

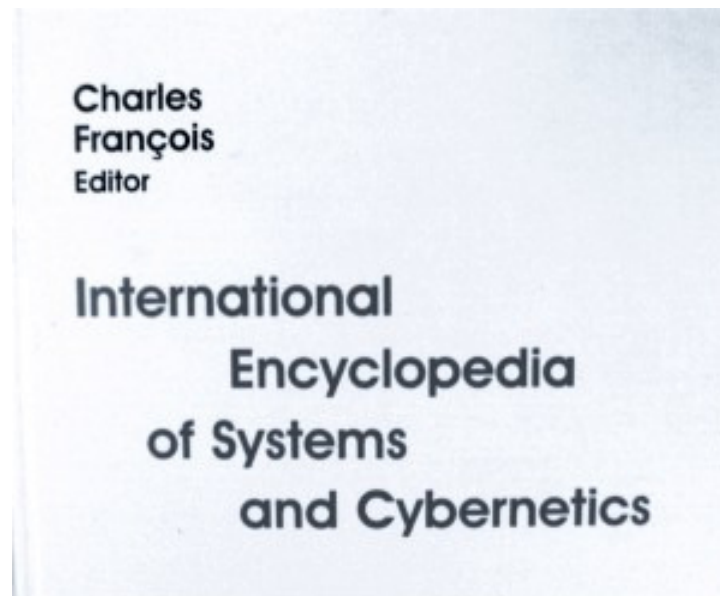
**BBK - Berliner Bibliotheks-
wissenschaftliches Kolloqium 25. Mai 2004**



**Institut für
Bibliothekswissenschaft**

gegründet 1928

Humboldt Universität zu Berlin



**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>

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16:00 Uhr Rundgespräch im Cum Laude

Encyclopaedias & Atlases in „modern“ „Libraries“

Status Quo and Future Aspects

in regard to media integration and systems and model thinking

18:00 Uhr Vortrag in der Saur Bibliothek

Systemics as a general integrated language of concepts and models

Charles François

Editor der International Encyclopedia of Systems and Cybernetics

Heiner Benking

Independent Facilitator and Futurist, Academic Advisory Board Member of the Encyclopedia of Systems and Cybernetics

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Presentation by Charles François as part of PART III.

**The need for an integrated systemic-cybernetic language for concepts and models
in complex and vague subject areas:**

"fields" such as humanities, cultural-, anthropological- and environmental- studies, education,... and **last not least:**
governance

Charles François

[* 1. Insufficiency of the ... et ceteris paribus models](#) * [2. The need for new models](#) * [3. Mankind adapting](#) * [4. Wishful thinking without understanding](#) * [5. New models and tools](#) * [6. An example: African locusts from solitary to gregarious \(Uvarov and Bredo\)](#) * [7. From a collection of conceptual tools to a transdisciplinary integrated language.](#) *

1. Insufficiency of the ... et ceteris paribus models

The use of simple monocausal deterministic models during the last three centuries in the western world has been a very efficient tool for the construction of the highly developed and sophisticated technical world we are now living in. When Descartes proposed to begin to acquire knowledge by starting from the study of the most simple processes, he settled the bases for the **understanding**

Deutsch (Deutschland)

EWOC 04, Toronto, October 2004

SYSTEMS ENCYCLOPEDIA

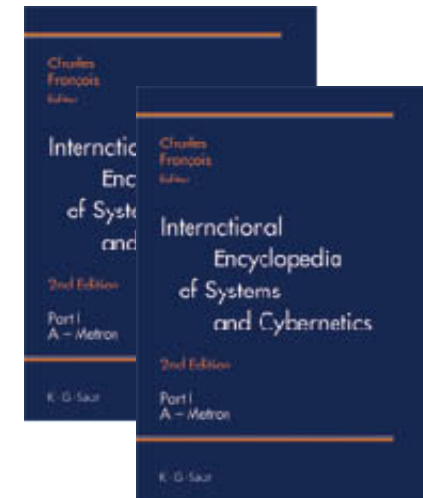


*Official Newsletter of the
International Federation of Systems Research*

*Vol. 22, no. 1
(October 2004)*

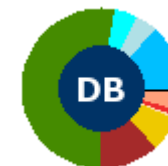
SECOND EDITION OF THE INTERNATIONAL ENCYCLOPEDIA OF SYSTEMS AND CYBERNETICS

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.



