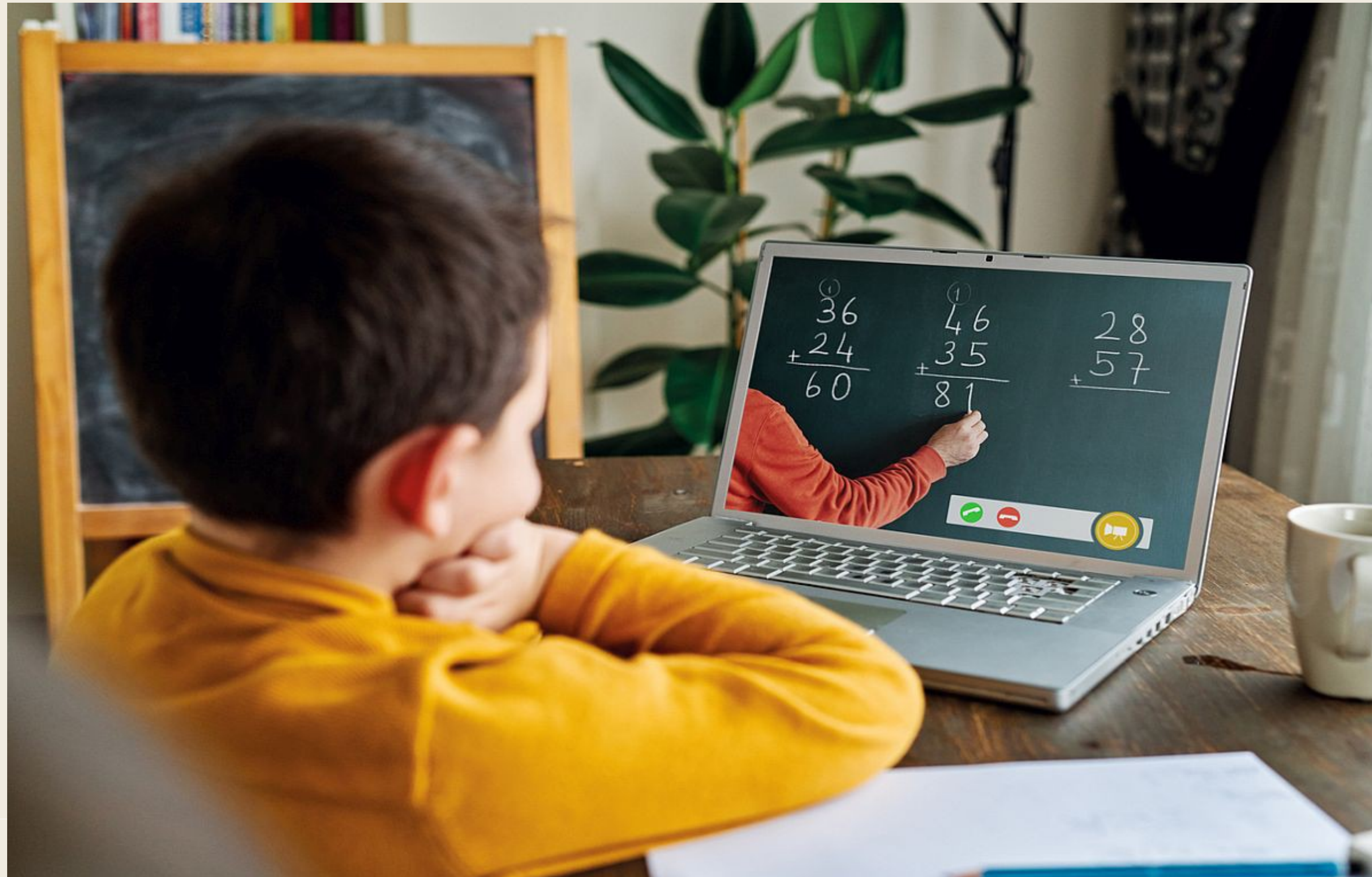


BY Marilyn Mosley-Gordanier

THE RISE OF DISTANCE LEARNING



U.S. Education Before 1991

- Focus on seat time
- Testing/No Child Left Behind
- Rigid learning tracks
- Homeschooling was illegal
- No customized curriculum
- Cutbacks in arts, music & physical activities



Beginning Laurel Springs

- Founded in 1991 with a focus on personalized learning
- An appreciation for each child's individual talents and dreams
- Life-learning curriculum designed to match each child's interests
- Nurturing the mind, heart and spirit





