



SEAMEO TED

Southeast Asian Ministers of Education Organization
Regional Centre for Technical Education Development

PROGRAMME PROCEEDINGS

China-Southeast Asia Capacity Development
Workshop on Transforming TVET and Skills
Ecosystem for the Digital Era

Beijing

22-28 JUNE 2026

Table of Contents

I.	Introduction	1
II.	Executive Summary.....	4
III.	Activities.....	5
	3.1 Opening Symposium of the China-Southeast Asia Capacity Development Workshop	5
	3.2 Visit to Beijing Hospitality Institute (BHI)	12
	3.3 Visit to Centre for Language Education and Cooperation of China (CLEC)	13
	3.4 Cultural Visit to The Great Wall of China on 25 th June 2026.....	14
	3.5 Industry-Education Integration Workshop	16
	3.6 Field Visits to Beijing Caofeidian International Vocational Education Town	19
	3.7 Participating Global Teacher Skills Workshop	19
	3.8 Field Visits	23
IV.	Conclusion.....	27
V.	List of Participants.....	27

I. Introduction

Technical and Vocational Education and Training (TVET) plays a critical role in linking education with employment, supporting economic recovery, and promoting inclusive and sustainable development. Recognizing its strategic importance, UNESCO's Strategy for Technical and Vocational Education and Training (TVET) for the period 2022–2029 is guided by three interrelated pillars: Recovery, Transition, and Transformation. These pillars emphasize strengthening TVET systems to respond to post-pandemic recovery, support structural transitions in economies and societies, and transform education and skills development to meet future demands.

The rapid development of digital technologies and the accelerated pace of digital transformation across economies and labour markets have continued to reshape industries and modes of work. Education and training systems are under increasing pressure to adapt to a rapidly changing and uncertain future. Evidence indicates that technological skills are projected to grow in importance more rapidly than any other category of skills over the next five years, reflecting employers' rising demand for digital, technological, and innovation-related competencies. In this context, a fundamental transformation of TVET and skills development systems has become both urgent and necessary.

Despite its importance, many TVET systems continue to face persistent challenges in responding effectively to evolving labour market needs. According to joint analyses by the World Bank and the International Labour Organization (2022), the performance of TVET is influenced by multiple factors, including access, equity, quality, and relevance. In practice, many TVET institutions tend to focus on traditional technical skills based on existing institutional capacity, rather than addressing the growing demand for cognitive, digital, and entrepreneurial skills. While well-functioning TVET systems can equip learners with skills for current employment, they must also enhance learners' adaptability to prepare them for future shifts in skills demand in the digital era. These challenges are particularly evident in regions undergoing rapid economic and digital transformation.

In China and the Southeast Asia region, rapid digitalization and economic transformation present significant opportunities for strengthening human resources and social development through TVET. However, countries also face shared challenges, including skills mismatches, digital divides, and uneven institutional capacities to respond to evolving labour market demands. Strengthening regional cooperation, knowledge exchange and capacity building is therefore essential to advancing inclusive and future-ready TVET systems.

In this context, the UNESCO International Research and Training Centre for Rural Education (INRULED), in collaboration with the SEAMEO Regional Centre for Technical Education Development (SEAMEO-TED) and related key partners, proposes to initiate the China–Southeast Asia TVET Capacity Development Workshop on Transforming TVET and Skills Ecosystem for the Digital Era. The workshop aims to provide a platform for dialogue, knowledge exchange, and capacity development among

policymakers, educators, and other stakeholders, with a view to strengthening TVET systems and enhancing their responsiveness to digital transformation in the region.

➤ Objectives

Knowledge Exchange and Reflection

Reflect on global and regional policies, strategies, and practices related to the transformation of TVET and skills development in the digital era, with a view to generating shared understanding and policy-relevant insights that support responsive, inclusive, and future-oriented TVET systems.

➤ **Capability Development**

Strengthen the capacities of TVET policymakers, educators, and practitioners, particularly from Southeast Asia, to understand emerging digital-era skills demands and to integrate digital, cognitive, and entrepreneurial skills into TVET systems, thereby enhancing learners' adaptability and lifelong learning capacities.

➤ **Multi-stakeholder and Regional Collaboration**

Promote dialogue, mutual understanding, and collaborative networks among policymakers, TVET institutions, industry representatives, and international organizations, in order to foster coordinated actions and partnerships for transforming TVET and skills development in the digital era.

➤ **Date and Location**

Date: June 22-28, 2026

Location: Beijing City, China

➤ **Participants:**

The workshop will bring together policymakers, education officials, and researchers and practitioners from Southeast Asian countries in the field of TVET and rural education and development, including representatives from Ministries of Education, local education authorities, TVET institutions, and development agencies. Approximately **30 participants** from ASEAN member states are expected to attend. The final list of participants will be determined based on SEAMEO TED's selection process.

II. Executive Summary

- TVET modernization must move beyond technical upgrades to focus on bridging the urban-rural divide and ensuring inclusive, equal learning opportunities for rural and vulnerable groups.
- Regional prosperity depends on creating modular, lifelong learning pathways and deep multi-stakeholder partnerships to align vocational training with the demands of the digital and green economies.
- The ASEAN-China Centre will act as a strategic bridge to address skills mismatches and infrastructure inequalities by facilitating policy workshops, administrator training, and the sharing of open digital resources for marginalized groups.
- By harmonizing cross-border vocational standards and quality metrics, the partnership supports the 2026–2030 bilateral action plan and the ASEAN Community Vision 2045, establishing TVET as a central pillar for regional integration and workforce readiness.
- With only 5% of TVET graduates meeting corporate hiring standards and 75% of enterprises facing skilled labor shortages, the region must focus on aligning cross-border policies, upgrading digital governance, and building strong academia-industry networks.
- Future TVET strategy will prioritize training in digital literacy, green industries, and the care economy, paired with cross-border credential recognition to enable circular talent mobility and close persistent workforce gaps.
- To counter job displacement caused by AI and automation, universal workforce reskilling is required by 2030, leveraging China's mature TVET systems and "Luban Workshop" initiatives as replicable blueprints for regional infrastructure.
- UNESCO advocates for inclusive, people-centered vocational frameworks that prioritize equity and individual empowerment, ensuring digital transformation serves as an equalizer to achieve the UN 2030 Sustainable Development Goals.
- To prevent academic obsolescence driven by rapid AI advancement, TVET systems must shift from rigid, multi-year majors toward shortened educational loops and decentralized, enterprise-led micro-courses that can rapidly scale industrial expertise across borders.
- Vocational training should evolve from isolated classrooms into integrated ecosystems that merge industrial production, research, and urban development, supported by sustained investment and international scholarships to drive localized economic growth and shared regional prosperity.
- Institutions should leverage big data and generative AI to create personalized learning pathways that enhance rather than replace human mentorship, while establishing secure regulatory standards and focusing on analytical skills to overcome structural barriers to access.
- China created the combination of businesses and schools: curriculum+textbooks+teacher training as the key project that Ministry of Education and Ministry of Finance closely work together for it, as a pilot project for 50 schools (2019-2024).

