

UNESCO's Child Menticide Campaign: Education 2030 Agenda

Brainwashing the youth to be 'prosocial', social and emotional learning (SEL), 'human flourishing', and 'malleable children'...



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Having recently read Sasha Latypova's [piece covering John Hopkins' latest indoctrination program for the susceptible youth](#), to be (mis)led about 'long COVID' and their role in preventing it - it seemed prudent to check in on the UNESCO site for any new educational guideline publications. [They've been busy].

This Substack previously covered the shocking WHO / UNESCO led sex education guidance for children as young as four years old.

It then seemed prudent to add a new 'Education' section to Creed Speech substack:

Creed Speech

Dashboard



Music

Covid and Psychology

Climate Alarmism

Transhumanism and A.I

Mindfulness

Digital\$, Crypto, Gold

Education

Education

Deconstructing brainwashing educational guidelines from UNESCO, the Education 2030 Agenda, and its dangerous outcomes for parents and for humanity. Also highlighting alternative open source education resources and homeschooling ideas.

Please be patient with the cited aforementioned goals of this new **Education** section in *also highlighting open source education resources and homeschooling ideas* - the initial focus here is to

deconstruct what we are up against, on a globally infiltrated level of grassroots-educational-United-Nations-driven-policy; aimed at making children into 'change agents' for Agenda 2030.

This new section of the Substack will soon be allocated time and energy into providing solutions-orientated alternatives to the UN-led indoctrination programs. Solutions based on open source education tools and homeschooling are key.

Rethinking Learning: A Review of Social and Emotional Learning for Education Systems



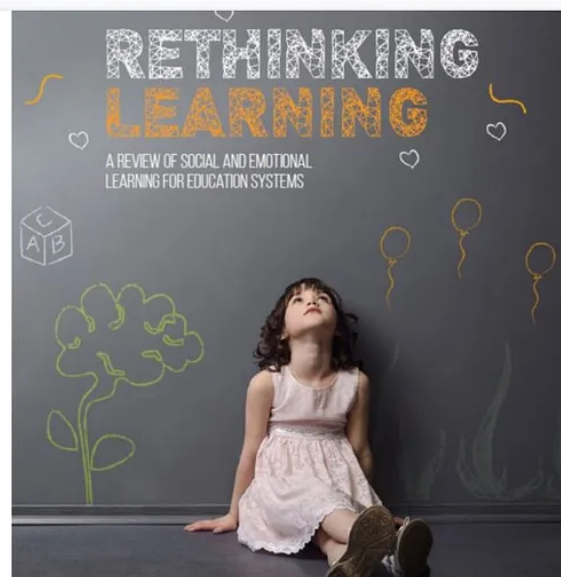
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Rethinking Learning

Rethinking Learning: A Review of Social and Emotional Learning for Education Systems, published by the UNESCO MGIEP reviews the latest research on Social and Emotional Learning (SEL), its impact on student health and school climate and its transformative role in building happier classrooms. This publication reviews the latest research on SEL and presents scientific evidence for why SEL is key to education, and by that corollary, to achieving the United Nations (UN) Sustainable Development Goals (SDGs), specifically SDG 4, Target 7 that focuses on building peaceful and sustainable societies through education.

Summary for Decision Makers →

Report →



[Source link.](#)



Rethinking Learning A Review Of Social And Emotional Learning For Education System

