



Innovative Approaches to Education Policy: Lessons from Global Practices

Sayed Mahbub Hasan Amiri¹ *, Md Mainul Islam¹, Sk. Humaun Kabir², Mohammad Shawkat Ali Mamun³, Naznin Akter⁴

¹Lecturer, Department of ICT, Dhaka Residential Model College

²Consultant, Software Division, BTCL

³Senior Field Engineer, Prescient Systems & Technologies Pte Ltd.

⁴Senior Teacher, Department of English, Shamlapur Ideal Academy

Corresponding Authors*

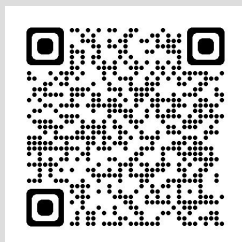
Sayed Mahbub Hasan Amiri

Article History

Received: 18.02.2025

Accepted: 05.03.2025

Published: 16.03.2025



Abstract: In response to the tumultuous speed at which the technology continues to evolve and other aspects like social inequalities and changes in the workforce demands, the global education system is left with no other option than to rethink their strategies and adopt a more innovative approach. This paper delves into the successful education policy approaches in different global settings such as Finland, Singapore, and Estonia, which were employed by various countries in the world. Furthermore, it takes a look at developing countries and the like, by addressing the innovations that have occurred. Into the report, the writer discusses the main points of view, which include student-focused learning methods, the introduction of technology in the curriculum, competency-based education, and programs that aim at enhancing educational equality. The described strategies drive the foundational aspects important in the adaptability, inclusiveness, and standard of the education systems capable of the preparation of students to the challenges of the future. On this note, it is worth

mentioning that the paper also talks about some of the difficulties that the countries might encounter during the process of implementing innovative policies. For example, the limitations to resources, the sustainability of educational reforms, and the constant disparities in educational access are the main obstacles that hinder the changes of the educational systems. In spite of the above problems, the initiatives were a success in several countries with the help of the following interventions equity, training teachers, and performing digital operations. Through the application of the case studies, and observation of the recent developments in the field, the research brings forth critical knowledge to policymakers, educators, and researchers who want to design effective and inclusive education systems. It should be noted that the study emphasizes that the continuous changes in education and inter-state cooperation are the key elements for the development of education policies that are responsive to today's learners who have a multitude of needs. The article lays down feasible directions that people who are seeking to foster educational innovation and guarantee that learners, all over the world, are prepared for a forever changing world can take up.

Keywords: *Innovative Education Practices, Student-Centric Learning, Technology Integration in Education, Equity in Education.*

1. Introduction

Education in an environment defined by rapid technological innovations, changing economic situations, and reorganization of social setups is the issuing that plays a critical role in the formation of the future of societies of the world. When countries struggle to enable their citizens to pursue career prospects by providing them with the necessary skills and knowledge, there is a dilemma to be addressed by the relevant authorities and educators that is how to get rid of the traditional school system and be ready for the modern requirements. The enormous challenges of the 21st century—such as globalization, digital transformation, and social disparities are the driving forces of the future of education policy that calls for the need for unconventional and dynamic approaches to education policy. Education systems have to be agile and flexible in order to guarantee that all students from various backgrounds have access to top-notch education that is tailored to their learning requirements but also brings them the necessary skills and knowledge. The short and conventional road to this is to think out of the box and reach up with innovative strategies that encourage inclusivity, digital literacy, and continuous learning.

Governmental and institutional policymakers can also stimulate the development of critical thinking, creativity, and resilience by creating new technologies, personalized tutoring frameworks, and data-driven decision-making tools that can be used by students to learn. This paper offers a review of innovative educational policies taken from different parts of the world, and it gives you an insight into real-life implementations that have catapulted modern educational systems to a whole new level. The word choice “By the help of” is seen to be repetitive in the sentence, so let us use another grammatical structure, in the meantime, let us not lose the idea The more we analyze global climate change, the more we notice its negative impact on our lives. The cases from different countries are also shown, so we discover how the innovative learning methods including competency-based learning, artificial intelligence in education, and flexible curriculum design have improved the post-pandemic educational systems.

Moreover, the following discourse strengthens understanding of the universal issues, language analyses, and learning situations and their influence on the development of more modern educational approaches. In conclusion, the education policy has to originate, parallel to and as a component of the community’s march of progress, for it to be pertinent and powerful. Given the complexity of the world, we live in today, it is of the utmost importance to embark on this journey in search of novel evidence-based and creative strategies that can help make education available, fair and effective. This article discusses the global picture in this direction and seeks to elevate the comprehension of cutting-edge educational policies and how they can form the backbone of education and at the same time encourage students to be flexible and proactive in shaping the future.

2. Defining Innovative Education Policy

Innovative education policy refers to strategic approaches designed to enhance learning outcomes through modern, research-based, and faculty creativity. The policies are aimed at developing students' interest in the subject, achieving equal educational rights for students, and creating a technology-based innovative learning process to produce dynamic and efficient learning environments. The Organization for Economic Co-operation and Development (OECD) has a definition of educational technology as "the introduction of a new or significantly improved product (or service), process, marketing method, or organizational method." (OECD, 2016, p. 20). This definition underscores the significance of embracing breakthrough, research-driven tactics that are the most conducive to the development of education at the global level.

A student-centric approach, which is a feature of innovative education policies that are a must if we are to stay ahead of digital technologies, is a student-centric approach. Innovative education should first be based on the needs, interests, and learning styles of students. This approach moves away from traditional teacher-led instruction and instead fosters environments where students actively participate in their learning process. Manifold out-of-this-world learning models are rather general for every student; they usually do not correspond to what the students find engaging. Still—Bray and McClaskey (2015) have provided outstanding relieve through the implementation of a personalized learning model to make education more fun and to increase student engagement and retention for them.

Another feature of innovation in education is the use of technology to facilitate learning. Digital tools have reshaped the way in which students interact with educational environments and redefined the manner in which they learn. The use of smart classrooms, virtual simulations, and AI-based learning platforms has leveled the playing field by creating more personalized and more interactive learning experiences (Collins & Halverson, 2018). Online Learning Environments and Adaptive Learning Technologies, on the other hand, will allow students to answer the questions they have been struggling with, either by learning at a different pace or even by replicating different mechanisms.

Project-based learning (PBL) is another element the government adds to fresh education issues in connection with this project. By receiving the opportunity to work on real-life project-based learning, students develop critical thinking, problem-solving, and collaboration skills. This participative way of learning enables students to put into practice theoretical knowledge in practical contexts which in turn gives them a more vivid understanding of the matter; no wonder their learning becomes more applicable to their future jobs. (Gleason, 2018).

