



**18th ASEFCClassroom Network (ASEFCClassNet18)**  
**School Collaboration Project**

# ***Effective, Inclusive, and Ethical Artificial Intelligence in Education (AIED) Design***

# Project Report

# ABOUT THE PROJECT SERIES

The **ASEF Classroom Network Project (ASEFClassNet)** brings together teachers and teacher trainers, creating a vibrant Asia–Europe community linked through **two programme tracks**:

- **School Collaboration:** For teachers and school leaders
- **Faculty Collaboration:** For teacher trainers, academics, and researchers.

The 18<sup>th</sup> edition of the ASEFClassNet project, ASEFClassNet18, focused on **“Effective, Inclusive, and Ethical Artificial Intelligence in Education (AIED) Design”** and took place in a hybrid format from May to November 2025. The programme consisted of various capacity building activities in 3 different phases that included self-learning, peer-to-peer learning and action learning opportunities with collaborative elements and an on-site conference in Maribor, Slovenia.

To learn more about the overall ASEFClassNet18 programme check: Overall Programme Page ([Link](#)), School Collaboration ([link](#)) and Faculty Collaboration ([link](#)).

## KEY OBJECTIVES

The key objectives of the ASEClassNet18 School Collaboration project were to:

-  **ENHANCE KNOWLEDGE**  
Enhance understanding of digital transformation of education and the disruptive Artificial Intelligence trend
-  **ENCOURAGE INNOVATION**  
Participants to work with peers in diverse groups, play their role in leading education innovation on AI&ED
-  **ENABLE NETWORKING & COLLABORATION**  
Enhance understanding of digital transformation of education and the disruptive Artificial Intelligence trend
-  **CONTRIBUTE TO THE FIELD OF AI&ED THROUGH ALUMNI**  
Through enabling alumni teachers to create independent projects based on previous year's Innovative Teaching Practices (ITPs) training more educators in Asia and Europe.
-  **EMPOWER TEACHERS & TEACHER TRAINERS**  
Create an Asia-Europe community for exchanges on secondary school education and cultivate the innovation spirit to future-proof pedagogy

## KEY FACTS

## Key Programme Elements

- ***Self-Learning***  
May – June 2025 [Virtual]
- ***Peer-to-Peer Learning***  
June – August 2025  
[Virtual]
- ***Action Learning***  
September 2025 [Virtual]
- ***On-site Conference***  
06-10 October 2025  
[Maribor, Slovenia]

## Participants

**160+ school collaboration participants**

**200+ EmpowerEd spin-off project participants**

## Resource Persons

**30+ resource persons as speakers, mentors, workshop facilitators and organisers**

## Key Outcomes

- **15 Innovative Teaching Practices (ITP) on AI&ED by new School Collaboration participants**
- **7 Collaborative EmpowerEd Teacher Training Projects** on AI&ED by alumni participants. Read more about it [here](#)
- **6 Innovation Awards** to Outstanding ITPs to celebrate creativity, leadership and impact of our teachers
- **1 practice-based handbook** to empower many more educators beyond the ASEFClassNet community



**TOPIC**  
**WHY**  
**“EFFECTIVE,  
INCLUSIVE  
AND  
ETHICAL”**  
**AIED  
DESIGN?**

Building up on the previous year's activities, [the ASEFClassNet17 project](#) on “Learning about AI and Learning with AI”, the 18<sup>th</sup> edition of the ASEF Classroom Network ([ASEFClassNet18](#)) focused on the topic “Effective, Inclusive, and Ethical Artificial Intelligence in Education (AIED) Design.”

Today, AI-enabled tools continue to evolve and spread in the field of education. Hence, their potential to enhance teaching and learning in the secondary and vocational education sectors must be carefully explored. A growing list of institutions, such as UNESCO, the Council of Europe are actively advocating to make AI-driven digital transformation in education relevant, effective, inclusive, and ethical. We wanted to deepen the conversation from theory to practice, and our collective efforts to guide educators to co-create actionable, classroom-ready AIED solutions rooted in ethics, equity, and pedagogical innovation.

