

Email to Christopher Pyne, 27th August 2015.

This email included the following attachments.

[Rio+20 Outcomes for Australia](#)

[Living Sustainably, Australian Government National Action Plan for Education](#)

Christopher Pyne
Minister for Education and Training

Dear Minister Pyne,

Further to my earlier response to your letter, and recalling your pride in the implementation of Agenda 21 during the Howard years, your dismissive response to my initial correspondence is cause for alarm.

As you would know from your involvement with Agenda 21, UNESCO described AG21 as "[A Manifesto for Education](#)". According to UNESCO, in their report, "[Education for Sustainability - From Rio to Johannesburg: Lessons learnt from a decade of commitment](#)":

"UNESCO has prepared this report on these key lessons in its role as 'task manager' for Chapter 36 of Agenda 21, the action plan agreed to by all governments at the Earth Summit, and the International Work Programme on Education, Public Awareness and Sustainability of the intergovernmental Commission for Sustainable Development (CSD)..... These responsibilities emphasise the key role of educators as agents of change. There are over 60 million teachers in the world – and each one is a key agent for bringing about the changes in lifestyles and systems that we need..... To be an effective change agent, the fundamental purposes of education have to change – as indicated by Agenda 21"

So under Agenda 21, which you endorse, teachers are employed as "change agents" on behalf of the UN. The fundamental role of the UN AG21 program in the education of our children was also noted in the "[Education for Sustainability in Local Government: Handbook](#)." And according to [Professor John Buchanan and colleagues](#):

"Education for Sustainable Development (ESD) as it is known internationally (or Education for Sustainability (EfS) as it is more commonly known in Australia) is a set of principles or a philosophical approach to education which addresses the need for sustainable development as identified at the Rio Earth Summit"

And yet you state "I do not accept the assertion that the United Nations has had undue influence on curriculum development in Australia."

Most disturbing is the fact that this UN driven indoctrination is based upon futures thinking and an abandonment of science, according to Buchanan et al of the University of Technology in Sydney in their 2014 report, "[Future Generations: Climate Clever Energy Savers Evaluation](#)":

"As mentioned above, EfS is futures focused:

ESD looks to the future, facilitates intergenerational sharing of experiences and learning, and helps learners to act responsibly as global citizens, as advocated in the principles of the Earth Charter..... The values-base of EfS mandates that.....Simply introducing new content about climate change science, causes, consequences and solutions will not be an adequate response to climate change. Central to processes of mitigation, adaptation and transformation are new values, creative thinking and problem solving skills."

Interestingly, exactly the same words were used 5 years prior by UNESCO in their report, "[Climate Change Education for Sustainable Development](#)", which was part of the "[UNESCO Climate Change Initiative](#)" launched in 2009. According to UNESCO

"ESD Policy Dialogue Brief on Climate Change

Simply introducing new content about climate change science, causes, consequences and solutions will not be an adequate response to climate change. New values, creative thinking and problem solving-skills need to be instilled at all school levels through teaching and learning methodologies that are participatory, experimental, critical and open-ended. This UNESCO Policy Dialogue brief (#4) provides recommendations and guidance to decision makers in terms of how education systems need to be adapted and re-oriented to best address the challenge of integrating CCESD. A series of targeted Policy Dialogue Questions provide an opportunity to review education and development policies. Short descriptions of tools already in use, and links to further resources provide relevant, practical information to set the integration of the climate change education agenda in motion."

[As UNESCO further indicates](#), in order to implement the UN sustainability agenda teachers need to bring about "*a radical transformation of the moral character of society.*"

Do you still endorse this UN driven (AG21) indoctrination of our children? Do you also endorse the UN using Australian teachers as agents of change?

I urge you to take immediate proactive action to terminate all intrusive foreign agreements and promote constitutional change to decisively prevent future domestic interference from foreign agencies.

Or do you prefer to continue to work against the interests of all Australians by slavishly and undemocratically following the dictates of the UN?

Can you outline your strategy for terminating UN interference in the 'education' of our children?

Regards

Graham Williamson

Sent: Tuesday, 25 August 2015 11:26 PM

To: C.Pyne.MP@aph.gov.au

Subject: FW: Sustainability

Christopher Pyne
Minister for Education and Training

Dear Minister Pyne,

Thank you for your response (your ref MC15-003149) of 25th August.

