



1st Asia-Europe Education Next Fellowship

“Re-thinking Intelligence: The Future of Teacher Education”

Concept Note

What is this Educational Leadership Fellowship About?

Overview of the ASEFNextEd1 Fellowship

The Asia-Europe Education Next Fellowship (ASEFNextEd) is an **annual Asia–Europe educational leadership fellowship** with a particular focus on innovating teacher education for an AI-impacted and sustainability-driven world. In response to the key question, “What is Next for the Future of Education?”, ASEFNextEd brings together **academics, researchers, and teacher trainers** to reflect on emerging challenges and co-create forward-looking ideas that are relevant to education systems today and in the future.

Each edition of the Fellowship focuses on a distinct “**What is Next?**” theme, carefully selected to respond to the most pressing developments shaping education at the time. The first edition of the series focuses on the theme “**Re-thinking Intelligence: The Future of Teacher Education**”, addressing how secondary and vocational teacher education must adapt as **Artificial Intelligence, digitalisation, and sustainability imperatives** reshape our understanding of learning, teaching, and human judgement.

The **ASEFNextEd1 Fellowship** is a **7-month hybrid professional and research-oriented programme** (April–November 2026) bringing together **40+ Fellows** from Faculties of Education and teacher training institutions across Asia and Europe. Fellows will participate in **online peer-learning and dialogue sessions, structured collaborative teamwork**, and in an **on-site conference** to co-create thematic whitepapers that contribute to global discussions on the future of teacher education.

The Fellowship is an opportunity for participants to pause and think deeply about the future of teacher education; to develop core competencies in adaptive educational leadership, navigating the demands of AI-impacted and sustainability-driven education systems, systems thinking, collaborative inquiry and ethical reasoning; and to work across Asia and Europe to co-create policy-relevant whitepapers that inform institutional practice, support evidence-based reform, and contribute meaningfully to global dialogue on the future of teacher education.

Building Educational Leadership for the Future of Teacher Education

Key Objectives of the ASEFNextEd1 Fellowship

The key objectives of the ASEFNextEd project series are to:



Re-examine Intelligence in Teacher Education

Support critical reflection on how intelligence is understood in education, moving beyond narrow cognitive or technological definitions in an AI-impacted world.



Enable Asia–Europe Policy Dialogue and Collaboration

Foster cross-regional dialogue among academics, researchers, and teacher trainers, grounded in research, practice, and institutional experience.



Generate Policy-Relevant Knowledge & Resources

Co-create collective whitepapers that inform teacher education reform, leadership development, and future-oriented policy thinking across Asia and Europe.

How Can We Shape the Future of Teacher Education Together?

Topic of ASEFNextEd1 Fellowship

The first edition of the Fellowship focuses on the topic “**Re-thinking Intelligence: The Future of Teacher Education.**” As **AI-mediated tools, particularly generative AI (GenAI), enter classrooms**, teacher education systems face an urgent responsibility: to ensure that these technologies **strengthen learning and human agency**, rather than weaken professional judgement, equity, and trust in education.¹ International organisations increasingly stress that while AI might have the potential to augment teaching and learning, **teachers and teacher educators must remain central decision-makers** in how intelligence is understood, cultivated, and applied in education.²

At the same time, leading policy institutions are calling for stronger guidance on what teachers should teach, and what learners should learn, in a future shaped by powerful AI. The **OECD** has emphasised that education systems must rethink curriculum, pedagogy, and the knowledge base of teaching in response to AI’s expanding influence, reinforcing the need for teacher educators to lead this transformation with clarity and evidence.³ Crucially, global and regional organizations are strengthening expectations for **human-centred, ethical, and accountable** integration of AI in education, despite the lack of evidence for its effectiveness and safety. UNESCO’s global guidance on GenAI urges countries to take immediate and long-term action to build human capacity and ensure AI supports education in line with human-centred principles.⁴ In parallel, the **Council of Europe** frames AI in education through the lens of **accessibility, inclusion, and equity**, reinforcing that technological change must align with educational rights and democratic values.⁵

Within this evolving educational landscape, **ASEFNextEd1 focuses on “Re-thinking Intelligence” to examine how teacher education must evolve in response to AI, digitalisation, and sustainability transitions.**

Why does this topic matter?

