

Cooperation Agreement

between



**The United Nations Educational, Scientific
and Cultural Organization**

and



Microsoft Corporation

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Whereas

Whereas

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UNESCO and Microsoft hereby agree as follows

Article 1 – Objectives

Article 2 – Scope of Agreement

Article 3 – Areas of Cooperation

Article 4 – Initial Projects

In the field of education and learning : -

- (i) **Syllabus for Teacher Training on Integrating ICT into Teaching**

**(ii) UNESCO Knowledge Communities
- building web communities of practice**

(iii) Innovative Teachers Network

(iv) Partners in Learning

(a) Global Partners in Learning Education Board

(b) Regional Partners in Learning Cooperation

(c) OREALC

(d) Case Studies for Policy-Makers

In the field of community access and development : -

(v) North-African Resource Facility to Support Youth Information and ICT Centres

(vi) Unlimited Potential Programme³

(vii) Global Support Network

In the fields of access and learning : -

(viii) Computer Refurbishment and Vocational Skills⁴

In the fields of access and cultural diversity : -

(ix) Local language development

(a) Local Language Programme

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(b) Multilingualism Event

(c) Language Sources

Article 5 – Future Projects

Article 6 – Review and Information Exchange

Article 7 – Term and Termination

Article 8 – Confidentiality and Public Announcements

GENERAL CONDITIONS

Article 9 – Financial Contribution

Article 10 – Liability and Status

Article 11 - Use Of Name, Emblem Or Official Seal of UNESCO or its Affiliates

Article 12 – Amendments

Article 13 - Entire Agreement

Article 14 - UNESCO Status

Article 15 - Conformity with Laws

Article 16 - Settlement of Disputes—Arbitration

Article 17 - Indemnity

Article 18 - Intellectual Property Infringement

Article 19 - Notification

IN WITNESS WHEREOF

Executed in Paris on 17 November 2004 in two original copies.

For UNESCO

For Microsoft Corporation

APPENDIX 1 – STRATEGIC POSITION OF THE AGREEMENT

Access to information and knowledge can be promoted by increasing awareness among all stakeholders of the possibilities offered by different software models, including proprietary, open-source and free software, in order to increase competition, access by users, diversity of choice, and to enable all users to develop solutions which best meet their requirements. Affordable access to software should be considered as an important component of a truly inclusive Information Society”.

Encourage research and promote awareness among all stakeholders of the possibilities offered by different software models, and the means of their creation including proprietary, open-source and free software, in order to increase competition, freedom of choice and affordability, and to enable all stakeholders to evaluation which solution best meets their requirements”.

APPENDIX 2 – MICROSOFT INITIATIVES

APPENDIX 3 – PROJECT DETAILS

1. UNESCO Knowledge Communities - building web communities of practice

UNESCO's Knowledge Communities

Web-based communities of practice in UNESCO's fields of competence

1.1 Communities of Practice – Definition and Rationale

“Communities of practice are groups of people who share a concern or a passion for something they do and who interact regularly to learn how to do it better.” (Source: Etienne Wenger⁵)

Cultivating communities of practice a quick start-up guide by Etienne Wenger
http://www.ewenger.com/theory/start-up_guide_PDF.pdf

New technologies such as the Internet have extended the reach of our interactions beyond the geographical limitations of traditional communities, but the increase in flow of information does not obviate the need for community. In fact, it expands the possibilities for community and calls for new kinds of communities based on shared practice. The concept of community of practice is influencing theory and practice in many domains. From humble beginnings in apprenticeship studies, the concept was grabbed by businesses interested in knowledge management and has progressively found its way into other sectors. It has now become the foundation of a perspective on knowing and learning that informs efforts to create learning systems in various sectors and at various levels of scale, from local communities, to single organizations, partnerships, cities, regions, and the entire world

Learning is best understood as an interaction among practitioners, rather than a process in which a producer provides knowledge to a consumer⁶,

Communities of practice have both a short-term value and a long-term value”

“In the short term, the people within the group help each other solve problems. They share and learn what can be reused across the membership of the community. In the long-term, the communities of practice increase their capacity. By solving problems together, they develop a repertoire of stories and issues they have solved

Etienne Wenger on Communities of Practice: Engagement, Identity & Innovation by Seth Kahan published in *The Journal of Association Leadership*, March 2004 and including commentary by Jeff De Cagna

1.2 Vision and Objectives

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1.3 Operationalising the Concept

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1.4 Community Descriptions

Technology Solutions for Education

Multilingualism in Cyberspace

Information for All Programme

1.5 Grant of Licences

SSN Data Migration and Porting Capabilities

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2. Syllabus for Teacher Training on Integrating ICT into Teaching

UNESCO Teacher Training Syllabus

Quantum leap in teacher training on using ICTs in the classroom

2.1 Project Proposal

2.2 Engagement with Microsoft

3. A Sub-regional Resource Centre to Support Youth Information and Learning Structures in the North African Arab States

Community Access and Development
Supporting youth technology and learning centres

3.1 Project Proposal

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3.2 Roles and Responsibilities

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3.3 Contribution by Host Country

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