Proposal

# A Global Online School for the Unschooled:

# Working Children, Refugee Children and Illiterate Adults

# Executive Summary

UNESCO estimates that in the year 2014, 9% of children, adolescents and youth were out of school, over 263 million worldwide. In some regions, 80% of girls and 50% of boys are unlikely to start school. UNESCO estimates a $40 billion funding gap to provide education for all. Our proposed solution is far less costly.

For $25 million, we propose creating a global online K-12 school that provides education and daily student engagement through a global network of home-based micro schools.

We seek to provide universal education for those at the most extreme bottom of the pyramid by leveraging online education, remote power, Wi-Fi connectivity, and tablet technologies.

Our solution targets those without access to schools -- children in refugee camps, conflict zones; where schools are failing or don't exist; for those who do not attend school due to gender or family need; and for adults with limited or no education.

# Summary of Problem – Solution Statement

The problem is the lack of universal access to quality education for an estimated 500 million unschooled children – working children, child brides, girls who cannot attend school due to their gender, refugee children and unschooled adults.

Our proposed solution provides for no-cost online K-12 education and daily in-person engagement through a network of home-based schools for five to eight students.

# Problem

The specific problems in providing universal access to education are:

(i)current inability of existing educational resources to provide universal education for the more than 500 million unschooled, including the inability to reach and teach an estimated 43 million child refugees; compounded by

(ii)extreme poverty that limits access to schools

(iii)no or intermittent access to reliable electrical power and Internet connectivity, and

(iv)a worsening global education crisis due to poverty, war and migration.

Current resources available to address the problem include UN or NGO initiatives to improve existing schools, and limited government resources for schools and social safety net provisions. However these resources are insufficient to guarantee universal access to education.

The shortfall in funding globally to provide basic education for all has reached $40 billion U.S. dollars annually – in contrast, it will cost less than $25 million to create this initiative to provide online education through home-based micro learning havens.

The problem of lack of universal education persists due to government financial limitations, teachers not showing up or inadequately trained, poor curriculum – and education simply not available to the poorest of the poor.

Also, there has not been focus on leveraging online education to provide universal education for the poorest. While ‘smart’ phones and tablets are ubiquitous, digital educational content has not kept pace. There are isolated pockets of exceptional content (e.g., videos by the Khan Academy), but there is little curated or structured material tailored to a K12 curriculum.

# Solution

Our solution is an online education model (and requisite power supply, server/router and wireless tablet) provided through a global network of micro learning havens for five to eight students per cohort.

Our goal is to have daily engagement with guardians who enroll children in our online school. In this way, we provide for individuals and small groups access to quality education, totaling hundreds of millions currently without access to traditional school.

The direct outcome is a truly universal access to education for our direct beneficiaries -- unschooled children; where schools are failing; girls who are not in school; working children; refugee children; non-literate adults; and those in war zones.

Traditional schools often don't exist in vulnerable or remote areas. To create schools traditionally requires millions spent on buildings, transport, meals, materials, and instructors. The online school provides a safe and quality education that fosters engaged global citizens who will gain core knowledge, learn vital skills, and embrace universal values.

We chose this solution because it addresses a global problem that has been largely considered unsolvable and has thus been unaddressed by any viable alternatives – education for those who are currently unschooled.

We view our model as a tremendous opportunity to leapfrog traditional "bricks and books" education by creating a new model of content development, delivery and instruction, greatly compensating for systemic gaps in infrastructure, human capital, and developing country resources.

This initiative will be sustained through nominal registration and testing fees assessed according to global per capita income tables.

# Background

In response to the important and urgent problem in providing education for children at the most extreme bottom of the pyramid, we propose a bold solution that will significantly improve the lives of children everywhere – a global online school achieved through solar-, car- and wall-powered rugged educational tablets and home-based micro-learning havens.

Our team brings extensive experience in online education, international development, global technology, youth education, and global social enterprise.

Simply, we seek to provide universal access to highest quality education for those without access to education.

# Mission

Our mission is to provide the unschooled access to education through our model of open online education -- highest quality; credentialed; led by the world's best teachers; and open to all.

We feel that new models in online education should be disrupting current education models with profound impact. For example, several on the team led the creation of a no-cost master's degree program in quantitative analytics, rivaling the most prestigious master's degree programs that cost an average of $150,000 in tuition. The development cost for the program was $3 million with annual operational costs at just under $2 million.