The rapid expansion of **Artificial Intelligence**, alongside accelerating **digitalisation and sustainability transitions**, is reshaping how societies understand **intelligence, learning, and human agency**. As AI increasingly influences thinking, decision-making, and knowledge creation, long-standing assumptions about teaching, learning, and professional judgement are being challenged.⁶

Teacher education stands at a critical crossroads. As intelligence is increasingly being distributed across humans, technologies, and systems, **teacher education must reconsider** how teachers are prepared to teach, guide, and lead learning in the future. In this context, **teacher education** plays a decisive role. Teacher educators shape how future teachers interpret intelligence, exercise professional judgement, and navigate ethical, cultural, and ecological responsibilities. Yet current teacher education models often remain fragmented responding to technological change without sufficiently addressing **human agency, values, and systemic coherence**.

How will the ASEFNextEd1 Fellowship contribute?

The theme “**Re-thinking Intelligence**” provides a focused and integrative framework for examining how teacher education can respond to these shifts. Rather than treating AI as a technical issue, the theme foregrounds intelligence as a **human, ethical, cultural, and systemic construct**, with direct implications for pedagogy, professionalism, and leadership. In this context, **the Fellowship explores the future of teacher education through five interconnected areas:**

¹ [AI, AIED and Human Agency – AI for Teachers: an Open Textbook](#)

² https://www3.weforum.org/docs/WEF_Shaping_the_Future_of_Learning_2024.pdf

https://www3.weforum.org/docs/WEF_Shaping_the_Future_of_Learning_2024.pdf

³ https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/05/what-should-teachers-teach-and-students-learn-in-a-future-of-powerful-ai_4578ec74/ca56c7d6-en.pdf

⁴ <https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>

⁵ <https://rm.coe.int/prems-019925-gbr-2511-artificial-intelligence-and-education-a4-web-bat/1680b6c970>

⁶ <https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>

- **Human-Centred Intelligence and Pedagogy:** How teacher education can prioritise values, care, and professional judgement, ensuring AI enhances rather than replaces human decision-making.
- **The Evolving Role of Teachers and Teacher Educators:** How teachers' roles are shifting from knowledge transmitters to facilitators, interpreters, and ethical decision-makers in AI-supported learning environments.
- **Ethics, Agency, and Professional Responsibility:** How teacher education can strengthen educators' capacity to navigate ethical dilemmas, algorithmic influence, and data-driven systems responsibly.
- **Wellbeing, Sustainability, and the Green Transition:** How intelligence in education must account for cognitive, emotional, and ecological dimensions, supporting sustainable and humane learning systems.
- **Cultural and Contextual Perspectives on Intelligence:** How diverse understandings of intelligence across Asia and Europe can inform more inclusive and context-sensitive teacher education models.

Within this context, **ASEFNextEd1** positions **teacher education institutions as key actors** in shaping how intelligence is understood, cultivated, assessed, and governed. Rather than treating AI as a technical add-on, the Fellowship supports a **systemic re-examination** of teacher education's purposes, practices, and leadership roles.

Through structured dialogue, interdisciplinary collaboration, and policy-oriented knowledge creation, **ASEFNextEd1** enables participants to move beyond predefined solutions and engage in **collective sense-making**. In doing so, the Fellowship supports teacher educators not only as trainers of future teachers, but as **intellectual leaders and stewards of responsible educational transformation** across Asia and Europe.

Who Is Eligible and Can Benefit from This Fellowship?

Eligibility and Selection of ASEFNextEd1 Fellows

The ASEFNextEd Fellowship is designed for **academics, researchers, and teacher trainers** who are:

- Academics and researchers at a **Higher Education Institution (HEI)** or Teacher trainers at a ministry or government associated **Teacher Training Institution**
- Working on **K-12 teacher education initiatives**, such as educational leadership, curriculum development, or educational research
- Committed to shaping the **future of teacher training** at secondary, high and vocational education levels across Asia and Europe

All Fellows **must be citizens of** an eligible Asian or European country **and work for an institution based in** one of these countries:

Asia: *Australia, Bangladesh, Brunei Darussalam, Cambodia, China, India, Indonesia, Japan, Kazakhstan, Korea, Lao PDR, Malaysia, Mongolia, Myanmar, New Zealand, Pakistan, Philippines, Singapore, Thailand and Viet Nam.*

Europe: *Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland and the United Kingdom.*

ASEF and its partners will **invite applicants for the Fellowship**. Candidates from **diverse disciplinary, cultural, and institutional perspectives** from eligible Asian and European countries are welcome. **Selection will be based on their expertise and dedication** to collaborate across cultures to create new knowledge and drive meaningful change, making Teacher Education more innovative inclusive, dynamic, and impactful.

