

# CAMPUS *mundi*

#53

Pago Pago, the capital of American Samoa, comprises a string of coastal villages on Tutuila Island. It's a gateway to the National Park of American Samoa, which protects lush rainforest, coral reefs and waters visited by humpback whales.

**MyAIU MAGAZINE**

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+ Culture + Science + Technology + Art + Design + Body + Mind + Spirit +  
Environment + Human Rights + Internetworking Tech + About AIU**

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**Campus Mundi**  
MY AIU MAGAZINE  
Year 5, # 53  
April 2018  
[www.aiu.edu](http://www.aiu.edu)

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choose  
the contents  
of this magazine  
with you  
in mind  
—to inspire you  
and make you  
**think**

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NOT TOUCH

# Named Ambassador



**MARCH 2, 2018.**  
One of our graduates, **Gregoria Acosta**, has participated in a

Serrano Foundation and the Museum of the Word have named **Gregoria Acosta** as “Ambassador of the Spanish language of her country in the world” on February 8, 2018.  
**Gregoria Acosta** completed a Bachelor’s program with a major in Literature at AIU.

micro-story contest held each year by **Cesar Egido Serrano Foundation** and the **Museum of the Word** of Madrid, Spain, which celebrates the 23<sup>rd</sup> of November of each year, World Day of the word as a link of humanity.

The Cesar Egido



**FUNDACIÓN CÉSAR EGIDO SERRANO  
MUSEO DE LA PALABRA**

# Thesis published by student



**MARCH 8, 2018.**  
One of our graduates, **Carlos Araque Osorio**, has

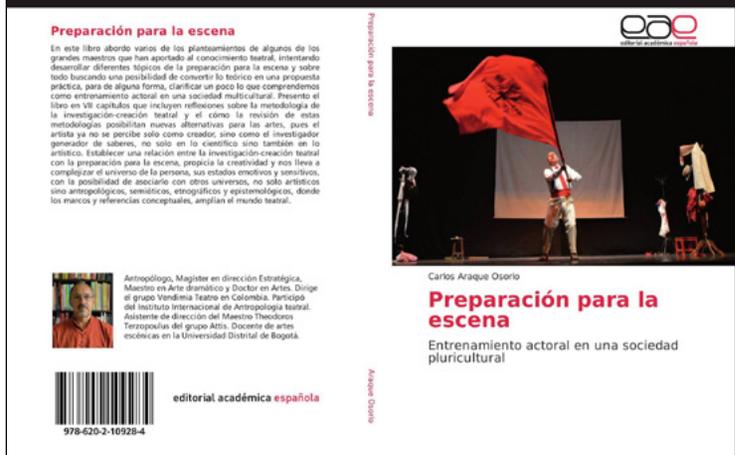
published his thesis, “**Preparation for the scene: acting training in a multicultural society**” in the Spanish Academic Editorial.

**Carlos Araque Osorio** completed a Doctorate program in Arts with a major in Theatre at Atlantic International University.

You can read more about his published thesis through the

following link:  
<https://www.morebooks.shop/store/gb/book/>

[preparaci%C3%B3n-para-la-escena/isbn/978-620-2-10928-4](https://www.morebooks.shop/store/gb/book/preparacion-para-la-escena-isbn/978-620-2-10928-4)



# Article about education



**FEBRUARY 22, 2018.**  
One of our graduates, **Carlos Alberto Rossi**, wrote an

article: **What are the underlying essential components of an education system (Cuáles son los componentes esenciales subyacentes de un sistema educativo)**. The article refers to which elements are the most important for an educational system to be successful, since quality education is one of United Nations Sustainable Development Goals.

**Carlos Alberto Rossi** completed a Doctorate program in Education and another Doctorate program in Human Resources at Atlantic International University.



article: **What are the underlying essential components of an education system (Cuáles son los componentes esenciales subyacentes de un sistema**

You can read his article through the following link:  
<http://carlosrossi.global/cuales-son-los-componentes-esenciales-subyacentes-de-un-sistema-educativo>

# Papers published



**MARCH 15, 2018.**  
One of our graduates, **Richmond Acheampong**, has

published two more interesting articles in the **Durreesamin Journal**.  
**Richmond** completed a Doctorate program in Journalism at Atlantic International University.

Read both of his published articles in the following links:  
**Corruption in the Media in Developing Countries:**  
[https://drive.google.com/file/d/1K\\_2Hkpte7-Zt2gbYPLQBERizBDlyvtqw/view](https://drive.google.com/file/d/1K_2Hkpte7-Zt2gbYPLQBERizBDlyvtqw/view)  
**Proliferation of Journalism Schools in Ghana; The Good and the Bad:**  
[https://drive.google.com/file/d/1VoOoYlGa6w3WD6tCO3hRnM\\_JTuD7rjeP/view](https://drive.google.com/file/d/1VoOoYlGa6w3WD6tCO3hRnM_JTuD7rjeP/view)

## 13<sup>TH</sup> INTERNATIONAL CONFERENCE ON Design: Principles and Practices



Image: commons.wikimedia.org

### Call for Papers

This Conference will be held 1–3 March 2019 at Saint Petersburg State University in Saint Petersburg, Russia.

We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, focused discussions, innovation showcases, virtual posters, or virtual lightning talks.

**Theme 1:** Design Education

**Theme 2:** Design in Society

**Theme 3:** Designed Objects

**Theme 4:** Visual Design

**Theme 5:** Design Management and Professional Practice

**Theme 6:** Architectonic, Spatial, and Environmental Design

### Become a Presenter:

1. Submit a proposal
2. Review timeline
3. Register

**Submit your proposal** by 10 April 2018

Proposals are reviewed in rounds based on our corresponding registration deadlines. Check the website often to see the current review round.

**Advance Registration Deadline**  
1 June 2018

**Visit the website:**  
<https://designprinciple-sandpractices.com>

# Graduated with Honors

MARCH, 2018.

This graduate student completed the majority of the requirements to obtain honors, which included a 4.0 GPA, published works, recommendation from her advisors, patent a product, etcetera.

## Congratulations!



CUM LAUDE

Laura López Bianchi

Bachelor of Science  
in Nutrition

## 6<sup>TH</sup> INTERNATIONAL CONFERENCE ON Agriculture and Food



### Call for Papers

This Conference will be held 20-24 June 2018, in Elenite, Bulgaria.

The purpose of this meeting is to bring together researchers and scientists with interests in agriculture, ecology and food production to address recent research results and to present and discuss their ideas, theories, technologies, systems, tools, applications, work in progress and experiences.

The papers presented will be published in open access journal indexed by AGRIS. Representatives of 76 universities,

institutes, laboratories and other organizations from 35 countries took part in the previous edition of the conference in 2017.

The official language of the conference is English. Translation and interpreting services will not be available. The conference room is set up in classroom style (with tables) and has a capacity of 300 people.

Find the topics of the Conference and further information here:  
<http://www.science-events.org/agriculture>

### FIND MORE NEWS FROM AIU FAMILY

**Latest News:** [www.aiu.edu/news.aspx](http://www.aiu.edu/news.aspx)  
**News Archive:** [aiu.edu/aiu2016/DownloadCenter.html](http://aiu.edu/aiu2016/DownloadCenter.html)

# Graduates of the month



Image: blog.credit.com

## MARCH 2018

**Amílcar Fernandes Famado Quiala**  
 MASTER OF SCIENCE  
 COMPUTER ENGINEERING  
 ANGOLA

**Yava José Júnior**  
 BACHELOR OF SCIENCE  
 HUMAN RESOURCE MANAGEMENT  
 ANGOLA

**Antonio Joaquim Miezi Vita**  
 DOCTOR OF ECONOMICS  
 ECONOMICS  
 ANGOLA

**Roberto Allo**  
 BACHELOR OF SCIENCE  
 SEISMIC ENGINEERING  
 ARGENTINA

**Jacqueline Ivanna Cara**  
 MASTER OF ARTS  
 CONTEMPORARY VISUAL ARTS  
 ARGENTINA

**Edgardo Aníbal Parkinson**  
 BACHELOR OF SCIENCE  
 PSYCHOLOGY  
 ARGENTINA

**Gustavo Daniel Di Paolo**  
 DOCTOR OF INTERNATIONAL RELATIONS  
 NATIONALISMS AND INTERNATIONAL SECURITY  
 ARGENTINA

**Ramundo Ruben Dario**  
 MASTER OF EDUCATION  
 EDUCATION  
 ARGENTINA

**Mary Cruz Chungara Romero**  
 BACHELOR OF SCIENCE  
 CLINICAL PSYCHOLOGY  
 BOLIVIA

**Maria Pia Giussani Salinas**  
 BACHELOR OF BUSINESS ADMINISTRATION  
 BUSINESS ADMINISTRATION  
 BOLIVIA

**Ignations Chimuti**  
 BACHELOR OF SCIENCE  
 PHYSICAL EDUCATION AND SPORTS COACHING  
 BOTSWANA

**James Gondwe Chisambi**  
 DOCTOR OF PHILOSOPHY  
 INTERCULTURAL COMMUNICATION  
 BOTSWANA

**Nana Vincent**  
 DOCTOR OF SCIENCE  
 PROJECT MANAGEMENT  
 BURKINA FASO

**Sinzohagera Emmanuel**  
 DOCTOR OF BUSINESS ADMINISTRATION  
 BUSINESS ADMINISTRATION  
 BURUNDI

**Buh Wung Gaston**  
 MASTER OF SCIENCE  
 ENVIRONMENTAL SCIENCE  
 CAMEROON

**Mario Nelson Francisco Marcelo**  
 BACHELOR OF SCIENCE  
 BIOLOGY  
 CANADA

**Javier Palomino**  
 BACHELOR OF SCIENCE  
 PSYCHOLOGY  
 CHILE

**Silvia Del Socorro Gómez Oquendo**  
 DOCTOR OF PHILOSOPHY  
 STRATEGIC PLANNING  
 COLOMBIA

**Jhon Alejandro Rojas Burgos**  
 BACHELOR OF SCIENCE  
 INDUSTRIAL ENGINEERING  
 COLOMBIA

**Yani Milena Cordoba Mosquera**  
 DOCTOR OF PHILOSOPHY  
 TRANSLATION AND INTERPRETING  
 COLOMBIA

**Jose Arceliano Palacios Mosquera**  
 DOCTOR OF EDUCATION  
 EDUCATION  
 COLOMBIA

**Adriana González Acosta**  
 BACHELOR OF SCIENCE  
 CLINICAL NUTRITION  
 COSTA RICA

This month we have graduates from: Angola · Argentina · Bolivia · Botswana · Burkina Faso · Burundi · Cameroon · Canada · Chile · Colombia · Costa Rica · Dominican Republic · Ecuador · El Salvador · Equatorial Guinea · Ethiopia ·

