



世界数字教育联盟
WORLD DIGITAL EDUCATION
ALLIANCE

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Global Insights

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2026 World Digital Education Conference kicks off in China's Hangzhou



On the afternoon of May 11, 2026, the opening ceremony of the 2026 World Digital Education Conference was held in Hangzhou, Zhejiang Province, China. The conference, themed “AI + Education: Transformation, Development, Governance,” brought together more than 850 participants, including representatives from Chinese and international government agencies, international organizations, universities, primary and secondary schools, enterprises, as well as experts and scholars. President of the Swiss Confederation and Head of the Federal Department of Economic Affairs, Education and Research, Guy Bernard Parmelin delivered a video address at the opening ceremony, and UNESCO Director-General Khaled El-Enany attended and delivered a speech.

Chinese Vice President Han Zheng attended the opening ceremony of the 2026 World Digital Education Conference

Addressing the event, Han said the integrated development of AI and other digital technologies with education presents both a significant opportunity for global education development and a common challenge for all countries.

China is ready to work with all parties to explore the development vision and governance approaches for digital education, improve the systems of rules and standards, and jointly drive the transformation and innovation of digital education, Han said.

Han proposed adhering to a people-centered approach and cultivating new talents of the era who possess lifelong learning abilities, are capable of harnessing AI, and can lead future development.

He also proposed promoting the joint construction and sharing of digital infrastructure, so that the dividends from the integrated development of digital technology and education can benefit more people.

Han said that efforts must be made to uphold the principle of using AI for good, ensure safe and orderly development, establish a risk monitoring and evaluation system, and prevent misuse.

He also emphasized deepening international exchanges and cooperation to jointly promote the healthy development of digital education.



Huai Jinpeng delivers keynote speech at 2026 WDEC

The 2026 World Digital Education Conference (WDEC) opened in Hangzhou on May 11. Minister of Education Huai Jinpeng delivered a keynote speech titled “Transforming and Advancing Education in the Age of Intelligence” at the opening ceremony.

Huai noted that the Chinese government prioritizes education and technological advancement. He recalled President Xi Jinping's remarks on the significant role of education in shaping the future and on the need to robustly promote integration of artificial intelligence (AI) in education as a means to bolster educational transformation and innovation.



Huai said that China has implemented the National Strategy for Digital Education since 2022, under which the White Paper on Smart Education was released in 2025 and the “AI Plus Education” Action was launched in 2026 to continuously explore the potential of AI empowerment in the field of education. He added that China has worked to develop a wealth of high-quality and publicly accessible educational resources, build platforms for personalized learning experiences, promote cross-sector and interdisciplinary collaboration to boost innovation, and push forward digital transformation across the whole education sector.

Huai said that China has established the goal of building itself into a leading country in education by 2035. He also stressed that education should always play its fundamental role of promoting well-rounded development of individuals and serving economic and social development. He underscored the need to enhance values education, facilitate the training of intelligent thinking and creativity, boost commercialization of research outcomes, and enhance teachers' digital competence.

Huai called on countries to work together to address the opportunities and challenges brought by AI on the basis of mutual trust. He proposed three initiatives: 1) increasing international cooperation to build consensus on AI-empowered educational transformation; 2) jointly developing new models for educational development; and 3) jointly building a new ecosystem for educational governance. He expressed hope that countries would join hands to create a better future for education worldwide.

Meetings of the World Digital Education Alliance

The 2nd Meeting of the First Executive Council and the 2026 General Assembly Meeting of the World Digital Education Alliance Were Held

On the morning of May 11, the 2nd Meeting of the First Executive Council and the 2026 General Assembly Meeting of the World Digital Education Alliance (WDEA) were held in Hangzhou during the 2026 World Digital Education Conference.



The 2nd Meeting of the First Executive Council of the WDEA was moderated by YANG Jun, Co-Secretary-General of the WDEA and Vice President and Secretary-General of the China Education Association for International Exchange (CEAIE). ZHOU Zuoyu, Vice Chairman of the University Council of Beijing Normal University; YANG Zongkai, Director of the WDEA Expert Advisory Committee; and WU Yonghe, Chair of the WDEA Standardization Committee, respectively introduced the outcomes of the Alliance's special initiatives, including the World Digital Education Innovation Cases, the Ethics of Artificial Intelligence in Education, and the Alliance's standardization activities.

