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Basic Education in the Context of Global Governance: Policy Implications and Future Directions

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Abstract: The impact of global governance on primary education is becoming increasingly pronounced. Amidst the tides of globalization, educational policies and practices are undergoing profound transformations, particularly within the context of multinational cooperation and resource sharing. Global governance shapes every facet of primary education through international standards, policy recommendations, and educational quality assessment systems. This not only enhances educational equity and quality but also presents numerous challenges. Developed and developing countries have encountered various experiences and lessons in policy implementation, facing issues such as uneven resource allocation and disparities in educational opportunities. This paper aims to analyze the current state of primary education policies within the framework of global governance, explore potential future directions, and offer pertinent policy recommendations, with the goal of providing valuable insights for the formulation and implementation of educational policies across nations.

Keywords: Basic Education; Global Governance; Policy Implications

1. Introduction

The acceleration of globalization has deepened connections and interactions among nations, profoundly impacting policies and practices in primary education. Global governance, as a mechanism of transnational cooperation and coordination, has emerged as a significant force in the educational sphere. It not only drives the formulation and implementation of education policies through international organizations and global initiatives but also influences national educational policies through standardized quality assessment systems, such as the PISA tests. In this context, primary education, as a cornerstone of national development, faces new opportunities and challenges in policy formulation and implementation. The concept of global governance extends beyond political and economic domains, profoundly affecting educational systems. International institutions such as UNESCO and the World Bank have fostered cooperation and innovation in primary education through various policy

recommendations and projects. However, the implementation of global governance in primary education has not been without difficulties, as countries encounter numerous challenges, such as unequal distribution of educational resources and a disconnect between policies and local realities. This study aims to explore the impact of global governance on primary education policies, analyze the experiences and challenges faced by major nations in policy implementation, and predict future directions. Through a thorough examination of primary education policies within the framework of global governance, this research aspires to provide new perspectives and references for countries in formulating and implementing educational policies.

2. Grounded Theory

2.1 Concept and Framework of Global Governance

2.1.1 Definition and Main Features of Global Governance

Global governance represents a multifaceted system involving collaboration across various levels and actors, aimed at addressing global issues through transnational cooperation and coordination to achieve common objectives. The concept of global governance can be traced back to the late 20th century, when the international community began to recognize that traditional state governance models were inadequate to tackle the multiple challenges posed by globalization. Global governance encompasses diverse domains including political, economic, social, and environmental spheres. Its essence lies in the collaborative efforts between international organizations, multinational corporations, non-governmental organizations, and national governments to formulate and implement policies addressing global issues. One of the defining characteristics of global governance is its multi-stakeholder nature. Unlike traditional state-centric governance models, global governance emphasizes the involvement of various stakeholders. This includes not only national governments but also international organizations (such as the United Nations and the World Bank), non-governmental organizations, multinational corporations, and local communities. This diversity of participants ensures that global governance can more comprehensively reflect the interests and needs of multiple parties. Another crucial feature is the transnational scope of global governance. It operates beyond geographical boundaries, with its policies and actions spanning the globe. This implies that global governance must take into account the specific conditions and diversity of different countries and regions when formulating and implementing policies. The transnational nature of global governance enables the coordination and integration of resources on a broader scale, enhancing the capacity to address global challenges. Furthermore, global governance emphasizes cooperation and consensus-building. Its core is rooted in achieving mutually accepted solutions through negotiation and dialogue. This cooperative mechanism includes both formal international conferences and treaties, as well as informal dialogues and negotiation platforms. Achieving consensus not only facilitates policy implementation but also enhances the legitimacy and sustainability of global governance.