From this experience, led by primary school educators and online education experts, we seek to create an online K12 school at a fraction of the cost usually required to build traditional schools, pay teachers, and transport students.

It is time to show industry, government and academia that highest quality education can and should be available to unschooled children everywhere.

# Team Organization

Our team is comprised of a CEO and Chief Officers in Communications, Corporate Development, Education, Finance, Operations, and Technology.

We each bring more than 20 years implementing successful, large-scale initiatives. With extensive experience in online education and poverty reduction initiatives for the United Nations, our CEO will implement our strategy and build a culture of innovation-driven universal education while eradicating poverty.

The Chief Operating Officer will ensure teams are on-time and on-budget, while our Chief Technology Officer will ensure efficient use of online education technologies and back-end platform operations.

Our Chief Communications Officer will manage international outreach to target audiences and media while our Corporate Development Officer will leverage pervasive connections to build international awareness.

Our Head of Education will oversee curriculum development, educational technology design and development of all aspects of the online school.

Other vital roles include our head of school; worldwide principals of thirteen grades; and head of Academic Support.

# Team

We have formed a team of consummate professionals and experts who are passionate in the belief that providing universal access to quality education to the unschooled will have a profound and positive impact on humanity. We formed our team because:

(i)Of the value it will create to change the mindset and worldview that education has to be a traditional “bricks and books” experience;

(ii)We are offering a proven solution to a difficult problem, with minimal cost to the parent;

(iii)Children everywhere ache to be educated;

(iv)We are leveraging the power of technology to benefit those without education;

(v)We are disrupting a tradition-bound system that has left behind generations of the unschooled;

(vi)We propose to do something that others cannot or will not do due to traditional mindsets and thinking; and

(vii)We believe that the creation of our international online school will create a network effect that can quickly educate millions.

Imagine … we can education millions at a fraction of the cost of traditional education.

# Team Members

Our core team is comprised of:

1. Dr. Sarah McCue, Founder, BluWorld and currently, VP, Communications and Partnerships, Simple Giving and Faculty, Georgetown University Technology Management Program – planned as Chief Executive Officer to set strategy; build culture; form relationships with kindred UN, international NGOs and retail firms
2. Peter H. Hellmonds, formerly head of Public and International Affairs, Nokia Siemens Networks and currently head of strategy for UNESCO – planned as Chief Operating Officer – daily operations; budget management; maintain staffing to fulfill organizational requirements
3. Dr. Abdul Waheed Khan, former Assistant Director General for Communications, UNESCO – planned as Chief Communications Officer outreach to NGOs, governments, international organizations, media, and education initiatives to build awareness
4. Dr. Beverly Magda, former Dean, Technology Management Program, Georgetown University – planned as Chief Technology Officer for platform technology, learning management system, systems engineering, and data analysis
5. Ed Martin, currently CEO, GoodX – planned as Chief Corporate Development Officer to facilitate partnerships with corporations to generate global awareness
6. Tracey Rossi, former VP, Curriculum Services, Cyanna Education Services and currently head of DelTek Curriculum Development and Design – planned as Chief Education Officer to oversee curriculum development, educational technology design, and development of all aspects of the online school
7. MJ Ferguson, currently Accountant for BluWorld– planned as Chief Financial Officer to ensure financial planning, reporting
8. Jenifer Fox, currently Founding Head, The Delta School – planned as Head of School; coordinate with principals and accreditation process
9. Worldwide Principals (13) – we will conduct an international search for a principal for each grade Kindergarten through 12$^{th}$ grade
10. Dean of Academic Support and Accreditation

## Tactics and Technology

Technical Approach – The online school platform is comprised of a learning management system that provides for courseware authoring, course content delivery system, student registration, administration, documentation, assessment, tracking, reporting, curriculum, grade records, and certification management.

How the Solution Will Be Implemented – An adult “guardian” will register five to eight students under auspices of a Blue Haven School, and agree to provide daily supervision in a home environment, as well as provide monthly progress reports for analysis of progress and identification of gaps. The guardian will receive a starter kit of tablet hardware with pre-loaded curriculum, connectivity and power.

