

The right to adequate education in a changing society

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Abstract

Education is an integral component of society and is inherently linked to the changes occurring within it. This article discusses four significant developments (globalization, localization, individualization, and collectivization) examining both the threats they pose to education and the opportunities they offer. Additionally, it explores how education can navigate its strengths and weaknesses in relation to these societal shifts. A central theme in this article is the content of the curriculum, which may come under pressure if schools respond too impulsively to contextual changes. The analyses in this article are grounded in the right of children to receive adequate education, as outlined in various international treaties and charters. Adequate education is understood as education where the curriculum sufficiently contributes to the achievement of educational goals. It is recommended that, while considering a country's legal provisions, educational objectives be carefully considered and the curriculum, particularly in terms of content, be aligned accordingly.

Keywords: *Social changes, Right to education, Educational goals, Adequate education, Curriculum.*

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1. Introduction and problem statement

Education, a cornerstone of societal institutions, is widely recognized for its pivotal role in individual development (Altan, 2019). It operates within a complex network of interconnected institutions, such as the family, the church, politics, and the economy. While the exact nature of these connections may be debated, there is an agreement that education and society are deeply interwoven (Francois, 2015; Mochizuki & Vickers, 2024). As a result, education is constantly being impacted on by changes within this social network.

This interconnectedness has been evident since the first schools emerged around 3300 BC in Mesopotamia and Egypt, following the advent of writing. A need arose to train individuals to become scribes capable of administering secular and spiritual authorities (Eskelsen, 2020). Today, social developments continue to shape education. For instance, modern information and communication technology advancements necessitate that schools teach digital literacy as part of the broader focus on twenty-first-century skills and current knowledge. Schools are expected to prepare students to become fully functioning citizens in society.

Education is often called upon to address social issues stemming from political, economic, religious, demographic, and legal developments (Brint, 2017). As a result, educational approaches and offerings must constantly adapt to these social changes and to meet the concomitant challenges (Steyn, Vos & De Beer, 2018). Innovation, fueled by new insights from educational research, is crucial for keeping education relevant. In this process, schools must carefully consider the logic embodied in the curriculum (Brint, 2017), determining which topics to include, the sequence of their introduction, the balance between in-school and out-of-school learning, and the focus of the curriculum.

This task is both responsible and demanding, especially in today's rapidly changing societies. The pace and magnitude of social changes require continuous and profound adjustments to the preconditions, structure, content, and approach of education. Policymakers, managers, and teachers may find themselves overwhelmed by this maelstrom of changes, thereby potentially compromising the quality of education. To prevent this, those

involved in education must anticipate forthcoming changes and possess a clear framework to evaluate and assess the consequences of education in and for society.

The purpose of this article is to contribute to the considerations that education must make in balancing maintaining quality of education within the envisaged social developments. To this end, the following main question is formulated: What considerations do schools need to make in their educational offerings in a changing social context in order to guarantee adequate education, given people's fundamental right to it? This question leads to two sub-questions: a) What opportunities and threats do changes in the current social context pose for ensuring adequate education? b) How can schools strengthen their education and mitigate potential weaknesses and threats in a changing social context?

2. Key concepts, structure and method

To address these research questions, the key elements/concepts, the changing context of education, the adequateness of education, and the right to education to address the research questions are reflected on in this section. Each aspect will be explored individually and in relation to each other using a SWOT analysis. According to Puyt, Birger Lie, and Wilderom (2023), a SWOT analysis involves identifying strengths (to protect), weaknesses (to address), opportunities (to seize), and threats (to mitigate). Threats and opportunities are elements of the external environment, while strengths and weaknesses pertain to the internal aspects of the organization (Benzaghta, Elwalda, Mousa, Erkan & Rahman, 2021).

Originally a strategic management tool in business, SWOT analysis is also applicable in education. For instance, it has been used to reform higher education in response to social changes (Benzaghta et al., 2021). By employing a SWOT analysis, schools can identify crucial factors for implementing innovations, such as the implications of AI for education. An example of this is the use of SWOT to design an educational environment involving ChatGPT (Farrokhnia et al., 2023). A SWOT analysis can also help ensure the quality of education (Helms & Nixon, 2010).