<p>Judith Alexa Rodón Quesada DOCTOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i> COSTA RICA</p> <p>Rocío Yanett Batista Acosta DOCTOR OF EDUCATION <i>EDUCATIONAL SCIENCES</i> DOMINICAN REPUBLIC</p> <p>Filiberto Cruz Sánchez DOCTOR OF HISTORY <i>CONTEMPORARY AMERICAN HISTORY</i> DOMINICAN REPUBLIC</p> <p>J. Víctor Tapia V. MASTER OF MANAGEMENT <i>MANAGEMENT</i> ECUADOR</p> <p>Jazmín del Rocío López Castaneda DOCTOR OF SCIENCE <i>EPIDEMIOLOGY</i> EL SALVADOR</p> <p>Petronilo Rios Cruz DOCTOR OF PHILOSOPHY <i>PSYCHOLOGY</i> EL SALVADOR</p> <p>Patricio Tobachi Meñe MASTER OF HUMAN RESOURCES <i>HUMAN RESOURCES</i> EQUATORIAL GUINEA</p> <p>Wassie Azashe Aleme DOCTOR OF PHILOSOPHY <i>BUSINESS MANAGEMENT</i> ETHIOPIA</p> <p>Abraham Osei DOCTOR OF PHILOSOPHY <i>ENTREPRENEURSHIP</i> GHANA</p> <p>Prosper Rick Nkudefe-Adjotor DOCTOR OF PHILOSOPHY <i>STATISTICS</i> GHANA</p>	<p>Erwin Enrique Sanche Hoenes BACHELOR OF SCIENCE <i>CIVIL ENGINEERING</i> GUATEMALA</p> <p>Manuel Fernando Pontaza Lazo BACHELOR OF MARKETING <i>COMMERCIALIZATION</i> GUATEMALA</p> <p>Marco Antonio Destephen Soler MASTER OF ACTUARIAL SCIENCE <i>FINANCE</i> HONDURAS</p> <p>Patrick Everton Smith MASTER OF BUSINESS ADMINISTRATION <i>FINANCE</i> JAMAICA</p> <p>Joseph Oluoch Onyango DOCTOR OF PHILOSOPHY <i>ECONOMICS</i> KENYA</p> <p>Sami J.El-Azar DOCTOR OF BUSINESS MANAGEMENT <i>BUSINESS MANAGEMENT</i> LEBANON</p> <p>Asma'a Al Sakati BACHELOR OF SCIENCE <i>ARCHITECTURE</i> LEBANON</p> <p>Alfred Babatunde Osunsanya DOCTOR OF PHILOSOPHY <i>STRATEGIC PLANNING AND MANAGEMENT</i> MALAWI</p> <p>Laura Karina Uribe Fentanes DOCTOR OF SCIENCE <i>HEALTH SCIENCES</i> MEXICO</p> <p>Laura López Bianchi BACHELOR OF SCIENCE <i>NUTRITION</i> MEXICO</p>	<p>Aicha Edfouf DOCTOR OF ARTS <i>ARTS</i> MOROCCO</p> <p>Ntakirutimana Eliphaz DOCTOR OF EDUCATION <i>EDUCATIONAL ADMINISTRATION</i> MOZAMBIQUE</p> <p>Dennis Ufot DOCTOR OF PHILOSOPHY <i>ECONOMICS</i> NIGERIA</p> <p>Sylvanus Bitebobo Amah BACHELOR OF SCIENCE <i>INDUSTRIAL ENGINEERING</i> NIGERIA</p> <p>Syed Mizan Siddiqi MASTER OF PUBLIC HEALTH <i>PUBLIC HEALTH</i> NIGERIA</p> <p>Umeh Elizabeth Egodu (Rev Sr) BACHELOR OF SCIENCE <i>PUBLIC HEALTH</i> NIGERIA</p> <p>Yonis Beitia Polanco POST-DOCTORATE OF SCIENCE <i>COMPUTER SCIENCE</i> PANAMA</p> <p>Miguel Angel Samudio Boniche POST-DOCTORATE OF SCIENCE <i>EDUCATIONAL ADMINISTRATION</i> PANAMA</p> <p>Eridenia Martínez Córdoba BACHELOR OF SOCIOLOGY <i>SOCIOLOGY</i> PANAMA</p> <p>Gianny Mario Navarro Tito BACHELOR OF ARCHITECTURE <i>ARCHITECTURAL DESIGN</i> PERU</p>	<p>Randel José Hernández Herrera MASTER OF BUSINESS ADMINISTRATION <i>QUALITY CONTROL</i> PERU</p> <p>Alejandra Inés Rodríguez Lora BACHELOR OF MUSIC <i>MUSIC THERAPY FOR WELLNESS</i> PERU</p> <p>Bob Misheck Koker BACHELOR OF ARTS <i>REAL ESTATE MANAGEMENT</i> SIERRA LEONE</p> <p>Patricia de Miguel Rodríguez BACHELOR OF ARTS <i>COMMUNICATION</i> SPAIN</p> <p>Masuma Jeraj BACHELOR OF SCIENCE <i>PSYCHOLOGY</i> TANZANIA</p> <p>Benny Arphaxad Ngereza MASTER OF PUBLIC HEALTH <i>PUBLIC HEALTH</i> TANZANIA</p> <p>Obua John Bosco BACHELOR OF SCIENCE <i>PUBLIC HEALTH</i> UGANDA</p> <p>Iván Marcelo Pini Andrada BACHELOR OF BUSINESS ADMINISTRATION <i>INTERNATIONAL BUSINESS AND LOGISTIC</i> URUGUAY</p> <p>Souley Hamadou MASTER OF SCIENCE <i>ACCOUNTING</i> USA</p>	<p>Roberto Muñoz-Robles DOCTOR OF PHILOSOPHY <i>EDUCATION</i> USA</p> <p>Agbovi Stephen Foli BACHELOR OF SCIENCE <i>HUMAN RESOURCES</i> USA</p> <p>Daniela Maravankin-Freund MASTER OF ARTS IN EDUCATION <i>JEWISH STUDIES</i> USA</p> <p>Francis Manuel C. Padron Velarde POST-DOCTORATE OF SCIENCE <i>HEALTH SCIENCE</i> VENEZUELA</p> <p>Jackie Chibulika Chiwele DOCTOR OF BUSINESS ADMINISTRATION <i>INTERNATIONAL INVESTMENT AND FINANCE</i> ZAMBIA</p> <p>Kasongu Fred DOCTOR OF SCIENCE <i>ENGINEERING MANAGEMENT</i> ZAMBIA</p> <p>Balbina Daes Pienaar MASTER OF BUSINESS ADMINISTRATION <i>BUSINESS NEGOTIATION</i> ZIMBABWE</p> <p>Bright Abel Gombedza BACHELOR OF SCIENCE <i>CIVIL ENGINEERING</i> ZIMBABWE</p> <p><b>FIND MORE GRADUATES</b>  <b>Gallery:</b> <a href="http://aiu.edu/Graduation/grids/currentgallery.html">aiu.edu/Graduation/grids/currentgallery.html</a>  <b>Interviews:</b> <a href="http://www.aiu.edu/Graduation/grids/interviews.html">www.aiu.edu/Graduation/grids/interviews.html</a></p>
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Image: [education.dublindiocese.ie](http://education.dublindiocese.ie)



FIND MORE TESTIMONIALS FROM AIU STUDENTS HERE: [www.aiu.edu/Testimonials.aspx](http://www.aiu.edu/Testimonials.aspx)



**Edward Tsai**  
Bachelor of Counseling Psychology  
February 22, 2018

“My experience with AIU has been very interesting. Studying with AIU made it easier for me to work and study at the same time, without the stress of attending lessons/lectures. It has made it convenient for me to study at my own pace, hence, no worrying about missing lessons and missing the concepts, resulting in me having to catch up.

I enjoyed the fact that my assignments could be sent to me through email upon request. But I think it could still use improvement, because of the fact that when I request for assignments to be sent, I receive three assignments at a time and in some circumstance I receive assignments that I had already completed. So with that fact, it then delays me with my submissions, especially while my free time is limited and a lot of preparation is required.

The Staff at AIU are very supportive and they are very concerned about students. I have received multiple phone calls from them checking up on me and my academic progress...

*Read full text:* <https://aiu.edu/Testimonials.aspx?ItemID=1445&rcid=73&pcid=63&cid=73>



**Daniela Maravankin-Freund**  
Master of Jewish Studies  
February 27, 2018

“Studying at AIU helped me reassure myself that age is only a number and doesn't defines my capability.

I went to college 25 years ago as a full-time student. I studied Education with a major in Early Childhood Education, and alongside I worked towards my teaching diploma. Upon graduation I graduated 4<sup>th</sup> in my class.

Back then computers were just starting to be used, therefor the method of learning known and used by the masses was to go to the library for endless hours to do research, photocopying chapters of books, and using a lot of highlighters.

Twenty-five years fast forward, I find myself studying again in a brand-new method, and era, were computers are the primary teacher, the ultimate guide, your library, your friend, your classmate, your working tool.

During my first two weeks at AIU I have to admit I was overwhelmed by the amount of info those tutorial videos had. It was too much at once.

Little by little I was able to get the ...

*Read full text:* <https://aiu.edu/Testimonials.aspx?ItemID=1448&rcid=73&pcid=63&cid=73>



**Samuel Jos**  
Master of Computer Engineering  
March 8, 2018

“I am honored to be a student of this University and thankful for the opportunities it will provide me.

It was always my dream to do Master of Engineering program form a university which values the students for who they are and provides a course according to the individual need of the student. AIU has been an excellent experience for me in terms of the course as I had flexibility of choosing my own curriculum. The way tutors hold your hand, help you and guide you through the course is exemplary and cannot be seen anywhere else.

Without a doubt, this experience played a key role in achieving my dreams. Because of your generosity, the financial burden which was there on me to pursue my education was reduced which allowed me to spend more time on my studies, research and extracurricular activities and less time worrying about my finances.

