

# CAMPUS *mundi*

#92

Cairo, literally translated as the “victorious”, was founded by the Muslim rulers in 972 AC, and ever since has been the capital of Egypt. This city is abundant with cultural and historic treasures from different eras, such as the pyramids of Giza, the Sphinx, the Egyptian National Museum, Coptic churches and the famous Khan el Khalili bazaar.

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# Contents

## Directory

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MY AIU MAGAZINE  
Year 8, #92  
July 2021  
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## In touch

### AIU News

- 4 Notes
- 6 Graduates of the month

### Student Space

- 8 Essay by Paulin Nyengo Olonge
- 11 Essay by Rosa Hilda Lora

## Learning

### 14 Education + Culture

Shadow teaching / Neanderthals

### 15 Science + Technology

Anglerfish / Vegan 'dairy' /  
A silent decimation / Long Covid

### 17 Art + Design

Artful teatime desserts /  
Teresa van Dongen / Poimo

### 18 Body + Mind + Spirit

Selenium / Aphantasia

### 19 Environment

Marine mucilage / Brazil's deforestation

### 20 Human + Animal Rights

Text-based AI / Smart cuttlefish

## Campus

### 22 Healthy ecosystems

Loss of biodiversity poses  
a great a risk to humanity  
Northern farms launch  
large quantities of carbon

### 24 Be wise & have fun

Quote: Vandana Shiva  
Good advice  
Rocki —companion robot for pets  
Rambler —fire pit, pizza oven & grill  
Smush crayons  
Thinx —absorbent underwear

### 25 Programs at AIU

Bachelor in Genetics

## About us

### AIU: Who we are

#### 27 General information

Accreditation  
The AIU difference  
Mission & Vision  
Organizational Structure

#### 28 School of Business and Economics

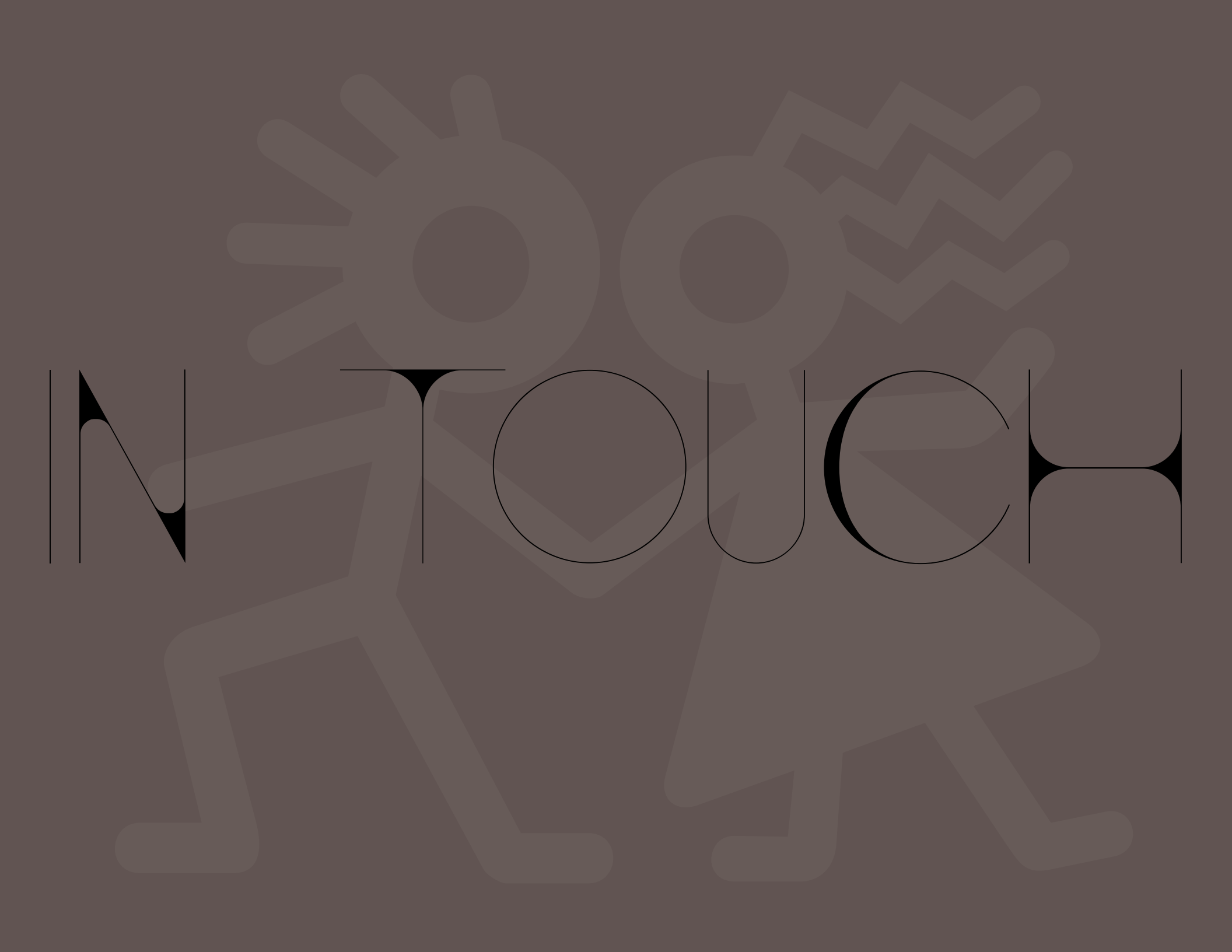
School of Science and Engineering

#### 29 School of Social and Human Studies

Online Library Resources

#### 30 Education in the 21<sup>st</sup> century

AIU service



INTOUCH



## Guest speaker

MAY 26, 2021. One of our graduates, **Dr. Sivarajasingam Mahendran**, had the privilege of being a guest speaker, where he did a feature presentation, in a life skills training organized by Jamaica and Grenada which lasted over 10 weeks of online training in modules.

The life skills training's theme was: *Transforming leaders and creating*



*responsible citizens.* And the feature speech Dr. Siva gave was "*Leadership skills in the 21<sup>st</sup> Century*" and it was warmly received by the host and participants during the half hour session.

**Dr. Sivarajasingam Mahendran** completed a Doctorate program in Education at **Atlantic International University**.

## Book

JUNE 7, 2021. One of our graduates, **Cirilo Quintana Alvarado**, wrote the book, "*The Life of HEN*" and it has been published.

Summary: In chicken life the reader will discover a funny metaphor, which will make him reflect on how we carry out our existence day by day. In this story, we can find alternatives to improve, it will allow us to make a stop along the way and self-analysis. It will also open the possibility of awakening to a new reality, which is available to all, and that is happiness.

Finally, routines can be transformed into habits. ...

**Cirilo Quintana Alvarado** has completed a Doctorate program in Education at **AIU**.

## Thesis defense



MAY 19, 2021. One of our graduates, **Garikayi Mutongoreya**, has recently

presented his Thesis Defense, which was graded with an A.

His thesis defense was titled, "*Exploring Pro-growth Corporate Social Responsibility Strategies Of Firms In Township Economies*".

In his PowerPoint

presentation **Garikayi** explained that the philanthropic concept of CSR is arguably said to be deceptive as it transfers wealth created by others but does not transfer the ability to create wealth in township and that the detachment of CSR concept from LED has created an unnecessary duplicity resulting in weak township economies.

**Garikayi Mutongoreya** completed a Doctorate program with a major in Business Administration at **AIU**.

## Honors

JUNE, 2021. These graduate students completed the majority of the requirements to obtain honors, which included a 4.0 GPA, published works, recommendation from their respective advisors, patent a product, etc. **Congratulations!**



**CUM LAUDE**

**Jesús Taveras Reyes**

Bachelor of Science  
CIVIL ENGINEERING



**CUM LAUDE**

**Juan Ernesto Melo Núñez**

Bachelor of Accounting  
ACCOUNTING



**CUM LAUDE**

**Domingo Jiménez Suárez**

Bachelor of Science  
LEGAL STUDIES

## Thesis defense

APRIL 21, 2021. One of our graduates, **Ngala Solange Mudih**, recently presented her thesis defense which was graded with an A.

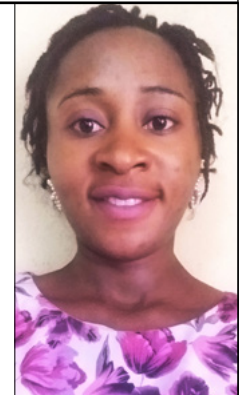
Her thesis was titled, "*The Association of Human Immunodeficiency Virus (HIV) with other Factors and Tuberculosis (TB) Treatment Outcomes Among Patients in the West Region of Cameroon*".

