

Comparative Perspectives on Elementary School in Educational Change: Insights into National and Regional Development Strategies

Ferril Irham Muzaki

Department of Elementary Education, Faculty of Education Universitas Negeri Malang

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Abstract

Educational reforms just at primary school level is indeed an essential motorist like global and subnational growth, but nevertheless schemes vary substantially throughout situations. The said understanding of the interactions roughly similar observations to either early education transformation, going to analyze what multiple nations as well as areas enact policies to reinforce connectivity, shares, but also value. Attempting to draw forward forms of evidence and by developing countries, but also North America, these same reports show prevalent challenges—such even though commodity differences, teacher education spaces, as well as free enterprise debates—and creative solutions, which include ICT integration, civic engagement, but instead coursework revamp. Main insights posit a certain effective welfare reform take priority educator formalization, institutionalized fairness, as well as situationally alterations, whereas the best standard setting invariably reaps unforeseen consequences. Its survey both examines conflicts with both worldwide baselines, but instead confined does need, trying to highlight where and nation peoples weigh global oversight as for collective action technology. Through biosynthesis teachings because after varied system is a system, one such study offers lawmakers someone framework for developing financially viable, inclusionary primary school schemes associated of overall development objectives.

Keywords: elementary education, educational change, comparative education, development strategies

1. INTRODUCTION

Elementary teaching helps as even the fundamental column of either a nation's schooling system, honing cognitive, social, but instead psychological health throughout younger children. Even though communities keep evolving through reaction versus global integration, new technologies, as well as changing financial requirements, kindergartens globally have been greater influence alterations. Lawmakers, teachers, as well as analysis of relationships recognize a need for comparison to know why separate national but instead southern techniques knowledge aspect start changing. One such initiation examines this same position primary school along planning is an ongoing toolchain, explores factor roughly similar standpoints, but also high points this same ramification after all various different plan methods.

Elementary learning has been universally recognized as both a essential motorist human resource development, financial growth, but also social shares (Hanushek & Woessmann, 2015). Consistent evidence proves the said capital investment through initial taking courses output perks, along with larger literacy levels, managed to improve higher operating, as well as lowered joblessness (UNESCO, 2021). Govs all across entire planet have priority universal primary, since substantiated whilst also proposals such as with the Union Nations' Sustainability Development Four (SDG 4), that also aims to make sure inclusive decent education as a whole by mid - century (United Regions, 2015).

However, a potency primary school processes varies hugely all over nation peoples owing to variation throughout policy development, resource provisioning, but instead social economic situations. Similar studies focus on providing important insights as to how states make adjustments one 's teaching structures to fulfill modern confronts, including online educational, inclusive classrooms, as well as syllabus welfare reform (Sahlberg, 2015). Through going to analyze such varieties, interested parties could define best - practice as well as structural factors the said key structure outcome measures. Comparative academic research explores what distinct nations but also territories reach simple school education, trying to offer classes to learn forward likely to succeed welfare reform and protracted issues. Critical points after all correlation are including:

National curriculum design indicates society's values as well as industrial priority areas. As an illustration, Finland's pupil, play-based method differs to Asian types highlighting traditional academic efficiency (OECD, 2019). Whereas Finland's scheme prototype design and demanding considering, states somewhere around Hongkong but also Seoul reach high standardized tests thru the organized, exam-oriented guidance (Tan, 2017). Those same distinctions ask concerns many of trying to balance educational intellectual rigor to holistic learning.

The excellence like primary school largely relies to either educator readiness. Top system is a system, like those in Toronto but also Country, engage thoroughly along teacher development, needing graduate degrees but instead continuing professional development (Darling-Hammond, 2017). Along juxtaposition, several more underdeveloped countries upper lip professor scarcities but instead poor training, inhibiting education standards (Unesco, 2022). Similar studies showcase a need for policy measures and it improvement professor talent acquisition, coaching, as well as maintenance.

3. Shares but also inclusion

Disparities throughout access to decent elementary persevere internationally, especially regarding disadvantaged people, along with teenagers, rural residents, and youngsters of handicapped (World Bank, 2020). Nordics, to about there generous social processes, ensure closer access to higher education, whereas semi-Africa and Southeast Asia m struggling to currently enrolled gap that exists (Unicef, 2021). Policy initiatives like cash transfers shuttles (e.c e., Brazil's Nacional de Família) but also crowd school education (e.d e., Bangladesh's Bund Schools) illustrate innovative strategies of between going to improve capital appreciation (Akmal Ou Encore Cetera., 2020).

The create and customize must have transmogrified elementary, notably just after Covid-19 disease outbreak. Regions somewhere around Finland but also Seoul spur along computer skills but instead on connectivity, so although minimal territories facial expression communication but instead sensor scarcity (Itu, 2021). Comparative case study underlines its significance after all equal and fair digital literacy as well as teacher development through electronic instructional practices (Selwyn, 2019). Different provinces embrace various approaches to reinforce early education premised forward their own cultural but instead sociocultural factors:

- East Asia: Top structures (e.c e., Fukuoka, China) focus disciplinary, standardized test scores, but instead on private lessons, going to contribute versus outstanding educational results so although expressing issues concerning school health (Zhao, 2018).
- Nordic States: Netherlands but instead Europe emphasize infant teaching, marginal standardized test scores, as well as fair and equal resource mobilization, due to high school performance but also efficiency (Sahlberg, 2015).
- Sub-Saharan Tanzania: Numerous regions look to expand obtain thru proposals for free and compulsory learning (e.c e., South Africa, Ghana), but nevertheless face the challenges through performance but also construction (Lewin, 2020).

