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The Evolution of Global Education Policies in the Last Decade: A Systematic Review

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ABSTRACT

Over the last decade, global education policies have evolved to address complex challenges, including technology integration, sustainability, and equitable access. This study systematically reviewed key trends in education policies from 2014 to 2024 using the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) method. 788 articles sourced from databases such as Scopus, Web of Science, and Springer, 22 were selected for in-depth analysis. Four major trends emerged: education digitalization, inclusion and social justice, sustainability integration, and quality improvement through technology. Digitalization has expanded access via online and hybrid learning, yet digital divides and infrastructure gaps remain challenges. Inclusion-focused policies aim to ensure equitable access, particularly for vulnerable groups. Sustainability is promoted through environmental education and resource management, encouraging students to tackle global issues. Technological advancements enhance learning innovation but raise concerns about privatization and access inequality. This study highlights the dynamic evolution of education policies over the last decade, responding to global demands for inclusivity, sustainability, and technological advancement. It also identifies gaps in addressing systemic barriers, offering a foundation for future research to build resilient, equitable education systems.

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1. INTRODUCTION

Over the last decade, education has faced increasingly complex demands driven by rapid advancements in technology, shifting social and economic landscapes, and growing environmental concerns (Iksal et al., 2024). Education is no longer solely focused on academic achievement but plays a critical role in fostering inclusive, sustainable societies equipped to address global challenges. Consequently, 21st-century education policies have evolved with a holistic approach, integrating technology, sustainability principles, and social equity into educational frameworks.

Technology has become a catalyst for transforming education policies. Digitalization has expanded access to more flexible learning opportunities through online and hybrid models, enabling students from diverse geographic and socioeconomic backgrounds to benefit from quality education (Nakunsong, 2024). Advanced technologies such as artificial intelligence (AI), data analytics, and virtual reality offer pathways for personalized learning and student empowerment (Judijanto et al., 2024). However, digital gaps persist, particularly between urban and rural areas and between developed and developing nations, creating significant barriers to equitable technology adoption. Challenges such as insufficient infrastructure, high device costs, and limited digital literacy among teachers and students hinder full-scale implementation (Iksal et al., 2024).

Sustainability has emerged as another cornerstone of education policy evolution. Policies increasingly emphasize environmental education, responsible resource management, and the development of student capacities to address global issues (Abo-Khalil, 2024). By integrating sustainability, education aims not only to raise awareness of environmental challenges but also to encourage students to become change agents in their communities. Achieving this, however, requires contextually relevant policies that account for local socio-economic conditions and address systemic barriers such as education privatization, which often contradicts sustainability and equity goals (Kioupi & Voulvoulis, 2019).

Inclusion has also become a central theme in global education policies over the past decade. With increasing global awareness of social justice, policies now strive to ensure equitable access for all students, including those from vulnerable groups such as individuals with disabilities, ethnic minorities, and economically disadvantaged populations (Judijanto et al., 2024). Inclusive policies aim to remove physical, social, and psychological barriers to participation, while mental health integration into education systems creates supportive learning environments that foster student well-being.

Despite these advancements, global education policies face challenges beyond technology and inclusion. Inequitable funding often leads to resource constraints, limiting education quality and accessibility. In developed nations, market-driven approaches like education privatization widen the gap between students from different economic backgrounds, while cultural resistance to change hinders policy implementation in regions with established education systems (Tintington et al., 2023). Balancing efforts to enhance quality through technological and academic standards with ensuring equitable access remains a pressing concern, often creating tension between efficiency and social justice principles (Tintington et al., 2023).

Overall, global education policies in the last decade have demonstrated significant potential to create adaptive, inclusive, and sustainable systems. However, their success depends on addressing persistent global challenges such as digital divides, cultural resistance, funding inequities, and privatization. This systematic review identifies key practices and variations in education policies across contexts, providing a foundation for more effective

policy formulation. By evaluating existing evidence, the study supports the development of evidence-based policies tailored to the needs of developing countries, aiming to build inclusive, sustainable, and adaptive education systems for the future.

This review emphasizes the comparative analysis of education policies across diverse global contexts, exploring their adaptation to local needs and their alignment with technological, sustainable, and inclusive goals. By examining how these policies address regional challenges, such as cultural resistance, digital divides, and funding disparities, this study provides a nuanced understanding of global education evolution. The systematic review utilizes a comprehensive search strategy to evaluate empirical studies and policy documents published over the last decade. The review synthesizes findings to highlight effective practices and gaps, supporting the development of evidence-based, context-sensitive policy frameworks.