Thanks a lot, **Atlantic International University** for this excellent opportunity. I am proud to say that I have my Master's from the best university in ...

*Read full text:* <https://aiu.edu/Testimonials.aspx?ItemID=1449&rcid=73&pcid=63&cid=73>



**Girima Tona**  
Master of Animal Production  
March 15, 2018

“I would like to share my experience studying at **Atlantic International University (AIU)** in brief points listed below:

- I found AIU one of the best world recognized university, where staffs are very friendly with the students in all areas of progress which includes; academic assistances, so for me such habit I have never got it in my country (South Sudan).
- The electronic library is well stocked with the necessary information pertaining the most topics of interests, I enjoyed it very much.
- I've learnt new knowledge and skills which can enhance my working performance in a better approach; as a livestock researcher where I mostly involved with pastoralists and agropastoralists try to improve their livelihood in terms of socioeconomic benefits, and I strongly feel it can happened.
- At the end I would like to thank all the AIU staffs for their great efforts enabling me to finish my Master's program successful.

# The impact of management model in the fresh produce market in South Africa

(Part 1/2) | Moses M. Letsoalo | Doctorate in Development Studies



Image: www.youtube.com/watch?v=mg0rQ14MxM

**Joburg Market, formerly known as the Johannesburg Fresh Produce Market**

**Abstract**

National Fresh Produce Markets (NFPMs) in South Africa are an integral, although diminishing part, of the price-making,

distribution and marketing of fresh produce in South Africa. There are 19 commission-driven NFPMs in South Africa, with the Johannesburg Fresh

Produce Market (FPM) being the largest (35% market share). It should be noted that the four largest NFPMs (Johannesburg, Tshwane, Cape Town and

Durban) represent more than 74% of turnover and volume throughput at all NFPMs. Since deregulation in 1996/1997, very little volume growth has occurred on NFPMs.

However, over the same period, overall production of fresh produce has increased substantially. National production figures for potatoes show that NFPMs, including Johannesburg FPM, have steadily lost market share since 1996/1997. However, the most significant market share loss for NFPMs has occurred in the fruit sector. The performance of NFPMs relative to the production growth in the agricultural sector indicates that NFPMs are finding it difficult to grow their operations and respond to the challenges of a deregulated agricultural sector. Throughputs of most of the smaller NFPMs indicate downward trends.

**1. Introduction**

Fresh produce markets within South Africa's borders

fall under the management of the respective municipalities and are governed by the laws of each. As the pressure mounts for the need for modern fresh produce marketing, it is gradually impacting on the FPMs. The necessary changes that were essential, did not take place, and it became clear that the markets did not have the incentives or effort needed, in terms of management (political bosses), to enforce change. Privatization became even more crucial as it was now perceived as the only answer to the problem. It seemed logical that a privately run market would not be hamstrung by bureaucracy and political inertia (Louv *ET AL*, 2005; HSRC, 1990). South African fresh produce markets (FPMs) started out as meeting places between producers and consumers, where they could trade under the control of a government body or official. These places were centrally located and aimed at serving a town and its hinterland.

Economic development led to the urbanization of a large portion of the rural population. This, in turn, led to the development of central markets that replaced local markets serving a limited geographical area. A central market usually served two or more towns. In 1967, a Department of Agricultural Economics report recommended the formation of national markets to separate markets of national interest from those of local interest. Fresh produce markets include National Fresh Produce Markets (NFPM) as well as privately owned markets not controlled in terms of bylaws (NAMC, 2005; DOA, 2005). The four largest markets of fresh produce in South Africa are Durban, Johannesburg, Cape Town and Pretoria. The four medium markets include Bloemfontein, East London, Pietermaritzburg and Port Elizabeth, and the six smaller markets are Kimberly, Klerksdorp, Springs, Uitenhage, Vereeniging and Welkom.

The fourteen markets were controlled by the various local authorities, who obtained their powers to run the markets from the provincial or the central government. The central meeting place was thus replaced by an economic institution that became the pivot of South Africa's distribution

network of perishable products. At the moment, the large majority of FPMs in South Africa are owned and managed by local authorities whom seem to lack a clear vision in terms of taking this business forward.

While the larger FPMs are still wholly owned by the council, the smaller FPMs have private companies in top management and they have all been 'privatised' to some extent. All fresh produce markets in South Africa are, however, not driven by profit motives, but rather to be a service to communities (homes, farms and the industry) (NAMC, 2000; HSRC, 1991). The role of the fresh produce market was (and still is) to provide the necessary and obvious facilities to compensate for and cover the growing gap in the market that was emerging. The provision of these FPMs was to allow for equal trade opportunities for large scale, commercialized producers and smallholder farmers producing small quantities of produce. The implementation of these markets started as a government act.

They are legally bound to allow anyone to engage in trade without discrimination based on size, colour or origin. The FPMs have allowed for small scale producers to

find a market and sell their product easily, as the barriers to entry into the market would otherwise be near impossible, as large corporate buyers and marketing agents are not interested in procuring small, fluctuating quantities and/or varying quality fresh produce from these smallholders (NAMC, 2000).

However, smallholder farmers as well as the 'previously disadvantaged' find it difficult to supply to the NFPMs because of lack of quality and sustainable volumes. The topic will highlight a number of possible models with regard to ownership and management of NFPMs, namely:

- Department/business unit option
- Corporatization –Municipal entities
- Public entities
- Divestiture/private entity
- Municipal public-private partnerships (PPPs)
- A combination of the above

## 2. Description

National and international trends point towards the need to separate ownership (land ownership) and the management (business) of fresh produce markets in order to achieve efficient business practices. The rationale underpinning this argument is that research shows that



since 1999, very little volume growth has occurred in National Markets throughput, despite substantial growth in overall fresh produce production. Therefore fresh produce markets did not keep up with the growth in the industry and lost market share.

While the number of open markets is increasing with rising per capita incomes, urbanization, and foreign and domestic investment, there are a number of transformations are occurring in the Mexican fresh fruit and vegetable marketing system.

There are a number of new entrants and new forces which traditional marketing channels have to adapt to. The past decade has seen liberalization, which has presented participants in fresh produce marketing with challenges and opportunities. Retail chain

stores from the United States and Europe such as Wal-Mart, Price Club and others have entered the Mexican market often in partnership with existing Mexican supermarket chains.

The market environment is changing. Small, specialized shops and stalls—corner stores, public markets, and street stalls— that procure produce from government-built central wholesale markets still account for a big portion of total produce purchases. But things are changing rapidly, especially in the northern Mexican states. The supermarket chain format embodies economies of scale, improved quality standards, cold chain management, and centralized inventory optimization. Supermarkets also attempt to purchase produce directly from producing

regions, bypassing, and thus threatening, the dominant role of traditional wholesale markets. Generally wholesale markets are owned and managed by the local authorities and their staff.

In Brazil, the traditional fresh produce market comprises of a primarily physical market channel served by a large number of geographically-dispersed small farmers; a large number of wholesalers who are based in the public wholesale markets and work in close proximity to one another and are often inclined to

specialize their trade in their in particular products; and many small traditional retailers including open-air market vendors, corner markets, small and medium-sized supermarkets and food service firms.

Although government constructed centralized facilities for fresh produce procurement, in recent times procurement has shifted away from the public wholesale markets towards direct purchases from production regions and instituted more formal governance of relationships with suppliers (FARINA AND MACHADO,

1999). Firms are able to reduce the marginal search costs of produce acquisition as the volumes of throughput grow through subsequent economies of scale even though these investments involve high startup costs (MAINVILLE, 2004). The change in procurement strategies has led to a proliferation in the number of specialized wholesalers, working independently of the traditional wholesale markets and based in these areas.

These wholesalers are known as classifiers and supply retailers with differentiated

products and services at competitive prices. South Africa adopted the British markets system in the early 1900s thus there are many similarities with regard to management and ownership in the UK. All wholesale markets in the UK and many parts of Europe began as a municipal institutions and majority have remained as such. There are however a number of ownership models and combinations. For instance most of the local authorities maintain ownership of the buildings and the market management is appointed by them and on their payroll. Almost all services on the markets are outsourced and most of the markets' management only consists of four to ten persons.

The ownership of markets varies but in all the cases the owners of the land, buildings and the management remains in the hands of the local authority. A few small private markets have appeared on the scene in the last few years but not much is known about them. Almost all of the markets have private shareholders. Some markets have restricted shareholder to wholesalers on the market but other markets have sold shares to the general public. In most cases the market owners retain the majority/

controlling shareholding.

Market agents act on behalf of the producer and operate freely on the market floor. The market agents trade according to the provisions of the **Agricultural Produce Agents Act (No. 12 OF 1992)**. A market agent renders marketing advice and services to the producers. The agent is responsible for payment, via a trust account, to the producer for fresh produce sold. The market agent is in turn remunerated by the producers on an ad valorem basis, which may be up to 7.5% of the gross value of the produce sold. With regards to buyers, i.e. retailers, wholesalers and exporters, market agents ensure suitable quantity, and adequate and consistent supply of produce is available for each of the buyer categories. In addition, agents assist with the loading of bulk purchases.

Ownership and management. National Fresh Produce Markets (NFPMS) fall within the sphere of local government and are functional areas of exclusive and administrative municipal competence. Since most of the municipal services or functions contained in Part B of Schedules 4 and 5 of the Constitution (with the exception of basic municipal services) appear to be services or functions which municipalities may elect to



Image: www.brazilmycountry.com

Market of fresh produce in Brazil

provide, it is also possible for a municipality to decide not to undertake a particular function or service.

Due to the complicated nature of the legislation and the uncertainty around the process and applicability of Section 78 of the Municipal Systems Act investigations to various services, it has been suggested that a Senior Advocate be approached for an opinion on this particular matter. Municipal participation in NFPMs. Section 156 of the Constitution provides that a municipality may make and administer bylaws for the effective administration of matters listed in part B of Schedules 4 and 5 of the Constitution. The view of a number of stakeholders is that current NFPM bylaws are archaic and do not take account of legislative and institutional changes, and accordingly their effectiveness is questioned. It is thus suggested that a new set of bylaws be drafted in terms of the current legislative environment. Should a coordinating body or institution for NFPMs be established (as recommended by the Section 7 Committee), the drafting of a common set of bylaws for the regulation of NFPMs by municipalities throughout South Africa would be an effective way to regulate the industry

while ensuring a consistent and uniform approach to the regulation of NFPMs and the implementation of the coordinating body. In order to achieve this it would be necessary to undertake a nationwide rationalization.

