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SWISS ACADEMIES REPORTS, VOL. 12, NO 6, 2017



Michele Badilatti: Die altehrwürdige Sprache der Söldner und Bauern – Die Veredelung des Bündnerromanischen bei Joseph Planta (1744-1827)

Der Fokus des neunten Bands der Reihe «Sprachen und Kulturen» liegt in einem ersten Teil auf Plantas sprachwissenschaftliche Erkenntnisse zum Bündnerromanischen in dessen Werk "An Account of the Romansh Language". Im zweiten Teil der Publikation rückt Badilatti die Entstehungsgeschichte von oben genanntem Werk in den Mittelpunkt und analysiert dessen sprachwissenschaftlichen Wert aus Sicht der heutigen Forschung.

Schweizerische Akademie der Geistes- und Sozialwissenschaften (2017), Michele Badilatti: Die altehrwürdige Sprache der Söldner und Bauern - Die Veredelung des Bündnerromanischen bei Joseph Planta (1744-1827). Swiss

Academies Reports 12 (6).

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SWISS ACADEMIES REPORTS, VOL. 12, NO 5, 2017



A Conflict Sensitive Approach to Field Research Doing Any Better?

Une recherche peut-elle se dérouler sans risques dans des pays politiquement instables, pour autant qu'elle soit menée de manière objective et politiquement neutre? La nouvelle publication «A Conflict Sensitive Approach to Field Research - Doing Any Better?» présente une façon consciente d'effectuer une recherche dans des situations de conflit. Huit exemples démontrent qu'il est possible de protéger les chercheurs et leurs partenaires, voire de contribuer à l'apaisement des tensions.

Swiss Academies of Arts and Sciences, 2017 A Conflict Sensitive Approach to Field Research – Doing Any Better? Swiss Academies Reports 12 (5)

> [Download \(pdf, 4.4 MB\)](#)

SWISS ACADEMIES REPORTS, VOL. 12, NO 4, 2017

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Les notes de Pecub, dessinateur-philosophe.

Existing cartoons on different subjects :

- <http://www.ict-21.ch/ICT.SATW.CH/IMG/galleries/galerie%20Munchenwiler/index.html>
- <http://www.ict-21.ch/ICT.SATW.CH/spip.php ?article74>

All these cartoons are free to be published if you mention the url of the web page they come from.



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in Italiano

vendredi 17 août 2007
par auteur FORUM ICT 21

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The "four pillars" and e-Education for all

jeudi 6 novembre 2003, par Cornu Bernard

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Project Proposal



The "four pillars" and e-Education for all

- Bernard Cornu
- Director
- La Villa Media
- 22 avenue Doyen Louis Weil
- 38000 Grenoble
- France
- bernard.cornu@lavillamedia.org



October 2003

e-Education for all

UNESCO has stated as an essential priority the aim of "Education for All". This ambition is double : it means ensuring access to Education to everyone, and especially the most disadvantaged ; and it also means ensuring access to quality in Education for all. Improving access to and quality of education is a major challenge for preparing the future.

Education is not only a matter of content an subject transmission. A report to UNESCO by the Commission for Education in the XXIst century noted that

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Cyber-Inclusion through activity

E-solidarity, a means of fighting against FGM (Female Genital Mutilation)

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6 EKS-CPTIC Wheel

Dernier ajout - vendredi 9 janvier 2004.



"Eks-aptic Wheel" dedicated to the development of associations of ideas and the Creation of concepts

9 janvier 2004, par Morel Raymond

"EKS-CPTIC Wheel" dédiée à l'élaboration d'associations d'idées et à la Création de concepts

7 janvier 2004, par Morel Raymond

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8 décembre 2003, par GAGE John

Vulnerabilities of Information Technologies and their Impact on the Information Society

8 décembre 2003, par BRUNNSTEIN Klaus

The e-Society Repository : An Open Tool to Build a Human Information Society

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Sustainable Development and Information Society, from Rio to Geneva

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Preserving information - Orality, Writing and Memory in a Human Society

6 novembre 2003, par HURST André

A comprehensive synthesis of research into Information Technology in education

6 novembre 2003, par DAVIS NIKI

Understanding and Interpreting the Drivers of the Knowledge Economy

6 novembre 2003, par Gurubatham Mohan Raj

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5 novembre 2003, par King Willis K.

