994 in CHAMBERRY with special focus on spacial space-scapes 3 and multi-dimensional. Title: A Conceptual Superstructure of Knowledge

The author has developed models, schemas or grids to locate and combine knowledge since the late eigthties, (see also the CODATA- ISGI later in this presentation), see KnowMap series,

And note the we called it around Knowledge Organisation (ISKO 2002) and work around Ecological Integrity and the EARTH CHARTA in 2003 a “Global Covenant“. The Encyclopedia of Systems and Cybernetics (Charles François) helped me establish some definitions for what will be presented in the next slides.
Here I can only mention names like Schinz, Rittel, Stachowiak, Hanks, Dubberly,...
it is about designerly approaches ... what I did with Silvia Austerlic long ago – about augmenting understanding and design

Please see the work of Hugh Dubberly
about Models of Models, and Concepts Maps

and Alexander Christakis Harnessing the Wisdom of the People (NEW AGORA)
instead of plain and oversimplified Crowds Sourcing ...

to get started as it so nicely resonates with the work presented here.....
Kurt Hanks calls it a: 

"mindset map" = a mental model of how one views the world.
Kurt Hanks, Mindset Mapping

Mindset Map is a mental model of how we view our world.

Positive influences leading to change.

Negative influences affecting life and reality.

Figure 4.5 Mindset Map.
If you are the one responsible for leading a GP team in your organization, you may wish to spend some time learning how to lead change. Kurt Hanks wrote an excellent book in a QUICK READ series called “The Change Navigator: Preparing a New Kind of Leader for an Uncharted Tomorrow”. It was published in 1994 by Crisp Publications of Menlo Park, California.

Part of the challenge you will have to address to support GP is to break existing and outdated mindsets. Hanks outlines in an illustrative and humorous way the tools and techniques you can use to map existing mindsets and then create new ones to meet your goals.

An excellent example of one of the challenges you may face in your GP efforts is the mindset that human law takes precedence over the laws of nature. While legislation and regulations are not trivial issues, knowing what it is you do or have in your company that creates a significant environmental impact is important.
Don’t let what you think get in the way of what you see.

Don’t let what others think prevent you from making a better decision.

Be a change navigator.

Source: Adapted from The Change Navigator - Preparing a New Kind of Leader for an Uncharted Tomorrow by Kurt Hanks
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
No covenant in modern times
Many Portals - but no „Common House“

Source: http://pespmc1.vub.ac.be/macroscope/
„Magnetic Portals“: Information Strategy Magazine, July/August 1998
Watch your metaphors and models!


Source: USGCRP report 2000

Source: BIOLOG, page 12
Biodiversity and Global Change
www.pt-dlr.de, Nov 2003
Die Neuen Medien - Kommunikative Gesellschaft?
Studium generale, Humboldt - Universität zu Berlin 17.1. 2000

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?
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”.


pls. see also The Club of Rome - The Predicament of Mankind, 1970
Interactive relations among hierarchically ordered subsystems of an organism, Inscribed Domains, P. Weiss, In: Beyond reductionism, Alpbach 1968, pls. see more: IFSR - ISSS
Finding distance and perspective
or feeling lost in the “woods” and afraid of “walls”?
Central issues include:

- Culture and Cyberculture
- Frontiers and Challenges of Conceptual Navigation
- Orientation and Understanding
- CREATE NEW SPACES AND MAPS?
  
  http://benking.de/meta-paradigm.htm
  http://benkign.de/ceptualinstitute/landscape.htm

In such fields the question of context and overview evolves naturally - This is essential for learning and „daring“ to forget. As a result the human right to know what something is „about“ can evolve naturally.
"The organismic view is at the same time perspective -- that is, aware of its limitations, not a nothing but philosophy believing to know and to have told everything, but tolerant of other philosophies and other experiences -- in arts, morals, religion -- which may mirror other facets of an unfathomable reality."

Ludwig von Bertalanffy

Whoever imagines mental deep scaffoldings* & semiphors * which actually do not exist and then thinks them away, has understood the world.

* Schranken & Schwellen = PERMEABLE boundaries, semiphors, membranes, transition zones/sectors,

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 that ambling through fields we risk getting lost, the spirit negotiates its terrain.

Friedrich Rückert, Wisdom of Brahmins
Humans as Model-Makers, Frame-Deliberators, Terrain-Negotiators, and In-Betweeners

Exploring & Linking & Negotiating Old and New Realities, Representations, and Cosmologies

A quest for using the human potential for sharing and in-betweening by using maps and models and old and new forms of reality-making, dialogue and decision cultures towards a shared embodied covenant

Heiner Benking
Ecological Theology and Environmental Ethics

EcoTHEE-2008

Thinking/Reasoning learning room in Enlightenment Pedagogics

DENK-LEHRRRAUM der Aufklärungspädagogik!
Granularity and Context of Knowledge

Before we write more about knowledge it should be made very clear we must differentiate among these three types or levels of knowledge:

* **Detailed or specialists' knowledge** - very high precision and definition (granularity) in a certain subject field, language and culture. This is the domain of experts/specialists, number crunchers and search machines.

* **Route knowledge** - where you orient one application or subject to the next, like you find your way from one corner to the next. This is the domain of experts and where new second-generation knowledge tools can be helpful, if we do not lose the context and become overwhelmed by fixed knowledge molds and patterns.

* **Survey or overview map knowledge** - which is not only according to Kant and Popper, objective knowledge as we have an agreed upon frame or grid and can at least, in this framework, tell if something is in or out of a certain frame, overlapping with other fields, topics or issues, or possibly just a certain corner or area of that frame. This is the domain where we need our resort as humans to add shared feelings and values. This article is primarily about this third layer!
Granularity, Topicality, and Generalization

Reflections about maps and models, orienting generalizations and their possible pragmatic and ethical implications and challenges

Heiner Benking
Globales Lernen

Status – Herausforderungen - Ausblick

Vernachlässigte geistige „Fundamente“:
Wie u.a. Comenius, Ritter, Gebser, Plessner, Stachowiak, ...

Status:
Mangelnde Konkretisierung, Verlässlichkeit, 'Treue' (Match/Fidelity), Wiederholbarkeit, ...

in Zeiten einer postmodernen Cyberculture und diffusen, schwammigen, 'gehijackten' Globalisierung welche das ganzheitliche und integrale ausblendet.

Auswirkungen / Diagnose:
Apathie, Aggression, Orientierungslosigkeit, Orts-, Zeit-, Kultur-, Sinnlosigkeit

Therapie:
Dargestellte Elemente erkunden, verbinden, verbessern, erweitern von alten und neuen Bausteinen:

• Dialog – Gesprächs- und Entscheidungskultur, Empowerment, Co-Kreation
• Modelldenken und plastisch und dynamisch denken und kommunizieren,
• Zeichen- und Medien-Integration
• Grundrecht auf Zusammenhang, Rahmen und Kontext als Voraussetzung für Zusammenhalt, Mitgefühl und Toleranz.

