



Sustainable@EDU
SUSTAINABLE EDUCATION

Millennium@EDU SUSTAINABLE EDUCATION

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

Terms of Reference

Table of Contents

1. INTRODUCTION	4
2. CONCEPT AND METHODOLOGY	4
3. TARGET GROUP	5
4. OUTCOMES	5
5. Executive Summary for each of the Components.....	5
6. Sustainable@EDU-PFA Agreement	6
7. Sustainable@EDU PROJECT ASSESSMENT - STARTUP (IDENTIFICATION and STUDY VISIT) ...	6
7.1. Sustainable@EDU PROJECT ASSESSMENT - IDENTIFICATION FORM	7
7.2. Sustainable@EDU PROJECT ASSESSMENT – STUDY VISIT	8
7.3. Sustainable@EDU PROJECT ASSESSMENT AGREEMENT	8
7.4. Sustainable@EDU PROJECT ASSESSMENT – DELIVERIES.....	8
7.4.1. Sustainable@EDU PROJECT ASSESSMENT FORM SUPPORT.....	8
7.4.2. Sustainable@EDU PROJECT ASSESSMENT FORM OUTPUT	9
7.4.3. Sustainable@EDU PROJECT ASSESSMENT REPORT	9
8. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP - ACCELERATOR.....	9
8.1. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP - AIMS.....	9
8.2. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP - METHODOLOGY	10
8.3. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP – STRUCTURE/SESSIONS	10
8.4. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP – Agreement	12
8.5. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP – DELIVERIES	13
8.5.1. Sustainable@EDU PROJECT ACCELERATOR INTRODUCTION SESSION.....	13
8.5.2. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP SESSIONS.....	13
9. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION (WORK PLAN & Follow-up).....	17
9.1. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION – WORK PLAN: Sustainable@EDU PROJECT MASTER PLAN:	17
9.2. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION – WORK PLAN: Sustainable@EDU PROJECT CONTINUITY PLAN:	18
9.3. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION – Follow-up and Agreement	18
9.4. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION – DELIVERIES.....	19
9.4.1. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION OUTLINE(S)	19

9.4.2. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION – DEVELOPMENT of the Sustainable@EDU PROJECT MASTER PLAN & Sustainable@EDU PROJECT CONTINUITY PLAN	19
10. Conclusion.....	19
ANNEX A – BIO MARIO FRANCO	20

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, Development Agencies and Banks, 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 ASSESSMENT** - **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**, directly or through a third party.

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 ASSESSMENT - STARTUP (IDENTIFICATION and STUDY VISIT)

The first component of the **Sustainable@EDU-PFA** is the **Sustainable@EDU PROJECT ASSESSMENT**, 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 an **“Output 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 **Sustainable@EDU PROJECT ASSESSMENT REPORT**.

“the three dimensions of sustainable development: the economic, social and environmental”
United Nations General Assembly Resolution 70/1

7.3. Sustainable@EDU PROJECT ASSESSMENT AGREEMENT

The **Sustainable@EDU PROJECT ASSESSMENT** is object of a specific **Agreement**, defining and clarifying the respective details, with each **Country or Region, directly or through a third party**, that expresses the intent to do so.

7.4. Sustainable@EDU PROJECT ASSESSMENT – DELIVERIES

7.4.1. Sustainable@EDU PROJECT ASSESSMENT FORM SUPPORT

Millennium@EDU SUSTAINABLE EDUCATION will provide the necessary support in the filling of the **Sustainable@EDU PROJECT ASSESSMENT FORM** and on the respective monitoring of such process, via various conference calls, aiming to clarify all issues and supporting its completion.

7.4.2. Sustainable@EDU PROJECT ASSESSMENT FORM OUTPUT

Following the information stated in the **Sustainable@EDU PROJECT ASSESSMENT FORM**, **Millennium@EDU SUSTAINABLE EDUCATION** will make available an **Output** to be completed and used by the appropriate Entities, serving as the basis to produce briefings and reports.

7.4.3. Sustainable@EDU PROJECT ASSESSMENT REPORT

In collaboration with the appropriate Entities, a **Sustainable@EDU PROJECT ASSESSMENT REPORT** will be produced, including two or more scenarios for the development of 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 **Sustainable@EDU PROJECT ASSESSMENT REPORT** will also include all relevant information, serve as a monitoring tool to move forward with the process and will allow for a more complete and continuous overall Assessment Analysis.