2.1.2 Major International Organizations and Global Initiatives (e.g. UNESCO, World Bank, etc.)

In the context of global governance, major international organizations and global initiatives have played a pivotal role in the realm of basic education. The United Nations Educational, Scientific and Cultural Organization (UNESCO), as a leading advocate for global education, aims to achieve global peace and security through the promotion of education, science, and cultural cooperation. UNESCO fosters collaboration and exchange among nations in the field of basic education by setting global educational policies and standards. For instance, the Education 2030 Framework for Action, championed by UNESCO, is a significant global initiative committed to ensuring inclusive and equitable quality education and lifelong learning opportunities for all. UNESCO aids countries in enhancing educational quality, particularly in developing nations, by providing technical assistance, capacity building, and policy advisory services. Similarly, the World Bank plays a crucial role in the advancement of global basic education. As one of the largest investors in the field of education, the World Bank supports countries in improving educational infrastructure, enhancing educational quality, and expanding educational opportunities through financial backing and technical aid. Its educational projects often focus on issues faced by impoverished and vulnerable groups, exemplified by initiatives like the "Learning for All" campaign, which seeks to increase the effectiveness and inclusivity of global education systems. The World Bank's work in educational assessment and data collection provides invaluable data, forming a robust foundation for global educational policy formulation. The Global Partnership for Education (GPE) represents another significant global initiative aimed at improving the quality and accessibility of basic education in developing countries. By mobilizing international resources and efforts, GPE supports low-income countries in devising and implementing educational strategies. Its distinctive funding model, through partnerships, ensures the effective use of resources and the attainment of educational goals. GPE makes substantial contributions to educational equity and quality, with a particular focus on girls' education and educational issues in conflict-affected regions. The Organisation for Economic Co-operation and Development (OECD)'s Programme for International Student Assessment (PISA) is a quintessential tool for global educational quality evaluation. Through assessing the reading, mathematics, and scientific literacy of 15-year-old students, PISA provides cross-national comparative data and analysis. This assessment not only helps countries understand the strengths and weaknesses of their educational systems but also fosters improvements and innovations in global education policies. OECD offers valuable policy recommendations through its analyses and reports, driving the continuous enhancement of global educational quality. These international organizations and global initiatives, through policy formulation, financial support, technical assistance, and quality evaluation, have significantly contributed to the development and enhancement of global basic education.

3. Status of Implementation of Basic Education Policies under Global Governance

3.1 Policy Practices in Major Countries

3.1.1 Experiences and Challenges in Developed Countries

In the context of global governance, developed countries have accumulated a wealth of experience in the implementation of basic education policies while also confronting numerous challenges. For instance, Finland's education system is lauded for its high quality and fairness. By creating a flexible curriculum that emphasizes the development of individual students and the cultivation of critical thinking skills, Finland has established a highly inclusive and supportive educational environment. Teachers play a crucial role in this system, with the government ensuring a high caliber of teaching staff through rigorous training and advanced professional development programs. However, Finland's education system also faces challenges such as unequal resource distribution and difficulties in assessing educational outcomes, necessitating a balance between global standards and local needs. In the United States, another prominent developed country, the basic education policy is influenced by a multi-layered governance structure, with federal and state governments collaboratively formulating and implementing educational policies. The U.S. education policy practice emphasizes standardized testing and accountability, with legislation such as the No Child Left Behind Act and the Every Student Succeeds Act driving improvements in educational quality. Nevertheless, this highly standardized approach has sparked controversy, including issues related to the negative impacts of test-centric education and inequities in educational resource allocation. Additionally, while the U.S. has made notable strides in educational technology and digital learning, it faces new challenges concerning the equitable use of technology and privacy protection. Japan's approach to basic education policy is also significant. The Japanese education system is renowned for its rigorous academic standards and strong educational ethics. The government continuously adjusts education policies through the implementation of the School System Reform Act to adapt to societal and economic changes. Japanese education policy emphasizes holistic development by integrating learning time with moral education courses, fostering students' sense of social responsibility and teamwork abilities. Despite this, Japan's education system confronts challenges such as intense exam pressure and prominent issues related to student mental health, necessitating further reforms and innovations to enhance educational quality and student well-being. Germany's dual education system is a notable feature of its basic education, offering diverse learning pathways through the integration of school education and vocational training. The German government supports the efficient operation and extensive coverage of the dual education system through legislation and financial backing. This system not only enhances students' employability but also contributes to economic development and social stability. Nevertheless, issues persist regarding social class stratification and unequal educational opportunities, requiring policy innovations and resource allocation to further achieve educational equity.

