




The Role of Citizen Education and Awareness of Laws, Regulations, and Civil Rights in Observing Civil Rights During the Crime Investigation Process

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Received: 2024-02-21

Revised: 2024-05-08

Accepted: 2024-05-11

Published: 2024-05-21

ABSTRACT

Education is considered one of the main pillars of personality development and the consolidation of the value, national, and human identity of any society. Training and education within any social institution lead to socialization in various dimensions. The process of citizenship education, framed as human and collective life skills, is studied and examined explicitly and implicitly within educational institutions. Citizenship education and the understanding of the dimensions and principles of civic responsibility today play a crucial role in strengthening the collective spirit and social conscience of society. Citizenship features and civic responsibility are integral parts of collective life patterns, and governments are obligated to promote formal and informal education in this regard through social institutions and relevant organizations. Citizens' awareness of laws and regulations is one of the primary pillars of maintaining social order and observing civil rights in any society. In the crime investigation process, this awareness can have significant effects on adherence to the rule of law. The process of identifying and preventing crimes must remain within the framework of legal regulations, and citizens' awareness of their rights can be effective in this respect. Community awareness contributes to building a sound educational structure and reinforcing the inclination toward lawfulness among citizens. A citizen fully aware of their rights in society exhibits controlled and law-abiding behaviors, facilitating the social acceptance of these rights.

Keywords: *Crime Investigation, Process, Challenge, Civil Rights, Civil Rights Education*

How to cite this article:

Nouri, H., Abdinezhad, S., & Shekarbeigi, A. (2024). The Role of Citizen Education and Awareness of Laws, Regulations, and Civil Rights in Observing Civil Rights During the Crime Investigation Process. *Interdisciplinary Studies in Society, Law, and Politics*, 3(2), 140-157. <https://doi.org/10.61838/kman.isslp.3.2.17>

1. Introduction

Awareness of laws and regulations is one of the fundamental pillars of any democratic and law-abiding society. In societies that value civil rights, raising public awareness is recognized as an effective tool in preventing crime and ensuring the observance of individual rights. Citizens' knowledge of laws not only

enables individuals to better understand their rights and responsibilities but also facilitates more effective cooperation with judicial and executive institutions in various social and legal processes. Among these, the impact of legal awareness on the crime investigation process is of particular importance, as informed citizens are more capable of identifying, reporting, and pursuing



crimes efficiently and promptly. Moreover, this awareness can strengthen the sense of social responsibility, reduce violations, and bolster legal institutions. This article examines the role of citizen education and awareness of laws and civil rights in the crime investigation process. Specifically, it analyzes how such awareness affects crime reduction, facilitates crime identification, and preserves individual rights throughout various judicial and executive stages. This issue becomes especially crucial in modern societies experiencing rapid social, economic, and cultural changes, as insufficient awareness can lead to the violation of civil rights and diminished public trust in legal and judicial institutions.

2. Citizenship Education and Its Models in Society

First: Citizenship education leads to the understanding of individual, social, cultural, national, religious, and civic life in the country, which is one of the primary skills that should be taught to students by educational and higher education institutions.

Second: Another part of these skills includes physical health and individual and environmental hygiene, which should be preserved and developed by educational institutions through curriculum planning to enhance life satisfaction, especially in urban societies where problems and consequences are on the rise, making life easier for individuals and others.

Third: Members of society must learn to always pay attention to order, lawfulness, and justice and feel a sense of responsibility in all tasks they undertake.

Fourth: In this category, educational institutions must strengthen and expand social relations, empathy, compassion, assistance, the development of language skills, and other human interactions to promote effective and fruitful interaction among members of society.

Fifth: Educational and higher education institutions should acquaint citizens with their individual, family, and social identities from childhood, adolescence, and youth, encouraging them to develop job skills and foresight. This approach institutionalizes precision, order, follow-up, and innovation, forming individuals' social and economic identities.

Sixth: Governments and states, through social and cultural organizations such as educational institutions and higher education, should provide conditions for citizens to know themselves correctly and, based on their

awareness of their talents and creativity, plan their lifestyles with short-term, medium-term, and long-term goals to achieve their dreams, human happiness, and comprehensive development.

Seventh: Another aspect of citizenship skills in social life is equipping citizens with correct, realistic, logical, and critical thinking, as well as the ability to solve problems intelligently and creatively.

Eighth: The government must encourage and promote citizens' life skills education in a democratic society by involving families, whose undeniable impact on acquiring life skills and forming individual identity and personality from childhood is significant.

Based on these teachings and principles, it can be said that education plays a very crucial role in promoting a healthy and peaceful society. Citizenship education in a society ensures that all members have a positive sense of citizenship at a national level, benefiting from national respect and specific social, political, and economic rights (Pour Baratali, 2005).

Indeed, citizenship education and the training of citizens in a society influence three main elements of citizenship: the legal system, the sense of national membership, and the feeling of belonging and social attachment, impacting intercultural communications. The relationship between education, law, and communication, which fosters mutual understanding and interaction, is one of the most effective social connections for reducing social and cultural issues in cities, societies, and even globally. Citizenship education is multilayered, comprising several dimensions.

These dimensions are primarily focused on individual and social rights, leading to an understanding of the emotional factors of citizenship and their mutual rights. Citizenship education acts as a widespread power that encompasses all individuals in society who feel belonging and membership, reflecting the level of attachment to culture and the state.

Educating and training citizens in the expansion of civic behavior is of great sociological and societal importance. According to Touraine, citizenship education in sociology refers to the process of transferring the knowledge, values, and attitudes necessary for political participation and societal stability from one generation to the next.

This transfer includes various elements such as awareness of political institutions' history and structure,

a sense of loyalty to the nation, a positive attitude toward political authority, belief in fundamental values (such as the rule of law and tolerance), interest in political participation, and acquiring skills necessary for understanding and monitoring public policies.

Sociologists aim to transfer a set of knowledge, values, and behavioral orientations necessary for a society's continuity and well-being to the younger generation through citizenship education. Therefore, citizenship education seeks to gain youth support for the civic culture of society, which is achieved through educational processes.

The interrelation between citizenship education and skills fosters altruistic, chivalrous, polite, and compassionate behavior among citizens, promoting a sense of duty and cooperation.

Learning the parameters of civic behavior education significantly enhances the quality of collective life and strengthens social capital. Indeed, training citizens through ethical and social frameworks improves their performance and leads to a healthier and more tranquil society (Farhad, 2008).

3. The Role of Citizenship Education in Society

Educating civic behaviors has a considerable impact on enhancing the performance quality of civil organizations, reinforcing social ethics and cohesion on local, national, and global levels. This dissemination in altruism and public acceptance is highly significant.

The role of citizenship education should be examined through the understanding citizens gain of societal laws and regulations, which shapes each citizen's perception in society.