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/> 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 or its Outline** and a **Draft Presentation or its Outline**, 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 three interrelated moments:

1. **Presentation:** Presentation of the theme and context (presenting documents, cases, frameworks, concepts, among others);

2. **Group activity: priorities/actions/challenges:** After the initial Presentation, the participants, individually or in groups, will 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 or Outline and Draft Presentation** to the other participants and/or groups and a wide debate is generated with all participants;

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 particular focus on essential concepts, such as, leadership, collaboration, partnerships, framework, financing and evaluation, developed in the context of the **Sustainable@EDU Policy Framework Architecture**.

8.4. 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, directly or through a third party, 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 WORKSHOPS, face-to-face or Virtual**, 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 the 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**.

8.5. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP – DELIVERIES

8.5.1. Sustainable@EDU PROJECT ACCELERATOR INTRODUCTION SESSION

There will be an **Introductory Session** to the **Sustainable@EDU PROJECT ACCELERATOR WORKSHOP** encompassing about two hours, on matters of Content and Logistics.

8.5.2. Sustainable@EDU PROJECT ACCELERATOR WORKSHOP SESSIONS

The **Sustainable@EDU PROJECT ACCELERATOR WORKSHOP** will comprise a two-day Workshop, either face-to-face or through Virtual means and will be supported by the use of Microsoft Tools, with special focus on Microsoft Teams and Microsoft Office.

The **Four Working Sessions** integrated in the **Sustainable@EDU PROJECT ACCELERATOR WORKSHOP** will have **around three hours per Session in the Virtual Format or around five hours per Session in the face-to-face format**.

The **Sustainable@EDU PROJECT ACCELERATOR WORKSHOP** will culminate in the delivery of a **Project Draft Concept Note or its Outline and a Project Presentation or its Outline**.

EXAMPLES OF INTERNATIONAL REFERENCE DOCUMENTS TO BE ANALYZED

- **UN CHARTER - EDUCATION** and other related documents
- **Sustainable Development Goals (SDGs) - 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/>

- **UNESCO Incheon Declaration and Framework for Action** and subsequent documentation
<https://millenniumedu.org/sustainableedu-pfa-w-s1-theme-1/>
- **UNESCO Qingdao Declaration**
<https://millenniumedu.org/qingdao-declaration/>

EXAMPLES OF INTERNATIONAL BENCHMARKS

Sustainable Development Goals Indicators

<https://millenniumedu.org/sustainableedu-pfa-w-s4-theme-4/>

WEF – World Economic Forum

The Global Competitiveness Report

<https://www.weforum.org/reports/global-competitiveness-report-2019>

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 – JAPAN – INFODEV – AED – KNOWLEDGE ENTREPRISE: ICT-in-Education Toolkit

UNESCO ICT COMPETENCY FRAMEWORK FOR TEACHERS

Microsoft

Microsoft Education Transformation Framework

<https://millenniumedu.org/s1-t3-document-2-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>

9. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION (WORK PLAN & Follow-up)

The **Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION** <https://millenniumedu.org/sep/> 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](#)
- [UNESCO – JAPAN – INFODEV – AED – KNOWLEDGE ENTREPRISE: ICT-in-Education Toolkit](#)
- [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](#)

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**.

9.4. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION – DELIVERIES

9.4.1. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION OUTLINE(S)

Millennium@EDU SUSTAINABLE EDUCATION will provide **Outline(s)**, with the agreed specifications, budget and timeframe of the **Sustainable@EDU PROJECT MASTER PLAN** and of the **Sustainable@EDU PROJECT CONTINUITY PLAN**.

9.4.2. Sustainable@EDU PROJECT Co-Work & IMPLEMENTATION – DEVELOPMENT of the Sustainable@EDU PROJECT MASTER PLAN & Sustainable@EDU PROJECT CONTINUITY PLAN

Millennium@EDU SUSTAINABLE EDUCATION will develop the **Sustainable@EDU PROJECT Sustainable@EDU PROJECT MASTER PLAN** and the **Sustainable@EDU PROJECT CONTINUITY PLAN**, after express approval of the appropriate Entities.

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://sustainabledevelopment.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.

15/07/2020