Siehe auch die 'Objectives' und folgende Linksammlungen:

Helmut Burkhardt: http://c-g-i.info/handbook.html
Herbert Stachowiak, 1965 - 2004
see next slide

„Man is a model making animal
His outstanding predictive powers
give him selective advantages."

Models of Reality -
Shaping Thoughts and Action
Richardson, Marx, and Toth

UNESCO, 1984

Cronenberger Ranger
Frank Baldus, et. al. 2002
und Weltbilder-Welthäuser
Baldus - Benking 2003
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?

Sharing & bridging realities
graps and metaself
by Peter Vail Carleton

• real spaces perceptual

• concept spaces conceptual

http://www.metaself.org/
http://www.metaself.org/whyboxframe.html#fig4
http://ceptualinstitute/genre/benking/borderland.htm
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
<table>
<thead>
<tr>
<th>Exploring and Negotiating the In-Between</th>
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<tbody>
<tr>
<td><strong>In-material World</strong></td>
<td><strong>not-given World</strong></td>
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<td><strong>Artefacts – Models - Worlds</strong></td>
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<td><strong>Additional Reality Maps</strong></td>
<td><strong>MODEL SPACES</strong></td>
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<td><strong>Embodied Covenant</strong></td>
<td><strong>Multi-Perspective, Systemic, Organismic, Holistic representations</strong></td>
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<tr>
<td><strong>Material World</strong></td>
<td><strong>given World</strong></td>
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**Ecological Theology and Environmental Ethics**

EcoTHEE-2008
WORLD
as PICTURE, as IKON, MODEL, ARTEFACT, NUMBER
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**
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>
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<td>ACTION</td>
<td>Systematic, communicative ETHICS &amp; PRAGMATICS</td>
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Jonas / Stachowiak
A work report towards developing *shared* models for *broader* and *contextual* understanding and a concert of *orienting* generalizations for helping to *overcome* dualistic traps and include specialist *and* generalistic *cultural* activities.

**Heiner Benking**
Independent Facilitator and Futurist
Earth Literacy & Globales Lernen:

Wie wär's mit uns? - Ja, nur wie konkrekt?
Projekte / Praxisbeispiele, Karten, Modelle und Denkmodelle
Beispiele zur Konkretisierung durch die Verwendung auch von neuen
Kommunikations-, Darstellungs-, Denk-Formen und -Medien, Zeichensystemen,
Sprachen, Systemen, Karten und Modellen, Atlanten, und Enzyklopaedien

Heiner Benking (1 - 4)
in Kooperation mit Helmut Burkhardt (1), Julia Morton-Marr (1-2, 4),
Torsten Schramm (3), Eric Schneider (1,2,4)

(1) CGI - Council on Global Issues, SfP - Science for Peace, Toronto, Canada
(2) IHTEC - International Holistic Tourism Education Centre, Toronto, Canada
(3) IJGD - Internationale Jugendgemeinschaftsdienste, WFD, Berlin

http://in-between.org/events/ANU-2006.htm
The International Symposium Nature, Space and the Sacred: TRANSDISCIPLINARY PERSPECTIVES, an international, inaugural conference of the European Forum for the Study of Religion has brought together politicians and scholars from theology, architecture, geography, anthropology,... to discuss space and sacred spaces. My contribution was about metaphors & models for oikos & ecumene & ecodomy - spaces as fullness/emptyness/potential and tragic translation errors... see powerpoints and links.

[ Fri 25 May 2007 | 0 comments | PermaLink ] More >
Ecological Theology and Environmental Ethics

Please go-to:
[PDF] **ECOTHEE-2008** Ecological Theology and Environmental Ethics, OAC ...
- HTML-Version
what concepts like *Oikos, Ecumene, Ecuology* can help us to design “common grounds” ...... Some slides:
http://benking.de/religion-ethics-ecology/ECOTHEE-2008 ...
benking.de/futures/Benking-ECOTHEE-2008.pdf

And see this site: The 9-d Cognitive Panorama http://9-d.org

And see the following „old“ slides.

Ecumene Ecunopolis und Ecolopolis
Ernest Callenbach und Doxiadis, Plessner, Siu, Stachowiak,... !!
Exploring & Negotiating
Old & New Realities (Sign)-Schemas / Maps / Models (Cosmologies)
Heiner Benking

The paper first revisits maps and models, and ways such constructs have been used in different cultures and belief systems. Maps can enable communication about geographical position and orientation, but can additionally enable communication about paths, goals and alternatives also in extended senses (e.g. flow charts of processes or structural charts showing relations among different aspects of an undertaking).

We then explore ways to extend that use, both the scales and the contents covered, and in particular by developing common frames of reference with a view to assisting communications among otherwise disparate points of view.

The construction of “common frames of reference” is a key method in extending “maps” to become “conceptual commons, common cognitive spaces”.

The use of schemas or maps (with agreed upon scales and rules of map construction) is common to all cultures. We revisit order-schemas or cosmologies in different cultures, looking into how they are used to communicate meanings and values and provide a discursive, communicative “frame” that makes sense.

Some cultures have created conceptual commons which go beyond lists of words, using imaginary depictions and models to relate issues, problem areas and solutions. Important in our context is that they can assist with sense making and help capacity building in participatory, dialogic process.

We explore ways to expand the boundaries and the range of issues we can display, embody and participatorily negotiate and change. We can add and negotiate frames in “common spaces” which include other sign systems, different scales, as well as additional thematic and media dimensions.
Copenhagen Consensus 2008

**The Goals**

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

**Issues:**

- Air Pollution
- Malnutrition and Hunger
- Conflicts
- Sanitation and Water
- Diseases
- Subsidies and Trade Barriers
- Education
- Terrorism
- Global Warming
- Women and Development

**Keywords:**

- Population
- Climate change
- Peak oil
CONFIGURING GLOBALLY AND CONTENDING LOCALLY

Shaping the global network of local bargains by decoding and mapping Earth Summit inter-sectoral issues
Fig. 1a: Inter-sectoral Strategic Dilemmas of Sustainable Development

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<thead>
<tr>
<th>Privileged Function</th>
<th>Constrained Function</th>
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<td>Population/Relief Security/Peace</td>
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<td>Well-being</td>
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<td>Sacrifice of one population group for another?</td>
<td>Sacrifice of well-being for population relief/growth?</td>
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<td>Sacrifice of education (+culture) for population relief/growth?</td>
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http://www.uia.org/encyclopedia/encd.php
Global Sharing and Coping Starting Points

I could have also called this UIA guest page GLOBAL CHANGE or LOCAL AND GLOBAL CHANGE - as my work started about global environmental issues in 1988 with such wide and universal themes. Only because I was involved in two or more projects at that time, and have a certain background which was about preparing and documenting decisions and presenting results, I was able to make the bridge, combine what normally is not seen as one - or in one solution. As both project concepts are not only of wider interest and unique in their approach, specially in their time we are proposing here to follow each background independently and then join in again the flow of events.

HARMONIZATION
The first and most central entry points have been around a G7 and SRU German Environmental experts initiative which was taken up by the UN- Environment Programme UNEP - HEM.

