世界数字教育联盟
WORLD DIGITAL EDUCATION ALLIANCE

Newsletter
2024

WORLD DIGITAL EDUCATION CONFERENCE

Sharing | Collaborating | Advancing

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Foreword

The 2024 World Digital Education Conference was held in Shanghai, China, from 29-31 January 2024, co-hosted by the Ministry of Education of the People's Republic of China, the Chinese National Commission for UNESCO, and the Shanghai Municipal People's Government.

Background

As a new round of scientific and technological revolution and industrial revolution accelerates, digital technology has increasingly become a driving force that fundamentally changes and reshapes the thinking patterns, organizational structures, and operational modes of human society in all fronts. It presents us with both new challenges and major opportunities to innovate pathways, redesign forms and promote development. The application and development of digital technology have integrated into all areas of society and will exert a profound influence on the future development of education. The United Nations, along with countries worldwide and numerous international organizations, are taking active measures to prioritize digital education as a crucial pathway and initiative in responding to challenges and forging a bright future. Digital transformation has become a vital vehicle and direction for global educational transformation. The United Nations Transforming Education Summit has identified digital transformation in education as one of the five priority areas for action, emphasizing that the digital revolution should ensure benefits for all learners. Many countries have implemented strategies for digital development with education being a significant component of these efforts. In this context, the Ministry of Education of the People's Republic of China and the Chinese National Commission for UNESCO successfully co-hosted the 2023World Digital Education Conference in Beijing, China in February 2023. Representatives from over 130 countries and regions shared their latest policies and effective practices on digital education transformation, and received favorable responses and reviews from all parties involved.

Objectives and Theme

The conference aims to work with governments, universities, primary and secondary schools, relevant international organizations and non-governmental organizations, enterprises, and other stakeholders, to jointly explore practices and innovations in digital education. It seeks to promote inclusive, equitable, and quality education through digital education transformation, thereby advancing the realization of the United Nations Sustainable Development Goals. With the theme of “Digital Education: Application, Sharing, and Innovation”, the conference will focus on topics including Improvement of Digital Literacy and Competency of Teachers, Education Digitalization and Learning Society Construction, Global Trends of Digital Education Development and Evaluation Index, Artificial Intelligence and Digital Ethics, Challenges and Opportunities of Digital Transformation for Basic Education, and Digital Governance in Education.

Participants

Over 800 participants attended the conference, including over 400 guests from 70 countries and regions, as well as various international organizations. Special guests included high-level officials from Switzerland and other countries; senior officials from UNESCO, OECD and UNICEF; education ministers from nearly 20 countries; ambassadors to China and representatives from 40 countries and international organizations; and presidents of various famous universities.

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Executive Summary

With the rapid development of a new wave of technological and industrial revolutions, digital technology is increasingly becoming the leading force driving fundamental transformations in human thinking, organizational structures, and operational models, reshaping them comprehensively. Digital transformation is becoming a harmonious melody in the symphony of educational reform. The key to developing digital education lies in application, its potential in sharing, and its vitality in innovation, with open collaboration as the only path forward. The World Digital Education Conference serves as a critical platform for fostering digital education exchanges and cooperation. This paper, based on the key insights from the 2024 World Digital Education Conference, explores new concepts, technologies, and pathways for digital education in the areas of application, sharing, and innovation. From the “3C” to “GAI3,” topics such as improvement teachers’ digital literacy and competency, digitalization and development of a learning society, empowering high-quality basic education through digitalization, artificial intelligence and digital ethics, digital governance in education, digital education assessment, and the new ecosystem of digital education were discussed to envision the future of digital education.

On January 30-31, 2024, the World Digital Education Conference, hosted by the Ministry of Education of the People's Republic of China (hereinafter referred to as the Ministry of Education), the Chinese National Commission for UNESCO, and the Shanghai Municipal People’s Government, was held in Shanghai. More than 800 delegates from over 70 countries and regions, as well as relevant international organizations, attended the conference. Under the theme "Digital Education: Application, Sharing, Innovation," the conference organized plenary sessions and six parallel sessions, released six major outcomes including the "Shanghai Initiative for Digital Education Cooperation," and hosted the "Smart and Digital Future" Education Expo. The event aimed to work together with governments, universities, primary and secondary schools, enterprises, relevant international organizations, and non-governmental organizations to explore the practice and innovation of digital education, promote inclusive and equitable quality education through digitalization, and support the achievement of the United Nations Sustainable Development Goals.

I.From "3C" to "GAI3": Drawing the Blueprint for the Development of Digital Education

In his keynote speech at the previous conference, Minister of Education Huai Jinpeng highlighted that digital education represents fair, inclusive, high-quality, suitable-for-all, green development, and open cooperation. He emphasized the "3C" concept: Connection, Content, and Cooperation. In his keynote speech at this year's conference, he further developed the concept into the "3I" framework—Integrated, Intelligent, and International—emphasizing application as king, innovating governance models, and shaping the "GAI3" vision for digital education development. This vision, he noted, "opens the door of hope," fostering joint efforts in the application, sharing, and innovation of digital education.

(1) Digitalization as a Vital Direction for Educational Transformation

In November 2021, UNESCO released its report Reimagining Our Futures Together: A New Social Contract for Education, calling for a redefinition of education's purpose and emphasizing the rethinking of the human-technology relationship, noting the immense transformative potential of digital technology.At the 2022 UN Transforming Education Summit, high-quality digital learning was identified as one of the five key action areas to drive educational reform through the digital revolution. China's National Commitment Statement outlined further steps to implement the national education digitalization strategy, enrich the supply of digital education resources, create broad, open learning environments, accelerate the sharing of learning platforms across different types and levels, and integrate new technologies into education and learning to accelerate the digital transformation of education. At the UNESCO 2030 High-Level Steering Committee on Education meeting, China's initiative to leverage digitalization to drive global educational transformation was widely endorsed.

At this year's conference, UNESCO General Conference President Simona-Mirela Miculescu stated in her opening speech that digital education is critical to improving learning quality, promoting educational inclusion, addressing global challenges, and realizing the 2030 Agenda for Sustainable Development. UNESCO Assistant Director-General for Education Stefania Giannini, in her closing video address, noted that UNESCO has supported over 17 countries in formulating digital education policies, bridging the digital divide, and strengthening national capabilities.

Prominent figures at the conference emphasized the shared global consensus on promoting the digitalization of education. Professor Yang Zongkai, Director of the Ministry

of Education's Expert Advisory Committee on Education Digitalization, discussed various international digital education strategies, including the U.S. National Education Technology Plan(NETP2024), the EU's Digital Education Action Plan 2021-2027, Germany's Education in the Digital World, France's 2023-2027 Digital Education Strategy, and Singapore's EdTech Masterplan 2030. New Zealand's Minister of Education, Erica Stanford, highlighted the government's focus on using digital tools for assessment, providing teachers and learners with support and analytical tools for student progress, and designing teaching and learning plans tailored to individual needs.

(2) Application and Governance as the Dual Driving Forces of Digital Education

"Application is the litmus test for evaluating the effectiveness of digital education, and positive feedback from teachers, students, and society is the highest standard for measuring it," emphasized Huai Jinpeng. In terms of large-scale applications, China has implemented the "MOOC Westward Initiative 2.0," offering 198,000 MOOCs and customized courses, serving students in western universities with a cumulative 540 million visits. The first phase of the Digital Volunteer Teaching Innovation Pilot delivered over 2,500 courses, including science and arts, to 14,000 rural primary and secondary school students. The National Smart Education Platform has surpassed 100 million registered users. Digital education is breaking the constraints of time and space, connecting urban and rural areas, and crossing geographical barriers, thereby promoting social equity through educational fairness. Looking to the future, Huai Jinpeng proposed to "expand large-scale application demonstrations to amplify the multiplier effect of services," emphasizing the need to advance the comprehensive, universal, and all-process application of the national platform, deepen classroom teaching applications, support lifelong learning, innovate policies and mechanisms to promote applications, and adhere to the principle that "using it well is the true skill, and being indispensable is the hard truth."

Grant Klinkum, Chief Executive at New Zealand Qualifications Authority, introduced their adoption of a "micro-credential" system that links high-quality digital learning, combining online and offline methods to make it easier for learners to obtain certification.

Governance is the cornerstone of the sustainable development of digital education. Huai Jinpeng proposed "smart governance" by developing intelligent tools such as population forecasting, resource allocation, and decision-making support, adapting to changes in population and social structures, and enhancing the modernization of the education governance

system and its capacity. Dr. Chung Sung-Yeol, President of Kookmin University in South Korea, emphasized that organizational structures, strategic adjustments, partnerships, and curriculum and project development are key to digital governance. Zhou Dawang, Director of the Department of Science and Technology and Information Technology at the Ministry of Education, shared that the Ministry has built a range of education management information systems, accumulating vast amounts of data throughout the application process, which supports educational statistics, teacher management, student aid, and the verification of student status, degrees, and diplomas. Yang Zongkai shared the experience of building a "three-level link" digital campus governance model, integrating principals, deans, and department heads into a leadership cockpit. The Shanghai Call for "joint discussions and consultations on digital education governance" to empower campus governance with digital technologies and enhance leadership in digital education."

(3) Integration, Intelligence, and Internationalization as Core Concepts for Digital Education Development

"Digital education's advantages of fairness, inclusivity, openness, and sharing provide a new path for answering how education can better serve modernization and promote the all-round development of individuals, opening a door of hope," emphasized Huai Jinpeng. He further noted that the digitalization of education will move toward integration, intelligence, and internationalization, receiving positive feedback and recognition from various sectors.

Integrated platforms are a key focal point for digital education. The UN's Transforming Education Summit launched the "Public Digital Learning Portal" initiative, creating a global network of public digital learning resources. China's National Smart Education Platform is a prime example of large-scale integrated applications, covering all stages of education—primary, vocational, and higher education—and encompassing moral, intellectual, physical, aesthetic, and labor education. The platform continuously expands its supply of high-quality resources, forming a "three-horizontal, three-vertical" structure, offering students and the public round-the-clock, supermarket-style services. Huai Jinpeng proposed the "development of higher-quality resources and the strengthening of the national platform," emphasizing the need to continue stringing together scattered "pearls" into a more valuable "necklace" by integrating systems, connecting stakeholders, aggregating resources, and assembling tools to unleash the multiplier effect of digital technology. Olli Suominen, Counsellor at the Embassy of Finland in China, mentioned that 35 higher education institutions in Finland

have jointly built a national smart learning platform, and the open resources of the national online library allow everyone to search for a wide range of educational materials freely. The Shanghai Call for "strengthening digital education integration and innovation," promoting the integrated fusion of lifelong education, industrial chains, and talent chains.

Intelligent development is the new engine of digital education strategy. Huai Jinpeng stated, "We will implement an AI empowerment initiative to promote the deep integration of intelligent technology with education, teaching, scientific research, and society," specifically through AI-assisted learning, teaching, governance, and research. Marieta Georgieva, Deputy Minister of Education and Science of Bulgaria mentioned that by leveraging online resources, interactive learning platforms, and virtual classrooms, the country has bridged the education gap between urban and rural areas. The Shanghai Call for harnessing the role of AI and data, jointly building an open and inclusive large-scale education model, and expanding inclusive, comprehensive, and fully covered large-scale application scenarios. The "Smart and Digital Future" Education Expo is a vivid interpretation of China's transition into the intelligent phase of digital education development.

International openness and cooperation are creating new opportunities for the development of digital education. During the meeting, the World Digital Education Alliance was officially announced, aiming to create an international platform to enhance dialogue, promote pragmatic cooperation, and foster high-quality development in digital education. The Shanghai Call for "collaboratively advancing digital education research" to empower educational development. Education is a global public good. Huai Jinpeng remarked, "Developing digital education will facilitate the flow and aggregation of high-quality educational resources worldwide, ensuring that the digital transformation of education benefits all learners and humanity at large." Mathieu Denis, Acting CEO and Science Director of the International Science Council, called for the integration of digital ethics into the process of embedding AI in national research systems, with particular attention to the production, storage, and sharing of high-quality research data, and for strengthening international research cooperation. International conferences such as the International Conference on Artificial Intelligence and Education, the World Conference on MOOCs and Online Education, the World Digital Education Conference, and the Global Smart Education Conference—held in China—are accelerating communication, dialogue, and cooperation, serving as platforms for innovation, development, and trust-building.

II. From “Teachers” to “Smart Teachers”: Improvement Teachers' Digital Literacy and Competency

In smart education, "wisdom" comes from teachers, "ability" stems from the environment, and "change" lies in the transformation of learning modes. Chen Jie, Vice Minister of Education of China, emphasized, “Digital literacy and competence must be regarded as essential qualities for teachers, enhancing their ability to teach in a digital context and promoting improved teaching quality.” Professor Yuan Zhenguo, Director of the Faculty of Education at East China Normal University, pointed out that “the digitalization of education is inseparable from human involvement, especially that of teachers. These teachers are not traditional educators but those equipped with digital literacy and capable of human-machine interaction and collaboration.”

(1) Digital Transformation of Teachers Requires a Return to Core Responsibilities

In education, the application of artificial intelligence (AI) primarily involves three areas: First, intelligent teaching systems, which can partially replace teachers in providing personalized guidance to students; second, educational robots, which will become integral to smart learning environments; and third, learning analytics, which help teachers understand students' learning processes, make appropriate assessments, and adjust teaching strategies in real-time. Shahbaz Khan, Director to UNESCO Regional Office for East Asia，highlighted the challenges AI poses to education, noting that AI redefines learning, reshapes teaching methods, and reevaluates traditional educational approaches, challenging our assumptions and norms. This inevitably raises new requirements for teachers’ digital literacy. As Professor Liu Jun, President of the City University of Macau, noted, some teachers resist change or feel overwhelmed by the rapid development of new technologies, preferring to stick to traditional teaching methods. He identified four key challenges teachers face in developing digital literacy.

Collaborative digital teaching and "human-machine co-education" rely on the leading role of teachers. Yuan Zhenguo stressed, "Education is not a connection between things, but a connection between people. It relies on, involves, and develops people." The success of the digital transformation of education is marked by human-machine integration, fundamentally driven by human-machine interaction and collaboration. It should start with education, based on human needs, with human development as both the starting point and endpoint. Professor Huang Ronghuai, Chair of the UNESCO AIED, proposed the iSTAR framework for human-machine collaborative

teaching, which comprises four levels: human use of machines, basic human-machine cooperation, dual human-machine collaboration, and complex human-machine collaboration.

From the perspective of teacher-student relationships, today's students, often referred to as the "digital generation" or "digital natives," have developed new cognitive patterns, attitudes, thinking, and behavior habits shaped by smart technologies. This imposes increasingly higher demands on teachers accustomed to traditional teaching. Evgeniya Efremova, Director of the Center for Teaching and Learning Development at NYU Shanghai, emphasized from the student perspective that as the student population becomes more diverse, access to AI-supported tools must be increased. She warned that inequitable access to and use of digital tools is widening the gap between teachers and students in digital proficiency. Amadeu Cruz, Minister of Education of Cape Verde, mentioned that, given the scarcity of technological resources in his country, they developed an emergency plan to offer remote and broadcast courses, ensuring students could continue learning online. This requires teachers to enhance their digital skills to cope with such challenges.

"Empowering through technology and ensuring quality and equity" is a key feature of modern teachers' practical wisdom. Teachers are also responsible for serving as mentors and guiding students' healthy growth in the digital world. The "Shanghai Call" supports teachers becoming knowledge producers, learning facilitators, and growth mentors. Shahbaz Khan suggested that the role of teachers should be reevaluated, particularly in guiding AI-enhanced learning, safeguarding the diversity of knowledge systems from being overwhelmed by AI's dominance, and helping teachers use AI to enhance computational thinking and problem-solving skills. At the same time, it is crucial to focus on training teachers to integrate AI into their teaching, balancing its advantages and challenges. Isabell Kempf, Director of UNESCO's Institute for Lifelong Learning, stressed that policymakers must recognize the issues posed by technology in education, ensuring that education systems prioritize learners' interests and use digital technologies to support human-centered education, rather than replacing it. Efremova also emphasized that during the transformation process, teachers must remain student-centered. Similarly, Academician Lü Jian of Nanjing University stressed that teachers' digital transformation must not lose sight of their core responsibilities: to cultivate students' moral character while innovating and inheriting knowledge. Yuan Zhenguo highlighted that teachers should focus their efforts on communicating with students' minds, attending to emotional exchanges, and engaging in dialogues about life, truly becoming engineers of the human soul. Academician

Zheng Qinghua, President of Tongji University, suggested that teachers should teach students how to think and create, not merely transmit and acquire knowledge.

(2) The Digital Transformation of Teachers Requires the Enhancement of Digital Literacy and Competence

UNESCO's "ICT Competency Framework for Teachers" encompasses three levels—knowledge acquisition, knowledge deepening and knowledge creation—and covers six domains: understanding ICT policies in education, curriculum and assessment, teaching methods, digital skills application, organization and management, and professional development. The European "Digital Competence Framework for Educators" defines educators' competencies across six areas: professional engagement, digital resources, teaching and learning, assessment, empowering learners, and fostering learners' digital literacy, enabling educators at all levels to comprehensively evaluate and develop their digital competencies. China's Ministry of Education issued the "Teacher Digital Literacy" industry standards, clarifying a framework for evaluating teachers' digital skills across five dimensions: digital awareness, knowledge and skills of digital technologies, digital applications, digital social responsibility, and professional development.

Bill Bass, former ISTE Board of Directors president, defined and enhanced teachers' competencies across different roles: as learners, continually improving their practices through collaboration with others and exploring technology to promote student learning; as leaders, supporting student empowerment and success while improving teaching; as citizens, inspiring students to contribute positively and responsibly in the digital world; as collaborators, working with colleagues and students to share resources, ideas, and solve problems; as designers, creating authentic, learner-driven activities and environments, and adapting to learner variability; as facilitators, promoting student learning through technology; and as analysts, using data to inform instruction and help students achieve learning goals. Consequently, digital education must transform teaching methods and assessment standards, redesign learning processes, and establish a new digital pedagogy system.

Digital literacy assessment practices are typically driven by self-assessment or peer-evaluation tools. For instance, the EU's "Self-Reflection Tool for Teachers" helps educators reflect on effective learning through innovative educational technologies. Professor Wu Di from Central China Normal University noted that one challenge is how to precisely assessteachers' digital literacy

without disrupting their work, which requires an understanding of both teachers' strengths and weaknesses to explore "precise training." Conrad Sackey, Minister of Basic and Senior Secondary Education in Sierra Leone, also suggested that certain tests should be established to ensure teachers' proficiency in digital technologies. Mei Bing, Party Secretary of East China Normal University, introduced that the university has been deeply involved in the development of national standards, resource construction, organization, evaluation tools, and team management for the nationwide project to enhance primary and secondary school teachers' ICT skills.

"Supporting the improvement of teachers' digital literacy through digital learning," proposed Ucu Rahayu Soetardjo, Dean of the Faculty of Education at Indonesia's Universitas Terbuka. Yaya Sutarya, Deputy Director administrative of the Southeast Asian Ministers of Education Organization Open Learning Centre, mentioned that Indonesia has developed a super app platform to ensure that every teacher has access to equal training opportunities, fostering mutual learning among teachers. Ruslan Suleimanov, Vice President of Moscow City Teacher Training University, described how the city's digital school project has provided teachers with more opportunities to organize courses and select methods suited to specific classes. In China, the National Smart Education Platform established a summer training program for teachers, simultaneously offering online learning opportunities for teachers at all levels, making it the largest teacher online learning project in the world. Yan Shuang, Deputy Secretary-General of the Shanghai Municipal Committee, highlighted that Shanghai regards digital literacy as a key component of both pre-service and in-service teacher training. The city continues to optimize teacher education programs and conducts ongoing training, seminars, and exchanges, encouraging schools and teachers to actively explore data-driven personalized teaching. This enables the continuous collection of students' learning actions and process data, allowing for accurate learning analysis, guidance, and academic evaluation.