The examples mentioned above highlight applications of SWOT analysis at the meso-level (school level) and the micro-level (teaching-learning processes). This article, however, will focus on the meso- (school level) and macro-levels (education system level), as these are where the most essential elements of the research questions are located. While social changes ultimately influence classroom actions (micro-level), this article will not address that aspect. The four elements of the SWOT analysis will help determine the considerations schools need to make to ensure adequate education in a changing social context. The SWOT analysis results are detailed in the section "External and Internal Assessment of the Changes," which answers the two sub-questions. The main question is addressed in the "Conclusion and Recommendations" section.

3. Theoretical and conceptual framework

3.1 A Changing social context

The nature and pace of social changes vary from country to country and therefore, the following overview may not be universally applicable. The backdrop for the social changes discussed in this section is the modernity that emerged from the Western Enlightenment. Beck, Bonss, and Lau (2003) argue that this modernity has evolved into a 'second modernity', a development based on the modernity, but criticizing it because of the problems that are raised by the (first) modernity. Several developments can be observed that are contradictory yet interrelated. In our time, we see intense globalization alongside increasing localization. Another notable change is the rise of individualization concurrent with the phenomenon of collectivization. Since these developments significantly impact the context in which education operates, it is essential to examine them more closely.

One of the most striking consequences of modernity is living and working in a global world. A number of interrelated societal drivers lie behind the international trend of globalization. These include the information, communication and transport technology, increasing population mobility, the demise of the power of the nation state, the neoliberal economic revolution and the ecological and other mondial crises. These developments have significantly reduced the importance of distances in our time, leading to a dramatic increase in

interconnectivity. As Eriksen (2014) defines it, globalization encompasses “all the contemporary processes that make distance irrelevant,” while Steger, Benedikter, Pechlaner, and Kofler (2023) describe it as “the intensification of global interconnectivity, mobility, and imagination.” The size and speed of goods and information flows have increased compared to the past, affecting companies, institutions, and individuals alike. Knowledge, once slow, limited, and stable (Brunner, 2001), is now expanding at an unprecedented rate. However, globalization impacts human actions and their consequences, such as climate change and migration flows. These issues transcend national borders and necessitate a global approach, diminishing the significance of the nationstate as traditionally conceived. Addressing major international problems requires governing bodies larger than national governments (Brunner, 2001). Meanwhile, citizens encounter these global issues locally and are often called upon to take positions and actions at the local level. According to Friedman (2015), the driving force of the recent era in globalization is the newfound power of the individuals to collaborate and to compete globally made possible by new technology such as the personal computer, the smart phone, the software and Internet. He argues that globalization now is more egalitarian, not only in the sense that it contributes to the denudation of the power of the state, and gives power in the hands of civil society, but also in the sense that power is within reach of large numbers of people outside the affluent echelons of people in the Global North. The interplay between globalization and localization is captured in the term 'glocalization,' which refers to “the simultaneous occurrence of both universalizing and particularizing tendencies in contemporary social, political, and economic systems” (<https://www.britannica.com/money/glocalization>). Migration and climate change exemplify glocalizing trends, necessitating international cooperation while impacting citizens locally.

Both globalization and localization can be recognized in education in various forms. Examples of globalization in education include the internationalization of the curriculum, international exchange and mobility programs, the use of technology and digital learning for global access, multilingual education, and global partnerships between educational institutions. An example of

globalization in education is the focus on Global Citizenship Education (GCED), as reported in UNESCO documents (Browes, 2017). Localization in education can be observed in culturally relevant curricula, support for local languages and dialects, community-based learning, and local environmental education. An example of the latter is the Edible Schoolyard, a project in which public schools use organic school gardens, kitchens, and cafeterias to teach academic subjects and values of nourishment, stewardship, and community (Laird, 2018).

Two interconnected developments, individualization and collectivization, are also underway. Social space and individual freedom of choice have expanded significantly in many parts of the world, contributing to a global trend of individualization (Genov, 2018). However, an excessive focus on individualism can lead to social apathy or criminal behaviour (Genov, 2018). Additionally, traditional social bonds and connections have weakened, with individuals increasingly choosing affiliations. Conversely, collective patterns emerge in these individual choices. Technological advancements facilitate intensive global interactions, resulting in significant similarities in value-normative preferences across local cultures (Genov, 2018). This blend of individualization and collectivization can be termed 'collividualization' (Broer, Hoogland & Van der Stoep, 2017).