Laurel Springs School Methodology

- Designed an online learning styles assessment,
- Socio-emotional curriculum, critical thinking, asynchronous learning
- Text-based and online courses
- Teacher training program
- Parent training
- 30 online clubs
- Appreciation for the earth and our native people.
- Compassion pods peer-to-peer



Laurel Springs Environmental Program: *Vision in Action*

- UNEP Global 500 Award for, “We Can Make A Difference” video
- Kids4earth, first online environmental studies course
- The Earth Hearing
- Earth Treaty Process
- Meetings with Remarkable Men and Women



Innovator and Pioneer, 1993

- First online courses sent via e-mail to 38 children
- Designed first K-12 learning management system
- Wrote the first online curriculum with a focus on personalized learning
- Ignited press around the world, and response from President Clinton
- Students from 100 countries enroll in Laurel Springs



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CLASS OF 2020 AVERAGE SAT/ACT SCORES

	LSS	CA	NATIONAL
SAT Reasoning	609	527	528
SAT Math	574	522	523
ACT Composite	24.8	23.3	20.6

Online Learning Success

- 94% of Laurel Springs students attend college of choice
- 96.5% have children who plan to send their children to school
- SAT scores higher for home educated students as compared to traditional schools.
- Many public school students participate in online courses, during summer months.
- The academic performance analyses indicate that home school graduates are as ready for college as traditional high school graduates. Universities of Colorado and Georgia

Table 2
ACT Composite and Subtests Scores for Home School and Traditional High School Graduates

Tests	Home school		Traditional		df	t
	M	SD	M	SD		
*ACT Comp.	22.80	5.36	21.30	4.04	102	1.701
ACT English	21.36	4.81	20.00	4.73	85	1.686
ACT Math.	22.15	5.95	20.31	4.22	85	1.322
ACT Reading	22.90	6.65	21.52	5.28	85	1.898
ACT Science	23.18	4.75	21.29	4.51	85	1.076

Note: ACT* includes 13 converted SAT Combined scores to ACT Test Composite Test scores. $p > .05$ for all tests.

Distance Learning Beyond California

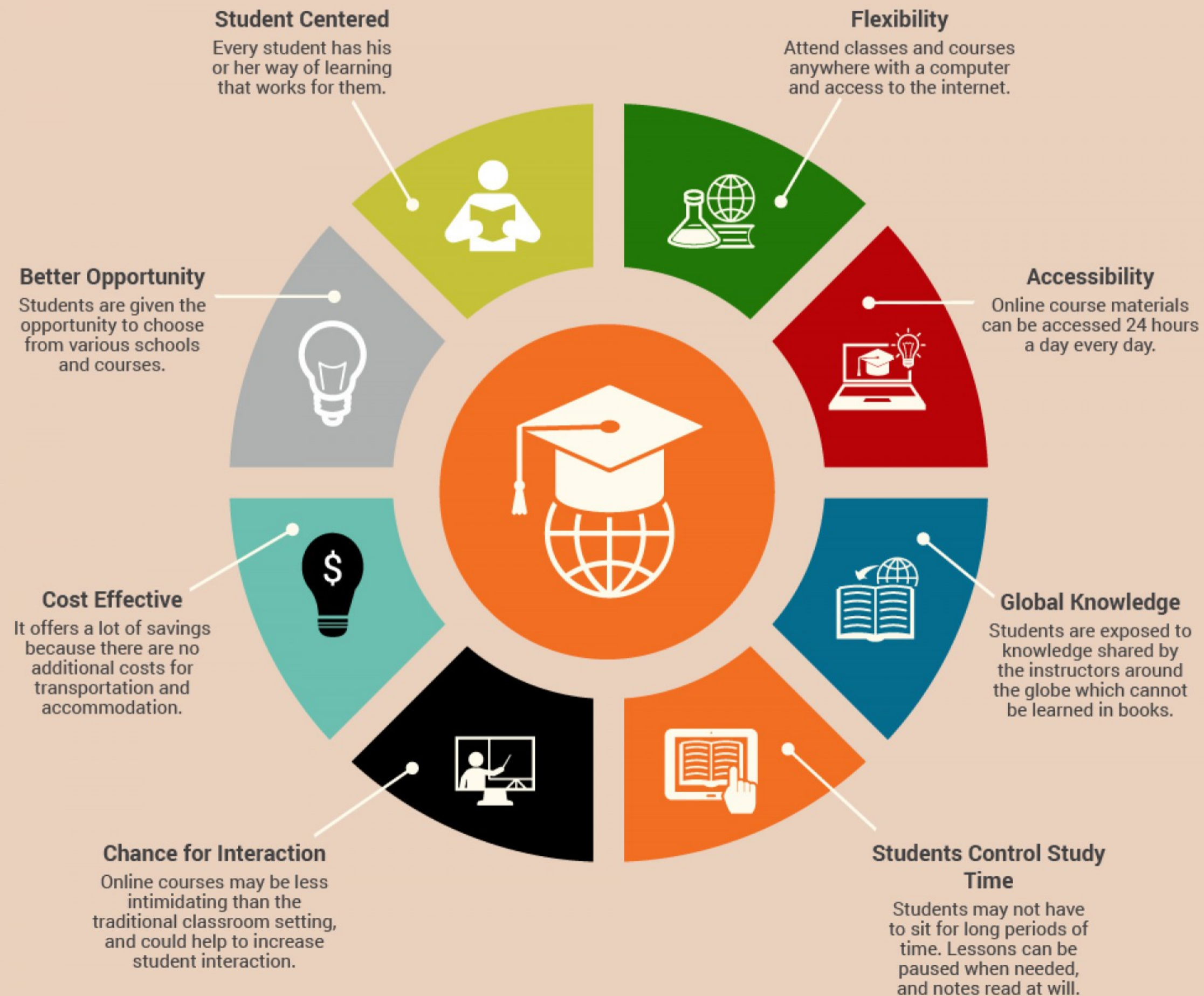
- Public School interest slowly emerges in 1998
- Online charter school program is founded in 2000
- INACOL is formed as a non-profit organization dedicated to enriching K-12 education -2003
- Book publishers adopt online education -2004
- Technology advances to include K-12 management systems and curriculum
- Interest in online emerges 1998 in Malaysia, China, Japan and Korea



