Sustainable@EDU Commitment

Sustainable Education

Considering the Millennium@EDU Commitment Signed in New York City, September 24, 2012, at the Portuguese Permanent Mission to United Nations Headquarters in New York where a group of entities and companies declared their engagement to contribute to make available Information, Communication and Scientific Technologies for Learning and Education;

Considering the collaboration developed under Millennium@EDU Sustainable Education as a multi-stakeholder initiative to contribute to meet the Millennium Development Goals (MDGs), as well as the social and intellectual capital created under this framework which is a strong basis for a Commitment to the post-2015 development agenda – Sustainable Development Goals (SDGs);

Considering the UNESCO Incheon Declaration agreed at the World Education Forum, June 2015, in particular the following paragraphs:

“We are also committed to strengthening science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.”

“Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and
aspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 
"Ensure inclusive and equitable quality education and promote life-long learning opportunities 
for all" and its corresponding targets."

"Quality education fosters creativity and knowledge, and ensures the acquisition of the 
foundational skills of literacy and numeracy as well as analytical, problem-solving and other 
high-level cognitive, interpersonal and social skills. It also develops the skills, values and 
attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and 
respond to local and global challenges through education for sustainable development (ESD) 
and global citizenship education (GCED). In this regard, we strongly support the implementation 
of the Global Action Programme on ESD launched at the UNESCO World Conference on ESD in 
Aichi-Nagoya in 2014. We also stress the importance of human rights education and training in 
order to achieve the post-2015 sustainable development agenda."

Considering the UNESCO Qingdao Declaration, in particular:

"3. Inspired by a humanistic vision of education based on human rights and social justice, we 
urther affirm that the remarkable advances in ICT and the rapid expansion of internet 
connectivity have made today's world increasingly interconnected, and rendered knowledge 
and familiarity with ICT essential for every girl and boy, woman and man.

4. To achieve the goal of inclusive and equitable quality education and lifelong learning by 2030, 
ICT – including mobile learning – must be harnessed to strengthen education systems, 
knowledge dissemination, information access, quality and effective learning, and more efficient 
service provision."

ACCESS AND INCLUSION

5. Technology offers unprecedented opportunities to reduce the long-existing learning divide. 
The application of ICT is essential if we are to deliver on our commitment in the Incheon 
Declaration to non-discrimination in education, gender equality and women's empowerment 
for sustainable development. We commit to ensure that all girls and boys have access to 
connected digital devices and a relevant and responsive digital learning environment by 
2030, irrespective of their disabilities, social or economic status, or geographic location. In 
striving to achieve universal access to basic education and skills development, we recommend 
that all education stakeholders recognize enrolment in quality-assured online courses as an 
alternative or complementary mode to face-to-face programmes of study.

6. We stress the value of ICT-based solutions in ensuring that, in the wake of a conflict or 
natural disaster resulting in the destruction of schools or universities or in the impossibility of 
normal operations, the right to education is enforced. We therefore invite governments, 
international organizations, non-governmental organizations and technology providers to
cooperate in designing and implementing, quickly and efficiently and whenever they are needed, the most suitable solutions.

ACCOUNTABILITY AND PARTNERSHIP

19. We encourage governments, industry partners and all other education stakeholders to join forces and share resources to create equitable, dynamic, accountable and sustainable learner-centered digital learning ecosystems.

20. We recognize the growing importance of multi-stakeholder partnerships for successful ICT in education policies, based on cooperation between governments, industry partners, civil society organizations – including teachers’ organizations – and academia.
21. We call for further consultation and dialogue between governments and the private sector to design scalable innovative funding mechanisms to secure the financial resources needed to unleash the full potential of ICT for learning, in line with the 2030 education agenda.

INTERNATIONAL COOPERATION

22. We invite UNESCO to explore the feasibility of three activities in support of international cooperation in the field of ICT in education, in line with Education 2030:

1. an international fund to assist developing countries, with special focus on the least developed countries, to use ICT to achieve their national goals in education;

2. a global network of expertise and knowledge-sharing on ICT in education, including the specialized Institutes and Centers under the auspices of UNESCO, which would serve the needs of three different user communities – namely policy-makers, researchers and teachers; and

3. a clearinghouse of good practices and lessons learned on technology-supported innovations in education.”

Considering the Post-2015 Agenda, the Sustainable Development Goals (SDGs) in particular:

"Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
The undersigned entities already engaged in Millennium@EDU Commitment, and all the ones interested, agreed to Commit to the following:

1. Contribute to rebuild the learning spaces and provide ICST Solutions;

Reinforce the engagement in making available Information, Communication and Scientific Technologies (ICSTs) to Education;

Work to contribute to the UNESCO Qingdao Declaration objective to ensure that all students in the world have access to a connected device by 2030 will be achieved by 2025;

Piloting Innovative Solutions;

2. Empower Local Services;

Reinforce and Develop a number of specific partnerships to ensure a better collaboration between partners;

Create an online platform to promote collaboration among all interested parties in these objectives;

3. Promote Collaboration among teachers and students;

Partner with different stakeholders to promote international collaboration among students and teachers;

4. Promote Collaboration among all Stakeholders;

Promote the awareness and implementation of the aims of the UNESCO Qingdao Declaration;

Create an Ad Hoc Citizen Monitoring Group to produce an Annual Report on the implementation of the UNESCO Qingdao Declaration;

5. Engage the Community;

Promote citizenship and global awareness

6. Promote new literacies, especially on sustainable development.

Promote 21st Century Skills and Competencies as collaboration, communication, creativity, critical thinking and
Promote water, energy, climate, health and food literacies;

Promote CODE literacy;

Promote entrepreneurship.

7. Establish a follow-up process for the Sustainable@EDU Commitment

Organize a yearly follow-up of the Sustainable@EDU Commitment and intermediate review when appropriate.

New York City, September 27, 2015

Entities signing the Sustainable@EDU Commitment

Organization: Microsoft

Representative Name: Anthony Salcito
Representative Function: Vice President of Worldwide Education

Signature:

Representative Name: Anthony Prince
Representative Function: Senior Director, WW Education, Devices & Mobility Solutions

Signature:

Organization: INTEL
Representative Name: Gordon Graylish
Representative Function: Vice President and General Manager, Governments and World Ahead

Signature:
Organization: ITEXAMPLE
Representative Name: José Graça Bau
Representative Function: President of the Board
Signature:

Organization: PASCO Scientific
Representative Name: Mike Bridge
Representative Function: VP of Market Development and Strategy
Signature:

Organization: JP-IK
Representative Name: Jorge Sá Couto
Representative Function: Chairman
Signature:

Organization: Elitigroup Computer Systems
Representative Name: Alex Liao
Representative Function: Vice President of Mobile Product Business Unit
Signature:

Organization: Converge Spa
Representative Name: Alessandro Cetto
Representative Function: Co-founder and Sales Director
Signature: