Sustainable@EDU Policy Framework Architecture (Sustainable@EDU-PFA)

Terms of Reference
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1. INTRODUCTION

This document outlines the Terms of Reference of the Sustainable@EDU Policy Framework Architecture (Sustainable@EDU-PFA) [https://millenniumedu.org/ict-education-policy-framework-architect/].

The Sustainable@EDU-PFA is the main support tool for the development of Sustainable@EDU PROJECTS and is one of the pillars of the Sustainable@EDU PROGRAM.

The aim of the Sustainable@EDU-PFA is to support the decision makers, providing context on information and communication technologies (ICT) jointly with Education reference documents and practices, in order to facilitate the planning, management and evaluation of specific Initiatives, projected or ongoing, envisaging to take advantage of the benefits of using ICT in Education.

2. CONCEPT AND METHODOLOGY

The concept of the Sustainable@EDU-PFA is based on sharing relevant data and knowledge related to the development of Initiatives on ICT in Education and the methodology is supported by the analysis of such elements as well as the elaboration of documents and presentations for a specific Initiative, ongoing or projected.

The Sustainable@EDU-PFA is based on three components: Sustainable@EDU PROJECT ASSESSMENT (Startup), Sustainable@EDU PROJECT ACCELERATOR WORKSHOP (Accelerator) and Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION (Development), which are adjusted to each specific project or country.
3. TARGET GROUP

The Sustainable@EDU-PFA intends to address Public and Private Entities developing a Plan to initiate or expand an Initiative related to ICT in Education. The Sustainable@EDU-PFA is particularly suited for Companies, Hubs, International Organizations, Governments, Group of Schools and other relevant actors in the fields of technology and education.

4. OUTCOMES

As the aim of the Sustainable@EDU-PFA is to support the development of ICT Education Initiatives, the expected outcome of the Program is to provide participants with the necessary support on the elaboration of documents and presentations integrated in their own decision-making process.

5. Executive Summary for each of the Components

The Sustainable@EDU-PFA includes Three Components, which are part of a single Program; however, each of the Components can be developed and implemented independently in specific cases. The Three Components are summarized below:

- **Sustainable@EDU PROJECT ASSESSEMENT** - Startup - Framing of an Initiative;
- **Sustainable@EDU PROJECT ACCELERATOR WORKSHOP** - Accelerator - Providing and Sharing Knowledge;
- **Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION** - Developing a WORK PLAN.
6. Sustainable@EDU-PFA Agreement

Millennium@EDU SUSTAINABLE EDUCATION establishes an Agreement concerning the development and implementation of the Sustainable@EDU-PFA with each Country or Region that expresses the intent to do so or intends to develop a Sustainable@EDU PROJECT.

The Sustainable@EDU-PFA Agreement is the first step in developing a Sustainable@EDU PROJECT, which will be object of a wider and more detailed specific Agreement, the Sustainable@EDU PROJECT AGREEMENT, once the Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION – WORK PLAN is designed.

More detailed specific and operational Agreements may apply to some of the Sustainable@EDU-PFA components, described below.

To move forward with this Agreement, Millennium@EDU SUSTAINABLE EDUCATION will provide further details and the respective Draft of the Agreement.

7. Sustainable@EDU PROJECT ASSESSEMENT - STARTUP (IDENTIFICATION and STUDY VISIT)

The first component of the Sustainable@EDU-PFA is the Sustainable@EDU PROJECT ASSESSEMENT, which allows the identification of the main elements in the development of a specific ICT Education Initiative, such as:

- Project Scope;
- Project Calendar;
- Relevant Stakeholders;
- Main Regional/National Documents related to education and technology;
- Financing Models;
- Other relevant aspects of a specific Initiative.
The Sustainable@EDU PROJECT ASSESSMENT is materialized in the Sustainable@EDU PROJECT ASSESSMENT FORM https://millenniumedu.org/sustainableedu-project-form/ and in the Sustainable@EDU PROJECT ASSESSMENT STUDY VISIT.

