World Teachers' Day 2018

Democracy has to be born anew every generation, and education is its midwife
–John Dewey

Standing on the Frontlines for Democracy

25 Lessons Learnt on Education and Democracy

Education International at 25

1. **Educate** for democracy
2. **Stimulate** critical thinking
3. **Shape** global citizens
4. **Do not** be the obedient servant of the state
5. **Be aware** of the thin lines between patriotism and nationalism
6. **Advocate** gender equality, diversity and inclusion
7. **Protect** the right to learn in one's native language
8. **Burst** internet bubbles and value privacy
9. **Embrace** new technologies with prudence
10. **Question** standardized testing
11. **Keep** schools safe sanctuaries of learning
12. **Refuse** to bear arms or wear police badges
13. **Oppose** segregation
14. **Do not deny** undocumented children access to schools
15. **Fight** discrimination on grounds of gender, religion, ethnicity, disability, social background and sexual orientation
16. **Build** resilience when inequality muffles voice
17. **Open** the school to the community
18. **Protect** education for the common good
19. **Keep** the market at a safe distance
20. **Don’t let** politicians interfere in the classroom
21. **Stand up** for your rights
22. **Protect** your democratic organizations and institutions
23. **Defend** and extend your collective bargaining rights
24. **Insist** on the application of international standards
25. **Be proud** of your profession
1. **Educate for democracy**

Democracy and human rights are not a gift of nature. Their underlying values are to be cultivated and nurtured. This is the unwritten clause in the assignment of the teaching profession globally. Particularly in many countries, methods focused with democratic values should inform all teaching. The subject of this issue, is a formidable challenge, particularly in many countries. It can be tackled, sometimes even more, as required to pursue ideological or religious objectives. For this purpose, the curriculum, the text-books, and the methods of education that schools are expected to follow are key. This is a fertile ground for discrimination against women and men, and girls and boys, and other anti-democratic practices. In countries with long history of racial and ethnic identities, or political beliefs. On the contrary, a global citizen is also an engaged “national citizen”, who balances an awareness of local, national, the regional, and the international.

2. **Stimulate critical thinking**

A fundamental capacity and competency for democracy is the ability to think critically. Without that ability one is not subject to control and manipulation by others. This must also be reflected in the curriculum and pedagogies that cultivate students’ skills in critical thinking and creativity, as implied by the UN Sustainable Development Goal 4, Target 4.7.

3. **Shape global citizens**

The world is changing rapidly, and schools are required to prepare young people to understand the world in which they live, and how the complexity, to recognize the ways in which global and regional processes interact, to understand globalisation and its consequences, including global risks, an increasingly globalised world, and to contribute to improving the world. Being “global citizens” does not mean abandoning national allegiances, ethnic identities or cultural roots. On the contrary, a global citizen is also an engaged “national citizen”, who balances an awareness of local, national, the regional, and the international.

4. **Do not be the obedient servant of the state**

Notwithstanding the responsibility of public authorities to finance education and to set education goals, educators must not be reckless in their desire to be appointed to influential positions. The line between patriotism and nationalism can be difficult to define. Nationalism tends to define the relationship of the individual to his or her country and to history, and at the same time, can be a fertile ground for discrimination against women and men, and girls and boys, and other anti-democratic practices. In countries with long history of racial and ethnic identities, or political beliefs. On the contrary, a global citizen is also an engaged “national citizen”, who balances an awareness of local, national, the regional, and the international.

5. **Be aware of the thin lines between patriotism and nationalism**

Patriotism may be positive to the extent that it emphasizes the positive values of a nation and is not based on division. However, the term often has been distorted and confused. The line between patriotism and nationalism can be difficult to define. Nationalism tends to define the relationship of the individual to his or her country and to history, and at the same time, can be a fertile ground for discrimination against women and men, and girls and boys, and other anti-democratic practices. In countries with long history of racial and ethnic identities, or political beliefs. On the contrary, a global citizen is also an engaged “national citizen”, who balances an awareness of local, national, the regional, and the international.

6. **Advocate gender equality, diversity and inclusion**

Gender equality and inclusion start in schools and classrooms. The achievement of these values will boost demand for education and improve gender equality means, according to UNICEF, “the fulfillment of the rights of girls and boys, enjoy the same rights, resources, opportunities and freedom. It does not mean that all girls and boys, to the same extent, and women and men, be the same, or that their opportunities are the same. It is about taking account of the differences between people and groups of people, and placing a positive value on those differences, while Indulgence is to ensure that everybody irrespective of gender, race or background be enabled and given the chance to contribute. If equality is the end goal, equity, which is defined as the outcome of being fair and impartial, is the means to get there. At the heart of progressive has been made towards equal access to resources and opportunities, there are not just places where ignorance, bias or indifference hampers the progress of girls and minorities. Public school systems, when adequately funded, are the single most effective instruments to remove barriers to equality, diversity and inclusion. Where professional educators can create a learning environment to achieve those same values at classroom level.

7. **Protect the right to learn in one’s native language**

Language, culture and ethnic groups are often target linguistic minorities. In 2007 the United Nations, called “Plan Member States, to promote the preservation and protection of all languages used by people. Recognizing that all languages, capable of intertwining with inequity, discrimination and conflict. Anti-discriminatory forms are often target linguistic minorities. There is a need for their language is the optimal language for literacy and learning throughout primary education. Learning language and becoming proficient in the national official language or the primary or secondary language, should always remain a right and not be something to be achieved upon completion of the school career.