Advantages to Distance Learning

- Students retain 25 - 60% more material when learning online compared to only 8 - 10% in many classrooms.
- Students require 40-60% less time to learn than in a traditional classroom setting.
- Students can learn at their own pace, going back and rereading, skipping, or accelerating through concepts as they choose. World Economic Forum

BENEFITS OF ONLINE EDUCATION

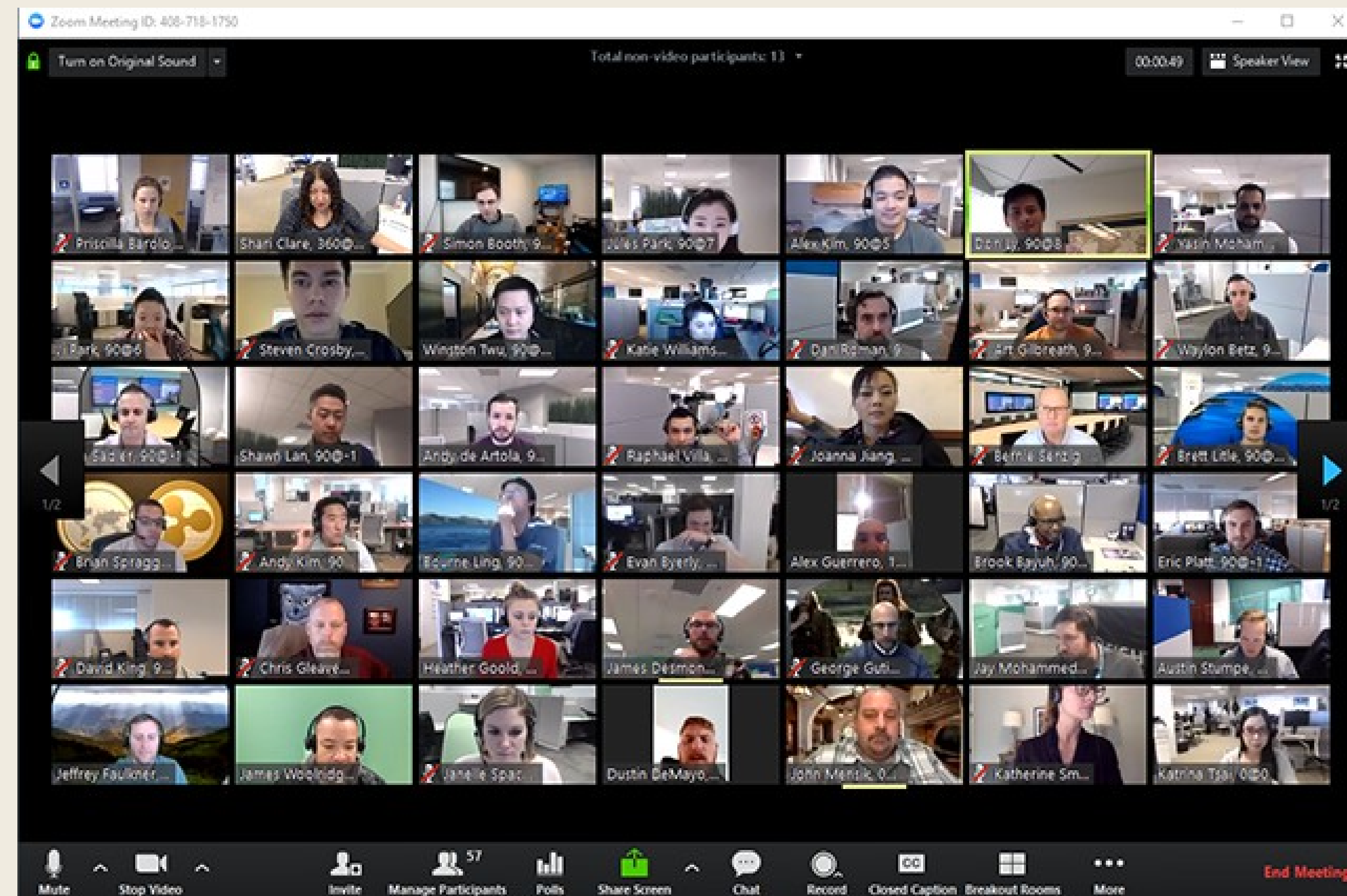


Purpose/Advantages

- Full or part time
- Disasters and Poverty
- Lack of Facility and Teachers
- Diverse Learners
- Emotionally Challenged