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5 novembre 2003, par Thompson J. Barrie

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The Impact of Future Technology on Society

lundi 8 décembre 2003, par GAGE John

The Impact of Future Technology on Society

JOHN GAGE
Chief Researcher
Sun Microsystems
15 Network Circle
Menlo Park, CA 94705
USA
john.gage@sun.com
www.johngage.com

Abstract

The growing application of information technology in society, in both biological and computer networks, challenges us to understand a core issue in deciding future directions for our lives, our societies, and our environment : the relationship between identity and control.

Information technologies are technologies of control. In biological systems, growth, repair and reproduction are controlled by exchanging information about identity, in the form of encoded instructions for protein synthesis. In human and technological networks, identity is central to decide what will happen, when, among whom, including and excluding whom, drawing upon named and unnamed resources, exchanging value among named and unnamed entities. In economic systems, based increasingly on computer networks as the infrastructure of exchange, the central issues turn on establishing identity, then trust, then exchange, then audit and reporting. How we understand these issues will determine the impact of future information technology on society.

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Vulnerabilities of Information Technologies and their Impact on the Information Society

lundi 8 décembre 2003, par BRUNNSTEIN Klaus

Vulnerabilities of Information Technologies and their Impact on the Information Society

KLAUS BRUNNSTEIN

Professor for Application of Informatics
Faculty for Informatics, University of Hamburg, Germany
brunnstein@informatik.uni-hamburg.de
<http://agn-www.informatik.uni-hamburg.de>

Abstract

Faster than any technology before, Information and Communication technologies (ICTs) continue to change economies and societies in ways affecting many aspects of human lives. After short times of usage of these technologies, organisations and individuals have become so dependant upon proper functioning of highly complex and hardly understandable systems that any deviation from « normal » behaviour may have adversary if not damaging effects.

In many cases, contemporary technologies have been designed and implemented without adequate provisions for safe and secure working. Contemporary systems contain conceptual faults and programming errors which may be « exploited » with negative impact on usability of programs and content of data. Moreover, today's system technologies can easily be attacked even by experimenting pubertarian boys e.g. by injecting viruses and worms into The Internet which then rapidly propagates these malicious

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The e-Society Repository : An Open Tool to Build a Human Information Society

lundi 8 décembre 2003, par LECLERC Jean-Marie

The e-Society Repository : An Open Tool to Build a Human Information Society

JEAN-MARIE LECLERC

Directeur général du Centre des Technologies de l'Information (CTI)
Etat de Genève

Route des Acacias 82 - 1227 Carouge - Case postale 149 - 1211 Genève 8

Tél. : +41 22 327 79 67

Fax : + 41 22 327 48 77

e-mail : jean-marie.leclerc@etat.ge.ch

Abstract

Through the development of technologies of information and communication, administrations are naturally brought about making two important changes as far as management is concerned : not only to deal with information as a new resource but also to reconsider the place of citizens as clients.

Contrary to private sector, where fast decisions are easily taken in order to eliminate non cost-effective products and to rationalize on profits bases, inclusion and a comprehensive approach of benefits are nowadays to be permanently taken into account by administrations.