Representatives from 15 Executive Council member institutions attended the meeting and engaged in in-depth discussions on the above initiatives, as well as the Alliance's 2025 Work Summary and Future Plan.



Following the Executive Council meeting, the 2026 General Assembly Meeting of the WDEA was convened, during which the Alliance's 2025 Work Report, special reports, and future work plan were reviewed and approved. Representatives of WDEA member institutions, including Nicolas Mainetti, Regional Director for Asia-Pacific of the Agence Universitaire de la Francophonie (AUF); Abdulrahman Ibrahim Al Medaires,





Director General of UNESCO Regional Center for Quality and Excellence in Education (RCQE); and Natalia Amelina, Senior Officer of National Projects at the UNESCO Institute for Information Technologies in Education (IITE), NIE Xiaolin, Co-founder, Director and Senior Vice-President of iFLYTEK; YAO Xin, Vice-President (Research and Innovation) of Lingnan University; Sophia Li & Ashley Mok, Senior Regional Director (Greater China) & Director of Consultancy, Times Higher Education; Aleksandr Grinshkun, Head of the Department of Educational Informatization at the Institute of Digital Education of Moscow City University; Mona Abdel-Aal Elzahry, Vice Dean for Education and Students' Affairs at the Faculty of Medicine of the University of East Capital shared best practices and experiences in digital education. They also offered constructive suggestions on enhancing the Alliance's global influence, strengthening professional standardization, and organizing thematic activities on digital education. YU Jihong, Chairperson of the WDEA and President of Beijing Normal University, delivered the closing address, expressing the hope that all Alliance members would fully play their roles as contributors, builders, and pioneers in advancing educational digital transformation, promoting educational equity, improving educational quality, and fostering mutual learning among civilizations.



During the meeting, several important achievements approved by the Assembly, including *Best Practices in Artificial Intelligence in Education (AIED): Scenarios-Driven Educational Transformation*, *Ethics of Artificial Intelligence in Education: A Reference Framework (2026)*, and the *WDEA Standard Documents — Artificial Intelligence Application System in Education and Fundamental Elements of an AI-Empowered Smart Campus* — will be officially released during the 2026 World Digital Education Conference. These outcomes systematically demonstrate the Alliance's practical achievements, share cutting-edge developments and the latest research findings, and further enhance the Alliance's international influence in the field of global digital education.

The World Digital Education Alliance was officially established in January 2024 and has received enthusiastic responses from the international community. To date, the Alliance has attracted 144 member institutions from more than 40 countries and regions, including international organizations, universities, research institutions, and enterprises. Moving forward, the Alliance will continue to deepen resource integration, expand international communication channels, optimize organizational development, promote sustainable and stable growth, and foster a collaborative development ecosystem. With a more open attitude, more pragmatic measures, and stronger actions, the Alliance will contribute educational wisdom and strength to building a global community with a shared future for mankind.

The 3rd Plenary Meeting of the Standardization Committee of WDEA

On the morning of May 11, the Standardization Committee of WDEA convened its 3rd Plenary Meeting.

The Secretariat of the WDEA Standardization Committee was established based on the Secretariat of the Technical Standards Committee for Educational Informatization under the Ministry of Education. The meeting was moderated by Zheng Li, Secretary-General of the WDEA Standardization Committee and Professor at Tsinghua University. Representatives from member institutions of the Standardization Committee, industry experts, and guests of the Alliance attended the meeting.

During the meeting, Wu Yonghe, Chair of the WDEA Standardization Committee and Professor at East China Normal University, delivered remarks and presented the Committee's annual work progress as well as its future work plan.



Parallel Sessions of 2026 WDEC

The 2026 World Digital Education Conference featured eight parallel sessions covering a broad range of themes, including basic education, vocational education, higher education, teacher development, educational research, educational evaluation, lifelong learning, and industry–education collaborative innovation. Chinese and international participants jointly explored how artificial intelligence can drive systemic transformation in education and advance the high-quality development of education.

1. Nurturing the Next Generation: The Evolving Landscape of Basic Education in the Age of AI

This parallel session convenes heads of education authorities, leading experts, primary and secondary school principals, and representatives from renowned enterprises both in China and internationally. Through keynote addresses, experience-sharing sessions, and educational narratives, the event will delve into how artificial intelligence empowers the growth of teachers and students and fosters systemic transformation in education. The session will also release significant outcomes, promote practical international cooperation and advance the ethical development of AI, jointly charting a new blueprint for the future of smart education.