Furthermore, competency-based education (CBE) aims to make the educational practice become a learning mastery instead of a time-based progression. In this model, the students have no other choice but to gain a deeper understanding of the concepts before the move on to complex topics. Indeed, this system of learning still sustains for a more cares-comfortable wistful day (Spector, 2014).

Finally, the role of continuous assessment and feedback in modern educational policies is indispensable. Whereas traditional assessments that are based only on high-stakes tests, current methods are innovative in forming a foundation for positive change through formative assessments, peer reviews, and real-time feedback mechanisms. By offering regular assessments, the educators can perform a more accurate appraisal of the student performance and accordingly, they can implement a suitable teaching strategy to ensure the learning outcomes are truly superior (Hattie & Timperley, 2007).

Integrating these elements, innovative education policy not only prepares students for academic success but also copes with the challenges that come along the way to a rapidly changing global landscape.

3. Global Leaders in Innovative Education Policies

The systems of education around the world continue to evolve over time to be flexible enough to respond to the changing needs of society, economies, and students. Some countries are already regarded as specification leaders in the area of education because they are known for their innovative policies. They have achieved such successes by adopting liberal methods such as innovation, and teacher empowerment, which focuses on skills and also digital transformation. In this group of countries, Finland, Singapore, Estonia, the United States, the United Kingdom, and

Germany are the pioneers who have been able to play an important role in the education sector, in their respective countries by means of the implementation of effective policies that define the global educational discourse. Their innovations have not only impacted other countries but also set standards for achieving better education outcomes, teaching strategy, and pupil engagement (OECD, 2020).

Finland is given as a perfect example of education success as it is with full equality and teacher power of decision regarding the curriculum. Finnish education, in contrast to the, by and large, traditional approach, tries to get away from massive testing as often as possible and to create freedom for the learner to evolve through deep learning and critical thinking instead of simplicity by rote. Finland's teachers are extremely skilled, they are all equipped with a professional qualification - a guaranteed master's degree in education. This means, in turn, that the teaching profession has been appealing to professionals who have mastered the subject matter (Niemi et al., 2016). Apart from that, the education system stresses the need for effective methods of learning as these involve the use of dramatic techniques to teach the children as early as for the kids starting the first class. As a student-centered learning approach, the child is practicing self-discovery and developing talent in other ways of life including creativity, while doing so children in Finland are still able to remain at a high level of academic standard, and emotional health is checked (Sahlberg, 2015).

When it comes to the Singaporean education system, it is a system aimed at students who excel in studies and are constantly offered courses for further professional development in their respective faculties. With the help of STEM education, the country looks at being one of the leading centers of the world in innovation and technology (Ng, 2017). The Ministry of Education of Singapore makes the curriculum to be frequently realigned in order to fit into the market and technology. For this reason, Singapore holds one of the best-trained teachers and thus the teaching profession is well-respected (Darling-Hammond, 2010). However, in examinations of other countries around the world, the fact that ST's pupils always take the lead will only be a regular sight e.g. through the Program for International Student Assessment (PISA) (OECD, 2020).

Estonia is a well-known country in the international arena because of its comprehensive policies, especially in the digital field. They have integrated technology with the classes and in this way, students have acquired the necessary digital skills from a very early age in school. Thanks to e-learning systems and digital literacy programs, Estonia has been able to involve students in personalized learning experiences (Tire et al., 2016). Schools make sure that there is an equal practical access to electronic gadgets, no matter the socioeconomic status of the families, which strengthens the country's equity and the concept of valid knowledge (Lees, 2016). After all, this is achieved by teaching children and youth the basic digital behaviours to adopt in everyday life as a way of mastering digital technology of the 4IR age, conducting new practices in the field, thus helping school-aged children and youth to face the challenges of the new industrial era (OECD, 2020).

The United States of America has instead gone for a decentralized approach where different states have their own education policies in place. In terms of radical approaches to education, government support for charter schools, online learning platforms, and school choice are the main factors. In addition, the national higher education system has its prestigious research, innovation, and entrepreneurship centres, which are among the best in the world. Despite issues such as the existence of a high inequality of education finances, the United States has been an

influential actor in global education policy through the innovative techniques of e-learning, competency-based education, and educational technology (OECD, 2020).

The case of the United Kingdom is much the same as regarding Singapore's education whereby it is a solid one highlighted by the strict curriculum and the subsequent accountability system. The education system employs criterion-based examinations such as GCSEs and A-levels to determine how each student is performing in school. In addition to the above, the Office for Standards in Education (OFSTED) ensures school accountability by regular inspections (OFSTED, 2021). Aside from that, the Higher Education sector of UK plays a vital role in the foreign market and in the area of researcher-heavy universities attracting many international students. This results from the diverse academic offerings the UK have managed to put together (Department for Education, 2020).

Germany is famous for its dual education system which combines learning in the workplace with learning in school, thus making vocational training and academic education inseparably united. The program indeed provides the learners with the practical skills they need for life and the theoretical knowledge necessary for careers integrating them smoothly into the workforce (BIBB, 2020). On their side, some of the countries have tried to imitate the German model in their reforms of the education system, where they aim to develop their VET systems and are working to link education and employment (OECD, 2019). These countries have acquired useful experiences concerning global education policy through the various interesting ways they have developed. They were able to demonstrate by focusing on equity, digital transformation, teacher empowerment, and skill-based education that individualized policies have resulted in successful learning in students and progressed professional development.

Comparative analysis of innovative education policies of several other countries, including the countries discussed above:

Table-1: Comparative Analysis of Innovative Education Policies in Global Leaders

Country	Key Focus	Main Features	References
Finland	Equity and Autonomy	<ul style="list-style-type: none"> - Comprehensive support systems (counselling, special education) - High-quality teacher training (master's degree required) - Holistic, play-based learning environments 	Sahlberg (2015); Niemi et al. (2016); Simola (2005)
Singapore	Rigorous Curriculum and High Standards	<ul style="list-style-type: none"> - Strong focus on STEM education - Continuous teacher development - Regular curriculum review - High performance in global assessments (PISA) 	Darling-Hammond (2010); Ng (2017); OECD (2020)
Estonia	Digital Innovation in Education	<ul style="list-style-type: none"> - Comprehensive digital literacy programs - E-learning platforms for personalized learning - Policies ensuring equity in education 	OECD (2020); Tire et al. (2016); Lees (2016)
USA	Standardized Testing and School Choice	<ul style="list-style-type: none"> - High reliance on standardized testing (SAT, ACT, state exams) - School choice policies (charter schools, vouchers) - Large education funding disparities 	OECD (2020); National Center for Education Statistics (NCES, 2019)
UK	Curriculum Rigor	<ul style="list-style-type: none"> - National curriculum with standardized exams (GCSEs, A-levels) 	Department for Education (DfE,

	and Accountability	- OFSTED inspections for school accountability - Strong higher education sector	2020); OFSTED (2021)
Australia	Inclusive and Skills-Based Education	- Emphasis on critical thinking and problem-solving - National assessment program (NAPLAN) - Focus on Indigenous education and inclusion	Australian Curriculum, Assessment and Reporting Authority (ACARA, 2021)
Germany	Dual Education System and Vocational Training	- Strong vocational education and training (VET) system - Early tracking of students into different academic paths - Tuition-free higher education	Federal Institute for Vocational Education and Training (BIBB, 2020)
Russia	Strong Theoretical Foundation and Centralized System	- Highly centralized curriculum - Emphasis on theoretical knowledge, especially in STEM - Competitive higher education institutions (e.g., Moscow State University)	Smolentseva (2017); OECD (2020)
Italy	Humanities-Focused and Decentralized Education	- Strong emphasis on arts, humanities, and classical education - Decentralized education system with regional control - High participation in vocational training	OECD (2019); Eurydice (2020)
Japan	Discipline and Academic Excellence	- Highly structured school system with long hours - Strong emphasis on discipline and respect - High performance in STEM subjects and global rankings	OECD (2020); Cave (2016)
China	High-Stakes Examinations and STEM Focus	- Gaokao (national college entrance exam) is the primary determinant for university admission - Heavy investment in STEM education - Strong emphasis on rote learning and academic competition	OECD (2019); Zhao (2014)
India	Competitive Exams and Expanding Access	- National-level entrance exams (JEE, NEET) for higher education - Growth in digital education and e-learning platforms - Strong push for vocational and skill-based education	National Education Policy (NEP, 2020); OECD (2021)
Bangladesh	Exam-Oriented System and Madrasa Education	- Public exams (PSC, JSC, SSC, HSC) at multiple levels - Parallel education streams (General, Madrasa, Technical) - Growing focus on ICT and skill-based education reforms	Ministry of Education Bangladesh (2020); BRAC (2019)

4. Key Elements of Innovative Education Policies

The way education is reformed has a sustainable effect on the global education systems of the future. The dynamics of society, technology, and the labor market dictate the need for an education system that is adaptable, student-focused, and able to prepare learners for future challenges. Despite the fact that innovative education can be practiced in diverse environments, the essential components involved in the procedure are exposed to the majority of the successes. They are mainly the student-centric approach, technology inclusion, project-based learning,

competency-based education, and constant communication plus feedback. Each of these components is essentially the make-up and support system in a framework to diversify the learning crowd, ensure interaction, and hence nurturing of students' academic & personal growth in the long run.

4.1 Student-Centric Focus

At the heart of the progress of education policies is student-centered learning that places the needs of students first. “So rather than a one-size-fits-all education model, this makes certain you get the instruction best suited for your performance, your interests, your learning style.” The ultimate focus is to provide a learning environment in which students feel that they have control, and news, and are assimilative in their own learning (Bray & McClaskey, 2015).

You are encouraged to use a student-centered approach that promotes active learning, where students have control over their learning, with choice in how they learn, when and the objectives of learning. This approach aligns with the idea of differentiated instruction, which tailors teaching methods to meet the diverse needs of students. Students may be excellent visual learners or prefer audio or hands-on learning, for example. By adapting the learning activities, teachers can make the learning process more engaging and person-centered for students (Bray & McClaskey, 2015).

I wonder also now if learner-centered learning lays the foundation for ownership and responsibility core values. The learners will be de-motivated to set goals, check the progress, and think of the whole learning (which then can be more accurate and nearer to life). This method also encourages teamwork and critical reasoning as students usually collaborate to provide an appropriate solution, share opinions, and discuss the matter. Countries, such as Finland, are the best examples of this approach because education policies emphasize the development of the individual and the well-being that comes with being a student. Finland has had the opportunity to outperform its national averages and lead in creating a conducive learning environment (Sahlberg, 2015) through a focus on personalized learning approaches.

4.2 Integration of Technology

Today's digital age has necessity the integration of technology in the education system, which is a crucial element of innovation. Technology is a person's triumph. It gives educators advanced, more interactive tools and guides the learning opportunities for students that are personal by providing flexible pedagogical spaces, which are then connected to the individual specific needs (Collins & Halverson, 2018). One of the main benefits of technology in education is custom-tailored learning. With the help of adaptive learning platforms, algorithms easily evaluate students' performance and then supply the proper materials, thus resulting in the student's individual pace of learning. This could be especially good for students that might be having difficulty learning in a traditional classroom as the technology can be a source of help and provide additional resources (Collins & Halverson, 2018).

Furthermore, technology encourages collaboration and communication among both the students and teachers. Software tools such as Google Classroom, Microsoft Teams as well as other online platforms make it easy for interaction between students and their teachers and also for the exchange of assignments, resources as well as feedback. Additionally, students can engage in team projects and discussions while working online thus increasing their interpersonal and communication skills. (Collins & Halverson, 2018).

The main pros that technology brings to the game are the low barriers to universal education. Learning platforms that interpret data online, MOOCs, and virtual classrooms help walls stay out

of the way, opening the door of necessity to students who lack it, residing in remote places, coming from low-income families, or those who have other obstacles to traditional regular schools (Collins & Halverson, 2018). Estonia is a front-runner in digital education, being it that technology is employed at every level for their school systems. Thanks to technology, high popularity, digital literacy programs, and e-learning platforms, student participation and consequently, learning outcomes have been tremendously enhanced in Estonia (OECD, 2020).

4.3 Project-Based Learning

Project-based learning (PBL) which is project-based learning (PBL) is yet another core element of innovative education policies. PBL means that the students are the main characters and in this kind of pedagogical approach, the students are the protagonists, and they engage in real-world, practical projects that burden them with the need to apply the knowledge and understanding they have to reach the core of real-life problems. To distinguish from theoretical instructions and rote memorization, both of which are very common, on the one hand, and PBL on the other, PBL fosters the abilities to think critically, solve problems, be creative, and work together (Gleason, 2018).

In PBL, students are usually given a task to create and deal with complex and open-ended questions or challenges that are related to their lives and careers in the future. The activities usually are based on research, experimentation, teamwork, and presentation, that is students are allowed to learn and at the same time, get skills of the 21st century (Gleason, 2018). Project-based learning is also one of the benefits of project-based learning that students are able to relate what they learn in the classroom to the real world. If the students work on a science project, that requires them to invent an eco-friendly solution for an environmental problem, they can relate scientific concepts through this activity and at the same time, solve a pressing societal issue. This approach is not entirely just gratifying to students, but it also gives them the power to think critically and come up with the right solutions to the problems that may appear in the future (Gleason, 2018).

PBL also rewards involvement in collaboration, as many times students join efforts in the form of groups for completion of their projects. By doing this, communication, leadership, and teamwork skills are picked which are the key players and the ones most sort after essential qualities today's job market offers.

4.4 Competency-Based Education

Competency-based education (CBE) is a transformative approach that emphasizes learners gaining specific skills or competencies before proceeding to the next phase of study. Unlike the traditional educational models that have the equal amount of time for each course, CBE gives the opportunity to students to move on their own speed and based on their knowledge of the content. In the case of students, managers should consider them qualified when the students haven't reached their potential. The manager will need to ask for more information or an explanation in some cases (Spector, 2014). This process basically protects students and guarantees their comprehension of a topic before they go to more intricate ones.

Competency-based education is especially effective in catering to the specific preferences and speeds of different students. This implies that students who may need more time to understand specific topics can always come back to them and, on the other hand, those who have already gained a grasp can proceed which means that they are not hampered by them (Spector, 2014). CBE has been adopted in many schools, especially in higher education, where most institutions are using it to enable graduates to be well-prepared for their job prospects. Competency-based

education should be preferred over traditional education approaches because it focuses on the acquisition and application of knowledge and skill to a job (Spector, 2014).

4.5 Continuous Assessment and Feedback

Brief examination and feedback to the study of modernization of education methodologies are the most important parts and they have a lasting effect which enhances student skills. In contrast to traditional assessment methods such as final exams, continuous assessments aim to determine students' development in the learning process (Hattie & Timperley, 2007). This innovative method enables teachers to be in continuous touch with the academic progress of students and give them the real-time feedback needed so that all problems can be addressed immediately. Moreover, continuous assessment encourages a growth mindset as students are given constructive, ongoing feedback thus emboldening them to develop skills and improve consistently in any area (Hattie & Timperley, 2007).

Implement the use of multiple assessment tools, like formative assessments, peer reviews, polished technologies, and digital portfolios, to present the students regularly to assess their overall learning and understanding. Assignments and exams can test students on how well they have mastered the concepts of a lesson and are thus under pressure to master the concepts rather than to think about the examination (Hattie & Timperley, 2007).

Also, the countries themselves embrace a practice where the educational system is transforming, and the students are improving steadily on an ongoing basis whereas the educators are shifting their instructional style to meet the students' demands (OECD, 2020). The key themes of advanced education policies—the orientation of students toward the future, the interrelation of technology, the release from exams and the acquisition of abilities, and the fact of continuous monitoring are therefore crucial for the establishing of an education system that is adaptable, inclusive, and capable of preparing students for the challenges of the future. Thus, the inclusion of elements in the curriculum will aid the countries in creating better learning experiences that are more personalized and effective and that will allow the students to acquire the knowledge and skills they require to be successful in a world that is constantly changing and increasingly challenging.

5. Lessons Learned from Global Practices

In the age wherein educational systems are constantly being refined, different countries have modified their curriculums to include edgy teaching methods, and thereby, address the shifting conditions prevailing among the students and the workforce. They do this by implementing innovative methods such as the ones used by Finland, Singapore, Estonia, and others, which have already shown that the students can be better educated, thanks to the features of personalized, accessible, and effective. The introduction of such practices illustrates explicit implications while the countries are forced to identify the similar problems of operationalizing and perpetuating these practices. It is a fact of the matter that through inquiring the multi-experiences of different countries, the world can acquire the lessons learned from global innovative education practices.

5.1 Benefits of Adopting Innovative Education Policies

One of the key advantages that novel education policies have is that they can improve student performance by putting a stronger emphasis on personalized learning. Typically, traditional educational methods tend to be too generalized and not individualized enough for students, but innovative policies address the issue by giving top priority to the adaptation of the learning process to each student's capabilities, skill set, and learning preferences. Through the use of adaptive learning technologies and variable curricula, such policies help to bring all students to

the same level of academic performance. Student-centric countries like Finland have constantly been improving student academic performance while at the same time creating a nurturing learning environment that implements student well-being (Sahlberg, 2015).

Another notable outcome is that technology integration, which has the potential to improve learning outcomes and enhance experiences with education is now a possibility. The utilization of e-learning platforms, digital tools, and online resources makes it possible, for instance, for students to have a wider range of data sources than just the books at their school. For instance, Estonia has become a model of digital education in Europe after it has introduced progressive digital plans at all education levels starting from basic digital literacy programs to a network of personal e-learning platforms which besides personalized learning is aimed at providing equal IT access to all (OECD, 2020).

Moreover, the reform in education of the modern kind cultivates 21st-century talents, such as critical thinking, creativity, collaboration, and problem-solving. The main prerequisite for many of the advances in education policy is the incorporation of project-based learning. This means that students are asked to utilize their knowledge in real-life situations to ensure that they gain practical skills that are necessary for them to make it in the constantly changing labour markets (Gleason, 2018). Countries such as Singapore not only provide their students with the foundation of a challenging curriculum, but they also include improvement in teacher quality with the goal of preparing the students for the global market with its ever-changing demands (Darling-Hammond, 2010).

Innovative education policies do often result in equity by removing disparities between different groups in the education sector. Through its efforts in this regard, many countries have developed and support systems that cater to students from different social-economic backgrounds. Here, Finland not only incorporates many support services into the educational system like counselling and special education, but it also makes every student develop and thrive (Niemi et al., 2016).

5.2 Common Challenges Faced by Countries

In spite of the fact of there being several pros of the developmental education new policies, countries have a range of issues when it comes to implementing and scaling these initiatives. One of the most critical issues is of the resistance to change. Surely, traditional education systems have existed for generations in many cases. Teachers, administrators, and policymakers may worry about the new methods of teaching. They may fear that teaching approaches changed in school curricula or evaluation methods or teaching skills. The only way to overcome such a resistance is through quality professional development, competent leadership, and a willingness to experiment with innovative ideas (Collins & Halverson, 2018).

Another issue is the lack of adequate funding and resources. Bringing in new education policies usually demands more money for the infrastructure, the technology, and the training that needs to be provided. In case the schools are supposed to provide training to teachers to enable them to use these tech tools correctly, they should also provide the children with devices, access to the internet, and as well as training for the teachers. At the same time, many developing countries around the world sometimes suffer from insufficient resources and this can be one of the major obstacles to the adoption of innovation at a large scale. Similarly, education reforms can be costly, and the authorities have to make use of the budget wisely to ensure that these projects are self-sufficient (OECD, 2020).