Role of the Guardian – Welcomes students during school days; ensures students bring nutritional meals during school hours; provides basic shelter including a quiet place for learning; ensures students undertake daily activities for progress and performance. Parents of the children will be required to send lunch, thus ensuring no substantial out of pocket resources are required for the guardian of the school – e.g., no transportation, no meals, no materials. It is at the discretion of the guardian whether to charge nominal or no fees for daily oversight and feeding of children, thus building an entrepreneurial opportunity for the guardian.

# Timeline and Key Milestones

Year 1 – Activate management, academic, and evaluation team; finalize operational, technology, and vendor plans; establish commercial partnerships with brands and retailers to build global awareness; confirm online education best practices and identify leading teachers in all subject areas; create pedagogy plan for courses according to leading learning models; ensure courses are accessible through any laptop or mobile device; and establish contracts for solar powering, education tablets, and Internet connectivity kits. Create international marketing plan and launch.

Year 2 – Develop, test, translate and launch Kindergarten, first and second grade; plan and implement outreach to targeted beneficiaries through established relationships with United Nations, NGOs, brands and retailers.

Year 3 – Develop, test, translate and launch third, fourth and fifth grades; pilot the provision of technology resources to guardians of students. Evaluate grades 1, 2, 3.

Year 4 – Develop, test, translate and launch grade 6, 7, 8. Evaluate grades 4, 5, 6.

Year 5 – Develop, test, translate and launch 9, 10, 11, 12. Evaluate all remaining grades.

Evaluate all courses comprised of rubric, learning objectives, assessment plan, course author selection, applied learning and homework activities, tests and test banks, digitized lectures and exercises, content creation, and learning management system integration.

Years 2-5 -- Test curriculum to ensure high completion rates, students are engaged with each other and their community, and academic achievement; begin four year evaluation with pedagogical experts to ensure achievement goals are met; engage performance analytics experts.

# Proof of Concept

Evaluation of Proposed Solution – The entirety of this proposal was sent to twenty experts in online and K12 education for evaluation of our proposed solution. We asked, “Please review the proposal as if you are a judge evaluating and scoring the application.” We very much appreciate the invaluable feedback and incorporated all comments, questions and concerns into the application.

Literature Review – In addition to more than 30 references on online education in developing countries that we used to ensure verifiability of the outcomes predicated, a guiding document for us was “50 Breakthroughs – Critical scientific and technological advances needed for sustainable global development” published in 2014 by the Institute for Globally Transformative Technologies at Lawrence Berkeley National Lab. The document makes a blistering case for new solutions required to address lack of access to traditional education for millions of unschooled children while emphasizing the need for electronic textbooks; more innovative use of mobile and other technology solutions (e.g., education via text messaging); and provision of asynchronous online education of students and teachers for populations in remote areas, urban slums, and refugee populations.

Pilot Project – Sarah McCue and other team members led the design, creation and launch of the open, no-cost online degree program, WorldQuant University, a $5 million, three-year initiative during which time every aspect of online education was researched, evaluated and created – innovative instructional design strategies, learning outcomes, pedagogical innovation, daily student and faculty engagement, learning management systems, data analysis, student early warning systems, accreditation requirements, etc.

# Risk Assessment

Principal Risks – (i) Competition in creating an online school by a global NGO, UN or private sector provider; (ii) resistance by countries that providing an education is the sovereign right of a country; (iii) perception that technical resources are not available to student; (iv) lack of awareness by target students and guardians; and (v) perception that curriculum is not available in indigenous languages.

Operational hurdles include (i) incorporating early warning systems to intervene with struggling students; (ii) incorporating self-directed learning skills into online coursework; (iii) teaching students successful online learning skills; (iv) creating strong connections between students and instructors, and between guardians and students to ensure completion rates and supervision; and (v) creation of world class courses by team comprised of faculty, instructional designers, technologists, and students.

We plan to address these risks by (i) a global outreach campaign to education ministers emphasizing that this solution is at no cost to the country while providing unprecedented improvement to their citizens currently without education, increasing their hopes for a better life; (ii) an outreach campaign to targeted students and their guardians; (iii) regular interaction with guardians; and (iv) ensuring that any resources to the guardian are directly linked to student progress.

# Evaluation

We have spent considerable time ensuring a robust and effective evaluation plan. Our learning management system allows for tracking of demographics and the use of data analytics technologies to focus on that includes focus on:

Number of Refugees, Girls, Working Children, Illiterate/Unschooled Adults Educated -- Annual study on the education status of these groups – numbers educated, what percentage use online school, increase in positive attitude toward online education, and benefit in allowing adult students to work while educating in private, showing reduction in shame and stigma of adult illiteracy.

