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WORLD DIGITAL EDUCATION ALLIANCE

Digital Education Bulletin

Global Insights

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01 Official Establishment of the Joint Secretariat for World Digital Education Alliance

On 12 January 2026, the Inauguration Ceremony of Joint Secretariat for World Digital Education Alliance (WDEA) was held at Beijing Normal University. The event was attended by REN Youqun, Vice Minister of Education of China; LIU Limin, President of the China Education Association for International Exchange; YU Jihong, President of Beijing Normal University and Chairperson of WDEA; YANG Dan, Director-General of the Department of International Cooperation and Exchanges of the Ministry of Education; and ZHANG Jin, Deputy Director-General of the same department, among other distinguished guests.

The meeting was chaired by CHEN Xing, Vice President of Beijing Normal University and Co-Secretary General of WDEA. Conducted in a hybrid format combining on-site and online participation, the event brought together over 100 experts and representatives from the WDEA Expert Advisory Committee, the Standardization Committee, and member institutions of the Alliance.

100+
Gathered a number of experts and representatives

REN Youqun, Vice Minister of Education of China, noted that the Chinese government is vigorously advancing the *National Strategic Action for Digital Education*, including the launch of the *National Smart Education Platform* and the development of a *Digital Education Map*. These initiatives have generated tangible progress in the application, sharing, and innovation of digital education. He emphasized that members of the Alliance should proactively embrace the transformative trends of education in the digital era and continue to contribute to the building of an innovative, secure, and inclusive global community for the development of digital education.

YU Jihong, President of Beijing Normal University and Chairperson of WDEA, stated that since its establishment, the Alliance has received extensive attention and strong support from the global education community, gradually weaving a globally representative network for digital education cooperation. The establishment of Joint Secretariat, she noted, marks the Alliance's transition into a new phase characterized by institutionalized operation and professional development. Beijing Normal University will work in close collaboration with the China Education Association for International Exchange to ensure that Joint Secretariat serves as both a bridge and an engine connecting stakeholders, providing Alliance members with a more open, efficient, and practice-oriented platform for cooperation, and contributing to the digital transformation, intelligent upgrading, and green development of education worldwide.

LIU Limin, President of the China Education Association for International Exchange, expressed the hope that the establishment of Joint Secretariat would serve as a new starting point for mobilizing core global strengths—across digital education governance, research, digital infrastructure development, and digital industry transformation—on a broader scale and at a higher level, thereby making new and greater contributions to the advancement of global digital education. As a Joint Secretariat institution, the Association will fully leverage its role as a window and bridge connecting China's education sector with the world, actively inviting more authoritative institutions in the field of digital education to join the Alliance and continuously expanding its international influence.

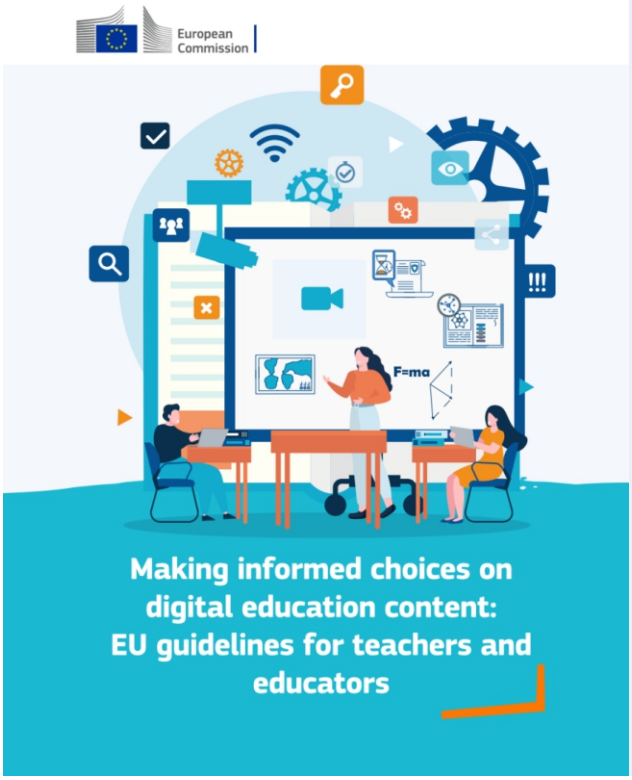
Yang Jun, Vice President and Secretary General of China Education International Exchange Association and Joint Secretary General of World Digital Education Association (WDEA), Introduced WDEA Interim Work Progress in 2025 in improving governance, bringing together experts, building platforms, and advancing regional cooperation, and made clear that in 2026 the Alliance will continue to promote key work in areas including organizing the World Digital Education Conference and other related activities, strengthening multilingual communication and international outreach, and deepening resource integration and collaborative innovation among members.

Following the inauguration ceremony, the Certificate Awarding Ceremony of WDEA Expert Advisory Committee was held. YANG Zongkai, Chair of the WDEA Expert Advisory Committee, presided over the WDEA First Expert Advisory Committee Meeting. Nineteen digital education experts from 13 countries and regions, including TANG Qian, Former Assistant Director-General for Education of UNESCO; ZHAN Tao, Director of UNESCO Institute for Information Technologies in Education; and Asha S. Kanwar, Former President of Commonwealth of Learning, held discussions on the Alliance's development pathways and core work plans, providing strategic guidance for the Alliance to focus on priority tasks and advance pragmatic cooperation.

