

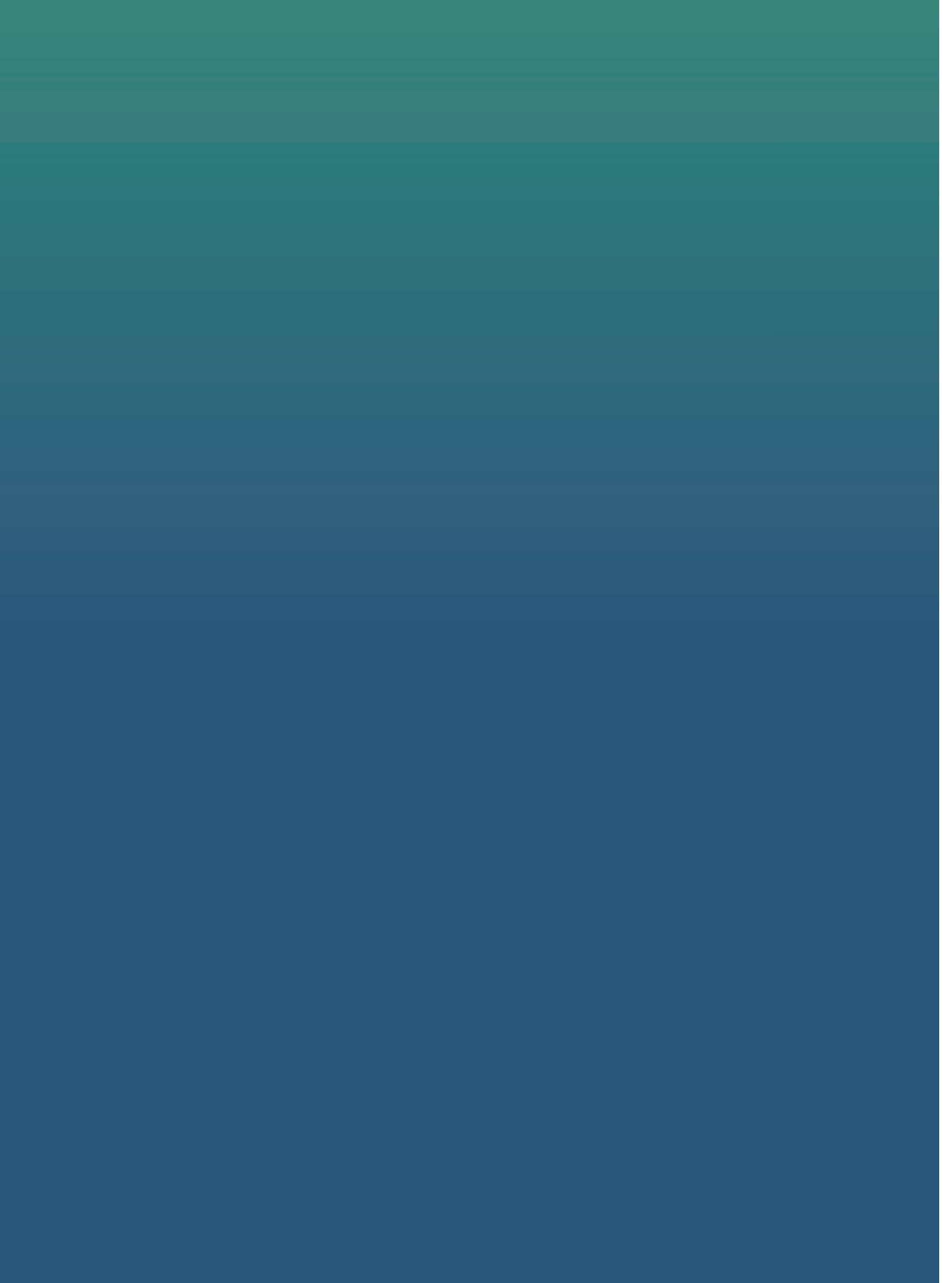


# 国际网络教育学院 (IIOE) 发展报告 2019-2026

International Institute of Online  
Education (IIOE) Development  
Report 2019-2026



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# 国际网络教育学院（IIOE）发展报告 2019—2026

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International Institute of Online Education  
(IIOE) Development Report 2019-2026



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**International Institute of Online Education (IIOE) Development Report 2019-2026**

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# 摘要

作为联合国教科文组织高等教育创新中心（以下简称“创新中心”）的旗舰项目，国际网络教育学院（International Institute of Online Education, IIOE）由创新中心携手全球 12 个国家 15 所伙伴院校及 9 家科技企业于 2019 年 12 月在深圳发起。IIOE 是连接全球高等教育利益相关方的生态联盟，依托在线学习平台，打造并整合优质课程资源，开展数字化与 AI 应用类赋能培训。同时，IIOE 以国家中心、培训中心及区域中心为支撑，构建起了本地化运营与多边对话合作机制。

**IIOE 始终秉持“共商、共建、共享”的原则**，深耕全球南方国家，通过精准设计并实施培训项目提升高校教师数字化能力与 AI 素养、促进高等教育机构数字化转型、深化产学协同人才培养。截至 2026 年 5 月，IIOE 生态联盟网络已拓展至全球 48 个国家，汇聚了 190 余所伙伴院校及 40 余家合作企业。IIOE 平台注册用户逾 2.7 万名，注册机构 283 家，覆盖亚洲、非洲、拉美等多个区域，累计上线慕课课程超 700 门。此外，IIOE 数字化及 AI 应用能力微证书培训已赋能近 1.4 万人次高等教育工作者，并被纳入埃及、埃塞俄比亚、蒙古国等国伙伴院校的教师职业发展培训体系。

**技术引领是 IIOE 凝聚全球伙伴的核心支撑**：面对数智化变革，IIOE 将引领性的技术视野转化为赋能全球高等教育的实际生产力。这种引领性主要体现在持续迭代的 IIOE 平台技术底座以及“伙伴需求 + 前沿引领”双驱动的课程生态。通过技术底座与前沿内容的双重赋能，IIOE 构建了教育供给与产业需求的深度链接，成为全球合作伙伴驱动教育变革、拥抱数智时代的关键引擎。

**本土适配是 IIOE 激发内生动力的根本源泉**：通过构建 IIOE 国家中心、培训中心、区域中心的多层级运营体系，IIOE 将全球化的优质资源与各国具体的政策框架、教学情景及行业需求深度融合。这种全方位的本地化运营模式，不仅确保了 IIOE 培训与项目在制度层面的可持续性，更有效释放了联盟伙伴引领教育转型的自主动能。

**多边合作是 IIOE 孕育发展硕果的坚实基础**：IIOE 致力于通过多利益相关方的深度集成与优势互补，释放协同效应的最大价值。从产学研协作下的基础设施底座与优质资源共建，到多边对话驱动下的区域政策共识与实践指引，再到先锋案例引领下的优秀实践认可与全球经验互鉴，IIOE 塑造出合作共赢的高等教育数智化发展共同体。

**技术赋能的核心在于人才培养**：技术为用，育人为本。面向未来，IIOE 将以“AI+ 学科”及“AI+ 产业”等技术应用类微证书培训为核心抓手，将能力建设的对象由高等教育工作者进一步拓展至学生及相关从业者，培养面向未来的产业人才。IIOE 将持续推动多边协同、本土运营与互惠共赢，将联合国可持续发展目标 4 关于包容和公平的优质教育愿景，切实转化为赋能高等教育数智化转型的内生动力。



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## 1.IIOE 的时代回响：技术变革、教育演进、可持续发展目标

### 1.1 技术重塑全球高等教育生态

以生成式人工智能（GenAI）为代表的技术浪潮正引发颠覆性的变革，重塑全球高等教育的教学与学习方式。这种变革促使教育的重心从成果评价向过程引导转型，愈发凸显探究精神、批判性思维、沟通协作等核心软技能的不可替代性。<sup>1</sup>同时，数字技术的广泛融入不仅丰富了虚拟环境中的人际交互，更推动高等教育形态从疫情期间的“应急在线”全面走向了“常态混合”。<sup>2</sup>

在技术引领的教育变革中，数字鸿沟普遍存在于不同国家和社会群体之间。例如，高收入国家已接近普及互联网使用，上网人口比例达 94%；相比之下，低收入国家仅有 23% 的人口在使用互联网。高收入经济体已实现移动电话普及率超过 95%，而低收入经济体中 10 岁及以上的人群中仅有 53% 拥有移动电话<sup>3</sup>。无法获取和应用新技术的弱势群体，不仅被剥夺了技术带来的时代机遇，更会在机器学习所依赖的海量数据集中“失语”，从而导致其切身利益在数智时代被进一步边缘化。数字鸿沟本质上是结构性不平等的体现，并可能随着技术的快速迭代而不断加剧。<sup>4</sup>

与此同时，AI 正深度重塑全球产业格局，劳动力市场对面向未来的人才需求愈发迫切。<sup>5</sup>为确保学习者与劳动者在快速更迭的经济格局中具备持续竞争力与适应力，当务之急是加速教育与培训体系的结构性转型，构建起契合未来社会需求的终身学习生态。

在此背景下，唯有积极弥合多维度的数字鸿沟，充分释放技术赋能的潜力，并构建与产业需求深度对接的人才培养模式，才能在高等教育数智化转型中真正实现其时代价值与社会使命。

### 1.2 SDG 4 与教育 2030 行动框架

在联合国《2030 年可持续发展议程》中可持续发展目标 4（Sustainable Development Goal 4,SDG 4）明确提出，要通过包容和公平的优质教育促进终身学习机会，包括“到 2030 年，确保所有男女平等获得负担得起的优质技术、职业和高等教育，包括大学教育”。<sup>6</sup>联合国教科文组织在《教育 2030 行动框架》中进一步强调，各国应通过能力建设、技术应用与国际合作等多种方式，加快推进教育体系的数字化与包容性发展。<sup>7</sup>在这一背景下，通过多边合作推动技术赋能与资源共享，正成为国际社会落实“教育 2030 议程”的重要实践方向。

1. 联合国教科文组织：《生成式人工智能：教育与研究应用指南》，  
<https://unesdoc.unesco.org/ark:/48223/pf0000393559.locale=zh>，2023。

2. 联合国教科文组织：《变革高等教育：全球愿景与行动合作》，  
<https://unesdoc.unesco.org/ark:/48223/pf0000397582>，2026。

3. 国际电信联盟：《2025 年衡量数字发展：事实与数据》，  
<https://www.itu.int/en/ITU-D/Statistics/pages/facts/default.aspx>，2025。

4. 联合国教科文组织：《人工智能与教育：政策制定者指南》，  
<https://unesdoc.unesco.org/ark:/48223/pf0000378648>，2021。

5. 世界经济论坛：《2025 年未来就业报告》，  
[https://www.weforum.org/publications/the-future-of-jobs-report-2025/future-of-jobs-data-explorer-2025/?gad\\_source=1&gad\\_campaignid=22228224717&gbraid=0AAAAAoVy5F7cR0Ry4R8ncwE8akf5\\_uRxD&gclid=EAlaIqobChMI173-35uwlAMVdS17Bx2dTTHwEAAYASAAEgINNPd\\_BwE](https://www.weforum.org/publications/the-future-of-jobs-report-2025/future-of-jobs-data-explorer-2025/?gad_source=1&gad_campaignid=22228224717&gbraid=0AAAAAoVy5F7cR0Ry4R8ncwE8akf5_uRxD&gclid=EAlaIqobChMI173-35uwlAMVdS17Bx2dTTHwEAAYASAAEgINNPd_BwE)，2025。

6. 联合国：《联合国大会第 70/1 号决议》，  
<https://www.un.org/zh/documents/treaty/A-RES-70-1>，2015。

7. 联合国教科文组织：《2030 年教育：仁川宣言和行动框架实现可持续发展目标 4——确保包容和公平的优质教育，让全民终身享有学习机会》，  
<https://unesdoc.unesco.org/ark:/48223/pf0000245656>，2016。



# 2030年 教育

图 1-1 联合国可持续发展目标 4：确保包容和公平的优质教育，让全民终身享有学习机会和“教育 2030 议程”