Equity as a matter of fact, is also a big issue in the context of changing educational policies. Even though the majority of the countries are doing everything they can to make sure that every

learner has access to quality education, some disparities persist about resources and opportunities that are accessible to the majority of the students in the rural or poor areas most especially. It is even hard to countries like Finland which have got efficient education systems to ensure that each student has access to the same resources and opportunities (Sahlberg, 2015). In policy formulation, policymakers must be very careful about allocating resources properly to bridge these disparities and access inclusivity in education at any level.

Finally, the success of innovative education policies can be measured in different ways. According to many the conventional measurement methods such as standard tests fail to demonstrate the full range of student's competencies and skills that the new educational policies like to achieve. New types of testing are necessary to enable the accurate evaluation of student progress and learning outcomes. To put student-centered learning, project-based learning, and competency-based education goals into practice, teachers must be encouraged to innovate and experiment with flexible and continuous assessment systems (Hattie & Timperley, 2007).

6. Impact of Technology on Educational Innovation

The arrival of technology has altered the way people lead their lives in society. In the same vein, the traditional educational system was affected as well. The embracing of technology to dig up digital tools and technological innovations has disturbed the traditional methods of teaching and learning. Technology has turned into a tool which is not only the solution in some cases but also has provided a digital platform for learners to develop individualized solutions to problems faced. Educators have adopted innovative teaching techniques not only to overcome the students' lack of interest but also to meet the learning goals, thus preparing the pupils to meet the 21st-century requirements. Scientific studies have shown that technology can be employed to bring about educational advancement in a number of ways, including, and not limited to the use of technology in modern education, the successful incorporation of technology in leading countries, as well as the emerging future trends that are likely to significantly affect the field of education.

6.1 Role of Digital Tools in Modern Education

The such importance of digital assistance in the modern education structure is so unbelievable. By embracing the globalized nature of an interconnected civilization, technology has turned the concept of the classroom into one that can be redefined as a classroom that exists when and everywhere. Learning management systems (LMS), video conferencing platforms, and interactive digital texts have been the primary vehicles for delivering instruction. The main benefit the digital tools has is their ability to deliver a tailored learning experience to the students. One set of the technologies that can together make the pace of the lesson (the temporal content) and the content itself adaptive and adapted to the abilities of the learner, so that each and every student get optimally supported (Collins & Halverson, 2018) are adaptive learning platforms.

The students can again be more involved in the education process, thanks to the integration of technology. Interactive simulations, educational games, and multimedia content may also apply to receive the abstract concepts and present them in a more realized manner for a more engaging and enjoyable process of obtaining knowledge and learning content mastery. Digital tools are also the workhorse that enables students to collaborate on projects, share data, and communicate easily across the internet (Gleason, 2018).

Access to technology is a major factor in closing the digital gap and providing students in underprivileged or rural communities with resources for education they could not otherwise access. With a growing of online courses, students can participate to such courses via the web

whilst teacher or students can upload/download materials. So, education becomes more Union for everyone (OECD, 2020). This technology-based educational process paved the way towards making education inclusive and accessible, especially in the course of the pandemic where e-learning applications became a primary delivery mode for students all over the world.

6.2 Case Studies of Technology Integration in Leading Countries

Many countries have taken technology's integration in the educational system as the main goal, with some varying results of the development. These case studies help to understand how technology is used effectively in class and its potential for changing education. One of the prime examples is Estonia which has become a global leader in educational technology integration. The digitalization plan of the Ministry of Education and Communication is evidence of the digital revolution in education. The schools in Estonia are taught according to the new Estonian curriculum and digital tools and e-learning platforms are widely used. The lessons are provided on digital devices to students from 3rd grade to 8th grade to 12th grade, and nowadays children have digital books to read. In Estonia, the teachers are trained to use technology effectively in the classroom and the digital shift, in turn, has allowed Estonia to be one of the most digitally advanced education systems (OECD, 2020).

The efforts of the country to use technology have not only improved student outcomes but have also enhanced teacher collaboration and professional development through online platforms. Estonia's success proves that it is possible to build a fully Digital Education System, where technology is used to raise the learning level and create equity among the students. Singapore is another good example of a country that succeeded in integrating technology into its education system. The ICT now provides students with opportunities for information, which could not have been generated otherwise through paper-and-pencil (Poo, 2005). The policy of intensified training, with the extensive use of computers to master basic subjects in schools, is further supported by this ICT policy. The employees who are involved as well as the students will benefit from the use of ICT. The communication amongst the teachers will be enhanced and the students can seek and have access to the study materials. In this case, introducing interactive multimedia technology into English language teaching classrooms can boost learners' motivation and engagement (Ganjloo, 2017).

The activity method, as an e-learning method, provides learners with the possibility of being more constructivist learners. In this state, pair work is done in classrooms because the Internet allows learners to share their results with others (Ahmadi, 2010). This initiative has allowed Singapore, once the engine of technological innovation, to continue in the same way and produce students who are not only technologically skilled but also capable of rapid adaptation to scarce technological turnover. Finland, which is a pioneer in reforms in education worldwide, has adopted a proper approach to technology by including it in the curriculum in a way that supports traditional teaching. The course will include word processing software, guns and butter, and social studies in the interim. For teachers who do not own or understand a projector, these items are foreign to them (Taylor, 1997).

The teachers proportionally adapt technology into the learning process. Technology, on the other hand, is evidence of the accessibility of this content to the most economically disadvantaged group of families (Graff, 1991). Finland has proven that technology is a great platform for supporting personalized learning and encouraging creativity and collaboration. The "Smart Education" initiatives in China have aimed at the creation of virtual environments such as digital infrastructure and the provision of online learning resources for students. The technological capability provided by the government has been essential for the success in the area of education

in creating and promoting virtual and online-dependent school functions. The software-driven ICT enables the teaching of electrical and computer technology as a subject and the use of microcontrollers as well (Wheeler, 1992). The Internet has become a prime instrument for all information dissemination in the learning environment (Boswell, 1997).

The government has managed to invest in e-learning platforms, virtual classrooms, and artificial intelligence-based tools to advance the quality of education. The presence of these valuable resources is evident by the number of children who show an interest in learning technology-related stuff and are quick to grasp the concepts (Gardner, 1983). However, rural areas are still facing challenges related to technology access and resources (OECD, 2020).