Hence, for ASEFClassNet18 programme, we explored the following aspects:

- **Effectiveness:** Educators will understand how AI can enhance learning outcomes, effective and engaging instruction, and provide adaptive feedback. By deepening understanding of effectiveness, educators can harness AI meaningfully to enhance learning outcomes, rather than replace pedagogy.
- **Inclusion:** Educators will learn to recognise how AI can unintentionally reinforce biases or exclude certain students. By understanding inclusive design, they will learn to identify and mitigate biases, and advocate for fairer AI systems where all learners benefit from AI-driven education.
- **Ethics:** Data privacy, transparency, and responsible AI use must be at the core of EdTech innovation. In this context, educators play a key role in safeguarding student data, ensuring AI transparency, and addressing ethical concerns. Educators will learn how to safeguard student rights, make informed decisions, and build trust in AI-enhanced education.

To learn more about the topic, you may read the [full concept note of the school collaboration here](#).

**ACTIVITIES**

The ASEFClassNet18 School Collaboration Project was organised in a hybrid format: a **7-months long online programme** and a **5-days long onsite conference in Maribor, Slovenia**. It involved 5 key steps. First 2 steps (Self & Team Learning) help them build their knowledge and team foundation, whereas the next 2 steps (Action Learning & Conference) help them build leadership foundation to test their knowledge and support other educators.

**Step 1 | Self-Learning (Knowledge Building & Learning from Experts)**  
**May - June 2025, Online**

Twelve mentors (selected from the alumni pool) and 55 participants (chosen from 360 applicants) representing 35 countries began their journey with this first step. Through online sessions, they learned from and interacted with experts in key thematic and technical areas, building relevant knowledge on AI and education (AI&ED).

**Step 2 | Team Learning (Peer-to-Peer Exchange & ITP Design)**  
**June - August 2025, Online**

Based on the knowledge School Collaboration participants acquired in the self-learning phase, they exchanged ideas and critically reflect on the topic in teams. To take participants' pedagogical skills to the next level they also collaboratively work and learned from each other by actively designing Innovative Teaching Practices on AI&ED. The Faculty Collaboration participants emerged in a cross-faculty dialogues by sharing the AI&ED status of their institution to learn from each other as well as understand the current gap AI&ED in the context of their institution and country.

### Step 3 | Action Learning (Innovative Teaching Practice Implementation) September 2025, Online

Participants further strengthened their knowledge and pedagogical skills by putting their knowledge into action. Before the conference, participants start implements their Innovative Teaching Practices (ITPs) and showcase the results, impact and progress from their action during the conference.

### Step 4 | Onsite Conference (In Person Meeting) 06 -10 October 2025, Maribor, Slovenia

The on-site conference brought together over 60 international educators and experts from 31 countries and over 40 local Slovenian educators together in Maribor, Slovenia. ASEF was delighted to partner with [IRCAI – International Research Center on Artificial Intelligence under the auspices of UNESCO](#), [Open Education for a Better World \(OE4BW\)](#), [Jozef Stefan Institute](#), [Zavod Antona Martina Slomška](#) to organise this conference that opened an inspiring dialogue on how educators can become leaders of effective, ethical, and inclusive AI in education.

This year, during the Conference we were excited to celebrate our teachers work through 6 Innovation Awards:

