

HiQH Bangladesh

Introduction by Jack Michalowski

As children, we dreamt about the future, about the great things we would do. As kings, inventors, pirates or discoverers, we all wished to change the world for the better, to leave behind deeds that would be recounted for generations.

We now know that very few people can truly change the course of history. Even the few that are given the opportunity often find it slipping through their fingers. Everyday things take precedence over grander visions. Things close by- a trip to the mall, going for drinks with friends- seem more pressing than the future of mankind.

And yet, everything we see around us, everything we enjoy was once the result of someone's determination, inventiveness, and sacrifice. Copernicus, Galileo, Thomas Edison, Mother Theresa- all these people created enduring change. They all *dedicated* their lives to a goal and *contributed* toward a vision of change that, through their hard work, came true.

As members of High IQ for Humanity, we share in one of the grandest visions of all: helping the developing world, which represents the majority of humanity today, to break out of the cycle of poverty, dependence, and corruption that has plagued it. This vicious circle of low social mobility, control of resources by entrenched elites, and endemic corruption seem never ending. This is because, in most developing countries, the brightest individuals leave to work in places like the United States or the European Union. Those that stay are often children of the entrenched political and business elite. Education is deprived of its natural role as a source of social mobility, change, innovation, inventiveness, and reform.

This is the current state of affairs, and this is what we at HiQH will change. We are about to change the future of the developing world.

We are about more than just offering scholarships and Internet access to underprivileged, high IQ kids. We want to guide their entire educational careers, first opening the world to them through the Internet, then providing them with access to a college education equal to that attained at the world's top universities. We will offer education in civic and social responsibility, fairness, the promotion of personal and religious freedoms, the preservation of the environment, and working with, rather than around, the law. We will provide an education that deals not just in facts and does not just shape technocrats, but one that provides access to the values and strategies that were the basis of the developed world's success.

It is only through these new generations of leaders – and the next generations that they will influence in turn- that the future of the developing world can be re-shaped, and the current cycle broken.

What makes HiQH different is the fact that we are not a charity. We do not offer handouts; we offer solutions. While human suffering – famine, disease, abuse – often compel compassion, the results of generosity are not lasting. Once food and medicine are distributed, there is usually nothing left that will prevent similar disasters from re-occurring again and again.

We are talking here about a completely different concept – where our dollars are leveraged through the life-long actions of children that we- HiqH- turn into political or moral leaders, entrepreneurs, community workers, intellectuals, and teachers. Our contributions will never be consumed. They will pay interest – to the developing world and to us – for generations to come.

Goal:

To start an internet-based school for gifted children in Bangladesh.

Requirements:

To realize this goal, HiQH will require a significant increase in Bangladeshi member participation. We need members to help with accounting, legal issues, public relations and advertising, communicating with other NGOs, universities, and TV companies; we need people to help develop contacts with the world's banks, as well as with lobbyists and government bodies in developing countries...and the list goes on.

The members of HiqH the world over are ready to contribute toward this goal, but in order for their efforts to be effective, HiqH needs a well-developed, dedicated team in Bangladesh.

A fiction by David Udbjorg:

Somewhere in the near future !.....

The current base of operations for the educational project in question is a school that is located in the “inner city” of Dhaka. A local business corporation donates the facility, as well as the computers and the internet set-up. Currently, the facilities host four computers each with online capabilities.

The members of the Bangladeshi chapter of HiQH are working constantly to find suitable high IQ children. Recently, they found a boy who, until now, had been part of a local initiative that spends 3 hours each day educating a small group of child laborers.

HiQH Bangladesh (HiQH-B) contacted this initiative and gained permission to test the 456 children involved. All the children were tested using a culture-fair test; no preference was given to the teacher's judgment. Of a group of 456 children, 3 were found to have an IQ of 150 or higher.

