

# The Facts About 21 Century **Education Reform**

By Alice Linahan  
alice@voicesempower.com

[www.WomenOnTheWall.org](http://www.WomenOnTheWall.org)

[www.VoicesEmpower.com](http://www.VoicesEmpower.com)

# 1.0 Global “Transformation” in Education

There is a “Fundamental Transformation” occurring in education today.

Some will say it is 21st Century Learning.

The truth is, there is nothing 21st Century about it.

It is the same battle that has been fought in the past and pushed back by American **PARENTS** and **Teachers!!**

**Why? Because parents and teachers understood just how harmful this is to children, our families, and our nation.**

If you are in the business world, it is likely you have heard the term...

## **Total Quality Management (TQM)**

**TQM is a business model for accountability.**

**A “system” to control** the quality of the end product.

Most would agree this is a very important system to have in place in the private sector when creating a good product that will successfully be sold to consumers.

In order to control the quality of the product you must collect a lot of data.

**But, what if the “product” is a child?**

The **“SHIFT”** in education is changing from a transmission of knowledge, that parents still expect from our schools, to an emphasis on altering the students world-views, their values, attitudes, beliefs and behaviors.

When education is focused on how students perceive the world, that is known as

**critical theory** or **cultural marxism.**

**Nationalism is destroyed. Globalism is in place.**

# 2.0 What are College and Career Readiness **Common Core** aligned Standards?

## The Common Core is Based on Unesco's World Education Curriculum

In 2015 the United States signed a global goals agreement known as the Sustainable Developmental Goals (SDG)s.  
**Education is the fourth goal globally.**

The choice readiness will use the **education and data** for our students to be one of 3 tracks: **COLLEGE** (leader or authority), **CITIZEN** (includes military as protector or authority), or **WORKER**. [See the 2015 UN Report:](#)

**GOAL 4. ENSURE INCLUSIVE AND EQUITABLE EDUCATION AND PROMOTE LIFE-LONG LEARNING OPPORTUNITIES FOR ALL**

Goal 4 Proposed Targets:

- 4.1 by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- 4.2 by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- 4.3 by 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university
- 4.4 by 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- 4.5 by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations
- 4.6 by 2030 ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy
- 4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development



4.a build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b by 2020 expand by x% globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enrol in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries

4.c by 2030 increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS

## Purposes Behind **Common Core and College and Career Readiness**

- **Shifts Education Philosophy**- from an education of Opportunity (Equal Opportunity) based on academics; reading, writing, math and history to an education of equity (Equal Outcomes) based on attitudes, values, beliefs and behaviors.
- **Broadened Impact** - The Common Core National Standards expand the target from K-12 (Kindergarten through 12th grade) to a P-20 (Pre-school through College, Trade or Graduate School) system.
- **Testing Based Outcomes**- The Common Core National Standards shifts from the “Mental” (Academics and Knowledge Based Tests) to “Behaviors” (Performance Standards and Competency for the workforce).
- **Adjustments to Ideology**- Change American’s worldview from nationalism into globalism and allows for a government controlled economy known as “Dirigisme” or the more common use—a dirigiste economy. It means essentially a state directed economy.
- **Dismantle traditional public schools**- in favor of charter like structures (**public/private partnerships**) that will be forced to **generate student data for global corporate profit** and state control.

Parents must ask...

## **CAN I SEE?**

- **Can I See WHAT** Data is being collected on my child?
- **Can I See HOW** my child's data is being used?
- **Can I See WHO** is financially benefitting from the data collected on my child?

## **WHY?**

There were **three major actions under the Obama administration**, without legislative approval, to change two hundred years of traditional public education in the United States.

(1) The **Common Core** copyright, which created a national curriculum and national testing mandating that individual students meet individual standards (similar to the Obamacare individual mandate).

(2) **Unlocking data** 'to flow' through the Family Education Rights in Privacy Act, FERPA, which allows personally identifiable information on our children to flow to outside 3rd party contractors for research and curriculum development to match Common Core.

(3) **No Child Left Behind Flexibility Waiver**, (ESEA, Elementary and Secondary Education Act), that is re-training teachers to teach to Common Core. ESEA was re-authorized in Dec. 2015 and renamed **(Every Student Succeeds Act (ESSA))**. Standards were rebranded as College and Career Readiness.

This also allowed ALL children in public school to be funded under Title I by changing the definition of who is poor or educationally deprived to anyone not meeting Common Core. (Free and reduced lunch guidelines of 40% school wide were dropped to 0%.)

These three important points control standards and testing, curriculum, and teachers with all public school children being funded under Title I. (Source: [Anita Hoge](#))

## 3.0 No Choice and No Voice

### **‘Obama and Jeb Bush’s ‘Equity in Education Plan’ for our entire country:**

- charter schools replace public schools:
- everyone has federal Title I choice funds to go to any school (charter, private or religious)
- every child is taught the same standards:
- every teacher must teach the same standards:
- every test must be aligned to these standards:
- curriculum and software is aligned to standards:
- everything listed here is aligned to **government data collection compliance.**

Source: [Anita Hoge](#)

The vision to “fundamentally transform” education laid out the pathway to  
**Globalization is through “School Choice.”**

With **“choice”** comes accountability through **rules** and **regulations.**

# Key Players **Funding and Implementing** Transformation in Education

- \* [Google](#) and [Microsoft](#) are Unesco Partners with deals to promote Unesco's values through a World Curriculum.
- \* The Organization for Economic Cooperation and Development (**OECD**) a **World Policy Organization**.

