

MORAN REPORT 2008: Section 6

Economic Freedom & Prosperity In U.S. Foreign Policy And Operations

The Critical & Missing Component Of U.S. Soft Strategy

A Primary Foreign Policy Initiative Blueprint

Peace Through Prosperity

Wireless School Initiative

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Special Note: This Initiative is recommended by Dr. Sam Kubba, business, author and President, American Iraqi Chamber of Commerce. Sam Kubba is also a founding member of the Iraqi American Alliance, a group dedicated to the betterment of the Iraqi people.

“Education is for improving the lives of others and for leaving your community and world better than you found it”

Marian Wright Edelman (1992).

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IMPERATIVE ISSUE: Wireless Schools:

Middle East Wireless School Centers Initiative – Iraq Example

The Wireless School Centers initiative was first proposed in May 2003 as part of the SPI Middle East Phase 4 - Civil Opportunity Society report. This initiative is a visionary world linked education that respects social mores. It provides for a core of Middle Eastern technically competent individuals, using Iraq as the Pilot. The pilot test program is to be run in four locales with one mobile unit: 1 Bosra, 2 Baghdad, and 1 in Mosul.

Pilot projects need to be established in order to demonstrate how to bring Iraqi youth into the 21st century technology age.

These youth will build a significant larger body of knowledge which they will use to analyze, debate and negotiate their day to day encounters. This knowledge gives them the springboard to move further along the technology based educational systems. The new learning system should equip youth to become proficient in advanced scientific, business, social, humanitarian, divinity studies, law, medicine and education fields as practiced by other professionals around the world.

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Proposal Rationale and Summary:

Issue:

VOIDS exist in a core of technically competent Iraqis. There is a great deficiency in technically proficient Iraqis to run the government and the private sector. Unless young Iraqis are trained to step into the breach, country leaders will be left with nothing but foreigners to transact and manage their government and private enterprise. These voids engender anger, frustration, bitterness and distrust. These same attitudes prevail toward the coalition forces.

Requirement:

Next Step: The USG reprioritizes certain monies \$3.4 million to establish 4 Iraqi Wireless School Centers in Baghdad (2), Mosul (1), and Bosra (1) along with 1 outreach mobile unit.

Summary: Proposal For Iraqi Wireless School System:

The USG upgrades four schools, including earmarking monies (\$3.4 million for P.E.R.T., Development Programs, Pre-training, Prototype Pilot setup) by November 31, 2008 for an Iraqi Wireless School System. A Wireless School System advances the technical requirements for bringing technical expertise into the government and private sector.

Bottom Line:

School personnel should be without delay identified, trained [with tech equipment purchased] and put immediately put into full operation by June, 2009.

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The formalization of a high tech Iraqi educational program can be done on a project pilot test basis in a wireless setting. The initial launch program will consist of 4 wireless satellite school districts: 2 in Baghdad, 1 in Mosul, 1 in Bosra and 1 mobile unit which travels to selected test sites in various rural and remote communities. The basis of the 5 projects is to see how the culture adapts to the wireless setting. The wireless canopy program will be later addressed. It has been from Don York's and my experience that their isn't any cultural or religious bias attached to computer usage or knowledge.

Iraqi Wireless School System Campus:

(This wireless system is the basis for a later developed canopy school system)

Dedicated bandwidth supplied by U.S. military Pro Bono Work

500 children K through 12 26 classrooms

26 classrooms wireless installation:

\$250,000.00 (Estimated \$9,615.38 per classroom)

500 Children Handhelds: @ \$200.00 * 2

\$200,000.00 (One unit for school use; One unit for home use)

\$100,000.00 Auxiliary Equipment

\$550,000.00 Cost for a Wireless Campus Segment

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Iraqi Wireless School System Campus:

(This wireless system is the basis for a later developed canopy school system)

Teacher training per school:

1 Principal 1 Assistant Principal
2 Teachers, operator and tech coordinator

\$60,000.00

Training cost per school (airfare, 2 months housing, training and expenses adjusted for 2 mobile unit teachers)

8 teachers trained per 500 kids. 32 teachers trained for 4 Iraqi Wireless School Systems and total.

\$610,000.00 Cost per campus including teacher training

\$2,440,000.00 Costs for 4 wireless campuses
(\$600,000 * 4 campuses = 2,400,000)

\$1,000,000.00 One Time Program Development Costs*
5 hours a school day 1,000 hours a school year

\$3,440,000.00 Total Costs**:
**(4 Wireless Campuses & Program Development Costs)

* **Once program development completed. The Program can be implemented throughout the entire Iraqi school system**

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Iraqi Wireless School System Campus:

(This wireless system is the basis for a later developed canopy school system)

A total of 34 teachers are needed to administer, train, develop, and operate a wireless system of 2,000 kids at 4 wireless school sites and one additional mobile unit at a cost of 3.4 million dollars.

*****Need to check traffic bandwidth image consumption to see if more or less bandwidth is needed after system is up & running.**

For a canopy wireless school system to be completed with substations, a set up around the wireless school will support the expansive work from the base campus to outer regions.

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EDUCATION & EMPOWERMENT

Bruce J. Moran Strategic Planning Initiatives January 15, 2004

Pilot projects need to be established in order to demonstrate how to bring Iraqi youth into the 21st century technology age. The youth will be able to handle the growing technical demands entailed in bringing Iraq into a robust international economy. Forward looking youth will not settle for traditional based educational methods. They will consider outsiders who present traditional 20th century methods as imposing outdated learning approaches that do not allow them to discover, reach out, create and unfold their potential.

