

Digital Transformation in Global TVET

— *towards the intelligent age*

YANG Congkun

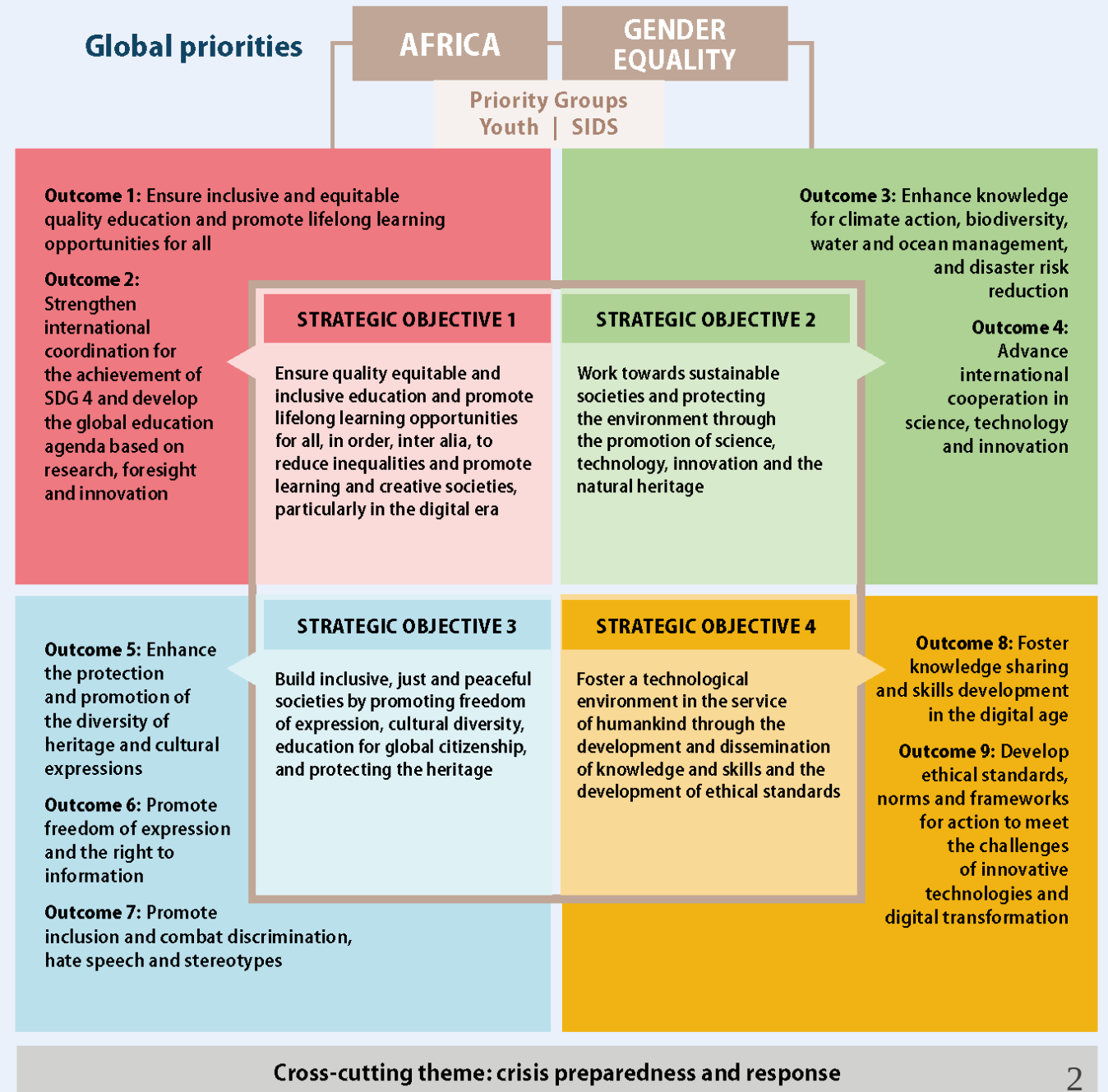
Coordinator of UNEVOC Centre, UNESCO Chair on Digitalization in TVET,
Shenzhen Polytechnic University, China

28 May 2025, Kuala Lumpur, Malaysia

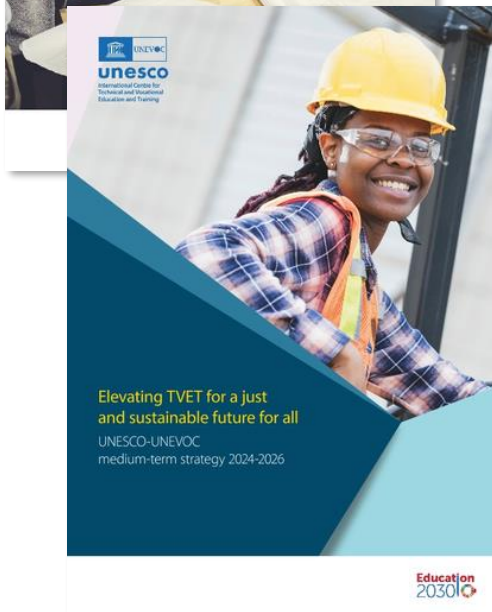
UNESCO global priorities



- Digital transformation and digital skills development are central to UNESCO's agenda, shaping 3 of its 4 Strategic Objectives and 5 of its 9 Key Outcomes.



UNESCO priority areas for TVET



**Develop skills for all
individuals to learn and live**



**Develop skills for inclusive
and sustainable economies**



**Develop skills for inclusive
and peaceful societies**



**Lifelong
learning**



**Equity and
inclusion**



**Multi-stakeholder
engagement with
the private sector**



**Green and
digital
transformation**



**Career
guidance**



**Global
citizenship
education**



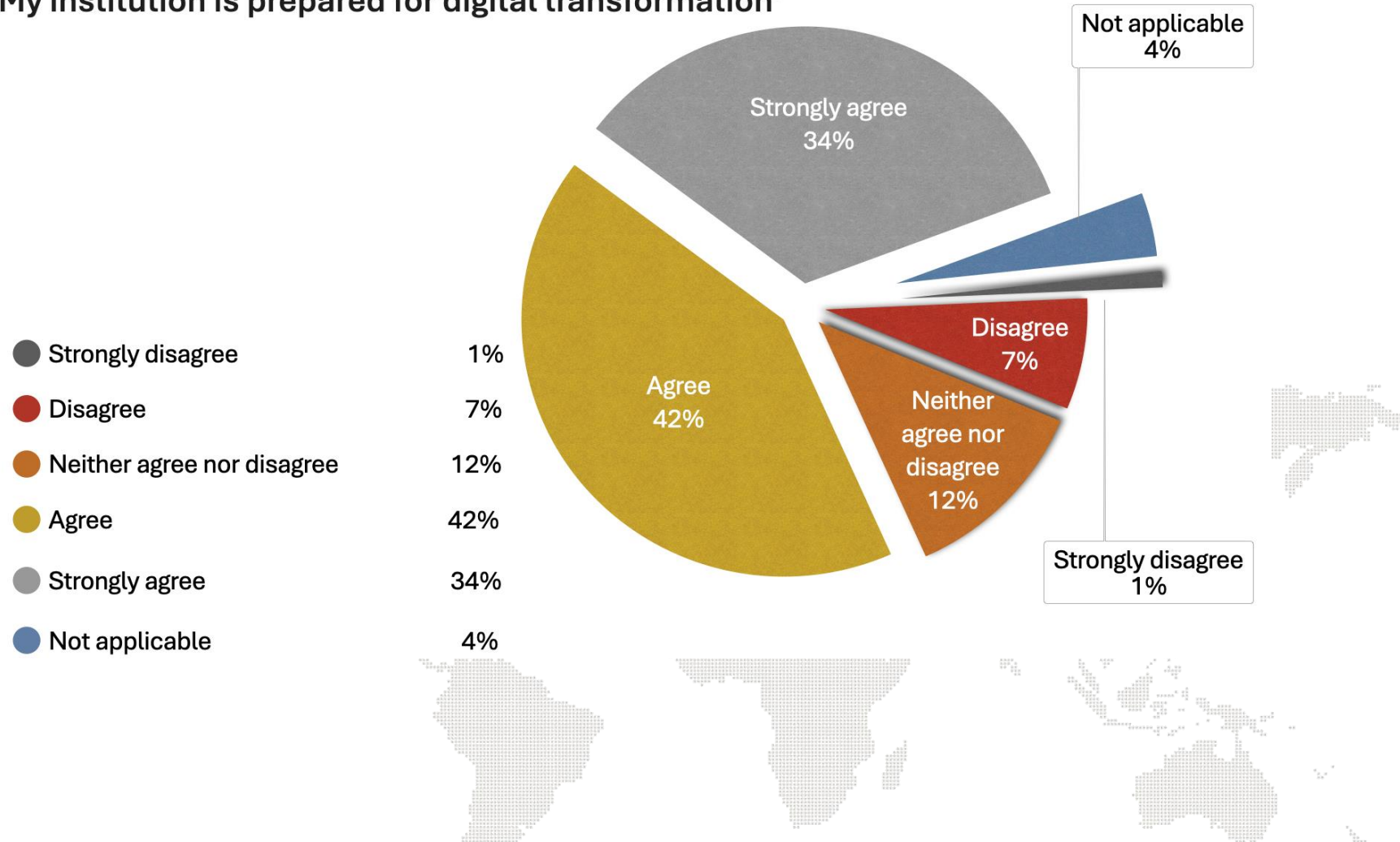
**Artificial
intelligence**



**Innovation
and excellence**

Key findings from Survey on UNESCO-UNEVOC medium-term strategy 2024-2026 (MTS IV)