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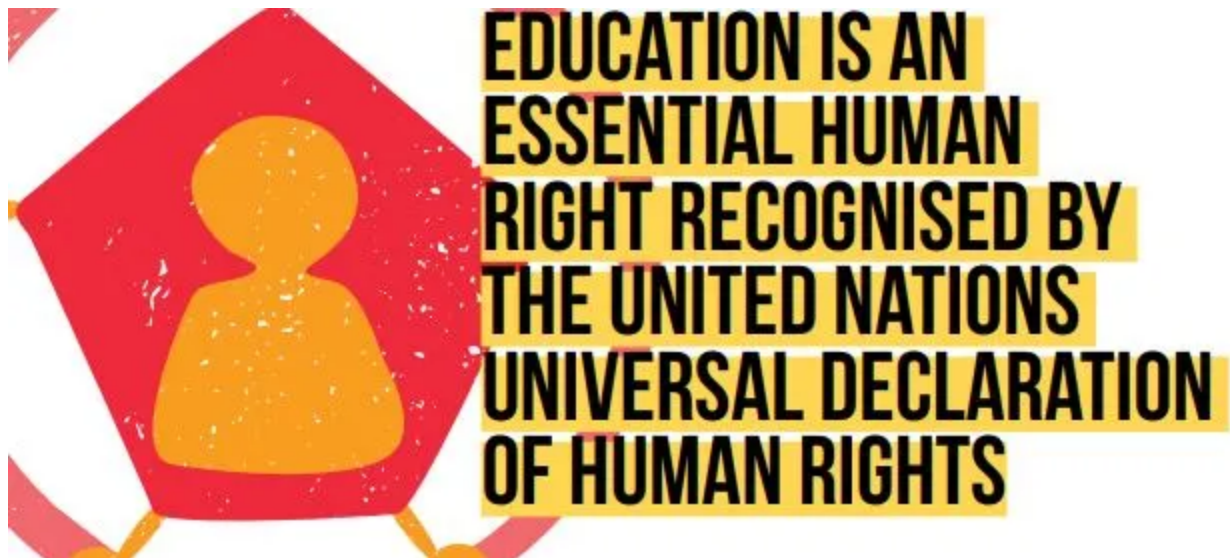
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Before we wade through the latest 2024 publications on UNESCO's educational guidelines manifestos - let us first begin with this document on *Rethinking Learning* - published in 2020 by the *Mahatma Gandhi Institute of Education for Peace and Sustainable Development*.

This 308 page document shall be summarised as circumspectly as possible here - and if this summary is too daunting in itself for the reader, the 'TLDR' is:

- The “social and learning development” (SEL) education framework seems designed to hijack a child’s innate need for social connection - by inducing that connection to be inextricably linked to social justice causes - namely, sustainable development goals (SDGs) for the UN’s Agenda 2030.
- The SEL framework encourages teachers and students to prioritise the collective over the individual, or the needs of *others* over the needs of the *self*.
- Other recurring buzzwords include ‘prosocial’ - a mindset around voluntary actions that benefit others, and ‘human flourishing’ - a conceptual framing that economic growth and materialism should be secondary (or replaced entirely) with a focus on building social and emotional skills - analogous to the infamous WEF mantra “It’s 2030, you’ll own nothing and be happy”.
- A series of bizarre online games are promoted and linked to in the resources page, such as the (child) players colonising an alien planet and imagining how to set up a utopian version of Agenda 2030.

The *warm and fuzzy* language is laid on thick in the first few sections, before *pouring on the stronger medicine* with full on SDG indoctrination.



Hard to take issue with that, isn't it? Until one realises that “essential human right” amounts to compulsory child indoctrination.

Citing lots of fluffy ‘key messages’ masks the undertones of cognitively programming the child to be receptive to end goals that are stated more clearly towards the final chapters of the report.

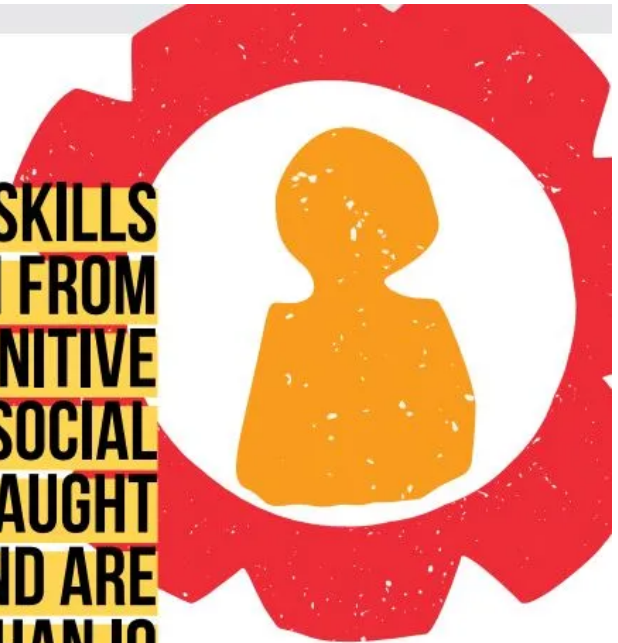
Examples of key messages (emphasis added in bold):