Citizenship education is a part of urban management duties. Governments, legislative bodies, national and local organizations, and civil associations play a significant role in training citizens by teaching civil rights, collective life skills, and principles of urban management.

These teachings include expectations from urban management and the role of citizens in relation to urban governance. They encompass the principles of urban living, respecting civil and governmental laws and regulations, and more. These civic teachings aim to legalize urban life and reduce the social, cultural, legal, and psychological consequences of urban management through formal and informal education. The goal is to

clarify individuals' roles in laws and regulations and define their duties as one of the main components of urban management.

Thus, teaching laws and regulations is a crucial point of connection between urban management and citizens. Consequently, the training of citizens through an understanding of urban laws and regulations, both formally and informally, enables more active participation in urban affairs and a better understanding of the concept of citizenship (Ardebili, 2001).

The behavioral role of citizenship education for citizens is summarized in five dimensions:

a) **Altruism**, involving voluntary and helpful behaviors aimed at assisting fellow citizens.

b) **Chivalry**, where citizens engage in noble conduct, minimizing criticism and fault-finding among each other.

c) **Courtesy**, another aspect of civic behavior that needs to be fostered through active and responsible participation among citizens.

d) **Politeness and Kindness**, essential civic behaviors that prevent problems and conflicts in various living environments, emphasizing respect and honoring the rights of fellow citizens.

e) **Responsibility**, which should be incorporated into curricular and extracurricular programs for students and other community members. This dimension reflects a moral effort beyond formal obligations, where individuals strive for mutual cooperation and comprehensive development (Emami, 1989; Esmaeili, 2011).

By detailing the behavioral dimensions of citizenship education, this social phenomenon plays a significant role in expanding social capital and contributing to human societal development. The role of such teachings is closely related to moral behaviors, and institutionalizing citizenship education fosters social unity and cohesion.

These civic teachings promote incentives such as fraternity, solidarity, commitment, and responsibility. They also enhance social supervision among citizens, encouraging adherence to social order and respect for each other's rights, while also expanding social trust among them.

3.1. Citizenship Education as a Social Reality

Citizenship education, as a social reality, is one of the components of the modern social phenomenon of

citizenship. It is also one of the elements of the democratic-political system and a key indicator for the realization of democracy in the public sphere of civil society.

These principles and teachings can:

1. Establish a kind of modern social base and role for all members of society.
2. Create an interconnected set of civic duties, rights, obligations, and social, political, economic, and cultural responsibilities that are equal and universal.
3. Provide a sense of social membership and modern belonging, encouraging serious and active participation in economic, political, social, and cultural spheres.
4. Ensure that all members of society equitably benefit from social, economic, political, legal, and cultural advantages, regardless of class, racial, religious, or ethnic affiliations.

From a sociological theoretical perspective, Weber, Tönnies, and Durkheim emphasize a new rational, customary, and civic identity, membership, and commitment for members of society within the framework of citizenship, leading to increased political, social, and cultural participation and a stronger sense of social belonging. Ultimately, this strengthens social cohesion and social order (Tousi & Hosseini Nejati, 2005).

Parsons, in his thoughts, places citizenship education within a Weberian-Durkheimian model of modernity, emphasizing that the principles of citizenship education form a general, value-neutral, acquired model based on customary and civic contracts in society. He presents a vision of citizenship built on this foundation.

Parsons views citizenship education as a form of social action aimed at social membership and cohesion. His approach emphasizes rationalized customs, civic membership and commitment, and the participation and social belonging of all community members, aiming to reinforce modern social cohesion and order.

In Marshall's social thought, citizenship and its components are understood as a historical and sociological reality that evolved in the West from the 17th to the 20th century. Marshall considers citizenship education a key component of the capitalist economic system, related to social class, and the democratic

political system, emphasizing universal participation and legal equality in modern society.

Marshall believes citizenship education grants social status to all members of society through formal and informal education, ensuring equal rights and duties protected and stabilized by law. He outlines citizenship principles across three dimensions: civil rights, such as freedom of expression, property, religion, and opinion; political rights, such as voting and political participation; and social welfare rights, such as access to social services, employment, education, security, and social support (Esmaeili, 2011).

Turner discusses the concept of citizenship and the related education across four sociological components as a social reality:

a. Social Form of Citizenship: Education delivered from the top down, with the government imparting concepts of citizenship to society.

b. Social Domain of Citizenship: Teachings that encourage citizenship in the public sphere or shape private domains.

c. Social Type of Citizenship: Refers to education that either depicts citizens as active participants or as passive members of society.

d. Social Content of Citizenship: Emphasizes duties, obligations, and responsibilities or focuses on the rights and privileges of citizenship.

Another aspect of citizenship education as a social reality is discussed in feminist thought. Feminists argue for gendered citizenship education, believing that traditional citizenship teachings in the public sphere emphasize masculine virtues and characteristics, equating public citizenship with male education. Women, considered non-citizens in the public realm, have historically been sidelined. Feminists advocate for citizenship education that empowers women with decision-making tools and values unpaid and undervalued work, such as caregiving and social duties (Beccaria, 2001).

Considering social approaches to citizenship education as a social reality, it is crucial to note that in the cultural structure of Iranian society, this concept manifests in three forms:

1. **Citizenship Refusal:** Preventing the formation and strengthening of citizenship foundations, evident during the ancient Persian empires.

2. **Citizenship Possibility:** Developing potential foundations for citizenship, observed from the Islamic period to the Constitutional Revolution.
3. **Citizenship Necessity:** The perceived need for establishing citizenship foundations, which expanded after the Islamic Revolution, with government-led education initiatives.

The discourse of the Iranian Constitution, the strategies of the Islamic Republic, laws from the Islamic Consultative Assembly, and development programs emphasize citizenship and its education. Modernist imperatives of democracy and republicanism have driven governmental institutions to promote citizenship education in three dimensions:

- **Civil Citizenship:** Educating citizens about civil liberties.
- **Social Citizenship:** Providing education on social and economic welfare.
- **Political Citizenship:** Teaching political participation.

Over the past three decades, these teachings have evolved, with the early years of the Islamic Revolution focusing on religious and ideological citizenship education shaped by war management. Post-war reconstruction emphasized social welfare education, while political citizenship education was prioritized in the late 1990s and early 2000s during the Reform Era. However, civil citizenship education remains underdeveloped in Iran.

3.2. *Citizenship Education as an Educational Reality*

The concept of citizenship education is a broad term that relies on the cultural, social, political, and technical study of a society. In essence, this component can be referred to as the teaching of ways to live together, specifically within a community and, in a broader sense, in the global society.

The process of citizenship education as an educational reality involves necessities that must be provided to members of a society at each stage, based on their membership and specific demands. This educational process and its principles stem from the nature of social life.

Therefore, the principles and characteristics of citizenship education as an educational reality encompass a set of targeted learning activities and

information, purposefully examined and taught within society.