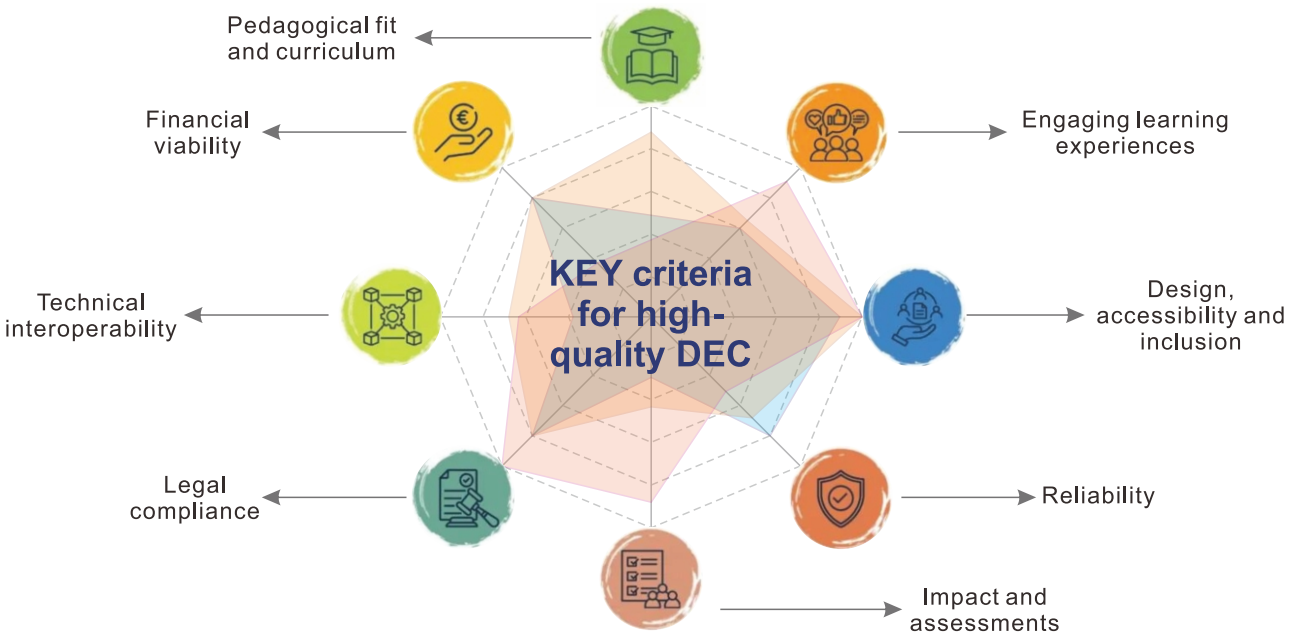
02

European Commission:

Making informed choices on digital education content: EU guidelines for teachers and educators



On 16 December 2025, the European Commission released *Making Informed Choices on Digital Education Content: EU Guidelines for Teachers and Educators*. The guidelines provide a clear and systematic articulation of the definition and core characteristics of digital education content, as well as its multiple applications across teaching, learning, and assessment. They further set out eight key quality criteria, offering a robust and authoritative framework for evaluating and enhancing the effectiveness of digital education content.



01/ Pedagogical Fit and Curriculum Alignment

High-quality digital education content should consistently support and enhance teaching, learning, and assessment practices. Merely presenting information is insufficient; such content must add genuine pedagogical value to the classroom experience. This entails helping learners develop a clearer understanding of complex concepts, engaging them in ways that traditional materials may not, and fostering deeper learning through interaction, reflection, and skills development.

The most effective digital education resources also support teachers by aligning with curriculum objectives and strengthening instructional design. Ideally, they should clearly articulate the pedagogical principles on which they are based, the specific learning outcomes they address, and the types of interaction and adaptivity they offer. This level of transparency enables schools and educators to more readily identify and select materials that meet their educational needs.

Putting it into practice

Quick check	Does this DEC help learners to achieve their key outcomes, or is it a distraction?
Tip	Focus on content that builds knowledge progressively and offers different pathways to Success.
Shortcut	Explore how built-in assessment or analytics functionality can help you to monitor learning and adjust your teaching accordingly.
Ask yourself:	• Does this content clearly align with my/our curriculum goals? • Can it be adapted to suit learners with different needs or starting points? • Does it help in building essential skills such as critical thinking and creativity?

02/ Engaging Learning Experiences

Meaningful and intellectually stimulating learning does not occur by chance. High-quality digital education content is designed to enable learners to engage with learning in ways that are genuinely compelling and contextually relevant.

When learning content captures learners' interest and actively encourages their participation, learners are more likely to grasp complex concepts and retain what they have learned. Over time, such engagement contributes to improved learning outcomes and helps sustain learners' motivation and commitment to the learning process.

Putting it into practice

Quick check	Are learners actively engaging with this content, or just clicking through it?
Tip	Choose DEC that offers a variety of content formats (e.g. video,interactive games,etc) that encourage discussion and illustrates progress.
Shortcut	Engagement increases when learners learn together. So why not prioritise DEC that supports interaction?
Ask yourself:	• Do my learners enjoy using this DEC? Ask them what they think • Does the content promote curiosity and sustain interest? • Does it support social and collaborative learning? • Does it help my learners to exceed their learning targets?

03/ Design, Accessibility and Inclusion

Prioritising inclusion in the selection and use of digital education content helps create equitable learning experiences that reflect the diversity of today's classrooms. Some forms of digital education content, for example, may be specifically designed to support learners with special educational needs.

Accordingly, high-quality digital education content must be accessible and inclusive, enabling all learners—regardless of their abilities, backgrounds, locations, or the devices they use—to participate meaningfully in learning. Ensuring inclusivity also entails making certain that every learner can recognise themselves in the content and engage fully with it. Teachers, educators, and school leaders play a pivotal role in prioritising and adopting digital education content that advances these aims and fosters more equitable and inclusive digital learning environments.

Putting it into practice

Quick check
If a particular resource only works with a high-speed internet connection, consider exploring an offline alternative or a low-speed version to maximise access.

Tip
Ask, "Is this working for all of our learners?"and "Which learners might struggle to access this content?" Adjust your choices and plans accordingly.

Shortcut
Always ask learners, "Does this material help you to learn better?

Ask yourself:
- Does this content work for learners with different abilities or needs? Can it be adapted to support differentiated instruction?
- Is it compatible with the devices and internet access my learners have?
- Do learners see themselves reflected in the content and have a voice in shaping it?

04/ Reliability

Reliability is a critical criterion in the use of digital education content and systems. Learners depend on digital education content to provide accurate, high-quality, and up-to-date learning materials. Likewise, teachers require classroom resources that can be used repeatedly and consistently, without technical failures, disruptions, or breakdowns.

Putting it into practice

Quick check
If the DEC you are using requires significant troubleshooting or frequently crashes,it is probably not worth your time or budget.

Tip
Using AI sandboxes (i.e. isolated test areas), such as the one developed by LiST in Luxembourg, helps to improve the trustworthiness of AI models and reduces the risks for users.

Ask yourself:
- Does this content come from a source that I recognise and trust?
- Is the content I am using accurate, current and appropriate?
- Does it work reliably on our school's existing IT infrastructure?
- If AI is involved, is the process clear and trustworthy?