In my previous correspondence below I provided extensive authoritative evidence of UN interference in our education system. However, rather than explain this interference, and outline

the strategies you are utilising to prevent any repeat of UN interference, you went into complete denial stating as follows:

“Given the substantial role of educational experts in determining the content of the Australian Curriculum on the basis of educational merit, I do not accept the assertion that the United Nations has had undue influence on curriculum development in Australia.”

Let us briefly review the facts already established.

1. As mentioned below, UN interference in the education of our children was a fundamental part of UN Agenda 21.
2. To implement AG21 the Australian government introduced the [National Strategy for Ecologically Sustainable Development](#) (NSED). Under [Chapter 26 of the NSED](#), the Australian government pledged to restructure the school curricula to support the UN sustainability agenda.
3. At the [World Summit on Sustainable Development \(WSSD\)](#) in Johannesburg in 2002, [attended by then Environment Minister David Kemp](#) it was confirmed again that Australian schoolchildren should be educated in line with UN sustainability objectives.
4. During Parliament, on 23rd September 2002, you, as [Liberal Member for Sturt](#), [sought credit for the Howard government’s Agenda 21 achievements](#), which of course, included the education of our children according to the dictates of the UN.
5. In 2005 the UN commenced its [Decade of Education for Sustainable Development](#) (DESD), which was dedicated to *“Rethinking and revising education from nursery school through university to include a clear focus on the development of knowledge, skills, perspectives and values related to sustainability.”* [The UN adopted resolution 57/254](#), *“Recalling [chapter 36 of Agenda 21](#)”*, and *“emphasizing that education is an indispensable element for achieving sustainable development.”*
6. Successive Commonwealth governments ensured the UN sustainability agenda was thoroughly embedded throughout the curriculum ([1](#), [2](#)). According to the Commonwealth’s National Action Plan in 2009 it *“represents a significant contribution to Australia’s participation in the United Nations Decade of Education for Sustainable Development, 2005-2014.”*

Yet, in response to all these exceedingly well documented facts, in your letter you state *“I do not accept the assertion that the United Nations has had undue influence on curriculum development in Australia.”* It seems you are not only contradicting yourself, since you praised the Howard government’s implementation of UN AG21 (educational) initiatives,, but further, you are also contradicting your own political colleagues. Senator Ian Campbell for instance, announced the [launch of the UN DESD in Australia in 2005](#), including a [grants program](#). [According to Peter Woods](#), Assistant Secretary - Knowledge Management and Education, Australian Government Department of the Environment and Heritage *in an [address to the National Symposium on the DESD](#)* Melbourne, 7 July 2005:

“The UN Decade centres on the collective pursuit of a global vision, linked to shared objectives. That sense of a collective approach and vision, and shared objectives, is as relevant to Australia as anywhere else. In fact it is fundamental to the Australian Government’s National Action Plan - Education for a Sustainable Future which, among other things, highlights the importance of a coordinated approach..... In general the Australian Government’s role is to show leadership at national level; build capacity; and effect change in individual initiatives that will act as a catalyst for wider national change. It also has international obligations. The Australian Government’s existing

commitment to sustainability, and in particular education for sustainable development, is demonstrated in a number of ways.

In a broad sense, initiatives such as the Sustainable Environment Committee of Cabinet, the inclusion of a Sustainable Australia as one of our national research priorities, and the \$3.2 billion in 2005-2006 that was committed in the last Federal Budget to environment-related issues reflect the priority accorded by the Government to a whole of government approach to sustainability..... The Australian Government is involved internationally with the UN Decade of Education for Sustainable Development. The Australian Government is involved internationally with the UN Decade of Education for Sustainable Development.”