The Iraq educational system can accommodate this youth by creating schools that give learning opportunities in which the students will be engaged in exercising their natural curiosity, expanding individual creativity, and developing basic analytical decision making skills.

These students will build a reservoir of knowledge as they are exposed to demanding programs that challenge them to exercise their innate talents.

These students will build a larger body of knowledge which they will use to analyze, debate and negotiate their day to day encounters. This knowledge gives them the springboard to move further along the technology based educational systems. The new learning system should equip youth to become proficient in advanced scientific, business, social, humanitarian, divinity studies, law, medicine and education fields as practiced by other professionals around the world. This grasp for expanded knowledge and technology is evidenced by the Iraqi youth who are flooding internet cafes.

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Bruce J. Moran Strategic Planning Initiatives January 15, 2004

In a March 4, 2004 meeting of Frances Johnson, Bruce Moran and Dean Ahmad Ph.D., at the National Press Club with Omar Altalib, Education Specialist, Ministry of Education [CPA] and Sam Kubba Ph.D., Chairman, The American Iraqi Chamber of Commerce, the aforementioned Wireless Educational System Prototype was viewed as an urgent matter that needed monies immediately allocated.

ON EDUCATION, FREEDOM AND INDIVIDUAL EXPRESSION:

Poples of all nations liberate themselves with education and the great freedom of individual expression. Learning breaks the hold of ignorance, strengthens the mind, enlivens the Soul, lifts the Spirit and builds strong, resilient free independent and sovereign nations:

On the other hand: Learning should never be sequestered by the bonds of social - political prejudice, fear, and hate, interpreted by or relegated to a chosen few, digested for mere pleasure of intellectual prowess and dominance, or given a lower status by those who possess material wealth, influence and power. One or all, these directions lead to a loss of freedom and individual expression. For in open societies this cannot be tolerated; and in countries suffering the ravages of war, genocide, abject poverty, torture, repression, and human rights violations, these conditions cannot be supported as a nation building component under any guise, no matter how fancifully they are dressed up and presented. These ominous undercurrents go against the very grain of everything that we hold near and dear to our hearts as American patriots, freedom fighters and liberators; when present they eventually lead to the slow insidious destruction of the social fabric of an emerging country. BJM 05/15/03

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EDUCATION & EMPOWERMENT

Dr. Donald G. York, University of Chicago May 5, 2003

SITUATION:

The delivery of modern educational materials is limited by the availability of teachers within Iraq. These teachers must, once identified, be provided with computers; with training on carrying out student instruction in this child-enabling, technology-rich environment; with system management tools; and with excellent, engaging, peer-reviewed, on-line materials of high intellectual quality.

Steps for Building a 21st Century Educational System:

- 1) **S**chool principals or lead-teachers must be identified & empowered to set up technology-based, education units. The vision of the principal is the most important item in the success of technology-driven schools. Principals must be trained in the use of modern school management systems using technology to reduce the level of mundane work that is required of teachers.
- 2) **C**lassroom must be set up appropriately. Adequate manipulatives are required for the early grades (paper, scissors, clay, crayons, etc.) and lab equipment is needed for upper level students. Appropriate furniture is important, as is the arrangement of the furniture.
- 3) **T**he corps of teachers must be identified, independent, and self-perpetuating. Some additional notes on this point are supplied in No. 6 below.

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Steps for Building a 21st Century Educational System

- 4) **C**omputers will be portable textbooks. Each student must be given one for school use and one for home use. Provision for maintaining and upgrading of the computers must be in place. The latest technologies allows these to be powerful, yet inexpensive.
- 5) **T**eachers must be trained in classroom technology use. Experienced teachers with no technology background can be fully trained in 80 classroom hours of instruction and need another 80 practice hours to be comfortable and proficient. Excellent models for such training already exist. Pre-service teachers can be trained by professors who model the technology use during the course of traditional teacher training, discussed below. Once trained, the teachers should form into peer groups to share materials, ideas, successes and failures, using the canopies, connected nation-wide by satellite.
- 6) **S**ystem maintenance must be implemented. Each school of 500 students needs two, full-time technical coordinators who are teachers, but are not assigned to classroom duties, to handle the system. Ideally, the technical coordinator job would rotate each year among senior teachers who are part of a technology team. The individual, a "technical coordinator" makes sure that each teacher is properly equipped and trained, that new teachers are integrated into the technical culture of the school and that all equipment and the canopy are adequately maintained and functional 98% of the time.

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Steps for Building a 21st Century Educational System

- 6) **S**upporting services? (and materials?) for the technical coordinator includes resources equivalent to one additional full-time salary but arranged as needed (student help, subcontracts, etc.).
- 7) **E**ducational materials must be created. Various forms of alternative instructional materials have become available in the last ten years. In math and science, much of this is still in textbook format, though isolated curriculum pieces exist. In social studies, much is available on-line.
(See <http://www.chicagowebdocent.org/Public/index.html> for curriculum examples.)

Many choices must be made in the area of curriculum materials. Three steps are necessary:

- 1) **A** conference of experts needs to decide on teaching practices
- 2) **A**n oversight committee needs to be convened to decide how to implement the teaching practices in the cultural context of a particular country
- 3) **S**mall groups of developers need to create on-line materials