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Participant Statement – Foundation for the Future  
Humanity 3000 Seminar 3

## **CRITICAL FACTORS**

### ***What are the factors that are most critical to the long-term survival of humanity?***

1. The primary critical factor is the acquisition of the ability to give direction to our future. More specifically, to empower us to engage in conscious/self-guided evolution and develop an evolutionary path which leads us to design of a civil society and sustain and nourish the community of life on earth.
2. The enabling critical factor is to create harmony among the public and private sectors and redirect market and technology to live in harmony with nature, and serve the common good.
3. The guiding critical factor is to recognize the right of people: (a) to determine their destiny; (b) to take part directly in making decisions that affect their lives; (c) to create authentic, healthy, and nurturing communities; (d) to control their resources; (e) to govern themselves; and (f) design their future.
4. Another enabling factor is to create systems of learning and human development that provide learning-focused and life-long experiences for the development of: (a) competencies which are in-sync with the new realities, (b) the full potential of people, (c) evolutionary competence and competence in building a civil society.

### ***What are the current map and trajectory of these factors?***

1. There is an ever increasing yearning to create a civil society, a good society and to heal the earth, which has been devastated by the rampant technologies of the industrial machine age and the relentless profit seeking market. This yearning is expressed by a great variety of people, groups, intentional communities, volunteer and professional associations, and

enlightened public and private organizations. This yearning has found a strong voice in a wide range of publications in the research, scientific, academic, and professional communities as well as in the popular literature. For an observer of the current societal scene it becomes increasingly obvious that we are entering the 21st Century with four competing societal visions:

The Humanistic Vision of a Civil Society, often coupled with  
The Cosmic Vision of Earth as a Community of All Life and  
The Market Vision of a Consuming Society, often coupled with  
The Technological Vision of a "Cyborg" Society

2. Today, we pursue one of these visions single-mindedly--without taking into account the others. This leads to disharmony, imbalance, a decline of the quality of the human experience, and to societal devolution. We are becoming more and more aware of this, but we are still suffering from the consequences of the single-minded, materialistic, market-driven, mechanistic, industrial machine age, which brought forth a great loss of civility in the public and private arenas and caused a tragic exploitation and devastation of nature.

3. The current public policy (of representative democracy) does not recognize the right of people to participate in making decisions that affect their lives and to govern themselves. And the citizen's role has been degraded to a status of being the client of the government.

4. Our schools, designed in 19th Century for the industrial machine age as teaching factories, still operate in the assembly-line mode. They are inadequate to address the new realities of our age. In the course of the last few decades wholesale attempts have been made to reform our schools. But these attempts add up reenacting the existing system by tinkering at the margin. We have invested billions in trying to fix a system, which should not exist anymore. It seems that we do not have serious interest in the comprehensive and systemic redesign of our systems of learning and human development, because it would require a complete rethinking of what education is about and it would call for significant new learnings of how to design systems.

***What are the problems and opportunities with the factors identified?***

*A. Problems*

The overall problem is resistance to a quantum change. A quantum change would require a change in consciousness, learning new ways of thinking and doing, and willingness to face the unknown and take risks. (As a rule, when the issue of change is raised, people rush in to find all the reasons why we should not change.)

### *B. Opportunities*

1. The critical opportunity lies in the attainment of evolutionary consciousness and the development of competence and willingness to engage in conscious self-guided evolution. Competence in self-guided evolution will empower us to map out an evolutionary path, which leads us to design a civil society and sustain and nourish the community of life on earth.
2. Given evolutionary competence, the opportunity awaits us to create harmony among the public and private sectors and redirect market and technology to live in harmony with nature, and to serve the common good. The opportunity is ripe for the exploration of the aspirations of the four visions and their potential place in -- and affect on -- our lives. We have the opportunity to explore the implication of these visions on human, societal, and cosmic evolution, and the conscious evolution of our families, our communities, and the systems in which we live and work. It is the evolutionary vision of a desired future within which we can pursue the creation of harmony among the four visions.
3. Reclaim the power to govern -- which is now delegated to our representatives -- at the appropriate societal level where it belongs. This power is to be delegated to citizens groups and the various mediating institutions of the civil society. Having attained evolutionary consciousness and knowledge about how evolution works, "citizen power" opens up the opportunity to create evolutionary designing communities of all kinds at all levels of the society. (For an example see [www.21stcenturyagora.org](http://www.21stcenturyagora.org) )
4. In a climate of grave dissatisfaction with the performance of our schools, there is an open opportunity now to engage in a comprehensive re-visioning and reconceptualizing of education. This will require a massive effort of redefining what education does, when, how, where, and who should be involved in what capacity.

## **POTENTIAL IN YOUR FIELD**

***What do you envision as the greatest potential/future in your field in the thousand-year future?***

1. Develop aggressively the fields of systems science, theories and methods of social system design and evolutionary design, and apply them comprehensively to the evolutionary design of systems at all levels of the society.
2. Design, develop, and implement learning resources by which people from early age on can develop competence (a) in systems and design thinking and their application in our communities and in the systems in which we live and work, (b) in consensus building dialogue conversation, (c) in the design of healthy, authentic, nourishing communities, (d) in engaging in conscious evolution and the design of evolutionary guidance systems, (e) in participating actively and creatively in developing a civil society.

## **DISCUSSION TOPICS/ QUESTIONS**

***What are two or three topics/questions, critical to the long-term future that you wish to explore in small group settings at Humanity 3000?***

1. Explore approaches to creating a civil society.
2. Explore the establishment of future creating evolutionary design communities.
3. Responding to the educational challenge.

## **THOUSAND-YEAR VISION**

***Please articulate your vision of the thousand-year future in a three-to five-line statement.***

1. The Peace-Law of the Community of Life reigns globally and the pursuit of harmony is the key global agenda.
2. Evolutionary Guidance Systems (operating at all levels of the society) are linked in a global network, constantly informing and shaping each other. They build common ground and consensus.
3. Work is redefined as continuous self-development, pursued individually and collectively. It aims at the attainment of our highest potential. It is enhanced by a global system of fully responsive learning resources.