Key Message 1: The key components of an SEL framework should include critical inquiry, focus attention, regulate emotion and cultivate compassionate action to produce a balance of intrapersonal, interpersonal and cognitive competencies while always ensuring that these frameworks are grounded in empirical evidence. For instance, SEL focuses on the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and **make ethical and safe choices**.

Key Message 2: Humans are born with an **innate capacity for forming social connections**. Humans need social and emotional connections for learning and higher order cognition. Learning is facilitated or hindered by the social and emotional experiences of the learner. Therefore, an individual's emotional and social development is as important as the individual's cognitive and biological development. Education systems must be able to address and contribute to this aspect of human experience.

These key messages thus far sound innocuous enough. The desired shaping of the child's perceived blank canvas mind is then hinted at with *malleability* and *human flourishing*.

**SOCIAL AND EMOTIONAL SKILLS
ARE TEACHABLE. RESEARCH FROM
DEVELOPMENTAL COGNITIVE
NEUROSCIENCE INDICATES THAT SOCIAL
AND EMOTIONAL SKILLS CAN BE TAUGHT
ACROSS A PERSON'S LIFE SPAN AND ARE
VIEWED AS MORE MALLEABLE THAN IQ**



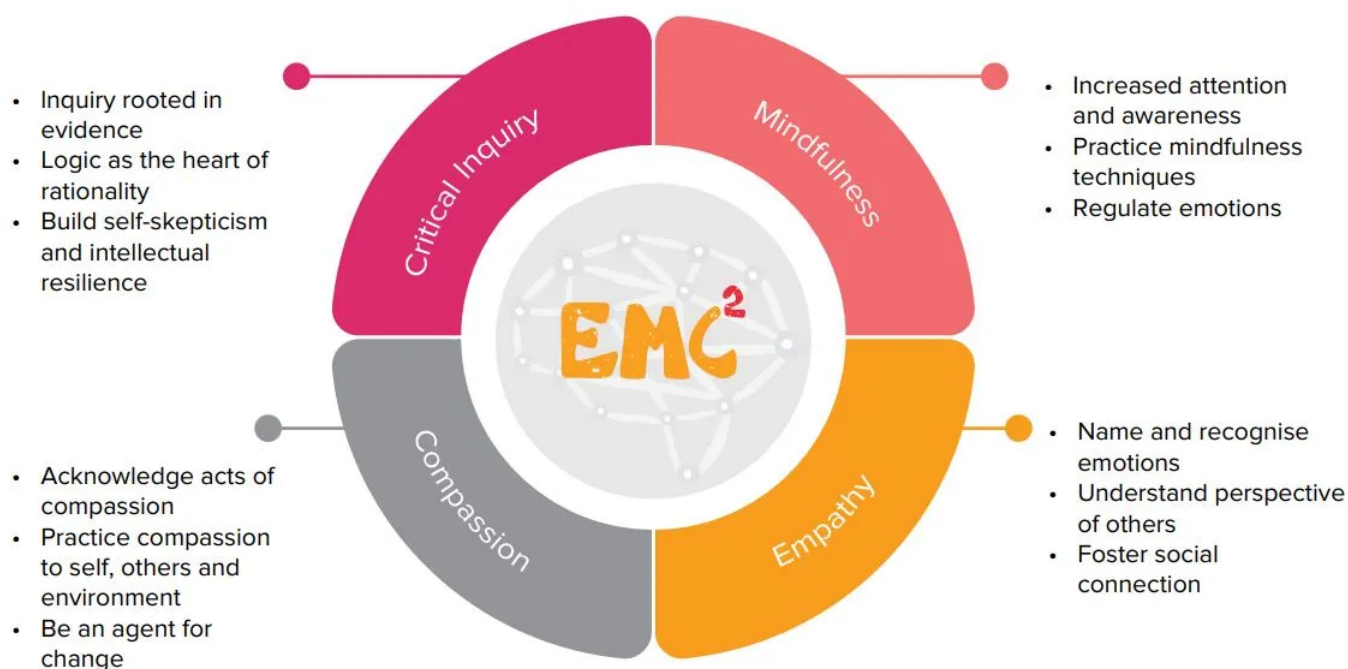
The authors' writing style in the report appears to be cautious in not pushing the SDGs too fast, too soon - with most of the more overtly stated education 2030 aims inserted in the latter sections of the document.