## 1.3 IIOE：以技术赋能推动教育公平

作为联合国教科文组织高等教育创新中心（简称“创新中心”）的旗舰项目，国际网络教育学院（International Institute of Online Education, IIOE）由创新中心携手全球 12 个国家 15 所伙伴院校及 9 家科技企业于 2019 年 12 月在深圳发起。IIOE 以联合国 SDG 4 和《教育 2030 行动框架》为纲领，旨在解决高等教育数智化转型中的能力建设问题，通过提升高等教育工作者及机构新技术应用能力，推动教育公平的实现。



图 1-2 2019 年 12 月 7 日 -8 日，创新中心与伙伴共同发起国际网络教育学院（IIOE）

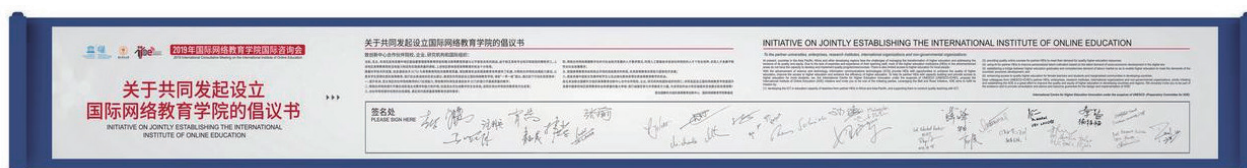


图 1-3 共同发起设立国际网络教育学院的倡议书

IIOE 是连接全球高等教育利益相关方的生态联盟，依托在线学习平台，打造并整合优质课程资源，开展数字化与 AI 应用类赋能培训。同时，IIOE 以国家中心、培训中心及区域中心为支撑，构建起了本地化运营与多

边对话合作机制。在治理架构上，由 IIOE 秘书处履行统筹协调职能，轮值主席单位每年在不同次区域的伙伴之间轮换<sup>1</sup>，为 IIOE 发展和各地区高等教育数字化转型提供战略指导和支持。

**IIOE 始终秉持“共商、共建、共享”的原则，深耕全球南方国家，通过精准设计并实施培训项目提升高校教师数字化能力与 AI 素养、促进高等教育机构数字化转型，并深化产学协同人才培养。**截至 2026 年 5 月，IIOE 生态联盟网络已拓展至全球 48 个国家，汇聚了 190 余所伙伴院校及 40 余家合作企业。IIOE 平台注册用户逾 2.7 万名，注册机构 283 家，覆盖亚洲、非洲、拉美等多个区域，累计上线慕课课程超 700 门。此外，IIOE 数字化及 AI 应用能力微证书培训已赋能近 1.4 万人次高等教育工作者，并被纳入埃及、埃塞俄比亚、蒙古等国伙伴院校的教师职业发展培训体系。IIOE 不仅是技术赋能教育转型的中枢桥梁，更是驱动教育公平与包容性增长的协作范式，作为落实 SDG 4 的全球公共产品，开创了多边合作的生动实践。

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1. 2020-2026 年 IIOE 轮值主席单位分别为：埃及艾因夏姆斯大学、巴基斯坦拉合尔工程技术大学、肯尼亚内罗毕大学、马来西亚博特拉大学、尼日利亚艾哈迈德·贝洛大学、印度尼西亚网络教育学院，及赞比亚穆隆古希大学。

## 2.IIOE 的发展跃迁：技术引领、本土适配、多边合作



### 2.1 技术引领是 IIOE 凝聚全球伙伴的核心支撑

面对数智化变革，IIOE 将引领性的技术视野转化为赋能全球高等教育的实际生产力，这正是其广泛凝聚全球伙伴的核心支撑。这种引领性主要体现在持续迭代的 IIOE 平台技术底座以及“伙伴需求 + 前沿引领”双驱动的课程生态。通过技术底座与前沿内容的双重赋能，IIOE 构建了教育供给与产业需求的深度链接，成为全球合作伙伴驱动教育变革、拥抱数智时代的关键引擎。

#### 2.1.1 在线学习平台：技术底座与资源共享

2020 年，创新中心联合极客学院上线 IIOE 在线学习平台 (iioe.org)，致力于向全球伙伴院校提供高质量的在线课程与数字能力建设资源，推动高等教育数字化转型，提升高校教师的数字素养与教学能力。2022 年，创新中心与平台服务提供商知学云对 IIOE 在线学习平台进行了全面升级，推出 IIOE 在线学习平台 2.0，实现了对联合国六种官方语言的全面支持。2023 年，平台进一步接入 ChatGPT，发布 IIOE 在线学习平台 3.0，推出智能助教 i-TA，有效提升了用户的学习体验。2025 年，IIOE 平台上线伙伴院校自运营数据看板功能，支持更加高效地开展后台管理和运营。



图 2-1 IIOE 在线学习平台升级路线图

IIOE 平台通过在线学习系统、数字资源管理系统及智能学习支持工具，为全球高校提供稳定、高效的数字学习环境。IIOE 平台支持多语种课程发布与学习服务，以满足不同国家和地区学习者的需求。同时，随着 AI 技术的发展，IIOE 平台不断探索将智能学习助手与学习数据分析等技术应用于教学支持与学习服务之中，提升学习体验与教学效率。IIOE 平台还为 IIOE 国家中心和伙伴院校提供自主运营与管理功能，使各国伙伴能够在统一技术架构下开展本地化课程建设与培训项目，从而形成全球协同、区域落地的数字教育平台体系。



图 2-2 IIOE 在线学习平台

此外，IIOE 平台内容资源持续开发与迭代，累计上线慕课课程超过 700 门，覆盖在线与混合教学、ICT 基础、云计算、大数据、AI 等多个关键领域，形成多学科、多主题的学习资源库。截至 2026 年 5 月，IIOE 平台总注册用户超过 2.7 万名，注册机构 283 家，覆盖亚洲、非洲、拉美等多个区域，充分展现出平台在全球高等教育领域的广泛连接力与影响力。

#### 2.1.2 微证书课程体系：基于“伙伴需求 + 前沿引领”的课程体系建设

IIOE 依托“伙伴需求 + 前沿引领”双驱动体系，逐步形成覆盖“高校教师数字能力”“高校教师生成式

AI” “AI+ 学科” 与 “AI+ 产业” 的四大微证书课程类别。IIOE 课程语言涵盖阿拉伯文、中文、英文、法文、俄文、西班牙文和其他语种<sup>1</sup>，课程建设及本地化主体日益多元，包括 IIOE 国家中心、伙伴院校、企业及国际组织，显著提升了课程作为开放教育资源的区域适配性。

## 高校教师数字能力课程



图 2-3 IIOE“教师数字能力”系列课程

## 高校教师生成式 AI 课程



图 2-4 IIOE“高校教师生成式 AI”系列课程

## “AI+ 学科” 课程



图 2-5 IIOE“AI+ 学科”系列课程

## “AI+ 产业” 课程



图 2-6 IIOE“AI+ 产业”系列课程

1. 例如，IIOE 印度尼西亚国家中心（印尼网络教育学院）开发了印尼语课程；IIOE 蒙古国家中心（蒙古科技大学）开发了蒙古语课程；哈萨克斯坦国家职业发展中心 Orleu 开发了哈萨克语课程。



这种全方位的本地化运营模式，不仅确保了 IIOE 培训与项目在制度层面的可持续性，更有效释放了联盟伙伴引领教育转型的自主动能。

### 2.2.1 IIOE 国家中心：培训与项目本地化运营的核心机制

创新中心已在 17 个项目国家与伙伴院校联合成立 IIOE 国家中心。在所在国高等教育主管部门的支持下，IIOE 国家中心构建全国性高校网络，依托 IIOE 在线学习平台与课程组织本地化培训项目与相关活动，全面提升高校教师的数字化与 AI 能力，引领并推动国家层面的高等教育数字化转型。作为 IIOE 在全球落地的关键枢纽，各国家中心根据当地高等教育的发展阶段因地制宜地规划运营目标与行动方案，是确保 IIOE 全球资源与本地需求深度耦合、高效赋能的核心机制。

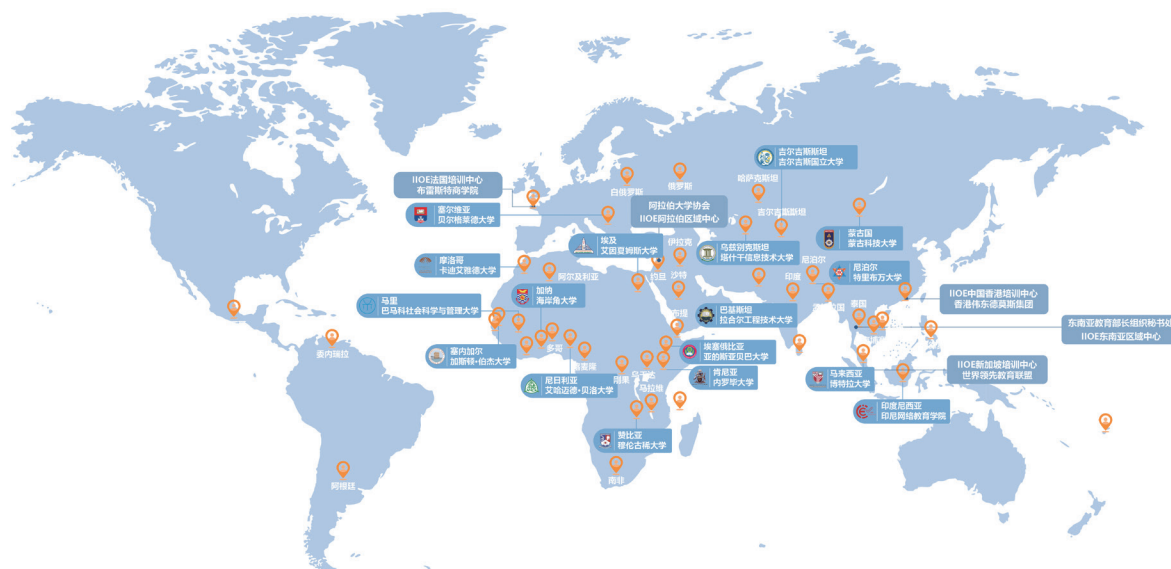


图 2-8 IIOE 国家中心、培训中心和区域中心

表 2-1 IIOE 国家中心

成立年份	地区	国家	伙伴院校
2021	南亚	巴基斯坦	拉合尔工程技术大学
2021	南部非洲	赞比亚	穆隆古希大学
2022	东亚	蒙古国	蒙古科技大学
2022	东南亚	马来西亚	马来西亚博特拉大学
2022	东南亚	印度尼西亚	印尼网络教育学院
2022	西非	尼日利亚	艾哈迈德·贝洛大学
2022	东非	肯尼亚	内罗毕大学
2022	北非	埃及	艾因夏姆斯大学
2023	中亚	乌兹别克斯坦	塔什干信息技术大学
2023	西非	塞内加尔	加斯頓·伯杰大学

成立年份	地区	国家	伙伴院校
2023	北非	摩洛哥	卡迪·艾雅德大学
2024	东非	埃塞俄比亚	亚的斯亚贝巴大学
2025	西非	加纳	海岸角大学
2025	中东欧	塞尔维亚	贝尔格莱德大学 (贝尔格莱德机器人和人工智能教育中心)
2025	中亚	吉尔吉斯斯坦	吉尔吉斯国立大学
2026	西非	马里	巴马科社会科学与管理大学
2026	南亚	尼泊尔	特里布万大学

部分 IIOE 国家中心已将 IIOE 培训纳入院校教师职业发展体系，为培训项目的制度化实施与可持续发展提供保障。例如，IIOE 埃及国家中心（艾因夏姆斯大学）凭借由 25 所高校和 2 家企业伙伴组成的伙伴网络，推动系统化、院校认证的在线培训，截至 2026 年 5 月累计赋能埃及高校教师逾 4000 人次。为激发本土创新活力，IIOE 埃及国家中心还设立了“微证书卓越奖”，以鼓励并表彰网络成员中通过微证书促进教师数字化和 AI 应用能力建设的优秀实践。



图 2-9 IIOE 埃及国家中心团队与创新中心毕小涵副主任合影

埃塞俄比亚国家中心（亚的斯亚贝巴大学）已将 IIOE 微证书课程正式纳入本校教师职业发展体系，并与职称晋升挂钩，助力教师职业发展。IIOE 蒙古国家中心（蒙古科技大学）通过“培训师培训”模式培养骨干教师，承担本地化培训的组织实施工作，累计赋能教师 2500 余人次。相关微证书课程已纳入蒙古科技大学师资培训体系，也可在教育管理与教育研究硕士项目中获得学分。。