Woods outlines some government initiatives:

- *“the establishment of the National Environmental Education Council and National Environmental Education Network;*
- *the \$2.3 million applied education research programme through the Australian Research Institute in Education for Sustainability (ARIES) at Macquarie University;*
- *the \$2 million Australian Sustainable Schools Initiative;*
- *the development of the first National Environmental Education Statement for Australian Schools that was endorsed in May this year by all of Australia's Education Ministers;*
- *the \$255,000 allocated under the 2004-05 Environmental Education Grants Programme, including funding to hold this National Symposium; and*
- *funds allocated under other Australian Government programmes such as the \$200 million Australian Community Water Grants programme, under which a total of \$1 million has already been allocated to demonstration projects, including \$356,000 to ten schools around the country.”*

As noted by Gough ([*Australian Journal of Environmental Education, vol. 27\(1\), 2011*](#)):

“The federal environment ministry; currently known as the Department of Sustainability, Environment, Water, Population and Communities (DSEWPC) manages education for sustainability (Efs) activities at the national level. This Department’s responsibilities include implementation of the UN Decade of Education for Sustainable Development in Australia..... Since this time there has been a continuation of existing or already intended activities – such as the Australian Sustainable Schools Initiative (AuSSI) – and the release of a new National Action Plan (DEWHA, 2009) and the National Sustainability Curriculum Framework (DEWHA, 2010) as significant contributions to Australia’s participation in the Decade.”

It makes no sense whatsoever to deny simple facts, contradict the UN and contradict your political colleagues. The facts are perfectly clear, but what is not clear is what protections you will put in place to ensure this undemocratic foreign interference never occurs again, as I asked previously.

Australians have been disenfranchised for more than 2 decades by successive governments undemocratically authorising the UN to interfere in Australian domestic affairs through Agenda 21 and other agreements.

Will you continue to show more allegiance to the UN than to Australians and Australian interests? If so, you will quietly hand power back to the ALP, and you will have much explaining to do to the next generation.

I urge you to think again, and do things the Aussie way. Stand up for Australia and lead the way forward.

Regards

Graham Williamson

Sent: Wednesday, 15 July 2015 3:54 PM
To: 'C.Pyne.MP@aph.gov.au'
Subject: Sustainability

Christopher Pyne
Minister for Education and Training

Dear Minister Pyne,

I refer to the [current redesign of the school curriculum](#), especially in regard to “[cross curriculum priorities](#)” such as sustainability, which have been [embedded across all subjects](#). This was a result of the UN’s Agenda 21 program, and the [Melbourne Declaration](#) which specifically stated that “[a focus on environmental sustainability will be integrated across the curriculum.](#)”

In 1992, Ros Kelly, Environment Minister in the Keating government, introduced Agenda 21 to parliament and committed Australia to the [UN Agenda 21 program](#), also commonly referred to as ‘ecologically sustainable development’ (ESD). Subsequently, Christine Gallus, Liberal member for Hawker, responded to Ros Kelly’s address in parliament:

*“In her speech today, the Minister for the Environment, Sport and Territories (Mrs Kelly) addressed the responses the Government has taken to give effect to these two conventions and to **agenda 21** The Minister is confident that the Government can meet the obligations that **agenda 21** places on Australia through the arrangements established under the [1992 intergovernmental agreement on the environment](#). By abolishing the cabinet committee on sustainable development, the Prime Minister (Mr Keating) has cast some doubt on the genuineness of his commitment to the ESD process. The Minister indicated that she believed [Australia's only ESD strategy](#) is already seen as something of a model in implementing the recommendations of **agenda 21** The Minister mentions using the IGAE and ESD policy as mechanisms to implement **agenda 21** .”*

Under [Section 35b of Agenda 21](#), signatory countries were required by the UN to “integrate environment and development as a crosscutting issue into education at all level” and a “A thorough review of curricula should be undertaken to ensure a multidisciplinary approach.”

Activities

36.5. Recognizing that countries and regional and international organizations will develop their own priorities and schedules for implementation in accordance with their needs, policies and programmes, the following activities are proposed:

b. Governments should strive to update or prepare strategies aimed at integrating environment and development as a crosscutting issue into education at all levels within the next three years. This should be done in cooperation with all sectors of society. The strategies should set out policies and activities, and identify needs, cost, means and schedules for their implementation, evaluation and review. A thorough review of curricula should be undertaken to ensure a multidisciplinary approach, with environment and development issues and their socio-cultural and demographic aspects and linkages. Due respect should be given to community-defined needs and diverse knowledge systems, including science, cultural and social sensitivities;