05/ Impact and Assessment

Digital education content should deliver measurable learning outcomes, not merely increased levels of engagement. To ensure this, it is essential to assess whether solutions can provide credible evidence of their effectiveness. This involves examining how well they track learners' progress and whether they generate meaningful insights that support the development of broader competencies, such as self-directed learning and collaboration.

Prioritising digital education content with demonstrated impact enables schools to improve instructional practices and make more effective and informed use of educational investments.

Putting it into practice

Quick check

If a resource claims to be research-based', check and review references to actual studies or examples of its use in other schools.

Tip

Before you introduce a new piece of DEC, clarify its intended learning outcomes. Ask yourself: "What should learners be able to do, and how will I recognise meaning fulprogress?'

Ask yourself:

- Have colleagues had success with this content in similar contexts?
- What does success look like for learners after they use this content?
- Are outcomes clearly defined,and can I measure them in a meaningful way?
- Does the DEC's built-in assessment or analytics functionality help me to adapt my teaching, or does it just report scores?

06/ Engaging Learning Experiences

All digital education content used in schools must comply with relevant European Union and national legislation, including *the General Data Protection Regulation* (GDPR), *the Artificial Intelligence Act*, and laws governing copyright and intellectual property. While data protection officers (DPOs) and school leadership bear primary responsibility in this area, teachers also have an important role to play in making informed and responsible choices.

Legal compliance helps safeguard learners' well-being, protect their personal data, and ensure that digital education content is used in a fair and responsible manner. These legal requirements should not be viewed as obstacles, but rather as the foundations of a respectful and trustworthy digital learning environment. For example, a stronger understanding of intellectual property rights can enable schools to access a wide range of high-quality resources that can be used legally and creatively in teaching and learning.

Putting it into practice

Quick check

If you are not sure where a DEC solution stores learner data, or the provider cannot give you a straight answer, pause and investigate further.

Tip

You do not have to navigate this alone. Talk to your data protection offcer, IT team or school leader if you are unsure about data protection, licensing or copyright issues.

Ask yourself:

- Is this DEC in line with our school's privacy and data protection policies?
- Is learner data secure,both in storage and in transit?
- Are staff using or Sharing content in a way that respects the creators' rights?
- Is everyone confdent that learners' work and personal information will remain protected?

07/ Technical Interoperability

Putting it into practice

Quick check	If a tool forces you to use a specific operating system or requires lots of additional tech knowledge or work, it may not be the best ft for your school. Think carefully about the pros and cons before moving forwards.
Tip	Whether you are a teacher, an IT specialist or a school leader, take the time to check the quality of vendors on the basis of the elements mentioned above. If you do not receive clear or satisfactory answers to your questions, keep looking!
Ask yourself:	• Do our DEC tools work smoothly with our current systems? • Are we regularly reviewing the DEC we use and seeing how it aligns with openstandards?

Digital education content has the potential to enhance teaching and learning, provided that it is compatible with and functions effectively within schools' existing IT systems. Selecting digital education content that adheres to open or widely adopted standards and is interoperable with other services helps institutions retain control and avoid dependence on a single vendor.

Accordingly, whether selecting new digital education content or evaluating existing solutions, technology should consistently serve pedagogical objectives rather than introduce additional complexity.

08/ Financial Viability

Putting it into practice

Quick check	As part of your school planning process, review what DEC is already being used in the school and see if it is having a positive impact on your colleagues' workload and learners' outcomes.
Tip	Look for OER that is developed by active educator communities or national authorities.
Shortcut	If a resource is free, ask:"How is it funded? What trade-offs are involved?"
Ask yourself:	• Do I understand the total cost,including time, support, licensing, etc.? • Are we spending budget (or time) on tools that are not being used?

Digital education content can significantly enhance learners' outcomes, yet not all resources offer the same long-term value. In contexts of constrained budgets and limited time, cost alone is an insufficient criterion. Sustainable choices in digital education content can generate meaningful learning impact over multiple academic years and add value to schools' existing educational ecosystems.

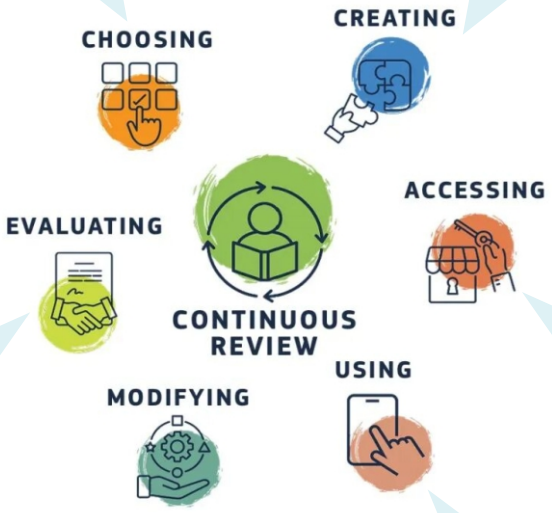
However, even free digital education content may entail hidden costs, such as increased teacher workload, potential risks related to learners' data privacy, or future upgrade requirements. Strategic consideration is therefore essential, as the most effective digital education content typically strikes a balance between quality, long-term benefits, and responsible investment of both time and financial resources.

For each standard, the guidelines further specify key aspects to be considered at the classroom and school levels, alongside practical recommendations addressing the core processes involved in digital education content: selection, creation, access, use and adaptation, and evaluation.

Choosing:
The guidelines stress the importance of clearly defining pedagogical objectives, conducting searches across multiple channels, evaluating resources against established quality criteria, and strengthening teachers' capacity for informed decision-making.

Creating:
The guidelines encourage teachers to develop or adapt content where necessary, while underscoring the need for strict compliance with copyright legislation and a cautious approach to the use of generative AI (GenAI), including careful scrutiny of potential risks and verification of content accuracy.

Evaluating:
The guidelines emphasise reflective practice, encouraging teachers to systematically assess the effectiveness of digital education content and to share insights and experiences with wider communities in order to support continuous improvement and optimisation of resources.



Accessing: :
The guidelines recommend establishing centralised online access platforms to streamline access for both teachers and learners and to ensure the reliable availability of resources.

Using and Adapting:
Teachers are encouraged to tailor content to actual instructional needs and to support learners in developing the skills required to adapt and integrate digital content effectively.

