

Schools at International Level

Introduction:

Two thousand Vatican-run special schools have been operating around the world for the past 120 years. Someone has written in his autobiography that he started studying at the Indonesian branch of the Don Bosco Catholic School when he was 6 years old and in spite of coming from a Muslim family he converted to Christianity under the influence of the teachings he received in that school. This person is no one but Barack Hussein Obama!

There is another person who says that he was a student at the Don Bosco Catholic School in Argentina at the age of 16 and because of the teachings he received there he became more pious and got interested in religious education. And that person is none other than Pope Francis, the current Pope!

The Don Bosco International Chain Schools have educated and trained about fifty prime ministers, presidents, ministers, and popes, and very little research has been conducted on these schools! But quite a number of research works have been done on neutral international schools such as Green Schools or Waldorf!

What is the Issue?

Powerful countries have set up a human resources training cycle outside their borders in order to train human capital, social leaders, and social activists and while at the end of this cycle are universities and statesmen and its beginning are schools.

These countries have defined and organized a system for the structure of the world education with a well-defined plan that tends to encompass different spectrums and classes of society and have been active in this field for the last 120 years.

Keeping in view what has already been explained, the purpose of this paper is to elaborate on the issue of “The expansion of power through schools at international level”.

The entry of the powerful countries and the system designed by them for schools outside Iran and outside their own boundaries is a system the proclaimed policies of which are fully in alignment with the interests of host countries. However, a glance at the implemented programs, on the other hand, proves that they are fully in line with the interests of powerful

countries. These countries have been actively working on this issue for 120 years and were even active in Iran during the time of the Pahlavi regime.

In this regard, the powerful countries are designing their plans in such a way that the private sector schools of the host countries operate under their license to serve their own interests and brand, and with this partnership, the big powers ensure their national and international interests with their least presence and incurring the least costs in the name of common interests. This is similar to what happens in the case of scholarships in which the immigrant elite pursues their own interests and the powerful countries achieve their own vested macro interests.

It is to be emphasized that the content of this paper is based on scientific and documented field observations and research.

How and through what stages does the system of power generation take place through the entry of powerful countries in the local schools and through the expansion and development of schools at the international level?

1 - The first stage is the production of virtual educational video clips.

Virtual education video clips are provided free of charge to students and teachers in different languages, which are especially very useful in smart schools. The sources of most of these clips are the United States of America and the United Kingdom. By doing so, they inculcate scientific authority, scientific acceptability, scientific hegemony, and a “scientific utopia” for themselves in the minds of teachers and students, and create some sort of inner interest in both teachers and students for solving their educational problems through them.

This is because the United States of America and the United Kingdom are generally the originators, sponsors, and hosts of the organizations that design and produce thousands of high-quality free virtual clips.

Just like the educational programs of the BBC and the Khan Academy, etc.

The Khan Academy is an educational organization, which was founded in the year 2008 to offer school lessons to everyone and everywhere in 27 languages through free video clips. Its founder is an American of Bangladeshi origin by the name of Sal Khan. The Academy has been broadcasting Persian videos since the year 2013. This academy has the support of several think tanks and a charity organization administered by Bill Gates, the owner of Microsoft. The BBC, too, has a similar series that is generally made available to smart schools but not free of cost and is offered with a subscription. The famous parts of this series include lessons on geography, biology, physics, chemistry, and geology, some of which have also been broadcasted on TV channels.



2 - At the second level - by providing special methods of school management to principals, teachers, students, and their families - the presence of countries in the management of schools and schooling outside their own countries gets strengthened.

These methods are presented by international organizations, but their purpose is educating and training global citizens, handpicking the elite global citizens and instilling the special lifestyle, the values and the beliefs of the superpowers. These methods are presented through documents and manuals but it is up to the schools and the educational systems of the host countries to implement them (or not).

Just like the programs that are announced by the UNESCO and ISESCO.



UNESCO: The United Nations Educational, Scientific and Cultural Organization, with most of its offices in Paris, France.

ISESCO: Islamic World Educational, Scientific and Cultural Organization, which is a specialized organization that operates under the aegis of the Organization of Islamic Cooperation and its headquarters is located in Rabat, Morocco.