### 3. Benchmarking with other countries

In Vietnam the dominant marketing chain in Vietnamese cities is the unstructured and unregulated wholesalers catering for retail markets and hawkers that form the major part of the fresh food market structure. Vietnamese consumers prefer to buy their fresh foods in public “wet” street markets or from street hawkers. Despite the growing market share of supermarket chains in South East Asian cities, fresh food purchases are still done in wet retail markets and Vietnam is no different as wet markets are still very competitive in terms of price and freshness (CADILHON, 2003).

However, there is evidence of coexisting forms of different marketing channels rather than substitution of one by the other. The government program to regulate the market by banning old wholesale markets and through recent frequent raids of hawkers in wet markets has generally contributed positively to the

growth of modern retailers in Vietnam (TAM, 2004).

Previously, wholesale markets were under state control as government built and regulated their activities. However, the past 12 years have seen the declining share of state involvement in the retail sector (TAM, 2004).

However, although the rules and laws are important constraints, informal constraints may also explain some aspects of economic activities in Vietnam. Cultural and social factors form part of the latter institutions but have been overlooked by fresh food marketing studies in South East Asia although they are recognized as determinant factors in other sub-sectors. In the food markets of South East Asian countries, trust is an important component of transactions and contracts between parties to secure transactions are rare and although the courts exist, they are powerless to enforce existing agreements or are mistrusted (CADILHON, 2003).

Trading objectives of fresh produce companies have changed over the last few years. Marketing and exporting of fresh products is no longer to obtain revenue for the nation or hard currency for the whole economy. It is now becoming focused on meeting customer

needs and make profits for the companies. Target markets are being selected and some marketing research is being done in-house or by commissioning marketing research agencies. Marketing departments are also being formed. Attention is increasingly paid towards optimizing the profitability of the product mix and brand names are becoming valuable. Europe (including the UK) has several kinds of markets including Wholesale markets, Markets of origin/distribution and street/flea/retail markets. These are reviewed in the subsequent text. Unlike the situation in RSA, traders on British fresh produce wholesale markets are all wholesalers.

The commission agent system currently used in RSA (adopted from similar European systems in the 1900s) stopped operating on their largest market (New Covent Market) in the early 1960s. Wholesalers’ operations include procuring (taking possession of) produce, placing them on their stands in the market and reselling for a profit. This stock of produce is acquired from a wide range of sources including direct orders, through agents, brokers, and importers. The produce is mainly composed of vegetable imports from Holland & Belgium and fruits from USA, Australia, South Africa and South America.

TO BE CONTINUED



Wet Market in Vietnam

Image: saigonstay.files.wordpress.com

Publications by Students: [aiu.edu/StudentPublication.html](http://aiu.edu/StudentPublication.html)

## STUDY TIPS

# Including Excel data in an essay

Edward Lambert | AIU Academic Coordinator

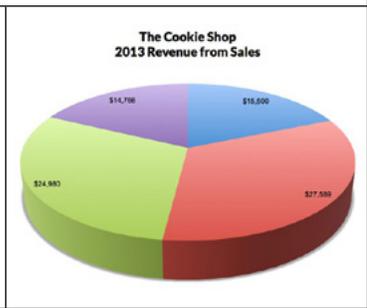
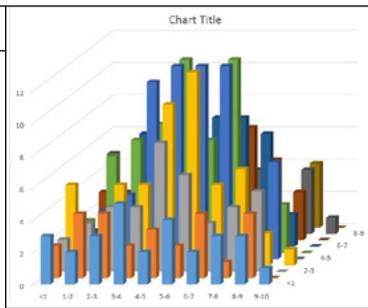
An essay does not have to be just words. You can add photos, graphs, tables and even data straight from Excel.

One of the great advances in computer programs was the ability to insert information from one program into another. If you write an essay in Microsoft Word, you can insert work directly from an Excel spreadsheet where your data is. You simply select the area that you want to insert, copy it, and then paste it into your Word essay. It is simple.

Very few students actually do this. Seriously, inserting part of an Excel spreadsheet into a Word essay should be extremely common. Here are some examples...

Daily Exercise Table		
Day	Run	Swim
Monday	x	
Tuesday		x
Wednesday	x	
Thursday		x
Friday	x	
Saturday	x	
Sunday		x

Insert a table of data that you prepared in Excel. The data is much easier to read in table format. So instead of just trying to explain the table in your essay, include the table. It makes it so much easier for the reader to understand what you are writing.



Insert any type of graph made in Excel. Just select the graph, copy it and paste it into your essay.

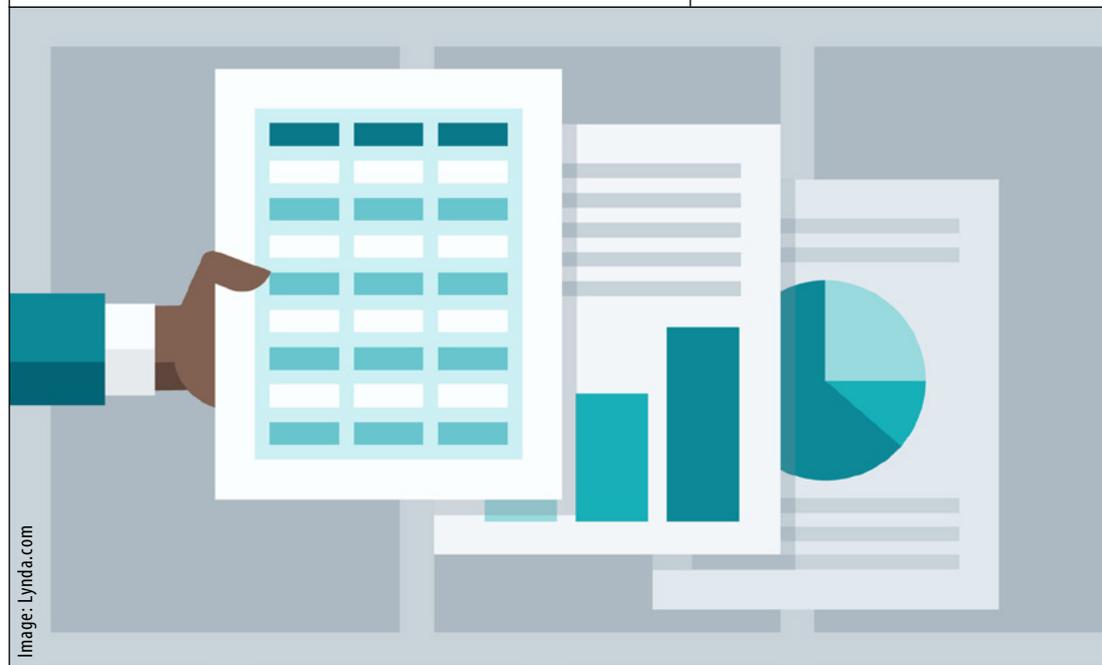
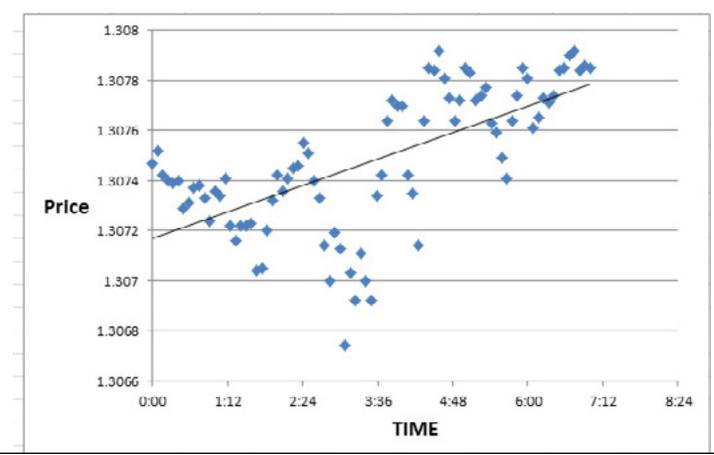


Image: Lynda.com



Select the results of a regression analysis and just copy and paste it directly into the essay.

Excel gives wonderful formats for tables, which include borders and colors. They will look great in your essays.

# Be successful reading scientific documents



By Dr. Rosa Hilda Lora M.  
Advisor at AIU | rosa@aiu.edu



Image: twitter.com/storagechoice

When we are part of a group of students or a group of employees and they tell us that we have to work with this or that document, and we read it, we begin to listen to colleagues who say: Did you understand what the article says? And answers like: I read it several times and nothing is understood.

To read a scientific document there are methods such as the American PQRS: Pre-view, Question, Read, Speak, Test by **T. Staton** and the Spanish PLEMA: Pre-reading, Reading, Outline, Memory, Self-evaluation.

Someone out there will say: the document what it says is this, that and the other. In the case of groups of students, some student appears saying: I already have everything that had to be done. Many ask themselves, deep inside: What did he do to understand everything said there? Simple; Scientific documents have structures that are rarely taught and students and

employees learn as a result of school or work.

We can ask ourselves. Why during the studies they don't teach us to work with scientific documents and they're expected we learn it only by reading what we have to study? The answer is that many skills that are necessary in learning are considered acquired as a consequence and they are not identified as the first objective. There are different intelligences, so that each person has differences with the others.

Given the situation that occurs in learning, the United Nations Educational, Scientific and Cultural Organization (UNESCO) formed an international Commission to analyze, in a general way, what happened in it. The commission was directed by **Jacques Delors** and was officially established in 1993.

The Report to UNESCO of this International Commission on Education can be seen in the work published with



the title: **Learning treasure within**. From the study of this Commission emerged very important concepts such as those that they called

**The four pillars of education:**

- a) Learning to know
- b) Learning to do
- c) Learning to live together
- d) Learning to be

They also established the concept of **Education throughout life**.

Pedagogy and Psychology, at the end of the twentieth century, were focused on evaluation as a means of obtaining the rapid results of the educational process for the development needed by globalization or world trade.

Thus with world trade, the problem of differences in educational processes or curricular designs of countries where some enjoy better means than others to achieve graduates with greater scientific

knowledge arises immediately.

Therefore the study of the UNESCO commission regarding the Four Pillars that they established and the concept of Education for life was very important.

As you have to learn to learn one of the skills of learning to learn is to learn to study and learn to study is based on: learning to read a scientific document to explain and apply that knowledge.