These purposeful activities equip individuals with skills in personal, social, economic, and technical spheres and prepare them to take on roles in these areas. The goals, efforts, and principles of citizenship education and training are closely intertwined with the politics, economy, religion, ideology, and culture of any society.

According to Sedler, from an educational perspective, citizenship education should preserve existing conditions and uphold the social order. Toffler asserts that the educational reality of citizenship education aims to familiarize young generations with the outcomes of past generations' experiences. This familiarity allows the new generation to build on the civilizational achievements of the past, enhancing the quality of individual and social life for future generations.

Additionally, educational systems in any society must train citizens so that, through acquired expertise, they can solve contemporary problems and challenges. Furthermore, these teachings should encourage them to question the future of their local, national, and global society.

Toffler views citizenship education in the era of globalization as a way to prepare citizens for technocratic and specialized roles, enabling them to offer professional services based on economic and industrial needs.

Émile Durkheim considers citizenship education from an educational standpoint, emphasizing the transfer of knowledge, skills, and values from adults to the younger, inexperienced generation for social life. He believes that the educational traits necessary for training citizens differ in terms of philosophy, methods, and content across various periods.

He also emphasizes that this education should be tailored to the economic, cultural, and social structures of each society and planned by experts in politics, culture, and economics. Furthermore, Durkheim suggests that citizenship education should be incorporated into tangible and practical school lessons, enabling citizens to adapt to the demands of future global life. He categorizes these abilities as:

1. The ability to approach and logically resolve problems and difficulties satisfactorily.
2. The ability to collaborate with others and accept social responsibilities.

3. The ability to understand, tolerate, and respect cultural differences.
4. The ability to think critically for organization and reconstruction.
5. The ability to resolve conflicts with others through peaceful means.
6. The ability to recognize cultural norms and enrich local and ethnic cultural development.
7. The ability to defend human rights both within their society and internationally.
8. The ability to maintain social order and apply a scientific perspective to cultural beliefs of their own and other societies.

a) Citizenship Education as an Individual:

The structure of individual education in the context of citizenship should enable individuals to:

1. Enjoy freedom.
2. Respect democracy.
3. Be self-reliant and maintain an independent identity, which stems from the growth and balance of capabilities.
4. Demonstrate strong initiative and determined will in life.
5. Be grateful and respectful, among other traits.

b) Citizenship Education as a Member of a Family:

This involves:

1. Transforming the home into a place filled with love and joy.
2. Creating a home environment conducive to peace, comfort, and mutual interaction.
3. Directing home interactions toward education and socialization.
4. Expanding human relationships within the family effectively and enjoying social interactions (Aghazadeh, 2006).

3.3. *Citizenship Education as a Member of Society*

Based on this component:

1. The structure of citizenship education from an educational perspective should ensure that an individual becomes a diligent and committed worker, dedicating part of their time to work. This effort contributes to the comprehensive development of society within the social system's framework.
2. A member of a civic society should be educated to foster a spirit of service to the community,

enhancing others' well-being and acting as an effective support system for resolving life challenges.

3. A citizen must strengthen and respect social values that lead to positive social behavior and ethics.
4. There should be a forward-thinking and critical mindset regarding society's cultural and productive activities, which should be nurtured and educated. Great efforts must be made to develop and promote these perspectives.

3.4. *Citizenship Education as a Committed Individual in the Global Society*

1. Citizens should be instilled with patriotism and an enduring love for their nation, history, and the culture of the civilization they live in.
2. Citizens should be taught to respect and preserve cultural heritage, global and national symbols, and religious traditions, even enhancing the preservation of the past's achievements.
3. Educational institutions must promote high, national, and international norms and values, fostering respect for human values and a commitment to national and global responsibilities among citizens.
4. In light of these processes, the objective of citizenship education in the educational context of Iranian society is as follows:
5. To expand and develop the knowledge, skills, values, and attitudes necessary for creating informed and responsible citizens.
6. In terms of theoretical knowledge: Educational institutions must make individuals aware of social and cultural activities related to consumption and security maintenance and educate them on decision-making processes for social participation and understanding real perceptions.
7. In terms of practical knowledge: These institutions should teach skills such as research processes, the use of information and communication technology, and more.
8. In terms of cultural and national values: Educational institutions should promote love for the homeland, cultural heritage, and history

among citizens with a positive outlook, fostering qualities of an ideal citizen in a democratic society. This education prepares citizens to be active and informed members in both national and global contexts, adapting to rapid changes.

9. Considering these goals for the educational aspects of citizenship in Iranian society, bodies such as the Supreme Council for Education, higher education, the Cultural Revolution Council, the Parliamentary Education Commission, the Vice-Presidency for Management and Planning, education experts, and social and political specialists must draft a framework for the principles governing the civic education system within our social and political structure.
10. This framework should define the ideal, active, and exemplary Iranian citizen, who plays a role in the family, local, national, and global communities. Moreover, comprehensive and sustainable development in our society depends on the active participation of well-informed, skilled citizens capable of thriving in both social and individual spheres.
11. To train such citizens, a thorough revision of school, university, and educational curricula at all levels is necessary, emphasizing the role of formal education in the citizenship education process.

3.5. *Citizenship Education as a Political Reality*

Citizenship education from a political perspective is determined by the governing political system. It encompasses what the government wants to teach citizens through curricular and extracurricular programs, starting from childhood and continuing through university.

Even other social institutions provide citizenship education in line with the society's political structure.

Through citizenship education, the state aims to develop political awareness and capabilities among citizens to institutionalize social cohesion and solidarity, ensure proper resource distribution, and promote political participation.

From a political and civic perspective, citizenship education as a reality teaches methods to foster unity, maintain integrity, and ensure comprehensive social

cohesion, which strengthens national identity among citizens. Moreover, this education supports political mobilization, such as participating in elections, engaging with political issues, and following political affairs, thus fostering active political citizens.

Citizenship education relates to political socialization, teaching citizens to pass their political attitudes, knowledge, and values to future generations or share them through interaction. This education creates orientations in the political realm for citizens:

1. **Cognitive Orientation:** Citizens' awareness of the political system and belief in it and its roles.
2. **Affective Orientation:** Citizens' emotions toward the political system.
3. **Evaluative Orientation:** Citizens' perceptions and judgments about political issues.
4. Citizenship education politically encompasses the attitudes and behaviors taught to maintain political order, passed down to subsequent generations as part of the political socialization process. Politically, citizenship education is tied to the stability of political culture and social structures over time, with each social system striving to impart essential values, attitudes, and views necessary for the continuation of its political order (Farhad, 2008).
5. The aim of political citizenship education is to develop political awareness and shape the behaviors of children and adolescents in accordance with societal and political norms.
6. In other words, political socialization through citizenship education is a process by which individuals acquire their fundamental political orientations within society. It involves the internalization of the norms and values of the political system. Political citizens are educated to understand their responsibilities, develop national awareness, and foster political consensus.
7. The political functions of citizenship education in any society include:
8. Political socialization and familiarization with political culture.
9. Selecting, recruiting, and training political leaders and agents.
10. Promoting political unity.