What will the Fellows Do During the Programme?

Programme Design & Key Elements of ASEFNextEd1 Fellowship

The ASEFNextEd1 Fellowship is structured around **five interconnected phases**, designed to support **collective inquiry, emergence, and policy-relevant knowledge creation**. Rather than starting with predefined solutions, the programme guides Fellows through a structured process of dialogue, collaboration, and reflection, allowing insights and responses to develop over time.

1. Fellowship Leaders' Meeting | 27 - 30 April 2026 | Cambridge, United Kingdom

The ASEFNextEd Fellowship Leaders' Meeting marks the official launch of the Fellowship and brings together **eight education Leaders** (four from Asia and four from Europe) who will guide the whitepaper co-creation process throughout the programme.

Selected from the wider pool of invited Fellows, these **Leaders will coordinate** the work of a **team of five to six Fellows**, providing intellectual leadership and coordination **during the independent whitepaper drafting phase** of the Fellowship (see below).

During the meeting in Cambridge, these Leaders will collectively **refine the overarching inquiry framework**, align on thematic directions, and agree on shared standards for quality, collaboration, and policy relevance. The meeting also serves to **synchronise timelines, roles, and working methods**, ensuring coherence across teams while allowing space for diverse perspectives and approaches.

By establishing a strong foundation of **shared purpose, trust, and cross-regional leadership**, the Leads' Meeting enables a coordinated yet flexible process for producing **high-quality, policy-relevant whitepapers** that contribute to renewing teacher education across Asia and Europe.

Roles and Responsibilities of Fellows: Fellows are expected to take an active leadership role throughout the Fellowship by:

- **Proposing two whitepaper topics** (title and short abstract) aligned with the overarching Fellowship theme via the registration link provided in the invitation email from the ASEFNextEd1 team.
- **Participating in the Fellowship Leaders' Meeting** in Cambridge, United Kingdom, from **27–30 April 2026**, to co-develop thematic and intellectual directions as well as collaboration approaches.
- **Participate in the Fellowship's** online sessions from **13 May to 24 June 2026**, including a **Peer-to-Peer Feedback Session on 9 September 2026**.
- **Independently lead a team of 5–6 Fellows** and co-create a whitepaper through a collaborative and iterative process from **24 June to November 2026**, culminating in a finalised output.
- **Participating in the ASEFNextEd1 Conference** in Macau, China, from **23–27 November 2026**, to present and refine the team's whitepaper
- **Support the finalisation and dissemination of the whitepaper** after the Conference, including identifying opportunities to present and share policy-relevant insights emerging from the work.

2. Peer-to-Peer Learning & Dialogue Phase I | 13 May – 24 June 2026 | Online

The Fellowship begins with a facilitated peer-learning and dialogue phase, creating a shared foundation for inquiry. This phase establishes trust, shared language, and intellectual coherence across the Fellowship. During this phase, Fellows engage in structured conversations to:

- Develop a **shared conceptual understanding of "intelligence"** in the context of education, moving beyond purely technical interpretations
- Exchange **regional, cultural, and institutional perspectives** on the trends reshaping teacher education

- Identify common challenges and priorities, and form interdisciplinary, cross-regional whitepaper teams around emerging themes