7.1. Sustainable@EDU PROJECT ASSESSMENT - IDENTIFICATION FORM

The Sustainable@EDU PROJECT ASSESSMENT FORM https://millenniumedu.org/sustainableedu-project-form/ comprises the identification of the main elements for an accurate diagnosis, a more complete analysis and ultimately allows for the achievement of the specific objectives set. This step is mostly done online through video calls between Millennium@EDU SUSTAINABLE EDUCATION and the respective Country or Region.

The Sustainable@EDU PROJECT ASSESSMENT FORM is filled online and requires a previous REGISTRATION https://millenniumedu.org/sustainableedu-registration-form/ in the Millennium@EDU SUSTAINABLE EDUCATION Website. Once the Sustainable@EDU PROJECT ASSESSMENT FORM is complete, Millennium@EDU SUSTAINABLE EDUCATION will proceed with its analysis and present the Sustainable@EDU PROJECT ASSESSMENT REPORT.

Updates on the Sustainable@EDU PROJECT ASSESSMENT FORM are always possible. Being a “Login Form”, it allows a continuous Assessment picture with constant updated information. It is not necessary to answer all fields in a “one-form session” - the fields that could not be filled previously for lack of available information, or the fields that may be added during the process, are possible to be filled in any given time after.

This way, the Sustainable@EDU PROJECT ASSESSMENT FORM allows for a more complete and continuous overall Assessment Analysis and allows the Decision-Makers to extract a Report with all the completed fields, on the date of the last Update.
The structure of the Sustainable@EDU PROJECT ASSESSMENT FORM results from accumulated experience and a thorough analysis of the needs identified over time, from different cases on ICT in Education projects.

7.2. Sustainable@EDU PROJECT ASSESSMENT – STUDY VISIT

The Sustainable@EDU PROJECT ASSESSMENT FORM is complemented by one or more Sustainable@EDU PROJECT ASSESSMENT STUDY VISIT, an on-site visit allowing for a more accurate perception of the Country or Region’s challenges and strengths and for the ultimate completion of the Assessment Report.

**DELIVERIES:** An Assessment Report including two or more scenarios for a specific Initiative. The scenarios summarize four perspectives in line with the three dimensions of the SDGs (economic, social and environmental) and an additional dimension on - education.

“the three dimensions of sustainable development: the economic, social and environmental”

United Nations General Assembly Resolution 70/1

8. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP - ACCELERATOR

8.1. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP - AIMS

The Sustainable@EDU PROJECT ACCELERATOR WORKSHOP [https://millenniumedu.org/ict-edupfa-accelerator-workshop/](https://millenniumedu.org/ict-edupfa-accelerator-workshop/) serves as the context to produce a critical analysis of the main reference documents and best practices applied to the development of any specific Initiative, aiming to produce support documentation to initiate or consolidate a Program to integrate technology in education, learning and inclusion.
8.2. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP - METHODOLOGY

Practical exercises will take place during the Sustainable@EDU PROJECT ACCELERATOR WORKSHOP aiming to produce a Draft Concept Note and a Draft Presentation of a specific Initiative to be implemented in a specific Country or Region, which can initiate or consolidate the work led by an entity, governmental or private to plan, manage or evaluate a Program of integration of technology in education, learning and inclusion.

The Sustainable@EDU PROJECT ACCELERATOR WORKSHOP allows for virtual or face-to-face modalities.

8.3. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP – STRUCTURE/SESSIONS

The Working Sessions integrated in the Sustainable@EDU PROJECT ACCELERATOR WORKSHOP aim to present the key features that enable a successful implementation of a policy, program or project, designated as Initiative, to take the best advantage of using technologies in education, learning and inclusion, based on the Sustainable@EDU Policy Framework Architecture (Sustainable@EDU-PFA) and the SUSTAINABLE EDUCATION CONCEPT.

As illustrated in the image below, the Sessions focus the following themes:

- **Session 1**: Leadership and vision – including acquaintance with the main reference documents, frameworks and tools;
- **Session 2**: Coordination and coherence – collaboration to ensure implementation in line with sectoral strategies;
- **Session 3**: Partnership models – design and development of partnership programs;
- **Session 4**: Programme Management – translating ideas into actions; financing and funding in the implementation of Projects.
During these Sessions, several examples of international reference documents and cases, international benchmarks and Frameworks, will be analyzed.