In order to face this current complex issue, the State of Geneva has set up an e-society repository, containing 15 dimensions, from technological to ethical factors, through interoperability and cyber-inclusion. Cyberinclusion

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Sustainable Development and Information Society, from Rio to Geneva

jeudi 6 novembre 2003, par LONGET René

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"Engeneering the Knowledge Society"



"Information technology supporting human development"

- René Longet
- President of equiterre, Partner for sustainable development
- Geneva/Zurich
- 22, rue des Asters
- CH-1203 Genève
- Longet@equiterre.ch
- www.equiterre.ch



Abstract

Our world is facing very strong challenges and needs :

- Globalisation divides as well as it unites the world
- The natural resources and heritage are to be preserved for the purposes of the whole mankind and for the coming generations, and cannot be

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Preserving information - Orality, Writing and Memory in a Human Society

jeudi 6 novembre 2003, par HURST André

- André Hurst
- Professor of Greek
- University of Geneva, Switzerland
- 24 rue Général-Dufour
- CH-1205 Genève
- Suisse
- Andre.Hurst@rectorat.unige.ch

Abstract

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The decipherment of linear B writing in 1952 by Michael Ventris has thrown light on a very interesting problem : in the second millenium B.C., the Greeks had a writing system, but the amount of information they put into writing was limited. Other civilisations, including the Celts, made the same choice. Between what you memorize and what you write down, the choice must be made, and the reasons for the choice can be political and religious.



In the course of history, there was often a great resistance to writing, a resistance which ordinarily arose out of a form of respect for the human memory, and a strong diffidence towards storing important information outside the human brain.

This resistance is certainly to be connected with the status of sacred object

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A comprehensive synthesis of research into Information Technology in education

jeudi 6 novembre 2003, par DAVIS NIKI

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- Professor NIKI DAVIS
- Director of the Center for Technology in Learning and Teaching
- Iowa State University
- Ames, Iowa 50011-3192, USA.
- Also : Professor of Information and Communication Technology
- School of Maths, Science and Technology
- Institute of Education, University of London
- 20 Bedford Way, London WC1 0AL, UK.
- e-mail : nedavis@iastate.edu and n.davis@ioe.ac.uk
- <http://www.cltl.iastate.edu> and <http://www.ioe.ac.uk/mst>



Abstract

Views on the educational and social potential of new technologies are peppered with cyber-utopias and cyber-dystopias, but research evidence is hard to pin down. My contribution will pull multiple perspectives from a collection of reviews of research from around the world to synthesize a view for today's information society. Threads will include the ways in which information technology appears to enhance traditional education ; and new modes of 'distance' education made possible with communication technologies ; and the preparation of teachers to use information

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Understanding and Interpreting the Drivers of the Knowledge Economy

jeudi 6 novembre 2003, par Gurubatham Mohan Raj

Download the original file :

- Prof. Mohan Raj Gurubatham
- International Business School
- University Technology Malaysia,
- Level 2, IBS Building
- Jalan Semarak, 54100 Kuala Lumpur
- Malaysia
- e-mail : mohan@utmkl.utm.my



Abstract

The Knowledge Economy (K-economy) is much heralded as enabling the death of distance, the opportunities and promise of human capital development via life long learning and e- learning, the development of learning communities and knowledge enrichment of communities through community portals, to mention a few implications.

It is certainly quite obvious that the K-economy is much more than just technological software or hardware. The enablement of knowledge acquisition and utilisation so that

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The Role of IEEE Computer Society in the Information Age

mercredi 5 novembre 2003, par King Willis K.

- Prof. Willis K. King
- 2002 President
- IEEE Computer Society
- Department of Computer Science
- University of Houston
- Houston, TX 77204-3010
- U.S.A.
- w.king@computer.org



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Abstract



One of the commissions listed in the Vilnius Declaration is education. The role of education to achieve the goals of the Declaration is self-evident. Finding a practical, affordable way to promote education is the key to its success. The IEEE Computer Society pioneered the use of the ICT technology to deliver continuing education to its members at an affordable cost. Through the use of the internet, our members can learn at their leisure basic elements in many popular programming languages, operating systems, data base and network systems and project management, among others. They can also take a course to study elements of software engineering to help them prepare for an examination that would certify them as a qualified software engineer. The digital library provides practicing engineers and researchers key developments in the entire

