



Organisations apprenantes et technologies de l'information et de la communication

De l'e-Inclusion à la e-Participation

Raymond MOREL (IFIP-SATW) ==> Forum 3

RH

4^{ème} Salon Solutions
Ressources Humaines

29 & 30 septembre 2010
Geneva Palexpo - Halle 2



<http://www.ict-21.ch/com-ict>

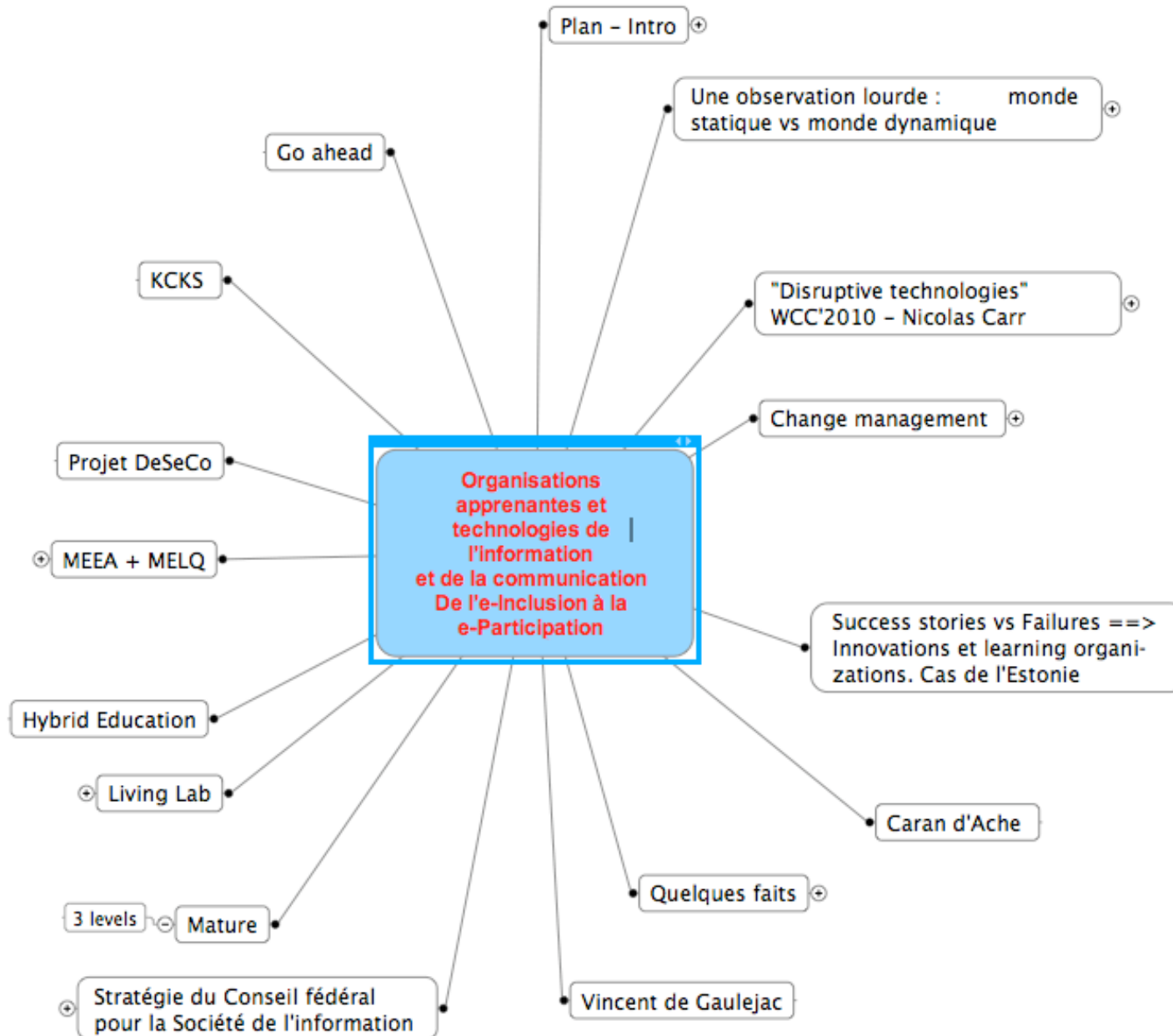
SATW

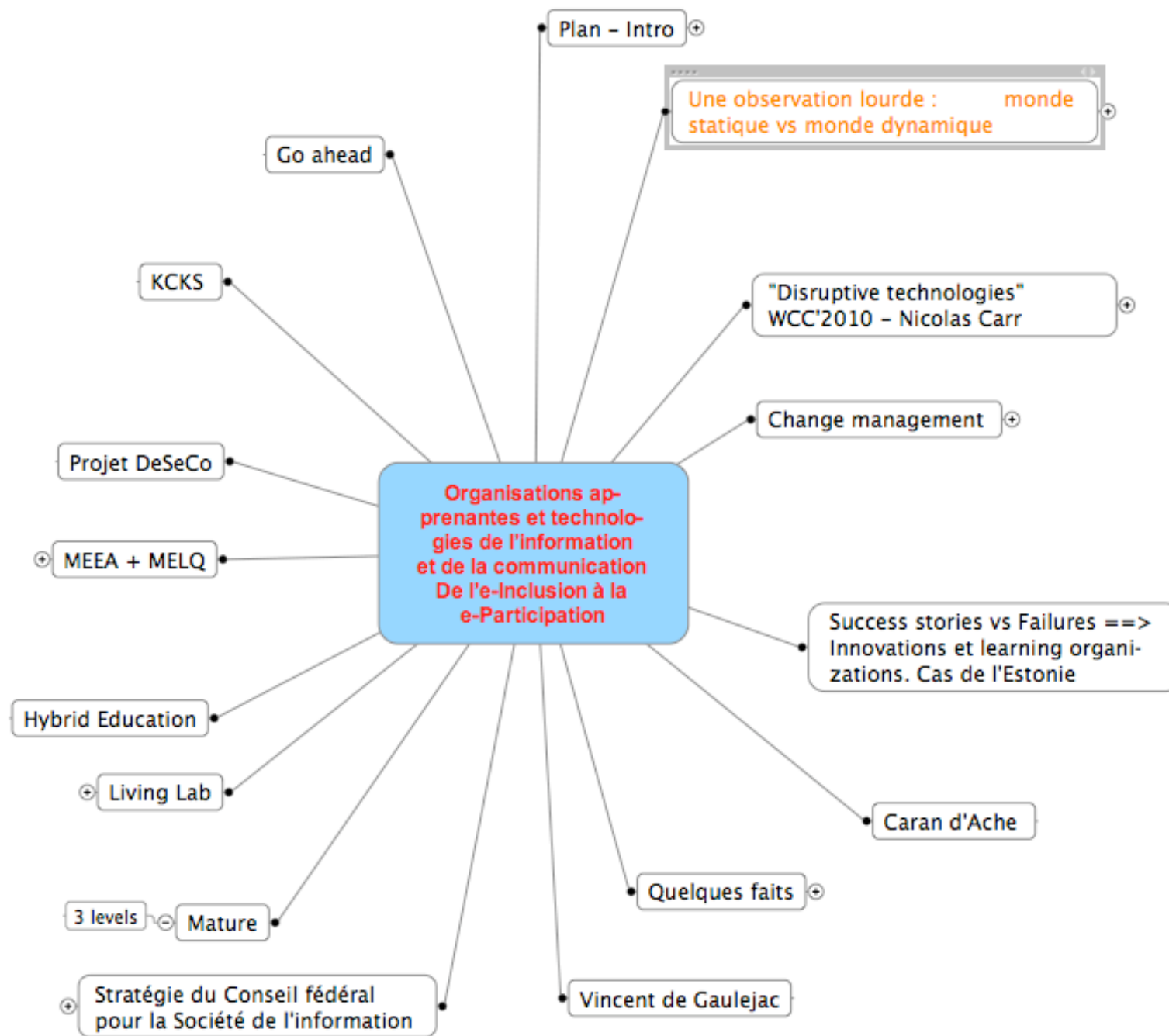
Schweizerische Akademie der Technischen Wissenschaften
Académie suisse des sciences techniques
Accademia svizzera delle scienze tecniche
Swiss Academy of Engineering Sciences

<http://www.satw.ch>

L'acquisition de certaines nouvelles compétences-clés devient de plus en plus nécessaire pour vivre avec sérénité dans la société de l'information. Celles-ci évoluent pendant la vie active et se trouvent toujours davantage sous des formes diverses et que l'on peut désigner comme « **hybridations de l'éducation tout au long de la vie** ».

La **e-Participation** et la **e-Inclusion** de chacun-e en dépendent, tout comme la pertinence et le succès de bien des développements en cours dans les stratégies d'organisation.





Monde
statistique
↓
· papier
· arbre
· info statistique

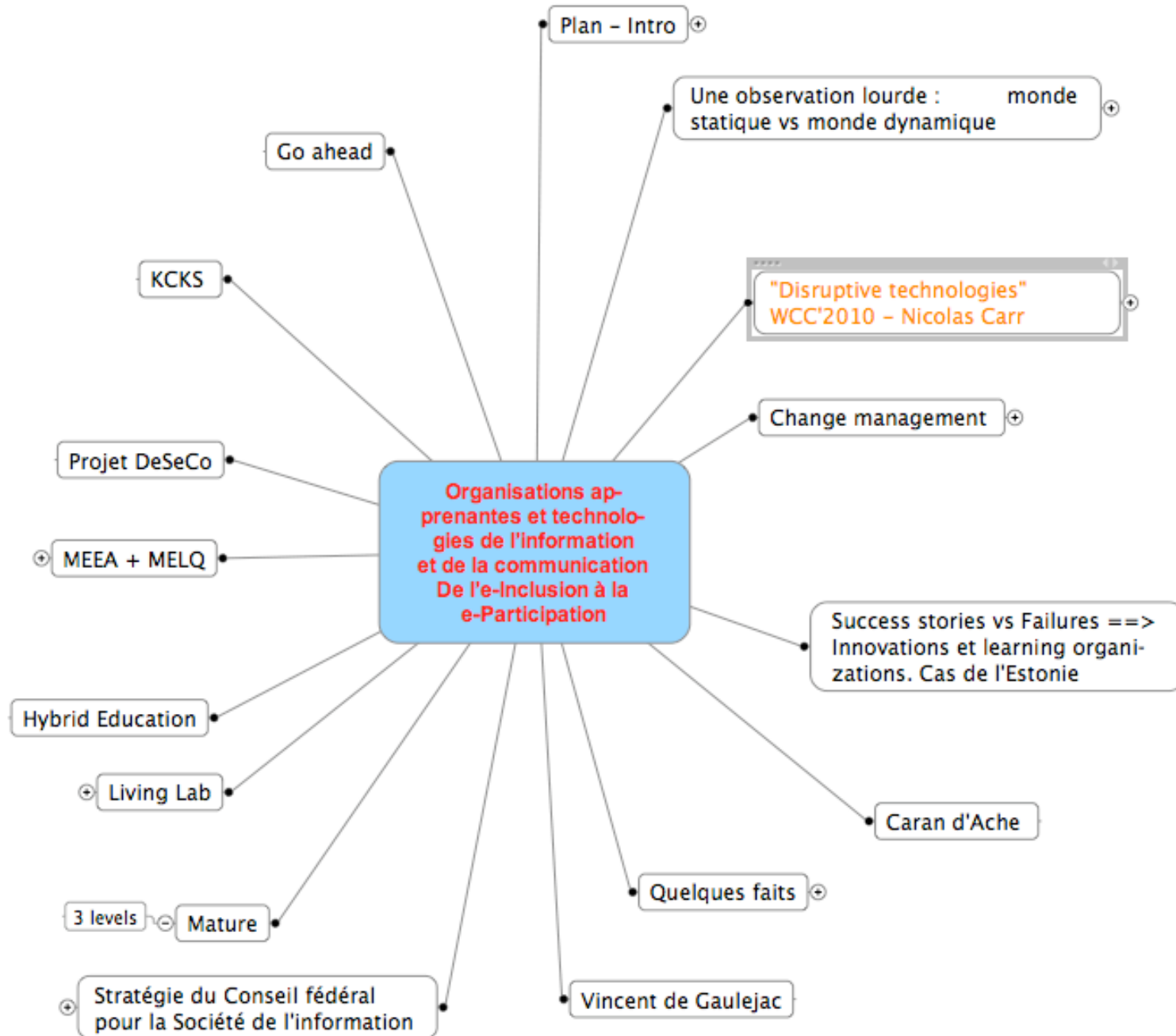
Monde dynamique

- digital
- network
- info dynamique

1 Sewl
problème:

cohabitation
arbre/réseau

⇒ Xmas!



23.9.2010

Keynote Professor S V Raghavan
National Knowledge Network of India:
An Instrument of Social Change

The key operator or the key priority is EDUCATION

22.9.2010

Keynote John Suffolk

Shifting the paradigm of Government ICT. How do you maximise the reality behind technology such as Cloud computing yet still retail the balance between localism and centralisation?

Among plenty of interesting considerations, I noticed some nice pearls :

.... **« we don't know where we are going »... « we must experiment »**

.... and finally the last 3 words of the last slide **... « learn, learn, learn. »**

RH

4^{ème} Salon Solutions
Ressources Humaines

A decorative graphic on the left side of the slide features a stylized globe with green and blue segments. The background is a light blue gradient with a faint world map and a circular arc of binary code (0s and 1s) in the lower right.

21.9.2010

Keynote Nicholas Carr
Bringing the Cloud Down to Earth
... the last words ...

**« Organisations now have to choose whether
to be the disruptor or the disrupted »**

and Carr added :

"At the very least, it's more fun to be the disruptor."

RH

4^{ème} Salon Solutions
Ressources Humaines



BRIISANE
convention
& exhibition
CENTRE





RH

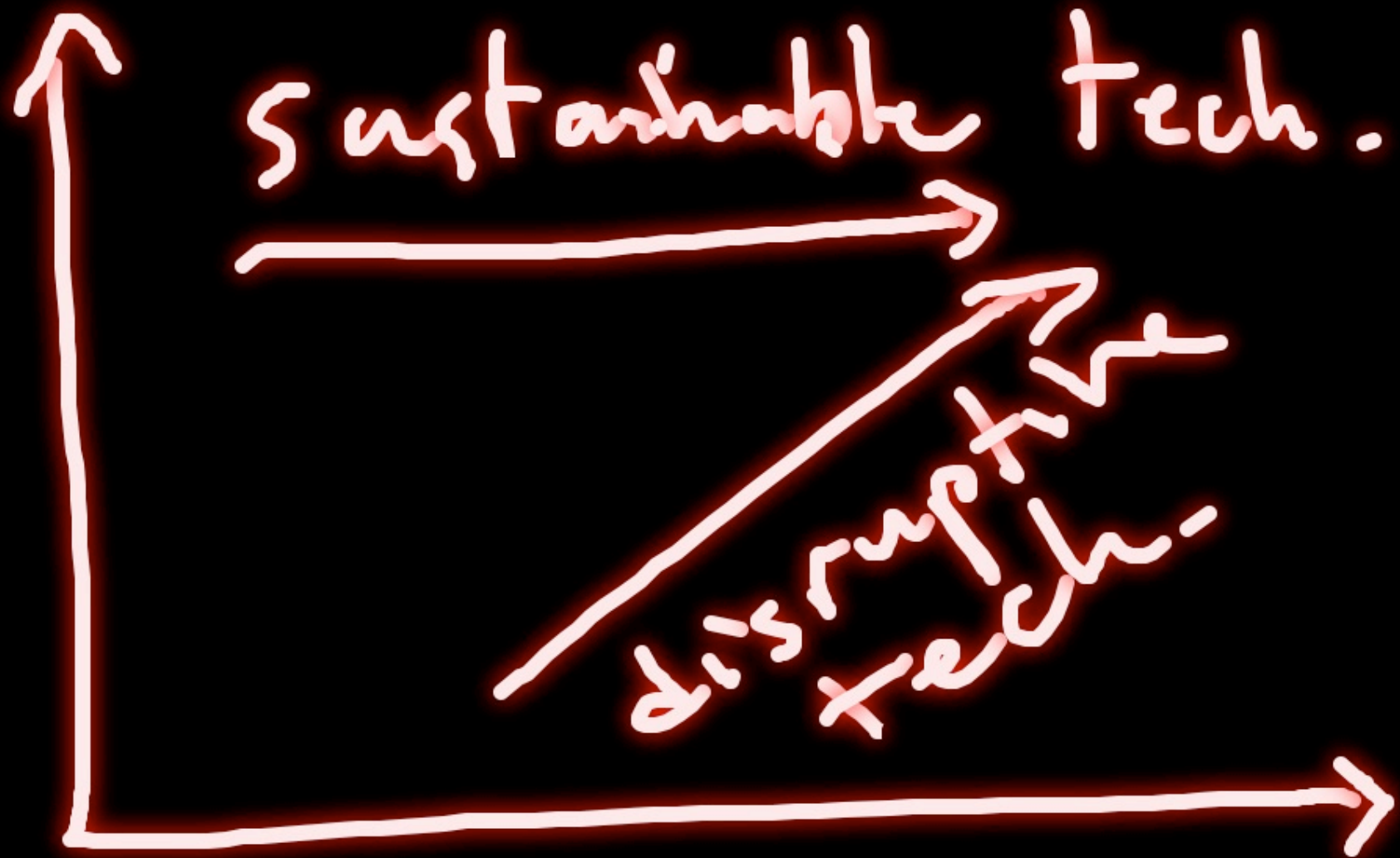
4^{ème} Salon Solutions
Ressources Humaines