2. METHODS

2.1. Research Design

This study is a Systematic Literature Review (SLR) aimed at analyzing the evolution of global education policies over the last decade. The research follows the guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), which serves as an international standard for conducting systematic reviews (Cumpston *et al.*, 2019). To ensure the relevance and comprehensiveness of the studies included in this review, the PICOC framework (Population, Intervention, Comparison, Outcome, and Context) was utilized as a guiding tool. The formulated PICOC framework is as follows:

- (i) Population (P): Global education policies.
- (ii) Intervention (I): Implementation and development of education policies in the past decade.
- (iii) Comparison (C): -
- (iv) Outcome (O): Identification of key trends in the evolution of global education policies and their impact on access, quality, inclusion, sustainability, and adaptability to the challenges of the digital era.
- (v) Context (C): Relevant studies on global education policies from diverse regions and backgrounds, published within the last 10 years.

2.2. Research Question

The lack of systematic literature on the global evolution of education policies over the last decade hinders a comprehensive understanding of policy directions aligned with the challenges and needs of the 21st century. The primary focus is to examine how global education policies have evolved to address the demands of this era, particularly in terms of digital transformation and sustainability. This review is guided by four key research questions aimed at exploring the evolution of global education policies:

- (i) How has the evolution of global education policies over the past decade reflected the need for digital transformation in education?
- (ii) What strategies have been adopted globally in education policies to integrate sustainability principles into education systems?
- (iii) How has the evolution of education policies in the last decade impacted the quality and inclusiveness of education?
- (iv) What role has technology played in shaping the evolution of education policies over the last decade?

2.3. Search Process

To ensure the inclusion of high-quality articles, this study conducted a comprehensive search across major academic databases, including Scopus, Web of Science, Springer, Taylor & Francis, Scielo, and other relevant sources. The search employed an optimized search string with Boolean operators to enhance precision: (“educate* policies” OR “educator* reform” OR “policy reforms”) AND (“21st century” OR “last decade”) AND (“global trends” OR “innovation” OR “transform*”) AND (“digital transformation” OR “sustainability”).

The search strategy was designed to capture studies that align with the scope of this systematic review, focusing on the evolution of global education policies in the last decade. Keywords and Boolean operators were iteratively refined to ensure comprehensive retrieval of relevant literature while minimizing irrelevant results. Studies were included if they addressed topics related to education policy transformations, particularly digital transformation, sustainability, or inclusiveness.

2.4. Inclusion and Exclusion Criteria

This Systematic Literature Review (SLR) applies structured and rigorous inclusion and exclusion criteria to ensure that the selected studies are directly relevant to the evolution of global education policies over the last decade. These criteria are designed to align article selection with the research questions, reduce bias, and ensure that the findings accurately reflect trends and transformations in global education policy. Additionally, the criteria emphasize thematic relevance, focusing on studies that address key aspects such as digital transformation, sustainability, and inclusiveness. Only high-quality academic sources that meet international scientific standards are included. The detailed inclusion and exclusion criteria are outlined in **Table 1**.

Table 1. Inclusion and exclusion criteria.

No.	Inclusion Criteria	Exclusion Criteria
1.	Studies addressing the evolution of global education policies in the last decade	Studies focusing solely on institutional-level reforms or topics unrelated to education policies
2.	Empirical studies, including systematic reviews or meta-analyses, that examine education policy transformations	Opinion pieces, case reports, or non-systematic reviews that lack methodological rigor
3.	Articles discussing key themes such as digital transformation, sustainability, and inclusiveness in education policies	Articles that do not address any of the key themes or focus on localized, non-generalizable contexts
4.	Peer-reviewed articles published between 2014 and 2024	Articles published before 2014 or from non-academic sources

2.5. Data Extraction Strategy

The data extraction process was conducted through a systematic series of steps to identify studies relevant to the evolution of global education policies over the last decade. Articles were retrieved from major academic databases, including Scopus, Web of Science, Springer, Taylor & Francis, Scielo, and other sources, resulting in an initial identification of 788 articles. Of these, 484 articles were excluded using automation tools for failing to meet predefined criteria, and 3 articles were removed for other reasons. This left 301 articles for the screening process.