III. From "Campus" to "Society": Digital Empowerment for Building a Learning Society

"In response to the development of information technology, promoting educational reform and innovation, constructing a networked, digitalized, personalized, and lifelong education system, and building a learning society where 'everyone can learn, learning can happen anywhere, and learning is available at any time' is a major challenge shared by humanity." The concept of "everyone can learn" emphasizes that all people should have access to lifelong learning opportunities. "Learning can happen anywhere" highlights the need to provide aconvenient learning environment for society, and "learning at any time" calls for the provision of effective digital learning methods. Huai Jinpeng emphasized, "We must reshape the structure of school teaching, create always-online classrooms, and build intelligent, ubiquitous future schools."

(1) Digital Innovation for Flexible and Open Lifelong Learning

The "Report on the Construction of a Learning Society in the Digital Era in China" highlights two major global trends: "digital transformation" and "the construction of a learning society." It provides insights and strategies from China for building a learning society. Wu Yan, Vice Minister of Education of China, advocates for the creation of an all-weather digital learning platform, an all-encompassing digital learning space, and a fully integrated digital education community. Wang Qiming, President of the Open University of China, pointed out that generative AI can be leveraged to establish new learning paradigms, developing a talent cultivation model that integrates "digitalization and intelligence," and creating a digital university. Torunn Gjelsvik, Secretary-General of the International Council for Open and Distance Education, emphasized that digitalization is key to building a global learning society, with a focus on quality and inclusivity. Former Vice President of Tsinghua University, Professor Xie Weihe, explained that a learning society would significantly transform the way information flows, bringing continuous innovation to social mechanisms and creating a dynamic environment. Professor Chen Li, former Vice President of Beijing Normal University, argued that lifelong learning in a digital society requires a philosophical approach that addresses the evolving nature of knowledge production and dissemination. Jiang Feng, a researcher at Shanghai International Studies University,

added that "education delivery methods are transforming as knowledge becomes interconnected data, and platforms are evolving into new educational spaces."

Digital technology provides more opportunities for lifelong learning, broadening the scope of "learning anywhere" and extending the timeline for "learning anytime." In her speech, Isabell Kempf stressed that connectivity enables universal access to devices and the internet, and that digital skills are essential for educators, learners, school leaders, and families throughout their lifelong learning journeys. She also emphasized the importance of providing high-quality, free digital materials on public learning platforms to ensure online learning quality. Camelia Ntoutoume Leclercq, Minister of National Education and Civic Training of Gabon, highlighted that a portion of the global population still lacks access to digital education, resulting in a digital divide. She called for significant changes in adult learning methods and sufficient investment to ensure that everyone can benefit from adult learning and education. Karen Welsh, Minister Counsellor at the Australian Embassy in China, shared that Australia has developed best practices and guidelines for educational institutions transitioning to online learning, consolidating resources for online education and higher education worldwide, and establishing an "Expert Advice Center." Grahame Morton, New Zealand's Ambassador to China, shared a personal story: "My daughter learned financial literacy on a virtual platform, covering topics like saving money, buying a house, and even investing in the stock market. She later shared this knowledge with her brothers."

Digital education facilitates "cross-border, cross-layer, and cross-cultural learning exchanges," Huai Jinpeng noted. The integration of resource-sharing platforms and flexible, open recognition mechanisms for digital learning achievements are key trends in the innovation of educational models. Wu Yan called for "the establishment of open mechanisms for certifying, accumulating, and converting digital learning outcomes." Wang Qiming suggested building a lifelong learning system based on a credit bank, creating pathways that bridge vocational, higher, and continuing education. Song Yi, First-Level Inspector of the Department of Higher Education at the Ministry of Education, shared that over 76,800 MOOCs are now available in China, serving 1.277 billion learners domestically and reaching global audiences through the "MOOCs Going Global" initiative. Gao Wenbing, President of the China Adult Education Association, highlighted China's continued leadership in diversifying lifelong education resources, strengthening lifelong learning platforms, and launching initiatives such as "Mastering a Skill to Teach," "Smart Assistance for the Elderly," and the "National Reading and

Learning Zone." Long Mingzhong, principal of Changde Special Education School in Hunan Province, likened digital technology to beams of light, "illuminating the darkness and melting barriers in life." His school has used technology to significantly advance its digital infrastructure and applications.

(2) Digital Foundations for Shaping Lifelong Learning for Adults

In the process of building a learning society and promoting lifelong learning for all, it is crucial to provide convenient learning environments that cater to the specific needs of different groups. "China is building a digital foundation for constructing a learning society," Wu Yan explained. Currently, 10 Chinese cities have joined the global learning cities network, with four cities receiving Global Learning City Awards. China has also established over 16,800 community schools and 364,000 community learning centers, offering a blend of online and offline education. These efforts include micro-courses for community education, specialized "Mastering a Skill to Teach" courses, and online social lecture halls, creating a "university at your doorstep." Choi Yoon-shil, Director of the National Institute for Lifelong Education in Korea, shared that over 400 universities in South Korea are actively promoting digital transformation and lifelong learning. The country has established 196 lifelong learning cities, with learning scenarios available in locations such as cafés and cinemas, making it possible to learn anywhere.

In terms of learning city development, Hangzhou integrates the "3L" concept, combining learning spaces with future community construction and embedded community services to create "15-minute learning circles" throughout the city. Shanghai has built a lifelong education credit bank, publishing learning maps, including maps for senior citizens and urban cultural exploration. Chengdu has established a lifelong learning education resource bank and a public service platform for lifelong learning. Wuhan has developed high-quality learning spaces throughout the city, with Vice Mayor Meng Hui stating, "We are encouraging citizens to embrace learning as a lifestyle, using digital technology to accelerate the construction of flexible education systems and exploring diverse learning models that make learning a popular trend."

For adults, digital learning provides the most convenient method of education when and where they need it, creating "schools without walls." "Adult learning is the key to building a learning society," said Academician Qian Xuejiang, President of East China Normal University, emphasizing its significance and value. "The elderly population must also be

prioritized, as they can contribute wisdom and vitality to societal development," added Jia Wei, President of Shanghai Open University. He pointed out that the intersection of aging and digitalization requires senior education to improve digital literacy, helping the elderly enjoy high-quality lives. The National University for the Aged has established 40 branches, 3,000 learning centers, and 55,000 learning points for elderly education. The national public service platform for elderly education offers over 436,000 courses across five categories—moral education, learning, health, joy, and care—with 2.341 million registered online users.

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IV . From “Elective” to “Mandatory”: Digitalization Adds New Depth to Basic Education

Smart education represents the target form of education's digital transformation. Liu Limin, President of China Education Association for International Exchange, stated that empowering high-quality development in basic education through digitalization is a strategic choice for the new era and an essential pathway forward.

(1) Focusing on Cultivating Students' Core Competencies

“Digital education is no longer an elective course but a required one,” said Yu Yunfeng, Secretary-General of China Education Association for International Exchange. He noted that the “post-2000” and “post-2010” generations are digital natives, with the internet deeply integrated into every aspect of their lives. Leveraging advanced technologies to provide equitable, inclusive, and targeted education is the key to cultivating socialist builders and successors who are well-rounded in moral, intellectual, physical, aesthetic, and labor development. Conrad Sackey emphasized that the global economy is rapidly changing and technology-driven and digital education can bridge traditional educational approaches with

the global economy, fostering talent aligned with the needs of the times. Cai Kejiao, Vice Dean of the Institute of Artificial Intelligence in Education at Capital Normal University, highlighted that the rise of digital technology and the new generation of AI has brought both opportunities and challenges for educational reform and talent development. Huang Ronghuai noted that digital transformation is a comprehensive process that promotes digital awareness, digital thinking, and digital capabilities across all elements, processes, services, and domains. Yuan Zhenguo argued that transformation can only be achieved when the improvement of technology, content, and human quality mutually reinforce each other.

Professor Guo Shaoqing from Northwest Normal University proposed that practitioners in basic education must recognize at the macro level that the call for core competency education stems from the new talent cultivation demands of a digital society. This understanding should lead to a new logic in promoting educational reforms: digital technology and other innovations drive social transformation, which in turn pushes traditional knowledge-based education toward core competency education. Traditional education can no longer support the task of teaching core competencies within disciplines, necessitating the construction of new educational forms aligned with the needs of a digital society. Mei Bing stressed that in the digital era, education must cultivate high-quality talent equipped with digital survival and development capabilities, as well as innovative thinking, cross-disciplinary collaboration, and lifelong learning. "How to cultivate students' core competencies that surpass machines and how to shift from traditional skills training to creativity development is a key issue in digital education reform," said Xu Kun, President of Beijing University of Posts and Telecommunications.

Gong Zhiming, Director of the Education and Youth Development Bureau of the Macao Special Administrative Region, pointed out that enhancing AI education and fostering students' AI literacy is a shared challenge and a key development focus. Jeffrey Lehman, Executive Vice Chancellor of NYU Shanghai, emphasized the need to cultivate students' algorithmic thinking, critical thinking, creativity, and social insight to adapt to the development of an intelligent society. “We must prepare for harmonious coexistence with AI,” said Miao Fengchun, Chief of the Unit for ICT in Education at UNESCO Headquarters, stressing the importance of regulating AI, cultivating AI literacy among teachers and students, and optimizing teaching design. Professor Ke Qingchao from South China Normal University emphasized that the education system must effectively manage the deep integration of AI technology with education, enhancing teachers' use of generative AI tools for instructional

design, assessment, reflection, and improvement, while also guiding students on the responsible use of intelligent tools.

(2) Effectively Conducting STEM Education for Students

In 2023, UNESCO awarded China's National Smart Education Platform the Education Informatization Award and decided to establish the International STEM Education Research Institute in Shanghai, China. Huai Jinpeng highlighted that this is not only a high recognition of China's digital education by the international community but also a new platform and opportunity for global cooperation in digital education. Simona-Mirela Miculescu stressed that the International STEM Education Research Institute will become an important platform for international STEM education exchange and cooperation, serving as a hub for information, networks, resources, and capacity building in STEM education. In his remarks, Cai Dafeng, Vice Chairman of the Standing Committee of the National People's Congress, stated that China will fulfill its responsibilities as the host country and actively collaborate with UNESCO to establish the International STEM Education Research Institute, jointly promoting the development of STEM education globally and advancing the digital transformation of education.

Kristof Fenyvesi, Senior Researcher at the University of Jyväskylä, Finland, stated that "STEM education allows us to understand that learning is not confined to a single discipline; it is more about holistic assessment." He expressed hope for creating an attractive ecosystem focused on digital learning to tackle future challenges. Huai Jinpeng emphasized the importance of expanding resource availability, using various approaches such as free creation by teachers and students, autonomous school development, and broad government resource collection to significantly enhance course resources in STEM education, information technology, arts education, and labor skills. Zhu Dongbin, Deputy Director of the Basic Education Department at the Ministry of Education, introduced that the Ministry, in collaboration with the Chinese Academy of Sciences, has launched high-quality resources like the "Science Masterclasses," "Premium Experimental Teaching Lessons," and "Science Classes for Children." Gong Ke, Past President of the World Federation of Engineering Organizations, believes that STEM education provides students with a bridge to a holistic understanding of the world, enabling them to interconnect and integrate their knowledge and methodologies.

Deputy Director of the Hong Kong Special Administrative Region's Education Bureau, Shi Chunhui, introduced that Hong Kong is

promoting smart education by developing an AI-related teaching workforce and actively advancing AI applications in education. STEM education in Hong Kong continues to grow in primary and secondary schools, with widespread participation in scientific innovation learning and the creation of an atmosphere of scientific and technological exploration. In Xuhui District, Shanghai, the development of the "STEM+" curriculum system has been ongoing for years, covering all school stages and creating flagship educational projects like "Scientists in the Classroom." Xu Jun, Principal of Yan'an Middle School in Shanghai, introduced their "Science and Technology Innovation Bulletin" application, which integrates the school's various science and technology courses, activities, students' scientific achievements, and data on their participation in science competitions.

(3) Building a New Ecosystem for Regional Smart Education

The Ministry of Education has selected 18 regions as “Smart Education Pilot Zones,” focusing on six key tasks while adapting to local conditions to explore and innovate. These regions have reformed educational concepts, models, content, and methodologies, producing replicable and shareable experiences and paradigms. Smart education carries our expectations for current education reform and future education. Regions and schools are fertile grounds for research and practice in smart education. The documentary series "Linking Mountains and Seas" showcases the profound changes brought by digital education in assisting teaching, learning, management, research, and international collaboration. Wang Chengfeng shared touching stories of how digital education has provided children in the mountains of Ningxia with wings to pursue their dreams and share high-quality educational resources. Sun Lei, Director of the Education Bureau of Hongkou District, Shanghai, introduced the construction of a “three-tiered” educational informatization talent ladder, which includes “Chief Information Officers for each educational stage” and a “Regional Informatization Core Group.” This has facilitated the deep integration of digitalization with curriculum development, learning scenarios, and personalized assessment, strengthening the foundation of Hongkou’s digital education system.

By leveraging the advantages of "synchronous classroom" equipment, a looped classroom model for collaborative lesson planning, teaching, and discussion has been established across school groups. This model supports AI-based assistance for grading and teaching, personalized learning, language learning, and engaging learning activities. From the

perspective of group-based school management, Ji Xiaofeng, Director of the Education Bureau of Wujiang District, Suzhou, Jiangsu Province, provided insights into this practice. Chen Jian, Director of the Nanshan District Institute of Educational Science in Shenzhen, shared how they have created a district-school collaboration mechanism and established a "one official, two staff, two teachers" digital team at the school level. They also formed a “1+1+N” digital learning community, promoting multi-stakeholder involvement from government, enterprises, and schools in construction and secure operations.

V. From “Digital” to “Smart”: Artificial Intelligence as a Sustained Driver for Educational Development

Emerging technologies like artificial intelligence (AI) are powerful tools for reshaping the education ecosystem. They are essential for achieving shared global goals in education reform and development, ensuring equitable and high-quality education. The ultimate goal of integrating technology is to move towards smart education, where technology transforms the future of learning. Wang Guangyan, Vice Minister of Education of China, emphasized that "ensuring safety, trustworthiness, and reliability has become a shared value in the development of AI." Academician Long Teng, President of the Beijing Institute of Technology, noted that smart education broadens students' learning perspectives, builds innovative knowledge systems, and revolutionizes teaching paradigms. To address the challenges of smart education, systematic reforms are essential.

(1) AI Opens New Pathways for Future Education

"Grasping the global trends in AI, identifying breakthrough points and main directions, and cultivating a large number of high-end AI talents with innovative abilities and collaborative spirits are key missions of education." Du Yubo, President of the China Association of Higher Education, used four "transformations" to describe the digital revolution: the transformation of educational forms in the digital age, shifting from single scenarios to ubiquitous applications; the transformation of teaching models, evolving from mass teaching to personalized learning; the transformation of research paradigms, advancing from traditional experimental frameworks to intelligent research; and the transformation of governance methods, upgrading from rough management to precision governance.

AI has the potential to reshape cognition. Academician Zheng Qinghua emphasized that "we should apply AI to cultivate students' innovation awareness, strengthen interdisciplinary integration, and adopt a problem-oriented approach to innovate theories and methods to solve engineering challenges. This is the ultimate goal of AI empowering education." Ren Shaobo, Secretary of the Party Committee of Zhejiang University, pointed out that AI plays a role in shaping, expanding, and transforming cognition, reshaping universities' education, research, service, and governance models, and offering new development opportunities for emerging universities. Mohamed Ally, Professor at the Distance Education Centre of Athabasca University in Canada and Research Chair of the Commonwealth of Learning, argued that AI will radically transform the way education is designed and delivered, allowing students to customize their learning experience by training AI to serve as personalized tutors.

AI has also expanded new learning approaches. Nasir Dawood Memon, Professor of Computer Science and Engineering at the New York University, highlighted AI's potential to revolutionize education through personalized learning, better learning outcomes, enhanced student support, and data-driven insights. Mohamed Ally added that generative AI allows students in remote areas to access learning anytime, anywhere through virtual and digital learning resources. Ke Qingchao noted that providing students with intelligent learning companions and upgraded personalized learning environments and offering real-time educational content generation and human-machine collaborative teaching designs for teachers are surface-level impacts. Deeper impacts could involve fundamental changes in educational philosophies, evaluation mechanisms, and educational content. Xu Kun argued that AI empowers learners with greater autonomy, promoting a shift from traditional "human-

teacher" interactions to multidimensional "human-teacher-machine" interactions, creating a more open learning environment, equalizing teacher-student relationships, and making teaching methods more flexible.

Human-machine collaboration optimizes learning analytics and educational assessment. AI improves learning assessments by creating accurate profiles of each student, recording their learning plans and growth trajectories, and conducting predictive and diagnostic analyses. Yuan Zhenguo emphasized that digital education assessments should shift from selection to promoting personalized student growth. Wu Rongjin, Principal of Shanghai's Luwan First Central Primary School, shared a data-driven approach to personalized education: "Through analysis, we found that a student in a math class answered questions very quickly and frequently chose difficult problems, showing a keen interest in mathematics." The school used digital technology to create a tailored educational plan for this student, enhancing their mathematical thinking. Wu Xiaoru, President of iFLYTEK, believes that AI enables process-based learning data collection, academic diagnostics, and intelligent learning recommendations, thereby improving both learning quality and efficiency.

AI has also spurred the development of intelligent tools. Huai Jinpeng proposed "the deployment of intelligent homework, interactive classrooms, online teaching research, auxiliary grading, and educational evaluation tools and platforms." Isaiah Wakindiki, President of Kenyatta University in Kenya, mentioned that generative AI provides innovative tools for data analysis, content creation, and knowledge discovery. Cristian Aedo, Practice Manager for Education in the East Asia and Pacific region of the World Bank, referenced Singapore's experience, where teachers design digital courses by rethinking curriculum structure, e-learning design, student digital literacy, and online learning tools. Tuimebayev Zhanseit Kanseituly, Rector of Al-Farabi Kazakh National University, introduced 24 exam formats offered by the university, 20 of which use digital technologies. Park Min-woo, a senior teacher at Busan Hakso Elementary School in South Korea, discussed how Edutech tools were used to enhance personalized learning.

(2) Collaborative Development of an Open and Inclusive Educational Large Model

The "Beijing Consensus—AI and Education" articulated a shared global vision for educational development in the era of intelligence. The "AI and Education: A Guide for Policy Makers" provides support for governments and other stakeholders in formulating AI and education policies. In September 2023, UNESCO released the "Guidance on the Use of Generative AI in

Education and Research" to ensure the lawful and effective application of generative AI in education and address concerns driven by "technological leap anxiety". The "Shanghai Call" called for "collaboratively building an open and inclusive large model dedicated to education." Educational large models are a systemic reform aimed at reconstructing the future educational landscape, based on open algorithmic model frameworks and centered on innovative educational applications.