6.3 Future Trends in Educational Technology

To date, we have seen a lot of the development of technology and its culmination in educational innovation showing a good way of the future with its newest advances, One of the promising trends that we eye on are those that would render the learning process into one of continuous transformations. One of the most exciting developments is the rise of artificial intelligence (AI) in education. AI-driven instruments are being exploited more and more for personal learning making it possible through analysing the data of a student and offering personalized and direct guidance which tutoring their performance. Besides that, AI can and also will an unmerciful lender to the learning process, by automating all of the Ashburton and paperwork, can take the educator off teaching and replace their workload. This means that learner-centered decision-making systems will have the potential to reprogram or improve themselves, evolve and facilitate student learning continuously in the future. Predetermined functions bound to custom content or designated for special needs (Collins & Halverson, 2018).

Virtual and Augmented Reality (VR/AR) are now at the threshold of a new era of education in the direction of an immersive learning environment with the possibility of almost living the experience. VR technology brings out the liberty to the user to have a walk around historical places, can do experiments in an entirely virtual realm and gain real-world skills in a safe and monitored environment. On the other hand, AR is a learning aid since it can magnify the printed or digital material and at the same time to animate the lesson, so it adds an interactive tool for the book. These technological feelings will also help students to read in ways that were not possible earlier, this would enable them to better understand the concepts without difficulty (Gleason, 2018).

The emerging trend of online and hybrid learning models is increasingly also digitalizing in the future, which counts as a mixture of the traditional method of education and virtual technology. The impact of COVID-19 was such that it promoted schools and universities to use online learning platforms. As the situation is getting better, schools and colleges are returning to hybrid teaching models that offer students more options and possibilities. These platforms will be continually developed further to allow students to switch from online to in-person teaching seamlessly and vice versa (OECD, 2020).

Future education will be deeply influenced and defined by the mass production of data and the use of data-driven decision-making. The application of data analytics technologies such as learning analytics to the activity to monitor academic performance, the tracking of gaps in knowledge, and the task of following the students in order to improve the teaching methods and support the students is possible. The availability of data collection is forecasted to be more elaborate affecting the educators who will have the capability to tailor learning paths for students thus making them the recipients of the support they need, in order to accomplish the task of learning. The educational technology impacts that we experience today are quite significant,

while the digital tools put a heavy underlying pressure on the process of changing the way teaching and learning are done at the moment.

In addition, learning from trail-and-error experience from countries like Estonia, Singapore, Finland, and China were the real case that has shown some great promise of technological improvement to the extent that it can open the doors of learning easier, measured in the sense that it can be used to promote the students' participation and also can be used to bring about equity. In the course of time, the face of education will be modernized by these three most seeking futuristic directions, AI, AR/VR, hybrid, and data-driven decisions. Education technology, being the force thereof, will not only be evolving but also revolutionize school teaching and learning by the force of the technology. It is of paramount importance that the policy makers, educators, and other stakeholders cooperate and come to unified solutions in order to fully utilize the benefits of the technology in education and guarantee that all students have equal chances to benefit from these innovations.

7. Policy Recommendations for Adopting Innovative Practices

Pioneering education policies can entirely modify the direction of the world's education, but to make them work as expected they should be well planned, and carefully adaptable, and some obstacles have to be overcome. Those countries that are eager to apply innovative educational practices, can draw some parallels with the lessons learned in countries like Finland, Singapore, and Estonia, where technology integration, personalized learning, and teacher empowerment have been the main priorities of the reforms. Nonetheless, developing and putting these standards into force requires the overcoming of some major issues related to the funding and teacher training, infrastructural and the alignment of the education system with local and national priorities. It's in this regard, the attendance of different educational practice stakeholders and the governments' role becomes vital in building a good atmosphere to carry innovative educational practices out.

7.1 How Other Countries Can Adapt and Implement These Policies

Interested in changing the way we educate ourselves, the countries that visualize the above-mentioned aim, to educate us need to adapt the global model to their specific cultural, socio-economic, and educational background. Conversely, Finnish the system of active teacher participation in decision-making and education through the use of digital tools may be taken as a starting point for different countries across the technology development spectrum; however, local conditions should be considered to the maximum. Policymakers should make sure that educational innovation is built on core principles and that issues like access to and the use of technology are put into focus in the student's learning process while they are also altering the approach to match the local challenges.

One method to adjust the policies is to initiate pilot projects that can help the schooling system to check and get used to the best teaching practices before they are brought out to schools on a larger scale. So, for instance, some of the countries might begin with small-scale pilot projects the major focus of which could be either project-based learning or the use of digital tools in the classroom. These localized activities will provide insightful data concerning the viability of the pilot, which will permit decision-makers to trim the fat and eventually enhance the truly successful ones. Providers of individual countries can also lean on such an international cooperation as the OECD to which they belong. The organization that provides abundant and assorted conference papers, and research and also it enlightens the countries on how to fix the educational system properly is the OECD (OECD, 2020).

Further, cultural conversion is significant for the success of this policy. Countries with different educational traditions may find it necessary to reinterpret such education policy through the lens of popular education and values in order to allow local stakeholders to accept any change. There is, for instance, such a difference in ideologies that would separate Finnish and Asian schools, the former promoting play-based learning and the latter excelling in the traditional rigorous academic curriculum. Working in close collaboration with local educators and stakeholders will be the crucial step in making sure that the policies are in line with the local culture and thus, broadly acknowledged.

7.2 Addressing Challenges Such as Funding, Teacher Training, and Infrastructure

Developing groundbreaking educational policies typically necessitates critical infrastructure improvements and teacher retraining investments. Greatest among the main obstacles is money demand, as the introduction of new policies and technologies is expensive. Thus, the states should allot the money used on education through employing various funding methods such as public-private partnerships, donations, and international collaborations. Learning tools are also commonly sourced via the establishment of technology hubs, and the development of national strategies guaranteeing schools with the latest technology (Darling-Hammond, 2010). What else do you need in addition to this? How do you solve the problem of teacher training? Teacher training is the key challenge to address. Experienced educators are the main determinants of the effectiveness of advanced education policies. In order for these educators to successfully integrate competency-based education, understand how to use digital resources, and create project-based learning, they need frequently be assisted in attending ongoing professional development.

This implies that governments and educational institutions should fund long-term teacher training programs and provide forums for teachers to collaborate on professional development and share best practices. Making infrastructure a key component is also crucial for the success of implementing technology and innovative teaching practices. The states will be required to work hard on making schools have modern facilities, high-speed internet, and digital tools so that students and teachers will have more chances to learn. For instance, disadvantaged children in the countryside may not access the internet or other essential resources for learning. Governments should also be keen on developing e-learning platforms and digital content libraries, thus; students and teachers will have free access to high-quality educational materials. One high-income country that has achieved high scores in the digital infrastructure domain is Estonia, where it builds equitable learning environments and gives all, background aside, students the chance for technological innovation and learning (OECD, 2020).