The aim of her thesis was to investigate the association between HIV and other factors affecting TB treatment

outcomes in five health facilities of the West region of Cameroon from 2015-2019.

**Ngala Solange Mudih**

completed a Doctorate program with a major in Public Health at **Atlantic International University**.



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# Graduates of the month

JULY 2021

**Campos Calenga Pataca**  
DOCTOR OF SCIENCE  
TELECOMMUNICATIONS  
ANGOLA

**Fanjul Avellaneda David Antonio**  
DOCTOR OF PHYSICAL CULTURE  
SPORTS AND HEALTH SCIENCES  
ARGENTINA

**Nora María Kugler**  
DOCTOR OF HUMAN RESOURCES MANAGEMENT  
HUMAN RESOURCES MANAGEMENT  
ARGENTINA

**Ana Inés Juárez**  
BACHELOR OF SCIENCE  
PSYCHOLOGY  
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**Dusingizimana Damascene**  
BACHELOR OF SCIENCE  
CIVIL ENGINEERING  
AUSTRIA

**Nchofa Kingsley Foncham**  
MASTER OF SCIENCE  
PUBLIC HEALTH  
BAHRAIN

**Sonia Juann St Hill**  
DOCTOR OF PHILOSOPHY  
SOCIOLOGY  
BARBADOS

**Félix Codama Imanareco**  
BACHELOR OF SCIENCE  
CIVIL ENGINEERING  
BOLIVIA

**Poifo Makhokhoba**  
BACHELOR OF FINANCE AND BANKING  
FINANCE AND BANKING  
BOTSWANA

**Pierre Richard Alexis, CPA**  
MASTER OF BUSINESS ADMINISTRATION  
ACCOUNTING  
CANADA

**Aida Ollero Galvan**  
BACHELOR OF BUSINESS ADMINISTRATION  
HOSPITALITY AND TOURISM MANAGEMENT  
CAYMAN ISLAND

**Alex Eduardo Blanco Hidalgo**  
BACHELOR OF SCIENCE  
INDUSTRIAL ENGINEERING  
CHILE

**Jaime Hernán Pasminio Cuevas**  
BACHELOR OF ARCHITECTURE  
ARCHITECTURE  
CHILE

**Eduardo Andrés Ávila Aravena**  
BACHELOR OF SOCIAL COMMUNICATION  
MARKETING  
CHILE

**Marco Aurelio Suárez Ramírez**  
DOCTOR OF THEOLOGY  
DOGMATIC THEOLOGY  
COLOMBIA

**Luis Arturo Palmezano Rivero**  
DOCTOR OF BUSINESS ADMINISTRATION  
STRATEGIC PLANNING  
COLOMBIA

**Javier Alberto Villarraga Cándelo**  
BACHELOR OF SCIENCE  
ELECTRICAL ENGINEERING  
COLOMBIA

**Marcela Puerto Valencia**  
BACHELOR OF SCIENCE  
NUTRITION  
COLOMBIA

**Juan Ernesto Melo Núñez**  
BACHELOR OF ACCOUNTING  
ACCOUNTING  
DOMINICAN REPUBLIC

**Jesús Taveras Reyes**  
BACHELOR OF SCIENCE  
CIVIL ENGINEERING  
DOMINICAN REPUBLIC

**Elvira Castro Cabrera**  
BACHELOR OF SCIENCE  
POLITICAL SCIENCE  
DOMINICAN REPUBLIC

**Santo Mateo**  
MASTER OF SCIENCE  
ELECTRICAL ENGINEERING  
DOMINICAN REPUBLIC

This month we have graduates from: Angola · Argentina · Austria · Bahrain · Barbados · Bolivia · Botswana · Canada · Cayman Island · Chile · Colombia · Dominican Republic · Ecuador ·

**Carmen Elsa Pacheco Pulinario**  
DOCTOR OF SCIENCE  
*BIOLOGY*  
DOMINICAN REPUBLIC

**Yerka Sobeyda Cabrera Moran**  
DOCTOR OF SCIENCE  
*BIOTECHNOLOGY*  
DOMINICAN REPUBLIC

**Carlos Randolph Bueno Perez**  
BACHELOR OF MARKETING  
*MARKETING*  
DOMINICAN REPUBLIC

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BACHELOR OF BUSINESS ADMINISTRATION  
*BUSINESS ADMINISTRATION*  
ECUADOR

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BACHELOR OF SCIENCE  
*PSYCHOLOGY*  
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**Viteri Puente Victor Vicente**  
BACHELOR OF SCIENCE  
*INFORMATION SYSTEMS*  
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*ELECTRICAL ENGINEERING*  
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EQUATORIAL GUINEA

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*HEALTH SCIENCE*  
GHANA

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*BUSINESS COMMUNICATION*  
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*EARLY CHILDHOOD EDUCATION*  
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# Analysis of the establishment of the vaccine passport in international law

Paulin Nyengo Olonge | Doctorate in International Legal Studies



Image: news.ucl.edu

## I. INTRODUCTION

The world pandemic is currently facing is causing an unprecedented human health crisis. Travel restrictions and then containment, put in place by governments to stem it, crippled global activity quickly causing a socio-economic crisis that is still struggling to fully appreciate. The crisis has also impacted Human Rights in several ways.

First, because it mainly affects those with political, social, economic and cultural rights, including women, children, ethnic or religious minorities, and people with disabilities, refugees and migrants.

Second, because the fight against the pandemic serves as a pretext for abuse by regimes and governments that are already reluctant to respect Human Rights (DAVID GUYON, 2021). Far from reducing international tensions, the health crisis and its socio-economic and legal repercussions risk, on the contrary, having a profound and lasting effect on international relations,

contributing to more insecurity and unrest on the whole planet. The vaccine passport, erected as a new sesame to hope to travel freely within a few months, explained this Wednesday, March 17, 2021 **Ursula von der Leyen**, President of the European Commission. What is the legality of this passport? What will be the situation of people who refuse to be vaccinated and who find themselves totally excluded from community? This passport does not constitute the official establishment of discrimination?

The historical method (CIBUKA 2010-2011) consists essentially of historical events which leads to the adoption of the text of the provisions prior to the text to be interpreted. It is, in a way, to make history of his genealogy. The exegetical method, on the other hand, will help us to interpret the legal instruments both national, regional and international in order to understand the scope of the legality or illegality of the vaccination passport.

**ABSTRACT.** Some countries have proposed to introduce a Covid-19 vaccine passport in a bid to curb the spread of Covid-19 and revive the

travel industry and the global economy. From a legal standpoint, the term health passport is controversial. Indeed, it is necessary to differentiate the

passport, which has a precise legal meaning, and which certifies the identity and nationality of a citizen, from the concept of a vaccination record.



The legal approach (*MPON-GO, 2001*) consists in analyzing and exposing positive law but also in confronting the facts and the law and which aims to solve a problem of “dogmatic” and “casuistry”, allowed us to ‘analyze the texts relating to the question of the vaccination passport.

## II. DISCUSSIONS

Currently, is there a vaccination passport, that is, such a title based not on identity or nationality, but on the immunization status of the people? Things are clear on this point: the answer is no. No national or international standard recognizes the term “vaccination passport” or “health passport”.

Historically, the concept is also unknown, even if the eighteenth century, marked by epidemics, saw the birth of “health tickets” making it possible to establish the “good health status of travelers”. This document is certainly compulsory, but quite distinct, legally at least, from the passport.

The introduction of a “vaccine passport”, that is to say the requirement of the possession of an official document justifying the realization of a vaccine in order to be able to escape certain restrictions of freedom, constitutes a dangerous slope which could well spell the death knell for the

democratic soul of our modern and civilized community.

France is considered the cradle of vaccination with **Louis Pasteur**. Since their inception, vaccines have eradicated a large number of contagious diseases, particularly affecting children. A country’s vaccination policy therefore constitutes an essential component of its health policy, which constitutes one of the triptychs of public order.

According to the World Health Organization (WHO), a vaccine is a preparation given to induce immunity against a disease by stimulating the production of antibodies. Immunization coverage is the proportion of people vaccinated in a population at a given time.

The vaccine will not be compulsory, but to move around, access transport or certain activities, it will be necessary. In other words, freedom, equality, if you are vaccinated. It should be noted immediately that the debate will not focus on whether we are for or against this vaccine but whether our community is ready to agree to legalize discrimination on the basis of health by agreeing to exclude from social life those people who refuse to submit to it.

The vaccination passport would indeed undoubtedly

constitute an infringement of several fundamental rights and freedoms, such as the freedom of coming and going, bodily integrity, and even privacy.

To be constitutional, it would then be necessary for the requirement of such a document to be absolutely “necessary and proportionate”, according to the formula usually adopted, but the content of which is flexible to assess (there is no precise definition). This question raises legal

difficulties which need to be analyzed. These are not the only freedoms destroyed.

