Connecting dots and issues across scales, sectors, and cultures

Structured Dialogic Design and Deliberations: looking back 40 years, announcing the new publication: **STRATEGIC ARTICULATION OF ACTIONS TO COPE WITH THE HUGE CHALLENGES OF OUR WORLD TODAY**, and presenting project around the world, and discussing future potentials for tackling highly complex challenges, creating policy options, and socio-cultural cohesion across scales and media.

Local Host, Introduction and Moderation:
**Maria Kakoulaki**, Journalist, Board Member of "Institute for 21st Century Agoras", Associate "Cyprus Future Worlds Center"

**STRUCTURAL DIALOGIC DESIGN** – state of the art SDD applications from Cyprus, Canada, USA, Mexico, …

**A MODEL DISCOVERED IS SUPERIOR TO A MODEL DELIVERED**
**Alexander Christakis**, Founding President "Institute for 21st Century Agoras"

Coordination and Presentation:
**A HOLISTIC APPROACH TO COPE WITH THE MILLENNIUM PROJECT 15 GLOBAL CHALLENGES**

part of the presentation is a short introduction of the new publication:
**STRATEGIC ARTICULATION OF ACTIONS TO COPE WITH THE HUGE CHALLENGES OF OUR WORLD TODAY** - A Platform for Reflection **by Reynaldo Treviño Cisneros and Bethania Arango Hisijara**
ABSTRACT:

Connecting dots and issues across scales, sectors, and cultures

Structured Dialogic Design and Deliberations: looking back 40 years, announcing the new publication: STRATEGIC ARTICULATION OF ACTIONS TO COPE WITH THE HUGE CHALLENGES OF OUR WORLD TODAY, and discussing future potentials for tackling highly complex challenges, creating policy options, and socio-cultural cohesion across scales and media.

The world community is struggling with not only an ecological crisis, but a change in personal attitudes and values, a crisis of our life-styles and mind-sets. Policymakers and Individuals did not adapt to the rapid changes on this planet the last 100 years, The Problematique and that an exploding “problem space” requires new “solution spaces”, new forms of dialog and deliberation, capacity building, and forms to communicate, deliberate, share and mediate when shared solutions ask for finding ways beyond the need to agree, but settle issues in view of the greater good and including the minority position. (Introduction and “historical orientation” (Heiner Benking).

After a look at the early reports of the Club of Rome 1968-1970, Stockholm 1972, the workshop will revisit progress in “social system design”, community problem solving and peace mediation, multi-track peace-making and diplomacy, and introduce the method of Structured Dialogic Design (SDD) Maria Kakoulaki, Yiannis Laouris, possibly Peter Jones.

Central part is the introduction of the new publication: STRATEGIC ARTICULATION OF ACTIONS TO COPE WITH THE HUGE CHALLENGES OF OUR WORLD TODAY by Reynaldo Treviño-Cisneros. The outcomes of the SDD process to the 15 Challenges to Humanity of the Millennium Project will be presented, and possible implications for achieving the Millennium Development Goals (MDGs), the new Sustainable Development Goals (SDGs) (since Rio 2012 on the international agenda, and what that means for our ability to cope with our Predicament. Followed by a discussion with Peter Jones and Heiner Benking about new approaches to policy-making and deliberation methods and fora in large, distributed groups. Possible interventions any time by Alexander Christakis, Walter Bogan, Ken Bausch, Peter Jones and other invited collaborators.

Summing up: A final round is planned about the challenges and impact of modern media and the recent project of Re-inventing Democracy. The workshop will be concluded by questions by the participants and a final round by the speakers.
Thanks go to Dr. Lucas Andrianosat, OAC for supporting this “mission impossible”, Reynaldo Treviño Cisneros and Bethania Arango Hisijara, for their groundbreaking effort to bridge approaches in the evolving field of nothing less than: “Multi-track, multi-level, multi-sector deliberations, diplomacy and peace making”. A very special thanks goes also to Ken Bausch to finally translate this extra-ordinary project from 2011, so we all can have a look and form an opinion about this effort.

Very much appreciated help came as always and in parts when highly deserved from Yiannis Laouris and Peter Jones. Needless to say that the central pillar for this work is based on the life-achievements of Alexander Christakis and John Warfield, and would have not been possible without the broad family of the members and collaborators of the Institute of 21st Century Agoras, its president Tom Flanagan, and large group members, most I will miss, but here the first names coming to mind (beside the names already mentioned above): Jacqueline Wasilewski, Norma Romm, Janet McIntyre, LaDonna Harris, Jeff Diedrich, Kevin Dye, Gayle Underwood, John McDonald, and finally Maria Kakoulaki, who was willing to step in “last minute” moderate and host/introduce the session when I was about to cancel the trip and assignment as I was not able to fly to Xania, Kolympari. So 10.001 thanks to Maria and all collaborators above!

One word is very important for me. This project is about to break new grounds in the field of deliberation and international policy and agenda-setting as it draws also on the work of the Millennium Project: Jerome Glenn, Theodore Gordon, John McDonald, Frank Cantanzo, Elizabeth Florescu … and many others I had the chance to meet since 1993.
INTRODUCTION by Maria Kakoulaki
based on the HSSS Conference - July 5-7, 2012

“Why & How We the People Ought to Connect the Dots …”
Strategic Thinking and Interactive Systemic Practicing
by Alexander N. Christakis & Maria Kakoulaki

Haven’t we all spent hours of time trying to discover the best possible solutions for wicked questions, often with no any obvious answers? Haven’t we all be thinking for years, what does democracy really mean, whether freedom of expression is applicable, or whether our politicians, act upon according to an ethical vision or according to their private interests? Have we all felt, at certain occasions, deceived by those who are in power or distracted by media owners and propaganda techniques on what reality looks like? Haven’t we felt concerned or scared to raise our voices against what is being decided for us, without us? Is currently our “democratic consciousness” defined, simply, by voting every four years? Where are we standing at, as citizens of this world if we have succeeded in producing intelligent means of communication, but we haven’t developed the ability to discover who we are and where we want to go, through constructive democratic dialogue aiming in the revealing of a truth that will exclude no one?

"Why & How We the People Ought to Connect the Dots…" will present to the conference participants the reasons WHY democracy should be reinvented as a bottom-up process, with the citizens for the benefit of the citizens. And HOW is that possible to be realized by engaging people from all walks of life in a structured democratic dialogue employing the methodology of inductive, deductive, and retroductive logics.

By “connecting of the dots…” we mean the consensual “connection” of people’s mental models, i.e., opinions, knowledge, understandings, wisdom and vision for the future, versus the current domination by political, financial, and academic elites.
“Why & How We the People Ought to Connect the Dots …”
Strategic Thinking and Interactive Systemic Practicing
by
Alexander N. Christakis & Maria Kakoulaki

Selection of slides:
Ignorance or Compassion?
Limits and potentials of human concepts, maps and models with regard to nature

Heiner Benking

Ecological Awareness: Exploring Religion, Ethics and Aesthetics
Bd. 3, 208 S., Studies in Religion and the Environment
Third session:

Walls of menace to the Environment

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

New Science, new Language, new Thinking ?

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

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

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

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

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

More:


http://mattersofconsequence.com/MOCfig2.html
http://mattersofconsequence.com/index.html
Wheel of Transformation, Co-Creation, SYNCONs and PEACE ROOMs

Based and on basic of the NEW WORLD DESIGN Center's (Barbara Marx-Hubbard's) SYNCON and recent implementations the old idea of getting participants roles and motives together onto a round table or WHEEL OF TRANSFORMATION is very alive!

**SYNCON:** SYNnergestic CONvergence - a communication process to:

- realize common goal
- match needs with resources
- discover individual and institutional linkages
- initiate joint projects
- identify growing edge possibilities and new options
- dissolve stereotypes
- AND MOST IMPORTANTLY, built community.