To read a scientific document there are methods such as the American PQRS: Preview, Question, Read, Speak, Test by **T. Staton** and the Spanish PLEMA: Pre-reading, Reading, Outline, Memory, Self-evaluation.

We propose some elements of the two methods that we believe give better results, in addition to what experience in scientific work has allowed us to identify.

**1. Preview**

a) See the titles and subtitles of the document. Review the prologue, index, graphs, reference notes, bibliography and the Scientists mentioned there as to who they are.

b) Read the first line of each paragraph and relate the knowledge that we have about the subject with those we are reading.

c) Read what is the purpose or objective of the document that will be read to guide thinking or rational operations.

d) Read paragraph by paragraph and underline the main ideas.

e) Express in oral form the ideas of the paragraphs that we have already outlined.

f) Prepare diagrams or summaries according to what we are most capable of.

g) Read the underlined.

**2. Read**

Read paragraph by paragraph relating the graphs, statistics and conceptual maps, if any.

**3. Write**

As an essay

a) Elaborate the central part of the essay or body of the work explaining each of the concepts that we underline in the Preview paragraphs.

b) Introduce the references

that we consider necessary in the central part or body of the work. Enter them in the order in which they appear in Preview.

In the references we must choose one form of the four in which they can be worked; **AIU** suggests the APA Model (American Psychological Association).

c) Prepare, after finishing the essay body, what will be our introduction: explain in a general way what the work is about, mention the authors we saw, mention in a general way their contribution, write about the difficulties we find, if it is that there were.

d) Write the bibliography regarding the document that we work with in the same model chosen for the direct or indirect quotations that we work with.

We can think that doing all these activities will take a long

time; it may be that this is the case with the first document, but with the exercise carried out every time we have to work on a document we become experts and feel better and better because of the results we obtain.

If you are student your work will be better every day and you will feel more freely because you learn not to depend on others, you learn to be free, independent and you will feel very useful in supporting them when you hear they say: I don't understand what this document says.

You have to learn to learn to be free from fear of evaluations.

Learn to read and your student life will be extraordinary and you will become part of the people who learn throughout life enjoying the pleasure of learning instead of suffering.

**BIBLIOGRAPHY.** Delors, J. (2000). La Educación Encierra un Tesoro. México: Correo de la UNESCO. | **Banco Mundial.** Comunicado de prensa, septiembre 26, 2017. El Banco Mundial advierte sobre una "Crisis del aprendizaje" en la educación a nivel Mundial. <http://www.bancomundial.org/es/news/press-release/2017/09/26/world-bank-warns-of-learning-crisis-in-global-education> | **García - Huidobro B. C. y otros** (2005). A estudiar se aprende. Metodología de estudio sesión por sesión. México: Alfaomega. | **Olave – Arias, G. y otros.** (2014). Cómo escribir la investigación académica. Desde el proyecto hasta la defensa. Bogotá: Ediciones de la U. | **Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO), página oficial.** Educación. <http://unesdoc.unesco.org/images/0024/002472/247234s.pdf>

LEARNING



## British playgrounds

They are bringing risk back.

**A**no-risk childhood presents a risk in and of itself: That kids will not develop the bounce that comes from enduring some bumps along the way. And so, writes **Ellen Barry** on the *New York Times*:

“Educators in Britain, after decades spent in a collective effort to minimize risk, are now, cautiously, getting into the business of providing it.

Four years ago, for instance, teachers at the Richmond Avenue Primary and Nursery School looked critically around their campus and set about, as one of them put it, “bringing in risk.”

Out went the plastic playhouses and in came the dicey stuff: stacks of two-by-fours, crates and loose bricks. The schoolyard got a mud pit, a tire swing,

log stumps and workbenches with hammers and saws.

“We thought, how can we bring that element of risk into your everyday environment?” said **Leah Morris**, who manages the early years program at the school in Shoeburyness. “We were looking at, OK, so we’ve got a sand pit, what can we add to the sand pit to make it more risky?”

Now, Ms. **Morris** says proudly, “we have fires, we use knives, saws, different tools,” all used under adult supervision. Indoors, scissors abound, and so do sharp-edged tape dispensers (“they normally only cut themselves once,” she says).

*Read full note: <https://letgrow.org/british-playgrounds-theyre-bringing-risky-back/>*

# Warning to humanity

From more than 15,000 scientists.

**M**ore than 15,000 scientists from 184 countries have issued a warning: Mankind must take immediate action to reverse the effects of climate change, deforestation and species extinction before it’s too late.

The warning, issued by the Alliance of World Scientists and published in the journal *Bioscience*, comes on the 25<sup>th</sup> anniversary of a similar warning from the Union of Concerned Scientists that was titled “World Scientists’ Warning to Humanity”. The new letter, however, has 10 times as many scientists endorsing it.

“On the 25<sup>th</sup> anniversary of their call, we look back at their warning and evaluate the human response by

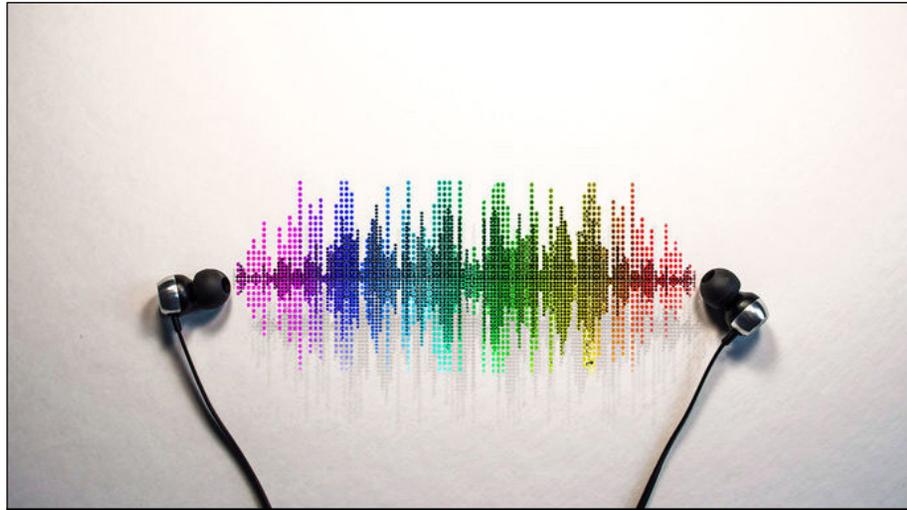
exploring available time-series data,” the paper reads. “Especially troubling is the current trajectory of potentially catastrophic climate change due to rising GHGs from burning fossil fuels (*HANSEN ET AL. 2013*), deforestation (*KEENAN ET AL. 2015*), and agricultural production —particularly from farming ruminants for meat consumption (*RIPPLE ET AL. 2014*). Moreover, we have unleashed a mass extinction event, the sixth in roughly 540 million years, wherein many current life forms could be annihilated or at least committed to extinction by the end of this century.”

*Read full note: <http://bigthink.com/stephen-johnson/15000-scientists-from-around-the-world-issue-warning-to-humanity>*



Image: searchengineiland.com

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## Synesthesia's mingling senses

May result from hyperconnected neurons.

When you hear a B-flat music note, do you see the color blue? Do the words in this sentence look red or green? If so, you may have synesthesia, a mysterious condition in which one sense consistently mingles with another. Now, for the first time, scientists have identified a handful of genes that might predispose people to synesthesia, offering a window to better understand disorders such as autism, which is also thought to involve abnormal brain connections.

"It's very exciting," says **Romke Rouw**, a cognitive psychologist who studies synesthesia at the University of Amsterdam but who wasn't involved in the study. "It provides a fascinating suggestion of a link between particular genetic variations and hyperconnectivity in the synesthetic brain."

For decades, many psychologists and neuroscientists were reluctant to research synesthesia. Some refused to acknowledge its existence, whereas others believed the phenomenon's individual, subjective nature made it virtually impossible to study. But increasingly sophisticated survey methods have allowed scientists to confirm that some people —it's unclear how many—do consistently and involuntarily experience this unusual condition.

Synesthesia is thought to be at least somewhat heritable, as it frequently clusters within families. But genomic investigations so far have failed to turn up individual genes that might be responsible for it.

*Read full note:* <http://www.sciencemag.org/news/2018/03/synesthesia-s-mysterious-mingling-senses-may-result-hyperconnected-neurons>

## Eternal Blue

The leaked NSA spy tool that hacked the world.

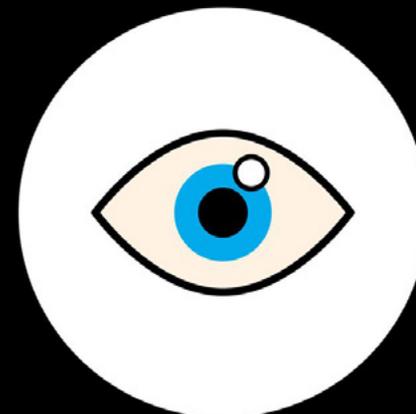
An elite Russian hacking team, a historic ransomware attack, an espionage group in the Middle East, and countless small time cryptojackers all have one thing in common. Though their methods and objectives vary, they all lean on leaked NSA hacking tool EternalBlue to infiltrate target computers and spread malware across networks.

Leaked to the public not quite a year ago, EternalBlue has joined a long line of reliable hacker favorites. The Conficker Windows worm infected millions of computers in 2008, and the Welchia remote code execution worm wreaked havoc 2003. EternalBlue is certainly continuing that tradition —and by all indications

it's not going anywhere. If anything, security analysts only see use of the exploit diversifying as attackers develop new, clever applications, or simply discover how easy it is to deploy.

"When you take something that's weaponized and a fully developed concept and make it publicly available you're going to have that level of uptake," says **Adam Meyers**, vice president of intelligence at the security firm CrowdStrike. "A year later there are still organizations that are getting hit by EternalBlue —still organizations that haven't patched it."

*Read full note:* <https://www.wired.com/story/eternalblue-leaked-nsa-spy-tool-hacked-world/>



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# Happy house



The Rizzi House of Brunswick, Germany, was created by **James Rizzi**, together with the architect **Konrad Klosterun**. Comprising a total of nine blocks, it was built in three years.