11. Creating opportunities for the formation of organizations that play political roles (Ahmadzadeh, 2006).

3.6. *Citizenship Education as a Cultural Reality*

Citizenship education is directly linked to enhancing civic culture. It plays a vital role in guiding citizens' behavior and improving the quality of their participation in societal affairs, serving as a fundamental aspect of social capital and an indicator of cultural development. As a cultural reality, citizenship education, along with its key elements, has historically been instrumental in establishing cultural norms throughout human social life. Today, it is crucial for determining an individual's position in the globalized context of development.

Citizenship education is intertwined with ethics and moral relationships. This element of citizenship extends beyond political aspects to ethical interactions among community members and fosters social cohesion and civil ethics.

This educational component promotes values such as fraternity, solidarity, commitment, and responsibility. Culturally, citizenship education emphasizes civic ethics and focuses on legal principles that citizens should uphold concerning social institutions.

From a cultural perspective, citizenship education encompasses a flexible set of norms and values, reflecting cultural diversity within society. According to Turner, cultural citizenship education relates to the cultural participation of community members. Citizens should be educated about public culture and feel responsible for participating in its promotion (Arjmand, 2002).

Key concepts in cultural citizenship education include urban responsibility, adherence to laws, and acceptance of urban norms, which should be instilled from childhood. Neglecting these educational elements results in significant societal costs, requiring constant social control over citizens, leading to cultural and social consequences.

In discussing civic culture, Guy Armit emphasizes the importance of familiarizing citizens with their environment's history and structure and teaching democratic conduct.

The third aspect is fostering a culture that imposes a sense of duty, encouraging civil ethics and social harmony among citizens. Culturally, citizenship

education addresses the legal support of diverse cultures and subcultures, urging citizens to respect and accept them, which enhances social compatibility and civil ethics. As such, teaching shared rights and the respect for minority cultures significantly contributes to cultural citizenship development.

4. **Strategies for Citizenship Education**

a. Despite the impact of modern 20th and 21st-century civilization on material comfort, it is crucial to establish a comprehensive ethical and cultural perspective in both formal and informal education across all levels of society. This approach contributes to the comprehensive development of society and improves the quality of life for its citizens.

b. To ensure that citizenship education, in all its dimensions, becomes an ingrained and indispensable reality for citizens from childhood to adulthood, it must always draw from ethical, cultural, social, political, and legal resources. These resources are essential for reinforcing the cultural foundation of society and should be prioritized by policymakers and urban management experts.

c. Diverse citizenship teachings must be tailored to the social, psychological, economic, political, and religious needs of citizens and implemented through long-term, medium-term, and short-term plans.

d. The continuous re-education of cultural, social, psychological, legal, and political citizenship teachings must be facilitated through scientific and specialized planning throughout the year. This can be achieved via forums, conferences, educational and practical workshops, publications, and awareness-raising programs.

e. It is essential to guide micro-level research at local and regional levels and macro-level studies at the national level to understand the parameters of citizenship education. This research should address educational, social, cultural, and psychological aspects, aiming to provide practical and applicable strategies for institutionalized citizenship education.

f. Citizenship education at all levels must consider the identity needs of citizens.

g. Citizenship teachings should emphasize the various dimensions of citizenship education simultaneously to enrich the social lives of citizens.

h. Educational programs, both curricular and extracurricular, developed by educational institutions should address both the internal and external components of civic culture and ethics. This focus will help strengthen the foundation of civic culture.

i. Given Iran's cultural and ethnic diversity, citizenship education should be viewed as a cultural and social construct that aligns with the values, indigenous practices, and local cultures, serving as a subculture of citizenship.

j. Considering the technological, social, political, cultural, and economic transformations society faces, citizenship teachings must be seen as a dynamic and evolving phenomenon that adapts to global conditions. Continuous cultural and social reproduction of this concept is essential.

k. Citizenship education planning should integrate legal, political, cultural, and ethical dimensions to arrive at a comprehensive definition of citizenship.

l. Educational institutions, both formal and informal, should cover civic culture topics such as equality, freedom, collectivism, individualism, democracy, civil responsibility, mutual aid, social support, and active participation, with support and implementation from the governing authorities and urban management.

m. In recent decades, citizenship education has become crucial in political, social, ethical, and cultural spheres. All formal and informal institutions must invest in this education, recognizing its importance for social and cultural development.

n. Because citizenship education is dynamic, it requires continuous investment and activity in all areas of civic ethics by executive bodies, based on Islamic, Iranian, and global ideals.

o. Citizenship education must foster creativity, innovation, self-actualization, and meet the comprehensive and sustainable needs of citizens.

Citizenship operates on various levels, encompassing both political and structural aspects as well as emotional dimensions tied to individual culture and identity. At the very least, citizens must understand their responsibilities, rights, and diverse identities. Acquiring this understanding requires human rights education and an environment conducive to exploration and the cultivation of feelings and choices.

The fundamental idea of realizing citizens' rights and empowering them to discover the criteria that define

those rights requires education. This education must be delivered through mass media to permeate the community's consciousness. Without it, citizens cannot be expected to actively defend their rights or those of others.

The most recent form of civic participation involves citizens taking an active role in urban governance. This participation, a necessity of urban life, occurs when residents transition from merely inhabiting a place called a city to becoming active citizens, which only happens when they are educated about their civic rights. Citizenship education serves as a means to foster a sense of belonging and purpose among community members. The primary aim is to engage individuals in activities related to their community. Effective citizenship education instills confidence and socially and ethically responsible behaviors in children from an early age. It also involves adults in issues concerning their local living conditions and community concerns.

Finally, citizenship education transfers knowledge, skills, and values to children, helping them recognize themselves as valuable members of public life. Thus, the objectives of citizenship education revolve around teaching social and ethical responsibility, encouraging social engagement, and imparting political literacy.

Citizenship education is believed to prioritize the pursuit of social justice over individual gain. A true citizen is one who is aware of societal issues, possesses civic virtues, and has the skills to engage in political activities. Moreover, citizenship education emphasizes raising children to be active participants in society, aware of their rights, and committed to their duties.

Thus, citizenship education fosters mutual respect among citizens with diverse ethnic, linguistic, racial, cultural, religious, and gender identities. Effective citizenship education develops collaboration and teamwork, decision-making through deliberation, reasoning and critical thinking, effective communication skills, joint management of local activities, community involvement, and participatory dialogue skills.

The concept of citizenship as a foundation for civil society must be understood in the context of the political, social, and historical environment in which it evolves. Such education thrives when civic, ethical, and political commitments are emphasized and institutionalized.

Civic education involves developing the capacities of individuals and groups for active and informed

participation in social life. This education encourages citizens to engage responsibly in social, political, economic, and cultural activities. It encompasses human rights, continuous and holistic development, ethics and values, peace and non-violence, social equality, and respect for differences.