However, given their importance, it seems necessary to indicate how this vaccination passport destroys the principles founding our recent Communities. Freedom is the right to be able to do anything that does not harm others.

The freedom is here reduced in the hypothesis that the vaccine is not carried out or not justified by an official document. Indirectly but surely,

unvaccinated citizens will find themselves deprived of the right to undertake, to work, of the freedom to come and go, and of the right to respect for private and family life.

This will also have an impact on the property rights of some who may find themselves deprived of it as a result of this social exclusion (*ART. 17 OF THE DDHC*).

In terms of international law, we will mention the provisions of Article 8 of the European Convention on Human



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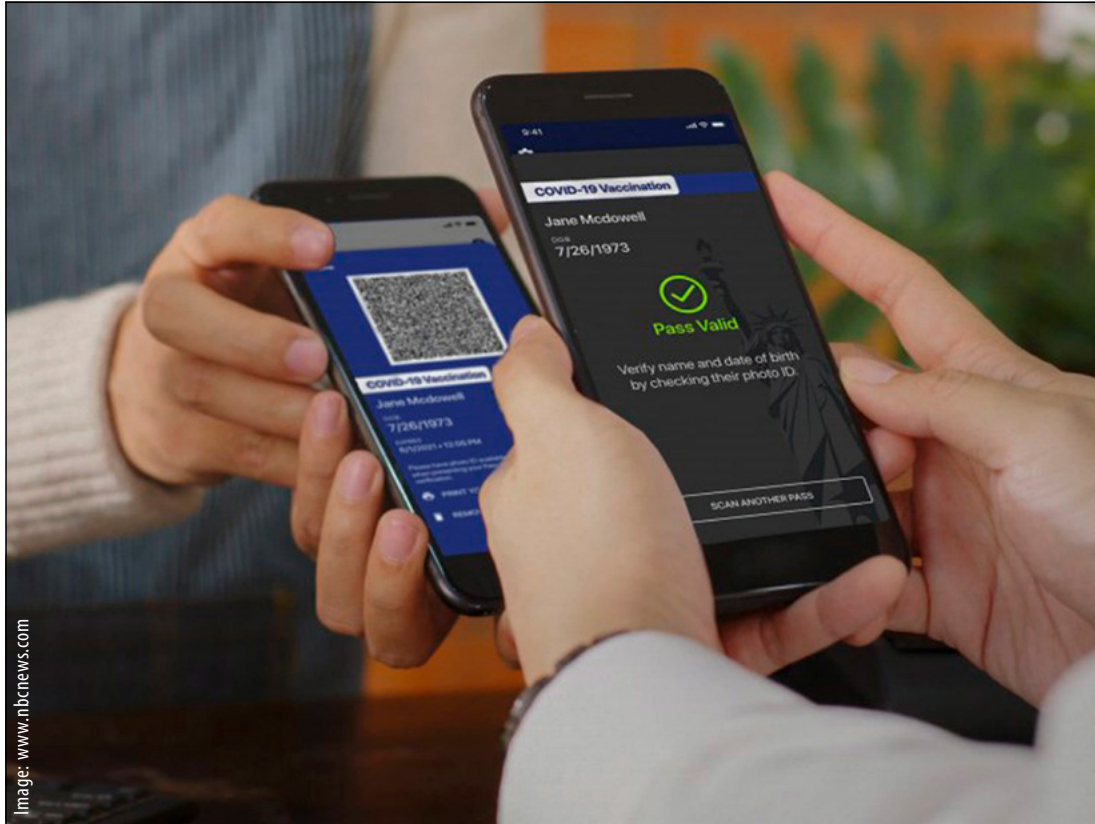


Image: www.nbcnews.com

Rights. This text protects the right to private and family life. As such, the European Court of Human Rights has developed case law that protects the private sphere in particular, including the right to self-determination and health.

Indeed, under Article 8 of the EHR Convention, it has long been recognized that there is a right to consent to care. (*COURT EDH, PRETTY V UNITED KINGDOM, APRIL 29, 2002, N° 2346/02*).

The principle of equality

finds its source in constitutional law and permeates all of our law.

On the one hand, it implies that all people placed in an identical situation are treated in the same way, which in turn allows different situations to be treated differently; on the other hand, that it be possible to derogate from equality when a reason of general interest justifies it.

In these two situations, the difference in treatment that may result must be directly

related to the purpose of the standard which establishes it and must not be manifestly disproportionate in relation to the reasons likely to justify it.

In international law we speak rather of the right to non-discrimination which is protected in article 14 of the European Convention on Human Rights. In the opposite pattern, which constitutes the current situation, where access to the vaccine is conditioned and complex, such a provision would result in the intolerable

creation of discrimination at national level, it is not certain that the same is true at the international level.

This could then result in inequality between rich countries, where the inhabitants would be free to move around, because they hold such a passport, and poor countries, where the vaccine is not available, and where the population would therefore be isolated.

## CONCLUSION

The vaccination passport is a very controversial from a legal point of view and which raises many more questions than it answers. Indeed, it is necessary to differentiate the passport, which has a precise legal meaning, and which certifies the identity and nationality of a citizen, from the concept of a vaccination record.

Several disadvantages that may be caused by this vaccination passport: Violation of Human Rights; discrimination against minority groups and the unvaccinated people as well as young people and children; Inaccessibility and inequality of access to vaccines. In International Law, the approach differs and seeks more the right to non-discrimination.

Following the implementation of the vaccination passport, an element of the health of individuals would lead to the social exclusion of some of them. Vaccinated citizens would then be distinguished from citizens who have not received their dose of vaccine. In other words, the principle of the vaccination passport could be considered a discriminatory legalization on grounds of health.

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# The culture of knowledge



Image: bilis.com

Culture is what human beings have done. Culture is our task that we have left to future generations.

Culture is Science, Art, Religion, Customs, that identify human groups and that make

each of them a different set of beings of the species called *homo sapiens*.

The development of each human group is made different by the circumstances that enter each formation

of the species. The climate, the vision of life, the way of appropriating the elements of nature for existence, even the elements that enter in the way that life can develop.

A Culture is the

representation of the trajectory of the human groups.

Each element of a culture has its value: to say that only the science that this group does is valid and that the dances that represent this other indigenous group aren't culture is an error: these dances have their meaning in the development of those beings. The work of human groups is the legacy for subsequent generations and it's the book of learning for the new human lives.

We live in a world in which we admire everything we do, in any aspect, in this global village, but everything that exists, however extraordinary it may seem, is the result of the experience that is brought as living beings.

This present world constitutes what we call Civilization. There are many who only live in Civilization. There are groups of human beings who live with the thought that their group is the best because they did this and that.

History lets us see that human groups that seem to be better than others have actors who determined that

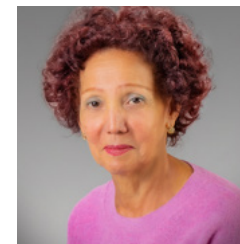
economic growth, and everything that the economy can bring, by the means of which they appropriated to be left with more resources.

Each human group, if they had the same opportunities, would surely have the same in terms of benefits.

The vast majority think that when it comes to Culture, it refers to Art and Culture is all human endeavor.

Civilization brings us wonderful elements but at the time we live there seems to be a contradiction: the more science and technology we have, human beings seem not to grow, from the human point of view, in the same proportion: a lot of technology but not a lot of ethics.

It seems incredible that with such a growth of science and



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technology we have towns whose inhabitants move to other regions that are not their origin, looking for a way to be able to exist: they lack the minimum to be able to live.

In the times we live in; regardless of the pandemic we have, we already had problems with migrations.

What happens to us as human beings?

First of all, the sciences dedicated to human life don't receive as many resources as those that provide the power of goods, for example, as the sciences for war.

Where is the research in the Human Sciences? We have a lot of work ahead of us.

We see the way in which food, health, education are lacking for many human beings while for others abundance is an insult to others.

As for what we are leaving as Culture to the following generations, we should ask ourselves the following question: will it not be painful to leave such an unequal world to the following generations?

Living in this world of great development of certain sciences and technology, we witness that everyone would like a wonderful job that would allow them to have a high income to enjoy the extraordinary life shown by the media.

Knowing for some is



making money. Knowledge has as its first objective: to know who we are, to know where we are, to discover and realize the skills we have and through this: to achieve what makes us happy.

There are many human beings around the world who think that they can skip some stages of human development and get a lot of money in the job they want.

Yes, I go to a university but I want my assessments

without reaching the necessary knowledge.

I want the highest assessments in this and in that, regardless of what the teachers tell me: knowledge is lacking here; in this other also knowledge is lacking.