- i. Countries could support university and other tertiary activities and networks for environmental and development education. Cross-disciplinary courses could be made available to all students. Existing regional networks and activities and national university actions which promote research and common teaching approaches on sustainable development should be built upon, and new partnerships and bridges created with the business and other independent sectors, as well as with all countries for technology, know-how, and knowledge exchange;*
 - n. Governments should affirm the rights of indigenous peoples, by legislation if necessary, to use their experience and understanding of sustainable development to play a part in education and training;*
- 36.7. In the light of country -specific situations, more support for education, training and public awareness activities related to environment and development could be provided, in appropriate cases, through measures such as the following:*
- a. Giving higher priority to those sectors in budget allocations, protecting them from structural cutting requirements;*
 - b. Shifting allocations within existing education budgets in favour of primary education, with focus on environment and development;*

One of the mechanisms used by the Australian government to enforce the dictates of Agenda 21 and the UN sustainability program within Australia was the [National Strategy for Ecologically Sustainable Development](#) (NSESD), introduced in December 1992. Under [Chapter 26 of the NSESD](#), the Australian government pledged to restructure the school curricula to support the UN sustainability agenda.

Strategic Approach

The most effective strategy for achieving this is to incorporate ESD principles into curriculum, assessment and teaching practices in the school, technical and further education (TAFE) and higher education sectors.

Objective 26.1

- *to incorporate ESD principles and approaches into the curriculum, assessment and teaching programs of schools and higher education*

Governments will:

- *work through the Curriculum and Assessment Committee, the Australian Committee on Training Curriculum and the Australian Vice Chancellors' Committee with a view to incorporating ESD principles into future curricula*
- *give particular attention to incorporation of ESD principles into national curriculum statements, particularly in the learning areas of science, technology and studies of society and the environment*
- *ensure that a multi-disciplinary and balanced approach to environmental education is adopted in all national collaborative curriculum activities*
- *encourage development of specialised curriculum materials*
- *facilitate greater access by teaching staff and academics to information on ESD*

In [Australia's report to the UNCED in 1995](#), then Prime Minister Paul Keating stated how Australia was proudly complying with the dictates of the undemocratic UN AG21 program:

"Australia is proud to present its second report to the Commission on Sustainable Development. This details our nation's efforts toward implementing Agenda 21 through the principles of Ecologically Sustainable Development"

In 1997, the UN released its [Teaching and Learning for a Sustainable Future program](#), to further instruct countries on the best way of embedding the UN sustainability programme into the educational curricula. This UN programme again emphasised that sustainability must be thoroughly embedded into the curricula across 12 different subjects in a broad multidisciplinary approach. Some of the points made in the report include the following.

- *Education for sustainability calls for a balanced approach which avoids undue emphasis on changes in individual lifestyles.*
- *Education for Sustainable Development is relevant to all educational objectives and how it can be integrated into the celebrations in the school calendar.*
- *This kind of orientation would require, inter alia, increased attention to the humanities and social sciences in the curriculum. The natural sciences provide important abstract knowledge of the world but, of themselves, do not contribute to the values and attitudes that must be the foundation of sustainable development..... The traditional primacy of nature study, and the often apolitical contexts in which is taught, need to be balanced with the study of social sciences and humanities. Learning about the interactions of ecological processes would then be associated with market forces, cultural values, equitable decision-making, government action and the environmental impacts of human activities in a holistic interdependent manner.*
- *Reorienting the curriculum towards sustainable development requires at least two major structural reforms in education. The first is to re-examine the centralized mandating of courses and textbooks in order to allow for locally relevant learning programmes.*
- *A basic premise of education for sustainability is that just as there is a wholeness and interdependence to life in all its forms, so must there be a unity and wholeness to efforts to understand it and ensure its continuation. This calls for both interdisciplinary inquiry and action..... It is no accident that environmental education and, more recently, education for sustainable development, has progressed more rapidly at the secondary and primary levels than within the realm of higher education.*

At the [World Summit on Sustainable Development \(WSSD\)](#) in Johannesburg in 2002, [attended by then Environment Minister David Kemp](#) as well as numerous other Australian representatives, including 45 from local Councils, it was confirmed again that Australian schoolchildren should be educated in line with UN sustainability objectives:

“As part of the National Strategy for Ecologically Sustainable Development (NSES), ministers agreed to the incorporation of ESD principles into the formal education system as a cross curriculum perspective in the national curriculum framework”

