

CAMPUS *mundi*

Singapore is a sovereign island city-state in maritime Southeast Asia. The country's territory is composed of one main island, 63 satellite islands and islets, and one outlying islet. The Central Area is the city centre of Singapore. In the image, three towers of the Marina Bay Sands (left), and the ArtScience Museum (right).

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Image: culture.cnn.com

**AIU News + Essays + Education + Culture + Science +
Technology + Art + Design + Body + Mind + Spirit + Environment
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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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INTOUCH

Article published



APRIL 19, 2021. One of our graduates, **Malungo Germano**, published an article

titled, "**Humanity and Human Rights**," at AIU.

Abstract: In December, 9th, 1998, the UN General Assembly adopted the Declaration on the Rights and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universality

Recognized Human Rights and Fundamentals Freedoms. This instrument, commonly called United Nations Declaration on Human Rights Defenders recognizes the rights and responsibility of individuals, group and associations to promote and to strive for the protection and realization of human rights. The referred Declaration came to reinforce the protection of Human Rights Defenders, in its article

12, it says, that everyone has the right to participate in peaceful activities against violations of human rights.

Find his article here: http://rep.aiu.edu/submissions/manager_files/document/47694_Assignment%20PHASE%202%2029.12.19%20I%20am%20Malala.pdf

Malungo Germano has completed a Doctorate program with a major in Humanities & Human Rights at **Atlantic International University**.



Honors

MAY, 2019. 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 to both of them!**



CUM LAUDE

Gregory M. Gilbert Monfardino

Bachelor of Science
DIET AND NUTRITION



CUM LAUDE

Pablo Javier Chami

Bachelor of International Business
INTERNATIONAL BUSINESS

Thesis defense



MAY 6, 2021. One of our graduates, **Rafael Eduardo Ruiz Colón**, completed a Doctor-

ate program with a major in Psychology and recently presented his thesis defense which was graded with an A. His thesis defense was titled, **What does old age mean? To age or to take a trip?**

In his presentation **Rafael** went on to explain that old age has become difficult and

somewhat ambiguous, and that we must all think of old age because we are all on that path. He said that we must think of old age as a continuous journey that must be worthy to the end. He explained that he has lived it through his experiences and through much of his congregation who at the end of their journey have not had the dignified life they deserved to have on their journey to the end.

We are very proud of you **Rafael** and we wish you more success in all of your professional projects.



APRIL 21, 2021. One of our graduates, **Esther Coronel de Iberkleid** has published

her eighth book on Amazon titled, **Manual - Motivation guide for demoralized and depressed students, aimed at parents, teachers and students at all levels of formal and non-formal education** (in Spanish).

Summary: This is a different manual-guide, elaborated and generated from the material created for a Seminar

New book

organized for groups of parents, teachers and students, in different educational entities, for several years. Each chapter was called "program", and refers to the different sessions or modules of the original seminar.

Although there are some of the chapters that seem to contain repeated information, this was very necessary, in order to be able to process little by little, the new concepts and at the same time, begin to erase and eliminate

the social paradigms in the area of education, which were no longer needed. ...

You can find the book in Kindle or Paperback format here: Digital Version (Kindle) <http://www.amazon.com/dp/B091P-B2VWH> Physical Book Version (Paperback) <http://www.amazon.com/dp/B091WJGP3D> You can



find all the books by this author on Amazon: <https://tinyurl.com/ybsykfjk>

Esther has completed a Doctorate program in Business Project Management, Education and Personal Development at AIU.



Image: brandonsutton.com

APRIL 7, 2021. One of our alumni, **Dr. Siva Mahendran**, wrote a poem for the AIU Circle of Abundance contest.

Abundance in togetherness

*The more we get together
The merrier we will be
For your friends are my friends
And my friends are your friends
The more we learn together
Knowledge-laden we will be!*

*Learners' respect for teacher
Selfless from I to We
Teaching and learning hence
Practice and more practice
From teacher to the learner
Holistic knowledge to see!*

*Teacher as learners' partner
Push up the knowledge tree
Learning in abundance
Being relaxed and not tense
Improving to be better
Education partners free!*

Award

MAY 14, 2021. One of Nigeria's foremost industrial and chemical companies, Machor Industrial & Chem. Co., Nigeria Ltd, has won the 2020/2021 award for Excellence



commended the awardees for their contribution to the growth of the country's economy. Urging them to invest more in research and development

and Innovation for its performance in the nation's oil and gas sector.

The award was conferred on the Managing Director of Machor Industrial and Chemical Company Ltd, Mr. **Monday Iheanacho Agoha**, by the Institute of Oil and Gas Research Institute and Hydrocarbon Studies, at its Product Forum, "Abuja2021", during a grand reception held at the prestigious Nicon Luxury Hotel, Abuja.

The Machor Company, with headquarters in Lagos, is a leading player in chemicals, and raw materials for oil, cosmetics, food and industrial and pharmaceutical industries in the country.

The event was chaired by the Chairman of Council and Council Chairman, Quality and Standardisation Directorate, Institute of Oil and Gas Research and Hydrocarbon Studies (IOGRHS), **Prof John Akanya**, FIOGR, OON.

In his speech, he

of the sector, he added, "The journey is ongoing. You must work more on standardization of quality".

Speaking on the sidelines of the event, Mr. **Agoha** said he was surprised at his nomination for the award. "We are encouraged by this award. It will surely propel us to continue to work harder to serve the nation better. I give God Almighty, who has been there and who will continue to be there for us, all the glory".

Monday Iheanacho Agoha is completing a Doctorate program in Management at **Atlantic International University**.



Graduate Conference on Science and Technology of the Arts



Image: gettybus.com

Call for Papers

This Conference will be held **9–10 December 2021** in Porto, Portugal.

Our relationship with the body and the material world has been transforming following processes of digitalization that were in motion before Covid-19 but, as consequence, were potentially accelerated. It is urgent to foster research on what is the place for physicality and (i)materiality in our time. Contributions from the fields of Artistic Practices (Cinema, New Media Art, Digital Art, Music and Sound in particular), Artistic Studies

and Cultural Studies, Heritage Studies and Conservation and Restoration are welcome, in multiple formats: papers, performances, artworks and installations, posters, audio-visual and digital essays.

Keynotes and Artist talk
Doug Bailey · Sasha Litvintseva · Beny Wagner

Deadline for submissions
30 June 2021
Acceptance notification
31 Julio 2021

Visit the website:
<https://artes.porto.ucp.pt/pt/graduateconference>

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Image: time.com

Graduates of the month

MAY 2021

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<p>John Chuol Muon DOCTOR OF INTERNATIONAL RELATIONS <i>INTERNATIONAL RELATIONS</i> AUSTRALIA</p>	<p>Ntui Ebot Gabriel DOCTOR OF SCIENCE <i>REPRODUCTIVE CLINICAL SCIENCE</i> CAMEROON</p>	<p>Álvaro Marcelo Contreras Marambio BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i> CHILE</p>	<p>Carlos Ernesto Guerra Nieto DOCTOR OF BUSINESS ADMINISTRATION <i>STRATEGIC PLANNING</i> COLOMBIA</p>	<p>Samba Juma Jallow BACHELOR OF SCIENCE <i>PUBLIC HEALTH AND NUTRITION</i> GAMBIA</p>
<p>Yunji Wilson Yai MASTER OF SCIENCE <i>GEOMATICS ENGINEERING</i> CAMEROON</p>	<p>Olufemi Ayoola Olawale DOCTOR OF PHILOSOPHY <i>ORGANIZATIONAL LEADERSHIP</i> CANADA</p>	<p>Alvaro Hernando Rincón Trujillo BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i> COLOMBIA</p>	<p>Henry Doria Doria MASTER OF COMPUTER ENGINEERING <i>COMPUTER INFORMATION SYSTEMS</i> COLOMBIA</p>	<p>Vicente Bracho Garay BACHELOR OF COMMUNICATION <i>COMMUNICATION</i> GERMANY</p>