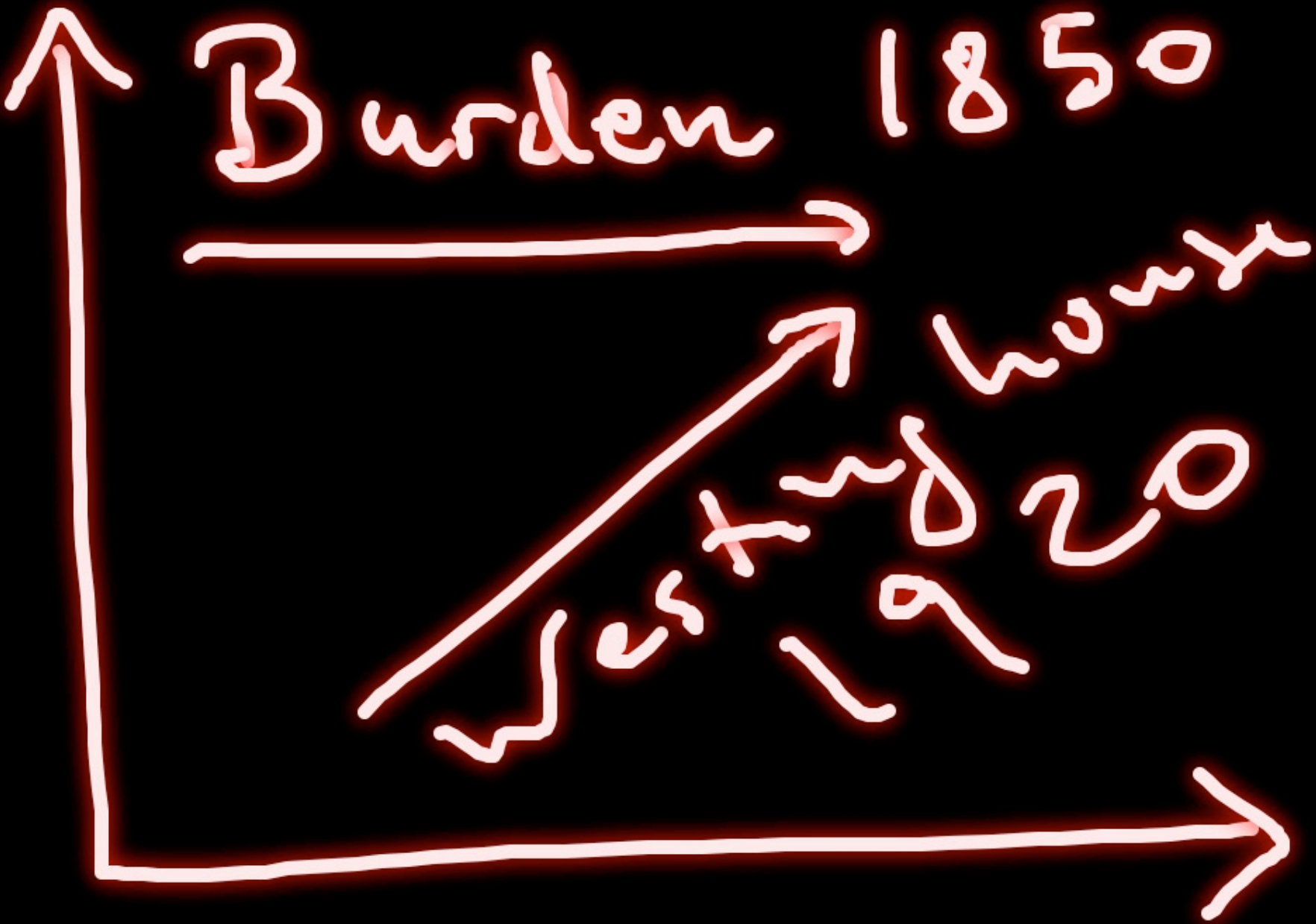
R. MOREL (IFIP-SATW) Forum 3 (29.9.2010)

disrupted

or

disruptor?

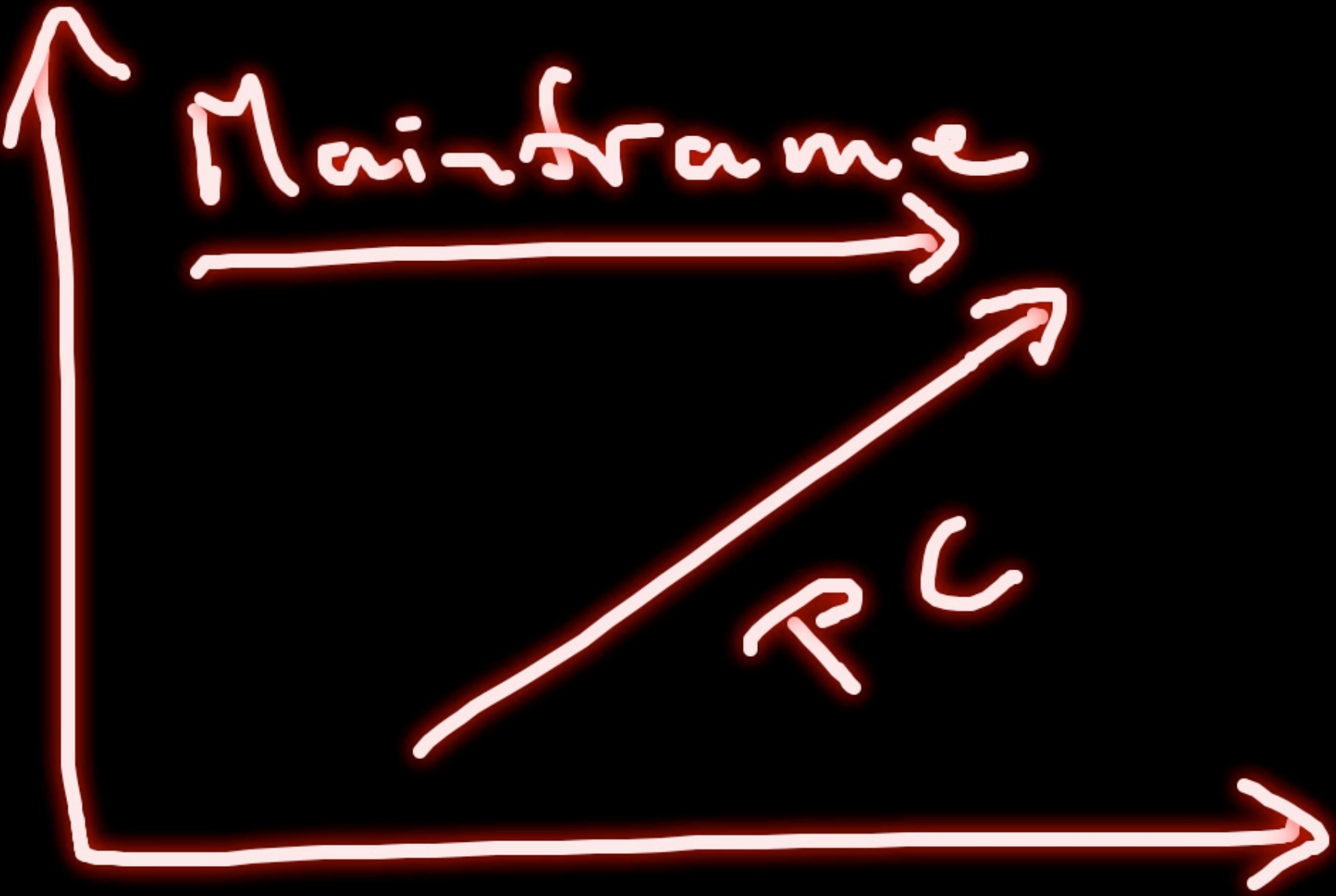


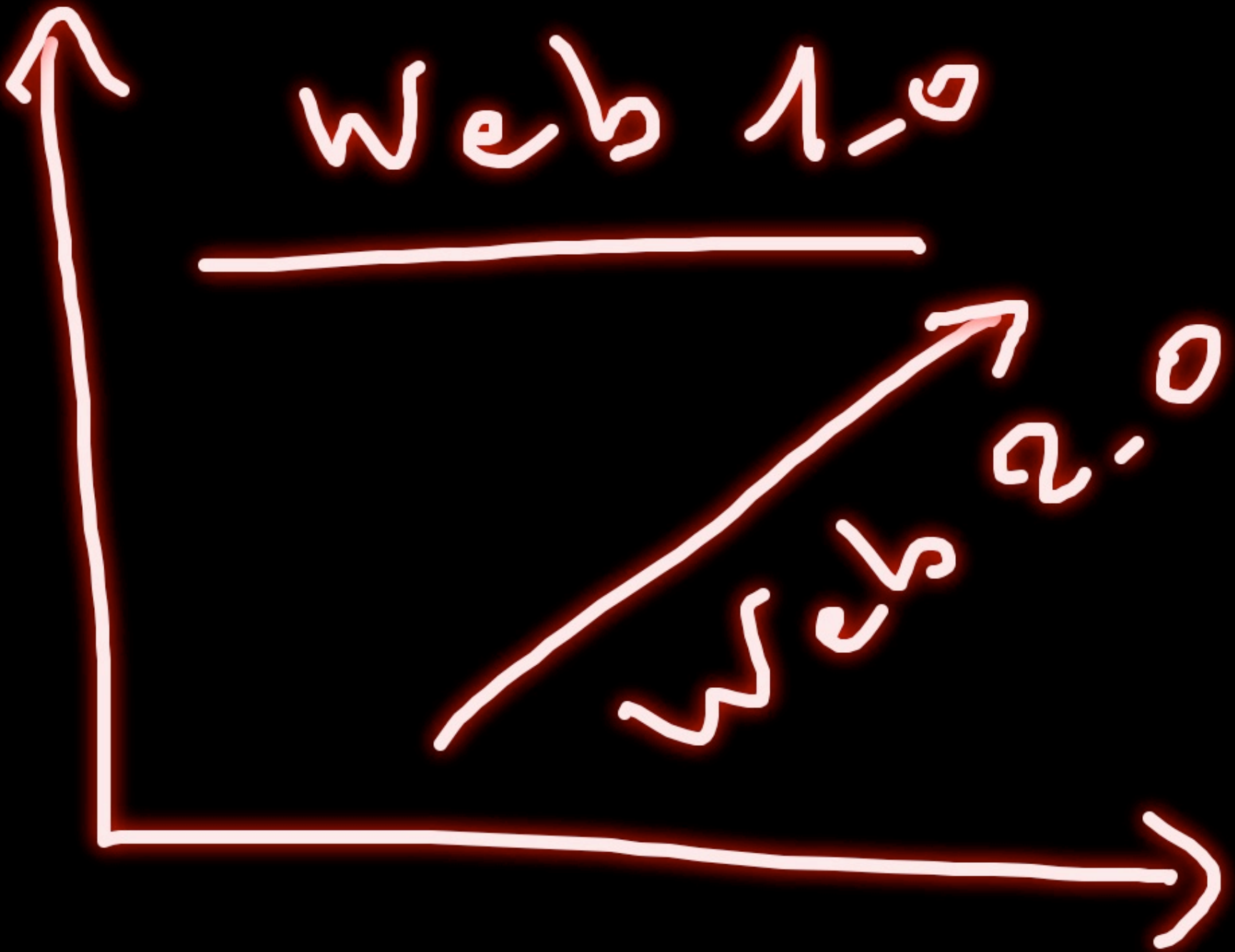


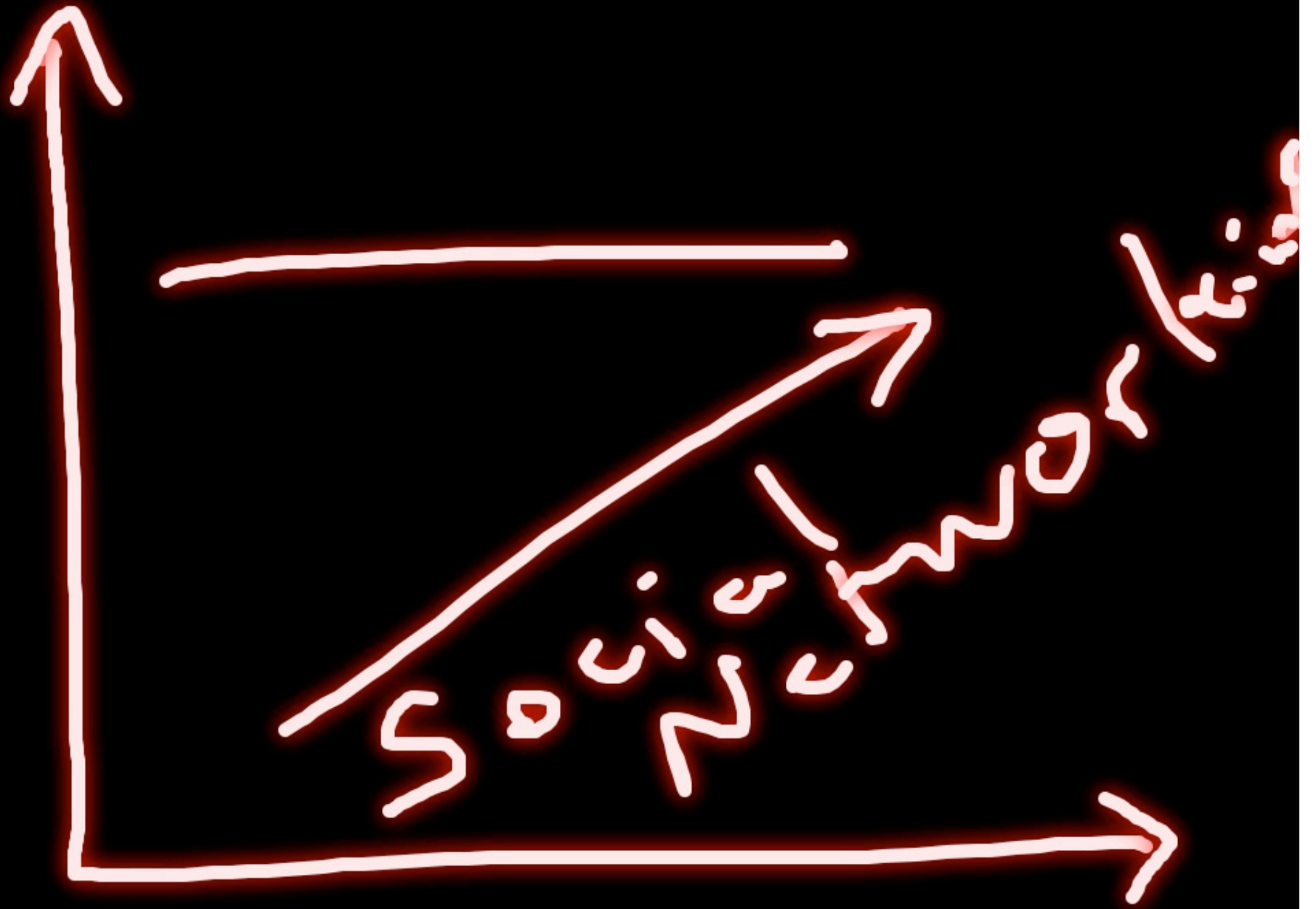
Mainframe



PC









Copyrighted Material

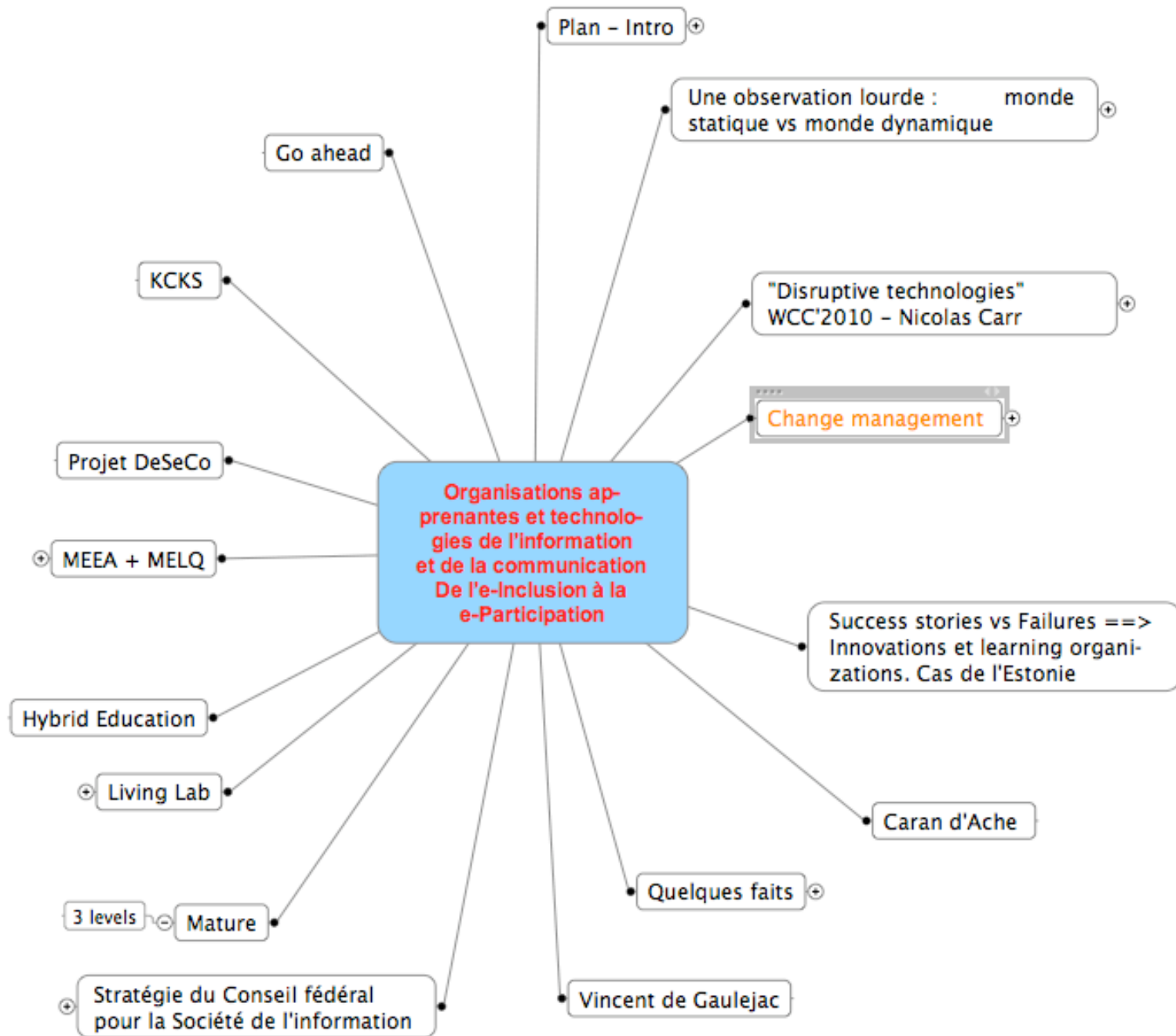
WHAT THE
INTERNET
IS DOING TO
OUR BRAINS