- Tangshan Maritime Institute develops the curriculum aligning with the regional industry development plan in the province, based on job analysis. The province has 127 industry mentors to support academic activities and industrial integration.
- The holistic approach, as ten hundred thousand projects, linking towns, villages, communities, industries, and universities for skills development. 50% of the curriculum has been developed by experts from industries.
- 10% of majors/fields of studies keep changing every year to meet the technological innovations and labor market needs.

III. Activities

3.1 Opening Symposium of the China-Southeast Asia Capacity Development Workshop: “Transforming TVET and Skills Ecosystem for the Digital Era” on 23rd June 2026

3.1.1 Introduction

The Opening Symposium of the China-Southeast Asia Capacity Development Workshop: “Transforming TVET and Skills Ecosystem for the Digital Era” was held on 23 June 2026 in the morning gathering more than 100 participants, including 26 heads of TVET institutions, researchers, and practitioners from six ASEAN member states: Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam. The opening ceremony was graced by high-ranking officials and distinguished guests, including Professor Zhou Zuoyu, H.E. Shi Zhongjun, Dr. Songheang Ai, and Professor Shahbaz Khan. Keynote addresses were also delivered by Dr. Tang Min, Mr. Yao Yichun, and Dr. Ethel Agnes Valenzuela, all of whom provided valuable insights into the future of vocational education.



(Group Photos of the Opening Symposium)

3.1.2 Agenda of the Symposium

The symposium has 4 sessions as follows:

1. Welcoming Remarks

- Prof. ZHOU Zuoyu, Director of UNESCO INRULED, Deputy Director of the University Council of Beijing Normal University
- H.E. Mr. SHI Zhongjun, Secretary-General of the ASEAN-China Center (ACC)
- Dr. Songheang Ai, Centre Director, SEAMEO TED
- Prof. Shahbaz Khan, Director of the UNESCO Regional Office for East Asia

Moderator: Dr ZHAO Yuchi, Executive Director of UNESCO INRULED

Key Messages



➤ **Prof. Zhou Zuoyu** emphasized that TVET modernization must move beyond technical upgrades to prioritize equity and bridge the urban-rural digital divide. He outlined three strategic priorities: centering equity in digital transformation, creating flexible modular learning pathways, and deepening multi-stakeholder collaboration to align skills with green and digital market demands. Ultimately, these efforts aim to build dynamic, inclusive networks that ensure regional prosperity and social stability. Regional prosperity depends on creating modular, lifelong learning pathways and deep multi-stakeholder partnerships to align vocational training with the demands of the digital and green economies.



➤ **Ms. Liu Xiao** emphasized the ASEAN-China Centre's role as a strategic bridge to address regional skills mismatches and digital infrastructure gaps. The Centre will facilitate policy exchanges, align vocational standards, and share open resources to support the 2026–2030 bilateral action plan and the ASEAN Community Vision 2045. These initiatives aim to establish TVET as a foundation for regional integration and inclusive workforce readiness.



➤ **Dr. Songheang Ai** addressed ASEAN's severe skills gap—where 75% of firms face labor shortages despite a large workforce—by proposing three priorities: aligning regional policies, upgrading digital governance, and strengthening industry-academia networks. He emphasized training in digital, green, and care sectors, combined with cross-border credential recognition to enhance talent mobility and regional industrial resilience.



➤ **Mr. Shahbaz Khan** warned that AI-driven job restructuring requires universal reskilling by 2030, citing China's TVET system and "Luban Workshop" initiatives as replicable models for success. He emphasized UNESCO's commitment to inclusive, people-centered vocational frameworks that leverage digital tools as equalizers to achieve the UN 2030 Sustainable Development Goals.



Moderator

2. Keynote Speeches

- **Dr. TANG Min**, former Counselor of the State Council and Chairman of the China-ASEAN Specialized Committee for Education Cooperation and Development, The China-Association for Non-Government Education
- **Mr. YAO Yichun**, Chairman and President of China POCY Group (TBD)
- **DR. ETHEL AGNES VALENZUELA**, CHAIR of the P2A ASEAN AI Council (AAIC) Advisory Members

Moderator: Dr ZHAO Yuchi, Executive Director of UNESCO INRULED



Dr. TANG Min



Mr. YAO Yichun



DR. ETHEL AGNES VALENZUELA

Key Messages

- **Dr. TANG Min:** To prevent academic obsolescence driven by rapid AI advancement, TVET systems must shift from rigid, multi-year majors toward shortened educational loops and decentralized, enterprise-led micro-courses that can rapidly scale industrial expertise across borders.
- **Mr. YAO Yichun:** Vocational training should evolve from isolated classrooms into integrated ecosystems that merge industrial production, research, and urban development, supported by sustained investment and international scholarships to drive localized economic growth and shared regional prosperity.

- **DR. ETHEL AGNES VALENZUELA:** Institutions should leverage big data and generative AI to create personalized learning pathways that enhance rather than replace human mentorship, while establishing secure regulatory standards and focusing on analytical skills to overcome structural barriers to access.