- Sports, Dance Acting
- Flexible Time Options

An Idea Ahead Of Its Time

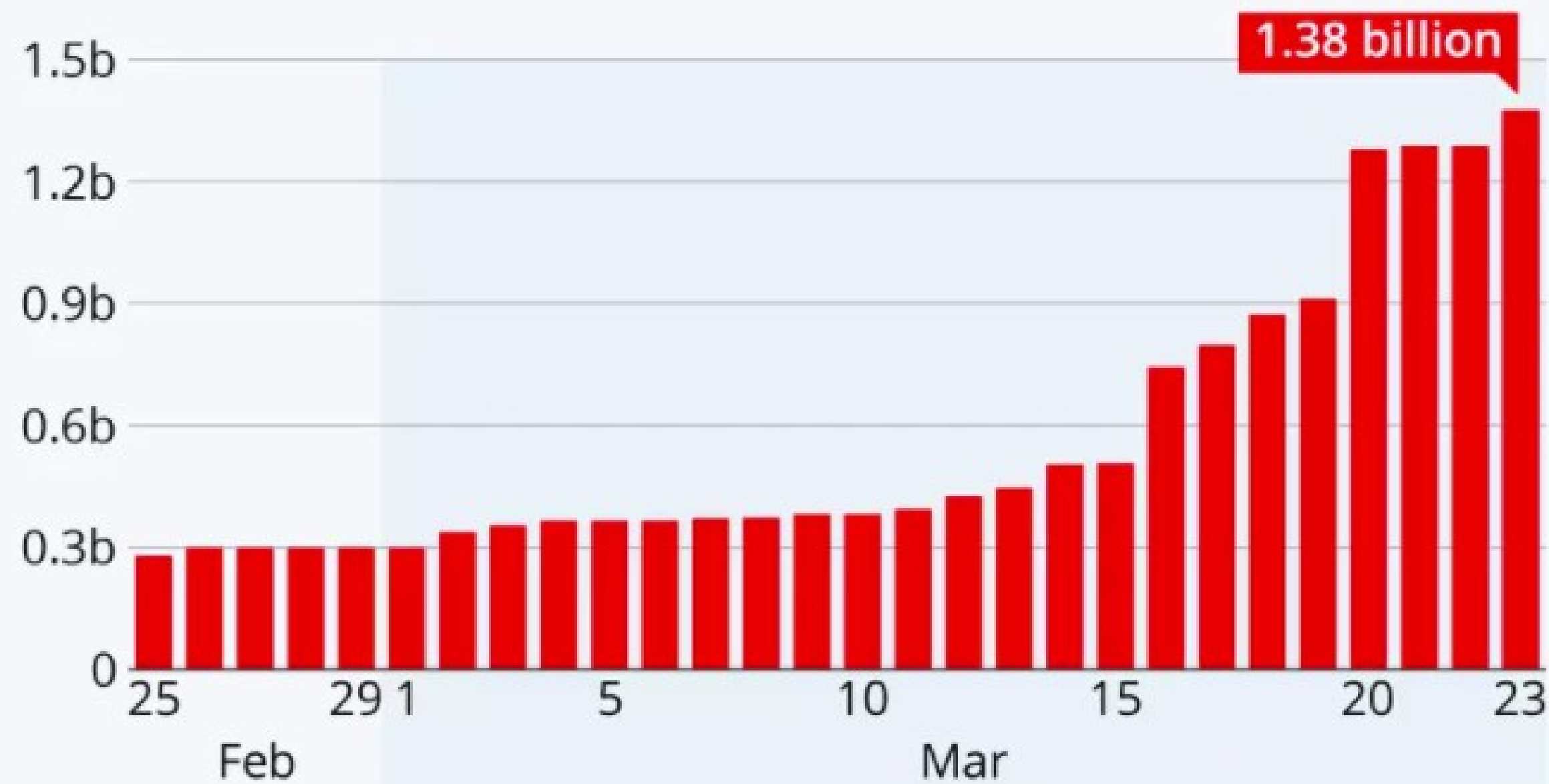
- By 2019, distance learning has become a high growth option
- By 2019, the Global e-learning market is sized at 101 Billion Dollars
- The Distance Learning is projected to reach 350 billion dollars - educate [data.org](https://www.educate.com)
- Includes language apps, virtual tutoring, video conferencing tools, and online learning software
- Distance Learning is now serving students across the globe, including Sub-Saharan Africa, South East Asia and Latin America.