HiQH-B performed the test with the assistance of 20 students from the local teacher's academy. The students were paid for their work, and 2 of them were selected to act as counselors for the 3 high IQ children.

Subsequently, a fourth child has been found through a remarkable incident whereby a local businessman pointed out the extraordinary capacity of a child he had met on the street. The child didn't have any parents, and as such, he had taught himself to support himself at this very young age by doing small tasks among the poor population.

Six months into the program, all three families are now living in real apartments with modern facilities. HiQH-B has even found a foster family for the child that lost his parents. That child is now being provided for in the best possible way. All the HiQH children have mentors in the U.S and in Europe that finance part of their education with a donation of 100 USD a month.

During their first two months participating in the HiQH project, the counselors worked with the children to teach them to read in Bangladeshi and English; the children were also educated in human behavior, social structures, and the use of computers. At the end of the two-month period, the children were able to read and write to a sufficient level to start the program itself.

The program was designed as a collaborative between a school for gifted children in USA (which has assumed responsibility for the supplemental education of project participants through the 7th grade) and a University in EU (which has assumed responsibility for the supplemental education of project participants in the 8th grade and above).

The program designed by Ringsted University utilizes small educational modules that can be custom tailored to the special needs of each child. The initial modules are oriented toward visual learning. The use of these initial modules will span a period of approximately four months and act as an introduction to the following modules.

The educational system itself works like most other internet-based, distance education systems; the children and the teachers are able to communicate with HiQH Schools in other countries via web cams and chat rooms. The children already have a number of pen pals with which they communicate in their spare time. Their pen pals provide not only great support, but also an exciting new way of learning and interacting.

A day in the life of an HiQH child.

Hasib Islam is eight years old. He lives with his family in a small apartment in the outskirts of Dhaka. Hasib wakes up at 6:00am every morning, eats breakfast, and then heads off to catch the school bus. He

is taken to the bus stop by a cab driver that HiQH has hired to ensure his safe travel. The bus drives Hasib and three other HiQH children to school, where they eat lunch, then engage in four hours of classes. Hasib spends two of the four hours learning math, one hour learning Bangladeshi, and one hour learning about religion. Hasib is at the top of his class in math and Bangladeshi.

After classes, Hasib works on four modules developed by Harvard. Today, he is working on two math modules, an English language module, and a module in physics. He enjoys the physics module the most because it is presented like a game that allows him to investigate the many uses of steam. His counselor Natasha is always at his side, guiding him and answering questions.

Following his studies, Hasib sends a letter to his “foster family”, which lives in France. Along with the letter, he includes a picture of his classmates, as well as a poem that he has written for his foster mother. He then spends an hour surfing the internet and chatting with friends from all over the world. Finally, his counselor gets him a cab and soon, he is home.

Like his classmates, Hasib is an intelligent, hard worker that is extremely eager to learn.

Further considerations:

When the HiQH School has more than 12 students, it will no be necessary for the students to attend regular school. The HiQH School will be able to provide them with a complete educational package, right down to the playground! As the number of students in attendance at the HiQH School increases, so will the school’s resources. Ideally, when resources are ample, the HiQH School will move away from a completely internet-based approach, replacing time on computers with time spent with the locality’s best teachers. In order to ensure that the teachers are continuously improving their methods, HiQH will provide them with funds so that they can attends seminars abroad. HiQH will also help them to communicate with their colleagues in the U.S. and Europe.

If the school has considerable success teaching the gifted poor children, HiQH expects the local wealthy community to display considerable interest in attending the school. And while HiQH will only accept verifiably gifted children, regardless of their social class, the tuition that HiQH would charge the wealthy class could act as a considerable source of supplementary income. Eventually, their funding might allow HiQH to create numerous schools throughout the country offering education from the 1st grade level through the university level. Image a completely contained school system that ensures that the locality’s brightest minds receive a world-class education! With HiQH, it is only a matter of time.

David Udbjorg

Founder of High IQ for Humanity