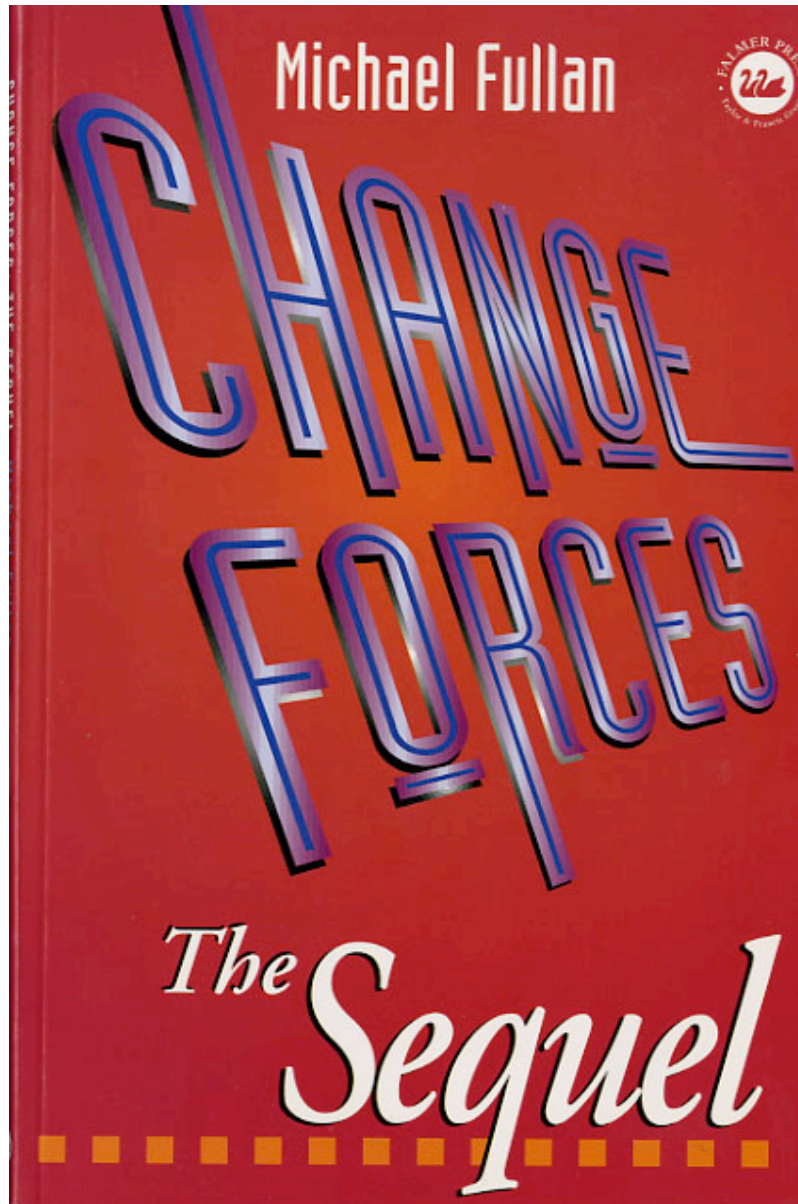
THE Nicholas Carr
AUTHOR OF THE BIG SWITCH
SHALLOWS

Copyrighted Material

RH

4^{eme} Salon Solutions
Ressources Humaines





Change Forces: The Sequel

Michael Fullan

Change Forces: The Sequel argues that moral purpose – making a difference in the lives of young people – is fundamental to reform, but not as straightforward as it seems. In pursuing the theme of moral purpose and complex change, the book unlocks the 'black box' of why collaborative cultures really work, and what it takes to create and sustain them. It presents conflict, diversity and resistance as potentially positive, and as absolutely essential forces for success. It probes deeply into the role of knowledge inside and outside learning organizations. It unpacks the problem of transferability – why obvious good ideas do not get used by others, and how to reframe strategies so that larger scale change becomes possible.

Change Forces: The Sequel goes even deeper than its best-selling predecessor, *Change Forces*. The field is richer in theory and more sophisticated in empirical investigation than it was when the first book was written. In *Change Forces: The Sequel*, eight new lessons for understanding complex change are developed. We gain specific ideas for how local success can be combined with larger scale reform initiatives. We learn how bottom-up and top-down forces not only co-exist, but feed on each other. Even more powerful is how *Change Forces: The Sequel* demonstrates the fusion of ideas, political action, and moral purpose. 'Change Forces' remains a double entendre of exciting proportions.

Michael Fullan is the Dean of the Ontario Institute for Studies in Education of the University of Toronto. He is widely recognized as an international authority on educational reform. His ideas for managing educational change are used in countries around the world and his books have been published in many languages.

Reviews of *Change Forces*:

'A provocative and stimulating book. I defy any reader not to be engaged. This is a challenging and optimistic book. Its readability will make it acceptable to a wide range of audiences.'

(Educational Management, 1994)

'Michael Fullan has probably been the world leading authority on change in education in the last two decades.'

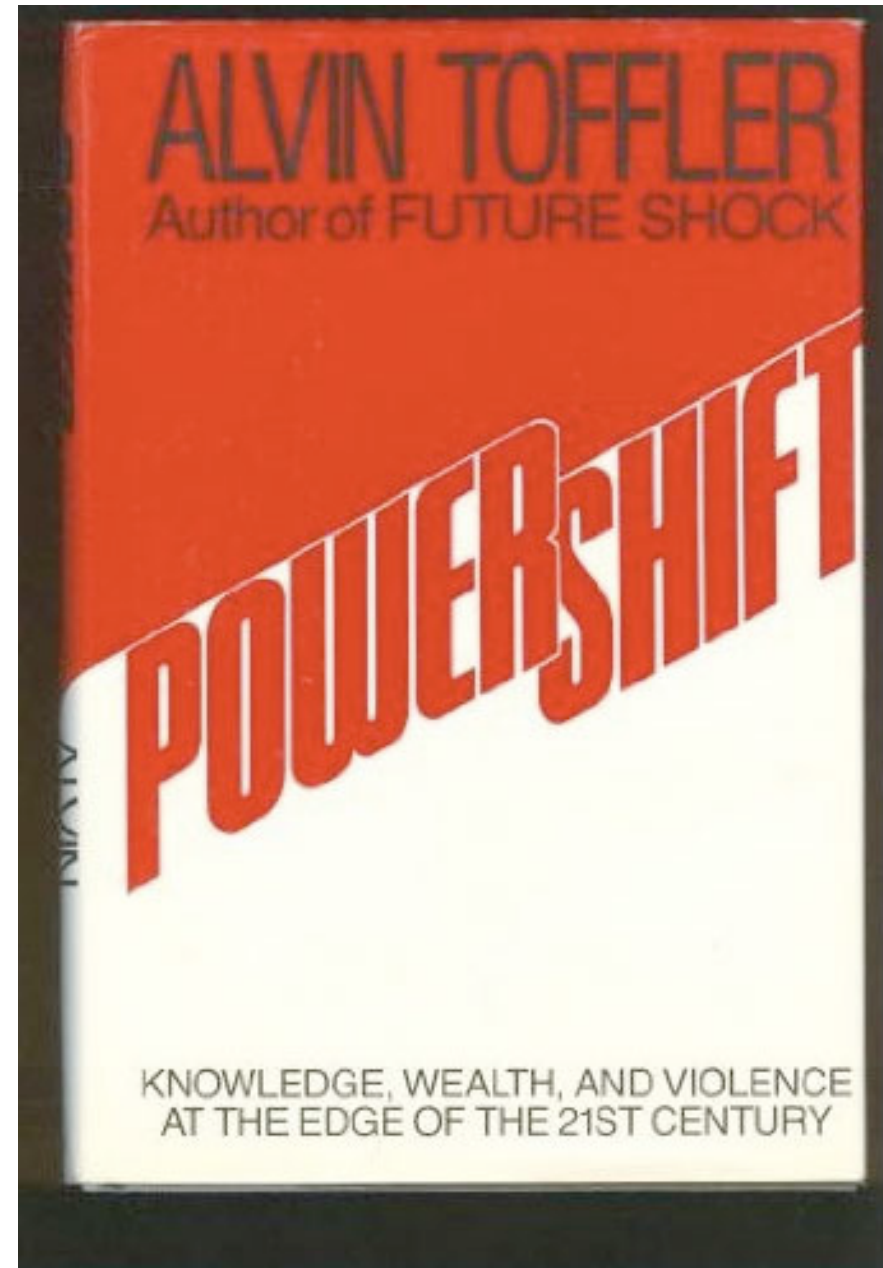
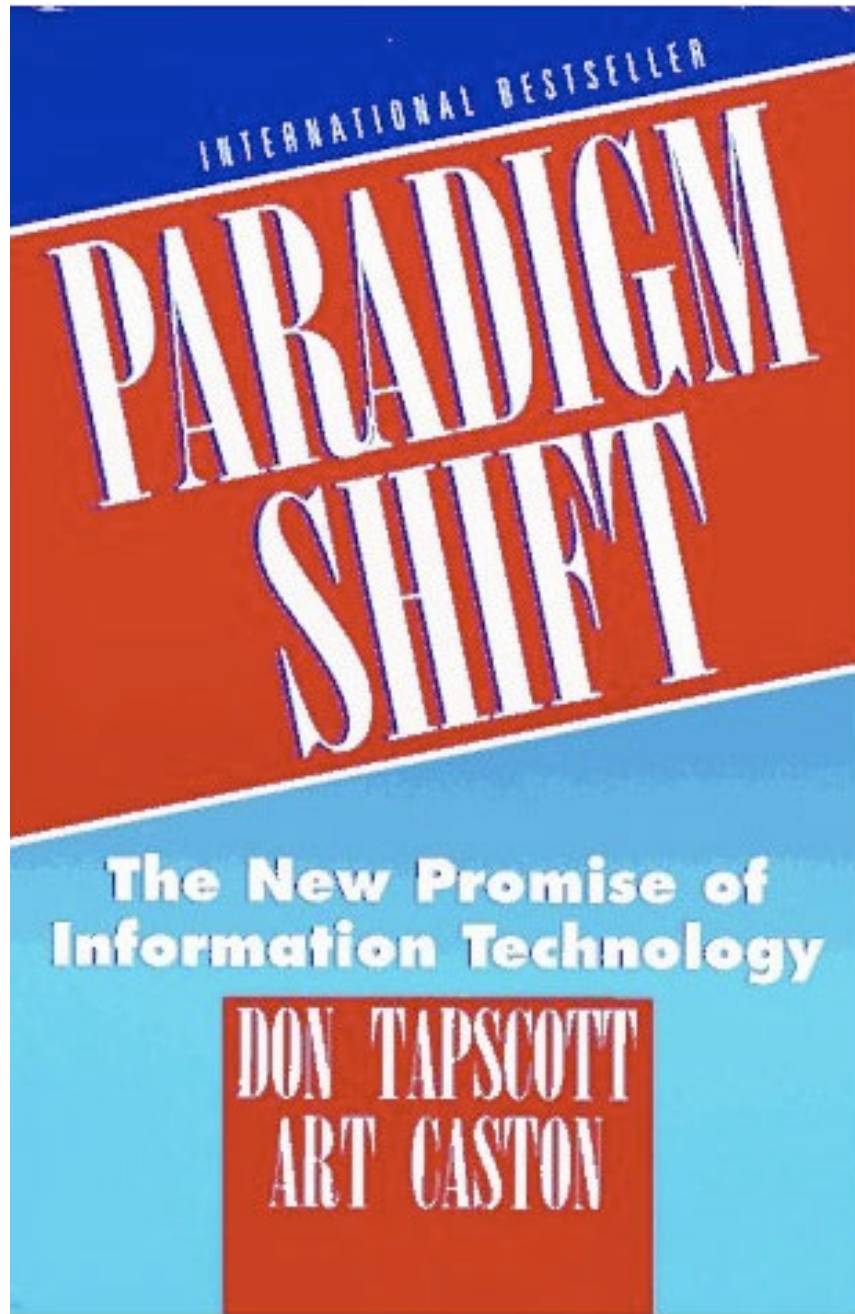
(Managing Schools Today, 1994)

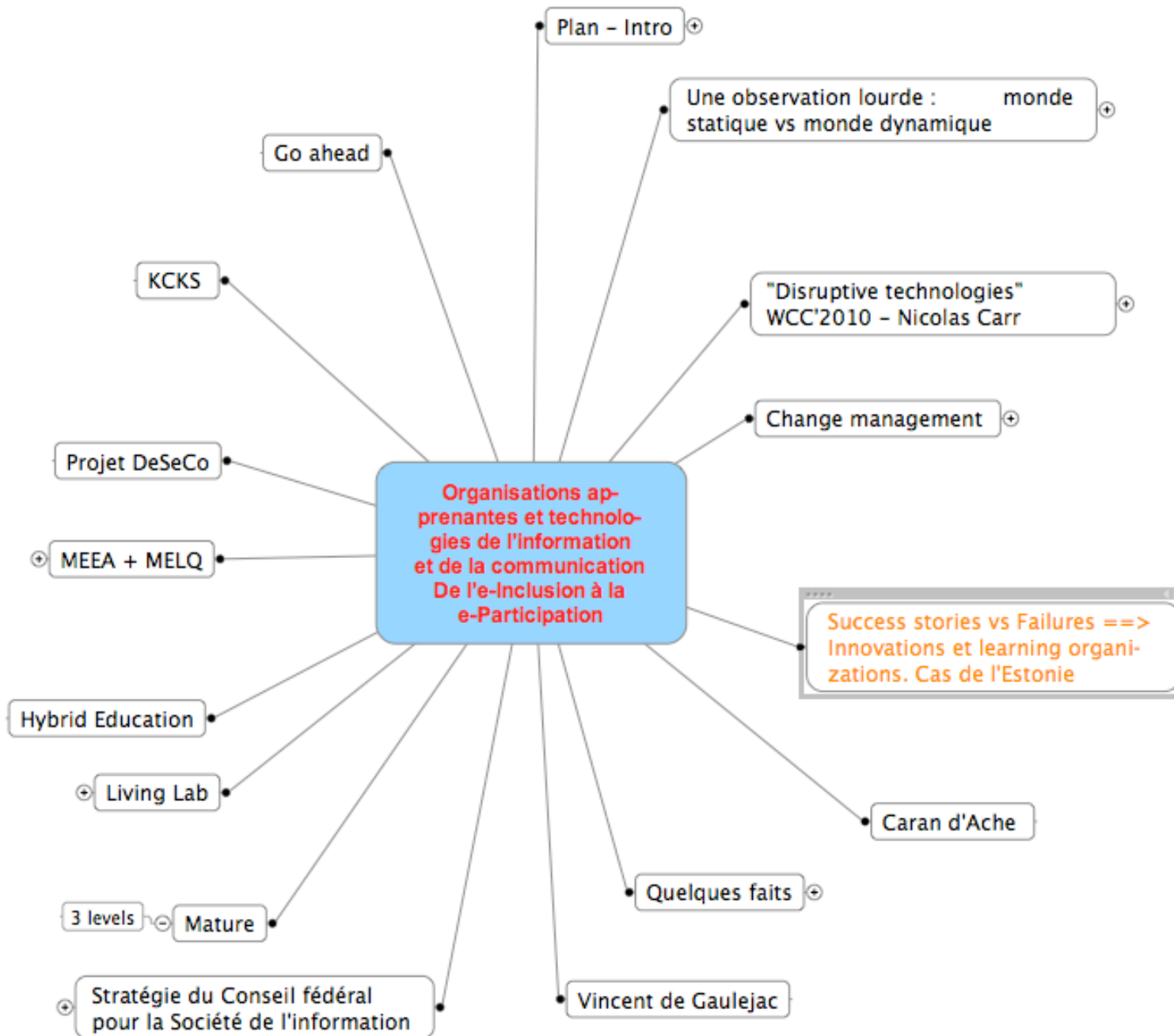


RH

4^{ème} Salon Solutions
Ressources Humaines

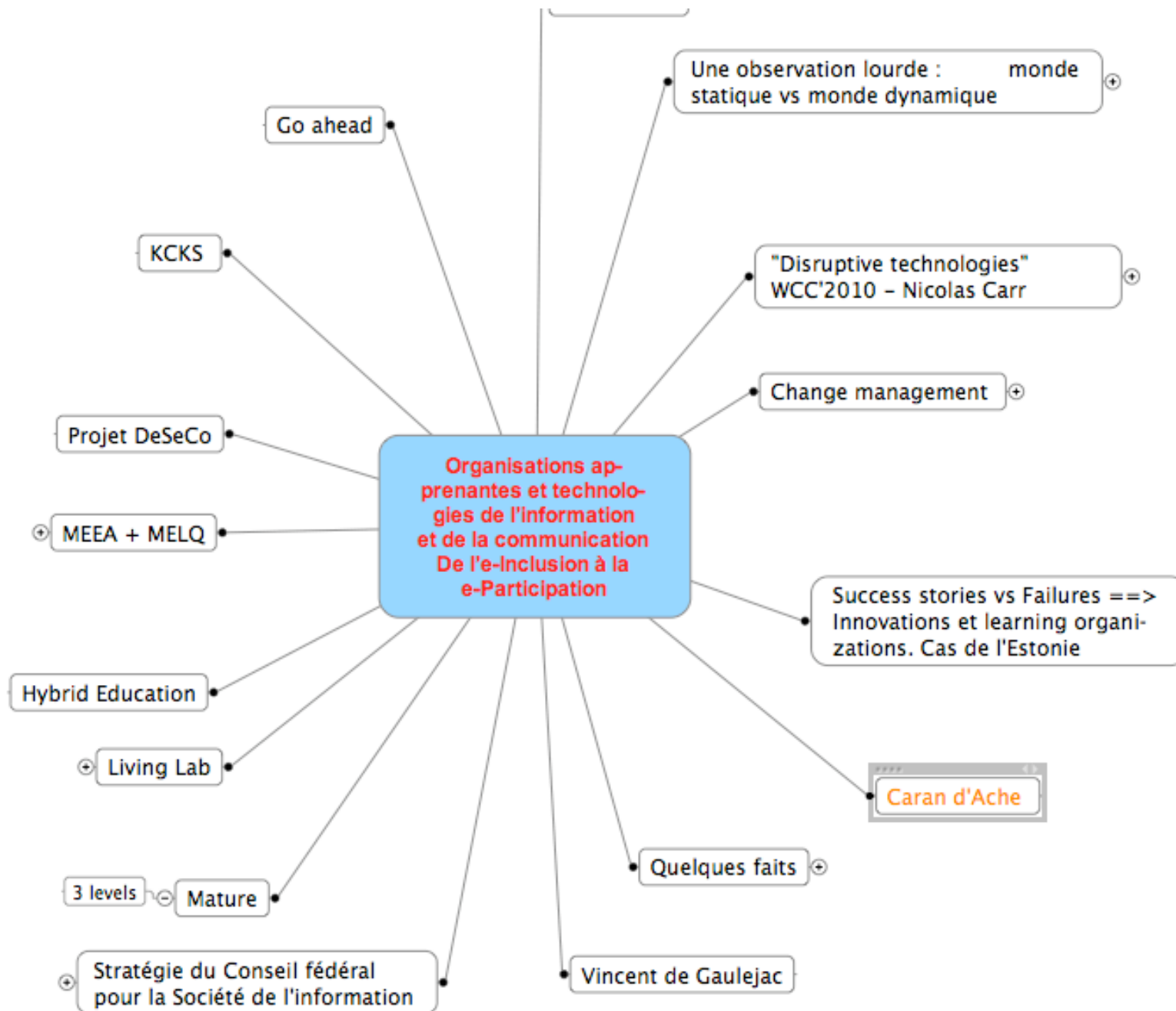
R. MOREL (IFIP-SATW) Forum 3 (29.9.2010)