GLOBAL CHANGE
The other started with the GLOBAL CHANGE conference 1988 in Moskow. Germany and other countries had been invited to present „Challenges to Science and Politics“ in form of Conferences and Exhibitions. As I was invited to contribute I had to think anew on how such complex Issues could be communicated to the broader public, raising awareness and consciousness, and being correct and helpful for scientists, politicians, and industry at the same time. I go public now 1998 as after having this touring exhibition 8 years in Germany, but never been shown outside Germany, and being updated and in high demand, there is high danger of losing this piece and milestone. Politics look east and local when the exhibition was opened in May 1990. The result we have no public eye and information about the exhibition, its scope and results. As this is fatal in my view, I fee I have to change and address that.
Model Thinking & Pragmatics
Herbert Stachowiak 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
SECOND EDITION
OF THE INTERNATIONAL ENCYCLOPEDIA
OF SYSTEMS AND CYBERNETICS

Charles François (editor), KG Saur Verlag-Thomson, München, 2004
Updated and augmented in more than 740 pages, 1700 articles, some of them with figures, tables and diagrams, and 1500 bibliographical references.
Cognitive Panorama

A cognitive panorama is a conceptual superstructure that defines and identifies topics as logical places, displays relations and connections within these topics or issues. It is a combination of three extensional spaces = the physical space, a context space, also called "rubrics cube of ecology," and a terminological space or "switching space" for various levels for different languages. (see also Switching systems introduced by I. Dahlbaik with their ICC [1] ) We can call the cognitive panorama (3Space/Time) combination of reference frames. See the broader context of its development in the late 80ies/early 90ies at: * [2]

This concept has been introduced by H. Benking. The following comments are Benking's explanations.

"The cognitive panorama is a meta-paradigm * [3] to counteract cyberculture's (Pierre Lévy in a Council of Europe report "On Cyberculture") anticipated impact, which Lévy stated as: # open-ended universality, # loss of meaning, # loss of context"

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: # what we know or miss, # where we are and what we think, # where we miss, underuse or manipulate information. see entry in the Encyclopedia of Systems and Cybernetics http://escoc.uni-klu.ac/index.php/Main_Page where you find more definitions [4]

By avoiding a "flat" chaotic mess of data which leads to the known "lost-in space syndrome", we actually define cognitive spaces. Defining reference or cognitive spaces (real, ideal, virtual) and linking them (augmented reality) might help to merge and morph realities and might even help toward the creation of "embodied realism". In the end, this might help toward the development of a systematic neo-pragmatism, which like the "General Model Theory" (Stachowiak) - see also General Systems Theory (Bertalanffy) - might help concretization and communication of "given and not-given" realities (Friedemann Schwartzkopf).

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. We can also scrutinize abstract "realities" by exploring participatory and collaborative approaches. The idea of giving topics a topos, or place, allows us to see knowledge embodied, spread out in space, like a field or pattern. The moment you compare and overlay different contexts you can see commonalities, even find something you cannot spell or describe clearly, but see in relation to other, "close" concepts. More can be found in the Encyclopedia on Systems and Cybernetics, soon also available in a Media Wiki. [5]

References

* definitions in Encyclopedia of Systems and Cybernetics of Cognitive Spaces and the combination of Spaces
* Benking Eco-cube

Related Articles

- Preflight Interview: Eileen Collins, STS-114 Commander - 2
- Creating An Outdoor Oasis On A Budget
- VB Programming for the Non-Programmers!
- Context is Everything
16:00 Uhr  Rundgespräch im Cum Laude

**Encyclopedias & Atlases in Libraries**

**Future Aspects**

in regard to systematic neo-pragmatic thinking along and across representations, systems, concepts, and models

18:00 Uhr  Vortrag in der Saur Bibliothek

**Systemics as a general integrated language of concepts and models**

Charles François
Founder and Editor of the International Encyclopedia of Systems and Cybernetics

Heiner Benking
Independent Facilitator and Futurist
Member of the Academic Advisory Board of the Encyclopaedia of Systems and Cybernetics
Stumbling blocks preventing true dialog, peace-making, and reconciliation:
1) we fight over words but do not check the meaning,
2) we do not question and compare the values attached to statements and attitudes,
3) we do not contextualize and embody concepts and meaning, do not check the sectors, regions, scales, proportions and consequences of alternative actions,
4) we do not give voice, empower, listen, cherish and cultivate difference or variety in dialog and decision making,
5) Disorientation and dumbing-down in Cyberculture and a mis-administered and misunderstood, intangible “Globalisation / Glocalisation”: Where we get overloaded by communication noise (sign/symbol melange) and media demagoguery which means: no trust and fidelity in the statements and no ways and means to check the credibility and impact/relevance, and get lost between the scales, brackets, and sectors.
6) The above incompatibility and incomparability opens the door for over-claims and oversimplifications. Leaders use intangible jargon (plastic-words), neglect impacts and avoid instead of exploring differences and alternatives.
Using Maps and Models, SuperSigns and SuperStructures

Heiner Benking
Granularity, Topicality, and Generalization of Information

Reflections about maps and models, orienting generalizations and their possible pragmatic and ethical implications and challenges

Heiner Benking
Ecological Integrity, Democracy, Governance, and Education:

THE NEED and A WORK-REPORT towards an embodied Covenant

Heiner Benking
Independent Futurist and Facilitator
Im Rahmen der “Fliegenden Agenda”, Stand 9

„Zukünfte brauchen Ideen/Visionen und Flügel“

Gemeinsam ganzheitlich lernen

Modelle und Ordnungen als Spiel- und Gestaltungsräume zum Erkunden und Gestalten realer und virtueller „Realitäten“ (Imagination)

Heiner Benking
Millennium Project Berlin Co-Lab
Open Space, The Earth Charter in Action, June 26- 30, Urbino, Italy

This are only 30 (out of 60) powerpoint slides as presented at the:

EARTH CHARTA OPEN - SPACE:

and available during the conference:
Global Ecological Integrity, Human Rights, and Human Responsibilities

After this selection you find 2 „hyperlinked“ slides which were written ad-hoc directly before the session to invite further explorations and digging deeper into areas of interest
Thursday 11\textsuperscript{th} of July 15:30h.: Round-Table:

\textbf{Ethics}

\textit{in Knowledge Representation and Organization}

"\textit{Challenges in Knowledge Representation and Organization for the 21st Century:}

\textit{Integration of Knowledge across Boundaries,}
Round-Table: 

*Ethics in Knowledge Representation and Organization*

Impulse Statement:

What do we need? Where do we want to go?

A Linguistic Turn?, An Iconic Turn? Communication Turn, Spatial Turn?,... or a Pragmatic Spin?

The construction and ethics of shared frames of references
Wanted: A Global (Integral) Covenant

Reflections and a work report
towards shared frames of references and visions
in a big-picture overview „mode“ or „scaffolding“

Heiner Benking
Independent Futurist and Facilitator

please see also:
Ecological Integrity and Earth Charter 2002 presentations
Culture and Civilization: Comparative Cultural Studies: Culture, Cultural Policy, and the Media

Homogenisation, Standardisation, Harmonisation, Linguistic-, Iconic-, Spacial-, Integral Turn,...