The **OECD** runs an Assessment system to support [Unesco's Sustainable Development goals](#).

The **OECD**'s assessment director, **Andreas Schleicher**, a **German** worked with the [Obama Administration](#) to reshape the US K-12 online assessment system.

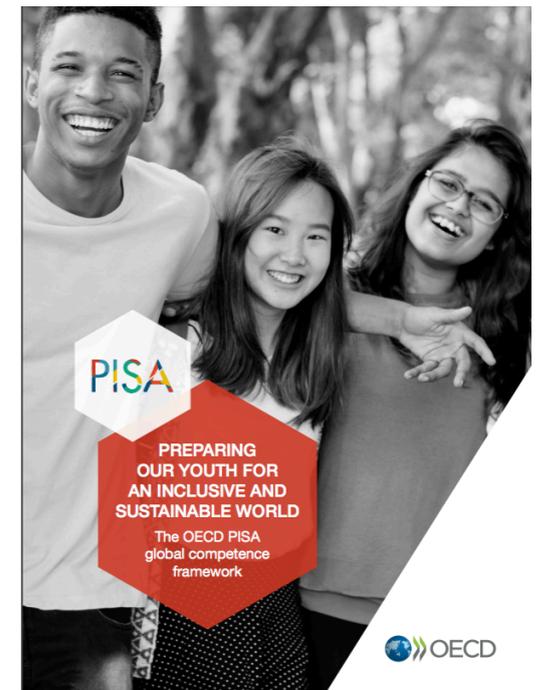
The **OECD** reshaped assessments so they run in the background of online curriculum.

The **OECD** assessments are assessing behaviors more than academics.

**OECD quotes** - "The **skills, attitudes, and values that shape human behavior** should be rethought to counter the discriminatory behaviors picked up at school and in the family."

"All young people should be able to **challenge cultural and gender stereotypes**, to reflect on the causes and solutions of racial, religious and hate violence and to help create tolerant integrated societies."

Andreas Schleicher worked in a [study group with the National Conference Committee of State Legislators](#).



# 4.0 Global DATA Standards

The **UNESCO Institute for Statistics** is producing globally-comparable education data for the monitoring and implementation of **SDG 4 and the Education 2030 agenda**.



[https://www.youtube.com/watch?time\\_continue=2&v=aSxWHsrHqMw](https://www.youtube.com/watch?time_continue=2&v=aSxWHsrHqMw)



## **U.S. Education Secretary Betsy DeVos signed on to a radical global “declaration”**

The declaration, produced at the first ever “Education Working Group” of the Group of 20 (G20) network of governments and dictatorships, was titled **‘Building consensus for fair and sustainable development.’**

How free nations can build “consensus” on “education”

The Devos signed Declaration demanded more data-gathering and -mining. “We recognize the value of policies based on evidence and the importance of having robust and comprehensive learning assessment systems and data in order to measure progress and learning outcomes, to help ensure quality education for all at all stages of life,”

The agreement also demands further globalization of education. For instance, it calls for "international investment in education," a theme consistent with the ongoing globalization of education under the UN's extremist "education" agency known as UNESCO. “We acknowledge the role of existing and potential international mechanisms for financing education,” the document continues.

# **DATA** is a TRILLION Dollar Global Commodity

## **Public Private Partnerships**

**Student Data = “Investment Vehicle”**

**Pay For Success (PFS) - Social Impact Bonds (SIB)s -  
“Blended Funding”**

As explained in [“Wall Street’s Latest Public Sector Rip-Off: Five Myths About Pay for Success](#) by Kenneth J. Saltman,

*“...investment banks pay for public services to be contracted out to private providers and stand to earn much more money than the cost of the service...The Every Student Succeeds Act [ESSA] of 2015, the latest iteration of the Elementary and Secondary Education Act of 1965, directs federal dollars to incentivize these for-profit educational endeavors significantly legitimizing and institutionalizing them.”*

**President Obama** established “the first-ever **White House Office of Social Innovation.**”

To remodel our workforce training programs....[OUR public programs.](#)

President Obama’s Social Innovation Fund is administered by the Corporation for National and Community Service. “...**three foundations have played particularly significant roles: the Rockefeller Foundation, Bloomberg Philanthropies, and the Laura and John Arnold Foundation....** all three foundations have **funded the Government Performance Lab at Harvard, established in 2011, that helps implement and expand Pay for Success initiatives.** Jeffrey Liebman, who served in the Obama administration as the deputy director for policy at the OMB, runs the Harvard center.”

## **5.0 Action- WHAT WE NEED?**

We need **TRUMP** to **STOP** the **FLOW** of **DATA!**

We need **DATA Privacy** in the **Classroom**

We need Help to  
**Expose the true nature of Cultural Marxism!**