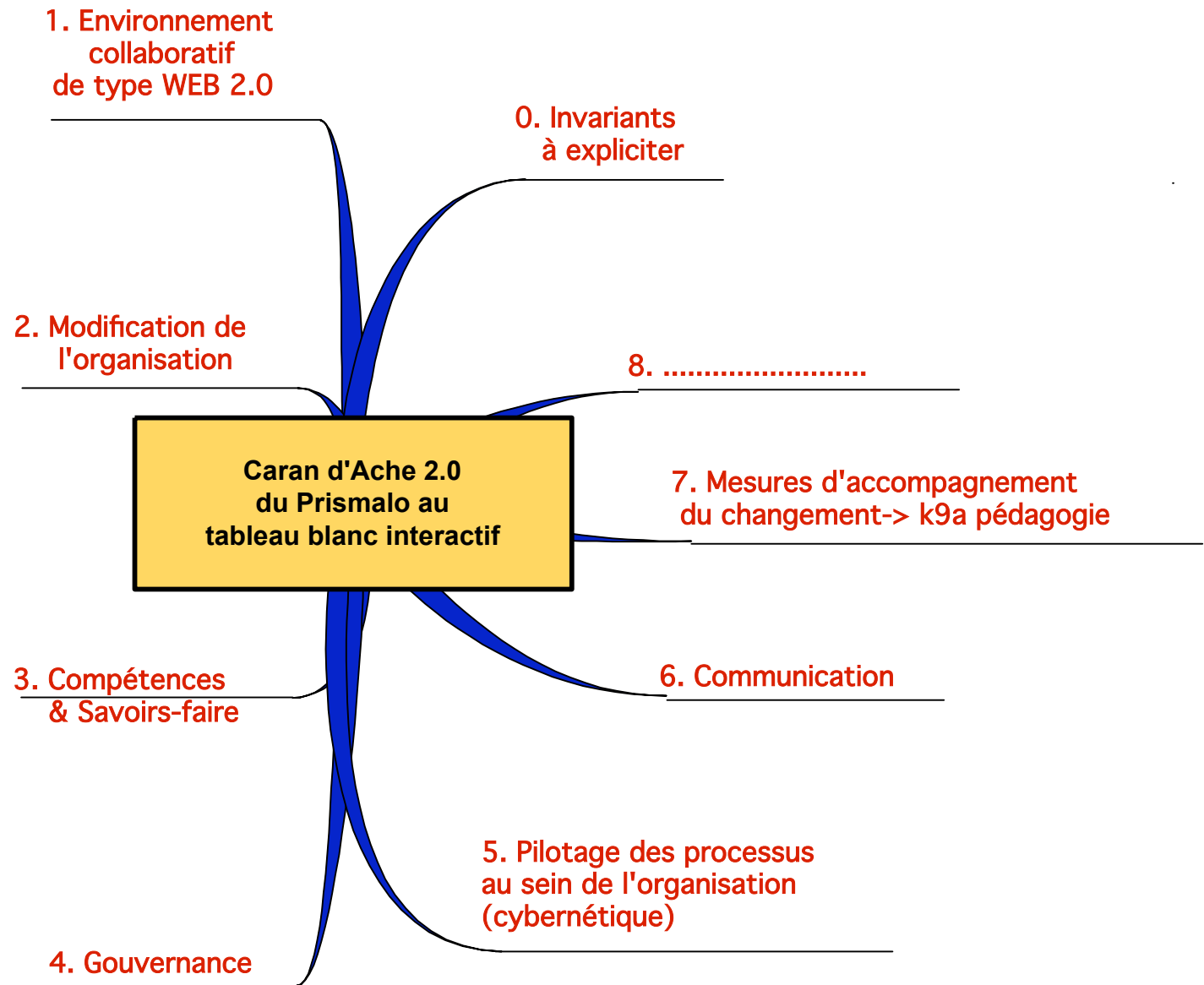


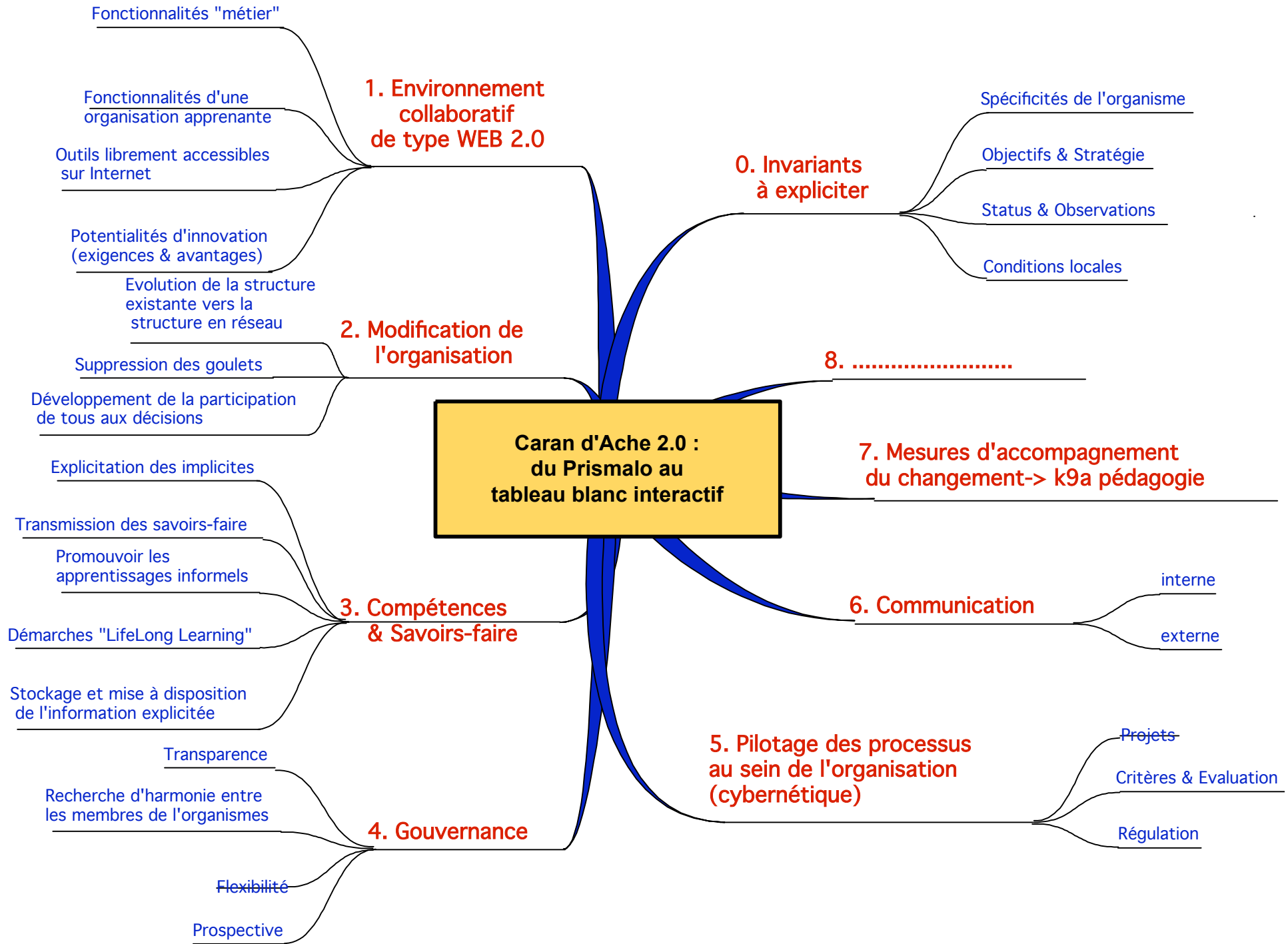


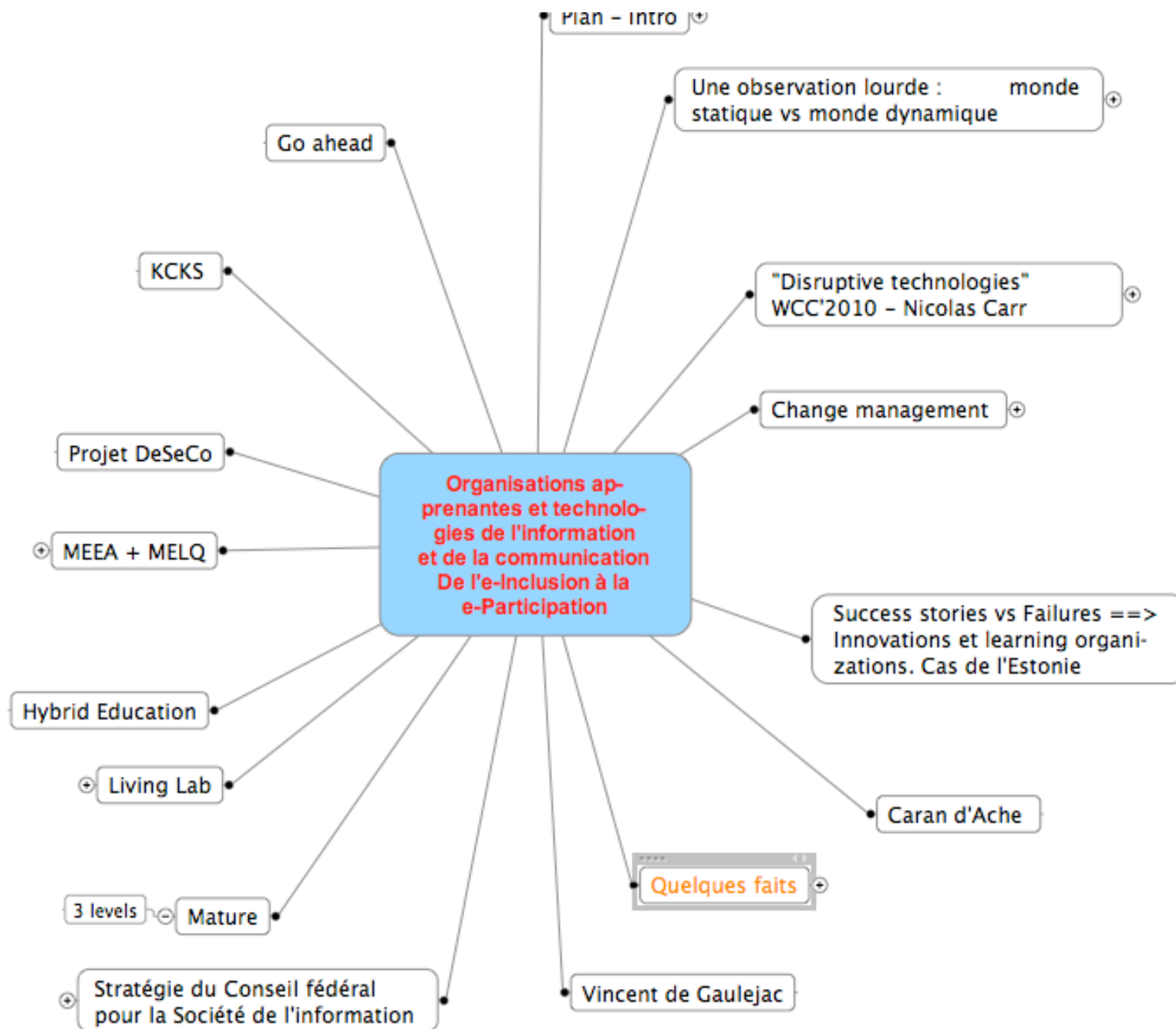
Where do we go from here?





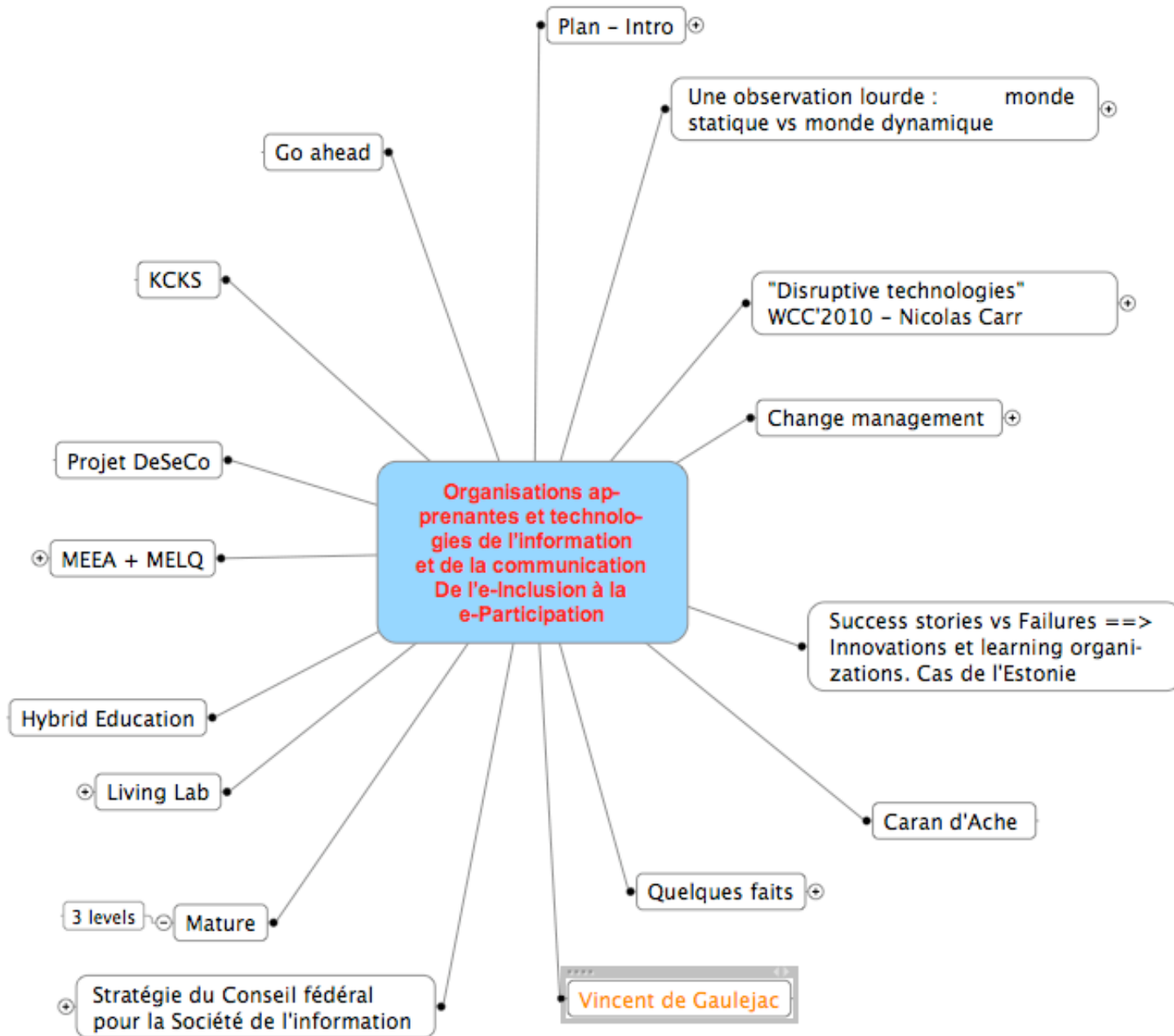






Are WE going to act or not?





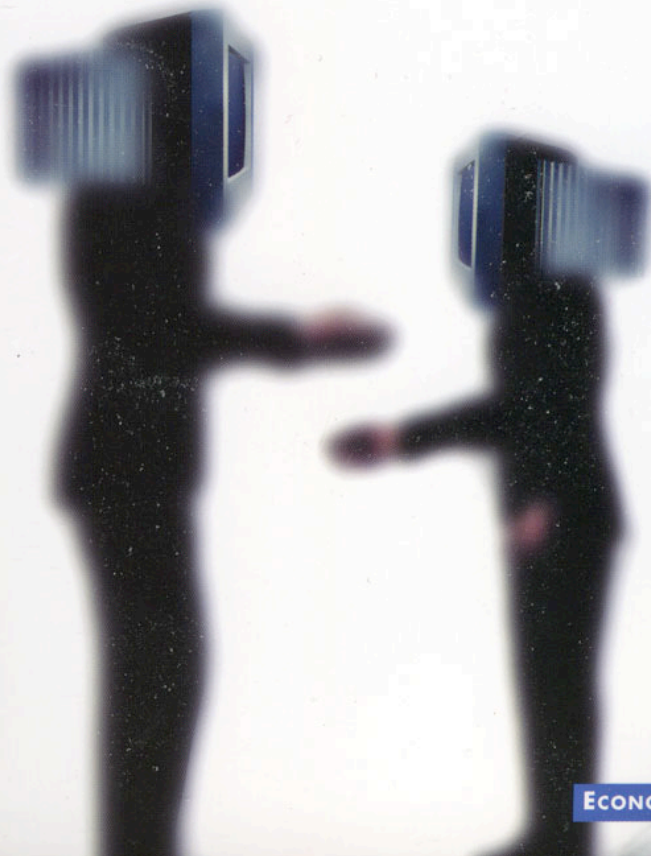
Vincent de Gaulejac

La société malade de la gestion

POIN

Idéologie gestionnaire, pouvoir managérial et harcèlement social

NOUVELLE ÉDITION



ECONOMIE

La société malade de la gestion

Sous une apparence pragmatique, la gestion constitue une idéologie qui légitime la guerre économique, l'obsession du rendement financier et qui est largement responsable de la crise actuelle. La culture de la performance et de la compétition met tout le monde sous haute pression : épuisement professionnel, stress, suicides au travail. La société n'est plus qu'un marché, un champ de bataille où le remède proposé aux méfaits de la guerre économique consiste toujours à durcir la lutte. Face à cette mutation, la politique, également contaminée par le « réalisme gestionnaire », semble impuissante à dessiner une autre voie. Peut-on échapper à l'épidémie ? Peut-on repenser la gestion comme l'instrument d'organisation d'un monde commun ? C'est justement la piste qu'ouvre ici le diagnostic du sociologue clinicien.