Welcome & Introduction Getting to Know Each Other & the Fellowship Wednesday, 13 May 2026 16:00-17:30 SGT / 10:00-11:30 CEST		
Session Focus	Key Role of Fellows	Key Outcome
The session welcomes Fellows into the ASEFNextEd community, enabling participants to get to know each other, exchange initial perspectives as well as introduces the Fellowship’s purpose and theme.	Actively engage in introductory dialogue and icebreaking activities; reflect on personal motivations and expectations; share initial perspectives on the Fellowship theme.	A shared understanding of the Fellowship’s purpose and structure, initial peer connections, and a strong foundation of trust and common direction for collaboration.
1 st Peer-to-Peer Dialogue: Why Re-thinking Intelligence Matters Now Wednesday, 20 May 2026 16:00-17:30 SGT / 10:00-11:30 CEST		
Session Focus	Key Role of Fellows	Key Outcome
This session kick offs the 1 st peer-to-peer dialogue by exploring why “Re-thinking Intelligence” has become a pressing issue in the context of AI, digitalisation, and sustainability transitions, positioning teacher education as a key lever for system-level change.	Reflect on current understandings of intelligence in their own contexts; share initial challenges, tensions, or questions.	Shared starting point, common language, and initial mapping of perspectives across regions and institutions.
2 nd Peer-to-Peer Dialogue: What does AI-influenced and Sustainability-driven Education Mean? Wednesday, 3 June 2026 16:00-17:30 SGT / 10:00-11:30 CEST		
Session Focus	Key Role of Fellows	Key Outcome
This session explores what AI-influenced and sustainability-driven education systems imply for how intelligence is understood in education, moving beyond purely technical interpretations to consider relational, ethical, cultural, and environmental dimensions.	Share contextual and institutional perspectives; surface ethical considerations, values, and assumptions shaping teacher education in AI- and sustainability-driven contexts.	A broadened, shared conceptual framing of intelligence, with increased awareness of ethical, cultural, and sustainability dimensions relevant to teacher education.
3 rd Peer-to-Peer Dialogue: Re-thinking the Role of Teachers and Teacher Educators Wednesday, 10 June 2026 16:00-18:00 SGT / 10:00-12:00 CEST		
Session Focus	Key Role of Fellows	Key Outcome
This session examines how evolving understandings of intelligence are reshaping teacher professionalism, agency, leadership, and responsibility within AI-influenced and sustainability-driven education systems, with particular implications for teacher education.	Reflect on how roles and professional expectations of teachers and teacher educators are changing; identify emerging competency, leadership, and ethical demands in AI- and sustainability-shaped contexts.	A shared understanding of key role shifts, educational leadership challenges, and professional demands shaping the future of teacher education.
4 th Peer-to-Peer Dialogue: Identifying Priority Challenges and Inquiry Themes Wednesday, 17 June 2026 16:00-18:00 SGT / 10:00-12:00 CEST		
Session Focus	Key Role of Fellows	Key Outcome
The session begins with a short “Art of Feedback” segment to establish shared principles for constructive and inquiry-oriented peer exchange. Fellows then present their proposed inquiry topics for	Engage in the feedback briefing; present inquiry ideas clearly; provide and receive constructive, respectful feedback; reflect on input to	A shared feedback culture, refined inquiry themes, and clearer articulation of priority challenges to guide subsequent collaborative work.

white papers, engage in structured peer feedback, and refine priority challenges and inquiry themes, without changes to team composition.	strengthen clarity and focus.	
Transition from Dialogue to Collaboration: Team Culture Mapping and Focus Setting for White Papers Wednesday, 24 June 2026 16:00-18:00 SGT / 10:00-12:00 CEST		
Session Focus	Key Role of Fellows	Key Outcome
This session transitions the Fellowship from dialogue to collaborative action by forming interdisciplinary, cross-regional whitepaper teams and aligning on thematic focus, shared inquiry questions, and ways of working through guided team culture mapping and scenario-based discussion.	Actively engage in team culture mapping; reflect on individual and collective working styles; participate in scenario-based discussion; and align on shared values, collaboration norms, and inquiry focus.	Clearly established whitepaper teams with shared ownership, a defined thematic direction, and agreed principles for effective and inclusive collaboration during the independent whitepaper co-creation phase.

By the end of the Peer-to-Peer Learning & Dialogue Phase, Fellows will have:

- A shared and nuanced understanding of “Re-thinking Intelligence” in the context of AI-influenced and sustainability-driven education systems
- Established trust, shared language, and agreed principles for constructive dialogue and peer feedback
- Clearly defined inquiry themes and well-formed, cross-regional whitepaper teams with aligned focus and ways of working

This foundation ensures that subsequent collaboration is **deep, coherent, and policy-relevant**, rather than fragmented or solution-driven too early.

3. Independent White-Paper Co-Creation Phase | 01 July – 17 November 2026 | Online

Building on the insights generated during the Peer-Learning & Dialogue Phase, the **White-Paper Co-Creation Phase** constitutes the core knowledge-production component of the Fellowship.

What are the ASEFNextEd1 Whitepapers?

The ASEFNextEd whitepapers are collaborative, evidence-informed outputs developed by cross-regional teams of teacher educators, researchers, and academics. Each whitepaper examines a priority subtopic under the theme “*Re-thinking Intelligence: The Future of Teacher Education*,” with the aim of informing institutional leadership, shaping teacher education practice, and contributing to regional and international policy dialogue on teacher education.