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Developments in the Fields Software Engineering Professionalism, Standards, and Best Practice

mercredi 5 novembre 2003, par Thompson J. Barrie

- J. Barrie Thompson
- Professor in Applied Software Engineering,
- School of Computing and Technology,
University of Sunderland,
- St Peter's Campus, Sunderland, SR6 0DD,
United Kingdom
- Tel (44) 191 5152769
- Fax (44) 191 5152781
- E-mail : barrie.thompson@sunderland.ac.uk



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Abstract



It is widely recognised that Information Technology (IT) is a major force in the world and that it plays an important part in transforming the economy of many countries and society in general. In Europe the IT sector has an annual turnover of EUR 2000 billion and provides employment for more than 12 million. Yet despite massive investment in IT across the world there are still too many problems associated with software projects. The case is made that in IT there will be an expanding a key role for Software Engineers and that they are a major force for countering the sector's problems. However, Software Engineering needs to be seen as a professional discipline and for this to occur there needs to be both educational and professional infrastructures which reflect a true

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Enabling ICT Adoption in Developing Knowledge Societies

mercredi 5 novembre 2003, par Harrison Colin

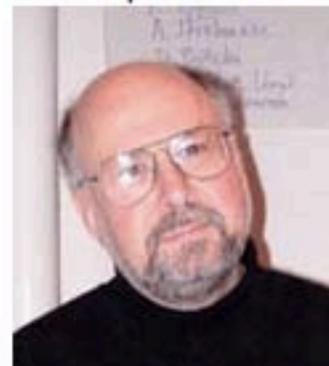
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- Colin Harrison
- Director of Strategic Innovation
- IBM Global Services EMEA Strategic Outsourcing
- IBM Zurich Research Laboratory
- Säumerstrasse 4, 8803 Rüschlikon
- Switzerland
- ch@zurich.ibm.com
- <http://www.research.ibm.com/people/c/colinh>



Abstract

The deployment of ICT in its present form requires simultaneously mastering many skills and having a developed infrastructure of human and technical resources. These are frequently lacking in regions remote from the affluent neighbourhoods of major cities, whether in developed or developing economies. Moreover, potential users in these developing Knowledge Societies may have different needs or a different balance of needs from the established user base. Such neighbourhoods of major cities already provide an ICT ecology and their users' needs are heavily pre-determined by the prevailing Internet culture. In developing Knowledge Societies, however, the introduction of ICT - like any major infrastructure investment - is likely to be a



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Beyond Technology : Man as end or the End of Man !

mercredi 29 octobre 2003, par Portnoff Andre-Yves

- André-Yves Portnoff
- Director of Observatoire de la Révolution de l'Intelligence
- at Futuribles
- Tour Défense 2000, A 296 S
- 23, rue Louis Pouey
- 92800 Puteaux, France
- e-mail : andre-yves.portnoff@wanadoo.fr
- www.futuribles.fr



Abstract

a. : What has to be taken into account when engineering the Knowledge Society ?

The society of information, that is to say our society transformed by the Information Technology can support human development and respect our values humanist, if we fill two conditions :

- first we must want it ! It is a philosophical and political option,
- secondly, we have to understand the really nature of the transformations that we live and what are the options that they open.

The numeric revolution only accelerates a deeper mutation begun fifty years ago, with Hiroshima : the passage of the industrial revolution to the era of the non tangible assets.

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Social Engineering of the Internet in Developing Areas

mercredi 29 octobre 2003, par Shrum Wesley

- Prof. Wesley Shrum
- Department of Sociology
- 126 Stubbs Hall
- Louisiana State University
- Baton Rouge, Louisiana 70803 USA
- Email : shrum@lsu.edu
- <http://worldsci.net>



Abstract

Communication among researchers is fundamental to the development of knowledge in both developed and developing areas. Internet connectivity is now a precondition for participation in research communication.