The SYNCONS from the 70ies and 80ies were three-day exercises. This ideal but we learned that a shorter version lasting only one day ignited last year in Hawaii a new race for fruitful gatherings that matter.
2001
Diskussionsvorlage VIRTUELLE REALITAT IN DER ÖFFENTLICHKEIT „republished“/excerpted in: The Internet as a Diverse Community: Cultural, Organizational, and Political ... - by Urs E. Gattiker

2001 page 171 NOTE:
This table benefitted from discussions with Heiner Benking) - the chapters of the book, which is highly recommended is based on the schema developed by Wägenbauer/Benking

The Internet as a Diverse Community

<table>
<thead>
<tr>
<th>Potential Opportunities and Risks With Cyberspace Culture</th>
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<tbody>
<tr>
<td>People will be Able to Advance/Improve or Increase/Decrease:</td>
</tr>
<tr>
<td>experience (visual, cognitive, and others; see chap. 5)</td>
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<tr>
<td>creativity and imagination (see chap. 5)</td>
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<tr>
<td>communication and knowledge transfer through the processing of additional information (see chap. 3)</td>
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<td>independence and loneliness (see chaps. 3 and 6)</td>
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<tr>
<td>cooperation and dependence (see chaps. 4 and 5)</td>
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<td>efficiency and effectiveness (see chaps. 2 and 4)</td>
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<td>direct participation in the political process (e.g., through electronic town hall meetings with the president and/or elected representatives; see chaps. 5 and 7)</td>
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<tr>
<td>access to data and information (see chaps. 1, 2, and 3)</td>
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<tr>
<th>People will Face the Challenge/Risk or Opportunity to Cope With a Situation Offering Them an Increase/Decrease of:</th>
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<tbody>
<tr>
<td>loss of reality, social relatedness, friendship (see chap. 5)</td>
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<tr>
<td>influence and wealth (see chap. 7)</td>
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<tr>
<td>too much of too little information and productivity (see chap. 3)</td>
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<td>Internet or cyberspace use/addiction (see chap. 6)</td>
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<td>privacy (see chap. 6)</td>
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<td>variety in consumer demands (see chap. 7)</td>
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<td>dependency on having the financial resources to afford surfing the Net (see chaps. 2 and 3)</td>
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<tr>
<td>confusion and apathy (see chap. 4)</td>
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Note. This table benefitted from discussions with Heiner Benking.
UIA Online Databases

http://www.diversitas.org/db/x.php

Yearbook of International Organizations Online (YBIOO), subscription only [more]
- International Organizations: 61,806 profiles, 942,430 links
- Biography Profiles: 20,727 profiles, 27,116 links
- Bibliography (organizations): 20,237 profiles, 1,089 links
- Statistics (organizations)

International Congress Calendar Online (ICCO), subscription only [more]
- International Congress Calendar: 247,911 profiles, 277,198 links

Free databases (aka Encyclopedia), log-in optional [more]
- World Problems - Issues: 56,564 profiles, 276,791 links
- Global Strategies - Solutions: 32,547 profiles, 284,382 links
- Human Values: 3,257 profiles, 119,255 links
- Human Development: 4,817 profiles, 19,757 links
- Patterns and Metaphors: 1,275 profiles, 4,535 links
- Bibliography (issues): 16,579 profiles, 24,236 links
- Integrative Concepts: 633 profiles, 0 links
- Network Visualizations

Transnational Associations, log-in optional [more]
- Transnational Associations: 3,862 documents, 0 links

All Databases: 470,215 records, 1,976,789 links
CONFIGURING GLOBALLY AND CONTENDING LOCALLY

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

Configuring strategic dilemmas in intersectoral dialogue

See commentary and significance of 2-domain dilemma codes (Fig. 1b) used in the table below, as well as use of 3-domain codes in its icosidodecahedral representation (Fig. 3A and 3B). These are all parts of a separate report (Configuring Globallly and Contending Locally. shaping the global network of local bargains by decoding and mapping Earth Summit inter-sectoral issues, 1992, 5 mb PDF). For other tables on strategies see: confidence ploys; value-based; typology for sustainable development; Chinese strategems.

<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>UN Bodies</th>
<th>Sectors</th>
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<tr>
<td>Constrained function</td>
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<td>Population/Relief Security/Peace Vulnerable groups Women/Youth</td>
<td>Population sacrifice of one population group for another? (PP)</td>
<td>Sacrifice of population welfare for economic growth? (EP)</td>
<td>Sacrifice of population welfare for education, research, etc.? (LR)</td>
<td>Sacrifice of population welfare for development, research, etc.? (IR)</td>
<td>Sacrifice of population welfare for environment? (ER)</td>
<td>Sacrifice of population welfare for equity? (RR)</td>
<td>UNFPA, UNV</td>
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<td>UNESCO, WIPU, UN, UNITAR, ILO, ITU, ACCIS</td>
<td>Science</td>
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<td>Production/Trade Industry/Technology Agriculture/Fish. Energy/Mining</td>
<td>Sacrifice of production (+trade) for population welfare? (PT)</td>
<td>Sacrifice of production (+trade) for well-being? (PT)</td>
<td>Sacrifice of production (+trade) for well-being? (PT)</td>
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<td>Sacrifice of production (+trade) for well-being? (PT)</td>
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<td>Architects</td>
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<td>ECOSOC, ACC UNDP</td>
<td>Law, Rights</td>
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<td>ECOSOC, ACC UNDP</td>
<td>Finance/Banks</td>
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Fig. 1a: Inter-sectoral Strategic Dilemmas of Sustainable Development
Dialogic Design as Participatory Action Research
Imagining Future Urban Challenges

Imagining Canada’s Future 2030

Social Sciences & Humanities Research Council

- Across Canada - 6 Regional panel sessions
  OCADU led with York, Ryerson, UOIT, Windsor

- Based on large foresight / scan project “Shaping Tomorrow”
  3500 trends, 70K insights, initial set > 200 trends

- We proposed a focused panel on a well-framed issue to derive challenges in response to a single major trend: Urbanization

- 18 members selected from S. Ontario for STEEP/CI + diversity

Requisite Variety
### Changes, Challenges, Priorities

1. **What changes will shape the wider context?**
   - 1.1 Population growth, migration & peak population?
   - 1.2 Canadian values - changes at the heart of the nation?
   - 1.3 Economic & political instability or opportunity in a multi-polar world?
   - 1.4 Opening up
   - 1.5 Resource pressures & the politics of supply
   - 1.6 Changing climates, eco-systems & environments
   - 1.7 Connected, information-dense lifestyles
   - 1.8 Fragmenting attitudes on a number of fronts
   - 1.9 Emerging science & technologies creating new capabilities
   - 1.10 Social pressures rising

2. **What challenges & consequences may emerge?**
   - 2.1 Impacts of peak population?
   - 2.2 Balancing personal choice & wider consequences
   - 2.3 The benefits & ethics of new developments
   - 2.4 Radical transparency
   - 2.5 Redefining education & research
   - 2.6 Managing complexity
   - 2.7 Be prepared: extreme events coming soon
   - 2.8 Identity & multi-layered reality
   - 2.9 Whose morality, ethics, & culture?
   - 2.10 Sustainability: how to get there?
   - 2.11 Low growth economy & jobs

3. **What priorities might emerge for effective responses?**
   - 3.1 Personalisation on every level
   - 3.2 New approaches to behaviour change
   - 3.3 New forms of public engagement
   - 3.4 Integrating a foresight focus
   - 3.5 Enabling resilience of systems, communities, individuals
   - 3.6 Culture change for open systems
   - 3.7 Living with multi-layered realities
   - 3.8 Boundaries of rights, responsibilities & controls
   - 3.9 New metrics & organisational theory

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2015 → 2030
Clustering Challenges
Constructing Challenges into Influence Map
Figure 2  Influence Pattern of Inhibitors

“Obamavision” Wiki

Triggering Question: In the context of Obama’s vision for engaging stakeholders from all walks of life in a bottom-up democracy employing Internet technology, what factors do we anticipate, on the basis of our experiences with SDDP, will emerge as inhibitors to the actualization of his vision?

