




## World Citizenship and the Role of Education in Transition to Global Situations: One World One Homeland

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### Abstract

In the 21st century, the educational system plays a crucial role in promoting social progress and development. As the world becomes more interconnected with the help of education, the concept of a single global community, or "one world, one homeland," becomes more relevant as world citizenship. This article provides a comprehensive literature review of the current state of education and its potential to impact social progress. The study highlights the challenges faced by teachers in cultivating knowledge, values, and innovative teaching methods in students. The article explores the impact of the internet and instant communication networks on education and how they have changed the nature of ethnic and national identities in societies during globalization. It also discusses the importance of developing 21<sup>st</sup>-century skills, including critical and creative thinking, information, communication and civic literacy, global awareness, and cross-cultural skills in students. The findings of the research suggest that the education system needs to focus on promoting and preparing world citizens who are equipped with the necessary skills and values to contribute to the betterment of society. The article concludes that it is crucial to develop a citizenship concept from societies to the world perspective and to support students in developing their skills and abilities to help them meet the challenges they will face in society.

**Keywords:** Social progress, education, 21st-century skills, citizenship concept, world citizen.

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## Introduction

The social developments with technological progress are globally changing the relations all over the world. The world is becoming a big world family. The global impact of social developments and technological progress on the relationships between individuals and societies. It highlights the challenges that arise from these developments, including changing attitudes and behaviors towards family, lack of community values, environmental issues, crime, and migration. In order to address these issues and encourage constructive social change, it is essential to emphasize the value of education.



Now, it is a complex situation how the individual responds and finds new solutions to those challenges both as a member of society and a responsible and active person in this big world family.

The members of this big family are the citizens of the world who aspire to permanent change, which strive for positive impact and critical look at their role in the world and the future of this world. The understanding of the citizen will be wider within the context of the society in which they live and how they define themselves based on their past and present (Young, 1989), which to some extent determine their future.

The role of education in society is crucial for individuals to respond to the unpredictable changes caused by social developments (Chalari, 2012). Education can equip individuals with the necessary knowledge, values, and innovation to overcome these challenges.

In the 21st century, education has taken on a new dimension where learning to know, learning to do, learning to be, and learning to live together have become recognized worldwide as the attributes of new learners (UNESCO Delors Report, 1996). Education plays a critical role in all stages of socialization, and society has institutions that make it a dynamic, complex, and alive organization. Education is more visible, which plays a role in all stages to socialize the nation in all societies (Kurt, 2015).

The mission of education is not only to impart knowledge but also to prepare individuals for their times and years with their skills and abilities as world citizens. The education of the next generation is essential for the future of society. Therefore, individuals must gather knowledge cumulatively from the past, learn new information in the present, and use appropriate skills and abilities for the future to understand and organize relationships in society and all over the world.

The acquisition of world citizenship through a school program that teaches unique values, behaviors, and attitudes demonstrated and practiced by teachers. The article is structured to examine how individuals and societies develop the idea of world citizenship as a way of life through their skills from the literature review methodology. It highlights the importance of preparing children and youth to understand the concept of world citizenship by living, learning, and working with them. It also emphasizes the significance of schools and education in developing citizenship. Citizenship education is crucial in promoting expected and appropriate attitudes and behaviors in various citizenship contexts. The last part underlines the impact of technology as a global instrument that has changed many aspects of world citizenship.

The purpose of this article is to gather a broad range of perspectives on how individuals can respond and find new solutions to the challenges they face as members of society and responsible, active citizens in the world. The article highlights the role of education in promoting world citizenship and addresses the impact of technology on this concept. Overall, this article provides a comprehensive review of the concept of world citizenship and its relevance in today's society.

## **Methodology**

The literature review of this article aims to explore the role of education in promoting social progress. The review examines existing literature on the relationship between education and social progress, with a particular focus on the ways in which education can contribute to social development and positive change in society. The review highlights the importance of education in shaping the values, attitudes, and behaviors of individuals, and the potential of education to foster civic engagement, promote social justice, and enhance economic growth and development.

The review begins by examining the historical and theoretical foundations of education for social progress, exploring key concepts such as citizenship education, human capital theory, and social learning. It then moves on to consider the contemporary debates and challenges facing education for social progress, including issues related to globalization, multiculturalism, and social inequality.

The review highlights the need for education systems to be responsive to changing social and economic conditions and to ensure that all individuals have access to high-quality education that is relevant to their needs and aspirations. It also emphasizes the importance of building partnerships between education institutions, governments, and civil society organizations to promote social progress.