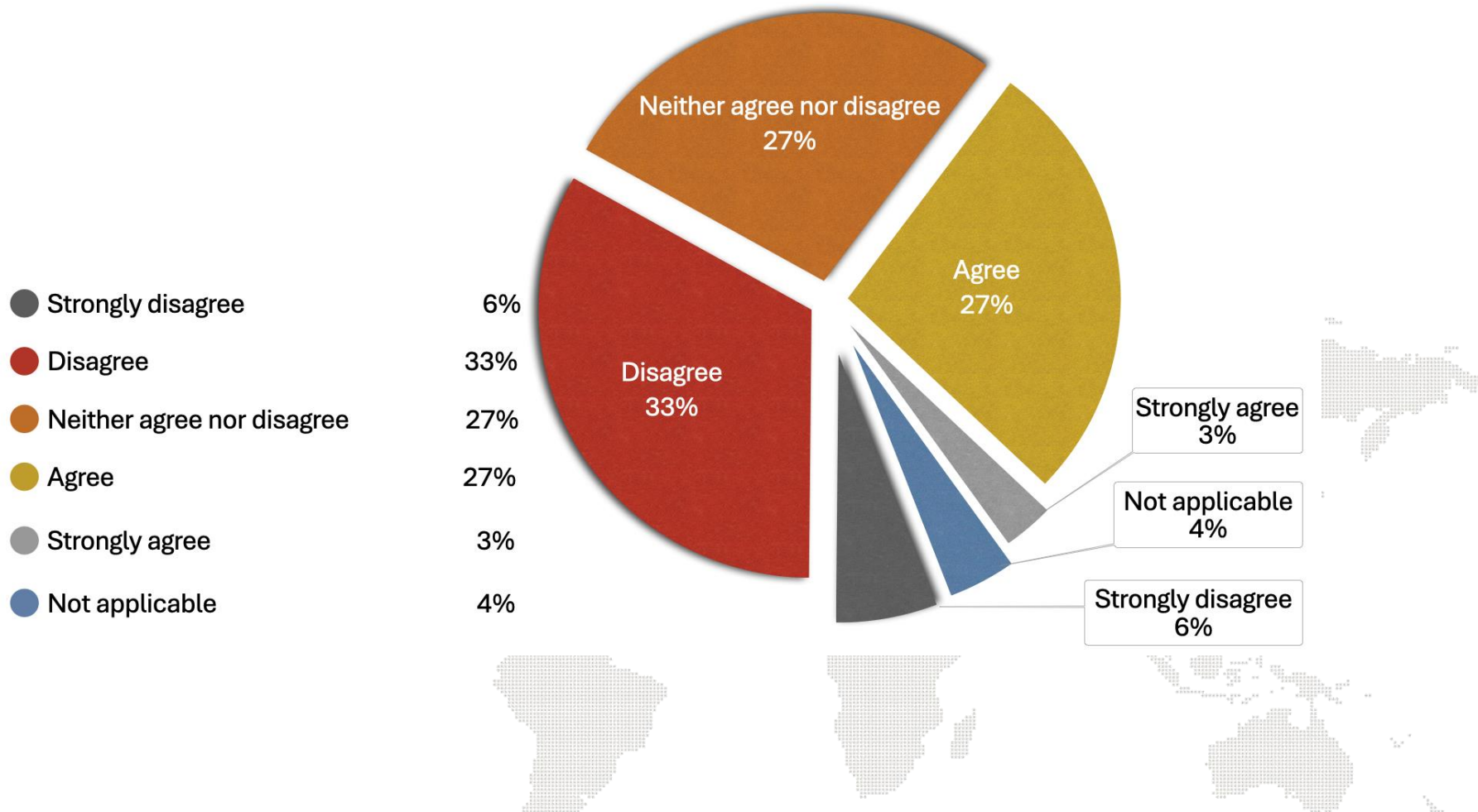
The Attitude to Statement
'My institution is prepared for digital transformation'



Key findings from Survey on UNESCO-UNEVOC medium-term strategy 2024-2026 (MTS IV)

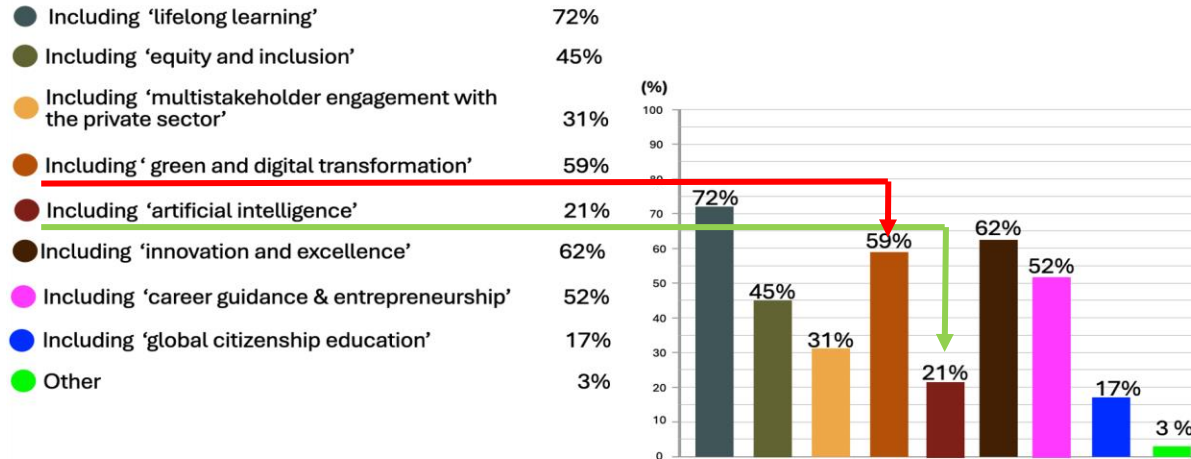
The Attitude to Statement

'TVET staff in my institution are well prepared for artificial intelligence (AI)'

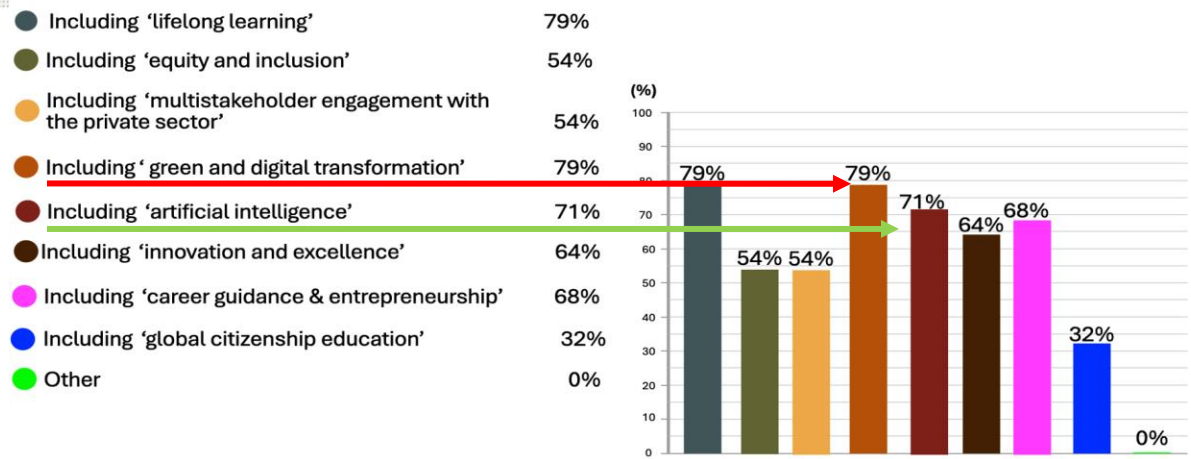


Key findings from Survey on UNESCO-UNEVOC medium-term strategy 2024-2026 (MTS IV)

If your institution has engaged in joint activities with UNESCO-UNEVOC in the past, in which areas do you currently collaborate with UNESCO-UNEVOC? Select all that apply

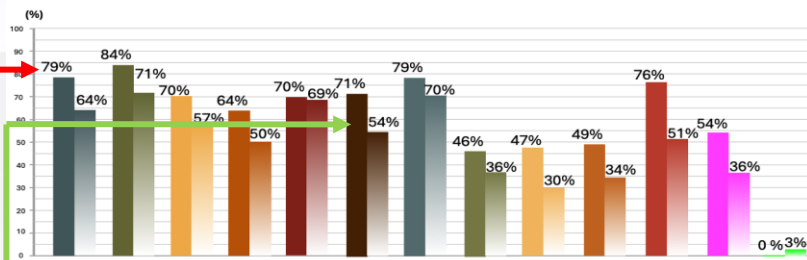


If your institution has not engaged in joint activities with UNESCO-UNEVOC in the past, in which area would you like to collaborate with UNESCO-UNEVOC? Select all that apply



Key findings from Survey on UNESCO-UNEVOC medium-term strategy 2024-2026 (MTS IV)

'Which UNESCO-UNEVOC flagship programmes are relevant for your institution over the next three years (2024-2026)' **vs.**
'Which of the twelve UNESCO-UNEVOC flagship programmes do you consider most important from the perspective of your institution?'



Which UNESCO-UNEVOC flagship programmes are relevant for your institution over the next three years (2024-2026)?

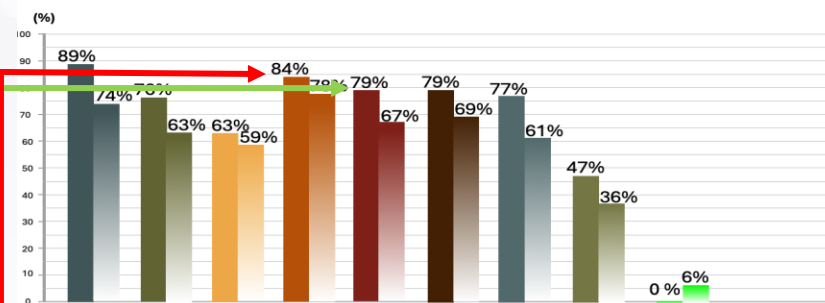
● Including UNEVOC TVET Leadership Programme	79%
● Including Bridging Innovation and Learning in TVET (BILT) project (new qualifications and competencies)	84%
● Including Global Skills Academy (GSA) network partnership programme	70%
● Including UNEVOC Connect, a global clearing house for up-to-date resources on TVET	64%
● Including PROVET: Promoting technical and vocational education and training	70%
● Including AI Ready: analysis of the readiness of TVET institutions for the impact of artificial intelligence	71%
● Including UNEVOC EDGE: Entrepreneurship, digitalisation, greening and equity	79%
● Including UNEVOC Co-Action Initiative	46%
● Including UNEVOC Reference Centres	47%
● Including Global Award for Innovation in TVET	49%
● Including UNEVOC webinar series	76%
● Including UNEVOC discussion paper series	54%
● Not applicable	0%

Which of the twelve UNESCO-UNEVOC flagship programmes do you consider most important from the perspective of your institution?