The psychedelic cluster of buildings was not an instant hit with the surrounding city since the cacophony



of color is in direct visual opposition to both the business district on one side of it and the old world European architecture on the other. However the goofy faces have come to be accepted as a unique and important part of the landscape. Sources: [designdautore.blogspot.mx](http://designdautore.blogspot.mx) [www.atlasobscura.com](http://www.atlasobscura.com)

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## Pilot

Say hello/hola/bonjour to the Pilot translation earpiece from Waverly Labs.



What looks like a fully wireless headset with separate left and right earpieces is actually a promising new product that can help bridge the communication gap.

The heart of the process is Waverly's app, which both you and your friend need to download onto your phones (it's free on both iOS and Android). Then, once you "sync" your conversation through a matching QR code on the app, you're off and speaking. Press a button on the app and talk into the earpiece's microphone to record what you want to say. Your voice is then piped through Waverly's machine translation software which converts it to text on your friend's app. If he also has his own earpiece, your friend will hear a translated version of what you said, albeit via a computer voice.

Visit: [www.waverlylabs.com](http://www.waverlylabs.com)

Read full note: <https://www.cnet.com/products/waverly-labs-pilot-translation-kit/preview/>

Image: Maria Fabrizio for NPR



## Hearts get “younger”

With exercise, even at middle age.

Eventually it happens to everyone. As we age, even if we’re healthy, the heart becomes less flexible, more stiff and just isn’t as efficient in processing oxygen as it used to be. In most people the first signs show up in the 50s or early 60s. And among people who don’t exercise, the underlying changes can start even sooner.

“The heart gets smaller —stiffer,” says Dr. **Ben Levine**, a sports cardiologist at University of Texas Southwestern Medical Center and director of the Institute for Exercise and Environmental Medicine at Texas Health Presbyterian Hospital, in Dallas.

Think of the heart muscle as a rubber band, **Levine** says. In the beginning, the rubber band is flexible and pliable. But put it in a drawer for 20 years and

it will emerge dry and brittle.

“That’s what happens to the heart and blood vessels,” he says. And down the road, that sort of stiffness can get worse, he notes, leading to the breathlessness and other symptoms of heart failure, an inability of the heart to effectively pump blood to the lungs or throughout the body.

Fortunately for those in midlife, **Levine** is finding that even if you haven’t been an avid exerciser, getting in shape now may head off that decline and help restore your aging heart. He and his colleagues published their recent findings in the American Heart Association’s journal, *Circulation*.

*Read full note:* <https://www.npr.org/sections/health-shots/2018/03/12/591513777/hearts-get-younger-even-at-middle-age-with-exercise>

# We are all weirdos

Yale neuroscientists debunked the idea that anyone is “normal”.

Don’t you wish everyone would just act more normal, like you? I know I do. But normal is a relative state that depends on time, place, and circumstance. There’s no one right way to be a human, and that applies to mental as well as physical states. That’s why neuroscientists are advocating for more recognition of the bizarre normalcy of all complex humans in psychiatry—an argument that can help all of us take a bigger-picture view.

A new study published in *Trends in Cognitive Science* on Feb. 20 debunks the myth of normalcy in people and animals. “The Myth of Optimality in Clinical Neuroscience” (paywall), by **Avram Holmes** and **Lauren Patrick**

of the Yale University psychology department, uses evolution to show that uniformity in our brains is totally abnormal. What’s much more common in life, during its 3.5 billion years of evolving existence on Earth, is range and change, variety in and among creatures and habitats.

Evolution is about crafty adaptability, changing with conditions and times. Because all things, from trees to families, countries, and continents, are in a state of flux, the only constant state is a constantly transforming one.

*Read full note:* <https://qz.com/1229137/yale-neuroscientists-debunk-the-myth-of-normalcy-in-life-and-psychiatry/>



Image: www.tvguide.com

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## Robotic garden

Drives itself around the city in search of sun.

University College London's (UCL) Interactive Architecture Lab designed and built a nomadic, self-driving, and self-cultivating garden that they've named **Hortum machina, B**. Encased in a large geodesic sphere, the modular garden is wrapped around a robotic aluminum core that monitors the plants' responses to the environment and is able to propel the structure towards sunlight to best satisfy the garden's needs. For example, if the plants at the bottom of the sphere lack direct light, the individual panels begin to shift until those plants are sufficiently lit. The robotic core can also move the sphere to a new location if the garden requires shade.

Designed by UCL students **William**

**Victor Camilleri** and **Danilo Sampaio** under the supervision of the Interactive Architecture Lab's director **Ruairi Glynn**, **Hortum machina, B** draws inspiration from Buckminster Fuller's landmark book *'Operating Manual for Spaceship Earth'* and his geodesic domes. "A growing body of research has revealed electrochemical mechanisms in plants analogous to those found in the animal nervous system. By networking and amplifying plant electrophysiology, [we] believe it opens the doors to giving nature a say in how we design and manage cities better in the future" write the designers.

*Read full note: <https://inhabitat.com/autonomous-robotic-garden-can-drive-itself-around-the-city-in-search-of-sun/>*

## First district in India

...to run entirely on solar power.

In a milestone for the India's progress on adopting renewables, the union territory of Diu has announced that it is running entirely on solar energy. *Energy World* reports:

"In a span of three years, Diu has made rapid progress in solar power generation. Limited to a geographical area of just 42 sq km, Diu has become the first Union territory where more than 100% of the electricity need is being met by solar power. In spite of scarcity of land, solar power plants have been installed in over 50 acres of land".

Diu generates a total of 13 megawatts of electricity from solar

power-generating facilities. Around 3MW is generated by rooftop solar plants and 10MW by its other solar power plants.

Prior to this announcement, the union territory was solely dependent on the neighboring Gujarat government for its water and electricity needs. This led to significant costs, as well as concerns about the territory's energy security. As a result, the Diu government invested in creating a solar energy hub that would supply the territory.

*Read full note: <https://www.care2.com/causes/indian-district-becomes-first-union-territory-to-run-entirely-on-solar-power.html>*



**Eco Tip:** Leave messages for family members or roommates on a reusable message board. **Change your life, get sustainable, visit MyAIU Knowledge**



## The Comfort Dog Project

Psycho-social rehabilitation to help war trauma survivors.

Northern Uganda is one of the most impoverished places on earth, where people are suffering not only from poverty but also from war trauma. The BIG FIX Uganda uses the powerful healing power of dog companionship to help war trauma survivors as part of a program of psycho-social rehabilitation.

Dogs in need of good homes are rehabilitated by a team, temperament tested and spayed/neutered. They then are placed with war trauma survivors selected to be part of The Comfort Dog Project. The guardians make a lifetime commitment to their dogs, live with and care for their dogs, and participate in a weekly training program. Upon graduation, the dog-guardian

teams become project ambassadors, visiting villages and schools to educate others about the importance of being kind to animals, teach others how to use positive reinforcement training techniques, and to serve as testimony of the healing power of human-dog bonds.

Northern Uganda is an area still recovering from twenty years of war. Most residents lost their homes and possessions and were forced to live in camps for more than 10 years. Children were abducted and forced to carry out carnage, women and girls raped and held as sex slaves, and many people were brutally murdered. ...

*Read full note: <http://www.thebigfixuganda.org/the-comfort-dog-project.html>*

## Neonicotinoid pesticides

Dangerous to bees, EU Food Safety Agency confirms.

After a major review of scientific evidence, the European Food Safety Authority has concluded that neonicotinoids harm bees. The announcement has prompted calls for a Europe-wide ban on neonicotinoid pesticides.

In its press release, entitled "Neonicotinoids: Risks to Bees Confirmed," the EFSA states:

"Most uses of neonicotinoid pesticides represent a risk to wild bees and honeybees, according to assessments published today by EFSA. The Authority has updated its risk assessments of three neonicotinoids – clothianidin, imidacloprid and thiamethoxam – that are currently subject to restrictions in the EU because of the threat they pose to bees.

These new conclusions update those published in 2013, after which

the European Commission imposed controls on use of the substances.

The EFSA embarked on this review as European authorities prepare to decide whether to continue Europe's restrictions on several neonicotinoids, a ruling that is due in April.

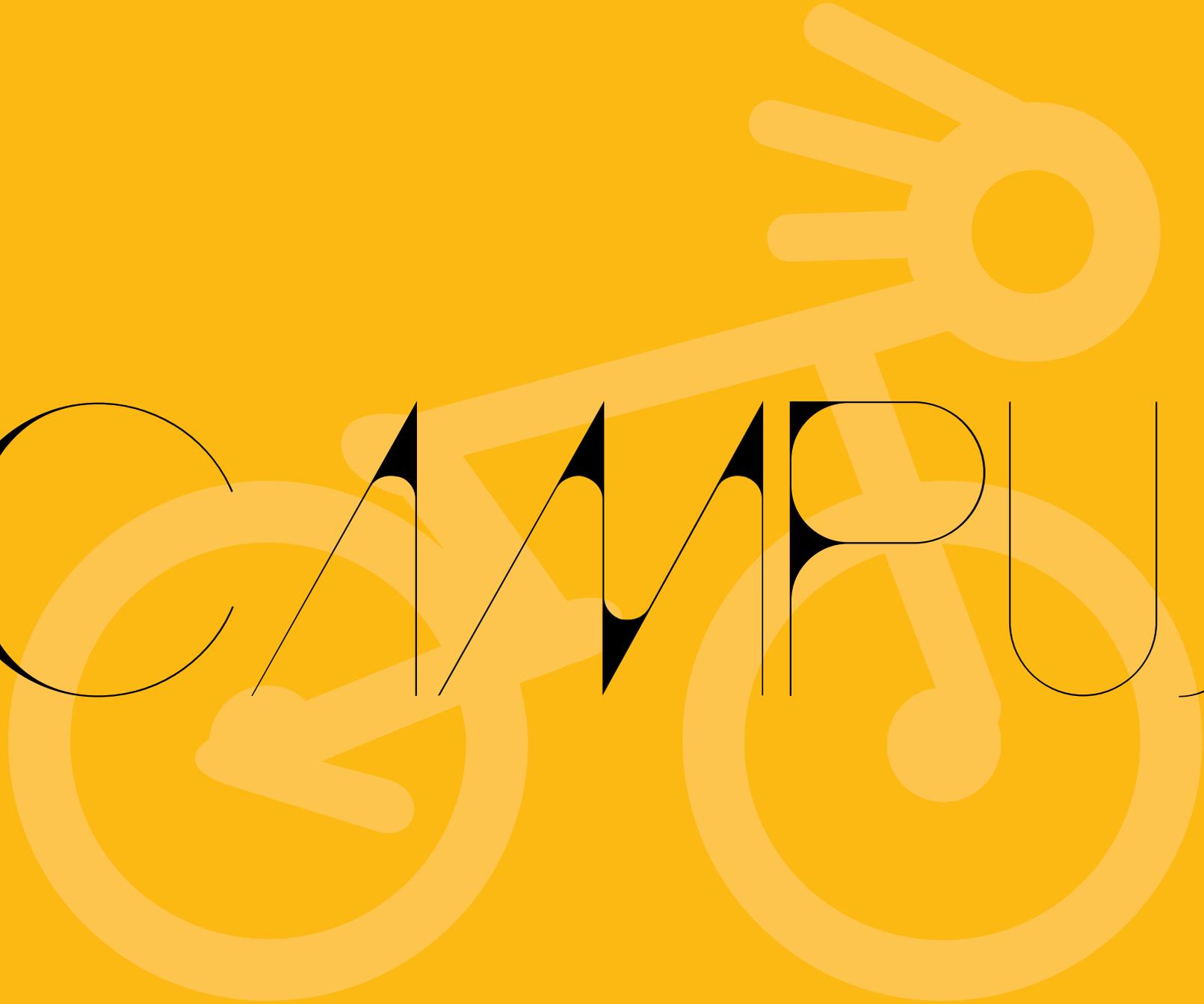
These substances form the main ingredient in many of the world's most popular pest control products, and they've become a staple for the farming community. However, scientific research has repeatedly demonstrated an impact on bees. While the impact varies between species and depending on the degree of exposure, a scientific consensus has been clear for some time: Neonicotinoids are contributing to pollinator die-off.