2. Intelligent Manufacturing and Future-Oriented Training

Organized under the guidance of the Department of Vocational and Adult Education of the Ministry of Education of the People's Republic of China and the Zhejiang Provincial Department of Education, and was hosted by Zhejiang Polytechnic University of Mechanical and Electrical Engineering.



The session began with opening addresses delivered by distinguished leaders, followed by keynote speeches and a roundtable discussion. Centered on the development of a modern industrial system and the core competency requirements for intelligent manufacturing professionals, the session focused on three strategic priorities: the digital transformation of vocational education and training systems, the deepening of industry–education integration for collaborative talent development, and the better alignment of the supply of highly skilled professionals with evolving workforce needs. Discussions explored how artificial intelligence could drive innovation in teaching and learning, establish new models for future-oriented training, and systematically advance reforms across key dimensions of vocational education.

3. Leading Higher Education through Digital and Intelligent Innovation: Building a New Ecosystem for Talent Development

Guided by the Department of Higher Education of the Ministry of Education and organized by Zhejiang University, the parallel session served as a platform for exchanges and discussions on topics including innovative concepts and transformative models of higher education in the age of artificial intelligence, innovative practices in the integration of AI technologies and higher education, and the building of a future-oriented higher education ecosystem and the high-quality development of higher education.

The session featured opening remarks, demonstrations of future classrooms, keynote speeches, roundtable dialogues, and closing remarks. Participants included presidents of world-renowned universities, specialists in digital education, as well as leading figures from major AI enterprises and research institutions.



4. Preparing Teachers for Schools of the Future

The rapid advancement of Artificial Intelligence is driving an accelerated evolution of both social and educational structures, making the transformation of talent cultivation standards and pedagogical models an increasingly urgent necessity. Modern educational systems and instructional frameworks inherited from the industrial era are no longer sufficient to meet the talent development needs of an intelligent society, nor do current teacher competency frameworks align with the demands of AI-driven education.



This parallel session establishes the trend of changing the shape of schools in the future. Through theoretical dialogue and the sharing of practical experiences, the forum seeks to conduct an in-depth exploration of the essential competencies required for educators in the intelligent era. By synthesizing exemplary practices in digitally empowered teacher workforce development and co-building innovative pathways for global teacher preparation and teacher education cooperation, the conference aims to catalyze global policy reform, optimize training models, and facilitate the fundamental transformation of the teacher's role—ultimately and systematically enhancing the effectiveness of talent development.

5. Building New Scientific Research Capabilities: Transforming Research Paradigms with AI

Guided by the Department of Science, Technology and Informatization, Ministry of Education of China, organized by the Artificial Intelligence Open Alliance, and co-organized by Westlake University. The forum aims to advance AI-empowered scientific research, strengthen interdisciplinary talent development, and promote the generation of high-impact AI-driven scientific outcomes. The program features four core components: keynote speeches, rising research leaders report, a roundtable forum, and a results showcase session. Top experts and industry leaders in AI for Science was invited to deliver talks and engage in in-depth discussions. The forum released a series of cutting-edge research achievements and applications, with the goal to jointly exploring innovative pathways for transforming research paradigms with AI. This parallel forum served as a high-level platform for deepening the integration of AI with fundamental sciences and contribute to the shaping of a new research ecosystem.



6. AI in Education: Development and Evaluation

The parallel session “AI Education Development and Evaluation,” hosted by the China National Academy of Educational Sciences, co-organized by the Zhejiang Research Institute of Education Science and Hangzhou Dianzi University, focuses on cutting-edge issues in the deep integration of AI and education, closely aligning with contemporary development trends and practical needs of the sector. It features three core themes:

1. Monitoring and Evaluation of Global Digital Education Development
2. Development and Application of Workflow-based Educational AI Agents
3. Cultivating Thinking Skills Beyond AI

Grounded in the latest trends, advances, and breakthroughs in AI technologies, the conference will adopt diverse formats—including keynote speeches, case presentations, and thematic discussions—to comprehensively showcase academic leadership and innovative exploration in the field of digital education worldwide.



7. Digital Intelligent Empowerment for a Ubiquitous and Accessible Lifelong Education System

This parallel session aims to showcase to the world China's practices and strategic, systematic solutions in building a ubiquitous and accessible lifelong education system, so as to lead the development of global lifelong education. It will bring together experts and scholars from the global education technology community to jointly explore topics such as the construction of lifelong education systems and learning cities against the backdrop of digital and intelligent empowerment, promote the integration of new lifelong learning scenario applications and new digital education technologies, and support the building of a learning society where anyone can learn anywhere at anytime.

