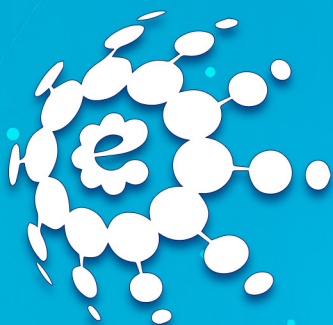




世界数字教育联盟

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Digital Education Bulletin

Global Insights

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Pacesetting Global Educational Transformation Report: AI-Driven Innovations from 100 Selected Top Universities

The UNESCO Chair on Artificial Intelligence in Education at Beijing Normal University has published bilingual flagship research, *Pacesetting Global Educational Transformation Report: AI-Driven Innovations from 100 Selected Top Universities*.

As a landmark output of the UN-endorsed research initiative under the International Decade of Sciences for Sustainable Development (2024–2033), the two-year research was led by Professor Huang Ronghuai's cross-border research team. The report documents over 1,400 verified AI initiatives launched by top universities worldwide between 2020 and 2026, and compares distinct institutional and regional AI development pathways.



1

Balanced Global Sample Built Through Dual-Tier Sampling

The research combines quantitative ranking screening and qualitative regional supplementation to guarantee representativeness. Five mainstream global university rankings (QS, THE, U.S. News, ARWU, CWUR) were analyzed via the self-developed MRPM-IUR model to select 73 consistently high-ranking institutions. To offset ranking bias against Global South regions, the Top-DRUM framework added 27 representative universities from Africa, Latin America and Southeast Asia. The final sample covers 100 universities across 30 nations and six continents: 36 in North America, 22 in Asia, 21 in Europe, 10 in Africa, 6 in Oceania, 5 in South America.

All AI projects cited are sourced from official university policies, annual reports and international institutional publications. Clear growth trends emerge: scattered small-scale AI pilots prevailed from 2020 to 2022; 2023 marked a turning point as AI rose to top institutional strategy; nearly 1,000 formal AI projects were recorded in 2025, proving AI has evolved from experimental tools into core campus infrastructure.

2 Global AI Trends & Regional Development Traits

Centered on three core university missions — teaching, research and public outreach — the team built a ten-dimensional analysis framework covering digital leadership, faculty upskilling, AI infrastructure, curriculum reform, interdisciplinary science, resource coordination, ethics, community empowerment and cultural sustainability. Three overarching global trends emerge from thousands of real-world cases:

Research:

- Universities partner with tech giants to build shared computing resources for cross-disciplinary discovery, while enforcing full-cycle governance to ensure AI serves public interests.

Teaching:

- Institutions redesign courses around human-AI learning environments and interdisciplinary tracks to equip students with adaptable, future-ready skills.

Social Impact:

- Universities act as key sources of AI innovations, research findings and policy proposals, prioritizing inclusive development and solving systemic social challenges.

The research adapted the classic BCG Matrix into a university-specific evaluation tool, categorizing schools into four groups based on AI engagement scale and growth momentum: Pervasive Leaders, Strategic Challengers, Established Consolidators and Prudent Observers. Distinct regional development paths are observed:

- **North America:** Diversified innovation backed by mature university-industry links
- **Europe:** Coordinated AI development guided by unified regulatory standards
- **Asia:** Large-scale infrastructure and disciplinary upgrades aligned with national industrial strategies
- **Oceania:** Balanced AI projects spanning research, public services and cultural preservation

- **Africa:** Lightweight, locally tailored AI solutions matching grassroots needs. Uneven distribution of funding, computing power and talent remains a shared global challenge.
- **South America:** Closing computing gaps via domestic research funds and cross-border partnerships

3

Four Practical Roadmaps for Universities of All Resource Levels

Across the globe, universities are shifting from standalone AI tools to institution-wide systematic upgrades, integrated innovation ecosystems and human-centered transformation. Human priority, ethical oversight, digital inclusion and sustainability are shared guiding principles. The report puts forward four actionable strategies tailored to well-resourced and resource-limited universities:

Forge a New Pact for Learning and Education Empowered by AI.

- All institutions shall establish tiered AI literacy training with embedded ethics rules. Well-resourced universities can launch personalized learning platforms and industry-linked training bases; those with limited budgets may leverage open digital resources and cross-university micro-credential systems for localized practical programs.

