

**WORK PLAN AGREEMENT
(2009-2011)**

between

The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Commonwealth of Learning (COL)

Under Articles I and V of the Agreement between UNESCO and COL signed on 7 June 1994, which provide for further processes of cooperation, and taking into account the Work Plan agreements signed in April 1999, and in July 2007, it is agreed that for the period 2009-2011 the parties shall cooperate in the seven (7) areas listed below in order to advance their respective programmes:

UNESCO Main Lines of Action	Joint Projects	COL Sectors and Initiatives
<p>Major Programme I: EDUCATION</p> <ul style="list-style-type: none"> ▪ MLA 1: Building blocks for EFA: literacy, teachers and works skills <p><i>Thematic areas</i></p> <ol style="list-style-type: none"> 1. Literacy within the framework of the UNLD, with special emphasis on LIFE 2. Teachers, with special emphasis on TTISSA in Africa 3. TVET and skills development for the world of work 	<p>Teacher Education:</p> <ol style="list-style-type: none"> 1. Toolkit for Quality Teacher Education: Dissemination workshops in agreed number of countries. 2. STAMP2000+: Workshops to introduce materials to West Africa (Nigeria, Ghana, Sierra Leone, The Gambia). 3. Use of Open Educational Resources in Teacher Education with resources to be developed. 4. Collaboration on TTISSA (UNESCO-BREDA) including use of ICTs in teacher education. 5. Share materials and experiences from TESSA 	<p>Teacher Education:</p> <p><i>Outcome: More teacher education and training institutions use ODL methodologies to train and upgrade larger numbers of teachers.</i></p> <p>COL will work in partnership with teacher training institutions, ministries and development partners active in this field in the developing countries of the Commonwealth.</p>

<ul style="list-style-type: none"> ▪ MLA 2: From early childhood to the adult years: building effective education systems <p>Thematic areas</p> <ol style="list-style-type: none"> 1. Early childhood care and education 2. Basic education, mainly in Africa 3. Renewal of Secondary education systems, in particular through curricular reform and improved learning assessment of students 4. Higher education policy formulation and reform, promotion of research and quality assurance 	<p>Higher Education:</p> <ol style="list-style-type: none"> 1. Promote UNESCO portal on HE institutions through various channels. 2. Implementation of COL’s Review and Improvement Model for cost-effective institutional quality audits: diagnostic instrument; verifier training; revised Conceptual Framework and Handbook. 3. Generic guidelines for quality in ODL: link the work of the EADTU Global Task Force with Namibia’s ODL Policy Framework. 4. Policy guidelines for the establishment of universities in small states – Joint seminar in 2010 in the Caribbean on the transformation of community colleges to universities in small states. 5. Follow-up to WCHE 6. Collaboration between UNESCO and COL Chairs Programmes 	<p>Higher Education:</p> <p><i>Outcome: Higher education institutions have policies, systems and staff competencies that support the use of ODL to increase learner access and completion rates while enhancing curricular content.</i></p> <p>Higher education institutions will expand the use of ODL, developing new or improved curriculum content and implementing effective quality assurance mechanisms.</p>
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<ul style="list-style-type: none"> ▪ MLA 1: Building blocks for EFA: literacy, teachers and work skills <p>Thematic areas</p> <ul style="list-style-type: none"> • Literacy within the framework of the UNLD, with special emphasis on LIFE • Teachers, with special emphasis on TISSA in Africa • TVET and skills development for the world of work 	<p>TVET</p> <ol style="list-style-type: none"> 1. Strengthen the links between COL, UNESCO and UNEVOC 2. Use ODL methods to extend the reach of TVET curricula 3. Foster the development of open educational resources (OERs) related to TVET 	<p>Skills Development:</p> <p><i>Outcome: Training institutions and civil society organisations have the policy frameworks and increased capacity needed to develop and deliver ODL materials for strengthening knowledge and skills in both formal and non-formal learning environments.</i></p> <p>COL advocates the development of national and institutional policy for the use of ODL in order to scale up opportunities for skills development.</p>