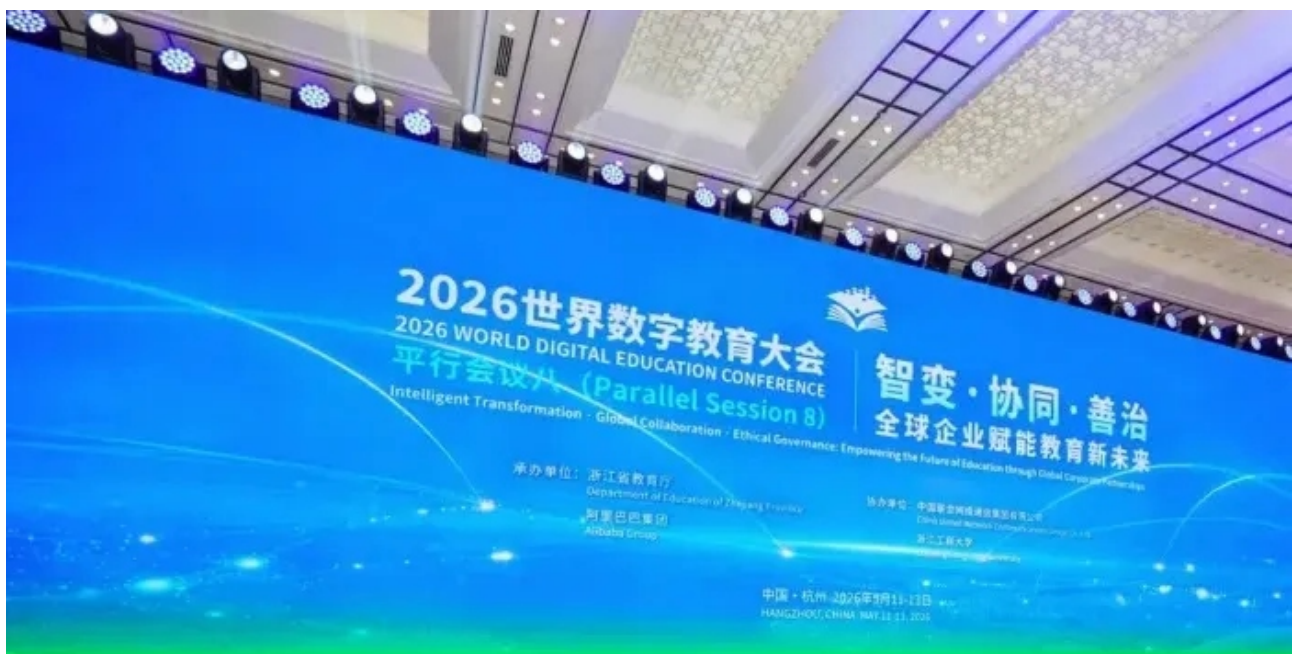


8. Intelligent Transformation·Global Collaboration·Ethical Governance: Empowering the Future of Education through Global Corporate Partnerships

This parallel session convened leaders from top global technology enterprises, representatives of international organizations, and pioneers in educational innovation. The session engaged in in-depth dialogue on how AI is reshaping the educational ecosystem and explored emerging pathways for the development of new-quality productive forces driven by global corporate collaboration.

The session mainly included keynote speeches, high-level roundtable discussions centered on frontier enterprise-driven educational innovation, and the launch of a collection of AI-enabled education practice cases, showcasing the tangible achievements of global enterprises in leveraging technology to empower the education ecosystem.

This session aimed to pool global strengths from government, industry, academia, and research institutes to jointly create a new digital education paradigm characterized by innovation, efficiency, openness, and excellence.



Deliverables of the Conference

1

The China Smart Education Development Report (2025–2026) and the Global Digital Education Development Index (GDEI) 2026



The *China Smart Education Development Report (2025–2026)* and the *Global Digital Education Development Index (GDEI) 2026* were released at the closing ceremony of the 2026 World Digital Education Conference in Hangzhou.

The two publications were presented by Li Yongzhi, President of the China National Institute of Education Sciences. Both examine how artificial intelligence (AI) is reshaping education systems and how countries are responding to the opportunities and challenges arising from digital transformation.