<p>Bruce Luaba Mudibi MASTER OF PROJECT MANAGEMENT <i>PROJECT MANAGEMENT</i> CONGO (DRC)</p>
<p>Eugenia Coto López DOCTOR OF EDUCATION <i>METHODS OF INVESTIGATION</i> COSTA RICA</p>
<p>Pablo Henriquez Severino DOCTOR OF LATIN AMERICA LITERATURE <i>LATIN AMERICAN LITERATURE</i> DOMINICAN REPUBLIC</p>
<p>Maribel Gil Vilorio MASTER OF ENGLISH EDUCATION <i>ENGLISH TEACHING</i> DOMINICAN REPUBLIC</p>
<p>Rodolfo Michael Tavárez Fernández MASTER OF TELECOMMUNICATIONS <i>TELECOMMUNICATIONS</i> DOMINICAN REPUBLIC</p>
<p>Francisco Javier Mora Espín BACHELOR OF SCIENCE <i>COMPUTER SCIENCE AND SYSTEMS ENGINEERING</i> ECUADOR</p>
<p>Rogelio Ricardo Jimenez Yopez BACHELOR OF SCIENCE <i>AGRONOMY ENGINEERING</i> ECUADOR</p>

This month we have graduates from: Argentina · Australia · Bolivia · Brazil · Colombia · Cameroon · Congo (DRC) · Costa Rica · Dominican Republic · Ecuador · El

<p>Raymundo Rodríguez Baeza DOCTOR OF SCIENCE <i>STRATEGIC PLANNING</i> GUATEMALA</p> <p>Alvaro Leonel Vásquez Berganza BACHELOR OF SCIENCE <i>CIVIL ENGINEERING</i> GUATEMALA</p> <p>Ernestina Amparo Polanco Girón BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i> GUATEMALA</p> <p>Kaysha Camillia Dixon Wright MASTER OF EDUCATION <i>EDUCATIONAL ADMINISTRATION</i> JAMAICA</p> <p>Ian Leonard Emanuel DOCTOR OF PHILOSOPHY <i>ORGANIZATIONAL BEHAVIOR</i> JAMAICA</p> <p>Maxwell Ntchentche BACHELOR OF FINANCIAL ACCOUNTING <i>ACCOUNTING</i> MALAWI</p> <p>Kampila Humphreys Nsona DOCTOR OF SCIENCE <i>GLOBAL HEALTH</i> MALAWI</p> <p>Myriam Oropeza Morales BACHELOR OF BUSINESS AND ECONOMICS <i>MANAGEMENT AND DIRECTION</i> MEXICO</p> <p>Iván Cruz Cruz Pedraza DOCTOR OF PUBLIC HEALTH <i>PUBLIC HEALTH</i> MEXICO</p> <p>Hendro Jenuve de Júlio Muchiguere DOCTOR OF BUSINESS ADMINISTRATION <i>BUSINESS MANAGEMENT</i> MOZAMBIQUE</p>	<p>Enna Gumbs MASTER OF SCIENCE <i>COUNSELING</i> NAMIBIA</p> <p>Serah Jacob Anzaku BACHELOR OF SCIENCE <i>HUMAN RESOURCE MANAGEMENT</i> NIGERIA</p> <p>Olanrewaju Kazeem Bakinson DOCTOR OF SCIENCE <i>PUBLIC ADMINISTRATION</i> NIGERIA</p> <p>Ishaku Ardo Buba MASTER OF SCIENCE <i>AGRICULTURE MARKETING</i> NIGERIA</p> <p>Obaroh, Rebbecca Yemi BACHELOR OF HUMAN RESOURCES <i>HUMAN RESOURCES</i> NIGERIA</p> <p>Leonard Michael Onyinyechi Aminigbo DOCTOR OF PHILOSOPHY <i>GEOSPATIAL INFORMATION SYSTEMS</i> NIGERIA</p> <p>Okoro Roli Ego DOCTOR OF PHILOSOPHY <i>PUBLIC ADMINISTRATION</i> NIGERIA</p> <p>Victor Ogoegbunam Obimma DOCTOR OF PHILOSOPHY <i>PROJECT MANAGEMENT</i> NIGERIA</p> <p>Awuzie Ozioma Kaosisochukwu CERTIFICATE OF SCIENCE <i>HEALTH SCIENCE</i> NIGERIA</p> <p>Rafey A Siddiqui DOCTOR OF SCIENCE <i>WATER POLICY AND MANAGEMENT</i> PAKISTAN</p>	<p>Melva Alvarado Pineda DOCTOR OF EDUCATION <i>RESEARCH</i> PANAMA</p> <p>Gregory Mario Gilbert Monfardino BACHELOR OF SCIENCE <i>DIET AND NUTRITION</i> PANAMA</p> <p>Demetrio Cabrera Román DOCTOR OF SCIENCE <i>PUBLIC HEALTH</i> PERU</p> <p>Nicanor Williams Pacheco Huamán DOCTOR OF SCIENCE <i>MECHANICAL ENGINEERING</i> PERU</p>	<p>Leonel Meléndez Soler BACHELOR OF ACCOUNTING <i>ACCOUNTING AND FINANCE</i> PUERTO RICO</p> <p>Jacqueline Martinez Irizarry DOCTOR OF EDUCATION <i>EDUCATION</i> PUERTO RICO</p> <p>Rafael Eduardo Ruiz Colón DOCTOR OF PSYCHOLOGY <i>PSYCHOLOGY</i> PUERTO RICO</p> <p>Aulio Anselmo Hernandez De Aza BACHELOR OF SCIENCE <i>CIVIL ENGINEERING</i> PUERTO RICO</p>	<p>Stephanie Lizanne King MASTER OF EDUCATION <i>EDUCATIONAL MANAGEMENT</i> SAINT LUCIA</p> <p>Summia Naveed MASTER OF SCIENCE <i>NUTRITION SCIENCE</i> SAUDI ARABIA</p> <p>Mohamoud Abdi Ahmed DOCTOR OF EDUCATION <i>EDUCATION</i> SOMALIA</p> <p>Lefora France Mafete DOCTOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i> SOUTH AFRICA</p>



Image: www.census.gov

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Knowledge, attitude and practice of infection control against Corona virus disease 2019 among caregivers at University Teaching Hospital of Kigali

Samson Habimana (Co-Author) | Doctorate in Epidemiology

Abstract

This study aimed at assessing the knowledge, attitude and practice of infection preventive measures against coronavirus (infection) among caregivers at Kigali University Teaching Hospital / Centre Hospitalier Universitaire de Kigali (CHUK), Rwanda.

Results have showed that knowledge, attitude and practice about infection preventive measures against covid 19 were 74.45% ,83% and 60.30% respectively. Residence place, wealth and level of education were associated with level of knowledge. More studies are needed to know the factors associated with poor knowledge about coronavirus (covid 19) among some groups of population including widowers, rural population, ...

Introduction

Coronavirus (Covid-19) infection is pandemic of public health concern since 2019-2020 starting in Wuhan China in 2019 and affecting the global throughout 2020.



Image: www.afro.who.int

Globally, Covid-19 confirmed cases are estimated at over 2 millions with an overall cumulative of 200,000 deaths¹. It has come with drastic consequences to the community economically, emotionally as well as psychologically.

The disease has no vaccine or treatment and hence infection prevention and control are the only solution to prevent and hence reduce the burden of Coronavirus infection worldwide. Infection prevention and control measures to stop the spread of Covid-19 infection have been put into place including, social distancing, staying at home, travel cessation, ... n².

Covid-19 can be transmitted via air droplets, it can remain in air and on metallic surfaces for and thus it can be easily transmitted from humans to humans².

Measures to control Coronavirus infection transmission human-to-human have been: suspension of public transportation, closing public spaces, close management of communities as well as isolation and caring of infected people and suspected cases. The proposed measures include quarantine of different cities in different countries, social distancing and lockdown⁶.

Peoples adherence to the above mentioned control

measures is affected by their knowledge, attitudes and practices. This is in accordance with the KAP theory².

This study aimed at providing information about practice (or adherence) to Covid-19 preventive measures (infection control measure) as well as the gap the population's knowledge and their practice.