Miao Fengchun observed that "generative AI will have profound impacts on core educational values, including equality, inclusivity, learner agency, and cultural diversity." With the high degree of automation in content generation and the challenge of evaluating generated results, curriculum and assessment goals may shift from "content-rich" to "inquiry-rich" models. Academician Chi-Chih Yao of Tsinghua University noted that as intelligent technologies evolve through milestones such as the Turing Test, machine learning, and deep neural networks, future developments should focus on large industry models, general intelligent robots, and addressing safety risks. Colin Bailey, President and Principal of Queen Mary University of London and Fellow of the Royal Academy of Engineering, stated that the question is not whether to use generative AI in education, but how to use it safely and effectively. Universities should help students prepare for the real-world applications of generative AI technologies they will encounter in the workplace. Academician Zheng Qinghua emphasized that "future education will see machines, teachers, and students grow together in a symbiotic model, where machines, teachers, and students learn and progress collaboratively, surpassing the limitations of human intelligence alone through human-machine synergy."

Jeffrey Lehman compared large models to co-pilots of airplanes, asserting that we cannot expect the large model to take over and fly on its own. Teachers must play a key role by giving students opportunities to explore the strengths and weaknesses of AI as co-pilots and teaching advanced techniques to optimize AI outputs. Christian Bessiere, Director of Research at the French National Centre for Scientific Research, emphasized the need to further investigate the mechanisms of student-tool interaction to avoid technological monopolies. Ke Qingchao recommended increasing investment in AI data, models, and computing infrastructure. Huang Ronghuai suggested that AI in education will shift its focus from intelligent technology applications to human-machine collaborative systems development.

(3) Upholding AI Applications in Education for "Digital Good"

"Human-centered" and "digital good" are common visions shared by people around the world who are concerned about education. "However, challenges such as the digital divide, privacy breaches, and bias and discrimination still require the international community to work together," said Asmaa Alfadala, Research Director of the World Innovation Summit for Education (WISE). To use generative AI ethically and equitably and enhance the level of education governance, it is essential to improve governance frameworks. Anna D'addio, Senior Policy Analyst of the UNESCO Global Education Monitoring Report, emphasized that while AI creates opportunities for education systems, a human rights-based policy framework must be established to ensure that learners' interests are prioritized. Ren Xianliang, Secretary-General of the World Internet Conference, pointed out that in order to handle the relationship between AI development and governance, we must adhere to a human-centered approach and promote AI for the good of society. In his keynote speech, Huai Jinpeng stated, "We will adhere to 'digital good,' strengthen research on AI and digital ethics, and scientifically assess the impact of AI technologies on education, particularly its negative effects."

"In the digital age, talent development, competence improvement, and value formation must be integrated," said Du Yubo. He emphasized the importance of fully incorporating digital literacy and skills training into school education and vocational training to ensure that digital technologies are applied in education legally, compliantly, and safely. Colin Bailey noted that we must use AI safely, effectively, and appropriately, helping students prepare to use generative AI technologies well. "If the training data is biased, the results may be biased; if the training data is incomplete, the results may be false; and if the training data contains private or sensitive information, the results may violate privacy, security, and intellectual property standards," said Jeffrey Lehman. He stressed that one of the skills students need today is the ability to use AI effectively and ethically. Shahbaz Khan remarked, "AI technology is continuously evolving, and it must be accompanied by ethics in an ongoing process to ensure that human rights and fundamental freedoms are always protected."

"Ultimately, it is through emotions, through love, that we empower education; we cannot replace everything with digital technology," commented Academician Zheng Qinghua. He believes that AI-empowered education should remain true to its original mission and uphold the principle of "technology for good." He suggested addressing three types of education: human-to-human, human-to-machine, and machine-to-human. The most critical of these is human-to-machine education, which involves training machines to

align with human cognition and values. Academician Lü Jian highlighted that AI helps us implement personalized learning, individualized instruction, and lifelong learning. However, many issues also follow, such as data security, privacy protection, academic integrity, ethics, intellectual property, and the educational divide—all of which warrant attention. Professor Zhou Zhihua, President of the College of Artificial Intelligence at Nanjing University and Chair of the Council of the International Joint Conference on Artificial Intelligence (IJCAI), noted that generative AI is a double-edged sword and must be handled cautiously. Appropriate measures should be taken to prevent and avoid misuse of the technology.

VI. From "Governance" to "Digital Governance": The Digitalization of Educational Governance and Governance of Digital Education

"The rapid development of digital technologies has brought unprecedented challenges and opportunities to global education, profoundly transforming educational concepts, models, and structures," notes Chen Jie, who advocates for the joint promotion of digital governance in education to ensure that digital education is equitable and inclusive, benefiting everyone. Martin Benavides, Director of UNESCO's International Institute for Educational Planning, emphasizes the critical role that digital technologies play in helping countries better plan and manage their education systems.

(1) Challenges in the Digitalization of Educational Governance and Digital Education Governance

The development of digital education not only aggregates high-quality resources but also generates vast data treasures. Huai Jinpeng stresses the need for "high vigilance against actions that infringe upon individual privacy rights, while actively guiding the reasonable application of intelligent technologies to ensure

that technological advancements benefit both teachers and students." Huang Ronghuai adds, "In our digital education environment, we must strictly protect the sensitive data of students and staff. Without sound policies and regulations, the trust in the educational system may be undermined, leading to risks of data breaches and privacy violations." Researcher Ahmed Tlili also points out issues of data and algorithmic bias. "While we celebrate the benefits of digitalization, we must also address challenges such as the digital divide, privacy issues, and ensuring the safety of online platforms and the ethical use of AI in education," states Marieta Georgieva, underscoring the responsibility to establish a robust framework to protect the interests of students. Shahbaz Khan asserts, "UNESCO is committed to bridging these gaps, ensuring that digitalization in education does not compromise the safety, well-being, or privacy of learners, and that technology serves the best interests of all learners, teachers, and administrators."

The digital divide encompasses not only technology and access gaps but also gaps in application, literacy, and intelligence. Sanaullah Panezai highlights the need for digital transformation to promote equitable and inclusive education through a robust digital governance system and effective regulatory oversight, especially in how digital technologies and AI can assist children with disabilities.

World Bank Senior Education Specialist Liang Xiaoyan notes that although access to mobile internet and other digital infrastructure in Africa has increased from 26% to 36%, many still cannot afford data costs. Huang Ronghuai points out, "In rural and underdeveloped regions, the lack of infrastructure severely hinders the realization of equal educational opportunities. Therefore, as we pursue digitalization, we must work together to eliminate these divides and ensure that technology becomes a tool for promoting equality." Miao Fengchun stresses, "We must also recognize the enormous risks hidden beneath the surface of digital education, carefully evaluating and testing the technology before implementation to expand its accessibility."

(2) Empowering Educational Governance Systems and Modernizing Governance Capabilities Through Digital Technologies

D-ata-driven educational decision-making becomes more scientific. "Digital technologies can help countries enhance efficiency, allocate resources more effectively, and promote fairness and transparency," asserts Martin Benavides. Zhan Tao, Director of the UNESCO Institute for Information Technologies in Education, emphasizes, "Governance is inseparableinnovate educational governance models through intelligent upgrades, build a

national education big data center, and fully leverage data to make governance smarter." Sanaullah Panezai, Chief of Education Section, UNICEF China, mentions that technology-enhanced education governance requires evidence-based decision-making, with real-time data analysis. Xi Yunfei, Deputy Director of the Xuhui District Education Bureau in Shanghai, believes that data empowerment is an effective measure to promote educational development, shifting educational decisions toward evidence-based data through education data governance.

Scenarios drive the restructuring of educational management processes. Yuan Zhenguo proposes the coordinated promotion of digitalization in the four major application scenarios of "learning, teaching, management, and evaluation," transitioning from static regulation to dynamic governance. Wang Weiren, Deputy Secretary-General of the Shanghai Municipal Government, notes that the digital transformation of education empowers all aspects of teaching, learning, assessment, evaluation, and management, breaking the spatio-temporal limitations of the educational process and enhancing governance and service capabilities. Liu Chenggong shares that Donghua University has driven the transformation and upgrading of governance capabilities and systems through digitalization, actively advancing the construction of a top-level management system based on big data.

Zheng Shenglie mentions that Korea National University has used digital technology to provide more traditional services while changing some service processes to better meet the needs of future universities. Zhan Tao emphasizes, "We need simple, unified information management systems. The more complex the system, the heavier the burden on data collection and management."

Digital tools ensure the protection of learners' rights. Shahbaz Khan notes that UNESCO has designed tools and frameworks to promote the development and regulation of AI to ensure no individual or country is left behind. Shitanshu Mishra from the Mahatma Gandhi Institute of Education for Peace and Sustainable Development proposes that governments and organizations should act as custodians of learners' behavior data, like a "digital apartment," with these data being used to build AI-driven education systems. Ruslan Suleimanov introduces the use of "digital simulators" and "digital mirrors" aimed at fostering non-conflict communication skills between teachers and parents, teacher-student interactions, and educational institution management. Wang Daqian, Director of the Overseas Education Service Center of the Ministry of Education, shares that in 2023, the center authenticated 380,000 foreign degrees and qualifications through a combination of AI and manual processes.

Standards drive the enhancement of digital governance systems. Standardization is crucial for achieving the sharing of digital resources, evaluating digital competencies, and connecting smart learning environments. Huang Ronghuai stresses the importance of researching and constructing technical, quality, and service standards for digital education. Olli Suominen mentions that Finland has long led digital transformation through initiatives such as the "Digital Compass," aimed at providing better guidance for the digitalization of society, including education and training. Grant Klinkum asserts that "different learning solutions, contexts, and supports require governments to establish quality control systems to explain and evaluate high-quality online education." Sanaullah Panezai emphasizes that effective digital education governance requires collaboration between the public and private sectors.

VII. From "Present" to "Future": Co-building a Future-oriented New Digital Education Ecosystem

International cooperation is a significant driving force for global educational transformation, especially in digital transformation. The digital transformation of education is a profound and lasting revolution that requires the international community to enhance dialogue, deepen practical cooperation, and jointly promote digital educational reform and the realization of the 2030 education goals, creating a better future for education.

(1) Building a New International Digital Education Ecosystem for Mutual Learning, Comparability, and Mutual Promotion

The Global Digital Education Development Index (GDEI), developed by the Chinese Academy of Educational Sciences, is an innovative, evidence-based evaluation paradigm designed to assess the overall development of digital education in different countries. The development of global digital education can be categorized into five stages: initial transformation, resource sharing, data-driven, AI integration, and ecosystem reshaping. Different countries' digital education development levels vary across six evaluation dimensions:

digital literacy improvement, system building for digital education, institutional innovation, content reconstruction, teaching transformation, and governance upgrading. Li Yongzhi, Director of the Chinese Academy of Educational Sciences, emphasizes that the index rankings are not the ultimate goal; instead, finding the most suitable path for digital education development in each country is key. Ma Xiaoqiang, Director of the Institute of Educational Statistics and Analysis at the academy, explains that the research team has built a dynamic global evidence database and index model for digital education, measuring the digital education development index across 62 countries.

"Establishing a scientific, objective, and fair international evaluation system for digital education development is essential for promoting the healthy development of global digital education," Li Yongzhi stresses. Anna D'addio deeply analyzes the issues present in the practical application of educational technologies from the perspectives of educational equity, quality, and efficiency. She emphasizes the need to consider the expansiveness, fairness, sustainability, and appropriateness of technology in education; placing students' best interests at the center and focusing on learning outcomes rather than mere digital input; and ensuring that digital technologies supplement, rather than replace, human interaction.

"Monitoring and evaluating the development of regional smart education should not focus solely on technology or specific scenarios; instead, the data chain should be integrated into the entire process of educational development, particularly supervision and evaluation, to drive better access to quality education resources in both urban and rural areas," says Zheng Huandong, Director of the Wenzhou Education Bureau, sharing Wenzhou's construction of an evaluation indicator system consisting of "one regional-level evaluation standard, one school-level creation guide, and multiple supporting indicators." Chen Jian describes how Nanshan District in Shenzhen highlights the distinct characteristics of educational digital transformation through "environmental innovation, mechanism innovation, application innovation, and feature innovation." In Changsha, the city has mined the entire big data chain for "teaching, research, management, evaluation, and assessment," forming a comprehensive evaluation report and electronic map covering students' academic growth performance, teachers' teaching effectiveness, and school development increments—assessing outcomes from entry to exit and from starting points to changes. Cao Peijie, Deputy Director of the Digital Education Research Institute at the Chinese Academy of Educational Sciences, introduces the research group's development of a smart education platform application

standards framework, which includes four primary dimensions (extensive connection, innovative application, mechanism guarantees, and literacy improvement), 12 secondary dimensions, and 29 observation points, fully leveraging evaluation and typical cases to guide the process.

(2) Co-building a Vibrant and Resilient Digital Education Partnership

Education is a global common interest, a shared cause of all humanity, and an expectation for the development of human society. Huai Jinpeng points out that developing digital education will promote the flow and aggregation of various high-quality educational resources globally, allowing the benefits of digital education transformation to reach all learners, benefiting humanity as a whole. This effort will continually break down barriers between countries, bridge inequalities, and bring people worldwide closer together, striving to write a new chapter in the global community with a shared future for mankind. In closing ceremony, Stefania Giannini stated that UNESCO will continue to emphasize a human-centered vision, focusing on capabilities, content, and connections, guiding the digital transformation of education to benefit students, teachers, researchers, and society as a whole. Liang Xiaoyan mentioned that the World Bank remains committed to SDG4, ensuring that every child can fully realize their rights through equitable access to education and lifelong learning. Collaboration between countries and with multilateral organizations can boost education, helping African countries leapfrog into the era of intelligent learning. Sanaullah Panezai added, "China is a major advocate of UNESCO's Global Initiative on Public Digital Learning Platforms, and we greatly look forward to China's leadership in this endeavor, with UNICEF fully supporting the development of an open learning portal." Ojat Darojat, President of Asian Association of Open Universities, emphasized that in Africa, where higher education enrollment is below 10%, digital transformation is particularly significant. Africa can further invest in open, high-quality educational resources and create flexible learning opportunities, which presents a prime opportunity to improve national education quality.

Open cooperation is the only path for digital education development. Therefore, this conference advocates for leveraging the World Digital Education Conference, alliance mechanisms, and the public service platform for smart education to strengthen policy dialogue, case exchanges, and information sharing. The focus is on deepening South-South and South-North-South cooperation, particularly with Africa and small island developing states, with special attention to women, girls, and disadvantaged

groups, ensuring that digital education is equitable and benefits everyone, and working together to achieve the United Nations' 2030 Sustainable Development Goals. "We should focus on one platform, one conference, one alliance, one journal, and a series of case studies to deepen international cooperation in digital education," said Huai Jinpeng. "The digital transformation of education has become a global trend, a requirement of the times, and the demand of both teachers and students. We should work together to help all countries open the doors of hope and development in digital education, inspire wisdom in digital education, lead the development of digital civilization, and inject new vitality into global education development and transformation."

Highlights from WDEC 2024

- **Theme and Objectives**

With the theme of “Digital Education: Application, Sharing, and Innovation,” the current conference focuses on topics including Improvement of Teachers’ Digital Literacy and Competency, Education Digitalization and Development of a Learning Society, Global Trends in Digital Education—Development and Evaluation Index, Artificial Intelligence and Digital Ethics, Challenges and Opportunities of Digital Transformation for Basic Education, and Digital Governance in Education.

The conference aims to work with governments, universities, primary and secondary schools, relevant international organizations and non-governmental organizations, enterprises, and other stakeholders, to jointly explore practices and innovations in digital education. It seeks to promote inclusive, equitable, and quality education through digital education transformation, thereby advancing the realization of the United Nations Sustainable Development Goals.

• 2024 World Digital Education Conference opens in Shanghai

The 2024 World Digital Education Conference (WDEC), jointly organized by the Ministry of Education (MOE), the Chinese National Commission for UNESCO, and the Shanghai Municipal People's Government, kicked off in Shanghai on Jan. 30. Chen Jining, Secretary of the Shanghai CPC Municipal Committee, and Cai Dafeng, Vice Chairman of the Standing Committee of the National People's Congress, attended the opening ceremony and delivered speeches. Education Minister Huai Jinpeng hosted the ceremony and gave a keynote speech entitled "Working Together to Promote Application, Sharing and Innovation in Digital Education" at the plenary meeting.

Chen Jining said that digital technologies are becoming a force for transformation in the field of education. He reviewed President Xi's call for the acceleration of digital education as a means of cultivating a culture of lifelong learning across society. He noted that Shanghai, as an economic powerhouse in China, has adopted a development strategy that prioritizes scientific research and education among other things. According to Chen, the city is seeking to improve digital education in multiple areas. Specifically, it is exploring more innovative smart applications in education by utilizing big data and AI; making digital education more inclusive by

increasing accessibility to quality education resources and promoting reform in educational philosophy and talent cultivation; facilitating the sharing of standards, good practices, and resources concerning digital education; and strengthening the protection of intellectual property rights, digital safety, and the prevention of digital-related ethical risks.

Cai Dafeng said that China is speeding up the integration of digital technologies and education so that technological advances can be used to empower classroom teaching, self-guided learning, school governance, educational innovation, and international exchange. He said that digital education would bolster the modernization of the education system, thus promoting well-rounded education and high-quality economic and social development. He also noted that China would continue to support UNESCO's leading role in global educational transformation and promote STEM education worldwide through the development of the UNESCO International Institute for STEM Education (IISTEM).

Minister Huai noted that, over the past year since the first WDEC in 2023, countries across the globe have formed a growing consensus on promoting digital education and have taken more powerful actions to enable this transformation. He added that China is pooling resources to develop large-scale smart applications that can significantly increase the number of excellent courses, the coverage of digital resources, and quality of public services. He also said that China would build global cooperation platforms for digital education so as to contribute to the implementation of international development, security, and cultural initiatives.

In her speech, Simona-Mirela Miculescu, President of the 42nd General Conference of UNESCO, noted that digital education is a powerful force for improving learning quality, increasing inclusiveness, addressing global challenges, and enhancing implementation of the 2030 Agenda for Sustainable Development. She called on countries to provide more open and free public digital learning platforms, covering all learners, especially disabled people, girls, and women. She also expressed hope that such platforms would use new technologies such as generative AI and would continuously improve the quality of their content. She stressed that IISTEM, a UNESCO category 1 institute, is poised to become a key platform for international cooperation in STEM education.

In parallel with the plenary meeting, which was hosted by Vice Education Minister Chen Jie, a variety of activities were held, including an event honoring the establishment of the World Digital Education Alliance, and the launch ceremony for the international version of China's National Smart Education Platform, the latter event being hosted by Vice Education Minister Wu Yan.

The conference is also the occasion for the release of various publications, including the inaugural edition of the journal Frontiers of Digital Education, the Global Digital Education Development Index, the Chinese Smart Education Development Report 2023, a compilation of digital education cases worldwide, and the Shanghai Initiative for the 2024 WDEC. In addition, the conference also features an exhibition entitled "Digital Education in the Future."

With the theme of "Digital Education: Application, Sharing, and Innovation," the current conference focuses on topics including Improvement of Teachers' Digital Literacy and Competency, Education Digitalization and Development of a Learning Society, Global Trends in Digital Education—Development and Evaluation Index, Artificial Intelligence and Digital Ethics, Challenges and Opportunities of Digital Transformation for Basic Education, and Digital Governance in Education.