During the screening stage, articles were further filtered based on inclusion and exclusion criteria, resulting in the removal of 187 articles via automation tools, leaving 114 articles for full-text review. Among these, 22 articles were inaccessible due to restricted access or unavailability, reducing the pool to 92 articles for in-depth evaluation through full-paper review. Following this review, 78 articles were eliminated due to irrelevance or lack of substantive arguments. Finally, 14 articles meeting the relevance and quality criteria were included in the systematic review.

The data extraction flow is illustrated in the PRISMA diagram as follows (**Figure 1**).

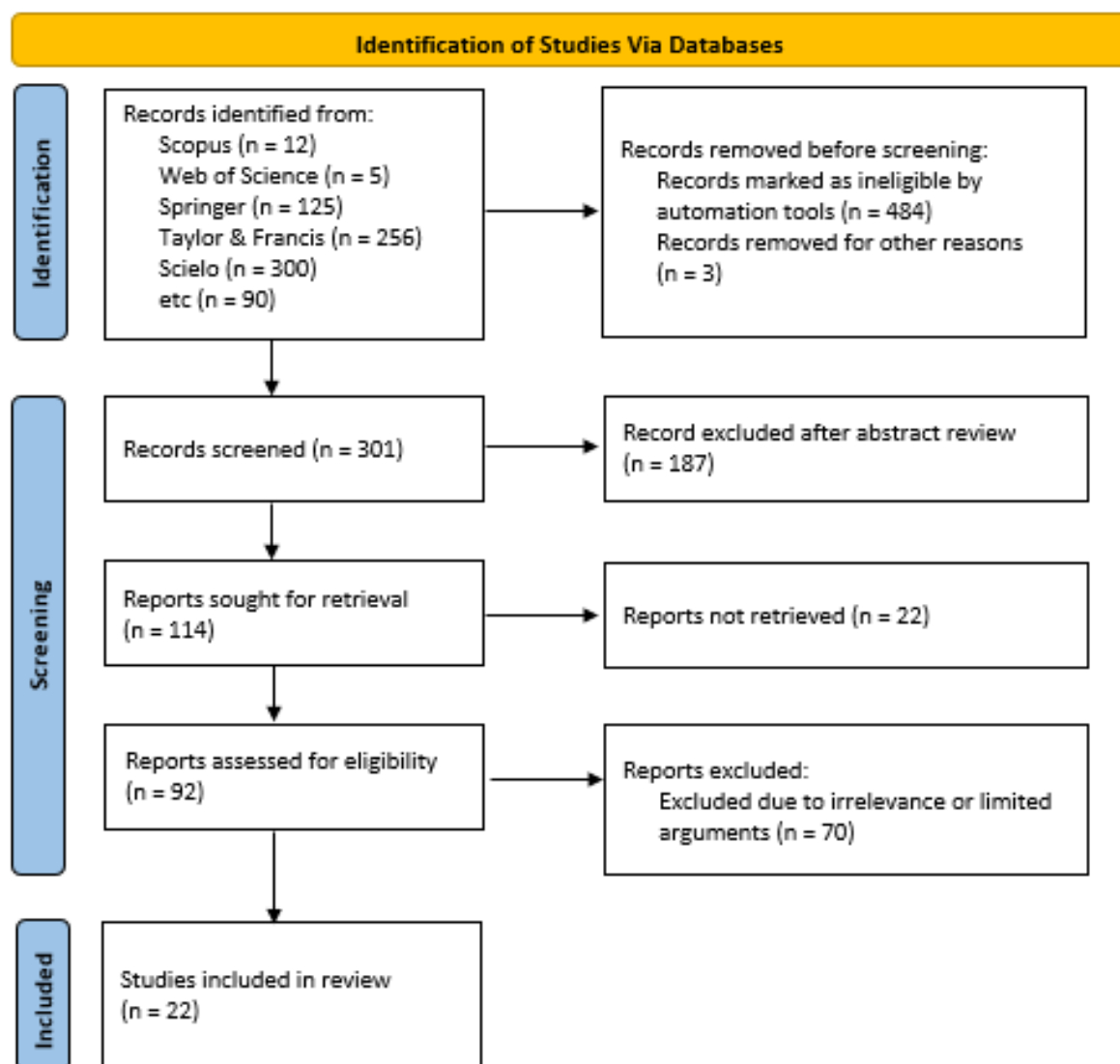


Figure 1. Data extraction flowchart using the PRISMA method.