There are many who think that with a record full of "A" of 10 or 100 they will achieve the success in their life.

There is something very special: Knowledge is a Culture and it's built on thought.

Knowledge is building a conception of life, happiness, others, society and work.

Conceptions that have not been forged in our brain can't be imaged.

When you arrive at a job

**BIBLIOGRAPHY.** 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> | 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>

interview, just by being there shows what you have in your brain. When you start talking, whatever it is, it also shows what training that brain has.

Thinking that someone with a scientific culture is going to be deceived is a mistake.

What hasn't been worked on in the brain isn't achieved in an instant.

What you have to do as a student is, precisely, study and when you don't know something: ask.

After leaving school you have to continue studying for all your life.

Studying for all your life is no longer an obligation because when you look for a way to know during the school stay, you always want to know.

If you study, take advantage of the opportunity that life has given you.

**We must learn throughout life to be happy which was what we were born for.**



LEARNING



## Shadow teaching

...in special educational needs.

In order to providing full support to the children with special needs, the conception of shadow teaching has been implemented quite in recent times. ... In 21<sup>st</sup> century teaching-learning process, besides just training academics, teachers facilitate children to comprehend the rules of playing by interacting socially with the help of sharing and caring. Nevertheless, talking about the special children, not all children become skilled at the same time as their peers, they may require additional support in some areas. That's when the role of a shadow teacher comes in, the one on one support starts from here.

Ideally a shadow teacher is an important person who helps the

special child by carrying out his/her required program which is in place. They are the 'exclusive' teachers, who are keeping the child on an appropriate track by managing any behavioural program, etc. They are provided by schools most of the time, they help in the educational activities of the special child by implementing the course curriculum. The shadow teacher also gives important feedback. They help in preventing the child from facing unwanted problems and decrease hyperactivity to assist in educational activities. Shadow teachers are regularly referred to as para-professionals ...

*Read full text: <https://www.senteachestraining.com/blog/294-Know-the-Art-of-Shadow-Teaching-in-Special-Educational-Needs-blog.php>*

## Neanderthals

Ancient genomes offer rare glimpse of family groups.

More than 49,000 years ago, a family of Neanderthals set up camp in a cave high in Siberia's Altai Mountains, overlooking a river valley where bison, red deer, and wild horses roamed. In the cave's main gallery, a teenage girl lost a tooth, perhaps while gnawing on bison that her father or his kin had hunted in the sweeping grasslands.

Now, researchers have analyzed the genomes of this father and daughter and 12 of their relatives, many of whom sheltered in the same cave over less than 100 years. The new genomes almost double the number of Neanderthal genomes known and offer a glimpse of the Neanderthal population at the eastern end of their range, at a

time when they were headed toward extinction. The genomes also offer the first real clues to the social structure of a group of Neanderthals. In addition to identifying the first father-daughter pair, the genetic evidence suggests these males stayed in their family groups as adults, like men in many modern human societies, says geneticist **Laurits Skov** of the Max Planck Institute for Evolutionary Anthropology. He presented the work in a virtual talk at the ninth International Symposium on Biomolecular Archaeology earlier this month. ...

*Read full text: <https://www.sciencemag.org/news/2021/06/ancient-genomes-offer-rare-glimpse-neanderthal-family-groups>*



Image: Tom Björklund

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## Anglerfish

### Video of mating deep-sea anglerfish stuns biologists.

Anglerfish, with their menacing gape and dangling lure, are among the most curious inhabitants of the deep ocean. Scientists have hardly ever seen them alive in their natural environment. That's why a new video, captured in the waters around Portugal's Azores islands, has stunned deep-sea biologists. It shows a fist-size female anglerfish, resplendent with bioluminescent lights and elongated whiskerlike structures projecting outward from her body. And if you look closely, she's got a mate: A dwarf male is fused to her underside, essentially acting as a permanent sperm provider.

"I've been studying these [animals] for most of my life and I've never seen anything like it," says **Ted Pietsch**, a

deep-sea fish researcher at the University of Washington in Seattle.

Most of what we know about deep-sea anglerfish comes from dead animals pulled up in nets. Scientists have identified more than 160 species, but only a handful of videos exist—and this is the first to show a sexually united pair. "So you can see how rare and important this discovery is," **Pietsch** says. "It was really a shocker for me."

The video was captured at a depth of 800 meters by deep-sea explorers **Kirsten** and **Joachim Jakobsen** in a submersible. The husband and wife ...

*Read full text and watch video: <https://www.sciencemag.org/news/2018/03/exclusive-i-ve-never-seen-anything-it-video-mating-deep-sea-anglerfish-stuns-biologists>*

## Vegan 'dairy'

### Startup develops one by mimicking cow's milk components.

Dairy and veganism might be paradoxes, but one Israeli startup believes it has milked the future of plant-based food products with a cruelty-free, animal-free "dairy" product that acts and tastes as it had come from a cow. On its website, Tel Aviv-based food tech startup *Imagin-dairy* describes its invention as a base for "tasty, healthy and nutritious dairy products that are environmentally friendly and care for animal welfare at affordable prices." The vegan milk is developed in a lab from "dairy protein-based" components via a special fermentation process.

Through an artificial intelligence-assisted technique called "precision fermentation," *Imagindairy* replicates

milk proteins "identical" to the whey and casein proteins in a "cow's mammary cells," CEO **Eyal Afergan** told *FoodNavigator*. Fermentation takes three to five days, and comes from technology comprising 15 years of research. **Afergan** said the protein can be "easily harvested" in high volumes, enough to mimic the amount found in dairy milk. It is then purified and dehydrated into a powder. At the end of it, you get "animal-free dairy" that matches cow's milk in sensory experiences while being suited for the making of alternatives for dairy products like cheese. ...

*Read full text: [https://designtaxi.com/news/414405/Startup-Develops-Vegan-Dairy-By-](https://designtaxi.com/news/414405/Startup-Develops-Vegan-Dairy-By-Identically-Mimicking-Cow-s-Milk-Components/)*

*Identically-Mimicking-Cow-s-Milk-Components/*



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Could long Covid spell the end of medical gaslighting? Let's hope so. **Kathy Flaherty**, a 53-year-old attorney... got Covid-19 in March 2020 ... A former marathon runner, [two weeks later] she could only take a walk around her backyard before she was exhausted. To **Flaherty's** surprise and dismay, her doctor suggested that the problem might be psychological rather than physical. ... Now, a year later, **Flaherty** is doing better, but is still struggling. ...

ability to think went out the window.”

The difference is that **Jenkins**, who is African American, got sick in 1983. Back then, the problem was dubbed “chronic fatigue syndrome.” ... **Jenkins** struggled to get a diagnosis because as an African American she didn’t fit this stereotype. It’s now known as myalgic encephalomyelitis/chronic fatigue syndrome (ME/CFS). For decades, most doctors treated it as psychiatric. An entire pseudoscience grew up around it, that combined cognitive behavioral therapy with something called “graded exercise therapy.” ... *Read*

full text: [https://rootedinrights.org/is-long-covid-leading-to-a-tipping-point-in-attitudes-toward-chronic-illness/?fbclid=IwAR1-roM-AhrGNIso6FPi-5Ic36ZK762MfoZhJ5Rh\\_EHEOz2fl\\_X-eiUZO](https://rootedinrights.org/is-long-covid-leading-to-a-tipping-point-in-attitudes-toward-chronic-illness/?fbclid=IwAR1-roM-AhrGNIso6FPi-5Ic36ZK762MfoZhJ5Rh_EHEOz2fl_X-eiUZO)

## South America's losing battle against Covid.

“There’s really so little support from the government—it’s a disaster,” said **Jessica Ortigosa**, whose father was languishing in a chair instead of a bed. “They should have prepared for all this from the start of the pandemic.” ...

emerge from the pandemic, discard their masks and ponder how best to spend the recovery funds, the crisis most evident in Paraguay is playing out across much of South America.

India may have commanded much of the world's attention over recent weeks, but Paraguay, Suriname, Argentina, Uruguay, Colombia, Brazil and Peru are suffering—in that order— a silent decimation by Covid unlike that anywhere else in the world. Even in seventh-placed Peru, the number of deaths per million stands at 9.12—more than three times the figure in India. In the early months of the ...

**Read full text:** <https://www.theguardian.com/global-development/2021/jun/18/covid-south-america-paraguay-argentina-peru>







## Artful teatime desserts

In celebration of the **Yayoi Kusama: Infinity Mirror Rooms** show opening at the Tate Modern, **Mark Perkins**—executive pastry chef of the Rosewood Hotel in London—has created an afternoon tea menu richly inspired by the work and depth of the Japanese contemporary artist. The selection will be served, quite aptly, at the hotel's own Mirror Room.