<ul style="list-style-type: none"> • MLA 3: Sector-wide frameworks: helping governments to plan and manage the education sector <p>Thematic areas</p> <ul style="list-style-type: none"> • Integrating education for sustainable development into sector-wide frameworks • Comprehensive education sector responses to HIV and AIDS through EDUAIDS and related efforts, particularly in Africa 	<p>Education for sustainable development, especially the role of media</p> <ol style="list-style-type: none"> 1. Jointly promote and develop the use of community media and new ICTs (e.g. internet, mobiles, etc.) for education, in particular learning programmes concerning health, livelihoods, and quality of life 2. Foster the development of Open Educational Resources related to health education and community development <p>Key areas of focus:</p> <ul style="list-style-type: none"> - Local media development - Combating HIV/AIDS - Community health education - Linking applied research to policy development 	<p>Healthy Communities:</p> <p><i>Outcome: Community organisations, NGOs and local public institutions have increased their capacity to create and use ODL materials to improve the health and well-being of their communities</i></p> <p>COL aims to increase access to appropriate information, knowledge, learning materials and tools, enabling better community responses to HIV/AIDS and other health and development challenges, particularly in remote and resource-poor areas.</p>
<ul style="list-style-type: none"> • MLA 3: Sector-wide frameworks: helping governments to plan and manage the education sector <p>Thematic areas</p> <ul style="list-style-type: none"> • Education sector policy analysis, planning and management 	<p>eLearning and Open Educational Resources (OER)</p> <ol style="list-style-type: none"> 1. Work with governments to develop policies for the integration of eLearning and OER at all levels of education 2. Building on the standards and resources within UNESCO’s “ICT Competency Standards for Teachers”, develop: 	<p>Integrating eLearning:</p> <p><i>Outcome: Institutions and communities use digital technologies to design and develop learning materials and models that are made available, where possible, as open educational resources and to provide effective and appropriate skills training.</i></p> <p>Major institutions in the</p>

	<ul style="list-style-type: none"> a. Teacher development frameworks for integration of ICT at regional level b. establish a mechanism to endorse training programmes for compliance with the UNESCO standards c. further develop training programmes compliant with the UNESCO standards. <p>3. Explore learning opportunities and support through the use of mobile devices.</p>	<p>Commonwealth regions use open educational resources for their curricula. Low-cost ICT training models are in use in all Commonwealth regions.</p>
<ul style="list-style-type: none"> ▪ Biennial sectoral priority 2: <p>Providing global and regional leadership in education</p> <p>MLA 4: Leading the education agenda: coordinating international efforts in education and tracking trends</p>	<p>6th Pan-Commonwealth Forum on ODL: Theme: Access and Success in Learning: Global Development Perspectives UNESCO will participate in programme planning, profile some of its work, and be a sponsor of PCF6</p>	<p>PCF6: COL’s biennial Pan-Commonwealth Forum on Open Learning (PCF) has become one of the world’s top international conferences on learning and global development.</p> <p>The Sixth Pan-Commonwealth Forum on Open Learning (PCF6) will take place in late November 2010, in Kochi (Cochin, Kerala), India, in partnership with India’s Indira Gandhi National Open University.</p>

Specific activities under these headings will be identified in line with each organization's own programme and budget (for UNESCO 35 C/5; for COL the triennial plan 2009-2012). Each organization will designate a Focal Point with overall responsibility for managing this Work Plan Agreement and individuals in UNESCO and COL respectively will be named as coordinators for each area of work. These individuals will liaise with each other and make periodic reports to the Focal Points.

Although the above Work Plan covers MLAs within the Major programme I: Education of UNESCO, they will be implemented in close cooperation with Major Programme V: Communication and information (MLA 3: Fostering universal access to information and knowledge and the development of infostructures).

These joint actions will be financed by resources from each organization depending on the available financing capacity. Both parties will endeavour to obtain funds from extra-budgetary sources.

UNESCO and COL will convene annual or bi-annual joint consultations in order to review on-going activities and agree on identification and possible inclusion of new joint actions in line with this Work Plan Agreement.

Independent evaluations will be carried out, whenever deemed necessary, in line with UNESCO's and COL's policies on Monitoring and Evaluation.

On behalf of UNESCO

"Dr. Qian Tang"

For:
Director-General
UNESCO

Date: 10 December 2009

On behalf of COL

"John Daniel"

President and CEO
Commonwealth of Learning

Date: 10 December 2009

GLOSSARY OF ACRONYMS

EADTU	European Association of Distance Teaching Universities
EFA	Education for All
HE	Higher Education
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICT	Information and Communications Technology
LIFE	Literacy Initiative for Empowerment
MBA/MPA	Master of Business Administration/Master of Public Administration
MLA	Main Line of Action
ODL	Open and Distance Learning
OER	Open Educational Resource
PCF	Pan-Commonwealth Forum
STAMP	Science, Technology And Mathematics Programme
TESSA	Teacher Education in Sub-Saharan Africa
TTISSA	Teacher Training Initiative in Sub-Saharan Africa
TVET	Technical and Vocational Education and Training
UCSIS	University Consortium of Small Island States
UNLD	United Nations Literacy Decade
VUSSC	Virtual University for Small States of the Commonwealth
WCHE	World Conference on Higher Education