The educational system responds to the societal individualization trend by integrating technology, self-directed learning, differentiation, and self-reflection into the curriculum. This approach grants students increasing control over their learning process, aligning with the growing demand for personalized learning experiences. Students utilize technology in student-centred settings regularly during self-directed learning phases (Schmid et al., 2023). In addition to individualization and personalization, education also focuses on collectivization. Schools address the need to foster social cohesion and responsibility within society through collaboration, community projects, digital platforms, and citizenship education. For example, Hank and Huber (2024) found that students with limited social skills benefit from cooperative learning when placed in classrooms alongside peers with well-developed social skills.

Although an education system is initially shaped by the specific social constellation of its country, globalization introduces issues that transcend national borders, bringing them into local contexts. The two cross-border challenges of regulating migrant flows and addressing climate change necessitate international cooperation, yet individual schools also face these issues directly. The significant increase in the number of migrant children in schools and the resulting rise in diversity impacts every aspect of education. Similarly, local schools must recognize the climate crisis. Combatting global warming requires behavioural changes, and schools are well-positioned to contribute to this transformation. Education today must navigate the growing trend of individualization. Students and their parents increasingly engage in loose social relationships, making their behaviour less influenced by clearly defined groups and more by individual choices (Broer et al. 2017; Beck, Bonns & Lau, 2003). However, these choices are often influenced by collective views encountered through social media and other platforms. The concepts of 'glocalization' (the interplay of globalization and localization) and 'collivudalization' (the intersection of individualization and collectivization) are evident not only in the broader educational context but also within the school environment.

3.2 Adequate education

When considering what constitutes adequate education and how it can remain adequate in a changing society, it is vital to choose a specific perspective, such as educational, economic, religious, or philosophical. This article adopts the perspective of educational studies, the scientific discipline focused on studying, analyzing, and improving educational systems, processes, and outcomes (QAA, 2019). It draws on various disciplines, including psychology, philosophy, sociology, and history, and covers a wide range of topics such as learning theories, teaching methods, curriculum development, educational technology, policy, psychology, performance evaluation, and the role of educational institutions in society (Bartlett & Burton, 2016). Educational studies aim to understand the relationship between teaching and learning and how education can be adequately designed, implemented, and evaluated to achieve optimal learning outcomes. Given the breadth of educational studies, this article focuses on

curriculum development and its relation to the evolving social context. This focus aligns with Priestly and Philippou's view (2019): "The curriculum is – or at least should be – at the heart of educational discourse and practice." It also addresses Gershon and Helfenbein's (2023) warning that macro trends, such as globalization, can lead to curricula that seem self-evident but require constant reflection. This reflection is crucial because globalization can transform the entire world into a classroom, posing the risk of curriculum overload (OECD, 2018). Regardless of how the curriculum is defined, it encompasses at least two key aspects: the content (what is to be learned) and the teaching methods (how it is taught). This article emphasizes the content, asserting that it must be appropriate in both form and substance to achieve the intended educational goals. In other words, the curriculum must be adequate regarding its content. In this context, adequate education can be described as education whose curriculum content sufficiently contributes to achieving educational goals. This article focuses on what Fiala (2007) refers to as the formal curriculum, which is officially established by a school and reflects its educational ideology. Given the influence of the changing social context on educational ideology and consequently on educational goals and the curriculum (Fiala, 2007), the relationship between these elements, as part of the concern for educational quality, requires continuous attention.

Ensuring the quality of education is a responsibility that every school must shoulder. It's not just about being accountable (saying what you do), but also about fulfilling commitments (doing what you say). One of the most significant commitments a school makes is to achieve educational goals, or at the very least, to make sufficient efforts toward achieving them. This is a promise that empowers us all, as we recognize that education systems vary globally, and schools, including those within a national education system, have the flexibility to formulate their own goals, in addition to nationally established ones. Despite these variations, three universal target domains apply to education worldwide (Biesta, 2015): 1. Teaching students instrumental-cultural knowledge and skills; 2. Contributing to the development of students in society; 3. Supporting the personal development of students, i.e. contributing to their overall formation (education in its wider sense). These target domains, also referred to

as 'qualification,' 'socialization,' and 'personal development,' are not set in stone. They are subject to ongoing discussions about what is desirable and how to achieve these goals. These discussions, influenced by the social context and its changes, are where we all play a part in shaping the future of education. The four developments mentioned — globalization, localization, individualization, and collectivization — affect the three target domains and the curriculum needed to achieve educational goals. As a result, both the curriculum and the goals may evolve in response to these influences.