3. Session I: Policy frameworks and national/regional initiatives

- **Cambodia: Mr. Chuob Ratana**, Director of Tourism Professional Training Department, Ministry of Tourism, Cambodia
- **China: Mr. Pu Zihan**, Deputy Director of the Vocational Education Division of the Sichuan Provincial Department of Education, PR China
- **Indonesia: Mr. Adetiya Prananda Putra, S.ST., M.M**, Vice Director for Academic Affair, Politeknik Negeri Banyuwangi
- **Malaysia: DR. NOOR ROSMAWATI BINTI YUSUF**, Deputy Director, Curriculum Department, Department of Polytechnic and Community College Education
- **Philippines: Dr. Manuel M. Muhi**, University President, Polytechnic University of the Philippines
- **Thailand: Dr. Rungrawee Jipakdee**, Ph.D, Assoc. Prof., Dean, Faculty of Multidisciplinary Sciences & Entrepreneurship, Thaksin University (TBC)
- **Vietnam: Dr. Dang Thi Dieu Hien**, Head of the Department of Pedagogy at Institute of Technical Education of Ho Chi Minh City University of Technology and Education (HCMUTE)

Moderator: Mr. Rien Chamrong, Vice Head of Public Relations and Partnership Division of SEAMEO TED



Mr. Chuob Ratana

Mr. Pu Zihan

*Mr. Adetiya Prananda Putra,
S.ST., M.M,*

*DR. NOOR ROSMAWATI BIN
YUSUF*



Moderator



Dr. Manuel M. Muhi



Dr. Rungrawee Jipakdee



Dr. Dang Thi Dieu Hien

Key Outcomes

- **Cambodia** advances TVET through centralized governance, standardized qualifications, competency-based certification, and targeted financial support for disadvantaged learners. By integrating quality assurance with regional qualification frameworks, it strengthens workforce mobility, lifelong learning, and long-term economic transformation toward a high-income, skills-based economy.
- **China** promotes a modern TVET system through legal recognition, dynamic curriculum updates, extensive digital learning resources, and sustained public investment. Strong collaboration among government, industry, and educational institutions ensures vocational education remains responsive to industrial upgrading, technological innovation, and workforce development.
- **Indonesia** strengthens TVET by fostering close collaboration between government, education providers, and industry while expanding digital learning technologies and competency-based training. Its continued focus on green skills, applied research, and international partnerships aims to build a competitive and future-ready workforce.
- **Malaysia** enhances TVET through coordinated multi-ministerial governance, flexible learning pathways, industry-led curriculum development, and comprehensive digital transformation initiatives. Combining workplace learning with emerging technologies and micro-credentials enables graduates to meet evolving labor market demands and support sustainable economic growth.
- **The Philippines** promotes an integrated and demand-driven TVET system through unified qualification frameworks, coordinated governance, flexible credit transfer mechanisms, and expanded digital learning opportunities. These reforms improve workforce mobility, educational accessibility, and alignment between vocational education and national development priorities.
- **Thailand's** vocational focus on cross-border training, sub-regional study tours, and entrepreneurship development. Her presentation highlighted shifting university paradigms toward human-centered innovation models to build global competitiveness and flexible skills ecosystems.
- **Vietnam** modernizes TVET through teacher capacity building, digital governance, standardized quality assurance, and national digital transformation strategies. Supported by stronger private-sector participation and international cooperation, these initiatives enhance institutional effectiveness while preparing learners for rapidly changing labor markets and technological advancement.

4. Session II: Local innovations and case studies

- **Cambodia: Mr. Eng Vanna**, Lecturer of Information Technology, the National Technical Training Institute, Cambodia
- **China: Prof. Yan Jiming**, President of Chengdu Agricultural College in China

- **Indonesia: Mr. Zainal Arifin Renaldo, S.S., M.Hum.,** Deputy Director for Partnerships, Marketing, and Student Affairs, Politeknik Caltex Riau, Indonesia
- **Malaysia: Ms. LEILA ADJA RADJEMAN @ RADJIMAN,** Lecturer, Seberang Perai Polytechnic, Malaysia
- **China: Mr. Li Fei,** Dean of the School of Fisheries Economics at Tangshan Maritime Vocational College, PR China
- **The Philippines: DR. AMADO A. OLIVA, JR.** SUC President III of Camarines Sur Polytechnic Colleges, the Philippines
- **China: Mr. Wen Bo,** President of Centennial Vocational School, PR China

Moderator: Dr. QI Xinjian, Assistant Director of UNESCO INRULED



Mr.Eng Vanna

Prof. Yan Jiming

Mr.Zainal Arifin Renaldo, S.S.,
M.Hum.,

Ms. LEILA ADJA
RADJEMAN @ RADJIMAN



Moderator



Li Fei

DR. AMADO A. OLIVA, JR.

Wen Bo

Key Outcomes

- **Mr. Eng Vanna** illustrated how NTTI combines hands-on robotics projects, targeted academic support, industry-based teacher training, and community engagement to strengthen technical education, reduce educational barriers, and improve public recognition of vocational education as a valuable career pathway.
- **Prof. Yan Jiming** demonstrated how Chengdu Agricultural College combines digital learning, international standards, language education, and enterprise partnerships to internationalize agricultural vocational education, supporting rural revitalization while expanding technical cooperation and sustainable development across partner countries.
- **Mr. Zainal Arifin Renaldo** detailed how Caltex Riau Polytechnic integrates enterprise-designed curricula, authentic training facilities, digital technologies, community-based innovation, and international mobility to strengthen students' practical competencies, improve employability, and support regional industrial development.
- **Mr. Leila Adja Radjeman** explained how Malaysia's MC@POLYCC framework uses competency-based micro-credentials, stackable digital certifications, and flexible learning

pathways to support lifelong learning, improve educational accessibility, and enable continuous workforce upskilling in the digital era.

- **Mr. Li Fei** illustrated how Tangshan Maritime Vocational College integrates enterprise partnerships, applied research, AI-enabled technologies, and practical industry services to modernize fisheries education while supporting regional aquaculture innovation and workforce development.
- **Mr. Dr. Amado A. Oliva Jr.** explained how Camarines Sur Polytechnic Colleges combines quality assurance, digital transformation, international cooperation, research, and industry certification to strengthen institutional excellence, graduate employability, and sustainable innovation in vocational education.
- **Mr. Wen Bo** demonstrated how Centennial Vocational School combines charitable education, full industry participation, project-based learning, and holistic human development to provide disadvantaged students with free, high-quality vocational education while cultivating adaptable lifelong learners prepared for an evolving digital society.