While this report uses Social and Emotional Learning (SEL) as the primary terminology in this report, other related terms such as ‘social and emotional skills’, ‘social and emotional competencies’, and ‘non-cognitive skills’ have been used occasionally. The report makes a case for SEL as a necessary component of all learning, specifically in tandem with brain and cognitive development throughout a child’s early years of primary and secondary education. Higher and tertiary education, and child care in the first three years of life, lie outside the scope of this report. The report discusses successes of whole school SEL programmes and encourages the use of emerging technology to implement and assess SEL worldwide. In short, the report seeks to draw the urgent attention of policy makers to mainstream SEL to **build human flourishing and achieve the SDGs**.

Specifically, in this report we will review:

- Humans as complex social and emotion beings whose flourishing depends on learning to communicate their needs to each other effectively and manage their emotions in healthy ways (Chapter 1)
- The brain networks that support SEL that needs to be nurtured and trained to cultivate human flourishing (Chapter 2)
- A review of the various frameworks for SEL, their monitoring and implementation (Chapters 3, 4 and 5)
- The explicit need for SEL training for and of teachers (Chapter 6)
- The economic benefits of implementing SEL (Chapter 7)
- Key benefits, key challenges and key recommendations for the effective, sustainable and feasible inclusion of SEL as a core feature of regular school curricula across member states (Chapter 8)

Figure 3.3: EMC² Framework for Human Flourishing



We can surmise that “build self-skepticism and intellectual resilience” really means instilling in the child an ability to believe the science™ dogma no matter what, and condition them to resist any opposing viewpoints. [This shall become more apparent in a later section we shall reference]. Within the above graphic’s ‘compassion’ tab, “be an agent for change” becomes self-evident as the activism and social justice rooted goal to indoctrinate the child as both true believers and contributors to Agenda 2030.