3.1.2 Policy Adaptation and Innovation in Developing Countries

India's policy practices in primary education reflect the government's commitment to educational inclusivity. Through the implementation of the Right to Education Act, the Indian government is dedicated to providing free and compulsory primary education, particularly in rural and remote areas. The government has also introduced measures such as supplying free textbooks and nutrition programs to encourage higher enrollment. Despite these efforts, India continues to face challenges such as teacher shortages and inadequate infrastructure, necessitating further international collaboration and policy innovation to enhance educational quality. Brazil has also made remarkable progress in adapting and innovating its primary education policies. The country, through the National Education Plan, has established clear educational objectives, including increasing enrollment rates, reducing dropout rates, and improving educational quality. To achieve these goals, the government has implemented nationwide educational reforms, such as expanding early childhood education, improving teacher training quality, and increasing funding for education. Notably, in the realm of digital education, Brazil has vigorously promoted the use of educational technology, bridging regional and resource disparities through online learning platforms and distance education, thereby ensuring a more equitable distribution of educational resources. South Africa's primary education policy practices demonstrate adaptation and innovation within the context of social transformation. The government, through the Basic Education Act, is committed to addressing educational inequalities resulting from apartheid. Policy measures include strengthening teacher training, improving educational infrastructure, and implementing multilingual education to promote educational equity among students of diverse racial and cultural backgrounds. South Africa has also attracted international funding and technical support through partnerships, enhancing the overall quality of its education system. Although challenges persist, South Africa's educational reform efforts provide valuable insights for other developing countries. Kenya's approach to adapting and innovating primary education policies illustrates the government's flexible strategies in addressing resource constraints and growing educational needs. Through the Kenya Education Support Program, the government collaborates with international organizations and NGOs to implement projects aimed at increasing educational access and quality, such as free primary education programs and school nutrition initiatives. The government also focuses on improving teacher professionalism through training programs and incentive schemes to enhance teaching capabilities and working conditions. Despite difficulties in resource distribution and management, Kenya's educational policy innovations show significant progress. In summary, developing countries have demonstrated diverse practices and experiences in adapting and innovating primary education policies. Through government leadership, international cooperation, and localized innovations, these nations have achieved notable successes in improving educational access and quality. However, challenges such as uneven resource distribution, weak educational infrastructure, and teacher shortages remain. With ongoing policy optimization and international collaboration, developing countries are poised to advance primary education within the global governance framework, contributing to global educational equity and quality improvement.

3.2 Impact of Global Governance Policies on National Education Systems

3.2.1 Educational Equity and Inclusion

Through the coordination of international organizations and the promotion of global initiatives, nations have progressively integrated principles of equity and inclusiveness into the formulation and implementation of educational policies. For instance, UNESCO's "Education 2030 Framework for Action" underscores the importance of inclusive education and urges governments to ensure that all children, regardless of their background or abilities, have access to equitable educational opportunities. This policy framework encourages countries to adopt concrete measures to eliminate educational inequalities related to gender, race, and socioeconomic status. In practice, governments worldwide have implemented corresponding policies to advance educational equity and inclusiveness. For example, Sweden, through legislation and policy guidance, guarantees equal educational opportunities for immigrant and refugee children. Schools offer language support, cultural adaptation courses, and psychological counseling to facilitate these students' integration into the educational system. Concurrently, developing countries, within the framework of global governance, are actively advancing educational equity. Nigeria, with international aid and government cooperation, has implemented free education policies and girls' education programs, significantly enhancing educational accessibility and inclusiveness. Global governance policies have not only propelled the theoretical development of educational equity and inclusiveness but have also achieved tangible outcomes in practice. Nevertheless, facing complex social realities, countries still need to overcome numerous challenges in policy implementation, including uneven resource distribution, cultural differences, and economic constraints. Through sustained international collaboration and policy innovation, nations are expected to further enhance educational equity and inclusiveness within the framework of global governance, laying a solid foundation for achieving sustainable development goals.

3.2.2 Quality of Education and Standardization

Global governance policies have exerted a broad and profound influence on the enhancement of educational quality and standardization, manifesting in the establishment of international educational standards and reforms within national education systems. International organizations, such as UNESCO and the OECD, have advanced the standardization process of educational systems across nations by releasing quality indicators and assessment tools. For instance, the PISA (Program for International Student Assessment) provides a unified standard for evaluating students' academic abilities and educational quality, prompting countries to reflect upon and refine their educational policies. In implementing these standardization policies, nations have adopted diverse strategies tailored to their specific educational needs and circumstances. Finland, for example, emphasizes the professional development and autonomy of teachers, ensuring the continual enhancement of educational quality. The government not only offers high-level professional training for educators but also establishes a rigorous teacher qualification certification system, positioning teachers as pivotal agents in raising educational