-
- “COVID shows that connectivity is no longer a privilege it needs to be considered a basic human right”.
 - John Gilmour

COVID-19's Staggering Impact On Global Education

Number of learners impacted by national school closures worldwide



Figures refer to learners enrolled at pre-primary, primary, lower-secondary, and upper-secondary levels of education, as well as at tertiary education levels.

Source: UNESCO



statista

And Then COVID...

- 1.38 billion students worldwide have been impacted by COVID.
- It continues to disrupt education systems worldwide,
- Immediate response to the unprecedented educational challenges created by school closures
- More than 90 per cent of countries have implemented some form of remote learning policy.

The Digital Inequity



- Over 463 million students around the globe remain cut off from education.
- Many due to lack of remote learning policies
- A lack of equipment needed to learn at home, Unesco, Unicef, World Bank Survey
- 94 million children in Africa receive no education or have left school. Approximately 15 million children in the Middle East go without an education.



Adapting to Covid by use of Smartphones

- In many developing regions, distance learning is still constrained by technology infrastructure barriers.
- However, the rapid spread of smartphones has turned digital learning into a viable opportunity.
- Mobile broadband technology is quickly penetrating even remote regions.



Disadvantages

- Many students do not have internet connectivity
- Laptops, computers or smartphones
- They struggle to participate in distance learning
- This gap is seen across countries and income brackets within countries
- Connecting with peers easily



As Seen in Afghanistan

- Afghanistan's education system has been devastated by more than three decades of sustained conflict. For many of the country's children, completing primary school remains a distant dream – especially in rural areas and for girls – despite recent progress in raising enrollment". UNICEF



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Challenges to Achieving Universal Literacy

- Afghanistan has one of the lowest literacy rates in the world at 43 percent while the international average is 84 percent
- 3.7 million Afghanistan children are out-of-school. 60% are girls.
- Only 37 percent of adolescent **girls** are literate, compared to 66 percent of adolescent boys (United Nations Girls Initiative).
- 33% of girls are married before age 18, forcing them to drop out of school.