The cherries on top are three cakes that closely mirror **Kusama's** artworks. There's an *All My Love for Tulips* dessert comprising a yuzu citrus mousse, raspberry yuzu jelly, almond cake, green tea cookie, raspberry cremeux and chocolate petals ... and strawberry crisps; and *Dots Obsession—Soul of Pumpkin* constructed with a flourless chocolate cake, passion fruit cremeux, chocolate mousse, praline feuilletine, passionfruit ganache, and chocolate art. ... [Read full text: https://designtaxi.com/news/414409/Yayoi-Kusama-s-Artworks-Now-Showing-On-Your-Plate-As-Teatime-Desserts/](https://designtaxi.com/news/414409/Yayoi-Kusama-s-Artworks-Now-Showing-On-Your-Plate-As-Teatime-Desserts/)

## Teresa van Dongen

### Materials that can capture atmospheric carbon.



Dutch designer **Teresa van Dongen** has launched Areal, an online library showcasing materials that can capture atmospheric carbon. The fledgling library contains images and descriptions of materials developed by companies and institutes around the world. Materials featured include olivine, an abundant mineral that can absorb its own mass of carbon dioxide when crushed and scattered on the ground.

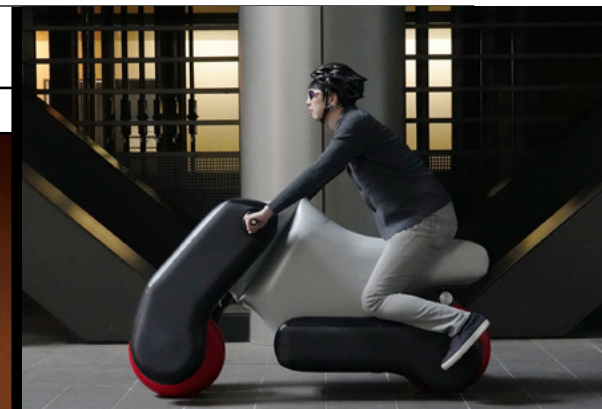
The library also features materials—from paper to fibre and food—that neutralise atmospheric carbon dioxide by absorbing the carbon and releasing the oxygen. "Areal is a growing material library showing materials that capture

CO<sub>2</sub> in their production process," said **van Dongen**. "The materials were developed in the spirit of the circular economy, where waste does not exist and carbon dioxide is seen as a resource for the creation of the products."

Olivine, a green-coloured magnesium–iron silicate, is one of the most common minerals on earth, making up between 60 and 80% of the earth's mantle. As part of its natural weathering process, the surface of the mineral reacts with CO<sub>2</sub> contained in rainwater, absorbing the carbon to create a new carbonate mineral.

[Read full text: https://www.dezeen.com/2021/06/15/carbon-capture-material-library-areal-olivine-teresa-van-dongen/](https://www.dezeen.com/2021/06/15/carbon-capture-material-library-areal-olivine-teresa-van-dongen/)

<https://www.dezeen.com/2021/06/15/carbon-capture-material-library-areal-olivine-teresa-van-dongen/>



## Poimo

### An inflatable scooter.

After unveiling the first prototype this spring, the University of Tokyo is now presenting a new version of its "poimo" concept ("PORTable and Inflatable MOBility"), an inflatable electric scooter. The aim is to create an easily transportable device for use as and when needed.

The "poimo" project is the fruit of a collaboration between researchers from the University of Tokyo and the research and development division of the startup Mercari (Mercari R4D). They're working on developing something called "soft mobility" solutions, with soft, lightweight and inflatable credentials to create easily portable mobility devices, some of which can even be carried in a backpack.

As well as saving space, the advantage of the latest concept is that it can theoretically be custom fit to suit different body sizes. ... [Read full text: https://www.lifestyleasia.com/bk/gear/motoring/poimo-japanese-inflatable-electric-scooter/](https://www.lifestyleasia.com/bk/gear/motoring/poimo-japanese-inflatable-electric-scooter/)

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Image: Stocky/ Nadine Greeff

## Selenium

One of the best minerals for fighting inflammation.

“Selenium is an essential trace mineral. It is a powerful antioxidant that affects many functions in the body,” says **Stephanie Middleberg**. Antioxidants help protect your cells from damage-causing free radicals and work to reduce chronic inflammation in the body. Selenium key benefits:

**1** Helps other antioxidants do their job. Your body needs it in order to reap the most benefits out of certain antioxidants.

**2** It helps your body metabolize thyroid hormones. Consequently, selenium can benefit your digestion and overall mood.

**3** It is also important for the reproductive health of both men and women.

**4** It is important in glutathione production, which helps the body produce more antioxidants and facilitates cell growth. It also binds with heavy metals and toxins and helps them move to the stool to be eliminated.

**5** It may have a protective effect against cancer (like prostate, lung, and stomach). This is linked to selenium’s aforementioned ability to help antioxidants work in the body.

Some selenium foods to incorporate into your meals: Brazil nuts, fish and shellfish, turkey and chicken, eggs, cottage cheese, brown rice and barley. ...

Read full text: <https://www.wellandgood.com/selenium-foods/>

## Aphantasia

Having a “blind mind’s eye.”

I have aphantasia, a neurological condition that leaves me with the inability to mentally visualise my thoughts. While most people are able to ‘see’ images associated with stories and thoughts when their eyes are closed, when I close my eyes, I experience only darkness. I have no sensory experience.

Aphantasia has likely existed throughout our evolution, but it wasn’t documented until 1880, when **Francis Galton** asked people to imagine a breakfast table and, based on their reports, noted that the vividness of the scene in the mind’s eye occurred on a spectrum. The term ‘aphantasia’ itself was coined only recently, in 2015, by **Adam Zenman**, professor of cognitive and behavioural neurology at the

University of Exeter. In his writings, **Zenman** explains that voluntary imagery is generated in fronto-parietal and in posterior brain regions, ascribing vividness to biological differences from one person to the next. For most of us, aphantasia is a congenital condition, but others develop it following a brain injury. ... The condition is estimated to affect 2 per cent of people.

Many of us with aphantasia don’t realise that we have this condition. This lack of knowledge is largely rooted in our use of language as a substitute. When told to ‘imagine a beach’, we assume that it merely means to imagine the concept of a beach. ...

Read full text: <https://psyche.co/ideas/i-have-no-minds-eye-let-me-try-to-describe-it-for-you>

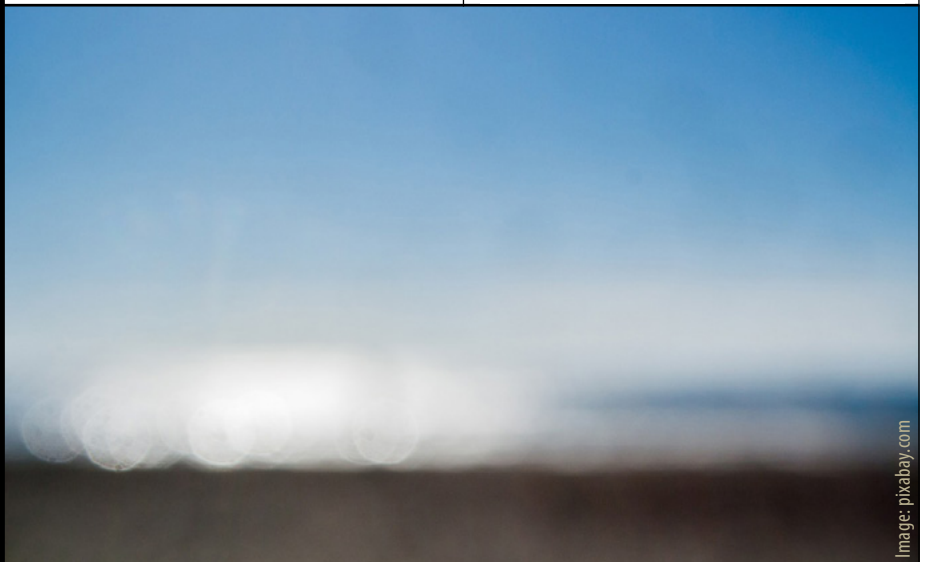


Image: pixabay.com

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Image: Lokman Akkaya/Anadolu Agency via Getty Images

The snot near Istanbul was light and swirly back on May 2, 2021.

## Marine mucilage

In the coast of Istanbul —warmer water could be to blame.

For months the waters around Istanbul, Turkey, have been coated with a gloopy film. Sometimes creamy, sometimes khaki, it can appear slightly dreamy or superlatively gross, depending on the vantage. From overhead, it's almost romantic, like clouds glimpsed from space, white squiggles marbling Earth's blue. Up close, the stuff is much more phlegmy. The shore-hugging substance is sometimes known as "sea snot," and it's easy to see why. It looks like the marine equivalent of a big, wet sneeze.

