United Nations
Educational,Scientific and
Cultural Organization
联合国教育科学及文化组织

International Centre
for Higher Education Innovation
under the auspices of UNESCO
联合国教科文组织高等教育创新中心

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International Centre for Higher Education Innovation under the auspices of UNESCO

2018-2019 Biennial Report

Empowering Teacher Development,
Enabling Digital Transformation

WANG Lixin

Deputy Mayor of Shenzhen Municipal People's Government
Chairman of Governing Board of UNESCO-ICHEI

Following a commission by Shenzhen Municipal People's Government, I was extremely fortunate to have served as the board chairman of the International Centre for Higher Education Innovation under the auspices of UNESCO (UNESCO-ICHEI) in Shenzhen, China, from October 2018 to May 2020. Since its official launch in 2016, ICHEI has made steady progress in its programmes. The period from 2018 to 2019, in particular, witnessed the launch of many new programmes that enriched UNESCO's educational efforts. ICHEI has become an ideal platform for beneficial contributions towards facilitating integrated exchanges among HEIs in Shenzhen, China and the rest of the world.

In July 2018, Audrey Azoulay, Director-General of UNESCO, visited China and met President Xi Jinping. In the meeting, a broad consensus was reached on strengthening the all-round cooperation between China and UNESCO in the fields of education, science and culture, and jointly implementing the Belt and Road Initiative and building a community with a shared future for mankind.

In August 2019, the CPC Central Committee and the State Council issued the 'Opinions on Supporting Shenzhen in Building a Pioneering Demonstration Zone for Socialism with Chinese Characteristics'. This Opinions proposed the need to accelerate the formation of a new pattern of comprehensively deepening reform and opening up as well as to advocate for more international organizations and institutions to establish offices in Shenzhen. As China's first Category 2 higher education centre jointly founded by the local government and UNESCO as well as Shenzhen's first truly international organization, UNESCO-ICHEI has important missions and responsibilities.

Please allow me to propose three expectations.

The first is to contribute to the Belt and Road Initiative's continued progress. ICHEI should function as a springboard for domestic and international cooperation in higher education by fully utilizing Shenzhen's booming ICT industry and help developing countries in the Asia-Pacific region and Africa to enhance the quality of their higher education, and work towards educational fairness.

The second is to facilitate Shenzhen's agenda of building a modern, international, and innovative city. ICHEI should seize the major opportunities present in the Guangdong-Hong Kong-Macau Greater Bay Area and the building of the Pioneering Demonstration Zone for Socialism with Chinese Characteristics. ICHEI should also expand its exchanges and connections with major global universities, develop its talent exchanges and technology cooperation, and help promote the internationalization and open development of Shenzhen's higher education.

The third is for ICHEI to create an organization culture underpinned by rules and regulations through improved personnel and financial systems. At the same time, I also hope to use integrated media to enhance UNESCO-ICHEI publicity efforts as well as to increase its international influence and reputation.

WANG Lixin

Peter Wells

Chief, Section for Higher Education,UNESCO

The global higher education community is experiencing unprecedented times to keep pace with the changing needs of the communities and societies it has long since served. These shifts have required institutions of higher education to re-think not only what knowledge and skills they provide and deliver for learners, but also how they share this knowledge and with whom. Long-held traditions of core learners at the post-secondary level are now being transformed into cohorts of lifelong learners from school to retirement and beyond, with the need for all individuals to adapt, to re-skill, to up-skill and retrain throughout life – in all fields of human activity from education to engineering and from the arts to architecture.

The role and place for universities to take the lead in this new dynamic and agile reality has never been more critical. Likewise, the need for inter-university cooperation in study programme design, international joint research and student, teacher and researcher mobility is central to a more inclusive and global exchange of knowledge innovation. Achieving the Education 2030 Agenda and realizing each of the 17 Sustainable Development Goals in less than a decade from now, demands that such international cooperation be intensified.

The enhanced use and sharing of smart digital learning and teaching technologies will continue to have a real and meaningful impact in connecting the world's 18,000+ higher education institutions. The mutual benefits for good-practices in inclusive, quality and equitable access to study programmes and continuing professional development both within universities and their respective external stakeholder partnerships cannot be underestimated.

The International Centre for Higher Education Innovation under the auspices of UNESCO (UNESCO-ICHEI), as evidenced by the current biennial report, has in a very short time frame exemplified the role of today's modern seats of learning: North-South and South-South university cooperation; deployment of SMART technologies to widen access and outreach; and above all, the use of the Centre's and the city of Shenzhen's resources for the global common good. A common good that through inclusive and responsive higher education systems leads to cultural understanding, personal growth, tolerance and peace building.

Peter Wells

LI Ming

Director of UNESCO-ICHEI

In line with United Nations' Sustainable Development Goal 4 (SGD 4) and the Education 2030 Framework for Action, ICHEI has launched a series of projects to promote innovation and equity in higher education by focusing on enhancing ICT competency of teachers in HEIs in developing countries and accelerating digital transformation in the education sector. These efforts are manifested in the following aspects.

1. ICHEI has launched substantive cooperative projects focusing on higher education institutions in developing countries in the Asia-Pacific region and Africa. Commissioned by Shenzhen Municipal People's Government, ICHEI has participated in designing and implementing the UNESCO-Shenzhen Funds-in-Trust (FIT) project in two Asian countries and ten African countries. It launched the "Digital Education Link" project in partnership with HEIs in four Asian countries and seven African countries along the Maritime Silk Road. These partnerships featured the gradual and successful implementation of many substantive cooperative projects such as Smart Classrooms, capacity-building seminars, and the International Institute of Online Education (IIOE).

2. ICHEI fully taps into the role of Thinks Tanks in education innovation. ICHEI has promoted its international influence and facilitated exchanges and dialogue between multinational and multilevel stakeholders by organizing many high-level academic conferences and seminars. These include UNESCO's Sub-Regional Workshop for Online Learning and MOOCs (June 2018), the International Conference for Media in Education (July 2019), Regional Consultation on ICT-Driven Innovation in Higher Education in Asia-Pacific (September 2019), and the International Expert Consultation on the IIOE (December 2019). Besides, ICHEI has also shared its perspectives with the world by addressing the audience in multiple academic conferences on international cooperation in higher education.

3. ICHEI leverages on the technology, talent, and resources of enterprises to achieve its mission and promote meaningful development. These strategic partnerships, such as those with Huawei, Tencent, Weidong Cloud Education, Createview Edu-Tech, and Jiker, have not only allowed ICHEI to work with HEIs in developing countries in unpreceded ways, but also created opportunities for business to expand their global presence.

The years 2018 and 2019 proved particularly fruitful for ICHEI, as evidenced by the positive outcomes in many of its projects. Education is an endeavour that requires deliberate and thoughtful actions, which resembles, to quote an ancient Chinese poet, an endlessly circuitous journey. Reaffirming the goal of improving the quality of higher education and promoting equity in education, ICHEI will continue building partnerships with Asian and African HEIs with a focus on ICT-driven innovation to make higher education more accessible.

LI Ming

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2018-2019

Chapter I

Based in Asia Pacific, Focusing on Africa, Embracing a Global Prospect

01

Based in Asia Pacific, Focusing on Africa, Embracing a Global Prospect

The International Centre for Higher Education Innovation under the auspices of UNESCO (UNESCO-ICHEI) is UNESCO's 10th Category II Centre for Education in the world and also the first Category 2 centre for higher education in China. Leveraging the advanced ICT industry in the city of Shenzhen and China's experience in the massification of higher education, UNESCO-ICHEI aims to support Asian and African countries in improving higher education quality and achieving education equality. By giving full play to the role of ICT-driven digital transformation as ain improving higher education quality and achieving education equality. UNESCO-ICHEI serves the needs of developing countries in Asia and Africa, while contributing to the United Nations' Sustainable Development Goals (SDGs).

As part of the UNESCO network, UNESCO-ICHEI strives to facilitate the Education 2030 Agenda and SDG 4 of ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all, especially Target 4.3 of ensure equal access for all women and men to affordable and quality technical,vocational and tertiary education, including university and Target 4.C of substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

Education 2030

4 QUALITY EDUCATION

UNESCO-ICHEI also contributes to the realisation of other SDGs.

5 GENDER EQUALITY — **Achieve gender equality and empower all women and girls**

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE — **Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation**

10 REDUCED INEQUALITIES — **Reduce inequality within and among countries**

17 PARTNERSHIPS FOR THE GOALS — **Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development**

UNESCO-ICHEI achieves the vision stated above through four functions.

Knowledge Production:

Conduct research on the digitalisation of higher education in developing countries and provide tailored policy advice.

Capacity Building:

Empower HEIs in developing countries in the process of higher education digital transformation by building teachers' ICT capacity, thus enhancing teacher and student ICT competencyso as to facilitate the development of national economy.

Technical Support:

Build and maintain partnerships with governments, enterprises, HEIs, and UNESCO, toprovide infrastructure and professional support for developing countries in the digital transformation of higher education.

Information Transmission:

Create a network of partnerships among UNESCO entities, global HEIs and education communities for the sharing of innovative ideas and best practices in higher education.

The establishment of UNESCO-ICHEI is a concrete example of China's increasingly active participation in global governance. It is also an embodiment of the Belt and Road spirt of peace and cooperation, openness and inclusiveness, mutual learning and mutual benefit, as well as a response to the call for modern education as part of China's Education Modernization 2035. Leveraging on the enormous support of the Shenzhen Municipal People's Government and the Southern University of Science and Technology, UNESCO-ICHEI is one of many organizations in China contributing to global sustainable development, by building a platform to facilitate the global outreach of Chinese enterprises and the internationalisation of China's higher education through partnerships with leading universities and enterprises.