3.3 The right to education

Citizens worldwide can consult various laws, manifestos, and regulations to affirm their right to receive education. Key international documents supporting this right include the Universal Declaration of Human Rights (UDHR, 2015a) and the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1976). Both declarations recognize the right to education as a fundamental human right in Articles 26 and 13, respectively. According to these documents, at least elementary and fundamental education should be free, and elementary education should be compulsory. Parents have the right to choose the education they want for their children. Vocational and higher education must also be made accessible to all. The articles further define the purpose of education: it should aim at the development of the whole personality and reinforce respect for human rights and fundamental freedoms. Additionally, education should inspire us to promote understanding, tolerance, and friendship among all nations and racial or religious groups, fostering a sense of hope and possibility. Parents or legal guardians have the right to select schools that provide religious and moral education in accordance with their beliefs.

The United Nations Sustainable Development Goals (SDGs, 2015b) include a dedicated focus on education. SDG 4 aims to ensure high-quality education for all and promote equal learning opportunities. Specifically, SDG 4 states: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Despite challenges such as poverty, armed conflict, and other emergencies keeping many children out of school, there has been

significant progress since 2000. The enrollment rate in developing regions has reached 91%, demonstrating strides toward providing primary education to all children worldwide. UNESCO, a leading advocate for education, has adopted several declarations and manifestos that underscore the right to education. In the UNESCO Right to Education Handbook, the organization unequivocally states that education is a right, not a privilege. This right is universal, holds a high priority, and serves as a crucial instrument for exercising other human rights.

Article 28 of the Convention on the Rights of the Child (CRC, 1989) also states that children have the right to education, with primary education being compulsory and accessible to all. It also emphasizes that children should be encouraged to pursue education to the highest possible level. Article 29 of the CRC outlines that schools must support children in using and developing their talents. Additionally, education should teach children to respect the rights of others, their parents, and the environment.

Depending on the country or region, regional treaties and regulations may support the right to education. For example, the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR, 1950) provides such support in Europe. Additionally, many countries have national legislation regulating the right to education, including compulsory education, access to education for minorities, and education financing. Constitutions in many countries guarantee the right to education for all citizens. Countries often have specific laws and regulations that govern the education system, addressing aspects such as compulsory education, quality standards, financing, and access. To further enhance the education system, government agencies frequently develop policy documents and reforms, such as national education strategies and plans, which play a crucial role in improving the quality and accessibility of education. An example of this is the tightened legislation concerning citizenship education in the Netherlands. As a result, schools are required to incorporate a more coherent approach to this topic within their curriculum and to give due consideration to the diversity of their student population (Ministerie van Onderwijs, Cultuur en Wetenschap, 2021).

While this list is not exhaustive, it highlights some of the most important international and national instruments that support and protect the right to quality education. The specific laws and regulations may vary by country and region. It is important to note that implementing and enforcing these laws and regulations can differ significantly, and the right to education is not always fully realized. However, citizens can often leverage these international and national instruments to promote and protect their education rights.

The right to education is recognized worldwide at both international and national levels, and efforts are encouraged to give this right concrete form. This primarily involves making education accessible to as many children as possible. Official documents such as treaties, declarations, and conventions outline the goals of education, which are broad, formal, and comprehensive. These goals typically fall within the target domains of 'socialization' and 'personalization,' promoting respect for others and encouraging lifelong learning. These objectives relate to societal integration and personal development, providing a clear understanding of the purpose of education. Concrete educational objectives, particularly in the domain of 'qualification,' are not typically specified in documents about the right to education. The right to education is almost always articulated without specific context. When context is mentioned, it usually concerns barriers to accessibility rather than impacts on the content and design of education. However, context and its changes do influence education significantly. The era in which children are currently receiving education demands different qualifications, different skills for societal integration, and a different emphasis on personality development. Understanding and acknowledging these contextual influences is crucial for ensuring that education remains relevant and effective.