What is the Co-creation Process?

During this independent phase, Fellows collaborate in **cross-regional and interdisciplinary teams of 4-5**, each led by a **Fellowship Leader**. Each team will address a **specific subtopic within the overarching Fellowship theme**: “*Re-thinking Intelligence: The Future of Teacher Education*”. Each whitepaper is developed through iterative inquiry, collaborative writing, and peer feedback, and is guided by a designated team lead. Rather than following a prescriptive model, teams engage in an **iterative, problem-driven process**, allowing ideas, questions, and policy-relevant insights to emerge through collaboration, peer feedback, and reflection. Fellowship Leads play a facilitative and intellectual leadership role, ensuring conceptual coherence, policy relevance, and progress, while maintaining the **collective ownership** of the whitepaper among all team members.

Who are the Target Audiences of the Whitepapers?

The whitepapers are designed with a **two-tier audience approach**, ensuring both **institutional relevance** and **policy resonance** across Asia and Europe:

1. Institutional Leaders in Teacher Education: The primary audience of the whitepapers includes senior leaders within teacher education institutions, such as **Deans, Vice-Chancellors, Heads of Faculties of Education, and leaders of teacher training institutions**. The whitepapers aim to support these leaders in:

- Reflecting on how teacher education programmes must evolve in AI-influenced and sustainability-driven education systems
- Informing institutional strategy, curriculum renewal, leadership development, and professional standards
- Strengthening human-centred, ethical, and future-oriented approaches to teacher education

2. Policy Stakeholders and Public Authorities: As a secondary audience, each whitepaper will conclude with a **short set of high-level, accessible recommendations** relevant to **Ministries of Education, government bodies, and policy stakeholders**. These recommendations will:

- Be limited in numbers (3-5 max), focused and framed at a strategic level
- Focus on **interregional relevance and shared challenges** across Asia and Europe
- Highlight broad policy considerations rather than detailed national prescriptions

This two-tier approach ensures that the whitepapers remain **grounded in institutional practice**, while also contributing meaningfully to **regional and international policy dialogue** on the future of teacher education.

What topics are discussed in the Whitepapers?

Building directly on the topic framework described above, the ASEFNextEd1 whitepapers address key dimensions of *“Re-thinking Intelligence: The Future of Teacher Education”*, including but not limited to:

- Human-centred intelligence and professional judgement
- Evolving roles of teachers and teacher educators in AI-supported learning environments
- Ethics, agency, and professional responsibility in data-driven education systems
- Wellbeing, sustainability, and the green transition in education
- Cultural and contextual perspectives on intelligence across Asia and Europe

Together, these whitepapers translate the Fellowship’s conceptual focus into **policy-relevant, practice-oriented insights**, supporting institutional leaders and policymakers in navigating the future of teacher education across Asia and Europe.

A **Peer-to-Peer Feedback Session** in the midst of this phase will bring all white paper teams together in a facilitated, learning-oriented dialogue **to review progress**, exchange perspectives, strengthen arguments, and **refine their drafts** through collective reflection before presenting them at the Conference.

Peer-to-Peer Feedback Session: Strengthening Whitepaper Inquiry and Arguments Wednesday, 09 September 2026 16:00-18:00 SGT / 10:00-12:00 CEST		
Session Focus	Key Role of Fellows	Key Outcome
This session brings all whitepaper teams together in a facilitated, learning-oriented dialogue to review progress, exchange perspectives, and strengthen emerging arguments. Through structured peer feedback and collective reflection, Fellows refine their drafts and sharpen policy-relevant insights in preparation for presentation at the ASEFNextEd1 Conference.	Present work-in-progress; provide and receive constructive, critical peer feedback; reflect on conceptual coherence, ethical considerations, and policy relevance; and integrate insights from parallel inquiries across teams.	Strengthened whitepaper drafts with clearer arguments, improved conceptual coherence, and enhanced policy relevance, informed by cross-team perspectives and collective learning.