The *China Smart Education Development Report* adopted “AI Redefining Education” as the theme for this year’s report. It reviews China’s policy measures and practical experience in advancing smart education, with a focus on national planning, the Smart Education of China platform and a series of pilot programs. The report also discusses emerging forms of smart education and identifies key issues for future global dialogue.

GDEI 2026 offers a comparative assessment of digital education development in 82

countries. Now in its third year, the index draws on multimodal evidence to track national progress in digital education in the age of AI.

This year's index includes a special assessment of the development of thinking skills in an AI-enabled environment. According to its findings, 43 percent of countries are actively planning AI-enabled educational transformation, while 78 percent highlight the importance of higher-order thinking skills and 76 percent have set goals for developing students' thinking abilities.

The index also finds that global digital education is becoming more clearly structured, with the overall level of development rising by 3.52 percent. It identifies the United States, China, the Republic of Korea and Finland as among the countries that have entered a new stage of AI-enabled education.

2 Top 10 global trends in digital education research unveiled at 2026 WDEC



Digital Education Fronts 2026 was released at the closing ceremony of the 2026 World Digital Education Conference (WDEC), offering an in-depth look at where the field is heading in the age of artificial intelligence (AI).

The report was developed by a research group led by the journal Frontiers of Digital Education (English Edition) in collaboration with data analytics firms, universities, and

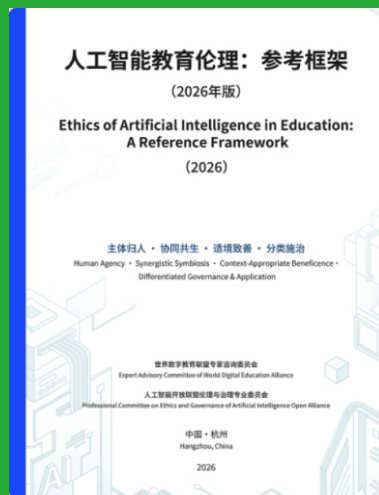
research institutes. Drawing on a dataset of nearly 90,000 digital education research papers published globally from 2020 to 2025, the team used scientometric analysis and expert input to identify the ten most influential topics currently shaping the field.

The ten trends are: 1) human–AI collaboration driving a new paradigm shift in smart pedagogy; 2) human–AI interaction revealing the essence of learning and cognition; 3) risk perception defining the boundaries of digital technology application; 4) teaching competence shaping high-quality digital and intelligent education; 5) interdisciplinary teaching fostering deep integration between technology and the humanities; 6) educational robots emerging as a new cornerstone of smart education; 7) adaptive learning systems accelerating the transformation of learning scenarios; 8) a collaborative approach to AI governance shaping the global educational security landscape; 9) immersive interaction technologies redefining the future of learning; and 10) self-directed learning competence as the defining characteristic of digital education.

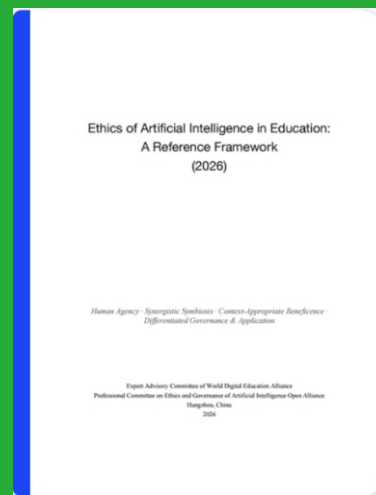
Supported by theoretical frameworks, detailed case studies, and future forecasts, the report explores these topics through the lenses of AI application, human–AI interaction, governance, and the essence of learning. In general, the report reflects a shift in focus from technology application to institutional development, competence cultivation, and risk control. It not only provides insights into future research on digital transformation, but also serves as a forward-looking guide for countries seeking to implement digital education strategies and build high-quality digital education systems. The full report will be published in *Frontiers of Digital Education* (English Edition).

3 China releases digital education ethics document at 2026 WDEC

The *Ethics of Artificial Intelligence in Education: A Reference Framework* was officially released at the 2026 World Digital Education Conference (WDEC) on May 12. The document provides a systematic ethical framework and codes of conduct for the utilization of artificial intelligence (AI) in basic education, higher education, and vocational education.



