

Dear Sir/Madam,

It seems that everything is consistent in the draft declaration, however

A) **(Preamble; P.2; Pr.1; no.9)**

*"Education system are not sufficiently preparing people **to question the world** but function to produce managed subjects"*

is not compatible with

**(II; P.5; Pr.2; no. 11)**

*"Teachers should be regarded as a decisive element and the main treasure of educational institutions, since their personalities serve as a "model of what it is to be human", a source of inspiration and multifaceted influence for students. Teacher education as the development of a professional personality should **encourage imagination, reflection, openness, dialogue, as well as the search for personal meanings and values**".*

If we want the education system to question the world [and those who are in charge of this world] , we should expect the teacher education to encourage teachers to question the world rather than just

***"encouraging imagination, reflection, openness, dialogue, as well as the search for personal meanings and values."***

B) As Albert Einstein says: We cannot solve our problems with the same thinking we used when we created them.

**(I; P.3; Pr.2; no.8)**

***"Thus, since education is a shared responsibility, civil societies should play their part in shaping the aims of education "***

How can civil societies solve the problems that they have created themselves in the first place, or at least were the initiators of them, such as **"destroying nature"** (Preamble; P.1; Pr.4; no.1), **"multiple modes of manipulation (political, economics, informational, cultural, biopolitical)"**? (I; P.2; Pr.6; no.3)

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