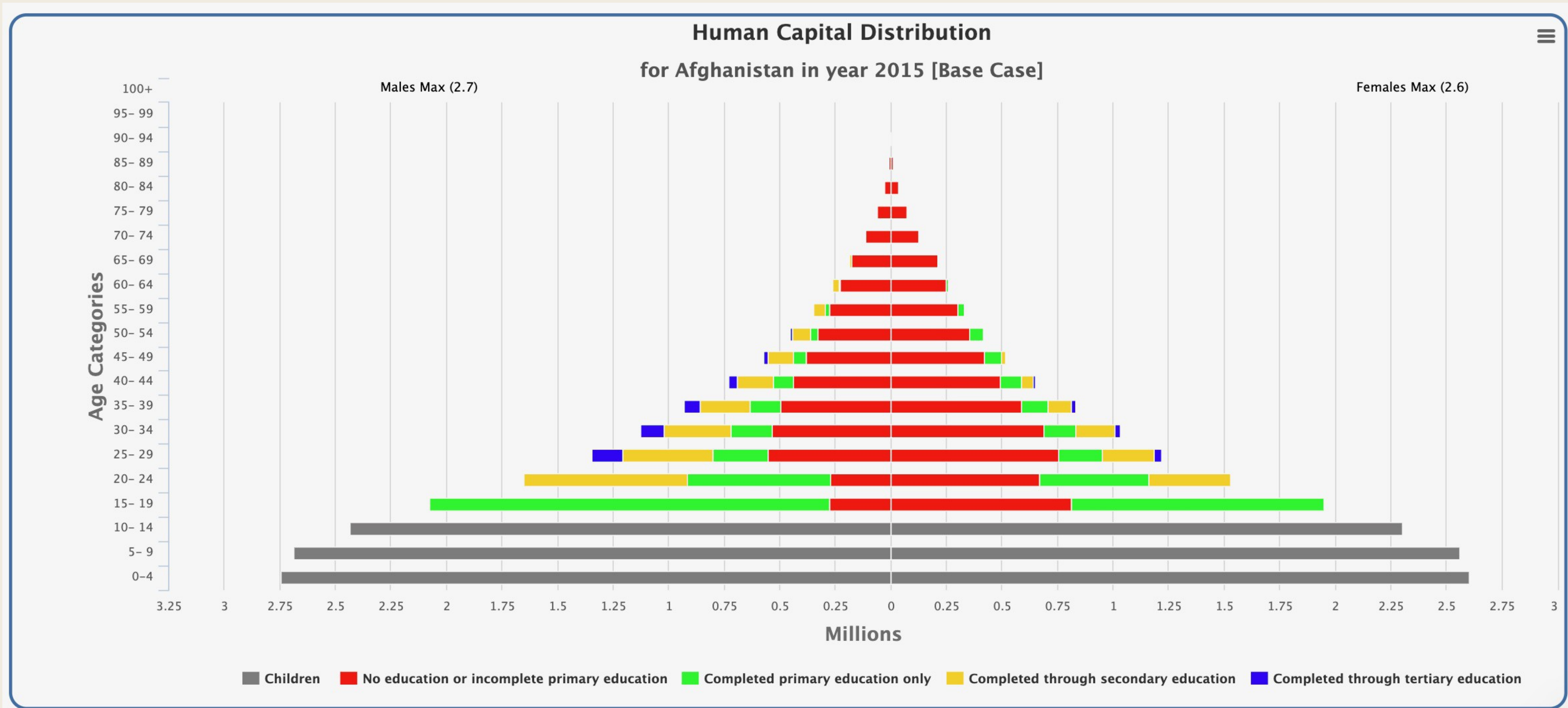
Engrained Gender Inequality

- Violence against women and girls arises due to entrenched gender inequalities, including women's lack of access to economic, political, and social resources.
- Afghan women and girls are often forced into marriages with older men. The country ranks among the least favorable on Gender Inequality Index. .
- In most provinces, the number of female teachers is below 10 percent. 48 per cent of their teachers have the minimum academic qualifications (equivalent to an Associate Degree). -UNICEF



Education Prevents Poverty

- When families cannot afford food, children do not go to school.
- When families cannot afford food, girls may be married at a young age; which puts them at a critically high risk for domestic violence and childbearing-related morbidities.
- When husbands suffer from opium addiction the responsibility for child care, food and shelter rests on the mother.