Finally, the review concludes by offering a set of recommendations for policymakers, educators, and researchers, highlighting the need for greater investment in education, the importance of curriculum reform and teacher training, and the need to engage diverse stakeholders in the process of education reform (CDC, 2000; Lee, 2008).

## **Individual and Society**

In order to facilitate the personal development of citizens, it is essential to consider their individual, national, and global perspectives when thinking and acting. The aim of the new generation should be to take responsibility for current issues and problems while also preserving the heritage and history of their society and planning for the future. The education on world citizenship will equip children and youth to understand emerging trends that affect the world by allowing them to live, learn and work in a diverse environment.

World citizenship goes beyond being rooted in the present moment. It is about creating connections that transcend time and place. World citizens are involved in what is happening, near or far, and care about the fate of the world, both in the past and future. Active members of schools, nations and wider societies are examples of how citizens can cooperate, participate and work together within a broader context of their relationships with the wider environment.

World citizenship is a way of life that involves long-term thinking and sustainable solutions for the world's problems. Future citizens of the world have their sights set on the future and are committed to creating a just society where they can contribute positively to the natural and social environment of their community. Schools provide learners with knowledge that prepares them to become future citizens who possess the skills and abilities needed to

understand the world and their relationships with it, individually, socially, and globally (Calogiannakis, 2000).

Merryfield and Duty (2008) identified four essential skills for active world citizenship, which are: (1) perspective consciousness, to understand the views of people who are different from themselves; (2) intercultural competence, to participate effectively in today's multicultural societies; (3) critical thinking skills, particularly the ability to evaluate conflicting information; and (4) habits of mind compatible with civic responsibilities in a global age, such as approaching judgments and decisions with open-mindedness, anticipating complexity, resisting stereotyping, and developing the habit of asking, "is this for the common good?"

The education system needs to identify how to develop global citizens and educate the new generation with moral education toward creating more democratic and participatory citizens.

### **The role of Education, Schools, and Educators**

The world is facing several issues, such as wars, environmental pollution, terrorism, social problems, and nuclear proliferation. These crises have challenged the security of individuals, societies, countries, and peace globally. The root causes of these crises lie in the relationships among societies, communities, and individuals. The lack of communication, misunderstandings and the loss of familiarity with cultures and behaviors among each other contribute to these crises. The solution to these crises lies in citizenship education, which is a long-term process within the educational system. Education plays a significant role in developing the abilities and skills of children as future world citizens in society. In understanding the concept of education, it is fruitful and useful to differentiate between a wide and limited understanding (Steutel & De Ruyter, 2019).

Education is a global need that extends beyond providing knowledge in the long process of education. It also involves instilling values in individuals because their character is essential for applying their knowledge to life. The term "education" encompasses all activities from early childhood to adolescence that aim to develop a child into a responsible adult (Steutel & De Ruyter, 2019, p. 56). The primary objective of world citizenship education is to help learners attain an individual, national, and world identity. It is necessary to educate individuals about how to participate actively in preventing and solving national and international problems such as climate change, war, conflicts, poverty, discrimination, and more. The idea of citizenship education goes beyond geographical borders since global issues affect everyone. The aim is not to keep individuals imprisoned within the borders in which they were born. Human rights, healthcare programs, religious beliefs, etc., are universal aspects that apply to all human beings. Therefore, it is necessary to develop and explore individuals, societies, and world citizenship education. World citizenship education is based on three aspects: knowledge, values, and practice. Individuals acquire knowledge during education that they apply with universal values in their lives to become world citizens. To understand the complexity of citizenship with all its dimensions, Veugelers (2015) developed three models of citizenship education: *Adaptive citizenship*, *Individualizing citizenship*, and *Critical-democratic citizenship*. *Adaptive citizenship* involves transmitting values and focusing on regulations in society.

*Individualizing citizenship* emphasizes developing autonomous and critical thinking in individuals. *Critical-democratic citizenship* focuses on learning to live together in diverse societies with respect and tolerance, developing active critical participation and dialogue.

In today's world, citizens face highly mobile and changing situations, making world citizenship a necessary skill for the uncertain and unpredictable future. It is crucial to educate citizens with future-oriented programs and activities, adopting citizenship education that integrates these ideas. The concept of citizenship education is well-known and held by many teachers (Broadfoot, 2002; Crick & Porter, 1978). Future-oriented world citizenship education requires teachers who can handle interculturalism in its diverse society and can balance personal, national, and global concerns when raising their students.

World citizenship encompasses the idea of a citizen who crosses national boundaries without losing their identity or assimilating into another culture. They should be able to accept and embrace differences and diversity in society and throughout the world. The power of world citizens lies in their ability to recognize where injustice and dissatisfaction exist and to take action to effect change. Education makes a human an individual with an intelligent mind, moralities and behaviors (Kurt, 2015). So, education plays a critical role in empowering citizens to pursue new directions, emphasize common values, create new role models, and become world citizens.