- **Gold Award: “The AI Horizon”** by Melania Cini (Malta), Laurel Silvester (New Zealand) & Dejan Košenina (Slovenia), mentored by Yuqing Long (China) | A cross-border project using AI to explore sustainability and global perspectives.
- **Pearl Award: “A Cross-Cultural Civic Project”** by Natalie Berndt (Australia), Mirela Petkova (Bulgaria) & Edwin Quinosa (Philippines), mentored by Juliette Bentley (Australia) | Empowering students to examine AI’s ethical and cultural dimensions.
- **Jade Award: “3D StoryScape”** by Mark Benesio Carace (Viet Nam), Andreas Galanos (Greece) & Parameswari Jayaprakash (India) mentored by Danel Gonzalez (Spain) | Bringing AI ethics to life through storytelling and immersive 3D visualisation.
- **Three Special Awards:**
  - **“Voices Across Borders: Using AI to Learn, Reflect, and Sustain”** by Dr Michael Harvey (New Zealand), Niamh Mc Nally (Ireland) & Yuxin Zheng (China) mentored by Susana Tomaz (New Zealand)
  - **“Folk Tales Reimagined: Bridging Cultures through AI and Storytelling”** by Stasele Riskiene (Lithuania), Vesna Marinčić (Croatia), Vemalathevey Manikiam (Singapore), Nomintuul Byambatsogt (Mongolia) mentored by Maria Silva (Portugal)
  - **“AI Footprints – Traces of Change through STEAM”** by Dedy LUCKY (Indonesia), Marina Del Barco Molpeceres (Spain), Nam Ngo Thanh (Viet Nam) & Yuanting Liao (China) mentored by Lena ANG (Brunei Darussalam).

### Step 5 | Spin-Offs as EmpowerEd Projects and Open Education Resources Upcoming throughout 2026

In the future, participants are expected to step into their roles as **EmpowerEd project coordinators**, translating learning into sustained impact. By designing and leading **spin-off projects** and developing **Open Educational Resources (OERs)** with [Open Education for a Better World \(OE4BW\)](#), they give back to the wider education community across Asia and Europe and beyond. **87% of participants confirmed their intention** to take up such a role and focus on strengthening educational leadership, peer mentorship, and collaborative agency, and join the **Communities of Practice (CoPs)** that extend well beyond the original programme. The core goal is to create a **ripple effect**, amplifying project outcomes, scaling innovative practices, and contributing meaningfully to inclusive, ethical, and future-ready education ecosystems.



**ALUMNI LED  
SPIN-OFF  
PROJECTS**

Initiated in 2025, the ASEFClassNet EmpowerEd Projects celebrate the leadership, creativity, and courage of educators across Asia and Europe who are reimagining education in response to today's most pressing challenges. Designed and **led by ASEFClassNet alumni**, this year we offered **seven teacher-driven short courses** for the broader community. The courses addressed real-world issues such as ethical AI integration, climate action, uncertainty, equity, and wellbeing. Rooted in collaboration, inclusion, and action-based learning, the EmpowerEd Projects **engaged 213 participants from Asia and Europe**. They demonstrated the power of educators as designers, innovators, and changemakers, creating locally relevant solutions with global resonance.



**TEACH & THRIVE: OUTDOOR LEARNING  
FOR WELLBEING (9-30 SEPTEMBER  
2025)**

Lead by Mr Adam Stepinski (Poland)



**FLARE - FLIPPED LEARNING & AI FOR  
REFLECTIVE EDUCATION (25 AUGUST TO  
15 SEPTEMBER 2025)**

Lead by Mr Lauri Hellsten (Finland)



**EMPOWERING EDUCATORS WITH AI AND  
GOOGLE TOOLS (17 AUGUST - 7  
SEPTEMBER 2025)**

Lead by Mr Benny Pan, (New Zealand)



**THE BLACK SWAN PROJECT: NAVIGATING  
UNCERTAINTY IN AN UNPREDICTABLE  
WORLD (14 JULY - 11 AUGUST 2025)**

Lead by Ms Juliette Bently (Australia)



**NAVIGATING WELLBEING IN THE AGE OF  
AI (9 JUNE TO 7 JULY 2025)**

Lead by Ms Christina Koutidou (Greece)



**AI & EQUITY: NAVIGATING THE DIVIDE (1-22  
JULY 2025)**

Lead by Danel Rey González (Spain)

**CLIMATE ALLIANCE (25 JULY - 22 AUGUST  
2025)**

Lead by Ms Claudia Muellauer (Austria), Mrs Thi  
Diem Hang Ngo (Australia) & Mr Sea Fong Liang  
(Singapore)



## HIGHLIGHTS & KEY STATISTICS



**300+ Participants**  
and Resource Persons engaged throughout the 5 activities



**1 Handbook in Progress**  
Featuring teachers' most innovative work to empower educators beyond the ASEFClassNet Community.