Key:
- Y: Addressing X significantly helps in addressing Y
- X: Not relevant

Levels:
- Level I
  - Inhibitor 18: Scalability of Discussion Technology
  - Inhibitor 27: Rushing To Action
  - Inhibitor 57: The Average Citizen As ‘Deaf Spectator’
  - Inhibitor 2: Risk of Excluding Disadvantage People Cycle with
  - Inhibitor 1: Technological Knowhow and Poverty
  - Inhibitor 53: Tracking Dissidents

- Level II
  - Inhibitor 4: Lack of Facilitation skills and resources
  - Inhibitor 15: Who Frames the Question
  - Inhibitor 23: Social Contract Overload
  - Inhibitor 45: Literacy
  - Inhibitor 56: The Ineradicability of Antagonism

- Level III
  - Inhibitor 5: Lack of commitment By the Administrator to the Government Vision
  - Inhibitor 54: Lack of Trust
  - Inhibitor 9: Overwhelming Variety of Individual Concerns

- Level IV
  - Inhibitor 22: Corporate Control of the Means of Democracy
  - Inhibitor 14: Insufficient Attention Given to Facilitator Capacitation

Generated by the participants at the Obamavision on Jan. 31, 2009, at www.obamavision.wikispaces.com
Prepared by GAYLE UNDERWOOD
CogniScope 2 Software: www.LeadingDesign.org
<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learnings and Vistas based on revisiting 40 years &quot;Global Problematique&quot;</td>
<td>summing up 40 years &quot;Predicament of Mankind&quot; (Club of Rome early report), look-outs, and new forms of structured dialog and deliberation / decision cultures in an Interview with Alexander Christakis.</td>
</tr>
</tbody>
</table>
Co-Laboratories of Democracy

How Co-Laboratories Of Democracy Work

Problematic Situation

- Discover root causes;
- Adopt consensual action plans:
- Develop teams dedicated to implementing those plans; and
- Generate lasting bonds of respect, trust, and cooperation.

For 40 years a dedicated group of systems designers has worked for an effective democratic way to deal with complex and wicked social problems. This work has yielded a highly effective democratic process that might fit well within your classes dealing with the future of our world.

We are offering a workbook for a four week module that creates an authentic experience for students to grapple with global complexity and build collaborative capacity. This is a new kind of classroom experience where student insights and judgments build a coherent approach to extremely messy and wicked problems. The specific benefits that this course will provide are:

- An enhanced understanding of the interactions among persistent and urgent global problems
- A powerful experience in collaborative learning which enhances learning capacities
- Access to a tool for producing simple graphic maps of complex, non-linear situations
- An experience in efficiently constructing a rich narrative based on a consensus of group understanding
- Confidence for working through complexity with others
A Democratic Approach to Sustainable Futures

This workbook has been designed to support scholarly role playing in the arena of global diplomacy and human system planning. Audiences include students, faith-based groups, and community members who share an interest in grappling with the big picture -- arguably the biggest picture -- or our times: global sustainability. The modular 4 or 5 week course can be extended as different groups might choose. Through the role playing, audiences will collaborate with others in authentic engagement with the world's complexity through participatory democracy. This experiential learning opportunity has the power to change lives, and the promise to save the planet.

Praise for the book

A Democratic Approach to Sustainable Futures requires students to guide their own learning. This is one of the most effective means of learning, and students following this workbook can expect to feel like they have accomplished significant gains at the end. This is an excellent workbook for serious students who are not satisfied by simple theory or impractical practice. This is the book to prepare for the messy, multi-layered, multi-faceted, personal, political, real world of applied global activism.

From the Preface by Ambassador John W. McDonald
Founder (1990) and CEO, The Institute for Multi-Track Diplomacy
Four-time Ambassador under Presidents Carter and Reagan
Copenhagen Consensus 2008

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

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

population, climate change
peak oil
MDGs and SDGs

**Reaching the Millennium Development Goals - (MDGs)**

At the Millennium Summit in September 2000 the largest gathering of world leaders in history adopted the UN Millennium Declaration, committing their nations to a new global partnership to reduce extreme poverty and setting out a series of time-bound targets, with a deadline of 2015, that have become known as the Millennium Development Goals (MDGs). Read more

**Sustainability Development Goals (SDGs)**

This is the new “chapter” started in Rio 2012 to re-invent the wheel or make a difference! The final word on this is “in the air - to be seen later”.
www.teachmdgs.net

Welcome to TeachMDGs!

Welcome to the TeachMDGs project-website! TeachMDGs is a European project that aims to increase awareness and public support for the Millennium Development Goals by actively engaging teacher training institutes, teachers and pupils in developing local oriented teaching resources promoting the MDGs with a particular focus on sub-Saharan Africa and integrate these into the educational systems in Cyprus, Bulgaria, Lithuania and Estonia through comprehensive initial and in-service teacher trainings.

On this website you can find information related to the project, the partner organizations, information about project activities and events, as well as background information about the Millennium Development Goals and about Global Education. In the future, you will also be able to download the teaching resources that the project will develop and publish.

You can also link to TeachMDGs via facebook and stay updated about the latest project developments.

If you have any further question, please contact the project team!
Welcome!

Welcome to the first edition of the TeachMDGs Newsletter! This newsletter aims to inform you about the EU-funded TeachMDGs-project and keep you up to date with its activities and publications.

MDG-related International Days to celebrate in this semester:

These International Days are an excellent opportunity for you and your class/school to look into a specific issue and to explore how this relates to your own school or community. You can find out more about these days and their celebrations at: www.un.org/observances/days.shtml

How can you and your school participate in the TeachMDGs project?

Are you interested in Global Education and the Millennium Development Goals? Are you a teacher? A student? A teacher trainer? Get involved in our activities, be part of our team!

We are looking for motivated and active teachers, teacher trainers, university students who are studying to become teachers, pupils, NGO members who are experienced in the topic of the MDGs, as well as other interested and active citizens! There are plenty of ways to be part of the project, either in the phase of developing teaching resources, in becoming a trainer, in bringing a global perspective to your school or your classroom, in participating in trainings, in establishing school partnerships...

www.TeachMDGs.net

We are also open to new ideas about how to promote MDGs in the school environment! Check our events to see if there is anything in the near future that interests you. Send us an email and we can send you more detailed information about how you can get involved. You can also join our facebook page or group to receive regular information about events and training opportunities.

What is TeachMDGs?
The 8 MDGs:

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. Build a Global Partnership for Development.

Laying the ground...

From 8—11 July 2010, the project team, teachers and teacher trainers met in Tallinn, Estonia and developed the first outline for TeachMDGs teaching resources.
Welcome!

Welcome to the second edition of the TeachMDGs Newsletter! This newsletter aims to inform you about the EU-funded TeachMDGs-project and keep you up to date with its activities and publications.

Media and Cultural Literacy (Elementary)

This activity encourages pupils to look critically at images and think about how photo captions can influence our response to a picture.

- Put the class into groups or pairs. Show them the images with the captions and ask them to discuss which is positive and which is negative.
- Hold a class discussion around the following questions. Who might have written these captions and why? Which caption tells the truth?

The project TeachMDGs develops a comprehensive and interactive set of teaching resources that will help you explore these global connections together with the pupils, providing a wide range of activities about the Millennium Development Goals and issues related to them. TeachMDGs aims to challenge pupils’ perceptions and stereotypes about the wider world and enable them to become engaged and more knowledgeable and explore how they themselves can take action for a better and more just and equal world.

TeachMDGs aims to bring global issues and concepts closer to your school and your classroom. Today, we live in a globalized world, largely based on interdependencies on a variety of different levels. The coffee that we drank this morning may have been grown in Colombia, and processed in Italy. Our shirt produced in Bangladesh. Our daily actions affect people in many parts around the world – and their action affects us. What do we know about all these connections? How are they linked to global issues, such as poverty, hunger, education, health, social justice and equality?

The TeachMDGs team is currently developing these resource packs, which will be readily available in September. Until then, you can get a first taste through the newsletter and the project website.

Printed by: TeachMDGs

4 June: MDG-related International Days to celebrate in this semester:

These International Days are an excellent opportunity for you and your class/school to look into a specific issue and to explore how this relates to your own school or community. You can find out more about these days and their celebrations at: www.un.org/observances/days.shtml
Israeli/Palestinian Co-laboratory of Democracy in Cyprus

A five-day Co-Laboratory of Democracy involving 11 Palestinians and 12 Israelis took place from July 25 to July 31 in Cyprus. The participants generated 69 vision statements which they organized in an affinity pattern with 10 clusters, and produced an influence map with 14 descriptors of an ideal state of coexistence between Israelis and Palstinians. They subsequently identified 49 obstacles to attaining the ideal future image of symbiosis. They produced an influence map (Problematique) with 12 of the most important obstacles, identifying "Religious fundamentalism" as the Root Cause of the Problematique.

If you would like to see a video discussing the approach for this colaboratory please visit:

http://www.youtube.com/watch?v=VccCRjI27Y8&feature=player_embedded

The Frame for design and development of this program with the application of Structured Dialogic Design (SDD) is described in a power point presentation video. If you are interested to see a video of the process as it was applied to the group of Israelis and Palestininans from July 25 to 29 in Cyprus, please visit:

http://www.youtube.com/watch?v=E7NSjhZno80

At the end of the colaboratory all participants were extremely pleased with the group work and the results in terms of implementation actions. They were very optimistic about the future. Many of them expressed an interest in learning how to become практионers of the Structured Democratic Dialogue (SDD) process. It is envisioned that this will be happening soon by means of training a group of participants.