4. On-site Conference | 23 – 27 November 2026 | Macau, China

The 4-5 days long on-site conference from 23 – 27 November 2026 brings Fellows together to consolidate learning and translate collaborative inquiry into actionable insights. During the conference, Fellows will:

- Present and critically reflect on their draft whitepapers
- Engage in structured peer feedback and policy-oriented dialogue
- Refine and finalise their collective outputs through exchange with peers and invited experts
- Connect with a broader ecosystem of education leaders, researchers, and innovators

The conference will be co-organised by ASEF and the United Nations University Macau (UNU Macau), creating opportunities for wider international engagement and situating the Fellowship within global discussions on education, intelligence, and sustainability.

Please note: Invitation to the conference is conditional for fellows based on active engagement, meaningful peer contributions, and strong progress on the joint publication during the virtual phase.

5. Post Conference Knowledge Dissemination & Policy Dialogue | Dec 2026 and Jan 2027 (TBC) | Across ASEF Countries

After the Conference there will also be an opportunity for **Knowledge Dissemination & Policy Dialogue**. Following the Fellowship, outcomes will be disseminated through **ASEF and partner platforms**, regional and international education fora, and targeted **policy-oriented communication outputs**. Depending on scope and relevance, a **follow-up publication or edited volume** may be developed to further extend the impact of the Fellowship's collective work and support ongoing policy dialogue.

What is Expected from Fellows?

Time Commitment and Expected Contributions of ASEFNextEd1 Fellows

Fellows are expected to participate actively as **co-creators of knowledge and contributors to Asia-Europe policy dialogue** on the future of teacher education. Fellows are expected to commit **approximately 2–3 hours per week** to fully participate in the activities below:

- **Peer-Learning & Dialogue Phase I | 13 May – 24 June 2026 | Online**
 - **Participate** in six structured online peer-learning and dialogue **sessions live online**, one session per week, each 2 hours long
 - Fellows are expected to **bring insights from their own institutional, national and regional contexts**, including teacher education models, research findings, and emerging challenges linked to digitalisation, human-centred education, and sustainability transitions
 - **Expected time commitment:** 2-hours each week
- **White-Paper Co-Creation Phase | 1 July – 17 November 2026 | Online**
 - Contribute to a cross-regional whitepaper team, and **work together with 4-5 team members**, to co-develop a policy-relevant and practice-informed whitepaper.
 - **Provide peer feedback** to other teams' work, strengthening quality, coherence, and shared ownership of Fellowship outputs
 - **Expected time commitment:** 2 hours per week between June – July & September – November 2026

- **On-site Conference | 23 – 27 November 2026 | Macau, China**
 - **Attend the 4-5 days long conference in China**, to present, refine, and finalise whitepapers in dialogue with peers and expert resource persons. Participation is conditional on active engagement and meaningful progress during the previous two phases of the Fellowship.
 - **Expected time commitment:** 4-5 days in November 2026, Macau, China

What will the Fellows Achieve?

Key Outcomes & Competencies Acquired through the ASEFNextEd1 Fellowship

Through the ASEFNextEd1 Fellowship, Fellows will achieve the following outcomes to advance their professional roles as **academics, researchers, and teacher trainers**, while contributing to broader Asia-Europe education reform:

- **Contribute to Policy-Relevant Knowledge Creation:** Fellows will collaboratively co-create **thematic whitepapers** that critically examine “*Re-thinking Intelligence: The Future of Teacher Education*”, generating evidence-informed insights to support teacher education reform, leadership development, and future-oriented policy dialogue across Asia and Europe.
- **Engage in High-Level International Dialogue and Visibility:** Through participation in the ASEFNextEd1 Conference organised Fellows will engage with international education leaders, researchers, and innovators, strengthening their global outlook and situating teacher education within wider discussions on digitalisation, human-centred education, and sustainability transitions.
- **Strengthen Asia-Europe Academic and Institutional Partnerships:** By working in cross-regional and interdisciplinary teams, Fellows will build **sustained professional networks and institutional collaborations** between Faculties of Education and teacher training institutions, fostering long-term cooperation, joint research, and shared leadership in teacher education.
- **Advance Future-Oriented Teacher Education Leadership:** Fellows will enhance their capacity to lead change within their institutions by integrating Fellowship insights into **teacher education curricula, professional development programmes, and research agendas**, promoting human-centred, ethical, and future-ready approaches to teacher education across secondary and vocational contexts.