Vincent de Gaulejac

Directeur du Laboratoire de changement social et professeur de sociologie à l'université Paris-VII. Auteur d'une quinzaine d'ouvrages dont *Le Coût de l'excellence* (Seuil, avec Nicole Aubert), *La Lutte des places*, *Les Sources de la honte* et *Qui est JE ?* (Seuil, 2009). Il préside le Comité de recherche de sociologie clinique à l'Association internationale de sociologie.



Couverture : photo © Getty Images

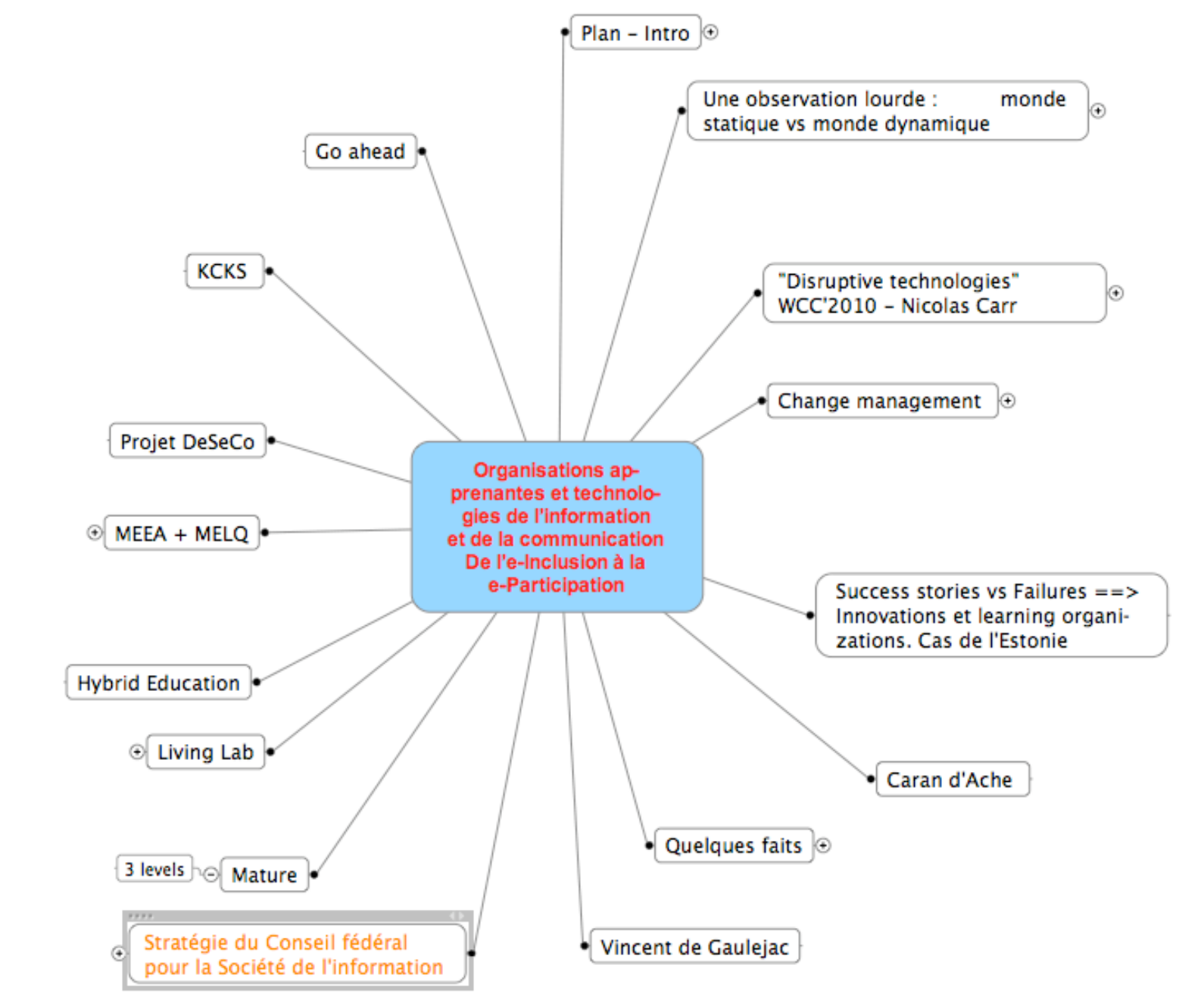
Seuil, 27 r. Jacob, Paris 6

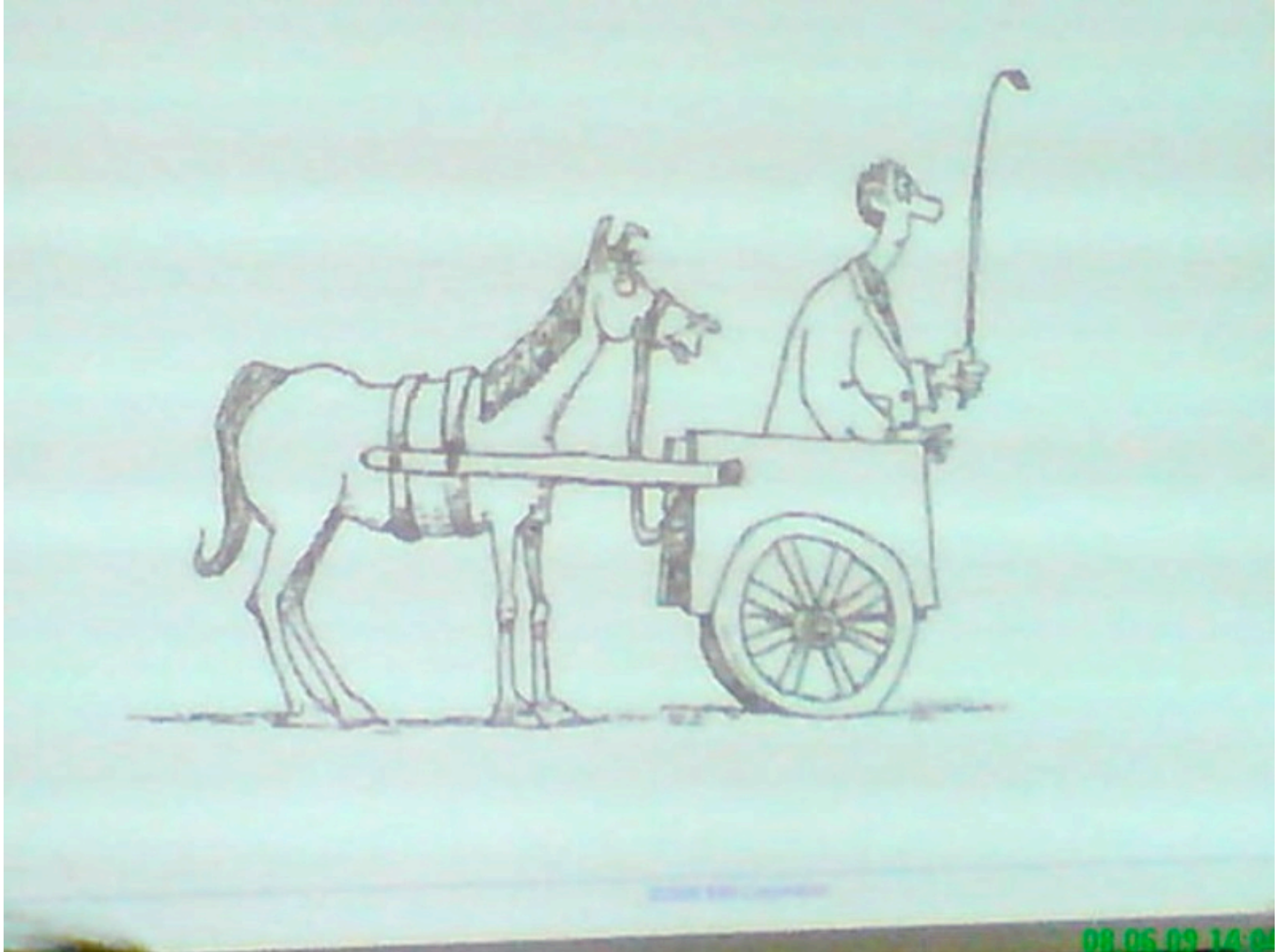
ISBN 978.2.7578.1325.6/Imp. en France 03.09-3 **8,50€**

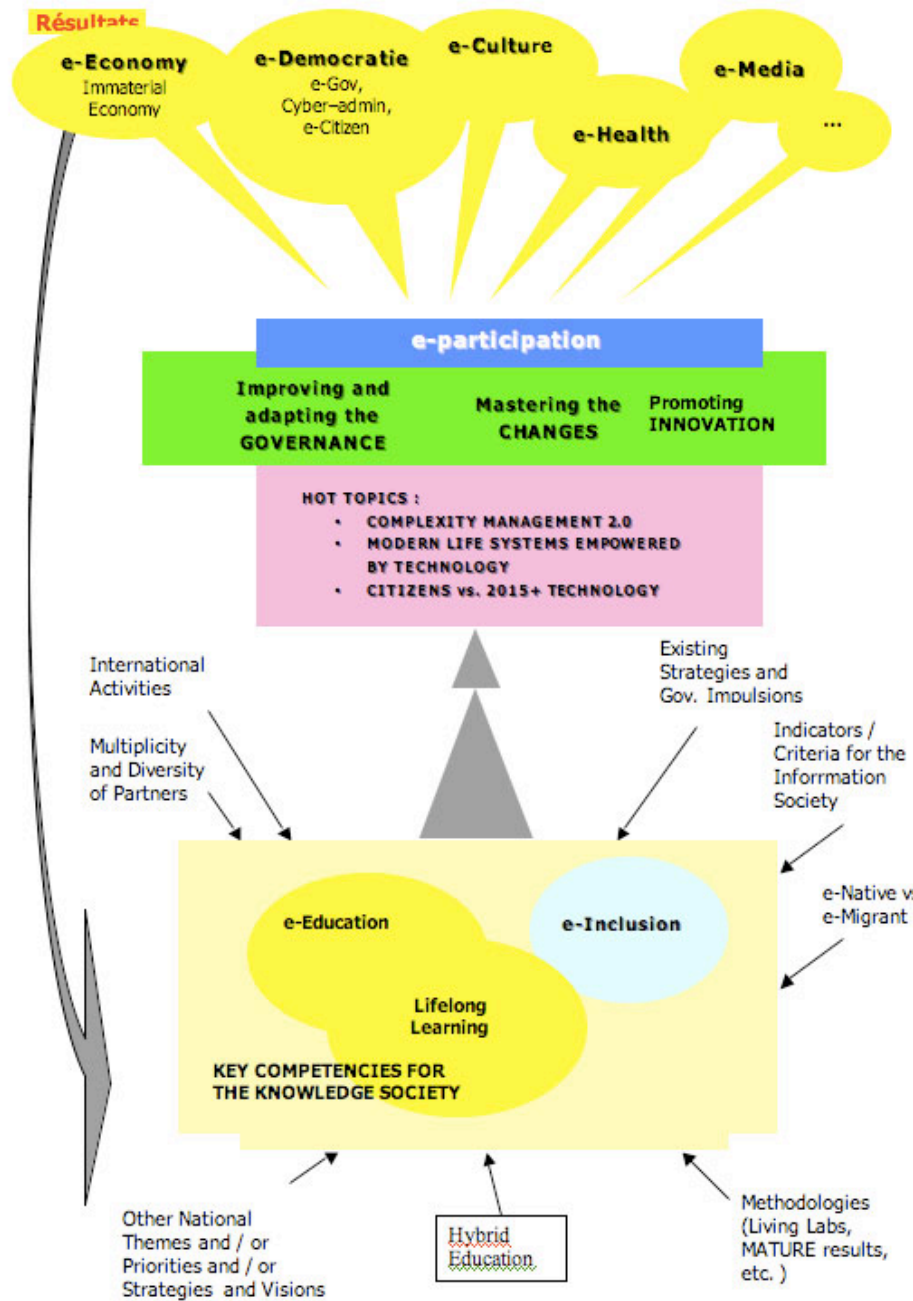
RH

4^{ème} Salon Solutions
Ressources Humaines

R. MOREL (IFIP-SATW) Forum 3 (29.9.2010)

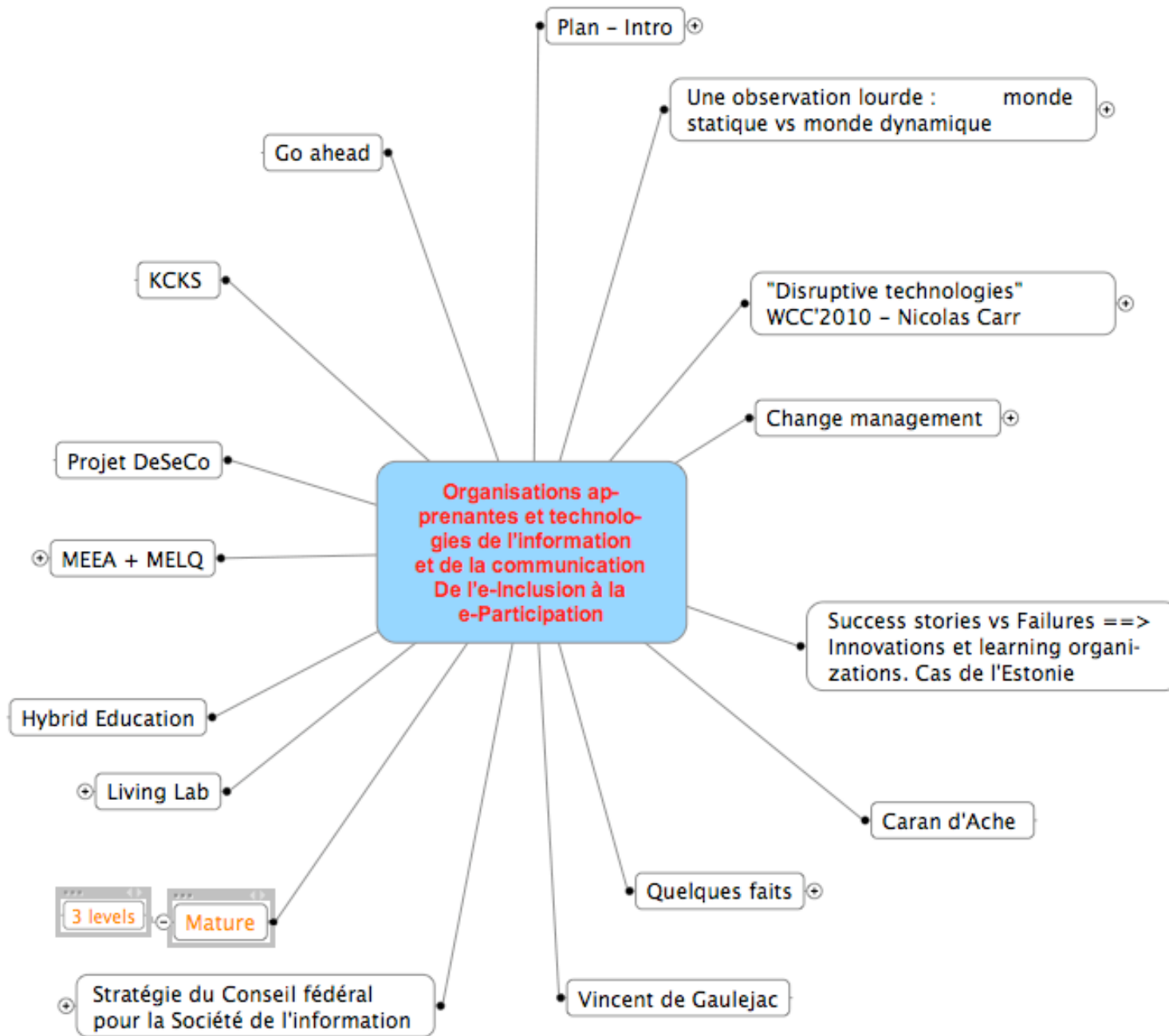




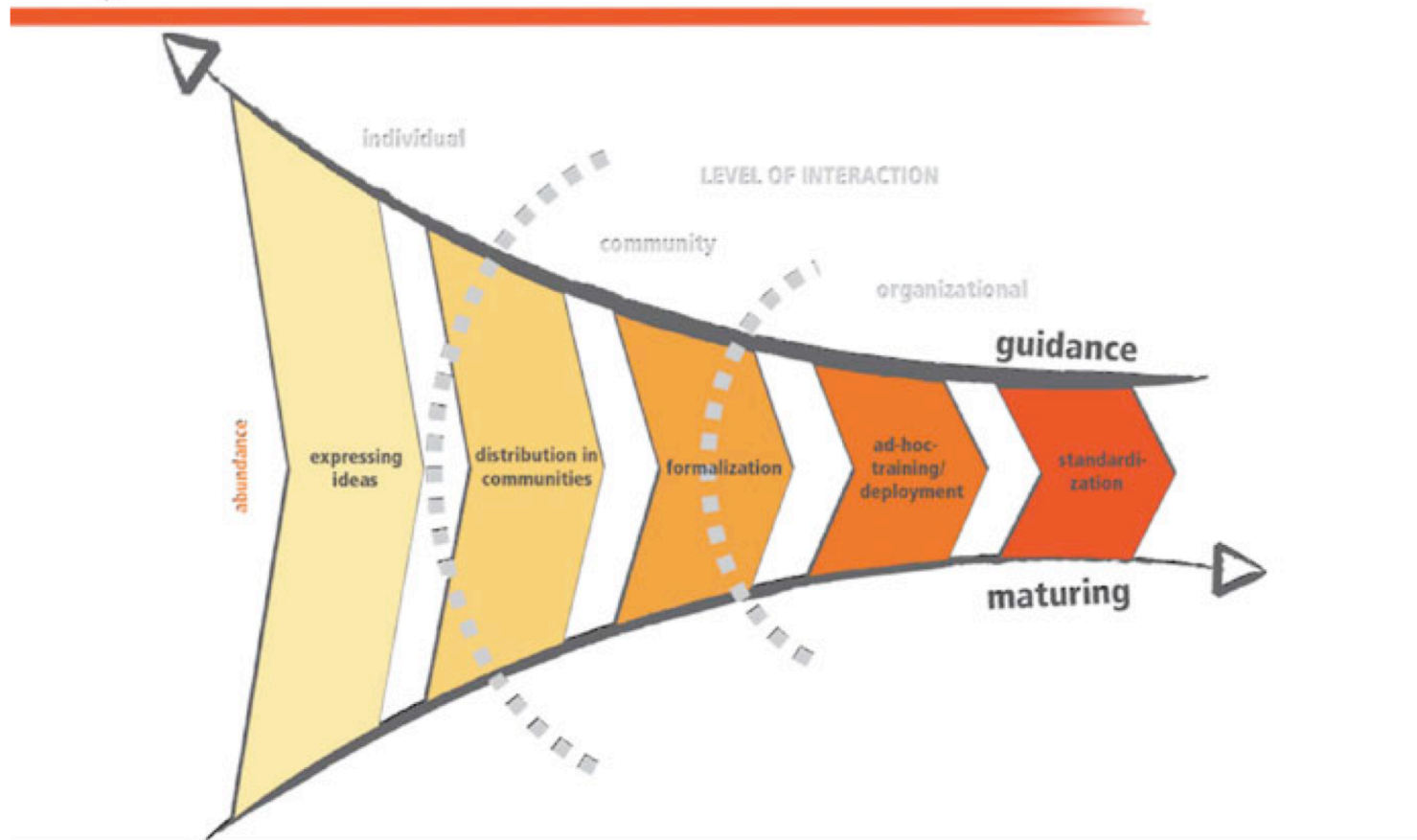


Which Future
for the :