图 2-10 IIOE 埃塞俄比亚国家中心团队



图 2-11 IIOE 蒙古国家中心开展高校教师数字化与 AI 应用能力培训

一系列具有本地特色的赋能活动已成为 IIOE 国家中心驱动教育变革的重要抓手。例如，IIOE 尼日利亚国家中心（艾哈迈德·贝洛大学）与 IIOE 赞比亚国家中心（穆隆古希大学）精准对接高校数字化转型需求，重点发展聚焦技术实操能力的定制化培训和“直播+线下”结合的混合式培训模式；同时，通过高规格的政策对话，在国家层面凝聚关于 AI 赋能高等教育的广泛共识。



图 2-12 IIOE 尼日利亚国家中心开展培训



图 2-13 IIOE 赞比亚国家中心与本地院校签署伙伴关系

2025 年，IIOE 乌兹别克斯坦国家中心（塔什干信息技术大学）为 400 多名图书馆员、教师和学生提供了高级培训课程与研讨会，内容涵盖如何使用全球领先出版商的电子教育数据库，以及如何在学术图书馆和教学过程中应用 AI 的基础知识。在高等教育部的支持下，IIOE 乌兹别克斯坦国家中心正在联结全国 60 多所高校，以促进在微证书培训及其他契合国家教育发展需求的项目上的全面合作。



图 2-14 IIOE 乌兹别克斯坦国家中心智慧教室使用培训

IIOE 印度尼西亚国家中心（印尼网络教育学院）作为一个数字学习平台，与国内外 40 多家机构建立了合作关系。基于“IIOE 高等教育工作者数字能力参考框架”，印尼网络教育学院协调当地 8 所高等教育机构共同开发课程，重点提升高校教师“微课程设计与应用”“在线协作学习组织与实施”“数据赋能的个性化学习指导”等数字能力，引领高校教师进行教学模式的创新。IIOE 印度尼西亚国家中心通过组织政策对话会，致力于推动包括 IIOE 高等教育工作者数字能力微证书项目在内的微证书体系在国家及区域层面的政策认可与协调。



图 2-15 IIOE 印度尼西亚国家中心举办国家级微证书政策对话会

IIOE 国家中心在联盟战略性项目的本地化实施中发挥主导作用。创新中心联合联合国教科文组织教育信息技术研究所，共同发起“非洲女性引领变革：AI 时代的未来高等教育专业人才与领导力”项目。该项目于 2025—2027 年主要依托非洲 IIOE 国家中心统筹实施，精准锚定非洲女性高等教育工作者的 AI 素养与领导力

建设，深度响应联合国教科文组织“非洲优先”与“性别平等”优先事项。

例如，在项目的整体框架下，IIOE 埃及国家中心设立了“她引领”（She Leads）数字教育卓越奖。该奖项专门用于表彰在教学和科研中创新应用 AI 及数字技术的女性教育工作者和研究人员。通过精准赋能，在接受过 IIOE 微证书项目培训的 4000 多名埃及高等教育工作者中，女性占比达到了 66%。

### 2.2.2 IIOE 培训中心：链接优质教育资源，促进产业人才培养，辐射 IIOE 全球联盟

IIOE 在全球南方国家设立国家中心以推动项目本地化运营的同时，积极在发达国家和地区探索建立培训中心。IIOE 培训中心依托当地优质教育资源与深厚产业底蕴，开发具有前沿性、实践性及行业公信力的培训项目。在赋能本地人才培养、服务企业成长与产业转型的同时，通过 IIOE 网络面向全球伙伴共享优质培训资源。

IIOE 已协同香港伟东德莫斯集团、世界领先教育联盟及布雷斯特商学院，先后设立 IIOE 中国香港、新加坡与法国培训中心，分别聚焦金融科技、健康生活方式、环境社会与治理（Environment, Social and Governance, ESG）及“AI+ 旅游”等领域。以 IIOE 新加坡培训中心为例，该中心采用“大学 + 社区 + 健康生活方式 + AI”的融合模式，致力于打造社区共融的实践平台与 AI 时代健康教育的创新样板，获政府认可与政策支持。通过建立标准化课程体系，IIOE 新加坡培训中心推动“AI+ 健康生活方式”教育进入高校系统，并引导学生深入社区，以社区服务作为实践场景，增强跨代际联结。此外，该中心将通过 IIOE 平台向全球伙伴共享健康生活方式相关培训资源，促进教育公平。



图 2-16 IIOE 中国香港培训中心正式成立



图 2-17 IIOE 新加坡培训中心正式成立



图 2-18 IIOE 法国培训中心正式成立

IIOE 培训中心的设立标志着 IIOE 在深耕全球南方国家 AI 应用与产业人才培养的基础上，进一步发挥发达国家与地区机构的资源优势，丰富“AI+ 产业”培训体系，推动培训项目在全球更多国家和经济体落地，构建南北联动的产学研协同人才培养新生态。未来，IIOE 将持续推动培训中心的全球布局与实地深耕。

### 2.2.3 IIOE 区域中心与其他伙伴：加速资源共享，深化政策协同

IIOE 借助具有区域影响力的机构，推进教育资源的广泛传播与政策协同，积极构建具备辐射效应的区域级运营体系。以创新中心协同阿拉伯大学协会设立的 IIOE 阿拉伯区域中心为例，该中心依托协会广泛的高校网络与深厚的影响力，精准锚定区域内高等教育数字化转型的共性需求。通过整合当地优质资源，规模化提升教师数字能力与 AI 素养，加速推动 IIOE 培训在区域层面的认证，并积极促进标准与政策的跨国对接。与此同时，创新中心正分别与东南亚教育部长组织、南部非洲区域大学协会积极筹建 IIOE 东南亚区域中心与 IIOE 南部非洲区域中心，预计 2026 年落地运营。

部分 IIOE 伙伴机构在深度本地化 IIOE 资源的基础上，实现了从“单一培训”向“体系化赋能”的跨越。例如，东非大学理事会使用 IIOE“高校教师生成式 AI”系列微证书课程开展培训师培训，面向来自东非不同大学的骨干教师实施“线上+线下”结合的 AI 素养与教学方法赋能活动，并结合区域需求与骨干教师共同开发适配东非高校的生成式 AI 课程资源与学习路径。在区域层面，通过 IIOE 平台面向东非大学理事会下属 140 余所成员院校组织线上培训，促进区域数字化教学理念与模式的转型升级。面向未来，东非大学理事会将在本地配置 IIOE 培训资源，以进一步扩大其覆盖范围。计划在未来五年内，以分批次的方式覆盖该地区的高校工作者。



图 2-19 东非大学理事会与创新中心合作积极促进当地不同国家高校网络的交流

哈萨克斯坦国家职业发展中心 Orleu 将联合国教科文组织教育信息技术研究所和创新中心共同开发的“高校教师生成式 AI”课程翻译为哈萨克语，并结合本国教育重点需求进行本地化设计。基于 Orleu 在线课程平台，相关培训范围覆盖全国，目前已有超过 32.4 万名教师注册学习，其中超过 25.2 万名教师（占比 77%）顺利完成课程并获得证书。Orleu 将培训项目纳入国家在职教师培训体系，为其快速推广提供了制度保障。



图 2-20 哈萨克斯坦国家职业发展中心使用创新中心与联合国教科文组织教育信息技术研究所联合开发的课程资源为当地教师提供 AI 培训

## 2.3 多边合作是 IIOE 孕育发展硕果的坚实基础

IIOE 始终秉持“共商、共建、共享”的合作原则，致力于通过多利益相关方的深度集成与优势互补，释放协同效应的最大价值。从产学协作下的基础设施底座与优质资源共建，到**多边对话**驱动下的区域政策共识与实践指引，再到**先锋案例**引领下的优秀实践认可与全球经验互鉴，IIOE 构建了一个全维立体的协作赋能体系。这种协同精神确保了每一项创新都能在 IIOE 联盟生态内产生回响，塑造出合作共赢的高等教育数智化发展共同体。

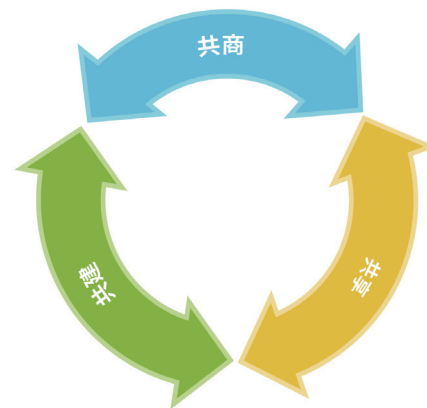


图 2-21 IIOE“共商、共建、共享”的合作原则

### 2.3.1 企业合作：从基础设施夯实到优质资源共建

产学合作是推动高等教育数智化转型的关键支柱。IIOE 携手科技企业，在基础设施与资源共建等维度取得了丰硕成果。例如，智慧教室项目由南方科技大学提供学术支撑，企业提供软硬件设施，创新中心提供技术标准，在 IIOE 伙伴院校落地。与传统以单一硬件援助为主的支持模式不同，智慧教室项目构建了软硬件协同、应用导向、持续迭代的综合性解决方案，除了硬件设施之外，也同步提供教学系统、智能办公软件及其他数字化应用工具，在实现教学环境升级的基础上，推动教学模式的同步转型。目前，智慧教室项目已在 17 个国家建成并投入使用。展望未来，创新中心将积极与意向企业深度合作，在 IIOE 核心伙伴院校持续打造标杆性智慧教室，通过示范引领效应，支撑并赋能当地教育生态的数智化转型。

表 2-2 智慧教室项目合作企业与落地院校

合作企业	地区	国家	伙伴院校
伟东教育科技集团	亚洲	巴基斯坦	拉合尔工程技术大学
		柬埔寨	金边皇家大学
		斯里兰卡	科伦坡大学
	非洲	埃及	艾因夏姆斯大学
		吉布提	吉布提大学
		埃塞俄比亚	亚的斯亚贝巴大学
中国教育信息化产业创新平台	亚洲	蒙古国	蒙古科技大学
		印度尼西亚	万隆理工学院
	非洲	乌干达	马克雷雷大学
		肯尼亚	内罗毕大学
		冈比亚	冈比亚大学
		尼日利亚	艾哈迈德贝洛大学
视臻（香港）有限公司	亚洲	尼泊尔	特里布万大学
		马来西亚	马来西亚博特拉大学
广州炫视智能科技有限公司	亚洲	吉尔吉斯斯坦	吉尔吉斯国立大学
		乌兹别克斯坦	塔什干信息技术大学
武汉噢易云计算股份有限公司	非洲	加纳	海岸角大学

在资源共建与人才培养方面，IIOE 深度对接产业前沿，联合领军企业与行业协会打造“AI+ 产业”微证书项目。例如，创新中心与华大集团基于企业实际业务场景联合开发了 IIOE“AI+ 生命科学”系列课程，有效弥合了学术理论与岗位需求之间的技能断层。创新中心也将与华大集团探讨为高校教师、教育管理者及继续教育学员开发“生命健康科学素养”类微证书，让高等教育工作者自身成为前沿健康科技的认知者与传播者，促使“AI+ 产业”课程矩阵在“人才培养”与“健康素养提升”两个维度上更为丰满。创新中心与中国服务贸易协会联合开发 IIOE“AI+ 跨境电商”微证书项目，旨在试点国别培养产业发展所需的本地化就业与创业人才。此外，创新中心联动阿里云、商予科技有限公司等合作企业共建“高校教师生成式 AI”“AI+ 学科”微证书课程，持续丰富 IIOE 赋能资源。



图 2-22 IIOE 与产业界联合开发课程（部分）

### 2.3.2 多边对话：促成共同倡议与合作指南

IIOE 充分发挥多边对话与交流合作的平台优势，联合联合国教科文组织、国际及区域性组织、合作伙伴高校等多方主体，成功主办了多场区域高级别政策对话会、IIOE 伙伴年会、专题咨询会等高等教育领域活动。这些会议不仅为各方搭建了分享高等教育数字化领域良好实践、探讨技术创新路径与落地应用方案的专业交流桥梁，更有效推动了跨区域、跨机构的多边协同与合作共识达成，为全球高等教育数字化转型与高质量发展提供了坚实的合作支撑与实践指引。