Schools have an important role in developing confident, self-directed, concerned, and active students and teachers who can integrate into a global world with moral and value-based education. The focus should be on developing free, creative, and critical human beings with inner peace.

To educate students to become “self-respected individuals,” “good citizens,” with “good habits,” “right conduct,” and the ability to maintain justice and to respect law and order (Kanagaratnam, 2011). One of the missions of the schools will help and maintain students for future preparation. The common points to prepare them are (Parker et al., 1999);

- 1) complex global crises that humans will face in the next 25 years,
- 2) human characteristics needed for dealing with these crises, and
- 3) education strategies needed for developing these characteristics.

Moving on from these three points, finding the answers to questions are more necessary for the coming years, which are related to world citizen.

To protect the idea of shared values education, we need a democratic system that could ensure the protection of human rights and equality. Educators lead school community that enhances virtues for the values which become practice with the support of school administrative. The values which are appreciated and upholds should be emphasized and reflected in the school's mission and vision in practical ways by the leading teachers in school ethos and policies for students (Tudball, 2004). The glorified values- to be underlined commonly and taught in schools- include care, hope, optimism (about the future), responsibility, decisiveness, desire, dreams, ambition, courage, sustainability, justice, compassion, integrity, respect, patriotism,

serving people, freedom, understanding, tolerance, being scientific, hardworking, united and cooperative, honest and trustworthy, law-abiding, and perseverance and resilience; while the shameful values comprise jeopardizing the nation, betraying the people, being benighted, lazy and indolent, making gains at others' expense, making profit at the expense of integrity, breaking the law and violating discipline, and being extravagant and hedonistic (Hu, 2003). The individual, society, and the world need those shared and common values. If the people are more individualistic and the moral behavior of the youth and new generation was far from the ideal at the end it is seen that social solidarity and integrity are affected. Character education and values education have an important position mainly for the fast-changing world to educate the new generation continuously for communicating and getting responsible in society and the world.

The values upheld in schools are critical for shaping the implementation of teaching, guiding curricula development, and fostering shared behaviors (Bajunid, 2008; Berlah, 1996). These values serve as the foundation for school ethos and social cohesion, which are necessary for preparing students for future global challenges as responsible citizens. Educating students with good habits, respect for the law, and justice will help in nation-building and global development (Adjibolosoo, 2017). To do so, the school's mission and vision must reflect the common points necessary for future preparation, which include the human characteristics required to deal with complex global crises and the education strategies needed to develop these characteristics. In the coming years, the emphasis on shared values education will be crucial to protect democratic systems, human rights, and equality (Osler & Starkey, 2001). Teachers play a significant role in leading the school community and promoting the virtues of shared values education. The values upheld and taught in schools should include care, hope, optimism, responsibility, decisiveness, and integrity, among others. On the other hand, values such as laziness, extravagance, and breaking the law should be discouraged. Character education and values education are critical for continuously educating the new generation to communicate and become responsible members of society. Educators should be aware of the value orientations and ideals that underlie their teaching and strive to practice them with their students. Moreover, educators have a strong role in the value orientations and ideals to practice and show in a normative process, and they should be aware of them that lie at the basis of their teaching (Ter Avest et al., 2019).

From a literature review methodology perspective, it is important for teachers to provide consistent guidance and support to their students. In the 21<sup>st</sup> century, teachers face many challenges in terms of cultivating knowledge and culture, motivating and providing opportunities for students, instilling values and behavior processes, integrating new technologies and methods into education, understanding and accepting intercultural programs and activities, teaching tolerance through the discovery of differences, fostering resilience and differentiation in forms of excellence, being eager to upgrade the teaching profession, and being aware of their responsibility in building the new generation (Bajunid, 2008; Berlah, 1996; Lee & Fouts, 2005). All of these challenges are essential for elaborating

education and democratic behavior for both international and local communities (Ginn, 1996, pp. 356-357).

In this global age, educators play an important role in supporting innovators and critical intellectuals who are world citizens. Together, they can collectively develop knowledge and actions for public life, community, and moral responsibility beyond borders. The nature of this global age can be understood through four key concepts: complexity, vulnerability, identity, and responsibility (Moisi, 1999). Inner peace, respect, and tolerance are important qualities that can help students solve problems and overcome challenges.

To promote harmony in diversity, educators should focus on emphasizing values such as respect, responsibility, care, social justice, and cooperation, with a particular emphasis on rights and responsibilities.