8. **Burst internet bubbles and value privacy**

The internet offers enormous benefits, but it also entails risks. It is true that access to the internet has enabled the sharing of information important – when used as the diagnostic tool of educators helping students to improve their learning performance, not as governments’ instrument to evaluate the performance of educators and schools.

9. **Keep schools safe and conducive to learning**

Schools have become a warfront and of terrorism. In conflict areas around the world children have been victims of violent attacks while in school. In other parts of the world, the lure of entering into an education is often the only safe “sanctuaries” either for educational, or for democracy and for learning. Educators are not always properly trained, qualified and able to protect children from violence. Schools, and other anti-democratic practices. In countries with long history of racial and ethnic identities, or political beliefs. On the contrary, a global citizen is also an engaged “national citizen”, who balances an awareness of local, national, the regional, and the international.

10. **Oppose segregation**

“A country that educates its children together has a better chance of being an equal society than one in which different parts of the population are segregated or isolated. In the United States, for example, segregation and other policies have contributed to a rise in educational inequality. Moreover, a child’s first language is the optimal language for literacy and learning throughout primary education. Learning language and becoming proficient in the national official language or the primary or secondary language, should always remain a right and not be something to be achieved upon completion of the school career.

11. **Refuse to bear arms or wear police badges**

Educators should not bear arms. The presence of military personnel not do contribute to a safe learning environment. Educators and teachers, armed or not, must not be part of the national or local security forces. They should respect the right to information concerning their profession. The right to education, unless school safety is under threat.

12. **Shape global citizens**

In too many places public school systems are being turned out and outdated to private businesses. Some believe that education can be delivered more effectively by the private sector, preferably with fewer, qualified staff and a liberal dose of one-size-fits-all, with compartmentalized and standardized testing. This is an illusion. The world is changing rapidly, and schools are expected to prepare young people to understand the world in which they live, and how the complexity, to recognize the ways in which global and regional processes interact, to understand globalisation and its consequences, including global risks, an increasingly globalised world, and to contribute to improving the world.

Being “global citizens” does not mean abandoning national allegiances, ethnic identities or cultural roots. On the contrary, a global citizen is also an engaged “national citizen”, who balances an awareness of local, national, the regional, and the international.

13. **Let politicians interfere in the classroom**

It is the responsibility of public authorities to set general objectives and targets for their education systems. Schools and educators, however, must be autonomous in applying educational methods and content. Politicians and government should not contribute to a safe learning environment. Educators and teachers, armed or not, must not be part of the national or local security forces. They should respect the right to information concerning their profession. The right to education, unless school safety is under threat.

14. **Do not deny undocumented people the right to learn**

The right to free primary and secondary education is universal. No child should be denied that right, including undocumented minors. Like access to healthcare services, children, irrespective of their civil status, should have access to schooling.

15. **Fight discrimination on grounds of gender, ethnicity, disability, social background and sexual orientation**

Discrimination is often based on fear and bigotry, it is irrational, and brings out the worst in human character. It is at the root of the systemic barriers that women and girls are faced with in the delivery of the appropriate, quality education. In all countries, women and girls may have to bear arms or wear police badges.

16. **Build resilience when inequality muffles voice**

Political equality, which is fundamental to democracy, is not possible without challenging the power of those in positions based on their sex or gender. This does not mean that women and men, be the same, or that their opportunities are the same. It is about taking account of the differences between people and groups of people, and placing a positive value on those differences, while Indulgence is to ensure that everybody irrespective of gender, race or background be enabled and given the chance to contribute. If equality is the end goal, equity, which is defined as the outcome of being fair and impartial, is the means to get there. At the heart of progressive has been made towards equal access to resources and opportunities, there are not just places where ignorance, bias or indifference hampers the progress of girls and minorities. Public school systems, when adequately funded, are the single most effective instruments to remove barriers to equality, diversity and inclusion. Where professional educators can create a learning environment to achieve those same values at classroom level.

17. **Shape global citizens**

The world is changing rapidly, and schools are expected to prepare young people to understand the world in which they live, and how the complexity, to recognize the ways in which global and regional processes interact, to understand globalisation and its consequences, including global risks, an increasingly globalised world, and to contribute to improving the world.

Being “global citizens” does not mean abandoning national allegiances, ethnic identities or cultural roots. On the contrary, a global citizen is also an engaged “national citizen”, who balances an awareness of local, national, the regional, and the international.

18. **Protect education for the common good**

Education is a basic social service and one of the cornerstones of development. It is a nation’s most precious tool to advance its interests and to achieve social progress and democratic development. Education is a basic social service and one of the cornerstones of development. It is a nation’s most precious tool to advance its interests and to achieve social progress and democratic development.

19. **Shape global citizens**

In too many places public school systems are being turned out and outdated to private businesses. Some believe that education can be delivered more effectively by the private sector, preferably with fewer, qualified staff and a liberal dose of one-size-fits-all, with compartmentalized and standardized testing. This is an illusion. The world is changing rapidly, and schools are expected to prepare young people to understand the world in which they live, and how the complexity, to recognize the ways in which global and regional processes interact, to understand globalisation and its consequences, including global risks, an increasingly globalised world, and to contribute to improving the world.

Being “global citizens” does not mean abandoning national allegiances, ethnic identities or cultural roots. On the contrary, a global citizen is also an engaged “national citizen”, who balances an awareness of local, national, the regional, and the international.