2024 年起，创新中心联合 IIOE 国家中心、伙伴院校、相关国家高等教育主管部门，及国际组织等多方利益相关方，举办区域高级别政策对话会，搭建起区域内多主体政策对话与交流长效机制，助力各国相关机构制定科学合理、切实有效的 AI 在高等教育领域的应用政策与发展战略。截至 2026 年 6 月，五场区域高级别政策对话会已先后于东南亚（印尼雅加达，2024 年 4 月）、中亚（乌兹别克斯坦塔什干，2024 年 6 月）、非洲（塞内加尔达喀尔，2024 年 12 月）、东亚（蒙古国乌兰巴托，2025 年 6 月）及南亚（尼泊尔加德满都，2026 年 5 月）成功举办。这一对话机制未来将持续延伸至拉丁美洲和加勒比地区、阿拉伯地区及南部非洲等区域。



图 2-23 2024 年 4 月 25 日，创新中心在印度尼西亚雅加达举办东南亚高级别政策对话会，主题为“引领生成式人工智能与高等教育的高效融合”



图 2-24 2024 年 6 月 24 日，创新中心在乌兹别克斯坦塔什干举办中亚高级别政策对话会，主题为“促进生成式人工智能驱动下的高等教育转型”

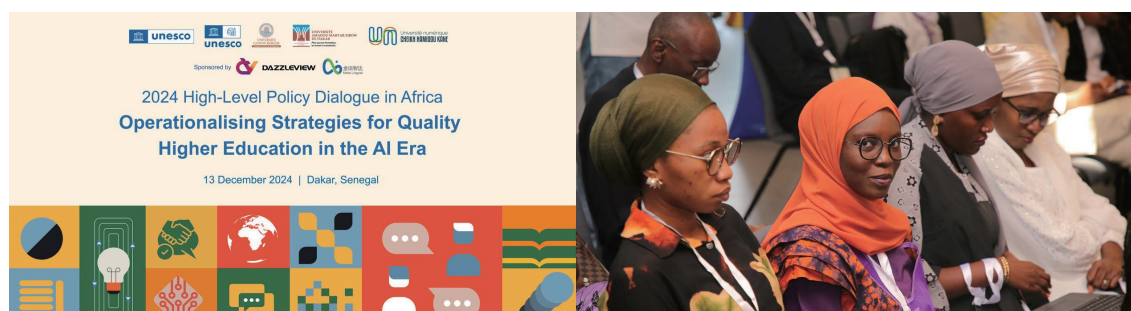


图 2-25 2024 年 12 月 13 日，创新中心在塞内加尔达喀尔举办非洲高级别政策对话会，主题为“推动人工智能时代高等教育战略实施”



图 2-26 2025 年 6 月 30 日，创新中心在蒙古国乌兰巴托举办东亚高级别政策对话会，主题为“人工智能赋能高等教育新生态”



图 2-27 2026 年 5 月 20 日，南亚领导力政策对话会在尼泊尔加德满都举办，主题为“推动高等教育中人工智能的创新融合与责任应用”

### 2.3.3 先锋案例奖：认可、激励与影响

2023 年，创新中心设立了 IIOE“高等教育数字化先锋案例奖”。先锋奖的设立，立足于 IIOE 这一由全球伙伴院校共同构建的、持续演进的教育数字生态系统，认可、激励和分享高等教育数字化转型中产生的优秀实践。基于 IIOE 与各国伙伴的长期协作和本地化、真实的教育场景及需求，先锋奖不断挖掘具有适应性、可迁移性的创新实践，从而推动整个生态的共同进步。



图 2-28 2023 年 12 月 7—9 日，首届 IIOE 高等教育数字化先锋案例颁奖现场

创新中心设立了由联合国教科文组织体系、高等教育机构、企业等领域的相关专家组成的国际评审委员会。委员会成员从多元且权威的专业视角出发，对申报项目进行匿名评审，所有评审决定均以多数共识形成，确保评审过程的专业与公正。“创新”“包容”“公平”“可持续”，四维共同构成了先锋奖的评审框架，它们所承载的是对教育公平的追求、对协作创新的鼓励，亦是对长效机制的重视，旨在从本地实践出发，激励全球创新。

2023年首届奖项由比亚迪慈善基金会支持颁发，以“高等教育混合式教学改革与创新”为主题，积极呼应全球教育形态向混合模式的转变。首届奖项共吸引全球42个国家、83所院校与9家企业参与，最终评选出22项获奖案例，集中展现了发展中国家在数字化浪潮中的积极探索。评选重点关注课堂教学创新、资源建设、学生支持、院校治理及教育均衡等关键维度，推动形成适应未来国际教育的灵活学习路径，在提升灵活性的同时保障质量，助力缩小国际间及国家内部的教育差距。



图 2-29 2025 年 9 月 1 日，“华大集团·2025 IIOE 高等教育数字化先锋案例奖”颁奖现场

“华大集团·2025 IIOE 高等教育数字化先锋案例奖”主题为“**IIOE 生态系统驱动的良好实践：赋能工作者、教育创新与多边合作**”，聚焦 IIOE 微证书赋能高等教育工作者、IIOE 国家中心推动本地化数字转型、智慧教室促进教学创新，以及全球产学研合作助力高校数字化四个关键领域。本届共收到来自 29 个国家、48 所高校与 13 家企业的案例，最终评选出 22 项优秀实践，集中呈现了全球南方国家在教师数智能力建设、课程创新与数字基础设施升级等方面的前沿成果。

### 3. IIOE 的未来方向：技术赋能、多边协同、本土运营、互惠共赢



**技术赋能的核心在于人才培养。**技术为用，育人为本。面向未来，IIOE 将以“AI+ 学科”及“AI+ 产业”等技术应用类微证书培训为核心抓手，将能力建设的对象由高等教育工作者进一步拓展至学生及相关从业者，在更广阔的维度上培养面向未来的产业人才，在高等教育数智化进程中发挥更加积极主动的引领作用。

IIOE 将深化产教融合纽带，通过联动企业与行业协会，围绕“课程学习—实训实践—就业 / 创业转化”的完整链路，构建教育供给与产业需求精准适配的本地化人才培养体系，让学习者不仅获得微证书，更能积累可迁移的产业实战经验，成长为驱动战略新兴产业变革的领军人才。

IIOE 将进一步拓展覆盖 48 个国家、凝聚 190 余所院校及 40 余家企业的生态网络，在深耕亚非地区的基础上，战略性地向全球南方的其他区域延伸，并积极开启与发达经济体高等教育机构和相关组织的对话与协作。IIOE 也将稳步扩充全球专家网络，通过构建多元化的专家库，为高等教育数智化转型与产学协同人才培养提供前沿的内容支撑与深度的智力保障

同时，IIOE 将进一步强化国家中心、培训中心以及区域中心在生态网络中的核心支点与枢纽作用。在这一多级联动的网络矩阵下，持续推动前沿资源与本土高教数智化转型需求的精准对接，打造深度本地化、特色差异化且具备长效生命力的可持续运营模式。

在此基础上，IIOE 将致力于推动培训项目获得所在国政府及行业机构的官方认证，实现从“项目驱动”向“内生机制”的战略转型。与此同时，加速项目成果的知识转化，通过输出具有标杆意义的标准与指南，增强 IIOE 在全球高等教育数智化变革中的议程设置能力。

作为联合国教科文组织《教育 2030 行动框架》的坚定践行者，IIOE 始终秉持“共商、共建、共享”的原则，通过“技术引领、本土适配、多边合作”的创新路径，将 SDG 4 关于包容和公平的优质教育愿景，切实转化为赋能全球国家高等教育数智化转型的内生动力。随着针对 2030 年后教育格局的讨论现已全面展开，IIOE 将密切关注这些动态，并为勾勒 2030 年后的高等教育生态系统做出积极贡献。在此进程中，IIOE 将积极落实“确立数字技术和 AI 以人为本的角色”这一指导原则，为构建“高等教育新社会契约”打造了鲜明的实践范例，有力推动高等教育成为赋能人类未来和可持续发展的变革力量。<sup>1</sup>

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# International Institute of Online Education (IIOE) Development Report 2019-2026



# Executive Summary

As the flagship initiative of the International Centre for Higher Education Innovation under the auspices of UNESCO (UNESCO-ICHEI), the International Institute of Online Education (IIOE) was jointly launched in Shenzhen in December 2019 by UNESCO-ICHEI, 15 partner institutions from 12 countries, and 9 technology enterprises. IIOE serves as an ecosystem connecting global higher education stakeholders. Leveraging its online learning platform, IIOE develops and integrates high-quality course resources and delivers capacity-building training in digital and artificial intelligence (AI) applications. Supported by IIOE National Centres, Training Centres and Regional Centres, IIOE has established a localised operational model and a multilateral dialogue and cooperation mechanism.

**IIOE has consistently adhered to the principle of "extensive consultation, joint contribution, and shared benefits"**, focusing on countries of the Global South. Through meticulously designed and implemented training programmes, IIOE enhances the digital and AI competencies of higher education professionals, promotes the digital transformation of higher education institutions, and deepens industry-academia collaborative talent development.

As of May 2026, the IIOE ecosystem network has expanded to 48 countries worldwide, bringing together over 190 partner institutions and more than 40 enterprises. The IIOE platform has registered over 27,000 users and 283 institutions across Asia, Africa, Latin America and other regions, and has cumulatively offered over 700 massive open online courses (MOOCs). Furthermore, IIOE's digital and AI application micro-certification training has empowered nearly 14,000 higher education personnel and has been integrated into the teacher professional development systems of partner institutions in Egypt, Ethiopia, Mongolia and other countries.

**Technological foresight connects IIOE's global partners.** In the face of digital and AI-enabled transformation, IIOE translates forward-looking technological vision into tangible tools and products that empower global higher education. This foresight is primarily manifested in the continuously iterating IIOE online learning platform and a "partner needs + frontier trends" dual-driven course system. Through technological foundation and cutting-edge content, IIOE has built a deep link between education supply and industry demand, becoming a key engine for partners to drive educational transformation in the digital and AI era.

**Local adaptation fuels IIOE's sustained growth.** By establishing a multi-tiered operational system of IIOE National Centres, Training Centres and Regional Centres, IIOE integrates high-quality global resources with the specific policy frameworks, teaching and learning contexts, and industry needs of each country. This localised operational mechanism not only ensures the institutional sustainability of IIOE trainings and programmes, but also effectively activates partners' initiative in leading educational transformation.

**Multilateral cooperation yields IIOE's fruitful outcomes.** IIOE is committed to maximising synergy by leveraging the complementary strengths of multiple stakeholders. From the co-construction of infrastructure foundations and high-quality training resources through industry-academia collaboration, to the fostering of regional policy consensus and practical guidance through multilateral dialogue, and to the recognition of outstanding practices and global exchange of experiences inspired by pioneer

cases, IIOE shapes a win-win collaborative community for the digital and AI-enabled development of higher education.

**The core of technology empowerment lies in talent development.** Guided by a technology-driven, people-centric approach, IIOE will centre on "AI + Discipline" and "AI + Industry" technology application micro-certification training, expanding the target of capacity building from higher education professionals to students and relevant practitioners. In so doing, IIOE will cultivate future-ready industrial talent. It will also continue to promote multilateral collaboration, localized operation, and mutual benefit, translating the vision of Sustainable Development Goal 4 (SDG 4) on inclusive and equitable quality education into endogenous momentum that empowers the digital and AI-enabled transformation of higher education.