Build Human-AI Teaming Research and Co-Generative Knowledge Building.

- Full governance covering research ethics, data security and intellectual property is mandatory. Leading universities may develop proprietary foundation models and cross-border research alliances, while smaller institutions rely on shared cloud computing to carry out targeted lightweight research aligned with their core disciplines.

Expand Community Engagement and Cultural Inheritance toward an Intelligent Society.

- All institutions can deploy AI tools to advance digital equity and heritage protection. Top-tier universities may establish AI think tanks and share open online courses with the public; regional institutions can build local education alliances and launch small-scale projects for digitizing indigenous culture.

Boost Overall Institutional Capacity for AI Transformation.

- Universities shall roll out long-term AI roadmaps, ethical codes and staff training schemes for administrators, educators and researchers. Well-funded campuses may build self-operated supercomputing and integrated data platforms; others can adopt lightweight digital tools to streamline admissions, student support and financial management.

Professor Huang Ronghuai noted the report only documents real institutional practices without ranking universities or offering one-size-fits-all blueprints. It delivers practical references for education policymakers, campus leaders, academics and industry collaborators worldwide.

Moving forward, the research team will keep updating the global AI project database, release revised report editions and build international exchange channels to reduce global digital divides in higher education.



For more details, please visit the link below:

https://figshare.com/articles/preprint/Pacesetting_Global_Educational_Transformation_Report_AI-Driven_Innovations_from_100_Selected_Top_Universities/32747325

Advancing digital education for every learner: Innovative practices from the EU

The European Education and Culture Executive Agency has published a new report on innovative digital education practices across the EU. The report presents two inspiring practices from each of the 27 EU Member States, showing how digital education is evolving across different education levels. It focuses on three key areas: digital competences, the future classroom, and digital well-being. The examples are intended to inspire schools, organisations, and policymakers to adapt successful practices in their own contexts.



Aligning with EU emerging priorities, the practices are examined under three key priority areas for European education systems: **Digital Competences**, the **Future Classroom**, and **Digital Well-being**.

The practices identified via corresponding thematic surveys were disseminated via the EDEH, inviting Hub members to give visibility to their innovative work. In addition, desk research was conducted to ensure comprehensive coverage and balanced representation across countries. Predefined criteria were applied to analyse and select the most promising practices identified. The analysis was conducted using a structured rubric system, ensuring transparency and consistency throughout the selection process. The practices can inspire other countries and contexts and can be implemented or adapted by other institutions, schools, and national organisations.

The practices selected indicate a shift from isolated digital projects towards a more systemic, competence-driven, and inclusive digital transformation.

While Digital Competences remain at the forefront of national priorities, the pedagogical innovation demonstrated across the majority of practices signals progress towards a more learner-centred approach to digital education across EU Member States. Digital pedagogy, digital inclusion, and Artificial Intelligence emerge as three transversal themes consistently reflected in impactful examples.

The findings highlight that European education is moving beyond traditional classroom models towards learning environments that foster innovation, flexibility, and inclusion. The inspiring practices presented under the Future Classroom priority underline the importance of rethinking learning spaces, combined with the provision of relevant pedagogical materials and targeted professional training to support their effective implementation.

Building on a series of EU publications and projects on Digital Well-being, including the recent report *Promoting Well-being in Digital Education*, the inspiring examples of local and national practices demonstrate how Digital Well-being is increasingly becoming a priority addressed through structured responses by national authorities. From small-scale initiatives focusing on community and parental engagement to large-scale nationwide programmes, digital well-being has started to be systematically integrated into school education through diverse practices.

The fifty-four practices, explored in this document, offer as a valuable source of inspiration for educators, policymakers, and researchers as they reflect on key priorities under the Digital Education Action Plan (DEAP) 2021-2027 and the European Skills Agenda (2020-2025). Some EU countries place particular emphasis on Digital Well-being and teacher competences, whereas others prioritise Future Classroom environments and innovative VET approaches. Overall, the analysis provides a structured overview of the current digital education priority landscape across Member States.