3. RESULTS AND DISCUSSION

After conducting an in-depth systematic review of the 18 selected articles, these studies were found to be directly relevant to the research focus, namely the evolution of global education policies over the last decade, as illustrated in **Figure 2**. The distribution of selected articles by publication year is presented in **Figure 3**. This distribution reflects the growing academic attention to the transformation of education policies during this period.

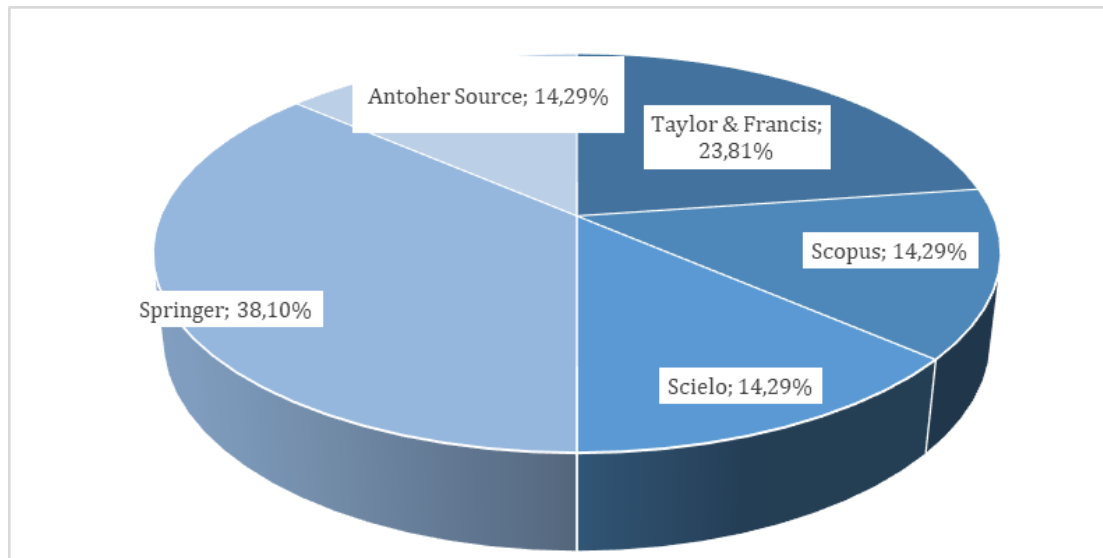


Figure 2. Distribution of articles from main databases.

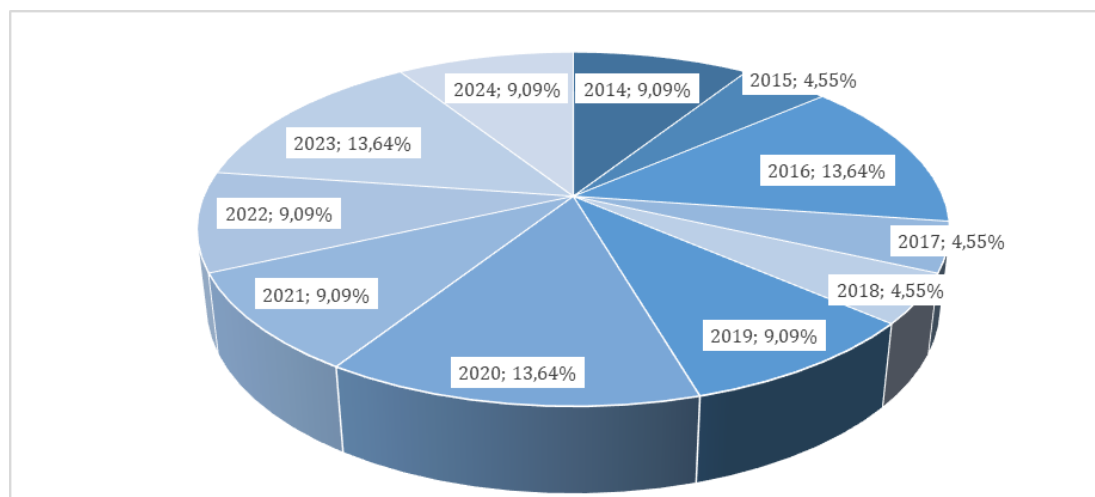


Figure 3. Distribution of article publication years.