● Including UNEVOC TVET Leadership Programme	64%
● Including Bridging Innovation and Learning in TVET (BILT) project (new qualifications and competencies)	71%
● Including Global Skills Academy (GSA) network partnership programme	57%
● Including UNEVOC Connect, a global clearing house for up-to-date resources on TVET	50%
● Including PROVET: Promoting technical and vocational education and training	69%
● Including AI Ready: analysis of the readiness of TVET institutions for the impact of artificial intelligence	54%
● Including UNEVOC EDGE: Entrepreneurship, digitalisation, greening and equity	70%
● Including UNEVOC Co-Action Initiative	36%
● Including UNEVOC Reference Centres	30%
● Including Global Award for Innovation in TVET	34%
● Including UNEVOC webinar series	51%
● Including UNEVOC discussion paper series	36%
● Not applicable	3%

'Which UNESCO-UNEVOC priority thematic areas for 2024-2026 are most relevant for your institution?' **vs.**

'Which of the eight UNESCO-UNEVOC priority thematic areas do you consider most important from the perspective of your institution?'



Which UNESCO-UNEVOC priority thematic areas for 2024-2026 are most relevant for your institution?

● Including Lifelong learning	89%
● Including Equity and inclusion	76%
● Including Multistakeholder engagement with the private sector	63%
● Including Green and digital transformation	84%
● Including Artificial Intelligence	79%
● Including Innovation and Excellence	79%
● Including Career guidance & Entrepreneurship	77%
● Including Global Citizenship Education	47%
● Not applicable	0%

Which of the eight UNESCO-UNEVOC priority thematic areas do you consider most important from the perspective of your institution?

● Including Lifelong learning	74%
● Including Equity and inclusion	63%
● Including Multistakeholder engagement with the private sector	59%
● Including Green and digital transformation	78%
● Including Artificial Intelligence	67%
● Including Innovation and Excellence	69%
● Including Career guidance & Entrepreneurship	61%
● Including Global Citizenship Education	36%
● Not applicable	6%

Contents

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- 2 Policies and strategies for digital transformation in TVET
- 3 New avenues for TVET international cooperation in the intelligent age

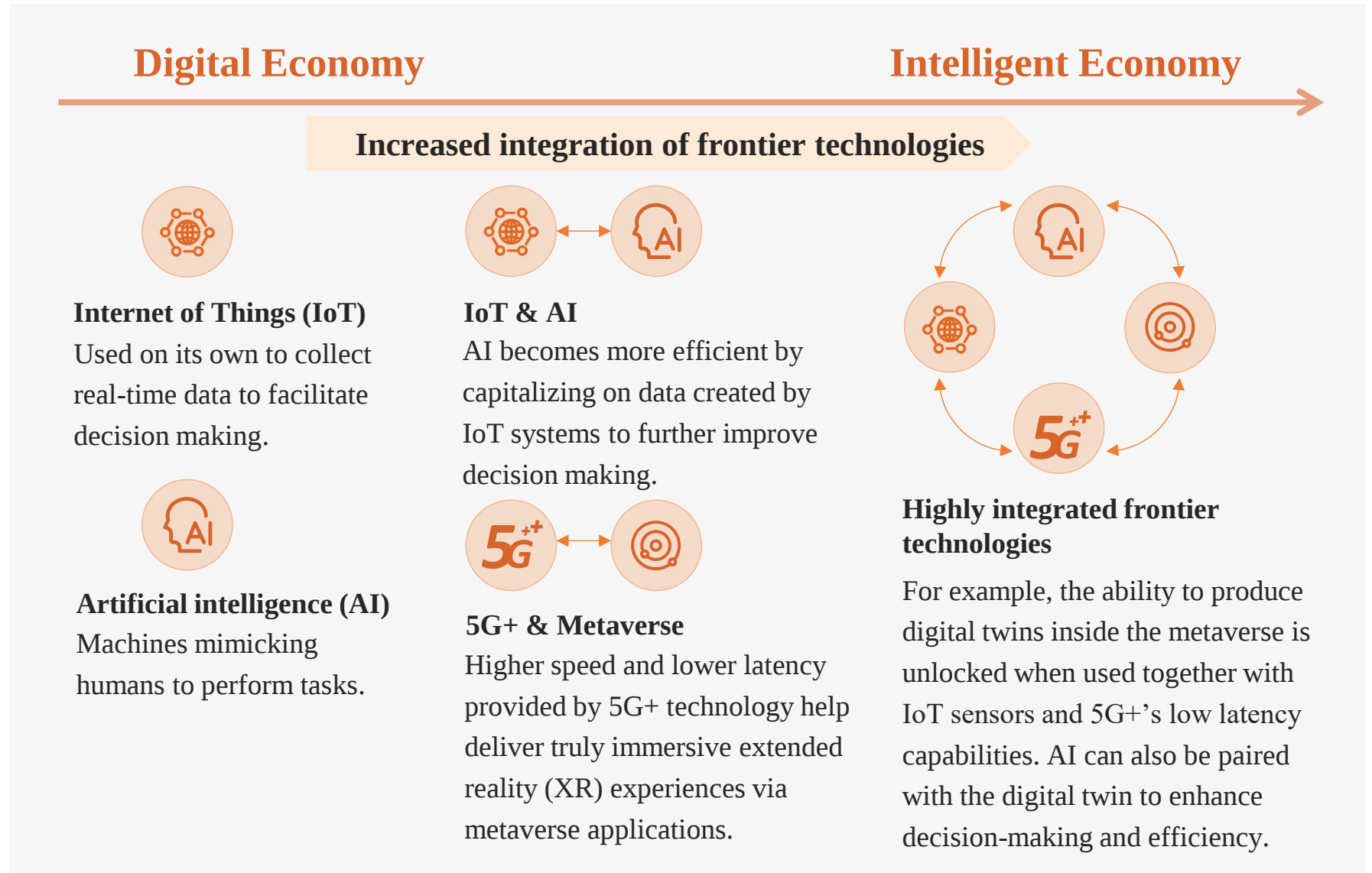
1

The intelligent economy and its impact on work, skills, and education



1.1 Rise of the intelligent economy

We are moving ever faster towards the **intelligent world**, driven by **progressive integration of frontier technologies**.



1.1 Rise of the intelligent economy

Key characteristics of the intelligent economy:

New-generation AI
as core driver

- **High-level integration of frontier technologies** (AI, 5G+, IoT, blockchain, AR/VR, etc.) to revolutionize production processes

Integration of AI
and real economy

- Interaction between **Industrialized Intelligence** and **Intelligent Industries** to innovate solutions and enhance productivity

Human-machine
collaboration

- Mutual empowerment of human and AI systems to increase **value of labour** and extend boundaries of **human creativity**

Sustainable and
inclusive growth

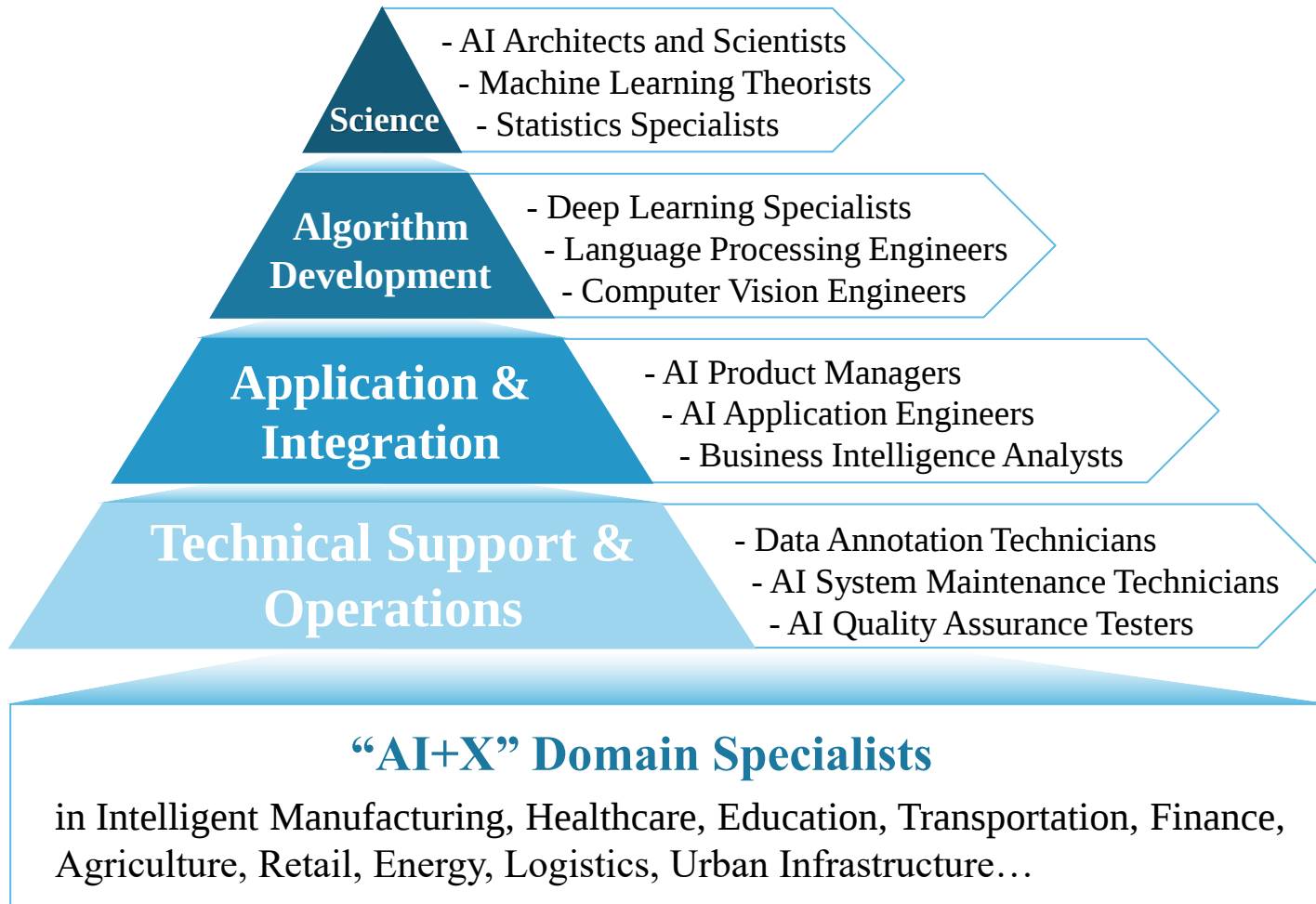
- Contribution to **decarbonization** and increasing benefits/awareness on **social wellbeing**.