Establishing reliable and efficient connectivity at reasonable bandwidth is a task that is assumed to be relatively easy and straightforward in developed countries, but is surprisingly difficult in developing areas. The Louisiana Internet Project has sought to establish connectivity for university departments and government research institutes in India, Ghana, and Kenya for several years. The technical phase of the project were, at the outset an 'unproblematic' followup to a long term study of research communication.

What we found surprised us. We have yet to experience an unqualified 'success' for a variety of institutional and relational reasons. The concept of 'reagency' is used in preference to 'development' to explain the priority

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Professional Deontology, Self-regulation and Ethics in the Information Society

mardi 28 octobre 2003, par BERLEUR Jacques

- Jacques BERLEUR
- IFIP-TC9 and SIG9.2.2 Chair
- Facultés Universitaires Notre-Dame de la Paix
- B. - 5000 NAMUR
- [mailto: jberleur@info.fundp.ac.be](mailto:jberleur@info.fundp.ac.be)
- <http://www.info.fundp.ac.be/ jbl>



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Abstract



IFIP (International Federation for Information Processing) has been working on professional codes of deontology for the last 10 years. Lessons have been derived from that experience and most probably are applicable in the general field of engineering, especially when the pending question is related to the information society. (Jacques BERLEUR and Marie d'UDEKEM-GEVERS, Codes of Ethics/Conduct for Computer Societies : The Experience of IFIP, in : Goujon Philippe, Heriard Dubreuil Bertrand, eds. *Technology and Ethics, A European Quest for Responsible Engineering*, European Ethics Network, Peeters, Leuven, 2001, pp. 327-350)

Today there is an emphasis on instruments of self-regulation in a society where it is said that legal instruments are territorial and not global. IFIP-SIG9.2.2 has proposed a classification of some of those instruments and made their analysis : <http://www.info.fundp.ac.be/ jbl/IFIP/sig922/selfreg.html> From those professional deontological statements and those

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eTampere - Social Engineering of Knowledge Society

mardi 28 octobre 2003, par Viteli Jarmo



- Director, Prof. Jarmo Viteli
- www.etampere.fi
- jarmo.viteli@etampere.fi
- Satakunnankatu 18 A
- 33100 Tampere, Finland

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The objective of the eTampere knowledge society programme is to make Tampere the spearhead city of knowledge society development by strengthening the knowledge base, by creating new business and by developing new public online services that ease the daily life of all citizens. eTampere has recognized that the technology-oriented stage is over. Citizens want information and applications that make their lives simpler and better. Here and now, not just in the future. eTampere promotes cooperation between enterprise, research, education and the public sector so that the information society will become a natural part of everyday life for all citizens, without discrimination.



The programme is implemented by six independent subprogrammes, which cooperate with each other and various other players. These subprogrammes represent the technical, economical, cultural and social dimensions of information society. They are Research & Evaluation Laboratory (RELab), Technology engine programmes, eAccelerator, eBusiness Research Centre (eBRC), Information Society Institute (ISI) and Infocity. Each of them are runned by the City of Tampere, University of Tampere, Tampere University of Technology, Tampere Technology Centre Ltd or Technical Research Centre of Finland

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The "e-well" : ICT-enabled integrated, multisectorial development of rural areas in the least developed countries

mardi 28 octobre 2003, par Geissbuhler Antoine



- Prof. Antoine GEISSBUHLER, MD
- Head, Service of Medical Informatics
- Geneva University Hospitals
- 24, rue Micheli-du-Crest, 1211 Genève 4
- tel. : +41 22 372 62 01
- fax : +41 22 372 62 55
- e-mail : Antoine.Geissbuhler@hcuge.ch



Abstract

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ICT has the potential to improve the quality and efficiency of cooperation and development efforts. However, the risk of ICT-enabled development projects is to further the digital divide between urban and rural areas. It is therefore crucial to involve rural areas early in these efforts, to make sure that these specific needs are addressed in national projects.