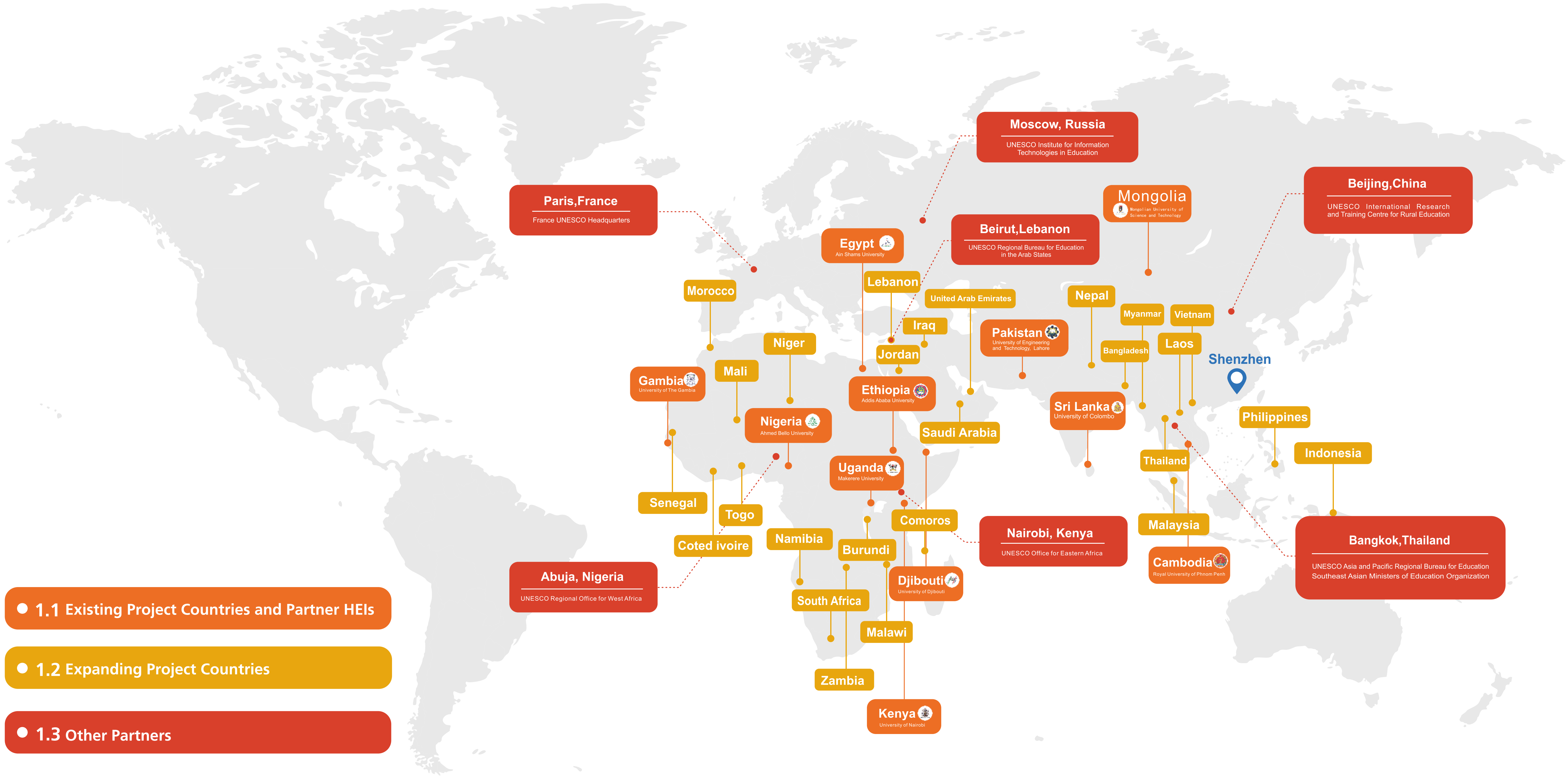
Based in Shenzhen, UNESCO-ICHEI contributes to sustainable development with a focus on Asia and Africa and a global outlook. Embracing the UNESCO ideal of "building peace in the minds of men and women", it devotes itself to ensuring access to quality education for all and accelerating higher education digital transformation.

Chapter II

Important Data and Work Overview

02

1 Global Partners


Moscow, Russia
UNESCO Institute for Information Technologies in Education
Beijing,China
UNESCO International Research and Training Centre for Rural Education
Paris,France
France UNESCO Headquarters
Mongolia
Mongolian University of Science and Technology
Egypt
Ain Shams University
Beirut,Lebanon
UNESCO Regional Bureau for Education in the Arab States
Morocco
Lebanon
United Arab Emirates
Nepal
Myanmar
Vietnam
Iraq
Pakistan
University of Engineering and Technology, Lahore
Niger
Jordan
Bangladesh
Laos
Shenzhen
Gambia
University of The Gambia
Mali
Ethiopia
Addis Ababa University
Sri Lanka
University of Colombo
Nigeria
Ahmed Bello University
Philippines
Saudi Arabia
Indonesia
Thailand
Uganda
Makerere University
Senegal
Togo
Comoros
Malaysia
Nairobi, Kenya
UNESCO Office for Eastern Africa
Bangkok,Thailand
UNESCO Asia and Pacific Regional Bureau for Education
Southeast Asian Ministers of Education Organization
Namibia
Coted ivoire
Burundi
Cambodia
Royal University of Phnom Penh
Abuja, Nigeria
UNESCO Regional Office for West Africa
Djibouti
University of Djibouti
South Africa
Malawi
Zambia
Kenya
University of Nairobi
● 1.1 Existing Project Countries and Partner HEIs
● 1.2 Expanding Project Countries
● 1.3 Other Partners

Smart Classroom Phase 2, 6 Projects (Createview Education)

Bandung Institute of Technology (Indonesia)

Mongolian University of Science and Technology (Mongolia)

Makerere University (Uganda)

Ahmadu Bello University (Nigeria)

University of The Gambia (The Gambia)

University of Nairobi (Kenya)

2.4 Seminars

5 Seminars of the Ministry of Commerce (21 days each)

from more than 20 Asian, European and African countries

Offered training on ICT application in higher education to over 130 participants

2018 Seminar on ICT Application in Higher Education for African Countries

CHINA AID
APIETC
2018年非洲国家高校教育信息技术应用能力研修班
Seminar on ICT Application in Higher Education for African Countries

2018 Seminar on ICT Application in Higher Education for Asian and European Countries

2018年亚欧国家高校教育信息技术应用能力研修班
Seminar on ICT Application in Higher Education for Asian and European Countries
闭幕仪式 Closing Ceremony
MOOC

2018 Seminar on Management Informatisation of Higher Education Institutions for Chad

CHINA AID
APIETC
2018年乍得高等院校管理信息化研修班
Séminaire sur la Gestion Informatisée des Établissements d'Enseignement Supérieur du Tchad en 2018
开班典礼
Cérémonie d'ouverture

1.4 Enterprise Partnerships

Huawei Technologies Co., Ltd.

Weidong Cloud Education Group

Guangzhou Createview Education Technology Co., Ltd.

Tencent Charitable Foundation

BYD

Jiker

iFLYTEK CO., LTD.

UBTECH Robotics, Inc.

CIOTimes

CODEMAO

Beijing Kingsoft Office Co., Ltd.

Tencent Education

CNMOOC

Shenzhen GTA Education Tech Ltd

Beijing Yingke Tiandi Electronics Co., Ltd.

1.5 Domestic Partner HEIs

Xidian University

Shenzhen Polytechnic

Southern University of Science and Technology

Shenzhen Institute of Information Technology

2 Project Outcomes

> Since 2015, the Shenzhen Municipal People's Government has donated $2 million to UNESCO to formally establish the UNESCO-Shenzhen Funds-in-Trust.

2.1 UNESCO-Shenzhen Funds-in-Trust

- Two Asian Countries:
- Cambodia,
- Sri Lanka

September 24-25, 2019, the UNESCO-Shenzhen Funds-in-Trust: Regional Consultation on ICT-Driven Innovation in Higher Education in Asia-Pacific

2019年联合国教科文组织—深圳信托基金
亚太地区ICT驱动的高等教育创新咨询会议
Regional Consultation on ICT-Driven Innovation in Higher Education in Asia-Pacific
with the support of
SCO-Shenzhen Funds-in-Trust
ZHAO Jian
周家贵
Phal Des
Chamroeun Khim
Dadan Rahadian
Grace Oakley
UNESCO

Outcomes Document:
Enhance ICT-driven Innovation in Universities in Cambodia and Sri Lanka

联合国教科文组织-深圳信托基金高等教育项目
成果报告
2016-19
联合国教科文组织高等教育创新中心（中国深圳）
在柬埔寨和斯里兰卡推行ICT驱动
创新大学能力建设

Ten African Countries:
Nigeria, Togo, Cote d'Ivoire, Mali, Zambia, Egypt, Gambia, Malawi, Namibia, Senegal

4
new international
Quality Assurance (QA)
agencies established

in Cote d'Ivoire, Mali, Niger and Togo

6
countries improved
existing national
QA frameworks

Egypt, Malawi, Namibia, Senegal, Gambia, Zambia.

Four Years of Operation:
The Asian programmes will be concluded in 2019 and the African programmes in June 2021.

2.2 Digital Education Link

Universities in four Asian countries and seven African countries along the Maritime Silk Road have established a network of partnerships,

4
Asian
countries

+

7
African
countries

and on this basis, have carried out substantive cooperative projects, including Smart classrooms, Seminars, and International Institute of Online Education (IIOE).