And During Parliament, on 23rd September 2002, you, as [Liberal Member for Sturt, sought credit for the Howard government’s Agenda 21 achievements](#):

Mr PYNE (Sturt) (10.34 p.m.)—*“This evening I would like to take the opportunity to comment on the government’s approach to sustainable development. Maintaining sustainable development is an ongoing challenge for all nations, including Australia. Tackling this issue is of continual concern to Australia, and implementing the principles of sustainable development has been carried out through a range of constructive approaches since the first Earth Summit in 1992. Australia is moving in a positive direction on this issue. The Australian assessment report of the World Summit on Sustainable Development concluded that Australia does have the necessary processes in place to achieve our targets on sustainable development, despite our opposition to ratifying the Kyoto protocol. We are also including all the stakeholders domestically. This is particularly apparent in Australia*

through Agenda 21 and the National Strategy for Ecologically Sustainable Development. If members are interested, then I would urge them to look at programs such as WasteWise, Coastcare, Waterwatch Australia and the Greenhouse Challenge. Each one of these programs demonstrates this government's long-term dedication to sustainable development."

In 2005 the UN commenced its [Decade of Education for Sustainable Development](#) (DESD), which was dedicated to *"Rethinking and revising education from nursery school through university to include a clear focus on the development of knowledge, skills, perspectives and values related to sustainability."* [The UN adopted resolution 57/254](#), *"Recalling [chapter 36 of Agenda 21](#)"*, and *"emphasizing that education is an indispensable element for achieving sustainable development."* The Resolution called for global action:

"Invites Governments to consider the inclusion of measures to implement the Decade in their respective educational strategies and action plans by 2005, taking into account the international implementation scheme to be prepared by the United Nations Educational, Scientific and Cultural Organization"

The UN launched a [special web site devoted to DESD](#), and [in 2007 issued a progress report](#) to check how effectively countries around the world were re-educating children in line with UN objectives. [According to the report issued by the Director General](#), a clear 'action plan' was needed in order to effectively embed UN sustainability objectives throughout the curricula:

16. The Action Plan is a "working document" that may evolve as subsequent programmes and budgets are developed. The Plan focuses on supporting the creation of an enabling environment and on enhancing the capacity of Member States and UNESCO's stakeholders in order to embed sustainable development values and practices in all educational settings to meet the Education for All goals and the Millennium Development Goals (MDGs).

17. Nine intersectoral thematic programmes are currently proposed (Annex III):

- (i) International leadership and advocacy of the DESD*
- (ii) Integrating ESD into basic education*
- (iii) Reorienting general secondary education for ESD*
- (iv) Integrating ESD into TVET*
- (v) Integrating ESD into higher education*
- (vi) Teacher education for ESD*
- (vii) Mainstreaming cultural diversity and intercultural dialogue in ESD*
- (viii) Education for sustainable water management*
- (ix) Education for sustainable ecosystems and livelihoods*

LOOKING AHEAD

Reaching the goals of the DESD depends upon successfully dealing with challenges, such as:

- greater proactive and innovative awareness-raising and advocacy to ensure that sustainable development concerns become an everyday reality for all people;*
- enhanced ESD capacity-building in Member States for different stakeholder groups;*
- targeted strategies for working with specific sectors of society, aligned with the sectoral priorities and functions of line ministries for efficient country-level implementation of the DESD;*
- strengthened commitment at heads-of-agency levels within the United Nations family and Bretton Woods institutions;*
- mobilization of key partners at national and local levels to harness their valuable contributions to the Decade;*
- mobilization of financial resources to overcome the gaps in DESD implementation, in particular in countries where the need is the greatest; and*

- *ensuring effective monitoring and evaluation of the DESD, including appropriate M&E capacity-building and integration of DESD monitoring into other M&E processes at country level to avoid duplication of efforts.*

[In the Report](#), the UN drew particular attention to what it referred to as the “**mainstreaming of cultural diversity**” under the umbrella of their ESD agenda.