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# 1.IIOE's Resonance with the Times: Technological Change, Educational Transformation, and the Sustainable Development Goals



## 1.1 Technology Reshapes Higher Education

The advancement of technology, such as generative artificial intelligence (GenAI), is triggering disruptive change, reshaping teaching and learning in higher education. This transformation is shifting the focus of education from outcome assessment to process-oriented guidance, increasingly highlighting the irreplaceable value of soft skills such as critical thinking, communication, and collaboration.<sup>1</sup> At the same time, the extensive adoption of digital technologies is enriching interpersonal interaction within virtual environments and driving online and hybrid education modalities from a crisis response during the COVID-19 pandemic to a normalised component of education systems.<sup>2</sup>

**In this technology-led educational transformation, the digital divide pervades different countries and social groups.** For instance, high-income countries are approaching universal Internet usage, with 94 per cent of the population using the Internet; in contrast, only 23 per cent of the population in low-income countries uses the Internet. High-income economies have achieved mobile phone penetration rates exceeding 95 per cent, whereas in low-income economies only 53 per cent of the population aged 10 years and above own a mobile phone.<sup>3</sup>

Groups who are unable to access and apply new technologies are not only deprived of the opportunities brought by the era of technology but also risk being “silenced” in the vast datasets on which machine learning depends. This leads to their interests being further marginalised in the digital age. The digital divide is fundamentally a manifestation of structural inequality and may continue to intensify with the rapid iteration of technology.<sup>4</sup>

**Simultaneously, AI is profoundly reshaping the global industrial landscape, underscoring the urgent demand for future-ready talent in the labour market.**<sup>5</sup> To ensure that learners and workers remain continuously competitive and adaptable within a rapidly changing economic structure, it is imperative to accelerate the structural transformation of education and training systems and build a lifelong learning ecosystem aligned with future societal needs.

Against this backdrop, the digital and AI-enabled transformation of higher education requires actively bridging the multi-dimensional digital divide, fully unleashing the potential of technology empowerment, and building a talent development model that is deeply connected with industry needs.

## 1.2 SDG 4 and Education 2030 Framework for Action

In the United Nations 2030 Agenda for Sustainable Development, Sustainable Development Goal 4 (SDG 4) explicitly calls for ensuring inclusive and equitable quality education and promoting lifelong learning

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opportunities for all, including that “by 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university” .<sup>1</sup>



Figure1-1 SDG4: “Ensure inclusive and equitable education and promote lifelong learning opportunities for all”, and the Education 2030 Agenda

UNESCO, in the Education 2030 Framework for Action, further emphasises that countries should accelerate the digitalisation and inclusive development of their education systems through various means such as capacity building, technology application, and international cooperation.<sup>2</sup>**Within this context, advancing technology empowerment and resource sharing through multilateral cooperation is becoming an important practical direction for the international community in implementing the Education 2030 agenda.**

### 1.3 IIOE: Advancing Educational Equity through Technology Empowerment

As the flagship initiative of the International Centre for Higher Education Innovation under the auspices of UNESCO (UNESCO-ICHEI), the International Institute of Online Education (IIOE) was jointly launched in Shenzhen in December 2019 by UNESCO-ICHEI, 15 partner institutions from 12 countries, and 9 technology enterprises. Guided by SDG 4 and the Education 2030 Framework for Action, IIOE aims to address capacity-building challenges in the digital and AI-enabled transformation of higher education, advancing educational equity by enhancing the technology application capabilities of higher education professionals and institutions.

IIOE serves as an ecosystem alliance connecting global higher education stakeholders. Leveraging its online learning platform, IIOE develops and integrates high-quality course resources and delivers capacity-building training in digital and AI applications. Supported by IIOE National Centres, Training Centres and Regional Centres, IIOE has built a localised operational model and a multilateral dialogue and cooperation mechanism. In terms of governance structure, the IIOE Secretariat performs overall coordination functions, while the Rotating Presidency Unit rotates annually among partners in different regions,<sup>3</sup>providing strategic guidance and support for IIOE's development and the digital transformation of higher education.

1. UN General Assembly Resolution 70/1.

2. Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All

3. The IIOE Rotating Presidency Units from 2020 to 2026 were: Ain Shams University (Egypt), University of Engineering and Technology, Lahore (Pakistan), University of Nairobi (Kenya), Universiti Putra Malaysia (Malaysia), Ahmadu Bello University (Nigeria), Indonesia Cyber Education Institute (Indonesia), and Mulungushi University (Zambia).



Figure1-2 UNESCO-ICHEI and partners jointly initiated IIOE on December 7, 2019

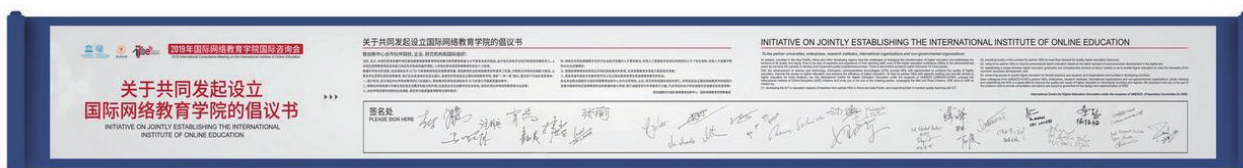


Figure1-3 UNESCO-ICHEI and partners jointly initiated IIOE on December 7, 2019

IIOE has consistently adhered to the principle of "extensive consultation, joint contribution, and shared benefits", focusing on countries of the Global South. Through meticulously designed and implemented training programmes, it enhances the digital and AI competencies of higher education professionals, promotes the digital transformation of higher education institutions, and deepens industry-academia collaborative talent development.

As of April 2026, the IIOE ecosystem network has expanded to 48 countries worldwide, bringing together over 190 partner institutions and more than 40 enterprises. The IIOE platform has registered over 27,000 users and 253 institutions across Asia, Africa, Latin America, and other regions, and has cumulatively offered over 700 massive open online courses (MOOCs). Furthermore, IIOE's digital and AI application micro-certification training has empowered nearly 14,000 higher education personnel and has been integrated into the professional development systems of partner institutions in Egypt, Ethiopia, Mongolia and other countries.

IIOE catalyses technology-enabled educational transformation and offers a collaborative paradigm for educational equity and inclusive growth. As a global public good for SDG 4, IIOE has pioneered a dynamic model of multilateral cooperation.

## 2. IIOE's Development: Technology Foresight, Local Adaptation, and Multilateral Cooperation



### 2.1 Technological Foresight Connects IIOE's Global Partners

In the face of digital and AI-enabled transformation, IIOE translates its forward-looking technological vision into tangible tools and products that empower global higher education. The technological foresight is mainly embodied in the continuously iterating IIOE online learning platform and a "partner needs + frontier trends" dual-driven course system. Through technological foundation and cutting-edge content, IIOE has built a deep link between education supply and industry demand, becoming a key engine for partners to drive educational transformation in the digital and AI era.

#### 2.1.1 Online Learning Platform: Technological Foundation and Resource Sharing

In 2020, UNESCO-ICHEI, in collaboration with Jiker Academy, launched the IIOE online learning platform (iioe.org). This platform is committed to providing high-quality online courses and digital capacity-building resources to partner institutions, promoting the digital transformation of higher education, and enhancing the digital and AI capabilities of higher education professionals.

In 2022, UNESCO-ICHEI and platform service provider Zhixueyun conducted a comprehensive upgrade and launched IIOE 2.0, which supports six official UN languages. In 2023, the platform further integrated ChatGPT and released IIOE 3.0 with the intelligent teaching assistant i-TA, effectively enhancing user learning experiences. In 2025, IIOE 4.0 launched with an operational data dashboard function, enabling partners to plan operations more efficiently.

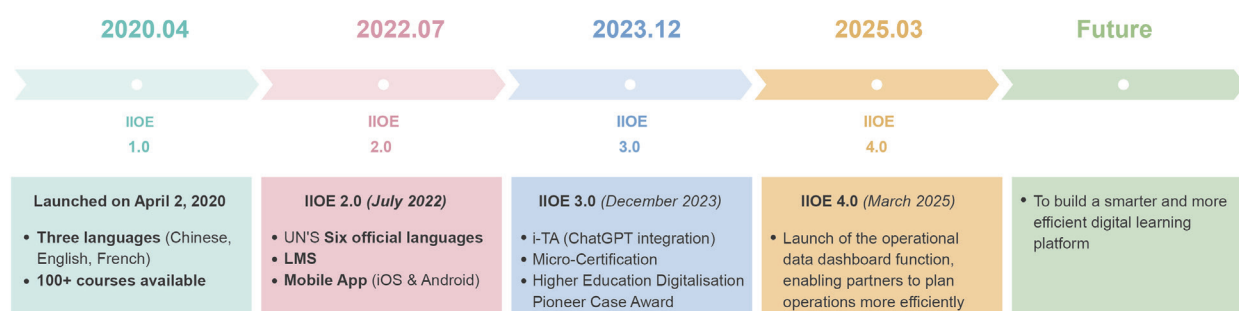


Figure2-1 IIOE platform update roadmap

The IIOE platform provides an effective digital learning environment for higher education institutions through its online learning system, digital resource management system, and intelligent learning support tools. The IIOE platform supports multilingual course publishing and learning to meet the needs of learners from different countries and regions. Concurrently, with the advancement of AI technology, the IIOE platform continuously explores the application of intelligent learning assistants, learning data analytics, and other technologies in teaching and learning support, which enhances the learning experience and teaching efficiency.

The IIOE platform also provides autonomous operation and management functions for IIOE National Centres and partner institutions. This enables them to carry out localised course development and training programmes under the IIOE technological framework, thereby forming a digital education platform system characterised by global synergy and local implementation.



Figure2-2 IIOE digital learning platform

Furthermore, the content resources on the IIOE platform undergo continuous development and iteration, with a cumulative offering of over 700 massive open online courses (MOOCs) covering key areas such as online and blended teaching, ICT fundamentals, cloud computing, big data, and AI. IIOE has thereby formed a multidisciplinary and multi-thematic learning resource repository. As of May 2026, the IIOE platform has over 27,000 registered users and 283 registered institutions across Asia, Africa, Latin America and other regions, demonstrating the platform's extensive connectivity and influence in the global higher education sphere.

### 2.1.2 Micro-Certification Curriculum Framework: Course Development Driven by "Partner Needs + Frontier Trends"

Relying on a "partner needs + frontier trends" dual-driven system, IIOE has progressively established four micro-certification course categories: "Higher Education Teaching Personnel Digital Competency", "GenAI for Higher Education Professionals", "AI + Discipline", and "AI + Industry". IIOE courses are available in Arabic, Chinese, English, French, Russian, Spanish, and other languages.<sup>1</sup> The actors in course development and localisation are increasingly diverse, including IIOE National Centres, partner institutions, enterprises, and international organisations, significantly enhancing the local adaptability of courses as open educational resources.

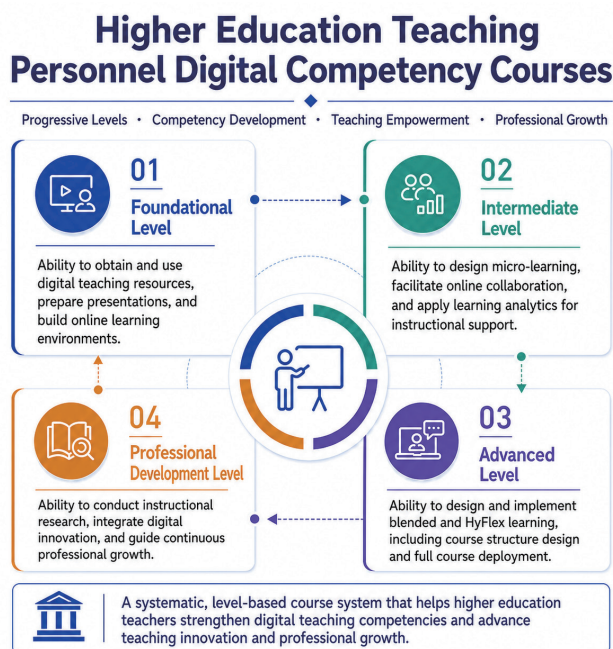


Figure2-3 IIOE Higher Education Teaching Personnel Digital Competency Course Series

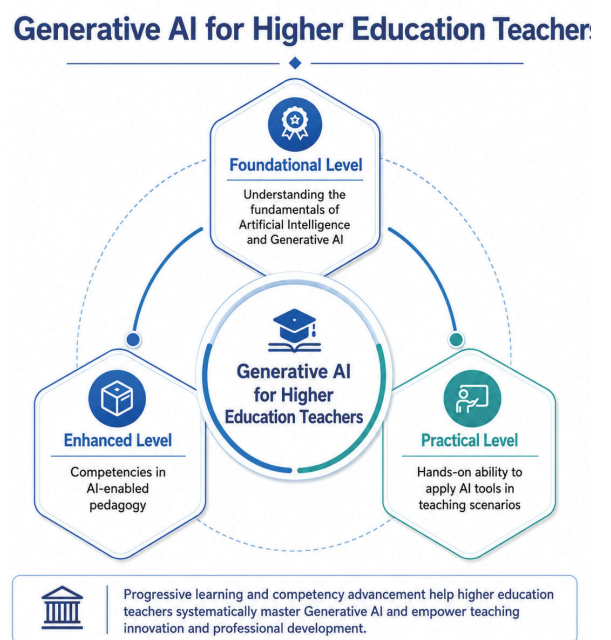
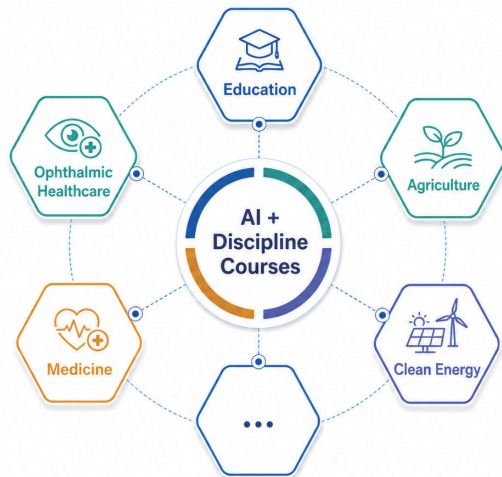


Figure 2-4 IIOE GenAI for Higher Education Professionals Course Series

1. For example, there are courses in Bahasa Indonesia developed by the IIOE Indonesia National Centre (Indonesia Cyber Education Institute), courses in Mongolian developed by the IIOE Mongolia National Centre (Mongolian University of Science and Technology), and courses in Kazakh developed by the National Center for Professional Development "Orlue", Kazakhstan.