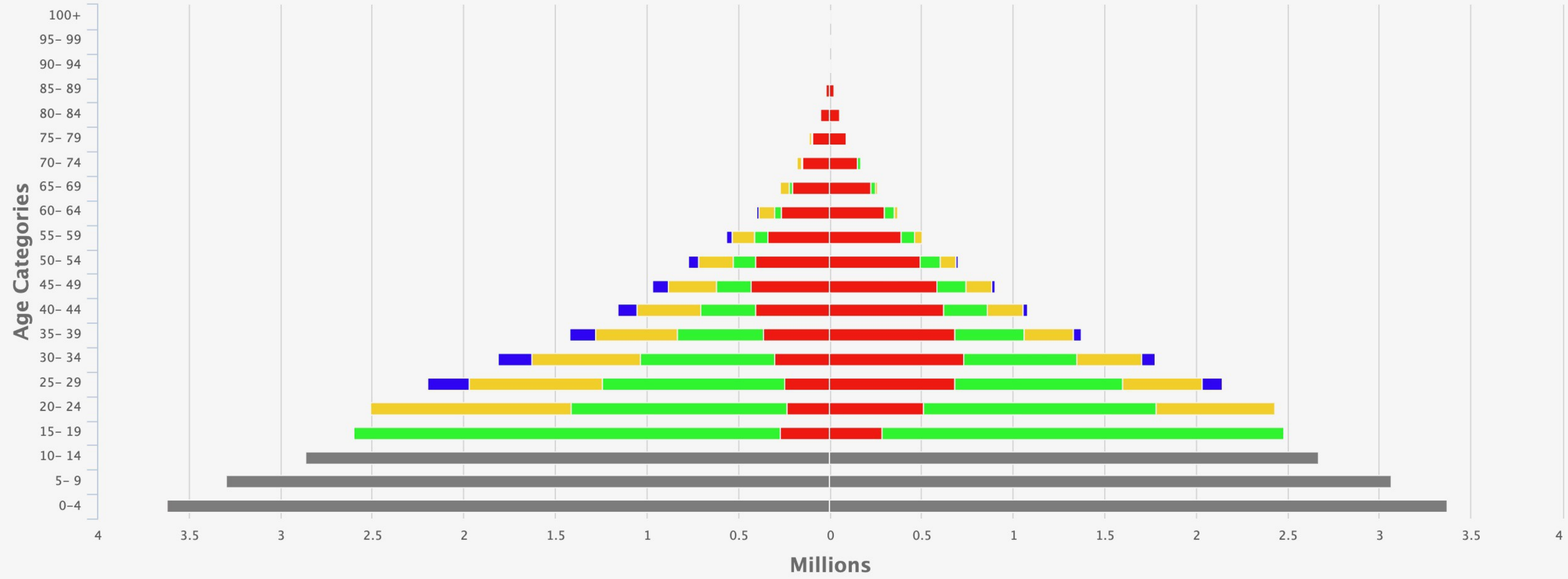
Models by Professor Barry Hughes, International Futures 2020
 With minimum intervention, females would have little more education in 2030 than in 2015. The need for early childhood intervention clearly demonstrates change needed in primary, secondary and tertiary education.

Human Capital Distribution for Afghanistan in year 2030 [Base Case]



Males Max (3.6)

Females Max (3.4)



Children
 No education or incomplete primary education
 Completed primary education only
 Completed through secondary education
 Completed through tertiary education

Educate Girls Now

- Educate Girls Now was founded in 2013 as a response to the dire needs of Afghanistan girls, demonstrated in the documentary film *Girl Rising*, which tells the stories of nine extraordinary girls from developing countries.
- As a nonprofit we have provided **296 children** in Kabul, Kunduz, Herat and Mazar with an education. Our primary focus is **girls' education**.
- We have rescued 12 war widows and families from a life of extreme deprivation. All of our students attend school, **none** have dropped out, or been forced into marriage.
- The team has dealt with the disappearance of a child and negotiated with families to stop marriage proposals to girls participating in the program.
- Our dedicated staff ensures that the girls complete the school year. We currently have five girls who have gone on to universities in Afghanistan.



How Educate Girls Now Works

- Mothers and their children receive monthly visits from our team to distribute \$60 for food and clothing in exchange for sending all children to school. .
- During the colder months, our team provides fuel and extra clothing. They help with academic programs, and organize psychological care for children and mothers.
- The mothers are always in charge of monthly funds received and decisions regarding the children.



Empowering Mothers and Daughters

- Monthly stipends are always given to the mothers which is the safest and most empowering methodology
- Our mothers are in control of their own livelihood and are able to provide for their family meals, clothing and educational needs
- Women are more likely to insist on education for their own children, having experienced the challenges of poverty, multiple children and inequality.



Challenge of Online Connectivity

- 2019 Asia Foundation survey found that household internet penetration remains low (31% in urban 9% in rural), while the share of television (91% vs 57%) and radio (62% vs 42%) ownership is higher, but not universal. Leadership opportunities have been growing.
- Most Afghan households have at least one member with a mobile phone.



Moving Forward in Afghanistan

- Although most Afghan students do not have access to digital devices or Internet connectivity. Educate Girls Now provides each family with a smart phone to provide leadership training to girls.
- Each mother is being educated on the importance of empowerment, leadership, goals setting and a better future.
- Methodology, Overcome cultural mindset, goal setting, leadership, emotional wellbeing.



The Good News

- Investing in girls' education is how we invest in the future of women. All our girls attend school, and are claiming goals for their future.
- It has been shown that girls who go to school and stay in school are more likely to find jobs as adults, get married older, have fewer children, and are able to earn more for their families.
- Beyond protective security measures, the only way to ensure women's rights in Afghanistan and to truly empower women is by offering girls primary, secondary, and higher education that will foster literacy.