The selected articles were analyzed in-depth based on the aspects identified and defined in the earlier stages of the study. The analysis revealed key themes central to the evolution of global education policies over the last decade. The primary focus is on policies emphasizing digitalization and the integration of technology in education, aimed at enhancing accessibility, efficiency, and the quality of learning. Additionally, the concept of lifelong education emerged as a critical component in addressing the demands of a rapidly changing workforce. The articles also highlighted how sustainability has become a fundamental element in education reform, with a strong emphasis on sustainable education that aligns with the Sustainable Development Goals (SDGs). The detailed results of this analysis are presented in **Table 2**.

Table 2. Article analysis results.

No	Authors and Year	Intervention / Policy	Results
1.	Malik and Hooda (2023)	MOOCs as a tool to enhance access, equity, and quality in higher education	MOOCs contributed to more inclusive and quality education aligned with the SDGs agenda.
2.	Bamberger and Kim (2023)	Internationalization of higher education in several countries influenced by the OECD	Internationalization of higher education shaped by OECD standards and metrics
3.	Rosales et al. (2020)	Education policies focusing on leadership training	Emphasized the importance of leadership training policies to enhance education leadership quality
4.	Tuparevska et al. (2020)	Lifelong learning policies and social exclusion	Analyzed social exclusion in lifelong learning education policies
5.	Hsu et al. (2019)	Educational policy initiatives related to global Computational Thinking (CT)	Identified global trends in promoting digital skills through curriculum reforms and enrichment programs
6.	Osmond and Campbell (2018)	Educational system reform through large-scale professional learning	Highlighted the importance of professional learning in enhancing collective capacity
7.	Newman et al. (2016)	Integration of gender-transformative interventions into educational reform	Emphasized the importance of gender equality in professional education reform
8.	Duffy and Gallagher (2016)	Collaborative education in conflict areas to enhance social cohesion through 'Shared Education'	Helped reduce social segregation through interschool collaboration in Northern Ireland
9.	Mok (2015)	Transformation of higher education in Asia to enhance global competitiveness	Highlighted the impact of higher education massification and university-industry partnerships

The evolution of education policies began with early discussions on enhancing equity and addressing disparities in access to quality education. Policies in Hong Kong aimed to balance equity and quality in education despite significant economic disparities, illustrating how high-performing systems can achieve both through strategic reforms. School-based approaches in Arab countries to overcome challenges in education reforms, particularly in underdeveloped regions. These early efforts highlight foundational strategies for inclusivity and systemic improvements. The "hyper waves" concept studies the cyclical nature of education reform policies, focusing on the political and institutional dynamics that shape their success.

From 2016 to 2018, reforms shifted towards integrating technology, inclusivity, and sustainability. Sustainable pedagogical reforms using technology and student-centered approaches, demonstrating scalable success in primary education. Similarly, Newman et al., (2016) emphasized gender-transformative interventions in professional education, reinforcing the need for inclusivity in education reforms. Duffy and Gallagher (2016) explored collaborative education models to foster social cohesion in conflict zones, showing how education policies can address broader societal issues. By Osmond and Campbell (2018) highlighted the importance of professional learning as a catalyst for large-scale systemic education reforms, particularly in Ontario, where collective teacher capacity played a critical role (Osmond-Johnson & Campbell, 2018).

In recent years, policies have increasingly emphasized lifelong learning, global competencies, and digitalization. Hsu et al. (2019) identified trends in global computational thinking initiatives, which reflected the growing integration of digital skills in education policies. Malik and Hooda (2023) highlighted the use of MOOCs to enhance access, equity,

and quality in higher education, aligning with the SDGs. Meanwhile, transversal skill development through open schooling, showcasing innovative frameworks like CARE-KNOW-DO for sustainable and inclusive education. These recent policies underscore the progression towards addressing global challenges through adaptable and inclusive education systems.

3.1. The Evolution of Global Education Policies in The Last Decade

Over the last decade, global education policies have undergone a significant evolution to address the demands of a rapidly changing world. Central to this transformation has been the focus on digitalization, lifelong education, and inclusivity, reflecting the shifting priorities in response to global challenges such as technological advancements, economic globalization, and social disparities. These policies have increasingly emphasized the need to integrate technology into education, promote lifelong learning, and ensure equitable access for all learners, while also adapting to local contexts.

Since 2014, the integration of digital technologies into education systems has become a cornerstone of global education reforms. The focus on Computational Thinking (CT) and digital skill development, particularly in schools, has been driven by the need to prepare students for a rapidly advancing technological landscape (Hsu et al., 2019). This trend has been accompanied by an emphasis on building critical thinking and problem-solving abilities, aligning with the Fourth Industrial Revolution's demands. Technological reforms have not been uniform, however; localized adaptations have proven essential for ensuring the effectiveness of digital education in diverse social, cultural, and economic contexts. For instance, models such as MOOCs have been adopted globally to expand access to education for underserved populations, promoting inclusivity while transcending geographical and socioeconomic barriers (Malik & Hooda, 2023).