Executive Summary



Dr. Liu Yufeng and **Dr. Songheang Ai** highlighted the shared necessity for China and ASEAN nations to adapt to Industry 5.0 and the green transition through integrated digital TVET transformation and cross-border cooperation. By leveraging regional platforms to establish technical benchmarks and fostering school-enterprise

partnerships, nations can better prepare students for an AI-driven era via cross-disciplinary problem-solving. Ultimately, the session concluded that modern vocational education must transcend technical mastery to serve as a tool for social equity, inclusive innovation, and the personal well-being of every learner.

5. Visit the Digital Education Resource Centre at Beijing Normal University

Following the closing ceremony in the late afternoon of 23rd June 2026 of the Opening Symposium, all SEA participants were arranged to pay a visit to the Digital Education Resource Centre at Beijing Normal University where they explored emerging Artificial Intelligence (AI) tools for modern teaching and learning.



All SEA participants were listening to the presentation of Artificial Intelligence (AI) tools invented by students at Digital Education

3.1.3 Key Takeaways of the Opening Symposium

- Digital transformation must prioritize equity by expanding modular, inclusive technical training access to vulnerable populations.
- Shortening pedagogical loops through direct industry-co-developed curricula prevents rapid classroom skill and major obsolescence.
- Constructing stackable micro-credential frameworks creates flexible, globally recognized pathways that support lifelong regional upskilling.
- Future-oriented TVET networks require cross-border standard alignment and deep multi-stakeholder public-private integration to eliminate mismatches.

3.2 Visit to Beijing Hospitality Institute (BHI) on 24th June 2026 (Morning)

3.2.1 Profile of (BHI)

Beijing Hospitality Institute (BHI) specializes in hospitality and tourism management education, utilizing a unique alternating theory-and-practice training model guided by its proprietary 5H holistic education philosophy. The institute maintains long-term strategic partnerships across high-end hospitality, new energy, and cultural tourism sectors, hosting two annual career fairs that provide over 2,000 student job openings. BHI students have provided official VIP reception services for prominent global events, including the Belt and Road Forum for International Cooperation, the G20 Summit, and the Winter Olympic Games.



(Beijing Hospitality Institute (BHI))

The institute runs stable international exchange programs with partner institutions in Switzerland, New Zealand, and the UK. To meet emerging industry demands, BHI is launching a brand-new Marketing and Entrepreneurship Management major in September 2026.



(Participants were listening to the introduction of BHI)



(Dr. Ai and Dr. Gao were exchanging gifts)



(Dr. Ai was giving his impressive remarks at BHI)



(Participants joined Tea and Wine Processing Classes)

3.2.2 Outcomes of the Visit

- BHI's alternating theory-practice model and unique 5H philosophy offer reproducible blueprints for modernizing tourism vocational tracks.
- Complete school-enterprise integration and stable international exchange channels support highly reliable cross-border vocational education collaboration.
- The upcoming September Guangxi exchange conference serves as an efficient platform for precise China-ASEAN vocational school matching.
- Both sides formed a definitive consensus to follow up and co-design customized international tourism vocational cooperation frameworks.

3.2.3 Visit to Centre for Language Education and Cooperation of China (CLEC) on the 24th June 2026 (Afternoon)

3.3.1 Profile of CLECC

The Center for Language Education and Cooperation (CLEC) is a non-profit professional educational institution for international Chinese language education affiliated with the Ministry of Education of China, committed to language education exchanges and cross-cultural learning. Its comprehensive smart service platform, Chinese Plus,



(Centre for Language Education and Cooperation of China (CLEC))

co-operated by Wuzhou Hanfeng Network Technology (Beijing) Co., Ltd.. The platform maintains partnership networks with over 1,600 schools, institutions, and enterprises across 163 countries, hosting more than 430 online courses to serve 2.71 million registered learners globally.

CLEC coordinates the international Chinese language education resource system, providing high-quality digital textbooks, the "Chinese Bridge" series, and specialized programs linking language learning with vocational professional skills.



(Group photo of all participants at CLEC)



(Discussion for further cooperation)



(Presentation of CLEC)



(Participants tried new technology tools at CLEC)

3.3.2 Outcomes of the Visit

- CLEC's digital platforms and AI-powered learning communities effectively relieve the shortage of professional Chinese teachers across ASEAN schools.
- Integrated online-offline teaching services supply highly flexible and customizable pathways for Sino-ASEAN international language education cooperation.
- The "Chinese Plus vocational skills" model and AI tools align perfectly with regional socio-economic and industrial upgrading demands.
- Both sides agreed to maintain continuous contact to compile customized institutional needs and build long-term cultural exchange schemes.

3.3.3 Cultural Visit to The Great Wall of China on 25th June 2026

3.4.1 Profile of The Great Wall

The Great Wall of China is a series of fortifications in China. They were built across the historical northern borders of ancient Chinese states and Imperial China as protection against various nomadic groups from the Eurasian Steppe. The first walls date to the 7th century BC; these were joined together in the Qin dynasty. Successive dynasties expanded the wall system; the best-known sections were built by the Ming dynasty (1368–1644).



(The Great Wall)

To aid in defense, the Great Wall utilized watchtowers, troop barracks, garrison stations, signaling capabilities through the means of smoke or fire, and its status as a transportation corridor. Other purposes of the Great Wall have included border controls (allowing control of immigration and emigration, and the imposition of duties on goods transported along the Silk Road), and the regulation of trade.

The collective fortifications constituting the Great Wall stretch from Liaodong in the east to Lop Lake in the west, and from the present-day Sino-Russian border in the north to Tao River in the south: an arc that roughly delineates the edge of the Mongolian steppe, spanning 21,196.18 km (13,170.70 mi) in total. It is a UNESCO World Heritage Site, and was voted one of the New 7 Wonders of the World in 2007. Today, the defensive system of the Great Wall is recognized as one of the most impressive architectural feats in history.