In our experience in the deployment of telemedicine applications in rural Mali as a component of the national telemedicine network, one of the key challenges is the economic sustainability of such technologies. Sustainability can be improved through the potentiation of simultaneous development activities in multiple sectors (education, health, economy, culture), enabled by an internet connected telecentre, the "e-well". This

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Networked Economy - effects on organisational development and the role of education

lundi 27 octobre 2003, par RUOHONEN Mikko



- Prof. Mikko RUOHONEN
- Department of Computer Sciences
- FIN-33014 UNIVERSITY OF TAMPERE, Finland
- e-mail : mr@cs.uta.fi
- gsm +358-400 825 440
- <http://www.cs.uta.fi/english/staff/person.php?uid=mr>

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Abstract



Networked economy pressures many organisations to rethink their way to add value for customers and other stakeholders. It seems that organisations need collaborative design of business processes, joint management of shared resources and interest in keeping up their core competencies.

This will create a need for interorganisational learning which needs to be interactive and a two-way process. Many of the recent electronic portals have not succeeded due to simplistic way of producing just electronic cross-roads. Knowledge creation, use and maintenance in networked economy shift us to the evolution of knowledge business phase.

In knowledge business phase competitive advantage of knowledge networks is created through the clustering process in which two or more organizations with complementary competencies begin to compete against

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Collective intelligence and capacity building in a networked Society

lundi 27 octobre 2003, par Cornu Bernard

- Prof. Bernard CORNU
- Director of La Villa Media
- La Villa Media, 22 avenue Doyen Louis Weil, 38000 GRENOBLE, France
- tel. : +33 (0)438 701 551
- e-mail : bernard.cornu@lavillamedia.org
- <http://www.lavillamedia.org>



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Abstract



The Information Society has new and specific characteristics. Information is digitalized, and therefore interactive, processable, transportable, accessible in new ways. Information is changing more quickly and new information appears. The Information Society is a networked society, and it is a society where collective capacities are more and more needed, in addition to individual ones.

Capacity building in the Information Society is not only an extension of usual capacity building. New competencies, new capacities appear and become necessary. They are not only technological competencies, but more profoundly competencies linked with new concepts ; they are not only competencies linked to new knowledge, but competencies linked to new accesses to knowledge.

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Managing ICT skills profiles

lundi 27 octobre 2003, par HACQUEBARD Anneke E.N.



- Drs. Anneke HACQUEBARD, Steven DIJKXHOORN, Anita ERKELENS B.Sc.
- Consultancy and Research Bureau for Informatics and Education, Hummelo, The Netherlands
- E-mail :
 - anneke.hacquebard@grip-project.nl,
 - info@grip-project.nl
- Website : www.grip-project.nl

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Abstract



Skills and knowledge will be main economic resources in a Knowledge Society.

Parties involved want to exchange information about quality and content of knowledge and skills resources. The development of a protocol for communication about skills and knowledge requires a strong international commitment, cooperation and effort on research and development, e.g. on text analysis, modelling, structuring and unified classification schemes for main domains of knowledge.



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Towards an Indigenous Vision for the Information Society

lundi 27 octobre 2003, par DEER Kenneth

- Kenneth DEER
- Indigenous Media Network, Editing Director and Focal Point for the World Summit on the Information Society (WSIS)
- Box 1170, KAHNAWAKE Mohawk Territory, QC ; J0L 1B0, Canada
- Tel. : +1-450-635-3050
- Fax : +1-450-635-8479
- e-mail : easterndoor@axess.com



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Abstract



The very concept of the "Information Society" is in itself a cultural expression, developed in the context of the evolution of the industrial world into a "post-industrial" world. Also, its core elements - knowledge, information, communication and Information and Communication Technologies (ICTs) - are in fact culturally defined practices.

Societies with a different cultural, social and/or economic background, such as many Indigenous Peoples around the globe, are already affected by

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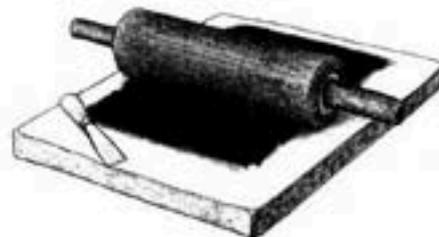
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Lifelong Learning in the Knowledge Society. Tom J. van Weert

vendredi 17 octobre 2003, par van Weert Tom J.