Change in Perception of Being a Global Citizen and Acceptance of Universal Values -- Pre-test / post-test survey of students in each grade year to show changes in their perceptions of awareness of being a global citizen and associated change in awareness and acceptance of universal values.

Performance Monitoring – Our data hub and platform will monitor for student engagement; academic progress; completion rates; socio-beneficial outcomes; and required user impact reports.

We will engage with the Organization for Economic Cooperation and Development for them to evaluate before and after start of the project based on their evaluation criteria of relevance, effective, efficiency, impact and sustainability, and utilize their Progress Out Of Poverty Index scorecard.

# Previous Performance

Each team member has +20 years experience in core disciplines and in launching large-scale initiatives -- Sarah McCue (online education; anti-poverty strategies), Peter Hellmonds (corporate management; technology), Beverly Magda (platform technology, learning management systems), Abdul Waheed Khan (global communications; social enterprises), Edward Martin (corporate marketing; social enterprise), Tracey Rossi (curriculum development; instructional design), MJ Ferguson (corporate accounting; oversight), and Jenifer Fox (K12 management).

Our previous performance is apparent in the creation of (i) online education programs including for Georgetown University and others; (ii) creation of WorldQuant University launched as a no-cost online master's degree; (iii) creation of an international youth education portal, together with Cisco Foundation and Google; (iv) an online youth mentoring program funded by Elon Musk; (v) an expansion strategy for a low-cost educational tablet manufacturer; (vi) online training programs in more than 50 countries; (vi) United Nations "Apps to Educate" international campaign; (vii) the GoodX platform that links brands with charitable anti-poverty causes; (viii) launch of an online international trade network in +100 countries; (ix) extensive social enterprise management; and (x) several online courses in global environments.

Our team expertise and core disciplines are found in traditional K12 and online education, NGO management, platform technology, learning management systems, corporate partnerships, international communications, poverty reduction, international NGO community, as well as curriculum development and instructional design for online education.

Our technology required to succeed is deployment of existing online education technology and learning management system, power, Wi-Fi and tablet kits, translation software, student engagement platform, and mobile micro payment technology.

# Organizational Capacity

Current Capacity – All team members are currently employed and have agreed to employment to implement the initiative. We will operate under auspices of BluWorld, a 501(c) 3 tax-exempt nonprofit organization established in 2006 to bring education and opportunity to youth in developing countries.

Changes in Personnel, Facilities or Organization – None anticipated but we intend to keep with our plan for a lean start-up model with limited personnel and physical facilities, mostly virtual organization.

Strategic Relationships Required – Corporate brands, mobile banking, and solar power, Wi-Fi connectivity, and education tablets.

Infrastructure, systems that have been put in place – Curriculum plan; learning management system; youth education and engagement platform; mobile payment technology.

Evidence of Effectiveness – World's first no-cost open online university launched under $5 million and fully operational; Simple Giving model, a U.S.-based child education and poverty alleviation initiative; BluWorld platform used by more than five million youth globally; GoodX linkage of brands and retailers to build awareness; etc. Though we do not all currently work for BluWorld, all team members have worked with each other under various initiatives over the years. It is important to emphasize that these experiences and competence of the team members will assure smooth start of operations.

# Budget Narrative

Upon funding, we will activate our management and academic team and confirm online education best practices globally and identify leading teachers of all subject areas and develop three grades per year. Course expert reviewers will be engaged for each of the 200 courses prior to translation into five languages. We will integrate the requisite learning management, student registration and mobile payment systems prior to launch of the first year. Marketing and travel to raise awareness will be led through a comprehensive outreach campaign. We estimate that 250,000 students will enroll in the online school during the grant period and require as many educational kits – families will pay monthly tuition to cover the cost of kits. In order to engage, inspire and empower youth on a near-daily basis, a “youth empowerment portal” will be created, similar in approach to a Cisco Foundation and Google initiative led by one of our co-founders. When the school launches, a robust and comprehensive monitoring and evaluation program will commence as well as achievement of accreditation of the school. We are pleased that our overhead total is low due to no rent, telephone or utilities due to it being a virtual organization. Our total five year budget is estimated at $25 million.

