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Subject: 225. Red Team: Challenging resignation & the write-off of the youth generation in UDCs; TED-IR? A Post-Egypt Spirit -

Dr. Fischhoff, Director Slaughter & Colleagues:

The DNI and our National Academy of Sciences should challenge the assumptions and *de facto* resignation that writes-off the current youth generation in many UDCs.

These consign them to a limited future that we should not accept for any human being who is important. The DNI's own analysis, and the World Bank's, forecast a future of hardship and restricted life expectancy, limited economic growth, and political instability and group violence in much of Africa and the poorer Islamic countries.

A Red Team should rethink these assumptions, equations, and forecasts. The same data suggest that a breakthrough for the current youth generation in UDCs could, by actions of their generation, change the futures of their countries and regions. A Red Team, supported by social science analysis and expert advice about the creative potentials of new communications technologies and applications, could rethink the equations and outline a new Grand Strategy by which many indigenous and international groups and networks could align, and work together, to make the key investments quickly.

Testing the Human Potential Movement

This bold and inspiring spirit could - especially in light of the imagination-capturing and inspiring events unfolding in Egypt - also provide an historical, experimental test of behavioral theories in the human potential movement. For example, that human beings can work together and transform their futures quickly if there is the right psychological shift. Transformative/empowering leadership - including hope and respect for human potential - is not in the standard equations, but it could change all of the coefficients.

- Several key ideas already are in circulation. These include

- 1.) adopting the CCC model [# 197 archived at www.policyscience.net at II. D] to provide efficient employment for unemployed or under-employed youth, literacy, marketable skills, organizing experience, and manpower for new projects. [US multinational corporations with extensive experience in UDCs - Coca-Cola or Bechtel, for example - have local managers who could help to develop initial projects and training programs in construction skills.]
- 2.) Inexpensive technology also is available to link-up all schools in UDCs to the Internet. Scientific societies like AAAS could coordinate projects to support UDC teachers and students by making available online, without charge, K-12 curriculum materials equal to what is available at the best school systems in the world.<1>
- 3.) Google (Google Maps) could help these processes by online maps of Africa showing, for example, village schools across the continent represented by dots that change color as basic linkup investments are completed. USAID could certify NGOs with credible plans and click-throughs could allow individuals and organizations, worldwide, to make donations and see the world, and future for a continent, begin to change. The same new technologies for networking, enrollment, a wider donor base, and cooperation can be used to accelerate and complete basic projects for child nutrition and health across the continent (e.g., immunizations, health and nutritional screening, digging deep wells for safe drinking water).

4.) There are organizations like the World Academy of Art and Science that have been brainstorming ideas to engage the youth unemployment problems. Many multi-national corporations also might begin to help with national business and management training. [And they may be able to organize wider ranges of affordable preventive and other health services to their local employees, wives and children/young people, and extended families and/or communities.]

- If the Red Team/National Academy-behavioral science project runs the numbers, and connects some new ideas and dots, I think that it can convert the invisibility of a UDC youth generation, or the assumption that it is a problem, into a (reframed) recognition of an historical opportunity for breakthroughs.

TED-IR and a fresh look

My guess is that many good and bold ideas can be identified, beyond the possibilities in this brief (draft) outline. Also, a great deal of synergy may be possible once basic investments start to be made and organizations can build on new resources. [For example: There are four-year colleges in every UDC that could offer courses in writing Apps and developing Internet-linked services - probably, thousands in local languages and providing local benefits.]

More broadly, a Red Team's challenge to conventional thinking might benefit from TED-IR experiments. TED conferences (Technology, Entertainment, Design - "ideas worth spreading") could help to linkup new ideas and supporters for global and regional projects. There are an increasing number of very smart, wealthy, and experienced people in the world who are good at building organizations and solving problems. And who might (as Bill Gates has been finding) enjoy a worthwhile challenge where their experience and resources can begin to change the future.<2>

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<1> Literacy has been a traditional emphasis. However, arithmetic and mathematics through the basic catalyst of formal operations capabilities in early adolescence (algebra and geometry) may also be essential to develop the brain pathways for abstraction and forethought. These, in turn, may be essential to organizing and business/management skills.

<2> The new UDC pathways do not have to replicate only the Western experience. Karen Armstrong's new book and visionary leadership/program to develop compassion is a TED-supported initiative that can deepen the (potentially uniting) theory of belief-independent spiritual growth and accelerate its practice. For a brief period under Ashoka (269 BC - 232 BC) , India apparently became one of the most compassionate and well-run countries in the world under the sway of such ideas. A brief overview of a (potentially uniting) theory of human potential and belief-independent spiritual growth is in the conclusions section of my "Wisdom and Public Policy" chapter in the Cambridge UP volume edited by Sternberg and Jordan (2005).

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