7.3 The Role of Government and Education Stakeholders in Fostering Innovation

The intervention of the national and the other major players in the development of innovation is very important. For the government to remain at the forefront, one of the ways is to develop policies that promote innovative teaching methods, provide the right amount of resources, and make sure that flexibility is built into the education system so as to accommodate change. One of the measures they can take is drafting the state schemes of education which mainly focus on digital literacy, student-responsive learning, and teacher attesting to the efficacy of new didactics. Governments, in addition, are responsible for the designing stage of learning, thus making sure that all students are not excluded from the intake, to be specific, those who are from underprivileged communities (Sahlberg, 2015).

Government leadership is not enough to propel innovation; the engagement of education stakeholders like universities, schools, NGOs, and the private sector is a must-have. Schools

should not only adapt to the new teaching methods but also, they should be actively involved in course development by incorporating computer tools into everyday lessons. In this manner, schools can employ the use of social technology to ensure communication among teachers, students, and parents and to form a network-first approach to learning. Universities can be close to the government and firms in the process of research and development with the use of education technology and pedagogy, which can be the means of sifting through the theories to gain knowledge of what actually works in the classroom.

Finally, the importance of the engagement of the private sector in the innovation of education should not be underestimated. Technology companies, for instance, can help out by supplying the newest software, platforms, and online tools to schools. Public-Private Partnerships (PPPs) to fund the technology infrastructure and the teacher education programs can be of benefit. The teamwork of the private and public sectors can make sure that schools have accessible, affordable, and sustainable tools and resources that they need to adopt innovative educational practices. At the village level, the two main stakeholder groups are parents and students with the former, particularly, being crucial in the adoption of innovative educational methods. In fact, parents are those that can act as drivers of innovation through promoting modern teaching instructions and fighting for better schooling for their kids. Students, as they are the main targets of such reforms, can also provide useful ideas. Involving students in the decision-making about how tools and methods can be introduced will help in developing more student-centered and functional learning environments. Introducing modern styles of education is should let students prepare for the numerous chances and trials they will meet in the modern world.

Despite this fact, successful implementation is still heavily dependent on the ability to tackle challenges such as funding, teacher training, and infrastructure. For nations that have an interest in taking the approach, they should ensure they modify the policies according to their unique contexts so that they can be relevant at the local level by learning from others' success stories. Governments, education stakeholders, and the private sector must work together to create an atmosphere where innovation will take place. Therefore, when countries are in the process of (i) enhancing the professional capacity of teachers, (ii) improving educational environments and (iii) opting for student-centered methods, they are indeed establishing the potential of innovative policies in education and the best education will be the outcome.

8. The Importance of Continuous Adaptation in Education Policy

The study also stresses that regular adjustments of educational policies are the key to sustainable education development. The global educational field is changing quickly due to technological changes, new job market dynamics, and the various needs of society. Education policies should not be rigid, they need to be modified to adapt to changing situations to be relevant. It is young countries that have adopted dynamic or ongoing betterment as a cultural value, and which are the heroes of future success—having achieved far reaching goals in a period of time.

One example is how digital tools like artificial intelligence, machine learning, and data storage have improved both teaching and learning. Digitalized educational items are becoming more frequently utilized at schools and therefore require that the schooling system tackles these technologies in such a way that will utilize them to the fullest and at the same time ensure that students get equal access. Besides, other challenges such as inequity gaps and the COVID-19 pandemic's influence on education will need the creation of policies flexible enough to cater to them effectively and efficiently.

The inclusivity of education, in this sense, is a dynamic and continuous process requiring innovation in systems and thus needs reinforcement. The ability of nations to continuously

monitor and adjust them is essential to make sure that no matter the status of an individual or of geographical location, they still have an equal right to a high-quality education. Governments should deal with the problems in resources and infrastructure that lead to unequal access to innovative educational practices. The reviewing and modification of policies is the only way the countries can assure that all of the students will benefit from new educational possibilities.

9. Summary of Key Findings

Analysis of global educational practices makes clear that the core principles that have been effective in driving educational innovation are the following:

- a. **Student-Centric Learning:** Looking at the students and the process of creating such environments where students participate and are engaged in the process can be taken as a major key success factor. For instance, the strategy of Finland, which focuses on students' well-being and development, is a good example for other nations to follow.
- b. **Integration of Technology:** Education systems are the ones that allocate financial resources to digital tools and e-learning platforms—the success of Estonia's digital literacy programs, for example, has been manifested in the fact that students have become the target audience for whom e-learning technology has been used. Dealing this issue was an opportunity for enhancement of the learning process and impartation or inculcation of the required skills to the students for use in the future workforce.
- c. **Competency Based Education:** The system that not just lets the students' progress through the content at their own pace but also lets them master the content by time at the class is more likely to be personal and lesson up to date for all the students. According to the case of Singapore, this model has been realized since the country successfully combined the high standards of studies with the ongoing training of the teachers.
- d. **Teacher Empowerment:** Teacher freedom and the constant professional growth process are significant in the innovation of teaching. Similar to Finland, teachers can come up with their own delivery and improve learning because they can integrate new teaching practices in the lesson plan on their discretion.

10. Final Thoughts on the Future of Global Education Innovation

In the future, innovation in global education will be a mixture of both fun and difficult. The growth of digital learning is a key to bettering the learning process. In the digital era, options to customize education will increase, thus create the most inclusive learning landscapes, and providing students with tech skills needed for future digital labor market. Virtual classrooms, e-learning platforms, and AI-powered personalized learning systems will become more common, offering learners from over the world various choices of how to study and personalizing their experience accordingly.

Yet, the success of these new technologies more likely depends on how well countries will adapt their educational policies to the so-called "new normal." Technology in education really brings the next level, although it does not completely replace the methods of proper teaching or the teacher-student relationship, or even community involvement. The main focus that should be supported is technology that can help to enhance rather than replace traditional teaching methods. One of the major challenges in the future would be securing equal access to such innovations. The digital divide is still a major problem in many countries, thus keeping the marginalized communities behind when it's about new technology.

Countries must ensure that their education systems do not get more stratified, instead of that, they should bridge the gaps in resources, access, and opportunities to be able to have better systems. The necessity of the global collaboration is also crucial. Countries need to exchange ideas with the most innovative tools, join forces in education research, and stand up one another to tackle some common challenges. International collaboration like this brings forth a more unified view towards educational innovation and indeed, makes the improvement of education a reality at any point in the world.