## AI + Discipline Courses

Cross-Disciplinary Integration · Empowering Sector Development · Co-Creating an Intelligent Future



More "AI + specific discipline" series will be developed in collaboration with higher education institutions, based on partner needs.

Figure2-5 IIOE "AI + Discipline" Course Series

## AI + Industry Courses

Industry Integration · Applied Competencies · High-Quality Development

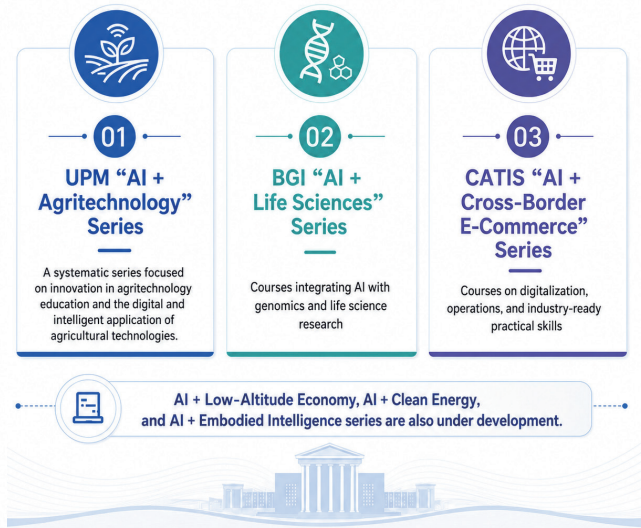


Figure2-6 IIOE "AI + Industry" Course Series

The IIOE micro-certification courses effectively fill the gap in quality digital education resources in many developing countries. They have been embedded into the teacher professional development systems of some IIOE partner institutions, achieving the institutionalisation of capacity-building programmes. The "Higher Education Teaching Personnel Digital Competency" and "GenAI for Higher Education Professionals" courses are developed based on competency items within the IIOE Higher Education Teaching Personnel Digital Competency Reference Framework.<sup>1</sup> Among them, the "Teacher Digital Competencies" series (comprising 21 courses as of May 2026) targets foundational gaps in digital teaching and unfamiliarity with digital tools. It aims to enhance teachers' capabilities in blended teaching, resource design, and instructional management.

The "GenAI for Higher Education Professionals" series (27 courses) primarily addresses educators' skill gaps in AI-integrated instructional design, AI prompt engineering, and tool application. After completing the courses, educators are empowered to integrate GenAI into teaching innovation and content creation, resulting in improved teaching capabilities. The "AI + Discipline" series (10 courses) explores the application of AI in academic disciplines and empowers higher education professionals to drive the innovative integration of AI with disciplinary teaching and research.

Amid the continuously expanding global talent gap, the "AI + Industry" courses bridges the divide between higher education and industry needs. This series aims to align talent cultivation precisely with the real-world demands of economic development in the digital and AI era. The "AI + Industry" courses shift from a disciplinary perspective to an industry perspective, and from a knowledge-centred approach to one oriented around industry workflows and job-specific competencies. This marks the extension of IIOE's course system from the education side to the industry side.

1. For more information on the IIOE Higher Education Teaching Personnel Digital Competency Reference Framework, please visit <https://www.iioe.org/#/branch-list-v/33420d76-a957-4f82-90b3-a0eed767ecc5>.

## Courses on IIOE Platform(Partial)



Figure2-7 Courses on IIOE Platform (Partial)

Currently, IIOE has partnered with the China Association of Trade in Services, BGI Group, and Universiti Putra Malaysia to develop industry-aligned systematic courses on "AI + Cross-Border E-Commerce", "AI + Life Sciences", and "AI + Agricultural Technology". Building on existing achievements, IIOE is actively planning for courses in frontier fields such as "AI + Low-Altitude Economy", "AI + Clean Energy", and "AI + Embodied Intelligence". By broadening its partnerships, IIOE will continue to diversify the curriculum framework to meet future industry demands.

## 2.2 Local Adaptation Fuels IIOE's Sustained Growth

The expansion of the global network establishes the breadth of IIOE, while local adaptation taps into the depth and sustainability of its development. Only by being rooted in the local educational ecosystem can digital and AI-enabled transformation realise the shift from "externally driven" to "endogenous growth". **By establishing a multi-tiered operational system of IIOE National Centres, Training Centres and Regional Centres, IIOE integrates high-quality global resources with the specific policy frameworks, teaching and learning contexts, and industry needs of each country.** This localised operational mechanism not only ensures the institutional sustainability of IIOE trainings and programmes, but also effectively activates partners' initiative in leading educational transformation.

### 2.2.1 IIOE National Centre: Core Mechanism for the Localised Implementation of IIOE Trainings and Programmes

UNESCO-ICHEI has jointly established IIOE National Centres with partner institutions in 17 countries. With the support of national higher education authorities, IIOE National Centres build nationwide networks of higher education institutions, organise localised training programmes and related activities via the IIOE online learning platform and courses, comprehensively enhance the digital and AI competencies of higher education professionals, and lead and promote the digital transformation of higher education at the national level. As pivotal hubs for the implementation of the IIOE initiative, each National Centre plans its operational objectives and action plans according to the local development stage of higher education. They serve as the core mechanism to ensure the matching of IIOE's global resources and local needs.



Figure2-8 IIOE National Centres, Training Centres and Regional Centres

Table 2-1 List of IIOE National Centres

Year of Establishment	Region	Country	Partner Institution
2021	South Asia	Pakistan	University of Engineering and Technology, Lahore
2021	Southern Africa	Zambia	Mulungushi University
2022	East Asia	Mongolia	Mongolian University of Science and Technology
2022	Southeast Asia	Malaysia	Universiti Putra Malaysia
2022	Southeast Asia	Indonesia	Indonesia Cyber Education Institute
2022	West Africa	Nigeria	Ahmadu Bello University
2022	East Africa	Kenya	University of Nairobi
2022	North Africa	Egypt	Ain Shams University
2023	Central Asia	Uzbekistan	Tashkent University of Information Technologies
2023	West Africa	Senegal	Gaston Berger University
2023	North Africa	Morocco	Cadi Ayyad University
2024	East Africa	Ethiopia	Addis Ababa University
2025	West Africa	Ghana	University of Cape Coast
2025	Central and Eastern Europe	Serbia	University of Belgrade (Centre for Robotics and Artificial Intelligence in Education)
2025	Central Asia	Kyrgyzstan	Kyrgyz National University
2026	West Africa	Mali	University of Social Sciences and Management of Bamako
2026	South Asia	Nepal	Tribhuvan University

Several IIOE National Centres have integrated IIOE training into teacher professional development systems, ensuring the institutionalised implementation and sustainability of capacity-building programmes. For example, leveraging its broad network of 25 higher education institution partners

and 2 industry partners, the IIOE Egypt National Centre (Ain Shams University) has promoted systematic, institution-certified online training, cumulatively empowering over 4,000 Egyptian higher education professionals as of May 2026. To foster local innovation, the IIOE Egypt National Centre has also established the Micro-Certification Excellence Award. It encourages and recognises outstanding practices on digital and AI capacity building for higher education professionals among its network members.



Figure2-9 IIOE Egypt National Centre representatives and Deputy Director of UNESCO-ICHEI

**The IIOE Ethiopia National Centre (Addis Ababa University)** has formally incorporated IIOE micro-certification courses into its institutional teacher professional development system, linking them to promotion criteria and supporting teachers' career advancement.



Figure 2-10 IIOE Ethiopia National Centre team

**The IIOE Mongolia National Centre (Mongolian University of Science and Technology)** has adopted a "training of trainers" model to cultivate master trainers responsible for organising and implementing

localised training, cumulatively empowering over 2,500 educators. The relevant micro-certification courses have been incorporated into the university's teacher training system and are eligible for credit transfer in Master's programmes in Educational Management and Educational Studies.



Figure 2-11 IIOE Mongolia National Centre organised training on digital and AI application competencies

**A range of localised empowerment activities have become important levers for IIOE National Centres to drive educational transformation.** For instance, the **IIOE Nigeria National Centre (Ahmadu Bello University)** and the **IIOE Zambia National Centre (Mulungushi University)** have addressed the digital transformation needs of higher education institutions, focusing on customised training in practical technology skills through a blended training model. They have also fostered broad national consensus on AI-enabled higher education through high-level policy dialogues.



Figure2-12 IIOE Nigeria National Centre hosting training sessions



Figure2-13 IIOE Zambia National Centre signed partnership agreements with higher education institutions

**In 2025, the IIOE Uzbekistan National Centre (Tashkent University of Information Technologies)** provided more than 400 librarians, teachers, and students with advanced training courses and seminars on working with electronic educational databases from the world's leading publishers, as well as on the basics of using AI in academic libraries and the educational process. With the support of the Ministry of Higher Education, the IIOE Uzbekistan National Centre is connecting more than 60 universities nationwide to foster cooperation on micro-certification training and other programmes aligned with national educational development needs.



Figure2-14 Training on the use of Smart Classroom at IIOE Uzbekistan National Centre

**The IIOE Indonesia National Centre (Indonesia Cyber Education Institute)** is a digital learning marketplace partnering with more than 40 institutions domestically and internationally. Based on the IIOE Higher Education Teaching Personnel Digital Competency Reference Framework, it coordinated eight higher education institutions to co-develop courses, with a focus on enhancing university teachers' digital competencies in areas such as "designing and producing micro-courses", "organising and implementing online collaborative learning", and "evaluating learning based on process performance". Through policy dialogues, the IIOE Indonesia National Centre promotes the recognition

and harmonisation of micro-certification systems, including IIOE's micro-certification programme for higher education professionals, at both national and regional levels.



Figure2-15 IIOE Indonesia National Centre organised a national policy dialogue on micro-certification

**IIOE National Centres play a leading role in the localised implementation of IIOE strategic projects.** UNESCO-ICHEI, in partnership with the UNESCO Institute for Information Technologies in Education, launched the project "Women Leading Change in Africa: Future Higher Education Professionals and Leadership in the AI Era" . This project is implemented primarily through IIOE National Centres in Africa from 2025 to 2027. It supports the AI literacy and leadership capacity building of female higher education personnel in Africa, responding to UNESCO's global priorities of "Priority Africa" and "Gender Equality" .

Under the overall framework of the project, the IIOE Egypt National Centre, for example, has pioneered the "She Leads" Digital Education Excellence Award. This award specifically recognises female educators and researchers for their innovative use of AI and digital technologies in teaching and research. Through targeted efforts, women comprise 66 per cent of the 4000+ Egyptian higher education professionals trained through the IIOE micro-certification programmes.