Being aware of level of knowledge about infection control measures against Covid-19 among caregivers at CHUK can lead to proper interventions in health education and health promotion. Findings from this study will orient Covid-19 response team to the right interventions.

Methods

Design
This is a cross-sectional study.

Ethical approval
Approval for data collection has been obtained from CHUK ethical committee. Confidentiality and anonymity has been insured and questionnaire will not include names or any other identifier specific to study participants's information. Consent form of participation been signed by each study participant before answering to interview questions.

Recruitment procedure
The target population was caregivers who were taking care of their patients at CHUK since 1st -14th May 2020.

Statistical analysis
Data entry was through excel then imported in SPSS version 24 for analysis. Descriptive statistics (means, SD and percentage frequencies) were computed for all patients and responses from the survey. Comparison of means (scores of knowledge, attitude and practice) were performed using T-test or

analysis of variance (ANOVA) as appropriate.

Results
Marital status was a significant predictor of knowledge score. For example, compared to other marital statuses, single unmarried respondents had significantly higher knowledge score even when the residence place, urban and rural, was controlled for (16 ± 2.1 vs 14.9 ± 2.1 , $p=0.005$).

Factors associated with knowledge scores in the general population in this study

were; residence place, wealth index, level of education and marital status.

The latter two were also significantly associated with knowledge scores among urban population) but there was no significant predictor of knowledge, attitude and practice scores among rural respondents.

The wealth index had a negative association with practice scores among urban respondents even though it had an otherwise positive association with knowledge



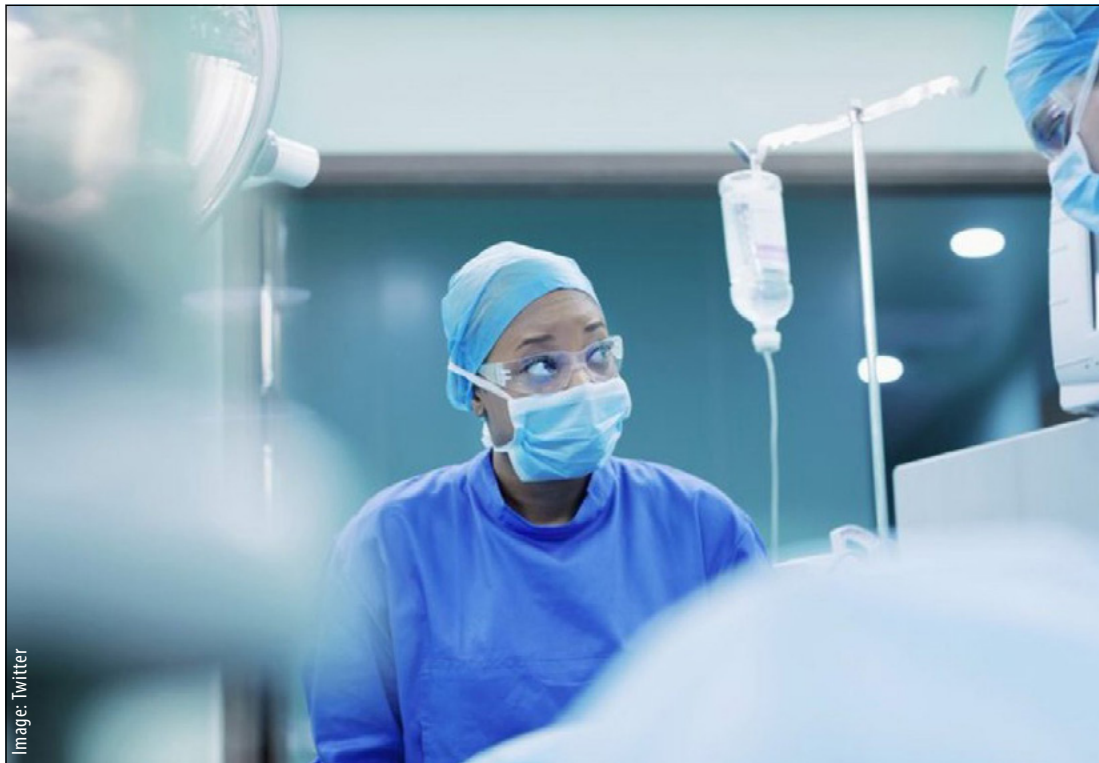


Image: Twitter

scores in overall respondents.

Even though the employment status did not significantly predict knowledge and practice scores among all respondents in general, unemployed respondents from urban areas significantly expressed better practice score against Covid-19 compared to their counterparts from rural areas (8.5±1.9 vs 7.5±2.0, p=0.043).

Discussion

Covid-19 is a new killer virus first detected in December 2019. To date, there has been limited published data

on knowledge, attitude and practice towards Covid-19 in Rwanda. To the better of our knowledge, this is the first study conducted on knowledge, attitude and practice about preventive measures against Covid 19. Assessing level of knowledge ,attitude and practice is of utmost importance for the country in order to set appropriate strategies for health education and promotion as well as management of this pandemic.

The mean score of knowledge of this study population (15.2 +/- 2.6 in urban and

14.6+/- 2.4 in rural areas respectively) is above the one of Tanzanian population 9.3+/-2 over 12 according to their findings⁸. But this comparison is not accurate because questions on knowledge were not similar in both studies.

Education level, marital status, residence and wealth index are significantly associated with score of knowledge about Covid-19. This may be due to usual ability and willingness to retain new knowledge or information (which can be relatively better among educated or highly educated

population), access to information which can be different due to respective residence places and wealth indices.

A big number (87% of participants) know main symptoms and this percentage is superior to the one of medical students in India⁹. Participants of this study know that early treatment is contributive to cure from the disease at a bigger percentage (93% versus 92.4% found among indian medical students)⁹.

The average score for right answers about Covid-19 was 74.45%. This score is below the one of health care providers in Rwanda (this is probably because health care providers have background knowledge from school in infectious disease and epidemiology of diseases. The mean score for positive attitude

83%. The score for right practice is 60.30%.

A big number of respondents (90%) believe that Covid-19 will be controlled and only minority of respondents went to crowdy places (30%), findings similar to the ones of Chinese population².

Conclusion

Our findings show that more studies are needed about factors associated with low level of knowledge about Covid-19 among widowers, ubudehe category 1 and 2, rural population. Health education and health promotion interventions are needed in order to improve knowledge and practice of infection control measures against Covid-19 especially among those above mentioned groups with bigger gaps.

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Publications by Students: aiu.edu/StudentPublication.html

The necessary world order



Image: Stian Klo / global.hurtigruten.com

Humpback whales (Greenland)

We live in an extraordinary world. I imagine that everyone who reads the previous sentence will be thinking about many events in our wonderful world.

Yes, we have such a developed science that it has allowed us to send the Perseverance Rover to investigate the planet Mars. In science we are that every day the secrets of the natural world are less; natural world that also includes living beings.

We talk about Quantum Physics, Nanotechnology, Artificial Intelligence; the secrets of this world in which we live are being left behind. Every day we discover more factors that make learning easier to achieve.

We seek to have the largest number of learning centers;



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

learning that often doesn't require physical presence.

We do commerce in the same way: every day is faster, every day more products, every day more elements created by human beings to make life more comfortable. It seems that there are no limits to commercialize with products and even with culture.

Culture is what human beings, in their existence, are building and leaving to the new generations. Civilization is what we build in the present.

There is an extraordinary ability to put products anywhere in the world in seconds. When we say that culture is marketed we mean that it is, through marketing, creating similar needs so that mass production is faster. We are talking about copying objects or traditions that identify it.

Marketing has reached such an extreme that the communication of what has been called the "global village" generates needs for this or that product and the market is an endless race.

Work can also be had anywhere in the world; every day physical presence becomes less necessary.

The State, created for the organization of human life, provided the rules or laws to maintain space for each

social group that has been called Nation. The State as a social organization contributes elements of coexistence to human groups that share a culture and a civilization.

We have a world that any existing on another planet would say; we are going to live on planet Earth because we will have the dream life. Oh surprise! What happens in this world built by human beings?

Oh human beings! Humans are a surprise. Anyone in their right mind would say: It's impossible to believe that human beings while building are destroying what they do. It's impossible to believe. Believe it because you see what they do.