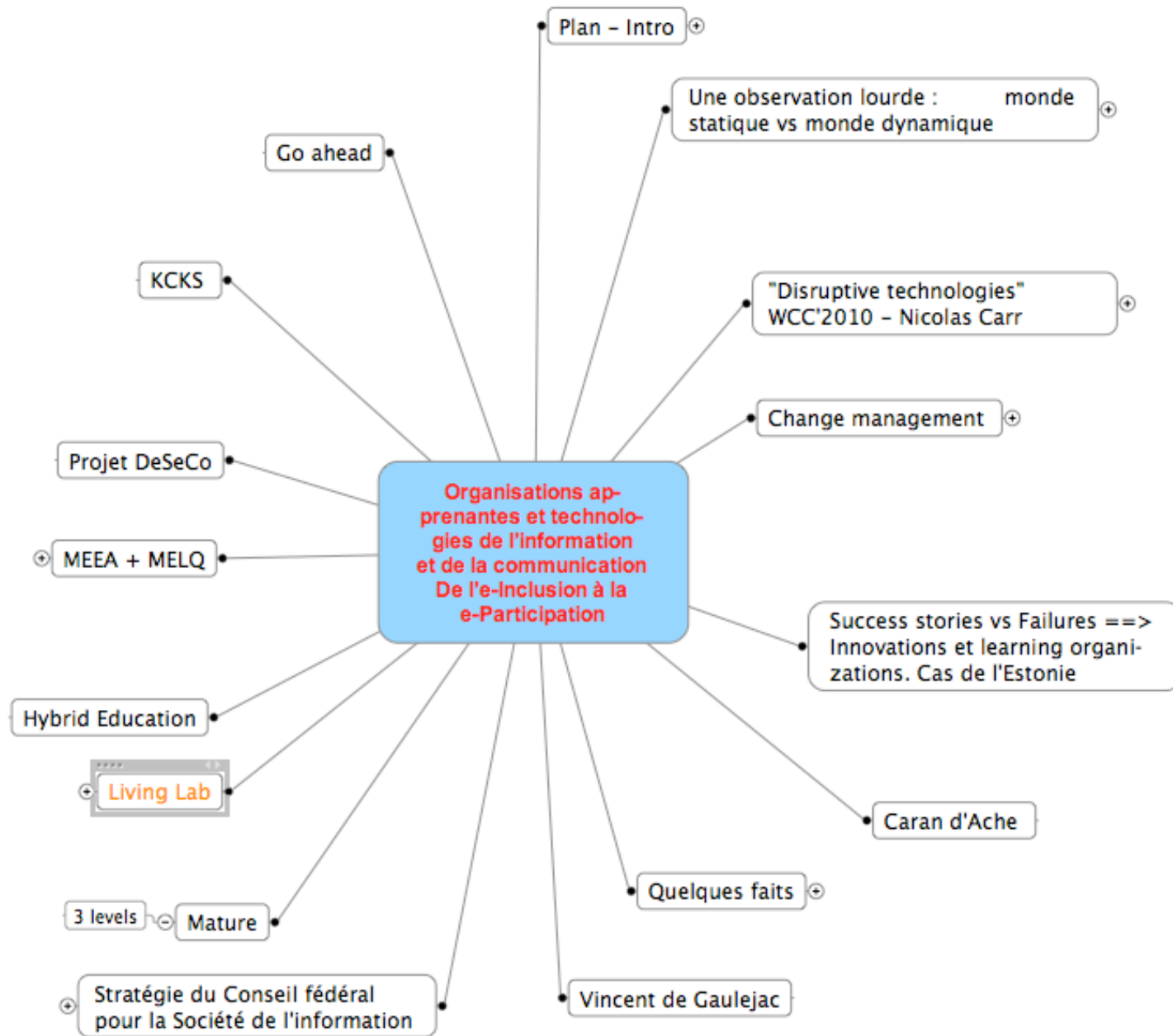
e-Patient
e-Learner
e-Worker
e-Citizen ?



MATURE Knowledge Maturing Process Model



EU project MATURE





- Current Activities
- AIM & SCOPE
- Commission ICT de la SATW - Groupe de travail e-Education
- Commission ICT de la SATW - Groupe de travail e-Health
- Commission ICT de la SATW - Groupe de travail e-Society
- Publications
- Documents & References for the COM ICT
- Members of the COM ICT
- Jahresberichte - Rapports annuels - Annual Reports
- Partners
- ARCHIVE

- Site Map
- Forum messages

Mandat de pré-étude pour un Living Lab « e-Inclusion »

Documents published in this section

Partnership between CTI and SATW with the ICT Commission

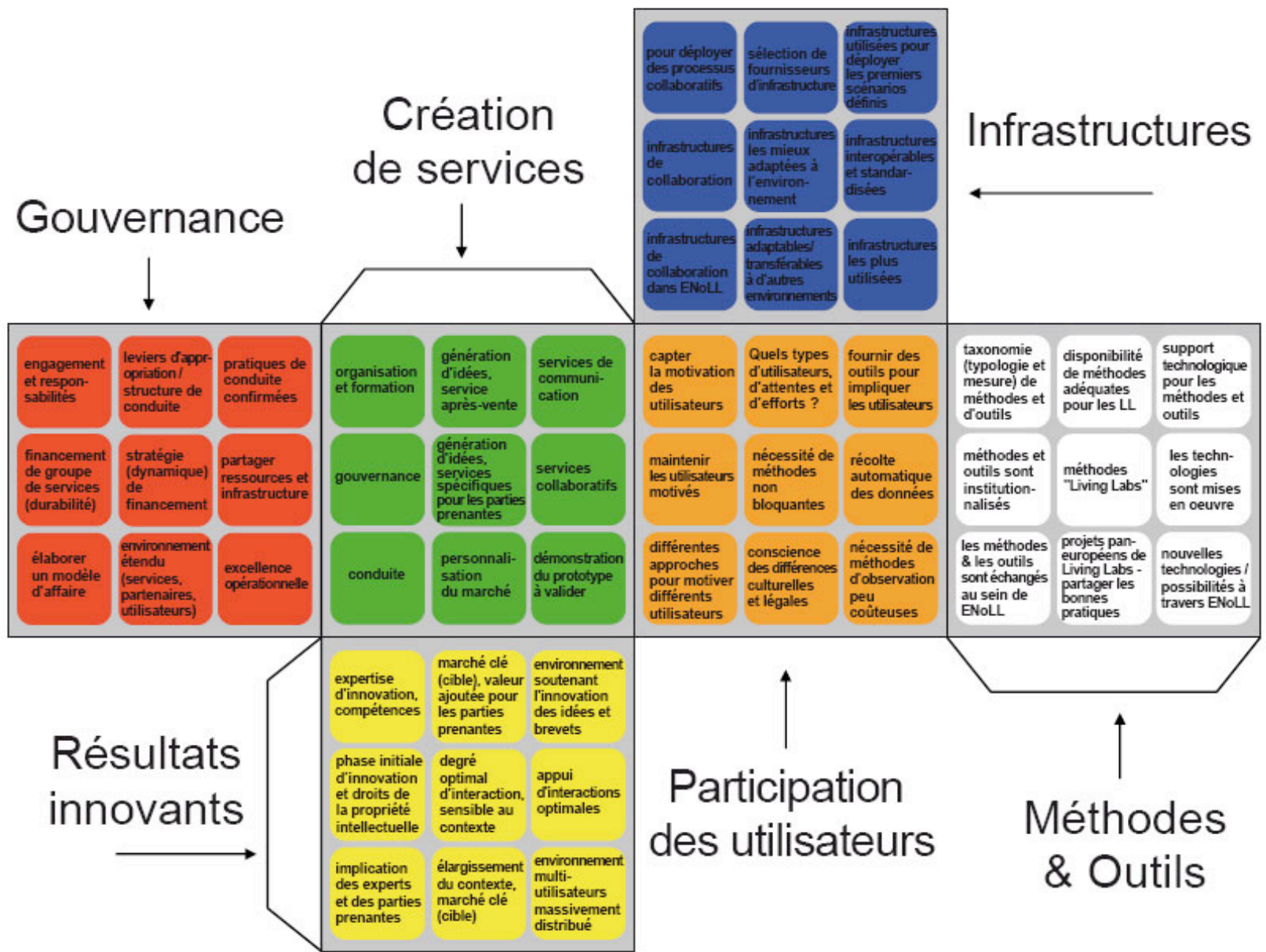
* Contexte

Après l'appel en juin 2008 par la Commission ICT de la SATW1 (Académie Suisse des Sciences Techniqu Living Labs dans le cadre de projets sur la e-Inclusion, la démocratie directe et la e-Participation, des cont avec des projets de la SATW et avec ce premier partenariat entre le CTI (Centre des technologies de l'info sa Commission ICT).

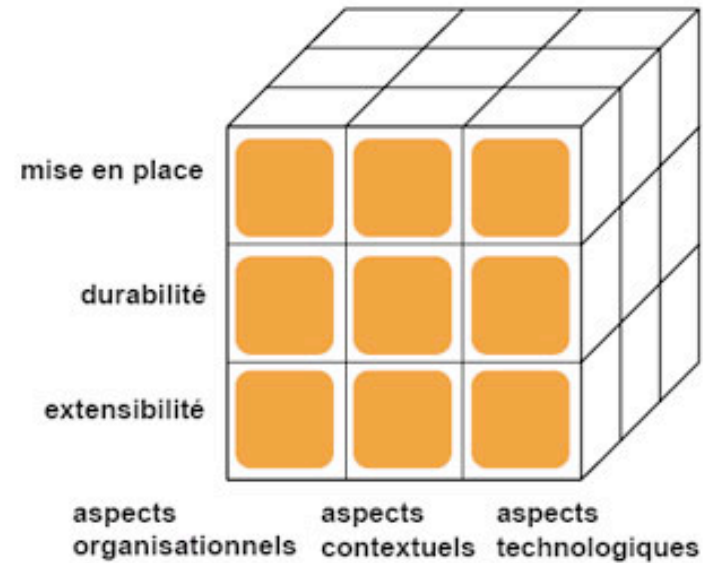
Workshop interne du 23 mars 2009 avec un représentant d'ENoLL

Parmi les exposés présentés lors de cette rencontre, il convient de noter les documents suivants : Living Lab Workshop Manaus Brasil october 2008 by Daan Velthausz Amsterdam Living Lab by Daan Velthausz (ENoLL) by Daan Velthausz

Some documentation on Living Labs



Harmonisation du cube “The Living Labs“. (ENoLL)



<http://www.ict-21.ch/com-ict/IMG/pdf/DocCubeFRA3.pdf>

<http://www.ict-21.ch/com-ict/spip.php?article84>

<http://www.ict-21.ch/com-ict/spip.php?article83>

Participation des utilisateurs

| | | |
|--|---|--|
| capter la motivation des utilisateurs | Quels types d'utilisateurs, d'attentes et d'efforts ? | fournir des outils pour impliquer les utilisateurs |
| maintenir les utilisateurs motivés | nécessité de méthodes non bloquantes | récolte automatique des données |
| différentes approches pour motiver différents utilisateurs | conscience des différences culturelles et légales | nécessité de méthodes d'observation peu coûteuses |

Création de services

| | | |
|---------------------------|---|--------------------------------------|
| organisation et formation | génération d'idées, service après-vente | services de communication |
| gouvernance | génération d'idées, services spécifiques pour les parties prenantes | services collaboratifs |
| conduite | personnalisation du marché | démonstration du prototype à valider |

Infrastructures

| | | |
|---|--|--|
| pour déployer des processus collaboratifs | sélection de fournisseurs d'infrastructure | infrastructures utilisées pour déployer les premiers scénarios définis |
| infrastructures de collaboration | infrastructures les mieux adaptées à l'environnement | infrastructures interoperables et standardisées |
| infrastructures de collaboration dans ENoLL | infrastructures adaptables/transférables à d'autres environnements | infrastructures les plus utilisées |

Gouvernance

| | | |
|--|--|---------------------------------------|
| engagement et responsabilité | leviers d'appropriation / structure de conduite | pratiques de conduite confirmées |
| financement de groupe de services (durabilité) | stratégie (dynamique) de financement | partager ressources et infrastructure |
| élaborer un modèle d'affaire | environnement étendu (services, partenaires, utilisateurs) | excellence opérationnelle |

Résultats innovants

| | | |
|--|---|---|
| expertise d'innovation, compétences | marché clé (cible), valeur ajoutée pour les parties prenantes | environnement soutenant l'innovation des idées et brevets |
| phase initiale d'innovation et droits de la propriété intellectuelle | degré optimal d'interaction, sensible au contexte | appui d'interactions optimales |
| implication des experts et des parties prenantes | élargissement du contexte, marché clé (cible) | environnement multi-utilisateurs massivement distribué |

Méthodes & Outils

| | | |
|--|--|---|
| taxonomie (typologie et mesure) de méthodes et d'outils | disponibilité de méthodes adéquates pour les LL | support technologique pour les méthodes et outils |
| méthodes et outils sont institutionnalisés | méthodes "Living Labs" | les technologies sont mises en oeuvre |
| les méthodes & les outils sont échangés au sein de ENoLL | projets pan-européens de Living Labs - partager les bonnes pratiques | nouvelles technologies / possibilités à travers ENoLL |



- **Living Lab e-Inclusion - Rapport de pré-étude**

version - 30.09.09

Auteurs : Patrick Genoud et Andreas Schweizer

avec la collaboration de Raymond Morel, Ino Simitsek, Johann Sievering et François Wollner

- Annexe 1
Maîtriser le changement et promouvoir l'innovation
- Annexe 2
Administration en Ligne à Genève : l'esprit du législateur
- Annexe 3
Comment le Living Lab e-Inclusion a contribué à Genève à l'innovation sociale durant la crise économique
- Annexe 4
Pot-au-feu Living Lab et toast à l'innovation (recette type Betty Bossy)
- Annexe 5
Cadre méthodologique : le cube ENoLL
- Annexe 6
Convergence entre systèmes d'information et base de connaissances : le prototype hypercube ENoLL
- Annexe 7
TIC-Ourobouros : perspectives vers une nouvelle économie sociale, solidaire et numérique
- Annexe 8
Glossaire et abréviations

- **Maîtriser le changement et promouvoir l'innovation**

- **Maîtriser le changement et promouvoir l'innovation**

(dans le cadre du projet de pré-étude d'un Living Lab « e-inclusion »)

DOCUMENT DE SENSIBILISATION (livret assemblé de 12 pages)

DOCUMENT DE SENSIBILISATION (12 pages A4)

Auteur : Ino Maria Simitsek

avec la collaboration de Patrick Genoud, Raymond Morel, Andreas Schweizer, Johann Sievering et François Wollner

- **Cadre méthodologique** : le Cube ENoLL sur le site Mind42
- **Le prototype de HyperCube ENoLL**

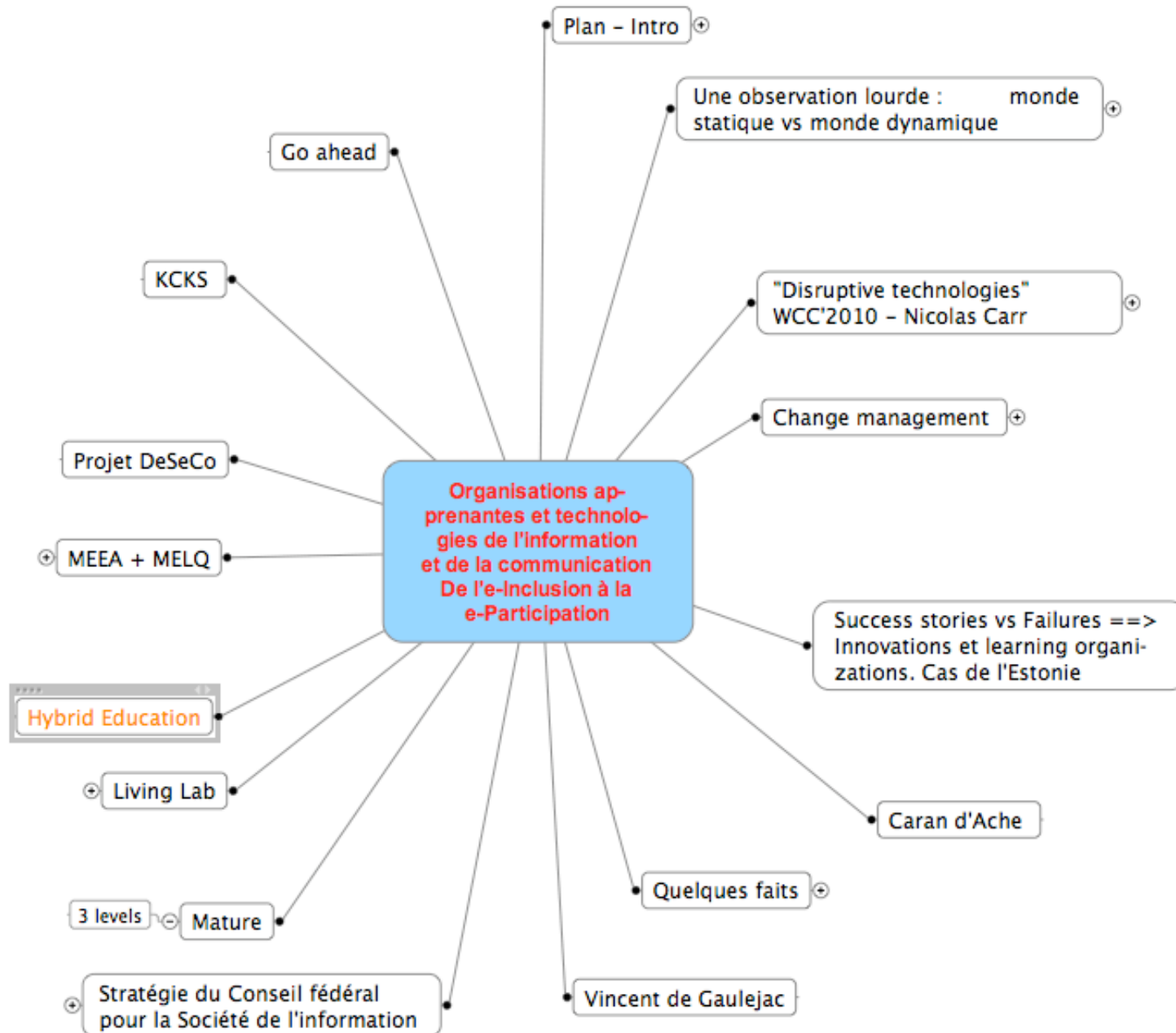
Saisir le cube avec la souris et le faire tourner en glissant.
Double-cliquez sur une face pour en explorer le contenu.
Cliquez sur une case pour réaliser l'action.