Smart Classroom

Capacity - building workshops

International Network
Institute of Education

2.3 Smart Classroom Project

Smart Classroom Phase I, 6 Projects (Weidong)

Royal University of Phnom Penh, Cambodia

University of Colombo, Sri Lanka

University of Engineering and Technology,Lahore, Pakistan

Ain Shams University, Egypt

Addis Ababa University, Ethiopia

University of Djibouti, Djibouti

University of Djibouti, Djibouti

University of Djibouti, Djibouti

Ain Shams University, Egypt

Royal University of Phnom Penh, Cambodia

2019 Seminar on ICT Application in Higher Education for African Countries

2019年非洲国家高校教育信息技术应用能力研修班
Seminar on ICT Application in Higher Education for African Countries
SUSTech

2019 Seminar on ICT Application in Higher Education for Asian and European Countries

2019年亚欧国家高校教育信息技术应用能力研修班
Seminar on ICT Application in Higher Education for Asian and European Countries
SUSTech
LECTURE HALL

A wide range of seminars

2018年非洲国家高校教育信息技术应用能力研修班
Seminar on ICT Application in Higher Education for African Countries

2.5 IIOE

In December 2019, ICHEI

11
universities
in Asia-Pacific
and Africa

4
universities
in China

6
technology
enterprises

International Institute
of Online Education
(IIOE)

The representative signing the Letter of Intent

UNESCO-ICHEI officers introducing the functions and activities of IIOE

ICHEI issued the Certificate of IIOE Co-Initiators to partners

LI Ming
TANG Qian
Peter Wells

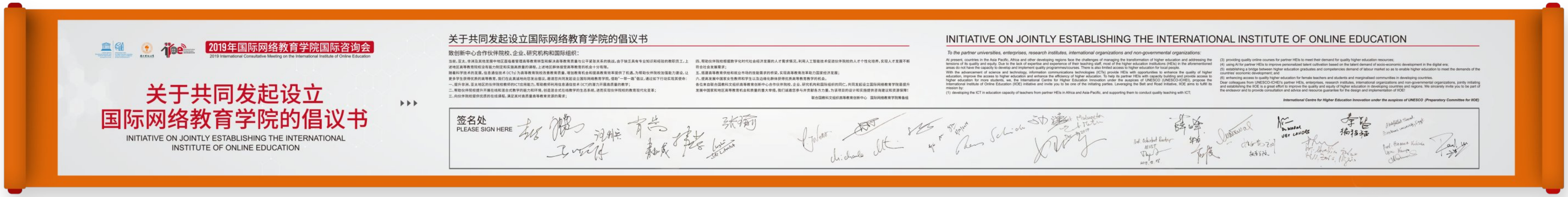
Mr. Qian TANG, Former Assistant Director-General for Education, UNESCO, hosted the sub-forum.

Live video connection with the Smart Classroom at University of Engineering and Technology, Lahore, Pakistan.

Director LI Ming of UNESCO-ICHEI being interviewed by media

Egypt's Ain Shams University elected as the first Rotating Presidency Unit of IIOE

From December 7 to December 8, 2019, ICHEI and its global partners jointly signed the “Letter of Intent to Join the IIOE Network”.



2019年国际网络教育学院国际咨询会
2019 International Consultative Meeting on the International Institute of Online Education

关于共同发起设立
国际网络教育学院的倡议书
INITIATIVE ON JOINTLY ESTABLISHING THE INTERNATIONAL
INSTITUTE OF ONLINE EDUCATION

关于共同发起设立国际网络教育学院的倡议书

致创新中心合作伙伴院校、企业、研究机构和国际组织：

当前，亚太、非洲及其他发展中地区面临着管理高等教育转型和解决高等教育质量与公平紧张关系的挑战。由于缺乏具有专业知识和经验的教职员工，上述地区高等教育院校没有能力制定和实施高质量的课程，上述地区群体接受高等教育的机会十分有限。

随着科学技术的发展，信息通信技术（ICTs）为高等教育院校改善教育质量、增加教育机会和提高教育效率提供了机遇。为帮助伙伴院校加强能力建设，让更多学生获得优质的高等教育，我们在此真诚地向您发出倡议，邀请您共同发起设立国际网络教育学院，借助“一带一路”倡议，通过如下行动实现其使命：

一、提升非洲、亚太地区的伙伴院校教师的ICT应用能力，帮助教师利用信息通信技术（ICT）的潜力开展高质量的教学；

二、帮助伙伴院校提升开展在线和混合式教学的能力和环境，创造混合式在线教学的生态系统，进而实现伙伴院校的教育现代化变革；

三、向伙伴院校提供优质的在线课程，满足其对高质量高等教育资源的需求；

四、帮助伙伴院校根据数字化时代社会经济发展的人才需求情况，利用人工智能技术促进伙伴院校的人才个性化培养，实现人才发展不断符合社会发展需求；

五、搭建高等教育供给和就业市场的技能需求的桥梁，实现高等教育改革助力国家经济发展；

六、提高发展中国家女性教师和学生以及边缘化群体获得优质高等教育教学的机会。

各位来自联合国教科文组织高等教育创新中心合作伙伴院校、企业、研究机构和国际组织的同仁，共同发起设立国际网络教育学院是提升发展中国家和地区高等教育机会和质量的重大举措，我们诚邀您参与并贡献各方力量，为该项目的设计和实施提供咨询建议和资源保障！

联合国教科文组织高等教育创新中心　国际网络教育学院筹备组

INITIATIVE ON JOINTLY ESTABLISHING THE INTERNATIONAL INSTITUTE OF ONLINE EDUCATION

To the partner universities, enterprises, research institutes, international organizations and non-governmental organizations:

At present, countries in the Asia Pacific, Africa and other developing regions face the challenges of managing the transformation of higher education and addressing the tensions of its quality and equity. Due to the lack of expertise and experience of their teaching staff, most of the higher education institutions (HEIs) in the aforementioned areas do not have the capacity to develop and implement quality programmes/courses. There is also limited access to higher education for local people.

With the advancement of science and technology, information communications technologies (ICTs) provide HEIs with opportunities to enhance the quality of higher education, improve the access to higher education and enhance the efficiency of higher education. To help its partner HEIs with capacity building and provide access to higher education for more students, we, the International Centre for Higher Education Innovation under the auspices of UNESCO (UNESCO-ICHEI), propose the International Institute of Online Education (IIOE) initiative and invite you to be one of the initiating parties. Leveraging the Belt and Road Initiative, IIOE aims to fulfill its mission by:

(1) developing the ICT in education capacity of teachers from partner HEIs in Africa and Asia-Pacific, and supporting them to conduct quality teaching with ICT;

(3) providing quality online courses for partner HEIs to meet their demand for quality higher education resources;

(4) using AI for partner HEIs to improve personalized talent cultivation based on the talent demand of socio-economic development in the digital era;

(5) establishing a bridge between higher education graduates and competencies demand of labour market so as to enable higher education to meet the demands of the countries' economic development; and

(6) enhancing access to quality higher education for female teachers and students and marginalised communities in developing countries.

Dear colleagues from UNESCO-ICHEI's partner HEIs, enterprises, research institutes, international organizations and non-governmental organizations, jointly initiating and establishing the IIOE is a great effort to improve the quality and equity of higher education in developing countries and regions. We sincerely invite you to be part of the endeavor and to provide consultation and advice and resource guarantee for the design and implementation of IIOE!

International Centre for Higher Education Innovation under the auspices of UNESCO (Preparatory Committee for IIOE)

签名处
PLEASE SIGN HERE

张琦

Sri Lanka

2019.12.18

Dr. WAQAR
UET LAHORE

2.6 Conferences

2.6.1 ICHEI-hosted conferences

1 **June 2018**

2018 Asia-Pacific Regional Seminar on MOOCs for Higher Education

a Nearly 100 policymakers, university leaders, entrepreneurs, teachers, researchers from 27 countries in the Asia-Pacific region attended the Conference.

b 11 education technology enterprises from home and abroad participated in the Seminar.

c Viewed by 3,343 people online.

2 **May 2019**

Seminar on Data Management and Quality Assurance of Higher Education in the GBA

a Experts from government departments of education, HEIs, higher education research institutions, and ICT enterprises from the cities in the Greater Bay Area (the GBA) attended the Seminar.

b Launched the GBA DCHE (the Data Centre of Higher Education)

粤港澳大湾区高等教育大数据研究中心
揭牌仪式

3 **July 2019**

The International Conference for Media inEducation

a Over 400 entrepreneurs, professors, researchers, teachers and students from universities, international organizations and experts in technology enterprises at home and abroad attended the conference.

b A response to the Beijing Consensus of the International Conference on Artificial Intelligence in Education in May 2019.

国际媒体与教育大会
人工智能与教育
International Conference for Media in Education
Artificial Intelligence in Education

4 **September 2019**

UNESCO-Shenzhen Funds-in-Trust: Regional Consultation on ICT-Driven Innovation in Higher Education in Asia-Pacific

a Cambodia and Sri Lanka, two participants of the Funds' Asian programmes, shared lessons learnt and achievements gained during the two years of project implementation.

b Further strengthened the regional network of MOOCs platforms.

c Developed a regional action plan for research on ICT-driven innovation in higher education and SDG4.

5 **December 2019**

International Expert Consultation on the IIOE

a Representatives from over ten countries

b Over 70 participants, including policymakers, university leaders, teachers, researchers, and entrepreneurs.

2.6.2 Conferences attended by ICHEI

1 **January 2018** Chinese UNESCO Category 2 Centres 2018 Annual Meeting

2 **February 2018** Fifth Meeting of UNESCO Education Category II Centres

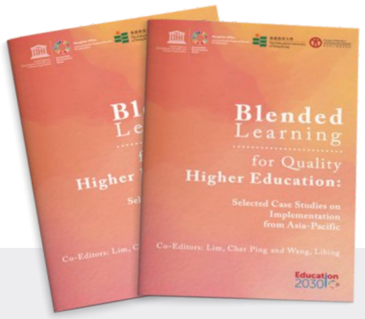
3 **March 2018** UNESCO 2018 Mobile Learning Week

4 **April 2018** Ministerial Forum "Global Dialogue on ICT and Education Innovation" and Moscow International Education Fair

5	May 2018	The 3rd Forum on China-Africa Local Government Cooperation
6	May 2018	The 5th Meeting of China-CEEC Higher Education Institutions Consortium
7	May 2018	2018 Asia-Pacific Regional Global Citizenship Education (GCED) Network Meeting
8	May 2018	The 3rd Forum on China-Africa Local Government Cooperation
9	October 2018	Huawei PAB Meeting & HUAWEI CONNECT 2018
10	November 2018	HUAWEI ICT Competition Middle East 2018 Award Ceremony and the China-Middle East Dialogue on ICT Education.
11	November 2018	Launching of the Component 3 of the UNESCO-Shenzhen Funds-in-Trust (FIT) Project
12	November 2018	UNESCO-Shenzhen Funds-in-Trust (FIT) Project Mid-Term Review Meeting
13	December 2018	2018 Yidan Prize Summit
14	March 2019	UNESCO 2019 Mobile Learning Week
15	April 2019	Capacity Building Meeting for Quality Assurance in Higher Education in SADC
16	May 2019	International Conference on AI and Education
17	May 2019	2018 – 2019 Huawei ICT Talent Global Contest and Award Ceremony
18	June 2019	Sub-Regional Workshop for Online Learning and MOOCs to Promote Quality Higher Education
19	July 2019	China-Africa Vocational Education Seminar 2019
20	August 2019	Eighth Meeting of the China-Africa Think Tanks Forum
21	September 2019	The 4th International Conference on GCED: Platform on Pedagogy and Practice

2.6 Publications

① 《Blended Learning for Quality Higher Education》



② 《The Higher Education and Economic Development Report of Guangdong-Hong Kong-Macao, Beijing-Tianjin-Hebei, and Yangtze River Delta Region》

③ Five seminar reports

Chapter III

The Mission and Functions of ICHEI

03

Mission

Backed by a booming ICT industry in the city of Shenzhen and China's success in the massification of higher education, ICHEI aims to meet the local demand for quality higher education resources and to support Asian and African countries in improving higher education quality and achieving education equality. ICHEI carries out cooperative projects in higher education in countries along the Maritime Silk Road. Through knowledge sharing and capacity building, it exports Shenzhen's ICT products and services to the project countries in the form of intellectual support and human resources for local industrialisation and informatisation. Meanwhile, ICHEI also conducts education research in the countries along the Maritime Silk Road, aiming to become an influential educational think-tank and an international higher education platform for information sharing and communication on innovative thoughts and practices.