These Sessions were developed with a particular emphasis on the importance of a collaborative and coherent dialogue among the various levels (political, administrative and external) and how crucial is promoting solid cross-sectoral Policies, Programs and Budgets, in order to develop an efficient Initiative.

The Sustainable@EDU-PFA Framework that sustains these sessions also contemplates the relevance of the Partnership Models, such as, Public Private Partnerships, Government Programs and the participation of international entities and companies and the design of an efficient program management.
In this context, the methodology developed for these Sessions is based on four interrelated moments:

1. **Presentation**: Presentation of the theme and context (presenting documents, cases, etc.);

2. **Group activity: priorities/actions/challenges**: After the initial Presentation, the participants, individually or in groups have the opportunity to debate the theme and the key points of the Session. This is also a moment for the group to debate key ideas and share experiences and the specific challenges of their own countries;

3. **Discussion**: A spokesperson of each group presents the group conclusions and including contributions for the Draft Concept Note and Draft Presentation to the other participants and/or groups and a wide debate is generated with all participants;

4. **Delivery**: The delivery of a Draft Concept Note and Draft Presentation of each Workshop will be supported by the use of Microsoft Tools, with special focus on Microsoft Teams and Microsoft Office.

In sum, the aim of these Sessions is to acknowledge the key elements of the life cycle of an Initiative and its successful implementation. The Sessions were designed with a particular focus on essential concepts, such as, leadership, collaboration, partnerships, legal framework, financing and evaluation, developed in the context of the Sustainable@EDU Policy Framework Architecture.

8.1. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP – Agreement

Millennium@EDU SUSTAINABLE EDUCATION establishes an Agreement concerning the Sustainable@EDU PROJECT ACCELERATOR WORKSHOP, with each Country or Region that expresses the intent to do so.
With the signing of such Agreement, both parties will agree on the following actions:

- The **Number of Sustainable@EDU PROJECT ACCELERATOR WORKSHOP** to be executed;
- Collaboration on the Assessment of the context and preparation of the **Sustainable@EDU PROJECT ACCELERATOR WORKSHOP**;
- The definition of the Program and List of Participants of each **Sustainable@EDU PROJECT ACCELERATOR WORKSHOP**;
- Entity/ies that will provide the logistical and financial conditions for the execution of each **Sustainable@EDU PROJECT ACCELERATOR WORKSHOP**;
- Calendar of the activities.

To move forward with this Agreement, **Millennium@EDU SUSTAINABLE EDUCATION** will provide further details and the respective Draft of the Agreement.

**EXAMPLES OF INTERNATIONAL REFERENCE DOCUMENTS TO BE ANALYZED**

- **UN CHARTER - EDUCATION** and other related documents
- **Sustainable Development Goals (SGDs) - G4 and other applicable Goals**

The aim is to make an analysis of the content of the United Nations General Assembly Resolution “70/1. Transforming our world: the 2030 Agenda for Sustainable Development” in what concerns education and technology as well as its monitoring process, with a particular attention to the 43 indicators for Goal 4.

- **SDGs Literacy**

UNESCO: Learning Objectives: Education for Sustainable Development Goals

[https://millenniumedu.org/education-for-sustainable-development/](https://millenniumedu.org/education-for-sustainable-development/)

- **UNESCO Incheon Declaration and Framework for Action** and subsequent documentation

[https://millenniumedu.org/sustainableedu-pfa-w-s1-theme-1/](https://millenniumedu.org/sustainableedu-pfa-w-s1-theme-1/)

- **UNESCO Qingdao Declaration**

[https://millenniumedu.org/qingdao-declaration/](https://millenniumedu.org/qingdao-declaration/)
EXAMPLES OF INTERNATIONAL BENCHMARKS