Sea snot is more scientifically known as "marine mucilage," and it's an ecosystem of its own. In a 2009 paper in the journal *PLOS One*, a team of scientists led by **Roberto Danovaro**, a marine biologist at Italy's Polytechnic

University of Marche, described it as a "gelatinous" stage of marine snow, the jumble of organic material —such as feces and fragments of dead plants and animals— that drifts from the surface to the ocean floor.

The snot is produced by a bunch of microorganisms, one Turkish research team explained in a UNESCO bulletin called *Harmful Algae News*, especially microalgae known as diatoms. These petite algae are known to exude polysaccharides, sugary carbohydrates that can get quite sticky. Sampling sea snot that clotted several locations in the Sea of Marmara in 2007 and 2008, the researchers also identified species of dinoflagellates and more. ...

Read full text: <https://www.atlasobscura.com/articles/what-is-sea-snot>

## Brazil's deforestation

It surges 67% in May as Bolsonaro pledges fall flat.

Deforestation soared 67% in May from the same month last year, according to Brazil's national space research institute Inpe, with much of the land targeted for cattle ranches, farms and logging.

For the first five months of the year, the data show deforestation was up 25% compared with a year earlier, with 2,548 square km destroyed —an area more than three times the size of New York City. Deforestation peaks during the dry season from May to October, when it is easier for illegal loggers to access the forest.

**Bolsonaro** pledged at an Earth Day summit in April to double funding for

environmental enforcement. The next day, he signed the 2021 federal budget that slashed environmental spending. Environment Minister **Ricardo Salles** immediately submitted a proposal for the Economy Ministry to increase environmental spending, but that request that has gone unanswered for more than a month.

**Bolsonaro's** office did not respond immediately to a *Reuters* request for comment. U.S. President **Joe Biden's** administration has been negotiating ...

Read full text: <https://www.reuters.com/business/environment/brazils-amazon-deforestation-surges-67-may-bolsonaro-pledges-fall-flat-2021-06-11/>



**Eco Tip:** If you eat food that isn't in season, know it's been grown in some greenhouse using excessive resources. Get sustainable. Visit MyAIU Knowledge





Image: wiredelta.com

## Text-based AI

### The efforts to make it less racist and terrible.

In July 2020, OpenAI launched GPT-3, an artificial intelligence language model that quickly stoked excitement about computers writing poetry, news articles, and programming code. Just as quickly, it was shown to sometimes be foulmouthed and toxic. OpenAI said it was working on fixes, but the company recently discovered GPT-3 was being used to generate child porn.

Now OpenAI researchers say they've found a way to curtail GPT-3's toxic text by feeding the program roughly 100 encyclopedia-like samples of writing by human professionals on topics like history and technology but also abuse, violence, and injustice.

OpenAI's project shows how the tech industry is scrambling to constrain the dark side of a technology

that's shown enormous potential but also can spread disinformation and perpetuate biases. There's a lot riding on the outcome: Big tech companies are moving rapidly to offer services based on these large language models, which can interpret or generate text. Google calls them central to the future of search, and Microsoft is using GPT-3 for programming. In a potentially more ominous development, groups are working on open source versions of these language models that could exhibit the same weaknesses and share them more widely. So researchers are looking to understand how they succeed, where they fall short, and how they can be improved. ...

*Read full text: <https://www.wired.com/story/efforts-make-text-ai-less-racist-terrible/>*

## Smart cuttlefish

### A cephalopod has passed a cognitive test designed for human children.

The marshmallow test ... is pretty straightforward. A child is placed in a room with a marshmallow. They are told if they can manage not to eat the marshmallow for 15 minutes, they'll get a second marshmallow, and be allowed to eat both. This ability to delay gratification demonstrates cognitive abilities such as future planning, and it was originally conducted to study how human cognition develops; specifically, at what age a human is smart enough to delay gratification if it means a better outcome later.

It can be adjusted for animals. Obviously you can't tell an animal they'll get a better reward if they wait, but you can train them to understand that better

food is coming if they don't eat the food in front of them straight away. Some primates can delay gratification, along with dogs... Corvids, too... Last year, cuttlefish also passed a version of the marshmallow test. Scientists showed that common cuttlefish (*Sepia officinalis*) can refrain from eating a meal of crab meat in the morning once they have learnt dinner will be something they like much better —shrimp. As a team of researchers led by behavioural ecologist **Alexandra Schnell** of the University of Cambridge point out in a ...

*Read full text: [https://www.sciencealert.com/cuttlefish-can-pass-a-cognitive-test-designed-for-children?fbclid=IwAR1w5WfmLZlIjBZrj4WR7pm3ORuCKC97aG\\_VXrzab9pcgorTaaBdYodNguQ](https://www.sciencealert.com/cuttlefish-can-pass-a-cognitive-test-designed-for-children?fbclid=IwAR1w5WfmLZlIjBZrj4WR7pm3ORuCKC97aG_VXrzab9pcgorTaaBdYodNguQ)*



Image: elincondelnuobranquo.es

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CAMPUS

# Loss of biodiversity poses a great a risk to humanity



Image: Sanna Kammisto

Human societies depend on healthy ecosystems. People consume their products in the shape of fish, meat, crops, timber and fibres such as cotton and silk. Medicines may be directly harvested from the natural world or inspired by molecules and mechanisms found within it. The ecosystems that crops depend upon are regulated by living things. Through photosynthesis, trees and other plants take in carbon and pump out oxygen. In doing so they remove roughly 11bn tonnes of carbon dioxide from the atmosphere each year, equivalent to 27% of what human industry and agriculture

emits (the oceans absorb a further 10bn tonnes).

The services that ecosystems provide to humanity depend, in turn, on there being a diversity of living things. More than 75% of global food-crop types, including coffee, cocoa and almonds, are pollinated by animals. The complex web underpinning every food chain and ecosystem means that the narrow range of species that humans eat and exploit cannot be sustained without the existence of a much greater diversity of animals, plants and bacteria.

More diverse forests store more carbon than monocultures. Skipjack

tuna makes up roughly half of the global tuna catch for human consumption. As young animals, they eat zooplankton, which is to say very small floating animals like tunicates, ctenophores and small crustaceans as well as the larvae of larger animals. As adults, they eat smaller fish, squid and crustaceans. To conserve the skipjack, all this diversity in its food chain must also be conserved.

Since the 1990s, alarmed by studies showing rapid declines in animal and plant species around the globe, ecologists have talked of an impending mass extinction. It would be the sixth in the Earth's history, but one unlike any that has come before. Surveys show that the loss of biodiversity is the result of a combination of factors: climate change, pollution, human exploitation of land, sea, plants and animals, and the displacement of some species into new territories where they play havoc with existing ecosystems. Uniquely in Earth's history, each of these drivers of ecological change is caused by a single species: *Homo sapiens*.

When IPBES (the Intergovernmental Science-Policy Platform on Biodiversity and

Ecosystem Services, similar to the Intergovernmental Panel on Climate Change) published its assessment of the state of global biodiversity in 2019, it offered a sobering picture. Roughly 1m animal and plant species were deemed to be at risk of extinction, more than at any other point in human history. These included many that are used in farming. At least 9% of the 6,200 breeds of domesticated mammals that humans eat, or use to produce food, had become extinct by 2016, and at least 1,000 more are threatened. More than one-third of continental land area and nearly three-quarters of freshwater resources are used to produce crops or livestock, but environmental degradation has damaged the land's ability to support these activities. And one-third of marine fish stocks were being unsustainably exploited in 2015.

The biodiversity crisis poses as great a risk to human societies as climate change. Yet it has a fraction of the public profile. In part that is because the loss of biodiversity cannot be neatly quantified, as climate change can, into parts per million of carbon dioxide, or degrees above pre-industrial

average temperatures. And the webs that link species within and across ecosystems are even more complex than the processes that drive climate change.

Understanding a problem, however, is a necessary step towards solving it. And that is where technology can help. This *Technology Quarterly* [The Economist] will consider its role in monitoring, preserving and restoring ecosystems and species. Only by measuring the state of ecosystems can their health be assessed, losses be quantified, and the effectiveness of interventions be evaluated.

As well as monitoring biodiversity, technology can also be deployed to protect it. And in some cases it may even be able to reverse losses, by bringing extinct species back from the dead. Ironically, it is humanity's use of technology, whether in simple forms such as chainsaws or dragnets, or more complex ones such as modern agriculture and transportation, that is chiefly responsible for biodiversity loss. The challenge now is to deploy it so that it is not just part of the problem, but part of the solution.