This work is being carried out within the context of a European Union funded three year project titled: Civil Society Acts Beyond Borders. For more details and to track the evolution of this very interesting project visit www.actbeyondborders.net.
The Wall of Obstacles preventing us from creating an ideal mutually beneficial model of coexistence between Israelis and Palestinians
<table>
<thead>
<tr>
<th>Comparison of the Methodologies proposed to the Club of Rome in 1970</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Limits to Growth</strong></td>
</tr>
<tr>
<td>Variables Considered</td>
</tr>
<tr>
<td>Participants</td>
</tr>
<tr>
<td>Method</td>
</tr>
<tr>
<td>Club of Rome Decision</td>
</tr>
<tr>
<td>Positive Reaction since 1972</td>
</tr>
<tr>
<td>Negative Reaction since 1972</td>
</tr>
<tr>
<td>Prognosis</td>
</tr>
</tbody>
</table>

or in a nutshell:

**MODELS DISCOVERED**

vs

**MODELS DELIVERED**
The Club of Rome - The Predicament of Mankind - Early beginnings 1968 - 1970 and the SCOPE OF THE CHALLENGE to be tackled

The Predicament of Mankind Quest for Structured Responses for Growing World-wide Complexities and Uncertainties

1970 A PROPOSAL

Retrospective Inquiry of the predicament of mankind

prospectus of the Club of Rome - 35 years later
ALEXANDER N. CHRISTAKIS

We have experienced in the last 40+ years the expected exploded PROBLEM SPACES but where are the appropriate COMMUNICATION / EDUCATION & SOLUTION SPACES to cope with the challenges !?
DecisionMaking & Literacies: Space and Dimensionality

I only use them here in an embodies, extensional way, so please consider in my metaphors (image schema), maps and models, as workspaces of the mind [Baars and *******] and check out Herbert Stachowiak, his General Model Theory and Systematic Neo-Pragmatism !

Decision Making can be one-eyed and linear, as I experienced in GLOBAL POLICY DECISION MAKING the last 22+ years. International bodies speak about syndroms and multi but do their “hair-cut” economic thinking one-dimensional, “one eyed”. Much learning was in the EISENHOWER DIAGRAMME showing possible activities and their IMPORTANCE/URGENCY coordinates. Nowadays Students learn a “quadrant” Eisenhower grid, a castration of the lively process of Eisenhower after his breakfast, keeping all issues in mind and “alive” keeping in check the 2 co-ordinates ! We are going here into a different mind-sets about extensional co-ordinates or embodied “dimensionalities”.

See Show or Schau?

The next breakthrough was by Doxiadis with his Ekistic grid. He provides agreed frames to bridge magnitudes !! and sets them into context with disciplines and sectors. He even mentioned that this needs to be projected in time/change.

Switching Systems for repositories / terminologies, check: FID 100 and this E&S Streitkultur

SDD a breakthrough not only by adding normative and participative aspect to prognostic decision making and going beyond priority voting to influence voting. Christakis, Dye etc….***

**** ****

Left might be the need to add the situational / contextual dimensions, maybe a Cognitive Panorama with a Whitebox/Blackbox link to geographic spatial/spacial coordinates and repository switching co-ordinates, or other “cosmologies” or frames of reference”? check AIZU dancing with frames and formats /topologies/cosmologies*

please check the slide-collection or “gravel-pit” “attached”…..

check also:

Literacy
Group and Clanthink
Situation Rooms
House of Eyes
Capacity to Govern
Grand Challenges NAS AAAS
Multi-Track
Intersectoral Dilemma
Pointers to Possibilities ! (Anthony Judge)
CONVERSATIONAL SYSTEMS

Rittel  Argumentation (IBIS)

Pask  Conversation Theory (Interaction of Actors)

Winograd & Flores  Language-Action Perspective

Christakis & Warfield  Dialogic Design

Science of Generic Design

WHAT NEXT !??  2010 – 2050
Closing Words by

Alexander N. Christakis:

To attain the anticipatory vision of this conference it is imperative to practice democratic dialogue because a model discovered by the stakeholders by dialogue is superior to the model delivered to them by scientific elites. It is not possible to resolve the wicked problems encompassed by the Global PROBLEMATIQUE without the engagement of the citizens in authentic and productive dialogue. The methodology of Structured Dialogic Design as discussed in www.globalagoras.org was developed for the achievement of the vision of this conference.
ADD ON - MOVE ON
A HOLISTIC APPROACH TO COPE WITH THE MILLENNIUM PROJECT 15 GLOBAL CHALLENGES

revisiting:

STRATEGIC ARTICULATION OF ACTIONS TO COPE WITH THE HUGE CHALLENGES OF OUR WORLD TODAY - A Platform for Reflection and work from a series of SDD practitionioneers world-wide (see references and literatur) and an Inquiry into 42 years GLOBAL PROBLEMATIQUE and where we stand to today and outlook onto possible developments and challenges for Multi-track Dialog, Multi-track Diplomacy and Multi-track Peacemaking

“A common search for solutions to global crisis and injustice”
MAIN METHODOLOGICAL INPUTS

• The Millennium Project 15 Global Challenges as identified in 2010, by the big group of international collaborators guided by Jerome Glenn, Theodore Gordon and Elizabeth Florescu, after a large Delphi process that began in 1996.

• The 49 Continuous Critical Problems presented in 1970, in the paper by Hasan Ozbekhan “The Predicament of Humankind”, to the Board of Members of the Club of Rome, which in our opinion still are valid in our present global context.

• The Structured Dialogic Design methodology and software, both created by Alexander Christakis, based on the methodology of Interactive Management by John Warfield and Alexander Christakis himself, to cope with highly complex problems in a democratic decisions environment.
The Millennium Project – Global Challenges for Humanity

- excerpt from 2011 State of the Future -

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

--- Michael Marien, editor, Future Survey

15 Global Challenges facing humanity

Sustainable development and climate change

Clean water

Science and technology

Global ethics

Energy

Population and resources

Transnational organized crime

Status of women

Peace and conflict

Rich - poor gap

Democratization

Global convergence of IT

Global health

Rich - poor gap

Capacity to decide

Health issues

15 Global Challenges

See: Millennium Project
Global Agora Strutured Dialogic Design
March-July 2011 exercise:

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

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

The 15 Global Challenges provide a framework to assess the global and local prospects for humanity. Their description, with a range of views and actions to addressed each, enriched with regional views and progress assessments are updated each year since 1996 and published in the annual State of the Future. The short description of the challenges appears in the print version of the report, while a detailed, more complex one is on the CD that accompanies the report. The detailed version of the Global Challenges available in the CD’s Chapter 1 are totaling over 1,300 pages. For each Challenge, there is a more comprehensive overview, alternative views or additional comments from participants on the overview, regional perspectives and relevant information from recent literature, a set of actions with a range of views from interviews with decisionmakers to address the challenge, additional actions and views on those actions, and suggested indicators to measure progress or lack thereof.
Millennium Project Nodes are groups of individuals and institutions that connect global and local views. Nodes identify participants, translate questionnaires and reports, and conduct interviews, special research, workshops, symposiums, and advanced training.

New: MP Nodes Beta site

Current Nodes of the Millennium Project include

- Argentina (Buenos Aires)
- Arts and Media
- Australasia (Perth/Sydney, Australia)
- Azerbaijan (Baku)
- Bolivia (La Paz/Santa Cruz)
- Brazil (Sao Paulo)
- Brussels-Area (Brussels)
- Central Europe (Czecho-Slovakia)
The Map of Influences between the 15 Global Challenges

10 (A) How can shared values and new security strategies reduce ethnic conflicts, terrorism, and the use of weapons of mass destruction?

13 (A) How can growing energy demands be met safely and efficiently?

8 (A) How can the threat of new and reemerging diseases and immune microorganisms be reduced?

1 (A) How can sustainable development be achieved for all while addressing global climate change?
The Map of Influences between the 15 Global Challenges

3 (A) How can population growth and resources be brought into balance?

7 (A) How can ethical market economies be encouraged to help reduce the gap between rich and poor?