From 2020 onwards, lifelong education has gained prominence in global education policies, emphasizing the need for continuous learning to adapt to dynamic economic and social changes (Tuparevska et al., 2020). Lifelong learning initiatives aim to reduce social exclusion, enhance individual capabilities, and align with broader global goals such as the SDGs (Rosales et al., 2020). Policies promoting lifelong education have recognized the importance of equipping individuals with the skills needed to thrive in an evolving labor market, with digital tools playing a critical role in facilitating these objectives. Gender-transformative approaches to educational reforms have also emerged as an important aspect of inclusivity, ensuring that education systems address the unique challenges faced by marginalized groups (Newman et al., 2016).

Another significant evolution has been the internationalization of education policies. Governments have increasingly aligned local education standards with global frameworks to ensure that graduates can compete internationally (Bamberger & Kim, 2023; Lin, 2024). This trend is particularly evident in higher education, where partnerships with industries and international organizations have strengthened institutions' global competitiveness (Mok, 2015). Additionally, collaborative models like "Shared Education" have demonstrated the potential of education policies to foster social cohesion in divided societies by encouraging inter-school cooperation and reducing segregation (Duffy & Gallagher, 2017). These examples underscore the dual focus of global education policies on addressing local challenges while embracing international benchmarks.

The evolution of global education policies over the last decade has been characterized by an ongoing effort to balance global priorities with localized needs. From the integration of digital technologies to the promotion of lifelong learning and inclusivity, these policies reflect an adaptive and transformative approach to education in the 21st century. However, the path

forward requires continued emphasis on harmonizing global standards with contextual realities, ensuring that education systems remain relevant, equitable, and sustainable in addressing future challenges.

3.2. Strategies in the Evolution of Global Education Policies to Integrate Sustainability Principles into Education Systems

The evolution of global education policies over the last decade underscores the critical importance of integrating sustainability principles into education systems. A major strategy has been promoting inclusivity in education, aligned with the SDGs, particularly in ensuring equitable and inclusive access to education for all individuals. One significant initiative is the use of MOOCs to provide open and sustainable access to education (Malik & Hooda, 2023). MOOCs not only enhance equality in access but also maintain quality aligned with global standards, making education more accessible across geographic and socioeconomic divides. (Malik & Hooda, 2023). These platforms empower learners globally, especially those in underserved areas, enabling them to contribute effectively to sustainable development goals.

Lifelong education has emerged as another critical element in integrating sustainability into education systems. This approach ensures that learning opportunities are available throughout an individual's life, not limited to formal schooling, thus equipping societies to navigate dynamic social and economic changes (Rosales *et al.*, 2020; Tuparevska *et al.*, 2020). By providing access to continuous learning, lifelong education policies contribute to improved quality of life and reduced social exclusion, directly addressing the SDGs. Furthermore, gender-transformative interventions in education reforms, such as those analyzed by Newman *et al.*, (2016), highlight the importance of inclusivity in ensuring that sustainability principles address diverse societal needs, including gender equity and empowerment.

Adapting to local contexts has proven to be a highly relevant strategy in the evolution of education policies. Research on Contextual Policies emphasizes that the success of integrating sustainability into education depends heavily on the adaptability of policies to local needs and challenges. Localized approaches ensure that education policies remain relevant and culturally appropriate, which facilitates more effective implementation and significant outcomes. For instance, collaborative models like Shared Education as discussed by Duffy and Gallagher (2016), have been successful in divided societies by fostering social cohesion and inclusivity through education.

Education management policies focusing on improving quality and inclusivity also support sustainability principles. The interrelationship between educational quality, management, and inclusivity ensures that sustainability principles are embedded in education systems. Inclusive education management aims to create equitable environments where all students have access to opportunities for personal and professional growth. This approach equips learners with the necessary skills to become agents of change, contributing to sustainable development at both local and global levels.