Citizenship is a social contract aimed at promoting societal welfare and security. It addresses how individuals should behave to achieve this goal. Therefore, citizenship education is a priority for public and educational management, with ongoing investments to optimize its delivery. If educational objectives are met, societal success is assured.

Citizenship education is a powerful tool for fostering civic engagement. Nationally, its core philosophy is to cultivate citizens with loyalty to their nation, enhanced public knowledge, and awareness. This education fosters an understanding of history and political structures, positive attitudes toward political authority, law-abiding behavior, and respect for social norms. Belief in fundamental societal values, such as equality, participation in political life, and political analysis skills, are also emphasized. Given its significance, this article addresses citizenship education.

5. The Importance of Citizenship Education

UNESCO's strategy in the realm of citizenship and human rights education is based on a comprehensive approach to human rights. These rights are indivisible and are interdependent with all aspects of citizenship rights (cultural, economic, political, and social).

From this perspective, the aim of citizenship education is to disseminate information and shape a culture of human rights by imparting knowledge and skills, framing positive attitudes, and equipping learners with the ability to contribute to and drive social change. Another role of this component is to provide information and raise awareness about public issues on local, national, and global levels. These teachings embody civic and communal virtues and are fundamentally about the pursuit of equality. In essence, citizenship education ensures that all members of society develop a positive sense of citizenship at the national level and, while enjoying national respect, benefit from defined social, political, economic, and cultural rights.

Therefore, the objective of human rights and citizenship education is to promote human rights and fundamental

freedoms actively. This includes the full development of human personality and a sense of individual standing, enhancing people's understanding, fostering gender equality, and encouraging unity and fraternity among all nations, indigenous peoples, and racial groups. It also strengthens activities aimed at establishing peace.

The concept of citizenship implies accepting responsibilities for social issues and having inherently positive and cooperative beliefs about working with others to manage life. It also encompasses legal principles that include social duties and commitments.

From this perspective, the concept of citizenship holds significance for politicians, social thinkers, and cultural program implementers alike because they all emphasize responsibilities that strengthen the sustainability of political societies and our natural environment.

Although historically, the concept of citizenship has evolved, modern analyses have brought us closer to its egalitarian nature. Consequently, citizenship is fundamentally incompatible with any form of domination. This underscores the necessity of comprehensive citizenship education as an undeniable requirement. Citizenship embodies a logical and rational element that mandates its benefits to be as universal and egalitarian as possible.

Thus, the status of every citizen implies a sense of belonging to an expansive community. This status acknowledges the contribution of each individual to that community while also granting them personal autonomy. This autonomy is reflected in a set of rights that, although varying in content across different times and places, always imply the acceptance of and active engagement in political roles by their holders (Tousi & Hosseini Nejadi, 2005).

Studies have shown that the concept of citizenship includes at least four main elements: national identity, social and cultural affiliations, a functional legal system, and civic and political participation. These elements are interconnected and interact with one another, collectively reflecting the concept of citizenship. Citizenship education in any society is largely influenced by the culture, history, governance, and general political, social, economic, and cultural environment of that country.

Citizenship education is closely linked to the teaching of values, and the complexities of the values governing each society provide citizens with a unique image of

themselves and the competencies they need. However, research shows that the general objectives of citizenship education are quite similar across many countries.

For instance, Lee, in a study examining the goals of citizenship education in 12 Asian countries, identified the following objectives:

- Providing a basis for the psychological and emotional growth of individuals
- Developing a sense of appreciation for cultural heritage and strengthening national identity
- Helping citizens interpret the values and concepts conveyed through mass media, the internet, and other channels
- Increasing personal responsibility
- Raising awareness of social laws and regulations
- Offering guidance for behavior in daily life
- Helping individuals develop independent and rational personalities
- Combating environmental misconduct
- Promoting peace at national and international levels
- Strengthening national pride in the community
- Reinforcing the foundation of the family
- Increasing respect for values like justice and equality
- Accelerating economic growth and development
- Enhancing respect and equality of opportunity for girls and women
- Preventing social harm and promoting tolerance
- Embracing order and adherence to social laws.

Citizenship education is a contested and debated concept. Guagley identifies three interrelated components of citizenship education: civic knowledge, civic skills, and civic attitudes, considering them essential elements in defining citizenship (Beccaria, 2001).

He describes these components as follows: Civic knowledge refers to the fundamental beliefs and information learners must understand and use to be responsible and effective citizens in a democracy. Civic skills involve the intellectual abilities needed to comprehend, explain, compare, and evaluate government principles and citizenship practices. These skills also include participatory abilities that enable citizens to monitor and influence government policies (Emami, 1989).

Civic attitudes encompass personality traits, dispositions, and commitments necessary to sustain and expand democratic governance and citizenship. Examples of civic attitudes include respect for individual values, honesty, tolerance, patience, empathy, patriotism, commitment to human rights, concern for the public good, equality, and lawfulness (McCrocklin, 1965). Guagley views citizenship education as the development of civic knowledge, skills, and attitudes in learners, while Kraa defines citizenship as preparing young people for civic roles and responsibilities (Pour Baratali, 2005).

a) Characteristics of a Good Citizen

There are two perspectives on what defines a good citizen:

1. **Traditional Approach:** In this view, citizens play a mostly passive role, and institutions like families and educational systems guide them toward loyalty to their country and government. The focus is often on history and national traditions. This approach prepares individuals to assume a passive role in society (Adibi, 1976; Aghazadeh, 2006). Generally, an adult is considered a good citizen if they obey the law, vote in elections, know their country's history, stay informed about political matters through media, and respect government officials.
2. **Active Approach:** This approach addresses current issues and promotes a culture of active engagement to improve society locally, nationally, and globally. It emphasizes the right to express opinions freely and to advocate and pursue one's views within structured frameworks. An adult is considered an active citizen if they:
 - Participate in activities that benefit the community
 - Are engaged and committed to political discussions
 - Get involved in initiatives that support the environment and human rights
 - Critically respond to unjust laws (Aqabakhshi, 1984; Ardebili, 2001).

6. The Role of Citizenship Education in Society

Citizenship education plays a significant role in improving the performance quality of civil organizations. These teachings enhance social ethics and promote social cohesion at local, national, and global levels. The dissemination of these values, particularly in the areas of altruism and public acceptance, is of great importance. In essence, the role of citizenship education in society can be examined through citizens' understanding of societal laws and regulations, as each citizen derives different insights from these teachings.

Citizenship education is part of urban management's responsibilities. The government, legislative bodies, national and local organizations, civil associations, and more play a crucial role in educating citizens about civic rights, collective life skills, and urban management principles. Part of this education involves setting expectations for urban management and defining the role of citizens in urban governance. These teachings cover urban living principles, respecting civic rights, and adhering to municipal and state regulations.