For more details, please visit the link below:

<https://op.europa.eu/en/publication-detail/-/publication/efa878de-6ea9-11f1-ae88-01aa75ed71a1>



Reference:

European Commission. (2026). *Advancing digital education for every learner: Innovative practices from the EU*. Publications Office of the European Union.
<https://op.europa.eu/en/publication-detail/-/publication/efa878de-6ea9-11f1-ae88-01aa75ed71a1>

Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education

Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education (AILit Framework) is a joint initiative of the European Commission and the Organisation for Economic Co-operation and Development (OECD). CodeAI and leading international experts support its development. The AILit Framework contributes to the PISA 2029 Media & Artificial Intelligence (MAIL) Literacy assessment.

Definition of AI Literacy

AI literacy represents the technical knowledge, durable skills and future-ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create with, manage and shape AI, while critically evaluating its benefits, risks and ethical implications.

What is AI?

AI is defined in the EU AI Act (European Parliament, 2024) as:

"A machine-based system that is designed to operate with varying levels of autonomy and that may exhibit adaptiveness after deployment and that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations or decisions that can influence physical or virtual environments."

AILit Framework

The AILit Framework supports learners across subjects and developmental stages. Practitioners can adapt the framework content based on their subject-area expertise and understanding of AI, as well as learners' needs. **The framework establishes competences that are grouped into four domains. The domains are presented sequentially to reflect a potential learning approach:**

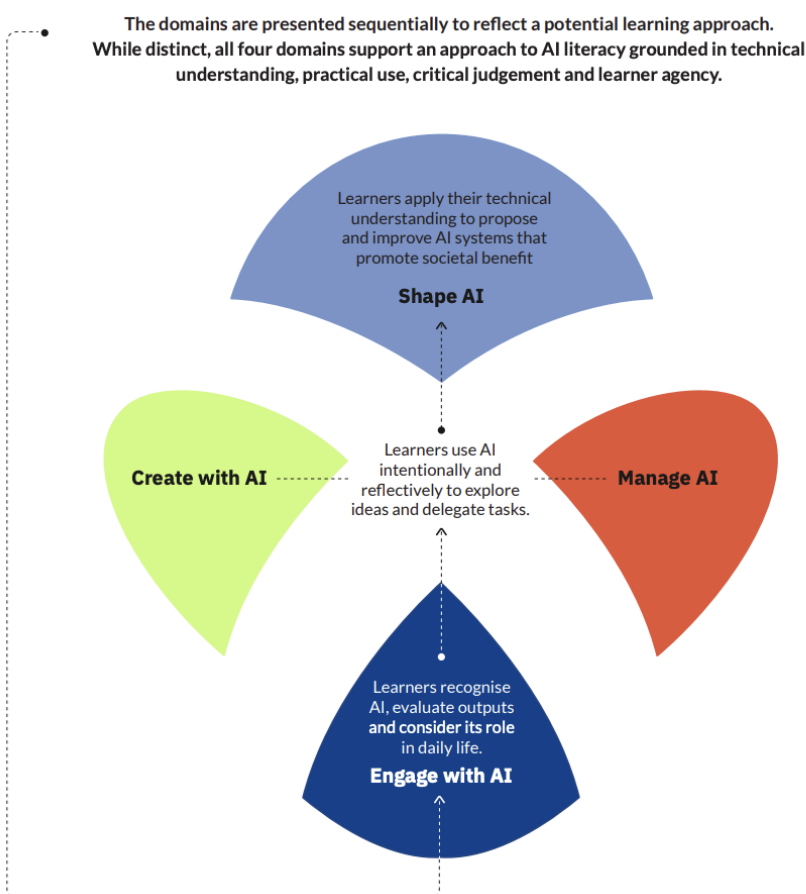


Engage with AI is the foundational domain of the framework. It sets a basis for what all learners should know and be able to do as they interact with AI across contexts. This includes identifying and accessing AI systems, understanding the opportunities and risks of AI use, evaluating AI outputs and making decisions about the role and use of AI in daily life. A learner who demonstrates competence in this domain uses AI intentionally and responsibly and reflects on the impacts of AI on themselves, their communities and the environment. These competences support a foundation for AI literacy that endures as technologies emerge and their usage changes.