Source: Cheng & Gao (2024)



1.2 Transformation in the world of work

Trend 1 – AI industry value chain creating new professions



Trend 2 – Intelligent systems transforming traditional roles

- Jobs with routine, rule-based tasks facing automation and replacement

Trend 3 – Human-machine collaboration enhancing productivity

- Augmentation rather than replacement: technology empowering human creativity

Trend 4 – Emergence of new employment modes

- Flexible and remote work arrangements (platform and gig economies)

1.3 Transformation of the skills system

Upskilling

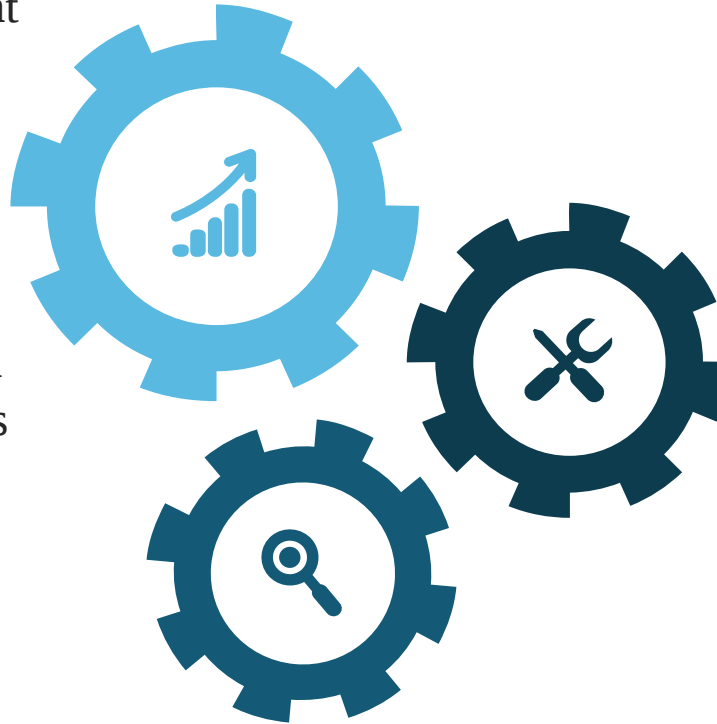
- Continuous capability enhancement
- Universal AI literacy
- Industry-specific AI applications

Reskilling

- Multiple career transitions as norm
- Accelerated qualification pathways
- Specialized emerging credentials

Cross-skilling

- “Comb-shaped” professionals
- Multiple technical + domain expertise
- Human-AI collaboration competencies



Transversal Skill Development

- Adaptability and learning agility
- Digital ethics and AI governance
- Advanced data interpretation

Lifelong Learning

- Continuous micro-credentialing
- Learning-to-learn as meta-skill

1.4 Transformation in education

Rethinking Educational Objectives

Focus on competency-based and whole-person development.

Renewing Curriculum Content

Update core disciplinary knowledge to incorporate AI-driven advancements.

Expanding Learning Spaces

AI-powered platforms enable personalized, self-paced learning.

Developing New Competencies

Need for teachers and students to develop new sets of competencies.

Transforming Pedagogy

Leverage intelligent technologies for adaptive, interactive, and immersive learning.

Optimizing Educational Administration

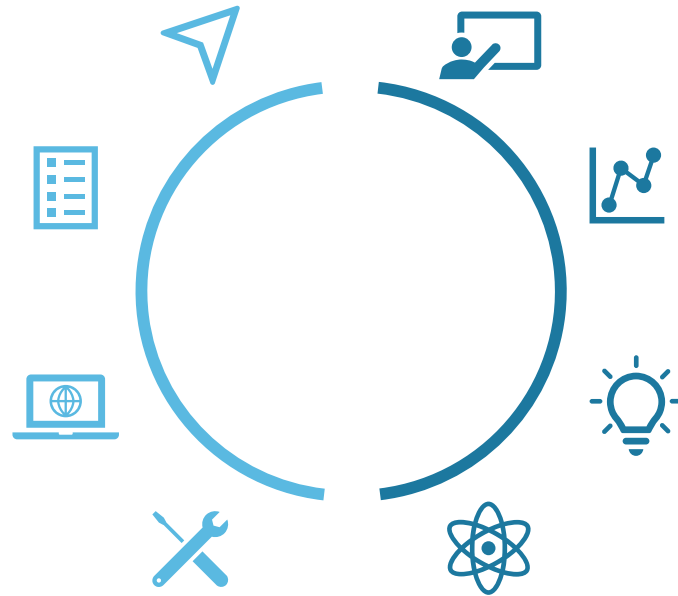
Apply AI for data-driven decision making, resource allocation, and management.

Fostering Entrepreneurship and Innovation

Learners use AI for entrepreneurial ventures, creative projects, and problem solving.

Driving International Cooperation

AI becomes a shared priority in global education and requires international cooperation.



- The intelligent age represents a paradigm shift across economic, social, and educational domains—one that TVET systems must boldly embrace to remain relevant and effective.

2

Policies and strategies for digital transformation in TVET



2.1 Regional policies on digital transformation in TVET

Key policy priorities

Southeast Asia

- ASEAN Digital Masterplan 2025
- ASEAN Declaration on Digital Transformation of Education Systems (2022)
- ASEAN TVET Council (ATC) Work Plan 2021-2030

Africa

- The Digital Transformation Strategy for Africa (2020-2030)
- Pan African Initiative for Digital Transformation of TVET and Skills Development Systems in Africa (2021)

Europe

- European Digital Education Action Plan (2021-2027)

Developing New Digital Skills and Competencies

- Foundational and advanced ICT, AI, and Industry 4.0 skills
- Alignment of curricula with digital industry demands

Strengthening Digital Infrastructure

- Connectivity, hardware, and software for TVET institutions
- Regional and national online platforms for TVET resources

Enhancing Teacher Training and Pedagogies

- Capacity building in digital pedagogies and technology integration
- Ongoing professional development in digital competencies

Promoting Inclusive and Equitable Access

- Digital solutions to reach marginalized and remote communities
- Gender equality and inclusive participation in digital TVET

Fostering Regional and International Collaboration

- Policy alignment through regional frameworks
- Partnering with international organizations and industry leaders

2.2 National policies on digital transformation in TVET

China's policy framework to drive digital transformation in TVET

Strategic Direction

- The National Strategic Action for Digital Education (2022) establishes clear development goals and primary tasks for digital transformation in TVET.

Policy System

- Over 20 policies since 2012 create a multi-tiered policy system addressing various aspects of digital TVET.

Implementation Projects

- Key projects include digital resource libraries for teaching and learning, National Vocational Education Smart Education Platform, virtual simulation training bases, and digital campus infrastructure.

Sustainability Measures

- 11 regulations, 8 industry standards, and dedicated fiscal support from central and local governments ensure long-term development and quality assurance.

Source: Adapted from Han (2025)

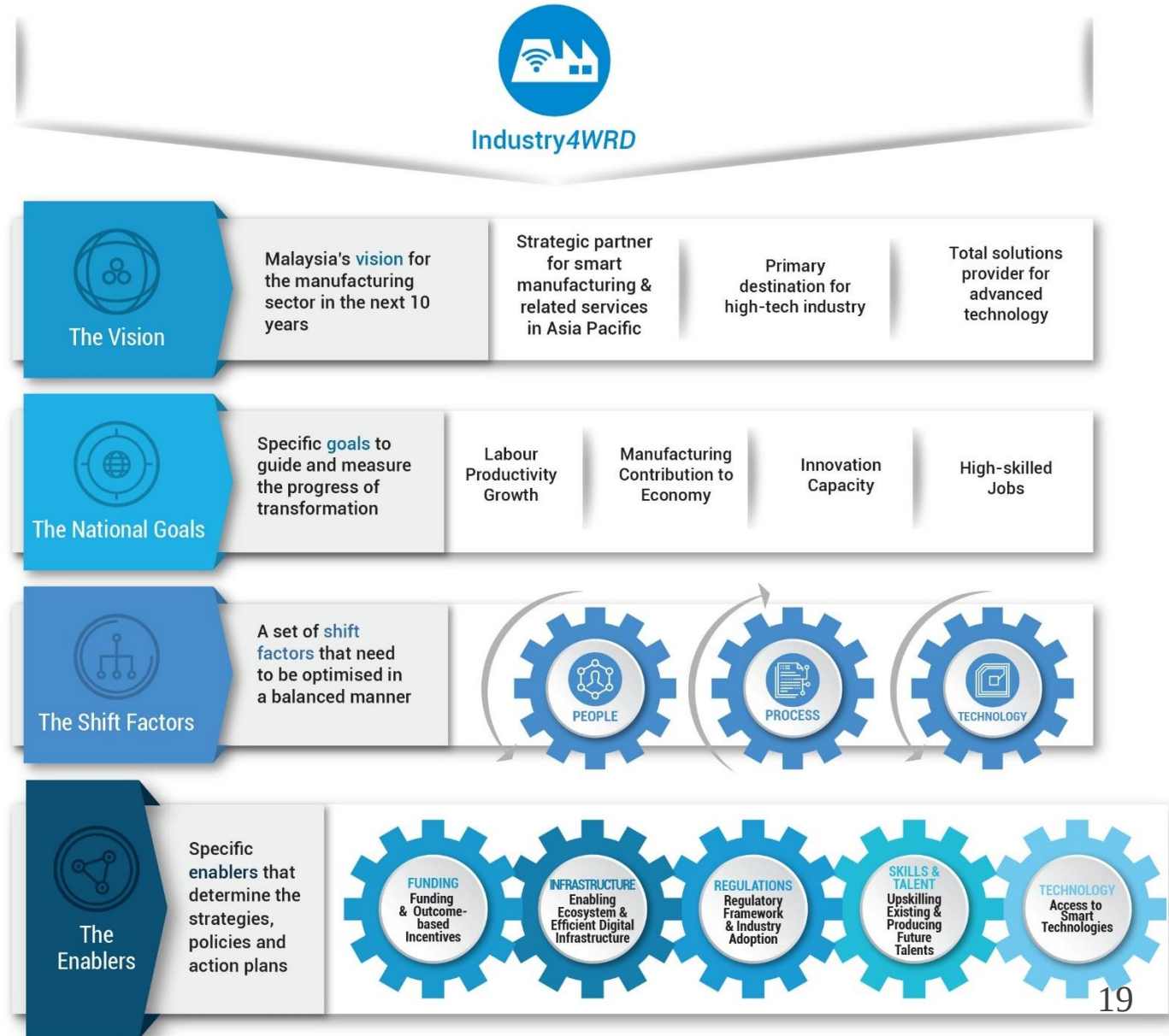
2.2 National policies on digital transformation in TVET

Malaysia

Industry4WRD National Policy on Industry 4.0

- Aims to transform the manufacturing sector and related services through digitalization, with a strong emphasis on upskilling the workforce.