9 (A) How can the capacity to decide be improved as the nature of work and institutions change?

14 (A) How can scientific and technological breakthroughs be accelerated to improve the human condition?

2 (A) How can everyone have sufficient clean water without conflict?

6 (A) How can global convergence of information and communications technologies work for everyone?

12 (A) How can transnational organized crime networks be stopped from becoming more powerful and sophisticated global enterprises?
The Map of Influences between the 15 Global Challenges

4 (A) How can genuine democracy emerge from authoritarian regimes?

15 (A) How can ethical considerations become more routinely incorporated into global decisions?

5 (A) How can policymaking be made more sensitive to global long-term perspectives?

11 (A) How can the changing status of women help improve the human condition?
The Most Difficult Challenge to Cope with

1 (A) How can sustainable development be achieved for all while addressing global climate change?
Adressing a First Interrelationship

4 (A) How can genuine democracy emerge from authoritarian regimes?

15 (A) How can ethical considerations become more routinely incorporated into global decisions?
### Matrix for Reflection


<table>
<thead>
<tr>
<th>GLOBAL CHALLENGES¹</th>
<th>CONTINUOUS CRITICAL PROBLEMS²</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can sustainable development be achieved for all while addressing global climate change?</td>
<td>CCP-14 Generalized environmental deterioration.</td>
</tr>
<tr>
<td>Challenge 1 will be addressed seriously when green GDP increases while poverty and global greenhouse gas emissions decrease for five years in a row*. (Glenn, J., Gordon, T., &amp; Florescu, E., 2010, p.13)</td>
<td>CCP-21 Accelerating wastage and exhaustion of natural resources.</td>
</tr>
<tr>
<td>Climate change threatens the well-being of all humans, especially the poor, who have contributed the least to global warming*. (Glenn, J., Gordon, T., &amp; Florescu, E., 2010, p.12)</td>
<td>CCP-22 Growing environmental pollution.</td>
</tr>
<tr>
<td>By 2015 climate change is expected to reduce wheat yields by 30% and rice yields by 15% and to increase their prices by 194% and 121% respectively*. (Glenn, J., Gordon, T., &amp; Florescu, E., 2010, p.12)</td>
<td>CCP-24 Major disturbances of the world’s physical ecology.</td>
</tr>
<tr>
<td>By 2050 another 2.3 billion people could be added to the planet and income per capita could more than double, dramatically increasing greenhouse gases*. (Glenn, J., Gordon, T., &amp; Florescu, E., 2010, p.12)</td>
<td>CCP-35 Irrational agricultural practices.</td>
</tr>
<tr>
<td>There is a growing fear that the target itself is inadequate –that the world needs to lower CO2 to 350 ppm or else the momentum of climate change could grow beyond human ability to reverse it*. (Glenn, J., Gordon, T., &amp; Florescu, E., 2010, p.12)</td>
<td>CCP-36 Irrational use of pesticides, chemical additives, insufficiently tested drugs, fertilizers, etc.</td>
</tr>
<tr>
<td>Glaciers are melting, polar ice caps are thinning, and coral reefs are dying. Some 30% of fish stocks have already collapsed, and 21% of mammal species and 70% of plants are under threat. Oceans absorb 30 million tons of CO2 each day, increasing their acidity*. (Glenn, J., Gordon, T., &amp; Florescu, E., 2010, p.12)</td>
<td>CCP-48 Irrational practices in resource investment.</td>
</tr>
<tr>
<td>The number of dead zones –areas with too little oxygen to support life- has doubled every decade since the 1960s. Mangrove forests, salt marshes, and seagrass beds cover less than 1% of the world’s seabed but sequester over half the carbon buried in the ocean floor*. (Glenn, J., Gordon, T., &amp; Florescu, E., 2010, p.12)</td>
<td></td>
</tr>
</tbody>
</table>
Actions Designed to Cope with Challenges

How can genuine democracy emerge from authoritarian regimes?

“Challenge 4 will be addressed seriously when strategies to address threats to democracy are in place, when less than 10% of the world lives in nondemocratic countries, when Internet and media freedom protection is internationally enforced, and when voter participation exceeds 60% in most democratic elections”. (Glenn, J., Gordon, T., & Florescu, E., 2010, p.18)


2. “Freedom declined in 40 countries, while it improved in only 16 countries, and the number of electoral democracies decreased by three, to 116 countries”. (Glenn, J., Gordon, T., & Florescu, E., 2010, p.18)

3. “While 46% of the world lives in 89 “free” countries, and 20% lives in 58 “partly free” countries, 34% (over 2.3 billion people) lives in 47 countries with “not free” status”. (Glenn, J., Gordon, T., & Florescu, E., 2010, p.18)


5. “Only 16% of the world lives in the 69 countries with “free” press, 44% in 64 countries with “partly free” press, and 40% lives in 63 countries without freedom of the press”. (Glenn, J., Gordon, T., & Florescu, E., 2010, p.18)

CCP-6 Persistence of widespread illiteracy.
AOC-9 Lowering population illiteracy using every media possible.

CCP-13 Anachronistic and irrelevant education.
AOC-16 Educating and training people on the seven necessary types of knowledge for addressing the future (Morin, E., 1999). This implies a necessary reorientation of all the present educational systems.

CCP-18 Growing irrelevance of traditional values and continuing failure to evolve new value systems.
AOC-21 Establishing a value system that incorporates as guiding principles: world sustainable development, equity, peace, well-being of children all over the world, love, gender equality, harmony and mutual respect for cultural differences.
AOC-55 Incorporating practices that lead to the gradual dismantling of the corruption existing in institutions all over the world.

CCP-20 Obsolete and discriminatory income distribution system(s).
AOC-25 Inaugurating a fair global financial and salary system that will transform finance into a Global Commons and tighten the salary system in order to provide for all the basic necessities in accordance with a global recognition of human rights. (A fair financial system implies: a) Stabilizing the value of national currencies and establishing a reliable global currency regime; b) Channeling savings into productive and sustainable investments that build real wealth; c) Managing fail-safe, transparent payment and settlement systems; d) Appropriate, dependable, transparent tools for managing financial risks and assuring that issuers, insurers and counterparties are accountable) (Henderson, H. in Gutierrez, L., 2010).
Actions to Cope with the Most Influencing Challenge

21 (B) Establishing a value system that incorporates as guiding principles: world sustainable development, equity, peace, well-being of children all over the world, love, gender equality, harmony and mutual respect for cultural differences.

31 (B) Building a consensual linguistic domain through the participation of individuals from different groups and nations in processes of Structured Dialogic Design (Christakis, A., & Bausch, K., 2006).

13 (B) Creating and spreading a new theory of strategy which takes into account the relational nature of the human being. Its new value system and the main trends observed in its environment (Póner, R., & Massumi, S. 2009).

44 (B) Applying holistic systemic solutions for complex problems in world, regional, national and local situations, keeping sustainability in mind, and properly following up and periodically evaluating strategies.

35 (B) Inserting a respectable world managerial system that privileges the whole new value system of humanity over any interest that favors only a part of the world’s population.

48 (B) Establishing an effective global Rule of Law.

36 (B) Strengthening the participation of the common citizens in the design of better political structures and also in the impartial evaluation of political processes.

47 (B) Installing tested mechanisms for attaining democracy within international agencies and from the top to the bottom of every hierarchical system.

30 (B) Establishing a general system of law that favors the conscious evolution of institutions and the continuous improvement of their practices.

33 (B) Strengthening the law enforcement system with highly professional people who become, through their actions, the most respected people in their communities.

15 (B) Educating with a philosophy of happiness linked to the appreciation of human dignity and also linked to human rewards deeper than private property and accumulation.

39 (B) Educating people to discern between types of information through the careful examination of the methods of production and presentation, and the original intentions of its producers.

9 (B) Lowering population literacy using every media possible.

16 (B) Educating and training people on the seven necessary types of knowledge for addressing the future (Molin, E., 1999). This implies a necessary reorientation of all the present educational systems.

32 (B) Addressing the hopes of young people internationally for better living conditions and human development opportunities.

43 (B) Commensurate establishing of a balanced division of labor which accounts for the advantages offered by different countries, recognizes the real strengths of the people involved, and also searches for the equitable participation of every single country.