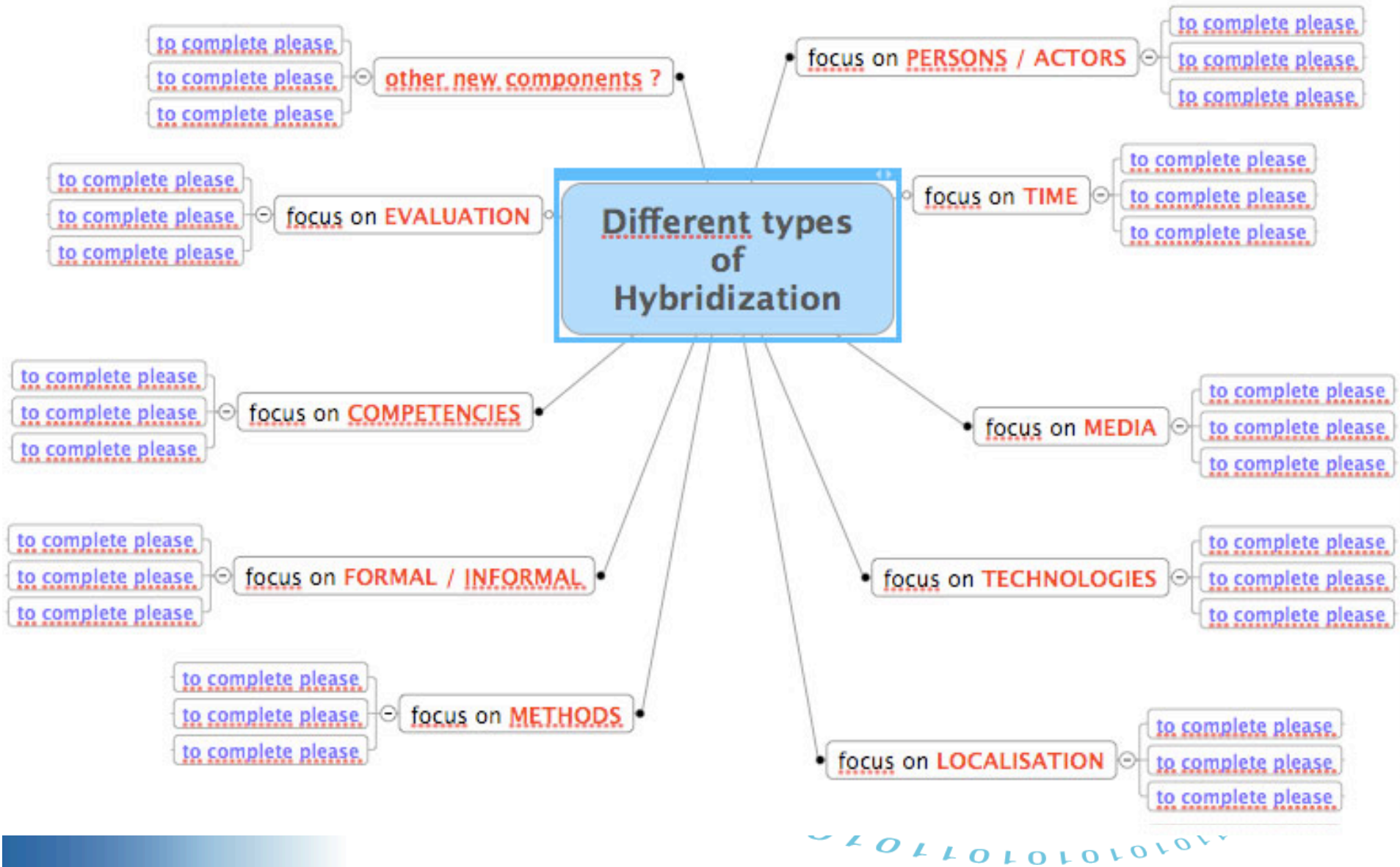
HyperCube ENoLL
Nom du LivingLab
e-inclusion

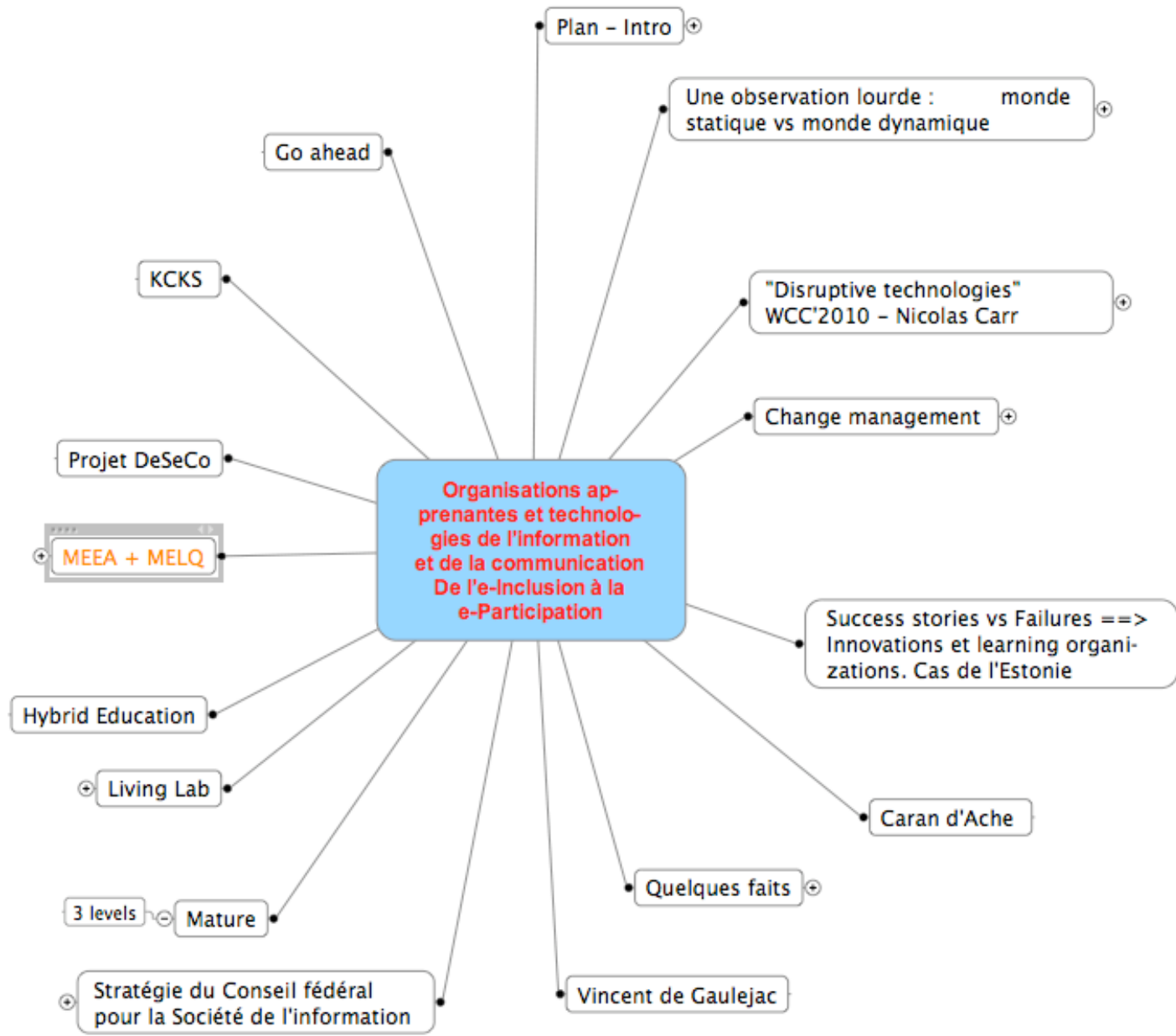
Face :
Gouvernance

Description :
La gouvernance traite de l'organisation du Living Lab en tant que tel (et comme un tout) ainsi que de l'interaction entre ses membres. On évoque ici l'engagement et la responsabilité des membres, les arrangements financiers, les infrastructures communes, tout comme l'usage partagé de technologies ou de services. La stratégie et les priorités du Living Lab sont également abordés. D'autres points, tels que l'ouverture du Living Lab à d'autres parties prenantes, sont importants.
Les aspects organisationnels concernent les rôles et responsabilités des structures de direction, les arrangements contractuels, etc.
Les aspects contextuels traitent des structures de direction du Living Lab et des objectifs des parties prenantes (axés recherche, innovation ou métier). Le cadre légal, concernant notamment les droits de propriété intellectuelle en relation avec l'innovation, doit également être pris en compte.
Les aspects technologiques de ce volet gouvernance sont de moindre importance.

john.sievering@bluewin.ch V1.1







e-Learning Excellence in the Middle East 2010

Centre Nat... et Lexicales http://www.vitastion.pdf WS352009 Apple Yahoo! YouTube Wikipedia Informations (814) Divers

Q: eu parlemente-Learning 3rd Foru

The 3rd Annual Forum on
e-Learning Excellence in the Middle East 2010
Bringing Global Quality to a Local Context
February 1st - 3rd, 2010
Dubai, UAE

Home | The Forum | Program | Participants | Sponsors | Venue | Press & News | About Dubai | Archives | Contact Us

Under the patronage of



His Highness
Sheikh Hamdan Bin
Mohammed
Al Maktoum
Crown Prince of
Dubai,
The President
of Hamdan Bin
Mohammed
e-University

The eLearning Forum 2010
Bringing Global Quality to a Local Context is the theme chosen for the 3rd Annual Forum on e-Learning Excellence in the Middle East 2010. This theme reflects the important changes of scale and scope of our institution that evolved from eTQM college to Hamdan Bin Mohammed e-University in February 2009.

The local contextualisation of global quality relies on the human capacity to think globally but act locally, to help overcome limited scale, bounded thinking. The tension between global standards and local expectations calls for new powerful tools and conceptual instruments to enhance online learning, to measure its effectiveness, to improve the design of learning materials and to integrate the evolving role the teacher, now a facilitator rather than a person who holds the knowledge. Beyond traditional educational management, it also calls for specific accreditation, quality frameworks and policies. And last but not least, it calls for innovative pedagogies and methodologies to support just-in-time, on-the-job, lifelong learning.

The focus of the 3rd edition of the forum will be on systemic approaches of networked education and training, where every region and culture is keen to participate in the construction of the knowledge society and economy according to global quality standards, while preserving its own specificity, identity and values.

This is the challenge for bringing global quality to a local context.

Register Online
Call for Paper
Sponsorship Package
Diamond Sponsor
Partners
ifip Adobe
e-Learning



Middle East e-Learning Association

Home | About Us | Membership | Activities | Communication | Resources | Contact us



Supported By



The Middle East e-Learning Association

The Middle East e-Learning Association (MEEA) is an independent, non-political, non-profit association dedicated to growing the understanding, practice and knowledge transfer of e-learning in the region. With its members joining from various countries of the MENA and neighboring region representing the various sectors of e-learning (corporate, government and educational organizations), MEEA acts as a vibrant and dynamic network which actively contribute to the development of e-learning related policies and strategies, developmental programs, research, quality assurance frameworks, conferences and events, etc.

The MEEA has also been supported by some of the most renowned regional and international organizations which include: UNESCO, The International e-Learning Association (IELA), The International Federation for Information Processing (IFIP), The European Distance Education Network (EDEN), Commission of

Search...

Home About us Governance Certification Process Standards Resources Services Glossary Contact us

MeLQ

Middle East e-Learning Quality Framework

→ Flyer

→ Overview

→ Mission & Objectives

→ What Makes MeLQ Unique?

→ Founding Members

→ MeLQ Executive Office

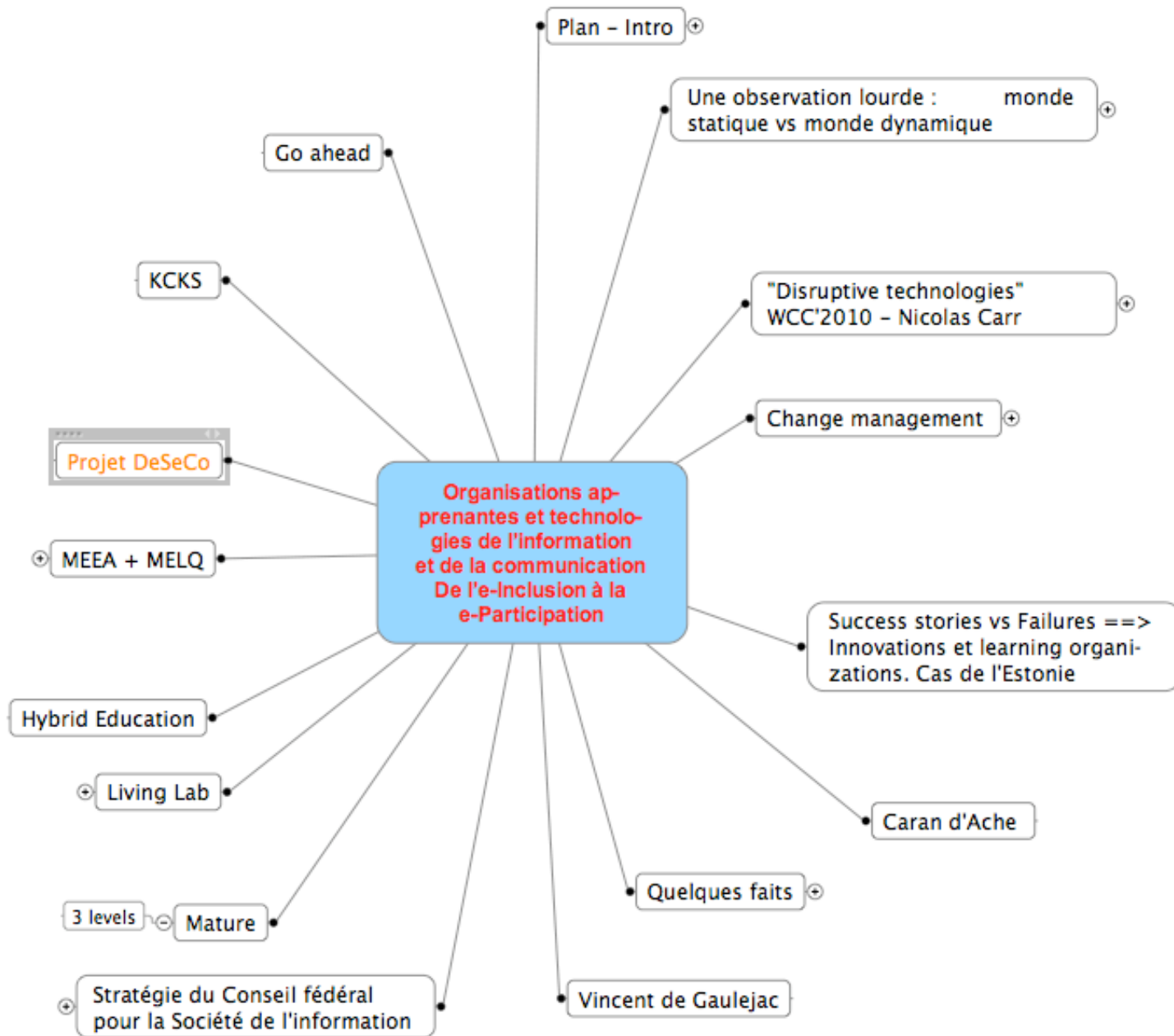
→ List of Certified Institutions

USER/LOGIN

Overview of MeLQ

On the 26th of January, 2009 during the second e-Learning Excellence in the Middle East Forum, Hamdan Bin Mohammed e-University (known then as e-TQM College) has signed with the Swiss Center for Innovation and Learning at St. Gallen University a Declaration of Intent for the setting up of An e-Learning Certification Center.