The key insight of the guidelines lies in their call for schools and teachers to place greater emphasis on the educational attributes and pedagogical value of digital education content, rather than viewing it merely as a vehicle for information delivery. The eight quality standards proposed provide a solid foundation for the development of rigorous and systematic evaluation frameworks, helping to enhance content quality while safeguarding educational equity.

Moreover, the detailed guidance on critical processes—such as content choosing, creating, accessing, using and adapting, and evaluating—offers practical and actionable support for frontline educators. Of particular significance is the emphasis placed on the value of practice, adaptive implementation, and continuous sharing, underscoring the role of iterative refinement and professional exchange in the effective use of digital education content.

For more details, please visit the link below:
https://euagenda.eu/publications/download/675784

03

UNESCO:

The Right to Education: Past, Present and Future Directions

New realities require stronger normative frameworks to ensure the right to education

In December 2025, UNESCO released a landmark report entitled *The Right to Education: Past, Present and Future Directions*. This report reviews 25 years of progress on the right to education, highlighting major gains such as near universal access to primary education, expansion of formal learning from early childhood through to higher education, and the growing recognition of lifelong learning as a cornerstone of human and social development.

At the same time, radical shifts in the ways that we live, work and learn, have placed education systems under unprecedented pressure to adapt in a remarkably short period of time.

Part I Progress, Bottlenecks, and Future Directions of the Right to Education in the Twenty-First Century

Achievements:

- Globally, progress has been made in the expansion and extension of school education, with many countries extending the duration of compulsory education through legislation.
- Early childhood care and education has gained increased recognition and is interpreted as a right that "begins at birth."
- Secondary and higher education have continued to expand; the gross enrolment ratio in higher education has risen significantly, and female enrolment now exceeds male enrolment.

- The concept of lifelong learning has been formally recognized and incorporated into the legal frameworks of many countries.
- Progress has also been made in gender equality and inclusive education, with the gender parity index in primary education approaching balance.

Challenges:

- The global out-of-school population has been increasing since 2015.
- The education quality crisis persists, with many children failing to acquire basic skills, and learning losses exacerbated by the COVID-19 pandemic.
- Educational inequalities remain pronounced, particularly in higher education and among disadvantaged groups.
- Financing gaps remain substantial, with stark disparities in per-student expenditure between low-income and high-income countries.

Part II Six Contextual Drivers Shaping the Evolution of the Right to Education

- Demographic changes, including urbanization, population ageing and youth bulges, require education systems to become more adaptable and resilient.
- The world of work is being reshaped by artificial intelligence, automation and the green transition, requiring new skills development and a shift towards lifelong learning models.
- Crises, climate change and population mobility severely disrupt educational continuity, calling for stronger system resilience.
- Digitalization and artificial intelligence deepen the digital divide, while their application brings both opportunities and risks.
- The expanding role of non-state actors in education necessitates stronger regulation to prevent the exacerbation of inequalities.
- Global shortages of teachers and insufficient professional support call for improved teacher education, training and working conditions.

Part III Reimagining the Right to Education for a Changing World and Strengthening Its Legal Foundation

The report argues that existing international human rights law contains substantive gaps in guaranteeing the right to education and is insufficient to address contemporary challenges. Strengthening efforts should be grounded in the 5A framework—Availability, Accessibility, Acceptability, Adaptability and Accountability—applied through a lifelong learning perspective.

Availability

Establish early childhood education and at least twelve years of free, quality education as legal entitlements, and ensure rights-based guarantees for adult learning and digital literacy.

Accessibility

Strengthen the principle of non-discrimination, ensure educational continuity in times of crisis, and make higher education affordable and inclusive.

Acceptability

Integrate climate change education and education for sustainable development into legal objectives, and affirm the central role of technical and vocational education and lifelong learning.

Adaptability

Respond to digital transformation and artificial intelligence by ensuring equitable access, data privacy and ethical use, and by strengthening education's transformative role.

Accountability

Reinforce legal obligations related to education governance and financing, protect teachers' rights, and ensure access to justice and effective remedies.

For more details, please visit the link below:
https://unesdoc.unesco.org/ark:/48223/pf0000396613/PDF/396613eng.pdf.multi

Reference:
United Nations Educational, Scientific and Cultural Organization. (2025). *The right to education: Past, present and future directions.* UNESCO.
https://unesdoc.unesco.org/ark:/48223/pf0000396613

04

OECD:

AI Adoption in the Education System: International Insights and Policy Considerations for Italy

The Organisation for Economic Co-operation and Development (OECD) released *AI Adoption in the Education System: International Insights and Policy Considerations for Italy* in December 2025. It focuses on three priorities for Italy's school system: preventing dropout and promoting learning, reducing the maths gender gap, supporting students with an immigrant background. Drawing on international evidence, the paper reviews how AI can support these objectives, the risks that may arise, and possible mitigation strategies. It also considers how countries are integrating AI literacy and reforming curricula in response to shifting skill needs. The paper proposes key principles and a policy roadmap to guide AI adoption in schools. Recent initiatives in OECD countries illustrate opportunities and risks associated with AI adoption in schools and potential policy options for Italy.

First, the report puts forward three AI-related recommendations to address early school leaving in Italy. The first is to develop early warning systems (EWS) that use data to detect students at risk—drawing on indicators related to attendance, behaviour and academic performance—so that schools can trigger timely interventions. The second is to provide personalised learning support, adjusting the level of difficulty, content and feedback to students' needs and pace of learning. The third is to deploy AI to support teachers with routine and administrative work (e.g., grading-related tasks), thereby helping to reduce teacher workload. At the same time, the report stresses the need to attend to key risks. Algorithms may embed bias, which can undermine predictive accuracy for disadvantaged groups and call for mechanisms such as algorithmic-bias audits. It also notes that students may come to lean on AI tools in ways that weaken learning capabilities, and that unequal access to devices and connectivity may widen the digital divide. Accordingly, the report points to the importance of keeping educators at the centre of implementation, consistent with human-in-the-loop approaches, alongside sustained professional development and oversight.

01

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Second, the report discusses how AI may help reduce the gender gap in mathematics. Including through AI-enabled tools that support more targeted and inclusive teaching and that help teachers identify and address unconscious biases. It cautions, however, that insufficiently diverse training data may lead to biased outputs and reinforces the need for rigorous oversight.