Over 800 participants attended the conference, including over 400 guests from 70 countries and regions, as well as various international organizations. Special guests included high-level officials from Switzerland and other countries; senior officials from UNESCO, OECD and UNICEF; education ministers from nearly 20 countries; ambassadors to China and representatives from 40 countries and international organizations; and presidents of various famous universities.

• Huai Jinpeng and Gong Zheng meet with foreign guests at 2024 WDEC

Minister of Education Huai Jinpeng and Shanghai Mayor Gong Zheng jointly met with foreign guests attending the 2024 World Digital Education Conference (WDEC) in Shanghai on Jan 30. Vice Ministers of Education Chen Jie and Wu Yan and Shanghai Vice Mayor Xie Dong also attended the meeting.

Minister Huai said that education serves as an effective means of achieving holistic development at the individual level and is a crucial pathway for building a community with a shared future for mankind. Faced with increasing challenges amidst global changes and the accelerating technological revolution, educational reform has become a global consensus, with digital education becoming a strategic priority. China has established the world's largest educational system and has entered the ranks of world-leading nations in terms of overall level of educational modernization. In recent years, China has actively developed digital education, providing students with high-quality educational resources and convenient learning experiences, thus realizing greater educational equity. As the largest developing country and a responsible major power in the world, China is willing to work with the international community to discuss the development of education, create a platform for educational cooperation, and share high-quality educational resources and achievements. Shanghai, as a leading city in China's reform and opening up, has demonstrated China's commitment to openness by hosting this year's WDEC. Huai added that he hoped this conference would inject new momentum into international cooperation in digital education.

Mayor Gong stated that digital technology is becoming a leading force driving change, while presenting new opportunities and challenges for global education. Shanghai is accelerating its development into a modern socialist metropolis with global influence. It has adopted a coordinated approach to the development of education, technology, and talent. It has leveraged educational reform with a focus on digital transformation to improve the quality of educational development, enhance innovative service capabilities, and deepen international cooperation and exchange. Looking ahead, Shanghai will continue to increase

international cooperation in digital education and promote innovation and transformation in digital education, thus making a larger contribution to the development of global education. It will steadfastly open the education sector more widely to the outside world and create favorable conditions for enhancing international educational cooperation. Gong said he hopes to attract more leading higher education institutions to establish campuses in Shanghai and more leading enterprises to engage in investment and business development in the city. All in all, he hopes to work together with all parties to create a model of open cooperation and mutual benefit.

During the meeting, Simona-Mirera Miculescu, President of the 42nd UNESCO General Conference, and representatives from various countries' educational departments and embassies in China delivered speeches. The speakers stressed the imperative of digital education for the world today and said China has made significant strides in digital education by offering digital educational resources to a vast number of students. It was noted that UNESCO member states were wise to establish the International Institute for STEM Education (IISTEM) in Shanghai, a beautiful, creative, and vibrant city. They looked forward to in-depth exchange with China so they could engage in broader cooperation and jointly create a better future.

The 2024 WDEC, themed "Application, Sharing, and Innovation", highlighted the trends of the digital age, promoted innovative changes in education, showcased China's latest achievements in digital education, and established an international platform for exchange and cooperation in digital education. More than 800 Chinese and foreign attendees participated in the conference, including over 400 overseas guests from more than 70 countries and regions around the world and relevant international organizations.

• 2024 World Digital Education Conference concludes in Shanghai

The 2024 World Digital Education Conference (WDEC) drew to a close on Jan. 31 in Shanghai. Minister of Education Huai Jinpeng attended and addressed the closing ceremony. Vice Minister of Education Chen Jie, who is also Director of the National Committee of China for UNESCO, and Shanghai Vice Mayor Xie Dong, delivered speeches, while Vice Minister of Education Wang Guangyan presided over the closing ceremony and Vice Governor of Hubei Province Shao Xinyu attended the event.

Minister Huai commended this year's WDEC as a fruitful and consensus-building event, an avenue for seeking cooperation and innovation, and a platform for promoting development and trust. Focusing on the theme of "Digital Education: Application, Sharing, and Innovation", attendees from around the world engaged in extensive discussions on topics such as improving teachers' digital literacy and competence, digitalization of education and the development of a new learning society, artificial intelligence and digital ethics, digitalization of educational governance, and governance of digital education. Through in-depth exchange, they strengthened mutual learning and mutual recognition of experiences, jointly planned how to respond to challenges, and consulted on how to enhance cooperation and exchange in various areas, such as infrastructure construction, development of high-quality resources, sharing and application of platforms, and alignment of policies and standards.

The conference heralds a new chapter in the development of digital education for humanity. The digital transformation of education has become a global trend, a necessity of the times, and the desire of all teachers and students. He also said that we need to work together, by unlocking the door of hope and the door leading to the development of digital education for all countries, to gain the wisdom of digital education, lead the development of digital civilization, and inject new vitality into global educational development and transformation.

Stefania Giannini, Assistant Director-General for Education of UNESCO, delivered a video address to the conference. She said that UNESCO has supported more than 17 countries in developing digital education policies, bridging the digital divide, and enhancing national capabilities. She also said that UNESCO will focus on capabilities, content, and connections based on a people-centered vision and will guide the digital transformation of education to benefit students, teachers, researchers, and society at large.

During the closing ceremony, the Compilation of International Digital Education Cases, the Global Digital Education Development Index (GDEI), and the China Smart Education Development Report (2023) were released, while the inaugural issue of the international journal Frontiers of Digital Education (English) was launched, and the Shanghai Initiative of the 2024 WDEC was announced. A handover ceremony also took place during the event.

- **Promoting Jointly Application, Sharing and Innovation of Digital Education by Huai Jinpeng, Minister of Education of China**

Distinguished guests, ladies and gentlemen, Friends,

Good day to everyone!

Today, friends from all corners of the world gather in Shanghai to celebrate the grand event of digital education development. Chinese leaders and the government place high importance on the digitalization of education. President Xi Jinping noted that digital education is a critical breakthrough in creating new avenues and advantages in educational development. There's a need to further advance digital education to support personalized learning and lifelong learning, expanding the coverage of quality educational resources, and modernizing education. Premier Li Qiang emphasized the need to grasp new opportunities in the latest technological and industrial revolutions, promoting the deep integration of digital technology and the real economy. Vice Premier Ding Xuexiang proposed strengthening digital innovation and application and accelerating digital transformation. These provide clear directives for the development of digital education in China.

Recently, Secretary Chen Jining and Vice Chairman Cai Dafeng graced the conference with their presence and speeches. They have high hopes for digital education in supporting

the modernization of education, serving the all-round development of individuals, and contributing to high-quality economic and social development. In hosting the 2024 World Digital Education Conference, we focus on the theme of “Application, Sharing, Innovation”. We aim to embrace diverse wisdom, effectively build consensus, and jointly discuss, create, and share. Together, we will build a new engine for digital education, supporting and leading Chinese-style modernization and contributing to the United Nations 2030 Sustainable Development Goals.

Ladies and gentlemen, Friends,

A year ago, we gathered in Beijing, China, to launch a groundbreaking initiative for global cooperation, exchange, and collaborative development in digital education. Since then, a robust global consensus on digital education has been steadily emerging. Through my interactions with education ministers from various countries and my participation in international organization events, it has become evident that digital education has become a focal topic. At the United Nations Educational, Scientific, and Cultural Organization's 2030 Education High-Level Steering Committee meeting, China’s initiative to leverage digitalization to transform global education was widely acknowledged. Over the past year, countries have intensified their efforts in advancing digital education. Many have identified digitalization as a strategic task for educational development, launching related plans, initiatives, and actions, planning the establishment of national digital education platforms, and focusing on legal standards, data governance, and network security. The exploration of digital transformation in global education has gained momentum. Around the themes of precision teaching for teachers and personalized learning for students, countries have been actively connecting infrastructure, developing digital educational materials, innovating organizational forms, enhancing digital literacy, and exploring for mutual recognition of digital credits and degrees. Digital transformation is increasingly resembling a harmonious symphony in educational reform.

Ladies and gentlemen, Friends,

At the Beijing conference, we proposed a vision of digital education that is equitable, inclusive, high-quality, suitable for everyone, green, and open. This proposition received positive feedback and recognition from all parties. Over the past year, China has remained committed to the “3C” philosophy of “Connection, Content, and Cooperation”, exploring and advancing alongside other nations to deepen strategic actions in digital education, resulting in many milestone achievements.

We have gathered vast resources, significantly enhancing the supply of quality courses. The Chinese National Smart Education Platform covers various stages of education, including basic, vocational, and higher education, across multiple disciplines. The supply of quality resources continues to increase. Last October, I attended an "Agricultural Microbiology" class at Ningxia University in Northwest China. During the session, teachers and students interacted frequently within the smart system, quickly and precisely addressing knowledge gaps and experimental doubts, and greatly enhancing the classroom experience. This particular course garnered over 4.8 million online views. Currently, the resources hosted on the primary and secondary school platform have increased to 88,000, while the vocational education platform boasts over 10,000 high-quality online courses and the higher education platform features 27,000 quality MOOCs, continuing to lead in the development of global educational resources.

We have continuously promoted large-scale applications, significantly increasing the coverage of quality digital resources. With a focus on reducing regional disparities, we implemented the "MOOC Western Journey Plan 2.0", providing 198,000 MOOCs and customized courses, serving 540 million student interactions in universities across western regions. In alignment with rural revitalization efforts, in 2023, we launched the first phase of the Digital Teaching Innovation Experiment, delivering 2,511 science and art lessons to 14,000 rural primary and secondary school students. Today, volunteers from East China Normal University in Shanghai can engage with students from Xundi County, Yunnan Province, thousands of miles away, to experience traditional culture, explore the forefront of technology, and share their thoughts through the platform. Digital education is breaking down barriers of time and space, connecting urban and rural areas, traversing geographical boundaries, and using educational equity to promote social justice.

We have been advancing data integration and sharing, significantly improving public services. By actively expanding service areas, optimizing user experience, and enhancing service quality, our platform now offers over 30 services such as college entrance exams, academic degrees, and studying-abroad assistance, with a cumulative processing volume of over 80 million cases. It has also actively supported university students in their employment and entrepreneurial efforts, posting 17.55 million job positions in the past year, with nearly one-third of college graduates finding jobs through the platform. Teacher training activities on the platform have reached over 40 million participants, serving as a valuable resource for teachers' professional development. At the affiliated primary school of the Normal College in Chongzuo City, Guangxi Zhuang Autonomous Region, teachers leverage resources from esteemed educators in Beijing, Shanghai, and Tianjin for collaborative lesson preparation and online teaching research. This approach has accelerated their professional growth and revitalized the distinctively Chinese teaching research system.

We have actively expanded cooperation and exchanges, significantly enhancing China's contribution to global digital education. By hosting international conferences on artificial intelligence and education, world MOOCs and online education, and international seminars on "Digital Transformation Reshaping Lifelong Learning for All", we have made strides in pioneering the field of education. The level and scope of international cooperation in digital education have continued to improve, and communication, exchange, and dialogue have accelerated. Last year, UNESCO recognized the Chinese National Smart Education Platform with the Education Informatization Award and decided to establish an International STEM Education Research Institute in Shanghai. This is not only a high recognition of China's achievements in digital education by the international community, but also a new opportunity for global cooperation in this domain.

Ladies and gentlemen, Friends,

In today's world characterized by accelerating technological and industrial revolutions, rapid knowledge innovation, and the fast-paced transition from discovery to invention, education faces both new challenges and opportunities. Every country is contemplating the epochal question of "where education is headed". The advantages digital education brings forth, such as equity, inclusiveness, openness, and sharing, provide new paths for how education can better serve modernization and foster the holistic development of individuals, opening the door of hope.

This door of hope leads to the millennia-old dream of nurturing a global community. From over two thousand years ago, when Confucius in China advocated for education without discrimination, and Socrates in Greece envisioned an education combining arts, beauty, and reason, to more recently, when the United Nations' Declaration of Human Rights upholds the right to education for all, the dream of equitable and high-quality education resonates across time and cultures. Digital education can transcend the constraints of time and space, allowing people from different countries, regions, and living conditions to equally access educational resources and learning opportunities. It can harness the unique advantages of technology to shift education from mass standardization to mass personalization, allowing each student to have an educational plan tailored to their needs and achieve free and comprehensive development.

This door of hope unveils boundless possibilities for lifelong learning. The ancient Chinese saying, "Be renewed daily, be renewed daily, and be renewed again daily", reflects humanity's enduring pursuit of higher realms and new goals. In the digital age, with rapid knowledge innovation, society members need to acquire new qualities for learning, new skills for work, and new competencies for interaction. Digital education is poised to drive systemic changes in educational concepts, methods, and models, reshaping school teaching formats, creating always-online classrooms, and building intelligent, ubiquitous future schools. It will cultivate a learning society where "everyone learns, at all times, everywhere", empowering learners to better navigate future challenges.

This door of hope leads to the vast ocean of digital civilization. Currently, digital technology is integrating into all aspects of human economic, political, cultural, social, and ecological realms, introducing new concepts, forms, and models, and bringing extensive and profound impacts on human production and life. Digital civilization is becoming an increasingly integral part of the evolving human civilization. The development of digital education can cultivate modern talents adapted to and leading in the digital age and promote cross-layer, cross-border, and cross-cultural learning exchanges, enhancing mutual understanding among people and continuously advancing human civilization towards openness, inclusiveness, and harmonious coexistence.

This door of hope opens to a beautiful world with a shared future for humanity. Education stands as a common interest and a shared endeavor for the global community. The development of digital education will facilitate the flow and convergence of diverse high-quality educational resources globally, allowing the digital transformation of education to benefit all learners and contribute to the betterment of humanity. It will continuously break down national barriers, bridge inequalities, and foster close connections

among peoples worldwide, writing a new chapter in the narrative of human community with a shared future.

Ladies and gentlemen, Friends,

The door of hope has been unlocked, and the advancement of civilization necessitates joint efforts of all countries. Today, China is advancing the development of a powerful nation and the great rejuvenation of the Chinese nation through Chinese-style modernization at all fronts. With rich technological expertise, diverse application scenarios, massive educational data resources, and a strong demand for lifelong learning, China can capitalize on immense opportunities for the digital transformation and high-quality development of education, and the building of a learning society. As China's national strategy for digital education enters its third year, we are transitioning from the "3C" philosophy of "Connection, Content, and Cooperation" to an "3I" approach of "Integration, Intelligence, and Internationalization". We aim to prioritize application-oriented services, expand the sharing of quality resources, and promote educational reform and innovation. We will position Chinese digital education as a practical platform to implement the Global Development Initiative, the Global Security Initiative, and the Global Civilization Initiative, providing effective options for the development and transformation of global digital education.

First, we will conduct large-scale application demonstrations to amplify service efficiency.

Application is the touchstone for testing the effectiveness of digital education, and the ultimate measure of success lies in the praise from teachers, students, and society at large. We will deepen ongoing digital education pilot programs, by selecting provinces, cities, counties, and regions in central and western areas with urgent needs and proper conditions to facilitate the nationwide application of the national platform. Our goal is to expand the coverage of quality resources and transform pilots into exemplars. We will also guide classroom teaching to deepen application, encouraging all levels and types of schools to integrate platform resources and services into their educational practices. We will enrich students' extracurricular activities with digital educational resources, to support the development of their interests and hobbies and ensure the value of quality digital resources shines through. Additionally, we will support lifelong learning by operating lifelong and elderly learning platforms, launching and enhancing "Social School" resources, and helping social learners update their knowledge and improve their technical skills in various forms, across various stages of life, thereby building a society of lifelong learning for all. Furthermore, we will innovate policies and

mechanisms to promote application, guided by the principle that “Effective utilization is true proficiency, and indispensability is essential”. Through thematic teacher training, model case selection, assessment incentives, and evaluation reforms, we aim to make platform usage a habit for both teachers and students. Of course, the unknowns in digital education far exceed the knowns, and we are committed to conducting more work and further application explorations in this field.

Second, we will develop and converge resources of higher quality to strengthen the national platform. As an ancient Chinese saying goes, “With the wisdom of the masses, nothing is impossible. With the strength of the masses, nothing is invincible.” The importance of converging and integrating resources has underpinned our past successes, and we will continue to uphold this principle, constantly drawing on domestic and overseas high-quality resources. We will focus on expanding resource supply through various means, including contributions by teachers and students, independent school initiatives, and government-wide collection efforts, with an emphasis on courses in STEM education, information technology, arts education, and vocational skills. By stringing these scattered pearls, we strive to expand the overall resource pool on the platform. In addition, we will enrich resource formats, by developing digital textbooks, extensively collecting teaching aids, lesson plans, courseware, teaching designs, virtual simulation experiment resources, and integrating digital education tools such as intelligent homework, interactive classrooms, online teaching research, assisted grading, and teaching evaluation. We will also innovate resource evaluation, using the massive and dynamic data aggregated by the National Education Big Data Center. Through analyzing and evaluating the scale, structure, content, and efficacy of platform resources, this approach will promote the full lifecycle management of resource development, storage, updating, and removal. Moreover, we will continue to strengthen the Chinese National Smart Education Platform, building a platform system that expands horizontally and connects vertically and making it the best platform for harnessing collective wisdom from across the country and around the world.

Third, we will develop digital technology more intelligently to serve the holistic development of individuals. Intelligence is an important engine for educational reform, creating limitless possibilities for integrating scientific and cultural education to support the all-round development of individuals. To realize this vision, we will implement actions empowered by artificial intelligence, promoting the deep integration of intelligent technology with both education (AI for education) and

scientific research (AI for Science). We will also actively promote “intelligence-assisted learning”, developing intelligent learning companions and implementing intelligent tutoring systems, in order to continuously improve students’ scientific and humanistic literacy, empowering each student to reach their full potential. Likewise, “intelligence-assisted teaching” will be promoted, to develop intelligent teaching assistants in support of lesson preparation, workload reduction and efficiency enhancement for teachers, thereby allowing teachers more energy for creative teaching activities. Meanwhile, “intelligence-assisted management” will be adopted, to develop intelligent tools for population prediction, resource allocation, and decision-making support and elevate the modernization level of the education governance system and enhance governance capabilities. “Intelligence-assisted research” will be conducted, leveraging simulation computing, data mining, and other methods to establish a data-driven new research paradigm and continuously deepen the understanding of regularities. At the same time, we will adhere to the principle of “digital for good”, reinforcing research on artificial intelligence and digital ethics, scientifically assessing the impacts of intelligent technology on education, and actively guiding the rational application of intelligent technology, to ensure that technological progress benefits teachers and students.

Fourth, we will engage in higher-level international exchanges to build a global platform for digital education cooperation. The rapid development of digital technology has greatly expanded the space-time field, forging unprecedented connections in human life. We will deepen international cooperation in digital education guide by the principle of “five ones”: one platform, one conference, one alliance, one journal, and one series of exemplary cases. By launching the international version of the Smart Education Platform, we will provide international information, course resources, and studying-abroad services to learners worldwide, thus creating high-quality global public products. We will host the World Digital Education Conference, innovating hosting methods and continuously enriching its content to establish a high-level platform for dialogue and exchange. We will leverage the role of the Digital Education Alliance to promote bilateral and multilateral exchanges in digital education, cooperating in areas such as credit recognition, standard interoperability, and experience sharing. We will establish an international journal of digital education, setting up an international testing ground for digital education. This initiative aims to promote cutting-edge research in fields such as STEM education and digitalization, artificial intelligence and education, digitalization and

the learning society. We will also release the Global Digital Education Development Index and demonstration cases, to lead digital education development on a global scale. We therefore call on all stakeholders to strengthen bilateral and multilateral cooperation in infrastructure construction, quality resource openness, platform construction and application, and policy and standard alignment. Together, we can jointly promote digital education development, and contribute to the development of a community with a shared future for humanity.