What about science? With science, it happens that, faced with an interpretation of the concept of freedom, human groups are dedicated to creating explanations that don't follow the procedure of thought that has best been created by human beings for explanations of facts and events that surround us. Those groups say what they want and where they want and disorient part of society.

Science has given us tangible fruits of the kind of organization of thought that needs to be done. A procedure is needed that agrees with the explanations given by the other aspects of knowledge.



First day at school (Greenland)

Image: myend.com

The aforementioned situation generates a lot of noise. You have to look for proven and proven explanations so as not to fall into such a discordant world.

Something special happens with learning: learning is not for everyone. To learn you need mental space to do it, you need resources and all the inhabitants of this planet don't have it.

Learning is part of privileged groups because there're many nations that don't have the necessary organization to

give everyone an opportunity.

The world of marketing is for elite. In a world of extraordinary resources we can see hunger in other groups we can see children working hours and hours longer than many adults. In this world with a social organization of human groups in States, the rules of coexistence aren't respected by all and we have undeclared wars and groups that act above all rights, taking away all opportunities from others.

What happen to the natural resources that generate the

life of comforts of a part of the world's population? Natural resources are extracted without any control. They are extracted and there is no care to see if they are renewable or not. There is also the dump anywhere of the waste from the production of objects that aren't destroyed in the short term.

A planet that can be a wonderful place for everyone has become a place for a pleasant life for a few. All the evils that humanity has created throughout History are now



Image: vistigreenland.com

Icefjord of Disko Bay (Greenland)

joined by a pandemic that is leaving deaths everywhere.

Let us hope with all the faith and also the reasoning that this pandemic teaches us, makes us understand that we can't build and at the same time destroy. It seems that the construction we do is at the expense of the other.

We have to learn to generate opportunities for others at the same time that we generate our own.

The human condition with which we have grown as a society is to seek what I want

and forget the other. As long as we don't learn that the world we live in is a social and natural world and that it has to be a life of opportunities for each one. It has to be a world of sustainable development, a development of opportunities for all instead of always looking for a way to benefit from the other.

When we understand that we have to contribute to the growth and sustainability of the planet, to the growth and opportunities for each human being, then we will

have reached the world that is possible for all. Analyzing all the development achieved, the questions of the reasons why we don't achieve a life of satisfaction and peace are not necessary.

Peace is not the peace of graves; peace is coexistence and educational opportunity, of the necessary goods, for every living being on this planet.

We do many extraordinary activities but at the same time we destroy what we build. We need to learn to live with others. We need to learn to create

and grow what we create. We need to learn to give the space of life to the other and within that other to our planet.

If life were possible for us on another planet, let the beings that inhabit there not say: Human beings arrived that what they build in the following space of time they destroy and on that they destroy themselves.

Being confined by the

pandemic gives time to think. Hopefully the big learning is: We are beings of learning. We are beings of personal development. We are human beings to have and allow the development of opportunities for each person born on this planet.

Our planet also needs life to give us life. Life of well-being and opportunities for each one; for all.

The pandemic has taught us the following

We must take care of each other no matter where we live on the planet.

We must take care of each other regardless of social differences.

We must provide the opportunity to learn to everyone because we are human beings of opportunities.

We must care for the planet because we live on it.

If we don't do the above; we are going to die.

We want to die; we already know what we shouldn't do.

If we want to live, we also know what we have to do.

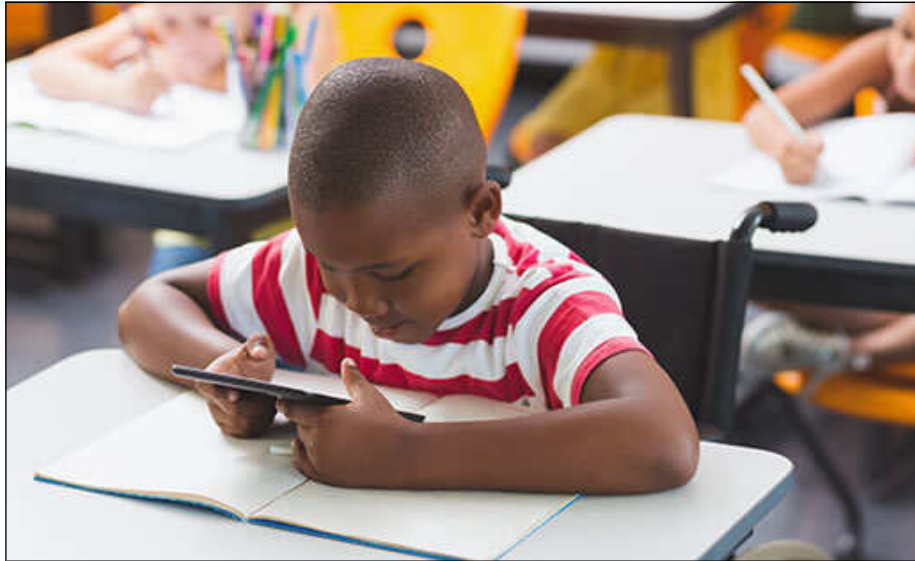
We have to change.

There's no more; here we are.

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LEARNING



Inclusive education

Proven strategies to integrate students with disabilities (SWD).

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum.

1 Use a variety of instructional formats. Start with whole-group instruction and transition to flexible groupings which could be small groups, stations/centers, and paired learning. Using technology such as interactive whiteboards is related to high student engagement. For younger students, these are often teacher-led but for older students, they can be student-led with teacher monitoring.

2 Ensure access to academic curricular content. Make sure that all students hear instructions, that they do indeed start activities, that all students participate in large group instruction, and that students transition in and out of the classroom at the same time.

3 Apply universal design for learning. Include multiple ways of representing content to students and for students to represent learning back (modeling, images, graphic organizers, oral and written responses, technology). Let SWDs have large print, use headphones, have a peer write their dictated response, draw a picture instead, use calculators, have extra time.

... *Read full text:* <https://resilienteducator.com/classroom-resources/inclusive-education/>

Dinosaurs

New species identified in Mexico.

A team of palaeontologists in Mexico have identified a new species of dinosaur after finding its 72 million-year-old fossilized remains almost a decade ago, Mexico's National Institute of Anthropology and History (INAH) said on Thursday [May 13th]. The new species, named *Tlatolophus galorum*, was identified as a crested dinosaur after 80% of its skull was recovered, allowing experts to compare it to other dinosaurs of that type.

The investigation ... began in 2013 with the discovery of an articulated tail in the north-central Mexican state of Coahuila, where other discoveries have been made. "Once we recovered the tail, we continued digging below where

it was located. The surprise was that we began to find bones such as the femur, the scapula and other elements," said **Alejandro Ramírez**, a scientist involved in the discovery. Later, the scientists were able to collect, clean and analyze other bone fragments from the front part of the dinosaur's body.

The palaeontologists had in their possession the crest of the dinosaur, which was 1.32 meters long, as well as other parts of the skull: lower and upper jaws, palate and even a part known as the neurocranium, where the brain was housed, INAH said. ...

Read full text: <https://nypost.com/2021/05/17/new-species-of-crested-dinosaur-identified-in-mexico/>



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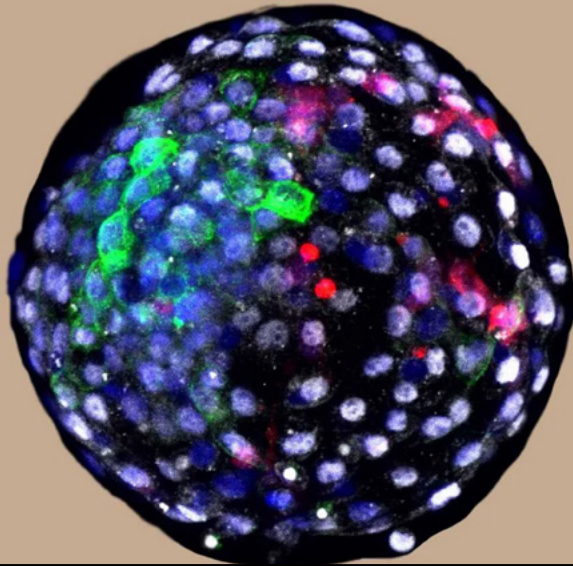


Image: Weizhi Ji / Kunming University of Science and Technology

Chimeric embryos

Scientists create embryos that are part human, part monkey.