Where do we go from here in an age of a globalised "Cyberculture"?

Heiner Benking, Independent Facilitator and Futurist
An Integral Agenda for Coping with Globalisation and Cyberculture

A Report and Reflections and about sharing extra dimensions and modern (communication) technologies

Heiner Benking
Independent Futurist and Facilitator

These are only 30 (out of 60) powerpoint slides as presented at the:

EARTH CHARTA OPEN - SPACE:

and available during the conference:
Global Ecological Integrity, Human Rights, and Human Responsibilities

After this selection you find 2 „hyperlinked“ slides which were written ad-hoc directly before the session to invite further explorations and digging deeper into areas of interest
Culture Navigation and Reference Rooms: 
A Futuristic „Out-look“

Questioning the next turn in Culture and „CyberCulture“
– What will happen after the „linguistic-“ and „iconic turn“?

Heiner Benking
Independent Facilitator and Futurist
Associate, Millennium Project, Berlin CoLab
ENCOS 2004
1st European Networks Conference on Sustainability in Practice, 1-4 April 2004, Berlin

Windows into and a WorkReport on:

• E-Learning
• International Cooperation
• Education for Sustainability

Heiner Benking
Independent Facilitator and Futurist
S8: Culture in the Multimedia Information Society
Portals, Switching Systems and Reference Schemas
Heiner Benking

http://www.thur.de/philo/Benking/extra_skin.html
http://www.thur.de/philo/Benking/effe_en.html

Language Theory for the Computer
Johannes Heinrichs, Heiner Benking

http://benking.de/systematik-9.html
http://www2.hu-berlin.de/soz-oeko/
Future Prospects for Constructivism

Cybernetics – quo vadis?

Heiner Benking
Independent Facilitator and Futurist
Cybernetic Futures – kybernetische Zukünfte

Heiner Benking
Independent Facilitator and Futurist
Granularity, Topicality, and Generalization of Information

Reflections about maps and models, orienting generalizations and their possible pragmatic and ethical implications and challenges

Heiner Benking

- Was ist ein Ordnungs-, Entwicklungs- & Spiel-RAUM?
- Noch ein «Didaktischer Würfel»?  - Oder ein „kognitives Panorama“ für Orientierungswissen?
- Informationsgesellschaft, Kultur und Cyberculture?
- Virtualität, Imagination und Potentialität
- Globale Wissensgesellschaft, Medien & Sprachen
- Modelle, Sprachen und Ordnungen
- Gesprächskultur, Partizipation, Mediation, ...
"Education" bridging with children sectors and worlds, local and global,... paper prepared for 1993 XIII World Conference of World Futures Studies Federation

FINLAND - TURKU and the World
Helsingin Sanomat - Finish Weekly with full page color coverage of kids event and a "box" the futurists gathering

Children "KNOWLEDGE SPIRAL" - NEWSLETTER

http://www.ceptualinstitute.com/genre/benking/turku/turku.htm
A Flat World is out of Proportion
TOPIC 2a - World Maps and World Views
• REALISM
• IDEALISM
• PHENOMENALISM
• PSYCHISM
• SENSUALISM
• PNEUMATISM
• MATERIALISM
• SPIRITUALISM
• MATHEMATISM
• MONADISM
• DYNAMISM
CAN WE AFFORD ??
a battle of Perspectives, Metaphors, Analogies, Symbols, Images, Maps, and Models ?
MOTTO (ZITAT) DER PRÄSENTATION: Idee und Aufgabe

Die Fähigkeit eines Menschen, seine Welt im Einklang mit universellen Ordnungen zu gestalten, kann nur dadurch vor Versagen bewahrt, und wirksam erhalten werden, dass er sich dieser Ordnung als seines eigenen Organismus zu Bewusstsein bringt und dass er dieses Bewusstsein methodisch weiterentwickelt.

Hugo Kueckelhaus
Gedanken zu den Themen:
Lernen – Wissen – Gestalten & “Zurechtfinden”

- Was ist ein Ordnungs-, Entwicklungs- & Spiel-RAUM?
- Noch ein «Didaktischer Würfel»? - Oder ein „kognitives Panorama“ für Orientierungswissen?
- Informationsgesellschaft, Kultur und Cyberculture?
- Virtualität, Imagination und Potentialität
- Globale Wissensgesellschaft, Medien & Sprachen
- Modelle, Sprachen und Ordnungen
- Gesprächskultur, Partizipation, Mediation, ...
Central issues include:

- Culture and Cyberculture
- Frontiers and Challenges of Conceptual Navigation
- Orientation and Understanding
- CREATE NEW SPACES AND MAPS?

http://benking.de/meta-paradigm.htm
http://benkign.de/ceptualinstitute/landscape.htm

In such fields the question of context and overview evolves naturally - This is essential for learning and „daring“ to forget. As a result the human right to know what something is „about“ can evolve naturally.
WeltWeitWissen  Ideen- Projektwettbewerb
Oikos and Ecumene as nested houses?
Bamberg May, 25, 2007

“Science is build up with facts as a house is with stones.
But a collection of facts is no more science as a heap of stones is house”

Henri Poincare (1854-1912)

I would try to argue and add:
Not just sciences, but all exact and fine arts.
Subtile 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".

pls. see also The Club of Rome - The Predicament of Mankind, 1970
Interactive relations among hierarchically ordered subsystems of an organism, Inscribed Domains, P. Weiss, In: Beyond reductionism, Alpbach 1968, pls. see more: IFSR - ISSS
Is synoptic enough? What does it include?

Cité des Sciences et de l'Industrie = Joel de Rosnay
http://pespmc1.vub.ac.be/macroscopic/

Immensely: small & complex & much!?
The hierarchy of constitutions with the barrier to physical reductionism shown as a black border.

The hierarchy of constitution with arrows showing the flow of values.
Worldview Compositions and Cognitive Spaces
- a necessary evolutionary step

by Heiner Benking

<table>
<thead>
<tr>
<th>Structure</th>
<th>Behavior</th>
<th>Evolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nation</td>
<td>Political Science</td>
<td>History</td>
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<tr>
<td>Society</td>
<td>Sociology</td>
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<tr>
<td>Organization</td>
<td>Management Science</td>
<td></td>
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<tr>
<td>Group</td>
<td>Social Psychology</td>
<td></td>
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<tr>
<td>Individual</td>
<td>Anatomy</td>
<td>Psychology</td>
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<td>Organ</td>
<td>Physiology</td>
<td>Embryology</td>
</tr>
<tr>
<td>Cell</td>
<td>Cytology</td>
<td>Developmental psychology</td>
</tr>
</tbody>
</table>

A Systemic View
or / and
an
Organismic General System View
of the World?

R.W. Gerard 1958
Konrad Lorenz Institute for Evolution and Cognition Research
Altenberg Workshops 1996/97 30. January 1997, Austria

Worldview Compositions and Cognitive Spaces
- a necessary evolutionary step  by Heiner Benking

Das soziale „Holon“
der Menschheit
nach A. Taylor
mit
emergierenden
géopolitischen System Ebenen
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?

real spaces  perceptual

concept spaces  conceptual

http://www.meta-self.com
http://ceptualinstitute/genre/benking/borderland.htm
Using the same references or co-ordinates

**Imaginary Spaces**

**Eco-Cube**

**Blackbox Nature**

**Rubik's Cube of Ecology**
Caught in the Web?  

Lost in Space?

