The Millennium@EDU SUSTAINABLE EDUCATION is a multi-stakeholder initiative led by the private sector in the fields of education and technology. Bringing together the largest and most prominent multinationals who share the purpose of contributing for the achievement of the UN Sustainable Development Goals (SGDs).

The Public Health emergency we are living brought to the spotlight the learning everywhere phenomenon that probably is here to stay and empowered by ICT for Education and web technologies (such as social media and Web 2.0 tools) and by a kaleidoscope of mobile devices.

Through a multidisciplinary and experienced panel of speakers, this webinar aimed to address relevant issues which, probably more than ever, need urgent and efficient responses, such as the design of a Policy Framework Architecture for Education that roots in a continuity perspective; empowering the learning environment as well as the remote learning; connectivity challenges for learning and education; the relevance of choosing the right devices for a remote learning experience; and an overall vision of a project enabling children to learn everywhere and anytime, unveiling the learning everywhere phenomenon.

Thank you all for your time, collaboration, and commitment for this webinar.
The webinar aims at focusing on providing a framework to determine how ICT for Education and web technologies (such as social media and Web 2.0 tools) and a kaleidoscope of mobile devices empower the opportunity to learning everywhere.

**The webinar goals**

01
Understanding how countries are using EdTech (online learning, radio, television, texting) to support access to remote learning during the COVID-19 pandemic

02
Getting to know Windows-based applications and free educational contents to assist online learning

03
Comprehending how to increase internet access beyond the current crisis

04
Showcasing the best practices about remote learning during the COVID-19 pandemic

05
Presenting the educational devices to assist remote learning experiences

06
Exploring new opportunities and identifying additional market needs
Speakers & Themes

Mário Franco
Founder & Chairperson | Millennium@EDU Sustainable Education
Policy Framework Architecture - Continuity Plan

Jordan Chrysafidis
GM, WW OEM Education | Microsoft Corporation
Empower remote learning for education

Miguel Nunes
Senior Director, Product Management | Qualcomm, Inc.
Empowering the Modern Learning Environment

Paul Landers
Program Manager, Connect To Learn | Ericsson
Facing Connectivity Challenges for Learning and Education

Alex Liao
VP of Mobile Product Business Unit | ECS
Choose the right devices for remote learning

Jorge Sá
Chairman | jp.ik
Learning Everywhere - Our general Vision of the Project
A total of **255 registrations** from **more than 60 countries** represented at the list of registrations for the webinar (61 to be more precise)

From a total of 255 registrations, the webinar was viewed by **134 participants from 36 countries**:

Argentina, Aruba, Bangladesh, Belgium, Benin, Brazil, China, Costa Rica, Côte d’Ivoire, Dominican Republic, Egypt, France, Germany, Ghana, India, Iran, Ireland, Jordan, Kenya, Lebanon, Malaysia, Mexico, Netherlands, Nigeria, Pakistan, Peru, Portugal, Romania, South Africa, Spain, Taiwan, Trinidad and Tobago, United Arab Emirates, USA, Yemen

This is the list of countries by alphabetic order:

Algeria, Argentina, Armenia, Aruba, Bangladesh, Belgium, Benin, Bolivia, Brazil, Bulgaria, China, Colombia, Costa Rica, Côte d’Ivoire, Curaçao, Dominican Republic, Ecuador, Egypt, France, Germany, Ghana, India, Indonesia, Iran, Iraq, Ireland, Israel, Jordan, Kenya, Lebanon, Lithuania, Malaysia, Malta, Mexico, Morocco, Netherlands, Nigeria, Norway, Pakistan, Paraguay, Peru, Philippines, Portugal, Romania, Russia, Saudi Arabia, Senegal, South Africa, Spain, Switzerland, Syria, Taiwan, Trinidad and Tobago, Tunisia, Ukraine, United Arab Emirates, United Kingdom, USA, Yemen, Zimbabwe
31% Decision Makers: CEO, COO, GM, Global Sales Director, PS Director, Vice president, Senior Director, Founder & Partner

25% Sales: Sales, Regional Business Manager, Business Development Manager, Commercial Director, Business Development Specialist, EMEA Business Lead Education Sales

25% Product Management, Development and Specialists: Product Manager, Education Computing Specialist, IT Consultant, Manager, Development Specialist, Partner Account Manager, Hardware specialist

6% Education (including Teachers, Lecturers and Specialists): IGCSE Teacher, Teacher, Pedagogy Specialist, Pedagogy Trainee

5% Communication & Marketing: Designer, Digital Marketing Specialist, Marketing Manager

8% Others (includes): HR and Office Administrative, Technician
1. Do any of you believe in 100% remote learning for the future?