7. Mainstreaming Cultural Diversity and Intercultural Dialogue through ESD (Culture Sector)

- *Mainstream cultural diversity and its corollary, intercultural dialogue in DESD.*
- *Intercultural dialogue and learning for sustainable development.*
- *Articulate synergies between culture and education in the context of promoting sustainable ways of living and learning.*
- *Cultural mapping to discover and promote locally grounded concepts and practices of education for sustainable development.*
- *Raise awareness and build knowledge and competence on issues of culturally sensitive development and education.*
- *Acquire competencies for sustainable living through the protection and promotion of intangible cultural heritage.*
- *Preserve and promoting local languages as vehicles of local knowledge for sustainable living.*

Successive Commonwealth governments ensured the UN sustainability agenda was thoroughly embedded throughout the curriculum ([1](#), [2](#)) and [Asia-Pacific ESD indicators were developed by UNESCO](#), working with IUCN and Macquarie University. The States also cooperated with the Commonwealth to embed the UN sustainability agenda within the curricula ([3](#), [4](#), [5](#), [6](#), [7](#), [8](#), [9](#)). According to the Report by Whitehouse entitled “[Integrating Sustainability in the Australian Curriculum-Key messages for Queensland educators](#)”:

The Sustainability Cross Curriculum Priority is based on socio-ecological systems thinking and the concept of meeting current and future human needs without compromising finite natural systems.

[The report](#) underlines the influence of the UN agenda in the education of our children:

“National documents were developed for the United Nations Decade of Education for Sustainable Development (UNDESD) 2005-2014.

Key Message Four: National frameworks have been developed for teachers to use as part of UNDESD 2005-2014.....

The 2005 Educating for a Sustainable Future – A National Environmental Education Statement for Australian Schools

“provides a nationally agreed description of... environmental education for sustainability through all years of schooling, including a vision and a framework for its implementation.....

The 2010 Sustainability Curriculum Framework: A guide for curriculum developers and policy makers “... provides information and guidance to curriculum developers and policy makers on how education for sustainability may be effectively incorporated into curriculum ...”

After a long history of deliberately reorienting education of Australian children (and the entire community) in support of undemocratic UN agendas, and many resultant complaints and criticisms, in 2014 you launched a “[Review of the Australian Curriculum](#)” ([10](#), [11](#)). [The final report of the review](#) raised many troubling issues, and made various recommendations, some of which are briefly outlined below.

- *The Review received a significant number of submissions arguing that the Australian Curriculum did not pay enough attention to the impact of Western civilisation and Judeo-*

Christianity on Australia's development, institutions and broader society and culture. While this was raised particularly in relation to the history and the civics and citizenship curriculums, subject matter specialists also raised it in relation to the arts, English and economics and business curriculums. Indeed, in the context of the Melbourne Declaration's aspiration that the national curriculum would enable students to understand the 'spiritual and moral' dimensions of life, there appears to be a distinct imbalance in the Australian Curriculum as these key aspects have been neglected.....

- *A second view about the purpose of education focuses on addressing contemporary issues that are considered critically important for the wellbeing of Australian society in an increasingly interrelated global community. Dealing with issues such as global warming, environmental degradation and cultural diversity and difference are examples of this approach, as is the **Australian Curriculum's adoption of the three cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and sustainability.....***
- *ACARA's paper titled *The Shape of the Australian Curriculum* describes the cross-curriculum priorities as 'contemporary issues about which young Australians should learn' and the paper suggests that each of the priorities 'is represented in learning areas in ways appropriate to that area'. Describing the cross-curriculum priorities as 'contemporary' signals a major weakness. By its very nature, whatever is contemporary is likely to change, and having to rewrite the national curriculum every four to five years – or whenever there is a change of government – to take account of new and emerging priorities, places an unnecessary burden on teachers and classrooms. Secondly, instead of being justified on educational grounds the priorities are the result of a politicised process and, as a result, are open to disagreement. Some might argue that sustainability is a key issue, while others might equally argue that entrepreneurship is more important for a nation's wellbeing and future.....*

Cross-curriculum priorities

- *Design aspects also arise in relation to the cross-curriculum priorities. Many of our respondents with professional curriculum development expertise say that it was a mistake to endeavour to embed each of the three themes across the whole curriculum. They added a layer of complexity which was not needed.....One respondent with considerable curriculum expertise argues that ACARA's actual interpretation of this directive regarding cross-curriculum priorities was 'wishy-washy', that they should have simply introduced them through the learning area content, and this is how all such future 'priorities' of this nature should be handled. This seemed to fit with his general observation that over its time span of existence ACARA had behaved 'strongly politically but weak intellectually'.*
- *Some of our respondents with curriculum development expertise believed that the concept of cross-curriculum priorities have no place in the curriculum at all because they believe that a curriculum should be knowledge based and organised as such. In contrast, those at the head of educational sectors seemed to be comfortable with the concept, as long as there was an educational justification and foundation to them.*