In a safety Net?  

Found in Space?
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**
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>
</tr>
</thead>
<tbody>
<tr>
<td>N. v. Kues (Cusanus)</td>
<td>C.S. Peirce</td>
<td>A. Warburg</td>
<td>work in progress</td>
</tr>
<tr>
<td>ANALOGON</td>
<td>INDEX</td>
<td>ORIENTATION</td>
<td>CONTEXTS</td>
</tr>
<tr>
<td>SYMBOLON</td>
<td>SYMBOL</td>
<td>WORDS</td>
<td>SUBJECTS</td>
</tr>
<tr>
<td>ICON</td>
<td>ICON</td>
<td>IMAGE</td>
<td>OBJECTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACTION</td>
<td>Systematic, communicative ETHICS &amp; PRAGMATICS</td>
</tr>
</tbody>
</table>

Jonas / Stachowiak
3 Steps Towards an „Orienting Generalisation“

1. since 1988
   Cognitive Panorama

2. since 1988, respectively 1992
   Sign- & Mediaintegration

3. since 1990 resp. 1997
   Orientation Generalization


The three sign systems (C.S. Peirce) set in relation to each other (Knowmap 2001) and combined with Abby Warburg’s Layers in 3.

See Fig. 1 in Bridges and a Masterplan, ICSU-CODATA 1992 from ONLINE ’92

Action (Warburg) and Ethics (Jonas) demand, as prerequisite, for an expanded framework of cohesion and relation for media, cultures, worlds...

The Panorama as an Index-Space:

For more see a list of publications relating to the „subjects“ humanities and cultures, systems, education, media-integration, technology, computer graphics, orientation, library-sciences, cybernetics, environmental research management (1981-2004).
**KNOW-MAPS FOR KIDS**

patterns can be meanings that connect

A Universal Ordering System for Disciplines and Phenomena

**ICC - Information Coding Classification**  I. Dahlberg

<table>
<thead>
<tr>
<th>Matrix columns</th>
<th>Matrix levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>9  Culture</td>
<td>Distribution and Synthesis</td>
</tr>
<tr>
<td>8  Science &amp; Information</td>
<td>Application and Determination</td>
</tr>
<tr>
<td>7  Economic &amp; Technology</td>
<td>Technology and Production</td>
</tr>
<tr>
<td>6  Socio</td>
<td>Institution or Content</td>
</tr>
<tr>
<td>5  Human</td>
<td>Persons or Content</td>
</tr>
<tr>
<td>4  Bio</td>
<td>Property Attribute</td>
</tr>
<tr>
<td>3  Cosmo &amp; Geo</td>
<td>Activity, Process</td>
</tr>
<tr>
<td>2  Energy &amp; Matter</td>
<td>Objects, Components</td>
</tr>
<tr>
<td>1  Form &amp; Structure</td>
<td>Theories, Principles</td>
</tr>
<tr>
<td>0  Subject Areas</td>
<td>General Form Concepts</td>
</tr>
</tbody>
</table>

The ICC is in the MMI Library

a basis for teaching wholeness and connectedness - what we know and how little we know!
The Hub Berlin
a space for people with good ideas for the world.

Global Sharing and Coping
Connecting Worlds, Scales, Media, & Forms Structures
Humans as Model-Makers, Frame-Deliberators, Terrain-Negotiators, and In-Betweeners

Exploring & Linking & Negotiating Old and New Realities, Representations, and Cosmologies

A quest for using the human potential for sharing and in-betweening by using maps and models and old and new forms of reality-making, dialogue and decision cultures towards a shared embodied covenant

Heiner Benking
Towards one possible global embodied Covenant:
Models, - not just Systems, Signs, Words and Images

A work report towards developing shared models for broader and contextual understanding and a concert of orienting generalizations for helping to overcome dualistic traps and include specialist and generalistic cultural activities.

Heiner Benking
Independent Facilitator and Futurist
In view of the Global Action Priorities for a Sustainable Civilization we feel a lack of being able to share commons in a global knowledge society. The meso-scale tangible world is expanding and so we need to agree on common grids - a global embodied covenant - to outline and include sign systems (words and images), maps, languages, in shared common frameworks, embodied as models. - Orienting generalizations are proposed to share and “negotiate” some of the materially directly not-given or accessible.

The Paper outlines old and new learning approaches - including old and new media - towards sharing and merging perspectives and realities and some projects and proposals for future education towards these ends.
A work report, some thoughts, and what we should do about:

- Maps, Models, and Orienting Generalisations
- Lack of Context and Place in a modern Cyberculture
- Signs, Turns, Turfs, and the missing shared Perspectives
- Dialogue and Decision Cultures
- Ethics and Pragmatics
- Culture Navigation
- Encyclopedia, Atlases, Multi-Media bridge-building
- Global Education, like Ecology, History,...
Pls. see:
„Extensions“ and excentric positionality, „workplaces of mind“ and Jean Gebser: „Only the „concrete“ can be integrated“.

And check the UN – ECOSOC- AMR 2008 for the names Benking and Hanks and his mindset mapping:
http://www.quergeist.net/AMR-2008/

Stumbling blocks preventing true dialog, peace-making, and reconciliation:
1) we fight over words but do not check the meaning,
2) we do not question and compare the values attached to statements and attitudes,
3) we do not contextualize and embody concepts and meaning, do not check the sectors, regions, scales, proportions and consequences of alternative actions,
4) we do not give voice, empower, listen, cherish and cultivate difference or variety in dialog and decision making,
5) Disorientation and dumbing-down in Cyberculture and a mis-administered and misunderstood, intangible “Globalisation / Glocalisation”: Where we get overloaded by communication noise (sign/symbol melange) and media demagogy which means: no trust and fidelity in the statements and no ways and means to check the credibility and impact/relevance, and get lost between the scales, brackets, and sectors.
6) The above incompatibility and incomparability opens the door for over-claims and oversimplifications. Leaders use intangible jargon (plastic-words), neglect impacts and avoid instead of exploring differences and alternatives.

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
The graph and some links were developed around the Leadership Development Dialog and Diversity site and initiative from the late 90ies: http://open-forum.de/guide2dialog-VUMC--1999.htm

So let us check below some hurdles and barriers we have to address which prevent us from reaching the objectives of:

**Suspend Certainty**

**Seek to Expand the Questions**

**Grow Ideas Rather Than Take a Position**

**Listen to Your Listening**

**Be Open Rather Than Attaching to Outcomes**

http://benking.de/open-forum/OF_Background_paper_4.htm
http://benking.de/open-forum/OF_Backgroundpapers/

Behandelt werden offene und mehr strukturierte, geordnete Moderations- und Veranstaltungsformen und wie ein jeweils optimaler Verlauf unter Einbeziehung der Erwartungen, Räumlichkeiten und Zeitvorgaben angestrebt werden kann.