One example of such programs is the Sustainable Development Goals (SDGs), included in a UN Resolution called the 2030 Agenda and it is a brainchild of the UNESCO for the world education system to educate global citizens with values that have been defined by it.

Seminars and Olympiads, etc.

In its covert sense, Olympiad is the methodology used for discovering extra ordinary students and introducing them for immigration to developed countries; the problem that almost all the developing countries have been facing for quite some time.

For instance, it has been observed that many extra ordinary Indonesian students have been migrating to Australia.

There is an institution called the USAID (The United States Agency for International Development), which manages the US international development in the field of culture and art. It is, in fact, the cultural branch of the US State Department, and has a huge budget of several hundred billion dollars to design and implement various methods in cultural issues, especially school management, and presents them to different countries along with certain financial assistance. And there are many countries that are very interested in the offers made by the USAID and willingly welcome and implement the recommendations received from it.



At the third level, the presence of powerful countries in the schools of other countries becomes somewhat more influential through the activities of affiliated schools:

They (powerful countries) offer schooling methods and make the local schools affiliate to them and operate under their license. This means these schools are now required to apply those methods and officially declare the application of those programs in the school in the recommended declaration forms and checklists and get an international certificate from them.

Unlike the second level, there is no such option or policy at this level that schools are free to implement or not.

At the third level, they enter schooling and school management and issue licenses and certificates for the schools that have registered themselves under them and are following the prescribed models.

Some of the most important institutions offering school curriculum are Cambridge, Oxford, the British Council, and IB (the headquarters of which is in Switzerland) and the Afaq Institute, which is affiliated to the Salafists and its headquarters is in Pakistan's Lahore.



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دانشکده Lucy Edwards

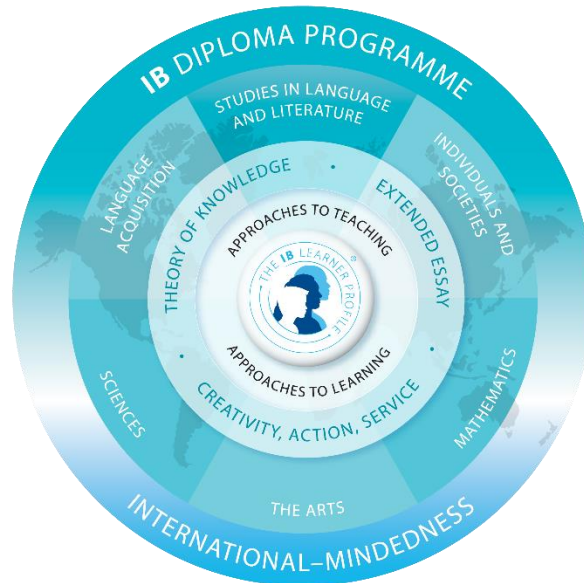
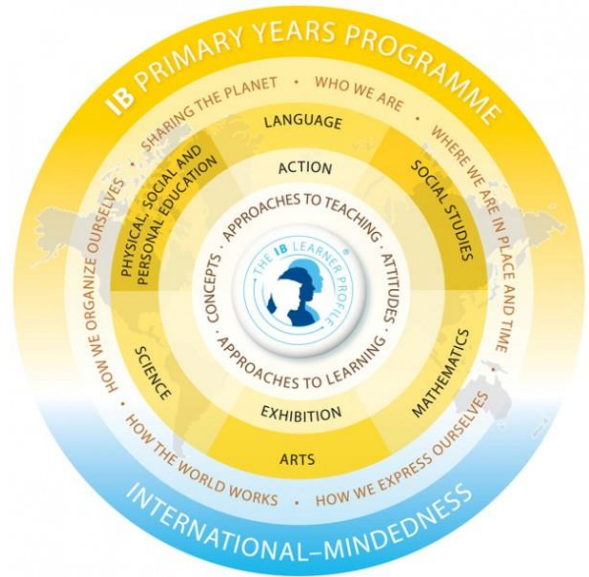
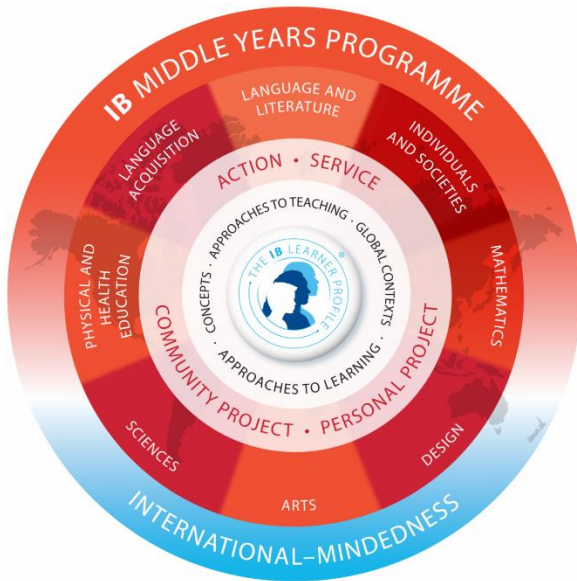