**7-months long programme**  
of participant engagement



**22 Collaboration Activities**  
15 Innovative Teaching Practices (ITP) & 7 EmpowerEd Project Collaborations



**2M+ viewers**  
Social media reach



**10,000+ users**  
Unique website visitors



**100% would highly recommend**  
ASEFClassNet to their peers & colleagues to participate in the future editions

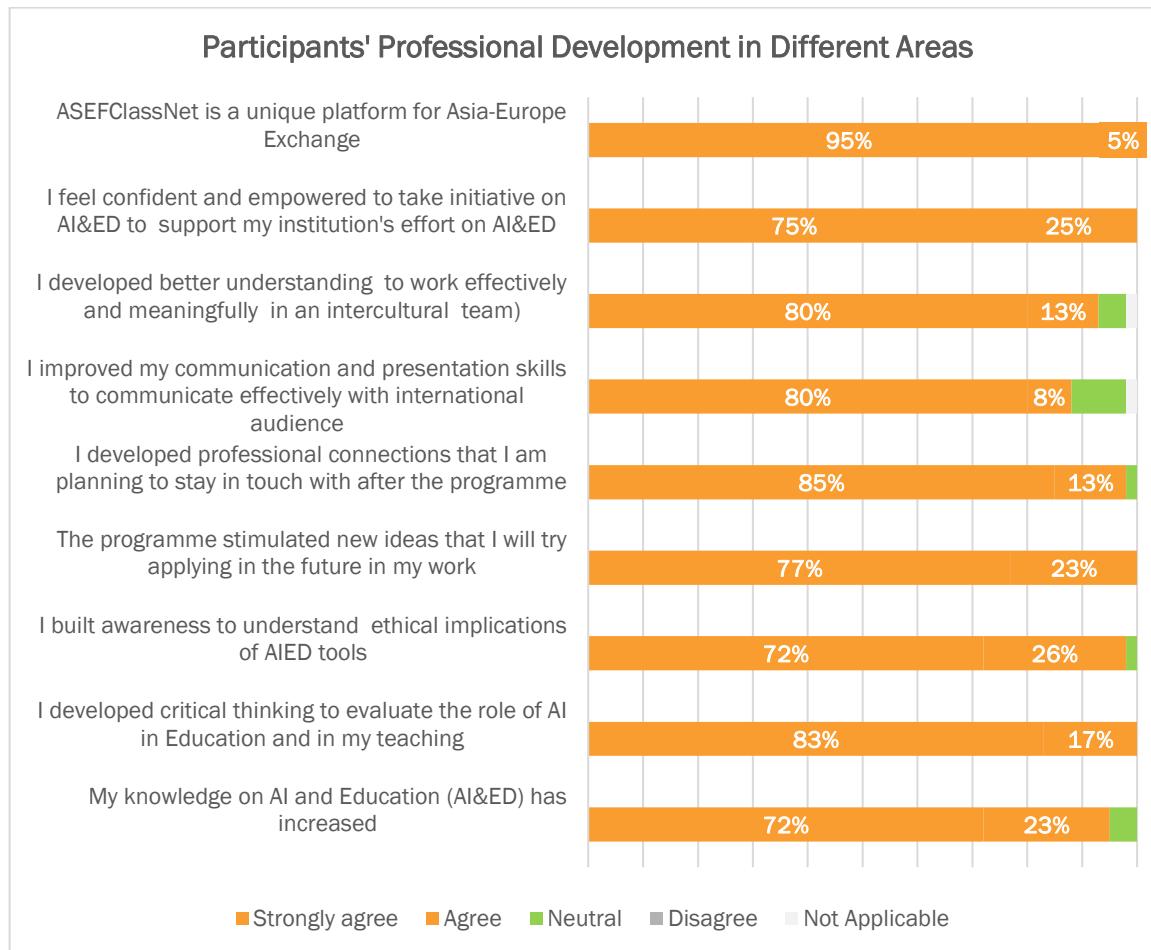
## OUTCOMES AND IMPACT

100% of the participants filled up the conference feedback survey. In their feedback they indicated that the ASEFClassNet18 School Collaboration Conference was successful in achieving the following objectives:

- 100% BENEFITED & ENHANCED THEIR KNOWLEDGE ON AI&ED**  
of participants indicated that the conference was beneficial for them, and they have built knowledge and understanding on the project topic.
- 100% WANTS TO STAY IN CONTACT WITH THEIR PEERS & EXPERTS**  
Of participants build connections with peers from across Asia and Europe and they highly value the connections made during the project. They want to stay connected for future activities.
- 100% WILL RECOMMEND IT TO THEIR PEERS AND COLLEAGUES**  
of participants found the learning experience so meaningful, participants want others to benefit from it.
- 100% COMMITTED TO APPLY THE NEW KNOWLEDGE GAINED**  
of participants indicated that they would apply the new knowledge and insights gained during the project in their professional setting to innovate their teaching and pedagogy.
- 87% WILL CARRY-OUT SPIN-OFF ACTIVITIES**  
of participants shared that they are excited about carrying-out international spin-off activities (virtual exchange, research projects, workshops) with their peers.
- 69% WOULD LIKE TO TAKE UP A HIGHER ROLE IN FUTURE PROJECTS**  
of participants expressed their interest to take up higher role in future projects to give back to the ASEFClassNet community based on the knowledge and skills they built.

The outcomes confirm that the ASEFClassNet18 School Collaboration project successfully achieved its learning and engagement objectives while laying strong foundations for sustained future impact. Participants reported enhanced knowledge of AI in Education, high relevance, and meaningful peer connections across Asia and Europe. Most importantly, the strong intention to remain engaged, initiate

spin-off activities, and assume higher roles reflects a shift from participation to leadership. These results indicate that this platform acted as a catalyst for long-term collaboration, alumni-led initiatives, and Communities of Practice, positioning ASEFClassNet as a sustainable platform for scaling innovative, inclusive, and future-ready initiative across regions.



## HEAR FROM THE PARTICIPANTS



**“**The ASEF ClassNet initiative is something special. It connects teachers, school leaders and thought leaders from across Asia and Europe to explore new ways of thinking and solving shared challenges together. What makes it truly powerful is how it increases intercultural literacy and empathy among participants, building understanding across cultures and contexts, removing the usual hierarchies we often see in education, everyone is valued equally. We learn with one another, and from everyone. Having worked in educational leadership for over 20 years, across 3 countries, I can honestly say that my involvement with this project has been one of the most transformative experiences of my career. From participant to volunteer mentor, this journey has shaped my growth from local leadership to a globally connected, empathetic, and purpose-driven educational leader.

**Susana Tomaz, Mentor & Futures Education and AI Lead, New Zealand**



**“**The conference reinforced my belief that innovation in education must always respect and celebrate learners' differences, whether cultural, socio-economic, or related to learning needs, while fostering collaboration and equity. This experience has strengthened my commitment to promoting inclusive, ethical, and meaningful use of AI in education.

**Maria Da Silva, Mentor & Teacher, Agrupamento de Escolas de Sátão, Portugal**



**“**The ASEFClassNet18 Conference reminded me that innovation in education is not only about technology but about people – collaboration, empathy, and shared purpose. Seeing how educators from different cultures approach AI with creativity and responsibility empowered me to continue developing learning experiences that help students use technology thoughtfully and ethically.

**Dejan Košenina, Math & Informatics Teacher at Gimnazija Celje – Center, Slovenia**



**“**Meeting teachers from more than 50 nations motivated me to keep researching the significant ways that language and technology might work together to support students' curiosity, empathy, and sense of purpose in their education. It served as a potent reminder that educators, not technology, will determine how society learns in the future.

**Vemalathevey Manikiam, Teacher, New Town Secondary School, Singapore**



**“**Being part of this global network reminded me that innovation does not begin with technology but with teachers who are willing to share, listen, and co-create. It empowered me to think beyond the boundaries of my own classroom in the Philippines and see myself as part of a much larger community of educators shaping the future together.