人工智能教育伦理:参考框架



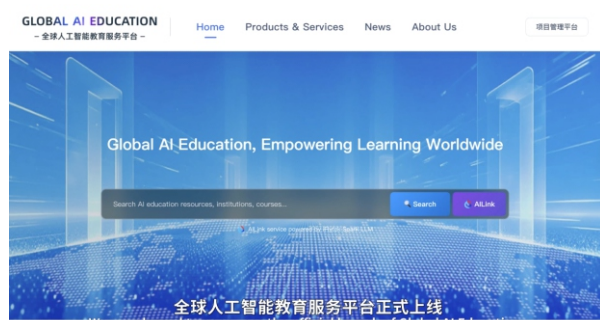
Ethics of Artificial intelligence in Education:
A Reference Framework

The document outlines four principles. First, decision-making should rest with humans, with AI serving only as a supplementary tool. Second, human–AI collaboration should build on complementary strengths of both humans and AI systems while avoiding overreliance on AI. Third, AI systems should be adapted to specific learning environments and be used for the greater good. Fourth, differentiated governance should be adopted to address various AI-related ethical risks.

The document identifies three types of risks and lays out the principles for deciding who should be held accountable. It also sets forth codes of conduct for educators, learners, and education institutions in the fields of basic education, higher education, and vocational education. With regards to risk prevention and control, the document specifies three AI application scenarios—prohibited, limited, and encouraged use of AI tools—and outlines a dynamic adjustment mechanism to ensure rational and wise human–AI interaction.

By delineating the methods, boundaries, and principles of AI integration in education, the document aims to strike a balance between harnessing advanced technology and fulfilling the mission of education, thereby ensuring that the outcomes of AI development can be leveraged to benefit all learners in an equitable way.

4 Smart Education of China is upgraded



Smart Education of China (SEC)—China’s national digital education platform—now incorporates three new functions after a recent upgrade, according to an announcement by the Ministry of Education (MOE) at the 2026 World Digital Education Conference (WDEC) on May 12. The platform now functions as an international platform serving users around the world, a lifelong learning center, and a Chinese language learning community.

The international platform integrates smart education resources worldwide, including courses, teaching materials, intelligent agents, teacher training services, and youth exchange projects. Through the use of big data and AI, the platform serves as a powerful online portal for showcasing educational resources, demand–supply matchmaking, and publishing research results. It now facilitates the collaborative

development and sharing of educational resources across the globe.

The lifelong learning center features four sections: vocational skills training, knowledge upgrading, education for social and cultural enrichment, and leisure education. It covers a broad range of topics, such as new energy vehicles, intelligent manufacturing, mechanical design, HSK tutoring, cultural and tourism exhibitions, intangible cultural heritage skills and practices, traditional methods of health preservation, and Baduanjin (a set of traditional Chinese aerobic exercises). The center supports multilingual services and will be continuously expanded.

The Chinese language learning platform integrates a large number of high-quality international Chinese teaching resources based on knowledge graphs and professional corpora. It offers personalized content recommendations, real-time interaction, intelligent lesson plan generation, and ready-to-use AI tools. By enabling the monitoring of learning progress, it provides round-the-clock support for Chinese language learners around the world.

5

World Digital Education Alliance releases two AI education standards at WDEC



Hangzhou, May 12, 2026 — The World Digital Education Alliance released two standards on artificial intelligence (AI) in education at the closing ceremony of the 2026 World Digital Education Conference (WDEC) in Hangzhou.

The two documents, *Artificial Application Systems in Education* and *Fundamental Elements of AI-Empowered Smart Campuses*, provide practical reference frameworks for the design and use of AI in educational settings.

The first standard outlines a framework covering key technologies, teaching, learning and assessment scenarios, as well as safety and ethics. Grounded in the principles of human-centered design, educational value and trustworthy technology, it provides technical guidance for the full lifecycle of AI applications in education. It defines basic requirements for enabling technologies, common education functions, and safety and ethical safeguards. It can also be used to guide system design, development, testing, deployment and evaluation.



人工智能教育应用系统

Artificial intelligence
application
system in education



人工智能赋能的
智慧校园基本要素

Fundamental Elements
of an AI-Empowered
Smart Campus

The second standard, *Fundamental Elements of AI-Empowered Smart Campuses*, provides a framework for the planning, design and development of smart campuses supported by AI. It defines a general architecture covering portals, applications, support systems and AI capability platforms. The document highlights the role of AI agents and multimodal interaction, and explains how education-specific AI models, general large language

models and basic AI capabilities can work together to connect physical learning spaces with digital systems.

The standards are intended for education institutions, technology providers and standard-setting bodies involved in developing AI-enabled education systems and smart campuses.