For the first time, scientists have created embryos that are a mix of human and monkey cells. The embryos, described in the journal *Cell*, were created in part to try to find new ways to produce organs for people who need transplants, said the international team of scientists who collaborated in the work. But the research raises a variety of concerns.

“My first question is: Why?” said **Kirstin Matthews**, a fellow for science and technology at Rice University’s Baker Institute. “I think the public is going to be concerned, and I am as well, that we’re just kind of pushing forward with science without having a proper conversation about what we should or should not do.”

Still, the scientists who conducted the research, and some other bioethicists defended the experiment. “This is one of the major problems in medicine — organ transplantation,” said **Juan C. Izpisua**, a professor in the Gene Expression Laboratory of the Salk Institute for Biological Sciences in La Jolla, Calif., and a co-author of the *Cell* study. “The demand for that is much higher than the supply.”

“I don’t see this type of research being ethically problematic,” said **Insoo Hyun**, a bioethicist at Harvard University. “It’s aimed at lofty humanitarian goals.” ... *Read full text:* <https://www.npr.org/sections/health-shots/2021/04/15/987164563/scientists-create-early-embryos-that-are-part-human-part-monkey>

Quantum network

First one has been established in breakthrough research.

At the end of last year, a monumental breakthrough was announced with the first case of long-distance, high-fidelity quantum teleportation. This was quickly followed by the creation of a cryogenic quantum computer chip, and even a hologram using quantum entanglement just after that. You could say it has been a pretty big few months for the eventual goal of a quantum Internet, which could theoretically change everything when it comes to computing speed, privacy, and capabilities. However, new research suggests that could be even closer than we think.

In a study conducted by two institutions in the Netherlands, scientists have created the first quantum

network using quantum entanglement, successfully connecting three devices together. The research could lay the groundwork for creating a large-scale quantum network, a dream for many scientists in the field. Their work was published in the journal *Science*.

“This is the first time a network has been constructed from quantum processors,” said lead author **Ronald Hanson** in an interview with *Inverse*. “A single direct link between two processors has been shown on many platforms in the past decade, but no network had been achieved.” A quantum computer differs from a ...

Read full text: <https://www.iflscience.com/technology/first-quantum-network-has-been-established-in-breakthrough-research/>



Image: Yurchanka Siarhei / Shutterstock

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Image: Hannah McKay / Reuters

Pregnancy

Clear link emerges between Covid-19 and pregnancy complications.

Since the start of the coronavirus pandemic, it has become increasingly clear that Covid-19 hits pregnant women harder than the general population. Now, one of the first large studies with a proper control group has firmed up earlier evidence for how the virus can alter the course of pregnancy and harm mothers and their newborns.

The study of more than 2,100 pregnant women enrolled at hospitals in 18 countries found that, compared with uninfected pregnant women, those with Covid-19 are at higher risk for severe illness, death, pregnancy complications, and preterm birth. Those results underscore the importance of including pregnant women in priority groups for Covid-19 vaccines and

limiting their exposure to ill people, says corresponding author **Aris Papa-georgiou**, a fetal medicine specialist at the University of Oxford.

“This is a great study,” says physician, epidemiologist, and public health specialist **Nathalie Auger** of the University of Montreal Hospital Research Centre, who was not involved with the research. “They followed women through pregnancy, which is a really great design, and helped confirm the previous studies that are much easier to critique.” Many studies have linked pregnancy to worse Covid-19 outcomes, but they have either included too few participants to draw firm conclusions ... *Read full text: <https://www.sciencemag.org/news/2021/04/clear-link-emerges-between-covid-19-and-pregnancy-complications>*

Vaccine hoarding

Vaccine divide risks deepening inequality.

As the world continues to battle the unprecedented Covid-19 health crisis, UN Conference on Trade and Development (UNCTAD) warns that the growing gap between the number of Covid-19 shots given in developed and developing countries will likely deepen existing socioeconomic inequalities. Vaccine doses administered per 100 people vary greatly across countries. It’s concerning that Africa is far behind. By 31 March, only 0.6% of the continent’s population had been vaccinated, compared with 2.1% in Asia, 12.7% in Europe, 6.7% in South America and 18.8% in North America.

Also, alarmingly, the pandemic has already pushed upwards extreme poverty estimates for 2020 and 2021. They

indicate that between 119 and 124 million people fell into extreme poverty in 2020, with an additional 143 to 163 million people expected to follow this year. These estimates are very worrying because it’s the first significant increase in global extreme poverty in the past two decades.

On a positive note, the global economy is recovering faster than initially expected, according to UNCTAD data. It’s projected to grow by close to 5% in 2021, a growth rate not seen in more than a decade. But the recovery is uneven. Developed countries will experience a stronger rebound in GDP growth than developing ones, ... *Read*

full text: <https://unctad.org/news/mindful-monday-11-vaccine-divide-risks-deepening-inequality>



Image: www.voanews.com



Designing accessible websites

This list doesn't pretend to be extensive, including all the requirements of inclusive graphic design. I outlined those that would be great to focus on when working on your website accessibility improvement.

- Use distinct colors and good contrast.
- Write in simple language and use bullet points.
- Create the logical, easy-to-follow layout.
- Break content with images and videos.
- Design large buttons and make them distinctive.
- Use readable font size and ensure text magnification.
- Describe links comprehensibly.
- Enable keyboard navigation.
- Provide subtitles for video and transcripts for audio.
- Add descriptive alt tags to images. ...

Read full text: <https://www.eleken.co/blog-posts/design-that-benefits-everyone-top-5-inclusive-design-examples>

Gecko Traxx

Off road portable wheelchair access.



Gecko Traxx is a portable and affordable manual wheelchair accessory to help individuals access the beach and other off road terrain. A set of Gecko Traxx tyres packs up into a small mesh bag. Carry them in your backpack, leave them in the car or bring them with your check-in luggage. The tyres can be fitted to any standard 24" wheelchair, even while still seated in it. This means you no longer have to transfer from your chair to fit them, saving you time and energy to spend exploring.

The profile was inspired by a Gecko foot and expands when in contact

with the ground, increasing surface area and stopping the tyre sinking into soft surfaces. The tyre returns to its thin profile at the top and sides of the wheelchair wheel and does not impede the push-rim or the frame of the wheelchair. It has an innovative tyre cross-section that allows it to be compact, yet work across a large range of terrains: Sand and beach environments • Gravel and national park hikes • Soft grass on rural properties or music festivals • Soft dirt in rural areas • Hard packed snow around ski resorts.

Sources: www.eazilee.com good-design.org



Lucy McRae

Sci-Fi designer

Future humans grown in artificial wombs could replace the embrace of a parent with *Heavy Duty Love*, a machine created by sci-fi designer Lucy McRae for the Venice Architecture Biennale 2021.

The cushioned machine completely surrounds its occupant in a supportive embrace, helping them to become more comfortable with contact and intimacy.

Los Angeles-based McRae imagines it could compensate for a lack of human contact in early life, which could become a reality in the near future. Scientists believe that artificial wombs will be developed within the next decade. "I made this machine because I am curious about the human consequences of bypassing the womb and that first hug of a 'mother,'" McRae explained. ...

Read full text: <https://www.dezeen.com/2021/05/20/lucy-mcrae-heavy-duty-love-machine-venice-architecture-biennale/>

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Image: www.helpguide.org

Sleep problems

The most common associated with Attention deficit hyperactivity disorder.

1 Difficulty falling asleep. About three-fourths of all adults with ADHD report the inability to “shut off my mind so I can fall asleep at night.” Many describe themselves as “night owls” who get a burst of energy when the sun goes down. Others report that they feel tired throughout the day, but as soon as the head hits the pillow, the mind clicks on.