### **2.2.2 IIOE Training Centre: Integrating High-Quality Educational Resources, Promoting Industry Talent Development, and Benefiting IIOE Members Worldwide**

In addition to establishing National Centres in the Global South to promote localised programme operations, IIOE is also actively exploring the establishment of Training Centres in high-income economies. IIOE Training Centres leverage local high-quality educational resources and industrial advantages to develop cutting-edge, practical, and industry-recognised training programmes. **While empowering local talent development and supporting enterprise growth and industrial transformation, these centres also share high-quality training resources with IIOE global partners.**

IIOE has collaborated with Hong Kong Wedon Demos Group, International Leading Education Alliance, and Brest Business School to successively establish **IIOE Training Centres in Hong Kong SAR, Singapore, and France.** They focus on fintech, healthy lifestyles, Environmental, Social and Governance (ESG), and "AI + Tourism" , respectively.



Figure2-16 IIOE Hong Kong(China) SAR Training Centre officially established



Figure2-17 IIOE Singapore Training Centre officially established



Figure2-18 IIOE France Training Centre officially established

For example, the IIOE Singapore Training Centre adopts an integrated model of “University + Community + Healthy Lifestyle + AI” . It is dedicated to building a practical platform for community integration and an innovative case for health education in the AI era, receiving government recognition and policy support. By establishing a standardised curriculum framework, the IIOE Singapore Training Centre promotes the integration of “AI + Healthy Lifestyle” education into the higher education system and encourages students to actively participate in community services, thereby strengthening intergenerational bonds. Furthermore, the centre aims to share healthy lifestyle-related training resources with global partners through the IIOE platform to advance educational equity.

The establishment of IIOE Training Centres indicates that, while strengthening AI application and industrial talent development training in the Global South, IIOE is also leveraging the resource advantages of institutions in high-income economies. This will help enrich the IIOE “AI + Industry” training content, promote the implementation of training programmes in more countries and territories, and build a new ecosystem to foster North-South linkages for industry-academia collaborative talent development. Looking ahead, IIOE will continue to support the establishment and effective operation of Training Centres.

### 2.2.3 IIOE Regional Centre and Other Partners: Accelerating Resource Sharing and Deepening Policy Coordination

In collaboration with influential regional organisations, IIOE facilitates the wide dissemination of educational resources and policy coordination, building a regional operational system with catalytic impact. For example, the IIOE Arab Regional Centre, established by UNESCO-ICHEI and the Association of Arab Universities, relies on the association's extensive university network and influence to address common needs for higher education digital transformation within the region. By integrating high-quality local resources, it scales up training in educators' digital and AI competencies, promotes the recognition of IIOE training at the regional level, and facilitates cross-border alignment

of standards and policies. Meanwhile, UNESCO-ICHEI is actively working with the Southeast Asian Ministers of Education Organization and the Southern African Regional Universities Association to establish the IIOE Southeast Asia Regional Centre and IIOE Southern Africa Regional Centre, respectively. Both are expected to be operational in 2026.

Some IIOE partner organisations, through the localisation of IIOE resources, have successfully transitioned from “singular training” to “systematic empowerment”. For instance, the Inter-University Council for East Africa (IUCEA) used IIOE “GenAI for Higher Educational Professionals” micro-certification course series to conduct training of trainers. It implemented hybrid empowerment activities on AI literacy and pedagogical methodology for master trainers from various East African universities. Based on regional needs, IUCEA also developed GenAI course resources and learning pathways adapted to the East African region. Moreover, online training was organised via the IIOE platform for over 140 member institutions of IUCEA, driving the advancement of digital teaching



Figure2-19 IUCEA actively promoted capacity-building programmes for higher education professionals and exchanges among universities in East Africa

concepts and models in the region. Looking ahead, IUCEA will locally host IIOE training content to better scale its reach, targeting academics in the region on a cohort basis over the next five years.

The National Center for Professional Development "Orlue", Kazakhstan translated the GenAI courses jointly developed by the UNESCO Institute for Information Technologies in Education and UNESCO-ICHEI into Kazakh, and localised course materials in line with the country's key educational priorities. Through the Orleu online course platform, over 324,000 teachers nationwide enrolled in the training, among whom more than 252,000 teachers (77 per cent) completed the courses and obtained certificates. Orleu has integrated the training programme into the national in-service teacher training system, providing institutional support for its rapid roll-out.

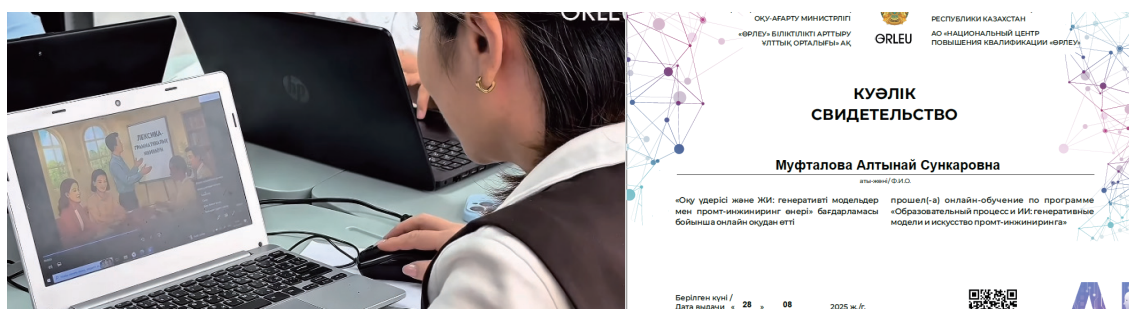


Figure2-20 National Center for Professional Development "Orlue", Kazakhstan provided AI training using course resources developed by UNESCO-ICHEI and UNESCO IITE

## 2.3 Multilateral Cooperation Yields IIOE's Fruitful Outcomes

IIOE has consistently adhered to the principle of "extensive consultation, joint contribution, and shared benefits", committed to maximising synergy by leveraging the complementary strengths of multiple stakeholders. From the co-construction of infrastructure foundations and high-quality training resources through **industry-academia collaboration**, to the fostering of regional policy consensus and practical guidance through **multilateral dialogue**, and to the recognition of outstanding practices and global exchange of experiences inspired by **pioneer cases**, IIOE has established a collaborative empowerment system. This spirit of synergy ensures that every innovation resonates within the IIOE ecosystem, shaping a win-win collaborative community for the digital and AI-enabled development of higher education.

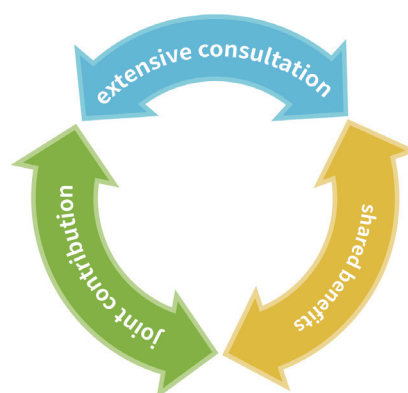


Figure2-21 IIOE Collaborating Principles

### 2.3.1 Enterprise Cooperation: From Infrastructure Enhancement to High-Quality Resource Co-Development

Industry-academia cooperation is a key pillar in promoting the digital and AI-enabled transformation of higher education. IIOE has partnered with technology enterprises to achieve fruitful results in areas such as infrastructure development and resource co-construction. For example, the Smart Classroom Project, with academic support from the Southern University of Science and Technology, hardware and software facilities provided by enterprises, and technical standards set by UNESCO-ICHEI, has been implemented at IIOE partner institutions.

Unlike traditional support models centred primarily on hardware provision, the Smart Classroom Project provides a comprehensive solution that integrates software and hardware with an application-oriented approach and continuous iteration. In addition to hardware facilities, it simultaneously provides teaching systems, smart office software, and other digital application tools. By upgrading the teaching and learning environment, it drives the transformation of pedagogical models. To date, Smart Classrooms have been constructed and put into use in 17 countries. Looking forward, UNESCO-ICHEI will actively seek in-depth cooperation with prospective enterprises to continuously establish benchmark Smart Classrooms at IIOE partner institutions. Through demonstration effects, the project will support and empower the digital transformation of local education ecosystems.

Table 2-2 Partner Enterprises and Higher Education Institutions of the Smart Classroom Project

Partner Enterprise	Region	Country	Partner Higher Education Institution
WEDON Education	Asia	Pakistan	University of Engineering and Technology, Lahore
		Cambodia	Royal University of Phnom Penh
		Sri Lanka	University of Colombo
	Africa	Egypt	Ain Shams University
		Djibouti	University of Djibouti
		Ethiopia	Addis Ababa University
China Education Informatization Industry Alliance	Asia	Mongolia	Mongolian University of Science and Technology
		Indonesia	Bandung Institute of Technology
	Africa	Uganda	Makerere University
		Kenya	University of Nairobi
		Gambia	University of The Gambia
		Nigeria	Ahmadu Bello University
MAXHUB	Asia	Nepal	Tribhuvan University
		Malaysia	Universiti Putra Malaysia
Guangzhou Dazzleview Intelligent Technology Co., Ltd.	Asia	Kyrgyzstan	Kyrgyz National University
		Uzbekistan	Tashkent University of Information Technologies
OS-EASY	Africa	Ghana	University of Cape Coast

In terms of resource co-construction and talent development, IIOE engages with industrial frontiers, partnering with leading enterprises and industry associations to develop “AI + Industry” micro-certification programmes. For example, UNESCO-ICHEI and BGI Group jointly developed the IIOE “AI + Life Sciences” course series based on real enterprise business scenarios, effectively bridging the gap between academic theory and workplace requirements. UNESCO-ICHEI will also explore collaboration with BGI Group to develop “Life and Health Sciences Literacy” micro-certification courses for university faculty, administrators, and continuing education learners. This aims to empower higher education professionals to become early adopters and communicators of cutting-edge health technologies, thereby enriching the “AI + Industry” curriculum matrix across the dual dimensions of talent cultivation and health literacy enhancement.

UNESCO-ICHEI and the China Association of Trade in Services co-developed the IIOE “AI + Cross-Border E-Commerce” micro-certification programme, aiming to cultivate local employment and entrepreneurial talent essential for industrial development in pilot countries. Furthermore, UNESCO-ICHEI has collaborated with partner enterprises such as Alibaba Cloud and SenseTime & Shangyu Technology to jointly build “GenAI for Higher Education Professionals” and “AI + Discipline” micro-certification courses, continuously expanding IIOE’s suite of empowerment resources.



Figure2-22 IIOE courses developed jointly with the industry (Partial)

### 2.3.2 Multilateral Dialogue: Facilitating Joint Initiatives and Cooperation Guidelines

Leveraging its advantages as an international platform for multilateral dialogue, exchange, and cooperation, IIOE partners with UNESCO, international and regional organisations, higher education institutions, and other stakeholders to organise regional high-level policy dialogues, IIOE annual partnership meetings, thematic consultations, and other events on higher education development. These meetings provide an opportunity for all parties to share good practices in higher education digitalisation, explore technological innovation pathways and implementation solutions, as well as promote multilateral coordination and the achievement of cooperation consensus across regions and institutions. The outcomes of the meetings offer solid support and practical guidance for the digital transformation and high-quality development of higher education.

Since 2024, UNESCO-ICHEI has collaborated with IIOE National Centres, partner institutions,

relevant national higher education authorities, international organisations, and other partners to convene regional high-level policy dialogues. This helps establish a long-term mechanism for multi-stakeholder dialogue and exchange within regions, assisting relevant national bodies in formulating sound, practical, and effective policies and strategies for the application of AI in higher education. As of June 2026, five regional high-level policy dialogues have been successfully held in Southeast Asia (Jakarta, Indonesia, April 2024), Central Asia (Tashkent, Uzbekistan, June 2024), Africa (Dakar, Senegal, December 2024), East Asia (Ulaanbaatar, Mongolia, June 2025), and South Asia (Kathmandu, Nepal, May 2026). This dialogue mechanism will continue to be extended to Latin America and the Caribbean, the Arab region, Southern Africa, and other regions in the future.



