

# 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, Open Borders), Climate Change and Sustainability, 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 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/6me0EfvInGg>

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 Wellcome 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, clearly politically motivated (remember China and the OIC (<https://new.oic-oci.org>)) are major United Nations influencers) and 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.”

#### **4. Indoctrination of children with gender politics and sexuality**

The starting point here is UNESCO's definition of 'gender' which they share with the WHO:

<https://uis.unesco.org/en/glossary-term/gender>

“Roles and responsibilities of men and women that are created in our families, our societies and our cultures. Gender roles and expectations are learned. They can change over time and they vary within and between cultures. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles. The concept of gender is vital because, applied to social analysis; it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed for ever.” - UNESCO Gender Mainstreaming Implementation Framework 2003

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, chooses 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.

Some useful references for further information:

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 to 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.

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>

Resources for parents on protecting critical thinking can be found at the Parental Rights Foundation:

<https://parentalrightsfoundation.org/>

## 6. The role of the UN and WHO in shaping education

The video in 1. above (<https://youtu.be/6me0Efvlngg>) 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>).