2 Restless sleep. When individuals with ADHD finally fall asleep, their sleep is restless. They toss and turn. They awaken at any noise in the house. Sleep is not refreshing and they awaken as tired as when they went to bed.

3 Difficulty waking up. More than 80% of adults with ADHD in my

practice report multiple awakenings until about 4 a.m. Then they fall into “the sleep of the dead,” from which they have extreme difficulty rousing themselves.

4 Intrusive Sleep. As long as persons with ADHD were interested in or challenged by what they were doing, they did not demonstrate symptoms of the disorder. If, on the other hand, they lose interest in an activity, their nervous system disengages, in search of something more interesting. Sometimes this disengagement is so abrupt as to induce sudden extreme drowsiness, even to the point of falling asleep.

Read full text: <https://nhahealth.com/adhd-and-sleep-problems-this-is-why-youre-always-so-tired-part-1/>

Outsiders

How whole groups subconsciously villainize them.

The urge to bond with the familiar and to protect against the different is not unique to humans. In fact, most species follow similar patterns. ... Being consciously aware of this trend is the first step in stopping these harmful patterns. ... [so] ask the hard questions.

1. Is there proof that this person did something wrong? **2.** May I see this proof? **3.** Am I holding someone to a higher standard of perfection than I hold myself or people close to me? **4.** Could this person be reacting to the valid perception that everyone dislikes them? Are they behaving differently because they sense many people are actively rooting for them to fail or make mistakes? **5.** If this person has made mistakes, are they unforgivable? Did they

try to make amends? **6.** Is it possible that race, sexism, queerphobia, or other forms of bias could be at the core of what started the suspicion around someone? **7.** Could atypical responses and behaviors be a result of an invisible disability like a mental illness, cognitive disability, or neurodivergence? **8.** Have other people been guilty of much worse, but I’ve been able to see past it? **9.** Are my friends prejudiced against people who are different? **10.** Did this person have a lot of friends? ... Sometimes, there are valid reasons to be afraid of someone ... But many times, we have subconsciously created a way to justify being uncomfortable with difference. ... *Read full text: <https://neuroclastic.com/2020/03/28/how-whole-groups-subconsciously-villainize-an-innocent-outsider/>*



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Lithium

Mining mountains of water.

Globally, water use has risen at more than twice the rate of population growth and is still increasing. Ninety percent of water used by humans is used by industry and agriculture, and when groundwater is overused, lakes, streams and rivers dry up, destroying ecosystems and species, harming human health, and impacting food security. Life on Earth will not survive without water. ...

The skyrocketing demand for lithium, one of the minerals needed for the production of electric cars, is based on the misperception that green technology helps the planet. Yet, as Argentine professor of thermodynamics and lithium mining expert **Dr. Daniel Galli** said at a scientific meeting, lithium mining is “really mining mountains

of water.” Lithium Americas plans to pump massive amounts of water —up to 1.7 billion gallons annually— from an aquifer in the Quinn River Valley in Nevada’s Great Basin, the largest desert in the United States. ...

In addition to the Thacker Pass mine proposal, Lithium Americas has a mine in the Atacama Desert, a joint Canadian-Chilean venture named Minera Exar in the Cauchari-Olaroz basin in Jujuy, Argentina. Digging for lithium began in Jujuy in 2015, and there is already irreversible damage, according to a 2018 hydrology report. Watering holes have gone dry, and indigenous leaders are scared that soon there will be nothing left. ... *Read full text:* <https://dgrnewsservice.org/civilization/ecocide/habitat-loss/lithium-mining-mountains-of-water/>

Pollution report

Oceans are ‘at the precipice of disaster’.

A report released April 28 by the International Pollutants Elimination Network (IPEN) and the National Toxics Network (NTN) says that rising levels of chemical and plastic pollution are major contributors to declines in the world’s fish populations and other aquatic organisms. **Dr. Matt Landos**, co-author of the report, says that many people erroneously believe that fish declines are caused only by overfishing. “In fact, the entire aquatic food web has been seriously compromised, with fewer and fewer fish at the top, losses of invertebrates in the sediments and water column, less healthy marine algae, coral, and other habitats, as well as a proliferation of

bacteria and toxic algal blooms. Chemical pollution, along with climate change itself a pollution consequence, are the chief reasons for these losses.”

Aquatic Pollutants in Oceans and Fisheries documents the numerous ways in which chemicals compromise reproduction, development, and immune systems among aquatic and marine organisms. It warns that the impacts scientists have identified are only likely to grow in the coming years and will be exacerbated by a changing climate. ... The report identifies six key findings ... *Read full text:* <https://williambowles.info/2021/04/28/pollution-report-oceans-are-at-the-precipice-of-disaster/>



Image: www.plushbeds.com

Eco Tip: Instead of buying new things, as a token of love for the Earth, make what you already have last. Change your life, get sustainable. Visit MyAIU Knowledge



A coral garden in Coron, Palawan.

Image: Shawn Landers / Flickr

Tagbanua fought

Popular opposition halts a bridge project in a Philippine coral haven.

The Philippine government has suspended work on a bridge that would connect the islands of Coron and Culion in the coral rich region of Palawan. Activists, Indigenous groups and marine experts say the project would threaten the rich coral biodiversity in the area as well as the historical shipwrecks that have made the area a prime dive site.

The Indigenous Tagbanua community, who successfully fought against an earlier project to build a theme park, say they were not consulted about the bridge project. Preliminary construction began in November 2020 despite a lack of government-required consultations and permits, and was ordered suspended in April this year following the public outcry.

The planned 4.2 billion peso (\$88.6 million) road from Coron to the island of Culion would run just over 20 kilometers (12.5 miles), of which only about an eighth would constitute the actual bridge span, according to a government document obtained by **Mongabay** ...

“We don’t want that bridge here because we fear that it will affect many —our seas, our livelihoods, our lands we inherited from our ancestors,” Indigenous federation chairman **Larry Sinamay**, who organized a rally on April 5, told **Mongabay**. “Where would we get our food when our place is destroyed by this project?” ...

Read full text: <https://news.mongabay.com/2021/05/popular-opposition-halts-a-bridge-project-in-a-philippine-coral-haven/>

Cranes

They are returning to Ireland after 300 years.

A pair of cranes are nesting on a rewetted peat bog in the Republic of Ireland’s midlands. It is hoped they could be the first of the species to breed in Ireland for centuries. The cranes are on land owned by former peat producer Bord na Móna. The location is to remain confidential to protect the birds.

In January, the company ceased peat harvesting for good and has been rehabilitating thousands of hectares of boglands, rewetting the drained sites. Their lead ecologist, **Mark McCorry**, said the return of the nesting pair of cranes was very significant. “While we have these birds coming to Ireland during the winter, we generally haven’t

seen them in the breeding season,” he said. “So last year, they were the first pair that were in a nest during the breeding season.”

... **Mr McCorry** said he was “reasonably optimistic” that the birds would successfully breed. ... However, there is also the possibility that the species has already begun to re-establish itself in Ireland, as a juvenile crane was spotted at an estuary in County Dublin last autumn. ... Once common in Ireland, the destruction of their habitat, being hunted for meat and predators such as foxes saw them become extinct some time between 1600 and 1700. ...

Read full text and watch video: <https://www.bbc.com/news/world-europe-57074156>



Image: Nick Upton

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CAMPUS

We have no answers; we have questions



Image: Hiram Alejandro Durán / www.thedaily.nyc

We live in a failed system. It is becoming clearer every day that the present organization of society is a disaster, that capitalism is unable to secure an acceptable way of living. The Covid-19 pandemic is not a natural phenomenon but the result of the social destruction of biodiversity and other pandemics are likely to follow. The global warming that is a threat to both human and many forms of non-human life is the result

of the capitalist destruction of established equilibria. The acceptance of money as the dominant measure of social value forces a large part of the world's population to live in miserable and precarious conditions.

The destruction caused by capitalism is accelerating. Growing inequality, a rise in racist violence, the spread of fascism, increasing tensions between states and the accumulation of power by police and military. Moreover, the

survival of capitalism is built on an ever-expanding debt that is doomed to collapse at some point.

The situation is urgent, we humans are now faced with the real possibility of our own extinction.