(Group Photo at the Great Wall)

3.4.2 Outcomes of the Visit

- All participants learnt and explored the rich of culture and history of the Great Wall of China.
- They viewed the Chinese traditional dance and mortal art at the site and some of them got some souvenirs from souvenirs stores and took a lot of photos for their memories.

3.4.3 Digital Empowerment, Tech-Education Collaboration China Craftsman Valley International Industry-Education Integration Workshop on 26th June 2026

3.5.1. Background

On 26 June, the Digital Empowerment, Tech-Education Collaboration China Craftsman Valley International Industry-Education Integration Workshop, organized by the UNESCO International Research and Training Centre for Rural Education (UNESCO INRULED) and China Pocy Group, and hosted by Caofeidian College of Technology and Tangshan Maritime Institute, was held at the Beijing Caofeidian International Vocational Education Town. The event brought together more than 50 policymakers, principals of vocational colleges, experts, academics and industry representatives from China, Southeast Asia and African countries. Participants engaged in in-depth discussions on topics including the digital transformation of vocational education, international industry-education integration practices, cross-border joint training of skilled personnel, the mutual recognition of vocational standards, models of school-enterprise cooperation and practical project matching.

3.5.2 Agenda of workshop

The workshop was divided into four sessions as follows:

1. Opening Remarks

- **Ms. Sun Aiping**, Executive Vice President of China Pocy Group
- **Dr. Songheang Ai**, Centre Director, SEAMEO TED
- **Dr. Qi Xinjian**, Assistant Director, UNESCO INRULED

Moderator: Ms. Ma Jia, General Manager of the Education Department of China Pocy Group



*Ms. Sun Aiping, Executive Vice President
of China Pocy Group*



*Dr. Songheang Ai, Centre
Director, SEAMEO TED*



*Dr. Qi Xinjian, Assistant Director,
UNESCO INRULED*

Key Takeaways

- **Ms. Sun Aiping** discussed the profound restructuring of global supply chains and the surging demand for high-quality technical skills and international competency. Emphasized that regional vocational education partnerships are key to overcoming global industrial shifts and pushed for the comprehensive implementation of the China-ASEAN Digital Skills and Talent Development Joint Initiative.

- **Dr. Songheang Ai** highly praised China’s exploration of digital transformation in vocational education. Stressed the importance of bridging the technological skill gap, solving talent shortages, addressing technical disruptions, and conducting one-on-one training to enhance the capacity of vocational education managers.
- **Dr. Qi Xinjian** highlighted INRULED’s long-term educational focus spanning Southeast Asia, Africa, and Small Island Developing States. Expressed commitment to supporting precise point-to-point matchmaking to translate bilateral exchanges into impactful, practical projects.

2. Keynote Speech

- **Ms. Mr. Liu Caiqin**, President of Caofeidian College of Technology
- **Mr. Li Jiasheng**, President of Tangshan Maritime Institute
- **Mr. Li Jiayuan**, Director of the Teaching and Research Office of the School of International Education, Chengdu Agricultural College
- **Ms. Zhang Chunying**, Dean of the School of Artificial Intelligence
- **Ms. Sheng Yandi**, Vice Dean (Teaching), School of Business Tourism

Moderator: Mr. Zhang Ning, Vice President of Caofeidian College of Technology

Key Messages

- International industry-education integration requires a three-dimensional approach combining localized talent cultivation, outward service expansion, and extensive global resource links.
- Government guidance, industrial demand, and standards alignment are the key conditions for transforming international cooperation into practical talent development projects.
- The “Chinese + vocational skills” training chain can connect China’s vocational education experience with the skill needs of partner countries and overseas industries.
- Industry-education integration should be embedded across campus development, regional service, and enterprise cooperation rather than treated as a single project.
- Program design, faculty development, training facilities, skills competitions, and social training can jointly support the cultivation of workplace-ready professionals.
- Deep university-enterprise cooperation depends on shared resources, co-built programs, internship and employment pathways, and continuous alignment with regional industrial layouts.
- Agricultural vocational education can support regional development by linking specialty clusters with local agricultural enterprises, industrial parks, and rural revitalization needs.
- Chengdu Agricultural College’s strengths in agriculture, animal medicine, horticulture, leisure agriculture, and related fields provide entry points for cooperation with ASEAN and African partners.
- Future collaboration can focus on agricultural programs, student exchange, faculty visits, short-term training, and joint projects connected to modern agriculture.

- The SGAVE project demonstrates how German dual-system concepts can be localized through project classes, teacher training, examiner qualification, and school-based teaching materials.
- Action-oriented six-step teaching and enterprise work orders help connect classroom learning with real industrial tasks in big data and digital technology programs.
- Standardized curriculum design, dual-qualified faculty, and joint school-enterprise evaluation are central to cultivating digital technical talent for the Beijing-Tianjin-Hebei region.
- International business and tourism talent cultivation should combine practical service skills with language ability, cross-cultural competence, and professional literacy.
- Partnerships with hotel groups, master studios, industrial colleges, and real workplace tasks can turn hospitality and tourism training into employment-oriented pathways.
- “Chinese + hotel skills” programs and scenario-based vocational Chinese materials can support two-way cultural and tourism industry exchange.

3. Topic Presentations

- Indonesia: Mr. Zainal Arifin Renaldo, S.S., M.Hum., Partner of Politeknik Caltex Riau, Vice Director of Marketing and Student Affairs
- Indonesia: Mr. Adetiya Prananda Putra, Vice Director of Academic Affairs of Politeknik Negeri Banyuwang
- Indonesia: Dr. Abdurokhim, SE., MM, Director of Politeknik Siber Cerdika Internasional
- Indonesia: Dr. Muhammad Taali, Director of Politeknik Negeri Madiun
- Thailand: Dr. Rungawee Jitpakdee, Dean and Associate Professor of Faculty of Interdisciplinary Science and Entrepreneurship of Thaksin University
- The Philippines: Mr. Randy Dumaguit Sagun, APCORE, Registration Director of Graduate School
- The Philippines: Dr. Jackson Jake U. Llames, Knowledge Management Specialist of Office for Institutional Quality Management and Office of Vice President for Research, Development and Extension at Polytechnic University of the Philippines
- Zambia: Mr. Derrick Saboi, Director Planning and Information, Ministry of Technology and Science, Zambia
- Zambia: Mr. Gift Hanjongola, Public Policy Specialist, Cabinet Office, Zambia

Moderator: Dr. Zhang Shukun, Vice President of Tangshan Maritime Institute

Key Takeaways

- Digital transformation has become a core issue in international cooperation on vocational education, with participants expressing widespread interest in emerging skill areas such as artificial intelligence, cyber security, smart manufacturing, digital commerce, smart villages, digital agriculture, rail transport and modern service industries.