Ein Schwerpunkt ist das von uns entwickelte MAGIC ROUND TABLE Rundgespräche-Verfahren.

Sie sind eingeladen als Referenzen eine Sammlung von Veranstaltungen unter dem Titel "Demokratie neu-erfinden", oder eine Publikationsliste und das ursprüngliche Homepage-Sprungbrett mit weiteren Texten und Materialien zu erkunden.

The Open Forum page is about Dialog and Conversations, how to organize meetings and gatherings, and help groups come to sharing meanings and concerted action, about a much needed dialog- and decision culture and about how we can empower and give voice, co-create and invite change and surprise in any group, or generations and cultures dialogues, or with senior "systems" people.

It is about learning about open and closed formats and dialog methods, and how to trigger surprise and change in groups. We specially invite to study our magic round-table dialog exercise, a time-credit moderation method where attention and the invitation to speak is embodied as token, given as a present for encourage- or empowerment.

We cordially invite to visit a collection of open-forum events we call "re-inventing democracy", a list of publications we recommend, and the original "jump page" we maintain since 1996.
OPEN SPACE

OPEN FORUM

INTRODUCTION & WARMING UP: heinrich bengtson
With CONTRIBUTIONS & CO-CREATIONS from PARTICIPANTS & SURPRISE GUESTS
the law
of the "two feet"
or the freedom to decide yourself.

two realizations (forms of participants)
the butterfly

and the bumble bee

Reports can be found here: [http://open-forum.de/invent-democracy.html](http://open-forum.de/invent-democracy.html)
Please also check the article of Farid Larissy about the family of "open" & minza method for dialogue, mediation, and participation after meeting with Harison Owen at the Berlin Open-Space conference in 1998.
The method can be considered a self-organizing, open, transparent, dynamic and embodied way of participation and empowerment which cultivates differences and fosters co-creation.


that we have photos of to record our exercises of "re-inventing dialogue and democracy" towards an art of listening and jointly subsuming and resonating:

Please follow the links for more pictures, reactions and comments of the participants.

2005:

Traumland Intensivstation, Opening Spaces in an Ecumenic Church in Munich around Sciences and Hospitals around Intensive Care and Trauma: goto impressions and Article.

2004:

Congress: "Ideen für Neues: Ganztaglernen / Ideas for Change: Day School Learning" at Berlin Congress Centre

Youth Congress: "For a New Europe" at FEZ Berlin
1995 PEACE UNIVERSITY - Fördergemeinschaft zur Gründung einer Friedensuniversität (FOF) e.V. - deutsche Version
Ergebnisse der Sommer Universität in Berlin, Juli - Oktober 1995
http://open-forum.de/cultures-generations-dialogue.html

some "participant views" - perspectives with other "eyes" from events which combined the OPEN SPACE and OPEN FORUM method

DIALOGUE OF CULTURES AND GENERATIONS - storytelling and listening
GENERATIONEN und KULTUREN DIALOG - da war doch noch was...
Getting the Whole System in the Room for convergence and action.

Bertalanffy’s 100th
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>EXPO 2000 and Future Raft</td>
</tr>
<tr>
<td></td>
<td>Dialogue in the Circus - Chancen 2000</td>
</tr>
<tr>
<td>1999</td>
<td>House of Democracy Berlin</td>
</tr>
<tr>
<td>1997</td>
<td>Asilomar ISI - Social System Design</td>
</tr>
<tr>
<td>1996</td>
<td>Club of Budapest, Munich</td>
</tr>
<tr>
<td>1995</td>
<td>International Peace University, Berlin</td>
</tr>
<tr>
<td></td>
<td>UN Climate Summit, Berlin</td>
</tr>
</tbody>
</table>
GLOBAL SCHOLARLY PUBLICATIONS

DIALOGUE

AMONG CIVILIZATIONS

VOL I & VOL II

ISBN: 159267044X

Please see in Volume II

Role of Culture in Dialogue among Civilizations

Heiner Benking, (Independent Scholar) and Sheryl Stalinski, (Independent Scholar)

"Dialogue Toward Unity in Diversity" please see here the full original text as presented for the 100 years Ludwig von Bertalanffy celebrations of the Systems Sciences community.
TOWARDS A NEW COVENANT:

EMBRACING A DIALOGUE AND DECISION CULTURE TO ADDRESS THE CHALLENGES OF THE AGORAS OF THE 21ST CENTURY

Heiner Benking and Farah Lenser, Open Forum, Berlin, Germany

& Sherryl Stalinski, Aurora New Foundation, Tucson, AZ

Summary of the Editors:
Heiner Benking, Farah Lenser, and Sherryl Stalinski analyze the difficulties faced in trying to dialogue across geographical and cultural boundaries. They examine two effective and relatively simple methods for bringing awareness and consciousness into a group of strangers: Open Space and Magic Roundtables. These methods work by themselves in situations where mutual understanding is the goal and as icebreakers in situations that demand planning and concerted action.

Twenty-first century agoras, unlike their historical counterparts, are not comprised of villages populated by individuals who know each other and share the same past, environment, and culture. Contemporary agoras are diverse and global. Their dialogue is often conducted across geographical and cultural boundaries. Additionally, they often address challenges and issues that are far more complex than those of the early agoras. This paper seeks to identify such challenges and summarize a variety of appropriate dialogue methodologies.

KEYWORDS: dialogue, conversation, conscious cultural evolution, dialogue culture, social systems
1st Virtual Congress
on World Citizenship and Democratic Global Governance

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and then, click on “Discuss this paper” to post your message to the author.

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  by Andrew Strauss
- Global Governance and the Simultaneous Policy (SP)
  by John Bunzi
- World Healing: some remedies for a healthier world
  by Doug. N. Everingham
- How do we get there from here? – A Community of democratic nations
  by Chris Hamer, President, World Citizens Association (Australia)
- A model of work projects for Global Democratization: a graph and explanation
  by Kenneth J. Kostyó
- Earth Federation – A two track Strategy
  by Dr. Roger Kotila
Dialogues and Conversations - Participation and moderation/mediation: ways and means towards re-inventing Democracy and Good-Governance

by Heiner Benking,
Independent Scholar, Berlin

This posting from a list of activists for democratic schools might help us clarify the issue or how wide the topic is:

[AEROlistserv] Definition of “democratic”
Arnold Greenberg gnmbrg@downeast.net wrote Wed, 14 Jun 2006:

Folks: For me democratic education is much more than equal voting for students and teachers, it's having the students be in charge of their education. At Liberty School we want students to have real ownership of their minds and spirits and at the same time share equal responsibility for our learning community. We take each of the words--“democratic learning community” seriously and discuss--what does it mean to be democratic, What do we mean being committed to being learners and what does it mean to be a community?
Dialogues and Conversations
Participation and Moderation/Mediation: Ways and Means towards Re-Inventing Democracy and Good-Governance
Heiner Benking, Independent Scholar, Berlin

(PLEASE NOTE: Below you find the full list of content. But only an extract which is omitting some figures, links, references could be made available at this time for the First Virtual Conference on World Citizenship and Democratic Global Governance. You will find more by following this link some time soon: http://benking.de/dialog/dialogues-conversations/2006/)