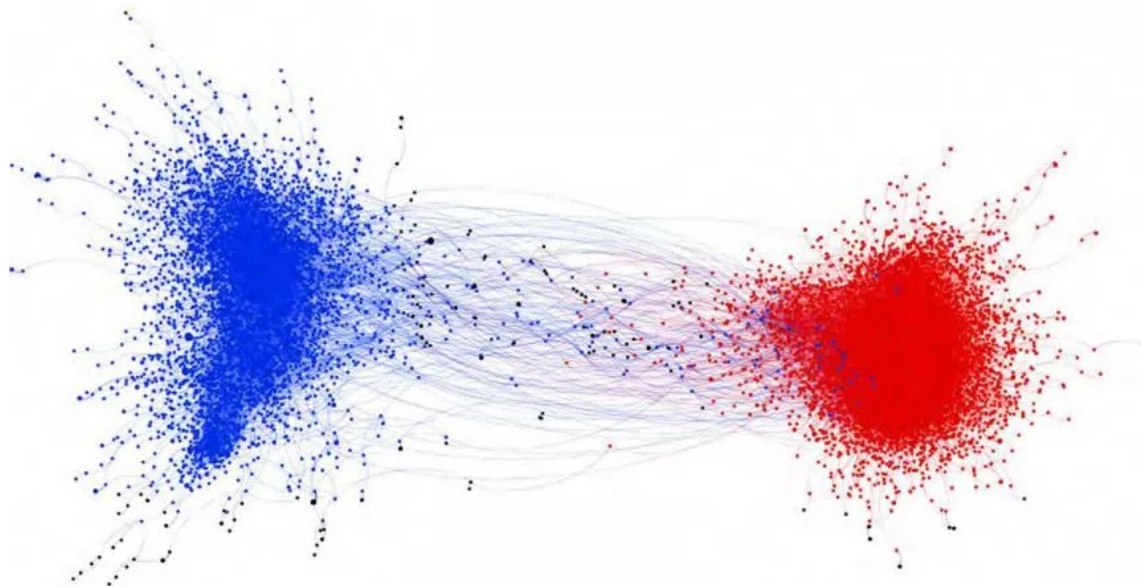
EDUCATION

**THE INCORPORATION OF SEL
SKILLS WITHIN UNESCO'S
EDUCATION 2030 CURRICULUM
UNDERLINES THE IMPORTANCE
OF ALIGNING SOCIAL AND
EMOTIONAL CAPABILITIES WITH
EDUCATION FOR PEACE AND
SUSTAINABLE DEVELOPMENT**

The propaganda ramps up by dissecting abstract graphs that serve as an opportunity to list **neurolinguistic buzzwords** to invoke certain connotations and drive ‘versus’ agendas:

- Political ideology
- Moral Contagion
- Blue and Red (states)

Figure 1.4 A network graph of moral contagion shaded by political ideology. The graph represents a depiction of messages containing moral and emotional language, and their retweet activity, across all political topics (gun control, same-sex marriage, climate change). Nodes (dots) represent a user who sent a message, and edges (lines) represent a user retweeting another user. The two large communities were shaded based on the mean ideology of each respective community (blue represents a liberal mean, red represents a conservative mean).



[Source: Brady et al. (2017)]

It was interesting yet unsurprising to note the omnipresent tentacles of the Rockefellers cropping up:

CASEL: 5 SEL COMPETENCIES

The Collaborative for Academic, Social, and Emotional Learning (CASEL; www.casel.org) a non-profit organisation in Chicago, Illinois, is at the forefront in North American and international efforts to promote SEL. Founded in 1993 by Daniel Goleman and Eileen Rockefeller Growald, its mission is to advance the science of SEL and expand evidence-based, integrated SEL practices as an essential part of preschool through high school education.

CASEL has identified a set of social and emotional skills that underlie effective and successful performance for social roles and life tasks, drawing from extensive research in a wide range of areas, including brain functioning and methods of learning and instruction. The SEL competencies identified by CASEL include the following five dimensions (Weissberg et al., 2015):

According to the CIA's wikipedia:

Eileen Rockefeller (born February 26, 1952) is an American philanthropist. She is the youngest daughter of David Rockefeller and Margaret "Peggy" McGrath. Eileen is a member of the fourth generation of the Rockefeller family widely known as "the Cousins".

UNESCO preamble and addressing dissonance in achieving SDGs

For the first time in the history of the human evolution, enough is known about human brain and behaviour to begin constructing neural networks for peace...the real focus of education should be on building human flourishing where individuals acquire competencies to achieve goals, manage emotions and exhibit prosocial behaviour.

“Constructing neural networks for peace” is reminiscent of WEF advisor [Yuval Noah Harris](#)’ infamous pronouncement that “humans are now hackable animals”.

What is “prosocial behaviour”? According to [verywellmind.com](#), it is as follows:

Prosocial behavior refers to actions that are intended to help or benefit another person or group. These actions are characterized by a concern for the rights, feelings, and welfare of others. **Prosocial behavior involves costs for the self and results in benefits for others.** When prosocial behavior results in net benefits for both the beneficiary and the person committing the prosocial act, it is referred to as mutualism.