Ladies and gentlemen, Friends,

Looking to the future, each of us is filled with anticipation. Let us transcend national barriers with applications, surpass conceptual differences with sharing, and break through the shackles of thinking with innovation. By opening the path of transformation with the door of hope, illuminating the way forward with the light of digital technology, and nurturing the foundation of happiness with the power of education, we will give everyone the drive and opportunity for holistic development. In response to this anticipation, we will walk alongside the world and conforming to the tide of educational reform in the digital age, jointly building a global community for digital education development and ensuring that digital technology benefits the people of all countries more equitably and effectively.

Ladies and gentlemen, Friends,

Going alone may be fast, but going together leads us farther. By breaking down barriers, eliminating estrangement, and creating an open, cooperative, and trusting environment for digital education development, we can enable people worldwide to share the achievements of digital

civilization. This, is our common responsibility. I believe that as long as we join hands and move forward together, we can expedite the digital transformation of global education, foster intelligent upgrading and green development, and jointly create a brighter future for humanity.

Thank you all!

Six Forums held at the 2024 WDEC

- **Forum on Improvement of Teachers' Digital Literacy and Competency**

Introduction to the Parallel Forum on "Improvement of Teachers' Digital Literacy and Competency"


快报
中国教育发布 教育部政务新媒体 第4期
2024年1月30日
2024世界数字教育大会

"教师数字素养与胜任力提升"平行会议举行
■ 会议为与会者搭建起理论洞见与实践成果融通的共商共享平台，对于探索教师数字素养与胜任力提升的可为之路，通过教育数字化促进包容而公平的优质教育，推动实现教育的可持续发展目标具有重要意义。
■ 来自全球多个国家的政府机构、高校、中小学校，以及国际组织的代表和嘉宾200余人参加会议。

The parallel session Improvement of Digital Literacy and Competency of Teachers, is hosted by East China Normal University with the guidance of the Department of Teacher Education of the Chinese Ministry of Education. This session aims to facilitate the sharing of cutting-edge concepts and exemplary practices worldwide in regard to improving teachers' digital literacy and competency. The parallel session Improvement of Digital Literacy and Competency of Teachers, is hosted by East China Normal University with the guidance of the Department of Teacher Education of the Chinese Ministry of Education. This session aims to facilitate the sharing of cutting-edge concepts and exemplary practices worldwide in regard to improving teachers' digital literacy and competency. It serves as a platform for exchanging effective strategies and showcasing successful experiences in this field, with the ultimate goal of promoting global efforts to improve teachers' digital literacy and competency and empowering them as key agents of educational transformation. The session consists of the opening ceremony, keynote speeches, and a round-table discussion. High-level officials from domestic and international education departments will deliver speeches during the opening ceremony. Ten experts including scholars from higher education institutions, representatives from local education departments, and leaders of international

organizations will share innovative ideas and exchange experiences in their keynote speeches, which will be centered around topics such as establishing standards and evaluations for teachers' digital literacy, pathways for enhancing digital literacy and competence, and creating an enabling environment for fostering digital literacy. The round-table discussion will focus on pragmatic approaches to enhancing teachers' digital literacy and competence. This session warmly welcomes esteemed individuals, including representatives from domestic and international universities, principals and teachers from primary and secondary schools, experts and scholars specializing in digital technology, as well as officials responsible for promoting the enhancement of teachers' digital literacy in local education departments.

Enhancing Teachers' Digital Literacy to Catalyze Educational Transformation: The Parallel Forum on Improvement of Teachers' Digital Literacy and Competency

On January 30, the Parallel Forum on "Improvement of Teachers' Digital Literacy and Competency" was held in Shanghai as part of the 2024 World Digital Education Conference. Distinguished attendees included Chen Jie, Vice Minister of Education of China; Amadeu Cruz, Minister of Education of Cape Verde;Vaine Mokoroa, Minister of Education of the Cook Islands; Marieta Georgieva, Deputy Minister of Education and Science of Bulgaria; Azat Atayev, Deputy Minister of Education of Turkmenistan; Vashid Hamidov, Director of Uzbekistan's Center for Education Development; Yan Shuang, Deputy Secretary-General of the Shanghai Municipal Committee; and Mei Bing, Party Secretary of East China Normal University. The opening ceremony was moderated by Huang Xiaohua, Deputy Director-General of the Teacher Work Department of the Ministry of Education.

In his remarks, Chen Jie emphasized the need to prioritize digital literacy and competency as essential teacher skills, especially in response to the demands for high-quality education and the challenges posed by emerging technologies like artificial intelligence. He expressed China's commitment to strengthening global cooperation through platforms like the World Digital Education Conference and the World Digital Education Alliance, encouraging the sharing of the latest research, innovative technologies, and quality resources to promote teacher digital literacy globally, thereby driving educational transformation for more inclusive and high-quality development.

The keynote session, moderated by Gu Hongliang, Vice President of East China Normal University, featured prominent speakers, including Lyu Jian, former President of Nanjing University and Academician of the Chinese Academy of

Sciences; Shahbaz Khan, Director of UNESCO's East Asia Regional Office; Ucu Rahayu Soetardjo, Dean of the Faculty of Education at Universitas Terbuka, Indonesia; Yuan Zhenguo, Dean of the Faculty of Education at East China Normal University; Bill Bass, former ISTE Board of Directors president; Xiong Zhang, Dean of the School of Information at the University of International Business and Economics; Liu Jun, President of Macau City University;Douglas Brodie, Dean of Humanities and Social Sciences at the University of Strathclyde; Nasir Memon, Professor of Computer Science and Engineering at NYU Tandon School of Engineering; Li Zi-jian, President of the Education University of Hong Kong; and Evgeniya Efremova, Director of the Teaching and Learning Center at NYU Shanghai. These experts shared cutting-edge insights and practical experiences in developing teachers' digital literacy and competency.

The roundtable discussion, moderated by Yan Hanbing, Dean of the Academy of Teacher Development at East China Normal University, involved deep exchanges between scholars and practitioners. Participants included Zhibin Lin, Chair Professor of Learning Technology and Innovation at the Education University of Hong Kong; Di Wu, Professor at Central China Normal University; Zhi Zhang, Director of the Baoshan District Education Bureau in Shanghai; Jing Zhu, Director of the Minhang District Institute of Education in Shanghai; and Huan Li, Principal of Yantai Economic and Technological Development Zone High School.

Their discussions centered on the theme "Improving Teachers' Digital Literacy: Challenges, Pathways, and Innovative Case Studies." This forum built a collaborative platform where theoretical insights and practical outcomes were exchanged, significantly contributing to the exploration of effective strategies for enhancing teachers' digital literacy and competency. The forum emphasized the role of digital education in fostering inclusive and equitable quality education, advancing the sustainabledevelopment goals. Over 200 representatives from governments, universities, K-12 schools, and international organizations from around the world participated in the forum.

Digital Literacy and Skills Are the Foundation of Teachers' Professionalism — Observations from the Parallel Session on the Improvement of Teachers' Digital Literacy and Competency

"Education digitalization cannot be separated from the role of people, especially teachers. These are not traditional teachers, but teachers equipped with digital literacy and the ability to interact and collaborate with machines," said Yuan Zhenguo, Dean and Lifetime Professor of the Faculty of Education at East China Normal University.

The strategy for education digitalization is a key

driver of educational innovation and a requirement for innovative educational development in this era. How can we enhance teachers' digital literacy? How can we ensure that teachers become the leading force of educational reform? These questions have become urgent. On January 30, during the "Improvement of Teachers' Digital Literacy and Competency" parallel session at the 2024 World Digital Education Conference, experts and scholars shared their views.

Seizing Opportunities and Solving the Challenges of Teachers' Digital Transformation

The digital transformation of education empowers traditional education reform, providing students with higher quality and more accessible educational services. "The COVID-19 pandemic posed significant challenges to education globally, making teaching more difficult. Like many countries, Cape Verde, with limited technological resources, developed an emergency plan to offer remote and broadcast courses, allowing students to continue learning online," said Amadeu Cruz, Minister of Education of Cape Verde.

Digital transformation leads the future and accelerates educational development. Teachers play a crucial role in determining what to transform and how. Liu Jun, President of the City University of Macau, pointed out that many obstacles remain in improving teachers' digital literacy.

"Many teachers have limited time and resources to learn and implement new technologies in the classroom. It may be difficult for them to find time to attend training sessions or explore using new digital tools," Liu acknowledged. In reality, some teachers are hesitant to adopt new technologies,

preferring traditional teaching methods. Limited access to new technology due to inadequate infrastructure further restricts their ability to integrate digital tools into teaching. In addition, the lack of sufficient and high-quality professional development opportunities in digital literacy forces many teachers to rely on self-study or informal peer support.

Facing Challenges by Grasping the Core Issues

Experts and scholars from various countries highlighted that while the digital transformation of education presents opportunities and challenges, improving teachers' digital literacy can only proceed successfully when these challenges are directly confronted.

In recent years, the rapid development of artificial intelligence (AI) technologies has

raised widespread concerns about ethical issues. "AI technologies are not value-neutral; they must be firmly rooted in certain common fundamental human values, especially the international human rights framework. As AI continues to evolve, ethics must accompany this development to ensure that human rights and fundamental freedoms are always protected," said Shahbaz Khan, Director of UNESCO's East Asia Regional Office.

Nasir Memon, Professor of Computer Science and Engineering at New York University's Tandon School of Engineering,

also emphasized that one of the key challenges in integrating AI into education lies in addressing ethical concerns and emotional understanding.

Facing these challenges and riding the wave of education digitalization to advance the digital transformation of the teaching profession requires focusing on the core issues.

Lyu Jian, former President of Nanjing University and Academician of the Chinese Academy of Sciences, stressed that the digital transformation of teachers must not stray from their fundamental responsibilities. Teachers must uphold their mission to nurture virtue and build character, remaining committed to the goal of cultivating individuals with firm ideals, strong morals, and the capability to take on major responsibilities for the nation.

Yuan Zhenguo added that digital transformation should bring teachers back to their core duties—engaging with students' thoughts, fostering emotional communication, and engaging in meaningful dialogue, ultimately shaping teachers into true "engineers of the human soul."

Continuous Innovation: Applying Digital Technology to Teaching Scenarios

Teachers represent the "soft power" behind the development of education digitalization. In 2023, the "Digital Literacy for Teachers" industry standards were released, aiming to raise teachers' awareness, capabilities, and responsibility in using digital technologies to optimize, innovate, and transform educational activities. How can we take multiple approaches to better adapt and innovate teaching in the digital and intelligent era?

Improving teachers' digital literacy requires a holistic approach. Yuan Zhenguo proposed innovating application scenarios by advancing the digitalization of the four major areas of "learning, teaching, management, and evaluation," integrating digital technologies deeply into every aspect and process of education.

Xiong Zhang, Dean of the School of Information at the University of International Business and Economics, suggested that teachers should improve themselves across

four dimensions: information awareness, computational thinking, digital learning and innovation, and social responsibility in the information society. Teachers should use positive, healthy, real, and accurate information, resisting negative, harmful, and false information. They should guide students in developing information awareness, breaking down large tasks into smaller ones, abstract and formalizing concrete problems to create problem-solving models, and applying these skills in diverse contexts. Teachers should also demonstrate the positive use of digital platforms, continuously explore digital tools, and introduce digital resources in a thoughtful manner. Additionally, they should foster in students a love for their country, recognition of national culture, respect for laws, and adherence to ethical principles, ensuring that students become qualified builders and successors of socialism.

- **Forum on Education Digitalization and Learning Society Construction**

Introduction to the Parallel Forum on "Education Digitalization and Learning Society Construction"

The parallel session Digitalization and the Building of a Learning Society focuses on two significant trends: digitalization of education and the building of a learning society. It aims to comprehensively explore the major theoretical and practical aspects of empowering a learning society through digitalization from diverse perspectives and multiple levels. Key topics include digital empowerment in the development of a learning city, the digitalization of continuing education and vocational education, the acceleration of elderly education through smart elderly care, and the promotion of lifelong learning and the construction of a learning society. The session seeks to accomplish the following objectives: sharing the latest policies, strategies, and practices in digitalization and the construction of a learning society both domestically and internationally in order to facilitate the exchange of experiences and mutual learning; showcasing cutting-edge research outcomes, encouraging interdisciplinary and cross-sector collaboration, and promoting knowledge innovation; exploring the application of emerging technologies such as artificial intelligence, big data, and virtual reality in the construction of a learning society and uncovering the transformative potential of technology in continuing education and vocational education; strengthening international cooperation in talent development within this field, and enhancing the professional competence and capabilities of educators in this domain. With the guidance of the Department of Vocational and Adult Education

of the Chinese Ministry of Education, the session is hosted by the Open University of China and Shanghai Open University, and co-organized by the Center for Vocational Education Development of the Ministry of Education, East China Normal University, and the China Adult Education Association. Esteemed participants will be invited to attend the session, including representatives from international organizations and diplomatic envoys in China, officials from domestic and foreign education departments, representatives from global learning cities, leaders of higher education, vocational education, and adult education associations, delegates from universities, research institutions, industry enterprises, experts and scholars, as well as representatives from the media.

Education Digitalization and Learning Society Construction: China's Plan for Building a Learning Society

On January 30, the "Education Digitalization and Learning Society Construction" parallel session of the 2024 World Digital Education Conference was held in Shanghai. The event was guided by the Ministry of Education's Department of Vocational and Adult Education and co-organized by the Open University of China, Shanghai Open University, and other institutions. More than 240 representatives from education departments, universities, and research institutions from 35 countries and regions attended. Wu Yan, Vice Minister of Education, attended the meeting and delivered a speech.

Wu Yan emphasized that building a learning society is a national strategy established by the Chinese government. In recent years, the Ministry of Education has implemented the education digitalization strategy, constructing the National Smart Education Platform to lay a digital foundation for a learning society. Efforts to build learning cities, communities, and enterprises continue, inspiring

lifelong learning. With the world's largest digital education system serving the largest population of learners, China offers wisdom and solutions for the global construction of a learning society.

Wu Yan proposed that digitalization, networking, and intelligent technologies are profoundly changing production, social interaction, and learning modes. Technologies like generative AI are empowering the learning society, making "learning anytime, anywhere, and for everyone" a reality. The Chinese government is willing to strengthen dialogue and cooperation with other governments and international organizations in building a learning society. This includes creating 24/7 digital learning platforms to support global learners, expanding digital learning spaces, and promoting intelligent learning terminals. Furthermore, China aims to build a

comprehensive digital education community, establish an open digital learning achievement certification system, and enhance mechanisms for data security, digital ethics, and privacy protection.

The conference also saw the release of the "Report on the Development of a Learning Society in the Digitalization Process in China," which outlines China's digital empowerment efforts in constructing a learning society and offers insights into future trends in digital learning.

Ministers of Education from Gabon and New Zealand, representatives from UNESCO and the African Union, as well as leaders from international organizations such as the International Council for Open and Distance Education (ICDE), Asian Association of Open Universities (AAOU), and African Distance Learning Association, gathered to discuss the theme "Digital Education: Application, Sharing, and Innovation." Experts agree that as the digital age progresses, building a learning society will require the full empowerment of digital technologies, offering broader application scenarios.

Empowering the Learning Society through Digitalization: Insights from the Parallel Session

"Night schools in China are thriving! People of all ages and professions are learning cooking, dancing, fitness, and other skills—it's a beautiful scene," remarked Isabell Kempf, Director of UNESCO's Institute for Lifelong Learning, at the session.

How can digital transformation empower the construction of a learning society? What practical experiences exist worldwide? Officials and experts from different countries discussed these issues from various perspectives.

According to the "Report on the Development of a Learning Society in the Digitalization Process in China," education digitalization serves as a "booster" for building a learning society, playing a critical role in constructing a networked, digitalized, personalized, and lifelong education system.

Xie Weihe, former Vice President of Tsinghua University, highlighted that a learning society will reshape social interactions and create new educational models by fostering broader participation. As students take on lifelong learning roles, teachers will have an expanded stage, and the dynamic flow of information will continuously innovate societal structures.

Chen Li, former Vice President of Beijing

Digitalization Leading Lifelong Education Transformation

transformation of lifelong learning must address diverse needs and integrate societal resources, driving reform in education systems.

Torunn Gjelsvik, Secretary-General of ICDE, emphasized that digitalization is key to building a global learning society, where quality and inclusiveness are essential.

How can a single computer spark a revolution in lifelong learning?

At the conference, several research institutes and universities shared practical cases from their respective countries and institutions on how digitalization drives the construction of learning societies.China has rich experience in digital transformation. In March 2023, the National University for Older Adults was officially established, with 40 branches and 55,000 grassroots learning centers now in operation.

Fan Xianrui, Vice President of the Open University of China (National University for Older Adults), introduced the university's special initiatives, including the "Knowledgeable as Teachers" and "Smart Support for the Elderly" programs. These initiatives have made nearly 80,000 high-quality micro-courses openly available. They have also launched a dedicated online learning section for the "National Reading, Book-loving China" campaign, offering over 10,000 e-books. By the end of 2023, the lifelong education platform had accumulated over 1 million resources, serving more than 36 million learners.

"In Korea, over 400 universities are actively promoting digital transformation and building lifelong learning systems," noted Choi Yunshil, Director of the National Institute for Lifelong Education of Korea. In recent years, Korea has

created learning environments for the elderly and is committed to making learning more intelligent. It has established 196 lifelong learning cities, where learning can take place in locations like cafes and movie theaters.

In Africa, where the higher education enrollment rate is less than 10%, digital transformation holds great significance. Ojat Darojat, President of Asian Association of Open Universities, emphasized that Africa can further invest in opening up high-quality educational resources and creating flexible learning opportunities, which presents an excellent chance to improve the overall education level of the population.

Co-Creating a Future for Learning Cities

China is currently building a network of learning cities, with 10 cities already part of the UNESCO Global Network of Learning Cities. Among them, Beijing, Shanghai, Chengdu, and Hangzhou have been awarded

the Global Learning City Medal.Hangzhou have been awarded the Global Learning City Medal.

Hangzhou adopts the "3L" concept—lifelong, life-wide, and life-deep learning—providing residents with "one-stop" learning services and creating a "15-minute learning circle" within urban districts. Shanghai has established a Lifelong Education Credit Bank, maintaining approximately 4.93 million citizen learning records. Each year, the city publishes the Shanghai Learning Map, the Learning Points Map for Elderly Education, and the Shanghai Citizens' Cultural Walking Map, making it easier for residents to access lifelong education services in their vicinity. Chengdu initially built the "Chengdu Lifelong Learning Educational Resource Bank" and the "Chengdu Citizens' Lifelong Learning Public Service Platform," offering resources across 25 categories, including vocational training, basic education, and adult degree programs. These platforms serve over 3 million citizens annually

Wuhan, guided by the concept of "everyone learns, learning anywhere, learning anytime," has established a learning resource system that spans science, culture, history, and daily life. As the host city for the next World Digital Education Conference, Wuhan is creating high-quality learning spaces across the city for its 14 million citizens, offering accessible, locally tailored, and limitless learning opportunities.