03

Third, regarding support for students with an immigrant background. The report highlights the potential of AI-enabled tools, such as translation-related functions and multilingual communication tools, to reduce language barriers and strengthen communication between schools and families. It also notes that such uses increase the volume of personal data and therefore require stringent governance and compliance, for example with the GDPR. Effective integration requires balancing technological support with human relationships and care, rather than substituting essential interactions between teachers and students or between schools and families.

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Fourth, the report reconsiders the role of education in the age of AI, arguing that education systems need to be repositioned. As AI is reshaping labour markets, education systems must integrate AI literacy into curricula so that learners are able to understand, use, and critically assess AI technologies.

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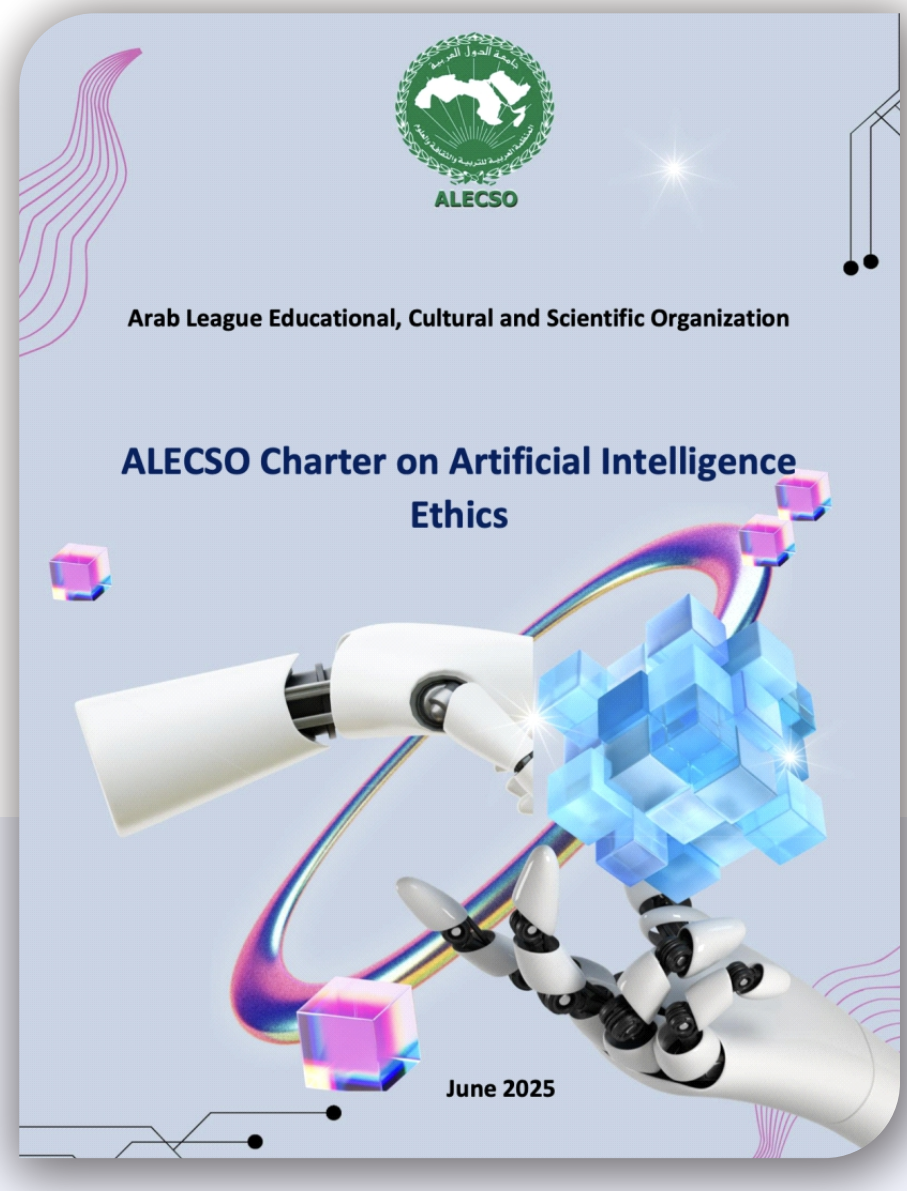
Finally, the report recommends that governments develop clear and coherent national policies when planning for AI in education and promote collaboration among governments, schools, and enterprises. Policy priorities should focus on strengthening teacher training and improving educational infrastructure, while ensuring that resources are equitably distributed across all schools. In terms of implementation, a pilot-first, phased scaling-up approach is advised, supported by monitoring and evaluation mechanisms and flexible policy adjustment. Throughout the process, student privacy must be rigorously protected, and data use must remain lawful and compliant, so that AI can provide sustained and effective support for improving educational quality and advancing educational equity, rather than serving as a short-lived technological experiment.

For more details, please visit the link below:
https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/12/ai-adoption-in-the-education-system_43251cf0/69bd0a4a-en.pdf

Reference:

Borgonovi, F., Bastagli, F., Ochojska, M., & Piumatti, G. (2025). *AI adoption in the education system: International insights and policy considerations for Italy* (OECD Artificial Intelligence Papers No. 52). OECD Publishing.
https://doi.org/10.1787/69bd0a4a-en

05 ALECSO: Charter on AI Ethics



The Arab League Educational, Cultural and Scientific Organisation (ALECSO) in Tunisia has adopted a code of ethics for the use of artificial intelligence in the Arab world to preserve cultural and traditional values while integrating generative AI tools and technologies into university education and scientific research. The ***ALECSO Charter on AI Ethics*** was adopted at a high-level virtual meeting of AI experts and representatives from Arab countries in June 2025.

The *ALECSO Charter on AI Ethics* is a strategic step to establish a clear ethical and regulatory framework for the responsible and equitable use of artificial intelligence, ensuring maximum benefit while upholding human values, respecting cultural diversity, and supporting sustainable development in line with ALECSO's core principles.

Grounded in the socio-cultural context of the Arab world, the Charter draws on international artificial intelligence ethics frameworks, including those of UNESCO and the European Union, and responds to regional challenges such as gaps in digital capacity, legal and regulatory frameworks, data security, cultural identity, and uneven technological development. It clearly affirms that artificial intelligence should serve to enhance educational quality, advance scientific research and innovation, and support cultural preservation, rather than exacerbate digital divides or undermine local values.

The Charter focuses on three key domains: education, science, and culture.