- The effective implementation of industry-education integration requires collaborative efforts from governments, educational institutions, enterprises, industry organizations and international bodies; a closed-loop system must be established encompassing curriculum standards, teacher competencies, practical training centers, industry projects, employment opportunities and quality assessment.
- China Craftsman Valley can serve as a key platform connecting partners in China, South-East Asia and Africa. Future cooperation should focus on areas such as dual degrees, student placements, teacher training, joint curricula, mutual recognition of vocational standards, applied research, ‘Chinese + vocational skills’ training and industrial certification, moving from the stage of exchange and demonstration to that of project implementation.



(Dr. Ai was delivering his Remarks)



(Group Photo of Participants)

3.4.3.1 Field Visits to Beijing Caofeidian International Vocational Education Town on 26th June 2026

3.4.3.2 Participating Global Teacher Skills Workshop on “New Education Paradigm with AI” on the 27th June 2026

2.7.1. Overview of the Workshop

In active response to UNESCO's action framework for advancing the Sustainable Development Goals, deepening regional digital-skills collaboration, and building a cross-border platform for the joint cultivation of technical and vocational education talent, and in thorough implementation of the “China–Southeast Asia International Digital Skills and Talent Joint Training Cooperation Initiative,” this event continues to advance the coordinated development of technical and vocational education between China and Southeast Asia and the mutual cultivation of skilled talent.

On June 27, the Global Teacher Skills Workshop — a themed event under the China–Southeast Asia Workshop on Capacity Building for TVET Administrators, hosted by the UNESCO International Research and Training Centre for Rural Education (INRULED) and organized by Chengdu Global Skills Academy — was successfully held at Tangshan Maritime Institute.

Centered on the theme “A New Paradigm for the Integration of Artificial Intelligence and Education,” the workshop featured lectures by Professor Liu Jiang, Chair Professor in the Department of Computer Science and Engineering at the Southern University of Science and Technology, and Professor Yang Haoxiong, Deputy Director of the Supply Chain Innovation Research Institute at Beijing Technology and Business University. The event brought together vocational education administrators and key teaching staff from Cambodia, Indonesia, Malaysia, the Philippines, Thailand, Vietnam, Zambia, and other countries for in-depth academic exchange. Ms. Sun Aiping, Council Member of Chengdu Global Skills Academy, and Mr. Qi Xinjian, Assistant Director of the UNESCO International Research and Training Centre for Rural Education, jointly presented certificates of completion to participating trainees. During a dedicated signing session, Chengdu Global Skills Academy signed letters of intent for cooperation with nine overseas institutions and industry organizations, including Lapu-Lapu and Cebu International College, Riau Caltex Polytechnic, Banyuwangi State Polytechnic, the International Institute of Digital Technology, Madiun State Polytechnic, Sakarin University, the Asia-Pacific Federation of Researchers and Educators, Philippine Technological University, and Camarines Institute of Technology.

2.7.2. Agenda of the workshop

➤ Opening Remarks

Ms. Sun Aiping, Council Member of Chengdu Global Skills Academy, provided a comprehensive introduction to the overall positioning and cooperative framework of Chengdu Global Skills Academy (GSA). **Dr. Qi Xinjian** of the UNESCO INRULED introduced the work of the Centre and spoke highly of the significance of the event.



(Ms. Sun Aiping)



(Dr. Qi Xinjian)

➤ Keynote Presentations

Professor Liu Jiang, Chair Professor in the Department of Computer Science and Engineering at the Southern University of Science and Technology.



(Prof. Jimmy Liu Delivering Lectures)

2.7.3 Key Takeaways

- Artificial intelligence is reshaping the entire education chain — instructional design, classroom teaching, faculty training, and talent evaluation.
- Two priorities were highlighted: restructuring vocational faculty competencies for the new era, and the cross-border co-construction and sharing of intelligent education resources.
- The address offered a systematic framework for understanding the deep integration of AI and vocational education, covering its rationale, practical pathways, and future prospects.

Professor Yang Haoxiong, Deputy Director of the Supply Chain Innovation Research Institute at Beijing Technology and Business University.



(Prof. Yang Haoxiong Delivering Lectures)

3.7.4.1 Key Takeaways

- Large AI models are enabling innovative applications in modern logistics and intelligent supply chains.
- Industry transformation pain points and the shortage of digital-skills talent remain key challenges.
- Benchmark cases from China and abroad show how new quality productive forces are driving logistics-industry upgrading in tandem with vocational education reform.
- The address concluded with practical solutions for cross-border industry-education integration and the cultivation of internationalized digital logistics talent.

Question-and-Answer Session

Delegates from SEA countries engaged in lively discussion with the professors, posing questions grounded in the current state of vocational education development and front-line teaching practice in their respective countries. Key topics included the practical application of AI teaching technologies, the joint development of cross-border specialized courses, the iterative advancement of digital competencies among vocational faculty, and innovative models for transnational teaching and research cooperation.