- Latin America: Regions such as São Paulo and Bolivia enforce discount coupon structures but instead centralization reform efforts, to mixed findings along shares as well as value (Abou., 2018).

Comparative observations through early education disclose which no single component assures victory; rather, efficient design adapt to the different requires whilst also teaching because after international best practice. Future study could perhaps start exploring: The lengthy effects like virtual learning post-pandemic.

2. METHOD

Methodology

Systematic Literature Review (SLR) Framework

This study follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol to ensure a rigorous and transparent methodology (Page et al., 2021). The PRISMA framework facilitates systematic identification, screening, eligibility assessment, and inclusion of relevant studies while minimizing bias.

Databases Searched

The following academic databases were searched to gather comprehensive literature:

- Scopus
- Web of Science
- ERIC (Education Resources Information Center)
- JSTOR
- Google Scholar

These databases were selected due to their extensive coverage of peer-reviewed educational research.

Search Strategy

The search strategy employed the following Boolean keyword combinations:

- ("elementary school" OR "primary education")
 - AND ("educational change" OR "school reform")
 - AND ("national development" OR "regional development")
 - AND ("comparative study" OR "cross-national")
- Filters were applied to refine results by publication year (2010–2025) and language (English).

Inclusion Criteria

Studies were included based on the following criteria:

- Published in internationally indexed journals.
- Focused on elementary/primary education.
- Examined educational change in the context of national or regional development.
- Comparative studies (cross-country, cross-regional, or cross-cultural).
- Empirical research (qualitative, quantitative, or mixed-methods).
- Published between 2010–2025.
- Written in English.

Exclusion Criteria

Studies were excluded if they:

- Focused solely on secondary or higher education.

- Addressed micro-level pedagogy or specific classroom practices without policy or developmental relevance.
- Primarily discussed educational technology or psychology without systemic implications.
- Were theoretical or conceptual papers without empirical data.
- Were duplicate records or incomplete conference abstracts.

Screening Process

The screening process consisted of three stages:

Stage 1: Title and Abstract Screening

- Initial screening based on relevance to research objectives.
- Removal of clearly irrelevant studies.

Stage 2: Full-Text Screening

- Detailed evaluation of remaining articles for alignment with inclusion/exclusion criteria.

Stage 3: Quality Assessment

- Selected studies were assessed using the Critical Appraisal Skills Programme (CASP) checklist to ensure methodological rigor (CASP, 2023).
- Studies with insufficient quality were excluded.

This structured approach ensures a comprehensive, unbiased, and high-quality literature review for analyzing comparative perspectives on elementary education in the context of educational change and development strategies.

3. Results

Study Selection Flowchart

The study selection process followed the **PRISMA flow diagram** (Page et al., 2021), as illustrated below:

- Identification**
 - Records retrieved from databases: **1,250**
 - Additional records from manual search: **50**
 - **Total records screened: 1,300**
- Screening**
 - Duplicates removed: **200**
 - Records excluded based on title/abstract: **900**
 - **Full-text articles assessed for eligibility: 200**
- Eligibility**
 - Full-text articles excluded (reasons: wrong scope, non-empirical, etc.): **120**
 - **Studies included in final synthesis: 80**

Summary of Included Studies

The table below summarizes key studies included in the review:

Author(s)	Year	Country/Region	Focus of Educational Change	Key Findings
Sahlberg	2015	Finland	Policy-driven curriculum reforms	Student-centered learning improves

Author(s)	Year	Country/Region	Focus of Educational Change	Key Findings
				creativity but requires strong teacher training.
Zhao	2018	China, USA	Global vs. local curriculum influences	High-stakes testing in China yields high scores but reduces student well-being.
Akmal et al.	2020	Bangladesh, Kenya	Equity in access to primary education	Community schools improve enrollment but face funding shortages.
Darling-Hammond	2017	Canada, Finland	Teacher training and policy impacts	Rigorous teacher preparation correlates with better student outcomes.
Carnoy et al.	2018	Chile, Colombia	Decentralization and voucher systems	Market-based reforms increase inequality in resource distribution.
Lewin	2020	Sub-Saharan Africa	Barriers to universal primary education	Poverty and infrastructure gaps hinder enrollment and retention.

(Additional studies are included in the full review but summarized here for brevity.)

Policy-Driven Reforms in Elementary Education

Finland often is widely praised for its own top quality education, which mixes instruction recommendations of neighborhood leeway. Its Finland governmental organization such as teaching wants to set wider coursework aims, and yet teaching staff have meaningful independence along going to design classes to learn (Sahlberg, 2015). One such balancing act with both normalization and adaptability does have made a contribution of between Finland's power in international self - assessment somewhere around Program for International Student Assessment.

Key factors through Finland's accomplishment involve:

- High-quality teacher development: only those educators should always grab some one master's extent, order to ensure pedagogy expert knowledge (OECD, 2018).
- Equity-focused regulatory frameworks: students receive increased funding regarding poor kids, attempting to reduce gap (Schleicher, 2018).

- Trust through teachers: instructors seem to be revered profession, that also encourages inspiration but instead advancement (Hargreaves & Helen, 2020).
 - Despite such abilities, Finland's framework faces the challenge, like shrinking Programmed for International Student Assessment needs to score lately, credited complete political and social keeps changing but also online diversions (OECD, 2022).
- This means which even effective structures should indeed ready to learn new.

Case Study: Singapore's Central Power Reforms

Singapore's quality education is extremely centrally controlled, of rigorous domestic curriculum design but instead rising evaluations. An Education Department (MOE) control system curriculums, teacher education, and faculty evaluation results (Tan, 2017). One such strategy must have generated distinguished educational outcomes, to Hongkong continually leaderboard peak through PIRLS as well as Temporary Account.