standards. In China, the process of educational standardization has involved gradual reforms of the college entrance examination system and the introduction of new curriculum standards, aiming to achieve a balance between students' academic development and comprehensive skill cultivation. By bolstering support for schools and teachers, China has concurrently enhanced educational quality and mitigated the imbalance in resource allocation. The implementation of global governance policies has also encouraged developing countries to actively explore educational standardization. India, in its quest to elevate educational quality, has enacted national curriculum standards and teacher training programs, thereby gradually bridging the urban-rural educational divide. Furthermore, through collaborations with international educational organizations, India has drawn upon the successful experiences of other nations to bolster the overall efficacy of its educational system. Brazil, while pursuing educational standardization policies, has paid particular attention to refining educational assessment mechanisms. The government conducts regular evaluations of students and schools through a national examination system, providing a scientific basis for policy adjustments and resource allocation. Despite the significant achievements attained through global governance policies in promoting educational quality and standardization, nations continually confront numerous challenges during implementation. Issues such as unequal distribution of educational resources, cultural differences, and economic constraints persist in hindering the effective execution of standardization policies. Looking ahead, through sustained international collaboration and policy innovation, countries can further enhance educational quality and standardization within the framework of global governance, thereby providing robust support for the realization of global educational equity and sustainable development goals.

3.2.3 Allocation and Optimization of Educational Resources

International aid and financial support are crucial measures in promoting equitable distribution of educational resources. Organizations such as the World Bank and UNICEF, through their financial and technical assistance, help developing countries enhance educational infrastructure and improve accessibility to educational resources. For instance, UNICEF's educational programs in Sub-Saharan Africa aim to upgrade school facilities, provide teaching materials, and train educators, thereby enhancing the quality and reach of education. Multilateral cooperation under the global governance framework also fosters the optimal allocation of educational resources. Educational collaboration mechanisms within the European Union, such as the Erasmus+ program, facilitate cross-national exchanges for students and teachers, thus improving the sharing and utilization efficiency of educational resources. Such cooperation not only enriches students' learning experiences but also promotes the internationalization of educational resources, creating a complementary and supportive relationship between resource-rich and resource-poor countries. Technological advancements and digital education are pivotal in optimizing educational resources. Global governance policies encourage countries to leverage information technology to address disparities in educational resource distribution. For example, online education platforms and digital course materials enable students in remote areas to access high-quality education. India's digital education initiative "DIKSHA" exemplifies this success, using

technological tools to provide free educational resources nationwide, significantly enhancing the coverage and efficiency of educational resources. At the policy level, global governance policies drive governments to develop and implement fairer educational resource allocation policies. In South Africa, the government's Education Equity Act aims to rectify disparities inherited from the apartheid era by prioritizing school construction and teacher training in resource-scarce regions through budget adjustments and policy shifts. Such policy changes not only advance the equitable distribution of educational resources but also improve the overall efficiency and effectiveness of the education system. Despite the significant progress made in educational resource allocation and optimization through global governance policies, challenges persist in practice. Issues such as the fairness of resource distribution, the effectiveness of policy implementation, and the sustainability of cross-national cooperation continue to impact the optimization of educational resources. Through ongoing international collaboration and innovative policy measures, countries are expected to further enhance the distribution and optimization of educational resources within the global governance framework, thereby laying a solid foundation for achieving global educational equity and sustainable development goals.

4. Major Problems and Challenges Facing Basic Education

4.1 Challenges Posed by Economic and Social Disparities

The challenges posed by economic and social disparities are particularly pronounced in foundational education. Economic inequality impedes children from impoverished families from accessing educational resources of the same quality as those available to wealthier families, exacerbating educational inequality. In economically disadvantaged areas, the construction and maintenance of educational facilities are often inadequate, resulting in substandard hardware conditions and teaching environments that fall short of basic requirements. Disparities in educational quality are not only reflected in material conditions but also in the distribution of teaching staff. Wealthier regions are typically able to attract and retain outstanding teachers, while impoverished areas suffer from a shortage of teaching resources and varying levels of teacher quality, directly impacting educational outcomes. Social disparities also present significant challenges to foundational education, particularly concerning gender and racial inequality. In many countries and regions, educational opportunities for girls are still constrained by cultural and social traditions, with widespread gender discrimination. Minority and immigrant children face language barriers and cultural conflicts within the educational system, with notable deficiencies in accessing and adapting to educational resources. Social prejudices and discrimination result in lower educational participation rates, higher dropout rates, and generally lower educational achievements among these groups compared to mainstream populations. Family background is a crucial factor influencing educational outcomes, with parents from low-income families often having lower educational levels and limited support and attention towards their children's education. Parents' educational attitudes and capabilities directly impact their children's learning