世界数字教育联盟
WORLD DIGITAL EDUCATION ALLIANCE

Attendance list

- 28 participants
- from 8 Countries (Argentina, China, Cote d'Ivoire, Gambia, Indonesia, Malaysia, Saudi Arabia, Uzbekistan)

University of the Gambia, Gambia	Hong Kong Polytechnic University, Hong Kong SAR, China
Navoi State University, Uzbekistan	University of New South Wales, Australia
UNESCO, Saudi Arabia	Tashkent International University of Education, Uzbekistan
Universiti Tunku Abdul Rahman, Malaysia	H3C, China
Beijing Normal University, China	Brawijaya University, Indonesia
Geely Talent Development Group, China	iFLYTEK Co., Ltd., China
Tsinghua University, China	NetDragon, China
Groupe des Alphabétiseurs par les TIC, Cote d'Ivoire	Macao Polytechnic University, Macao SAR, China
Universidad Nacional de La Matanza, Argentina	East China Normal University, China
Anhui Institute of Information Technology, China	Shanghai Open University, China
XINWEI-AI (Hainan) Co., Ltd., China	

形成了两项新的标准成果

世界数字教育联盟标准 WDEAS 0002
人工智能教育应用系统
Artificial intelligence application systems in education

世界数字教育联盟标准 WDEAS 0003
人工智能赋能的智慧校园基本要素
Fundamental Elements of AI-empowered Smart Campus

6 Best practices in AIED: Scenario-Driven AI Plus Education Transformation



世界数字教育大会
WORLD DIGITAL EDUCATION CONFERENCE

世界数字教育创新十大案例

——场景驱动的人工智能+教育变革

Best Practices in AIED: Scenarios-Driven Educational Transformation

世界数字教育联盟
WORLD DIGITAL EDUCATION ALLIANCE



Top10 Best Practices in AIED

The World Digital Education Alliance released the Best Practices in AIED: Scenario-Driven AI Plus Education Transformation at the 2026 World Digital Education Conference in Hangzhou on Tuesday, presenting ten examples of how artificial intelligence (AI) and digital technologies are being applied in education systems around the world.

The cases were selected from more than 500 submissions received through a global call launched by the Alliance. The selection focused on real-world application, measurable outcomes, ethical responsibility and sustainability. The selected cases cover a wide range of areas, including personalized learning, smart campuses, intelligent assessment, teacher development, education equity, international Chinese language education, AI ethics and research innovation.

In Hangzhou, the Smart Education of China platform was recognized for supporting a new model of AI-enabled science education. The initiative connects online science and technology resources with local museums, science centers and other public learning spaces, helping students learn, teach, create and explore

science through both digital tools and in-person experiences.

A second Chinese case, led by Beijing Normal University, focuses on AI-supported assessment of students' overall development. Built on national research and pilot projects, the initiative involves 44 regions and more than 8,000 primary and secondary schools. It explores how data and intelligent tools can support more comprehensive student evaluation across diverse local contexts.

The Shenzhen Cloud School was selected for its “four-dimensional classroom” model, which brings together lead teachers, assistant teachers, field-based teachers and AI teaching assistants. Over five years, the model has connected 27 primary and secondary schools, serving more than 10,000 students and 750 teachers through shared lesson planning, teaching and research.

The E-Library for Teachers, developed by UNESCO's Institute for Information Technologies in Education and the Chinese tech firm NetDragon, was recognized for supporting teacher professional development. The open-access digital resource platform provides courses, materials and communities of practice to help teachers strengthen AI competency and apply AI in ethical, inclusive and human-centered ways.

Singapore's Student Learning Space was selected for its Adaptive Learning System, launched in 2023. The system uses machine learning to recommend personalized learning pathways across subjects and stages of learning. It has been integrated into Singapore's national learning platform and is available to about 150,000 students in selected subjects and grades.

The Mindspark platform, developed by Mona Foundation, was recognized for supporting large-scale personalized learning in underserved schools. Used in India, South Africa and Zambia, Mindspark diagnoses students' learning levels, creates individualized learning pathways and provides teachers with AI-generated analysis of misconceptions, learning gaps and targeted remedial strategies.

Canada's Contact North | Contact Nord was selected for its free AI application suite for higher education. Designed to support learners in small, rural, northern and remote communities in Ontario, the suite provides tools for student learning, teacher preparation, and education and career planning. It has reached nearly 350,000 users worldwide.