How do we get out of here? The traditional answer of those who are conscious of the scale of social problems: through the state. Political thinkers and politicians from **Hegel to Keynes and Roosevelt** and now **Biden** have

seen the state as a counterweight to the destruction wreaked by the economic system. States will solve the problem of global warming; will end the destruction of biodiversity; will alleviate the enormous hardship and poverty resulting from the present crisis. Just vote for the right leaders and everything will be all right. And if you are very worried about what is happening, just vote for more radical leaders ... and things will be fine.

The problem with this argument is that experience tells us that it does not work. Left-wing leaders have never fulfilled their promises ... In Latin America, the left-wing politicians who came to power in the so-called Pink Wave at the start of this century, have been closely associated with extractivism and other forms of destructive development. ... Left-wing parties and politicians may be able to bring about minor changes, but they have done nothing at all to break the destructive dynamic of capital.

The state is not the answer

...Theoretical reflection tells us ... The state, which appears

to be separate from capital, is actually generated by capital and depends on capital for its existence. The state is not a capitalist and its workers do not on the whole generate the income it needs for its existence. That income comes from the exploitation of workers by capital, so that the state actually depends on that exploitation, that is, on the accumulation of capital, to reproduce its own existence.

The state is obliged, by its very form, to promote the accumulation of capital. ... The state appears to be the center of power, but in fact power lies with the owners of capital, that is, with those persons who dedicate their existence to the expansion of capital. In other words, the state is not a counterweight to capital: it is part of the same uncontrollable dynamic of destruction.

The fact that the state is bound to capital means that it excludes us. State democracy is a process of exclusion that says: "Come and vote every four or five years, then go home and accept what we decide." The state is the existence of a body of full-time officials who assume the responsibility of ensuring the welfare of society—in a way compatible with the reproduction of capital, of course. ...

Just now, for example,

politicians are talking of the need for a radical change in political direction as the world emerges from the pandemic, but at no point does any politician or government official suggest that part of that change in direction must be the abolition of a system based on the pursuit of profit.

If the state is not the answer to ending capitalist destruction, then it follows that channeling our concerns into political parties cannot be the answer either ...

Asking we walk

... There is certainly a widespread growing feeling of anger, desperation and an awareness that the system is not working. But why is this anger channeled either towards left-reformist parties and candidates ... or to the far right, and not towards efforts that push against-and-beyond the system? There are many explanations, but one that seems important to me is Leonidas Oikonomakis' comment on the election of Syriza in Greece in 2015 that, even after years of very militant anti-statist protest against austerity, it still seemed to people that the state was the "only game in town."

When we think of global warming, of stopping violence

against women, of controlling the pandemic, of resolving our economic desperation in the present crisis, it is still hard not to think that the state is where the answers lie, even when we know that it is not.

Perhaps we have to give up the idea of answers. ... The state gives answers, wrong answers. We have questions, urgent questions, new questions because this situation of impending extinction has never existed before. How can we stop the destructive dynamic of capital? The only answer that we have is that we do not know.

It is important to say that we do not know, for two

reasons. Firstly because it happens to be true. ... And secondly, because a politics of questions is very different from a politics of answers. If we have the answers, it is our duty to explain them to others. ... If we have questions but no answers, then we must discuss them together to try and find ways forward. "Preguntando caminamos," as the Zapatistas say: "Asking we walk."

The process of asking and listening is not the way to a different society, it is already the creation of a different society. ... We ask-and-listen to you because we recognize your dignity. ... Our

asking-listening is an anti-identitarian movement. We recognize your dignity not because you are an anarchist or a communist Labels are very dangerous ... because they create identitarian distinctions. ...

A movement of self-determination

We have no answers, but our walking-asking does not start from zero. It is part of a long history of walking-asking.

... It is simply not true that the state is the only game in town. We must shout from the rooftops that there is another, long-established game: the game of doing things ourselves, collectively.

Organization in the communal or council tradition is not on the basis of selection-and-exclusion but on the basis of a coming-together of those who are there, whether in the village or the neighborhood or the factory, with all their differences, their squabbles, their madnesses, their meannesses, their shared interests and common concerns.

The organization is not instrumental: it is not designed as the best way of reaching a goal, for it is itself its own goal. It does not have a defined membership since its aim is to draw in, not to exclude. Its discussions are not aimed at

defining the correct line, but at articulating and accommodating differences, at constructing here and now the mutual recognition that is negated by capitalism.

This does not mean a suppression of debate, but, on the contrary, a constant process of discussion and critique aimed not at eliminating or denouncing or labeling the opponent but at maintaining the creative tension that arises from holding together ideas that push in slightly different directions. An always difficult mutual recognizing of dignities that pull in different directions.

The council or commune is a movement of self-determination: through asking-listening-thinking we shall decide how we want the world to be, not by following the blind dictates of money and profit. And, perhaps more and more important, it is an assumption of our responsibility for shaping the future of human life.

If we reach the point of extinction, it will be of no help to say on the last day: "It is all the fault of the capitalists and their states." No. It will be our fault if we do not break the power of money and take back from the state our responsibility for the future of human life.



Read full text by John Holloway: <https://roarmag.org/essays/holloway-asking-questions/>

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

BE WISE & HAVE FUN



Superstrata bike. Send Superstrata your dimensions, riding style and preferences, and they'll 3D print you a carbon fibre bike frame made to fit. Prefer a stiffer ride? A bike for commuting, or for touring? There are over 500,000 possible combinations. www.superstrata.bike

"Anything else you're interested in is not going to happen if you can't breathe the air and drink the water. Don't sit this one out. Do something. You are by accident of fate alive at an absolutely critical moment in the history of our planet."

Carl Sagan. (1934 - 1996). American astronomer, planetary scientist, cosmologist, astrophysicist, astrobiologist, author, and science communicator.

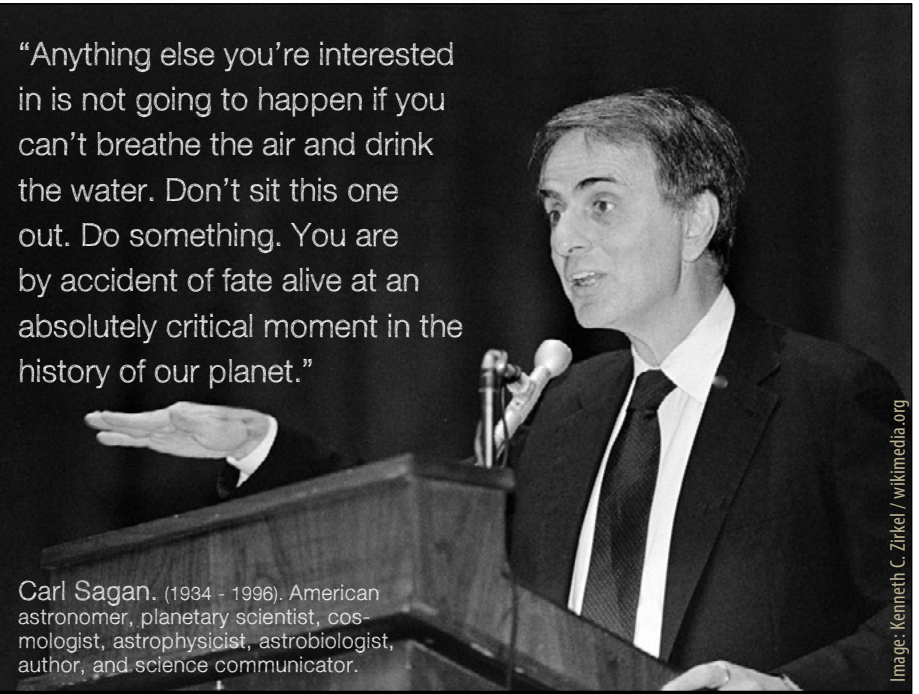


Image: Kenneth C. Zirkel / wikimedia.org



EyeVac home touchless vacuum. Sweep things like dust, crumbs, and pet hair up to the EyeVac. Infrared detectors sense the motion and automatically vacuum it all up. Easy to clean with bagless canister. www.thegrommet.com

Good advice

12. LIFE'S GOOD, BUT IT'S NOT FAIR.

The delusion that life's supposed to be fair is the source of much unhappiness.