attitudes and academic performance. Children from low-income families begin their educational journey at a disadvantage in early childhood education, making it difficult to catch up with their peers in later stages, thereby widening the educational gap. The lack of community environment and social support systems further exacerbates educational inequality by hindering these families' access to essential educational information and resources. Mental health issues are another challenge arising from economic and social disparities. Poverty and social exclusion often impair students' self-esteem and confidence, increasing psychological stress and affecting their motivation and academic performance. The entrenchment of social class inhibits students' opportunities and drive for upward mobility, leaving them feeling disoriented and hopeless about future educational and career prospects. The urban-rural education gap epitomizes the economic and social disparities in the education sector. Urban areas benefit from abundant educational resources, superior school conditions, and high educational standards, providing students with diverse educational opportunities. In contrast, rural areas face a scarcity of educational resources, inadequate school facilities, and suboptimal numbers and quality of teachers. The imbalance in urban and rural education is evident not only in hardware conditions but also in curriculum design, teaching methods, and educational philosophies, placing rural students at a disadvantage in further education and employment competition. The economic and social transformations of globalization have made the challenges facing foundational education more complex and diverse. Economic restructuring and industrial upgrading have introduced new demands on education, making traditional educational models and content insufficient to meet rapidly changing societal needs. Increasing social mobility and migration have required the educational system to cater to a more diverse student population and varied educational needs, yet current educational policies and resource allocation have not fully kept pace with these changes, resulting in insufficient adaptability and inclusiveness within the education system.

4.2 Limitations of Policy Implementation

The limitations of policy implementation in basic education present a complex and multi-dimensional challenge. Often, during the policy design phase, there is a lack of comprehensive field research and data support, leading to a disconnect between theory and practice and hindering smooth grassroots implementation. The conflict between policy goals and local needs frequently results in execution deviations, with uneven resource allocation becoming a common issue, severely restricting educational development in impoverished and remote areas. Local governments and schools exhibit varying levels of execution capability, with some regions lacking professional management talent and experience, preventing effective policy execution. Bureaucracy and inefficient administration also pose significant barriers, as cumbersome approval processes and multiple layers of oversight delay the timely distribution of educational resources and benefits to students. Funding shortages and irrational allocation are prominent problems in many countries and regions. Despite annual increases in the education budget, the lack of transparency in the allocation mechanism and inefficiency in fund usage result in limited resources dedicated to improving educational quality. Many educational policies fail to

achieve their intended outcomes due to inadequate funding or misappropriation during implementation. Teacher shortages and insufficient training are another critical issue in policy execution. The professional quality of the teaching workforce directly impacts policy effectiveness; however, in many regions, teachers lack systematic training and professional development opportunities, compromising teaching quality. The coherence and stability of policies also face challenges. Frequent changes in educational policies and a lack of long-term planning make it difficult for grassroots schools and teachers to adapt, hindering the continuous improvement of educational quality. Inadequate policy evaluation mechanisms, with a lack of scientific evaluation standards and feedback systems, result in difficulties in comprehensively assessing and refining policy effectiveness. Social and cultural factors also play a significant role in policy implementation. Variations in cultural traditions and social customs across different regions affect the acceptance of educational policies, and some policies encounter substantial resistance during implementation. Information asymmetry and poor communication are major obstacles as well. Effective policy-making and implementation require the joint participation of various stakeholders, including governments, schools, teachers, and parents; however, inadequate information flow often leads to misunderstandings and ineffective execution of policy intentions and measures. Insufficient coordination among stakeholders results in fragmented implementation and a lack of synergistic effects. Lastly, the lack of adaptability and flexibility in policies makes it challenging to address local educational needs, as a uniform policy framework struggles to accommodate diverse educational realities. The limitations of policy implementation are not only technical but also reflect systemic and mechanistic challenges. A comprehensive consideration of economic, social, and cultural factors, coupled with scientific design and flexible adjustment of policies, is essential to effectively address the complex issues faced in basic education.