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Abstract



The growing importance of Lifelong Learning must be seen against the background of profound changes, reflected in all aspects of our living environment. These changes concern the global environment, but also our personal, economic, social, cultural and political environments. Knowledge creation drives innovation in the emerging Knowledge Society. Working and learning come together ; just as living and learning. This Knowledge Society is an 'enterprising' society in which own initiative and personal fulfilment are important driving forces. ICT is integrated in all aspects of this Knowledge society.

Lifelong Learning is a 'must' in the real-life context of the Knowledge Society and covers "all purposeful learning from the cradle to the grave" of very divers groups of learners in professional, community or individual context. The Lifelong Learning environment has specific characteristics and is strongly supported by Information and Communication Technology.

If Higher Education wants to play a significant role in Lifelong Learning its educational institutions will have to change. Lifelong Learning is not going to an educational institution all your life. Educational institutions will have to open up to the knowledge society where it is happening.

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vendredi 25 juin 2004, par Giezendanner François Daniel, Morel Raymond



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- **Collective intelligence and capacity building in a networked Society.**

BERNARD CORNU - France



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Exploring dilemmas - ethics, social values and e-society

mardi 9 décembre 2003, par WATSON Deryn

Exploring dilemmas - ethics, social values and e-society

DERYNWATSON

Professor of Information Technologies and Education
Department of Education and Professional Studies
King's College London
Franklin-Wilkins Building, Waterloo Road
London SE1 9NN, UK
deryn.watson@kcl.ac.uk

Dilemmas for knowledge societies

Society has been following a heady route into the 'information age', but has only recently become aware of its limitations and dangers as well as its value and potential. All agents for change come with a baggage - and there is now an uneasy balance between technological imperatives and opportunities on the one hand, and social and ethical values on the other. One of the strongest drivers of the information age has been the technological world itself coupled with business and commercial interests. It is up to all stakeholders in society to accept the responsibility of ensuring that this e-world is informed by a range of perspectives and societal values. In particular we need to find a balance between technology shaping social events and vice-versa.

One example of the problem of balance has been the identification of digital divides. But not all divides are between the developed and developing worlds, the advantaged or disadvantaged. Because the complex reality of societal values are driven by the different histories, politics

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vendredi 5 décembre 2003, par Giezendanner François
Daniel



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Académie suisse des sciences techniques
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Swiss Academy of Engineering Sciences



HASLERSTIFTUNG



SVI FSI

Schweizerischer Verband des Informatikorganisationen
Fédération Suisse des Organisations d'Informatique
Federazione Svizzera delle Organizzazioni d'Informatica
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4 EKS Declaration

Dernier ajout - mercredi 10 décembre 2003.

Results from the Conference « Security in Wireless Lans (WLAN, WiFi) » and Recommendation on Security of WLANs by the European Academy of Sciences and Arts (EASA) for the World Summit on the Information Society (WSIS), Geneva, December 2003

10 décembre 2003, par Broda Hellmuth, Morel Raymond

Carthage Declaration of WFEO on the Digital Divide

10 décembre 2003, par Morel Raymond, Shrum Wesley

IFIP World Information Technology Forum - Vilnius Declaration

10 décembre 2003, par BRUNNSTEIN Klaus, Morel Raymond

UNESCO - IFIP WORLD COMPUTER CONGRESS 2002 YOUTH DECLARATION

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jeudi 9 février 2006, par BOBILLIER P-A, Morel Raymond, van Weert Tom J.

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What actions have to be undertaken to realize a human centered Knowledge Society ? The presentations in this World Summit parallel event will reflect the active stance towards human development supported by ICT expressed in its title. A Round Table session will provide concrete proposals for action.