Western civilisation

- *A number of submissions and evaluations carried out by the subject matter specialists commissioned by this Review argue that the focus on Asia, Aboriginal and Torres Strait Islanders and sustainability in the cross-curriculum priorities ignores the historical and ongoing significance of Western civilisation; especially in the English and history curricula.*

- *The IPA submission argues that the Australian Curriculum is ‘unbalanced, ideologically-biased and systematically hostile to the legacy of Western Civilisation’²⁰³ as it privileges the three cross-curriculum priorities listed above. The history curriculum is especially singled out for criticism on the basis that it over-emphasises the themes of the environment, colonialism, multiculturalism, social history, class and minority groups, and privileges anti-modernism. In addition, IPA’s submission argues that the history curriculum either undervalues or ignores the history of ideas, liberalism, economic growth and technology, political history, Western civilisation and religion.*

Professor Spurr, in his analysis of how literature is dealt with in the English national curriculum, also suggests that approach is unbalanced when he notes, under ‘Rationale and Aims’, that the ‘introductory statement makes no reference to the Western tradition of literature in English, while detailing the contribution of Aboriginal and Torres Strait Islander peoples to Australian society and to its contemporary literature and its literary heritage’.

A submission by the Presbyterian Church of Victoria’s Church and Nation Committee also argues that the Australian Curriculum is unbalanced when it states, in relation to the history curriculum, that: students are pre-conditioned towards a negative view of Western society. For example, the negative, rather than the positive, outcomes of Western society are discussed, topics such as slavery, oppression, promotion of disadvantage, war (conscription), colonization, imperialism, dominance of the Church.

While not being as critical as the IPA submission, the submission by The Anglican Education Commission in Sydney also stresses the importance of Western civilisation when it states that there is a need ‘to educate students in their primary culture. Conceived of nationally, this is based on the tenets of Western European civilization’.²⁰⁵

Other countries include content relating to these particular three themes but always as a stand-alone learning area, sustainability being the most evident. Australia’s approach to the cross-curriculum priorities as contexts for learning, to be taught across the curriculum, appears to be unique.....

The manner of embedding

- *Although a large number of respondents were happy with the status quo, it is clear that the aspect of ‘embedding’ has been by far the most controversial aspect of the cross-curriculum priorities. Of the many who are opposed to the concept most say that if such themes are to be adopted they should only be embedded where relevant, but there are also many individual submissions to this Review which state categorically that they should not be embedded at all.....*
- *One of the issues raised by a number of submissions and in consultations is the need to depoliticise the curriculum and to make sure, as far as possible, that it does not preference one particular ideology over another.*
- *Professor Spurr also sees this as a concern in relation to the cross-curriculum priorities when he argues: The three points on which all curriculum subjects must be focused: Aboriginal and Torres Strait Islanders, the Asian region, and sustainability are inimical to the study of literature in English; would be a disabling distraction from the core work of the curriculum and are driven by imposed socio-political concerns that bear no relation to the educational purposes that the curriculum for English, specifically, should be designed to facilitate and fulfil. They are reminiscent of the much-resented Procrustean bed on which the NSW HSC*

English curricula have been stretched, with every text having to be related and confined to such as 'Belonging', 'the Journey', 'Change' or, as now, 'Discovery'.....

[The final report of the review](#) recommended that “*The cross-curriculum priorities need to be reviewed to be sure they rest on educational and not political grounds*”:

Recommendations

The cross-curriculum priorities need to be reviewed to be sure they rest on educational and not political grounds, content needs to be included on the Pacific Islands, the current heavy emphasis on sustainability in this curriculum needs to be addressed to avoid its overuse as a concept. The three themes need to be integrated where appropriate.

[The final report of the review](#) also noted serious omissions from the curriculum.