# Implementation Costs

Personnel – CEO and Chiefs of Operations, Technology, Communications, Development, Education Finance, Head of School = $150,000 on average x 7 people = $1,050,000 x 5 years = $5,250,000

Travel -- $7,500 x 12 months = $90,000 x 5 years = $450,000

Materials and Supplies – $50,000 per year x 5 years = $250,000

Contracted Services – Research (250,000), Curriculum Development (13 million), Translation (3 million), LMS Software (480,000), Mobile Payment (500,000), Marketing (720,000), Empowerment Platform (500,000), Accreditation (100,000) = $18.55 million

Curriculum Review, Monitoring, Learning and Evaluation – 5-15% = $50,000 per year x years = $250,000

Overhead Costs (no more than 15%) – accounting ($25,000), insurance, legal ($25,000), rent (n/a virtual organization), telephone bills (n/a virtual organization), and utilities (n/a virtual organization) x 5 years = $250,000

**TOTAL = $25 million**

Note that equipment is paid by the enrolled families = Power Supply, Server/Router, Wireless Tablets Kio Kits

# Sustainability

Sustainability – The model is designed to be sustainable at the end of the investment period. During this five-year period, we estimate that 500,000 children will be enrolled in the school at nominal cost to their parents who enroll their child in the home-based micro school. We will charge nominal registration and testing fees to new students to cover operating costs and student technology as the initiative scales.

Cost to Sustain School Over Time – It will cost $4,000,000 annually to operate the online school for 250,000 students, or $16 per pupil.

Cost to Provide Education Technology -- It will cost $114 for Wi-Fi enabled educational tablet and power source.

Source of Funding for School Costs – The cost to operate the school and provide education technology will come from proceeds generated from charging nominal registration and testing fees not to exceed $130 per year.

Source of Funding for Extreme Poverty Situations – For the five countries with less than $1,000 annual per capita income (Burundi, Liberia, Malawi, DRC and the Central African Republic), fund raising will be sought from country donors, foundations, and education initiatives to cover the nominal cost of $130 per student.

# Key Components of Our Model

Online Education – Online K12 education for unschooled created in partnership with Cara Group, Coursera, Deltak, Pearson, Wiley Global Education, and other online education and LMS firms

Unique Curriculum – Developed in collaboration with the world's best teachers of K12 subjects and strong emphasis on universal values of conflict resolution, cultural understanding and human rights

Requisite Technology – Created in partnership with BRCK, DataWind and other equipment providers for power supply, server/router, and wireless tablets; Mondo for mobile payment system

Vital Engagement – Daily engagement through guardians of five to eight students in small online home schools

International Network of Micro Learning Havens – A home-based school provides shelter and oversight; parents provide nutrition; we provide online K12 education, power, connectivity, and tablets

Multiple Languages – Easily translated into Arabic, Chinese, English, French, Russian, Spanish, Urdu, Pashtun

Sustainability -- Proceeds from nominal fees will fund future school operations

Viability – The model is innovative.  All components of required technologies are proven -- nothing is being invented

Success – By charging nominal registration and testing fees, by requiring parents provide meals to their child, and by requiring student progress, we will have established strong motivators for engagement and completion of schooling

# Societal Benefit

We will provide universal access to education to individuals where schools simply do not exist. We feel societies will benefit:

Where school is not an option – 263 million children, adolescents and youth receive no education

Where schools are failing – In Nigeria alone, 8.2 million children are out of school

Girls not in school – 62 million girls are not at school today

Working children – More than 215 million boys and girls have to work, leaving no time to attend school

Refugee children – 43 million children have no or limited access to school -- in conflict's midst, education is a luxury for refugees struggling to find food and aid. But education is a basic right -- vital in restoring hope and dignity to people driven from their homes. Providing refugees with an education will allow them to emerge as leaders in rebuilding communities recovering from conflict.

Adults – There are more than 1.5 billion non-literate adults. A universal online school offers adults an opportunity to become educated without stigma or shame.

Those in conflict zones -- Violence is a barrier to education for millions

Guardians of unschooled children – Guardians will provide shelter and oversight of students

# For More Information

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Overview Video -- http://axioneducation.org/online-school/

# FAQs

**How will the individual cohorts of 5-8 students be part of the whole system?**

The 5-8 students will be part of a national / global network of small home-based cohorts of children who gather each day for 4-6 hours to "go to school" online. The guardian does not teach or offer any form of assistance. Her role is only to open her home for students to gather as a group (form friendship, encourage each other), and ensure students are focused on their online schooling. We are planning for simple ways to communicate to identify the guardian -- similar to work I've done at the UN to communicate with semi- and illiterate individuals or communities.