In Australia, a Mandarin learning and assessment platform developed by Lyrebird Education was recognized for adapting international Chinese proficiency standards to local curriculum needs. Starting with the Victorian Certificate of Education Chinese curriculum, the platform connects HSK-based learning with Australian classroom requirements and is being expanded to other state and national systems.

Purdue University's PeteChat was included as a higher education case. The course-level chatbot, piloted in an electrical and computer engineering course, is developed through repeated cycles of classroom-based design, testing and revision. It aims to offer a balanced approach to AI use in universities, between outright prohibition and unrestricted adoption.

The final case is the ALECSO Charter of AI Ethics, developed by the Arab League Educational, Cultural and Scientific Organization. The charter provides a regional framework for responsible AI use in education, culture and science, aligning technology with principles such as human dignity, fairness, inclusion, transparency, accountability, cultural respect and sustainability.

The Alliance said the ten cases will serve as a public good for the global education community, offering practical references for countries, schools and institutions seeking to advance digital education in responsible, inclusive and locally adaptable ways.



7 Hangzhou Initiative on AI and Education



The surging wave of artificial intelligence is profoundly reshaping the production and living styles of humankind. As global education stands at a critical juncture of historic transformation, we must seize the boundless possibilities in the intelligent era in order to ride the tide to advance. To accelerate the implementation of the Global Digital Compact adopted at the United Nations Summit of the Future and to advance the achievement of the 2030 Sustainable Development Goal for Education, this World Digital Education Conference, focusing on transformation, development and governance, calls on the international community to join hands to foster a global ecosystem for AI applications in education.

To this end, the Conference proposes the following initiatives:



I. Jointly Uphold People-oriented Education and Enable Education to Transcend Traditional Boundaries

We advocate the people-oriented education and “Health comes First” concept adhere to the nature and value of education. We call for giving full play to the advantages of AI technologies to enlighten minds and nurture hearts, effectively stimulate human agency, empathy and creativity, so as to serve people’s all-round and sustainable development. We call for the integration of intelligent technologies with all elements, processes and scenarios of education, and extending its application from school education to a society-wide lifelong learning system, thereby providing strong support for the building of a learning society.

II. Jointly Promote Inclusive and Equitable Education and Ensure that Development Benefits Every Teacher and Learner

We advocate that all people should equally enjoy the outcomes of AI development. We will fully leverage the role of smart education platforms to share high-quality resources and intelligent tools, and bridge the global digital divide. We call for the establishment of a global network for professional development and training to systematically enhance teachers’ AI capacity. We further call for greater care and support for children with special needs, and for the development of an inclusive education system. We support UNESCO’s leading role in using digital technologies for restoring Education after Emergencies, with particular support for girls and women, while strengthening the resilience of education systems.

III. Jointly Create Future-oriented Educational Paradigms and Inspire Innovation to Flourish

We advocate developing future teachers, future classrooms, future schools and future learning centers with intelligent technologies, building students' capacity of finding problems, exploring possibilities and making solutions, fostering their Sci-Tech spirit and humanistic sentiment, and facilitating personal development. We will try to establish international cooperative network and platform for scientific and technological talents, carry out major science breakthrough together, build an ecosystem for knowledge co-creation, promote cross-discipline integration and promote research paradigm transformation driven by AI.

IV. Jointly Discuss Collaborative Governance and Ensure that Technology Safeguards Educational Development

We advocate that technology should serve human growth and development, and that AI should be used for good. We call for international collaborative research on social experiments in AI education, and scientific evaluation of the impact of technology on human beings. We will work together to build a general AI education at various stages of education and for society as a whole, guiding learners to use technology in a scientific and appropriate manner. We call for building ethical consensus on AI education, developing norms and standards for the applications of AI in education, and protecting rights and interests of teachers and learners.

V. Jointly Build an Ecosystem for Integrated Development and Promote Cross-border Cooperation and Exchange

We advocate working together to build an international strategic framework and carry out regular high-level dialogue. We will continue World Digital Education Conference, further develop the World Digital Education Alliance and the Artificial Intelligence Open Alliance, and give full scope to bilateral and multilateral mechanism to deepen cooperation with international organizations. We call for the creation of a high-level international think tank on AI and for strengthened academic exchanges in digital education. We will promote collaboration among education, science and technology, and industry, build an open-source and inclusive ecosystem, and underpin the sustainable development of education.



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