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http://benking.de/dialog/dialogues-conversations/
Open-Forum Open-Space

BAUSTELLE!
Come back later maybe visit:
http://benking.de/open-forum/OF_Background_paper_4.htm
http://benking.de/open-forum/OF_Background_paper_1.htm
http://benking.de/open-forum/OF_Background_paper_3.htm

The graph and some links were developed around the Leadership Development Dialog and Diversity site and initiative from the late 90ies:
So let us check below some hurdles and barriers we have to address which prevent us from reaching the objectives of:

• Suspend Certainty
• Seek to Expand the Questions
• Grow Ideas Rather Than Take a Position
• Listen to Your Listening
• Be Open Rather Than Attaching to Outcomes
BE PREPARED TO BE SURPRISED
Ecological Integrity, Democracy, Governance, and Education:

THE NEED and A WORK-REPORT towards an embodied Covenant

Heiner Benking
Independent Futurist and Facilitator
This are only 30 (out of 60) powerpoint slides as presented at the:

EARTH CHARTA OPEN - SPACE:

and available during the conference:
Global Ecological Integrity, Human Rights, and Human Responsibilities

After this selection you find 2 „hyperlinked“ slides which were written ad-hoc directly before the session to invite further explorations and digging deeper into areas of interest
Thursday 11\textsuperscript{th} of July 15:30h.: Round-Table:

\textit{Ethics in Knowledge Representation and Organization}

"Challenges in Knowledge Representation and Organization for the 21st Century:

\textit{Integration of Knowledge across Boundaries,}"
Round-Table: 
*Ethics in Knowledge Representation and Organization*

Impulse Statement:

What do we need? Where do we want to go?

A Linguistic Turn? An Iconic Turn? Communication Turn, Spatial Turn?...
or a Pragmatic Spin?

The construction and ethics of shared frames of references
SUPER-STRUCTURE

In some of the next slides we see a proposal from 1993 with Paul Uhlir, CODATA, USA and others to show how long we are already trying to establish “common frames of references” across scales to locate and relate data and information, and also „signs“ in (next slides), coded – or non coded data.

The proposals for a conceptual superstructure were done for example for the RIO 1992 process, see summary and outlook on behalf of NOEL BROWN, UNEP-RONA

Or the ICSU CODATA 1992 in Beijing „Bridges and a Masterplan“ and 1994 in CHAMBERY with special focus on spacial space-scapes 3 and multi-dimensional. Title: A Conceptual Superstructure of Knowledge

The author has developed models, schemas or grids to locate and combine knowledge since the late eigthties, (see also the CODATA- ISGI later in this presentation), see KnowMap series,

And note the we called it around Knowledge Organisation (ISKO 2002) and work around Ecological Integrity and the EARTH CHARTA in 2003 a “Global Covenant“. The Encyclopedia of Systems and Cybernetics (Charles François) helped me establish some definitions for what will be presented in the next slides.
Basic classes of simulated reality and their proponents

<table>
<thead>
<tr>
<th>Reality</th>
<th>Nature, Man Made World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Reality</td>
<td>Sutherland, Furness</td>
</tr>
<tr>
<td>Augmented Reality</td>
<td>Feiner, Stricker</td>
</tr>
<tr>
<td>Augmented Virtuality</td>
<td>Gelernter, Ishii</td>
</tr>
<tr>
<td>Double Augmented Reality</td>
<td>Mankoff</td>
</tr>
<tr>
<td>Blended Reality</td>
<td>Turner; Benking</td>
</tr>
</tbody>
</table>

Merged and Morphed Realities

see: spatial metaphors & User Interface design

see: Composite Cognitive Panorama or Panopticum

http://www.ceptualinstitute.com/genre/benking/visual/visualization.htm  extend with and from Veltman 98
Das Maßsystem von Erlitou I zweite Bauphase 72 x 72 Fuß mit den Teilungsmöglichkeiten nach der Yang-Teilung (ungerade Zahlen) und der Ying-Teilung (gerade Zahlen)

428 p. w. numerous ill. and maps (partly col.). 31,5 cm. Buchleinen, 3204gr.
ISBN: 3-930698-02-1, - EDITION AXEL MENGES-
Im Rahmen der “Fliegenden Agenda“, Stand 9

„Zukünfte brauchen Ideen/Visionen und Flügel“

Gemeinsam ganzheitlich lernen

Modelle und Ordnungen als Spiel- und Gestaltungsräume zum Erkunden und Gestalten realer und virtueller „Realitäten“ (Imagination)

Heiner Benking
Millennium Project Berlin Co-Lab
SONDERSCHAU
GLOBALES LERNEN

Meilensteine auf dem Weg (ab 1990) zu solch einem breiten / herausforderndem Thema:

- UN – G7 Bundeskanzleramt Bonn “GLOBAL CHANGE”
  - Herausforderungen an Wissenschaft und Politik
- Melbourne UNEP “Common Frames of References”
- OUR VIEW OF LIFE IS TOO FLAT, WFSF
  FUTURISTS Children workshops, Turku, Finland, 1993
- COMMON FRAMES OF REFERENCES; RIO 92, outcome
  & recommendations, on behalf of UNEP’s director New York: N.
  BROWN 1993
- Forum Für Gestaltung Ulm 1997 Denkarchitekturen
- Europarat Neue Ideen Neue Räume Prag 1996
- Metaphern, Analogien, Aizu Japan, 1998
- A Humane Information Society or Information War ?,
  GLOBAL LEARNDAY 1995
- effe - Europäisches Forum für Freiheit im Bildungswesen, Berlin
  1999
- Gesellschaftsdesign und Gesprächskultur, Asilomar, Findhorn,
  Berlin, ... 1994-2002
- Auf dem Weg zu einer individuellen und kollektiven Ethik,
  einer Ethik für erweiterte Kontexte mit Hand, Herz und Kopf,
  Weltethikgipfel, Kühlungsborn, 199/2000
- Surviving Cyberculture's, impact - what can be done!? -
  Programming for People - From Cultural Rights to Cultural
  Responsibilities, UN - WORLD TELEVISION FORUM 1997,
  VISION - TELEVISION
- Evolutionäre Erkenntnistheorie, ein nächster
  Schritt...., Konrad Lorenz Institut Altenberg
- Embodying Situations & Issues, Sharing Contexts
  , and Encouraging Dialogue, IFSR, 1996/7
- Zetetic Spaces -
  Individuell Wissen oder Gemeinsam Zurechtfinden?,
  BMBF Ideenwettbewerb, 2000
- KULTUR DER VERWEIGERUNG, Bölau Verlag
  u.a. im Club of Rome, Kömmödchen, Düsseldorf...
- KNOWMAP Mag. 2001 – Spatial versus Spatial
- An Integral Agenda for Coping with Globalisation and
  Cyberculture Sustainable Information Society - Values and
  Everyday Life, Sept 27-28, SIS KOUVOLA, Finland,Finland
  2001
- Jan Gebser, Conceitisation & Integrale Agenda, Ohio, 2001
- UNITY IN DIVERSITY DIALOGUES,
  & OPEN FORUM, Bertalanffy 100. Anniv., 2001