Source: www.inc.com

Blomus stainless steel watering can.

Specially designed for hard-to-reach areas, the Blomus is ideal for both indoor and outdoor use and its long spout makes watering easy. The Blomus watering can holds 1.5 liters.

store.moma.org





BACHELOR'S DEGREE

Genetics

SCHOOL OF SCIENCE AND ENGINEERING

The Bachelor of Genetics 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 Genetics 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

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

- Genetics and molecular biology
- Genetics and illness
- Biochemical genetics
- Cytogenetics
- Clinical genetics
- Population genetics

- Medical and molecular genetics
- Gene organization
- Ethics in genetic research
- Biochemistry
- Foundations in experimental biology
- Genome biology
- The responsible conduct of research
- Introduction to probability and statistics for clinical research
- Biostatistics
- Computational statistics, genetics & microbiology
- Introduction to statistical genetics
- Epigenetics
- Analysis of biological information
- Molecular evolution
- Genetics theory applied to medicine
- Elegans genetics

Research Project

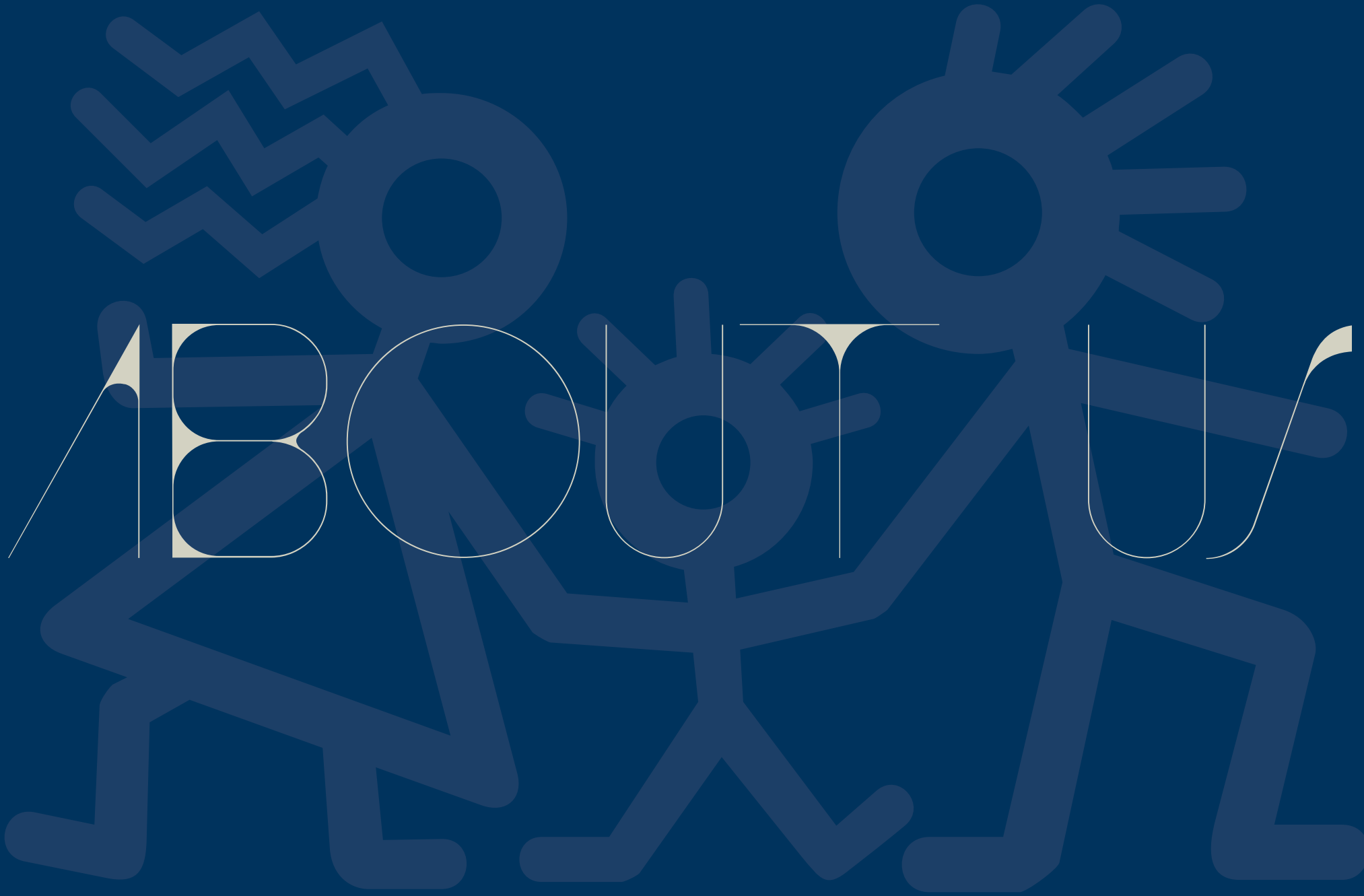
- Bachelor Thesis Project
- MBM300 Thesis Proposal
- MBM302 Bachelor Thesis (5,000 words)

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
 Pioneer Plaza/900 Fort Street Mall 905
 Honolulu, HI 96813
 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). 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
Dr. Miriam Garibaldi VICEPROVOST FOR RESEARCH	Irina Ivashuk ALUMNI ASSOCIATION COORDINATOR	Dr. Prakash Menon ACADEMIC ADVISOR
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Paula Viera DIRECTOR OF INTELLIGENCE SYSTEMS	Thomas Kim CORPORATE/ ACCOUNTING COUNSEL	Dr. Edgar Colon ACADEMIC ADVISOR
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Daritza Ysla IT COORDINATOR	Maricela Esparza ADMINISTRATIVE COORDINATOR	Cyndy Dominguez ACADEMIC TUTOR COORDINATOR
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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		

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.

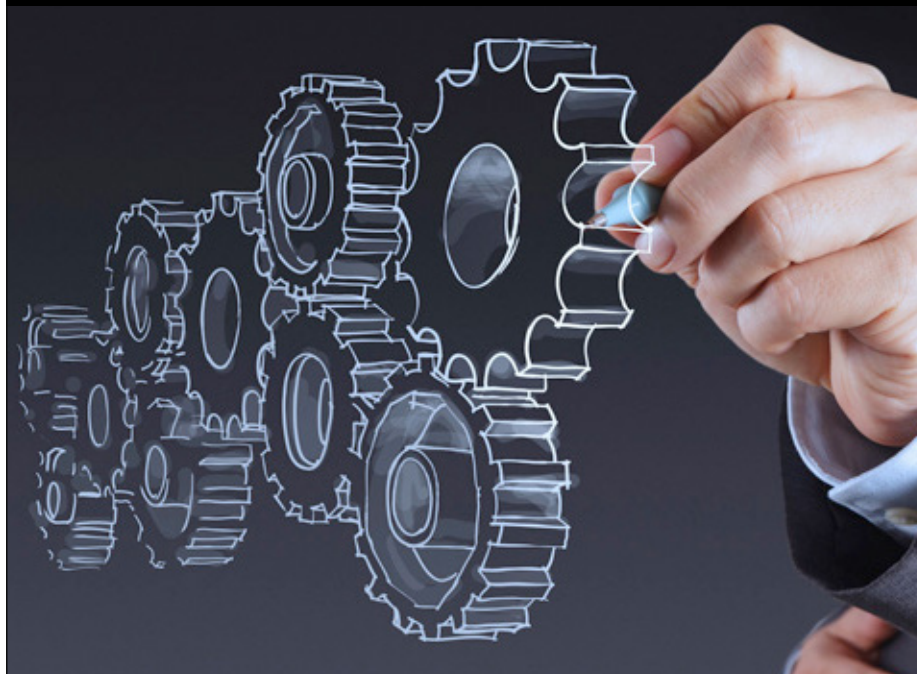
The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public, 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 21st 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 21st 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

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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Online application:

www.aiu.edu/apply3_phone.aspx