*Read full note: <https://www.care2.com/causes/eu-food-safety-agency-confirms-that-neonicotinoid-pesticides-pose-a-danger-to-bees.html>*



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CAMPUS



# 4 habits to achieve your goals

What is one goal you wish you could accomplish? Chances are, you have no problem naming it, so what holds you back from achieving it?



Image: medium.com

Life has a nasty habit of interrupting the best-laid plans, but more often than not, it's our own minds that get in the way of our goals. We make a litany of excuses for why those goals don't get checked off our lists, and we become our own worst enemies.

Let this be the end of all that. Here are a few suggestions — and a dose of tough love— to help you reach your goals.

**1** Define your fears instead of your goals. Think about what you're putting off for the "right moment."

What holds you back? What are you afraid of? Write down the worst things that might happen if you fail, suggests investor and author **Tim Ferriss**. Then think about what you'll do if they

happen and how you could prevent them.

**Tim** calls this "fear-setting," a practice that can help you break the cycle of self-paralysis. "I can trace all of my biggest wins and biggest disasters averted to fear-setting," he says.

**2** Banish the word "fine." Why are your goals on the back burner? Maybe because of the F-word: "fine," says motivational speaker **Mel Robbins**. That dirty word lulls you thinking that subpar situations —feeling unfulfilled at work, carrying an extra 50 pounds, having a ho-hum relationship— are good enough that you can put off the effort to change them.

Consider this your wake-up call: it's time to stop settling for "fine" and set your sights on "good" or "great" instead.

**3** Approach your obstacles with curiosity. You may find yourself sidetracked at times by a little voice that asks, "Wouldn't it

be more fun to watch Netflix for the next six hours?" That's not a feeling to fight —it's a feeling to examine. Curiosity is your best weapon against distraction, says psychiatrist **Judson Brewer**.

When you find yourself procrastinating, look at what's going on in your mind. Are you bored? Scared? Frustrated? That insight can help you figure out what you need to resolve to get back on track.

**4** Embrace your near wins. Behind every triumph, there are countless near wins —those times when you come close to success but don't quite get there. Those are valuable, says historian **Sarah Lewis**. They show you what worked and what you can improve, and they give you a chance to iterate.

"Mastery is not a commitment to a goal but to a constant pursuit," she says. By embracing your near wins, you can push yourself to attain more than you ever imagined.

Find four TedTalks related to this text: <https://ideas.ted.com/4-tips-to-help-you-achieve-your-goals/>

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**Gentlewasher.**  
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[www.gentlewasher.com](http://www.gentlewasher.com)



“(Political) tribalism has a real dark side. And once these dynamics get going, it’s very hard to stop.”

—Amy Chua. (1962-). American lawyer, academic and writer.

Image: media.ai.com

## Be a lifelong learner

1. Education is not a few years learning process, it’s a till the end of life process.

—Shivani Agarwal

2. Learning how to learn is the most important thing you will ever learn.

—Janet Piskurich

3. Never stop learning. School can teach you many things, but the world has knowledge that extends beyond classrooms. Be open to it.

—@MsMedinaTweets

4. Learning will positively transform your life blooming into a distinguished valuable being.

—@bashaierk

Source: [www.edutopia.org](http://www.edutopia.org)



**Light Phone 2.** Take the stress away from smartphones. An anti-glare, energy-efficient phone, with a matte screen to display messages, time, alarms and more. [www.indiegogo.com](http://www.indiegogo.com)



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**BACHELOR OF**  
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**SCHOOL OF SCIENCE AND ENGINEERING**



The AIU Distance Learning Bachelor of Science in Internetworking Technology program will be a custom-made program, designed just for you by you and your academic advisor. This flexibility to meet student needs is seldom found in other distance learning programs. Our online program does not require all students to take the same subjects/courses, use the same books, or learning materials. Instead, the online Bachelor program curriculum is designed individually by the student and academic advisor. It specifically addresses individual strengths and weaknesses with respect to market opportunities in the

student's major and intended field of work. Understanding that industry and geographic factors should influence the content of the curriculum instead of a standardized one-fits-all design is the hallmark of AIU's unique approach to adult education. This philosophy address the dynamic and constantly changing environment of working professionals by helping adult students in reaching their professional and personal goals within the scope of the degree program.

**IMPORTANT:** Below is an example of the topics or areas you may develop and work on during your studies. By

no means is it a complete or required list as AIU programs do not follow a standardized curriculum. It is meant solely as a reference point and example. Want to learn more about the curriculum design at AIU? Go ahead and visit our website, especially the Course and Curriculum section: [www.aiu.edu/CourseCurriculum.html](http://www.aiu.edu/CourseCurriculum.html)

- Core Courses and Topics**
- Communication and Critical Thinking
  - Applied problem solving
  - Social Computing
  - Fundamentals of Web Design
  - Project Management in the Company
  - Twitter and How to Use in a Marketing Environment
  - How to Create a Blog to Reach the Masses
  - How to use database marketing
  - Integrated Marketing Communication
  - A Professional Use of Instagram
  - Programming in C #
  - Programming in C ++
  - Java programming
  - How to develop an AP with Flash / .net
  - Architect at Internetworking Technology
  - Internal Structure of an Android Phone
  - Apple, How It Became a World Power
  - Internal Structure of an iPhone
  - JavaScript
  - Web Scripting
  - Games

- Orientation Courses**
- Communication & Investigation (Comprehensive Resume)
  - Organization Theory (Portfolio)

- Experiential Learning (Autobiography)
- Seminar Administrative Development (Book Summary)
- Seminar Cultural Development (Practical Experience)
- Seminar International Development (Publications)

**Job Description**

Work in a large consulting firm in cyber incident analysis; investigate criminal cases involving hacking, child pornography, financial fraud, identity theft, and terrorism; audit for regulatory compliance; perform data discovery to support civil litigation like industrial espionage examine information security breaches.

**Research Project**

Bachelor Thesis Project  
 MBM300 Thesis Proposal  
 MBM302 Bachelor Thesis (5000 words)

**Publication.** Each graduate is encouraged to publish their research papers either online in the public domain or through professional journals and periodicals worldwide.

**Contact us to get started**

Submit your **Online Application**, paste your resume and any additional comments/questions in the area provided. [aiu.edu/apply-online.html](http://aiu.edu/apply-online.html)

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 800-993-0066 (Toll Free in US)  
 808-924-9567 (Internationally)

ABOUT US

Atlantic International University offers distance learning degree programs for adult learners at bachelors, masters, and doctoral level. With self paced program taken online, AIU lifts the obstacles that keep professional adults from completing their educational goals. Programs are available throughout a wide range of majors and areas of study. All of this with a philosophically holistic approach towards education fitting within the balance of your life and acknowledging the key role each individual can play in their community, country, and the world.

### Accreditation



Atlantic International University is accredited by the Accreditation Service for International Schools, Colleges and Universities (ASIC). ASIC Accreditation is an internationally renowned quality standard for colleges and universities. Visit ASIC's Directory of Accredited Colleges and Universities. ASIC is a member of CHEA International Quality Group (CIQG) in the USA, an approved accreditation body by the Ministerial Department of the Home Office in the UK, and is listed in the International Directory of the Council for Higher Education Accreditation (CHEA). AIU meets all state and federal laws as a degree-granting institution in the United States and the State of Hawaii. The University was legally established by corporate charter in 1998 and is in good standing.

While National Accreditation is common for traditional U.S. institutions of higher learning utilizing standard teaching methods, every country has its own standards and accrediting organizations. Accreditation is a voluntary process and does not guarantee a worthy education. Rather, it means an institution has submitted its courses, programs, budget, and educational objectives for review. AIU's Distance Learning Programs are unique, non-traditional and not accredited by the U.S. Department of Education. This may be a determining factor for those individuals interested in pursuing certain disciplines requiring State licensing, (such as law, teaching, or medicine). It is recommended that you consider the importance of National Accreditation for your specific field or profession.

Although Atlantic International University's individualized Distance Learning Degree Programs, are distinct from traditional educational institutions, we are convinced of their value and acceptance worldwide. Non-traditional programs are important because they recognize knowledge gained outside the classroom and incorporate a broader more comprehensive view of the learning experience. Many great institutions are unaccredited. We invite you to compare our programs and philosophy with traditional classroom-based programs to determine which is best suited to your needs and budget.

AIU has chosen private accreditation through the Accrediting Commission International (ACI), obtained in 1999. ACI is not regulated or approved by the US Department of Education. ATLANTIC INTERNATIONAL UNIVERSITY IS NOT ACCREDITED BY AN ACCREDITING AGENCY RECOGNIZED BY THE UNITED

STATES SECRETARY OF EDUCATION. Note: In the U.S., many licensing authorities require accredited degrees as the basis for eligibility for licensing. In some cases, accredited colleges may not accept for transfer courses and degrees completed at unaccredited colleges, and some employers may require an accredited degree as a basis for eligibility for employment.