(Dr. Rungawee from Thailand)



(Dr. Eka from Indonesia)



(Group Photos of all Participants)

3.7.5 MoU Signing Ceremony

Nine SEA Vocational and Technical Education institutions and industry organizations, including Lapu-Lapu and Cebu International College, Riau Caltex Polytechnic, Banyuwangi State Polytechnic, the International Institute of Digital Technology, Madiun State Polytechnic, Sakarin University, the Asia-Pacific Federation of Researchers and Educators, Philippine Technological University, and Camarines Institute of Technology, reached cooperation agreements and signed letters of intent with Chengdu Global Skills Academy based in China for further deepening and substantive advancement of China–Southeast Asia vocational education cooperation. The scope of collaboration has expanded beyond high-level policy dialogue and surface-level institutional exchange to extend to front-line digital teaching capacity-building and the joint development of AI-focused specialized courses; and the level of engagement has progressed from basic faculty capacity-building to the joint creation of vocational-education talent-cultivation models for the AI era and the mutual recognition of skills evaluation standards



(Photo of Signing Ceremony)

2.8 Field Visits on the 27th June 2026

3.8.1 Profile visiting sites

➤ Aquaculture Training Base of Tangshan Maritime Institute

The Aquaculture Training Base of Tangshan Maritime Institute serves as the institute’s core platform for industry-education integrated training in aquaculture. It includes a standardized comprehensive ecological aquaculture laboratory and is primarily supported by two major facilities: the Multifunctional Microscope Training Laboratory and the Comprehensive Ecological Aquaculture Training Laboratory. These facilities support teaching, technical research and development, and industry service. Positioned within the broader transformation of vocational education in the digital era and oriented toward the development needs of smart aquaculture, the base is committed to promoting the deep integration of digital technology research and development, industrial application, and practical training. By combining talent cultivation with

industry service, it responds directly to the sector's demand for digital transformation and helps build an integrated vocational skills training ecosystem aligned with industrial development.

➤ **Caofeidian Free Trade Zone**

The Caofeidian Free Trade Zone was approved by the State Council in 2012 and officially began operation as a customs-sealed area in 2014. It is the first special customs supervision zone in Hebei Province and represents the province's highest level of openness and most comprehensive functional system. The zone falls entirely within the jurisdiction of the Caofeidian Area of the China (Hebei) Pilot Free Trade Zone. With a scientifically planned layout, the zone integrates a full range of port-related functions, including bonded warehousing, international transshipment, cross-border distribution, re-export trade, export processing, and bonded exhibition. It possesses five major designated import port qualifications covering whole vehicles, meat, fruits, grains, and frozen seafood, and has also been approved as a Comprehensive Cross-Border E-Commerce Pilot Zone and a National Key Cold-Chain Logistics Base.

The zone fully supports a variety of digital customs clearance models for cross-border e-commerce, is connected with major e-commerce platforms to provide integrated end-to-end intelligent trade services, and maintains regular direct international shipping routes to Southeast Asia, Japan, and the Republic of Korea. These advantages have enabled it to deepen market connectivity with RCEP member countries. Leveraging its combined strengths in policy support, geographic location, and port infrastructure, the zone continues to advance the digitalization of trade, the intelligentization of customs clearance, and the standardization of services. It has attracted a large number of foreign-related, interdisciplinary, and digitally skilled positions, and has become a core platform for regional opening-up, cross-border economic and trade cooperation, and the upgrading of port-related industries.

➤ **Caofeidian Port**

Caofeidian Port is a major comprehensive deep-water hub port in the Bohai Rim region. With the advantage of a natural deep-water channel, it routinely accommodates fully loaded 400,000-metric-ton ultra-large ocean-going cargo vessels. The port has a comprehensive functional layout: in addition to handling the unloading, storage, and transshipment of major strategic bulk commodities such as iron ore, coal, and grain, it has actively expanded diversified businesses including international container transport, cold-chain logistics, and general cargo distribution. Supported by a well-developed multimodal transport system integrating road, rail, and waterways, the port extends deep into the inland hinterland of North and Northwest China, while maintaining close economic and trade links with Northeast Asia and the RCEP region. In doing so, it provides strong logistical support for the coordinated development of the Beijing-Tianjin-Hebei region and for the stability of regional industrial and supply chains.

In recent years, the port has continuously promoted its transition toward smarter and greener operations, upgrading its automated loading and unloading systems, intelligent dispatch systems, and comprehensive environmental management mechanisms. These developments have created a growing number of technology-oriented positions in the port sector and have also made the port an important industrial training platform for vocational colleges seeking to deepen industry-education integration and cultivate high-quality technical and skilled talent in areas such as maritime logistics, port operation, and equipment maintenance.

➤ Zifei Ranch

Established in 2021 in the Caofeidian Area of the Hebei Free Trade Zone, Zifei Ranch is a private high-tech enterprise specializing in smart aquaculture across the full industrial chain. It has been recognized as a national high-tech enterprise and a provincial-level “Specialized, Refined, Distinctive, and Innovative” small and medium-sized enterprise. The company's core businesses include fry breeding for specialty marine fish such as red-finned oriental pufferfish and green-finned horseface pufferfish, industrialized recirculating aquaculture, deep processing of aquatic products, and the production and sale of prepared seafood products. It has also expanded into cold-chain logistics, import-export trade, fisheries research and education, and aquatic technology services. Supported by its self-developed smart fisheries platform, the company has achieved end-to-end digital monitoring and control throughout the aquaculture process. By adopting a closed-loop recirculating aquaculture system, it has achieved a water reuse rate exceeding 95 percent and established a standardized and fully traceable aquaculture system.

Its signature prepared seafood products are well received in the domestic market and are also exported to Japan, the Republic of Korea, and Southeast Asia. At the same time, the company is deepening collaboration with educational institutions by establishing specialized practical training bases for aquaculture, actively conducting fisheries science outreach and technical services, and continuously strengthening its industrial chain. It is committed to becoming a model base for smart aquaculture in northern China, advancing the digital transformation of modern fisheries, and contributing to rural revitalization.



(Visiting Aquaculture Training Base of Tangshan Maritime)



(Visiting Caofeidian Port)



(Visiting Zifei Ranch)

3.8.2 Key Takeaways

- Tangshan Maritime Institute developed an AI system for real-time water quality monitoring, algae identification, and digital teaching.
- Two professional labs integrate R&D with practical teaching to align talent cultivation with smart aquaculture needs.
- Digital training systems support local industry upgrades and foster vocational education cooperation between China and Southeast Asia.
- Caofeidian Free Trade Zone provides bonded warehousing and cross-border logistics, serving as a hub for export-oriented industries.
- The zone's standardized procedures offer a competency framework for vocational training in foreign trade and logistics.
- Strong links to Japan, Korea, and Southeast Asia provide extensive experience in international shipping and multimodal transport.
- Zifei Ranch's central control room uses real-time data and automation for refined, remote aquaculture management.
- An indoor closed-loop system enables water recycling and disease control, significantly outperforming traditional farming methods.
- Zifei Ranch supports vocational education and international exchange through its smart workshops and trade platform.
- Caofeidian Port accommodates 400,000-ton vessels, linking inland regions to global markets via multimodal logistics.
- The transition to smart, green port operations is creating new roles in digital maintenance and sustainable logistics.
- Port-based standards facilitate joint training and curriculum development for maritime and logistics professionals.