In addition to localized strategies, the internationalization of education policies has played a significant role in advancing sustainability. International frameworks, such as those promoted by the OECD, help countries enhance their education quality and align their systems with global sustainability standards (Bamberger & Kim, 2023). For example, the internationalization of higher education in Asia and the Pacific, as highlighted by Mok (2015), demonstrates how global collaborations can strengthen sustainability efforts through partnerships between universities, industries, and policymakers. Similarly, harmonization of education standards ensures that education systems remain relevant to current needs while fostering long-term sustainability (Bamberger & Kim, 2023; Lin, 2024).

Finally, integrating mental health frameworks into education policies has been identified as a vital component of sustainability. The connection between mental health and education policies demonstrates how holistic approaches can create supportive learning environments that enhance overall well-being. This strategy ensures that education systems are not only sustainable but also resilient in addressing the challenges faced by modern societies. Collectively, these policies reflect the continuous evolution of education systems, balancing local adaptability with global frameworks to ensure sustainable, inclusive, and impactful learning opportunities for all.

3.3. The Evolution of Global Education Policies Impacting Education Quality and Inclusivity

The evolution of 21st-century education policies has brought significant transformations aimed at enhancing both the quality and inclusivity of education. A critical aspect of these policies is education management which emphasizes improving quality while ensuring equitable opportunities for all learners. Inclusive education policies focus on the interconnection between quality education and inclusive management practices, ensuring that students from diverse backgrounds have access to high-quality education. By fostering equity through effective management, these policies lay the foundation for education systems that are both just and sustainable.

Inclusivity in education has also been promoted through open-access policies and the application of democratic principles. One notable example is the use of MOOCs to reach underserved populations and provide equitable access to quality education (Malik & Hooda, 2023). MOOCs have proven effective in enhancing access, equity, and education quality, particularly in areas where traditional education is inaccessible (Díaz et al., 2020). These platforms not only bridge gaps in educational access but also align with global goals, such as the SDGs by providing scalable and inclusive learning opportunities.

Globalization and internationalization have also played a pivotal role in shaping education policies that impact quality and inclusivity. Efforts to harmonize education standards with international frameworks have ensured that education systems remain competitive globally while preparing students with skills relevant to the future (Bamberger & Kim, 2023; Lin, 2024). For example, internationalization efforts in higher education, as highlighted by Bamberger and Kim (2023), have fostered cross-border collaboration, enabling the dissemination of inclusive education practices. Additionally, Mok (2015) demonstrated how international partnerships between universities and industries in Asia have enhanced both the quality and global relevance of higher education.

Lifelong education has emerged as a vital component in addressing quality and inclusivity in 21st-century education. Policies supporting lifelong learning ensure that individuals, regardless of age or background, have opportunities to develop skills that align with dynamic economic and social demands (Rosales et al., 2020; Tuparevska et al., 2020). Lifelong education not only provides pathways for continuous personal and professional development but also fosters a more inclusive society by reducing social exclusion and improving quality of life. The integration of lifelong learning into education policies demonstrates a commitment to inclusivity by ensuring that education remains accessible to all individuals throughout their lives.

Another transformative approach has been the integration of mental health frameworks into education policies. Chavarría highlights how incorporating mental health support within educational systems not only enhances student well-being but also contributes to the inclusivity of learning environments. Similarly, gender-transformative approaches, as discussed by Newman et al., (2016) underscore the importance of addressing gender equity

as a critical aspect of inclusivity. By ensuring that policies are sensitive to the unique challenges faced by marginalized groups, these initiatives contribute to a more inclusive and equitable education system.

Furthermore, contextual adaptability has been recognized as a cornerstone of inclusive education policies. Effective integration of quality and inclusivity depends on tailoring policies to local social, cultural, and economic conditions. This localized approach ensures that policies are not only relevant but also impactful, as seen in the "Shared Education" model implemented in Northern Ireland, which fostered social cohesion in conflict-affected regions. (Duffy & Gallagher, 2017). This strategy highlights the need for education policies that address specific local challenges while adhering to broader global goals.

Collectively, these evolving policies demonstrate a commitment to fostering inclusive and high-quality education systems. By combining open access initiatives, lifelong learning opportunities, international collaboration, and localized adaptations, education systems are better equipped to address the diverse needs of learners while preparing them for the challenges of a globalized world.

3.4. The Role of Technology in the Evolution of 21st-Century Education Policies

Technology has played a pivotal role in shaping 21st-century education policies, particularly in efforts to enhance access, quality, and effectiveness. One of the most prominent examples is the use of MOOCs, which provide access to education for a broader audience, including those who previously faced barriers to formal education (Malik & Hooda, 2023). MOOCs have been instrumental in promoting equity and improving education quality, aligning with the SDGs (Malik & Hooda, 2023). These platforms enable inclusive education by reaching diverse populations without geographical or socioeconomic constraints.