AIU is incorporated in the state of Hawaii. As a University based in the U.S., AIU meets all state and federal laws of the United States. There is no distinction between the programs offered through AIU and those of traditional campus based programs with regards to the following: your degree, transcript and other graduation documents from AIU follow the same standard used by all U.S. colleges and universities. AIU graduation documents can include an apostille and authentication from the U.S. Department of State to facilitate their use internationally. Authentication from the U.S. Department of State is a process that will ultimately bind a letter signed by the U.S. Secretary of State (permanently with a metal ring) to your graduation documents.

If a student outside the U.S. wishes to carry out a particular procedure within a country's Department of Education regarding their degree earned at AIU, such procedures are to be carried out independently by the student. AIU respects the unique rules and regulations of each country and does not intervene or influence the respective authorities. We recommend prospective students who intend to carry out such procedures outside the U.S. to verify in detail the steps and requirements needed in order to be fully informed.



### The AIU Difference

It is acknowledged that the act of learning is endogenous, (from within), rather than exogenous. This fact is the underlying rationale for "Distance Learning", in all of the programs offered by AIU. The combination of the underlying principles of student "self instruction", (with guidance), collaborative development of curriculum unique to each student, and flexibility of time and place of study, provides the ideal learning environment to satisfy individual needs. AIU is an institution of experiential learning and nontraditional education at a distance. There are no classrooms and attendance is not required.

### Mission & Vision

**MISSION:** To be a higher learning institution concerned about generating cultural development alternatives likely to be sustained in order to lead to a more efficient administration of the world village and its environment; exerting human and community rights through diversity with the ultimate goal of the satisfaction and evolution of the world.

**VISION:** The empowerment of the individual towards the convergence of the world through a sustainable educational design based on andragogy and omniology.

### Organizational Structure

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FACULTY AND STAFF PAGE: [www.aiu.edu/FacultyStaff.html](http://www.aiu.edu/FacultyStaff.html)

**School of Business and Economics**



The School of Business and Economics allows aspiring and practicing professionals, managers, and entrepreneurs in the private and public sectors to complete a self paced distance learning degree program of the highest academic standard.

The ultimate goal is to empower learners and help them take advantage of the enormous array of resources from the world environment in order to eliminate the current continuum of poverty and limitations.

Degree programs are designed for those students whose professional

experience has been in business, marketing, administration, economics, finance and management.

**Areas of study:** Accounting, Advertising, Banking, Business Administration, Communications, Ecommerce, Finance, Foreign Affairs, Home Economics, Human Resources, International Business, International Finance, Investing, Globalization, Marketing, Management, Macroeconomics, Microeconomics, Public Administrations, Sustainable Development, Public Relations, Telecommunications, Tourism, Trade.

**School of Social and Human Studies**



The School of Social and Human Studies is focused on to the development of studies which instill a core commitment to building a society based on social and economic justice and enhancing opportunities for human well being.

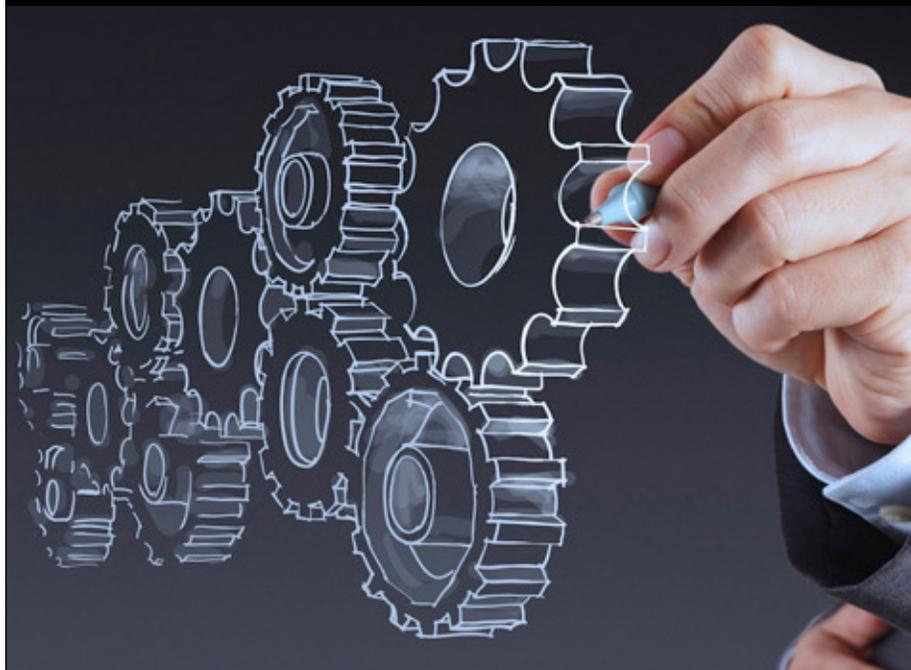
The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public, nonprofit, and nongovernmental

organizations in an ever expanding global community.

Degree programs are aimed towards those whose professional life has been related to social and human behavior, with the arts, or with cultural studies.

**Areas of Study:** Psychology, International Affairs, Sociology, Political Sciences, Architecture, Legal Studies, Public Administration, Literature and languages, Art History, Ministry, African Studies, Middle Eastern Studies, Asian Studies, European Studies, Islamic Studies, Religious Studies.

### School of Science and Engineering



The School of Science and Engineering seeks to provide dynamic, integrated, and challenging degree programs designed for those whose experience is in industrial research, scientific production, engineering and the general sciences. Our system for research and education will keep us apace with the twenty-first century reach scientific advance in an environmentally and ecologically responsible manner to allow for the sustainability of the human population. We will foster among our students a demand for ethical behavior, an appreciation for diversity, an understanding of scientific investigation,

knowledge of design innovation, a critical appreciation for the importance of technology and technological change for the advancement of humanity.

**Areas of Study:** Mechanical Engineering, Industrial Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Computer Engineering, Physics, Chemistry, Biology, Mathematics, Communications, Petroleum Science, Information Technology, Telecommunications, Nutrition Science, Agricultural Science, Computer Science, Sports Science, Renewable Energy, Geology, Urban Planning.

### Online Library Resources



With access to a global catalog created and maintained collectively by more than 9,000 participating institutions, **AIU** students have secured excellent research tools for their study programs.

The **AIU** online library contains over 2 billion records and over 300 million bibliographic records that are increasing day by day. The sources spanning thousands of years and virtually all forms of human expression. There are files of all kinds, from antique inscribed stones to e-books, from wax engravings to MP3s, DVDs and websites. In addition to the archives, the library **AIU** Online offers electronic access to more than 149,000 e-books, dozens of databases and more than 13 million full-text articles with pictures included. Being able to access 60 databases and 2393 periodicals with more than 18 million items, guarantees the information required to perform the assigned research project. Users will find that many files are enriched with artistic creations on the covers, indexes, reviews, summaries and other information. The records usually have information attached from important libraries. The user can quickly assess the relevance of the information and decide if it is the right source.

# Education on the 21<sup>st</sup> century

# AIU Service

AIU is striving to regain the significance of the concept of education, which is rooted into the Latin “educare”, meaning “to pull out”, breaking loose from the paradigm of most 21<sup>st</sup> century universities with their focus on “digging and placing information” into students’ heads rather than teaching them to think.

For AIU, the generation of “clones” that some traditional universities are spreading throughout the real world is one of the most salient reasons for today’s ills. In fact, students trained at those educational institutions never feel a desire to “change the world” or the current status quo; instead, they adjust to the environment, believe everything is fine, and are proud of it all.

**IN A WORLD** where knowledge and mostly information expire just like milk, we must reinvent university as a whole in which each student, as the key player, is UNIQUE within an intertwined environment.

This century’s university must generate new knowledge bits although this may entail its separation from both the administrative bureaucracy and the faculty that evolve there as well.

AIU thinks that a university should be increasingly integrated into the “real world”, society, the economy, and the holistic human being. As such, it should concentrate on its ultimate goal, which is the student, and get him/her deeply immersed into a daily praxis of paradigm shifts, along with the Internet and research, all these being presently accessible only to a small minority of the world community.

AIU students must accomplish their self-learning mission while conceptualizing it as the core of daily life values through the type of experiences that lead

to a human being’s progress when information is converted into education.

The entire AIU family must think of the university as a setting that values diversity and talent in a way that trains mankind not only for the present but above all for a future that calls everyday for professionals who empower themselves in academic and professional areas highly in demand in our modern society.

We shall not forget that, at AIU, students are responsible for discovering their own talents and potential, which they must auto-develop in such a way that the whole finish product opens up as a flower that blossoms every year more openly.

**THE AIU STANCE** is against the idea of the campus as a getaway from day-to-day pressure since we believe reality is the best potential-enhancer ever; one truly learns through thinking, brainstorming ideas, which leads to new solutions, and ultimately the rebirth of a human being fully integrated in a sustainable world environment. Self-learning is actualized more from within than a top-down vantage point, that is to say, to influence instead of requesting, ideas more than power. We need to create a society where solidarity, culture, life, not political or economic rationalism and more than techno structures, are prioritized. In short, the characteristics of AIU students and alumni remain independence, creativity, self-confidence, and ability to take risk towards new endeavors. This is about people’s worth based not on what they know but on what they do with what they know.

*Read more at: [aiu.edu](http://aiu.edu)*

AIU offers educational opportunities in the USA to adults from around the world so that they can use their own potential to manage their personal, global cultural development. The foundational axis of our philosophy lies upon self-actualized knowledge and information, with no room for obsolescence, which is embedded into a DISTANCE LEARNING SYSTEM based on ANDRAGOGY and OMNIOLOGY. The ultimate goal of this paradigm is to empower learners and help them take advantage of the enormous array of resources from the world environment in order to eliminate the current continuum of poverty and limitations.

This will become a crude reality with respect for, and practice of, human and community rights through experiences, investigations, practicum work, and/or examinations. Everything takes place in a setting that fosters diversity; with advisors and consultants with doctorate degrees and specializations in Human Development monitor learning processes, in addition to a worldwide web of colleagues and associations, so that they can reach the satisfaction and the progress of humanity with peace and harmony.

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