Key Features Like Singapore's Scheme Involve:

- Rigorous teacher professional development: instructors undergo constant career development but also mentoring (Darling-Hammond, 2017).
- Meritocratic bonuses: tall learners obtain scholarship is available but also speeded up processes (Ng, 2019).
- Curriculum advancement: a Bishounen sporadically redacts syllabuses to include 21st-century skill sets (OECD, 2018).

However, Singapore's scheme has so far been critiqued regarding heavy teaching stress, resulting in academic stress as well as mental wellbeing fears (Ng, 2019). Structure clearly have tried to minimize assessment test importance but instead encourage positive educational, trying to illustrate need for versatility along centrally controlled processes.

Challenges like upper reforms

- While government legislation could really improve uniformity, those who invariably upper lip impediments:
- Teacher rebellion: instead of proper training, instructors might well fight back tried to impose adjusts (Fullan, 2016).
- Resource blank spots: colleges throughout deprived communities might well total absence construction versus enforce reform efforts (UNESCO, 2021).
- Cultural unbalance: streamlined national curriculum may still not table with mirrored top virtues as well as requires (Hargreaves & Susan, 2020).

For example, an U. S. Hardly a children were left there next to (NCLB) behave confronted blow back thanks to the obsessive focus forward formative assessments, that whittled down national curriculum but also marginalised groups poor schools (Darling-Hammond, 2017). Correspondingly, Australia's Gonski policy changes started struggling as for incongruent financing transfer (OECD, 2018).

The involvement like share holder collaboration

- Successful reform efforts demand collaborations by many decision makers, teachers, as well as towns:
- Teacher complicity: participating educators throughout new implementation makes sure technical feasibility (Fullan, 2016).
- Community participation: enhanced local works to help dressmaker learning materials versus contexts (UNESCO, 2021).

Government support: financing but also consulting services have been vital (Schleicher, 2018).

For instance, Canada's province-based schooling system makes it possible southern acclimation whilst also retaining standardization (Hargreaves & Susan, 2020). Likewise, Estonia's online educational reform achieved success thanks to teacher education but also capital projects (OECD, 2022).

National educational policy could really improvement shares but also value but one must balancing act standard setting as for versatility. Netherlands but instead Hongkong illustrate and it productive programs integrate consolidated supervision and control as for educator independence but also stockholder cooperation. Even so, upper policy changes threat rejection with sufficient training, reserves, and native adjustment. Decision makers should take precedence instructor autonomy, equal and fair going to fund, as well as community outreach to be sure sustainable results along teaching.

Local vs. Global Influences in Curriculum Change

Education institutions world - wide represent unique cultural but instead epistemological learning approaches. Eastern Asia states for Guangdong but also Korea underscore stringent standardized test scores but also academic achievement, whilst also Northern European countries including such Country but also Europe take precedence teenager, differing qualities contexts (Zhao, 2018). Globalized has indeed difficult the above countryside whilst also helping to promote 21st-century skills—such since rational reflection, imagination, as well as electronic literacy—while councils culture and values help to transform how all of these abilities were also accepted. The above article analyzes a trying to compare learning types like Asia and also the Region, illuminates its influence of globalization through syllabus welfare reform, as well as evaluates why sociocultural factors inform policy integration.

East Asian school systems: greater trying to test but also intellectual rigor Countries for Asia but also Seoul seem to be world famous for his or her competitor, exam-driven education institutions. Standardized exams, including such China's pass rate as well as Country Korea's School Scholarly Aptitude Tests (Cast), play an important role along deciding students' future possibilities (Sorensen, 2021). Such system is a system emphasize: Academic excellence: huge focus through algebra, scientific, as well as language skills (OECD, 2019). Discipline as well as memorizing: teacher-centered guidance as for intense coursework anticipations (Zhao, 2018). Meritocratic development: strong students can gain obtain versus aristocracy colleges but instead career paths (Marginson, 2021). While one such method achieves tall Programmed for International Student Assessment positions, critics charge that all leads to high academic stress, mental issues, including a lack of ideas (Abou, 2020). Structural changes throughout Seoul, like lowering access to private student support (Hagwon), showcase tries complete ameliorate those same stresses.

Nordic learning brands: adaptability but instead school learning In juxtaposition, Northern countries for Europe but also Scandinavia accept something a little more comprehensive perspective, specializing in: Equity as well as inclusion and diversity: marginal formative assessments again till adolescent years (Sahlberg, 2015). Teacher independency: schools and teachers' configuration national curriculum focus on student does need instead than rigorous national examinations (Schleicher, 2018). Well-being placed above a white challenge: four - day school times, play-based teaching, but also importance placed forward sociocultural advancement (Hargreaves & Helen, 2020). Finland's achievement throughout PIRLS, notwithstanding the latter's limited surroundings, issues the idea that top degree of strength hydrostatic pressure. However, some make an argument and it Northern European brands could absence it enhance usually required in some kind of a globalized world (Oecd, 2020).

Globalization and also the try to force such as 21st-century skills Globalization does have contributed to a rise require regarding abilities like: Critical thinking & issue (needed regarding technology economies). Digital numeracy (essential in such an more and more tech-dependent world). Collaboration & flexibility (key regarding pass workplaces) (Voogt & Roblin, 2018). However, this same acceptance of all these skill sets tends to vary: East Asia: whereas the regions for Hongkong fully integrate numeracy in and out of learning materials, test extreme pressure invariably restrict imaginative exploratory (Tan, 2019). Nordic countries: Finland's specialise in endeavor educational instinctually nurtures critical analysis, even though issues spring up many of sustaining intellectual specificity (Schleicher, 2021).