WEF – World Economic Forum

The Global Competitiveness Report


ITU – International Telecommunications Union

ICT Facts and Figures

https://millenniumedu.org/sustainableedu-pfa-w-s1-theme-1/

UNESCO

Sustainable Development Goals (SDGs) Indicators

http://uis.unesco.org

https://unstats.un.org/sdgs/

OECD - PISA

Programme for International Student Assessment (PISA) The Organisation for Economic Co-operation and Development (OECD)

http://www.oecd.org/pisa/

TIMMS/PIRLS

International Association for the Evaluation of Educational Achievement

IEA’s TIMSS & PIRLS International Study Center conducts regular international comparative assessments of student achievement in mathematics and science (TIMSS) and in reading (PIRLS)

http://timssandpirls.bc.edu
EXAMPLE OF INTERNATIONAL FRAMEWORKS

WORLD BANK SABER – SYSTEM APPROACH FOR BETTER EDUCATION RESULTS


UNESCO ICT COMPETENCY FRAMEWORK FOR TEACHERS

Microsoft
Microsoft Education Transformation Framework

INTEL
INTEL EDUCATION STRATEGIC PLANNER
https://millenniumedu.org/s1-t3-document-3-intel-education-transformation-policy-tool/

COSN
Trusted Learning Environment (TLE) Seal
http://www.cosn.org/focus-areas/leadership-vision/protecting-privacy

DELIVERIES: Presentation of possible or ongoing Initiative and other documents when applicable
9. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION (WORK PLAN & Follow-up)

The Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION component supports the implementation of a WORK PLAN by identifying the main challenges and possible solutions in the political, operational and financial areas, such as the Management Structure, Managing Tools and Financing Model, among many others, relevant for the implementation of a successful project.

The Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION focuses on two main approaches:

- Sustainable@EDU PROJECT MASTER PLAN: https://millenniumedu.org/sustainableedu-pfa-project-implementation-toolkit/
- Sustainable@EDU CONTINUITY PLAN https://millenniumedu.org/sustainableedu-continuity-plan/

9.1. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION – WORK PLAN: Sustainable@EDU PROJECT MASTER PLAN:

Sustainable@EDU PROJECT MASTER PLAN https://millenniumedu.org/sustainableedu-pfa-project-implementation-toolkit/ - establishes a five year plan for the implementation of Projects in ICT in Education, based on the assessment of the current situation on five dimensions – Vision, ICT Infrastructure, Training, Content and Management. The Sustainable@EDU PROJECT MASTER PLAN analyzes several Frameworks, Guides & Recommendations, such as:

- WORLD BANK SABER – SYSTEM APPROACH FOR BETTER EDUCATION RESULTS
- MICROSOFT EDUCATION TRANSFORMATION FRAMEWORK
- INTEL EDUCATION STRATEGIC PLANNER
9.2. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION – WORK PLAN:
Sustainable@EDU PROJECT CONTINUITY PLAN:

Sustainable@EDU CONTINUITY PLAN https://millenniumedu.org/sustainableedu-continuity-plan/ - allows to face Short Term Challenges resulting from emergency situations with high disruptive impact in the education system, while promoting Sustainable Investment in Long Term and solving the Digital Divide Challenge and get The Digital Dividend in the implementation of Projects in ICT in Education. The Sustainable@EDU CONTINUITY PLAN analyzes several Frameworks, Guides & Recommendations, such as:

- **World Bank Guidance Note: Remote Learning & COVID-19**
- **UNESCO 10 RECOMMENDATIONS TO PLAN DISTANCE LEARNING**
- **OECD FRAMEWORK TO GUIDE AN EDUCATION RESPONSE TO THE COVID-19 PANDEMIC of 2020**

**DELIVERIES:** Developing a draft WORK PLAN with the agreed specifications, budget and timeframe.

9.3. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION – Follow-up and Agreement

Millennium@EDU SUSTAINABLE EDUCATION establishes an Agreement concerning the Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION, designated as Sustainable@EDU Policy Framework Architecture Project Agreement, which aims to follow-up the Initiative planned during the Sustainable@EDU PROJECT ACCELERATOR WORKSHOP and implement it in the specific Country or Region that expresses the intent to do so.