"We are promoting a new trend of citizen learning, utilizing digital technologies to accelerate the construction of a flexible education system. We are actively exploring diverse learning models, aiming to make learning a consumer trend and leverage digitalization to enhance educational convenience," said Meng Hui, Deputy Mayor of Wuhan.

- **Forum on Global Trends in Digital Education—Development and Evaluation Index**

Introduction to the Parallel Forum: Global Trends in Digital Education—Development and Evaluation Index

The parallel session Global Trends of Digital Education Development and Evaluation Index, with the primary objective of facilitating the exchange of ideas regarding global trends in digital education development, aims to share experiences and insights from both domestic and international perspectives on the monitoring and evaluation of digital education. Furthermore, it seeks to explore theoretical frameworks, practical methodologies, and exemplary applications in digital education assessment, ultimately achieving a global collaborative consensus in this field. With the guidance of Committee of Experts on Education Digitalization of the Ministry of Education, the session is hosted by the China National Academy of Education Sciences, with Shanghai Municipal Education Commission and Shanghai Normal University acting as supporting institutions. Participants invited to the session include experts in the field of digital education assessment from universities and research institutions, officials responsible for digital education within education authorities, representatives from exemplary schools in the development of digital education, as well as delegates from relevant international organizations.

Promoting Global Collaborative Consensus on Digital Education Evaluation—Parallel Session on Global Trends in Digital Education—Development and Evaluation Index

On January 30, the "Global Trends in Digital Education—Development and Evaluation Index" parallel session of the 2024 World Digital Education Conference was held in Shanghai. Opening remarks were delivered by Liu Limin, President of the China Education Association for International Exchange, Wang Ping, Deputy Secretary-General of the Shanghai Municipal Government, and Luigi Gambardella, President of the ChinaEU Association. The opening ceremony was chaired by Li Yongzhi, President of the National Institute of Education Sciences (NIES).

Key participants included Andreas Schleicher, Director for Education and Skills at the OECD; Cao Peijie, Deputy Director of the Digital Education Institute at the National Institute of Education Sciences; Anna D'addio, Senior Policy Analyst for the Global Education Monitoring Report at UNESCO; Jiang Feng, Chairman of the Academic Committee and Researcher at the Shanghai Institute of Global Governance and Regional Country Studies, Shanghai International Studies University; Kristof Fenyvesi, Senior Researcher at the University of Jyväskylä, Finland; Yim Chiu-kei, President of Macao Polytechnic University; Ma Xiaoqiang, Director of the Institute of Educational Statistics and Analysis at the academy; Karen Welsh, Minister Counsellor at the Australian Embassy in China; Zheng Huandong, Deputy Secretary of the Wenzhou Municipal Education Committee and Director of the Wenzhou Municipal Education Bureau; Sebastian Meyer, an international project and data manager at the IEA; Chen Jian, Director of the Nanshan District Education Research Institute, Shenzhen; Park Min-woo, a senior teacher at Busan Hakso Elementary School in South Korea; and Xia Xue, mathematics teacher at Chengdu No.7 High School. These 13 domestic and international guests engaged in discussions on theories, practical solutions, and case applications related to digital education monitoring and evaluation.

The session was hosted by the National Institute of Education Sciences, with guidance and support from the Ministry of Education's Expert Advisory Committee on Education Digitalization, the Shanghai Municipal Education Commission, and Shanghai Normal University. More than 300 representatives from international organizations, educational institutions, universities, and research centers attended, fostering an international digital

education ecosystem that promotes mutual learning, comparability, and collaboration.

Building a Future-Oriented Digital Education Ecosystem—Insights from the Parallel Session on Global Trends in Digital Education—Development and Evaluation Index

On January 30, lively discussions took place at the parallel session on "Global Trends in Digital Education—Development and Evaluation Index" during the 2024 World Digital Education Conference.

What are the future trends in digital education? What innovative practices in digital education are emerging globally? How should evaluation mechanisms for digital education evolve? Domestic and international guests exchanged views on theories, practical solutions, and key applications of digital education monitoring and evaluation.

Reshaping the Educational Ecosystem in the Digital Era

How will digital education impact higher education in the humanities and social sciences? "On one hand, the mode of education provision is changing—knowledge has become interconnected data. On the other hand, the form of education is also transforming—platforms have become the education setting," noted Jiang Feng, Chairman of the Academic Committee and Researcher at the Shanghai Institute of Global Governance and Regional Country Studies, Shanghai International Studies University. Jiang analyzed the evolving role of universities from the perspective of education, knowledge, and service.

In the future of digital education, learners will take on a more central role. Park Min-woo, a senior teacher at Busan Hakso Elementary School in South Korea, detailed examples of how EdTech tools are enhancingpersonalized learning in Korea. "We are improving students' digital literacy by using international joint English classes, AI tools from metadata platforms, and digital communication technologies," he explained.

Kristof Fenyvesi, Senior Researcher at the University of Jyväskylä, Finland, focused on interdisciplinary learning. "STEM education may help us understand that learning isn't limited to a single subject—comprehensive assessment is more important," he said, adding that his goal is to create an attractive ecosystem that emphasizes digital learning to meet future challenges.

While digital technology's role in empowering education has become a global consensus, its true effectiveness remains to be fully realized. "Globally, we hope that young people can reach the level of using digital technologies independently to gather information and solve problems," said Sebastian Meyer. He also highlighted key barriers to integrating technology into teaching and discussed the practical significance of establishing an International Institute for Lifelong Learning.

China's Practice in Digital Education Evaluation

Strengthening and effectively utilizing the National Smart Education Platform is a key element of China's digital education strategy and offers a feasible path for the global digital transformation of education.

In recent years, international interest in digital education evaluation has grown. According to Cao Peijie, Deputy Director of the Digital Education Institute at the National Institute of Education Sciences, deepening research on application standards for the National Smart Education Platform and setting leading benchmarks and demonstration models are crucial. Cao introduced a platform application standard system developed by the institute, which includes four primary dimensions (broad connectivity, innovative application, institutional support, and competency improvement), 12 secondary dimensions, and 29 observation points. This system aims to play a leading role in the evaluation and guide the digital transformation and intelligent upgrading of education.

"Monitoring and evaluating regional smart education development should not focus solely on technology or scenarios. Instead, data integration should be embedded throughout the entire process of educational development, particularly in supervision and evaluation, to drive the more equitable distribution of high-quality educational resources across urban and rural areas," said Zheng Huandong, Deputy Secretary of the Wenzhou Municipal Education Committee and Director of the Wenzhou Municipal Education Bureau. Zheng shared Wenzhou's explorations and practices in monitoring and evaluating the development of smart education.

Yim Chiu-kei, President of Macao Polytechnic University, stated that universities are continuously exploring the construction of comprehensive and in-depth digital education evaluation systems. "We have made significant progress in cultivating teachers' digital awareness, building learning management systems, applying educational technologies such as VR and AR, and conducting learning analytics," Yim said.

Future Prospects for Global Digital Education Evaluation

The phrase "the future is now" was frequently mentioned and discussed by participants.

Looking ahead, digital education evaluation faces both challenges and opportunities. As digital technologies continue to evolve and educational concepts are continuously updated, the principles, content, and methods of evaluation must keep pace with the times. Given the significant disparities in digital education development globally, establishing a universally applicable and operational evaluation system remains a challenge that requires collective reflection.

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"The primary focus should be the learners' best interests," said Anna D'Addio, Senior Policy Analyst for the Global Education Monitoring Report at UNESCO. She offered a deep analysis of issues in the practical application of education technology, from the perspectives of educational equity, quality, and efficiency. D'Addio emphasized that attention should be paid to the scalability, fairness, sustainability, and appropriateness of technological applications in education. She also pointed out that learning outcomes—not digital inputs—should be the focus, and digital technologies should supplement rather than replace human interactions.

"It's not just about whether children can get the answers right, but how they arrive at the right answers," noted Andreas Schleicher, Director for Education and Skills at the OECD. He stressed the importance of the learning process and advocated that future assessment standards should focus on eight dimensions: academic performance, mental health, engagement, adaptability, peer relationships, work-life balance, material culture, and openness.

- **Forum on Artificial Intelligence and Digital Ethics**

Introduction to the Parallel Session on "Artificial Intelligence and Digital Ethics"

The parallel session Artificial Intelligence and Digital Ethics centers around the theme of Enrichment of Education through Artificial Intelligence. Hosted by the China Association of Higher Education and organized by Tongji University with the guidance of the Department of Science, Technology and Informatization of Chinese Ministry of Education, this session aims to share valuable experiences and best practices of various countries in the promotion of the application of artificial intelligence technology in education and to achieve consensus on the ethical boundaries of digital technologyimplementation in education. The session consists of opening addresses, keynote speeches, case exchanges, and round-table discussions, featuring distinguished speakers such as leaders of international organizations, officials from domestic and foreign education departments, university presidents, renowned experts, and corporate representatives.

Maximizing the Benefits of Artificial Intelligence for Educators and Students: The "Artificial Intelligence and Digital Ethics" Parallel Conference Held

On January 31, the "Artificial Intelligence and Digital Ethics" parallel session of the 2024

World Digital Education Conference took place at the Shanghai World Expo Center. The session aimed to share global policies and experiences regarding the application of AI in education and foster a consensus on AI-driven educational development. Vice Minister of Education Wang Guangyan, Deputy Secretary- General of the Shanghai Municipal Government Wang Ping, Rector of Al-Farabi Kazakh National University and former Minister of Education and Science of Tuimebayev Zhanseit Kanseituly, and Secretary-General of the World Internet Conference, Ren Xianliang, attended the meeting and delivered speeches.

Wang Guangyan highlighted that with the accelerated evolution of the new technological revolution and industrial transformation, artificial intelligence, as a core driving force, will further release the enormous potential accumulated by previous technological revolutions. Ensuring safety, trustworthiness, and reliability has become a shared value in AIdevelopment. He emphasized that in recent years, the Chinese government has consistently adhered to a "people-centered" approach and a mission of "digital goodness," actively constructing an educational system for the intelligent era. The government has been exploring innovative applications of AI while scientifically mitigating ethical and safety risks, establishing basic norms for generative AI, and fostering a conducive environment for its development. Wang also advocated for the integration of intelligent technologies to transform learning, teaching, school governance, and the broader education ecosystem. He encouraged shifting from knowledge transmission to the cultivation of high-level skills and comprehensive competencies, while promoting the coordinated development of digital education, technology, humanities, and ethics to better serve teachers and students.

At the conference, Du Yubo, President of the China Association of Higher Education; Chi-Chih Yao, Academician of the Chinese Academy of Sciences and Dean of the Institute for Interdisciplinary Information Sciences at Tsinghua University; Colin Bailey, President of Queen Mary University of London and Fellow of the Royal Academy of Engineering; Zheng Qinghua, President of Tongji University and Academician of the Chinese Academy of Engineering; and Christian Bessiere, president of the International Joint Conference on Artificial Intelligence (IJCAI) board of trustees from 2021 to 2023, delivered keynote speeches on topics including the transformation and persistence of higher education in the digital age, the future direction of AI technologies, AI's ethical implications in education, AI-empowered future educational landscapes,

and the prospects, risks, and limitations of AI teachers. Experts and scholars from UNESCO, the International Science Council, Springer Nature, as well as representatives from Canada, Qatar, Kenya, the U.S., China, and other countries, shared case studies. A roundtable dialogue centered on "Technological Development of Generative AI, Ethical Standards, and Governance of Educational Applications" explored strategies for AI-empowered educational development and the advancement of digital ethics.

Harnessing AI for Educational Transformation: Insights from the "Artificial Intelligence and Digital Ethics" Parallel Conference

How should we perceive the ethical implications of AI in education? How can we leverage AI to accelerate the digital transformation of education? These questions were hotly debated at the "Artificial Intelligence and Digital Ethics" parallel session of the 2024 World Digital Education Conference. International organization leaders, education officials, university presidents, and renowned experts shared their perspectives, generating a lively exchange of ideas.

A common message resonated throughout the session: humans create tools, and those tools propel us forward!

Empowerment: AI as a Continuous Force for Educational Development

As the phrase "technology empowers education" becomes increasingly popular, the global consensus grows that AI, in particular, is a key driver of educational development.

During a recent final examination at Al-Farabi Kazakh National University, the school offered 24 different exam formats, 20 of which utilized digital technologies. "By leveraging AI technology to empower educational development, the university has secured around 15 patents both domestically and internationally over the past three years," said the university's president, Tuimebayev Zhanseit. He believes that through digital transformation in education, universities can continuously enhance their level of scientific research and competitiveness, contributing to the achievement of the United Nations Sustainable Development Goals.

Ren Shaobo, Secretary of the Party Committee at Zhejiang University, noted that AI has reshaped cognitive processes, expanded understanding, and transformed education, research, services,

and governance, bringing new opportunities for emerging universities.

Zheng Qinghua, President of Tongji University and an Academician of the Chinese Academy of Engineering, added:

"The current educational paradigm is composed of two parts: teachers and students—what we call a 'binary structure.' However, with AI empowering education, we are moving toward a 'teacher-machine-student' trinity, where teaching benefits from both human and machine inputs." This transformation, Zheng believes, will shape the future of education, fostering an integrated model where teachers, machines, and students collaborate to advance intelligent education.

Application: Ethical Risks of AI in Education Gradually Emerge

With the rapid expansion of AI technology, anyone with internet access can now use generative AI tools. Amid this growing availability, attendees warned of potential safety and ethical risks.

"89% of students use ChatGPT to complete homework, 48% admit to using ChatGPT during home exams, and 53% have used it to write an essay," said Colin Bailey, citing research conducted among students at Queen Mary University of London. These statistics point to issues of academic misconduct and disruptive impacts on education stemming from generative AI.

Chi-Chih Yao, Academician of Tsinghua University, also acknowledged: "AI algorithms have inherent uncertainties and inexplicability, raising significant ethical risks in AI applications, including disruptions to social values, privacy violations, and widespread job displacement."

This concern underscores a key tendency: educators should view AI as a collaborative partner rather than a substitute for peer learning, group activities, or research discussions.

"Large language models face limitations in terms of trustworthiness and interpretability," cautioned Christian Bessiere, urging further exploration into the interaction mechanisms between students and intelligent tools to prevent the emergence of technological monopolies.

Consensus: A Human-Centered Approach to AI in Education Governance

Consensus: A Human-Centered Approach to AI in Education Governance

The "AI-Empowered Educational Development" initiative released at this parallel session conveyed the global consensus on the importance of digital ethics in educational applications.

"In the digital age, it is essential to integrate capacity-building, skills development, and value formation," said Du Yubo, President of the China Association of Higher Education. He emphasized the importance of incorporating digital literacy and skills development into both school education and vocational training, ensuring that AI is used in education in a lawful, compliant, and safe manner. Colin Bailey also underscored the need to use AI safely, effectively, and appropriately, preparing students to leverage generative AI technologies.

Miao Fengchun, Chief of the Unit for ICT in Education at UNESCO Headquarters, stressed that regulating AI, cultivating intelligent literacy among teachers and students, and optimizing teaching design are crucial for fostering the coexistence of learners and AI.Additionally, as we face various potential ethical risks such as cognitive barriers, technological dominance, and capital-driven logic, ongoing dialogue, collaboration, and governance are needed to ensure AI's ethical application in education.

Asmaa Alfadala, Research Director at the World Innovation Summit for Education, stressed that ethical and equitable AI use is essential for improving educational governance, highlighting the need to bridge digital divides.

Mathieu Denis, Acting CEO and Science Director of the International Science Council, called for increased integration of digital ethics into AI’s incorporation in national research systems, with particular attention to the production, storage, and sharing of high-quality research data, alongside strengthened international scientific collaboration.

- **Forum on Challenges and Opportunities of Digital Transformation for Basic Education**

Introduction to the Parallel Forum on "Challenges and Opportunities of Digital Transformation for Basic Education"


快报
中国教育发布 教育部政务新媒体 第7期
2024年1月31日
2024世界数字教育大会
康拉德·萨基
Conrad Sackey
塞拉利昂基础和高中教育部部长
Minister of Ministry of Basic and Senior Secondary Education, Sierra Leone
“数字变革对基础教育的挑战与机遇”平行会议举行
■ 中国将坚定不移推进基础教育数字化，更加注重“集成化、智能化、国际化”，努力为中小学生享有更加公平、更高质量的教育提供强有力支撑。
■ 有关国际组织、有关国家教育部门、驻华使馆代表，国内外高校学者和中小学校长教师代表共200余人参加会议。

The parallel session Challenges and Opportunities of Digital Transformation for Basic Education will focus on three key areas for discussion and exploration, namely how to strengthen the application of digital technology to enhance the quality of basic education, how to facilitate equitable access to high-quality resources through digital sharing, and how to adapt educational models to meeting the future societal demands for talent through digital transformation. The session is organized with the guidance of the Department of Basic Education of the Chinese Ministry of Education, with the Shanghai Municipal Education Commission, the China Education Association for International Exchange and the Shanghai Hongkou District People's Government serving as the hosts, and the Shanghai Hongkou District Education Bureau as the supporting unit. Officials from domestic and international education departments, principals of primary and secondary schools, representatives from relevant domestic and international organizations or their institutions in China, as well as esteemed international experts, scholars, and researchers on digitalization will be invited to attend this session.

Collaborating to Advance the Digital Development of Basic Education: The Parallel Session on "Challenges and Opportunities of Digital Transformation for Basic Education"

On January 30-31, the World Digital Education

Conference was held in Shanghai, during which the parallel session on "Challenges and Opportunities of Digital Transformation for Basic Education" took place. Liu Limin, President of the China Education Association for International Exchange, Conrad Sackey, Minister of Basic and Senior Secondary Education of Sierra Leone, and Yan Shuang, Deputy Secretary-General of the Shanghai Municipal Committee, attended and delivered speeches. Education officials from Hong Kong and Macau Special Administrative Regions, representatives from international organizations such as UNICEF and the World Bank, as well as domestic and international experts, scholars, and representatives from local education administrations and schools, participated in the forum discussions.

Liu Limin highlighted that the Chinese government has consistently placed high importance on the development of digital education, aligning digitalization with the reform and development of basic education. The government has proactively responded to the transformative impact of digital technologies on educational methods, concepts, and goals. China has emphasized national-level coordination, vigorously promoting digital education; effectively organized large-scale applications to benefit millions of teachers and students; and focused on establishing comprehensive systems and mechanisms to ensure the healthy and sustainable development of digital education.

Liu Limin noted that China operates the world's largest basic education system, and empowering basic education through digitalization is a strategic choice essential for the new era. China is unwavering in its commitment to advancing the digitalization of basic education, with a particular focus on "integration, intelligence, and internationalization," providing strong support for equitable and high-quality education for primary and secondary students. He expressed China's willingness to use this conference as an opportunity to further strengthen exchanges with international counterparts, working together to promote the digital development of basic education, and laying a more solid foundation for the comprehensive development, healthy growth, and promising future of children and adolescents.

This session was guided by the Department of Basic Education of the Ministry of Education and hosted by the Shanghai Municipal Education Commission, the China Education Association for International Exchange, and the People's Government of Hongkou District, Shanghai, with co-organization by the Hongkou District Education Bureau. Over 200 participants

attended, including more than 100 international representatives, comprising officials from international organizations, education departments of various countries, and embassies in China, as well as scholars from domestic and international universities and representatives from primary and secondary schools.