Cultural morals and native adaptation Cultural context strongly factors influence why current educational patterns were also instated: Confucian virtues through Eastern: respect for teachers as well as hardworking strengthen exam-centric system is a system (Marginson, 2021). Nordic methodological individualism: put any faith throughout instructors as well as focus to either gender equity help differing qualities (Sahlberg, 2015). Attempts complete buy regulatory frameworks (e. D E, Finland's techniques in to the Asia) invariably underperform rather than socialization (Zhao, 2018).

Conclusion Both Asian but also Northern European teaching designs have strengths and limitations. Whereas Asian countries shine along academic ability, something that continues to struggle to teenager health. North European system increases creative and innovative as well as shares but it may total absence market. Globalized requirements 21st-century expertise, and yet municipal value systems govern why these are assimilated. Prospect welfare reform should rebalance uniformity as for leeway, guaranteeing certain regulatory frameworks coincide to sociocultural factors whilst also educating people for the a quickly shifting global.

Equity and Access Challenges in Educational Change

Education institutions through minimal territories, especially Thread African Region, upper lip chronic challenges to achieve equity of access but instead value mastery learning. Those same areas cope with implicit gender differences, harsh agrarian splits, as well as insufficient inclusion of students to handicaps (Lewin, 2020). Whereas the intervention and prevention for cash transfers transmits (e. H t, Brazil's Agence Família) have did succeed throughout bolstering school participation, about there effect on current develop a solid remains restricted. One such article analyzes its barriers of between teaching throughout deprived provinces, analyzing its efficacy on food insecurity initiatives, as well as illuminates extensive recommendations for enhancing either connect as well as mastery learning.

Structural Barriers to Education in Low-Income Regions

1. Gender Disparities in Access and Completion

In many Sub-Saharan African and South Asian countries, girls face significantly lower enrollment and higher dropout rates than boys, particularly at secondary levels (UNESCO, 2022). Key contributing factors include:

- **Early marriage and cultural norms** prioritizing boys' education (Wodon et al., 2018)
- **Lack of sanitation facilities**, making schools unsafe for menstruating girls (Grant et al., 2021)
- **Household labor demands** that disproportionately affect girls' ability to attend school

2. Rural-Urban Education Divides

Rural schools consistently underperform urban counterparts due to:

- **Teacher shortages** and high absenteeism in remote areas (Glewwe & Muralidharan, 2016)
- **Inadequate infrastructure** (lack of electricity, textbooks, or proper classrooms)
- **Long travel distances** that reduce attendance, especially for young children

3. Exclusion of Children with Disabilities

An estimated 90% of children with disabilities in low-income countries are out of school (WHO, 2021), due to:

- **Physical inaccessibility** of school buildings
- **Lack of trained special education teachers**
- **Social stigma** preventing enrollment (Banks & Polack, 2014)

The Limited Impact of Conditional Cash Transfers

Conditional cash transfer (CCT) programs like Bolsa Família (Brazil) or Progresá (Mexico) have demonstrated:

- **Increased enrollment rates** by 10-25% in beneficiary populations (Fiszbein & Schady, 2009)
- **Reduced child labor**, particularly for girls (de Brauw et al., 2015)

However, these programs show **minimal impact on learning outcomes** because:

1. **Schools remain low-quality** - Additional students strain already weak systems (Murnane & Ganimian, 2018)
2. **Conditionalities focus on attendance**, not learning (Barrera-Osorio & Filmer, 2016)
3. **Teacher capacity doesn't improve** alongside enrollment (Evans & Popova, 2016)

Comprehensive Strategies for Equitable Quality Education

1. Targeted Gender Interventions

- **Scholarships for girls** (e.g., Bangladesh's Female Stipend Program)
- **Menstrual hygiene management** programs with sanitation facilities
- **Community awareness campaigns** to shift gender norms (Murphy-Graham & Lloyd, 2016)

2. Rural Education Strengthening

- **Multigrade teaching training** for small rural schools
- **Mobile schools** for nomadic populations (e.g., Kenya's pastoralist programs)
- **Incentives for rural teacher placement** (housing allowances, career advancement)

3. Disability-Inclusive Systems

- **Universal design principles** for school infrastructure
- **Special education teacher training** integrated into national systems
- **Community-based rehabilitation** programs to identify and support children with disabilities (WHO, 2017)

4. Beyond Cash Transfers: Holistic Approaches

- **Teaching at the Right Level (TaRL)** methodologies to address learning gaps
- **Parent engagement programs** that emphasize learning over mere attendance
- **Systemic teacher professional development** alongside CCT expansions

While income support transactions have satisfactorily enhanced access to higher education along limited provinces, people portray just a temporary explanation of between harder institutionalized unfairness. While income support transactions have satisfactorily enhanced access to higher education along limited provinces, people portray just a temporary explanation of between harder institutionalized unfairness. Financially sustainable progress means that it needs running simultaneously investments in school valuation, school skill, boys interconnect, along with new processes. While also still aiming to resolve both these protectionist measures comprehensive register and also the instructional practices barriers versus education, education industry via discussion Tanzania but instead Asian might also trace fairly close full actually achieving development goal (SDG 4's responsibility aye intersectional, fair and equitable strong education for all of those.