- In the field of **education**, the Charter seeks to harness AI to improve the quality of education, provide equal learning opportunities, and support teachers and students through innovative educational tools.
- In the field of **science**, the Charter seeks to encourage responsible scientific research, enhance cooperation among researchers, and ensure the development of AI technologies that contribute to solving scientific, environmental, climate and economic challenges.
- In the field of **culture**, the Charter aims to protect and promote Arab cultural identity, support digital creativity, and ensure the use of AI technologies in documenting and disseminating cultural heritage globally.

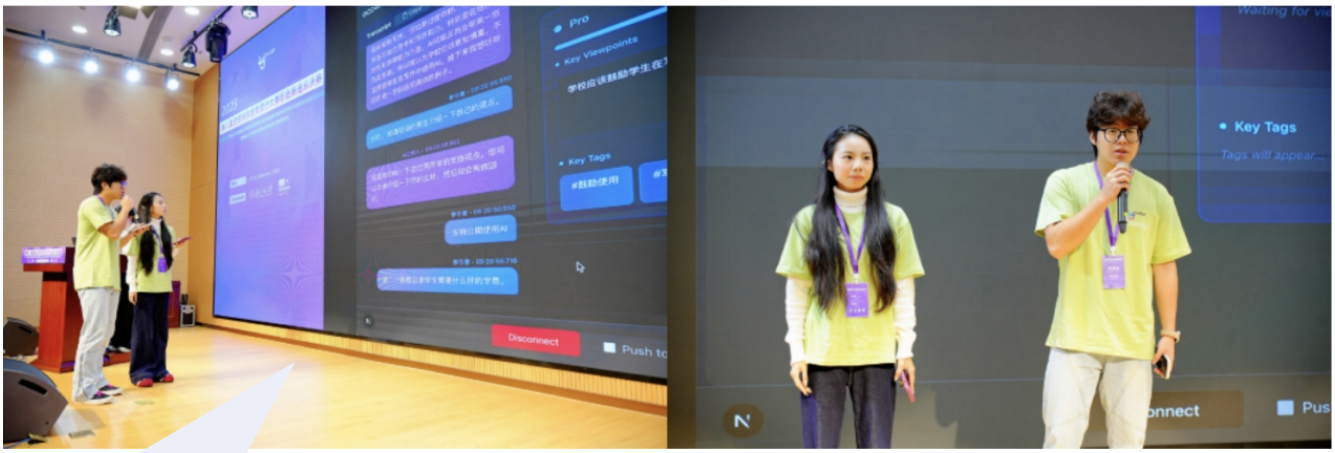
For more details, please visit the link below:
https://www.alecso.org/publications/wp-content/uploads/2025/08/etic.pdf

Reference:
Arab League Educational, Cultural and Scientific Organization. (2025). *ALECSO Charter on AI Ethics.* https://www.alecso.org/publications/wp-content/uploads/2025/08/etic.pdf

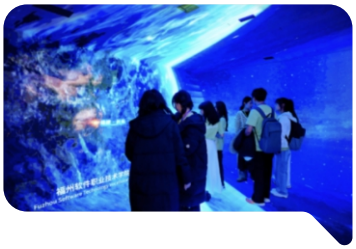
06

Finals of the Vocational Education Track of the 8th GCD4FE Held in Fuzhou

From December 20 to 21, 2025, the Finals of the Vocational Education Track of the 8th Global Competition on Design for Future Education were held at Fuzhou Software Technology Vocational College. Jointly organized by Beijing Normal University and the UNESCO Institute for Information Technologies in Education (UNESCO IITE), the competition is one of the flagship annual activities of the World Digital Education Alliance. The Finals brought together 26 student teams from higher vocational institutions across multiple provinces and municipalities in China, as well as from Indonesia. Focusing on the deep integration of vocational education with cutting-edge technologies such as artificial intelligence, the participating teams presented a series of innovative solutions addressing real-world scenarios, including the digital preservation of intangible cultural heritage, special education, and industrial upgrading.



During the competition, a range of immersive experience activities was organized, highlighting frontier practices at the intersection of artificial intelligence and digital education. The opening "Human-AI Debate" attracted wide attention. Centered on the timely educational question of whether schools should encourage students to openly use AI in writing, student participants engaged in real-time exchanges with an artificial intelligence system. Through live interaction, participants directly experienced AI's strengths in argument structuring, language generation, and rapid response, while also prompting deeper reflection on human agency and the role of humanistic values in the application of emerging technologies.



Participating teams also visited several distinctive teaching and practice spaces at Fuzhou Software Technology Vocational College, gaining first-hand insight into the development of its digital learning environments. Leveraging NetDragon's strengths in technology, talent, and industry resources, the College has developed a teaching model that integrates virtual and physical learning spaces and is driven by intelligent technologies. Through immersive experiences and on-site observation, faculty members and students further explored applications of emerging technologies in classroom instruction, ideological and civic education, and campus cultural exhibitions—offering practical perspectives and design inspiration for educational innovation and project development.

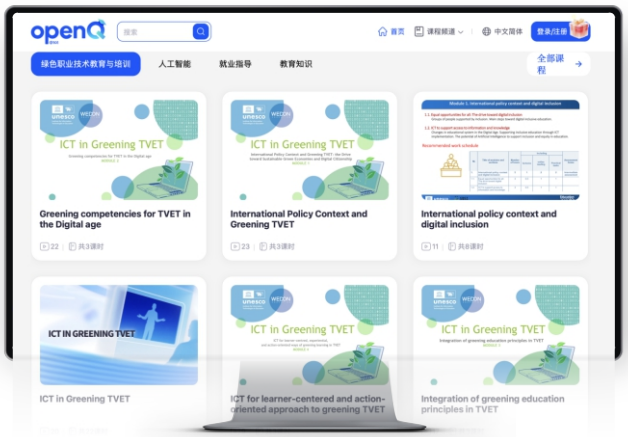
With guidance from mentors and through collaborative design processes, domestic and international student teams from higher vocational institutions carried out multiple rounds of refinement of their projects, focusing on problem definition, technical pathways, and application scenarios. The projects addressed diverse, real-world issues, clearly reflecting the defining features of vocational education—serving industry needs and responding to societal challenges.

The entries ranged from the digital preservation of intangible cultural heritage to initiatives supporting special groups and promoting educational equity. They included innovations in teaching and training that deeply integrate artificial intelligence with intelligent manufacturing, as well as vivid practices in which digital technologies empower rural revitalization and industrial upgrading. Several international projects approached issues such as women's health and digital inclusion, demonstrating the global vision and strong sense of social responsibility of vocational education students from cross-cultural backgrounds.