Technology also plays a critical role in fostering digital skills and Computational Thinking (CT), which have become integral components of 21st-century curricula. Policies focusing on CT aim to prepare students for the challenges of the digital age and the upcoming Industrial Revolution 5.0, emphasizing critical thinking and problem-solving skills (Hsu *et al.*, 2019). Beyond technical preparation, the integration of technology into learning environments encourages innovation and creativity, equipping students with the ability to tackle complex global problems. Additionally, tools such as adaptive learning platforms and AI-driven educational systems are being increasingly adopted to personalize learning experiences and maximize outcomes (Bamberger & Kim, 2023; Lin, 2024).

Lifelong education has emerged as another area where technology has had a transformative impact. Policies supporting lifelong learning leverage technology to provide flexible and affordable access to education, enabling individuals to learn and grow throughout their lives (Rosales *et al.*, 2020; Tuparevska *et al.*, 2020). This is particularly important in the face of rapid economic and social changes, where dynamic learning opportunities are essential to maintain relevance in evolving labor markets. Platforms like online professional development courses and skill certification programs have made continuous learning more accessible, ensuring that education systems can adapt to the diverse needs of learners across all ages (Osmond-Johnson & Campbell, 2018).

Moreover, technology supports internationalization in education, enabling the sharing and adoption of educational standards and practices across countries. As highlighted by Bamberger and Kim (2023), digital platforms facilitate cross-border collaboration in education, helping nations align their education systems with global standards. Such internationalization ensures that graduates are equipped with skills relevant to the global labor market (Lin, 2024). Initiatives like online international exchange programs and global

virtual classrooms enhance cross-cultural understanding, fostering a globally connected learning environment Mok (2015) demonstrated how universities in Asia have utilized technology to build global partnerships and enhance their competitiveness on the international stage.

Additionally, technology has been integrated into policies addressing mental health and inclusivity in education. Digital tools and platforms have been used to provide mental health support and create inclusive learning environments, ensuring that students from marginalized groups receive equitable opportunities to succeed. For instance, gender-transformative approaches have utilized technology to promote gender equity in education systems, as discussed by Newman et al., (2016). These approaches highlight how technology can bridge gaps in inclusivity and create more supportive and equitable educational settings.

Finally, localized adaptations of technology policies have been identified as essential for their success. Technology integration must be tailored to local social, cultural, and economic contexts to achieve meaningful outcomes. Examples such as the "Shared Education" model in Northern Ireland, where technology was used to foster collaboration and social cohesion among schools in conflict-affected areas, illustrate the importance of contextualizing technology policies (Duffy & Gallagher, 2017). By addressing local needs while aligning with global frameworks, technology-enabled policies can maximize their impact and sustainability.

In conclusion, technology has revolutionized education policies over the last decade by enhancing accessibility, promoting inclusivity, and supporting lifelong learning. It has also facilitated international collaboration, strengthened global standards, and addressed critical issues such as mental health and equity. As technology continues to evolve, its integration into education policies must remain adaptable, context-sensitive, and inclusive to ensure that education systems meet the needs of a globally connected and rapidly changing world.

4. CONCLUSION

Over the last decade, global education policies have undergone significant evolution, focusing on digital transformation, inclusivity, sustainability, and lifelong learning. These advancements have been driven by the integration of technology such as MOOCs and computational thinking, which have expanded access to education and improved quality. Inclusivity has been a central theme, with policies designed to provide equitable opportunities for marginalized groups while promoting lifelong learning to ensure continuous skill development in a rapidly changing world. Moreover, international collaboration has aligned education systems with global standards, fostering a balance between local adaptability and global relevance. However, challenges remain, including the persistent digital divide that limits access to technology and education in low-resource areas, cultural and contextual mismatches in standardized policies, and the growing influence of privatization, which threatens equity and accessibility in education systems.

To address these challenges, future research should prioritize strategies to reduce the digital divide through infrastructure development and digital literacy programs. Policies must also be designed with a greater emphasis on local contexts to ensure effective implementation and meaningful outcomes. Furthermore, sustainable funding models that balance public and private interests are essential to uphold equity while maintaining education quality. By addressing these limitations and leveraging the progress made in the last decade, education systems can become more resilient, inclusive, and adaptable to the demands of a globally connected and rapidly evolving world.

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