5. Future Directions and Policy Recommendations

5.1 Policy Integration and Coordination

5.1.1 Enhancing Global-Local Policy Coherence

In the context of globalization, educational policies must harmonize international standards with local realities to achieve the desired outcomes. Global educational frameworks, such as UNESCO's "Education 2030 Framework for Action," provide universal goals and principles that need to be adapted and tailored to the specific conditions of each country during implementation. Priorities within global educational policies, such as inclusive education, equitable education, and high-quality education, must be closely integrated with local policies to ensure the feasibility and effectiveness of their implementation. When local policies assimilate the essence of global educational frameworks, they should carefully consider local social, economic, and cultural contexts. For instance, Finland's primary education policy, while drawing on advanced international educational concepts, integrates these with its own national context, creating an education system that reflects local characteristics. This approach

not only enhances educational quality but also improves the practical operability and societal acceptance of the policy. Coordinating global and local policies requires the establishment of multi-tiered communication and cooperation mechanisms. International educational organizations, national governments, local education departments, and schools should establish regular communication channels to ensure the timely transmission of information and the effective implementation of policies. Switzerland's experience in this regard is noteworthy; the country promotes coordination and unification of educational policies through regular meetings and working groups between the federal and cantonal governments. Another crucial aspect of policy coordination is the sharing and optimization of resources. The global sharing of educational resources—such as educational technology, teaching methods, and curriculum resources—can be maximized through international cooperation. UNICEF, in collaboration with various governments, has facilitated numerous successful educational projects by sharing resources and experiences, thereby assisting developing countries in enhancing educational quality. This resource-sharing mechanism plays a significant role in advancing educational equity and quality. Furthermore, effective policy coordination necessitates a scientific assessment and feedback mechanism to ensure adaptability and flexibility.

5.1.2 Promoting Localized Implementation of Global Education Policies

Global education policies often encompass overarching objectives and frameworks, such as the educational goals outlined in the United Nations Sustainable Development Goals, which are designed to provide guidance to nations. However, for these policies to be effectively implemented, countries must adapt them to their own social, cultural, and economic contexts. The foremost challenge in localized implementation is the alignment of education policies with local needs. Educational requirements vary significantly across different nations and regions. For instance, some countries may need to prioritize issues like enrollment rates and literacy, while others might focus more on enhancing educational quality and fostering innovation. Thus, when advancing the localization of global education policies, it is essential to conduct in-depth research and analysis of the local educational landscape to devise practical and feasible implementation strategies. Teacher training and professional development are crucial components of localized implementation. The educational philosophies and teaching methods advocated by global education policies must be disseminated and enacted through systematic teacher training. Finland's education system, in localizing global educational ideals, places particular emphasis on teacher professional development, ensuring that educators understand and apply new teaching methods through ongoing training and support to enhance teaching quality. The involvement of communities and parents is also a significant factor in advancing localized implementation. The successful execution of education policies relies not only on government and schools but also on active participation from communities and parents. As crucial supporters of their children's education, parents' attitudes and behaviors directly influence policy implementation. For example, in some rural areas where there is less emphasis on girls' education, policy advocacy and community activities are needed to shift parental attitudes and improve enrollment rates and educational levels for girls. Inter-

departmental collaboration and cross-sector cooperation are vital in the process of localization. Implementing education policies involves not just the education sector but also finance, health, and social security departments. Collaboration and resource integration among these sectors can enhance the efficiency and effectiveness of policy implementation. For instance, Brazil, in advancing its universal education policy, implemented the "School Health Program" through cooperation between education and health departments, effectively improving students' health and learning capabilities. The application of technology provides new methods and tools for localizing education policies. Advances in information technology have made accessing and sharing educational resources more convenient, enabling students in remote areas to benefit from quality educational materials through online courses, digital libraries, and educational apps. For example, India's "Digital India" initiative has significantly promoted online education, bridging gaps in traditional educational resources and fostering educational equity. Policy evaluation and feedback mechanisms are indispensable in the localization process. Regular policy assessments and data analysis help identify issues during implementation, allowing timely adjustments and optimizations to enhance policy adaptability and effectiveness. Singapore has established a systematic evaluation framework in its localized education policy implementation, achieving remarkable success through data-driven feedback and continuous policy improvements.