Definitely not from my point of view, especially on lower grade of students below K6. It can be a resourceful tool to pass through atypical times like the one we are living and it can also be an effective resource to ensure inclusive education by guaranteeing the access to education to people who live in remote areas.

2. May we know whether if solution such like access point that teacher is available to manage teaching material in classroom?

Yes, ECS have the device, content access point device which can support to manage teaching materials in classroom, as well as the sharing of contents between teacher and students for a more collaborative and rewarding way of learning.

3. Any plan for low cost devices? As in a home having 2 to 3 kids, it is very difficult to afford multiple devices.

The cost of the device is important. Our development teams are providing good/better/best device in full range for education, reflecting a multiplicity of priorities, such as connectivity or the robustness of the device.

4. Hi all, we are located in the US, the carrier we work with requires LTE FDD Band 71. What is the timeline for Band 71?

From a technological point of view, it is supported and will depend on the device. If you can tell me which operator, then I can provide a more precise answer.
5. How do students and instructors in low economies get access to the splendid technological devices mentioned? Any special packages?

Yes, there is a special program designed to support students and teachers in low economic contexts, like Microsoft Shape the Future Program: https://www.microsoft.com/en-us/education/products/windows/shapethefuture.aspx.

6. Any teacher training program available?

I think that Microsoft has been implemented a lot of tools to support Teachers training. For its turn, jp.ik also has a portfolio of Education Services rooted in three main fields: Education Consultancy (ik.design); Teachers Professional Development (ik.training); Assessment (ik.impact). This Pedagogical branch aims to support governments, communities (educational and civil) towards strengthening Education Systems as a whole, empowering people through learning.

7. Should countries start by content, devices, or teacher transformation?

Each country and project have specific needs, priorities, and challenges. What works for country A may not work for country B. So, that why an assessment phase is essential before.

8. We urgently need very cheap smart phones in Africa - who will providing them?

In the field of technologies for education, and at the present, there are several more economically viable alternatives in comparison to smartphones.
9. Is there any special support provided to learners with Special education need? How do you think will be the possible approach for Post COVID-19 Crisis to catch-up?

In both spheres, hardware and software, there are several adaptable solutions. Deciding on a solution it will always depend on the identified needs and priorities and on the projects’ own features and purpose.

10. With infrastructure in place the challenge most developing countries such as Kenya, Tanzania, and Rwanda, how can the Technology partners work with local ministries and publisher to curate local content that will be engage both to learners and teachers.

There are several technological solutions that allow digitizing local content, including the development of more interactive and engaging formats. Technological partners can support the development of publishers capacity in order to develop digital content and digital publishing. In addition, it is fundamental to capacitate teachers and students to develop their own content.

11. jp.ik, how can I get more information (or to contact with) for more information in EMEA region?

If you want to learn more about our projects and innovative solutions for education and if you wish a narrower approach, please feel free to reach us through e-mail: sales@jpik.com.

12. How to encourage government move e-learning program in more active way, for emerging and developed countries?

It is essential to provide and support governments with more accurate information. In addition, it is important to support governmental agents throughout the challenging, but rewarding, process of developing ICT Education Master Plans and ICT Education Continuity Plans.
13. Keeping children interested in learning during this confinement period is challenging, other than MS, how are other companies implementing gamification in their products/services?

In a wider scope and following education trends, companies are investing increasingly in interactive content, such as coding and tools gamification oriented.

14. A country like Pakistan, bottle neck are parents and teachers who are not tech savvy and do not know how to use tools and gadgets. Any plan like train the trainer to capacitate other educational groups?

Technological companies are investing in wider ICT programs including e-government, as education management system, health systems, etc., which help to demonstrate the value of technology in several fields used by parents and teachers. The new education management systems allow easier teacher administrative tasks and better follow up of student progress from parents and families.

15. How can we overcome cultural barriers by using online learning in rural communities?

Rural communities take a lot of advantage of the use of ICT in Education and in other fields, considering the distance barriers are usually more difficult to surpass than the technological ones.
Thank you!