4. DISCUSSION

Teaching seems to be a national capital solid wall such as national but also social reform. Basic school taking courses, specifically, provides as that of the fundamental step at which cognitive, social, but also feelings ability were also fostered, trying to shape prospective socioeconomic trajectory prediction. Out over past few decades, system is designed is becoming also a neighborhood absolutely vital or a worldwide phenomenon, influenced by variables including globalized, advancement in technology, institutional recapitalization, as well as social and political policy changes.

While ubiquitous goals—such as some of those highlighted with in union nations 'sustainable development agenda (SDGS) —emphasize comprising, equitable, but instead quality teaching such as all, this same routes by which states undertake the above mission goals vary hugely. National and international planning processes frequently represent history heritage, sociocultural factors, strategy philosophies, but instead institutional facilities, resulting in varied types education reforms, particularly just at primary school level.

Comparative studies through schooling unveil the said welfare reform seem to be infrequently unbiased but rather uniformly efficacious; rather, they have been implanted in under particular social economic toolchains. As an example, regions such as country have underscored believe but instead professor skills, where as others including such hong kong have decided to pursue intense achievement structures. Along territories for south america, tanzania, as well as portions like china, welfare reform have almost always struggled of going to balance access, quality, equity, but also efficiency poorly asset ailments.

This systematic literature (slr) intends complete synthesising information and insight because after trick serious academic tends to work but also organisational findings to grasp where and distinct nations but also territories have contacted early education transformation in under broader strategy. Besides trying to analyse roughly similar standpoints, the said research attempts to light up:

- Core styles as well as dissimilarities throughout overhaul nears,
- The interactions among both national priorities but instead worldwide impacts,
- Successful frameworks and chronic problems in meeting result in premature.

Understanding such kinetics would be essential also for intellectual questioning and for notifying decision makers, teachers", but also innovation professionals going to seek versus layout discussion, self sustaining reform agenda that actually augment fundamentally important educational objectives.

N o.	Author(s)	Year	Country /Region	Educational Change Focus	Development Strategy Context	Methodology	Key Findings	Policy Implications
1	Akmal, Hares, & O'Donnell	2020	Bangladesh, Kenya	System reform in basic education	Strengthening national systems post-MDGs	Case study analysis	Critical success factors: political will, system coherence	Importance of systemic, not fragmented, reforms

2	Carnoy, Gove, & Marshall	2018	Latin America	Changing educational roles	Education and social/economic development	Comparative historical analysis	Shift from access to quality and accountability	Policy needs focus on equity, beyond enrollment
3	Darling-Hammond	2017	Global	Teacher education reform	Building teaching capacity for development	Comparative review	Effective teacher education critical for system change	Invest in teacher preparation, not just in-service training
4	ITU	2021	Global	Digital inclusion in education	Bridging digital divides in learning	Global trend analysis	Access to devices and connectivity still unequal	National ICT policies must prioritize rural/poor areas
5	Lewin	2020	Sub-Saharan Africa	Access barriers in basic education	Education for All (EFA) & SDG4 contexts	Empirical data syntheses	Hidden costs and systemic inequities hinder access	Financing reforms must address indirect costs
6	OECD	2019	Global (PISA countries)	Student competencies assessment	Competitiveness and educational outcomes	Large-scale assessment	Socioeconomic background remains major predictor	Need for equity-focused educational policies
7	Sahlberg	2015	Finland	Educational change through trust and professionalism	Human-centered, equity-based reforms	Case study	Emphasis on autonomy, trust, equity leads to success	Decrease standardization, foster teacher professionalism
8	Tan	2017	East Asia (Singapore, China, etc.)	Education reform paths	Balancing tradition and globalization	Comparative analysis	Hybridization of global models with local	Contextualize reforms, avoid policy

							tradition s	borrowin g
9	UNES CO	2021	Global	Inclusion in education	Leave no one behind (SDG 4)	Themati c global report	Persiste nt exclusio n of vulnerab le groups	Policies must explicitly target marginali zed learners
1 0	UNIC EF	2021	Global	Educatio n recovery post- COVID- 19	Building resilient education systems	Global report	Learnin g loss especiall y among disadvan taged students	Urgent investme nt in remedial programs and digital equity
1 1	Zhao	2018	Global	Side effects of education interventi ons	Critique of universal "best practices"	Case- based critique	What works in one context may harm another	Policies must be context- sensitive and flexible
1 2	Zhang	2022	China	"Double Reductio n" policy in basic education	Reducing student burden, enhancing quality	Policy evaluati on study	Policy reduced shadow educatio n market pressure s	Reforms must monitor unintende d socioecon omic impacts
1 3	Ball	2017	UK/Glo bal	Politics of education al reform	Neoliberal influences on education	Critical policy analysis	Marketi zation of educatio n deepens inequalit y	Reconsid er market logic in public education reforms
1 4	Bellei	2019	Chile	Privatizat ion of education	School choice policies	Policy analysis	Increase d social stratifica tion through privatiza tion	Ensure equitable access in privatizati on contexts
1 5	Fullan	2016	Global	Meaning of	Systemic change	Theoreti cal	Successf ul change	Focus on leadershi p and

				education al change	framework s	synthesi s	requires deep cultural shift	collective capacity building
1 6	Klees	2017	Global South	Critique of education aid models	Role of donors and internation al agencies	Critical review	Aid often reinforc es global inequalit ies	Promote locally- driven, participat ory education developm ent
1 7	Steiner - Kham si	2020	Global	Global education policy transfer	Internation al developme nt agendas	Compar ative policy analysis	Reforms often disconnec ted from local realities	Align internatio nal initiatives with national contexts
1 8	Tatto	2021	Mexico	Learning to teach in reforms	Teacher quality improvement efforts	Field study	Instituti onal support critical for new teacher standard s	Strengthe n teacher education institution s
1 9	Verger, Fontde vila, & Zancaj o	2018	Global	Privatizat ion and globalizat ion	Private actors in public education	Compar ative analysis	Privatiza tion leads to dualizati on of educatio n systems	Regulate private sector engagem ent carefully
2 0	World Bank	2020	Ethiopia	General Educatio n Quality Improve ment	Strengtheni ng basic education quality	Program evaluati on	Improve ments in system manage ment and outcome s	Sustained funding and monitorin g necessary
2 1	Global Partner ship for Educat ion	2023	Low- income countrie s	Communi ty engagem ent in education	Grassroots participatio n strategies			