5.2 Innovation and Technology Driven

5.2.1 Information Technology in Basic Education

The widespread proliferation of modern information technology has rendered the acquisition of educational resources more convenient and efficient. The advent of online learning platforms and digital textbooks has transcended the temporal and spatial constraints of traditional classrooms, allowing students to engage in learning anytime and anywhere. This flexible learning model not only enhances students' autonomy but also offers novel solutions for educational equity in remote areas. The application of information technology reveals distinct advantages in personalized learning. By leveraging big data and artificial intelligence, educational systems can analyze students' learning behaviors and performance data to craft individualized learning plans. For instance, the personalized learning platform Khan Academy utilizes data analysis to recommend courses aligned with each student's learning pace and proficiency, thereby augmenting learning efficiency and outcomes. The introduction of Virtual Reality (VR) and Augmented Reality (AR) technologies has brought a transformative educational experience to foundational education. VR and AR technologies can simulate real-world environments, enabling students to engage in interactive learning within virtual settings. For example, in history lessons, students can "visit" ancient civilization sites through VR technology, thereby deepening their sensory understanding of historical events. This immersive learning approach not only sparks students' interest but also enhances the effectiveness of learning. Information technology also plays a crucial role in the professional development of educators. Through online training and networking platforms, teachers can engage in professional learning and experience sharing at their

convenience. For example, educational technology companies such as Coursera and edX offer a plethora of free online courses to help educators continuously enhance their teaching skills and knowledge. Concurrently, online teacher communities like TeachMeet provide interactive platforms for teachers to exchange educational resources and experiences, fostering collaboration and collective progress among educators. The application of information technology has significantly boosted the efficiency and transparency of educational management. Through Educational Management Information Systems (EMIS), schools and educational authorities can achieve comprehensive management of students, teachers, curricula, and resources, thereby improving the scientific and standardized nature of educational administration. For instance, China's "Smart Campus" initiative integrates information systems to unify campus management, teaching administration, and student management, enhancing the efficiency and quality of educational management. Nevertheless, the application of information technology in foundational education also faces numerous challenges. Inadequate information technology infrastructure and the digital divide remain significant issues for many developing countries and regions. Addressing these challenges necessitates collaborative efforts from governments, society, and enterprises, through policy support, financial investment, and technical assistance, to advance the proliferation and application of information technology in education. The application of information technology in foundational education represents not only an innovation in technical means but also a transformation in educational philosophy. Effective use of information technology requires educators to possess information literacy and technological skills, enabling them to adeptly apply various information technology tools in teaching and foster comprehensive student development. In the future, with the continuous advancement and application of information technology, foundational education will experience further innovations and transformations, leading to an overall enhancement of educational quality and the realization of educational equity.

5.2.2 Utilization and Analysis of Educational Data

By systematically collecting and analyzing students' learning data, educators can gain profound insights into students' learning habits, interests, and needs, thereby crafting more precise teaching plans and personalized learning programs. The advent of big data technology has significantly enhanced the efficiency and accuracy of data processing and analysis, providing robust support for educational decision-making. A key application of educational data analysis is the real-time monitoring and feedback system for academic performance. By thoroughly analyzing various data points from the learning process—such as exam scores, assignment completion rates, and class participation—teachers can promptly identify issues encountered by students and offer targeted guidance and assistance. For instance, DreamBox Learning in the United States leverages data analytics to provide immediate feedback and personalized learning suggestions for each student, markedly improving learning outcomes. Additionally, the utilization of educational data plays a crucial role in enhancing teaching quality. By analyzing the impact of different teaching methods and materials on student learning, educational researchers and teachers can optimize teaching strategies and refine content, thereby

elevating overall teaching quality. China's Xueersi Online School continuously improves its online courses and teaching methods through extensive data analysis, achieving commendable teaching results. In the realm of educational policy formulation and evaluation, data analysis is equally indispensable. Educational administration departments analyze large-scale educational data to assess the effectiveness of current policies, identify implementation issues, and make necessary adjustments and optimizations. For example, the UK's Office for Standards in Education (Ofsted) employs data analysis to evaluate the quality of teaching across schools nationwide, devising improvement measures to elevate educational standards. Sharing and collaboration of educational data are pivotal for maximizing data value. By establishing educational data-sharing platforms, different schools and educational institutions can learn from successful experiences, share teaching resources, and enhance the efficiency of resource utilization. The European Union's "EU Education Data Sharing Project" has fostered educational cooperation and experience exchange among member states through the creation of a cross-national educational data platform, effectively raising the regional educational standards. Nevertheless, the utilization and analysis of educational data face several challenges. Issues related to data privacy and security are pressing concerns. Educational data, containing substantial sensitive information, necessitates the establishment of robust data protection mechanisms to ensure the safeguarding of student privacy. Moreover, data analysis and utilization require specialized skills and personnel, prompting educational institutions to bolster their data analysis capabilities and enhance data utilization levels.