**Will the guardians be paid?**

We feel the guardian should be compensated in some form by the parents, thus ensuring a family commitment to the child's attendance. The guardian will "demand" whatever form of payment is logical in each instance – food, cash, barter, etc.

**Will you create incentives for the guardian?**

Definitely incentives need to be created for the guardian but we feel incentives can be identified at the local / individual level for the families and guardian to figure out – e.g., payment in food, cash, barter, etc.

# FAQs

**For rural /under-served communities/families, buying $100 tablet may be expensive/unbearable.**
Our plan is to create a micro-finance mechanism where the family makes payments for the $100 tablet and charging device. For example, payments can be made for 36s months or three years = less than $3 a month.

**How will you persuade these families to be part of our online education?**
We have a global outreach plan to reach key groups, convince the parents, and enroll the child.

**What if families do not see the value in providing an online education for their child?**
This is a communications challenge but it is surmountable. Of course there will be some families who will not appreciate or understand the value of online education but, again, this education is for where schools do not exist, are failing or where school is not an option for the child.

# FAQs

**Traditional families and societies may not see the benefit of providing an online education unless they are convinced with a strong media campaign and support of local community leaders.**
We have planned a local media campaign that involves support by local community leaders, based on extensive experience United Nations initiatives.

**Regarding younger students (e.g., 4-12 years-old), they won't be able to use the tablet with care. Subsequently, any repair/maintenance of tablets or theft/breakage would cause students to be left behind.**
The Kio Kit tablets are extremely rugged to address breakage issues, and they are designed not to work if stolen -- the tablet must be returned to the Kio charging station.

**How do we make is online education possible for communities where there is complete absence to power for electricity and well as no access to Wi-Fi or mobile connectivity in order to use a tablet for their education?**
The rugged Kio Kit allows for car, solar and wall charging, along with Wi-Fi connectivity.

# FAQs

**How does it work for the students who still needed to lend a hand to their families for bread and butter by working most of the day? What if they are not available during the meeting time for class?**

We designed the online school specifically for working children to continue to work while spending 4-5 hours a day on school. The curriculum is self-paced, thus there are no required meeting times. The purpose of meeting daily is to provide camaraderie only.

**Some governments might not allow access to the online school due to concerns pertaining to what is taught in the curriculum -- religious, social and cultural perspectives. What about trying to provide education in war zones or rebel areas? In Muslim countries, especially in Pakistan, those from religious conservative society will view this online school as a threat rather than an opportunity.**

We are planning the curriculum to address "universal values" that have been approved by United Nations and its member countries. All religions will be taught. Yes, indeed religiously conservative societies will consider education a threat as they do now and exactly the reason that Malala Yousafzai won the Nobel Peace Prize.

**How will you ensure persistence/consistency on the part of students and the guardian who oversees them?**

We discussed the "persistence" issue at length -- they will be required to explain their daily study when students return home; we will provide ongoing tracking of student progress; and we also feel that having parents pay for the equipment and tuition will instill a natural incentive for them to progress.

# FAQs

**What is the pace each class or group of students will follow?**
The pace is individual, meaning if 8 students are in one cohort, all 8 will be progressing at a different pace. It would be ideal if the cohort did exactly the same reading, assignments, etc. but without a teacher, this is not possible. The purpose of the cohort is to provide friendship, encouragement and lessen isolation.

**How does these certifications would allow them to continue beyond their online education to enroll into other institutions? Migration of student from offline to online/vice versa?**
The curriculum is planned to be at an "IB" level equivalent so that they can enroll elsewhere. We have agreement to use the IB accreditation which is a major accomplishment.

**What about accreditation and acceptance of your diploma by governments; universities; and employers for advanced studies/job?**
The curriculum will be fully accredited. As for acceptance by governments, for sure many will reject this education due to it being perceived as a threat to a nation's perceived sovereign right to educate but we believe our form of education is highest quality; often better than a country's traditional curriculum; and certainly better than nothing that is currently facing 500 million children.

# Comments -- draft

“The value of an online education for those without access to school is priceless. It’s an amazing initiative that can change the fates of millions of children, adults and communities.” – Abdul Qadi, Atlas Fellow and educator, Pakistan