Source: Government of Malaysia (2019)



2.3 Institutional strategies for digital transformation in TVET

Five Strategies

Align programme development with industrial value chains

Design course content based on workplace realities

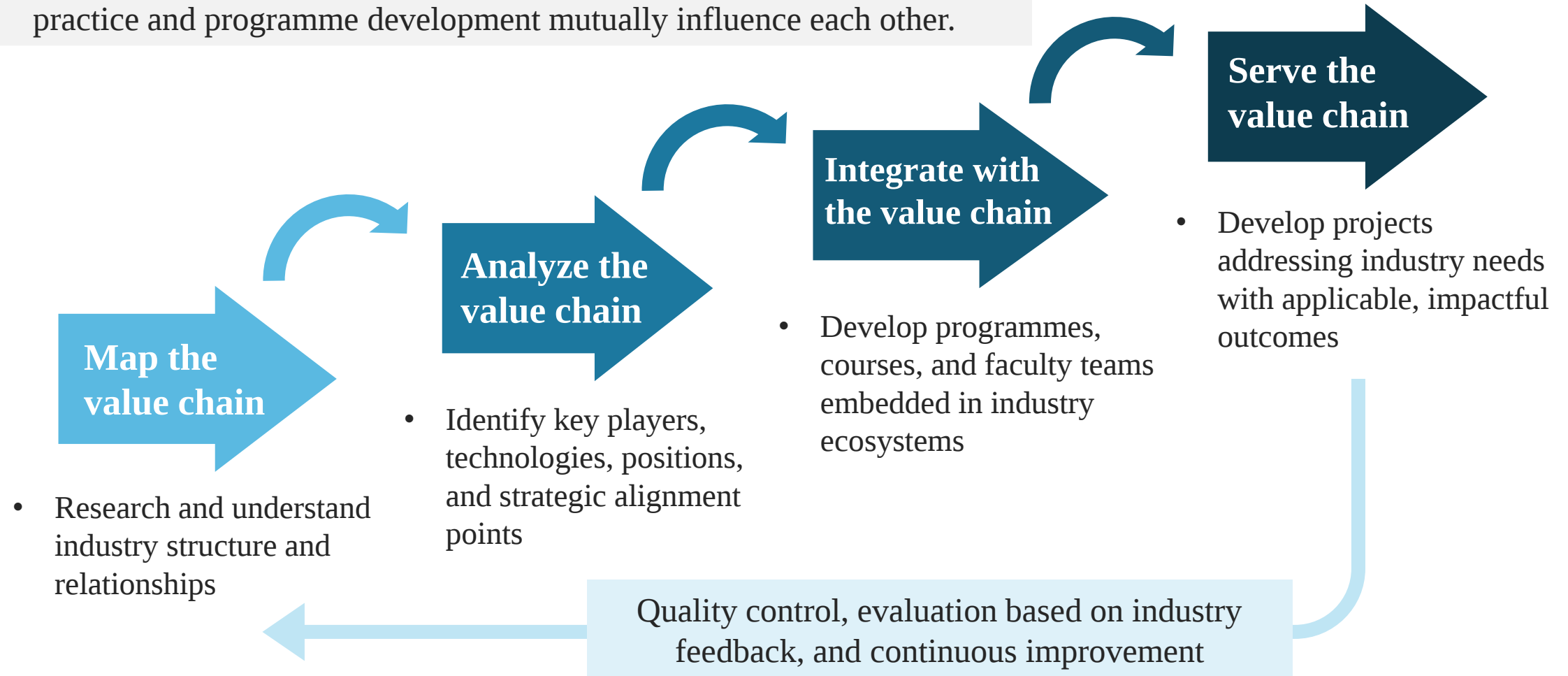
Strengthen educators' digital and AI competencies

Harness intelligent technologies for pedagogical innovation

Foster multi-stakeholder ecosystems for digital transformation

2.3.1 Align programme development with industrial value chains

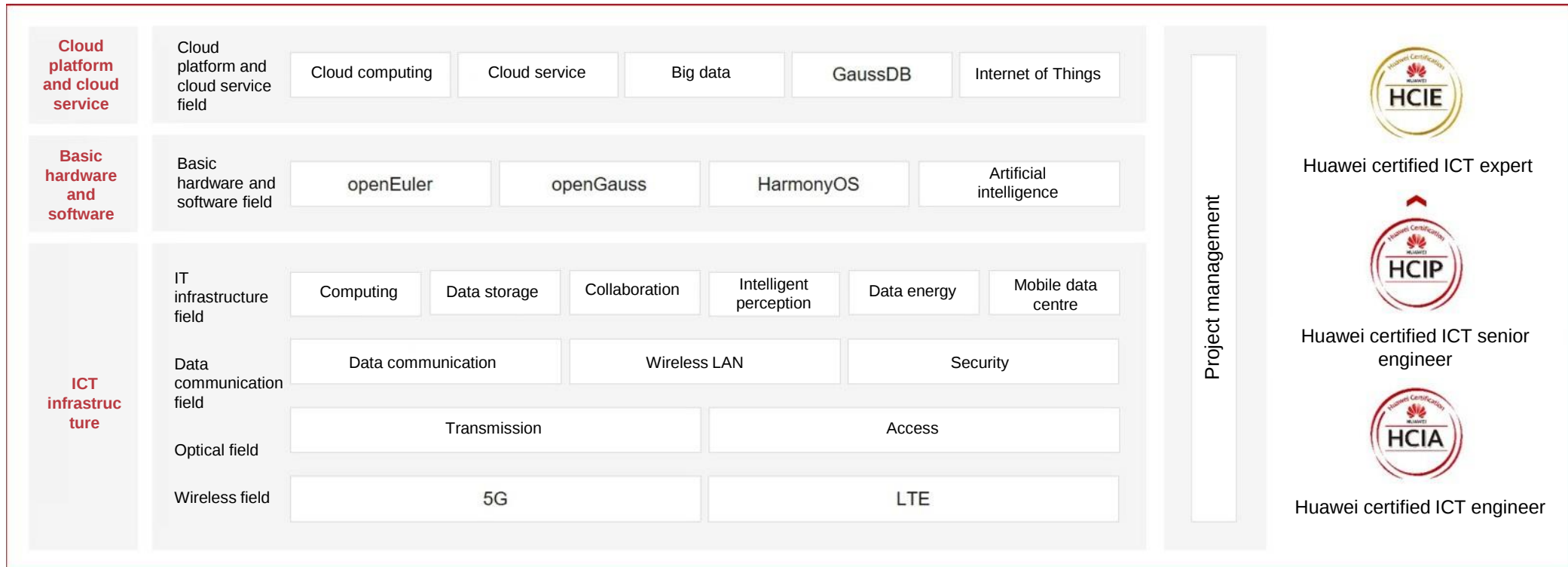
- **Key principle:** Engage in a closed-loop system where industrial practice and programme development mutually influence each other.



2.3.1 Align programme development with industrial value chains

Case:

Shenzhen Polytechnic University (SZPU) collaborate with Huawei to **translate industry technical standards into vocational skills standards** via the SZPU-Huawei talent training system for “joint development of curriculum and certification”.



Huawei career certification system

2.3.2 Design learning content based on workplace realities

- **Key principle:** Provide learning experiences that mirror authentic workplace challenges and advancements.



Authentic tools and technologies that match industry standards



Problem-based scenarios drawn from real workplace situations



Digital simulations that recreate complex industrial processes



Assessments that evaluate workplace-relevant competencies



Digital twin for construction training @SZPU

2.3.3 Strengthen educators' digital and AI competencies



- **Key principle:** Develop contextualized, personalized, and practice-based digital empowerment system for educators.

1

Institutional-specific competency frameworks

Develop institution-specific frameworks informed by international/national benchmarks

2

Discipline-specific competency standards

Translate generic competencies into discipline-specific standards and applications