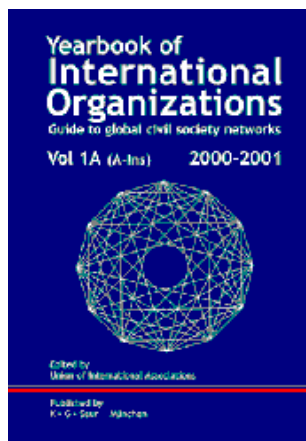


Union of International Associations



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

UIA Online Databases



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

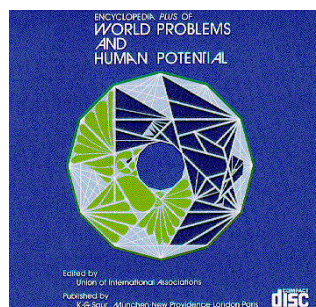
All Databases: 470,215 records, 1,976,789 links

Vol.1: World Problems (1976-1995).

Vol.2: Human Potential: Transformation and Values (1976-1995).

Vol.3: Actions - Strategies - Solutions (1995).

<http://www.uia.org/encyclopedia/encd.php>



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



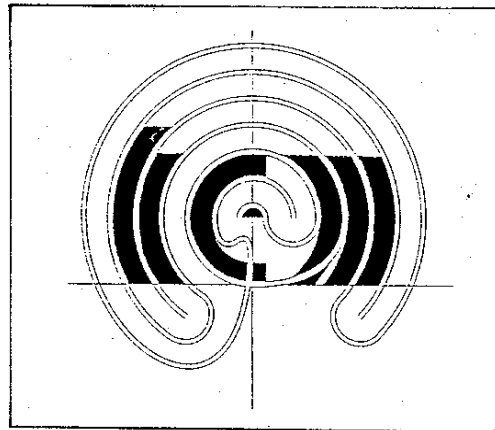
Global Sharing and Coping

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.



Elements needed for a different ways of (GLOBAL) learning and shared action and consensus building

- ***PRE-REQUISIT: Space (tangible=dimensionality and immersion) in multi-dimensional multi-sectorial realms***
- **MODEL THINKING: (also making use of cognitive spaces). MAPS and (mental) MODELS to provide collectively explorable tangible spaces for multi-media and sign integration, multi-modal thinking and shared cognitive models, see super-signs and meta-models. See, Systems and Model (tangible pragmatics, Culture vs. Cyberculture.**
- **OUTLINE (CONTEXT) -bound and PATTERN -matching thinking on different levels of details or granularity. See Global Covenant and general comparative studies**
- **DIALOG & DECISION CULTURE**

see also extended version of the bullets above
and a **GLOSSAR indispensable for immersing into the approaches presented**



1. SPACE EXPLORATION

Is there only outer space as a new frontier? Isn't there also inner or deep space, virtual or imagination (phantasy space) worth immersing inot and exploring?

Shared mental models...

Compound spaces (connected rooms) 4-D - 9 D see also pattern overlays etc in 4.



2. MODEL THINKING:

(also making use of cognitive spaces)

Exploring a renaissance of model-thinking (not only in schools) and pragmatics with an ethical dimension as laid out by Herbert Stachowiak also around UNESCO in the early 70ies and Nelson Goodman – an integrative, comparative and tangible thinking in proportions and perspectives, proportions and consequences. See also Ecological Footprint and the Earth Literacy initiative around communication and sharing topics and situations, see also world maps discussion. **More MAPS and (mental) MODELS to provide collectively explorable space for multi-media and sign integration, multi-modal thinking and shared cognitive models, see super-signs and meta-models. See, Systems and Model (tangible pragmatics, Culture versus Cyberculture.**

*** GLOSSAR**



MAPS and (mental) MODELS

**to provide collectively explorable space for multi-media
and sign integration, multi-modal thinking and shared cognitive
models, see super-signs and meta-models. See, Systems
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*** GLOSSAR**



3. OUTLINE (CONTEXT) -bound and PATTERN -matching

thinking on different levels of details or granularity. See Global Covenant and general studies (allgemein und vergleichend).