Introduction to ICHEI's four functions

Improve knowledge to address challenges in higher education innovation relating to quality, equity, and governance in less developed countries in the Asia-Pacific and African regions as well as provide evidence-based policy advice on higher education innovation.

1 Knowledge production

1.1The IIOE Quality Assurance (QA) framework

Discerning a need among its partner HEIs for more teacher development opportunities, improved STEM disciplines and better school infrastructure, ICHEI has implemented many projects aimed at enhancing teachers' ICT competency and school ICT infrastructure and promoting exchanges among teachers. These efforts, in alignment with UN's Sustainable Development Goal 4 (SDG 4) of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, have culminated in ICHEI's 2018 launch of the International Institute of Online Education (IIOE) with a mission to enhance the capacity of UNESCO-ICHEI's partner HEIs and their teachers for increasing and improving their students' access to quality higher education. The initiation, development and continuous improvement of the IIOE project are an innovative refinement of ICHEI's previous efforts.

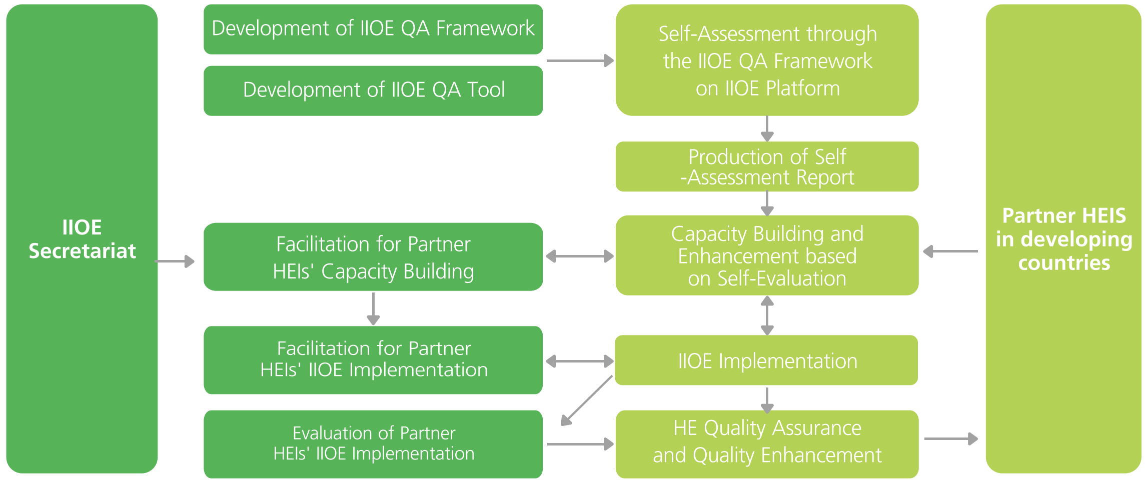
With the help of higher education QA experts around the world, ICHEI has developed the IIOE QA framework, an ICHEI's intellectual property, to ensure the effective implementation of the IIOE project and to provide a reference framework to its partner HEIs for online and blended learning.

The development of the IIOE QA framework draws upon international and regional QA frameworks on open, distance, and online education. These existing frameworks fall under-into four categories based on their purpose: (1) accreditation; (2) benchmarking; (3) certification; and (4) consultative framework.

In line with IIOE's mission, the IIOE QA framework mainly functions as a benchmarking and an advisory one. To this end, an international panel of experts convened by ICHEI developed IIOE's online QA tool through which prospective partner HEIs are required to conduct a self-assessment of readiness for joining IIOE and implementing online and blended learning. Based on the assessment results, IIOE will work with partner Higher Education Institutions (HEIs) to improve the quality of their education through customized institutional capacity building and teacher capacity enhancement.

	3 General Areas	Six Components
1	Management	Institutional policies and mission
2		Learning infrastructure and resources
3	Product	Development and implement of online and blended programme/course
4	Services	Learner assessment and evaluation
5		Leaner learning support and progression
6		Professional development and support for teachers and staff

Components of the IIOE QA framework


IIOE Secretariat
Development of IIOE QA Framework
Development of IIOE QA Tool
Self-Assessment through the IIOE QA Framework on IIOE Platform
Production of Self -Assessment Report
Facilitation for Partner HEIs' Capacity Building
Capacity Building and Enhancement based on Self-Evaluation
Facilitation for Partner HEIs' IIOE Implementation
IIOE Implementation
Evaluation of Partner HEIs' IIOE Implementation
HE Quality Assurance and Quality Enhancement
Partner HEIS in developing countries

Mechanism of the IIOE QA Framework Implementation

1.2 Boosting higher education research through stronger Think Tank collaboration

ICHEI carries out research on higher education in developing countries in Asia and Africa and provides a platform for exchange and dialogue on innovative ideas and practices of higher education in the world. Domestically, it has visited a number of Think Tanks for African and Asian studies, including the China-Africa Institute, Peking University's Centre for African Studies, Zhejiang Normal University's Institute of African Studies, Tianjin University of Technology and Education, Lanzhou University's Institute for Central Asian Studies, Sichuan University's Institute of South Asian Studies, etc. These visits enriched ICHEI's understanding of regional characteristics, particularly concerning higher education, and helped to establish a Think Tank network as a source of expert consultation for the continued implementation of ICHEI's projects in Asia and Africa. In 2019, a partnership between ICHEI and the Centre for Higher Education Research of Southern University of Science and Technology jointly established the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) Data Centre of Higher Education. Based in Shenzhen, an innovation-driven city, the Data Centre will conduct research on the higher education and economic development in Guangdong, Hong Kong, Macao, Beijing, Tianjin and Hebei, and the Yangtze River Delta.

Internationally, ICHEI representatives attended and delivered speeches in a number of influential global conferences and seminars, including the Capacity Building Meeting for Quality Assurance in Higher Education in Southern African Development Community, UNESCO's Sub-Regional Workshop for Online Learning and MOOCs, China-Africa Vocational Education Seminar, and the 4th International Conference on Global Citizenship Education (GCED), projecting the "voice" of ICHEI, Shenzhen, and China at large to the global community.

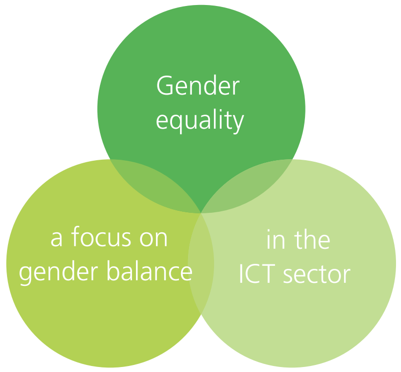
2 Capacity building

> Enhance the capacity of policymakers, institutional leaders, and administrators to improve performance of HEIs and their teachers through ICT application for innovation in management and improved gender equality;

2.1 Outcomes of MOFCOM workshops：

Since 2017, ICHEI has facilitated various projects between Southern University of Science and Technology and the Shenzhen Association for the Promotion of Foreign Economic and Technical Cooperation and hosted a number of workshops on human resources development initiated by China's Ministry of Commerce (MOFCOM).

TOTAL	2018-2019	20 countries
7	5	130


Gender equality
a focus on gender balance
in the ICT sector

So far, it has successfully held seven workshops, including five in 2018 and 2019, providing valuable ICT-application training for more than 130 participants from over 20 Asian, European and African countries.

A wide range of topics with innovative contents available, including the popularisation of higher education in China, ICT in education, Artificial Intelligence (AI), online learning, big data and cloud computing, and information management systems for universities.

The main beneficiaries of IIOE are teachers in ICHEI's partner HEIs in developing countries. From IIOE's online learning portal, teachers can access courses to enhance their capacity in developing and implementing their own courses in their HEIs. They are then more likely to provide learners with quality learning experiences that prepare them for future employment in value-added industries. Gender equality is an integral part of the IIOE initiative to encourage and support more female teachers and learners to access and engage in quality higher education.

2.2 The IIOE initiative as a joint effort to enhance ICT competency for teachers in developing countries

The International Institute of Online Education(IIOE) was jointly established by UNESCO-ICHEI(initiator), its partner HEIs in developing countries of Africa and Asia-Pacific, and enterprises and HEIs in China IIOE aimed at enhancing the ICT capacity of ICHEI's partner HEIs in developing countries and increasing students' access to quality higher education. IIOE's overall structure, teacher capacity framework, QA framework and mechanism, online course resources, and website are built by ICHEI.

The goals of IIOE are:

01 developing the ICT-in-education competency of teachers in partner HEIs;

02 building partner HEIs' capacity and environment for online and blended learning;

03 providing quality online courses for partner HEIs;

04 facilitating the role of higher education in national economic development by increasing the relevance between the skillset of HEI graduates and the skill demand in the labour market;

05 using AI for partner HEIs to improve personalised talent cultivation based on the talent demand of socio-economic development in the digital era;

06 increasing access to quality higher education for female teachers and learners and marginalised communities in developing countries.

Three training dimensions Level 3 training objectives

From certification to certification,
From certificate to ability to innovation

The main beneficiaries of IIOE are teachers in ICHEI's partner HEIs in developing countries. From IIOE's online learning portal, teachers can access courses to enhance their capacity in developing and implementing their own courses in their HEIs. Online ICT training is also available for improved competency in integrating ICT in teaching and administration and increased exposure to advancements in cutting-edge ICT disciplines. Gender equality is an integral part of the IIOE initiative to encourage and support more female teachers and learners to access and engage in quality higher education.