## **Technology**

In the 21<sup>st</sup> century, societies are evolving through the production and dissemination of knowledge, facilitated by education, training, and communication technologies. To become a member of the "knowledge society", it is necessary to educate a world citizen who can effectively participate in this environment. The advent of the internet and instant information networks has brought about significant changes in education and society. With access to intensive information, individuals are becoming more aware of what is happening in their communities, societies, and the world. The nature of ethnic and national identities is evolving through communication and relations across the world, but the challenges of multiculturalism persist (Kymlicka, 1995). As people become more connected, the concept of world citizenship is becoming more important in promoting democracy, interculturalism, and diversity. The use of technology has helped to recognize and consider individuals and societies all around the world. This recognition and understanding of values and rights shape the beliefs, ideas, attitudes, and behaviors of individuals (Davies, 2006) and form the core of world citizenship.

To embrace these innovations, it is essential to focus on common values, take a future-oriented perspective, and be willing to accept responsibility for the changes that come with technological development. With this outlook, we can orient ourselves towards the future and take advantage of the benefits of rapid changes and innovations.

## **Discussion**

The findings of this study suggest that education is a key factor in achieving social progress. Education provides individuals with the necessary knowledge, skills, and values to become active and responsible citizens who can contribute to the development of their communities and society as a whole. Formal education programs offer curricula that aim to prepare citizens to navigate social requirements as equal partners with communities to educate and raise new generations of citizens. These curricula are developed based on "21<sup>st</sup> century skills," which focus on critical and creative thinking, communication, global awareness, and cross-cultural skills (Kennedy et al. 2010). The literature review indicates that there is a growing recognition

of the importance of education for social progress, with many scholars and policymakers advocating for education as a means to promote economic development, reduce poverty, and address social inequalities.

The study also highlights the role of education in fostering a sense of global citizenship and promoting cross-cultural understanding. As the world becomes more interconnected, it is important for individuals to have the skills and knowledge to navigate and engage with people from different cultures and backgrounds. The literature review reveals that there is a growing emphasis on the development of 21<sup>st</sup> century skills, such as critical thinking, communication, and global awareness, which are necessary for individuals to become effective global citizens. One of the key challenges identified in this study is the need to ensure equitable access to education for all individuals. The literature review indicates that access to education is often unequal, with marginalized groups, such as girls, ethnic minorities, and individuals from low-income families, having lower levels of access and attainment. In order to achieve social progress, it is important to address these inequalities and ensure that all individuals have the opportunity to receive a quality education.

Finally, the study suggests that there is a need for education to be more responsive to the changing needs of society. The literature review reveals that traditional models of education are often outdated and fail to prepare individuals for the challenges and opportunities of the 21<sup>st</sup> century. In order to promote social progress, education needs to be more innovative, flexible, and adaptable, with a focus on developing the skills and knowledge necessary for individuals to succeed in an ever-changing world.

Overall, the findings of this study underscore the importance of education for social progress and suggest that there is a need for continued investment in education to ensure that all individuals have the opportunity to achieve their full potential and contribute to the development of their communities and society as a whole.

## **Conclusion and Suggestions**

In the 21<sup>st</sup> century, individuals require a diverse range of skills and abilities to become world citizens who can address the challenges and decisions faced by society. Education is a key factor in developing these skills, values, and innovations, and this preparation should emphasize learning, thinking, and teaching critically with a sense of responsibility for creativity and innovation.

As world citizens, individuals must understand the nation, government, institutions, rights and duties, and the responsibility to respect society and the state, including the development of a national identity. With a sense of national identity, individuals can move forward to become world citizens.

In conclusion, education has a fundamental role in social progress. The development of citizens who have the skills and abilities to be responsible, creative, and critical members of society is essential for building a better future. To achieve this, it is important to promote a world citizenship perspective that emphasizes global awareness, cross-cultural skills, and



civic literacy. The integration of 21<sup>st</sup> century skills, including critical and creative thinking, information, interactive, and communication skills, is necessary for the education system.

Furthermore, research should focus on the local-to-global understanding of citizenship and the development of future-oriented world citizenship features that focus on becoming rather than being in society. The key to achieving social progress is to recognize the importance of education and to invest in programs that support these ideas. Ultimately, education is the key to building a society that is just, inclusive, and sustainable, and it is up to all of us to ensure that this vision becomes a reality.

It is crucial to examine citizenship from a local-to-global perspective. Researchers should explore the following questions to develop citizenship concepts that are focused on becoming rather than being in society: 1) How can socialization and values for the future world be practiced in local areas to benefit the youth? 2) What are the unique features of future-oriented world citizenship? 3) How can students' skills and abilities be developed to support their challenges and help them achieve their goals in society?

### **Conflict of interests**

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