IV. Conclusion

This workshop served as a vital platform for Southeast Asian leaders to explore innovative strategies for the TVET sector. By aligning skill development with the demands of the digital economy, the program has helped strengthen the foundation for a regional skills ecosystem that is both inclusive and resilient. The workshop concluded successfully, fostering a spirit of cooperation and mutual growth for all participating nations. The participants were very satisfied with the program.

V. List of Participants

5.1. Chinese Participants and Institutions

No	Name	Position and Affiliation
1	Prof. ZHOU Zuoyu	Vice President of Beijing Normal University; Director of UNESCO INRULED
2	Ms. LIU Xiao	Deputy Director of Education, Culture and Tourism Division, ASEAN-China Centre
3	Prof. Shahbaz Khan	Director of the UNESCO Regional Office for East Asia (Video Presentation)
4	Dr. ZHAO Yuchi	Executive Director, UNESCO INRULED
5	Dr. QI Xinjian	Programme Specialist at UNESCO INRULED
6	Dr. Tang Min	Former Counselor of the State Council and Chairman of the China-ASEAN Specialized Committee for Education Cooperation and Development, The China-Association for Non-Government Education
7	Mr. YAO Yichun	Chairman and President of China POCY Group
8	Mr. Zhang Buhe	Director of the Institute for Vocational and Continuing Education, Chinese Academy of Educational Sciences
9	Dr. Yufeng LIU	Professor, Center for Vocational Education Development, Ministry of Education of China
10	Dr. YAN Jiming	President, Chengdu Agricultural College

11	Mr. Li Fei	Associate Professor and the Dean, College of Fisheries Economics, Tangshan Maritime Vocational College
----	------------	---

5.2. SEAMEO TED

No	Name	Position
1	Dr. Songheang Ai	Director
2	Mr. Rien Chamrong	Vice Head of Public Relations and Partnership Division
3	Mr. Nhil Sothy	Officer of Technical Education and Training Division

5.3. ASEAN Participants

No	Name	Position and Affiliation
1	Mr. Chuob Ratana	Director of Tourism Professional Training Department and Head of NCTP Secretariat, Ministry of Tourism
2	Mr.Eng Vanna	Lecturer of Information Technology, the National Technical Training Institute (NTTI), Cambodia
3	Mr. Chhim Kumnith	Office Chief, Department of General Secondary Education, MoEYS
4	Mrs Tha Srey Lot	Officer of Finance Department, Ministry of Education, Youth and Sport
5	Mr. NGETH SODA	Director of Takeo Regional Teacher Training Center RTTC
6	Dr. Eka Nurhidayat, S.Pd., M.Pd.	Head of International Cooperation of Universitas Majalengka
7	Zainal Arifin Renaldo, S.S., M.Hum.	Deputy Director for Partnerships, Marketing, and Student Affairs, Politeknik Caltex Riau
8	Dr. Abdurokhim, SE., MM	Director, Politeknik Siber Cerdika Internasional
10	Dr. Muhammad Taali, S.E., M.M.	Director of Madiun State Polytechnic

11	Adetiya Prananda Putra, S.ST., M.M	Vice Director for Academic Affair, Politeknik Negeri Banyuwangi
12	DR. NOOR ROSMAWATI BINTI YUSUF	Deputy Director, Curriculum Department, Department of Polytechnic and Community College Education
14	Ms. LEILA ADJA RADJEMAN RADJIMAN	Lecturer, Seberang Perai Polytechnic
15	DR ETHEL AGNES VALENZUELA	CHAIR, the P2A ASEAN AI Council (AAIC) Advisory Members
17	Dr. Manuel M. Muhi	University President, Polytechnic University of the Philippines
18	Mr. RANDY D. SAGUN	Graduate School Registrar, Polytechnic University of the Philippines
19	Mr. JACKSON JAKE U. LLAMES	Knowledge Management Officer, Institutional Quality Management Office, Office of the Vice President for Research, Extension and Development, Polytechnic University of the Philippines
20	DR. AMADO A. OLIVA, JR.	SUC President III of Camarines Sur Polytechnic Colleges
21	DR. JOCELYN O. JINTALAN	Vice President for Academic Affairs of Camarines Sur Polytechnic Colleges
22	ENGR. EDDIE L. CABALTERA	Associate Professor V. Camarines Sur Polytechnic Colleges
23	Dr. Rungrawee Jipakdee	Assoc. Prof., Dean, Faculty of Multidisciplinary Sciences & Entrepreneurship, Thaksin University
24	Dr. Sunsanee Wongsawat	Innovation-Driven Entrepreneurship Program Faculty of Multidisciplinary Sciences & Entrepreneurship, Thaksin University
25	Dr TRAN THI KIM ANH	Vice Dean of Faculty of Chemical and Food Technology Ho Chi Minh University of Technology and Engineering
26	Dr. Truong Thi Hoa	Head of Department, Department of International Business, Ho Chi Minh City University of Technology and Engineering

27	Dr. Dang Thi Dieu Hien	Head of the Department of Pedagogy at Institute of Technical Education of Ho Chi Minh City University of Technology and Engineering
28	Dr. Nguyen Duy Dat	Head of the Department of Environmental Technology, Faculty of Chemical and Food Technology, Ho Chi Minh City University of Technology and Engineering

5.4. Programme Coordinators

No	Name	Position and Affiliation
1	Mr. Suong Saruon	Head of Public Relations and Partnership Division, SEAMEO TED
2	Ms. MENG Li	Education Officer, Education, Culture and Tourism Division of ASEAN-China Centre (ACC)
3	Ms. FANG Yuan'an	Programme Coordinator, UNESCO INRULED