Figure2-23 On April 25<sup>th</sup>, 2024, Southeast Asia Regional High Level Policy Dialogue was held in Jakarta, Indonesia themed “Leading Effective Integration of GenAI in Higher Education”

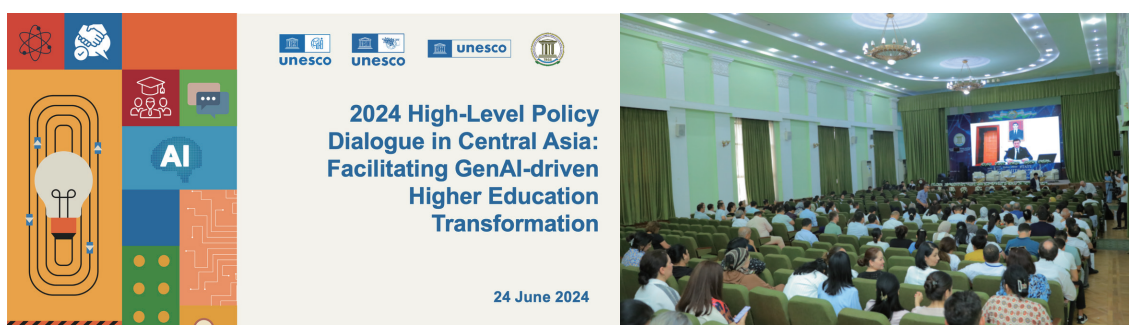


Figure2-24 On June 24<sup>th</sup>, 2024, High-level Policy Dialogue in Central Asia was held in Tashkent, Uzbekistan, themed “Facilitating GenAI-Driven Higher Education Transformation”

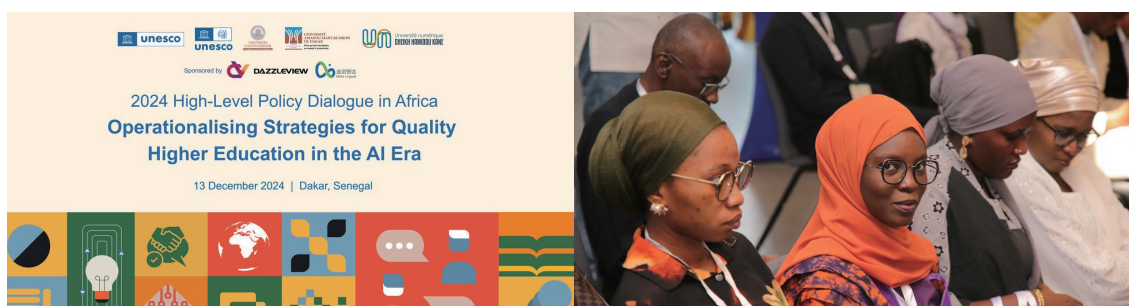


Figure2-25 On December 13<sup>th</sup> 2024, High-level Policy Dialogue in Africa was held in Dakar, Senegal, themed “Operationalising Strategies for Quality Higher Education in the AI Era”



Figure2-26 On June 30<sup>th</sup> 2025, High-level Policy Dialogue in East Asia was held in Ulaanbaatar, Mongolia, themed “Fostering an AI-enabled Higher Education Ecosystem.”



Figure2-27 On May 20<sup>th</sup> 2026, Leadership Policy Dialogue in South Asia was held in Kathmandu, Nepal, themed “Charting Responsible and Innovative AI Integration in Higher Education”

### 2.3.3 Pioneer Case Award: Recognition, Inspiration, and Influence

In 2023, UNESCO-ICHEI launched the IIOE Higher Education Digitalisation Pioneer Case Award. **The Award is rooted in IIOE, an evolving educational digital ecosystem jointly built by global partner institutions. It recognises, encourages, and shares outstanding practices emerging from the digital transformation of higher education.** Based on long-term collaboration with partners and localised educational contexts and needs, the Award continuously identifies innovative practices that are adaptable and transferable, thereby promoting the collective progress of the entire IIOE ecosystem



Figure2-28 2023.12.07-09 The awarding ceremony of the 2023 IIOE Higher Education Digitalisation Pioneer Case Award

UNESCO-ICHEI convened an International Review Committee composed of experts from the UNESCO system, higher education institutions, enterprises, and other fields. Committee members conduct anonymous reviews of submitted cases from diverse professional perspectives. All evaluation decisions are made through majority consensus, ensuring the professionalism and impartiality of the review process. **Innovation, inclusiveness, equity, and sustainability - these four dimensions collectively constitute the evaluation framework for the Pioneer Case Award. They embody the pursuit of educational equity, the encouragement of collaborative innovation, and the emphasis on long-term mechanisms, aiming to inspire global innovation through local practices.**

The inaugural Award in 2023, supported by the BYD Charity Foundation, was themed on **Reform and Innovation in Blended Learning in Higher Education**, actively echoing the global shift in educational modalities towards blended models. The Award attracted participation from 83 institutions, and 9 enterprises across 42 countries, ultimately selecting 22 winning cases that showcased the dynamic exploration of developing countries amidst the wave of digitalisation. The Award focused on key dimensions such as classroom teaching innovation, resource development, student support, institutional governance, and educational equity. It encouraged the formation of flexible learning pathways responsive to the future needs of education, enhancing quality while ensuring flexibility, and helping to narrow educational disparities both between and within countries.



Figure2-29 2025.09.01 The award ceremony of the BGI Group · 2025 IIOE Higher Education Digitalisation Pioneer Case Award

The theme for the BGI Group · 2025 IIOE Higher Education Digitalisation Pioneer Case Award was **"IIOE Ecosystem-Driven Promising Practices: Empowering Workforce, Innovation, and Collaboration"** . It focused on four key areas: developing digital and AI competencies through IIOE micro-certification, enabling localised digital empowerment initiatives through IIOE National Centres, leveraging smart classroom operations for teaching and learning innovation and excellence, and strengthening global industry-university collaboration for higher education digital empowerment. This edition drew submissions from 48 higher education institutions and 13 enterprises across 29 countries, recognising 22 exemplary practices. They collectively showcased the forefront achievements of Global South countries in building educators' digital and AI competencies, curriculum innovation, and digital infrastructure upgrading.

### 3. IIOE's Future Directions: Technology Empowerment, Multilateral Collaboration, Localised Operation, and Mutual Benefit

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**The core of technology empowerment lies in talent development.** Guided by a technology-driven, people-centric approach, IIOE will centre on "AI + Discipline" and "AI + Industry" technology application micro-certification training, expanding the target of capacity building from higher education professionals to students and relevant practitioners. IIOE will cultivate future-ready industrial talent and play a more proactive and leading role in the digital and AI-enabled transformation of higher education.

IIOE will deepen the ties of industry-education integration. By partnering with enterprises and industry associations, IIOE will help build a localised talent development system that aligns educational provision with industrial demand through a complete pipeline of "learning, practical training, and employment/entrepreneurship". Consequently, learners will acquire transferable, hands-on industry experience beyond micro-certifications, empowering them to become the visionary leaders driving transformation in strategic emerging sectors.

IIOE will further strengthen the pivotal roles of National Centres, Training Centres, and Regional Centres in the ecosystem. Through this multi-tiered, interlinked network, IIOE will continuously promote the alignment of frontier resources with the specific needs of higher education digital transformation, fostering localised, differentiated, and sustainable operational models.

Simultaneously, IIOE will further expand its network, which already spans 48 countries and brings together over 190 institutions and more than 40 enterprises. While deepening its presence in Asia and Africa, IIOE will strategically extend to other regions in the Global South, and actively initiate dialogue and collaboration with higher education institutions and organisations in high-income economies.

IIOE will also steadily expand its global expert network by building a diversified expert pool, providing cutting-edge content support and intellectual assurance for the digital and AI-enabled transformation of higher education and industry-academia collaborative talent development.

On this foundation, IIOE will strive to achieve recognition of its training programmes by the governments and industry bodies, transitioning from project-based to long-term institutional initiatives. At the same time, it will accelerate the translation of project outcomes into actionable knowledge. IIOE will produce benchmarking standards and guidelines, thereby enhancing its agenda-setting capacity in the digital and AI-enabled transformation of higher education.

**As a steadfast implementer of the UNESCO Education 2030 Framework for Action, IIOE has upheld the principle of "extensive consultation, joint contribution, and shared benefits". Through the innovative pathway of "technological foresight, local adaptation, and multilateral cooperation", IIOE translates SDG 4's vision of inclusive and equitable quality education into endogenous momentum that empowers the digital and AI-enabled transformation of higher education globally.**

As discussions are now being launched for the post-2030 education landscape, IIOE will be following these closely and contributing to the envisaged ecosystem of higher education beyond 2030. In

this process, IIOE will actively implement the guiding principle of “establishing a human-centred role for digital technologies and AI” , forging a vivid example of building a “new social contract for higher education” and advancing higher education as a transformative force shaping the future of humanity and the planet.<sup>1</sup>

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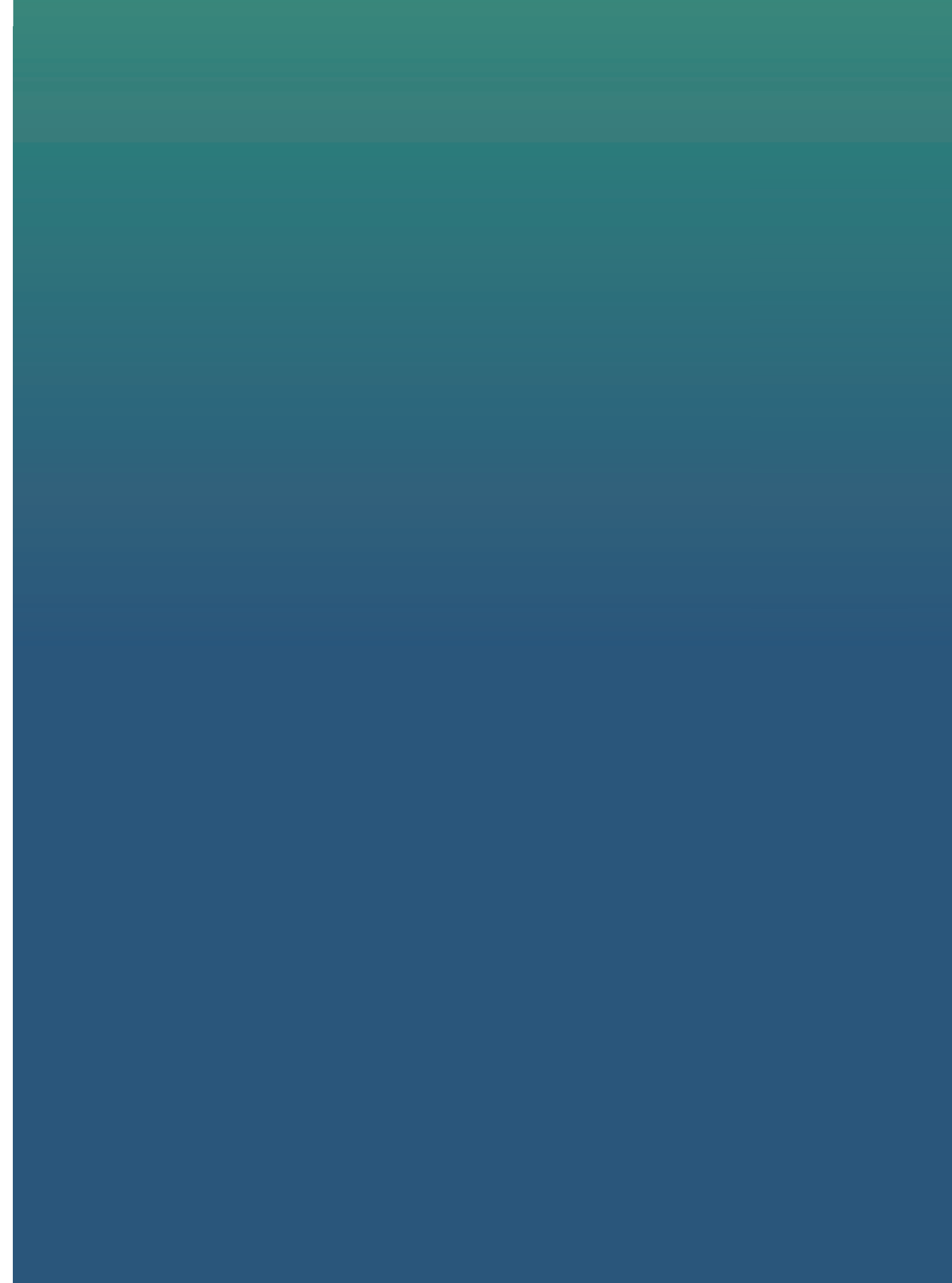
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