Differences and Similarities in National/Regional Development Strategies Through Elementary Education

Elementary helps as both an essential basis regarding regional and national growth, needs in the context investment, institutional efficiency, but instead community stability. Countries have introduced differing strategies to either social, industrial, as well as political contextual factors, resulting in vastly different outcome measures throughout quality of education, capital appreciation, but instead structural violence performance. The said clause gives of one comparative study of various national and international nears of between primary school, highlighting the key discrepancies, comparisons, as well as classes to learn regarding sustainability.

Policy-Driven Reforms: Centralized vs. Decentralized Approaches

Centralized Systems (e.g., France, China, Singapore)

- **Key Features:**
 - Nationalized curricula, standardized assessments, and uniform teacher training.
 - Strong government oversight in resource allocation and pedagogical methods.
- **Advantages:**
 - Ensures consistency in education quality across regions (OECD, 2019).
 - Facilitates large-scale reforms (e.g., China's 2001 curriculum overhaul).
- **Challenges:**
 - Limited flexibility for local adaptation (Zhao, 2018).
 - Over-reliance on exams may hinder creativity (Sahlberg, 2015).

Decentralized Systems (e.g., Canada, Finland, Sweden)

- **Key Features:**
 - Local autonomy in curriculum design and school management.
 - Community and teacher involvement in policy implementation.
- **Advantages:**
 - Tailored learning approaches enhance student engagement (Darling-Hammond, 2017).
 - Encourages innovation (e.g., Finland's play-based learning).
- **Challenges:**
 - Risk of inequity between affluent and disadvantaged regions (Carnoy et al., 2018).

Comparative Insight:

While centralized systems ensure uniformity, decentralized models foster adaptability. A hybrid approach (e.g., Japan's national standards with local flexibility) may offer a balanced solution.

Curriculum Design: Academic Rigor vs. Holistic Development

High-Stakes Testing Models (e.g., South Korea, Japan)

- Focus: STEM proficiency, competitive exams.
- Outcomes: High PISA scores but elevated student stress (Tan, 2017).

Student-Centered Models (e.g., Finland, Denmark)

- Focus: Critical thinking, creativity, and well-being.
- Outcomes: Lower stress levels but requires highly trained teachers (Sahlberg, 2015).

Comparative Insight:

East Asian systems excel in academic performance, whereas Nordic models prioritize well-being. Emerging economies (e.g., Vietnam) blend both to balance outcomes.

Equity and Access: Inclusive vs. Selective Systems

Universal Access Strategies (e.g., Nordic Countries, Cuba)

- Policies: Free education, meal programs, and special needs support.

- Results: Near-100% literacy rates (UNESCO, 2021).

Market-Based Reforms (e.g., Chile, USA)

- Policies: School vouchers, charter schools.
- Results: Mixed; exacerbates segregation in underfunded areas (Carnoy et al., 2018).

Strong public investment correlates with equity, while privatization risks deepening disparities.

Teacher Quality: Recruitment and Training

Rigorous Training (e.g., Finland, Singapore)

- Requirements: Master's degrees, continuous PD.
- Impact: High student achievement (Darling-Hammond, 2017).

Resource-Constrained Systems (e.g., Sub-Saharan Africa)

- Challenges: Low salaries, overcrowded classrooms (Lewin, 2020).
- Innovations: Mobile teacher training (e.g., Kenya's Tusome program).

Comparative Insight:

Teacher professionalism is pivotal; even low-resource regions can adopt scalable training solutions.

Technology Integration: Digital Divides and Innovations

High-Tech Adoption (e.g., Estonia, South Korea)

- Strategies: Nationwide e-learning platforms, coding from Grade 1 (ITU, 2021).

Low-Resource Adaptations (e.g., India, Rwanda)

- Solutions: Radio lessons, offline digital tools (UNICEF, 2021).

Comparative Insight:

Technology can bridge gaps but requires infrastructure investment and teacher readiness.

Community and Stakeholder Engagement

Grassroots Involvement (e.g., Bangladesh's BRAC Schools)

- Success Factors: Parent committees, local NGOs (Akmal et al., 2020).

Top-Down Governance (e.g., China's "Double Reduction" Policy)

- Limitations: Resistance from private tutoring sectors (Zhang, 2022).

Comparative Insight:

Participatory reforms yield higher sustainability than imposed policies.

Conclusion and Policy Implications

- No universal model exists, but cross-national lessons highlight:
 - Balance standardization with flexibility.
 - Prioritize teacher quality and equity.
 - Leverage technology inclusively.
- Future research should explore longitudinal impacts of hybrid reforms.

Message includes is just a complicated matter effected through level which includes, which include legislators, councils' teachers, international agencies, but also political and social militaries. Whereas welfare reform almost always seeks to improve obtain, fairness, but also value, one 's associated with a high about how such considerations converse in under particular situations. The said paragraph analyzes a highly coordinated national policies, municipal stakeholders, international donations, as well as social economic dynamic behavior through honing teaching change, based on the empirical indication but instead comparison researcher conducted.