	General Awareness Cultivation	**Intermediate** Capacity Building	**Advanced** Knowledge Application
Dimension 1 Competencies for online and blended teaching and learning	Awareness of ICT-based education technologies; Understanding of online-education pedagogies	Use of ICT instruments to improve education quality; ICT-empowered pedagogical skills	Cultivate innovative thinking, guide teachers to creatively use ICT instruments and explore new educational and teaching models
Dimension 2 Competencies for ICT-enabled administration and management	Knowledge of ICT-based management tools, awareness of technology-based educational administration	Master in ICT-based tools such as online office, AI teaching evaluation and big data assessments to empower education management	Designing administrative systems and educational policies that are in line with the requirements of the digital age
Dimension 3 Competencies for emerging ICT in industries and higher education	Understand the application scenarios of front-line ICT technologies and up-to-date developments of ICT-related disciplines	Master and update the subject knowledge in the ICT-related disciplines, and enhance applicable skills	Flexibly use ICT knowledge to carry out research and advance the development of the relevant fields

IIOE will support developing countries in solving resource shortage and the lack of quality assurance mechanism in higher education. It will support partner HEIs in developing countries to cultivate more ICT-related talents to contribute to the national economic development so as to narrow the gap between developing and developed countries. It will also support developing countries in realising higher education reform in a digital era and accelerate their agenda for industrialisation and digital transformation.

3 Technical support

Improve the quality of policy as well as professional and technical advice for developing countries, increase opportunities for research collaboration and student and faculty exchange and enhance partnerships with ICT enterprises.

3.1 Smart Classrooms

To increase access to higher education in developing countries, improve the quality of education, and promote educational equity, ICHEI and Southern University of Science and Technology (SUSTech) have joined hands with domestic Chinese enterprises in forming partnerships with prominent Asian and African HEIs. Two such examples are the "Weidong Smart Classroom" and "Chuangxian Smart Classroom" designed for ICHEI's partner HEIs in Asia and Africa. With three main functions, namely, lecture capture, multimedia teaching, and remote resource sharing, the Smart Classroom project provides institutions with lecture recording and delivering equipment and software as well as a learning management system which can be used directly and digital course resources.

3.2 The UNESCO-Shenzhen Funds-in-Trust

On May 23, 2015, the UNESCO-Shenzhen Funds-in-Trust Project (UNESCO-SFIT) was officially launched after the Shenzhen Municipal Government donated USD 2 million to UNESCO as part of the Framework Funds-in-Trust Agreement regarding support to UNESCO's activities in favour of higher education development in Asia and Africa.

Commissioned by the Shenzhen Municipal Government as a coordinator for the UNESCO-UNESCO-SFIT, ICHEI has fully participated in the Project's implementation in 2 Asian countries and 10 African countries. ICHEI is also responsible for coordinating the communication between the Shenzhen Municipal People's Government and the UNESCO headquarters, participating in the design and evaluation of the Project, supervising its implementation and outcomes, representing the government in Project-related events, and publicizing project achievements.

(1). Acting as a bridge between the Shenzhen Municipal People's Government and UNESCO

On the one hand, ICHEI timely and effectively conveys the Project's financial report, work report, and other relevant information prepared by the UNESCO headquarters to the Shenzhen Municipal People's Government, and provides a report on the Project progress, significance and areas of concern, ensuring smooth communication between UNESCO (implementer) and Shenzhen Municipal People's Government (Funder). On the other hand, support from the Shenzhen Municipal Government has laid a good foundation for the continued development of the Project.

(2). Promoting UNESCO-SFIT in conferences and seminars

By representing the Shenzhen Municipal People's Government in Project-related events and promoting Shenzhen's higher education development and international cooperation, ICHEI helps to enhance higher education cooperation with Asia-Pacific and African countries as well as the international influence of Shenzhen as a city.

In June 2018, the Asia-Pacific Regional Seminar on MOOCs for Higher Education was co-hosted by UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok), the National Commission of the People's Republic of China for UNESCO, and SUSTech and ICHEI. The Asia-Pacific Digital and Online Education Exhibition was held concurrently. The Seminar was attended by nearly 100 policymakers, university presidents, entrepreneurs, teachers and researchers from 27 countries in the Asia-Pacific region. Eleven domestic and foreign enterprises engaged in education informatisation took part in the Exhibition. The live-streamed Seminar was watched by 3,343 people.

In September 2019, the UNESCO Regional Consultation on ICT-Driven Innovation in Higher Education in Asia-Pacific was held in Shenzhen, China. Aside from demonstrating the fruitful achievements made possible by the Funds-in-Trust in Cambodia and Sri Lanka, the meeting also strengthened the MOOC network in the Asia-Pacific region and formulated relevant research and regional action plans on higher education and SDG 4 in the Asia-Pacific region. In December 2019, the Joint Policy Brief based on the results of the Fund's Project was promoted globally as an official publication of UNESCO.

On November 20, 2018, on behalf of the Shenzhen Municipal People's Government, ICHEI was invited to participate in the Project Mid-Term Review Meeting and the Launching of Component 3 of the UNESCO-UNESCO-SFIT held in Johannesburg, South Africa. In these meetings, delegates reviewed the results of the Funds in 10 project countries since its establishment. LI Ming, director of ICHEI, fully recognised the efforts of the project countries and pledged to work with the Shenzhen Municipal People's Government to advance the development and quality assurance of higher education in African countries.

Representatives of the ten project countries and the African Regional Quality Assurance Network expressed their gratitude to the Shenzhen Municipal People's Government and ICHEI. They also vowed to implement QA for the region's higher education under the framework of

Strengthening quality assurance in higher education in Africa
UNESCO Shenzhen Funds in Trust Project

In the Mid-Term Review hosted by UNESCO on the previous day, the ten project countries gave a work report on how the fund was being used. Representatives of the project country, UNESCO officials, and higher education quality assurance experts were engaged in in-depth discussions about the best practices, challenges and future work plans with regards to the fund's use.

At the same time, UNESCO, together with South African Qualification Authority, organised the UNESCO Regional Consultation Meeting for Anglophone and Lusophone Countries in Africa: The Role of QA in Higher Education: Challenges, Developments and Trends' and ICHEI was invited to participate. Representatives from the African Union, the African University Alliance, the African Virtual University, the East African Inter-University Committee, and QA networks and institutions in Africa fully conducted in-depth discussions on the developments in Africa's higher education sector and QA thereof, while fully acknowledging the fund's contribution to the development of higher education in Africa.

(3). Major achievements in the implementation of UNESCO-SFIT

Asian programmes

UNESCO-SFIT in Asia is a two-year project on ICT-driven innovation to explore the role of blended learning and MOOCs in improving teaching and learning and strengthening institutional governance. During the Project, a new self-assessment framework on blended learning for quality higher education was piloted in the Royal University of Phnom Penh in Cambodia and the University of Colombo in Sri Lanka.

① Publication of Blended Learning for Quality Higher Education;

Blended Learning for Quality Higher Education
Thank you

② Publication of case reports of two flagship universities (institution evaluation, course development, application research, and teacher development);

③ Publication of bilingual, UNESCO-SFIT-related materials on UNESCO's website;

UNESCO-SHENZHEN FUNDS-IN-TRUST PROJECT FOR HIGHER EDUCATION
联合国教科文组织-深圳信托基金 高等教育项目

④ Asia-Pacific Regional Seminar on MOOCs for Higher Education;

The UNESCO-SFIT's Asian programme consists of three stages: assessment of institutional capacity, application research and teacher development, and consolidation of project outcomes. The Project has laid a solid foundation for expanding capacity-building efforts for HEIs in the Asia-Pacific region. Below is a summary of the Project's main achievements in Asia.

⑤ Piloting of a new self-assessment framework on blended learning for quality higher education, now being used in other Asia-Pacific countries;

BLENDED LEARNING

Self-Assessment Tool for Quality Higher Education in Asia-Pacific

START
WITH GENEROUS SUPPORT FROM
THE UNESCO-SHENZHEN FUNDS-IN-TRUST

⑥ Regional Consultation on ICT-Driven Innovation in Higher Education in the Asia Pacific;

2019年联合国教科文组织—深圳信托基金
亚太地区ICT驱动的高等教育创新咨询会议

⑦ Policy brief: ICT-driven innovation for inclusive, quality higher education in Asia-Pacific

The UNESCO-UNESCO-SFIT project, highly consistent with local demands and priorities of the countries where the Project was piloted, has received generous support at both the national and institutional levels from UNESCO, ICHEI, and partner HEIs. Together with the Smart Classroom project being developed in two pilot universities, the UNESCO-SFIT project has greatly improved the institutions' capacity for implementing online and blended learning. The UNESCO-SFIT project's Asian programmes were successfully concluded in September 2019.

African programmes

Thanks to extensive plans and preparations made in 2017, breakthroughs have been made from 2018 to 2019 in all three components of the African programmes of the UNESCO UNESCO-SFIT. New national QA agencies were established in Côte d'Ivoire, Mali, Niger, and Togo. Capacity enhancement was achieved in existing quality assurance agencies in Egypt, Gambia, Malawi, Namibia, Senegal and Zambia. These major advances have consolidated existing Quality Assurance Networks in Africa, including the African Quality Assurance Network (AfriQAN) and the East African Quality Assurance Network (EAQAN) through the development of mutual recognition tools. The African programmes with regards to human resource development and institutional capacity enhancement have laid a solid foundation for the implementation of the Addis Convention.Major achievements of the African programmes are as follows:

Component 1 01

Support the establishment of national QA agencies in Côte d'Ivoire, Mali, Niger, and Togo.

Component 2 02

Institutional capacity-building of established QA agencies in Egypt, Gambia, Malawi, Namibia, and Senegal by reinforcing capacities of QA professionals, knowledge sharing and the development of QA tools. Modified QA policy and process to be in line with international standards and practices, developed QA guidelines and tools, supporting HEIs in building internal QA agencies. Organised management training workshops and QA seminars for senior government officials and policymakers.

Component 3 03

Consolidate existing QA Networks in Africa, including (AfriQAN) and (EAQAN) through the development of mutual recognition tools.