25 (B) Inaugurating a fair global financial and salary system that will transform finance into a global Commons and strengthen the salary system in order to provide for all the basic necessities in accordance with a global recognition of human rights. (Chasemeri, H. in Quinlan, L., 2010)

20 (B) Creating network learning and education programs that enhance productivity, long-term self-sufficiency, and elimination of living conditions of poor communities. These programs are to be specifically designed for each community taking into account its respect for its cultural traditions and always looking for ways of providing a solution in other communities.

48 (B) Investing in well-balanced resource projects.

55 (B) Incorporating practices that lead to the gradual dismantling of the corruption existing in institutions all over the world.
Addressing poverty and enhancing liberty and responsibility

2(B) Creating combined financing and education programs that enhance productivity, long term self-sufficiency and amelioration of living conditions of poor communities. These programs are to be specifically chosen for each community taking into account due respect for their cultural traditions and always looking for easiness of replication in other communities.

4(A) How can genuine democracy emerge from authoritarian regimes?
Keeping poor youngsters from temptations

11(B) Humanizing labor with all creativity necessary to efficiently solve every problem linked to human rights.

12 (A) How can transnational organized crime networks be stopped from becoming more powerful and sophisticated global enterprises?
Central Issues include:

- Culture and Cyberculture
- Frontiers and Challenges of Conceptual Navigation
- Orientation and Understanding
- Merging & Morphing „Realities“

In the real world (given) the question of context and overview evolves naturally - This is essential for learning and „daring“ to forget. But how to bridge to the „not-given“?? Basic to understanding, maybe an extra „Human Right“, is the background and context to know what something is „about“. 
go to the OAC Library and read:

EVERYTHING YOU NEED TO LEARN
YOU LEARN IN KINDERGARTEN!

and than we need to learn
to adapt and apply !! all our Lifes.
Acknowledgements, Thanks, and Context:

Thanks go to Dr. Lucas Andrianosat, OAC for supporting this “mission impossible”, Reynaldo Treviño Cisneros and Bethania Arango Hisijara, for their groundbreaking effort to bridge approaches in the evolving field of nothing less than: “Multi-track, multi-level, multi-sector deliberations, diplomacy and peace making”. A very special thanks goes also to Ken Bausch to finally translate this extra-ordinary project from 2011, so we all can have a look and form an opinion about this effort.

Very much appreciated help came as always and in parts when highly deserved from Yiannis Laouris and Peter Jones. Needless to say that the central pillar for this work is based on the life-achievements of Alexander Christakis and John Warfield, and would have not been possible without the broad family of the members and collaborators of the Institute of 21st Century Agoras, its president Tom Flanagan, and large group members, most I will miss, but here the first names coming to mind (beside the names already mentioned above): Jacqueline Wasilewski, Norma Romm, Janet McIntyre, LaDonna Harris, Jeff Diedrich, Kevin Dye, Gayle Underwood, John McDonald, and finally Maria Kakoulaki, who was willing to step in “last minute” moderate and host/introduce the session when I was about to cancel the trip and assignment as I was not able to fly to Xania, Kolympari. So 10.001 thanks to Maria and all collaborators above!

One word is very important for me. This project is about to break new grounds in the field of deliberation and international policy and agenda-setting as it draws also on the work of the Millennium Project: Jerome Glenn, Theodore Gordon, John McDonald, Frank Cantanzo, Elizabeth Florescu … and many others I had the chance to meet since 1993.
The Millennium Project started in 1996, so you see there were many foundational years I shared since 2001, when we all assembeled in Kouvolna, a week after 9/11 and very basic decisions had to be made! One was for me to not only follow on the track of delpi or augmented delphy studies, but look again more intensively into IBIS (Kunz and Rittel) and HyperIBIS (which we worked on in the early 1990ies, but focus after the Fuschl Conversations and Asilomar Gatherings more onto the AGORA theme and the work based on my Heros: Erich Jantsch, Hassan, Özbekan, Ralph Siu, Anthony Judge, not forgetting Bela Banathy, Charles François and Gerhard Chroust here!, as the naïve linear focus on the “top 5 issues” in policy making which I experienced since 1990 in international environmental politics, or MBA like misunderstand the Eisenhower diagramme, thinking only 2-dimensional in “depraved”, insane way and ignoring the work done around the Cognitive Panorama, my “third baby” conceived around Challenges for Sciences and Politics for the Global Change exhibition. We know now psychologically why there is this overclaim and oversimplification trend as a evolutionary factor. See the Konrad Lorenz Sommerschool we did in 1997 thanks to Rupert Ridl, and were issues were tabled, which only in 2011 in this article in Nature Publishing: “How unrealistic optimism is maintained in the face of reality”, brain and psychological research worth to look into. Understanding and having proofs for all this, there is no reason to follow these dangerous, delusive tracks. We know they are leading to a dead end, they are very dangerous for “living things” and we should revisit the “Robust Paths to Global Stability” presented in 1995 in Nairobi with the World Future Studies Federation, where stated already in 1993 “Our View of Life is too Flat”. More about this approach, which can not be covered here, was presented here at this very Orthodox Academy in 2008, so please check articles on “Common Orientations and Covenants” in the academy proceedings, and as published under the title “Ignorance or Compassion?” in the series on “Ecological Awareness: Exploring Religion, Ethics and Aesthetics”.
Such a retrospective recollection is incomplete without looking back not only at the sources of system sciences and holism, but in this very special case to the early steps around Stockholm 1972, Margaret Mead, the Council of Churches, Pugwash, Science for Peace, … and last not least a guy following in the crowd around Margarete Mead and representing the North American NGOs they called it already Civil Society these days, Walter Bogan an incredible personality also helping with keeping the SDD methodology going in its early years, even helping getting it funded! and Elinor Ostrom, which gave me much compassion in difficult times, urging me to keep on trucking for even more than 30 years….and last not least Kim Veltman and Ingetraut Dahlberg!

Last not least, specially as we are here in Greece, we should remember and revisit the ekistics-grid of Konstantinos A. Doxiadis., who even saw already a vision of his grid projected in time!!, his Delos Island gatherings, and the work of people like Alfred Schinz, Robert Jungk, Merete Mattern, Klaus Sauer, Nadia MacLaren and Robert Pollard, David MacBryde, Franz Nahrada, Andreas Goppold, Sunil SenGupta, Helmut Burkhardt, Anthony Judge, and John McConnel the initiator of the Earth Day with Maragate Mead (hear hear !) and lst not least Farah Lenser for helping and encouraging me on the way.

Heiner Benking
Council on Global Issues, Toronto, Berlin, Secretary
Tagore-Einstein-Council, Shantinitekan, Berlin, Secretary
21stCenturyAgora.org Jump-page Administrator
Open-Forum, Positive Nett-Works e.V.
heiner@benking.de
Summing up – Final Musing:
Food for Thought and Collective Actions without
“Swarm and Crowd Illusions” - but full of WISDOM OF THE PEOPLE

Gregory Bateson requested that we develop “antenna’s for time horizons”, Hans Jonas urged for a new “ethics with space and time horizon”, Dino Doxiadis even once mentioned that he could see his “Ekistic Grid” with a third dimension: “Time”.

Well it is all there: SDD, Cognitive Panorama, Stammtisch 2.0 and 3.0. The questions remains: why don’t we apply all this for the SDG’s, a new CITIZENDIUM, and further “Summits” on this lonesome planet…

PS
I spoke last week quite frankly and agitated about being “feed up” with all this “new think” pleas and urged for “old and new thinking”, concrete and terse, including Covenants and Concerted Action without “majorizing” minorities through “newspeak” and hidden agerndas. Silence on the podium, open eyes, ears and mouths by the 40 young “people” around. I think we are on a good way....
Background material
- GRAVEL PIT

for the discussion and further aspects to be considered:
HYPER HISTORY & Reference Rooms

„Die Sichtbarmachung 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

http://www.hyperhistory.com
Kurt Hanks, OUT OF THE BOX THINKING

see: Creating a Driving Vision (PDF)
and Getting out of THE BOX

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

We must redouble our efforts and find the answer!
Kurt Hanks, OUT OF THE BOX THINKING
Kurt Hanks, PARADIGM MAPPING

http://hanksconsulting.com/page10.html
Kurt Hanks, PARADIGM MAPPING
Kurt Hanks, Mindset Mapping

FIGURE 4.5 Mindset Map.

the effectiveness of change. Changing direction in mid-course worsens the situation. Changing direction too often spells disaster. The credibility of the leader is also a strong factor in achieving suc-
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 calls it a: “mindset map” = a mental model of how one views the world.
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-Competence 1 & 7

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

7. To be able to reflect upon one’s own principles and those of others
Before I forget thanks to:

- LUCA - Dr. Lucas Andrianos at the OAC

and

- the Council of Churches, Margarete Mead, Science for Peace, Pugwash, & special thanks to WALTER BOGAN, Erich Jantsch, Wes Churman, Alexander Christakis….Aleco, Anthony Judge, Hassan Özbekahn, Ralph Siu, John Warfield, and last not least the AGORAS team: Tom, Yiannis, Reynaldo, Peter, Ken, Jacky, Norma, Janet, LaDonna, Kevin, ….