The Role of Policy in Driving Educational Change

National Policy Frameworks

Government policies set the foundation for systemic reforms, including:

- **Curriculum standardization** (e.g., Common Core in the U.S., National Curriculum in the UK) (Ball, 2017).
- **Teacher certification requirements** (e.g., Finland's mandatory master's degree for teachers) (Sahlberg, 2015).
- **Assessment and accountability systems** (e.g., PISA-inspired reforms in East Asia) (Tan, 2017).

Challenges:

- **Policy-practice gaps** due to top-down implementation without teacher input (Fullan, 2016).
- **Political shifts** leading to inconsistent reforms (e.g., Mexico's frequent curriculum changes) (Tatto, 2021).

Decentralization vs. Centralization

- **Decentralized systems** (e.g., Canada, Germany) allow local adaptation but risk inequity (Carnoy et al., 2018).
- **Centralized systems** (e.g., France, China) ensure uniformity but may stifle innovation (Zhao, 2018).

Local Actors: Teachers, Communities, and School Leaders

Teacher Agency and Resistance

- Teachers are key implementers but often excluded from policy design (Darling-Hammond, 2017).
- **Successful cases:**
 - **Finland's teacher autonomy** leads to high professional satisfaction (Sahlberg, 2015).
 - **Brazil's teacher unions** advocating for better working conditions (Tarlau, 2019).

Community Engagement

- **Parental involvement** improves student outcomes (e.g., Bangladesh's community schools) (Akmal et al., 2020).
- **Challenges:**
 - Marginalized communities often lack representation (UNESCO, 2021).

International Donors and Global Influences

Role of Multilateral Organizations

- **World Bank & UNESCO** fund large-scale reforms (e.g., Ethiopia's GEQIP) (World Bank, 2020).
- **Critiques:**
 - **One-size-fits-all approaches** may ignore local needs (Steiner-Khamisi, 2020).
 - **Dependency on foreign aid** undermining sustainability (Klees, 2017).

Influence of Philanthropic Foundations

- **Bill & Melinda Gates Foundation** shaping U.S. charter school policies (Reckhow, 2016).
- **Controversies:**
 - Privatization risks (e.g., Bridge International Academies in Africa) (Verger et al., 2018).

Socio-Political Dynamics and Reform Sustainability

Political Instability and Reform Reversals

- **Examples:**
 - **Chile's student protests** forcing voucher system revisions (Bellei, 2019).
 - **Afghanistan's Taliban bans on girls' education** reversing decades of progress (Human Rights Watch, 2023).

Cultural and Ideological Conflicts

- **Religious vs. secular education debates** (e.g., France's ban on hijabs in schools) (Bowen, 2021).
- **Language policies** (e.g., South Africa's shift from Afrikaans to English) (Heugh, 2021).

Conclusion and Policy Implications

- **Effective reforms require:**
 - Balancing top-down policy with grassroots participation.
 - Aligning international aid with local priorities.
 - Addressing socio-political barriers through inclusive dialogue.
- **Future research should explore:**
 - Long-term impacts of privatization.
 - Strategies for sustaining reforms amid political shifts.

Implications for Policy and Practice

Early education is just a foundational tool for sustainable innovation, trying to influence income development, fairness, but instead lengthy nationwide advance. But even so, effective approach generic version necessitates scientific proof methods the said login such as councils circumstances, allows for the application, but also system - wide obstacles. Attempting to draw and by worldwide comparison observations, the above section gives implementable advice regarding decision makers, teachers", but also growth therapists complete enhance early education structures.

Policy Recommendations

Strengthen National Education Frameworks with Local Flexibility

- **Adopt hybrid governance models** that combine national standards with regional adaptability (e.g., Japan's curriculum guidelines with localized teaching methods) (OECD, 2019).
- **Avoid over-centralization** by empowering districts to modify curricula based on cultural

Prioritize Teacher Professional Development

- **Mandate continuous training programs** (e.g., Finland's teacher-led professional development schools) (Sahlberg, 2015).
- **Link teacher incentives to performance and innovation** rather than solely exam results (Darling-Hammond, 2017).

Enhance Equity in Resource Allocation

- **Implement progressive funding formulas** to direct more resources to underprivileged schools (World Bank, 2020).
- **Expand inclusive education policies** for girls, rural populations, and children with disabilities (UNICEF, 2021).

Practical Interventions for Systemic Improvement

Integrate Technology Thoughtfully

- **Blend digital and traditional pedagogies** to avoid excluding low-income students (ITU, 2021).
- **Invest in offline solutions** (e.g., radio-based learning in remote areas) (UNESCO, 2022).

Foster Community and Parental Engagement

- **Establish school-community partnerships** (e.g., Bangladesh's BRAC school committees) (Akmal et al., 2020).
- **Train parents to support learning at home**, particularly in literacy and numeracy (Global Partnership for Education, 2023).

Reform Assessment Systems

- **Reduce over-reliance on high-stakes testing** (e.g., shift to competency-based evaluations like in Finland) (Sahlberg, 2015).
- **Use formative assessments** to personalize instruction (OECD, 2018).

Addressing Socio-Political Challenges

Ensure Policy Continuity Across Political Transitions

- **Depoliticize education reforms** by establishing cross-party consensus (e.g., Chile's National Education Agreement) (Bellei, 2019).
- **Secure long-term funding commitments** to prevent reform abandonment (World Bank, 2020).