These civic teachings aim to regulate urban life by reducing social, cultural, legal, and psychological challenges associated with urban management. The goal is to clarify individuals' roles in urban laws and regulations, identifying their duties as key components of the urban management system.

Citizenship education is a fundamental tool for fostering active participation and social responsibility. It helps individuals understand their rights and responsibilities, enabling them to contribute effectively to social life. The key roles of citizenship education in society are as follows:

1. **Raising Awareness:** Citizenship education familiarizes individuals with their rights, responsibilities, and laws, empowering them to defend their rights and fulfill their social duties.
2. **Strengthening Democracy:** It promotes democratic values such as freedom of speech, equality, and justice. Informed individuals participate more actively in political processes, reinforcing democratic systems.
3. **Encouraging Social Participation:** Citizenship education motivates individuals to engage in social, political, and cultural activities, such as voting, volunteering, and joining social organizations.
4. **Promoting Social Cohesion:** It fosters a sense of belonging and unity among individuals. By raising awareness of cultural and social diversity, it enhances communication and strengthens the community.
5. **Developing Personal Skills:** Citizenship education equips individuals with skills for analyzing social and political issues, including critical thinking, problem-solving, and communication skills.
6. **Encouraging Responsibility:** It urges individuals to accept social and ethical responsibilities, such as obeying laws, participating in charitable activities, and helping others.
7. **Promoting Ethical and Social Values:** It instills values like respect, empathy, and social responsibility, contributing to a more just and sustainable society.

Citizenship education is vital for creating a healthy and dynamic society. By providing a foundation for education and raising awareness, it fosters a just, democratic, and responsible community.

The role of teaching laws and regulations is one of the most critical connections between urban management and citizens. Familiarizing and educating citizens about urban laws, both formally and informally, encourages more active urban participation and a deeper understanding of citizenship (Tousi & Hosseini Nejati, 2005).

The behavioral role of citizenship education for society can be summarized in five dimensions:

- a) **Altruism:** Involves helping and volunteering to assist fellow citizens.
- b) **Chivalry:** Encourages citizens to reduce criticisms of one another and promote respectful behavior.
- c) **Goodwill:** Another aspect of civic behavior that promotes active and responsible participation among citizens.
- d) **Courtesy and Kindness:** These behaviors prevent conflicts and problems in various living environments. Mutual respect and consideration for others' rights are essential in promoting these behaviors.
- e) **Accountability:** Involves teaching responsibility as a part of both curricular and extracurricular programs, emphasizing efforts beyond formal obligations to contribute to collective well-being.

Exploring and detailing the behavioral dimensions of citizenship education reveals its significant impact on expanding social capital and fostering human societal development. These teachings are closely linked to ethical behaviors, and institutionalizing citizenship education leads to greater social unity and cohesion (Arjmand, 2002).

In modern societies, these civic teachings strengthen incentives like fraternity, solidarity, commitment, and responsibility. They enhance social supervision among citizens, encouraging social order and respect for others' rights while promoting social trust.

6.1. Principles and Education of Citizenship

Citizenship education, as a social reality, is one of the components of the modern social phenomenon of citizenship. It is also a fundamental element of the democratic-political system and a key indicator for achieving democracy in the public sphere of civil society. These principles and teachings can:

1. Establish a modern social status and role for all members of society.
2. Create an interconnected set of duties, rights, obligations, responsibilities, and equal social, political, economic, and cultural commitments.
3. Foster a sense of belonging and modern social membership for active and meaningful participation in economic, political, social, and cultural realms.
4. Ensure fair and equitable access for all members of society to social, economic, political, legal, and cultural benefits, regardless of class, race, religion, or ethnicity.

From a sociological perspective, thinkers like Weber, Tönnies, and Durkheim emphasize a rational, civil, and communal identity and membership within the concept of citizenship. This leads to democratic political, social, and cultural participation and a greater sense of social belonging, ultimately strengthening social cohesion and order.

Parsons views citizenship education through a Weberian-Durkheimian lens as a modern social reality. He describes the principles of citizenship education as a universal, value-neutral, acquired, and civically contracted model. He emphasizes that these principles contribute to social membership and cohesion.

Parsons's approach focuses on civic rationality, communal membership and commitment, and the active participation of all members in society to enhance modern social cohesion and order. Marshall's social theory sees citizenship and its components as social realities that evolved in the West from the 17th to the 20th centuries. He considers citizenship education a key element of the capitalist economic system (social class) and the democratic political system (universal participation and equal rights) (Tousi & Hosseini Nejadi, 2005).

According to Marshall, citizenship education imparts social status to all members through formal and informal instruction, granting equal rights and duties protected and established by law. He identifies three dimensions of citizenship education: civil rights (e.g., freedom of speech, property rights, religious and political rights), political rights (e.g., voting, political membership, and participation), and social welfare rights (e.g., access to social services, employment, education, security, and social welfare).

Turner describes citizenship education in four sociological dimensions:

a. The Social Form of Citizenship: Education delivered top-down, where the state introduces citizenship concepts to society.

b. The Social Domain of Citizenship: Teachings that promote citizenship in the public domain or, in some cases, shape private spheres.

c. The Social Type of Citizenship: Education that encourages active citizenship or, conversely, portrays passive citizenship.

d. The Social Content of Citizenship: Emphasizes duties, responsibilities, and commitments or focuses on rights and privileges (Esmaeili, 2011).

Feminist perspectives view citizenship education as gendered, arguing that public teachings often emphasize masculine virtues. Feminists assert that citizenship education equates to training male citizens, relegating women to second-class status. They emphasize the need for education to empower women and acknowledge unpaid domestic and caregiving roles (Beccaria, 2001).

In the Iranian context, citizenship education as a social reality manifests in three forms:

1. **Citizenship Denial:** Historical barriers to fostering citizenship during ancient dynasties.

2. **Citizenship Potential:** Emerging opportunities for citizenship during post-Islamic governance up to the Constitutional Revolution.
3. **Citizenship Necessity:** A recognized need for institutionalized citizenship education following the Islamic Revolution. Today, education is state-directed, emphasizing citizenship rights within the framework of the Iranian Constitution, legislative guidelines, and development strategies. The modernist spirit of democracy and republicanism drives governmental efforts to create informed citizens, emphasizing civil, social, and political education tailored to promote freedom, welfare, and active participation.

Post-war reconstruction further expanded social and welfare education, while political citizenship education gained focus in the 1990s and 2000s. However, civil citizenship education remains underdeveloped in Iran. Citizenship education encompasses cultural, social, political, and technical aspects, teaching individuals to coexist within communities and on a global scale. It is intertwined with the cultural, historical, political, and economic structures of each society. For instance, Durkheim believes citizenship education involves passing knowledge, skills, and values from adults to youth for social adaptation. He emphasizes the role of philosophical, methodological, and content-based differences in educational planning, led by experts in politics, culture, and economics.