Through the ASEFNextEd1 Fellowship, **Fellows will develop core competencies** essential for leading future-oriented teacher education:

- **Systems Thinking & Problem Framing:** Ability to analyse complex, interconnected challenges in teacher education related to intelligence, AI, and sustainability, and to frame them in ways that support meaningful institutional and policy responses.
- **Collaborative Inquiry & Knowledge Co-creation:** Capacity to work across disciplines and regions to co-create knowledge, integrate diverse perspectives, and refine ideas through peer dialogue and feedback.
- **Ethical Reasoning & Professional Judgement:** Strengthened competence in identifying ethical implications, exercising responsible judgement, and promoting human-centred approaches to intelligence and AI in teacher education.
- **Adaptive Leadership & Change Agency:** Readiness to lead educational change amid uncertainty by translating emerging insights into future-ready teacher education practices, policies, and institutional strategies.

How Will the Fellowship Create Impact?

Impact, Scale & Sustainability of the ASEFNextEd1 Fellowship

- **Impact:** The ASEFNextEd1 Fellowship creates lasting, system-level impact by strengthening the intellectual and educational leadership of teacher educators and generating policy-relevant whitepapers that inform future-oriented teacher education reform across Asia and Europe.
- **Scale:** The knowledge, insights, and conceptual frameworks co-created by Fellows are designed for transferability and wide dissemination, enabling ripple effects across institutions, national teacher education systems, and regional and international policy dialogues beyond the Fellowship cohort.
- **Sustainability:** By cultivating an enduring Asia–Europe ASEFNextEd Community of Practice (CoP), the Fellowship embeds continuous collaboration, peer learning, and leadership development among academics, researchers, and teacher trainers beyond the project lifecycle.

Overall, by positioning teacher educators as **intellectual leaders and change agents**, ASEFNextEd1 aims to generate a multiplier effect that supports longer-term transformation across education systems and learner communities across Asia and Europe.

Organised by



Asia-Europe Foundation (ASEF) is an intergovernmental not-for-profit organisation founded in 1997 and located in Singapore. ASEF promotes understanding, strengthens relationships and facilitates 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. For more information, please visit the www.ASEF.org.

In Partnership With



The United Nations University International Institute for Software Technology in Macau (UNU Macau) is a global think tank dedicated to research, training and education on digital technologies for sustainable development. It promotes evidence-based actions and policies to support the achievement of the Sustainable Development Goals. Part of the UN family, and being one of the 13 institutes and units of the United Nations University (UNU), UNU Institute in Macau works collaboratively to explore how digital technologies can be leveraged for sustainable development, addressing key issues expressed in the UN 2030 Agenda for Sustainable Development. Established in 1992, UNU Institute in Macau stands out as the only institute among the UNU institutes focusing on the intersection of digital technologies and sustainable development. Based in the Greater Bay Area of China, we bring a unique perspective to addressing global challenges and digital transformation. For more information, please visit <https://unu.edu/macau>.



Beijing Normal University (BNU)'s College of Education for the Future is a globally reputable university department which specialises in teacher education, education research and theoretical discipline in humanities and science. The College of Education for the Future at BNU was established in the Greater Bay Area of China in 2019. It aims to prepare new generation of teachers who are equipped with AI and digital literacy and innovative pedagogy for the future of teaching and learning and lead the development of educational reform and development in China. For more information, please visit <https://english.bnuzh.edu.cn/>.



Digital Education Futures Initiative (DEFI) is a global research and development hub based at Hughes Hall, University of Cambridge, dedicated to exploring and shaping the future of education in an era of rapid technological change. DEFI brings together educators, researchers, policymakers, and innovators to examine how emerging technologies can support meaningful, inclusive, and human-centred educational transformation. Through interdisciplinary research, dialogue, and innovation labs, DEFI supports evidence-informed decision-making and professional learning to help education systems navigate complexity and design future-ready models of teaching, learning, and assessment. For more information, please visit: <https://www.deficambridge.org/>.



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/>.



The Association of Southeast Asian Teacher Education Network (AsTEN) is an entity associated with ASEAN and a network of premier and leading Teacher Education Institutions (TEIs) of the countries in the ASEAN. The goal of the association is to address issues, challenges, and concerns relevant to teacher education programs, practices and policies in the ASEAN Region. It also serves as a vehicle for collaboration in both academic and research endeavours within and across member institutions that will ultimately benefit the ASEAN nations and peoples. For more information, please visit <https://www.asten1.org/>.

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Flags represent countries that contributed to ASEF's General Pool for the previous year, as of 01 January 2026