In March 2019,an agreement was made between ICHEI and UNESCO in its headquarters to convene a conclusion meeting in Shenzhen following the completion of UNESCO UNESCO-SFIT's African programmes in 2020. Due to the COVID-19 pandemic, it was approved by the Shenzhen Municipal People's Government to postpone the meeting to July 2021.

Source: UNESCO's Section of Higher Education

3.3 The GBA Data Centre of Higher Education

On May 26, 2019, ICHEI hosted the Seminar on Data Management and Quality Assurance of Higher Education in the Greater Bay Area. During the Seminar, the preliminary results of the Analysis of Higher Education in the Beijing-Tianjin-Hebei, Yangtze River Delta, GBA were published.

3.4 Partnerships with enterprises: Empowering education with technology

In May 2018, BYD Charity Foundation donated RMB 2 million to ICHEI in support of its higher education projects in Asia and Africa. In January 2019, the Tencent International Higher Education Innovation Fund was established as the Tencent Charity Foundation signed an RMB 10 million donation agreement with the Southern University of Science and Technology Education Foundation and ICHEI.

By December 2019, ICHEI had signed cooperation agreements with many organisations, including Huawei, Tencent, Tencent Charity Foundation, Weidong Cloud, Createview, iFlytek, Ubtech Robotics, CIO Times, Codemao, Jiker, Kingsoft, CNMOOC, GTAFE, Inco Electronic. There have been many substantial projects with the companies as mentioned above on multiple projects.

4 Information Sharing

To serve as a platform for sharing information, data, and best practices about higher education innovation through the use of its website and high-quality publications.

4.1 The IIOE meeting in December 2019

In December 2019, over 70 participants including policymakers, university leaders, teachers, researchers, and entrepreneurs from over ten countries gathered in Shenzhen for the convening of IIOE Consultative Meeting. At the meeting, a total of 11 global HEIs, four domestic HEIs and eight enterprises signed the Letter of Intent to join the IIOE Network, as well as the cooperation framework agreements with UNESCO-ICHEI, officially becoming co-initiators of IIOE. Besides, the meeting elected Ain Shams University (Egypt) as first Rotating Presidency Unit of IIOE for the year 2020.

4.2 Publicity campaigns and media report (See appendix)

4.3 Monitoring and Evaluation of the IIOE Initiative

Monitoring and evaluation (M&E) are an integral part of the IIOE initiative and represent the joint efforts of the IIOE Secretariat and its partner HEIs. The main aim of the M&E is to examine how IIOE builds the capacity of partner HEIs for increasing and enhancing their learners' access to quality higher education.

The specific objectives of M&E are to:

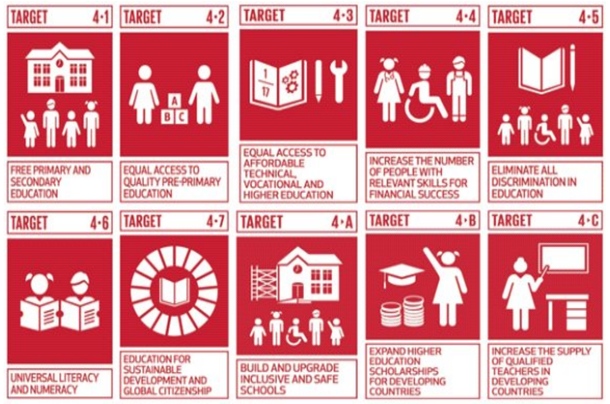
- identify the strengths and limitations of the IIOE initiative design, implementation and achievements;
- review the IIOE online learning platform including its usability and functions;
- check the IIOE online programmes/courses and tools, and provide suggestions for improvement;
- draw vital lessons learnt and promising practices from implementation among partner HEIs to build a mechanism for mutual sharing and learning;
- identify the critical success factors of the IIOE initiative for each phase of implementation;
- recommend initiative enhancements and relevant follow-up activities; and
- document the impact of the IIOE initiative and forecast the potential impact on the capacity of partner HEIs and their teachers, and learner learning engagement and outcomes.

Chapter IV

Work Plan

04

1 Fulfill ICHEI's core mission and support the Sustainable Development Goals


TARGET 4·1
FREE PRIMARY AND SECONDARY EDUCATION
TARGET 4·2
EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION
TARGET 4·3
EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION
TARGET 4·4
INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS
TARGET 4·5
ELIMINATE ALL DISCRIMINATION IN EDUCATION
TARGET 4·6
UNIVERSAL LITERACY AND NUMERACY
TARGET 4·7
EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP
TARGET 4·A
BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS
TARGET 4·B
EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES
TARGET 4·C
INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES

The year 2020 marks the fifth year of the implementation of the United Nation’s Sustainable Development Goals (SDGs). It is also the last year for implementing Sustainable Development Target 4.B (SDG4.B) in the field of education. In this target, the United Nations plans to substantially expand, by 2020, the number of scholarships available to developing countries for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes. The target also states that countries must work together to substantially increase the supply of qualified teachers in developing countries by 2020.

As a UNESCO category 2 centre focused on the digital transformation of higher education and ICT capacity-building for teachers in Higher Education Institutions (HEIs), ICHEI will increase the relevance of its four functions, namely, Knowledge Production, Capacity Building, Technical Support, and Information Sharing, to the SDGs. Drawing on the advantages of China’s booming ICT industry, ICHEI coordinates the joint effort of international organisations, government authorities, HEIs, and ICT enterprises to ensure that continued progress is made in developing countries towards achieving the SDGs.

Knowledge Production

ICHEI will carry out in-depth research through its global partnerships to understand the unique economic and industrial structure of developing countries so as to put forward evidence-based policy advice for them to overcome their major obstacle---the lack of experience in the digital transformation of higher education.

Capacity Building

ICHEI will continue to develop, and make available, high-quality online training resources and free digital solutions to HEIs in need of digital transformation, and provide teachers with free, open-source, and sustainable ICT training programmes and career development paths.

Technical Support

ICHEI will provide infrastructure and capacity-building support to HEIs in developing countries by taking advantage of Smart Classrooms and the International Institute of Online Education (IIOE) launched in 2020.

Information Sharing

ICHEI will share research findings on ICT in Education Programme Education for All (EFA), bridging learning gaps, supporting teacher development, improving the quality and relevance of learning, enhancing inclusiveness, and improving education management. ICHEI will also expand its cooperation with international organisations, governments, HEIs, and ITC enterprises to build resource-sharing networks to promote education development and digital transformation in developing countries.

行政楼
ADMINISTRATION BUILDING

2 ICHEI's key project in 2020: International Institute of Online Education (IIOE)

In the Qingdao Declaration, UNESCO's outcome document in the field of education, ICT is considered a key factor in achieving SDGs in the field of education. In this new era of digitalisation, it has become a pressing task for HEIs to develop the ICT skills of their teachers and to accelerate the process of digital transformation.

In light of these tasks, ICHEI will coordinate the launch of the International Institute of Online Education (IIOE) in the upcoming year by bringing together the HEIs in Asia-Pacific and Africa as well as China's leading ICT universities and enterprises.

Inspired by the Belt and Road Initiative, IIOE was designed and established to promote ICT application in education through training and exchange programmes. IIOE also embodies the Silk Road Spirit of peace, cooperation, openness, inclusiveness, mutual learning, and mutual benefit.In line with SDG 4 of "ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all", it was decided, during the preparation period of the IIOE project, that its mission was to accelerate digital transformation in HEIs in developing countries by enhancing teachers' ICT capacity, promote ICT literacy among HEI teachers, and empower HEIs to training talents in ICT-related fields.

2.1 Develop an ICT competency framework for university teachers and build an online ecosystem for blended learning

Although UNESCO has introduced an ICT Competency Framework for Teachers (ICT-CFT) that seeks to help countries develop comprehensive national teacher ICT competency policies and standards and integrate these in overall education development plans, there have been few international efforts aimed at building such a framework for HEIs. However, many existing efforts in building such a framework for HEIs are deficient. Therefore, inspired by the ICT-CFT, ICHEI plans to develop an ICT competency framework specifically for IIOE, serving the specific needs of university teachers. Based on the ICT-CFT, the IIOE framework will design a learning and development path respectively for three groups of individuals: ICT teachers, general higher education teachers, and higher education administrators.

Together with the ICT competency framework being planned for higher education teachers, ICHEI will devote itself to helping partner HEIs achieve education modernization agendas by improving their ICT competency and creating an ecosystem for online and blended learning.

ICHEI will make high-quality ICT training courses available through IIOE's sharing platform. It will also work to enhance the capacity of partner institutions in developing MOOC courses, managing online classrooms, and offering ICT teacher training by introducing projects such as smart classrooms to integrate physical and online classroom settings.

2.2 Optimise micro-credentials to promote ICT capacity building for teachers

Building its service upon an ICT capacity framework for teachers, IIOE will launch micro-credential training programs targeting three types of educational practitioners and their specific needs. For teachers in non-ICT fields, the focus is on improving their ICT awareness and facilitate ICT-empowered teaching. For ICT teachers, the focus is on providing them with cutting-edge ICT knowledge and enhancing their ability in research and innovation.

For higher education administrators, the focus is on building the school's overall ICT capacity and decision-making abilities by using ICT management tools. Proceeding from introductory content such as ICT literacy courses and ICT tools to more advanced ones featuring the wider application of ICT tools and cutting-edge ICT knowledge, these training programs will boost the innovative efforts in ICT-enabled research, teaching, and policy-making.

3 A collaborative network among global HEIs for ICT capacity building

In recognition of the indispensable role played by international organisations, governments, partner institutions, and ICT enterprises in the realization of ICHEI's core mission, ICHEI hopes to expand its global partnerships with these parties to build a global network of HEIs for ICT capacity enhancement.

In the past year, a great deal of support has been received from education technology firms and ICT enterprises after ICHEI introduced the Smart Classroom project, culminating in the successful completion of the first batch of projects which greatly improved the ICT infrastructure in partner institutions. In order to bridge the ICT gap among HEIs in developing countries, ICHEI will continue to work with leading enterprises in online education and ICT to build smart classrooms in institutions and provide them with the much-needed facility support in implementing higher education.