Durkheim identifies essential skills for citizenship education, including:

1. The ability to logically and effectively resolve problems.
2. Collaborative work and social responsibility.
3. Understanding and respecting cultural differences.
4. Critical thinking and constructive action.
5. Peacefully resolving conflicts.
6. Recognizing cultural norms and enriching local and ethnic cultures.
7. Defending human rights both locally and internationally.
8. Collective discipline and applying scientific perspectives to cultural beliefs.

Key components of citizenship education include historical heritage, geography, social structure, political

systems, economic frameworks, and global trends. Pluralism, multiculturalism, heritage diversity, tolerance, social cohesion, collective and individual rights, occupational responsibilities, social justice, national identity, and freedom aspirations all shape and challenge the educational process.

Citizenship education aims to prepare individuals through:

1. **Education about Citizenship:** Providing knowledge and understanding of national history and political structures.
2. **Education through Citizenship:** Engaging students in participatory experiences within schools and communities.
3. **Education for Citizenship:** Equipping individuals with the knowledge, skills, values, and attitudes needed for active and responsible adulthood.

In Iranian history, citizenship education has evolved from Zoroastrian principles of good thoughts, words, and deeds to Islamic teachings centered on ethics, parental respect, government loyalty, and social responsibility. This rich legacy continues to shape modern educational approaches, emphasizing the individual, family, community, and global responsibilities of citizens. Comprehensive citizenship education is crucial for building responsible, knowledgeable, and engaged members of society.

The principles of citizenship education in Iranian society, given its rich cultural and historical heritage, emphasize several key elements:

a) Education of the Individual as a Citizen:

The structure of individual training within citizenship education must ensure that each person can:

1. Enjoy freedom.
2. Respect democracy and democratic principles.
3. Be self-reliant and possess a strong, independent sense of self, which arises from balanced and developed abilities.
4. Demonstrate initiative and determined willpower in life.
5. Exhibit gratitude and respect for others.

b) Education of the Citizen as a Family Member:

Citizenship education within the family context includes:

1. Creating a loving and joyful home environment.

2. Providing a peaceful, comfortable space for interaction and engagement among family members.
3. Ensuring that the home setting promotes learning, socialization, and education.
4. Expanding and enriching human interactions within the family, enhancing social bonds and deriving enjoyment from these relationships.

c) Education of the Citizen as a Community Member:

According to this aspect:

1. Citizenship education must prepare individuals to be diligent and committed members of society, dedicating part of their time to productive work to contribute to the comprehensive development of society and support the social system.
2. A community member is educated to develop a spirit of service, fostering the well-being of others and acting as an effective support system to address social and life challenges.
3. A citizen must respect and uphold social values, promoting positive ethical and social behavior.
4. Education should cultivate a forward-thinking and critical perspective on society's cultural and productive activities, emphasizing growth and constructive engagement.

d) Education of the Citizen as a Committed Global Member:

1. Citizenship education should inspire patriotism and an enduring love for the nation, history, and culture of the society in which one lives.
2. It should teach citizens to honor and preserve cultural heritage, national and global symbols, and religious traditions, emphasizing the protection and appreciation of historical achievements.
3. Educational institutions must promote high national and international values, instilling a sense of respect for human dignity and a commitment to national and global responsibilities among citizens.

In light of these processes, the aim of citizenship education in Iran is:

1. To expand and develop the knowledge, skills, values, and attitudes needed for creating informed and responsible citizens.

2. In the realm of theoretical knowledge, educational institutions must enable individuals to understand social and cultural activities, ensure security, and be aware of decision-making processes and meaningful social participation.
3. In practical knowledge, institutions should teach research methods, information technology, and communication skills.
4. Concerning cultural and national values, educational bodies must foster a love for the homeland, cultural heritage, and history, accompanied by a positive perspective. They should also work towards developing ideal citizen qualities in a democratic society to enable active and informed engagement at both national and global levels in the face of rapid changes.

To achieve these objectives, it is essential for higher education councils, the Ministry of Education, cultural revolution committees, the Parliamentary Education Commission, and academic and social science experts to collaborate on drafting a comprehensive framework for citizenship education. This framework must outline the qualities of an ideal, active Iranian citizen who operates within the family, local, national, and global spheres.

Moreover, the sustainable development of society hinges on having well-informed, capable citizens equipped with the necessary skills for individual and social success. A comprehensive review of school, university, and educational programs at all levels is necessary to emphasize the role of formal education in citizenship training.

Political Dimension of Citizenship Education:

Citizenship education from a political perspective is shaped and determined by the prevailing political system. The government designs curricula and extracurricular programs to instill civic awareness from childhood through university education. Additionally, other social institutions provide citizenship education in accordance with the political structure.

The state's approach to citizenship education aims to raise political awareness and empower citizens to internalize social cohesion and unity models. This process also emphasizes political engagement and resource distribution. Citizenship education promotes civic unity, national identity, and active political

participation, encouraging citizens to engage in political activities, such as voting and monitoring governance. Citizenship education is connected to political socialization, where individuals learn and share political attitudes, values, and knowledge. It shapes three orientations:

1. **Cognitive Orientation:** Citizens' awareness of the political system and belief in its legitimacy and roles.
2. **Affective Orientation:** Citizens' emotional attachment or sentiments toward the political system.
3. **Evaluative Orientation:** Citizens' assessments and judgments of political issues (Farhad, 2008).

This form of education teaches norms and behaviors that sustain political order and are passed to future generations, ensuring political socialization. It aligns with maintaining political culture and social structures, as each system endeavors to transmit essential values to preserve its governance.

The goal of political citizenship education is to develop civic awareness and shape the behaviors of youth to fit societal expectations. It involves the internalization of political norms and values, fostering national awareness, political consensus, and an understanding of civic duties. Political functions of citizenship education include:

1. Political socialization and familiarization with political culture.
2. Selection and training of future political leaders.
3. Establishing political unity.
4. Creating avenues for political organizations within society (Arjmand, 2002).

Cultural Dimension of Citizenship Education:

Citizenship education is directly linked to promoting civic culture and guides citizens' behavior and participation quality in societal affairs. It serves as an essential component of social capital and an indicator of cultural development. Historically, citizenship education has played a vital role in shaping culture and remains crucial for determining an individual's place within the global development context (Aghazadeh, 2006).

Citizenship education is intertwined with ethics, emphasizing moral relationships between community members and fostering unity and civil ethics. It promotes values like brotherhood, solidarity, commitment, and responsibility. Cultural aspects of citizenship education

include teaching legal norms that citizens must follow in relation to social institutions.

From a cultural perspective, citizenship education involves teaching a flexible set of norms and values, reflecting societal cultural diversity. Turner emphasizes that cultural citizenship education is related to cultural participation and requires citizens to be responsible for public culture. Education must encourage cultural engagement and active participation in promoting societal values (Arjmand, 2002).