Source: <https://www.economist.com/technology-quarterly/2021/06/15/loss-of-biodiversity-poses-as-great-a-risk-to-humanity-as-climate-change>



# Northern farms launch large quantities of carbon



**H**uge expanses of peat spreads to the far north of our planet, an accumulation of natural matter too moist to decompose. Though peatlands characterize solely 3% of the Earth's whole space, they retailer a 3<sup>rd</sup> of its terrestrial carbon. And so they fear climatologists: Because the Arctic warms, they dry out and launch large quantities of carbon. Individuals are rushing up this course of by draining peatlands and turning them into agricultural fields, releasing much more greenhouse gases.

In a current paper within the evaluate *Scientists progress*, researchers are massively evaluating the local weather impact of agriculture

in these areas: by modeling historic land use, they calculated that between 1750 and 2010, cultivated peatlands within the north launched 40 billion tonnes of carbon.

"When the lavatory dries up, that's, individuals dig drainage ditches to decrease the water desk of a lavatory and make it appropriate for lavatory cultivation, the peat soil is aerated and the Cardio microbial decomposition of natural matter, which wants oxygen, is enhanced ensuing within the launch of carbon from the peat into the ambiance," wrote lead creator **Chunjing Qiu**, of the French Laboratoire des sciences du climat et de l'Environnement setting and the College of Paris-Saclay, in

an e-mail to *WIRED*. Any new plant materials that grows and dies there'll shortly decompose, releasing its carbon, as a result of there's not sufficient water to decelerate the transformation of natural materials into CO.

Historically, climatologists have targeted on how a lot carbon we may lose via deforestation, however haven't typically studied the results of turning peatlands into fields. "We've not at all times carried out a great job of actually accounting for the quantity of carbon that is likely to be misplaced from the floor system," says soil scientist Maria Strack, who research peatlands on the College of Waterloo, however was not concerned within the analysis. "Notably after we convert peatlands to cropland, the dimensions of this soil natural inventory is so giant that we might have actually underestimated the contribution of those soil carbon losses to our greenhouse fuel emissions."

Humanity is subsequently remodeling a crucial carbon sink right into a supply

emissions. There are, in fact, social drivers underlying this conversion: Because the inhabitants continue to develop, nations should feed extra individuals with the identical quantity of land. Economically, it is smart for farmers to transform what have been as soon as soggy tracts to cropland. "This creates a reasonably fertile soil, however you lose your carbon on the identical time," says biogeochemist **Chris Evans** of the UK Heart for Ecology and Hydrology, who was not concerned within the new paper. "As a result of a lot carbon is misplaced in a few of these landscapes, they're form of an empty carbon storage unit, actually."


Agricultural processes solely speed up this loss. Plowing the desiccated peat permits extra oxygen to enter it, which additional encourages the transformation of natural matter into CO<sub>2</sub>. The accountable microbes will proliferate much more if farmers add fertilizers that present them with extra vitamins. In a wholesome, moist lavatory, the plant materials

it produces ought to stay and, when lifeless, be reincorporated into the soggy soil, the place its carbon will likely be trapped for maybe hundreds of years. However on a farm, the crops produced by the land are pulled up from the bottom and brought away to be offered.

Farmers engaged on actively cultivated peatlands will irrigate it, conserving the soil a minimum of moist sufficient for crops to develop. But when the land is later deserted and left to dry out fully, it's going to flip into dangerous gasoline for forest fires. As a result of peat is concentrated carbon, it burns simply, however not like the large conflagrations you will see in California or Australia. As an alternative of manufacturing flames, peat smolders, burns deeper underground, and strikes sideways throughout a panorama. Peat fires are so persistent that they'll survive underground through the winter when snow falls above, solely to reappear when the panorama thaws in spring. That is why scientists name them zombie fires. ...

Read full text: <https://cryptogazette.org/2021/06/21/northern-farms-release-massive-amounts-of-carbon/>

Help others study and change their lives. Visit MyAIU Pledge. Learn how to have a better financial control. Visit MyAIU Money.



"Through the green economy an attempt is being made to technologize, financialize, privatize, and commodify all of the Earth's resources and living processes."

Vandana Shiva. (1952-). Indian scholar, environmental activist, food sovereignty advocate, ecofeminist and anti-globalization author.


Image: www.alperidico.com

# Good advice

13. NO TASK IS BENEATH YOU.

Don't put yourself above anyone or anything; work hard in silence and let success make the noise.

Source: www.inc.com




Rocki. Companion robot for pets. Dog treat camera, treat dispenser, automatic cat feeder, and pet monitor all rolled into one brilliant robot. The night vision camera is excellent for checking on your cats when it is dark. [www.rockirobot.com](http://www.rockirobot.com)




Rambler. Modular design allows you to use this unit as a smokeless fire pit, a wood-fired pizza oven, or a grill. May be broken down for easy storage. Stainless steel.

[www.thegrommet.com](http://www.thegrommet.com)



Smush crayon. A beautiful, colorful mess that bears the colors of famous artworks from MoMA's collection. This one is based on Claude Monet's Water Lilies.

[store.moma.org](http://store.moma.org)



ThinX. Underwear that absorbs your period in styles that hold up to 5 regular tampons' worth. Introducing true plus size: 4-4x. Comfortable, absorbent (from light to super), and machine washable. [www.shethinx.com](http://www.shethinx.com)



## BACHELOR'S DEGREE

## Humanitarian Response

## SCHOOL OF SOCIAL AND HUMAN STUDIES



The Bachelor of Humanitarian Response degree will provide students with a flexible, relevant, and current curriculum that will include opportunities for students to demonstrate a depth and breadth of knowledge in Humanitarian Response theory and technology necessary to function at the Humanitarian Response professional level in industry.

The Bachelor of Humanitarian Response program is offered online via distance learning. After evaluating both academic record and life experience, AIU staff working in conjunction with Faculty and Academic Advisors

will assist students in setting up a custom-made program, designed on an individual basis. 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 of Humanitarian Response curriculum is designed individually by the student and academic advisor. It specifically addresses 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 addresses 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)

### Orientation Courses:

Communication & Investigation  
(Comprehensive Resume)  
Organization Theory (Portfolio)  
Experiential Learning  
(Autobiography)  
Academic Evaluation  
(Questionnaire)  
Fundament of Knowledge  
(Integration Chart)  
Fundamental Principles I  
(Philosophy of Education)  
Professional Evaluation  
(Self Evaluation Matrix)  
Development of Graduate Study  
(Guarantee of an Academic Degree)

### Core Courses and Topics

Humanitarian assistance  
Phases of the response to disasters  
Optional protocol to the convention on the rights of the child  
Right of attendance  
Health in armed conflicts  
Action in health disasters  
Mission preparation  
Analysis of data  
Methods for disaster research  
Disaster recovery  
Hazard mitigation  
Disasters and the media  
Exercise design and evaluation  
Terrorism and homeland security  
Vulnerability and capacity-building  
Current issues in homeland security

### Research Project

Bachelor Thesis Project  
MBM300 Thesis Proposal  
MBM302 Bachelor Thesis  
(5,000 words)

**Publication.** Each Bachelor 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)

Pioneer Plaza/900 Fort Street Mall 905

Honolulu, HI 96813

800-993-0066 (Toll Free in US)

808-924-9567 (Internationally)



ABOUT

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). The University is based in the United States and was established by corporate charter in 1998.

Our founding principles are based on the United Nations Universal Declaration of Human Rights; per article 26, AIU believes that Higher Education is a Human Right. The University has implemented a paradigm shifting educational model for its academic programs that have allowed it to move closer to this goal through the self-empowerment of its students, decentralization of the learning process, personalized open curriculum design, a sustainable learning model, developing 11 core elements of the Human Condition within MYAIU, and utilizing the quasi-infinite knowledge through the use of information technology combined with our own capacity to find solutions to all types of global issues, dynamic problems, and those of individuals and multi-disciplinary teams. Due to these differentiations and the university's mission, only a reputable accrediting agency with the vision and plasticity to integrate and adapt its processes around AIU's proven and successful innovative programs could be selected. Unfortunately, the vast majority of accrediting agencies adhere to and follow obsolete processes and requirements that have outlived their usefulness and are in direct conflict with the university's mission of offering a unique, dynamic, affordable, quality higher education to the non-traditional student (one who must work, study what he really needs for professional advancement, attend family issues, etc.).