5.3 Global Cooperation and Sharing

The United Nations Educational, Scientific and Cultural Organization (UNESCO) plays a pivotal role in global educational collaboration, with its "Education 2030 Agenda" serving as a significant platform for fostering international educational cooperation. Through this platform, nations exchange educational policies, teaching methods, and resources, contributing to the achievement of global educational objectives. Effective international educational cooperation necessitates the establishment of a robust cooperative framework. Through bilateral or multilateral agreements, countries can delineate cooperation goals and responsibilities, ensuring the systematic and sustainable nature of the collaboration. The Eurasian Basic Education Cooperation Framework is a notable example, as it facilitates in-depth dialogue among member states on mutual educational concerns through regular summits and working meetings, thereby advancing regional educational cooperation and development. Technological advancements offer new means and avenues for international educational collaboration. Online education platforms and virtual exchange programs have made cross-border educational cooperation more accessible and efficient. International online education platforms such as Coursera and edX break down linguistic and geographical barriers by offering courses in multiple languages, enabling students worldwide to access high-quality educational resources. This digital cooperative model not only conserves resources but also significantly enhances the utilization of educational materials. International exchange programs for teachers and students are another crucial mechanism for promoting educational cooperation. Through student exchange programs, teacher training, and

academic exchanges, participating nations can directly share educational experiences and teaching methodologies. The Erasmus Programme of the European Union exemplifies such cooperation by funding students and teachers to study and work in different countries, thus facilitating interconnectedness among European educational systems. The establishment of educational resource sharing platforms is an effective way to advance international educational cooperation. By creating global educational resource repositories, countries can upload and download teaching materials, research results , and policy documents, enabling open and shared access to resources. The Global Open Educational Resources (OER) initiative serves as a typical example, providing free and open educational resources to assist developing and underdeveloped regions in enhancing educational quality and promoting educational equity. Policy coordination and experience sharing are of paramount importance in international educational cooperation. Through international cooperation platforms, countries can exchange successful experiences and lessons learned during educational reform and development, avoiding repetitive mistakes and enhancing the scientific and effective nature of policies. For instance, Finland's foundational education reform experience has been disseminated globally through various international cooperation projects, providing valuable references for educational reform in other countries. International organizations and non-governmental organizations play an indispensable role in fostering educational cooperation and resource sharing. Organizations such as the United Nations Children's Fund (UNICEF) and the World Bank, through financial support, technical assistance, and policy advice, aid developing countries in improving educational infrastructure and elevating educational quality. For example, the World Bank's Global Partnership for Education (GPE) project, through funding and technical support, has helped numerous developing countries achieve educational expansion and quality enhancement.

6. Conclusion

The role of global governance in foundational education is increasingly crucial, presenting both positive policy impacts and numerous challenges. Global governance, through international standards, policy recommendations, and transnational educational collaborations, has enhanced the quality and equity of education. However, the effectiveness of global governance varies significantly across different countries and regions. Developed nations exhibit greater proficiency in resource allocation and educational quality, while developing countries face more substantial hurdles, such as resource scarcity and complex policy implementation. Economic and social disparities are pivotal factors influencing the fairness and quality of foundational education. While global governance offers a platform for transnational cooperation and resource sharing, its policies often struggle to align with local realities during implementation. Moreover, the diversity and uniqueness of national education systems make the localization of global policies a challenging endeavor. Moving forward, foundational education within the context of global governance must emphasize greater policy integration and coordination, advancing the localization of global education policies. Additionally, the application of information technology and the utilization of educational data will become crucial tools for enhancing educational quality and

efficiency. Transnational educational collaboration and resource sharing will continue to play a key role in promoting global educational equity and inclusiveness.

Author Contributions

Gege Hu: Writing, Original draft, Conceptualization, Methodology,Conceptualization, Writing– review & editing, Supervision, Funding acquisition. Bingyin Du: Data curation, Visualization. Investigation, Formal analysis, Investigation, Data curation, Validation. Both authors reviewed the results and approved the final version of the manuscript.

Availability of Data and Materials

Availability of Data and Materials

The data on which the study is based were accessed from a repository and are available for downloading through the following link.

www.cnki.net

Conflicts of Interest

The authors declare that they have no conflicts of interest to report regarding the present study.

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