Poster und Präsentationen u.a. im Rahmen von: ICSU, UN, EXPO 2000, EG, ISKO, FID, Infoterm, GLOBAL
VILLAGE, JPL, WFSF, MP (STOF), ...  More at: http://benking.de / global-learning/
Add ENIGHTENMENT FOLIO !! ??
Using Maps and Models, SuperSigns and SuperStructures

Heiner Benking
Granularity, Topicality, and Generalization of Information

Reflections about maps and models, orienting generalizations and their possible pragmatic and ethical implications and challenges

Heiner Benking
SUPER-SIGN

I strongly recommend to visit:


**Wood, Dennis** (1992), The Power of Maps, Guilford Press, 1992

**Oliver, A.**, MA in Fine Art at Cardiff School of Art. http://www.annao.pwp.blueyonder.co.uk/text_patterson.htm

Denis Wood has stated first that maps are Supersigns and Anna Oliver has in her MA so aptly summarized that extract a few lines from her work „Maps as Signs and Codes“ here for this presentation to support this thinking and these terms when thinking about the futures of MULTI-MEDIA:
SUPER-STRUCTURE

In some of the next slides we see a proposal from 1993 with Paul Uhlir, CODATA, USA and others to show how long we are already trying to establish "common frames of references" across scales to locate and relate data and information, and also "signs" in (next slides), coded – or non coded data.
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Model Thinking & Pragmatics
Herbert Stachowiak 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
SECOND EDITION
OF THE INTERNATIONAL ENCYCLOPEDIA
OF SYSTEMS AND CYBERNETICS

Charles François (editor), KG Saur Verlag-Thomson, München, 2004
Updated and augmented in more than 740 pages, 1700 articles, some of them with figures, tables and diagrams, and 1500 bibliographical references.
Global Change - Herausforderungen für Wissenschaft und Politik

Kommt auf die Terrasse zur WELT IM WANDEL Ausstellung:

Wir basteln dort Modelle wie wir uns ganzheitlich Themen wie: WELT, AGENDA, ÖKOLOGIE... nähern können wie wir überhaupt uns trauen können/sollten:

„GLOBAL ZU DENKEN“

Baut mit uns AGENDA Bälle und Ökologie Würfel-Räume
HYPER HISTORY & Reference Rooms

„Die Sichbarmachung des Gleichzeitigen“ – „Visualizing the Concurrent“

„There is to our knowledge nothing similar to the synchronoptic world history of Arno Peters“ (1952)

"Es gibt unseres Wissens keine Parallele zu Arno Peters' Synchronoptischer Weltgeschichte. (1952) http://www.zweitausendeins.de/Peters/Presse.htm (2001)

http://www.heise.de/tp/deutsch/inhalt/buch/4788/1.html
Models and „think“-models

Herbert Stachowiak, 1965 - 2004
see next slide

„Man is a model making animal
His outstanding predictive powers
give him selective advantages."

Models of Reality -
Shaping Thoughts and Action
Richardson, Marx, and Toth

UNESCO, 1984
GLOBAL LEARN DAY
WELCOME TO EUROPE

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?

Sharing & bridging realities

- real spaces perceptual
- concept spaces conceptual

http://www.meta-self.com
http://ceptualinstitute/genre/benking/borderland.htm
"Education"
bridging with children sectors and worlds, local and global,... paper prepared for 1993 XIII World Conference of World Futures Studies Federation

FINLAND - TURKU and the World
Helsingin Sanomat - Finish Weekly with full page color coverage of kids event and a "box" the futurists gathering

Children "KNOWLEDGE SPIRAL" - NEWSLETTER

http://www.ceptualinstitute.com/genre/benking/turku/turku.htm
Wanted: A Global (Integral) Covenant

Reflections and a work report towards shared frames of references and visions in a big-picture overview „mode“ or „scaffolding“

Heiner Benking
Independent Futurist and Facilitator
Heiner Benking's possible Bamberg 2007 titles:
( more at www.quergeist.info/bamberg2007.htm )

Keeping our Commons (houses, oceans, trees, families, communities ...) with the help of shared metaphors and models in „order“ to feel „at home“ and / or „save“ and so help us cope in times of Globalisation and Cyberculture.

Models for sharing „order“ and commons in times of hypercognition (Lakoff) with reference to Erich Fromm and the need for shared frames of references or orienting generalisations.

Making ourselves at home in global modern worlds in an agreed-upon shared cognitive spaces, called a cognitive panorama in 1990

Oikos and Ecumene, or the Ekistic Grid to share intangible realms in a shared embodied global

A work-report about a World-House or House of Eyes to share meaning and help communicating about complex post-modern intangible issues beyond the dualistic mental or cognitive models of dualism.
"Education" bridging with children sectors and worlds, local and global,... paper prepared for 1993 XIII World Conference of World Futures Studies Federation

FINLAND - TURKU and the World Helsingin Sanomat - Finish Weekly with full page color coverage of kids event and a "box" the futurists gathering

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http://www.heise.de/tp/deutsch/inhalt/buch/4788/1.html

http://www.hyperhistory.com
Wie wär’s mit uns? Umweltbildung und Globales Lernen

Earth Literacy & Globales Lernen: Wie wär’s mit uns?
Ja, nur wie konkret?

Projekte / Praxisbeispiele, Karten, Modelle und Denkmodelle
Beispiele zur Konkretisierung durch die Verwendung auch von neuen
Kommunikations-, Darstellungs-, Denk-Formen und -Medien, Zeichensystemen,
Sprachen, Systemen, Karten und Modellen, Atlanten, und Enzyklopaedien

Heiner Benking (1-4)
in Kooperation mit Helmut Burkhardt (1), Julia Morton-Marr (1-2, 4),
Torsten Schramm (3), Eric Schneider (1,2,4)

(1) CGI - Council on Global Issues, SfP - Science for Peace, Toronto, Canada
(2) IHTEC - International Holistic Tourism Education Centre, Toronto, Canada
(3) IJGD - Internationale Jugendgemeinschaftsdienste, WFD, Berlin
(4) PNYV, Positive News Youth Views, Berlin, PNW - Positive Nett-works, Hannover

http://in-betweener.org/events/ANU-2006.htm
Environmental Integrity:
1. Link to your local, national, world heritage Parks as the knowledge base.
2. Conflict Resolution using Friendship Benches.
3. Life Zone Biodiversity - Life Zones are an international Concept with several examples of eco-systems. Knowledge of what grows in each area is vital to the survival of all species. eg: Carolinian Life Zone, Desert Life Zones.
4. Food Security - Planting foods that suit local soils - ISPG.
5. Species Support - Planting food supplies for migrating species and creating water supplies - Creature Corridors.
7. Oceans and Coastal Areas - Marine Peace Parks.

Social Integrity:
Conflict Resolution, Inter-Cultural Understanding through Language Arts and Performing Arts as Guest and Hosts to each other.

http://www.ihtec.org/index.php?id=102