Create with AI positions learners as imaginative creators who use AI to explore open-ended questions and develop novel ideas and solutions. This approach unfolds with iterative use of AI tools as learners brainstorm and articulate their ideas, ask questions, reflect and refine AI outputs. In this way, learners use AI as a vehicle to realise, rather than replace, their creative visions. Learners also consider ethical questions related to originality, intellectual property and fair use of AI outputs. Create with AI prioritises a learner's own ideas as they use tools that can bring those ideas to life, prompt new iterations and bring about opportunities for reflection and learning.

Manage AI positions learners as intentional decision makers who carefully consider how work is delegated from humans to AI tools. Learners compare different AI approaches, break problems into parts and decide when AI should automate or augment tasks so that human effort is focussed on judgement, creativity, relationship building and domain expertise. Throughout this process, learners monitor and adjust AI use to maintain oversight and ensure that AI remains effective, ethical and aligned with human-centred goals.

Shape AI empowers learners to examine the relationship between the technical underpinnings of AI systems and the human choices that influence their behaviour and impact. Through hands-on, ageappropriate exploration of computer science principles in an educational context, Shape AI compels learners to see AI systems as deliberate and human-driven, rather than inevitable. This draws from a deeper, more technical set of experiences and understandings. The goal of this domain is not for learners to develop commercial products or put them into service, but to empower young people to create or improve AI systems that reflect human values, diverse perspectives and the common good. In turn, learners who Shape AI come to see themselves as responsible creators, rather than passive consumers. These capabilities can only be realised when learners can reason about the role and influence of AI systems, understand their backgrounds, and can navigate emerging technologies safely and effectively. This may require collaboration with computer science educators, AI-related initiatives and capacity, or community partners. Schools and education systems are encouraged to explore partnerships and cross-curricular approaches that make these competences accessible, even where dedicated technical infrastructure or instruction is not yet in place. This domain is feasible to achieve when learners have the competences of the previous three domains: Engage with AI, Create with AI and Manage AI.





For more details, please visit the link below:

https://www.oecd.org/content/dam/oecd/en/publications/reports/2026/06/empowering-learners-for-the-age-of-ai_2f8315e7/65cd27d4-en.pdf

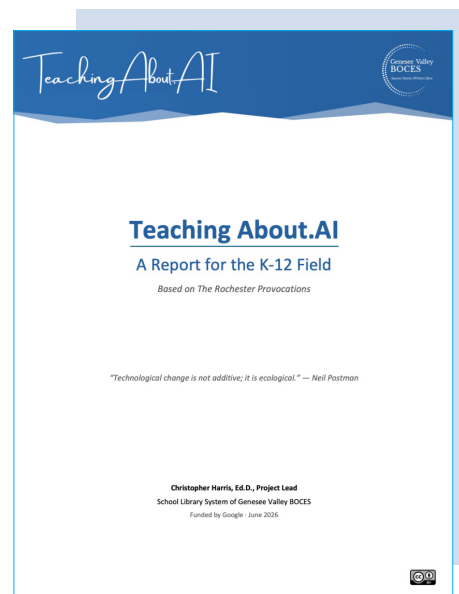


Reference:

OECD/European Commission (2026), *Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education*, OECD Publishing, Paris, <https://doi.org/10.1787/65cd27d4-en>.

Teaching About AI: A Report for the K-12 Field

June 9, 2026 — A new report released today by the TeachingAbout.AI project, funded by Google, challenges the dominant approach to artificial intelligence in K-12 education, arguing that schools rushing to write AI policies, purchase detection software, and ban chatbots are spending their energy on the wrong problem.



The report's central argument borrows from media theorist Neil Postman: technological change is ecological, not additive. A drop of red dye in a beaker of clear water does not leave you with clear water plus dye — it leaves you with a beaker of red water. Generative AI, the authors contend, has not left schools with their old system plus a chatbot. It has changed every relationship in the building, from teacher and student to school and community, and surfaced problems that long predate it.

"The deepest issues AI has raised in schools — cheating, the validity of our assessments, the purpose of homework, what only a human teacher can do — are not new problems caused by AI," said Christopher Harris, Ed.D., project lead and director of Libraries and Digital Learning Services at Genesee Valley BOCES. "They are old, unresolved problems that AI has made impossible to ignore. AI is the catalyst, not the cause. The real crisis is whether we have the courage to use this moment to fix what was already broken."