As you can see: AGORAs movement can be already seen as a large “new” tribe or family here!! –

remember: ? The “wisdom of the people!
The Language/Action Perspective

Concepts, History, & Applications

Concept design workshop

Peter Jones, OCAD University
ISSS 2012  San Jose
Introducing the 2nd edition of the International Encyclopaedia of Systems and Cybernetics

Charles François, Heiner Benking

PLEASE VISIT:  http://www.open-forum.de/encyclopedia-pragmatics/
http://benking.de/systems/encyclopedia/concepts-and-models.htm
THE INTERNATIONAL ENCYCLOPEDIA OF SYSTEMS AND CYBERNETICS
SECOND EDITION

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

Please see these presentations at the introduction of the 2nd Edition: Maybe start with slide # 3. Charles François and the need for another language and the work on a Cognitive Panorama and Cognitive Spaces for multi-perspective orientation in the Encyclopedia and a Global Embodied Covenant to share positions, perspectives, and mind-sets, and what this means for modern media, sign systems and systemic, holistic thinking.
Finding distance and perspective or feeling lost in the “woods” and afraid of “walls”? 
Watch your metaphors and models!


Source:
USGCRP reports (2000 ? ) check

Source:
BIOLOG, page 12
Biodiversity and Global Change
www.pt-dlr.de, Nov 2003
In the Einstein Year - and keeping in mind Einstein's 4 Dimensions - we want to share models which can help us as find "orienting generalizations", to, "from a distance", keep our store of knowledge in order; to help us communicate and share multi-dimensional and multi-cultural content.

In is not enough to agree on some of many possible common frames of references, but we must bridge to communicate "In Between".

In literature, an "in-between" is a time binder - someone who connects and can convey a bigger picture. Like a movie-maker that is in charge of everything from the story to funding, staffing and each and every scene and detail. In the figure-space world of games and youth culture, it can be a cosmic entity bridging and harmonizing in critical situations.

We want to show here that it is not enough to be a "time" binder, but there is a need for those In-Betweeners who immerse into, share and communicate, bring alive, embody also spaces, cultures, levels, sectors and domains. It has to do with "map paradigms" and with being "out of the box" in order to relate to where oneself and others are - and what matters are about. So, being in-between means to be able to bridge not just opposite but paradigms!

The In-Between is working against insanity - by trying to harmonise and allowing co-existence of different views and ways of being.

He is bridging levels of truth and reality.

Heiner Benking

The Interdisciplinary Conference
The Evolution of World Order - EWOC

Ryerson University, Toronto, Canada
October, 13. - 15., 2004

For viewing all contributions click here

BERLIN CONTRIBUTION

HEINER BENKING
"Towards one Possible Global Embodied Covenant: Models, - not just Systems, Signs, Words and Images"
continue powerpoint for this presentation

ERIC SCHNEIDER
„Informal Sustainability Learning Environments
The World Future School Online LearnScape“
click here to download this presentationfollow hyperlink to view the online-slideshow
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
Prof. Roland Reich
Free University Berlin
Studium generale

Prof. Sunil Sen Gupta
Humboldt zu University (erimitiert)
President, TAGORE-EINSTEIN COUNCIL

David MacBryde
Yale University Club, ACUNS
Virtual United Nations Project  vun.org
Crisis of Order, Orientation, Meaning,...

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

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

Source: http://pespmc1.vub.ac.be/macroscope/
„Magnetic Portals“: Information Strategy Magazine, July/August 1998
Alternative presentations of the periodic table or layout of chemical elements

A Battle of Perspectives?
See „Extensions“ und „work-places of the mind“ and Jean Gebser: „Only the „concrete“ can be integrated“.
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
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
Central Issues include:

- Culture and Cyberculture
- Frontiers and Challenges of Conceptual Navigation
- Orientation and Understanding
- Merging & morphing "Realities"

In the real world (given) the question of context and overview evolves naturally - This is essential for learning and "daring" to forget. But how to bridge to the "not-given"? Basic to understanding, maybe an extra "Human Right", is the background and context to know what something is "about".
Wollen wir den „CLASH“ - einen „KRIEG“ der Metaphern, Modelle, Ordnungen,...?
Oder eine Koexistenz und Übersetzung zwischen den „Welten“?
GLOBAL LEARN DAY  WELCOME TO EUROPE

Sharing & bridging realities

• real spaces
  perceptual

• concept spaces
  conceptual

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?
Caught in the Web? - or in a safety Net?

Lost in Space? - or found in Space?
The ICC is in the MMI Library a basis for teaching wholeness and connectedness - what we know and how little we know!
Global Sharing and Coping

Global Change 1990-99

LINK TO GLOBAL CHANGE
Global Sharing and Coping

Motivation & Thanks
Ecological thinking is:

Thinking and understanding “inter” and “trans” or

“Interaction along and across hierarchical scales in a concrete and sharable way”
Ecological Theology and Environmental Ethics

EcoTHEE-2008

Thinking/Reasoning learning room in Enlightenment Pedagogics

DENK-LEHRRAUM der Aufklärungspädagogik
Ecological Theology and Environmental Ethics

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
Exploring and Negotiating the In-Between

<table>
<thead>
<tr>
<th>In-material World</th>
<th>not-given World</th>
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<tbody>
<tr>
<td><strong>Artefacts – Models - Worlds</strong></td>
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<tr>
<th>Additional Reality Maps</th>
<th>MODEL SPACES</th>
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<td></td>
<td>Multi-Perspective, Systemic, Organismic, Holistic representations</td>
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<tr>
<th>Embodied Covenant</th>
<th>Material World</th>
<th>given World</th>
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</table>

**Ecological Theology and Environmental Ethics**

**EcoTHEE-2008**
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>
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<tbody>
<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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<td>ICON</td>
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<td>IMAGE</td>
<td>OBJECTS</td>
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<td></td>
<td></td>
<td>ACTION</td>
<td>Systematic, communicative ETHICS &amp; PRAGMATICS</td>
</tr>
</tbody>
</table>

Jonas / Stachowiak
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!
Global Sharing and Coping

Starting Points

I could have also called this UIA guest page "GLOBAL CHANGE" or "GLOBAL 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.
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
Positions and Identities in Global Contexts:

Awareness of Self and Others
with me, you, we, they and "others' models"

Heiner Benking

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 other's, something apart from us like the "you" or the others. Traditionally we have been focussing 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.

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 means 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
Multimedia
Where do we go from here?

Using Maps and Models,
SuperSigns and SuperStructures

Heiner Benking
Vision Plus

1996

VISION Plus 2
SEHEN, FUEHLEN
VERSTEHEN

Since 1995 IIID has organized under the auspices of UNESCO seven interdisciplinary, international symposiums "Vision Plus" together with Fachhochschul-Studiengänge-Vorarlberg, Carnegie Mellon University in Pittsburgh, the Federal Ministry of Science and Transport, Tama Art University in Tokyo and the Institute for Economic Development of the Vienna Chamber of Commerce.


Mental Models, Metaphors, and the Mind's Eye
Orientation and Mapping in Spaces of Meaning,
Heiner Benking, The Club of Budapest, FAW, University of Ulm, D
Creativity and Cognition Research Studios
New creative media and technology centre at Loughborough University

Viewpoint, Generation, Transportation and Composition
Heiner Benking

In order to intersect in a transdisciplinary and transcultural sense, within, between and beyond domains, we need other vehicles, other modes of motion and mental mobility and a framework for orientation. In this paper, we propose a reference and representation space for subjects and objects, real and imaginary, abstract and fictive. The Panorama utilizes spaces as bodies or knowledge or meta-knowledge, a space to mark even the things we leave blank and by using metaphors or orientation and exploration and by becoming accustomed to realms we can grasp mentally as we are used to grasping objects physically: in short, a medium between concepts and context.