3

Multi-dimensional capacity building programmes

Personalized empowerment for diverse faculty needs

4

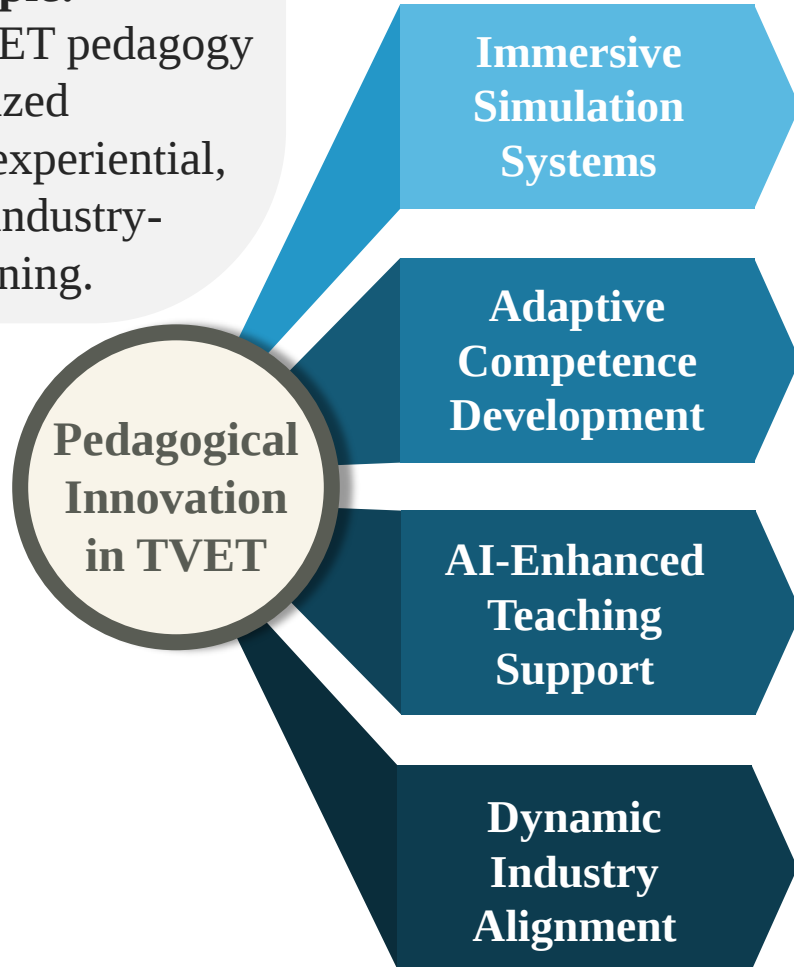
Evidence-based evaluation

Assess authentic application in teaching and learning scenarios

2.3.4 Harness intelligent technologies for pedagogical innovation

- **Key principle:**

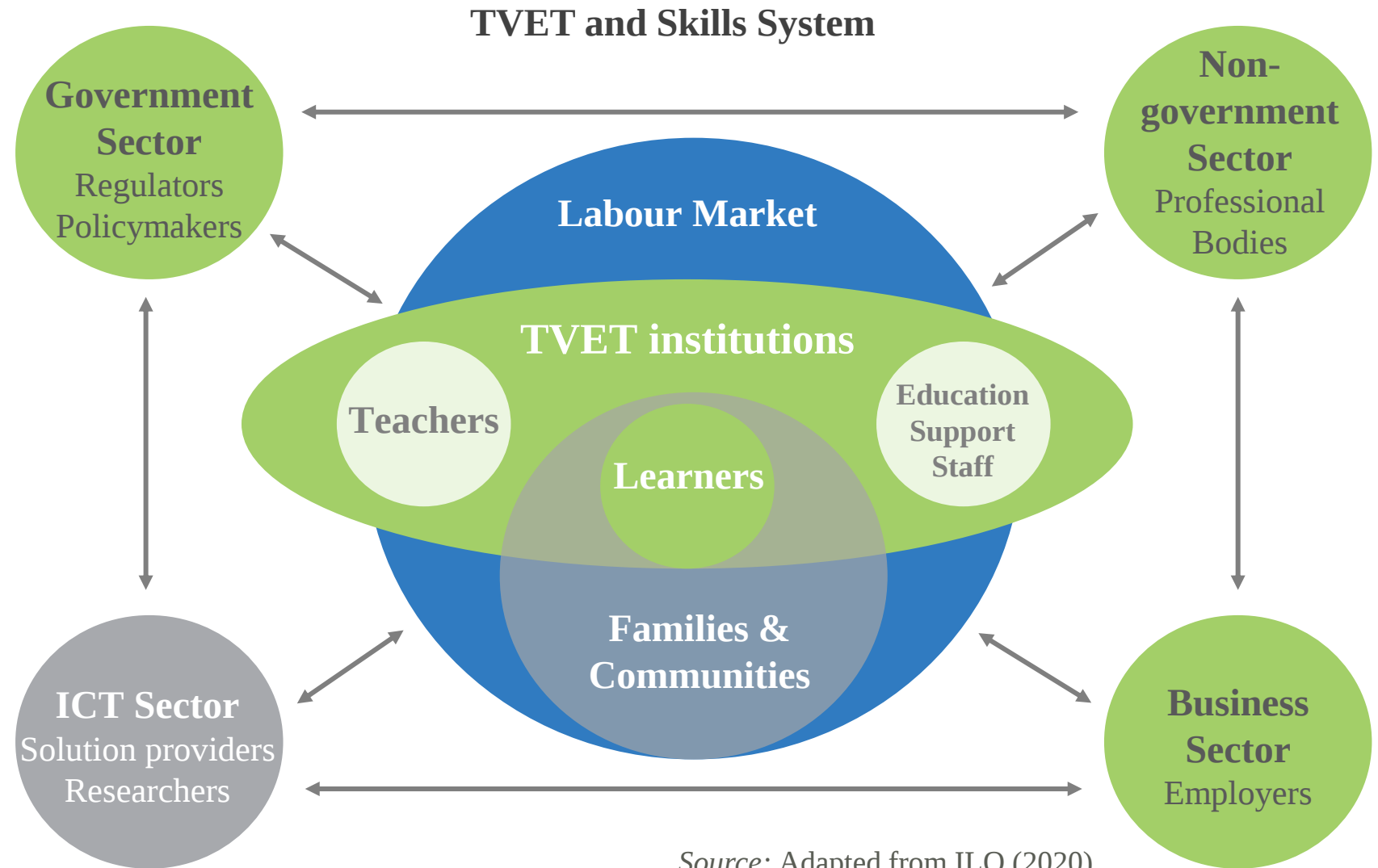
Transform TVET pedagogy from standardized instruction to experiential, adaptive, and industry-integrated learning.



- AI-enhanced VR/AR technologies create **highly authentic workplace scenarios** (e.g., automotive students diagnose virtual engine faults with real-time feedback).
- Machine learning algorithms **map individual learning patterns** to generate personalized skill acquisition pathways.
- **Automated instructional support tools** and **virtual teaching assistants** augment faculty expertise while reducing workload.
- **Real-time labour market analytics** continuously update learning objectives, paired with **blockchain-secured** micro-credentials and industry-validated certifications.

2.3.5 Foster multi-stakeholder ecosystems for digital transformation

- **Key principle:** Create collaborative frameworks where all TVET ecosystem stakeholders contribute their unique expertise to accelerate digital transformation.



Source: Adapted from ILO (2020)



The successful digital transformation of TVET systems requires coordinated action across regional, national, and institutional levels—where intelligent technologies don't simply automate education, but amplify human potential.

3

New avenues for TVET international cooperation
in the intelligent age



3.1 The imperative for closer cooperation in the intelligent age



The Technology Paradox: connecting & dividing our world

Technological Stratification

- Advanced AI-powered TVET systems vs. Limited access to transformative tools

Compounding Advantages

- Accelerated skills development for some, widening gaps for others

Critical Question

- Will intelligent technologies exacerbate inequality or serve as equalizers?

3.2 Cooperation through the UNESCO Chairs Network



The UNITWIN/UNESCO Chairs Programme mobilizes expertise of higher education and research institutions to address the interdependent challenges of today's increasingly complex world.

Key role of UNESCO Chairs programme in bridging the digital divide and fostering inclusive digital transformation in education:

- Promoting knowledge sharing and promising practices
- Strengthening institutional capacities and expertise
- Developing open educational resources (OERs)
- Fostering policy dialogue and implementation
- Promoting North-South-South cooperation

3.3 Work by the UNESCO Chair on Digitalization in TVET



UNESCO Chair on Digitalization in TVET at Shenzhen Polytechnic University

Based on the principle of “extensive consultation, joint contribution, and shared benefits”, the Chair promotes South-South cooperation, multi-partner cooperation, and capacity building on digital transformation in TVET, with an aim to bridge the digital divide and contribute to global sustainable development.



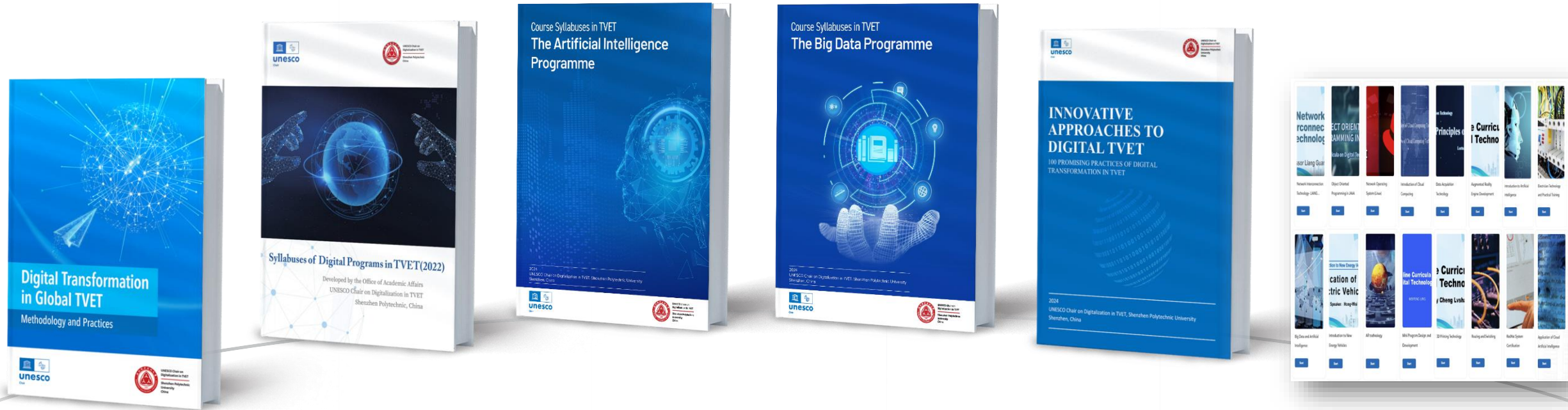
UNESCO Chair on
Digitalization in TVET

Shenzhen Polytechnic
University
China



3.3 Work by the UNESCO Chair on Digitalization in TVET

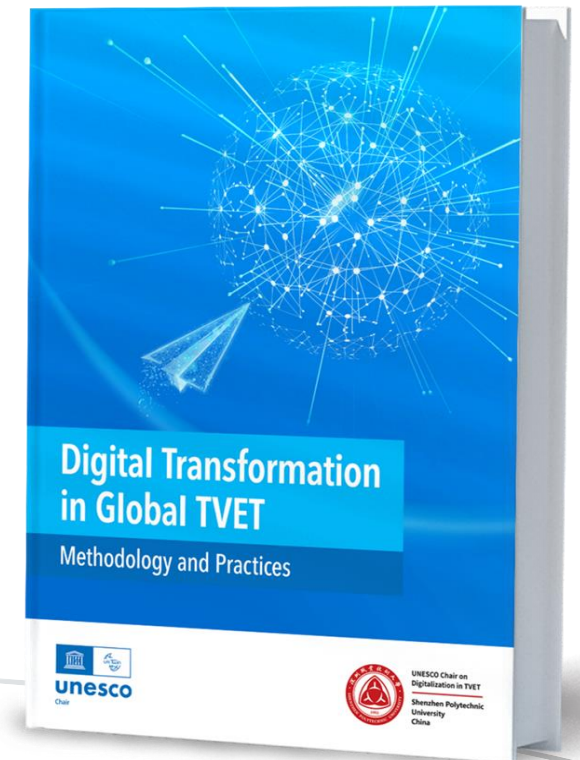
Research and Knowledge Generation on DT in TVET



3.3 Work by the UNESCO Chair on Digitalization in TVET

1. Digital Transformation in Global TVET

- 1 Background of Digital Transformation in TVET
- 2 Methodology for Digital Transformation in TVET
- 3 Digital Transformation of TVET Governance
- 4 Digital Transformation of EdTech and Pedagogy in TVET
- 5 Digital Transformation of TVET Programmes & Curricula
- 6 Capacity Building for Digital Transformation in TVET
- 7 International Collaboration and Exchange in the Digital Transformation of TVET
- 8 Challenges, Trends, and Recommendations



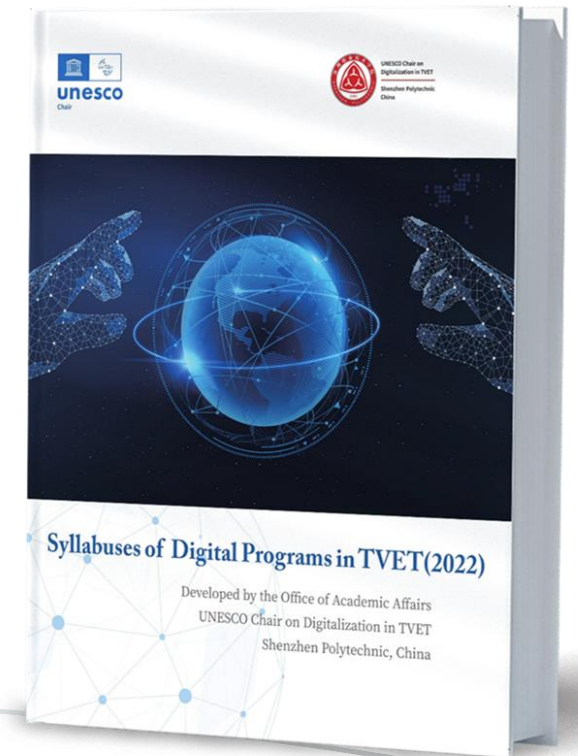
3.3 Work by the UNESCO Chair on Digitalization in TVET

2. Syllabuses of Digital Programs in TVET (2022)

To advance the digital industrialization process in the digital economy, we have mobilized over 200 teachers and industry experts to jointly select and develop 28 teaching standards for digital technology-related majors.