VAIBLE INFO and Quality - OUTNLINE BOUND etc HUMAN RIGHT TO HAVE ACCESS TO INFO AND CONTEXT : Establishing a Basic Human Right to have access to information and its context! See also in German: *Bildung & Rahmung* (Education and Framing or Orientation). See also a General and Systematic Geography: (Carl Ritter) and the need to develop a “T – Intelligence”, a curriculum for Specialist & Generalist education [**more**] in shared negotiable cognitive spaces and terrains (common frames of references) – see for example the Cognitive Panorama as one possible example [more]. Explore also metaphors and analogies in different cultures and the use of a - not oversimplified! – Embodied Covenant for sharing complex issues across scales and mindsets or schools of thought [see meta-paradigm], see also Tagore influencing the German Reform Pedagogy 80 years ago.

* **GLOSSAR**



4. DIALOG & DECISION CULTURE

DIALOG & DECISION CULTURE: * Further development of attentive and compassionate Dialog, Mediation, and Decision-Making (see: Buber, Bohm, Owen, Christakis) [[more](#)]

*** GLOSSAR**



Elements needed for a different ways of (GLOBAL) learning and shared action and consensus building

- **MODEL THINKING:**
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Elements needed for a different ways of (GLOBAL) learning and shared action and consensus building

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- **OUTLINE (CONTEXT) -bound and PATTERN -matching**
thinking on different levels of details or granularity. See
Global Covenant and general studies (general & comparative)
(allgemein und vergleichend).
- **DIALOG & DECISION CULTURE**

see also extended version of the bullets above

and a **GLOSSAR indispensable for immersing into the approaches presented**



Possible elements for a more tangible, practical, and feasible shared Global Learning

DIALOG & DECISION CULTURE: * Further development of attentive and compassionate Dialog, Mediation, and Decision-Making (see: Buber, Bohm, Owen, Christakis) [[more](#)]

MODEL THINKING: * Exploring a renaissance of model-thinking (not only in schools) and pragmatics with an ethical dimension as laid out by Herbert Stachowiak also around UNESCO in the early 70ies and Nelson Goodman – an integrative, comparative and tangible thinking in proportions and perspectives, proportions and consequences. See also Ecological Footprint and the Earth Literacy initiative around communication and sharing topics and situations, see also world maps discussion. **More**

MAPS and MENTAL MODELS - **MULTI MEDIA SIGN AND MULTI-**

MODAL : * Integration of media and sign systems and including issues like coherence and completeness/wholeness, instead of re-inventing cultural spins and turns. Using maps and models by understanding such image schemas as super-signs (see Dennis Wood) [[more](#)] [[more](#)] see also the issue of truth, coherence, and fidelity [[more](#)] [[more](#)]

VAIBLE INFO and Quality - OUTNLINE BOUND etc HUMAN RIGHT TO HAVE ACCESS TO INFO AND CONTEXT : Establishing a Basic Human Right to have access to information and its context! See also in German: *Bildung & Rahmung* (Education and Framing or Orientation). See also a General and Systematic Geography: (Carl Ritter) and the need to develop a “T – Intelligence”, a curriculum for Specialist & Generalist education [[more](#)] in shared negotiable cognitive spaces and terrains (common frames of references) – see for example the Cognitive Panorama as one possible example [[more](#)]. Explore also metaphors and analogies in different cultures and the use of a - not oversimplified! – Embodied Covenant for sharing complex issues across scales and mindsets or schools of thought [see [meta-paradigm](#)], see also Tagore influencing the German Reform Pedagogy 80 years ago.