The notion of space is common across cultures as people experience space in early childhood. The Panorama combines SPACES into one composite 3xSpace/Time Panorama or ThinkSPACE, getting away from thinking within single concepts and boxes, but finding common structures and transferring knowledge and meta-knowledge. Such a movement enables an exchange of positions and perspectives, allows us to discuss new avenues into cross-disciplinary areas in subjects such as education, management, organization, philosophy.

http://creative.lboro.ac.uk/lutchi/author_abstracts.html#hb

http://www.creativityandcognition.com/cc_conferences/lutchi/c_cog96_workshop_prog.html#short

see also 1996: http://benking.de/IIID-VSION-PLUS.html
Why footprints and handprints are not enough
April 5, 2009

Footprints measure the consumption or “take” side, on the site of handprint you find that they want to display the positive or “mirror side:

“The Handprint analyses positive impacts on three interrelated aspects of action towards sustainability; viz., environment, society and the economy.” [more at: http://www.handsforchange.org/]

Mindprint looks into the design behind, how our thinking impacts our impacts, positive and negative, and that we need to look into the “design” or “next-design” behind our actions. It is about bringing together the tangible and intangible, the exact and fine arts and sciences, nature and the humanities. Here is a nice “Call” for such work and a LOI for:

Harnessing Virtual Worlds for Arts and Humanities Research
http://benking.de/futures/Humanities-VirtualWorld_Proposal_LOI-Benking.pdf

See also work in 1996 outlining such a thinking and modeling in around the communities working on Creativity & Cognition and Visions and Design Conferences and how this is based on earlier work on metaphors (1994) and later on analogies and agents (1998).

We have worked in the 90ies on T-personalities, lateral and diagonal thinking, mindscapes and a mind-book and how to augment the human intellect to be...
Fluchtwelten oder Sinnwelten - Cyberspace als Spielzeug und Orientierungshilfe?
Heiner Benking

Potentiale - Risiken

Virtuelle Realität in der Öffentlichkeit

1994

Abschluss Podiumsdiskussion zum Studium generale

Virtual Reality Technology, Hanau:
Virtuelle Realität
["reale Virtualität" für alle]

Podiumsdiskussion:
Virtuelle Realität in der Öffentlichkeit

Zeit: Donnerstag, 14.7.
Raum: HS 26, Kupferbau

Künstliche Paradiese
Virtuelle Realitäten
Künstliche Räume in Literatur, Sozial- und Naturwissenschaften

1997

Wilhelm Fink Verlag
<table>
<thead>
<tr>
<th>People will be Able to Advance/Improve or Increase/Decrease:</th>
<th>People will Face the Challenge/Risk or Opportunity to Cope With a Situation Offering Them an Increase/Decrease of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>experience (visual, cognitive, and others; see chap. 5)</td>
<td>loss of reality, social relatedness, friendship (see chap. 5)</td>
</tr>
<tr>
<td>creativity and imagination (see chap. 5)</td>
<td>influence and wealth (see chap. 7)</td>
</tr>
<tr>
<td>communication and knowledge transfer through the processing of additional information (see chap. 3)</td>
<td>too much of too little information and productivity (see chap. 3)</td>
</tr>
<tr>
<td>independence and loneliness (see chaps. 3 and 6)</td>
<td>Internet or cyberspace use/addiction (see chap. 6)</td>
</tr>
<tr>
<td>cooperation and dependence (see chaps. 4 and 5)</td>
<td>privacy (see chap. 6)</td>
</tr>
<tr>
<td>efficiency and effectiveness (see chaps. 2 and 4)</td>
<td>variety in consumer demands (see chap. 7)</td>
</tr>
<tr>
<td>direct participation in the political process (e.g., through electronic town hall meetings with the president and/or elected representatives; see chaps. 5 and 7)</td>
<td>dependency on having the financial resources to afford surfing the Net (see chaps. 2 and 3)</td>
</tr>
<tr>
<td>access to data and information (see chaps. 1, 2, and 3)</td>
<td>confusion and apathy (see chap. 4)</td>
</tr>
</tbody>
</table>

Note. This table benefitted from discussions with Heiner Benking.
Die Neuen Medien - Kommunikative Gesellschaft?
Studium generale, Humboldt - Universität zu Berlin 17.1. 2000

http://www.unesco.org/webworld/infoethics_2/index.htm
http://www2.hu-berlin.de/soz-oeko/ruck/World-NGOs.html
http://www2.hu-berlin.de/soz-oeko/benking/UNESCO_COB.html
http://atwww.hhi.de/USINACTS/mono.html
http://www.ceptualinstitute.com/genre/benking/humane-info.htm
http://www.bfranklin.edu/hubs/global/benking.htm
Blind Spots and the Global Problematique, Global Commons and a Global Embodied Covenant – a work report and some concerns towards tackling the Climate and Global Crisis

Heiner Benking
Independent Journalist, Facilitator, Consultant

Council on Global Issues & IHTEC & School Peace Gardens, UN-ECOSOC; Toronto
Tagore Einstein Council, Santiniketan, Berlin, INBAK, Berlin
Positive Nett-Works (PNW), Youth Leader E-zine, Hannover, Berlin
21stCenturyAgora – Open-Forum (PNW & web)
Introducing:
"A Democratic Approach to Sustainable Futures"
and the "Digital Peters"

Examples of CoLaboratory Dialog Design, Deliberation and Visualization Approaches for shared Orientation, Understanding, Capacity-Building, and Actions across Levels, Sectors, Languages, Terminologies, Scales and Mindsets

Heiner Benking
The Town of Kouvola, together with European partner towns and cities, is launching the Project of Digital Democracy and Sustainable Information Society. The main target of the project is to motivate young Europeans to participate in local and global decision-making and government whilst at the same time increasing their knowledge of the Information Society and their skills as e-citizens.

A SIS-portal has been developed to achieve this target. Making use of new technology and digital ICT, this environment enables young people to develop the skills required for democratic decision-making in the Information Society as e-citizens and active participants. To maximize the versatile use of the portal, several other user interfaces will be connected to it (e.g. wireless mobile applications and the many possibilities of the ubiquitous IT).

An extensive Finnish and international network of researchers and experts is working with the SIS-project. Funding for the project will be obtained e.g. from the European Union's Sixth Framework Programme for Research and Technological Development. The project is coordinated by the SIS-coordinator of Kouvola, Heidi Virtanen.

The idea of the SIS-project originated at an International Conference organized in Kouvola in September 2001 "Sustainable Information Society - values and every day life". The thoughts and ideas from the conference generated the planning process of the SIS-project. The actual operation will start in August - September 2003.

Read more about the conference:
Sustainable Information Society - values and everyday life
International Conference in Kouvola 27.-28. September 2001

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
Man knows himself only to the extent that he knows the world; he becomes aware of himself only within the world, and aware of the world only within himself. Every Object, well contemplated, opens up a new organ of perception within us.

Johan Wolfgang von Goethe
s.a Bateson
“Without adequate understanding of different in methods and reasoning or patterns of thoughts, we cannot comprehend conflicts of national policies, past and present, or pave the way to international cooperation.”

Karl Pribram, Conflicting Patterns of Thoughts, 1949.
Towards a technology transfer roadmap from the Coordination Action in R&D in Accessible and Assistive ICT (CARDIAC)

Patrick Roe a,*, John Gill b, Bob Allen c, Bryan Boyle c, Helmut Heck d, Georgina Shitta e and Yiannis Laouris e

a Ecole Polytechnique de Lausanne (EPFL), Lausanne, Switzerland
b John Gill Technology Ltd, Iver, Bucks., UK
c Central Remedial Clinic (CRC), Dublin, Ireland
d Evangelische Stiftung Volmarstein (FTB), Wetter, Germany
e Cyprus Neuroscience and Technology Institute (CNTI), Lefkosia, Cyprus

Abstract. This article presents the initial results from the first road-mapping event organised on the theme technology-transfer in the field of assistive and ICT products by the FP7 Coordination Action CARDIAC (Coordination Action in R&D in Accessible and Assistive ICT). The paper will first of all set out the context of technology transfer within the field accessible and assistive ICT products before going on to describe the SDDP (Structured Dialogic Design Process) methodology employed to generate the roadmap. The article will conclude with an initial analysis of the roadmap and some suggestions as to the next steps that need to be taken to enhance technology transfer in this field.

Keywords: Technology transfer, accessible ICT, assistive technology, road-mapping, structured dialogue