The Impact of the United Nations (UN/UNESCO) and the World Health Organisation (WHO) on Education

The Irish Government have committed to delivering the United Nations Sustainable Development Goals (SDGs) as part of the Programme for Government (https://youtu.be/kp6Ghgf3vxc). As part of this, the Irish Government have been implementing a National Strategy on Education for Sustainable Development (https://www.gov.ie/en/publication/02952d-national-strategy-on-education-for-sustainable-development-in-irelan/) which fundamentally means indoctrinating every Irish child, starting in pre-school (Aistear), on the UN SDGs, with a particular emphasis on inclusion (Trans Ideology, Critical Race Theory, Multi-culturalism), Climate Change, Sustainable Development, and Global Citizenship. A large number of NGOs (such as https://www.worldwiseschools.ie/) are either generating or supporting the generation of related material.

Let's step through some of the key aspects of the UN/WHO impact on Irish education.

1. The transformation of education under UN Agenda 2030

The video below highlights how the United Nations' Sustainable Development Goals (SDGs), part of Agenda 2030, have pivoted education (under the brand of “Education 2030” toward promoting global ideologies over objective learning. This includes embedding concepts like sustainability and equity (based on gender, race etc.) in curricula, at the expense of traditional learning and scholarship.

United Nations Agenda 2030 - Replacing Education with Indoctrination: https://youtu.be/6me0EfvlnGg

How the UN and UNESCO are brainwashing your children:
https://gingerbreggin.substack.com/p/how-the-un-and-unesco-are-brainwashing

2. Influence of private funding on schools and universities

Private organizations, such as the Gates Foundation (https://www.gatesfoundation.org/), The Welcome Trust (https://www.weforum.org/organizations/the-wellcome-trust/) and World Economic Forum (https://www.weforum.org/) (all major proponents of UN Agenda 2030), are shown to wield significant influence over educational content, prioritizing business-aligned goals over independent critical thinking. This funding often directs teaching toward specific narratives, like climate activism and experimental vaccines, rather than objective scientific discovery which is what universities should be all about.

3. Promotion of climate change alarmism as an undisputed fact in education

The video above points out how climate change is taught not as a debate but as an established dogma, even infiltrating fields like medical education. This one-sided approach stifles debate and turns students into activists rather than informed thinkers. The position on Climate Change presented by the United Nations is an alarmist and exaggerated one with an over emphasis on the impact CO2 while neglecting other sources of climate change that could ultimately be more impactful in real term (e.g. planetary impacts). We can see a clear strategy of Western Nations destroying their energy systems (in order to get to net zero), while the likes of China and India are only accelerating their fossil fuel energy generation capacity (https://www.statista.com/statistics/859266/number-of-coal-power-plants-by-country/).

The UN sponsored climate alarmism, has led to the American Psychologists Association (APA) identifying 'eco-anxiety' in children "…the chronic fear of environmental doom accompanied by feelings of loss, helplessness, and frustration due to one's inability to feel like they are making a difference in stopping climate change."

On our website at https://www.naturalwomenscouncil.ie/resources we have a "CLIMATE" section which incorporates a range of videos covering the topic, and how the UN and mainstream media are exaggerating and misrepresenting climate data in order to satisfy political and corporate agendas, all at the expense of the tax payers in Western countries, and the poverty level in underdeveloped countries, who must curtail their use of cheap fossil fuels in order to comply with climate dictats. Meanwhile, countries such as China, India and Russia, some of the largest polluters on the planet, have been given a free hand to continue to use their own available fossil fuels (incl. coal) until 2030 and beyond.
A good starting reference is https://climateataglance.com/

4. Indoctrination of children with gender politics and sexuality

The starting point here is UNESCO's definition of 'gender' and 'gender identity' which can be found here: **UNESCO's Glossary of Comprehensive Sexuality Education (CSE)**:
https://csetoolkit.unesco.org/glossary-terms

The World Health Organization (WHO), who follow the ethos of American sexologist Alfred Kinsey, that children are sexual from birth, advocate in their guidelines (https://www.bzga-whocc.de/en/publications/standards-for-sexuality-education/), that children from 0-4 should engage in self-stimulation and in considering their gender identity. The UNESCO sexuality education guidelines (https://unesdoc.unesco.org/ark:/48223/pf0000260770) start at a later age (5) but are effectively promoting the same sex and gender ethos.

Neither the WHO or UNESCO make any mention of the condition of Gender Dysphoria, the notion of desistance, where a child's gender confusion resolves itself without requiring intervention, or de-transitioning, were a child who had already started on a gender affirming care pathway, choses to revert to their natal sex. This proves that both the WHO and UNESCO are engaging in promoting ideology rather than fact-based science - deliberately lying to children and their parents. Irish education follows the same approach and this approach is echoed across all Irish State Departments and Irish NGOs.