The center established will embrace a life cycle model for e-learning growth for the region that will tackle: building awareness on e-learning, generating commitment towards e-learning, e-learning capabilities' assessment, capabilities development, assessment and recognition through the development of a Quality System Framework and managing intitutional relationships.



The Four Pillars of Education

Learning
to know



Learning to
do



Learning to
live
together



Learning to
be



The Four Pillars of Education, described in Chapter 4 of *Learning: The Treasure Within*, are the basis of the whole report. These four pillars of knowledge cannot be anchored solely in one phase in a person's life or in a single place. There is a need to re-think when in people's lives education should be provided, and the fields that such education should cover. The periods and fields should complement each other and be interrelated in such a way that all people can get the most out of their own specific educational environment all through their lives.

Click on each pillar for more information.



Project DeSeCo

THE DEFINITION AND SELECTION OF KEY COMPETENCIES

Executive Summary

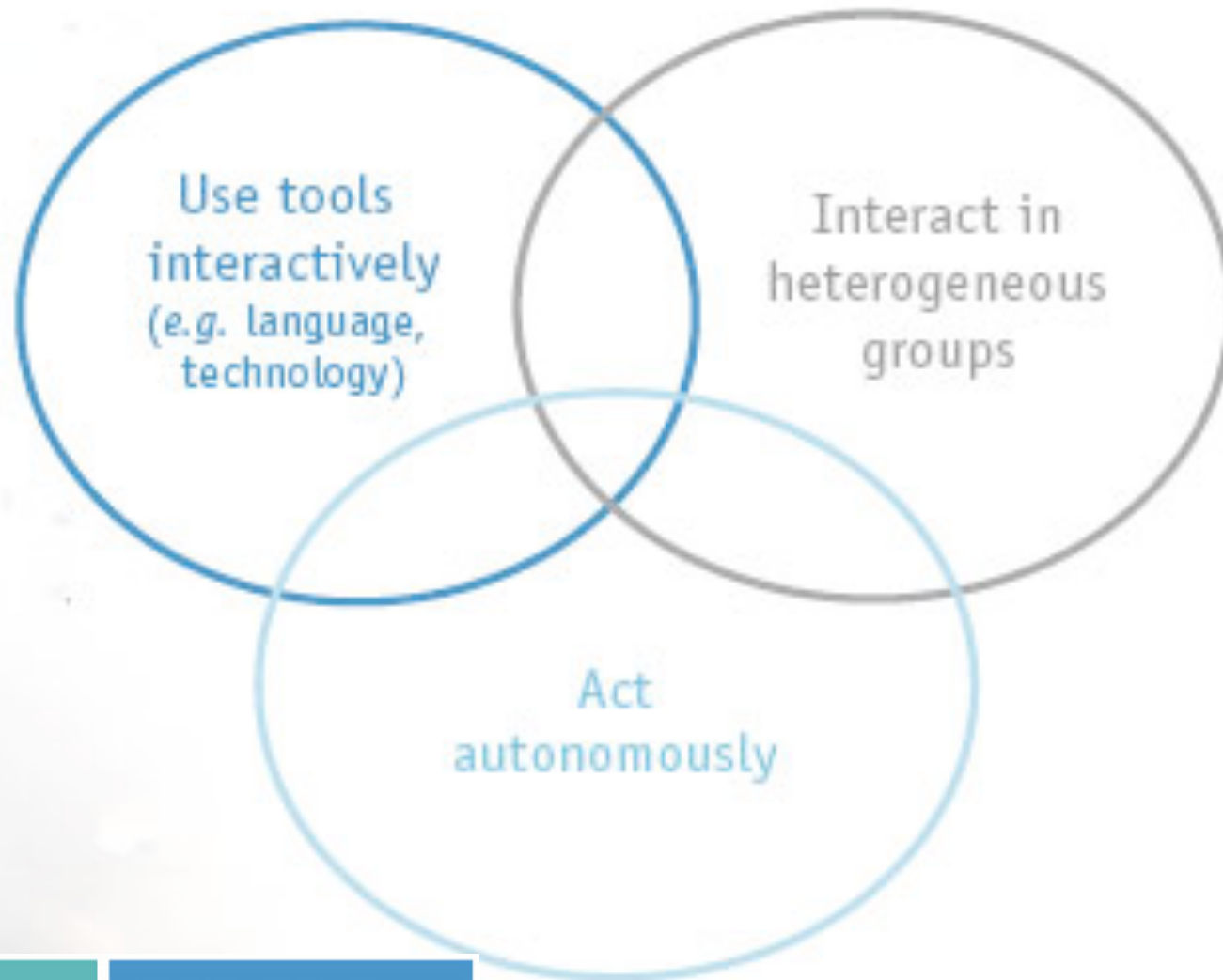
**What Competencies Do We Need for a Successful Life
and a Well-Functioning Society?**

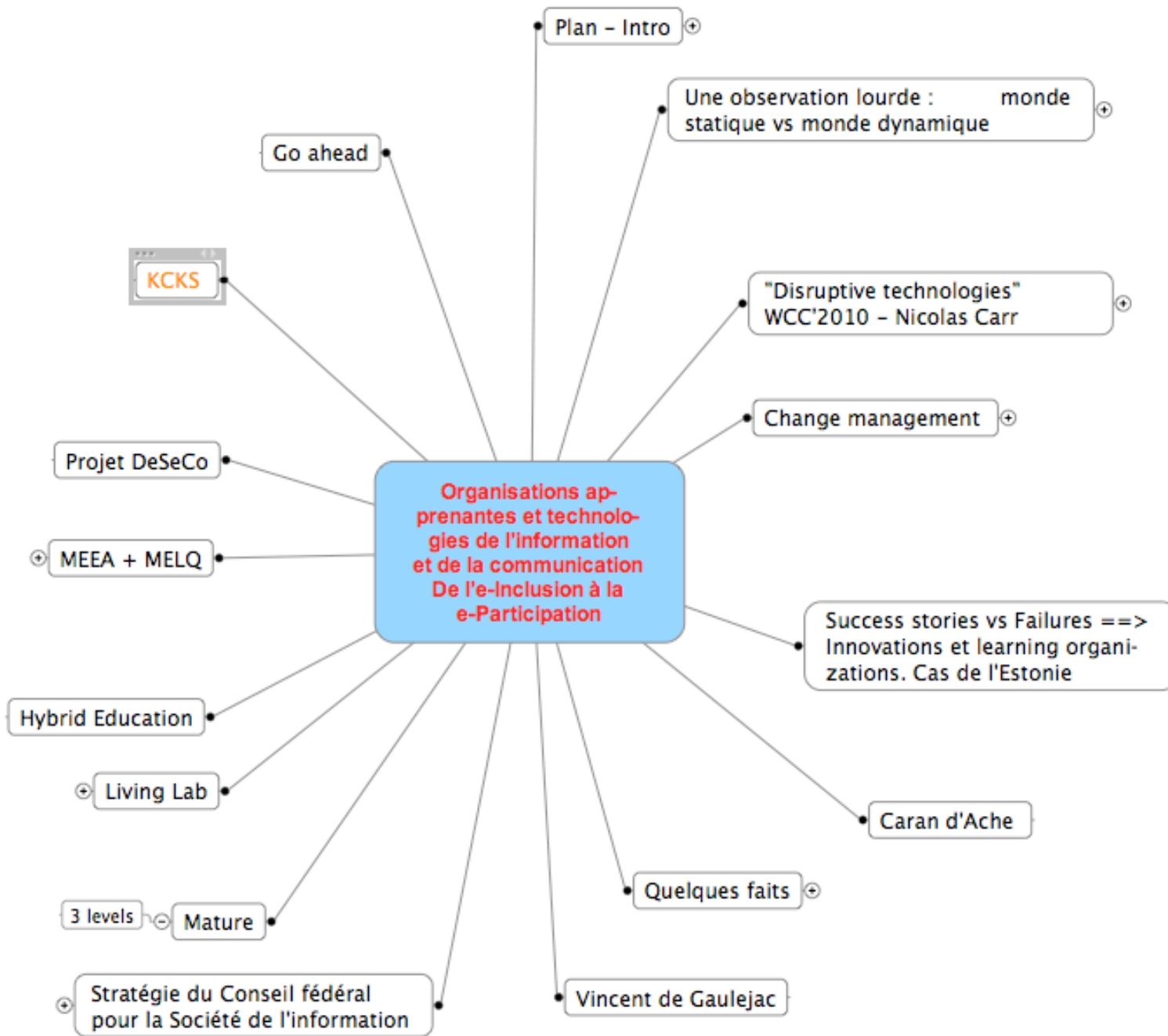
<http://www.oecd.org/dataoecd/47/61/35070367.pdf>

RH

4^{ème} Salon Solutions
Ressources Humaines

What Competencies Do We Need for a Successful Life and a Well-Functioning Society?





IFIP AICT 324

Nicholas Reynolds
Márta Turcsányi-Szabó
(Eds.)

Key Competencies in the Knowledge Society

IFIP TC 3 International Conference, KCKS 2010
Held as Part of WCC 2010
Brisbane, Australia, September 2010
Proceedings

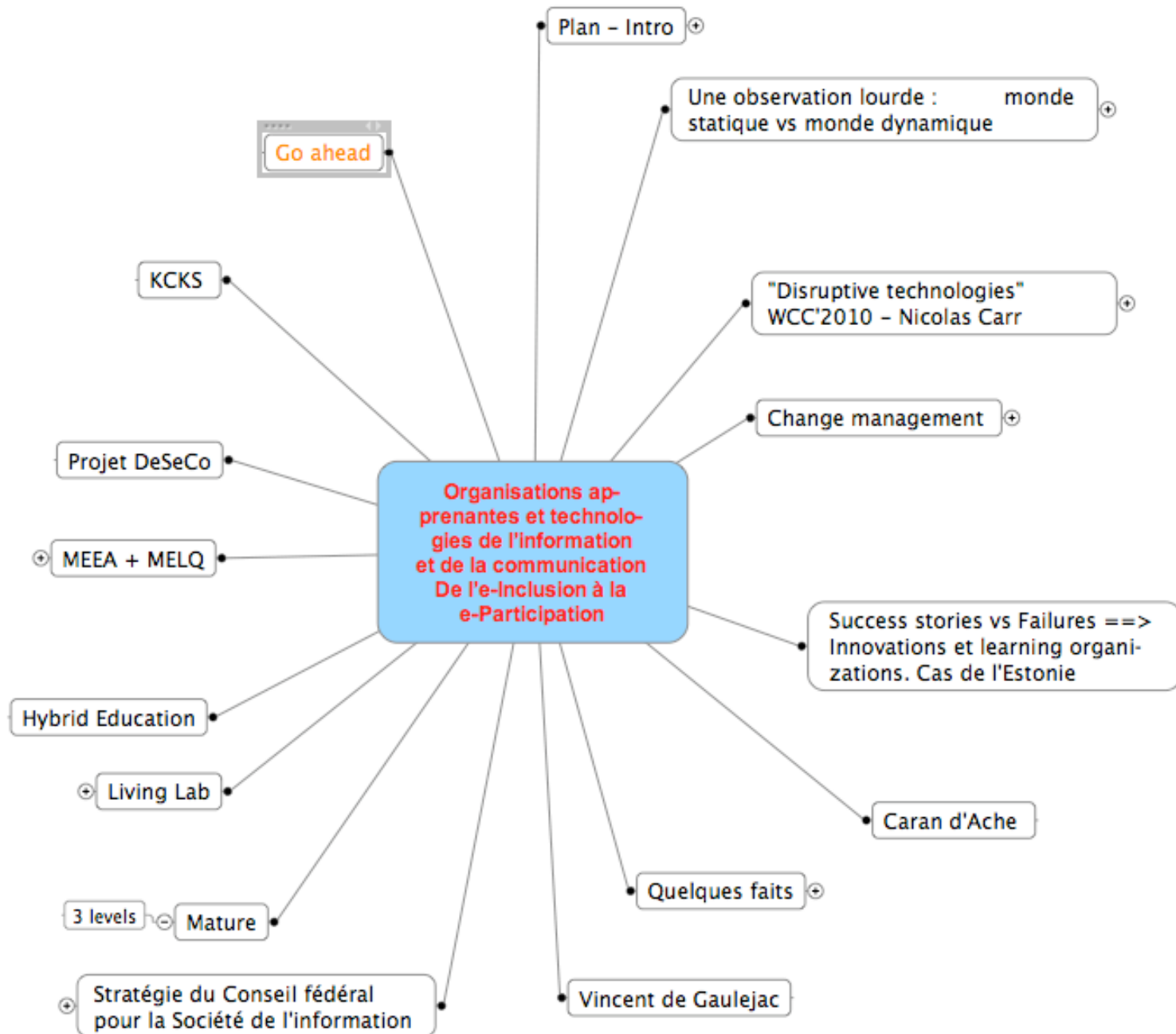
 Springer

 World
Computer
Congress
Brisbane 2010

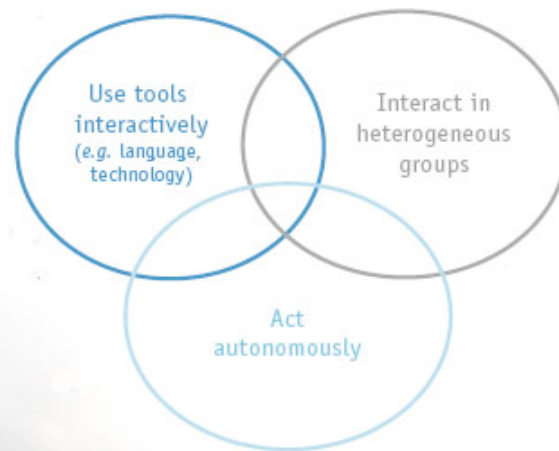
RH

4^{eme} Salon Solutions
Ressources Humaines

R. MOREL (IFIP-SATW) Forum 3 (29.9.2010)



What Competencies Do We Need for a Successful Life and a Well-Functioning Society?



Which Future
for the :
e-Patient
e-Learner
e-Worker
e-Citizen ?

Taking in account :

The next **DISRUPTIVE TECHNOLOGY**

Some ideas of Privacy

The increase of Vulnerability inherent of ICT

The Environment

The Social aspects

The Cultural Diversity

The Lack of Ethics

The e-Iclusion problematic

The Security constraints

The increase of Complexity

.....

GO AHEAD ! Where is the Vision for LLL ?

RH

4^{ème} Salon Solutions
Ressources Humaines

R. MOREL (IFIP-SATW) Forum 3 (29.9.2010)

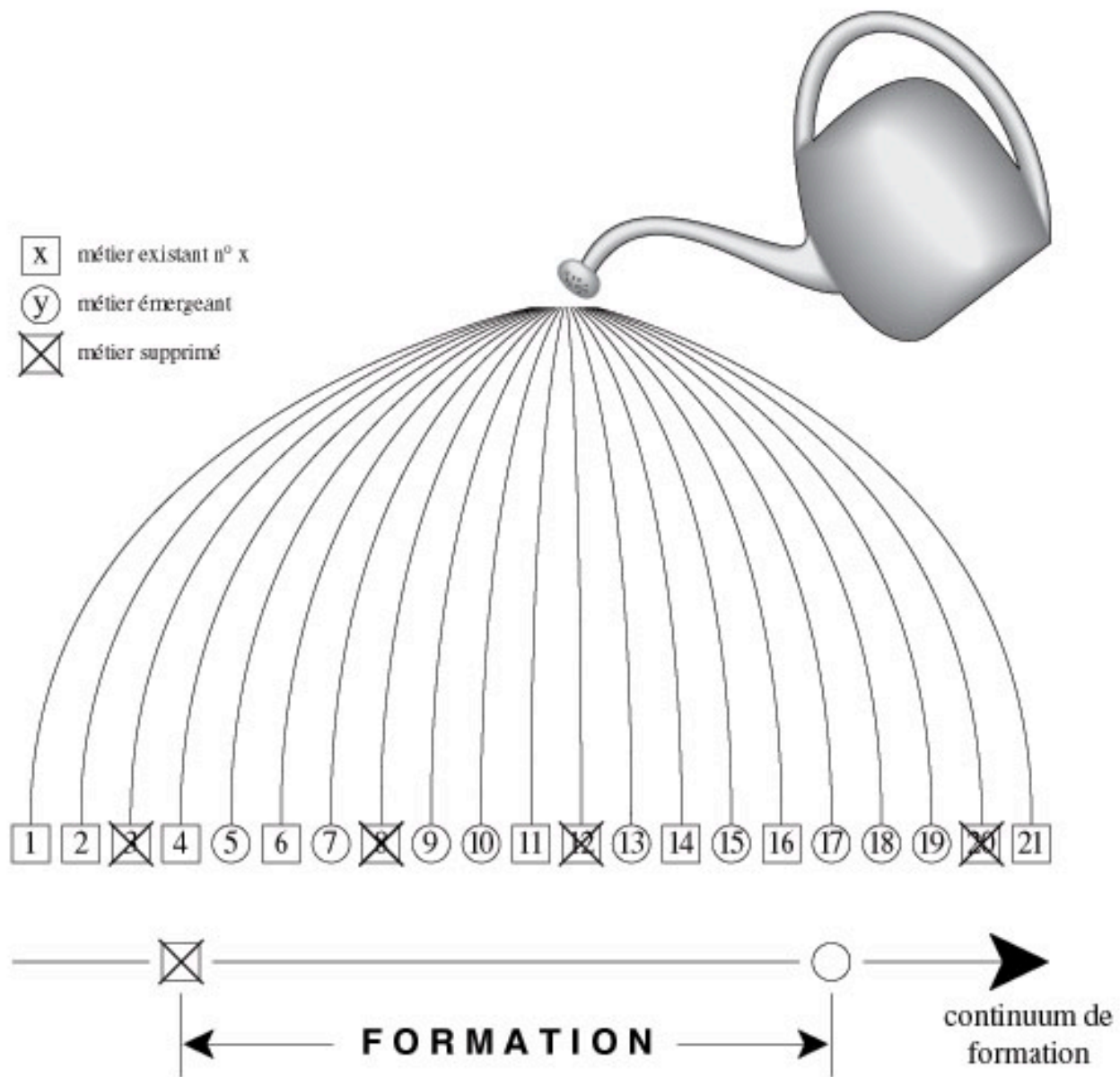


Figure 14