Infusing Warmth into Basic Education Through Digitalization: Observations on the Parallel Session of "Challenges and Opportunities of Digital Transformation for Basic Education"

The rapid advancement of technology has ushered in the digital era, presenting unprecedented opportunities and challenges for basic education. As traditional educational models struggle to meet the demands of modern society, digital education is emerging as a leader in the wave of educational transformation. How can digitalization be harnessed to enhance the quality of basic education? How can digitalization facilitate the sharing of high-quality resources and promote educational equity? At the "Challenges and Opportunities of Digital Transformation for Basic Education" parallel session of the 2024 World Digital Education Conference, experts and scholars engaged in lively discussions on these issues.

Digital Education is No Longer an Elective but a Core Requirement

During the session, "the trend toward digitalization in education" emerged as a key theme in the guest speeches. Conrad Sackey, Minister of Basic and Senior Secondary Education of Sierra Leone emphasized that today’s global economy is rapidly evolving and technology-driven. Digital education can connect traditional education methods with the globaleconomy, fostering talents that meet the needs of the times. In this process, the digital transformation of education is crucial. "Our education department has prioritized the digitalization of basic education, and we will increasingly leverage data and technology to support educational improvement," Sackey said.

From the perspective of students, Yu Yunfeng, Secretary-General of the China Education Association for International Exchange, pointed out that those born between 2000 and 2010 are digital natives, with the internet permeating all aspects of their lives. Using advanced technologies to provide equitable, inclusive, and targeted education, cultivating well-rounded socialist builders and successors with moral, intellectual, physical, aesthetic, and labor development, is the trend of the times. "Digital education is no longer an elective but a core requirement," he stated.

Intelligentization as a Trend in Digital Education Development

"The goal of AI in education is to cultivate students' creativity, problem-solving abilities, teamwork, and critical thinking," said Gong Zhiming, Director of the Education and Youth Development Bureau of the Macao SAR. "Whether learning AI-related content or applying AI solutions, students can leverage AI to solve real-world problems."

As digital transformation in education progresses, the development of AI education has garnered widespread attention. Professor Ke Qingchao from South China Normal University believes that generative AI has both superficial and profound impacts on education. On the one hand, it provides new learning interaction environments, intelligent companions, and personalized learning enhancements for students, while offering teachers real-time content generation and human-machine collaborative instructional design—these are the superficial impacts. On the other hand, the profound impacts lie in the potential changes to educational concepts, evaluation mechanisms, and content brought about by generative AI.

Hong Kong has accumulated valuable experience in developing intelligent education. Shih Chun-hui, Deputy Secretary of the Education Bureau of the Hong Kong SAR, introduced Hong Kong's efforts to promote intelligent education, focusing on cultivating AI-related teaching teams and actively advancing AI applications in education. Currently, professional development courses for teachers cover the development of AI, its application in education, and the use of AI tools in various subjects. Additionally, the Quality Education Fund has allocated 500 million Hong Kong dollars to implement the "e-Learning Program," which continues to promote STEM education in primary and secondary schools, popularizing innovation and technology education and creating a learning atmosphere that fosters scientific and technological innovation.

The Long Road Ahead for the Digital Transformation of Basic Education

In the process of digital transformation, how will education face unprecedented challenges?

Ji Xiaofeng, Director of the Wujiang District Education Bureau in Suzhou, Jiangsu Province, provided insights based

on the district's practice of school consortium management. "We can build a shared 'synchronized classroom' model. By utilizing the advantages of 'synchronized classroom' equipment, we can create a looped classroom model with synchronized lesson preparation, teaching, and discussion within school groups, integrating AI-assisted grading, personalized learning, language learning, and fun learning. This will promote changes in teaching methods among consortium schools and gradually construct a new teaching and learning model supported by technology," Ji said.

"Moreover, we can establish 'co-creation alliances' for cloud-based classroom teaching. By forming multi-school co-creation alliances, schools can collaboratively design courses and conduct cloud-based classroom teaching, while also introducing high-quality venue resources for museum-school linked courses," he added.

Throughout the process of education digitalization, a common expectation among the participants was for digitalization to bring new warmth to school education.

From this perspective, Professor Guo Shaoqing from Northwest Normal University believes that it will lead to a new understanding of digital resource construction. Whether it is knowledge-based, tool-based, virtual interaction-based, or intelligent virtual digital education resources, including hybrid digital textbooks, the construction process should fully consider their primary function of knowledge transmission and focus on providing personalized learning services to the users of these resources.

• Forum on Digital Governance in Education

Introduction to the Parallel Forum on "Digital Governance in Education"

The parallel session under the theme of “Governance and Digital Transformation of Education” aims to provide a platform for countries to exchange and share practical experiences and innovative initiatives in the realm of digital governance and transformation of education. The session intends to strengthen the participation and collaborative efforts of local governments, enterprises, schools, and other relevant stakeholders. Furthermore, it seeks to explore strategies for enhancing international cooperation to address key issues and challenges related to digital education governance. The session is supported by the Secretariat of the National Commission of the People’s Republic of China for UNESCO. It is jointly hosted by the Shanghai Municipal Education Commission, the Chinese Service Center for Scholarly Exchange, Donghua University, UNESCO International Institute for Education Planning and UNESCO Institute for Information Technologies in Education, with the Teacher Education Center under the auspices of UNESCO and UNESCO Chair on AI and Education serving as the organizers. The program will feature keynote presentations by esteemed domestic and international experts on themes such as “Innovative practices and experiences in the digital governance of education and governance of digital education”, “Participation and action of diverse stakeholders in the digital governance of education and governance of digital education”, “Challenges and collaboration in the digital governance of

education and governance of digital education" and "Quality assurance and recognition of qualification in higher education in the digital era". Government officials in charge of education, representatives from international organizations, universities, research institutions as well as private sector will be invited to attend this session.

Joint Efforts to Explore Scientific Rules and Standards for Digital Governance in Education: The Parallel Session on Digital Governance in Education Held

On January 31, the parallel session on "Digital Governance in Education" was held in Shanghai as part of the 2024 World Digital Education Conference. This session was guided by the Secretariat of the Chinese National Commission for UNESCO and co-hosted by the Shanghai Municipal Education Commission, the Ministry of Education's Study Abroad Service Center, Donghua University, the UNESCO International Institute for Educational Planning, and the UNESCO

Institute for Information Technologies in Education, with additional support from the UNESCO International Research and Training Centre for Teacher Education and the UNESCO Chair on Artificial Intelligence and Education. The event was attended by Chen Jie, Vice Minister of Education of China and Chair of the Chinese National Commission for UNESCO, who delivered an opening address.

Chen Jie emphasized that the rapid advancement of digital technologies brings unprecedented challenges and opportunities to global education, profoundly reshaping educational concepts, models, and practices. The Chinese government places a high priority on Digital Governance in Education and has actively explored and implemented digital governance strategies, issuing the Interim Measures for the Management of Generative AI Services. This document outlines the principles of balancing development with security and promoting innovation and legal governance. It supports educational and research institutions collaborating on technological innovation, resource development, application transformation, and risk prevention. Furthermore, the government has established an Expert Advisory

Committee on Digitalization in Education and an Ethics Committee on AI, while also developing a standardized framework for digital education applications to proactively manage the risks and challenges AI brings to education.

Chen Jie stated that looking to the future, China is willing to collaborate with other nations in the realm of Digital Governance in Education to jointly advance digital governance in education. This collaboration will include exploring scientific standards and frameworks for digital education governance to ensure that digital education remains inclusive and equitable for all.

Over 200 participants attended the session, including ministerial representatives from Angola and Uzbekistan, delegates from international organizations such as UNESCO, the World Bank, and UNICEF, and representatives from governmental bodies, universities, and corporations from both China and abroad. The attendees engaged in in-depth discussions on topics such as “Global Practices and Innovations in Digital Governance in Education,” “Stakeholder Participation and Action in Digital Governance in Education,” “Challenges and Cooperation in Digital Governance in Education,” and “Quality Assurance and Cross-Border Diploma Recognition in the Digital Era.”

Digital Transformation Drives the Advancement of Education Governance: Observations from the "Digital Governance in Education" Parallel Session

Whether we can address tomorrow’s challenges depends on today’s education. At the 2024 World Digital Education Conference, the "Digital Governance in Education" parallel session sparked discussions on the transformation pathways, innovative practices worldwide, and the challenges facing digital governance in education. Representatives from government agencies, universities, and companies shared new insights, thoughts, and practices in the digital transformation of education governance.

Intelligent Upgrades for Innovative Education Governance Models

The rapid development of digital technologies brings unprecedented challenges and opportunities to global education, reshaping educational principles, models, and formats. In this context, the importance of Digital Governance in Education is self-evident.

Committee on Digitalization in Education and an Ethics Committee on AI, while also developing a standardized framework for

digital education applications to proactively manage the risks and challenges AI brings to education.

In 2022, the United Nations Summit on Transforming Education emphasized harnessing the digital revolution for public education benefits, with digital technology facilitating the sharing of quality educational resources, supporting evidence-based decision-making, and enhancing educational governance through areas such as comprehensive evaluations of students and teachers, resource allocation, quality assessment, and sustainable campus development.

Shanghai's Deputy Secretary-General of the Municipal Government, Wang Weiren, echoed this sentiment, stating that the digital transformation of education is a crucial component of modernization, enabling all facets of teaching, learning,

testing, management, and evaluation. This transformation breaks down spatial and temporal constraints on education processes, reshaping management and service workflows in unprecedented ways. "This is immensely significant for improving governance capacity and promoting high-quality education development," Wang noted.

Driving Governance Systems and Capacity Upgrades through Digitalization

Actions speak louder than words. Facing the accelerated advent of the digital age, participants shared practices and innovative experiences in Digital Governance in Education from various countries.

Finland leads globally in equipping citizens with the digital skills required for the future. "Finland has long been at the forefront of digital transformation, acting as a 'digital compass' to guide and assist in societal digitalization, including in education and training," remarked Olli Suominen, Counselor at the Embassy of Finland in China.

How can higher education institutions enhance their governance systems and capacity through digitalization? "At Donghua University, we are driving top-level management through big data, exploring the establishment of a digital evaluation platform to provide personalized academic and career guidance," said Liu Chenggong, Party Secretary of Donghua University. He advocated for the establishment of a more efficient and secure digital governance system, fostering a collaborative, shared digital education resource system.

Shitanshu Mishra, Chief of the Digital Learning and AI at UNESCO's Mahatma Gandhi Institute of Education for Peace and Sustainable Development, suggested creating a "digital apartment" within AI education systems to manage, process, and share all educational data. "The purpose of the 'data apartment' is to ensure effective protection of public interests, yielding economies of scale and maximizing learning outcomes," Mishra explained.

Promoting Equitable Access to Technology and Competency

Digital technologies, spearheaded by the internet, are advancing rapidly and extending into new governance fields.

While digital technology enhances educational governance efficiency, it also presents potential risks, challenging governance capabilities in education.

Addressing issues such as privacy breaches, algorithmic biases, and misuse of AI while promoting equitable access to technology and skills requires collaborative efforts to mitigate security risks.

Data privacy and security were key concerns for many participants. "Our digital education environment must strictly safeguard sensitive data on students and staff. Without robust policies and regulations, trust in the education system may be compromised, leading to risks of data breaches and privacy violations," said Huang Ronghuai, UNESCO Chair on Artificial Intelligence and Education.

Globally, there remains a significant gap in effectively safeguarding data privacy and protecting students from cybersecurity risks. Shahbaz Khan, Director to UNESCO Regional Office for East Asia, stated, "UNESCO is committed to closing this gap, ensuring that the digitalization of education does not compromise learners' safety, well-being, or privacy and that technology serves the best interests of all learners, educators, and administrators."

Release of Conference Deliverables

Representatives from around the world focused on the theme of "Digital Education: Application, Sharing, Innovation," engaging in extensive discussions on shared topics such as improving teachers' digital literacy and competency, building a new learning society through digital education, artificial intelligence and digital ethics, as well as the digitalization of education governance and digital governance in education. The event fostered an exchange of experiences, explored strategies to address challenges, and facilitated discussions on how to strengthen collaboration in areas such as infrastructure connectivity, the development and sharing of high-quality educational resources, platform construction and application sharing, and policy alignment. This marked the beginning of a new global journey towards jointly building a digital education community. Together, they contributed a vibrant stroke to the vision of digital education for all of humanity. The digital transformation of education has become an inevitable global trend, a timely necessity, and a pressing demand from both teachers and students. We must work together to open the doors of opportunity and hope in digital education, inspire digital education wisdom, and lead the development of digital civilization, injecting new vitality into the future of global education reform and growth.

During the conference, the "International Digital Education Case Compilation," the "Global Digital Education Development Index," and the "China Smart Education Development Report 2023" were released. The launch of the journal Frontiers in Digital Education was announced, along with the unveiling of the 2024 World Digital Education Conference Shanghai Initiative, accompanied by a handover ceremony.

• Inauguration Ceremony of World Digital Education Alliance

During the 2024 World Digital Education Conference, the official establishment of the World Digital Education Alliance was announced. Liu Limin, President of the China Education Association for International Exchange and representative of the alliance's founding members, introduced the background of the alliance's formation and shared insights on its future development with the attending guests.

Liu Limin stated that the digital transformation of education is gradually becoming a shared global initiative for educational reform, serving as an innovative pathway for realizing a learning revolution and enhancing educational quality. At the 2023 World Digital Education Conference, organizations from China and abroad, including the China Education Association for International Exchange, proposed the establishment of the

World Digital Education Alliance, receiving enthusiastic support from all sides. To date, 104 universities, international educational organizations, research institutions, and enterprises from 41 countries and regions around the world have joined the alliance.

The World Digital Education Alliance actively responds to the spirit of the United Nations Transforming Education Summit and the UNESCO High-Level Steering Committee on Education 2030, aiming to create an international platform for fostering dialogue, promoting practical cooperation in digital education, and advancing high-quality development. The alliance will focus on the core task of advancing the digital transformation of education, establishing a long-term international cooperation mechanism in digital education, and encouraging stakeholders to work together in promoting the digital transformation of education, thereby contributing to more equitable, inclusive, and higher-quality education for all.Following its establishment, the World Digital Education Alliance will focus on serving its members by creating a high-quality dialogue platform, advancing the sharing of digital education resources, disseminating successful practices in digital education, and further expanding its membership. By pooling global high-quality digital education resources and actively participating in global digital education governance, the alliance aims to become an international public service platform with broad international influence.

• Launching Ceremony of the International Version of the Smart Education Platform of China

China unveiled the international version of its National Smart Education Platform (csmartedu.cn) at the 2024 World Digital Education Conference (WDEC) on Jan. 30.

The platform, which was created with assistance from the Ministry of Education, accords with China's pledge at the UN Educational Summit and with UNESCO's mission. In keeping with the 3Cs principle (connection, content, cooperation), the platform aims to provide universal access to integrated, intelligent, international-class digital education. The platform offers a unique learning environment, free learning services customized to each user's needs, and a collection of excellent digital educational resources.

Available in all six UN official languages, the platform is divided into three sections: news, resources, and government services. With an emphasis on global digital education, the news section offers the most recent advances from the world's leading educational fora. About 780 courses in various subject areas are available in the resources section, which also links students to online museum resources. Exam information is provided by the government services section for students who are studying either in China or overseas.

The launch of the platform demonstrates China's dedication to promoting global collaboration in digital education and building an inclusive society.

• Compilation of International Digital Education Cases

During the conference's closing ceremony, Qin Changwei, Secretary General of the Chinese National Commission for UNESCO, released the Compilation of International Digital Education Cases.

The compilation, which was prepared by the UNESCO Chair on Artificial Intelligence in Education at Beijing Normal University under the guidance of China's National Commission for UNESCO, includes 55 cases from 35 countries and territories across five continents. It comprises digital education practices at the national, community, and school levels, with 19 cases honored with prestigious prizes, such as the UNESCO Prize for Informatization in Education and the Wenhui Prize for Educational Innovation in the Asia-Pacific Region.

The cases are classified according to six themes: fostering interconnected learning environments; sharing quality resources; facilitating the integration of digital technology and education; promoting digital literacy; creating an inclusive digital learning system; and providing access to education for the most marginalized groups.

The compilation serves as a valuable resource for nations seeking to enhance their digital education programs. It provides insights into the wide range of participants involved in digital education, the inclusive nature of digital resources, the rapid pace of technological advancement, and the vast potential for collaboration.

- **Global Digital Education Development Index (GDEI) and Report on China Smart Education 2023**

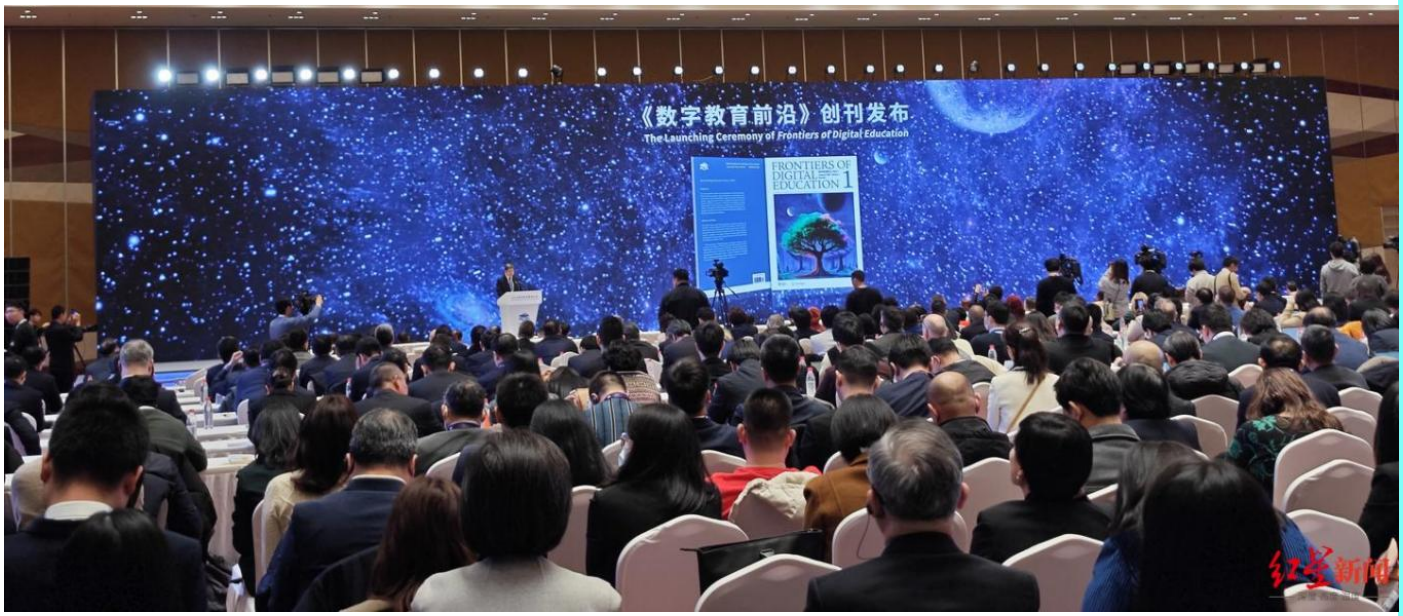
Li Yongzhi, President of the China Academy of Educational Sciences, unveiled two important reports—the Global Digital Education Development Index (GDEI) and the China Smart Education Development Report (2023)—at the closing session of the 2024 World Digital Education Conference (WDEC) on Jan. 31.