**Edwin Jr Quiñosa, Teacher, De La Salle Santiago Zobel School, Philippines**

## FOR MORE INFORMATION

Please visit the ASEFClassNet18 Project websites and documents:

- [Overall ASEFClassNet18 webpage](#)
- [ASEFClassNet18 School Collaboration webpage](#)
- [ASEFClassNet18 Faculty Collaboration webpage](#)
- [ASEFClassNet18 School Collaboration Conference Flickr Album](#)

## Organised by



**The Asia-Europe Foundation (ASEF)** is an intergovernmental not-for-profit organisation founded in 1997 and located in Singapore. ASEF's mission is to promote understanding, strengthen relationships and facilitate cooperation among the people, institutions and organisations of Asia and Europe. ASEF enhances dialogue, enables exchanges and encourages collaboration across the thematic areas of culture, education, governance, sustainable development, economy, public health, and media. [www.ASEF.org](http://www.ASEF.org)

## In Partnership with



**The Open Education for a Better World Project.** Open Educational Resources (OER) refer to freely accessible educational materials that are openly licensed to allow for their use, adaptation, and redistribution by educators and learners. These resources can encompass a wide range of content types, including textbooks, lecture notes, quizzes, videos, interactive simulations, and more. The term Open Educational Resources was coined at UNESCO's 2002 Forum on Open Courseware as "teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions". OER include free materials and courses at all levels of formal as well as lifelong learning processes. For more information, please visit <https://oe4bw.org/>.



**The Jožef Stefan Institute (JSI)** is the leading Slovenian scientific research institute, covering a broad spectrum of basic and applied research. The staff of about 1050 specializes in natural sciences, life sciences and engineering. The subjects concern production and control technologies, communication and computer technologies, knowledge technologies, biotechnologies, new materials, environmental technologies, nanotechnologies, and nuclear engineering. The mission of the Jožef Stefan Institute is the accumulation - and dissemination - of knowledge at the frontiers of natural science and technology to the benefit of society at large through the pursuit of education, learning, research, and development of high technology at the highest international levels of excellence. For more information, please visit <https://ijs.si/ijsi>.



**The International Research Centre on Artificial Intelligence (IRCAI) under the auspices of UNESCO** is a dedicated scientific network, committed to "bridge both artificial intelligence and sustainable development" ensuring via any available means be it research, policy or technology, that the public is the main beneficiary of our actions. We've built an international and inclusive environment where collaboration is encouraged, and learning is shared freely. With a particular focus on equity, inclusion and diversity, we develop insights, frameworks and tools to help both us and the broader AI community create AI that represents the diversity and development concerns of people across the world. For more information, please visit <https://ircai.org/>.



### Gymnasium of Anton Martin Slomšek

The Gymnasium of Anton Martin Slomšek in Maribor, Slovenia, is a private Catholic secondary school known for academic excellence and strong moral foundations. Part of the Anton Martin Slomšek Institute, the school emphasizes holistic development, combining rigorous education with spiritual growth, cultural engagement, and community service. Students excel in national exams, competitions, and voluntary activities. Rooted in the values of faith, responsibility, and compassion, the school fosters leadership and ethical citizenship. Its motto, "Be more – for yourself and for others!", reflects its commitment to nurturing thoughtful, capable individuals ready to make a positive impact in a connected world. For more information please visit: <https://www.z-ams.si/index.php/sl/domov>

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### GENERAL FUNDERS:



Flags represent countries that contributed to ASEF's General Pool for the previous year, as of 11 July 2025

**Visual Concept:** The "Fortune Teller" has gone by a variety of names across cultures, for example cootie catcher, salt cellars or paku-paku. It used to be a popular paper game and was even played to get answers about the future. The player had 2 moves and 4 choices to come to one of 8 possible pictures or messages about the future. Times have changed. From human imagination and "Fortunes Tellers", we have shifted to creative human minds and "Artificial Intelligence (AI)" to foresee the future. 2 moves, 4 choices and 8 scenarios have now become 1s, 0s and millions of possibilities. Which moves and choices do we make out of these millions to design our sustainable future - in the midst of an ongoing public health & education crisis as well as the transformation of education through technology?