This report is written for the people who will actually make AI integration succeed or fail: classroom teachers, school librarians, building principals, and the curriculum directors and assistant superintendents of instruction who set the conditions for both. School librarians have a distinctive role in this work. Through the LibraryReady. AI PreK–12 scope and sequence (Harris, 2024), they are already the closest thing most districts have to AI-fluent instructional leaders. School librarians teach across grade levels, curate information,

model evaluation and ethics, and build the partnerships with public libraries and higher education that the next phase of this work will require. They should be at the center of every district AI conversation, not waiting for an invitation to it. The chapters that follow each take one provocation, summarize the convening discussions, situate those conversations in the peer-reviewed research, and offer concrete recommended actions. Callout boxes throughout describe how this work can extend outward through partnerships with public libraries and institutions of higher education.

The Rochester Provocations

1. There is no AI problem.

Education itself is a wicked problem; assuming there is an AI-ineducation problem risks us thinking there is an AI solution.

2. We can be agents of validity or victims of cheating.

We cannot control cheating and focusing on it will lead to an adversarial relationship with students; where we have agency is in how we engage students with more meaningful tasks that lead to an accurate understanding of student learning.

3. Our assessments were broken before AI.

We need to rethink how we understand and implement assessment including an emphasis on developing and implementing valid assessments in pre-service teacher programs.

4. There is no such thing as AI-proof.

Be it assessments, careers, or anything else, the ubiquity of AI and pace of growth means AI-proof is a problematically alluring impossibility.

5. Most things a human teacher can do, AI can mimic.

If we cannot identify and prioritize what human teachers bring to the classroom, we risk replacement. We must research the impact of human ingenuity, creativity, and relationships.

6. Teachers must have permission to compromise, diverge, and iterate.

Schools must develop a supportive and collaborative culture where teachers are empowered and expected to seek better solutions to the wicked problem we face.

7. The real AI crisis is how we take advantage of the opportunity.

There will not be a perfect solution, but we [students, teachers, institutions, society] have an opportunity to explore innovative changes to what we do.

8. Avoidance of AI in education is not an option.

AI is unavoidable and a failure to address harm reduction feeds into the ongoing public health emergency created by the intentional design of algorithms to extract capital from humans.



For more details, please visit the link below:

<https://teachingabout.ai/wp-content/uploads/2026/06/TeachingAbout.AI-K-12-Field-Report.pdf>



Reference:

School Library System of Genesee Valley BOCES. *Teaching About.AI A Report for the K-12 Field Based on The Rochester Provocations.*

<https://teachingabout.ai/wp-content/uploads/2026/06/TeachingAbout.AI-K-12-Field-Report.pdf>

AI and Education: towards a human-centred future of digital learning



Artificial intelligence is rapidly reshaping the way we live, work, and learn. For education systems, this transformation brings both exciting opportunities and important challenges, requiring educators and institutions to rethink how teaching and learning are approached in an increasingly digital world.

As educators grapple with these changes, the need for dialogue, guidance, and shared learning has never been greater. It was in this context that more than 80 teachers and education practitioners from Bosnia and Herzegovina, Croatia, Serbia, and Slovenia gathered in Sarajevo at the regional conference titled 'AI and Education – Challenges and Perspectives' held from 7 to 10 May 2026.

Organised by the Catholic School Centre 'Saint Joseph', with the support of UNESCO, UNICEF, the French Institute, and the Croatian Cultural Society 'Napredak', the conference created a collaborative space to reflect on the future of teaching and learning in the digital age.

Recognising the importance of navigating this shift, the conference provided a structured platform for educators to critically engage with one of the most important transformations shaping the contemporary education systems.



Over 4 days, participants engaged in discussions on some of the most pressing issues at the intersection of AI and education. Sessions examined the ethical use of AI, data protection, and the responsible integration of digital technologies into teaching and learning processes, with particular attention to safeguarding learner well-being and educational integrity.

Through interactive workshops, educators gained practical experience with AI tools and explored how to meaningfully and ethically apply them in educational settings. By making these materials available in local languages, the initiative expands access to knowledge and equips educators across the region with practical guidance for navigating AI responsibly and effectively.

A key outcome of the conference was the launch of UNESCO's global resources on AI in education in Bosnian, Croatian, Serbian, and Montenegrin, thereby enhancing accessibility and supporting regional implementation. By making these resources accessible, educators across the region are now better equipped to navigate AI responsibly and effectively.