The GDEI, which was developed by the Chinese Academy of Education Sciences (CASE), is a powerful assessment tool for tracking the progress of digital education worldwide. It distinguishes five evolutionary stages, ranging from initial transformation to AI integration, that reflect different levels of technological advancement across six key dimensions.According to the GDEI, China has risen from 24th to 9th place in the index rankings over the last three years, thanks to advances in digital resource utilization, digital literacy, and IT infrastructure development. Notably, China has created the world's largest portal for educational resources—the National Wisdom Education Public Service Platform.

The China Smart Education Development Report (2023) describes China's forward-looking policy network and highlights 20 exemplary cases from various educational domains. It outlines five strategic paths and highlights emerging trends in global digital education.

Li stressed that finding tailored development pathways is more important than index rankings. He also said he believes China's success in digital education can serve as a model for other countries.

• Frontiers of Digital Education



Frontiers of Digital Education (English), a journal overseen by China's Ministry of Education (MOE) and distributed internationally by Springer Nature, was launched Jan. 31 at the 2024 World Digital Education Conference (WDEC) in Shanghai. The new journal is the result of a collaboration between the Department of Social Sciences of the MOE, the China Education Publishing & Media Group, Higher Education Press, and Springer Nature.

During the launch ceremony, Feng Yunsheng, Chairman of the China Education Publishing & Media Group, gave a speech outlining the founding purpose, basic vision, and goals of the journal. Additionally, experts and scholars from the United Nations, China, the United States, Germany, Denmark, and the United Kingdom sent video congratulatory messages.

Frontiers of Digital Education (English) is a quarterly journal in English. Members of its advisory and editorial boards come from various countries, including China, the United States, Germany, France, the Netherlands, Denmark, Mongolia, and more. The journal is dedicated to interdisciplinary research in the realm of digital technology and education. Its primary objective is to uncover patterns in the development of digital education policy, examine important research topics, and address significant obstacles in digital education. Areas of focus will include the use of artificial intelligence, augmented reality, and virtual reality in education; data analytics and learning analytics; online and blended learning; mobile learning and micro-learning; digital equity; and educational inclusion.

• The Shanghai Call for Cooperation on Digital Education

On behalf of the organizer Shanghai Municipal People's Government, Xie Dong, Vice Mayor of Shanghai, released the outcome document "Shanghai Call for Cooperation on Digital Education" at the closing ceremony of the 2024 WDEC.

The following is the full text of the Shanghai Call:

Dear representatives, we have had in-depth exchange of ideas and discussions on world digital education reform and cooperation over the past two days, with fruitful accomplishments. We understand that, the digitalization of education is the strategic choice and key approach in the context of educational reform worldwide. In terms of developing digital education, application is the key, sharing the potential, and innovation the vitality. Open cooperation is THE way to developing digital education. Therefore, we should make concerted efforts to leverage the strength of digital technologies and promote an inclusive development of digital education.

In light of that, this Conference, hereby makes the Call – to let World Digital Education Conference, World Digital Education Alliance and Smart Education Platform play their role, to strengthen policy dialogues, case studies and information sharing, to deepen both South-South and South-North-South cooperation, to pay great attention both to Africa and small island developing states and to women, girls and vulnerable groups, to make digital education equal for all, and to realize, through joint efforts, the UN Sustainable Development Goals (SDGs) by 2030.

I. Promotion of joint building and sharing of digital resources – to make supportive policies, promote popularization of the internet, jointly develop digital education resources of high quality and make them open, create teaching aids, co-establish and update a public service platform for digital education equal for all, build international learning communities, and discover new mechanisms for knowledge dissemination as well as new models of education supply.

II. Enhancement of cooperation on digital education application – to serve the needs of digital education of all countries, leverage AI and data elements, stick to the design principle of human being in the loop, co-develop open and inclusive large models exclusively for education based on the intelligence of educators, expand inclusive, all-round and full-coverage large-scale application scenarios, innovate in education evaluation models, and realize large-scale practice of teaching students in accordance with their aptitude.

III. Deepening of integrated digital education innovation – to cooperate to enlarge supply of public services of education, set up an international collaborative experimental bed for digital education, co-establish an integrated application system of knowledge and data, create multi-dimensional, open and shared scenarios and ecosystems, promote innovative integration of chains of lifelong learning, industry and talents, and support as well as lead sustainable socioeconomic development.

IV. Cooperation on promoting teachers' capacity building – to co-establish a global collaborative network for teachers' capacity, popularize inclusive and effective digitalized pedagogies, develop smart teacher assistants, explore digitalized collaborative teaching & research and human-machine collaboration, support teachers in becoming knowledge producers, learning facilitators and development mentors, and improve teachers' digital competency.

V. Collaboration on advancing digital education research – to leverage research and practice strengths of all countries, promote collaborative research in theoretical systems, technical tools and application models of digital education according to different application needs, better showcase the advantages of digital technologies, and empower education development.

VI. Joint discussion on digital education governance – to co-develop guidance and code of conduct for AI application, ensure digital education to be in line with ethics, safe and trust-worthy, jointly optimize digital education standards, empower campus governance through digital technologies, create smart tools for population estimation, resource allocation and policy-making support, and enhance the leadership of digital education.

Digital and Smart Education Future Exhibition

President Xi Jinping has emphasized that digital education is where our country can achieve breakthroughs in opening up new areas and forming fresh strengths of educational development. In recent years, the Ministry of Education has been implementing the National Strategic Action Plan for Digital Education, guided by the “3C” concept of connection, content, and cooperation. Based on the principles of application, service, precision, efficiency and security, we have successfully established the largest library of education and teaching resources in the world, which empowers digital technology to elevate, enrich, and enhance the high-quality development of education. China’s achievements in digital education have been highly recognized by the international community, and our experience and approaches in this field are being shared with the world.

Looking ahead, China’s digital education, focusing on application and governance, will strive to be more integrated, intelligent and international, thus making more remarkable contributions to building a community with a

shared future for humanity. The Exhibition on the Future of Digital and Smart Education will feature four main chapters: the journey of informatization, digital transformation, intelligent development, and digital education equipment.

On January 30-31, the Digital and Smart Education Future Exhibition, a supporting event for the 2024 World Digital Education Conference, will be held at the Shanghai World Expo Center. This exhibition is jointly organized by the Center for Educational Technology and Resource Development of the Ministry of Education (MOE) and China Education

Publishing & Media Group. Leaders and guests that attend the opening ceremony and plenary session of the 2024 World Digital Education Conference will visit this education exhibition.

In recent years, the MOE has implemented the national strategic action for education digitalization and adhered to the “3C” concept of “Connection, Content and Cooperation.” Focusing on “Application, Service, Efficiency and Security,” the MOE has launched the world’s largest educational resource database, leveraging digital technologies for high-quality development of education. These achievements of China's digital education have been highly recognized by the international community. As a comprehensive showcase of China’s advancements in digital education, the exhibition aims to share the China’s solution in building smart education platforms and promoting digital education. By fostering international exchanges, it contributes to the innovative development of education, bridging the digital education gap and promoting educational equity and inclusiveness worldwide.

The education exhibition consists of four sections: “Informatization,” “Digitalization,” “Intelligentization,” and “Smart Education Equipment.”

Visitors can explore the exhibition through panels with text and graphics, audiovisual presentations on electronic screens, application scenarios, and hands-on activities.

The “Informatization” section mainly reviews the important deployments, initiatives, and achievements of the MOE in educational informatization from 2012 to 2021.

The “Digital Transformation” section provides a chronological review of significant events since the MOE launched the national strategic action for education digitalization. It showcases showcases China's progress in digitalization through five subsections: “Universal and Shared Resource Services,” “Enhanced International Influence,” “Improved Infrastructure” “Comprehensive Development through Applications,” and “Advanced Digital Literacy.”

The “Intelligentization” section demonstrates China’s exploration and practical achievements in the era of digitalization. It presents four subsections: “Development of Smart Campuses,” “Transformation of Education Models,” “Optimization of Education Governance,” and “Empowerment through Artificial Intelligence.”

The “Smart Education Equipment” section showcases representative smart equipment and digital resources, presenting a ubiquitous, diverse, and intelligent learning environment and ecosystem.

Additionally, this education exhibition features a viewing area for the “Smart Education: Linking Mountains and Seas” series of micro-documentaries. Through the ordinary individuals as protagonists, a grassroots perspective, concise storytelling, and a focus on conveying genuine emotions, this documentary series provides a panoramic presentation of the profound changes brought about by educational digitalization in terms of assistance in learning, teaching, management, research, and collaboration. It vividly showcases the widespread recognition of China’s application of educational digitalization and envisions a future where digital advancements illuminate education.

In the future, China will prioritize applications, accelerate integration, intelligentization, and internationalization in digital education. It will also strengthen digital governance to ensure that every citizen can access and benefit from digital education, making greater contributions to building a community with a shared future for humanity.

• Micro-Documentary

Episode 1: Dawn -- Ningxia Guyuan Caowa Primary School

https://mp.weixin.qq.com/s/kQnP1CxWugQf4K7xQK3EZQ

Episode 2: Cloud Atlas -- Shanghai Huangpu Luwan No.1 Central Primary School

https://mp.weixin.qq.com/s/YKuA2MBmxv3C2925hcz8Fw

Episode 3: Little Star -- Changde Special Education School, Hunan Province

https://mp.weixin.qq.com/s/YlHcCMUbhu_S4ORQiC1tBA

Episode 4: New Tracks --Shenzhen Polytechnic University

https://mp.weixin.qq.com/s/xbpyhdhFYjYhorkY104gqA

Episode 5: Unbounded -- Zhejiang University

https://mp.weixin.qq.com/s/r2gvGyvhhXmrIcu16pyZhg

Episode 6: Voyage -- Tsinghua University

https://mp.weixin.qq.com/s/kFThhh7lhdN48NRZwYnxag

Introduction to WDEA

- **The 1st World Digital Education Conference**

Co-hosted by the Ministry of Education of the People's Republic of China and the Chinese National Commission for UNESCO, the 1st World Digital Education Conference (WDEC) was held in Beijing, China on 13-14 February 2023. With the theme of "Digital Transformation and Future of Education", the conference aimed to facilitate the implementation of the outcomes of the UN Transforming Education Summit, discussed how to promote education recovery in the post-pandemic era and equitable quality education through digital education

transformation, and advanced the realization of the United Nations Sustainable Development Goals.

Call for Global Partnership on Digital Education Development

Facing the opportunities and challenges resulting from digitalization, the WDEC calls for the global partnership to strengthen dialogue and exchanges, deepen practical cooperation and work together to promote the digital transformation of education and the realization of Education 2030 in the following ways:

1. Strengthen policy dialogue and communication.

2. Improve connectivity through infrastructure construction.

3. Promote the sharing of digital resources.

4. Promote exchange of technology integration and application.

5. Promote cooperation on capacity building.

6. Jointly establish and improve international cooperation mechanisms.

Initiative to establish the World Digital Education Alliance

During the inaugural World Digital Education Conference (WDEC), the initiative of establishing the World Digital Education Alliance (WDEA) was officially launched. the Alliance is committed to establishing a global community in digital education.

• The 2nd World Digital Education Conference

Establishment of the World Digital Education Alliance (WDEA)

On January 30th, 2024, the 2nd World Digital Education Conference commenced in Shanghai, focusing on the theme of "Digital Education: Application, Sharing, Innovation."

A noteworthy milestone of the conference was the formal establishment of the World Digital Education Alliance.

Delegates from member institutions of the WDEA actively took part in the Inauguration Ceremony, demonstrating their unwavering support for the alliance.

By now, the Alliance proudly encompasses 104 member institutions spanning 41 countries and regions across the world.

The Alliance will closely focus on promoting the core mission of digital transformation in education, establishing a long-term international cooperation mechanism for digital education, and driving all stakeholders to jointly promote the digital revolution in education. This effort aims to facilitate equitable, inclusive, and high-quality education for all.

• Background

Digital education is an important force in promoting global education transformation.

With the continuous advancement of the new wave of technological revolution and industrial transformation, digital technology plays an increasingly pivotal role in changing how people think, organize, and operate their activities within society. This technology offers immense potential for innovation, reshaping existing systems, and facilitating progress, yet presents new challenges simultaneously. Questions of "What is the purpose of education and what is the future of education?" are becoming more urgent to reflect upon everywhere in the world. The Sustainable Development Goal 4 (SDG 4) pinpointed 11 global indicators to achieve quality education among the United Nations member states.

Furthermore, the UN Transforming Education Summit highlighted the significant challenges and learning crises facing the global education systems. To address these issues, urgent education transformation is essential. It is crucial to fully utilize the potential of digital transformation to guarantee equal access to quality education and lifelong learning for all individuals, especially the most marginalized. UNESCO advocates the establishment of a new "social contract" that maximizes the educational benefits of digital technology to showcase education as a global public good. Many countries have implemented digital development strategies, including education as an important component. By empowering technology, digital education is facilitating the creation of a new model of lifelong education that is inclusive, equitable, sustainable, and centered around the needs of students.

Openness and cooperation are crucial factors in driving educational transformation and fostering innovation.

In this new era, the digital age has introduced highly efficient platforms for openness and cooperation, pivotal in advancing educational transformation and innovation. It is essential to eliminate digital barriers, bridge the digital divide, enhance crisis management in education, delve into the planning, standards, monitoring, and evaluation of digital education. It is equally important to tackle challenges faced in digital education practices, such as safeguarding intellectual property, managing data security, mitigating digital ethics risks, and protecting privacy. Achieving these goals necessitates international collaboration to enhance human wellbeing and propel digital education and educational transformation growth together for a shared future.

• Vision

The WDEA aims to establish an international cooperation platform for high-quality development in digital education. It will focus on the core task of promoting the digital transformation of education, establishing a long-term mechanism for international exchange and cooperation in digital education. The WDEA has the vision to encourage the full participation of all stakeholders in the governance of global digital education. It seeks to promote the development of digital education and the digital transformation of education, ensuring inclusive and equitable quality education and lifelong learning opportunities for all.

• Mission

The WDEA operates on the principles of "voluntarism, equality, and mutual benefit for a win-win situation." Its goal is to enhance the common welfare of humanity. It is dedicated to establishing a global partnership in digital education, strengthening policy dialogue, information exchange, resource openness, and application promotion. The WDEA aims to share experiences and best practices in the field of digital education among all stakeholders.

By doing so, it seeks to foster a meaningful integration of digital technology and education, working collaboratively to build a vibrant and resilient global digital education community.

• Scope of Cooperation

Assist WDEA members in developing digital education

The WDEA will publish annual reports to share the latest policies and practices of digital education at the national, regional, and school levels with members. It will develop evaluation and monitoring tools to provide members with digital education technical solutions. By conducting leading international projects, it will offer members public products and services to jointly build and share high-quality digital education resources. It will establish digital training centers to enhance the digital literacy of teachers and students, and collaborate on digital education capacity-building projects for women, girls, and people with disabilities.

Build an international dialogue platform

Regularly hold the World Digital Education Conference, along with accompanying digital education exhibitions.

Organize high-level policy dialogues, ministerial meetings, and academic conferences to establish a mechanism for digital education dialogue with international influence and appeal. This platform aims to motivate all stakeholders to actively participate in the digital transformation of education.

Promote the sharing of digital education resources

Gather a selection of high-quality digital educational resources to build an international smart education platform, aimed at creating a digital education publicplatform accessible to everyone on an equal basis. Improve the alignment of digital education standards, data integration, and the quality of curriculum construction. This task will promote the interconnectivity and co-construction of high-quality educational resources worldwide.

Establish an international journal of digital education

The WDEA will conduct a series of research studies in digital education to encourage policymakers, researchers, practitioners, and technical experts from various countries to publish high-quality articles. These articles should timely reflect developments in national policy and cutting-edge academic research in the field.

Promote the sharing of practical experience of digital education

The WDEA will conduct global digital education monitoring and social experiment research. It will also collect, evaluate, and compile global digital education demonstration cases. The WDEA will enhance the exchange of best practices in the application of digital education, providing reference experiences for the development of global digital education, especially in developing countries. This effort aims to promote the construction of a global digital education community of shared destiny and to jointly create a bright future for education.

• Membership

All WDEA members or their affiliated units should be legal entities. Members should aligned with the vision and mission of the WDEA. Both organization members and individual members are welcomed to join WDEA to contribute to the development of digital education.

Members of the WDEA include, and are not limited to, the following bodies:

■ Educational entities: including K-12 schools, technical and vocational education and training schools/centers, universities, and colleges.

■ Relevant organizations: and research institutions,including inter-governmental organizations, international organizations, and think tanks.

■ Relevant enterprises: including general technology companies and educational technology companies.

• Organizational Structure

The management structure of the WDEA consists of the General Meeting, Executive Council, and Secretariat.

WDEA General Meeting is the highest decision-making body of the WDEA responsible for electing the Executive Council and making decisions on major issues. The meeting shall be attended by the leader or representative of the member organization.

Executive Council shall be elected by the General Meeting and shall serve as the governing body of the General Meeting, leading the WDEA in its collaborative contents during the recess of the General Meeting, and shall be responsible to the General Meeting. The Executive Council shall hold at least one meeting per year; in special circumstances, meetings can be held via correspondence. Special meetings can be convened based on the proposal of the chairperson.

WDEA Secretariat The WDEA operates under a system where the Secretary-General is responsible under the leadership of the Executive Council. The WDEA Secretariat serves as the executive body and is responsible for the daily operations of the WDEA, including the implementation of decisions made by the General Meeting and Executive Council.

• Invitation to join the WDEA

In February 2023, the World Digital Education Conference (WDEC) convened in Beijing, co-hosted by the Ministry of Education of the People's Republic of China and the Chinese National Commission for UNESCO. With the theme of "Digital Transformation and Future of Education", the Conference attracted participants from more than 130 countries and regions, urging the global community to enhance dialogue, cooperation, and collaborative efforts towards the digital transformation of education and attaining the Education 2030 Agenda. During this significant event, the initiative to establish the WDEA was officially announced.

The WDEA is dedicated to promoting the digital transformation of education on a global scale. The alliance is committed to developing global partnerships for digital education, establishing a sustainable international cooperation mechanism, fostering the active participation of stakeholders in global digital education governance, promoting the sharing of experience and resources, and strengthening resilience in education systems.

The WDEA will provide support to the annual World Digital Education Conference and digital education exhibitions. Moreover, the alliance will publish annual reports on digital education, build an international smart education platform, develop digital education standards, and establish a series of high-quality journals on digital education. In addition, the alliance will place a significant emphasis on South-South and North-South-South cooperation, with a focus on Africa and small island developing states. The alliance will also pay special attention to youth development through digital education, thereby stimulating youth's innovative and creative potential to the fullest extent.

We cordially invite your esteemed organization to become a member of the WDEA. We welcome your insights on the WDEA as well as the future development of digital education during the conference. Your expertise and participation would make a substantial contribution to our shared mission.

Should you have any inquiries, please don’t hesitate to contact us at wdea@bnu.edu.cn. Your positive response to this invitation would be highly valued. Looking forward to your feedback.

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世界数字教育联盟
WORLD DIGITAL EDUCATION ALLIANCE

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The World Digital Education Alliance is committed toestablishing a global community in digital education. it aimsto encompass the enhancement of dialogues and exchanges,the cultivation of practical collaborations, the establishmentof a sustainable international cooperation mechanism, andthe facilitation of the high-quality progression of digitatransformation in education.