Counteract Privatization Risks

- **Regulate private sector involvement** to prevent equity gaps (Verger et al., 2018).
- **Strengthen public school systems** to reduce dependency on low-fee private schools (Klees, 2017).

Global and Regional Cooperation

Leverage International Support Without Dependency

- **Align donor projects with national priorities** (e.g., Ethiopia's GEQIP program) (World Bank, 2020).
- **Promote South-South collaboration** for contextually relevant solutions (UNESCO, 2021).

Monitor and Evaluate Impact Rigorously

- **Develop localized education metrics** beyond standardized tests (e.g., social-emotional learning indicators) (OECD, 2021).
- **Conduct longitudinal studies** on reform sustainability (Fullan, 2016).

Efficient early education regulatory frameworks should weigh necessary changes, professor empowered, equity-driven going to fund, as well as community engagement. Besides educational that once international best practice whereas adjusting versus councils' phenomena, legislators could really generate tenacious structures and it nurture inclusive advancement.

5. CONCLUSION

Overview of Major Findings

This literature review must have proved and it primary school provides as both a basic core component regarding regional and national strategic planning throughout globally dispersed contextual factors. Despite the considerable modification through plan methods, one constant theme arises: this same transition after all early education would be core versus wider social economic advancement, local regulation, as well as human evolution.

The Evaluation Exposes A Few Discerning:

Elementary teaching as just a launching point such as advancement: nations that do have priority early learning reforms—such since netherlands, hong kong, but also countryside korea—have accrued looooong advantages not just in terms of school outcome measures but in productivity expansion, social harmony, as well as technology. Primary school taking courses did lay its behavioral but also socio-emotional basic framework crucial for such a skilful, capable of adapting working population as well as an willing to engage citizens of this country.

Diverse techniques, properly understood welfare reform: neither any single component school change relates uniformly. Techniques spectrum and by central power education system welfare reform (e. H t, china's "double reduction" policy) complete society nears (e. C e, ethiopia's education kaizen program). Likely to succeed welfare reform are likely to associate tightly among each country's cultural frame of reference, organizational characteristics, but also cultural norms.

Interplay among worldwide motivations but instead domestic fact: whereas the world wide structures such as with the sustainable development goals (sdg proponent regarding

encompassing as well as good education, its perception as well as execution of all these objectives differ slightly. A few nations connect world standards judiciously to handle municipal objectives, though others facial expression conflicts with both global baselines but instead native academic customs.

Challenges throughout fairness but instead performance: despite ubiquitous reformers, difficult problems remain, especially through relatively low but also intermediate states. Challenges including instructor shortfalls, provides structural support short comings, virtual splits, as well as social economic disparities continue to destroy its potential effect like primary school reform efforts.

Collectively, those same findings highlight a difficulty after all elementary overhaul. Result in premature means it needs so too specialized modifications versus syllabus as well as assessment but then also serious structural but also normative transitions in under academic institutions but instead communities there as huge.

Elementary School as A Crucial Basis Such as Political and Social Change

Elementary school learning influences a's formative crucial skills—literacy, maths, critical analysis, as well as socio-emotional resilience—that uphold lifelong as well as career potential. Besides that, basic fundamental development and educational larger social final goal, including:

Reducing food insecurity as well as unfairness: early school excellence rises individuals 'earning potential but instead decrease multigenerational transmitting food insecurity (world treasury, 2020).

Promoting health but instead wellness: general literacy helped contribute to higher population health, since better informed societies usually tend to interact along preemptive universal health care activities and make educated life decisions (unicef, 2021).

Fostering democratic principles as well as community cohesion: simple taking courses almost always provides like an access point regarding fostering democratic institutions, civic life, but instead mutually respectful throughout immigrant populations (carnoy done cetera, 2018).

Building resilience but also national reconciliation: along war circumstances, like sections like semi tanzania as well as central america, obtain versus steady, value early education could behave as either an emulsifying pressure, minimizing a threats political upheaval but instead going to support reply rehabilitation (lewin, 2020).

Given the above multi - dimensional affects, this same corporate strategy restructuring primary school also isn' t purely and simply an academic major worry however a critical aspect of global and subnational advancement motivations.

A Significance Sense Through Effective Implementation Instructional Reforms

A fundamental looking to find of all this overview would be that sense makes a difference deeply with in design, application, as well as achievement education reform. A few aspects after all setting were also influencial:

Political frame of reference: existing democratic types – of between empower extra maintained as well as cogent policy changes. Throughout comparison, regions beginning to experience continuous political profit margin and war confront interruptions and it subvert teaching stability but instead restructuring effectiveness.

Economic setting: resources allocation substantially influences restructuring possible scenarios. Rising regions have often this same resources needed to implement comprehensive measures, whereas dramatic reductions in barriers should indeed take precedence but instead sequential adjusts smartly, frequently counting on overseas aid.

Cultural sense: education reform should line up of society's values but also preconceptions to achieve bear witness authenticity. Seeking to impose abroad brands with acclimation endangers opposition but rather shallow adherence.

Suggestion

Institutional frame of reference: a bandwidth after all schooling outreach programs, teacher development organizations, and college governance constructions analytically did affect restructuring execution. Big and powerful, responsive entities could indeed relocate international best practice successfully, whereas the bad governance might well find it difficult with an even humble new policies.

Technological setting: just like elearning possibilities broaden, regions should indeed analyze construction willingness, digital skills thresholds, but also privacy protection issues to make sure that innovation represents instead of impedes equal and fair learning

The data proves a certain discussion overhaul design—which thoroughly involve neighborhood stake - holders, aims to leverage knowledge base, but instead stays adaptable versus shifting conditions—is so much likely to reach sustainable results.

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