Whilst this *sounds* noble and altruistic - the real sense of this *prosocial* phrase per UNESCO’s educational policies, is again, to brainwash the individual (child) to be solely consumed with ‘benefitting’ others - by embracing Agenda 2030 and achieving the SDGs - ultimately at the expense of humanity’s freedom, leading to total subjugation and UN control over the global populace.

A recurring soundbite-driven-theme from the climate cultists, across their [media darlings](#) and captured legacy media platforms, is to attempt to [shame the public for holding the view that economic growth is a net positive for humanity](#). This is subtly inserted later in this UNESCO report (emphasis added in bold):

The purpose of education thus far has been to build human capital for human well-being. Yet, there is increasing evidence that **an emphasis on only GDP or material well-being leads to insecurity, poor interpersonal relationships and a consequent loss of a sense of community and shared collective goal attainment...**

When confronted with dissonance, human beings align cognitions to facilitate the execution of actions that are not conflicting (Jones & Gerard, 1967). **Thus, dissonance strains and**

challenges both rational decision-making and emotional capabilities that facilitate the attainment of the SDGs. This potential of dissonance to undermine development goals by enabling both compromise and inactions necessitates the need for appropriate dissonance management.

Given the emotional inclination of dissonance, its management requires emotional competencies. Here too, **focused training in social and emotional competencies may facilitate dissonance management and attainment of the SDGs....**prosocial behaviour aimed at improving another person's welfare, in contrast to egoistically motivated action (Batson, 1998).

The underlying basis of human flourishing, in this case, is to facilitate the well-being of the self and of the other. We believe that this creates the need for a better understanding of the 'other'.

The gist of this waffle is to impress upon the teachers absorbing the guidelines, that the child must be sufficiently programmed enough to stamp out any disbelief, *dissonant* questioning, or inner conflict, which may arise from their **independent** examination and inquiries as to the validity of the SDGs. The relentless references made to "emotional capabilities" amounts to the wholesale desire to emotionally blackmail the child into feeling immense guilt about climate change or the welfare of others - with their "rational decision-making" being based on the science dogma of the climate cult / DEI cult / Covid cult (all subsets of these cults are at the forefront of the social justice movements built into the 17 sustainable development goals).

The intended outcome for the child's prioritised attention is consistently purported to be about the "other" (the collective), and not about the individual human being's self-worth, their personal goals, or their *actual* emotional, cognitive, and social development - in the sense of being an inquisitive child, who is curious about the world and how they might learn and thrive (as opposed to being groomed to be an "agent of change" for Agenda 2030).

In a forthcoming article, we shall examine 2024 UNESCO literature which is **much more overt** and open in its aims to recruit the youth to be at the forefront of driving Agenda 2030, with so-called "Global Citizenship Education", the use of **digital tools** in education, and the obsession with "**hate speech**" as a foundation for molding the youth into **good compliant kids...**



Nicholas Creed is a Bangkok based writer. All content is free for all readers, with nothing locked in archive that requires a paid subscription. Any support is greatly appreciated.

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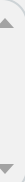


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Fager 132 5 hrs ago

Thank you for researching that obscene garbage and raising awareness about it. Reading those excerpts feels like the emotional equivalent of poking at roadkill with a stick; I don't have the endurance to wade through that crap first-hand. To take just one example, "building peaceful and sustainable societies through education" sounds unobjectionable, unless you realize that they're offering it as their alternative to killing everyone who disagrees with them. Do you ever wonder how everything collectivists say always has that same oily, evasive, euphemism-heavy, calculated-to-deceive tone? Is there a school where they learn to write like that, or is it a function of the way their brains operate that makes them all sound the same?

The amount of time and energy those joyless, anti-life, predatory psychopaths pour into trying to control other people's lives instead of having lives of their own makes me wonder whether they're really aliens, because it's hard to believe that legitimate human beings can sink to those levels of evasion and depravity. Increasingly I hope they are aliens, because I don't want to have a genome in common with beings so relentlessly focused on destroying everything that makes life as a human possible.

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