Related resources are available on our website at https://www.naturalwomenscouncil.ie/resources and some other useful references include:

- Dr. Miriam Grossman's insights on gender ideology: https://www.miriamgrossmanmd.com/
- Review of WHO and UNESCO Comprehensive Sexuality Education Guidelines: https://safeschoolsallianceuk.net/wp-content/uploads/2023/04/Comprehensive-Sexuality-Education-A-Review-of-UNESCO-and-WHO-Standards.pdf
- Indoctrinating Our Children To Death by Alex Newman: https://libertysentinel.org/savechildren/
- Lost in Trans Nation by Dr. Miriam Grossman: https://www.amazon.com/Lost-Trans-Nation-Psychiatrists-Madness/dp/1510777741

5. Impact on Children's mental Health and Critical Thinking

The cumulative effect of this indoctrination is a decline in academic achievement, increased mental health issues, and a lack of objectivity, as children are encouraged the believe anything coming from the UN or WHO as gospel and not open to debate. Children are taught to accept ideologies without question, leading to anxiety, confusion, and reduced resilience.

A teaching approach called "Critical Pedagogy" is promoted by UNESCO (who have more than 10,000 library references to Critical Theory, upon which Critical Pedagogy is based). Another term for Critical Theory is Cultural Marxism, a field of academic thought that seeks to undermine Western Civilisation through psychological subversion, convincing people they are either oppressed or oppressors, and that social transformation is required to make their society more "inclusive". Social emotional learning techniques are used to instill the "Critical Marxist" narrative at an emotional level, bypassing the individual's normal conscious learning. In this way, the indoctrinated narrative becomes part of the individual's persona in a way that can lead to them becoming triggered when challenged with anything contra-narrative. This is emotional abuse.

Rational critical thinking is not taught or encouraged, as teaching this would result in children being able to identify the lies and subversion that underpin Critical Theory and Critical Pedagogy. We have a dedicated resource covering this area, available at https://www.naturalwomenscouncil.ie/resources .

- How the government intends to sacrifice our babies and toddlers at the altar of social justice: https://progressingoffthecliffsedge.substack.com/p/like-lambs-to-the-slaughter
- The Secret Curriculum - Hidden in Plain Sight: https://progressingoffthecliffsedge.substack.com/p/the-secret-curriculum-hidden-in-plain
- The Glamour of Critical Pedagogy: https://progressingoffthecliffsedge.substack.com/p/the-glamour-of-critical-pedagogy
- A Wolf in Sheep's Clothing: https://progressingoffthecliffsedge.substack.com/p/a-wolf-in-sheeps-clothing
- Ireland's Woke Education: https://www.youtube.com/watch?v=JdObbXHnKq0
- UNESCO Indoctrination Comes to Ireland: https://youtu.be/V7KY4UgKsJQ

6. "Whole School", "Whole Institute" and "Whole Education" Approaches.

UNESO are a major promoter of these approaches with allow an indoctrinating narrative, be it related to gender, racism, multiculturalism, climate change, sustainable development or global citizenship, to be injected into any subject or any school activity. This bypasses the ability for parents to opt their children out from being exposed to such topics.

- https://openlearning.unesco.org/assets/courseware/v1/1554885be57ff8c7ed500abe187e6eca/asset-v1:UNESCO+UNESCO-04+2021_01+type@asset+block/Whole_school_approach.pdf
- https://www.unesco.org/en/articles/whole-school-and-whole-institution-approaches-education-sustainable-development-esd-net-2030
- https://doras.dcu.ie/27554/1/A%20Whole%20Education%20Approach%20to%20Inclusive%20Education.pdf
- https://hea.ie/assets/uploads/2024/06/NSS-1-7.pdf

7. The role of the UN and WHO in shaping education

The video in 1. above (https://youtu.be/cPpkrDGshzc) critiques the UN and WHO for driving these changes, often without sufficient pushback from educators or parents. It calls for greater awareness and opposition to preserve educational integrity.

Read Meryl Nass's Substack for her insights (https://merylnass.substack.com/p/the-reality-of-the-sustainable-development).

This video traces the linkage from the Irish school books through to Education 2030 and the related ideologies and edicts captured therein. https://youtu.be/ariRf9pxTKY

The following documents should give the reader a feel for the influence UNESCO are having on Irish and Global education at all levels.

- **Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all:** https://unesdoc.unesco.org/ark:/48223/pf0000245656
- **UNESCO World Education Forum Report 2015** (adding ESD and CGED to the curriculum): https://unesdoc.unesco.org/ark:/48223/pf0000243724
- **REIMAGINING OUR FUTURES TOGETHER - A new social contract for education (2021):** https://unesdoc.unesco.org/ark:/48223/pf0000379707/PDF/379707eng.pdf.multi
- **From access to empowerment: operational tools to advance gender equality in and through education (2021)** (Based on the premise of a socially constructed gender.)**:** https://unesdoc.unesco.org/ark:/48223/pf0000380259
- **Unmasking racism: guidelines for educational materials** (bringing CRT & White Privilege to the classroom)**:** https://unesdoc.unesco.org/ark:/48223/pf0000388802
- **Knowledge-driven actions: Transforming higher education for global sustainability – Independent Expert Group on the Universities and the 2030 Agenda**
  (Turning universities into woke indoctrination centres)
  https://unesdoc.unesco.org/ark:/48223/pf0000380519.locale=en
- **5th UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health and Well-being** (Covers whole school and whole education approaches): https://unesdoc.unesco.org/ark:/48223/pf0000381592