By fostering regional dialogue, knowledge exchange, and professional development, the conference contributed to ongoing efforts to build education systems that are resilient, inclusive, and prepared for the realities of a digital future. As artificial intelligence continues to evolve, educators will play a decisive role in ensuring that technology serves learning, strengthens critical thinking, and advances human-centred education.

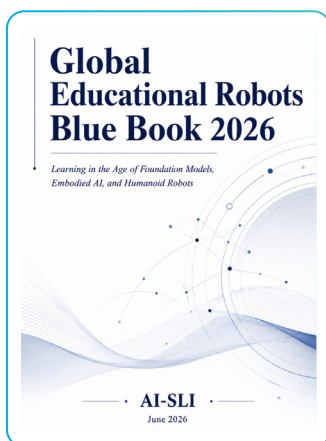
The discussions in Sarajevo reaffirmed that the future of education is not simply about adapting to new technologies, it is about shaping them in ways that uphold human values and expanding opportunities for all learners. The message emerging was clear: artificial intelligence can be a powerful ally in education, but teachers will continue to be its most essential resource.



For more details, please visit the link below:

<https://www.unesco.org/en/articles/ai-and-education-towards-human-centred-future-digital-learning?>

Global Educational Robots Blue Book 2026 : Learning in the Age of Foundation Models, Embodied AI and Humanoid Robots



In June 2026, AI-SLI released the *Global Educational Robots Blue Book 2026: Learning in the Age of Foundation Models, Embodied AI, and Humanoid Robots*. The report argues that the technological foundation of educational robots has shifted from "rules, sensing and scripts" to a new paradigm in which foundation models serve as the "brain" and vision-language-action (VLA) models function as the "cerebellum." This change has expanded robots' capabilities in language understanding, planning, multimodal perception and action.



The Blue Book's central judgement is that frontier capabilities have crossed a generational threshold, while routine educational deployment continues to lag behind. It summarises this gap as "the brain has landed; the embodied body has not." Among foundation-model-era systems, the only at-scale educational deployment identified by the report is the

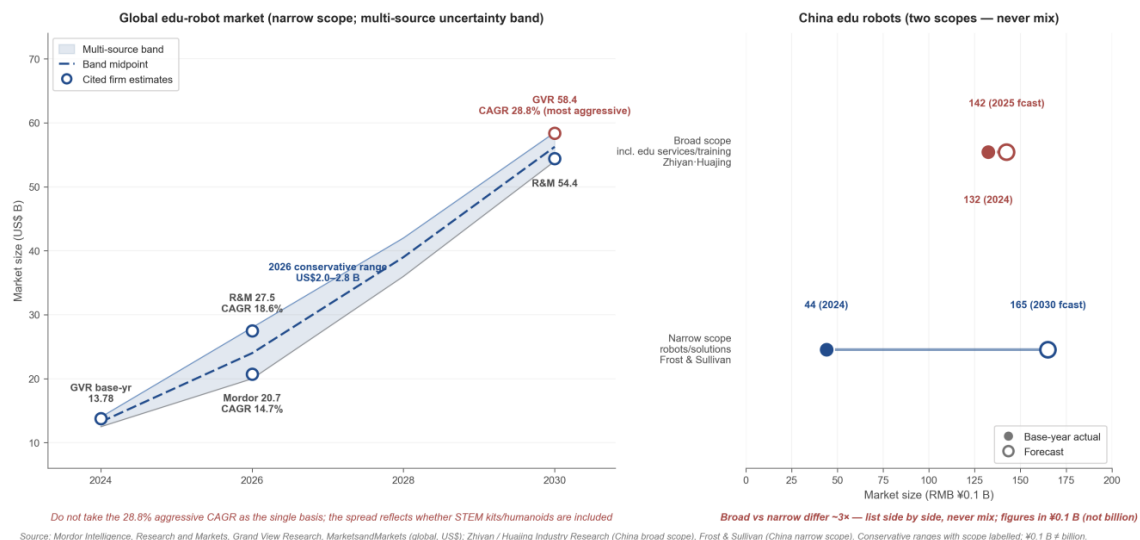
screen-based LLM agentic tutor rather than an embodied robot. Khanmigo, for example, had approximately 1.4 million total users, including teachers, by April 2025 and was used daily in around 350 US school districts. By contrast, most humanoid and embodied-AI systems remain in laboratory demonstrations, vendor showcases or small-scale pilots. Quadruped robots have entered some vocational colleges and universities for perception, algorithm and engineering practical training, but they have not entered primary and secondary classrooms at scale.