Omissions

- *an inadequate understanding of economic history and the economic institutions of Western civilisation, the Industrial Revolution, the rise of Europe and the US, and the more recently the phenomenal rise of East Asia, India and other emerging economies, which are not mentioned. Also, no mention that the unprecedented reduction in poverty that has occurred in these emerging economies over recent decades has been a direct result of market liberalisation and increased international trade; and no recognition that within these economies and in the advanced economies, including Australia, the private sector accounts for the bulk of economic activity and is mainly responsible for creating employment and hence raising living standards*
- *inadequate emphasis on the important role of entrepreneurs in starting and organising new businesses – including reference to well-known entrepreneurs who have literally changed the world through their innovations like Bill Gates (Microsoft), Steve Jobs (Apple), Mark Zuckerberg (Facebook) et. al.*
- *the key international economic institutions, including the World Bank, IMF, ILO, OECD, APEC and the Group of 20. Also, key Australian institutions like the Reserve Bank and how they have evolved, as well as the role of the banking and financial systems in modern economies*
- *drivers of economic activity since the beginning of human history, including specialisations and the gains from trade, terms of trade, business cycles, exchange rate*
- *the role of private and public sectors in a mixed economy. Market failure versus government failure*
- *the importance of property rights and the role that this and other institutions such as rule of law play in facilitating specialisation, trade, saving and investment in physical and human capital*
- *omission of the concept of transaction costs before students, in Year 8, are expected to look at the advantages and disadvantages of certain business ownership structures*
- *the difficulty of students understanding the notion of 'sustainability' and natural resource depletion without understanding the role played by private property rights, as well as the role that market prices play rationing consumer demand and bringing forth additional supply*
- *omissions regarding business, including key elements of financial literacy, types of businesses, methods to improve productivity through human resource management and technology, marketing, and familiarity with basic terms in accounting such as profit and loss, income, asset, liability, and rudimentary income statements and balance sheets.*

In May this year UNESCO announced the [Incheon Declaration](#) at the World education Forum. The Incheon Declaration continues the UN's campaign to embed their sustainability agenda in the curricula, through the SDG's and Education 2030, and "*respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED)*." The [Incheon Declaration](#), in the context of the [UN's SDG summit and Post-2015 agenda](#), stated:

"We also request that the Education for All Global Monitoring Report be continued as an independent Global Education Monitoring Report (GEMR), hosted and published by UNESCO, as the mechanism for monitoring and reporting on the proposed SDG 4 and on education in the other proposed SDGs, within the mechanism to be established to monitor and review the implementation of the proposed SDGs..... We have discussed and agreed upon the essential elements of the Education 2030 Framework for Action. Taking into account the United Nations summit for the adoption of the [post-2015 development agenda \(New York, September 2015\)](#) and the outcomes of the Third International Conference on Financing for Development (Addis Ababa, July 2015), a final version will be presented for adoption and launched at a special high-level meeting to be organized alongside the 38th session of the General Conference of UNESCO in November 2015. We are fully committed to its implementation after its adoption, to inspire and guide countries and partners to ensure that our agenda is achieved."

The undemocratic interference of the United Nations in the 'education' of our children is indeed very clear for all to see, and has been continuing for more than 2 decades. What is not so clear is what you will do about this. Strangely, past Liberal governments have even assisted the UN to indoctrinate our children with anti-Australian anti-democratic political propaganda. Will you prevent this undemocratic UN interference?

You have obviously made a very good first step by reviewing the curriculum, but will the result ensure a termination of this indoctrination and UN interference? What decisive steps have you taken/will you take, to achieve this?

Australians have been disenfranchised for more than 2 decades by successive governments undemocratically authorising the UN to interfere in Australian domestic affairs through Agenda 21 and other agreements.

THIS MUST STOP AND THERE MUST BE A GENUINE RETURN TO DEMOCRACY AND A STRENGTHENING OF NATIONAL SOVEREIGNTY.

This has been an incredibly shameful period in Australia's history and successive Liberal governments have played a major role in this subversion of democracy.

You have an opportunity.

What will you do with that opportunity?

Will you continue to show more allegiance to the UN than to Australians and Australian interests? If so, you will quietly hand power back to the ALP, and you will have much explaining to do to the next generation.

I urge you to think again, and do things the Aussie way. Stand up for Australia.

Regards

Graham Williamson