4. External and internal assessment of the changes

Because education and society are mutually dependent, education must respond to societal developments. These developments can vary by country, making it difficult to provide a universal answer to what education should do to meet the needs of an everchanging society. Steyn, Vos, and De Beer (2018) identify seven key markers for considering the relationship between education and society. One of

these markers involves analyzing the internal and external trends influencing education. Two other markers focus on the educational offerings. It is crucial to consider the educational interests of different groups and to provide targeted educational programs for these groups to foster a productive relationship between education and society (Steyn et al., 2018).

The four abovementioned developments within the social context (globalization, localization, individualization and collectivization), inevitably impact education. There is even talk of 'the death of the traditional curriculum' due to the rapid expansion of knowledge (Masra, 2012). In this context, meso- and macro-level policymakers need to consider how education should adapt to these developments. This section explores these four key developments, examining how they can pose threats and offer opportunities. For each development, recommendations are made regarding the advantages education should maintain and the weaknesses it should avoid or address. The topics of 'migration' and 'climate' have to do with all the four developments discussed in this section.

4.1 Threats

Developments such as globalization, localization, individualization, and collectivization place significant demands on society, particularly education. These developments and their consequences can be perceived as threats to the education system and individual schools. Globalization has drastically reduced the physical boundaries of the classroom, transforming the entire world into a learning environment. However, the vast and disordered nature of contemporary knowledge challenges education. Information flows through the internet and social media, informing students about global events and developments. Social media foster interaction among people, especially young people, worldwide, allowing them to quickly become part of communities beyond their traditional, local (regional, national) ones. Consequently, global influences significantly impact young people's daily lives and development.

Traditional curricula appear inadequate in addressing social developments such as globalization (Brunner, 2001). Standard curricula are generally too rigid and regulated to respond effectively to recent societal developments (Niaz et al. 2024). When stakeholders do

feel compelled to modify the curriculum to better align it with these developments, it can inadvertently result in curriculum overload (OECD, 2018). According to the OECD (2020), overload manifests in four dimensions: curriculum expansion, content overload, perceived overload, and curriculum imbalance. Expanding curriculum content in response to societal demands without eliminating existing content leads to overcrowding. Moreover, disproportionate focus on specific subjects can create an unbalanced curriculum (OECD, 2020, p. 36). Pressure to incorporate new topics into the educational program can stem from external sources (government, parents, social organizations) or the school's initiative. Additionally, the increasing cultural diversity of students (due to migration flows) necessitates substantive changes to the educational offerings (Radjuni, 2021).

Curriculum overload, mainly due to imbalance, can threaten the educational system's qualification function, primarily if based on outdated expectations that fail to reflect global knowledge development (Brunner, 2001). Teachers may feel that diminishing time and attention are available for teaching basic skills such as reading, writing, and arithmetic. For schools in general, and especially for those with a distinct philosophical or religious identity, the need to revise the curriculum due to the diversification of the student population and global interactions through social media can undermine the socialization function. The boundaries of the communities forming the students' immediate context are blurring due to globalization. Trends like individualization and collectivization will undoubtedly influence personal development in schools. Redefining traditional concepts can also be seen as a threat.

4.2 Opportunities

The four social developments (globalization, localization, individualization and collectivization) are not merely threats to education; they also present significant opportunities for enhancing the quality and timeliness of educational offerings. Here are some ways schools could leverage these developments:

Modern digital media, when effectively utilized, have the power to dissolve traditional boundaries of space, time, and place. This breakthrough allows global issues to permeate the local school environment (Radjuni, 2021). Students can engage with peers from

around the world, immersing themselves in diverse languages and cultural backgrounds. Schools can seize this opportunity to not only introduce students to global issues but also to strengthen education in foreign languages and cultures. This cultural exchange can significantly enhance students' understanding of the world. The integration of modern media into education can significantly enhance the school's role in qualification. Learning about global issues in local contexts also plays a crucial role in the socialization function of education. Students encounter increasing societal diversity through modern media and local interactions with migrants. This situation encourages schools to consider their contribution to the development of students and society, prompting curriculum updates. Citizenship education can particularly benefit students as it prepares them to be responsible citizens capable of contributing to a rapidly changing society (Van de Werfhorst, 2014). This opportunity is especially pertinent for schools with a strong religious (Christian) background, because of their Biblical shaped view regarding earthly and heavenly citizenship (Exalto et al., 2019).