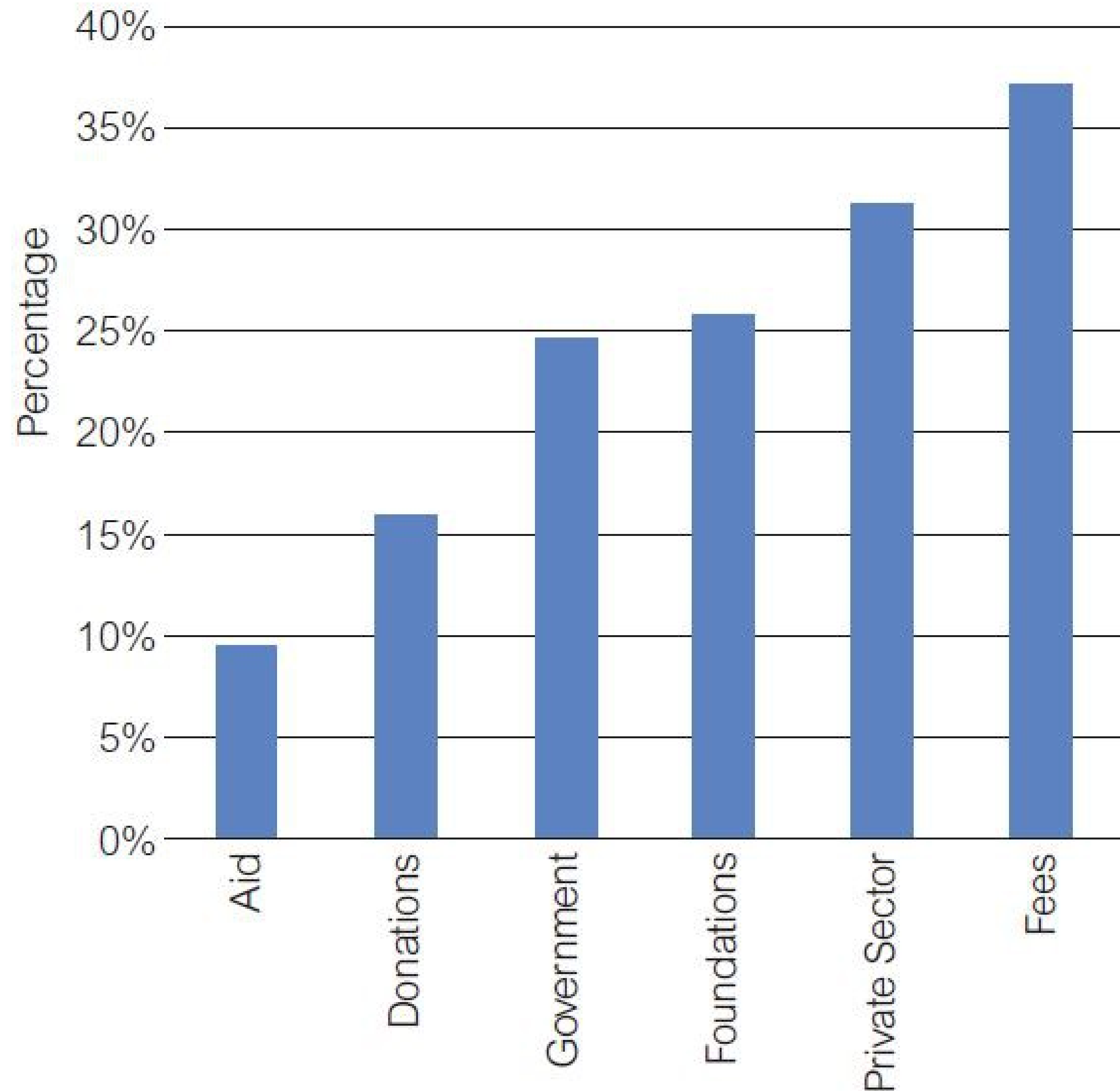


The Future

- Over the last 65 years the global literacy rate increased by 4% every 5 years – from 42% in 1960 to 86% in 2015. Many world problems can be addressed through one solution: education. Knowing how to read, makes children safer, healthier and more self- sufficient.
- UNICEF projects by 2030 all 3.5 billion children and young people could be offered personalized digital solutions

Figure 5

Funding Sources of Ed-Tech Innovations



Scaling Education

- Education is needed at scale, quickly, and for large populations. That cannot be done without technology. Open-source digital infrastructure and information systems will be used to ensure that resources reach all teachers, students and schools.
- Technology connected with a methodology of conscious learning has the potential change the future for its children and our globe. Bold adaptation is taking place and the time is now!

-
- “At school, I learned to be myself as an independent soul. I learned not to wait for life to change my destiny, I used my education as a tool to change my life. Every day I remained determined to move forward toward my future. I kept searching for unique opportunities which were beyond my expectation.”
 - - Shagufa Habibi, Herat, Afghanistan



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- educategirlsnow.org

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