* **GLOSSAR**



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s.a.: * [[GLOSSAR](#)]



**SUSTAINABLE INFORMATION SOCIETY -
VALUES AND EVERYDAY LIFE**

sis
Kouvola 27.-28.9.2001

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**

Inter-sectoral Dialogue DOCUMENTS
18th May 1992, Geneva

CONFIGURING GLOBALLY AND CONTENDING LOCALLY

Shaping the global network of local bargains by decoding and mapping Earth Summit inter-sectoral issues

Inter-sectoral Dialogue (Rio de Janeiro, 1-2 June 1992)

Documents relating to Polarization, Dilemmas and Duality, by Anthony Judge

<http://www.un-intelligible.org/projects/transfor/a11aa.php> 1972

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

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

Privileged function <i>Constrained function</i>	Population Security P	Well-being Health W	Learning Education L	Production Trade T	Environment Impacts E	Regulation Equity R	UN Bodies	Sectors
<i>Population/Relief Security/Peace Vulnerable groups Women/Youth P</i>	Sacrifice of one population group for another? PP	Sacrifice of population relief/growth for well-being of population? WP	Sacrifice of population relief/growth for education, research, etc? LP	Sacrifice of population relief/growth for economic growth? TP	Sacrifice of population relief/growth for environment? EP	Sacrifice of population relief/growth for equity? RP	UNFPA, UNV Security CI UNICEF, UNHCR INSTRAW	Relief Military, Peace Indigenous Women, Youth
<i>Well-being/Health Employment (condit.) Quality of life Welfare/Fulfillment W</i>	Sacrifice of well-being (+jobs) for population relief/growth? PW	Sacrifice of one form of well-being for another? WW	Sacrifice of well-being (+jobs) for education, research? LW	Sacrifice of well-being (+jobs) for economic growth? TW	Sacrifice of well-being (+jobs) for environment? EW	Sacrifice of well-being (+jobs) for equity? RW	WHO ILO HABITAT, UNRISD	Health Labour Religions
<i>Learning/Education Science/Research Culture/Arts/Lang. Inform./Communic. L</i>	Sacrifice of education (+culture) for population relief/growth? PL	Sacrifice of education (+culture) for well-being? WL	Sacrifice of one form of education for another? LL	Sacrifice of education (+culture) for economic growth? TL	Sacrifice of education (+culture) for environment? EL	Sacrifice of education (+culture) for equity? RL	UNESCO, WIPO UNU, UNITAR UPU, ITU, ACCIS	Students Science Media/Information
<i>Production/Trade Industry/Technology Agriculture/Fish. Energy/Mining T</i>	Sacrifice of production (+trade) for population relief/growth? PT	Sacrifice of production (+trade) for well-being? WT	Sacrifice of production (+trade) for education, research? LT	Sacrifice of one form of production for another? TT	Sacrifice of production (+trade) for environment? ET	Sacrifice of production (+trade) for equity? RT	UNDP, UNCTAD UNIDO, GATT FAO, WFP, IFAD IAEA	Development Industry/ Commerce
<i>Environment/Impact Ecosystems/Species Urban./Transport Design/Landscaping E</i>	Sacrifice of environment for population relief/growth? PE	Sacrifice of environment for well-being? WE	Sacrifice of environment for education, research? LE	Sacrifice of environment for economic growth? TE	Sacrifice of one environmental benefit for another? EE	Sacrifice of environment for equity? RE	UNEP, UNESCO HABITAT, WMO ICAO, IMO	Environment Conservation Architects
<i>Regulation/Equity Govern./Mgt./Admin. Justice/Order Finance/Debt Mgt. R</i>	Sacrifice of equity for population relief/growth? PR	Sacrifice of equity for well-being? WR	Sacrifice of equity for education, research, etc? LR	Sacrifice of equity for economic growth? TR	Sacrifice of equity for environment? ER	Sacrifice of one form of equity for another? RR	ECOSOC, ACC UNDP ICJ IBRD, IMF	NGO coalit. Law, Rights Finance/Banks