دانشکده Hughes Hall



دانشکده Lucy Cavendish

The designed and planned curriculums for the different educational levels, lessons, and books as well as the educational packages, the teaching-learning and evaluation processes are in accordance with those objectives which are the distinguishing feature of the said schools. In the following images, the IB circles can be clearly seen.



To give you an example:

There are many institutions in Iran teaching the English language and the textbooks used by most of these institutions are the textbooks that are either from Cambridge or Oxford and are used right from the elementary level up to TOEFL. These books are used to teach English to the teenagers of our country, Iran. But notice that before teaching them the English language, what these books instill in the mind of the students is the English Lifestyle and values through beautiful illustrations and designs.



Now just think about the existing situation wherein all school textbooks are prepared by Cambridge and Oxford. There are dozens of countries in Africa the official textbooks of which have been written by the University of Cambridge, and there are dozens of other countries in Africa the official textbooks of which have been written by the University of Oxford. Or for example, in order to attract more students, and especially the smarter ones, their schools make an official announcement that they function under the license of the University of Cambridge or the University of Oxford.

The books teaching geography, history, sociology, and the books that form the identity of students in some countries have been written by these universities. What a tragedy it would be when the identity-building books of schools are written by the British!

The University of Oxford is located in the University City of Oxford, some 90 km northwest of London, and receives a revenue of three billion pounds for research in industrial and social sciences, and 26 British Prime Ministers have graduated from this University. It has also established a Center for Islamic Studies since the year 1985.

The University of Cambridge, too, is located some 90 km north of London. and receives an annual revenue of approximately two billion pounds for research in industrial and social sciences, etc.

These two universities, which are among the top 6 universities in the world are the United Kingdom's instruments of soft power in producing the scientific content that meets the needs of countries and training aligned human resources from among the school and university students of other countries. Surprisingly, the sun does not still set in the countries that are under the influence of the universities of Cambridge and Oxford, and the books and alumni produced by these universities are used in their schools.

Three steps and levels have been expressed

First: Virtual education

Second: They offer methods the implementation of which are not mandatory

Third: The affiliated schools, which are obliged to implement the methodology and the curricula, and they also testify that the schools comply with this requirement voluntarily.

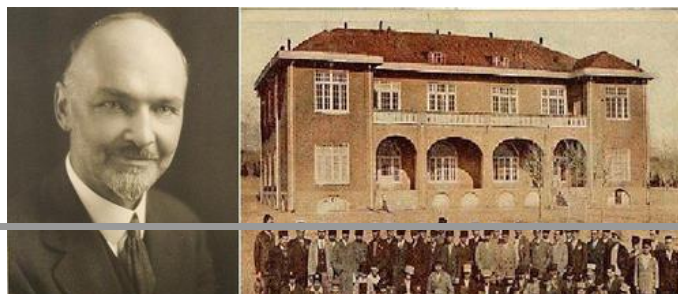
For the fourth level, I would like to explain the presence of the so-called consultants/advisors in schools:

The commissioned principals and the commissioned teachers are active in the local schools of the host countries and manage them and teach in them and decide on the direction of the activities of those schools within the context of the interests of their own countries.



In the case of Iran, too, we can give the following example.