At the end of 2019, the International Institute of online education (IIOE), an online platform for teacher development, was co-launched by ICHEI and 11 HEIs in Asia-Pacific and Africa, 4 HEIs and a few high-tech enterprises in China. Following IIOE's launch, ICHEI will deliver its service in more developing countries and regions by expanding global partnerships through existing ones such as those with the Southeast Asian Ministers of Education Organization and UNESCO's regional offices.

Embracing collaboration and mutual gains, it will also continue to improve its service and achieve wider teacher participation to create educational communities online and offline.

Appendix

05

1 Governing Board

Chairman

WANG Lixin

Deputy Mayor of Shenzhen Municipal People's Government

Board Members

CHEN Qiuming

Director of the Shenzhen Education Bureau

CHEN Shiyi

President, Southern University of Science and Technology

CHEN Yidan

Founder and Honorary Chairman of the Tencent Charity Foundation

DU Yue

Director of Division for Cooperation, Intersectoral Follow-Up and Partnership of Africa Department, UNESCO

LI Ming

Director, UNESCO International Centre for Higher Education Innovation (UNESCO-ICHEI)

QIN Changwei

Secretary General of the National Commission of China for UNESCO

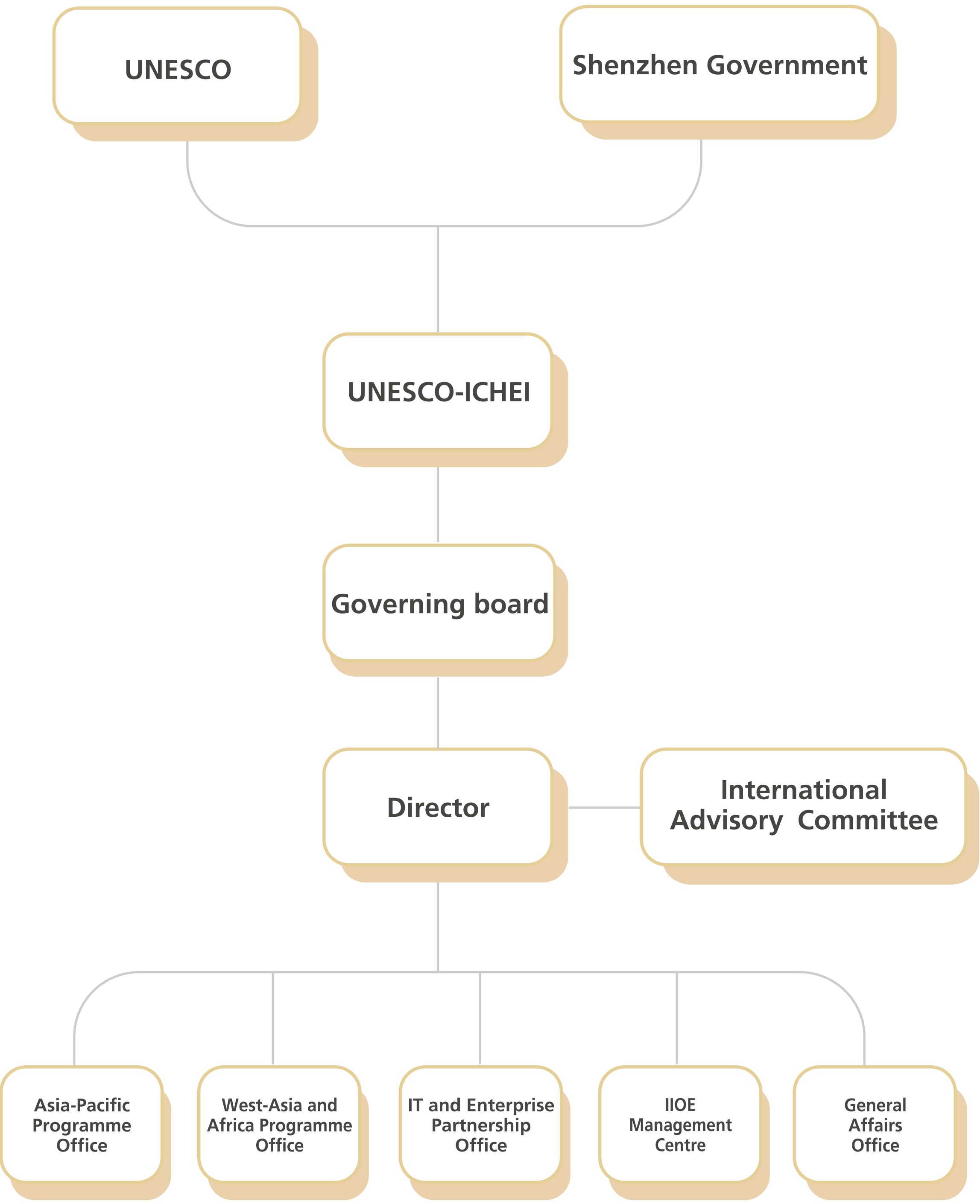
TANG Qian

Former Assistant Director-General for Education, UNESCO

Freddy Boey

Deputy President, National University of Singapore

2 Organization


UNESCO
Shenzhen Government
UNESCO-ICHEI
Governing board
Director
International Advisory Committee
Asia-Pacific Programme Office
West-Asia and Africa Programme Office
IT and Enterprise Partnership Office
IIOE Management Centre
General Affairs Office

3 Team members

3.1 ICHEI Leadership

LI Ming, Director of UNESCO-ICHEI

LI Ming, PhD in Management, Chair Professor.From 1982 to 1992, Dr. Li served successively as a lecturer and then an associate professor (December 1988) in the Research Centre of Political Economics, Department of Social Sciences in Xi’an Jiaotong University. From 1992 to 2013, Dr. Li served in a number of positions in the Shenzhen Municipal People's Government including the role as Vice Mayor (from March 2007 to June 2010) and Director of the Public Security Bureau (from May 2008 to December 2013).

From January 2014 to May 2016, Dr. Li served as Chairman of the University Council of SUSTech. From May 2016 to September 2019, he served as Director and Chair Professor of the Center for Higher Education Research of SUSTech. Since June 2016, Dr. Li has served as the Director of the UNESCO-ICHEI.

LU Chun, Deputy Director of UNESCO-ICHEI

Dr. Lu received his BA in Mechanics from Peking University in 1984, his MA from the Beijing Institute of Technology in 1987, and his PhD from the National University of Singapore in 1991. He had worked as a Principal Engineer in the Chartered Industry Singapore, a senior research fellow of the Institute of High-Performance Computing and the Director of the Division of Large-scale Complex Systems. His was a part-time professor at the National University of Singapore and Nanyang Technological University. He also worked for the King Abdullah University of Science and Technology as the Assistant to President, Director of East Asia Strategic Initiatives, and later Director of International Programs.

Since 2015, Dr. Lu has served as the member of the University's Administrative Meeting, Chief Operations Officer, and the Chair Professor at Mechanics and Aerospace Engineering Department of SUSTech. Since April 2018, he has served as the Vice President of SUSTech.

HAN Wei, Executive Deputy Director of UNESCO-ICHEI

Dr. Han holds a PhD in Education. She worked successively at the Shenzhen Bureau of Education and Shenzhen University from 1992 to 2007. In June 2007, Dr. Han participated in the preparations of SUSTech and was appointed as the leader of the Preparation Group Office of SUSTech. She was then promoted to Deputy Director in August 2010, and took office as Director of Human Resource in January 2015. Since April 2017, she has served as director of the College and Member of the President's council for SUSTech. Her research interests include basis education theories, educational management and policy, and college student adaptability.

ZHAO Jianhua, Senior Expert of UNESCO-ICHEI

Prof. Zhao is the Deputy Director of Center for Higher Education Research of SUSTech and a Senior Expert of UNESCO-ICHEI. Prof. Zhao received his PhD in Pedagogy from the University of Sheffield, UK in 2006. Before joining SUSTech, he served in many key positions in South China Normal University, including the Director of the Department of Educational Technology, Professor and Associate Dean at the School of Information Technology in Education, and Director of the Institute of Science and Technology.

Prof. Zhao is the Associate Director of Expert Group for ICT in Education in Guangdong Province and the Vice President of the Professional Committee for Educational Technology of Guangdong Association of Higher Education. He has also served as a reviewer for several international publishing houses and academic institutions and as a member of the academic committee of several important academic conferences. Prof. Zhao has conducted more than 70 research projects and published more than 160 peer-reviewed academic papers in different journals, and 10 academic monographs.

ZHAO Ke, Assistant Director of UNESCO-ICHEI

ZHAO Ke holds a PhD in Education of Tsinghua University. From June 2016 to September 2018, Dr. Zhao was chiefly responsible for ICHEI’s administrative affairs as its Assistant Director. He either led or participated in many higher education projects, including "Theoretical and Imperative Research on the Building of First-Class Universities", "Research on the Building and Development of Newly Established Universities", "Building Soft Power: Research on the Internationalization Strategy of Research Universities in the United States", and "Research on the Development Plan of University Degrees and Post-Graduate Education in China".

3.2 ICHEI members

Asia-Pacific Programme Office

LI Fan

Master of Digital Technologies, Communication and Education of the University of Manchester, is Chief of Asia-Pacific Programme Office. She used to work in the UNESCO Asia and Pacific Regional Bureau of Education in a project sponsored by the China Scholarship Council of the Ministry of Education.

DUAN Xiaotong

Master of International Education Development of Columbia University, is a Programme Officer of the Asia-Pacific Programme Office. She served in many higher education institutions and non-profit organizations around the world, such as Columbia University, the Institute of International Education, and United Nations (New York).

ZENG Bingran

Master of Education, International Education Policy from Harvard University, is a Programme Officer of the Asia-Pacific Programme Office. She served as a policy consultant for the Ethiopian Ministry of Science and Higher Education and a Research Associate at Hanover Research Council (U.S.). She has extensive research experience in comparative education policy and teacher professional development.

WANG Zhanjia

Master of English Interpreting of the Guangdong University of Foreign Studies, is an Administrative Officer of the General Affairs Office. He is involved in the implementation of many projects including IIOE, MOFCOM's training workshops, Smart Classroom, and UNESCO-Shenzhen Funds-in-Trust.

West-Asia and Africa Programme Office

BI Xiaohan

Master of Sociology of Sport of Tsinghua University, is Chief of the West Asia and Africa Programme Office responsible for higher education cooperative projects in Africa and IIOE's quality assurance. BI Xiaohan used to work in the UNESCO Office in Libreville (Gabon) and the Education Section of the National Commission of UNESCO in China.

