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## Introduction

This book is the latest work by Kerry J. Kennedy, a leading scholar on civic education and global education policy. In this book, Kennedy comprehensively analyses how civic education needs to be reformulated amidst a rapidly changing and uncertain global landscape. Disruption, the keyword in this discussion, refers not merely to the development of digital technology, but to structural changes involving economic, political, social and environmental fields. Kennedy sees that the younger generation is living in the "century of disruption", a time when stability is no longer the norm, and uncertainty is inevitable. Therefore, this book proposes an educational approach that prepares learners to survive and participate meaningfully in this changing world.

## Chapter 1: Twenty-First Century Disruptions: Unpredictability as the New Normal

This chapter forms the conceptual basis for the rest of the book. Kennedy identifies various forms of disruption, ranging from globalisation, technology, the climate crisis, and international political conflicts. He highlights that we no longer live in a stable world, but in permanent disruption. Drawing on Schumpeter's theory of creative destruction, Kennedy shows that innovation is often accompanied by destroying old social and economic structures. This has a profound impact on employment, education and social relations. This disruption is also seen through the lens of intersectionality, showing that marginalised groups (women, the



poor, ethnic minorities) are more systemically affected. The importance of this chapter lies in Kennedy's attempt to integrate contemporary social issues with educational discourse, making it relevant and urgent for action.

### **Chapter 2: Preparing Young People for Disruptive Futures; How Can Education Contribute?**

This chapter highlights the failure of conventional education to prepare young people for uncertainty. Kennedy argues that the current education system is still too bureaucratic and oriented towards academic standards irrelevant to social realities. He proposes that civic education should teach political institutions and build resilience, critical thinking, and adaptive capacity. Education should create space for critical questioning, social action and empowerment of learners in the face of global issues such as climate change, economic inequality and political polarisation. In addition, Kennedy also criticises the normative approach to young citizens who are only directed to comply with the existing system, without being given the space to change it. He proposes a more democratic, contextualised and transformative civic education.

### **Chapter 3: Shaping Education Futures: What Will Hinder and What Will Facilitate Change?**

The third chapter explores the barriers and opportunities in realising disruption-responsive education. The main obstacles stem from conservative institutional structures, rigid curricula and a lack of training for educators to deal with these new realities. However, Kennedy is optimistic that change is possible if there is political will, policy reform and school community engagement. He emphasises the need for a paradigm shift from education for knowledge to education for change. The role of teachers in this chapter becomes crucial, not only as facilitators, but as public intellectuals who can lead the transformation of education from below.

### **Chapter 4: Civic Values for the Future: Constructing Communities of Well-Being**

The fourth chapter emphasises that 21st-century citizenship education should be oriented towards creating well-being communities that focus not only on academic competition, but on social cohesion, solidarity and shared prosperity. Kennedy discussed values such as social justice, empathy, diversity and inclusion as the new foundations of citizen education. He also mentioned that social polarisation caused by social media, populism and exclusionary policies can be mitigated through collaborative learning and democratic values in the schoolroom. These values must be instilled early on so that the younger generation can become agents of change, not just objects of political policy.

### **Chapter 5: Life Education: Educating Citizens for Disruptive Futures**

To conclude, Kennedy offers the concept of life education. This education prepares learners to live a complex, unpredictable and risky life. Life Education is not just a curriculum, but a philosophical framework that places learners as whole human beings who need to be prepared intellectually, emotionally, socially and spiritually. In this chapter, Kennedy also proposes integrating citizenship education with global issues, problem-based learning (PBL), and active participation of students in the community.

### **Relevance in the Indonesian Context**

In the Indonesian context, this book is very relevant in reflecting on the direction of our civic education, which has tended to be normative and rote-oriented. Kennedy's transformative approach can inspire Civics teachers to design lessons that connect global issues with local contexts. Issues such as intolerance, environmental crisis, the influence of social media on democracy, and social exclusion can become critical and contextualised teaching materials. This book can also be an important reference for policymakers in formulating a more meaningful and adaptive Merdeka Belajar curriculum

### **Book Advantages**

1. High Global Relevance

The book addresses contemporary global and cross-national relevance issues, such as technological disruption, populism, and climate change.

2. **Interdisciplinary Approach**  
Kennedy does not rely solely on educational theory, but combines it with sociology, political economy, and critical philosophy.
3. **Argumentative and Reflective Power**  
The book is not dogmatic but invites readers to reflect, doubt, and redesign understandings of citizenship and education.
4. **Concrete Philosophical Applications**  
Concepts such as Life Education and well-being communities are not just discourse, but can be translated into educational practice.
5. **Data-driven and Case Studies**  
Kennedy uses global data (PISA, WEF reports, etc.), strengthening the argument and making the book academically rigorous.

### **Limitations of the Book**

1. **Northern Global Context**  
Most of the references and case studies are centred on developed countries (Europe, America, Hong Kong), so adaptation to developing countries needs a contextual approach.
2. **Lack of Practical Recommendations**  
The book is powerful conceptually, but it does not provide much implementation guidance or examples of good practice in the classroom.
3. **Theoretical Language**  
This book may require repeated readings for non-academic readers due to the density of scientific concepts and terminology used.

### **Conclusion**

Disruptions and Civic Education are important in 21st-century civic education literature. The book diagnoses the global challenges facing the younger generation. It proposes alternative educational approaches that are more humanistic, reflective and transformative. Kennedy successfully builds a bridge between theory and the practical needs of the educational world, making this book a worthy reference source for lecturers, teachers, researchers, graduate students, and educational policy makers worldwide.