Dr. Samuel Martin Jordan, who was an American, became the principal of Alborz School **in the year 1900, i.e.**, when the Qajar dynasty was still in power and had not faced downfall. He managed Alborz School for **41 years** during which period it educated and trained most of the statesmen and officials for the first and second Pahlavi rulers. We loved Jordan so much that a street was named a street after him, and that street is still famous by his name. What is interesting is that there were a few people like Samuel Martin Jordan in Iran. But Indonesians say that 2,000 Americans school consultants/advisors who are busy either administering their top schools or teaching in them.





Dr. Jordan and his wife with a group of Alborz graduates 1309

There are also some schools in Pakistan the principals of which are French and receive half of their salary from the school they run and the other half from the French Embassy.

In the same way, there are some 200 German school consultants in Kyrgyzstan and there are some European girls who have made cultural vows to work in Africa. For instance, there are some of them who do missionary work in Ghana and Sierra Leone and teach specialized lessons like mathematics, science, and physics on which the very existence of the school is dependent.

Right now there are a number of foreign school consultants working in our neighboring Iraqi Kurdistan. There are also some bilingual school consultants in Baghdad who are busy directing schools.



At the fifth level, reference must be made to the presence of countries with regards to the issue of schooling outside their own borders and establishing schools with the curriculum especially designed for the host country or with an international curriculum:

They invest in a country and establish a school, make a few foreigners in charge of the school and they are the ones who run the school. One of such schools, which is a well-known school to many Iranians is a chain school established by Fethullah Gülen, the Turkish opponent, who has 2,000 special schools in the world. Gülen expanded the establishment of these schools at a time when he maintained good relations with the Turkish officials and everyone supported him.



One of the main issues discussed in the course of the meetings with Turgut Özal and Bülent Ecevit, the former Prime Ministers of Turkey, with the presidents of other countries was receiving certain rights and concessions with regards to the establishment of Fethullah Gülen schools so that they would be exempted from customs, exempted from visas, exempted from taxes and free land would be made available to them for the constructing the school buildings and so on and so forth.

But there are also some other chain schools that we pay little attention to, such as the Aga Khan chain schools and also the Don Bosco chain schools.



These are the most intense levels of the presence of big power in the schools of developing or third world countries. During the Pahlavi era, the Andisheh School of the Qasr Crossing of Tehran and some schools in Orumiyeh had signed a contract in the year 1977 to become the branches of Don Bosco School in Iran and, of course, the Islamic Revolution did not allow this trend to continue.

Don Bosco Schools are affiliated with the Vatican and have a Catholic approach. These schools were established some 120 years ago by an Italian Roman Catholic Priest by the name of John Melchior Bosco, popularly known as Don Bosco, and presently have 2000 exclusive branches all over the world; particularly in the capitals and cultural cities of different countries.

Canada



- **Don Bosco Catholic Secondary School**
- Motto: Crescamus in Christum
- Location: Toronto, Ontario, Canada
- Established in 1978 (This school officially closed on June 30, 2017)
- Language: English
- Central Program: Broad-based Technology, Advanced Placement
- Global Education: Self-Directed Learning

Cambodia



Don Bosco Foundation of Cambodia

Established: 1991

Location: Khmer, Cambodia

It supports 50,000 children for their primary education and about 10,000 youths have so far acquired the required skill to find suitable jobs supporting their life.

India



- **Assam Don Bosco University**

- Location: Assam, India
- Motto: Seize the Day
- Established: 2008
- Programs: expertise (BS) in engineering and technology (civil engineering, mechanical engineering, computer engineering, electronic engineering, communications engineering), master's degree in engineering and technology (management in engineering and technology, computer sciences, electronics and communications engineering, computer programming), master's degree in social science (social activities, psychology, management training, children's rights and development, traditional media and technology), master's degree in management (business management, human resources management, financial management, general and operations management, technology management), doctoral research, long-distance online training.



- **Don Bosco School, Imphal**

- Location: Imphal, Capital of the Manipur State, India
- Established: 5 March 1957
- No. of Students: 1119

- **Don Bosco School (Alaknanda, New Delhi)**

- Location: New Delhi, India
- Established: 1980
- All India Ranking: 15th
- Motto: Ever More and Better Ever

THE END