Sub-track	Deployment maturity	Evidence strength	Independent market sizing
STEM / coding kits <i>largest mature track</i>	deployed at scale	mid-strong $g=0.46-0.56$	Global 2025 ≈ \$3.8bn
Social / companion <i>schools in 40+ countries</i>	mostly pilots	mid (affective > cognitive)	Sizing PENDING
Language learning <i>many classroom studies</i>	mostly pilots	mid - cautious $g\ 0.27 \rightarrow -d\ 0.59$	Sizing PENDING
Early years / pre-K <i>consumer-hot · thin sizing</i>	mostly pilots	mid (novelty effect)	China pre-K ~1%
SEN / ASD <i>strongest-evidence track</i>	clinic-deployed · weak in class	mid - social $g=0.33-0.35\ sig.$	Fastest SEN 18.63% CAGR
Evidence-strength scale: strong / mid-strong mid weak / cautious			

Sources: Dataintel (STEM kits), Springer review of social robots in education (2026), Mordor Intelligence (SEN CAGR), Frost & Sullivan (China distribution). Three tracks lack a cross-sourced USD size (PENDING); shown qualitatively via deployment + academic evidence.

On learning outcomes, the report describes the evidence base as "locally robust, globally cautious." STEM and computational-thinking applications show a medium positive effect and constitute the only track that can currently be stated relatively positively. Research on robot-supported social functioning for children with autism spectrum disorder shows small-to-medium significant effects, although findings should not be extrapolated uncritically across clinical, school and home settings. Evidence remains insufficient to claim that robots used for language learning, early-childhood education or social companionship, or LLM-driven robots more broadly, are "proven effective." The report also stresses that increased engagement or affective gains do not necessarily equal cognitive learning gains, and that short-term positive findings should be discounted where they may reflect a novelty effect that declines over time.

The bases of the main firms, placed side by side ():



From an industry perspective, the report reconstructs the educational-robot value chain by adding a new VLA algorithm layer and proposes naming the new segment the "foundation-model and embodied-AI service layer." It also calls for conservative market measurement. The global educational-robot market is estimated at approximately US\$2.0–2.8 billion in 2026 and US\$5.5–5.8 billion around 2030. The report emphasises that broad STEAM consumption and robotics-training services should not be mixed with the narrower market for robot bodies and solutions.

The Blue Book further identifies a global dual-track policy structure: AI and robotics are being brought into education while constraints on child–AI interaction are simultaneously being strengthened. Key regulatory focal points include anthropomorphic companionship, emotion recognition in educational institutions and children's biometric data. Governance is therefore treated as a first-order framework for educational-robot design and deployment.

Looking ahead, the report recommends "sufficient validation, teacher-led, then deploy." It argues that closing the capability–deployment gap will be gradual and conditional. Schools should preserve a validation buffer between technological maturity and deployment, fully validate technologies before scaling, and avoid treating vendor demonstrations as evidence of imminent classroom adoption.



For more details, please visit the link below:

file:///Users/abby/Desktop/db8c0f678bd942c4a25ccbefe1ffaaff.pdf

Inaugural UN Global Dialogue on AI Governance Held in Geneva

The inaugural United Nations Global Dialogue on AI Governance was held in Geneva, Switzerland, on 6–7 July 2026. Established by the United Nations General Assembly through Resolution A/RES/79/325, the Dialogue is a key initiative under the Pact for the Future and the Global Digital Compact. It provides an open, transparent and inclusive platform where governments, international organizations, academia, industry and civil society can exchange experiences, share best practices and strengthen international cooperation on AI governance.



The Dialogue was jointly supported by the United Nations, UNESCO, the International Telecommunication Union (ITU), and the UN Office for Digital and Emerging Technologies (ODET), and was held alongside the WSIS Forum 2026 and the AI for Good Global Summit.