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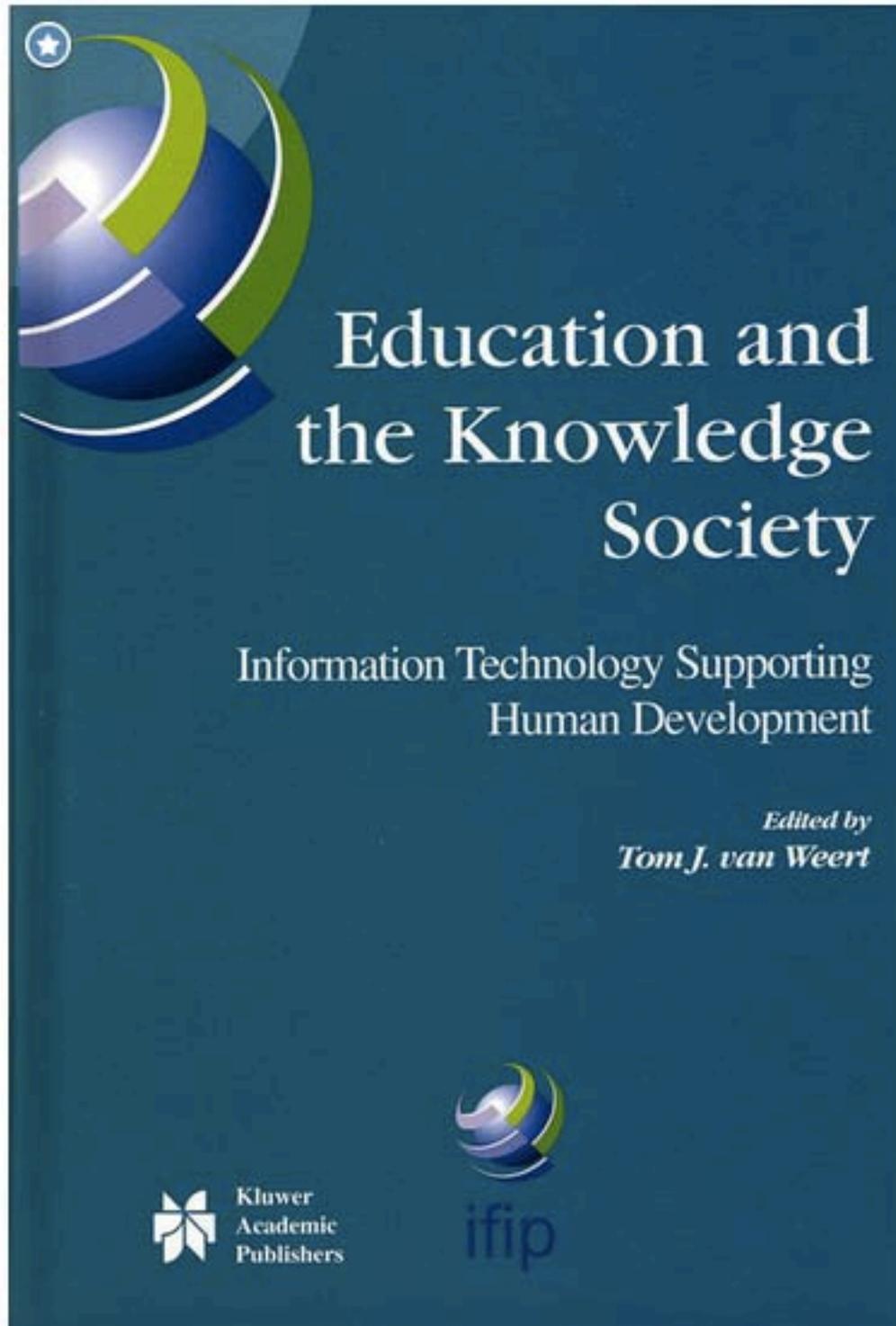
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Proceeding : Education and the Knowledge Society

lundi 14 février 2005, par Morel Raymond, van Weert Tom J.

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