Key cultural concepts in citizenship education include urban responsibility, law-abiding behavior, and adherence to urban norms. These values can be internalized from early childhood. Neglecting them results in significant societal costs and increased social control measures, which bring about cultural and social challenges.

Guy Erme highlights that one feature of civic culture education is familiarizing citizens with their environment's history and democratic norms. He emphasizes the importance of instilling a sense of duty, encouraging civil ethics, and promoting harmony (Imani Satwat, 2007).

Cultural citizenship education emphasizes legal support for cultural diversity, teaching citizens to respect minority cultures. This respect facilitates social cohesion and fosters civil ethics. Consequently, teaching shared rights and minority cultures plays a crucial role in developing cultural citizenship (Arjmand, 2002).

6.2. Analysis of Citizenship Education

a. Although the 20th and 21st-century civilizations have greatly impacted the material aspects of human life, there is still a critical need for a comprehensive moral and cultural perspective within formal and informal citizenship education across all societal levels. This approach is essential for the holistic development of society.

b. To institutionalize all dimensions of citizenship education as an undeniable reality from childhood through adulthood, planners and political and urban management specialists must consistently emphasize ethical, cultural, social, political, and legal foundations that strengthen the cultural structure among citizens.

c. Diverse citizenship teachings must be tailored to the social, psychological, economic, political, and religious

needs of citizens at all levels, and implemented through long-term, medium-term, and short-term plans.

d. There is a need for continuous retraining in cultural, social, psychological, legal, and political citizenship education within the humanities through scientific and specialized planning throughout the year. This can be achieved through seminars, conferences, workshops, publications, and awareness programs (Pour Baratali, 2005).

e. Efforts should be made to direct micro-level research at local and regional levels and macro-level research at the national level to identify the mechanisms of citizenship education in educational, social, cultural, and psychological contexts. Providing practical and applicable solutions for institutionalized citizenship education is crucial for society.

f. Citizenship education should consider identity needs assessments for different levels of citizens.

g. Various aspects of citizenship teachings should be emphasized simultaneously to enrich the social lives of citizens.

h. Both curricular and extracurricular plans designed by educational institutions must focus on strengthening the internal components of civic culture.

i. Given Iran's cultural and ethnic diversity, citizenship education must be seen as a cultural and social construct that aligns with local, value-based, and indigenous approaches (Imani Satwat, 2007; Pour Baratali, 2005).

j. Considering the technological, social, political, cultural, and economic transformations, citizenship teachings should be treated as dynamic and evolving phenomena, constantly adapting to global conditions and emphasizing cultural and social reproduction.

k. Citizenship education plans must address citizens' legal, political, cultural, and ethical dimensions to reach a comprehensive and complete definition of citizenship.

l. Both formal and informal educational institutions must support and teach civic culture topics such as equality, freedom, collectivism, individualism, democracy, civil responsibility, social support, and comprehensive participation (Beccaria, 2001).

m. In recent decades, citizenship education has become essential in the political, social, ethical, and cultural spheres. All formal and informal entities must make targeted social and cultural investments to strengthen these educational programs.

n. Given the dynamic nature of citizenship education, all executive bodies must invest and operate on Islamic, Iranian, and global ideological principles to promote active citizenship across all areas of civic ethics (Ardebili, 2001).

o. Citizenship education should focus on fostering creativity, innovation, self-actualization, and addressing the comprehensive and sustainable needs of citizens.

Citizenship education helps solidify value systems and citizenship skills, which are crucial for strengthening democracy and sustainable citizen engagement. It ensures the survival and continuity of social life and is a measure of the comprehensive development of industrial and progressive societies. This form of education instills confidence and responsible social and ethical behavior from early childhood. Another critical role is to provide awareness and information about public issues at local, national, and global levels. Such teachings embody civic virtues and seek equality (Pour Baratali, 2005).

These teachings shape social interactions between individuals and between individuals and social institutions, ultimately fostering active citizenship within formal educational structures. In essence, citizenship education creates a sense of positive national citizenship, providing members of society with respect and specific social, political, and economic rights (Arjmand, 2002).

Learning the parameters of civic behavior education significantly enhances the quality of collective life and social capital. Citizenship education greatly improves the performance quality of civil organizations, promoting social ethics and strengthening social cohesion locally, nationally, and globally. It is an essential responsibility of urban management. The government, legislators, national and local organizations, and civil associations play a crucial role in educating citizens on civic rights, collective life skills, and urban management principles.

Citizenship education, as a social reality, is a fundamental element of democratic-political systems and a key indicator of achieving democracy in the public sphere of civil society. In the Iranian cultural structure, citizenship education has evolved through three forms: Citizenship Denial, Citizenship Potential, and Citizenship Necessity. As an educational reality, it must cater to the members of society based on their period-specific needs and demands. The foundational elements shaping citizenship

education include historical tradition, geographical position, social and political structure, economic system, and global trends (Aghazadeh, 2006; Ahmadzadeh, 2006).

7. Citizen Awareness in Crime Detection

1. **Crime Prevention:** Awareness of laws and related penalties, particularly in the context of civic rights, reduces the inclination to commit crimes. People who understand the consequences of illegal actions are less likely to engage in them.
2. **Facilitating Crime Detection:** Informed citizens who know their rights and duties can assist in identifying and reporting crimes. Trust in enforcement institutions, combined with this awareness, leads to faster and more accurate crime detection.
3. **Protecting Individual and Social Rights:** Knowledge of one's individual rights helps prevent the violation of civic rights in judicial and executive processes. Citizens who are well-informed can defend their rights when needed and prevent their infringement.
4. **Enhancing Social Participation:** Awareness of social responsibilities naturally leads to greater community involvement, aiding in the identification and prevention of corruption and crime.
5. **Improving Relations with Legal Institutions:** Awareness generally increases public trust in judicial and executive institutions. Citizens who understand legal processes are more likely to cooperate with authorities in crime detection, making the process more efficient.

8. Conclusion

Educating and raising citizens' awareness of laws, regulations, and civic rights is crucial not only for enhancing social order and individual responsibility but also for preventing crime, enabling quicker crime identification, and protecting individual rights in society. Awareness of laws and rights empowers citizens to defend themselves against violations and engage actively in judicial and executive processes. Additionally, increasing this awareness fosters public trust in

executive and judicial institutions, facilitating crime detection. Therefore, investing in legal and civic education programs can reduce crime rates, increase transparency in legal processes, and improve relationships between citizens and governmental and judicial bodies. Governments and educational institutions must take effective steps to raise public awareness of laws and civic rights to build a fairer and healthier society. This investment benefits social and economic conditions while preserving human dignity and promoting social justice.

Authors' Contributions

Authors contributed equally to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

Acknowledgments

We would like to express our gratitude to all individuals helped us to do the project.

Declaration of Interest

The authors report no conflict of interest.

Funding

According to the authors, this article has no financial support.

Ethical Considerations

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

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