For more details, please visit the link below:
https://gcd4fe.bnu.edu.cn/en/

07 Official Launch of Open Quest Academy (Open-Q)

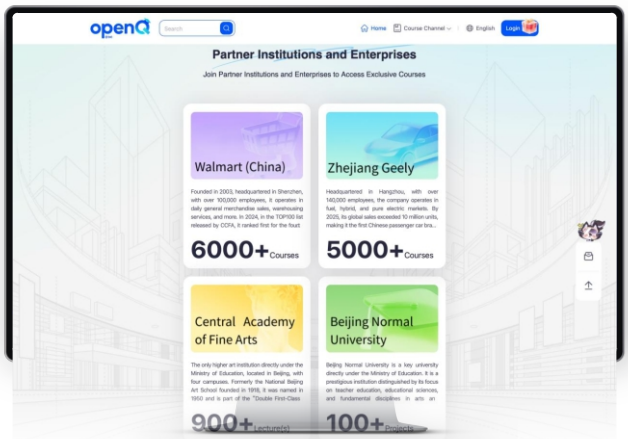
In 2025, Open Quest Academy (Open-Q) was officially launched during UNESCO's Digital Learning Week at UNESCO Headquarters in Paris, under the theme of "AI and the Future of Education". The initiative is dedicated to addressing global challenges related to the shortage, uneven distribution, and unequal access to curriculum resources worldwide. Guided by three core principles—technology for equity, co-creation of resources, and incentive-driven participation—Open-Q delivers high-quality, localized digital content to advance equitable and effective education worldwide.

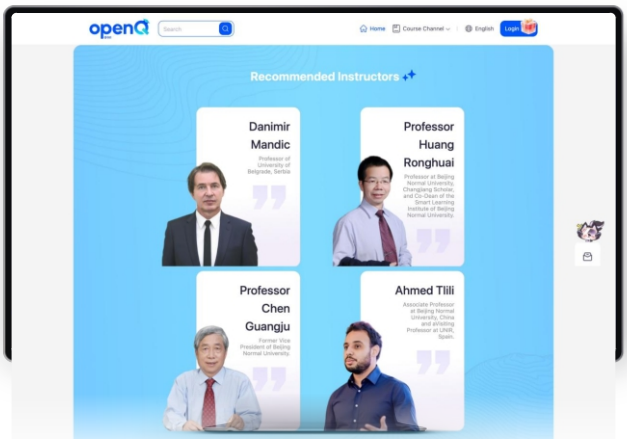


Leveraging its strong platform development capabilities and extensive experience in delivering large-scale, national-level education projects across multiple countries, NetDragon has become a key contributor to the Open-Q ecosystem. Its AI Production Center serves as the foundational AI computing infrastructure for Open-Q, playing a central role in the co-construction of a new, globally oriented educational model. Through deep integration into this emerging ecosystem, NetDragon supports the delivery of a more open and inclusive education metaverse platform, advancing the goals of educational equity and universal access for learners worldwide.

Open-Q is an open, future-oriented education ecosystem. With education hubs and content creation centers worldwide, Open-Q brings together experts, teachers, and practitioners to collaborate on metaverse-based learning and teaching platforms.

Data indicate that the unemployment rate among bachelor's degree holders aged 20–24 has risen by 29% over the past four to five years. In certain fields, such as IT and computer engineering, the rate has surged more than 100% compared with 2018–2019. Amid this challenge, Open-Q is harnessing the power of AI to provide new opportunities and guidance for the future. A core feature of Open-Q is its "Learn-and-Earn" model, a learning community where learners acquire job-ready skills, educators are rewarded for high-quality contributions, and the entire ecosystem benefits from an expanding shared knowledge base.