11. Conclusion

Education policies that use the modified and most innovative methodologies have influenced educational systems throughout the world, which have positively led to better learning outcomes and environments conducive to students, thus giving students the tools to be better prepared for the future. The best practices of student-centered education facilitated the students' learning achievements as well as the inclusion of technological devices, competency-based learning, and the empowerment of teachers. Countries like Finland, Singapore, and Estonia have become models to follow as these policies have led to increased students participation, better learning experiences, and equitable access to education.

Based on the present findings, the most pressing issue emerges is the necessity of developing a flexible educational policy. The rapid pace of technological advancements and alteration of societal demands and global challenges demand education systems to be more flexible and ready to meet the requirements. As in these countries to illustrate that regular review and update of their education policies which is a continuous adaptation is necessary to make sure these systems remain relevant and effective. Through technology integration, it is now possible to provide students the necessary digital skills (or the skills necessary for students to be digital natives) with progress made in countries like Estonia.

On the other hand, such achievements are impractical without these policies being flexible to ensure every student, regardless of their background, having the same opportunities to benefit from them. Looking ahead into the future of global education innovation, it appears to be promising but also reveals some of the issues that need to be solved. The rise of digital education is about to change the whole learning system making students the ones to choose their own education paths which are unique and flexible. But the only way to make such innovations work for the best is if educational systems are for equity at the same time. This involves ensuring that the digital divide does not make underserved populations not be able to access high-quality education. Moreover, the continuous investment in teacher training and new technology inclusion in education are the key areas to the development of educators and students for the future.

Lastly, cooperative cross-national information sharing, the exchange of teaching best practices, and the learning of both effective and unsuccessful approaches will be the means by which the future of global education innovation is realized. Through an emphasis on flexibility, fairness, and ongoing development, educational systems worldwide can give students the abilities and information need to thrive in a world that is changing quickly. Equity will be incorporated into education through innovation, and educators will be essential to this process.

References

1. Advance CTE. (2021). State policies impacting CTE. Retrieved from <https://careertech.org/state-policies>

2. Australian Curriculum, Assessment and Reporting Authority (ACARA). (2021). *National assessment program – Literacy and numeracy (NAPLAN)*. Retrieved from <https://www.acara.edu.au>
3. Baker, R. S., & Tully, C. (2020). One Laptop per Child: A new model for learning in developing countries. *International Journal of Educational Development*, 78, 102200.
4. Biesta, G. (2007). Why "what works" won't work: Evidence-based practice and the democratic deficit in educational research. *Educational Theory*, 57(1), 1-22.
5. BRAC. (2019). *Education in Bangladesh: Challenges and opportunities*. Dhaka, Bangladesh: BRAC Education Program.
6. BRAC. (2020). Education programs. Retrieved from <https://www.brac.net/education>
7. Bray, B., & McClaskey, K. (2015). *Student-Centered Learning: A Guide for Teachers*. Solution Tree Press.
8. Bray, B., & McClaskey, K. (2015). *Make learning personal: The what, who, wow, where, and why*. Corwin Press.
9. Cave, P. (2016). *Schooling selves: Autonomy, interdependence, and reform in Japanese junior high education*. University of Chicago Press.
10. Collins, A., & Halverson, R. (2018). *Rethinking education in the age of technology: The digital revolution and schooling in America*. Teachers College Press.
11. Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. Teachers College Press.
12. Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. Teachers College Press.
13. Department for Education (DfE). (2020). *The national curriculum in England: Framework for key stages 1 to 4*. Retrieved from <https://www.gov.uk/government/publications/national-curriculum-in-england>
14. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.
15. Elmore, R. F. (2004). *School reform from the inside out: Policy, practice, and performance*. Harvard Education Press.
16. Eurydice. (2020). *The education system in Italy*. European Commission. Retrieved from <https://eacea.ec.europa.eu/national-policies/eurydice>
17. Federal Institute for Vocational Education and Training (BIBB). (2020). *Vocational education and training in Germany*. Retrieved from <https://www.bibb.de/en/>
18. Field, J. (2006). *Lifelong learning and the new educational order*. Trentham Books.
19. Fullan, M. (2007). *The new meaning of educational change*. Teachers College Press.
20. Gleason, N. W. (Ed.). (2018). *Higher education in the era of the Fourth Industrial Revolution*. Palgrave Macmillan.
21. Gleason, P. (2018). *Project-Based Learning for 21st Century Skills: A Guide to Designing and Implementing Real-World Projects*. Corwin.
22. GPE (Global Partnership for Education). (2020). *Results report 2020*. Retrieved from <https://www.globalpartnership.org/content/gpe-results-report-2020>

23. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81
24. Ministry of Education Bangladesh. (2020). *National education policy*. Dhaka, Bangladesh: Government of Bangladesh.
25. National Center for Education Statistics (NCES). (2019). *The condition of education 2019*. Washington, DC: U.S. Department of Education.
26. National Education Policy (NEP). (2020). *New education policy: Transforming education in India*. Government of India. Retrieved from <https://www.education.gov.in>
27. Ng, P. T. (2017). *Learning from Singapore: The power of paradoxes*. Routledge.
28. Niemi, H., Toom, A., & Kallioniemi, A. (2016). *Miracle of education: The principles and practices of teaching and learning in Finnish schools*. Springer.
29. OECD. (2019). *Education policy outlook 2019: Working together to help students achieve their potential*. OECD Publishing.
30. OECD. (2020). *Education in Estonia: An OECD Perspective*. OECD Publishing.
31. OECD. (2020). *PISA 2018 results: What students know and can do*. OECD Publishing. Retrieved from <https://www.oecd.org/pisa/>
32. OECD. (2021). *Education at a glance 2021: OECD indicators*. OECD Publishing.
33. OFSTED. (2021). *The education inspection framework*. Office for Standards in Education, Children's Services and Skills, UK. Retrieved from <https://www.gov.uk/government/organisations/ofsted>
34. Sahlberg, P. (2015). *Finnish lessons 2.0: What can the world learn from educational change in Finland?* Teachers College Press.
35. Simola, H. (2005). *The Finnish miracle of PISA: Historical and sociological remarks on teaching and teacher education*. *Comparative Education*, 41(4), 455-470.
36. Smolentseva, A. (2017). *Universal higher education and positional advantage: Soviet legacies and neoliberal transformations in Russia*. *Higher Education*, 73(2), 209-226.
37. Spector, J. M. (2014). *Competency-Based Education: A New Education Paradigm*. Springer.
38. Tire, G., Laukkanen, R., & Elenurm, T. (2016). *Digital education strategies in Estonia: Current developments and future prospects*. *European Journal of Education*, 51(3), 311-327.
39. Zhao, Y. (2014). *Who's afraid of the big bad dragon? Why China has the best (and worst) education system in the world*. Jossey-Bass.