With the signing of such Agreement, both parties will agree to develop the Sustainable@EDU Policy Framework Architecture Project and the respective details.

To move forward with this Agreement, Millennium@EDU SUSTAINABLE EDUCATION will provide further details and the respective Draft of the Agreement.
10. Conclusion

In order to define next steps, namely, to conclude the Agreements, define calendar of activities and budget structure, a meeting will be organized to define such procedures.

Should you require any further information, please contact us at info@millenniumedu.org.

ANNEX A – BIO MARIO FRANCO

Mario Franco
Founder & Chairperson

Millennium@EDU SUSTAINABLE EDUCATION

Mario made studies in philosophy. His background is linked to associative structures in different areas from youth to development and environment. Later on, he dedicated his attention to public policy, focussing on Information and Communication Technologies, Sustainability and Finance. As from 1995 he has been involved in eInclusion Projects and Programs at national and international levels.

From 1996 to 2004, he chaired the Foundation for the Promotion of Information Technology (FDTI), a network of more than 300 training centers in seven countries, and coordinated a special Program to promote science and technology in education. Afterwards he worked as a consultant until 2008. During this time, he focused on promoting sustainable funding and digital skills and creating an international ICT ecosystem.

In 2008, he assumed the post of President of FCM - Foundation for Mobile Communications (FCM), having previously been the manager of the Portuguese Information Society Fund – preceding the FCM. Mario led a team that developed and managed the eSchool Program. This Program, with a budget of 1.2 Billion EUROS, allowed access to a mobile computer and internet to 1.7 million people in Portugal and was considered one of the most successful initiatives in this field.
As manager of the Portuguese Information Society Fund appointed by the Ministers of Finance and the Minister of ICT, Mario was the architect of the Financial Model, which allowed the wide spreading of ICT to more than 50% of the Portuguese population.

During this 10-year period, Mario dedicated his time and effort to develop and implement a sustainable financial model to support the National ICT industry involving around 1% of the portuguese GDP and many public and private stakeholders. The Model was recognized by many governments and international institutions such as the World Bank (see document attached – Portugal eSchool Top Marks – World Bank Group Public-Private Partnerships).

As manager of the eSchool Program, Mario worked with many companies, governments and institutions, in particular, he chaired the World Telecommunication Policy Forum (WTPF) organized by the International Telecommunication Union (ITU) and was a member of the Strategy Council of The Global Alliance for Information and Communication Technologies and Development (GAID) of the United Nations.

As a follow-up of his experience in education and technology at different levels, including international level, Mario is currently the Chairperson of Millennium@EDU SUSTAINABLE EDUCATION and the coordinator of the Sustainable@EDU PROGRAM http://millenniumedu.org that aims to make accessible information, communication and scientific technologies (ICSTs) in learning, education and inclusion under comprehensive initiatives with impact in local socio-economic development. The Sustainable@EDU PROGRAM is committed to contribute to the United Nations Secretary-General initiative “Education First” http://www.globaleducationfirst.org and to the United Nations Sustainable Development Goals (SDGs) https://sustainabldevelopment.un.org/sdgs.
In the last decade, Mario has been highly dedicated in developing sustainable finance models for education and ICT and has, since the beginning, been engaged in the United Nations Sustainable Development Agenda, in particular regarding the Addis Ababa Conference on Financing for Development and its follow-up.

Mario is involved in several different taskforces related to technology and finance such as the GPE - World Bank Global Partnership for Education Data Roundtable, created with the aim to define a Data Framework for Education and to help improving the management of Finance education.

Mario also organizes annually the SUSTAINABLE EDUCATION MEETING (SEM), which takes place during the United Nations General Assembly Opening Week at the United Nations Headquarters and the Microsoft Technology Center in New York City. The SEM has been, in the last few years, dedicated to Education Finance.

Mario is a regular speaker at conferences around the world on Education and Technologies organized by relevant institutions such as UNESCO and International Telecommunications Union (ITU) among many other institutions and governments.

12/05/2020