Opening the Dialogue, UN Secretary-General António Guterres noted that artificial intelligence is reshaping economies, societies and everyday life at unprecedented speed. While AI offers enormous opportunities, it also presents significant risks that no country can address alone. He stressed that global AI governance should reflect the priorities of all nations—not only the most technologically advanced—and should ensure that the benefits of AI are shared by everyone through safe, fair, inclusive and ethical approaches.

The Dialogue featured discussions on AI safety, accountability, human oversight, capacity-building and international cooperation. Participants also received the first scientific assessment presented by the Independent International Scientific Panel on AI, which highlighted AI's transformative potential for education, healthcare, scientific research and sustainable development while emphasizing the importance of international cooperation and evidence-based governance in addressing emerging challenges.

Featured Attendees



Annalena Baerbock

President of the United Nations General Assembly



António Guterres

United Nations Secretary-General



Luc Frieden

Prime Minister of Luxembourg



Egriselda López

Permanent Representative of El Salvador to the United Nations and Co-Chair of the Global Dialogue on AI Governance



Rein Tammsaar

Permanent Representative of Estonia to the United Nations and Co-Chair of the Global Dialogue on AI Governance

AI leaders from the private sector, academia and civil society will also be in attendance.

 [Discover the full list of featured attendees](#)

Secretary-General Guterres further observed that the uneven distribution of funding, computing power and talent remains a shared global challenge, calling for stronger international cooperation and enhanced capacity-building to ensure that developing countries can also benefit from advances in artificial intelligence. As the United Nations' first dedicated platform for global AI governance, the Dialogue marks an important step toward sustained international cooperation. The second session of the Global Dialogue on AI Governance is scheduled to take place in New York in May 2027.



For more details, please visit the link below:

<https://www.un.org/global-dialogue-ai-governance/en>

European Commission Hosts Collaborate for Impact

On 18 June 2026, the flagship event of the European Digital Education Hub (EDEH), *Collaborate for Impact: Advancing European Digital Education and Skills*, took place in Brussels and online. It brought together policymakers, educators, experts and stakeholders from across Europe to exchange ideas, collaborate and help shape the future of digital education and skills in Europe. Marking the Hub's fourth anniversary, the event connected leading voices in digital education, including high-level policymakers, experts and stakeholders from different education sectors, for a day of exchange and networking.

📅 18 Jun 2026

Collaborate for Impact: Advancing European Digital Education and Skills

The flagship event of the European Digital Education Hub (EDEH) brought together policymakers, educators, experts and stakeholders from across Europe to exchange, collaborate and help shape the future of digital education and skills in Europe.

📍 Brussels and online

Launched in 2022, the European Digital Education Hub is a flagship initiative under the European Commission's Digital Education Action Plan. It seeks to address fragmentation in digital education and works on policy, research and implementation practices at the European level. The Hub has developed into a community of nearly 7,000 members committed to advancing digital learning across the European Union. Its activities have included more than 31 squads and community workshops, over 150 publications, and more than 70 webinars and workshops.

Under the theme "From community insights to European policy impact," participants explored key policy developments and shared practices and experiences. The event also reinforced the Hub's role as a platform connecting practitioner knowledge with European policymaking. According to the European Commission's official event summary, it fed community insights into discussions on the future of digital education and skills, supported policy dialogue and peer learning, connected practice with European policymaking, and strengthened cross-sector collaboration. Inputs and discussions from the event also contributed to the delivery and implementation of key actions under the Education Package on the future of digital education and skills.



The breakout sessions addressed four areas of digital education: digital sovereignty, including European education technology and digital infrastructure; artificial intelligence in education; digital literacy; and well-being in digital education. The event also included the announcement of the final EU-OECD AI Literacy Framework for primary and secondary education. As the framework is covered separately in the bulletin, it is noted only briefly here.

Another highlight was the DigiEduHack Awards Ceremony, which showcased the 2025 Global Winners and the solutions they developed during the sixth edition of the Digital Education Hackathon. Through policy dialogue, peer learning and exchanges across education sectors, Collaborate for Impact highlighted the European Digital Education Hub's role in bringing community knowledge into European policymaking and supporting collaboration on the future of digital education and skills.



For more details, please visit the link below:

<https://education.ec.europa.eu/whats-new/events/collaborate-for-impact-advancing-european-digital-education-and-skills>

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