Open Download :

<https://unescoplatforms.szpt.edu.cn/info/1064/1459.htm>



3.3 Work by the UNESCO Chair on Digitalization in TVET

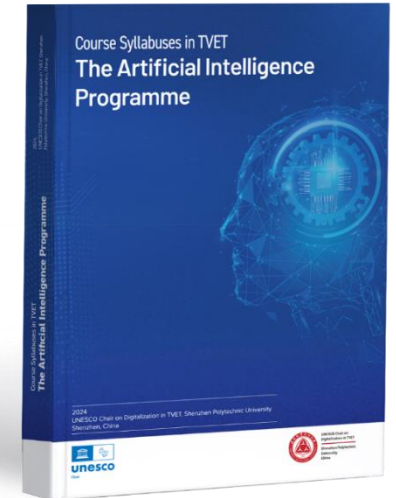
3. Digital Technology Course Syllabuses (International Version)

Developed:

Course Syllabuses in TVET -The Artificial Intelligence Programme

Course Syllabuses in TVET – The Big Data Programme

In total: 50 Course Syllabuses (International Version)



<https://unescoplatforms.szpt.edu.cn/info/1064/2813.htm>

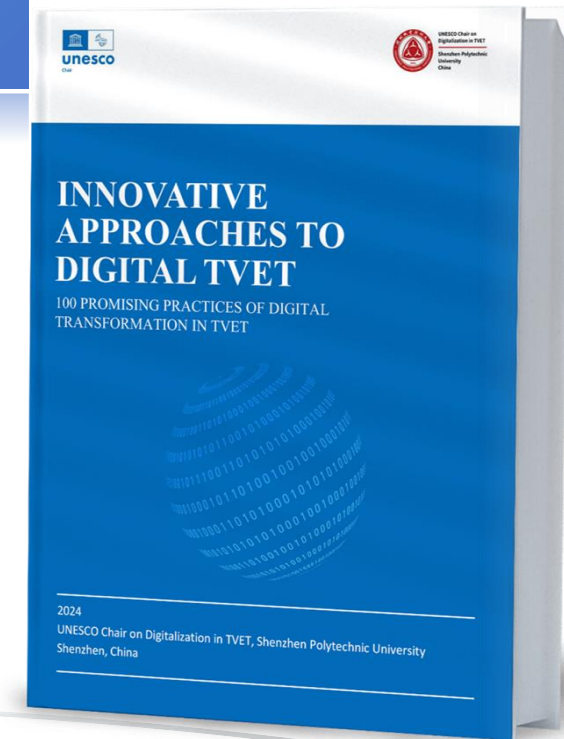


<https://unescoplatforms.szpt.edu.cn/info/1064/2814.htm>

3.3 Work by the UNESCO Chair on Digitalization in TVET

4. 100 Promising Practices of Digital Transformation in TVET

This achievement compiles 100 typical cases of digital transformation (in English), covering multi-dimensional digital transformation in professional programs, curriculum development, educational technologies, and training center construction. It provides successful paradigms and practical references for global vocational colleges to carry out digital transformation.



Open Download :

<https://unescoplatforms.szpt.edu.cn/info/1064/1459.htm>

3.3 Work by the UNESCO Chair on Digitalization in TVET

5. 100 Selected Scenarios of Digital Transformation in Vocational Education Practice Training

100 Selected Scenarios of Digital Transformation in Vocational Education Practice Training compiles hundreds of practical cases of digital transformation in training from Shenzhen Polytechnic University. Using time, location, characters, events, and connection methods as the basic framework, it demonstrates how vocational education implements digital transformation in practice training teaching.

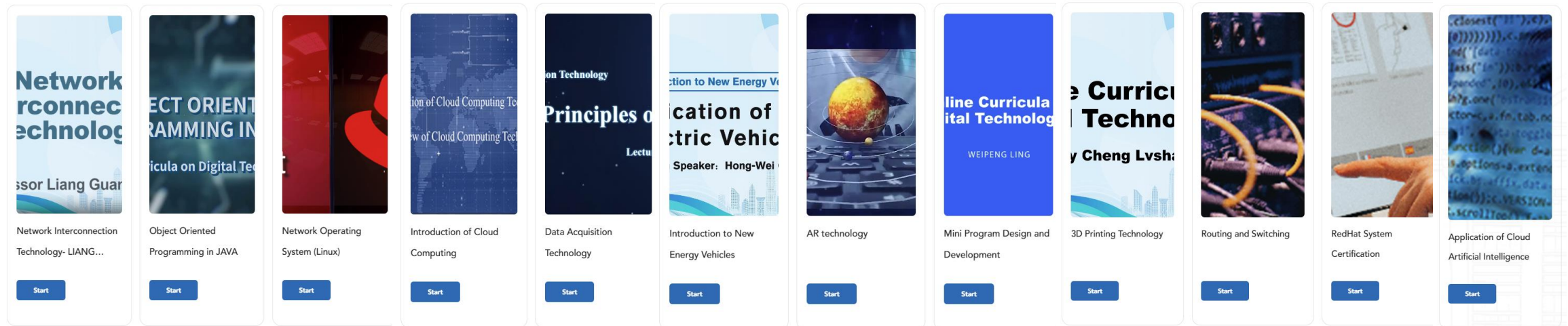


The English version is under development.....

3.3 Work by the UNESCO Chair on Digitalization in TVET

6. Online Open Courses Series on Digital Technology

This achievement includes 16 English-version online courses on the fundamentals of digital technology. This series of courses provides video lessons for ubiquitous learning to teachers and students TVET institutions worldwide. It is conducive to imparting basic knowledge of digital technologies, cultivating students' digital skills, and enhancing their professional competitiveness in the digital era.

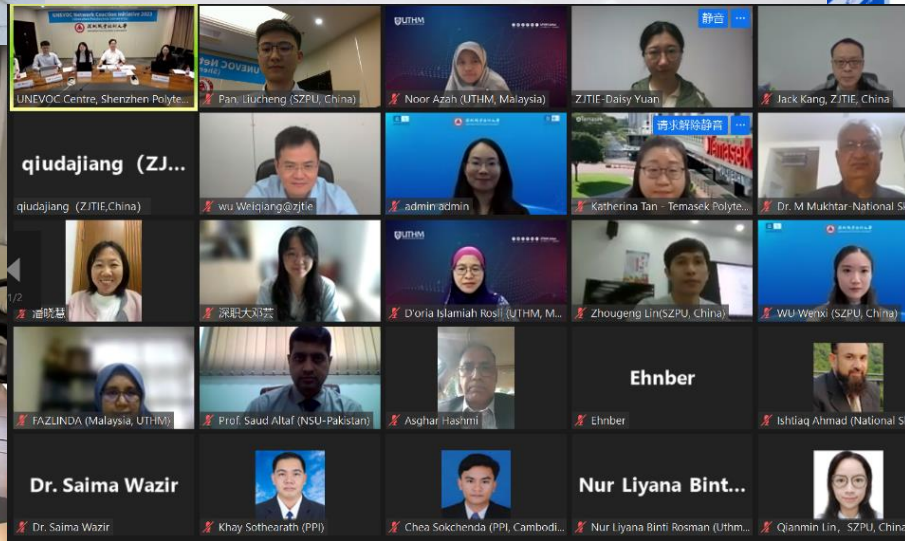


Open resource:

https://unescoplatforms.szpt.edu.cn/Resources1/Open_Education_Resources1.htm

3.3 Work by the UNESCO Chair on Digitalization in TVET

Digital Capacity Building for TVET Leaders and Educators



3.3 Work by the UNESCO Chair on Digitalization in TVET

Global Engagement



Global Forum on Digital Transformation in TVET (Shenzhen) 2024
2024全球职业教育数字化转型（深圳）论坛

Panel Discussion: Identifying and Overcoming Bottlenecks in Implementing Digitalization Policies 圆桌讨论：实施数字化转型政策的挑战与解决方案