CHEN De'an

CHEN De'an is a Programme Officer in ICHEI's West Asia and Africa Programme Office. He is responsible for expanding ICHEI's higher education programmes in Africa. He holds degrees from the Department of International Relations and Diplomacy at the College of Europe, the department of International Relations at King's College London, and from Sciences Po Paris. He used to work in the UNAIDS headquarters.

HU Chunjian

HU Chunjian is a Programme Officer in ICHEI's West Asia and Africa Programme Office. HU Chunjian graduated from Beijing Foreign Studies University with a bachelor's degree in Arabic and is currently pursuing a master's degree in East Islamic Studies at Hebrew University of Jerusalem, Israel. His primary responsibility is to expand ICHEI's higher education projects in West Asia.

IT and Enterprise Partnership Office

TANG Xiangzheng

Bachelor of Computer Science and Technology of Nanjing University of Aeronautics and Astronautics, is Chief of IT and Enterprise Partnership Office. His previous experience includes front-end development in Merkle Business Information Consultancy and system development in China's Nationa.

l University of Defense Technology (NUDT).

Hassan Adeel Shehzad

Master of Computer Science Information and Software Engineering of the Assumption University, is the Chief Technology Officer for the Smart Classroom Programme of the IT and Enterprise Partnership Office. He used to work in the UNESCO Office in Bangkok and UNHCR's regional office。

IIOE Management Centre

FENG Siyuan

PhD in Comparative Education of the University of Hong Kong, is the Co-Director of IIOE Management Centre. While studying the University of Hong Kong, he participated in a number of UNESCO-funded educational research projects at the University's Centre for Comparative Education, gaining rich research experience in the fields of comparative education, international education development and teacher capacity-building.

SHI Qiao

Master of International Management of the University of Nottingham, is mainly involved in the implementation of IIOE. A former employee of the Talent Ecosystem Development Department of Huawei Enterprise BG, SHI Qiao has extensive experience in school-enterprise cooperation.

CHEN Mo

CHEN Mo, Master of Communication Studies of the University of Quebec, Canada, is a Programme Officer of IIOE Management Centre. Previously working in international organizations in Quebec, Canada and Paris, France, CHEN Mo has gained extensive experience in media and public relations.

General Affairs Office

JIANG Qingyu

Master of International Conference Interpreting of Guangdong University of Foreign Studies, is Chief of General Affairs Office. He is a holder of the CATTI Certificate for Translation (Level II), the CATTI Certificate for Interpreting ((Level II), and the Guangwai Certificate for Professional. Conference Interpreting.His previous experience includes working in the United Nations' Geneva office for an internship programme as a simultaneous interpreter.

LIU Ziru

Bachelor of Financial Engineering of Southwest University of Finance and Economics, is the Finance Secretary of the General Affairs Office. Prior to ICHEI, he worked in many investment institutions and higher education institutions, such as Far East Horizon Ltd., Shenzhen GTJA Investment Group Co. Ltd., and the Finance Department of Southern University of Science and Technology, gaining rich experience in investment, financing. and financial management.

YANG Chaomei

Master of Comparative Education of South China Normal University, is Chief of IIOE Course Centre. She went to the UNESCO headquarters in Paris as an intern and participated in the "Mobile Education Training and Resources Project" between UNICEF and the Ministry of Education of China.

YAO Haogen

PhD in Economics and Education of Columbia University, is an Education Specialist in the West Asia and Africa Programme Office. Previously served as an education specialist in UNICEF's Middle East and North Africa Office and as a data consultant and assessment specialist at UNICEF Headquarters in New York.

LI Xue

Master of Arts of Capital Normal University, is a Programme Officer of IIOE Course Centre mainly responsible for higher education cooperative projects in Africa and the integration of IIOE's curriculum resources. She used to work and intern in UNESCO's Beijing office and its East African Regional Office (Nairobi).

4 Media coverage

The years 2018 and 2019 proved particularly successful for ICHEI. Many lessons can be learnt from ICHEI's achievements to boost the cooperation and the innovative application of ICT in higher education, bringing tangible benefits to universities in Asian and African developing countries.

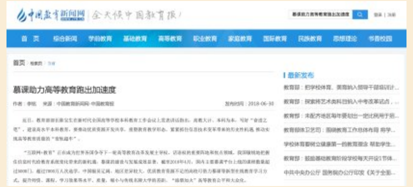
As a UNESCO Category 2 organization jointly established by China and UNESCO, ICHEI has attracted extensive attention from domestic and international media, which enables the domestic and international community to better understand the development of ICHEI and enhance its reputation and influence.

ICHEI in the news

1 June 2018

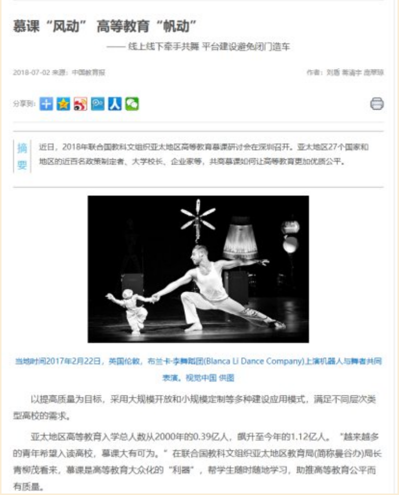
In the Asia-Pacific Regional Seminar on MOOCs for Higher Education held in June 2018, China Education Press Agency published a series of reports and articles summarizing ICHEI's endeavours in the past two years. These include Asia-Pacific Experts exchange views on MOOCs for higher education, ICT as a catalyst for higher education development, MOOCs as propellers for higher education development, and MOOCs as an accelerator for higher education development.

SUSTech
2018年联合国教科文组织亚太地区高等教育慕课研讨会
The Asia-Pacific Regional Seminar on MOOCs for Higher Education
抓住数字机遇，实现可持续发展目标4（2030年可持续发展教育目标）
Seizing digital opportunities to achieve SDG4
新闻发布会
Press Conference



慕课助力高等教育跑出加速度

来源：中国教育新闻网-中国教育报 发布时间：2018-06-30



慕课“风动” 高等教育“帆动”

——线上线下牵手共舞 平台建设避免闭门造车

2018-07-02 来源：中国教育报 作者：刘盾 蒋清宇 彭帮琼

摘要 近日，2018年联合国教科文组织亚太地区高等教育慕课研讨会在深圳召开。亚太地区27个国家和地区的近百名政策制定者、大学校长、企业家等，共商慕课如何让高等教育更加优质公平。

当地时间2017年2月22日，英国伦敦，布兰卡·李舞蹈团(Blanca Li Dance Company)上演机器人与舞者共同表演。视觉中国 供图

以提高质量为目标，采用大规模开放和小规模定制等多种建设应用模式，满足不同层次类型高校的需求。

亚太地区高等教育入学总人数从2000年的0.39亿人，飙升至今年的1.12亿人。“越来越多的青年希望入读高校，慕课大有可为。”在联合国教科文组织亚太地区教育局(简称曼谷办)局长青柳茂看来，慕课是高等教育大众化的“利器”，帮学生随时随地学习，助推高等教育公平而有质量。

2 July 2019

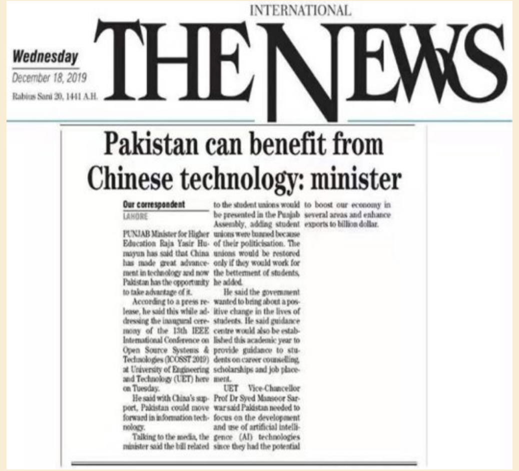
LI Ming, Director of ICHEI, was interviewed by the media during the International Conference for Media and Education in July 2019. The Meeting was reported by more than 20 media including Xinhua News Agency's Shenzhen branch, China News Network, Nanfang Daily, Shenzhen Satellite TV, Shenzhen News Network, Shenzhen Special Zone Daily and Shenzhen Daily.

3 September 2019

In September 2019, a media delegation of over 30 members of the Shanghai Cooperation Organization visited the Southern University of Science and Technology and the ICHEI for international exchanges and cooperation. The delegation is composed of 29 journalists from 16 countries, including India, Kazakhstan, Kyrgyzstan, Russia, Pakistan, Tajikistan, Uzbekistan, Afghanistan, Belarus, Iran, Mongolia, Azerbaijan, Cambodia, Nepal, Turkey and Sri Lanka.

4 December 2019

In December 2019, the first Smart Classroom project of ICHEI was launched in the University of Engineering and Technology, Lahore, Pakistan. Local media in Pakistan's Punjab province reported on the completion of the Smart Classroom and Chinese technology.



INTERNATIONAL
THE NEWS

Wednesday
December 18, 2019
Rabius Sani 20, 1441 A.H.

Pakistan can benefit from Chinese technology: minister

Our correspondent
LAHORE

PUNJAB Minister for Higher Education Raja Yasir Humayun has said that China has made great advancement in technology and now Pakistan has the opportunity to take advantage of it.

According to a press release, he said this while addressing the inaugural ceremony of the 13th IEEE International Conference on Open Source Systems & Technologies (ICOSST 2019) at University of Engineering and Technology (UET) here on Tuesday.

He said with China's support, Pakistan could move forward in information technology.

Talking to the media, the minister said the bill related to the student unions would be presented in the Punjab Assembly, adding student unions were banned because of their politicisation. The unions would be restored only if they would work for the betterment of students, he added.

He said the government wanted to bring about a positive change in the lives of students. He said guidance centre would also be established this academic year to provide guidance to students on career counselling, scholarships and job placement.

UET Vice-Chancellor Prof Dr Syed Mansoor Sarwar said Pakistan needed to focus on the development and use of artificial intelligence (AI) technologies since they had the potential to boost our economy in several areas and enhance exports to billion dollar.