Individualization is a crucial factor that education must consider. Individuality is inherently rooted in human nature, and modern media can accommodate this within educational contexts (Genov, 2018). Social media significantly broadens the social environment of young people, exposing them to a wider variety of peers, thereby influencing their attitudes and behaviours more diversely than before. This shift allows schools to integrate digital media into the curriculum to support personal development. By doing so, schools can foster responsible social-emotional growth and encourage independent opinion formation among students (Samantray, 2020). This approach is especially valuable when addressing global issues that transcend individual concerns and require nuanced perspectives. Consequently, the negative impacts of social developments can be transformed into positive outcomes.

4.3 Strengths

Schools occupy a unique position with a legal obligation to provide education to those entitled to it while also ensuring that students of a certain age attend. This legal framework underpins the delivery of adequate education within organized education systems.

The right to education is recognized as a human right in numerous treaties. UNESCO (2019) emphasizes the significance of education, stating it is a universal human right with high priority that is essential for exercising other human rights. Therefore, schools are strongly mandated to perform their educational duties, supported by national interpretations of universal human rights.

Due to its institutional nature, education represents a stable market for developers and publishers of educational materials. Educational researchers focus on schools to address issues and enhance educational standards. Consequently, teachers can access many resources, tools, and materials to maintain and improve educational quality. Their professional training aligns with the institutionalized education system and equips them to be knowledgeable and contemporary educators.

Schools are well-positioned to adapt to changes within their immediate and broader contexts. The necessary preconditions for such adaptability are in place. However, it is essential for policymakers, administrators, and teachers to remain proactive in updating the curriculum and continuously improving it. This commitment to continuous improvement is a testament to their responsibility and dedication to the quality of education. Coordinated efforts are required at all levels of education – macro- (national), meso- (school), and micro- (classroom) – to fully harness the power of education.

4.4 Weaknesses

Schools may exhibit specific weaknesses when responding to changes in their immediate and broader contexts. One potential issue is the tendency to ignore changes and continue delivering education as it has always been done. This ignorance can result in students not being adequately prepared to become active and contributing citizens in a changing society, leading to rigidity, which can be considered a significant weakness.

Conversely, a school might feel compelled to respond to every new development and change. This reactive approach can cause the school to be overwhelmed by an avalanche of external influences, losing sight of its direction. These influences often come from government mandates and legal measures. There can be confusion at

the meso-level (schools) and the macro-level (government and policymakers) due to numerous emerging developments.

The quality of a curriculum can be assessed by comparing learning outcomes with the educational goals set (Druzhinina et al., 2018). If schools lack clarity on their objectives in the three target areas — qualification, socialization, and personal development — they cannot effectively determine whether they are indeed providing adequate education. This might result in poorly informed decision-making not grounded in educational goals, leading to an outdated curriculum. While the school may focus on new developments, it could lose sight of its core educational objectives.

5. Conclusion and recommendations

Education evolves in response to changes in both immediate and broader contexts. If these changes result from balanced discussions among stakeholders and well considered decisions, they are justifiable. However, changes may also occur due to external pressures, leading to unconscious shifts in educational offerings and goals. A lack of principled reflection on such issues can result in education no longer meeting stakeholder expectations and a gradual decline in quality. Therefore, engaging in thoughtful reflection and decision-making at all levels of education is essential. Below are some recommendations for schools to ensure adequate education, given the right to education in a changing social context.

First and foremost, schools must grasp the significance of understanding the legal requirements for their offerings, both in term of the curriculum and the so-called hidden curriculum. This understanding empowers schools to make informed decisions and ensures compliance with educational standards. They need to identify areas where they have the flexibility to make their own choices, especially regarding socialization and personal development. Next, schools should consider the implications of the four current developments discussed in this article. Reflecting on these developments can help them to responsibly convert potential threats into opportunities by integrating them into the curriculum.

The responsibility for making these decisions is partly dictated by the legal frameworks provided internationally and by the

government in question. Additionally, individual schools must emphasize and document their specific educational goals. Such documentation provides a clear direction for curriculum choices and ensures alignment with the school's mission. These goals should serve as guiding principles for making curriculum choices. To provide adequate education, schools must establish and maintain a well-structured curriculum. In doing so, they must consider the requirements set forth by both the government and society. While this task may be complex for schools, it must be kept in mind that the offering of adequate education is an investment in the next generation.

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