UNESCO Chairs and UNITWIN Networks UNESCO Chairs and UNITWIN Network is a network of universities around the world supports UNESCO's work in education, the natural and social sciences, culture and communication, to help address pressing challenges and contribute to the development of their societies. In 2023, UNESCO Chair on Digitalization in TVET (SZPU) was approved.	UNESCO-UNEVOC As UNESCO's designated centre for technical and vocational education and training (TVET), UNESCO-UNEVOC supports Member States in their efforts to strengthen and upgrade their TVET systems. UNESCO-UNEVOC promotes increased opportunities for productive work, sustainable livelihoods, personal empowerment and socio-economic development, especially for youth, women and the disadvantaged. Through its innovative projects, capacity-building programmes and collaborative activities with UNEVOC Centres around the globe, UNESCO-UNEVOC is working towards ensuring access to quality skills training and development for all.	Vocational Education, Training Partnership (VETP), Mongolia The Vocational Education Training Partnership (VETP) is a membership-based NGO that was founded in 2013 by a group of collective development partners in Mongolia. VETP's mission is to create sustainable coordinated action within the TVET sector and its vision is a coordinated collective of partners working together to produce an efficient, sustainable and demand driven TVET sector with a world class workforce.	Seychelles Institute of Technology (SIT), Seychelles The Seychelles Institute of Technology (SIT) is a TVET institution and it made one of the ten hubs selected by UNESCO-UNEVOC in 2019. The new motto of SIT is "Training for Excellence and Opportunities". The mission of SIT is to work in partnership with industry, using quality and responsive programmes which incorporate innovation and research to enrich learners' competences for employment, entrepreneurship and lifelong learning in a globalized environment.	The UNEVOC Centre (Hong Kong), The Education University of Hong Kong As a part of the worldwide UNEVOC Network, the UNEVOC Centre (Hong Kong), The Education University of Hong Kong, assists the UNESCO-UNEVOC International Centre in stimulating international and regional cooperation concerning human development, promoting best and innovative practices in TVET, knowledge sharing, mobilizing expertise and resources, and strengthening partnerships with other relevant agencies.	Korea Research Institute for Vocational Education and Training (KRIVET) Established in 1997, Korea Research Institute for Vocational Education and Training (KRIVET) is a national research institute affiliated with the Prime Minister's Office in Republic of Korea. KRIVET has been conducting policy research and development in the field of education and employment, including Specialized high school, Meister high school and vocational college policies, employment expansion, reducing skills mismatch, development of National Competency Standards based curriculum, Work-Study Dual program and national qualification framework, evaluation of training programs, and provision of career information.	UNESCO-ICHEI The International Centre for Higher Education Innovation under the auspices of UNESCO (UNESCO-ICHEI) was founded on June 8, 2016, which is the tenth education Category II centre in the world. The centre carries the mission of expanding quality and equitable education opportunities through collaborations with flagship universities in various countries to strengthen their capacity in online and blended teaching and learning (OBTIL), as a way of promoting digital transformation in higher education institutions.
Huawei Technologies Co., Ltd. Founded in 1987, Huawei is a leading global provider of ICT infrastructure and smart devices. The company has approximately 195,000 employees and operates in over 170 countries and regions, serving more than three billion people around the world. Huawei's mission is to bring digital to every person, home and organization for a fully connected, intelligent world.	BYD Company Ltd. Founded in February 1995, BYD is a high-tech company devoted to technological innovations for a better life. After more than 20 years of fast growth, the company has established over 30 industrial parks worldwide and has played a significant role in industries related to electronics, automobiles, new energy and rail transit, providing zero-emission energy solutions.	Cambodia Development Resource Institute CDRI is a leading policy research institute and a national think tank of Cambodia. Its mission is to produce high quality, influential and impactful development knowledge through policy research and capacity development to contribute to the prosperity of Cambodia and its region. CDRI's research covers five interrelated areas: Policy Research in Agriculture and Rural Development, Development Economics and Trade, Educational Research and Innovation, Natural Resource and Environment and Governance and Inclusive Society.	Cambodia University of Technology and Science (CamTech), Cambodia Cambodia University of Technology and Science (CamTech) is a promising world-class higher education institution. CamTech aims to cultivate Cambodian young professional talents in science and technology and enhance Cambodia's economic development, with technical partnerships with established and reputable universities in the Asian region and beyond. The mission of CamTech is to offer education that responds to the needs of Cambodia's industrial development and socio-economic growth.	Fiji National University (FNU), Fiji The Fiji National University (FNU) is a dual sector university in Fiji which provides both Higher Education (HE) and Technical & Vocational Education & Training (TVET) Courses with the Vision of being the leading dual-sector transformative university predicated on inclusiveness, innovation and accessibility for Fiji and the Pacific. FNU was formally constituted in 2010 by the Fiji National University Act 2009, which amalgamated six government higher education colleges...	Hong Kong Metropolitan University (HKMU) Hong Kong Metropolitan University (HKMU), established in 1989, is a modern comprehensive university known for its quality professional education tailored to market trends and industry needs. With campuses and learning centers, HKMU offers a wide array of programs, including nursing, physiotherapy, and business management, and is recognized for its commitment to environmental sustainability and social responsibility. The university also holds a significant share of subsidized places under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDPS).	Rift Valley Technical Training Institute (RVTTI), Kenya Rift Valley Technical Training Institute is a leading Technical Training Institution in Kenya. As an ISO 9001:2015 certified Institution, East Africa Community Centre of excellence in TVET and a UNEVOC Centre, RVTTI has endeavored to continuously provide competence based education and training in technical and business disciplines, providing knowledge, skills and attitudes required to steer the country towards achieving Vision 2030 and meeting the Sustainable Development Goals.
Nakawa Vocational Training College (NUTC), Uganda NUTC is a public institution under the Ministry of Education and Sports (Uganda) supervised by the Technical and Vocational Education and Training (TVET) Operations and Management Department. Vision: We envisage ourselves as leaders in preparing skilled and employable technicians for transformative development. Mission: To provide appropriate vocational training, research and consultancy for career growth and national development.	Servicio Nacional de Adiestramiento en Trabajo Industrial (SENATI), Peru SENATI, in accordance with Law No. 26272, the National Training Service for Industrial Labor - SENATI Law, as amended by Law No. 29672, is a public legal entity, privately managed, with technical, pedagogical, administrative, and economic autonomy, and with its own assets, whose purpose is to provide professional training and development for industrial manufacturing activities and for the installation, repair, and maintenance work carried out in other economic sectors.	Burayu Polytechnic College (BPTC), Ethiopia Burayu Polytechnic College, Ethiopia, established in 1979 with support from UNESCO and SIDA as Burayu Basic Technology College, has undergone significant transformations over the years. It became Burayu TVET Institution in 2005, then Burayu TVET College in 2016, and was renamed Burayu Polytechnic College in 2021. These changes reflect the college's commitment to adapting to the evolving demands of technical education and aligning with industry needs. Located in Burayu, Omnia, Ethiopia, the college provides a conducive learning environment.	EDRE Technical and Vocational Training Institute, Ethiopia The Federal TVET, established in 2011 under Proclamation 245/2011, is Ethiopia's only technical and vocational training institute dedicated to producing skilled TVET trainers, leaders, and in-company technicians. Now governed by the Ministry of Labor and Skill (Proclamation No. 1263/2021), the Institute operates in Addis Ababa with satellite campuses. It provides education for professionals from Ethiopian regions and East African countries in both undergraduate and graduate programs. Committed to quality, innovation, and sustainability, the Institute focuses on delivering training, demand-driven research, and consulting services aligned with national policies to support micro and small enterprises.	The University of Goroka - Institute of TVET, Papua New Guinea The Institute of TVET at the University of Goroka is a key TVET provider in Papua New Guinea. It specializes in training teachers for secondary schools, technical colleges, and vocational institutions, focusing on aligning skills development with market demands and promoting self-employment. Offering accredited diploma and bachelor programmes, the Institute serves both pre-service and in-service students in fields like Tourism, Business, and Engineering. Its mission is to upskill the nation with innovative, hands-on training, aiming for academic excellence and industry relevance. Its motto is "Innovative Thinking, Creative Hands."	Beijing Wenhua Online Education Technology Co., Ltd. (Ulearning) Beijing Wenhua Online Education Technology Co., Ltd., a national high-tech enterprise headquartered in Beijing with global operations, specializes in AI-powered smart education solutions. Its flagship platform "Ulearning" integrates Huawei's ICT infrastructure to deliver multilingual teaching systems, currently deployed across China, Asia-Pacific, Latin America, and Africa.	iFLYTEK Founded in 1999, iFLYTEK Co., Ltd. is a listed company in the Asia-Pacific Region focusing on intelligent speech and technology. The company's business includes intelligent application systems, software for voice and speech recognition and conversion, computer software design service, computer programming service. For many years the company has committed to provide cornerstone technical research in the field of AI software, and developed technologies to support online commodity transactions, while providing various services in advertising, online trading, marketing, and computer database information system.

3.3 Work by the UNESCO Chair on Digitalization in TVET



UNESCO Chair on
Digitalization in TVET

Shenzhen Polytechnic
University
China

2025 Work Plan

Network Communication:

- **2025 Global Forum on Digital Transformation of TVET (Shenzhen)**
- Quarterly Newsletter
- Expansion of the UNESCO Chair Cooperation Network

Capacity Building:

- **2025 TVET Digital Leadership Training Workshop**
- Development of the Teacher Training Resource Package for the "China - ASEAN Digital Capacity Building Centre in TVET"
- Preparation for the Establishment of **China - ASEAN Digital Capacity Building Centre in TVET** in another ASEAN country

Knowledge Production:

- Report: "Guidance Manual on the Digital Transformation of Vocational Colleges"
- 8 New Online Digital Technology Courses in the International Edition
- 46 International Edition Curriculum Standards for the Majors of Cloud Computing and Software Technology
- Chinese and English Versions of "100 Selected Scenarios of Digital Transformation in Vocational Education Practice Training"

3.4 China-ASEAN TVET Digital Capacity Building Centre

China-ASEAN TVET Digital Capacity Building Centre



深圳職業技術大學
SHENZHEN POLYTECHNIC UNIVERSITY



UTHM
Universiti Tun Hussein Onn Malaysia

Foundation

Joint initiative between Shenzhen Polytechnic University (SZPU) and Universiti Tun Hussein Onn Malaysia (UTHM).

Core Activities

Co-develop and share knowledge products that support TVET digital transformation of TVET;
Deliver joint training workshops to build digital capacity for TVET teachers.

Expected Outcomes

Build a regional digital cooperation network based in ASEAN with global outreach;
Promote digital transformation and quality enhancement of TVET through international collaboration.



The intelligent age opens new avenues for TVET international cooperation—where collective wisdom transcends borders, digital partnerships amplify impact, and shared innovation transforms educational divides into bridges of shared opportunities.

Key findings from Survey on UNESCO-UNEVOC medium-term strategy 2024-2026 (MTS IV)

In addition, there are 36% of the respondents provided effective feedback when answering the question ‘Do you have other requests for support from UNESCO-UNEVOC’. Typical requests are as following:

- Future support from UNESCO- UNEVOC is highly appreciated in terms of providing **Capacity building, funding** for leaders to **attending conference** and internship programmes.
- We hope the UNESCO-UNEVOC try to support the necessary resources so that clusters are active, and also to allow **face-to-face and online participation** in future activities in order to strengthen collaboration between TVET multi-stakeholders.
- **Education in our country was stopped because of the War.** If the War is over, we need to develop UNECO-UNEVOC programmes Specially the **Digital Education & the Intelligence Education to move to the virtual laps.**
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Thank you!