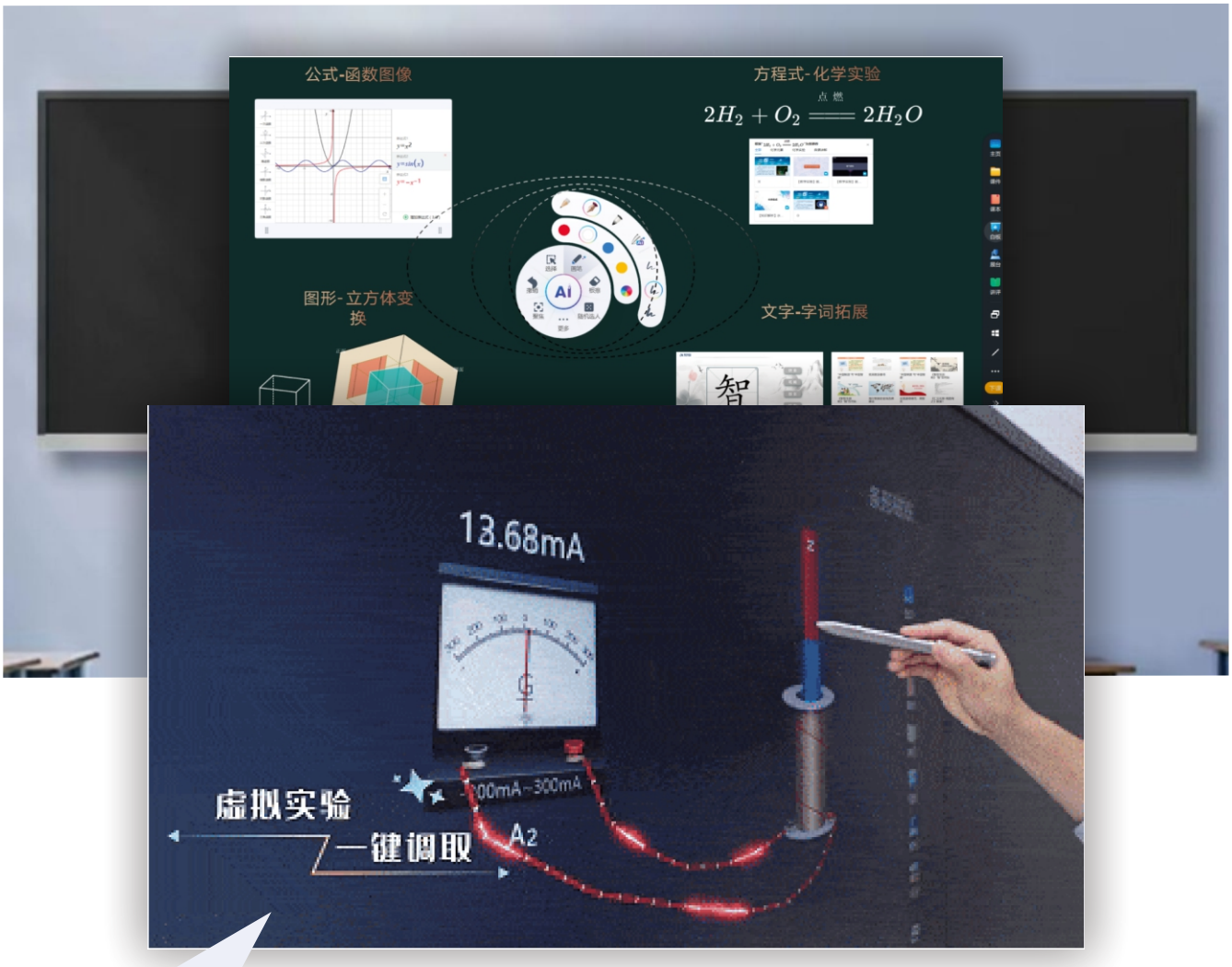


For more details, please visit the link below:
https://www.101.com/home/en/

Reference:

NetDragon Websoft Holdings Limited. (2025, September 5). *NetDragon showcases AI-powered education solutions at UNESCO Digital Learning Week 2025.* PR Newswire. https://www.prnewswire.com/news-releases/netdragon-showcases-ai-powered-education-solutions-at-unesco-digital-learning-week-2025-302547624.html

08 The Launch of iFLYTEK's Next-Generation AI Blackboard



As China's "AI+" Initiative advances, the integration of artificial intelligence into education is shifting from infrastructure construction to application deepening and ecosystem development. In this context, on October 24, during the 86th China Educational Equipment Exhibition, iFLYTEK released its new "AI Blackboard that Understands You," marking a major transition in classroom interaction—from traditional display devices to intelligent instructional partners.

The new-generation AI Blackboard is built around five "understanding-you" capabilities, establishing a teacher–student–machine collaborative ecosystem for next-generation classrooms:

Understanding Your Health: AI-Optimized Audio-Visual Balance

Featuring the world's first circularly polarized natural-light eye-care display, the AI Blackboard significantly reduces visual fatigue. Its ultra-wide viewing angle and AI-powered speaker array ensure uniform audio-visual experiences throughout the classroom.

Understanding Your Expression: Fully Natural AI Interaction

A four-level intelligent interaction framework allows AI to interpret intent, provide contextual responses, and collaborate proactively, substantially improving teaching efficiency and reducing the operational burden on teachers.

Understanding Your Thinking: AI-Enhanced Digital Boardwork

With precise, delay-free handwriting reproduction and dynamic visualization, the AI Blackboard makes abstract mathematical and geometric concepts intuitive and visible, effectively addressing long-standing instructional challenges.

Understanding Your Curiosity: Immersive AI Virtual Human

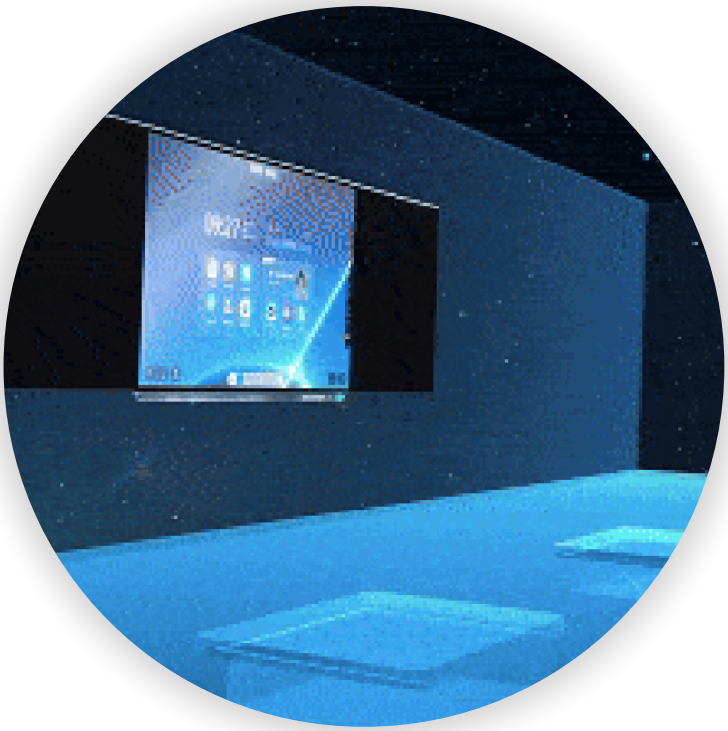
The upgraded panoramic AI virtual companion uses Socratic inquiry, interdisciplinary knowledge graphs, and multimodal perception to enable immersive dialogue, multilingual practice, and automated classroom assistance.

Understanding Your Growth: Multimodal Recording and Analytics

AI-powered panoramic recording generates knowledge-point clips, micro-lessons, and knowledge-flow maps to support precise student review. It also provides data-driven diagnostic reports for teachers, enhancing reflective practice and professional development.

Alongside the product launch, iFLYTEK introduced a "1+4" smart classroom solution centered on the AI Blackboard, covering standard classrooms, research classrooms, STEM labs, multilingual classrooms, and psychological counseling rooms—promoting a shift from equipment accumulation to holistic, learner-centered environments.

Overall, the release of iFLYTEK's new AI Blackboard represents more than a product innovation; it signals a paradigm shift in smart classroom development—from merely equipping classrooms to ensuring that technology meaningfully contributes to teaching, learning, and student growth.



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The World Digital Education Alliance is committed to establishing a global community in digital education. It aims to encompass the enhancement of dialogues and exchanges, the cultivation of practical collaborations, the establishment of a sustainable international cooperation mechanism, and the facilitation of the high-quality progression of digital transformation in education.

Editing & Compilation: WANG Menghan, WANG Junyi
Reviewed by: ZENG Haijun

Contact us

Joint Secretariat of WDEA:
China Education Association for International Exchange(CEAIE)
Beijing Normal University(BNU)

Tel:
010-66090069
010-58807205

Email:
wdea@bnu.edu.cn

Website:
https://wdea.bnu.edu.cn