We believe that adopting outdated requirements and processes would impose increased financial burdens on students while severely limiting their opportunities to earn their degree and advance in all aspects. Thus, in selecting the ASIC as its accrediting agency, AIU ensured that its unique programs would not be transformed into a copy or clone of those offered by the

10,000+ colleges and universities around the world. Since ASIC is an international accrediting agency based outside the United States, we are required by statute HRS446E to place the following disclaimer: ATLANTIC INTERNATIONAL UNIVERSITY IS NOT ACCREDITED BY AN ACCREDITING AGENCY RECOGNIZED BY THE UNITED STATES SECRETARY OF EDUCATION. Note: In the United States and abroad, 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. Potential students should consider how the above may affect their interests, AIU respects the unique rules and regulations of each country and does not seek to influence the respective authorities. In the event that a prospective student wishes to carry out any government review or process in regards to his university degree, we recommend that the requirements of such are explored in detail with the relevant authorities by the prospective student as the university does not intervene in such processes.

AIU students can be found in over 180 countries, they actively participate and volunteer in their communities as part of their academic program and have allocated thousands of service hours to diverse causes and initiatives. AIU programs follow the standards commonly used by colleges and universities in the United States with regards to the following: academic program structure, degree issued, transcript, and other graduation documents.

AIU graduation documents can include an apostille and authentication from the US Department of State to facilitate their use internationally.



### 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

Dr. Franklin Valcin PRESIDENT/ACADEMIC DEAN	Dr. José Mercado CHIEF EXECUTIVE OFFICER CHAIRMAN OF THE BOARD OF TRUSTEES	Ricardo González, PhD PROVOST
Dr. Ricardo Gonzalez CHIEF OPERATION OFFICER AND MKT DIRECTOR	Linda Collazo LOGISTICS COORDINATOR	Dr. Silvia Restorff ACADEMIC ADVISOR
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Clara Margalef DIRECTOR OF SPECIAL PROJECTS OF AIU	David Jung CORPORATE/LEGAL COUNSEL	Dr. Scott Wilson ACADEMIC ADVISOR
Juan Pablo Moreno DIRECTOR OF OPERATIONS	Bruce Kim ADVISOR/CONSULTANT	Dr. Mohammad Shaidul Islam ACADEMIC ADVISOR
Paula Viera DIRECTOR OF INTELLIGENCE SYSTEMS	Thomas Kim CORPORATE/ ACCOUNTING COUNSEL	Dr. Edgar Colon ACADEMIC ADVISOR
Felipe Gomez DESIGN DIRECTOR / IT SUPERVISOR	Camila Correa QUALITY ASSURANCE COORDINATOR	Deborah Rodriguez ACADEMIC TUTOR COORDINATOR
Daritzia Ysla IT COORDINATOR	Maricela Esparza ADMINISTRATIVE COORDINATOR	Cyndy Dominguez ACADEMIC TUTOR COORDINATOR
Nadeem Awan CHIEF PROGRAMMING OFFICER	Chris Benjamin IT AND HOSTING SUPPORT	Kinmerly Diaz ADMISSIONS SUPPORT TUTOR
Dr. Jack Rosenzweig DEAN OF ACADEMIC AFFAIRS	Chrisell Salas ACCOUNTING COORDINATOR	Amalia Aldrett ADMISSIONS COORDINATOR
Dr. Edward Lambert ACADEMIC DIRECTOR	Roberto Aldrett COMMUNICATIONS COORDINATOR	Sandra Garcia ADMISSIONS COORDINATOR
Dr. Ariadna Romero ADVISOR COORDINATOR	Giovanni Castillo IT SUPPORT	Jose Neuhaus ADMISSIONS SUPPORT
Nadia Gabaldon ACADEMIC COORDINATOR	Jaime Rotlewicz DEAN OF ADMISSIONS	Junko Shimizu ADMISSIONS COORDINATOR
Jhanzaib Awan SENIOR PROGRAMMER	Dr. Mario Rios ACADEMIC ADVISOR	Veronica Amuz ADMISSIONS COORDINATOR
Leonardo Salas HUMAN RESOURCE MANAGER	Michael Phillips REGISTRAR'S OFFICE	Alba Ochoa ADMISSIONS COORDINATOR
Benjamin Joseph IT AND TECHNOLOGY SUPPORT		Jenis Garcia ADMISSIONS COUNSELOR
Rosie Perez FINANCE COORDINATOR		Rene Cordon ADMISSIONS SUPPORT
		Chris Soto ADMISSIONS COUNSELOR

**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

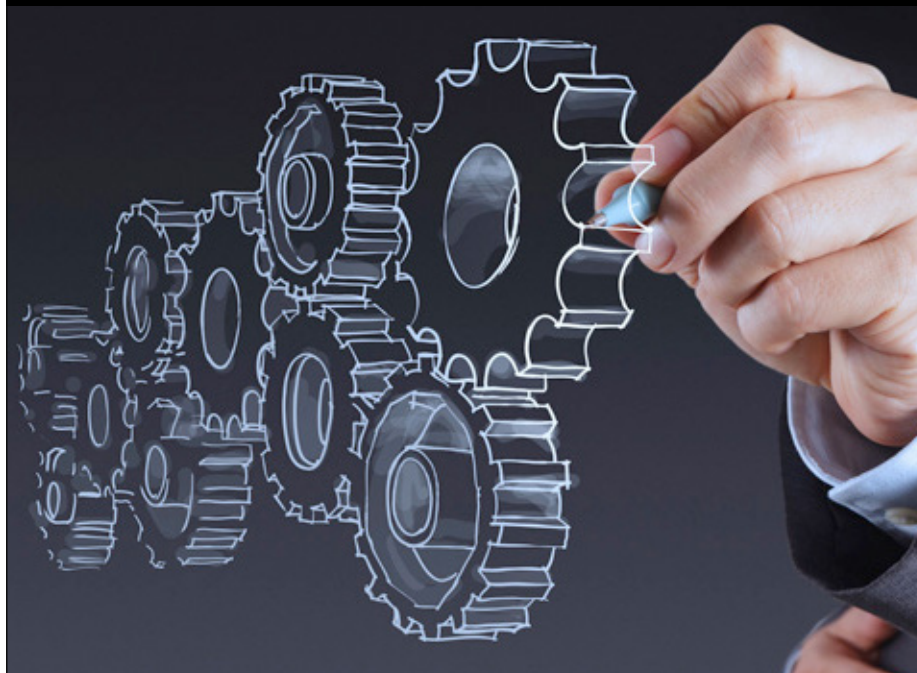
organizations in an ever expanding global community.

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

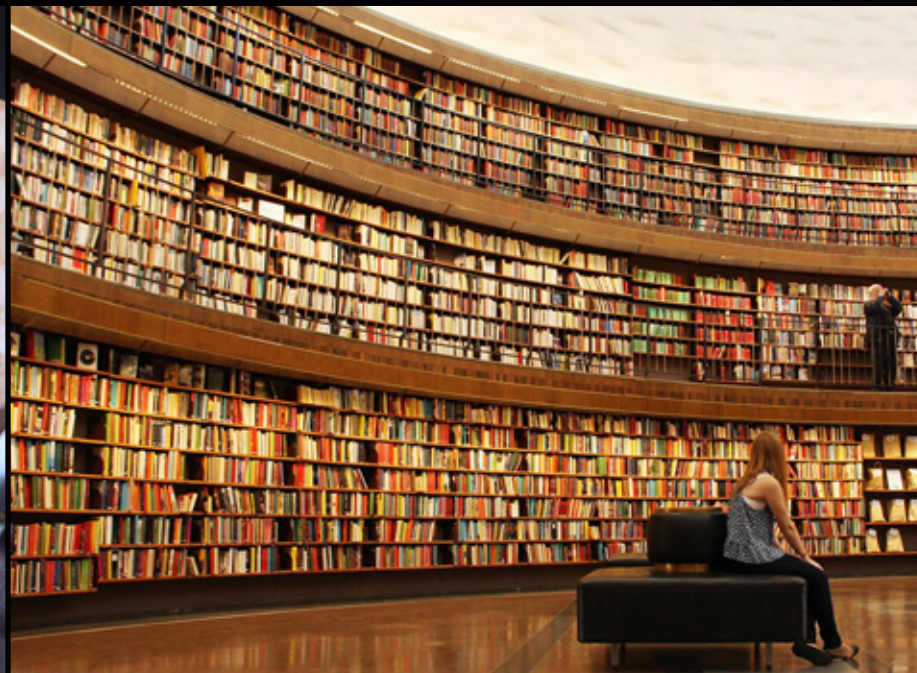


The School of Science and Engineering seeks to provide dynamic, integrated, and challenging degree programs designed for those whose experience is in industrial research, scientific production, engineering and the general sciences. Our system for research and education will keep us apace with the twenty-first 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 in the 21<sup>st</sup> century

**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 Service

**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.

### Contact us to get started

Now, it’s possible to earn your degree in the comfort of your own home. For additional information or to see if you qualify for admissions please contact us.

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808-924-9567 (Internationally)

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### Online application:

[www.aiu.edu/apply3\\_phone.aspx](http://www.aiu.edu/apply3_phone.aspx)